

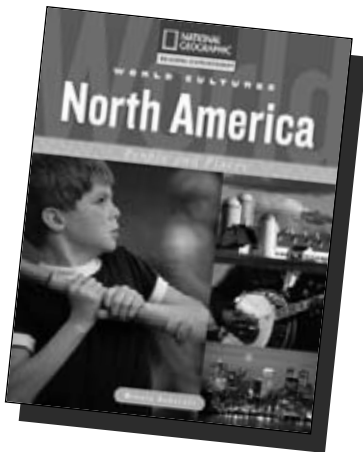
## Overview

### Summary

# North America: People and Places

By Minnie Ashcroft

This book explores the people and cultures of North America today by looking at six themes: Population, Traditions, Art, Government, Economy, and Sports.



### POPULATION

**Diversity in the United States** examines the cultural variety caused by immigration to the United States.

**Moving to Mexico City** investigates migration from rural to urban areas and its effects on one of the world's most populous cities.

### TRADITIONS

**Come to the Fair** introduces students to American state and county fairs.

**French Quebec** is second only to France in its number of French speakers.

**Digging Up the Past** probes the ancient Maya civilization centered in Mexico and Central America.

### ART

**A Caribbean Writer** introduces St. Lucia poet Derek Walcott.

**Navajo Arts** explores three unique Navajo crafts.

### GOVERNMENT

**A New Homeland in Northern Canada** studies the new territory of Nunavut, the Inuit homeland.

### ECONOMY

**Tourism in Havana** explains how Cuba's culture bolsters its economy.

### SPORTS

**Play Ball!** explores Dominican enthusiasm for baseball.

### Background

North America is the third largest continent in size and the fourth largest in population. Sixty percent of its population lives in the United States, 20 percent in Mexico, and the rest in Canada, Central America, and the Caribbean. The North American Free Trade Association (NAFTA) includes Canada, Mexico, and the United States, which together produce 20 percent of North America's export income.

## Learning Objectives

### Social Studies/Geography

- Analyze how language, literature, arts, traditions, values, and behaviors contribute to the development and transmission of culture
- Identify ways regional, ethnic, and national cultures influence daily lives
- Show how groups and institutions work to meet individual and group needs
- Explore global issues, such as the environment, migration, and economic development
- Describe how people create places that reflect cultural values and ideals

### Process Skills

- Skill Focus**
- Compare population statistics
- Supporting Skills**
- Infer
  - Interpret data

### Reading Skills

- Recognize cause-and-effect relationships
- Draw conclusions
- Sequence events
- Compare and contrast
- Distinguish fact from opinion
- Use context clues
- Summarize
- Use visual representations

# Focus on Content Area Reading

## Before Reading

### Activate Prior Knowledge

Refer students to the opening on pages 4–5 and have them read the title question. Write *culture* on the board and ask students for words they might use to describe what it means to them. Use their responses to create a web. Then have students read the section and add any new topics, such as the six they will explore in this book—Population, Traditions, Art, Government, Economy, and Sports.

### Preview

Give students a few minutes to thumb through the book to get an overview of it and to see what catches their interest, such as titles, illustrations and captions, and other graphic devices. Encourage them to locate North America on a wall map of the world and to picture where it lies in relation to major bodies of water and to other world regions. Also discuss what hemisphere it is in.

Invite students to identify different topics they will investigate in *North America: People and Places*—how different peoples there live, what they do for a living, and what they enjoy.

### Set Purpose

Refer students to pages 6–7 and have them read the introductory paragraph. Tell students that they will be reading about the diverse region of North America. Ask:

*What evidence of diversity do we see in the charts and graphs on page 7?*

### Vocabulary Strategy: Use Suffixes to Help Determine Word Meaning

Graphic Organizer, page 110

Explain that in English the suffix *-ist* can mean “one who believes in, promotes, studies, or takes part in something.” Then have students write the words *separatist* (page 28); *archeologist* (page 33); *communist* (page 51); and *tourist* (*tourism*, page 51). Ask students to use

context, as well as prior knowledge, to suggest a working definition of each term. Have students write their definitions in the middle column of the Graphic Organizer. Then have students check their definitions in the Glossary or a dictionary and write that definition in the right-hand column.

### Strategy Tip: Take notes

Have students take notes to help track and remember information. Students can turn the article titles and subheads into questions and then read to answer the questions. For example, ask:

*How is the United States an example of cultural diversity?*

*What is rural-to-urban migration?*

### Meeting Individual Needs

For specific strategies on meeting individual needs, see pages 80–85.

## Correlation to National Standards

### Writing/Communication Skills

- Create a poster
- Write a descriptive letter
- Write a poem
- Write an art review
- Write a news story
- Collect and orally present information about an art form

### Reading/Language Arts

- Read to become informed about the needs of society
- Apply a range of strategies to comprehend texts
- Use and adjust written and spoken language for learning
- Use the writing process
- Conduct research

### Social Studies

- Culture
- Time, Continuity, & Change
- People, Places, & Environments
- Power, Authority, & Governance
- Production, Distribution, & Consumption
- Science, Technology, & Society

### Geography

- The World in Spatial Terms
- Places and Regions
- Human Systems
- Environment and Society
- The Uses of Geography

## Focus on Content Area Reading (continued)

### Diversity in the United States (pages 8–13)

#### Preview

Have students read the introductory paragraph to the article and then refer them to the map on pages 10–11. Ask:

*What does this map show about diversity in the United States?*

Use the map to reinforce the idea that the United States has always been a mix of different ethnic groups. Diversity is common in many American communities.

#### **Read Strategically: Recognize Cause-and-Effect Relationships** Graphic Organizer, page 107

Distribute copies of the Graphic Organizer. Ask students to list on it these causes: *wish to find better jobs, schools, housing; wish to find a better way of life*. As students read the article, have them identify and fill in an effect or effects for each cause.

#### Respond

Encourage students to suggest possible effects of growing diversity on the United States. Ask:

*Why do many people from other countries move to the United States? (See page 10.) (cause and effect)*

### Moving to Mexico City (pages 14–19)

#### Preview

Refer students to the circle graphs on page 15 of the article and ask students to differentiate between *rural* and *urban*. Help them to recognize the dramatic change from rural to urban living in the world over the past half century and to see how rapidly change has taken place. Then have students read the introductory paragraph to the article on page 14 to find that change at work in Mexico.

#### **Read Strategically: Identify Main Idea and Details** Activity Master, page 56

Have students use the Activity Master as a reading guide to the article. Have them turn the questions into statements to find the main ideas before they begin reading and then find details to support each main idea as they read.

#### Respond

Invite students to share the main ideas they constructed out of each question and details they found to support each main idea.

### Come to the Fair (pages 20–25)

#### Preview

On the board, write *Fairs: An American Tradition*. Ask students if they have ever attended a fair, such as a street fair, county fair, or state fair. Have volunteers tell in their own words what it was like. What did they see? What did they do? Explain that in this article they will explore how this tradition began and how it has developed in American life.

#### **Read Strategically: Identify Main Idea and Details** Graphic Organizer, page 109

Pass out copies of the Graphic Organizer. Ask students to fill in facts that they already know about fairs in the first column, and what they would like to learn about fairs in the second column. As they read, they should fill in the third column. When they have finished reading, have them use their completed K-W-L sheet to identify three main ideas about fairs and at least two details that support each.

#### Respond

Invite students to imagine that their state or county has hired them to create a poster to advertise an upcoming fair. Have them review the article for ideas to use. Encourage them to create illustrations and text to make the fair sound exciting.

## Focus on Content Area Reading (continued)

### French Quebec

(pages 26–29)

#### Preview

Write the word *bicycle* on the board. Help them pick out the prefix *bi-*, meaning “two”—a *bicycle* has two wheels. Then have them locate *bilingual* on page 27 of the article and define it. Ask students to look for other ways that the idea of “two” applies to Canada as they read the article.

#### Read Strategically: Sequence Events

Graphic Organizer, page 106

Have students use the Graphic Organizer to trace events in the development of French Quebec, from its colonial beginnings to the present. Also have students enter “1763—British gain control of Canada,” to mark the exact date when Britain took over Quebec.

#### Respond

Begin a class discussion to assess reading comprehension. Ask:

*Why is there a separatist movement in French Quebec?*  
(See page 28.)

**(main idea and details)**

*So far, how successful has this movement been?*

(See pages 28–29.)

**(draw conclusions)**

### Digging Up the Past

(pages 30–35)

#### Preview

Ask students if they have ever visited a museum or watched a program on television that gave clues to how we learn about places long ago—for example, about ancient Egypt or ancient Greece. Refer students to the boldface words *hieroglyphics* and *archaeologist* on page 33. Explain that in this article they will work alongside archaeologists to uncover information about another ancient civilization, the Maya civilization in North America.

#### Read Strategically: Distinguish Fact from Opinion

Activity Master, page 57

Have students use the topics listed on the Activity Master to guide them toward certain main ideas in the articles. When they have finished reading, ask them to return to these topics and state one fact and one opinion about each in the space provided. Remind them that facts can be proven while opinions are beliefs or feelings.

#### Respond

Invite students to explore further the ruins of Copán at [www.nationalgeographic.com/features](http://www.nationalgeographic.com/features). Go to the 1997 Features and click on “Lords of Copán.”

### A Caribbean Writer

(pages 36–37)

#### Preview

Outline Map, page 116

Help students to locate the countries whose settings are so much a part of Derek Walcott’s writing. On the region map on page 6, have them find the places named in the article. Then have students use copies of the Outline Map to mark and label these places, add small illustrations, and title it “Derek Walcott’s Caribbean.”

#### Read Strategically: Summarize

Ask students to write this question in their notebooks:

*How many different things influenced Walcott’s writing?*

Explain to students that they should look for facts that answer the question and list them. When they have finished, have them use the facts to write a summary paragraph.

#### Respond

Ask students to reread “Midsummer, Tobago” and identify the parts of the environment that it mentions and the feeling it describes. Invite them to write a poem of their own entitled “Mid[any season], [My location],” in which they list parts of their own environment and a feeling they might have about them.

## Focus on Content Area Reading (continued)

### Navajo Arts

(pages 38–43)

#### Preview

Have students read the introductory paragraph and examine the article's illustrations. Ask:

*How does Navajo art reflect the natural environment in which the Navajo live?*

Help students see that art is at the heart of Navajo culture. Art is integrated into nearly every aspect of life and work.

#### Read Strategically: Sequence Events

Graphic Organizer, page 105

Have students use the Flow Chart Graphic Organizer to sequence the process that one of the Navajo arts—weaving, sand painting, or jewelry making—undergoes from idea to finished work. Ask each student to choose an art form. Or divide the class in three and assign a different art to each group.

#### Respond

Ask students to choose a Navajo art form and find pictures of the form or create illustrations and present them orally to the class.

### A New Homeland in Northern Canada

(pages 44–49)

#### Preview

Have students read the introductory paragraph to the article. Ask:

*Why do you think the people of Nunavut dreamed of a “homeland of their own”?*

Work through the concept of self-government with students. Help them recognize people's desire to have a land that they can call their own. Make sure students understand that Nunavut is still part of Canada but has its own government.

#### Read Strategically: Compare and Contrast

Graphic Organizer, page 108

Have students use the Venn Diagram Graphic Organizer, labeling the circle on the left *Early Times of the Inuit* and the circle on the right *The Inuit of Nunavut*. As students read, have them fill in facts about housing, life style, government, the economy for the two periods. Put facts that are the same in the middle section.

#### Respond

Begin a class discussion to assess reading comprehension. Ask:

*What goals has the new government set for itself?*  
(See pages 47–49.)

**(main idea and details)**

### Tourism in Havana

(pages 50–53)

#### Preview

Have students look through the illustrations and captions of “Tourism in Havana” to identify reasons people might want to visit there. Encourage students to think in terms of geographic features such as climate and location and of things to see and do. Also ask:

*How might you want to spend a day during a visit to Havana?*

#### Read Strategically: Identify Main Idea and Details

Activity Master, page 58

Have students use the Activity Master to help them to identify the main ideas of the article and details that support them as they read. Remind students that to find main ideas, they should ask themselves what the article is mainly about. To find details that support those ideas, they should find facts to prove them true.

#### Respond

Initiate a class discussion to assess reading comprehension. Ask:

*Why was Cuba so dependent on the Soviet Union after 1959?* (See page 51.)

**(cause and effect)**

*Why are Americans discouraged from visiting Cuba?*

(See page 53.)

**(main idea and details)**

## After Reading/Assess

### Play Ball!

(pages 54–59)

#### Preview

Have students read the introductory paragraph to “Play Ball!” and have them use the locator map to find the Dominican Republic. Ask students if they have ever heard baseball called the “national pastime of the United States.” Ask them to scan the article and consider if this term also applies to the Dominican Republic.

#### Read Strategically: Recognize Cause-and-Effect Relationships

Graphic Organizer, page 107

To help students find out why the Dominican Republic has produced so much baseball talent, have them use the Graphic Organizer. Ask them to look for conditions in the Dominican Republic, the desire of its citizens to better themselves, and the available opportunities. Then have them classify their findings into causes and effects.

#### Respond

Invite students to create a fictional character: a talented baseball player from the Dominican Republic who has just signed a major league contract. Have them write a sports newspaper article telling about their player. Remind them to answer the six reporters’ questions—*Who? What? Where? When? How?* and *Why?*—in their stories.

### Focus on Skills

#### Investigate Cultures Skill: Compare Population Statistics

Activity Master, page 59

After students have read the skill lesson in their books, distribute the Activity Master. Have them compare the table’s data for Austria with the corresponding population pyramid and then construct their own for Cuba. Students should be able to see from both the table and their graphs that Cuba has a greater percentage of people under the age of 40, while Austria has more people over 40.

### Assessment Options

#### Questions

Use the following questions during individual conferences, or ask students to write their answers in their notebooks.

- 1 How has immigration changed in the United States in the past 50 years?
- 2 What effects does heavy rural-to-urban migration have on cities such as Mexico City?
- 3 Compare and contrast two major regions of Canada—French Quebec and Nunavut—with respect to number of inhabitants, languages, and ethnic groups.
- 4 What means have been used to study the ancient Maya?
- 5 How has Cuba’s economy changed over the past several years?

#### Assessment Activity

Invite students to create a book entitled *Life Across North America Today*. Assign pairs or

small groups of students to different countries, including countries of Central America and the Caribbean. Have students decide what cultural theme they would like to cover in their “chapter” of the book and conduct research using newspapers, magazines, books, encyclopedias, and/or the Internet. Have students present their findings in both text and illustrations on  $8\frac{1}{2} \times 11$  sheets of paper. Finally, have students bind their chapters into a book with a cover page that includes title and author.

#### Multiple-Choice Test

Use the multiple-choice test on page 100.

#### Articles from *National Geographic*

“Changing America”:

September 2001

“County Fairs”: October 1997

“Cuba: Evolution in the Revolution”: June 1999

“A Dream Called Nunavut”:  
September 1997

“The Royal Crypts of Copán”:  
December 1997

“Quebec’s Quandary”:  
November 1997

**Read Strategically: Identify Main Idea and Details**

As you read “Moving to Mexico City,” think about the main ideas and details in the article. The main idea is what a section of the article is about. A detail is a fact in the section that supports the main idea.

1. Why do so many Mexicans migrate to Mexico City? \_\_\_\_\_

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2. How does a strong sense of family help migrating Mexicans? \_\_\_\_\_

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3. Why is *la comida* an important part of Mexican life? \_\_\_\_\_

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4. Why are job prospects often poor for Mexicans migrating to Mexico City? \_\_\_\_\_

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5. Why is pollution a problem in Mexico City? \_\_\_\_\_

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**Read Strategically: Distinguish Fact from Opinion**

In “Digging Up the Past,” you read how scholars have gathered information about a civilization that flourished long ago in Mexico and Central America. Write one fact and one opinion for each topic below. Use your book to find information to help you write statements of fact and opinion. Remember that a statement of fact can be proved true or false. An opinion describes feelings or beliefs about something. An opinion cannot be proved true or false, but a valid opinion needs facts to support it and usually has several such supporting facts.

**1. Topic: Accomplishments of Maya civilization**

Fact \_\_\_\_\_

Opinion \_\_\_\_\_

**2. Topic: The role of a dynasty**

Fact \_\_\_\_\_

Opinion \_\_\_\_\_

**3. Topic: The importance of hieroglyphics**

Fact \_\_\_\_\_

Opinion \_\_\_\_\_

**4. Topic: The royal tomb**

Fact \_\_\_\_\_

Opinion \_\_\_\_\_

**Read Strategically: Identify Main Idea and Details**

The main ideas of an article such as “Tourism in Havana” tell what it is mostly about. Details are facts and examples that explain and support each main idea. Finish the exercise below with details that support the main ideas stated. Then choose a main idea of your own, fill it in, and supply details about it.

**1. Main Idea:** *By the 1990s, Cuba had to develop a new industry to boost its economy.*

**Details:** • \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

**2. Main Idea:** *Cuba has many features that attract tourists.*

**Details:** • \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

**3. My Main Idea:** \_\_\_\_\_

\_\_\_\_\_

**Details:** • \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

## Investigate Cultures Skill: Compare Population Statistics

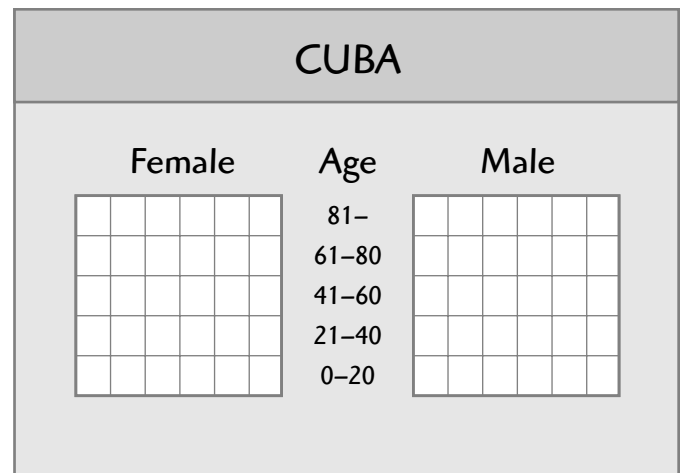
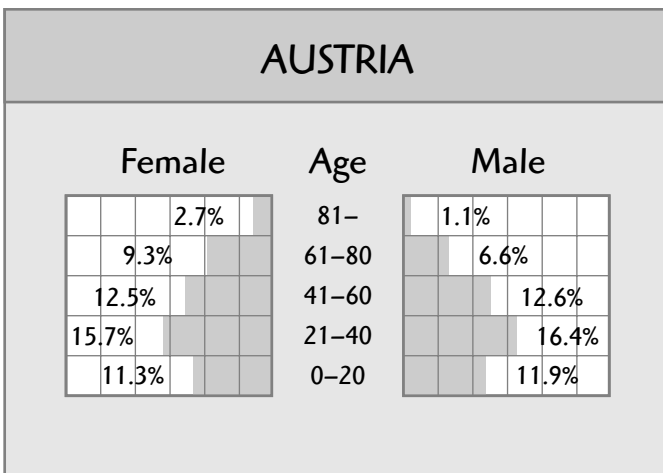
In the table below are population statistics for two countries: Cuba, an island country in the Caribbean region of North America, and Austria, in central Europe. A population pyramid has been created for Austria. Note that each square represents 5 percent. Using Austria as your model, create a population pyramid for Cuba. Then answer the questions that follow.

### Austria and Cuba: Percentage of Population, by Gender and Age Group

Note: the numbers in each column show percentage of the entire population.

	AGE 0–20		AGE 21–40		AGE 41–60		AGE 61–80		AGE 81 and over	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
<b>AUSTRIA</b>	11.3%	11.9%	15.7%	16.4%	12.5%	12.6%	9.3%	6.6%	2.7%	1.1%
<b>CUBA</b>	14.3%	15.0%	18.0%	18.2%	11.1%	10.9%	5.9%	5.7%	0.5%	0.4%

Source: Financial Times World Desk Reference (2002)



1. In which country are children the higher percentage of the population?

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2. In which country is there a higher percentage of older people?

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3. Review your answers to the last two questions. Summarize below the major differences in the age of the population in Austria and Cuba.

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