

# Week 6

# 5th Grade

Name:

Teacher:

**Learning Goal**

I can learn more about the theme *Systems* by analyzing plot and setting in historical fiction.

# Historical Fiction

**Historical fiction** is realistic fiction that takes place in the past.

- Most **characters** are fictional but act like people from that time period.
- Sometimes characters are **real historical people** whom the author places in made-up situations.
- The **point of view** can be first person or third person.
- The **setting** is a real time and place. It is what makes this genre historical fiction.
- The **plot** mixes fact with fiction.

**TURN and TALK** With a partner, discuss how historical fiction is similar to and different from informational text. Use the chart to help you compare and contrast the genres. Take notes on your discussion.

**My NOTES** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

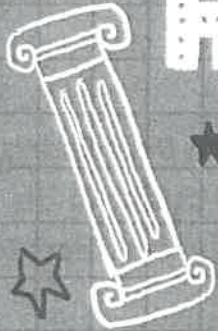
To compare and contrast, start with what makes the genres similar.



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Use with assignment 1.

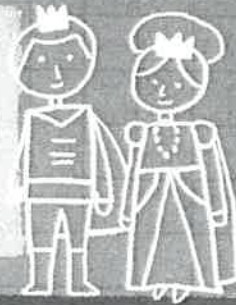
# HISTORICAL FICTION



## ANCHOR CHART

**PURPOSE:** To tell a REALISTIC story set in a PAST time and place

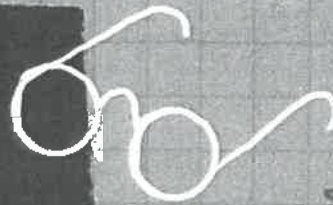
**Characters:** REAL or MADE-UP



**SETTING:** A real place and time in the past

**TEXT STRUCTURE:** Usually chronological

**POINT OF VIEW:** First- or third-person



# L. Arts-Week 6-Monday-Assignment 1- Historical Fiction Text Response

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\* Required

Please read pages 506-507 in your textbook and select three features of a Historical Fiction text. Hint: Use your anchor chart on page 507! \* 3 points

- Most characters are real people from that time period.
- The setting of the story is a real time and place in the past.
- The plot mixes fact with fiction.
- The purpose is to tell a REALISTIC story set in a PAST time and place.
- Historical fiction must always be told from a first person point of view.

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**Week 6 Assignment 2-Vocabulary Preview**

**Please use your book (pages 509-525) or a dictionary to write the correct definition in a complete sentence. Then use thesaurus.com to find 2 synonyms or make up your own.**

<b>Word</b>	<b>Correct Definition</b>	<b>Synonyms (2)</b>
<b>comrade (page 511)</b>		
<b>custom (page 511)</b>		
<b>coaxed (page 519)</b>		
<b>revived (page 520)</b>		
<b>heed (page 522)</b>		



**Louis Untermeyer's** mother read him many stories and poems, including some about historical figures. He used the texts as raw material for bedtime stories he told his brother. Later, he wrote poems, essays, and short stories, many for children, and collected the poems of others in anthologies.

# The Dog of Pompeii

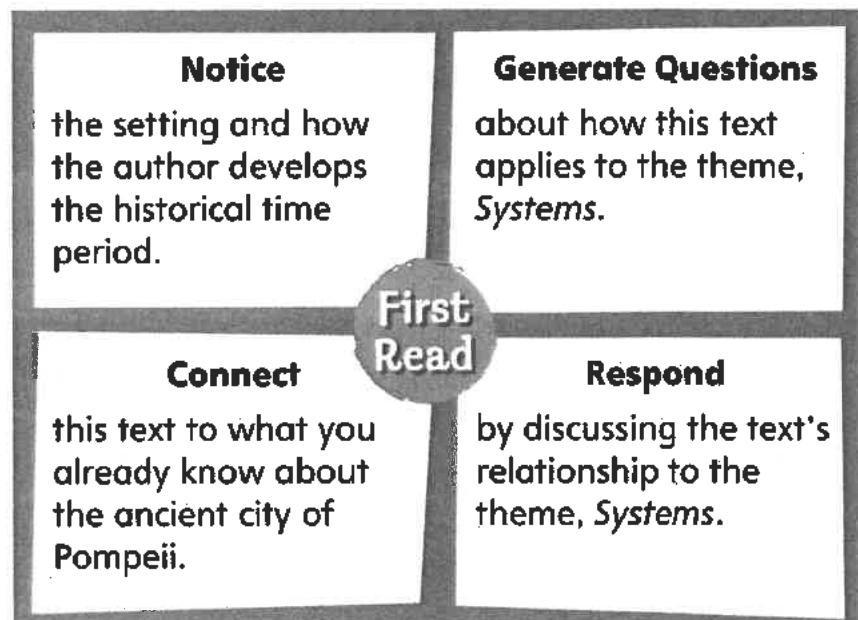
## Preview Vocabulary

As you read "The Dog of Pompeii" from *Best Shorts: Favorite Short Stories for Sharing*, pay attention to these vocabulary words. Notice how they connect to elements of plot and setting.

	<b>comrade</b>	<b>custom</b>
<b>coaxed</b>	<b>revived</b>	<b>heed</b>

## Read

Before you begin, establish a purpose for reading. You may want to learn more about ancient Pompeii. You could also read to distinguish fact from fiction in the text. Follow these strategies when you read **historical fiction**.



Genre Historical Fiction

# The Dog of Pompeii

by Louis Untermeyer

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## CLOSE READ

### Analyze Plot and Setting

Underline details that introduce the setting of the story.

- 1 Tito and his dog Bimbo lived (if you could call it living) under the city wall where it joined the inner gate. They really didn't live there; they just slept there. They lived anywhere. Pompeii was one of the gayest of the old Roman towns, but although Tito was never an unhappy boy, he was not exactly a merry one. The streets were always lively with shining chariots and bright red trappings; the open-air theaters rocked with laughing crowds; sham battles and athletic sports were free for the asking in the great stadium. Once a year the emperor visited the pleasure city, and the fireworks and other forms of entertainment lasted for days.
- 2 But Tito saw none of these things, for he was blind—had been blind from birth. He was known to everyone in the poorer quarters. But no one could say how old he was; no one remembered his parents; no one could tell where he came from. Bimbo was another mystery. As long as people could remember seeing Tito—several years at least—they had seen Bimbo. The dog never left his side. He was not only a watchdog, but mother and father to Tito.



## Analyze Plot and Setting

Underline a detail that helps you understand how Tito and Bimbo's relationship affects the events of the plot.

**comrade** a companion who shares in a person's activities and who is that person's equal

**custom** an accepted, repeated way of behaving or doing things

3 Did I say Bimbo never left his master? (Perhaps I had better say "comrade," for if anyone was the master, it was Bimbo.) I was wrong. Bimbo did trust Tito alone exactly three times a day. It was a custom understood between boy and dog since the beginning of their friendship, and the way it worked was this:

4 Early in the morning, shortly after dawn, while Tito was still dreaming, Bimbo would disappear. When Tito awoke, Bimbo would be sitting quietly at his side, his ears cocked, his stump of a tail tapping the ground, and a fresh-baked loaf of bread—more like a large round roll—at his feet. Tito would stretch himself, Bimbo would yawn, and they would breakfast.

5 At noon, no matter where they happened to be, Bimbo would put his paw on Tito's knee, and the two of them would return to the inner gate. Tito would curl up in the corner (almost like a dog) and go to sleep, while Bimbo, looking quite important (almost like a boy), would disappear again. In a half-hour he would be back with their lunch. Sometimes it would be a piece of fruit or a scrap of meat; often it was nothing but a dry crust. But sometimes there would be one of those flat, rich cakes, sprinkled with raisins and sugar, that Tito liked so much.



## CLOSE READ

### Make Inferences

Highlight details that help you make an inference about what Tito's life would be like without Bimbo.

### Vocabulary in Context

A **context clue** is a word or phrase around an unfamiliar word that helps readers determine the unfamiliar word's meaning.

Underline context clues around the word *villa* in paragraph 9 to determine its definition.

- 6 At suppertime the same thing happened, although there was a little less of everything, for things were hard to snatch in the evening with the streets full of people.
- 7 But whether there was much or little, hot or cold, fresh or dry, food was always there. Tito never asked where it came from, and Bimbo never told him. There was plenty of rainwater in the hollows of soft stones; the old egg woman at the corner sometimes gave him a cupful of strong goat's milk; in the grape season the fat winemaker let him have drippings of the mild juice. So there was no danger of going hungry or thirsty. There was plenty of everything in Pompeii if you knew where to find it and if you had a dog like Bimbo.
- 8 As I said before, Tito was not the merriest boy in Pompeii. He could not romp with the other youngsters or play hare-and-hounds and I-spy and follow-your-master and ball-against-the-building and jackstone and kings-and-robbers with them. But that did not make him sorry for himself. If he could not see the sights that delighted the lads of Pompeii, he could hear and smell things they never noticed. When he and Bimbo went out walking, he knew just where they were going and exactly what was happening.
- 9 As they passed a handsome villa, he'd sniff and say, "Ah, Glaucus Pansa is giving a grand dinner here tonight. They're going to have three kinds of bread and roast pigling and stuffed goose and a great stew—I think bear stew—and a fig pie." And Bimbo would note that this would be a good place to visit tomorrow.



10 Or “Hmm,” Tito would murmur, half through his lips, half through his nostrils. “The wife of Marcus Lucretius is expecting her mother. She’s airing all the linens; she’s going to use the best clothes, the ones she’s been keeping in pine needles and camphor, and she’s got an extra servant cleaning the kitchen. Come, Bimbo, let’s get out of the dust!”

11 Or, as they neared the forum, “Mmm! What good things they have in the marketplace today! Dates from Africa and salt oysters from sea caves and cuttlefish and new honey and sweet onions and—ugh!—water buffalo steaks. Come, let’s see what’s what in the forum.” And Bimbo, just as curious as his comrade, hurried on. Being a dog, he, too, trusted his ears and nose more than his eyes, and so the two of them entered the center of Pompeii.

## CLOSE READ

### Make Inferences

Highlight a detail that helps you make an inference about why Bimbo is excited to enter the center of the city.



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## CLOSE READ

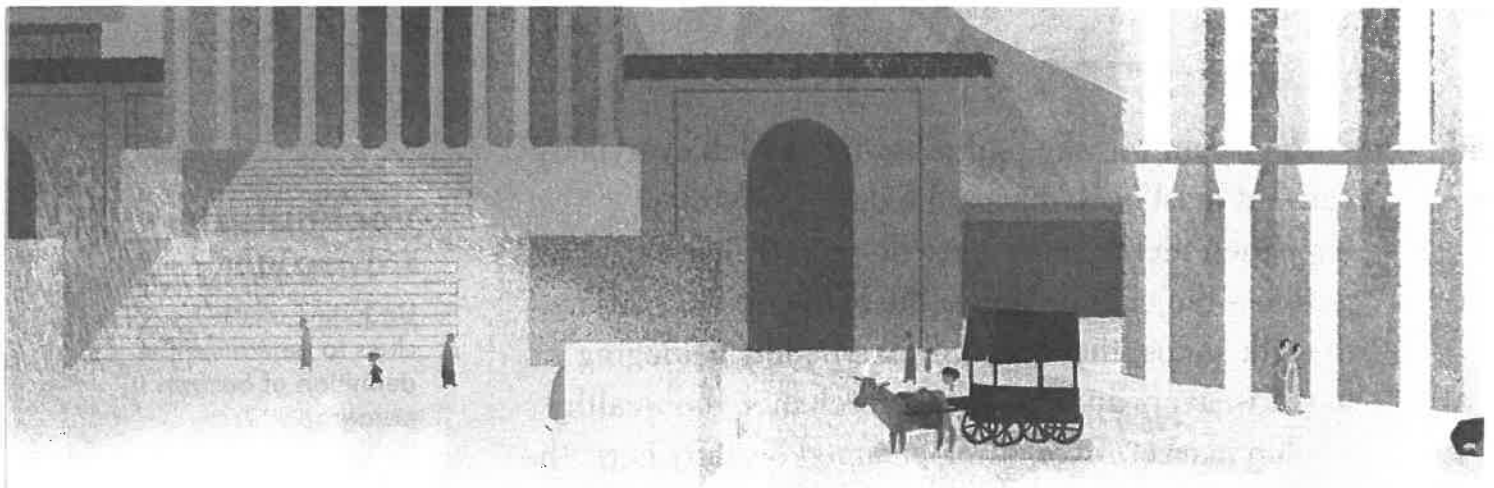
### Vocabulary in Context

Underline context clues to determine the definition of *bazaars* in paragraph 12.

### Analyze Plot and Setting

Underline details that show how the cultural setting of ancient Pompeii contributes to the rising action of the story.

- 12 The forum was the part of town to which everybody came at least once during the day. Everything happened there. There were no private houses; all was public—the chief temples, the gold and red bazaars, the silk shops, the town hall, the booths belonging to the weavers and the jewel merchants, the wealthy woolen market. Everything gleamed brightly here; the buildings looked new. The earthquake of twelve years ago had brought down all the old structures; and since the citizens of Pompeii were ambitious to rival Naples and even Rome, they had seized the opportunity to rebuild the whole town. Hence there was scarcely a building that was older than Tito.
- 13 Tito had heard a great deal about the earthquake, although, since he was only about a year old at the time, he could hardly remember it. This particular quake had been a light one, as earthquakes go. The crude houses had been shaken down, and parts of the outworn wall had been wrecked, but there had been little loss of life. No one knew what caused these earthquakes. Records showed they had happened in the neighborhood since the beginning of time. Sailors said that it was to teach the lazy cityfolk a lesson and make them appreciate those who risked the dangers of the sea to bring them luxuries and to protect their town from invaders. The priests said that the gods took this way of showing their anger to those who refused to worship properly or failed to bring enough sacrifices to the altars. The tradesmen said that the foreign merchants had corrupted the ground and it was no longer safe to traffic in imported goods that came



## CLOSE READ

### Analyze Plot and Setting

Underline a detail that suggests that the setting might be dangerous. Analyze how the setting contributes to the rising action of the plot.

from strange places and carried a curse upon them. Everyone had a different explanation and everyone's explanation was louder and sillier than his neighbor's.

- 14 People were talking about it this afternoon as Tito and Bimbo came out of the side street into the public square. The forum was crowded. Tito's ears, as well as his nose, guided them to the place where the talk was loudest.
- 15 "I tell you," rumbled a voice that Tito recognized as that of the bath master, Rufus, "there won't be another earthquake in my lifetime or yours. There may be a tremble or two, but earthquakes, like lightning, never strike twice in the same place."
- 16 "Don't they?" asked a thin voice Tito had never heard before. It had a high, sharp ring to it, and Tito knew it as the accent of a stranger. "How about the two towns in Sicily that have been ruined three times within fifteen years by the eruptions of Mount Etna? And were they not warned? And does that column of smoke above Vesuvius mean nothing?"
- 17 "That?" Tito could hear the grunt with which one question answered another. "That's always there. We use it for our weather guide. When the smoke stands up straight, we know we'll have fair weather; when it flattens out, it's sure to be foggy; when it drifts to the east—"



## CLOSE READ

### Make Inferences

Highlight details that help you make an inference about the stranger's purpose in the story.

18 “Very well, my confident friend,” cut in the thin voice, which now sounded curiously flat. “We have a proverb: ‘Those who will not listen to man must be taught by the gods.’ I say no more. But I leave a last warning. Remember the holy ones. Look to your temples. And when the smoke tree above Vesuvius grows to the shape of an umbrella pine, look to your lives!”

19 Tito could hear the air whistle as the speaker drew his toga about him, and the quick shuffle of feet told him that the stranger had gone.

20 “Now what,” said Attilio, the cameo cutter, “did he mean by that?”

21 “I wonder,” grunted Rufus. “I wonder.”

## CLOSE READ

### Vocabulary in Context

What is the definition of *keen* in paragraph 22? Underline context clues around *keen* to help you determine the word's meaning.

### Make Inferences

Highlight evidence that helps you make an inference about how Tito experiences the changes that occur in Pompeii in this scene.

- 22 Tito wondered, too. And Bimbo, his head at a thoughtful angle, looked as if he were doing a heavy bit of pondering. By nightfall the argument had been forgotten. If the smoke had increased, no one saw it in the dark. Besides, it was Caesar's birthday, and the town was in a holiday mood. Tito and Bimbo were among the merrymakers, dodging the charioteers, who shouted at them. But Tito never missed his footing. He was thankful for his keen ears and quick instinct—most thankful of all for Bimbo.
- 23 They visited the open-air theater; then went to the city walls, where the people of Pompeii watched a sham naval battle in which the city, attacked from the sea, was saved after thousands of flaming arrows had been burned. Though the thrill of flaring ships and lighted skies was lost to Tito, the shouts and cheers excited him as much as anyone.
- 24 The next morning there were two of the beloved raisin cakes for his breakfast. Bimbo was unusually active and thumped his bit of a tail until Tito was afraid he would wear it out. Tito couldn't imagine whether Bimbo was urging him to some sort of game or was trying to tell him something. After a while he ceased to notice Bimbo. He felt drowsy. Last night's late hours had tired him. Besides, there was a heavy mist in the air—no, a thick fog rather than a mist—a fog that got into his throat and made him cough. He walked as far as the marine gate to get a breath of the sea. But even the salt air seemed smoky.
- 25 Tito went to bed before dusk, but he did not sleep well . . .



### Analyze Plot and Setting

Underline sensory details that help describe the setting and suggest that the climax of the story is near.

26 He awoke early. Or rather, he was pulled awake, Bimbo doing the pulling. The dog had dragged Tito to his feet and was urging the boy along. Where, Tito did not know. His feet stumbled uncertainly; he was still half asleep. For a while he noticed nothing except the fact that it was hard to breathe. The air was hot and heavy, so heavy that he could taste it. The air, it seemed, had turned to powder, a warm powder that stung his nostrils and burned his sightless eyes.



27 Then he began to hear sounds, peculiar sounds. Like animals under the earth. Hissings and groanings and muffled cries. There was no doubt of it now. The noises came from underneath. He not only heard them—he could feel them. The earth twitched; the twitching changed to an uneven shrugging of the soil. Then, as Bimbo half pulled, half coaxed him along, the ground jerked away from his feet and he was thrown against a stone fountain.

**coaxed** persuaded someone to do something by words or actions

## CLOSE READ

### Make Inferences

Highlight details about the setting that help you make inferences about how the tension will reach a climax.

**revived** brought back to consciousness

28 The water—hot water!—splashing in his face revived him. He got to his feet, Bimbo steadying him, helping him on again. The noises grew louder; they came closer. The cries were even more animal-like than before, but now they came from human throats. A few people began to rush by; a family or two, then a group, then, it seemed, the whole city of people. Tito, bewildered though he was, could recognize Rufus's voice as he bellowed like a water buffalo gone mad.

29 It was then that the crashing began. First a sharp crackling, like a monstrous snapping of twigs; then an explosion that tore earth and sky. The heavens, though Tito could not see them, were shot through with continual flickerings of fire. Lightning above was answered by thunder beneath. A house fell. Then another. By a miracle the two companions had escaped the dangerous side streets and were in a more open space. It was the forum. They rested here awhile; how long, the boy did not know.

30 Tito had no idea of the time of day. He could feel it was black—an unnatural blackness. Something inside, perhaps the lack of breakfast and lunch, told him it was past noon. But it didn't matter. Nothing seemed to matter. He was getting drowsy, too drowsy to walk. But walk he must. He knew it. And Bimbo knew it; the sharp tugs told him so. Nor was it a moment too soon. The sacred ground of the forum was safe no longer. It began to rock, then to pitch, then to split. As they stumbled out of the square, the earth wriggled like a caught snake, and all the columns of the Temple of Jupiter came down. It was the end of the world, or so it seemed.



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## CLOSE READ

### Make Inferences

Highlight evidence that supports an inference you made about the purpose of the stranger in the story.

heed pay attention to;  
listen to

31 To walk was not enough now. They must run. Tito, too frightened to know what to do or where to go, had lost all sense of direction. He started to go back to the inner gate; but Bimbo, straining his back to the last inch, almost pulled his clothes from him: What did the dog want? Had he gone mad?

32 Then suddenly he understood. Bimbo was telling him the way out. The sea gate, of course. The sea gate—and then the sea, far from falling buildings, heaving ground. He turned, Bimbo guiding him across open pits and dangerous pools of bubbling mud, away from buildings that had caught fire and were dropping their burning beams.

33 New dangers threatened. All Pompeii seemed to be thronging toward the marine gate, and there was the chance of being trampled to death. But the chance had to be taken. It was growing harder and harder to breathe. What air there was choked him. It was all dust now, dust and pebbles as large as beans. They fell on his head, his hands—pumice stones from the black heart of Vesuvius! The mountain had turned itself inside out. Tito remembered what the stranger had said in the forum two days ago: “Those who will not listen to man must be taught by the gods.” The people of Pompeii had refused to heed the warnings; they were being taught now, if it was not too late.





34 Suddenly it seemed too late for Tito. The red-hot ashes blistered his skin; the stinging vapors tore his throat. He could not go on. He staggered toward a small tree at the side of the road and fell. In a moment Bimbo was beside him. He coaxed, but there was no answer. He licked Tito's hands, his feet, his face. The boy did not stir. Then Bimbo did the thing he least wanted to do. He bit his comrade, bit him deep in the arm. With a cry of pain, Tito jumped to his feet, Bimbo after him. Tito was in despair, but Bimbo was determined. He drove the boy on, snapping at his heels, worrying his way through the crowd, barking, baring his teeth, heedless of kicks or falling stones.

35 Sick with hunger, half dead with fear and sulfur fumes, Tito plodded on, pursued by Bimbo. How long, he never knew. At last he staggered through the marine gate and felt soft sand under him. Then Tito fainted.

## CLOSE READ

### Analyze Plot and Setting

Underline the story's turning point, or the climax. Analyze how the setting influences the events.

## CLOSE READ

### Analyze Plot and Setting

Underline the outcome of Bimbo's actions, the falling action of the plot.

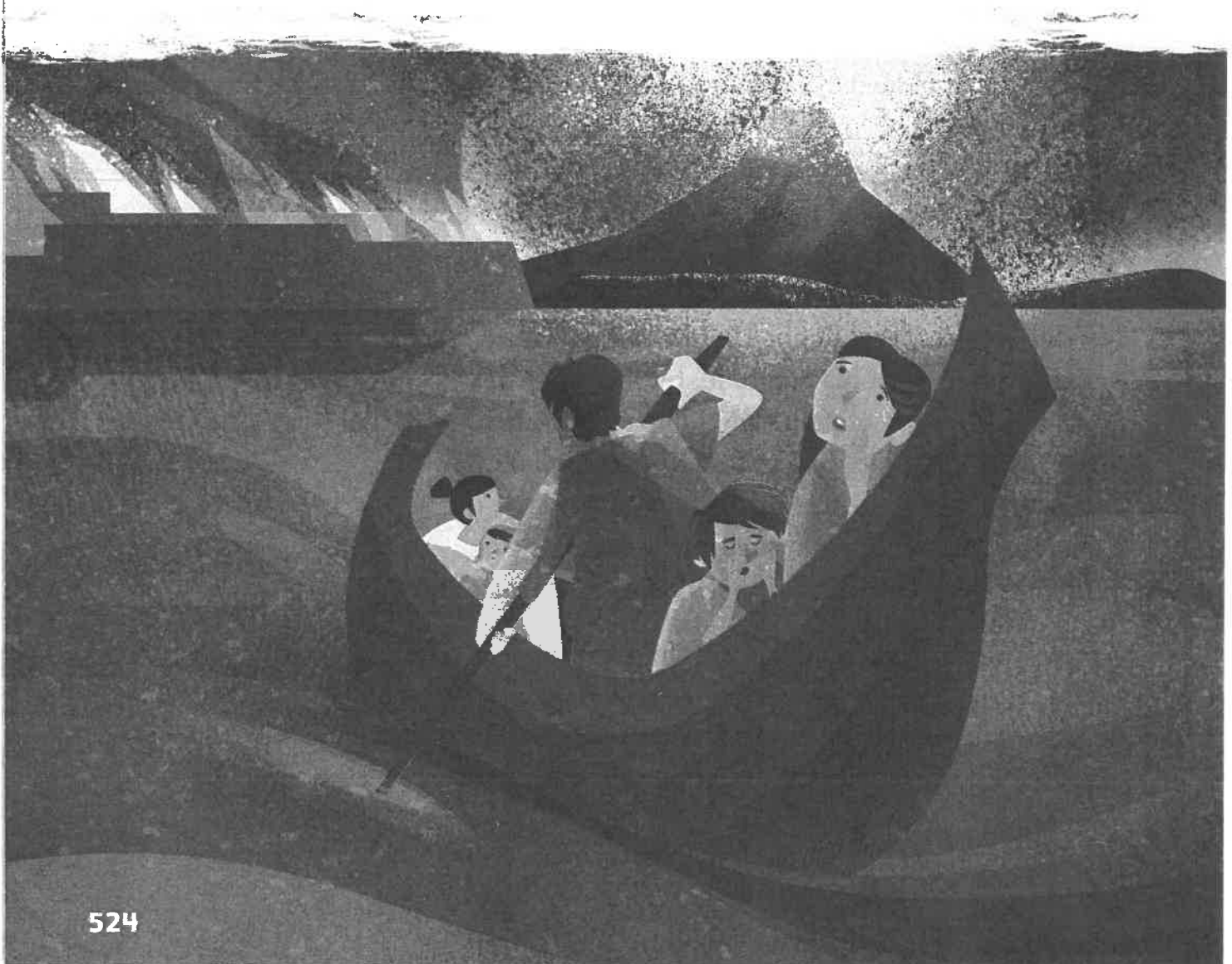
36 Someone was dashing sea water over him. Someone was carrying him toward the boat.

37 "Bimbo!" he called. And then louder, "Bimbo!" But Bimbo had disappeared.

38 Voices jarred against each other. "Hurry! Hurry!" "To the boats!" "Can't you see the child's frightened and starving?" "He keeps calling for someone!" "Poor child, he's out of his mind." "Here boy, take this!"

39 They tucked him in among them. The oarlocks creaked; the oars splashed, the boat rode over the toppling waves. Tito was safe. But he wept continually. "Bimbo!" he wailed. "Bimbo! Bimbo!"

40 He could not be comforted.



## Analyze Plot and Setting

Underline details that show the resolution of the story. Analyze how the setting affects the outcome.

## Make Inferences

Highlight evidence that supports an inference about Bimbo's loyalty to Tito.

41 Eighteen hundred years passed. Scientists were restoring the ancient city; excavators were working their way through the stones and trash that had buried the entire town. Much had already been brought to light—statues, bronze instruments, bright mosaics, household articles, even delicate paintings that had been preserved by the ashes that had taken over two thousand lives. Columns were dug up, and the forum was beginning to emerge.

42 It was at a place where the ruins lay deepest that the director paused.

43 “Come here,” he called to his assistant. “I think we’ve discovered the remains of a building in good shape. Here are four huge millstones that were most likely turned by slaves or mules, and here is a whole wall standing, with shelves inside it. Why, it must have been a bakery! And here’s a curious thing—the skeleton of a dog!”

44 “Amazing!” gasped his assistant. “You’d think a dog would have had sense enough to run away at that time. What is that flat thing he’s holding between his teeth? It can’t be a stone.”

45 “No, it must have come from this bakery. Do you know, it looks to me like some sort of cake, hardened with the years. And bless me, if those little black pebbles aren’t raisins! A raisin cake almost two thousand years old! I wonder what made him want it at such a moment?”

46 “I wonder,” murmured his assistant.

## Develop Vocabulary

Concrete words refer to things people can touch. In historical fiction, authors often use vivid, precise words to describe characters and their actions. These words give readers mental images to connect with the story.

**My TURN** Complete the chart to identify how the author uses precise words to describe the relationship between Tito and Bimbo in “The Dog of Pompeii.”

Word	Mental Image	Clues About Relationship
comrade	two people walking together, smiling, and talking	Normally a person is the “leader” of his/her dog, but Tito is more like Bimbo’s friend than his leader.
custom		
coaxed		
revived		

# Tuesday, Assignment 4--Story Quiz

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\* Required

What is the setting of the story? \*

1 point

- Vesuvius
- New York City
- Pompeii
- Rome

Tito was NOT able to \_\_\_\_\_.\*

1 point

- see
- hear
- smell
- talk

Who saved Tito during the eruption of Mt. Vesuvius? \*

1 point

- Rufus
- Bimbo
- Tito's parents
- Caesar



For the Week of May 4-8, 2020  
Wednesday, Assignment 5--Word Study

Many words contain more than one syllable. Many of these words contain common syllables, which include *-tion*, *-ize*, *-ance*, *-ist*, *-ly*, *pro-*, and *con-*. Recognizing syllable patterns, such as V/CV, VC/V, and VCe in multisyllabic words makes them easier to read.

“

The word **ambitious** in paragraph 12 of “The Dog of Pompeii” has three syllables: am/bi/tious. The syllables divide with the common pattern VC/CV and before the *su x -tious*.

**Directions:** Read each multisyllabic word below. Then divide each word using your knowledge of syllable division patterns. To determine if your syllabication is correct, use a print or digital dictionary.

<b>protect</b>	
<b>explanation</b>	
<b>recognize</b>	
<b>scientists</b>	
<b>continually</b>	



# Analyzing Plot and Setting - Assignment 6

Read the task cards below and answer the questions.

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What is the main CONFLICT in this story? \*

1 point

*Joey and Polar Cat*  
by Tirzah Tyler

*Joey loved Polar Cat, his pet. Joey named her Polar Cat because she was a white cat, and the way she liked to stand on her hind legs reminded Joey of a polar bear. Polar Cat liked to snuggle up against Joey before he went to school in the mornings.*

*One afternoon, Joey had changed out of his school uniform and was dangling a piece of yarn in front of Polar Cat. Joey's mom came home and made an announcement. "We need to add something new to your morning routine," she declared after she came home from the store.*

*On the coffee table, she placed a black-and-white object that looked a bit like an upside-down ice cream cone. "This is a lint roller," she said. "Every day before you leave for school, please use this to unstuck Polar Cat's fur from your school uniform. I got a call from your teacher today telling me that you need to go to school without white cat fur on your black pants."*

*Polar Cat jumped on the coffee table and batted her paw against the lint roller until it rolled off the table.*

*"After Polar Cat stops playing with it," Joey's mom began, "I'll show you how to use it. After we take the protective covering off the white part, you'll hold it by the black plastic handle and roll it over your pant legs. Polar Cat's fur will come off your pants by sticking to the lint roller."*

*Joey smiled up at his mom. "Do you think I could train Polar Cat to unstuck her fur from my pants for me?" he asked excitedly.*



- Joey's teacher calls Joey's mom to tell her that Joey's pants have too much cat fur on them.
- Joey changes out of his school uniform and puts on black pants covered with cat fur.
- Joey wants to ask his mom to teach him how to use a lint roller to take cat fur off his pants.
- Joey's teacher calls Joey's mom to tell her not to let Joey bring Polar Cat with him anymore.



Analyzing Plot and Setting  
Assignment 6

This story mostly takes place at \_\_\_\_\_.\*

1 point

*Anna needed to be at her friend Eva's house at 6 PM on Saturday night. Eva had invited Anna to sleep over. Anna had been playing outside with her brother all Saturday afternoon. Her mom called her to come inside at 10 minutes before 6 PM. Anna had to hurry if she was going to be on time to Eva's house. She raced upstairs to her room and started throwing stuff into a backpack. Throwing her backpack over her shoulder, Anna ran back downstairs with sweat dripping her forehead. Her mom giggled and said, "Anna, I wish you could get ready that fast for school every morning."*

- Eva's house on Saturday evening
- Anna's house right before school
- Anna's house on Saturday evening
- Eva's house on Sunday morning

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# Thursday, Assignment 7—Making Inferences

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\* Required

What is the main reason the lemonade stand was a success? \*

1 point

James and Jose started a lemonade stand to raise money for the local animal shelter. They didn't really have the best lemonade, but each Saturday was a success. Nearly the entire neighborhood purchased a glass of lemonade. On Sundays, the guys used the money to buy dog food for the animal shelter.

- neighbors loved the lemonade
- the community believed in drinking lemonade
- people wanted to help James and Jose
- people were curious about the animal shelter



Which detail from the selection suggests some dogs are smarter than others? \*

1 point

### Dog Trainers

Dogs are among the easiest animals to train. They naturally want to be with humans, and many dogs have large vocabularies. A German Shepherd has over 400 words in its vocabulary, but a Yorkie-Poo only has a few dozen.

- Dogs are easier to train than other animals.
- Dogs naturally want to be with humans.
- German Shepherds know more words than Yorkie Poos.

The reader can infer that it is unusual for— \*

1 point

---

### Monkey Business

One day, Jessica came home from work and found newspaper scraps scattered throughout the house. She found the monkey in his bed curled up and sleeping. Jessica let him sleep, but she knew the monkey would need training. She called a professional animal trainer.

- Jessica to come home from work
- the monkey to be sleeping
- someone to be a professional animal trainer
- newspaper scraps to be scattered about

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# Thursday, Assignment 8–Writing

\* Required

1. Email address \*

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2. In the story, The Dog of Pompeii, Bimbo would be considered a hero by many of us for saving Tito's life. Think of someone in your life that you would consider to be a hero. Tell us about that hero and what makes him or her a hero to you. \*

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## Great Lakes? Not for Long



Leigh Haeger

Map of Great Lakes

The Great Lakes help quench the thirst of 40 million people in the United States and Canada. But this pool of resources may not be around for long. The Great Lakes are in trouble.

A team of scientists recently released a report about the Great Lakes' dire state. The lakes are threatened by toxic substances, over fishing, invasive species, air pollution, and loss of habitat for wildlife. "The Great Lakes are under tremendous stress," Alfred Beeton of the University of Michigan told reporters.

The report says that concentrating on one or two of the issues won't wave good-bye to the problems. Instead, the scientists wrote, the government needs to look at the

entire Great Lakes ecosystem. An ecosystem is a community of living things and its environment.

Scientists asked Congress for \$20 billion to help protect the lakes. Experts say the money would be used to clean polluted harbors. Scientists also want to restore wetlands, such as marshes and swamps. Because wetlands hold moisture and prevent erosion, they could help the lakes heal themselves.

Something must be done fast, warns Andy Buchsbaum of the National Wildlife Federation. If not, "the damage is likely to be irreversible," he says.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Toxic substances are harmful to the Great Lakes, because

- A. they can kill wildlife in and near the lake.
- B. they cause the lake water to be unsafe to drink.
- C. they can kill plants that live in and around the lake.
- D. all of the above.

2. The species that causes air pollution and toxic substances is

- A. the prairie dog.
- B. human beings.
- C. the grizzly bear.
- D. the great white shark.

3. Why does the author include quotes from Andy Buchsbaum?

- A. Andy Buchbaum is an expert.
- B. Andy Buchbaum lives near the lakes.
- C. Andy Buchbaum loves the Great Lakes.
- D. Andy Buchbaum often fishes in the lakes.

4. The great lakes are \_\_\_\_\_ of Iowa.

- A. northwest
- B. southwest
- C. northeast
- D. southeast

5. How would \$20 billion dollars save the Lakes. Explain.

\* EVENS  
only

2.2 Dividing Whole Numbers

**Dividend ÷ Divisor = Quotient**

**Example 3:** Divide:  $364 \div 7$

**Step 1:** Rewrite the problem using the symbol  $\overline{)}$ .

**Step 2:** Look at the first number large enough to be divided by 7. The number 3 cannot be divided by 7. The number 36 can be divided by 7. Divide 36 by 7. Multiply  $7 \times 5$ , and subtract.

$$\begin{array}{r} 5 \\ 7 \overline{)364} \\ \underline{35} \\ 1 \end{array}$$

**Step 3:** You will notice you cannot divide 1 by 7. You must bring down the 4. Divide 14 by 7 and subtract.

$$\begin{array}{r} 52 \\ 7 \overline{)364} \\ \underline{35} \\ 14 \\ \underline{14} \\ 0 \end{array}$$

only the  
EVENS

**Answer:** The answer is 52.

**Divide.**

~~1.~~  $550 \div 5 = \underline{\quad}$

8.  $162 \div 3 = \underline{\quad}$

~~15.~~  $910 \div 35 = \underline{\quad}$

2.  $249 \div 3 = \underline{\quad}$

~~9.~~  $685 \div 5 = \underline{\quad}$

16.  $936 \div 52 = \underline{\quad}$

~~3.~~  $416 \div 4 = \underline{\quad}$

10.  $972 \div 9 = \underline{\quad}$

~~7.~~  $968 \div 44 = \underline{\quad}$

4.  $642 \div 2 = \underline{\quad}$

~~4.~~  $667 \div 29 = \underline{\quad}$

18.  $294 \div 21 = \underline{\quad}$

~~5.~~  $279 \div 9 = \underline{\quad}$

12.  $714 \div 17 = \underline{\quad}$

~~6.~~  $504 \div 12 = \underline{\quad}$

6.  $200 \div 8 = \underline{\quad}$

~~3.~~  $572 \div 22 = \underline{\quad}$

20.  $663 \div 51 = \underline{\quad}$

~~8.~~  $427 \div 7 = \underline{\quad}$

14.  $270 \div 18 = \underline{\quad}$

~~21.~~  $476 \div 17 = \underline{\quad}$

Name : \_\_\_\_\_ Score : \_\_\_\_\_

Teacher : \_\_\_\_\_ Date : \_\_\_\_\_

~~2~~ *only the odds* ~~4~~

List All of the Factors for each number.

1) 60

\_\_\_\_\_

~~2~~ 64

\_\_\_\_\_

3) 57

\_\_\_\_\_

~~4~~ 65

\_\_\_\_\_

5) 51

\_\_\_\_\_

~~6~~ 16

\_\_\_\_\_

7) 36

\_\_\_\_\_

~~8~~ 30

\_\_\_\_\_

9) 70

\_\_\_\_\_

~~10~~ 77

\_\_\_\_\_

Name : \_\_\_\_\_ Score : \_\_\_\_\_

Teacher : \_\_\_\_\_ Date : \_\_\_\_\_

*✗ only the odds ✗*

**Using Prime Factorization to find the LCM and GCF**

LCM

GCF

1) 16, 18

\_\_\_\_\_

\_\_\_\_\_

~~2)~~ 16, 30

\_\_\_\_\_

\_\_\_\_\_

3) 20, 4

\_\_\_\_\_

\_\_\_\_\_

~~4)~~ 40, 14

\_\_\_\_\_

\_\_\_\_\_

5) 4, 30

\_\_\_\_\_

\_\_\_\_\_

~~6)~~ 4, 10

\_\_\_\_\_

\_\_\_\_\_

7) 12, 20

\_\_\_\_\_

\_\_\_\_\_

~~8)~~ 5, 20

\_\_\_\_\_

\_\_\_\_\_

9) 36, 2

\_\_\_\_\_

\_\_\_\_\_

~~10)~~ 20, 30

\_\_\_\_\_

\_\_\_\_\_

### 5.4 Adding Fractions with Different Denominators

When adding fractions that have **different denominators**, you must first find a common denominator. The common denominator is the least common multiple.

**Example 4:** Add:  $\frac{1}{2} + \frac{2}{3}$

**Step 1:** Rewrite the problem vertically, and find a common denominator. The common denominator is the least common multiple.

**Think:** What is the smallest number I can divide 2 and 3 into without a remainder? 6, of course.

$$\begin{array}{r} \frac{1}{2} = \frac{\quad}{6} \\ + \frac{2}{3} = \frac{\quad}{6} \\ \hline \end{array}$$

**Step 2:** To find the numerator for the top fraction, think: What do I multiply 2 by to get 6? You must multiply the top and bottom numbers of the fraction by 3 to keep the fraction equal. For the bottom fraction, multiply the top and bottom number by 2.

**Step 3:** Add whole numbers and fractions, and simplify.

$$\begin{array}{r} \frac{1}{2} = \frac{3}{6} \\ + \frac{2}{3} = \frac{4}{6} \\ \hline = \frac{7}{6} = 1\frac{1}{6} \end{array}$$

Add and simplify the answers. **[ALL]**

1. 
$$\begin{array}{r} \frac{5}{9} \\ + \frac{2}{3} \\ \hline \end{array}$$

3. 
$$\begin{array}{r} \frac{3}{4} \\ + \frac{3}{5} \\ \hline \end{array}$$

5. 
$$\begin{array}{r} \frac{5}{6} \\ + \frac{1}{3} \\ \hline \end{array}$$

7. 
$$\begin{array}{r} \frac{1}{3} \\ + \frac{3}{4} \\ \hline \end{array}$$

9. 
$$\begin{array}{r} \frac{7}{10} \\ + \frac{2}{3} \\ \hline \end{array}$$

11. 
$$\begin{array}{r} \frac{3}{11} \\ + \frac{3}{4} \\ \hline \end{array}$$

2. 
$$\begin{array}{r} \frac{1}{4} \\ + \frac{2}{5} \\ \hline \end{array}$$

4. 
$$\begin{array}{r} \frac{1}{4} \\ + \frac{7}{8} \\ \hline \end{array}$$

6. 
$$\begin{array}{r} \frac{1}{5} \\ + \frac{5}{6} \\ \hline \end{array}$$

8. 
$$\begin{array}{r} \frac{4}{9} \\ + \frac{2}{3} \\ \hline \end{array}$$

10. 
$$\begin{array}{r} \frac{2}{7} \\ + \frac{1}{2} \\ \hline \end{array}$$

12. 
$$\begin{array}{r} \frac{3}{5} \\ + \frac{4}{9} \\ \hline \end{array}$$

## 5.6 Subtracting Fractions

When **subtracting fractions** that have the same denominator, the denominator stays the same in the answer. You simply subtract the numerators and simplify the resulting difference, if necessary.

**Example 6:** Subtract:  $9\frac{7}{8} - 2\frac{1}{8}$

**Step 1:** Rewrite the problem vertically, then subtract.

$$\begin{array}{r} 9\frac{7}{8} \\ -2\frac{1}{8} \\ \hline \end{array}$$

**Step 2:** Subtract the fractions,  $\frac{7}{8} - \frac{1}{8} = \frac{6}{8}$ . And subtract the whole numbers,  $9 - 2 = 7$ .

$$\begin{array}{r} 9\frac{7}{8} \\ -2\frac{1}{8} \\ \hline 7\frac{6}{8} \end{array}$$

**Step 3:** Simplify  $\frac{6}{8}$  to  $\frac{3}{4}$

**Step 4:**  $9\frac{7}{8} - 2\frac{1}{8} = 7\frac{6}{8} = 7\frac{3}{4}$

Subtract and simplify the answers. **[ALL]**

1. 
$$\begin{array}{r} 4\frac{7}{8} \\ -1\frac{3}{8} \\ \hline \end{array}$$

3. 
$$\begin{array}{r} 7\frac{7}{8} \\ -4\frac{4}{8} \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 14\frac{9}{10} \\ -8\frac{1}{10} \\ \hline \end{array}$$

7. 
$$\begin{array}{r} 5\frac{4}{5} \\ -3\frac{2}{5} \\ \hline \end{array}$$

2. 
$$\begin{array}{r} 6\frac{9}{10} \\ -2\frac{2}{10} \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 13\frac{3}{4} \\ -7\frac{2}{4} \\ \hline \end{array}$$

6. 
$$\begin{array}{r} 3\frac{5}{6} \\ -1\frac{1}{6} \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 5\frac{5}{6} \\ -1\frac{1}{6} \\ \hline \end{array}$$



# Lesson



Time

1760

1790

**1776**  
British soldiers burn many areas in New Jersey

**1777**  
Sybil Ludington warns American soldiers of a British attack



## WHAT TO KNOW

How did the American Revolution affect people's lives?

## VOCABULARY

- Patriot p. 339
- Loyalist p. 339
- neutral p. 339
- inflation p. 340
- profiteering p. 340
- veteran p. 341

## PEOPLE

- Martha Washington
- Sybil Ludington
- Deborah Sampson
- Margaret Corbin
- Mercy Otis Warren
- Abigail Adams
- James Armistead
- Peter Salem
- Thayandanegea



## CAUSE AND EFFECT

Cause	Effect



It is 1777. Hundreds of British soldiers are marching by your house in New Jersey.

The stomping of their boots scares you, and your mother pulls you and your little brother close. For three months, your father has been away fighting in the Continental Army. While he has been gone, your mother has been running the family's printing business.

Outside, the last of the British soldiers are passing by. Their coats make a line of red across the street. "Don't worry," you whisper to your brother. "We'll beat them all. You'll see."

## FAST FACT

British soldiers spent three hours preparing their uniforms for review. They had to powder their hair, shine all their buttons, and polish their boots.





► **LOSS OF PROPERTY** Colonists watch as British soldiers burn their home.

## Personal Hardships

The Declaration of Independence showed that colonial leaders had united against Britain. But the colonists themselves were deeply divided. Many had to decide whether to support independence or to stay loyal to the British king.

### Taking Sides

Colonists who supported independence called themselves **Patriots**. Those who remained loyal to the king were called **Loyalists**. About one-third of the colonists stayed **neutral**, or did not choose sides.

As people took sides, friendships and families were sometimes broken apart. Church groups were also divided. Taking

sides was especially hard for members of the Anglican Church, also called the Church of England. The king was the head of their church.

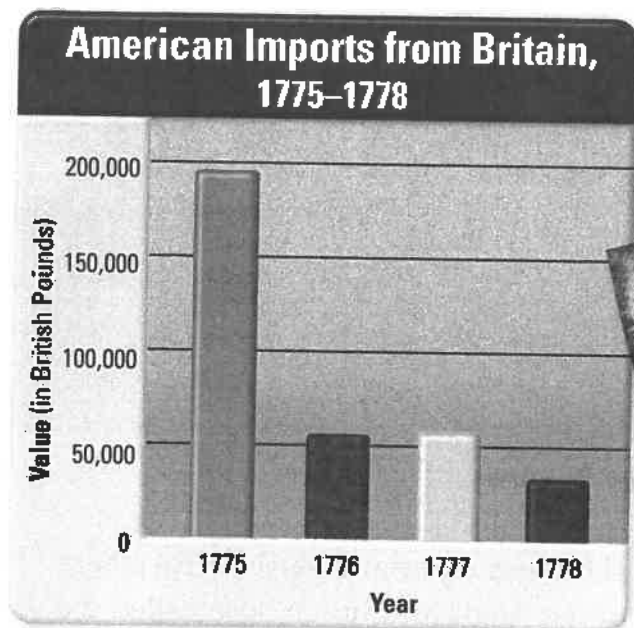
Colonists faced other hardships, too. Often their towns were robbed and destroyed by the British army. In 1776, for example, British soldiers burned many areas of New Jersey. They even stole beds from colonists' houses! In turn, Patriots often took goods from the Loyalists.

In some cases, Patriots destroyed their own belongings to keep them from the British. Others burned their crops so that the British could not get them for food.

### READING CHECK CAUSE AND EFFECT

How did the war affect some colonial families?





**GRAPH** Imports from Britain decreased during the early years of the war. By about how much did the amount of colonial imports decrease from 1775 to 1776?



## Economic Hardships

Along with personal problems, Americans also faced many economic hardships during the Revolutionary War. One problem was a shortage of imported goods. British ships set up blockades so that trading ships could not unload goods at American ports.

### Prices Rise

As the shortage of goods grew worse, Americans also faced inflation. **Inflation** is a rise in the price of all goods. Because of inflation, people needed more money to buy the same amounts of goods and services. In just two months, the prices of wheat and beef doubled!

Another cause of inflation was the falling value of colonial paper money, called Continentals. To pay for the war, Congress

printed more of the paper money. By printing too many Continentals, however, the government made them less valuable.

Congress also had a difficult time trying to pay for the war. Congress could not force the states to contribute money. It could only ask them. The states could say no if they chose.

Because there was a shortage of goods, some farmers and shopkeepers began **profiteering**, or charging extra-high prices for their crops or goods. Some states passed laws that limited how much farmers could charge for food. These laws also made it illegal for people to hoard, or collect and hide, large amounts of goods. However, these laws were often broken.

**READING CHECK** **CAUSE AND EFFECT**  
How did inflation affect people during the Revolutionary War?

# Women and the War

As men left their homes to fight in the war, women took on new roles. Some women ran family farms or businesses. Others raised money for the war and collected clothing for the soldiers.

## In Battle and at Home

Some wives followed their husbands from battle to battle. Every winter when the armies were in their winter quarters, **Martha Washington** traveled to be with her husband, George. In army camps, women cooked food and washed clothes. Some brought water to soldiers during battles.

Some girls and women joined the men in battle. One night in 1777, 16-year-old **Sybil Ludington** rode more than 40 miles to tell Americans of a British attack.

**Deborah Sampson** pretended to be a man and dressed in men's clothes so that she could fight during the war. **Margaret Corbin** was wounded after taking her husband's place in battle. She became the first woman veteran to be recognized by Congress. A **veteran** is a person who has served in the military.

Other women used their talents to support the Patriot cause. **Mercy Otis Warren** wrote poems and stories about people fighting for freedom. Later, she wrote a history of the American Revolution, the first by a woman. **Abigail Adams** argued for freedom in letters she wrote to her husband, John. She also cared for children who had been made homeless by the war.

### READING CHECK SUMMARIZE

How did women take part in the Revolutionary War?



► MARTHA WASHINGTON

► SYBIL LUDINGTON



► ABIGAIL ADAMS



► **AFRICAN AMERICANS IN THE WAR** The First Rhode Island Regiment fought for the Patriots. James Armistead (right) spied on the British army.

## African Americans, Free and Enslaved

At the start of the war, one of every five people in the 13 colonies was of African descent. Some free African Americans had set up communities in northern cities such as Philadelphia. However, the majority of African Americans lived enslaved, mostly in the South.

### The Promise of Freedom

Close to 5,000 enslaved African Americans fought for the Continental Army. Many were promised their freedom as a reward for their service. This promise was made to the soldiers of the First Rhode Island Regiment.

James Armistead, an enslaved person from Virginia, was a spy for George Washington. The information that

Armistead collected helped the Americans win an important battle at Yorktown, Virginia. After the war was over, the Virginia government gave Armistead his freedom.

The British governor of Virginia promised freedom to all enslaved people who fought for the British. His group of more than 300 African American soldiers wore patches that said *Liberty to Slaves*.

### Free African Americans in Battle

Free African Americans also took sides. Peter Salem was among at least five African Americans who fought the British at the Battle of Concord. He also fought at Bunker Hill. James Forten, from Philadelphia, was just 14 years old when he joined the Continental Navy.

### READING CHECK CAUSE AND EFFECT

**Why did some enslaved African Americans fight in the Revolutionary War?**



# People in the West

When the war began, many Native Americans remained neutral. Most white settlers in the West, or the lands west of the Appalachian Mountains, also remained neutral.

## New Alliances

Native Americans were soon divided by the war. Many groups eventually sided with the British. In 1777, the Mohawk agreed to help the British. The Mohawk leader **Thayendanegea** (thay•en•da•NEG•ah), known as Joseph Brant, hoped to stop settlers from moving west. Groups such as the Oneida and Tuscarora fought for the Americans.

The feelings of many western settlers also changed. Many did not support the Patriot cause, but they wanted to help drive the British out of their lands.

### READING CHECK CAUSE AND EFFECT

What caused Thayendanegea to make alliances with the British?



► **THAYENDANEGEA** The Mohawk leader Thayendanegea fought for the British.

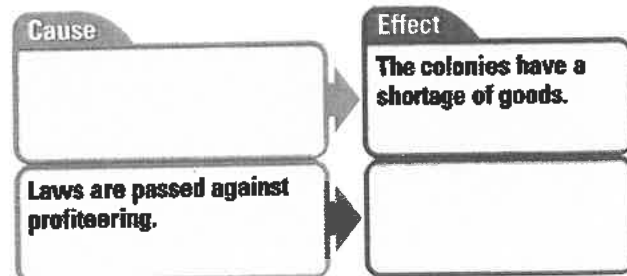
## Summary

During the Revolutionary War, Americans faced personal and economic hardships. Many women and African Americans contributed to the Patriot cause. At first, Native Americans and settlers in the western lands were neutral, but later they joined the fighting.

## REVIEW

- 1. WHAT TO KNOW** How did the American Revolution affect people's lives?
- 2. VOCABULARY** Explain the difference between a **Loyalist** and a **Patriot**.
- 3. ECONOMICS** Why did Congress have problems paying for the war?
- 4. CRITICAL THINKING Make It Relevant** Why do you think many people are willing to face hardships during war?
- 5. WRITE A CONVERSATION** Write a conversation between a Patriot and a Loyalist. Make sure each speaker supports his or her position with evidence.

- 6. CAUSE AND EFFECT** On a separate sheet of paper, copy and complete this graphic organizer.





# Americans and the Revolution

**DIRECTIONS** Read each statement below. On the line provided, write *P* if the statement is something that a Patriot would have said. Write *L* if the statement is something that a Loyalist would have said. Write *N* if it is something that a neutral person would have said.

- 1 \_\_\_\_\_ "I never thought I would burn my own crops, but it's better than giving food to redcoats."
- 2 \_\_\_\_\_ "I don't care who wins. I just want this war to end."
- 3 \_\_\_\_\_ "The soldiers have a right to take what they need from rebels."
- 4 \_\_\_\_\_ "I do not understand why my son has chosen to fight on the side of people who betray their king."
- 5 \_\_\_\_\_ "People who profiteer are traitors to the cause of freedom."



Essential Question

# What Is Sound?

## Engage Your Brain!

Find the answer to the following question in this lesson and record it here.

How does a drummer make music?

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## Active Reading

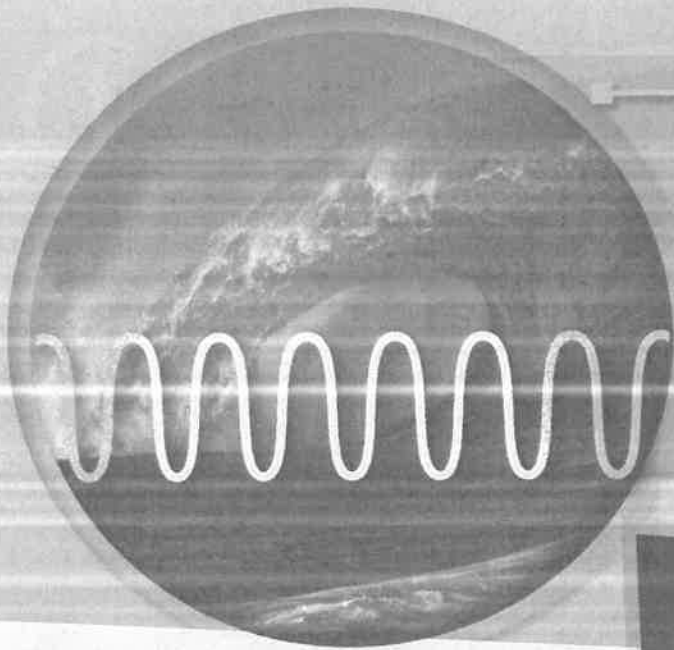
### Lesson Vocabulary

List the terms. As you learn about each one, make notes in the Interactive Glossary.

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### Compare and Contrast

In this lesson, you'll read about how characteristics of sound are alike and different from one another. Active readers stay focused on comparisons and contrasts when they ask themselves, How are these things alike? How are they different?



You may have seen water waves that look like this. Water waves move in an up-and-down motion as shown here. No matter how a wave is shaped, it carries energy.

# Waves of *SOUND*

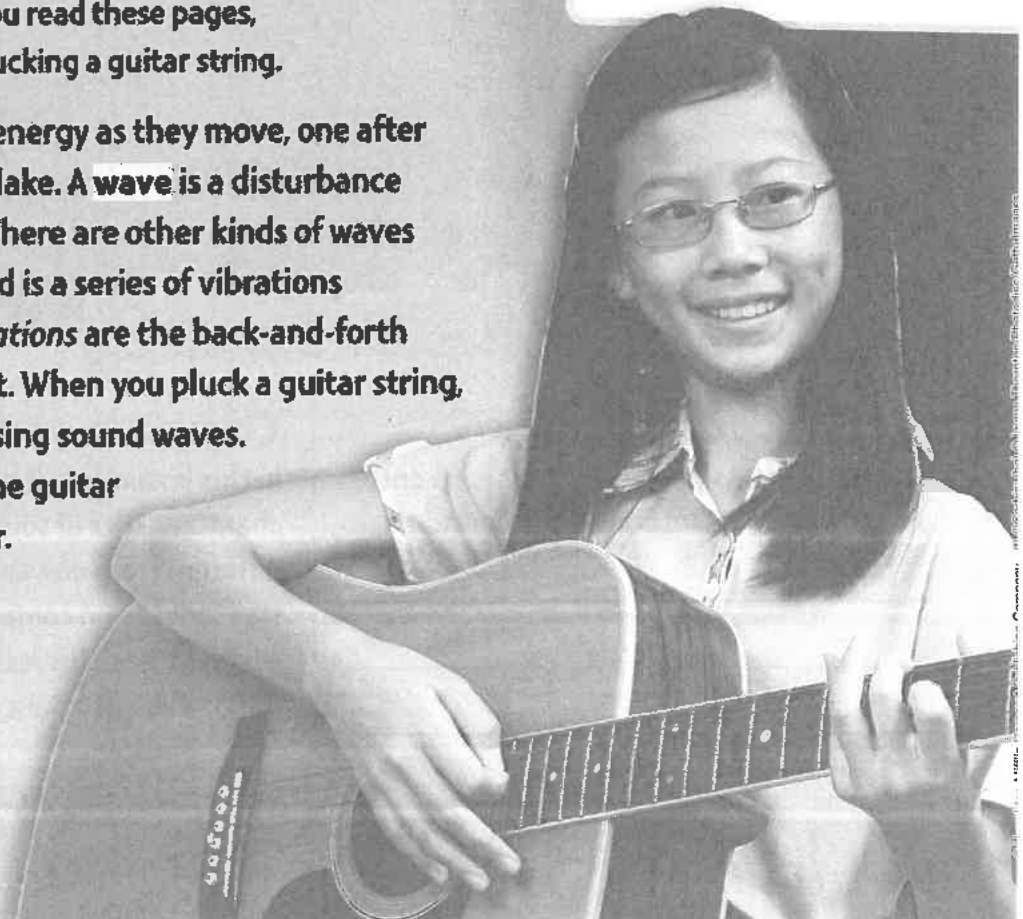
Some waves are long and flat. Other waves are tight and tall. But all waves move from place to place in a regular way.

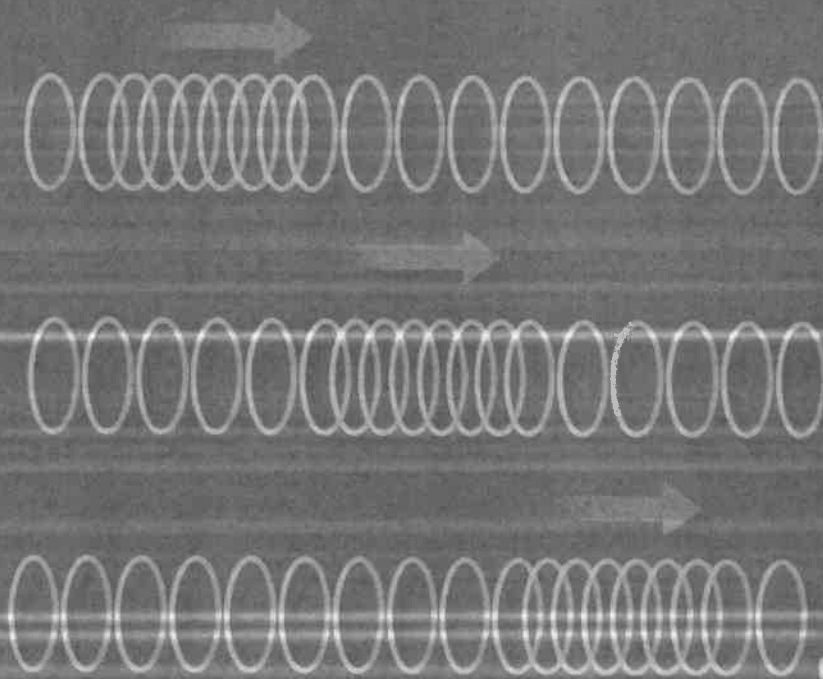
**Active Reading** As you read these pages, underline the effect of plucking a guitar string.

**W**ater waves carry energy as they move, one after another, across a lake. A wave is a disturbance that transmits energy. There are other kinds of waves that you can't see. Sound is a series of vibrations traveling in waves. *Vibrations* are the back-and-forth movements of an object. When you pluck a guitar string, the string vibrates, causing sound waves. The vibrating body of the guitar makes the sound louder.

## Musical Vibrations

Use arrows to indicate the parts of the guitar that vibrate.





Thinking of a spring toy can help you understand compression waves.

1 The coils in one area become bunched up, or compressed. They then stretch out, or separate.

2 and 3 These compressions and separations occur along the length of the spring as the wave moves away from its starting point.

Musical instruments aren't the only things that make sound. Striking the head of a nail with a hammer causes sound vibrations, too. Many animals make sounds by moving a column of air up through the throat and mouth.

All sound vibrations travel in compression waves. As a compression wave moves, molecules of air or other matter are pushed together, or compressed. Then the molecules spread apart. Sound energy moves away from its source as this bunching and spreading of molecules is repeated over and over. Your ears detect sound waves when the waves make parts of your ears vibrate. Your brain interprets these vibrations as sound.

► Tell how a compression wave and a water wave are alike and different.

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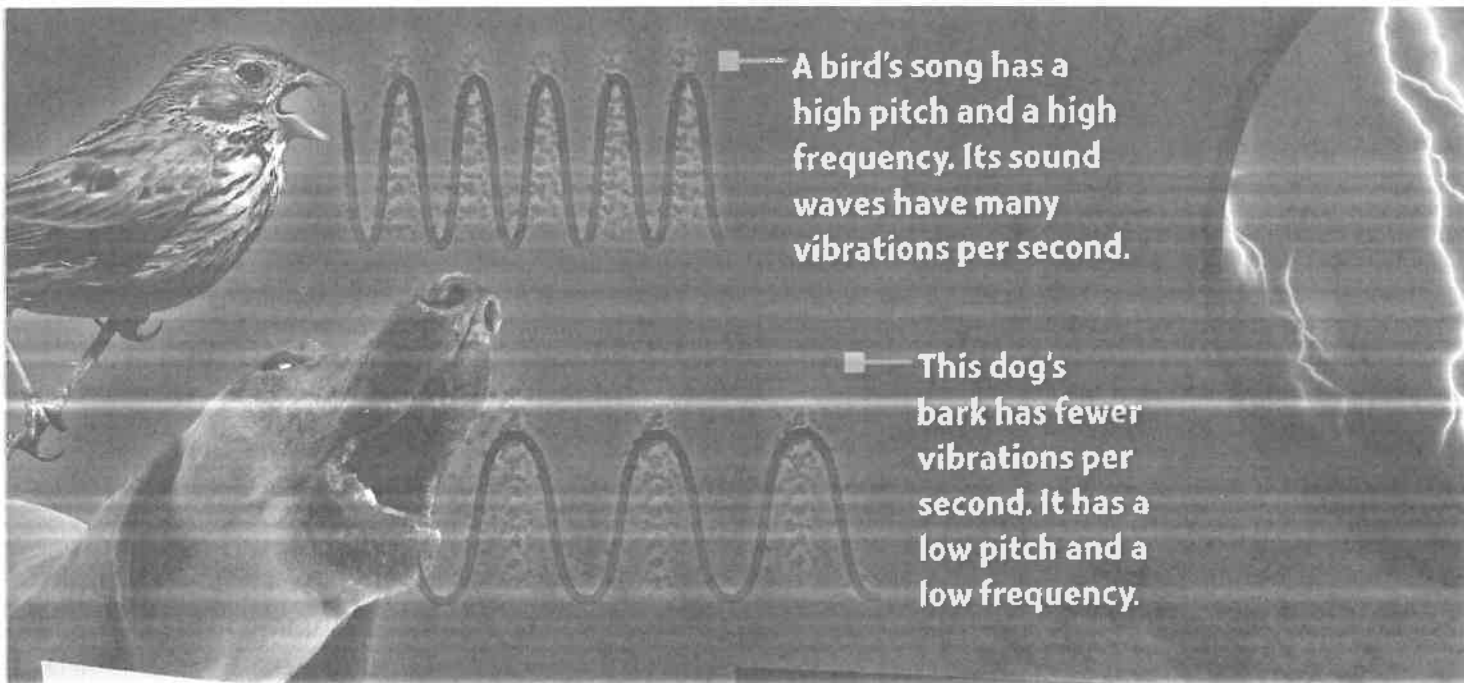
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■ A bird's song has a high pitch and a high frequency. Its sound waves have many vibrations per second.

■ This dog's bark has fewer vibrations per second. It has a low pitch and a low frequency.

# It Sounds LIKE ...

Our world is full of sounds—many of them pleasant, others harsh or annoying.

**Active Reading** As you read these two pages, underline the definitions of *pitch*, *frequency*, and *volume*.

People measure characteristics of sound in order to understand, describe, and control how sounds affect our ears. Pitch and volume are two useful ways to measure sound. The highness or lowness of a sound is its **pitch**. A flute produces high-pitched sounds. A tuba produces low-pitched sounds. **Frequency** is the number of vibrations that occur during a unit of time. A sound with a high pitch has a high frequency. Low-pitched sounds have lower frequencies.

The loudness of a sound is its **volume**. Volume is measured in units called **decibels** [DES•uh•buhlz], abbreviated **dB**. The softest sounds that humans can hear are near 0 dB. The humming of a refrigerator is 40 dB. Heavy city traffic is about 85 dB. Any noise at this level can cause hearing loss if a person listens for a long period of time. It's wise to wear earplugs if your ears will be exposed to 15 minutes or more of noise at 100 decibels. No more than one minute of noise at 110 decibels is safe without ear protection.

**120 dB**

If you are close to a lightning strike, the resulting thunder can be loud enough to cause pain.

**100 dB**

Sounds that are 85 dB or louder can damage your ears.

**80 dB**

## Turn That Down!

Number the sounds in the first column 1-6 in order from quietest to loudest. Put a star next to any sound that could damage your ears.

Decibel Scale of Common Sounds

Source of Sound	Decibel Level
_____ normal conversation	60 dB
_____ firecracker	150 dB
_____ whispered voices	20 dB
_____ ambulance siren	120 dB
_____ power lawn mower	90 dB
_____ personal stereo system at highest volume	105 dB

**20 dB**

# LOOKING at Waves

A tiny kitten and an adult lion make very different sounds. What words would you use to describe exactly how they are different?

**Active Reading** As you read these two pages, circle words that signal a contrast in ideas.

People don't only use words to describe sound. They use diagrams. Waves consist of curving lines that go up and down as they move away from the sound source. Each high point of a wave is called a *crest*, while each low point is called a *trough* [TRAUF]. The distance from one crest to the next crest is the *wavelength*. Wavelength can be found by measuring between troughs, too.

Turning on a jet engine produces a very loud sound with high amplitude.






wavelength

amplitude

**The taller the wave is from its resting point, the larger the amplitude, and the more energy the wave carries.**



**Dropping a pin onto a hard surface produces a soft sound with low amplitude.**

## Size Matters

Look back at the previous two pages. List the objects that produce sounds with high amplitude. How are a wave's amplitude and volume related?

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**Amplitude** describes the amount of energy in a wave. A jet engine produces a sound wave with an extremely large amplitude. On the other hand, a pin hitting the floor produces a sound wave with a very small amplitude. As you may have guessed, the volume of a sound and the amplitude of its wave are related. Loud sounds have large amplitude, whereas soft sounds have small amplitude. Amplitude is measured by finding the distance from a wave's highest or lowest point to its midline. The midline is a horizontal line drawn straight across the middle of a wave.

# The TRAVELS of Sound

Sound can travel through walls, windows, and floors as well as air and water. Does sound travel at the same speed through solids, gases, and liquids?

**Active Reading:** As you read these two pages, underline places where solids, liquids, and gases are compared or contrasted.

Sound travels in waves. But sound can only travel if there are particles that the waves can cause to vibrate. Most of the sounds you hear move through the air. Air and other gases have particles that vibrate as sound energy hits them. Liquids and solids are also made of particles, so sound waves can move through these materials, too. However, if there are no particles to move, then sound cannot travel. What would happen if an astronaut dropped a heavy rock on the moon? Would it fall with a thump? Since the moon does not have an atmosphere, there would be nothing for the sound waves to travel through. So, dropping a rock would produce no sound.

The sound of this boy's voice moves through gases (air) and a liquid (water) before reaching the other boy's ears underwater.

# Do the Math!

## Multiply Whole Numbers

Use the information in the table to calculate how long it will take a sound to travel 4,575 m through each type of matter.

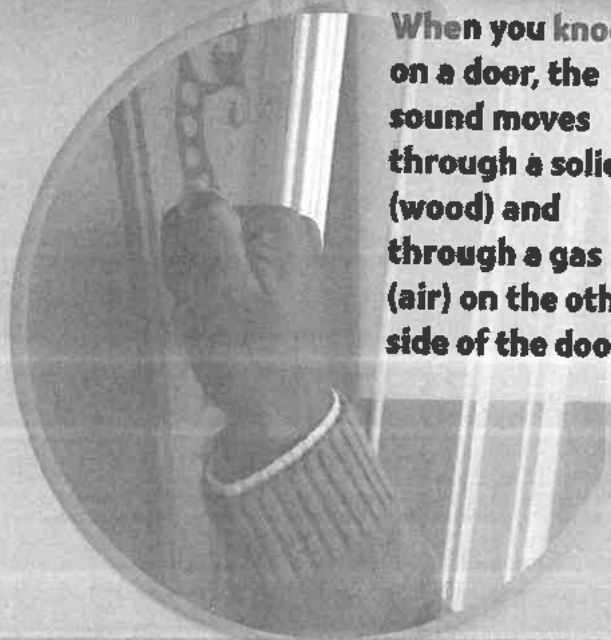
Type of Matter	Approximate Speed of Sound (m/s)
Pure water	1,525
Dry air	300
Cast iron	4,575

Pure water: \_\_\_\_\_

Dry air: \_\_\_\_\_

Cast iron: \_\_\_\_\_

Sound waves travel through different kinds of matter at different rates. The speed at which sound waves pass through solids, liquids, and gases has to do with how their particles are arranged. Particles in a solid are packed closely together. The particles in gases are far apart. Liquids are in between. For this reason, sound travels through gases more slowly than it travels through liquids and solids.



When you knock on a door, the sound moves through a solid (wood) and through a gas (air) on the other side of the door.

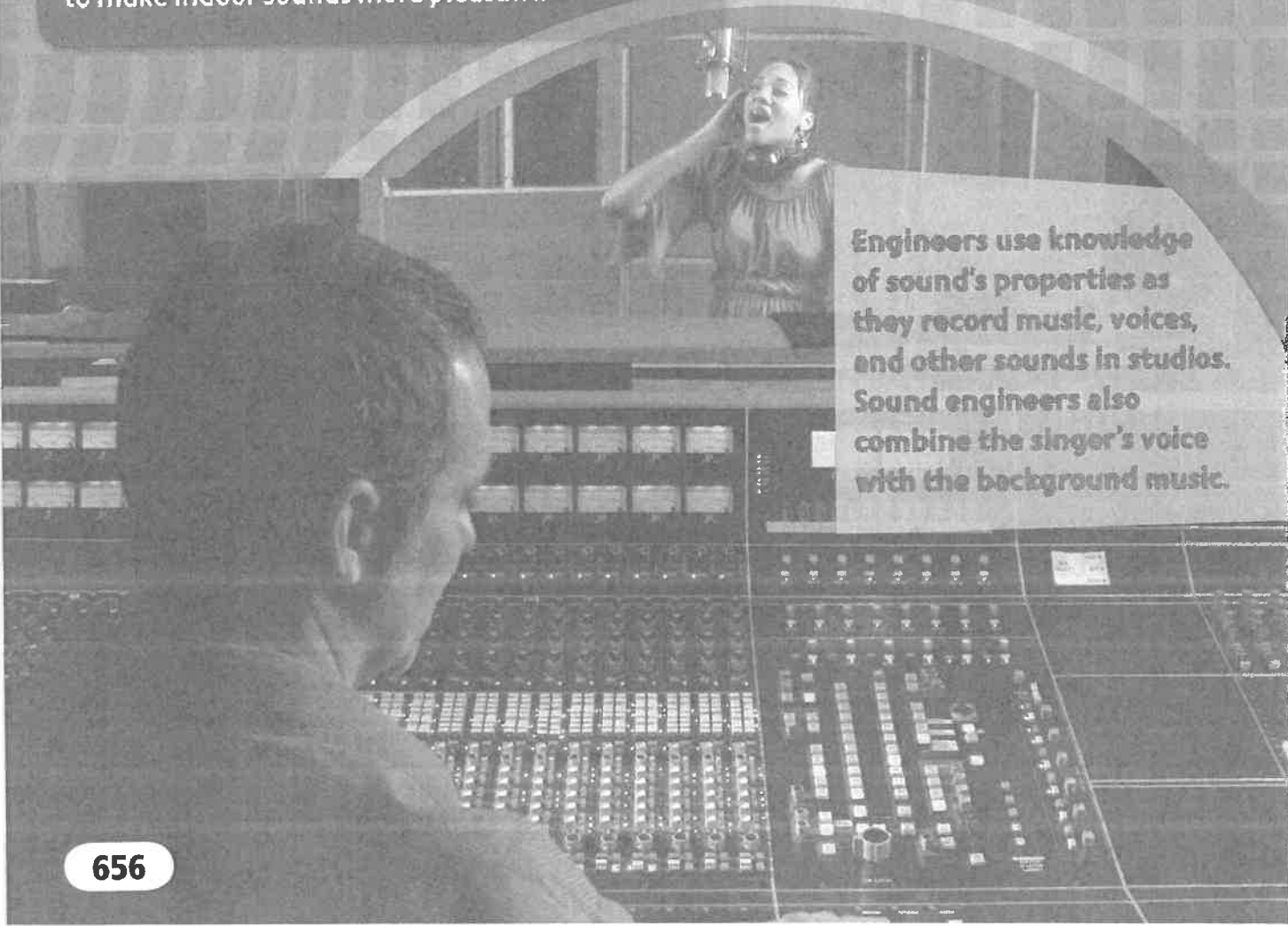
## Why It Matters

# Sound All Around

Understanding the properties of sound allows people to control sound.

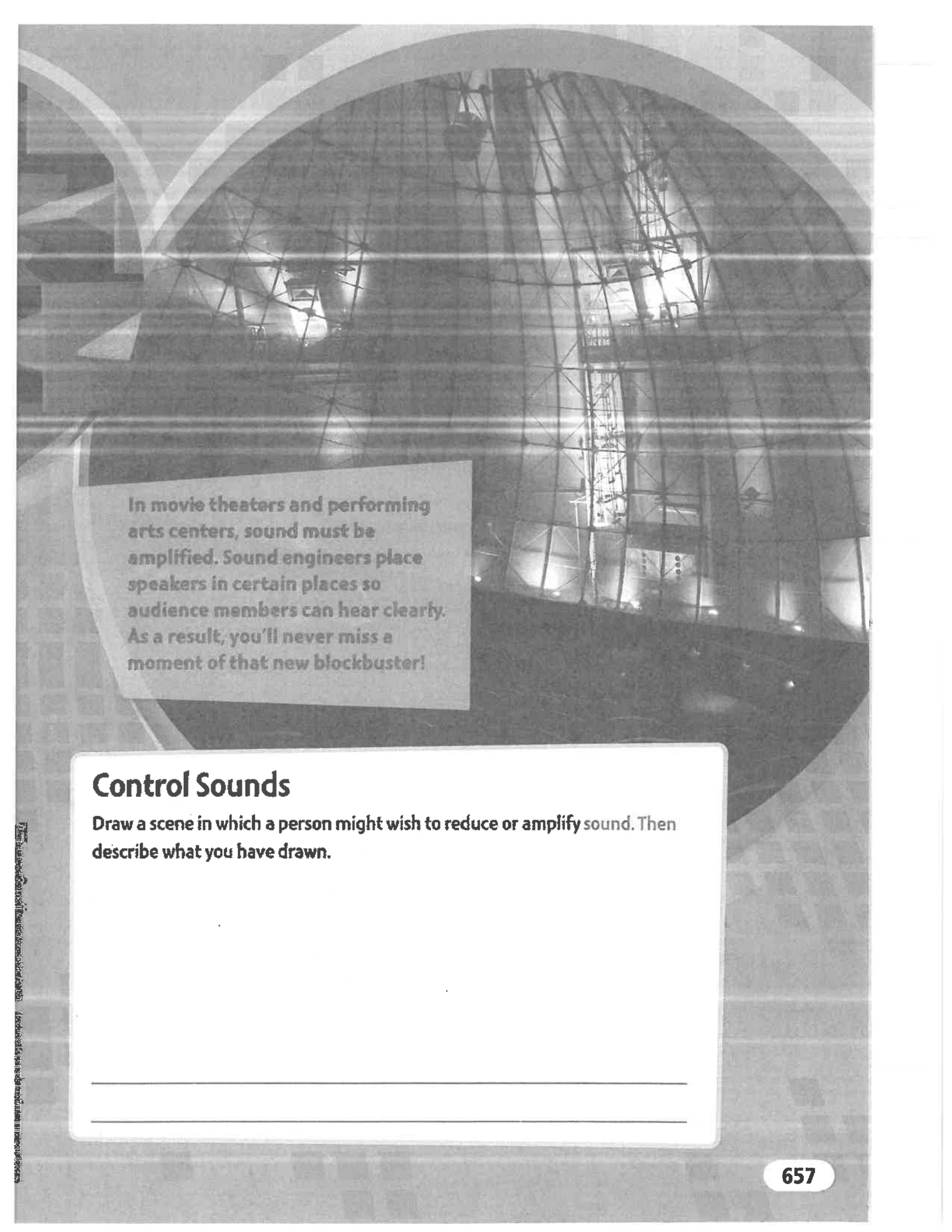
Sometimes people want sounds to be softer or to not be heard at all. At other times, people want sounds to be louder or clearer. Engineers design rooms and buildings to reduce outside noise and to make indoor sounds more pleasant.

Sound insulation contains tiny air cells. Sound is absorbed as the cells trap sound waves. This keeps the sound inside the room. Similar technology is used in apartment buildings to help limit the amount of noise you hear from your neighbors!



Engineers use knowledge of sound's properties as they record music, voices, and other sounds in studios. Sound engineers also combine the singer's voice with the background music.





In movie theaters and performing arts centers, sound must be amplified. Sound engineers place speakers in certain places so audience members can hear clearly. As a result, you'll never miss a moment of that new blockbuster!

## Control Sounds

Draw a scene in which a person might wish to reduce or amplify sound. Then describe what you have drawn.

---

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# Sum It Up!

When you're done, use the answer key to check and revise your work.

## Parts of a Wave

The highest part of the wave is the 1. \_\_\_\_\_.  
The lowest part is the 2. \_\_\_\_\_.

The distance from one crest to another is 3. \_\_\_\_\_.

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## Characteristics of Sound

The loudness of a sound is its 6. \_\_\_\_\_.  
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The highness or lowness of a sound is called 8. \_\_\_\_\_.

The number of vibrations in a unit of time is 9. \_\_\_\_\_.  
A sound with a high 10. \_\_\_\_\_ has a high pitch.

Name \_\_\_\_\_

### Word Play

1 Match each picture to a term, and each term to its definition.



decibel

- the loudness of a sound



amplitude

- disturbances of particles in matter as a sound wave travels forward



pitch

- the amount of energy in a wave



vibrations

- a disturbance that carries energy



volume

- the highness or lowness of a sound



wave

- the unit of measure for the volume of sound

# Apply Concepts

2

Define *wave*. Then explain how vibrations, waves, and energy are related to sound.

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---

---

3

Label the pictures 1, 2, and 3 to indicate the speed at which sound waves travel through each kind of matter. Let 1 be fastest and 3 be slowest.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

4

Identify the level of volume and pitch for each sound. Underline your choices.

**fire-engine siren**

volume: high/low

pitch: high/low

**bird chirping**

volume: high/low

pitch: high/low

**large diesel truck engine**

volume: high/low

pitch: high/low

**refrigerator hum**

volume: high/low

pitch: high/low

**falling rain**

volume: high/low

pitch: high/low

**thunder**

volume: high/low

pitch: high/low



5 Explain how a sound's pitch and frequency are related.

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6 Explain how volume and decibels are related.

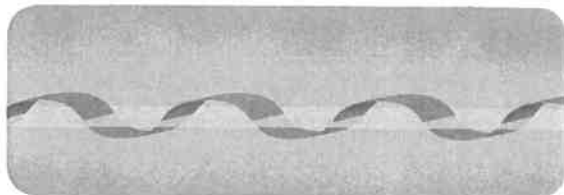
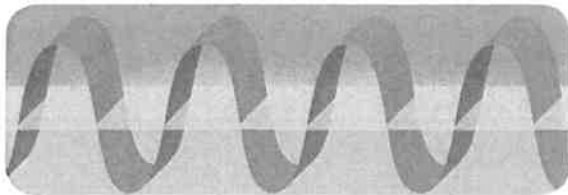
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7 Write a caption for each picture that uses the term *amplitude*.



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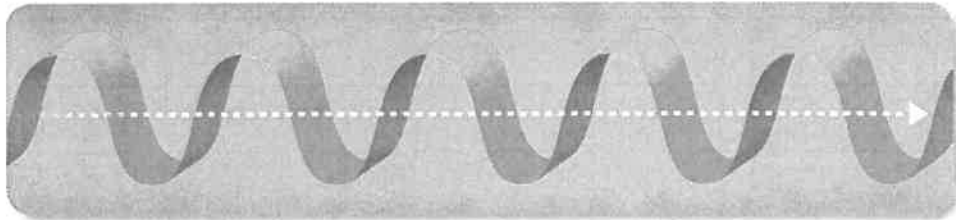
8

Draw a sound wave that has at least three crests and three troughs.

- Draw an arrow above that shows the direction energy is traveling.
- Below, draw dots to show two areas where air molecules are crowded together and two areas where the molecules are spread apart.
- Use arrows to show areas of compression with parts of the wave.

9

Label the wave. Use *C* for crest, *T* for trough, *W* for an area where you could measure wavelength, and *A* where you could measure amplitude.



10

List four sounds that could damage your ears. Tell how you could protect your ears from these dangerous sounds.

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Take It Home!

Spend time walking slowly from room to room. List and classify the sounds you hear with a family member. For example, you might classify them as *loud* and *soft*, or *electronic*, *mechanical*, *human*, or *natural*.

Essential Question

# What Is Sound?

## Engage Your Brain!

Find the answer to the following question in this lesson and record it here.

How does a drummer make music?

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## Active Reading

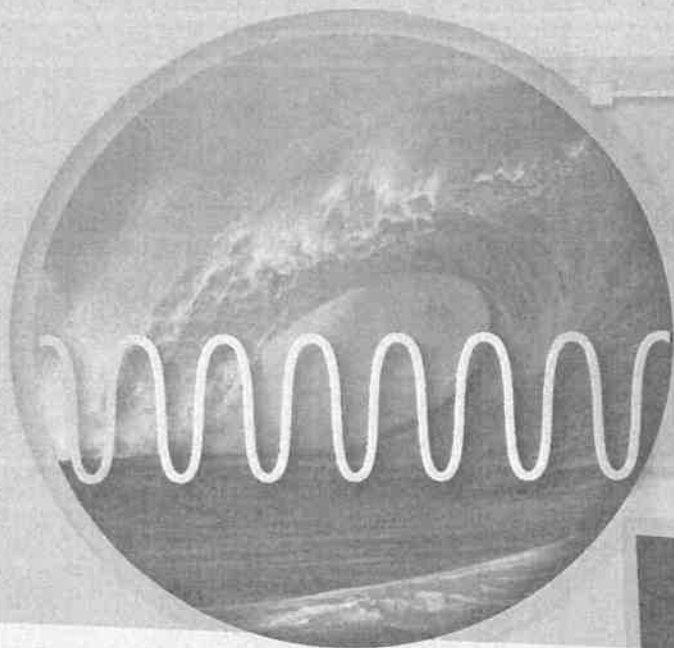
### Lesson Vocabulary

List the terms. As you learn about each one, make notes in the Interactive Glossary.

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<hr/>	<hr/>
<hr/>	<hr/>

### Compare and Contrast

In this lesson, you'll read about how characteristics of sound are alike and different from one another. Active readers stay focused on comparisons and contrasts when they ask themselves, How are these things alike? How are they different?



You may have seen water waves that look like this. Water waves move in an up-and-down motion as shown here. No matter how a wave is shaped, it carries energy.

# Waves of **SOUND**

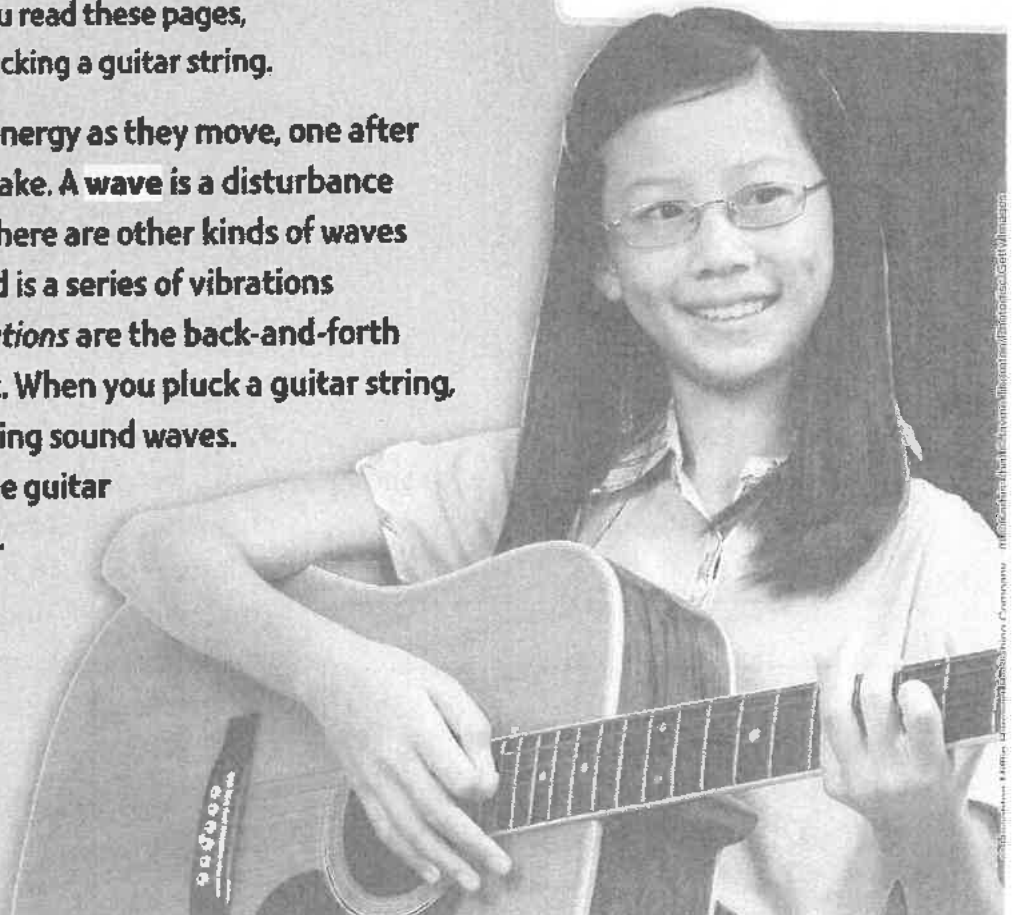
Some waves are long and flat. Other waves are tight and tall. But all waves move from place to place in a regular way.

**Active Reading** As you read these pages, underline the effect of plucking a guitar string.

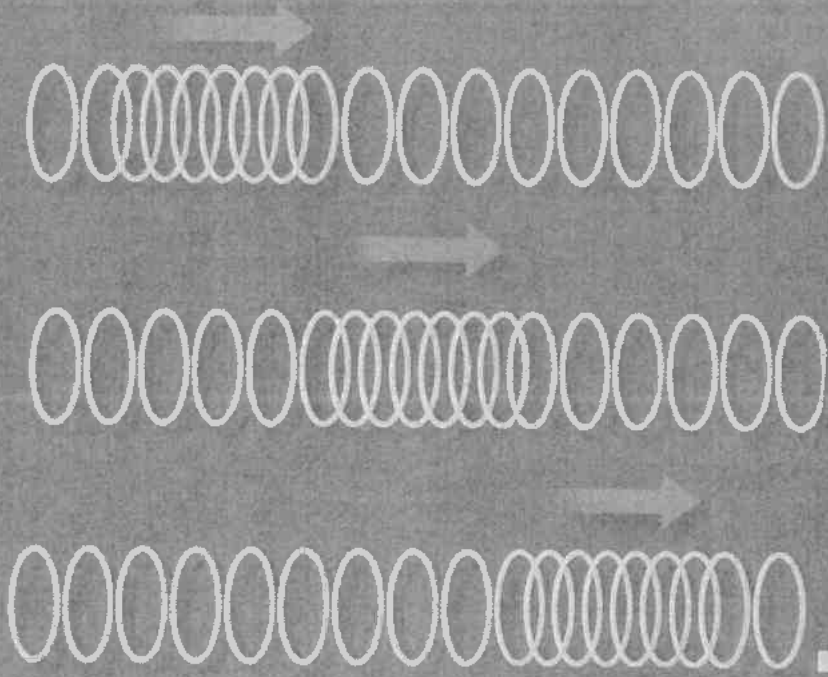
**W**ater waves carry energy as they move, one after another, across a lake. A **wave** is a disturbance that transmits energy. There are other kinds of waves that you can't see. Sound is a series of vibrations traveling in waves. *Vibrations* are the back-and-forth movements of an object. When you pluck a guitar string, the string vibrates, causing sound waves. The vibrating body of the guitar makes the sound louder.

## Musical Vibrations

Use arrows to indicate the parts of the guitar that vibrate.







Thinking of a spring toy can help you understand compression waves.

1 The coils in one area become bunched up, or compressed. They then stretch out, or separate.

2 and 3 These compressions and separations occur along the length of the spring as the wave moves away from its starting point.

Musical instruments aren't the only things that make sound. Striking the head of a nail with a hammer causes sound vibrations, too. Many animals make sounds by moving a column of air up through the throat and mouth.

All sound vibrations travel in compression waves. As a compression wave moves, molecules of air or other matter are pushed together, or compressed. Then the molecules spread apart. Sound energy moves away from its source as this bunching and spreading of molecules is repeated over and over. Your ears detect sound waves when the waves make parts of your ears vibrate. Your brain interprets these vibrations as sound.

► Tell how a compression wave and a water wave are alike and different.

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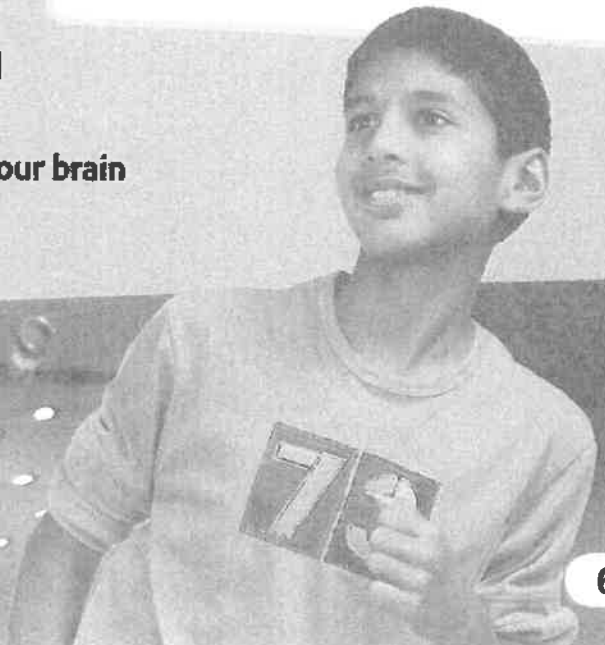
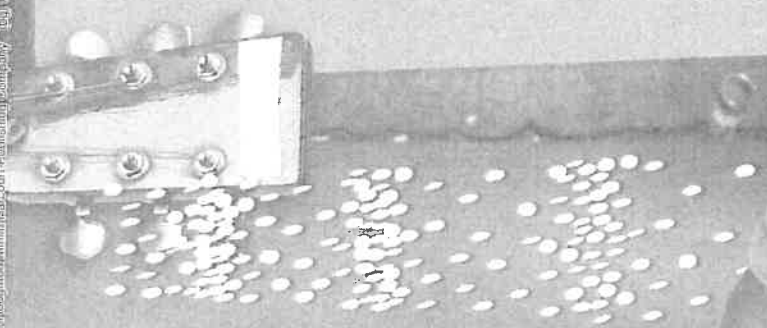
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**120 dB**

If you are close to a lightning strike, the resulting thunder can be loud enough to cause pain.

**100 dB**

Sounds that are 85 dB or louder can damage your ears.

**80 dB**

## Turn That Down!

Number the sounds in the first column 1-6 in order from quietest to loudest. Put a star next to any sound that could damage your ears.

### Decibel Scale of Common Sounds

Source of Sound	Decibel Level
_____ normal conversation	60 dB
_____ firecracker	150 dB
_____ whispered voices	20 dB
_____ ambulance siren	120 dB
_____ power lawn mower	90 dB
_____ personal stereo system at highest volume	105 dB

**20 dB**



# LOOKING

## at Waves

A tiny kitten and an adult lion make very different sounds. What words would you use to describe exactly how they are different?

**Active Reading** As you read these two pages, circle words that signal a contrast in ideas.

People don't only use words to describe sound. They use diagrams. Waves consist of curving lines that go up and down as they move away from the sound source. Each high point of a wave is called a *crest*, while each low point is called a *trough* [TRAWF]. The distance from one crest to the next crest is the *wavelength*. Wavelength can be found by measuring between troughs, too.

Turning on a jet engine produces a very loud sound with high amplitude.






wavelength

amplitude

**The taller the wave is from its resting point, the larger the amplitude, and the more energy the wave carries.**



**Dropping a pin onto a hard surface produces a soft sound with low amplitude.**

## Size Matters

Look back at the previous two pages. List the objects that produce sounds with high amplitude. How are a wave's amplitude and volume related?

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**Amplitude** describes the amount of energy in a wave. A jet engine produces a sound wave with an extremely large amplitude. On the other hand, a pin hitting the floor produces a sound wave with a very small amplitude. As you may have guessed, the volume of a sound and the amplitude of its wave are related. Loud sounds have large amplitude, whereas soft sounds have small amplitude. Amplitude is measured by finding the distance from a wave's highest or lowest point to its midline. The midline is a horizontal line drawn straight across the middle of a wave.

# The TRAVELS of Sound

Sound can travel through walls, windows, and floors as well as air and water. Does sound travel at the same speed through solids, gases, and liquids?

**Active Reading** As you read these two pages, underline places where solids, liquids, and gases are compared or contrasted.

**S**ound travels in waves. But sound can only travel if there are particles that the waves can cause to vibrate. Most of the sounds you hear move through the air. Air and other gases have particles that vibrate as sound energy hits them. Liquids and solids are also made of particles, so sound waves can move through these materials, too. However, if there are no particles to move, then sound cannot travel. What would happen if an astronaut dropped a heavy rock on the moon? Would it fall with a thump? Since the moon does not have an atmosphere, there would be nothing for the sound waves to travel through. So, dropping a rock would produce no sound.

**The sound of this boy's voice moves through gases (air) and a liquid (water) before reaching the other boy's ears underwater.**

## Do the Math!

### Multiply Whole Numbers

Use the information in the table to calculate how long it will take a sound to travel 4,575 m through each type of matter.

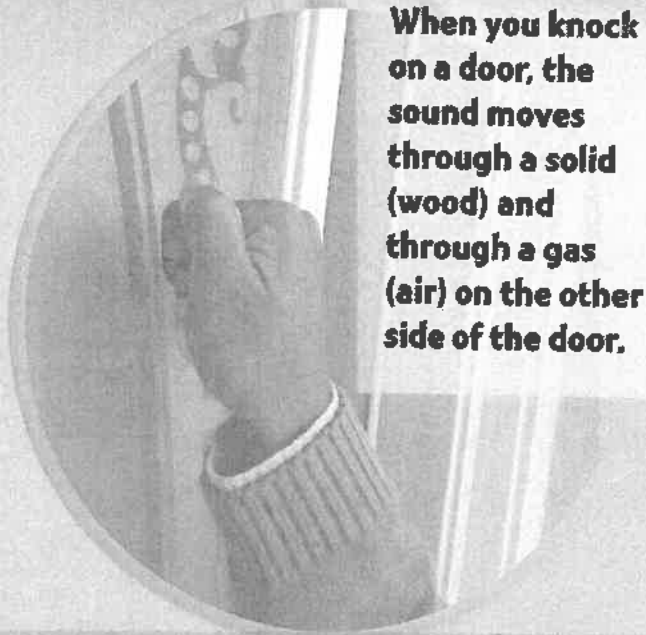
Type of Matter	Approximate Speed of Sound (m/s)
Pure water	1,525
Dry air	300
Cast iron	4,575

Pure water: \_\_\_\_\_

Dry air: \_\_\_\_\_

Cast iron: \_\_\_\_\_

Sound waves travel through different kinds of matter at different rates. The speed at which sound waves pass through solids, liquids, and gases has to do with how their particles are arranged. Particles in a solid are packed closely together. The particles in gases are far apart. Liquids are in between. For this reason, sound travels through gases more slowly than it travels through liquids and solids.



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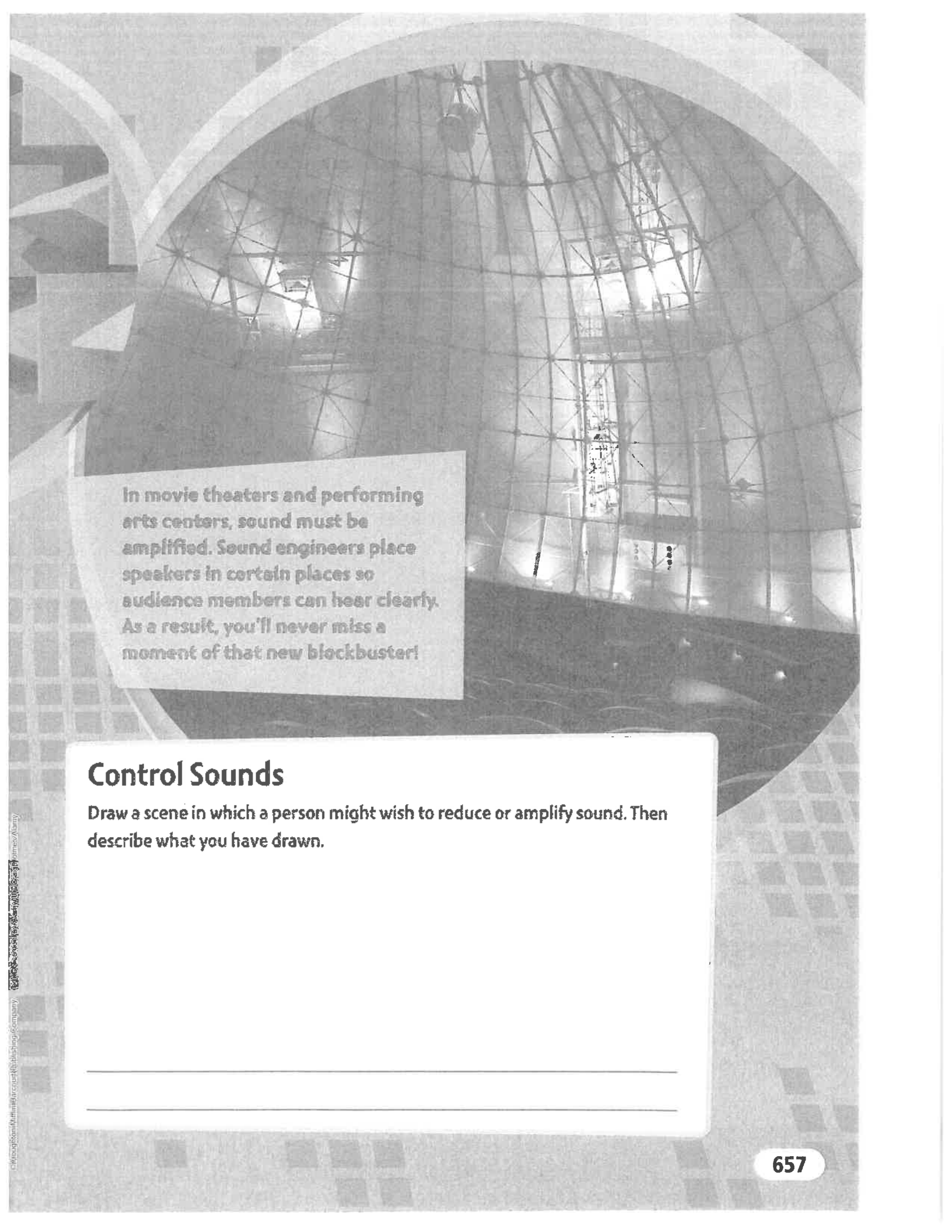
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• the loudness of a sound



amplitude

• disturbances of particles  
• in matter as a sound  
wave travels forward



pitch

• the amount of energy in  
a wave



vibrations

• a disturbance that  
carries energy



volume

• the highness or lowness  
of a sound



wave

• the unit of measure for  
the volume of sound

## Apply Concepts

2

Define *wave*. Then explain how vibrations, waves, and energy are related to sound.

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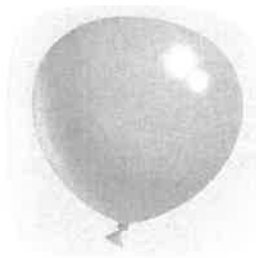
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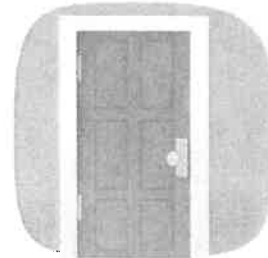
Label the pictures 1, 2, and 3 to indicate the speed at which sound waves travel through each kind of matter. Let 1 be fastest and 3 be slowest.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

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Identify the level of volume and pitch for each sound. Underline your choices.

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volume: high/low

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**thunder**

volume: high/low

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5 Explain how a sound's pitch and frequency are related.

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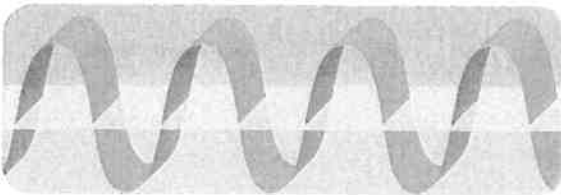
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7 Write a caption for each picture that uses the term *amplitude*.



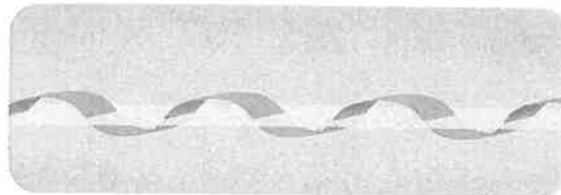
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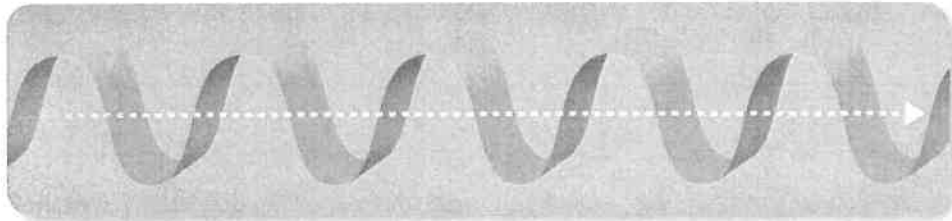
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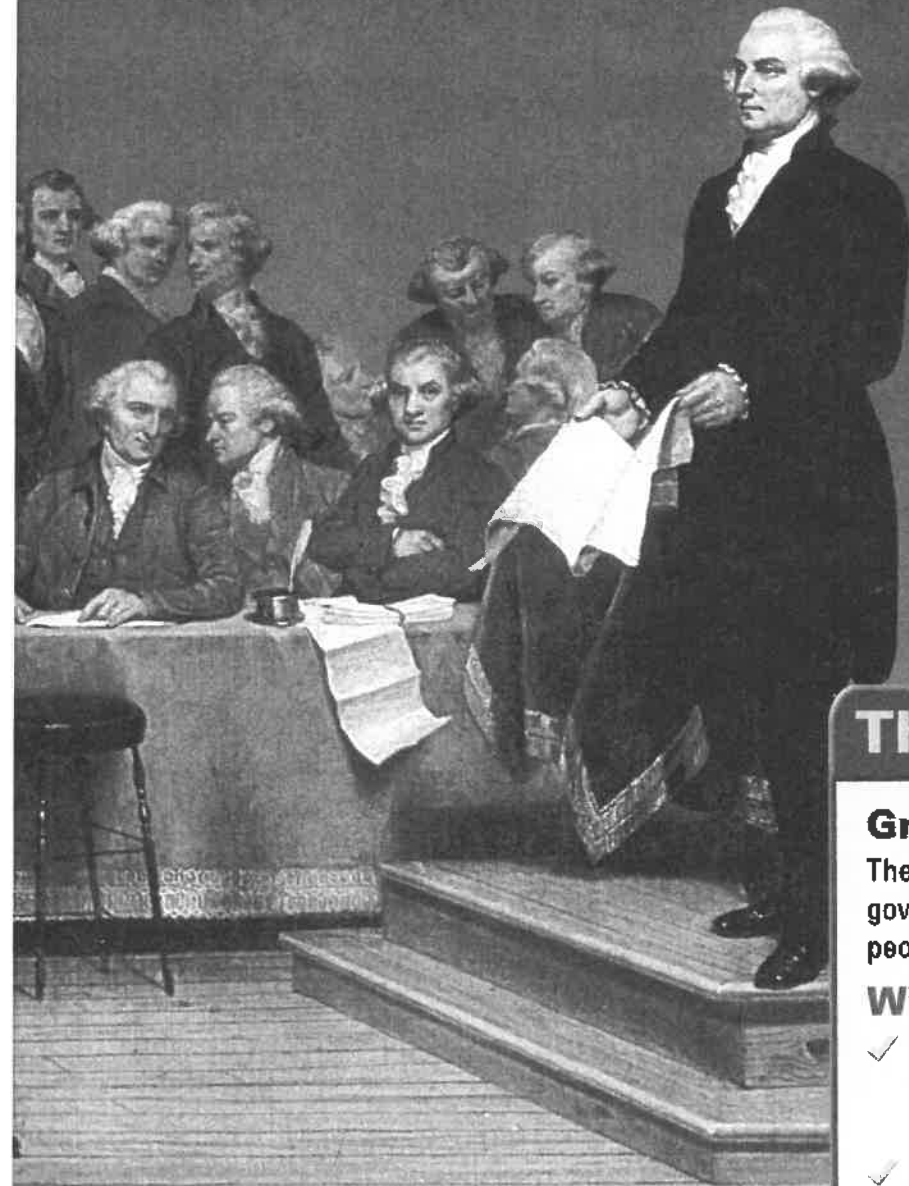


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Spend time walking slowly from room to room. List and classify the sounds you hear with a family member. For example, you might classify them as *loud* and *soft*, or *electronic*, *mechanical*, *human*, or *natural*.

# A Growing Nation

Unit  
**5**



## The Big Idea



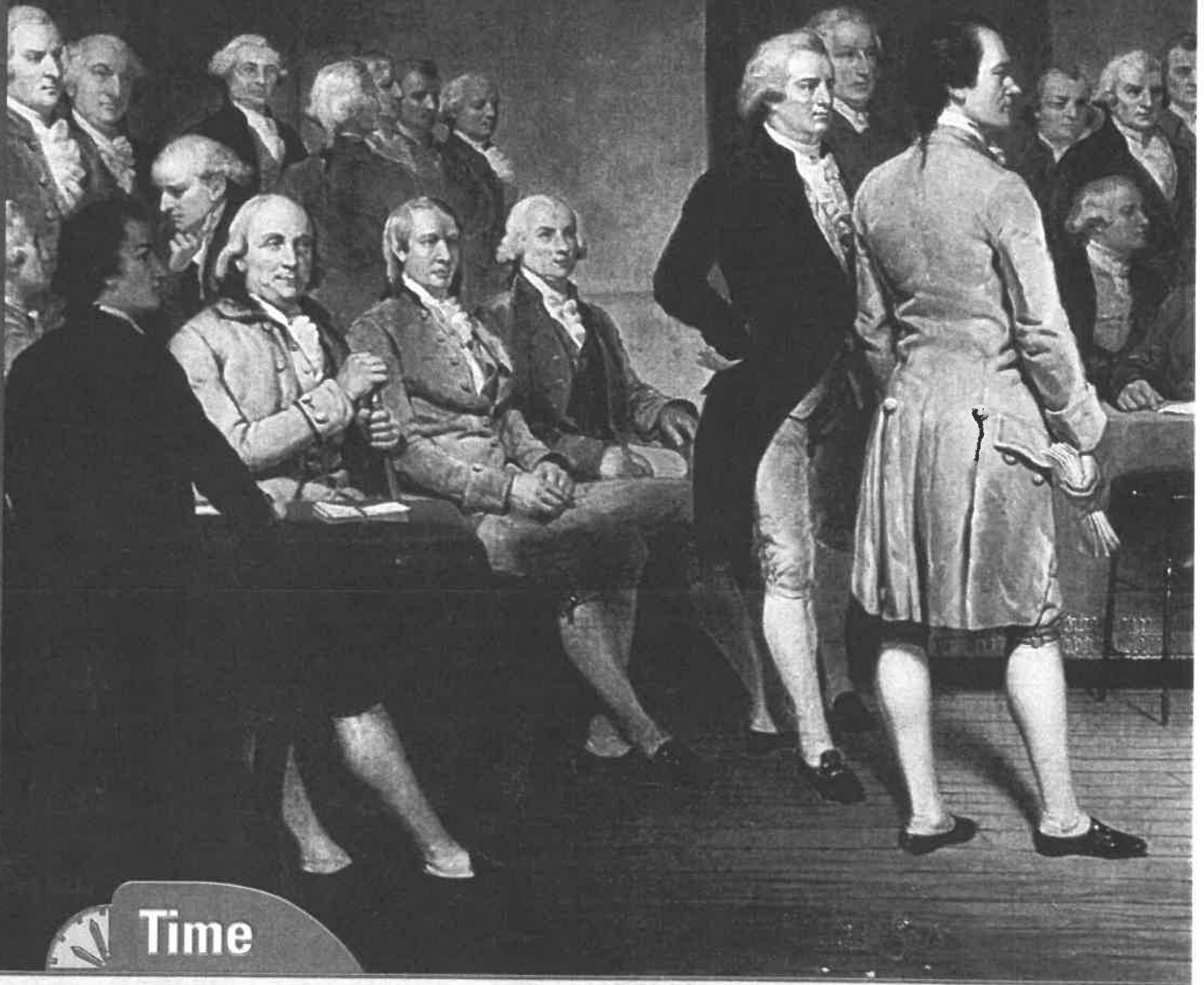
### Growth and Change

The United States established a new government and grew larger as more people arrived and lands were acquired.

### What to Know

- ✓ What were some of the major problems faced by the writers of the Constitution?
- ✓ How does the Constitution secure our liberty?
- ✓ How did western settlement affect Native Americans?
- ✓ What kind of changes did the United States face in the early 1800s?

Unit  
**5**



**The New Nation**

1787 The United States Constitution is written, p. 405

1789 George Washington becomes President, p. 408

1791 The Bill of Rights is added to the Constitution, p. 407

1780

1800

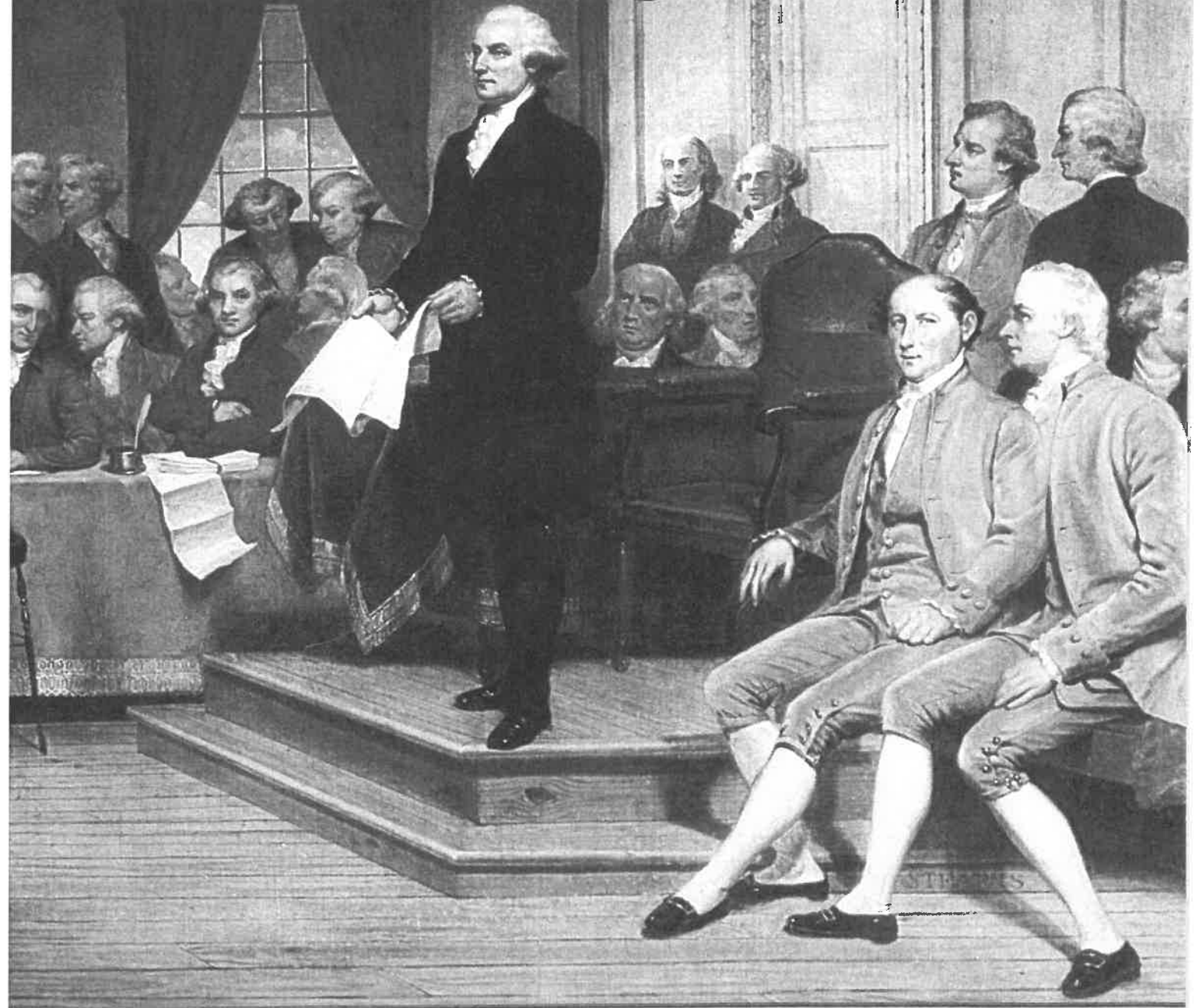
**At the Same Time**



1810 The Mexican Revolution begins



# A Growing Nation



**1803** The United States makes the Louisiana Purchase, p. 429

**1825** The Erie Canal opens, p. 453

**1846** The Mexican American War begins, p. 448

**1848** Gold is discovered in California, p. 450

1820



**1822** Freed African Americans found the colony of Liberia

1840



**1834** Slavery is abolished in Britain



**1839** The first photograph system is developed in France

1860

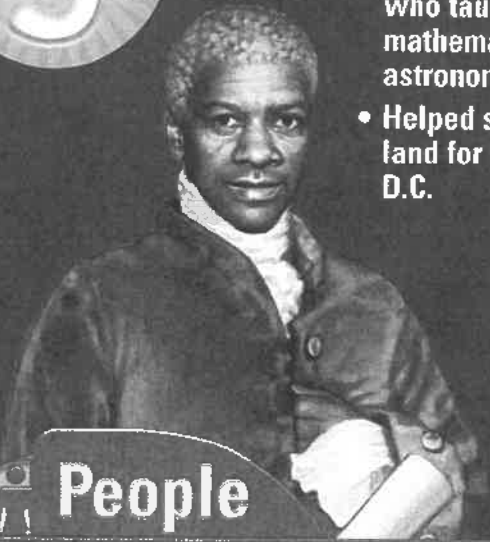
Unit

5

Benjamin Banneker

1731–1806

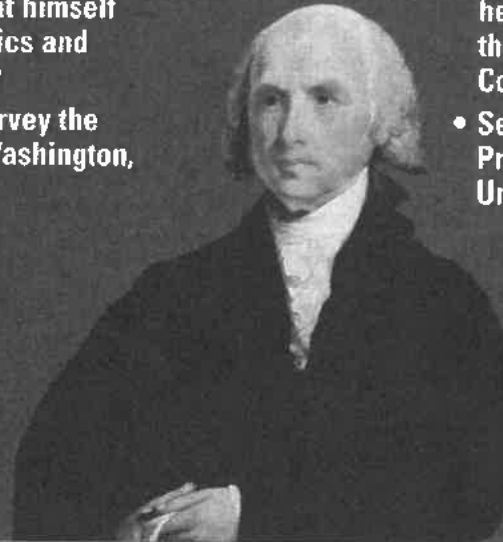
- Maryland farmer who taught himself mathematics and astronomy
- Helped survey the land for Washington, D.C.



James Madison

1751–1836

- Virginia leader who helped organize the Constitutional Convention
- Served as the fourth President of the United States



People

1700

1750

1800

1731 • Benjamin Banneker

1806

1751 • James Madison

1752 • Gouverneur Morris

1816

1757? • Alexander Hamilton

1804

1774 • Meriwether Lewis

1809

1779 • Francis Scott Key

1786? • Sacagawea 1812?

1790 • John Ross

Meriwether Lewis

1774–1809

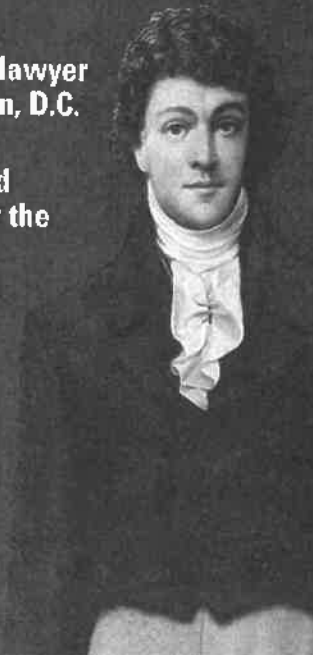
- Captain in the United States Army
- Explored the Louisiana Purchase with William Clark



Francis Scott Key

1779–1843

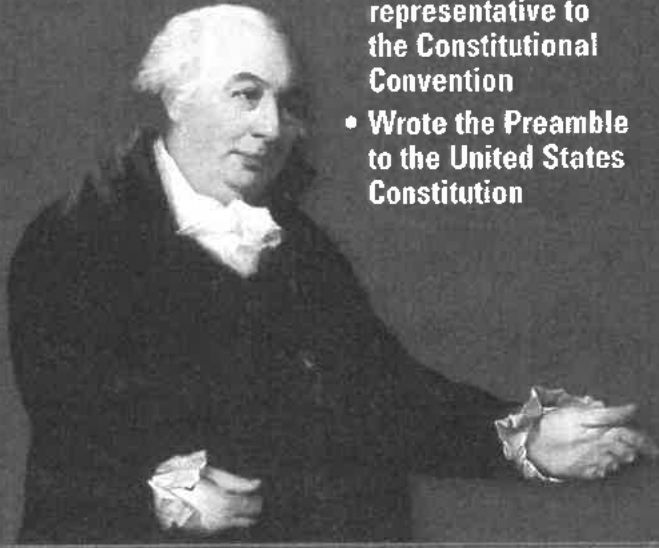
- Worked as a lawyer in Washington, D.C.
- Wrote "The Star-Spangled Banner" after the Battle of Fort McHenry



### Gouverneur Morris

1752–1816

- Pennsylvania representative to the Constitutional Convention
- Wrote the Preamble to the United States Constitution



1850

### Alexander Hamilton

1757?–1804

- New York leader who worked to help ratify the Constitution
- Served as the first secretary of the treasury



1900

1950

1836

1843

1866

### Sacagawea

1786?–1812?

- Daughter of a Shoshone chief
- Served as an interpreter and guide for the Lewis and Clark expedition



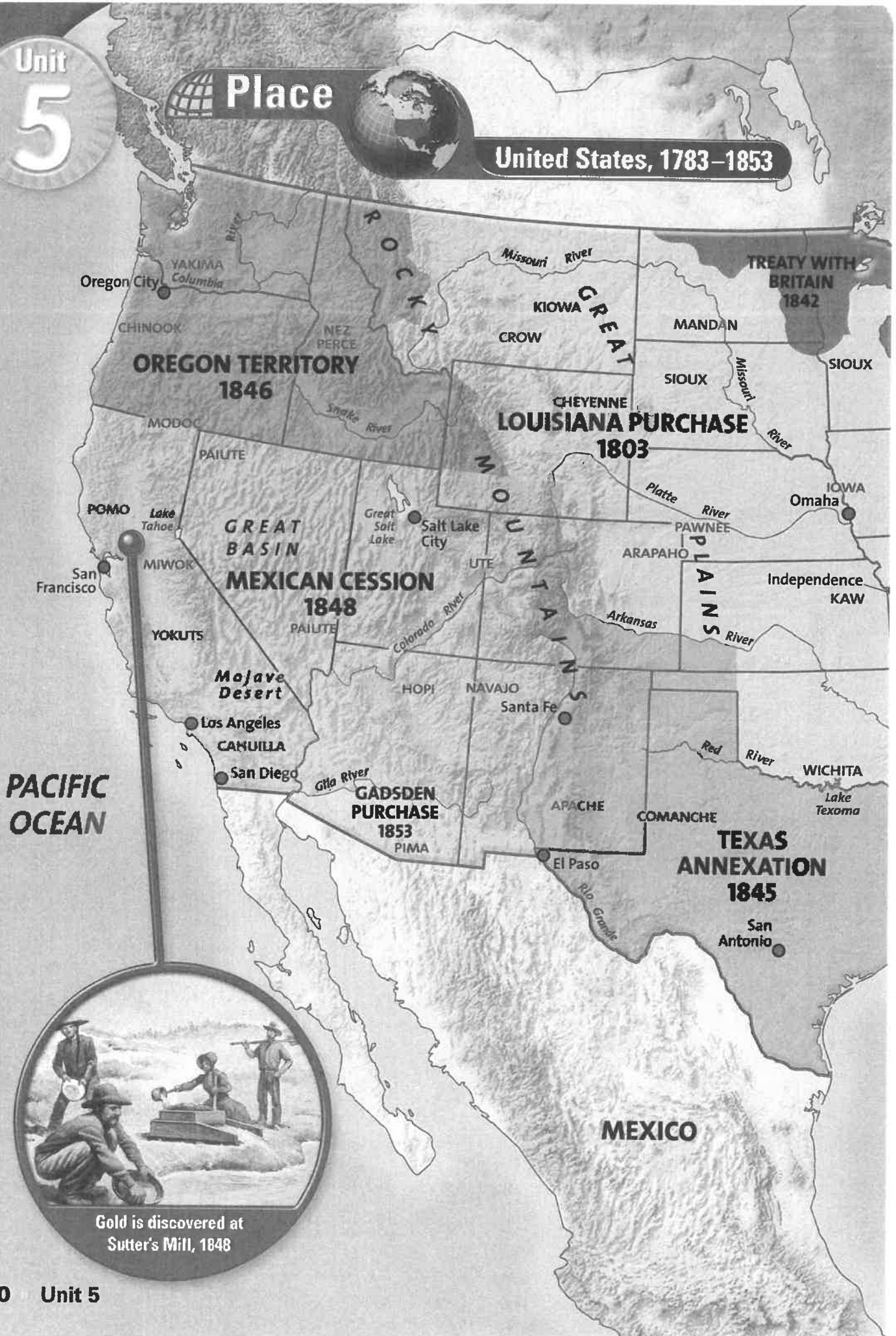
### John Ross

1790–1866

- Chief of the Cherokee Nation
- Led the Cherokees on the journey known as the "Trail of Tears"





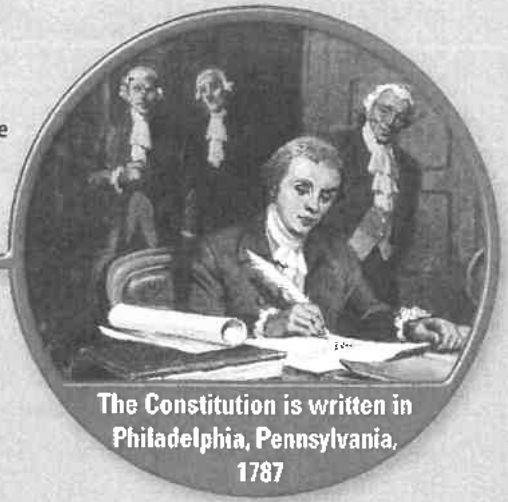


Gold is discovered at Sutter's Mill, 1848

**CANADA**

**TREATY WITH  
BRITAIN  
1842**

0 200 400 Miles  
0 200 400 Kilometers  
Albers Equal-Area Projection



The Constitution is written in Philadelphia, Pennsylvania, 1787



The Lewis and Clark expedition departs, St. Louis, Missouri, 1804

**UNITED STATES  
1783**

**APPALACHIAN MOUNTAINS**

**FLORIDA  
1819**

**Gulf of Mexico**

**ATLANTIC  
OCEAN**

HOPI Name of Native American tribe

— Present-day border



# Reading Social Studies

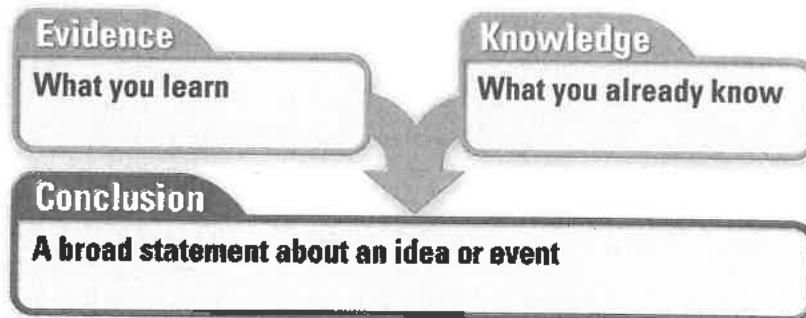


## Draw Conclusions

**Why It Matters** Being able to draw a conclusion can help you better understand what you read.

### ► LEARN

A **conclusion** is a broad statement about an idea or event. It is reached by using what you learn from reading, along with what you already know.



- Keep in mind what you already know about the subject and the new facts you learn.
- Look for clues, and try to figure out what they mean.
- Combine new facts with the facts you already know to draw a conclusion.

### ► PRACTICE

**Read the paragraphs. Draw a conclusion from the second paragraph.**

In 1776, Thomas Paine published a pamphlet titled *Common Sense*. In it, he wrote that people should rule themselves. He also called for a revolution. (The American colonists fought a revolution against Britain. Thomas Paine helped inspire this revolution.)

The colonies had united to win the Revolutionary War. After the war, many people hoped that all 13 states could act together as one nation under the Articles of Confederation. Instead, the United States government was weak and disorganized.

Evidence

Knowledge

Conclusion

## ► APPLY

Read the paragraphs, and answer the questions.

### A Growing Nation

The American colonists had fought hard to win independence from Britain, but the work of making a new country had just begun. The United States government under the Articles of Confederation was very weak. Each state had its own laws, money, and army and navy. This created much confusion. Some Americans doubted that they could ever agree to all be part of the same country.

Someone had to get the United States organized. Strong leaders, such as Benjamin Franklin, James Madison,

and Alexander Hamilton, soon stepped forward to propose a new plan of government. In 1789, the Constitution was ratified.

In the years following the American Revolution, the United States grew and many Americans moved west. In 1800, nearly one million settlers lived on the western frontier. Many new states were admitted to the Union. These included Kentucky, Ohio, and Tennessee. Many Americans decided to move west because of the large amounts of cheap land. They saw opportunities to start a new life.



### Draw Conclusions

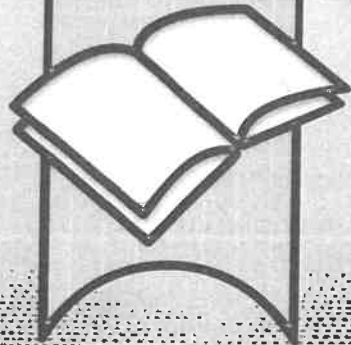
1. What conclusions can you draw about the United States after the Revolutionary War?
2. Why did the United States need a new form of government?
3. What conclusions can you draw about why settlers would move west and what opportunities they would have?

► A soldier in the American Revolution





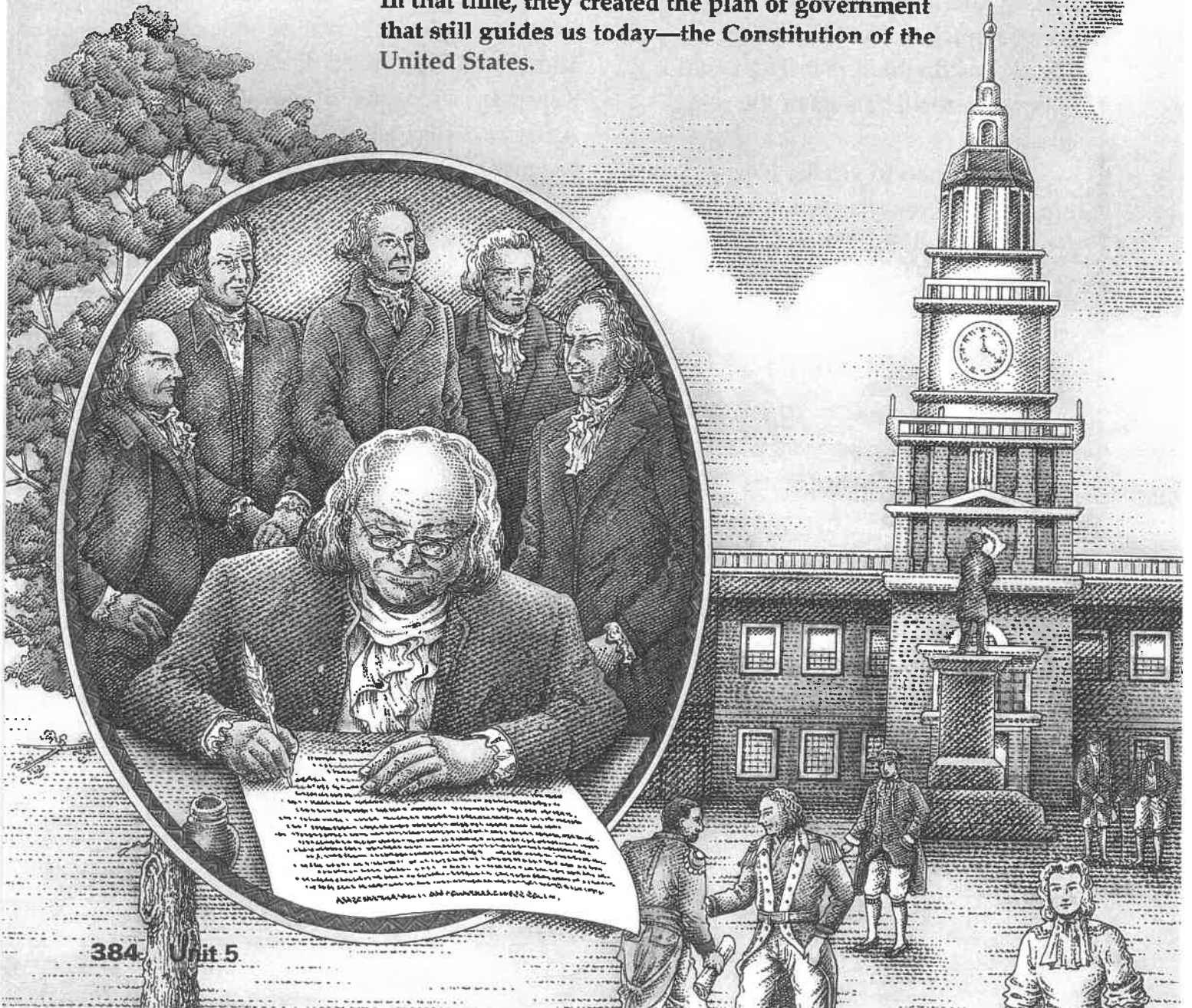
Start  
with a  
Story



... *If You Were There* ...  
*When They Signed  
the Constitution*

by Elizabeth Levy • illustrated by Peter Siu

In 1787, delegates from 12 states met in Philadelphia, Pennsylvania, to discuss the national government of the young United States. Their debates lasted four months. In that time, they created the plan of government that still guides us today—the Constitution of the United States.



## What is the Constitution?

The Constitution of the United States is the basic law of our nation—like the rules for a game, only these rules are for the government, and all citizens must play.

The Constitution sets up the rules for how laws are made, and who will make the laws. Who will decide if

we go to war? Who will have power? You? Me? You can find those answers in the Constitution.

The Constitution of the United States was written in 1787. . . . The men who wrote it wanted their new nation to last. They knew how hard it was to create a government that could change with the times. After all, they had just fought and won a war against a government that had refused to change.

## When the Convention finally opened, where did the delegates meet?


They met at the Pennsylvania State House or, as people were already beginning to call it, Independence Hall. It was here that Thomas Jefferson had first read his Declaration of Independence to many of the same men who were now gathering to write the Constitution. . . .

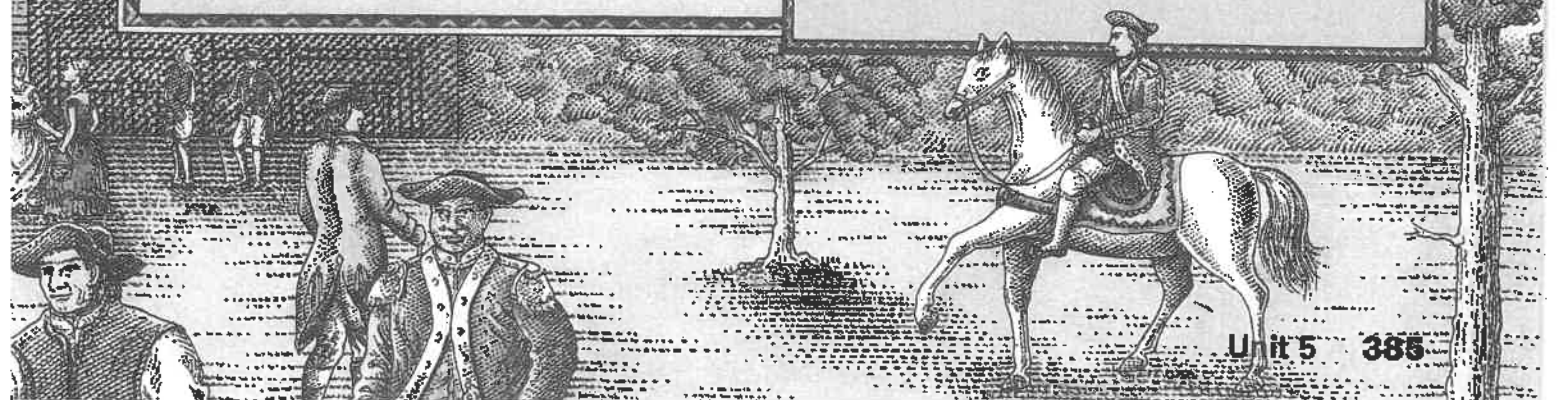
The Convention was mostly held in the East Room, a comfortable room about forty feet by forty feet, probably more than twice the size

of your classroom, but smaller than your gym. The delegates sat at round tables covered with green cloths, about three or four to a table.

When you visit Independence Hall, you immediately feel that this is a good room for a debate—not too fancy, yet filled with light from the great tall windows on each side.

## Response Corner

-  **Draw Conclusions** What does the Constitution do?
- Make It Relevant** What rules would you include in a constitution for your school? Defend your choices.





# STUDY SKILLS

## VOCABULARY

Using a dictionary can help you learn new words.

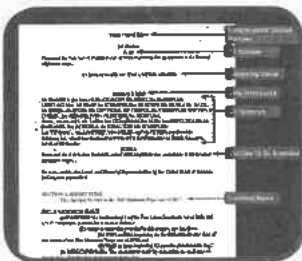
- A dictionary shows the meanings of a word and tells its origin, or where it came from.
- You can use a chart to organize unfamiliar words.

**republic** (ri-'pə-blik) *n.* [from the Latin *respublica*, a public thing] **1. a.** a government whose leader is not a monarch and whose citizens elect leaders and representatives **b.** a political unit, such as a nation, having such a form of government **2. a** group of people freely involved in a specific activity

Word	Syllables	Origin	Definition
republic	re•pub•lic	Latin	A country or government where the citizens elect leaders.



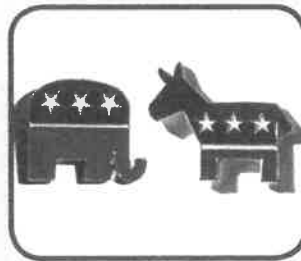
### PREVIEW VOCABULARY



bill p. 392



legislative branch p. 400



political party p. 408



CHAPTER

# The Constitution

10

INDEPENDENCE HALL IN PHILADELPHIA, PENNSYLVANIA

Chapter 10 • 387

# Lesson



1780

1820

1860

1787

The Constitutional Convention begins

1787

The Great Compromise is approved



## WHAT TO KNOW

How was a new plan of government developed at the Constitutional Convention?

## VOCABULARY

arsenal p. 389

federal system p. 390

republic p. 390

compromise p. 392

bill p. 392

## PEOPLE

Daniel Shays

James Madison

Patrick Henry

George Washington

Edmund Randolph

William Paterson

Gouverneur Morris

## PLACES

Philadelphia



## DRAW CONCLUSIONS

Evidence	Knowledge
<input type="text"/>	<input type="text"/>
Conclusion	
<input type="text"/>	

# The Constitutional Convention



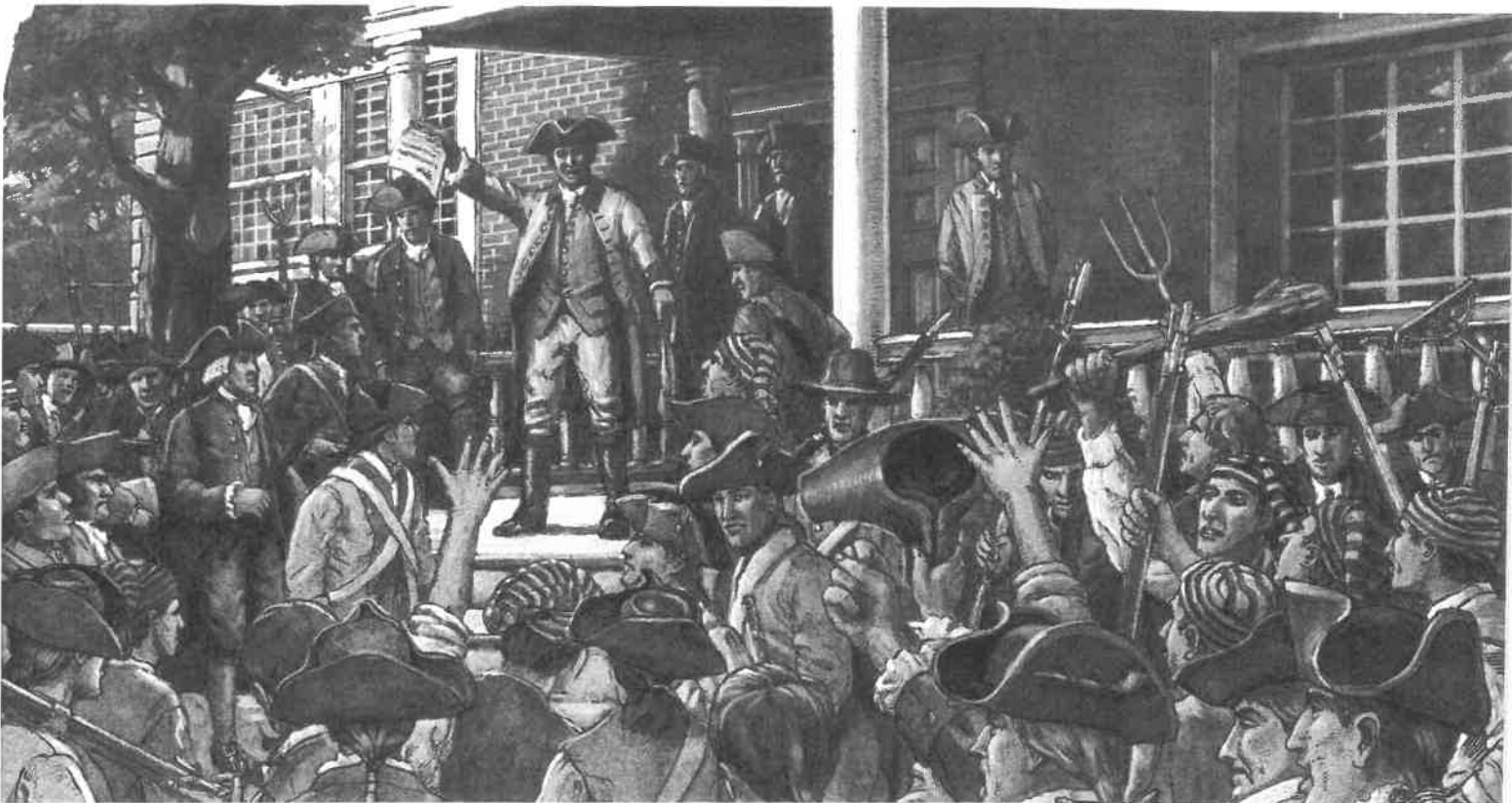
The year is 1787. The city of **Philadelphia** has hired you to spread dirt over Chestnut

Street in front of the Pennsylvania State House.

People keep stopping to ask why you are covering up the cobblestones. You explain that a meeting to fix the Articles of Confederation is going on in the State House. The delegates need quiet so they can work. The dirt will soften the clatter of the horses' hooves.

► **BENJAMIN FRANKLIN**, the oldest delegate, arrives at the Pennsylvania State House.





► **SHAYS'S REBELLION** During the attack on the arsenal, four of Shays's followers were killed.

## Reasons for Change

During the 1780s, many Americans were poor, yet they had to pay high state taxes. People often had to borrow money and go into debt. When they could not repay their debts, state courts took away their farms or sent the people to prison.

In the summer of 1786, poor farmers in Massachusetts protested by refusing to let the courts meet. Armed with pitchforks and guns, they shut down the courthouse and destroyed debt records.

In January 1787, a mob of farmers led by **Daniel Shays** tried to take over a Massachusetts **arsenal**, or weapons storehouse. Because there was no national army to defend the arsenal, the governor had to send soldiers to stop Shays. Shays's Rebellion made some people think that the national government could not keep order or protect them.

## Ideas for Change

**James Madison** of Virginia, and other leaders, argued that the country needed a stronger national government. Every state had a governor, but there was no single national leader. To pass any law, nine states had to agree. There was no national court system to settle disputes.

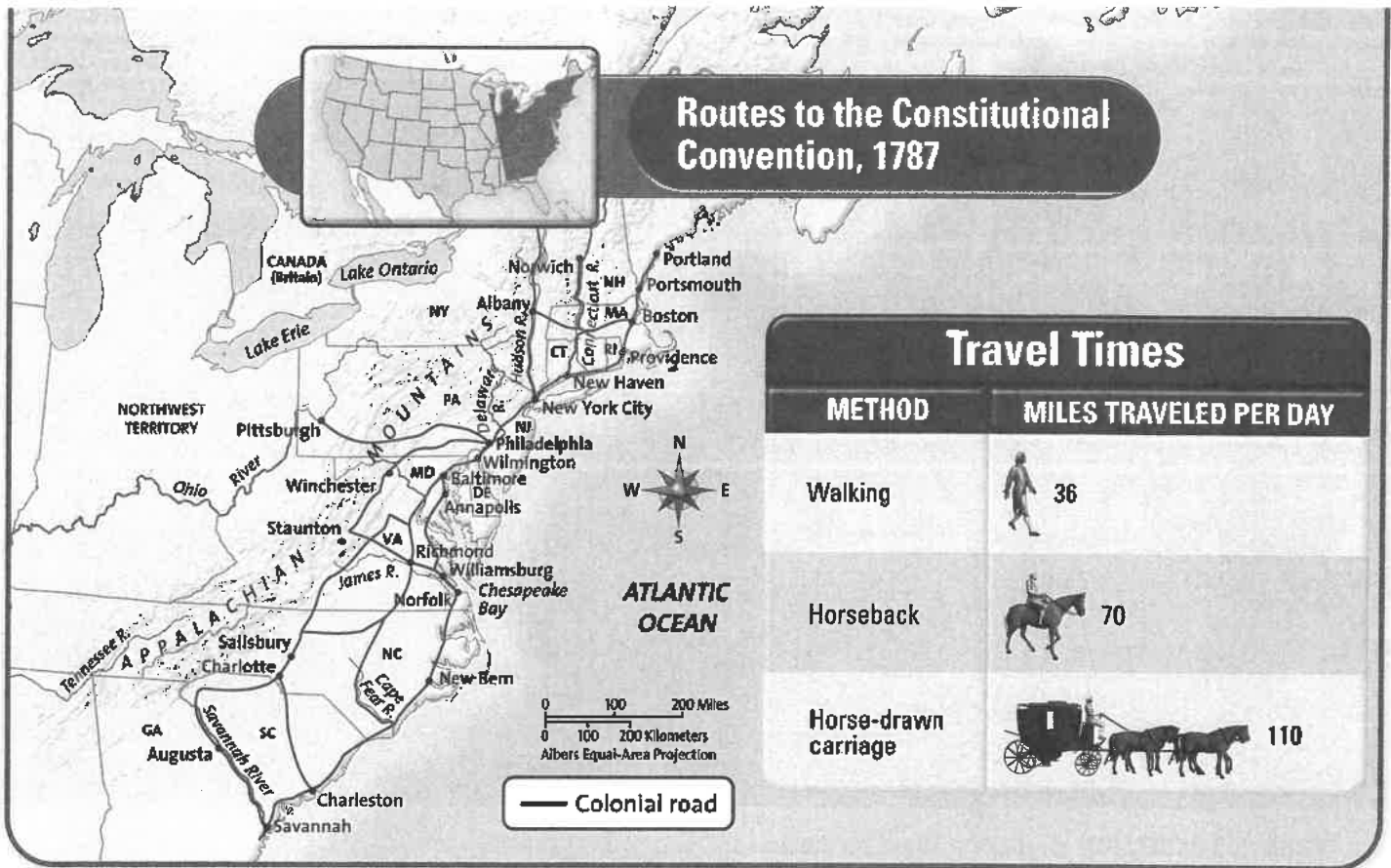
Others did not agree. **Patrick Henry**, of Virginia, was one of many leaders who wanted to keep the Articles as they were. Henry argued that Americans had fought the British because they did not want a powerful government ruling their lives.

In 1787, all of the states except Rhode Island sent delegates to a convention in Philadelphia. The goal of this convention was to fix the Articles.

### READING CHECK **DRAW CONCLUSIONS**

**Why did some people want a stronger national government?**

## Routes to the Constitutional Convention, 1787



**LOCATION** About how many miles is it from Pittsburgh, Pennsylvania, to Philadelphia?

## The Work Begins

In May 1787, the 55 delegates from 12 states gathered at the Pennsylvania State House. They chose **George Washington** to be president of the Constitutional Convention, as it later came to be known.

### Creating the Constitution

When the Constitutional Convention began, the delegates agreed to keep their discussions secret. They felt that talking in private would allow them to speak freely and make good decisions. Windows in the State House were covered, and guards stood at the doors.

Soon after discussions began, **Edmund Randolph** of Virginia asked the delegates to do away with the Articles of Confederation and write a new plan of government. The next day, they agreed.

One issue that the delegates discussed was the relationship between the states and the national government. Some delegates thought there should be a strong national government. Others believed that the states should have more power.

The delegates finally agreed to strengthen the existing **federal system**. The national and state governments would share power. The states would keep some powers, but the federal government would have power over matters that affected the nation as a whole.

When it was finished, the Constitution became the supreme law of the land. It helped found the American republic. In a **republic**, the people choose representatives to run the government.

### READING CHECK DRAW CONCLUSIONS

**How is power shared in a federal system?**



## A Major Debate

During the convention, the delegates often disagreed with one another. One major disagreement was about how each state would be represented in the new Congress.

### The Virginia Plan

Edmund Randolph and the other Virginia delegates introduced a plan for Congress called the Virginia Plan. Under this plan, Congress would have two parts, or houses. The number of representatives that a state would have in both houses of Congress would be based on that state's population. States with more people would have more votes in Congress. This plan would favor the large states, such as Virginia, Massachusetts, and Pennsylvania, which had many people.

### The New Jersey Plan

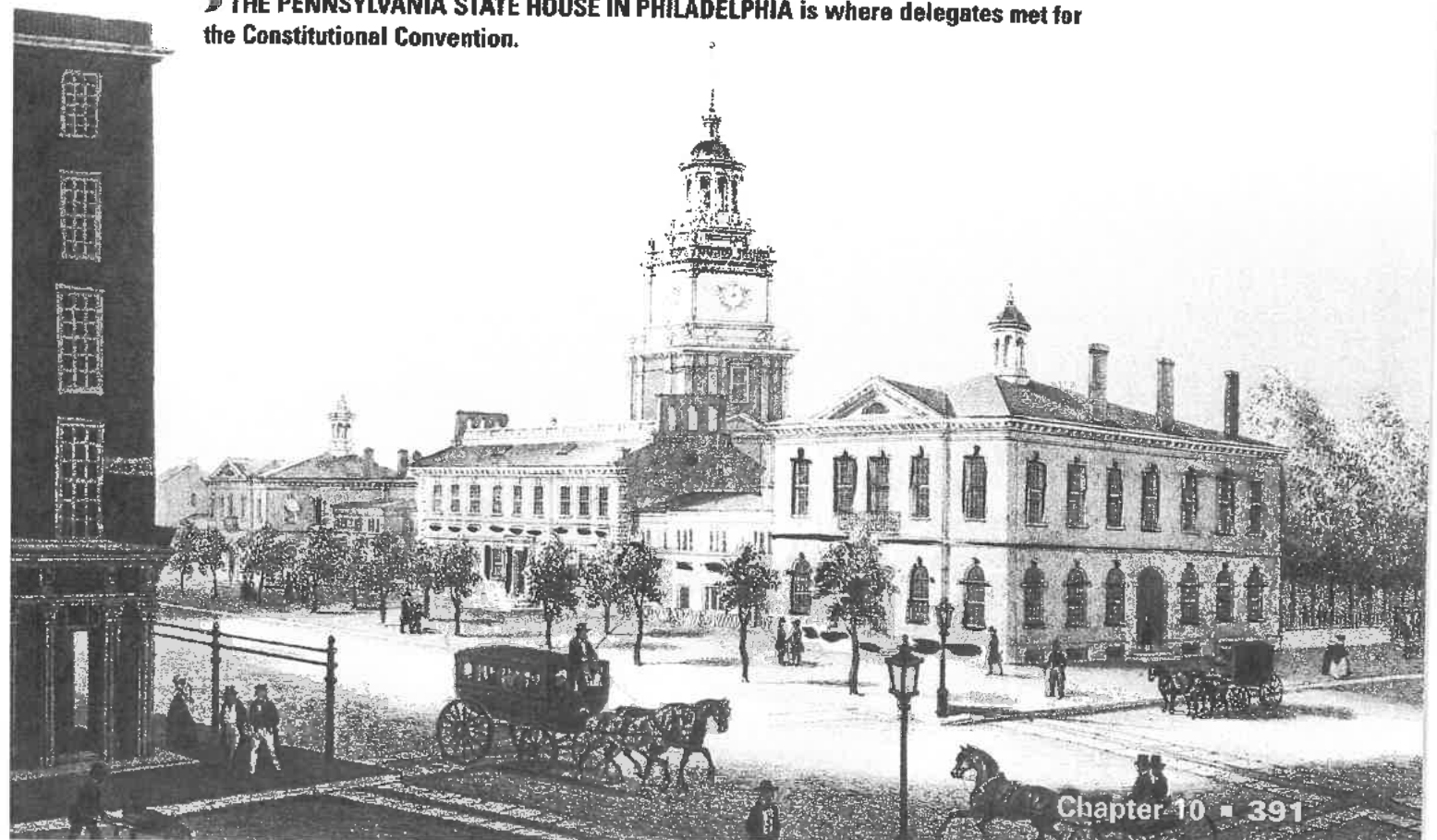
"Not fair!" replied the delegates from the small states. **William Paterson** of New Jersey accused the Virginia Plan of "striking at the existence of the lesser states." Delegates from small states worried that the plan would give large states control of Congress. With more votes, the larger states would be able to pass the laws they wanted.

Paterson offered a different plan, called the New Jersey Plan. Under this plan, the new Congress would have one house, in which each state would be equally represented. This plan would give the small states the same number of representatives as the large states.

#### READING CHECK DRAW CONCLUSIONS

How did the delegates disagree about representation in Congress?

► **THE PENNSYLVANIA STATE HOUSE IN PHILADELPHIA** is where delegates met for the Constitutional Convention.



## Working Together

For weeks, the delegates argued about how the states should be represented in Congress. Finally, they realized that to reach an agreement, each side would have to **compromise**, or give up some of what it wanted.

### The Great Compromise

A committee of delegates, led by Roger Sherman of Connecticut and others, presented a new plan. This plan became known as the Connecticut Compromise.

The Connecticut Compromise was based on the idea of a two-house Congress. In one house, representation would be based on the population of each state. In the other house, each state would be equally represented. Either

house could present a **bill**, or an idea for a new law. However, both houses had to approve a bill before it became a law.

Delegates from the large states thought the compromise gave too much power to the small states. To gain the support of the large states, the committee added another idea. Only the house in which representation was based on population would be able to propose tax bills.

The committee presented the Great Compromise, as it became known, to the convention. Not all the delegates agreed with it, but most wanted to keep working. On July 16, 1787, they approved the Great Compromise.

### READING CHECK DRAW CONCLUSIONS

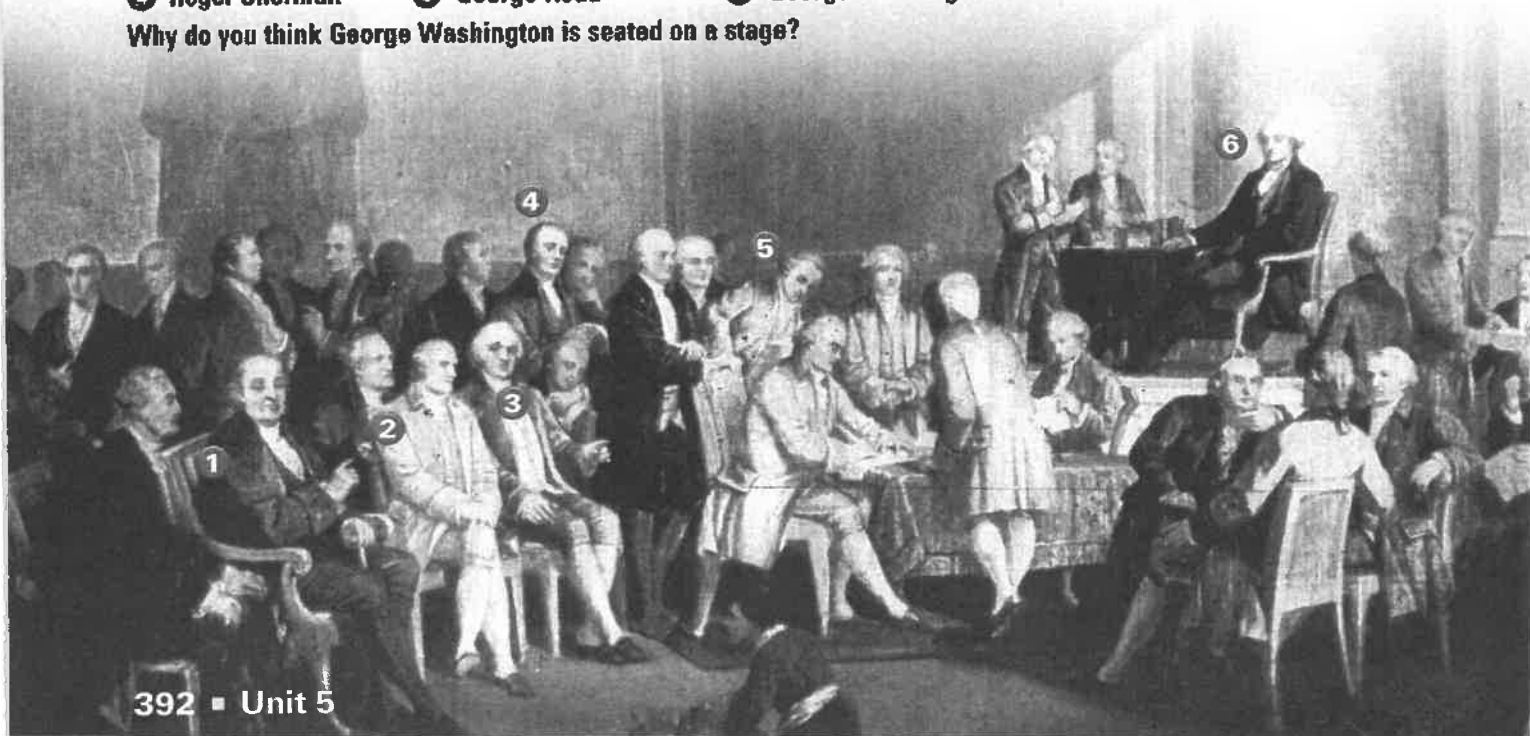
How did delegates settle the issue of representation in Congress?

## The Constitutional Convention

**ILLUSTRATION** This painting of the Constitutional Convention was not painted during the convention, but nearly 80 years afterward.

- ① Benjamin Franklin    ② Alexander Hamilton    ③ James Madison  
④ Roger Sherman    ⑤ George Read    ⑥ George Washington

Why do you think George Washington is seated on a stage?







► **AFRICAN AMERICANS** This detail shows an African American woman at work. Before slavery ended, African Americans were not allowed to vote, hold office, or own property.

## Compromises on Slavery

Under the Great Compromise, population would affect the representation of each state in Congress. This plan raised an important issue that troubled many people in the young nation—slavery. Delegates argued about whether enslaved African Americans should be counted when figuring each state's population.

### Different Points of View

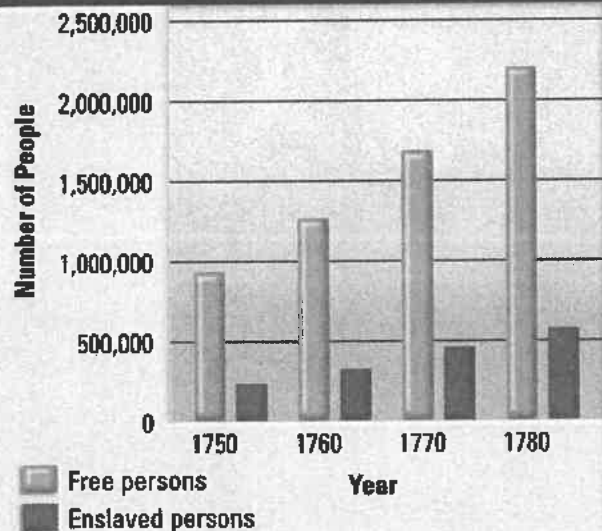
Because the southern states had the largest number of enslaved people, southern delegates wanted to count slaves when figuring out how many representatives a state would have in Congress. That way, the southern states could have more representatives.

Delegates from the northern states did not want slaves to be counted for representation. After all, these delegates argued, slaves were not allowed to vote and did not hold any of the other rights of citizenship. Some delegates hoped that slavery would not continue. However, they knew that ending it would be difficult.

### The Three-Fifths Compromise

The delegates finally agreed to count three-fifths of the total number of slaves in each state towards the number of representatives. After this issue was dealt with, some delegates still spoke out against slavery. **Gouverneur** (guh•ver•NIR) **Morris** of Pennsylvania called slavery “the curse of heaven on the states where it prevailed [existed].”

## Free and Enslaved Population in the United States, 1750–1780



**GRAPH** How many enslaved people lived in the United States in 1780?

### A Continuing Issue

Some delegates were afraid that if the Constitution outlawed slavery or stopped states from importing slaves, the southern states would not approve it. To reach

a compromise, the delegates agreed that Congress could not stop states from importing enslaved people from other countries before 1808.

After 1808, Congress banned the slave trade with other countries. However, enslaved people could still be bought and sold within the United States. As a result, many enslaved people continued to be separated from their families.

### READING CHECK **DRAW CONCLUSIONS**

What issue was settled when delegates agreed to the Three-Fifths Compromise?

## Summary

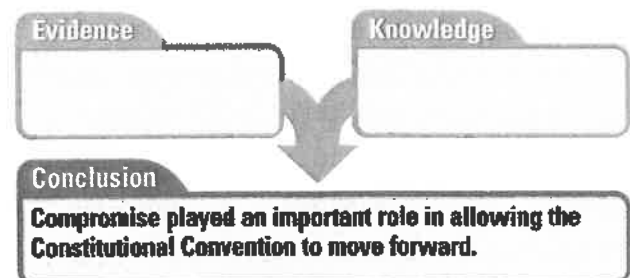
Instead of just fixing the Articles of Confederation, the delegates at the Constitutional Convention decided to write a new constitution. The Great Compromise resolved conflicts over representation in the government.

## REVIEW

- WHAT TO KNOW** How was a new plan of government developed at the Constitutional Convention?
- VOCABULARY** Explain how the terms **federal system** and **republic** are related.
- HISTORY** Who were some of the people associated with the development of the United States Constitution?
- CRITICAL THINKING** How did the makers of the Constitution try to fix some of the problems that existed under the Articles of Confederation?

- WRITE A PERSUASIVE LETTER** Imagine you are a delegate. Write a letter to your family explaining the role of compromise at the Constitutional Convention.

- DRAW CONCLUSIONS** On a separate sheet of paper, copy and complete this graphic organizer.



# Gouverneur Morris

*“In every society the members have a right to the utmost liberty.”*

The ideas in the United States Constitution were the work of all the Constitutional Convention delegates. However, the one delegate who expressed those ideas in the written Constitution was Gouverneur Morris.

During the American Revolution, Morris served in the Continental Congress. In 1780, Morris hurt his leg, and it later had to be removed. For the rest of his life, he wore a wooden leg. However, this did not stop him from traveling widely and serving his country.

Morris was strongly against slavery, and he argued that the Constitution should outlaw it. Other delegates disagreed. Slavery would not be stopped for another 80 years.

Even after his retirement, Morris continued to be involved in politics. He persuaded the nation’s early leaders to compromise for the good of the country. By serving his country, Morris showed his patriotism and loyalty to the government he helped create.

## Biography

Trustworthiness  
Respect  
Responsibility  
Fairness  
Caring

## Patriotism

## Why Character Counts



How did Gouverneur Morris help create the new nation?

## Time

1752

Born

1780 Morris is injured and loses his leg

1816

Died

1786 Morris is elected to the Constitutional Convention



For more resources, go to [www.harcourtschool.com/ss1](http://www.harcourtschool.com/ss1)



# Resolve Conflict

**Why It Matters** Knowing how to compromise is an important skill for resolving conflicts.

### ► LEARN

The delegates at the Constitutional Convention had many different ideas about a new government. They had to compromise in order to create the Constitution. By compromising, both sides gave up something they wanted in order to resolve their conflicts.

If you need to resolve a conflict, you can follow these steps in order to reach a compromise.

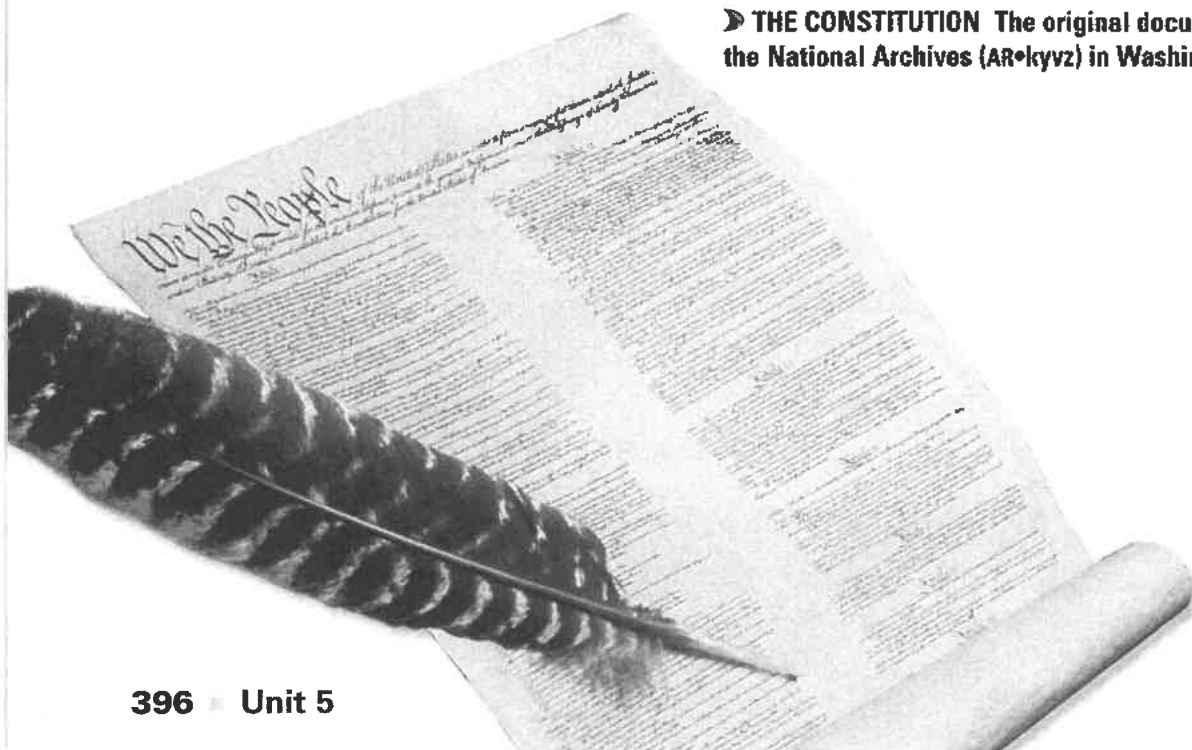
**Step 1** Identify the problem.

**Step 2** Have both sides explain what they want to happen. Talk about the differences.

**Step 3** Think of possible compromises. Choose one that both sides agree on.

**Step 4** Try the compromise. Plan to make sure that the compromise works.

► **THE CONSTITUTION** The original document is located at the National Archives (AR•kyvz) in Washington, D.C.



# Lesson

# 2

# Three Branches of Government



## WHAT TO KNOW

What are the powers of each of the three branches of government?

## VOCABULARY

- separation of powers p. 400
- legislative branch p. 400
- executive branch p. 401
- electoral college p. 401
- veto p. 401
- impeach p. 401
- judicial branch p. 402
- justice p. 402
- rule of law p. 403
- amendment p. 403

## PEOPLE

Gouverneur Morris

## PLACES

Philadelphia



## DRAW CONCLUSIONS

Evidence	Knowledge
<input type="text"/>	<input type="text"/>
Conclusion	
<input type="text"/>	



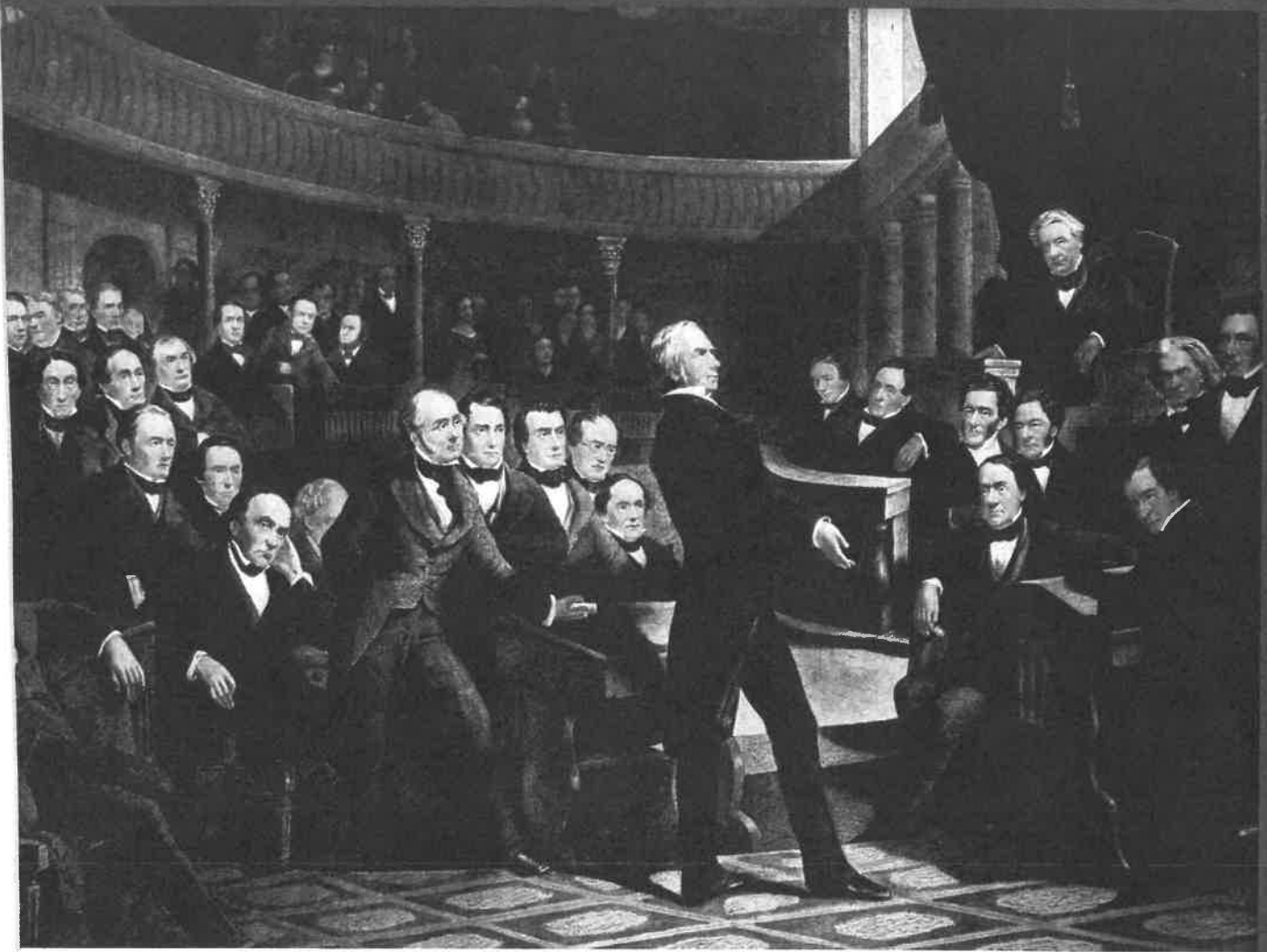
"Fresh berries here!" your father calls out to people passing by your fruit cart. It is the summer of 1787, and the weather in **Philadelphia** is hot and muggy.

You sigh as you arrange the berry boxes. After a moment, you notice a well-dressed man beside the cart. He pays for some berries and walks away. "Who was that?" you ask. "That was **Gouverneur Morris**, one of the wisest minds in our country."

► **DELEGATES** at the Constitutional Convention worked long hours debating and writing the Constitution.







► **RESOLVING CONFLICT** Throughout the nation's history, leaders have reached compromises in order to resolve conflicts and make laws.

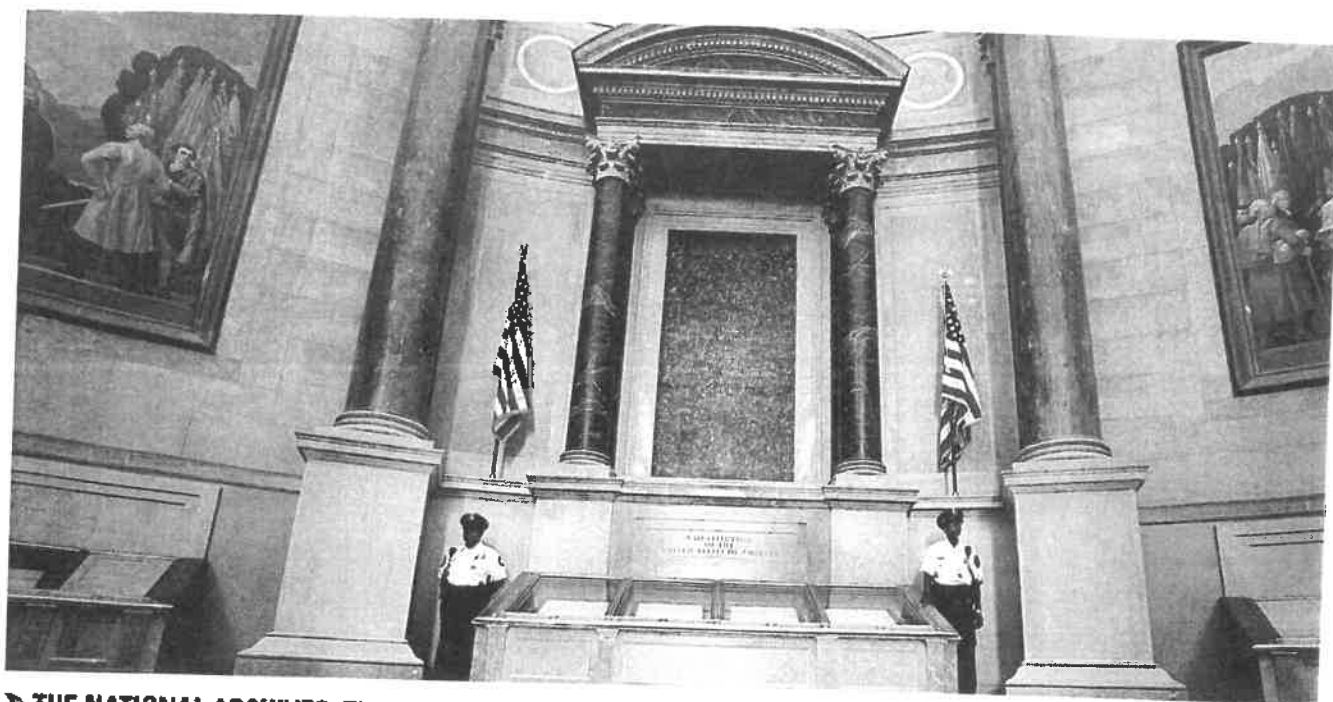
### ► **PRACTICE**

Think of a conflict you recently faced. What was the problem? What did you give up to reach a compromise? What did you gain from the compromise? Did the compromise resolve the conflict? Can you think of another compromise that might have solved the problem?

### ► **APPLY**

**Make It Relevant** Choose a conflict facing your class or your school. Form two groups, with each group taking a different position. Then follow the steps to reach a compromise.





► **THE NATIONAL ARCHIVES** The original Constitution is kept at the National Archives Building in Washington, D.C.

## The Preamble

The convention delegates planned the new Constitution with great care. Gouverneur Morris was chosen to write the final version.

In the Preamble, or introduction, Morris began with:

**“We the People of the United States . . .”**

He had first written “We the people of the States of New Hampshire, Massachusetts, . . .” and so on, listing the states. He changed the words to show that Americans were citizens of the nation first and of the states second. His words also link the Constitution to the Declaration of Independence, which says that a government gets its “just powers from the consent of the governed.”

## The Purpose of the Constitution

The Preamble goes on to explain the basic functions of the United States government. According to the Preamble, the government is to establish justice, or fairness, and to ensure domestic tranquility, or peace within the country. The government is to provide for the common defense, or defend the nation against its enemies. The government must also promote the general welfare, or work for the common good of the nation. It must secure liberty, or freedom, for the nation’s people and its future generations.

Under the Constitution, the powers of government are limited. The Constitution gives the federal government power to govern the nation, but it also protects the states and citizens from that power.

### **READING CHECK** ✪ **DRAW CONCLUSIONS**

**Why does the Preamble to the Constitution mention liberty and justice?**

# The Legislative Branch

The Constitution divides the powers of the federal government among three branches—the legislative branch, the executive branch, and the judicial branch. The Constitution’s framers, or writers, created this **separation of powers** to keep any one branch from controlling the government. They felt it was important to create a government with limited powers.

Article I of the Constitution explains the **legislative branch**, or lawmaking branch. Powers given to Congress include raising an army and a navy, declaring war, and coining and printing money. Congress also makes laws that control commerce, or trade.

Congress became two houses—the House of Representatives and the Senate. For a bill to become law, a majority in each house has to vote for it.

## Citizens Elect Representatives

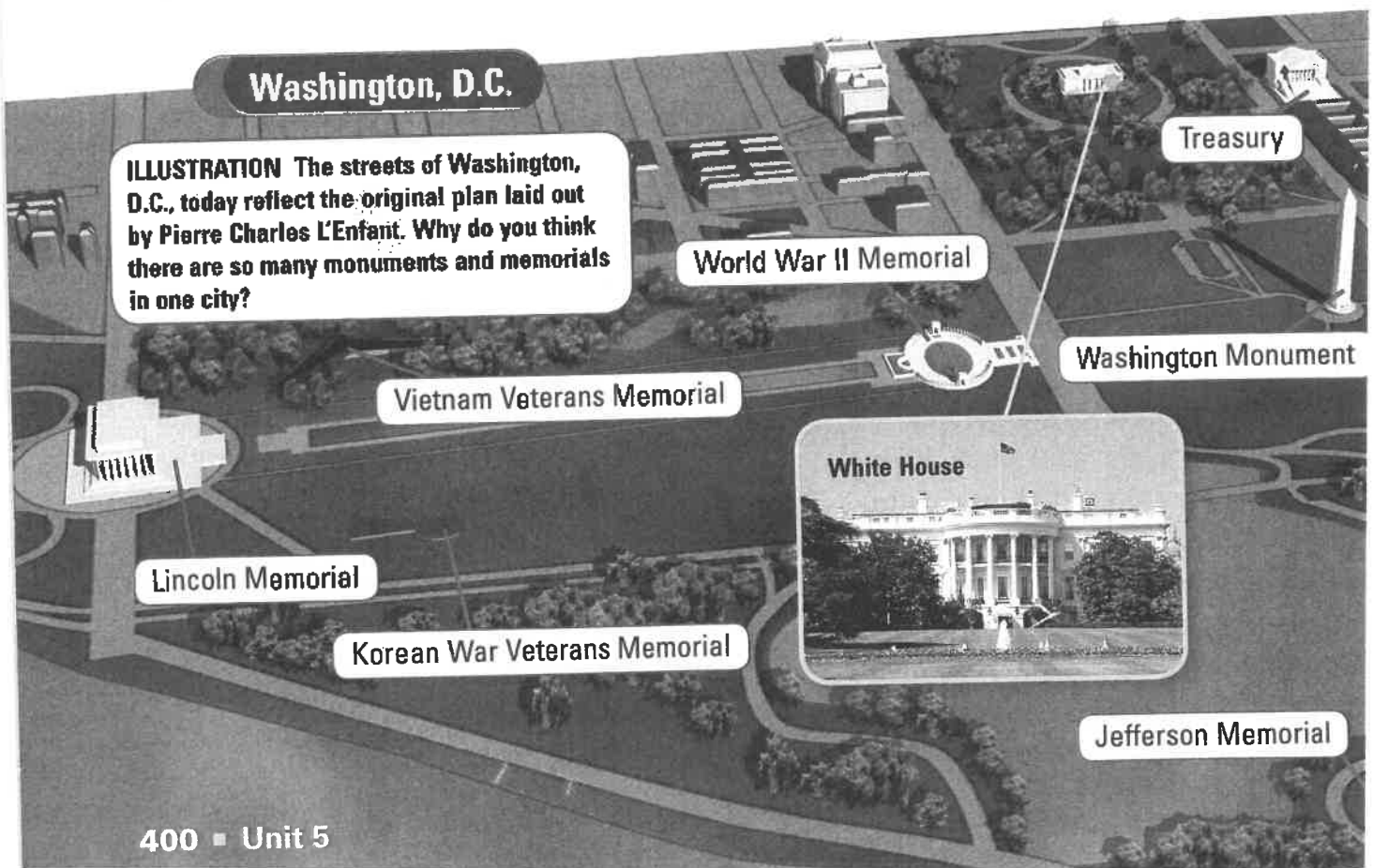
Citizens were given the power to vote for members of the House of Representatives. Senators would be chosen by their state legislatures. Today, citizens vote directly for members of both houses of Congress.

The number of representatives would depend on the state’s population. Today, the total number of representatives in the House is limited to 435. That number is divided among the states based on each state’s population. In the Senate, each state has two senators.

Article I outlines other rules for Congress. For example, members of the House of Representatives are elected to two-year terms, while members of the Senate serve six-year terms.

### READING CHECK SUMMARIZE

What are the main powers of Congress?



# The Executive Branch

In Article II, the Constitution says the power to enforce laws is given to the **executive branch**. Some delegates believed that one person should be the chief executive. Others felt a single executive would be too much like a king.

The delegates decided to have a President. Citizens vote for electors, who vote for the President. This group of electors is called the **electoral college**.

## The Role of President

To be elected President, a person must be at least 35 years old and have been born in the United States. The President must also have lived in the United States for 14 years. The President is elected to a four-year term.

Once again, the delegates were careful to maintain the separation of powers. They decided that the President could **veto**, or reject, bills passed by Congress. However, Congress could then override the President's veto with a two-thirds vote.

The delegates also made the President commander in chief of the military. The President's main power, however, would be to "take care that the laws be faithfully executed." If this duty was not met, Congress could **impeach** the President, or accuse the President of crimes. If found guilty, the President could be removed from office.

## READING CHECK DRAW CONCLUSIONS

Why were the delegates careful to preserve the separation of powers?

National Museum of American History

National Gallery of Art

National Museum of the American Indian

National Museum of Natural History

United States Capitol

Supreme Court Building



# The Judicial Branch

According to Article III, the judicial branch must decide whether laws are working fairly. The **judicial branch** is the court system.

Although the states already had their own courts, the delegates created a federal court system, too. These courts would decide cases that dealt with the Constitution, treaties, and national laws. They would also decide cases between states and between citizens of different states.

## The Supreme Court

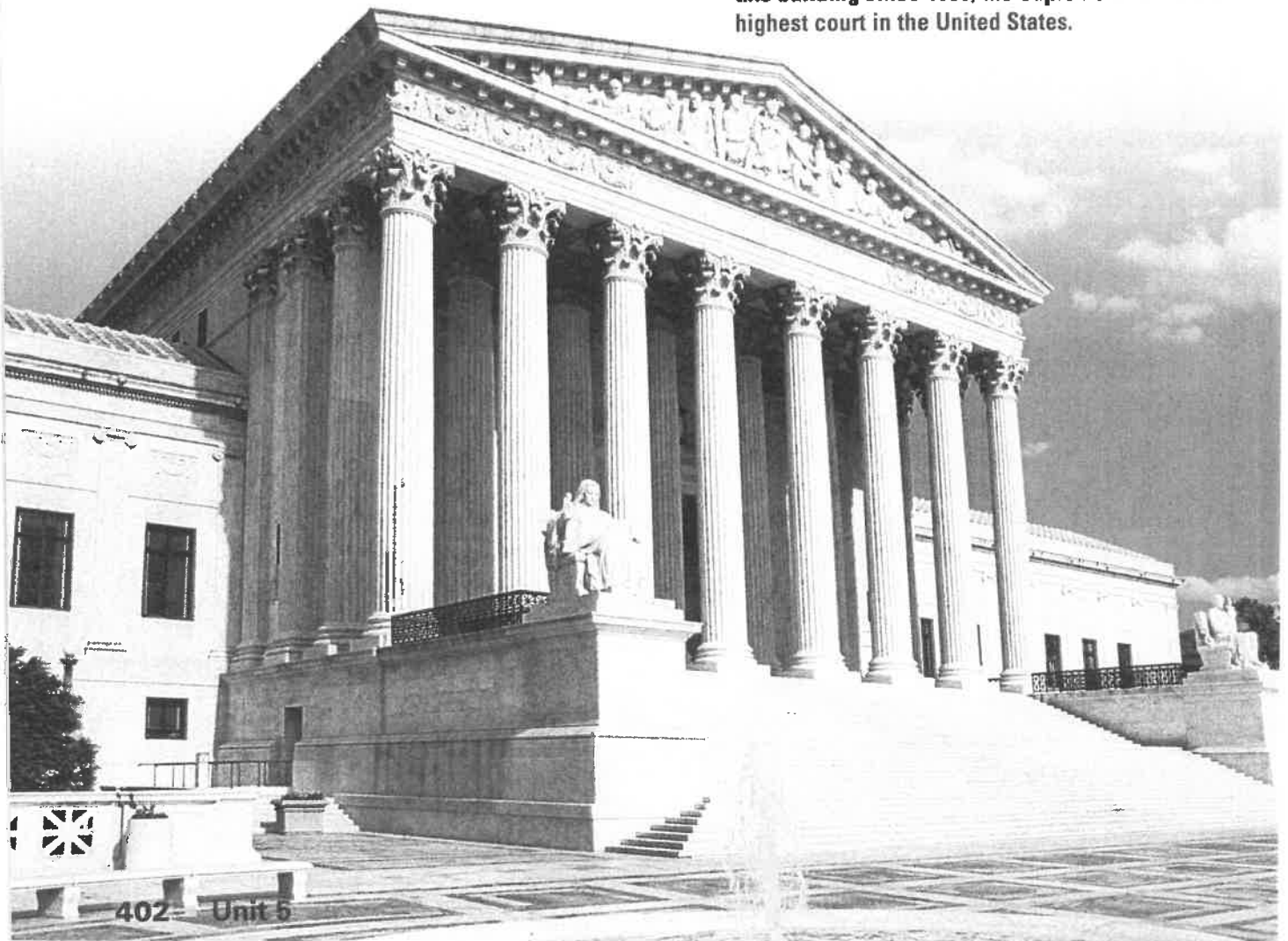
The delegates did not organize the judicial branch in as much detail as the other

branches. Most of their decisions applied only to the Supreme Court, the highest court in the United States. It would head the judicial branch.

The delegates decided that the President would nominate the Supreme Court **justices**, or judges. The Senate would vote whether to approve them. The delegates decided that Supreme Court justices could stay in office for life. This would allow justices to make decisions without worrying about losing their jobs. At first, there were six Supreme Court justices. Today, there are nine.

The Supreme Court has the power to strike down any law that goes against the Constitution. Only by changing the

► **THE SUPREME COURT BUILDING** Housed in this building since 1935, the Supreme Court is the highest court in the United States.



Constitution can Congress restore a law struck down by the Supreme Court. The government must also apply laws equally to every person. This is called **rule of law**.

### Changing the Constitution

The delegates understood that as time passed the Constitution might need to be changed. The delegates agreed on how citizens could add **amendments**, or changes, to the Constitution.

Amendments may be proposed by a two-thirds vote in Congress or by a national convention called for by two-thirds of the states and approved by Congress. For an amendment to pass, three-fourths of all the states must approve it. This system was set up to give representatives the time they need to study an amendment.

#### READING CHECK DRAW CONCLUSIONS

How does the Supreme Court limit the power of Congress?





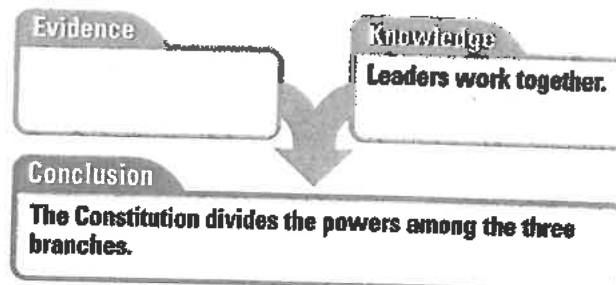
► **LAW** This statue, which represents the authority of law, sits at the entrance to the Supreme Court.

### Summary

The Constitution divides power among three branches of government—the legislative, the executive, and the judicial.

## REVIEW

- 1. WHAT TO KNOW** What are the powers of each of the three branches of government?
- 2. VOCABULARY** Use the terms **legislative branch**, **executive branch**, and **judicial branch** to explain the **separation of powers**.
- 3. CIVICS/GOVERNMENT** What powers do citizens have in selecting the President and members of Congress?
- 4. CRITICAL THINKING Make It Relevant** How are the purposes of government as defined in the Preamble to the United States Constitution still important to people? Explain your answer.
- 5.  WRITE A SET OF RULES** Write a set of classroom rules that illustrates the ideas in the Constitution.
- 6.  DRAW CONCLUSIONS** On a separate sheet of paper, copy and complete this graphic organizer.





# Lesson

# 3

Time

1780

1820

1860

**1788**  
The Constitution  
is ratified

**1791**  
The Bill of Rights  
is added to the  
Constitution



**WHAT TO KNOW**  
What is the Bill of Rights,  
and why was it added to the  
Constitution?

## VOCABULARY

ratify p. 405

Federalists p. 406

Anti-Federalists p. 406

due process of law p. 407

reserved powers p. 407

Cabinet p. 408

political party p. 408

## PEOPLE

John Adams

Alexander Hamilton

Thomas Jefferson

Benjamin Banneker

## PLACES

Washington, D.C.



## DRAW CONCLUSIONS

Evidence	Knowledge
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Conclusion	<input type="text"/>

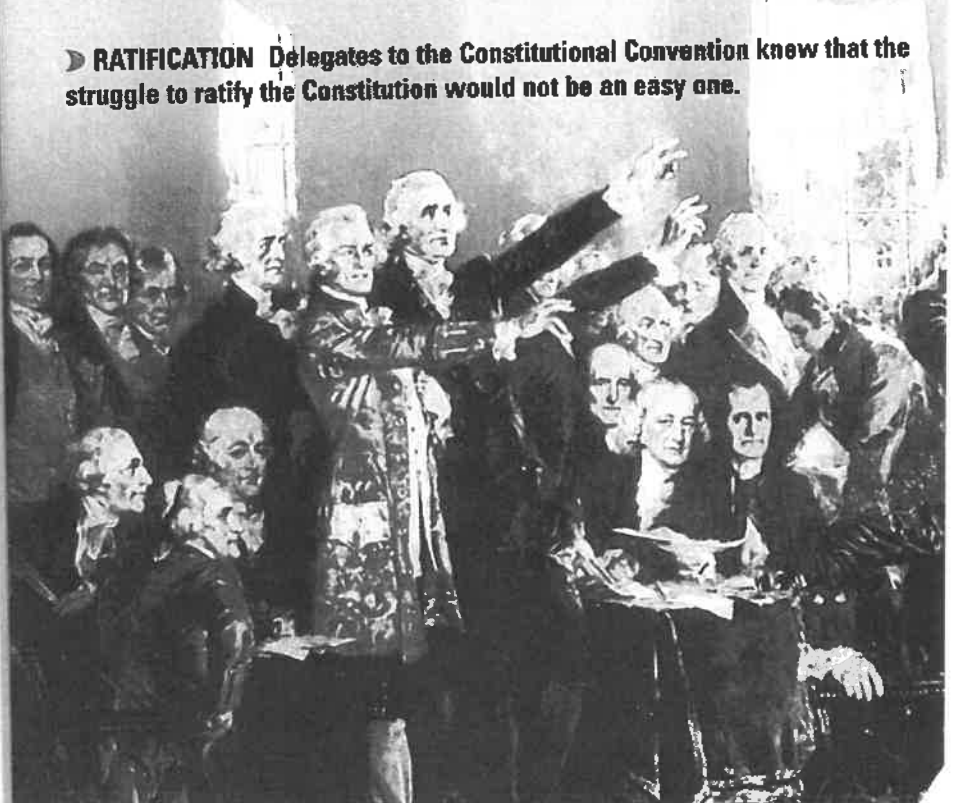
# The Bill of Rights

**YOU  
ARE  
THERE**

It's September 1787, and you're a carpenter's apprentice in Philadelphia. For the last four months, you've heard people talking about an important meeting at the State House. You decide to walk downtown in hopes of hearing some news.

When you arrive, you see Benjamin Franklin leaving. He looks tired but happy. "What's the good news, Mr. Franklin?" you ask as he steps into his sedan chair. "It is finally finished," he says.

► **RATIFICATION** Delegates to the Constitutional Convention knew that the struggle to ratify the Constitution would not be an easy one.



# The Struggle to Ratify

On September 17, 1787, work on the Constitution was complete. Thirty-nine delegates were present at the Convention. All but three—Elbridge Gerry, George Mason, and Edmund Randolph—signed the Constitution. In 2004, Congress passed a law declaring every September 17 as Constitution Day. On this day, students in schools across the country learn about the Constitution.

## The Call for Basic Rights

The Constitution was not yet the law of the land. According to Article VII, 9 of the 13 states had to **ratify**, or approve, the Constitution. In each state, voters elected

delegates to a state convention. These delegates would vote for or against the Constitution.

At the state conventions, arguments began again. Some delegates were against the Constitution. They wanted to limit the power of the federal government and protect people's individual rights. Other delegates said they would be more willing to approve the Constitution if a bill, or list, of rights were added to it. Supporters of the Constitution promised to propose a bill of rights after the Constitution was ratified.

### READING CHECK DRAW CONCLUSIONS

What would adding a bill of rights to the Constitution do?

### FAST FACT

The Constitution of the United States is the oldest written national constitution. It is also the shortest.



## The Vote of Approval

In December 1787, all of the Delaware delegates voted to ratify the Constitution. Later that month, delegates from New Jersey and Pennsylvania approved the Constitution. In January 1788, delegates in Georgia and Connecticut also ratified it.

Those in favor of the Constitution and those against it competed for the support of the remaining eight states. Those citizens who favored the Constitution were called **Federalists**. Federalists wanted a strong national government. Those who disagreed with the Federalists became known as **Anti-Federalists**.

Because there was no bill of rights in the Constitution, the Anti-Federalists feared that the national government

would have too much power. The promise of a bill of rights, helped change many people's minds.

### The Final Votes

In February 1788, Massachusetts ratified the Constitution. In the spring, Maryland and South Carolina did the same. Then, on June 21, 1788, New Hampshire became the ninth state to ratify the Constitution—the last state needed to put it into effect. Virginia and New York followed later that summer. By the spring of 1789, the new government was at work. Later that year, North Carolina approved the Constitution. Rhode Island gave its approval in 1790.

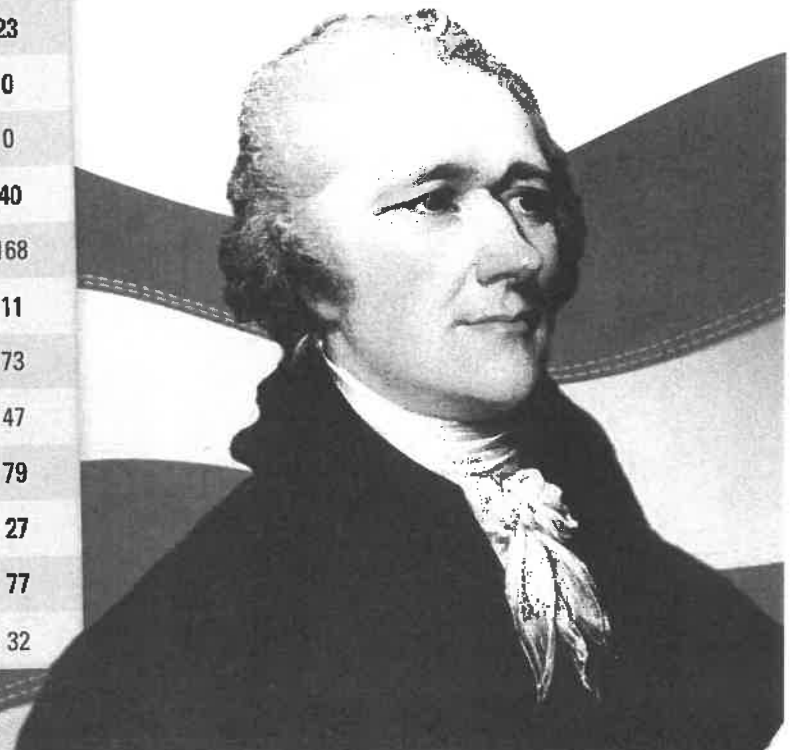
#### READING CHECK DRAW CONCLUSIONS

**Why do you think some Anti-Federalists changed their minds about the Constitution?**

**Constitution Ratification Vote**

STATE	DATE	VOTES FOR	VOTES AGAINST
Delaware	Dec. 7, 1787	30	0
Pennsylvania	Dec. 12, 1787	46	23
New Jersey	Dec. 18, 1787	30	0
Georgia	Jan. 2, 1788	26	0
Connecticut	Jan. 9, 1788	128	40
Massachusetts	Feb. 6, 1788	187	168
Maryland	Apr. 28, 1788	63	11
South Carolina	May 23, 1788	149	73
New Hampshire	June 21, 1788	57	47
Virginia	June 25, 1788	89	79
New York	July 26, 1788	30	27
North Carolina	Nov. 21, 1789	194	77
Rhode Island	May 29, 1790	34	32

**TABLE** Alexander Hamilton (below) worked to convince others of the need for a strong federal government. In which state was the vote closest to being a tie?





► **NEWSPAPERS** printed the Bill of Rights so that people could read it.

## The Bill of Rights

As promised, ten amendments were added to the Constitution to protect the rights of the people. These amendments, called the Bill of Rights, became part of the Constitution in 1791.

### The First Ten Amendments

The First Amendment gives people the freedom to follow any religion or none at all. It says that the government cannot establish or support any religion. It also protects freedom of speech, freedom of the press, freedom to petition the government, and the right to assemble, or gather together.

The Second Amendment protects people's right to have weapons. The Third Amendment says the government cannot make people house soldiers in

peacetime. The Fourth Amendment protects people against unfair searches.

The Fifth through Eighth Amendments deal with **due process of law**. This means that people have the right to a fair trial. They have the right to a lawyer and do not have to speak against themselves.

The Ninth Amendment says that people have other rights not listed in the Constitution. The Tenth Amendment says that the government can only do the things listed in the Constitution. This means that all other authority, called the **reserved powers**, belongs to the states or to the people.

The Bill of Rights protects the rights of people in the minority. The majority cannot take their rights away.

### READING CHECK & DRAW CONCLUSIONS

Why is the Bill of Rights important?

# The New Government

In 1789, George Washington became the nation's first President. John Adams became the first Vice President. Working with Congress, Washington set up a State Department, a Treasury Department, and a War Department. Together, the heads of these departments and others would come to be known as the **Cabinet**. Cabinet members advise the President.

## Traditions Begin

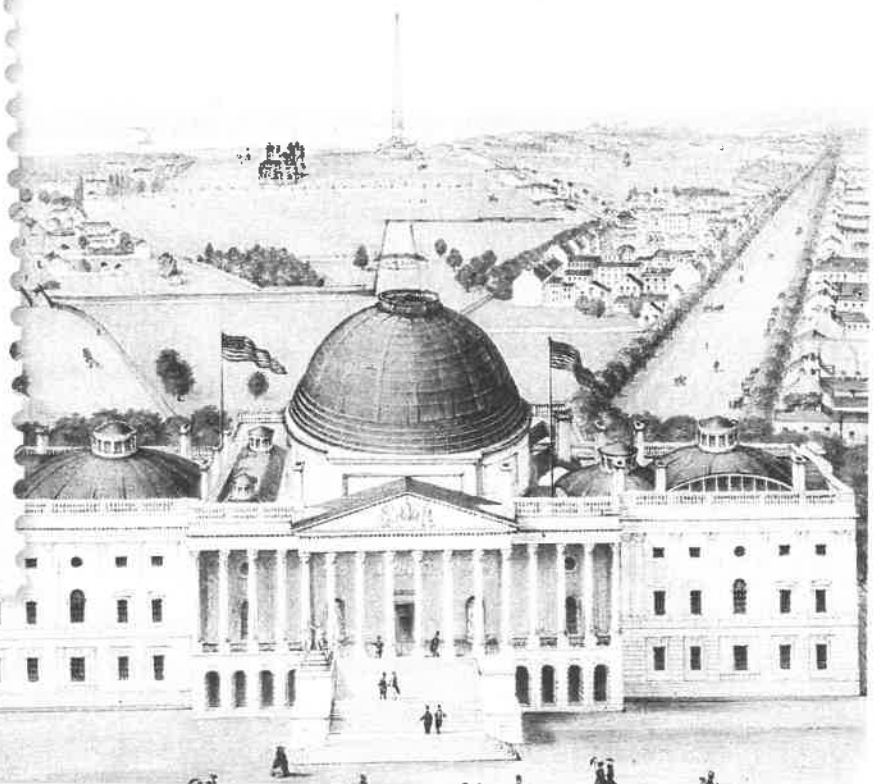
Two members of Washington's Cabinet began to argue about what was best for the United States. **Alexander Hamilton** wanted a stronger central government. **Thomas Jefferson** wanted less central government. This argument led to the rise of political parties. A **political party** is a

group that tries to elect officials who will support its policies.

In Congress, members of both parties agreed to build a national capital on land beside the Potomac River. George Washington chose the location for the city that came to carry his name. **Benjamin Banneker**, a free African American, helped the architect Pierre Charles L'Enfant plan the nation's capital. In 1800, the federal government moved from Philadelphia to **Washington, D.C.**

George Washington was re-elected in 1792. He was President for two terms, each of which was four years long. Many people wanted him to run for a third term, but he refused. He did not think a President should hold power for life. His decision set an example for future Presidents.

► **BENJAMIN BANNEKER** helped measure the land, known as the District of Columbia (D.C.), where the national capital was built.



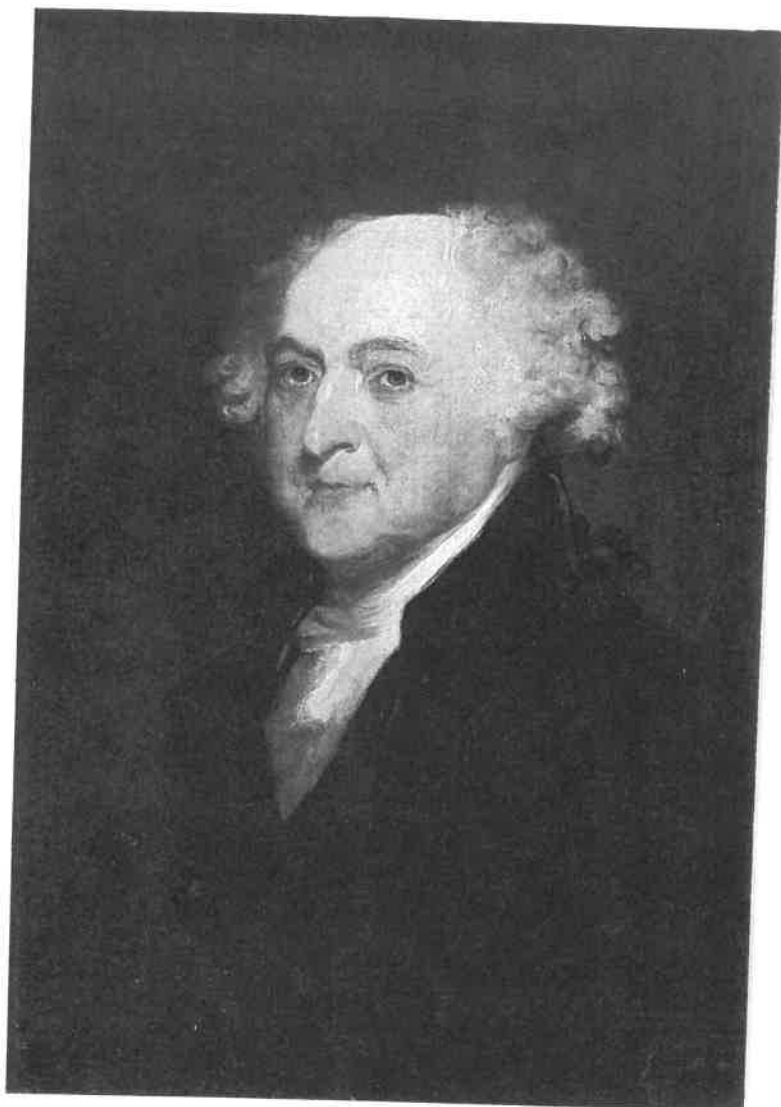


In the election of 1796, the Federalist party, led by Alexander Hamilton, backed John Adams for President. The Jeffersonian Republican, led by Thomas Jefferson, party backed Jefferson. When the votes were counted, Adams had won.

On March 4, 1797, John Adams became the second President. The day he took the oath of office was an important one. It was the first time that the United States had changed leaders. The change was peaceful.

**READING CHECK** **DRAW CONCLUSIONS**

**Why do you think it was necessary for the President to have a Cabinet?**



► **JOHN ADAMS** He was the first President to live in what is now the White House.

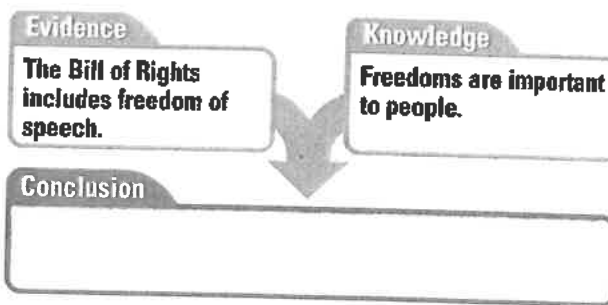
**Summary**

The Constitution was ratified in 1788. In 1789, George Washington became the first President. The Bill of Rights was added to the Constitution in 1791.

**REVIEW**

- 1. WHAT TO KNOW** What is the Bill of Rights, and why was it added to the Constitution?
- 2. VOCABULARY** Explain the meaning of the term **ratify**.
- 3. CIVICS/GOVERNMENT** What rights does the Bill of Rights guarantee?
- 4. CRITICAL THINKING Make It Relevant** How does the Bill of Rights support the idea of individual liberty?
- 5. MAKE A POSTER** Design a poster that honors the Bill of Rights. List some of the amendments, and add pictures of freedoms that you enjoy.

- 6. DRAW CONCLUSIONS** On a separate sheet of paper, copy and complete this graphic organizer.





# Read a Population Map

**Why It Matters** Reading a population map can help you see population patterns and find out where most people live.

### ► LEARN

The first census was taken in 1790. It counted the people living in the United States at that time and told where they lived.

The population map on page 411 uses population density to show the results of that census. **Population density** is the average number of people living in an area of a certain size, usually one square mile. You can follow these steps to read a population map.

**Step 1** Read the title of the map.

**Step 2** Study the key. Compare its colors with those on the map.

**Step 3** Put the information on the map into your own words.

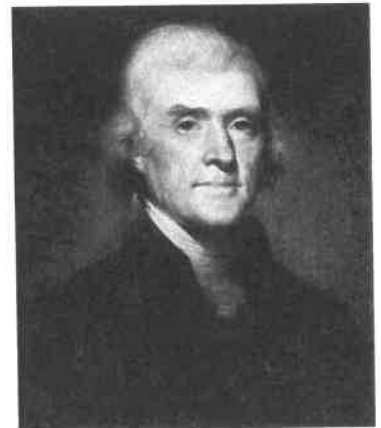
### ► PRACTICE

Use the map on page 411 to answer the following questions.

- 1 Which state is more densely populated, Massachusetts or Georgia?
- 2 What is the population density of New York City?
- 3 Find Nashville, Philadelphia, and Richmond. Which city has the highest population density?

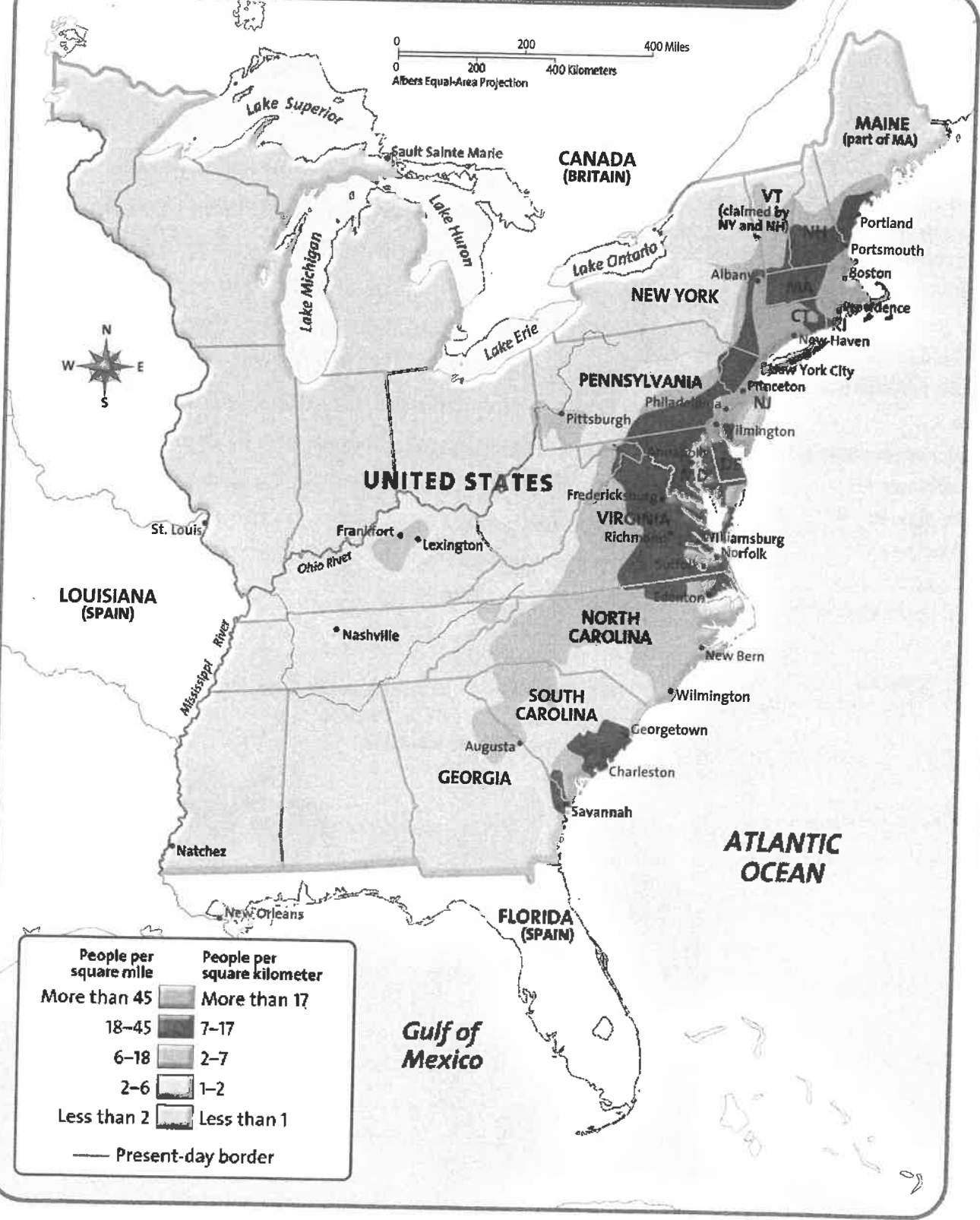
### ► APPLY

Choose five cities shown on the map. List the population density of each city. Make a bar graph comparing the population densities of the five cities.



► As secretary of state, Thomas Jefferson was in charge of the first census.

**Population Density of the United States, 1790**



**Map and Globe Skills**

# Lesson

# 4

# A Constitutional Democracy



## WHAT TO KNOW

How does the Constitution divide power among the national government and state governments?

## VOCABULARY

checks and balances p. 414

union p. 414

popular sovereignty p. 416

democracy p. 417

public agenda p. 417

suffrage p. 417

civic virtue p. 418

naturalization p. 418



## DRAW CONCLUSIONS

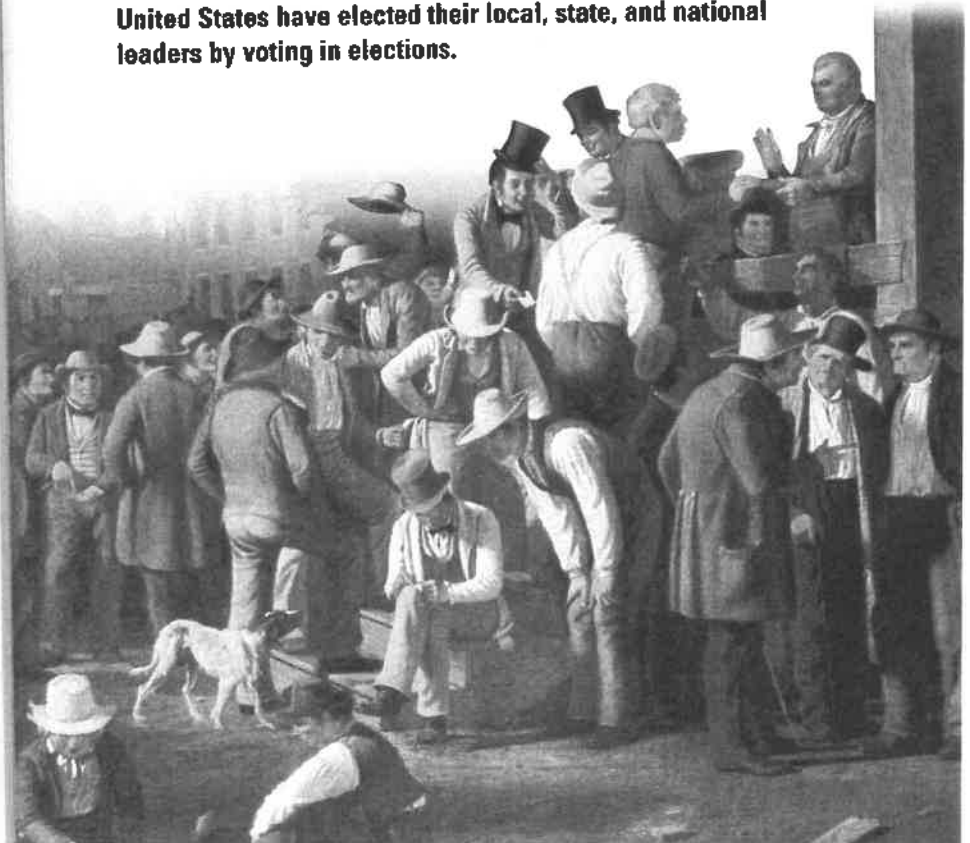
Evidence	Knowledge
<input type="text"/>	<input type="text"/>
Conclusion	
<input type="text"/>	



Imagine a place with no government. In this place, there would be no laws to protect people and their property. There would be no way to peacefully settle disagreements. There would be no elected leaders to make decisions. There would be no police officers or firefighters to help keep people safe.

The purpose of a democratic government is to protect the rights of citizens and to promote the common good. Governments do this by making and enforcing laws. These laws, and the leaders who see that they are carried out, help protect the rights and property of citizens.

► **ELECTION DAY** For more than 200 years, citizens of the United States have elected their local, state, and national leaders by voting in elections.





► **GOVERNMENT LEADERS** The President, members of Congress, and justices of the Supreme Court often work together across party lines to solve the nation's problems.

## Sharing Powers

The Constitution had to empower the federal government, or give it enough power to govern the nation. To do this, the Constitution gives each branch of the government certain powers. The Constitution describes in detail how the federal government's power is shared among the legislative, executive, and judicial branches. This separation of powers keeps the federal government from becoming too powerful. It also protects citizens from the government's power.

The three branches of government must often work together to exercise their

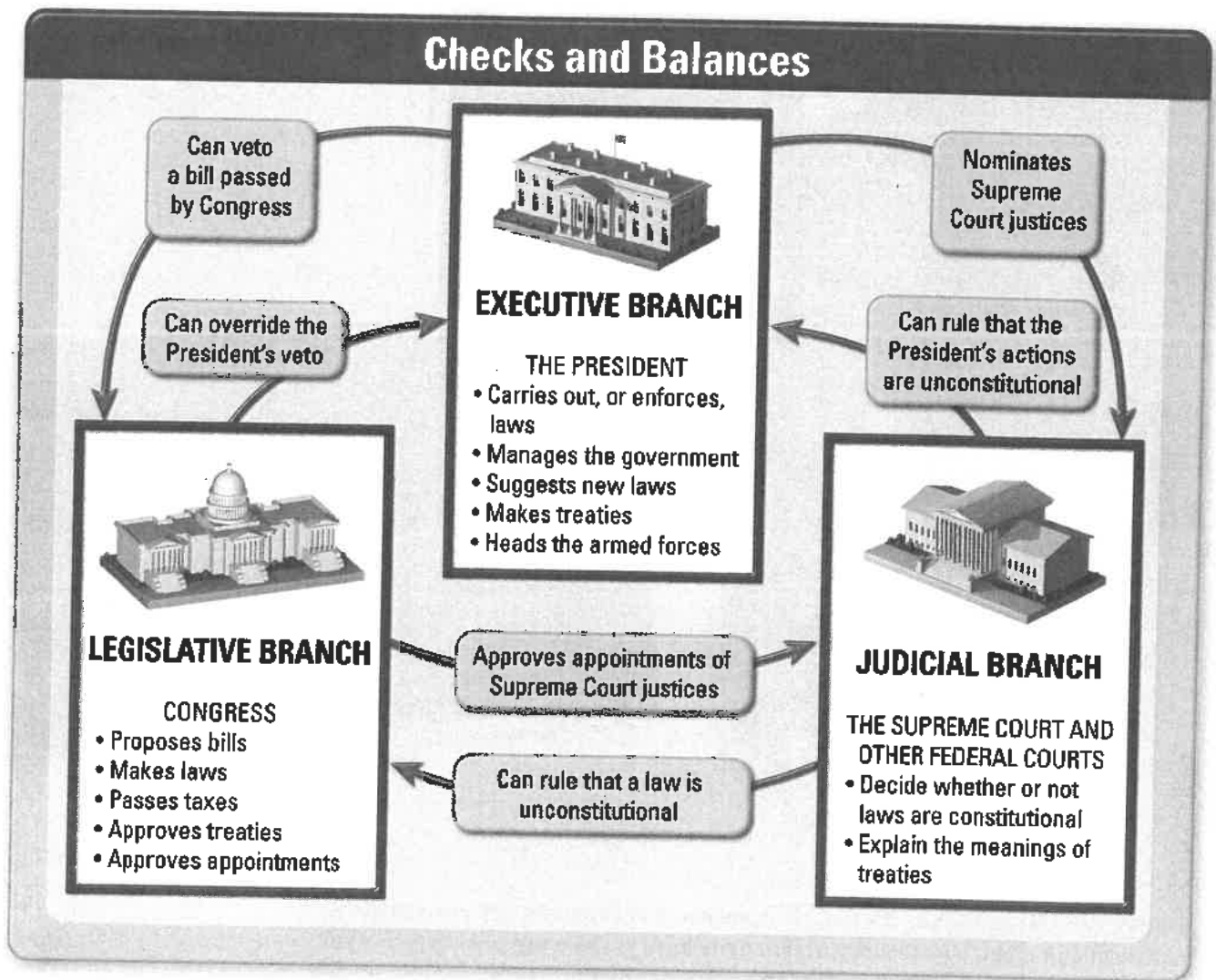
powers. If they did not work together, they would not be able to pass laws, make treaties, or use military power to defend the nation.

The federal government takes care of issues that affect the entire country. It makes sure that our military forces are properly trained and equipped. It supports national parks and helps protect and clean up the environment. It also runs programs to help children, people who are ill, and people who are elderly.

### **READING CHECK** **DRAW CONCLUSIONS**

**How does the Constitution both empower and limit the federal government?**





**DIAGRAM** How can the President check the authority of Congress?

## Checks and Balances

Each branch of government is given different powers by the Constitution in a way that allows each branch to watch over the others. This system, called **checks and balances**, keeps any one branch from becoming too powerful or misusing its authority.

Each branch has ways to check, or block, the powers of the others. For example, the President can check the power of Congress by vetoing a bill that Congress has passed. Congress can check

the President's power by voting to override the veto or refusing to give money for programs. The Supreme Court can check the powers of Congress by declaring new laws or government actions unconstitutional.

The system of checks and balances was developed in the hope that it would allow the nation to form "a more perfect union." A **union** is an alliance that works to reach common goals.

### READING CHECK DRAW CONCLUSIONS

**Why does the Constitution provide for a system of checks and balances?**

# State Powers

The writers of the Constitution were careful to preserve the powers of the states. The Tenth Amendment says that any powers not clearly given to the federal government, or denied to the states, belong to the states or the people. This helps keep the federal government from becoming too powerful.

## What State Governments Do

Like the federal government, state governments have many responsibilities. For example, state governments build and manage state highways and state parks. They oversee public schools and state colleges and universities.

State governments also provide many services that help their citizens. They help people in their state who do not have

enough money to pay for food, shelter, health care, or other basic needs.

The Constitution keeps the federal government from favoring one state over another. For example, Congress cannot favor one state over another in making trade agreements or in collecting taxes. Congress also cannot tax goods moving from one state to another.



Powers that the states do not have are listed in the Constitution. For example, states cannot print money, raise armies, or make treaties with other countries. Only the federal government can do those things. Also, states cannot set up trade agreements with other states without the approval of Congress.

### READING CHECK DRAW CONCLUSIONS

What powers do states have under the Constitution?

**CHART** Why do you think state governments cannot print money?

## Federal System of Government



- POWERS OF THE NATIONAL GOVERNMENT**
  - Control trade between states and with foreign countries
  - Create and maintain an army and a navy
  - Print and coin money
  - Admit new states
  - Declare war and make peace
  - Make laws for immigration and citizenship
  - Conduct a census, or population count
- SHARED POWERS**
  - Collect taxes
  - Set up court systems
  - Establish banks
  - Borrow money
  - Make laws to provide for public health and welfare
- POWERS OF THE STATE GOVERNMENTS**
  - Set up public schools
  - Set up local governments
    - Conduct elections
  - Control trade within the state
    - Make laws for marriage and divorce
  - Set qualifications for voting

# State and Local Governments

In the United States there are three levels of government—federal, state, and local. Local governments include county and municipal, or city, governments. All three levels of government share certain powers. For example, they all collect taxes to pay for government services.

State governments and many local governments have legislative, executive, and judicial branches. The voters in a state elect representatives to their state legislature, which makes state laws. The governor is the head of a state's executive branch.

Many local governments also have an executive, called a mayor. The legislative

branch of a local government is often a city council. In a county, it is often a board of commissioners. They help decide on laws for that city or county.

## READING CHECK DRAW CONCLUSIONS

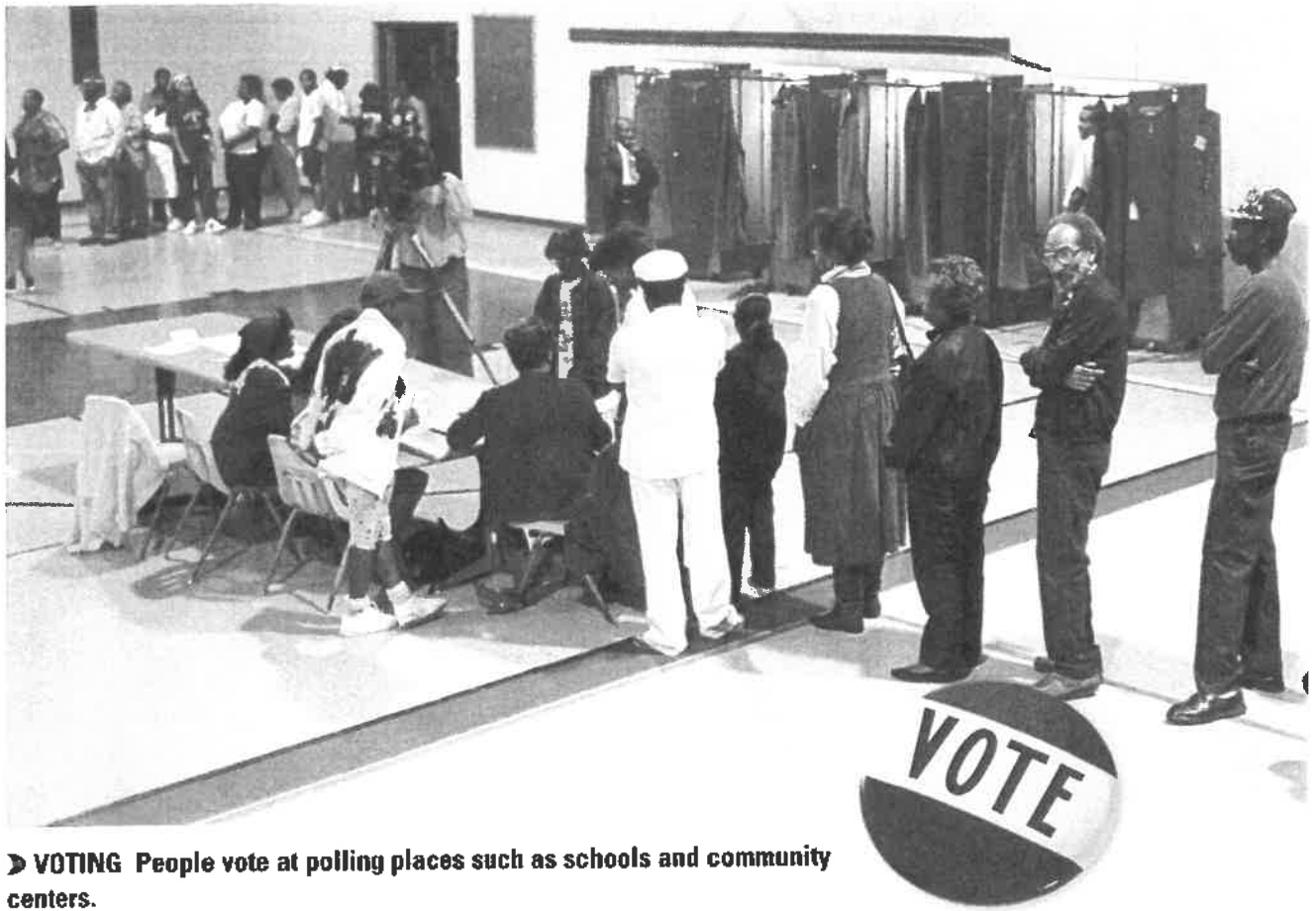
How are the three levels of government alike?

# Rights and Responsibilities

Our system of government is based on the basic principles of democracy, which include justice, equality, responsibility, and freedom. The government derives, or gets, its power from the people. This idea is called **popular sovereignty** (SAHV•er•uhn•tee). In a republic, representatives exercise the power given

► **GOVERNORS** are the head of the executive branch in state government.





► **VOTING** People vote at polling places such as schools and community centers.

to them by citizens who vote them into office. The people are the sources of the government's authority.

### Voting

One responsibility of a good citizen is voting. In a **democracy**, people rule and are free to make choices about their lives and their government. In local, state, and national elections, voters select their representatives and leaders. If the voters do not like certain laws, they can elect leaders who they think will change the laws.

People can also write letters to encourage their leaders to vote a certain way. They can use the Internet to find the addresses of their leaders. Writing one's leaders is an important part of living in a democracy. It helps leaders keep track of a **public agenda**, or what people want from the government.

Citizens can run for office or volunteer to do community service. They can also work on election campaigns. Some citizens go from door to door handing out information on candidates or on issues. Other citizens telephone voters to remind them to go to the polls on election day.

At first, voting rights were not given to all citizens. Women were not given **suffrage**, or the right to vote, in national elections until the Nineteenth Amendment was adopted in 1920. In 1971, the Twenty-Sixth Amendment lowered the voting age from 21 years old to 18 years old. These changes were made to ensure that our constitutional democracy would better represent the people.

### READING CHECK ⚙️ DRAW CONCLUSIONS

**Why is voting an important responsibility of citizens?**

## Edna Purtell

By the time she was a teenager, Edna Purtell was already an active member of her community in West Hartford, Connecticut. In 1917, Purtell began working for the National Women's Party, which was trying to get women the right to vote.

The next year she attended a protest for women's rights in Washington, D.C. The women marched in front of the White House and many of them, like Edna, were arrested. They were released after 5 days and immediately held another protest. In 1920, a constitutional amendment was passed that gave women the right to vote. That year, Edna and millions of other women proudly voted for the first time.

**Make it Relevant** How can you help to make changes in your community?



## Being a Citizen

Voting is one responsibility of citizens. Another responsibility is to act with **civic virtue**, or with qualities that add to a healthy democracy. Citizens have to obey laws, serve on juries, and pay taxes. Males must register for the selective service, or military draft, when they turn 18 years old. By doing these things, citizens can reach common goals and help make the country a better place for all people.

Because the government gets its power from the people, citizens are also responsible for helping control the government. Several amendments to the Constitution give the people greater power over their leaders. Originally, state legislatures

elected their state senators. In 1913, the Seventeenth Amendment was adopted. It says that the voters of each state can elect their own senators directly.

Term limits are one way to ensure that elected officials regularly change. The Twenty-Second Amendment, which was adopted in 1951, says that a President cannot serve more than two full terms in office.

### Citizenship

People who are born in the United States are automatically citizens of the country. Immigrants to the United States can become legal citizens through a process called **naturalization**. A person applying for citizenship must be at least 18 years old and have lived in the United



States for five years, or three years if they are married to a citizen of the United States.

People applying for citizenship must also pass a test on United States government and history. They must be able to write and speak English. Those who pass the tests must take an oath promising their allegiance to the United States.

### READING CHECK DRAW CONCLUSIONS

How can people take part in our American constitutional government?

## Summary



In a constitutional government, the power to govern comes from the people. The Constitution separates the powers of the federal and state governments. The government operates through checks and balances among the legislative, executive, and judicial branches.



**► FREEDOM** This statue representing freedom stands atop the Capitol building in Washington, D.C.

## REVIEW

- 1. WHAT TO KNOW** How does the Constitution divide power among the national government and state governments?
- 2. VOCABULARY** Use the term **checks and balances** to explain how the Constitution keeps any one branch of the federal government from becoming too powerful.
- 3. CIVICS AND GOVERNMENT** How can the Supreme Court check the power of Congress?
- 4. CRITICAL THINKING** What role do citizens play in selecting the President and members of Congress?
- 5. CRITICAL THINKING** How are both rights and responsibilities important for citizens?

- 6.  WRITE A PERSUASIVE LETTER** Write a letter to an elected official about an issue that is important to your community.
- 7.  DRAW CONCLUSIONS** On a separate sheet of paper, copy and complete this graphic organizer.

Evidence

The Vice President's vote can break a tie in the Senate.

Knowledge

Congress votes on bills.

Conclusion

# Patriotic Artifacts



**Background** Patriotic artifacts come in many different shapes and forms. One way that Americans have long shown their patriotism is by honoring the United States flag. The first United States flag was designed in 1777. Over the years, the flag has appeared on posters, on clothes, and even on toys.

**DBQ** **Document-Based Question** Study these primary sources, and answer the questions.

**PAINTING**

No one is sure who made the first United States flag, but many early flagmakers were women.

**DBQ** ① Why did women work together to make early flags?



### COIN BANK

This replica of Uncle Sam's hat is a coin bank.



**DBQ** 2 When might people wear patriotic clothing or accessories?

### FLAG DAY POSTER

The first United States flag had 13 stars.



**DBQ** 3 Why is June 14 an important day for Americans?

### AMERICAN EAGLE PIN

The eagle is a patriotic symbol of the United States.



**DBQ** 4 How might Americans use patriotic symbols in their homes?

### PATRIOTIC PIN

Patriotic symbols can be displayed on common objects such as this button.



**DBQ** 5 Why do you think the colors of the United States flag appear on many items?

### WRITE ABOUT IT

What do these primary sources tell you about American patriotism? Write a paragraph describing how Americans can show their patriotism.



For more resources, go to [www.harcourtschool.com/ss1](http://www.harcourtschool.com/ss1)

1780

1800

# Visual Summary

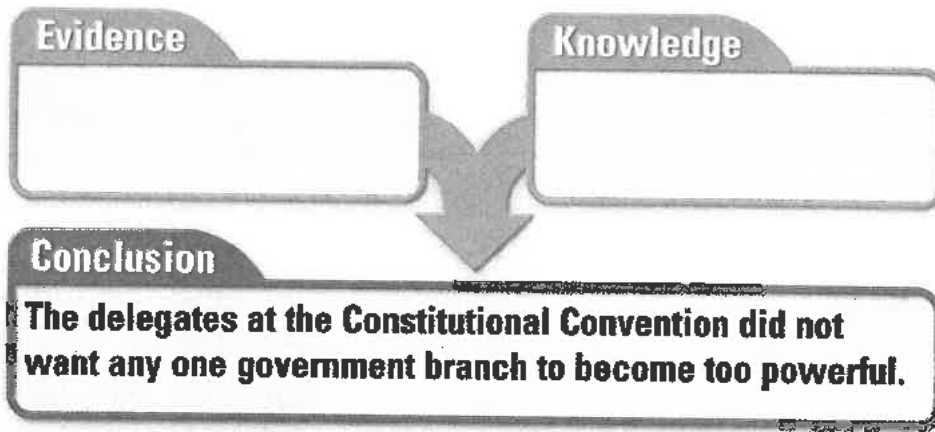


**1787**  
Shays's Rebellion occurs in Massachusetts

**1787**  
The Constitutional Convention begins

## Summarize the Chapter

**Focus Skill** **Draw Conclusions** Complete this graphic organizer to show that you can draw conclusions about the Constitution.



## Vocabulary

Identify the term from the word bank that correctly matches each definition.

1. a government made up of representatives chosen by the people
2. to accuse the President of crimes
3. to approve
4. a change
5. applying laws equally to every person
6. to give up some of what you want

7. the right to a fair trial
8. the idea that the government gets its power from the people

### Word Bank

- |                           |                                   |
|---------------------------|-----------------------------------|
| <b>republic</b> p. 390    | <b>amendment</b> p. 403           |
| <b>compromise</b> p. 392  | <b>ratify</b> p. 405              |
| <b>impeach</b> p. 401     | <b>due process of law</b> p. 407  |
| <b>rule of law</b> p. 403 | <b>popular sovereignty</b> p. 416 |

1820

1840

1860



**1788**  
The Constitution  
is ratified



**1791**  
The Bill of Rights  
is added to the  
Constitution



## Time Line

Use the chapter summary time line above to answer the questions.

- In what year was the Constitution ratified?
- How many years after the Constitution was ratified was the Bill of Rights added?



## Facts and Main Ideas

Answer these questions.

- What major debate began when delegates tried to fix the Articles of Confederation?
- How were powers shared under the federal system?
- How were powers divided among the three branches of the federal government?
- Why are checks and balances important?

Write the letter of the best choice.

- Who wrote the Preamble to the Constitution?
  - George Washington
  - Benjamin Franklin
  - James Madison
  - Gouverneur Morris
- Which of the following does the First Amendment protect?
  - the right to bear arms
  - the right to a trial by jury
  - the right to privacy
  - the right to free speech



## Critical Thinking

- Make It Relevant** Why do you think the Bill of Rights is still important today?
- Why might the delegates to the Constitutional Convention have made the Constitution so hard to change?



## Skills

### Resolve Conflict

Read the steps on page 396, and answer the questions.

- What were some of the compromises that the delegates to the Constitutional Convention wanted?
- What did the delegates gain by agreeing to compromise?

*writing*



### Write a Persuasive letter

Imagine that it is 1788. You have just read the Constitution. Write a letter to the delegates in your state who will decide whether to accept it. Tell them how you want them to vote and why.



### Write a Report

Choose one of the delegates who attended the Constitutional Convention. Then write a report using facts and details about that delegate's role.



# STUDY SKILLS

## SKIM AND SCAN

Skimming and scanning are tools that help you quickly learn the main ideas of a lesson.

- To skim, quickly read the lesson title and the section titles. Look at the visuals, or images, and read the captions. Use this information to identify the main topics.
- To scan, look quickly through the text for specific details, such as key words or facts.

Skim	Scan
<b>Lesson Title:</b> Exploring the West	<b>Key Words and Facts:</b>
<b>Main Idea:</b> In the late 1700s and early 1800s, people in the United States began moving west.	• The Wilderness Road went through the Cumberland Gap.
<b>Section Titles:</b> Immigrants and Pioneers, Americans Continue West, The Louisiana Purchase, Lewis and Clark, Pike Explores the Southwest	• More states joined the nation.
<b>Visuals:</b> Map of Wilderness Road, art of pioneers going over mountains, map of the Louisiana Purchase, Lewis and Clark time line	•



## PREVIEW VOCABULARY



pioneer p. 427



locomotive p. 454



cotton gin p. 456

Chapter  
**10**

Name \_\_\_\_\_ Date \_\_\_\_\_

# Study Guide

**DIRECTIONS** Fill in the missing information in these paragraphs about the Constitution. Use the terms and names below to help you complete the paragraphs.

Lesson 1	Lesson 2	Lesson 3	Lesson 4
convention	impeach	Anti-Federalists	governor
Daniel Shays	veto	bill of rights	local
James Madison	amendments	political parties	checks and balances
Patrick Henry	justices	ratify	popular sovereignty
Great Compromise	representatives	Federalists	mayor

**Lesson 1** In 1787, \_\_\_\_\_ and other protesters tried to take over a government arsenal in Massachusetts. This event told leaders that the nation needed a stronger government. \_\_\_\_\_ wanted to replace the Articles of Confederation. Other leaders, including \_\_\_\_\_, wanted to keep the Articles. Still, 12 states sent delegates to a \_\_\_\_\_ in Philadelphia to fix the Articles of Confederation. The convention tried to come up with a way to represent each state. Although the delegates disagreed about slavery, the convention agreed on the \_\_\_\_\_ in 1787.

**Lesson 2** Each branch of government limits the power of the other branches. For example, the President can \_\_\_\_\_, or reject, bills that \_\_\_\_\_ in Congress pass. Congress can \_\_\_\_\_ the President. The President nominates Supreme Court \_\_\_\_\_. The Constitution also explains the process for adding \_\_\_\_\_, or changes.

(continued)

**Lesson 3** The Constitution was completed in 1787. The delegates had to \_\_\_\_\_ it, but some were worried. They wanted a limited government in which the Constitution would limit the power of the federal government and protect people's individual rights.

Supporters of the Constitution promised to propose a \_\_\_\_\_ once the Constitution was approved. They were called \_\_\_\_\_. People who disagreed with them were called \_\_\_\_\_. This was the beginning of \_\_\_\_\_. In 1791, the Bill of Rights became part of the Constitution.

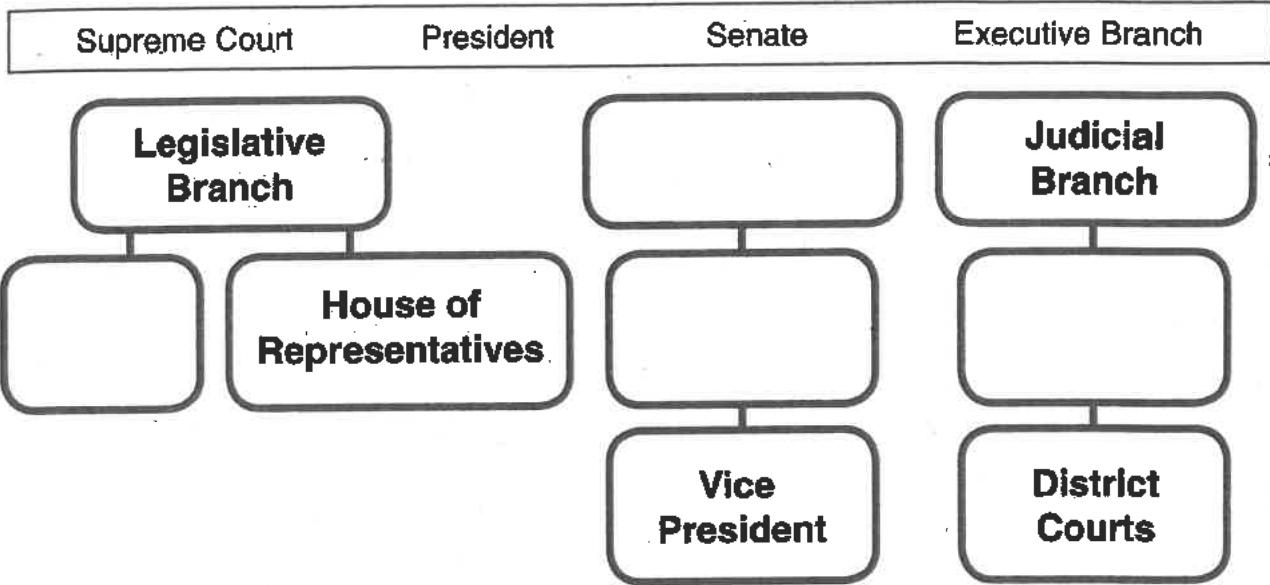
**Lesson 4** The Constitution grants powers to each branch of government.

The branches have powers that allow them to watch over each other, called \_\_\_\_\_. These powers make sure any one branch does not become too powerful.

The same three branches exist in state and \_\_\_\_\_ governments. Powers that the states do not have are listed in the Constitution. State governments are led by a \_\_\_\_\_, and local governments are led by a \_\_\_\_\_. The idea that governments get their power from the people is called \_\_\_\_\_.

# Three Branches of Government

**DIRECTIONS** Use the words and phrases in the box to complete the diagram.



**DIRECTIONS** Read the list below of jobs in the government. In the space provided, write a brief description of the duties of the jobs.

1 Representatives

---

---

---

2 President

---

---

---

3 Supreme Court justices

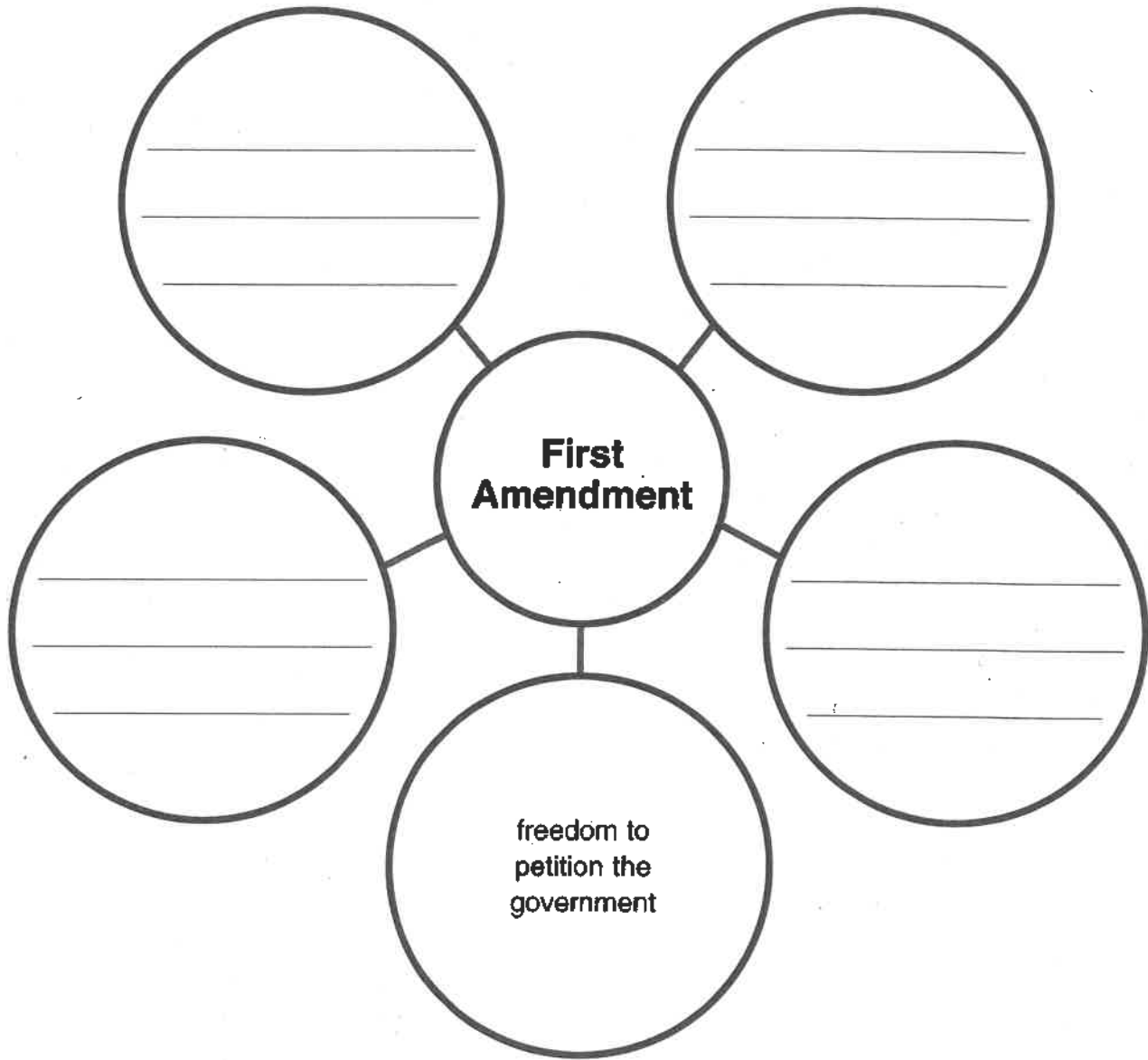
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# The Bill of Rights

**DIRECTIONS** Complete the diagram to show the freedoms promised by the First Amendment.



**DIRECTIONS** Write a sentence telling one way in which people today express one of these freedoms.

---

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*(continued)*



**DIRECTIONS** Next to each numbered item, write the letter of the correct description.



\_\_\_\_\_ 1 Second Amendment

\_\_\_\_\_ 2 Third Amendment

\_\_\_\_\_ 3 Fourth Amendment

\_\_\_\_\_ 4 Fifth Amendment,  
Sixth Amendment,  
Seventh Amendment,  
Eighth Amendment

\_\_\_\_\_ 5 Ninth Amendment

\_\_\_\_\_ 6 Tenth Amendment

a. Due process of law is promised.

b. The government can only do things listed in the Constitution.

c. The government cannot make people house soldiers.

d. It protects people against unfair searches of their homes.

e. People have rights aside from the ones listed in the Constitution.

f. It protects people's right to have weapons.