



Pittsburgh,  
Pennsylvania

# Unit 1



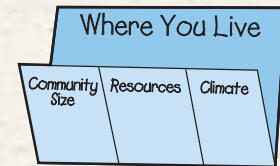
How does where you live affect how you live?



## Main Idea and Details

Use a concept map foldable to take notes as you read Unit 1.

Label the sections **Community Size**, **Resources**, and **Climate**. Use the foldable to organize information as you read the unit.



For more about Unit 1 go to [www.macmillanmh.com](http://www.macmillanmh.com)

# Communities and Geography

# PEOPLE, PLACES, AND EVENTS



Senator Gaylord Nelson



Earth Day Groceries  
Project in Illinois



Earth Day

**1970**

At a meeting in Seattle, Washington, Senator Nelson announced plans for the first Earth Day.

On April 22, 1970, **Senator Gaylord Nelson** announced plans for the first **Earth Day** celebration.

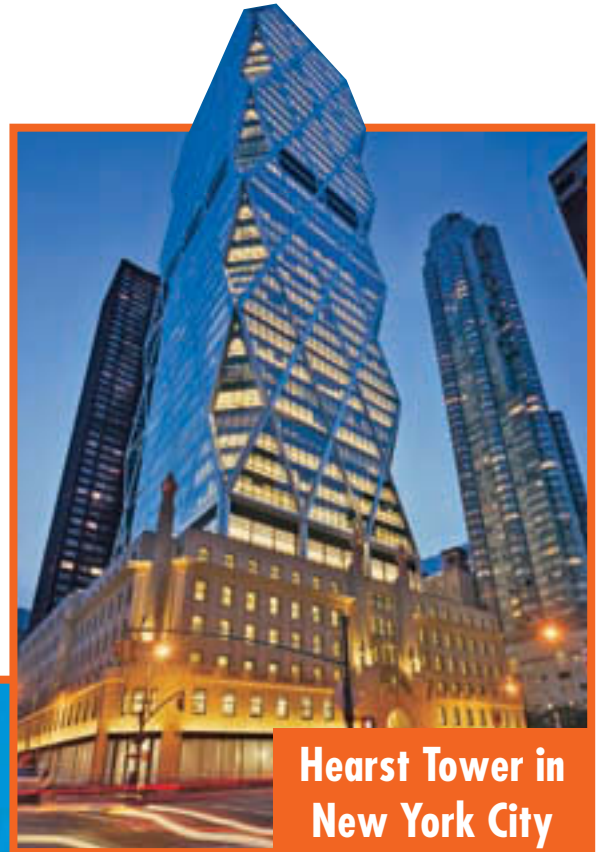
**Today** students in **Illinois** and elsewhere take part in the Earth Day Groceries Project.



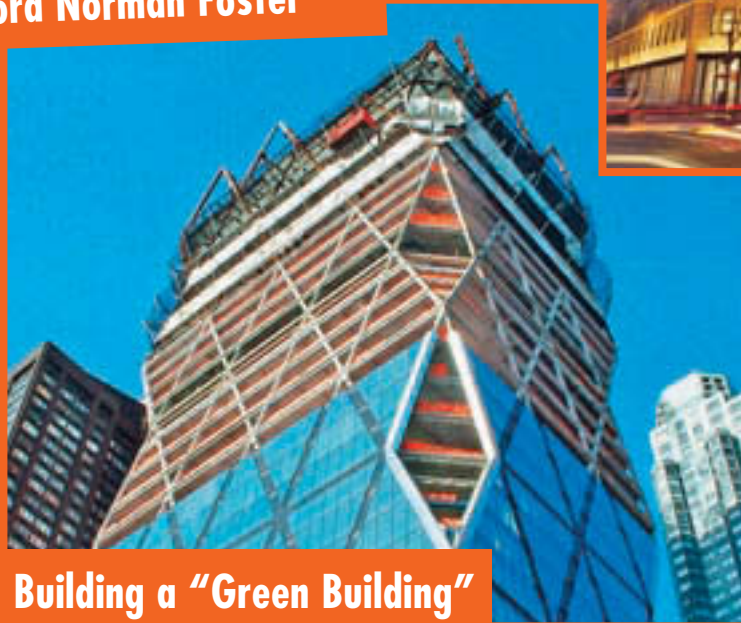
For more about People, Places, and Events, visit [www.macmillanmh.com](http://www.macmillanmh.com)



**Lord Norman Foster**



**Hearst Tower in New York City**



**Building a "Green Building"**

**2005**

Hearst Tower is a "green building." That means it was built to save energy.

**Lord Norman Foster** designed the **Hearst Tower in New York City** to be a "green building."

**Today** you can visit Hearst Tower and see what makes it green!

# What Is a Community?

## Lesson 1

### VOCABULARY

**community** p. 5

**geography** p. 5

**capital** p. 6

**festival** p. 7

### READING SKILL

#### Main Idea and Details

Copy the chart below.  
As you read, fill it in with ideas and details about people who live, work, and play in Raleigh.

Main Idea	Details

### Illinois Learning Standards

14.B.2, 17.A.2b, 17.C.2b, 18.B.2a, 18.C.2

Street festival  
Raleigh, North Carolina

### Essential Question

### What makes a community?



**A** Communities are where people live, work, and play.



**B** People in a community work at many kinds of jobs.



**C** People in many communities help one another.

## **A** THINK ABOUT COMMUNITIES

*Raleigh is a city in North Carolina. The people of Raleigh think their city is a great place to live and work and have fun together.*

**W**here do you live? No matter where you live, you live in a **community**.

A community is a place where people live, work, play, and help each other. All communities have homes. They have places for people to work and places to have fun, too.

Is your community near a river? Is the land hilly, or is it flat? Are there grasslands or forests nearby? Thinking about **geography** helps us understand communities. Geography is the study of Earth and the way people and animals live on it.

Let's look at Raleigh, a community in North Carolina. Raleigh was built close to an important road. People who traveled on the road stopped in Raleigh to eat and rest. Being close to this road helped Raleigh grow. Soon it became an important city.



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### **QUICK CHECK**

**Main Idea and Details** What is a community?

▲ Some people in Raleigh work at this farmers' market.

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## **B** WORK AND PLAY

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What do people in your community do for work? For fun? The people of Raleigh work at many kinds of jobs. They have different ways to have fun, too.

### **Work in Raleigh**

Raleigh is the **capital** of the state of North Carolina. A capital is a city where a country or state has its government. Some people in Raleigh work for the state government.

Other people in Raleigh work as doctors, teachers, or construction workers. A community like Raleigh needs people with many different skills. People in Raleigh use these different skills to help each other.



▲ Some people in Raleigh construct houses.

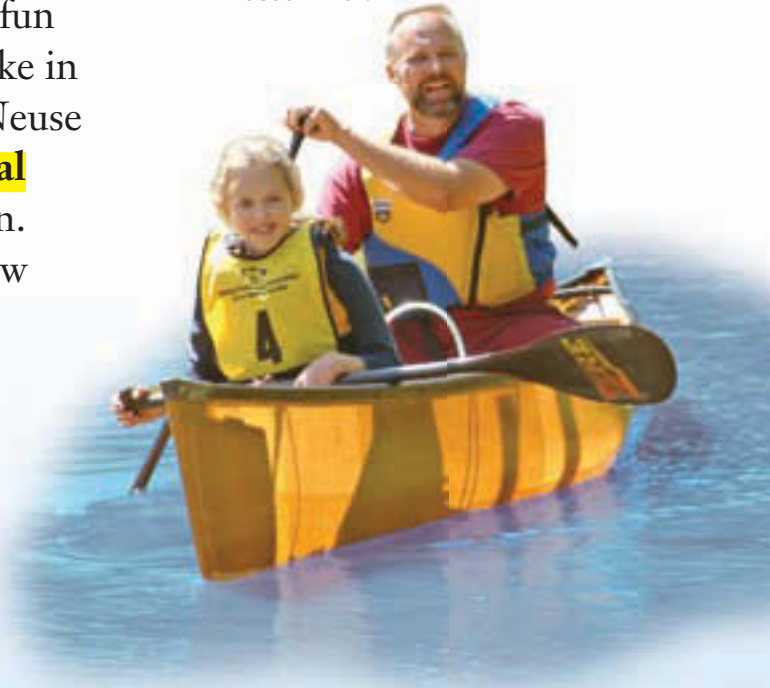


## Fun in Raleigh

In Raleigh there are many ways to have fun outdoors. You can fish at Shelley Lake, hike in Umstead State Park, or canoe along the Neuse River Canoe Trail. There is an arts **festival** every spring, too. A festival is a celebration. You can listen to music and see artists show their paintings.

The Neuse River Festival is held once a year. At this festival, you can enjoy a free concert, boat races, and picnics. Many people work together to make these festivals successful.

- ▼ People in Raleigh can canoe on the Neuse River.



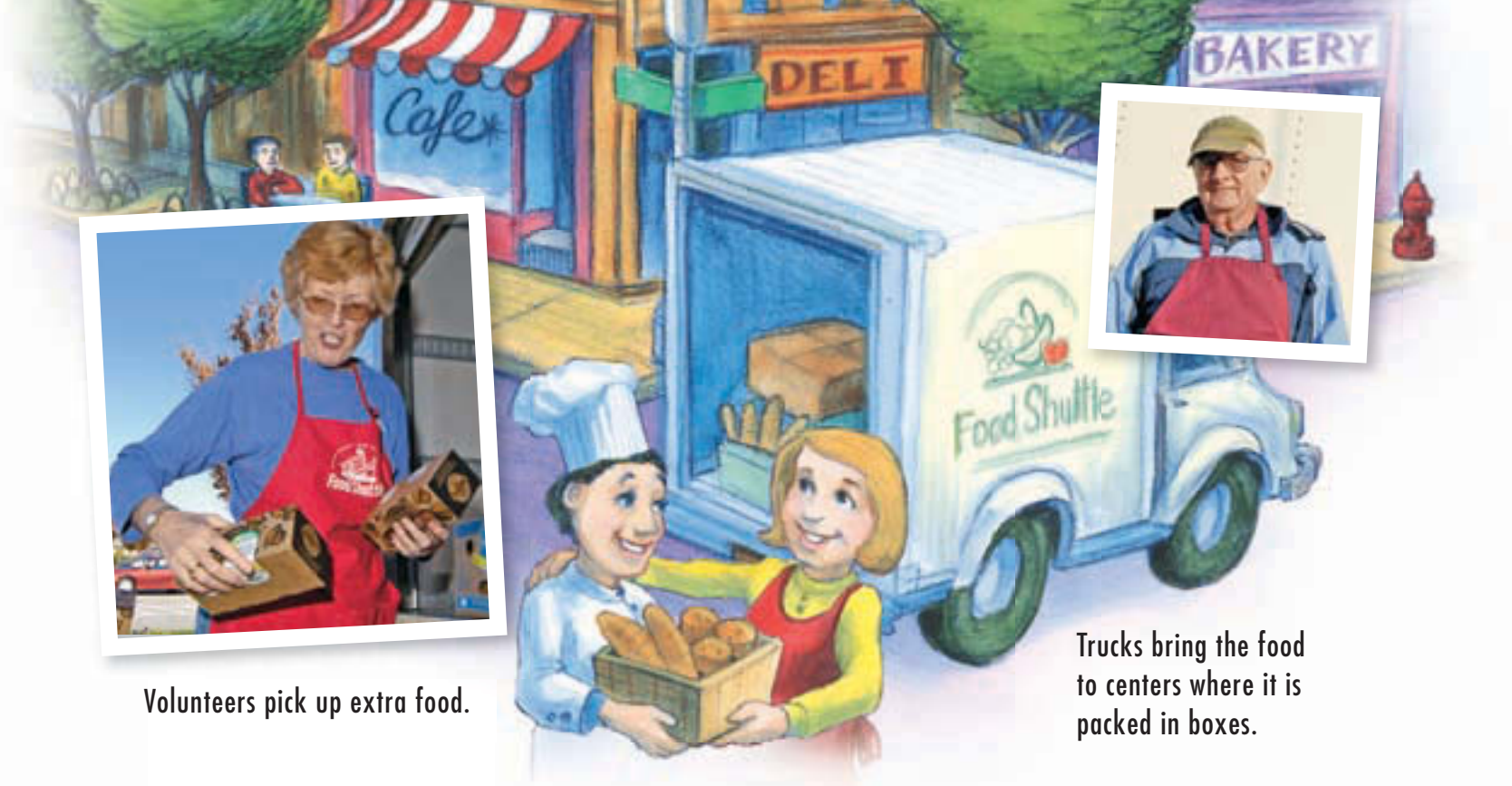
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### QUICK CHECK

**Summarize** What are some kinds of work people do in Raleigh?

- ▼ The North Carolina State Fair is held in Raleigh.





Volunteers pick up extra food.



Trucks bring the food to centers where it is packed in boxes.

## HELPING HANDS

Communities are places where people help each other. Jill Staton Bullard and her friend Maxine Solomon wanted to help people in Raleigh who didn't have enough to eat. So they started a food sharing program.

### Program Helpers at Work

At first Bullard used her car to pick up unsold food from restaurants or stores. Today the program uses 12 trucks to pick up 5 million pounds of food each year.

Helpers do many things. Some pack groceries in boxes to get the food ready for pickup. Others deliver meals.

The program also teaches men and women how to cook. The new cooks make meals for people who cannot cook for themselves.

### PEOPLE

One day **Jill Staton Bullard** saw food being thrown away at a fast food restaurant. Bullard started a food sharing program so less food would be wasted. Bullard has won many awards for her service to the people of Raleigh.

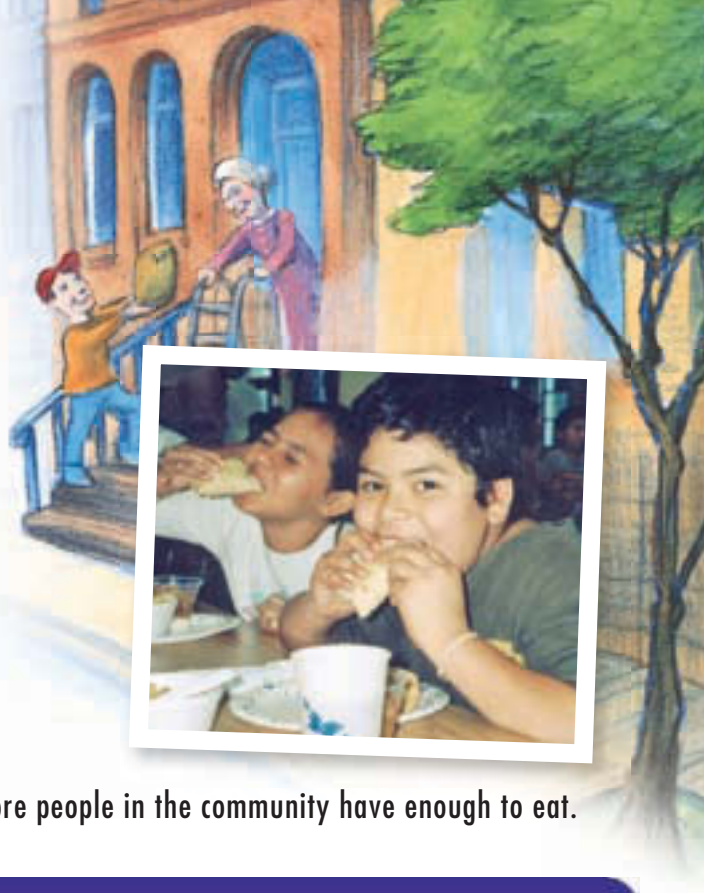


Jill Staton Bullard





Other volunteers cook meals for people who need food.



Now more people in the community have enough to eat.

Now more people have food to eat, and the food doesn't get wasted. The workers feel good about helping others, too. Bullard said,

“I am so grateful to be involved with these dedicated people.”

### QUICK CHECK

**Summarize** How do people in the food sharing program help the community?

## Check Understanding



1. **VOCABULARY** Write one sentence for each vocabulary word below.

**community** **geography** **festival**

2. **READING SKILL Main Idea and Details** Use your

Main Idea	Details

chart from page 4 to write a paragraph about ways people live, work, and play in Raleigh.

**Essential Question**

3. **Write About It** Make a list of some ways to have fun in your community.

# Map and Globe Skills

## Use Intermediate Directions

### VOCABULARY

**cardinal direction**

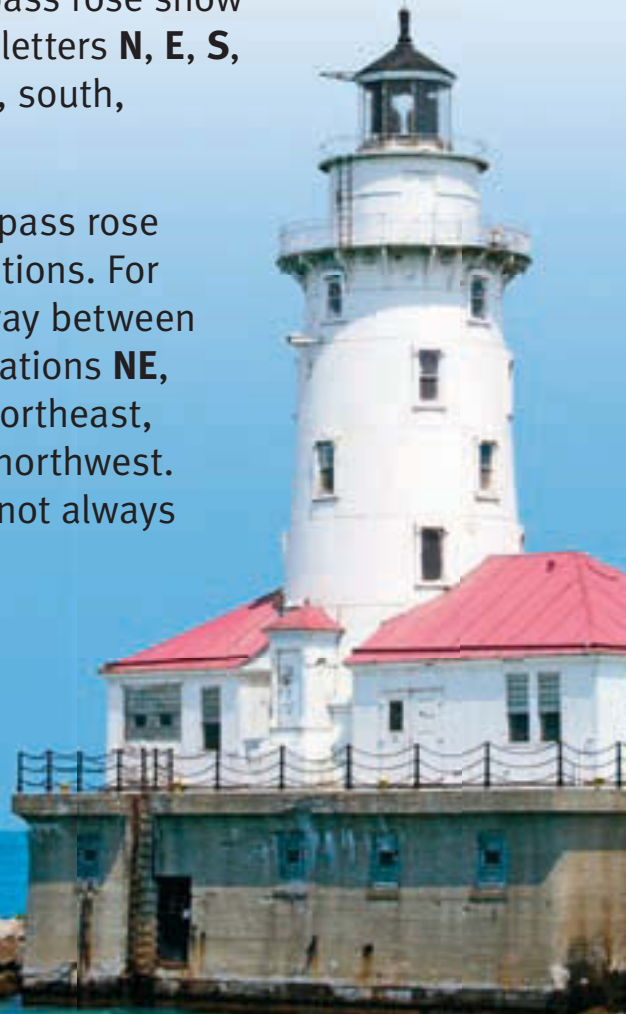
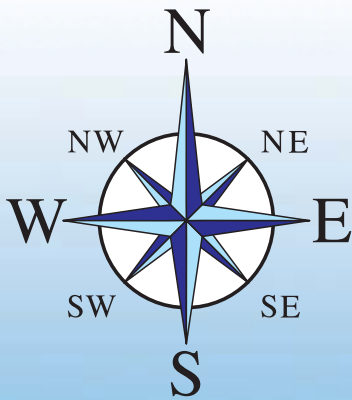
**intermediate direction**

You know that the compass rose on a map shows north, east, south, and west. These are the **cardinal directions**. A compass rose can also show **intermediate directions**. An intermediate direction is halfway between two cardinal directions.

### Learn It

Follow these steps for using a compass rose to find the cardinal and intermediate directions.

- The long points of the compass rose show the cardinal directions. The letters **N**, **E**, **S**, and **W** stand for north, east, south, and west.
- The short points of the compass rose show the intermediate directions. For example, northeast is halfway between north and east. The abbreviations **NE**, **SE**, **SW**, and **NW** stand for northeast, southeast, southwest, and northwest. Intermediate directions are not always labeled on a compass rose.



## Try It

Study the compass rose. Use it to answer the questions.

- Which intermediate direction is halfway between north and east?
- What two cardinal directions is southwest between?

## Apply It

The map below shows the states near the Great Lakes. Use the map to answer the questions.

- If you go from Duluth to Buffalo, in what direction are you going?
- What direction would you go to travel from Chicago to Bay City?



## Lesson 2

### VOCABULARY

**urban** p. 13

**suburb** p. 14

**rural** p. 15

**commute** p. 16

**transportation** p. 16

### READING SKILL

#### Main Idea and Details

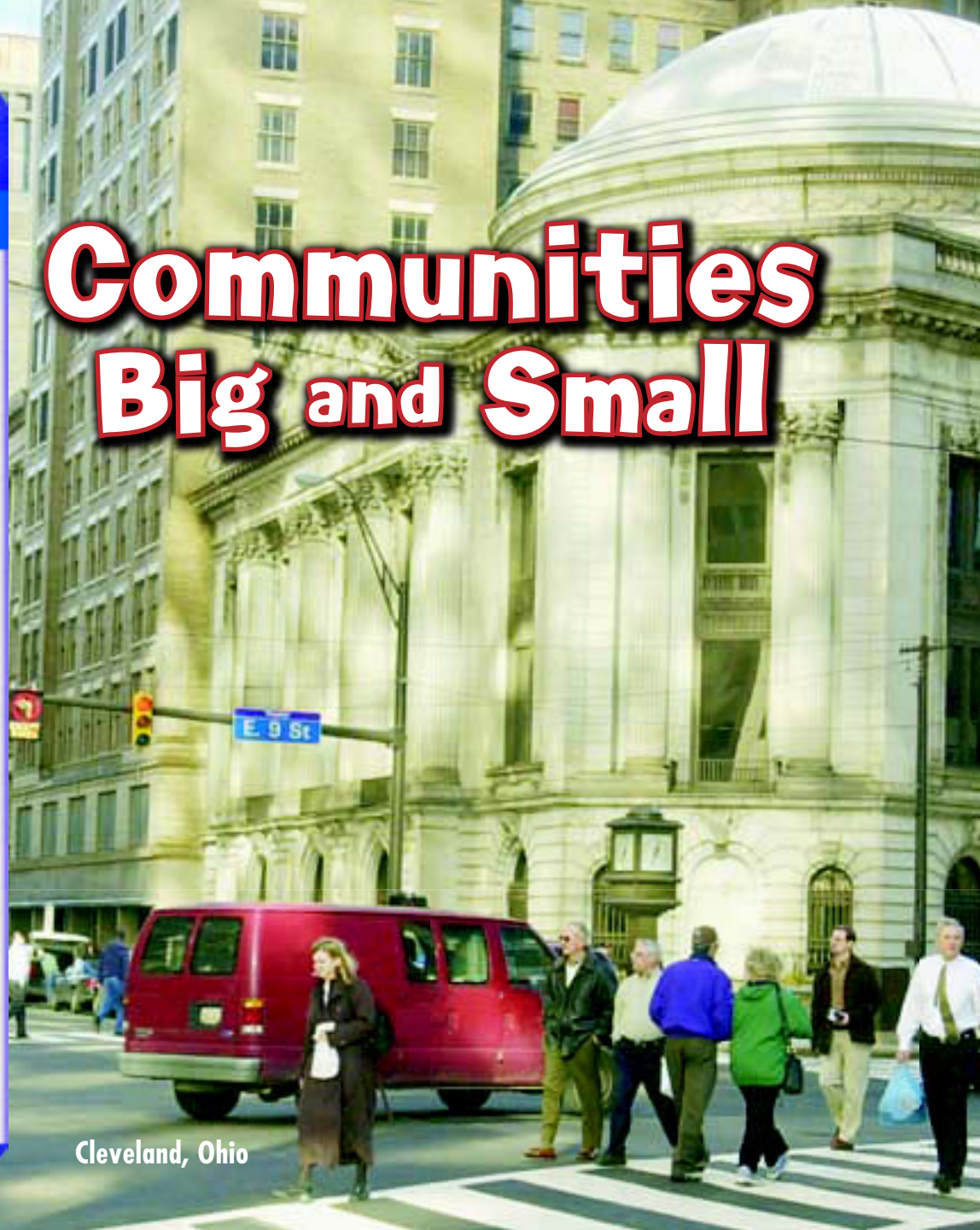
Copy the chart below.  
As you read fill it with a main idea and details that describe a suburb.

Main Idea	Details

### Illinois Learning Standards

17.A.2a, 17.A.2b, 17.C.2b, 18.A.2

# Communities Big and Small



Cleveland, Ohio

### Essential Question

What are some different kinds of communities?



**A** City communities are filled with many people and tall buildings.



**B** Areas that are just outside of cities have more space and fewer people.



**C** In other communities people may live far from one another.

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## **A** A LOOK AT CITIES

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*New York City has about 8 million people. That's a big city! Only 15 people live in Dellview, North Carolina. That's a very small community.*

**C**leveland, Ohio, is a big city, with almost half a million people. It is an **urban** area—a city and the communities that surround it. Urban areas like Cleveland have many tall buildings close together.

There's lots to see and do in urban areas. In Cleveland you can visit the Rock and Roll Hall of Fame and Museum, or go to a ball game. On hot summer days you can go to the beach on Lake Erie, one of the five Great Lakes.

Like other cities, Cleveland is made up of neighborhoods. People from Eastern Europe moved to one neighborhood known as Slavic Village. You can still hear Slavic languages, such as Polish and Czech, there. You can taste Slavic foods and listen to Slavic music, too.



▲ People enjoy watching baseball games at Jacobs Field in Cleveland.

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### **QUICK CHECK**

**Main Idea and Details** What makes Cleveland an urban area?

**B****NEAR AND FAR**

Many cities in the United States have **suburbs** near them. A suburb is a community near a city that has its own homes and stores, and its own schools. Houses and stores in a suburban area are farther apart than in a city. Sidewalks and streets are less crowded, too. Most people drive cars to get around. They might drive to a mall to shop.



**URBAN** Children playing in city parks usually see tall buildings around them.



**SUBURBAN** Homes are farther apart in a suburban area. You might walk or take a bus to school.

Urban

Suburban

## Farms and Open Land

If you live on a farm or a ranch, or in a small town or village near farms and ranches, you live in a **rural** community. A rural community is one that has farms and open land around it. Rural communities have fewer people than suburbs.

About 300 people live in the rural community of Agra, Kansas. Agra has many farms and ranches—some are bigger than the town itself! If you lived there, your best friend might live on a farm ten miles away.

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### QUICK CHECK

**Summarize** How are suburbs and rural communities different?



**RURAL** In a rural area there's enough room to keep a pet like this mule.

Rural

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## © GETTING AROUND

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Chicago, Illinois, is a big city. There are a lot of jobs there, but many of the people who work in Chicago do not live there. Instead they live in suburbs like Oak Park and **commute** to their jobs in Chicago. To commute means to travel a distance to and from work.

Some commuters drive their cars to work in Chicago, but the roads get pretty crowded. So many commuters use other kinds of **transportation**. Transportation means a way to get from one place to another. Some use public transportation, such as a bus or train. The fastest way to commute from Oak Park to Chicago is by train—it only takes about twenty minutes.

How many kinds of transportation can you find in this photo of Chicago? ▼







Homes in rural communities are far apart.

### Traveling Takes Time

People who live in rural areas often have to drive to another community to get what they need. If you lived in Agra, Kansas, you would go to school in Kirwin, about six miles away. Agra does not have its own school. Agra has some stores, but for some things you need you might go to Phillipsburg, about fifteen minutes away. To visit Topeka, the capital of Kansas, you would have to travel more than four hours!

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### QUICK CHECK

**Main Idea and Details** How do people in Oak Park commute to and from Chicago?

## Check Understanding



**1. VOCABULARY** Use the words below to write a description of an urban community.

**urban**

**suburb**

**commute**

**2. READING SKILL Main Idea and Details** Use your chart from page 12 to write a paragraph about suburbs.

Main Idea	Details

**Essential Question**

**3. Write About It** Write a letter to a friend explaining where you would choose to live and why.

## Lesson 3

### VOCABULARY

**landform** p. 19

**adapt** p. 19

**region** p. 20

**plain** p. 20

**plateau** p. 21

**natural resource** p. 23

### READING SKILL

#### Main Idea and Details

Copy the chart below. As you read list how landforms and weather affect daily life.

Main Idea	Details

### Illinois Learning Standards

17.A.2a, 17.B.2b, 17.C.2a

# Our Country's Geography

A view of the Grand Canyon in Arizona

## Essential Question

How does geography affect people in a community?



**A** Geography affects the homes people build.



**B** Different types of land affect how people live, travel, and work.



**C** Water covers much of Earth and people use it in many ways.



**D** People adapt to weather and climate wherever they live.

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## **A** LAND AND PEOPLE

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*If you could fly like a bird across the United States, you'd see snow-covered mountains, sandy deserts, dark forests, and rushing waters. So many kinds of land and water!*

**O**ur country has mountains, hills, valleys, and flat land. These are **landforms**, or shapes of Earth's surface. Landforms are part of geography, and they affect how people live. Water is part of geography, too. People **adapt** to the landforms and water in their communities. To adapt means to change the way you live.

The photo below shows Creek Street in Ketchikan, Alaska. The creek is near the sea, so the water level in the creek rises with the tide in the sea. People who live on Creek Street built their houses on stilts, or posts, to keep the homes above the water. This is how they adapt to the geography of their area.

People affect geography, too. They change the land when they build roads, tunnels, bridges, and buildings.

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### **QUICK CHECK**

**Main Idea and Details** How did people in Ketchikan adapt to the geography?

Creek Street,  
Ketchikan, Alaska ▶



**B****TYPES OF LAND**

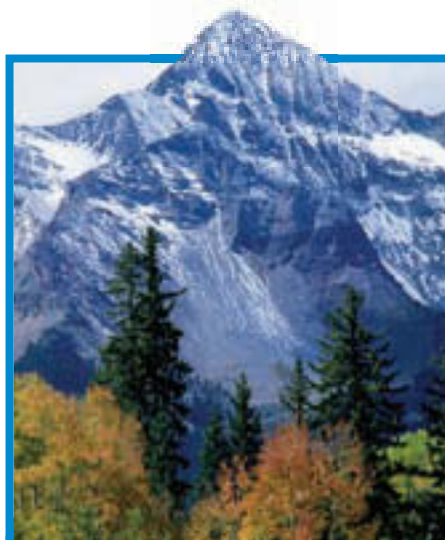
The United States is a really big country with many kinds of land. To make learning about it easier, we can think of the country as having five **regions**—the Northeast, Southeast, Midwest, Southwest, and West. A region is an area with things in common—like geography. The landforms in each region make the region different from other areas. Look at the map to see the different landforms in each region.

**Landforms Affect Daily Life**

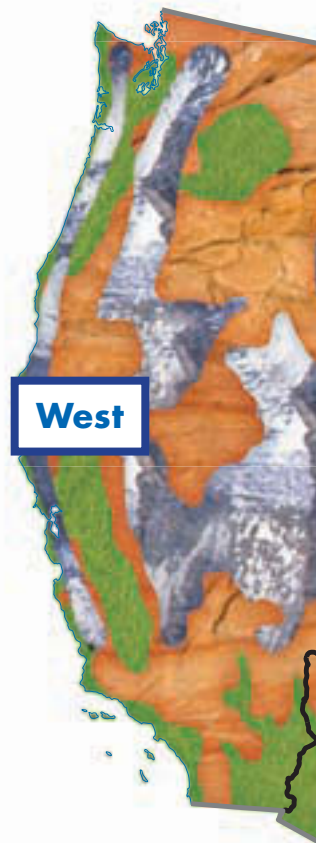
Pete lives on a mountain in the West. In the winter when it snows, traveling up and down the mountain is hard. Pete’s dad needs special tires on his car to make it easier to drive in ice and snow. So the mountain affects how Pete’s family lives. Landforms in other regions affect how people live, too.

**QUICK CHECK**

**Summarize** Which region has land that is flat with no mountains?

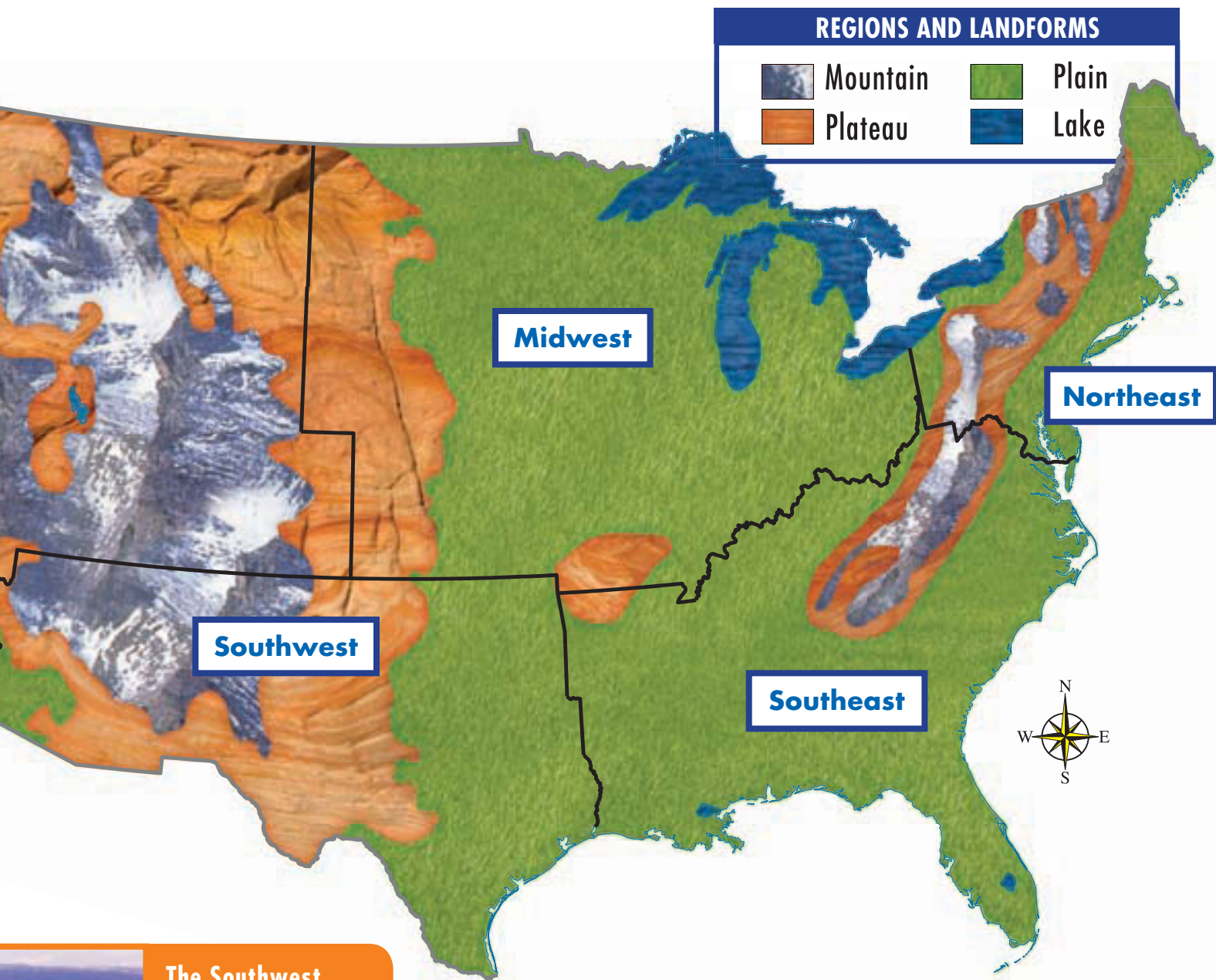


Our country’s tallest mountains are in the West, but other regions have mountains, too.



Much of the Midwest is flat land as far as the eye can see. This flat land, called a **plain**, is good for farming.





The Southwest region has many **plateaus**. A plateau is an area of flat land that is higher than the land around it. This plateau is in Arizona.

## PLACES

The West has tall mountains. In Colorado the **Rocky Mountains** are as high as 14,440 feet! Travel over the mountains was long and hard, so people built tunnels through the mountains. Today trains and cars can pass through the mountains quickly.



**Rocky Mountains**

## WATER ALL AROUND US

Did you know that oceans cover most of Earth's surface? Besides lots of ocean, Earth also has lakes, rivers, and ponds. The photo below was taken from outer space and you can see lots of that blue water! Read below to find out more about what Earth looks like from outer space.

### Primary Sources

“ . . . there emerges [appears] a sparkling blue and white jewel, a . . . sky-blue sphere [round ball] with slowly swirling veils of white, rising gradually like a small pearl in the thick sea of black . . . ”

**Edgar Mitchell, United States astronaut,  
January 1971**



 **Write About It** What does astronaut Edgar Mitchell compare Earth to?

## Using Water

Water is one of our most important **natural resources**. A natural resource is something found in nature that people use. People use water from lakes, rivers, and ponds, for drinking and to grow crops. Most Americans use about 153 gallons every day. How much do you use?

People also use rivers and lakes for transportation. Large boats pull or push barges up and down rivers to move things from place to place. Rivers and lakes are useful for transportation, so many cities are located near rivers.



▲ Water helps these corn stalks grow.

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### QUICK CHECK

**Summarize** What are some things water is used for?

▼ Riverboats and barges on the Mississippi River



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**D****EFFECTS OF WEATHER**

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It rained all morning and now there are puddles on the ground. Before you go outside, you put on a rain slicker and rubber rain boots. Then you grab your umbrella. Why? To stay dry! Weather is a part of geography that changes every day.

Climate is the weather in a place or region over a long period of time. Climate tells what the weather is usually like in an area. How does climate affect you? If you live in a cold climate you need warm clothes. You may live in a different kind of house than people who live where it is always warm.

Blizzards are heavy snowstorms with very strong winds. ▼







▲ Hurricanes are storms with very strong winds and heavy rain.

▲ Tornadoes have strong winds that form a funnel-shaped cloud.

## Dangerous Weather

Some weather—like tornadoes, hurricanes, and blizzards—can be dangerous. People who live in communities that may have dangerous weather adapt to keep safe. For example, many people in Florida now build strong homes that hurricane winds cannot easily destroy or damage.

### QUICK CHECK

**Main Idea and Details** How do people adapt to the climate where they live?

## Check Understanding

1. **VOCABULARY** Write one sentence for each vocabulary term below.  
landform   region   natural resource
2. **READING SKILL Main Idea and Details** Use your chart from page 18 to write how weather and landforms affect daily life.
 

Main Idea	Details
3. **Write About It** Write a paragraph telling one way people have changed water or a landform in your area.
 

**Essential Question**

# Map and Globe Skills

## Use a Map Scale

### VOCABULARY

#### map scale

A map is always much smaller than the place it shows. So a map uses a **map scale** to show the real distances between two places on a map.

### Learn It

- Read the title of the map on page 27. This map shows part of Chicago, Illinois.
- Look at the map scale. The line is two inches long. The map scale shows that 2 inches on the map equals 1 mile on Earth.
- Place the edge of a piece of paper under Union Station and Millennium Park. Make two marks on the paper—one at the dot for Union Station and the other at the dot for Millennium Park. Now put your paper on the map scale and place your first mark under the zero. Where is your second mark? The distance from Union Station to Millennium Park is almost 1 mile.



## Try It

Using your map scale, measure distances on the map.

- Is the distance from City Hall to the Art Institute of Chicago more or less than 1 mile?
- Is it more or less than 1 mile from City Hall to Soldier Field?

## Apply It

- About how far is it from Northerly Island to Northwestern University?
- About how far is it from the Civic Opera House to Buckingham Fountain?
- How would you use the scale to measure 2 miles on the map?

### Part of Chicago



## Lesson 4

### VOCABULARY

**mineral** p. 29

**nonrenewable resource** p. 30

**environment** p. 32

**recycle** p. 34

### READING SKILL

#### Main Idea and Details

Copy the chart below. As you read, list how you can protect natural resources.

Main Idea	Details

### Illinois Learning Standards

15.A.2a, 15.B.2a, 16.E.2b

# OUR NATURAL RESOURCES

Trees are an important natural resource.



### Essential Question

How do we get and use our natural resources?



**A** Minerals like copper and salt are found in the ground.



**B** Oil is a very important resource that cannot be replaced.



**C** We must protect our resources and use them wisely.



**D** People can work together to save natural resources.



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**A**

## USING NATURAL RESOURCES

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*Every day you use pencils and paper in school. You get water from the faucet to drink. You add salt to your food at dinner. Where do these things come from?*


**W**hat do air, water, soil, plants, and animals have in common? They are all natural resources. We use natural resources every day. We breathe air and drink water. We grow crops using soil, and make paper and other things from the wood of trees.

Can you name something that comes from the ground that you sprinkle on your food? It's salt, of course! Salt is a **mineral**. Minerals are natural resources—they are found in nature, but they are not plants or animals. Salt, coal, and copper are minerals. Coal is burned as fuel, and copper is used in many things, including wire and coins.

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### QUICK CHECK

**Main Idea and Details** What are some ways people use natural resources?



Copper is dug from the huge Kennecott Copper Mine in Utah.

**B**

# COMMUNITIES AND RESOURCES

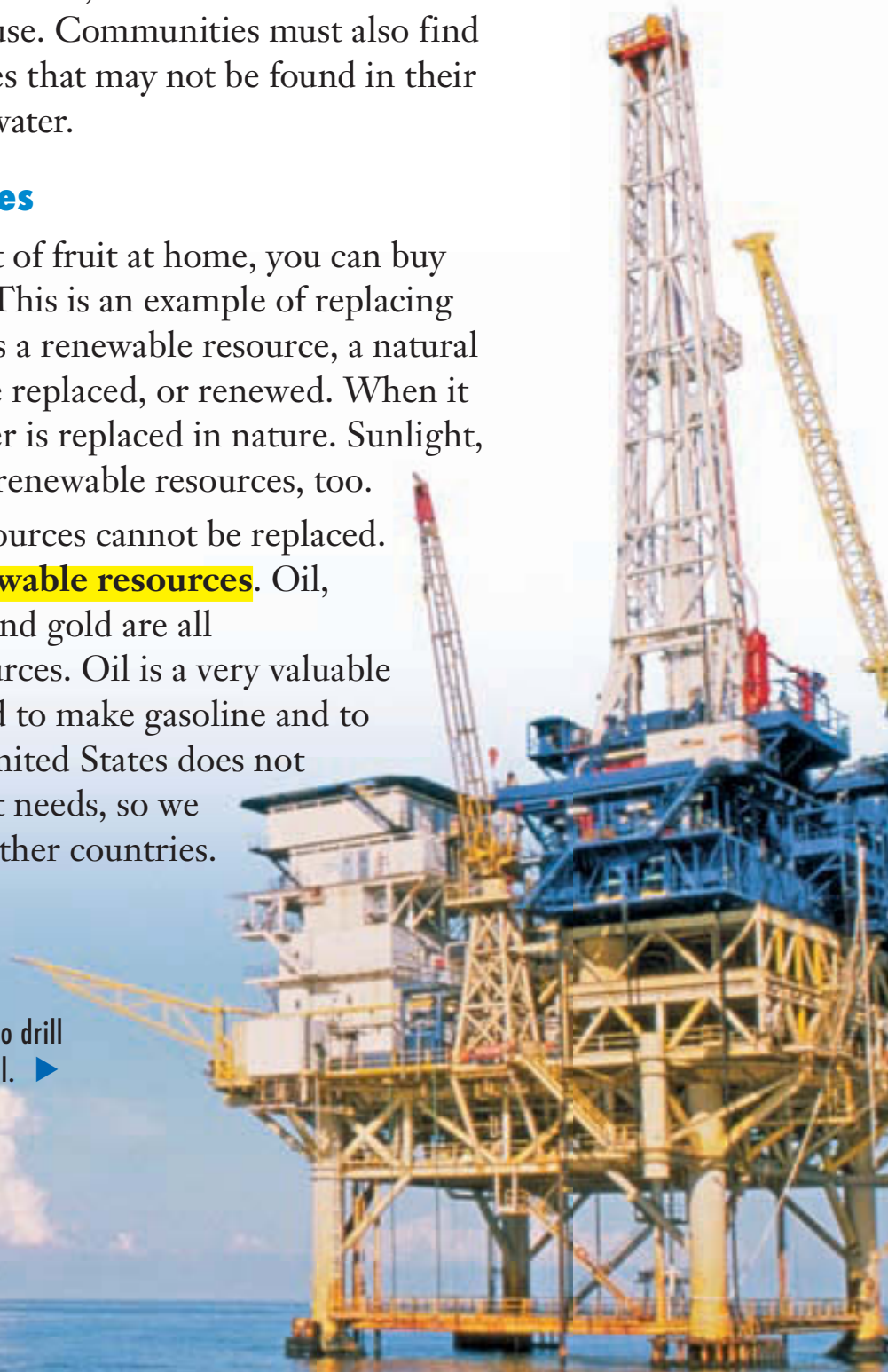
Nature has many things we need to live. Depending on where they are located, communities have different resources they can use. Communities must also find ways to get resources that may not be found in their area, such as oil or water.

## Types of Resources

When you are out of fruit at home, you can buy or pick more fruit. This is an example of replacing something. Water is a renewable resource, a natural resource that can be replaced, or renewed. When it rains or snows, water is replaced in nature. Sunlight, wind, and trees are renewable resources, too.

Other natural resources cannot be replaced. These are **nonrenewable resources**. Oil, copper, coal, iron, and gold are all nonrenewable resources. Oil is a very valuable resource that is used to make gasoline and to heat homes. The United States does not produce all the oil it needs, so we must buy oil from other countries.

Oil rigs in the Gulf of Mexico drill below the ocean floor for oil. ▶



As you can see on the datagraphic, our country's natural resources are found in different regions.

Copper and zinc are used to make pennies. ▼



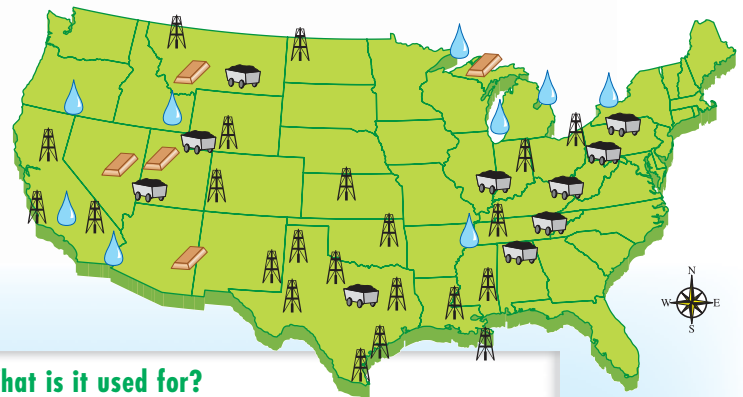
## QUICK CHECK




**Summarize** How are renewable resources and nonrenewable resources different?

# DataGraphic

## Natural Resources of the United States

Study the map and chart. Then answer the questions.



Natural resource	Type of resource	What is it used for?
copper 	nonrenewable	jewelry, coins, light bulbs, computer parts, electrical wiring
water 	renewable	drinking, washing, cooking, farming, transportation, recreation
oil 	nonrenewable	electricity, heat, gasoline, plastics, makeup, lotion, candles, ink, rubber, tires, CDs, DVDs
coal 	nonrenewable	electricity, heat, batteries, charcoal, perfume, medicine, rubber cement

### Think About Natural Resources

1. Which natural resource on the map is renewable?
2. Which resource is used in plastics, candles, and ink?



▼ Planting new trees helps to protect the environment.

## **© PROTECTING OUR RESOURCES**

Our natural resources come from the **environment**—the air, water, land, and other things around us. If communities don't protect their environment, there may not be enough natural resources. People, plants, and animals need clean air to breathe and clean water to drink.

### **Saving Oil**

Oil is a nonrenewable resource that is made into gasoline to run cars. To save oil some companies are making cars that use less gasoline. Other companies make cars that run on fuels that aren't made from oil.

Cars called hybrids run on both gasoline and electricity, so they use less oil. ►





## How Can People Help?

People need to protect the environment. One way is by building “green buildings.” A green building has features that make it environmentally friendly. The Hearst Tower in New York City is a green building. It has special windows that allow sunshine in, but keep the sun from heating the building too much in the summer. This means it uses less electricity for lights and air conditioners. Rain water is collected on the roof and stored in a tank. Some of the water is used to water plants inside and outside the building. The water is also used for a giant waterfall inside the building.

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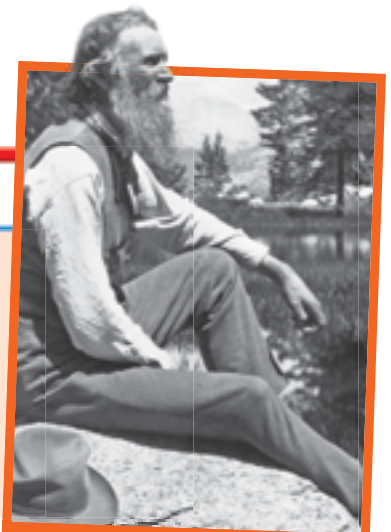
### QUICK CHECK

**Summarize** Why do communities need to protect the environment?

Hearst Tower  
in New York City ►

## PEOPLE

**John Muir** loved the outdoors and wanted to protect natural places. Muir began to write about Yosemite Valley, an area in California that later became a national park. John Muir’s work led to the creation of many national parks.



**John Muir**



## D OTHER WAYS TO HELP

You can help the environment by **recycling**, too. To recycle means to reuse something. Glass jars, cans, newspapers, and some plastics can be recycled. They can be made into something that can be used again. Recycling also means that there is less waste to get rid of.

People can work together to help the environment. Earth Force is an environmental group. Students in this group start recycling programs, clean up parks, and teach others about helping our environment.

### QUICK CHECK

**Main Idea and Details** What can people do to take care of natural resources?

Caring for Earth is everyone's job. ▼



### Check Understanding



1. **VOCABULARY** Use the words below to write a paragraph on natural resources.

**environment**

**recycle**

2. **READING SKILL Main Idea and Details**

Use your chart from page 28 to write a paragraph about protecting natural resources.

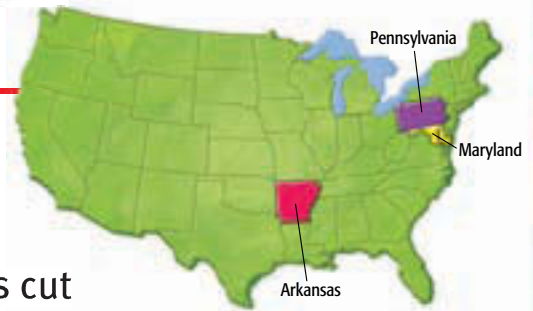
Main Idea	Details

**Essential Question**

3. **Write About It** Write a paragraph telling one way natural resources affect communities.

# Citizenship

## Points of View



### Should Trees Be Protected?

Most communities have some trees. As communities grow, trees are sometimes cut down to make room for roads or new buildings. Read three points of view on whether special rules are needed to protect trees.



"I'm for saving trees as much as possible. People should not be allowed to cut trees down unless the trees are on their own land and there are plenty of other trees nearby."

**Simone**  
Parkville, Maryland  
From an interview, 2006

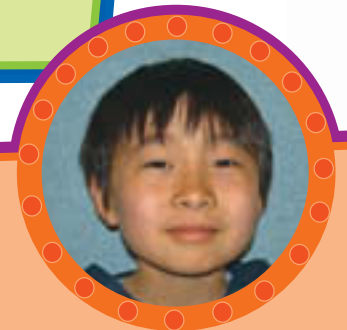
"Trees can't be everywhere. There has to be room for houses, schools, hospitals, and streets, but if you cut down trees in one place, you should plant them in another place."

**Margarita**  
Glenwood, Arkansas  
From an interview, 2006



"People have the right to decide what to do with the trees on their own property but maybe there should be some rules. Maybe people should only be allowed to cut down one-third or one-half of all the trees on their land."

**Ryan**  
Bromall, Pennsylvania  
From an interview, 2006



**Write About It** Explain why the trees in your community should or should not be protected.

# People and the Environment

## Lesson 5

### VOCABULARY

**dam** p. 37

**reservoir** p. 37

**levee** p. 39

**ecosystem** p. 40

### READING SKILL

#### Main Idea and Details

Copy the chart below. As you read list the main idea and details of the lesson.

Main Idea	Details

### Illinois Learning Standards

16.E.2a, 17.A.2a, 17.B.2b, 17.C.2a, 17.D.2b, 18.B.2a, 18.B.2b

Hoover Dam holds back the Colorado River and makes electricity for many communities.

### Essential Question

How do people interact with the environment?



**A** Building dams is one change people may make to the environment.



**B** People find new ways to get energy that don't harm the environment.



**C** People work to protect animals and plants and the places they live.



**D** Some people work to protect special environments.

**A**

## CHANGING THE ENVIRONMENT

*You are sitting on the shore of Lake Mead, the largest man-made lake in the country. It's hard to believe this huge lake wasn't always here.*

**Y**ou've already learned that people adapt to the environment. But they also change the environment to meet their needs. In the 1920s communities and farms in Arizona and Nevada needed more water. The government built Hoover Dam across the Colorado River. A **dam** is a wall across a river or stream that holds back and controls the water.

After the Hoover Dam was built, the water backed up and formed Lake Mead. People use Lake Mead as a **reservoir**, a place to store water. Farmers use this water for crops. The water is also carried through pipes to cities miles away. The dam has another use, too. Water that passes through the dam turns huge machines to make electricity. The electricity is used by communities many miles away.

---

### QUICK CHECK

**Main Idea and Details** Why are dams sometimes built?

Besides using Lake Mead as a reservoir, people can use it for fun! ▶





Many Earth Day celebrations include parades like this one in Los Angeles, California.



## **B** HELPING THE ENVIRONMENT

Unfortunately some things people do can hurt the environment. So in some communities people are working to teach people how to protect the environment.

Gaylord Nelson was a United States Senator from Wisconsin. He always cared about protecting the environment. In 1970 Nelson organized the first Earth Day celebration. Nelson wanted a day that would teach people how important it is to take care of our Earth.

Since then many people celebrate Earth Day every year on April 22. People take part in many ways. The Earth Day Groceries Project began in Seattle, Washington, in 1994. Students decorated brown paper grocery bags with messages about the environment. On Earth Day supermarket customers learned about protecting the environment by reading their grocery bags!





◀ This levee along the Mississippi protects homes from floods.

River

## Using Land

St. Louis, Missouri, is built next to the Mississippi River. A **levee** along the river protects St. Louis. A levee is a long wall made of dirt or concrete built next to a river to prevent flooding. Levees protect the cities and farms near the water.

Some people live in windy areas. The wind can be used to turn windmills that make electricity. Wind is a renewable resource. It is also clean and free! Some people build wind farms and use their land to create energy.

## EVENT

In 2005 **Hurricane Katrina** hit states in the South. During this powerful storm, the levees protecting New Orleans broke and the city flooded. Many people lost their homes, and some even lost their lives.



**Hurricane Katrina, August 2005**

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## QUICK CHECK

**Main Idea and Details** Why is Earth Day celebrated?

A wind farm makes electricity. ▶



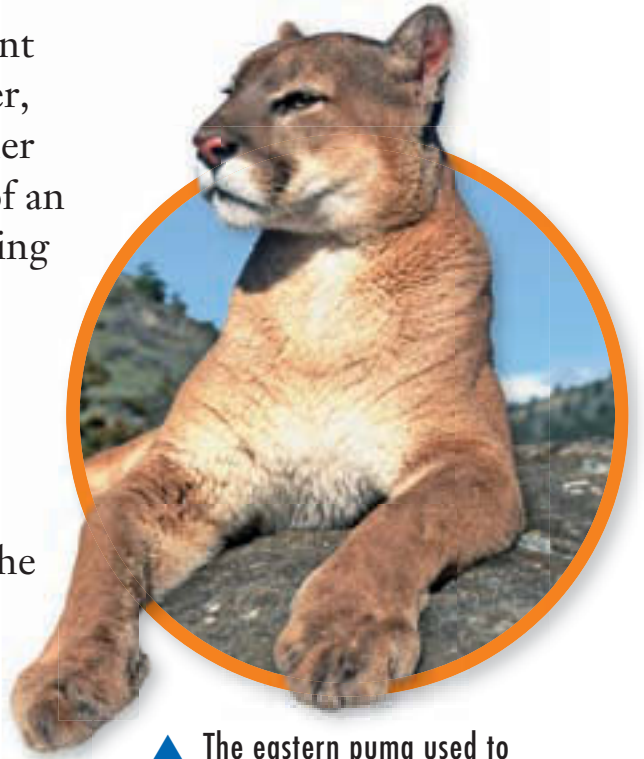


# PLANTS AND ANIMALS

Plants and animals depend on the environment for things they need to live. Plants use air, water, and sunlight to grow. Animals eat plants or other animals. Animals and plants together are part of an **ecosystem**—a community of living and nonliving things. Many plants and animals can only live in a certain place. If an ecosystem is harmed or changed, all the plants and animals in the ecosystem are affected. If the ecosystem is destroyed, a plant or animal may die out.

In Missouri a group of scientists is studying the prairie ecosystem. A prairie is flat land covered with grasses and flowers. The group works to protect plants like the Missouri bladderpod and animals like the jackrabbit. They want to keep these endangered plants and animals from dying out forever.

Animals and plants need help in other places, too. On the next page, read how people on islands near Africa work to protect animals there.



▲ The eastern puma used to be seen all across the United States. Now it is seen only in the West.

## QUICK CHECK

**Summarize** Why is it important to protect ecosystems?

Yellow bladderpods ▼

## PLACES

In some places people have drained wetlands to build on the land. But at **Eagle Bluffs**, near Columbia, Missouri, people restored a wetland. The wetland provides homes for special plants and animals.



**Eagle Bluffs**



# Global Connections

## Saving Animals

Mauritius, a group of islands near Africa, once had many animals found nowhere else. Two of these were the pink pigeon and the giant tortoise. Then things changed.

Long ago ships brought both rats and cats to Mauritius. Both escaped and began to live on the islands. They ate the birds and the tortoise eggs. People changed the ecosystem, too. They cut the trees where the pigeons nested, and they ate the tortoises. Soon all the tortoises were gone, and there were very few pink pigeons left.

Today the people of Mauritius are working to save the pink pigeons. They have made a park to protect places where pigeons nest. They also are raising another kind of tortoise on a nearby island. Someday they may bring these tortoises to live on Mauritius.



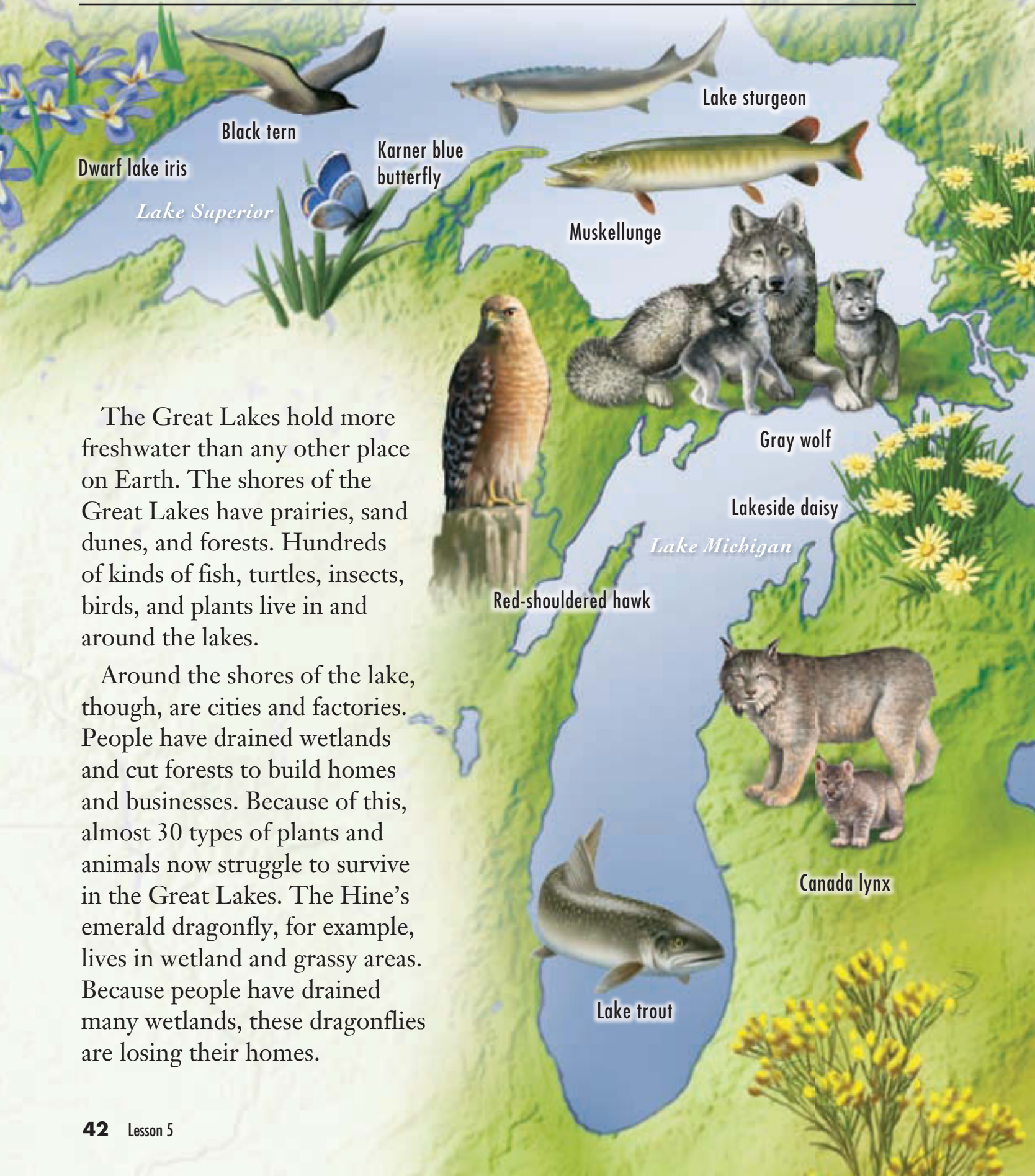
▲ The Aldabran Giant Tortoise is similar to the one once found on Mauritius.

▼ Pink pigeon



Mauritius

**Write About It** In what ways are people in Mauritius working to protect the ecosystem?



The Great Lakes hold more freshwater than any other place on Earth. The shores of the Great Lakes have prairies, sand dunes, and forests. Hundreds of kinds of fish, turtles, insects, birds, and plants live in and around the lakes.

Around the shores of the lake, though, are cities and factories. People have drained wetlands and cut forests to build homes and businesses. Because of this, almost 30 types of plants and animals now struggle to survive in the Great Lakes. The Hine's emerald dragonfly, for example, lives in wetland and grassy areas. Because people have drained many wetlands, these dragonflies are losing their homes.

## A Safe and Healthy Ecosystem

Some people work in groups to keep plants and animals in the Great Lakes safe and healthy. The Great Lakes Basin Ecosystem Team is one such group. They work to protect the ecosystem and to teach visitors how to enjoy the area without harming it.

### QUICK CHECK

**Main Idea and Details** Why are some animals in the Great Lakes ecosystem endangered?



▲ Whooping cranes are on the list of birds that need protection.



## Check Understanding



1. **VOCABULARY** Write one sentence for each of the vocabulary words below.

**dam**

**reservoir**

**levee**

2. **READING SKILL Main Idea and Details** Use your chart

Main Idea	Details

from page 36 to write a paragraph about how people interact with the environment.

**Essential Question**

3. **Write About It** Write two or three sentences to explain how dams and levees affect the way people live.

# Local Connections

## Your Community's Land and Resources

Lee lives in Madison, Wisconsin. He learned about the geography and natural resources near his community. Here's what you can do to learn about the geography of your community.

- At the library, find a map of your community that shows landforms. This is also called a topographic map. Look for the landforms and bodies of water near your community, such as mountains, lakes, rivers, oceans, or ponds.
- Use encyclopedias, newspapers, or the Internet to find pictures and information about your community's natural resources.



For more help with your project visit  
[www.macmillanmh.com](http://www.macmillanmh.com)

# Geography Activity

## Make a Clay Landform Model

- 1 Use a map to learn about the landforms and bodies of water in your area. Decide what to include on your model.
- 2 Copy the map onto the cardboard. If you decide to make your model larger than the map, you could use a copy machine to make the map larger.
- 3 Cover the map with clay. Build up each type of feature using different colors of clay.
- 4 Use your paper to make labels and a key for your model. Use glue, tape, and toothpicks to attach your labels and key to the model.
- 5 Share your model with your classmates.

### Materials

- map of your community
- markers
- cardboard
- clay of different colors
- Paper
- glue or tape
- toothpicks



# Unit 1

# Review and Assess

## Vocabulary

Number a paper from 1 to 4. Beside each number write the word from below that matches the description.

**community**      **natural resource**  
**suburb**          **environment**

1. something found in nature that people use
2. a community not far from a city
3. the air, water, land, and living things around us
4. a place where people live, work, play, and help each other

## Comprehension and Critical Thinking

5. **Reading Skill** Describe three kinds of communities.
6. How can people protect the environment?
7. **Critical Thinking** Why should people in communities help each other?
8. **Critical Thinking** How could a change to the environment be both good and bad?

## Skill

### Use Intermediate Directions

Write a complete sentence to answer each question.

9. In which direction would you travel if you were going from Camden to Atlantic City?
10. If you were in Trenton, which direction would you travel to reach Elizabeth?

## New Jersey





# Illinois Standards Achievement Test Preparation

Reading



The United States has many natural resources. There are tall forests, and areas with rich soil.

Lakes and streams provide water. The oceans have fish that people like to eat. Some resources, such as forests, soil, and fish, are renewable.

Renewable resources can be replaced, but people still need to use them wisely. If too many of one kind of fish are taken from the sea, it will take many years for them to be replaced. It is important to use only as much of a renewable resource as we need. That way we will be sure we always have enough.

1

What is the main topic of paragraph one?

- (A) forests
- (B) natural resources
- (C) oceans
- (D) fish

3

What type of resource can be replaced?

- (A) nonrenewable
- (B) mineral
- (C) renewable
- (D) coal

2

In the sentence "There are tall forests, and areas with rich soil." The word rich most likely means

- (A) fertile
- (B) dirty
- (C) wealthy
- (D) smelly

4

What is the main idea of paragraph two?

- (A) Renewable resources can be replaced.
- (B) It is important to use renewable resources responsibly.
- (C) Lakes and streams provide water.
- (D) There are two types of resources.

How does where you live affect how you live?

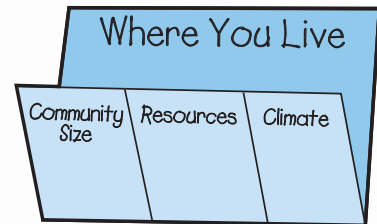


## Write About the Big Idea

### Expository Essay

Use the Unit 1 foldable to write an essay that answers the Big Idea question, “How does where you live affect how you live?” Begin with an introduction. Write one paragraph for each section of the foldable. Use the notes you wrote on your foldable to help you. End with a paragraph that answers the question.

**FOLDABLES™**  
Study Organizer



## Projects About the Big Idea

**Make a Drawing** Think about your community. Draw a picture that shows everyday activities in your community.

**Make a Poster** Design a poster showing how people use one renewable or one nonrenewable resource. Work in a small group to make a poster that shows the steps needed to bring that resource from nature to your community.

