



Unit 2



How do communities change over time?

FOLDABLES™
Study Organizer

Sequence

Make a trifold book foldable to take notes as you read Unit 2. Label the sections **Newcomers**, **Seeking Freedom**, and **Inventions**.

Newcomers

Seeking Freedom

Inventions



For more about Unit 2 go to www.macmillanmh.com

Communities Change

PEOPLE, PLACES, AND EVENTS



Pocahontas



Jamestown



Two Worlds Meet

1607

People from England first arrive in America.

People from England built a community called **Jamestown**. There they met a good neighbor named **Pocahontas**.

Today you can visit Jamestown and see what life was like back then.



For more about People, Places, and Events, visit www.macmillanmh.com



Colonists



Boston Harbor Today



Boston Tea Party

1773

Colonists protest British rules by dumping tea into Boston Harbor.

The **colonists** were angry about British rules. They snuck onto British ships and dumped tea into **Boston Harbor**. **Today** you can visit the spot where this event, known as the **Boston Tea Party**, took place.

FIRST COMMUNITIES

Lesson 1

VOCABULARY

culture p. 53

barter p. 53

artifact p. 53

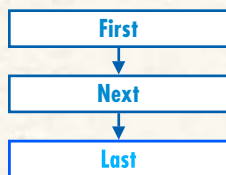
settler p. 56

slavery p. 59

READING SKILL

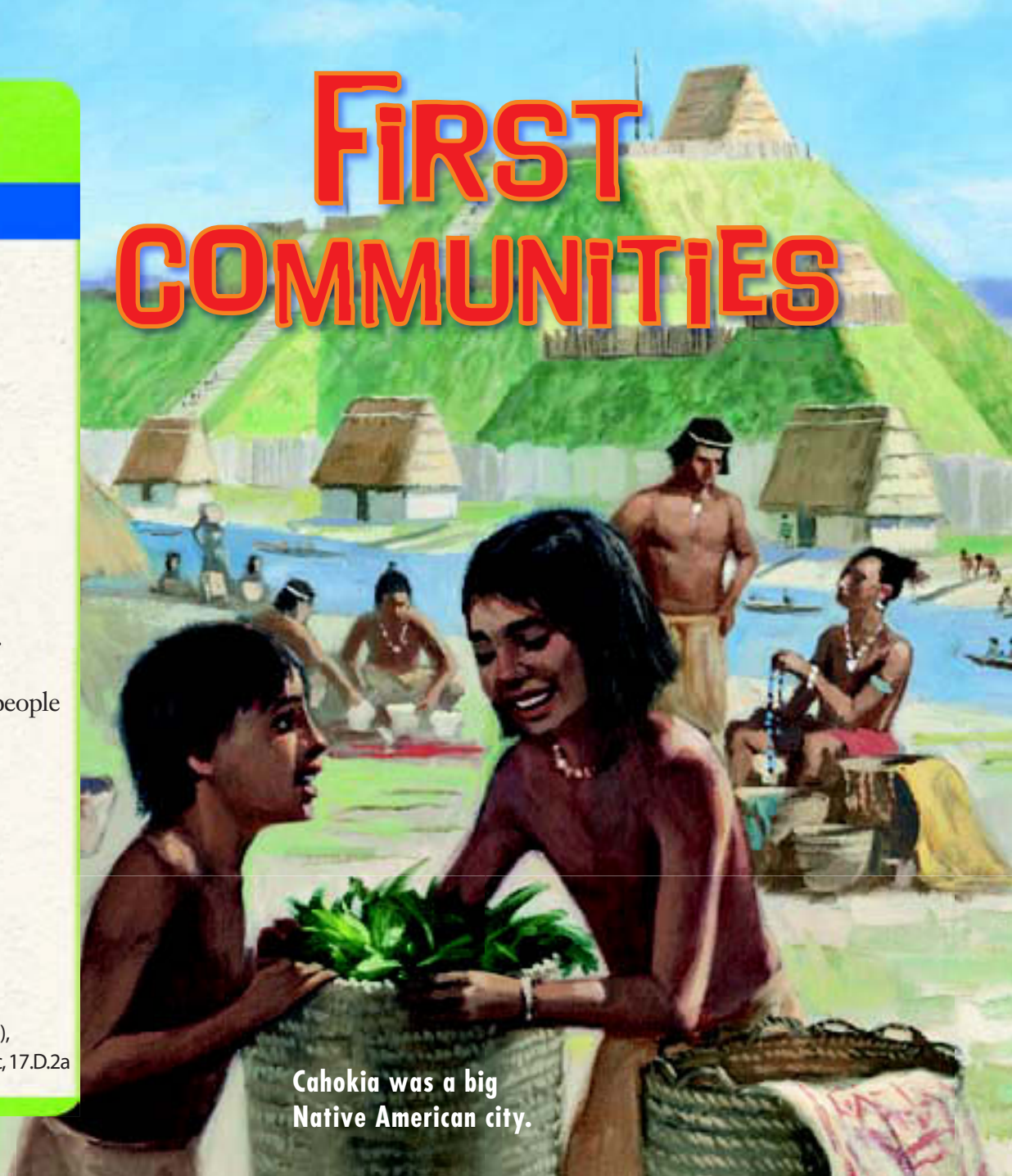
Sequence

Copy the chart below.
As you read list what happened when new people arrived in America.



Illinois Learning Standards

15.D.2b, 16.A.2a, 16.B.2a(W),
16.C.2a(US), 16.D.2a, 17.C.2c, 17.D.2a



Cahokia was a big Native American city.

Essential Question

Who lived and worked in America's first communities?



A Cahokia was built by Native Americans in what is now Illinois.



B The Powhatan, a Native American group, lived in what is now Virginia.



C People from England built a community called Jamestown.



D Africans worked in Jamestown and helped it to grow.

A**CAHOKIA**

It is the year 1200 in the Native American city of Cahokia, in what is now Illinois. From the fields you can see a huge mound of earth, as tall as a ten-story building.

Once the land in this area was nearly flat. Then the people began to build mounds. It took more than 300 years to build the largest mound. At the top the chief and other important people held ceremonies to honor the sun. Sun ceremonies and mound building were all part of the **culture**, or way of life, in Cahokia.

Life in Cahokia

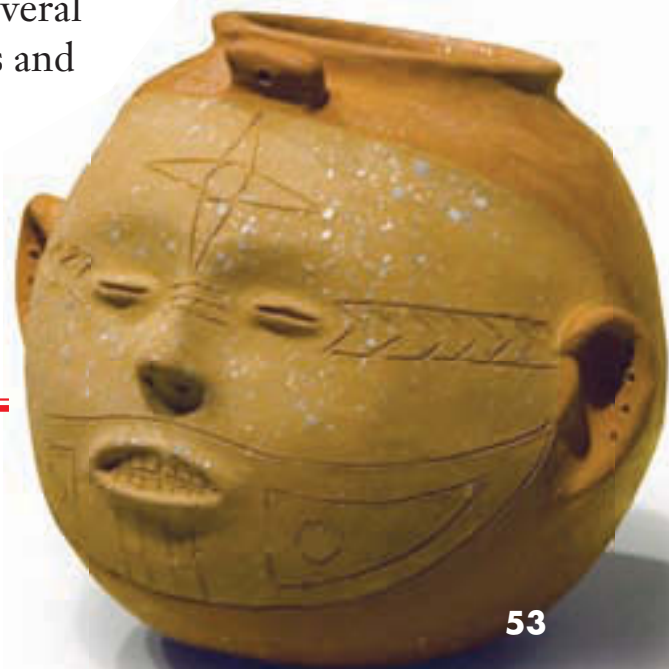
Life in Cahokia was busy. Men fished in nearby rivers. Women and children picked corn and squash to eat. Others made tools and pots to trade in the market.

Cahokia was then one of the biggest cities in the world. It was built near several rivers. People traveled the rivers and **bartered**, or traded goods, with other villages near and far. Trading brought an exchange of things like language, ideas, and technology.

QUICK CHECK

Sequence What did Cahokia look like before mound building began?

Artifacts, things made or used by people in the past, tell us how people lived long ago.



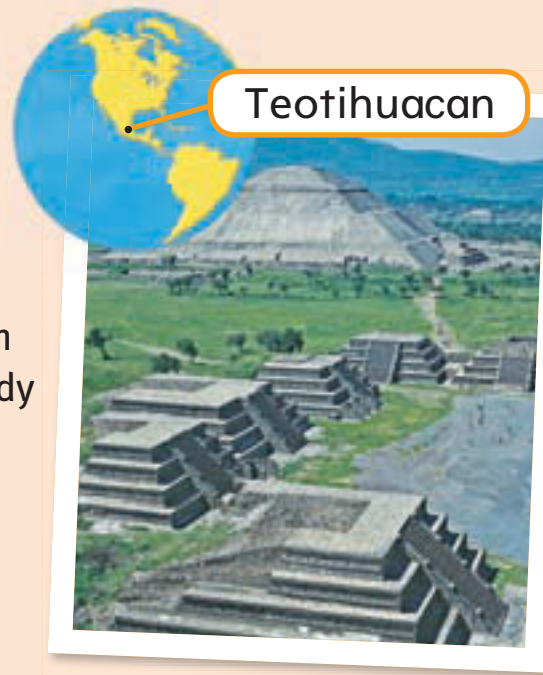
Global Connections

Buildings Made Long Ago

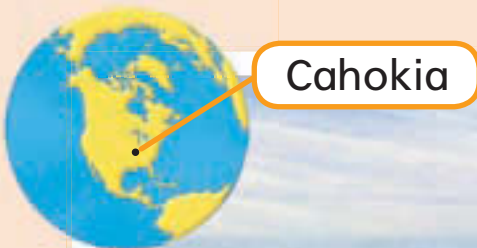
About 2,000 years ago, Teotihuacan, Mexico, was at the center of a Native American civilization. A civilization is a culture that has advanced systems of learning, arts, and government. Teotihuacan was even bigger than Cahokia.

People from both Cahokia and Teotihuacan made the mounds and pyramids that we study today. Cahokians built their dirt mounds up to 100 feet tall. Some mounds were used as temples where people worshipped.

The people of Teotihuacan built their huge pyramids of stone. The Pyramid of the Sun is twice the size of the biggest Cahokian mounds! This pyramid has a temple on top.



▲ Some pyramids in Teotihuacan were used to bury the dead.



Cahokian mounds had temples on top. Others had homes for important people. ▶



Write About It Write a paragraph about the ways people in Cahokia and Teotihuacan made and used their buildings.



yahikan

canoe

▲ A Powhatan home was called a yahikan. Each had a fire in the center for warmth.

B POWHATAN'S VILLAGES

It is a winter morning in the year 1606. A young girl, Pocahontas, follows her family to the river to bathe. Bathing in the river every day is part of her group's culture. Later she will help her mother make clothing.

Meeting Community Needs

Pocahontas lived in a Native American village in what is now Virginia. Her father, Powhatan, was a powerful chief. During the early 1600s he ruled over many villages. The people he led were also called the Powhatan.

The Powhatan used the natural resources around them to meet many needs. They carved canoes out of trees and used them on the rivers and the ocean to fish and trade. The Powhatan also hunted turkey and deer in the forests. They grew and stored corn and squash. Everyone worked together so there was enough to eat.

▼ The Powhatan used stone knives like these.



QUICK CHECK

Main Idea and Details How did the Powhatan use resources?



NEW ARRIVALS

Do you know why the year 1492 is important? That's when Christopher Columbus discovered America. After that people from many countries in Europe started coming to the Americas. Some came looking for land, gold, or adventure. Others came to build new communities and to find freedom.

Making a New Home

People from England first came to Powhatan lands in 1607. These **settlers** began making this land their home. A settler is a person who moves from one area to another to find land. The settlers called their new home Jamestown. Many of them were unwilling to work. They only wanted to look for gold!

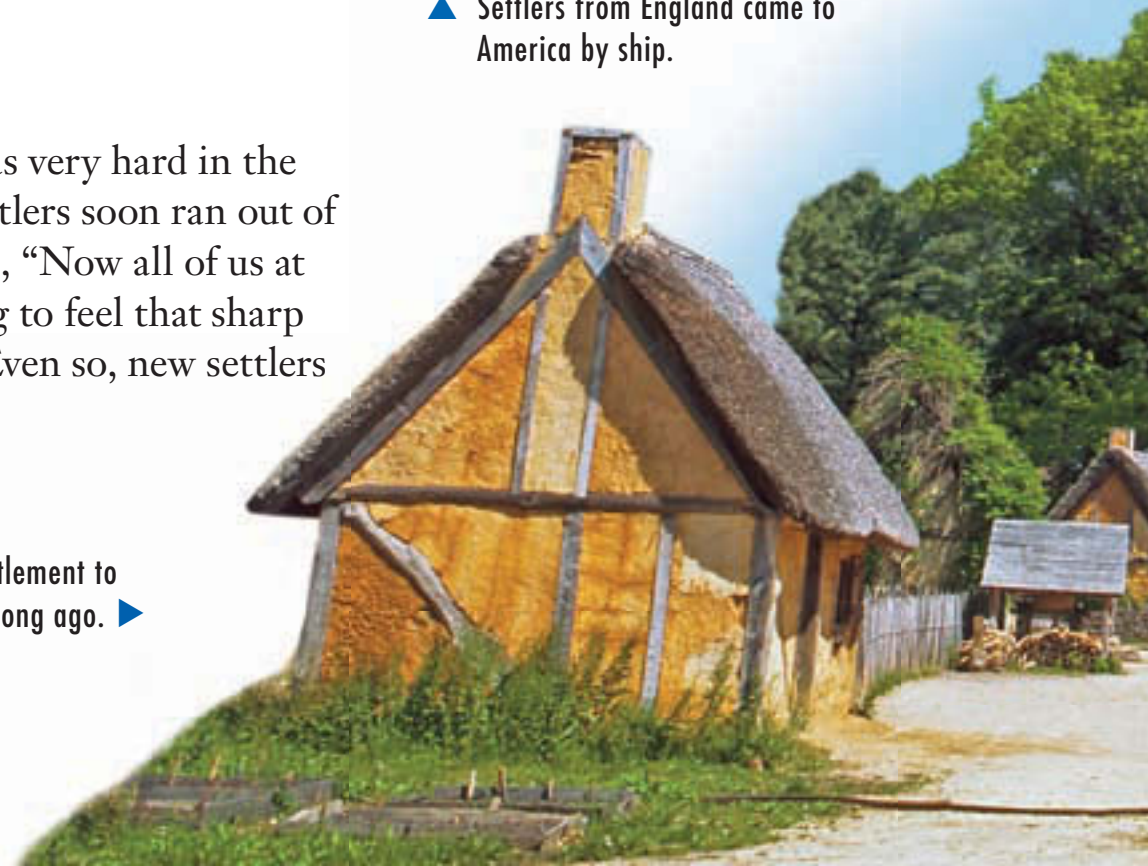
Jamestown

Life in Jamestown was very hard in the winter of 1609. The settlers soon ran out of food. One settler wrote, "Now all of us at James Town, beginning to feel that sharp prick of hunger . . ." Even so, new settlers continued to arrive.

You can visit Jamestown Settlement to see how Jamestown looked long ago. ►



▲ Settlers from England came to America by ship.



Help From the Powhatan

The land was new and strange to the English. They had to learn how to hunt and grow food. To whom did the settlers go for help? Their neighbors, the Powhatan. Sometimes Pocahontas brought fish, corn, and squash to the hungry settlers. She became friends with Jamestown's leader, John Smith, and later married John Rolfe, another English settler.

As Jamestown grew, there was less land for the Powhatan. In just ten years the Powhatan had lost much of their land to the Jamestown settlers.

QUICK CHECK

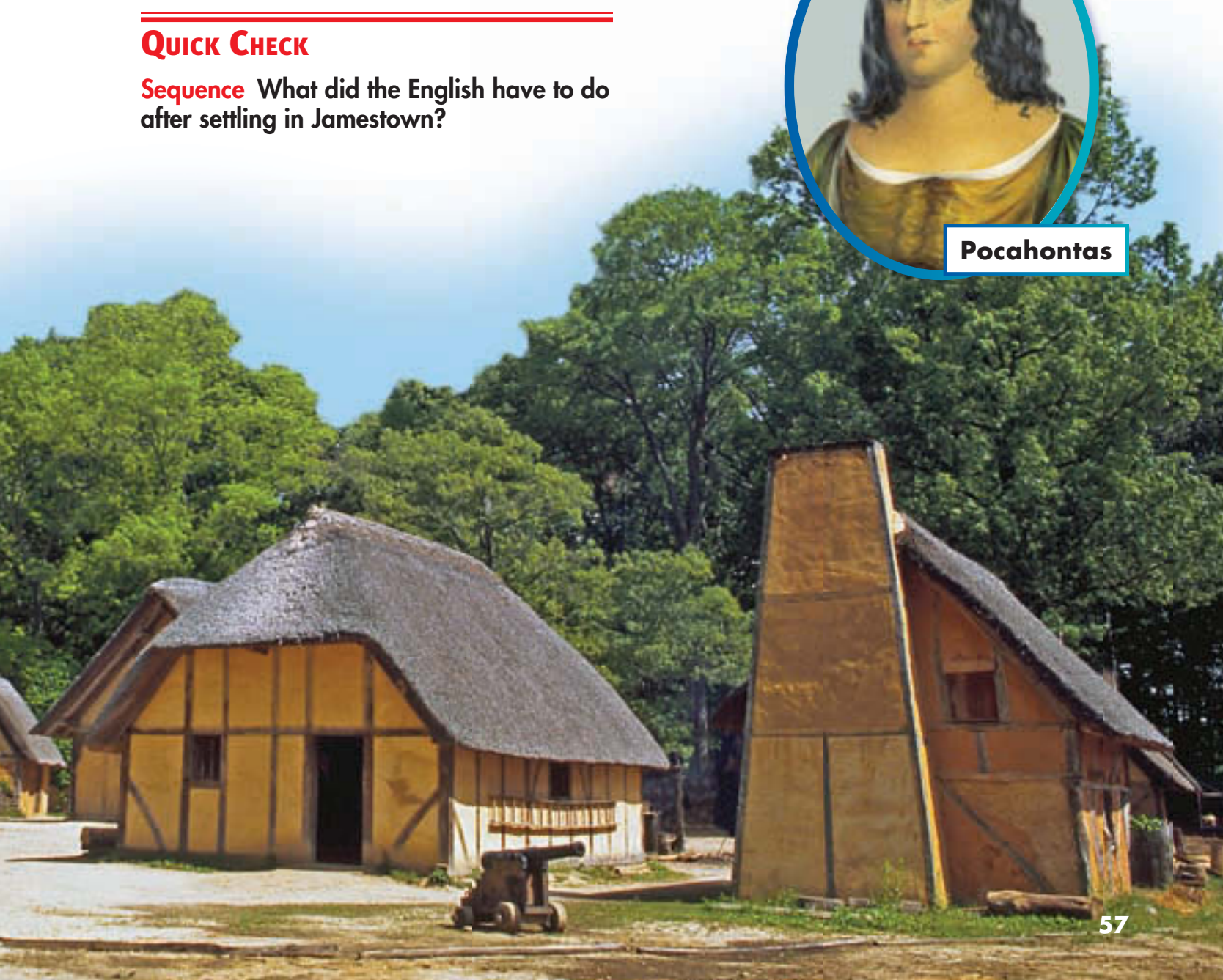
Sequence What did the English have to do after settling in Jamestown?



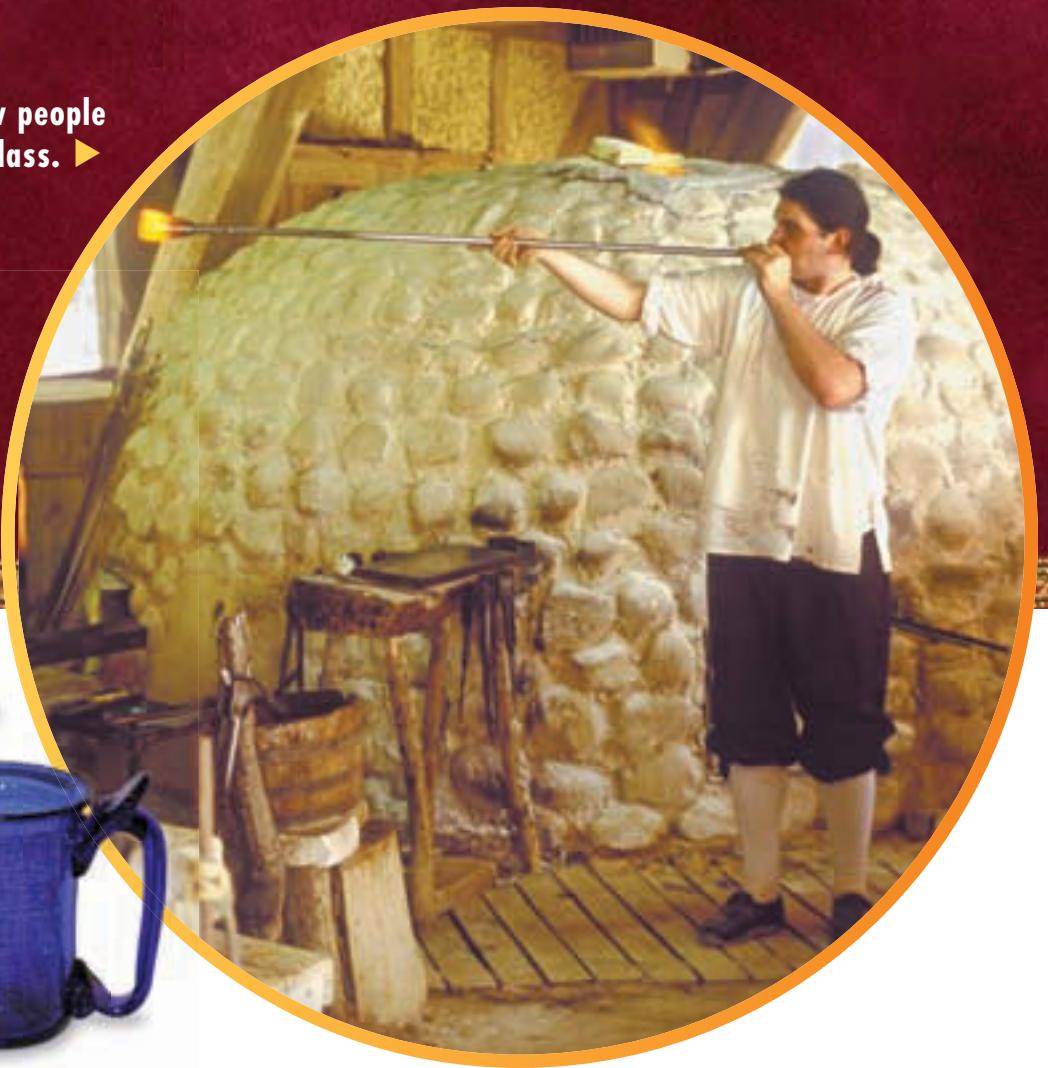
John Smith



Pocahontas



This photo shows how people in Jamestown made glass. ▶



▲ Artifacts help us understand Jamestown. What do you think these glass objects were used for?

D HERE TO STAY

Settlers kept coming to Jamestown. As more people arrived, Jamestown grew stronger. Settlers chopped down trees for wood. They planted tobacco. They also made glass. Wood, tobacco, and glass could then be sent back to England for sale.

Growing tobacco was hard work! In 1619 a Dutch ship brought some people from Africa to Jamestown. The English settlers were happy to have the African workers.

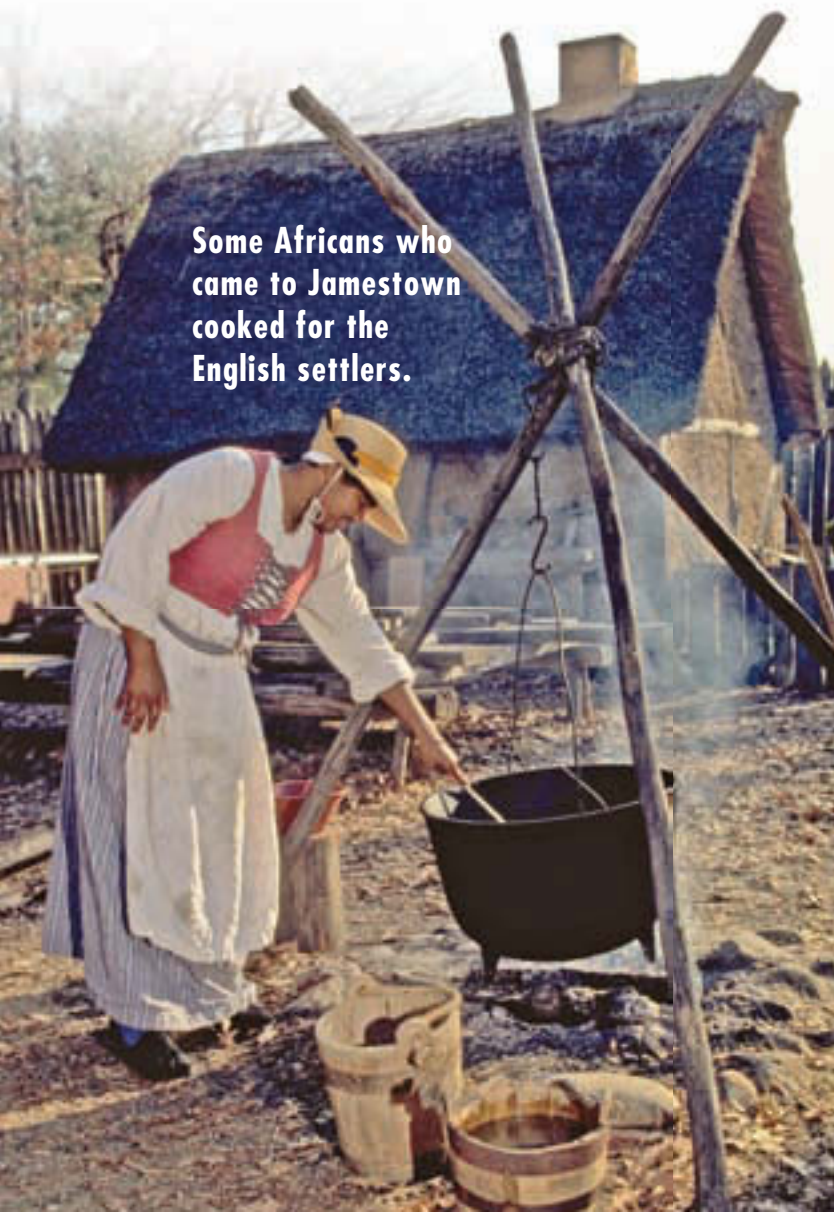
Africans in Jamestown

The Africans who came to Jamestown helped it to grow even more. They cooked, made clothes, worked on farms, took care of children, and made buildings.

Though the first Africans in Jamestown did not choose to come and were not free, they were not all kept in **slavery**. Slavery is forcing people to work without pay and without freedom. The first Africans in Jamestown were servants who earned their freedom in time. Slavery would be far worse for the Africans who followed.


QUICK CHECK

Main Idea and Details What types of work did people do in Jamestown?



Some Africans who came to Jamestown cooked for the English settlers.

Check Understanding

- 
- VOCABULARY** Write one sentence for each vocabulary word below.
culture **artifact** **settler** **slavery**
 - READING SKILL Sequence** Use the chart from page 52 to write a paragraph about new people arriving in America.

First
↓
Next
↓
Last
 - Essential Question** **Write About It** Write a paragraph telling how the English learned to live in their new settlement of Jamestown.

Lesson 2

VOCABULARY

colony p. 61

tax p. 62

revolution p. 65

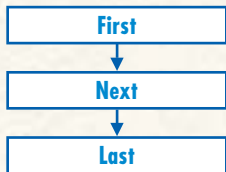
Patriot p. 65

constitution p. 66

READING SKILL

Sequence

Copy the chart. As you read fill it in with events that led up to the American Revolution.



Illinois Learning Standards

14.F.2, 15.D.2a, 15.D.2b, 16.A.2b,
16.B.2a(US), 16.C.2a(US)

A New Country

A mill in Plymouth, Massachusetts

Essential Question

How did the British colonies grow and become a new country?



A People from Europe built new communities in North America.



B Boston became one of the biggest colonial cities.



C Colonists won their freedom from British rule.



D Leaders wrote a plan for the new government.

A COMMUNITIES GROW

A sailor calls, “Land ahead!” You rush to the front of the ship and stare into the mist. Then you see it. America!

After people back in Europe learned about the success of Jamestown, more and more people sailed across the huge Atlantic Ocean. They wanted a chance to start a better life in America, too.

A Better Life

Jamestown wasn’t big enough for everyone! Many of the newcomers settled in different areas along the Atlantic coast. By the 1750s there were 13 British **colonies** stretching along the east coast of North America. A colony is a place that is ruled by another country. Most colonists, or people who live in a colony, were farmers who raised crops to sell and make money.

Many British people traveled to America to live in the colonies. Some came for religious freedom. Others came hoping to start a business or to own their own land.

QUICK CHECK

Sequence What happened after people heard about the success of Jamestown?



- ▲ Farmers in the colonies grew crops such as corn, rice, and tobacco.

B BOSTON, A COLONIAL CITY

Boston was one of the biggest colonial cities. What was life in Boston like in colonial times? People bought fish from the fishermen and vegetables from their neighbors. They could buy wooden chests, beds, and barrels made right in Boston. But items like silk and tea came from Great Britain.

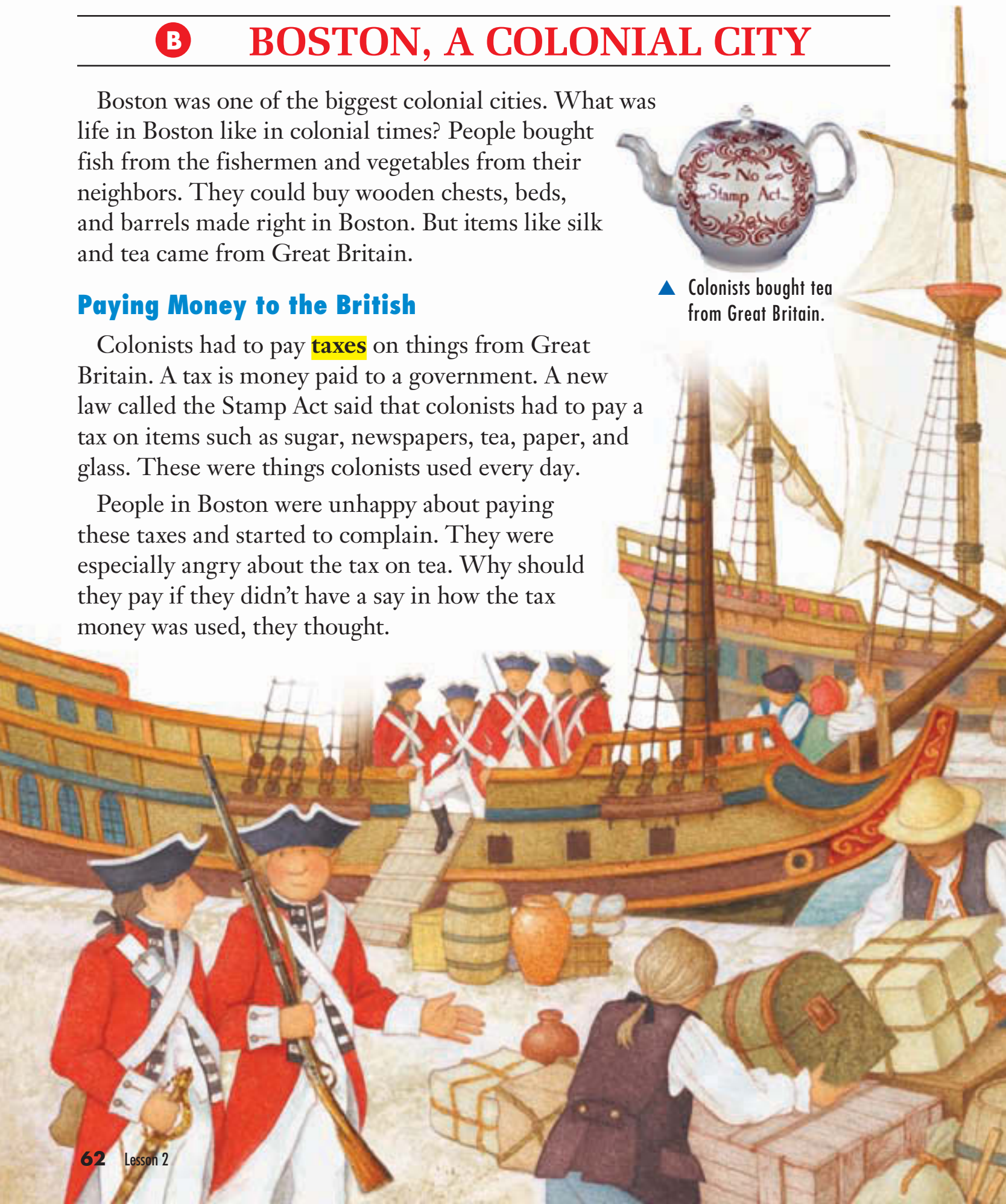
Paying Money to the British

Colonists had to pay **taxes** on things from Great Britain. A tax is money paid to a government. A new law called the Stamp Act said that colonists had to pay a tax on items such as sugar, newspapers, tea, paper, and glass. These were things colonists used every day.

People in Boston were unhappy about paying these taxes and started to complain. They were especially angry about the tax on tea. Why should they pay if they didn't have a say in how the tax money was used, they thought.



▲ Colonists bought tea from Great Britain.



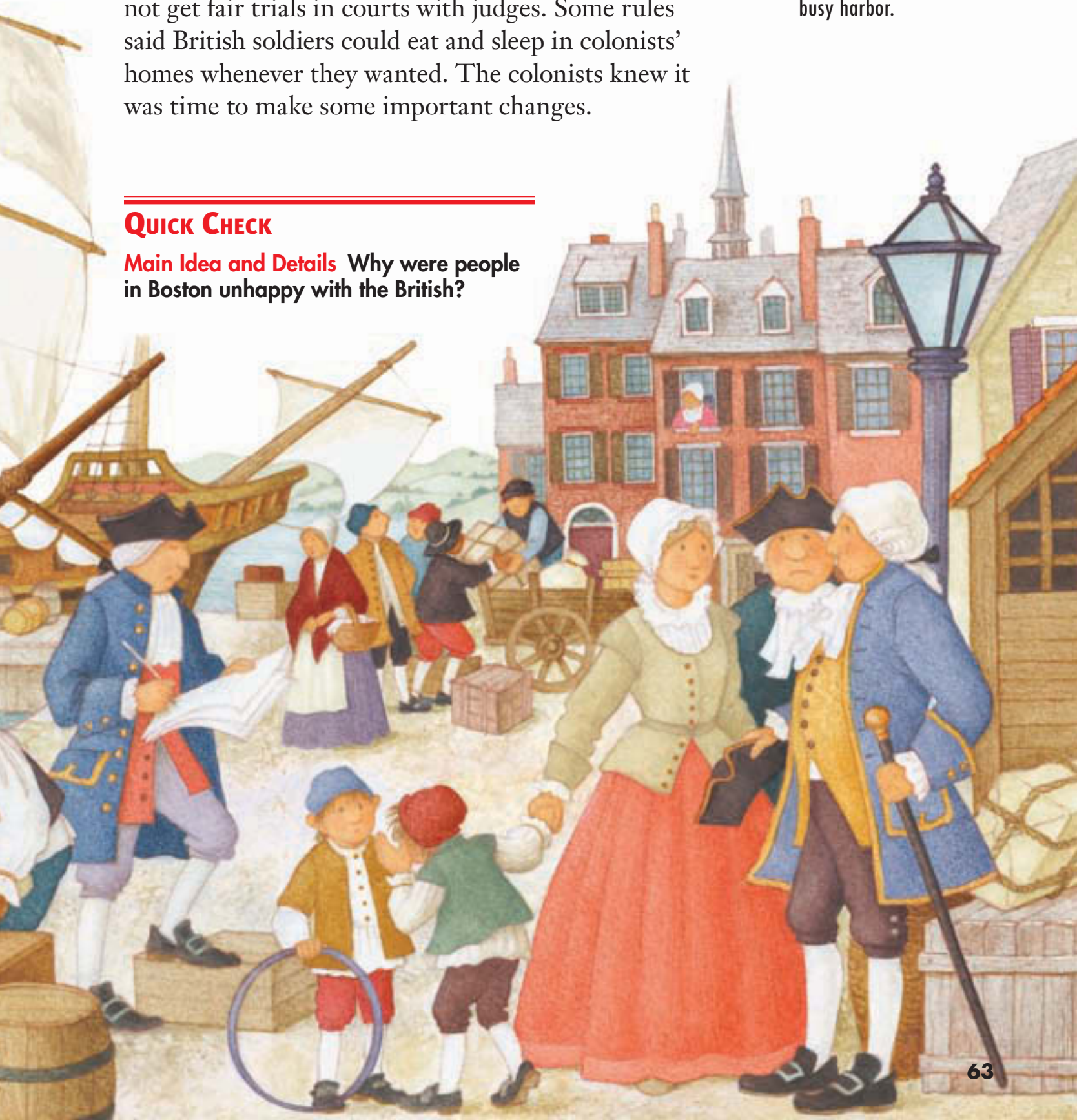
Unfair Rules

There were other rules the colonists thought were unfair. For example, the colonists were not allowed to meet in groups. They also said they did not get fair trials in courts with judges. Some rules said British soldiers could eat and sleep in colonists' homes whenever they wanted. The colonists knew it was time to make some important changes.

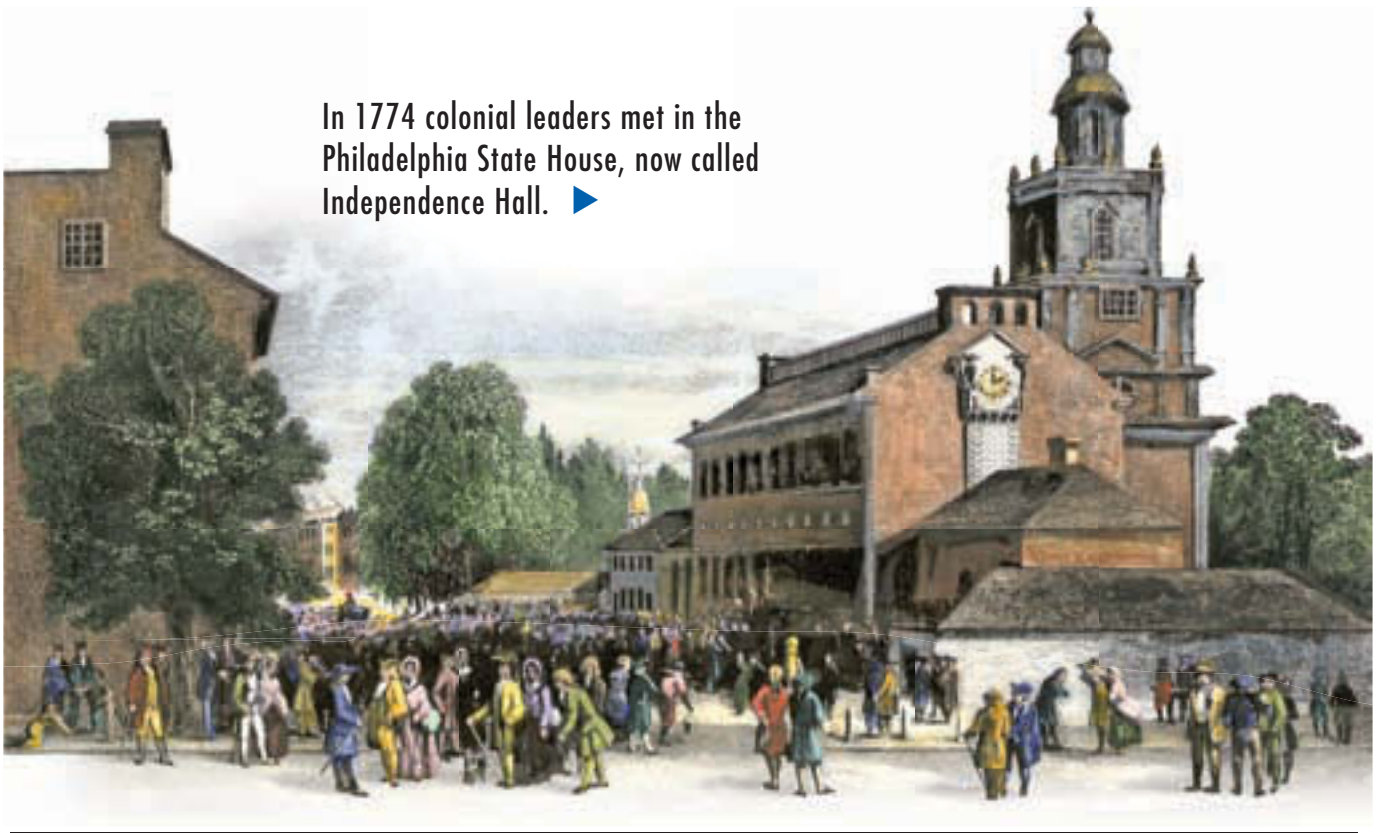
- ▼ Many things shipped to and from Great Britain passed through Boston's busy harbor.

QUICK CHECK

Main Idea and Details Why were people in Boston unhappy with the British?



In 1774 colonial leaders met in the Philadelphia State House, now called Independence Hall. ▶



🕒 TAKING ACTION

Many colonists wanted to let the British government know that they were unhappy with these rules. First they took peaceful actions. Some, like Samuel Adams, wrote newspaper articles. Others met to talk and to make decisions. Many people stopped buying British items such as tea.

These actions weren't enough. Colonists soon took other actions that were not peaceful. In 1773 a group of men, dressed as Native Americans so the British would not recognize them, secretly went onto British ships. As a protest they dumped 342 chests of British tea into Boston Harbor. This event became known as the Boston Tea Party.

▼ As punishment after the Boston Tea Party, Great Britain closed Boston Harbor. No ships could enter or leave.



Fighting for Freedom

The British government would not change its unfair rules. Nothing the colonists did worked. It was time to declare independence in writing. The job of writing such a declaration was given to a Virginia lawyer named Thomas Jefferson.

The Declaration of Independence told King George III of Great Britain that Americans would be free. The colonists' leaders approved the declaration on July 4, 1776. The British king was not happy—and the American **Revolution** began. A revolution is a fight that often leads to the end of one government and the beginning of another. British soldiers came to fight the **Patriots**—the people who fought for independence. After seven years of war, the Patriots finally won independence from Great Britain. The 13 colonies were now a new country—the United States of America.



▲ African Americans were among those who fought during the American Revolution.

QUICK CHECK

Sequence What happened after colonial leaders approved the Declaration of Independence?

PEOPLE

George Washington was a general who led Patriots during the American Revolution. In 1789 Washington was elected President of the United States of America. We honor President Washington by celebrating his birthday on President's Day, the third Monday in February.



George Washington

D

AFTER THE WAR



- ▲ Representatives signed the United States Constitution in 1788.

A new country needs a **constitution**, or a written plan of government. In 1787 representatives, or people who speak or act for others, met in Philadelphia to write a constitution. After talking and thinking about different ideas, they reached a compromise. In 1788 the United States Constitution was approved by the 13 states and was now the law.

QUICK CHECK

Sequence What did representatives need to do after the war was over?

Check Understanding



1. **VOCABULARY** Use the words below to write a paragraph about the Patriots' fight for freedom.

tax

revolution

constitution

2. **READING SKILL Sequence** Use your chart from page 60 to write a paragraph about the events that led to the American Revolution.

First
↓
Next
↓
Last

Essential Question

3. **Write About It** Make a list of some ways to have fun in your community. Write a letter about what it might have been like to live during the American Revolution.

Citizenship

Democracy in Action

Cooperation and Compromise

Like people long ago, people today cooperate and compromise. A fifth-grade class in Lutz, Florida, wanted a dog park at Nye Park. At a town meeting the students found out that Nye Park was too small. So the students compromised and asked for a leash-only dog area. Finally the town agreed to create a dog park elsewhere. Read the steps below to learn how to compromise.



How to Work Together

- 1. Identify the problem.** Find out what each group or person thinks is the problem.
- 2. Express points of view.** Share the reasons why people disagree. Find out what each person wants.
- 3. Look for common goals or interests.** Talk about the ideas or goals that all groups share.
- 4. Find ways that everyone can gain from compromise.** Look for a way to give each group or person at least part of what they want, so that everyone can agree.



Write About It Write a paragraph about a school activity that requires cooperation.

Chart and Graph Skills

Use Time Lines

VOCABULARY

time line

year

decade

century

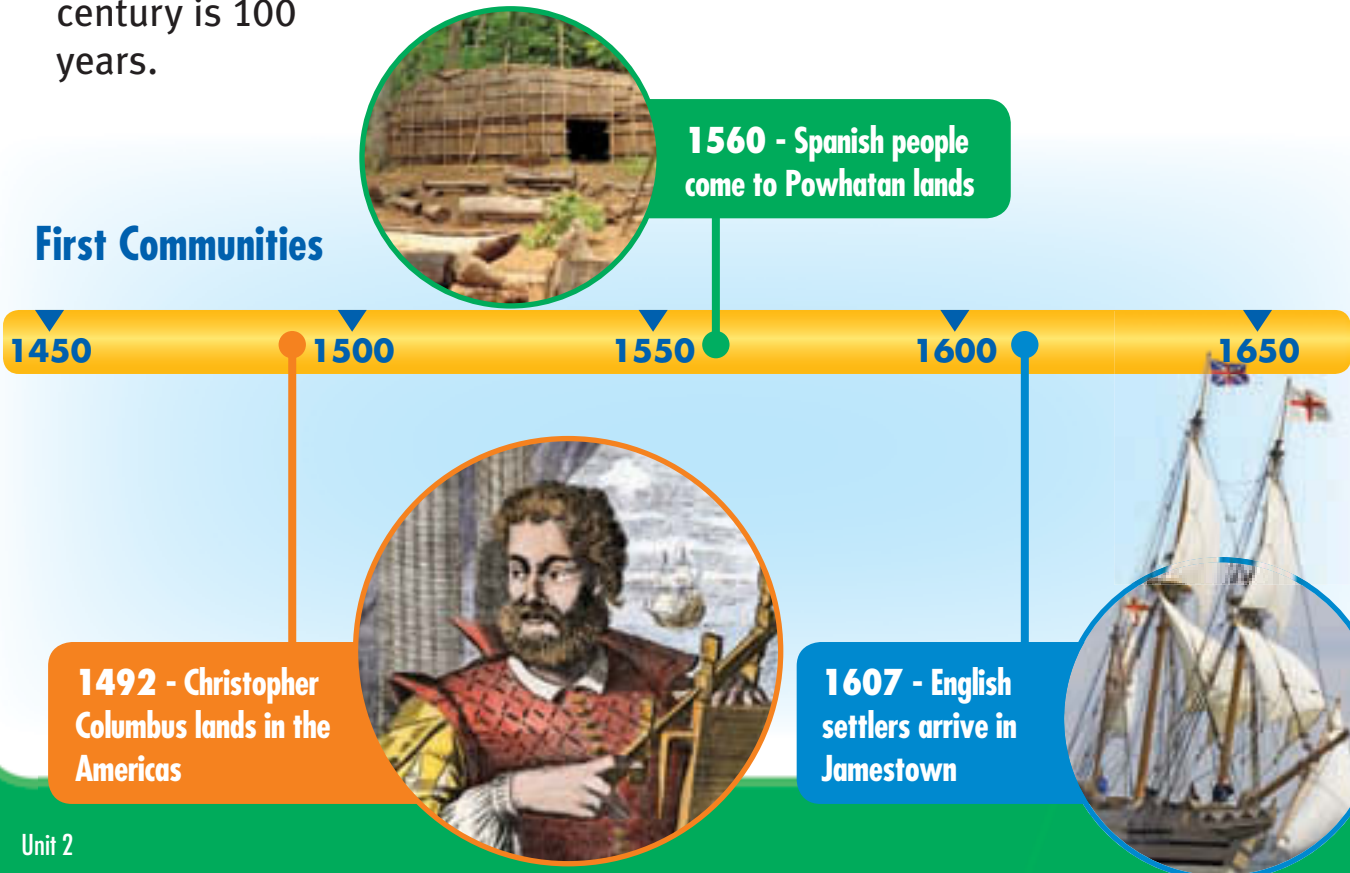
You have read about events in America's history. It is not always easy to remember what happened first, next, and last. A **time line** shows the order of events. Learning to use time lines will help you learn about events in the past.

Learn It

Follow these steps and look at the time line below as you read.

- **Look at the dates.** Time lines are divided to show time periods, such as **years**, **decades**, or **centuries**. A year is any period of 12 months. A decade is 10 years, and a century is 100 years.

- **Look at the order of events.** Events are listed in time order from left to right. The earliest event on this time line is "Christopher Columbus lands in the Americas."
- **Use the dates to tell the number of years between events.** Subtract the date of the earlier event from the date of the later event.



Fighting for Freedom



Try It

Use the time line above to answer the questions.

- How many years does this time line cover?
- What is the last event on the time line?
- What happened in 1776?
- How many years after the end of the Revolution did George Washington become President?

Apply It

- Make a time line of your own life.
- Divide your time line into years.
- Make the first event the year you were born.
- Include five important events on your time line. Also include an event in the future—your 13th birthday. In what year will you be 13?

MOVING WEST

Lesson 3

VOCABULARY

explorer p. 71

frontier p. 71

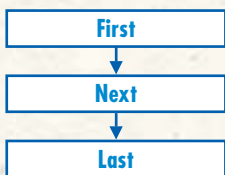
pioneer p. 71

territory p. 72

READING SKILL

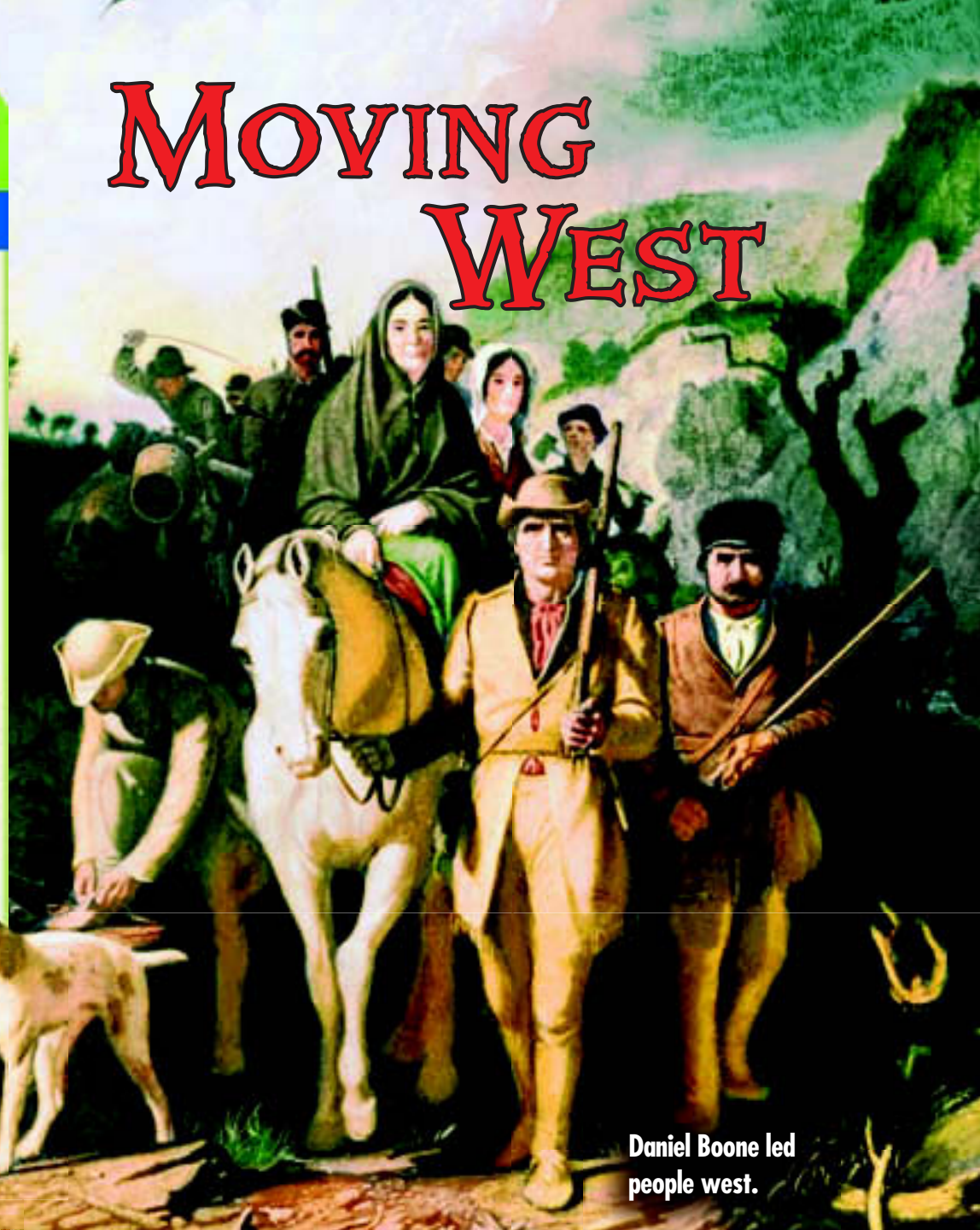
Sequence

Copy the chart below. As you read list the events that helped change the United States after the Revolutionary War.



Illinois Learning Standards

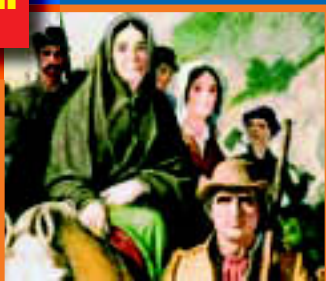
16.A.2b, 16.B.2a(US), 17.A.2a, 17.D.2a



Daniel Boone led people west.

Essential Question

How did the United States change after the American Revolution?



A As the country grew, people began to move west.



B Lewis and Clark led a team to find out about the land to the west.



C Many people traveled west in covered wagons.

A LOOKING WEST

*You are traveling west but you are not even on a road.
You are following a Native American
trail over the mountains.*

The country was growing quickly! Soon people began thinking about moving west. Daniel Boone was an **explorer** who followed Native American trails west in the 1770s. An explorer is someone who goes to a new place to find out about it. Boone found forests filled with bear, deer, and fox. He also discovered Native American communities as he traveled through the **frontier**. A frontier is the far edge of a country where new people are just beginning to settle.

Boone explored the area that is now Kentucky. Later he helped settlers cross the Appalachian Mountains to make new homes on the other side.

QUICK CHECK

Sequence What did Daniel Boone do after he explored Kentucky?

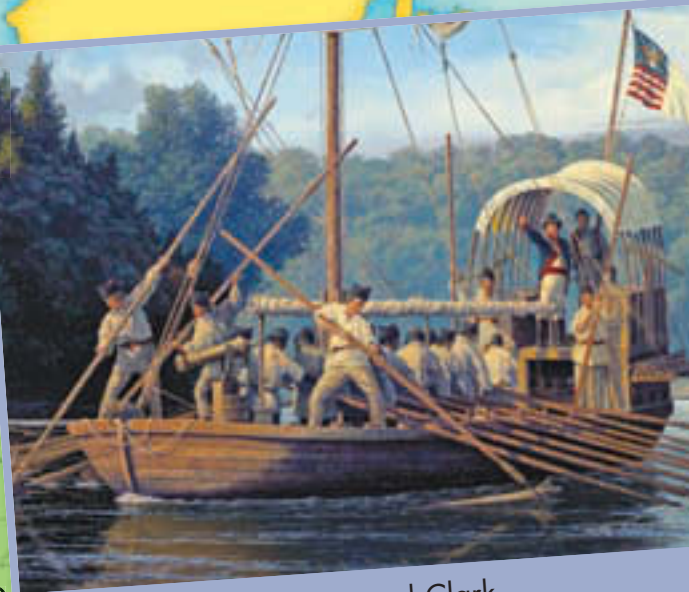
PLACES

Daniel Boone helped build a new settlement in Kentucky called **Fort Boonesborough**. Today people can visit Fort Boonesborough State Park to see what life was like for **pioneers**. A pioneer is the first of a group of people to settle in an area.



Fort Boonesborough

LEWIS AND CLARK'S JOURNEY



1 In May 1804 Lewis and Clark leave St. Charles, Missouri, with a group of men to explore the West. They use three boats to travel up the Missouri River.

Map Skill

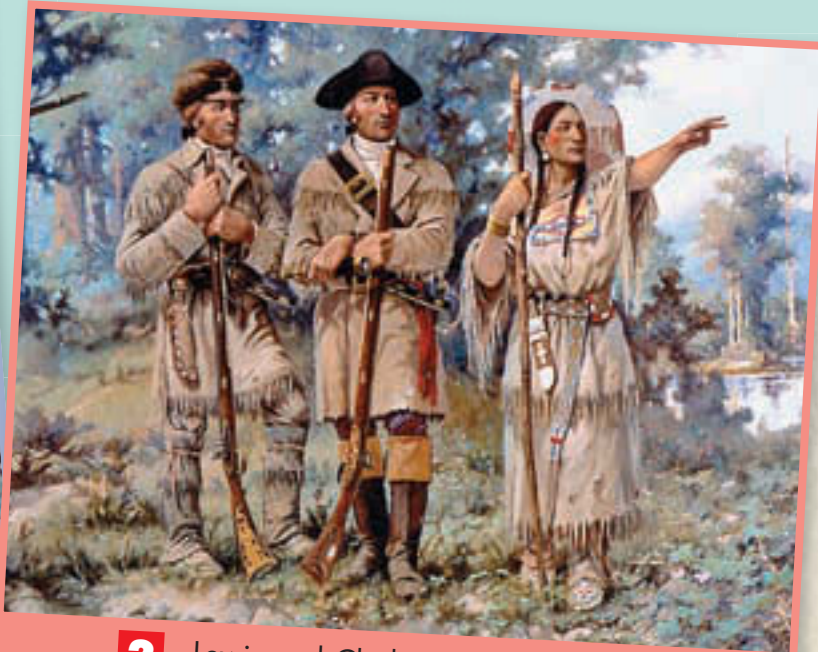
LOCATION What landforms did Lewis and Clark cross?

B ACROSS THE CONTINENT

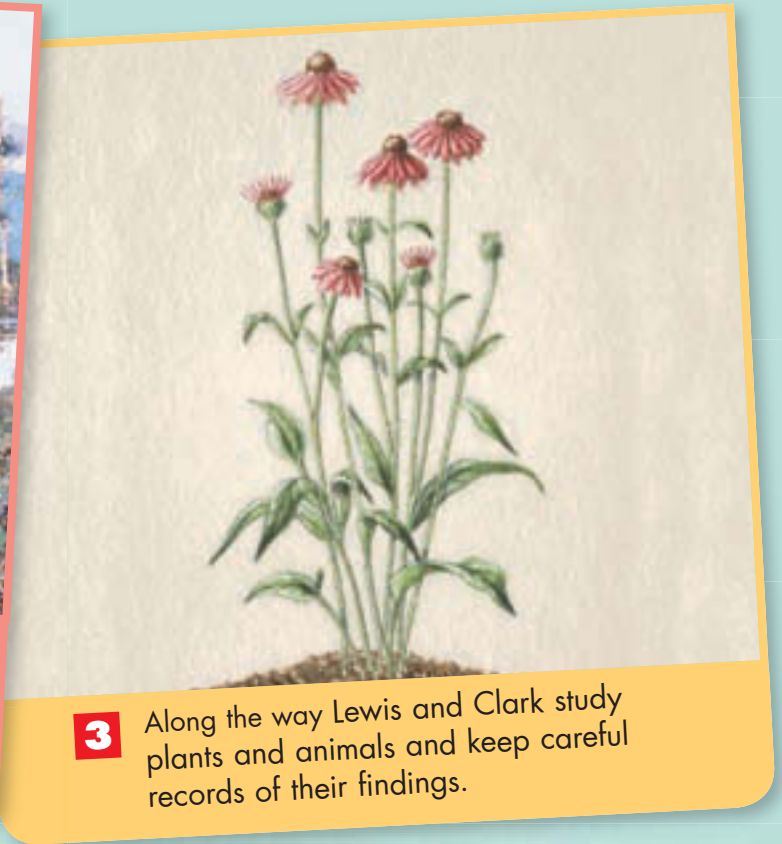
The Mississippi River was important for trade and travel. President Thomas Jefferson wanted to get control of the Mississippi River from France. He tried to buy New Orleans, the city where the Mississippi River flows into the sea. Instead, in 1803 France sold all of the Louisiana **Territory**. A territory is land owned by a country. This deal, called the Louisiana Purchase, doubled the size of the United States, all for \$15 million!

Learning About the New Land

The United States knew very little about this huge territory. So Jefferson hired Meriwether Lewis and William Clark to go and explore the new land. During their journey Lewis and Clark made maps that would help settlers who moved west later.



2 Lewis and Clark meet a Native American woman named Sacagawea. She travels with them as their guide. She tells them which plants are safe to eat and helps them get horses to finish their journey.



3 Along the way Lewis and Clark study plants and animals and keep careful records of their findings.

People, Plants, and Animals

During their two-year journey, Lewis and Clark met some of the Native Americans who lived in the West. Sacagawea, their Native American guide, helped them talk with the people they met because she knew many of their languages. Lewis and Clark wrote about all these different people and their ways of life.

Lewis and Clark also studied plants and animals. They wrote about at least 170 plants. They also described animals such as the white-tailed deer and the plains gray wolf.

EVENT

The **Louisiana Purchase** included all or part of 15 states and even parts of Canada. In New Orleans the event was celebrated by raising the American flag!



Louisiana Purchase

QUICK CHECK

Summarize What did Lewis and Clark do during their journey?

C TRAILS TO THE WEST

Pioneers and settlers followed Native American and explorers' trails to the West. Many trails, like the Oregon Trail, began in Independence, Missouri. Settlers often traveled in wagon trains, a group of covered wagons traveling together across country.


The Oregon Trail

The Oregon Trail was difficult to travel. Rivers were good for drinking water, but they were hard to cross. Families always looked for food and fuel for cooking fires. Have you ever written a letter or journal entry about a trip you have taken? Below, read how a 17-year-old girl described her journey on the trail.

Primary Sources

"We traveled but nine miles. . . . The roads were very hilly and the sand six inches deep. We traded with the Indians this evening for salmon; they are the best fish I ever saw."

Journal Entry
Abigail Jane Scott, August 5, 1852



Write About It Write a paragraph describing what Scott's journal entry tells you about traveling on the Oregon Trail.

Traveling by wagon train was slow and difficult.



Why Move West?

By 1870 thousands of pioneers had traveled across the Oregon Trail. Many had listened to the words of John Soule, an Indiana journalist who said,

“Go West, young man, and grow up with the country.”

Some settlers started farms in Oregon. Others hoped to find gold in California! Others went just for adventure. All who went west hoped for better lives.

QUICK CHECK

Main Idea and Details Why did pioneers travel the Oregon Trail?

Check Understanding



- VOCABULARY** Make a drawing that shows the meaning of each word below.
explorer **frontier** **pioneer**
- READING SKILL Sequence** Use

First
↓
Next
↓
Last

 your chart from page 70 to write a paragraph telling how the United States changed after the American Revolution.
- Essential Question** **Write About It** Write a diary entry that a pioneer traveling west might have written.

Map and Globe Skills

Understanding Hemispheres

VOCABULARY

sphere

hemisphere

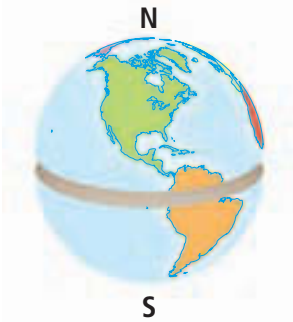
prime meridian

equator

Today people come to the United States from all over the world. You can find these places on a globe, a model of Earth. A globe is a **sphere**. It is round, like a ball. You can see only half of a globe at a time. The part of the globe that you see is called a **hemisphere**, which means “half of a sphere.”

Learn It

We can divide Earth two ways— around the middle or top to bottom.



- The **equator** is an imaginary line around Earth halfway between the North Pole and the South Pole. Any place north of this line is in the Northern Hemisphere. Any place south of this line is in the Southern Hemisphere.



- The **prime meridian** is an imaginary line that runs from the North Pole to the South Pole through Greenwich, England. Places east of this line are in the Eastern Hemisphere. Places west of this line are in the Western Hemisphere.

- A continent can lie in more than one hemisphere.

Western Hemisphere



Eastern Hemisphere



Northern Hemisphere



Southern Hemisphere



Try It

- Look at the maps above.
- Name the four hemispheres.
 - Which hemisphere is entirely south of the equator?

Apply It

- Which two hemispheres is North America in?
- Which two hemispheres is Australia in?

COMMUNITIES BECOME CITIES

Lesson 4

VOCABULARY

industry p. 79

immigrant p. 80

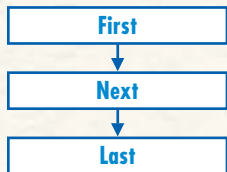
migration p. 82

discrimination p. 83

READING SKILL

Sequence

Copy the chart below. As you read list ways small towns and cities grew.



Illinois Learning Standards

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

The Statue of Liberty greeted newcomers.

Essential Question

How did small communities grow into large cities?



A As more people moved to find jobs, small towns grew into cities.



B People arriving from other countries helped cities grow.



C Many African Americans moved to cities in the North and Midwest.

A FROM TOWN TO CITY

New York City was once a small town with just a few streets and buildings. Today it is our country's largest city, with more than 8 million people!

When the population of a place grows, communities grow, too. Population means the number of people who live in an area. More people means more houses, schools, and roads. Soon towns become small cities. Small cities may grow into large urban areas.

What makes a population grow? One answer is jobs! People often move to new places to find work. For example, many people moved to northern Pennsylvania to get jobs in the coal **industry**. An industry makes one kind of product or provides one kind of service. Coal mining is an industry. So is banking.

Geography also affects population. People often move to a new place because of its geography. Some people like a warm climate. They move to an area where it is warm.

QUICK CHECK

Sequence What happens after new people move to an area?

Many women found jobs in clothing factories. ▶

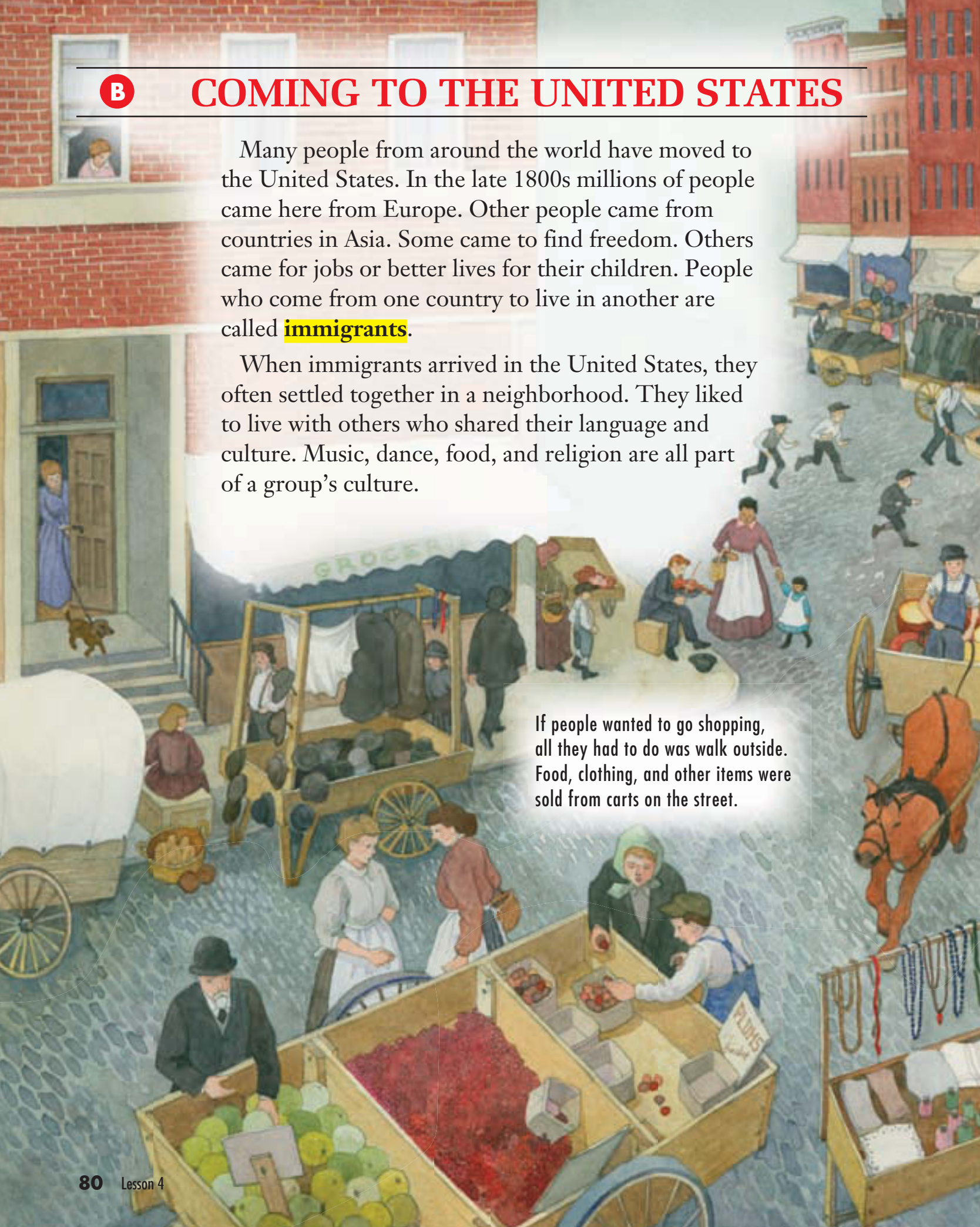


B


COMING TO THE UNITED STATES

Many people from around the world have moved to the United States. In the late 1800s millions of people came here from Europe. Other people came from countries in Asia. Some came to find freedom. Others came for jobs or better lives for their children. People who come from one country to live in another are called **immigrants**.

When immigrants arrived in the United States, they often settled together in a neighborhood. They liked to live with others who shared their language and culture. Music, dance, food, and religion are all part of a group's culture.



If people wanted to go shopping, all they had to do was walk outside. Food, clothing, and other items were sold from carts on the street.



With large numbers of immigrants, the populations of cities grew. The streets were often filled with traffic. In New York City most immigrants lived in tenements—apartment buildings with many people.

Sometimes musicians, dancers, and other performers provided entertainment for people living in and visiting a neighborhood.

Sometimes immigrants moved into communities that were already settled. Over time, their culture helped shape the neighborhood. For example, some neighborhood restaurants serve food from a particular culture, and museums show paintings made by immigrant artists.

QUICK CHECK

Main Idea and Details How do immigrants change communities?

PEOPLE

Many **immigrant** parents came to this country so their children could have a better education. When they weren't in school, many immigrant children worked to help earn money.



Immigrants

B**A NEW START**

About the same time that immigrants were arriving from other countries, people were also on the move in the United States. Many African Americans in the South decided to move to the North and the Midwest. This **migration**, or movement from one part of a country to another, changed our country. Thousands of African Americans left farms in the South and moved to big cities like New York, Chicago, Detroit, and Pittsburgh to find work in factories.

Those that moved had to adapt to life in an urban community. They now lived in crowded cities full of people, tall buildings, and traffic. Life was very different from life on farms in the rural South.

- ▼ The movement of African Americans from the South to the North became known as the Great Migration.





▲ African Americans at work in New York around 1917

Life in the North

Like the immigrants, African Americans were looking for a better life. In the South they faced **discrimination**. Discrimination happens when people are treated unfairly because of how they look or what they believe. They faced discrimination in the North, too, but life was better for them there. People found jobs and some started their own businesses.

QUICK CHECK

Compare and Contrast How is migration different from immigration?

Check Understanding



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

immigrant migration discrimination

2. **READING SKILL Sequence**

Use your chart from page 78 to write a paragraph about how small towns grew into cities.

First
↓
Next
↓
Last

Essential Question

3. **Write About It** Write a paragraph that tells how immigrants added to America's way of life.

Chart and Graph Skills

Use Bar Graphs

VOCABULARY

graph

bar graph

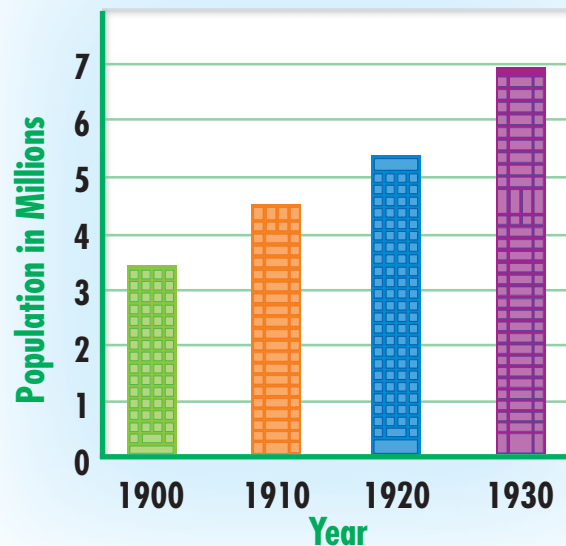
You have read about changes in population and the growth of cities. You can learn information about population by reading a **graph**. A graph is a special kind of picture that shows information in a way that is easy to understand. A **bar graph** uses bars to show information. You can use bar graphs to compare amounts of different items.

Learn It

Look at the graph as you follow the steps.

- **Read the title.** The graph shows the population of New York City from 1900 to 1930.
- **Read the labels.** The labels along the bottom show the years the graph is about. The labels along the side show the number of people in millions.
- **Put the information together.** Put your finger at the top of the blue bar, the bar for 1920. Move your finger to the left. You can see the blue bar reaches just past the mark for 5 million. This means that in 1920 the population of New York City was just over 5 million people. In which year shown on the graph did New York City have the lowest population?

**New York City
Population,
1900-1930**





Try It

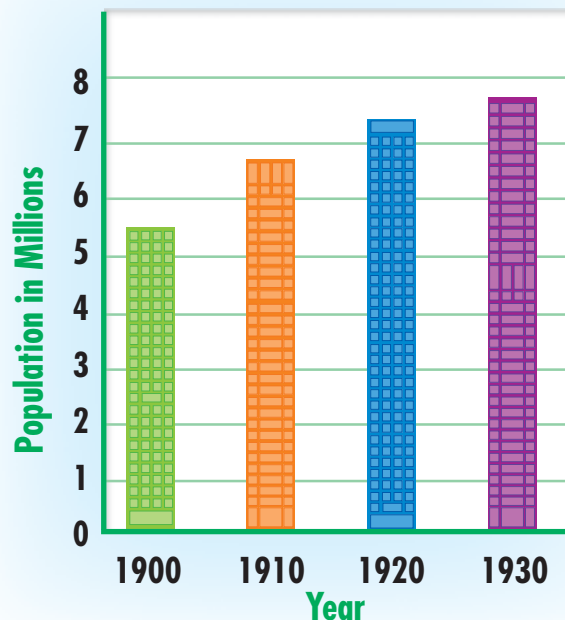
Now look at the graph on this page to answer the questions.

- What does this graph show?
- What do the bars stand for?
- About how many people lived in Boston in 1920?

Apply It

Find out the number of students in each class in your school. Show the information on a bar graph. Decide which information will go along the bottom and the side of the graph. Give your graph a title.

Boston Population, 1900-1930



Daily Life Changes

Lesson 5

VOCABULARY

transcontinental p.87

skyscraper p. 89

elevator p. 89

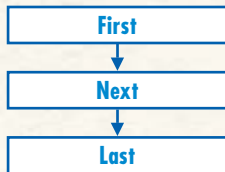
manufacture p. 91

assembly line p. 91

READING SKILL

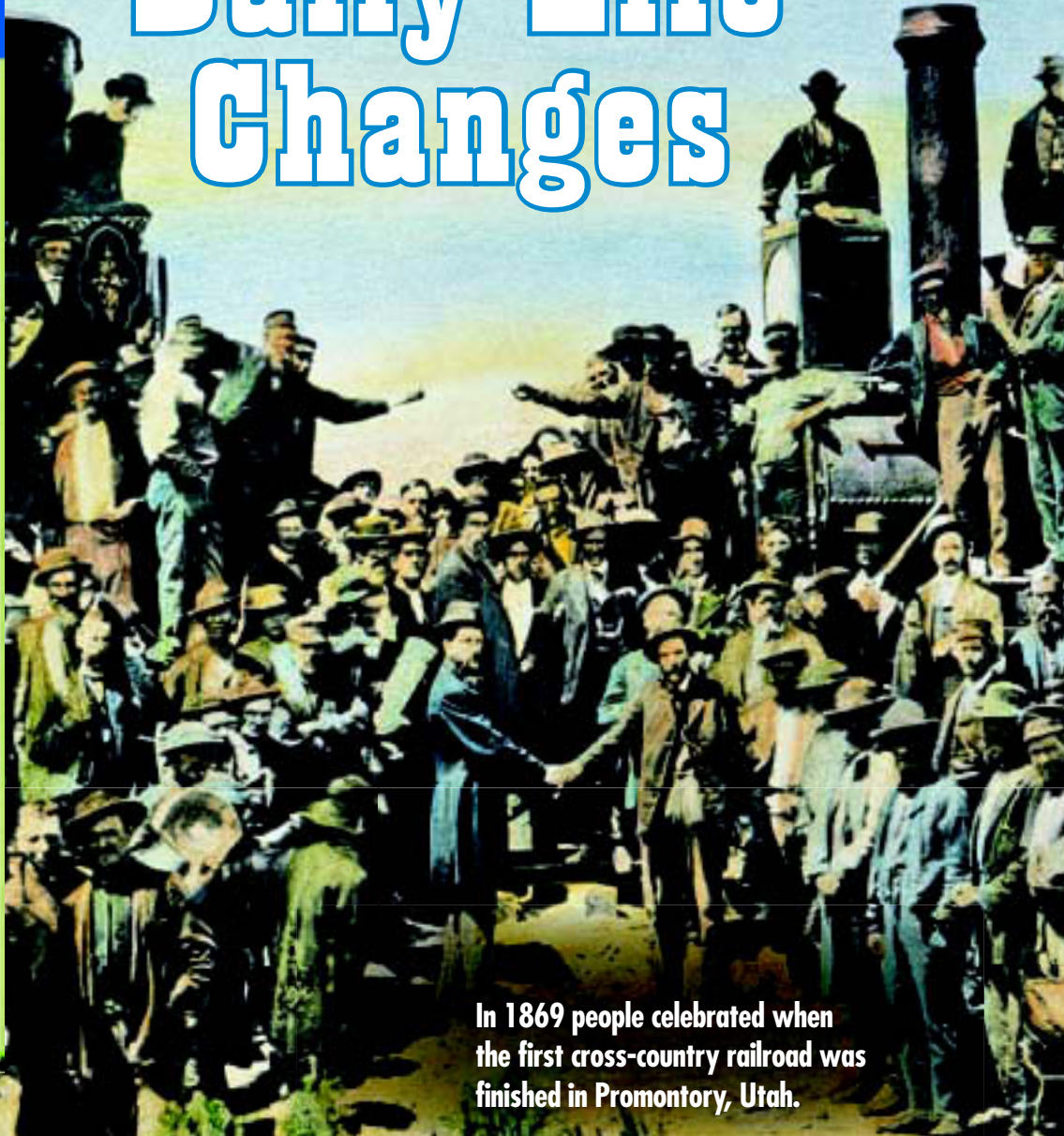
Sequence

Copy the chart below. As you read list the events that changed daily life in the United States.



Illinois Learning Standards

15.A.2a, 16.A.2a, 16.A.2b, 16.A.2c, 16.C.2b, 16.C.2c(W), 18.B.2a, 18.C.2



In 1869 people celebrated when the first cross-country railroad was finished in Promontory, Utah.

Essential Question

What inventions changed life in the mid 1800s?



A By 1869 railroad lines stretched across the country.



B New inventions improved lives in many ways.



C Automobiles and other inventions improved ways of traveling.

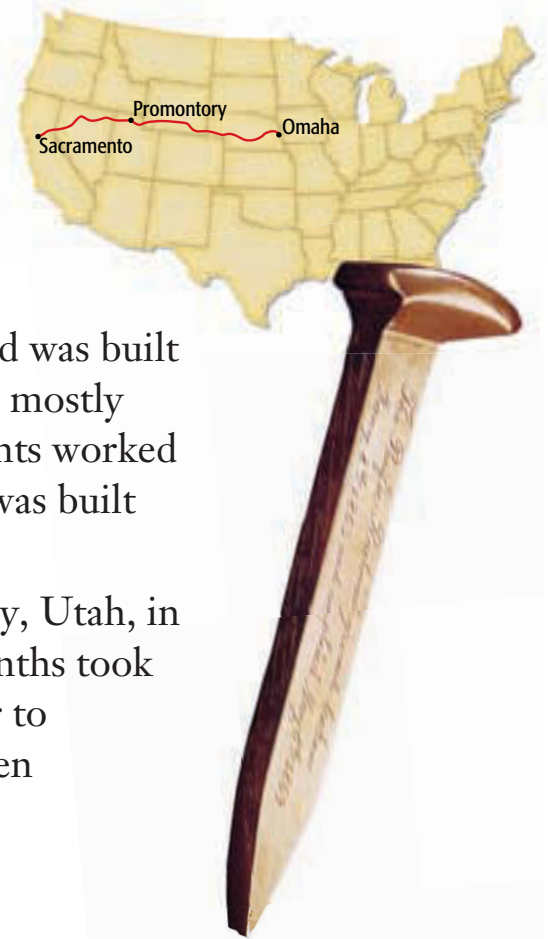


A TRAVELING MADE EASIER

As the eastern part of the United States got even more crowded, people began moving west. Traveling was hard. There were no trains, airplanes, cars, or even roads!

As more people moved west, a safer, faster way to travel was needed. Traveling west by wagon or ship took too long. In 1862 workers began building the first **transcontinental** railroad. This railroad ran across the continent. The Central Pacific Railroad was built eastward from Sacramento, California, mostly by Chinese immigrants. Irish immigrants worked on the Union Pacific Railroad, which was built westward from Omaha, Nebraska.

The two railroads met in Promontory, Utah, in 1869. Now travel that used to take months took only days. Railroads also made it easier to carry things, like food and mail, between the East and the West.



QUICK CHECK

Sequence How many years after work began on the transcontinental railroad was it completed?

▲ The Golden Spike was the last spike used to finish the transcontinental railroad.

B

NEW WAYS OF DOING THINGS

The railroad was an invention that helped people travel faster than they had before. An invention is something that has been made for the first time. As new communities and industries grew, people made more inventions that changed life everywhere.



Before

◀ **1830** Until the 1830s news traveled only as fast as a galloping horse. It could take days for news to travel across the country.

1853 Climbing many stairs wasn't easy, so most buildings were only a few stories tall.



◀ **1879** If you wanted to see at night you had to light a candle or an oil lamp. This was dangerous—fires could start easily.

1955 Germs spread in crowded cities. Schools and public places were sometimes closed so people couldn't pass on sicknesses.

PEOPLE

After **Granville T. Woods** invented a railway telegraph in 1887, train operators could send and receive messages between moving trains and the station. This helped people keep track of where trains were. It also helped prevent accidents.



Granville T. Woods

Inventions Change Communities

How did inventions change communities? Very tall buildings called **skyscrapers** made it possible for more people to work and live in big cities. Changes in medicine helped people avoid getting sick. Inventions made life easier and communities safer.

After

Joseph Henry invented the telegraph in 1830, but it was not until 1843 that telegraph lines were put up. Then news could travel with lightning speed.

1830 ▶

In 1853 Elisha Otis made the first safe **elevator**, a machine for moving people up and down in a building. Now buildings could be taller.

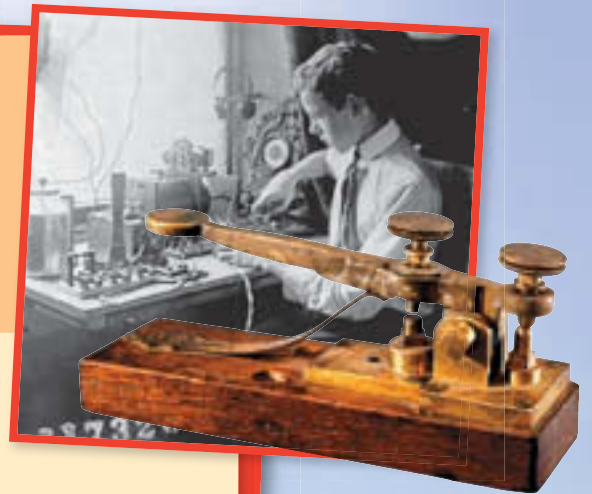
1853

After 1879 when Thomas Edison improved the lightbulb, homes, workplaces, and schools got much brighter and a lot safer, too.

1879 ▶

In 1955 Jonas Salk made a vaccine that prevented a serious disease called polio. Vaccines made it safer for people to live in crowded cities.

1955



QUICK CHECK

Sequence Why do you think skyscrapers weren't built until after the elevator was invented?



MORE WAYS TO GET AROUND

By the early 1900s people had invented even faster ways to travel—cars and airplanes. People could travel longer distances and make trips faster with these new forms of transportation. The Datagraphic below shows how these better forms of transportation changed the time it took to cross the country.









DataGraphic

Changes in Transportation

Study the map and pictograph below.
Then answer the questions that follow.



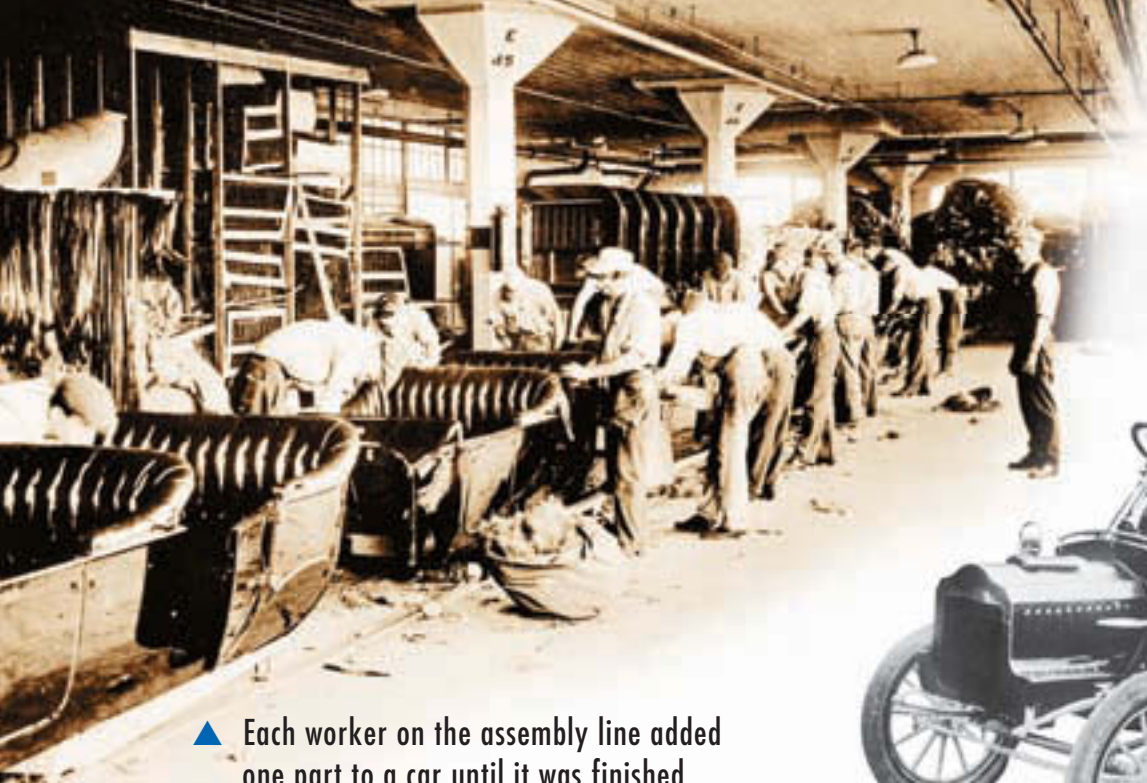
From New York City to San Francisco

1860 stagecoach		
1869 train		
1925 car		
1935 airplane		

 = 1 day of travel

Think About Changes in Transportation

1. About how many days did it take to travel by train from New York City to San Francisco in 1869?
2. About how many miles is it from New York to San Francisco?



▲ Each worker on the assembly line added one part to a car until it was finished.

▼ By 1923 almost half the cars sold in the United States were Model Ts.



Making Cars

In 1903 a man named Henry Ford started a company in Detroit, Michigan, to **manufacture** cars. Manufacture means to make something using machines. Ford used an **assembly line**. On an assembly line, each worker performs a certain task. All the tasks together make the product. Using an assembly line made it faster and cheaper to produce goods. Henry Ford sold his first Model T car in 1908. It was cheap enough so many more people could afford to own one.

QUICK CHECK

Cause and Effect What happened because of the assembly line?

Check Understanding



1. **VOCABULARY** Make a drawing showing what each vocabulary word means.

elevator **skyscraper** **assembly line**

2. **READING SKILL Sequence** Use your chart from page 86 to write a paragraph on how inventions changed daily life in the United States.



Essential Question

3. **Write About It** Write a paragraph to explain how transportation changed from 1830 through the early 1900s.

Local Connections

Your Community's History

Janet lives in Elkhart, Indiana. She wanted to learn about her town's history. So she interviewed an older resident to find out how her community has changed. Then she created a poster about early leaders and historic areas in her community.



Here are some ways you can learn about your town's past:

- Interview an older relative or neighbor who has lived in your community for a long time.
- Look in your school or local library or on the Internet for information about your community's history. Look at old newspapers and photos to see what your community looked like long ago.
- Make a time line of three or four key events in your community's history.
- Take photographs or draw sketches of older buildings or businesses in your community.



For help with your project visit
www.macmillanmh.com

History Activity

Conduct an Interview

- 1 Before your interview, prepare a list of questions.
- 2 Take notes during the interview. If you decide to tape your interview, ask permission first.
- 3 Write a report of your interview and what you learned about your town's history.

Materials

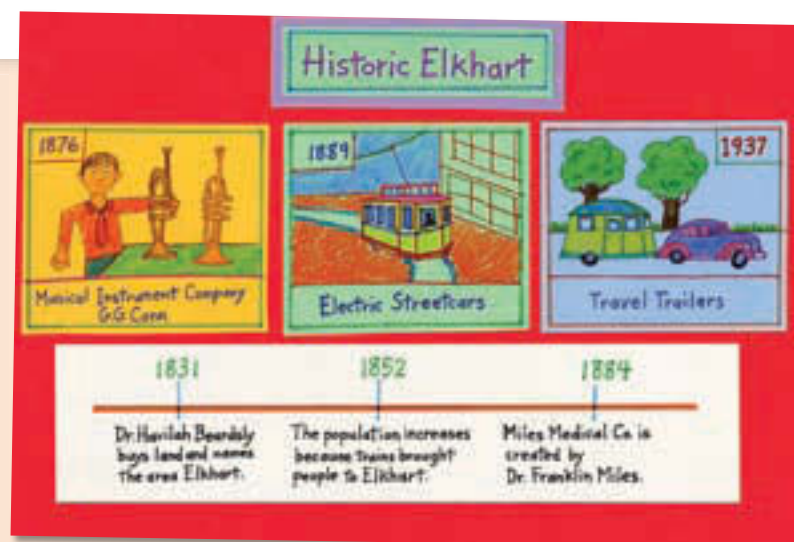
- notebook
- pencil or pen
- lined paper

Materials

- notebook
- crayons
- poster board
- photos and drawings
- markers

Make a Poster

- 1 Gather the photos you found. Use these to draw pictures of older buildings. Arrange the drawings and your own photos on your poster board.
- 2 Use a marker to print labels for each building. Include the building's name, the year it was built, and what it is used for today.
- 3 Include a time line of important community events.
- 4 Share your poster with the class.



Unit 2

Review and Assess

Vocabulary

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

settler

explorer

constitution

migration

1. a written plan of government
2. a person who makes a home in a new land
3. movement from one part of a country to another
4. a person who goes to a new place to find out about it

Comprehension and Critical Thinking

5. How did the Powhatan help settlers in Jamestown?
6. **Reading Skill** Why do immigrants often settle together in a community?
7. **Critical Thinking** How is travel today different from travel long ago?
8. **Critical Thinking** Why do people move to new places?

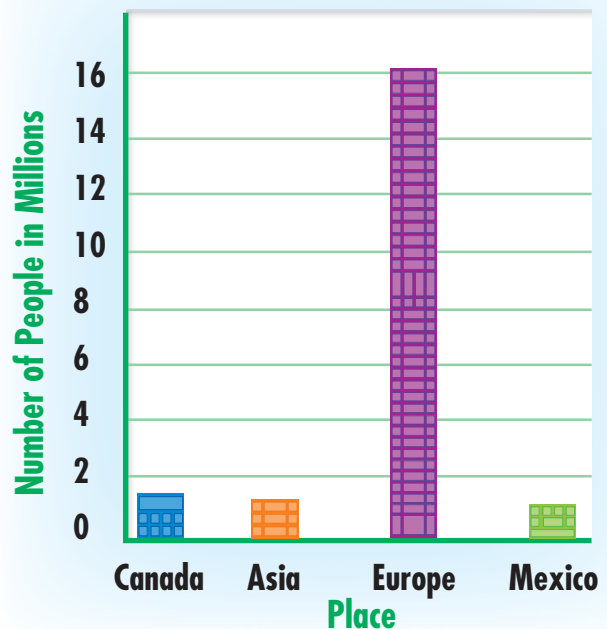
Skill

Use Bar Graphs

Look at the graph on the right. Write a complete sentence to answer each question.

9. What does this graph show?
10. Between 1890 and 1917, from which place did the most immigrants come?

Immigration to the United States, 1890-1917





Illinois Standards Achievement Test Preparation



Henry Ford was born on July 30, 1863. He grew up on a family farm. In 1879, he went to Detroit to work as an apprentice machinist. In 1891, he became an engineer. He made the Model T Ford. It was a car owned by a lot of Americans. Henry Ford used interchangeable parts, a division of labor, and the assembly line at his factory in Michigan.

1

How old was Ford when he became an engineer?

- Ⓐ 25
- Ⓑ 26
- Ⓒ 27
- Ⓓ 28

3

Based on this passage, what word *best describes* Henry Ford?

- Ⓐ successful
- Ⓑ lazy
- Ⓒ happy
- Ⓓ lonely

2

What was the Model T?

- Ⓐ factory
- Ⓑ boat
- Ⓒ car
- Ⓓ plane

4

Where did Henry Ford grow up?

- Ⓐ a family farm
- Ⓑ Detroit
- Ⓒ boarding school
- Ⓓ a factory

How do communities change over time?



Write About the Big Idea

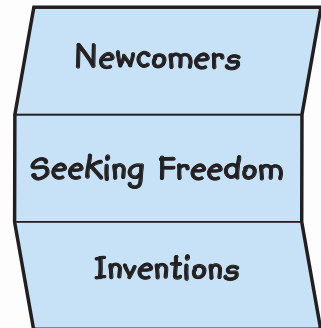
Descriptive Essay

In Unit 2 you read about how communities in the United States changed. Review the notes you made on your foldable. Begin your essay with a paragraph that states how communities changed over time.

Write one paragraph for each section of the foldable. Each paragraph should describe how communities were affected by the three topics.

Your final paragraph should summarize the main ideas of your essay.

FOLDABLES[™]
Study Organizer



Projects About the Big Idea

Make a Pictograph Find out the different ways of transportation that your classmates use to get to school. Make a pictograph that shows how many students use each type of transportation.

Write and Perform a Play You have read about traveling west on the Oregon Trail. Work in a small group to write a play about the pioneers' journey on the trail. Think of a problem a wagon train might have. Include the problem and the solution in your play. Perform your play for the class.

