Geography and the Social Sciences

Name: 

Class: 
Essential Questions:

1. How do historians research the past?

2. What are primary and secondary sources?

3. How do the five themes of geography affect the way people live?

4. How can we know if we weren't there?
**Directions:** Define the following terms. Use your textbook and/or a dictionary. Always try the glossary of your textbook first. Create a symbol to represent each term (ex. a $ for economics)

<table>
<thead>
<tr>
<th>SYMBOL</th>
<th>DEFINITION</th>
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</thead>
<tbody>
<tr>
<td>primary source</td>
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<tr>
<td>secondary source</td>
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<td>culture</td>
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<td>archaeology</td>
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<td>history</td>
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<td>political science</td>
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</table>
VOCABULARY ALIVE due ____________

Directions: Make a collage of COLORFUL pictures to illustrate the following EIGHT terms-- archaeology, anthropology, economics, sociology, psychology, geography, history, and political science. If you want to receive full credit you must use color. Your work must be a reflection of good effort and thoughtfulness. Think about the sample you saw in class today. You should complete this assignment on computer paper.
Directions: Define the following terms. Use your textbook and/or a dictionary.

<table>
<thead>
<tr>
<th>political science</th>
<th>history</th>
<th>geography</th>
<th>psychology</th>
<th>sociology</th>
<th>economics</th>
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<th>archaeology</th>
<th>culture</th>
<th>secondary source</th>
<th>primary source</th>
</tr>
</thead>
</table>

Name
Map Skills Glossary

Degrees

- The unit for measuring _______________ on a ________________.

Equator

- The equator is an _______________ line separating the _______________ and _______________ hemispheres.
- The equator is exactly _______________ between the north and south _______________.
- It is located at _______________ degrees ________________.

Hemisphere

- A hemisphere is _______________ of the ________________.
- The hemispheres are divided along the _______________ or the _______________.
- The equator divides the _______________ and _______________ hemispheres.
- The Prime Meridian divides the _______________ and _______________ hemispheres.
**Lines of Latitude**

- Lines of latitude are the ____________ lines on a map that mark the distance ____________ or ____________ of the equator.

**Lines of Longitude**

- Lines of longitude are the ____________ lines on a map that mark the distance ____________ and ____________ of the Prime Meridian.

**Prime Meridian**

- The *Prime Meridian* is an ____________ line separating the ____________ and ____________ hemispheres.
- It is located at ____________ degrees ____________.
1. **Island** – land area that is ____________ by ____________

   *(Long Island)*

2. **Archipelago** – ____________ of ____________

   *(Hawaiian Islands)*

3. **Cape** – Narrow ____________ of land that ____________ into a body of water

   *(Cape Cod)*

4. **Peninsula** – piece of land that is ____________ by water on ____________ sides

   *(Florida)*
5. **Hill** – area of ____________ land that is lower and more rounded than a ________________

  *(hills at Acadia National Park, Maine)*

6. **Mountain** – ________________, steep, rugged land that ________________ sharply above the surrounding land.

  *(Mount McKinley, Alaska)*

7. **Plain** – broad area of fairly ____________ land that is generally close to ________________

  *(Plains, Cheyenne River Sioux Indian Reservation, Wyoming)*

8. **Plateau** – large area of high, flat, or ________________ land

  *(Bateke Plateau, Gabon, Africa)*
9. **Desert** – area that has little or no ____________ or ______________

(Sahara Desert, Africa)

10. **Coast** – land that ________________

(Jones Beach)

11. **Continent** – any of seven large ________________ on the Earth’s surface
   - Africa
   - Antarctica
   - Asia
   - Australia
   - Europe
   - North America
   - South America

12. **Isthmus** – narrow ________________ of land joining two large land areas or
      joining a ________________ to a mainland.

(Isthmus of Panama)
13. **Strait** — narrow ________ that connects two ________ bodies of water

*Strait of Gibraltar*

14. **Tributary** — ____________ or small ____________ that flows into a larger stream or river

*Tributary map of Lake Erie*

15. **River** — large ____________ of water that empties into an ____________ or ____________ or another river

*Hudson and Mohawk Rivers*

16. **Bay** — part of a body of water that is partly ____________

*Jamaica Bay*
17. **Gulf** – arm of an ocean or ____________ that is partly enclosed by ____________, usually larger than a ____________.

*(Gulf of Mexico)*

18. **Lake** – body of ____________ water surrounded by ____________

*(Great Lakes)*

19. **Sea** – large body of ____________ water that is ____________ than an ocean

*(Black Sea)*
20. **Ocean** — any of the ____________ bodies of ____________ water on the Earth's surface.
Objective: To identify and discuss the five themes of geography.

**Geography**
the study of ________,
their ________,
and their ________

**People**
a group of persons united by a common ________,
__________, and usually ____________

**Environment**
the _______ and ________ forces that shape the life of a
_________ or a

**Resources**
a source of ________
that can be readily drawn upon when _______

the ________ ________ of a country, consisting of
__________, ________, mineral deposits, ________, etc.

the ________, ________, minerals, organisms,
and all other ________
_________ surrounding a given ________
at any time.
5 Themes of Geography

MR. LIP

M: ____________

movement of ____________, ____________, and ____________

___________ features (__________, ____________, etc.)

P: ____________

___________ features (__________, ____________, etc.)

R: ____________

___________ between ____________ and their ____________

E: ____________

an ____________ that has ____________, ____________, ____________

___________ on the ____________

Examples: ____________, ____________
Label the following 50 States on the blank map of the United States. Use text pages 892-893.

<table>
<thead>
<tr>
<th></th>
<th>State</th>
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<tbody>
<tr>
<td>1.</td>
<td>Alabama</td>
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<td>2.</td>
<td>Alaska</td>
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<td>3.</td>
<td>Arizona</td>
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<td>4.</td>
<td>Arkansas</td>
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<td>5.</td>
<td>California</td>
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<td>6.</td>
<td>Colorado</td>
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<td>7.</td>
<td>Connecticut</td>
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<td>8.</td>
<td>Delaware</td>
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<td>9.</td>
<td>Florida</td>
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<td>10.</td>
<td>Georgia</td>
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<td>11.</td>
<td>Hawaii</td>
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<td>12.</td>
<td>Idaho</td>
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<td>18.</td>
<td>Louisiana</td>
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<td>19.</td>
<td>Maine</td>
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<td>20.</td>
<td>Maryland</td>
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<td>21.</td>
<td>Massachusetts</td>
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<td>22.</td>
<td>Michigan</td>
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<td>23.</td>
<td>Minnesota</td>
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<td>24.</td>
<td>Mississippi</td>
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<td>25.</td>
<td>Missouri</td>
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<td>26.</td>
<td>Montana</td>
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<td>27.</td>
<td>Nebraska</td>
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<td>28.</td>
<td>Nevada</td>
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<td>29.</td>
<td>New Hampshire</td>
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<td>30.</td>
<td>New Jersey</td>
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<td>31.</td>
<td>New Mexico</td>
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<td>32.</td>
<td>New York</td>
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<td>33.</td>
<td>North Carolina</td>
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<td>34.</td>
<td>North Dakota</td>
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<td>35.</td>
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<td>36.</td>
<td>Oklahoma</td>
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<td>37.</td>
<td>Oregon</td>
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<td>38.</td>
<td>Pennsylvania</td>
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<td>39.</td>
<td>Rhode Island</td>
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<td>40.</td>
<td>South Carolina</td>
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<td>41.</td>
<td>South Dakota</td>
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<td>42.</td>
<td>Tennessee</td>
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<td>43.</td>
<td>Texas</td>
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<td>44.</td>
<td>Utah</td>
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<td>45.</td>
<td>Vermont</td>
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<td>46.</td>
<td>Virginia</td>
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<td>47.</td>
<td>Washington</td>
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<td>48.</td>
<td>West Virginia</td>
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<td>49.</td>
<td>Wisconsin</td>
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<tr>
<td>50.</td>
<td>Wyoming</td>
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</tbody>
</table>
Label the following geographic features on the blank map of the United States. Use text pages 892-894. Outline the rivers and color the oceans blue, shade the mountains brown and color the Great Plains green.

1. Atlantic Ocean
2. Pacific Ocean
3. Gulf of Mexico
4. Mississippi River
5. Missouri River
6. Lake Ontario
7. Lake Superior
8. Lake Huron
9. Lake Michigan
10. Lake Erie
11. Rocky Mountains
12. Appalachian Mountains
13. Great Plains
Homework: When you get home today look around. Write down three primary sources about you. If you would like, bring one to class tomorrow. If not, you will simply share one of the items on your list to the class.

________________________

________________________

________________________
Prereading Strategies

Where Do I Start????

Brainstorming:
- Examine title of selection you are about to read
- List all information that comes to mind before reading
- Use information you already know to help you recall information as you read the text
- Get together with friends to share what you already know, and what they have to bring to the text prior to reading it
- If they have new background information, ask them to give you more information
- Make a mind map to help you organize thoughts and make connections
- Create a list of questions you would expect to be answered when reading
- Preview vocabulary and determine the meanings of new words

What Next????

During Reading:
- Carefully look at the titles of each section you read
- Identify any highlighted vocabulary that is introduced
- Stop at the end of each passage and identify the main idea
- Use the main ideas and supporting details to check whether your original background information was correct
- If one of your prereading questions are answered, record the information on your question sheet

After Reading:
- Summarize what you’ve read in your own words
- Take notes from the text by recording main ideas and important details-write only enough to get the meaning, do not copy sentences word for word
Main Idea Historians have developed many tools to study and interpret history.

Setting the Scene “It has been coming on for a long time,” warned David McCullough, “like a creeping disease.” McCullough was not talking about a flu epidemic or an outbreak of measles. Instead, he was alarmed that young Americans did not know enough about their nation’s past.

“Everything we have, all our great institutions, hospitals, universities, libraries, this city, our laws, our music, art, poetry, our freedoms, everything is because somebody went before us and did the hard work... Indifference to history isn’t just ignorant, it’s rude. It’s a form of ingratitude.” —David McCullough, Why History?

Historians like David McCullough have devoted their lives to making sure we do not forget our shared past and values. They have developed a wide variety of methods to accomplish this goal.

Using Historical Evidence

Studying the lives of people in different times and places is the work of the historian. The most basic tool for this work is historical evidence. Historians collect the evidence, then use it to interpret events.

Primary and Secondary Sources Historians look first for primary sources. A primary source is firsthand information about people or events. Primary sources include official documents such as laws or court decisions, public speeches, eyewitness accounts such as diaries and letters, and autobiographies. Primary sources may also include visual evidence such as a news photograph or a videotape. A special type of primary source is oral—or spoken—history, which may be based on interviews with people of today recalling the past.
"Good effort, Sam, but it was a water jug!"

Historians also make use of secondary sources. A secondary source is an account provided after the fact by people who did not directly witness or participate in the event. Secondary sources are usually based on primary sources. This textbook is an example of a secondary source. Encyclopedias, biographies, or books and articles written by historians are also secondary sources.

**Evaluating Evidence** When dealing with a primary source, the first job of a historian may be to determine whether it is authentic. Authenticity refers to whether or not the source is actually what it seems to be. For example, in 1928, a magazine published a series of newly discovered letters that were said to have been written by a young Abraham Lincoln. After careful detective work, historian Paul Angle concluded that the letters were clever forgeries. Angle described some of the questions historians ask when deciding if a source is authentic:

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Is the paper of the proper age, and is the ink that of the period in which the documents are supposed to have been written? . . . Does [the handwriting] resemble that of letters and papers of undoubted genuineness? . . . Do specific incidents mentioned in the challenged documents check with [provable] historical fact?
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—Paul M. Angle, "The Minor Collection: A Criticism"

After showing that a source is authentic, historians must determine whether it is reliable. Reliability refers to whether or not the source gives an accurate account of the events being described. Was
the person describing the event really an eyewitness or just passing on stories told by other people? How accurate was the witness’s memory? Do the records of a meeting between two officials report their exact words? What was left out, and why? Such questions help a historian determine reliability.

In evaluating reliability, historians must always be on the lookout for bias. Bias is a leaning toward or against a certain person, group, or idea. Cultural background, personal experiences, economic status, or political beliefs may all contribute to bias. An account of a battle given by a soldier on one side may differ widely from an account of the same battle given by a soldier on the other side. A description of a political candidate may be affected by whether the writer is for or against that candidate. In this book, you will find lessons on how to look for signs of bias in order to determine the reliability of sources.

**Interpreting Evidence** In addition to evaluating sources, historians interpret what the sources mean. Often, the historian’s goal is to determine the causes of a certain development or event, such as a war or an economic collapse. By explaining why things happened in the past, the historian can help us understand what is going on today and what may happen tomorrow.

Still, different historians may interpret the same evidence in different ways. Although historians try to be objective, they may be influenced by their own biases. Interpretations of events also change over time, influenced by current events, new ideas, and new sources.

**Archaeologists Uncover the Past**

Most of the evidence that historians use to study American history is in written form. However, when examining the distant past, historians must often rely on artifacts (ahrk uh faktz), or objects made by humans. Artifacts include items such as stone tools, weapons, baskets, and carvings.

**The Science of Archaeology** Artifacts are the building blocks of archaeology (ahr kee AHHL uh jee). Archaeology is the study of evidence left by early people in order to find out about their way of life.

As ancient cultures disappear, their remains are buried by centuries of sand, dirt, and water. Later people then build new settlements in the same spot, burying the artifacts even deeper. In places like the desert Southwest, archaeologists dig into the earth. They carefully preserve, photograph, and label the artifacts they find. Each new find can provide valuable information about the past.

In laboratories, experts analyze the finds. By testing the level of carbon in a piece of pottery or bone, they can date it to within a few hundred years. They might study kernels of ancient corn through a microscope to find out about the climate in which it grew. They might compare clay pots from different areas to find out about the people who made them.

**Studying Ancient Cultures** From artifacts and other evidence, archaeologists form theories about the cultures of ancient people. A culture is the way of life that a people has developed. It includes
their homes, clothing, economy, arts, and government. It also
includes the customs, ideas, beliefs, and skills that they pass on from
generation to generation.

By studying artifacts, archaeologists can determine approxi-
mately when an object was made. They can also form theories about
the people who made them. Modern technology, such as computers,
helps the archeologist study artifacts. A finely carved arrowhead
suggests that a people knew how to make weapons and hunt. Woven
plant fibers suggest that they were skilled basket makers.

In the Americas, archaeologists often focus on the cultures that
existed before the arrival of Europeans. Their work has given us
valuable insight into the lives of the first Americans, as you will see.
Still, some Native Americans have objected to the disturbance of
ancient burial grounds or other sites. In recent years, archaeologists
have grown more aware of the need to respect Native American land-
marks and traditions.

Chronology and Historical Eras
Perhaps you feel that the study of history is a collection of dates,
names, and facts. Actually, it is much more than that. It is a story that
has many parts.

Learn From the Past  When you study history, you learn how the
past is linked to the present. As you begin to study the past, you will
find that it is like unraveling a fascinating mystery. There is always
<table>
<thead>
<tr>
<th>Era of American History</th>
<th>Timeline</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Americans, or Pre-Columbian</td>
<td>Before 1492</td>
<td>Diverse cultures developed in North America and South America.</td>
</tr>
<tr>
<td>Era of Exploration</td>
<td>1492–1600</td>
<td>Europeans explored and settled in the Americas, resulting in the decline or destruction of a number of Native American cultures.</td>
</tr>
<tr>
<td>Colonial Era</td>
<td>1607–1775</td>
<td>The thirteen English colonies are settled in North America. The era ends with the start of the American Revolution.</td>
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<tr>
<td>Revolutionary Era</td>
<td>1768–1789</td>
<td>Following a war for independence from Great Britain, the United States became a nation. Some historians mark the end of this era as 1789, when the Constitution went into effect.</td>
</tr>
<tr>
<td>Early Republic</td>
<td>1789–1823</td>
<td>The new United States government, with George Washington as its first President, took shape. The country began to expand, and its economy began to develop.</td>
</tr>
<tr>
<td>Jacksonian Era or the Age of Jackson</td>
<td>1828–1840</td>
<td>Andrew Jackson’s inauguration symbolized a new era in which the interests of the people were addressed. Democratic rights were extended to more Americans.</td>
</tr>
<tr>
<td>Era of Expansion</td>
<td>1840s–1853</td>
<td>The United States expanded from the Atlantic to the Pacific Ocean, adding many new territories.</td>
</tr>
<tr>
<td>Civil War Era</td>
<td>1850s–1877</td>
<td>Debates about the growth of slavery, as well as other conflicts, led to the Civil War between the North and South. The era ended with Reconstruction, when the North and South reunited as one nation.</td>
</tr>
<tr>
<td>Progressive Era</td>
<td>1890–1917</td>
<td>Reformers sought to improve society. They were successful in passing laws for regulating business, limiting child labor, and protecting natural resources.</td>
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<tr>
<td>The Great Depression</td>
<td>1929–1941</td>
<td>After the boom of the 1920s, a severe economic crisis affected all Americans. Millions lost jobs as factories closed down.</td>
</tr>
<tr>
<td>Post–World War II Era</td>
<td>1945–Present</td>
<td>As we get closer to the present day, it becomes more difficult to divide American history neatly. The years after World War II, however, are variously known as the Cold War Era, the Civil Rights Era, the Vietnam Era, the Atomic Age, and the Space Age.</td>
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**CHART**

American history can be divided into several eras, or major periods of time.

1. Comprehension During which era did the United States begin to establish a new government?

2. Critical Thinking Applying Information Why is it useful to organize history into eras?

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more to know. Often by studying how people solved problems in the past, we can apply these insights to solving today’s problems.

History is the story of the men and women we honor as heroes. These exceptional men and women dared to believe they could change the world—and they did. Some were great leaders such as George Washington. Still others, such as Harriet Tubman, Abraham Lincoln, Dr. Martin Luther King, and Charles Lindbergh, changed people’s view of the world.

**Learn About People** History is also the story of ordinary people who do the everyday things that shape the character of our country. It is also the story of how people lived, where they traveled, and how they felt about their lives. Ordinary people work hard, raise families, and fight wars. In addition, ordinary people also settled the frontier, built cities, and participated in protest marches.

Furthermore, there is much that historians can learn from what we consider everyday items. Children’s toys and games may give clues about a culture. The clothes people wear, the music they listen to, and even the kind of work people do can give clues to historians.

On the practical side, studying history provides you with useful skills. As you begin to analyze events, you will learn how to research...
topics, recognize different points of view, make connections, and understand causes and effects.

**Absolute Chronology** The study of history starts with chronology (KRAH nahuhl uh gee), the sequence of events over time. Just as geography answers the question *where*, chronology answers the question *when*.

There are two types of chronology: absolute and relative. Absolute chronology refers to the exact time an event took place. Depending on the information available, absolute chronology may be expressed in terms of centuries, years, days, or even hours. For example, according to eyewitnesses, President Abraham Lincoln died of an assassin's bullet on April 15, 1865, at 7:22 A.M.

**Relative Chronology** The time when an event took place in relation to other events is called relative chronology. For example, in 1773, Britain imposed a tea tax on its American colonies. Later that year, protesters in Boston raided British ships and dumped chests of tea into the harbor. Within three months, the British passed new laws to punish Boston. The phrases "later that year" and "within three months" show the relative chronology of the three events.

Relative chronology helps us understand connections between different events. Still, the fact that one event came before another one does not necessarily mean that the first event caused the second. For example, suppose your neighbor washes his car and an hour later there is a thunderstorm. Did washing the car cause it to rain? In January 1837, Martin Van Buren became President. Two months later the nation faced a terrible economic crisis. Did Van Buren's becoming President cause the crisis? Only careful study can help you decide if and how the two events are linked.
**Main Idea** The study of history is closely linked to economics and other social sciences.

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**Setting the Scene** If you were growing up in an Iroquois village 300 years ago, you would have depended on the local forests and rivers for all your needs. Americans living on the frontier in the 1800s also relied on what they could raise or hunt themselves. A lucky family might expand its supply of goods by growing a few pounds of cotton. They would then trade the cloth they wove from the cotton for a pig or a calf.

Today, Americans take for granted their ability to consume an almost limitless supply of goods from all over the world. With a short trip to the local shopping mall, we buy shoes from Italy or shirts from Hong Kong. Shopping on the Internet can bring leather backpacks and wool sweaters from Australia or stone carvings and colorful beadwork from Kenya.

People in every society have wants and needs. At the same time, every society—no matter how rich—has limited resources. In this section, we will examine the ways that different societies manage their limited resources to meet their wants and needs.

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**Three Economic Questions**

The study of how people manage their limited resources to satisfy their wants and needs is called economics. Every society must answer three basic economic questions: (1) What goods and services should we produce? (2) How should we produce them? (3) For whom should we produce them? The answers to these questions define every society's economic system.

**What Goods and Services Should We Produce?** A society's first economic task is to fulfill people's basic needs—food, shelter, and clothing. After that, the society must make choices about how to use the rest of its limited resources. Should it focus on producing...
consumer goods, such as cars and washing machines? Should it use its resources for education? Should it concentrate on heavy industry such as construction or trucking?

Decisions about what to produce vary according to the time and culture. Developing nations are less concerned about producing private automobiles. They are more concerned with building industries that will provide jobs and improve their quality of life. In the United States, on the other hand, we see cars as a necessity of life. Special situations also affect decision making. During World War II, for example, the United States government limited the manufacture of items such as cars and washing machines in favor of tanks and fighter planes.

**How Should We Produce Goods and Services?** Even when people agree on what to produce, they must choose how to produce it and how much of it to produce. Technology plays a major role in these decisions. For example, in the past, each family grew enough fruits, grains, and vegetables to meet its needs. Or small, family-run farms grew crops for the local community. With the invention of new farm machinery, agriculture changed. Today in the United States, most of the food we eat is grown on giant mechanized farms run by large corporations.

Advances in technology also changed manufacturing. At one time, most manufactured items were produced by hand in homes or small workshops. Then, the Industrial Revolution introduced new methods and machines that allowed large factories to mass-produce great quantities of manufactured goods. Today, computers and robot technology have once more revolutionized manufacturing.

**For Whom Should We Produce Goods and Services?** We are all consumers, or users of goods and services. However, just as resources are limited, supplies of goods and services are limited. What goods and services should be available to what consumers? How do consumers pay for what they want and need?

In past societies, consumers and producers were often the same people. They consumed the goods they produced themselves. Today, we live in a cash economy, that is, an economy where we exchange
### Glossary of Economic Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
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<tbody>
<tr>
<td>Trade and saving</td>
<td>Money or labor used to create other goods</td>
</tr>
<tr>
<td>Which one organization decides what goods are produced, how much stores will charge for these goods</td>
<td></td>
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<td>Deferred payment</td>
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</tr>
<tr>
<td>Capital includes land, labor, and capital to create goods</td>
<td></td>
</tr>
<tr>
<td>Export/Import</td>
<td>Export/Import: goods produced in one country for sale</td>
</tr>
<tr>
<td>Free enterprise</td>
<td>Free enterprise: economic system characterized by private or corporate ownership and capital goods; investments that are determined by the decisions of individuals rather than by state control.</td>
</tr>
<tr>
<td>Import</td>
<td>A good that is brought in from another country for sale</td>
</tr>
<tr>
<td>Table</td>
<td>A part of human labor devoted to a task for which they are paid.</td>
</tr>
<tr>
<td>Price</td>
<td>The amount of money a company has once it has sold its products</td>
</tr>
<tr>
<td>Scarcity</td>
<td>Limited quantity of resources to meet unlimited wants</td>
</tr>
<tr>
<td>Surplus</td>
<td>The excess economic; when supplies of goods or services are scarce, prices drop when supplies are scarce,</td>
</tr>
<tr>
<td></td>
<td>The excess in which quantity supplied is greater than quantity demanded, also known as excess supply.</td>
</tr>
</tbody>
</table>

### Chart

This glossary gives the meaning of some basic economic terms.

1. **Comprehension** Which term refers to an economic system where ownership of goods can be private or corporate?

2. **Critical Thinking** Making Decisions Why might an entrepreneur be better off in a free-market economy than in a command economy?

Money for goods and services. Your income and wealth determine the goods and services you can consume. How to supply basic needs to people who cannot afford to buy them is a difficult issue for governments, charities, religious communities, and individuals.

### The American Free Enterprise System

The economy of the United States is based on an economic principle known as free enterprise. In a free enterprise system, the government plays a limited role in the economy. Businesses are owned by private citizens. Owners decide what products to make, how much to produce, where to sell products, and what prices to charge. Furthermore, competition is encouraged. Competition gives businesses an incentive, or reason, for working harder. Companies compete for consumers by making the best product at the lowest price.

The free enterprise system began early in the United States. After the War for Independence, Americans were free to engage in any economic activity without government interference. The framers of the Constitution believed that the prosperity of the nation depended on a free-market economy. Provisions for private property and competition, for example, are included in the Constitution.
Until the late 1800s, the United States government did relatively little to control the economy. Since then, government has gradually taken on a more active role. Many Americans argue that government regulations are needed to end abuses or ensure against economic collapse. Others claim that government interference keeps the free enterprise system from working efficiently.

Despite such disagreements, Americans have long recognized free enterprise as one of the nation's greatest strengths.

The "know-how" of individual American traders, inventors, and investors helped create vast personal fortunes, as well as prosperity for the nation. Today, many nations around the world look to the American free enterprise system as a model for their own economic systems.

The free enterprise system also allows consumers freedom to make economic choices. Through their buying decisions, consumers can tell businesses what to make, how much, and at what price. In this respect, the economic system is much like a democracy. People are allowed to express their preferences.

**Other Social Sciences**

Economics, history, and geography are considered social sciences because they relate to human society and social behavior. Other social sciences include political science, civics, anthropology, sociology, and psychology.

**Political Science and Civics** The study of government is called political science. Political scientists look at the ideas behind different forms of government, how these governments are organized, and how they work. Like economics, political science raises many basic questions. Who should have the most power in a government? How are decisions made? How do governments change?

As you study American history, you will see how Americans threw off one form of government—rule by a foreign king. They then built what Abraham Lincoln called a "government of the people, by the people, for the people." The basic principles and organization of American government are contained in the Constitution of the United States. You will learn more about the Constitution in later chapters.

**Civics** An important branch of political science is civics, the study of the rights and responsibilities of citizens. In 1776, the Declaration of Independence stated the idea that every person had basic rights that could not be taken away:

> We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness.

—Declaration of Independence

Throughout the nation's history, Americans have worked to expand and protect the rights of individuals. The addition of the Bill of Rights to the Constitution ensures individual rights to all
Americans. These rights include freedom of speech, which means the newspapers, books, and magazines you read can print the news. Your right to worship as you please and to freely assemble are also guaranteed. Americans have also recognized their responsibility to serve the nation in many ways, including obeying its laws, voting, and serving in the military.

Anthropology, Sociology, and Psychology The study of how people and cultures develop is called anthropology (an thruh PAHL uh gee). Anthropologists look at the ways people thought and behaved at different times and places. For example, an anthropologist might examine how the first Americans spread across North and South America and the different ways of life they developed. One branch of anthropology is archaeology, as discussed in Section 3.

Sociology is the study of how people behave in groups. Looking at a particular society, a sociologist might ask: Is this society divided into different social classes? How are families organized? How do the roles of men and women differ? What values and beliefs do people share? Even a single nation, such as the United States, contains many different social groups. For example, a sociologist may be interested in how life in a small farming community in upstate New York differs from life in a big-city neighborhood in New York, Los Angeles, or Houston. They might even study how different student groups in a middle school relate to one another.

Psychology is the study of how people think and behave. Psychology is linked to history because history is the study of human beings. For example, a person writing a biography of a well-known figure might look to psychology to understand why that person acted in a certain way. Psychology can also help us evaluate primary sources by helping us understand people's views and biases.

Section 4: Assessment

Recall

1. Define (a) economics, (b) consumer, (c) cash economy, (d) free enterprise, (e) social sciences, (f) political science, (g) civics, (h) anthropology, (i) sociology, (j) psychology.

Comprehension

2. What three basic economic questions must every society answer?
3. Explain why the free enterprise system was developed in the new nation.
4. Choose two of the social sciences discussed in this section. Describe how they support the study of history.

Critical Thinking and Writing

5. Exploring the Main Idea: Review the Main Idea statement at the beginning of this section. Then, write three questions that you might ask about the development of the economy of the United States from independence to today.

6. Identifying Alternatives: Why would a developing nation answer the three basic economic questions differently than a country like the United States?

Creating a Comic Strip: Create a comic strip for Free Enterprise Publishers showing the steps an ambitious young American would take to start and run a new business. Be sure to include a panel showing how our hero would respond to competition from other businesses.
Reading Extra Credit

In an effort to encourage you to read more, I offer you the following extra credit opportunity. In addition to your academic readings, you may opt to read and report on a historical fiction work or biography. The novel must concern a topic we will study this school year. You may NOT select any novel you will read or have read for any academic class. Before you begin, I must approve the book!!!!!!

Your task would be to read the work and report on it to the class. You must give an oral presentation to the class in an attempt to MOTIVATE your peers to read the book. You will also be required to write a one to two page paper, which includes a plot summary, an explanation of how the work connects to our study of US history, and what you learned about the historical period.

You may complete this assignment once for the 1st, 2nd, 3rd, and 4th marking periods.

If you complete this rewarding endeavor you will earn a grade equivalent to a test score. This is a great opportunity, don't miss out on it!

Due Dates:

1st Marking Period: __________

2nd Marking Period: __________

3rd Marking Period: __________

4th Marking Period: __________
**Memory Techniques**

- Create Acronyms (e.g., H.O.M.E.S.) to remember the order of the Great Lakes
- Develop Mnemonic Devices
- Make up Silly Sentences to help you remember
- Sing Songs about the Content (e.g., "ABCD...")

**Flashcards**

Flashcards can be used in a variety of ways:
- Vocabulary Words
- Key Concepts
- Questions & Answers
- Include Visuals
- Color Code by Topic

**My Own Special Method**

Is there a Special Method that works for you? Let me know!

**ACTIVE STUDYING**

This is a TRIPLE STRENGTH METHOD. You will SEE, SAY, & HEAR the content you are studying.

- Work with a Friend or Study Buddy
- Ask a Parent to Help
- Bribes a Sibling!

**Quiz Out Loud**

When Quizzing Out Loud, use multiple resources to help you study.

- Read the Entire Passage Before Highlighting
- Highlight JUST the Main Idea and a few Supporting Details
- Try NOT to highlight Complete Sentences

**Highlight**

There are many different techniques when it comes to highlighting. Suggestions:

- Use a Tape Recorder to practice spelling or vocabulary
- Take on a Pretend Personality & talk to yourself

**Create A Study Guide**

Don't spend time studying material that you already know! Condense all content you are unsure of into a Study Guide.

- Use Graphic Organizers
- Draw Visuals
- Use Color where appropriate

**Oral Recitation**

Don't just sit there staring at worksheets that have been completed in class or as homework.

- Fold Vocabulary Sheets in Half: words on one side, definitions on the other
- Create Cornell Notes
- Cover Over Answers On Matching Worksheets, make an answer key, do the worksheet again

**Manipulate Worksheets**