

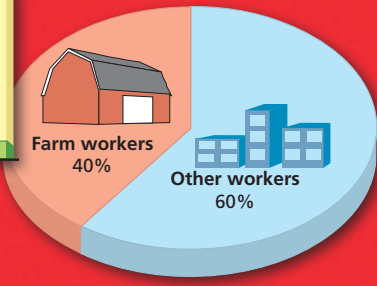
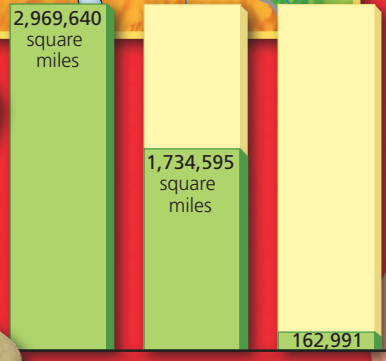
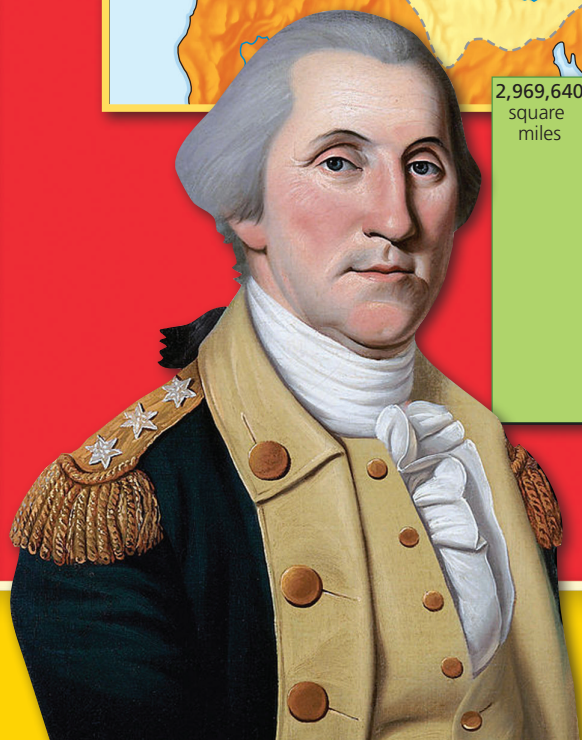
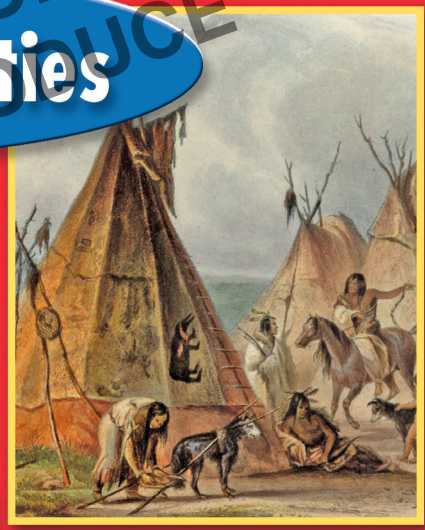
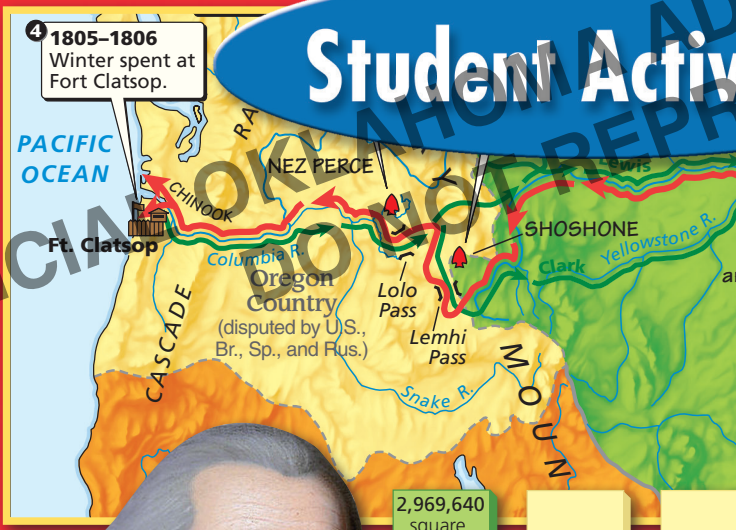
THE NYSTROM ATLAS



★ ★ ★ ★ ★ OF ★ ★ ★ ★ ★

Our Country's History

Student Activities



OFFICIAL ADOPTION REVIEW

The
NYSTROM
ATLAS
★★★★★ OF ★★★★★
Our Country's
HISTORY

Student Activities





**OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE**

© 2015, 2009, 2002 Nystrom Education
2015 edition includes 15 Literacy Lessons, new photographs and images, and new binding.
Corresponds with the 2015 update of *The Nystrom Atlas of Our Country's History*.

Nystrom Education
10200 Jefferson Boulevard, P.O. Box 802
Culver City, CA 90232-0802
United States of America

(310) 839-2436
(800) 421-4246

www.nystromeducation.com
access@nystromeducation.com

All rights reserved. No part of this guide, except copymasters duplicated for classroom use only, may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

Printed in U.S.A.

ISBN: 978-0-7825-2379-9
Product Code: NYS5040 v2.6



Our Country's History

Contents

Introduction • page iv

Class Record • page ix

White Pages Copymasters for Student Activities

Blue Pages Answer Keys

Appendix Literacy Lessons

Student Activities

Atlas, Map, and Globe Skills

- 1 Getting to Know Your Atlas
- 2 Reviewing Basic Map Skills
- 3 Focusing on History

Unit 1

Three Worlds Meet, 1400 to 1682

- 4 Who were the first Americans?
- 5 Which Europeans and Africans went to America first?
- 6 What were Europeans searching for?
- 7 Why did Europeans explore America?
- 8 What happened when three worlds met?
- 9 Where did the Spanish settle?
- 10 Where did the English and other Europeans settle?

Unit 2

Colonial America, 1600 to 1776

- 11 Which colonies became the United States?
- 12 Which were the New England Colonies?
- 13 Which were the Middle Colonies?
- 14 Which were the Southern Colonies?
- 15 Where did enslaved people work in the Thirteen Colonies?

Unit 3

A New Nation, 1763 to 1810

- 16 What led to the Revolutionary War?
- 17 Where was the Revolutionary War fought?
- 18 How did the United States get its start?
- 19 How did settlers move west in the late 1700s?

Unit 4

The United States Expands, 1790 to 1860

- 20 How did growth change the United States?
- 21 Who explored the Far West?
- 22 How did ways of travel change?
- 23 How did the United States grow in the mid-1800s?
- 24 Why did Americans move to the Far West?

Unit 5

Civil War and Change, 1820 to 1900

- 25 How did slavery divide the nation?
- 26 Where were early Civil War battles fought?
- 27 Where were later Civil War battles fought?
- 28 How did railroads change the West?
- 29 How did the lives of Native Americans change in the late 1800s?
- 30 How did a growing population change U.S. industry?

Unit 6

Modern America, 1898 to Now

- 31 How did immigration and war change the United States?
- 32 Who fought in World War II?
- 33 Where did the Cold War turn hot?
- 34 Where did struggles for equal rights occur?
- 35 How is America's population changing?
- 36 How does the United States affect other countries?

Our Country's History

The purpose of this Student Activity program is to teach students how to use *The Nystrom Atlas of Our Country's History* as a resource. The activities guide them in focusing on every element of the Atlas.

- They learn how to use Atlas resources.
- They learn about basic events in our country's history.

Program Objectives

The Student Activities for the Atlas are designed to be used throughout the school year. The program will help students:

- Learn to use an atlas effectively.
- Interpret a wide variety of maps.
- Interpret graphs, charts, photographs, and illustrations.
- Choose appropriate information to answer questions.
- Compare maps and other visual materials.
- Draw conclusions from atlas resources.
- Become familiar with the fundamental themes of history and geography.
- Become familiar with basic concepts in other areas of social studies, such as economics and sociology.
- Apply these themes and concepts to the study of our country's history.
- Use social studies skills to gather information.
- Use critical thinking skills. (Critical thinking activities are indicated with a star ★.)
- Complete timelines.

Student Activity Program

This program is designed to be used with *The Nystrom Atlas of Our Country's History*. It includes:

- Copymasters for student activities on white paper
- Full-size answer keys on blue paper

This program has 3 skills activities, 33 content activities, and 15 Literacy Lessons. These activities use the entire Atlas.

Skills activities serve two purposes:

- They introduce students to the Atlas and how to use its various sections, features, and resources.
- They review map skills and concepts so students know how to use the Atlas as a resource.

Content activities correspond to each two-page spread in the Atlas. These activities are organized around the following basic themes of history and geography, and incorporate social studies skills:

- History Through Maps
- Time and Change
- People and Cultures
- Links Far and Near
- Gathering Facts
- Thinking About History
- Location
- Places, Regions, and Landscapes
- People and Their Environments

Each content activity focuses on four of these themes. (For more information about the themes, see pages vii–viii.)

Literacy Lessons These 15 lessons complement other lessons in this program and are developed specifically to broaden critical thinking and in-depth analytical skills. Each lesson can serve as a model to use with other two-page spreads in the *Atlas of Our Country's History*.



Our Country's History

Using Our Country's History

The Student Activities introduce basic themes of history and geography and help students apply them in a variety of contexts as they study our country's history. Students use every illustrated page of *The Nystrom Atlas of Our Country's History* as they work through the program.

The Student Activities for the Atlas are flexible enough to be used in a variety of ways.

- The 36 Student Activities can be the basis of a year-long atlas education program. Use a new activity each week.
- Most Student Activities take 15–30 minutes to complete and can be rearranged to match your curriculum. Therefore, the program can fit into even the tightest of schedules.
- The Student Activities reinforce map reading skills. Activity 2 reviews directions and map symbols. The other activities ask students to read and interpret maps.
- The Student Activities build graph reading skills. Many of the activities ask students to read and interpret bar, line, and circle graphs.
- The activities can be used as daily class starters. For example, students can routinely complete one of the themes while you take attendance.
- You may want to hand out copies of a Student Activity to the class and to guide the entire lesson—providing additional examples and elaboration as needed.
- Or you may want to assign a Student Activity for independent work in the classroom, in the media center, or as homework.
- If your students complete the activities independently, a class record sheet is provided to help you track their progress.
- The three-ring binder and loose-leaf format allow you to renumber the Student Activities and put them into a new sequence to match your curriculum.

OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE

Our Country's History

The Nystrom Atlas of Our Country's History

The colorful maps, graphs, and pictures in *The Nystrom Atlas of Our Country's History* will attract the attention of your students. Its age-appropriate approach and accurate content will help them build a basic framework of our country's history.

The two-page spreads in the Atlas are all organized in the same easy-to-follow way:

► **Focus Question**

Each spread opens with a key question. The resources on those two pages help students answer that question.

► **Introduction**

This easy-to-read text gives students an overview of the spread. It will help them understand the main subject of the two pages.

Then the **A, B, C, D** markers on the page provide students with a clear, logical path to explore the maps, pictures, and graphs on the page.

► **History Maps**

This Atlas has dozens of history maps. Each history map focuses on a single event, subject, or theme. Some of the historical themes and subjects in this Atlas include:

- Native American Cultures
- To the Indies by Sea
- Thirteen Colonies
- Revolutionary War
- Pioneer Trails
- Civil War
- Railroads and Cattle
- World War II

► **Pictures**

The Atlas also has colorful illustrations and photographs. These striking images bring to life the stories of our country's history. They will help your students visualize how people and places looked in the past.

► **Graphs**

The Nystrom Atlas of Our Country's History has many graphs and charts. They summarize data and show relationships in a visual way. They also help students compare two or more pieces of information. Some recurring graph themes in the Atlas include:

- Labor Force
- Largest Immigrant Groups
- Miles of U.S. Railroad Track

► **Key Dates**

Almost all two-page spreads in the Atlas have a key date that is highlighted with a key design. These dates help students build a chronological framework as they emphasize important events in our country's history.

► **Other Features**

The Nystrom Atlas of Our Country's History has several other useful resources, including:

- **State Facts**, a handy table of comparative data about the states.
- **Physical Maps**, reference maps of the United States and the world that use natural regions to emphasize physical features. Today's boundaries are marked.
- **Political Maps**, current reference maps of the United States and the world that use color to show political information, such as states or countries.
- **Glossary**, a mini-dictionary for the Atlas with definitions of new or unfamiliar words.
- **Abbreviations**, a helpful list of postal codes and other abbreviations used on the maps in the Atlas.
- **Index**, a reference which gives page numbers, as well as descriptions of the features named.
- **Presidents of the United States**, a list of the Presidents, their years in office, birthplaces, and birthdays.
- **Facts About the United States**, a collection of fascinating information about our country's land and people.



Our Country's History

Fundamental Themes of History

The Student Activities for the Atlas are organized around basic social studies themes. Although themes overlap, six of the themes focus on history:

- History Through Maps
- Time and Change
- People and Cultures
- Links Far and Near
- Gathering the Facts
- Thinking About History

These themes integrate current history and social studies standards.*

► History Through Maps

Activities for this theme ask students to use one or more maps from the Atlas to explore an important history concept. These activities get to the core of what each map teaches about history.

► Time and Change

Students need to develop a clear sense of time—past, present, and future. Then they can make sense of historical events, understand their own historical roots, and locate their own lives on a timeline of history.

Activities for this theme refer students to the key dates on the spreads and to other chronological information presented in the maps, graphs, pictures, and captions. Through these activities, students will begin to comprehend patterns of historical change and continuity.

► People and Cultures

Through this theme, students trace stories of individuals and groups in our country's history. Pictures and captions portray famous people, such as Jacques Cartier, George Washington, and Ruby Bridges. Students also follow group experiences,

such as mass migrations, by using maps, graphs, and pictures. They see how cultures have interacted throughout our country's history.

In some activities, students investigate cultural regions and learn to appreciate various cultures. Students also explore the development of science and technology. This theme provides opportunities for students to use the illustrations and photos in the Atlas to bring history to life. This theme also immerses students in other times and other cultures.

► Links Far and Near

Through this theme, students focus on connections—around the world and within our nation. In the “far,” or global, sense of this theme, students trace patterns of world trade, exploration, and immigration to help them understand their impact. In the “near,” or local, sense, students focus on smaller-scale interdependence, such as production, trade, and movement within the nation.

► Gathering the Facts

This theme has students use data in the Atlas for very basic history research. For example, students may complete a table with numbers of immigrants to the United States. Activities encourage students to:

- Ask historical questions.
- Obtain historical data.
- Understand historical data.
- Present historical findings.

► Thinking About History

In this theme, students use their critical thinking skills while learning about our country's history. Activities have students compare and contrast, identify evidence, look for cause and effect, draw conclusions, formulate questions, and identify issues and problems.

* National Council for History Standards and several other organizations published *National Standards for United States History* in 1994. These standards emphasize chronological thinking, historical comprehension, historical analysis and interpretation, research capabilities, and decision-making. Also in 1994, the National Council for the Social Studies (NCSS) published *Expectations of Excellence: Curriculum Standards for Social Studies*. It describes ten thematic strands for the social studies curriculum.

Our Country's History

Fundamental Themes of Geography

The Student Activities for the Atlas are organized around basic social studies themes. Although themes overlap, three of the themes focus on geography:

- Location
- Places, Regions, and Landscapes
- People and Their Environments

These themes integrate the the five fundamental themes of geography and six essential elements.*

► Location

The first geographic question is always “Where?” and the most fundamental geographic skill is the ability to describe where things are located. Location can be described in both relative and absolute terms.

- **Relative location** describes where a place is in relation to other places. Which landforms and bodies of water are nearby? Which other places are to the north, south, east, and west?
- **Absolute location** directs us to a precise position on the earth's surface—from our street address to latitude-longitude coordinates.
- **Reasons for location** can be practical, historic, geographic, or purely cultural.

► Places, Regions, and Landscapes

Place and region are the basic units of geography—units that are seen differently by different people.

- **Place** asks the question “What is it like there?” Every place has distinctive characteristics. These include natural characteristics such as shape, landforms,

bodies of water, climate, vegetation, and animal life. They also include cultural characteristics such as airports, roads, bridges, and other built structures.

- **Regions** are manageable units that geographers divide the world into. Regions may be based on cultural or natural characteristics. For example, some history maps in the Atlas divide an area into regions based on political alliances or religions. The physical maps in the Atlas divide our country and the world into natural regions based on vegetation patterns.
- **Landscapes** asks questions such as “What does the surface of the earth look like?” “What is the nature of these features, and how do they interact?”

► People and Their Environments

People are central to the study of geography. This theme asks two basic questions about humans and their ways of living on the earth.

- **How do people live on the earth?** People shape the earth's surface by building settlements and structures and by competing for space and resources. In studying human systems, geographers are concerned with the sweep of human activities—population trends, movement, settlement, culture, economics, conflict, and cooperation.
- **How do people interact with the environment?** People interact with their environments in many ways. People depend on their environments for their basic needs and for many recreational activities. People adapt to their environments with their clothing, houses, and land use. Patterns related to climate or land use also are part of the theme. People also alter their environments with farming, forestry, and mining.

* The National Geographic Society describes five fundamental themes of geography in *Guidelines for Geographic Education: Elementary and Secondary School (1984)*. The National Geographic Society also actively promotes the use of six essential elements in the teaching of geography. These elements are described in *Geography for Life: The National Geography Standards (1994)*.

Name



- 1 Getting to Know Your Atlas
- 2 Reviewing Basic Map Skills
- 3 Focusing on History
- 4 Who were the first Americans?
- 5 Which Europeans and Africans went to America first?
- 6 What were Europeans searching for?
- 7 Why did Europeans explore America?
- 8 What happened when three worlds met?
- 9 Where did the Spanish settle?
- 10 Where did the English and other Europeans settle?
- 11 Which colonies became the United States?
- 12 Which were the New England Colonies?
- 13 Which were the Middle Colonies?
- 14 Which were the Southern Colonies?
- 15 Where did enslaved people work in the Thirteen Colonies?
- 16 What led to the Revolutionary War?
- 17 Where was the Revolutionary War fought?
- 18 How did the United States get its start?
- 19 How did settlers move west in the late 1700s?
- 20 How did growth change the United States?
- 21 Who explored the Far West?
- 22 How did ways of travel change?
- 23 How did the United States grow in the mid-1800s?
- 24 Why did Americans move to the Far West?
- 25 How did slavery divide the nation?
- 26 Where were early Civil War battles fought?
- 27 Where were later Civil War battles fought?
- 28 How did railroads change the West?
- 29 How did the lives of Native Americans change in the late 1800s?
- 30 How did a growing population change U.S. industry?
- 31 How did immigration and war change the United States?
- 32 Who fought in World War II?
- 33 Where did the Cold War turn hot?
- 34 Where did struggles for equal rights occur?
- 35 How is America's population changing?
- 36 How does the United States affect other countries?

OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE

**OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE**

Getting to Know Your Atlas

State Facts

1. Turn to the inside front cover of *The Nystrom Atlas of Our County's History*. Use this table to answer the following questions.

- What is the capital of New York? _____
- What was the first state to be admitted to the Union? _____
- Which state has the largest population? _____
- Which state is the largest in area? _____
- Which state does the postal code ME stand for? _____

Your State

2. Use "State Facts" to list these facts about your own state.

- State capital _____
- Largest city _____
- Year it was admitted to the Union _____
- Population _____
- Rank in area _____
- Postal code _____

Contents

3. Now turn to pages 2–3. Look over the table of contents. Use it to identify page numbers with the following information.

- You need to write a report about the Revolutionary War. Where would you look for information about the war in this Atlas? pages _____
- You're interested in America in the late 1880s. What unit would you look at? _____ What years does it cover? _____
Where would you find this unit in the Atlas? pages _____
- You need to find out where Sacramento, California, is. A political map of the United States would help. Where would you find one? pages _____
- You wonder who became President after Abraham Lincoln. Where would you look in the Atlas for a list of presidents? page _____

 OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE



How does this atlas work?

- 4. Turn to pages 6–7 of the Atlas. These pages have tips for how to use this Atlas. Read the steps in the upper left corner. Then number the following items in the order they should be read.
 - a. Introduction _____
 - b. Focus question _____
 - c. ABCD items _____
 - d. Unit title _____

Looking at Atlas Pages

- 5. Turn to pages 8–9 of the Atlas. Use these pages to answer the following questions.
 - a. What is the unit title? _____
 - b. What is the focus question? _____
 - c. Read the introduction. How many Indian nations were there at the time of Columbus's first voyage? _____
 - d. Is item A a map, graph, or picture? _____
 - e. What is the title of map B? _____

References

- 6. Use pages 74–89 of the Atlas to complete this chart.

Name of Section	Description	Page(s)
Reference Maps	political and physical maps of the United States and World	_____
_____	definitions of important words	_____
Abbreviations	a list of abbreviations used in the Atlas	_____
_____	a list of important places and topics in the Atlas and where to find them	_____
Presidents of the United States	a list of Presidents, when they were in office, and when and where they were born	_____
_____	information about our country and its land area, rivers, weather, metropolitan areas, and people	inside back cover

OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE

Reviewing Basic Map Skills

Map Legend

1. A map *legend*, or *key*, tells you what the colors, lines, and other symbols on the map mean. Turn to pages 74–75 of the Atlas. Use your finger to outline the legend.

This map uses colors to show natural regions. The map legend tells you what each color represents. Write the natural region represented by each color.

- a. purple _____
- b. dark green _____
- c. light green _____
- d. tan _____

Map Symbols

2. This map also uses symbols to show natural features. Draw a line to match each natural feature with its symbol.

Natural Feature

- a. river •
- b. canal •
- c. waterfall •
- d. mountain peak •

Symbol

- a. 
- b. 
- c. 
- d. 

More Map Symbols

3. On maps, some lines show boundaries. The color, style, or size of a name can also have meaning. Turn to pages 76–77. Use the map legend and the map to answer the following questions.

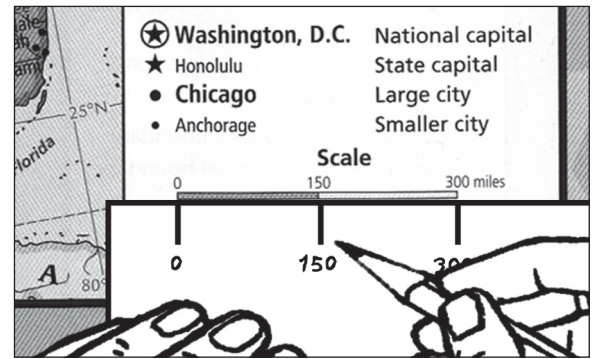
- a. How are state boundaries shown? _____
- b. What color are the names of oceans? _____
- c. What names are shown in black capital letters? _____
- d. What is the difference between cities named with large bold letters and cities named with smaller letters that aren't bold?

- e. What does this symbol ★ represent? _____

Map Scale

4. On the map on pages 76–77, there is a map scale at the bottom of the legend. This scale shows the distance on the map that equals 150 and 300 miles. The scale also shows kilometers.

Here's a way to use the map scale. Put the edge of a piece of paper just below the scale for miles. On the edge of the paper, mark the map distances in miles. Use the map scale you just made to measure the miles between Chicago, Illinois, and the following cities. Write your answers in the blanks.

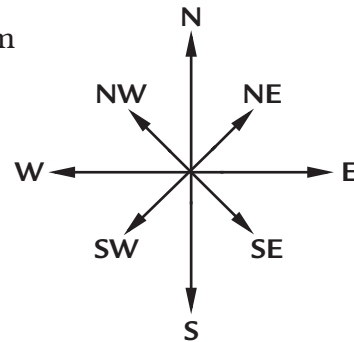


What's the distance in miles from Chicago to . . .

- a. Des Moines, Iowa? _____
- b. Fort Wayne, Native Americana? _____
- c. Washington, D.C.? _____

Directions

5. On pages 76–77, find the compass rose at the bottom of the map. It only labels north (N). The compass rose on this activity sheet labels all four cardinal directions—north (N), south (S), east (E), and west (W). It also shows intermediate directions—northeast (NE), southeast (SE), southwest (SW), and northwest (NW).



On the map, find Denver, Colorado. Use the letters that stand for each direction to answer the following.

What direction is it from Denver to . . .

- a. Cheyenne, Wyoming? _____
- b. Springfield, Illinois? _____
- c. Reno, Nevada? _____
- d. Los Angeles, California? _____
- e. Dallas, Texas? _____

OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE

Focusing on History

Historic Units

- This Atlas is divided into six units. Each unit covers a specific time period. Turn to the table of contents on pages 2–3. Find the six units. Now draw a line to connect each unit with the time period it covers.

Unit	Time Period
a. Civil War and Change •	• 1400 to 1682
b. Modern America •	• 1600 to 1776
c. Three Worlds Meet •	• 1763 to 1810
d. A New Nation •	• 1790 to 1860
e. Colonial America •	• 1820 to 1900
f. The United States Expands •	• 1898 to Now

Gathering the Facts

- Turn to pages 4–5. Use it to answer the following questions.
 - What is the title of this page? _____
 - Find the timeline that crosses the two pages. What years does the timeline cover?

 - Which unit covers the longest period of time? _____

Thinking About History

- Look at the map below the title. Use it to answer the following questions.
 - What year does this map show? _____
 - This map shows what our country looked like in the last year of a unit.
Which unit ends in that year? _____

Links Far and Near

- Look at the map for 1776. Use it to answer the following questions.
 - What color are the numbers 1776? _____
 - Which unit has a bar the same color? _____

History Through Maps

5. Look at the map for 1810. Use it to complete the following sentences.
- a. In 1810 there were _____ states in the United States.
 - b. The United States also had these six territories: _____,
_____, _____, _____,
_____, and _____.

Places, Regions, and Landscapes

6. Look at the map for 1860. The United States was made up of states and territories. Write **S** next to the names of states. Write **T** next to the names of territories.
- a. _____ Washington
 - b. _____ Utah
 - c. _____ Nebraska
 - d. _____ Kansas
 - e. _____ Texas
 - f. _____ Illinois
 - g. _____ Mississippi
 - h. _____ Florida

Time and Change

7. Look at the map for 1900. Compare it with the map for 1860. Use them to complete the following sentences.
- a. In 1860 most of the West was made up of _____, not states.
 - b. By 1900 states stretched from the _____ Ocean to the _____ Ocean.

Location

8. Look at the map for Now. Use it to answer the following questions.
- a. How many states are there now in the United States? _____
 - b. What were the last two states admitted to the Union?
_____ and _____
 - c. Look at the 48 connected states and then at Alaska. What direction is Alaska from the 48 states? _____
 - d. Now look at the 48 states and then at Hawaii. What direction is Hawaii from the 48 states? _____

OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE



Who were the first Americans?

Thinking About History

★ 1. Turn to pages 8–9 of the Atlas. Read the introduction. Then look at picture A and read the caption. Use the information to answer the following questions.

a. What are the people who lived in the Americas before 1492 known as?

b. Did all Native American villages look like the one in picture A? _____

Time and Change

2. Look at map B, “North American Population.” Now find map C on page 71. Compare the population densities in your area then and now.

a. **1492:** _____

b. **Today:** _____ people per square mile

People and Their Environments

3. Use chart C, “Typical Foods of Native Americans,” to complete the following sentences.

a. Native Americans relied on their environment for their food. Some Native Americans hunted animals such as _____,

_____, _____, and _____.

b. Two of the culture groups that grew crops such as corn, squash, and beans were the _____ and _____.

People and Cultures

4. Look at map D, “Native American Cultures.” Use the map to help you draw a line from each Native American culture group to one of the Indian nations in that group.

Native American Culture Group

a. Northwest Coast •

b. Plains •

c. Southwest •

d. Eastern Woodlands •

e. California-Intermountain •

Indian Nation

• Mandan

• Pueblo

• Shoshone

• Chinook

• Miami

OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE



Which Europeans and Africans went to America first?

People and Cultures

- Turn to pages 10–11 of the Atlas. Read the introduction. Then compare pictures B and D. Use the information to complete the following sentences.
 - The first white people in America came from Western _____ .
The first black people in America came from West _____ .
 - Some Western Europeans lived in _____ cities. So did some Africans.
 - Like most Europeans, most West Africans lived in _____ villages.

Links Far and Near

- Use map A, “Western Europe,” and its map key to complete the following sentences.
 - Several countries in Western Europe sent explorers and colonists to the Americas. Four of these countries were: _____ , _____ , _____ , and _____ .
 - All of these countries had easy access to the _____ Ocean.

History Through Maps

- Use map C, “West Africa,” to complete the following sentences.
 - People from several West African ethnic groups were sent to the Americas. Four of these groups were: _____ , _____ , _____ , and _____ .
 - All of these ethnic groups were located near the _____ Ocean.

Places, Regions, and Landscapes

- ★ 4. Use graph E, “People in Three Worlds,” to list the populations of the three regions—the Americas, Europe, and Africa—from largest to smallest.

Region	Population
a. _____	_____ million
b. _____	_____ million
c. _____	_____ million

What were Europeans searching for?

Places, Regions, and Landscapes

1. Turn to pages 12–13 of the Atlas. Read the introduction. Then look at map B, “Treasures of the Indies.” Use the information to complete the following sentences.
 - a. Europeans traded with distant regions of Asia they called the _____.
 - b. The “Indies” actually covered Southern and Eastern Asia. It included the countries of _____ and _____, as well as the _____ Islands.
 - c. Four goods from the Indies were _____, _____, _____, and _____.

Links Far and Near

2. Use map C, “Trade Routes to the Indies,” to complete the following sentences.
 - a. Trade routes, such as the _____ Road, linked Europe with the Indies.
 - b. In the late 1400s, routes connecting Europe with Asia were controlled by the _____.

Gathering the Facts

3. Look at picture A and read the caption. Use the information to answer the following.
 - a. New shipbuilding technology made long voyages possible. Which countries built the new kind of ship called the caravel? _____
 - b. How was the caravel different from other ships at that time? Name one way.

History Through Maps

- ★ 4. Use map D, “To the Indies by Sea,” to complete the following chart.

Explorer	Country Sailed For	Region Reached
_____	Spain	_____
Dias	_____	_____
_____	_____	the Indies



Why did Europeans explore America?

Gathering the Facts

1. Turn to pages 14–15 of the Atlas. Read the introduction. Also look at picture A and map B, “Exploring the East Coast.” Use them to complete the following sentences.
 - a. Once Europeans realized the Americas were not the _____, they began to explore the “New World.”
 - b. Which river in the “New World” did Cartier explore? _____ River.

Links Far and Near

2. Use map B, “Exploring the East Coast,” to complete the following sentences.
 - a. Several European explorers searched for a water route through North America. Four of these explorers were _____, _____, and _____.
 - b. The expeditions of these explorers were sponsored by the following European groups: the _____, _____, and _____.

People and Cultures

3. Use map C, “Spanish Explorations,” and picture D to complete the following.
 - a. Several Spanish explorers searched for gold in North America. The four shown on this map were _____, _____, _____, and _____.
 - b. Spanish explorers, such as Juan Ponce de León, were searching for _____ and _____.

Places, Regions, and Landscapes

- ★ 4. European countries claimed the land they explored. Use map B and map C to compare regions. Draw a line to match each country with the region it claimed.

European Country

- a. England •
- b. France •
- c. Spain •

Region Claimed

- Newfoundland
- area surrounding the Gulf of Mexico
- area along the St. Lawrence River



What happened when three worlds met?

Time and Change

- Turn to pages 16–17 of the Atlas. Read the introduction. Now look at graph A, “Death of the Taino.” Compare the population before and after European contact.
 - 1492:** _____ Taino Native Americans
 - 1550:** _____ Taino Native Americans
 - Why did millions of Native Americans die? _____

History Through Maps

- Use map B, “Atlantic Slave Trade,” to answer the following questions.
 - Thousands of Africans were sold into slavery. Which two European countries sent the most enslaved people to the Americas? _____ and _____
 - What types of work did enslaved people do in the Americas?
_____ and _____

Gathering the Facts

- Use graph D, “Newcomers to the Americas,” to complete the following sentences.
 - By 1625 the two largest groups of newcomers to the Americas were _____ and _____.
 - By 1625 the three smallest groups of newcomers to the Americas were the _____, _____, and _____.

Links Far and Near

- ★ 4. Use picture C and map E, “Columbian Exchange,” to label the following. Write **AM** next to any plants, animals, or insects that came from the Americas. Write **EAA** next to any plants, animals, or insects that came from Europe, Africa, or Asia.
- | | |
|-----------------|----------------------|
| a. _____ corn | e. _____ turkeys |
| b. _____ coffee | f. _____ potatoes |
| c. _____ horses | g. _____ black flies |
| d. _____ apples | h. _____ rubber |

Where did the Spanish settle?

Places, Regions, and Landscapes

- Turn to pages 18–19 of the Atlas. Read the introduction. Then look at map D, “North America.” Use the information to answer the following questions.
 - By 1682 which European countries had claimed North America?
_____, _____, and _____
 - In what part of North America were Spain’s land claims?

 - Find map C on page 15. Compare it with map D on page 19. Which Spanish explorers explored the regions claimed by Spain? _____, _____, _____, and _____

History Through Maps

- ★ 2. Use map A, “Spain in the Southeast,” to label the following. Write **T** next to the names of Spanish towns or *pueblos*. Write **M** next to Spanish missions near Native American settlements. Write **F** next to Spanish forts or *presidios*. (Note: One has two labels.)
- | | |
|------------------------|----------------------|
| a. _____ San Mateo | e. _____ San Antonio |
| b. _____ St. Augustine | f. _____ Tocobaga |
| c. _____ Santa Lucia | g. _____ Pensacola |
| d. _____ Teguesta | h. _____ San Carlos |

Links Far and Near

- Use map B, “Spain in the Southwest,” to complete the following sentences.
 - El Camino Real linked _____ with _____.
 - The Spanish built both towns and missions along this road. However, the Spanish built more _____ than they did _____.

Time and Change

- Use map B and picture C to describe what happened in each year.
 - 1680** _____
 - 1692** _____

Where did the English and other Europeans settle?

Places, Regions, and Landscapes

1. Turn to pages 20–21 of the Atlas. Read the introduction. Now look at map A, “Northeastern Settlements.” Use the information to answer the following questions.
 - a. Which Europeans built settlements in the northeast? _____, _____, _____, and _____
 - b. Which European settlers lived in farming regions? _____, _____, and _____
 - c. Which lived in fur trading regions? _____ and _____

Location

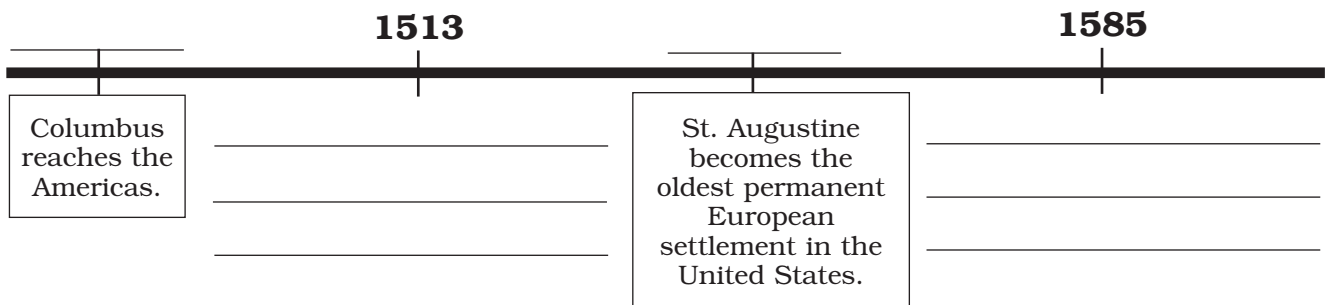
2. Use map A and picture B, “Jamestown,” to complete the following sentences.
 - a. Jamestown is located along the _____ River, near the _____ Bay.
 - b. Jamestown was located in the _____ colony of Virginia.

Gathering the Facts

3. Use graph C, “Population of Jamestown,” to answer the following questions.
 - a. In what two years was the population of Jamestown the lowest? _____ and _____
 - b. Why did the settlers die? _____

Time and Change

- ★ 4. Use the key dates  on pages 10–21 to complete the timeline.



OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE



Which colonies became the United States?

Places, Regions, and Landscapes

1. Turn to pages 22–23 of the Atlas. Read the introduction. Then look at map A, “Thirteen Colonies.” Use the information to complete the following sentences.
 - a. The United States began as 13 _____ colonies.
 - b. Massachusetts and Connecticut were part of the _____ Colonies.
 - c. New York and Pennsylvania were part of the _____ Colonies.
 - d. Virginia and Georgia were part of the _____ Colonies.

Gathering the Facts

2. Use graph B, “Population by Region,” to answer the following questions.
 - a. Which region had the largest black population? _____
 - b. Which region had the largest white population? _____
 - c. Which region had the smallest population? _____

People and Cultures

3. Use map C, “Colonists from Many Nations,” to draw a line from colony to European settlers in that colony. (A colony can have more than one line.)

Colony

- a. New York •
- b. Massachusetts •
- c. North Carolina •

European Settlers

- Dutch
- English
- Scots

History Through Maps

- ★ 4. Use map D, “Religion in the Colonies,” to complete the following sentences.
 - a. The official religion of most New England Colonies was _____.
 - b. Many of the Middle Colonies practiced _____ tolerance.
 - c. The official religion of the Southern Colonies was _____.

Which were the New England Colonies?

Location

- ★ 1. Turn to pages 24–25 of the Atlas. Read the introduction. Then look at map A, “New England Colonies.” Use the information to complete the following sentences.
- The New England Colonies included Massachusetts, New Hampshire, _____, and Connecticut.
 - The New England Colonies were located along the _____ Ocean.
 - Most New England settlements were located along the coast or along rivers, such as the _____ River and the _____ River.

History Through Maps

2. Look at map A, “New England Colonies,” to identify when the following towns were founded.
- Plymouth, Massachusetts _____
 - Providence, Rhode Island _____
 - Hartford, Connecticut _____

People and Their Environments

3. Look at map B, “Land Use.” Write **F** if the colony depended on fishing, **S** if the colony depended on ship building, or **F & S** if the colony depended on both.
- Massachusetts _____
 - Rhode Island _____
 - Connecticut _____
 - Name one other way of making a living—or land use—that all four New England Colonies had in common. _____

People and Cultures

4. Use graph C, “Religion in New England,” to answer the following questions.
- What was the most common religion in the New England Colonies? _____
 - How many houses of worship did the Quakers have? _____

Which were the Middle Colonies?

History Through Maps

1. Turn to pages 26–27 of the Atlas. Read the introduction. Then look at map A, “Middle Colonies.” Use the information to answer the following questions.
 - a. Where did the first settlers in the Middle Colonies come from?
_____ and _____
 - b. When did the English take over New Netherland? _____
 - c. When was Philadelphia founded? _____

People and Their Environments

2. Use map B, “Land Use,” to answer the following questions.
 - a. What land use methods were common in New Jersey but not in New York?
_____ and _____
 - b. What land use methods were common in Pennsylvania but not in Delaware?
_____, _____, and _____
 - c. What land use methods did all four Middle Colonies have in common?
_____ and _____

People and Cultures

3. Use graph C, “Religion in the Middle Colonies,” and graph C, “Religion in New England,” on page 25 of the Atlas to answer the following questions.
 - a. How many religions are named on the graph, “Religion in the Middle Colonies”? (Don’t include Others.) _____
 - b. What was the most common religion in the Middle Colonies? _____
 - c. What religion was most common in the New England Colonies that was not practiced in the Middle Colonies? _____

Thinking About History

- ★ 4. Look at all the items on pages 26–27. How can you tell New York City is a port?

OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE

Which were the Southern Colonies?

History Through Maps

- Turn to pages 28–29 of the Atlas. Read the introduction. Then look at map A, “Southern Colonies.” Use the information to complete the following sentences.
 - The Southern Colonies included Maryland, Virginia, North Carolina, South Carolina, and _____.
 - The first Southern colonists started large, one-crop farms called _____.
 - Williamsburg, Virginia, was founded in _____.

People and Their Environments

- Use map B, “Land Use,” to answer the following questions.
 - Which farmers became wealthy by selling their crops? _____
 - What crops were grown on plantations? _____, and _____
 - Which crops were farmed in North Carolina? _____, _____, _____, and _____

People and Cultures

- Compare graph C, “Religion in the Southern Colonies,” to the graphs on pages 25 and 27. Use them to answer the following questions.
 - What were the three largest religions in the Southern Colonies? _____, _____, and _____
 - What religion was practiced in the New England Colonies that was not practiced in the South? _____
 - Did the Southern Colonies practice any religion that was not practiced in the Middle Colonies? _____

Thinking About History

- ★ 4. Look at picture D and read the caption. Write **T** if the statement is true, **F** if it is false.
- Most whites in the Southern Colonies owned enslaved people. _____
 - Most blacks in the Southern Colonies worked on plantations. _____

Where did enslaved people work in the Thirteen Colonies?

History Through Maps

1. Turn to pages 30–31 of the Atlas. Read the introduction. Then look at map A, “Slavery in the Thirteen Colonies.” Use the information to complete the following sentences.
 - a. Enslaved people lived and worked in all of the British _____.
 - b. The first Africans arrived in Virginia in the year _____.
 - c. Slavery was first legalized in the colonies in Massachusetts in _____.

Links Far and Near

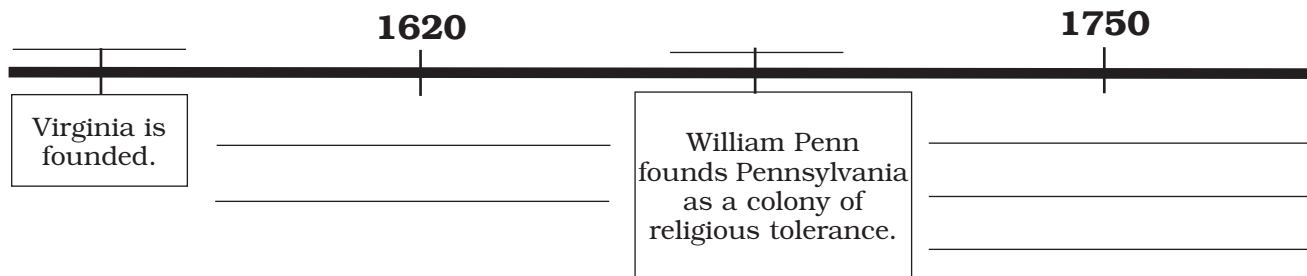
2. Use map B, “Triangles of Trade,” to answer the following questions.
 - a. What were sent from Africa to the West Indies? _____ and _____.
 - b. What were sent from the West Indies to the colonies? _____ and _____.
 - c. Which product was sent from the colonies to Africa? _____.

Gathering the Facts

3. Use graph C, “Colonial Exports to Great Britain,” to answer the following questions.
 - a. Which colonies exported the most crops? _____.
 - b. What percentage of exports did the New England and Middle Colonies export combined? _____.

Time and Change

- ★ 4. Use the key dates  on pages 22–31 to complete the timeline.



OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE

What led to the Revolutionary War?

Places, Regions, and Landscapes

- Turn to pages 32–33 of the Atlas. Read the introduction. Then look at map A, “North America.” Use the information to complete the following sentences.
 - After the French and Indian War, _____ and Spain gained lands once claimed by France.
 - The _____ formed the boundary between the 13 colonies and land reserved for the Native Americans.

Links Far and Near

- Use chart B, “British Taxes on the Colonists,” to complete the following sentences.
 - The British supplied and taxed many goods that colonists used regularly. Four goods that the British taxed were _____, _____, _____, and _____.
 - The money the British collected from taxes was used to pay _____.

Time and Change

- Use picture C and map D, “The Rebellion Builds,” to find out when each of the following events occurred. Write the years below.

Event	Year
a. Colonists forced to house British troops	_____
b. Boston Massacre	_____
c. Boston Tea Party	_____
d. First Continental Congress	_____
e. Battles at Lexington and Concord	_____

History Through Maps

- Use map E, “Lexington and Concord,” to answer the following questions.
 - What were the names of the messengers who warned of British troops? _____, _____, and _____.
 - Where was the first battle of the Revolutionary War fought? _____

Where was the Revolutionary War fought?

People and Cultures

- Turn to pages 34–35 of the Atlas. Read the introduction. Now look at graph A, “Taking Sides.” Use the information to answer the following questions.
 - What were the rebel colonists called? _____
 - What were the colonists called who supported the British? _____
 - Were there more Patriots or Loyalists? _____
 - What percent of the colonists did not take either side? _____ %

Location

- Use maps B and C, “Revolutionary War,” to complete the following sentences.
 - Most early battles of the Revolutionary War took place in the _____ and _____ Colonies.
 - Most later battles took place in the _____ Colonies and on ships at _____.

Gathering the Facts

- Look at picture D and read the caption. Use map C and picture D to answer the following questions:
 - Where did the final battle of the Revolutionary War take place? _____
 - Who led the final defeat of the British? _____

Thinking About History

- Use graph E, “Soldiers’ Deaths,” and graph E on page 39 to complete the following sentences.
 - Roughly 25,700 _____ soldiers died in the war.
 - That was more than the population of _____.
 - The population of the United States in 1780 was _____.

That means almost _____ % of the population died during the war.

OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE

How did the United States get its start?

People and Cultures

- Turn to pages 36–37 of the Atlas. Read the introduction. Then look at map A, “Native American Lands.” Use the information to complete the following sentences.
 - Four Native American nations that occupied remaining Native American lands were the _____, _____, _____, _____.
 - After the Revolutionary War, the _____ gained this Native American land.

History Through Maps

- Use map B, “United States,” to answer the following questions.
 - How many states did the United States have in 1783? _____
 - In what year did our country gain territory through the Treaty of Paris? _____

Places, Regions, and Landscapes

- Use map D, “Ratifying the Constitution,” and graph E, “U.S. Population by Region,” to answer the following questions.
 - The Constitution was signed in which city and state? _____
 - Which southern states held out for a Bill of Rights before ratifying the Constitution? _____ and _____

Time and Change

- Look at picture C and read the caption. Also look at map D. Then draw a line from each event to the year it took place.

Event	Year
a. Constitution signed •	•1791
b. Bill of Rights added • to the Constitution	•1789
c. Washington became President •	•1787
d. Constitution went into effect •	•1788

How did settlers move west in the late 1700s?

Places, Regions, and Landscapes

1. Turn to pages 38–39 of the Atlas. Read the introduction. Also look at map A, “Where Was the West?” Use the information to complete the following sentences.
 - a. In the late 1700s, Americans began settling on land west of the _____ Mountains.
 - b. Most Americans consider this land part of the _____.

Links Far and Near

2. Use map B, “Routes West,” to answer the following questions.
 - a. What was the major road that went from Richmond to Boonesborough?

 - b. Which major trail went farthest west?

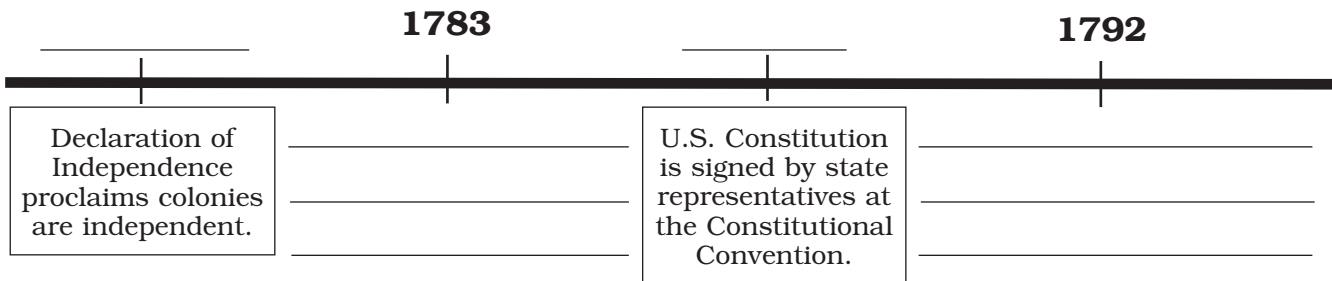
Thinking About History

3. Use map D, “United States,” and graph E, “U.S. Population,” to complete the chart.

Year	Number of States	U.S. Population
1780	13	_____
_____	13	3,929,214
1800	_____	5,308,483

Time and Change

- ★ 4. Use the key dates  on pages 32–39 to complete the timeline.



How did growth change the United States?

History Through Maps

1. Turn to pages 40–41 in the Atlas. Read the introduction. Then look at map A, “Land Use.” Use the information to complete the following sentences.
 - a. Three regions—the North, _____, and Old Northwest—began to depend on each other for goods.
 - b. Farmers in South Carolina and Georgia grew _____, _____, and _____.
 - c. In 1790 the first _____ mill opened in Rhode Island.

Thinking About History

- ★ 2. Compare map A, “Land Use, 1800,” to map E, “Land Use, 1830.”
- a. How many more manufacturing centers are shown on the map in 1830 than in 1800? _____
 - b. By 1830 farmers were growing crops west of the _____ River.
 - c. What land uses are shown on the 1830 map that were not shown on the 1800 map? _____, _____, _____, and _____

People and Cultures

3. Use picture B and graph C, “Labor Force,” to complete the following sentences.
 - a. By 1830 _____ % of American workers earned a living in factories or other jobs away from farms.
 - b. Some of the first American factory workers were called _____.

Places, Regions, and Landscapes

4. Use map D, “U.S. Regions,” to match the region with a regional characteristic.

Region

- a. South •
- b. Old Northwest •
- c. North •

Regional Characteristic

- nine states
- largest region
- Michigan Territory

Who explored the Far West?

Places, Regions, and Landscapes

- Turn to pages 42–43 in the Atlas. Read the introduction. Then look at map A, “Louisiana Purchase.” Use the information to complete the following sentences.
 - In 1803 the United States gained land west of the _____ River.
 - The _____ Purchase extended west to the Rocky Mountains.
 - The two regions west of the Louisiana Purchase were _____ Country and _____ Spain.

Links Far and Near

- ★ 2. Use map B, “Lewis and Clark Explore the Northwest,” to complete the paragraph.

In 1804 explorers Lewis and Clark left St. Louis and traveled northwest along the _____ River. They spent the winter at Fort _____.

In the summer of 1805 they crossed the _____ Mountains. They continued west until finally they reached the _____ Ocean.

People and Cultures

- Use map B and picture C to complete the following sentences.
 - Four Native American nations that offered help to Lewis and Clark were the _____, _____, _____, and _____.
 - Other Native American nations _____ the explorers.

Gathering the Facts

- Use map D, “Western Explorers,” to complete the following sentences.
 - Mountain man and explorer _____ learned an easy route across the Rocky Mountains.
 - Three Native American nations offered Jedediah Smith help. They were the _____, _____, and _____.
 - Like Lewis and Clark, Smith also reached the _____ Ocean.
 - Stephen Long called the Great Plains “The Great American _____.”

How did ways of travel change?

Links Far and Near

- Turn to pages 44–45 in the Atlas. Read the introduction. Also look at map A, “Main Travel Routes.” Use the information to answer the following questions.
 - By 1820 what was the fastest way to travel river routes? _____
 - Why couldn't travelers travel by steamboat across the Appalachian Mountains?

Thinking About History

- ★ 2. A *cause* is an event that helps make other events happen. The events that happen as a result of the cause are called *effects*. Look at picture B and the key date. For each pair of events below, write **C** next to the cause, and **E** next to the effect.
- _____ The Hudson River is linked to the Great Lakes.
_____ The Erie Canal is built.
 - _____ Canals are shallow.
_____ Canal boats rather than steamboats are used in canals.

History Through Maps

- Compare map C, “Main Travel Routes, 1840,” and map E, “Main Travel Routes, 1860.” Write **1840** if the statement was true in 1840, and write **1860** if the statement was true in 1860.
 - St. Louis is one of the largest cities in the United States. _____
 - Railroads are the main means of transportation. _____
 - A person could travel from Chicago to New Orleans by train. _____
 - Water routes are the main means of transportation. _____

Time and Change

- Use graph D, “Miles of U.S. Railroad Track,” and map E to complete the following sentences.
 - Over 27,000 miles of _____ were laid between 1840 and 1860.
 - Most of that track was laid east of the _____ River.

How did the United States grow in the mid-1800s?

Gathering the Facts

1. Turn to pages 46–47 in the Atlas. Read the introduction. Then look at graph A, “Largest Immigrant Groups.” Use the information to complete the sentences.
 - a. Immigrants helped the U.S. _____ grow rapidly.
 - b. Between 1830 and 1860, the largest immigrant group was the _____.
 - c. Over 1.5 million _____ also immigrated to the United States.

People and Their Environments

2. Use map B, “Indian Lands,” to complete the following sentences.
 - a. Native Americans living in the _____ were forced to move to Indian Territory in the _____.
 - b. During the forced move of the eastern Native Americans, one out of every four _____ died.

People and Cultures

3. Use picture C and map A on page 42 to label the following. Write **T** if the statement is true and write **F** if the statement is false.
 - a. Few people who lived in the Republic of Texas were of Mexican descent. _____
 - b. Texas was once part of New Spain. _____

Places, Regions, and Landscapes

- ★ 4. Look at map D, “American Expansion.” Draw a line from a region of the United States to the method by which the land was gained.

Region

- a. Oregon Country •
- b. Texas Annexation •
- c. Mexican Cession •
- d. Gadsden Purchase •

Method of Gain

- Offer accepted by the Republic of Texas
- Bought from Mexico
- Agreement between the United States and Britain
- Gained as a result of war

Why did Americans move to the Far West?

Thinking About History

- Turn to pages 48–49 in the Atlas. Read the introduction. Then look at map A, “Where Was the West?” Use the information to complete the following sentences.
 - In the mid-1800s, thousands of Americans settled in the _____ West.
 - All Americans felt the West began west of the _____ River.

Gathering the Facts

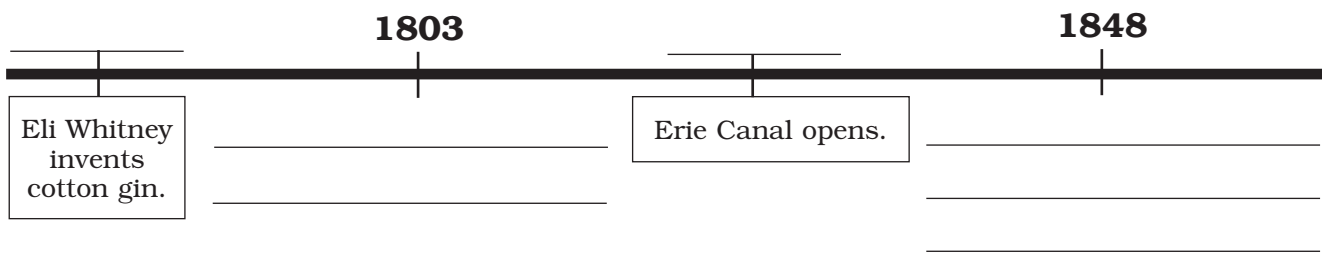
- Look at graph C, “U.S. Population by Region,” and map E, “Cross Section of the West.” Use them to answer the following questions.
 - What was the largest region in terms of land area? _____
 - In 1850 what percent of the U.S. population lived in the West? _____ %
 - Look at the cross section of the West. Why do you think this region didn’t grow as fast as the other regions? _____

Location

- Use the introduction, picture B, and map D, “Pioneer Trails,” to answer the questions.
 - Where did pioneer families looking for farmland go? _____
 - Where did Mormons go? _____
 - What trail did miners and merchants follow? _____

Time and Change

- ★ 4. Use the key dates  on pages 40–49 to complete the timeline below.



Permission granted to reproduce for classroom use only. ©2015 Nystrom Education. (800) 421-4246. www.nystromeducation.com

OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE

Expands

How did slavery divide the nation?

Gathering the Facts

- Turn to pages 50–51 of the Atlas. Read the introduction. Then look at graph A, “Slavery and Freedom.” Write **North** if the statement is true about the North, or write **South** if the statement is true about the South.
 - Its economy depended on slave labor. _____
 - Feared being outvoted in the Senate. _____
 - Slavery was banned in almost all states in the region. _____
 - Enslaved people made up 34% of the total population. _____

Thinking About History

- ★ 2. Compare map B, “Missouri Compromise,” and map C, “Dred Scott Decision.” Use them to answer the following questions.
- Did the number of slave states increase or decrease between 1820 and 1857?

 - In 1857 what was the only free state in the West? _____
 - What Supreme Court decision allowed slavery in every territory?

Links Far and Near

- Look at picture D and read the caption. Then answer the following questions.
 - What was the Underground Railroad? _____

 - Who escaped using the Underground Railroad? _____

Places, Regions, and Landscapes

- Use map E, “Slavery and Cotton,” to match the region with the regional characteristic.

Characteristic	Region
a. More slave labor •	• North
b. Cotton plantations here •	• South
c. More cotton textile mills •	

OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE

Where were early Civil War battles fought?

Thinking About History

- Turn to pages 52–53 of the Atlas. Read the introduction. Then look at map A, “The Union and the Confederacy.” Write **T** if the statement is true, and write **F** if the statement is false.
 - Eleven states seceded from the United States. _____
 - All of the Confederate States of America were slave states. _____
 - All of the United States of America were free states. _____
 - Washington, D.C., was the capital of the Confederate States of America. _____
 - The Union was the South. _____

People and Cultures

- Compare picture B and picture C and read the captions. Write **C** if the statement is true about the Confederate troops, or write **U** if it is true about the Union troops.
 - Most of these soldiers came from the South. _____
 - This army included free blacks and ex-enslaved people. _____
 - These soldiers wore blue uniforms. _____

History Through Maps

- Use map D, “Civil War,” to answer the following questions.
 - Who won the most battles during the first year of the Civil War? _____
 - Which side formed a naval blockade? _____

Location

- Use map E, “Battles Near Capitals,” to complete the following sentences.
 - Most of these battles took place in the state of _____.
 - The battle of Seven Days occurred near _____.
 - The bloodiest battle occurred on September 17, 1862, at _____.
 - Virginia vs. Monitor*, a battle between iron-covered ships, occurred near _____ Bay.

Where were later Civil War battles fought?

Location

- Turn to pages 54-55 of the Atlas. Read the introduction. Then look at picture A and read the caption. Use the information to complete the following sentences.
 - In the last years of the war, the _____ gained control over more of the _____.
 - Most Civil War battles were fought in _____.
 - Many Southern cities, including the Confederate capital of _____ had to be rebuilt after the war.

History Through Maps

- Look at map B, "Civil War," and map C, "Battles Near Capitals." Write **U** next to each battle that was a Union victory. Write **C** next to each Confederate victory.

a. ___ Murfreesboro	d. ___ Appomattox
b. ___ Chancellorsville	e. ___ Vicksburg
c. ___ Chickamauga	f. ___ Gettysburg

Time and Change

- Use graph D, "American War Deaths," to answer the following questions.
 - What was the deadliest war for American troops? _____
 - How many soldiers died during the Civil War? _____

Thinking About History

- ★ Look at picture E and read the caption. Also read the introduction. Use the information to complete the following sentences.
 - What is one similarity between enslaved people and sharecroppers?

 - What is one difference between enslaved people and sharecroppers?

How did railroads change the West?

Time and Change

- Turn to pages 56–57 of the Atlas. Read the introduction. Then look at graph A, “Miles of U.S. Railroad Track.” Use the information to complete these sentences.
 - After the Civil War, _____ replaced rough trails.
 - Over 110,000 miles of railroad track were laid, most of it in the _____.

Links Far and Near

- Look at map B, “Railroads and Cattle.” Draw a line from each railroad or trail to its destinations.

Railroad or Cattle Trail

- Central Pacific-Union Pacific •
- Goodnight-Loving Trail •
- Kansas Pacific •
- Chisholm Trail •

Destinations

- linked Texas and Montana Territory
- linked San Francisco and Chicago
- linked Texas and Abilene
- linked Abilene and St. Louis

People and Cultures

- Look at picture C and read the caption. Write **T** if the statement is true, and **F** if the statement is false.
 - Railroad companies offered cheap land in the Great Plains. _____
 - Railroad companies wanted settlers to live near their railroads. _____
 - Water was plentiful on the Great Plains. _____

History Through Maps

- ★ 4. Use map D, “Railroads and Cattle,” to complete the traveler’s journal entry below.

Today I left my home in Chicago to travel to California. My first stop is Omaha. I am riding on the _____ Pacific Railroad. My next stop will be _____. I will be seeing the _____ Mountains for the first time. Near the Great Salt Lake, in the middle of _____ range country, the Union Pacific Railroad joins the _____ Pacific Railroad. Just a few more stops and I will be at my destination of San _____.

How did the lives of Native Americans change in the late 1800s?

People and Cultures

1. Turn to pages 58–59 of the Atlas. Read the introduction. Then look at map B, “Indian Lands.” Use the information to answer the following questions.

a. Why were buffalo so important to the Plains Indians?

b. By 1865 most Native Americans lived west of what river?

Time and Change

★ 2. Compare map B with map C, “Indian Lands.” Write **1865** if the statement was true in 1865, and write **1890** if the statement was true in 1890.

a. Most of the West was made up of Native American lands.

b. Three tiny buffalo ranges exist.

c. Most Native Americans live on reservations.

d. Buffalo ranges spread across the Great Plains.

Thinking About History

3. Compare picture A and picture D. Read their captions. Use them to answer the following questions.

a. In 1860 where did most Plains Indians learn? _____

b. In 1890 where did many Native Americans attend school? _____

Places, Regions, and Landscapes

4. Look at graph E, “Shrinking Indian Lands.” Then draw a line from each year to the location of Native American land.

Year

Location

a. 1492 •

• Native Americans forced west of the Mississippi River.

b. 1850 •

• Native Americans lived on government reservations.

c. 1890 •

• Native Americans lived across the entire continent.

How did a growing population change U.S. industry?

Gathering the Facts

- Turn to pages 60–61 of your Atlas. Read the introduction. Then look at graph A, “Labor Force,” and picture C. Use the information to complete these sentences.
 - In 1900 _____ percent of the labor force did not work on farms.
 - Factory workers included _____, _____, and former farm workers.

History Through Maps

- Compare the two maps B, “A Growing Population.” Then, for each pair of events, write **C** next to the cause and **E** next to the effect.
 - _____ Miners move to California in search of gold.
_____ The population of California increases dramatically.
 - _____ Millions of workers move to Eastern cities.
_____ New factory jobs are available in the East.

Thinking About History

- Look at map D, “Major Industrial Products.” Then draw a line from each product to its manufacturing center.

Product

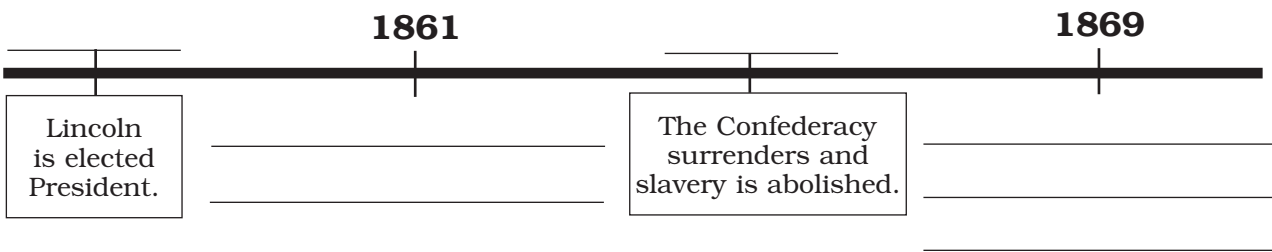
- Cameras •
- Steel •
- Automobiles •

Manufacturing Center

- Detroit
- Rochester
- Birmingham

Time and Change

- ★ 4. Use the key dates  on pages 50–61 to complete the timeline.



How did immigration and war change the United States?

People and Cultures

1. Turn to pages 62–63 of the Atlas. Read the introduction. Then look at graph A, “Largest Immigrant Groups.” Use the information to complete these sentences.
 - a. New _____ and foreign wars made the United States more aware of the outside _____.
 - b. The largest immigrant group from 1890 to 1918 was _____.
 - c. Italians, Austro-Hungarians, and _____ immigrated from Southern and Eastern _____.

Thinking About History

- ★ 2. Look at picture C and read the caption. Why do you think immigrants were inspected before they were allowed to enter the United States?
- _____

Links Far and Near

3. Look at map B, “American Lands Overseas.” Write **P** if the land was purchased, **W** if the land was won through war, or **A** if the land was obtained through agreement.

a. _____ Philippines	d. _____ Alaska
b. _____ Guam	e. _____ Panama Canal Zone
c. _____ Hawaii	f. _____ Puerto Rico

Time and Change

4. Look at map D, “World War I.” Number the following events, with **1** for the first and **4** for the last.

a. Germany surrenders	_____
b. World War I begins	_____
c. First major U.S. victory	_____
d. First U.S. troops arrive	_____

Who fought in World War II?

History Through Maps

- Turn to pages 64–65 of the Atlas. Read the introduction. Then look at map A, “World War II Begins.” Use the information to complete the following sentences.
 - World War II was fought between the _____ and the Allies.
 - Germany led the _____ powers.
 - The United Kingdom was an _____ power.
 - Japan was an _____ power.

People and Their Environments

- Look at picture B and read the caption. Write **T** if the statement is true, and **F** if the statement is false.
 - Victory Gardens were planted as part of the war effort. _____
 - Children did not help in the war effort. _____

Links Far and Near

- Look at map C, “World War II in Europe.” Circle the battles that were Allied victories.

a. Berlin	d. Battle of the Bulge
b. Sicily	e. El Alamein
c. Kasserine Pass	f. D-Day

Time and Change

- ★ 4. Look at map D, “World War II in the Pacific.” Use the information to complete the following paragraph.

In December 1941, Japan attacked the United States at _____ Harbor. In 1942 there were two more key Axis victories. They were _____ and _____ Sea. Between 1942 and 1945 there were several key Allied victories. Three were _____, _____, and _____. Japan surrendered after atomic bombs were dropped on _____ and _____. It took the Allies almost _____ years to win the war in the Pacific.

Where did the Cold War turn hot?

Places, Regions, and Landscapes

- Turn to pages 66–67 of the Atlas. Read the introduction. Then look at map A. Use the information to complete the following sentences.
 - The Cold War was a struggle between _____ and _____ countries.
 - The two opposing superpowers were the _____ and the _____.

Location

- Look at map B, “Iron Curtain.” On the chart below, put an **X** in the correct column.

Country	Warsaw Pact	NATO	Other
United Kingdom			
West Germany			
Austria			
Soviet Union			

Thinking About History

- Use map D, “Cuban Missile Crisis,” to answer the following questions.
 - Where were Soviet nuclear missiles installed? _____
 - What U.S. city was closest to the Soviet missiles? _____
 - Was Cuba Communist or anti-Communist? _____

Time and Change

- ★ Compare map C, “Korean War,” to map E, “Vietnam War.” Use the information to complete the following sentences.
 - In the 1950s, the Korean War was fought between _____ North Korea and anti-Communist _____ Korea.
 - In the 1960s and 1970s, another war was fought in Asia—in Vietnam. Again, _____ in the north fought anti-Communists in the _____.

Where did struggles for equal rights occur?

People and Cultures

1. Turn to pages 68–69 of the Atlas. Read the introduction. Use the information to answer the following question.

What four groups struggled for equal rights? _____ Americans, _____ Americans, _____ Americans, and _____.

History Through Maps

2. Look at picture A and map B, “Civil Rights Movement.” Draw a line from each activity of the civil rights movement to the correct location.

Civil Rights Activity

Location

- | | |
|-------------------------------|-------------------|
| a. lunch counter sit-in • | • Montgomery, AL |
| b. bus boycott • | • Greensboro, NC |
| c. school desegregation • | • Mississippi |
| d. voter registration drive • | • Little Rock, AR |

Thinking About History

3. Look at map C, “Mexican American and Native American Protests.” Write **T** if the statement is true, **F** if it is false.
 - a. Both Mexican Americans and Native Americans had land claim disputes. _____
 - b. Native Americans wanted the right to fish where their ancestors did. _____
 - c. Native Americans formed the United Farm Workers Union. _____

Gathering the Facts

- ★ 4. Look at graph E, “Senators and the Public.” Use the information from the graph to answer the following questions.
 - a. In 1970 what percent of the U.S. population were white men? _____ %
 - b. What percent of the U.S. Senators were white men? _____ %
 - c. Which two groups were the most under-represented in the U.S. Senate?
_____ and _____

How is America's population changing?

Places, Regions, and Landscapes

- Turn to pages 70–71 of the Atlas. Read the introduction. Then look at graph A, “U.S. Population by Region.” Use the information to complete the following sentences.
 - The region with the largest population is the _____.
 - The population of the West has grown to _____ percent.
 - New _____ attract people to the South and West.

History Through Maps

- Look at map B, “Metropolitan Phoenix.” For each of the following cities below, identify if it was incorporated **before** or **after** 1950.
 - Glendale _____
 - Paradise Valley _____
 - Fountain Hills _____
 - Phoenix _____
 - Peoria _____
 - Mesa _____

Gathering the Facts

- Look at map C, “Population Density.” Use it to circle the correct answers.
 - Which of these states is the least densely populated?
Alabama Alaska Arkansas Arizona
 - Which state has areas with over 250 people per square mile?
Montana Wyoming South Dakota New Jersey
 - Which half of the United States is most densely populated?
North South East West

People and Cultures

- Use the introduction and graph D, “Largest Immigrant Groups Since 1970,” to answer the following questions.
 - Which populations are increasing due to recent waves of immigrants?

 - What is the largest single immigrant group since 1970? _____.

How does the United States affect other countries?

Location

1. Turn to pages 72–73 of the Atlas. Read the introduction. Then look at map C, “U.S. Trade.” For each of the following countries, indicate if the United States **imports** goods from, **exports** goods to, or **both**.

- | | |
|--------------------|-----------------|
| a. Nigeria _____ | d. China _____ |
| b. Australia _____ | e. Brazil _____ |
| c. Germany _____ | f. Canada _____ |

Gathering the Facts

2. Look at map D, “U.S. Troops Abroad.” Write **T** if the statement is true, **F** if it is false.

- a. The map has a war icon in Afghanistan. _____
- b. No U.S. troops are stationed on the continents of Australia or Africa. _____
- c. More aircraft carrier groups are located in the Pacific than the Atlantic. _____

Links Far and Near

3. Look at graph E, “Distribution of Aid.” Use the information to complete the following sentences.

- a. The United States provides over eight billion dollars in aid per year for _____.
- b. _____ receives the least aid of the areas represented on the graph.

Time and Change

★ 4. Use the key dates  on pages 62–73 to complete the timeline below.



Permission granted to reproduce for classroom use only. ©2015 Nystrom Education. (800) 421-4246. www.nystromeducation.com

**OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE**

Getting to Know Your Atlas

State Facts

1. Turn to the inside front cover of *The Nystrom Atlas of Our County's History*. Use this table to answer the following questions.

- a. What is the capital of New York? Albany
- b. What was the first state to be admitted to the Union? Delaware
- c. Which state has the largest population? California
- d. Which state is the largest in area? Alaska
- e. Which state does the postal code ME stand for? Maine

Your State

2. Use "State Facts" to list these facts about your own state.

- a. State capital See "State Facts" for your state.
- b. Largest city _____
- c. Year it was admitted to the Union _____
- d. Population _____
- e. Rank in area _____
- f. Postal code _____

Contents

3. Now turn to pages 2–3. Look over the table of contents. Use it to identify page numbers with the following information.

- a. You need to write a report about the Revolutionary War. Where would you look for information about the war in this Atlas? pages 32–35
- b. You're interested in America in the late 1880s. What unit would you look at? Unit 5, Civil War and Change What years does it cover? 1820–1900
Where would you find this unit in the Atlas? pages 50–61
- c. You need to find out where Sacramento, California, is. A political map of the United States would help. Where would you find one? pages 76–77
- d. You wonder who became President after Abraham Lincoln. Where would you look in the Atlas for a list of presidents? page 88



How does this atlas work?

4. Turn to pages 6–7 of the Atlas. These pages have tips for how to use this Atlas. Read the steps in the upper left corner. Then number the following items in the order they should be read.

- a. Introduction _____ **3**
- b. Focus question _____ **2**
- c. ABCD items _____ **4**
- d. Unit title _____ **1**

Looking at Atlas Pages

5. Turn to pages 8–9 of the Atlas. Use these pages to answer the following questions.

- a. What is the unit title? _____ **Three Worlds Meet**
- b. What is the focus question? _____ **Who were the first Americans?**
- c. Read the introduction. How many Indian nations were there at the time of Columbus's first voyage? _____ **more than 500**
- d. Is item A a map, graph, or picture? _____ **picture**
- e. What is the title of map B? _____ **North American Population**

References

6. Use pages 74–89 of the Atlas to complete this chart.

Name of Section	Description	Page(s)
Reference Maps	political and physical maps of the United States and World	74–81
Glossary	definitions of important words	82–83
Abbreviations	a list of abbreviations used in the Atlas	82–83
Index	a list of important places and topics in the Atlas and where to find them	84–87
Presidents of the United States	a list of Presidents, when they were in office, and when and where they were born	88
Facts About the United States	information about our country and its land area, rivers, weather, metropolitan areas, and people	inside back cover

OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE

Reviewing Basic Map Skills

Map Legend

1. A map *legend*, or *key*, tells you what the colors, lines, and other symbols on the map mean. Turn to pages 74–75 of the Atlas. Use your finger to outline the legend.

This map uses colors to show natural regions. The map legend tells you what each color represents. Write the natural region represented by each color.

- a. purple _____ *tundra or ice*
- b. dark green _____ *forest*
- c. light green _____ *grass*
- d. tan _____ *shrub or desert*

Map Symbols

2. This map also uses symbols to show natural features. Draw a line to match each natural feature with its symbol.

Natural Feature

a. river •

b. canal •

c. waterfall •

d. mountain peak •

Symbol



More Map Symbols

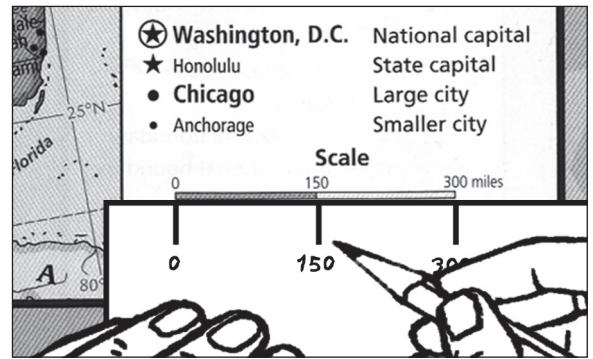
3. On maps, some lines show boundaries. The color, style, or size of a name can also have meaning. Turn to pages 76–77. Use the map legend and the map to answer the following questions.

- a. How are state boundaries shown? _____ *black and colored lines*
- b. What color are the names of oceans? _____ *blue*
- c. What names are shown in black capital letters? _____ *state names*
- d. What is the difference between cities named with large bold letters and cities named with smaller letters that aren't bold?
_____ *the large bold cities are larger than the other cities*
- e. What does this symbol ★ represent? _____ *state capitals*

Map Scale

4. On the map on pages 76–77, there is a map scale at the bottom of the legend. This scale shows the distance on the map that equals 150 and 300 miles. The scale also shows kilometers.

Here's a way to use the map scale. Put the edge of a piece of paper just below the scale for miles. On the edge of the paper, mark the map distances in miles. Use the map scale you just made to measure the miles between Chicago, Illinois, and the following cities. Write your answers in the blanks.

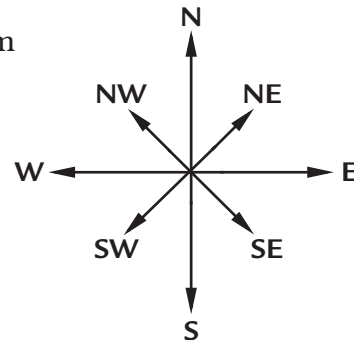


What's the distance in miles from Chicago to . . .

- a. Des Moines, Iowa? _____ *300 miles*
- b. Fort Wayne, Indiana? _____ *150 miles*
- c. Washington, D.C.? _____ *600 miles*

Directions

5. On pages 76–77, find the compass rose at the bottom of the map. It only labels north (N). The compass rose on this activity sheet labels all four cardinal directions—north (N), south (S), east (E), and west (W). It also shows intermediate directions—northeast (NE), southeast (SE), southwest (SW), and northwest (NW).



On the map, find Denver, Colorado. Use the letters that stand for each direction to answer the following.

What direction is it from Denver to . . .

- a. Cheyenne, Wyoming? _____ *N*
- b. Springfield, Illinois? _____ *E*
- c. Reno, Nevada? _____ *W*
- d. Los Angeles, California? _____ *SW*
- e. Dallas, Texas? _____ *SE*

OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE

Focusing on History

Historic Units

1. This Atlas is divided into six units. Each unit covers a specific time period. Turn to the table of contents on pages 2–3. Find the six units. Now draw a line to connect each unit with the time period it covers.

Unit	Time Period
a. Civil War and Change	1400 to 1682
b. Modern America	1600 to 1776
c. Three Worlds Meet	1763 to 1810
d. A New Nation	1790 to 1860
e. Colonial America	1820 to 1900
f. The United States Expands	1898 to Now

Gathering the Facts

2. Turn to pages 4–5. Use it to answer the following questions.
- What is the title of this page? How has our country changed over time?
 - Find the timeline that crosses the two pages. What years does the timeline cover?
1400 to 2000+
 - Which unit covers the longest period of time? Three Worlds Meet

Thinking About History

3. Look at the map below the title. Use it to answer the following questions.
- What year does this map show? 1682
 - This map shows what our country looked like in the last year of a unit.
Which unit ends in that year? Three Worlds Meet

Links Far and Near

4. Look at the map for 1776. Use it to answer the following questions.
- What color are the numbers 1776? purple
 - Which unit has a bar the same color? Colonial America

History Through Maps

5. Look at the map for 1810. Use it to complete the following sentences.
- a. In 1810 there were 17 states in the United States.
 - b. The United States also had these six territories: Louisiana, Orleans, Illinois, Michigan, Indiana, and Mississippi.

Places, Regions, and Landscapes

6. Look at the map for 1860. The United States was made up of states and territories. Write **S** next to the names of states. Write **T** next to the names of territories.
- a. T Washington
 - b. T Utah
 - c. T Nebraska
 - d. T Kansas
 - e. S Texas
 - f. S Illinois
 - g. S Mississippi
 - h. S Florida

Time and Change

7. Look at the map for 1900. Compare it with the map for 1860. Use them to complete the following sentences.
- a. In 1860 most of the West was made up of territories, not states.
 - b. By 1900 states stretched from the Atlantic Ocean to the Pacific Ocean.

Location

8. Look at the map for Now. Use it to answer the following questions.
- a. How many states are there now in the United States? 50
 - b. What were the last two states admitted to the Union? Alaska and Hawaii
 - c. Look at the 48 connected states and then at Alaska. What direction is Alaska from the 48 states? northwest
 - d. Now look at the 48 states and then at Hawaii. What direction is Hawaii from the 48 states? southwest

OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE



Who were the first Americans?

Thinking About History

★ 1. Turn to pages 8–9 of the Atlas. Read the introduction. Then look at picture A and read the caption. Use the information to answer the following questions.

a. What are the people who lived in the Americas before 1492 known as?

Native Americans or Indians

b. Did all Native American villages look like the one in picture A? no

Time and Change

2. Look at map B, “North American Population.” Now find map C on page 71. Compare the population densities in your area then and now.

a. 1492: varies

b. Today: varies people per square mile

People and Their Environments

3. Use chart C, “Typical Foods of Native Americans,” to complete the following sentences.

a. Native Americans relied on their environment for their food. Some Native Americans hunted animals such as Any four: elk, deer,

bear, seal, whale, rabbit, pronghorn, and salmon, or turkey.

b. Two of the culture groups that grew crops such as corn, squash, and beans were the Southwest, Middle America, and Plains, or Eastern Woodlands.

People and Cultures

4. Look at map D, “Native American Cultures.” Use the map to help you draw a line from each Native American culture group to one of the Indian nations in that group.

Native American Culture Group **Indian Nation**

a. Northwest Coast • • Mandan

b. Plains • • Pueblo

c. Southwest • • Shoshone

d. Eastern Woodlands • • Chinook

e. California-Intermountain • • Miami

Which Europeans and Africans went to America first?

People and Cultures

- Turn to pages 10–11 of the Atlas. Read the introduction. Then compare pictures B and D. Use the information to complete the following sentences.
 - The first white people in America came from Western Europe.
The first black people in America came from West Africa.
 - Some Western Europeans lived in port cities. So did some Africans.
 - Like most Europeans, most West Africans lived in farming villages.

Links Far and Near

- Use map A, “Western Europe,” and its map key to complete the following sentences.
 - Several countries in Western Europe sent explorers and colonists to the Americas. Four of these countries were: Any four: Spain, Portugal, France, England, Sweden, and or the Netherlands.
 - All of these countries had easy access to the Atlantic Ocean.

History Through Maps

- Use map C, “West Africa,” to complete the following sentences.
 - People from several West African ethnic groups were sent to the Americas. Four of these groups were: Any four: Malinke, Dahomey, Ashanti, Ga, Fante, Yoruba, Benin, and Igbo, Efik, or Hausa.
 - All of these ethnic groups were located near the Atlantic Ocean.

Places, Regions, and Landscapes

- ★ 4. Use graph E, “People in Three Worlds,” to list the populations of the three regions—the Americas, Europe, and Africa—from largest to smallest.

	Region	Population
a.	<u>Africa</u>	<u>85</u> million
b.	<u>Europe</u>	<u>80</u> million
c.	<u>Americas</u>	<u>55</u> million

What were Europeans searching for?

Places, Regions, and Landscapes

1. Turn to pages 12–13 of the Atlas. Read the introduction. Then look at map B, “Treasures of the Indies.” Use the information to complete the following sentences.
 - a. Europeans traded with distant regions of Asia they called the Indies.
 - b. The “Indies” actually covered Southern and Eastern Asia. It included the countries of India and China, as well as the Spice Islands.
 - c. Four goods from the Indies were Any four: gold, silver, ivory, perfume, precious stones, porcelain, spices, and cotton, or silk.

Links Far and Near

2. Use map C, “Trade Routes to the Indies,” to complete the following sentences.
 - a. Trade routes, such as the Silk Road, linked Europe with the Indies.
 - b. In the late 1400s, routes connecting Europe with Asia were controlled by the Ottoman Empire.

Gathering the Facts

3. Look at picture A and read the caption. Use the information to answer the following.
 - a. New shipbuilding technology made long voyages possible. Which countries built the new kind of ship called the caravel? Spain and Portugal
 - b. How was the caravel different from other ships at that time? Name one way. large cargo space, fast, or easy to handle

History Through Maps

- ★ 4. Use map D, “To the Indies by Sea,” to complete the following chart.

Explorer	Country Sailed For	Region Reached
<u>Columbus</u>	Spain	<u>North America</u>
Dias	<u>Portugal</u>	<u>southern Africa</u>
<u>da Gama</u>	<u>Portugal</u>	the Indies



Why did Europeans explore America?

Gathering the Facts

- Turn to pages 14–15 of the Atlas. Read the introduction. Also look at picture A and map B, “Exploring the East Coast.” Use them to complete the following sentences.
 - Once Europeans realized the Americas were not the Indies, they began to explore the “New World.”
 - Which river in the “New World” did Cartier explore? St. Lawrence River.

Links Far and Near

- Use map B, “Exploring the East Coast,” to complete the following sentences.
 - Several European explorers searched for a water route through North America. Four of these explorers were Cartier, Cabot, Hudson, and Verrazano.
 - The expeditions of these explorers were sponsored by the following European groups: the English, French, and Dutch.

People and Cultures

- Use map C, “Spanish Explorations,” and picture D to complete the following.
 - Several Spanish explorers searched for gold in North America. The four shown on this map were Ponce de León, de Soto, Narváez and Cabeza de Yaca, and Coronado.
 - Spanish explorers, such as Juan Ponce de León, were searching for Any two: gold, and land to claim, or Fountain of Youth.

Places, Regions, and Landscapes

- ★ 4. European countries claimed the land they explored. Use map B and map C to compare regions. Draw a line to match each country with the region it claimed.

European Country

Region Claimed

- | | |
|--------------|---------------------------------------|
| a. England • | • Newfoundland |
| b. France • | • area surrounding the Gulf of Mexico |
| c. Spain • | • area along the St. Lawrence River |

What happened when three worlds met?

Time and Change

- Turn to pages 16–17 of the Atlas. Read the introduction. Now look at graph A, “Death of the Taino.” Compare the population before and after European contact.
 - 1492:** 3,000,000 Taino Native Americans
 - 1550:** 0 Taino Native Americans
 - Why did millions of Native Americans die? smallpox or overwork

History Through Maps

- Use map B, “Atlantic Slave Trade,” to answer the following questions.
 - Thousands of Africans were sold into slavery. Which two European countries sent the most enslaved people to the Americas? Portugal and Spain
 - What types of work did enslaved people do in the Americas? mining and plantation farming

Gathering the Facts

- Use graph D, “Newcomers to the Americas,” to complete the following sentences.
 - By 1625 the two largest groups of newcomers to the Americas were Spanish and African.
 - By 1625 the three smallest groups of newcomers to the Americas were the English, French, and Dutch.

Links Far and Near

- ★ 4. Use picture C and map E, “Columbian Exchange,” to label the following. Write **AM** next to any plants, animals, or insects that came from the Americas. Write **EAA** next to any plants, animals, or insects that came from Europe, Africa, or Asia.
- | | |
|----------------------|---------------------------|
| a. <u>AM</u> corn | e. <u>AM</u> turkeys |
| b. <u>EAA</u> coffee | f. <u>AM</u> potatoes |
| c. <u>EAA</u> horses | g. <u>EAA</u> black flies |

Where did the Spanish settle?

Places, Regions, and Landscapes

- Turn to pages 18–19 of the Atlas. Read the introduction. Then look at map D, “North America.” Use the information to answer the following questions.
 - By 1682 which European countries had claimed North America?
England, France, and Spain
 - In what part of North America were Spain’s land claims?
southern North America or the southeast and southwest
 - Find map C on page 15. Compare it with map D on page 19. Which Spanish explorers explored the regions claimed by Spain? Ponce de León,
de Soto, Narváez and Cabeza de Vaca, and Coronado

History Through Maps

- ★ 2. Use map A, “Spain in the Southeast,” to label the following. Write **T** next to the names of Spanish towns or *pueblos*. Write **M** next to Spanish missions near Native American settlements. Write **F** next to Spanish forts or *presidios*. (Note: One has two labels.)
- | | |
|---------------------------------|-------------------------|
| a. <u>F</u> San Mateo | e. <u>M</u> San Antonio |
| b. <u>M and T</u> St. Augustine | f. <u>M</u> Tocobaga |
| c. <u>M</u> Santa Lucia | g. <u>T</u> Pensacola |
| d. <u>M</u> Teguesta | h. <u>F</u> San Carlos |

Links Far and Near

- Use map B, “Spain in the Southwest,” to complete the following sentences.
 - El Camino Real linked Santa Fe with Mexico City.
 - The Spanish built both towns and missions along this road. However, the Spanish built more missions than they did towns.

Time and Change

- Use map B and picture C to describe what happened in each year.
 - 1680** Pueblo Native Americans drive the Spanish out of the region.
 - 1692** Spanish settlers returned and rebuilt their towns and missions.

Where did the English and other Europeans settle?

Places, Regions, and Landscapes

- Turn to pages 20–21 of the Atlas. Read the introduction. Now look at map A, “Northeastern Settlements.” Use the information to answer the following questions.
 - Which Europeans built settlements in the northeast? English, French, Dutch, and Swedish
 - Which European settlers lived in farming regions? English, Dutch, and French
 - Which lived in fur trading regions? French and Swedish

Location

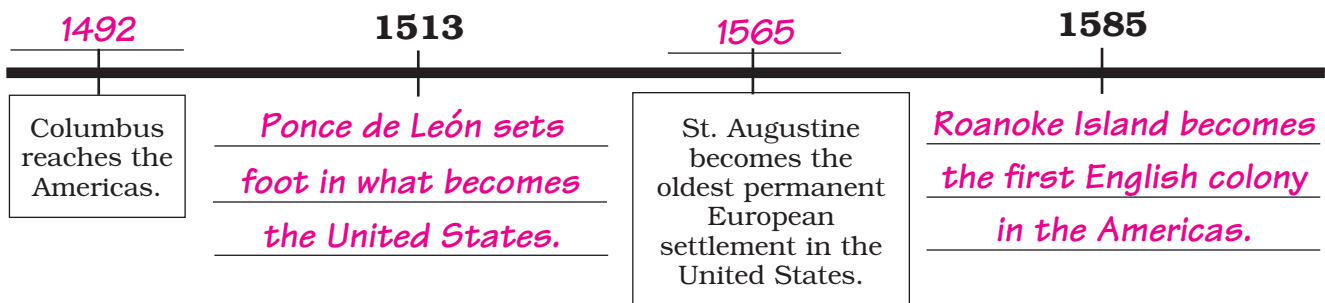
- Use map A and picture B, “Jamestown,” to complete the following sentences.
 - Jamestown is located along the James River, near the Chesapeake Bay.
 - Jamestown was located in the English colony of Virginia.

Gathering the Facts

- Use graph C, “Population of Jamestown,” to answer the following questions.
 - In what two years was the population of Jamestown the lowest? 1608 and 1610
 - Why did the settlers die? disease, Native American attacks, starvation

Time and Change

- ★ 4. Use the key dates  on pages 10–21 to complete the timeline.





Which colonies became the United States?

Places, Regions, and Landscapes

1. Turn to pages 22–23 of the Atlas. Read the introduction. Then look at map A, “Thirteen Colonies.” Use the information to complete the following sentences.
 - a. The United States began as 13 English colonies.
 - b. Massachusetts and Connecticut were part of the New England Colonies.
 - c. New York and Pennsylvania were part of the Middle Colonies.
 - d. Virginia and Georgia were part of the Southern Colonies.

Gathering the Facts

2. Use graph B, “Population by Region,” to answer the following questions.
 - a. Which region had the largest black population? Southern Colonies
 - b. Which region had the largest white population? New England Colonies
 - c. Which region had the smallest population? Middle Colonies

People and Cultures

3. Use map C, “Colonists from Many Nations,” to draw a line from colony to European settlers in that colony. (A colony can have more than one line.)

Colony	European Settlers
a. New York •	• Dutch
b. Massachusetts •	• English
c. North Carolina •	• Scots

History Through Maps

- ★ 4. Use map D, “Religion in the Colonies,” to complete the following sentences.
 - a. The official religion of most New England Colonies was Puritan.
 - b. Many of the Middle Colonies practiced religious tolerance.
 - c. The official religion of the Southern Colonies was Anglican.

 OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE

Which were the New England Colonies?

Location

- ★ 1. Turn to pages 24–25 of the Atlas. Read the introduction. Then look at map A, “New England Colonies.” Use the information to complete the following sentences.
- The New England Colonies included Massachusetts, New Hampshire, Rhode Island, and Connecticut.
 - The New England Colonies were located along the Atlantic Ocean.
 - Most New England settlements were located along the coast or along rivers, such as the Connecticut River and the Merrimac River.

History Through Maps

2. Look at map A, “New England Colonies,” to identify when the following towns were founded.
- Plymouth, Massachusetts 1620
 - Providence, Rhode Island 1636
 - Hartford, Connecticut 1636

People and Their Environments

3. Look at map B, “Land Use.” Write **F** if the colony depended on fishing, **S** if the colony depended on ship building, or **F & S** if the colony depended on both.
- Massachusetts F & S
 - Rhode Island S
 - Connecticut S
 - Name one other way of making a living—or land use—that all four New England Colonies had in common. Mixed farming or crafts and shops.

People and Cultures

4. Use graph C, “Religion in New England,” to answer the following questions.
- What was the most common religion in the New England Colonies? Puritan
 - How many houses of worship did the Quakers have? 49

Which were the Middle Colonies?

History Through Maps

1. Turn to pages 26–27 of the Atlas. Read the introduction. Then look at map A, “Middle Colonies.” Use the information to answer the following questions.
 - a. Where did the first settlers in the Middle Colonies come from?
 _____ *the Netherlands* _____ and _____ *Sweden* _____
 - b. When did the English take over New Netherland? _____ *1664* _____
 - c. When was Philadelphia founded? _____ *1682* _____

People and Their Environments

2. Use map B, “Land Use,” to answer the following questions.
 - a. What land use methods were common in New Jersey but not in New York?
 _____ *iron making* _____ and _____ *forestry* _____
 - b. What land use methods were common in Pennsylvania but not in Delaware?
 _____ *wheat* _____, _____ *forestry* _____, _____ *iron making* _____, and _____ *ship building* _____
 - c. What land use methods did all four Middle Colonies have in common?
 _____ *mixed farming* _____ and _____ *crafts and shops* _____

People and Cultures

3. Use graph C, “Religion in the Middle Colonies,” and graph C, “Religion in New England,” on page 25 of the Atlas to answer the following questions.
 - a. How many religions are named on the graph, “Religion in the Middle Colonies”? (Don’t include Others.) _____ *7* _____
 - b. What was the most common religion in the Middle Colonies? _____ *Presbyterian* _____
 - c. What religion was most common in the New England Colonies that was not practiced in the Middle Colonies? _____ *Puritan* _____

Thinking About History

- ★ 4. Look at all the items on pages 26–27. How can you tell New York City is a port?
 _____ *ships are seen in the picture, ship building is a land use, and* _____
 _____ *New York is located along the Atlantic Coast.* _____

OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE

Which were the Southern Colonies?

History Through Maps

- Turn to pages 28–29 of the Atlas. Read the introduction. Then look at map A, “Southern Colonies.” Use the information to complete the following sentences.
 - The Southern Colonies included Maryland, Virginia, North Carolina, South Carolina, and Georgia.
 - The first Southern colonists started large, one-crop farms called plantations.
 - Williamsburg, Virginia, was founded in 1632.

People and Their Environments

- Use map B, “Land Use,” to answer the following questions.
 - Which farmers became wealthy by selling their crops? plantation owners
 - What crops were grown on plantations? tobacco rice, and indigo
 - Which crops were farmed in North Carolina? wheat, tobacco, indigo, rice, and mixed farming

People and Cultures

- Compare graph C, “Religion in the Southern Colonies,” to the graphs on pages 25 and 27. Use them to answer the following questions.
 - What were the three largest religions in the Southern Colonies? Anglican, Baptist, and Presbyterian
 - What religion was practiced in the New England Colonies that was not practiced in the South? Puritan
 - Did the Southern Colonies practice any religion that was not practiced in the Middle Colonies? no

Thinking About History

- ★ 4. Look at picture D and read the caption. Write **T** if the statement is true, **F** if it is false.
- Most whites in the Southern Colonies owned enslaved people. F
 - Most blacks in the Southern Colonies worked on plantations. T

Where did enslaved people work in the Thirteen Colonies?

History Through Maps

- Turn to pages 30–31 of the Atlas. Read the introduction. Then look at map A, “Slavery in the Thirteen Colonies.” Use the information to complete the following sentences.
 - Enslaved people lived and worked in all of the British _____ *colonies* _____.
 - The first Africans arrived in Virginia in the year _____ *1619* _____.
 - Slavery was first legalized in the colonies in Massachusetts in _____ *1641* _____.

Links Far and Near

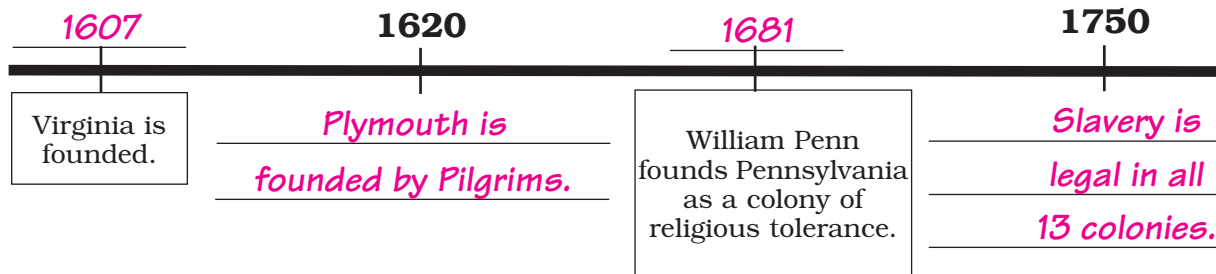
- Use map B, “Triangles of Trade,” to answer the following questions.
 - What were sent from Africa to the West Indies? _____ *gold* _____ and _____ *enslaved people* _____.
 - What were sent from the West Indies to the colonies? _____ *enslaved people* _____ and _____ *sugar* _____.
 - Which product was sent from the colonies to Africa? _____ *rum* _____.

Gathering the Facts

- Use graph C, “Colonial Exports to Great Britain,” to answer the following questions.
 - Which colonies exported the most crops? _____ *Southern Colonies* _____.
 - What percentage of exports did the New England and Middle Colonies export combined? _____ *19.2%* _____.

Time and Change

- ★ 4. Use the key dates  on pages 22–31 to complete the timeline.



What led to the Revolutionary War?

Places, Regions, and Landscapes

- Turn to pages 32–33 of the Atlas. Read the introduction. Then look at map A, “North America.” Use the information to complete the following sentences.
 - After the French and Indian War, Britain and Spain gained lands once claimed by France.
 - The Proclamation Line of 1763 formed the boundary between the 13 colonies and land reserved for the Native Americans.

Links Far and Near

- Use chart B, “British Taxes on the Colonists,” to complete the following sentences.
 - The British supplied and taxed many goods that colonists used regularly. Four goods that the British taxed were Any four molasses, newspapers, dice, playing cards, documents, paint, and lead, glass, paper, or tea.
 - The money the British collected from taxes was used to pay war debts.

Time and Change

- Use picture C and map D, “The Rebellion Builds,” to find out when each of the following events occurred. Write the years below.

Event	Year
a. Colonists forced to house British troops	<u>1768</u>
b. Boston Massacre	<u>1770</u>
c. Boston Tea Party	<u>1773</u>
d. First Continental Congress	<u>1774</u>
e. Battles at Lexington and Concord	<u>1775</u>

History Through Maps

- Use map E, “Lexington and Concord,” to answer the following questions.
 - What were the names of the messengers who warned of British troops? Revere, Dawes, and Prescott
 - Where was the first battle of the Revolutionary War fought? Lexington

Where was the Revolutionary War fought?

People and Cultures

- Turn to pages 34–35 of the Atlas. Read the introduction. Now look at graph A, “Taking Sides.” Use the information to answer the following questions.
 - What were the rebel colonists called? Patriots
 - What were the colonists called who supported the British? Loyalists
 - Were there more Patriots or Loyalists? Patriots
 - What percent of the colonists did not take either side? 40 %

Location

- Use maps B and C, “Revolutionary War,” to complete the following sentences.
 - Most early battles of the Revolutionary War took place in the New England and Middle Colonies.
 - Most later battles took place in the Southern Colonies and on ships at sea.

Gathering the Facts

- Look at picture D and read the caption. Use map C and picture D to answer the following questions:
 - Where did the final battle of the Revolutionary War take place? Yorktown
 - Who led the final defeat of the British? George Washington

Thinking About History

- Use graph E, “Soldiers’ Deaths,” and graph E on page 39 to complete the following sentences.
 - Roughly 25,700 Patriot soldiers died in the war.
 - That was more than the population of Philadelphia.
 - The population of the United States in 1780 was 2,780,369.
That means almost 10 % of the population died during the war.

How did the United States get its start?

People and Cultures

- Turn to pages 36–37 of the Atlas. Read the introduction. Then look at map A, “Native American Lands.” Use the information to complete the following sentences.
 - Four Native American nations that occupied remaining Native American lands were the Any four: Cherokee, Choctaw, Dakota, Iroquois, Ojibwa, Osage, Seminole, or Shawnee.
 - After the Revolutionary War, the United States gained this Native American land.

History Through Maps

- Use map B, “United States,” to answer the following questions.
 - How many states did the United States have in 1783? 13
 - In what year did our country gain territory through the Treaty of Paris? 1783

Places, Regions, and Landscapes

- Use map D, “Ratifying the Constitution,” and graph E, “U.S. Population by Region,” to answer the following questions.
 - The Constitution was signed in which city and state? Philadelphia, PA
 - Which southern states held out for a Bill of Rights before ratifying the Constitution? Virginia and North Carolina

Time and Change

- Look at picture C and read the caption. Also look at map D. Then draw a line from each event to the year it took place.

Event	Year
a. Constitution signed	1791
b. Bill of Rights added to the Constitution	1789
c. Washington became President	1787
d. Constitution went into effect	1788

How did settlers move west in the late 1700s?

Places, Regions, and Landscapes

- Turn to pages 38–39 of the Atlas. Read the introduction. Also look at map A, “Where Was the West?” Use the information to complete the following sentences.
 - In the late 1700s, Americans began settling on land west of the Appalachian Mountains.
 - Most Americans consider this land part of the West.

Links Far and Near

- Use map B, “Routes West,” to answer the following questions.
 - What was the major road that went from Richmond to Boonesborough?
Wilderness Road
 - Which major trail went farthest west?
Natchez Trace

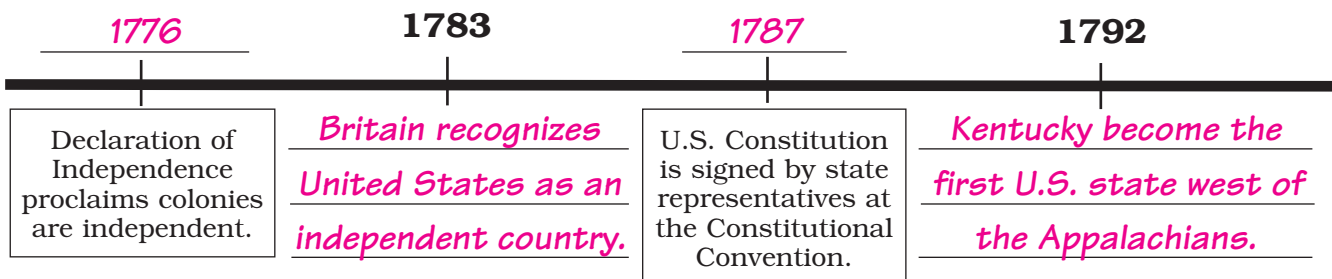
Thinking About History

- Use map D, “United States,” and graph E, “U.S. Population,” to complete the chart.

Year	Number of States	U.S. Population
1780	13	<u>2,780,369</u>
<u>1790</u>	13	3,929,214
1800	<u>16</u>	5,308,483

Time and Change

- ★ 4. Use the key dates  on pages 32–39 to complete the timeline.



How did growth change the United States?

History Through Maps

- Turn to pages 40–41 in the Atlas. Read the introduction. Then look at map A, “Land Use.” Use the information to complete the following sentences.
 - Three regions—the North, South, and Old Northwest—began to depend on each other for goods.
 - Farmers in South Carolina and Georgia grew rice, cotton, and corn.
 - In 1790 the first textile mill opened in Rhode Island.

Thinking About History

- Compare map A, “Land Use, 1800,” to map E, “Land Use, 1830.”
 - How many more manufacturing centers are shown on the map in 1830 than in 1800? 6
 - By 1830 farmers were growing crops west of the Mississippi River.
 - What land uses are shown on the 1830 map that were not shown on the 1800 map? hay, potatoes, sugar, and wool

People and Cultures

- Use picture B and graph C, “Labor Force,” to complete the following sentences.
 - By 1830 29 % of American workers earned a living in factories or other jobs away from farms.
 - Some of the first American factory workers were called mill girls.

Places, Regions, and Landscapes

- Use map D, “U.S. Regions,” to match the region with a regional characteristic.

Region	Regional Characteristic
a. South	• nine states
b. Old Northwest	• largest region
c. North	• Michigan Territory

Who explored the Far West?

Places, Regions, and Landscapes

- Turn to pages 42–43 in the Atlas. Read the introduction. Then look at map A, “Louisiana Purchase.” Use the information to complete the following sentences.
 - In 1803 the United States gained land west of the Mississippi River.
 - The Louisiana Purchase extended west to the Rocky Mountains.
 - The two regions west of the Louisiana Purchase were Oregon Country and New Spain.

Links Far and Near

- ★ 2. Use map B, “Lewis and Clark Explore the Northwest,” to complete the paragraph.

In 1804 explorers Lewis and Clark left St. Louis and traveled northwest along the Missouri River. They spent the winter at Fort Mandan. In the summer of 1805 they crossed the Rocky Mountains. They continued west until finally they reached the Pacific Ocean.

People and Cultures

- Use map B and picture C to complete the following sentences.
 - Four Native American nations that offered help to Lewis and Clark were the Mandan, Hidatsa, Shoshone, and Nez Perce.
 - Other Native American nations fought the explorers.

Gathering the Facts

- Use map D, “Western Explorers,” to complete the following sentences.
 - Mountain man and explorer Jedediah Smith learned an easy route across the Rocky Mountains.
 - Three Native American nations offered Jedediah Smith help. They were the Oglala, Crow, and Mojave.
 - Like Lewis and Clark, Smith also reached the Pacific Ocean.
 - Stephen Long called the Great Plains “The Great American Desert.”

How did ways of travel change?

Links Far and Near

- Turn to pages 44–45 in the Atlas. Read the introduction. Also look at map A, “Main Travel Routes.” Use the information to answer the following questions.
 - By 1820 what was the fastest way to travel river routes? steamboats
 - Why couldn't travelers travel by steamboat across the Appalachian Mountains?
No navigable rivers crossed the Appalachians.

Thinking About History

- ★ 2. A *cause* is an event that helps make other events happen. The events that happen as a result of the cause are called *effects*. Look at picture B and the key date. For each pair of events below, write **C** next to the cause, and **E** next to the effect.
- E The Hudson River is linked to the Great Lakes.
 - C The Erie Canal is built.
 - C Canals are shallow.
 - E Canal boats rather than steamboats are used in canals.

History Through Maps

- Compare map C, “Main Travel Routes, 1840,” and map E, “Main Travel Routes, 1860.” Write **1840** if the statement was true in 1840, and write **1860** if the statement was true in 1860.
 - St. Louis is one of the largest cities in the United States. 1860
 - Railroads are the main means of transportation. 1860
 - A person could travel from Chicago to New Orleans by train. 1860
 - Water routes are the main means of transportation. 1840

Time and Change

- Use graph D, “Miles of U.S. Railroad Track,” and map E to complete the following sentences.
 - Over 27,000 miles of railroad track were laid between 1840 and 1860.
 - Most of that track was laid east of the Mississippi River.

How did the United States grow in the mid-1800s?

Gathering the Facts

- Turn to pages 46–47 in the Atlas. Read the introduction. Then look at graph A, “Largest Immigrant Groups.” Use the information to complete the sentences.
 - Immigrants helped the U.S. population grow rapidly.
 - Between 1830 and 1860, the largest immigrant group was the Irish.
 - Over 1.5 million Germans also immigrated to the United States.

People and Their Environments

- Use map B, “Indian Lands,” to complete the following sentences.
 - Native Americans living in the East were forced to move to Indian Territory in the West.
 - During the forced move of the eastern Native Americans, one out of every four Cherokee died.

People and Cultures

- Use picture C and map A on page 42 to label the following. Write **T** if the statement is true and write **F** if the statement is false.
 - Few people who lived in the Republic of Texas were of Mexican descent. F
 - Texas was once part of New Spain. T

Places, Regions, and Landscapes

- ★ 4. Look at map D, “American Expansion.” Draw a line from a region of the United States to the method by which the land was gained.

Region

- Oregon Country •
- Texas Annexation •
- Mexican Cession •
- Gadsden Purchase •

Method of Gain

- Offer accepted by the Republic of Texas
- Bought from Mexico
- Agreement between the United States and Britain
- Gained as a result of war

Why did Americans move to the Far West?

Thinking About History

- Turn to pages 48–49 in the Atlas. Read the introduction. Then look at map A, “Where Was the West?” Use the information to complete the following sentences.
 - In the mid-1800s, thousands of Americans settled in the Far West.
 - All Americans felt the West began west of the Mississippi River.

Gathering the Facts

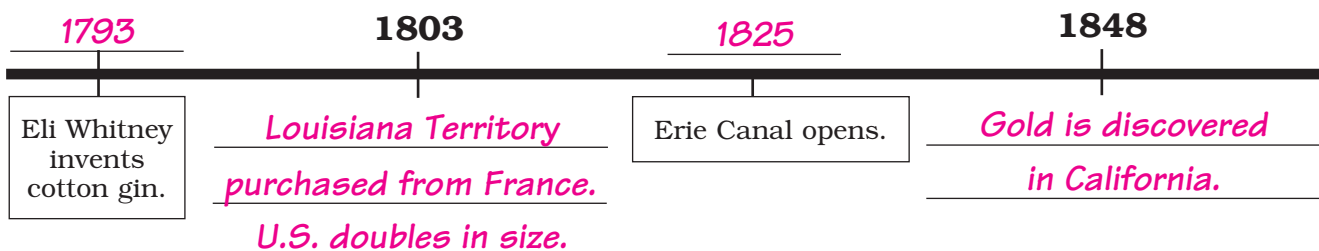
- Look at graph C, “U.S. Population by Region,” and map E, “Cross Section of the West.” Use them to answer the following questions.
 - What was the largest region in terms of land area? West
 - In 1850 what percent of the U.S. population lived in the West? 1 %
 - Look at the cross section of the West. Why do you think this region didn’t grow as fast as the other regions? Answers will vary: mountainous terrain, being the last land purchased, distance from the Atlantic Ocean

Location

- Use the introduction, picture B, and map D, “Pioneer Trails,” to answer the questions.
 - Where did pioneer families looking for farmland go? Oregon
 - Where did Mormons go? Utah
 - What trail did miners and merchants follow? California Trail

Time and Change

- ★ 4. Use the key dates  on pages 40–49 to complete the timeline below.



How did slavery divide the nation?

Gathering the Facts

- Turn to pages 50–51 of the Atlas. Read the introduction. Then look at graph A, “Slavery and Freedom.” Write **North** if the statement is true about the North, or write **South** if the statement is true about the South.
 - Its economy depended on slave labor. _____ *South*
 - Feared being outvoted in the Senate. _____ *North*
 - Slavery was banned in almost all states in the region. _____ *North*
 - Enslaved people made up 34% of the total population. _____ *South*

Thinking About History

- ★ Compare map B, “Missouri Compromise,” and map C, “Dred Scott Decision.” Use them to answer the following questions.
 - Did the number of slave states increase or decrease between 1820 and 1857?
_____ *increase*
 - In 1857 what was the only free state in the West? _____ *California*
 - What Supreme Court decision allowed slavery in every territory?
_____ *Dred Scott Decision*

Links Far and Near

- Look at picture D and read the caption. Then answer the following questions.
 - What was the Underground Railroad? _____ *A system of secret paths and hiding places.*
 - Who escaped using the Underground Railroad? _____ *enslaved people*

Places, Regions, and Landscapes

- Use map E, “Slavery and Cotton,” to match the region with the regional characteristic.

Characteristic	Region
a. More slave labor •	• North
b. Cotton plantations here •	• South
c. More cotton textile mills •	

(Hand-drawn lines connect 'a.' to 'South', 'b.' to 'North', and 'c.' to 'South'.)

Where were early Civil War battles fought?

Thinking About History

- Turn to pages 52–53 of the Atlas. Read the introduction. Then look at map A, “The Union and the Confederacy.” Write **T** if the statement is true, and write **F** if the statement is false.
 - Eleven states seceded from the United States. T
 - All of the Confederate States of America were slave states. T
 - All of the United States of America were free states. F
 - Washington, D.C., was the capital of the Confederate States of America. F
 - The Union was the South. F

People and Cultures

- Compare picture B and picture C and read the captions. Write **C** if the statement is true about the Confederate troops, or write **U** if it is true about the Union troops.
 - Most of these soldiers came from the South. C
 - This army included free blacks and ex-enslaved people. U
 - These soldiers wore blue uniforms. U

History Through Maps

- Use map D, “Civil War,” to answer the following questions.
 - Who won the most battles during the first year of the Civil War? Confederates
 - Which side formed a naval blockade? Union

Location

- Use map E, “Battles Near Capitals,” to complete the following sentences.
 - Most of these battles took place in the state of Virginia .
 - The battle of Seven Days occurred near Richmond .
 - The bloodiest battle occurred on September 17, 1862, at Antietam .
 - Virginia vs. Monitor*, a battle between iron-covered ships, occurred near Chesapeake Bay.

Where were later Civil War battles fought?

Location

- Turn to pages 54-55 of the Atlas. Read the introduction. Then look at picture A and read the caption. Use the information to complete the following sentences.
 - In the last years of the war, the Union gained control over more of the Confederacy.
 - Most Civil War battles were fought in Confederate states.
 - Many Southern cities, including the Confederate capital of Richmond, had to be rebuilt after the war.

History Through Maps

- Look at map B, "Civil War," and map C, "Battles Near Capitals." Write **U** next to each battle that was a Union victory. Write **C** next to each Confederate victory.
 - U Murfreesboro
 - C Chancellorsville
 - C Chickamauga
 - U Appomattox
 - U Vicksburg
 - U Gettysburg

Time and Change

- Use graph D, "American War Deaths," to answer the following questions.
 - What was the deadliest war for American troops? Civil War
 - How many soldiers died during the Civil War? 620,000

Thinking About History

- ★ 4. Look at picture E and read the caption. Also read the introduction. Use the information to complete the following sentences.
- What is one similarity between enslaved people and sharecroppers?
Both lived and worked on plantations. Both were poor.
 - What is one difference between enslaved people and sharecroppers?
Sharecroppers were free, but enslaved people were not.

How did railroads change the West?

Time and Change

- Turn to pages 56–57 of the Atlas. Read the introduction. Then look at graph A, “Miles of U.S. Railroad Track.” Use the information to complete these sentences.
 - After the Civil War, railroads replaced rough trails.
 - Over 110,000 miles of railroad track were laid, most of it in the West.

Links Far and Near

- Look at map B, “Railroads and Cattle.” Draw a line from each railroad or trail to its destinations.

Railroad or Cattle Trail

Destinations

- | | | | |
|----------------------------------|---|---|------------------------------------|
| a. Central Pacific-Union Pacific | • | • | linked Texas and Montana Territory |
| b. Goodnight-Loving Trail | • | • | linked San Francisco and Chicago |
| c. Kansas Pacific | • | • | linked Texas and Abilene |
| d. Chisholm Trail | • | • | linked Abilene and St. Louis |

People and Cultures

- Look at picture C and read the caption. Write **T** if the statement is true, and **F** if the statement is false.
 - Railroad companies offered cheap land in the Great Plains. T
 - Railroad companies wanted settlers to live near their railroads. T
 - Water was plentiful on the Great Plains. F

History Through Maps

- ★ 4. Use map D, “Railroads and Cattle,” to complete the traveler’s journal entry below.

Today I left my home in Chicago to travel to California. My first stop is Omaha. I am riding on the Union Pacific Railroad. My next stop will be Chicago. I will be seeing the Rocky Mountains for the first time. Near the Great Salt Lake, in the middle of cattle range country, the Union Pacific Railroad joins the Southern Pacific Railroad. Just a few more stops and I will be at my destination of San Francisco.

How did the lives of Native Americans change in the late 1800s?

People and Cultures

- Turn to pages 58–59 of the Atlas. Read the introduction. Then look at map B, “Indian Lands.” Use the information to answer the following questions.
 - Why were buffalo so important to the Plains Indians?
Buffalo were their main source of food.
 - By 1865 most Native Americans lived west of what river? Mississippi River

Time and Change

- ★ 2. Compare map B with map C, “Indian Lands.” Write **1865** if the statement was true in 1865, and write **1890** if the statement was true in 1890.
- Most of the West was made up of Native American lands. 1865
 - Three tiny buffalo ranges exist. 1890
 - Most Native Americans live on reservations. 1890
 - Buffalo ranges spread across the Great Plains. 1865

Thinking About History

- Compare picture A and picture D. Read their captions. Use them to answer the following questions.
 - In 1860 where did most Plains Indians learn? in their villages
 - In 1890 where did many Native Americans attend school? boarding school

Places, Regions, and Landscapes

- Look at graph E, “Shrinking Indian Lands.” Then draw a line from each year to the location of Native American land.

Year	Location
a. 1492	Native Americans forced west of the Mississippi River.
b. 1850	Native Americans lived on government reservations.
c. 1890	Native Americans lived across the entire continent.

How did a growing population change U.S. industry?

Gathering the Facts

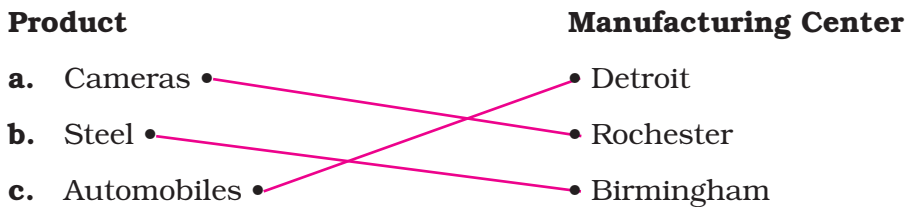
- Turn to pages 60–61 of your Atlas. Read the introduction. Then look at graph A, “Labor Force,” and picture C. Use the information to complete these sentences.
 - In 1900 60 percent of the labor force did not work on farms.
 - Factory workers included immigrants, children, and former farm workers.

History Through Maps

- Compare the two maps B, “A Growing Population.” Then, for each pair of events, write **C** next to the cause and **E** next to the effect.
 - C Miners move to California in search of gold.
E The population of California increases dramatically.
 - E Millions of workers move to Eastern cities.
C New factory jobs are available in the East.

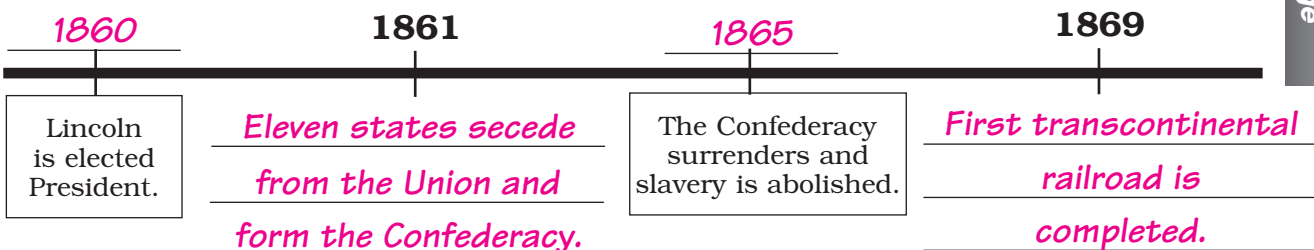
Thinking About History

- Look at map D, “Major Industrial Products.” Then draw a line from each product to its manufacturing center.



Time and Change

- ★ 4. Use the key dates on pages 50–61 to complete the timeline.



How did immigration and war change the United States?

People and Cultures

1. Turn to pages 62–63 of the Atlas. Read the introduction. Then look at graph A, “Largest Immigrant Groups.” Use the information to complete these sentences.
 - a. New immigrants and foreign wars made the United States more aware of the outside world.
 - b. The largest immigrant group from 1890 to 1918 was Italian.
 - c. Italians, Austro-Hungarians, and Russians immigrated from Southern and Eastern Europe.

Thinking About History

- ★ 2. Look at picture C and read the caption. Why do you think immigrants were inspected before they were allowed to enter the United States?
- To make sure they were healthy.

Links Far and Near

3. Look at map B, “American Lands Overseas.” Write **P** if the land was purchased, **W** if the land was won through war, or **A** if the land was obtained through agreement.

a. <u>W</u> Philippines	d. <u>P</u> Alaska
b. <u>W</u> Guam	e. <u>A</u> Panama Canal Zone
c. <u>A</u> Hawaii	f. <u>W</u> Puerto Rico

Time and Change

4. Look at map D, “World War I.” Number the following events, with **1** for the first and **4** for the last.

a. Germany surrenders	<u>4</u>
b. World War I begins	<u>1</u>
c. First major U.S. victory	<u>3</u>
d. First U.S. troops arrive	<u>2</u>

Who fought in World War II?

History Through Maps

- Turn to pages 64–65 of the Atlas. Read the introduction. Then look at map A, “World War II Begins.” Use the information to complete the following sentences.
 - World War II was fought between the Axis and the Allies.
 - Germany led the Axis powers.
 - The United Kingdom was an Allied power.
 - Japan was an Axis power.

People and Their Environments

- Look at picture B and read the caption. Write **T** if the statement is true, and **F** if the statement is false.
 - Victory Gardens were planted as part of the war effort. T
 - Children did not help in the war effort. F

Links Far and Near

- Look at map C, “World War II in Europe.” Circle the battles that were Allied victories.

a. Berlin	d. Battle of the Bulge
b. Sicily	e. El Alamein
c. Kasserine Pass	f. D-Day

Time and Change

- ★ 4. Look at map D, “World War II in the Pacific.” Use the information to complete the following paragraph.

In December 1941, Japan attacked the United States at Pearl Harbor. In 1942 there were two more key Axis victories. They were Bataan and Java Sea. Between 1942 and 1945 there were several key Allied victories. Three were Any three: Midway, Guadalcanal, Leyte Gulf, Iwo Jima, and or Okinawa. Japan surrendered after atomic bombs were dropped on Hiroshima and Nagasaki. It took the Allies almost four years to win the war in the Pacific.

Where did the Cold War turn hot?

Places, Regions, and Landscapes

- Turn to pages 66–67 of the Atlas. Read the introduction. Then look at map A. Use the information to complete the following sentences.
 - The Cold War was a struggle between Communist and anti-Communist countries.
 - The two opposing superpowers were the United States and the Soviet Union.

Location

- Look at map B, “Iron Curtain.” On the chart below, put an **X** in the correct column.

Country	Warsaw Pact	NATO	Other
United Kingdom		X	
West Germany		X	
Austria			X
Soviet Union	X		

Thinking About History

- Use map D, “Cuban Missile Crisis,” to answer the following questions.
 - Where were Soviet nuclear missiles installed? Cuba
 - What U.S. city was closest to the Soviet missiles? Key West
 - Was Cuba Communist or anti-Communist? Communist

Time and Change

- ★ Compare map C, “Korean War,” to map E, “Vietnam War.” Use the information to complete the following sentences.
 - In the 1950s, the Korean War was fought between Communist North Korea and anti-Communist South Korea.
 - In the 1960s and 1970s, another war was fought in Asia—in Vietnam. Again, Communists in the north fought anti-Communists in the south.

Where did struggles for equal rights occur?

People and Cultures

1. Turn to pages 68–69 of the Atlas. Read the introduction. Use the information to answer the following question.

What four groups struggled for equal rights? African Americans, Native Americans, Mexican Americans, and women.

History Through Maps

2. Look at picture A and map B, “Civil Rights Movement.” Draw a line from each activity of the civil rights movement to the correct location.

Civil Rights Activity

Location

- | | |
|-------------------------------|-------------------|
| a. lunch counter sit-in • | • Montgomery, AL |
| b. bus boycott • | • Greensboro, NC |
| c. school desegregation • | • Mississippi |
| d. voter registration drive • | • Little Rock, AR |

Thinking About History

3. Look at map C, “Mexican American and Native American Protests.” Write **T** if the statement is true, **F** if it is false.
- a. Both Mexican Americans and Native Americans had land claim disputes. T
- b. Native Americans wanted the right to fish where their ancestors did. T
- c. Native Americans formed the United Farm Workers Union. F

Gathering the Facts

- ★ 4. Look at graph E, “Senators and the Public.” Use the information from the graph to answer the following questions.
- a. In 1970 what percent of the U.S. population were white men? 43 %
- b. What percent of the U.S. Senators were white men? 95 %
- c. Which two groups were the most under-represented in the U.S. Senate?
white women and non-white women

How is America's population changing?

Places, Regions, and Landscapes

- Turn to pages 70–71 of the Atlas. Read the introduction. Then look at graph A, “U.S. Population by Region.” Use the information to complete the following sentences.
 - The region with the largest population is the South.
 - The population of the West has grown to 22 percent.
 - New jobs attract people to the South and West.

History Through Maps

- Look at map B, “Metropolitan Phoenix.” For each of the following cities below, identify if it was incorporated **before** or **after** 1950.

a. Glendale	<u>before</u>	d. Phoenix	<u>before</u>
b. Paradise Valley	<u>after</u>	e. Peoria	<u>after</u>
c. Fountain Hills	<u>after</u>	f. Mesa	<u>before</u>

Gathering the Facts

- Look at map C, “Population Density.” Use it to circle the correct answers.
 - Which of these states is the least densely populated?
Alabama Alaska Arkansas Arizona
 - Which state has areas with over 250 people per square mile?
Montana Wyoming South Dakota New Jersey
 - Which half of the United States is most densely populated?
North South East West

People and Cultures

- Use the introduction and graph D, “Largest Immigrant Groups Since 1970,” to answer the following questions.
 - Which populations are increasing due to recent waves of immigrants?
Hispanic Asian
 - What is the largest single immigrant group since 1970? Mexican.

How does the United States affect other countries?

Location

1. Turn to pages 72–73 of the Atlas. Read the introduction. Then look at map C, “U.S. Trade.” For each of the following countries, indicate if the United States **imports** goods from, **exports** goods to, or **both**.

- | | | | |
|--------------|----------------------------|-----------|----------------------------|
| a. Nigeria | _____ <i>imports</i> _____ | d. China | _____ <i>both</i> _____ |
| b. Australia | _____ <i>exports</i> _____ | e. Brazil | _____ <i>exports</i> _____ |
| c. Germany | _____ <i>both</i> _____ | f. Canada | _____ <i>both</i> _____ |

Gathering the Facts

2. Look at map D, “U.S. Troops Abroad.” Write **T** if the statement is true, **F** if it is false.

- a. The map has a war icon in Afghanistan. _____ *T* _____
- b. No U.S. troops are stationed on the continents of Australia or Africa. _____ *F* _____
- c. More aircraft carrier groups are located in the Pacific than the Atlantic. _____ *T* _____

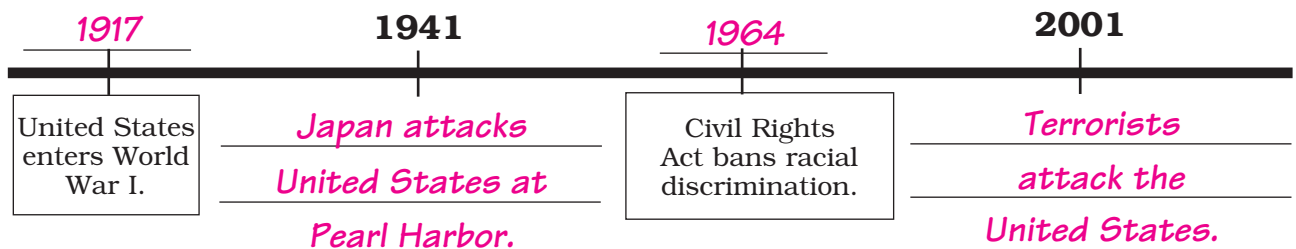
Links Far and Near

3. Look at graph E, “Distribution of Aid.” Use the information to complete the following sentences.

- a. The United States provides over eight billion dollars in aid per year for _____ *the Middle East and North Africa* _____.
- b. _____ *Europe* _____ receives the least aid of the areas represented on the graph.

Time and Change

- ★ 4. Use the key dates  on pages 62–73 to complete the timeline below.

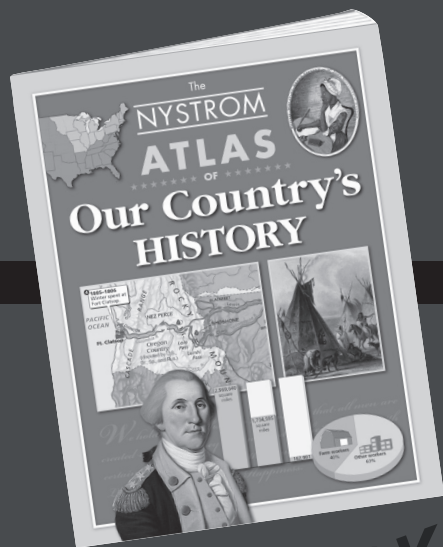


**OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE**

Atlas of Our Country's History & Literacy Lessons

These Literacy Lessons complement the other lessons in this program. They do not take their place. Together, they exemplify how *The Nystrom Atlas of Our Country's History* develops and applies critical thinking and in-depth analytical skills.

These 15 lessons provide models that can be used with other parts of the Atlas, as well as with other social studies materials. Using them throughout the year will give students multiple opportunities to apply these skills.



Introduction

How to Use Literacy Lessons
Answer Key

Lessons

- | | | | |
|---|-------------------------------------|----|--|
| 1 | Quote Accurately from Text | 9 | Gather Relevant Information |
| 2 | Identify Main Ideas and Key Details | 10 | Draw Information from Multiple Sources |
| 3 | Summarize Text | 11 | Determine the Meanings of Words |
| 4 | Describe Structure: Comparison | 12 | Explain Relationships |
| 5 | Identify Evidence to Support Points | 13 | Write Narratives |
| 6 | Report on a Topic | 14 | Write Informative Text |
| 7 | Describe Structure: Cause/Effect | 15 | Write Opinion Pieces |
| 8 | Describe Structure: Chronology | | |

**OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE**



How to Use the Literacy Lessons

Most state standards for English Language Arts recommend that 50 percent of the text read by students in grade 4 and 55 percent read in grade 8 be informational text. The language in *The Nystrom Atlas of Our Country's History* is informational text. The Atlas includes a variety of text, graphs, tables, and photographs, as well as maps.

These lessons can help you apply English Language Arts skills and concepts in the context of Social Studies.

Teaching Tips

- All lessons use the *Atlas of Our Country's History*. A few lessons also require a computer, tablet, or smartphone with Internet access. Any additional materials needed are listed under the lesson title.
- Each lesson can serve as a model to use with other two-page spreads in the *Atlas of Our Country's History*.
- As you become familiar with these lessons, you will see ways to combine and apply your state standards with the Atlas, as well as with other materials and programs.

Digital Resources

StrataLogica.com

The *Atlas of Our Country's History* is available in both print and e-book formats. In its e-book format, at www.StrataLogica.com, the Atlas can be displayed on a whiteboard, computer, or iPad®. Teachers and students can zoom closer to a section of a page and add emphasis with erasable marks on the Atlas pages. The e-book is available through a license or subscription to StrataLogica.com.

OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE



Answer Key

Lesson 1

- 2a.** They built their shelters and made their tools and clothing.
- 2b.** They made everything else they had, such as toys, boats, and utensils for cooking and eating.
- 3a.** They lived in areas that were warm or had easy access to water.
- 3b.** areas with a high population
- 3c.** They were warm or had easy access to water.
- 4a.** They hunted, gathered, fished, or farmed.
- 4b.** California-Intermountain, Southwest, Middle America, Plains, Eastern Woodlands
- 5a.** They had different resources and climates.
- 5b.** They had lots of grasses. Their climate probably didn't get very cold.
- 5c.** They had trees and grasses. It got cold sometimes.
- 5d.** Answers will vary.

Lesson 2

- 1b.** Main Idea 1: Explorers were looking for a route to the Indies through North America.
Main Idea 2: These explorations led to European land claims in North America.
- 2a.** Details will vary. Students may mention that explorers kept trying to go through or around North America to get to the Indies or name specific explorers and routes they took.
- 2b.** Details will vary. Students may mention specific areas explored, such as Cartier exploring and claiming the St. Lawrence River area for France or Hudson exploring and claiming the Hudson River area for the Dutch.
- 3a.** Main Idea 1: Several Spanish explorers explored the southern United States.
Main Idea 2: These explorers claimed the land they explored for Spain.
- 3b.** Details will vary, depending on the main idea selected. Students may mention specific explorers and areas they explored. Or they might name specific regions claimed by specific explorers.

Lesson 3

- 2c.** Summaries will vary. They should mention large numbers of Africans being sent to the Americas as enslaved people.

Lesson 4

- 1c.** New England Colonies, Middle Colonies, Southern Colonies.

2-3.

	New England Colonies	Middle Colonies	Southern Colonies
Colonies	Massachusetts New Hampshire Connecticut Rhode Island	New York Pennsylvania New Jersey Delaware	Maryland Virginia North Carolina South Carolina Georgia
Percent of Total Population	White <u>30</u> % Black <u>1</u> %	White <u>23</u> % Black <u>2</u> %	★ White <u>26</u> % Black <u>18</u> %
Official Religions in 1775	Puritan (Congregational) & religious tolerance	Anglican (Episcopal) & religious tolerance	Anglican (Episcopal)
Unique Land Uses	whaling	none	+ tobacco indigo rice

Lesson 5

- 1b.** Homelands Source: page 31, map B, "Triangles of Trade"
Evidence: The homelands of enslaved people were along the west coast of Africa.
Agricultural Source: page 11, photo D caption
Evidence: "Most West Africans lived in farming villages."
- 1c.** Source: page 22, graph B, "Population by Region"
Evidence: 21% of the population was Black. 18% lived in the Southern Colonies.
- 2a.** Enslaved people labor Source: page 30, map A, "Slavery in the Thirteen Colonies"*
Evidence: Enslaved people worked on indigo, rice, tobacco, and wheat plantations or on farms and in workshops.
- 2b.** Trade goods Source: page 31, map B, "Triangles of Trade"*
Evidence: British colonies traded tobacco, indigo, rice, and grain to Europe.
- 2c.** Most valuable Source: page 31, graph C, "Colonial Exports to Great Britain"
Evidence: 80.8% of exports came from the Southern Colonies, home of most enslaved people.
* Page 31, graph C, "Colonial Exports to Great Britain" could also be used. Evidence from this graph would be slightly different from the evidence listed above.

OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE



Lesson 6

- 1b.** Sentences will vary. They should say something about the course of the Revolutionary War.
- 1c.** Main ideas will vary. But they may include:
 Not all colonists wanted independence.
 Early battles took place in the New England and Middle Colonies.
 Later battles took place in the Southern Colonies.
 The Patriots won the war and gained their independence.
- 1d.** Details will vary, but may include:

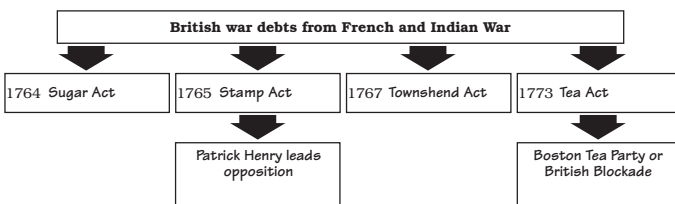
The British were better trained and supplied. Over twice as many Patriots as British soldiers died in the war. Fighting lasted six years. But it took two more years to officially end the war.

- 2a.** Visual displays will vary, but should be a specific map, graph, or picture from pages 34–35.
- 2b.** Visual displays will vary, but should relate somehow to the Atlas spread.
- 3.** Outlines will vary, but should include at least two main ideas and several details about them.
- 4.** Listen to several reports. Provide pointers on how to improve them.

Lesson 7

- 1a.** Effect: Answers will vary. Students may mention Britain gaining land east of Mississippi River, increased control over colonies, new taxes, or colonists forbidden to settle west of the Proclamation Line.

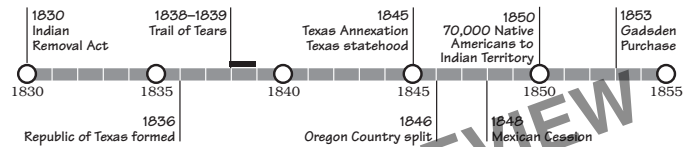
1b.



- 2b.** Effect: Answers will vary. Students might mention gaining land west of the Appalachians or ratifying the Constitution.
- 3.** Pages 38–39, Cause: Wilderness Road built; Effect: Thousands of Americans settle in Kentucky and Tennessee.

Lesson 8

- 1c.** Three Worlds Meet and Colonial America
- 2b. 1820:** Captions will vary. Students should mention rivers and steamboats.
1840: Captions will vary. Students should mention canals linking rivers and canal boats.
1860: Captions will vary. Students should mention trains replacing canal boats and steamboats.
- 3b.** Students should include five of these events.



Lesson 9

Provide students with a format that you want them to use for their bibliography

- 2a.** Pioneer families in covered wagons headed for the rich farmland available in the Oregon Territory.
- 2b.** Students may mention: “Pioneer Trails” map, “Moving West on the Oregon Trail” graph, Oregon Trail photo, or “All About the Oregon Trail” link.
- 3b.** Rephrased sentences will vary. Students should mention the Great Plains as not being a place pioneers considered settling.
- 4a.** Students should circle the two quotation marks, draw a box around Amelia Stewart Knight, and underline “The Oregon Trail.”
- 4b.** Website credit lines will vary, depending on your format. Students should mention www.OurHistoryAtlas.com somewhere in the credit line.

Lesson 10

- 1.** Answers and sources will vary, depending on the slave state chosen.
- 2a.** graph A, page 50; map E, page 51
- 2b.** “Union and Confederate Resources”
- 2c.** The Union had more land in farms, population, railroad tracks, factories
- 3a.** the year, location, and victor of the battle
- 3b.** “Civil War Battles by State;” “Black Soldiers in the Civil War”

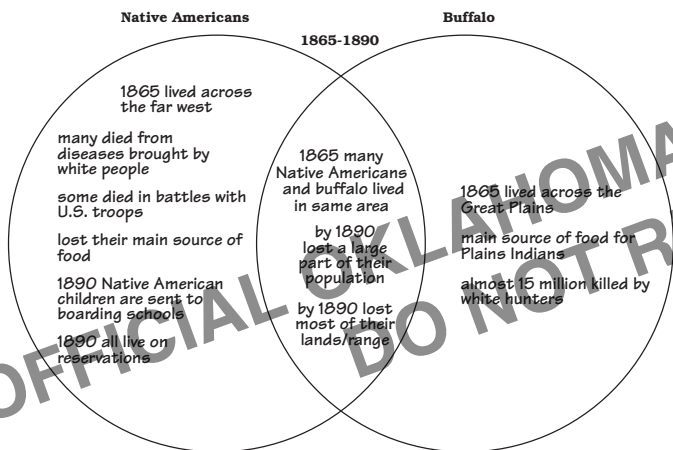


Lesson 11

- 1a.** The South wanted balance of power. The North wanted to keep slavery from spreading. Congress passed it.
- 1b.** Before: Slave 11, Free 11
After: Slave 12, Free 12
- 1c.** Maine came in as a free state and Missouri as a slave state, to keep the Senate evenly divided.
- 2a.** It stops trade. It deprives the Confederacy of resources. The Union set it up.
- 2b.** It has to do with ships. It is located off the coastline.
- 4.** someone who overthrows slavery

Lesson 12

1c.



- 2.** Students may mention the buffalo as a food source, both being killed by white people, or both losing land.

Lesson 13

Narratives will vary, depending on the idea chosen. There should be a clear narrator and the characters and setting should be described. The plot should build suspense and reach a resolution. Descriptive details should be historically accurate and bring the story to life.

Lesson 14

- 1b.** Axis, Allies
- 1c.** main Axis powers
- 1d.** main Allied powers
- 2b.** Overviews will vary. Students should mention that World War II was fought in Europe and the Pacific. They may mention Africa too.
- 2c.** Bullets will vary. Students should include details about either Europe or the Pacific, possibly naming specific countries and battles.
- 2d.** Bullets will vary. Students should include details about the other region (Europe or the Pacific), possibly naming specific countries and battles.
- 3a.** Children planted Victory Gardens to grow food.
- 3b.** Examples will vary. Students might mention from Egypt and then across North Africa to Italy, from the Soviet Union and then Poland to Germany, from the Soviet Union and then to Romania to Hungary, or from France and then Belgium to Germany.

Lesson 15

- 1a.** population control in the United States
- 1b.** Opinions will vary. Students should either support or be against population control.
- 1c.** Arguments will vary.
- 2a.** Who: specific audience, government official, or publication
What: blog, letter, or letter to the editor
- 4-6.** Opinion pieces will vary. Students should state the issue—population control. They should state their opinion on it, as well as the opposing opinion. Their arguments should support their opinion or knock down their opposition's. The piece should include accurate, relevant details and facts. The piece should end with a concluding statement.

Quote Accurately from Text

Today you'll practice reading a text closely. You'll also use the text to make inferences.

1. Native Americans were here long before Columbus arrived. In this lesson, you'll learn more about those first Americans. Turn to pages 8–9 of the Atlas. Read the focus question and the introduction.

2. Look at picture A. Read its caption.

- a. What does the caption explicitly say Native Americans built or made?

- b. Based on that information, what can you infer that Native Americans also made?

3. Look at map B, "North American Population." Read its caption.

- a. Where does the caption explicitly say most Native Americans lived?

- b. Look at the map legend. What does the darkest color represent?

- c. Based on the information in the caption, what can you infer about those areas on the map?

4. Look at chart C, "Typical Foods of Native Americans." Read its caption.

- a. How does the caption explicitly say Native Americans obtained their food?

- b. Look at the chart. In which regions can you infer people farmed?

5. Look at map D, "Native American Cultures." Read its caption.

- a. What was the reason Native American cultures built different types of shelters?

- b. Look at the shelter for the California-Intermountain culture. What can you infer?

- c. Look at the shelters in picture A. What can you infer about their resources or climate? _____

- d. Which culture region could this village be in? Why? _____

Identify Main Ideas and Key Details

What is the main idea behind that paragraph? Today you'll find out.

Main Ideas

- 1.** The main idea is the most important thing a reading is about.
 - a.** Turn to page 14 of the Atlas. Look at map B, "Exploring the East Coast." Read its caption.
 - b.** What do you think the main ideas of this map and caption are?

Main Idea 1: _____

Main Idea 2: _____

- c.** Now break up into groups of three or four students. Compare your main ideas. Choose the best ones. Or combine parts to create two strong main ideas. Write your revised main ideas on the back of this page.

Key Details

- 2.** Main ideas are usually supported by key details.
 - a.** On page 14, read the introduction. (The introduction is the text in the upper left corner of the page, below the focus question.) Then look at map B again. What details from the introduction and map support your first main idea?

- b.** What details from the introduction and map support your second main idea?

- 3.** On page 15, look at map C, "Spanish Explorations." Read its caption.

- a.** What are the main ideas of this map?

Main Idea 1: _____

Main Idea 2: _____

- b.** Name two details that support one of your main ideas.

OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE

Summarize Text

The Atlas provides information in a variety of ways. Today you'll summarize that information.

Text

1. A summary is a brief description of something. It doesn't include all the details. It just focuses on the main ideas. Turn to pages 16–17 of the Atlas. Read the focus question and the introduction.
 - a. This introduction is an example of a summary. Read the introduction again.
 - b. Now look quickly over the other information on pages 16–17. Tell a partner one detail from pages 16–17 that the introduction does not include.

Maps and Pictures

2. Maps provide information both visually and with text.
 - a. Look closely at map B, "Atlantic Slave Trade." Read its caption. How could you summarize that information? Think about the main idea of the map.
 - b. Tell a partner your summary of the map. Then listen to your partner's summary. Are there parts of each that you could combine to make a better summary?
 - c. Together write a combined summary on the back of this page.
3. Paintings and photos also provide information visually.
 - a. Look at picture C. Read its caption.
 - b. The caption includes some information that is not shown in the picture. When you summarize the picture, only include the main ideas of the picture itself.
 - c. Summarize the picture for your partner. Listen to your partner's summary. What did you see differently?


Graphs

4. Graphs show information that is based on numbers.
 - a. Look at graph A, "Death of the Taino." This is a line graph. With your finger, trace the orange line. Point to the Taino population in 1492 and then in 1550.
 - b. Summarize the graph for your partner. Then listen as your partner tells you the main idea of the graph. Were your summaries the same? Why or why not?
5. Pictographs, bar graphs, and pie charts show information with numbers.
 - a. Look at graph D, "Newcomers to the Americas." The circle represents the total number of newcomers to the Americas by 1625. Point to the largest section.
 - b. Summarize this graph for your partner. Then listen to your partner's summary. Which summary was more complete? In what way?

Describe Structure: Comparison

Pages in the Atlas are organized in several ways. Today you'll look at pages that compare information.

1. The Thirteen Colonies were divided into three regions. Turn to page 22 of the Atlas. Point to map A, "Thirteen Colonies."
 - a. In the map legend, find the symbol for Regional division.
 - b. On the map, with your finger, trace the regional division lines between colonies.
 - c. What are the names of the three regions?

2. Now turn to pages 24–29. These three spreads all are organized in same way, to make comparisons easier. They each have a focus question, introduction, reference map, "Land Use" map, "Religion" graph, key date , and picture.

Use the information on pages 22–29 to complete the chart below. "Unique Land Uses" are uses no other region has.

	New England Colonies	Middle Colonies	Southern Colonies
Colonies			
Percent of Total Population	White _____% Black _____%	White _____% Black _____%	White _____% Black _____%
Official Religions in 1775			
Unique Land Uses			

3. Use your chart to compare the three regions.
 - a. Circle the name of the largest region.
 - b. In the population row, put a star ★ by the region with the largest total population.
 - c. In the land use row, put a plus sign + by the region with an advantage in terms of land use.

Identify Evidence to Support Points

Good writers use evidence to support the points they make. Today you'll locate that evidence.

- 1.** Turn to pages 30–31 of the Atlas. Read the introduction. Then find evidence to support each point. Identify your source—the page it is on and the map or graph it comes from. Describe how this evidence supports the point. (See the sample below.)

- a.** “By the 1700s, there were enslaved people throughout the British colonies.”

Source _____ *page 31, Key Date* _____

Evidence _____ *In 1750 slavery was legal in every colony.* _____

- b.** “Enslaved people in America were originally taken from homelands in agricultural West Africa.”

Support for “homelands in West Africa” (see pages 30–31)

Source _____

Evidence _____

Support for “agricultural” (see pages 10–11)

Source _____

Evidence _____

- c.** “More enslaved people were used in the Southern Colonies than in the other regions.”
Support (see pages 22–23)

Source _____

Evidence _____

- 2.** The point below is more difficult to support. Evidence can be found on pages 30–31.

“Enslaved people produced some of the most valuable trade goods of the colonies.”

- a.** Support for goods produced by “enslaved people”

Source _____

Evidence _____

- b.** Support for “trade goods”

Source _____

Evidence _____

- c.** Support for “most valuable”

Source _____

Evidence _____



Report on a Topic

Also needed for this lesson: Internet access

Throughout your years in school, you'll be asked to give oral reports on a variety of topics. Today you'll give one about pages from the Atlas.

Identify Main Ideas and Details

1. Turn to pages 34–35 of the Atlas. From these pages, you'll give a short oral report.
 - a. Start by reading the focus question and the introduction. Then quickly look at the maps, graphs, and picture and skim their captions.
 - b. Think about what you've just read and seen. In one sentence, describe what these two pages are about.

- c. Now identify two or three **main ideas** from those two pages. Write them below:

- d. Which **details** are really important?

Select or Create Visual Displays

2. **Visual displays** can help other people understand what you are talking about.
 - a. Select one map, graph, or picture from pages 34–35 to use in your report. Which will it be? Why?

- b. Add another visual display. It might be a picture of a Revolutionary War battle from www.OurHistoryAtlas.com; a chart you create showing battles by year or by colony; or a web, diagram, or timeline about the war. What will you use?

OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE



Report on a Topic

Outline Your Report

- 3.** Now it is time to outline your report. Many public speakers prefer to speak from an outline, rather than write out their entire report. Take your main ideas, details, and visual displays from steps 1 and 2 and think about where they would fit in your report. You may have more than two details to add for some main ideas. You may not have a visual display to use with each section.

Introduction _____

A. Main Idea _____

1. Detail _____

2. Detail _____

Visual display _____

B. Main Idea _____

1. Detail _____

2. Detail _____

Visual display _____

C. Main Idea _____

1. Detail _____

2. Detail _____

Visual display _____

Closing _____

Present Your Report

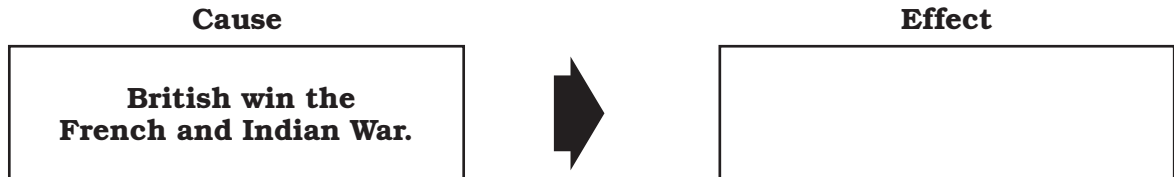
- 4.** Find a partner. Use your outline to present your report to your partner. Then have your partner present his or her report to you. Keep your presentation shorter than two minutes.
- a.** If your partner included something important in his or her presentation that you forgot to include, feel free to add it to your report. Also feel free to change the order of your main ideas or add details.
- b.** Present your report again. Was it better this time? Why?
- 5.** Throughout the rest of the school year, take turns presenting short oral reports about topics you discover in the Atlas.

OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE

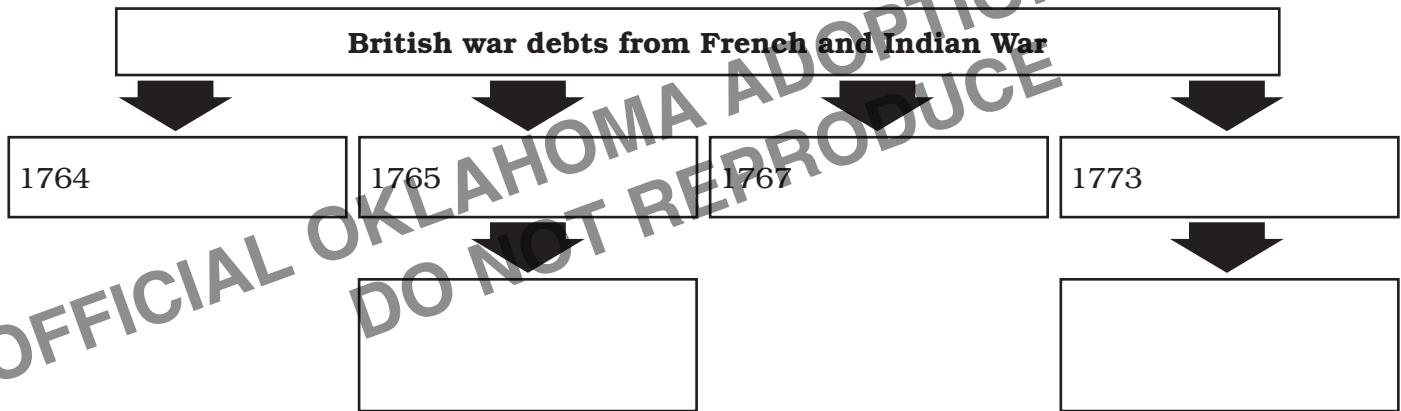
Describe Structure: Cause/Effect

Pages in the Atlas are organized several ways. Today you'll look at pages that show cause and effect.

1. In 1763 the end of a war caused a number of problems.
 - a. Turn to pages 32–33 of the Atlas. Read the focus question and introduction. Then use the information to add one of the effects of the war to the following cause-and-effect chart.



- b. The following is another more complex cause-and-effect chart. Use chart B, "British Taxes on the Colonists," and map D, "The Rebellion Builds," to help you add events to this chart.



2. Twenty years later the end of another war brought more changes.
 - a. Turn to pages 36–37 of the atlas. Read the focus question and introduction.
 - b. Use information from the introduction to add one of the effects to the following chart.



3. Now find another spread in Unit 3 that has a cause and effect structure.

Pages _____

Cause _____ Effect _____

OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE

Describe Structure: Chronology

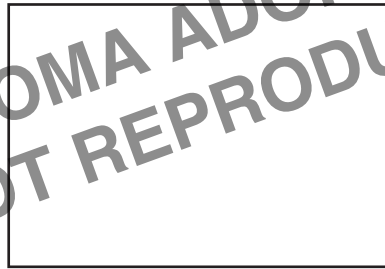
Pages in the Atlas are organized in several ways. Today you'll look at pages that are chronological.

- 1.** A chronological structure follows the calendar. Years or months are in sequence.
 - a.** Turn to the table of contents on pages 2–3 of the Atlas. Look at the years after the unit titles. Notice that they are in chronological order. Unit 2 happens after Unit 1; Unit 3 after Unit 2. Even so, units overlap by a few years.
 - b.** Now turn to pages 4–5. This page shows the units on a timeline. Point to years where two units overlap.
 - c.** Which sections overlap the most? _____
- 2.** Pages with a chronological structure can show change over time.
 - a.** Turn to pages 44–45. Three maps have identical titles. Only the years change.
 - b.** Look closely at the three maps and read their captions. Then, for each map, write a new brief caption in the boxes below that explains how travel changed.

1820



1840



1860



- 3.** Chronological events can easily be shown on a timeline.
 - a.** Turn to pages 46–47. Read the introduction, captions, and key date . Also look at the maps.
 - b.** Select five events from the maps to put on the timeline below. Add them to the timeline, above or below the appropriate year. For events that covered several years, add a bar above or below the line to show the time span the event covered.




Gather Relevant Information

Also needed for this lesson: Internet access

When you gather information for a research project, keep these tips in mind.

Identify Relevant Information

1. Turn to pages 48–49 of the Atlas. Read the text. Look at the maps, key date , graph, and picture.
2. Only take notes on the information that relates to your topic. Let's say you are writing a paper on *why people moved west on the Oregon Trail*.
 - a. Put a check in front of any of the following facts that you could use in your paper.
 - Pioneer families headed for the rich farmland available in the Oregon Territory.
 - The Oregon Trail went through the South Pass.
 - The Mormon Trail and Oregon Trail followed part of the same route.
 - b. Go to the Atlas website, www.OurHistoryAtlas.com. Look through Maps, Graphs, Photos, and Links for information that you could use in your paper. List them below.

Take Notes

3. Do not copy text from a book or online resource directly into your paper and pretend that you wrote it. That is plagiarism. When you take notes, put them in your own words.
 - a. In the Atlas, on page 49, look at map D, "Pioneer Trails." Read the caption.
 - b. You could use information from the first sentence in your paper. Put it in your own words. Write your sentence on the back of this paper.

Credit Sources

4. When you use information from another source, it is important to give it credit.
 - a. Sometimes you'll find a really powerful quotation or statement that you'd like to use as is in your paper. You can do that if you put it in quotation marks and credit the source. Below, circle the quotation marks, draw a box around the author's name, and underline the source.

On the website *The Oregon Trail*, pioneer Amelia Stewart Knight wrote about Oregon, "We also passed over some pretty country today. We stopped to noon at a very beautiful spot. It was prairie interspersed with strips of pretty fir timber, with their branches sweeping the ground. To the left of us was a deep ravine, with a clear stream of water meandering through it."

- b. Let's say you'd like to use the "Moving West on the Oregon Trail" graph from www.OurHistoryAtlas.com in your paper. How would you credit it?

OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE

Draw Information from Multiple Sources

Also needed for this lesson: Internet access

No one source has all the information you need. You need to look at multiple sources.

1. Let's say you want to look at the Civil War in more detail. Where do you begin?
 - a. Turn to pages 50–51 of the Atlas. Look at map C, “Dred Scott Decision,” and choose one of the slave states.
 - b. Then use a variety of maps and graphs on pages 51–55 to complete the chart below for that state.
 - c. Note which source (map or graph) your information came from and its page.

Slave State	Has Cotton Growing Areas	Has Cotton Textile Manufacturing	Part of Union or Confederacy	Civil War Battles Fought in State
Source:	Source:	Source:	Source:	Source:
Page:	Page:	Page:	Page:	Page:

2. The introduction to pages 54–55 says, “*The Union had the advantage of more people and greater resources.*” Where can you find evidence to prove that statement?
 - a. Look at pages 50–55. Which maps or graphs support that statement?

- b. Go to the Atlas website www.OurHistoryAtlas.com. Under Graphs, in Unit 5, which graph might have the evidence you need?

- c. According to that graph, which resources did the Union have more of?

3. Let's say you'd like to find out more about a specific Civil War battle.

- a. Look at the maps on pages 53–55. What can you find out about the battle?

- b. On the website, under Links for Unit 5, which additional sources could you use?

Determine the Meanings of Words

The *Atlas of Our Country's History* will have some words that you don't know. Today you'll learn some tricks for decoding them.

Context Clues

1. The words surrounding a word might give you some clues about the meaning of the word. So could a nearby map.
 - a. Turn to pages 50–51 of the Atlas. In the caption for map B, “Missouri Compromise,” find the word *Compromise*. What clues does the text give you?

- b. Look at map B. How many slave states and free states were there before the law was passed? How many after? Count the states.

Before:	After:
Slave _____	Slave _____
Free _____	Free _____

- c. What was the compromise in the Missouri Compromise?

2. Context clues can help you find the meanings of other words too.

- a. Turn to pages 52–53. Read the introduction. Find the word *blockade*. What clues does it give you about what a blockade is?

- b. Look at map D, “Civil War, 1861–1862.” In the legend, find the symbol for a blockade. Now find those symbols on the map. What clues do they give you about blockades?

3. Images also can provide context clues.

- a. On page 55, find photo E. In the caption, find the word *sharecropping*.
 - b. Look at photo E. What clues does it give you about sharecropping?

Glossaries

4. If you still aren't sure of the meaning of a word, turn to a dictionary or a glossary. On pages 50–51, in caption D, find the word *abolitionists*. Then turn to the Glossary. Find the meaning of *abolition*. Now who do you think an abolitionist is?

OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE

Explain Relationships

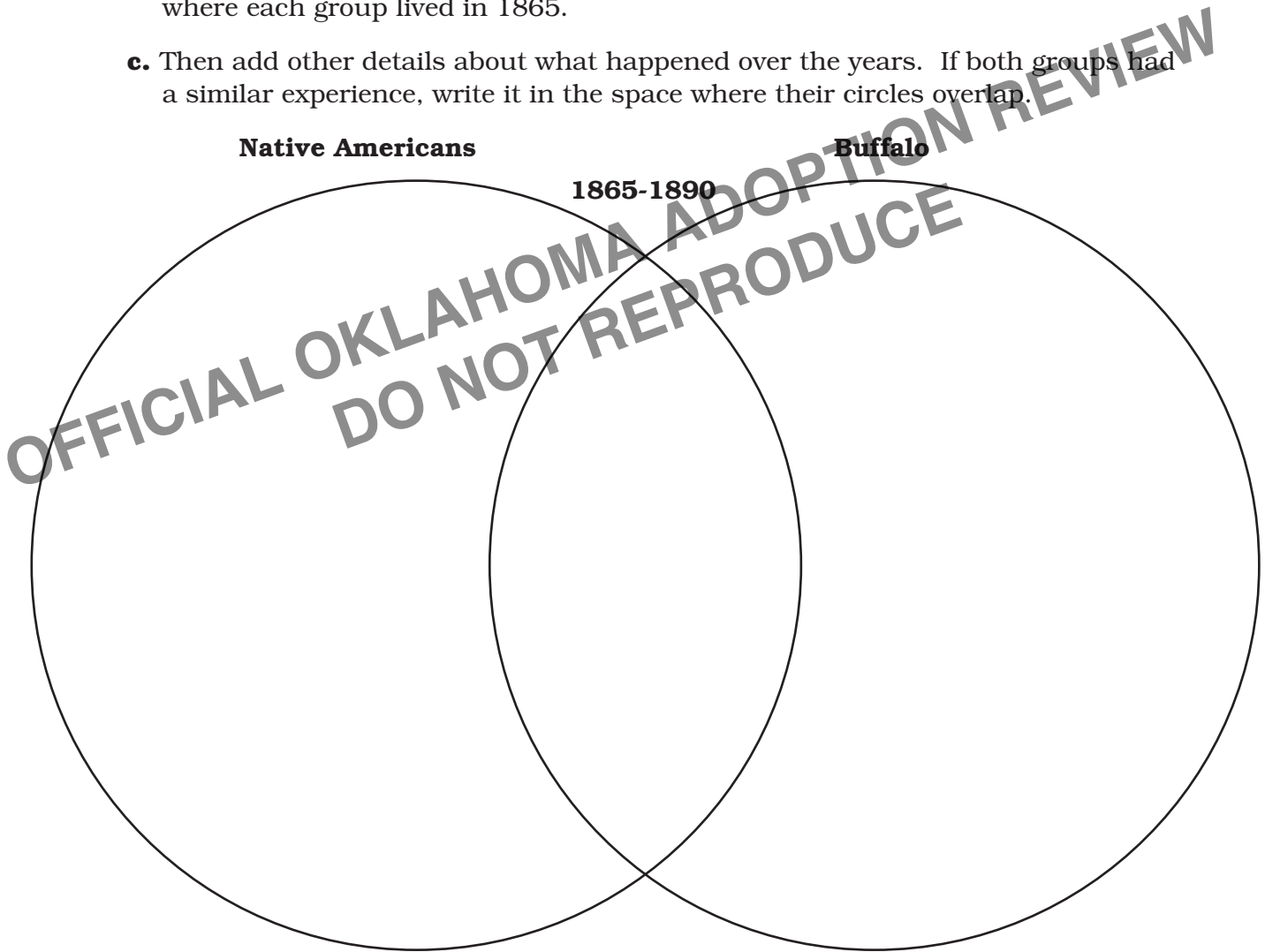
Many events in the Atlas are related. People, places, and things throughout history interacted. Today you'll examine one of those relationships.

- 1.** A Venn diagram is a great tool for considering relationships. The areas where the circles overlap can show similarities in circumstances, events, or locations. Today you'll use the diagram below to compare Native Americans and buffalo in the United States between 1865 and 1890.
 - a.** Turn to pages 58–59 of the Atlas. Read the focus question and introduction. Then look at all the images and read their captions.
 - b.** Use information from pages 58–59 to add details to the diagram. Start by describing where each group lived in 1865.
 - c.** Then add other details about what happened over the years. If both groups had a similar experience, write it in the space where their circles overlap.

Native Americans

Buffalo

1865-1890



- 2.** Look at your diagram. Name one way Native Americans and the buffalo were linked.

Write Narratives

Also needed for this lesson: Internet access

A narrative tells a story. The pictures and events in the Atlas can inspire a narrative. Narratives can take many forms. For this activity, you'll write a short story.

Get Inspired

1. The Atlas could provide an idea for a story. It might be a picture or an event, such as:
 - page 51, picture D: enslaved people on the Underground Railroad
 - page 56, map B: 1869 a golden spike unites the Central Pacific and Union Pacific railroads
 - page 59, picture D: Native American children sent to a boarding school
 - page 61, picture C: child laborer

Look through Unit 5 of the Atlas for a story idea. Write your **inspiration** below.

Inspiration: _____

Choose the Characters

2. Now think about the **characters** for your narrative. Your characters could be the children in a photo or painting in the Atlas.
 - a. Who will the story be about? _____
 - b. Who else will be in the story? (You may need a villain or someone—a friend or family member— to help the main character.)

3. Who will tell your story? This “voice” is your **narrator**. It could be one of the characters. Characters only can describe the actions they witness. Or it could be an outsider, a narrator who sees and knows everything.

Who will be your narrator? _____

Identify the Setting

4. Now think about the setting, the time and place, for your narrative. Use the Atlas to help you describe the setting.

Where will it take place? _____

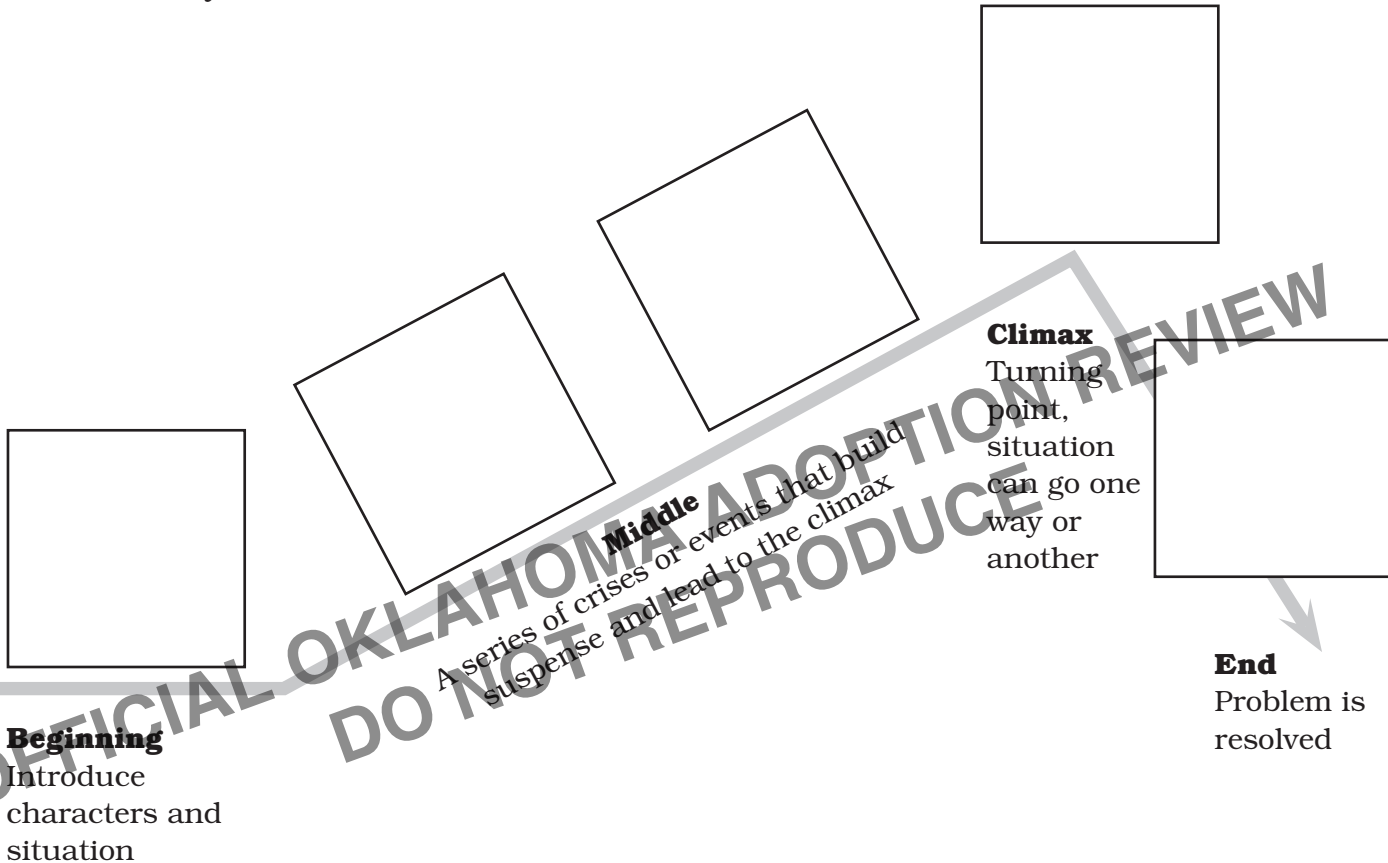
When will it take place? _____

OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE

Write Narratives

Outline the Plot

5. Now it is time to outline the **plot**. What events do you need to tell your story? How can you build excitement or suspense? Write the main events in the boxes on the story line below.



Write

6. You have all you need to begin your first draft. Just try to get the basics of your story out. You can polish it later.

Revise

7. Now read your story. **Details** can help it come alive. Because you are writing this for a history class, the events should be historically accurate. Refer to the Atlas and www.OurHistoryAtlas.com for more details about the time and events. Look at the reference map on pages 74–75 of the Atlas to get a feel for the terrain and plant life in an area. Add a few descriptive details to your narrative.
8. Then pass your story on to another student. Have that person read it. Does he or she have any suggestions for making the story clearer or more exciting? Think about the suggestions and revise the story.

Write Informative Text

Informative text provides information clearly and without bias. It presents facts, not opinions.

Write an Overview and Bullets

1. The text in the Atlas is an example of informative text.
 - a. Turn to pages 64–65 of the Atlas. Read the focus question and the introduction.
 - b. Notice that the first sentence of the introduction is an **overview**. Which groups fought World War II?

- c. The first **bullet** provides more details about the _____.
 - d. The second **bullet** provides more details about the _____.
2. What if the focus of the pages changed? How would that affect the introduction?
 - a. Read all the text on pages 64–65. Look closely at the maps and photo.
 - b. The new focus question is *Where was World War II fought?* Write a new overview.

- c. The first bullet should be about the first location in your overview. What details would you include?
- d. The second bullet should be about the second location. What details would you include?

If the introduction mentions another region, a third bullet should give details about it.

Add More Details

3. Informative text can use different types of details, such as **facts**, **definitions**, **quotations**, and **examples**.
 - a. Read the caption for photo B. What is a fact about how Americans helped with the war effort?

- b. Read the caption for map C, “World War II in Europe.” Look closely at the map. Complete the description of one of the Allied Advances.

Allied troops moved from _____ and then _____ to _____.

OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE

Write Opinion Pieces

Also needed for this lesson: Internet access (optional), books for research (optional)

Everyone has an opinion. Today you'll have a chance to express one of yours.

Identify Your Position and Arguments

1. Turn to pages 70–71 of the Atlas. Read the focus question and introduction. Look at the photos, maps, and graphs and read their captions.
 - a. Some people are concerned that the population of the United States is getting too large and feel it should be controlled. Others disagree. Write the issue below.

Issue: _____

- b. How do you feel about population control? State your opinion or position on the issue.

Position: _____

- c. Come up with three arguments or reasons to support your opinion. The Atlas may be able to help you. If you have more than three arguments, choose the three that you think are strongest.

Argument 1: _____

Argument 2: _____

Argument 3: _____

Select a Format

2. What type of opinion piece will you write? You could write a blog entry, a letter to a government official, or a letter to the editor of a newspaper or magazine. Think about who you want to reach with your message and the best way to reach that person or audience.

a. To whom will you write it? _____

b. What kind of piece will you write? _____

OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE

Write Opinion Pieces

Outline Your Piece

3. The box at the right includes the steps in writing an opinion piece. Fill in the outline below with the issue, opinion, and arguments from step 1 on sheet 15a.

a. Issue:

b. Your opinion on the issue:

c. The opposing opinion on the issue:

d. Your arguments:

e. Concluding statement:

Writing an Opinion Piece

- a.** State what the issue is.
- b.** State your opinion on the issue.
- c.** State the opposing opinion on the issue.
- d.** Put your arguments in an order that will knock down the opposing opinion.
- e.** Finish with a concluding statement such as a call to action.

OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE

Write a Draft

- 4.** Use the outline above to help you start writing. Get your ideas down on paper.
- 5.** Read your opinion piece. Then go back and add details and facts to support your arguments. Look through the Atlas for examples or data from current events or from other times in history. Or gather facts from links on www.OurHistoryAtlas.com, other websites, or books.

Details and Facts:

- 6.** Before you turn in your opinion piece, have someone else read it. Then revise the piece to make sure your opinions are stated clearly and effectively.



NYSTROM
EDUCATION

**OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE**

v2.6

NYS5040 978-0-7825-2379-9



9 780782 523799