

People, Places, and Nature

GO ONLINE FOR
DIGITAL RESOURCES



VIDEO



INTERACTIVITY



AUDIO



GAMES



ASSESSMENT



eTEXT

The BIG Question

What is the
world like?



VIDEO



Lesson 1

Use Maps to Locate
Places

Lesson 2

Earth's Land and
Water

Lesson 3

Where People Live

Lesson 4

Our Communities
and Resources

Jumpstart Activity



INTERACTIVITY

Look at what the family is doing. Talk with a partner about some other outdoor activities you can do in your neighborhood. Then, if your teacher asks you to, get up and act out some of these activities.



 **Sing**  **About It!** 



AUDIO

Places Where We Live

by Charlotte Munez

Preview the chapter **vocabulary** by singing the song to the tune of “On Top of Old Smokey.”

We live in big **cities**
And **suburbs** or **towns**.
These places are different
In their sights and their sounds.

Big cities and small towns
Are found everywhere.
A road or a highway
Will take you right there!

Help a Geographer

Quest Kick Off

Hi! I'm Gina the geographer. I look at different types of land and how people use the land. Would you look at some places in our country with me? Think about what makes one environment a good place to live. Then give a talk about why it is a good place to live.



1

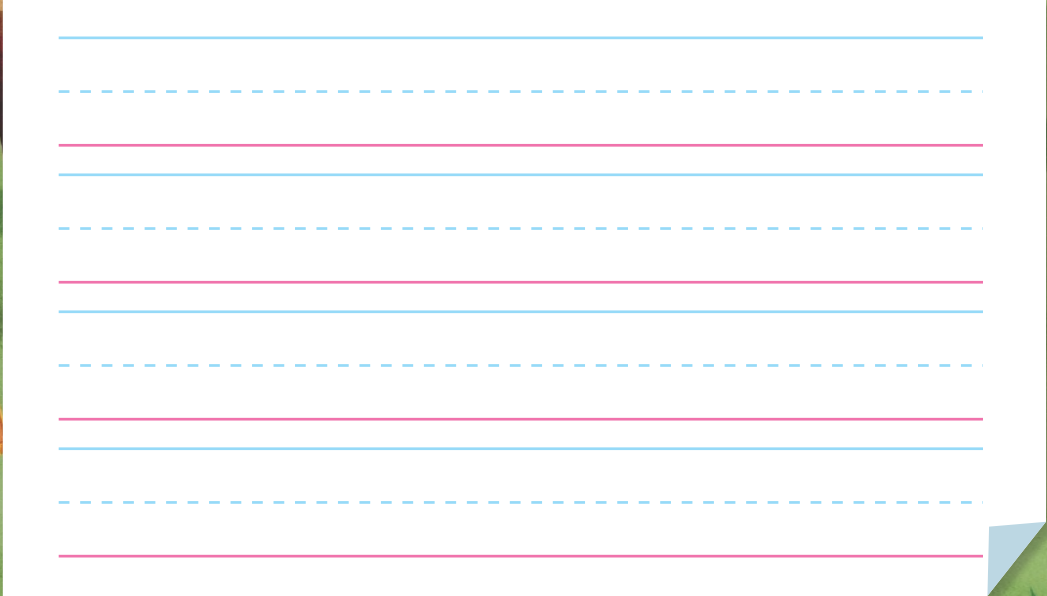
Start with a Brainstorm

Think about your community.
What is it like? What do you do
there? Describe it.



INTERACTIVITY

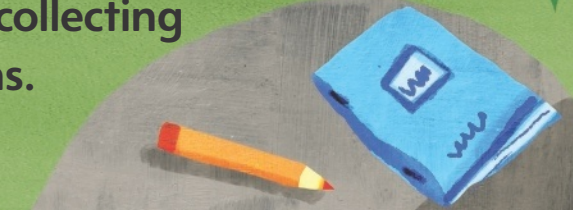
Think about what your
community has to offer
that makes it a good
place to live.



2

Collect Clues for **Quest** Connections

Turn to the next page to begin collecting
clues for your Quest connections.



3

Give Your Talk **Quest** Findings

At the end of the chapter, use
what you learned to talk about the
environment you chose and why it is a
good place to live.



Use Maps to Locate Places

Unlock The BIG Question

I will know how to use maps to locate places.



INTERACTIVITY

Participate in a class discussion to preview the content of this lesson.

Vocabulary

relative location
absolute location
town
legend
city
compass rose

Academic Vocabulary

symbol

Jumpstart Activity

Think of a place in your school. Draw a map to help your partner find it.

Relative Location

Go outside. What do you see? Everything is in a certain place, or location. **Relative location** tells where something is by comparing it to something else. Words such as *near*, *behind* and *above* tell where people, places, and things are located.

1. **✓ Reading Check** Write a sentence using a relative location word to tell about the fence in the picture.

My home address is 30 Main Street, Fremont, OH.



Absolute Location

The exact spot where a place is located is its **absolute location**. It may include a place's house number, street, town, and state. A **town** is a small community.


Imagine being invited to a friend's house. Your friend tells you the street address. So you know its absolute location. But how do you get there? You can use a map on the Internet. Type in your address and your friend's address with an adult's help. Directions will pop up telling you how to get there.

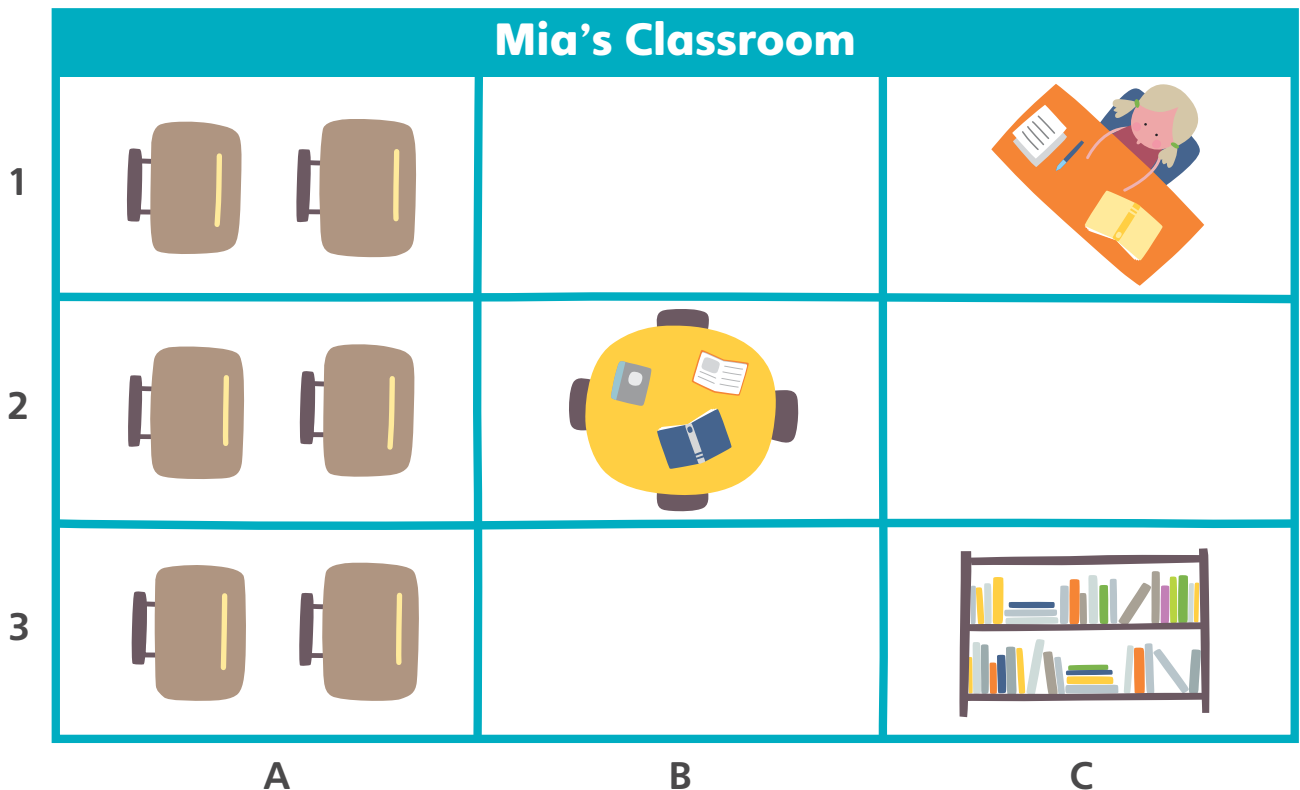
2.  **Reading Check** Look at the picture. Write the absolute location of this school.

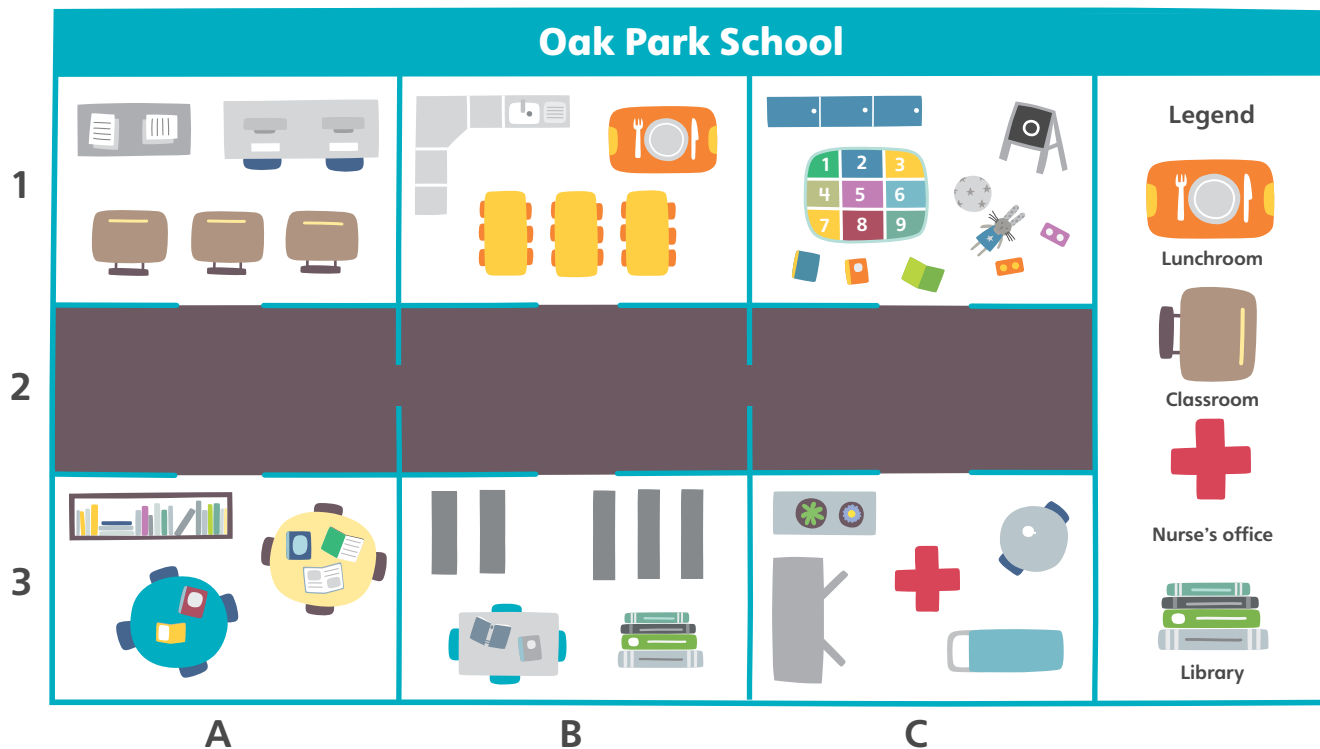


Map Grid of a Classroom

A map is a flat picture that shows where things are located. Maps help you find the relative and absolute location of things on the map. Some maps use lines called a grid. The lines divide the map into columns and rows to form boxes. Columns are labeled across the bottom with letters. Rows are labeled along the side with numbers. The box where a column and a row meet tells a place's location. So to find C-1, look at Column C, Row 1.

3.  **Reading Check** Circle what is found in C-1 on the map grid. Put an X on what is in B-2.





Map Grid of a School

Look at this map grid. The title tells what the map is about. This map shows some of the places inside Oak Park School. This map uses pictures to stand for real things. These small pictures are called **symbols**.

The map key, or **legend**, shows the different symbols. It tells what each means. One symbol is a lunch tray. It stands for the school's lunchroom.

Academic Vocabulary

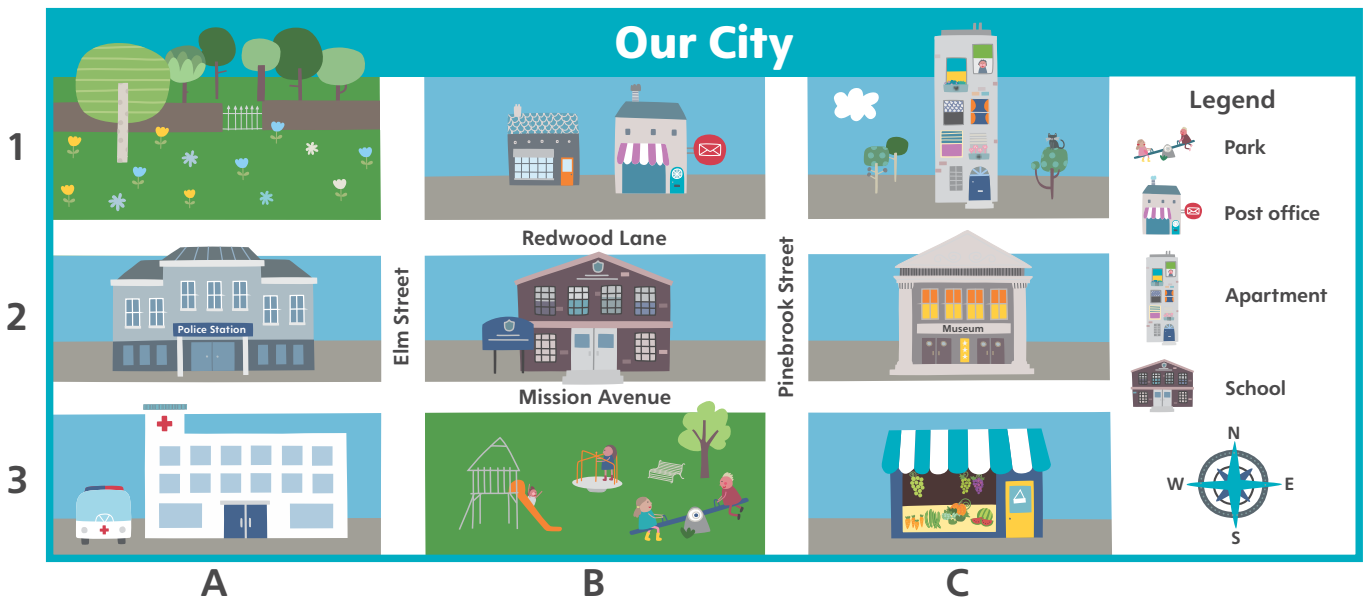
symbol • an object that stands for something else

4. **Reading Check** Look at the school map grid. **Circle** the title. **Draw** a line from each legend symbol to its location on the map.

Map Grid of a City

This grid shows a city. A **city** is a very large community, much larger than a town.

You can use this map to get around the city. A **compass rose** shows directions on the map. It is a directional indicator. That is because a compass rose uses letters to stand for the four main directions. These directions are north, south, east, and west.



5. **✓ Reading Check Main Idea and Details** Look at the map and use the compass rose and legend. **Write S** on a place that is south of the apartment. **Circle** the place that is west of the school. **Draw** a square around the place that is located in B-3.



INTERACTIVITY

Check your understanding of the key ideas of this lesson.

Lesson 1 Check

6. **Compare and Contrast** Write how absolute and relative location are different. Talk about it with a partner.

7. **Write** about the location of where you live using words that show relative location.

8. Find the map grid titled “Our City.”
Point to the post office. Move east one square.
What building is found there?

Critical Thinking Skills

Using Map Scale to Ask and Answer Questions

A map is smaller than the place it shows. When you want to ask questions about distances on a map, you use a map scale. It lets you measure the distance between two places. You can ask *where* and *what* questions. Then use the map scale to answer the questions. Here is a present-day map of cities in New York.



- The map scale stands for 100 miles. The green part at the top of the scale stands for 50 miles.
- Put a strip of paper next the dot for Lake Placid to next to the dot by Glens Falls. Mark each with a pencil.
- Put the strip of paper under the map scale with one dot at zero. The distance is about 100 miles.

Your Turn!



INTERACTIVITY

Review and practice what you learned about map scale to ask and answer questions.

1. **Write** the title for this map.

2. About what is the distance between Rochester and Syracuse? **Measure** and **write** it.

3. **Ask** and **answer** your own question about the distance between two cities on the map. **Write** the question first. Then **measure** the distance. **Write** the distance.

Earth's Land and Water

Unlock The **BIG** Question

I will know
how to
identify
different
kinds of land
and water.



INTERACTIVITY

Participate in a class discussion to preview the content of this lesson.

Vocabulary

landform
ocean
continent
globe

Academic Vocabulary

model

Jumpstart Activity

Create a symbol for a mountain and a river.
Talk about them with a partner.

Landforms

Earth has different shapes of land. Each shape is called a **landform**. A mountain is the highest kind of land. The Sierra Nevada is a mountain range in California. A hill is a raised area. It is not as high as a mountain. A low area of land between mountains is a valley. Plains are flat areas of land.

1. ☒ **Reading Check** Draw a line from each landform picture to its name in the text.




Bodies of Water

Earth's geography also includes many kinds of water. Each body of water has different features. An **ocean** is a large body of salt water. The Pacific Ocean is found along the western coast of the United States.

A river has fresh water. It is a long body of water that flows into another body of water. One river in Georgia is the Savannah River.

A lake has land on all sides. It has fresh water like a river. The Finger Lakes are examples of large lakes in New York.

2.  **Reading Check** Underline the name of the ocean along the western coast. Circle the name of a river in Georgia. Put an X on the name of the lakes in New York.



lake



river



ocean



A Map of North America

You live on the continent of North America. A **continent** is a large land area on Earth. The United States, Mexico, and Canada are countries in North America. Canada is north of the United States, while Mexico is south of it.

Look at the map of some major landforms in North America. You can use a compass rose to find these landforms. The Appalachian Mountains are in the east. The Rocky Mountains are in the west.

Find the bodies of water on the map. The Atlantic Ocean lies on the east coast of North America. The Great Lakes are in the upper middle part of North America. They are near both the United States and Canada. The Rio Grande is a river in the southwest part of the United States.

Quest Connection

What kinds of land and bodies of water are there near where you live?



INTERACTIVITY

Think about the land and water around you. Talk with a partner about how it makes your community a special place to live.

3. **✓ Reading Check** **Main Idea and Details** Look at the map. **Underline** the map title. **Draw** a square around the name **United States**. **Circle** the **Atlantic Ocean**. **Draw an X** on the **Mississippi River**. **Draw a Y** on the **Rocky Mountains**.

North America




Academic Vocabulary

model • a small object that stands for something much larger

Earth's Shape

A **globe** is a round **model** of Earth. You can spin it to see Earth's five oceans. They are the Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, and Southern Ocean. A globe shows the seven continents. They are Africa, Antarctica, Asia, Australia, Europe, North America, and South America.

4.  **Reading Check** Find the names of Earth's oceans in the paragraph you read. **Circle** the names. **Underline** the name of the continent you live on.

Legend

- ★ national capital
- national borders
- state borders



**Lesson 2 Check**

Check your understanding of the key ideas of this lesson.

5. **Main Idea and Details** **Identify** landforms and bodies of water. Tell a partner about them.
6. Use the Outline Map of North America. **Find** countries, rivers, oceans, mountain ranges, and the Great Lakes. **Label** them from memory.

North America



7. **Understand the Quest Connections** On the list below, **underline** each type of land and water in your community: mountains, hills, valley, plains, ocean, rivers, lakes.

Where People Live

Unlock The BIG Question

I will know how and why people have moved to the United States from other parts of the world.



INTERACTIVITY

Participate in a class discussion to preview the content of this lesson.

Vocabulary

migrate
harbor

Academic Vocabulary

evidence

Jumpstart Activity

Work in a group. Ask: Have you moved? How many times? Count up the numbers in a chart. Who moved the most?

Why People Move

People move, or **migrate**, from one place to another. Some move for a better life or to be safe. Others move for a new job. Some people have been forced to move.

Long ago, many people traveled on large ships to come to our country. They docked at harbors in places such as New York. A **harbor** is a safe place near land where ships are tied up. Soon after, they made their way to nearby cities and towns. Living near large cities helped people find jobs. It also helped them get things they needed.




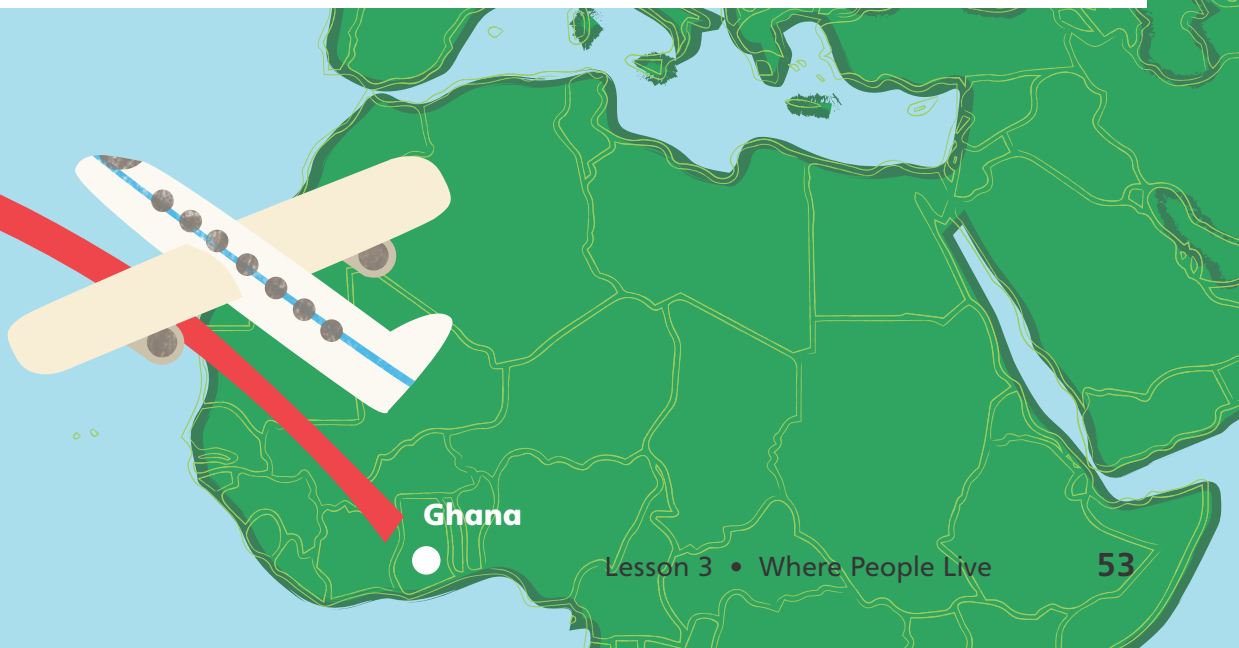
Over time, more and more people moved to all parts of the country to live, work, or have fun. Some of the land changed to meet their needs.

How People Move

People have moved from one place to another for thousands of years. Long ago, they used wagons. Today, people travel by car, train, ship, or airplane.

The family unpacking boxes moved from Ghana to the United States. The map shows the family's route.

1.  **Reading Check** On the map **underline** the name of the country the family moved from. **Draw** a square around the name of the place the family moved to. Then in the text, **circle** the form of transportation the family used to get there. **Write** why you think they moved.



Academic Vocabulary

evidence • facts and information that are true

Word Wise


Synonyms

You know what *gather* means. What is another word that means almost the same as *gather*?

Learning When, Why, and How People Move

You can gather **evidence** to find out when, why, and how people move. One way to do this is to talk to, or interview, family members about your ancestors.

During your interview, family members may show you on a globe where your ancestors lived and moved to. They may have objects you can learn from. For example, a ship ticket or photograph might show how and when people moved. A letter might give clues about why they moved.

2.  **Reading Check** Underline how to locate where your ancestors lived and moved to. Circle an example of an object that shows why, how, or when they moved.





Lesson 3 Check

Check your understanding
the key ideas of this lesson.

3. Main Idea and Details Tell a partner why it might be helpful to live close to a city. Then talk about why people move from place to place.

4. Interview family members. **Write** a question to learn where your ancestors moved from and to. **Write** a question to learn when, how, and why they moved.

5. Look at a map or globe. **Point** to where your ancestors lived and moved. **Write** when, how, and why they moved. Talk about your interview with a partner.



Morris Schneider on Traveling to America

In an interview, Morris Schneider tells about moving from Poland to the United States in 1920. He was ten years old at the time. He and his family traveled by ship to Ellis Island in New York.

Vocabulary Support

awed, amazed.....

overwhelming, having.....
very strong feelings

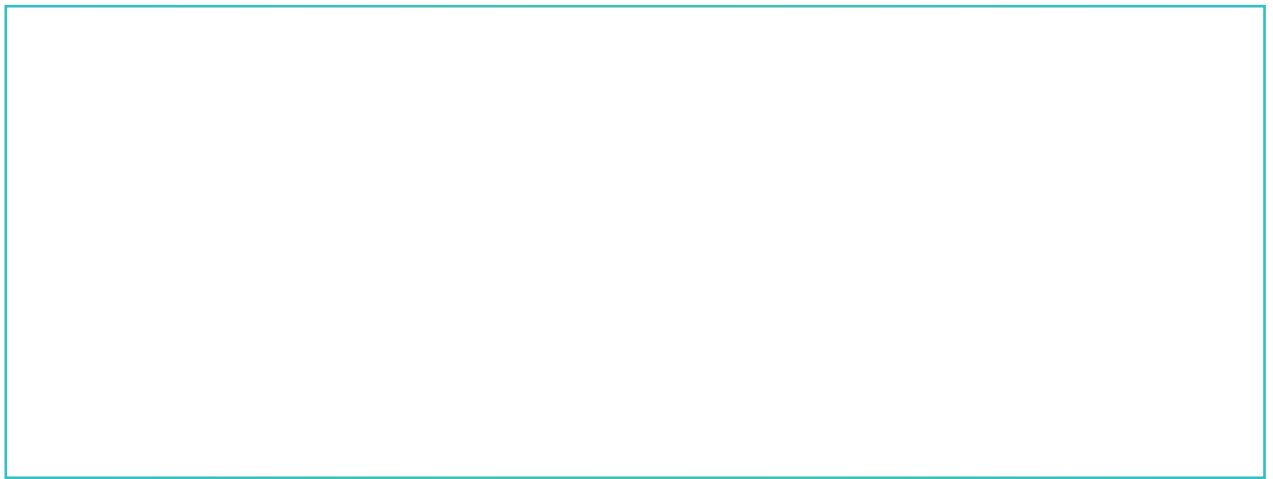
steerage, the lower.....
deck where many
passengers stayed

“When we got on the Rotterdam, we had a field day. One, I was never on ship before and . . . I was awed by it. It was overwhelming. All the people and boarding the ship, it was all a brand new experience. We left Rotterdam, we set sail and about a half hour after the ship started my sister got very sea sick. It took us fourteen days to cross the Atlantic and in the entire crossing, she was in steerage, and the only time she came up for a breath of fresh air was just about a half hour before we saw the Statue of Liberty.”



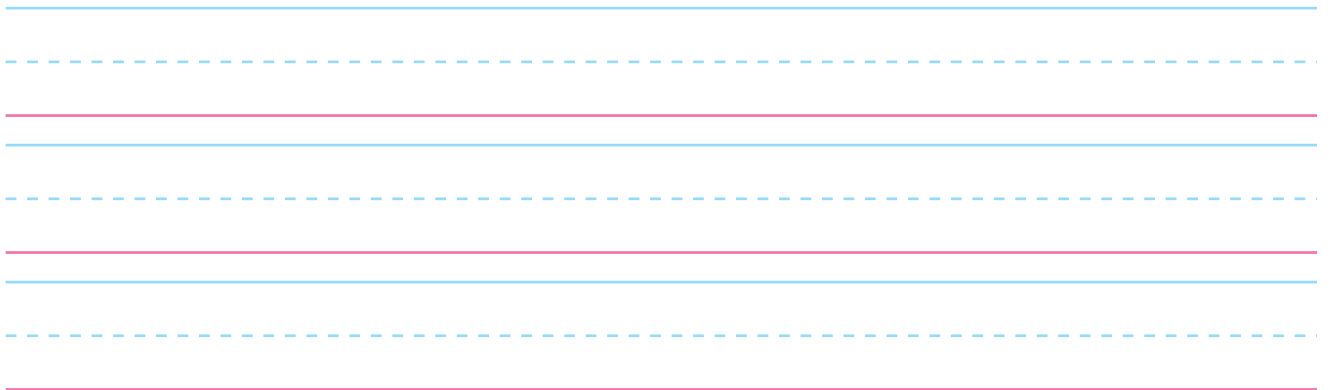
Using a Primary Source

1. **Underline** why Morris Schneider was amazed.
2. **Circle** how Schneider and his family traveled.
Highlight the ocean he traveled across.
3. Draw a picture to show how Schneider and his sister may have looked when they first saw the Statue of Liberty.



Wrap It Up

Summarize what you learned about the Schneider's travels.



Our Communities and Resources

Unlock The BIG Question

I will know ways that people change the land in their community.



INTERACTIVITY

Participate in a class discussion to preview the content of this lesson.

Vocabulary

environment
urban
suburb
rural

Academic Vocabulary

resource

Jumpstart Activity

Look at the city in the picture. Draw what you think a city should look like. Share your drawing with a partner.

Urban Environment

The air, land, water, and life around us is called the **environment**. It is everything that makes up where we live. This includes people, plants, animals, and buildings. People change the land where they live to meet their needs. They change it to make their lives better, too.



A city and the places around it make up an **urban** environment. Here people change the land for buildings and streets. They cut down trees and make the land flat. They build strong parts below the ground to support tall buildings called skyscrapers.

Many people move to the city and live in apartments. They enjoy restaurants, museums, plays, and parks. Many people work in the city. They may walk, or ride bikes, or take a bus or subway to work. They care for the environment by not driving cars and making the air dirty.

Word Wise

Compound Words

What are two smaller words in *skyscraper*?
What does each word mean?

1. **✓ Reading Check Use Evidence**
From Text Underline in the text details about how people change the land to build an urban community.



Suburban Environment

A **suburb** is a community that is near a city. A suburb has fewer people than a city, so it is less crowded. There are also fewer tall buildings. Many people live in single-family houses. Children can walk to school. People can ride their bikes to the grocery store.

People who live in many suburbs are close enough to a city to drive to work or to a museum. They are close to open space. It might be just a short drive to hike at a state park. Or, they might be able to go swimming or fishing in the ocean!

People clear land to build suburbs. Look at the photo taken from above of a suburb.





Notice the rows of houses on the land. These houses are close together, but each one still has a front and back yard. Some of the land around the houses is kept natural, too, so there are lots of trees and green areas for children to play.

In the suburbs, there are many streets and roads. Some roads lead to highways, bridges, and tunnels. They make it easy for people to travel through the suburbs and to nearby cities.

2.  **Reading Check** **Summarize** Write how people change and make good use of the land in a suburb.

Rural Environment

A **rural** environment is made up of small towns and farms with some family-run stores. Fewer people live here than in a suburb or city. There is a lot of open space.

In a rural environment, people change the land and use **resources** like water and soil. Writer Jack London, who lived in California, said of the soil:

Primary Source

“I believe the soil is our greatest asset [benefit].”

—Jack London, 1914

Many farmers clear the land. Then, they use the soil to plant seeds and grow crops for food. They supply water to the land so the crops can grow.

3. **✓ Reading Check** Use Evidence From **Text Underline** in the text how farmers use and benefit from the land.

Academic Vocabulary

resource • something that people use

Quest Connections

How are the types of environments alike and different?



INTERACTIVITY

Think about what the environments have in common and what makes each one special.



Moving to a New Environment

Pretend that you are moving from a town to a city. You will want to learn about it first. You can use the Internet. Type keywords like the name of the city. Look in the library, too. Find books, maps, or photos that tell about the city.



INTERACTIVITY

Check your understanding of the key ideas of this lesson.

Lesson 4 Check

4. **Compare and Contrast Write** how land use is alike and different in urban, suburban, and rural environments.

5. Talk with a partner about ways people change the land.

6. **Understand the Quest Connections** Draw a picture of one type of environment. Use another sheet of paper.

Summarize

When you summarize, you use your own words to tell about the main idea. You also use your own words to describe important details.

Read the paragraph below. The main idea is underlined. The details are highlighted.

It's time to pick strawberries on a rural farm in Plant City, Florida, and then make some tasty food! You can make jam and store it in glass jars. A fruit pizza with a pie crust is also yummy. Or, you can make a smoothie by blending yogurt and strawberries.

Summary

The next paragraph summarizes what you have just read about picking strawberries. The information it gives is called a summary.

You can pick farm-fresh strawberries and make some tasty treats. You can use strawberries to make smoothies, fruit pizza, and jam.



Your Turn!

1. **Read** the paragraph below. **Circle** the main idea. **Underline** the details.

Helping Georgia's Bees

People in Georgia have found that millions of bees are in trouble, and they are working to save them. Bees are being hurt and sometimes killed by the chemicals some farmers use to help their crops grow. Chefs, restaurant owners, and others in the state are working to teach how harmful using chemicals on crops can be. They want farmers to use fewer treatments on their crops.

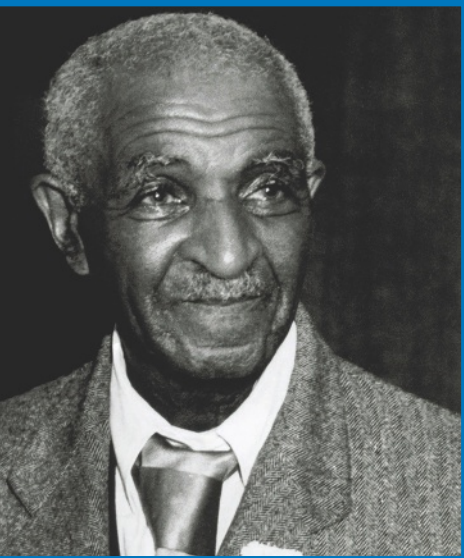


INTERACTIVITY

Review and practice what you learned about summarizing.

2. **Write** a summary of the paragraph in your own words.

**Quality:
Problem Solving**



George Washington Carver **Creator of New Products**

George Washington Carver grew up in Missouri. As a little boy, he learned how to draw and made pictures of plants. George grew up to be a teacher and a scientist.

George knew that farmers should not always plant cotton because it harmed the soil. He taught them to plant other crops that kept the soil richer. So the farmers were able to grow more crops. He found good uses for the land. He created new products from sweet potatoes and peanuts, such as oil, paint, and coffee.

Farmers had problems getting the best use of their land. How did George Washington Carver help them solve this problem?

Talk About It

Turn and talk to a partner. Take turns telling about ways you solved a problem you had.

Assessment



Play the vocabulary game.

Vocabulary and Key Ideas

1. **Draw** a box around the legend. **Circle** the scale. **Measure** the distance between Atlanta and Macon. **Write** the relative location of the Atlantic Ocean to Georgia.



2. Jen's ancestors came from another country. **Circle** the object that Jen could use to learn when and how her ancestors came to the United States. **Underline** the object that would show her from where they came.
 - a map of California
 - a ship ticket dated 1855
 - a map of Asia

3. Look at the map grid of the school. **Draw** a square around the place that is located in C-1. Use the Legend to find the library. **Circle** it.

Oak Park School				
1				Legend Lunchroom Classroom Nurse's office Library
2				
3				
	A	B	C	

Critical Thinking and Writing

4. Look at the pictures. **Draw** a line from a word to a picture that matches it. On a separate sheet of paper, write about each type of environment and its features.

urban

rural

suburban



Quest Findings



INTERACTIVITY

Use this activity to help you prepare to give your talk.

Give a Talk

It is time to put it all together to give your talk.

1 Get Ready to Talk!

Think about the different environments you learned about. What makes an environment a good place for you to live?

2 Get Set to Talk!

Plan how you want to describe the environment you chose. Make a poster. Use pictures and captions to show what makes it special and what you can do there.

3 Give Your Talk!

Use your poster to help you remember what you want to share about the environment you chose. Show it to your classmates as you tell your reasons and explain why it is a good place to live. Say your words in a way that shows you believe what you are saying.

