

continent

Unit 1, Lesson 1

geography

Unit 1, Lesson 1

glacier

Unit 1, Lesson 1

landform

Unit 1, Lesson 1

moraine

Unit 1, Lesson 1

region

Unit 1, Lesson 1

Side B

Define: **Geography** is the study of Earth and the way that people live on it.

Example: *The geography of southern Indiana includes hills, rivers, and forests.*

Ask: How is the **geography** of northern Indiana different from that of southern Indiana?

Define: A **continent** is one of Earth's seven great bodies of land.

Example: *The United States is a country located on the **continent** of North America.*

Ask: If you traveled across the **continent** of North America, what would you expect to see?

Define: A **landform** is a natural feature of Earth's surface.

Example: *The Grand Canyon is a **landform** found in the United States.*

Ask: What other **landforms** exist in the United States?

Define: A **glacier** is a giant sheet of moving ice.

Example: *A **glacier** moves slowly and carves out deep basins.*

Ask: Would you like to hike across the surface of a **glacier**? Why or why not?

Define: A **region** is an area with common features, like landforms.

Example: *One **region** of Indiana has rich soil for growing crops.*

Ask: Why do many people in the northern **region** of Indiana work in manufacturing jobs?

Define: A **moraine** is a line of low hills formed by rocks pushed up by glaciers.

Example: *We set up our camp at the edge of the **moraine**.*

Ask: Is it possible for lakes to form at the edge of a **moraine**? Explain.

degree

Unit 1, Map and Globe Skills

equator

Unit 1, Map and Globe Skills

global grid

Unit 1, Map and Globe Skills

latitude

Unit 1, Map and Globe Skills

longitude

Unit 1, Map and Globe Skills

meridian

Unit 1, Map and Globe Skills

Side B

Define: The **equator** is an imaginary line halfway between the North Pole and the South Pole.

Example: *The location of the equator is 0 degrees latitude.*

Ask: How would you find out how far a location is from the **equator**?

Define: A **degree** is a unit for measuring distance on Earth's surface.

Example: *The location of a city on a globe is given in **degrees**.*

Ask: How would you use **degrees** to locate a city or town on a globe?

Define: Lines of **latitude** run east and west and measure distances north or south of the equator.

Example: *A place's **latitude** is a major factor in its temperature.*

Ask: Which states are at **latitudes** closest to the equator?

Define: A **global grid** is a set of lines that cross each other on a map or globe.

Example: *Geographers use a **global grid** to describe the location of a place.*

Ask: How do lines of latitude and longitude form a **global grid**?

Define: A **meridian** is another name for a line of longitude.

Example: *The degrees for **meridians** increase as they move away from the prime meridian.*

Ask: How does a **meridian** help you locate an address on a globe?

Define: Lines of **longitude** run north and south and measure distance east or west of the prime meridian.

Example: *The **longitude** of Washington, D.C. is 77° West.*

Ask: How do lines of **longitude** measure distance from the prime meridian?

parallel

Unit 1, Map and Globe Skills

**prime
meridian**

Unit 1, Map and Globe Skills

climate

Unit 1, Lesson 2

lake effect

Unit 1, Lesson 2

precipitation

Unit 1, Lesson 2

temperature

Unit 1, Lesson 2

Side B

Define: The **prime meridian** is the starting place for measuring distances east and west on a map or globe.

Example: *The **prime meridian** passes through Greenwich, England.*

Ask: Does the **prime meridian** cross the equator? Explain.

Define: A **parallel** is another name for a line of latitude.

Example: *The degrees of **parallels** increase as they move away from the equator.*

Ask: How do you use **parallels** to locate a place on a map?

Define: The change in the weather near large bodies of water is known as the **lake effect**.

Example: *In the winter, areas bordering the Great Lakes may experience snow caused by the **lake effect**.*

Ask: Which cities in Indiana could you visit if you wanted to experience **lake effect** snow?

Define: The pattern of weather in a certain place over many years is called the **climate**.

Example: *The **climate** of Florida is usually milder than that of Indiana.*

Ask: What effect does **climate** have on vegetation in Indiana?

Define: **Temperature** measures how hot or cold the air is in a certain place.

Example: *The **temperature** outdoors is below freezing.*

Ask: How are your outdoor activities affected by the daily **temperature**?

Define: **Precipitation** is the amount of rain, snow, sleet, or hail that falls in an area.

Example: *Indiana's winter **precipitation** near Lake Michigan often takes the form of snow.*

Ask: What types of **precipitation** could be considered dangerous? Why?

Side A

tornado

Unit 1, Lesson 2

environment

Unit 1, Lesson 3

limestone

Unit 1, Lesson 3

mineral

Unit 1, Lesson 3

**nonrenewable
resource**

Unit 1, Lesson 3

**renewable
resource**

Unit 1, Lesson 3

Side B

Define: The **environment** is the surroundings in which people, plants, and animals live on Earth.

Example: *It is important to keep our **environment** free from pollution.*

Ask: How do you take care of your **environment**?

Define: A **tornado** is dangerous wind that forms a funnel shape and moves over the ground very quickly.

Example: *We went to the basement when we were warned about the **tornado**.*

Ask: What would you do if you were outside when a **tornado** was coming?

Define: A **mineral** is a natural substance found on Earth that does not come from plants or animals.

Example: *Coal is a **mineral** found in Indiana that can be used as fuel.*

Ask: How do you use **minerals** in your daily life?

Define: **Limestone** is a soft rock that is crushed and used to make roadways and buildings.

Example: *The production of **limestone** is an important industry in Indiana.*

Ask: Do you think you would enjoy working in the **limestone** industry? Why or why not?

Define: A **renewable resource** is a natural substance that can be replaced.

Example: *Energy from the sun is a **renewable resource** that can be used to heat our homes.*

Ask: What **renewable resources** have you used today?

Define: A **nonrenewable resource** is a natural substance in limited supply that cannot be replaced.

Example: *Oil is a **nonrenewable resource**.*

Ask: What are some **nonrenewable resources** you use every day? How can you conserve these nonrenewable resources?

Side A

resource

Unit 1, Lesson 3

graph

Unit 1, Chart and Graph Skills

circle graph

Unit 1, Chart and Graph Skills

agriculture

Unit 1, Lesson 4

biotechnology

Unit 1, Lesson 4

economy

Unit 1, Lesson 4

Side B

Define: A **graph** is a drawing that compares information by showing relationships between things.

Example: *A graph can show you how the temperature has changed in an area over a period of time.*

Ask: How would you use a **graph** to show the kind of transportation students use to get to school?

Define: A **resource** is something that can be used to help us survive.

Example: *Water is a valuable resource used by people, animals, and industry.*

Ask: Do you think a **resource** like water can be replaced? Why or why not?

Define: **Agriculture** is the business of growing crops and raising animals.

Example: *Approximately 15 million acres of land in Indiana is used for agriculture.*

Ask: How is **agriculture** important to Indiana's economy?

Define: A **circle graph** shows how parts of something fit into the whole.

Example: *You can make a circle graph labeled water, juice, and milk to show what your classmates drank with breakfast.*

Ask: What other ways can you use a **circle graph**?

Define: The way a place uses and produces natural resources, goods, and services is its **economy**.

Example: *Agriculture and mining are important to the economy of Indiana.*

Ask: How does industry contribute to the **economy** of Indiana?

Define: **Biotechnology** is the science of using natural materials like plants and improving them to make products.

Example: *Biotechnology uses living organisms to produce materials useful in medicines.*

Ask: Would you be interested in a career in **biotechnology**? Why or why not?

manufacturing

Unit 1, Lesson 4

pharmaceutical

Unit 1, Lesson 4

productivity

Unit 1, Lesson 4

culture

Unit 1, Lesson 5

ethnic group

Unit 1, Lesson 5

**Great
Migration**

Unit 1, Lesson 5

Side B

Define: A **pharmaceutical** is medicine sold in a drugstore.

Example: *A doctor may prescribe a **pharmaceutical** to help you feel better.*

Ask: Do you think you would enjoy working in the **pharmaceutical** industry? Why or why not?

Define: **Manufacturing** is when people use machinery to make goods..

Example: *The **manufacturing** industry provides many jobs for people in Indiana.*

Ask: How does **manufacturing** affect Indiana's economy?

Define: **Culture** is the way of life shared by a group of people, including their language, beliefs, music, food, and holiday traditions.

Example: *Learning a dance from another country is a fun way to explore its **culture**.*

Ask: What special things make up your family's **culture**?

Define: **Productivity** is the amount of goods or services made in a period of time.

Example: *New technology has helped farmers increase their **productivity**.*

Ask: How do you think scientists have helped farmers increase their **productivity**?

Define: The time in history when many African Americans moved north to find jobs is known as the **Great Migration**.

Example: *In addition to seeking out jobs, African Americans also escaped unfair practices in the South during the **Great Migration**.*

Ask: How was Indiana affected by the **Great Migration**?

Define: An **ethnic group** is a group of people whose ancestors are from the same country or area.

Example: *An **ethnic group** often shares the same heritage.*

Ask: What **ethnic groups** can be found in your community?

heritage

Unit 1, Lesson 5

immigrant

Unit 1, Lesson 5

urban

Unit 1, Lesson 5

archaeology

Unit 2, Lesson 1

artifact

Unit 2, Lesson 1

**hunter-
gatherer**

Unit 2, Lesson 1

Side B

Define: An **immigrant** is a person who moves to a new country to live.

Example: *My mother is an **immigrant** from Ecuador.*

Ask: Why do many **immigrants** come to the United States?

Define: **Heritage** is the history that a group of people share.

Example: *Jazz music is part of America's **heritage**.*

Ask: What is the **heritage** of your family?

Define: **Archaeology** is the study of people who lived long ago.

Example: *People who study **archaeology** are called **archaeologists**.*

Ask: What discoveries about early people have been made through **archaeology**?

Define: An **urban** area is a city and its surrounding areas.

Example: *It is not unusual to run into traffic jams in **urban** areas.*

Ask: What are some reasons people might prefer to live in an **urban** area?

Define: A **hunter-gatherer** was a person who hunted animals and collected fruits, nuts, and other foods to eat.

Example: *Long ago, the Paleo-Indians lived as **hunter-gatherers** in what is now Indiana.*

Ask: Do you think you would like to live as a **hunter-gatherer**? Why or why not?

Define: An **artifact** is the remains of an object made or used by people in the past.

Example: *An **artifact**, such as an arrowhead, can give us clues about life in the past.*

Ask: What **artifacts** might you find on Native American reservations?

migrate

Unit 2, Lesson 1

trade

Unit 2, Lesson 1

civilization

Unit 2, Lesson 2

historian

Unit 2, Lesson 2

mound

Unit 2, Lesson 2

religion

Unit 2, Lesson 2

Side B

Define: Trade means to buy or sell goods or to exchange goods with other people to get things you want but do not have.

Example: *People long ago learned about other cultures through **trade**.*

Ask: What items do you think were part of **trade** long ago?

Define: To **migrate** means to move.

Example: *People may have used boats to **migrate** from Asia to North America.*

Ask: What forms of transportation would people use to **migrate** to different lands?

Define: A **historian** is someone who studies the past.

Example: ***Historians** believe that a cold spell 1,600 years ago may have been a reason that the Hopewell civilization disappeared.*

Ask: How do **historians** learn about people long ago?

Define: A **civilization** is a group of people who have highly developed trade, agriculture, government, art, and science.

Example: *Some early **civilizations** built mounds.*

Ask: Describe the life of early **civilizations** such as the Mound Builders of Indiana.

Define: Religion is the way people worship.

Example: *Most Native American groups had their own **religion**.*

Ask: How might **religion** affect a person's life?

Define: A **mound** is a hill or ridge of earth.

Example: *People who built **mounds** were known as Mound Builders.*

Ask: Why did people long ago build **mounds**?

alliance

Unit 2, Lesson 3

dugout

Unit 2, Lesson 3

lacrosse

Unit 2, Lesson 3

**cutaway
diagram**

Unit 2, Chart and Graph Skills

colony

Unit 2, Lesson 4

**Columbian
Exchange**

Unit 2, Lesson 4

Side B

Define: A **dugout** is a type of canoe made by hollowing out logs.

Example: *Delaware men used dugout canoes to go on fishing trips.*

Ask: What are the advantages of **dugout** canoes?

Define: An **alliance** is an agreement between two or more groups to work together in doing something.

Example: *The alliance remained strong between the French and the Huron through times of war.*

Ask: Why would it be important to have an **alliance** with another group?

Define: A **cutaway diagram** shows the inside and outside of an object at the same time.

Example: *A cutaway diagram allows you to see how all the parts of an object are connected.*

Ask: How would you use a **cutaway diagram** to learn how an object works?

Define: **Lacrosse** is a ball game first played by Native Americans in which a curved wooden stick is used to throw a ball to the goal.

Example: *Today men's lacrosse players wear protective equipment.*

Ask: How are **lacrosse** and football alike and not alike?

Define: The **Columbian Exchange** is the movement of foods, animals, and diseases between the Eastern and Western Hemispheres.

Example: *Before the Columbian Exchange, there were no oranges in America.*

Ask: How were people affected by the **Columbian Exchange**?

Define: A **colony** is a country or region that is ruled by another country.

Example: *The state of Virginia was once a colony of Great Britain.*

Ask: What role would you play as a member of a **colony**?

explore

Unit 2, Lesson 4

elevation

Unit 2, Map and Globe Skills

sea level

Unit 2, Map and Globe Skills

**coureur de
bois**

Unit 2, Lesson 5

missionary

Unit 2, Lesson 5

voyageur

Unit 2, Lesson 5

Side B

Define: **Elevation** is the height of the land above sea level.

Example: *Mount Everest has the highest point of **elevation** on Earth.*

Ask: What can you learn from using an **elevation** map?

Define: To **explore** is to travel to unfamiliar places in order to learn about them.

Example: *He is flying from the United States to Sweden to **explore** the country.*

Ask: How are the methods used to **explore** today different from the methods used in the 1400s?

Define: A fur trapper without a license was called **coureur de bois**, or “runner of the woods.”

Example: *A **coureur de bois** trapped animals for the fur trade without permission from France.*

Ask: Why do you think a **coureur de bois** chose to hunt and trap without a license?

Define: **Sea level** is the level at the surface of the sea.

Example: *The city of New Orleans lies below **sea level**.*

Ask: What special challenges might face a community that is below **sea level**?

Define: A **voyageur** was a fur trader who transported skins to Quebec.

Example: *The **voyageur** loaded many beaver furs into the canoe.*

Ask: What do you think life was like for a **voyageur** in the early 1700s?

Define: A **missionary** is someone who teaches others about his or her religion.

Example: *The **missionary** taught the group of Native Americans about Christianity.*

Ask: How do you think a **missionary** influenced Native Americans?

**Pontiac's
Rebellion**

Unit 2, Lesson 6

**Proclamation
of 1763**

Unit 2, Lesson 6

**Treaty of
Paris of 1763**

Unit 2, Lesson 6

amendment

Unit 2, Lesson 7

Bill of Rights

Unit 2, Lesson 7

constitution

Unit 2, Lesson 7

Side B

Define: The **Proclamation of 1763** gave all the land east of the Appalachian Mountains to the colonists and all land west of the mountains to Native Americans.

Example: *The Proclamation of 1763 was issued to end conflicts.*

Ask: How did the **Proclamation of 1763** resolve conflict between the colonists and Native Americans?

Define: **Pontiac's Rebellion** was an armed fight between Native Americans and the British which began in 1763 to drive the British from lands west of the Appalachian Mountains.

Example: *Pontiac's Rebellion took place in the Great Lakes Region.*

Ask: How were Native Americans affected by **Pontiac's Rebellion**?

Define: An **amendment** is an addition to the United States Constitution.

Example: *The most recent constitutional amendment limited Congressional pay raises.*

Ask: If you could add an **amendment** to the Constitution, what would it be?

Define: The **Treaty of Paris of 1763** was an agreement between France and Great Britain ending the French and Indian War.

Example: *In the Treaty of Paris of 1763, France gave up control of its land to Britain.*

Ask: How did the **Treaty of Paris of 1763** benefit Great Britain?

Define: A **constitution** is a plan of government.

Example: *The Indiana state constitution called for a separation of powers between the three branches of government.*

Ask: Is it necessary for a state to have a **constitution**? Why or why not?

Define: The **Bill of Rights** is a formal statement of rights guaranteed to citizens.

Example: *The Constitution's first ten amendments are known as the Bill of Rights.*

Ask: What would you include in a **Bill of Rights** for students at your school?

frontier

Unit 2, Lesson 7

tax

Unit 2, Lesson 7

treason

Unit 2, Lesson 7

**Battle of
Fallen
Timbers**

Unit 3, Lesson 1

pioneer

Unit 3, Lesson 1

territory

Unit 3, Lesson 1

Side B

Define: A **tax** is money that people pay to their government.

Example: *We pay a **tax** on some goods we buy at the store.*

Ask: How did the colonists feel about British **taxes**?

Define: The **frontier** is the land at the edge of a settled area.

Example: *Frontier is a French word meaning "borderland."*

Ask: Would you want to live on a **frontier**? Why or why not?

Define: The **Battle of Fallen Timbers** was a fight between the United States Army led by Anthony Wayne and a force of Native Americans.

Example: *The Native Americans were defeated at the **Battle of Fallen Timbers**.*

Ask: What happened following the **Battle of Fallen Timbers**?

Define: **Treason** means not being loyal to one's country.

Example: *The leaders of the American Revolution could have been arrested for **treason**.*

Ask: In what ways did American leaders commit **treason**?

Define: A **territory** is a land that is owned by a country but is not a state of that country.

Example: *Indiana was a part of the Northwest **Territory**.*

Ask: What other states were a part of the Northwest **Territory**?

Define: A **pioneer** is a member of a group of people who are the first to settle in a new region.

Example: *Pioneers settled the American West.*

Ask: Would you rather have been a **pioneer** in the Northwest Territory or in the western frontier?

**Treaty of
Greenville**

Unit 3, Lesson 1

chronology

Unit 3, Chart and Graph Skills

time line

Unit 3, Chart and Graph Skills

census

Unit 3, Lesson 2

**Land
Ordinance of
1785**

Unit 3, Lesson 2

**Northwest
Ordinance**

Unit 3, Lesson 2

Side B

Define: **Chronology** is the order in which things happened.

Example: *The chronology of the play flowed smoothly.*

Ask: Why is **chronology** important when learning about the past?

Define: The **Treaty of Greenville** required Native Americans to agree to live in the northwest part of the state.

Example: *The Treaty of Greenville was important because it established boundaries between Native Americans and American lands.*

Ask: Do you think the **Treaty of Greenville** was fair for both sides?

Define: A **census** is a count of the people who live in a place.

Example: *According to a 2006 census, Indianapolis was the largest city in Indiana with 785,597 people.*

Ask: Why is it important to take a **census** of places where we live?

Define: A **time line** is a diagram that shows the chronology of events in history.

Example: *We have a time line of historical events posted in our classroom.*

Ask: Create a **time line** of an event that happened in history.

Define: The **Northwest Ordinance** set rules for governing the Northwest Territory.

Example: *The Northwest Ordinance was an important document during this time in American history.*

Ask: What did the **Northwest Ordinance** establish?

Define: The **Land Ordinance of 1785** was a law that set up rules for land sales in the Northwest Territory.

Example: *The Land Ordinance of 1785 established land for public schools in each township.*

Ask: Do you think the **Land Ordinance of 1785** was fair? Why or why not?

population

Unit 3, Lesson 2

slavery

Unit 3, Lesson 2

**Battle of
Tippecanoe**

Unit 3, Lesson 3

**Battle of the
Thames**

Unit 3, Lesson 3

**Indian
Removal Act**

Unit 3, Lesson 3

War of 1812

Unit 3, Lesson 3

Side B

Define: **Slavery** is the practice of treating people as property and forcing them to work.

Example: *Slavery still exists today in some countries. In China, people have been jailed for enslaving hundreds of workers.*

Ask: How was **slavery** handled in the Northwest Territory?

Define: **Population** is the number of people living in an area.

Example : *The projected population of Indiana in 2010 is 6,417,198 people.*

Ask: What do you think are the steps in determining an area's **population**?

Define: The **Battle of the Thames** involved United States soldiers fighting against Tecumseh and the British Army along the Thames River in Canada.

Example: *U.S. soldiers won the Battle of the Thames easily.*

Ask: What was the effect of the **Battle of the Thames** on the Americans?

Define: The **Battle of Tippecanoe** was fought on November 7, 1811, between United States and Native Americans.

Example: *The Battle of Tippecanoe forced Native Americans to abandon Prophetstown.*

Ask: What events led up to the **Battle of Tippecanoe**?

Define: In the **War of 1812**, the United States declared war on Great Britain because they were fighting over land and waterways.

Example: *The War of 1812 was fought from 1812 to 1815 on both land and sea.*

Ask: In the **War of 1812**, why did Native Americans fight on the side British?

Define: The **Indian Removal Act** allowed the President to remove Native Americans from their homeland to land in the West.

Example: *The Indian Removal Act uprooted several Native Americans from their homeland in Indiana.*

Ask: Do you think the **Indian Removal Act** was fair? Why or why not?

**large-scale
map**

Unit 3, Map and Globe Skills

map scale

Unit 3, Map and Globe Skills

**small-scale
map**

Unit 3, Map and Globe Skills

delegate

Unit 3, Lesson 4

resident

Unit 3, Lesson 4

ferry

Unit 3, Lesson 5

Define: A **map scale** uses a unit of measurement to show a real distance.

Example: *A map scale usually appears in the legend on a map.*

Ask: Why would you use a **map scale**?

Define: A **large-scale map** shows many details in a small area.

Example: *A road map of Indianapolis is an example of a large-scale map.*

Ask: Why would you use a **large-scale map**?

Define: A **delegate** is a person chosen to speak for a group.

Example: *She is the delegate for our student activities committee.*

Ask: What are some characteristics of being a **delegate**?

Define: A **small-scale map** covers a large area, but cannot include many details.

Example: *A map of North America is an example of a small-scale map.*

Ask: Why would you use a **small-scale map**?

Define: A **ferry** is a boat used to carry people and goods across a body of water.

Example: *Pioneers used to ride a ferry to travel to Indiana.*

Ask: Would you use a **ferry** for transportation? Why or why not?

Define: A **resident** is a person who lives in a specific place.

Example: *Abraham Lincoln was a resident of Indiana for several years.*

Ask: If you could choose to be a **resident** of another state, what state would it be and why?

lean-to

Unit 3, Lesson 5

log cabin

Unit 3, Lesson 5

Harmonist

Unit 3, Lesson 6

Owenite

Unit 3, Lesson 6

preacher

Unit 3, Lesson 6

canal

Unit 3, Lesson 7

Side B

Define: A **log cabin** is a home made of logs from large trees that settlers had cut down.

Example: *Many pioneer children often slept in the loft of a **log cabin**.*

Ask: Why do you think pioneers lived in **log cabins**?

Define: A **lean-to** was a simple shelter that had three walls made of branches and twigs.

Example: *A **lean-to** is meant to keep you warm and dry in the wilderness.*

Ask: Why would settlers build a **lean-to** before building a house?

Define: An **Owenite** was a follower of Robert Owen who settled in New Harmony.

Example: ***Owenites** left Indiana due to lack of food.*

Ask: How were **Owenites** different than Harmonists?

Define: A **Harmonist** was a follower of Johan George Rapp who lived in Harmonie, Indiana.

Example: ***Harmonists** want to live together in friendly agreement or cooperation.*

Ask: What advantages do you believe **Harmonists** had by building their town on the Wabash River?

Define: A **canal** is a waterway people dig through the land.

Example: *People use the **canal** that runs through downtown Indianapolis today for recreational purposes.*

Ask: Do you think **canals** were effective waterways? Why or why not?

Define: A **preacher** is a person who speaks about a religious subject.

Example: *Johan George Rapp was a **preacher** who moved to the United States from Germany.*

Ask: How do you think the life of **preacher** is different today compared to long ago?

flatboat

Unit 3, Lesson 7

navigable

Unit 3, Lesson 7

steamboat

Unit 3, Lesson 7

transportation

Unit 3, Lesson 7

abolition

Unit 4, Lesson 1

plantation

Unit 4, Lesson 1

Side B

Define: **Navigable** rivers are wide and deep enough for boats to use without getting stuck.

Example: *In Indiana, people can canoe down **navigable** rivers to Native American historical sites.*

Ask: How do people determine if a waterway is **navigable**?

Define: A **flatboat** is a large, flat-bottomed boat with a square end made from wood.

Example: ***Flatboats** carried much of Indiana's agricultural produce to market as far south as New Orleans.*

Ask: Why do you think **flatboats** are no longer used today?

Define: **Transportation** is the moving of goods and people.

Example: ***Transportation** has changed tremendously over time.*

Ask: How has **transportation** changed in Indiana throughout its history?

Define: A **steamboat** is a boat with powered by steam that made traveling upstream easier.

Example: *The Delta Queen is a steamboat that has been on the Mississippi for more than 80 years.*

Ask: Are **steamboats** commonly used today? Why or why not?

Define: A **plantation** was a large farm where many enslaved people worked.

Example: *Enslaved people worked long hours on **plantations** in the South.*

Ask: What do you think your day would be like if you lived on a **plantation**?

Define: **Abolition** is an end to slavery in all states.

Example: *Many people in northern states supported **abolition** and helped enslaved people gain their freedom.*

Ask: Why do you think some people were against **abolition**?

**Underground
Railroad**

Unit 4, Lesson 1

bar graph

Unit 4, Chart and Graph Skills

civil war

Unit 4, Lesson 2

Confederacy

Unit 4, Lesson 2

secede

Unit 4, Lesson 2

states' rights

Unit 4, Lesson 2

Side B

Define: A **bar graph** uses bars to show information.

Example: *The **bar graph** showed which sports were played by the fourth-grade students.*

Ask: How could you use a **bar graph** to show the favorite fruits of the students in your class?

Define: The **Underground Railroad** was the name for the system of secret escape routes that helped free enslaved people.

Example: *People risked their lives to help enslaved workers escape along the **Underground Railroad**.*

Ask: Why do you think some people risked their lives along the **Underground Railroad**?

Define: The first six states that seceded from the United States called themselves the **Confederacy**, or the Confederate States of America.

Example: *The **Confederacy** elected Jefferson Davis as its first president.*

Ask: What do you think life was like in the **Confederacy**?

Define: A **civil war** is a war that is fought among people in the same country.

Example: *A **civil war** began in the United States when Confederate soldiers fired on Fort Sumter.*

Ask: Do you think the differences between the states could have been resolved without a **civil war**? Why or why not?

Define: States making their own laws about any issue that was not granted to Congress in the United States Constitution is **states' rights**.

Example: *Many Southerners supported the idea of **states' rights** where each state could make their own laws.*

Ask: How do **states' rights** affect traveling across the country?

Define: To **secede** means to break away from a nation or organization.

Example: *Since some Southern states did not support abolition, they wanted to **secede** from the nation.*

Ask: How might the United States be different today if states could **secede** from the nation?

technology

Unit 4, Lesson 2

Union

Unit 4, Lesson 2

depression

Unit 4, Lesson 3

discrimination

Unit 4, Lesson 3

**Freedmen's
Bureau**

Unit 4, Lesson 3

Reconstruction

Unit 4, Lesson 3

Side B

Define: The **Union** is the group of states that did not want to secede from the United States.

Example: *The **Union** soldiers surrendered to the Confederate army at Fort Sumter in South Carolina.*

Ask: How did population, factories, and the railroad help **Union** soldiers in the North?

Define: **Technology** is the use of skills, ideas, and tools to meet people's needs.

Example: *The ironclad battleship was an important new **technology** used during the Civil War.*

Ask: How does the use of new **technology** help soldiers in war today?

Define: **Discrimination** is unfair treatment.

Example: *Many African Americans faced **discrimination** after the Civil War.*

Ask: Do you think African Americans faced more **discrimination** in the South or in the North after the Civil War? Why?

Define: A **depression** is a time when people have little money and there are not enough jobs.

Example: *A time in our nation's history when people had little money and there were not many jobs was known as a **depression**.*

Ask: What do you think life would be like for a family during a **depression**?

Define: **Reconstruction** was the period following the Civil War in which the United States Congress passed laws that would help rebuild the country.

Example: *Vice President Andrew Johnson continued the job of **Reconstruction** after Lincoln died.*

Ask: What do you think life was like during **Reconstruction**?

Define: The **Freedmen's Bureau** was set up by the United States Congress to provide food, clothing, shelter, medical care, and other services to help freed African Americans.

Example: *The **Freedmen's Bureau** provided food and shelter.*

Ask: What ways did the **Freedmen's Bureau** help all Americans?

sharecropping

Unit 4, Lesson 3

Grange

Unit 4, Lesson 4

reaper

Unit 4, Lesson 4

self-sufficient

Unit 4, Lesson 4

industry

Unit 4, Lesson 5

public service

Unit 4, Lesson 5

Side B

Define: The **Grange** was a farmers' group in the late 1800s where farmers came together at meetings to learn about new ways of farming.

Example: *Farmers learned about fertilizers at **Grange** meetings.*

Ask: Do you think farmers looked forward to the meetings of the **Grange**? Why or why not?

Define: **Sharecropping** is when a worker farms the land and pays for rent and farming supplies with part of the crop.

Example: ***Sharecropping** gave African Americans and poor white farmers an opportunity to work.*

Ask: What were the advantages to **sharecropping**? What were the disadvantages?

Define: **Self-sufficient** is when you provide for almost all your own needs.

Example: *When farm families grow and make what they need, they are **self-sufficient**.*

Ask: What would a day be like for a **self-sufficient** farm family during planting season?

Define: A **reaper** is a horsedrawn machine that cuts and bundles grain.

Example: *Using a **reaper** helped farmers harvest larger fields of grain more quickly.*

Ask: How did the invention of the **reaper** affect the lives of farm families?

Define: A **public service** is an act, such as firefighting or garbage collecting, that helps people.

Example: *Cities took control of water and sewer systems as a **public service**.*

Ask: Would you consider a career in **public service**? Why or why not?

Define: An **industry** is all the businesses that make one kind of product or provide one kind of service.

Example: *The growth of **industry** in Indiana helped the economy.*

Ask: How did the railroad influence **industry** in Indiana?

**population
map**

Unit 4, Map and Globe Skills

labor union

Unit 4, Lesson 6

strike

Unit 4, Lesson 6

assembly line

Unit 5, Lesson 1

communication

Unit 5, Lesson 1

entrepreneur

Unit 5, Lesson 1

Side B

Define: A **labor union** is a group that demands better working conditions.

Example: *The labor union members wanted shorter work days and better pay.*

Ask: What conditions might workers face before a **labor union** is formed?

Define: A **population map** shows the number of people that live in a certain area.

Example: *You can find where most people live in a state by looking at a population map.*

Ask: How would you use a **population map** to find the number of people living in Fort Wayne, Indiana?

Define: An **assembly line** is a line of workers and machines that put together products in steps.

Example: *Henry Ford created the best known form of the assembly line, the moving assembly line.*

Ask: How do you think the **assembly line** has changed since Ford invented it?

Define: A **strike** is when workers refuse to work until conditions improve.

Example: *The factory workers went on strike because they wanted better working conditions.*

Ask: How might a **strike** affect a factory owner?

Define: An **entrepreneur** is a person who starts a business.

Example: *Being an entrepreneur can be difficult as many new ventures are challenging.*

Ask: If you were an **entrepreneur**, what new business would you start?

Define: **Communication** is the exchange of information between people.

Example: *Communication through cell phones and emails is an effective way to stay in touch.*

Ask: How have forms of **communication** changed throughout the 20th century?

invention

Unit 5, Lesson 1

**mass
production**

Unit 5, Lesson 1

Allied Powers

Unit 5, Lesson 2

decade

Unit 5, Lesson 2

rationing

Unit 5, Lesson 2

**Roaring
Twenties**

Unit 5, Lesson 2

Side B

Define: **Mass production** is the manufacturing of many products at one time.

Example: *The automobile industry uses **mass production** to manufacture many cars at once.*

Ask: How does **mass production** affect supply and demand?

Define: An **invention** is a newly created product.

Example: *The telephone is an **invention** created by Alexander Graham Bell.*

Ask: How have **inventions** of different types of technology affected our lives today?

Define: A **decade** is a 10-year period.

Example: *The use of personalized computers and the Internet grew tremendously in the **decade** of the 1990s.*

Ask: In what **decade** were you born?

Define: **Allied Powers** was the name given to the forces led by Great Britain, France, Russia, and Italy during World War I.

Example: *The United States joined the **Allied Powers** in 1917.*

Ask: Why do you think the United States joined the **Allied Powers**?

Define: The **Roaring Twenties** was the nickname given to the 1920s because of the decade's prosperity and excitement.

Example: *During the **Roaring Twenties**, the National Football League was formed.*

Ask: Why were the **Roaring Twenties** a happy time for people?

Define: **Rationing** means to give things out in limited portions.

Example: ***Rationing** was important during World War II because supplies were limited.*

Ask: How does **rationing** help in certain situations?

suffrage

Unit 5, Lesson 2

line graph

Unit 5, Chart and Graph Skills

Axis Powers

Unit 5, Lesson 3

dictator

Unit 5, Lesson 3

drought

Unit 5, Lesson 3

**Great
Depression**

Unit 5, Lesson 3

Side B

Define: A **line graph** shows how one type of information changes over time.

Example: *The **line graph** shows how the cost of an item has changed over time.*

Ask: How would you make a **line graph** to show how much you have grown since you were born?

Define: **Suffrage** means the right to vote.

Example: *In 1893 New Zealand became the first country to grant women **suffrage**.*

Ask: How has **suffrage** affected our country today?

Define: A **dictator** is a person who rules a country without sharing power.

Example: *Adolf Hitler was the **dictator** of Germany in the 1930s.*

Ask: Would you have many rights if you lived in a country ruled by a **dictator**? Why or why not?

Define: The **Axis Powers** in World War II were Germany, Italy, and Japan.

Example: *The alliance between Germany, Italy, and Japan formed the **Axis Powers**.*

Ask: What challenges do you think the United States faced when fighting the **Axis Powers**?

Define: The **Great Depression** was a period of economic hard times in the United States during the 1930s.

Example: *Many people were out of work and stood in lines to get food during the **Great Depression**.*

Ask: What effect did the **Great Depression** have on farming communities in Indiana?

Define: A **drought** is a long period of little rain.

Example: *During a **drought**, farmers could lose many acres of crops.*

Ask: What impact would a **drought** have on Indiana's agricultural economy?

New Deal

Unit 5, Lesson 3

stock

Unit 5, Lesson 3

historical map

Unit 5, Map and Globe Skills

civil rights

Unit 5, Lesson 4

integration

Unit 5, Lesson 4

protest

Unit 5, Lesson 4

Side B

Define: A **stock** is a share of ownership in a company.

Example: *The value of the **stock** increased when the company made a profit.*

Ask: Would you be interested in buying **stock**? Why or why not?

Define: The **New Deal** was a plan to use federal tax money to create jobs.

Example: *The **New Deal** established Social Security to provide income for retired Americans.*

Ask: How did the **New Deal** create jobs and improve the quality of life for many people?

Define: **Civil rights** are the rights of every citizen to be treated equally under the law.

Example: ***Civil rights** include the right to vote and the right to a fair trial.*

Ask: What would life be like in a country where you did not have **civil rights**?

Define: A **historical map** shows where events from the past took place.

Example: *We can use a **historical map** to locate the Battle of Tippecanoe.*

Ask: What other events from the past can be identified on a **historical map**?

Define: To **protest** means to have a complaint against an unfair practice.

Example: *The people of the town wanted to **protest** against the building of the new highway that would destroy many homes.*

Ask: What are some reasons people want to **protest**?

Define: **Integration** is the act of making something open to people of all ethnic groups.

Example: *In 1954 the Supreme Court ruled that there should be **integration** of the public schools in the United States.*

Ask: How has **integration** affected our world today?

Side A

segregation

Unit 5, Lesson 4

arms race

Unit 5, Lesson 5

Cold War

Unit 5, Lesson 5

communism

Unit 5, Lesson 5

satellite

Unit 5, Lesson 5

truce

Unit 5, Lesson 5

Side B

Define: An **arms race** is the build up of arms between two or more competing countries.

Example: *Countries with little fear of war may choose not to join the arms race.*

Ask: Do you think it is possible for any country to win an **arms race**? Why or why not?

Define: **Segregation** is the practice of keeping ethnic groups separate.

Example: *Prohibiting different ethnic groups from living in the same neighborhood is an act of segregation.*

Ask: Why do you think **segregation** occurs?

Define: **Communism** is a system in which business, property, and goods are owned by the government.

Example: *Under communism, an individual cannot own a business.*

Ask: How might your life be different if you lived under **communism**? Why?

Define: The **Cold War** was the global struggle between the United States and the Soviet Union for power.

Example: *During the Cold War, the United States developed missiles to protect its citizens from an attack.*

Ask: What were some factors that brought an end to the **Cold War**?

Define: A **truce** is an agreement to stop fighting.

Example: *The citizens of the war-torn land were happy when they heard a truce had been signed.*

Ask: What do you think would happen if you suggested a **truce** with someone you have been arguing with?

Define: A **satellite** is a manufactured or natural object that circles another object.

Example: *In 1958, the first American satellite was launched into space.*

Ask: How do you think the use of **satellites** has affected your life?

terrorism

Unit 5, Lesson 6

**Department of
Homeland
Security**

Unit 5, Lesson 6

**checks and
balances**

Unit 6, Lesson 1

**democratic
republic**

Unit 6, Lesson 1

**executive
branch**

Unit 6, Lesson 1

judicial branch

Unit 6, Lesson 1

Side B

Define: The **Department of Homeland Security** is an agency developed to protect the United States against acts of terrorism.

Example: *The Department of Homeland Security prepares emergency response teams.*

Ask: How do you think the **Department of Homeland Security** helps in an emergency?

Define: **Terrorism** is the use of violence and threats to achieve political goals.

Example: *Airport security has increased since the threat of terrorism.*

Ask: How has the threat of **terrorism** affected the daily life of Americans?

Define: In a **democratic republic**, citizens elect representatives to run the country.

Example: *The power to rule comes from the people in a democratic republic.*

Ask: How is the voice of the people heard in a **democratic republic**?

Define: **Checks and balances** is a system that provides each branch of government some power over the other two branches.

Example: *A system of checks and balances makes sure that no person, or group, gains too much power.*

Ask: Why might a system of **checks and balances** be important?

Define: The **judicial branch** of our national government is made up of judges and courts.

Example: *The Supreme Court is the highest court in the judicial branch of our nation's government.*

Ask: Why do you think the **judicial branch** of government is needed?

Define: The President of the United States is the leader of the **executive branch** of our country's government.

Example: *The leader of the executive branch of national government makes sure laws are followed.*

Ask: Who leads the **executive branch** in your community?

Side A

**legislative
branch**

Unit 6, Lesson 1

appoint

Unit 6, Lesson 2

budget

Unit 6, Lesson 2

flow chart

Unit 6, Chart and Graph Skills

jury

Unit 6, Lesson 3

mayor

Unit 6, Lesson 3

Side B

Define: To **appoint** is to select someone for an office or position.

Example: *The nation's president has the power to **appoint** a justice to the Supreme Court.*

Ask: What are the advantages to having the mayor **appoint** the local police chief?

Define: The **legislative branch** is the branch of the government that makes laws.

Example: *A bill is proposed by members of the **legislative branch**.*

Ask: Would you want to work in the **legislative branch** of Indiana's government? Why or why not?

Define: A **flow chart** shows the different steps necessary to complete an activity.

Example: *The teacher used a **flow chart** to show the students the steps needed to complete their projects.*

Ask: How would you use a **flow chart** to explain how a product is made?

Define: A **budget** is a plan for spending money.

Example: *Government leaders decide how much money to spend on services when they create a **budget**.*

Ask: Which services do you think are most important when the state is deciding its **budget**?

Define: The **mayor** is the head of the municipal government.

Example: *Our **mayor** is working with local law enforcement to reduce crime in the city.*

Ask: Would you consider becoming the **mayor** of your local community? Why or why not?

Define: A **jury** is a group of citizens chosen to hear the facts of a court case and make a decision.

Example: *The **jury** heard the facts of the case and found the defendant guilty.*

Ask: What do you think it might be like to serve on a **jury**?

patriotism

Unit 6, Lesson 3

demand

Unit 6, Lesson 4

free enterprise

Unit 6, Lesson 4

profit

Unit 6, Lesson 4

scarcity

Unit 6, Lesson 4

supply

Unit 6, Lesson 4

Side B

Define: **Demand** is the amount of a product that consumers are willing and able to buy.

Example: *The **demand** for running shoes increases as summer approaches.*

Ask: Think of a **demand** that is currently high on your list. Tell why it is important to you.

Define: **Patriotism** is the respect and loyal support of one's government.

Example: *People show **patriotism** by waving their American flags during a parade.*

Ask: What are some other examples of **patriotism**?

Define: A **profit** is the money left over after a business pays for supplies, tools, and workers' salaries.

Example: *The company made a **profit** on the new product.*

Ask: In what ways could a business owner in a free enterprise system make a **profit**?

Define: In a **free enterprise** system, anyone can own and run a business.

Example: *Business owners decide what to sell or make in a **free enterprise** system.*

Ask: If you were to start a business in a **free enterprise** system, what kind of business would it be? Why?

Define: **Supply** is the amount of a good that producers are willing and able to provide.

Example: *The longer growing season produced a large **supply** of tomatoes.*

Ask: What are some reasons for a product to be in limited **supply**?

Define: **Scarcity** is when there isn't enough of what you want.

Example: *The freeze in Florida has caused a **scarcity** of citrus fruit.*

Ask: How does the **scarcity** of a product affect its price? Explain.

export

Unit 6, Lesson 5

import

Unit 6, Lesson 5

**interstate
highway**

Unit 6, Lesson 5

road map

Unit 6, Map and Globe Skills

route

Unit 6, Map and Globe Skills

globalization

Unit 6, Lesson 6

Side B

Define: An **import** is a good brought in from another country for sale or use.

Example: *Basmati rice is a product that we **import** from India.*

Ask: How do **imports** affect the United States' economy?

Define: An **export** is something that is sold or traded to another country.

Example: *We **export** electronics to Mexico.*

Ask: Why are **exports** important to Indiana's economy?

Define: A **road map** shows the location of the roads in a certain area.

Example: *You can decide what road you need to take to get from Gary to Lafayette by looking at a **road map**.*

Ask: How would you use a **road map** to decide how to get from Indianapolis to South Bend?

Define: An **interstate highway** connects two or more states.

Example: *Many goods produced in Indiana are transported to other parts of the country on **interstate highways**.*

Ask: Do you think transporting goods in a truck on the **interstate highway** system would be interesting? Why or why not?

Define: **Globalization** is a trend where companies don't usually consider national boundaries when they decide where to buy goods and services.

Example: *Due to **globalization**, places such as Kuwait have fast food restaurants.*

Ask: What other effects have **globalization** had on our world?

Define: A **route** is the course you take to get from one place to another.

Example: *When planning a trip through Indiana, you may want to choose a scenic **route**.*

Ask: Why might it be important to plan your **route** before leaving on a long trip?

interdependent

Unit 6, Lesson 6

**North
American Free
Trade
Agreement**

Unit 6, Lesson 6

specialization

Unit 6, Lesson 6

tariff

Unit 6, Lesson 6

acid rain

Unit 6, Lesson 7

conservation

Unit 6, Lesson 7

Side B

Define: The **North American Free Trade Agreement** is a treaty between the United States, Canada, and Mexico that removed import tariffs.

Example: *The North American Free Trade Agreement promotes trade.*

Ask: Explain how the **North American Free Trade Agreement** works.

Define: **Interdependent** means relying on one another to meet needs and wants.

Example: *The United States and Canada are **interdependent** because they trade manufactured goods and raw materials.*

Ask: What other countries are **interdependent** with the U.S. and what goods do they produce?

Define: A **tariff** is a tax on goods brought into a country.

Example: *Traders trying to escape **tariffs** are known as smugglers.*

Ask: What are the advantages to having **tariffs** in countries?

Define: **Specialization** is producing a few products instead of many different products.

Example: *Indiana practices **specialization** to meet the needs of other countries while importing goods from those countries.*

Ask: If you could practice **specialization**, what would you produce?

Define: **Conservation** is the protection and careful use of natural resources.

Example: ***Conservation** is one way to preserve natural resources.*

Ask: Do you think **conservation** is important? Why or why not?

Define: **Acid rain** is rain containing high amounts of harmful chemicals.

Example: *Aquatic life in lakes and rivers is harmed by **acid rain**.*

Ask: What are some things you could do to reduce the **acid rain** that harms our forests?

fossil fuel

Unit 6, Lesson 7

**global
warming**

Unit 6, Lesson 7

Side B

Define: **Global warming** is the overall rise in the temperature of the Earth's atmosphere.

Example: *Scientists believe that global warming can cause extreme weather conditions.*

Ask: What changes may occur in weather patterns as a result of **global warming**?

Define: A **fossil fuel** is a fuel, such as oil, natural gas, and coal, that is formed from the remains of plants and animals that lived millions of years ago.

Example: *Many people use fossil fuels to heat their homes.*

Ask: What are some alternatives to using **fossil fuels**?