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## To the Teacher

For many teachers, social studies instruction is centered on the history, economics, geography, government, and cultures of their community. These teachers focus on the unique systems and relationships that exist within their community. Few materials are available to guide community instruction and research. *Houghton Mifflin Social Studies* provides teachers and students with community handbooks that make social studies education through the lens of their community a success.

### Community Handbooks in *Houghton Mifflin Social Studies*

*Houghton Mifflin Social Studies* integrates community research throughout the components of the program.

### Student Book and Teacher's Edition

- **Unit Handbook** These activity pages close each unit of the Student Edition with a research activity. These handbook pages guide students' research of an important community-centered topic. The research activities focus on Culture, Economics, Geography, Government, and History.
- **Teacher's Edition** Comprehension questions and research strategies found in the Teacher's Edition support the learning in the Unit Handbook.

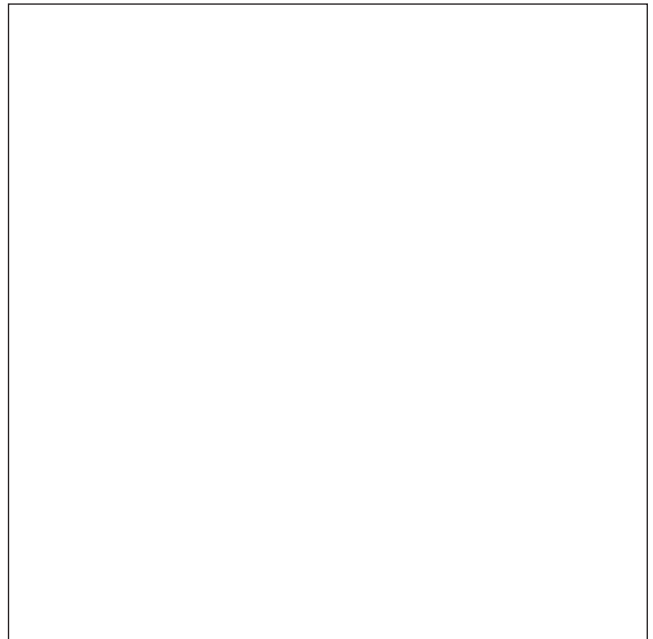
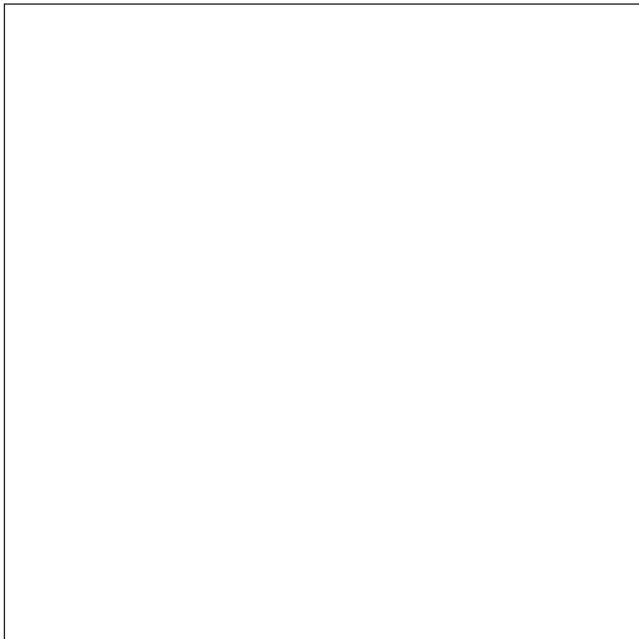
### Using *My Community Handbook*

*My Community Handbook* is an activity book that provides students with research instruction, tips, and guiding questions that direct the research of the community-based activities in the Student Edition. The handbook pages not only offer students direction and guidance, but a work space where they can record the results of their research through short answer questions and drawing activities.

# My Community Symbols

## Getting Started

1. Look for symbols and mottos that show what is special about your community. Many communities have a symbol such as a seal or a flag.
2. Visit your local library to learn more about your community and its symbols.
3. Try visiting government buildings in your town. Look for the symbols and the words that appear on these buildings.
4. Choose a community symbol and a motto. Draw a picture of the symbol in one of the spaces below. Copy the community motto into the other. Label each box. Write a list of the sources you used on a separate sheet of paper.



# Reading a Newspaper

Newspapers are important sources of information about your community and state. Newspapers describe events that affect the history, geography, economics, culture, and government of the community.

## Getting Started

1. Study the Index below to learn how the newspaper is organized into many sections.
2. Read the article to find out how a newspaper can be a source of information about your community.

**Community News**

**Index**

Community News, Section A  
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National and World News, Section B, page 6  
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Help Wanted, Section C, page 10  
\_\_\_\_\_

Classified Ads, Section D, page 18  
\_\_\_\_\_

Real Estate, Section E, page 20  
\_\_\_\_\_

Editorials, Section F, page 30  
\_\_\_\_\_



March 20—Barbara Jones was awarded the community’s Good Citizenship Award for her work in cleaning up Robinson Park. Jones led a group of 15 students from the Jackson School to keep the park clean for over six months.

Barbara Jones has been a community hero for years. She has led many projects. She helped build new ramps outside the post office, and raised money for the fire department to fix old library books.

# Reading a Telephone Directory

Telephone directories can teach you about the different kinds of business in your community. They can also show how the government is organized and the location of important resources, such as the fire station.

## Getting Started

1. Study the diagram below to learn how the government section of a telephone directory is organized.
2. Read each of the ways that a telephone directory can be a source of information.

### Government Offices—City

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<p>Important phone numbers in case of emergency.</p> <p>Services offered by your town or city.</p> <p>Different working groups in your local government.</p> <p>Government group that offers community services.</p>	<p style="text-align: center;"><b>Scottsville, City of</b></p> <p style="text-align: center;"><b>24-Hour Emergency</b></p> <p>_____</p> <p>_____</p> <p style="text-align: center;"><b>Water and Sewer Repair</b></p> <p style="text-align: center;"><b>101 525-1000</b></p> <p>_____</p> <p>_____</p> <p style="text-align: center;"><b>Boards and Commissions</b></p> <p style="text-align: center;"><b>101 525-1010</b></p> <p>_____</p> <p>_____</p> <p style="text-align: center;"><b>Business Assistance</b></p> <p style="text-align: center;"><b>101 525-1020</b></p> <p>_____</p> <p>_____</p>	<p style="text-align: center;"><b>City Council</b></p> <p style="text-align: center;"><b>101-525-1060</b></p> <p>_____</p> <p>_____</p> <p style="text-align: center;"><b>Libraries—General Information</b></p> <p style="text-align: center;"><b>101-525-1100</b></p> <p>_____</p> <p>_____</p> <p style="text-align: center;"><b>Mayor’s Office</b></p> <p style="text-align: center;"><b>101 525-1200</b></p> <p>_____</p> <p>_____</p>	<p>Your city or town representatives.</p> <p>Information about your local library.</p> <p>Information about the leader of your local government.</p>
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## Plan an Interview

Talking with people can help us learn important information. Prepare questions to ask the person you interview. Take notes. Then ask more questions if you do not understand something. Complete each sentence below to help you plan an interview and report the results.

1. The person that will help me learn about my topic is

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2. This person will help me learn about

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3. The questions I will ask this person are

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**After the interview, complete the following questions.**

4. By speaking with this person, I learned

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5. Some of the information needs to be checked. I will check

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6. The next time I interview someone, I will prepare by

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## UNIT 1 Geography Where You Live

How do people in your community use the land? Is anyone planting a garden, building a road, or creating a park? What are the natural resources in your community? Geography affects your life everyday.

### Getting Started

1. Research the answers to the questions to learn more about your community.
2. Start by looking at some of the resources in the Find Out section below.
3. Use these resources and others to answer the questions on the next three pages.

### Find Out

There are many ways to explore the geography of your community.

- **Start with maps.** Look for landform maps at your library.
- **Check the weather.** Go to a weather website.
- **Visit the Chamber of Commerce.** Ask about community plans.
- **Go to the Nature Conservancy's website.** Find out about their projects.

## UNIT 1 Landforms and Natural Resources

**Find Out** Learn about landforms and natural resources in your community. Look at maps on the United States Geological Survey website, or go to your library.

1. What are the major landforms in your community?

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2. What kinds of natural resources does your community have?

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3. How did you learn the answers to the questions? Explain the steps you took to find your sources.

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4. **Critical Thinking: Analyze** In what ways do people use the natural resources found in your community?

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## UNIT 1 Weather and Climate

**Find Out** Visit the website for the National Weather Service or visit your local library. Look up information about your community and your region.

1. Describe the kind of weather your community usually has in summer and winter.

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2. In what ways is the climate of your community different from the climate of another community in your state?

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3. Was the Internet a good source for information? Did you use other sources to learn more about the community?

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4. **Critical Thinking: Synthesize** In what ways does the local climate affect the different businesses in your community?

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## UNIT 1 The Environment and Conservation

**Find Out** Go to the website for the Nature Conservancy or visit your local library to learn about local conservation projects.

1. Describe a current conservation project in or near your community.

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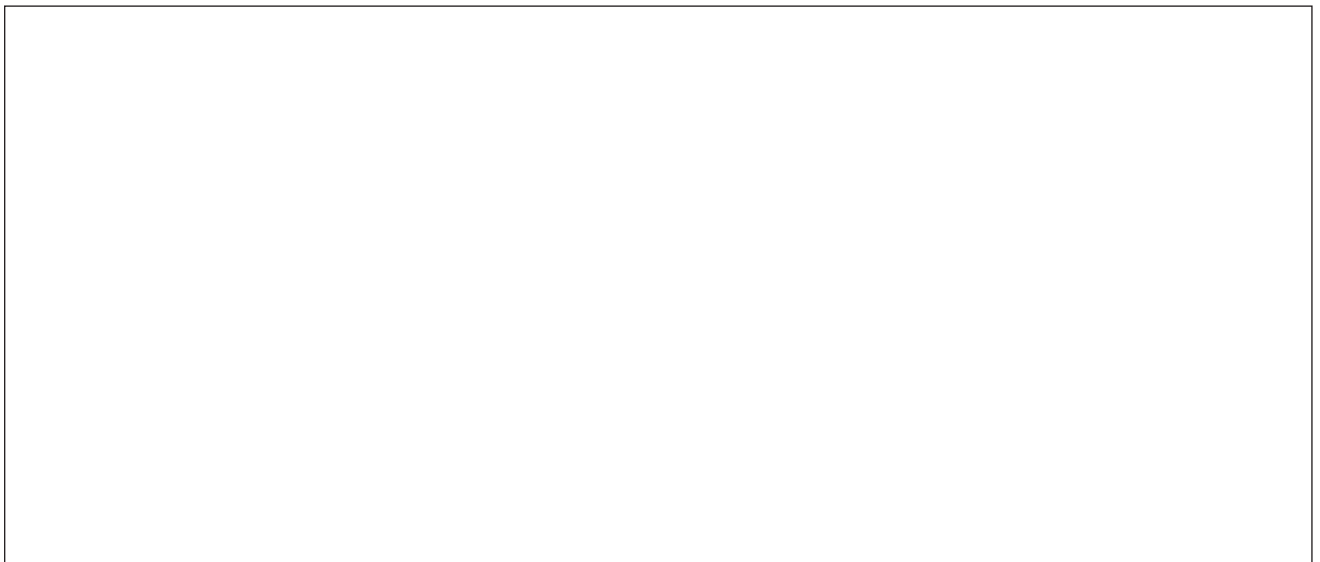
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2. Why are people working on this conservation project?

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3. Draw a picture that shows how your community may have looked before a conservation project and how it looks now.



## UNIT 2 History Where You Live

Think of the people who lived in your community long before you did. Who were they? Why did they start your town? What events happened there? You can look around your community to find clues to its past.

### Getting Started

1. Research the answers to the questions to learn more about your community.
2. Start by looking at some of the resources in the Find Out section below.
3. Use these resources and others to answer the questions on the next three pages.

### Find Out

There are many ways to explore the history of your community.

- **Start with your library.** Look for local history books.
- **Contact a historical society.** Ask about community history.
- **Look for memorials.** Find dates and names on them.
- **Talk with older citizens.** Ask what your town was like.

## UNIT 2 The First People

**Find Out** To learn more about the American Indians of your area, visit your local historical society. Use the Interview Organizer to write questions that will help you interview a historian.

1. Did American Indians ever live in your area? Do they still live there today? Name the American Indian nations.

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2. In what ways did they use the natural resources?

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3. How did you learn the answers to the questions? Explain the steps you took to find your sources.

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4. **Critical Thinking: Compare** Compare the ways your community uses natural resources to the way in which American Indians used them.

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## UNIT 2 The First Explorers

**Find Out** Start your research at your local library. Ask the librarian where you might find the library resources that you need.

1. Did explorers from Europe visit the area around your community?

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2. Who were the explorers, and for what were they looking?

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3. Was your local library a good source for information? Did you use other sources to learn more about the community?

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4. **Critical Thinking: Synthesize** What changes did the first explorers bring to your area?

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## UNIT 2 The First Settlers

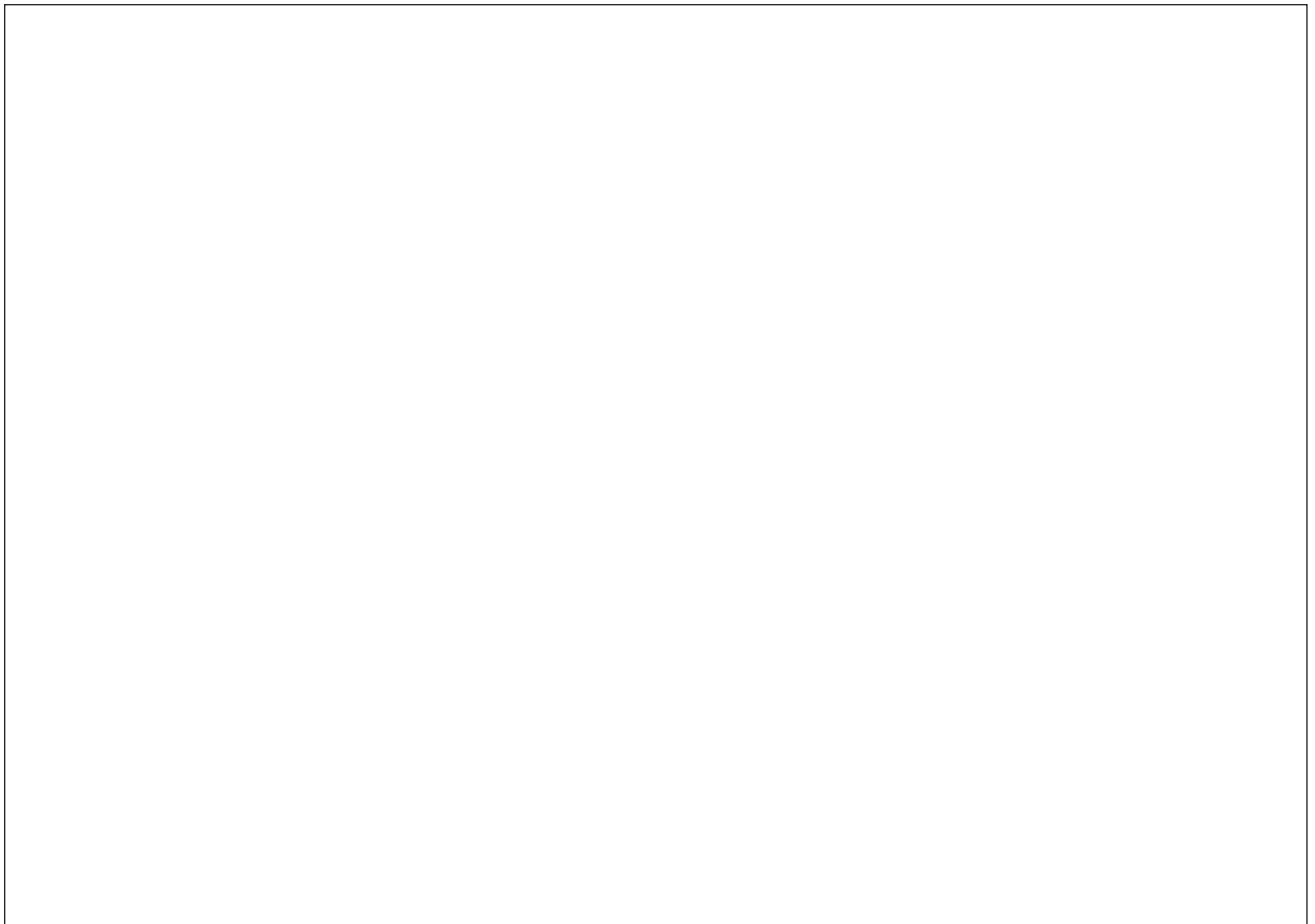
**Find Out** Study local statues and plaques to find out more about the early settlers. Note any important names and dates you see on the monuments.

1. Who were the first settlers in your community? Why did they settle there?

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2. Draw a picture that shows how your community may have looked before and after the first settlers arrived.



## UNIT 3 Changes Where You Live

All communities change over time. Settlers and immigrants caused some communities to grow. Transportation and communication changed communities, too. Look around your community. In what ways has it changed over time? These changes affect your life every day.

### Getting Started

1. Research the answers to the questions to learn more about your community.
2. Start by looking at some of the resources in the Find Out section below.
3. Use these resources and others to answer the questions on the next three pages.

### Find Out

There are many ways to explore the history of your community.

- **Start with books.** Look for books about your community's history.
- **Study place names.** Note the names of streets, parks, and schools.
- **Read old newspapers.** Find ads for stores and businesses.
- **Call the Chamber of Commerce.** Ask about changes to highways and railroads.

## UNIT 3 Settlers and Immigrants Come

**Find Out** Read old newspapers to learn more about newcomers to your community.

1. When did the first settlers or immigrants arrive in your community?

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2. In what ways did the population of your community change since your town or city was founded?

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3. How did you learn about your community's population? Explain the steps you took to find your sources.

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4. **Critical Thinking: Synthesize** How did the arrival of immigrants change your community?

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## UNIT 3 Transportation Speeds Up

**Find Out** Contact the Chamber of Commerce. Ask questions about the different types of transportation in your community.

1. What kinds of transportation are available in your community?

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2. When were the transportation systems in your community created?

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3. Was the Chamber of Commerce a good source for information? Did you use other sources to learn more about your community's transportation?

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4. **Critical Thinking: Analyze** In what ways have transportation systems changed your community?

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## UNIT 3 Business and Communication Grow

**Find Out** Go to the library and find old newspapers. Study the ads for businesses and stores.

1. How have the kinds of businesses in your community changed in the past 100 years?

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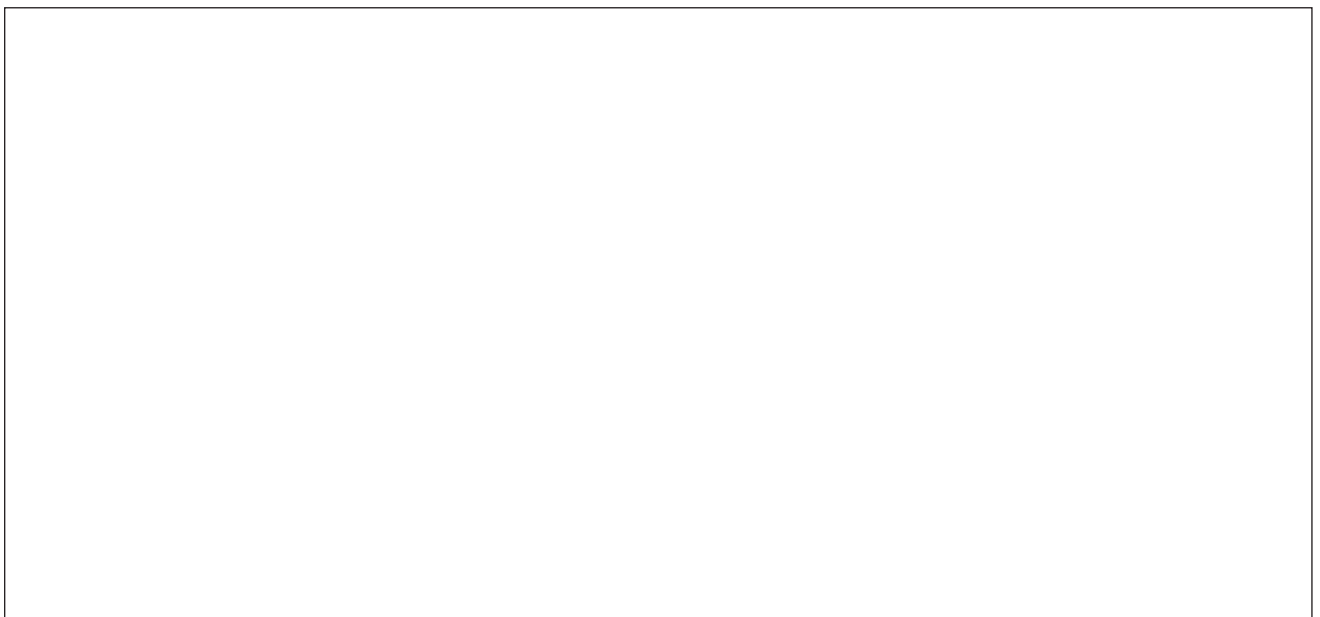
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2. What kinds of communication tools were used in your community that are not used anymore?

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3. Draw a picture that shows how the main street of your town or city might have looked 100 years ago.



## UNIT 4 Government Where You Live

Think about who leads your community. Who is on the town or city council? What services does the council give to your community? Community government affects your life every day.

### Getting Started

1. Research the answers to the questions to learn more about your community.
2. Start by looking at some of the resources in the Find Out section below.
3. Use these resources and others to answer the questions on the next three pages.

### Find Out

There are many ways to explore your local government.

- **Start with the phone book.** Study local government listings.
- **Use your town's website.** Look up local services and programs.
- **Go to the library.** Find the section about your community.
- **Read a community newspaper.** Find out about local news and events.

## UNIT 4 The Mayor and Town Council

**Find Out** Read the local government section in your phone book to learn how your local government is organized.

1. What kind of government makes laws for your town or city?

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2. How does your local government work with the county and state governments?

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3. What other sources might you use to find out more information about how your local government works?

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4. **Critical Thinking: Analyze** Describe how the organization of your local government changed since your town or city was founded.

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## UNIT 4 Elections and Town Meetings

**Find Out** Read a community newspaper to learn more about what is going on in your town or city.

1. How often does your town or city elect new representatives and leaders?

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2. What problems did the local government solve during the past year?

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3. What sources did you use to learn about your community?

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4. **Critical Thinking: Evaluate** Describe a community problem that you think should be discussed by your representatives or leaders.

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## UNIT 4 Services

**Find Out** Use your town or city government's website or visit your library to learn about the services the government provides.

1. Which services does your town or city government offer to its citizens?

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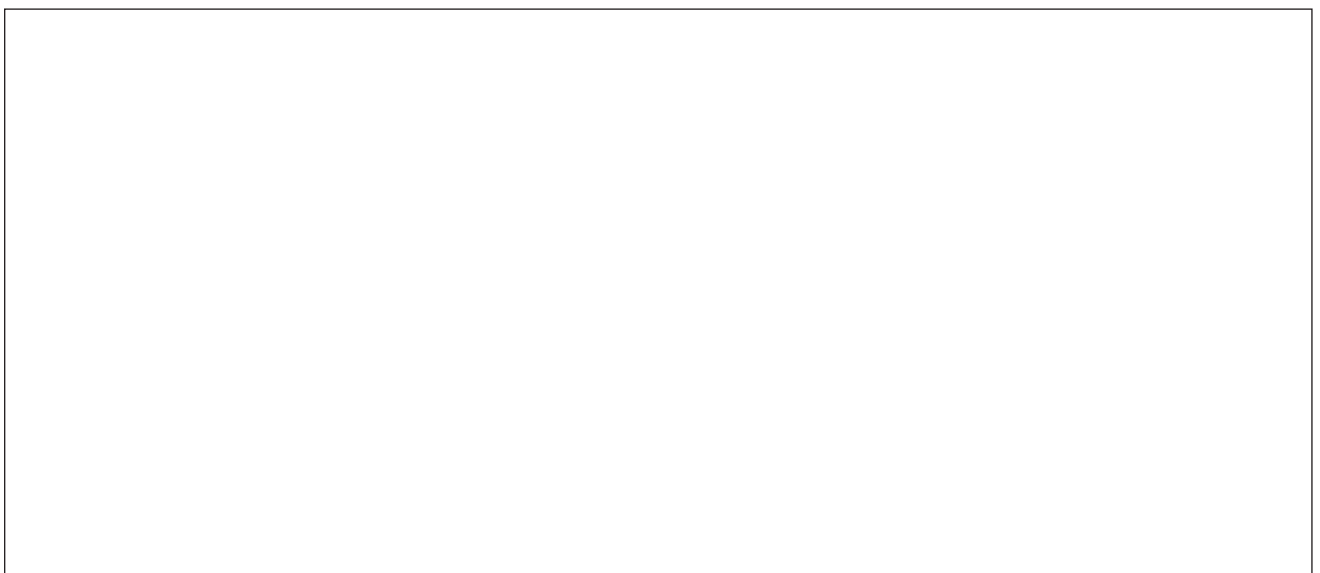
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2. Which of these services do you think is most important to the people who live in your community?

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3. Draw and label a diagram that shows the different branches of your community government and the services that they offer.



## UNIT 5 The Economy Where You Live

Think about the businesses in your community. What jobs do people do? What kinds of goods and services do producers sell? The answers to these questions tell about the economy where you live.

### Getting Started

1. Research the answers to the questions to learn more about your community.
2. Start by looking at some of the resources in the Find Out section below.
3. Use these resources and others to answer the questions on the next three pages.

### Find Out

There are many ways to explore your community's economy.

- **Start with what you know.** List the local businesses you visit.
- **Visit the Chamber of Commerce.** Ask about local businesses.
- **Interview a worker.** Ask an adult about his or her job.
- **Interview a local banker.** Learn how to open an account.

## UNIT 5 Producers

**Find Out** Look around your town or city and note the different kinds of businesses that are there.

1. What kinds of goods or services are produced in your community?

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2. List some of the businesses in your community that sell the same kinds of goods and services.

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3. What other sources might you use to find out more information about the businesses in your community?

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4. **Critical Thinking: Analyze** In what ways do you think the businesses in your community changed over the past 20 years?

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## UNIT 5 Industry

**Find Out** Visit or call the Chamber of Commerce. Ask the people who work there questions about the industries in your community.

1. What kinds of industry are in your community?

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2. Where do local industries sell their goods and services?

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3. Describe how you researched the industries of your community.

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4. **Critical Thinking: Evaluate** Which industry in your community is the most successful? In what ways has it affected your community?

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## UNIT 5 Consumers and Free Enterprise

**Find Out** Interview local business owners about their businesses.

1. When you receive money from an allowance or a gift, what do you do with it?

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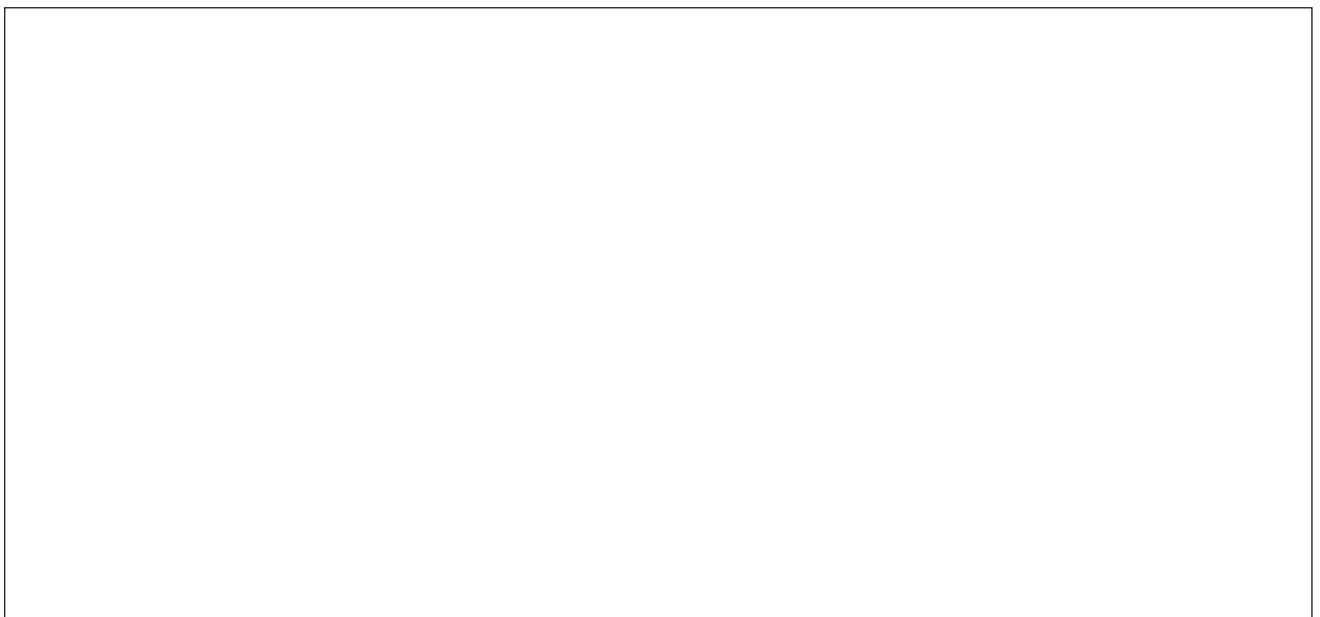
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2. How do businesses in your community compete with each other for customers?

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3. Draw a picture of one of the businesses in your community and the different types of goods it produces.



## UNIT 6 Culture Where You Live

Customs and ideas are part of culture. So are cultural and religious traditions. Heroes are also part of culture. What are some of your community's traditions? Who are some local heroes? Your community's culture affects your life every day.

### Getting Started

1. Research the answers to the questions to learn more about your community.
2. Start by looking at some of the resources in the Find Out section below.
3. Use these resources and others to answer the questions on the next three pages.

### Find Out

There are many ways to explore the culture of your community.

- **Start by talking to adults.** Ask them about local culture.
- **Read the local newspaper.** Look for cultural events.
- **Use the phone book.** Find different types of restaurants.
- **Learn about heroes.** Find out about a local hero.

## UNIT 6 Customs and Traditions

**Find Out** Talk to adults you know about the different kinds of customs and traditions practiced in your community.

1. What are two customs or traditions practiced in your community?

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2. Describe a tradition practiced in your community.

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3. What other sources might you use to learn more about the traditions of your community? Why?

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4. **Critical Thinking: Analyze** Compare how different groups of people in your community celebrate holidays or events.

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## UNIT 6 Languages and Religions

**Find Out** Read the phone book to learn about your community's culture. Study the listings for places of worship and restaurants.

1. What are some of the different languages and religions in your community?

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2. List some examples of how businesses in your community advertise to people who speak other languages.

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3. Was the local phone book a good source of information about your community's culture?

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4. **Critical Thinking: Evaluate** In what ways might the culture of your community change over time?

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## UNIT 6 Heroes and Holidays

**Find Out** Read your local newspaper to find a community calendar of events. Look for information about local heroes.

1. Give an example of a local hero, and tell why this person is important to your community.

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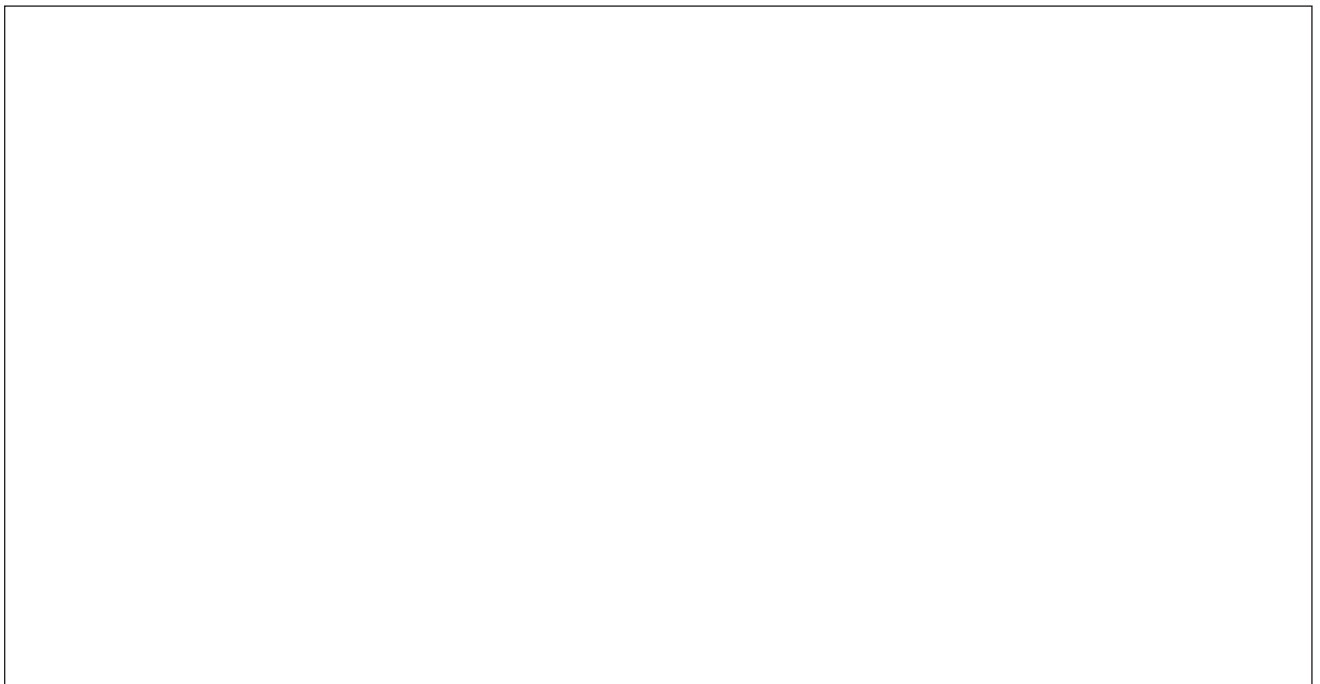
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2. How does your community celebrate local heroes?

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3. Draw a picture of a local hero in action. Show why this person is honored in your community.



# Answer Key

## Unit 1—Geography

### Page 7: Landforms and Natural Resources

1. Answers should include a list of the major landforms in their community.
2. Answers should be a list of the major natural resources in their community.
3. Answers should include the steps taken to locate information about local landforms and natural resources.
4. Answers should include information about how natural resources are used.

### Page 8: Weather and Climate

1. Answers should indicate the weather the student's community has, such as hot summers and wet winters.
2. Answers should compare the climate of the student's community and the climate of a community in a different region of the state.
3. Answers should indicate the resources the student used in researching the weather.
4. Answers should include information about local businesses, such as farms or cafés, that are affected by the climate.

### Page 9: The Environment and Conservation

1. Answers should identify a conservation project in the student's community and describe the project's goals.
2. Answers should indicate why people think this project is important.
3. Drawings should show a place in the student's community that has changed physically because of a conservation effort.

## Unit 2—History

### Page 11: The First People

1. Answers should include whether American Indians lived in student's community, and the names of the group(s).
2. Answers should include how the American Indians used the resources of the area to survive.
3. Answers should include the steps the student took to find information about local American Indians.
4. Answers may include information about how American Indians used resources and how the community does or does not use those resources today.

### Page 12: The First Explorers

1. Answers should tell whether European explorers visited student's community.
2. Answers should include information detailing who the first explorers were and what they were looking for while they visited the community.
3. Answers should indicate the resources used in researching the first explorers.
4. Answers should include details of the explorers' impact on the local area.

### Page 13: The First Settlers

1. Answers should include a description of the first people to settle the community and why they chose the location.
2. Drawings should represent how the student's community looked before and after the first settlers arrived.

## Unit 3—History

### Page 15: Settlers and Immigrants Come

1. Answers should tell when the settlers or immigrants arrived in their community.
2. Answers should include a description of the population, how it has changed, and may even include population statistics for the community since it was founded.
3. Answers should include the steps they took to find information about the community's population.
4. Answers should include details that explain the immigrants' impact on the local area.

### Page 16: Transportation Speeds Up

1. Answers should include major transportation systems, such as road systems, buses, trains, airports, and ferries.
2. Answers should include the dates transportation systems were created.
3. Answers will vary, but they should indicate the results of their research.
4. Answers should include information about changes to their community as the result of transportation.

### Page 17: Business and Communication Grow

1. Answers should indicate what kinds of businesses are present in the student's community today and how they differ from those present 100 years ago.
2. Answers should indicate which communication devices, such as the telegraph or the Pony Express, were used in their communities in the past.
3. Drawings should show how the community's main street or square looked 100 years ago.

## Unit 4—Government

### Page 19: The Mayor and Town Council

1. Answers should state the governing body that runs the student's town or city, such as a mayor and a town council.
2. Answers should explain how the different branches of the local government work with the county and state governments.
3. Answers should include sources that provide information about the organization of local government.
4. Answers should indicate the style of government present when the town or city was founded and how that has or has not changed throughout history.

### Page 20: Elections and Town Meetings

1. Answers should indicate how often local elections are held.
2. Answers should indicate a problem discussed at the most recent town or city meeting and the outcome of the issue.
3. Answers will vary but should indicate the sources used in researching local government.
4. Answers should indicate a community problem and give a reason why they would like this issue to be discussed.

### Page 21: Services

1. Answers should indicate the major services, such as the library and fire department, provided by the community's government.
2. Answers should indicate a service that the student thinks is the most important service and why.
3. Drawings should show a diagram or a chart with the major branches of the student's community government and the services they provide.

## Unit 5—Economy

### Page 23: Producers

1. Answers should list goods or services produced in the community.
2. Answers should list some of the businesses that sell the same kinds of goods or services.
3. Answers should include sources that provide more information about local businesses.
4. Answers should give an idea of the number and types of businesses in the community over the past 20 years.

### Page 24: Industry

1. Answers should include the different kinds of industries in the community, such as farming or manufacturing.
2. Answers should indicate where the goods from local industries are sold, such as in the community, in the student's state, in other states, or overseas.
3. Answers should indicate steps taken in researching local industries.
4. Answers may include a description of the leading industry and how it has impacted the local community.

### Page 25: Consumers and Free Enterprise

1. Answers will vary but should indicate what students buy with their money, or if they save their money.
2. Answers should describe the different competitive practices used by local businesses, such as storefront advertising, phone book advertising, or sales.
3. Drawings should clearly show a local business and the goods it produces.

## Unit 6—Culture

### Page 27: Customs and Traditions

1. Answers should list and briefly describe two customs or traditions practiced within the student's community.
2. Answers should indicate a tradition practiced in the student's community and reasons why it may be the most important.
3. Answers should include sources that would provide more information about their community.
4. Answers should compare the similarities and differences found in the practices of different groups celebrating a holiday.

### Page 28: Languages and Religions

1. Answers should list the different kinds of languages spoken and the religions practiced in the student's community.
2. Answers should include examples of how businesses advertise to people who do not speak English.
3. Answers should indicate whether or not the student felt that the phone book was a good source of information about other cultures.
4. Answers should include information about the community's culture such as the religions and traditions practiced and how they may have changed.

### Page 29: Heroes and Holidays

1. Answers should describe someone who has done something to help the community and why this action was important.
2. Answers should describe local events, such as parades or a day of remembrance, that the student's community celebrates.
3. Drawings should show a local hero and the actions that the community recognized as heroic.