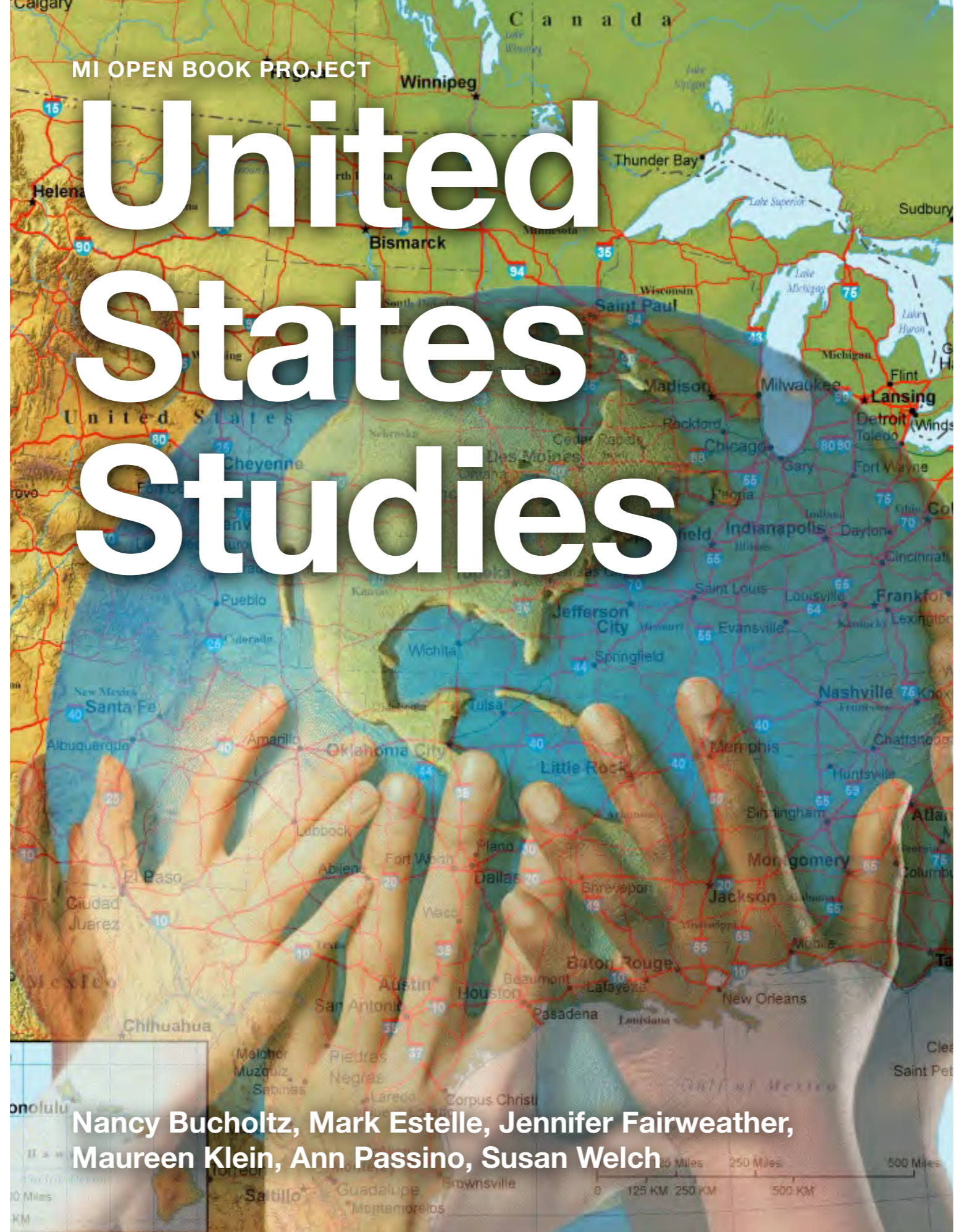


MI OPEN BOOK PROJECT

# United States Studies

Nancy Bucholtz, Mark Estelle, Jennifer Fairweather,  
Maureen Klein, Ann Passino, Susan Welch

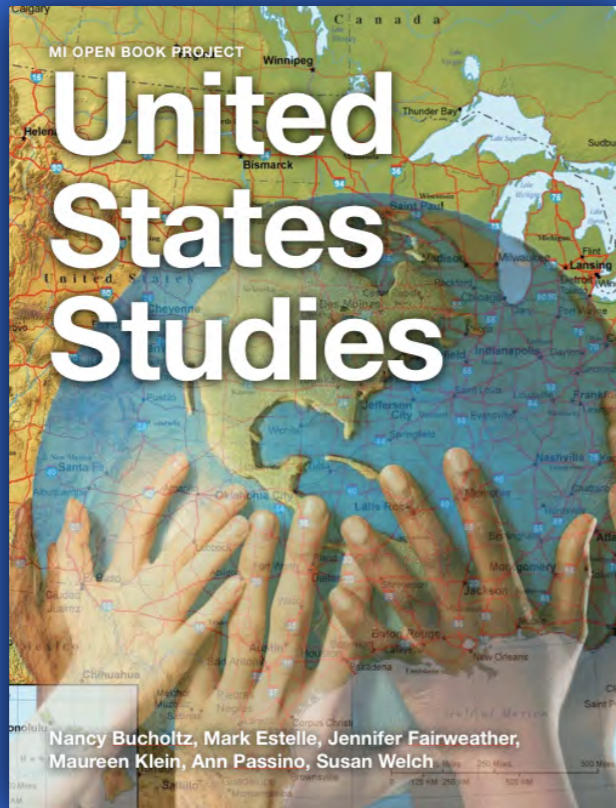


# United States Studies



**MICHIGAN**

**OPEN BOOK PROJECT**



This is version 2.0.1 of this resource, released in August of 2016.

Information on the latest version and updates are available on the project homepage: <http://textbooks.wmisd.org/dashboard.html>



**MICHIGAN**  
**OPEN BOOK PROJECT**



# **MICHIGAN** **OPEN BOOK PROJECT**

The text of this book is licensed under a Creative Commons NonCommercial-ShareAlike (CC-BY-NC-SA) license as part of Michigan's participation in the national #GoOpen movement.

## You are free to:

**Share** — copy and redistribute the material in any medium or format

**Adapt** — remix, transform, and build upon the material

The licensor cannot revoke these freedoms as long as you follow the license terms.

## Under the following terms:



**Attribution** — You must give **appropriate credit**, provide a link to the license, and **indicate if changes were made**. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.



**NonCommercial** — You may not use the material for **commercial purposes**.

**No additional restrictions** — You may not apply legal terms or **technological measures** that legally restrict others from doing anything the license permits.



Attribution-NonCommercial-ShareAlike CC BY-NC-SA

# The Michigan Open Book Project

## About the Authors - 4th Grade United States Studies

Project Manager: Dave Johnson,  
Wexford-Missaukee Intermediate School  
District

4th Grade Team Editor: Lindsay  
Brindley, Eastern Upper Peninsula  
Intermediate School District

4th Grade United States Studies Authors

Nancy Bucholtz, Harbor Beach Public  
Schools

Mark Estelle, Laker School District

Jenn Fairweather, Oakridge Schools

Maureen Klein, Allen Park Public  
Schools

Ann Pasino, Grosse Pointe Public Schools

Susan Welch, Fenton Area Public Schools

Book Version 1.5  
Code Base: Bacon



**MICHIGAN  
OPEN BOOK PROJECT**



### **Nancy A. Bucholtz**

**Harbor Beach Community Schools**

***Harbor Beach Elementary***

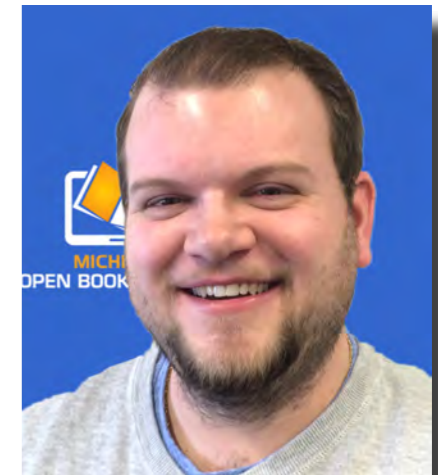
Nancy Bucholtz earned her undergraduate degree in Elementary Education from Oakland University, and then earned her masters degree from Saginaw Valley State University in Early Childhood Education. She had the opportunity to teach 2 years in the Utica Community Schools District before moving to Huron County, and she is now completing her 13th year at Harbor Beach Community Schools. During her teaching career she has taught the 3rd, 4th, and 5th grades, but 13 years of her career have been spent in the 4th grade. During her 15 years of teaching, she has been actively involved with many committees and initiative projects within her school district. Nancy received the honor of Walmart Teacher of the Year in 2007, and her students have been recognized by the state for their achievements on their standardized assess-

### **Mark Estelle**

**Laker School District**

***Elementary School***

Mark earned his undergraduate degree in elementary education from Central Michigan University with a major in mathematics and a minor in child development. In addition to teaching, Mark is an adviser of the elementary underwater robotics team as well as the recycling club. When not teaching fourth grade at Laker Elementary, Mark enjoys many hobbies that involve the outdoors and sports.



### **Jenn Fairweather**

**Oakridge Schools**

***Oakridge Upper Elementary***

Jenn has been an 'Eagle Proud' Oakridge Schools employee for 16 years. She also includes Lansdowne Primary School in Tilbury, England in her list of teaching adventures.

A self-professed 'grammar geek' and SAG member, she hopes to complete her Master's in TESOL and a Bachelor's in Mortuary Sciences.





**Maureen Klein**

**Allen Park Public Schools**

***Bennie Elementary***

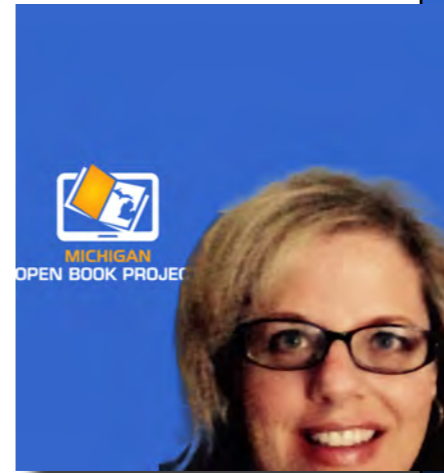
Following a successful career in the corporate world, Maureen returned to college in 2005 to pursue a Master of Arts in Education at Wayne State University. Like many career changers, Maureen realized that teaching was her true passion. Following graduation, Maureen immediately put her early childhood ZA endorsement to use as a kindergarten teacher in the Allen Park Public Schools, later moving to grade four. Maureen is active in both social studies and science endeavors throughout the state serving on the board of the Michigan Center for Civic Education and a former presenter at the Michigan Science Teacher Association Conference. She was named 2013 Jim and Annette McConnell Elementary History Teacher of the Year by the Michigan Council for History Education. In the winter of 2013 Maureen returned to Wayne State, but this time as an adjunct faculty member and university supervisor for pre-student teacher candidates. Maureen was recently recognized as

**Ann Passino**

**Grosse Pointe Schools**

***Trombly Elementary***

Ann is an educator for 21 years having taught grades first - sixth in numerous subject areas. Ann has a passion for teaching, especially teaching History. This passion has led to her being the K-12 Social Studies Curriculum Coordinator 2007-2009 for Grosse Pointe Public Schools. In addition to teaching, Ann is the Child Study Identification Coordinator for GPPS. She is also a graduate of the Galileo Leadership Consortium while completing her Education Specialist in Leadership from Oakland University. Meanwhile, Ann has become an Adjunct Professor of History for Wayne County Community College. In addition to being an educator, Ann's passions are to spend as much time Up North with her family and to travel to recharge!



**Susan Welch**

**Fenton Area Public Schools**

***State Road Elementary***

Susan Welch currently teaches 4th grade at State Road Elementary in Fenton, Michigan. She has earned a Bachelor of Science Degree in Elementary Education from Central Michigan University and a Master's Degree in the Art of Teaching from Marygrove College with additional graduate work done at Arizona State University. While at CMU, Susan traveled to Perth in Western Australia to study their use of integration to deliver instruction and meet the curriculum standards. Upon graduation, she started her teaching career in Arizona teaching in the Casa Grande and Kyrene school districts. During this time, Susan taught in a fully inclusive elementary classroom with students with many diverse learning needs including monolingual and bilingual Spanish speaking students, as well as various physical and mental challenges. She also was able to learn about the many different Native American cultures represented within her schools. Susan has taught both 3rd and 4th grade in the Fenton Area Public Schools for the past 11 years and also serves as Fenton's Elementary Social Studies Department Chair. In addition, she teaches Social Studies courses to other educa-



The Michigan Open Book Project Team would like to thank the following individuals for their help in reviewing some content in the book and guiding the development process.

Jim Cameron, Michigan Department of Education

Phil Gersmehl - Michigan Geographic Alliance

Carol Egbo - Oakland University



**MICHIGAN  
OPEN BOOK PROJECT**

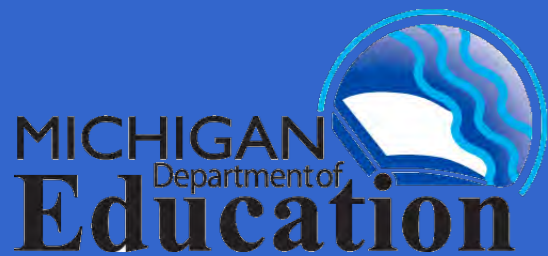


## David A. Johnson

### Project Manager

#### *Michigan Open Book Project*

Dave began his career teaching 8th grade United States History in Mesick, Michigan. After almost a decade in the classroom, he took a job at Wexford-Missaukee Intermediate School District (WMISD) as an Instructional Consultant for Social Studies. He is shared across 11 ISDs in Northern Michigan that form the Northern Michigan Learning Consortium. He completed his Masters in Educational Leadership through Central Michigan University in 2011 and is Co-Project Director of the Performance Assessments of Social Studies Thinking (PASST) Project in addition to his duties as the Project Manager for MI Open Book.



## Chapter 1

---

# What Makes the United States Special?

---

1. How do geographers study the United States?
2. What natural and human characteristics are significant in the United States?



## Section 1

# What is Geography?

### QUESTIONS TO GUIDE INQUIRY

1. How do geographers study the United States?
2. What natural and human characteristics are significant in the United States?

### TERMS, PLACES, PEOPLE

**geography** - the study of the earth and how we, the people who live there, interact with it.

**hemisphere** - a region created when the Earth is divided in half.

**equator** - An imaginary line going across the center of the earth.

**Prime Meridian** - an imaginary line going across the center of the earth.

**GPS** - a navigation system that allows people to determine their exact location.

**GIS** - A geographic information system is a system designed to capture, store, manipulate, analyze, manage, and present all types of geographic data.

In third grade you learned about the geography of the state of Michigan. You may have studied the geography of Michigan by learning about what makes Michigan special. This year, in studying the geography of the United States, you will explore a similar question. It is centered around what makes the country in which we live special.

Before we go any farther, take a moment to answer this question in the blue box below:



What is geography?



You may remember that **Geography** is the study of the earth and how we, the people who live there, interact with it. In studying the earth, geographers ask questions. Many of these questions deal with “Where”. One of the first questions that a geographer may ask in studying a place is “Where is it?”

### **What Tools Do They Use?**

Geographers study the world using a variety of tools. Take a look at this map of the world.

Most of the United States is contained within the circled area on the map. Using simply this map, how might you describe “Where” the United States is located?



The map on the previous page helps us locate the United States on the continent of North America. This next map shows the United States but does not contain the circle. The line drawn across the map represents the **equator**. Using

this map, how might you describe where the United States is?

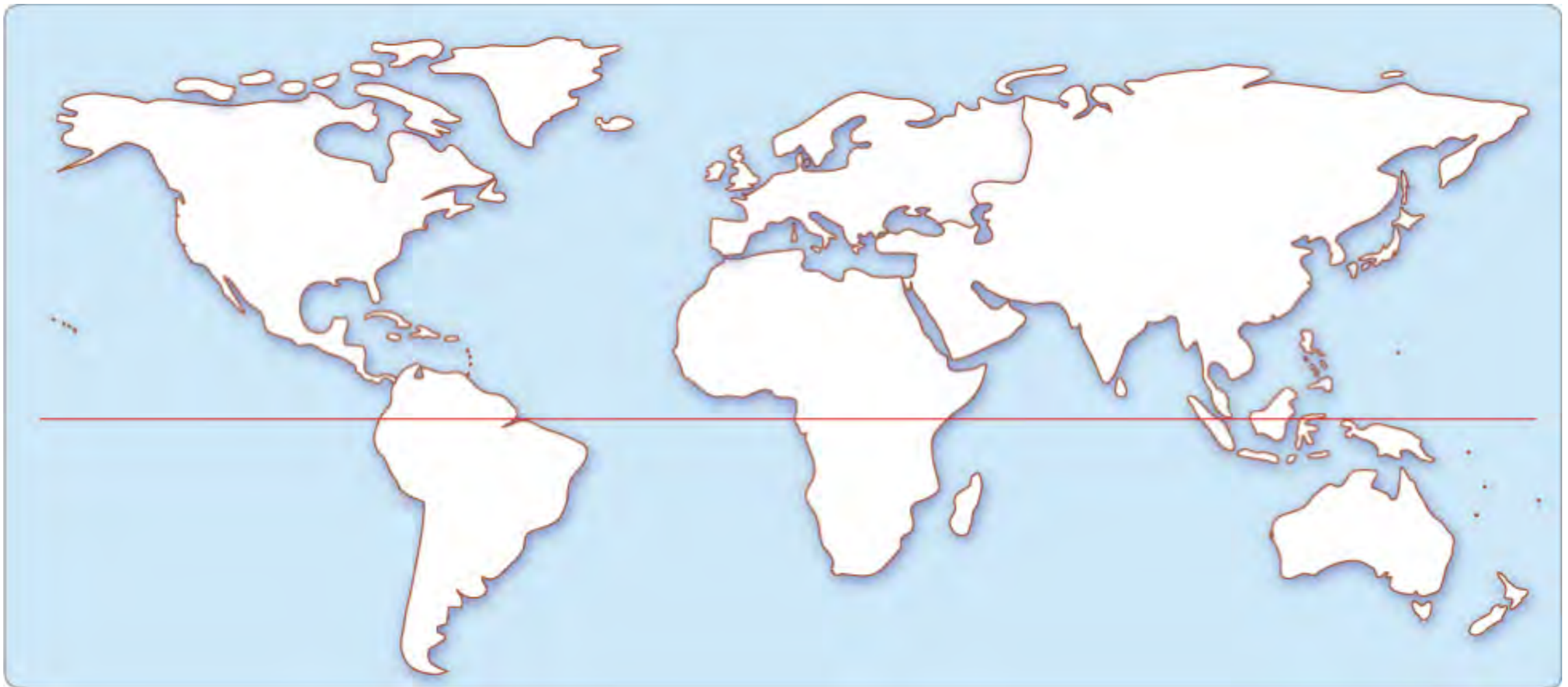


Image source: MGA Model Curriculum. Used with permission of Phil Gersmehl

Adding to this map, we bring in another imaginary line “The Tropic of Cancer”. Using this map, how might your definition of where the United States is located change?



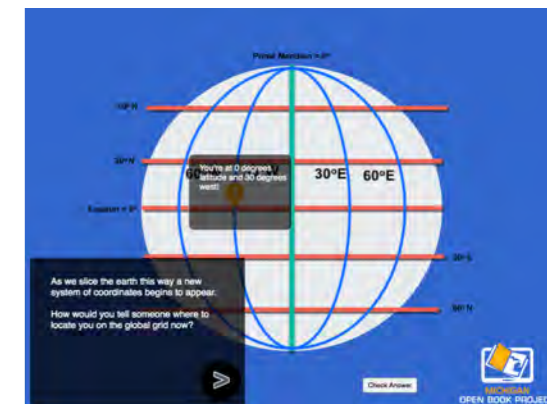
Image source: MGA Model Curriculum. Used with permission of Phil Gersmehl

The United States of America is located in the continent of North America, but we can look even further than that. The U.S. is located in two of Earth’s four **hemispheres**. Hemispheres are regions created when the Earth is divided in half.

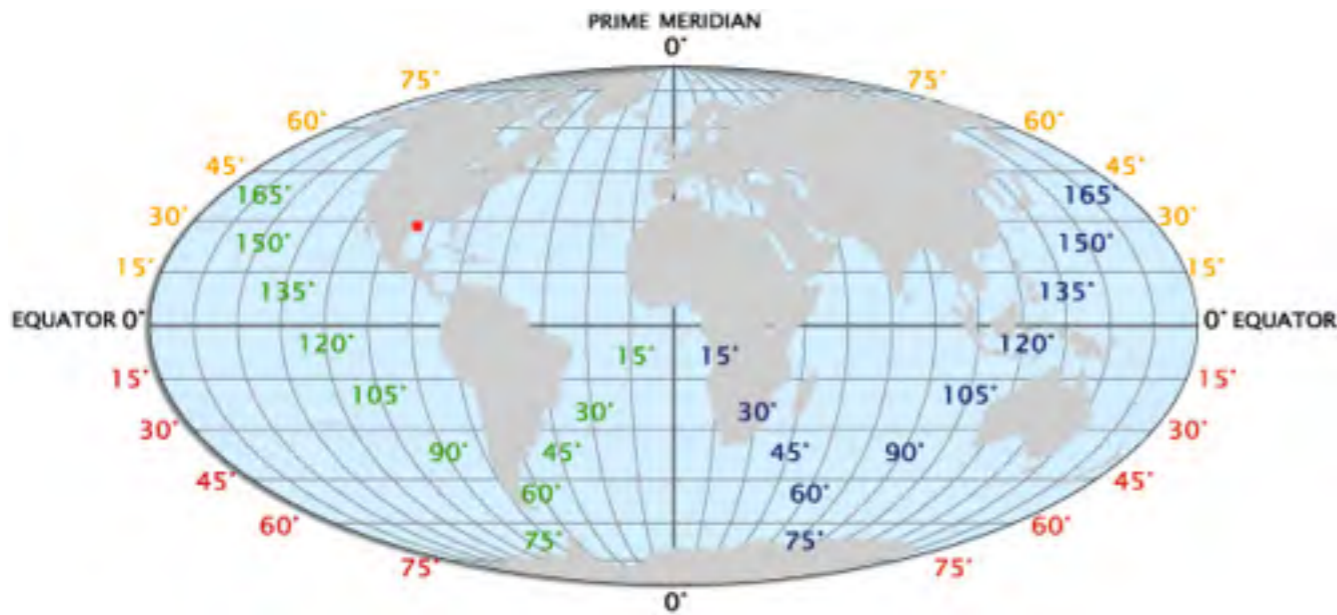


The Northern and Southern Hemispheres are created when the Earth is divided using the **equator**, an imaginary latitude line. This is the green line on the map above. The U.S. is in the Northern Hemisphere. The Eastern and Western Hemispheres are created when the Earth is divided by the Prime Meridian, the imaginary longitude line that divides the Earth. This is the pink line above. The U.S. is in the Western Hemisphere.

### Interactive 1.1 The Global Grid



*Confused by Latitude and Longitude? Don't be! Take a look at this interactive to learn a little more about the “global grid”*



On the map above you will see “lines” going east and west, which are called latitude lines. As you learned in the interactive on the previous page, you can use the degrees (numbers) on each line of longitude and latitude to find exact locations.

### Other Tools Used by Geographers

A map is a common tool that geographers use in studying the Earth. A map is a great tool for showing information about a geographic area. Maps can represent a place such as a neighborhood, a town, a country, or the world

overall. However, a map is sometimes not the best tool for studying the earth because of its shape. While it’s easy to carry a map around (ask your parents how they got from place to place before their smart phones could tell them where to go!) a map distorts an image. A good way to think about this is to think about the shape of our planet. Is it flat? No. The Earth is a sphere. If you were to take another sphere like object (think of an orange) and draw a map of the world on it you’d have a great representation of the planet we live on. What happens when you peel the orange however? You end up with something that is much harder to use.

A globe is a spherical representation of the earth

### Interactive 1.2 Peel an Orange



*What does peeling an orange and reading a map have in common? See if you can determine the problem with maps after watching this video.*

and is much more accurate. Does your classroom have a globe? Would a globe be useful if you were taking a road trip? Why or why not?

Geographers also use aerial photography and satellite imagery to study the earth. The map in the upper right hand corner of the page is an aerial photograph of the United States. This one was captured by a satellite in space! The gold on the map shows major centers of population. As you look at this map what questions might you come up with?



Image source: [http://pixabay.com/p-92367/?no\\_redirect](http://pixabay.com/p-92367/?no_redirect)



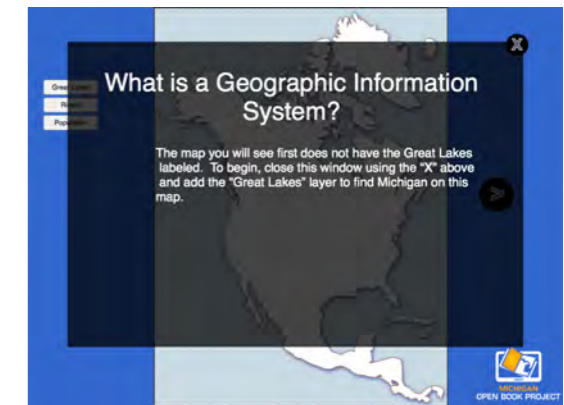
Study the map above that shows major population centers of the United States. What questions do you have as you study the map?

Have you ever been on a long road trip? When your grandparents were kids they probably relied heavily on a map to travel from place to place. Your parents may have as well. As we have entered the information age, they probably got from place to place using a GPS device. It also probably came on their smart phones. **GPS** stands for “global positioning system” and it makes use of satellites in orbit to collect information about where a user is on earth.

Another tool geographers use to study a location is with GIS (geographic information system) A **GIS** utilizes software and hardware to collect and display data. It can help you display forms of useful information for geographers to explore. It is a computerized combination of map making, data about places, and computer technology. Someone using a GIS device is able to create a representation of places by layering information on top of the map and allowing people to manipulate information.

Finally...you might not think of things like charts, tables, stories, and even people as being a useful tool that geographers use to study the earth. Even with all the information gathered from the

### Interactive 1.3 Simple GIS



*Confused by GIS? Don't be! Spend a moment in this very simple simulation to learn a little more about what a Geographic Information System does.*



How might a geographer use a GPS device?

tools we've already explored, sometimes more knowledge is needed. Geographers may look at historical data, interview people who were at a place a long time ago, and even read stories from the past to help study a place.

## **The Five Themes of Geography**

Geographers came up with an educational tool to help students explore geography. This tool is known as the "5 Themes of Geography." The five themes are: location, place, region, movement, and human/environment interaction.

Every section of this chapter will show you more about each theme and the question or questions that help explain it. This section dealt with the first theme, location.

Location: Where is it?

Place: What is it like there?

Region: How might common geographic characteristics help people understand a place?

Movement: How is this place connected to other places?

Human/Environmental Interaction: How do people interact with the environment?

# Place - What is it Like There?

## QUESTIONS TO GUIDE INQUIRY

1. How do geographers study the United States?
2. What natural and human characteristics are significant in the United States?

## TERMS, PLACES, PEOPLE

**physical characteristics** - another term for natural characteristics, parts of a place not made by humans.

**special purpose maps** - maps showing characteristics of an area such as elevation, temperature, population, or the location of metropolitan areas

## Physical Characteristics

Now that you understand more about how to define where the United States is located, it's time to tackle another question that geographers ask in examining the United States – What is it like there? Students around the United States study the major physical features of the United States that help us answer this question. Take a moment to take a look at this video that describes some of the physical features of the United States.

**Interactive 1.4** Eight Major Physical Features of the United States



*This short video highlights eight of the major physical features from the United States. .*



As you can probably tell, the United States has many different **physical characteristics**. The United States has mountains, deserts, valleys, canyons, mountains, plains, rivers, and gulfs (to name a few!) Geographically it is very diverse and depending on where you live in the country, your answer to the question “What is it like there?” may differ.



Describe what it is like in Michigan

You learned a lot about what it is like in various parts of Michigan in third grade, but as a quick review take a look at these images from around the state. Using the images, how would you

expand upon your description about what it is like here in Michigan?

### Gallery 1.1 Physical Features of Michigan



[https://upload.wikimedia.org/wikipedia/commons/0/02/Grand\\_River,\\_Grand\\_Rapids.jpg](https://upload.wikimedia.org/wikipedia/commons/0/02/Grand_River,_Grand_Rapids.jpg)

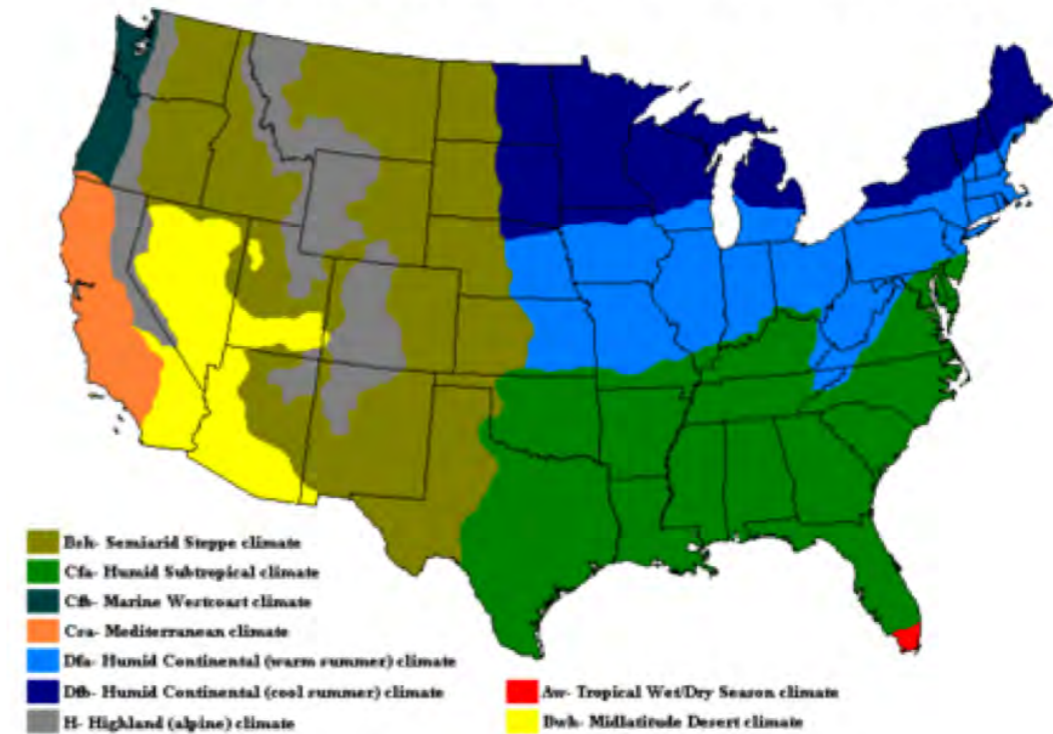


HINT: This is about physical features. Many of the images have human characteristics such as bridges or buildings. Ignore those for now.

## Special Purpose Maps

There are many different kinds of maps, including **special purpose maps**. These maps show characteristics of an area such as elevation, temperature, population, or the location of metropolitan areas. Look at the maps on this page and jot down what you see. What do they tell you about the area? What does each map represent?

### Climate Zones of the Continental United States



### Annual Mean Total Precipitation



Each of the maps on the previous page tells a different story about “What it’s like there”. The first map, for example, shows some of the different physical features of the United States as a whole, while the second shows climate zones. The third shows how much precipitation, the amount of rain, snow, sleet, or hail that each

part of the United States gets.

Below is a satellite image of the United States. This map can be useful in many ways in studying the United States.



What is it like in the United States based on the map?



<https://upload.wikimedia.org/wikipedia/commons/0/03/USA-satellite.jpg>

The United States is surrounded by two oceans and contains thousands of lakes and rivers of different sizes. You've already taken time to explain what it is like in Michigan, but let's now take a look at how people from around the country might answer the same question regarding the United States.

You will begin to look at United States regions in the next sections and reexamine the concept of place and how these patterns are sometimes used to create a region. For now however, focusing on the idea of what is it like there, look at the gallery on this page. For each picture, ask yourself: How is this place similar to Michigan? What differences do you see?

## Gallery 1.2 United States



Crater Lake Oregon: [https://upload.wikimedia.org/wikipedia/commons/a/af/Crater\\_lake\\_oregon\\_usa.jpg](https://upload.wikimedia.org/wikipedia/commons/a/af/Crater_lake_oregon_usa.jpg)



What similarities to Michigan do the places in the gallery above have? What differences do they have?

## Human Characteristics of Place

Next, we will take a look at the **human characteristics** of the U.S. Human characteristics are the geographic features that were made by people such as roads, bridges, and cities or towns. Michigan has many special human characteristics which you probably learned about last year. Some of these include lighthouses, bridges and locks.



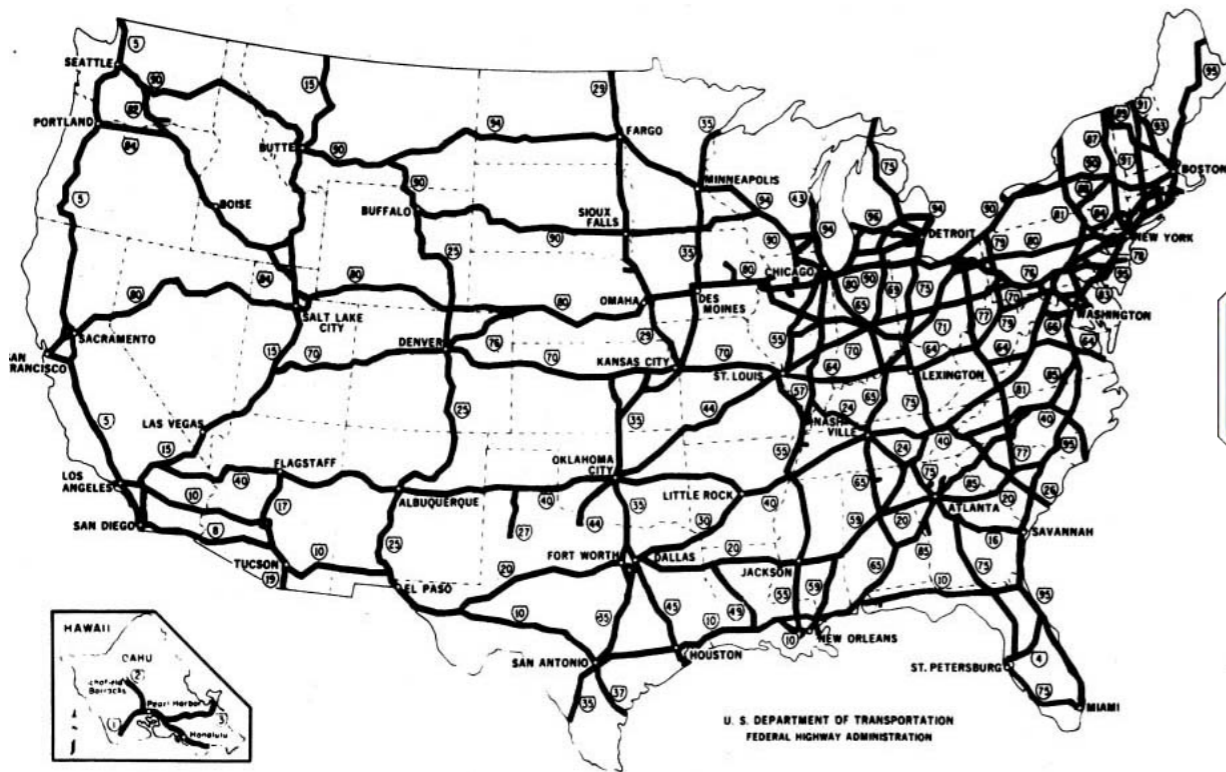
Write about a human characteristic in Michigan that you learned about last year.

## Roads

Roads are important! They help us travel from one place to another. They are human characteristics because they were built by humans to help us get from place to place. There are many different kinds of roads. Some people in rural areas live on old dirt roads. Others live on paved city or country roads which are maintained by local governments. Highways are a common way to travel from Michigan to another state. Some of the major highways in Michigan are I-94 which connects Detroit and Chicago, US 131 which connects the northern part of the Lower Peninsula to the southern part, then heads into Indiana. I-96 and I-69 help connect the western and eastern parts of the state. These roads are important because we can travel on them, but they are also a major way we carry out economic activities. Trucks ship

goods from one part of the state to another, and to other parts of the country. You'll learn more about trading between the states in a later chapter.

west there are fewer and fewer. Here's a geographic riddle for you...what reasons might there be for the smaller number of highways connecting the eastern and western portions of the United States?



Write about a human characteristic in Michigan that you learned about last year.

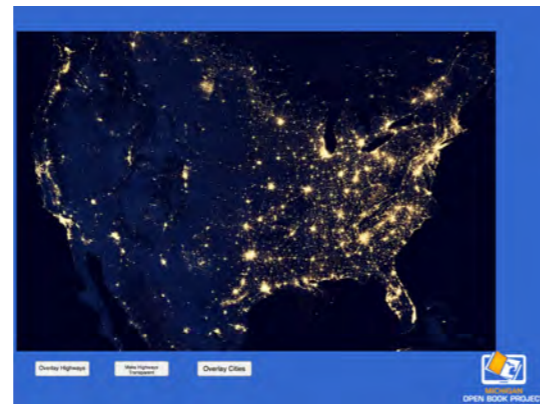
The map above shows the major highways that connect the different parts of the United States. You can see that there are a lot of major highways connecting us, but as you move farther



## Cities

Lets continue to explore this. In the first section you saw the map of the United States above, which was taken at night. **Interactive 1.2 - Solving the Riddle Part 1** will give you the

### Interactive 1.5 Solving the Riddle - Part 1



*In exploring maps, sometimes it is useful to overlay one set of maps over another to see if you can detect a pattern.*

opportunity to look at two different maps and overlay one on top of the other to see what patterns you might observe. It is important to note that the maps were made by two different map makers and show two different things. Because of that, they do not line up perfectly with one another.

The satellite map you're looking at on this page and in the interactive shows another important human characteristic - cities. Cities are built by humans and as such, are important human characteristics of a place. The United States has many cities ranging from small to extremely large. People who live in rural areas of Michigan might feel right at home in a place like Curfew, Iowa. People who live in urban areas of Michigan such as Grand Rapids or Detroit might feel at home in a place like Chicago, New York, or Los Angeles. You can see that while a lot of

the cities in the United States are centered in certain places, there are places on the map that do not show very much in the way of “light at night”. Does that mean that no one lives there?

## **Bridges**

Let’s set aside our geographic puzzle for a moment and talk about another major human characteristic. You learned in third grade that human and natural characteristics are often linked together when you learned about a famous bridge in Michigan known as the Mackinac Bridge. The Mackinac Bridge was built to solve a problem - how to quickly travel to the Upper Peninsula. The Mackinac Bridge was not the only time humans grappled with this problem.

The Brooklyn Bridge was built in 1883 to connect the island of Manhattan and Brooklyn by

spanning the East River in New York City. It is one of the more famous bridges in the eastern United States. One of the most famous on the west coast is the Golden Gate Bridge which opened in 1937 and connects San Francisco to Marin County.



There are hundreds of bridges - some large like Mackinac, Brooklyn, and Golden Gate, some smaller- all around the United States!



## Connecting Physical and Human Characteristics

None of this helps us solve our geographic puzzle. In going back to the main focus of this chapter “What is it like there” let’s take a look at two more maps and bring together both physical and human characteristics to come up with a reason why there might not be as many highways connecting the East and West.

The first map below shows the average amount of rainfall in the United States. You may be wondering what average rainfall has to do with roads. Think about what you have discovered so far. Road are connected to cities. Think about cities. Why might there be fewer cities in areas where there is little rain? The green areas on the map represent

areas that get a good degree of rainfall throughout the year (Look at the “purple” section in the Pacific Northwest! Those areas get the



Image source: [https://upload.wikimedia.org/wikipedia/commons/d/d3/Average\\_precipitation\\_in\\_the\\_lower\\_48\\_states\\_of\\_the\\_USA.png](https://upload.wikimedia.org/wikipedia/commons/d/d3/Average_precipitation_in_the_lower_48_states_of_the_USA.png)



Using what you have learned about the colors on this map, answer the question “What is it like there” about areas in the red and orange zones on the map.

**Interactive 1.6** Solving the Riddle Part 2



*In exploring maps, sometimes it is useful to overlay one set of maps over another to see if you can detect a pattern.*

highest amount of rainfall in a year!) and the red areas represent areas that get the least amount of rainfall.

If you take this interactive and do the same activity you did earlier in the section, you'll notice

another interesting pattern when all three maps are overlaid on top of one another. The final map adds one more layer to the equation. It shows elevation in the United States. If you take all four maps and overlay them atop one another, can you construct an explanation why the human feature - "The highway system" is constructed the way that it is?

**Interactive 1.7** Solving the Riddle Part 3



*In exploring maps, sometimes it is useful to overlay one set of maps over another to see if you can detect a pattern.*



What is it like in the United States? Use everything you've learned in this section do describe the diversity of the geography of the United States.

# Movement - How is This Place Connected to Other Places?

## QUESTIONS TO GUIDE INQUIRY

1. How do geographers study the United States?
2. What natural and human characteristics are significant in the United States?

## TERMS, PLACES, PEOPLE

**push factors** - the events that “push” people out of their place of living

**pull factors** - the reasons or events surrounding a new location that encourage people to move

**migration** - moving from one place to another

## How Are Places in the United States Connected to Other Places in the United States?

“How is this place connected to other places?” This is the question that the “Movement” theme of geography is mainly about. To begin, let’s think of Michigan because that is a “place” you have already learned a lot about in third grade.



Take a moment and talk with some of your classmates about the questions on the next page. While the discussion is taking place, have one member be the notetaker so that your ideas will be ready to share with the bigger group when you are finished.

- 1) How is Michigan connected to the rest of the United States?
- 2) Why might people move to Michigan?
- 3) What kinds of goods are moved into Michigan?
- 4) What kinds of goods are moved out of Michigan?

In the questions above you weren't just asked to think about why people might move to Michigan, you were asked to think about Michigan's connections with the rest of the United States.

If movement is about connections we cannot just look at how people move. We have to look at how the United States is connected.

Lets pretend you live at point 1 on the map on this page and you and your family are moving to point 2. Based just off of this map, trace your finger over the route you might take to get there.

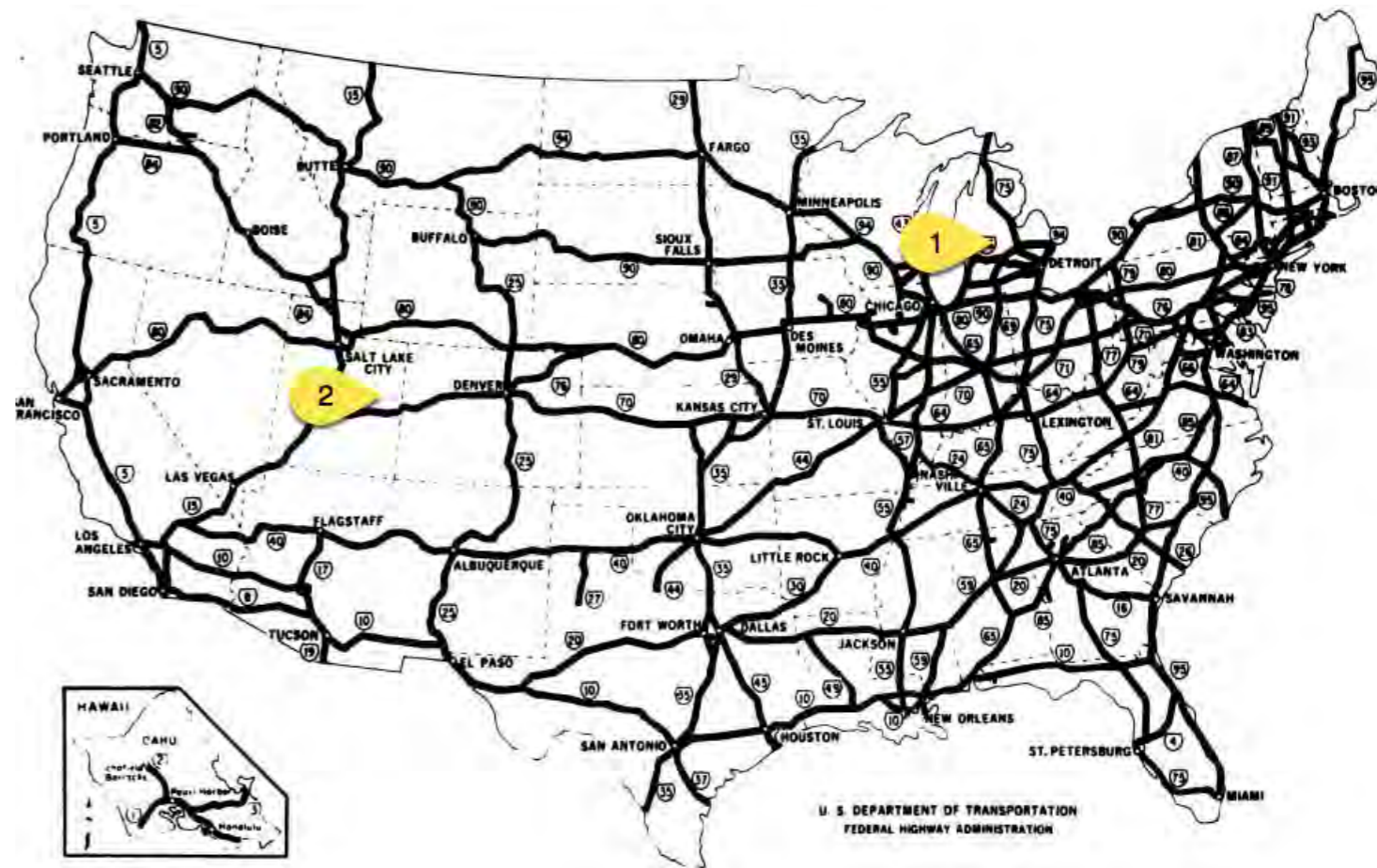


Did you draw a direct line that connects two points? Did you first travel south and then move west?

What's the best way for you to move? It might be expensive if you flew all of the belongings in your house from one point to the other, so driving with a moving van might be your best option. To make certain you can actually travel this route by car, you need to make certain that there are actually roads to get you there.

If you recall, we learned a little about this in the previous section. This map of highways in the United States shows the major highway systems that connect places in the United States. It doesn't mean that there are not other roads you could take to get places, but the highway might be your fastest method of travel.

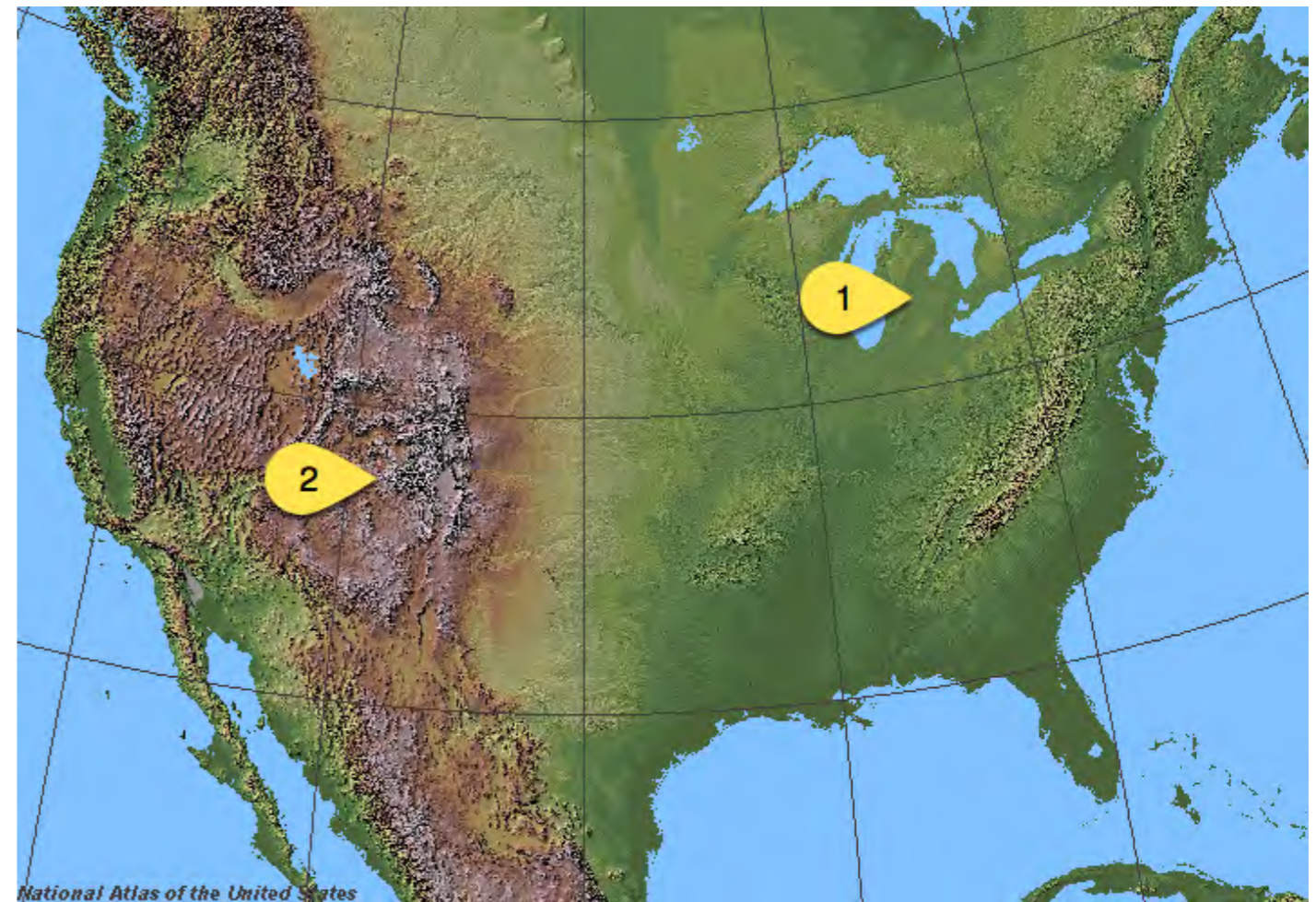
Now trace your finger over the route you might take to get from point 1 to point 2. Are you still able to take your original route?



In looking at the map, what do you notice about the number of highways in the eastern part of the map? What do you notice about the number in

the western part of the map? You already learned that the highway system is a major transportation system and it is on this highway system that we transport many of the goods you buy in the grocery store. You'll learn more about movement of goods in the next chapter on economics.

This next map is a map that depicts the major mountain ranges of the United States. You can see that driving to this point requires that you travel through mountains. If you're driving an old car or a older moving van, you might not have enough power to travel through the mountains! Your journey could end up being a little difficult.



## What Causes Human Movement From One Location To Another?

Perhaps it started with a dream. Perhaps it came from hope, wishes, or a yearning for more. Or did the idea of packing a suitcase and coming to America come from fear and a necessary escape from a life of worry?

How many times have you studied the story of the Pilgrims? What do you know about the sinking of the Titanic and the passengers that sailed on that mighty ship? America has been the beginning of a new life for thousands upon thousands of people who have sought change for many reasons.

In this section, you will explore some of the causes of human movement into the United States of America.

## The Pushing and Pulling Puzzle

If you were to take a survey of your classmates, you may be surprised as to how many of them have moved sometime in their lives. If you were to ask those classmates why they had moved, what do you think their answers might include?

For hundreds of years, people have been on the move, whether into the United States or into Michigan. Situations in peoples' lives, whether your friends' or your relatives', can lead to a need for a change.

The events that might lead to a person leaving one location for another are called either “push factors” or “pull factors.” **Push factors** are the events that “push” people out of their place of living. Some examples in history have included a lack of freedom or choice, a shortage of jobs,

war or unsafe living, scarcity of resources, or a high cost of living there.

**Pull factors** are the reasons or events surrounding a new location that encourage people to move. Opportunities like better jobs, being closer to family, a greater sense of safety, freedom are some of the pull factors causing people to move today.

**Migration**, moving from one place to another, is not a new event. When a person decides to leave their home for another location, the reasons for movement can be very personal.



What do you pay attention to first in this picture?

What story does this picture tell?





If you had to move today, what item would you carry with you to demonstrate your sense of family or cultural pride?

### Consider This..

Migration doesn't just include the stories of the people who have entered the United States in hope of a better life. Migrating individuals also moved across this land by choice or by force. For instance, during the 1800s, many settlers and pioneers chose to move across the United States for greater chances at land ownership and better economic opportunities. The thrill of new adventure was also an incentive for settlers to travel west.



Ellis Island Part of Statue of Liberty National Monument

The movement of people, and the import and export of goods, have all played major roles in shaping our country. People everywhere interact through movement. They travel from place to place and they communicate.

## **A Breakfast Example**

If you had cereal for breakfast, it's possible you used a brand that was created in Michigan. Kellogg's foods has their headquarters in Battle Creek, Michigan, and their cereals are manufactured and sold world wide. The factory in Battle Creek, as well as others around the country and world produces many kinds of cereal which you may have eaten this morning.

Some might be tempted to say that the journey of the product from the store to a home begins at the factory, but that is still not the case. All of the parts of a product, such as ingredients for making cereal, come from places outside of the factory. It could come from local sources, or much farther away - across a state, the country, or even the world.

**Activity** - Use the internet and find out the ingredients in one breakfast cereal of your choice. Then, pick any three ingredients (such as rice, sugar, or salt) to find out where in the United States these materials might come from.

The journey of an ingredient for cereal could begin hundreds or thousands of miles away from your house. If you live in Michigan, however, it is quite possible that they made their way to Battle Creek to be made into your breakfast this morning.

It doesn't necessarily matter where your cereal was created. Often times after production it is taken to centralized warehouses which deliver the products to many regional stores. The goods travel over land and by air depending on the distance they must travel.

All goods and products move in this way. If your family goes to a local farmers market and purchases apples, the journey from the farm to you may have been a relatively short one, but the product still moved. If your family purchases an American made car from Ford, GM, or Chrysler, the parts came from all over the world, and it's possible that it wasn't even assembled in the state that you live in.

From apples to cars, to the breakfast you ate this morning, the theme of movement is taking place all across your town, your state, the country, and the world.

## **Moving Ideas**

People and products move constantly, but a third major type of movement also exists. The third type of movement is the movement of ideas.

Prior to the 1830s, movement of ideas could be

very slow. To communicate across vast distances people either had to travel to a place themselves or send a letter which could take days, weeks, or months to arrive at its final destination.

Fast forward many years and communication has gotten much faster. The telegraph was invented in the 1830s. People could now send a message to someone across a large distance much faster, though it still required people to both send and receive the transmission, decode it, and deliver it to a recipient. The telegraph did however make the spread of information and ideas much faster.

Just forty years later, the telephone was invented. For the first time people could communicate with their voice over large distances. This also helped ideas and information spread faster.

As faster methods of travel became available, this also led to a faster spread of information. Today many people carry a phone in their pocket which allows them to communicate with people all over the world instantaneously.

That phone isn't just used to send your voice. Many phones come equipped with cameras allowing easy face to face communication. You can text a message, a picture, or a video to friends almost anywhere in the world and they can receive it within seconds.

The movement of people, goods, and ideas is constantly taking place.

# Region - What Relationships Do We Use To Think About and Organize Places?

## QUESTIONS TO GUIDE INQUIRY

1. How do geographers study the United States?
2. What natural and human characteristics are significant in the United States?

## TERMS, PLACES, PEOPLE

**region** - an area of land that has common features

Imagine for a moment that your parents have asked you to clean up your room. To help you organize things a little better, they have given you three boxes to sort all of your toys into. How do you pick what toys go in which box? Do you sort them by color? By shape? By size?

Use this interactive game “Too Many Toys” to sort toys into one of three boxes. When you are finished, share how you sorted your toys with another classmate and provide reasons that support why you sorted them the way that you did.

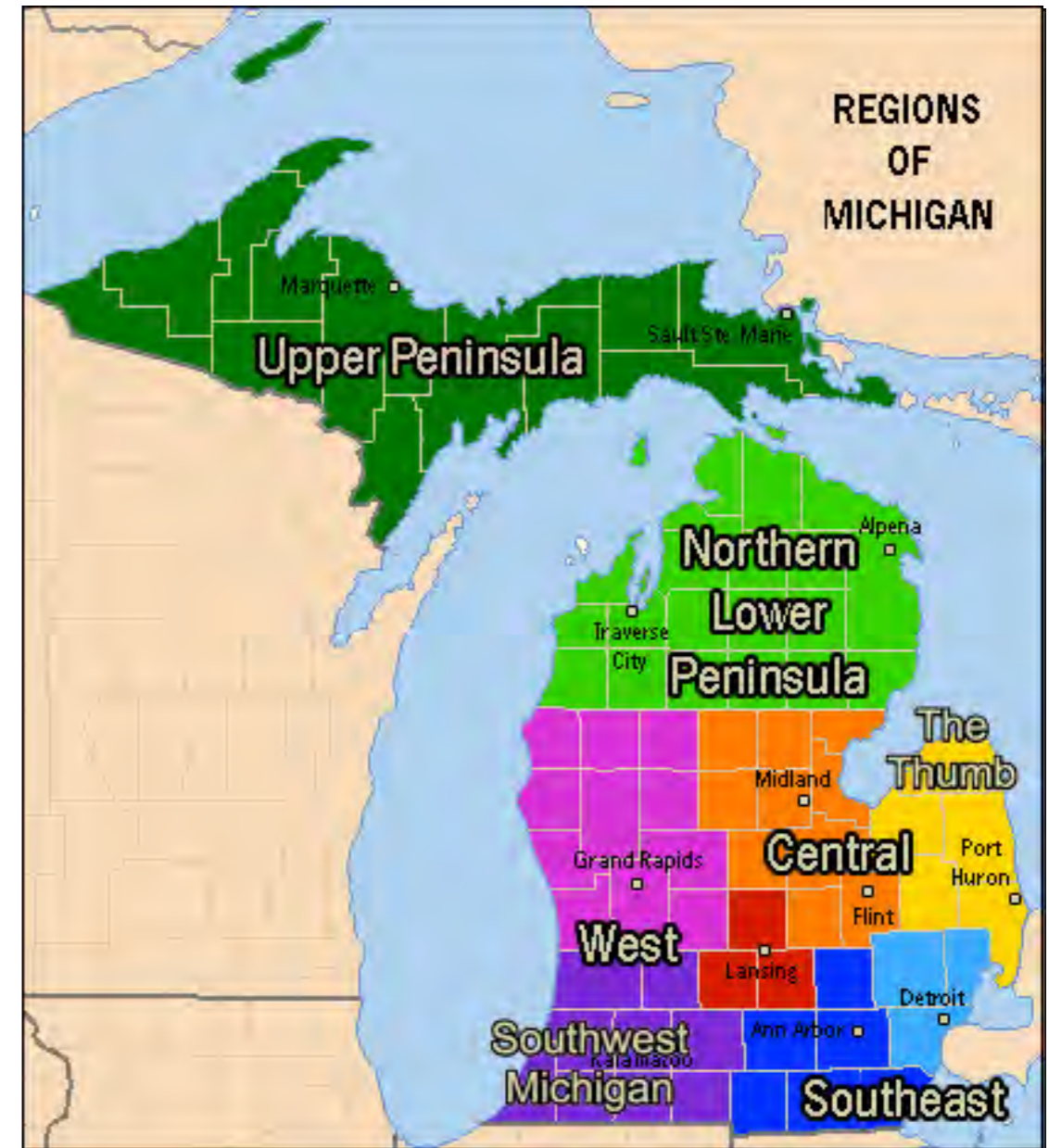
**Interactive 1.8** Too Many Toys



*To explore the idea of “regions” try this interactive sorting game.*

A **region** is an area of land that has common features. A region however is an imaginary division. If you think back to third grade you may remember discussing how Michigan could be divided into regions. While something (either real or imaginary) creates a region, you wouldn't necessarily know in driving across the state when you've come to the end of one region and the beginning of another. When you sorted toys into the boxes in the Too Many Toys activity, you probably sorted them based on shared characteristics. Geographers do this too!

Our state can be divided into many different regions as well. If you start with our cities and towns which are regions of Michigan, and then we move into the eighty-three counties of our state, Michigan can be divided geographically in many ways.



How is this map organizing regions in Michigan? How could the Upper Peninsula be divided further into regions? Why might the Southeast part of the state have more regional boundaries than other parts of the state?

Geographers do look for relationships among places to organize a state, country, or continent into regions. The map shown below is a political map which shows only the United States and the borders between each state.



[https://upload.wikimedia.org/wikipedia/commons/thumb/c/ca/Blank\\_US\\_map\\_borders.svg/1280px-Blank\\_US\\_map\\_borders.svg.png](https://upload.wikimedia.org/wikipedia/commons/thumb/c/ca/Blank_US_map_borders.svg/1280px-Blank_US_map_borders.svg.png)

Using the embedded widget where would you create regional boundaries in the United States? Be prepared to justify your response.

### Interactive 1.9 Draw Regions



*Create regional boundaries by drawing on this map.*

Regions in the United States are grouped by geographic relationships. Each region has something unique and special about it. Some regions have mountains. Some regions are very flat. Some regions are very hot in temperature and some are very cold.

The map shown below is a map showing some of the physical geography of the United States. You'll notice that this one does not have state borders.

Using the embedded widget where would you create regional boundaries in the United States? Be prepared to justify your response.



[https://upload.wikimedia.org/wikipedia/commons/f/f3/Usa\\_edcp\\_relief\\_location\\_map.png](https://upload.wikimedia.org/wikipedia/commons/f/f3/Usa_edcp_relief_location_map.png)

### Interactive 1.10 Draw Regions



*Create regional boundaries by drawing on this map.*

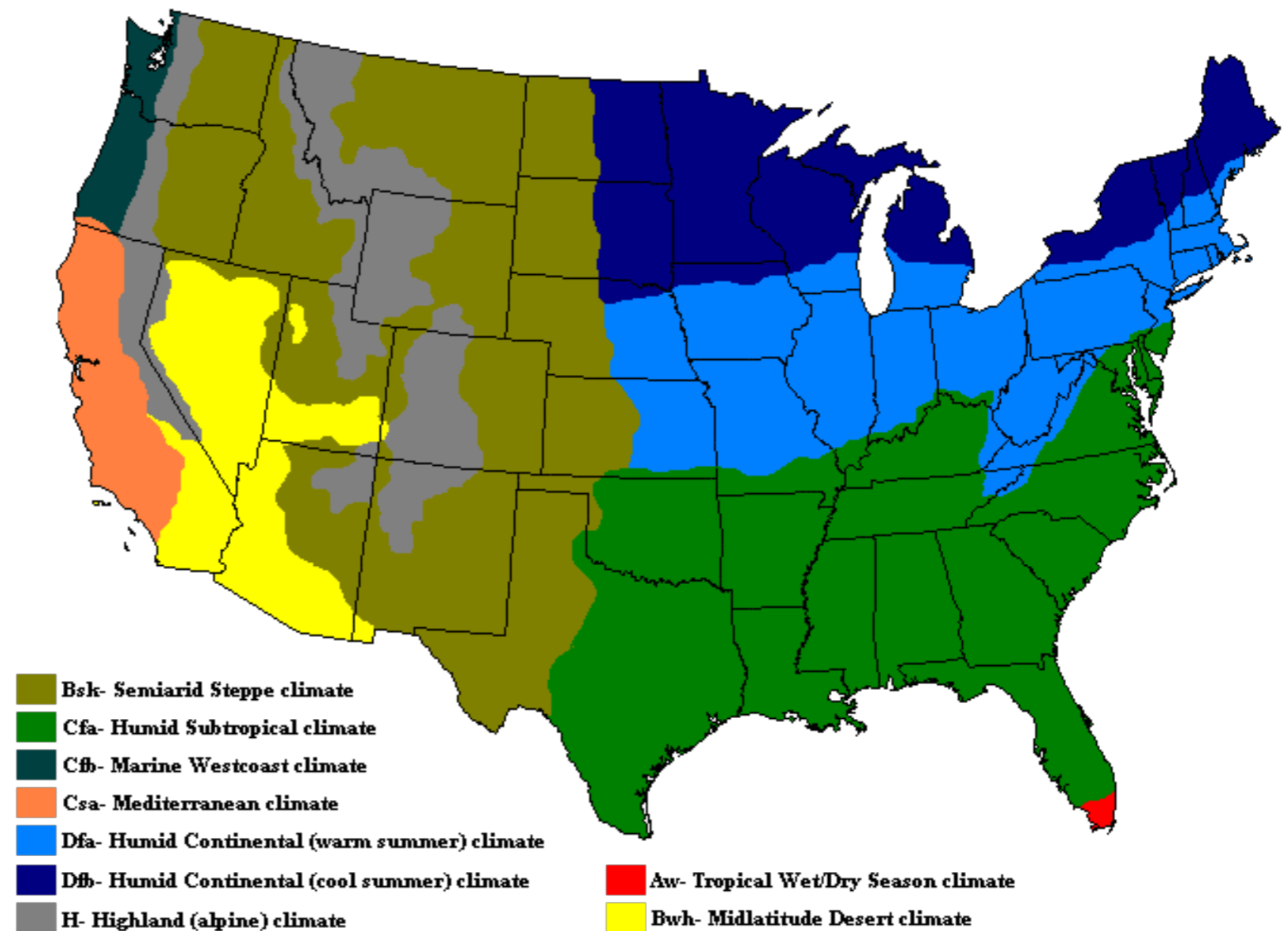


Having just created some of your own regional boundaries, here is one way the United States has been divided by geographers. You'll notice that Michigan is located in the Midwest region. You may have chosen in dividing your own map up to use the entire mountain range in the east as one boundary. How has this map categorized the region differently?



Another simple way the United States can be divided is by looking at climate zones in the United States. This map contains a lot of additional information in its legend that describes the various climate zones. If you look simply at the colorings, however, do you see distinctive patterns that could be used to divide the United States into regions?

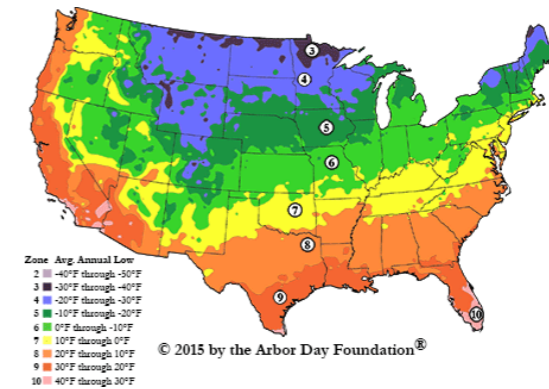
## Climate Zones of the Continental United States



<https://upload.wikimedia.org/wikipedia/commons/5/57/Climatemapusa2.PNG>

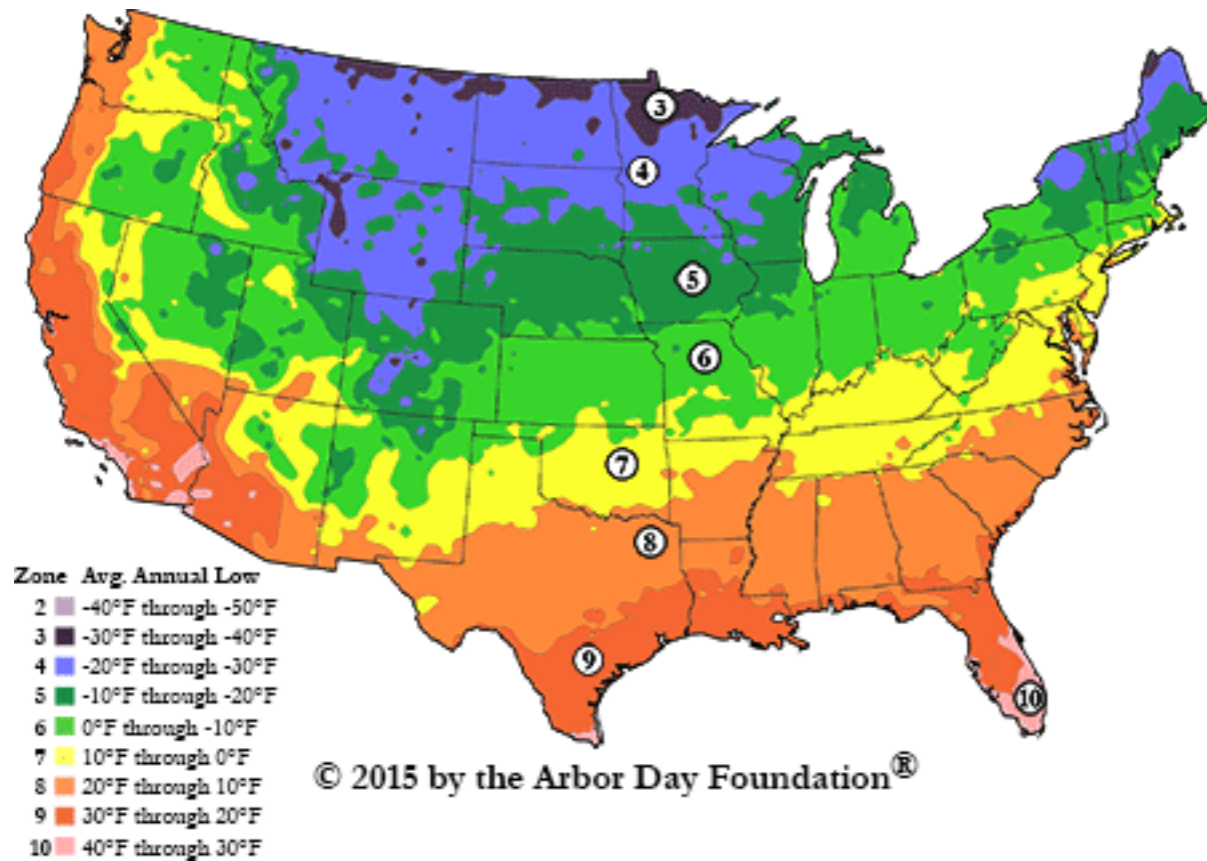
It can also be difficult using some of these patterns to try and create a distinctive region. This next map shows the United States average temperatures. If you compare it to the climate zones in the previous map, can you easily create just a few distinct regions that the United States could be divided into?

### Interactive 1.11 Draw Regions



Create regional boundaries by drawing on this map.

At the start of this section you had to organize toys into boxes based on characteristics that the toys shared. Geographers “sort” the United States into regions based on shared characteristics as well. We will explore this in more detail in the next section.



<https://www.arborday.org/media/images/zones-2015.png>

## Section 5

# How do Environmental Conditions Influence Human Activities in a Place

### QUESTIONS TO GUIDE INQUIRY

---

1. How do geographers study the United States?
2. What natural and human characteristics are significant in the United States?

### TERMS, PLACES, PEOPLE

**agriculture** - the growing of crops

**irrigation** - taking water from a local water source and moving it for farmers to use to grow their crops

**reservoir** - a large natural or artificial lake used as a source of water supply.

You have already learned that geography is the study of the earth and how we, the people who live there, interact with it. We have already discussed the study of the earth itself. In the previous section we spent time talking about how the United States can be divided into regions. It is now time to use regions to discuss how we live and interact with the environment.

When learning about how humans and the environment interact with one another it is important to think about some of the questions a geographer would ask. Several questions will guide this section:

1. What is it like there?
2. How is the answer to "What is it like there?" an influence on what humans do there?
3. How does what humans do in a place influence the environment?

4. Are the consequences of human actions different from place to place?



We've talked about natural resources in a previous section. What are some activities we do with the natural resources in Michigan?

## What is it Like There?

In the previous section we talked about regions and how it can be difficult at times to agree on what an actual region is. If we revisit this idea one more time using an activity created by Dr. Phil Gersmehl, a geographer who lives in Michigan, we'll divide the United States into four regions which we will use in this section. Take a moment to view this interactive content as it will frame your study of environmental interaction in this section.

## Interactive 1.12 Regions for Human Environment Interaction Examples



*This activity, adapted from a lesson by Phil Gersmehl will divide the United States into four regions which will be used for our studies in this section.*

## Western Mountains - What is it Like There?

In the first region, which we're calling the Western Mountain region, there is a lot of variety. If you focus on a state like Oregon you could find trees as far as the eye can see. This wood is used to make a lot of different products. It could turn into buildings like houses, furniture, and paper - just to name a few! Large forests don't just exist in Oregon. Washington, California, Idaho and Colorado all have a wide variety of trees in their many large forests. Some of these trees, called redwoods have grown so large they're over 300 feet tall!



Stop and think: What are some things that people surrounded by forests might like to do?

Travel further south to California and you'll encounter some of the most diverse geographic characteristics in the region. In California you'll find forests, mountains, rivers, valleys, coastal plains, and even some areas of

desert. We're going to focus in on California as part of our human/environment interaction studies.

Throughout history, cities have tended to spring up around water. One of the main reasons for this is that water is necessary for **agriculture**, the growing of crops.

Many early civilizations practiced something called **irrigation** which takes water from a local water source and moves it easily for farmers to use to grow their crops.

Fast forward several thousand years. With such a variety of geographic characteristics, it shouldn't be a surprise to you that farming also takes place in California today. Farmers in California grow over 200 different crops - everything from grapes, almonds, and oranges to lettuce, tomatoes, and broccoli.

California wasn't always the agricultural powerhouse. As people moved to the state throughout its history, people brought with them things that they had

historically grown, foods that were important to their culture. It really became known for farming in the 1920s and 30s when large numbers of farmers began to settle there because of its clean air, plentiful water, and cheap land. Today more than 1/3 of the produce grown in the United States comes from California.

They are able to produce so much in the way of agriculture because many of the farms are located in parts of the state that are warm year round, allowing for long growing seasons. Historically they have been able to use the state's water supply to grow these crops year round. Much of the water they use for agriculture comes from melting snow in the mountains to the north of the state.

Recently however farmers in California have faced some difficulties. As of 2016, California has found itself in the fifth year of a drought, a long period of low rainfall that results in a shortage of water. The snowpack from the mountains provides almost 1/3 of

the water used by cities and farms, but without wet weather, this snowpack has not been replenished.

## How Has the Drought Affected California and the Country?

The farms in California send their products around the entire world. Take a moment to look at the interactive to learn a little more about how you yourself are affected by conditions in California! (California Drought Infographic).

**Interactive 1.13** California Drought Infographic



*How have people impacted the California water supply? Learn more in this article.*

Farmers who grow their crops further away from water sources have used irrigation to bring water to their crops. But with the shortage of water available to everyone, this has been more difficult to do. There is less water available for everyone.

The farmers who grow their food in California haven't been able to provide as much water to their crops, which means that for the rest of the world, shortages of certain goods have resulted. While food from California is still sold around the world, many Americans have seen the price of these goods rise as fewer are produced.

A wet winter in 2015-16 had made this problem a little better, but because the water levels in reservoirs, a large natural or artificial lake used as a source of water supply, have not returned to normal. Some think it could take five more years of wet winters like the last one to refill all that has been lost! The drought in California continues to be a problem that faces both the farmers in the region, and the rest of the country.

**Interactive 1.14** California's Severe Drought Explained



*Learn more about the drought in this video from the New York Times.*



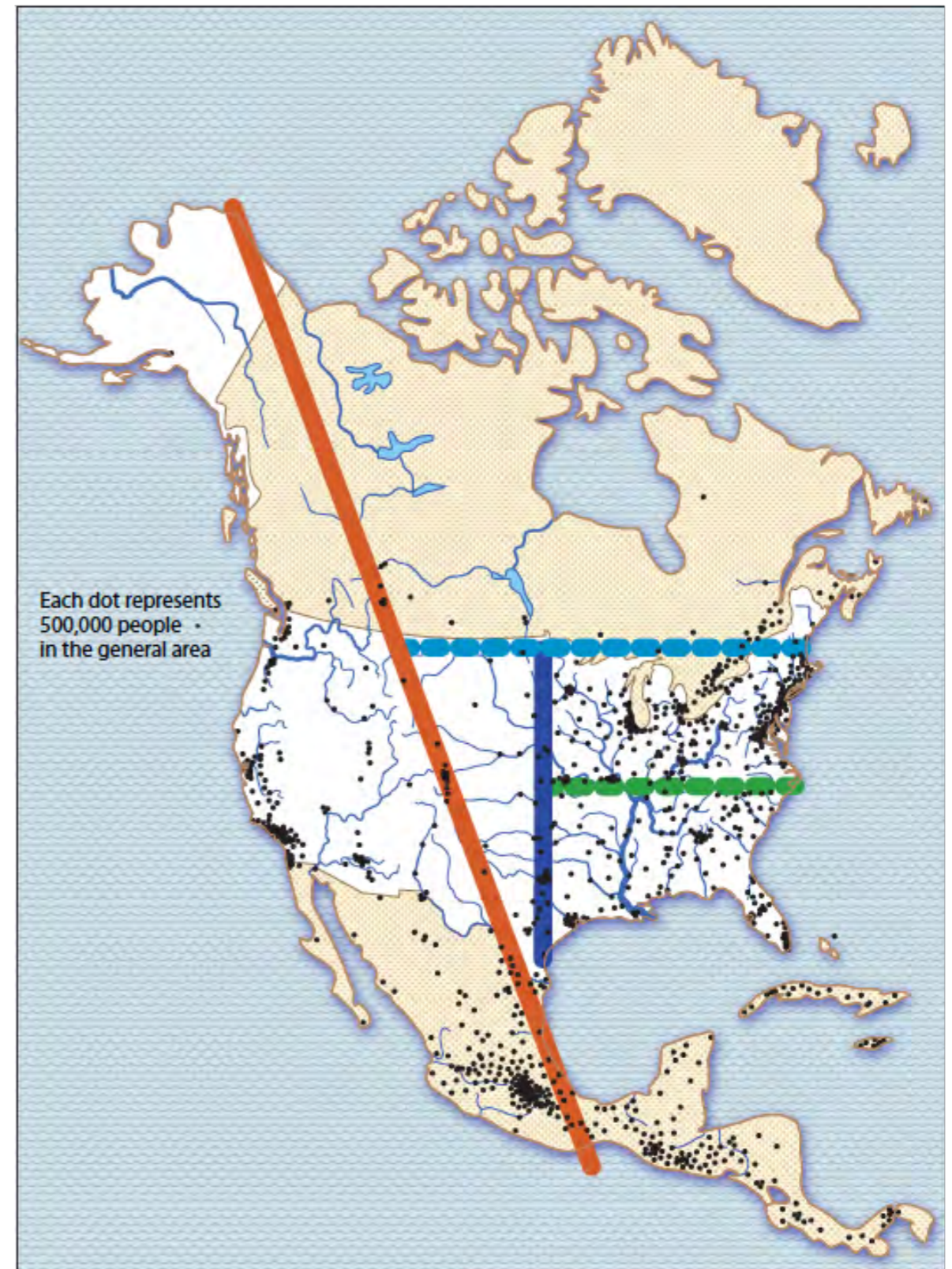
## The Plains Region - What is it Like There?

### Interactive 1.15 The Plains Region



*Stop and Think: Based on the video above "What is it like there?"*

This map shows dots where 500,000 people or more live in an area, and you can see that there are lots of dots in the other regions, but fewer in this region. As you probably saw in the video, the Plains region is mostly dry grasslands. There isn't enough rain for lots of trees to grow like they do in other parts of the United States. The Plains region is responsible for some major agricultural exports however. People living in the region over time discovered that wheat



can thrive in a drier climate. This region became a major wheat producing area of the United States.

Agriculture brought a lot of people to the region as America grew and expanded. Unfortunately, however, drought conditions are also a problem in the plains. It took time for people to learn that in many parts of this region corn couldn't survive a drought, but wheat could. It is drought-resistant crops that have been the most successful as agriculture in the region grew.

Think for a minute...if there's lots of grassland available, what else might this region be known for? If you guessed animals, you're correct! Because of the environment around them, people living in the plains region don't just produce wheat, they also raise livestock. In fact, cattle ranching is one of the primary economic activities in the region.

## **How Does the Answer to "What is it Like There?" Affect what People Do There?**

The Plains region is the most fertile grassland in the country. However, in the 1930s, over farming combined with extended drought caused massive problems. As a drought hit the area and high winds caused an effect known as the Dust Bowl. The dry earth was carried by high winds across the plains region, sometimes causing large dust storms to reach over two thousand miles away. The national government at the time organized a group known as the Soil Conservation Service to help farmers in the area plant trees and grass to keep the soil from blowing away. They also taught them farming practices that allowed the farm land to rest by rotating crops and crop location.

Today people have begun exploring a way that they can use the environment of the region in a new way in the form of wind farms. You may have learned about wind farms in Michigan last year as part of your

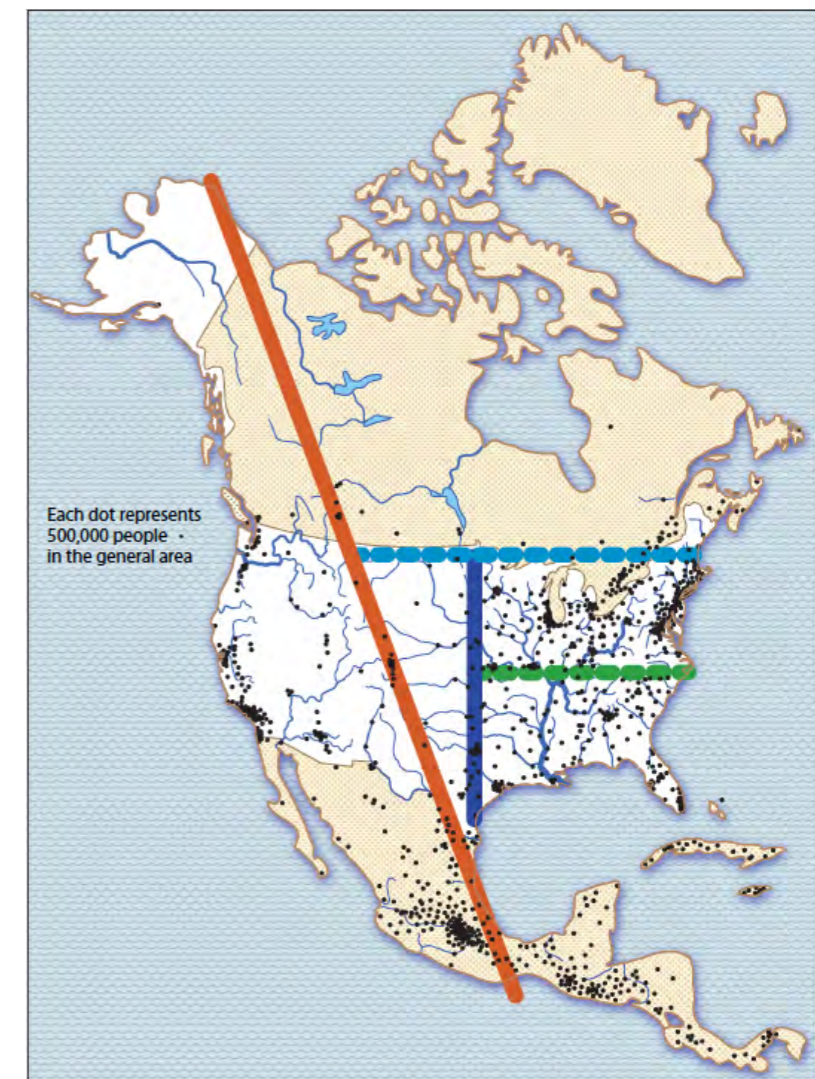
studies on the state. Parts of this region have been called the Saudi Arabia of wind energy because of the potential to harness great amounts of wind power for energy around the whole country. Right now wind power is the fastest growing source of energy in the world. Because the turbines do not take up a lot of room, farmers can still harvest wheat and other crops in the plains while also serving as "wind farmers". While this is an important part of their future, one that they are able to explore because of the geography of the region, manufacturing wind turbines is expensive. Another problem is that some people who live nearby report noise from the turbines and don't like them because of that. Some also feel that they are eyesores. In some cases they've proven hazardous to the local wildlife. Still, the potential is there for the people living in the plains region to harvest wind energy not just for themselves, but for the entire country!

## Great Lakes Farm and Factory Region - What is it Like There?

We drew a line to separate the last two regions on the map for an important reason. If you think back to the section on California, you'll remember that the climate there allowed for a longer growing season for farmers.

The Great Lakes Farm and Factory region typically has a shorter growing season than the Southern Plantation region. That isn't to say that farming does not take place there.

As people moved to this region, people learned how to grow many types of crops



including cranberries, apples, strawberries, corn, blueberries, and a very important one to Michigan - cherries! These are some of the main agricultural exports of places like Wisconsin, Indiana, Michigan, and other states in the region.

This region is also known for water - the five Great Lakes are important to all the states that border one or more of them. They provide fun activities for people of all ages, and are important for shipping and transportation of goods around the country and the rest of the world.

### **How Does the Answer to "What is it Like There?" Affect what People Do There?**

People in this region have always practiced some forms of agriculture. Throughout our nation's history however, as industry took off thanks to the industrial revolution, this has always been an important region for factories that make goods that are shipped out to other parts of the world.

The Great Lakes were a huge part of why manufacturing took off in this region. Other reasons included the abundance of paved roads and the growth of the railroad system. Whatever the main reason was, the abundance of available ways to get goods from one place to another is the primary reason why this entire region saw industrial growth.

In 1825 the Erie Canal was completed and allowed people to carry goods east easily. Over 100 years later the St. Lawrence Seaway was completed. The St. Lawrence Seaway is a system of locks, canals, and channels that lets vessels travel from the Atlantic Ocean to the Great Lakes. It is recognized as one of the most challenging engineering feats in history, but one that has helped the factories of this region rely on the environment around the region to expand their reach.

The water of the Great Lakes is important for shipping, agriculture, recreation and daily life of the people who live in the region. The amount of water in the Great

Lakes (6 quadrillion gallons) makes up 1/5 of the world's fresh surface water. Because the region is "water rich" there have been talks about the possibility of sending water from the Great Lakes to places that do not have as much. For people in the region this is a very touchy subject! If you think of it this way, the water was a one time gift, the result of melting glaciers that would be nearly impossible to replenish once gone. You'll have an opportunity to explore this issue more in the last section of this book.

### **Southern Plantation Region - What is it Like There?**

As you learned in the last section, this region has a longer growing season than the Great Lakes Farm and Factory region. Therefore, throughout its history, this region has relied on agriculture. The growing season is much longer there (over 200 frost free days in some places each year!) Throughout its history, the south relied on agriculture. Crops like tobacco, rice, sugar, and cotton have all been grown in the south because

of the length of the growing season and the amount of rainfall.

More recently, over the last 75-100 years, other economic activities have become important in the Southern Plantation Region. Agriculture is still important to the region but it has also begun to see a rise in industry, particularly in the building of cars, communication technologies, banking and oil production. For parts of this region such as Texas, oil is a very important natural resource.



## How Does the Answer to "What is it Like There?" Affect what People Do There?

The Southern Plantation Region has always relied on agriculture, particularly cotton as a large part of what it exports to the rest of the world. You have learned that drought has affected agriculture in places like California in the Western Mountains region. In the Southern Plantation region the opposite has been a problem: flooding. In the 1930s, a governmental program called the Tennessee Valley Authority was created to try and help with the problem. It was initially begun to control flooding in the region from the Tennessee River. But why was it needed?

The Tennessee Valley was prone to flooding which washed soil and nutrients away making it difficult to farm in the area. The people living there were having a hard time surviving.

The TVA began building dams to control the river water and the annual flooding that took place. A benefit of building these hydroelectric dams was that they would also be able to produce electrical power which could be sold to the people living in the region. The construction of the dams would also put many of the people facing tough times back to work. This didn't solve all of the problems of the area however.

Other problems the TVA tackled included developing fertilizers to help farmers regain the nutrients in the soil which had been lost due to over-farming and make their crop yields strong again. Many trees were planted to replace those that had been lost due to lumbering many years earlier. The TVA worked to improve things for the local wildlife too, by improving

### **Interactive 1.16** The TVA - Nature's Power Unleashed



*This video from the History Channel will let you explore the history of the TVA and it's effects on the region.*

the habitats of fish and the other animals that lived in the region.

The TVA is still around today as a publicly owned power company. It not only generates and sells the power created by the dams, but it maintains the existing structure of what was created in the 1930s as well.

## **PUTTING IT ALL TOGETHER**

You've now taken a trip around the United States and explored some regions in an attempt to answer the question geographers ask.



Writing assignment: Pick one of the four regions we used in this section and briefly write to answer these two questions: What is it like there? How does that answer affect what people do there?

# How Does the United States Economy Work?

---

1. What are the characteristics of a market economy?
2. How does a market economy work?
3. How does specialization and division of labor increase productivity?
4. How do changes in the U.S. economy impact levels of employment?
5. How does global competition affect the national economy?



# What is Economics?

## QUESTIONS TO GUIDE INQUIRY

---

1. What are the characteristics of a market economy?
2. How does a market economy work?
3. How does specialization and division of labor increase productivity?
4. How do changes in the U.S. economy impact levels of employment?
5. How does global competition affect the national economy?

## TERMS, PLACES, PEOPLE

**economics** - the study of how individuals and societies use resources to produce goods and services

**goods** - an item that is traded in an economy

**services** - an activity that a business or person trades for payment

**producer** - the person or business that creates, sells or offers the good or service

**consumer** - a person purchasing the good or service.

## What is Economics?

In previous grades you've learned a little about economics and that economics deals with choices. We all make choices every day. We make choices about what to buy. We make choices about whether to save or spend money. You will learn in this chapter that economics is about more than just choices. **Economics** is the study of how individuals and societies use resources to produce goods and services. It is about competition and prices and trade. As you learn you will be working as an economist, someone who studies economics.

A resource is a supply of something that can be useful such as money. To study economics we must talk about resources, goods and services. A **good** is an item that is

produced in an economy. If you go to a store and buy an apple, the apple is the good. You traded or exchanged money in order to get it. A **service** is an activity that a business or person trades for payment. If you've ever gotten your hair cut by a professional and given them money to do it, they've provided you a service.

### Interactive 2.1 Goods or Services?



*Is each picture showing a GOOD or a SERVICE?  
See if you can pass this 6 question quiz!*



What other goods and services can you think of?

Economists ask many questions to help them study their area of social studies. There are many more than the ones listed here. These are

simply to introduce you to economics as a whole.

- What is produced?
- How is it produced?
- How much is produced?
- Who gets what is produced?
- What role does the government play in the economy?

### Producers and Consumers

Pretend for a moment that you're going to open a lemonade stand. What resources will you need to open one? You may need lemons, sugar, cups and chairs to sit on. What other resources might you need?

### Interactive 2.2 Bartering



*Learn more about the exchange of goods and services in this video from School House Rock*

At your lemonade stand, you are the producer. A **producer** is the person or business that creates, sells or offers the good or service. Simply put, you produced the lemonade and offered it for sale to others. Your neighbors who purchased the lemonade were the consumers. A **consumer** is a person purchasing the good or service.

### Three Kinds of Resources

In building your lemonade stand you'll be using three kinds of resources: human, natural, and capital. You probably learned about these in a previous grade. You are the human resource - you'll probably be making the lemonade that you sell. You'll also have to set up and take down your lemonade stand. You will probably be the person selling the lemonade. The natural resources you'll be using include the lemons, the sugar and the water. These are resources that

grow and are harvested. Finally, you'll also be using capital resources. You might not want to stand all day, so you'll bring a chair with you. That chair was probably purchased by your parents, so it cost money at one point. The pitcher you pour the lemonade from and the cups you pour the lemonade into are also capital resources, products purchased for use in your lemonade stand.

#### Interactive 2.3 How To Run Your Own Lemonade Stand



*Here's a video on how to start a lemonade stand. What resources did these children use to create their lemonade stand?*



What is another resource that might be used to set up and run a lemonade stand?

# What are the Characteristics of a Market Economy?

## QUESTIONS TO GUIDE INQUIRY

1. What are the characteristics of a market economy?
2. How does a market economy work?
3. How does specialization and division of labor increase productivity?
4. How do changes in the U.S. economy impact levels of employment?
5. How does global competition affect the national economy?

## TERMS, PLACES, PEOPLE

**demand** - the extent to which consumers want a certain good or service

**supply** - the amount of a product or service in the market

**incentives** - something offered by a producer that makes consumers more likely to purchase what they are selling

**economic system** - the system a society uses to answer the basic economic questions

**market economy** - an economic system where the consumer drives many economic decisions

## Scarcity and Choice

In previous grades you learned that scarcity occurs when there is not enough of something. Scarcity leads people to make choices. In the previous section you read about opening a lemonade stand. Imagine however that lemons are scarce this year. What do you do when you have a problem like this? You have to make a choice. Maybe you choose not to sell lemonade because the price of lemons is simply too high. You could decide that a glass of fresh squeezed orange juice is just as refreshing on a hot day. People make choices like this every day.

This short example dealing with lemonade is a scenario that both businesses and people in the United States encounter. Scarcity forces people and businesses to make choices about

what is produced based on what is (or isn't) available. Resources in a society are limited, but people's wants are not.

When making an economic choice, people try to answer three important questions: What should be produced, how do we produce it, and who gets what is produced? People develop economic systems when they answer these three important questions. An **economic system** is the system a society uses to answer the three basic economic questions.

### **What Is an Economic System?**

Countries all over the world have different types of economies. In the United States, we have a certain type of economy called a market economy. A **market economy** is an economic

system where the consumer drives many economic decisions. In fact, in the U.S. it is often said that "the consumer is king." This concept has the fancy name of consumer sovereignty (a sovereign is a supreme ruler such as a king or queen.)

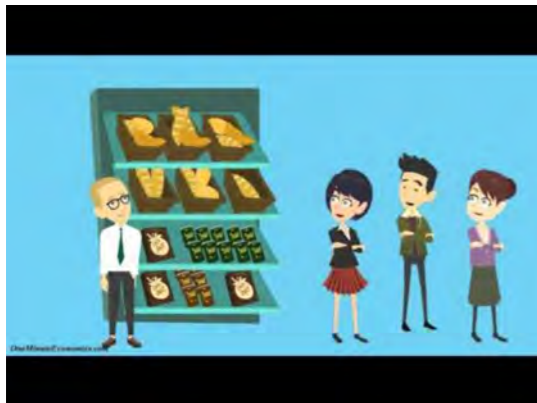
In a market economy, almost all businesses are privately owned by individuals or corporations, not the government. Therefore, businesses are free to make choices as long as they follow the law.

You may not realize it, but even kids help make many economic decisions. You have probably contributed to our market economy and its economic decisions many times.

## The Silly Case of Silly Bands

If a market system is a system where the consumer drives many economic decisions, you might understand how this works by looking at an example like Silly Bandz. Silly Bandz were colorful bracelets that were shaped like animals. Silly Bandz were so popular that when many kids got to the store to buy them, the shelves were empty. There was a lot of demand for them.

### Interactive 2.4 Supply and Demand in One Minute



*Confused about Supply and Demand? Check out this video to learn more.*

**Demand** is the amount of a consumer's desire to pay a price for a good or service. When demand is high, sometimes supply is low. **Supply** is the amount of a product or service in the market.

When demand is high for a good or service and the supply is low, the price goes up. Silly Bandz were expensive and did not usually go on sale. Many companies wanted to make things that looked like Silly Bandz so that they could make a lot of money.

Soon, every store had more than enough Silly Bandz to go around. Soon after, Silly Bandz weren't as popular so kids weren't saving their money to purchase them. When that happened, can you guess what happened to the price of them? The price went way down. Kids were no longer buying (or asking their parents to buy) the



[https://upload.wikimedia.org/wikipedia/commons/9/9a/Shaped\\_Rubber\\_Bands.JPG](https://upload.wikimedia.org/wikipedia/commons/9/9a/Shaped_Rubber_Bands.JPG)



What other products can you think of that have a similar outcome as the story of Silly Bandz?

product and as such, factories stopped producing them. Kids demands in the case of Silly Bandz played a huge part in factories producing more when the demand was high, and producing less when they were no longer popular.

### **How do Positive and Negative Incentives Influence Behavior in a Market Economy?**

You have learned that in a market economy like we have in the United States, that the actions of consumers drive the decisions. This includes what is produced, how much is produced, and the price of the good or service. Can consumer decisions be swayed? What are some of the

things that encourage you to purchase a certain good?



Your team has just won the league championship! To celebrate you are all going out to have a pop. How will you decide where to go and buy your pop?

You may have thought about the taste, size of portions, variety of flavors and price. Incentives could greatly influence your decision of where to purchase your pop and what flavor you buy. Positive **incentives** are things offered by businesses to increase the chance that a good or service will be purchased.

You may decide to go to McDonalds because they are running a special sale (incentive) and for \$1.00 (price) you can get any size you want. You may decide to go to the grocery store because you have a coupon (incentive) for fifty cents off a \$1.00 purchase (price). Or, you might go to the candy store because even though the price is high, they have a wide variety of unusual flavors and they come in glass bottles (incentive).

## Examples of Incentives

An incentive is something offered by a producer that makes consumers more likely to purchase what they are selling. Use the browser interactive to look at the listed incentives and think about how or why each incentive encourages consumers to use their business.

We have talked about positive incentives, but do businesses ever provide negative incentives?



[https://upload.wikimedia.org/wikipedia/commons/3/36/Ice\\_cream\\_shop.JPG](https://upload.wikimedia.org/wikipedia/commons/3/36/Ice_cream_shop.JPG) What incentives would encourage you to buy some of the home-made ice cream pictured above?

The answer is – absolutely! Businesses and the government often provide negative incentives to encourage you to behave in a certain way. For example, many

### Interactive 2.5 Incentives



Select one of the incentives shown on the first three pages of this online document and answer the questions that follow.



credit card companies charge you a late fee if you do not pay your bill on time. Your public library will charge you a late fee if you do not return your books on time. When you join a gym to work out, you usually sign a contract. If you choose to cancel your contract before the year is up, you may have to pay a large penalty. These are all examples of negative incentives that were created to encourage you to pay your bills on time, return your library book when it is due, or keep your commitment to pay the gym for a full year.

## Competition

Competition can drive incentives. If there are many places in town to purchase the same item, such as pop, businesses are likely to start offering incentives such as coupons, additional rare flavors, or larger sizes in order to attract

more customers from their competition. You'll learn more about competition in the next section. In this case, McDonalds, the grocery store, and the candy store are all competitors. They are competing for your purchase!

## What is Competition?

Have you ever played a game or a sport with someone? What was the major goal? If you answered "to win" you've just described a



competition. Competition exists in economics as well. Consider this story:

You love to bake. You're really good at it, and everyone loves your chocolate chip cookies when you make them. You decide to open up a bakery in the downtown area. Your small bakery, which you called Egbo's Eatery (named after the relative who originally taught you how to bake) soon becomes a hit with people all over town. Because there aren't any bakeries in town you've fulfilled a need that the community had - a great place to come together and eat delicious baked goods.

Egbo's Eatery is a hit. After a year or so, however, a large company purchases the building next to you. Within a few months a new store has opened: "Johnson's Java" a coffee shop. Initially you're not worried because you sell

baked goods and they sell coffee. The entire town loves your store!



Unfortunately, on the day it opens you decide to walk in and support the new business. You are shocked to discover that they don't just sell coffee. They sell a wide variety of cookies, muffins, and sandwiches - just like your small shop! Even worse, you charge \$1.00 for one large chocolate chip cookie. They charge .75 cents. For TWO!

You walk away from the store without buying anything and immediately rush to your kitchen to begin planning. How are you going to compete

with the coffee shop next door if they sell the same products at lower prices? Will your beloved recipe be enough?

### **How does Competition Work?**

Egbo's Eatery enjoyed a short period of time where your baked goods could sell at any price you wanted. If the people of the town had nowhere else to go to get homemade bread, muffins, and cookies you were able to sell your cookies at almost any reasonable price and still make a profit. Unfortunately, the coffee shop forced you to change your game plan.

Because economics is about choices, you have some decisions to make. What might you do to compete against the new business next door?



What could you do to compete against the new business next door?

There are many things you could choose to do to compete against the business next door. You might choose to:

1. Sell your cookies at the same price as the competition.
2. Sell your cookies at a lower price than the competition.
3. Add additional items to your menu (like coffee which you never sold before but the other store sells)
4. Admit defeat and close your business.

You probably shouldn't choose to admit defeat and close your business at this stage of the game, and there are many other potential options you might come up with beside the ones listed above. All of them are part of competition in economics.

If you chose to sell your cookies at the same price as the competition it is possible that you won't notice any difference in the number of people that come to Egbo's Eatery. People like to make the fewest number of stops possible however, so the fact that Johnson's Java sells coffee AND baked goods might make customers choose the store next door rather than yours.

Selling your cookies at a lower price sounds like a great idea but you didn't just pick the price of \$1.00 per cookie out of thin air. When you figured out how much it cost you to make a cookie, you set the price so you'd be sure to make a profit. The consequence of selling your cookies for a lower price means you might attract people to your building but you might not make as much money.

Adding additional menu items could be a good idea. If people are attracted to Johnson's Java for the great coffee they have there, and then they stay for the baked goods, you might be able to win some of those customers by making a mean cup of coffee yourself. The equipment to do that however will require money, and you may also need to hire another worker to help you run your business - you have a hard enough time baking all the bread and cookies and keeping up with the food orders as they come in.

## **Putting It All Together**

Lets pretend that your family owns an ice cream shop in your hometown.

1. What resources would you need to run your ice cream shop?

2. What types of incentives might your business offer to increase your sales?

3. What time of year would there be the highest demand for ice cream? Why? How might this affect your business plan?

Now you can see it isn't easy running your own business!



## Section 3

# How does Specialization and Division of Labor Increase Productivity?

### QUESTIONS TO GUIDE INQUIRY

---

1. What are the characteristics of a market economy?
2. How does a market economy work?
3. How does specialization and division of labor increase productivity?
4. How do changes in the U.S. economy impact levels of employment?
5. How does global competition affect the national economy?

### TERMS, PLACES, PEOPLE

**specialization** - When people concentrate their efforts on producing a limited variety of goods or services.

**division of labor** - the breaking down of the production of a good into many small jobs.

**productivity** - the rate of production of a good or service. If productivity is high lots is being produced. If it is low, it can mean that less is produced.

### What is Specialization?

In other grades you've already learned a little bit about the term scarcity. Scarcity is an economic problem that occurs because people have unlimited wants but resources are limited. Because some things are scarce, people have to make choices. One of the choices people have to make relates to what goods or services they will produce. Based on the resources they have, some people choose to be farmers. Other people choose to be teachers. In economics, **specialization** is when people or places produce certain kinds of goods or services.

Different parts of the United States specialize in different things. In the previous chapter you learned about the Plains region. Wheat grows well in the Plains region but there is not

a lot of wood. It would probably be difficult for the Plains region to specialize in producing furniture for the rest of the nation (unless it was made out of wheat!)

### **What Is Division Of Labor?**

A great example of people specializing deals with a product made right here in Michigan! It happened a long time ago when people began making cars in the Detroit area. Henry Ford, a car maker, improved upon the idea of an assembly line, and it allowed the people who worked for him to specialize in certain aspects of making cars. The assembly line is a great example of **division of labor** which is breaking down the production of a good into many small jobs. Each of these jobs is done by different workers.

### **How Does Specialization and Division of Labor Increase Productivity?**

In the assembly line example, each person was responsible for one part of the car making process, often working in small groups on a single task. A small number of people would be responsible for the bumper of the car. Another small group might be in charge of placing the headlights on the vehicle. Yet another might be in charge of tightening bolts on the wheels. While it might seem like a boring task to do the same thing over and over again, for the car manufacturers it was great!

If you were a person who specialized in making the bumpers for a car and you had to stay home sick, others also knew how to complete the task. When workers specialize in a particular part of a job the overall productivity increases. One person isn't responsible for doing everything!

Overall both specialization and the division of labor increases productivity in a company.

### **“Drawing” Conclusions - A Colorful Example**

Imagine for a moment that you’ve got a big, beautiful box of crayons in front of you. How were they made? If you were to go to the company that made them and take a tour, you might see all of this in action. Here’s how a crayon is created.

At a crayon factory, the first step is collecting the supplies. Wax is delivered (by truck or train) to the factory and heated so that it becomes a liquid. It is then brought into the plant where one set of workers add the colorful dyes that make the colors so bright and beautiful!

Next, workers transfer the colored wax over to a special mold which rotates and cools the mixture

while pressing it into that shape you’re probably familiar with. The cooled crayons are taken (sometimes by machine, sometimes by people) to the next phase in the production process.

Next, the crayons are moved through a special machine which puts the labels on the crayons.



[https://upload.wikimedia.org/wikipedia/commons/4/4d/Crayones\\_cera.jpg](https://upload.wikimedia.org/wikipedia/commons/4/4d/Crayones_cera.jpg)

While this is usually done quickly by machines, people are trained to use the machine. They switch labels when a different color comes



through and help inspect the crayons to make sure the labels are put on properly and that there are no broken tips or crayons. The same people also pick up large stacks of the crayons and place them in boxes which are transferred to the next stage in the process.



<https://upload.wikimedia.org/wikipedia/commons/8/80/Retired13.jpg>

People transfer the large boxes of a single color into a new room. Many different colors are brought to this same place. Several people then feed the different colors into another machine. This machine has the important job of putting one of every color into each box.

Other people make certain that the machine that sorts the colors is loaded with the right boxes. The machine loads them up into boxes which it then closes and moves to the next step in the process.

Another machine bundles the crayon boxes up and transports them to a final set of people who take the crayon bundles and place them in boxes to be shipped out to stores.

Why is it important that both the factory workers and machines are broken out into steps? All of these things are happening at the same time. If one person were responsible for all of the steps it's quite possible something could go wrong somewhere along the way. If the machine that labels the crayons gets jammed (and you're

the only one working) you'd have to shut down the other machines while you worked on fixing the problem.

In a place where division of labor such as this takes place, if the label machine breaks down, the people boxing up crayons are still able to do their jobs. The people who transfer the wax are still able to transfer it. It not only increases **productivity** by having people work at a limited number of stations, but it also ensures that production can continue even if one step of the process has to stop.

### Interactive 2.6 Crayon Factory



*See the production of crayons in action! How do you see division of labor practiced in this video?*

# How Does A Market Economy Work?

## QUESTIONS TO GUIDE INQUIRY

1. What are the characteristics of a market economy?
2. How does a market economy work?
3. How does specialization and division of labor increase productivity?
4. How do changes in the U.S. economy impact levels of employment?
5. How does global competition affect the national economy?

## TERMS, PLACES, PEOPLE

**circular flow** - a diagram used to represent the movement of money throughout an economy.

When studying the market economy in the United States, it is helpful to understand how money is moved around within the system. The dictionary defines a model as “a standard or example for comparison.” Economists use a **circular flow** model to help explain how goods and services are exchanged for money. Take a look at this video that helps explain how goods and services flow from producers to consumers.

### Interactive 2.7 The Circular Flow Model

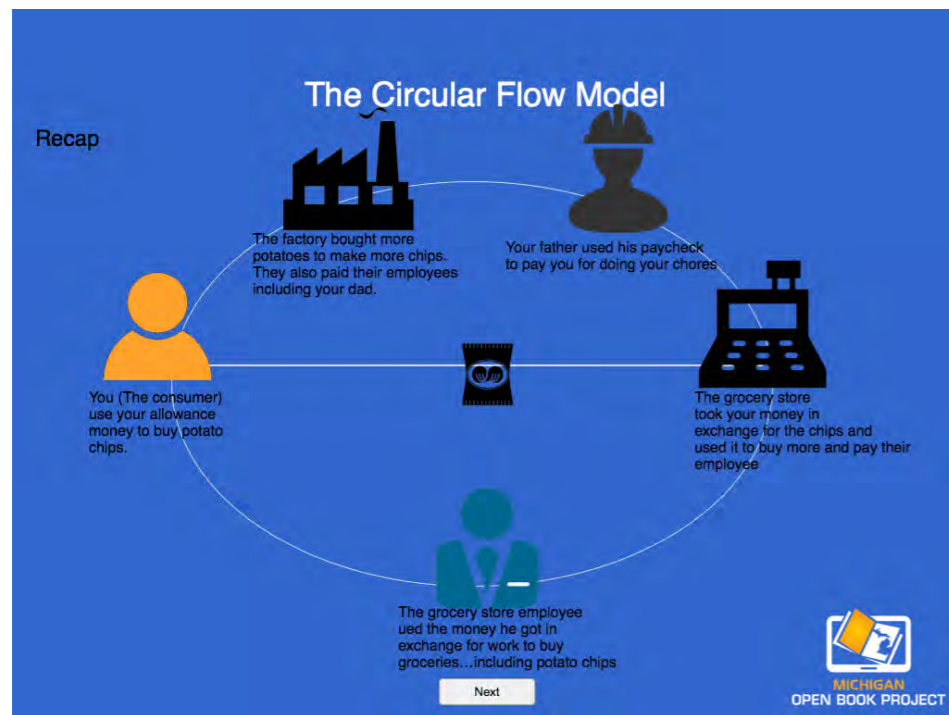


Learn more about the Circular Flow Model in this video from the Economic Lowdown Video Series. The first half of the video is the most important.

The video you watched used Alice's Diner as an example to describe how producers and consumers behaved in the circular flow model.

Your turn: Use the interactive below to go through a simple simulation of the circular flow model.

### Interactive 2.8 Circular Flow Model



*Still a little confused about the Circular Flow Model? This simple animation will break it down into simple terms. You'll continue to learn more about this economics concept in later grades.*

We can explore the circular flow model using a variety of businesses. For example, using a toy store in our circular flow model, workers there sell their labor to the store owner. In turn, the owner pays his/her employees money for their labor. The employees then take the money they earn and uses it to buy goods and services in the market, perhaps buying the newest video game.

Each sector of the economy feeds into another. Households provide businesses with payments in exchange for goods and services (think back to the diner example from the video!)

Now it is your turn to design a circular flow model based on a business in your community. Choose one business or store in your town such as an ice cream shop, clothes store, or pet shop, and create a simple model of circular flow. Trace what happens from when you spend money at

the store. Can you complete the cycle and get the money back to you?

If you're having a hard time coming up with an idea for this, do something simple like a video rental store or a restaurant.

# How do Changes in the U.S. Economy Impact Levels of Employment?

## QUESTIONS TO GUIDE INQUIRY

---

1. What are the characteristics of a market economy?
2. How does a market economy work?
3. How does specialization and division of labor increase productivity?
4. How do changes in the U.S. economy impact levels of employment?
5. How does global competition affect the national economy?

## TERMS, PLACES, PEOPLE

employment - having a job

unemployment - being without a job

Change is a fact of life. You change your clothes every day. You change the channel when you don't like what you're watching. Your tastes change. Over time you may have even seen your school change. Do your parents have a smart phone? It might surprise you to know that in 2007 very few people had these. Now they're in the hands of many middle and high school students!

Change can be exciting and challenging. If you've ever stayed home sick from school before you might appreciate the ability to use the internet and your phone to get some medical services. No one likes leaving the house when they don't feel well! Today, some people have access to doctors online and over the phone. A doctor is able to listen to you describe your symptoms, run some simple tests (or refer you out for more) and give you a diagnosis right there without you

ever having to leave your living room. A long time ago a doctor may have made house calls. That largely went by the wayside. This is a new, growing opportunity for the medical field.

Change is all around us. It shouldn't be surprising that economies change as well.

Changes in the economy can be just as exciting and challenging as changes in our daily lives.

Changes in technology, demand for natural resources, and competition can lead to changes in the economy which can lead to employment and unemployment. If people are employed, it means they have a job. If they are unemployed, it means they do NOT have a job. To illustrate this point we're going to take a look at certain changes in the economy and how it has affected both employment and unemployment numbers.

## What Causes Economic Change?

There are many factors that cause an economy to change. Three of the biggest are changes in technology, changes in demand for natural resources, and changes in competition. You will learn about changes in technology and competition in this section.



Stop and Think: How might a change in technology lead to unemployment?

## Changes in Technology

If your teacher has been teaching for a long time, they may remember keeping a paper grade book. (Maybe they still do!) At the end of a marking period they would have to total up all the grades for each student individually and turn a report in

to the office. Now it's all done on the computer. This is one example of how changes in technology have made the lives of teachers easier. (Some would argue it hasn't!) Digital grade books have not led to teachers losing their jobs. It may have caused people at companies who make paper grade books to lose theirs! At the same time, companies that make the digital grade books may need to hire more people to keep the software up to date.



Could a factory employee who helped make paper grade books get a job writing software for digital grade books? Why or why not?

Advances in technology always change our economy. Sometimes those changes are good. Sometimes they are not. In the last section you

read about a crayon factory and learned that many of the jobs in the factory are done by people. Review the video here if you need to. How much of the work is being done by people, and how much of it is being done by machines? A long time ago, very few machines did the work. That meant the crayon factory may have employed more people to work there than they do now.

Over the last 100 years in particular, many factories have increased productivity by bringing in new machines to replace certain steps in the process. Those crayons in the previous section were once made entirely by hand. Over time it became apparent that machines could do certain parts of the process faster. If you were the

### Interactive 2.9 Crayon Factory



See the production of crayons in action! How do you see division of labor practiced in this video?



person who used to pour the wax into the mold by hand, the machines may have caused you to lose your job. At the very least you might have had to specialize in a different step in the process.

The crayon factory still relies on people to do much of the work however. The machines don't load themselves. The machines cannot easily check and make sure the crayons don't come to you broken or mislabeled. While people are needed to run the machines, fewer people are needed in the factory overall. That means that some who worked in the factory doing certain kinds of work remained employed, while others may have ended up unemployed. The same thing happened in the car industry. As the technology has changed and more jobs can be automated by machines, people lose certain jobs

at the factory that have traditionally been done by people.

The factory system is one place where technology has changed our economy. Other jobs have also begun to feel the effects of technological advances. The Internet has made it easy for people to sell things online. Many people appreciate how easy it is to shop online. People in rural areas who may not have access to some of their favorite stores can go to a place like Amazon, an online store, buy something they want or need, and have it delivered to their door the next day!

This is great for the consumer, but it is sometimes bad for stores. Over the years, Amazon has become a powerhouse in the world of online sales. You can buy everything from books to electronic devices to clothing here. As

more people buy products here, the physical store you had to go to in order buy them in the past has had a harder time competing. In some cases, like the case of Borders Books (which began as a small bookstore in Ann Arbor) online stores like Amazon have led to physical stores closing, which once again creates unemployment. Borders (the company) finally went out of business a few years ago. How would that affect jobs?

Amazon still uses people in some of its factories, but more and more of the process has become automated by machines. In the past, most factory work was completed by unskilled workers. People could come in with little advanced education and be trained to work in a certain part of a factory job. Skilled labor has increased over the last few decades. Skilled labor often involves operating machines and

getting highly specialized training in how to keep it working and running.

There are fewer unskilled factory jobs all over the world today (and not just at Amazon). Much of this is to work on special equipment that does much of the work that used to be done by the unskilled workers.

**Interactive 2.10** The Assembly Line Turns 100



*See some of the changes in how cars are produced in factories over time.*

## **Changes in Competition**

Another way that an economy can change is through competition. A great example of this is to look at the United States automotive industry over time.

The United States led the way in development of cars for a long time. For the longest time the "Big

Three" (Ford, GM, and Chrysler) dominated the industry.

Automakers began to make cars bigger which wasn't a problem in the 50s and 60s. At the time gas prices were very low, and the people buying cars didn't mind that a bigger car often used more gasoline. While some Americans did buy smaller cars that were imported from other countries, many Americans continued buying large, gas guzzling cars through the 1950s and 1960s.

This became a problem in the 1970s. Because of some events going on around the world, the price of a gallon of gas in the United States almost doubled. It also led to shortages, where people could drive up to gas stations hoping to fill their tanks only to be turned away because there wasn't any left.

Meanwhile, most of the cars imported from other countries were smaller, weighed less, and used less gasoline. As people began to look at replacing their cars, they began to look at smaller, more fuel efficient cars. As people bought more imported cars and fewer American-made vehicles, the Big 3 had to make their labor force smaller several times in the 70s and 80s. People were not buying enough of their cars because they couldn't afford to put gas in them!

### Interactive 2.11 The Oil Crisis



*Learn more about the Oil Crisis from the 70s in this video.*

### Interactive 2.12 Cars of the 50s and 60s



*As you view this video showing cars from the 50s, 60s, and 70s, what do you notice about their sizes over time?*

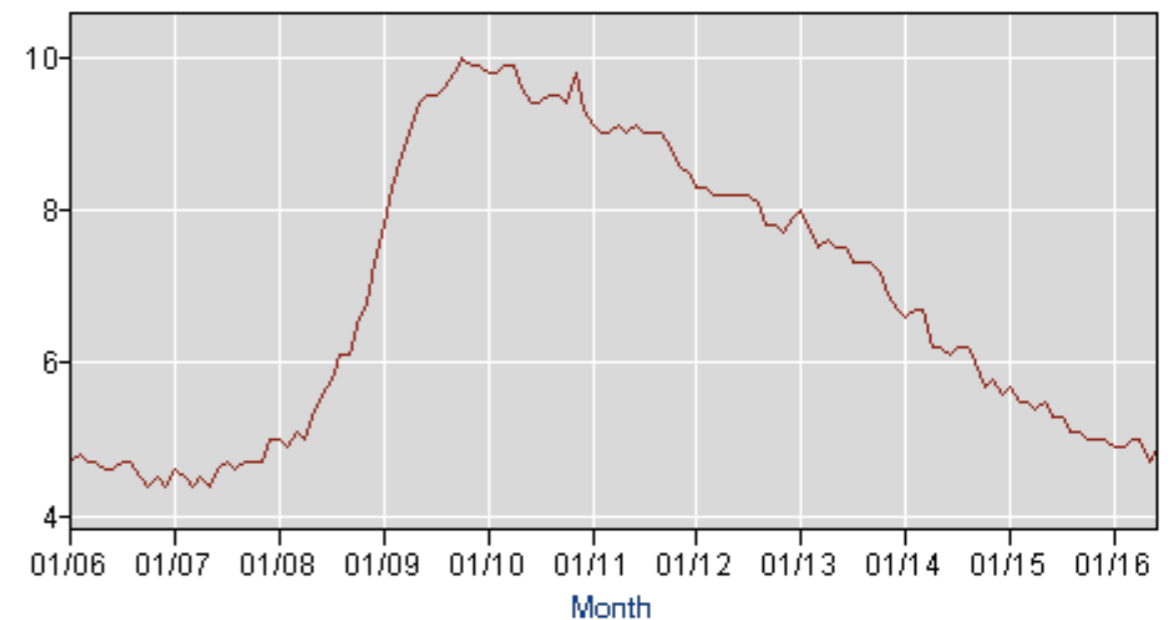
The Big 3 automakers had to quickly work to redesign their models to make them smaller and more fuel efficient. It took time. It led to many great advances in the technology that made cars run as well. By the late 70s production of the larger vehicles that had been the standard in the 50s and 60s had slowed considerably.

This competition continues today. While cars that consume gas are still the most purchased vehicles in the world, just a few years ago gas prices edged over \$4 a gallon. Because of this, some automakers have investigated cars that run on renewable sources like hydrogen. Others continue to investigate hybrid and electric vehicles. As you've already learned however, changes in both competition AND technology have replaced many of the unskilled jobs that the big three used to offer.

## Unemployment Today

Unemployment can be a tricky problem to understand. It can happen across the country and can be studied from the local, state, and national levels. National unemployment trends rise and fall based on a variety of factors. The graph on this page shows a 10 year period of time beginning in 2006 and ending in 2016. It covers the unemployment rate of the United States. The higher the number on the graph, the higher the percentage of people who are able to work but don't have a job. This gives you the unemployment rate. If you look at January of 2006, you'll see that the unemployment rate is between four and six percent. As you look at this graph, what do you notice? How does the number change in 2007? 2008? 2009?

**Image 2.1** National Unemployment Data



<http://data.bls.gov/timeseries/LNS14000000>

You probably noticed on the previous graph that unemployment was relatively low in 2006 and 2007. During 2008 it began to rise. It rose to one of its highest points in 2009 before beginning a slow trend downward.

As you learned in the geography chapter, Michigan can be classified as being part of the region labeled "Midwest". The Bureau of Labor Statistics includes the states of Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota and Wisconsin as all being part of the Midwest. This new graph shows you the unemployment rate of the entire Midwest region for the same

period of time. As you look at unemployment in the Midwest and compare it to the national unemployment levels, what do you notice about the graphs? Are the trends similar or different?

**Image 2.2** Midwestern Region Unemployment Data



[http://data.bls.gov/timeseries/LASRD92000000000006?data\\_tool=XGtable](http://data.bls.gov/timeseries/LASRD92000000000006?data_tool=XGtable)

When looking at unemployment trends you can also look at trends at a smaller level. This graph shows Michigan's unemployment rate for the same 10 year period of time. In looking at all three graphs, what do you notice? Are the trends similar or different? How so? What might be the reason for any differences you noticed?

**Image 2.3** Michigan Unemployment Data



You may have noticed that the graph for Michigan looks similar to the graph for the nation and our region. There is one key difference. Look at the numbers on the side. The numbers indicating unemployment percentages go higher on this graph. From the years 2006-2016, Michigan had a higher unemployment rate than

the country overall. The first graph shows that the whole nation was affected by something in 2008 and 2009 when the unemployment rate began to soar. In Michigan, the unemployment rate was above the national average.

During this period of time, the big three automakers once again faced a big crisis. As gas prices rose (much like

they did in the 70s) the demand for big vehicles decreased. In addition, other problems around the country led to higher unemployment rates. It also became more difficult to get a loan for a new vehicle. If people aren't working they probably aren't buying new cars!

As demand for vehicles fell, factories began cutting back on production which meant fewer workers. While this happened in many industries for a variety of reasons at the time, it does help explain one of the reasons why Michigan's unemployment rate was much higher.

### **What About the Future?**

Changes occur over time, and we might never see a day where the unemployment rate hits "zero". Changes in technology and competition mean that people in some industries may need to seek other employment opportunities. Like the

crayon factory however, there will always be the need for some people! These people will need the skills to perform the factory work of the future.

It may be a long, long time before machines perform surgery on people without any assistance from humans, but the invention and growth of the "Dial a Doc" has the potential to impact the medical field as well. There is no substitute for reviewing your health with an actual person who can do things like take your temperature and check your heart rate. As the service becomes available to more and more people however, it might mean fewer people heading in to see the family doctor when they're sick. Will this mean there will be fewer jobs for doctors?



The more people are employed, the more likely they are to be using money to purchase their needs and wants. As more people purchase goods, the likelihood that employment will also rise, as stores hire people and purchase goods themselves to meet demand will. As unemployment rises however, the likelihood of people using money to get the goods they need and want falls. People will stick to the basics. This will mean that businesses and producers may have to cut their workforce which again... leads to more unemployment.

# How Does Global Competition Affect the National Economy?

## QUESTIONS TO GUIDE INQUIRY

1. What are the characteristics of a market economy?
2. How does a market economy work?
3. How does specialization and division of labor increase productivity?
4. How do changes in the U.S. economy impact levels of employment?
5. How does global competition affect the national economy?

## TERMS, PLACES, PEOPLE

**global economy** - the economy of the world; the exchange of goods and services that take place worldwide.

In this section, you will be accessing your basic knowledge of economics and putting it to good use. Using that knowledge will help you to think like a businessperson and answer the inquiry question below at the end of this section:

How does global competition affect the national economy?

## Global Economy

The **global economy** is the economy of the world and the exchange of goods and services that take place worldwide.

When you think of imports you know those are the goods that are brought into our country. The exported



Look at clothing tags either from your own clothes or by looking at the tags on a classmate's shirt. Record your discoveries about where articles of clothing were made here.

goods are the goods that we ship to other countries.

To help you understand this concept a little more, do a little investigating in your classroom or at your house. Check the labels on things like your shirt, a box of markers, etc to find out where they came from.

What did you notice? What did you find interesting? Were your clothes made in the United States? Were they made in another country? Did you share your results with your classmates? Were there places in the world where lots of clothing items were coming from?

You possibly noticed that the some of the brands your friends are wearing are typically from another country. Other countries are providing many of the articles of clothing we wear every day.

Clothing isn't the only thing that we import from other countries. Take a minute to jot down some other items that you know are imported. You learned about specialization in the previous section. Individuals and businesses, and states specialize. Many electronic devices (like the one you may be reading this on!) are often designed in the United States but built in other countries. That is because the cost to produce them in some countries is often cheaper.

### **Impact of Global Trade**

How does being involved in global trade impact the variety of goods available to consumers in our country?

If we make clothes in the U.S., then why do we still import clothing from other countries?

What do you think would happen if we stopped all global trading?

These questions really get you thinking, don't they?

Now that you have had a chance to look at some of the things that we import from other countries, let's discuss an item that Michigan exports out to others.

Did you know that Michigan exports a lot of car parts all over the world? Our state makes a lot of money from this export. Of course we have to compete with other companies that sell car parts.

What would happen when companies in other countries began selling what we make in Michigan? Would it affect our economy? Would

it affect our employment in the state of Michigan?

If businesses in Michigan that made car parts closed because car companies were choosing to get their parts somewhere else, a lot of people in Michigan would become unemployed, or lose their jobs. That is what competition is all about.

Businesses are competing with each other every day, and not just here in the United States!

Lets take an even closer look at some of our trading partners.

- Do some research and choose one country that the U.S. trades with. You might choose to look at this article to get an idea of what we export and what we import. <http://useconomy.about.com/od/tradepolicy/p/Imports-Exports-Components.htm>

- On a separate sheet of paper, list that country, along with three items that the U.S. exports to the country; then list three items that the U.S. imports from that country.
- While you are doing your research, continuously think of our inquiry question: How does global competition affect the national economy?
- When your research is complete, share your inquiry process and your findings with your classmates.

## Culminating Activity

Now it is your turn to prove you really understand the effects of global competition. Read and reflect on the scenarios below; then, create a chart like the one on this page.

Country M doesn't inspect their products for quality assurance (how well they are made), which allows them to keep production costs down by using cheap materials. They are successful and sell many goods to the U.S.

Country P has a huge population and many people need jobs. They choose to pay very low wages because they know people are desperate for any job they can find.



How does global trade affect the United States?

Create an argument for or against global trade by using this chapter as a resource.

Scenario	Country	Question	Quality of Goods	Price of Goods
Scenario #1:	Country M	What are the possible effects on the U.S. Jobs:	What are the possible effects on quality of goods:	What are the possible effects on price of goods:
Scenario #2:	Country P	What are the possible effects on the U.S.: Jobs	What are the possible effects on quality of goods:	What are the possible effects on price of goods?

## Chapter 3

---

# How Does the United States Government Work For You?

---

1. Why do people form governments?
2. What kind of government do we have?
3. What powers does our federal government have?
4. How is our federal government organized?
5. Why does our federal government have a system of checks and balances?
6. What are the rights and responsibilities of citizens?



## Section 1

# Why Do People Form Governments?

### QUESTIONS TO GUIDE INQUIRY

1. Why do people form governments?
2. What kind of government do we have?
3. What powers does our federal government have?
4. How is our federal government organized?
5. Why does our federal government have a system of checks and balances?
6. What are the rights and responsibilities of citizens?

### TERMS, PLACES, PEOPLE

**Civics:** The study of government and the role people play in government

**Government:** a system that people use to provide order, distribute power, make decisions and regulate the conduct of people

**Federal Government:** the government of our country

**Framers:** the people who helped write the Constitution

**Constitution:** the written document that created the system of government for our country

**Preamble:** the introduction to our Constitution



The care of human life and happiness, and not their destruction, is the only object of good government.

- Thomas Jefferson  
3rd U.S. President

You have learned that there are different areas of social studies and different kinds of social scientists. You learned that geographers study geography and economists study economics. This chapter is about civics, another important area of social studies. **Civics** is the study of government and the role people play in government. But who studies civics??? Civicsers? Civicsists? It's a little more complicated this time. Political scientists study civics! Politics is just another name for government. But wait, what is government?

**Government** is a system that people use to provide order and make decisions. It is also a system for distributing power like the power to make laws and the power to enforce laws. It is also a system for

regulating the conduct of people, or how people behave.

You have learned that social scientists like geographers and economists ask a lot of questions. The same is true of political scientists. They ask questions like these:

- Why do people form governments?
- On what kind of values are governments based?
- What do governments do?
- How are governments organized?
- What role do citizens play in governments?

In this chapter you'll be working as a political scientist. You'll be investigating our federal, or national, government. You'll be trying to find answers to these questions.



[https://upload.wikimedia.org/wikipedia/commons/c/cc/US\\_Capitol\\_from\\_NW.JPG](https://upload.wikimedia.org/wikipedia/commons/c/cc/US_Capitol_from_NW.JPG)

## Thinking Back

In second grade you learned about local government and the role it plays. Local government provides safety and order in communities. It provides valuable services such as community parks, libraries, and snow plowing in the winter. In third grade you studied the government of Michigan. State government provides



safety and order for the whole state. It also provides valuable services such as roads, state parks and testing the water in our lakes in summer.

So what does the **federal government** do? It provides safety and order for the whole country. It also provides valuable services like interstate highways, National Parks and the National Weather Service.



[https://upload.wikimedia.org/wikipedia/commons/4/4b/Michigan\\_state\\_capitol.jpg](https://upload.wikimedia.org/wikipedia/commons/4/4b/Michigan_state_capitol.jpg)

How did the United States get the government it has? Who formed it? Why did they form it? Those are tough questions. Maybe it would be best to begin with a story.

### **A Story**

Once upon a time there was a small island country called Dnalgne where the people were ruled by a king. The king pretty much had all the power on the island. He was clearly in charge and made the rules and decisions. Since the island was small, some people decided to leave the island and sail far across an ocean to live in a new place. When they got there they settled on a large piece of land much larger than the island. The king, however, sent a message reminding them that even though they were far from his island he was still their ruler. For a while this didn't seem to matter because the king pretty much left them alone. They began to make some of their own laws and decisions. They liked



being on their own without the king telling them what to do. This made the King angry! He told them they couldn't make their own laws and they couldn't make their own decisions. He was in charge! He would make the laws and he would make decisions for them. This made the people angry! They had learned to enjoy the freedom of the new place away from the king. They sent a message to the king that they wanted to be their own country. When he read the message he nearly exploded with anger. He sent his soldiers across the ocean to where the people had moved. But the people were ready for them and ready to fight for their freedom. There was a long, hard conflict but in the end the people won. The king gave in and allowed them to have their own country. But now they were on their own! They had their own country! Should they form a government? Do they need one?



Think about the story you just read.  
Then, find two partners and work together to answer the questions below.  
Make sure to choose someone to write for your group.

- Do they need a government? Why or why not?
- Do you think they will choose a king for their new country? Why or why not?
- What will they want the government to do?
- What will they want to make sure the government does not do?

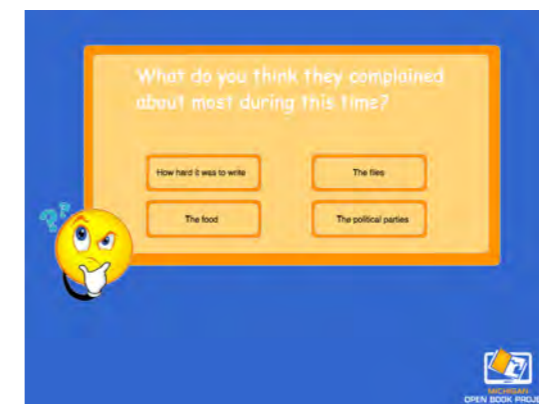
So, what did your group decide? Would they decide to have a government? Probably so. Just imagine what a community or state would be like without a government. Things would be pretty crazy in a country without a government. Did you think they would want a king to be in charge? Probably not! They had had problems with a king. What did you decide they would want their government to do? Since they had just been in a long conflict they probably wanted the government to keep things safe and orderly. Did you think of things they would not want the government to do? They had been enjoying freedom in the new place. They probably wouldn't want a government that took away that freedom.

The story of how our country began is a lot like the story you just read. It is more complicated but we broke away from a king and became our own country also. Just like in the story, one of our first challenges was forming a new government. We had a government during our fight with the king but it wasn't working well

after the conflict. People decided there needed to be a change. You'll find out lots more about this in fifth grade!

In 1787 a group of leaders gathered together in Philadelphia to design a new government. They decided the best way to do that was to write a Constitution. A **Constitution** is a written document that describes how a government is organized. This group of leaders is often called the Framers because their job was to frame, or design, a new government.

### Interactive 3.1 Who Were the Framers?



*Click here to find out more about the people who wrote the Constitution.*



Writing the Constitution, 1787

<https://upload.wikimedia.org/wikipedia/commons/9/9d/>

[Scene\\_at\\_the\\_Signing\\_of\\_the\\_Constitution\\_of\\_the\\_United\\_States.jpg](#)

They decided they needed to begin by writing a Preamble to the Constitution. A **Preamble** is just a fancy word for ‘introduction’. But what should it say? How would you begin? Would you simply write: Here is our Constitution. Probably not and they didn’t begin that way either. They began by thinking about why they were even forming a government. Why did they need one? What was its purpose? They answered these questions in the Preamble they wrote. It

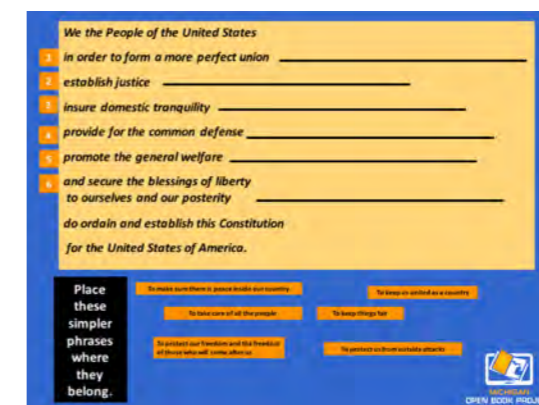
describes what they thought the purposes of government should be:

We the People of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

That’s a lot of big words in just one sentence. To understand it better click the Interactive to study it one part at a time.

### Interactive 3.2

Understanding the Preamble to the Constitution



*Click here to find out more about what the Preamble means.*

The Framers had written the Preamble. It described what they thought the purposes of government were. Now, came the hard part! Now they had to design a government that could carry out those purposes. One that would unite people and keep them safe. One that would guarantee freedom and fairness.

### Interactive 3.3 The Preamble



*Click here to see a video about the Preamble. Make sure to sing along! <https://www.youtube.com/watch?v=GxVUpBukACk>*



**Writing Assignment:** Imagine you were able to take a trip in a time machine back to the time when the Framers were writing the Constitution. Make a list of questions you would ask if you had the opportunity to interview one of the Framers.

## PUTTING IT ALL TOGETHER

Civics is the study of government and the role of people in government. Communities, all fifty states and our country all have governments. People sometimes complain about ‘the government’ but we all agree that we need governments. Without them things would quickly turn unsafe and unfair.

# What Kind of Government Do We Have?



## QUESTIONS TO GUIDE INQUIRY

1. Why do people form governments?
2. What kind of government do we have?
3. What powers does our federal government have?
4. How is our federal government organized?
5. Why does our federal government have a system of checks and balances?
6. What are the rights and responsibilities of citizens?

## TERMS, PLACES, PEOPLE

**Core Democratic Values:** ideas people believe in that bring people together as Americans

**The Common Good:** people working together for the benefit of everybody

**Popular Sovereignty:** the power of the government comes from the people

**Representative Government:** a form of government where people choose representatives to make decisions for them

**Limited Government:** the government can only do what the people have given it the power to do

**Republic:** a government where people hold the power of government and choose leaders to make decisions



Government of the people, by the people, and for the people.

-Abraham Lincoln

16th U.S. President

In the last section you learned that after we earned our Independence from the King we decided to form a new government. Leaders gathered in Philadelphia to take on this job. They decided to write, or frame, a Constitution that would describe how the government would be organized. These Framers began by agreeing on the purposes of government. They described these purposes in the Preamble, or introduction, to the Constitution.

The Framers did a lot of discussing during the writing of the Constitution. What were

## Interactive 3.4 Quotations

An interactive digital interface with a blue background. At the top, a yellow banner contains the instruction: "Read the sentences. Choose the one you probably would have NEVER heard during the writing of the Constitution. Then, place it in the garbage can." Below this is a 3D rendering of a silver metal trash can with its lid slightly ajar. To the right of the trash can are three yellow rectangular boxes, each containing a sentence. At the bottom left of the interface is a yellow button that says "Check your Answer". At the bottom right is a small logo for "OPEN SOURCE PROJECT".

Quotations –What did they talk about while writing Constitution? Click here to find out..

some of the things you think they talked about?

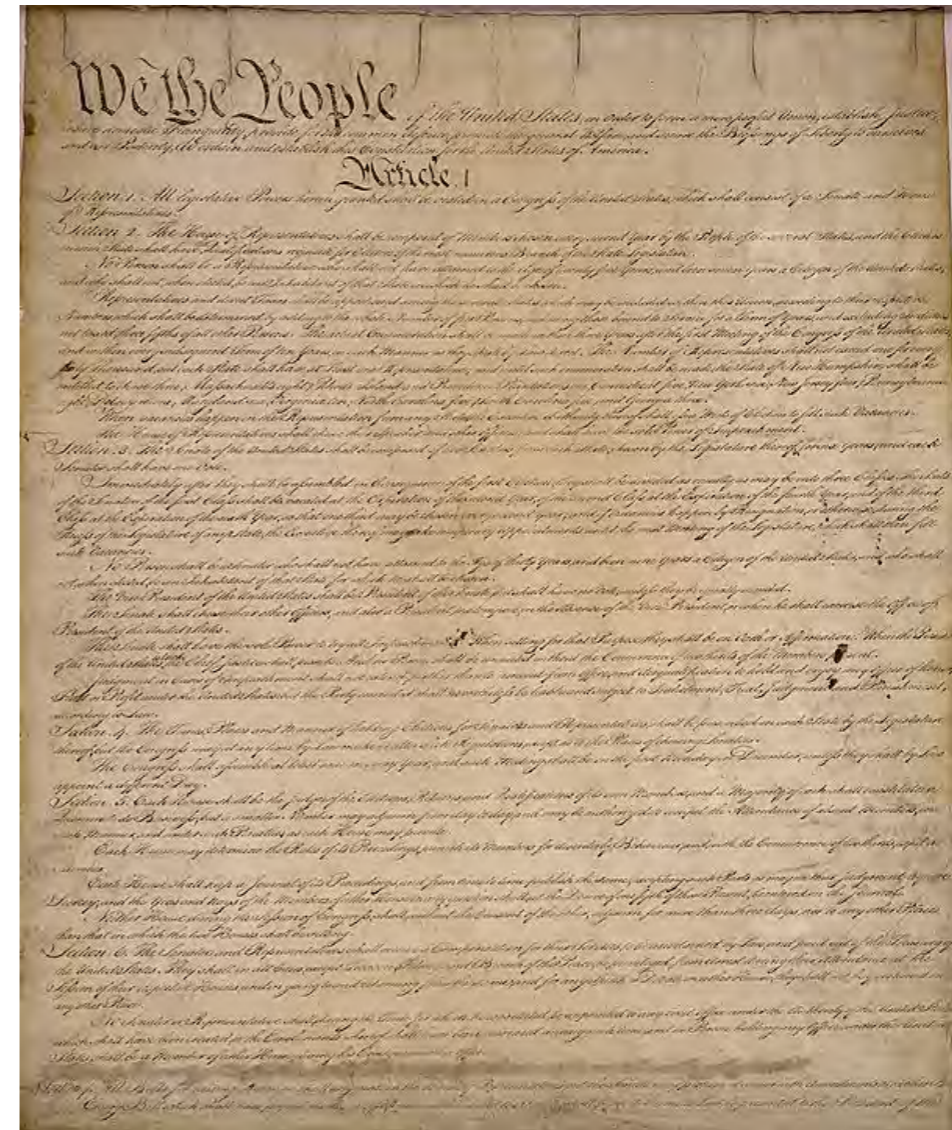
Freedom? Kings? Rights?

## Core Democratic Values and the Constitution

The Framers talked a lot about what they valued and what they believed in. These were ideas like freedom that were very important to them. We now often refer to these values as **Core Democratic Values**. They are at the heart, or core, of who we are as Americans.

They are the values and beliefs that unite us. Some of these values were described in the Preamble. For example, the Preamble mentions freedom. It mentions justice, another word for fairness. It also mentions 'the common welfare.' We often use the term **the common good** to mean the same thing. This core democratic value relates to people working together for the benefit of everybody.

As they began to design the government itself the Framers talked a lot about another core democratic value: **popular sovereignty**. This is the belief that the



<http://www.usconstitution.net/gifs/docs/cpage1.jpg>

power of the government comes from the people. When the king was in charge the people had no say in the government. They hadn't elected him to be their leader. The Framers wanted a government where the people elected their leaders. We call this a **representative government**. This is a form of

government where people choose representatives to make decisions for them. People transfer their power of government to these representatives.

Click on the Interactive to see how this works!

### Interactive 3.5 Representative Government



*How does representative government work? Click here to find out*

The Framers thought that a government based on popular sovereignty and representative government was a good idea. However, they still worried about the government becoming too powerful. So they wanted to make sure it was based on the value of **limited government**. This means the federal government does not have complete power. It can only do what the people have given it the power to do. There are limits on its power.

### “...and to the Republic for Which it Stands”

Recognize that phrase??? You should! It comes from the Pledge of Allegiance. It describes the form of government the Framers choose. A **republic** is a government where people hold the power of government and choose leaders to make decisions. It is based on the values of popular sovereignty, representative government and limited government. A republic has these characteristics:

#### Characteristics of a Republic

- Representatives are chosen to serve the common good.
- Representatives help everybody, not just a favored group.
- Representatives make laws and decisions which is a more efficient system than having everybody make them.
- The people maintain a say in their government through their representatives.
- If the representatives don't listen to the people, the people will vote them out of office.



## Welcome to the Republic of Berwagana!

The Republic of Berwagana is a small country ruled by



Queen Bertha. She became queen when her father, King Bert, died. Queen Bertha is a pretty nice person. She feeds the wild birds at her castle, sends food to poor families in the country and is friendly when people come to visit her. She tries to make fair laws

for her country and enforce them in fair ways. When people break her laws she tries to give them a fair punishment. Recently, however, she made a law that a lot of people in the country don't like. Because she has an incredible love for chocolate, she made a law that requires everyone in the country to send her two candy bars each week. She feels this is fair because candy bars are not that expensive. In addition, she is their leader. They should be nice to her. A lot of people in Berwagana are speaking out against this new law. Some say they will not send her any candy bars. She

has decided to punish anyone who doesn't send her candy bars by making them move out of Berwagana.

What did you decide? Is the Republic of Berwagana really a republic? In order to be a republic the country would need some form of representative government. Does it have that? The people would need to elect their leaders. Are they able to do that? There would need to be some limits on government? Does Queen Bertha have limited power?



Is the Republic of Berwagana really a republic??? Why or why not? Write a paragraph taking a position on this question. Give three reasons to support your position.



## **PUTTING IT ALL TOGETHER**

The Framers did not want a government like the one in Berwagana. Therefore, they chose a republic for our form of government. Their decision was based on ideas they believed in and valued. These included popular sovereignty, representative government and limited government. Now they had to figure out how the government should be organized. What powers should the federal government have? What powers should the state governments have? Did they even need state governments? Read on to find out how they answered these questions.

# What Powers Does Our Federal Government Have?

## QUESTIONS TO GUIDE INQUIRY

1. Why do people form governments?
2. What kind of government do we have?
3. What powers does our federal government have?
4. How is our federal government organized?
5. Why does our federal government have a system of checks and balances?
6. What are the rights and responsibilities of citizens?

## TERMS, PLACES, PEOPLE

**Levels of Government:** federal, state and local governments

**Shared Powers:** powers granted to both the federal and state governments



If men were angels no government would be necessary.

-James Madison

4th U.S. President

So far you have learned how the Framers of the Constitution described what they believed to be the purposes of government in the Preamble to the Constitution. Next, they chose a republic as our form of government. That choice was based on ideas they valued such as popular sovereignty, representative government and limited government. The next big job was describing what powers to give the federal government.

## Levels of Government and You

You already know we have three **levels of government** in our country: local, state and federal (or national). Have you ever thought,

however, about how the different levels affect your life? Do all three levels affect you? Take the Interactive Challenge to answer this question.

### Interactive 3.6 Thank You Government



*How is your life affected by all three levels of government? Take this challenge to find out.*

### Interactive 3.7 Government and Me



*Here's another place to learn about how government affects you! It uses Flash though so it might not work on an iPad*

Each of the three levels has its own responsibilities and its own powers. But how was this decided? Who decided what powers state governments would have and what powers the federal government would have? Were there arguments over this? The Framers grappled with the problem of power as they wrote the Constitution and there were plenty of arguments.

## The Problem of Power

There were 13 states when we became a country. They each had their own state government. People didn't want their state governments to be gobbled up by a new federal government that was too powerful. The Framers knew the federal government had to have some powers. For example, the federal government had to have the power to make laws. Laws are one of the main ways governments keep people safe and maintain order. But what about the states? People wanted the states to have the power to make laws also. But, why? Why couldn't the federal government make all the laws?



What do you think? Do we need state laws and federal laws? Turn to a partner and discuss or if you are alone type your answer here.

People argued that the states had different types of geography, different problems and different needs. The small state of Rhode Island was very different than the large state of South Carolina. Because of that Rhode Island was likely to need some laws that were different than South Carolina. The same is true today. Michigan has a lot of laws that deal with water. Many of those laws would be useless in a state like Arizona. The Framers decided, therefore, to give the power to make laws to state governments and the federal government. Powers like this are called **shared powers** because they are granted to both levels of government. What other powers do you think the Framers made shared powers? What powers do you think they gave just to the federal government? Click on this interactive to find out.

What other powers do you think the Framers made shared powers? What powers do you think they gave just to the federal government? Click on this interactive to find out.

### Interactive 3.8 Who Should Get The Power?



Who Should Get the Power? - Click here to find out.

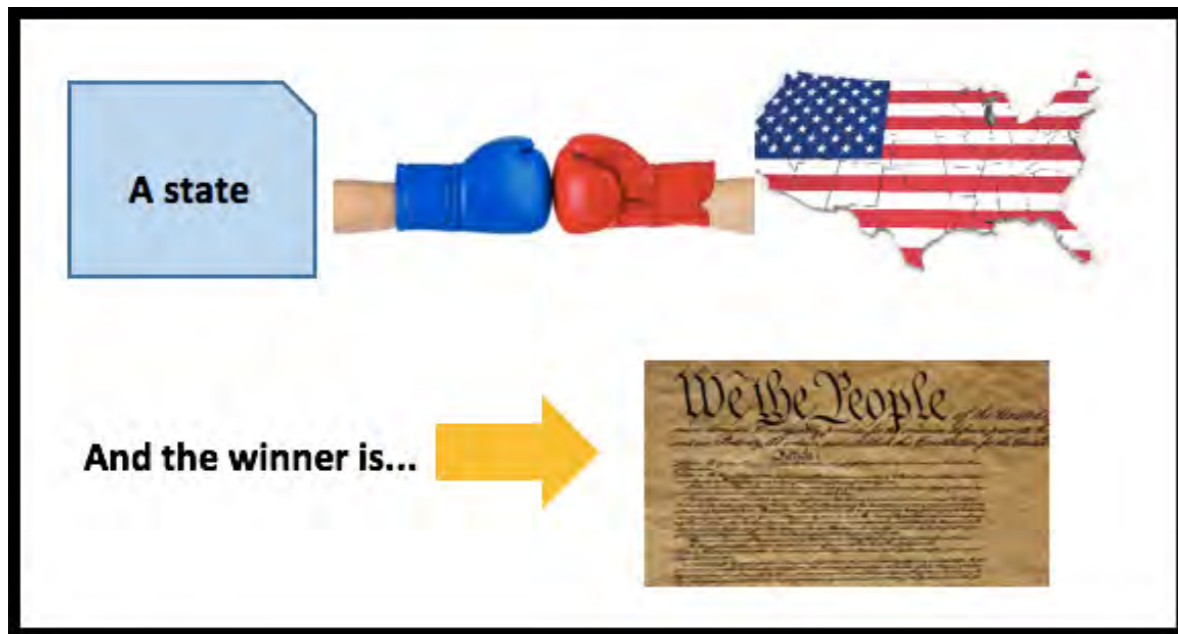
## What if the State Governments Became Too Powerful???

You have learned that some people worried about the federal government becoming too powerful. There were others who worried that the state governments might become too powerful. They felt this could weaken the country and make it less unified. Therefore, the Framers added something to the Constitution that protected the country from control by individual states. This is called the Supremacy Clause. This part of the Constitution means that:

- States cannot make laws that are in conflict with the U. S. Constitution.
- States cannot make laws that are in conflict with laws made by the U.S. Congress

How does the Supremacy Clause work? The Constitution gives the state governments the power to make laws. Imagine that a state passed a law banning women from voting. Can the state do that? Why or

why not? According to the Supremacy Clause the state cannot pass this kind of law. It would be in conflict with the Constitution which guarantees women the right to vote. When it comes down to a state government versus the federal government, the U.S. Constitution wins!



## PUTTING IT ALL TOGETHER

In writing the Constitution the Framers gave some powers like the power to maintain an army to the federal government. They gave some powers like the power to create public schools to the state

governments. They gave some powers like the power to make laws to both! By spreading the powers out the Framers hoped to limit the power of government. They also hoped that neither the federal government nor the state governments would get too powerful.

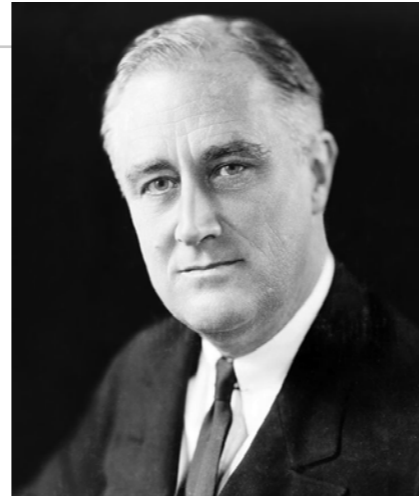


Read the quote at the beginning of this section again. Then, explain what it means in your own words.

# How Is Our Federal Government Organized?

## QUESTIONS TO GUIDE INQUIRY

1. Why do people form governments?
2. What kind of government do we have?
3. What powers does our federal government have?
4. How is our federal government organized?
5. Why does our federal government have a system of checks and balances?
6. What are the rights and responsibilities of citizens?



Let us never forget that government is ourselves and not an alien power over us. The ultimate rulers of our democracy are not a President and senators and congressmen and government officials, but the voters of this country.

-Franklin D. Roosevelt

32nd U.S. President

## TERMS, PLACES, PEOPLE

**Separation of Powers:** power is separated, or divided, among three branches of government

**Branches of Government:** the three different sections of government

**Legislative Branch:** the branch of government that makes laws

**Executive Branch:** the branch of government that enforces laws

**Judicial Branch:** the branch of government that decides what laws mean

**Senate:** one of the two parts of the Legislative Branch

**Senator:** a member of the Senate

**House of Representatives:** one of the two parts of the Legislative Branch

**Representative:** a member of the House of Representatives

**President:** the head of the Executive Branch and the leader of our country

**Supreme Court:** the highest court in our country

You have probably figured out by now that the word ‘power’ was used a lot by the Framers of the Constitution! They were trying very hard to limit the powers of government. One way they did this was to clearly state what powers were granted to the federal government. In this section you will discover that they also tried to limit the powers of the federal government by organizing it into three different sections.

## A Return to the Republic of Berwagana!

When you read about the Republic of Berwagana before you discovered that despite its name it was not a republic! Read about the little country again. This time think about how the government is organized.



The Republic of Berwagana is a small country ruled by Queen Bertha. She became queen when her father, King Bert, died. Queen Bertha is a pretty nice person. She feeds the wild birds at her castle, sends food to poor families in the country and is friendly when people come to visit her. She tries to make fair laws for her country and enforce them in fair ways. When people break her laws she tries to give them a fair

punishment. Recently, however, she made a law that a lot of people in the country don't like. Because she has an incredible love for chocolate, she made a law that requires everyone in the country to send her two candy bars each week. She feels this is fair because candy bars are not that expensive. In addition, she is their leader. They should be nice to her. A lot of people in Berwagana are speaking out against this new law. Some say they will not send her any candy bars. She has decided to punish anyone who doesn't send her candy bars by making them move out of Berwagana.



How is the Republic of Berwagana organized??? Write a simple description. Then, make a drawing to show how it is organized.

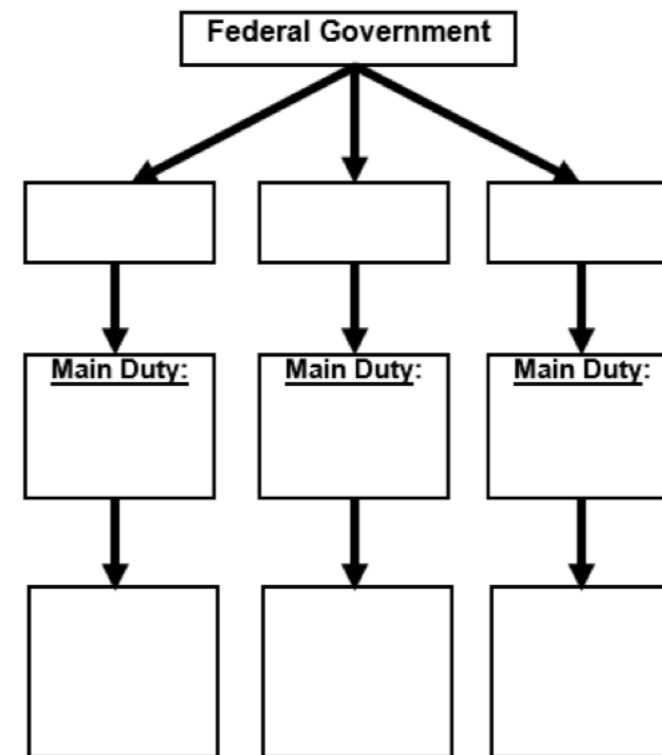


Who makes the laws in the Republic of Berwagana?  
 Who enforces the laws? It seems that Queen Bertha is in charge of everything. She has all the power. She makes the laws and she enforces them. How is the government organized? It has one person with all the power who does everything.

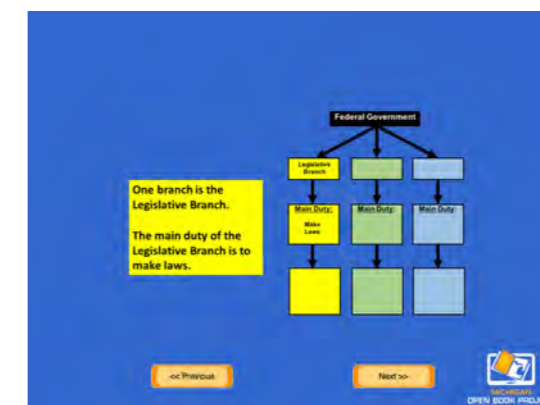
### Three Branches of Government

The Framers of the Constitution did not want a government like that of the Republic of Berwagana. They did not want a government where one person or even one small group had too much power. That is why they decided to separate, or divide, power among three groups or **branches of government**. They hoped that in this way no one person or group would get too powerful. Each branch would operate on its own and have its own special powers. They hoped this **separation of powers** would help limit the power of government.

Draw this diagram on a piece of paper. Then, click on the Interactive to create a graphic organizer that shows the three branches and what they do.



**Interactive 3.9** Three Branches of Government



*click here to create a graphic organizer that shows how our federal government is organized*

You can see how the organization of our government is very different than that of the Republic of Berwagana. In that country Queen Bertha had all the power. She made the laws and enforced them. No doubt she interpreted them also and told people just what she meant by a law. In our federal government different branches with different people are in charge of making, enforcing and interpreting laws. Why??? You know the answer! To limit the power of government!

Find out who your U.S. Representative is by clicking here: <http://www.house.gov/representatives/find/>

Who are Michigan's two Senators???? Click here to find out: <http://www.senate.gov/index.htm>

## Learning More about the Three Branches

Time to learn more about the three branches. You'll need to do some research this time! First, choose one of the three branches you'd like to know more about. Then, enter the Google Doc to make a copy and fill in the organizer.

**Interactive 3.10** Learn about the Branches of Government.



INTERACTIVE: Want to be President for a Day??? Click here! <http://pbskids.org/democracy/be-president/>

INTERACTIVE: Take an interactive tour of the U.S. Capitol and other buildings and grounds of Capitol Hill by clicking here! <http://www.capitol.gov/>

# PUTTING IT ALL TOGETHER

In order to limit the power of government power is separated, or divided, among three branches of government. These branches consist of the **Legislative, Executive** and **Judicial** Branches. The main power of the Legislative Branch is to make laws. The main power of the Executive Branch is to enforce laws. The main power of the Judicial Branch is to interpret laws. Our government was organized in this way to prevent one person or even one small group from having too much power.

**SUMMARY ACTIVITY:** Pick one of the following: **President, Supreme Court Justice** or **Senator**. Then, create a list of the characteristics you think a person should have in order to have this position. Give a reason for each characteristic. Make a chart like this to record your ideas.

<b>Position:</b>	
<b>Characteristic</b>	<b>Reason</b>

# Why Does Our Federal Government Have a System of Checks and Balances?

## QUESTIONS TO GUIDE INQUIRY

1. Why do people form governments?
2. What kind of government do we have?
3. What powers does our federal government have?
4. How is our federal government organized?
5. Why does our federal government have a system of checks and balances?
6. What are the rights and responsibilities of citizens?

## TERMS, PLACES, PEOPLE

Checks and Balances: the way in which the different branches of government keep each other from having too much power

Bill – what a law is called until the President signs it and turns it into a law

Veto: when the President turns down a bill or refuses to sign it into law

Override: when the Congress votes to cancel a President's veto

Unconstitutional: in conflict with the U.S. Constitution



Let us not seek the Republican answer or the Democratic answer, but the right answer. Let us not seek to fix blame for the past. Let us accept our own responsibility for the future.

-John F. Kennedy

35th U.S. President

You have learned that our country is a Republic. That means we have a government where people hold the power of government. They give their power to people they elect such as the President and members of Congress. These people make the laws and decisions for our country. To limit the power of these elected officials our government is separated, or divided, into three branches. Each branch has its own responsibilities and powers. The Framers of the Constitution, however, did not stop there. They took additional steps to try and limit the power of government.



## Should Percy the Plumber be Appointed a Supreme Court Justice?

Imagine that the President's brother, Percy, is a plumber. He's a very good plumber but he's tired of fixing pipes and drains. He would like a job in the government. In fact, he would like to be a Supreme Court Justice. He admits that he didn't pay much attention in social studies classes when he was in school. Therefore, he doesn't know much about the Constitution. However, he thinks he will look very good in the black robe that Supreme Court Justices get to wear. He also thinks he can be fair in making decisions. Since the President cares a lot about his brother he decides to appoint him to the Supreme Court.



What is your opinion? Should Percy be appointed a Supreme Court Justice? Yes or No? Write your position and support it with two reasons. Then, find a partner and share your positions.



[https://upload.wikimedia.org/wikipedia/commons/4/43/Supreme\\_Court\\_US\\_2010.jpg](https://upload.wikimedia.org/wikipedia/commons/4/43/Supreme_Court_US_2010.jpg)

The Framers were worried that something like this might actually happen. The President might make a poor choice for a government position like a Supreme Court Justice. Therefore, they gave the President the power to choose someone but they gave the **Senate** the power to say 'yes' or 'no.' Presidential appointments for positions such as federal judges and Cabinet members also have to be approved by the Senate. This was a way to keep the President from having too much power or abusing power. But what

about the Congress? This branch has a very important power, the power to make laws. What if the Congress made an unfair law?



### Should People Be Banned from Emailing Members of Congress?

Imagine that members of both the **House of Representatives** and the

Senate have been receiving a lot of complaints in their email. Some people have complained that members of Congress argue too much. Others complain about the laws they are making. This has upset the members of Congress and made them angry. They think they are doing a good job. They are tired of getting these negative email messages. Therefore, the Congress has decided to pass a law making it illegal to email a member of Congress. After all they are important leaders of the country. They shouldn't have to put up with email complaints.



What is your opinion? Should Congress be allowed to pass a law making it illegal to email a member of Congress? Yes or No? Write your position and support it with two reasons. Then, find a partner and share your positions.

Just like the example of Percy the Plumber, the Framers were worried that something like this might actually happen. The Legislative Branch might pass an unfair law. Therefore, they gave the Congress the power to make laws but the President the power to say 'yes' or 'no.'



A law is called a bill until the President signs it and turns it into a law. If the President disagrees with the bill he or she can refuse to sign it. This Presidential power is called a veto. It means the President has turned down a bill and refused to sign it into law. In the email example, the President would most likely veto the bill because it would be an unfair law.

But, wait... think about this. What if the President was angry with Congress and started vetoing everything even the really good bills? The Framers had a solution



to this problem also. They gave Congress the power to override a Presidential veto. This means that Congress can vote to cancel a President's veto. If two-thirds of the members of Congress vote to do this than the bill becomes a law without the President's signature!

But, wait... think about this. What if the Congress was determined to pass their law making it illegal to email members of Congress? Therefore, they voted to override the President's veto. Would we be stuck with an unfair law? The Framers had a solution to this problem also. They gave the Judicial Branch the power to declare a law unconstitutional. The Constitution guarantees that people have the right to say and write what they want. Therefore, after the email law was passed the Supreme Court would most

likely declare it unconstitutional, or in conflict with the U.S. Constitution. We'd be free of the unfair email law!



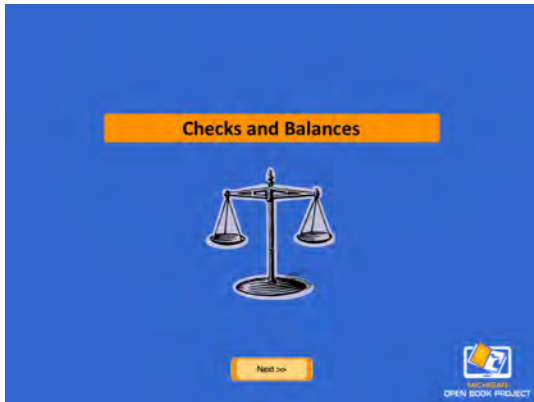
### Checks and Balances

The examples you have just read are examples of checks and balances.

This is how the Framers kept any one branch from having too much power.

This is how they balanced power. This is how they designed a government where the branches could check, or challenge, each other. This was another way the Framers hoped to further limit the power of the federal government. This is why a plumber who knows little about the Constitution is unlikely to be appointed a Supreme Court Justice. This is why we are free to email members of Congress, even if we are complaining.

### Interactive 3.11 Checks and Balances



*Click here to see how this system of checks and balances works!*

### Interactive 3.12 I'm Just a Bill



*To learn more about how a bill becomes a law watch this short video*

## Time for a Change in the Republic of Berwagana

You've discovered that the Republic of Berwagana is NOT a republic. The people do not have any power in the government. There is only one branch of government, Queen Bertha! She makes the laws and she enforces them. There are no limits on her power. There are no checks and balances in the government. Imagine the people have chosen you to design a new government for them. They want a country that is really a republic! Work alone or in a small group to design a new government. Create at least one diagram to go along with your plan.



## PUTTING IT ALL TOGETHER

Separating power by creating three branches of government was one way the Framers hoped to limit the power of the government. Using a system of checks and balances was another. This system allowed the branches to check, or challenge, each other. For example, Congress can pass a bill but the President can veto the bill and keep it from becoming a law.



# What are the Rights and Responsibilities of Citizens?

## QUESTIONS TO GUIDE INQUIRY

1. Why do people form governments?
2. What kind of government do we have?
3. What powers does our federal government have?
4. How is our federal government organized?
5. Why does our federal government have a system of checks and balances?
6. What are the rights and responsibilities of citizens?

## TERMS, PLACES, PEOPLE

Individual Rights: things an individual person is entitled to have or to do

Amendment: a change, or addition, to the Constitution

Bill of Rights: the first ten amendments, or additions, to the Constitution which give people important rights such as freedom of speech

Civic Responsibilities: the responsibilities people have as citizens



We, the People, recognize that we have responsibilities as well as rights; that our destinies are bound together; that a freedom which only asks what's in it for me, a freedom without a commitment to others, a freedom without love or charity or duty or patriotism, is unworthy of our founding ideals, and those who died in their defense.

-Barack Obama  
44<sup>th</sup> U.S. President

You have learned that the Constitution describes how our federal government is organized. You have also learned that it is based on several important ideas including popular sovereignty, separation of powers; and checks and balances. Despite the fact that the Constitution set up a limited government based on these ideas, some people still had concerns. They worried that the government might end up limiting, or even taking away, their individual rights. Remember that they had been once ruled by a king who had done just that! Some people insisted that these rights be added to the Constitution. They wanted that done before they would agree to accept the Constitution as a plan for government. Therefore, it was decided to add ten amendments, or additions, to the Constitution. These ten amendments are known as the Bill of Rights.



<http://constitutioncenter.org/images/uploads/heros/bill-of-rights-hero-lg.jpg>

## The Bill of Rights

The Bill of Rights was one more way the Framers tried to limit the power of the federal government and protect people's rights. It lists important rights such as freedom of religion. This right allows people to have any religious beliefs they want or no religious beliefs at all. It also includes freedom of speech. This right allows people to say what they want and to talk about their beliefs, ideas, and feelings. To learn about the other rights in the Bill of Rights click here:

### Interactive 3.13 The Bill of Rights



*Click here to learn about the Bill of Rights!*

You have seen that the wording of the Bill of Rights is not easy to understand. It was written in the language of the times. People now may interpret it in different ways. Therefore, it is wise to read more than one interpretation. Choose one of the links below and compare it to the interpretation you have just read.

The Bill of Rights - More Information

Here is an illustrated version of the Bill of Rights: <http://www.crf-usa.org/elementary-school/illustrated-bill-of-rights>

Here is a video explanation: <https://www.youtube.com/watch?v=yYefLm5dLMQ>

Click here to see descriptions of each of the 10 amendments in the Bill of Rights and the actual language from the Constitution <http://bensguide.gpo.gov/j-bill-rights-1789-91>

Here's another good explanation of the rights guaranteed in the Bill of Rights: [http://teacher.scholastic.com/scholasticnews/indepth/constitution\\_day/inside/index.asp?article=billofrights](http://teacher.scholastic.com/scholasticnews/indepth/constitution_day/inside/index.asp?article=billofrights)



**Writing Assignment:** You have learned about the First Amendment which gives you the right to petition the government. This means you can write to the government and complain. You can write to the government about a change you want to see happen. People often write a petition and then get other people to sign it who agree with it. That way it is not just a single person asking for change. Imagine you are a citizen of the Republic of Berwagana. You are not happy about Queen Bertha's law which says you need to send her two candy bars each week. You have decided to write a petition and get other people to sign it. What will you write?

### Limits on Rights

The Bill of Rights gives you many important rights. But are these rights unlimited? You have the right to freedom of assembly. This means you can meet in any group you want. You can even meet in a group to protest the government. Does that mean your protest group can do anything it wants? Is there a



limit on this right? There is a limit. Your group must protest peacefully. You cannot throw rocks or bottles. You cannot destroy property Why? These actions could infringe on the rights of others.

Freedom of speech has limits also. For example, you can't lie about someone in a court trial. You can't stand up in a crowded movie theater and scream "Fire!" if there is no fire. These actions could infringe on the rights of others.

### Rights Come With Responsibilities

Rights are a very important part of our Republic. People care a great deal about their freedom and their rights. However, rights come with responsibilities. Imagine a republic where citizens had rights but no responsibilities. Would this work? Why or why not? Imagine a republic where a legislative branch made laws but citizens did not have the responsibility to obey them. Imagine a republic where citizens had the right to vote but most of them didn't bother to vote.

You can easily see that our Republic needs to guarantee rights but citizens need to accept some responsibilities. We often refer to these responsibilities as civic responsibilities. Click here to match rights and responsibilities.



### Interactive 3.14 Rights and Responsibilities



*Click here to match rights and responsibilities*

## PUTTING IT ALL TOGETHER

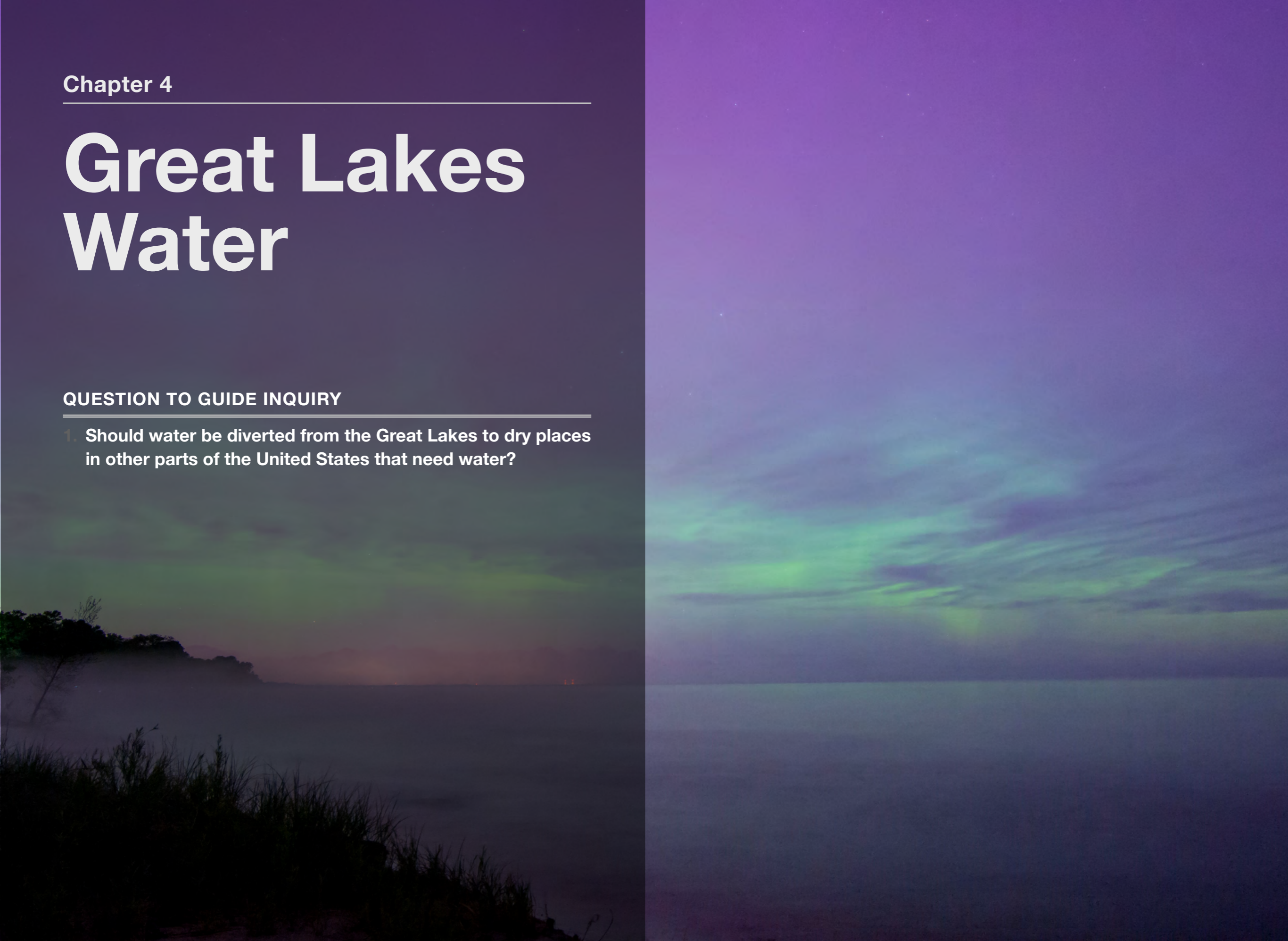
The Bill of Rights was added to the Constitution as one more way to limit the power of government and protect the individual rights of people. It includes many important freedoms such as freedom of speech, freedom of religion and freedom of assembly. It includes important protections such as protection against unreasonable searches of your property. It includes important rights such as the right to a fair trial. With rights come civic responsibilities. These include the responsibility to obey laws, the responsibility to serve on a jury and the responsibility to vote knowledgeably. Balancing rights and responsibilities is what makes a Republic work!

# Great Lakes Water

## QUESTION TO GUIDE INQUIRY

---

1. Should water be diverted from the Great Lakes to dry places in other parts of the United States that need water?



# A Performance Task



## QUESTION TO GUIDE INQUIRY

1. Should water be diverted from the Great Lakes to dry places in other parts of the United States that need water?

Should water from the Great Lakes be used in other places? The question of “**who owns the water?**” and “**should it be used to help other places in the country that need it?**” is one that our nation has been wrestling with for years.

You will be responsible for writing an opinion essay on this very topic. You will be introduced to the topic of decreasing water levels in the Great Lakes by watching two videos and reading a short passage.

Finally you will compose an opinion essay on the public issue: **Should water be diverted from the Great Lakes to other parts of the United States that need water?**

## Directions for beginning:

You will now watch two videos and read one article. Take notes because you may want to refer to your notes while writing your essay. You can refer to any of the sources as often as you like while you are taking notes. Your notes and sources will be your basis for writing your final draft.

The first video will introduce you to a town called New Berlin in Wisconsin. New Berlin is very

close to the Great Lakes, but the ground water that they have access to is not safe to drink.

Learn about this topic in the first video.

There are many in Michigan who would

### Interactive 4.1 The Great Lakes Water Battle



*Watch this video first to learn more about the issue overall.*

agree that the town of New Berlin has some serious problems! Especially when it comes to having access to safe, clean drinking water. The first video mentioned however that this is a very sensitive issue, particularly for those living in the Great Lakes.

Think back to the unit on Geography. Remember that one of the ways that the theme of “movement” takes place is over the water. Ships travel around the Great Lakes carrying cargo that will be used in the production of goods. If we divert the water this might become difficult. This second video will explain the struggle for those who depend on the Great Lakes to carry out their business. While many

### Interactive 4.2 Lake Superior is Disappearing



*Next, watch this video which talks about what is happening to our Great Lakes*

Michiganders feel for those who do not have access to water, some will argue that sending the water from the Great Lakes to other parts of the country will have disastrous effects here at home.



According to the videos, what factors contribute to decreasing water levels in the Great Lakes and what are the effects of those decreasing water levels?

It's not just about the economy either. Scientists caution that every ecosystem (like the ones found in the Great Lakes) has a very delicate balance. Changes in the water levels could cause lasting damage to the species that live in the Great Lakes. This article

**Interactive 4.3** Why Water Diversion is an Ecological Problem for Lakes



will tell you a little more about what scientists are thinking.



According to the article, what are some of the ecological effects of water diversion from lakes?

This is not a problem that is easily solved. It is, however, a public issue that affects people living in Michigan, people in the Great Lakes region, and people all over the United States. Because of that, it is an interesting problem to study and develop an opinion on.

The first step in tackling an issue of public policy is to identify and clearly state the issue. In this particular case, the issue comes in the form of a question. Our question "Should water be diverted from the Great Lakes?" is a special kind



of question known as a “Compelling question” Ask any adult in your life and they’re probably going to argue one way or another about their answer. They’re either against sending water from the lakes, or for it.

A great way to argue however is to think about both sides of the issue. Even though you may have a strong argument for one side over another, when outlining what your major points it’s a good idea to think about what the people who do NOT think the same way might say.

The final activity in this section requires you to do just that. As you open the Google Document, identify first what the level of this issue is. Next, take a moment to figure out what a position on either side of this might be. Think about the people who are “against” sending the water to other parts of the country. What is something

they might say? Think about the people who are “for” sending the water to other parts of the country. What is something they might say?

**Interactive 4.4** Google Docs



*Complete the Public Issue Analysis Chart on sharing the water of the Great Lakes*



# Performance Task

## QUESTION TO GUIDE INQUIRY

1. Should water be diverted from the Great Lakes to dry places in other parts of the United States that need water?

By watching the two video clips in the previous section, as well as reading the short article, you have had time to learn more about the issue: **Should water be diverted from the Great Lakes to places in other parts of the United States that need water?**

You will now be asked to review your notes and sources, plan, draft, and revise your essay. While you may use your notes and refer to the sources, you must work on your own. You may also refer to the answers you wrote to the earlier questions, but you cannot change those answers. Now read about your assignment on the next page, as well as the information about how your essay will be scored. Once you have done so, you may begin your work.

## **Your assignment**

You have read one informational article and watched two videos about water in the Great Lakes.

Write an essay defending your position on the public issue: Should water be diverted from the Great Lakes to places in other parts of the United States that need water? In your essay, be sure to use evidence from the articles and video to support your position.

### **How your essay will be scored:**

1. Statement of purpose/focus – how well you clearly state your position on the topic and maintain your focus.
2. Organization – how well your ideas logically flow from the introduction to conclusion using

effective transitions and how well you stay on topic throughout the essay

3. Elaboration of evidence – how well you provide evidence from sources about your position and elaborate with specific information
4. Language and Vocabulary – how well you effectively express ideas using precise language that is appropriate for your audience and purpose.
5. Conventions – how well you follow the rules of usage, punctuation, capitalization, and spelling.