

4th SS LEAP Practice Workbook
Week 4

1. Complete each day's work.

Week 4 Day 1



Chapter 7

Citizenship

Unit Three: Governing a New Nation

Standards Covered: 4.1.4, 4.2.4, 4.7.1, 4.8.2, 4.8.3

Key term activity at the end of the chapter

How People Become US Citizens

Natural Born Citizens

People become US citizens in two ways. The first – and most usual – is through birth citizenship. This means that a person is a citizen of the US because he or she was born there. This rule applies to everyone except people whose parents are noncitizens who work for a foreign government. People born outside the US can also be natural-born citizens. The requirement is that at least one of their parents be a citizen. That parent must have lived in the US for at least five years.



US Citizens

Naturalized Citizens

People who are born outside of the US can become **naturalized citizens**. They must be at least eighteen years old. They must have lived in the US for at least five years. The five years are reduced to three if they are a legal resident or if they are married to a US citizen.

Naturalized citizens must show – or demonstrate – that they are people of good character. They must obey the nation's laws. They must show that they understand English. Naturalized citizens must pass a **citizenship test**. The test has two parts. The written part has 100 questions. The oral part has 10 questions. The test-taker must get at least six of the ten questions correct.



Citizens Being Sworn In

Here are some examples of questions on the citizenship test:

- If the President can no longer serve, who becomes President?
- What is the supreme law of the land?
- How many Senators are there?

Activity 1

Use your knowledge of becoming a US citizen and write a story about a person getting his or her citizenship. Where are they from? What things do they do to get their citizenship? Use your own paper to write your story.

Rights and Responsibilities of Citizens**Rights of Citizens**

US citizens—whether natural born or naturalized—enjoy many rights. These rights come to them through the US Constitution and its numerous amendments. Citizens have the **right to free speech**, the **freedom to worship** as they choose, and the **right to bear arms** (own guns). Citizens also have the **right to due process** under the law. This means that if a citizen is accused of a crime, he or she has the **right to a fair trial**. The **right to vote** is also protected by the Constitution. Citizens have the **right to run for public office**.

Duties and Responsibilities of Citizens

Along with citizens' many rights come many **responsibilities of citizenship**. Citizens must obey the laws of the US and the state in which they live. They can be called to serve on a jury. All American men must register for the military (this is called the Selective Service Act). They must pay taxes. Naturalized citizens must take an oath of loyalty to the US. Young people have fewer responsibilities to the federal government. They are subject to numerous responsibilities of the state government, however. One of the key responsibilities is to attend school. This can be at a public school, sponsored by the town, city, or state, a private school, or a home school. The last of these became much more popular in the early twenty-first century.

*Citizen Voting***DUTIES AND RESPONSIBILITIES OF CITIZENS**

DUTIES AND RESPONSIBILITIES OF CITIZENS	
Community Service	Good citizens work to make their local communities better. This involves reporting crimes. It may involve volunteering to help others in need. Sometimes it may involve joining a group to clean up trash.
Obeying laws	Good citizens obey state, local, and national laws.
Jury duty	The right to a trial by jury is guaranteed by the Sixth Amendment to the Constitution. A jury is a group of citizens who listen to court cases. After hearing both sides, they listen to the instructions of the judge. Jury members then discuss the case in private and return to the courtroom to deliver their verdict.
Voting	The US is a democracy. Citizens have the right to vote. They have the responsibility to do so.
Taxes	Every citizen is required to report his or her income to state and federal governments. Many citizens pay taxes. Some calculate their tax and find that nothing is owed. Usually this is because they earned below a minimum amount.
Military Duty	All eligible men between the ages of 18 and 25 are required to register with the Selective Service.

Voting is an important responsibility. Many Americans had to fight for the right to vote. Women did not have that right until 1920, when the Nineteenth Amendment was passed. African Americans received the right to vote under the Fifteenth Amendment but were blocked by many state and local groups until passage of the Voting Rights Act of 1965.

Traits of Good Citizens

A person can fulfill all that is required and still lack some of the traits of a good citizen. Traits are qualities that are shown by how a person conducts himself or herself.

QUALITIES OF GOOD LEADERS AND CITIZENS	
Honesty	Good citizens tell the truth. They don't lie or deceive people or the government.
Courage	Good citizens show courage. They do what is right, even when it is hard or scary.
Trustworthiness	Good citizens can be trusted. They do what they say they will do.
Patriotism	When people show love and respect for their country, it is called patriotism. The United States is not a perfect country. There are many things that could be better. But good citizens recognize that they are lucky to have the freedoms that come with living in the United States. They are grateful for the men and women who serve in the military to protect it. They don't always agree with elected leaders. But they respect their leaders. They voice their disagreement in a respectful way. Good citizens show patriotism.
Good Neighbor	A good neighbor helps others in his or her community.
Respectful	Good citizens respect the opinions and ideas of others. They do not insult people or act rude.
Responsible	Good citizens do not blame others for their actions and always take responsibility.

Good Citizen Spotlight: Helen Keller

Helen Keller is an excellent example of what it means to be a good citizen. She faced many difficulties with courage and optimism. Born and raised in Alabama, Keller became blind and deaf after an attack of scarlet fever when she was less than two years old. She could not communicate with others. There was every reason to think she would spend her life in an institution and be a burden to society. Things changed when her parents hired Annie Sullivan, a teacher of the deaf. With Sullivan's calm, loving assistance, Keller learned to spell words in her hand. This was the beginning of a new life. Keller did not let her disability stop her. She dedicated her life to helping others with disabilities. Instead of a burden, she became one of the most admired women in the US.



Practice 1: Rights and Responsibilities of Citizens

1. Which statement **best** expresses the relationship between rights and responsibilities?

- A. US citizens have many rights and no responsibilities.
- B. US citizens have many responsibilities and almost no rights.
- C. US citizens have some rights but far more responsibilities.
- D. US citizens have roughly an equal number of rights and responsibilities.

2. Why is it so important for US citizens to exercise (use) their right to vote?

3. A good citizen should demonstrate – (Select **three** correct answers.)

- A. knowledge and understanding of the law.
- B. respect for other citizens.
- C. a superior attitude toward other people.
- D. an attitude which demands attention and approval from others.
- E. a helpful quality toward other people.
- F. ignorance of the law, which is then used as an excuse for not obeying the law.

4. Helen Keller battled many difficulties and hardships. Why is she so admired?

Week 4 Day 2

Citizens Helping Out

We have talked about character traits a good citizen should have. We have also talked about good leaders. Citizens help each other. When they see a problem, they try to fix it. Adults can attend public meetings, like city council meetings, to learn how to help their community. They can volunteer for a neighborhood watch program to keep the people in their community safe. It is good to be informed on local issues. There are many ways adults can solve local issues. A good citizen will solve issues by being a leader and being persistent.



Citizens Helping Out

Did you know that you can help solve problems? You can go to a town meeting with your parent(s). You can obey the law. You can even write a letter to a town leader or help with a political campaign. There are plenty of ways you can solve local issues, too.

Sometimes there will be problems you can solve on your own. Other times, you might need help from an adult. It's okay to ask for help. That shows you are responsible. Let's look at some issues you might see in your school or community. Then, we will look at how to fix them.

School Issues	
Bullying	You might see someone being mean to another kid. Or maybe someone is being mean to you. You can speak up for the other person and tell the mean kid it is not nice to bully others. You can also tell your teacher or another adult that you have seen a bully. It is important to remember not to use your fists or physically hurt another person, even if you are trying to stand up for what's right.
Cheating	If you see another student cheating on his or her schoolwork or a test, tell your teacher. This is the honest thing to do. Do not try to stop the other student by yourself.

Community Issues	
Littering	If you see litter (trash) on the ground in your neighborhood, you can pick it up and throw it in the proper trash bin. If you see trash in your school hallway or classroom, you should pick it up. Trash hurts the environment.
Recycling	You learned on an earlier page that recycling is good for the environment. To help your community, you can form a recycling drive. Have people bring their cans, bottles, and papers to one place and then take all of the material to a recycling center.
Community Garden	Maybe your community has planted a garden where people can share the plants, herbs, and vegetables. You can help by planting seeds, pulling weeds, or making sure the plants get water.

Activity 2

Pick a partner in class. With your teacher's help, pick an important school or community issue. You and your partner decide how good citizenship could help solve the problem. Present your idea to your class.

Practice 2: Citizens Helping Out

1. Select **two** correct answers. All of the following are ways you can stop someone from being a bully **except**—
 - A. asking the bully nicely to stop.
 - B. telling a teacher about the bully.
 - C. kicking or punching the bully.
 - D. telling the bully it is not nice to be mean.
 - E. pulling a prank on the bully.

2. Select **three** correct answers. Which of the following demonstrate citizens helping each other?

- A. helping an elderly person across the sidewalk
- B. running ahead of an elderly person to be sure you are the first person in line
- C. volunteering to help in your local community garden.
- D. volunteering to teach an immigrant how to read
- E. rummaging through an antique sale to find the best deal

3. Explain why it is good citizenship for you to help out in your community.

4. What should you do if you caught someone cheating on a test?

Good Leader Spotlight

Franklin D. Roosevelt was the thirty-second president of the US. He was – and is – known as an outstanding leader of the nation. But he is also known as an outstanding *citizen*. Born in 1882, Roosevelt had an easy and prosperous early life. He came from a rich and influential family. But he got polio (a form of paralysis) at the age of thirty-nine. He could not use his legs at all. His entire life changed. Roosevelt did not let this stop him. He tried many physical activities to bring strength back to his legs. All of these actions failed, but he kept trying. He won election as president in 1932, when the US was in the middle – and worst part – of the Great Depression. Just as he tried all sorts of methods to handle his physical trials, Roosevelt used all sorts of economic methods to fight the Great Depression. None of them succeeded completely. But he left the US in much better shape than he found it.



Challenge Question

Compare and contrast Helen Keller and Franklin D. Roosevelt. Describe how they showed the good, even wonderful, qualities and traits of being a good citizen.

Chapter 7 Key Term Activity

Fill in the blank with the correct word.

Word Bank		
naturalized citizen	patriotism	good neighbor
trial by jury	truthful and honest	taxes
traits of good citizens	right to vote	military service

US citizens come in two kinds. The first is a person who is a natural-born US citizen, and the second is a 1. _____. In either case, the person involved is expected to demonstrate 2. _____, or love and loyalty for the country.

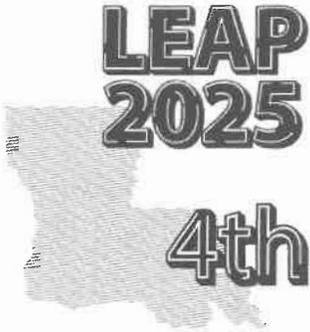
US citizens enjoy many rights. Among these, the 3. _____ is one of the most important. All Americans did not enjoy this right until two separate constitutional amendments made certain of it. Americans also have the right to 4. _____, which involves a group of citizens listening to the specific court case.

US citizens also have numerous responsibilities. One of these is the responsibility to report their income for the potential payment of 5. _____. Another is to register with the Selective Service for potential 6. _____.

US citizens are expected to demonstrate the 7. _____. This means they conduct themselves in ways which show they work for the good of the whole. This is shown by being a 8. _____ and by being 9. _____, even when it is difficult.

Key terms are defined in the book's glossary.
Answers to Key Term Activities and chapter reviews are found in the Teacher's Guide

Week 4 Day 3



Chapter 8

Migration and Manifest Destiny

Unit Four: Westward Expansion

Standards Covered: 4.1.4, 4.2.1, 4.2.2, 4.2.3, 4.3.1, 4.6.2

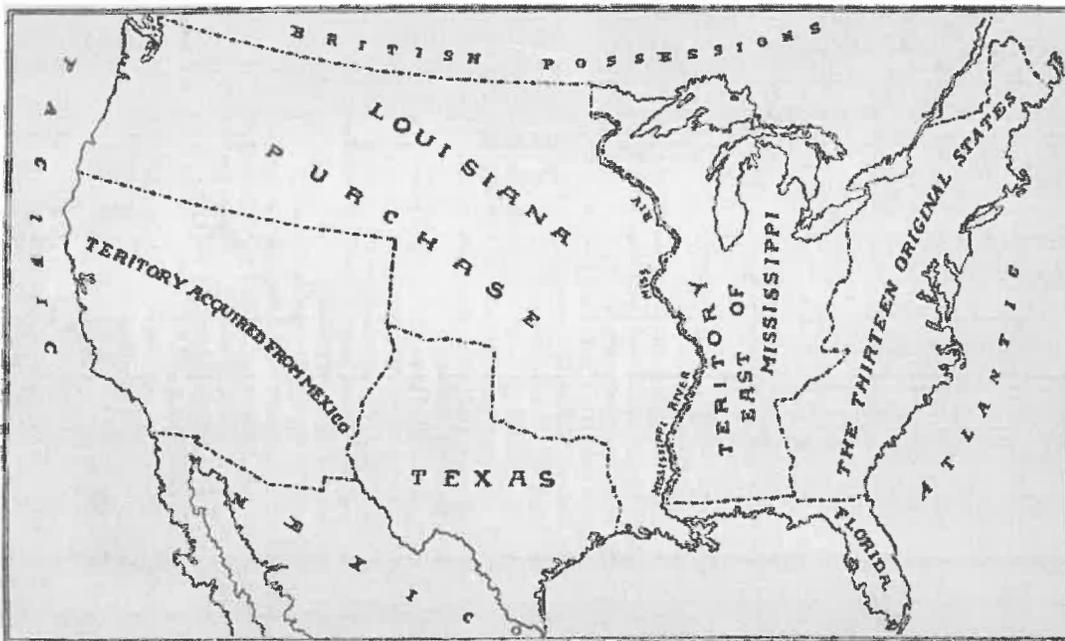
Key term activity at the end of the chapter

Manifest Destiny

Many Americans adopted the idea of **Manifest Destiny** in the 1800s. This was the belief that the US had the right—even the duty—to expand into the West. The idea was followed by action, meaning that settlers began to move to the West.

The Louisiana Purchase

The **Mississippi River** divides the US into eastern and western sections. For centuries, the river played an important role in travel and trade. The river allowed large vessels to sail upstream as far as New Orleans. Smaller vessels like flatboats and keel boats went much farther upriver. The river became even more important in the decades that followed the American Revolution. In 1803, President Thomas Jefferson bought New Orleans and all other French territory west of the Mississippi River. Napoleon Bonaparte, the leader of France, needed to sell this land. He needed money for his wars in Europe. The US bought the land for \$11,250,000. The transaction became known as the **Louisiana Purchase**. It made New Orleans an important US city. It also opened the way to **western expansion**. This was the process of US settlers moving to areas west of the Mississippi River. The Louisiana Purchase gave people much more room in which to settle.



Map of the Louisiana Purchase

Lewis and Clark

President Jefferson bought the Louisiana Territory from France. Wishing to know more about that area, Jefferson sent captains Meriwether Lewis and William Clark out West. They had several goals, including acting as ambassadors to the many Native Americans. The **Lewis and Clark Expedition** was a tremendous success. The two captains and about forty men followed the Missouri, Yellowstone, and Columbia Rivers. They also crossed the northern section of the Rocky Mountains on their way to the Pacific. Lewis and Clark were excellent leaders. But they might not have succeeded without the help of the Shoshone woman named **Sacagawea**. Though she had recently given birth to a baby boy, Sacagawea helped guide the expedition. Through amazing good luck, she met her long-lost Shoshone brother in the Rocky Mountains. He helped Lewis and Clark buy horses for the last part of their trip through the mountains. Lewis and Clark and the explorers spent one winter in what is now Oregon. Then they returned to Washington, DC to report to President Jefferson.



Lewis and Clark with Sacagawea

Impact of Western Expansion on Native Americans



Trail of Tears

move west of the Mississippi River. About 4000 Cherokee died along the way of what is called the **Trail of Tears**. Not surprisingly, many Native Americans became angry and bitter. They fought the white settlers many times. Battles occurred throughout the Great Plains. The Indians fought hard, but they were outnumbered. The last of the Indian wars ended with the Battle of Wounded Knee in 1890.

California and Gold

In 1848, American settlers discovered gold in California. This caused the **California Gold Rush**. More than 200,000 people moved to California because they wanted to get rich. They were known either as

Many Native Americans greeted Lewis and Clark warmly. Some Indians later regretted being friendly to the whites, however. The Plains Indians suffered the most. They used the buffalo for food and clothing. The white settlers came to the Plains in great numbers. They killed most of the buffalo, practically destroying the Indians' livelihood.

Many Native American tribes were forced to relocate to government-run reservations. These were pieces of land set aside for Indians. The US government often forcibly moved Indians to allow miners to enter an area which had copper, silver, or gold. The worst example of a forced move took place in the 1830s. Thousands of Southeastern Indians were forced to



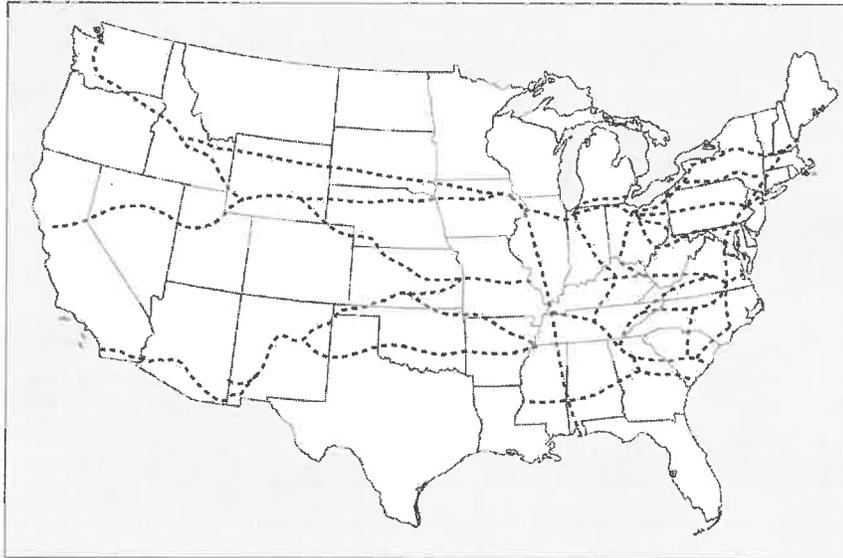
Miners

Forty-Eighters (those who came in 1848) or Forty-Niners (those who arrived in 1849). Later, miners discovered gold and silver in the Rocky Mountains. The Rockies produced even more gold than California, and mining became very important to the region. Small mining settlements sometimes turned into large towns and even big cities.

Railroads in the West

As the map shows, the eastern part of the US had many railroads. At first, the West had none. A huge effort was required to build the **Transcontinental Railroad**, linking the east and west coasts. The effort resulted in success. In May 1869, government officials drove a golden spike into the section of track joining the eastern and western portions of the Transcontinental Railroad to celebrate its completion.

Migration and Diversity



Transcontinental Railroad

New lands tend to open the way to **migration and diversity**. When one group of people moves a long way—such as to California, for example—others want to join them. Migration happens when people move from one place to another. The West was mostly populated by migrants from other parts of the US.

For years, US settlers viewed the Mississippi River as a natural barrier to westward expansion. The Louisiana Purchase changed the situation, however. After the Purchase, the river became the unofficial dividing line between the eastern and western US. It is important to remember that while the Mississippi was an obstacle to westward expansion, it helped north-south travel. The Mississippi runs from Minnesota to the Gulf of Mexico, allowing boats and ships of various sizes to bring goods from north to south, and the other way around. For this reason, several of the major cities of the US are located along the Mississippi. People living close to the river changed it. They dug the earth and created settlements, some of which changed the course of the river. The human impact was large in the nineteenth century and even greater in the twentieth.

The **Rocky Mountains** were another obstacle. They run from northern New Mexico into Canada. Spanish explorers were the first Europeans to reach the Rockies. The high altitude and intensely cold winters of the Rockies made them very difficult—and sometimes deadly—to cross.

During the 1800s, many Native Americans had to migrate. The government forced them to move to reservations. **Reservations** were land set aside for Native Americans. The government forced the Native Americans to migrate west because settlers wanted their eastern land for farming. The journey from their homelands in Georgia to the reservations in Oklahoma is known as the Trail of Tears.

In 1763, France lost a war with Great Britain. France had to give up Acadia in Canada. Great Britain made most of the **Acadians** leave. Many of these Acadians migrated to Louisiana because it was a French territory. They took their French-Canadian culture with them. Today, the descendants of the Acadians are called **Cajuns**. It is believed that the term Cajun came about because when the Acadians said "Acadian," their accents made it sound like they were saying *Cajun*.

Practice 1: Manifest Destiny

1. Which of the following statements **best** describes the Louisiana Purchase?
 - A. France bought Louisiana and other midwestern territories from the United States.
 - B. The United States bought New Orleans and territory west of the Mississippi River.
 - C. The United States bought Louisiana and territory east of the Mississippi River.
 - D. Lewis and Clark bought Louisiana from the United States in 1805.

2. As settlers moved west, Native Americans **most** often
 - A. married whites and lived with the settlers.
 - B. lived peacefully among the whites.
 - C. were forced to relocate to reservations.
 - D. became soldiers for the US government.

3. Look the list below. Then select **three** correct answers. Which of the following are examples of voluntary, as opposed to involuntary, migration?
 - A. settlers taking the Oregon Trail across the continent to arrive in the Pacific Northwest
 - B. Irish immigrants coming to the East Coast of the US because of famine back home
 - C. The Acadians coming to Louisiana because they were forced out of the Nova Scotia homeland
 - D. gold prospectors leaving the East Coast of the US for the West Coast
 - E. debtors being sent from England to America by the shipload
 - F. African Americans arriving in the Southern states and being sold into slavery right away
 - G. New England farmers choosing to move to the Midwest because of stories about the farmland that was available in that region

4. Explain the difference between voluntary and involuntary migration.

Week 4 Day 4

Geography's Effect on Territorial Expansion

Geographic Obstacles

Physical geography affected territorial expansion in North America. **Territorial expansion** was the process of white settlers occupying more and more land.

Geographic obstacles are geographic features that make expansion difficult. Early on, most white settlers lived along the Atlantic coast, east of the Appalachian Mountains. The **Appalachian Mountains** run from North Georgia to Maine. They presented challenges to early settlers because of their height and thick woodlands. Most people dared not cross them. Eventually, people wanted the rich land beyond the Appalachians. With the help of explorers like Daniel Boone, settlers began crossing the Appalachians into lands farther west.



Daniel Boone Crossing the Appalachians

Thick forests and the **Great Plains** slowed westward expansion. Forests were difficult for large groups of people to travel through. They also required lots of labor to settle. Even those that did venture into forest regions had to make sure they settled close to bodies of water so that they could have water to drink and access to travel and trade. Before new farming technology arrived in the nineteenth century, the Great Plains of the Midwest were like a vast grassland. Farmers did not know how to farm them or how to adapt to the lack of wood and other resources for building homes. They created inventions like the **steel plow**, **barbed wired**, and **windmills** to make farming the land easier. The steel plow broke up the tough sod. Windmills pumped water to wells and the crops. Finally, barbed wire kept livestock on the farm.



The Great Plains



Western Forest

For years, US settlers viewed the **Mississippi River** as a natural barrier to westward expansion. The Mississippi runs all the way from the Gulf of Mexico to Minnesota. Before 1803, the United States only stretched as far as the Mississippi River. After the Louisiana Purchase, the river became the unofficial dividing line between the eastern and western United States. It is important to remember, however, that while the Mississippi River was an obstacle to westward expansion, it helped north-south travel because it provided a natural trade route connecting the Atlantic Ocean to inland North America. For

this reason, several of the United States' major cities are located along the Mississippi. People living along the river changed it. Digging and creating settlements changed the course of the river in some places. More people also caused the river to become dirtier.

The **Rocky Mountains** were another obstacle. They run from New Mexico into Canada. The Spanish were the first Europeans to reach the Rockies. The Rockies' high altitude and intensely cold winters made them very difficult, and sometimes deadly, to cross. Francisco de Coronado explored the region in the 1500s. It was over two hundred years later before European settlers started moving to the area to search for gold.



Rocky Mountains

Geographic Gateways

Geographic gateways are geographic features that made territorial expansion easier. The biggest gateways were rivers that allowed people to follow water routes west. The **Ohio River** helped settlers expand into the Northwest Territory. In the past, the Ohio River formed a boundary between British settlers and Native American communities. When settlers began to move past the Appalachians, they would use the Ohio River to travel. The **Missouri River** helped adventurers like Lewis and Clark journey west along with the first French explorers in America. The Missouri River helped expand the fur trade during the early 1800s. The river assisted many people on their journey out West. Meanwhile, natural passages through mountain areas helped expansion too. The **Cumberland Gap** was a passage that many settlers used to make their way through the Appalachian Mountains. The Gap started as a footpath but was widened over the years for wagons as more people traveled west along the Wilderness Road, also called the **National Road**. It was the first highway in the United States.



Cumberland Gap

Practice 2: Geography's Effect on Territorial Expansion

1. During the 1700s, the Appalachian Mountains, Great Plains, and Rocky Mountains all were –
 - A. gateways to westward expansion.
 - B. parts or sections of the new nation.
 - C. regions populated by British colonists.
 - D. obstacles to westward expansion.

2. Look at the statements below. Then select **three** statements which **most** accurately express the various ways in which American settlers found their way around or through natural obstacles.
 - A. The Rocky Mountains formed the first great obstacle to Americans who moved West.
 - B. The Rocky Mountains formed the largest, most intimidating, obstacle to Americans who moved West.
 - C. Cumberland Gap was – and is – a natural gateway through the Appalachian Mountains.
 - D. The Mississippi River did not form a significant obstacle to Americans who moved West.
 - E. The Ohio River was a significant natural obstacle, blocking Americans who moved West.
 - F. The Adirondack Mountains of upstate New York formed the greatest obstacle to Americans who moved West.
 - G. The Appalachian Mountains formed the first great obstacle to Americans who moved West.

3. Explain why settlers were afraid to cross the Rocky Mountains.

4. Which was **not** an invention that helped farmers on the Great Plains?
 - A. steel plow
 - B. cotton gin
 - C. barbed wire
 - D. windmill

Chapter 8 Key Term Activity

Fill in the blank with the correct word.

Word Bank		
Gold Rush	Mississippi River	buffalo
Manifest Destiny	Missouri River	reservations
Oregon Trail	Louisiana Purchase	voluntary migration

Native Americans of the Great Plains depended on the 1. _____ for survival. But the 2. _____ of hundreds of thousands of white Americans meant that the Plains were soon taken over. Most Native Americans were forced to live on 3. _____.

The California 4. _____ occurred in 1848-1849. This was a major sign of American expansion, something which people believed needed to happen. They believed it was their 5. _____ to control the entire North American continent. By the time California was settled, many other migrants had reached the Pacific Ocean by taking the 6. _____.

The 7. _____ runs from Minnesota to the Gulf of Mexico, allowing for the movement of people and goods. The 8. _____ runs from near the Rocky Mountains before it joins with the Mississippi River. The vast land area between the Mississippi and Missouri Rivers was part of the land transfer we call the 9. _____.

Key terms are defined in the book's glossary.
Answers to Key Term Activities and chapter reviews are found in the Teacher's Guide.

Week 4 Day 4



Chapter 9

Transportation and Movement

Unit Four: Westward Expansion

Standards Covered: 4.3.1, 4.5.3, 4.9.2, 4.9.3, 4.9.4

Key term activity at the end of the chapter

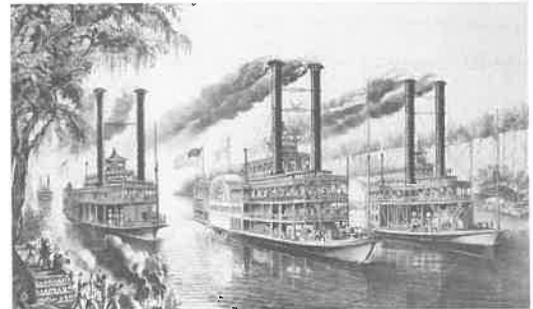
Expansion and the Economy

Economic Impact of Technology

New technology often leads to economic development. **Technology** refers to almost any invention or machine that makes it easier to produce goods. Several examples of new and successful technology emerged in the late 1700s and early 1800s.

Eli Whitney invented the **cotton gin** (short for engine) in 1793. The cotton gin made it much easier to strip the seeds from the cotton itself. The cotton gin made cotton the South's most profitable crop. Some plantation owners became very wealthy. There was a high, constant **demand** for cotton. The South came to rely on slavery even more than previously.

The **steamboat** was another key invention of the time. The first steamboat voyage was made along the Hudson River in 1807. Steamboats did not rely on the wind. They used steam power forced through engines. Water travel suddenly became much easier and less expensive than before. People migrated more easily, especially after the **Erie Canal** opened in 1825.



Steamboat

The **steam locomotive** (steam powered train) also changed the US economy. Railroads allowed people to move goods and resources more quickly and



Steam locomotive

easily. Production increased. The growing population in the West meant more customers and eventually more cities and towns. The Transcontinental Railroad broke down many barriers to travel. Of course, there were railroad lines that did not succeed and railroad companies that went bankrupt. But the overall effect was to increase the standard of living of many people.

The **telegraph** did for communication what the steamboat did for water travel. Before telephones or computers, the telegraph provided a way for people who were far apart to send messages to each other. The

telegraph helped families keep in touch. But it also opened the way for manufacturers to learn about their customers. They carried on business with more people in more places.

Trade and the Economy

Countries engage in **trade** to get items they do not have. As the Thirteen Colonies were settled by Great Britain, trade developed. Britain relied on the colonies for many natural resources. Timber and fish were sent from the Northern colonies to England. Tobacco and rice were sent from the Southern colonies. But the rapid growth of the cotton industry really changed the relationship. Cotton was grown in the Southern colonies, and then – after the Revolution – the Southern states. The cotton itself was a **natural resource**. The people who harvested it were **human resources**. The plows and machines used to gather the cotton were **capital resources**. These three types of resources were the elements of the cotton industry.



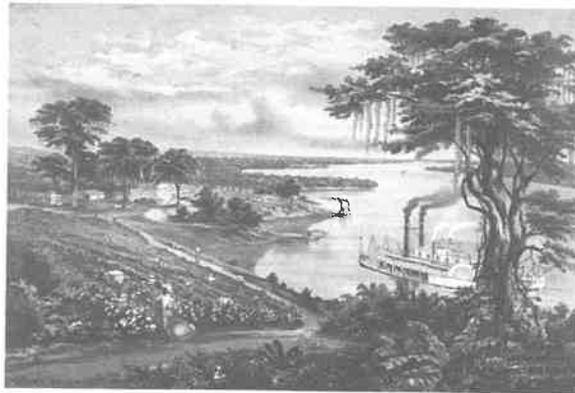
Wagon heading West

Opportunity Costs in History

History is full of economic decisions which involve **opportunity costs**. Every time a leader, group, or individual makes an economic or financial decision, something must be given up. When settlers decided to go to the West, for example, they experienced an opportunity cost. They had to give up their homes and jobs in the East to travel west. They chose new lives and jobs by giving up their current economic situation.

Specialization

Specialization occurs when a region, business, or person focuses on producing one thing. Specialization often helps a region's economy. It does so by producing more and better products of one kind. From the colonial period until the 1860s, the Southern colonies specialized in cash crops. Farmers in the Middle colonies specialized in wheat and rye. In cities, artisans and merchants specialized in crafts and business. In New England, fishing and shipping were very important. Specialization means – and meant – that people learn to excel in doing or making one thing. They profit from the things they can most easily produce. Specialization usually had a good result for the regional, or local, economy.



Cash Crops

Voluntary Exchange and the Gold Rush

When gold was discovered in California, a large wave of people traveled west to get rich. Wherever the gold miners stopped, towns tended to spring up. The miners needed food and supplies. Merchants set up stores where miners could exchange the gold they found for necessary items. Some of these mining towns later became large cities and centers of trade.

Advantages of Trade and Voluntary Exchange

Voluntary exchange is an important part of economics. Two things are necessary for voluntary exchange to occur. First, producers must be free to choose what to make and sell. Second, consumers must be free to choose what to buy. Voluntary exchange tends to benefit both groups. Since consumers are free to buy what they want, producers learn what goods and services are in demand.

Goods are things people make. Services are actions people undertake for other people. Voluntary exchange helps consumers by making sure producers only make things consumers want or need. Voluntary exchange also tends to keep prices low because consumers can choose who to buy from.

Price and Market Conditions in US History

Prices and markets vary all the time. Prices go up or down. Markets do very well for a time, and then the source dries up (or the consumer stops buying). The South's reliance on cash crops is a good example. The soil was excellent for growing cotton, tobacco, rice, and sugar. The South realized it could charge high prices for these crops. But the Midwest and Great Plains also had an advantage. The fertile soil of those regions was excellent for growing wheat and barley. Midwestern farmers could charge high prices for those crops.



Picking crops

Practice 1: Expansion and the Economy

1. Which **three** of the following are **not** examples of human resources?
 - A. slaves working on a plantation that produces cotton
 - B. servants working on a Midwestern farm that produces corn
 - C. a threshing machine which harvests grain on the Great Plains
 - D. a group of women planting squash in New England
 - E. a group of wagons carrying rice and soybeans from Ohio to Michigan
 - F. a group of Native Americans building a road through "Indian Country"
 - G. a steam-powered boat making its way up the Mississippi River
2. The relationship between gold miners and town merchants is an example of—
 - A. voluntary exchange.
 - B. price incentive.
 - C. specialization.
 - D. opportunity cost.
3. Explain the difference between a good and a service.

4. Give **three** examples of technology and explain how each one affected the US economy.

Chapter 9 Key Term Activity

Fill in the blank with the correct word.

Word Bank		
(one word or term is used twice in the answers)		
cotton gin	opportunity cost	demand
steam locomotive	natural resource	telegraph
specialization	human resource	

The 1. _____ created a revolution in the production of cotton. The

2. _____ for Southern cotton grew rapidly in the early 1800s. At almost the same time, the invention of the 3. _____ allowed farmers in the Midwest to get their crops more quickly to markets on the East Coast

The 4. _____ allowed businesses to communicate more rapidly across long distances. Telegraph operators charged a lot for their services, but business owners regarded this as a(n) 5. _____. And the success of long-distance communication allowed for the development of advanced skills, thereby contributing to the growth of 6. _____.

Cotton is a(n) 7. _____. The slaves who picked and cleaned it were a good example of 8. _____. And the South's reliance on cotton is an example of how an area or region employs the concept of 9. _____.

Key terms are defined in the book's glossary.
Answers to Key Term Activities and chapter reviews are found in the Teacher's Guide

Week 4 Day 5



Chapter 10

Work, Money and the Urban Life

Unit Five: Progress and Change

Standards Covered: 4.3.1, 4.5.2, 4.9.1, 4.9.2, 4.9.3, 4.9.4,
Key term activity at the end of the chapter

Work and Play

Most people **work** most of the time. This has been true throughout human history. But the ways that they work and the kinds of work they perform have changed over time. This was especially true of the US during the late nineteenth century.

The need for **play** became more evident in the late 1800s. The average person worked so many hours that it became vital for him or her to enjoy time off. This was much easier for wealthy and upper class Americans to do. And the need for play, or entertainment, led to the growth of new industries and commercial enterprises.

Economic Growth

The US experienced profound **economic growth** following the Civil War. Manufacturers who turned out uniforms, guns, and bullets now turned to producing coats, hats, and elegant footwear, among other things. As the US economy changed, people also thought about it in new ways. People began to discuss words—and concepts—like **supply and demand, wants and needs, value and price**, and the relationship between **producers and consumers**.

Urban Growth

Many American cities grew dramatically after the Civil War. Cities along the East Coast—such as New York and Philadelphia—grew because of immigration. Midwestern cities like Chicago and St. Louis grew because of the success of the wheat, dairy, and cattle industries. And cities in the Far West grew because of the copper, silver, and mining industries. The only section of the US that did not see profound urban growth was the South. This was, at least in part, because of the lack of **capital resources** in the Southern states. Even before the Civil War, the South had fewer industries and banks than the North. After the war, the difference became even more profound. The Civil War left the Deep South years, even decades, behind the rest of the nation.

Factories and Labor

Factories provided jobs for many people. Factory owners employed them to make all sorts of products, ranging from bicycles to umbrellas to hats. But the work came at a high cost to the average laborers. Factory workers toiled long hours for low pay. An average factory shift was somewhere between 10 and 12 hours per day. Male and female workers knew they had to show up for work because they could easily be replaced. The factory workers did not have a choice. They had financial **needs** which had to be met. They needed food, clothing, and shelter. People at the higher end of the wage scale were able

to address **wants** as well as needs. The difference between people at the top and the bottom was often seen in the lives of their children.

Child labor was a problem throughout the late nineteenth century. Many children worked in factories to help support their families. Employers wanted child workers for two important reasons. First, they could pay the children less than adults. Second, the children's small size allowed them to get under machines, sometimes in order to fix them. Things were quite different for upper class children. They did not work. Instead, they enjoyed life in any number of ways, including birthday parties, family celebrations, and vacations. The difference in the lives of the rich and the poor was quite obvious.

Modern Connections: Needs and Wants

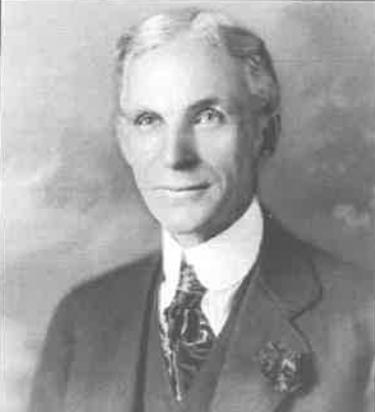
All of us have needs and wants. The key thing is to distinguish between the two. **Needs** are things we must have in order to survive. These include nutritious food, water, medicine, clothing, and shelter. One can even suggest that we need computers to keep up with what happens in the world. **Wants** are quite different. These are things we would like to have. These can include toys, TVs, candy, or video games.

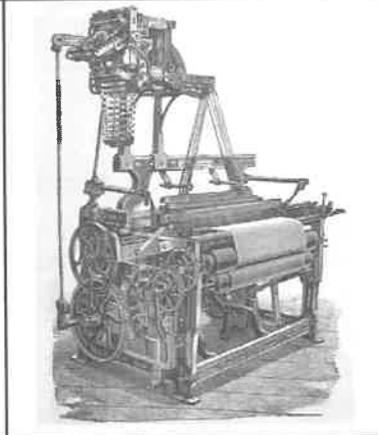
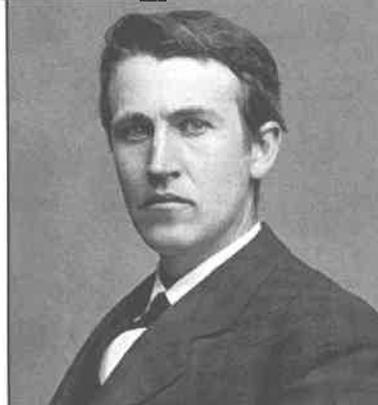
The difference between needs and wants can be tricky. Transportation is often considered a need. Many households require a car for people to get to work. But this does not necessarily mean that the family *needs* a fast or shiny vehicle. That would be considered a want. Everyone in the family needs clothing, but someone might *want* a pair of designer jeans. When making these decisions, one good approach is to ask yourself, "Can I survive without this item?" You may be surprised by your own answer.

Once a person's or family's needs are met, they can consider a certain want. For example, a family needs milk, eggs, bread, meat, and vegetables for the week. The family might want enough candy and milkshakes to go around. Several factors will go into making this decision. But the basic principle usually remains the same. Families, groups, and individuals should satisfy their needs before looking at their wants.

Industry and Technology

With the growth of factories and cities, there was a surge in business leaders and inventors. The 19th and early 20th centuries saw new prosperity and inventions, bringing about change in the US economy. The inventors took a **risk** on making a **profit** on their inventions. Those who started new businesses, like Henry Ford, are called **entrepreneurs**. The chart below lists some key inventions and business owners.

<p>Henry Ford</p>		<p>Ford created the Model-T Ford and refined the assembly line system for making products. He wanted everyone to afford his cars. By using the assembly line (one person makes or attaches one part), he made his cars less expensive. The assembly line changed the world of manufacturing and factory work. He founded Ford Motors.</p>
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<p>Henry Bessemer</p>	 A black and white portrait of Henry Bessemer, an older man with a serious expression, wearing a dark suit and a white cravat.	<p>Bessemer created a better way to create steel. His method increased steel production and grew the steel business in the US.</p>
<p>Spinning Wheel</p>	 A black and white illustration of a woman sitting and operating a large spinning wheel. She is wearing a long dress and a shawl. The wheel has a large flywheel and a spindle.	<p>The spinning wheel allowed people to make more cloth. It also made it cheaper. It is said the spinning wheel created factories.</p>
<p>Power Loom/ Edmund Cartwright</p>	 A black and white illustration of a power loom, a complex mechanical device used for weaving. It features a large flywheel, gears, and a frame.	<p>Edmund Cartwright invented the power loom in 1784. Sixty years later, the power loom was automatic. It created more factories around the world.</p>
<p>Thomas Edison</p>	 A black and white portrait of Thomas Edison, a young man with a serious expression, wearing a dark suit and a white shirt with a tie.	<p>Edison invented the electric lightbulb, phonograph, and motion picture camera. The invention of the lightbulb changed the way people lived and worked. They could stay up and work longer thanks to the lightbulb. Edison founded the Edison Electric Light Company.</p>

Practice 1: Work and Play

1. Which statement **best** describes the relationship between the geographic sections of the US toward the end of the nineteenth century?
 - A. Northern and Southern cities and towns grew at the same rate.
 - B. Midwestern and Far Western cities and towns declined at the same rate.
 - C. Northern and Far Western cities and towns grew in size but suffered from lack of industrial development.
 - D. Southern cities and towns lagged behind cities and towns in the North.

2. Which statement **best** describes the role factories played in late nineteenth century America?
 - A. Factories were not important for the growth of American cities and towns.
 - B. Factories were important in the lives of rural Americans but not urban Americans.
 - C. Factories were important in the lives of upper class Americans (who owned the factories) and lower class Americans (who worked in the factories).
 - D. Factories were not important in the lives of Americans, whether they lived in the city or the country.

3. Give an example of an important need in your life. Then give an example of a significant want in your life. How might you be able to satisfy both?

4. The late nineteenth century was a time of remarkable inventors and inventions. Select **three** of the following whose inventions had a profound impact on American life and work.

- | | | |
|----------------|-------------------|-------------------|
| A. Bill Gates | B. Thomas Edison | C. Steve Jobs |
| D. Henry Ford | E. Orville Wright | F. Henry Bessemer |
| G. Ralph Nader | | |