Practice and Activity Workbook

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- Vocabulary
- Skills
- Writing
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7 8 9 024 09 08 07
Our Earth

Use the diagram to complete the activity. For help, refer to page H11 in your textbook.

1. What does it mean to say that Earth revolves around the sun once each year?

2. Trace the arrows that show the path Earth takes as it revolves around the sun. Use a yellow crayon or marker.

3. Trace the arrows that show Earth rotating, or turning around on an axis. Use an orange crayon or marker.

4. What is an axis?

5. I am the longest day of the year in the Northern Hemisphere. Which day of the year am I?

6. Day and night are equal in length during my time, around March 21 and September 23. What am I?

7. What are solstices?
Understanding the Global Grid

Use the globe to complete the activity. For help, refer to page H12 in your textbook.

1. Label the following features on the globe:
   - Equator
   - Tropic of Cancer
   - North Pole
   - Tropic of Capricorn
   - South Pole
   - 60°E, 60°W
   - South America
   - 30°E, 30°W
   - North America

2. Latitude lines run __________________________

3. Longitude lines run __________________________

4. Where do the lines of longitude meet?

5. Which continent does the equator cross?

6. Which continent lies north of the equator?
Use a Map

Use the map and map key to complete the activity. For help, refer to pages H13 to H15 in your textbook.

1. Jason lives in California. In which part of the United States is California? (Circle one)
   north    south    east    west
   What helped you find the answer?

2. Circle the capital of California.
   How did you identify the capital?

3. When Jason visits Mexico, he crosses this boundary. (Circle one)
   What does this symbol represent?

4. Jason often visits California's national parks. His favorite is Yosemite National Park. In which direction is Yosemite National Park from Sacramento?

5. Which national parks are south of Yosemite?

6. What helped you locate those parks?
Explore a Map Scale

Use the map and map scale to complete the activity. For help, refer to page H14 in your textbook.

1. Mia visited Florida. In which part of the United States is Florida?

2. Mia rented a car and drove from Tampa to Disney World, near Orlando. In which direction did she travel?

3. After visiting Disney World, Mia drove to Cape Canaveral. In which direction did she travel?

4. About how many kilometers is Cape Canaveral from Orlando?

5. From Cape Canaveral, Mia drove to Miami. About how many miles is Miami from Cape Canaveral?

6. Mia took a train from Miami to Everglades National Park. In which direction is the park from Miami?

7. Mia flew from Miami to St. Petersburg. In which direction is St. Petersburg from Miami?
Discover a Political Map

Use the map to complete the activity. For help, refer to page H16 in your textbook.

1. a. What kind of map is shown above?
   
   b. How do you know?

2. Which states are shown in the subject area of the map?

3. Name the states and the countries located on the national boundary line.

4. Which city is located on the border of the United States and Mexico?

5. List the capital cities for the states shown on the map.

6. Which river runs along the national boundary line between the United States and Mexico?
Read a Physical and Climate Map

Use the maps to complete each activity. For help, refer to pages 4 to 9 in your textbook.

**COLORADO: Physical Map**

1. Why might you use this map? Check one answer.
   - to plan a car trip
   - to locate the Rocky Mountains

2. Name two kinds of landforms found in Colorado.

3. As you travel across Colorado from east to west, does the land become more or less mountainous?

4. If you were to travel from Lamar to Pueblo, would you drive through the mountains? Explain.

**LOUISIANA: Average Yearly Precipitation**

1. Is Louisiana in the arid or humid region of America? Explain.

2. Which part of Louisiana receives the least precipitation?

3. Which part of Louisiana receives the most precipitation?
Exploring Latitude and Longitude

Use the map to complete the activity. For help, refer to pages 10 and 11 in your textbook.

LATITUDE AND LONGITUDE OF THE 48 STATES

1. The Greene family traveled across the United States. They stopped at eight cities. The list below gives the lines of latitude and longitude closest to each city. Find each city on the map. Then draw a line following the route that the Greene family took.

   first city: \(45^\circ\text{N}, 125^\circ\text{W}\)
   second city: \(35^\circ\text{N}, 120^\circ\text{W}\)
   third city: \(35^\circ\text{N}, 105^\circ\text{W}\)
   fourth city: \(30^\circ\text{N}, 95^\circ\text{W}\)
   fifth city: \(30^\circ\text{N}, 90^\circ\text{W}\)
   sixth city: \(30^\circ\text{N}, 80^\circ\text{W}\)
   seventh city: \(35^\circ\text{N}, 80^\circ\text{W}\)
   eighth city: \(40^\circ\text{N}, 75^\circ\text{W}\)

2. On their way home the Greenses stopped at the cities listed below. Find and circle each city on the map. Then write the lines of latitude and longitude closest to each city.

<table>
<thead>
<tr>
<th>City</th>
<th>Latitude and Longitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Springfield, Illinois</td>
<td></td>
</tr>
<tr>
<td>Denver, Colorado</td>
<td></td>
</tr>
<tr>
<td>Reno, Nevada</td>
<td></td>
</tr>
</tbody>
</table>
Our Natural Resources

Use the picture below to complete the activity. For help, refer to pages 12 to 15 in your textbook.

1. Paper is made from trees. Which natural resource did the boys use in making their airplanes?

_______________________________________________

2. Name two other objects in the picture that are made from this natural resource.

_______________________________________________

3. Which word describes a major threat to this natural resource? (Circle one)
   - ecosystems
   - pollution
   - soil

4. List three ways this natural resource benefits people.

_______________________________________________

_______________________________________________

_______________________________________________

5. Name four other kinds of natural resources found in the United States.

_______________________________________________

_______________________________________________

6. What is conservation?

_______________________________________________
Problem Solving

Read and complete the activity below.
For help, refer to pages 16 and 17 in your textbook.

1. Put the 6 steps in problem solving in order, from Step 1 through Step 6.
   - Step ___ Identify the options.
   - Step ___ Gather information.
   - Step ___ Choose a solution.
   - Step ___ Identify the problem.
   - Step ___ List the possible consequences.
   - Step ___ Evaluate the solution.

2. Liz would like to do something to help the environment, but she doesn’t know what to do. She decides to visit the library. During her visit Liz wrote the following in her notebook:

   Less Junk Mail, Please!
   Junk mail hurts the environment. One family can get as many as 30 pieces of junk mail each week. That is a mountain of paper. After people throw it away, the junk mail goes to landfills. It takes years for it to decompose.

Which step in problem solving is Liz probably working on? Explain your answer.

3. Liz has identified some options, or ways, to help limit junk mail.
   - Write to companies that send out junk mail. Explain the problem. Ask them to stop sending out so much junk mail.
   - Create a web site giving people tips on how to reuse and recycle junk mail.
   - Make a video. Explain how people can stop junk mail from coming to their homes. Set up the video in main lobby of the school. Play it continuously for all to see.

What is the next step in problem solving facing Liz?
Looking at Immigration

Use the graphs to complete the activity. For help, refer to pages 18 to 21 in your textbook.

Immigration to the United States

1. Which parts of the world are represented in the graphs?

2. From where did the fewest immigrants come between 1961 and 1970?

3. From where did the fewest immigrants come between 1981 and 1995?

4. From which part of the world did the most immigrants come between the years 1981 to 1995?

5. What do the graphs tell you about population growth in the United States?

Source: U.S. Census Bureau

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Understanding Our Government

Read the paragraph below. Then answer the questions. For help, refer to pages 22 and 23 in your textbook.

Preamble to the Constitution of the United States

We the People of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

1. Was the Preamble written to begin or end the Constitution?

2. What plan does the Constitution lay out?

3. Which kind of government did the Constitution establish for our country?

4. Which phrase in the Preamble shows that the founders of our country believed in democracy?

5. What role do people play in a democracy?

6. How do American citizens choose representatives to run the government?

7. For which three levels of government do American citizens choose representatives?

8. The Constitution protects the individual rights of people living in the United States. What are these rights called?

Give two examples of these rights.
Writing an Outline

Write an outline for a report on the environment using the notes below. For help, refer to pages 24 and 25 in your textbook.

NOTES
- Mining, logging, and industry
- Six major kinds of ecosystems
- Ways to conserve our natural resources
- Renewable natural resources
- Things that harm ecosystems
- The growth of urban and suburban areas
- Nonrenewable natural resources
- Laws to protect the environment

OUTLINE

I. Ecosystems
   A. 
   B. 

II. Natural Resources
   A. 
   B. 

III. Changing the Land
   A. 
   B. 

IV. Conservation
   A. 
   B. 

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In Economic Terms

Read the following and answer the questions. Explain your answers. For help, refer to pages 26 and 27 in your textbook.

1. Jose reads an ad in the local newspaper announcing Customer-Appreciation Week at the mall. The ad lists some of the things on sale during that week. Jose finds his favorite jeans on the list. He hopes to have enough money saved to buy a pair.

Which economic term best describes Jose? (Circle one) Explain.

consumer  producer  entrepreneur

2. Hannah's friends often complain about not having anything to do on the weekend. She decides to put out an entertainment newsletter each week. In it she'll list movies, museum exhibits, sports events, and plays for kids. She'll charge one dollar for a five-week subscription.

Which economic term best describes Hannah? (Circle one) Explain.

free enterprise  entrepreneur  consumer

3. What is a free enterprise system?


Introduction 1  · pp. 26–27  TEXAS SS TEKS: 5.12:B; 5.26:A 13
Identifying Historical Sources

Read the paragraph on the right. Then answer the questions on the left. For help, refer to pages 28 and 29 in your textbook.

1. a. This paragraph is from a textbook written in 1986. The authors describe how immigrants to the United States in the late 1800s gathered in ethnic neighborhoods in big cities. Is it a primary source or a secondary source?

b. How do you know?

2. a. This paragraph is a quote from Yusef Arbeely as he talked to a reporter in 1881 about being in America. Yusef Arbeely and his family had immigrated to the United States from Damascus, Syria. Is it a primary source or a secondary source?

b. How do you know?

3. Why is it important to look at the history of our country's people?
Identifying Our Nation’s Regions

Use the map to complete the activity. For help, refer to pages 30 and 31 in your textbook.

1. Use the following words to label each region on the map.
   - Southwest
   - Middle West
   - Southeast
   - Northeast
   - West
   - Mountain States

2. Each region is a mixture of physical and cultural features. (Circle one)
   - True
   - False

3. Which region has redwood forests?

4. Which southeastern state is farthest north?

5. Which two regions have the same number of states?

6. To which region do Alaska and Hawaii belong?

7. Which region is home to the Gullah people?

8. Name two economic regions in the United States.
Matching Words and Their Meanings

Match each term in the box with its meaning. For help, refer to the lessons in the Introduction of your textbook.

| a. ecosystem        | h. ethnic group | o. democratic republic |
| b. federal government | i. consumer     | p. environment        |
| c. free enterprise  | j. historian    | q. values             |
| d. entrepreneurs    | k. Constitution | r. renewable resources|
| e. citizen          | l. immigrant    | s. nonrenewable resources|
| f. conservation     | m. diversity    | t. climate            |
| g. cultural regions | n. secondary source |

1. a system allowing people to own land and operate businesses
2. resources that cannot be replaced
3. the surroundings in which people, plants, and animals live
4. the weather an area has throughout the year
5. an account of the past written by someone who was not an eyewitness to those events
6. a group of people who share the same customs and language
7. a person who is born in a country or who becomes a member of a country by law
8. national government
9. areas where people share the same customs, beliefs, and language
10. the protection and careful use of natural resources
11. the beliefs and ideals that guide the way people live
12. variety
13. a system in which people choose representatives to run the government
14. a person who buys and uses goods and services
15. resources that can be replaced
16. the plan of government for our country
17. all the living and nonliving things in a certain area
18. a person who studies the past
19. people who use their ideas to start a business
20. a person who comes to a country from another to live
Looking at the Maya

Answer the questions to complete the activity. For help, refer to pages 40 to 45 in your textbook.

1. The picture above shows an ancient Maya structure hundreds of feet tall. What is the structure? Why did the Maya build such structures?

2. In which present-day countries did the ancient Maya live?

3. What kind of data did the Maya write down?

4. What talents did the Maya have?

5. What is a civilization?
Read a Time Line

Read the time line and the questions below it. Put an X next to each true statement. For help, refer to pages 46 and 47 in your textbook.

Maya Culture

250 Tikal becomes a leading Maya city
500 Maya culture at its highest
850 Tikal is abandoned
900 The Maya culture ends

200 400 600 800 1000

1. The time line covers a period of 800 years.
2. In 250 Tikal became a leading Maya city.
3. Tikal was an important Maya city for about 600 years.
4. The Maya culture ended about 750 years after it began.
5. The Maya culture reached its highest point in the third century.
6. Tikal was abandoned around 850.
7. Maya culture was at its high point in 500.

What is a time line?

__________________________________________________________________________

How can a time line help you?

__________________________________________________________________________
Exploring Tenochtitlán

Complete the activity by answering five questions. For help, refer to pages 48 to 51 in your textbook.

The Island City of Tenochtitlán

1. What empire had Tenochtitlán as its capital?

2. On what kind of land was Tenochtitlán built?

3. In which present-day country was Tenochtitlán built?

4. The Aztec built many bridges and causeways. Why was this so?

5. Explain how the Aztec culture was both beautiful and cruel.
Using New Words

Use a word from the box to complete each sentence. For help, refer to the lessons in Chapter 1 of your textbook.

Ice Ages  slavery  irrigation  empire
civilization  glaciers  specialize

1. If you described a large area of different groups of people controlled by one ruler or government, you would be describing an _________________.

2. If you described a method by which water is brought into dry areas, you would be describing a system of _________________.

3. If you referred to people who spend most of their time doing one kind of job, you would be referring to people who _________________.

4. To describe a culture that has developed complex systems of government, education, and religion, you might use the word _________________.

5. In describing the time when Earth went through periods of extreme cold, you might use the term _________________.

6. In discussing a time when most of Earth’s water was frozen into huge sheets of ice, you would call these sheets of ice _________________.

7. If you described the practice of owning people and forcing them to work, you would be describing _________________.

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Observing Hopi Life

Use the pictures on the right to complete the activity. For help, refer to pages 56 to 61 in your textbook.

1. a. Draw a line to the picture that shows how the Hopi used adobe.

   b. What makes adobe a good building material?

2. a. Draw a line to the picture that shows the Hopi growing crops.

   b. Describe the Hopi method of farming.

3. a. Draw a line to the picture that shows a Hopi religious ceremony.

   b. Who are the kachinas and why are they important?
The Iroquois Confederacy

Use the map and pages 62 to 67 in your textbook to complete the activity. Mark each statement true or false. Then explain your answer.

1. The Eastern Woodlands provide the Iroquois with abundant natural resources.

2. The Hodenosaunee Trail connected the five major Iroquois peoples.

3. Women had very little power in the Iroquois world.

4. The Iroquois formed the Iroquois Confederacy to become more powerful.
Identifying Cause and Effect

The paragraph tells the story of how the horse changed life for Native Americans of the plains. Read the story. Then circle the answer. For help, refer to pages 68 and 69 in your textbook.

Horses were unknown in North America until the 1500s, when Spanish explorers began arriving. The explorers sailed from Spain with horses onboard their ships. They used the horses to explore the New World. During this exploration many of the Spanish horses were lost. They were left to roam free and become wild. Later, plains people, such as the Lakota, began catching and taming the wild horses. These people became expert riders, trainers, and breeders. They found that traveling on horseback was much faster and easier than on foot. As a result, they began hunting buffalo year-round. Soon buffalo meat replaced crops as the main source of food. Buffalo hide became an important source of clothing and building materials. Eventually, plains people abandoned their permanent settlements. They began moving from one campsite to another following the buffalo herds.

1. What is the main cause-and-effect relationship expressed in the paragraph?
   a. horses changed life for the Plains peoples
   b. the Spanish brought horses to North America
   c. horses became wild when left to roam free

2. Why were Native Americans able to begin following the buffalo herds?
   a. they gave up farming
   b. wild horses roamed the plains
   c. horses made travel faster and easier

3. What word clue in the paragraph helped you figure out the answer to question 2?
   a. because
   b. since
   c. as a result

4. Why is it important to understand cause-and-effect connections?

   ____________________________________________________________
Talking with a Lakota Chief

Try to imagine what it was like to be Chief Standing Bear, of the Oglala Lakota. How would you answer the questions below? Write your answers in the space provided. For help, refer to pages 70 to 75 in your textbook.

**Question:** In which part of the Great Plains do you live?

**Standing Bear:**

---

**Question:** Please describe the land and climate of the Great Plains.

**Standing Bear:**

---

**Question:** Large herds of buffalo roam the Great Plains. What part does the buffalo play in the life of your people?

**Standing Bear:**

---

**Question:** How do you keep track of important events?

**Standing Bear:**

---

**Question:** Will you describe how you train your children?

**Standing Bear:**

---

**Question:** How did the horse change life for Native Americans living on the Great Plains?

**Standing Bear:**

---
Thinking About the Tlingit

Use the picture below to complete the activity. For help, refer to pages 76 to 81 in your textbook.

1. The picture shows how daily life among the Tlingit might have looked long ago. Where did this group of Native Americans live? Circle your answer.

Northwest Coast  Southern California  Great Basin

2. Why was salmon an important resource for the Tlingit?

________________________________________________________________________

3. Circle two examples of Tlingit technology. What allowed the Tlingit to develop technology?

________________________________________________________________________

________________________________________________________________________

4. Draw a box around an example of Tlingit art. What is the art object called and why was it built?

________________________________________________________________________

________________________________________________________________________

5. How did the Tlingit preserve their culture after their homeland became part of the United States?

________________________________________________________________________

________________________________________________________________________
## Matching Words and Their Meanings

Correct the terms with a definition. Write the letter in the space provided. For help, refer to the lessons in Chapter 2 of your textbook.

<table>
<thead>
<tr>
<th>a. adobe</th>
<th>f. longhouse</th>
<th>k. compromise</th>
<th>p. jerky</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. lodge</td>
<td>g. wampum</td>
<td>l. Iroquois Confederacy</td>
<td></td>
</tr>
<tr>
<td>c. teepee</td>
<td>h. totem pole</td>
<td>m. clan</td>
<td>q. kachinas</td>
</tr>
<tr>
<td>d. pueblo</td>
<td>i. coup stick</td>
<td>n. prairie</td>
<td>r. kiva</td>
</tr>
<tr>
<td>e. potlatch</td>
<td>j. technology</td>
<td>o. travois</td>
<td>s. hogan</td>
</tr>
</tbody>
</table>

---

1. the design and use of tools, ideas, and methods to solve problems

2. a tall log carved with many designs

3. a special Tlingit feast at which guests, not hosts, receive gifts

4. a Spanish word that means "village"

5. a type of clay found in the earth

6. spirits that the Hopi believe bring rain, help crops grow, show people how to live and behave, and bring peace and prosperity

7. thin strips of dried meat

8. a flat or gently rolling land covered mostly with grasses and wildflowers

9. a cone-shaped tent made of animal skins

10. a sled-like device used for carrying people and belongings

11. a special weapon used by the Lakota to touch an enemy without killing him

12. a home made of logs covered with grasses, sticks, and soil

13. dome-shaped dwellings with log frames that are covered with mud or sod

14. a long building made of poles covered with sheets of bark

15. small, polished beads that were usually made of shells and strung or woven together

16. a group of families who share the same ancestor

17. the union of five separate Iroquois peoples for a common purpose

18. the settling of disputes by agreeing that each side will give up part of its demands

19. a round structure used for religious ceremonies
Marco Polo

Answer the questions to complete the activity. For help, refer to pages 96 to 101 in your textbook.

1. Marco Polo was one of the first Europeans to travel to China. Which route did he take?

2. a. Who was Kublai Kahn?

b. Describe Kublai Kahn's relationship with Marco Polo.

3. a. How did Europeans of the time come to learn of Marco Polo's travels in the East?

b. How do people today know about Marco Polo's adventures?

4. a. How did Marco Polo's travels influence Europe?

b. Which historical period did Marco Polo's travels inspire?
Reading Graphs

In the early 1400s China's rulers built a fleet of ships. They used the ships to explore areas beyond China's borders. The graphs below give information about this fleet. Use the graphs to complete the activity. Circle the answer to each question. For help, refer to pages 102 and 103 in your textbook.

1. Which graph is a line graph?
   Graph A    Graph B

2. Which graph shows how many ships China had in 1500?
   Graph A    Graph B

3. Which graph tells about the different kinds of ships in the Chinese fleet?
   Graph A    Graph B

4. In which year did China have the most ships?
   1410   1440   1470
   1500   1530

5. Which graph did you use to answer question 4?
   Graph A    Graph B

6. How many transport ships did the Chinese have in the early 1400s?
   400    2,700

7. Which graph did you use to answer question 6?
   Graph A    Graph B

8. How many ships were in the Chinese fleet in 1410?
   2,700    1,900    3,500
Trade and the Songhai Empire

Use the map to complete the activity below. For help, refer to pages 104 to 107 in your textbook.

1. **a.** Label the kingdom of Songhai. Color it in red.

   **b.** Who was king of Songhai in 1464?

   ______________________________________________________

   **c.** How did this king influence Songhai?

   ______________________________________________________

2. **a.** Make a dot to show the location of Timbuktu. Then label the city.

   **b.** Why was this city important to Songhai?

   ______________________________________________________

3. **a.** Draw a caravan route from Arabia to Timbuktu.

   **b.** List the parts of the world outside of Africa to which trade routes like this one led.

   ______________________________________________________

4. **a.** Which two trade goods helped make Songhai the most powerful kingdom in Africa?

   ______________________________________________________

   **b.** From which areas of Africa did these goods come?

   ______________________________________________________
Early European Explorers

Use the pictures on the right to help you complete the activity. For help, refer to pages 108 to 111 in your textbook.

1. a. Draw a line to the first explorer to sail around the southern tip of Africa.

b. What did he call this area?

2. a. Draw a line to the explorer who made it possible to reach Asia by ship.

b. How did he accomplish this?

c. Why did European traders want to find a sea route to Asia?

3. a. Draw a line to the first explorer to reach Asia by ship.

b. What did his voyage show European traders?
Finding and Using New Words

Seven terms are hidden among the letters in the box. They may be read forward, backward, up, or down. Circle each word. Then write the word in the space before its definition. For help, refer to Chapter 3 of your textbook.

EMAGNETICCOMPASS
SESGKLBLNAVIGATION
PVEPEPPERLKCERLEE
INOCAVSGAYIONAKGW
CBDTERCUVHELVARAC
EBALORTSAKLSEVOLC
SCNEYJINWERSRMATA
BLASTXOLYBEPUJJDWF

1. two spices used during the Middle Ages to preserve food
2. an overland trade route to the East used during the Middle Ages
3. a small ship that was fast and easy to steer, even in dangerous waters
4. a group of people traveling together, especially through desert areas
5. an instrument that helps sailors and other travelers find the cardinal directions
6. the science of determining a ship’s direction and location
Columbus’s Expeditions

Use the map on this page to complete the activity below. For help, refer to pages 116 to 125 in your textbook.

1. Draw the route Columbus took on his first expedition to the Americas.

2. Why did Columbus make this expedition?

3. Locate the group of islands Columbus reached during his first expedition. Label them.

4. What did Columbus name the first island he visited in the Americas?

5. Label this island on the map.

6. What do historians call the movement of people, plants, animals, and germs caused by Columbus’s expeditions?

7. Describe a change in the Eastern Hemisphere caused by this movement.

8. List two changes in the Americas caused by this movement.
The Fall of an Aztec City

The excerpt was written by the European explorer Hernando Cortés during his conquest of the Aztec city of Tenochtitlán. Read the paragraph and complete the activity. For additional background, refer to pages 128 to 135 in your textbook.

It [the religious center] is so large that in its precincts, which are surrounded by a wall, there could well lie a settlement of five hundred. Inside this area, about its edges, are fine buildings with large halls and corridors. There are at least 40 pyramids, very tall and well made; the largest has 50 steps leading up to the main body of the pyramid. . . . The stone masonry and the woodwork are equally good; they could nowhere be bettered. All the stonework inside the temples where they keep the idols is sculptured, and the woodwork is all carved in relief and painted with pictures of monsters and other figures and designs.


1. How did Cortés feel about what he had seen at Tenochtitlán?

2. Who was the Aztec emperor during Cortés' conquest? __________________________
   What happened to him?

3. List two reasons Cortés was able to conquer the Aztec empire.

4. What happened to Tenochtitlán after it fell to Cortés?

5. What did the Spanish call the new colony they set up on the site of Tenochtitlán?

6. What modern city is located where Tenochtitlán once stood? ___________________
Reading Historical Maps

The map below shows the routes taken by the Spanish as they explored North America. Use the map to complete the activity. For help, refer to pages 136 and 137 in your textbook.

1. List two features that tell you this is a historical map.

2. List the names of the explorers whose routes are shown on the map.

3. Which major river did Hernando De Soto cross?

4. Circle the part of North America Francisco Coronado explored.
   - southeast
   - southwest
   - northeast
   - northwest

5. During which years did Cabeza de Vaca explore Mexico?

6. Which present-day state did Ponce de León explore? In which year?
   - From which island in the Caribbean Sea did Ponce de Leon sail to the North American continent?
Life in New Spain

Read each picture and caption. Then use the space provided to describe what life was like in New Spain for the people shown. For help, refer to pages 138 to 145 in your textbook.

Indians of New Spain live and work on encomiendas.

Enslaved Africans load a cargo ship.

A Spanish couple explore a plaza in Mexico City.
Finding and Using New Words

Find the term hidden in each group of letters. Write the term on the line.

1. Cross out these letters: d, e, f, g.
   e f c g d o l e f d o n g y

2. Cross out these letters: g, l, p, s.
   s e n l c g o m p s l i e n g d s l a

3. Cross out these letters: a, b, c.
   a b l a c b o c c g a

4. Cross out these letters: d, e, g, u.
   d e m i g u s e d s i o d u g n d a r e u y

5. Cross out these letters: f, k, p.
   f C o k p l u p m b f i a k n E p x c h k a f n g p k e

6. Cross out these letters: b, e, w.
   c w e o n e b q e u i s e w t b a d e o w r

Write each word revealed above next to the appropriate meaning. For help, refer to Chapter 4 in your textbook.

7. a record of a voyage

8. a settlement far away from the country that rules it

9. the movement of people, plants, animals, and germs across the Atlantic Ocean during the time of Columbus

10. a soldier who conquered new lands for Spain

11. a large piece of land granted by Spain to certain Spanish colonists

12. a person who teaches his or her religion to others who have different beliefs
The Search for a Northwest Passage

Use the map to complete the activity below. For help, refer to pages 150 to 155 in your textbook.

1. In red draw the route Henry Hudson took in 1609 to explore the coast of North America.

2. Label the two bays that Hudson saw.

3. In blue trace the river Hudson sailed. What is this river called today?

4. What was Hudson searching for on his voyage?

5. Who paid for Hudson’s expedition and why?

6. Describe how the Dutch financed Hudson’s expedition.

7. What happened as a result of European exploration of the east coast of North America?
Making Decisions

In studying the history of local Native Americans, Rob's class will take a field trip. The class was offered three choices. Tomorrow students will vote on where to go. Read how Rob decided for which trip to vote. Then answer the questions. For help, refer to pages 156 and 157 in your textbook.

Our first choice is a local Native American village. There I could see how Native Americans live today. I could speak with the Native Americans about their history. The second choice is the natural history museum. The museum has many Native American displays. But there wouldn't be any Native Americans with which to talk. Only a few displays are about local Native Americans.

The third choice is a Native American crafts fair. There will be many interesting things to see and buy. But I've already been to the fair once. Besides, there probably won't be any experts on Native American history.

The more I think about it, the better the Native American village sounds. I can see how the people live today. I can learn about history from the Native Americans themselves.

1. What decision did Rob have to make? 

2. What was his goal? 

3. Which two factors did not affect Rob's decision? Put an X next to each one.
   - a. Talking to Native Americans about their history.
   - b. How much time it would take to get to each place.
   - c. How much each trip was going to cost.

4. Do you think Rob made a good decision? Why or why not?
The Lost Colony

Use the information in the box to make a chart of important events about Roanoke Island. Then answer the questions that follow. For help, refer to pages 158 to 163 in your textbook.

- Sir Walter Raleigh sends John White and a second group of colonists to Roanoke Island. That same year John White returns to England for supplies.
- John White returns to Roanoke with supplies. He had been delayed by England's war with Spain. On his return, White discovers that the colonists have vanished.
- Sir Walter Raleigh sends the first English colonists to Roanoke Island. The colonists soon return to England.

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<th>DATE</th>
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1. About how many years passed between the arrival of the two groups of colonists on Roanoke Island? ______________

2. Why was John White's return to Roanoke Island delayed? ____________________________

   About how many years was he delayed? ______________

3. What do you think might have happened to the colonists? __________________________
Plymouth in the News

The headlines below might have appeared in English newspapers during the early 1600s. Read the headlines and answer the questions. For help, refer to pages 164 to 169 in your textbook.

1. Why did the Pilgrims leave England?

2. What was the Mayflower Compact? Why was it important?

3. Why did the Pilgrims settle in New England?

4. Who was Squanto? How did he help the Pilgrims?

5. Why did the Pilgrims and the Wampanoag celebrate? What do we call this celebration today?
Using New Words

Use the code in the box to figure out the words. Then write the number of each word next to its meaning. For help, refer to Chapter 5 of your textbook.

| a = 26 | e = 24 | i = 22 | m = 20 | q = 18 | u = 16 | y = 14 |
| b = 1  | f = 3  | j = 5  | n = 7  | r = 9  | v = 11 | z = 13 |
| c = 25 | g = 23 | k = 21 | o = 19 | s = 17 | w = 15 |
| d = 2  | h = 4  | l = 6  | p = 8  | t = 10 | x = 12 |

1. 17 10 19 25 21
   
   ________

2. 25 26 17 4 25 9 19 8
   
   ________

3. 20 26 14 3 6 19 15 24 9
   25 19 20 8 26 25 10
   
   ________

4. 7 19 9 10 4 15 24 17 10
   8 26 17 17 26 23 24
   
   ________

5. 26 9 20 26 2 26
   
   ________

6. 4 19 16 17 24 19 3
   1 16 9 23 24 17 17 24 17
   
   ________

7. 17 26 25 4 24 20
   
   ________

8. 22 7 2 24 7 10 16 9 24 2
   17 24 9 11 26 7 10
   
   ________

9. 8 9 19 3 22 10
   
   ________

   ________

a. a large fleet of ships
b. a water route through North America to Asia
c. the amount of money remaining after the costs of a business have been paid
d. shares of ownership in a company
e. a crop that is sold for money
f. a servant who serves someone, usually five to seven years, in exchange for something
g. a lawmaking body that gave some Virginia colonists a voice in their government
h. an agreement the Pilgrims wrote to make just laws and form a government for their colony
i. a leader of a Native American people
Settling the New England Colonies

Each person shown below played a part in settling the New England colonies. Complete the statements about each person by filling in the blanks. For help, refer to pages 180 to 185 in your textbook.

1. I was the leader of the _________________.
   Like the Pilgrims, we decided to leave ________________ to practice our ________________ in peace. We founded _________________. We named our first settlement _________________.

   [Image of John Winthrop]

2. I believed that Puritan leaders needed to _________________.
   I fled Massachusetts and founded the settlement of _________________.
   Later it became the colony of _________________.
   It was the first European colony to allow _________________.

   [Image of Roger Williams]

3. My beliefs were different from those of _________________. As a result, I was forced to leave _________________.
   I traveled to _________________.
   and started the settlement of _________________.

   [Image of Anne Hutchinson]
Using an Elevation Map

Use the map to answer the questions below. For help, refer to pages 186 and 187 in your textbook.

1. What is the title of this map?
   _________________________________________

2. What is elevation?
   _________________________________________

3. How is elevation measured?
   _________________________________________

4. How is sea level measured?
   _________________________________________

5. If you were to travel from Albany to Binghamton, what type of land might you see? (Circle one)
   a. flat plains
   b. hills and mountains

6. What is the range of elevation in New York?
   _________________________________________

7. What is the elevation of the following areas in feet?
   Buffalo
   Mt. Marcy
   Albany
   Rochester
   Binghamton
   Long Island
   _________________________________________
The Middle Colonies

Use the picture and quote below to complete the activity. For help, refer to pages 188 to 191 in your textbook.

I am very sensible of unkindness and injustice that hath been too much exercised toward you by the people of these parts of the world, but I am not such a man.

—William Penn

1. a. The picture shows William Penn meeting with a group of Native Americans who made their home in Pennsylvania. Who were they?

b. What might they be discussing?

2. William Penn spoke the words next to the picture. What did he mean?

3. a. What did William Penn name the colony that he founded?

b. What was the name of Penn’s settlement?

4. Why did William Penn establish a colony?

5. List the three other Middle Colonies.

6. How did respect and cooperation among various groups of immigrants help the Middle Colonies prosper?
The Southern Colonies

Use the map to complete the activity. For help, refer to pages 192 to 195 in your textbook.

1. Label the following Southern Colonies on the map.
   - Maryland
   - Georgia
   - South Carolina
   - North Carolina
   - Virginia

2. Label the following settlements on the map.
   - Baltimore
   - Jamestown
   - Charles Town
   - Savannah

3. a. Which original Southern Colony was later divided into two colonies?

   ____________________________

   b. What were the two colonies called?

   ____________________________

4. Why was Maryland founded?

   ____________________________

5. Why was Georgia founded?

   ____________________________

6. What practice led to slavery in Georgia?

   ____________________________

   ____________________________

7. How did the geography of the Southern Colonies help the colonists?

   ____________________________
Using New Words

Choose a word from the box to complete each sentence. For help, refer to the lessons in Chapter 6 of your textbook.

cooperation  proprietor  tolerate
coventant    indigo     debtor
confederacy

1. If you owned land in a colony, you would be called a

2. If you allow people to have beliefs different from your own, you

3. If you were talking about a plant that produces a blue dye, you might be referring to

4. ________ occurs when two or more groups work together.

5. If you owed money to another person, you would be a

6. A special promise or agreement between a person and God is called a

7. If you were part of a group of people who joined together for a common cause, you might be part of a

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Coming to the English Colonies

Use what each character says to complete the activity. For help, refer to pages 200 to 203 in your textbook.

1. a. Why did this man leave Scotland and come to the English colonies?

   [Blank space]

   You would do well to advise all poor people... to take courage and come to this country.

   [Image of a man in a hat]

   b. List three things that the new colonies had to offer him.

   [Blank spaces]

   [Image of a man in a hat]

2. a. This woman was an indentured servant. Explain.

   [Blank space]

   There [is] nothing to be gotten here but sickness and death. I find [myself in] great grief and misery.

   [Image of a woman in a hat]

   b. What kind of "grief and misery" did this woman find in the colonies?

   [Blank space]

   [Image of a house]

3. a. This man from Africa was forced to come to the English colonies. Why?

   [Blank space]

   We were packed together in chains so tightly we could hardly move or turn over. . . . Many slaves fell sick and died.

   [Image of a ship]

   b. What is he describing?

   [Blank space]
My Life as a Colonist

Imagine you live on a farm in one of the English Colonies. Then read and answer the questions. Next use the space provided to write a diary entry. Write about a day in your life, including chores and schoolwork. For help, refer to pages 204 to 209 in your textbook.

1. For which farm chores are you responsible?

2. Where, when, and by whom are you schooled?

3. Are you satisfied with farming or would you like to learn a skill or craft? Explain.

4. Which colonial city would you like to visit? Why?
Thinking About Colonial Slavery

The picture below shows a newspaper advertisement that appeared in the 1700s. Use the ad to answer the questions. For help, refer to pages 210 to 215 in your textbook.

1. What is the ad announcing?

2. According to the ad, where were the Africans from?

From which two present-day countries did most enslaved Africans come?

3. In which region of the English colonies would you expect to see this ad? Why?

4. Why did this region have so many enslaved workers?

5. What gave many enslaved Africans reason to hope for freedom?

6. What effect did slavery have on the English colonies?
Looking at the Colonial Economy

Use the maps to complete the activity. For help, refer to pages 216 to 221 in your textbook.

1. a. Draw a line to the map of the Southern Colonies.
   b. Why was this region well suited for growing crops?
   c. Name three cash crops grown in this region for export.

2. a. Draw a line to the map of the Middle Colonies.
   b. Why was this region called the "breadbasket of the colonies"?
   c. Where did the farmers in this region sell their surplus grain?

3. a. Draw a line to the map of the New England colonies.
   b. Name two ways New Englanders made a living.
   c. List four places where New Englanders sold their products.
Write a Summary

Read the paragraph below. Then complete the activity. For help, refer to pages 222 and 223 in your textbook.

By the middle of the 1700s the 13 colonies had a strong and growing economy. Some major industries included farming, fishing, shipbuilding, and trading. As the colonial economy grew, so did the colonists’ ability to supply most needed goods at home. This ability lessened colonial reliance on goods imported from Britain. It also inspired the colonists to gain more control over their own economy. They soon began trading with nations other than England, a practice that defied British trade laws. Over the years, the colonists continued to rebel against British rule. Eventually, they would declare their independence from Great Britain.

1. Write the topic sentence.

2. Write three important details that support the topic sentence.

3. Write a summary using the topic sentence and the details you recorded.
Governing Colonial America

Write each statement from the box under the picture it fits. Then answer the questions. For help, refer to pages 224 to 229 in your textbook.

- chosen by the king of England
- body of delegates of white, Protestant, male landowners
- has the power to dissolve colonial assembly
- decides how the colonies will spend tax dollars
- George Washington a member
- enforces English laws in the colonies

1. __________________________

2. __________________________

3. __________________________

4. __________________________

5. __________________________

6. __________________________

7. What did the colonial delegates speak up for in their assemblies?

8. Which important right did John Peter Zenger's trial establish in the colonies?
## Working with New Words

Write the letter of each term next to its meaning. For help, refer to the lessons in Chapter 7 of your textbook.

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<tbody>
<tr>
<td>a.</td>
<td>autobiography</td>
<td>e.</td>
<td>export</td>
<td>i.</td>
<td>slave trade</td>
<td>m.</td>
<td>plantation</td>
<td></td>
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<td>b.</td>
<td>Middle Passage</td>
<td>f.</td>
<td>frontier</td>
<td>j.</td>
<td>agriculture</td>
<td>n.</td>
<td>industry</td>
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<td>c.</td>
<td>free enterprise</td>
<td>g.</td>
<td>militia</td>
<td>k.</td>
<td>backcountry</td>
<td>o.</td>
<td>overseer</td>
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<tr>
<td>d.</td>
<td>triangular trade</td>
<td>h.</td>
<td>assembly</td>
<td>l.</td>
<td>slave codes</td>
<td>p.</td>
<td>treason</td>
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1. a large Southern farm
2. the name the colonists gave to the foothills between the Appalachian Mountains and the Atlantic Coastal Plain
3. a system in which any person can start a business and decide what to make, how much to produce, and what price to charge
4. the business of buying and selling people for profit
5. the triangular trade route’s middle leg, which began in Africa and ended in the West Indies
6. the business of farming
7. the boss of a plantation
8. betraying one’s country by helping the enemy
9. the story of a person’s own life, written by himself or herself
10. to send goods to other countries for sale or trade
11. a trade route ranging from the colonies to Africa to the West Indies to the colonies
12. a lawmakers body
13. all the businesses that make one kind of product or provide one kind of service
14. rules designed to keep enslaved workers under control
15. the far edge of a country, where people are just beginning to settle
16. a colonial military force made up of volunteers
New Spain and the Spanish Missions

Use the map to complete the activity below. For help, refer to pages 234 to 239 in your textbook.

1. Label the following areas of New Spain on the map:
   - Mexico
   - New Mexico
   - California
   - Texas

2. Which parts of New Spain did El Camino Real connect?

3. Put an X on the city where the Alamo was located.
   To what does the Alamo Chain refer?

4. Locate and label the place in California where the first Spanish mission was founded. (San Diego)

5. What was the purpose of the mission?

6. Why did the Pueblo revolt against the Spanish?
In 1660, about 3,000 colonists lived in New France. Most were

_________________________ and ________________________.

The fur trade was the major source of ________________________

activity for the French. As the fur trade grew, a network of busy French

_________________________ spread throughout North America. One of

these grew into the city of ________________________, in Michigan.

Another became the city of ________________________, in Illinois.

In 1682, ______________________ followed the Mississippi River
to the ________________________. He claimed the entire

_________________________ Valley for France, naming it

_________________________. The capital of this territory,

_________________________, was established in 1722. The establishment

of French territory west of the 13 colonies prevented the ________________________

from expanding further.
Making Generalizations

Read the information in the Facts box. Then complete the activity. For help, refer to pages 244 and 245 in your textbook.

**FACTS**

By 1660, 3,000 colonists lived in New France.

French colonists were not allowed to own land.

Most French colonists were fur traders or missionaries.

The French settlements were called trading posts.

By 1660, 75,000 colonists lived in the English colonies.

English colonists were allowed to own land.

Many English colonists became wealthy landowners.

1. Can you make a generalization based on the information in the Facts box? Check the best one.

   ______ a. Most English colonists became wealthy.

   ______ b. The majority of French colonists probably had some involvement in the fur trade.

   ______ c. New France had so few colonists because France prohibited land ownership.

   ______ d. French missionaries and fur traders got along well.

   ______ e. The French came to New France looking for land.

2. How did you decide on your answers to the first question?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

3. Why is it useful to be able to make generalizations about a topic?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
The Changing Face of North America

Use the maps to answer the questions. For help, refer to pages 246 to 249 in your textbook.

1. Which three nations are represented on the maps?

2. Which war took place between the dates on the two maps?

3. Which two nations fought against each other during this war?

4. What caused the war?

5. Which countries gained land between 1750 and 1763?

6. Which country lost land between 1750 and 1763?

7. As a result of this war, over which regions of North America did Britain gain control?

8. Which treaty guaranteed Britain this territory?
Linking New Words and Ideas

Write a term from the box next to its definition. For help, refer to the lessons in Chapter 8 of your textbook.

| mission | voyageur | Treaty of Paris | French and Indian War | presidio | coureur de bois | Proclamation of 1763 | convert |

1. This is the name given the fighting in which the French and their Native American allies united against the British colonists.

2. This document, signed by Great Britain and France in 1763, officially ended the French and Indian War.

3. This means to cause a person to change a belief.

4. This document, issued by Great Britain, set aside all British lands west of the Appalachian Mountains for Native Americans.

5. This was a settlement where missionaries lived, worked, and tried to convert Native Americans to Christianity.

6. This term was used to describe a person who trapped furs without permission from the French government.

7. This word refers to a military fort where soldiers live.

8. This was a person in New France who transported furs and other goods from one trading post to the next by canoe.
Britain and the Colonies in Conflict

Read the sentences in the box. Then use them to make a chart showing how conflict grew between the British and the colonists. (The first event has been filled in for you.) Afterward, answer the questions. For help, refer to pages 262 to 267 in your textbook.

- With the Intolerable Acts, Britain closes the port of Boston and bans town meetings.
- The Townshend Acts called for new taxes. The British demanded that the colonists pay taxes on products imported from Britain.
- The British Parliament passes the Stamp Act to collect more taxes from the colonies.
- Samuel Adams seeks to form Committees of Correspondence to “state the rights of the colonists.”
- British soldiers kill five colonists during the Boston Massacre.
- The Boston Tea Party takes place to protest the British tax on tea.

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<thead>
<tr>
<th>DATE</th>
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<tr>
<td>1765</td>
<td>The British Parliament passes the Stamp Act to collect taxes from the colonies.</td>
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<td>1774</td>
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1. How many years do the events in the chart cover? __________________________

2. Which event was the most important in uniting the colonists? Why?

__________________________
Reading a Political Cartoon

Use the political cartoon to complete the activity. For help, refer to pages 268 and 269 in your textbook.

Take back your trash!

1. What is a political cartoon?

   

2. What issue does the political cartoon shown here focus on?

   

3. Which image symbolizes Great Britain?

   Explain ____________________________________________________________________________________________________

4. Which images symbolize the dissatisfaction of the colonists?

   Explain ____________________________________________________________________________________________________

5. Who are the people tossing the bags of trash?

   Explain ____________________________________________________________________________________________________
The American Revolution Begins

Use the map to complete the activity. For help, refer to pages 270 to 275 in your textbook.

**THE FIRST BATTLES OF THE AMERICAN REVOLUTION**

1. Find the route Paul Revere took on the night of April 18, 1775. Trace it in blue.
   Why did Paul Revere make this ride?

2. Find where the first battle of the American Revolution was fought. Circle it in green.

3. Find where the British headed after the first battle of the American Revolution. Trace their route in red.
   What did the British do when they reached this site?

4. What was the outcome of this battle?

4. Identify two other military events that proved the colonists were serious in their struggle against the British.

5. What did colonial unity and military readiness in these early battles lay the groundwork for?
The Declaration of Independence

Thomas Jefferson, the author of the Declaration of Independence, called it "an expression of the American mind." Read this excerpt from the Declaration. Then answer the questions that follow. For help, refer to pages 276 to 283 in your textbook.

We hold these truths to be self-evident that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed, that whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness.

1. Why was the Declaration of Independence written?

2. On which date was the Declaration of Independence approved?

3. What is the first truth mentioned in the Declaration of Independence?

4. Which unalienable rights does the Declaration of Independence acknowledge?

5. What does the Declaration of Independence say people have the right to do when a government becomes destructive?

6. Why is the Declaration of Independence one of the most important documents in the history of our nation?
# Matching Words and Their Meanings

Write the letter of the term that matches each definition. For help, refer to the lessons in Chapter 9 of your textbook.

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<tbody>
<tr>
<td>1</td>
<td>a person who remained loyal to Britain during the Revolution</td>
<td>8. a military force made up of volunteers</td>
<td>9. the reaction of the British Parliament to the Boston Tea Party</td>
<td>10. an army consisting of troops from every colony</td>
<td>11. volunteer soldiers ready to defend the colonies at a minute's notice</td>
<td>12. British soldiers kill five colonists during unrest in Boston as British troops entered the city</td>
<td>13. a document explaining to the world why the colonies had to separate from Great Britain</td>
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</tbody>
</table>
Winning the War

Use the pictures to complete the activity. For help, refer to pages 288 to 293 in your textbook.

1. a. Draw a line to the person who sewed socks and cooked soup for the soldiers.
   
   b. In what other way did this person help the war effort?

2. a. Draw a line to the person who became the Commander-in-Chief of the Continental army.
   
   b. What was the name of one of the Commander's spy rings?
   
   c. How did his policy toward African Americans change during the war?

3. a. Draw a line to the person who helped American soldiers on the battlefield.
   
   b. How did she help?
   
   c. Who were two other women who helped the American cause?
From Defeat to Victory

Use the map to complete the activity. For help, refer to pages 294 to 299 in your textbook.

1. Circle Trenton on the map.
   How was the battle of Trenton won?
   ____________________________
   ____________________________
   ____________________________

   Circle Saratoga.
   Why was the battle at Saratoga a turning point in the war?
   ____________________________
   ____________________________
   ____________________________

   Who led the Continental army during these battles?
   ____________________________

2. Circle Valley Forge.
   What happened to the American troops during their winter at Valley Forge?
   ____________________________
   ____________________________
   ____________________________

3. Who captured the Ohio River Valley? ____________________________
   How did he outwit the British?
   ____________________________
   ____________________________
   ____________________________

4. How did Captain John Paul Jones respond when the British asked if he were ready to surrender?
   ____________________________
The War Ends

Read each statement. Then identify the mystery person. For help, refer to pages 300 to 305 in your textbook.

1. He opened the port of New Orleans to American ships.
   
   What other action did he take to aid the patriots in their fight against Britain?

   ________________________________
   ________________________________
   ________________________________

2. They called this patriot the “Swamp Fox.”
   
   How did he get the name “Swamp Fox”?

   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________

   Who wrote a poem about this hero?

   ________________________________
   ________________________________
   ________________________________

3. Who said, “We fight, we get beat, rise and fight again”?
   
   What role did he play in the Revolution?

   ________________________________
   ________________________________
   ________________________________

4. Who said that he was “quite tired of marching about the country” chasing Nathanael Greene?
   
   What role did he play in the Revolution?

   ________________________________
   ________________________________
   ________________________________

5. At war’s end, who was quoted as saying that there were two revolutions? One was the war itself. The other “was in the minds and hearts of the people.”
   
   How might you interpret this statement?

   ________________________________
   ________________________________
Comparing Maps at Different Scales

Use the maps below to complete the activity. For help, refer to pages 306 and 307 in your textbook.

1. How many colonies are shown on the small-scale map? ________________

How many colonies are shown on the large-scale map? ________________

2. Which map shows the direction in which colonial troops moved through New Jersey? ________________

3. What does the large-scale map show that the small-scale map does not? ________________

4. Suppose you were Washington planning a battle strategy in the Middle Colonies. Which map would you use? Why? ________________
Linking New Words and Ideas

Write each term from the box next to the sentence that defines it. For help, refer to the lessons in Chapter 10 of your textbook.

<table>
<thead>
<tr>
<th>mercenary</th>
<th>Treaty of Paris</th>
<th>Treaty of Alliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>surveyor</td>
<td>Second Treaty of Fort Stanwix</td>
<td></td>
</tr>
</tbody>
</table>

1. This settlement took land in the Ohio River Valley away from the Iroquois Confederacy.

2. You would hire this person to measure land.

3. This is a soldier who is paid to fight for another country.

4. After the Continental army's victory at Saratoga, the French showed their support for the patriots by signing this treaty.

5. In this 1783 document the British recognized the independence of the United States.
The Articles of Confederation

Read the statements carefully. Label each statement True or False. Then write the reason for your answer. For help, refer to pages 312 to 315 in your textbook.

1. The cartoon shows one major weakness of the Articles of Confederation.

   I am a citizen of Virginia. I am a citizen of Pennsylvania.

2. The Articles provided Congress with the power it needed to run the government.

3. Under the Articles of Confederation the states set up their own system of government.

4. The Articles made it easy for Congress to resolve conflicts between the states.

5. Shays's Rebellion was dismissed as an unimportant, though sad incident.

6. The Congress of the Confederation passed the Northwest Ordinance, an important law.
Planning a New Government

Think about what happened at the Constitutional Convention. Then complete the activity. For help, refer to pages 316 to 321 in your textbook.

1. Describe the two conflicting proposals for establishing Congress.
   - Virginia Plan: ____________________________________________________________
   - New Jersey Plan: _________________________________________________________

2. What was the "Great Compromise"?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. Who proposed the compromise? __________________________________________

4. Describe two other compromises worked out during the Constitutional Convention.
   __________________________________________________________
   __________________________________________________________

5. Complete the chart below by describing the responsibilities of each branch of the new government.

<table>
<thead>
<tr>
<th>BRANCH OF GOVERNMENT</th>
<th>RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legislative</td>
<td></td>
</tr>
<tr>
<td>Executive</td>
<td></td>
</tr>
<tr>
<td>Judicial</td>
<td></td>
</tr>
</tbody>
</table>
Recognizing Point of View

Read each person's statement about the Constitution. Then read each question and circle the letter next to the correct answer. For help, refer to pages 322 and 323 in your textbook.

My political curiosity . . . leads me to ask: Who authorized them to speak the language of *We the people*, instead of, *We the states*? . . . The federal Convention ought [only] to have amended the old system; for this purpose they were solely delegated.

Sir, I agree with this Constitution with all its faults, if they are such; because I think a general government necessary for us. . . . I doubt too whether any other Convention we can obtain may be able to make a better Constitution.

Patrick Henry

Benjamin Franklin

1. Identify Patrick Henry's point of view.
   a. He felt the Constitutional Convention should have amended the old form of government instead of creating a new one.
   b. He felt that the Constitution was well-written and established a superior form of government.
   c. He felt that the Constitution should have been written differently, leaving out the words "We the people."

2. Identify Benjamin Franklin's point of view.
   a. He felt that a new Convention should be assembled to write another Constitution.
   b. He supported the Constitution even though it wasn't perfect. He felt that a new convention could not produce a better one.
   c. He felt that the Constitution had many faults and should not be supported by anyone.

3. Why is it important to recognize a person's point of view?
Thinking About the Constitution

Read the chart. Then complete each item below. For help, refer to pages 324 to 327 in your textbook.

Legislative Branch
Congress (members elected)
- Passes laws
- Approves spending and taxes
- Can rule whether laws passed are constitutional
- Can charge justices with wrongdoing

Executive Branch
President (elected)
- Enforces laws
- Commander in Chief
- Nominates justices
- Can rule whether actions are constitutional

Judicial Branch
Supreme Court (justices appointed)
- Explains laws

1. Why did the authors of the Constitution set up the system of checks and balances?

2. How does this system affect the branches of government?

3. Study the chart and review Lesson 3 in your textbook. Then circle the sentences that state how our system of government works.

   The President can order the army into battle, but only Congress can declare war.
   Congress has the power to appoint the President.
   The President can veto laws passed by Congress.
   The Supreme Court can stop a law passed by Congress or signed by the President.

4. What system of government did the Constitution set up? _____________________________

   How does this system share power? ________________________________________
Ratifying the Constitution

Complete the activities on this page. For help, refer to pages 328 to 333 in your textbook.

1. The Federalists and the Antifederalists disagreed about the Constitution. Explain each side’s point of view in the space provided.

<table>
<thead>
<tr>
<th>FEDERALISTS</th>
<th>ANTIFEDERALISTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. a. How did James Madison, Alexander Hamilton, and John Jay try to persuade reluctant states to ratify the Constitution?


b. What role did John Hancock play in the ongoing debate?


3. How did Congress appease the Antifederalists?


4. To help the President run the government, Congress set up a Cabinet. Each Cabinet position has a leader. Complete the chart by describing the responsibilities of each cabinet position.

<table>
<thead>
<tr>
<th>CABINET POSITION</th>
<th>RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treasury</td>
<td></td>
</tr>
<tr>
<td>State</td>
<td></td>
</tr>
<tr>
<td>War</td>
<td></td>
</tr>
<tr>
<td>Attorney General</td>
<td></td>
</tr>
</tbody>
</table>
Matching Terms and Meanings

Write the letter of each term on the line in front of the term's definition. For help, refer to the lessons in Chapter 11 of your textbook.

| a. veto | f. Shay's Rebellion | k. executive branch | p. judicial branch |
| b. Virginia Plan | g. statehood | l. Antifederalists | q. political party |
| c. preamble | h. Articles of Confederation | m. Supreme Court | r. amendment |
| d. Cabinet | i. legislative branch | n. Great Compromise | s. federal system |
| e. Federalists | j. New Jersey Plan | o. checks and balances | t. Bill of Rights |

1. the document that set up our country's first central government
2. to become a state
3. the lawmaking branch of government
4. the branch of government that carries out the laws made by Congress
5. the branch of government that decides the meaning of the laws
6. the head of the judicial branch of government
7. a plan that gave small and large states an equal number of representatives
8. a proposal that Congress should have two separate houses, one based on state population and the other based on equal state representation
9. called for one house of Congress based on population
10. farmers protest the land tax imposed by Massachusetts
11. an addition to a constitution or other document
12. an introduction to a document
13. a system in which the states and the federal government share power
14. a system in which one branch of government is balanced by another
15. to refuse to approve
16. supporters of the ratification of the Constitution
17. opponents of the ratification of the Constitution
18. a document that describes the basic rights of people
19. a government body made up of secretaries of departments
20. a group of people who share similar ideas about government
West of the Appalachians

Use the map to help you complete the activity. For additional help, refer to pages 346 to 349 in your textbook.

1. Which mountain range did pioneers cross in search of land out west?

   Label this mountain range on the map.

2. Label the Mississippi River. Trace its route in blue.

3. Label the Central Plains and the Gulf Coastal Plain.

   Why did the pioneers leave the East to settle on these plains?

4. How did trailblazers help make westward travel easier for pioneers?

5. Find the Cumberland Gap. What famous trailblazer crossed the gap to settle in Kentucky?

6. Why was the Wilderness Road important?
Jefferson in the News

The headlines at right could have appeared in United States newspapers during the early 1800s. Read each headline and answer the questions. For help, refer to pages 350 to 355 in your textbook.

1. a. In which year would this headline have appeared?

b. What was Jefferson's view on the best kind of government?

c. Which European country did Jefferson believe threatened the United States?

2. a. In which year would this headline have appeared?

b. What was this land deal later called?

c. What land did the United States acquire?

3. a. In which year would this headline have appeared?

b. What did Lewis and Clark want to accomplish?

c. What Native American helped them?

Jefferson Becomes President

Today, Thomas Jefferson began his duties as President of the United States.

U.S. and France Make Land Deal

President Jefferson announced today that the United States had reached an agreement with France.

Lewis and Clark Reach Goal

Eighteen months after they set out to explore the Louisiana Territory, Lewis and Clark finally reached their goal.
Comparing Maps

Use the maps to complete the activity. For help, refer to pages 356 and 357 in your textbook.

1. What kind of map is Map A?
   - political
   - relief
   - historical

2. What kind of map is Map B?
   - political
   - relief
   - historical

3. In which present-day state did the battle of Horseshoe Bend take place?
   - __________________________
   - How did you find the answer?
   - __________________________

4. Locate the states of Wisconsin and Illinois on Map B. What was this area during the War of 1812?
   - __________________________
   - How did you find the answer?
   - __________________________

5. Which maps would you compare to discover which battles of the War of 1812 were fought in the mountains?
   - political and relief
   - relief and historical
   - historical and political
Events in the War of 1812

The excerpt was written by Isaac Hull, captain of the USS Constitution, after a battle. Read the excerpt and then answer the questions. For help, refer to pages 358 to 363 in your textbook.

After informing you that so fine a ship as the Guerrière . . . had been totally . . . cut to pieces so as to make her not worth towing into port . . . you can have no doubt of the gallantry and good conduct of the officers and ship's company I have the honor to command. It only remains, therefore, for me to assure you that they all fought with great bravery.

—Isaac Hull


1. Under which flag did the Guerrière sail?

2. What happened to the Guerrière?

3. During which war was the letter written?

4. Which nations were at war?

5. What caused the war?

6. The land war was more difficult for the United States than the war at sea. Why?

7. What was the Monroe Doctrine?

8. What promise did the Monroe Doctrine offer European nations?
Thinking About New Words

Write each word or term from the box under the phrase that defines it. For help, you can refer to the lessons in Chapter 12 of your textbook.

<table>
<thead>
<tr>
<th>pioneer</th>
<th>Louisiana Purchase</th>
<th>War of 1812</th>
</tr>
</thead>
<tbody>
<tr>
<td>neutral</td>
<td>Era of Good Feelings</td>
<td></td>
</tr>
<tr>
<td>War Hawks</td>
<td>Monroe Doctrine</td>
<td></td>
</tr>
</tbody>
</table>

1. a warning made by James Monroe to Europe. Monroe said the U.S. opposed future colonization in the Western Hemisphere.

2. a person who leads the way into new areas

3. the land west of the Mississippi River that the United States purchased from France in 1803

4. a period of peace and prosperity for the United States that began at the end of the War of 1812

5. not taking sides on an issue

6. during Madison's presidency, members of Congress who wanted to declare war against Great Britain

7. a conflict between Great Britain and the United States that began because Great Britain started taking American ships and sailors
The Industrial Revolution

Identify the person who developed a new way or improved on old way of producing goods. Then describe the changes in industry that occurred as a result. For help, refer to pages 368 to 375 in your textbook.

Cotton Gin
Invented by: ____________________________
Effect: __________________________________

Reaper
Improved by: ____________________________
Effect: __________________________________

Textile Factory
Built by: ________________________________
Effect: __________________________________

Plow
Improved by: ____________________________
Effect: __________________________________
Andrew Jackson’s Presidency

Answer the question to complete the activity. For help, refer to pages 376 to 381 in your textbook.

1. The poster refers to Jackson as “Old Hickory.” Why was he given this nickname?

2. In what kind of government did Jackson believe?

3. How did voting laws in states new to the Union help Jackson get elected?

4. What was one outcome of Jackson’s quarrel with the Bank of the United States?

5. Describe Jackson’s views on Native Americans. What happened as a result?
Identifying Western Trails

Use the map to complete the activity. For help, refer to pages 384 to 389 in your textbook.

1. a. Label the Oregon Trail. Trace its route in green.
   b. Why did large numbers of people travel this trail?
   
   ________________________________________________
   ________________________________________________
   ________________________________________________

2. a. Label the Mormon Trail. Trace its route in brown.
   b. How did this trail get its name?
   
   ________________________________________________
   ________________________________________________
   ________________________________________________

3. a. Label the California Trail. Trace its route in red.
   b. What event caused large numbers of people to travel across this trail?
   
   ________________________________________________
   ________________________________________________
Telling Fact from Opinion

The paragraph was taken from Lesson 3, page 384. Read the paragraph. Then follow the directions to complete the activity. For help, refer to pages 390 and 391 in your textbook.

We left our home in Iowa with three wagons drawn by seven yoke [pairs] of oxen. It was thought that horses were not suitable to draw wagons across the Rocky Mountains. . . . Two of the wagons were loaded with provisions [supplies] and the third a light wagon carried the small children and some beds.
—This is how John Breen recalled his family’s move to the West in 1846. Breen was one of thousands of people who traveled to the West to begin a new life.

1. Underline the sentences in the paragraph that state facts. Explain how you determined the factual statements.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. List the opinion stated in the paragraph. Do you think it was based on some truth? Explain your answer.

________________________________________________________________________
________________________________________________________________________

3. Did you find any clue words in the opinion statement? List them.
A Chart of Texas History

Use the information in the box to complete the chart of Texas history. Then answer the questions below. For help, refer to pages 392 to 399 in your textbook.

- Stephen Austin leads 300 American families to settle in Texas.
- Mexican soldiers defeat the Texas army at The Alamo.
- The Mexican government jails Stephen Austin.
- Mexican leaders stop all immigration from the United States.
- Texas becomes the 28th state of the United States.
- Mexico, which includes Texas, wins independence from Spain.
- Santa Anna grants Texas its independence.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1821</td>
<td>Mexico, which includes Texas, wins independence from Spain.</td>
</tr>
<tr>
<td>1822</td>
<td></td>
</tr>
<tr>
<td>1830</td>
<td></td>
</tr>
<tr>
<td>1833</td>
<td></td>
</tr>
<tr>
<td>March</td>
<td></td>
</tr>
<tr>
<td>1836</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td></td>
</tr>
<tr>
<td>1836</td>
<td></td>
</tr>
<tr>
<td>1845</td>
<td></td>
</tr>
</tbody>
</table>

1. For how many years was Texas a part of Mexico? __________________________________________

2. How many years passed from the time Mexico won independence from Spain until Texas won statehood? __________________________________________

3. Why was statehood denied Texas for many years? __________________________________________
Linking New Words and Ideas

Write each word or term from the box next to the sentence that tells about it. For help, refer to the lessons in Chapter 13 of your textbook.

steam engine reaper cotton gin manifest destiny canal
wagon train Mountain Man forty-niners Indian Removal Act Gold Rush
Industrial Revolution interchangeable parts Treaty of Guadalupe Hidalgo

1. a law allowing the President to remove Native Americans from their homeland and relocate them to Indian Territory

2. a large group of wagons carrying settlers west

3. fur trappers living in the western mountains

4. when large numbers of people went to California seeking gold

5. standard-size parts which allowed replacement of damaged parts in a manufactured item

6. a machine used to remove seeds from cotton

7. an engine using steam for power

8. a period in which goods that had been made by hand were now made by machines, often in factories

9. a human-built waterway

10. searched for gold in California in 1849

11. uses sharp blades to cut and harvest grain

12. ended the Mexican War

13. the idea that the United States was to claim for itself all the land from the Atlantic to the Pacific oceans
Comparing Sides on Slavery

The maps below show how the country was divided on slavery. Circle the name of the region that each sentence describes. For help, refer to pages 410 to 415 in your textbook.

1. This region had become wealthy because of cotton grown on large plantations.
   - North
   - South

2. Manufacturing was becoming much more important in this region's economy.
   - North
   - South

3. Thousands of immigrants were settling in this region's cities, where jobs were plentiful.
   - North
   - South

4. About four million enslaved African Americans were forced to work on the cotton plantations in this region.
   - North
   - South

5. Merchants in this region made money shipping cotton.
   - North
   - South

6. Most states in this region had ended slavery.
   - North
   - South

7. A number of slave rebellions took place in this region.
   - North
   - South

8. Even though most states in this region had ended slavery, there was much prejudice against African Americans.
   - North
   - South
People Fighting for Equality

Use the pictures on the right to complete the activity. Write the number of each statement on the line next to the person it describes. For help, refer to pages 416 to 421 in your textbook.

1. This person started a newspaper called *The Liberator*. He believed that slavery was wrong and should be ended.

   ___________
   Lucretia Mott and Elizabeth Cady Stanton

2. These sisters, daughters of a plantation owner, were among the first women to speak publicly for the abolitionist cause.

   ___________
   William Lloyd Garrison

3. This former slave became the most famous conductor on the Underground Railroad.

   ___________
   Sojourner Truth

4. These women organized the Seneca Falls Convention, the first convention to discuss the rights of women.

   ___________
   Harriet Tubman

5. This former slave traveled the country giving speeches in support of abolition and women’s rights.

   ___________
   Sara and Angelina Grimké
Reading a Newspaper

The article below might have appeared in a newspaper in 1831. Read the article. Then complete the activity. For help, refer to pages 422 and 423 in your textbook.

Garrison Publishes Abolitionist Newspaper

Boston, Massachusetts, January 2, 1831

In Boston yesterday Mr. William Lloyd Garrison began publication of his newspaper, The Liberator. The paper promises to encourage the abolitionist cause.

In a front page editorial, Garrison argued for the immediate freedom of all slaves! He also promised that The Liberator would stir the conscience of the nation as never before.

Reaction in some parts of the South has been extreme. Many Southern leaders have demanded that Garrison be jailed. Some have even gone as far as offering a reward for his kidnapping. Already jailed once for his abolitionist views, Garrison seems unaffected by these threats and remains steadfast in his commitment to the abolitionist cause.

1. Circle the headline. What does the headline tell you?

2. Underline the dateline. What does a dateline tell you?

3. The article gives facts about a recent event. What kind of article is it?

4. What is the article about?

5. When and where did the event described in the article take place?

6. Where in the newspaper would you look to find the editor’s opinion about the event or article?
# Charting Events Leading to War

Use the events in the box to complete the Event column in the chart. Then fill in the Result column. Some events and their results have been filled in for you. For help, refer to pages 424 to 429 in your textbook.

- The Confederate States of America was formed.
- The Compromise of 1850 was approved.
- Congress passed the Kansas-Nebraska Act.
- John Brown raided Harpers Ferry.
- The Supreme Court made the Dred Scott Decision.
- Lincoln was elected President.

## EVENTS LEADING TO WAR

<table>
<thead>
<tr>
<th>DATE</th>
<th>EVENT</th>
<th>RESULT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1850</td>
<td>The Compromise of 1850 was approved.</td>
<td>California was admitted to the Union as a free state. In return, the North accepted the Fugitive Slave Law, which called for the North to help capture escaped African Americans.</td>
</tr>
<tr>
<td>1854</td>
<td></td>
<td>Kansas and Nebraska were allowed to decide for themselves whether to allow slavery.</td>
</tr>
<tr>
<td>1857</td>
<td>The Supreme Court made the Dred Scott Decision.</td>
<td></td>
</tr>
<tr>
<td>1859</td>
<td></td>
<td>This raid deepened tensions between the North and the South.</td>
</tr>
<tr>
<td>1860</td>
<td>Lincoln was elected President.</td>
<td></td>
</tr>
<tr>
<td>1861</td>
<td></td>
<td>The Union was split apart.</td>
</tr>
</tbody>
</table>
Using New Words

Write each term in the box under the matching definition. For help, refer to the lessons in Chapter 14 of your textbook.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>secede</td>
<td>Compromise of 1850</td>
<td>Kansas-Nebraska Act</td>
</tr>
<tr>
<td>abolitionist</td>
<td>Dred Scott Decision</td>
<td>Seneca Falls Convention</td>
</tr>
<tr>
<td>states' rights</td>
<td>Fugitive Slave Law</td>
<td>Underground Railroad</td>
</tr>
<tr>
<td>the Confederacy</td>
<td>prejudice</td>
<td>Missouri Compromise</td>
</tr>
</tbody>
</table>

1. said slaves were property

2. used to refer to a state's leaving the Union

3. the name of the first convention held to discuss the rights of women

4. the name of the compromise that divided the United States into free states and slave states

5. the name of the new country formed by the states that had seceded from the Union

6. the name of the compromise that allowed California to be admitted to the United States as a free state

7. allowed Kansas and Nebraska to decide for themselves whether or not to allow slavery

8. someone who wanted to end slavery in the United States

9. the idea that each state should be allowed to make its own decisions about most issues

10. the system of secret routes that escaping slaves followed to freedom

11. required police in free states to help capture escaping slaves

12. a negative opinion formed without proof
The Civil War Begins

Use the map below to complete the activity. For help, refer to pages 434 to 439 in your textbook.

**UNION AND CONFEDERATE STATES, 1861**

1. Color the Union states on the map blue. Color the Confederate states gray.

2. What were the three parts of the Union’s Anaconda Plan for victory?

   ___________________________________________________________

   ___________________________________________________________

   ___________________________________________________________

3. Locate and label the site of the first battle of the Civil War. What caused the battle?

   ___________________________________________________________

   ___________________________________________________________

   ___________________________________________________________

4. Locate and label the site of the First Battle of Bull Run. List two things this battle made people realize about the war.

   ___________________________________________________________

   ___________________________________________________________
Using a Population Distribution Map

Study the map and complete the chart below. (The first one is done for you.)
Then answer the questions by circling your answer. For help, refer to pages 440 and 441 in your textbook.

**UNITED STATES POPULATION DISTRIBUTION, 1860**

<table>
<thead>
<tr>
<th>City</th>
<th>People Per Square Mile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boston</td>
<td>more than 90</td>
</tr>
<tr>
<td>Charleston</td>
<td></td>
</tr>
<tr>
<td>Chicago</td>
<td></td>
</tr>
<tr>
<td>Dallas</td>
<td></td>
</tr>
<tr>
<td>Denver</td>
<td></td>
</tr>
<tr>
<td>New York</td>
<td></td>
</tr>
<tr>
<td>Pittsburgh</td>
<td></td>
</tr>
<tr>
<td>Seattle</td>
<td></td>
</tr>
<tr>
<td>St. Louis</td>
<td></td>
</tr>
</tbody>
</table>

1. Which area has the most people?
   - Northeast
   - Southeast
   - Midwest

2. Which city has the fewest people?
   - Boston
   - Nashville
   - Jacksonville

3. Which city has the most people?
   - Pittsburgh
   - Omaha
   - Minneapolis
The War Takes a New Direction

Use the speeches at right to complete the activity. For help, refer to pages 442 to 447 in your textbook.

1. What is the name of the document this excerpt is from?
   
   
   
   
   
   
   

2. What two things did this document do?
   
   
   
   

3. How did this document change the way people felt about the war?
   
   

4. Read these words from a famous speech made by President Lincoln. Which battle is he referring to?
   
   

5. How did this battle affect the course of the war?
   
   
   
   

6. What did President Lincoln’s speech make clear about the war?
   
   

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting-place for those who here gave their lives, that that nation might live. It is altogether fitting and proper that we should do this.

... all persons held as slaves within any state ... in rebellion against the United States, shall be then, henceforth, and forever free.
The Civil War Ends

Use the map to help you complete the activity below. For help, refer to pages 448 to 453 in your textbook.

**MAJOR CIVIL WAR BATTLES**

1. Draw in red the route General Sherman took on his march through Georgia.

2. What did Grant order Sherman to do?

   __________________________

3. Circle the two cities on the map that Grant's men entered and captured.

   __________________________

4. Why had General Lee left these cities?

   __________________________

5. Put an X on the place where Lee surrendered to Grant.

   Why did Lee surrender?

   __________________________

6. How had the war changed the South?

   __________________________

   __________________________

   __________________________
Drawing Inferences

An inference is something you figure out based on clues and on information you already know. Read the passage below. Then answer the questions. For help, refer to pages 454 and 455 in your textbook.

At the turn of the 20th century, two-thirds of the African Americans living in the South farmed land they did not own. Landlords provided these farmers, called sharecroppers, with seeds, food, clothing, and shelter. The sharecroppers repaid their landlords at the end of the harvest. After repaying their landlords, most sharecroppers wound up with very little earnings. Sometimes they even found themselves owing money at the end of the year.

1. What clues does the passage offer about the life of a sharecropper?

2. How does the information compare with what you have read about the lives of African American sharecroppers?

3. What inference can you draw about the future of sharecropping?
Thinking About Reconstruction

Read the statements below and label them True or False. Then write the reasons for your answer. For help, refer to pages 456 to 461 in your textbook.

1. The Fourteenth and Fifteenth amendments extended the rights of African Americans.

2. President Johnson carried out a plan for Reconstruction in the South.

3. Congress wanted President Johnson to end Reconstruction.

4. Congress created the Freedmen's Bureau to help African Americans after the Civil War.

5. Under Reconstruction, African American men were not able to vote.

6. When Reconstruction ended, the Southern states passed Jim Crow laws to help African Americans.
Matching Words and Their Meanings

Write the letter of each term next to its meaning. For help, refer to the lessons in Chapter 15 of your textbook.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. total war</td>
<td>f. segregation</td>
</tr>
<tr>
<td>b. blockade</td>
<td>g. sharecropping</td>
</tr>
<tr>
<td>c. impeach</td>
<td>h. Jim Crow laws-</td>
</tr>
<tr>
<td>d. Civil War</td>
<td>i. draft</td>
</tr>
<tr>
<td>e. black codes</td>
<td>j. Freedmen's Bureau</td>
</tr>
<tr>
<td></td>
<td>k. Anaconda Plan</td>
</tr>
<tr>
<td></td>
<td>l. Reconstruction</td>
</tr>
<tr>
<td></td>
<td>m. Gettysburg Address</td>
</tr>
<tr>
<td></td>
<td>n. Thirteenth Amendment</td>
</tr>
<tr>
<td></td>
<td>o. Fourteenth Amendment</td>
</tr>
<tr>
<td></td>
<td>p. Emancipation Proclamation</td>
</tr>
<tr>
<td></td>
<td>q. Fifteenth Amendment</td>
</tr>
<tr>
<td></td>
<td>r. civilian</td>
</tr>
</tbody>
</table>

1. the system of renting land for a share of the crop raised on the land
2. abolishes slavery
3. to block off
4. Southern laws that described the rights and duties of freed African Americans
5. the announcement that ended slavery in the Confederacy
6. the separation of white people and black people
7. the selection of men who have to serve in the military.
8. a famous speech by President Lincoln
9. gives all male citizens of the United States the right to vote, regardless of race
10. rebuilding the South
11. the Union's plan for victory in the Civil War
12. an agency established by Congress to help African Americans after the Civil War
13. the war between the Southern states and the Northern states
14. makes African Americans citizens of the United States and guarantees them the same legal rights as whites
15. to charge a government official with wrongdoing
16. an all-out war to destroy people's ability and will to fight
17. a person not in the armed forces
18. laws that made discrimination against African Americans legal
The Transcontinental Railroad

Use the map to help you complete the activity. For help, refer to pages 474 to 479 in your textbook.

1. Circle the two cities where construction on the transcontinental railroad began.
2. Put an X over the spot where the Union Pacific met the Central Pacific.
3. Draw the part of the railroad built by each company. Label each railroad line.
4. How did the workforces of the Central Pacific and the Union Pacific differ?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. List a serious cost of building the transcontinental railroad.

________________________________________________________________________

6. What happened to allow the building of a transcontinental railroad?

________________________________________________________________________
Reading Time Zone Maps

Use the time zone map below to complete the activity. For help, refer to pages 480 and 481 in your textbook.

1. How many time zones are shown on the map above?

2. Find Abilene on the map. What time zone is it in?

3. Find Los Angeles on the map. What time zone is it in?

4. Which time zone do you live in?

5. As you move from east to west, do you add or subtract an hour for each time zone that you cross?

6. As you move from west to east, do you add or subtract an hour for each time zone that you cross?

7. Use the time zone map above to complete the statements below.
   a. When it is 6:00 P.M. in New York City, it is ________________ in San Francisco.
   b. When it is 2:00 P.M. in Chicago, it is ________________ in Denver.
   c. When it is 9:00 A.M. in Seattle, it is ________________ in Los Angeles.
Singing About Life on the Range

The song below was a favorite among cowboys during the era of cattle drives. Use the song to complete the activity. For help, refer to pages 482 to 485 in your textbook.

THE OLD CHISHOLM TRAIL

Moderately

Well, come along boys and listen to my tale, I’ll tell you of my troubles on the old Chisholm Trail. Come a ti, etc.

A two-dollar horse and a forty-dollar saddle, I’m gonna get punchin’ those old Texas cattle. Come a ti, etc.

It’s cloudy in the west and it looks like rain, And my danged old sticker’s in the wagon train. Come a ti, etc.

I jumped in the saddle and grabbed the horn, I’m the best darned cowboy that ever was born. Come a ti, etc.

1. What famous cattle trail is mentioned in the song? ____________________________

2. Where did this trail begin? Where did it end? ________________________________

3. The song refers to troubles on the trail. What were some of these troubles? __________________________

4. Why did ranchers have cattle drives? __________________________

5. Where were the cattle shipped at the end of the cattle trails? Why were they shipped there? __________________________

6. How did the railroad eventually bring the era of cattle drives to an end? ________________
Life on the Great Plains

The excerpt below is from a letter written by Howard Ruede, a young homesteader in Kansas. Use the letter to help you complete the activity. For help, refer to pages 486 to 491 in your textbook.

This was another hot day, and we had heavy work too, laying up sod. Snyder broke a lot [area of sod] for us this a.m., and we began laying up the wall... These "Kansas bricks" are from 2 to 4 inches thick, 12 [inches] wide, and 20 [inches] long, and the joints between them we fill with ground [dirt].

We expect to get the roof in and have the place in condition to live in by the end of the week. The sod is heavy, and when you take 3 or 4 bricks on a litter [brick carrier] or hand barrow and carry it 50 to 150 feet, I tell you it is no easy work.

—Howard Ruede


1. What is Howard Ruede describing in his letter?

2. Why do you think he refers to the sod as "Kansas bricks"?

3. What were people like Howard Ruede and his family called?

4. What were some of the hardships these people faced?

5. In spite of these hardships, why did people move to this part of the country?

6. How did the Homestead Act of 1862 encourage people to settle in Kansas?

7. What three advances in technology helped the people who were living on the Great Plains?
Frame of Reference

A frame of reference is the basis of a person's point of view. Read the paragraphs below about two people. Then answer the questions about each person's point of view. For help, refer to pages 492 and 493 in your textbook.

Jose and his family are migrant workers. They do not have a permanent home. They move from place to place working on various farms picking crops.

Myra's family lives in a small town. The family has traveled outside their town rarely.

Here's how Jose and Myra feel about traveling.

Jose: I am tired of traveling. More than anything I would like to have a home. I would never leave it.

Myra: I am tired of living in my town. I want to see the world. More than anything, I would like to travel.

1. What is the frame of reference, or background, of Jose and Myra?

2. What are the points of view of Jose and Myra?

3. How does knowing each person's frame of reference help you understand his or her point of view on traveling?
Changes on the Plains

The statements on the right were made by Native American leaders. Use them to complete the activity. For help, refer to pages 494 to 499 in your textbook.

1. a. What change on the Plains is Crazy Horse describing?

   ____________________________

   b. What caused the Native Americans to lose their land and buffalo?

   ____________________________

2. a. What do you think Ten Bears is explaining with these words?

   ____________________________

   b. Why did the United States government begin forcing Native Americans onto reservations?

   ____________________________

3. a. When did Chief Joseph speak these words?

   ____________________________

   b. Why had he and other Native Americans been fighting American soldiers?

   ____________________________

   c. What was the result of the Plains Wars?

   ____________________________
Using New Words

Write each term from the box on the line next to its meaning. For help, refer to the lessons in Chapter 16 of your textbook.

<table>
<thead>
<tr>
<th>cattle drive</th>
<th>railhead</th>
<th>reservation</th>
<th>transcontinental railroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>property rights</td>
<td>Custer's Last Stand</td>
<td>cowtowns</td>
<td>Pacific Railroad Act</td>
</tr>
<tr>
<td>homesteader</td>
<td>stockyard</td>
<td>Homestead Act</td>
<td></td>
</tr>
</tbody>
</table>

1. offered two companies government loans and free land to build a transcontinental railroad across the United States

2. a long journey cowboys took to herd cattle from ranches in the West to the railroads

3. a town that sprang up along a new railroad line

4. a person who claimed land under the Homestead Act

5. a cattle pen

6. a railroad that crosses the entire continent

7. rights to own or use something—such as land. People could buy or sell land.

8. a territory reserved, or set aside, for Native Americans

9. gave 160 acres of public land to any adult man or widow if he or she farmed the land for five years

10. towns that developed for cowboys passing through

11. a battle where the Lakota, Cheyenne, and Arapaho fought against the U.S. Cavalry at Little Big Horn
Big Business

Draw a line from each picture to the description that matches it. Then answer the questions. For help, refer to pages 504 to 509 in your textbook.

1. a. This person invented the light bulb.
   b. Name another thing he invented.

2. a. This person invented the telephone.
   b. What led him to develop the telephone.

3. a. This person made a fortune in the oil business.
   b. Why was his oil company, Standard Oil, called a monopoly?

4. a. This person protested the use of child labor.
   b. What effect did her protest have?

5. a. This person founded a union.
   b. What weapon did he think important in fighting for workers' rights?
Taking a Look at Immigration

Use the graph to answer the questions. For help, refer to pages 510 to 515 in your textbook.

1. About how many people immigrated to the United States during the period shown on the graph? __________________________

2. Between which years was the number of immigrants the largest? __________________________

   About how many people immigrated during this period? __________________________

3. In which ways were the new immigrants different from those who had come before the Civil War? __________________________

   __________________________

   __________________________

   __________________________

4. Why did most of these immigrants come to the United States? __________________________

5. Where did most of the new immigrants settle and why did they settle there? __________________________

   __________________________

6. What was life like for immigrants living in cities? __________________________

   __________________________
Using Primary and Secondary Sources

Use the paragraphs on the right to complete the activity. For help, refer to pages 516 and 517 in your textbook.

1. a. This paragraph is taken from the autobiography of William Allen White. White was the editor of the Emporia Gazette, a newspaper published in Emporia, Kansas. Here he describes how his town reacted to the Spanish-American War. Is it a primary source or a secondary source?

b. How do you know?

The country was excited. Emporia was thrilled to the core. We celebrated the fall of Santiago with a big public meeting outdoors . . . and like Lambert . . . spoke to the multitude . . . . The band played "The Star-Spangled Banner," we sang "Hail Columbia," threw out a full-throated hymn to imperialism with the verses of "America," and were most pleased with ourselves.

—William Allen White

2. a. This paragraph is from a book written by an historian in 1982. It describes how the American people reacted to the Spanish-American War. Is it a primary source or a secondary source?

b. How do you know?

On February 15 . . . a tremendous explosion rocked the [Maine] . . . .
Many Americans [believed] the Spanish had sunk the ship . . . .
The Spanish government claimed the disaster was caused by an explosion inside the Maine . . . .
In any case, a demand for war against Spain swept the United States. In New York City a man . . . proclaimed, "Remember the Maine!" This became a battle cry.

—John A. Garraty

3. How do both these sources help you understand history?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Chapter 17 - pp. 516–517
TEXAS SS TEKS: 5.25:A,B
American Expansion in the 1800s

Use the map below to complete the activity. For help, refer to pages 518 to 521 in your textbook.

1. a. Locate the territory the United States bought from Russia. Color it blue.

   b. List three valuable resources that are found there today.

2. a. Locate the islands where the English captain James Cook landed in 1778. Circle them.

   b. How did the United States gain these islands?

3. a. Locate the three territories that the United States gained as a result of the Spanish-American War. Circle them in red.

   b. What started this war?

   c. What eventually happened to the territories the United States gained?
The Times of Theodore Roosevelt

Each headline highlights an event that happened during the Presidency of Theodore Roosevelt. Read each headline. Then tell why each event was important. For help, refer to pages 522 to 527 in your textbook.

Roosevelt the Trust Buster

U.S. Builds Panama Canal

Roosevelt Reforms the Food and Drug Industry

Model T's Roll Off Assembly Line

Roosevelt Sets Up National Parks

Wright Brothers Take Off
Matching Words and Meanings

Write each term from the box on the line next to its meaning. For help, refer to the lessons in Chapter 17 of your textbook.

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>slum</td>
<td>a large business that is owned by shareholders</td>
</tr>
<tr>
<td>monopoly</td>
<td>a company that controls an entire industry</td>
</tr>
<tr>
<td>corporation</td>
<td>a group of soldiers organized by Theodore Roosevelt to fight the Spanish in Cuba</td>
</tr>
<tr>
<td>labor union</td>
<td>a small factory often with unhealthy working conditions</td>
</tr>
<tr>
<td>national park</td>
<td>an organization formed by workers to strive for better wages and working conditions</td>
</tr>
<tr>
<td>assembly line</td>
<td>a period when all the workers in a business refuse to work until the owners meet their demands</td>
</tr>
<tr>
<td>Spanish-American War</td>
<td>a fire in 1871 that killed hundreds of people, left thousands homeless, and destroyed a third of Chicago</td>
</tr>
<tr>
<td>Great Chicago Fire</td>
<td>a community center that provides child care, education, and other services to the poor</td>
</tr>
<tr>
<td>settlement house</td>
<td>a war fought in 1898 between the United States and Spain</td>
</tr>
<tr>
<td>reform</td>
<td>changes designed to make things better</td>
</tr>
<tr>
<td>Buffalo Soldiers</td>
<td>a way to manufacture a product quickly and cheaply by moving partially built products from one work area to another on a moving belt</td>
</tr>
<tr>
<td>Rough Riders</td>
<td>African American cavalries</td>
</tr>
<tr>
<td>assembly line</td>
<td>an area set aside for its natural beauty, where no one is allowed to live</td>
</tr>
</tbody>
</table>
Events of World War I

The newspaper headlines below might have appeared during World War I. Read the headlines. Then write a sentence that explains each one. For help, refer to pages 540 to 545 in your textbook.

**Sinking of Lusitania Angers Americans**

**U.S. Declares War**

**A New Kind of War Is Fought in Europe**

**Americans at Home Contribute to War Effort**

**Allies Sign Treaty of Versailles**

**African Americans Move North**
Looking at the Roaring Twenties

The pictures on the right show some of the changes that came about during the Roaring Twenties. Draw a line from each picture to the caption that describes it. Then answer the questions. For help, refer to pages 546 to 551 in your textbook.

The automobile brought people closer together and changed life in the U.S. and around the world. During the 1920s, many people bought automobiles for the first time. The first shopping center with a parking lot opened in 1924.

Media grew rapidly. On the radio people listened to the news, soap operas, and the rhythms of jazz. At the movies they cheered and laughed. The new technology created many heroes. Newspapers and magazines made people famous.

Suffrage leaders such as Carrie Chapman Catt used the media to spread their arguments for giving women the right to vote. Eventually the United States Congress passed the Nineteenth Amendment giving women this right.

1. Why was the ten-year period after World War I nicknamed the Roaring Twenties?

2. Which groups of people did not benefit from the prosperity of the Roaring Twenties?
The Great Depression

Use the political cartoon on the right to complete the activity. For help, refer to pages 552 to 557 in your textbook.

1. What is the political cartoon about?

2. What term in the cartoon refers to the way that President Roosevelt wanted to cure the nation?

3. What do the bottles on the table stand for?

4. Complete the chart below. Write what the initials of each New Deal program stand for and how the program helped put people to work.

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>WHAT THE INITIALS STAND FOR</th>
<th>WHAT THE PROGRAM DID</th>
</tr>
</thead>
<tbody>
<tr>
<td>WPA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TVA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Events of World War II

Use the information in the box to complete the chart. Then answer the questions. For help, refer to pages 558 to 565 in your textbook.

- Japan attacks Pearl Harbor. The United States declares war against Japan.
- Allied troops invade Normandy on D-Day.
- The United States drops atomic bombs on Hiroshima and Nagasaki. Japan surrenders. World War II ends.
- Hitler attacks Poland. World War II begins.
- Germany surrenders after Berlin falls.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 1939</td>
<td></td>
</tr>
<tr>
<td>December 1941</td>
<td></td>
</tr>
<tr>
<td>June 1944</td>
<td></td>
</tr>
<tr>
<td>May 1945</td>
<td></td>
</tr>
<tr>
<td>August 1945</td>
<td></td>
</tr>
</tbody>
</table>

1. World War II was fought between the Axis and the Allied powers. Which countries formed each group.
   - Allied Powers: __________________________
   - Axis Powers: __________________________

2. Why did the Germans set up concentration camps?
   __________________________
The Postwar Years

Use the pictures on the right to complete the activity. For help, refer to pages 566 to 571 in your textbook.

1. a. Draw a line to the picture that represents the alliance formed among countries of Western Europe and the United States after World War II.

   b. Why was this alliance created?

   ____________________________________________________________

   ____________________________________________________________

2. a. Draw a line to the picture that represents a conflict that involved the United States in the 1950s.

   b. What was the cause of this conflict?

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

3. a. Draw a line to the picture that represents a competition between the United States and the Soviet Union.

   b. What was its purpose?

   ____________________________________________________________

   ____________________________________________________________
Drawing Conclusions

Follow the directions to complete the activity. For help, refer to pages 572 and 573 of your textbook.

Write the four steps in drawing conclusions.

1. 

2. 

3. 

4. 

Read the following paragraph. Then answer the questions. Circle your answer.

In the early 1950s, the United States and the Soviet Union began an arms race. Each nation worked to build the world's most powerful weapons to defend itself against the other. Many people feared a war involving atomic weapons. Some families even built bomb shelters in their backyards.

1. What is the subject of the information in the paragraph?
   families  bomb shelters  arms race

2. What connects the pieces of information?
   peace and love  fear and mistrust  backgrounds and bomb shelters

3. What conclusion can you draw?
   - The Soviet Union and the United States were preparing for war.
   - The Soviet Union wanted to build its economy.
   - The United States wanted to protect its families.
Matching Words and Their Meanings

Write the letter of each term from the box on the line next to its definition. For help, refer to the lessons in Chapter 18 of your textbook.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>b. communism</td>
<td>g. Holocaust</td>
<td>l. League of Nations</td>
<td>q. Roaring Twenties</td>
</tr>
<tr>
<td>c. World War II</td>
<td>h. New Deal</td>
<td>m. League of Women Voters</td>
<td>r. Great Depression</td>
</tr>
<tr>
<td>d. Iron Curtain</td>
<td>i. arms race</td>
<td>n. Nineteenth Amendment</td>
<td>s. United Nations</td>
</tr>
<tr>
<td>e. Axis Powers</td>
<td>j. Treaty of Versailles</td>
<td>o. internment camp</td>
<td>t. discrimination</td>
</tr>
</tbody>
</table>

1. the World War I alliance that included Britain, France, Italy, Belgium, and Russia
2. the United States declared war on this alliance in World War I
3. ended World War I
4. the first organization in which countries united to prevent future wars
5. a decade of prosperity
6. a Constitutional amendment that gave women the vote
7. helps inform women and men about political issues
8. formed at the end of World War II to keep world peace
9. helped the United States recover from the Depression
10. the alliance formed when Japan, Italy, and Germany signed a treaty of friendship
11. the war fought between Great Britain and France against the Axis Powers
12. a social and political system in which all property is owned by the government
13. a place where people are imprisoned during wartime
14. a place where the Germans enslaved and murdered those they considered their enemies
15. Hitler's attempt to destroy the Jewish people
16. a war between the U.S. and the Soviet Union fought with ideas, words, money, and sometimes violence
17. the imaginary line dividing Europe into communist and noncommunist countries
18. a period of failed businesses and job loss
19. a race between the U.S. and the Soviet Union to build the most powerful weapons in the world
20. an unfair difference in treatment of people
People in the Civil Rights Movement

Draw a line from each paragraph to the person the paragraph describes. For help, refer to pages 578 to 583 in your textbook.

1. This lawyer argued *Brown versus Board of Education of Topeka, Kansas* before the Supreme Court. The Court ruled that segregated public schools were illegal.

2. This woman was arrested for not giving up her seat in the white section of a Montgomery bus. To support her, African Americans in Montgomery boycotted the buses. A year later the Supreme Court ordered Montgomery to end segregation on its buses.

3. This man called for a peaceful march on Washington, D.C. Its great success drew national attention to the civil rights movement, and the movement continued to grow across the nation.

4. This man worked hard to convince Congress to pass the Civil Rights Act of 1964 and the Voting Rights Act of 1965. These acts helped African Americans get elected to government offices.
A Decade of Change

Read the following statements. Label each statement True or False. Then write the reason for your answer. For help, refer to pages 584 to 587 in your textbook.

1. The United States suffered a great blow when President Kennedy was killed on November 22, 1963.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Migrant farm workers were one group that did not suffer from poverty and discrimination.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. During the 1960s, poverty and discrimination drew the attention of many leaders.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. By the end of the 1960s, most Americans supported the Vietnam War.

________________________________________________________________________
**Change Since 1972**

Use the information in the box to complete the chart. For help, refer to pages 590 to 597 in your textbook. The first event has been filled in for you.

- Leaders of Egypt and Israel sign a peace treaty in Washington, D.C.
- The Soviet Union breaks up into 15 independent republics, thereby ending the Cold War.
- Sandra Day O'Conner becomes the first woman named to the United States Supreme Court.
- Leaders of the United States and the Soviet Union sign an arms treaty agreeing to destroy some of their nuclear missiles.
- The Berlin Wall, a symbol of the Iron Curtain, is torn down.
- Nixon becomes the first United States President to visit China.
- The Americans With Disabilities Act becomes a law.

<table>
<thead>
<tr>
<th>DATE</th>
<th>EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972</td>
<td>Nixon becomes the first United States President to visit China.</td>
</tr>
<tr>
<td>1979</td>
<td></td>
</tr>
<tr>
<td>1981</td>
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Using Reference Sources

Suppose you are writing a report about the Mexican War. Draw a line from the information you want to find to the picture that shows where to find it. Then give a reason for choosing that reference source. For help, refer to pages 598 and 599 in your textbook.

1. You want to find a map that shows key battles in the Mexican War.
   
   Reason:

2. You need to find general information about General Winfield Scott.
   
   Reason:

   How would you find the information?

3. You want to find a book about Zachary Taylor, but don’t have a title.
   
   Reason:

   How would you find the book you want?

4. You want to find some geographical information about Mexico.
   
   Reason:
Challenging the Future

Answer the questions to complete the activity. For help, refer to pages 600 to 603 in your textbook.

1. a. What threat to national security has become a problem in the United States?

b. Explain the first threat to security on American soil.

c. Describe briefly the events of September 11, 2001. What made these events so devastating?

d. What lies behind the attacks on our nation?

2. a. How many foreign-born Americans were counted during the census in 2000?

b. Traditionally, how have immigrants contributed to our country?

3. What happened on July 20, 1969, to achieve a president's goal?

4. What joint effort allows the United States to explore space today?

5. What is a major area of research in the field of medicine? (Circle one) genetics crime research

6. What part does the computer play in today's world?
Thinking About New Terms

The vowels have been left out of the terms below. Write each term correctly. Then write the number of the definition in the circle next to the term it defines. For help, refer to the lessons in Chapter 19 of your textbook.

a. Cvl Rghts ct f 1964

1. a law that makes it illegal for employers to discriminate against people with disabilities

b. L Cs

2. a scandal that involved President Nixon and his campaign workers spying on his opponents

c. ntgrt

3. a war against Iraq for invading the country of Kuwait

d. Vtnm Wr

4. the war between the United States and the communist country of North Vietnam over North Vietnam’s expansion into South Vietnam

e. Wtrgt Scndl

5. a person who uses action for political goals

f. mrcns Wth Dsblts ct

6. to bring blacks and whites together

7. the use of fear and violence to gain political goals

g. Prsn Glf Wr

8. the farm workers’ struggle for a better life

h. ctvst

9. the law that protects the right of African Americans to vote

i. trrrsm

10. the law that makes segregation illegal in public places, including hotels, theaters, playgrounds, and libraries

j. Vtng Rghts ct
Traveling Through Canada

Use the map below to complete the activity. For help, refer to pages 610 to 615 in your textbook.

1. a. Suppose you and your family are travelling across Canada. You begin your trip in Nova Scotia. Label Nova Scotia on the map.
   b. Which hilly wooded region lies west of Nova Scotia?

2. a. From Nova Scotia you travel to Montreal and then to Toronto. Underline Montreal and Toronto on the map.
   b. In which region are these cities located?

3. a. From Toronto you travel to Regina. Put a box around this city on the map.
   b. In which region is this city located?
   c. Which region did you cross on your way from Toronto to Regina?

4. a. You end your trip in Vancouver. Put a star next to this city on the map.
   b. Label the mountainous region you crossed on your way to Vancouver.

5. a. Label Canada's most recent territory.
   b. Which native people make up 85 percent of the population in this territory?
A View of Mexico

Use the map to complete the activity. For help, refer to pages 616 to 621 in your textbook.

1. Label the following bodies of water on the map.
   - Gulf of Mexico
   - Pacific Ocean

2. Label the following geographic regions.
   - Western Sierra Madre
   - Eastern Sierra Madre
   - Yucatán Peninsula
   - Sonora Desert

3. How would you describe the climate in the Yucatán Peninsula?

4. What kind of forest covers part of the Yucatán Peninsula?

5. Locate and label the capital city of Mexico.

6. Locate the region where most of Mexico's people live. Circle it.

7. From which two groups of people are most Mexicans descended?

8. How has the history of Mexico affected its culture?
Central America and the Caribbean

Use the map to complete the activity. For help, refer to pages 622 to 627 in your textbook.

1. Locate the Caribbean islands and color them yellow. Locate Central America and color it red.

2. Write the letter of each statement next to the spot on the map it describes.
   A. Large parts of these three Central American countries are covered with rain forests.
   B. This is an important trade route for the United States.
   C. This island is a United States commonwealth.
   D. Large numbers of people in this Central American country have African roots.
   E. The people of this Caribbean country speak a mixture of French and African languages.

3. What kind of climate do most of the countries in this area have?

4. How would you describe the geography of this area?

5. Who are the ancestors of most of the people who live in this area?
South America

Use the map on the right to complete the activity. For help, refer to pages 628 to 633 in your textbook.

1. Draw and label the equator on the map. Which three South American countries does the equator pass through?

2. How are the seasons south of the equator different from the seasons in the United States?

3. Locate and label the longest unbroken mountain chain in the world. What empire once stretched along 2,500 miles of these mountains?

4. Locate and label the pampas.

5. Locate and label the region of the world's largest tropical rain forest. Why is this rain forest important?

6. Locate and label the second longest river in the world. What is the course of this river?

7. What four cultures have made major contributions to the population of South America?
Matching Words and Meanings

Write the letter of each term next to its meaning. For help, refer to the lessons in Unit 9 of your textbook.

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<td>a. bilingual</td>
<td>d. mestizo</td>
<td>g. commonwealth</td>
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<tr>
<td>b. hurricane</td>
<td>e. rain forest</td>
<td>h. favela</td>
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<tr>
<td>c. province</td>
<td>f. North American Free Trade Agreement</td>
<td>i. inflation</td>
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1. speaking or writing in two languages
2. a territory in Canada that has its own government, like the states in the United States
3. an agreement signed by Canada, the United States and Mexico to boost trade among the three neighbors and to bring about greater economic interdependence
4. a forest that receives lots of rain year-round
5. a person of mixed European and Indian ancestry
6. a violent storm with powerful winds and enormous waves
7. a rise in the prices of goods and services
8. a country or state governed by its own people but voluntarily united with the United States
9. a slum area of Brazil
Activities
Art

- Working in a group, choose a culture that you learned about in this unit, such as the Maya or Hopi. Then on a sheet of oaktag, create a mural about that culture.
- Review what you learned about the culture. What kind of structures did they live in? Were they farmers? What crops did they grow? What else was interesting or unique about them?
- Make sketches on the oaktag showing these important details. Then use paint, glitter, beans, pasta, corn, and seeds to make your mural come alive.
- Be sure to label your mural and write a description below each picture. Share your mural with the class.

Map Early Native Americans

- Working in groups, trace a large map of the United States. Cut it out and paste it onto a large piece of oaktag. Using markers—a different color for each region—outline the four regions of the country in which early Native Americans lived: West, Southwest, Plains, and Woodlands. Label each region.
- Now use the markers to draw the geographical features of each region on the map.
- On construction paper, draw scenes showing life among cultures of each region. You might want to show the kinds of structures the Native Americans lived in, the types of clothes they wore, or how they farmed. Cut out the pictures. Paste the cutouts onto the map in the proper place.
- Make sure you label your map and write a caption below each scene you’ve drawn. Share your map with the class.
Language Arts.

- Work in groups to create a news broadcast telling the story of the first Thanksgiving in Plymouth Colony. One person in each group can take the role of the news announcer. The others can act out the events in the story.
- Work with your group to write what the announcer will say. Then plan and write the scenes. The announcer should describe the reasons the feast was held, the meal the Pilgrims and Native Americans ate, and other activities that took place.
- The scenes should demonstrate some of the Pilgrim and Native American activities, such as preparing the food. You might want to bring in props to use for the meal.
- Practice your news broadcast and then share it with the class.

Map Exploration

- Trace a map of the world and cut it out. Then paste it onto a large piece of oaktag.
- Choose any explorer you read about in this unit and draw a picture of him on construction paper. Cut it out. Paste the picture near the country from which the explorer set out. Draw a line connecting the picture and the country.
- Now draw the explorer's route to North America on the map. Draw a series of stars. Cut them out, paste a star near each place the explorer landed.
- Draw small pictures of what the explorer saw during his expeditions. Paste the pictures onto your map near the places where the things were seen.
- Make sure you label your map and write descriptions of what the explorer saw. Present your map to the class.
Language Arts

- Working in pairs, interview a person you have learned about in this unit. Choose a person in whom both of you are interested, such as Anne Hutchinson or Benjamin Franklin.

- Review what you have learned about the person. Write a series of questions to ask him or her. Also write the person's answers to the questions. Think about the times in which the person lived as you write the answers.

- Have one partner act as the interviewer and the other act as the person being interviewed. Practice your interview, then conduct the interview in front of the class.

Map the 13 Colonies

- Trace a map of the original 13 colonies of the United States. Then cut it out and paste the map onto a large piece of oaktag.

- Label each colony on your map. Then draw or cut out pictures that help identify each colony. You may draw anything that describes the colony, such as goods that the colony produced or one of the leaders of the colony.

- Paste the pictures near the appropriate colony on your map. Present your map to the class.
Language Arts

- Working in groups of four, write a play about the Constitutional Convention.
- Review what you learned about the Convention in this unit. Think about the important topics discussed at the Convention as you decide what to cover in your play. Choose the characters you want to be in your play. Write the words the characters will say. Assign each character to one person in your group. If there are more than four characters in your play, some members of your group can play more than one role.
- Decide on and collect various props.
- Rehearse your play and present it to the class.

Diagram a Historical Battle

- Use maps and diagrams to record the events of a Revolutionary War battle.
- Choose one battle that you read about in this unit. Map out, on a large sheet of paper, the section of the United States in which the battle took place. Cut out the map and paste it onto a piece of oaktag. Label the states you’ve included, as well as the state capitals and the cities near to the battle site.
- Label and illustrate the battle site. Use markers of different colors to draw soldiers fighting on different sides. You may also wish to draw the artillery used.
- Write a title for your diagram, including the date on which the battle took place. On a separate sheet of paper, write an explanation of the major events and the final outcome of the battle. Glue it onto the diagram.
- Show your battle diagram to the class.
Language Arts

- Work in pairs to interview a person who might have lived during the period of time you read about in this unit. You might choose
  - a pioneer heading west of the Appalachians in 1775
  - a southerner moving to Texas in the 1850s
  - a forty niner looking for gold in California.
- Working with your partner, write interview questions for the interviewee. Be sure to include questions about the person's personal life, the purpose of the journey, and what the person expected to find. Then write answers to the questions you've written.
- Take turns role-playing the interviewer and interviewee. After practicing your interview, perform it for the class.

Map the United States of 1803

- Draw a political map to show the United States today and in the early 1800s.
- Trace a map of the United States on a large piece of paper. Include outlines and labels of the 48 mainland states. Paste the map on a large piece of oaktag.
- Using the information you learned in this chapter, alter the map to show the country as it looked in 1803. Think about the ways in which the country was divided at that time. Use colored pencils to color in the different regions of the country. Then label each region.
- Make a map key to identify the different regions shown on your map. Display your map for the class to see.
Language Arts

• Work in groups of three to write the diary of a slave who lived during the period of time you learned about in this unit.

• As you review the information in the unit, think about the events you studied from the point of view of a slave. What kinds of thoughts and feelings do you think a slave would have had before the Civil War started, while the war was going on, and during Reconstruction?

• Divide the diary into three parts—before the Civil War, during the Civil War, and Reconstruction. Assign one part to each member of your group.

• When you finish writing, read each part of the diary and make sure it makes sense. Then share it with your class.

Create a Civil War Monument

• Work in small groups to create a Civil War monument in the form of a drum.

• Review the battles of the Civil War you read about in this unit. Choose one battle and write some facts about it. Include information about where the battle took place, its outcome, and what affect the battle had on the war.

• Paste the facts onto a large sheet of oaktag. Add pictures to the oaktag. Show key leaders of the battle. Label each picture. Decorate the oaktag with red, white and blue stars. Paste a one-inch-wide strip of black construction paper across the top and bottom of the oaktag.

• Roll the piece of oaktag so that one edge overlaps the other slightly. Then tape the oaktag together. Next punch holes along the rim on the top and bottom of the rolled up oaktag. Weave string through the holes, from top to bottom, around the drum. Stand up your monument. Explain it to the class.
Science

- Research one of the many items invented during the late 1800s. Find out how it was invented, who invented it, what it was used for, and how this invention affected the people who used it.

- Pretend that you are introducing this invention to the public for the first time at a world's fair. Make a diagram of the invention. Label its features and write a description of how it works.

- Share the information about and diagram of the invention with your classmates. Explain how the invention will change their lives.

Draw a Population Bar Graph

- Choose three cities or states in which the population grew as a result of the transcontinental railroad, immigration, or other factors.

- Research the population of each place during 1850 and 1880. Using markers of different colors, make a bar graph that shows the increase in population for each place.

- Indicate on your graph the possible reasons for the increase in population. Give your graph a title. Share your graph with the class.
Language Arts

- Review what you learned in the unit about how African Americans won the right to vote. You may use library reference sources for additional information.
- Working in a group, list the reasons people should vote. Include reasons discussed in the unit as well as your own.
- Use your list of reasons to create an “Everyone Should Vote” campaign to present to your classmates. Think about ways to get your message across. You might want to create a poster that lists reasons to vote. You also could create pamphlets or a banner, make stickers or buttons.
- Present your “Everyone Should Vote” campaign to the class.

Map Events of World War II

- Working in groups, show the sequence of events that took place during World War II.
- Trace a large map of the world. Cut it out and paste it onto a piece of oaktag.
- Review what you learned about World War II in this unit. Using different color pencils, mark each event on the map. Number the events in the order they occurred. Give the date and a brief description of the event. You might want to color-code the events by marking battles won by the Axis countries in one color and those won by Allied countries in another color.
- Present your map to the class.
Art

- Create a travel brochure for one of the countries or regions you learned about in this unit.
- First choose a region on which you would like to focus. Then research the area and list some of its more interesting features, including geographic and historical sites, such as volcanoes and ancient ruins.
- Then fold a sheet of colored paper into three sections. On the outside fold, write the name of the place you are describing. Beneath the name draw a picture of the place.
- On the inside folds, write facts about the subject of your brochure. Describe the sites visitors would enjoy seeing. Include pictures to make the brochure attractive.
- When you're finished, show your brochure to your class.

Chart the Western Hemisphere

- Create a chart of the Western Hemisphere. Divide a sheet of large oaktag into three columns. Label the columns as follows.

<table>
<thead>
<tr>
<th>Regions</th>
<th>Geography/Climate</th>
<th>People</th>
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- Fill in each column with as much information as you can from this unit. Make sure you include the United States as one of your regions.
- Illustrate your chart with drawings or pictures that relate to the information in each column. For instance, you might want to draw a picture of a volcano when describing the geography of Central America and the Caribbean. You could include an outline map of Brazil on which you've traced the course of the Amazon River—or an outline map of the United States on which you've traced the course of the Mississippi River.
Our Nation's Symbols: Jefferson Memorial
Practice and Activity Workbook

- Content
- Vocabulary
- Skills
- Writing

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