

# TEACHER'S ANSWER KEY TO

\$7.95



## OHIO in the United States



ZIMMER  
JARRETT  
KILLORAN



JARRETT PUBLISHING COMPANY  
THE GOLD STANDARD IN TEST PREPARATION

*Ohio in the United States* asks students to perform a variety of tasks as required by the Ohio Department of Education's Content Statements. Students make choices, visit supermarkets, or carry out research on the Internet. In many cases, a student's answer to a particular question or task will depend on his or her values and perspective. Thus, in these cases, there is no single correct answer. In evaluating these student responses, the procedure is to assess the student's answer to insure that the student supports his or her position with reasons, details, and data. The answer to some of these types of questions will be noted as "Student answers may vary."

## **ACTIVITY 1A: CAN YOU CREATE YOUR OWN MAP?**

### **Page 7: Checking Your Understanding**

- the candy: A3
- the coins: B1
- the pen: C2

### **Page 8: Checking Your Understanding**

1. A Map of Anytown
2. Student responses should reflect the information found in the legend on the map.

### **Page 9: Checking Your Understanding**

1. House of worship to the bridge: **South**
2. Airport to the bridge: **Southeast**
3. Factories to the school: **Northwest**
4. School to the factories: **Southeast**

### **Page 10: Checking Your Understanding**

1. Toledo to Cleveland South: **100 miles**
2. Dayton to Cincinnati: **75 miles**
3. Columbus to Akron: **250 miles**
4. Youngstown to Cincinnati: **550 miles**

### **Page 12: Directions to a Mystery City**

The mystery city is Akron.

### **Page 12: Interpreting a Mileage**

1. **Boston to Atlanta:** 1,075 miles
2. **Chicago to Los Angeles:** 2,190 miles
3. Dallas to Chicago (940 miles) **is a longer trip** than Boston to New York (215 miles).

### **Page 13: Learning With Graphic Organizers**

See definitions for terms within the activity.

## **ACTIVITY 1B: WHERE IS OHIO LOCATED?**

### **Page 15: Checking Your Understanding**

1. **Canada** borders the United States to the north.
2. **Mexico** borders the United States to the south.
3. The relative location of the United States is east of the Pacific Ocean.

### **Page 17, Top: Checking Your Understanding**

1. A physical region is one that has similar geographical features.
2. Ohio is located in the Midwest region.
3. The Midwest is located east of the Western region of the United States.

### **Page 17, Bottom: Checking Your Understanding**

1. The relative location of Ohio is southeast of Alaska.
2. Student responses will vary.  
*A possible answer:* Ohio is west of Pennsylvania and east of Indiana.

### **Page 18: Checking Your Understanding**

1. The five states that border Ohio are Michigan, Pennsylvania, West Virginia, Indiana, and Illinois.
2. Lake Erie is a body of water that borders Ohio.
3. Ohio is south of Lake Erie.

### **Page 19: Writing Your Return Email**

Student answers should describe Ohio's location relative to other countries (such as south of Canada), other states (west of Pennsylvania), and bodies of water (south of Lake Erie). They should use at least one cardinal (N, S, E, W) and one intermediate (NE, NW, SE, SW) direction.

### **Page 21: Checking Your Understanding**

1. Student responses will be based on the county where your school is located.
2. Use the county map on page 20 to evaluate student descriptions.
3. Medina is directly north of Wayne.
4. Scioto, Jackson, and Gallia are all nearby Lawrence.
5. The first county you would come to if you traveled northeast of Lake County would be Ashtabula.
6. Have students share their responses with the class.

### **Page 22: Learning with Graphic Organizers**

See definitions for terms within the activity.

## **ACTIVITY 1C: HOW HAS OHIO CONTRIBUTED TO THE ECONOMIC DEVELOPMENT OF THE UNITED STATES?**

### **Page 26: Checking Your Understanding**

Student responses should show how the water resources, mineral resources and forest reserves of Ohio helped develop the growing industries of the United States. For example, the Ohio River, by flowing into the Mississippi River, provided an important shipping route from Ohio all the way south to the Gulf of Mexico.

### **Page 28: Checking Your Understanding**

Student responses should show how farms and fisheries helped to develop the United States. For example, the farms in Ohio growing wheat, oats, and barley helped to feed the rising population living in cities.

### **Page 29: Checking Your Understanding**

Student responses should show how manufacturing in Ohio helped develop the growing industries of the United States. For example, Ohio's factories allowed manufacturers to produce more goods for less money. As the price of goods dropped, demand for them increased, allowing more people to afford these products.

### **Page 31: Checking Your Understanding**

Student responses should show how the canal and river systems of Ohio helped develop the growing industries of the United States. For example, Ohio's canals and rivers allowed more goods to be shipped to markets at a lower price. This also encouraged the development of cities along the routes of major canals.

### **Page 32: Making Connections**

Student responses might mention, for example, that manufacturers need to work to lower their costs to become more competitive with foreign producers of autos, rubber, steel and heavy equipment.

### **Page 33: Making Connections**

Student responses might show, for example, that a cost is that less food would be produced for consumption by people. Students might state that a benefit is that biofuels absorb carbon dioxide and create oxygen, creating less pollution in the atmosphere.

### **Page 35: Learning with Graphic Organizers**

See definitions for terms within the activity.

### **Page 36: Express Yourself**

Students should be able to relate some of the answers earlier in this chapter to their essay on this topic. For example, Ohio's natural resources in coal and iron ore encouraged growth of the iron and steel industry, which provided steel for railroad tracks, locomotives, and construction.

## **ACTIVITY 1D: DOES GEOGRAPHY AFFECT HOW PEOPLE LIVE?**

### **Page 38: Checking Your Understanding**

One possible answer is that your sister has overslept and has missed the school bus.

### **Page 40, Top: Checking Your Understanding**

What can be inferred about most Northern states is that they are located along the Atlantic coastline. This allows them to conduct trade more easily with European nations.

### **Page 40, Bottom: Checking Your Understanding**

The use of coal for industry in the North allowed that region to emerge as the main industrial section of the nation. With more factories, textile mills and railroads, the economy of this section was strongly geared to manufacturing.

### **Page 41: Checking Your Understanding**

The largest cities in the United States in 1820 were located in the North.

### **Page 42: Checking Your Understanding**

The relationship between cotton production and the number of slaves in the South was that as cotton production increased, the slave population also increased.

### **Page 43: Checking Your Understanding**

Northern states in the early 1800s developed new industries, increased railroad mileage, and became less dependent on agriculture for their economic prosperity. In the South, states developed their resources along agricultural lines.

### **Page 44: Checking Your Understanding**

States in the West during the early 1800s appeared undeveloped economically. Settlers were attracted to his area by its rich soil and inexpensive farm land.

### **Page 44: Express Yourself**

A sample answer might explain how each section's geography led it to develop differently from the other two sections.

### **Page 47: Making Connections**

1. Two crops grown in Ohio are soybeans and corn.
2. Two animals raised in Ohio are cattle and hogs.
3. Two places where minerals can be found are in the northeast and southwest part of the state.
4. The cow symbol represents dairy cows.
5. The factory symbol represents manufacturing.
6. A city near where wheat is grown is Dayton.
7. The symbol used for mining is a cart with ore.
8. A product map differs from a physical map in that it shows where certain economic activities or minerals are located. A physical map shows the geographical features of a place.
9. A sample answer might indicate that the economies of most areas, including Ohio, are highly dependent on the minerals, soil, and chemicals available.

### **Page 49: Learning with Graphic Organizers**

See the definitions for terms within the activity.

## **ACTIVITY 1E: WHAT ARE THE CONSEQUENCES OF MODIFYING THE ENVIRONMENT?**

### **Page 51: Checking Your Understanding**

- A. Student responses should compare at least one disadvantage and one benefit and evaluate which is more important. For example, does the benefit of new land outweigh the loss of wetlands as a filter?
- B. Student responses might suggest restoring some wetlands.

### **Page 53: Checking Your Understanding**

- A. Student responses should compare at least one disadvantage and one benefit and evaluate which is more important. For example, does additional soil erosion outweigh the benefit of more hydroelectricity.
- B. Student responses might include giving aid to people who are relocated.

### **Page 54: Checking Your Understanding**

- A. Student responses should compare at least one disadvantage and one benefit and evaluate which is more important. For example, does the benefit of new land for farms outweigh the loss of natural recreational areas?
- B. Student responses might suggest limiting cutting so that forests have time to regrow.

### **Page 55: Checking Your Understanding**

- A. Student responses should compare at least one disadvantage and one benefit and evaluate which is more important. Does the benefit of extra food outweigh the disadvantage of eating pesticides?
- B. Student responses might suggest the banning of chemicals, require additional testing, or continue to permit the use of chemicals to maintain food production.

### **Page 56: Checking Your Understanding**

- A. Student responses should compare at least one disadvantage and one benefit and evaluate which is more important. For example, does having more people together outweigh the disadvantages of pollution?
- B. Student responses might suggest governments limit the size of cities.

### **Page 60: Learning with Graphic Organizers**

See the definitions for terms within the activity.

### **Page 61: Express Yourself**

A sample answer might be, for example, that Ohio's forests are being cut down for lumber for homes and furniture. This has both a positive and a negative consequence for Ohio's environment. It supplies lumber needed for certain projects, but at the same time it destroys an important ecosystem for animals and plants.

## **ACTIVITY 1F: WHAT GENERALIZATIONS CAN YOU MAKE ABOUT OHIO'S CULTURAL DIVERSITY?**

### **Page 63: Checking Your Understanding**

What all three cities have in common is that they are located near a major body of water.

### **Page 66: Checking Your Understanding**

1. German immigrants came to the United States for political and economic reasons. A revolution was taking place and many Germans fled to the United States for safety.
2. Many of the German immigrants settled in Ohio's cities and in the countryside. Many settled in such cities as Cincinnati, Cleveland, and Columbus.
3. An example of a practice or skill that German Americans contributed to Ohio's cultural diversity was introducing the idea of kindergartens in education.

### **Page 68: Checking Your Understanding**

1. Irish immigrants came to the United States because of hunger and poverty in Ireland. In the mid-19<sup>th</sup> century, they experienced a severe potato famine in Ireland.
2. Many Irish immigrants settled in Cleveland and Cincinnati, where they found jobs working on building canals.
3. An example of a practice or skill that Irish Americans contributed to Ohio's cultural diversity was building canals and railroads in Ohio.

### **Page 70: Checking Your Understanding**

1. Amish immigrants came to the United States because in Europe they faced religious persecution for their beliefs.
2. Many Amish immigrants settled in Northern Ohio in various Amish communities.
3. Practices or skills that the Amish contributed to Ohio's cultural diversity included working hard and selling handicrafts, such as quilts and homemade jams. Amish handicrafts are highly prized.

### **Page 73: Checking Your Understanding**

1. The earliest groups of African immigrants to the United States were actually taken by force from Africa and forced to become slaves. Many of their descendants later migrated from Southern cities in search of a better way of life and to escape from the lives of poverty they were experiencing in the South.
2. Many African-American migrants coming to Ohio settled in the industrial cities of Cleveland, Youngstown, Akron and Toledo.
3. Examples of practices or skills that African-Americans contributed to Ohio's cultural diversity are excellence in the fields of music, art, and professional sports.

### **Page 79: Express Yourself**

Student responses should be sure to describe the interview subject's life in their first country and the United States.



## ACTIVITY 1G: HOW CLOSELY DO OHIOANS REFLECT THE CULTURAL DIVERSITY OF THE UNITED STATES?

**Page 82: TABLE 1**

YEAR	OHIO'S POPULATION	INCREASE IN POPULATION
1800	45, 365	—
1830	937, 903	892, 538
1860	2, 339, 511	1, 401, 608
1890	3, 672, 329	1, 332, 818
1920	5, 759, 394	2, 087, 675
1950	9, 946, 627	4, 187, 233
1980	10, 797, 630	851, 003
2010	11, 536, 504	738, 874

### **Page 82: Checking Your Understanding**

The general trend is that there has been an increase in each 30-year period. However, the amount of this increase in this period has been declining in more recent years.

### **Page 84: Interpreting Primary Documents**

1. The foreign-born populations of Ohio and the United States are growing.
2. In Ohio, about half of the foreign born population are U.S. citizens, while in the United States as a whole, this proportion is much less.

### **Page 85: Interpreting Primary Documents**

1. The origins of immigrants in the United States and Ohio are similar. In both, there are immigrants from Mexico, India, and China.
2. The origins of immigrants in the United States and Ohio are also different. In the United States in general, there is a higher percentage of foreign-born people from Mexico, India and China than are found in Ohio.

### **Page 86: Writing Your Report**

Student responses should address the question and use data from the table. For example, a student might argue that the people of Ohio do reflect the cultural diversity of the nation because both Ohio and the nation have the same groups. However, Ohio has more whites and fewer Hispanics than the nation as a whole.

### **Page 91: Express Yourself**

Student answers should indicate that the make up of Ohio's population is becoming more diverse, just like that of the United States. However, the extent of that diversity is not quite as great as it is in the general population of the United States.



## **ACTIVITY 1H: WHAT HAS BEEN THE IMPACT OF OHIO'S LOCATION AND TRANSPORTATION SYSTEMS?**

### **Page 94: Checking Your Understanding**

The Ohio River provided the safest and easiest way to travel to the West.

### **Page 95: Checking Your Understanding**

The National Road in Ohio advanced transportation by linking the frontier in the West with the East Coast of the United States.

### **Page 96: Checking Your Understanding**

The canal system in Ohio connected Ohio with important eastern markets of the United States. In addition, the construction of the canals attracted tens of thousands of immigrants to Ohio to work on building them.

### **Page 97: Checking Your Understanding**

The railroad system in Ohio connected the state's factories and industrial sections to raw materials. It also connected Ohio's factories to important cities along the Atlantic coast.

### **Page 98: Checking Your Understanding**

The highway system in Ohio has given Ohioans the ability to move easily and inexpensively to any destination within the state as well as to adjoining states.

### **Page 99: Checking Your Understanding**

Aviation in Ohio is important to Ohio's economic health. It has 175 airports and contributes over 10 billion dollars into Ohio's economy.

### **Page 102: Making Connections**

Student essays should provide evidence that shows how Ohio's transportation systems continue to influence the movement of people, products and ideas in the United States. For example, food from the Middle West still crosses Ohio in trucks, trains and boats to reach cities in the Northeast.

### **Page 105: Learning with Graphic Organizers**

See the definitions for terms within the activity.

### **Page 106: Express Yourself**

Student answers should indicate how the two methods of transportation have changed and how they have altered the lifestyle of Ohioans. For example, if students chose air travel, they could write about how it allows Ohioans to connect to any place in the globe from Ohio's airports.

## ACTIVITY 2A: HOW DO YOU MAKE A TIMELINE?

### **Page 109: Checking Your Understanding**

A typical student response might be that the Miami and Erie Canal is completed. The completion of this canal allowed Ohioans to ship goods to states along the East Coast.

### **Page 111: Periods of Time**

To fill in the timeline, students should use the following years: 1300, 1400, 1500, 1600, 1700, and 1800.

### **Page 112: Checking Your Understanding**

1. The number of the century refers to the previous 100 years. For example, the 19th century refers to the years 1801 through 1900.
2. 8th Century
3. 16th Century
4. 20th Century
5. 21st Century

### **Page 113: Make Your Own Timeline**

Students should first place the three given events on the top of the timeline. Ohio history should be at the top and U.S. history at the bottom. Other dates they might include are the Northwest Ordinance (1787), the Declaration of Independence (1776) and Ohio's admission as a state (1803).

### **Page 114: Completing the Chart**

Students should paste pictures into the chart. A picture for 17<sup>th</sup> century communication, for example, might show a stagecoach or messenger in Virginia or New England.

### **Page 116: Learning with Graphic Organizers**

See the definitions for terms within the activity.

## ACTIVITY 2B: HOW CAN YOU USE PRIMARY AND SECONDARY SOURCES TO CREATE A NARRATIVE?

### **Page 118: Checking Your Understanding**

1. A possible student answer might be that each society looks to its past for its identity. This is often what makes a country special.
2. Another possible answer might be that knowledge of history provides a guide for moving forward into the future.

### **Page 120, Top: Checking Your Understanding**

ITEM	TYPE	REASON
• Pictures of Ohio by a modern artist of Ohio in the 1700s.	Secondary	This modern artist was not alive in the 1700s.
• Indian Tools	Primary	These are original records.
• Copies of arrowheads	Secondary	These are copies, not original.
• Ancient Indian pottery	Primary	This pottery is from ancient times.

### **Page 120, Bottom: Checking Your Understanding**

1. Declaration of Independence. This is a primary source since the document is from the time.
2. A 19th century painting of Paul Revere. This is a secondary source since it was done years after the event took place and is not based on first-hand knowledge.
3. Money used in the colony of North Carolina. This is a primary source since it is original to the period.

### **Page 122: Historical Narrative**

Possible student answers are:

1. A fourth-grade school report card. (*Primary source*)
2. A diary of the student's life. (*Primary source*)
3. A history book about world events at the time the students were born. (*Secondary Source*)

### **Page 123: Checking Your Understanding**

1. Secondary source
2. The Boston Tea Party was an action taken by colonists against the importing of tea granted by Parliament to the East India Company. A group of colonists disguised as Indians threw 342 chests of tea into Boston Harbor.

### **Page 124: Checking Your Understanding**

1. Primary source
2. The soldier, being British, was against the actions taken by the colonists. He believed Parliament was justified in taxing the colonists.
3. He was a British soldier who was stationed in Boston to protect the colonists. His view was biased against the colonists because of his position.

### **Page 125: Checking Your Understanding**

1. Primary source
2. This broadside was issued by colonists who opposed the importing of the tea with taxes by the East India Company.
3. This broadside called on colonists to unite against the arrival of this tea. They saw this as a threat to their liberty.

### **Page 126: Checking Your Understanding**

1. Primary source
2. It describes the action from the point of view of a colonists who participated in the actual dumping the tea.

### **Page 127: Checking Your Understanding**

1. Secondary source
2. This is a later artist's view, showing how many colonists participated in the event. It shows them dressed as Indians working to dump the tea.

### **Page 128: Checking Your Understanding**

1. Primary source
2. This is a story that is being reported in London to a British audience. The report is biased since it states in the first paragraph that this was a "horrible incident of some misguided Boston colonists."
3. The action shows that people in Britain were shocked by these events. The British Parliament took measures to punish the colonists.

### **Page 130: Express Yourself**

Students introductions should get the reader's attention. For example, students might start with the tea being dumped into the harbor. The main body of the narrative should describe the events that led up to the Boston Tea Party, what happened during that event, and the consequences.

### **Page 132: Learning with Graphic Organizers**

See the definitions of primary and secondary sources for examples.

### **Page 133: Express Yourself**

Student responses will vary based on the event they report. They should be sure to identify the type of source and to compare this protest with the Boston Tea Party.

## **ACTIVITY 2C: HOW WOULD YOU EDIT THIS ARTICLE?**

### **Page 136: Checking Your Understanding**

Student answers should indicate that there is very little evidence about how the first people came to North America. These views are considered to be opinions because scientists are only guessing what happened based on this small amount of evidence.

### **Page 138: Checking Your Understanding**

1. Archaeologists are social scientists who study prehistoric and ancient cultures by looking at the objects these peoples left behind.
2. Prehistoric Indians built small hills or mounds of earth over places where they buried their dead or held religious ceremonies.

### **Page 140: Checking Your Understanding**

1. The raising of maize and the building of forts indicates that there was some degree of cooperation between different Indian groups.
2. The discovery that bows and arrows and other weapons were used by Indians indicates that conflicts between tribes existed.

### **Page 141: Checking the Article**

Student responses will vary.

### **Page 142: Checking the Article**

A student might choose to check, for example, whether the Fort Ancient Indians built the Great Serpent Mound (p.140). They could check the website of the Great Serpent Park of the National Park Service to confirm this fact. They should check that this fact is accurate.

### **Page 144: Museum Trip**

Student responses will vary.

### **Page 146: Learning with Graphic Organizers**

See the definitions of the different Indian groups throughout the activity.

## **ACTIVITY 2D: HOW WERE OHIO'S HISTORIC INDIAN TRIBES ALIKE AND DIFFERENT?**

### **Page 148: Checking Your Understanding**

Students should use the information in pages 149-154 to fill in this chart. Tribes that are alike might be the four Algonquian tribes (Shawnee, Delaware, Ottawa, and Miami) or the two Iroquois tribes (Ohio Seneca and Wyandot).

### **Page 151: Checking Your Understanding**

1. Wigwams were circular homes built by bending tree branches into a dome-shaped frame. The tree branches were then covered with strips of birch bark, which was sewn together with roots.
2. Canoes were used as a means of transportation by the Indians. Their primary function was to help Indians to obtain food by fishing. They also were used for trade.

### **Page 154: Checking Your Understanding**

1. Life in a longhouse was communal. Many Indian families lived together because longhouses in general tended to be quite large. The longhouse usually had holes in the roof to allow smoke from fires within the longhouse to escape. Benches along the sides of the longhouse were used for the activities of everyday life, such as sitting, eating and sleeping.
2. The main difference between Iroquois and Algonquian Indians was in the language they spoke. In some cases, their homes were also different (longhouses for Iroquois and wigwams for Algonquians).
3. The Wyandot and the Ottawa Indians resembled each other as traders. Members of these tribes acted as middle-men in trade between Europeans and other tribes.

### **Page 155: Checking Your Understanding**

1. Students might use the similarities between the Wyandot and the Ottawa, two tribes whose members often engaged in trade with other tribes and Europeans.
2. Students might use any Iroquois and Algonquian tribes as examples to represent differences in language.

### **Page 157: Making Connections**

Students can find this information on the Internet. Students should complete all the missing information for five tribes.

### **Page 159: Learning with Graphic Organizers**

See examples describing the important features of each Iroquois and Algonquian Indian tribe throughout the activity.

## **ACTIVITY 2E: HOW WOULD YOU OUTLINE THE EARLY HISTORY OF THE BRITISH COLONIES?**

### **Page 163: Checking Your Understanding**

1. The search for the Northwest Passage had an important impact on the settlement of North America. In looking for such a route, European explorers were motivated to explore both coasts of North America.
2. La Salle played an important role in the settlement of Ohio. His exploration of the region and his claim of the entire region of Ohio for France encouraged other Europeans to settle in the area.
3. The British and the French were quite different in the Ohio region. The French were more interested in buying furs from the Indians and acting as fur traders. The British, on the other hand, were more focused on settlement of the region. The British encouraged their subjects to move to the area and build towns.

#### **Page 164: Outline of Early Explorers to North America**

- II. B:** The search for this route encouraged European exploration.
- II. C:** Samuel de Champlain was the first European to sail up the St. Lawrence River.
- III. B:** La Salle explored the region between Lake Erie and the Ohio River.
- III. C:** La Salle is credited with claiming the entire region for France.
- IV. A1:** The French were interested in carrying on fur trading with the Indians.
- IV. B1:** The English were more interested in encouraging their subjects to settle in the area.

#### **Page 166: Checking Your Understanding**

New Englanders were skilled at adopting to their physical environment in various ways. They established small farms since the soil was rocky and not suited for farming. They primarily grew crops for use by their family. New Englanders also made use of the forests in the region. Trees were cut down for lumber and building ships. Since there were few large tracts of fertile land, the main occupation was commerce and fishing.

#### **Page 167: Checking Your Understanding**

The Middle Atlantic Colonies were known as the “Bread Basket” since the soil was particularly well suited for small farms. It was in the Middle Colonies that most of the food was grown in the colonies.

#### **Page 168: Checking Your Understanding**

The main crops planted on Southern plantations required large amounts of labor. As a result, the Southern plantation system became highly dependent on slave labor to grow crops.

#### **Page 169: Outline**

- IA.**
  - 1. Massachusetts, New Hampshire, Connecticut, and Rhode Island.
  - 2. Colonies were the farthest north.
  - 3. Rum was traded in Africa for slaves.
  - 4. Trade with England was for manufactured goods.
- IB.**
  - 1. Little fertile soil.
  - 2. Long winters and a cold climate.
- IC.**
  - 1. Main occupations were commerce and fishing.
  - 2. Trading and shipbuilding.
- IIA.**
  - 1. New York, New Jersey, Delaware, and Pennsylvania.
  - 2. Settlers came mainly from the Netherlands, Germany, Sweden, France.
  - 3. Many settlers came looking for religious freedom.
  - 4. Life for the first settlers here was very rugged and hard.
- IIB.**
  - 1. Winters were harsh and summers were longer.
  - 2. Area was thick with forests.
- IIC.**
  - 1. Many small farms.
  - 2. Many were involved in lumbering, shipbuilding and commerce.
- IIIA.**
  - 1. Virginia, Maryland, North Carolina, South Carolina, Georgia.
  - 2. Colonies were farthest south.
  - 3. Most settlers were English, Scots, and Scotch-Irish.
  - 4. Large plantations were owned by rich families.
  - 5. Economy was heavily dependent on enslaved peoples from Africa.
- IIIB.**
  - 1. Land was flat and soil was well-suited to growing crops.
  - 2. Growing season was long due to the warmer climate.
- IIIC.**
  - 1. The plantation system, based on slave labor, was a key part of their economy.
  - 2. Growing crops such as cotton and tobacco.

### **Page 171: Making Connections**

Students should complete the map. They can find these ports and towns by looking at any current map.

### **Page 173: Learning with Graphic Organizers**

See the examples describing the differences between the New England, Middle Atlantic and Southern Colonies already indicated in the outline details above.

## **ACTIVITY 2F: CAN YOU IDENTIFY CAUSES AND EFFECTS?**

### **Page 178: Checking Your Understanding**

1. Its main cause was competition for trade and land between France and Great Britain.
2. The British were victorious in the war. As a result, France surrendered most of her colonial empire in North America, including Canada and all lands east of the Mississippi River. All of these lands passed into British control.
3. British settlers and Indians sometimes cooperated in trade. However, conflicts occurred between them for control of land in the Ohio River Valley. The settlers wanted to live on land that had been traditional Indian land for hunting. The lifestyles of the settlers and the Indians were very different and only served to add to the conflict.

### **Page 179: Checking Your Understanding**

The cause of the Proclamation Line of 1763 was the desire of the British government to prevent further conflicts between the Indian tribes and British settlers. The proclamation declared that the colonists were prohibited from settling lands west of the Appalachian Mountains.

### **Page 181: Checking Your Understanding**

Student answers might include such items as “Repeal the Stamp Act,” “Put an End to the Ban of Moving West,” or “End the Tyranny of the British Parliament.”

### **Page 182: Checking Your Understanding**

The effect of the Boston Tea Party was that the British government condemned the action of the colonists as treasonous. The British closed Boston Harbor and sent more soldiers to the British colonies. This increased the colonists’ opposition to the harsh measures of the British government in America.

### **Page 183: Checking Your Understanding**

All people are given certain unalienable (*basic*) rights, including life, liberty and the pursuit of happiness. Governments are created to protect these rights. Citizens have the right to change their government if it does not protect these rights.

### **Page 185: Checking Your Understanding**

Most of the battles and fighting did not take place in Ohio. However, General Washington did send George Rogers Clark to take possession of the lands northwest of the Mississippi River. Clark was successful in showing the Indians that the British could not protect them. Fort Laurens, the only fort in the Ohio country, was able to resist a siege by British soldiers in 1778.



### **Page 186: Finding Causes and Effects**

#### **1. French and Indian War.**

Causes: (1) Competition for overseas trade between France and Great Britain. (2) Competition between British and French colonists for control of the Ohio River Valley.

Effects: (1) The French had to surrender most of their colonial empire in North America. (2) All lands east of the Mississippi River came firmly under British control.

#### **2. American Revolution.**

Causes: (1) Harsh tax policies of the British. (2) The Proclamation Line prevented further settlement of the area west of the Appalachian Mountains.

Effects: (1) The British lost control of their colonial empire in America. (2) The former British colonies became an independent nation, known as the United States.

### **Page 188: Making Connections**

1. Other examples of symbolism in this painting are General Washington's standing taller and higher than all others in the boat, showing his strength and importance; the boat going through very rough waters, indicating the difficulty the American colonists faced in trying to become independent; lastly, the American flag rising above all else in the boat, showing that the Americans would emerge victoriously from the conflict.
2. This painting has become very famous because it appears to embody the strength and determination of the American spirit in facing difficulty. The painting certainly achieved its purpose, since it has served as an inspiration for generations of Americans.

### **Page 190: Learning with Graphic Organizers**

See the examples describing the causes of the American Revolution indicated in the activity as well as details described above.

## **ACTIVITY 2G: HOW GOOD A LISTENER ARE YOU?**

### **Page 193: Listening Questions**

1. The Articles of Confederation helped to establish the idea of limited government — that a government should have specific powers based on popular consent, and that it should not act beyond the powers it is given.
2. The main features of the Northwest Ordinance were that: (1) it established a process for these territories to enter the Union as states; (2) it banned the practice of slavery; (3) it created qualifications for voting in the territory; (4) it established public education; (5) it guaranteed individual rights to the people living in the territory.
3. The U.S. Constitution gave the national government greater powers than it had under the Articles of Confederation.

### **Page 196: Listening Questions**

1. Much of the land that became Ohio was settled by soldiers who had fought in the American Revolution, and by settlers seeking inexpensive farmland.
2. Ohio's first Constitution was similar to that of the U.S. Constitution in that both documents had a chief executive and established a two-house legislature to make laws.
3. Ohio officially became a state in 1803.

### **Page 198: Making Connections**

The states that were formed from the Northwest Ordinance consisted of from east to west and north to south: Ohio, Michigan, Indiana, Wisconsin, and part of Minnesota (far northwest on the map). For their locations, see the map in the book on page 193.

### **Page 200-201: Learning with Graphic Organizers**

See the three steps for attaining statehood on page 194 and for a comparison of the U.S. and Ohio Constitutions.

## **ACTIVITY 2H: HOW WOULD YOU CREATE A CONCEPT MAP?**

### **Page 205: Interaction with Indians**

1. British Viewpoint: They feared Americans were interested in expanding into Canada.
2. American Viewpoint: Tribal rights to land were recognized by the provisions of the Northwest Ordinance.

### **Page 207: Checking Your Understanding**

Tecumseh and his brother, the Prophet, were very distrustful of the treaties with the American government. Many of these treaties had been broken by the government and the Indians saw the arrival of new American settlers as a threat to their way of life.

### **Page 208: Unresolved Issues**

1. Disagreement over the use of the Northwest Territory. The British continued to allow their troops in Canada to supply the Indians with weapons. This action threatened American control of the Ohio River Valley.
2. Several U.S. Congressmen wanted to seize control of Canada from the British.

### **Page 211: Impact of War of 1812**

1. One impact on the United States as it emerged from the War of 1812 was worldwide respect for having resisted the British in the war. The Great Lakes became the shared property of Canada and the United States.
2. Many Indian tribes had to move to lands west of the Mississippi. Americans settlers continued to move further west, threatening Indian lifestyles.

### **Page 213: Detecting Bias in a Source**

1. President Madison believed that the seizing of American sailors by the British was the main cause of the War of 1812.
2. The Prince Regent believed that the British government had the right to seize sailors who had deserted from the British navy.
3. They were on opposite ends of the argument. The American President saw it as the British illegally seizing American citizens, while the British Prince Regent saw his government as taking back deserters from the British navy.

### **Page 214: Learning with Graphic Organizers**

See the examples describing the conflicts between Indians and settlers in the Ohio Territory indicated in the activity, pages 203, 206-207, and 210.

### **Page 215: Express Yourself**

Student answers should indicate that General Wayne's victory over the Indians cleared the territory for future settlement. By one year after his victory, most of the Indian tribes had agreed to give up their claims to the lands in Ohio.

However, if a student took the other point of view, that Wayne's victory was not important, then he or she might contend that the Indians could have been convinced to move off the land peacefully to allow for future American settlement. If so, then General Wayne's victory at Fallen Timbers would have been less important to history.

## **ACTIVITY 2I: CAN YOU IDENTIFY THE MAIN IDEA AND SUPPORTING DETAILS IN A READING?**

### **Page 217: Checking Your Understanding**

Reading is making sense of words when they are put together. The reader must also understand the ideas that are suggested by those words.

### **Page 219: Checking Your Understanding**

Student answers should indicate that the North was heavily industrialized and had many factories. The North also had large numbers of immigrants, principally from European countries. Workers put in long hours for low wages and unemployment was common.

### **Page 220: Checking Your Understanding**

Student answers should indicate that while in the North there was widespread industrialization, the West was primarily an agricultural region. People living in the West worked at mining and farming. The West soon emerged as the nation's fastest growing region. The West saw the introduction of machines to work the land.

### **Page 222: Checking Your Understanding**

Student answers should indicate that in the South slavery was widespread. Most families in the South, however, did not own slaves. Nevertheless, the institution of slavery greatly affected the Southern economy. The South fell behind the North in the number of railroads, factories, and schools. Southern cities remained small and lacked industry.

### **Page 225: Checking Your Understanding**

Ohio played an important part in the antislavery movement. Ohio had a number of important abolitionists, such as John Rankin and Levi Coffin. In addition, throughout Ohio there were important stops along the "Underground Railroad," which was a system of secret routes, safe houses, and hiding places used by runaway slaves to escape to freedom.

### **Page 228: Checking Your Understanding**

1. Between 20,000 and 30,000 people lived in Darke County in 1850.
2. Lawrence had a larger population than Morrow in 1850.
3. Cuyahoga County had the largest population since it bordered Lake Erie. It was where canals from the Ohio River reached Lake Erie.
4. The thick black lines on the map show the routes of Ohio's canals.
5. Student answer might mention Lawrence (from 10,000 - 20,000) to (30,001 - 70,000).
6. Student answers will vary depending on the research done by students to answer this question.

### **Page 230: Learning with Graphic Organizers**

See the definitions indicated in the activity.

## **ACTIVITY 2J: HOW HAVE THE INNOVATIONS OF OHIOANS BENEFITTED THE UNITED STATES?**

### **Page 231: Checking Your Understanding**

All of these newspaper headlines indicate the names of famous Ohioans who have invented items that have helped the United States to grow.

### **Page 233: Checking Your Understanding**

A student response might indicate, for example, that the light bulb was Edison's most important invention since it allowed people to light their homes without the use of candles, which gave inadequate light and often caused fires in homes.

### **Page 234: Checking Your Understanding**

A student response might indicate that Garrett Morgan's inventions made a greater contribution to American society. Countless numbers of people were saved by his traffic signal. His other invention, the safety hood, also helped to save lives.

### **Page 235: Checking Your Understanding**

1. A student response might indicate that the Wright brothers' invention of the airplane revolutionized air travel. People could now travel to distant corners of the world in less than a day's time.
2. In all likelihood, the airplane would have been invented by someone else since several other inventors and scientists were also working on an airplane.

### **Page 236: Checking Your Understanding**

Student responses might indicate that Kettering's invention could be considered as more beneficial to people. Although Midgley's technology was able to eliminate the knocking noise in an automobile, Kettering's electronic ignition was a safety issue. It helped people to start an automobile. The hand-crank required some strength, and also carried with it some risks that it would spin around suddenly and hit someone in the face or body, doing serious harm.

### **Page 239: Checking Your Understanding**

Student responses should identify an inventor and provide evidence to support their choice — such as the benefits of the invention.

### **Page 242: Nominee for Hall of Fame**

Student responses should provide a summary giving the person's background and any special obstacles they had to overcome. Then they should identify the most important inventions and accomplishments. Finally, they should identify at least one source. If you decide to grade responses, you might give 0, 1, or 2 points for each part.

### **Page 243: Making Connections**

1. The names in the glossary are arranged in **alphabetical order**.
2. Two women who worked for greater rights for women were **Alice Carie** and **Frances Dana Gage**.
3. The first woman to run for President of the United States was **Victoria Claflin**.

### **Page 245: Learning with Graphic Organizers**

See the definitions indicated in the activity.

### **Page 246: Express Yourself**

Student responses should not merely list the inventions that have come out of Ohio, but should show how those inventions have affected the United States. For example, one invention that came out of Ohio was the airplane by the Wright brothers. This invention created millions of jobs and revolutionized travel in the United States by making it faster to reach more distant places.

## **ACTIVITY 3A: HOW WOULD YOU DEFINE A GOOD CITIZEN?**

### **Page 249: Think about It**

Student responses will reveal what they think good citizenship is. You might list their ideas on the blackboard or whiteboard and return to them later in the lesson.

### **Page 251: Think about It**

Return to the answers your students gave on page 249 above and then discuss if they would change them based on the results of the survey.

### **Page 252: Checking Your Understanding**

1. Student answers should reflect the idea that this amendment protects several important rights of individuals. For example, Congress cannot make a law establishing a religion or preventing someone from practicing his or her religion. It also protects freedom of speech, the press and the right of people to gather and petition the government to address their grievances.
2. The rights that this amendment protects include freedom of speech, the press and the right of people to gather and petition the government to correct their grievances.

### **Page 254: Think about It**

Student answers should indicate some of the things they do that make them good citizens. For example, they might indicate that they obey the law and respect the rights of other students.

### **Page 256: Learning with Graphic Organizers**

See the activity for the duties and responsibilities of a good citizen.

### **Page 257: Express Yourself**

Student responses should indicate that Dr. Sagan meant that the real significance of our nation is in our Constitution and in our respect for individual rights rather than in the outward symbols of our nation, such as its flag.

## **ACTIVITY 3B: HOW DO PEOPLE INFLUENCE THEIR STATE AND NATIONAL GOVERNMENTS?**

### **Page 260: Think about It**

Students can select any feature of democracy they wish, but their selection must be supported by logical reasons. For example, if students select respect for minority rights, they should indicate the importance that democracy puts on the opinions of those who disagree with the majority: in a democracy, minority rights are respected, even though the minority goes against what those in the majority believe.

### **Page 264: Think about It**

Brainstorm with your students for additional ways to influence elected representatives, such as writing a letter to the newspaper, making campaign contributions, or volunteering.

### **Page 266, Top: Interpreting a Line Graph**

1. The vertical axis shows the number of voters in thousands.
2. The horizontal axis shows “Year of Election.”

### **Page 266, Bottom: Checking Your Understanding**

1. The approximate number of Americans who voted in 2000 was 110,000,000.
2. The approximate number of Americans who were eligible to vote in 2000 was 190,000,000.
3. The year on the graph in which the greatest difference between the number of eligible voters those who actually voted was in 2012.
4. Students should see that far more people are eligible to vote, but not everyone who is eligible actually goes to the polls and votes. It also appears that the number of people who are eligible to vote is increasing, but those who actually vote is not growing at the same rate.

### **Page 268: Learning with Graphic Organizers**

See the information in this activity for the ways in which citizens can influence their government officials.

### **Page 269: Express Yourself**

Student responses should reflect the key points listed on page 269 for writing a letter of this nature.

## **ACTIVITY 3C: HOW CAN INFORMATION BE USED EFFECTIVELY TO MAKE AN INFORMED DECISION?**

### **Page 273: Checking Your Understanding**

Two examples of student responses might be:

3. The first television broadcasts began in the 1930s.
4. The government cannot tell TV companies what to show.

### **Page 274: Checking Your Understanding**

1. Two teens were daring each other and this led to their deaths. The point is that they were strongly influenced by watching an action-adventure show on television.
2. Student answers might indicate that violence on television can have a negative effect on the young people who see it.

### **Page 275: Checking Your Understanding**

1. The editorial supports the position that television stations should not be controlled by government. The real cause of violence is attributable to poverty and to the large number of guns in society.
2. The editorial implies that once the government is able to control one subject on television, it will try to control other aspects of society. This might eventually lead many of our rights of free speech and free press to be suppressed by the government.

### **Page 277: Checking Your Understanding**

By reading the magazine article, students will learn that research by Anderson and Bushman indicates that continued exposure to violence on television during childhood is associated with children becoming more aggressive as adolescents and young adults.

### **Page 278: Checking Your Understanding**

1. This Internet site claims that children enjoy watching violence on television, but it often leads to terrible nightmares when they are asleep.
2. This information appears to indicate that if children are shown educational television shows that are fun to watch, this will have a beneficial effect on them. More of these types of programs should therefore be sponsored by the government.

**Page 279: Think about It**

Student responses should identify the author's point of view and use evidence from the activity in support of that view.

**Page 283: An Environmental Problem Facing Your Community**

Student responses should be sure: (1) to identify a clear local problem relating to the environment; (2) to identify some sources; (3) to list some options; (4) to give the advantages and disadvantages of these options; and (5) to choose a solution. Give 0 to 3 points for each part.

**Page 285: Learning with Graphic Organizers**

See the content material in the activity for the ways to conduct research using traditional and digital sources of information.

**ACTIVITY 3D:  
HOW GOOD ARE YOU AT COMPROMISE?**

**Page 287: Think about It**

A possible compromise is that one day the family goes to the beach, while the next day the family goes on a bike ride. Or students might suggest that in the morning, the family goes to the beach, and then later in the afternoon they take a bike ride.

**Page 289: Think about It**

In any compromise, both sides must be prepared to give in to some extent. Both sides are not fully satisfied, but both can live with the agreement.

**Page 291, Top: Think about It**

1. In this compromise, the larger states wanted representation in Congress based on the size of the population.
2. A possible compromise might be that the smaller states will be equal to the larger states in one house of Congress, while in the other representation would be based on the size of the population. Both houses would need to agree for any new laws to be passed.

**Page 291, Bottom: Think about It**

1. Student responses should report the class compromise after a lively class discussion.
2. Students should return to this question after reading page 295 below.

**Page 292: Compromising On a State or National Issue**

**First Issue:** Students should bring in issues found in the local or national newspaper, or the Internet. For example, should the United States send troops to fight ISIS? Should your local community extend shopping hours?

**Second Issue:** Students should find a second issue from the same source. Remember that an issue has two or more sides.

**Page 294: Learning with Graphic Organizers**

See the content material in the activity for ways to reach a compromise.



### **Page 295: Express Yourself**

Student responses should indicate that in order to reach a compromise, supporters of one side often make concessions to attract enough support to build a majority. If this does not take place, then nothing can be accomplished by government in a democracy. To reach a compromise that both sides can accept, there needs to be give-and-take by both parties in a disagreement.

## **ACTIVITY 3E: WHAT RULES WOULD YOU CREATE FOR YOUR CLASS?**

### **Page 297: Think about It**

1. This is an important rule for any classroom. If a teacher allows more than one student to speak at a time, neither student will be able to hear what is being said by the other.
2. Having more than one student speak at a time often leads to a chaotic classroom. Everyone would be talking and no one would be listening. Students also could not hear the teacher.

### **Page 297: Your Suggestions for Class Rules**

Each student should provide at least three rules. They can provide them on any area listed on pages 297-298.

### **Page 300: A Series of Situations**

<b>The Situation</b>	<b>Does it Involve a Law?</b>	<b>Why is this Important for Society?</b>
Stopping at a red light	Yes	This is done to prevent motorists from crashing into each other.
Taking a person's property	Yes	If this were allowed, there would be chaos in society.
Being free to express yourself	Yes. This protection is based on the First Amendment.	This is an important individual right in a democratic society.

### **Page 302: Think about It**

<b>The Situation</b>	<b>Why is this Important in Society?</b>
Receive a summons to report to court for jury duty.	This is a citizen's responsibility in a democratic society such as ours. It allows us to have trial by jury.
You receive a notice that you owe money for taxes.	Citizens must pay taxes for government to have enough funds to do the functions it is responsible for handling.
You apply for a business license.	Licenses for businesses makes sure those businesses operate safely and fairly.

### **Page 303: Research a Recent Law**

1. Students should identify an issue, such as the danger from second-hand smoke or accidents from text-messaging in an automobile.
2. Students should state the law and evaluate if it solved the issue it was meant to address.

### **Page 303: Think about It**

A central authority similar to a school principal is the mayor of a town or the governor of a state.

### **Page 304: Think about It**

1. Few schools have student government in elementary school. “No” is probably the correct answer.
2. It is unlikely your school has a student government. Representatives are usually elected by classmates or selected by teachers.
3. Usually a local school board will set the general policy for the district. The principal of each school will then set rules for the school based on the law, good educational practices, and the instructions of the school board, and after listening to teachers, parents and students.
4. Usually the principal is in charge of carrying out school rules, assisted by administrators, classroom teachers, and school staff.
5. All these groups are involved in making school decisions. Often they try to reach decisions together. Parents and other neighborhood citizens elect school board members who set policy. Principals and teachers carry out those policies. Teachers also talk with parents so that they can reach decisions together.

### **Page 306: Learning with Graphic Organizers**

See information in the activity for laws that protect rights, provide benefits, and assign responsibilities.

### **Page 307: Express Yourself**

Student responses should indicate that laws are needed in a society. Without laws, society would become chaotic and lawless. No one in society would be safe. In a society with laws, each person gives up some degree of freedom to allow government to create an environment that is safe for everyone to live peacefully.

## **ACTIVITY 3F: HOW DOES THE U.S. CONSTITUTION LIMIT GOVERNMENT POWER AND PROTECT INDIVIDUAL RIGHTS?**

### **Page 309: Checking Your Understanding**

The problem faced by the national government under the Articles of Confederation was that it lacked enough powers to successfully meet the domestic and foreign problems facing the new nation.

### **Page 310: Checking Your Understanding**

Students can choose any of these options for their speech. Their speeches should use evidence and arguments to support their choice. In actual fact, in 1787 the preferred option was a compromise between giving all the power to the national government and keeping all the power with the states. Instead, the national government was given limited powers to carry out some functions. All the remaining powers were left with the states.

### **Page 311: Checking Your Understanding**

What was unique about the role given to the people under the U.S. Constitution was that the government’s source of power comes from the consent of the governed. Because the people are the source of power, the government has only limited authority.

### **Page 314: How Well did the Authors of the Constitution Solve the Problem?**

Student essays should point out that the authors of the U.S. Constitution were quite successful at solving the problem. They created a much stronger national government, which still had many limits on its powers. In addition, they made sure that citizens were given a number of important freedoms to protect their rights.

### **Page 317: Learning with Graphic Organizers**

See the information in the activity on page 313 for First Amendment protections of individual liberties.

**Page 318: Express Yourself**

Student responses should indicate that the authors made sure to place the real power in the hands of the people, who are able to elect their leaders. They also gave the national government only limited powers. To further insure the national government was limited, a number of individual protections were written into the First Amendment that protected citizens' individual liberties.

**ACTIVITY 3G:  
WHAT DO OHIOANS KNOW ABOUT THEIR GOVERNMENT?****Page 326, Top: Think about It**

1. Students should report the scores of two volunteers. Students should decide if their knowledge was good, fair or poor. Possible score ranges might be 1 to 5 points for poor; 5 to 8 points for fair; and 9 to 11 points for good.
2. Student responses might point out that more programming on television about government could help.

**Page 326: Checking Your Understanding**

Characteristics	Under the U.S. Constitution	Under the Ohio Constitution
Form of Government	Democracy	Democracy
Branches of Government	Three	Three
Legislative Branch	U.S. Congress	General Assembly
Executive Branch	President	Governor
Judicial Branch	U.S. Supreme Court	Supreme Court of Ohio
Protections of Liberties	Bill of Rights	State Constitutional Amendments

**Page 328: Key Events in the History of Ohio's State Constitution**

Here are some possible events:

- **1802:** Ohio's first constitution was approved
- **1851:** A new state constitution was approved
- **1871:** A new constitution by a Constitutional Convention was rejected by Ohio voters.
- **1911:** A group of amendments suggested by a Constitutional Convention was approved by Ohio voters.
- **2015:** The Ohio Constitution approved in 1851 still provides the framework for the state government of Ohio.

**Page 330: Learning with Graphic Organizers**

See the information in the activity for the functions of government and the similarities between the U.S. and Ohio Constitutions.

## **ACTIVITY 4A: HOW VISUALLY LITERATE ARE YOU?**

### **Page 333: Checking Your Understanding**

A sample student response might touch on the fact that in today's Internet-driven society, increasing amounts of information are presented in the form of visual data.

### **Page 334: Checking Your Understanding**

Students should respond that in this case the visual presentation was easier to understand because its relationships could be understood in a glance.

### **Page 335: Checking Your Understanding**

The Federal Courts of Appeals are appellate courts just below the Supreme Court. The Federal District Courts are trial courts below the Courts of Appeals. If you wished to add the Federal Court of Appeals and the Federal District Courts to this diagram, you would probably place them under the "Other Federal Courts" box in the diagram and connect them with lines.

### **Page 337: Checking Your Understanding**

1. The advantage of this pictograph over a table is that it represents the information in an easier to understand visual format.
2. According to the pictograph, the average annual income in Ohio in 2012 was \$42,000. If students relied on the table above, the answer is \$39,289. Both answers are acceptable because these are estimates.
3. The average annual income was similar in both 2008 and 2011, or in 2007 and 2009.
4. The average annual income was highest in 2012.
5. The average annual income declined in 2009 from what it was in 2008.

### **Page 340: Checking Your Understanding**

1. The population of Columbus was highest in 2010.
2. The population of Cincinnati was lowest in 2000.
3. In 1990, 2000, and again in 2010, Cleveland's population fell below that of Columbus.
4. The trend in population indicates that in three of the cities — Akron, Cincinnati, and Cleveland — there has been a decline in population since 1970. The only city in Ohio in the table that defied that trend was Columbus, whose population has risen since 1970.

### **Page 343: Learning with Graphic Organizers**

See the information in the activity for the parts of a diagram, pictograph, and line graph.

## **ACTIVITY 4B: WHAT RISKS WOULD YOU TAKE AS AN ENTREPRENEUR TO START A BUSINESS?**

### **Page 346, Top: Checking Your Understanding**

1. Students can give any example of a recent item they bought, from a snack to a new article of clothing or a song on the Internet. Then they should think about any alternatives they thought of buying.
2. Students should then identify clearly the decision they made.
3. Finally, they should identify the “opportunity cost,” or those things that they gave up to make this purchase.

### **Page 346, Bottom: Checking Your Understanding**

1. Examples of services produced in your community might be education and health care. Goods produced in your community might include housing (construction) or computer programs.
2. Items not produced would be anything your community does not make, from gasoline to films.

### **Page 347: Checking Your Understanding**

Action	Production or Consumption
Drinks Milk	Consumption
Builds house	Production
Buys book	Consumption
Opens new restaurant	Production
Grows corn	Production
Makes cars	Production
Rides roller coaster	Consumption
Makes a wristwatch	Production
Buys bike	Consumption

### **Page 348: Think about It**

1. Student responses could include any of the businesses listed on pages 347 to 348, or any other businesses.
2. Students should consider if they enjoy that business, if they were qualified to do it, and if it was likely to be profitable.

### **Page 352: Think about It**

Students might decide “no” because of the time and expense of starting a new business, and the high risks of failure. They might say “yes” because of the freedom of running their own business, and the chance of making high profits.

### **Page 354: Interviewing a Local Entrepreneur**

Students’ responses should be sure to identify who was interviewed, what business he or she started, and why he or she succeeded or failed.

### **Page 356: Learning with Graphic Organizers**

See the information in the activity for *Consumers and Producers* and for *Productive Resources*.

### **Page 357: Express Yourself**

Student essays should express an opinion on the question and provide arguments or evidence in support of that opinion. For example, students might write that businesses have a moral responsibility not to take unfair advantage of workers or customers. Then they should explain why they believe this is so: for example, for the safety and well-being of all society. They might also address the issue of whether the company president should take a salary cut rather than fire employees. Those in favor might say that the workers will have greater use for the same money — simply to survive. Those who feel the president should keep his money might argue that supplementing unnecessary workers is inefficient and will make the business less competitive. As a result, in the long term, everyone may lose their job.

## **ACTIVITY 4C: HOW CAN A BUDGET HELP YOUR FINANCIAL WELL-BEING?**

### **Page 360: My Budget for the Month**

Students should give a reasonable estimate of the expenses of these activities in your area. Estimates should be based on activities they usually engage in.

### **Page 360: Think About It**

Check your students' arithmetic to see that they have calculated correctly. Since their income is fixed at \$4 per day, they can only "balance" their budget by decreasing their expenses. That means limiting the activities they spend money on.

### **Page 363: Think About It**

A sample response should indicate that there need to be some modifications to the spending habits of Jack. For example, Jack might see if he could eliminate some of the "Other Items" at \$100 per month. If he can save \$20 from this amount, in a year he will have saved an additional \$240 for a new car.

### **Page 365: Learning with Graphic Organizers**

See the information in the activity for the answers to these four questions on budgets.

### **Page 366: Express Yourself**

A sample student answer should mention that the parent was giving her child good advice. It is always a good idea to put some money away to prepare for unexpected expenses that might arise in the future. It is usually a good idea to prepare for such unplanned expenses. By putting some money aside each month for these expenses, you will not be surprised if something unexpected arises. If you don't spend all the money you have budgeted during the month, the balance rolls forward into the next month, building over time.



**JARRETT PUBLISHING COMPANY**  
BOOKS FOR TODAY'S EDUCATIONAL NEEDS

© Copyright 2017