

Week 7

5th Grade

Name:

Teacher:

Anchor Chart

TYPES of INFORMATIONAL Texts ANCHOR CHART

PURPOSE: To explain and inform

ARTICLES

- Provide updates on current events and interests
- May include text features, such as headings and photos

PROCEDURAL TEXTS

- Show steps in a process
- include instructions, recipes, and game rules

NARRATIVE NONFICTION

- based on real people and events
- includes biographies and autobiographies

EXPOSITORY TEXTS

- include textbooks, encyclopedia entries, and dictionaries
- often have navigational text features, such as indexes

1. What are the different types of informational text? *

0 points

Check all that apply.

- Fantasy
- Procedural text
- Science Fiction
- Purpose
- Narrative Fiction
- Expositroy Texts

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Week 7- Assignment 2-Vocabulary

Please use your book (pages 547-553) or a dictionary to write the correct definition in a complete sentence. Then use the word in a sentence of your own.

Word	Definition	Use the word in a sentence
Edible (page 548)		
Compost (page 549)		
Conscious (page 550)		
Manufacture (page 552)		
Contamination (page 553)		

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About the USDA

USDA stands for the United States Department of Agriculture, which oversees farming and food. Grocery stores and restaurants have to meet USDA food standards before selling food to customers. The USDA manages nationwide nutrition programs, such as the National School Lunch Program, which provides healthful, low-cost lunches to children each school day.

Let's Talk Trash and It's Time to Get Serious About Reducing Food Waste, Feds Say

Preview Vocabulary

As you read the infographic and interview, pay attention to these vocabulary words. Notice how they help you compare and contrast ideas.

	edible	compost
conscious	manufacturer	contamination

Read

Before you begin, make predictions using what you know about structures used in infographics and interviews. Follow these strategies to compare and contrast.

<p>Notice text and images that help you make predictions.</p>	<p>Generate Questions about ideas that challenge what you already know.</p>
<p>Connect ideas by comparing and contrasting details in both accounts.</p>	<p>Respond by telling a classmate which account was more effective.</p>

First Read



Let's Talk Trash Infographic

from U.S. Department of Agriculture (USDA)

It's Time to Get Serious About Reducing Food Waste, Feds Say

from National Public Radio (NPR)

BACKGROUND

Currently the United States is home to more than 320 million people, and the population is growing every day. Each person produces 4.3 pounds of garbage daily, and much of it is food. What is the impact of these habits? How can we reduce the amount of food we waste? The USDA and NPR examine these important questions. See PearsonRealize.com to access the audio link to the NPR interview.



AUDIO



ANNOTATE

CLOSE READ

Compare and Contrast Accounts

Underline details on both pages that help you compare the texts' accounts of how much uneaten food is wasted each year.

Vocabulary in Context

A context clue is a word or phrase that surrounds an unfamiliar word.

Underline the words, phrases, and images that help you define *consumers* based on context clues.

edible safe to eat

Let's talk trash.



*Cut back on **food waste and loss** to save money, improve access to food, and protect natural resources.*

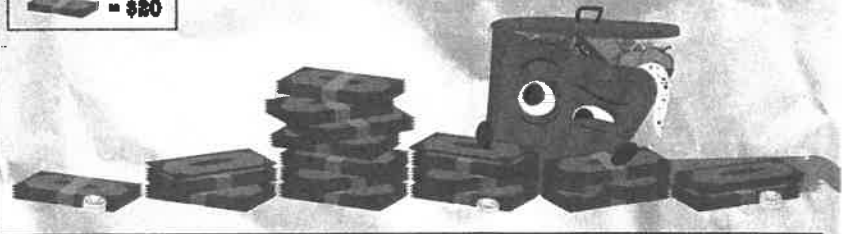


This cost consumers **\$370** per person each year.

\$ amount of each food group wasted

KEY:

	= \$1
	= \$5
	= \$20



Grains	Fruits	Protein Foods**	Vegetables	Dairy	Added Fat & Sugar
\$22	\$45	\$140	\$66	\$60	\$37

*In homes and away-from home eating places.
 **Protein foods includes meat, poultry, fish, eggs, and nuts.

CLOSE READ

Monitor Comprehension

Reread the text. Highlight details from the infographic that help you understand how recycling and organizing can reduce waste.

How can background knowledge help you understand the text?



Reduce **wasted food** in your home with simple shopping, storage, & cooking practices.

WHAT YOU CAN DO



Plan & Save

Plan your weekly menu and make a grocery list. Does the list include food that you already have at home? Buy only what you need and stay within your budget.



Be Food Safe

Shop refrigerated or frozen foods just before checking out. Transport items that spoil easily in a cooler or thermal bag and refrigerate or freeze within two hours of shopping.



Check for Quality

The dates on a food package help the store determine how long to display the product for sale. It can also help you to choose a product at its best quality.



Set Storage Reminders

Track storage times for different foods using The FoodKeeper Application. This tool will remind you when foods are near to the end of their storage date.



Be Organized

Foods are less likely to go bad when you use the older items first. Keep your pantry and refrigerator clean and organized so you can see what needs to be eaten first.



Re-purpose

Give leftovers a makeover when you reuse them in recipes. Add broccoli stems to a salad or blend overripe fruit into a low-fat smoothie. Freeze extra food.



Donate

Many shelters, food banks, and faith-based organizations will accept food donations to feed others who need a meal.



Recycle & Compost

Instead of throwing out food, create a compost bin. Don't have a yard? Your city may help you find composting or recycling options that are right for you.

compost fertilizer made from decayed organic matter

Sources:
All sources are available at ChooseMyPlate.gov/lets-talk-trash.

Center for Nutrition Policy and Promotion
USDA is an equal opportunity provider and employer.
September 2015



CLOSE READ

Compare and Contrast Accounts

Underline facts about food waste that differ from those in the infographic.

conscious aware of an issue or idea

It's Time to **Get Serious** **About Reducing Food Waste,** Feds Say

from National Public Radio (NPR)

- 1 RENEÉ MONTAGNE, HOST: And here's a startling number about a preventable loss. The average American family throws away a quarter of the food it buys each year. And in hopes of changing that, the U.S. Department of Agriculture and the Environmental Protection Agency have announced the first-ever national goal for reducing food waste. NPR's Allison Aubrey reports.
- 2 ALLISON AUBREY, BYLINE: The USDA estimates that America wastes 133 billion pounds of food a year. Now, to get a sense of how much that is, Agriculture Secretary Tom Vilsack says think of a certain Chicago skyscraper.
- 3 TOM VILSACK: It's enough to fill 44 Sears Towers.
- 4 AUBREY: The Sears Tower is now called the Willis Tower, but you get the point. It's a lot.
- 5 VILSACK: And basically it ends up, for the most part, in landfills.
- 6 AUBREY: Where it rots and creates methane, a powerful greenhouse gas linked to climate change. And given how much water and energy it takes to produce food, the effects of food waste are even greater. To make Americans more conscious of this problem, Vilsack along with the EPA and partners including grocery stores and food banks, have joined together to announce a new national goal.

CLOSE READ

Compare and Contrast Accounts

Underline a detail in the text that is also supported in the infographic.

- 7 **VILSACK:** Basically challenge the country to reduce food waste by 50 percent by the year 2030.
- 8 **AUBREY:** Vilsack says there are lots of ways to make this happen. Farms and grocery stores can scale up efforts to donate food, and in our own homes, lots of us can make simple changes that may help. Given our current habits, the typical American household tosses out \$1,500 worth of food every year. Here's Dana Gunders of the Natural Resources Defense Council.
- 9 **DANA GUNDERS:** It's like walking out of the grocery store with four bags of food, dropping one in the parking lot, and not even bothering to pick it up at all. And that's crazy.
- 10 **AUBREY:** Gunders says a lot of what we toss out is still OK. We tend to take sell-by dates on food a little too seriously.



CLOSE READ

Compare and Contrast Accounts

Underline information about expiration dates that is not represented in the infographic.

manufacturer a company that creates items by hand or by machinery

- 11 GUNDERS: A lot of people misunderstand expiration dates.
- 12 AUBREY: The dates stamped on food are really a manufacturer's best guess as to when a product is at its freshest. So . . .
- 13 GUNDERS: Often the products can be eaten days, weeks, even months after those dates.
- 14 AUBREY: Take eggs, they're usually good for weeks after the sell-by date. And you can actually test them. Put them in a bowl of water and if they sink to the bottom, they're still good. Gunders says even food that looks bad may be OK.
- 15 GUNDERS: Most vegetables that wilt can be soaked in a bowl of ice water, and that will crisp them up.





- 16 **AUBREY:** And that milk that's gone a little sour? It's actually safe to use in your pancake or biscuit batter.
- 17 **GUNDERS:** I had no idea, but actually cooking with sour milk is delicious. It substitutes for buttermilk.
- 18 **AUBREY:** Now, don't go overboard here. Foods like meat and poultry have higher risks of contamination. If they smell bad or look off, it's probably best just to toss them in the trash. Allison Aubrey, NPR News.

CLOSE READ

Monitor Comprehension

Highlight details that help you determine the relationship between expiration dates and health issues. If you are having trouble, ask questions and reread the text to find answers.

contamination the process of infection

Develop Vocabulary

In informational texts, authors use domain-specific vocabulary to develop and discuss ideas. These words help readers better understand complex topics.

My TURN Write the meaning of each vocabulary word. Then use each word in a sentence that explains its connection to trash or food waste.

Word	Definition	Sentence Related to Trash or Food Waste
compost	fertilizer made from decayed organic matter	Compost bins reduce the amount of food people throw away.
conscious		
manufacturer		
contamination		

Week 7 Tuesday-Lets Talk Trash Story questions

Your email address (kristi_ellingson@isd31.net) will be recorded when you submit this form. Not you? [Switch account](#)

* Required

How many pouds of food get wasted each year? *

0 points

- 8 billion pounds
- 10 billion pounds
- 90 billion pounds
- 70 billion pounds

Why is the word manufacture important to the text? *

Your answer

What building would americans food waste fill? (pg. 550, paragraph 3) *

Your answer

Option 1



Spell words with Schwa sounds

MY TURN

▶ Read the words. Spell and sort the words in alphabetical order.

SPELLING WORDS

jewel
kingdom
gasoline
consolidation
garage

tropical
pajamas
universal
ordinary
humidity

bulletin
carnival
illustrate
elegant
census

terrific
celebrate
independent
celery
experiment

Bulletin	



Wednesday

Compare and Contrast Task Cards

Compare and Contrast is a text structure or pattern where the similarities and differences of two or more things are explored.

* Required

Use these task cards to answer the next questions

<p>Compare/Contrast</p> <p>1</p> <p>Keith and Danny are brothers. They both like to sing. Danny has red hair, while Keith's hair is dark brown. Danny is a mischievous boy who always seems to be getting into trouble. Keith, on the other hand, is a dependable young man who often helps his mother around the house. Keith and Danny have a sister named Laurie.</p> <p>In what ways are Keith and Danny the same? In what ways are they different?</p> 	<p>Compare/Contrast</p> <p>2</p> <p>Leah sat on her bed and looked around her new room. It was smaller than her room had been back in Tennessee. But Mom had painted the walls the same shade of lavender as her old room and Boo-Boo, her teddy bear, sat on her bed, just as he always had. She looked out her window at the yard below. It was strange being on the second floor. She had never lived in a two-storey house before.</p> <p>How is Leah's new bedroom the same as her old one? How is it different?</p> 
---	---

Task Card 1-In what ways are Keith and Danny the same? Check all that apply * 0 points

- They are cousins
- They are brothers
- They have a sister



Task Card 1- In what ways are Keith and Danny different? *

0 points

- Danny gets in to trouble and Keith does not
- They are brothers
- Danny has red hair and Keith has dark hair

Task card 2- Tell me one thing that is different about Leah's new bedroom.

*

Your answer

Task Card 2- What is the same about Leah's new bedroom? *

Your answer

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Google Forms



Thursday

866

Nonfiction

TEXT STRUCTURE

What is nonfiction text structure?

The text structure is how the information in a text is organized for the reader.

Text Structure	Explanation	Clue Words	Visual
Descriptive	This text describes characteristics of something.	<ul style="list-style-type: none"> • for example • such as • adjectives 	
Chronological Order	This text describes a sequence of events, or a list of steps.	<ul style="list-style-type: none"> • first, next, last • before, after • dates, years 	
Compare & Contrast	This text discusses similarities and differences between two or more things.	<ul style="list-style-type: none"> • like/ unlike • similarly • on the other hand 	
Cause & Effect	This text explains events (causes) the results of these events (effects).	<ul style="list-style-type: none"> • because • consequently • this is why • so 	
Problem & Solution	The text describes a problem and how it was solved.	<ul style="list-style-type: none"> • because • since • this led to 	

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*

0 points

<p>Beekeeping can provide an enjoyable way to earn a living with the bonus of acquiring a delicious treat! Before you venture into beekeeping, be sure to follow these guidelines.</p> <ol style="list-style-type: none"> 1. Read and conduct research about beekeeping. This will give you the background knowledge that is needed to be successful. 2. Purchase the right equipment. Basic beekeeping equipment includes the hive frames in which the bees will build their hives, the hive stand, a smoker, a hive tool, a veil or full beekeeper's suit, gloves, a honey extractor, and a bee brush. 3. Purchase your bees. The safest way to do this is to purchase a colony. Otherwise, you will have to catch a swarm. This is not advised! 4. Take care of your bees. Nurture them and be careful to maintain their health. <p>Beekeeping can be a rewarding experience if these steps are followed.</p> <p>Determine the text structure of the text.</p> <p style="text-align: right;">2</p>	a. Cause and Effect
	b. Problem and Solution
	c. Chronological Order
	d. Compare and Contrast

- A
- B
- C
- D



*

0 points

Owls are fascinating creatures. Their physical features mimic some features of humans, but some physical characteristics are vastly different. First, owls can turn their heads 270 degrees. Humans can only turn their heads about 90 degrees to each side. Humans and owls both have binocular vision, but owls cannot move their eyes around because they don't have eyeballs! They have tube-like eyes that are fixed in place by their bones. Humans and owls are both warm-blooded vertebrates. Lastly, both humans and owls rely on their sense of hearing. An owl's hearing is more defined, however. They rely heavily on their hearing to catch prey. Humans and owls can be nocturnal (active at night) or diurnal (active during the day). Most owls are nocturnal, however, and they hunt at night.

Determine the text structure of the text.

7

a. Problem and Solution

b. Chronological Order

c. Compare and Contrast

d. Cause and Effect

- A
- B
- C
- D



*

0 points

<p>Writing an essay can be easy if you adhere to the following steps. First, you must create a prewriting diagram. This will allow you to put your ideas on paper in a logical form. A prewriting diagram will also narrow your focus for writing and help organize your essay. Once you're done with your prewriting diagram, you're ready to write. Your first paragraph should contain your topic sentence. Then, write three factual statements that support your topic sentence. Next, go on to your second paragraph. It should begin with a transition and your first factual statement from the first paragraph. Then, write three supportive sentences for that statement. Do the same thing with your third and fourth paragraphs. Be sure that each factual statement has three supporting sentences. The last paragraph is your conclusion. Restate your topic sentence, and sum up your evidence. Writing an essay can be a manageable task if you follow these steps.</p> <p>Determine the text structure of the text.</p> <p style="text-align: right;">11</p>	<p>a. Problem and Solution</p>
	<p>b. Description</p>
	<p>c. Chronological Order</p>
	<p>d. Cause and Effect</p>

- A
- B
- C
- D



*

0 points

Did you know that certain foods can make you sleepy? Cherries, pasta, and lettuce are some of the culprits that can make you feel fatigued, or tired. Cherries contain a hormone called melatonin. Melatonin is a natural sleep aid. The body naturally uses it to control when we sleep. It regulates the body's sleep patterns, as well. However, the melatonin gained from food can add to this effect. Pasta contains a load of carbohydrates. Blood sugar levels can surge because of pasta, thus causing sleepiness. Lettuce contains lactucin, which slows down brain processes and causes fatigue. Because of the effects of these sleep-inducing foods, it is a good idea to eat them in the evening.

Determine the text structure of the text.

22

a. Cause and Effect

b. Problem and Solution

c. Chronological Order

d. Compare and Contrast

- A
- B
- C
- D



*

0 points

<p>Alligators and crocodiles have many differences and similarities. Both of them can roam the land freely, but most alligators prefer to live around fresh water, while crocodiles prefer salt water. Their snouts may look alike, but look closely, and you will see subtle differences. An alligator's snout is wider than a crocodile's snout. It is also curved. An alligator's snout is also stronger. A crocodile has a pointed snout that resembles a V. The alignment of their teeth is also different. When an alligator closes its mouth, you cannot see any teeth. However, a crocodile's smile is more menacing. When a crocodile closes its mouth, a shiny, pointy tooth will show over its top lip. Both animals have scaly skin that allows them to live in the roughest of conditions, and both of them also have sensory glands located in their mouths. This helps them hunt prey and safely live in water.</p> <p>Determine the text structure of the text.</p> <p style="text-align: right;">31</p>	a. Cause and Effect
	b. Description
	c. Problem and Solution
	d. Compare and Contrast

- A
- B
- C
- D

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Thursday



WRITE A STORY ABOUT
FINDING A POT OF GOLD AT
THE END OF A RAINBOW.

Type here

~~★~~ Evens ~~★~~
only

3.6 Rounding Decimals

Example 8: Estimate 0.52644 to the nearest thousandth.

Step 1: Find the digit in the thousandth place. 6

Step 2: Look at the number to the right of the thousandths place. If the number in the next place to the right is 5 or greater, then the number 6 will round up to the next whole number. If the number in the next place to the right is less than 5, the number 6 will stay the same.

Step 3: Because the number to the right of the thousandth place is a 4, the six will remain the same.

Answer: 0.526

Example 9: Estimate 12.17 to the nearest tenth.

Step 1: Find the digit in the tenths place. 1

Step 2: Look at the number directly right of the tenths place. Since 7 is greater than 5, round up.

Step 3: The number rounds up from 12.17 to 12.2.

Answer: 12.2

Round the decimals to the nearest tenth.

~~1.~~ 11.421

2. 278.901

~~3.~~ 56.31

4. 12.55

~~5.~~ 1,458.72

6. 23.62

Round the decimals to the nearest hundredth.

~~7.~~ 9.91103

8. 147.47221

~~9.~~ 83.2009

10. 347.688

~~11.~~ 984.065

12. 4.656.7229

Round the decimals to the nearest thousandth.

~~13.~~ 11.50123

14. 1.111111

~~15.~~ 3.589621

16. 7.45438

~~17.~~ 2.31567

18. 35.8819

Round each of the money amount according to the directions on each problem.

~~19.~~ Round \$17.452891 to the nearest penny.

20. Round \$35.8174 to the nearest dime.

~~21.~~ Round \$999.919254 to the nearest penny.

22. Round \$1,100.1458 to the nearest dollar.

~~23.~~ Round \$25.2516 to the nearest penny.

Name : _____

Score : _____

Teacher : _____

Date : _____

** Pick 6 **

Estimating Sums and Differences to the Nearest Tens

Estimate the sum or difference by rounding each number to the nearest ten.

1) $\begin{array}{r} 76 \\ + 79 \\ \hline \end{array}$ \longrightarrow \longrightarrow + _____

8) $\begin{array}{r} 58 \\ - 51 \\ \hline \end{array}$ \longrightarrow \longrightarrow - _____

2) $\begin{array}{r} 93 \\ + 24 \\ \hline \end{array}$ \longrightarrow \longrightarrow + _____

9) $\begin{array}{r} 59 \\ - 57 \\ \hline \end{array}$ \longrightarrow \longrightarrow - _____

3) $\begin{array}{r} 43 \\ - 37 \\ \hline \end{array}$ \longrightarrow \longrightarrow - _____

10) $\begin{array}{r} 88 \\ - 31 \\ \hline \end{array}$ \longrightarrow \longrightarrow - _____

4) $\begin{array}{r} 66 \\ - 61 \\ \hline \end{array}$ \longrightarrow \longrightarrow - _____

11) $\begin{array}{r} 74 \\ + 26 \\ \hline \end{array}$ \longrightarrow \longrightarrow + _____

5) $\begin{array}{r} 22 \\ + 52 \\ \hline \end{array}$ \longrightarrow \longrightarrow + _____

12) $\begin{array}{r} 35 \\ + 42 \\ \hline \end{array}$ \longrightarrow \longrightarrow + _____

6) $\begin{array}{r} 87 \\ + 41 \\ \hline \end{array}$ \longrightarrow \longrightarrow + _____

13) $\begin{array}{r} 83 \\ + 13 \\ \hline \end{array}$ \longrightarrow \longrightarrow + _____

7) $\begin{array}{r} 53 \\ - 46 \\ \hline \end{array}$ \longrightarrow \longrightarrow - _____

14) $\begin{array}{r} 94 \\ - 47 \\ \hline \end{array}$ \longrightarrow \longrightarrow - _____

Name : _____ Score : _____

Teacher : _____ Date : _____

** Pick 6 **

Estimating Products to the Nearest Tens

Estimate the product by rounding each number to the nearest ten.

1) $\begin{array}{r} 78 \longrightarrow \\ \times 67 \longrightarrow \end{array}$

8) $\begin{array}{r} 72 \longrightarrow \\ \times 94 \longrightarrow \end{array}$

2) $\begin{array}{r} 68 \longrightarrow \\ \times 76 \longrightarrow \end{array}$

9) $\begin{array}{r} 77 \longrightarrow \\ \times 84 \longrightarrow \end{array}$

3) $\begin{array}{r} 44 \longrightarrow \\ \times 61 \longrightarrow \end{array}$

10) $\begin{array}{r} 26 \longrightarrow \\ \times 66 \longrightarrow \end{array}$

4) $\begin{array}{r} 82 \longrightarrow \\ \times 55 \longrightarrow \end{array}$

11) $\begin{array}{r} 81 \longrightarrow \\ \times 21 \longrightarrow \end{array}$

5) $\begin{array}{r} 79 \longrightarrow \\ \times 89 \longrightarrow \end{array}$

12) $\begin{array}{r} 15 \longrightarrow \\ \times 36 \longrightarrow \end{array}$

6) $\begin{array}{r} 42 \longrightarrow \\ \times 85 \longrightarrow \end{array}$

13) $\begin{array}{r} 93 \longrightarrow \\ \times 13 \longrightarrow \end{array}$

7) $\begin{array}{r} 54 \longrightarrow \\ \times 19 \longrightarrow \end{array}$

14) $\begin{array}{r} 32 \longrightarrow \\ \times 33 \longrightarrow \end{array}$

3.2 Reading and Writing Decimal Numbers

Place Value: The value of a digit based upon its place, within the number. For example, in the chart below, the number 7 has two very different values in the number 7,862,413.925764:

Millions	Hundred-thousands	Ten-Thousands	Thousands	Hundreds	Tens	Ones	.	Tenths	Hundredths	Thousandths	Ten-thousandths	Hundred-thousandths	Millionths
7,	8	6	2,	4	1	3	.	9	2	5	7	6	4

7 8 6 2 4 1 3 . 9 2 5 7 6 4

Notice that commas are only used on the left, whole number side of the decimal.

From the center, as we progress from right to left, we see that each column represents 10 times the value of the column before it:

Ones:	1
Tens:	$10 \times 1 = 10$
Hundreds:	$10 \times 10 = 100$
Thousands:	$10 \times 100 = 1000$
Ten-thousands:	$10 \times 1000 = 10,000$
Hundred-thousands:	$10 \times 10,000 = 100,000$
Millions:	$10 \times 100,000 = 1,000,000$

From the center, as we progress left to right, we see that each column represents a tenth of the value of the column before it:

Tenths:	$\frac{1}{10} \times 1 = 0.1$
Hundredths:	$\frac{1}{10} \times 0.1 = 0.01$
Thousandths:	$\frac{1}{10} \times 0.01 = 0.001$
Ten-thousandths:	$\frac{1}{10} \times 0.001 = 0.0001$
Hundred-thousandths:	$\frac{1}{10} \times 0.0001 = 0.00001$
Millionths:	$\frac{1}{10} \times 0.00001 = 0.000001$

Using the same number: **7,862,413.925764**

From the center, as we progress from right to left:

Ones:	$3 \times 1 = 3$
Tens:	$1 \times 10 = 10$
Hundreds:	$4 \times 100 = 400$
Thousands:	$2 \times 1,000 = 2,000$
Ten-thousands:	$6 \times 10,000 = 60,000$
Hundred-thousands:	$8 \times 100,000 = 800,000$
Millions:	$7 \times 1,000,000 = 7,000,000$

From the center, as we progress from left to right:

Tenths:	$9 \times 0.1 = 0.9$
Hundredths:	$2 \times 0.01 = 0.02$
Thousandths:	$5 \times 0.001 = 0.005$
Ten-thousandths:	$7 \times 0.0001 = 0.0007$
Hundred-thousandths:	$6 \times 0.00001 = 0.00006$
Millionths:	$4 \times 0.000001 = 0.000004$

Let's write this number in expanded form to clearly identify the value of each number.

The number written in **standard form**: 7,862,413.925764

The number written in **expanded form**: $7,000,000 + 800,000 + 60,000 + 2,000 + 400 + 10 + 3 + 0.9 + 0.02 + 0.005 + 0.0007 + 0.00006 + 0.000004 = 7,862,413.925764$

We read it as follows: seven million, eight hundred sixty-two thousand, four hundred thirteen point nine hundred twenty-five thousand, seven hundred sixty-four millionths.

Example 3: Write the number 162.748 in words.

Hundreds	Tens	Ones	.	Tenths	Hundredths	Thousandths
1	6	2	.	7	4	8

Step 1: Write the number to the left of the decimal point:
One hundred sixty-two.

Step 2: Write the word "and" where the decimal point is:
One hundred sixty-two and.

Step 3: Write the number after the decimal point and add the name of the column of the last digit:
One hundred sixty-two and seven hundred forty-eight thousandths.

Answer: One hundred sixty-two and seven hundred forty-eight thousandths.

~~★~~ EVENS ~~★~~
only

3.2 Reading and Writing Decimal Numbers

Note: Only use the word "and" where the decimal point comes. NEVER write one hundred and sixty-two for the number 162. Just write one hundred sixty-two.

Write the following numbers in words.

~~X~~ 882.434 _____

2. 9,199,000.999 _____

~~X~~ 41.756001 _____

4. 722.3221 _____

~~X~~ 1,554,061.2 _____

6. 38.002784 _____

~~X~~ 3,001,255.000018 _____

Use digits to write each of the following whole numbers and decimals. Remember the word "and" means put in a decimal point.

8. _____ 3 million, sixty-seven and one hundred fifty-three thousandths

~~X~~ _____ five hundred twenty-two thousand, and twenty-eight hundred-thousandths

10. _____ seven hundred seventy-one and seven hundred seventy-one thousandths

~~X~~ _____ eighty-four and nine hundred seventy-three thousandths

12. _____ three hundred fifty-five thousand and two hundred forty-six thousandths

~~X~~ _____ one million and one millionth

14. _____ six and seven hundred ~~and~~ eighty-three ten-thousandths

Name : _____ Score : _____

Teacher : _____ Date : _____

** Odds only **

Evaluate the Exponents

1) $(2)^2 =$ _____

11) $(12)^3 =$ _____

~~2) $(7)^3 =$ _____~~

~~12) $(12)^2 =$ _____~~

3) $(6)^2 =$ _____

13) $(9)^3 =$ _____

~~4) $(7)^3 =$ _____~~

~~14) $(10)^2 =$ _____~~

5) $(2)^3 =$ _____

15) $(8)^3 =$ _____

~~6) $(6)^3 =$ _____~~

~~16) $(8)^2 =$ _____~~

7) $(3)^2 =$ _____

17) $(5)^2 =$ _____

~~8) $(3)^2 =$ _____~~

~~18) $(2)^3 =$ _____~~

9) $(3)^3 =$ _____

19) $(9)^3 =$ _____

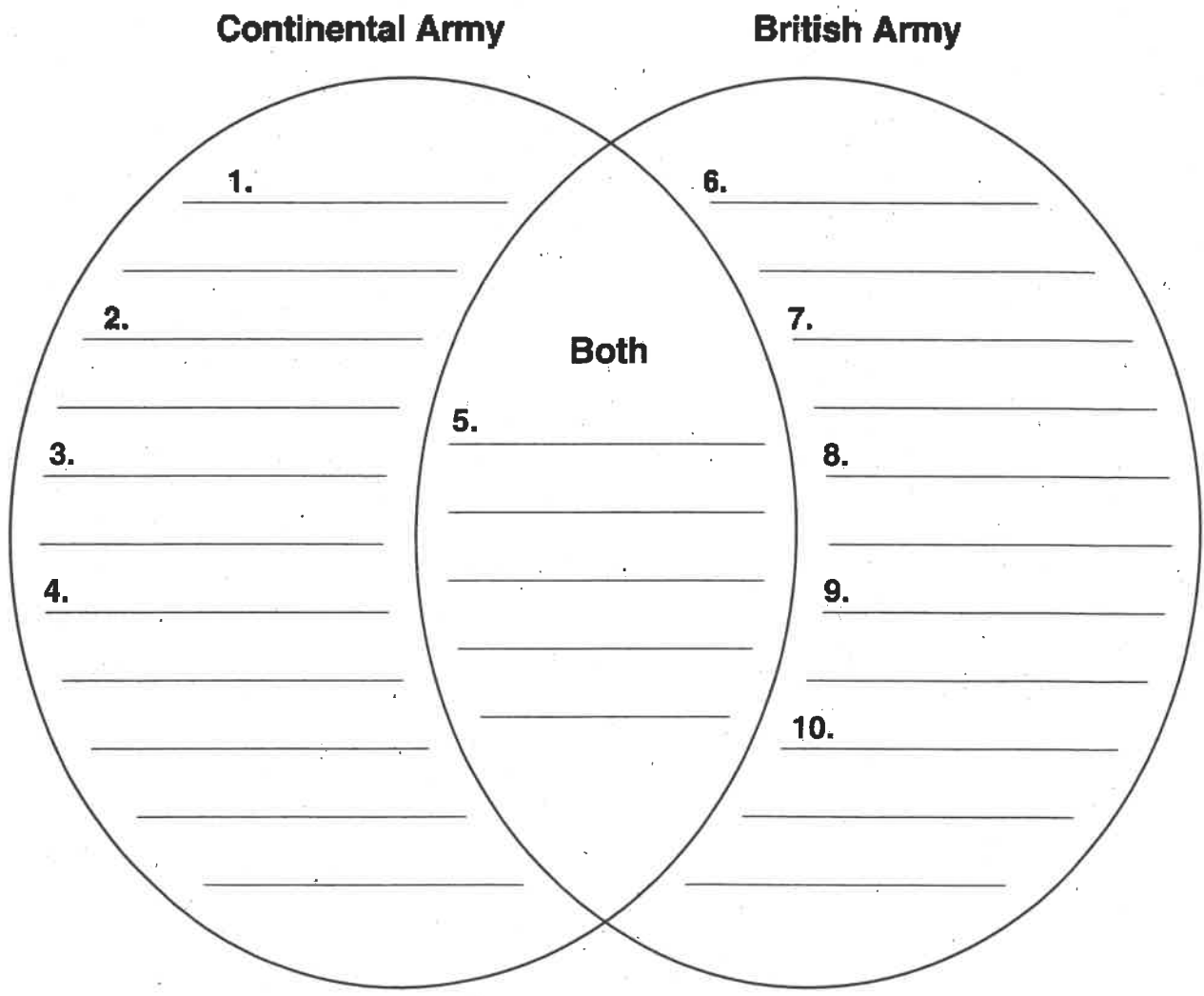
~~10) $(4)^2 =$ _____~~

~~20) $(5)^2 =$ _____~~



DIRECTIONS Use phrases from the paragraph below to complete the Venn diagram. Write each phrase in the correct section of the diagram.

The soldiers in both the Continental Army and the British army carried muskets with bayonets into battle, but these armies were very different. The British army had 50,000 experienced soldiers in the colonies. They were also helped by mercenaries. The Continental Army was made up of fewer than 15,000 soldiers. Many of these soldiers were farmers who had just signed up for the army. The armies also looked different and carried different things with them. The Continental soldier often wore a tricorne hat and carried a cartridge bag with a sling. The British soldier wore a bright red coat and carried a haversack for food.



© Harcourt

1776

The Battle
of Trenton

1777

The Battle
of Saratoga**WHAT TO KNOW**

What were some of the important early events of the Revolutionary War?

VOCABULARY

enlist p. 347

mercenary p. 347

campaign p. 349

turning point p. 349

negotiate p. 351

PEOPLE

Marquis de Lafayette

Benedict Arnold

Friedrich Wilhelm von

Steuben

PLACES

Trenton

Saratoga

Valley Forge

**CAUSE AND EFFECT**

Cause

Effect

Fighting for Independence



"The soldiers are starving," says the **Marquis de Lafayette** (mar•KEE duh

lah•fee•ET). "They eat nothing but firecake made of flour and water." Your stomach growls.

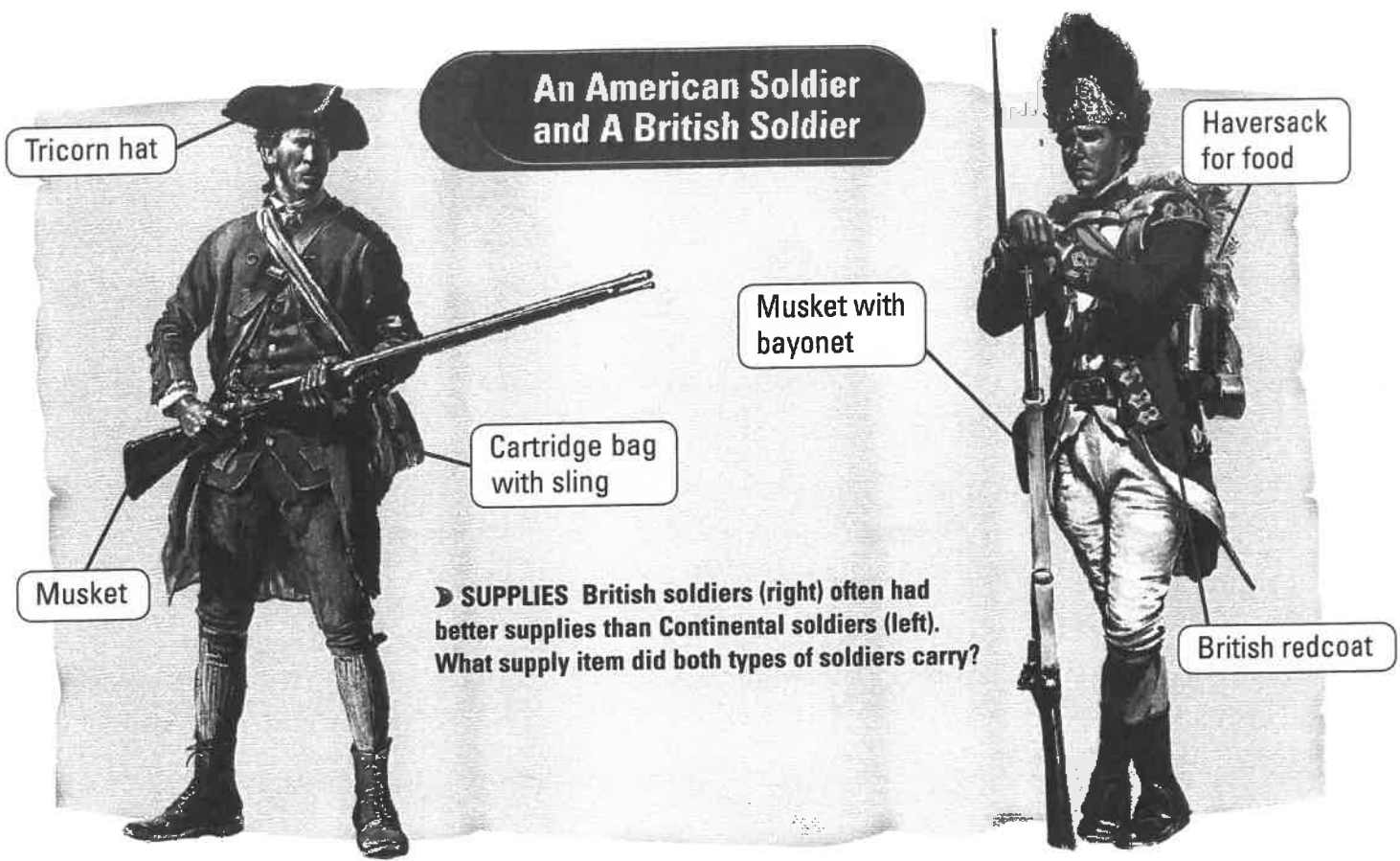
"Since Congress won't send help," General George Washington says, "I'll order the local farmers to sell us their crops."

The air outside is cold, but you don't care. "Let's go," you yell. "We're finally going to get food!"

MARQUIS DE LAFAYETTE
helped the Continental Army.



An American Soldier and A British Soldier



Comparing Armies

In July 1775, George Washington arrived in Massachusetts to take command of the Continental Army. The soldiers had no uniforms—only their everyday clothes. Many had no guns, so they carried spears and axes. Some had fought in the French and Indian War, but most had no military training. Many were farmers who had just **enlisted**, or signed up, to fight. Washington was once so angry that he threw his hat on the ground and shouted, “Are these the men with which I am to defend America?”

Keeping the army fed and clothed took a lot of supplies. Washington told Congress that his army needed 100,000 barrels of flour and 20 million pounds of meat a year! Congress could not raise enough money to pay for everything the army needed.

A Strong Enemy

The Continental Army went to war against one of the most powerful armies in the world. The British army was made up of experienced soldiers. The British had about 50,000 soldiers in the colonies. Washington rarely had more than 15,000 soldiers in his army at any time. The British army also used **mercenaries**, or hired soldiers. Because many of the mercenaries came from a German region called Hesse-Cassel, Americans called them Hessians (HEH•shuhnz).

But the British had problems, too. It was hard to fight a war 3,000 miles from home. Loyalists gave some aid, but the British soldiers still had to wait a long time for supplies and soldiers to replace them.

READING CHECK CAUSE AND EFFECT

What caused problems for the British army?



► **ACROSS THE DELAWARE** This famous painting shows Patriot troops rowing across the Delaware River. It is unlikely that Washington would have been standing up.

Early Battles in the North

By the spring of 1776, Washington and his army had moved south from Massachusetts to New York. They were camped on Long Island when British troops attacked them. The Americans suffered great losses at the Battle of Long Island.

The British army then chased Washington and his army. Many American soldiers had left after the Battle of Long Island, and Washington had to ask the others to stay. He and the soldiers who stayed did their best not to get caught by the British. By winter, they had marched through New Jersey and on to Pennsylvania. British General William Howe and most of the British army were still in New York.

A Surprise Attack

By December 1776, thousands of American soldiers were ready to give up. Washington came up with a plan to attack the Hessian mercenaries in Trenton, New Jersey. At this time in history, armies rarely fought battles in winter. Washington knew he could surprise the Hessians.

On Christmas night, 1776, Patriot troops crossed the icy Delaware River in rowboats and marched nine miles to Trenton. There, they found the Hessian troops sleeping. They attacked and the fighting lasted only an hour before the Hessians surrendered. The victory at Trenton gave American soldiers hope for the future.

READING CHECK CAUSE AND EFFECT

What caused Washington to attack Trenton on Christmas night?

An Important Victory

In 1777, the British army planned a new campaign. A **campaign** is a series of military actions carried out for a certain goal. The goal was to separate the New England Colonies from the other colonies. The British thought that if they controlled all of New York, they could cut off communications and supplies to Massachusetts and the rest of New England.

The British campaign called for many groups of soldiers to go to Albany, New York. There, they were supposed to join troops led by British General John Burgoyne coming down from Canada. Together, they would attack the city from the north, south, and west. This plan might have worked, but the British troops never reached Albany. They were slowed by battles along the way.

The Battle of Saratoga

On September 19, 1777, Continental forces circled General Burgoyne's army near the town of **Saratoga**, New York. Burgoyne and his soldiers could not break through the Americans' lines.

The Battle of Saratoga was really two battles that took place over three weeks. During the second battle, the American General **Benedict Arnold** led a group of soldiers in a daring attack.

On October 17, Burgoyne surrendered to the American General Horatio Gates. The British loss at Saratoga was a turning point in the war. A **turning point** is an event that causes an important change. It looked as if the Americans might have a chance to win the war.

READING CHECK CAUSE AND EFFECT

What caused people to believe America could win the war?

► **AN AMERICAN VICTORY** Native Americans helped the British at the Battle of Saratoga. This medal (right) shows the British surrendering.



Winter at Valley Forge

In the fall of 1777, the Continental Army faced trouble. While trying to keep the British from taking Philadelphia, the Continental Army lost a battle at Brandywine, Pennsylvania. In September, British soldiers captured Philadelphia, where they got ready to spend the winter in comfort.

Suffering Through Winter

The tired Continental soldiers moved to Valley Forge, Pennsylvania. Washington chose this place so that he could keep watch on the British.

The Continental Army at Valley Forge was a ragged group. Congress did not have the money to send supplies. Most soldiers wore clothing brought from home, but it had been torn and burned from battle. Some of the men's shoes

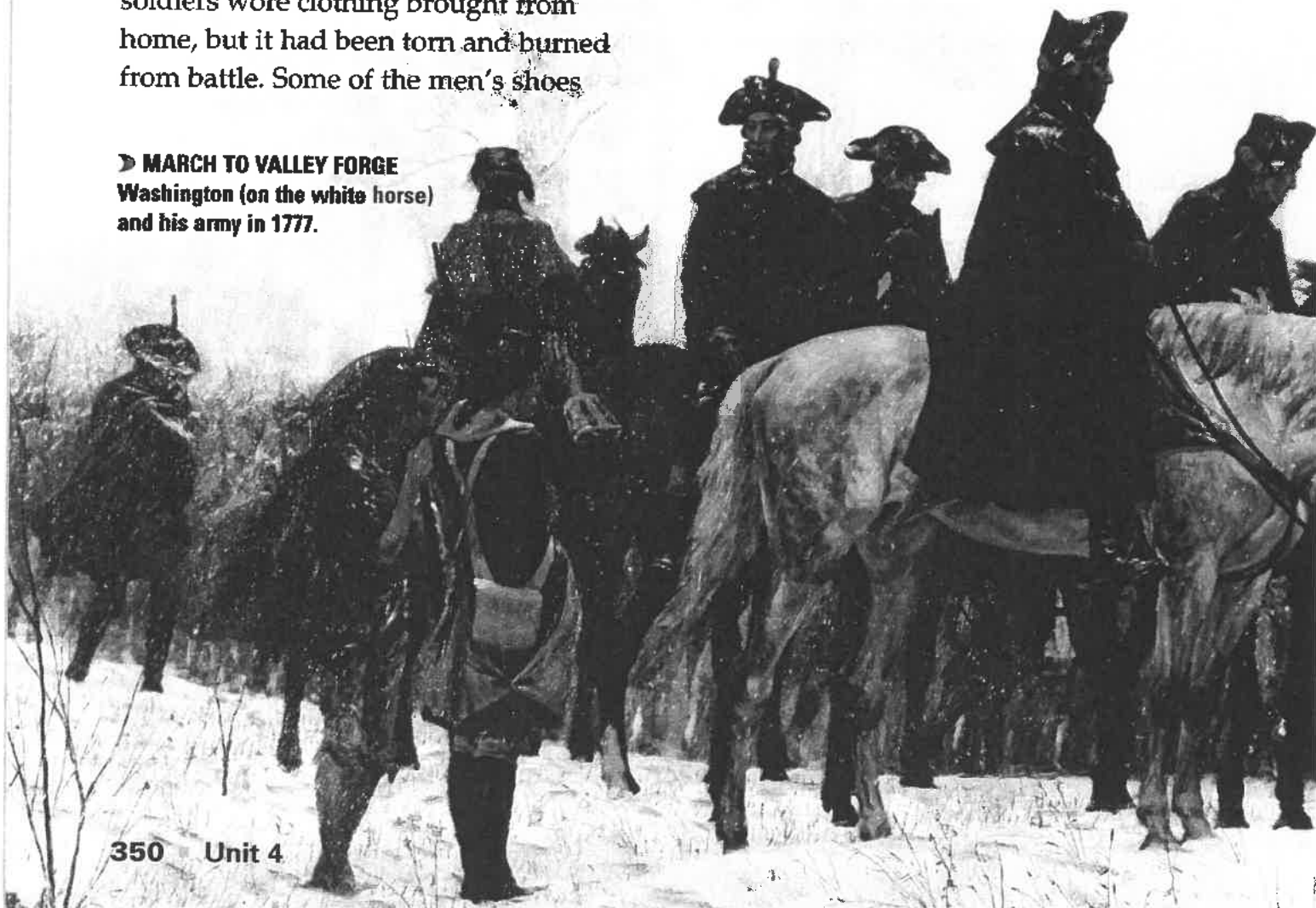
were falling apart. Many wrapped their feet in rags. To keep their spirits up, soldiers sang "Yankee Doodle." Even though the song was written during the French and Indian War to make fun of the colonists, the Americans turned it around to make fun of the British.

Since food was also running low, Washington let his soldiers buy food from farmers with money from Congress. New York Governor George Clinton sent barrels of salted pork.

Help from Overseas

More help came from the 20-year-old Marquis de Lafayette, who traveled from France to join the Continental Army. Lafayette later said he had an American heart. Washington liked the young man

► **MARCH TO VALLEY FORGE**
Washington (on the white horse)
and his army in 1777.



and gave him important jobs. Lafayette spent his own money to buy warm clothes for the soldiers he led. He was so giving that they called him "the soldier's friend."

Life at Valley Forge also got better when **Friedrich Wilhelm von Steuben** (STOO•buhn) arrived. Von Steuben was a German soldier who taught the American troops better ways to march and fight. He showed them how to work together and gave them confidence. By 1778, the Continental Army was much stronger.

READING CHECK CAUSE AND EFFECT

What effect did Friedrich Wilhelm von Steuben have on the Continental Army?



► FRIEDRICH WILHELM VON STEUBEN

Contributions from Other Nations

While the war raged on in North America, Benjamin Franklin was in France, negotiating with the French government. To **negotiate** is to try to reach an agreement among different people. Franklin asked the French for supplies and soldiers. He said that France would benefit from

helping beat its old enemy, Britain.

At first, the French offered only secret help, thinking that Britain would win. When news of the American victory at Saratoga reached France, the French agreed to help the Americans.





► **JORGE FARRAGUT** was 21 years old when he came from Spain to fight for the Americans in 1776. He later became an officer in the United States Navy.

Guns, Money, and Food

In 1779, Spain declared war on Britain. Bernardo de Gálvez (GAHL•ves), the governor of Spanish Louisiana, gave guns, food, and money to the Americans. Later, his troops captured many British forts. Jorge Farragut (FAR•uh•guht) came from Spain to fight for the Americans.

Other nations also helped. In 1781, the Netherlands gave a loan to Congress. Russian leaders tried to keep the British from blocking trade with the Americans.


READING CHECK ⚙ CAUSE AND EFFECT


What caused the French to join the war in support of the Americans?

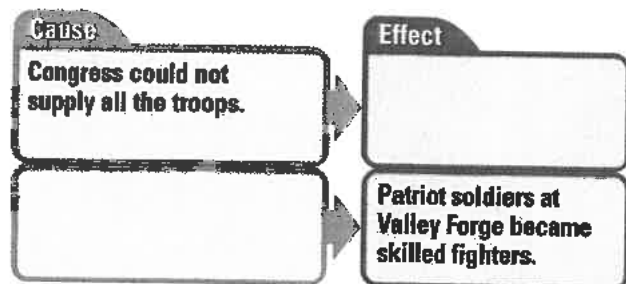
Summary

The Continental Army was less trained than the British army. However, the Americans won important early victories at Trenton and Saratoga. Other nations helped the Patriot cause.

REVIEW

- WHAT TO KNOW** What were some of the important early events of the Revolutionary War?
- VOCABULARY** Use the word **campaign** in a sentence about the Revolutionary War.
- HISTORY** Who led the Americans' negotiations with France?
- CRITICAL THINKING** Why was Valley Forge's location important to George Washington?
- WRITE A SPEECH**  Imagine that you are camped with the soldiers at Valley Forge. Write a speech to lift the soldiers' spirits.

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



Essential Question

What Is Light?

 **Engage Your Brain!**

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

What kind of light is used to produce these hologram images?



Active Reading

Lesson Vocabulary

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

Main Idea and Details

In this lesson, you'll read about light and its uses. A few sentences contain main ideas about light, while others give details that add information to these ideas. Details can include facts, examples, or features of a topic. Active readers remain focused on the topic as they ask, What information does this detail add to the main idea?

LIGHT Energy

Have you ever made shadow figures with your hands? If you have, you have experienced one of the characteristics of light.

Active Reading: Draw a box around the main idea of the paragraph. Draw circles around three details that add information about this idea.

Light is a form of energy that moves in waves and can travel through space. Light waves are *transverse waves*. As these waves move forward, energy is carried perpendicular to their forward motion, forming an S shape. Light spreads out in all directions, traveling in straight lines from its source. Light can move through a

vacuum because it does not need matter to transmit its energy. This is why light can reach Earth from space. Light travels faster than anything else in the universe. It takes only about 8 minutes for light to travel the more than 149 million km (93 million mi) from the sun to Earth. All life on Earth depends on energy from sunlight.

A wave moving on a rope is an example of a transverse wave. Each part of the rope moves up and down as the wave travels to the right.

Shadows form when a solid object blocks light.

Light naturally spreads outward in all directions as it travels.

Light travels in a straight line until it hits the lampshade.

► Draw arrows to show how light travels away from the bare bulb in the photo on the right. Draw arrows to show how a shade affects the path of light in the photo on the left.

Do the Math!

Multiply Whole Numbers

Light travels at a rate of about 300,000 km/s. Calculate how long it would take light to travel from Earth to Mars, a distance of 56 million km.



Radio waves can have wavelengths as long as several football fields.

Low Frequency

RADIO



"Night vision" instruments use infrared waves to make objects visible in dark settings.

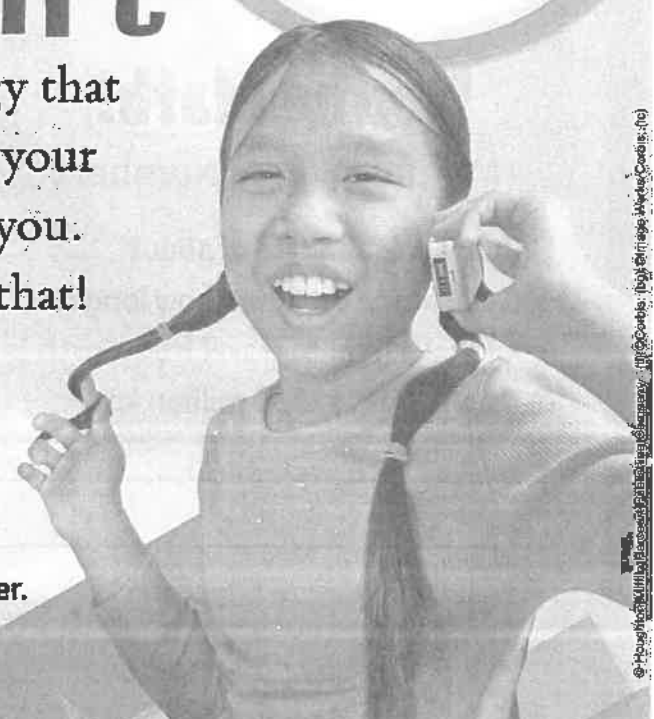
INFRARED



Long Wavelength

MICROWAVE

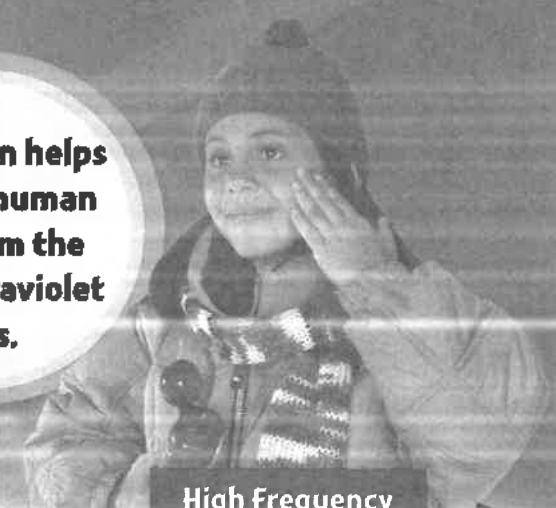
Now You SEE IT Now You Don't



Wireless phones transmit and receive microwaves, which have some of the longest wavelengths and lowest frequencies in the electromagnetic spectrum.

You may think of light as the energy that allows your brain, with the help of your eyes, to perceive the world around you. But there's a lot more to light than that! Most of the wavelengths of light are invisible to our eyes.

Active Reading As you read these pages, underline the sentences that tell how light waves differ.



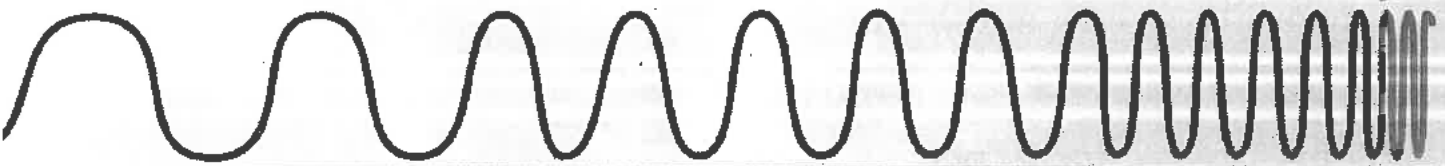
Humans can see visible light, which has intermediate wavelengths and frequencies near the middle of the electromagnetic spectrum.

Sunscreen helps protect human skin from the sun's ultraviolet rays.

VISIBLE LIGHT

ULTRAVIOLET

High Frequency



X-RAYS

Short Wavelength

► How would you describe the position of visible light in the electromagnetic spectrum?

X-rays have very short wavelengths.



Light waves are all around us, but many of them are invisible. The **electromagnetic spectrum** is a range of light waves organized by frequency and wavelength. At one end of this spectrum, waves have long wavelengths and low frequencies. These include infrared waves, microwaves, and radio waves. At the other end, waves have short wavelengths and high frequencies. These include ultraviolet rays from the sun and X-rays.

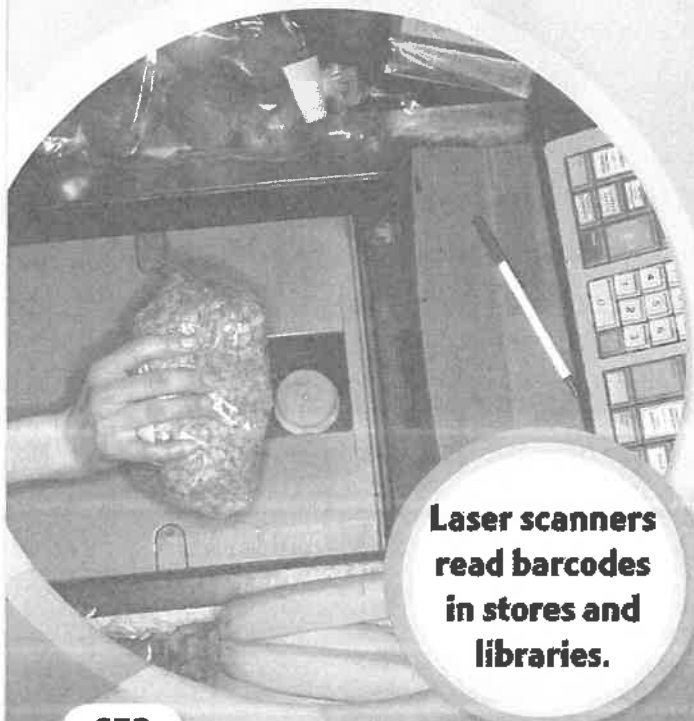
The light that our eyes detect is called **visible light**. Visible light forms one very narrow section in about the middle of the electromagnetic spectrum. Visible light looks white to our eyes, but it is actually made up of many colors. Red light has the longest wavelength in the visible spectrum, and violet has the shortest.

LASER Light

Lasers have many uses in schools, hospitals, stores, and homes.

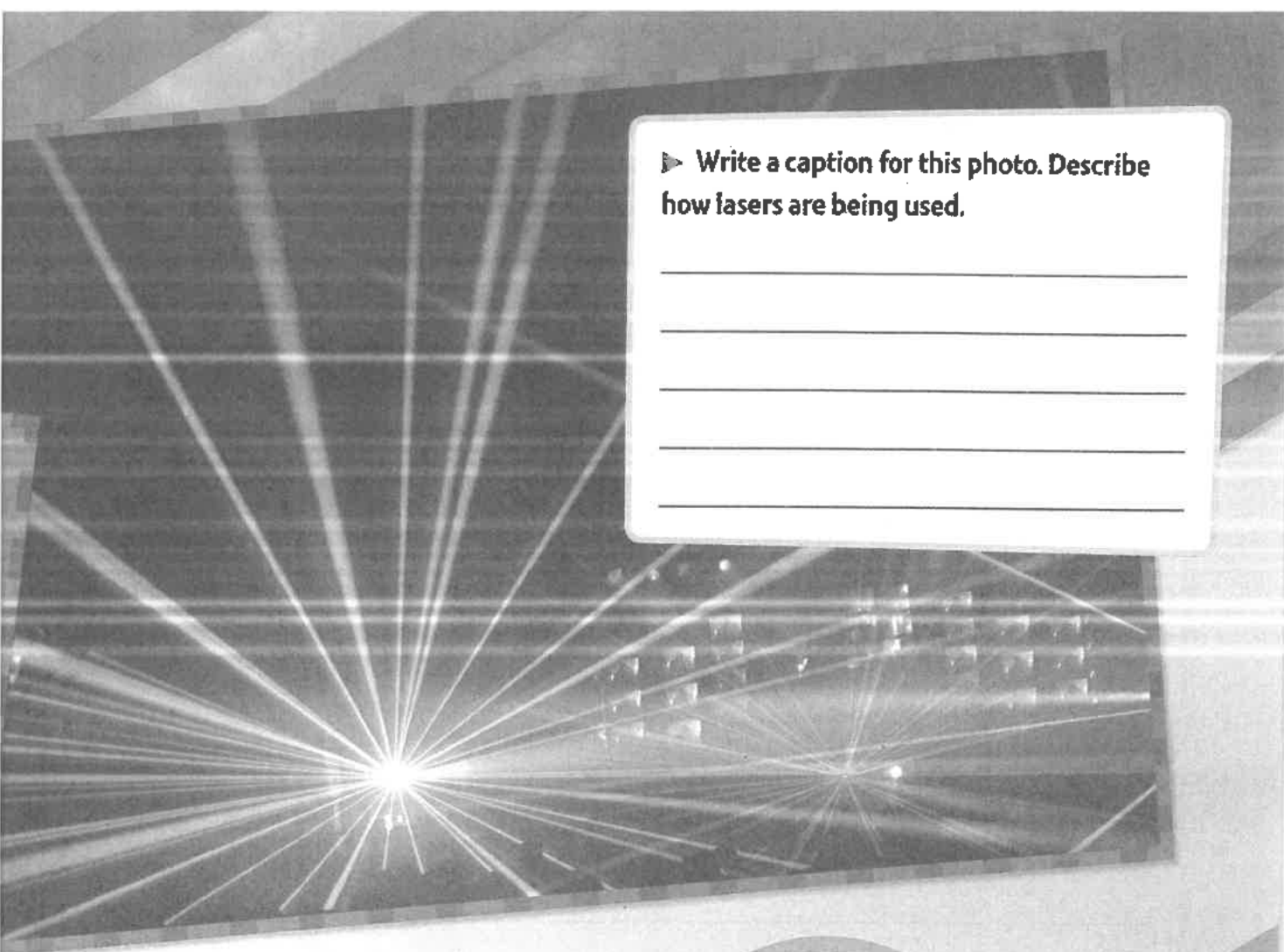
What exactly is a laser? Why are lasers important to people in so many different fields?

Light from a bulb shines in all directions. Laser light is different. A *laser* is a beam of light focused in only one direction. Also, a laser beam contains only one wavelength of light. These features make a beam of laser light very precise and powerful.



Laser scanners read barcodes in stores and libraries.

► Write a caption for this photo. Explain how lasers are being used.



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Artists use lasers to make three-dimensional images called holograms. Some doctors use lasers as cutting tools in surgery. Lasers are used to cut steel in factories and metal shops. Laser pointers help teachers in classrooms. Police detectives use lasers to analyze fingerprints at crime scenes. In all of these cases, lasers must be used safely. You should never look into the source of a laser's light, as it can damage your eyes.

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Sum It Up!

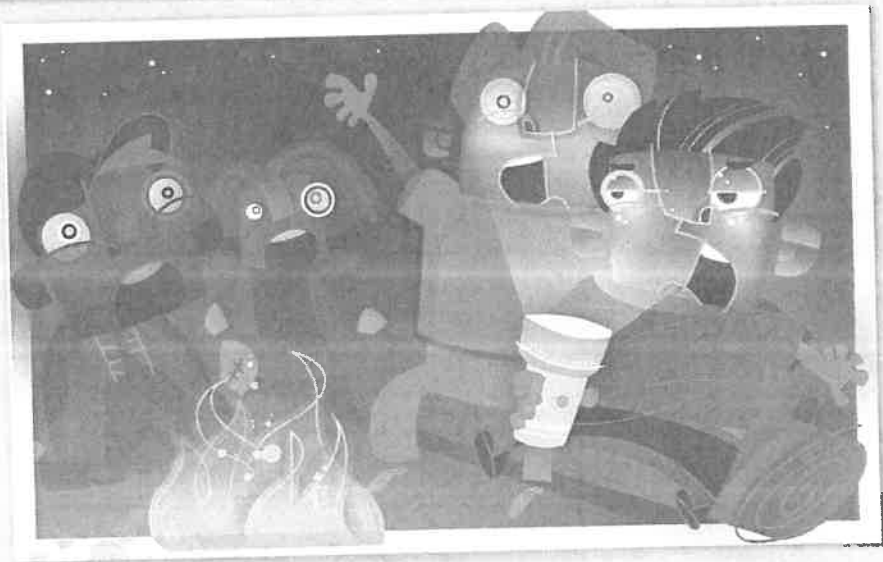
When you're done, use the answer key to check and revise your work.

Use what you've learned about light to complete the following.

Summarize

1. _____ is a form of energy that travels in waves. As
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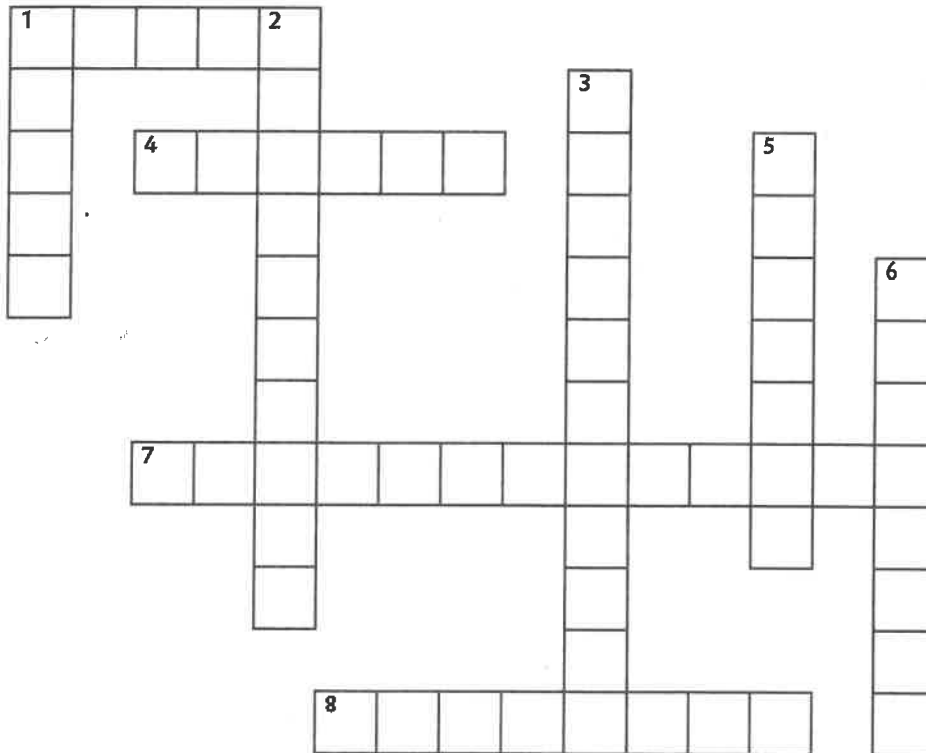
Describe three new things that you learned about light.



Name _____

Word Play

1 Use the words in the box to complete the puzzle.



Across

- A form of electromagnetic energy, some of which is visible
- A dark area where light is blocked by an object
- The direction energy is carried as a light wave moves forward
- The range of electromagnetic waves from radio waves to X-rays

Down

- A beam of light of a single wavelength focused in a single direction
- A type of wave that forms an S shape
- A type of wave that comes from the sun and may harm human skin
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electromagnetic* infrared laser light* perpendicular
 shadow transverse ultraviolet visible

* Key Lesson Vocabulary

2

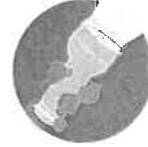
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Explain why light produced by the sun reaches Earth, but sound produced by the sun does not.



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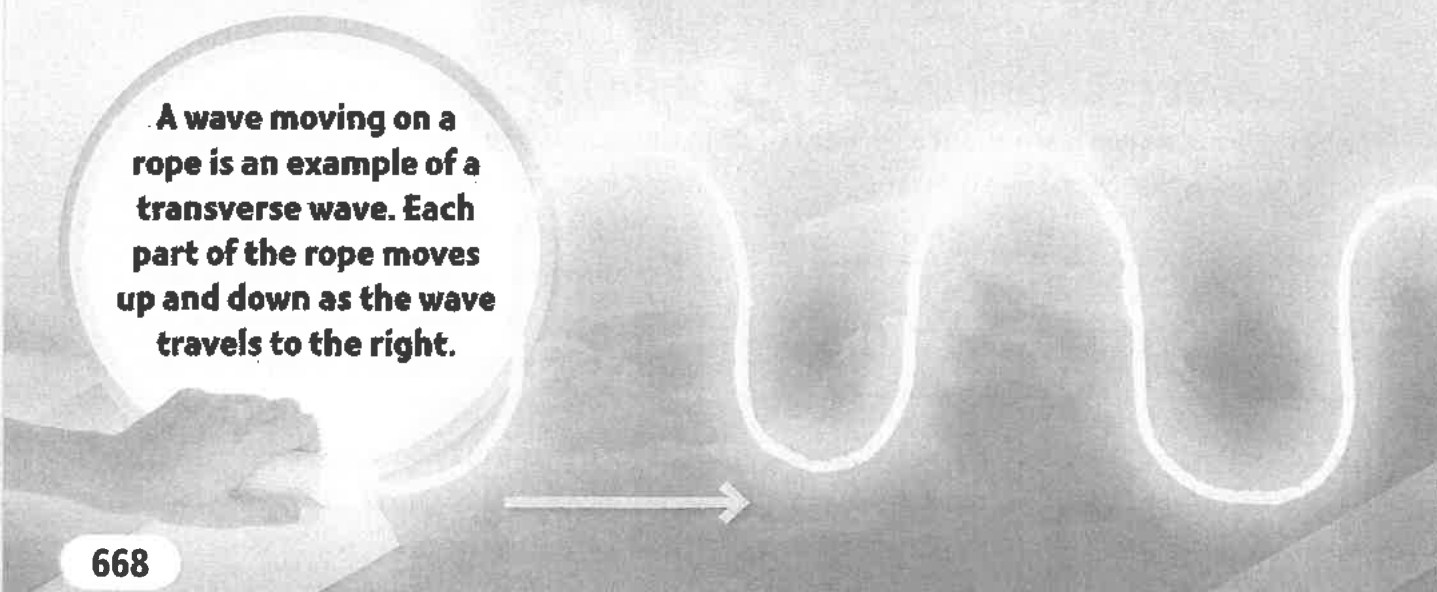
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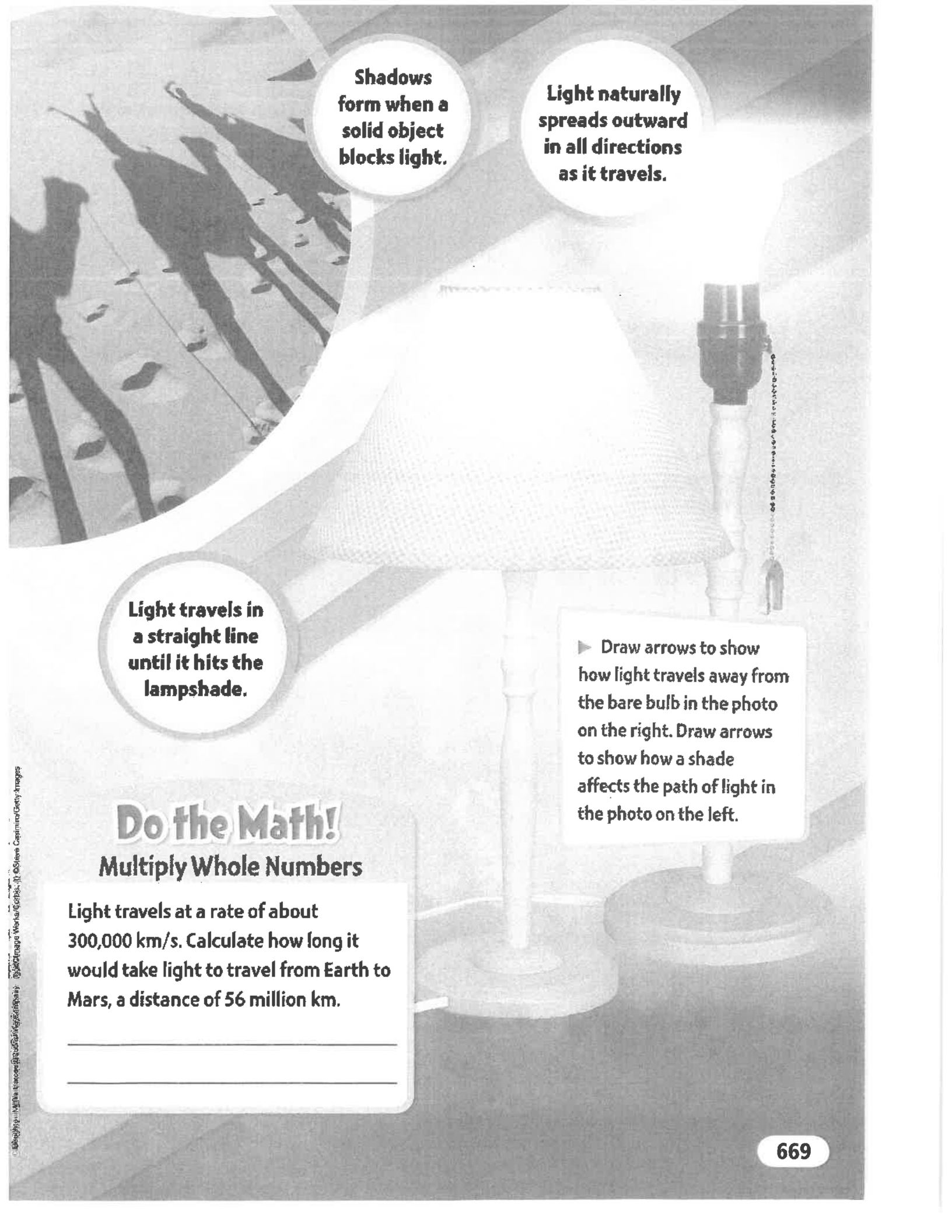
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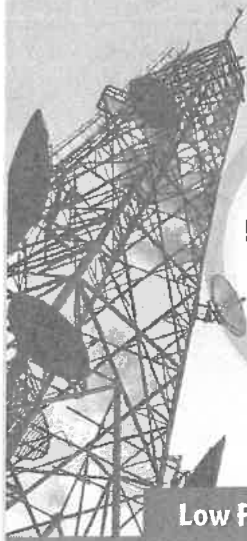
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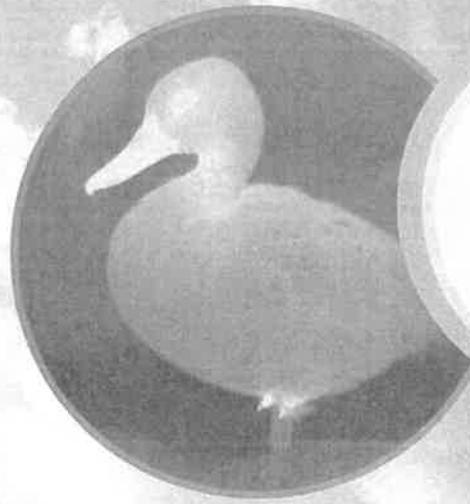
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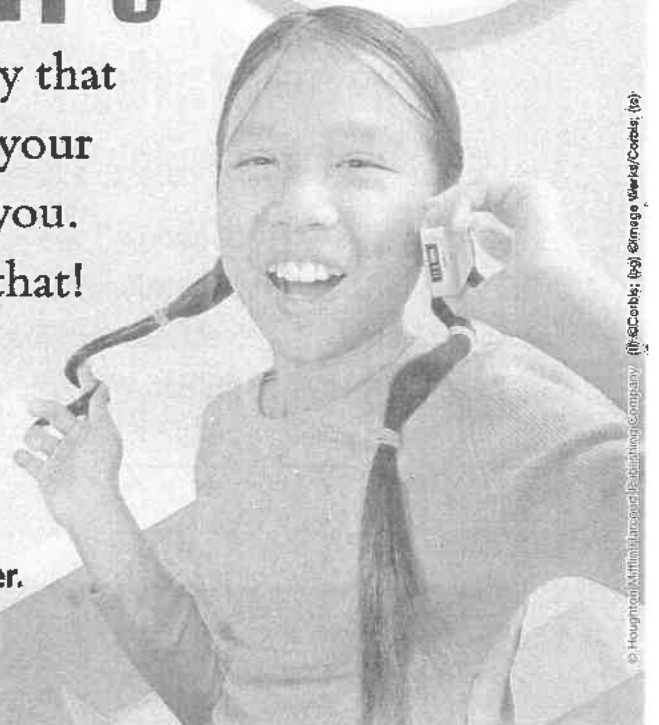
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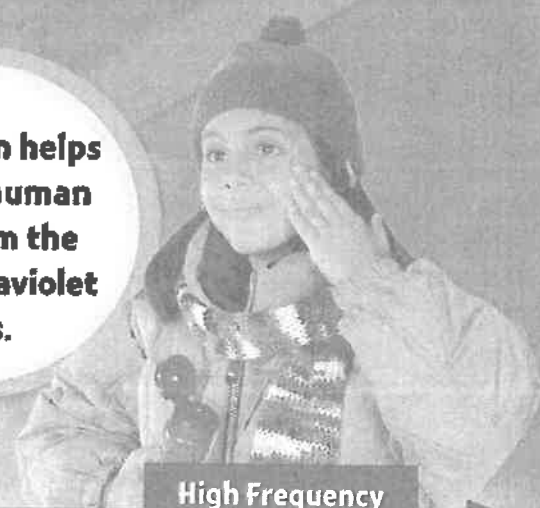
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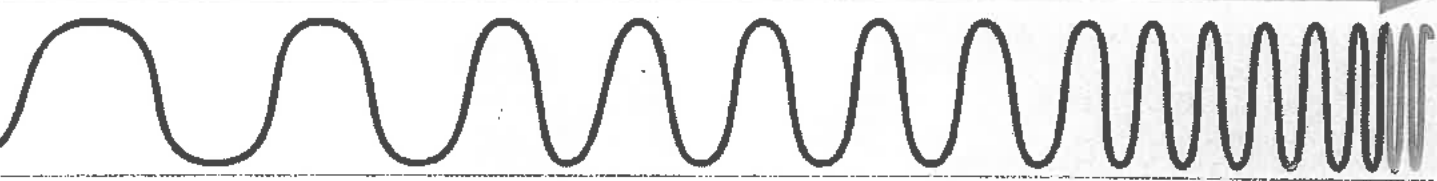
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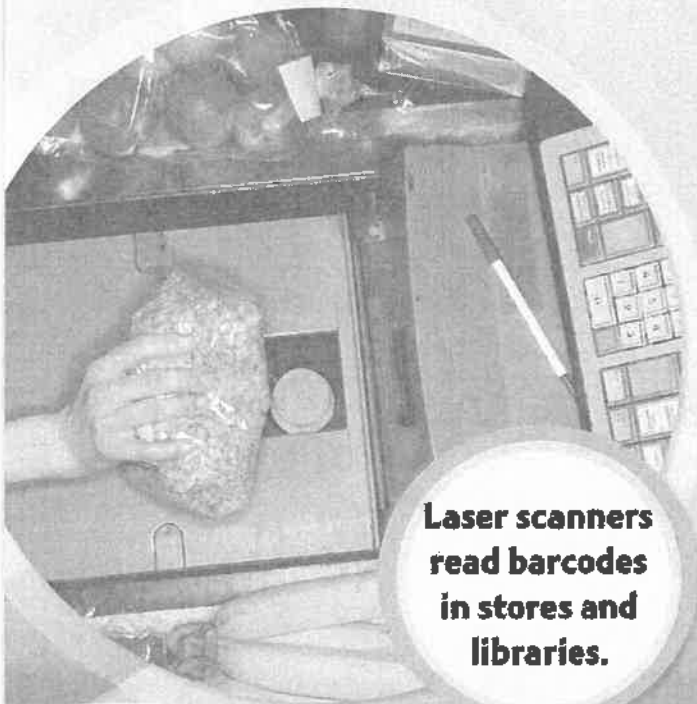
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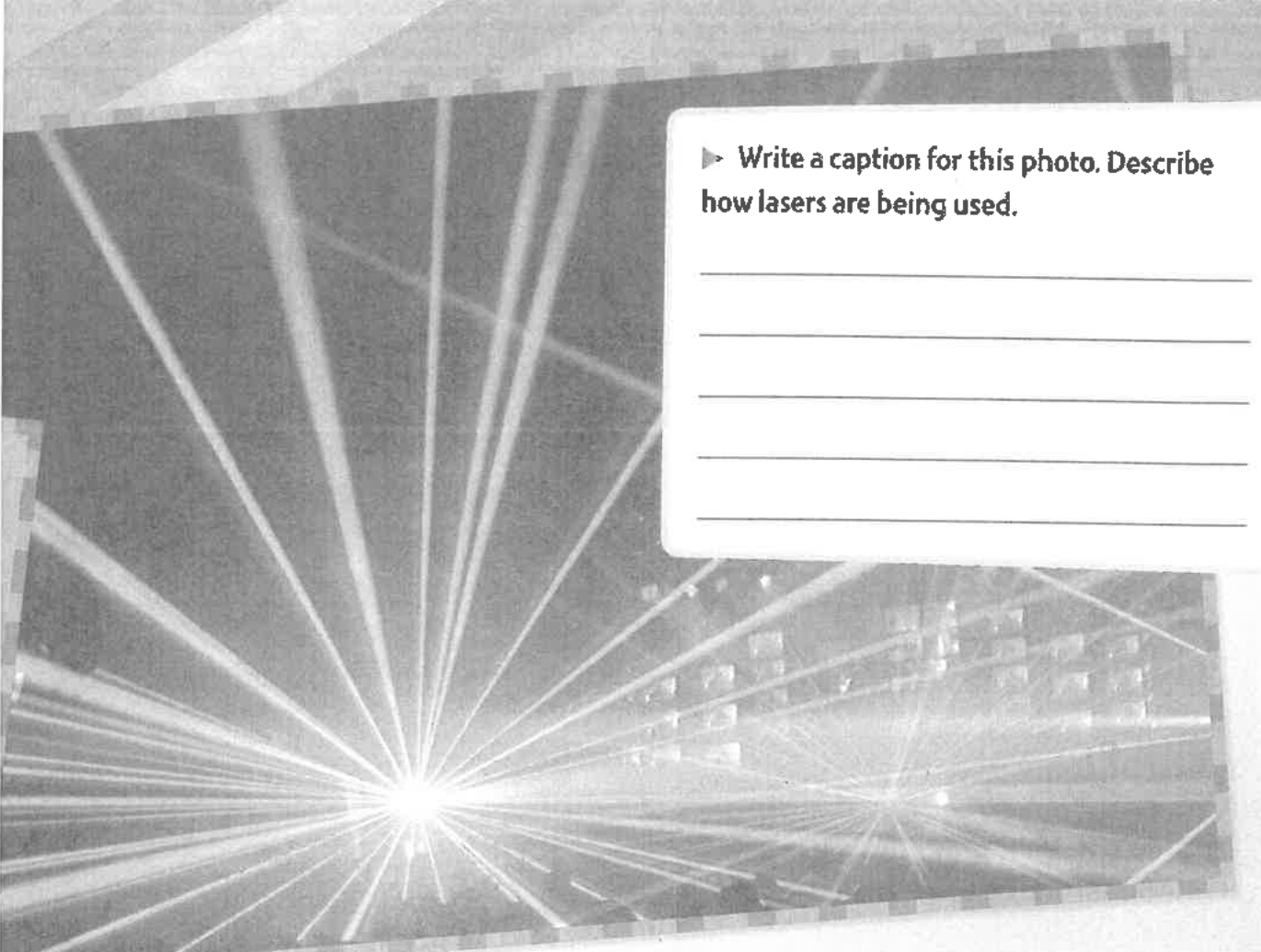
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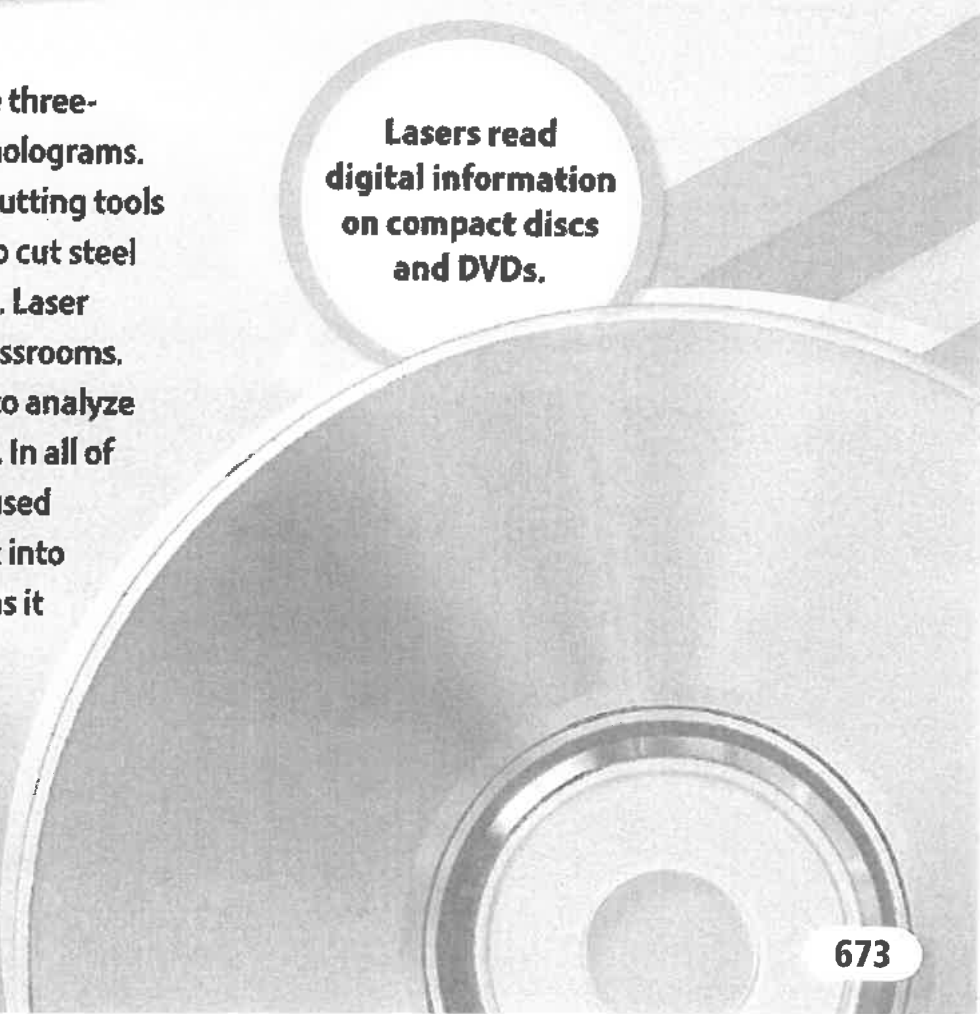
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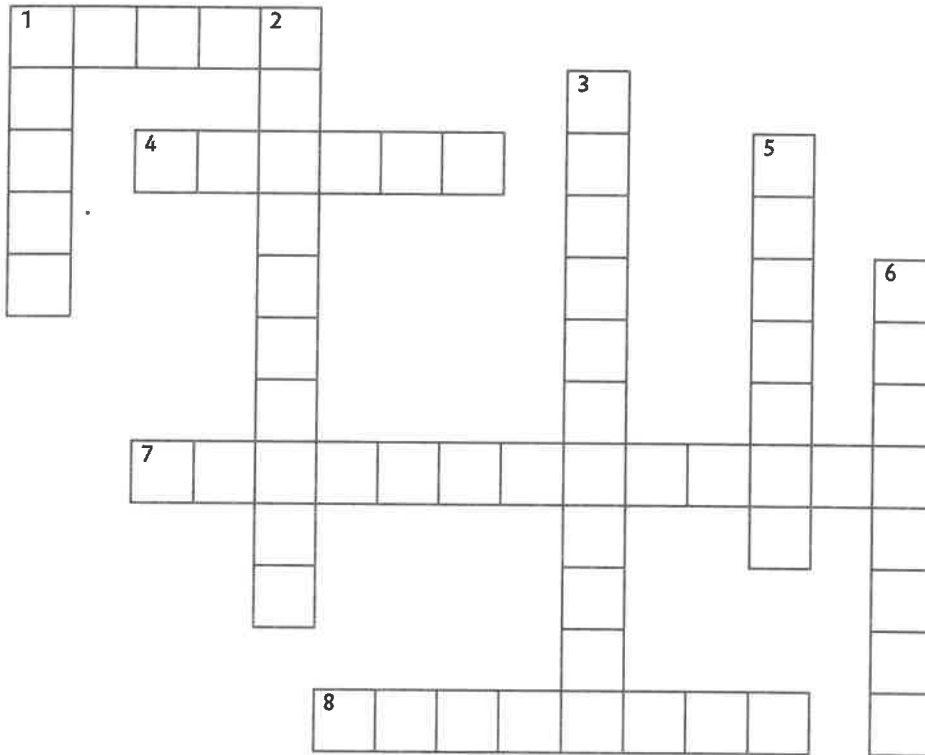
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electromagnetic*	infrared	laser	light*	perpendicular
shadow	transverse	ultraviolet	visible	

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CHAPTER

The Young Republic

11

COVERED WAGONS AT
SCOTTS BLUFF NATIONAL
MONUMENT

Chapter 11 ■ 425

Lesson



1780

1820

1860

1796

Tennessee becomes the sixteenth state

1803

Ohio becomes the seventeenth state

1803

The Louisiana Purchase is made



WHAT TO KNOW

How did the Louisiana Purchase help the United States grow?

VOCABULARY

gap p. 427

pioneer p. 427

consequence p. 431

PEOPLE

Daniel Boone

John Sevier

Thomas Jefferson

Napoleon Bonaparte

Meriwether Lewis

William Clark

York

Sacagawea

PLACES

Cumberland Gap

St. Louis, Missouri

Pikes Peak



DRAW CONCLUSIONS

Evidence

Knowledge

Conclusion

Exploring the West



The year is 1780. Your family has traveled far to settle here in the Kentucky woods.

Few settlers live in this area. Wild animals live all around you.

But you are too excited to be afraid. After a long, hard trip across the Appalachian Mountains, you are in a land that looks like paradise. It has deep woods and meadows full of wild flowers. This beautiful place is going to be your new home.

► **FRONTIER LIFE** Many families moved west to settle on the frontier.





► **PIONEERS** like Daniel Boone traveled across the Appalachians to the frontier.

Immigrants and Pioneers

In the late 1700s and early 1800s, many immigrants came to the United States. Most were from England, Scotland, Ireland, and Germany. Some were escaping hard times. Others wanted a chance to earn money and own land.

European immigrants usually arrived on ships that docked in port cities along the Atlantic coast. Some of them, as well as other Americans, wanted to start farms near the frontier. However, the Appalachians stood in their way.

The Cumberland Gap

One way over the Appalachians was by an old Native American trail that went through the **Cumberland Gap**. A **gap**

is a low place between mountains. The Cumberland Gap was at the point where the present-day states of Tennessee, Virginia, and Kentucky meet. One of the best-known pioneers to cross the Appalachians was **Daniel Boone**.

A **pioneer** is an early settler of an area.

A private company hired Daniel Boone and about thirty others to widen the trail through the Cumberland Gap. The group built the Wilderness Road, which became the main route to the West. Soon thousands of people were going to Kentucky. By 1792, Kentucky had become the fifteenth state, the first state west of the Appalachians.

READING CHECK ✎ **DRAW CONCLUSIONS**

Why was the Wilderness Road important?

Americans Continue West

The trip along the Wilderness Road was challenging. Pioneers had to bring everything they needed with them. There were no places to buy supplies along the way. Settlers brought clothing, furniture, and tools with them in large overland wagons. Although the trip was difficult, more and more people moved west.

New States

Sometimes disputes arose over the forming of new states. During the 1780s, one group of settlers in North Carolina tried to form the "State of Franklin." It was made up of three counties in western North Carolina. John Sevier, a former Continental Army general, was elected as

governor there in 1785. However, North Carolina soon took back control of the land.

In 1796, John Sevier became the first governor of another place—Tennessee. This time, the area he governed was admitted into the United States as a state. Tennessee was named after Tansai, a Cherokee village.

The addition of new states did not stop with Kentucky and Tennessee. The Northwest Territory was growing fast, too. People used the Ohio River and other rivers in the region for travel. They built towns along many of the rivers. By 1800, more than 45,000 people lived in Ohio. In 1803 it became the seventeenth state.

READING CHECK CAUSE AND EFFECT

What was an effect of more settlers moving west?

Children IN HISTORY

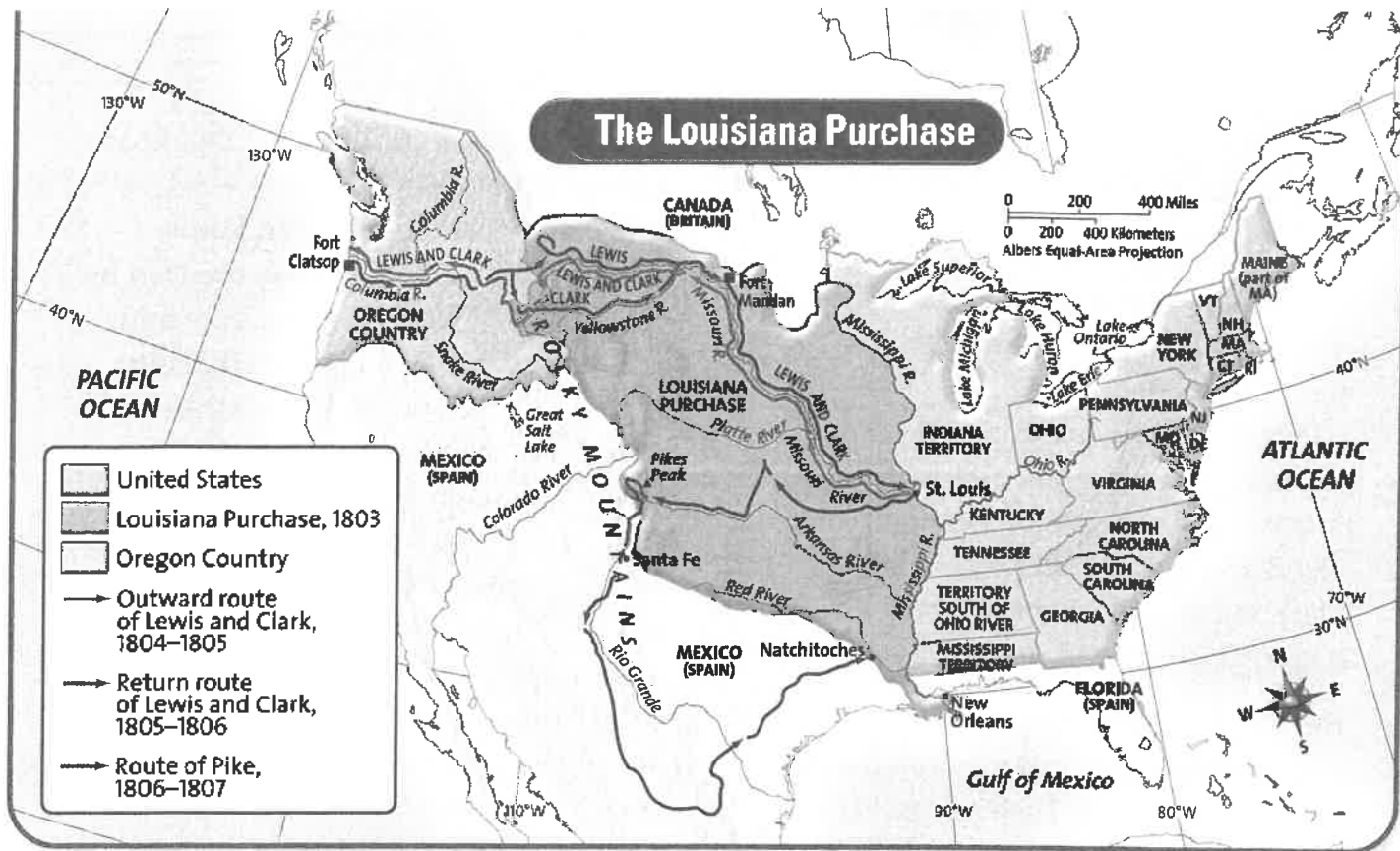
Daniel Drake

Daniel Drake and his family were pioneers. They moved to Kentucky when it had just become a state. Daniel was a small child, but he worked very hard. He got up before sunrise to feed the horses, cows, and pigs.

Daniel did not go to school, but he studied his lessons at home. When he was fifteen, he became an apprentice to a doctor. He grew up to become a doctor and later moved to Cincinnati, Ohio, where he started a medical school.

Make It Relevant How were Daniel's chores like or different from your chores?





MAP SKILL **REGIONS** What river marked the western border of the United States before the Louisiana Purchase?

The Louisiana Purchase

In 1801, **Thomas Jefferson** became the third President of the United States. He wanted to expand the borders of the young nation.

One problem was that the United States had no ports on the Gulf of Mexico. Farmers in western areas had to ship their crops on boats down the Mississippi River to the port of New Orleans, which was controlled by Spain. Farmers wanted an American port where they could ship their goods.

A Very Big Purchase

In 1801, Spain gave New Orleans and the rest of Louisiana back to France. Jefferson feared that France would build more settlements and stop settlers from moving farther west.

Jefferson sent officials to France to ask **Napoleon Bonaparte** (nuh•POH•lee•yuhn BOH•nuh•part), the leader of France, to sell New Orleans. They also asked to buy what is now western Florida. France was preparing for war with Britain, so Napoleon needed money. He offered to sell all of Louisiana—more than 800,000 square miles—for just \$15 million.

On April 30, 1803, the deal was made final. The sale, called the Louisiana Purchase, more than doubled the size of the United States. Then, in 1819, the United States gained the rest of Florida. With Florida, the nation had possession of all the land in the Southeast.

READING CHECK DRAW CONCLUSIONS

Why did France agree to sell Louisiana to the United States?

Lewis and Clark

Little was known about the land in the Louisiana Purchase. President Jefferson wanted to learn what resources the area had.

Jefferson chose a friend and army officer named **Meriwether Lewis** to plan and lead the expedition. Lewis asked his friend and fellow army officer **William Clark** to help. Clark was responsible for keeping records and making maps.

The Corps of Discovery

Lewis and Clark put together a team of about 40 people. Their group became known as the Corps of Discovery. One member of the Corps was **York**, an enslaved African American owned by

William Clark. York was very skilled at hunting and fishing.

The group set out from **St. Louis, Missouri**, in May 1804. They traveled by boat up the Missouri River. Lewis and Clark drew maps and gathered plants and animals to take back with them.

In October, the group stopped for the winter in what is today North Dakota. They built a small camp near a Mandan Indian village and named it **Fort Mandan**. At Fort Mandan, Lewis and Clark hired a French fur trader and his Shoshone wife, **Sacagawea** (sa•kuh•juh•WEE•uh) to guide the expedition through the Shoshone lands.

In the spring of 1805, the Corps of Discovery set out from Fort Mandan. They traveled farther up the Missouri



► Meriwether Lewis

MAY 1804

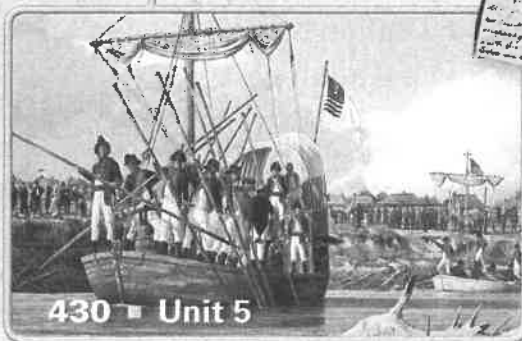
THE JOURNEY OF LEWIS & CLARK



► William Clark

NOVEMBER 1804

► The Lewis and Clark expedition departs from Missouri



430 ■ Unit 5



► Meriwether Lewis keeps an expedition journal (above)

► Sacagawea joins the expedition



River toward the Rocky Mountains. Sacagawea helped the group buy horses from the Shoshone to cross the Rocky Mountains. After the Corps crossed the mountains, they built boats and traveled down the Clearwater, Snake, and Columbia Rivers.

During their journey, Lewis and Clark had to make many hard decisions. These decisions had important consequences for the expedition. A **consequence** is what happens because of an action.

The Expedition Succeeds

In November 1805, the Lewis and Clark expedition finally reached the Pacific Ocean. They had traveled more than 3,000 miles in a year and a half. Clark wrote in his journal: "Ocian [Ocean] in view! O! the joy!"

The expedition spent the winter at Fort Clatsop, in what is now Oregon. In March 1806, the group began the long trip back to St. Louis. They arrived in September. Although there had been many dangers along the way, all but one member of the group returned safely.

Lewis and Clark drew many maps showing mountain passes and major rivers. They brought back seeds, plants, and even animals. President Jefferson was proud of their success. The frontier had been pushed farther west. The work done by the Corps of Discovery added to the knowledge Americans had about the lands that became the West.

READING CHECK SUMMARIZE

What was the goal of the Corps of Discovery?

► The expedition reaches the Pacific Ocean



SEPTEMBER 1805

► The expedition returns to St. Louis



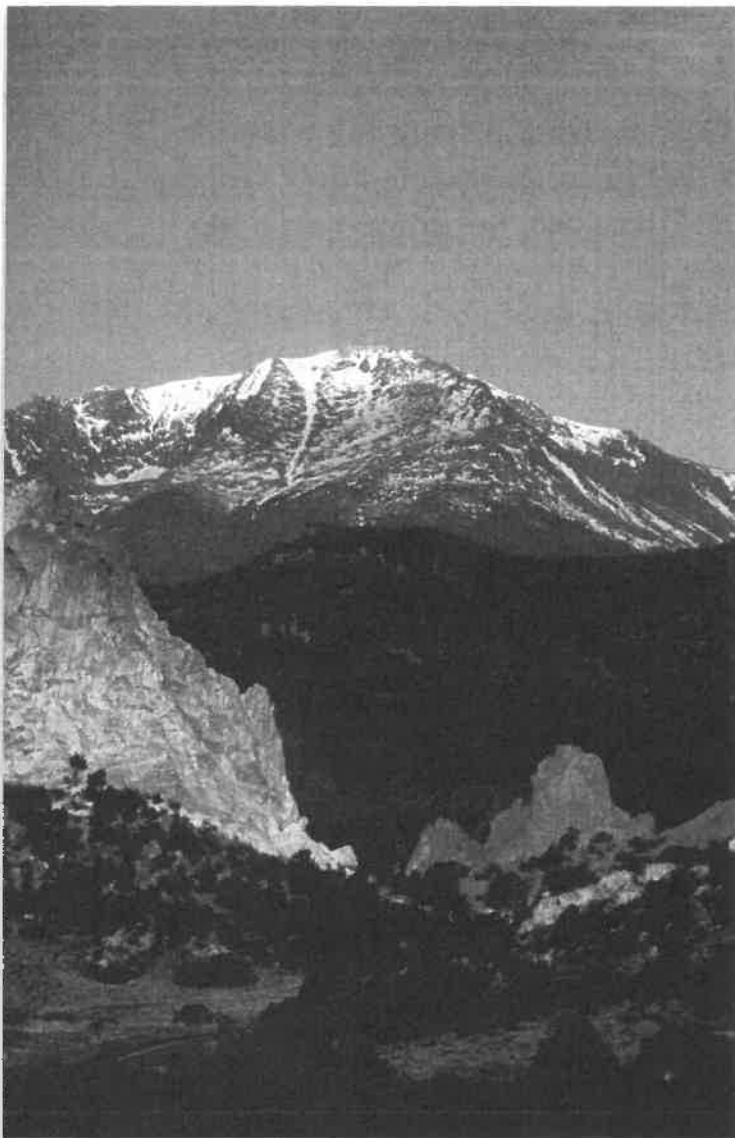
► The expedition reaches present-day Montana

NOVEMBER 1805 SEPTEMBER 1806



► Many Native American leaders travel to Washington, D.C., to meet with President Jefferson (shown on the peace medal below)





► **PIKES PEAK** Zebulon Pike never made it to the top of the mountain that is named for him.

Pike in the Southwest

In 1806, Captain Zebulon Pike led an expedition to explore the southwestern area of the Louisiana Purchase. In what is now Colorado, he saw a “blue mountain,” now known as Pikes Peak.

Pike and his men unknowingly entered Spanish territory. They were arrested but released a few months later. When Pike got back, he reported that people in Spanish territories needed manufactured goods. Later more American traders traveled to the Southwest in order to sell goods to Spanish settlers.


READING CHECK DRAW CONCLUSIONS


What were the results of Pike’s expedition?

Summary

In the late 1700s, people began moving west. In 1803, the Louisiana Purchase doubled the size of the United States. Lewis, Clark, and Pike explored the new land.

REVIEW

- 1. WHAT TO KNOW** How did the Louisiana Purchase help the United States grow?
- 2. VOCABULARY** Write a sentence that gives the meaning of the word **pioneer**.
- 3. GEOGRAPHY** What river did Lewis and Clark travel on when they left St. Louis?
- 4. CRITICAL THINKING** Why was buying New Orleans important to the growth of the United States?
- 5.  WRITE A JOURNAL ENTRY** Imagine you are a member of the Corps of Discovery. Write a journal entry describing the sights and geography of the new lands you are exploring.

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

Evidence 	Knowledge Expeditions add knowledge about new lands.
↓	
Conclusion 	

Sacagawea

Sacagawea, a Shoshone woman, was born in what is now the state of Idaho. In 1800, she was captured by another Native American group and taken away from her people. As a young woman, she married a French trader named Toussaint Charbonneau. When Lewis and Clark hired Charbonneau for their expedition, they asked Sacagawea to come along as a translator.

Sacagawea helped find routes for the explorers to follow. She also carried her baby, Jean Baptiste, along with her for the entire journey. Lewis and Clark both praised Sacagawea's bravery. One day, the boat she was riding in tipped over. Charbonneau panicked, but Sacagawea calmly saved the journals and supplies.

In time, the expedition reached the lands of the Shoshone people. To Sacagawea's surprise, she discovered that her brother, Cameahwait (KAM•ah•wait), had become a Shoshone leader. However, Sacagawea chose to remain with Lewis and Clark.

After the Lewis and Clark expedition ended, Sacagawea and Charbonneau moved to Fort Manuel, in what is now South Dakota. They remained there until her death in about 1812.

Biography

Trustworthiness

Respect
Responsibility
Fairness
Caring
Patriotism

Why Character Counts



How did Sacagawea's actions show Lewis and Clark her trustworthiness?

Time

1786

Born ?

1800 Sacagawea is captured and taken to North Dakota

1812

Died ?

1804 Sacagawea joins the Lewis and Clark expedition



For more resources,
www.harcourtschool.com/ss1



Make a Thoughtful Decision

Why It Matters A thoughtful decision is one in which you think about the results before you act. This kind of decision is especially important in situations that involve other people.

► LEARN

Here are some steps you can use to help you make a thoughtful decision.

Step 1 Make a list of choices to help you reach your goal.

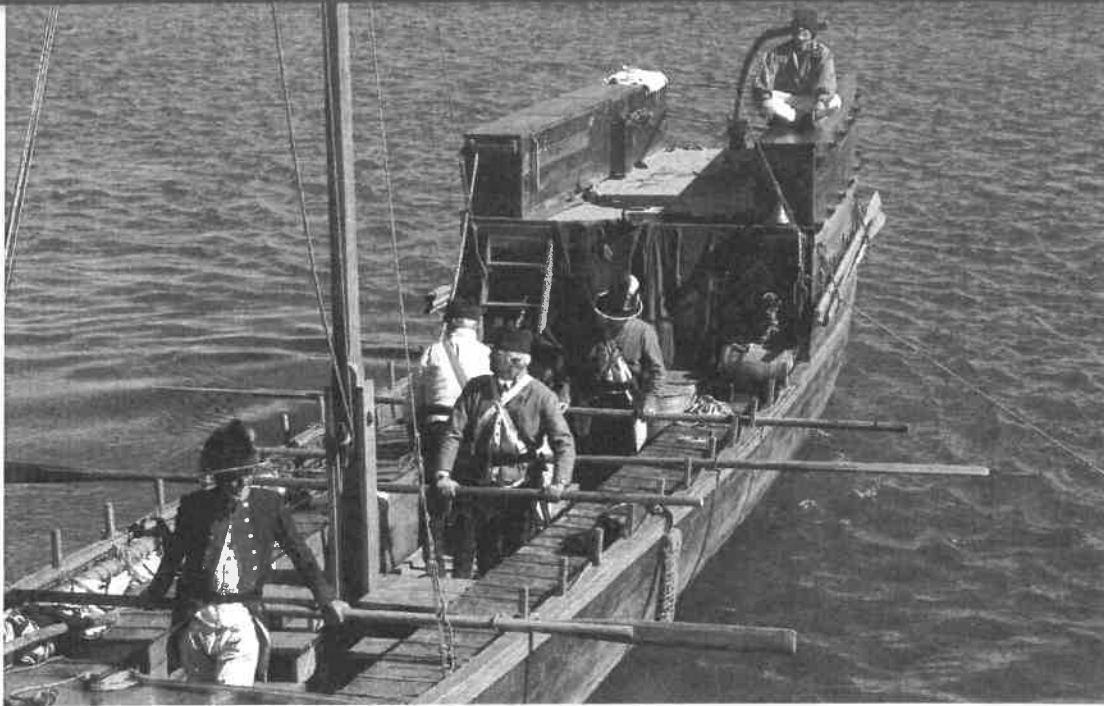
Step 2 Gather information you will need to make a decision.

Step 3 Predict the possible consequences of each choice, and compare them.

Step 4 Make a choice, and take action.

► **THE CORPS OF DISCOVERY** had to make many thoughtful decisions while on their expedition.





► **MODERN DAY REENACTORS** retraced Lewis and Clark's route in 2003.

► PRACTICE

Imagine that you are looking for a route to the Pacific coast. As the expedition leader, you must make thoughtful decisions. Your decisions could mean life or death for your group.

Below are two decisions you might face. Think about the consequences of each choice. Then make thoughtful decisions. Explain the steps you followed in making each decision.

- 1 When getting supplies, should you buy enough food for the entire trip or rely on hunting and gathering food along the way? You must carry all the supplies you bring.
- 2 At a trading post, you meet two French traders and a Native American. They speak several languages. Should you hire them or save money and keep your group small?

► APPLY

Make It Relevant Think about a decision you made at school this week. What steps did you follow? What choices did you have? What were the consequences of each choice? Was your decision a thoughtful one? Explain your answer to a family member.

Lesson

2

Time

1780

1820

1860

1812

The War of 1812 begins

1823

The Monroe Doctrine is issued

1838

The Cherokee are forced to leave their homes



WHAT TO KNOW

How did the United States grow in the early 1800s and how were Native Americans affected?

VOCABULARY

impressment p. 437
national anthem p. 438
nationalism p. 439
assimilate p. 440

PEOPLE

Tecumseh
James Madison
Dolley Madison
Francis Scott Key
Andrew Jackson
James Monroe
Sequoyah
John Ross
John Marshall

PLACES

Lake Erie
Washington, D.C.
Baltimore
New Orleans



DRAW CONCLUSIONS

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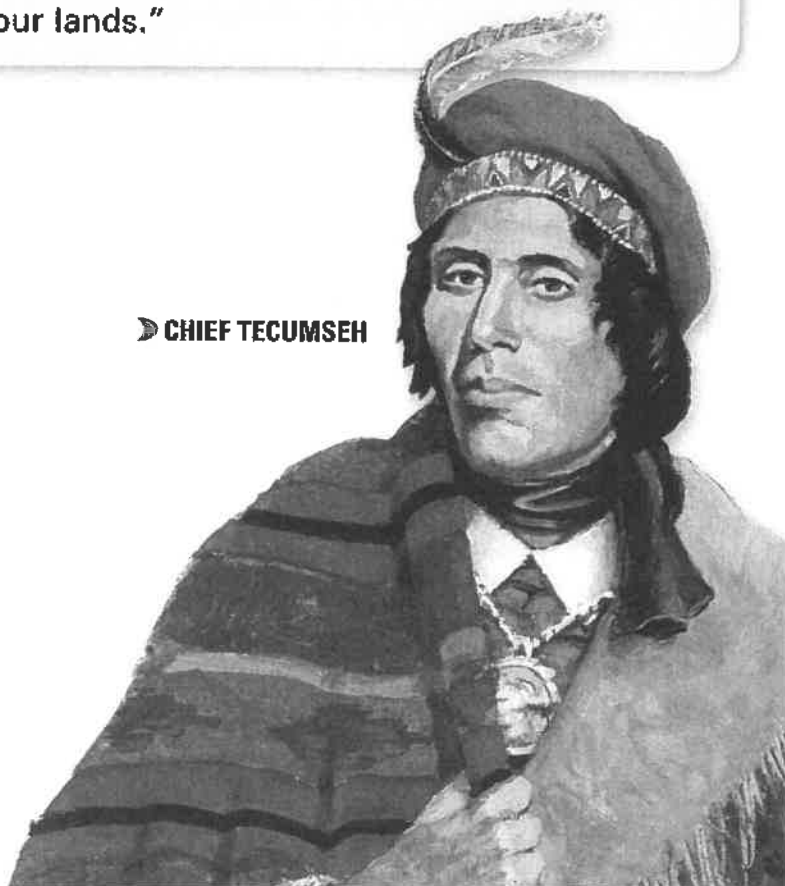
Expanding Borders

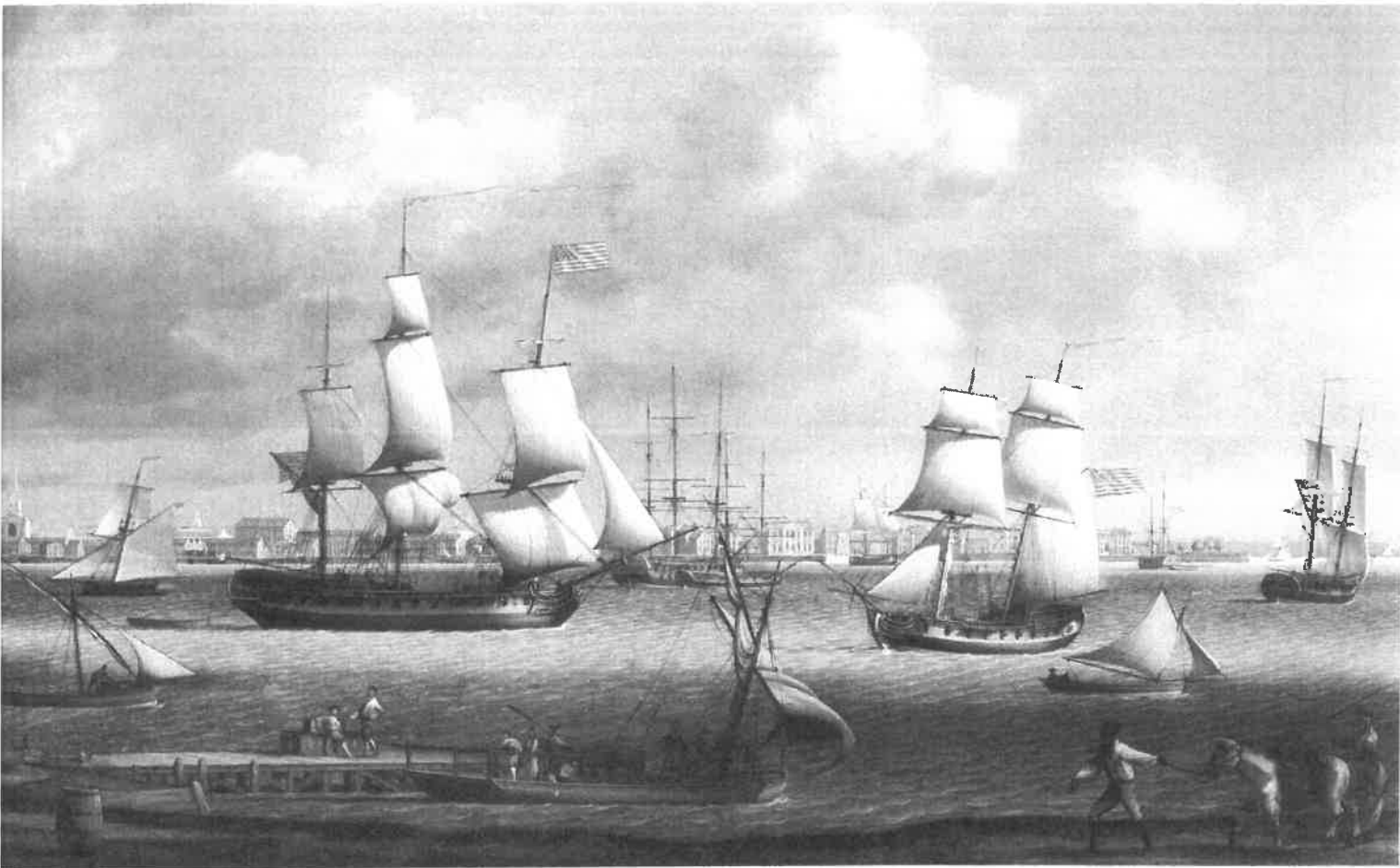


Hundreds of Shawnee have gathered to hear Chief **Tecumseh** (tuh•KUHM•suh) speak. The cold wind chills you as you listen to his words: “Will we let ourselves be destroyed . . . without making an effort worthy of our race?”

The crowd cheers as loud as thunder. “He’s right!” your friend shouts. “A hundred years from now, people will still talk of our bravery. We will fight to defend our lands.”

► CHIEF TECUMSEH





► **SHIPPING** Many American ships traded with France. This led to problems with Britain.

Troubles Grow

As pioneers moved west, they often settled on lands that belonged to Native Americans. Many times, the United States Army tried to force the Native Americans to leave. Britain, which owned Canada, helped the Native Americans and encouraged them to fight the Americans.

Chief Tecumseh urged his people and other Native Americans to unite. He built a village called Prophetstown, in what is now Indiana. Tecumseh hoped the tribes would come together at Prophetstown to defend their lands from the settlers.

Conflicts With Britain

In the early 1800s, many Americans were angry with Britain. They believed

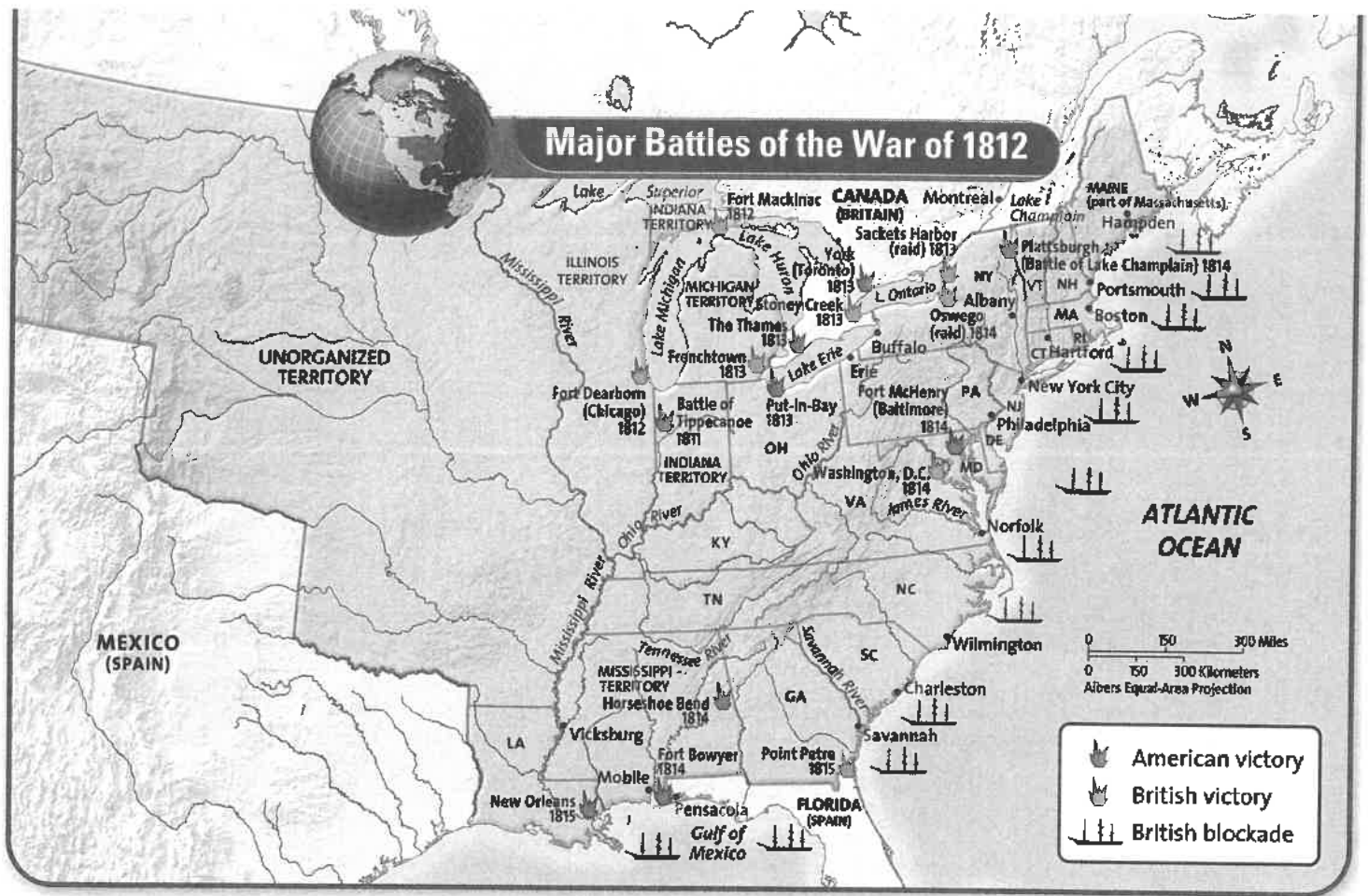
that British actions in both the West and the East threatened the United States.

During this time, Britain was often at war with France. To stop Americans from trading with France and other nations, the British navy captured American trading ships at sea.

After many years at war with France, the British navy needed sailors. British warships stopped American ships at sea. They forced American sailors to work on British navy ships. This action, called **impressment**, angered many Americans. More people began to believe that the United States should go to war.

READING CHECK ✎ DRAW CONCLUSIONS

Why did some Americans want to go to war with Great Britain?



LOCATION Where was the Battle of Tippecanoe fought?

The War of 1812

In June 1812, President James Madison asked Congress to declare war on Britain. At the time, Britain had the strongest navy in the world. Britain used its navy to set up a blockade of American ports. Still, the United States won several important naval battles. In September 1813, Captain Oliver Hazard Perry won the Battle of Lake Erie. This victory helped the United States keep control of its western lands.

A month later, General William Henry Harrison led 4,500 soldiers into Canada. At the Battle of the Thames (TEMZ) the Americans defeated the British and their Native American allies. Among those killed was Chief Tecumseh. Most tribes then gave up their alliances with Britain.

British Attacks on Cities

In August 1814, the British attacked Washington, D.C. First Lady Dolley Madison was still at the White House. As she escaped, she saved many important government papers. That evening, the British burned much of the city, including the White House and the Capital.

Next, the British attacked Baltimore, Maryland. The city was protected by nearby Fort McHenry. British ships fired for hours on the fort, but the Americans did not give up. After seeing the American flag still waving over the fort, Francis Scott Key wrote a poem called "The Star-Spangled Banner." It was later set to music and became the **national anthem**, the official song of the country.

In New Orleans, Louisiana, General Andrew Jackson led Americans to

another victory. Sadly, neither side knew that a treaty ending the war had already been signed two weeks earlier in Europe.

The Growth of Nationalism

After the war ended, many Americans felt a sense of **nationalism**, or pride in one's country. This gave the government confidence to act strongly.

In 1823, President **James Monroe** announced a plan now known as the Monroe Doctrine. It said that "the American continents . . . [are] not to be considered as subjects for future colonization by any European powers. . . ." This meant the United States would try to stop European nations from starting new colonies in the Western Hemisphere.

READING CHECK ✎ DRAW CONCLUSIONS

What were some outcomes of the War of 1812?

► **FRANCIS SCOTT KEY** wrote "The Star-Spangled Banner" after the British attacked Fort McHenry.

Extending Democracy

When the country was founded, only white men who owned property could vote. The new states gave the vote to all white men, and the idea quickly spread.

The election of 1828 was the first time that all white American men could vote. Andrew Jackson of Tennessee was elected President. He was the first President from one of the new states.

The country's new voters felt that Jackson was a "common man" like them. He became a symbol of the country's changing sense of what a democracy should be. These ideas came to be called "Jacksonian Democracy."

READING CHECK ✎ DRAW CONCLUSIONS

How did the country's sense of democracy change?

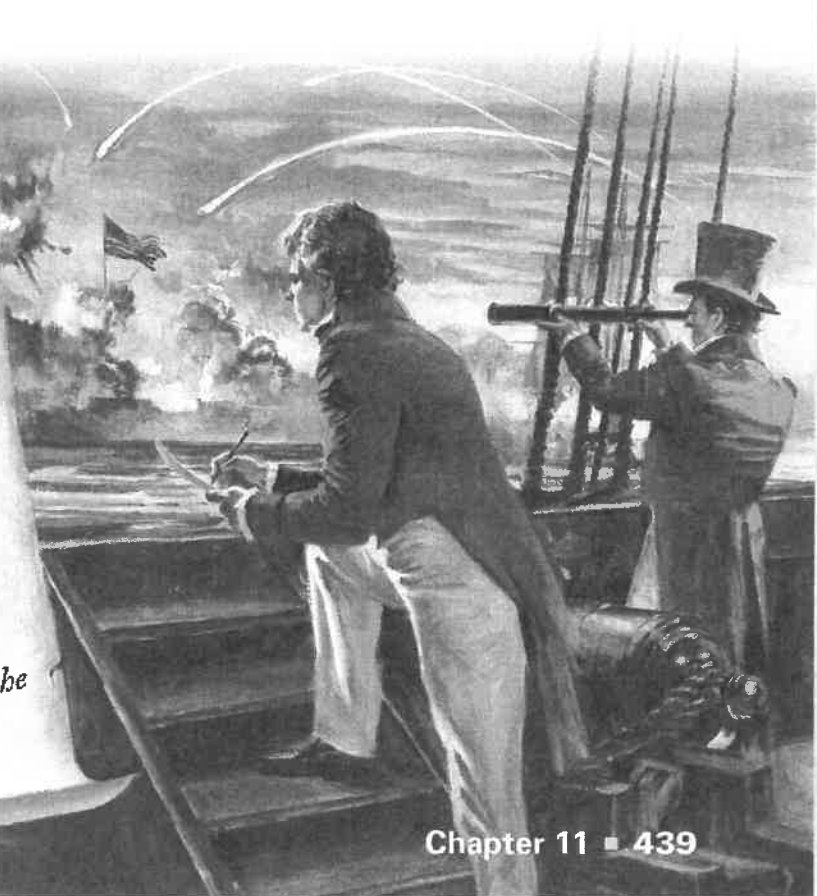
The Star-Spangled Banner

O say, can you see, by the dawn's
early light, what so proudly
we hail'd at the twilight's last
gleaming?

Whose broad stripes and bright
stars, thro' the perilous fight, o'er
the ramparts we watch'd, were so
gallantly streaming?

And the rockets' red glare, the bombs
bursting in air, gave proof thro' the
night that our flag was still there.

O say, does that star-spangled
banner yet wave o'er the land of the
free and the home of the brave?





► **TRAIL OF TEARS** This painting shows a group of Cherokee on the Trail of Tears. Many were forced to walk to the Indian Territory.

The Indian Removal Act

The Cherokee lived in the southeastern United States. Unlike most other tribes, the Cherokee **assimilated** to, or adopted, the ways of life of white settlers. However, the Cherokee still wanted to preserve their own culture. A Cherokee named **Sequoyah** (seh•KWOY•uh) created an alphabet for his people's language.

Many settlers began moving onto Cherokee lands. The Cherokee were peaceful people, but they protested the settlers' taking their land. The discovery of gold brought more settlers to the area.

In 1830, President Jackson signed a law called the Indian Removal Act. It forced the Cherokee and other tribes to leave their lands and go to an area called the Indian Territory. It was west of the Mississippi River, in what is now the state of Oklahoma.

The government of Georgia gave land owned by the Cherokee to new settlers looking for land. **John Ross**, the Cherokee chief, went to court to protect the Cherokee's right to their own land.

The United States Supreme Court sided with the Cherokee. Chief Justice **John Marshall** said that Georgia could not take the Cherokee's lands. However, President Jackson decided to ignore the Supreme Court. He would not enforce the ruling.

The Trail of Tears

In 1836, Martin Van Buren was elected President. The Cherokee hoped he would act justly, but he agreed with Andrew Jackson. On March 27, 1838, Van Buren sent the United States Army to force the remaining Cherokee to move west.

In 1838, the Cherokee started their long journey. To get to the Indian Territory, the

Cherokee had to walk about 800 miles through bad weather. Soldiers guarded them, making escape difficult.

One out of every four Cherokee died on their way to Indian Territory. This journey was known as the Trail of Tears.

The United States also forced almost all Native Americans east of the Mississippi River off their lands. They also died by the thousands on the Trail of Tears.

READING CHECK DRAW CONCLUSIONS

Why did the journey west by the Cherokee and other tribes become known as the Trail of Tears?

Summary

In the War of 1812, the United States fought Britain. A time of national pride and expanding democracy followed. President Andrew Jackson signed the Indian Removal Act. This act forced the Cherokee to move west.



MOVEMENT To where did the Trail of Tears lead?

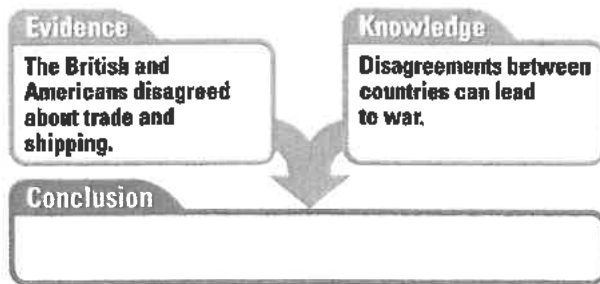
REVIEW

- WHAT TO KNOW** How did the United States grow in the early 1800s and how were Native Americans affected?
- VOCABULARY** Write a sentence that uses the word **assimilate**.
- HISTORY** Why did many Americans want to go to war with Britain?
- CRITICAL THINKING Make It Relevant** How would you feel if you were forced to move from your home to a new place?
- WRITE AN ARTICLE** Pretend you are a newspaper reporter who is with Francis Scott Key. Write a newspaper article that describes what happened at Fort McHenry.



6. DRAW CONCLUSIONS

On a separate piece of paper, copy and complete this graphic organizer.



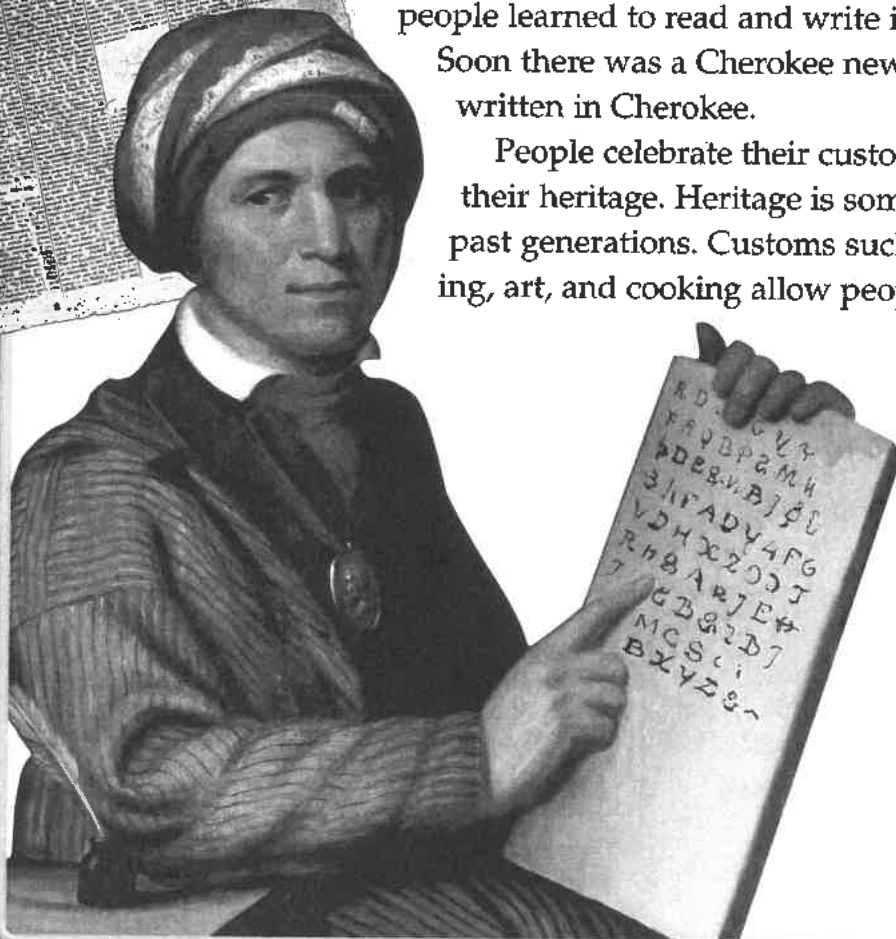
PRESERVING CULTURE

Today, writing is a common way for people to preserve their culture. Before people learned to write, they shared their history through the stories they told.

For centuries, the Cherokee told each other stories. Then Sequoyah created an alphabet for the Cherokee language. His alphabet allowed people to write in Cherokee. In 1821, the Cherokee nation adopted Sequoyah's writing system. Many people learned to read and write in the Cherokee language. Soon there was a Cherokee newspaper and a constitution written in Cherokee.

People celebrate their customs as a way of preserving their heritage. Heritage is something handed down from past generations. Customs such as storytelling, songwriting, art, and cooking allow people to share their culture.

SEQUOYAH developed a Cherokee alphabet that had 85 characters. The *Cherokee Phoenix* (above left) was the first Native American newspaper.





Focus On: Civic Participation



These activities often form a special part of cultural festivals and rituals of worship.

Museums and other organizations also play an important role in preserving cultural history. They display art and crafts that people have made. They often sponsor exhibits and celebrations that help people remember the past.

Make It Relevant Americans preserve their cultures in many ways. How do different groups in your community preserve and share their cultures?

SHARING CULTURE People from all over the world still share their culture through stories and writing.

CEREMONIES Families prepare special dishes and participate in special ceremonies to celebrate and preserve their heritages.



Lesson

3

Time

1780 1820 1860

- 1845 Texas becomes a state
- 1846 The Mexican-American War begins
- 1848 Gold is discovered in California



WHAT TO KNOW

How did the United States grow in the 1830s and the 1840s?

VOCABULARY

- dictator p. 445
- annex p. 446
- ford p. 447
- manifest destiny p. 448
- cession p. 449
- gold rush p. 450
- forty-niners p. 450

PEOPLE

- Davy Crockett
- Jim Bowie
- Sam Houston
- Narcissa Whitman
- Brigham Young
- James K. Polk
- James Marshall
- John Sutter

PLACES

- Alamo
- San Antonio
- Oregon Country
- Independence



DRAW CONCLUSIONS

Evidence Knowledge

Conclusion

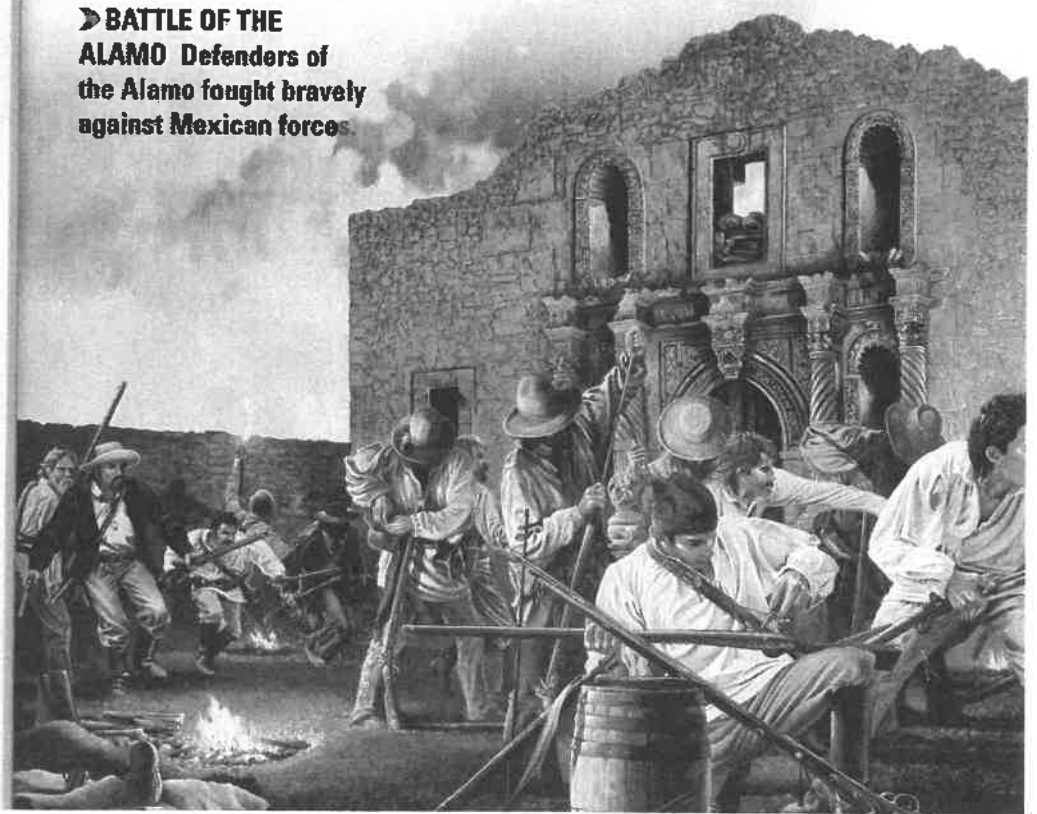
From Ocean to Ocean



It is March 1, 1836. You and about 100 men are at the **Alamo** in **San Antonio**, in Texas. You are defending the Alamo against the Mexican army.

The cannon fire grows louder. The Mexican army has been attacking for days. You know that you will fight bravely to defend the Alamo. You only hope that you will succeed.

► **BATTLE OF THE ALAMO** Defenders of the Alamo fought bravely against Mexican forces.



Texas Independence

In 1821, Mexico won its independence from Spain. Mexico took control of much of the Southwest, including Texas. Because few people lived in Texas, Mexico wanted more settlers to move there. Mexico's leaders offered land in Texas to encourage settlement.

Americans in Texas

Many of these new settlers were Americans. As more and more Americans arrived in Texas, the Mexican government became worried. In 1830, it tried to stop further American settlement. It also raised taxes on Americans already living there. This angered the American settlers.

When General Antonio Lopez de Santa Anna sent troops to Texas to enforce Mexican laws, fighting broke out.

Santa Anna had made himself dictator of Mexico. A **dictator** is a leader who has complete control of the government.

The Alamo

A group of Texans and their supporters turned the **Alamo**, the San Antonio de Valero mission, into a fort. Famous pioneers **Davy Crockett** and **Jim Bowie** were among the Americans at the Alamo. Santa Anna and his army attacked on February 23, 1836. The Alamo defenders held off his army for 13 days. On March 6, the Mexicans won the battle. All but a few of the defenders had died.

While the defenders fought at the Alamo, Texan leaders declared Texas an independent republic. They formed an army led by **Sam Houston**.

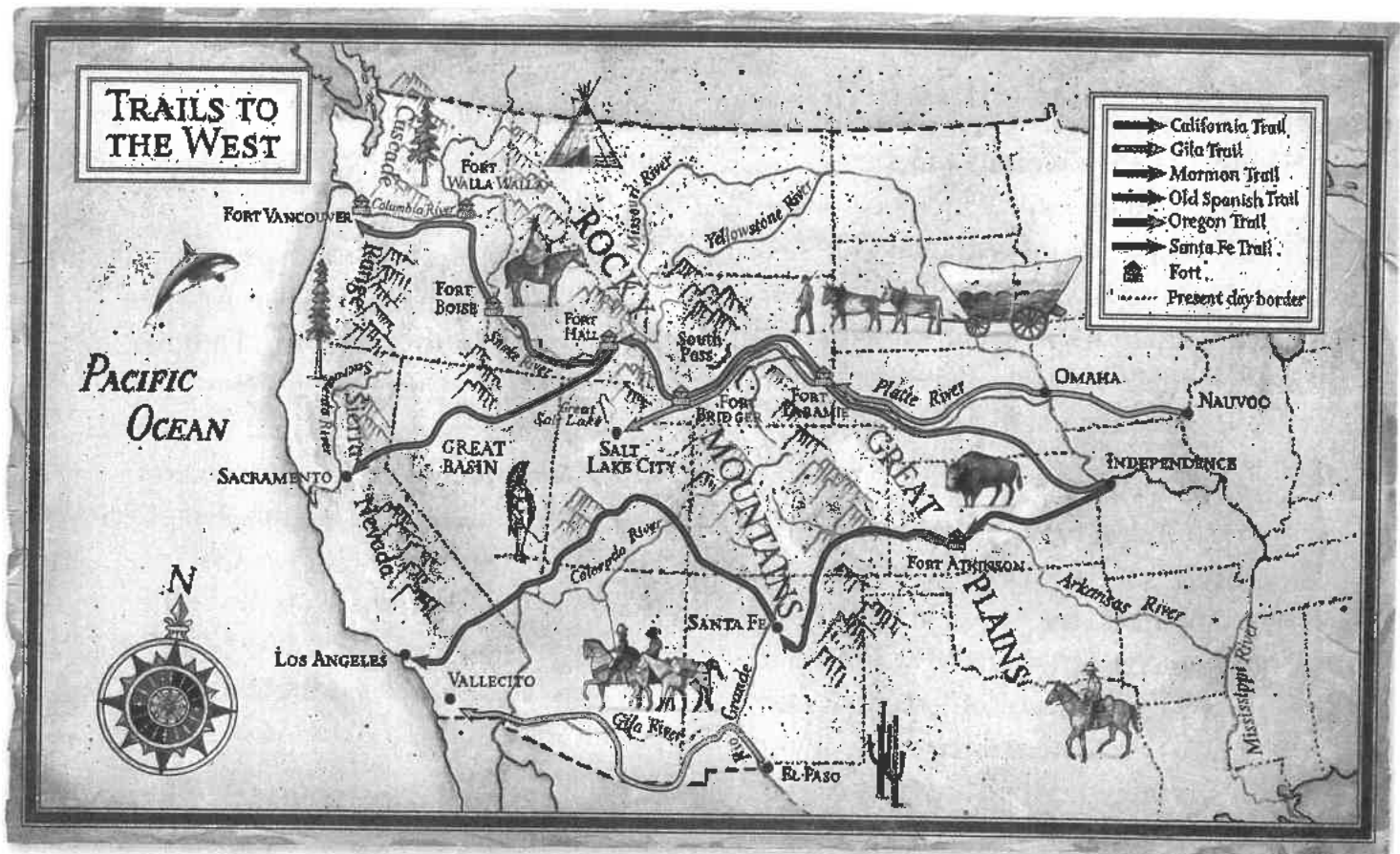
READING CHECK DRAW CONCLUSIONS

What was surprising about the Battle of the Alamo?

MAP SKILL

LOCATION What battles were fought near San Antonio?





MOVEMENT This map shows the trails that settlers followed to the West. How many trails ended in California?

The Lone Star Republic

Texans did not give up after the Alamo. On April 21, the Texas army attacked Santa Anna at San Jacinto. The Texans surprised the Mexicans and attacked, shouting, "Remember the Alamo!" After a brief battle, they captured many soldiers, including General Santa Anna.

In return for his freedom, Santa Anna granted Texas independence. Sam Houston was elected the new nation's first president. Texas was called the Lone Star Republic because its flag had one star. Texas was an independent republic until it was **annexed**, or added on, by the United States in 1845.

READING CHECK **DRAW CONCLUSIONS**

How did the Battle of San Jacinto affect Texas?

Trails West

Americans were always looking west for more land and new opportunities. The **Oregon Country** in the Pacific Northwest was one place that attracted settlers.

The Oregon Trail

Among the first Americans to travel to the Oregon Country were missionaries Marcus and Narcissa Whitman. In letters to her family, **Narcissa Whitman** described the beautiful valleys and rich soil of the Oregon Country. Her letters were later published, and within a few years, thousands of pioneers were following the Oregon Trail west.

The Oregon Trail began in Missouri, at **Independence**. Most pioneers traveled in covered wagons. The wagons were long

and shaped like boats, so people called them “prairie schooners.”

The pioneers traveled west as part of a group of wagons, called a wagon train. No one wanted to travel in winter, for fear of deadly mountain snowstorms. Since it took about six months to travel to the Oregon Country, wagon trains left in the spring.

The way west was filled with hardships. People walked most of the way, because the wagons were filled with supplies. At night, wagons were pulled into a circle for protection. Wagons faced danger when they had to **ford**, or cross, rivers. If a wagon tipped over, goods could be lost or people could drown.

The Mormon Trail

In the 1840s, the Mormons, or members of the Church of Jesus Christ of Latter-day Saints, were not welcome in many places in the United States. They went west to form their own communities and to find greater religious freedom.

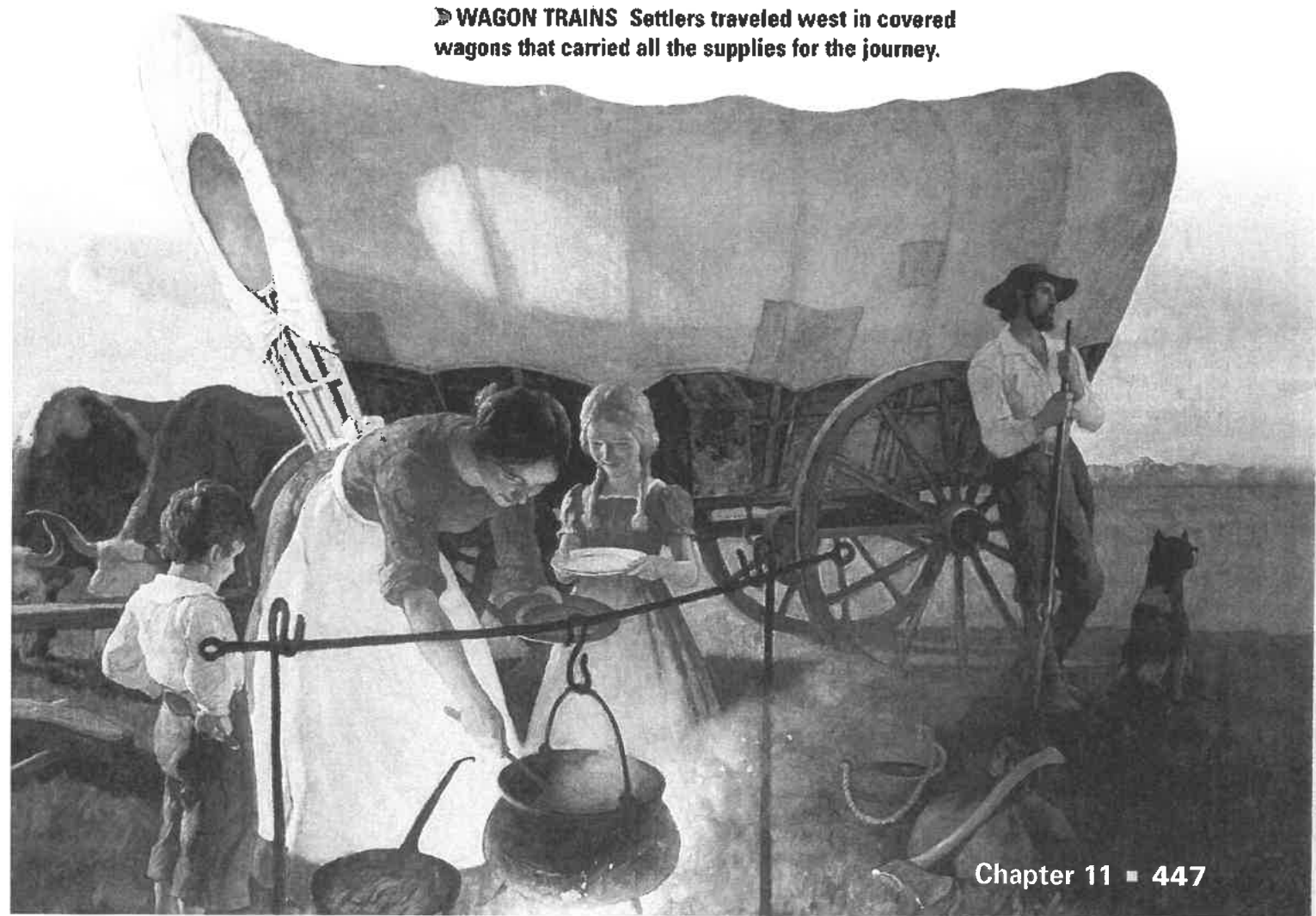
Brigham Young was a Mormon leader. In 1846, he led a group on a 1,000-mile trip from Illinois to the Great Salt Lake valley, in what is now Utah. This route became known as the Mormon Trail.

The Mormons created a city in the valley. The region known as the Utah Territory grew quickly. Brigham Young became the territory’s first governor.

READING CHECK DRAW CONCLUSIONS

Why did the Mormons move west?

► **WAGON TRAINS** Settlers traveled west in covered wagons that carried all the supplies for the journey.



Expanding Borders

In the 1840s, both the United States and Britain claimed the Oregon Country. However, many people in the United States believed that their country had a right to the land. They believed in **manifest destiny**, the idea that the United States was meant to stretch from the Atlantic Ocean to the Pacific Ocean. Many Americans wanted to see the United States expand its borders, even if it meant going to war.

New Conflicts

For a time, it looked like arguments over the Oregon Country might cause another war between Britain and the United States. However, in 1846, the countries settled their differences peacefully and signed a treaty that set region's northern border. Two years later, Congress created the Oregon Territory.

Many Americans also wanted California to be part of the United States. **James K. Polk**, the President of the United States at the time, was a strong supporter of manifest destiny. He offered to buy California and what is now Arizona, and New Mexico for \$30 million. Mexico refused to sell the land.

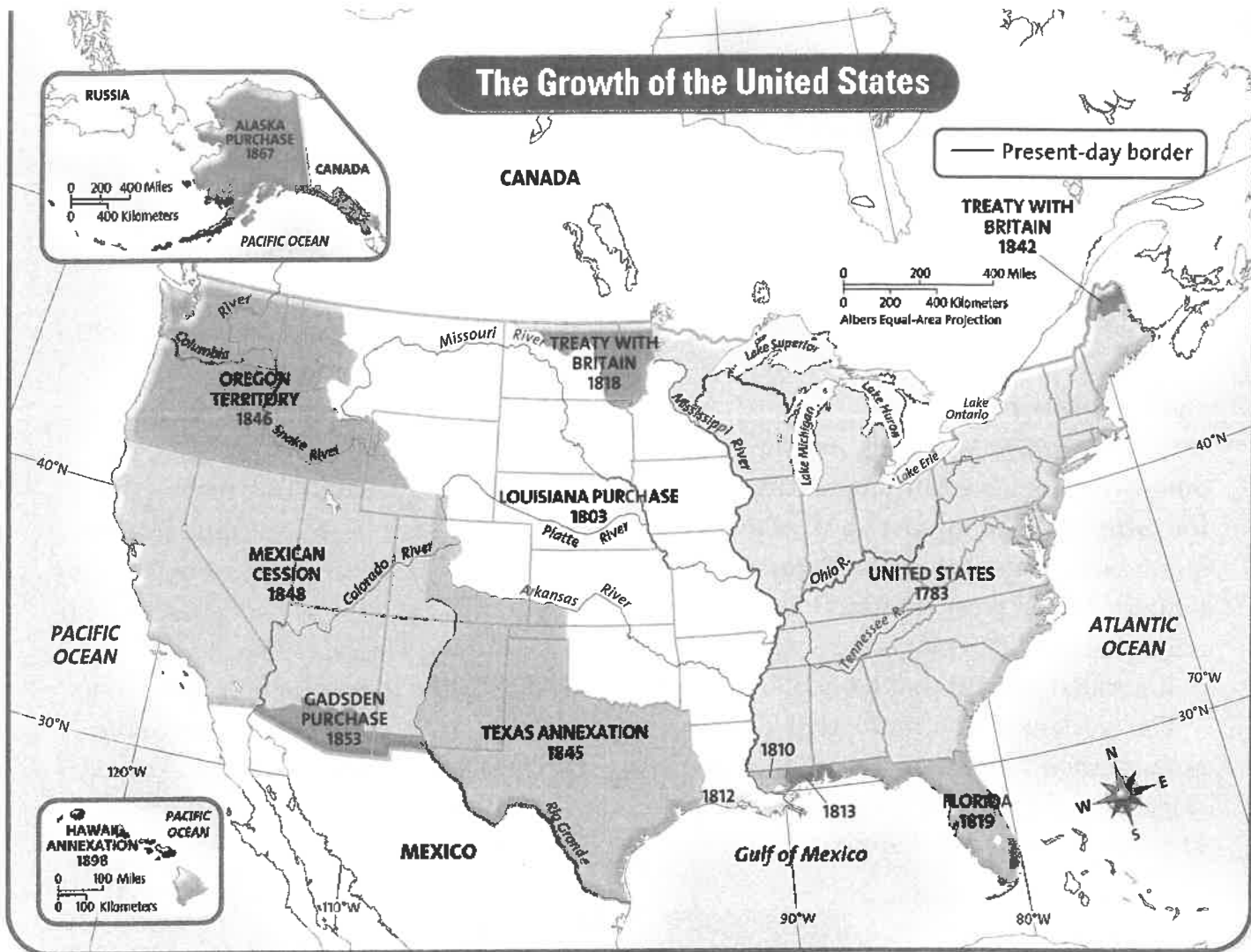
The Mexican-American War

At about the same time, a dispute arose over the border between Texas and Mexico. The United States claimed the border to be the Rio Grande. Mexico said it was the Nueces (nu•AY•says) River, about 100 miles north of the Rio Grande.

When President Polk sent General Zachary Taylor and 3,500 soldiers to the area between the Nueces and the Rio Grande, Mexican troops attacked them at Palo Alto. The United States declared war on Mexico on May 13, 1846.

► **THE MEXICAN-AMERICAN WAR** was fought because of a boundary dispute between the two countries.





MAP SKILL

REGIONS What lands did the United States take control of in the 1840s?

In 1847, American forces captured the city of Vera Cruz. From there, they marched to Mexico’s capital, Mexico City. The Mexican troops fought bravely but were defeated on September 14, 1847. After more than a year of fighting, the Mexican-American War was over.

New Borders

In February 1848, the United States and Mexico signed a treaty that officially ended the war. In the Treaty of Guadalupe Hidalgo (gwah•dah•LOO•pay ee•DAHL•goh), Mexico gave up all of its claims to southern Texas. Later, both governments recognized the Rio Grande as the southern border of Texas.

Mexico also sold the United States a large area known as the Mexican Cession. A **cession**, or concession, is something given up. The Mexican Cession included all of present-day California, Nevada, and Utah, and parts of what are now New Mexico, Arizona, Colorado, and Wyoming. In return, the United States paid Mexico \$15 million. In 1853, the United States bought the rest of New Mexico and Arizona from Mexico in what was called the Gadsden Purchase.

READING CHECK **DRAW CONCLUSIONS**

Why did the United States and Mexico go to war?

The California Gold Rush

In the 1840s, California was a land of large ranches with a few small towns. However, the discovery of gold in 1848 changed the region forever.

The Forty-Niners

In 1848, James Marshall and some other workers were building a sawmill for John Sutter along the bank of the South Fork of the American River. On January 24, the workers found a small nugget of gold. No one is sure who found it, but Marshall said that he had.

The workers found more gold, and the news of their discovery spread. It soon caused a **gold rush**, or a sudden rush of people to an area where gold has

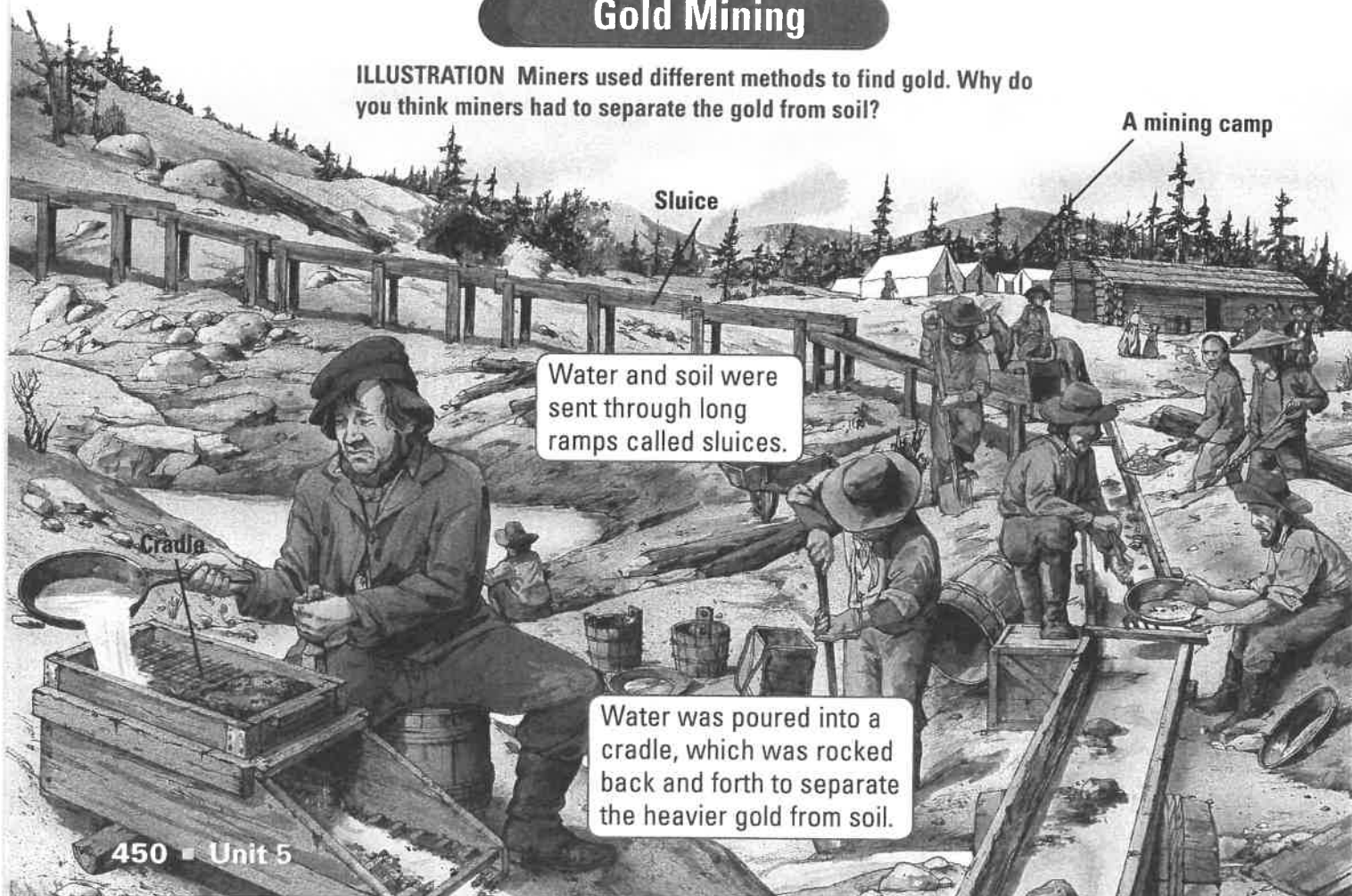
been found. During the next year, about 90,000 people rushed to California. They were called **forty-niners** because most arrived in 1849. Among the forty-niners were women and as many as 1,000 African Americans, both free and enslaved.

Most of the forty-niners came from other parts of the United States. Some made their way west along the overland trails. Others reached California by sailing around the tip of South America or by crossing the Isthmus of Panama and then sailing up the Pacific coast.

Many of the forty-niners who came to California were from other parts of the world, including Mexico, South America, Europe, and Asia. In fact, about one of every four newcomers was Chinese.

Gold Mining

ILLUSTRATION Miners used different methods to find gold. Why do you think miners had to separate the gold from soil?



Changing California

The gold rush brought great changes to California. Those who did not find gold often stayed and turned to ranching or farming. Others started businesses. By the end of 1849, California's population had grown to more than 100,000 people. A group of California leaders decided that California should become a state. After some debate, Congress agreed. In 1850, California became the thirty-first state.



READING CHECK DRAW CONCLUSIONS

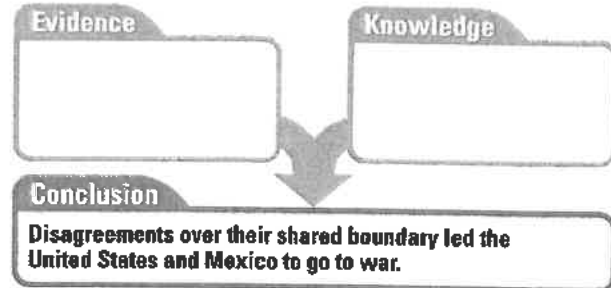
How did the discovery of gold change California?

Summary

Texas gained independence from Mexico and later became a state. Pioneers traveled west on the Oregon and Mormon Trails. The United States gained lands as a result of the Mexican-American War. California grew because of a gold rush.

REVIEW

- 1. WHAT TO KNOW** How did the United States grow in the 1830s and 1840s?
- 2. VOCABULARY** Use **annex** in a sentence.
- 3. GEOGRAPHY** What trails did pioneers use to travel west?
- 4. CRITICAL THINKING** Why do you think many Americans believed in manifest destiny?
- 5.  WRITE A JOURNAL ENTRY** Pretend you are a forty-niner traveling to California. Write a diary entry that describes your journey and what you will do when you arrive.
- 6.  DRAW CONCLUSIONS** On a separate piece of paper, copy and complete this graphic organizer.



Some miners were lowered underground to search for gold. This was called coyoting.

Winch

Pans were also used to separate gold from soil.

A Long Tom was a longer version of a cradle.

Long Tom

Lesson

4

Time

1780

1820

1860

1790
The first American textile mill is built

1825
The Erie Canal opens

1830
The first American locomotive is built



WHAT TO KNOW
How did new inventions change life in the United States?

VOCABULARY

- canal p. 453
- lock p. 453
- locomotive p. 454
- Industrial Revolution p. 455
- cotton gin p. 456
- interchangeable parts p. 456

PEOPLE

- Robert Fulton
- Peter Cooper
- Samuel Slater
- Moses Brown
- Francis Cabot Lowell
- Eli Whitney
- Cyrus McCormick
- John Deere
- Samuel F. B. Morse

PLACES

- New York City
- Lake Erie
- Hudson River
- Pawtucket



DRAW CONCLUSIONS

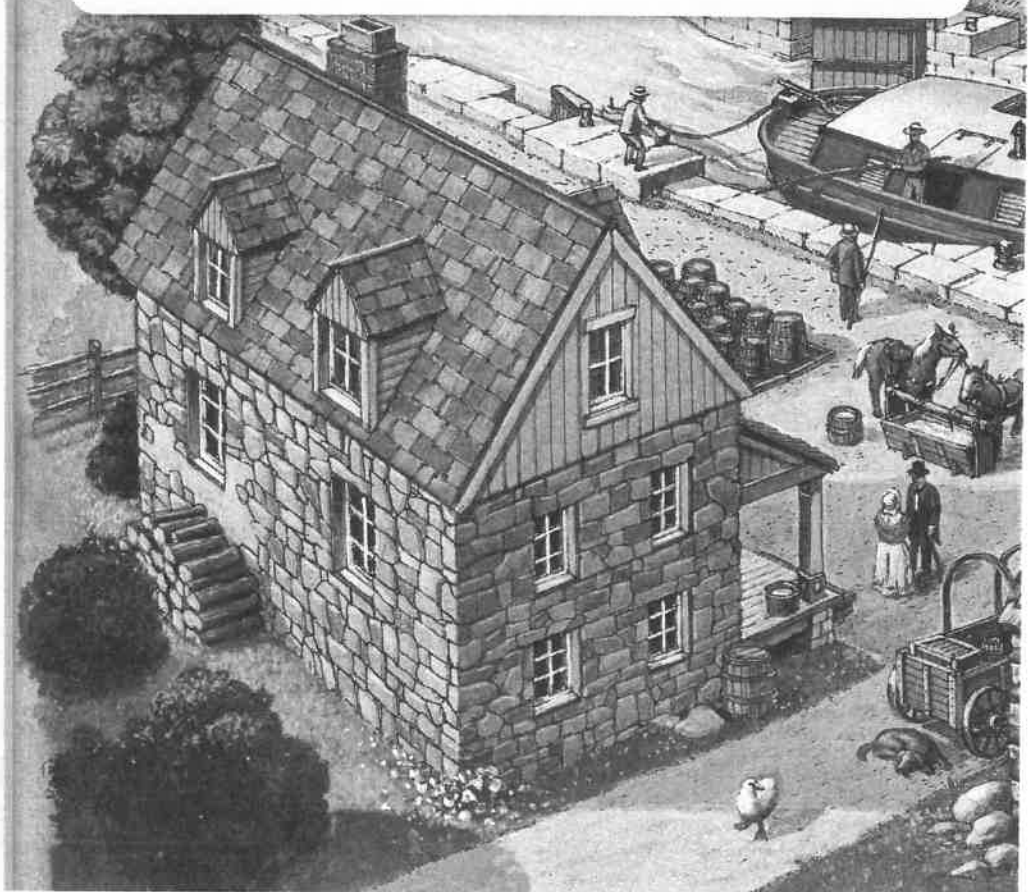
Evidence	Knowledge
<input type="text"/>	<input type="text"/>
Conclusion	
<input type="text"/>	

New Ideas and Inventions



It is 1825, and you are at a ceremony in **New York City**. Governor DeWitt Clinton traveled from **Lake Erie** along the Erie Canal to the **Hudson River**. Then his boat sailed down the Hudson to the city.

Governor Clinton pours a bottle of water from Lake Erie into the harbor. The Great Lakes are now linked by water all the way to the Atlantic Ocean.



Transportation

During the first half of the 1800s, new inventions allowed people to travel and transport goods more easily.

Roads and Canals

Settlers living in states west of the Appalachians found it difficult to ship goods east across the mountains. To solve this problem, Congress voted to build the National Road. By 1818, it connected Maryland to present-day West Virginia. Shipping goods over land was still slow and costly, though.

Boats offered faster and cheaper transportation, but many rivers had changes in elevation. In some places, rapids and waterfalls made boat travel impossible.

Canals could avoid such obstacles and extend natural waterways. A **canal** is a human-made waterway that connects

bodies of water. In 1817, New York's governor, DeWitt Clinton, decided to begin work on a canal from Lake Erie to the Hudson River.

Irish immigrants and local workers built the Erie Canal in eight years. It was 363 miles long and had 83 locks. In a **lock**, a section of water is held by two gates. When one gate is opened, the water raises or lowers the boat to the level of the water in the next lock.

The Erie Canal linked the Great Lakes to the Atlantic. It cut the time and cost of shipping a ton of goods from Buffalo to New York City from 20 days to 8 days and from about \$100 to less than \$10. The canal helped make New York City a center of trade.

READING CHECK **DRAW CONCLUSIONS**
How did the Erie Canal change trade in the nation?

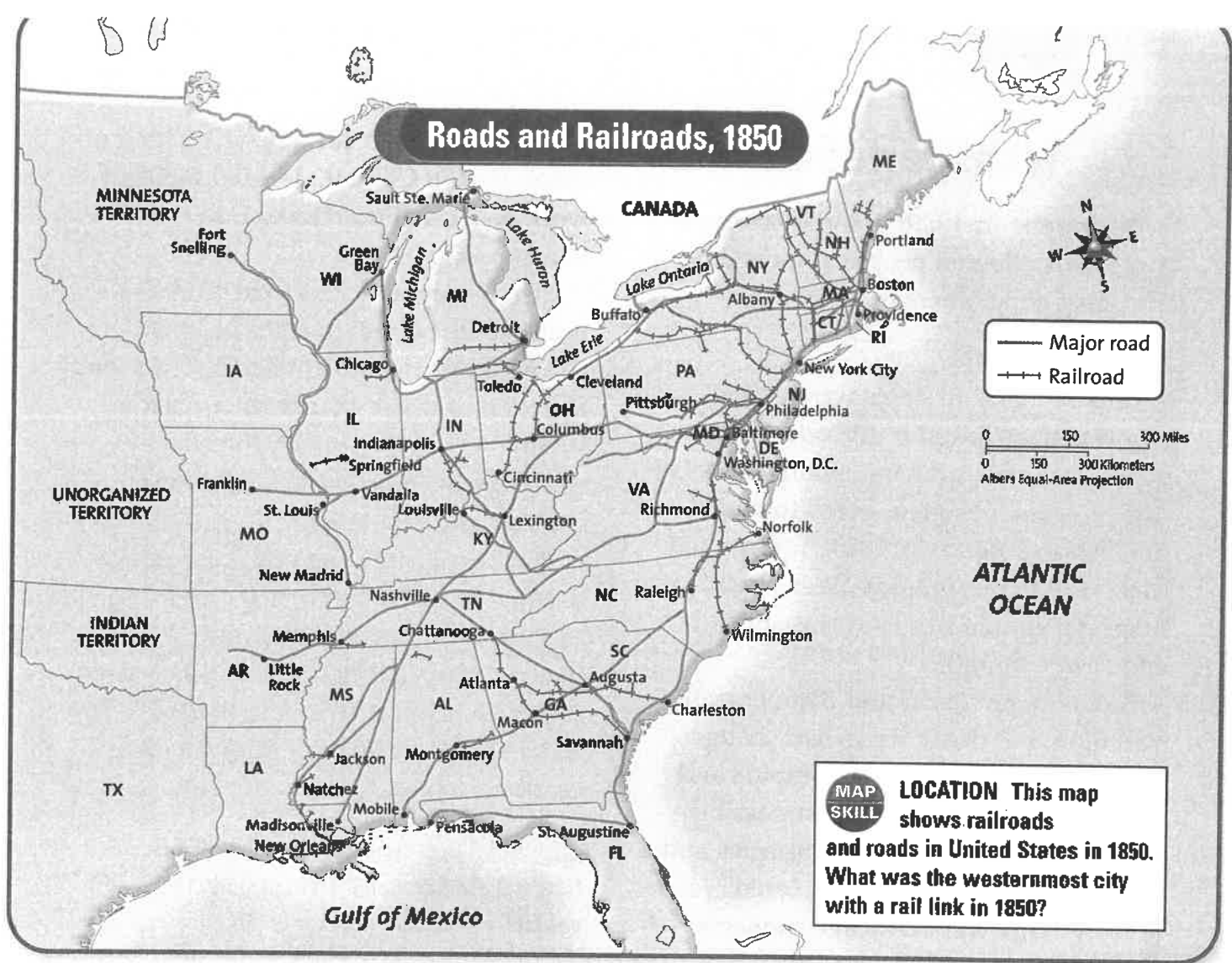
The Erie Canal

ILLUSTRATION Canals used locks to safely travel through different elevations. How were boats moved through the canal?

1 Water in locks raised or lowered boats to a certain level.

2 Locks let boats travel safely through different elevations.

3 Horses, mules, and oxen pulled the boats through the locks.



Steamboats and Railroads

After the success of the Erie Canal, many states began building their own canals. However, by the 1840s, canal travel was being replaced by newer and faster ways of moving goods and people.

The steam engine was invented in Britain and had been improved over the years. In 1807, American inventor **Robert Fulton** used a steam engine to power his boat, the *Clermont*. Soon steamboats became the main form of travel on large rivers across the nation. They could easily travel upstream against the current.

Steam engines were also used to build **locomotives**, or railroad engines. In 1830, **Peter Cooper** built the first American locomotive, the *Tom Thumb*. Cooper proved that steam locomotives could pull railroad cars over iron rails.

The number of railroads grew quickly. Tracks soon linked cities in the eastern United States. Rail travel was faster and cheaper than steamboats. By 1850, more than 9,000 miles of railroad track crossed the country. Railroads made it easier for people to travel and ship goods.

READING CHECK DRAW CONCLUSIONS

How did the steam engine change travel in the 1800s?

The Industrial Revolution

During the 1800s, new inventions and forms of transportation changed the way people lived and worked. They allowed people to use machines instead of hand tools to make large quantities of goods. Workers could make goods more quickly and at a lower cost. This change in manufacturing came to be called the **Industrial Revolution**.

Mills in the North

The Industrial Revolution began in Britain. People invented machines that spun thread and wove textiles, or cloth. These machines were placed in factories called mills, where many people came to work. Fast-moving water from nearby rivers powered the new machines.

British leaders did not want other countries to learn how to build these

machines. Neither the machines nor the workers who used them were allowed to leave Britain. **Samuel Slater**, a British mill worker, memorized every detail about the complicated machines. Then he sneaked aboard a ship for the United States.

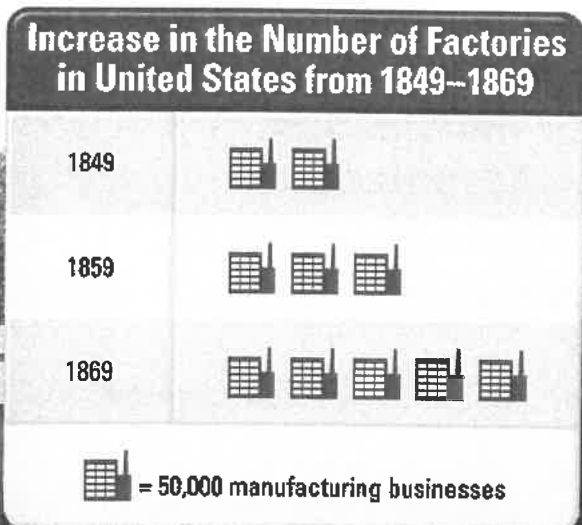
In 1793, Slater and **Moses Brown** built the first American textile mill in **Pawtucket**, Rhode Island. It marked the beginning of large-scale manufacturing in the United States. Instead of working at home, more people began to go to work in factories. Many of these workers were women and children.

In 1814, **Francis Cabot Lowell** built a mill in Waltham, Massachusetts. This mill did all the jobs needed to make raw cotton into finished cloth. His workers lived in nearby houses owned by the mill.

READING CHECK DRAW CONCLUSIONS

Why was Samuel Slater's change important?

► **GRAPH** The number of factories (below) grew from 1849 to 1869. How many factories were in the United States in 1869?



More Inventions

In 1793, **Eli Whitney** visited a cotton plantation. He saw how difficult it was to remove seeds from cotton by hand. Whitney invented the **cotton gin**, a machine that could remove the seeds.

The cotton gin changed plantation farming. Cotton could be prepared for market in less time. This let planters grow more cotton. As a result, they needed more enslaved workers to harvest cotton.

Whitney also invented a system of interchangeable parts for making guns. **Interchangeable parts** are parts that are exactly alike. Guns, like most other goods at that time, were made one at a time by skilled workers. The new parts were made by machine. Almost anyone could learn to put these parts together.

Interchangeable parts made mass production possible. Large amounts of goods could be made at one time. Cheaper machine-made goods replaced many expensive handmade goods.

Other Inventors

New inventions also helped farmers. In 1832, **Cyrus McCormick** invented a mechanical reaper for harvesting grain. With McCormick's reaper, farmers could harvest wheat much faster than they could by hand. In 1837, **John Deere** invented a strong steel plow to cut through the heavy soil in the Midwest.

That same year, **Samuel F. B. Morse** invented a faster way to communicate. His invention, called the telegraph, sent messages from one machine to another

Primary Sources

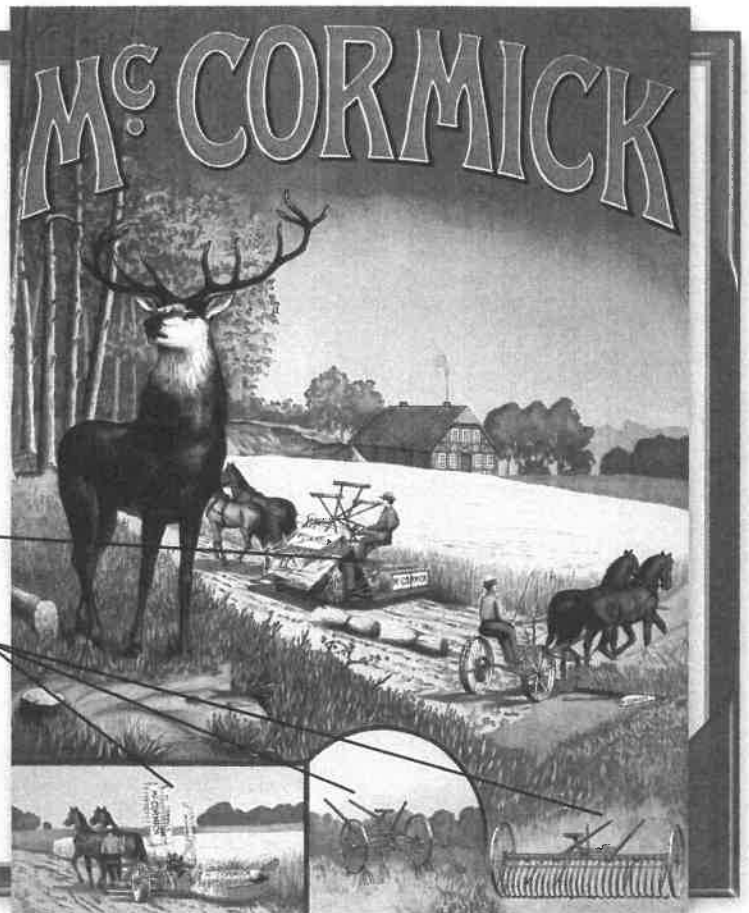
McCormick Advertisement

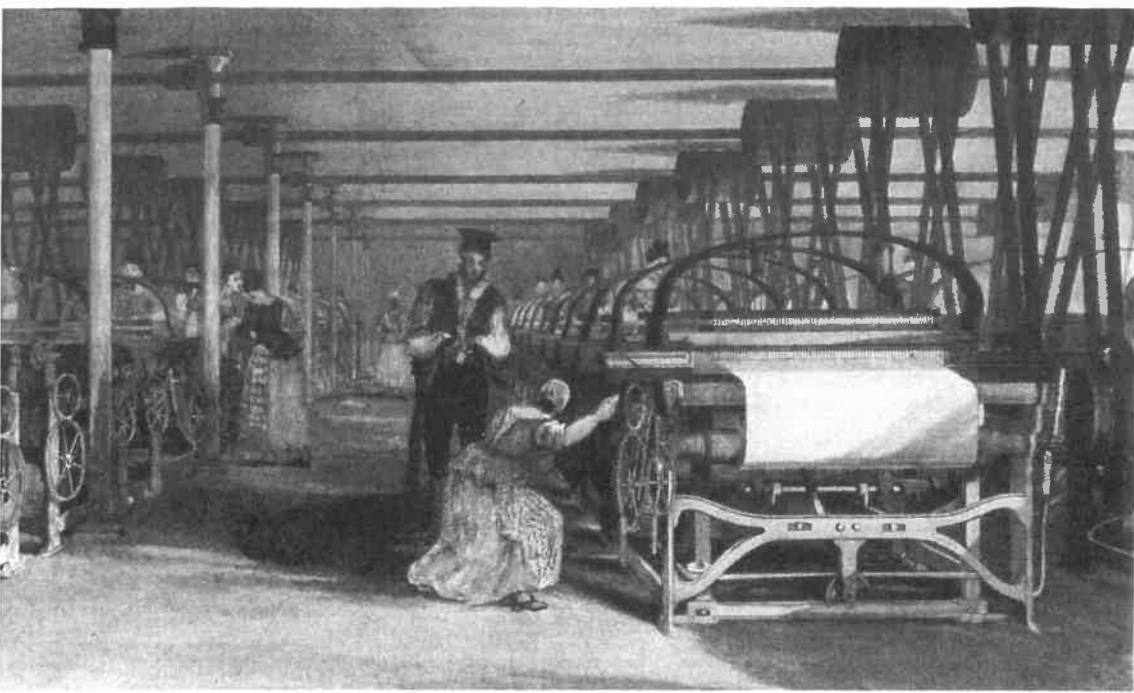
Background This early advertisement shows a McCormick reaper.

A McCormick reaper

Other kinds of farm machinery manufactured by McCormick

DBQ What was used to pull the McCormick reaper and how did farmers use it?





► **FACTORY WORKERS** Many factory workers were immigrants who came to the United States to find jobs.

along a wire. To do this, Morse invented a code system in which electronic “dots” and “dashes”—short and long taps on a key—stood for letters of the alphabet.

The Industrial Revolution changed the nation. Some people moved from farms to cities to work in factories. The United States was becoming an industrial power.

READING CHECK **DRAW CONCLUSIONS**

How did the reaper help farmers?

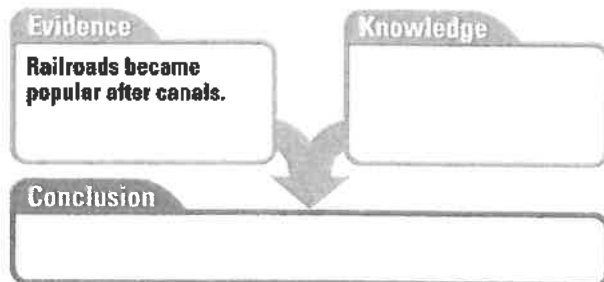
Summary

Canals made both travel and the shipping of goods faster and cheaper. Then steamboats and railroads powered by steam improved transportation even more. New inventions, in addition to new kinds of transportation, led to the Industrial Revolution. Life in the United States was changing quickly.

REVIEW

1. **WHAT TO KNOW** How did new inventions change life in the United States?
2. **VOCABULARY** Use the word **canal** in a sentence that gives its meaning.
3. **ECONOMICS** How did the invention of the cotton gin affect plantation owners?
4. **CRITICAL THINKING** How do you think the growth of railroads affected the use of canals?
5. **MAKE AN ADVERTISEMENT** Imagine that you are living during the Industrial Revolution. Make a poster advertising one of the new inventions. Include both words and pictures.

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



1780

1800

1803
The Louisiana Purchase is made

1805
Lewis and Clark reach the Pacific



Visual Summary

Summarize the Chapter



Draw Conclusions Complete this graphic organizer to draw a conclusion about the westward expansion of the United States.

Evidence

Today, the United States stretches from the Atlantic Ocean to the Pacific Ocean.

Knowledge

The Louisiana Purchase and the Mexican-American War gave the United States many new lands.

Conclusion



Vocabulary

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

1. to cross a deep river
2. a feeling of pride for one's country
3. an early settler of an area
4. a low place between mountains
5. to adopt the customs of another culture

6. a human-made waterway that connects bodies of water
7. something given up, such as land

Word Bank

- | | |
|--------------------|----------------|
| gap p. 427 | ford p. 447 |
| pioneer p. 427 | cession p. 449 |
| nationalism p. 439 | canal p. 453 |
| assimilate p. 440 | |

1825
The Erie Canal opens



1830
The Indian Removal Act is signed



1846
The Mexican-American War begins



Time Line

8. Did Lewis and Clark reach the Pacific Ocean before or after the Erie Canal was opened?
9. When was the Indian Removal Act signed?



Facts and Main Ideas

Answer these questions.

10. What was the Trail of Tears?
11. Where did the Oregon Trail begin?
12. How did the cotton gin affect slavery?

Write the letter of the best choice.

13. Which President was responsible for the Louisiana Purchase?
 - A Andrew Jackson
 - B James Polk
 - C James Monroe
 - D Thomas Jefferson
14. Which of the following was the first to become a state?
 - A Texas
 - B Oregon
 - C Kentucky
 - D California
15. Who was the first governor of both the states of Franklin and Tennessee?
 - A Daniel Boone
 - B John Sevier
 - C William Clark
 - D Zebulon Pike



Critical Thinking

16. What brought the United States into conflict with Native Americans in the 1800s?
17. How did railroads and canals help the United States grow?
18. How were the problems faced by settlers in Texas like those of colonists in the thirteen British colonies?



Skills

Make a Thoughtful Decision

19. Imagine that you are planning to settle in Ohio. Use the steps listed on page 434 to make a thoughtful decision about the supplies you will need for your journey.

writing



Write a Letter Pretend you are part of a pioneer family that has just moved to Kentucky. Write a letter to relatives back in Virginia, telling them about your new home.



Write an Editorial Pretend you are a newspaper editor writing about the Industrial Revolution. Write an editorial that either supports or opposes the building of more factories. Be sure to include reasons for your position.

Fun with Social Studies

Changes Already!

Ten amendments added to document.

Sweaty Delegates Pack State House

New form of government planned in secret talks.


What's Going On?

It's the late 1700s, and Philadelphia's papers have big news. What has happened?



It's Official!

All states finally vote yes.

Crack the Code

Fill in the correct vocabulary words to find the name of a War of 1812 battle.

abc
VOCABULARY

- _____ to approve
- _____ to charge the President with a crime
- _____ the President's advisors
- _____ an agreement between two groups
- _____ a weapons storehouse
- _____ a Supreme Court judge



Lunch Scramble

Match the customers with the lunch they would have ordered.



Sacagawea



Forty-niner



Benjamin Banneker



Oregon Trail Pioneer

Customer #1

Dried beans
Crackers
Dried meat

Must not spoil during 6-month trip in covered wagon.

Customer #2

Sandwich
Fresh fruit

Other items to take with me as I survey Washington, D.C.

Customer #3

Nothing

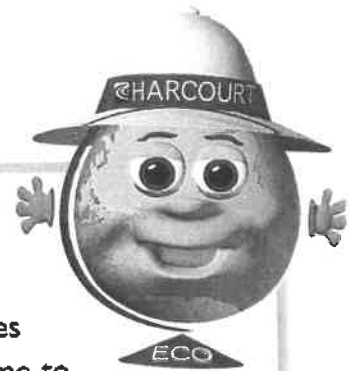
Will find food along the trail with Mr. Lewis and Mr. Clark.

Customer #4

Yellow cheese
Yellow potatoes
Yellow corn

Anything else that's the color of my favorite metal.

Online Adventures



Eco just learned that a thief has stolen pieces of the United States Constitution! Play the online game to recover the missing pieces and save the day. Along with Eco, you'll solve puzzles in different places and times to catch the thief and save the Constitution. Play now at www.harcourtschool.com/ss1



Review and Test Prep



THE BIG IDEA

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



Reading Comprehension and Vocabulary

The Young Republic

In 1789, American leaders gathered at a convention to improve the Articles of Confederation. Then they decided to replace them instead. This resulted in the Constitution, a new plan of government.

The Constitution established three branches of the federal government—the executive, legislative, and judicial branches. Checks and balances kept any one branch from having too much power. After much debate, all 13 states ratified the Constitution. In 1791, the Bill of Rights was added. These first ten amendments guaranteed certain rights and freedoms for American citizens.

Immigrants poured into the United States during the late 1700s and early 1800s. Many moved west in search of open lands. After the Louisiana Purchase, the nation stretched west to the Rocky Mountains. As the nation grew, many Native Americans lost their lands. Many also suffered during the Trail of Tears.

After the Mexican-American War, the United States gained many western lands from Mexico. By 1850, the United States stretched from sea to sea. Railroads, canals, telegraphs, and other technology helped different regions of the nation connect.

Use the summary above to answer these questions.

- What is a convention?
 - a plan of government
 - a disagreement
 - an important meeting
 - a change
- What is the purpose of checks and balances?
 - to keep one branch of the government from having too much power
 - to keep states from printing money
 - to make sure leaders never compromise
 - to stop the states from going to war
- What does the word amendment mean?
 - change
 - compromise
 - debate
 - decision
- When did the United States gain land from Mexico?
 - after the Mexican-American War
 - after the American Revolution
 - after the Battle of the Alamo
 - after the War of 1812





Facts and Main Ideas

Answer these questions.

- What event made Americans think about the strength of the central government?
- What explains that the purpose of the Constitution is to create fair government?
- What is one responsibility that citizens have at the national, state, and local level?
- Why did immigrants come to the United States in the late 1700s and early 1800s?
- Why did Tecumseh choose to fight alongside the British during the War of 1812?
- What period of new inventions and transportation changed life in the 1800s?

Write the letter of the best choice.

- Which compromise addressed slavery?
 - the Connecticut Compromise
 - the Great Compromise
 - the Three-Fifths Compromise
 - the Virginia Plan
- Which amendment reserves some rights for the states?
 - the First Amendment
 - the Second Amendment
 - the Fourth Amendment
 - the Tenth Amendment
- Which of these was one of the earliest pioneers to cross the Cumberland Gap?
 - Davy Crockett
 - Daniel Boone
 - William Clark
 - Meriwether Lewis
- How did the Industrial Revolution affect the population of cities?
 - The population grew rich.
 - The population grew smaller.
 - The population grew larger.
 - The population stayed the same.



Critical Thinking

- What is one way citizens can show their civic virtue?
- What resources made many settlers want to follow the Oregon Trail?
- What role did religion have in the settlement of the Utah Territory?
- How did the invention of the steam engine change transportation?

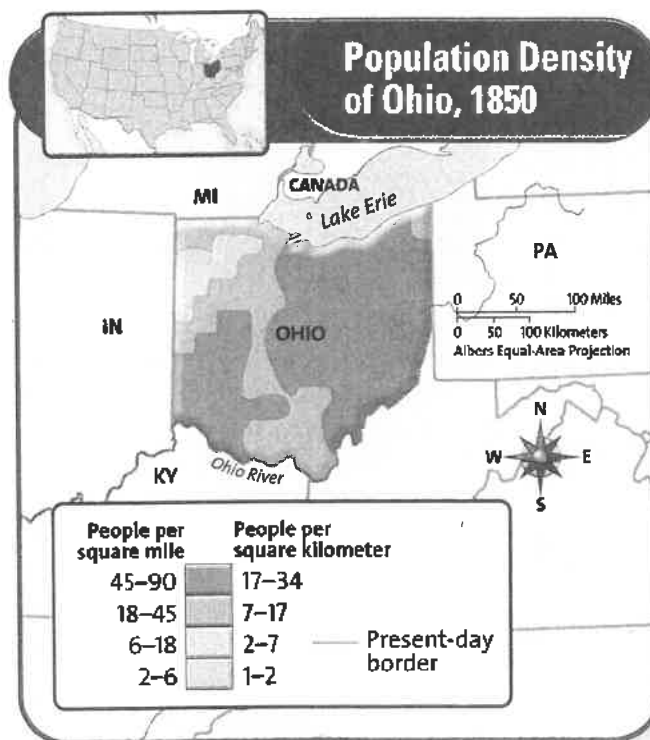


Skills

Read a Population Map

Use the map below to answer the question.

- Which part of Ohio has the lowest population density?



Activities

Show What You Know



Unit Writing Activity

Write a Persuasive Letter Imagine that you are writing to a student in another country.

- In your letter, convince him or her of the importance of the Constitution.
- Tell why the Constitution is the foundation of the American republic.

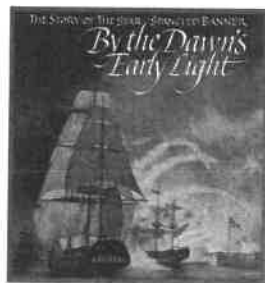


Unit Project

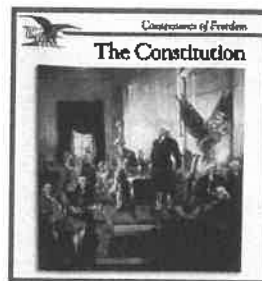
Make a Time Line Complete a time line that shows the nation's growth during the late 1700s and early 1800s.

- Choose events in the nation's history that resulted in political, economic, geographic, or population growth.
- Illustrate these events with pictures.

Read More



- ***By the Dawn's Early Light: The Story of the Star-Spangled Banner*** by Steven Kroll. Rebound by Sagebrush.



- ***The Constitution*** by Marilyn Prolman. Children's Press.



- ***A Pioneer Sampler*** by Barbara Greenwood. Houghton Mifflin.



For more resources, go to www.harcourtschool.com/ss1





Name _____ Date _____

Chapter Study Guide

DIRECTIONS Fill in the missing information in these paragraphs about frontier life. Use the terms below to help you complete the paragraphs.

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Daniel Boone	Andrew Jackson	Mormon Trail	cotton gin
Cumberland	settlers	Texas	steamboats
Louisiana Purchase	Fort McHenry	Great Salt Lake	locomotives
Meriwether Lewis	James Madison	Alamo	inventions
Wilderness Road	Tecumseh	gold	canals

Lesson 1 One way over the Appalachians was on an old Native American trail that went through the _____ Gap. _____, an early pioneer, blazed a trail through the gap. It became known as the _____, and it became the main route to the West. In 1803, Thomas Jefferson made the _____, which more than doubled the size of the United States. Because little was known about the land, Jefferson chose _____ and William Clark to explore the region.

Lesson 2 One problem leading to the War of 1812 was the _____ who moved to lands that belonged to Native Americans. Chief _____ urged the different tribes to unite to stop them. _____ asked Congress to declare war on Britain in 1812. In 1814, Francis Scott Key watched British ships bomb _____ and wrote a poem that later became the national anthem. After the war, President _____ signed the Indian Removal Act, forcing the Cherokee and other tribes to leave their land.

(continued)

Lesson 3 The mid-nineteenth century was a time of major western settlement.

Mexico's leaders wanted more settlers to move to Mexico, so they offered land in _____ to encourage settlers. As more Americans arrived, the Mexican government tried to stop further settlement. This led to a battle at the _____. Instead, Americans followed the Oregon Trail west in covered wagons. Brigham Young led a group of Mormons on a 1,000-mile trip from Illinois to the _____, which became known as the _____. In 1848, the discovery of _____ in California changed the region forever.

Lesson 4 New _____ during the first half

of the 1800s allowed people to travel and transport goods more easily. _____ connected bodies of water.

_____ became the main form of travel on large rivers.

Steam engines were also used in _____, or railroad engines. Eli Whitney's invention of the _____ greatly changed plantation farming.

DIRECTIONS Below is a fictional letter from a member of the Corps of Discovery to a friend back home. Use the words and phrases in the box to complete the letter.

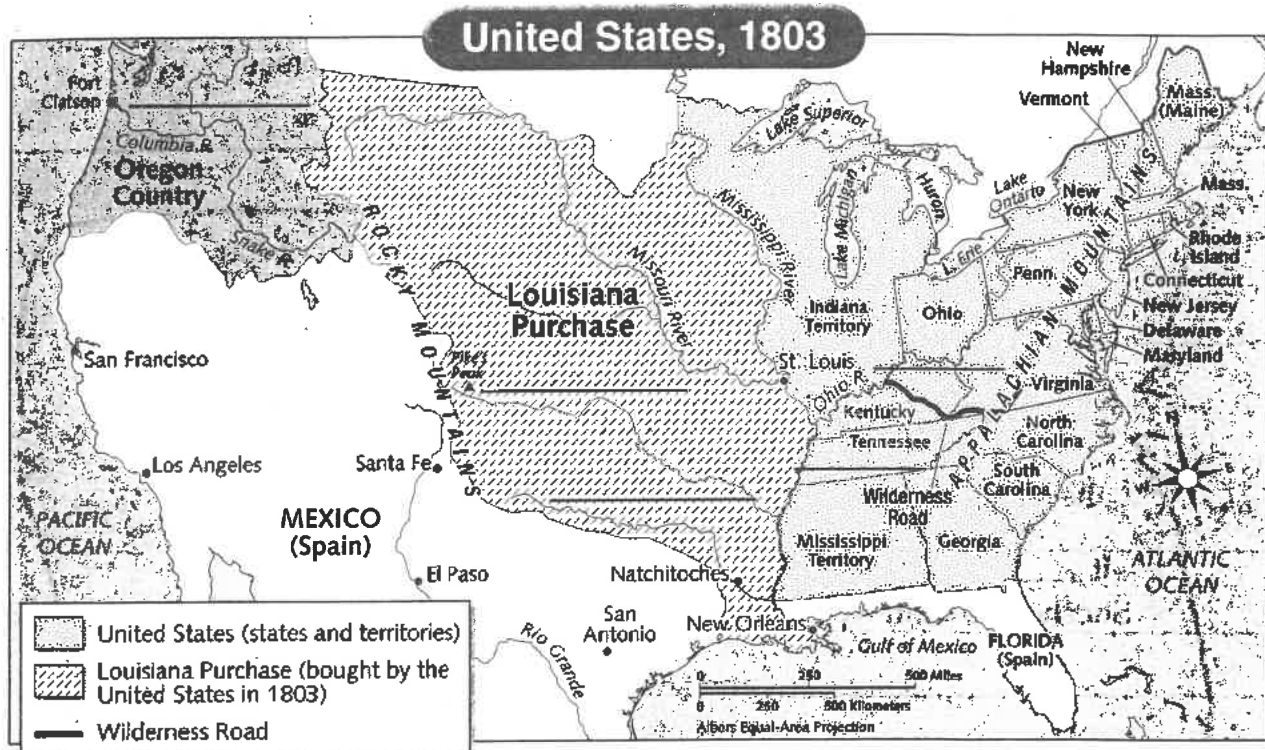
Rocky Mountains	Meriwether Lewis	Missouri River
Sacagawea	Thomas Jefferson	St. Louis
Pacific Ocean	William Clark	horses
Fort Mandan		

Dear Elizabeth,
Wonderful news! We have begun our journey home, and we hope to return to _____ before autumn.
After we left there, we spent the winter of 1804–1805 along the _____. We built a camp and named it _____. In this same place, we met a Shoshone Indian woman who helped us greatly. Her name was _____, and she guided us safely through the lands of her people. She helped us buy _____, which we used to cross the _____. Then we built boats and rowed down several rivers, including the Columbia River. In November 1805, we finally reached the _____.
Our expedition succeeded because of our skilled leaders, _____ and _____. They made maps of our journey and also collected seeds, plants, and animals to show President _____. I know he will be glad that he persuaded Congress to pay for our trip.
I am eager to see you and hear your news.
Yours truly,
John

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Exploring the West

DIRECTIONS Study the map. Read each statement. Choose the right name from the box, and write it on the line provided on the map.



- 1 I was one of the best-known pioneers to cross the Appalachians to reach Kentucky.
- 2 I was the first governor of Tennessee.
- 3 I sold this huge area to the United States for \$15 million.
- 4 I spent the winter of 1805 here with the Corps of Discovery.
- 5 This tall mountain peak is named for me.

John Sevier
 Zebulon Pike
 Daniel Boone
 Meriwether Lewis
 Napoleon Bonaparte

(continued)

New Ideas and Inventions

DIRECTIONS Read each statement and the names that appear in the box. On the line provided, write the name of the person or thing described.

canal	Industrial Revolution	mill
cotton gin	lock	reaper
Erie Canal	locomotive	steam engine
goods		

- 1 A _____ is a human-made waterway that connects bodies of water.
- 2 A _____ raises and lowers the boat to the level of the water in the next lock.
- 3 The _____ linked the Great Lakes to the Atlantic Ocean.
- 4 Robert Fulton used a _____ to power his boat, the *Clermont*.
- 5 The first American _____ was called the *Tom Thumb*.
- 6 The _____ is the name given to the new inventions and forms of transportation that changed the way people lived and worked.
- 7 During the 1800s, workers could make _____ more quickly and at a lower cost.
- 8 Francis Cabot Lowell built a _____ in Waltham, Massachusetts, that made raw cotton into finished cloth.
- 9 Eli Whitney invented the _____, a machine that could quickly remove seeds.
- 10 Cyrus McCormick invented a mechanical _____ for harvesting grain.