

# Mapping United States History

HANDS-ON SOCIAL STUDIES PROGRAM



## Teacher's Guide



- Program Includes:
- Teacher's Guide
  - The Nystrom Atlas of United States History
  - Activity Maps
  - Markers

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# U**MAPPING** N**UNITED** S**STATES** H**HISTORY**

Hands-on Social Studies Program

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# Contents

## U MAPPING S UNITED T STATES H HISTORY

Hands-on Social Studies Program

Program Components  
Using Mapping United States History  
Scope and Sequence  
Mapping United States History and Geography

iv  
vi  
viii  
xi

### Introducing the Program

#### Teacher's Guide

##### Lessons

- 1 Using the Atlas
- 2 Using the Activity Maps
- 3 Reviewing Map Skills

1  
3  
5  
7

### ERA 1 • Three Worlds Meet (Beginnings to 1620)

#### Teacher's Guide

##### Lessons

- 4 Introducing Era 1
- 5 Bering Land Bridge
- 6 Three Worlds
- 7 To the Indies
- 8 To the Indies—Again
- 9 Three Worlds Meet

11  
15  
17  
19  
21  
25  
29  
33

##### Assessment

Reviewing Era 1

### ERA 2 • Colonization and Settlement (1585–1763)

#### Teacher's Guide

##### Lessons

- 10 Introducing Era 2
- 11 Native Americans
- 12 The Thirteen Colonies
- 13 Fall Line Settlements
- 14 Slavery in the Americas
- 15 Spanish Settlements

35  
39  
41  
45  
47  
51  
53  
57

##### Assessment

Reviewing Era 2

### ERA 3 • Revolution and the New Nation (1754–1820s)

#### Teacher's Guide

##### Lessons

- 16 Introducing Era 3
- 17 Revolutionary War
- 18 War in South Carolina
- 19 The Ohio River Valley
- 20 A New Nation
- 21 Spain's Empire

59  
63  
65  
67  
69  
73  
77  
81

##### Assessment

Reviewing Era 3

### ERA 4 • Expansion and Reform (1801–1861)

#### Teacher's Guide

##### Lessons

- 22 Introducing Era 4
- 23 Getting Around
- 24 Indian Resettlement
- 25 The Expanding Nation
- 26 Texas Independence
- 27 The Oregon Trail

83  
87  
89  
93  
95  
97  
101  
105

##### Assessment

Reviewing Era 4

2017 Printing: Corresponds with 2017 update of *The Nystrom Atlas of United States History*.

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**ERA 5 • Civil War and Reconstruction**  
(1820–1877)

<b>Teacher’s Guide</b>	107
<b>Lessons</b>	
28 Introducing Era 5	111
29 The Slavery Issue	113
30 Wartime Resources	115
31 Civil War Battles	117
32 March to the Sea	121
33 Reconstruction	125
<b>Assessment</b>	
Reviewing Era 5	129

**ERA 6 • Development of the Industrial United States**  
(1865–1900)

<b>Teacher’s Guide</b>	131
<b>Lessons</b>	
34 Introducing Era 6	135
35 Immigration	137
36 A Changing Nation	141
37 Indian Lands	143
38 Mining the West	145
39 Industrial Centers	149
<b>Assessment</b>	
Reviewing Era 6	153

**ERA 7 • Emergence of Modern America**  
(1890–1930)

<b>Teacher’s Guide</b>	155
<b>Lessons</b>	
40 Introducing Era 7	159
41 Spanish-American War	161
42 U.S. Imperialism	165
43 Growth of Cities	169
44 World War I	171
45 Limiting Child Labor	175
<b>Assessment</b>	
Reviewing Era 7	177

**ERA 8 • The Great Depression and World War II**  
(1929–1945)

<b>Teacher’s Guide</b>	179
<b>Lessons</b>	
46 Introducing Era 8	183
47 The New Deal	185
48 Migration	189
49 Pearl Harbor	193
50 War in Europe	195
51 World War II	199
<b>Assessment</b>	
Reviewing Era 8	203

**ERA 9 • United States After World War II**  
(1945 to Early 1970s)

<b>Teacher’s Guide</b>	205
<b>Lessons</b>	
52 Introducing Era 9	209
53 The Atomic Age	211
54 Cuban Missile Crisis	215
55 Postwar Growth	217
56 Civil Rights Movement	221
57 Korea and Vietnam	225
<b>Assessment</b>	
Reviewing Era 9	227

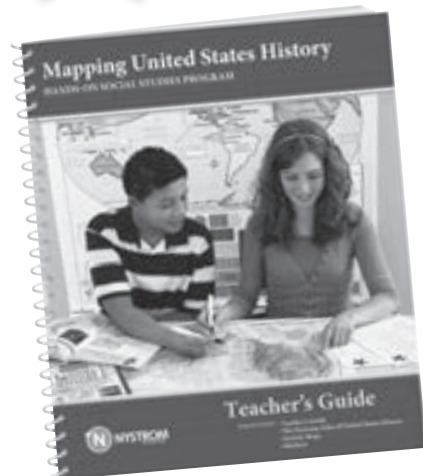
**ERA 10 • Contemporary United States**  
(1969 to present)

<b>Teacher’s Guide</b>	229
<b>Lessons</b>	
58 Introducing Era 10	233
59 U.S. Trade	235
60 War in Iraq	239
61 Our Environment	241
62 Immigration Today	245
63 Major Cities Today	249
<b>Assessment</b>	
Reviewing Era 10	251





# Program Components



## Teacher's Guide

10 Historic Eras • 63 Hands-on Lessons • 10 Assessments

- ★ Program correlates with:
  - *National Standards for History*
  - *The Nystrom Atlas of United States History*
- ★ Lessons build a solid history framework.
- ★ Hands-on activities integrate reading and using the Atlas with Activity Maps.

## Student Lessons

- ★ Step-by-step, easy to read, easy to follow.
- ★ Non-fiction text in small doses helps students grasp historical content.
- ★ Stories personalize history.
- ★ Activities target a range of learning styles.
- ★ Graphic organizers summarize and assess lessons.
- ★ Variety of responses develop critical thinking and writing skills.
- ★ Easy to duplicate.

**Introducing Era 4**

**Objectives**  
Students will be able to:

- Complete a table of contents for the era.
- Classify timeline events by using a graphic organizer.

**Materials**

- The Nystrom Atlas of United States History
- Activity Sheets 22a-22b, *Introducing Era 4*

**Here's a Tip!**

- Before distributing activity sheets, have students work with the class.
- Walk students through each step of the activity, pointing out a key idea in each step.
- Complete the graphic organizer with a class or in groups on a chalkboard. Assign groups.
- Have students compare notes and discuss the descriptions to determine events in their own words.
- If students are unsure where an event belongs, have them look for the answer.

**Getting Around**

**Objectives**  
Students will be able to:

- Draw the routes of roads and waterways used by agricultural goods to the East in the early 1800s.
- Measure distance on a map.

**Materials**

- The Nystrom Atlas of United States History
- Activity Sheets 23a-23b, *Getting Around*
- Activity Maps
- Map Markers
- string
- rulers

**Here's a Tip!**

Demonstrate how to measure a route with a piece of string.

**Notes**  
Help students understand the significance of roads to transportation and settlement:

- Roads and waterways helped settle the west.
- Waterways were especially important in transporting agricultural products from the West to the East.
- While the Erie Canal was being built, it was "Ditch." It was 363 miles long and cost over \$7 million.

**Introducing Era 4**

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- Have students compare notes and discuss the descriptions to determine events in their own words.
- If students are unsure where an event belongs, have them look for the answer.

**Texas Independence**

By 1836 Americans were the majority in Texas. Mexican officials feared that the United States would try to acquire Texas. When Mexico's president made himself dictator, Americans in Texas resigned and a revolution was born.

**June 16, 1830**  
My father was of sturdy Pennsylvania stock and possessed all the hardy qualities that were needed to make a real pioneer. Hearing about the many advantages the province of Texas offered, he brought his family and came with other settlers in a group. Most of the trip was made by traveling by water, coming by way of New Orleans. We landed at the mouth of the Lavaca River on the coast of South Texas on June 16, 1830. Being nine years old at the time I can distinctly remember the first persons we saw at the landing were ten or twelve friendly Indians. They came on board the schooner as if to welcome us, and to help unload our goods and supplies.

—Emma Boone Barrett, Texas Immigrant

**1. In 1821 Stephen F. Austin**  
a. Turn to the United States.  
b. Give the map a title, write **TEXAS INDEPENDENCE**.  
c. Texas was in Mexico its independence in on page 43 of *The Nystrom Atlas*.  
d. On your Activity Map boundaries of Mexico. Extend the Arkansas River, and follow Texas.  
e. Austin established the capital of the state. The capital symbol is a star.  
f. On your Activity Map, draw a line from Austin to the Gulf of Mexico.  
g. Santa Anna declared himself dictator. The capital symbol is a star.  
h. Most years Texas was a republic. Draw an arrow from Austin to the Gulf of Mexico.

**Pulling It Together**  
Use Activity Sheets 26a-26c to complete the chart below.

a. Determine which events were the effect of the events described under Cause.  
b. Draw an arrow from each cause to its effect.

Cause	Effect
General Antonio Lopez de Santa Anna declared himself dictator.	The Mexican government banned immigration from the United States.
After the fall of San Antonio, a large Mexican army advanced on the city.	Santa Anna was forced to sign a treaty granting independence to Texas.
Mexico established a land grant program to encourage immigration to Texas.	American colonists took up arms against Mexico.
Tension grew between American colonists and native Mexicans.	About 150 Texans withdrew to the Alamo and eventually died defending it.
Texans captured San Jacinto during a surprise attack.	Stephen F. Austin brought 300 families to Texas.

100 Mapping United States History EXPANSION AND REFORM ERA 4

**Texas Independence**

**Objectives**  
Students will be able to:

- Draw the boundaries of the Republic of Texas.
- Identify the reasons American settlers fought for Texas Independence.

**Materials**

- The Nystrom Atlas of United States History
- Activity Sheets 26a-26b, *Texas Independence*
- Activity Maps
- Map Markers

**Notes**  
Help students learn more about Texas independence:

- In 1821 Mexico established a program to attract immigrants to Texas. Land grants were made to immigrants from the United States and other countries to establish colonies throughout the state.
- The low cost of land in Texas drew American settlers to Mexico. In Texas 4,000 acres of land cost about four cents an acre to be paid in six years. In the United States undeveloped land was being sold for about \$1.25 an acre for a minimum of 80 acres.
- In 1824 Mexico created the state of Coahuila y Tejas, which was allowed to make some of its own laws.

**The Oregon Trail**

**Objectives**  
Students will be able to:

- Draw and label a trail that led to the Pacific coast in the mid-1800s.
- Use a map scale to measure linear distances on a map.

**Materials**

- The Nystrom Atlas of United States History
- Activity Sheets 27a-27b, *The Oregon Trail*
- Activity Maps
- Map Markers

**Notes**  
Help students learn more about the Oregon Trail:

- The Oregon Trail took about 4-6 months to travel.
- Several alternate routes were established across the Oregon Trail, especially along the eastern part. One route followed the Missouri River from Independence to the Platte River.
- The trail followed rivers because they provided water, geographical bearings, and a relatively flat terrain along their banks.
- By the late 1840s guide books filled with advice were available for travelers.

## Teacher's Guide Pages

- ★ Handy, easy to use—
  - Objectives
  - Materials
  - Answers
- ★ Notes for historical background
- ★ Tips for teaching

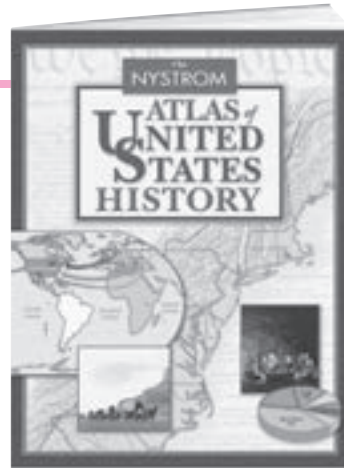
- Cross-curricular Activities
- Literature Links
- Journal page on divider for each Era!

## 30 Atlases

8½" x 11", 128 pages, full color

### 10 Historic Eras

- ★ Maps show the story of our country's history.
- ★ Graphs present complete facts in simple, visual formats.
- ★ Photos provide visual clues about people and places
- ★ Timelines build an understanding of chronology.
- ★ Concise text provides an overview of history.



### Use it every day!

- Build mental maps and visual images.
- Help students grasp our country's story line.
- Strengthen reading and reference skills.

## 15 Map Markers

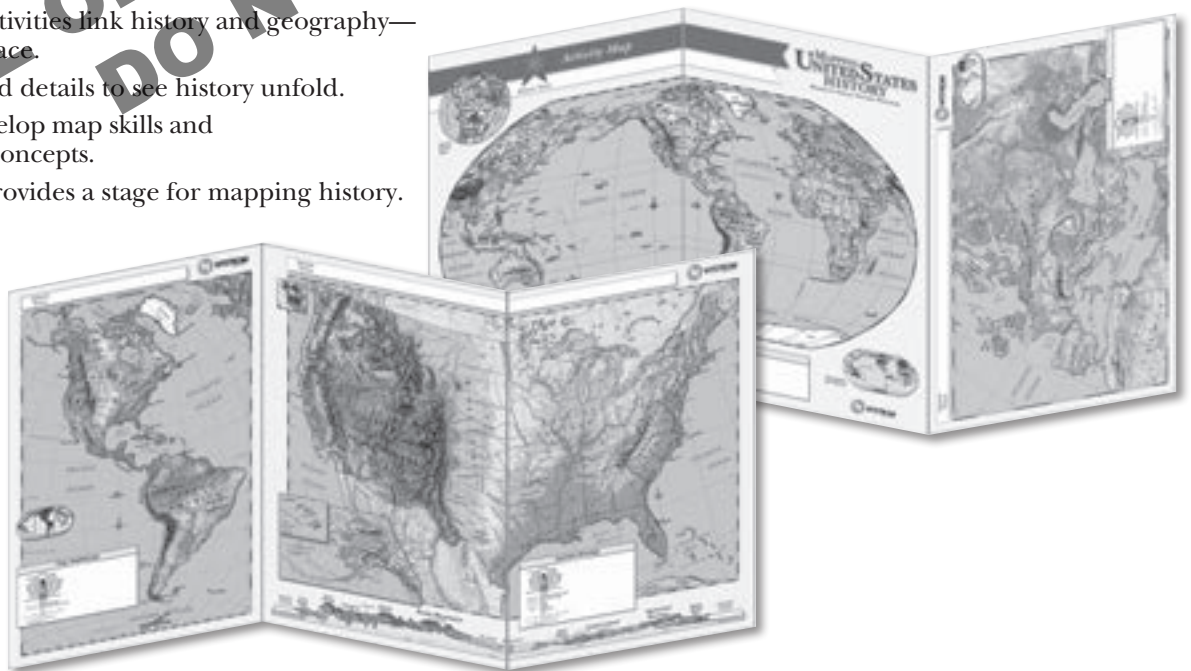
dry erase, easy to use

- ★ Use on Activity Map
- ★ Makes history active, not passive.

## 15 Folding Activity Maps— Four maps in one!

39" x 19"—folds to 13" x 19", laminated and markable,  
World and Europe on one side, the Americas and the United States on the other

- ★ Mapping activities link history and geography—time and place.
- ★ Students add details to see history unfold.
- ★ Lessons develop map skills and geography concepts.
- ★ Elevation provides a stage for mapping history.







# Using Mapping United States History

## What is Mapping United States History?

*Mapping United States History* is a curriculum program that:

- Delivers history content and develops reading, geography, reference, critical thinking, and writing skills.
- Correlates with the *National Standards for History*.
- Integrates reading and hands-on materials in a variety of step-by-step lessons.

## What does the program do?

*Mapping United States History*...

- Helps students focus on key events, chronology, patterns, and themes of our nation's story—past, present, and future.
- Links history and geography.
- Builds mental maps and visual images.
- Prepares students to be responsible citizens through the knowledge and understanding of choices that have been made in the past that affect our politics, economy, culture, and role in the world.
- Works successfully with any U.S. history curriculum.

## How is Mapping United States History organized?

The 63 lessons correlate with the 10 chronological eras in *The Nystrom Atlas of United States History*. The first section in this guide includes three lessons that introduce students to the Atlas and Activity Map and review map skills.

A section for each of the 10 eras follows. For each era there are six lessons: three focus on the Atlas only; the other three integrate the Atlas and the Activity Map. Each era ends with an assessment.

### Using Lesson Activity Sheets

*Watch for Activity Sheets with name lines.*

- Students write on these sheets.
- They are designed as lesson summaries and assessments.
- Have students save them to use for review.

*Save paper! Watch for Activity Sheets without name lines.*

- Students do not write on these sheets.
- Duplicate them separately.
- Collect and reuse them with multiple classes.

## Can you tell me more about the program materials?

### ATLAS

*The Nystrom Atlas of United States History* is both a visual and reading resource to help students focus on critical events of our history.

The Atlas is:

- An integral component of the hands-on activities in *Mapping United States History*.
- A resource for students to use every day.

### Here's a tip!

Introduce a unit of study by using the Atlas as an overview.

- Point out events on the timeline.
- Have students read the headings on each two-page spread.

Also use the Atlas to review by pulling together related information.

### ACTIVITY MAPS

The sturdy, laminated maps are designed for hands-on activities.

- Students add information to the maps to show the unfolding story of our country.
- Mapping activities provide a visual dimension to learning.

### Here's a tip!

Have students manage materials.

- For fast and easy dry-erase marker clean up, use a paper towel immediately after marking. If marks are stubborn, try a wet-wipe.
- Assign one student per row or per group to clean maps, another to collect them and put them away, and another to make sure markers are tightly capped.

Hands-on mapping activities are easy to monitor.

- Check progress by walking around the class and observing.
- Have students hold up their maps, point to locations before marking them, or compare maps with one another.

### LESSONS

Lesson Activity Sheets include succinct historical content and have step-by-step instructions for

- gathering information from the Atlas,
- completing charts and graphs, and
- marking the Activity Map.

*Mapping United States History* is flexible, so you can customize it to fit your curriculum.

Select lessons that:

- Bring your textbook to life.
- Fill a gap in your curriculum.
- Relate especially to your location.
- Differentiate learning opportunities.

### Here's a tip!

Watch for questions marked by a ☆!

They develop critical thinking and writing skills.

### How can I make my classroom more interesting for students?

Set up a variety of centers in your classroom that appeal to different learning styles. Some ideas include:

- A mapping center with a specific **Mapping United States History** activity using the Atlas, the Activity Map, outline maps, or map puzzles.
- A reading corner from which they can check out relevant books or a bulletin board displaying student book reviews.
- An artifact center that challenges students to guess what an object is, how it was used, or where it came from.
- A computer with CD-ROMs or pre-screened Web sites—check out **USHistoryAtlas.com**.
- A clothesline timeline and supplies for adding events.
- A quotable quotes wall or poster where students can add quotations that helped them grasp the significance of an era, event, personality, or social situation.

Try to set aside some time for students to explore the centers and suggest ideas for new ones.

### Is there an assessment component to Mapping United States History?

There are several ways to assess student progress in the program.

- As students work on their Activity Maps, have them hold up their maps to check their progress.
- Collect, review, and grade the graphic organizers that students complete with every lesson.
- At the end of each era, have students take the era assessment. This quiz not only reviews knowledge gained from the lessons, it also tests students' map-reading and graph-reading skills.

#### Here's a tip!

Vary procedures. Have students work on some activities individually, on others in small groups, and on some as a whole class.

### How can I help my students understand history?

History is a complex story that can be told in many ways and from many points of view. Students will begin to understand this complexity through the **Mapping United States History** program as they:

- Build a chronological foundation of key events.
- Look for causes and effects.
- Analyze maps, graphs, photos, and text to discover relationships and patterns.

### Some lessons call for colored pencils. My students don't have any. Can you suggest an alternative?

Crayons or markers can be used in place of colored pencils. Or students can use pencils and pens. For some lessons, students can use different pencil patterns, such as solids, stripes (horizontal, vertical, diagonal), and dots. You might also be able to borrow colored pencils, scissors, and other supplies from the art teacher in your school.

### I like to teach with primary source documents. Does Mapping United States History have any?

**USHistoryAtlas.com** has dozens of primary source documents to use with your students. They include government documents, speeches, eyewitness reports, and examples of everyday life. In **Mapping United States History**, many of the starred questions at the end of lessons provide ideas on how to use the primary source documents.

NAME \_\_\_\_\_

### Reviewing Era 4

In the last six lessons you've learned about roads and canals, Indian resettlement, U.S. expansion, Texas independence, and the Oregon Trail. How much do you remember?

Circle the letter of the correct answer.

1. In the early 1800s waterways and roads encouraged settlement in which part of the United States?  
a. New England                      c. the West Coast  
b. the Southeast                    d. west of the Appalachians
2. Look at the map. The Erie Canal links Lake Erie to which river?  
a. the Wabash River                  c. the Ohio River  
b. the Hudson River                d. the Tuscumwaw River
3. The canal that links Lake Michigan to the Illinois River is near which city?  
a. Cleveland   b. Albany   c. Chicago   d. Toledo
4. During the War of 1812, the British encouraged Indians to  
a. move to reservations.            c. fight with each other.  
b. resist U.S. expansion              d. help U.S. settlers farm the land.  
onto native lands.
5. The Indian Removal Act  
a. moved Indians to land east of the Mississippi River.  
b. relocated Indians to reservations in Indian Territory.  
c. punished Indians who were allies of the United States during the War of 1812.  
d. only took a small amount of Indian land.

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**A NETWORK OF CANALS**  
— Canal  
— Navigable river  
Political boundaries of 1800

Mapping United States History  
EXPANSION AND REFORM ERA 4

105





# Scope and Sequence

One of the greatest challenges in curriculum planning is deciding what content to include and how to present it. United States history is no exception.

The organization and content of both *The Mapping United States History* program and *The Nystrom Atlas of United States History* reflect the chronology of the 10 eras and standards recommended for the teaching

of United States history in grades 5 through 12 by the National Center for History in the Schools.\*

The program lessons and the atlas will help students develop the historical understandings indicated in the following summary of the eras and their standards.

## National History Standards

## Mapping United States History

### Era 1: Three Worlds Meet (Beginnings to 1620)

#### 1. *The Americas, Western Europe, and Western Africa*

- A. Patterns of change in indigenous societies in the Americas up to the voyages of Columbus.
- B. Changes in Western European societies in the age of exploration.
- C. Developments in Western African societies in the period of early contact with Europeans.
- D. Differences and similarities among Africans, Europeans, and Native Americans who converged in the western hemisphere after 1492.

#### 2. *Early European exploration and colonization*

- A. Stages of European oceanic and overland exploration from the 9th to 17th centuries.
- B. Spanish and Portuguese conquest of the Americas.

### Era 2: Colonization and Settlement (1585–1763)

#### 1. *European control of North America*

- A. Diverse immigrants and their effect on the formation of European colonies.
- B. European struggle for control of North America.

#### 2. *Institutions in the English colonies*

- A. Roots of representative government and political rights.
- B. Religious diversity in the colonies and religious freedom evolved.
- C. Social and cultural change in British America.

#### 3. *Life in the Americas*

- A. Colonial economic life and labor systems in the Americas.
- B. Economic life and development of labor systems in the English colonies.
- C. African life under slavery.

### Era 3: Revolution and the New Nation (1754–1820s)

#### 1. *Causes of the American Revolution*

- A. Causes of the American Revolution.
- B. Principles articulated in the Declaration of Independence.
- C. Factors affecting the course of the war and contributing to the American victory.

#### 2. *Impact of the American Revolution*

- A. Revolutionary government-making at national and state levels.
- B. Economic issues arising out of the Revolution.
- C. Effects of the Revolution on different groups.

#### 3. *U.S. Constitution and the Bill of Rights*

- A. Issues involved in the creation and ratification of the United States Constitution and the government it established.
- B. Guarantees of the Bill of Rights and its continuing significance.
- C. Development of the Supreme Court's power and its significance from 1789 to 1820.
- D. Development of the first American party system.

\* National Center for History in the Schools. *National Standards for History*. Los Angeles: University of California, Los Angeles, 1996.

**Era 4: Expansion and Reform (1801–1861)****1. Territorial expansion**

- A. International background and consequences of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine. ✓
- B. Federal and state Indian policy and the strategies for survival forged by Native Americans. ✓
- C. Ideology of Manifest Destiny, the nation's expansion to the Northwest, and the Mexican-American War. ✓

**2. Changes in the lives of Americans**

- A. The factory system and the transportation and market revolutions and their influence on regional patterns of economic development. ✓
- B. First era of American urbanization. ✓
- C. Antebellum immigration and its effect on American society. ✓
- D. Rapid growth of “the peculiar institution” after 1800 and the varied experiences of African Americans under slavery. ✓
- E. Settlement of the West. ✓

**3. Political democracy**

- A. Changing character of American political life in “the age of the common man.” ✓
- B. Debates over slavery and their influence on politics and sectionalism. ✓

**4. Reform movements**

- A. Abolitionist movement. ✓
- B. Efforts of Americans to reform society and create a distinct culture. ✓
- C. Changing gender roles and the ideas and activities of women reformers. ✓

**Era 5: Civil War and Reconstruction (1850–1877)****1. Causes of the Civil War**

- Differences between the North and South and how politics and ideologies led to the Civil War. ✓

**2. Course and character of the Civil War**

- A. Resources of the Union and Confederacy and their effect on the war. ✓
- B. Social experience of the war on the battlefield and home front. ✓

**3. Reconstruction**

- A. Political controversy over Reconstruction. ✓
- B. Reconstruction programs to transform social relations in the South. ✓
- C. Successes and failures of Reconstruction in the South, North, and West. ✓

**Era 6: Development of the Industrial United States (1870–1900)****1. Corporations, heavy industry, and mechanized farming**

- A. Connections among industrialization, advent of the modern corporation, and material well-being. ✓
- B. Rapid growth of cities and changes in urban life. ✓
- C. Changes in agriculture, mining, and ranching. ✓
- D. Effects of rapid industrialization on the environment and the first conservation movement. ✓

**2. Immigration**

- A. Sources and experiences of new immigrants. ✓
- B. “Scientific racism,” race relations, and the struggle for equal rights. ✓
- C. New cultural movements at different social levels and effects on American life. ✓

**3. American labor movement**

- A. “Second industrial revolution” and effects on the nature and conditions of work. ✓
- B. Rise of national labor unions and the role of state and federal governments in labor conflicts. ✓
- C. Americans and their struggle with social, economic, and political issues. ✓

**4. Indian and foreign policies**

- A. Various perspectives on federal Indian policy, westward expansion, and the resulting struggles. ✓
- B. Roots and development of American expansionism and causes and outcomes of the Spanish-American War. ✓



**Era 7: The Emergence of Modern America (1890–1930)****1. Capitalism, urbanization, and corruption**

- A. Origin of the Progressives and coalitions they formed. ✓
- B. Progressivism at the national level. ✓
- C. Limitations of Progressivism and alternatives offered by various groups. ✓

**2. World affairs**

- A. American role in the world in the early 20th century. ✓
- B. Causes of World War I and United States participation. ✓
- C. Impact at home and abroad of U.S. involvement in World War I. ✓

**3. The changing United States**

- A. Social tensions and their consequences in the postwar era. ✓
- B. A modern capitalist economy its emergence in the 1920s. ✓
- C. New cultural movements and American society. ✓
- D. Politics and international affairs in the 1920s. ✓

**Era 8: The Great Depression and World War II (1929–1945)****1. The Great Depression**

- A. Causes of the crash of 1929 and the Great Depression. ✓
- B. American life during the 1930s. ✓

**2. The New Deal**

- A. The New Deal and the presidency of Franklin D. Roosevelt. ✓
- B. Impact of the New Deal on workers and the labor movement. ✓
- C. Opposition to the New Deal, alternative programs, and legacy of the New Deal. ✓

**3. World War II**

- A. International background of World War II. ✓
- B. World War II and how the Allies prevailed. ✓
- C. Effects of World War II at home. ✓

**Era 9: Postwar United States (1945 to early 1970s)****1. Postwar United States**

- A. Extent and impact of economic changes in the postwar period. ✓
- B. Social changes of the postwar period and effects on various Americans. ✓
- C. Postwar science and impact on economic strength, daily life, and world economy. ✓

**2. The Cold War**

- A. International origins and domestic consequences of the Cold War. ✓
- B. United States foreign policy in Africa, Asia, the Middle East, and Latin America. ✓
- C. Foreign and domestic consequences of U.S. involvement in Vietnam. ✓

**3. Domestic policies**

- A. Political debates of the post-World War II era.
- B. The “New Frontier” and the “Great Society.”

**4. The struggle for equality**

- A. The “Second Reconstruction” and its advancement of civil rights. ✓
- B. Women’s movement for civil rights and equal opportunities.
- C. Warren Court’s role in addressing civil liberties and equal rights.

**Era 10: Contemporary United States (1968 to the present)****1. Foreign and domestic policies**

- A. Domestic politics from Nixon to Carter.
- B. Domestic politics in contemporary society. ✓
- C. Major foreign policy initiatives. ✓

**2. Economic, social, and cultural developments**

- A. Economic patterns since 1968. ✓
- B. The new immigration and demographic shifts. ✓
- C. Changing religious diversity and its impact on American institutions and values.
- D. Contemporary American culture. ✓
- E. A democratic polity, social issues, individual or group rights, and the common good.



# Mapping United States History and Geography

*Mapping United States History* highlights the connections between history and geography. The lessons will help students recognize and understand the on-going relationships between people and the land. In this program these relationships focus on history—the story of our country, but they also clearly reflect the **Five Themes of Geography**.<sup>\*</sup> The following summary of the Five Themes will help you guide your students in recognizing the role of geography in history—the stage on which all events take place.

## Location

The first geographical 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? Which places are at the same latitude?
- 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.

## Place

Besides having a specific location, every place has other distinctive characteristics—both natural characteristics and human, or cultural, characteristics.

- Natural characteristics of a place include shape, landforms, bodies of water, climate, vegetation, and animal life. Topics related to the earth’s rotation and revolution—such as seasons—are also related to this theme.
- Cultural characteristics of a place include airports, shopping centers, roads, bridges, and all other built structures. Also included are the languages, religions, political systems, and a real distribution of the inhabitants.
- Ways of representing places are part of this theme. Related topics include scale models, linear scale, map symbolism, map projection, and special maps.

## Relationships Within Places

People interact with their environments in many ways. Not only do we depend on nature to meet our needs, we also adapt to it and even alter it in significant ways. The ways different groups interact with their environments are affected by cultural background and technological resources.

- People depend on their environments for their basic needs and for many recreational activities.

- People adapt to their environments with their clothing, housing, and land use. Patterns related to climate or land use also are part of the theme.
- People alter their environments with their techniques of farming, forestry, and mining. Modern transportation systems deplete resources and pollute the air.

## Movement

People, products, information, and ideas move in patterns. The theme of movement concerns human interactions: the ways we are linked with regions, cultures, and people beyond our immediate environment.

- We are linked with other places by birth, country of origin, and travel. Transportation and communication also create links.
- Interdependence is evident in foods, raw materials, and manufactured goods that come to us from other places. Even our water supply may come from a distant source.
- Patterns of movement can be seen in exploration, trade, settlement, migration, and invasion. Routes, travel times, and schedules show these patterns.

## Regions

Geographers divide the world into manageable units of study called regions. Some regions are defined in terms of a single characteristic, while others meet a complex set of criteria. The criteria for defining a region can be either natural or cultural and may change over time.

- Natural regions can be defined by landforms, bodies of water, vegetation, climate, soil, or the presence of certain resources.
- Cultural regions can be defined by political alliances, land-use patterns, economics, race, language, religion, or combinations of several such factors.
- Regional changes can result from such changes as boundaries, alliances, population, land use, and climate.

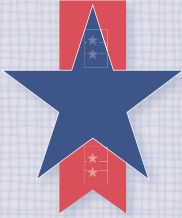
The chart on the following page shows the connections between *Mapping United States History* and the Five Themes of Geography. Because the themes overlap so frequently, the chart shows only the most dominant themes for each lesson.

<sup>\*</sup> The themes were first described in *Guidelines for Geographic Education: Elementary and Secondary Schools* (1984), which was jointly prepared by the National Council for Geographic Education (NCGE) and the Association of American Geographers (AAG).



## Mapping United States History and the Five Themes of Geography

Eras	Lessons	Location	Place	Relationships	Movement	Regions
<b>Introducing the Program</b>	<b>1</b> Using the Atlas		✓			
	<b>2</b> Using the Activity Maps	✓	✓			
	<b>3</b> Reviewing Map Skills	✓				
<b>ERA 1</b> <b>Three Worlds Meet</b> <i>Beginnings to 1620</i>	<b>4</b> Introducing Era 1				✓	✓
	<b>5</b> Bering Land Bridge		✓		✓	
	<b>6</b> Three Worlds				✓	✓
	<b>7</b> To the Indies	✓			✓	
	<b>8</b> To the Indies—Again			✓	✓	
	<b>9</b> Three Worlds Meet				✓	✓
<b>ERA 2</b> <b>Colonization and Settlement</b> <i>1585–1763</i>	<b>10</b> Introducing Era 2				✓	
	<b>11</b> Native Americans			✓	✓	✓
	<b>12</b> The Thirteen Colonies		✓			✓
	<b>13</b> Fall Line Settlements		✓	✓		✓
	<b>14</b> Slavery in the Americas			✓	✓	
	<b>15</b> Spanish Settlements	✓	✓		✓	
<b>ERA 3</b> <b>Revolution and the New Nation</b> <i>1754–1820s</i>	<b>16</b> Introducing Era 3				✓	
	<b>17</b> Revolutionary War		✓			
	<b>18</b> War in South Carolina		✓		✓	
	<b>19</b> The Ohio River Valley	✓	✓		✓	
	<b>20</b> A New Nation	✓	✓			✓
	<b>21</b> Spain's Empire		✓			✓
<b>ERA 4</b> <b>Expansion and Reform</b> <i>1801–1861</i>	<b>22</b> Introducing Era 4				✓	
	<b>23</b> Getting Around	✓			✓	
	<b>24</b> Indian Resettlement				✓	
	<b>25</b> The Expanding Nation				✓	✓
	<b>26</b> Texas Independence	✓			✓	✓
	<b>27</b> The Oregon Trail	✓	✓		✓	
<b>ERA 5</b> <b>Civil War and Reconstruction</b> <i>1820–1877</i>	<b>28</b> Introducing Era 5					✓
	<b>29</b> The Slavery Issue		✓			
	<b>30</b> Wartime Resources			✓		✓
	<b>31</b> Civil War Battles		✓		✓	✓
	<b>32</b> March to the Sea				✓	✓
	<b>33</b> Reconstruction		✓			✓
<b>ERA 6</b> <b>Development of the Industrial United States</b> <i>1865–1900</i>	<b>34</b> Introducing Era 6					
	<b>35</b> Immigration		✓	✓	✓	
	<b>36</b> A Changing Nation				✓	
	<b>37</b> Indian Lands				✓	✓
	<b>38</b> Mining the West	✓	✓	✓	✓	
	<b>39</b> Industrial Centers		✓	✓	✓	
<b>ERA 7</b> <b>Emergence of Modern America</b> <i>1890–1930</i>	<b>40</b> Introducing Era 7				✓	
	<b>41</b> Spanish-American War				✓	
	<b>42</b> U.S. Imperialism	✓			✓	
	<b>43</b> Growth of Cities	✓	✓			
	<b>44</b> World War I				✓	✓
	<b>45</b> Limiting Child Labor					✓
<b>ERA 8</b> <b>The Great Depression and World War II</b> <i>1929–1945</i>	<b>46</b> Introducing Era 8				✓	
	<b>47</b> The New Deal		✓	✓		
	<b>48</b> Migration			✓	✓	✓
	<b>49</b> Pearl Harbor		✓		✓	
	<b>50</b> War in Europe	✓			✓	✓
	<b>51</b> World War II				✓	✓
<b>ERA 9</b> <b>United States After World War II</b> <i>1945 to Early 1970s</i>	<b>52</b> Introducing Era 9		✓			
	<b>53</b> The Atomic Age	✓	✓			
	<b>54</b> Cuban Missile Crisis		✓		✓	
	<b>55</b> Postwar Growth		✓		✓	
	<b>56</b> Civil Rights Movement		✓			
	<b>57</b> Korea and Vietnam		✓			✓
<b>ERA 10</b> <b>Contemporary United States</b> <i>1969 to present</i>	<b>58</b> Introducing Era 10		✓			
	<b>59</b> U.S. Trade			✓	✓	
	<b>60</b> War in Iraq		✓			✓
	<b>61</b> Our Environment		✓	✓		
	<b>62</b> Immigration Today				✓	
	<b>63</b> Major Cities Today	✓	✓			



# Introducing the Program

## ATLAS AND ACTIVITY MAP LESSONS

Lesson Number	Lesson Title	Page
1	<i>Using the Atlas</i>	3
2	<i>Using the Activity Maps</i>	5
3	<i>Reviewing Map Skills</i>	7

### Cross-Curricular Activities



#### Geography • *Label States*

Have students see how many states they can label on the United States Activity Map in 60 seconds.



#### Math • *Make a Timeline*

Have the class create a large, blank timeline that spans our country's history. Add events to the timeline as the year progresses.



#### Geography • *Build Natural Features*

In a sand table (or plastic tub filled with sand), have students make model lakes, reservoirs, mountains, hills, capes, peninsulas, or bays.

### Literature Links

Your students might enjoy these books and others about United States History. Use picture books (p) to introduce a topic or as a model for student writing assignments.

#### Changes in Our Country

*Turn of the Century* (p)

by Ellen Jackson

*A River Ran Wild* (p)

by Lynne Cherry

*And Still the Turtle*

*Watched* (p)

by Sheila MacGill-Callahan

*The Tree That Would*

*Not Die* (p)

by Ellen Levine

*Anno's U.S.A.* (p)

by Mitsumasa Anno

*New Providence* (p)

by Renata von Tscharner  
and Ronald Lee Fleming

*Who Came Down That*

*Road?* (p)

by George Ella Lyon

*On This Spot* (p)

by Susan E. Goodman

*A Is for Abigail* (p)

by Lynne Cheney

#### Geography

*Hottest Coldest Highest Deepest*  
(p)

by Steve Jenkins

*The Man Who Made Time*

*Travel* (p)

by Kathryn Lasky

#### American Presidents

*The President Has Been Shot!*

by Rebecca C. Jones

*Ghosts of the White House* (p)

by Cheryl Harness

*Lives of the Presidents*

by Kathleen Krull



# Using the Atlas

LESSON

1

## Objectives

Students will be able to:

- ★ Locate specific sections of the Atlas.
- ★ Use the Atlas to gather information.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 1a–1b, *Using the Atlas*

## Here's a Tip!

- Explain your procedure for distributing and collecting Atlases. Also explain any rules you have about writing in the Atlas.
- Demonstrate how to use the Atlas to find information and support your textbook.
- Help students become accustomed to using the Atlas by asking them Atlas-based questions.
- Review pages 4–5 of the Atlas with students. Then periodically remind them to use those steps to maximize the Atlas as a resource.
- Duplicate the Class Record sheet on the back of the Introducing the Program Divider to keep track of student work.

## Answers

- a. Who was the first president inaugurated in 1841?  
H a r r i s o n  
1 13
  - b. What does the abbreviation Res. stand for?  
R e s e r v o i r  
16 15
- a. What type of map tells you what part of the world is being shown?  
L o c a t o r  
14 6
  - b. What does the fourth step in Using This Atlas suggest you read?  
O v e r v i e w  
5 12
- a. According to the timeline, what civilization dominated Central America in 800?  
M a y a  
7
  - b. According to map B, "Trading Empires of West Africa," on page 9, which empire in West Africa was Timbuktu in?  
S o n g h a i  
3 8
- a. Abolition is the elimination of  
s l a v e r y  
17
  - b. Ordnance includes combat equipment such as weapons, vehicles, and  
a m m u n i t i o n  
11 10
- a. What is the largest city in Idaho?  
B o i s e  
2
  - b. Which state ranks second in both population and area?  
T e x a s  
4 9
- H i s t o r y i s  
1 2 3 4 5 6 7 8 9  
o u r s t o r y.  
10 11 12 13 14 15 16 17

# Using the Activity Maps

LESSON

2

## Objectives

Students will be able to:

- ★ Locate, label, and use information on the Activity Map.
- ★ Use information from the Atlas on the Activity Map.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 2a–2b, *Using the Activity Maps*
- ❑ Activity Maps
- ❑ Map Markers

## Here's a Tip!

- Explain your procedure for distributing and collecting Activity Maps and markers.
- Have students try marking the Activity Maps and then cleaning them with a damp paper towel.
- Assign students the task of checking that maps have been cleaned and that caps have been tightly placed on markers.
- Have students outline and label their state on the Activity Map. Remind them to use the United States reference maps on pages 112–113 and 114–115 of the Atlas if they need help.
- Direct students to locate and label physical features in their region.

## Answers

Have students check answers by comparing maps and discussing any discrepancies.

# Using the Activity Maps (continued)

LESSON

2

## Notes

Help students understand that the maps are Activity Maps:

- Activity Maps don't have a lot of information on them.
- There are few labels on the Activity Maps. This enables students to fill in the appropriate information for their activities.
- Students will act as cartographers and create a variety of thematic maps on the Activity Maps.
- The Atlas and activity sheets will be used to gather information to add to the map in order to "picture history."

## Reviewing Map Skills

LESSON

3

### Objectives

Students will be able to:

- ★ Identify cardinal and intermediate directions.
- ★ Use map scale to measure distances between places.
- ★ Use latitude and longitude to locate places on a map.

### Materials

- ☐ *The Nystrom Atlas of United States History*
- ☐ Activity Sheets 3a–3d, *Reviewing Map Skills*
- ☐ Activity Maps
- ☐ Map Markers

### Here's a Tip!

- Have students clean and dry the Activity Map between Activity Sheets 3b and 3c.
- Help students understand the concepts of direction, map scale, latitude, and longitude by demonstrating the activities on a wall map.



# Using the Atlas

All atlases have maps. *The Nystrom Atlas of United States History* also uses timelines, photos, illustrations, charts, and graphs to tell the story of our country.

The inside front cover of this Atlas has a handy **list of Presidents** and the year each came into office. There is also a list explaining **abbreviations** used in the Atlas.

1. Use the information on the inside front cover of the Atlas to answer the following questions.

a. Who was the first president inaugurated in 1841?

\_\_\_\_\_ 1 \_\_\_\_\_ 13 \_\_\_\_\_

b. What does the abbreviation Res. stand for?

\_\_\_\_\_ 16 \_\_\_\_\_ 15 \_\_\_\_\_

The **maps, graphs, and photos** in this Atlas will help you picture history. The text, or words, will help you understand the story. On pages 4–5 you'll find tips for using this particular Atlas.

2. Use the information on pages 4–5 of the Atlas to answer the following questions.

a. What type of map tells you what part of the world is being shown?

\_\_\_\_\_ 14 \_\_\_\_\_ 6 \_\_\_\_\_

b. What does the fourth step in Using This Atlas suggest you read?

\_\_\_\_\_ 5 \_\_\_\_\_ 12 \_\_\_\_\_

This Atlas is divided into **10 eras**. Each era covers a period of our country's history. Every era has a timeline of key events. Each era also uses maps, graphs, photos, illustrations, and text to explain what happened.

3. Era 1 covers our country's early history. Use pages 6–17 of the Atlas to answer the following questions.

a. According to the timeline, what civilization dominated Central America in 800?

\_\_\_\_\_ 7 \_\_\_\_\_

b. According to map B, "Trading Empires of West Africa," on page 9, which empire in West Africa was Timbuktu in?

\_\_\_\_\_ 3 \_\_\_\_\_ 8 \_\_\_\_\_





On pages 120–121 you'll find a **glossary** of important terms used in the Atlas. Use this mini-dictionary to look up unfamiliar words.

4. Use the glossary in the Atlas to complete the following sentences.

a. **Abolition** is the elimination of

\_\_\_\_\_ 17

b. **Ordinance** includes combat equipment such as weapons, vehicles, and \_\_\_\_\_

11

10

On pages 122–123, you'll find a **chart** with facts about all **50 states**. The chart includes the largest city and capital of each state. You'll also find the state's total population, area, and percentage of urban population.

5. Use pages 122–123 of the Atlas to answer the following questions.

a. What is the largest city in Idaho?

2

b. Which state ranks second in both population and area?

4

9

The story of the people, places, and events that shaped our country is told in **The Nystrom Atlas of United States History**.

6. How would you define history? For one definition, take the numbered letters from your answers above and write them in the blanks below.

1 2 3 4 5 6 7 8 9

10 11 12 13 14 15 16 17

# Using the Activity Maps

The Activity Maps are a collection of maps. In this activity, you'll get to know your Activity Map. In other lessons, the maps will help you understand where events happened and how geography affected history.

The Activity Maps are actually four large maps, each with a small locator map. The Activity Maps are **markable**, so you can add information to tell the story of our country.

## 1. Identify the six maps.

- Open your Activity Map with the World map side facing up.
- Give the map a title. In the box at the top of the World map, write **USING THE ACTIVITY MAPS**.
- On the World map, there are three smaller maps.
  - On the left side there are views of the North Pole and South Pole. Circle the two polar view maps.
  - There is also a map that shows the locations of the seven continents and the oceans. Outline this locator map.
- On this side of the map, there is also a map of Europe. In the legend, draw a box around the title of the map.
- Now turn your Activity Map over. In the legends, draw boxes around the titles of the two maps.

The Activity Map names select **physical features**, such as oceans, mountains, lakes, and rivers. These names, or labels, will help you locate places on your Activity Map.

## 2. Locate physical features.

- Fold your map so just the map of the United States shows.
- Circle the labels for the Atlantic Ocean and Pacific Ocean.
- The Appalachian Mountains run parallel to the East Coast. Underline their name.
- Outline Lake Michigan.
- The Mississippi River is west of Lake Michigan. Trace it from its source in Minnesota (MN) to its mouth at the Gulf of Mexico.

The **legend** explains the symbols used on the map. Some symbols show physical features, such as deserts or waterfalls.

## 3. Identify map symbols in the legend.

- Find the legend and outline it. Above the box, write **LEGEND**.
- In the legend, circle the symbol for waterfall.
- On your map, find a waterfall symbol and circle it. (Hint: look along the East Coast).

The Activity Map is used with a history program, so few **cultural features** named. There are no dams or reservoirs, because they weren't there when the history of our country began.

4. International and state boundaries are two of the cultural features included on the Activity Map. They provide a reference point to help you locate places and draw other boundaries.

- a. In the legend, mark a small **X** next to the symbol for state boundaries of today.
- b. On the map, trace the boundaries of your state.

The Activity Maps are **physical maps**. They emphasize physical, or natural, features of the earth's surface.

These maps use color to show the height of the land, or land **elevation**. They also use shading to help you see the shape of the land.

5. Identify Elevation.

- a. In the legend, underline the word Elevation.
- b. Look at the color key for elevation. Find the color that shows elevations from 5,000 to 10,000 feet above sea level and draw a box around it.
- c. On the map, find an area that same color and label it **5,000–10,000 FT.**
- d. The Cross Section below the map shows a slice of the United States, as seen from an angle. (The map shows the land from straight above.) On the Cross Section, find that same color and label it **5,000–10,000 FT.**
- e. Fold the map of the United States in half. Compare elevation colors on the map and Cross Section. Which half has a higher elevation? Label that half **HIGHER**.

Throughout this program, you will use *The Nystrom Atlas of United States History* as a **reference**. The Atlas provides information that you will use when marking the Activity Maps.

6. Mark historic events.

- a. Turn to map B, "New Spain Breaks Apart," on page 36 of *The Nystrom Atlas of United States History*. With your finger, trace the Spanish missions along the Pacific coast from San Diego to San Francisco.
- b. San Diego and San Francisco are in present-day California. On your Activity Map, just south of Point Reyes, write **SAN FRANCISCO**. North of the border with Mexico, write **SAN DIEGO**.
- c. Both cities began as Spanish missions and presidios (forts). Below each city's name, draw a mission symbol † and a presidio symbol ▣.
- d. Also add the year each mission was founded.





# Reviewing Map Skills

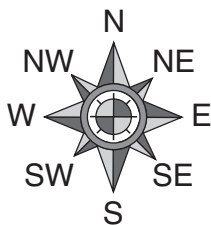
Use your Activity Map to review your map skills. Determine direction and distance, as well as use latitude and longitude.

**D**irections can help you find places on a map and understand where you are in relation to other places in your country and around the world.

**Cardinal directions** are the main directions. They are north, south, east, and west.

1. A compass rose helps you find directions. Make a compass rose.
  - a. Turn to the United States Activity Map.
  - b. In the box at the top of your Activity Map, write **DIRECTION AND DISTANCE**.
  - c. Use the map on pages 112–113 of *The Nystrom Atlas of United States History* to locate Canada and Mexico.
  - d. Canada and Mexico border the United States. On your Activity Map, label **CANADA** and **MEXICO**.
  - e. In Colorado (CO), where the two lines cross, draw a dot •.
  - f. From the dot, draw an arrow toward Canada following the line. This arrow points north. Label the arrow **N** for north.
  - g. Now draw another arrow from the dot toward Mexico. This arrow points south. South is the opposite of north. Label the arrow **S** for south.
  - h. From the dot, draw an arrow toward the Atlantic Ocean. This arrow points east. When you face north, east is to your right. Label the arrow **E** for east.
  - i. Draw another arrow from the dot toward the Pacific Ocean. This arrow points west. West is the opposite of east. Label the arrow **W** for west.

**I**ntermediate directions are between north, south, east, and west.



2. Label the intermediate directions.
  - a. On your Activity Map, draw four arrows between the cardinal direction arrows.
  - b. Now, like the compass rose in the margin, label the intermediate directions: **NW**, **NE**, **SE**, and **SW**.
  - c. Outline the boundaries of a state that lies in the path of each of the intermediate direction arrows and label them **NW**, **NE**, **SE**, and **SW**.
  - d. Find the small compass rose on the map. Finish labeling its cardinal and intermediate directions.

**M**aps have **map scales** so that you can measure distances between places on the map. Because maps are different sizes, their scales are different.

3. Use the map scale in the legend to make your own map scale.
  - a. In the legend, mark an **X** in front of the scale showing miles.
  - b. On the inset maps of Alaska and Hawaii, also put an **X** in front of their scales. Notice that these map scales are different, since their maps represent different sizes.
  - c. On the main map, in the legend, place the edge of your paper at 0 miles on the map scale. Mark and label each 50-mile increment to 250 miles.
  - d. Slide the 250 mile mark on your paper to 0 miles on the map scale and mark each 50-mile increment again. Make sure every 50-mile increment is labeled from 0 to 500 miles.

**W**hile using a map scale to measure distances is helpful, the results are approximate—not exact. Usually the larger the area represented on a map, the less exact the measurements. So it would be better to measure the distance from Chicago to Cleveland on a U.S. map than on a world map.

4. Use your map scale to measure the length of state borders.
  - a. Place your map scale below the southern border of Idaho, so that 0 miles is at Idaho's southwest corner.
  - b. Measure the southern border of Idaho and write its length in miles along the border.
  - c. Now place your map scale along the border between Arizona and New Mexico.
  - d. How long is Arizona's eastern and New Mexico's western border? Write the number of miles along their border.
5. Use your map scale to measure other distances.
  - a. Measure the distance across Lake Michigan. Place the edge of your map scale on the border between Wisconsin and Illinois and measure the distance across Lake Michigan.
  - b. Some distances are between those listed on the map scale. Between the two shores of Lake Michigan, write the distance across the lake.
  - c. Measure the approximate length of the Appalachian Mountains by placing 0 miles on your map scale at the first "A" in Appalachian and measuring to the "s" in Mountains. (You will need to make two measurements and add them.)
  - d. Write the approximate length of the Appalachian Mountains near its label.



**L**ines of **latitude** run east and west. They are called parallels because they run side by side with the same distance between them.

**6. Identify lines of latitude.**

- a. Turn to the World Activity Map.
- b. In the box at the top of your Activity Map, write **LATITUDE AND LONGITUDE**.
- c. The Equator is a line of latitude. It is halfway between the North Pole and the South Pole. It also separates the Northern and Southern Hemispheres. Trace the Equator.
- d. The Equator is the  $0^\circ$  line of latitude. Look along the left and right sides of the map and circle both  $0^\circ$ s.
- e. Along the Equator, write  **$0^\circ$  LATITUDE**.

**7. Lines of latitude north of the Equator are labeled N for north.**

- a. On both sides of your Activity Map, find the  $30^\circ\text{N}$  and  $60^\circ\text{N}$ . Circle the  $30^\circ\text{N}$  and  $60^\circ\text{N}$  on each side.
- b. Between  $30^\circ\text{N}$  and  $60^\circ\text{N}$ , write **NORTH**.

**8. Lines of latitude south of the Equator are labeled S for south.**

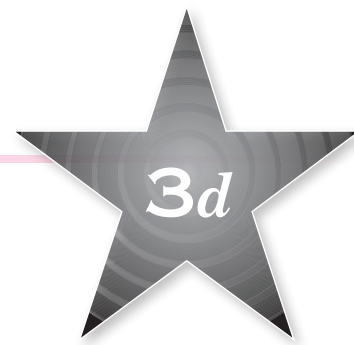
- a. On both sides of your Activity Map, find the  $30^\circ\text{S}$  and  $60^\circ\text{S}$ . Circle the  $30^\circ\text{S}$  and  $60^\circ\text{S}$  on each side.
- b. Between  $30^\circ\text{S}$  and  $60^\circ\text{S}$ , write **SOUTH**.

**L**ines of **longitude** run north and south. They are not parallel. Lines of longitude meet at the poles and are farthest apart near the Equator.

**9. Identify lines of longitude.**

- a. Lines of longitude end at the North Pole. On the North Polar View, circle the point where the lines meet.
- b. Lines of longitude also end at the South Pole. On the South Polar View, circle the point where the lines meet.
- c. The Prime Meridian is a line of longitude. It separates the Eastern and Western Hemispheres. On your Activity Map, trace the Prime Meridian.
- d. Find  $0^\circ$  on the top and bottom edges of the map and circle them both.
- e. Along the Prime Meridian, write  **$0^\circ$  LONGITUDE**.
- f. On a globe, the  $180^\circ$  line of longitude is opposite the Prime Meridian. On the North and South Polar Views, trace the Prime Meridian and  $180^\circ$  longitude.





**O**n many world maps, the Prime Meridian is located at the middle of the map. That way the right half of the map shows the Eastern Hemisphere, and the left half shows the Western Hemisphere. However, on this Activity Map, the Prime Meridian is off-center.

- 10.** Lines of longitude east of the Prime Meridian (and west of  $180^\circ$  longitude) are labeled E for east.
  - a.** On your Activity Map, trace the  $180^\circ$  line of longitude.
  - b.** Circle the five east lines of longitude labeled at the top of the map:  $30^\circ\text{E}$ ,  $60^\circ\text{E}$ ,  $90^\circ\text{E}$ ,  $120^\circ\text{E}$ , and  $150^\circ\text{E}$ .
  - c.** Between  $30^\circ\text{E}$  and  $150^\circ\text{E}$ , write **EAST**.
- 11.** Lines of longitude west of the Prime Meridian (and east of  $180^\circ$  longitude) are labeled W for west.
  - a.** Circle the five west lines of longitude labeled at the bottom of the map:  $150^\circ\text{W}$ ,  $120^\circ\text{W}$ ,  $90^\circ\text{W}$ ,  $60^\circ\text{W}$ , and  $30^\circ\text{W}$ .
  - b.** Between  $150^\circ\text{W}$  and  $30^\circ\text{W}$ , write **WEST**.

**M**aps do not show all lines of latitude and longitude. There are lines in between the ones shown on the map. The border on the map can help you locate these lines.

- 12.** Locate lines between the main lines.
  - a.** The blue and white border on this Activity Map changes every  $10^\circ$ . To locate the  $40^\circ\text{N}$  line of latitude, find the  $30^\circ\text{N}$  label on both sides of the map and move your fingers north one section on the border. Use the border to help you draw a line across the map. Label it  **$40^\circ\text{N}$** .
  - b.** To locate the  $50^\circ\text{E}$  line of longitude, find the  $60^\circ\text{E}$  label on the top and bottom of the map and move your fingers west one section on the border. Use the border to help you draw a line across the map following the curve. Label it  **$50^\circ\text{E}$** .

**L**atitude and longitude cross, forming a grid system. Each line of latitude crosses each line of longitude just once. Latitude and longitude **coordinates** can be used to find any place in the world on a map.

- 13.** Use latitude and longitude coordinates to locate places.
  - a.** On your Activity Map, draw a dot • at the intersection of  $30^\circ\text{N}$  and  $30^\circ\text{E}$ . Next to the dot write  **$30^\circ\text{N}$ ,  $30^\circ\text{E}$** .
  - b.** Now look at the map on pages 116–117 of the Atlas. Find the city located at  $30^\circ\text{N}$ ,  $30^\circ\text{E}$ .
  - c.** On your Activity Map, write the city's name near your dot.
  - d.** Find the Falkland Islands off the southeastern coast of South America. Estimate the coordinates of the Falkland Islands. Write the coordinate pair near the islands. (Keep in mind that latitude is always listed first.)



# Three Worlds Meet

## BEGINNINGS TO 1620

### ATLAS AND ACTIVITY MAP LESSONS

Lesson Number	Lesson Title	Page
4	<i>Introducing Era 1</i>	15
5	<i>Bering Land Bridge</i>	17
6	<i>Three Worlds</i>	19
7	<i>To the Indies</i>	21
8	<i>To the Indies—Again</i>	25
9	<i>Three Worlds Meet</i>	29
	<i>Reviewing Era 1</i>	33

### Cross-Curricular Activities



#### Writing • *Write a Paragraph*

Have students write a paragraph either supporting or refuting the following statement made by Samuel Eliot Morison:

*America was discovered accidentally by a great seaman who was looking for something else; when discovered it was not wanted; and most of the exploration for the next fifty years was done in hope of getting through or around it.*



#### Math • *Measure Distances*

Have students calculate the distance to the Indies going east, along da Gama's route, and going west, along Magellan's route.



#### Art • *Classify Works of Art*

Have students try to classify photos of sculptures, paintings, and buildings created by American, West African, and European artists before 1492.



#### Critical Thinking • *Sort Cards*

In Lesson 8, students create Extraordinary Explorer cards. Have students sequence their cards by year of expedition. Also have them place their cards on a wall map near the areas of exploration.

### Literature Links

Your students might enjoy these books and others about Era 1. Use picture books (p) to introduce a topic or as a model for student writing assignments.

#### Three Worlds

*The Discovery of the Americas (p)*

by Betsy and Giulio Maestro

*Morning Girl*

by Michael Dorris

*Leonardo da Vinci (p)*

by Diane Stanley

*I, Juan de Pareja*

by Elizabeth Borton de Trevino

*Sundiata: Lion King of Mali (p)*

by David Wisniewski

*Mansa Musa, The Lion of Mali*

by Khephra Burns

#### Early Explorations

*Around the World in a Hundred Years*

by Jean Fritz

*I, Columbus*

by Peter Roop

*The Age of Exploration*

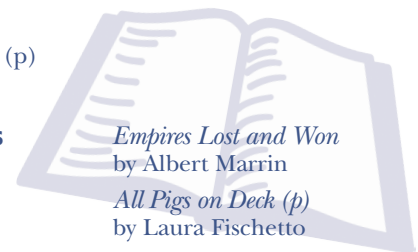
by Marshall Cavendish

*Empires Lost and Won*

by Albert Marrin

*All Pigs on Deck (p)*

by Laura Fischetto



# Introducing Era 1

LESSON

4

## Objectives

Students will be able to:

- ★ Complete a table of contents for the era.
- ★ Classify timeline events by using a graphic organizer.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 4a–4b, *Introducing Era 1*

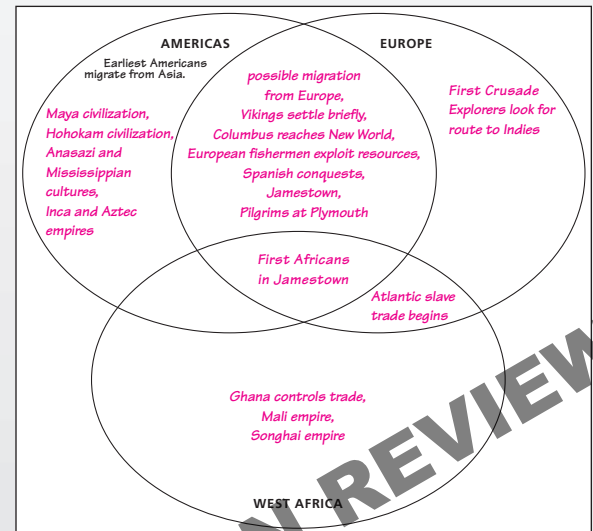
## Here's a Tip!

- Before distributing activity sheets, review the timeline with the class.
- Walk students through each spread in the era, pointing out a key idea or an interesting map, graph, or photo on each page.
- Complete the graphic organizer as a class on an overhead projector or a chalkboard, in small groups, or individually.
- Encourage students to shorten the description of timeline events or describe events in their own words in the graphic organizer.
- If students are unsure where an event belongs, have them look for the answer in the Atlas.

## Answers

1. *Answers will vary*

2.



# Bering Land Bridge

LESSON

5

## Objectives

Students will be able to:

- ★ Complete a cross section of the Bering Land Bridge.
- ★ Analyze data to determine when the land bridge was exposed and the Mackenzie Corridor was free of ice.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 5a–5b, *Bering Land Bridge*

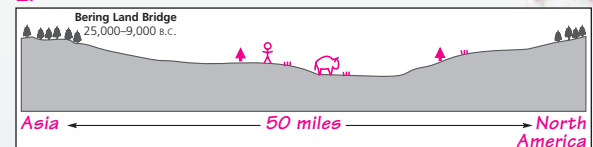
## Notes

Help students understand more about the Bering Land Bridge:

- The Bering Land Bridge is also referred to as Beringia.
- The vegetation on the bridge was unsuitable for supporting long-term habitation of large animals. Animals like the mammoth were migrating over the bridge, not living there.
- The Mackenzie Corridor was about 2,000 miles long. It was a gap between the Cordilleran and Laurentide ice sheets.

## Answers

2.



3.

YEAR	BERING LAND BRIDGE	MACKENZIE CORRIDOR
25,000 B.C.	exposed	ice-free
16,000 B.C.	exposed	blocked
10,000 B.C.	exposed	ice-free
8,000 B.C.	under water	ice-free

☆ *Answers will vary. For the land route, pros include food sources along the way and safety of solid ground; cons include the possibility that land bridge may be underwater or corridor may be blocked. For the sea route, pros include faster travel and availability of fish; cons include ice and dangerous boating conditions.*



# Three Worlds

LESSON

6

## Objectives

Students will be able to:

- ★ Identify the major achievements of cultures in the Americas, West Africa, and Europe in 1492.
- ★ Compare the three worlds.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 6a–6b, *Three Worlds*
- ❑ scissors
- ❑ glue or stapler

## Here's a Tip!

- Put together a sample tri-orama for the class.

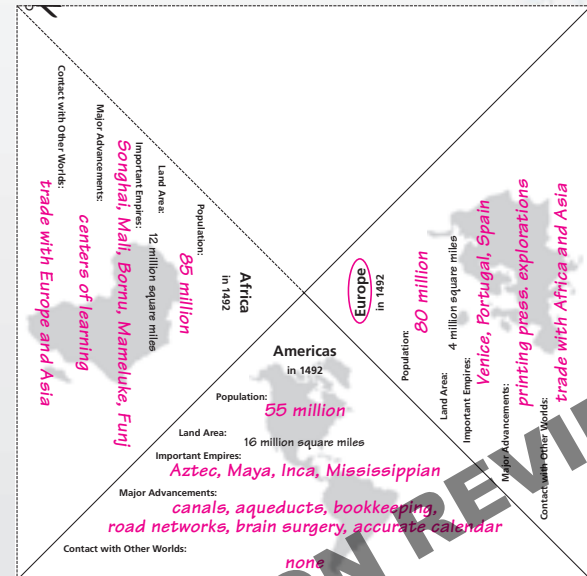
## Notes

Help students realize that the Americas, West Africa, and Europe all had cultures that were advanced and powerful:

- The Maya developed a written language and their calendar was more accurate than those used in Europe.
- The Mali city of Timbuktu was a center for learning. People from all over West and North Africa came to study law, literature, geography, mathematics, and surgery.
- The Renaissance began in Italy in the 1300s and spread to other countries in Europe in the 1400s.

## Answers

1.



☆ Answers will vary. Students might identify the Americas as most advanced because of their calendar, roads, cities, and ability to perform brain surgery; Africa because of its advanced trade routes; or Europe because of its printing press and explorations.

# To the Indies

LESSON

7

## Objectives

Students will be able to:

- ★ Draw major routes of Arab/Italian traders, da Gama, and Columbus.
- ★ Compare the three routes.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 7a–7d, *To the Indies*
- ❑ Activity Maps
- ❑ Map Markers
- ❑ a 10" piece of string for each student (optional)

## Notes

Help students understand more about the following trade routes and explorations:

- The Ottoman Empire eventually spread across all major Arab/Italian trade routes. Trade did not stop, but it was occasionally impeded by Turkish pirates in the Mediterranean and by the levying of taxes on European traders.
- The Columbus expedition left from the port of Palos, slightly northwest of the Strait of Gibraltar.
- Columbus's first landfall in the Americas was at San Salvador, one of the Bahama Islands.

## Answers

Chart:

ROUTE TO THE INDIES			
	Arab/Italian Route	Portuguese Route	Spanish Route
Route Description	From Venice to Calicut across land and water	Sailing from Portugal around Africa to the Indies	Sailing from Spain west to the Indies
Relative Distance (longest/shortest)	shortest	longest	
Planned Destination	Calicut	Indies	Indies
Actual Destination	Calicut	Indies	Bahama Islands
Advantages of This Route	Shortest distance	Avoids taxes and conflicts	Sailing west would be a more direct route
Disadvantages of This Route	Taxes and high prices	Much farther	North and South America blocked the way and the route was much farther than predicted

☆ Answers will vary. Students may mention the Portuguese route, because it was an all-sea route. They may choose the Arab/Italian route, because it was shortest. Or they may choose the Spanish route, because it opened up a New World to Europeans.

# To the Indies—Again

LESSON

8

## Objectives

Students will be able to:

- ★ Draw major routes during the Age of Discovery.
- ★ Recognize that trade with the Indies and the search for a Northwest Passage were motives for early exploration.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 8a–8d, *To the Indies—Again*
- ❑ Activity Maps
- ❑ Map Markers

## Here's a Tip!

- Have students mount their *Extraordinary Explorer* cards from Activity Sheet 8d on construction paper or index cards.
- Encourage students to compare and contrast explorers using the information on their *Extraordinary Explorer* cards.

## Notes

Help students understand more about these explorers:

- John Cabot, like many explorers, was Italian. He began a second voyage west in 1498, but all hands were lost at sea.
- British naval officer Robert McClure finally found a Northwest Passage in 1854. However, he was forced to complete the expedition on foot over ice.

## Answers

*Explorer Card: Answers will vary. Encourage students to choose explorers featured in the Atlas, in addition to those discussed on Activity Sheets 8a–8c.*

☆ *Answers will vary, but students should include reasons for their choices.*

# Three Worlds Meet

LESSON

9

## Objectives

Students will be able to:

- ★ Identify regions in which the three worlds met.
- ★ Describe the relationships between different cultures.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 9a–9d, *Three Worlds Meet*
- ❑ Activity Maps
- ❑ Map Markers

## Notes

Help students understand the interaction between Native Americans, Europeans, and West Africans:

- Many of the Spanish conquistadors were brutal in their treatment of Native Americans. But Cabeza de Vaca and his men learned to treat the Indians with respect.
- In 1608 in the Chesapeake Bay area, English settlers and Powhatan Indians exchanged two children. Thomas Savage and Namontack later acted as interpreters between the two worlds.
- The first Africans to arrive in Jamestown were sold as indentured servants, not slaves. Thousands of European immigrants were also sold as indentured servants.

## Answers

*Chart: Answers will vary. Group students by the meetings they selected, and have them compare answers.*

☆ *Paragraphs will vary. Students should write from the perspective of a Native American.*

# Reviewing Era 1

## Objectives

- Students will be able to:
- ★ Review the era.
  - ★ Demonstrate the ability to meet era objectives.
  - ★ Demonstrate the ability to read maps and graphs.

## Materials

- ❑ Activity Sheets a–b, *Reviewing Era 1*

## Here’s a Tip!

- Have students review their completed activity sheets for Era 1 before completing the Era 1 review.
- Suggest that students review pages 6–17 of the Atlas and write any questions they have.
- Have students work in small groups on their posters. Stress that the groups must reach a consensus on the three most important events of the era before placing items on their posters.
- Have students present their posters to the class, explaining why they chose the events they did.
- Once the posters are completed, have the class tabulate students’ choices for top events of the era.

## Answers

- |      |      |       |
|------|------|-------|
| 1. c | 5. b | 9. c  |
| 2. c | 6. b | 10. b |
| 3. a | 7. d | 11. c |
| 4. a | 8. a | 12. d |

☆ *Posters will vary. Students should identify what they feel are the three most important events of the era.*

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DO NOT REPRODUCE

★ Notes ★

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# Introducing Era 1

This was an era of incredible discoveries—of new lands and new people. It was also an era of tragic conquests and losses. It began thousands of years ago, when humans first arrived in the Americas.

1. Look at pages 6–17 of *The Nystrom Atlas of United States History* and make your own personal table of contents for this era. Write notes or draw pictures to help you remember what's on the pages.

## Era 1: Three Worlds Meet Time Period

### *The Long Journey to the Americas*

Pages 6–7

### *The World of the First Americans The World of West Africa*

Pages 8–9

### *The World of Europe*

Pages 10–11

### *Trade With the Indies Spurs Exploration*

Pages 12–13

### *Europeans Explore the New World*

Pages 14–15

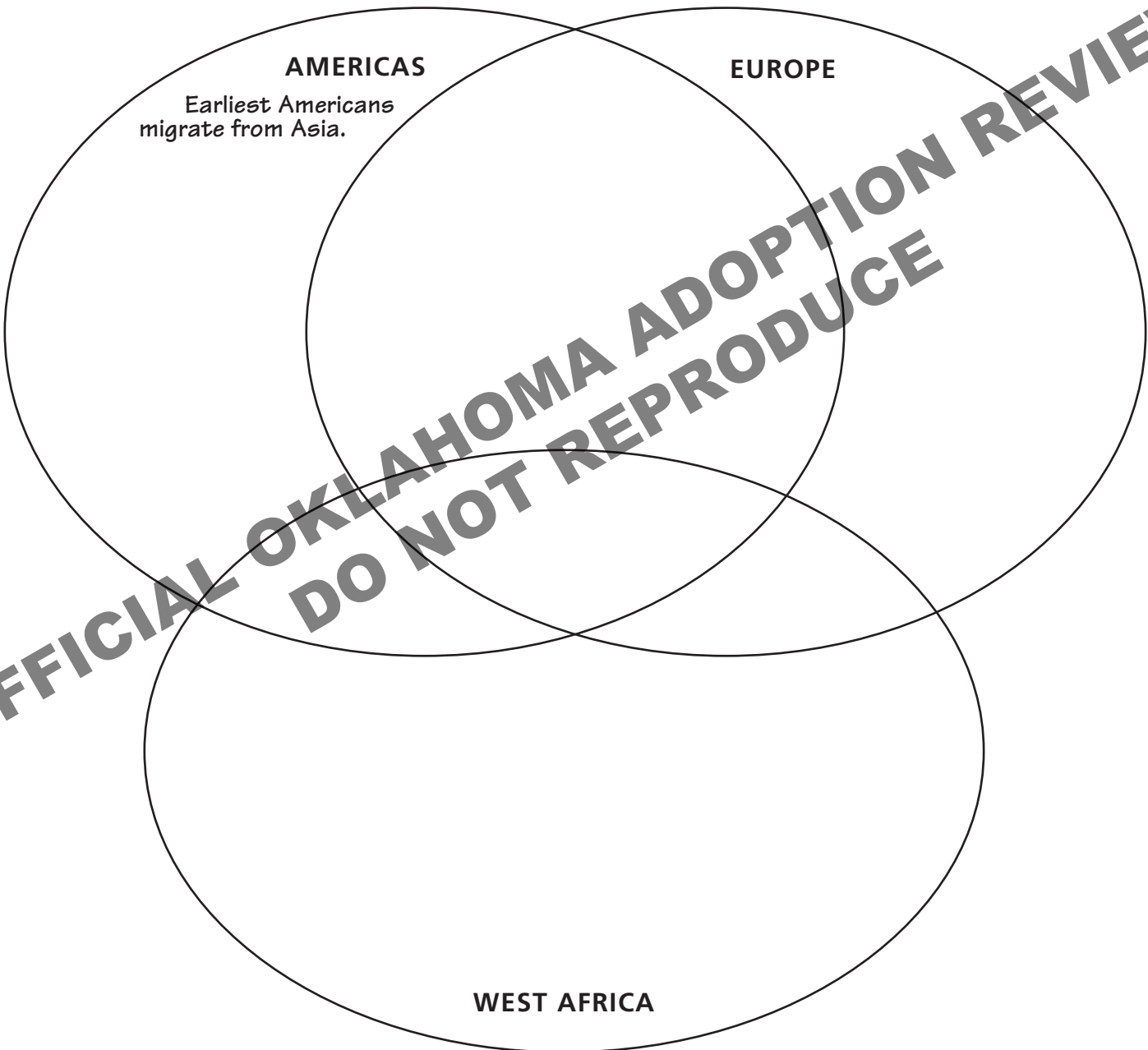
### *Exploitation and Settlement Begin*

Pages 16–17



**E**ra 1 is about three very different worlds—the **Americas**, **West Africa**, and **Europe**. This era focuses on how people from these worlds met, interacted, and settled the New World.

2. Complete the diagram to show relationships among the three worlds.
  - a. Think about each event on the Era 1 timeline on pages 6–7 of the Atlas and where the event took place.
  - b. Write each event in the correct section below. (See the example.) If an event involved two or three of the worlds, write it in the space where their circles overlap.



# Bering Land Bridge

During the last Ice Age, parts of Europe and North America were covered by a thick sheet of ice. So much water was frozen as ice that the level of oceans dropped over 300 feet—increasing the size of land masses and changing coastlines.

The **Bering Strait** is a shallow body of water that separates Asia (Russia) from North America (Alaska). It is just 50 miles across.

When the sea level dropped during the last Ice Age, a vast area of land—called a **land bridge**—was exposed. It connected the two continents.


## 1. Identify changes in the Bering Strait.

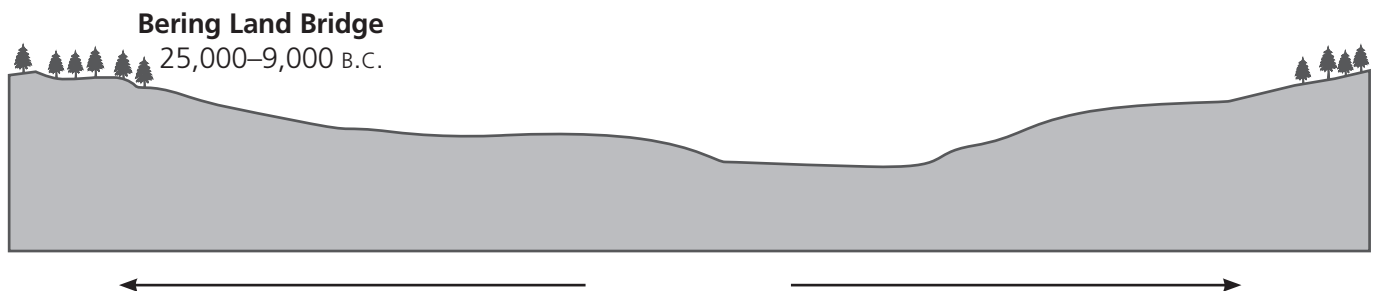
- Turn to the world map on pages 118–119 of *The Nystrom Atlas of United States History*. Find the Bering Strait as it looks today.
- Turn to map B, “Were These the Earliest Journeys,” on page 6 of the Atlas. Move your finger across the width of the Bering Land Bridge from the Arctic Ocean to the Aleutian Islands. Compare the land bridge of 16,000 B.C. with the Bering Strait today.
- On map C, “Waves of Human Migration,” on page 7 of the Atlas, move your finger across the width of the Bering Land Bridge. Compare the size of the land bridge in 10,000 B.C. with the land bridge in 16,000 B.C.

The **Bering Land Bridge** was similar to the modern-day Alaskan tundra. There were grasses, sage, trees, and dwarf shrubs.

Mammoths, bison, deer, and bears migrated from Asia to North America over the land bridge. Hunters may have followed the animals.

## 2. Complete a cross section of the Bering Land Bridge.

- Label the left side of the cross section **ASIA** and the right side **NORTH AMERICA**.
- To show the distance across the land bridge, write **50 MILES** between the arrows below the cross section.
- Add some grass and trees to the land bridge.
- Draw a mammoth, bison, deer, or bear heading for North America.
- Draw a person  following the animal.



After people crossed the Bering Land Bridge, they had to find **routes** past the remaining ice and glaciers.

During some periods of the Ice Age, an ice-free corridor about 2,000 miles long extended along the east side of the Rocky Mountains. This corridor followed a river now called the Mackenzie River. The corridor is now known as the **Mackenzie Corridor**.

3. Use the information from pages 6–7 of the Atlas to complete the chart below.
  - a. Look at diagrams A, “Changing Sea Levels,” on page 6. Note the dates when the land bridge was exposed.
  - b. In the Bering Land Bridge column of the chart below, for each year, write whether the land bridge was **EXPOSED** or **UNDER WATER**.
  - c. Use map B on page 6 and map C on page 7 to determine when the Mackenzie Corridor (the route east of the Rocky Mountains) was ice-free.
  - d. In the Mackenzie Corridor column of the chart, for each year write whether the corridor was **ICE-FREE** or **BLOCKED**.
  - e. Look at your chart. Circle any years when the Bering Land Bridge was exposed and the Mackenzie Corridor was ice-free and passable.

YEAR	BERING LAND BRIDGE	MACKENZIE CORRIDOR
25,000 B.C.		
16,000 B.C.		
10,000 B.C.		
8,000 B.C.		

Theories differ about the route humans took to North America.



List pros and cons of land routes and sea routes to the Americas.

**MATERIALS:**

Atlas  
scissors  
glue or stapler

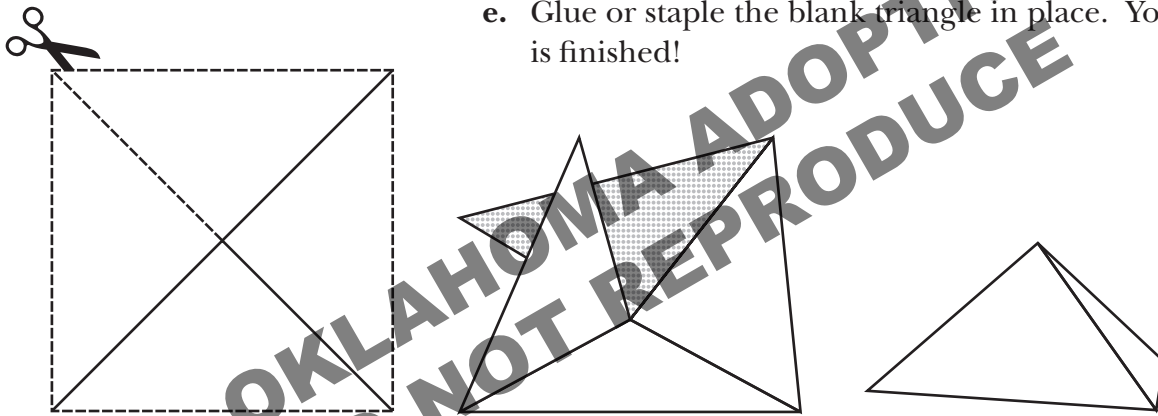
6a

# Three Worlds

By the late 1400s, the Americas, Western Africa, and Europe had each been ruled by several powerful and advanced empires.

The **Americas, Africa, and Europe** each made significant technological, social, and economic contributions to society.

1. Assemble a tri-orama about the Americas, Africa, and Europe.
  - a. Use the maps, graphs, and information on pages 8–11 of *The Nystrom Atlas of United States History* to fill in the tri-orama on Activity Sheet 6b.
  - b. Cut the tri-orama along all the dotted lines.
  - c. Fold the tri-orama along the solid lines.
  - d. Tuck the blank triangle behind the Africa triangle.
  - e. Glue or staple the blank triangle in place. Your tri-orama is finished!



In 1492 interaction between the Americas, Africa, and Europe was on the brink of increasing at an incredible pace.

2. Use the information on your tri-orama to compare the three worlds. Which of the three worlds was most crowded and, therefore, most likely to look for additional land? Circle the continent's name on the tri-orama



Which of the three worlds do you think was most advanced? Why? Hold an informal class debate on the issue.

In USHistoryAtlas.com, read the following primary sources to help you reach your decision:

- Americas: Iroquois Great Law of Peace
- Africa: Ibn Battuta's journey in West Africa
- Europe: Elizabeth I's speech before the Spanish Armada



# Three Worlds

6b

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**Africa**  
in 1492

Population:  
Land Area:  
Important Empires:  
Major Advancements:  
Contact with Other Worlds:

**Europe**  
in 1492

Population:  
Land Area:  
Important Empires:  
Major Advancements:  
Contact with Other Worlds:

**Americas**  
in 1492

Population:  
Land Area:  
Important Empires:  
Major Advancements:  
Contact with Other Worlds:

**MATERIALS:**  
Atlas  
Activity Map  
Map Marker  
string (optional)



# To the Indies

From roughly A.D. 700 to 1300 there was little contact between Europe and Asia. Trade between the two continents gradually increased in the 1300s and 1400s. By the 1400s Europeans regularly bought and sold goods from the Indies.

In the 1400s Europeans lumped India, China, Japan, and the islands of Southeast Asia together and called them the **Indies**.

The Indies sold spices and cotton—goods that Europeans couldn't grow themselves. The Indies also had gold, silver, ivory, and precious stones that Europeans valued highly.

## 1. Identify the Indies.

- Turn to the World Activity Map.
- Give the map a title. In the box at the top of your Activity Map, write **TO THE INDIES**.
- Use map C, "Treasures of the Indies," on page 13 of *The Nystrom Atlas of United States History* to identify the Indies.
- On the far western side of your Activity Map, draw a circle around this region. Label it **INDIES**.
- On this map, India is divided in half. On the far eastern side of your Activity Map, circle the other half of India.

Until 1481 the **Arabs** and Italians had exclusive control over trade with the Indies. Arabs carried goods by land or by water from the Indies to the Mediterranean Sea.

**Venice**, an Italian city-state, controlled the rest of the journey. Traders from Venice bought goods from the Arabs and then sold those goods throughout Europe.

## 2. Draw one of the Arab–Venice routes from the Indies.

- Use map B, "Ottoman Empire and Eurasian Trade," on page 12 of the Atlas to locate the following cities:
  - Calicut in India
  - Alexandria in Egypt
  - Venice in modern-day Italy
- On your Activity Map, locate and label Calicut with a **C**, Alexandria with an **A**, and Venice with a **V**.
- Starting with your marker at Calicut, draw an arrow west across the Arabian Sea. Continue northwest through the Red Sea. Cross the small stretch of land to Alexandria.
- The Arabs controlled this part of the trade route. Label this arrow **ARAB**.
- From Alexandria, draw an arrow to Venice across the Mediterranean Sea.
- Venice controlled this part of the trade route. Label this arrow **VENICE**.

**P**ortugal was jealous of the control Venice had over trade with the Indies. It also resented paying high prices for goods from the Far East.

In 1419 Prince Henry the Navigator urged his explorers to find an all-sea route to the Indies—one that Portugal could control.

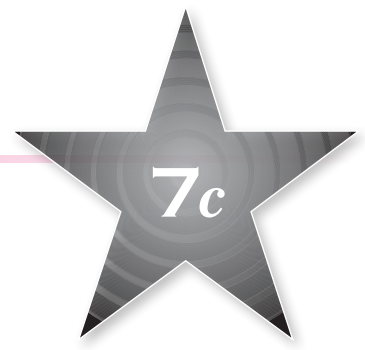
Countless explorers inched south along the coast of Africa, but returned without success. “Go back and go still further,” Prince Henry urged them.

**A**fter years of exploring the west coast of Africa, the Portuguese realized that an all-sea route to the Indies was much longer than they imagined.

The need to find a new route to the Indies became even more important after 1481. Then, the Ottoman Empire gained control of Egypt and the Middle East, making trade even more expensive and difficult.

In 1498 Portuguese explorer **Vasco da Gama** finally reached the Indies.

3. Explore Portugal’s early attempted routes to the Indies.
  - a. Use the map on pages 116–117 of the Atlas to locate Portugal.
  - b. On your Activity Map, mark Portugal with a **P**.
  - c. When the Portuguese began their explorations, they had some knowledge of northern Africa. However, they didn’t know how far south the continent extended. Draw a dotted line along the Tropic of Cancer in Africa. Put a large **?** below your dotted line.
  - d. As far as the Portuguese explorers knew, the sea route from Portugal to India might be fairly short and direct. With your finger, trace a route from Portugal to Calicut, cutting through the unknown section of Africa.
4. Draw Vasco da Gama’s route to the Indies.
  - a. Da Gama’s ships took on supplies at the Cape Verde Islands. On your Activity Map, start in Portugal. Draw an arrow to the Cape Verde Islands, west of Africa.
  - b. Da Gama avoided Africa’s southwest coast because earlier explorers experienced storms and rough waters there. From the Cape Verde Islands, continue directly south to the Tropic of Capricorn.
  - c. Now head southeast toward the Cape of Good Hope.
  - d. Curve around the cape. Then follow Africa’s east coast almost to the Equator.
  - e. From there, continue your arrow northeast to Calicut.
  - f. Portugal had finally found an all-sea trade route to the Indies. Label your arrow **PORTUGAL**.



**P**ortugal wasn't the only country that wanted to by-pass the Ottoman Empire. **Spain** also wanted to find its own route to the Indies.

An Italian sailor, **Christopher Columbus**, was convinced that the Indies could be reached by sailing west. After years of seeking support, Columbus finally convinced Spain to finance his westward voyage to the Indies.

**5.** Draw Spain's route to the Indies.

- a. Use the map on pages 116–117 of the Atlas to locate Spain.
- b. On your Activity Map, mark Spain with an **S**.
- c. Look closely at map B, “Map of the World,” on page 10 of the Atlas. This map was drawn in 1490 and shows the world known to Europeans at the time. Compare it with the Activity Map to see which continents are missing.
- d. On your Activity Map, put a large **X** through each of the missing continents.
- e. To see the world as Columbus knew it, trace the 180° longitude line and the 30°W line with dotted lines. Now cover North America and South America with your hand.
- f. Based on the maps of the day, Columbus thought he could reach the Indies by sailing west. Use your finger to trace a route from Spain to Japan, skipping over the Americas.
- g. Place the edge of this activity sheet along that same route. Roughly measure the distance Columbus thought he would travel from Spain to Japan. Make one mark on the activity sheet for Spain and another at 30°W. Move the 30° mark over to 180° and continue to measure the distance to Japan.
- h. Now draw Columbus's actual route on your Activity Map. Draw an arrow from Spain to the Canary Islands. Then continue your arrow west to the Bahama Islands.
- i. Columbus thought he had found a route to the Indies. Label your arrow **SPAIN**.
- j. To see why Columbus was convinced that he had reached the Indies, compare your distance marks on the activity sheet for the route from Spain to Japan with the route from Spain to the Bahamas.



# To the Indies

7d

## Pulling It Together

By the early 1500s, the Arabs, Venice, and the Ottoman Empire no longer controlled trade with the Indies. Portugal became a thriving center of trade.

Compare three routes to the Indies.

- Gather information from your completed Activity Map, Activity Sheets 7a–7c, and pages 10–13 of the Atlas.
- Use this information to complete the chart below.
- Use a piece of string to compare the distances of each route.

ROUTE TO THE INDIES			
	Arab/Italian Route	Portuguese Route	Spanish Route
Route Description			
Relative Distance (longest/shortest)			
Planned Destination			
Actual Destination			
Advantages of This Route			
Disadvantages of This Route			




Which of these three routes to the Indies would you take? Why?

**MATERIALS:**Atlas  
Activity Map  
Map Marker

8a

# To the Indies–Again


In 1498 Portugal was successful in finding an eastern route to the Indies. However, the route was long and treacherous. Other European countries continued to look for a shorter, easier western route to the Indies.



*We merchants of Europe continue to buy spices, silk, cotton, gold, silver, ivory, and precious stones from the Indies. However, we resent paying high prices to the Portuguese for these goods.*

**1. Identify the Indies.**


- Turn to the World Activity Map.
- Give the map a title. In the box at the top of your Activity Map, write **TO THE INDIES AGAIN**.
- Use map C, “Treasures of the Indies,” on page 13 of *The Nystrom Atlas of United States History* to identify the Indies.
- On the far western side of your Activity Map, draw a circle around this region. Label it **INDIES**.
- On this map, India is divided in half. On the far eastern side of your Activity Map, circle the other half of India.
- Use the map on pages 116–117 of the Atlas to locate the following European countries: England (now part of the United Kingdom), France, and Spain.
- On your Activity Map, label the following countries:
  - England with an **E**
  - France with an **F**
  - Spain with an **S**



*My name is Giovanni Caboto, but the English call me John Cabot. Shortly after Columbus first sailed west, England sponsored my voyage.*

*In 1497 my crew and I set out to find a western sea route to the Indies. Before long, we reached Asia. I had no idea the seas around the Indies were so full of fish! Back in England I became known as “the Great Admiral.”*

**2. Draw Cabot’s route to the Indies.**

- On your Activity Map, make a small dot on England’s west coast.
- Draw an arrow west to Newfoundland, which Cabot believed was part of Asia.
- Label the arrow **CABOT**.
- Use map B, “Europeans Harvest American Waters,” on page 16 of the Atlas to locate fishing grounds off the coast of Newfoundland and Nova Scotia.
- Now, on your Activity Map, draw a few fish symbols  in those same fishing grounds.



*Columbus never found a westward route to Asia, but I will. I am **Ferdinand Magellan**. I'm Portuguese, but I sailed this voyage for my neighbor, Spain.*

*I set sail in 1519 with five ships and over 200 men. After just a few months, some villains staged a mutiny. Luckily my loyal crew and I were able to put it down.*

*Later, as we crossed a large, uncharted sea, our food supplies dwindled. We were soon forced to eat rats and sawdust! Most of the crew became sick—scurvy I fear.*

*When we finally arrived in the Philippines, I am proud to say that I converted many islanders to our Lord's faith.*

**3. Draw Magellan's route to the Indies.**

- On your Activity Map, start at the southern edge of Spain. Draw an arrow southwest to the eastern bulge of South America.
- Follow the coast of South America south until you're just west of the Falkland Islands.
- There Magellan discovered a narrow water passage, or strait, across the tip of South America. This strait is now named after him. Draw an arrow through the Strait of Magellan to the Pacific Ocean.
- Continue north along the coast of South America to 30°S latitude.
- Draw an arrow from South America northwest to the Philippine Islands.
- Magellan was killed in a fight with the people of the Philippines. Draw a battle symbol ★ on the Philippines.



*Alas, my brave captain was killed in a battle in the Philippines. So I, **Sebastian del Cano**, took command.*

*After loading a ship with spices in the Spice Islands, we sailed from the Indies to Africa and then back to Spain. Even with a full ship, we soon found ourselves starving again.*

*It took my crew three long years to complete the entire voyage. We did end up sailing completely around the globe—proving that the earth is round. Sadly, only 17 men survived the journey with me.*

**4. The voyage continued under the command of Sebastian del Cano.**

- Continue your arrow along the east coast of the Sulawesi and the west coast of Timor.
- From Timor head southwest to the Tropic of Capricorn on the west side of the map.
- On the east edge of the map, make a dot at the Tropic of Capricorn. Pick up del Cano's route there.
- Continue heading southwest to the Cape of Good Hope.
- Del Cano went back to Spain along a route similar to da Gama's. Find it on map E, "To the Indies by Sea," on page 13 of the Atlas.
- On your Activity Map, complete del Cano's route to Spain.
- Label the arrow **MAGELLAN-DEL CANO**.

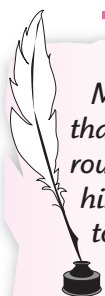


France was also looking for a route to the Indies, so they hired me—**Giovanni da Verrazano**, an Italian—to lead the voyage.

Although we did not find a route to the Indies, in 1524 we did explore much of North America's east coast.

5. Draw Verrazano's route.

- Begin on the west coast of France. Draw an arrow southwest to the Madeira Islands.
- Now continue your arrow west across the Atlantic Ocean to the east coast of North America.
- Turn your arrow south along the coast to 30°N latitude.
- Now turn your arrow back north and follow the coast until you reach Newfoundland.
- Label your arrow **VERRAZANO**.



My country is still convinced that there must be another route to the Indies. They hired me, **Jacques Cartier**, to look for a sea route through North America—a Northwest Passage.

From 1534 to 1536 I made two voyages for France. I explored the St. Lawrence River, but never did find a route through North America.

6. Draw Cartier's route.

- Begin on the west coast of France. Draw an arrow with a dotted line west across the Atlantic Ocean to the northern coast of Newfoundland.
- From there follow the St. Lawrence River to the point halfway between the mouth of the river and Lake Ontario, the easternmost Great Lake.
- Label your arrow **CARTIER**.



I, **Henry Hudson**, was hired by trading companies from both the Netherlands and my country of England to find a Northwest Passage. Unfortunately, in 1610 we became trapped by ice. Freezing and hungry, we barely survived that miserable winter. Come spring, my cowardly crew mutinied and set me and my son adrift in a small boat. I regret that we never did find that passage.

7. Draw Hudson's route.

- Start in southeast England. Draw an arrow along England's southern coast.
- Now head northwest, past Greenland.
- A strait and bay were named after Henry Hudson. Continue through the Hudson Strait to Hudson Bay. Follow the eastern coast of the bay to its southern tip.
- Hudson and his son were never heard from again. Label your arrow **HUDSON**.



# To the Indies—Again

8d

## Pulling It Together

Complete an Extraordinary Explorer card.

- Choose one of the explorers featured on your completed Activity Map, Activity Sheets 8a–8c, or pages 13–15 of the Atlas.
- Use the information to complete the card below.
- In USHistoryAtlas.com, under Photo Tours, look for an image of your explorer. Also look in other websites for an image. Print it out and attach it to your card.

### EXTRAORDINARY EXPLORER

Name:

Nationality:

Countries sailed for:

Years of exploration:

Area explored:

Greatest achievement:

Did this explorer find a route to the Indies?



What do you think would have been the most difficult part of your explorer's journey? Why?



# Three Worlds Meet

For thousands of years the people of the Americas, West Africa, and Europe lived mainly within their own worlds. In some cases, they didn't even realize other worlds existed. By the 1600s that all changed.

**T**he **Americas, West Africa,** and **Europe** were each inhabited by a variety of cultural groups—each group with its own language and customs. In each world, some of these groups were powerful and wealthy. Others just barely survived.

## 1. Identify the three worlds.

- Turn to The Americas Activity Map.
- Give the map a title. In the box at the top of your Activity Map, write **THREE WORLDS MEET 1000–1619**.
- On the locator map, with your finger, outline North and South America.
- Then, on North America, draw a triangle ▲ with your Map Marker.
- Look at map B, “Trading Empires of West Africa,” on page 9 of *The Nystrom Atlas of United States History*. With your finger trace around the Songhai and Bornu Empires.
- On your Activity Map, on the locator map, draw a circle ● in West Africa.
- Then draw a square ■ on Europe.
- On your Activity Map, in the legend, write:  
▲ = **NATIVE AMERICANS**  
● = **WEST AFRICANS**  
■ = **EUROPEANS**

**O**ne of the first meetings of Native Americans and Europeans took place around A.D. 1000, when a small group of **Vikings** settled in Newfoundland.

The Vikings called the Native Americans in the area **Skraeling**, but they may have been Inuit or Beothuk. These Native Americans traded with the Vikings. They also fought with them—which could be why the Viking settlement was soon abandoned.

## 2. Label the Viking settlement.

- Turn to map A, “Vikings Reach North America,” on page 14 of the Atlas. Use your finger to trace the voyage of Leif Ericson from Greenland to L’Anse aux Meadows.
- On your Activity Map, find Newfoundland. Mark the island with a ▲ for Native Americans and a ■ for the Vikings.
- East of Newfoundland, write **SKRAELING** and **VIKINGS**.

Hearing reports of a rich empire to the west, Spanish conquistador **Hernando Cortés** set sail for today's Mexico. Mexico was ruled by the **Aztecs**.

Once in the Aztec capital, Cortés imprisoned the Aztec emperor, seized their gold, and destroyed temples. By 1521 Cortés had conquered the Aztecs and controlled all of central Mexico.

In April of 1528 Spanish conquistador **Pánfilo de Narváez** and 400 soldiers arrived in Florida in search of gold. They killed and enslaved Indians, including the Apalachee, and stole their food. They were also attacked by Indians.

Finally, starving and sick, the Spanish built flatboats. In September, they set sail for Mexico. By November Narváez and hundreds of others had drowned in the Gulf of Mexico.

By 1532 only four members of the expedition were still alive: **Álvar Nuñez Cabeza de Vaca**, two other Spaniards, and an African, **Estebán**.

Cabeza de Vaca and his men had been nursed back to health by Indians. So they treated Indians throughout the West with respect and later earned a reputation as healers themselves. The four finally returned to Spanish territory in 1536.

3. Show Cortés's conquest of the Aztecs.

- Look at map E, "Spanish Explorations and Conquests," on page 15 of the Atlas. With your finger, trace the route followed by Cortés.
- On your Activity Map, find the point where the Sierra Madre meet the Tropic of Cancer. Mark that spot with a ▲ for the Aztecs and a ■ for the Spanish.
- To show the conquest of the Aztecs by the Spanish, draw a conquest symbol ✱ around the ▲.
- West of these symbols, write **AZTECS** and **CORTÉS**.

4. Show the Narváez portion of the expedition.

- Look again at map E on page 15 of the Atlas. Use your finger to trace the explorations of Narváez and Cabeza de Vaca.
- On your Activity Map, find the Florida Peninsula. Mark Florida with a ▲ for the Indians, a ■ for the Spanish, and a ● for their African slaves.
- East of Florida, write **APALACHEE**, **NARVÁEZ**, and **SLAVES**.

5. Show the Cabeza de Vaca portion of the expedition.

- On your Activity Map, mark the end of Cabeza de Vaca's journey in northwestern Mexico with a ▲ for the Indians, a ■ for the Spanish, and a ● for the African.
- West of Mexico, write **INDIANS**, **CABEZA DE VACA**, and **ESTEBÁN**.
- In contrast to their earlier actions in Florida, Cabeza de Vaca and his men worked cooperatively with most Indians they met in the American West. Between the Gulf Coast and Mexico, draw a peace symbol ☺.



**F**rancisco Pizarro, another Spanish conquistador, explored South America. The **Inca** ruled 2,500 miles of the continent along the Pacific coast.

Pizarro captured an Inca leader and held him for ransom. After receiving a room filled with gold, Pizarro killed the leader. By 1532 Pizarro had conquered the Inca and controlled much of South America.

6. Show Pizarro's conquest of the Inca.
  - a. Look at map E on page 15 of the Atlas. With your finger, trace the route followed by Pizarro.
  - b. Now, on your Activity Map, find the point where 15°S meets the Andes Mountains. Mark that spot with a ▲ for the Inca and a ■ for the Spanish.
  - c. To show the conquest of the Inca by the Spanish, draw a conquest symbol ✱ around the ▲.
  - d. Next to these symbols, write **INCA** and **PIZARRO**.

In 1619 the **Powhatan Confederation** occupied much of Virginia. There were about 9,000 people in the confederation.

Nearby, the **English** settlement of **Jamestown** had a population of about 1,000—almost all men. The English and the Powhatan enjoyed several years of peace.

In 1619 a new group arrived in Jamestown: 20 **Africans**. They were sold as indentured servants rather than slaves. After working for several years, the Africans were set free.

7. Show the arrival of Europeans and Africans in Chesapeake Bay.
  - a. Look at map E, "Three Worlds Meet in Chesapeake Bay," on page 17 of the Atlas. Find the Powhatan settlements, Jamestown, and the ship carrying Africans.
  - b. Chesapeake Bay is on the east coast of North America, just north of Cape Hatteras. Find the bay on your Activity Map.
  - c. To show all three worlds living in the Chesapeake Bay area, draw a ▲ for the Powhatan, a ■ for the English, and a ● for the Africans.
  - d. East of the Chesapeake Bay, write **POWHATAN**, **ENGLISH**, and **AFRICANS**.



# Three Worlds Meet

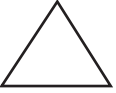


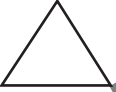


9d

## Pulling It Together

**B**etween 1000 and 1619, Native Americans, West Africans, and Europeans met on several occasions. Some of the meetings were friendly; others were fatal.

Describe meetings of the three worlds.

- Look at your completed Activity Map. Choose two meetings between Native Americans, West Africans, and Europeans, or between two of these three worlds.
- To show which worlds were involved in each meeting, shade in the correct symbols in a box below.
- Give the meeting a descriptive title.
- Then answer the questions about each meeting.

 <b>Native Americans</b>  <b>West Africans</b>  <b>Europeans</b>	<hr/> <p>Where did they meet?</p> <p>When did this meeting take place?</p> <p>What happened as a result of the meeting?</p>
 <b>Native Americans</b>  <b>West Africans</b>  <b>Europeans</b>	<hr/> <p>Where did they meet?</p> <p>When did this meeting take place?</p> <p>What happened as a result of the meeting?</p>



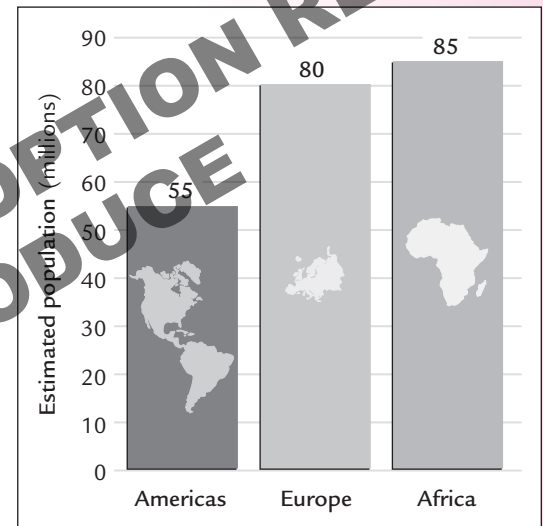
In USHistoryAtlas.com, under Primary Sources, read the letter from Jamestown governor George Percy. Select a paragraph that describes an incident with the Native Americans in the area. Rewrite the paragraph from the perspective of a Powhatan.

# Reviewing Era 1

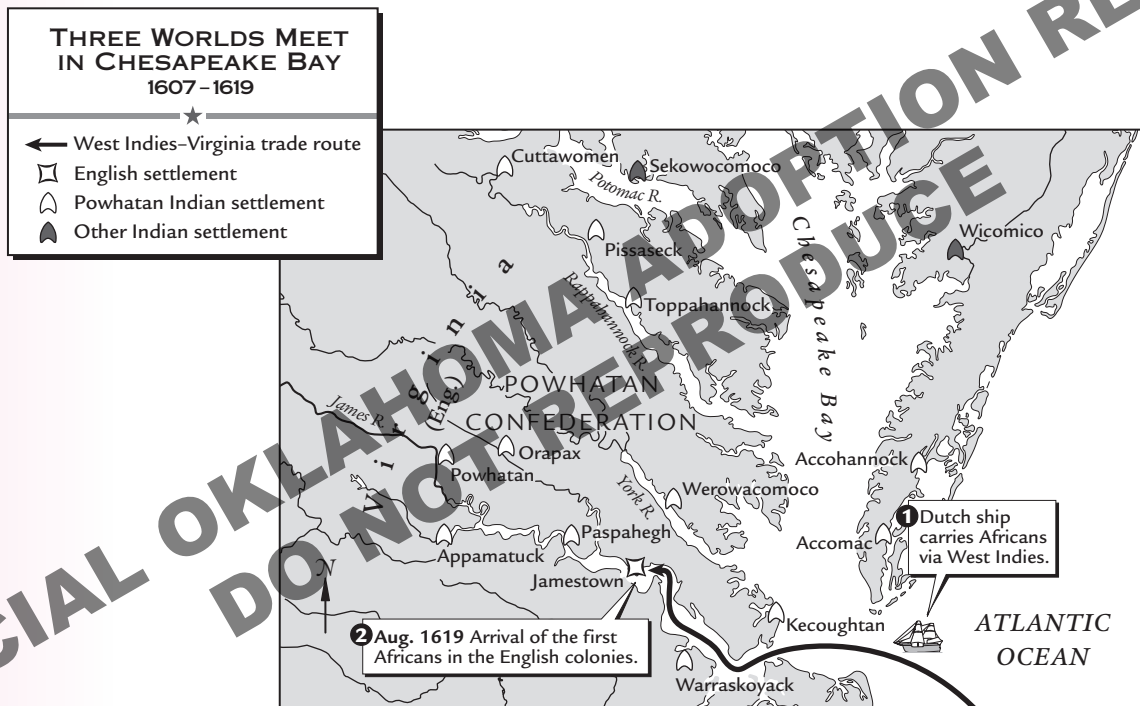
In the last six lessons you've learned about early human migration; American, European, and West African cultures; world exploration; and global trade. How much do you remember?

*Circle the letter of the correct answer.*

- Which two continents did the Bering Land Bridge connect?
  - North America and South America
  - Asia and Europe
  - Asia and North America
  - Europe and Africa
- Look at the graph. In 1492, how much larger was the population of Africa than the Americas?
  - 20 million
  - 25 million
  - 30 million
  - 35 million
- Which continent was the most crowded in 1492?
  - Europe
  - Africa
  - North America
  - South America
- Which Three Worlds began interacting in the late 1400s?
  - Africa, Europe, and the Americas
  - Asia, Europe, and the Americas
  - Asia, Africa, and Australia
  - Australia, Antarctica, and Asia
- Where is the Indies?
  - in Europe
  - in Asia
  - in Africa
  - in North America
- Who traveled west in search of a route to the Indies?
  - Vasco da Gama
  - Christopher Columbus
  - Arab traders
  - Prince Henry the Navigator
- Why were explorers looking for a Northwest Passage?
  - to discover if the world was really round
  - to open a trade route with Africa
  - to find a faster route to the Americas
  - to reach the Indies by sea



8. For which country did explorer Jacques Cartier sail?
  - a. France      b. England      c. Spain      d. Netherlands
9. Where did the Vikings first meet Native Americans in about 1000 A.D.?
  - a. Scandinavia      c. Newfoundland
  - b. Iceland      d. Florida
10. Which group in South America was conquered by Francisco Pizarro?
  - a. Mayans      b. Incas      c. Aztecs      d. Powhatan Confederation
11. Look at the map. Which of the following was NOT a Powhatan Indian settlement?
  - a. Warraskoyack      c. Wicomico
  - b. Werowacomoco      d. Accomac



12. The First Africans in Chesapeake Bay
  - a. were brought on an English ship.
  - b. came directly from Africa.
  - c. lived in a Powhatan village.
  - d. arrived in 1619.



Era 1 covers United States history from the beginnings to 1620. Create a poster for that time period. Write words and draw or download images that represent the three most important events from the era.



# Colonization and Settlement

## 1585–1763

### ATLAS AND ACTIVITY MAP LESSONS

Lesson Number	Lesson Title	Page
10	<i>Introducing Era 2</i>	39
11	<i>Native Americans</i>	41
12	<i>The Thirteen Colonies</i>	45
13	<i>Fall Line Settlements</i>	47
14	<i>Slavery in the Americas</i>	51
15	<i>Spanish Settlements</i>	53
	<i>Reviewing Era 2</i>	57

### Cross-Curricular Activities



#### Art • *Make a Settlement Tri-orama*

Have students make a tri-orama (see Activity 6 for directions.) Have students create a scene on each panel of their tri-orama showing a Native American, European, and slave settlement from 1585–1763.



#### Science • *Construct a Model*

Have students construct a model of a fall line out of sand or clay. Drip water on the model and have students observe the direction the water flows.



#### Geography • *Make a Map*

Have students use building blocks, craft sticks, or toothpicks to make a map of the 13 British Colonies.

### Literature Links

Your students might enjoy these books and others about Era 2. Use picture books (p) to introduce a topic or as a model for student writing assignments.

#### Native American Settlements

*Moki*

by Grace Jackson Penney

*Tapenum's Day (p)*

by Kate Waters

#### European Settlements

*The Diary of Remember*

*Patience Whipple*

by Kathryn Laskey

*Pilgrim Voices*

by Connie and Peter Roop

*Sarah Morton's Day (p)*

by Kate Waters

*Samuel Eaton's Day (p)*

by Kate Waters

*The Pilgrims of Plimoth (p)*

by Marcia Sewall

*Mayflower 1620*

by Plimoth Plantation

*Molly Bannaky (p)*

by Alice McGill

*The Kidnapped Prince*

by Olaudah Equiano

*Witch of Blackbird Pond*

by Elizabeth George Speare

*A Multicultural Portrait of*

*Colonial Life*

by Carolyn Kott Washburne



# Introducing Era 2

LESSON 10

## Objectives

Students will be able to:

- ★ Complete a table of contents for the era.
- ★ Classify timeline events by using a graphic organizer.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 10a–10b, *Introducing Era 2*

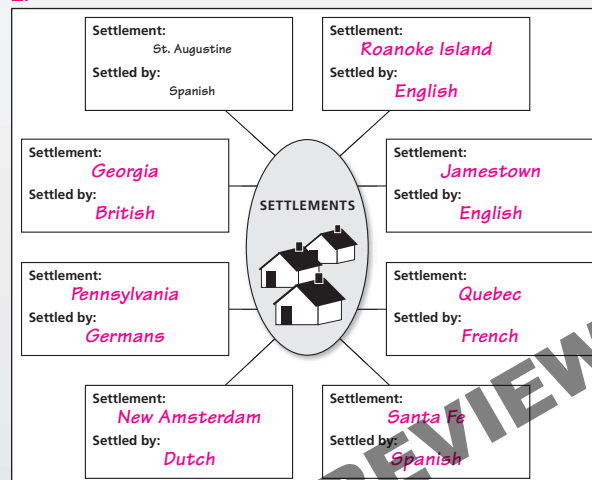
## Here's a Tip!

- Before distributing activity sheets, review the timeline with the class.
- Walk students through each spread in the era, pointing out a key idea or an interesting map, graph, or photo on each page.
- Complete the graphic organizer as a class on an overhead projector or a chalkboard, in small groups, or individually.
- Encourage students to shorten the description of timeline events or to describe events in their own words in the graphic organizer.
- If students are unsure who settled an area, have them look for the answer in the Atlas.

## Answers

1. *Answers will vary.*

2.



# Native Americans

LESSON 11

## Objectives

Students will be able to:

- ★ Identify characteristics of the Plains Indians.
- ★ Recognize how the introduction of horses changed their lifestyle.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 11a–11d, *Native Americans*
- ❑ Activity Maps
- ❑ Map Markers

## Here's a Tip!

- Have students research how contact with Europeans changed the lives of other Native American culture groups.

## Notes

Help students understand that Native Americans lived in the Americas for many centuries before Europeans arrived:

- There are few accurate reports about Indian territories during the early 1600s, when only a few European explorers had ventured into the interior of the Americas.
- Within each Indian culture region, there were many different tribes or tribal groups, often with significantly different cultures.

## Answers

1.

PLAINS INDIANS		
Before Horses		After Horses
low	Population Density	higher
Dakota (Sioux) Mandan Omaha Iowa Pawnee Kansa Comanche	Indian Nations	Dakota (Sioux) Pawnee Kansa Arapaho Kiowa Comanche
earth lodges	Homes	tepees
beans, corn, squash deer, elk some buffalo	Food	buffalo
foot travois	Transportation	horse foot travois

☆ *Oral stories will vary.*

# The Thirteen British Colonies

LESSON 12

## Objectives

Students will be able to:

- ★ Distinguish between the New England, Middle, and Southern Colonies.
- ★ Compare colonies and regions.

## Materials

- ☐ *The Nystrom Atlas of United States History*
- ☐ Activity Sheets 12a–12b, *The Thirteen British Colonies*

## Notes

Help students understand more about the 13 colonies:

- These colonies were clustered along the coast so colonists could easily stay in contact with and trade with England.
- The western boundaries of several colonies were not clearly defined. Some of the colonies claimed lands along their latitudes as far west as the Pacific Ocean.
- The Appalachian Mountains formed a natural barrier to westward expansion. French claims to western lands created a political barrier.
- Controversies over Vermont and Maine continued until after the Revolution. Vermont became the 14th state in 1791. Maine was admitted to the Union in 1820 as part of the Missouri Compromise.

## Answers

1.

COLONIAL COMPARISONS		
<b>Age</b>		
Oldest colony:	<u>Virginia</u>	Founded in: <u>1607</u>
Youngest colony:	<u>Georgia</u>	Founded in: <u>1732</u>
<b>Location</b>		
Northernmost colony:	<u>Massachusetts (Maine)</u>	
Southernmost colony:	<u>Georgia</u>	
Easternmost colony:	<u>Massachusetts (Maine)</u>	
Westernmost colony:	<u>Georgia</u>	
<b>Colonial Capitals in 1750</b>		
Same as present-day state capital:	<u>Annapolis, MD, Boston, MA, or Hartford, CT</u>	
Different from present-day state capital:	<u>any other colonial capital</u>	
<b>Natural Features</b>		
Longest ocean coastline:	<u>Massachusetts</u>	
No ocean coastline:	<u>Pennsylvania</u>	
Borders the Appalachian Mountains:	<u>Georgia, North Carolina, Virginia, Maryland, Pennsylvania, New York, Massachusetts, or New Hampshire</u>	

2. Answers will vary, depending on region.

☆ Answers will vary. Make sure students give a reason for their choice.

# Fall Line Settlements

LESSON 13

## Objectives

Students will be able to:

- ★ Recognize the fall line as an obstacle to navigation.
- ★ Use a map key to identify different elevations.
- ★ Use map symbols to locate waterfalls.

## Materials

- ☐ *The Nystrom Atlas of United States History*
- ☐ Activity Sheets 13a–13d, *Fall Line Settlements*
- ☐ Activity Maps
- ☐ Map Markers

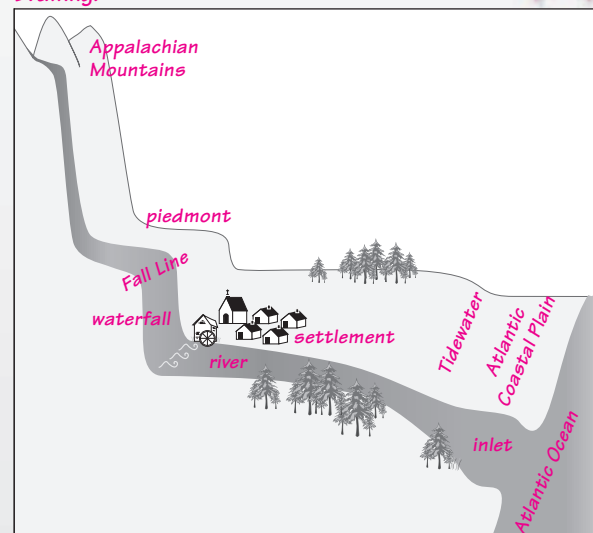
## Notes

Help students understand the significance of the fall line:

- In early colonial times, numerous trading posts were located along the fall line. Rivers brought Indians downstream and colonists upstream to meet near the falls.
- Some of the fall line trading posts grew into towns.
- Later, the waterfalls provided power for factories, and most of the towns grew into manufacturing centers.
- Early settlers in Virginia's Tidewater region became wealthy growing tobacco.
- Later settlers had to move to the less fertile Piedmont area.
- Piedmont farmers paid higher taxes than Tidewater farmers, but they could not vote. Only the wealthy could vote.

## Answers

Drawing:



☆ Answers will vary. Student may mention access to the ocean, a constant supply of fresh water, availability of fish from rivers, access to goods from England and other ports through water transportation.

# Slavery in the Americas

LESSON 14

## Objectives

Students will be able to:

- ★ Graph and compare the number of Africans transported to different regions in the Americas as slaves.
- ★ Identify the impact of slave labor on trade.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 14a–14b, *Slavery in the Americas*

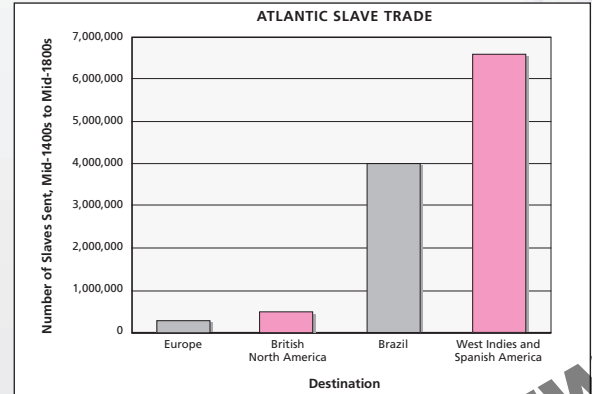
## Notes

Help students understand the history behind slavery in the Americas:

- Slavery existed in Europe, Africa, and Asia for thousands of years before the colonization of the Americas.
- Sugar plantations in the West Indies required huge numbers of laborers and caused the slave trade to boom.
- The plantation system in the Southern colonies was modeled after the sugar plantations of the West Indies.
- The plantation system in the Americas was the first instance since the days of the Roman Empire that a region's economy was almost entirely dependent on slave labor.

## Answers

1.



2.

SLAVERY IN NORTH AMERICA		
	British North America	West Indies
Number of slaves sent between the mid-1400s and the mid-1800s	500,000	6,628,000
Crops requiring slave labor*	rice, tobacco, indigo	sugar coffee (not shown on map)
Major exports	tobacco, indigo, rice, rum, cod, grain	molasses, sugar, slaves

★ Descriptions will vary.

# Spanish Settlements

LESSON 15

## Objectives

Students will be able to:

- ★ Identify where the Spanish settled in the New World during the 1500s and 1600s.
- ★ Recognize how Spanish settlers treated Native Americans.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 15a–15d, *Spanish Settlements*
- ❑ Activity Maps
- ❑ Map Markers

## Notes

Help students understand the impact early Spanish settlers continue to have on the United States today.

- Many place names in the United States have Spanish names.
- St. Augustine is the oldest continuously settled city in the United States.
- Native Americans were treated by the Spanish in much the same way they would continue to be treated by other European settlers in the New World.

## Answers

Chart:

SPANISH SETTLEMENTS		
	In Southwest	In Southeast
First settlement (in what became the United States, include name and date)	Santo Domingo, 1598	St. Augustine, 1565
Type of settlements	<input checked="" type="checkbox"/> Mission <input checked="" type="checkbox"/> Pueblo <input type="checkbox"/> Presidio	<input checked="" type="checkbox"/> Mission <input checked="" type="checkbox"/> Pueblo <input checked="" type="checkbox"/> Presidio
Conflict with Native Americans (include name and date)	Pueblo Revolt, 1680–1692	Potano Wars, 1567, 1584 Apalachee Revolt, 1647
Elevation of region	5,000 to 20,000 ft.	0 to 500 ft.
Land features in region	mountains	coastal plains wetlands
Rainfall in region	0 to 20 inches	40 to 80 inches

★ Reasons will vary, but may include Spanish cruelty as well as threats from Pope.

# Reviewing Era 2

ASSESSMENT



## Objectives

Students will be able to:

- ★ Review the era.
- ★ Demonstrate the ability to meet era objectives.
- ★ Demonstrate the ability to read maps and graphs.

## Answers

- |      |      |       |
|------|------|-------|
| 1. c | 5. b | 9. d  |
| 2. a | 6. c | 10. b |
| 3. c | 7. a | 11. c |
| 4. a | 8. d | 12. c |

## Materials

- ❑ Activity Sheets a–b, *Reviewing Era 2*

☆ Posters will vary. Students should identify what they feel are the three most important events of the era

## Here's a Tip!

- Have students review their completed activity sheets for Era 2 before completing the Era 2 review.
- Suggest that students review pages 18–27 of the Atlas and write any questions they have.
- Have students work in small groups on their posters. Stress that the groups must reach a consensus on the three most important events of the era before placing items on their posters.
- Have students present their posters to the class, explaining why they chose the events they did.
- Once the posters are completed, have the class tabulate students' choices for top events of the era.

★ Notes ★

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# Introducing Era 2

During this era, the Spanish, English, and French all began to explore, claim, and settle what to them was a New World—often leading to conflict with those who were already living there.

1. Look at pages 18–27 of *The Nystrom Atlas of United States History* and make your own personal table of contents for this era. Write notes or draw pictures to help you remember what's on the pages.

## Era 2: Colonization and Settlement Time Period

### *A New World to the Europeans*

Pages 18–19

### *Early Claims, Early Conflicts*

Pages 20–21

### *European Settlements in North America*

Pages 22–23

### *The Thirteen British Colonies*

Pages 24–25

### *Slavery in the Americas*

Pages 26–27

**E**ra 2 is about the people who settled and colonized North America. Some **settlements** were trading centers, some were religious missions, and others were farming communities. Most of these settlements had conflicts with neighboring Native Americans.

2. Complete the diagram to get an overview of early settlements and their settlers.
  - a. Turn to the Era 2 timeline on pages 18–19 of the Atlas and look for the names of settlements and newly established cities and colonies.
  - b. Write each name in one of the boxes below. Also identify the group who settled or established each city or colony. (See the example.)

**Settlement:**  
St. Augustine  
**Settled by:**  
Spanish

**Settlement:**  
  
**Settled by:**

**Settlement:**  
  
**Settled by:**

**Settlement:**  
  
**Settled by:**

**Settlement:**  
  
**Settled by:**

**Settlement:**  
  
**Settled by:**

**Settlement:**  
  
**Settled by:**

**Settlement:**  
  
**Settled by:**

**Settlement:**  
  
**Settled by:**

**SETTLEMENTS**

**MATERIALS:**Atlas  
Activity Map  
Map Marker

11a

# Native Americans

Before the 1500s North America was only inhabited by the people Christopher Columbus called Indians. With the arrival of Europeans and horses, the lives of Native Americans would soon change.

**B**y the 1600s there were about three million Indians living in the United States. These Native Americans lived in distinctly different culture regions.

At this time few Indians lived on the **Plains**. The Plains was a flat or gently rolling region covered by grass.


**1. Locate the Plains.**

- a. Turn to the United States Activity Map.
- b. Give the map a title. In the box at the top of your Activity Map, write **NATIVE AMERICANS**.
- c. Outline the Plains with a dotted line.
  - Trace the Mississippi River from its mouth at the Gulf of Mexico to its source in Minnesota. Extend your line north to the top of the map.
  - Draw a line along the eastern edge of the Rocky Mountains. Follow the Bighorn Mountains to the Front Range and Sangre de Cristo Mountains.
  - The Plains extended from Canada to Mexico. Draw lines along the top of the map and along the Rio Grande and Gulf coast.
- d. At the top of this area, write **PLAINS INDIANS**.
- e. Turn to map B, "Native Americans," on page 18 of *The Nystrom Atlas of United States History*. Use the map to identify Indian nations that lived on the Plains.

**B**efore contact with Europeans, most Plains Indians lived in villages along rivers. The land there was fertile and easy to farm. The sod out on the **grasslands** was difficult to plow and break apart.

Some Plains Indians lived in earth lodges. These houses were framed with logs and then covered with dirt.






**2. Locate Indian villages.**

- a. On map A, "Forest and Grassland," on page 18 of the Atlas, outline grasslands on the Plains with your finger.
- b. The Plains Indians lived along rivers, especially the Missouri. On your Activity Map, on the Plains, along the Missouri River, draw an earth lodge symbol .

Most Plains Indians were **farmers**. However, a few groups were **hunters**.

Among the farmers, the women raised crops. They grew beans, corn, and squash. The men were hunters. They hunted for deer, elk, and an occasional buffalo.

3. Identify their main sources of food.

- Look again at map B on page 18 of the Atlas. Identify Plains Indians in the 1620s who were farmers and hunters.
- On your Activity Map, next to the lodge symbol , draw a farming symbol . Beside it, write **BEANS, CORN, and SQUASH**.
- On the Plains, also draw a hunting symbol . Beside it, write **DEER, ELK, and BUFFALO**.
- In the legend, write  = **FARMING** and  = **HUNTING**.

In the summer, Plains Indians left their villages to hunt **buffalo**. Traveling on foot, it was difficult to kill a buffalo. The easiest way was to stampede them off a cliff.

In fall, the Plains Indians returned to their villages with any buffalo they had killed. They dragged buffalo on a travois, which was a platform between two poles.

4. Identify buffalo ranges.

- Buffalo herds once extended from the Rockies to the Appalachians. Along 35°N, between these two mountains ranges, draw a line. Along the line, write **BUFFALO**.
- It was difficult to drag a buffalo on foot. (An adult buffalo can weigh 800 to 3,000 pounds.) So Plains Indians didn't travel far from their villages. In the legend, find the scale in miles. Along the edge of this page, measure 50 miles.
- On the map, around the village, draw a circle about 50 miles in diameter.

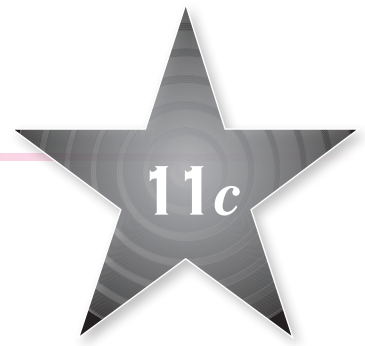
The lives of the Plains Indians changed completely with the arrival of **horses**. The Spanish brought horses to Mexico in 1519.

However, it wasn't until 1680, with the Pueblo Revolt, that Indians gained control of hundreds of horses.

5. Map the spread of horses.

- Look at photo B and the caption on page 20 of the Atlas.
- The Spanish brought horses north. From the southern edge of the map to 35°N and the Rio Grande, draw an arrow north. Label it **HORSES**.
- After the Pueblo Revolt, Pueblo Indians began selling horses to other Indians in the West. Extend the arrow to the northwest corner of present-day Kansas. From there, extend the arrow north to the Canadian border.
- From the Rio Grande, draw another arrow east to the Arkansas border.

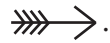





With horses, the Plains Indians could follow herds of buffalo. Their lifestyle soon revolved around the buffalo.

Their main food became buffalo meat. They used the hides of the buffalo to make clothing and tipis. They turned buffalo bones and horns into tools.

6. Identify changes to the lifestyle of the Plains Indians.

- a. Indians on the eastern Plains continued to farm, but those on the western Plains became hunters. In the western part of this region, draw a hunting symbol .
- b. Buffalo became their primary source of food. Next to the hunting symbol, write **BUFFALO**.
- c. Portable tipis replace earth lodges. On the western Plains, draw a tipi symbol .
- d. Men, women, and children all went on buffalo hunts. They would travel hundreds of miles in search of buffalo. In the legend, use the scale in miles to measure 250 miles along the edge of this page.
- e. On the map, from the tipi symbol, draw a trail about 250 miles long anywhere on the Plains. (Remember, you are following a herd of buffalo.)

On horseback, Indians could hunt and kill more buffalo than they needed. With horses, they could transport large quantities of buffalo meat and hides farther. They traded the extra meat and skins to fur traders and white settlers for guns, gun powder, and beads.

Other Indian nations soon moved onto the Plains and became buffalo hunters too. To communicate with each other, they developed an Indian sign language.

7. Identify additional changes.

- a. Plains Indians traded buffalo hides for other goods. At the end of the trail, write **TRADE**.
- b. Dakota (Sioux), Comanche, and others moved to the western Plains. On map B on page 18 of the Atlas, locate the earlier homelands of these Indian Nations.
- c. On your Activity Map, draw arrows from the eastern and southern Plains to the western Plains.
- d. Coming in contact with each other more frequently, these Indian nations needed a common language. On the western Plains, write **SIGN LANGUAGE**.

# Native Americans

11d

## Pulling It Together

Compare the lifestyles of the Plains Indians before and after the arrival of horses. Use information from your completed Activity Map, Activity Sheets 11a–11c, and pages 18–21 and 42 of the Atlas to help you fill in each box.

### PLAINS INDIANS

#### Before Horses


Population Density

Indian Nations

Homes

Food

Transportation

#### After Horses




In USHistoryAtlas.com, under Primary Sources, look at the Lakota Winter Count Calendar. The Lakota (Sioux) used these pictographs to describe their history. Choose one of the calendars and tell an oral story describing its meaning.

# The Thirteen British Colonies

12a

Between 1607 and 1732, England established 13 colonies in North America. The colonies were clustered along the Atlantic coast. The colonies were often grouped into three geographic regions: New England Colonies, Middle Colonies, and Southern Colonies.

1. Use map A, "Thirteen Colonies," on page 24, the map on pages 112–113, and the chart on pages 122–123 of *The Nystrom Atlas of United States History* to compare the 13 colonies. Name only one colony on each line.

## COLONIAL COMPARISONS

### Age

Oldest colony: \_\_\_\_\_ Founded in: \_\_\_\_\_

Youngest colony: \_\_\_\_\_ Founded in: \_\_\_\_\_

### Location

Northernmost colony: \_\_\_\_\_

Southernmost colony: \_\_\_\_\_

Easternmost colony: \_\_\_\_\_

Westernmost colony: \_\_\_\_\_

### Colonial Capitals in 1750

Same as present-day state capital: \_\_\_\_\_

Different from present-day state capital: \_\_\_\_\_

### Natural Features

Longest ocean coastline: \_\_\_\_\_

No ocean coastline: \_\_\_\_\_

Borders the Appalachian Mountains: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

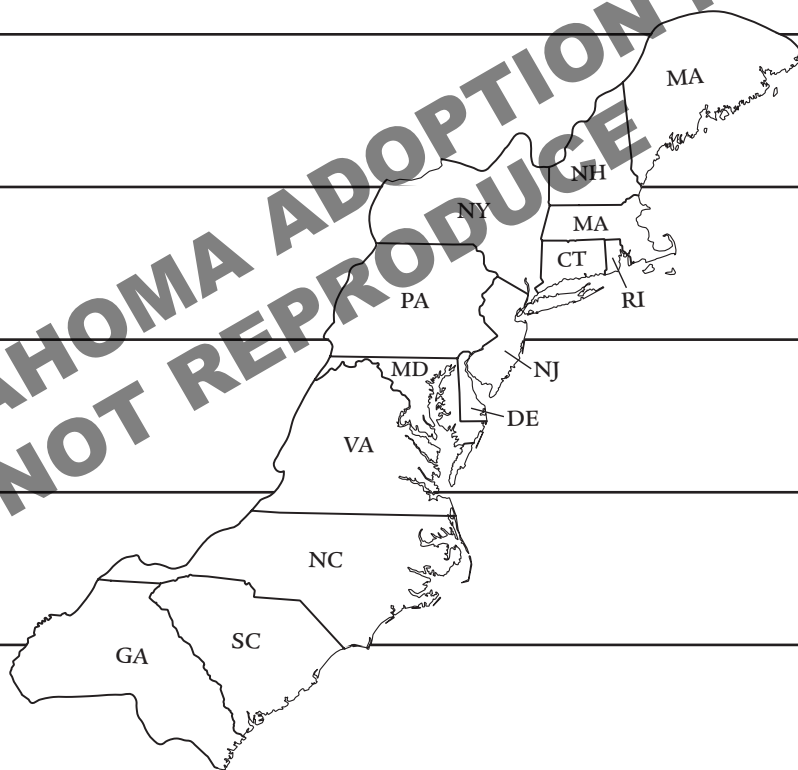
Each of these **colonial regions**—New England, Middle, and Southern—offered a unique lifestyle.

2. Complete the *Colonial Region at a Glance* notecard.

- Choose one of the following regions: New England Colonies, Middle Colonies, or Southern Colonies.
- Use information from the maps on pages 24 and 25 of the Atlas to complete the chart below for that region.
- On the map below, lightly shade only those colonies that are part of the region you chose.

### Colonial Region at a Glance

<b>Region</b>	
<b>Colonies</b> (Name all the colonies included in the region.)	
<b>Natural Features</b> (Name any rivers, oceans, bays, islands, or mountains in the region.)	
<b>Major Cities</b> (List several cities and colonial capitals in the region.)	
<b>Ethnic Groups</b> (List any ethnic groups that settled in the region.)	
<b>Religions</b> (List the main religions practiced in the region.)	



Review pages 24–25 of the Atlas, your *Colonial Region at a Glance* notecard, and notecards for other regions. If you were a colonist, which region would you settle in? Why?



**MATERIALS:**Atlas  
Activity Map  
Map Marker

13a

# Fall Line Settlements

The physical geography of a region often has a great impact on its history. Mountains, for example, often were barriers to settlement. Many lakes and rivers were important avenues of transportation.

The **Activity Maps** are physical maps. They use color to represent land elevations.

The long, narrow drawing below the map of the United States is a **cross section**. It shows an east-west profile of the United States as seen from 36°N to 38°N. The cross section uses the same colors as the map.

1. Use the elevation key and the cross section.

- Turn to the eastern half of the United States Activity Map.
- Give the map a title. In the box at the top of your Activity Map, write **FALL LINE SETTLEMENTS**.
- In the legend, draw a box around the color that represents an elevation of 500 to 1,000 feet above sea level.
- On the map, use your finger to trace the line east of the Appalachian Mountains where the land drops from 500 to 1,000 feet to 0 to 500 feet above sea level.
- Compare the cross section with the map. Use your finger to trace the same line on the cross section where the land drops from 500 to 1,000 feet to 0 to 500 feet.

The first mountains west of the Atlantic Ocean are the **Appalachians**. They are the oldest mountains in North America but certainly not the tallest—as you can see by looking at its elevation.

2. Identify the Appalachian Mountains.


- On the map, find the Appalachian Mountains. Draw a wavy line under the name.
- Now, on the cross section, find the Appalachian Mountains. Also draw a wavy line under the name.

The lowland along the Atlantic Ocean is a **coastal plain**. It is a broad area of flat or gently rolling land.


3. Identify the coastal plain.

- On the map, underline the name of this coastal plain.
- On the cross section, also find and underline its name.

Most of the earliest European settlements in America were on the **Atlantic Coastal Plain**. The many inlets along the coast provided safe harbors for ships. Rivers provided **transportation routes** inland.

4. Identify a coastal plain inlet and transportation routes.
  - a. On your Activity Map, locate Chesapeake Bay. Underline its name.
  - b. Draw a boat symbol  at the entrance to the bay.
  - c. Now trace the rivers that flow into Chesapeake Bay.

Several rivers flow directly into the Atlantic Ocean. Many of them are **navigable**—or deep and wide enough for ships—well inland. Oceangoing ships were able to go up the rivers and take settlers and goods to areas far from the coast.

5. Trace rivers along the Atlantic Coastal Plain.
  - a. On your Activity Map, trace four rivers that flow directly into the Atlantic Ocean.
  - b. Draw a boat symbol  at the mouth of each of these rivers.

About halfway between the Appalachian Mountains and the coast, the land suddenly drops. Here **waterfalls** or rapids on the rivers prevent boats from going any farther upstream.

The line along which the land drops and the waterfalls appear is called the **Fall Line**.

6. Identify waterfalls east of the Appalachian Mountains.
  - a. On your Activity Map, in the legend, circle the symbol for a waterfall.
  - b. Now, on the map, circle all the waterfall symbols between the Appalachian Mountains and the Atlantic Coastal Plain.
  - c. Draw a dotted line to connect the circled waterfalls.
  - d. This line marks the approximate location of the Fall Line. Label the line **FALL LINE**.



A number of towns developed just east of the Fall Line. This was as far as oceangoing ships could take settlers and supplies. These towns were known as **fall line settlements**.

7. Identify and label fall line settlements.

- a. Use map B, “Fall Line Settlements,” on page 24 of *The Nystrom Atlas of United States History* to help you identify fall line settlements.
- b. On your Activity Map, east of the waterfalls you circled, label the following settlements:
  - Augusta, Georgia
  - Washington, D.C.
  - Trenton, New Jersey

The area east of the Fall Line is called the **Tidewater** because rivers there are affected by ocean tides. The region between the Fall Line and the Appalachian Mountains is called the **Piedmont**. *Piedmont* means “foot of the mountains.”

8. Identify and label the Tidewater and Piedmont.

- a. On your Activity Map, label the area east of the Fall Line **TIDEWATER**.
- b. Underline the word *Piedmont*.

Fall line settlements were east of waterfalls, where the land drops suddenly to a broad plain. The rivers below these waterfalls are wide enough for oceangoing ships.

9. Label a fall line settlement.

- a. Use the information from your completed Activity Map, Activity Sheets 13a–13c, and map B on page 24 of the Atlas to help you visualize a fall line settlement.
- b. On Activity Sheet 13d, label the cross section, or profile, of a colonial fall line settlement. Label the following:
  - Appalachian Mountains
  - Atlantic Coastal Plain
  - Atlantic Ocean
  - Fall Line
  - inlet
  - Piedmont
  - river
  - settlement
  - Tidewater
  - waterfall

NAME \_\_\_\_\_

# Fall Line Settlements

13d

*Pulling It Together* \_\_\_\_\_

## FALL LINE SETTLEMENT



List and explain three advantages of living in a fall line settlement.



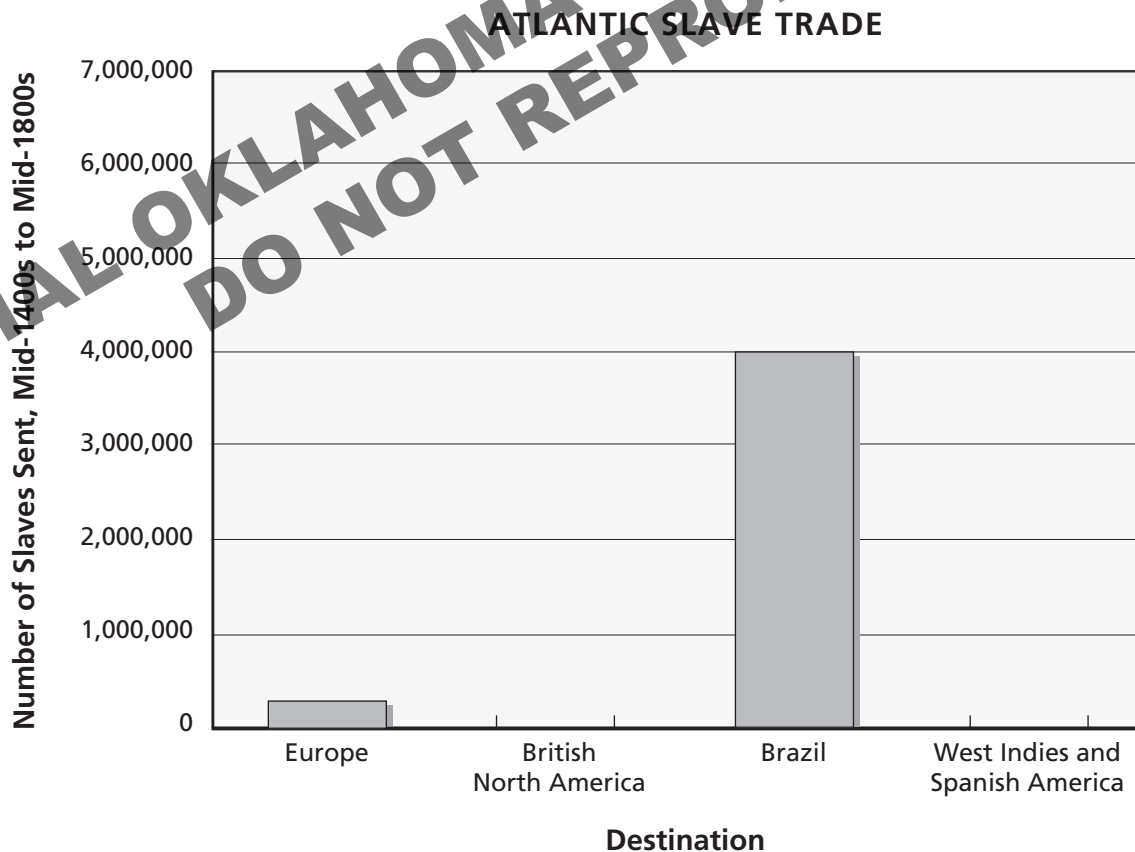
# Slavery in the Americas

The Atlantic slave trade lasted for more than 400 years. During this period, nearly 13 million Africans were transported as slaves—some to Europe, but most to the Americas.

In the Americas, African slaves were sent to the 13 British colonies, the West Indies, Spanish America, and Brazil. More than a million slaves died in the long passage to the Americas.

1. Complete a bar graph of the Atlantic slave trade.

- Use map E, “Destinations of Atlantic Slave Trade,” on page 27 of *The Nystrom Atlas of United States History* to find the number of slaves sent to each destination.
- For the West Indies, add together the number of slaves shipped to British Caribbean, French Caribbean, Dutch Caribbean, and Danish Caribbean. Add that total to the number of slaves sent to Spanish America.
- Then graph the number of slaves shipped to British North America and the West Indies and Spanish America on the bar graph below. (See the examples.)



**T**rade between the Old World and the New World was tied to slavery. African slaves were part of the trade themselves. Once in the Americas, they often contributed to the production of goods used for trade.

2. Complete the chart below.

- Use your graph on Activity Sheet 14a to complete the number of slaves row.
- Use map B, “Sugar and Slavery,” on page 26 and map C, “Slavery in the British Colonies,” on page 27 of the Atlas to complete the crops requiring slave labor row.
- Use map A, “Triangles of Trade,” on page 26 of the Atlas to complete the exports row.

SLAVERY IN NORTH AMERICA		
	British North America	West Indies
Number of slaves sent between the mid-1400s and the mid-1800s		
Crops requiring slave labor*		coffee (not shown on map)
Major exports		

\*Sugar crops were also used to make molasses and rum. Molasses is made from sugar. Rum is made from molasses.



In USHistoryAtlas.com, under Primary Sources, read Olaudah Equiano’s account of the Middle Passage. Then use the information to describe a typical day of a captured African while crossing the Atlantic Ocean on a slave ship.



# Spanish Settlements

In the early 1500s the Spanish began exploring large parts of what is now the United States. They were the first Europeans to establish permanent settlements in North America.

In 1513 Spanish explorer Ponce de León explored the eastern and southern coast of the Florida Peninsula. Later Narváez and de Soto lead explorations of the peninsula's west coast. They each claimed the land they explored for Spain.

## 1. Show the land claimed by Spain in the southeastern United States.

- Turn to the United States Activity Map.
- Give the map a title. In the box at the top of your Activity Map, write **SPANISH SETTLEMENTS**.
- Turn to map E, "Spanish Explorations and Conquests," on page 15 of *The Nystrom Atlas of United States History*. With your finger, trace the explorations of Ponce de León, Narváez, and de Soto.
- Turn to map B, "Spanish Settlements," on page 22 of the Atlas. With your finger, trace the Spanish land claim in the Southeast in 1640.
- Now, on your Activity map, with a map marker, outline that same area with a dotted line.

The Spanish built dozens of settlements in the Southeast between 1565 and 1698. Some were pueblos and presidios, but most were missions. In Spanish, **pueblo** means "village" and **presidio** means "fort." A **mission** was a church built near an Indian settlement in order to convert them to Catholicism.

## 2. Show Spanish settlements in the Southeast.

- In 1565 the Spanish built a settlement in present-day Florida called San Agustín. Now known as Saint Augustine, it is the oldest continuously settled city in the United States. Look again at map B on page 22 of the Atlas. Point to the pueblo of St. Augustine.
- Now, on your Activity Map, draw a dot ● at 30°N and Florida's eastern coast and label it **ST. AUGUSTINE 1565**.
- On map B on page 22 of the Atlas, point to the presidio of San Mateo and missions to the north and south of it.
- On your Activity Map, north of St. Augustine, draw a presidio symbol ◩ and label it **SAN MATEO**.
- Draw three mission symbols † north of San Mateo and three along Florida's southern and western coasts.
- In the legend, write: ● = **PUEBLO**, ◩ = **PRESIDIO**, and † = **MISSION**.

Explorer Hernando De Soto first encountered the **Apalachee** and **Potano Indians** in 1539 during an expedition in the New World. He captured their rulers and drafted their people into forced labor.

3. Show conflicts with local Native Americans.

- Other Spaniards also treated Native Americans cruelly. Some Indians revolted. Turn to map E, “Armed Conflicts with Native Americans,” on page 21 of the Atlas. Point to the conflicts in Florida—the Apalachee Revolt and the Potano Wars.
- On your Activity Map, draw conflict symbols ✱ in those same locations.
- In the legend, add ✱ = **CONFLICTS WITH INDIANS**.

In 1540 Spanish explorer Coronado began exploring the Southwest in search of gold. He claimed the land he explored for Spain.

4. Show the land claimed by Spain in the southwestern United States.

- On map E on page 15 of the Atlas, with your finger, trace the route taken by Coronado.
- Look again at map B on page 22 of the Atlas. With your finger, trace the Spanish land claim in the Southwest 1640.
- Now, on your Activity Map, with a map marker, draw the northern boundary of the same area with a dotted line.

Spanish colonists first began to settle the region in the late 1500s. They named Santa Fe *La Villa Real de la Santa Fe*, which means “The Royal City of the Holy Faith.”

5. Show Spanish settlements in the Southwest.

- Santo Domingo was the first mission in this region that later became part of the United States. Locate Santo Domingo and Santa Fe on map B on page 22 of the Atlas.
- On your Activity Map, draw a mission symbol † at 36°N, 106°W. Label it **SANTO DOMINGO 1598**.
- Santa Fe was a pueblo founded by Spanish colonists in 1609, though Pueblo Indians had lived in the area for centuries. North of Santo Domingo, draw a pueblo symbol ●. Label it **SANTA FE**.
- Dozens of other Spanish missions were founded near Pueblo Indian villages in what is now New Mexico and far western Texas. Draw six more mission symbols † in the area.



**E**l Camino Real, or Royal Highway, connected Santa Fe to Mexico City. Missionaries, colonists, government officials, and supply caravans all traveled the road.

**6.** Draw El Camino Real.

- a. Look again at map B on page 22 of the Atlas. With your finger, trace El Camino Real from Mexico City to Santa Fe.
- b. Now draw El Camino Real on your Activity Map. Mexico City is not shown on this map, so start in the middle of Mexico at the bottom of the map. Draw the line north to the Rio Grande. Follow the Rio Grande to Santa Fe.

**P**ope (or Po'Pay) was a leader of the Pueblo Indians who organized a revolt against the Spanish in 1680. The Indians drove the Spaniards out of the region for 12 years.

**7.** The Spanish treated the Pueblo Indians cruelly, while trying to convert them to Catholicism.

- a. The Spanish made the Pueblo Indians work for them and pay them a percentage of their crops. To show that the Pueblo Indians were forced to work for and feed the Spanish, near the Santo Domingo mission draw a percent sign %.
- b. The Pueblo Indians grew tired of this treatment. In 1680 they revolted, driving the Spanish out of the area. Draw a conflict symbol ✖ near Santo Domingo and label it **1680**.
- c. In 1692 the Spanish finally regained control of the area. Before allowing the Spanish to return, the Pueblo Indians demanded an end to forced labor and conversion to Catholicism. Below the conflict symbol, draw an olive branch 🌿 and label it **1692**.

# Spanish Settlements

15d

## Pulling It Together

Compare Spanish settlements in the Southeast and the Southwest. Refer to your Activity Map, Activity Sheets 15a–15c, and pages 21, 22, and 66 of the Atlas.

### SPANISH SETTLEMENTS

	In Southwest	In Southeast
First settlement (in what became the United States, include name and date)		
Type of settlements	<input type="checkbox"/> Mission <input type="checkbox"/> Pueblo <input type="checkbox"/> Presidio	<input type="checkbox"/> Mission <input type="checkbox"/> Pueblo <input type="checkbox"/> Presidio
Conflict with Native Americans (include name and date)		
Elevation of region		
Land features in region		
Rainfall in region		



In USHistoryAtlas.com, under Primary Sources, read the Interrogation of a Pueblo Indian after the Revolt. List three reasons Pedro Narjano gave for the revolt.



## Reviewing Era 2

In the last six lessons you've learned about Native Americans, colonization, slavery, and early settlements. How much do you remember?

*Circle the letter of the correct answer.*

1. Which of the following was NOT a type of transportation used by Native Americans before Europeans arrived?

a. foot      b. dog travois      c. horse      d. canoe

2. Look at the graph. What percentage of Jamestown colonists were female in 1607?

a. 0 percent  
b. 4 percent  
c. 30 percent  
d. 70 percent

3. What percentage of Plymouth colonists were children in 1620?

a. 4 percent  
b. 14 percent  
c. 30 percent  
d. 34 percent

4. Which of the following was a region of the Thirteen Colonies?

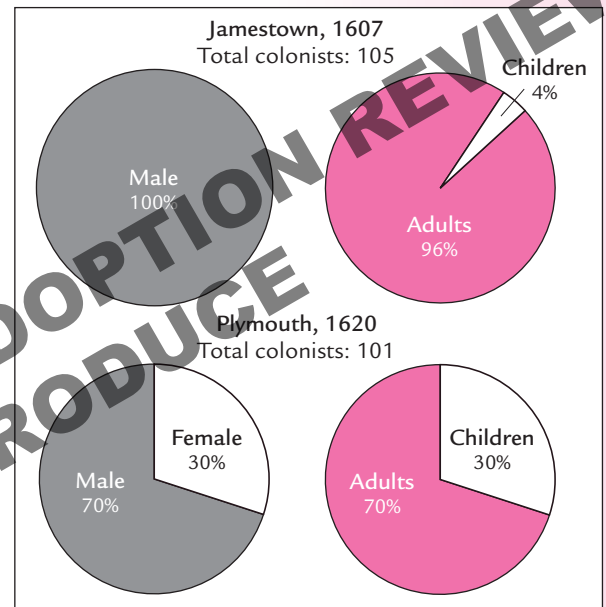
a. New England Colonies      c. Florida  
b. Virginia      d. New France

5. The Thirteen Colonies

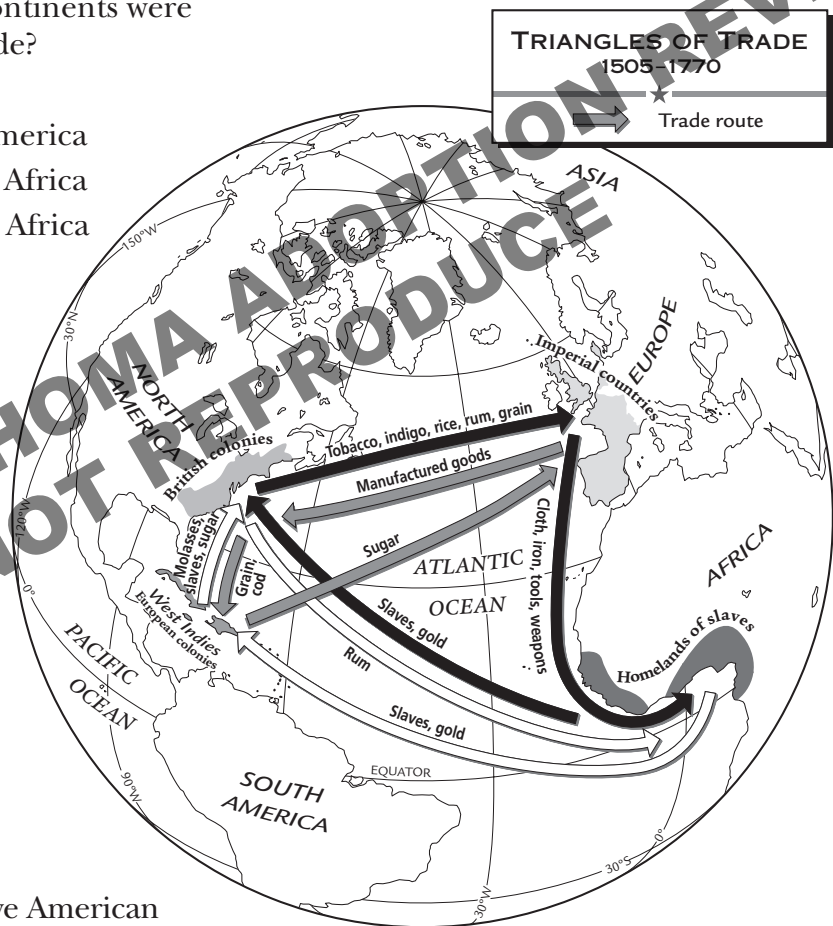
a. were all originally established by the English.  
b. included Virginia and Massachusetts.  
c. had the same official religion.  
d. extended south to the Gulf of Mexico.

6. Where were fall line settlements located?

a. in the Appalachian Mountains  
b. between the Appalachian Mountains and the piedmont  
c. east of waterfalls  
d. along the Atlantic Coast



7. What does the term Piedmont mean?
  - a. "foot of the mountains"
  - b. "area that is affected by tides"
  - c. "highest area of highlands"
  - d. "lowest area of lowlands"
8. Where were the largest number of slaves from Africa sold?
  - a. Europe
  - b. British North America
  - c. Brazil
  - d. West Indies and Spanish America
9. Look at the map. Which continents were part of the Triangles of Trade?
  - a. Africa, Asia, Australia
  - b. Africa, Europe, South America
  - c. Europe, South America, Africa
  - d. Europe, North America, Africa
10. Which of the following items was NOT shipped to Europe?
  - a. indigo
  - c. sugar
  - b. iron
  - d. grain
11. Which types of settlements did the Spanish establish in North America?
  - a. fall line settlements
  - b. trading posts
  - c. missions and presidios
  - d. El Camino Real
12. The Pueblo Revolt
  - a. was fought between Native American pueblos in the Southwest.
  - b. lasted six months.
  - c. protested Spanish treatment of Native Americans.
  - d. prevented the Spanish from returning to Florida.



Era 2 covers United States history from 1585 to 1763. Create a poster for that time period. Write words and draw or download images that represent the three most important events from the era.



# Revolution and the New Nation

1754–1820s

## ATLAS AND ACTIVITY MAP LESSONS

Lesson Number	Lesson Title	Page
16	<i>Introducing Era 3</i>	63
17	<i>Revolutionary War</i>	65
18	<i>War in South Carolina</i>	67
19	<i>The Ohio River Valley</i>	69
20	<i>A New Nation</i>	73
21	<i>Spain's Empire</i>	77
	<i>Reviewing Era 3</i>	81

## Cross-Curricular Activities



### History • *Reenact a Battle*

Have students use plastic soldiers or boats to recreate a battle from the French and Indian War or the American Revolution.



### Art • *Make a Poster*

Have students create a poster that responds to one of the British taxes or calls for support of the Patriot or Loyalist cause.



### Critical Thinking • *Interpret Maps*

If you live in the Northwest Territory, have your students examine a local map. See if they can identify any township lines and sections.



### History • *Set Up a Wax Museum*

Ask each student to select a significant person from the era. Have the student research the character's contributions, make a sign for a wax museum display, and play the role of that character on the day of the presentation.

## Literature Links

Your students might enjoy these books and others about Era 3. Use picture books (p) to introduce a topic or as a model for student writing assignments.

### Everyday Life Before the Revolution

*Melitte*

by Fatima Shaik

*A Multicultural Portrait of Colonial Life*

by Carolyn Kott Washburne

### Revolutionary War

*Cast Two Shadows*

by Ann Rinaldi

*My Brother Sam Is Dead*  
by James Collier

*Johnny Tremain*  
by Esther Forbes

*Man Without a Country*  
by Edward Everett Hale

*George vs. George (p)*  
by Rosalyn Schanzer

*Why Not, Lafayette?*  
by Jean Fritz

*The Fighting Ground*  
by Avi

*The Arrow Over the Door*  
by Joseph Bruchac

### Everyday Life After the Revolution

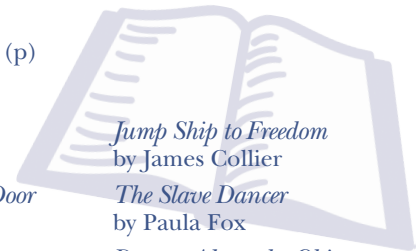
*A Stitch in Time*  
by Ann Rinaldi

*Rip Van Winkle*  
by Washington Irving

*Jump Ship to Freedom*  
by James Collier

*The Slave Dancer*  
by Paula Fox

*Danger Along the Ohio*  
by Patricia Willis





# Introducing Era 3

LESSON 16

## Objectives

Students will be able to:

- ★ Complete a table of contents for the era.
- ★ Classify timeline events by using a graphic organizer.

## Materials

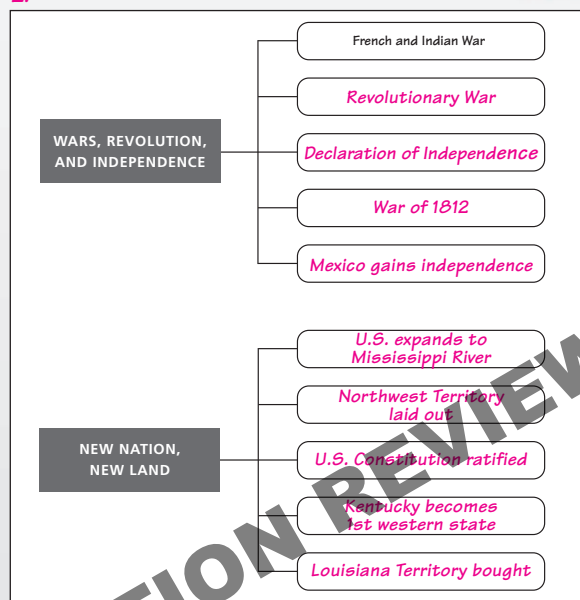
- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 16a–16b, *Introducing Era 3*

## Here's a Tip!

- Before distributing activity sheets, review the timeline with the class.
- Walk students through each spread in the era, pointing out a key idea or an interesting map, graph, or photo on each page.
- Complete the graphic organizer as a class on an overhead projector or a chalkboard, in small groups, or individually.
- Encourage students to shorten the description of timeline events or to describe events in their own words in the graphic organizer.
- If students are unsure where an event belongs, have them look for the answer in the Atlas.

## Answers

1. *Answers will vary.*
- 2.



# Revolutionary War

LESSON 17

## Objectives

Students will be able to:

- ★ Classify battles by dates and victors.
- ★ Find and organize information from the Atlas.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 17a–17b, *Revolutionary War*
- ❑ scissors
- ❑ colored pencils (optional)

## Here's a Tip!

- When working on Activity Sheet 17b, assign battles for the *Battle Data Disks* to ensure that major battles are covered.
- Have students cut out their *Battle Data Disks*.

## Notes

Help students understand more about the Revolutionary War:

- The Patriot victory at the Battle of Saratoga was critical. It encouraged France to enter the war on the Patriot side.
- Most of the war was fought east of the Appalachians.
- The first years of the war were concentrated in the New England and Middle Colonies. However, from 1778 to 1781 the British focused their war efforts on the South.
- A formal peace treaty wasn't signed until 1783.

## Answers

1.

YEAR	BRITISH VICTORIES	TOTAL TALLY	PATRIOT VICTORIES	TOTAL TALLY
1775		4		4
1776		3		3
1777		3		3
1778		2		3
1779		1		4
1780		5		1
1781		1		4
	Total British Victories	19	Total Patriot Victories	22

2. *Battle Data Disks will vary, depending on the battle selected.*

☆ *Journal entries will vary.*

# War in South Carolina

LESSON 18

## Objectives

Students will be able to:

- ★ Use maps of different scales.
- ★ Complete a map by using symbols.

## Materials

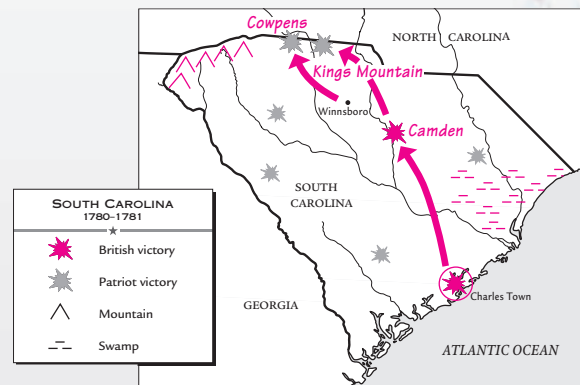
- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 18a–18b, *War in South Carolina*
- ❑ colored pencils (optional)

## Notes

Help students understand the significance of Revolutionary War battles fought in South Carolina:

- The British expected to quickly defeat Georgia, South Carolina, and North Carolina.
- Major General Horatio Gates led his sick, half starved, and exhausted Patriot troops to a humiliating defeat at Camden.
- Gates was quickly replaced by Nathanael Greene. Greene skillfully used the talents of his officers, his experienced troops, the state militia, and his guerrilla forces.
- Although Greene himself never won a battle in South Carolina, he won the campaign. By September of 1781, the British occupied only Charles Town.

## Answers



☆ Theories will vary.

# Ohio River Valley

LESSON 19

## Objectives

Students will be able to:

- ★ Locate the Ohio River.
- ★ Identify territorial claims in the Ohio River Valley.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 19a–19d, *Ohio River Valley*
- ❑ Activity Maps
- ❑ Map Markers

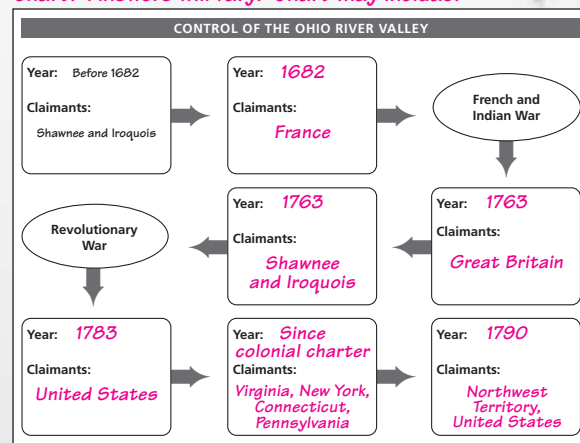
## Notes

Help students understand more about the Ohio River Valley:

- When LaSalle reached the Gulf of Mexico, he claimed all the land drained by the Mississippi River and its tributaries for France.
- A group of investors from Virginia had speculated in land near Fort Duquense. Virginians were sent to remove the French from the fort, leading to the French and Indian War.
- In 1778 the British managed to retake Fort Vincennes. However, Patriot George Rogers Clark captured the fort again the next year.

## Answers

Chart: Answers will vary. Chart may include:



☆ Answers will vary. Students may mention the Ohio River Valley's resources or its access to the Mississippi River or its importance as a transportation route.

# A New Nation

LESSON 20

## Objectives

Students will be able to:

- ★ Identify early states.
- ★ Identify problems experienced under the Articles of Confederation.
- ★ Draw a map of a township.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 20a–20d, *A New Nation*
- ❑ Activity Maps
- ❑ Map Markers
- ❑ colored pencils (optional)

## Notes

Help students understand more about the early years of the United States:

- Though the Articles of Confederation were written in 1777, Maryland did not approve them until 1781.
- The Northwest Ordinance of 1787 set guidelines for governing the Northwest Territory and admitting new states.
- Under the Articles of Confederation, the national government could not levy taxes or regulate trade.
- The new nation nearly failed under the Articles of Confederation. A new, stronger Constitution was passed in 1789.

## Answers

*Township map: Answers will vary. Make sure students have drawn a school symbol in section 16 and have colored sections 8, 11, 26, and 29 purple or added FED.*

☆ *Answers will vary, but should focus on proximity to resources and transportation.*

# Spain's Empire

LESSON 21

## Objectives

Students will be able to:

- ★ Identify Spanish colonies in North and South America.
- ★ Graph colonies by the year they broke away from Spain.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 21a–21d, *Spain's Empire*
- ❑ Activity Maps
- ❑ Map Markers

## Notes

Help students understand the importance of Spain's dwindling empire:

- Most of the Spanish colonies in the Americas took advantage of Spain's involvement in the Napoleonic Wars in Europe and declared their independence.
- Most of these colonies became republics with constitutions.
- Russia, Austria, Prussia, and France offered to help Spain regain its colonies—triggering President Monroe to issue the Monroe Doctrine.
- Bolivia gained its independence in 1825. However, Cuba and Puerto Rico didn't gain their independence from Spain until the Spanish-American War.

## Answers

*Graph:*

FORMER SPANISH COLONIES		
Cuba	Cuba	Cuba
Puerto Rico	Puerto Rico	Puerto Rico
Bolivia	Bolivia	Bolivia
Santo Domingo 1821	Santo Domingo 1821	Santo Domingo 1821
Florida 1821	Florida 1821	Florida 1821
United Provinces of Central America 1821	United Provinces of Central America 1821	United Provinces of Central America 1821
Mexico 1821	Mexico 1821	Mexico 1821
Peru 1821	Peru 1821	Peru 1821
Grand Colombia 1819	Grand Colombia 1819	Grand Colombia 1819
Chile 1818	Chile 1818	Chile 1818
Argentina 1816	Argentina 1816	Argentina 1816
Paraguay 1811	Paraguay 1811	Paraguay 1811
Louisiana Territory 1803	Louisiana Territory 1803	Louisiana Territory 1803
On or before 1803	On or before 1813	On or before 1823

☆ *Answers will vary. Students should mention the shrinking of Spain's empire. In 1803 it covered large portions of North and South America. But, by 1823, Spain ruled just a few islands in the Caribbean and one country in South America.*

# Reviewing Era 3

## Objectives

- Students will be able to:
- ★ Review the era.
  - ★ Demonstrate the ability to meet era objectives.
  - ★ Demonstrate the ability to read maps and graphs.

## Materials

- ❑ Activity Sheets a–b, *Reviewing Era 3*

## Answers

- |      |      |       |
|------|------|-------|
| 1. b | 5. b | 9. c  |
| 2. d | 6. d | 10. b |
| 3. a | 7. b | 11. c |
| 4. b | 8. c | 12. a |

☆ Posters will vary. Students should identify what they feel are the three most important events of the era.

## Here’s a Tip!

- Have students review their completed activity sheets for Era 3 before completing the Era 3 review.
- Suggest that students review pages 28–37 of the Atlas and write any questions they have.
- Have students work in small groups on their posters. Stress that the groups must reach a consensus on the three most important events of the era before placing items on their posters.
- Have students present their posters to the class, explaining why they chose the events they did.
- Once the posters are completed, have the class tabulate students’ choices for top events of the era.

OFFICIAL OKLAHOMA ADOPTION REVIEW  
DO NOT REPRODUCE

★ Notes ★

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# Introducing Era 3

In just 30 years colonists went from being loyal British subjects to revolutionaries and finally to Americans. By 1783 the colonies had gained independence and become a new nation, the United States of America.

1. Look at pages 28–37 of *The Nystrom Atlas of United States History* and make your own personal table of contents for this era. Write notes or draw pictures to help you remember what's on the pages.

## Era 3: Revolution and the New Nation Time Period

*The French and  
Indian War  
Changes America*

Pages 28–29

*Patriots Fight  
the Revolutionary War*

Pages 30–31

*A New Nation: The  
United States of America*

Pages 32–33

*A Growing Population  
Spreads West*

Pages 34–35

*Neighbors Gain  
Their Independence*

Pages 36–37



**E**ra 3 focuses on the events leading up to the **American Revolution**, the war itself, and the first years of the United States as an independent nation.

2. Use the events from the Era 3 timeline on pages 28–29 of the Atlas to complete the chart below.
- Classify events from the timeline into one of the two categories below.
  - Write one event from the timeline in each box. (See the example.) You will not use all events from the timeline.

16b

WARS, REVOLUTION,  
AND INDEPENDENCE

French and Indian War

NEW NATION,  
NEW LAND


# Revolutionary War

17a

The Revolutionary War began with two small skirmishes on April 19, 1775. It ended with a major battle on October 19, 1781. Five years after the colonists declared their independence from Great Britain, they were finally free.

Many people thought the poorly equipped and poorly trained **Patriot** troops would be no match for the large, well-trained **British** army and navy.

## 1. Tally British and Patriot victories.

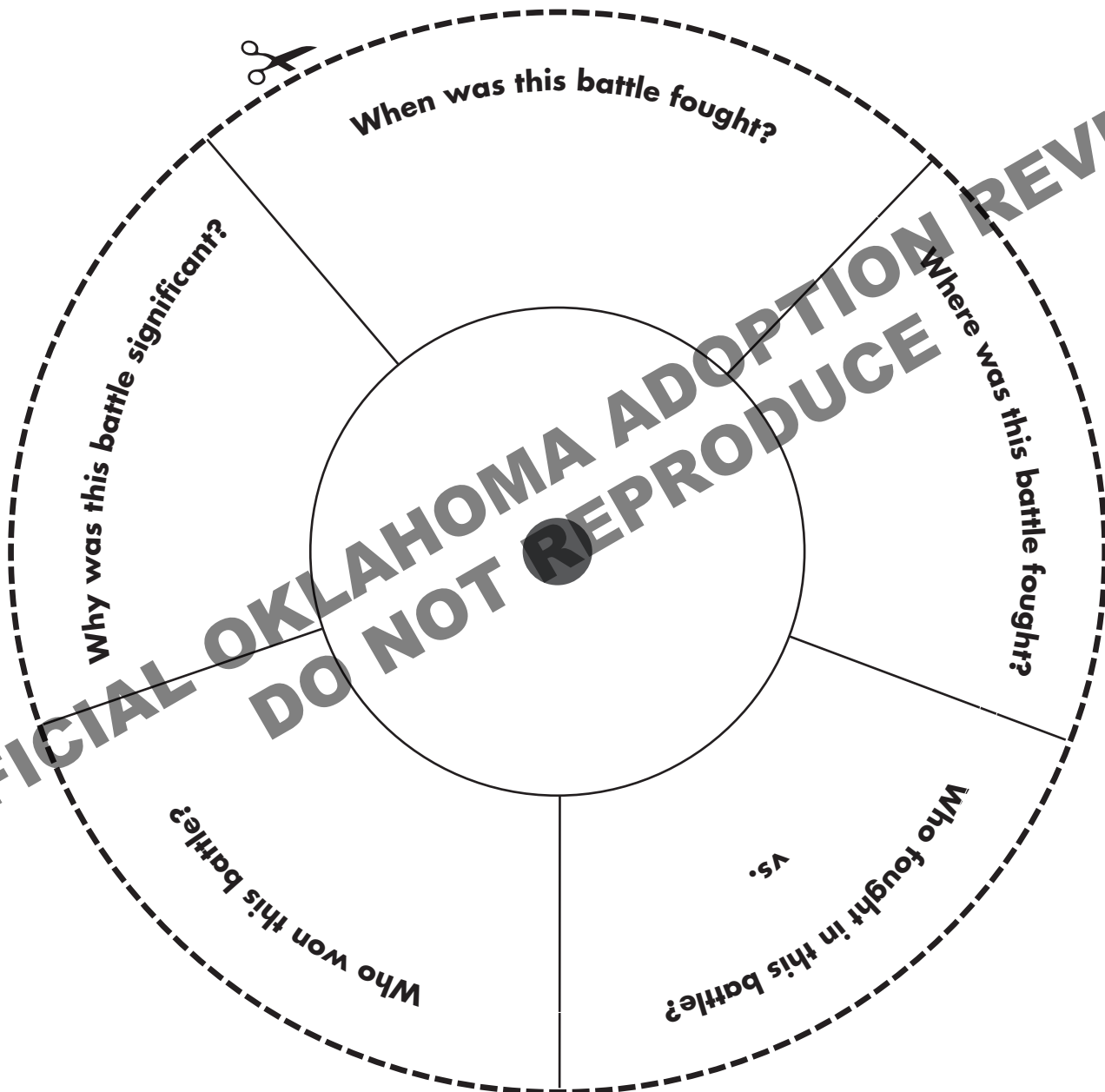
- On the chart below, color the symbol for British Victories  red and the symbol for Patriot Victories blue. Or shade in one symbol and leave the other white.
- For each battle shown on pages 30–31 of *The Nystrom Atlas of United States History*, identify the year(s) it took place and who won. Then add a tick mark in the appropriate column and row below.
- Count the victories for each year for each side and write the total in the tally column. Add the total tally column for each side.

YEAR	BRITISH VICTORIES 	TOTAL TALLY	PATRIOT VICTORIES 	TOTAL TALLY
1775				
1776				
1777				
1778				
1779				
1780				
1781				
	Total British Victories		Total Patriot Victories	

The British, the Patriots, and their allies fought dozens of battles on land and at sea, in both North America and Europe.

2. Make a *Battle Data Disk*.

- Select one Revolutionary War battle. Write the name of the battle around the center of the disk.
- Use the information on pages 30–31 of the Atlas to fill in as many disk sections as you can for your battle.



★ In USHistoryAtlas.com, under Primary Sources, read the Journal of a Continental Army surgeon. Think about how the life of a British soldier might have been different. Write a journal entry for a British soldier for a day during the Revolutionary War.

**MATERIALS:**Atlas  
colored  
pencils (optional)

# War in South Carolina



In late 1778 the Revolutionary War moved to the southern states. The British heard there were Loyalists in the South. Within months, Georgia was under British control. Then the British moved on to South Carolina.

In 1789 the British surrounded **Charles Town**. The Patriots in the city were trapped.

The Patriots surrendered on May 12. Their 5,000 troops (almost the entire southern army) and most of the political leaders of the state became prisoners of war.

After gaining control of Charles Town, the British headed for **Camden**. On August 16, the British charged and the Patriot militia ran without firing a shot. In the end 1,000 Americans were dead or wounded.

After the two victories in South Carolina, the British headed for North Carolina. On October 7, the British were surrounded and captured by Patriot troops and over-mountain men from the Tennessee area. After the Battle of **Kings Mountain**, the British retreated to South Carolina.

1. On the map of South Carolina on Activity Sheet 18b, mark the Battle of Charles Town.
  - a. In the map legend, color the British victory symbol  red. Then color the Patriot victory symbol blue. (Or use a regular pencil for the British and a pen for the Patriots.)
  - b. Show that the British troops surrounded Charles Town. Draw a red circle around the city.
  - c. The British won this battle. Color the victory symbol for Charles Town red.
2. Mark the Battle of Camden.
  - a. Use map A, "Battles on Land," on page 30 of *The Nystrom Atlas of United States History* to help you locate Camden.
  - b. On the map on Activity Sheet 18b, label Camden.
  - c. The British troops marched from Charles Town to Camden. Draw a red arrow from Charles Town to Camden.
  - d. Color the victory symbol for Camden red.
3. Mark the Battle of Kings Mountain.
  - a. Use map A on page 30 of the Atlas to help you label Kings Mountain on the map on Activity Sheet 18b.
  - b. British troops marched from Camden to Kings Mountain. Draw a red arrow from Camden to Kings Mountain.
  - c. The over-mountain men lived west of the Appalachians. Using pages 114–115 of your Atlas, find the Appalachian Mountains. On the map on Activity Sheet 18b, mark them with mountain symbols .
  - d. Color the victory symbol for Kings Mountain blue.



# War in South Carolina

On January 17, 1781, the British and Patriots met again—this time in a cow pasture. The Patriots pretended to retreat. The British followed and found themselves surrounded by Patriots. Many of the British were killed or captured at **Cowpens**.

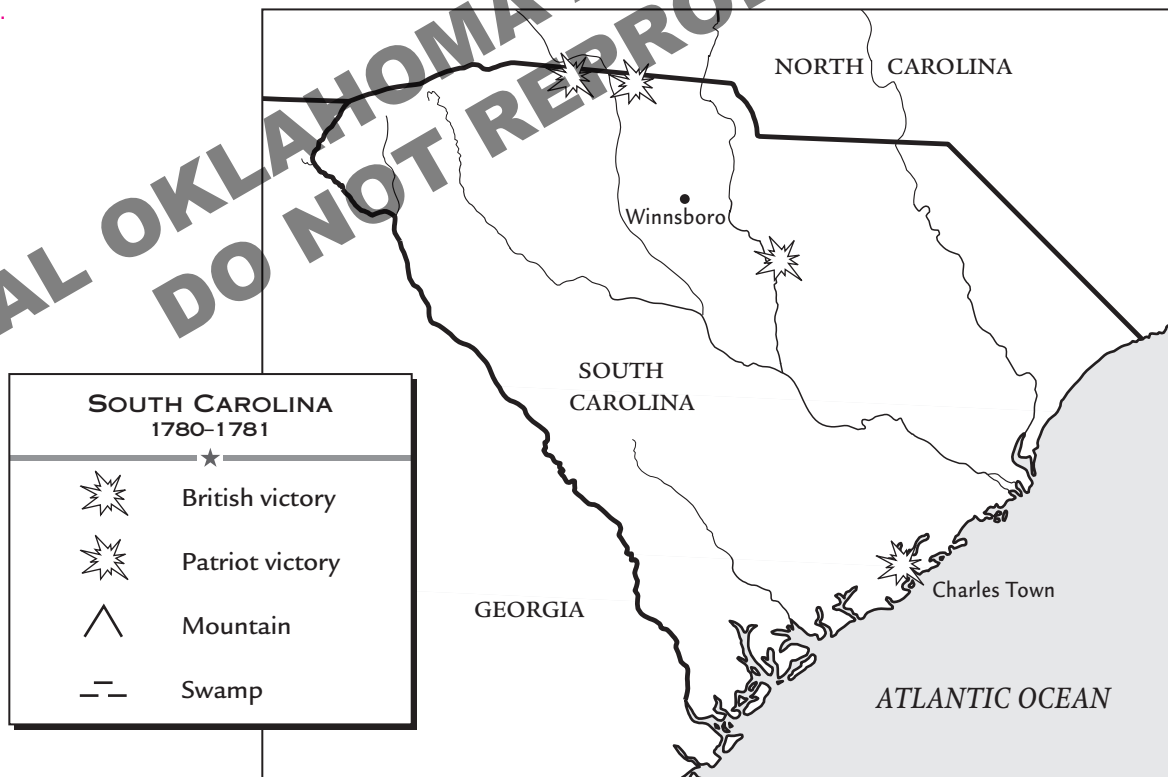
4. Mark the Battle of Cowpens.

- The British troops spent the winter in Winnsboro before heading to Cowpens. Draw a red line from Winnsboro to the remaining victory symbol.
- Label the victory symbol **COWPENS**.
- Color the victory symbol blue.

More than 130 other confrontations took place across South Carolina—many hit-and-run. Small bands of Patriots led by Francis Marion, Thomas Sumter, and Andrew Pickens struck British outposts, stopped supply trains, and attacked troops.

5. Mark a few other confrontations.

- Francis Marion was called Swamp Fox because his troops hid in swamps. Draw swamp symbols — — in southeastern South Carolina—especially along rivers near the coast.
- Draw several small blue victory symbols around the state to mark these Patriot victories.



Why do you think the British were victorious in the earlier battles in South Carolina but lost later battles? Write a paragraph describing your theory.





# Ohio River Valley

The Ohio River Valley was a critical region during the Revolutionary War and also in the early growth of the United States. Over centuries, Native Americans, Europeans, and Patriots fought for control of the fertile Ohio River Valley.



*My people, the Shawnee, have lived here for many moons, just as other nations have. The river gives us catfish, bass, and trout. The forest gives us plenty of deer, raccoons, and squirrels. Life is good in the valley.*

—Shawnee brave

1. Locate the Ohio River.
  - a. Turn your Activity Map to the eastern half of the United States.
  - b. Give the map a title. In the box at the top of your Activity Map, write **OHIO RIVER VALLEY**.
  - c. Find the intersection of 40°N and 80°W and mark it with a small dot.
  - d. The Ohio River begins just north of your dot. Trace the river west to the Mississippi River.
  - e. Turn to map B, “Native Americans,” on page 18 of *The Nystrom Atlas of United States History*. Point to the Indian nations living along the Ohio River.
  - f. In the Atlantic Ocean, write and underline **CLAIMED BY:**
  - g. Below **CLAIMED BY**, write **SHAWNEE AND IROQUOIS**.



1673

*Indians told me about a mighty river that flowed into the sea. I was sure this was the Northwest Passage that my country France was looking for. I sold my land near Montreal and set off in search of the passage. After years of wandering, I came across a wide, clear river. Could this be the one?*

—Sieur de La Salle

2. Draw La Salle’s route to the Ohio River.
  - a. Use map B, “French and Indian War,” on page 28 of the Atlas to locate Montreal.
  - b. On your Activity Map, label Montreal with an **M**.
  - c. From Montreal, draw a dashed line southwest along the St. Lawrence River.
  - d. Continue southwest across Lake Ontario, western New York, and Pennsylvania to the Ohio River.
  - e. Follow the Ohio River and draw an arrow to the boundary between Indiana and Ohio.
  - f. La Salle later claimed the Ohio River Valley, as well as other land that drained into the Mississippi River, for France. Add **FRANCE** to your list of groups that claimed the valley.

1753

*The other soldiers and I are tired of building forts, but our officers tell us it is the only way to keep the British out of the Ohio River Valley.*

*A young man from Virginia just ordered us to leave the area. We made it clear we weren't leaving without a fight.*  
—French soldier

## 3. Map the French forts.

- Look at map B on page 28 of the Atlas to locate the following forts.
- Then, on your Activity Map, add a fort symbol ■ and the fort's initials to each location.
  - Fort Duquesne, now Pittsburgh, Pennsylvania
  - Fort Niagara, near Niagara Falls
  - Fort Frontenac, near Lake Ontario
  - Fort Ticonderoga, south of Montreal
  - Crown Point, not on the map but just north of Fort Ticonderoga
- In the legend, write ■ = FORT.

1754

*Last year I demanded that the French return to New France, but they refused. We want to settle and farm the Ohio River Valley.*

*All they want to do is use the land for trapping and fur trading. I am now leading a small group of colonial troops to force the French to leave.*

—Lieutenant Colonel George Washington

## 4. Mark the following battles of the French and Indian War.

- In 1754 George Washington was sent to remove the French from Fort Duquesne. His troops built another fort, Fort Necessity to the south. On your Activity Map, south of Fort Duquesne, add a fort symbol and initials.
- Fort Necessity was attacked and overrun by the French and their Indian allies. This marked the beginning of the French and Indian War. Put a slash / through Fort Necessity.
- In 1755 General Edward Braddock led a large British force toward Fort Duquesne. They were ambushed and defeated. Put another slash / through Fort Necessity.
- The war went badly for the British until William Pitt reorganized and strengthened the British army. In 1758 the British captured Fort Frontenac. Put a slash through Fort Frontenac and circle it to indicate a British victory.
- After the loss of Fort Frontenac, the French abandoned Fort Duquesne. They burned it behind them. Put a slash through Fort Duquesne.
- In 1759 British armies captured Crown Point and Fort Ticonderoga. They also took Fort Niagara, forcing the French to abandon the entire Ohio River Valley. Add a slash and circle around each fort.
- In the legend, add / = FRENCH VICTORY and ⊙ = BRITISH VICTORY.



19c

**September 18, 1759**

*The French finally surrendered. Quebec is ours! The fighting lasted only 15 minutes, but General Wolfe was killed. Now I am in charge of the British forces here. With any luck, this battle may just change the tide of the war.*

—General George Townshend

5. In 1763 the French and Indian War ended.

- Look at map A, “North America 1754,” and map C, “North America 1763,” on pages 28–29 of the Atlas. Compare British land claims at the beginning and end of the war.
- On your Activity Map, trace the Mississippi River from the Gulf of Mexico into Minnesota.
- Britain claimed land east of this line. Add **GREAT BRITAIN** to your list of Ohio River Valley claimants.
- Britain, in turn, set aside land west of the Appalachian Mountains for Native Americans. The Shawnee and Iroquois once again claimed the Ohio River Valley. To show this Indian land, draw a line along the west side of the Appalachian Mountains.

**1779**

*I was living west of the Appalachians when the Revolutionary War began. I told the governor that if a country is not worth protecting, it is not worth claiming. He made me a lieutenant colonel in the Virginia militia.*

*My men and I captured the British forts of Kaskaskia, Cahokia, and Vincennes.*

—George Rogers Clark

6. Locate British forts in the region.

- Use the map on pages 112–113 of the Atlas to help you locate St. Louis.
- On your Activity Map, add a fort symbol ■ for each fort and label it with its initials.
  - Fort Kaskaskia, located in present-day Illinois where the Mississippi River crosses 90°W longitude
  - Fort Cahokia, east of St. Louis, Missouri
  - Fort Vincennes, east of Fort Cahokia on the Wabash River
- Begin Clark’s route near Fort Duquesne. With a dotted line, follow the Ohio River southwest to the Wabash River.
- Continue across southern Illinois to Fort Kaskaskia. From there loop your line north to Fort Cahokia and finally east to Fort Vincennes.
- Mark these Patriot victories by putting a star ☆ around each fort.
- In the legend, add ☆ = **PATRIOT VICTORY**.
- The Patriots won the Revolutionary War and gained British land west of the Appalachian Mountains. Add the **UNITED STATES** to the list of groups that claimed the Ohio River Valley.

# Ohio River Valley

19d

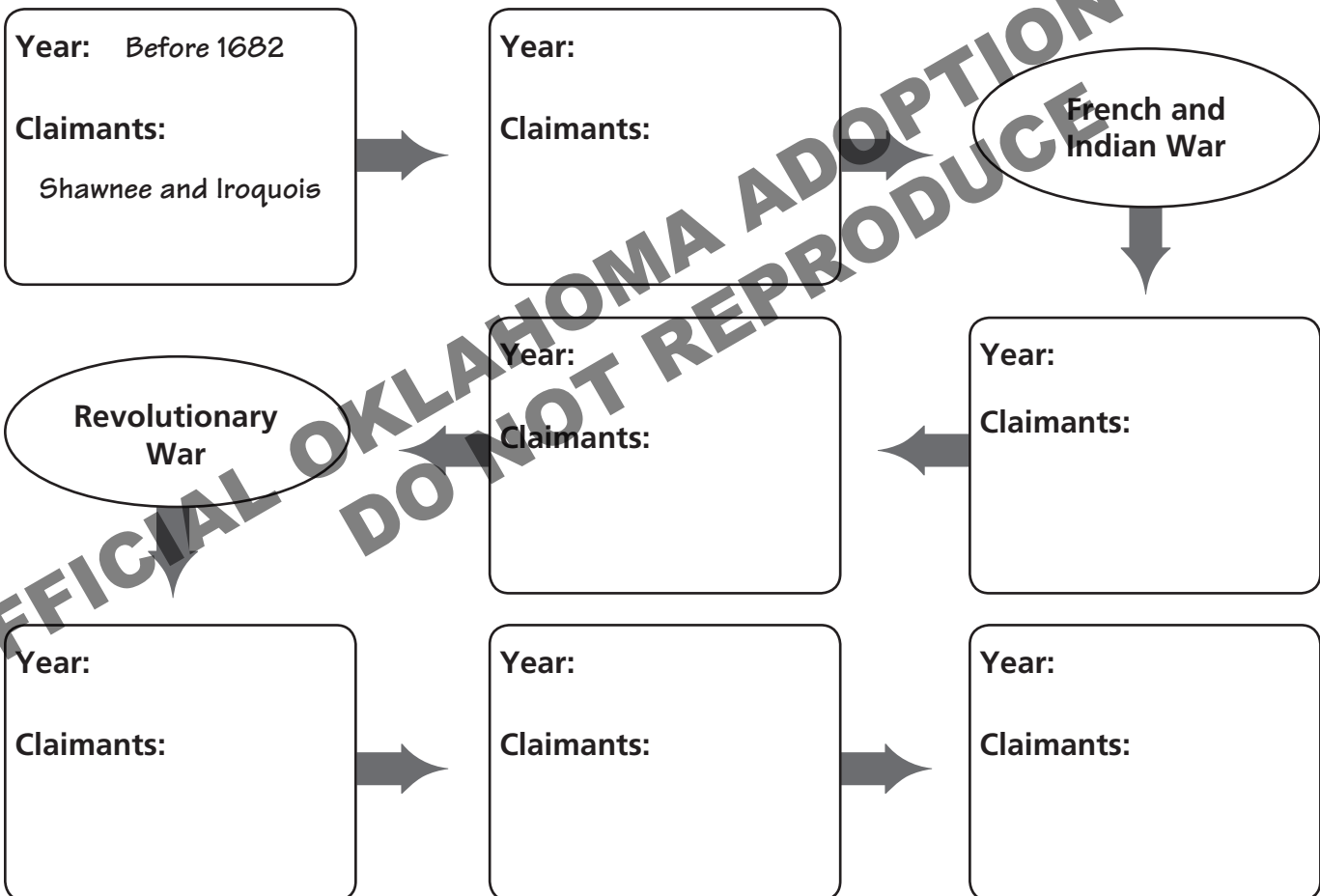
## Pulling It Together

Disputes continued over the Ohio River Valley. States, the federal government, and Native Americans all claimed the land.

Complete the chart below.

- Use the information on your completed Activity Map, Activity Sheets 19a–19c, and pages 18, 21, 28–29, and 32–35 of the Atlas to complete this chart.
- For each group that claimed the Ohio River Valley, list the year the group claimed it and the group's name. (See the example.)

### CONTROL OF THE OHIO RIVER VALLEY



Why do you think so many groups wanted to control the Ohio River Valley?

**MATERIALS:**

Atlas  
Activity Map  
Map Marker  
colored pencils (optional)

20a

# A New Nation

The world officially recognized the United States of America as a country in 1783. However, the 13 colonies had already struggled for seven years to form a new nation.

**O**n July 4, 1776, the colonies declared their independence from Great Britain. However, it took years of fighting before Britain granted the colonists freedom.

## 1. Identify the 13 colonies.

- Turn the Activity Map to the eastern half of the United States.
- Give the map a title. In the box at the top of your Activity Map, write **A NEW NATION**.
- Use map A, “Thirteen Colonies,” on page 24 of *The Nystrom Atlas of United States History* to locate the following colonies.
  - New Hampshire (NH)
  - Massachusetts (MA)
  - Rhode Island (RI)
  - Connecticut (CT)
  - New York (NY)
  - Pennsylvania (PA)
  - New Jersey (NJ)
  - Delaware (DE)
  - Maryland (MD)
  - Virginia (VA)
  - North Carolina (NC)
  - South Carolina (SC)
  - Georgia (GA)
- Then, on your Activity Map, circle the abbreviation for each of these colonies.

**W**hen the colonies won their independence, they also won Britain’s land west of the Appalachian Mountains. The British had set aside this land for Native Americans, but the colonists had other ideas.

## 2. Draw the boundaries of the newly independent United States.

- On your Activity Map, start at the Atlantic Ocean. Trace the northern boundary of Florida. Continue the line west to the Mississippi River.
- Follow the Mississippi River north until it reaches 95°W. Now trace this line of longitude north to the Canadian border.
- Trace the U.S.-Canadian boundary east across Minnesota and through the middle of Lakes Superior, Huron, Erie, and Ontario.
- Continue to trace the Canadian boundary across New York, Vermont, and New Hampshire.
- Trace the western boundary of Maine north to about 46°N. Continue east across Maine until you reach the Canadian boundary. Then follow the Canadian boundary south to the Atlantic Ocean.







Some states were quick to claim land all the way to the Mississippi River. Other states protested these claims. In fact, Maryland refused to sign the Articles of Confederation, our country's first constitution, until other states gave up their **western land claims**.

3. Identify some of these western land claims.
  - a. With your finger, extend the northern and southern boundaries of the following states to the Mississippi River.
    - New York
    - Virginia
    - North Carolina
    - Georgia
  - b. For other land claims, see map B, "Western Land Claims," on page 32 of the Atlas.

In 1781 the last state agreed to give up its western land claims and Maryland signed the **Articles of Confederation**.

Under the Articles of Confederation, the states were powerful and the national government was nearly powerless.

4. Identify the following problems of the Confederation.
  - a. Each state could print its own money. People could not always spend their state's money in another state. Choose three of the 13 states. On your Activity Map, draw a different money symbol    in each one.
  - b. Each state had the power to defend itself. So eleven states created their own navies. Draw boat symbols  in the ocean next to 11 states.
  - c. Connecticut and Pennsylvania nearly went to war over one area of land. Congress was powerless to do anything about the dispute. Draw a line between the two states.

One challenge facing Congress was how to determine whether or not to grant statehood. Congress decided that a territory had to have at least 60,000 residents before it could apply for statehood.

5. Identify the three new states that joined the Union between 1791 and 1796.
  - a. Vermont was claimed by New York, New Hampshire, and Canada. Instead, it became its own state. On your Activity Map, outline the boundaries of Vermont and circle its abbreviation.
  - b. The populations of Kentucky and Tennessee grew rapidly after the revolution and they became states. Outline their boundaries and circle their abbreviations.







Another challenge facing Congress was the **Northwest Territory**. This land north of the Ohio River was once Indian land. Settlers were now rushing to settle it.

6. Identify the Northwest territory.

- a. Use map D, “Northwest Territory,” on page 35 of the Atlas to locate the territory.
- b. On your Activity Map, trace the western boundary of Pennsylvania.
- c. From Pennsylvania trace the Ohio River west to the Mississippi River.
- d. The land north of the Ohio River is the Northwest Territory. On the map, label this land **NW TERR.**

Congress wanted an orderly way to divide and sell land in the Northwest Territory. It decided to divide the land into **townships** that were 6 miles square. Each township was then divided into 36 sections.

7. Imagine that you purchased a township in the Northwest Territory. Complete a map of that township on Activity Sheet 20d.

- a. Land in the Northwest Territory eventually became states. Select one of the states in the Northwest Territory for your township. (Refer to the map on pages 112–113 of the Atlas for help.) Write the state name on Activity Sheet 20d.
- b. Look at pages 122–123 of the Atlas to see when the state entered the Union. Add the date to the activity sheet.
- c. Give your township a name.
- d. Between the arrows along the north and the east sides of the township map, write **6 MILES**.
- e. Section 16 is reserved for schools. Draw a purple school symbol  in that section.
- f. Sections 8, 11, 26, and 29 are reserved for the federal government. Color those sections purple or label them **FED**.
- g. Add rivers and/or lakes in any sections. Color them blue or add a water symbol  to them.
- h. Most sections can be divided into halves or quarters. Decide if and where there will be commercial districts (for stores, restaurants, and so on). Color them red or label them **COMM**.
- i. Color any residential districts brown or add a house symbol  to each one.
- j. Color any farms green or add a farm field symbol  to each.
- k. Many township roads follow section lines, as can be seen today. Add roads to your township. Draw them in black.

NAME \_\_\_\_\_

# A New Nation



## Pulling It Together

### TOWNSHIP MAP

State of \_\_\_\_\_

Entered Union \_\_\_\_\_

Township of \_\_\_\_\_



6	5	4	3	2	1
7	8	9	10	11	12
18	17	16	15	14	13
19	20	21	22	23	24
30	29	28	27	26	25
31	32	33	34	35	36



Explain why you located your farms, homes, and commercial areas where you did.

**MATERIALS:**Atlas  
Activity Map  
Map Marker

21a

# Spain's Empire

When the United States gained its independence, Great Britain lost much of its territory in the Americas. In contrast, Spain's empire in the Americas was still enormous in 1800. The empire stretched over 7,000 miles from Canada to Chile and Argentina.

**S**pain's empire in the Americas had grown by the end of the 18th century. Near the end of the French and Indian War, France gave Spain the Louisiana Territory. After the Revolutionary War, Great Britain returned Florida to Spain.

**1. Identify Spain's empire.**

- Turn to The Americas Activity Map.
- Give the map a title. In the box at the top of your Activity Map, write **SPAIN'S EMPIRE 1783–1823**.
- Turn to map A, "North America 1783" on page 32 of *The Nystrom Atlas of United States History*. Identify all of Spain's undisputed land claims in North America. With your finger, trace around them.
- On your Activity Map, use a Map Marker to outline that same area. Don't forget to include Cuba, eastern Hispaniola, and Puerto Rico.
- Turn to map C, "Area Protected by the Monroe Doctrine," on page 37 of the Atlas. Locate Grand Colombia, Peru, Bolivia, Paraguay, Argentina, and Chile in South America. With your finger, trace around them. (NOTE: Brazil was a colony of Portugal, not Spain. Brazil had annexed Uruguay for several years of this period)
- On your Activity Map, use a Map Marker to trace around the same area.

**S**pain's first major loss of land was the **Louisiana Territory**. Spain saw little value in the land and agreed to return it to France. France then sold it to the United States in 1803 for \$15 million dollars.

**2. Identify the Louisiana Territory.**

- Look at map B, "Louisiana Purchase," on page 38 of the Atlas to find the boundaries of the Louisiana Purchase.
- On your Activity Map, outline the Louisiana Purchase.
- This area was named the Louisiana Territory. Label it **LT**.
- On the map, add the year the Louisiana Territory became part of the United States.

**P**araguay was the first Spanish colony in the Americas to win its independence. Residents resented paying taxes and felt that the Spanish government neglected their colony. In 1811 Paraguayans overthrew the Spanish governor and declared their independence.

3. Mark Paraguay's independence.
  - a. Use map C on page 37 of the Atlas to locate Paraguay.
  - b. On your Activity Map, draw Paraguay's boundaries.
  - c. Label Paraguay with **PA**.
  - d. Add the year Paraguay gained its independence.

**A** colonel from the Spanish army, José de San Martín, led **Argentina** in its battle to break away from Spain. Argentina declared its independence in 1816.

San Martín then joined forces with Bernardo O'Higgins and defeated the Spanish in Chile. Chile declared its independence in 1818.

4. Mark Argentina's and Chile's independence.
  - a. Use map C on page 37 of the Atlas to locate Argentina and Chile.
  - b. On your Activity Map, draw the boundaries of the two countries.
  - c. Label Argentina **A** and Chile **C**.
  - d. Add the year each country gained its independence.

**S**imón Bolívar has been called the George Washington of South America. Bolívar defeated the Spanish in Venezuela and Colombia. Then he organized the republic of **Grand Colombia** in 1819 and became its first president. Panama and Ecuador later became part of the republic of Grand Colombia.

5. Mark Grand Colombia's establishment.
  - a. Use map C on page 37 of the Atlas to locate Grand Colombia.
  - b. On your Activity Map, draw Grand Colombia's boundaries.
  - c. Label Grand Colombia **GC**.
  - d. Add the year Grand Colombia was established.



San Martín and Bolívar also fought for the independence of **Peru**. San Martín's forces invaded Peru and declared its independence in 1821. Bolívar's army then defeated the Spanish in Peru.

6. Mark Peru's independence.
  - a. Use map C on page 37 of the Atlas to locate Peru.
  - b. On your Activity Map, draw Peru's boundaries.
  - c. Label Peru **PE** and the year it declared its independence.

In **Mexico** rebellions against Spain occurred in 1810 and 1815, but both failed. Spain sent Agustín de Iturbide to crush the rebels. Instead, Iturbide fought for Mexico's independence, which it gained in 1821.

7. Mark Mexico's independence.
  - a. Use map B, "New Spain Breaks Apart," and map C on pages 36–37 of the Atlas to locate Mexico. Notice that Mexico included parts of today's United States.
  - b. On your Activity Map, draw the northern boundary between Mexico and the United States and southern boundary between Mexico and the United Provinces of Central America.
  - c. Label Mexico with **M** and the year it gained its independence.

The rest of Middle America also gained independence in 1821. They joined Mexico for a few years before independently forming the **United Provinces of Central America**.

8. Mark Middle America's independence.
  - a. Use map C on page 37 of the Atlas to locate the United Provinces of Central America.
  - b. On your Activity Map, label the provinces with **UPCA** and the year they gained their independence.

In 1821 Spain turned **Florida** over to the United States and Haiti took over its neighbor **Santo Domingo** from Spain. Haiti had won its independence from France in 1804. Santo Domingo is now known as the Dominican Republic.

9. Mark Florida's and Santo Domingo's break from Spain.
  - a. Use map B and map C on pages 36–37 of the Atlas to locate Florida and Santo Domingo. Notice that Florida extended west all the way to the Mississippi River. Also notice that Santo Domingo shared the island with Haiti.
  - b. On your Activity Map, label Florida **F** and Santo Domingo **SD**. Also add **1821** to each.

# Spain's Empire

21d

## Pulling It Together

By 1823 Spain's once-enormous empire in the Americas was very small.

Graph the changes in Spain's empire.

- Use the information on your completed Activity Map to identify when each country or territory broke away from Spain. Write the date on all three bar graphs, beside each country's name.
- For each bar graph, shade in only the countries or territories that broke away from Spain on or before the year below the bar.

### FORMER SPANISH COLONIES

Cuba	Cuba	Cuba
Puerto Rico	Puerto Rico	Puerto Rico
Bolivia	Bolivia	Bolivia
Santo Domingo	Santo Domingo	Santo Domingo
Florida	Florida	Florida
United Provinces of Central America	United Provinces of Central America	United Provinces of Central America
Mexico	Mexico	Mexico
Peru	Peru	Peru
Grand Colombia	Grand Colombia	Grand Colombia
Chile	Chile	Chile
Argentina	Argentina	Argentina
Paraguay	Paraguay	Paraguay
Louisiana Territory	Louisiana Territory	Louisiana Territory

On or before 1803

On or before 1813

On or before 1823



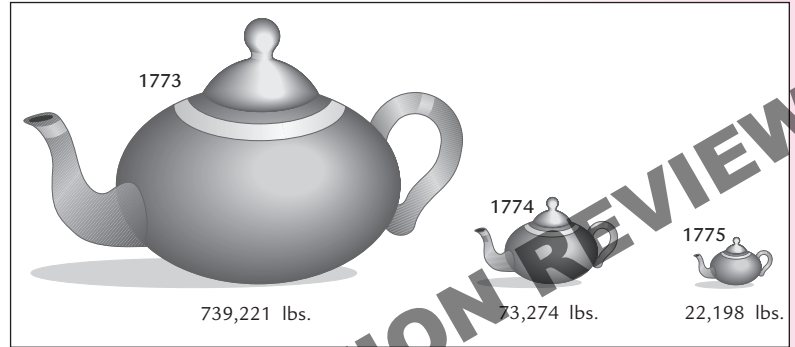
Describe how Spain's empire changed between 1803 and 1823.

# Reviewing Era 3

In the last six lessons you've learned about the Revolutionary War, the beginning of the United States, and the independence of Spain's colonies. How much do you remember?

*Circle the letter of the correct answer.*

- Look at the graph. As the Revolutionary War drew near, what happened to the colonies' demand for British tea?
  - The demand increased.
  - The demand decreased.
  - The demand stayed the same.
  - Colonists did not drink tea.



- What was the difference in pounds of tea imported to the colonies between 1773 and 1774?
  - about 700 pounds
  - about 7,000 pounds
  - about 70,000 pounds
  - about 700,000 pounds
- In the last year of the Revolutionary War, who won the most battles?
  - Patriots
  - Central Powers
  - British
  - Neutrals
- Why did the Revolutionary War move to the South in 1778?
  - The weather is better in the South.
  - The British heard there were many Loyalists in the South.
  - The North was exhausted.
  - There were swamps to hide in.
- Where was the Battle of Cowpens fought?
  - Georgia
  - South Carolina
  - Massachusetts
  - off the coast of Great Britain
- Which of the following groups did NOT claim the Ohio River Valley during the 1700s?
  - Native Americans
  - the French
  - the British
  - the Spanish

7. Look at the map. Which road went through the Cumberland Gap?
- Jonesboro Road
  - Wilderness Road
  - Great Valley Road
  - Great Genesee Road

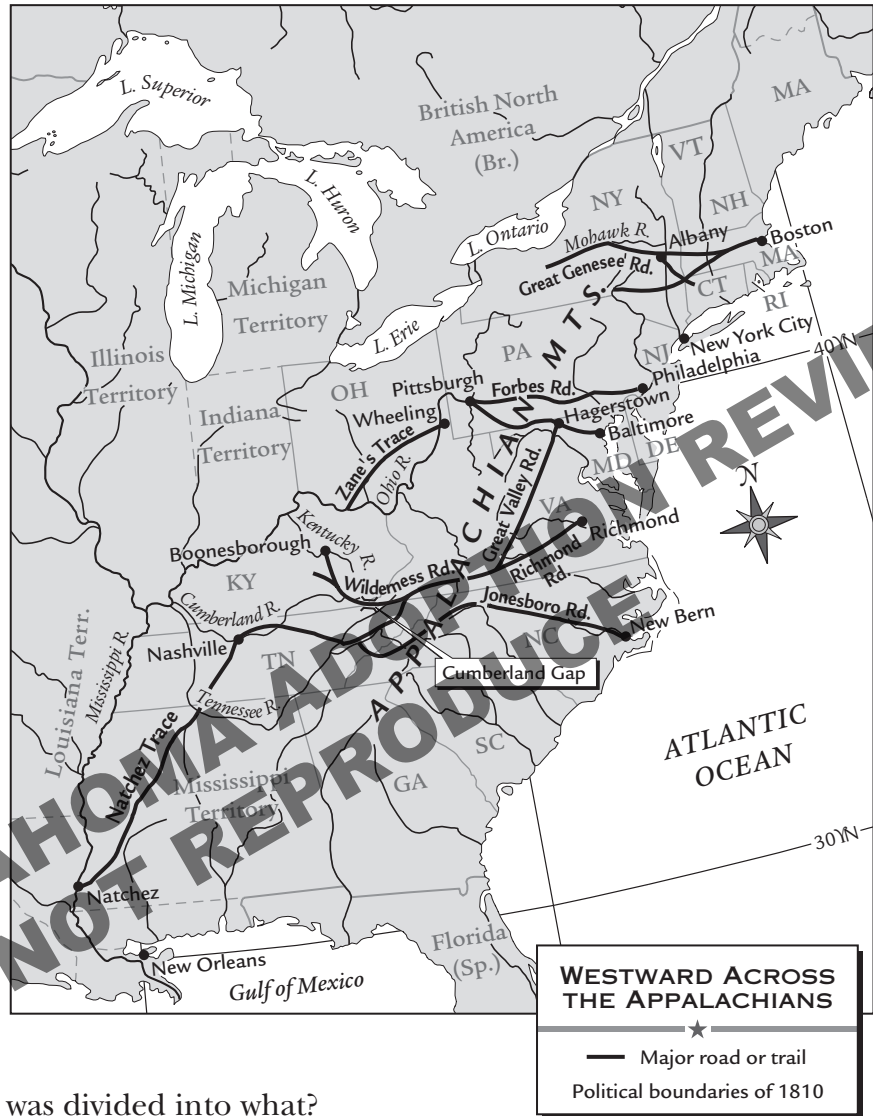
8. What two cities were connected by the Forbes Road?
- Boston and New York City
  - Pittsburgh and Baltimore
  - Philadelphia and Pittsburgh
  - New Bern and Nashville

9. What was one of the problems experienced under the Articles of Confederation?
- The president was too powerful.
  - There was no new land to settle.
  - Each state could print its own money.
  - States had no power.

10. The Northwest Territory was divided into what?
- countries
  - townships
  - cities
  - city-states

11. What happened to most of Spain's colonies in the Americas during the early 1800s?
- They became French colonies.
  - They became British colonies.
  - They gained their freedom.
  - They became uninhabited.

12. Which of the following was NOT a Spanish colony in the Americas?
- Brazil
  - Mexico (New Spain)
  - Louisiana Territory
  - Argentina



★ Era 3 covers United States history from 1754 to the 1820s. Create a poster for that time period. Write words and draw or download images that represent the three most important events from the era.



# Expansion and Reform

## 1801–1861

### ATLAS AND ACTIVITY MAP LESSONS

Lesson Number	Lesson Title	Page
22	<i>Introducing Era 4</i>	87
23	<i>Getting Around</i>	89
24	<i>Indian Resettlement</i>	93
25	<i>The Expanding Nation</i>	95
26	<i>Texas Independence</i>	97
27	<i>The Oregon Trail</i>	101
	<i>Reviewing Era 4</i>	105

### Cross-Curricular Activities



#### Math • *Calendar Calculations*

On a calendar, track the activities of the Lewis and Clark expedition.



#### Critical Thinking • *Vocabulary Puzzles*

Have students work in teams and create word search puzzles using vocabulary words from this era.



#### Writing • *Imaginary Journals*

Pick a spot along the Oregon Trail and a day of the month. Have students write a journal entry describing what someone on the trail might see or do that day.

### Literature Links

Your students might enjoy these books and others about Era 4. Use picture books (p) to introduce a topic or as a model for student writing assignments.

#### A New Nation

*Capital*

by Lynn Curlee

*By the Dawn's Early Light (p)*

by Steven Kroll

#### Expansion

*What's the Deal?*

by Rhoda Blumberg

*The Incredible Journey of Lewis and Clark*

by Rhoda Blumberg

*Empires Lost and Won*

by Albert Marrin

#### Heading West

*The Amazing Impossible*

*Erie Canal*

by Cheryl Harness

*Rachel's Journal*

by Marissa Moss

*Bound for Oregon*

by Jean Van Leeuwen

*Wagons West! (p)*

by Roy Gerrard

*Dandelions (p)*

by Eve Bunting

*The Long March (p)*

by Marie-Louise Fitzpatrick

#### Underground Railroad and Slavery

*North Star to Freedom*

by Gena K. Gorrell

*Follow the Drinking Gourd (p)*

by Jeanette Winter

*Sweet Clara and the*

*Freedom Quilt (p)*

Deborah Hopkinson

*Amistad: A Long Road to Freedom*

by Walter Dean Myers

*From Slave Ship to Freedom Road (p)*

by Julius Lester

*Escape from Slavery*

edited by Michael McCurdy

#### Factories and Reform

*Lyddie*

by Katherine Paterson

*Bloomers! (p)*

by Rhoda Blumberg

*The Bobbin Girl (p)*

by Emily Arnold McCully



# Introducing Era 4

LESSON 22

## Objectives

Students will be able to:

- ★ Complete a table of contents for the era.
- ★ Classify timeline events by using a graphic organizer.

## Materials

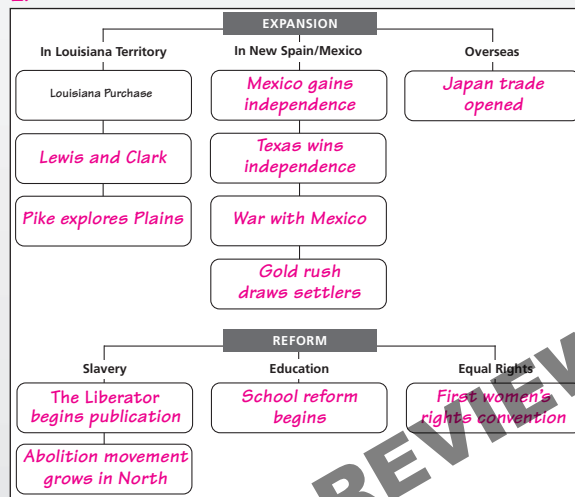
- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 22a–22b, *Introducing Era 4*

## Here's a Tip!

- Before distributing activity sheets, review the timeline with the class.
- Walk students through each spread in the era, pointing out a key idea or an interesting map, graph, or photo on each page.
- Complete the graphic organizer as a class on an overhead projector or a chalkboard, in small groups, or individually.
- Encourage students to shorten the description of timeline events or to describe events in their own words in the graphic organizer.
- If students are unsure where an event belongs or where the event occurred, have them look for the answer in the Atlas.

## Answers

1. *Answers will vary.*
- 2.



# Getting Around

LESSON 23

## Objectives

Students will be able to:

- ★ Draw the routes of roads and waterways used to ship agricultural goods to the East in the early 1800s.
- ★ Measure distance on a map.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 23a–23d, *Getting Around*
- ❑ Activity Maps
- ❑ Map Markers
- ❑ string
- ❑ rulers

## Here's a Tip!

Demonstrate how to measure a route with a piece of string.

## Notes

Help students understand the significance of roads and waterways to transportation and settlement:

- Roads and waterways helped settle the western territories.
- Waterways were especially important in transporting agricultural products from the West to the East.
- While the Erie Canal was being built, it was called “Clinton’s Ditch.” It was 363 miles long and cost over \$7 million.

## Answers

*Chart: Answers will vary and distances are approximate. Debrief as a class.*

ROUTE	DISTANCE (IN MILES)	ADVANTAGES
<b>Ocean Route</b> <ul style="list-style-type: none"> <li>• South on the Mississippi River</li> <li>• East along the Gulf of Mexico</li> <li>• South around the Florida Peninsula</li> <li>• North along the Atlantic Coast to New York</li> </ul>	2000–2400	all water route one boat no canal fares
<b>Land Route 1</b> <ul style="list-style-type: none"> <li>• Northeast on the Natchez Trace</li> <li>• East to the Wilderness Road</li> <li>• East across the Appalachians on the Wilderness Road</li> <li>• Northeast to New York</li> </ul>	1200–1300	shorter than water routes
<b>Land Route 2</b> <ul style="list-style-type: none"> <li>• East on the Federal Road</li> <li>• Northeast on the Fall Line Road to Richmond</li> <li>• Northeast to New York</li> </ul>	1200–1300	shorter than water route flatter than Land Route 1 no mountains
<b>Canal and River Route</b> <ul style="list-style-type: none"> <li>• North on the Mississippi River</li> <li>• Northeast on the Ohio River</li> <li>• Northeast on the Ohio and Erie Canal</li> <li>• East on Lake Erie</li> <li>• East on the Erie Canal</li> <li>• South on the Hudson River to New York</li> </ul>	1600–1700	all water route shorter than ocean route

☆ *Answers will vary. Students may mention the canal and river route because it is short and all water or Land Route 2 because it is flat.*

# Indian Resettlement

LESSON 24

## Objectives

Students will be able to:

- ★ Recognize that Indians fought in the War of 1812 to stop U.S. expansion.
- ★ Compare the size of traditional Indian lands with reservations in Indian Territory.

## Materials

- ☐ *The Nystrom Atlas of United States History*
- ☐ Activity Sheets 24a–24b, *Indian Resettlement*

## Notes

Help students understand more about Indian resettlement:

- The United States made many treaties to obtain Indian land, usually with good intentions, but most of these treaties were later broken by settlers intent on getting more land.
- The Cherokee, Sauk and Fox, and Seminole resisted resettlement.

## Answers

★ Speeches will vary. Students should take a position and support it.

THE REMOVAL OF EASTERN INDIANS			
Indian Nation	Location of Traditional Land	Ally During the War of 1812	Size of Reservation
Cherokee	Georgia, Alabama, Tennessee	U.S.	large
Chickasaw	Mississippi	U.S.	large
Choctaw	Mississippi, Alabama	U.S.	large
Creek	Alabama	British	large
Miami	Indiana	British	small
Ottawa	Michigan, Illinois, Iowa, Wisconsin,	neutral	small
Potawatomi	Indiana, Illinois	British	small
Sauk and Fox	Iowa	British	small
Seminole	Florida	neutral	small

# The Expanding Nation

LESSON 25

## Objectives

Students will be able to:

- ★ Recognize that the United States quadrupled in size in less than 100 years.
- ★ Recognize that the purchases, treaties, annexations, and cessions contributed to the physical growth of the United States.

## Materials

- ☐ *The Nystrom Atlas of United States History*
- ☐ Activity Sheets 25a–25b, *The Expanding Nation* (Duplicate Activity Sheet 25b twice: on colored paper and on white paper.)
- ☐ colored pencils (see page vii for alternatives)
- ☐ scissors

## Notes

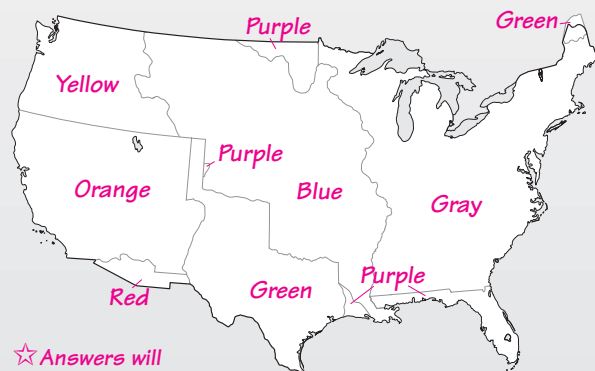
Help students understand the significance of the territorial expansion of the United States:

- The Louisiana Purchase nearly doubled the size of the United States.
- The Gadsden Purchase enabled the construction of the Southern Pacific Railroad.
- The total area of the United States today includes Alaska and Hawaii. Each of these states were acquired after the Gadsden Purchase of 1853.

## Answers

1. Note that the land areas have been rounded, to make addition easier. See the sample below.

YEAR	PURCHASE/CESSION	FORMER OWNERS	GAIN (in sq. mi.)	TOTAL AREA OF U.S.	MAP COLOR
1790	United States	Great Britain	865,000	865,000	gray
1803	Louisiana Purchase	France	817,000	1,682,000	blue
1819	Florida Cession, Red River Basin	Spain, Great Britain	67,000	1,749,000	purple
1845	Texas Annexation, Maine	Mexico, Great Britain	386,000	2,135,000	green
1846	Oregon Country	Great Britain	282,000	2,417,000	yellow
1848	Mexican Cession	Mexico	523,000	2,940,000	orange
1853	Gadsden Purchase	Mexico	30,000	2,970,000	red



★ Answers will vary. Students may mention a specific purchase because of its size, location, or strategic importance.

# Texas Independence

LESSON 26

## Objectives

Students will be able to:

- ★ Draw the boundaries of the Republic of Texas.
- ★ Identify the reasons American settlers fought for Texas independence.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 26a–26d, *Texas Independence*
- ❑ Activity Maps
- ❑ Map Markers

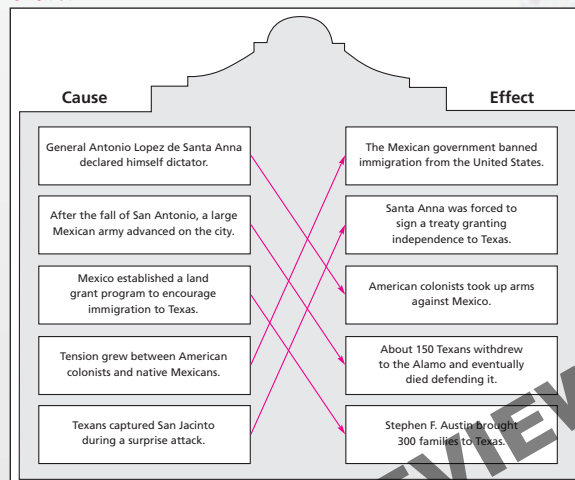
## Notes

Help students learn more about Texas independence.

- In 1821 Mexico established a program to attract immigrants to Texas. Land grants were made to immigrants from the United States and other countries to establish colonies throughout the state.
- The low cost of land in Texas drew American settlers to Mexico. In Texas 4,605 acres of land cost about four cents an acre to be paid in six years. In the United States undeveloped land was being sold for about \$1.25 an acre for a minimum of 80 acres.
- In 1824 Mexico created the state of Coahuila y Tejas, which was allowed to make some of its own laws.

## Answers

Chart:



☆ Editorials will vary.

# The Oregon Trail

LESSON 27

## Objectives

Students will be able to:

- ★ Draw and label a trail that led to the Pacific coast in the mid-1800s.
- ★ Use a map scale to measure linear distances on a map.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 27a–27d, *The Oregon Trail*
- ❑ Activity Maps
- ❑ Map Markers

## Notes

Help students learn more about the Oregon Trail:

- The Oregon Trail took about 4–6 months to travel.
- Several alternate routes were established across the Oregon Trail, especially along the eastern part. One route followed the Missouri River from Independence to the Platte River.
- The trail followed rivers because they provided water, geographical bearings, and a relatively flat terrain along their banks.
- By the late 1840s guide books filled with advice were available for travelers.

## Answers

Chart: Dates will vary. Locations are approximate.

YOUR TRIP ON THE OREGON TRAIL		
Date	Months on the Trail	Location
	0	Independence, Missouri
	1	near the fork in the Platte River
	2	before South Pass
	3	near the Salmon River Mountains
	4	somewhere along the Columbia River
	5	in Oregon or Washington
	6	

☆ Answers will vary. Any location in Oregon or Washington is acceptable. Students may mention the terrain, access to a river or ocean, or proximity to settlements.

# Reviewing Era 4

ASSESSMENT



## Objectives

Students will be able to:

- ★ Review the era.
- ★ Demonstrate the ability to meet era objectives.
- ★ Demonstrate the ability to read maps and graphs.

## Answers

- |      |      |        |
|------|------|--------|
| 1. d | 5. b | 9. d   |
| 2. b | 6. a | 10. b  |
| 3. c | 7. a | 11. a  |
| 4. b | 8. c | 12.. d |

## Materials

- Activity Sheets a–b, *Reviewing Era 4*

☆ Posters will vary. Students should identify what they feel are the three most important events of the era.

## Here's a Tip!

- Have students review their completed activity sheets for Era 4 before completing the Era 4 review.
- Suggest that students review pages 38–51 of the Atlas and write any questions they have.
- Have students work in small groups on their posters. Stress that the groups must reach a consensus on the three most important events of the era before placing items on their posters.
- Have students present their posters to the class, explaining why they chose the events they did.
- Once the posters are completed, have the class tabulate students' choices for top events of the era.

★ Notes ★

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# Introducing Era 4

In this era, the United States expanded until it stretched from sea to shining sea—from the Atlantic to the Pacific. Travel became easier, and more and more people headed west.

1. Look at pages 38–51 of *The Nystrom Atlas of United States History* and make your own personal table of contents for this era. Write notes or draw pictures to help you remember what's on the pages.

## Era 4: Expansion and Reform Time Period

### *Growing With the Louisiana Territory*

Pages 38–39

### *War of 1812 and Indian Resettlement*

Pages 40–41

### *Exploration Opens the West*

Pages 42–43

### *Travel in a Growing Nation*

Pages 44–45

### *America Expands to the Pacific*

Pages 46–47

### *West Across the Rockies*

Pages 48–49

### *Immigrants and Runaway Slaves*

Pages 50–51



**E**ra 4 focuses on the United States' **growth** and **development** as a country.

2. Use the events from the Era 4 timeline on pages 38–39 of the Atlas to complete the chart below.

- First think about the events and how they changed the country.
- Then write one event in each box below. (See the example.) You will not use all the timeline events on the chart.

22b

## EXPANSION

## In Louisiana Territory

Louisiana Purchase

## In New Spain/Mexico

## Overseas

## REFORM

## Slavery

## Education

## Equal Rights

**MATERIALS:**

Atlas  
Activity Map  
Map Marker  
string  
ruler



# Getting Around

Waterways and roads leading west helped the nation grow. These routes encouraged settlement in wilderness regions and helped create new states.

**B**y 1830 the United States had 23 **cities** with a population of more than 10,000. However, only four of these cities were west of the Appalachian Mountains.

## 1. Locate some of our nation's earliest large cities.

- a. Turn your Activity Map to the eastern half of the United States.
- b. Give the map a title. In the box at the top of your Activity Map, write **GETTING AROUND 1810–1850**.
- c. Use the map on pages 112–113 of *The Nystrom Atlas of United States History* to find the following cities.
  - New York (in New York state)
  - Richmond (in Virginia)
  - Nashville (in Tennessee)
  - Cleveland (in Ohio)
  - Natchez (in Mississippi along the Mississippi River halfway between Vicksburg and Baton Rouge)
- d. On your Activity Map, mark the location of each city with a dot • and the city's name.
- e. Mark the location of these cities with just a dot •.
  - Philadelphia, Pennsylvania
  - Baltimore, Maryland
  - Washington, D.C.

**N**atchez is the oldest city on the Mississippi River. In the 1800s it was a center of wealth, culture, and cotton. Cotton from the South was transported to towns in the North where it was woven into fabric in textile mills.

## 2. Draw a water route from Natchez to New York City.

- a. On your Activity Map, begin in Natchez. Follow the Mississippi River south to the Gulf of Mexico.
- b. Head east along the Gulf Coast.
- c. Go around the Florida peninsula.
- d. Now head north along the Atlantic coast and draw an arrow to New York City.

**R**oads linked towns along the Atlantic coast for years. However, early roads were bumpy and often muddy in the spring and dusty in the summer.

3. Draw a road between New York City and Richmond, Virginia.
  - a. On your Activity Map, draw a line from New York City to the dot Philadelphia. Extend the line to the dot for Baltimore and then to Washington, D.C.
  - b. Extend the line to Richmond.

In 1806 work began on a road between Nashville and Natchez. This road was known as the **Natchez Trace**. (A trace is a path or road.) The Natchez Trace was an extension of the **Wilderness Road** across the Appalachian Mountains.

4. Draw the Wilderness Road and Natchez Trace.
  - a. Look at map A, “Westward Across the Appalachians,” on page 34 of the Atlas. With your finger, trace the Wilderness Road and Natchez Trace.
  - b. On your Activity Map, draw a line from Richmond to the southwest corner of Virginia. Label the line **WILDERNESS ROAD**. (From here, the road led northwest.)
  - c. Later, other roads connected the Wilderness Road with Tennessee. Continue the Wilderness Road southwest to Nashville.
  - d. Now draw a line connecting Nashville with Natchez. Label the line **NATCHEZ TRACE**.
  - e. Using your finger, follow this overland route from Natchez to New York.


The Wilderness Road was narrow and steep as it crossed the Appalachian Mountains. The **Fall Line Road** and **Federal Road** provided an easier, flatter route to Natchez.

5. Draw the Fall Line and Federal Roads.
  - a. On map B, “Fall Line Settlements,” on page 24 of the Atlas, trace the line of cities along the Fall Line with your finger.
  - b. On your Activity Map, in the legend, circle the symbol for a waterfall.
  - c. On the map, circle any waterfalls along the edge of the Piedmont.
  - d. Starting at Richmond, connect your circles with a line. Label this line **FALL LINE ROAD**.
  - e. Extend the line southwest to Natchez. Label this part of the route **FEDERAL ROAD**.
  - f. Using your finger, follow this overland route from Natchez to New York.

Canals are constructed waterways that connect lakes and rivers.

The **Erie Canal** was one of the most important of the early canals. Finished in 1825, it crossed the state of New York and linked the Hudson River with Lake Erie. Goods then could be carried by water between New York and the states along the Great Lakes.

6. Draw the Erie Canal.

- On map C, “A Network of Canals,” on page 44 of the Atlas, trace the Erie Canal with your finger.
- On your Activity Map, begin in New York City. Trace the Hudson River north to the Mohawk River.
- In the legend, write  = **CANAL**.
- The Mohawk River became part of the Erie Canal. Add the canal symbol along the river to the middle of the state.
- Extend the canal west to Niagara Falls.
- Label the waterway **ERIE CANAL**.

The **Ohio and Erie Canal** was completed in 1832. It crossed the state of Ohio and linked the Ohio River with Lake Erie. The canal made it easier to transport goods to and from the western states.

7. Draw the Ohio and Erie Canal.

- On your Activity Map, begin in Cleveland, Ohio. Draw a canal symbol from Cleveland to a point about  $\frac{1}{2}$  inch south of Cleveland.
- Continue the canal southwest to the point where the Scioto River meets the 40°N latitude line.
- Add the canal symbol along the Scioto River south to the Ohio River.
- Label the canal **OHIO & ERIE CANAL**.
- Trace the Ohio River west to the Mississippi River.
- Trace the Mississippi River south to Natchez.
- Using your finger, follow the canal and river route from Natchez to New York.

Shorter, faster routes could mean lower shipping costs. Perishable goods could arrive at market before they went bad.

8. Measure the length of each route.

- Run a piece of string along one of the routes.
- Measure the string with a ruler.
- On your Activity Map, in the legend, underline the scale in inches (1 in. to 128 mi.).
- Multiply the length of the string by 128 miles. Write that number on the map, below the route.
- Do the same for the other routes.

# Getting Around

23d

## Pulling It Together

Each of the **routes** between Natchez and New York had advantages and disadvantages.

Complete the chart below to compare routes between Natchez and New York.

- Record the number of miles of each route in the Distance column.
- List the advantages of each route in the Advantages column. Use your Activity Map, Activity Sheets 23a–23c, and pages 34 and 44 in the Atlas for ideas.

ROUTE	DISTANCE (IN MILES)	ADVANTAGES
<b>Ocean Route</b> <ul style="list-style-type: none"> <li>South on the Mississippi River</li> <li>East along the Gulf of Mexico</li> <li>South around the Florida Peninsula</li> <li>North along the Atlantic Coast to New York</li> </ul>		
<b>Land Route 1</b> <ul style="list-style-type: none"> <li>Northeast on the Natchez Trace</li> <li>East to the Wilderness Road</li> <li>East across the Appalachians on the Wilderness Road</li> <li>Northeast to New York</li> </ul>		
<b>Land Route 2</b> <ul style="list-style-type: none"> <li>East on the Federal Road</li> <li>Northeast on the Fall Line Road to Richmond</li> <li>Northeast to New York</li> </ul>		
<b>Canal and River Route</b> <ul style="list-style-type: none"> <li>North on the Mississippi River</li> <li>Northeast on the Ohio River</li> <li>Northeast on the Ohio and Erie Canal</li> <li>East on Lake Erie</li> <li>East on the Erie Canal</li> <li>South on the Hudson River to New York</li> </ul>		



Look at your chart and your Activity Map. Which route would you use to transport cotton from Natchez to New York? Why?





# Indian Resettlement

After the Revolutionary War, large numbers of settlers began moving to land west of the Appalachian Mountains. The British had once set this land aside for the Indians. Conflicts arose as settlers started chopping down trees and plowing fields on Indian land.

**Indians** occupied land in every state or territory west of the Appalachian Mountains. Many had built homes, farmed the land, and hunted the forests.

## 1. Identify traditional Indian lands.

- Use map C, “Removal of Indians,” on page 41 of *The Nystrom Atlas of United States History* to locate traditional Indian lands.
- On Activity Sheet 24b, on the chart, list the states or territories in which traditional lands were located for each Indian nation.

**T**he British encouraged the Indians to resist U.S. expansion on their land. In fact, this was one issue that triggered the **War of 1812**.

During the war, several Indian nations fought for the British, including the Shawnee led by Tecumseh.

## 2. Identify Indian nations that were British allies during the War of 1812.

- Use map A, “War of 1812,” on page 40 of the Atlas to determine which Indian nations were allies of the British and which were allies of the United States.
- On Activity Sheet 24b, on the chart, in the Ally During the War of 1812 column, write **BRITISH** or **U.S.** next to each Indian nation.
- For Indian nations that do not appear as allies of either side on the map, write **NEUTRAL** in the Ally column.

**T**he **Indian Removal Act of 1830** gave Indians land west of the Mississippi River in exchange for their homelands east of the Mississippi. By 1840 Indian nations had given up millions of acres of land. Some Indians left willingly, but most moved involuntarily. They were relocated to reservations in Indian Territory.

## 3. Identify the size of reservations in Indian Territory.

- Use map E, “The Indian Territory,” on page 41 of the Atlas to locate each Indian nation’s reservation.
- On the chart on your activity sheet, in the Size of Reservation column, describe the size of each Indian nation’s reservation by writing **LARGE** or **SMALL**.

# Indian Resettlement

24b

## Pulling It Together

THE REMOVAL OF EASTERN INDIANS			
Indian Nation	Location of Traditional Land	Ally During the War of 1812	Size of Reservation
Cherokee			
Chickasaw			
Choctaw			
Creek			
Miami			
Ottawa			
Potawatomi			
Sauk and Fox			
Seminole			



In USHistoryAtlas.com, under Primary Sources, read the Indian Removal Message. Imagine that you are a member of Congress. You must decide whether to support President Jackson's proposal to remove Indians from their homelands. Write a brief speech to the U.S. Congress stating the reasons you agree or disagree with the relocation of Indians.



# The Expanding Nation

The United States quadrupled in size in less than 100 years. Some of this new land was gained through war, but most was purchased from foreign countries.

**B**etween 1804 and 1806, Meriwether Lewis and William Clark explored the vast northwestern region of the country. Their success allowed the United States to eventually claim the Oregon Country.

1. Use the maps and information on pages 38 and 47 of *The Nystrom Atlas of United States History* to complete the chart below. (See the example.)
  - a. Complete the Former Owners column.
  - b. Fill in the Total Area of U.S. column by adding the land listed in the Gain column to the previous total area.

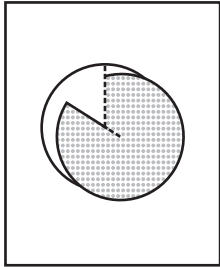
YEAR	PURCHASE/CESSION	FORMER OWNERS	GAIN (in sq. mi.)	TOTAL AREA OF U.S.	MAP COLOR
1790	United States	Great Britain	865,000	865,000	gray
1803	Louisiana Purchase		817,000		blue
1819	Florida Cession, Red River Basin		67,000		purple
1845	Texas Annexation, Maine		386,000		green
1846	Oregon Country		282,000		yellow
1848	Mexican Cession		523,000		orange
1853	Gadsden Purchase		30,000		red

2. On the map below, use colored pencils to shade each purchase or cession in the color stated in the Map Color column.

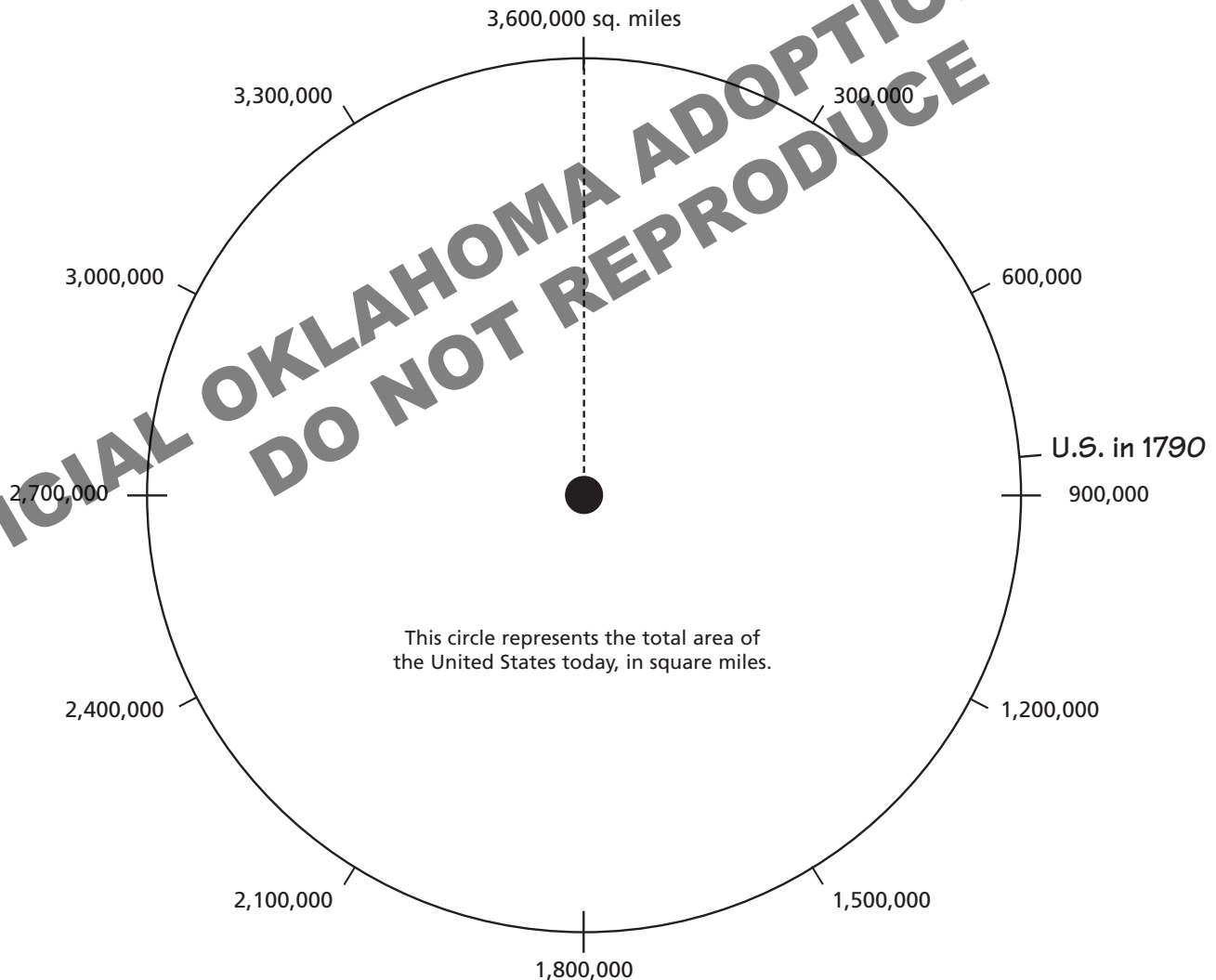


**Pulling It Together**

In the 1840s many Americans believed in Manifest Destiny. This term described the belief that territorial expansion of the United States was God's will and therefore inevitable.



3. Make a moveable pie graph showing the growth of the United States.
  - a. On the color copy of Activity Sheet 25b, cut out the circle. Also cut the dotted radius of the circle. On the white copy, cut only the dotted radius line.
  - b. Slide the radius of the colored circle into the radius of the white circle.
4. Use your chart to graph the growth of the United States.
  - a. Write the name of the purchase or cession outside the circle near the total land area after the gain. (See the example.)
  - b. Now move the colored circle to show the total area of the United States after each purchase or cession.



Which purchase or cession was most important? Why?

# Texas Independence

By 1836 Americans were the majority in Texas. Mexican officials feared that the United States would try to acquire Texas. When Mexico's president made himself dictator, Americans in Texas resisted and a revolution was born.

**June 16, 1830**

*My father was of sturdy Pennsylvania stock and possessed all the hardy qualities that were needed to make a real pioneer. Hearing about the many advantages the province of Texas offered, he brought his family and came with other settlers in a group...Most of the trip was made by traveling by water, coming by way of New Orleans. We landed at the mouth of the Lavaca River on the coast of South Texas on June 16, 1830. Being nine years old at the time I can distinctly remember the first persons we saw at the landing were ten or twelve friendly Indians. They came on board the schooner as if to welcome us, and to help unload our goods and supplies.*

—Nathan Boone  
Burkett, Texas Immigrant

1. In 1821 Stephen F. Austin of Missouri brought 300 families to Texas under Mexico's land grant program.
  - a. Turn to the United States Activity Map.
  - b. Give the map a title. In the box at the top of your Activity Map, write **TEXAS INDEPENDENCE**.
  - c. Texas was in Mexico. Formerly New Spain, Mexico had gained its independence in 1821. Look at map D, "United States 1820," on page 43 of *The Nystrom Atlas of United States History*. With your finger, trace the boundaries of New Spain.
  - d. On your Activity Map, with a dotted line, draw the northern boundaries of Mexico. Start at the southern boundary of Oregon. Extend the boundary east to 105°W. Head south to the Arkansas River. Follow the river east to 100°W. Head south and follow Texas's boundaries to the east.
  - e. Austin established his first colony in Texas at Washington, on the Brazos River. Use map A, "Republic of Texas," on page 46 of the Atlas locate Washington.
  - f. On your Activity Map, mark the location of Washington with a city symbol ●.
  - g. San Felipe de Austin became the colony's seat of government. The city is just south of Washington. Draw a capital symbol ★ for San Felipe de Austin.
  - h. Most of the colonists came from the southern United States. Draw an arrow from Missouri to Texas. Draw two more arrows from southern states to Texas.



**November 7, 1835**

*WHEREAS General Antonio Lopez de Santa Anna and other Military Chieftains have, by force of arms, overthrown the Federal Institutions of Mexico, and dissolved the Social Compact which existed between Texas and the other Members of the Mexican Confederacy—Now, the good People of Texas, availing themselves of their natural rights, SOLEMNLY DECLARE*  
*1st. That they have taken up arms in defence of their Rights and Liberties, which were threatened by the encroachments of military despots...*

*—Richard Ellis,  
 President, Consultation  
 of Texas Delegates*

2. By 1836 there were about 25,000 Americans in Texas. Tension steadily grew between the colonists and native Mexicans.

- a. The Mexican government banned further immigration from the United States. On your Activity Map, put a slash / through the arrows pointing to Texas to show that Americans were no longer welcome.
- b. In 1834 Mexico's president, General Antonio Lopez de Santa Anna, declared himself dictator. In present-day Mexico, write **SANTA ANNA DICTATOR 1834**.
- c. On November 7, 1835, the American colonists drafted a declaration of causes explaining their reasons for taking up arms against Mexico. In the Gulf of Mexico, write **DECLARATION 1835**.
- d. Texans captured San Antonio on December 11th. Use map A on page 46 of the Atlas to find San Antonio.
- e. On your Activity Map, at 29°N, 98°W, mark San Antonio with an American victory symbol ✱A. Label the symbol **SAN ANTONIO**.
- f. In the legend, write ✱A = **AMERICAN VICTORY**.

**February 24, 1836**

*I am besieged, by a thousand or more of the Mexicans under Santa Anna... I shall never surrender or retreat. Then, I call on you in the name of Liberty, of patriotism and everything dear to the American character, to come to our aid, with all dispatch... I am determined to sustain myself as long as possible and die like a soldier who never forgets what is due to his own honor and that of his country—Victory or Death.*

—William Barret Travis,  
Lieutenant Colonel, Texas  
Army, at the Alamo

3. After the fall of San Antonio, Santa Anna amassed a large army and advanced on the city. About 150 Texans had withdrawn to the Alamo, an old Spanish mission in the city.

- On your Activity Map, above the label for San Antonio, draw a mission symbol **†** and label it **ALAMO**.
- Santa Anna's forces of about 5,000 men attacked the Alamo from February 23 through March 6, 1836. All the Texans who fought at the Alamo died in the battle. At the Alamo, draw a Mexican victory symbol **✱ M**.
- On March 2nd, Texas leaders issued a declaration of independence from Mexico. In Oklahoma, write **INDEPENDENCE 1836**.
- In the legend, add **† = MISSION** and **✱ M = MEXICAN VICTORY**.

**April 25, 1836**

*Colonel Sherman... raised the war cry, "Remember the Alamo"...*

*The conflict lasted about eighteen minutes from the time of close action until we were in possession of the enemy's encampment... many of the troops encountered hand to hand, and, not having the advantage of bayonets on our side, our riflemen used their pieces as war-clubs, breaking many of them off at the breech...*

*Every officer and man proved himself worthy of the cause in which he battled.*

—Sam Houston, Army  
Commander-in-Chief  
(Official Report of  
San Jacinto Battle)

4. Texans continued to fight after the fall of the Alamo. Volunteers from the United States poured into Texas to join the revolution.

- On April 21st, the Texans launched a surprise attack against the larger Mexican army at San Jacinto during an afternoon siesta. In the brief battle the Texas army captured or killed most of Santa Anna's troops. San Jacinto is located near the Gulf of Mexico at 95°W. Mark it with a **✱ A**.
- Label the victory symbol **SAN JACINTO**.
- On April 22nd, the Texas army captured Santa Anna and forced him to sign a treaty granting independence to Texas. On map A on page 46 of the Atlas, use your finger to trace the boundary of the Republic of Texas, including the contested section.
- On your activity map, with a solid line, draw the approximate boundary of the Republic of Texas.
- Inside the boundary, write **REPUBLIC OF TEXAS**.

# Texas Independence

26d

## Pulling It Together

The Republic of Texas lasted nearly 10 years. Texas joined the Union on December 29, 1845.

Use Activity Sheets 26a–26c to complete the chart below.

- Determine which events were the effect of the events described under Cause.
- Draw an arrow from each cause to its effect.

Cause	Effect
General Antonio Lopez de Santa Anna declared himself dictator.	The Mexican government banned immigration from the United States.
After the fall of San Antonio, a large Mexican army advanced on the city.	Santa Anna was forced to sign a treaty granting independence to Texas.
Mexico established a land grant program to encourage immigration to Texas.	American colonists took up arms against Mexico.
Tension grew between American colonists and native Mexicans.	About 150 Texans withdrew to the Alamo and eventually died defending it.
Texans captured San Jacinto during a surprise attack.	Stephen F. Austin brought 300 families to Texas.



In USHistoryAtlas.com, under Primary Sources, read the Texas Declaration of Independence. Imagine that you signed the declaration. Write an editorial to a Texas newspaper explaining your reasons for signing the document.

# The Oregon Trail

After the Louisiana Purchase, Americans began moving west of the Mississippi River. The eastern part of that region was settled in the early 1800s. During the 1840s people began migrating farther west across the Great Plains and the Rocky Mountains.

The **Oregon Trail** was the most heavily traveled of the western trails. Through the 1840s and 1850s, thousands of settlers followed this route. Many were headed for the rich farming country in Oregon's **Willamette Valley**.

## 1. Draw the Oregon Trail.

- a. Turn to the United States Activity Map.
- b. Give the map a title. In the box at the top of your Activity Map, write **THE OREGON TRAIL**.
- c. Turn to map B, "Trails West," on page 48 of *The Nystrom Atlas of United States History*. With your finger, trace the Oregon Trail from Missouri to Oregon.
- d. The trail started in Independence, Missouri. Independence is located on the Missouri River. On your Activity Map, mark Independence with a dot • and label it **INDEPENDENCE**.
- e. Draw a line from Independence northwest to the Platte River.
- f. Continue drawing the line west along the Platte River to the fork in the river.
- g. Take the North Platte branch. Continue tracing the river until you reach its source.
- h. From the source of the North Platte River, draw a line to the southeast corner of Idaho. (Note: Idaho was not a state then.)
- i. From southeast Idaho, draw a line northwest to the Snake River.
- j. Follow the Snake River west to 115°W.
- k. Now draw a line northwest to the place where the Snake River meets the Columbia River.
- l. Finally, continue west along the Columbia River to the Willamette River.
- m. Settlers moved from this point to Oregon and Washington. Draw arrows from the Willamette River to several places in Oregon and Washington.

**F**orts were scattered along the Oregon Trail. These forts served as hotels, stores, post offices, meeting places, and safe havens for those heading west.

**2.** Locate forts along the trail.

- a. On your Activity Map, mark the locations of the following forts with a fort symbol ■.
  - Fort Kearney (where your trail first crosses the Platte River)
  - Fort Casper (on the North Platte River, just west of 105°W)
  - Fort Hall (where your trail first crosses the Snake River)
  - Fort Vancouver (where the Columbia River crosses the Willamette)
- b. In the legend, write ■ = **FORT**.

**R**iver crossings in covered wagons were time-consuming and often dangerous. When a river was too deep to ford, ferries were available. If travelers didn't want to wait a week or two for the ferry, they removed their wagon from its wheel base and floated it across the river like a raft.

**3.** Mark river crossings along the Oregon Trail.

- a. On your Activity Map, trace the Oregon Trail with your finger.
- b. Each time the trail crosses a river, mark the river with two slashes //.
- c. Then, to show how some wagons transported travelers across rivers, choose two river crossings and draw a wagon symbol ⊗ over them.
- d. In the legend, add ⊗ = **RIVER CROSSING**.

**M**ountains could be as dangerous as rivers. They were often steep, rocky, and snow-covered. Sometimes wagons had to be raised up or lowered down mountains with ropes.

**4.** Identify and mark mountains along the trail.

- a. South Pass was so gentle and gradual that wagon trains often didn't realize they had crossed the Rocky Mountains. South Pass is near the source of the North Platte River. Label that section of the trail **SOUTH PASS**.
- b. In the map legend, outline the colors that show elevations of 5,000 feet or more.
- c. Along your trail, mark areas with an elevation of 5,000 feet or more with mountain symbols ^^^.
- d. In the legend, write ^^^ = **MOUNTAINS**.



**D**eserts could be just as dangerous as rivers or mountains. They were hot and dry, with no water to be found for miles or days. Wagon wheels sank in the sand and skeletons lined the trail. Wagon trains would often try crossing deserts at night, when the temperatures were cooler.

**5.** Identify deserts along the Oregon Trail.

- Deserts usually receive less than 10 inches of rain a year. On map A, “Annual Rainfall,” on page 66 of the Atlas, in the legend, find the symbol for 0 to 10 inches of rainfall a year.
- On map A, point to areas in that color.
- Compare your Activity Map with the rainfall map in the Atlas. Find any deserts that are along the Oregon Trail.
- On your Activity Map, in the legend, circle the desert symbol.
- On the map, mark deserts along the trail with desert symbols.

**T**he Oregon Trail was the **longest** of the western trails. It crossed 2,000 miles of prairies, rivers, mountains, and deserts.

**6.** Measure the length of your trail.

- Four hundred miles is the average distance a covered wagon could travel in a month. Use the map scale on your Activity Map to create a ruler representing 400 miles along the edge of this paper. (See Lesson 3, Reviewing Map Skills, for help.)
- Use the ruler to mark off your trail at 400-mile intervals, from Missouri to Oregon. Follow the curves of the trail and estimate each 400-mile length.
- Now number your marks on the map **1, 2, 3**, and so on.

**T**iming was extremely important on the Oregon Trail. Travelers wanted to leave Independence after the heavy spring rains. But they also wanted to cross the mountains before snow fell.

**7.** Plan your trip on the Oregon Trail.

- Choose a starting date for your wagon train to leave Independence. On Activity Sheet 27d, write that date on the first line of the chart.
- What is the date one month later? Write it on the next line.
- Then fill in the remaining dates in that column.
- The numbers you marked along the trail indicate months of travel. Use your Activity Map and your map scale to complete the location column on the chart.
- Snow often starts falling in the mountains in October. If you were in the mountains in October or later, mark those mountains on your trail with a snowflake symbol ❄.

# The Oregon Trail

27d

## Pulling It Together

YOUR TRIP ON THE OREGON TRAIL		
Date	Months on the Trail	Location
	0	Independence, Missouri
	1	
	2	
	3	
	4	
	5	
	6	



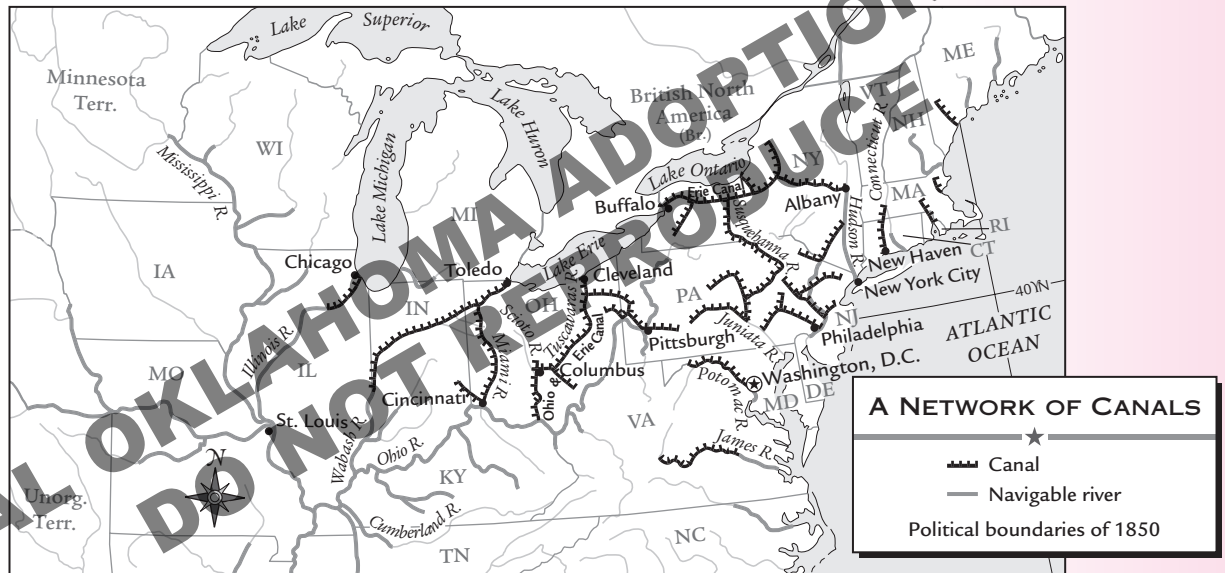
You reached Oregon Territory! Find a place to settle. Use map C, "Oregon and Washington," on page 49 of the Atlas for ideas. On your Activity Map, mark your claim with your initials. Then, in a paragraph, explain where you decided to settle and why.

# Reviewing Era 4

In the last six lessons you've learned about roads and canals, Indian resettlement, U.S. expansion, Texas independence, and the Oregon Trail. How much do you remember?

Circle the letter of the correct answer.

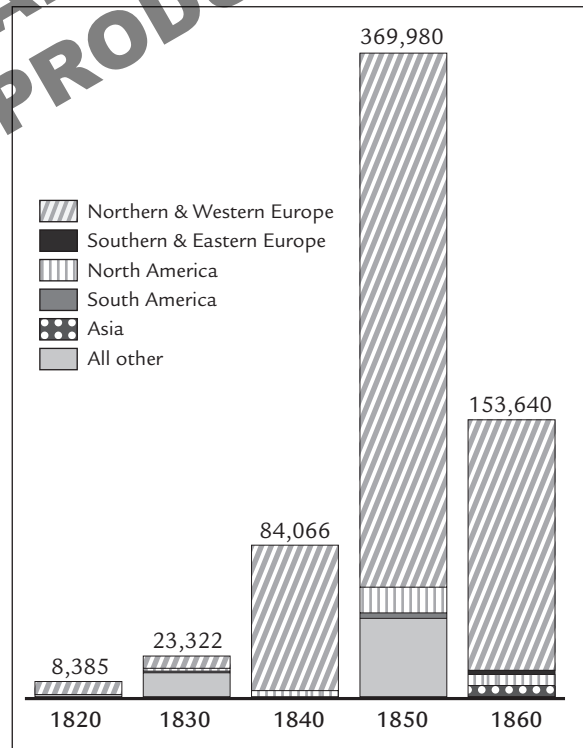
- In the early 1800s waterways and roads encouraged settlement in which part of the United States?
  - New England
  - the Southeast
  - the West Coast
  - west of the Appalachians
- Look at the map. The Erie Canal links Lake Erie to which river?
  - the Wabash River
  - the Hudson River
  - the Ohio River
  - the Tuscarawas River



- The canal that links Lake Michigan to the Illinois River is near which city?
  - Cleveland
  - Albany
  - Chicago
  - Toledo
- During the War of 1812, the British encouraged Indians to
  - move to reservations.
  - resist U.S. expansion onto native lands.
  - fight with each other.
  - help U.S. settlers farm the land.
- The Indian Removal Act
  - moved Indians to land east of the Mississippi River.
  - relocated Indians to reservations in Indian Territory.
  - punished Indians who were allies of the United States during the War of 1812.
  - only took a small amount of Indian land.



6. The United States acquired present-day California from
  - a. Mexico.
  - b. Great Britain.
  - c. Spain.
  - d. Canada.
7. The United States gained the most land from which purchase or cession?
  - a. Louisiana Purchase
  - b. Florida Cession
  - c. Mexican Cession
  - d. Gadsden Purchase
8. Why did American settlers in Texas fight for independence?
  - a. Texas threatened to take over Mexico.
  - b. Immigration from the United States had increased.
  - c. Santa Anna made himself dictator of Mexico.
  - d. They won the battle at the Alamo.
9. Which of the following natural features is NOT found along the Oregon Trail?
  - a. rivers
  - b. mountains
  - c. deserts
  - d. tropical rain forests
10. The Oregon Trail
  - a. was the least traveled of the western trails.
  - b. started in Independence, Missouri.
  - c. was traveled mainly in fall and winter.
  - d. crossed the Appalachian Mountains.
11. Look at the graph. In 1850 where did the largest group of immigrants come from?
  - a. Northern and Western Europe
  - b. Southern and Eastern Europe
  - c. North America
  - d. South America
12. In which year did the greatest number of immigrants arrive from Asia?
  - a. 1830
  - b. 1840
  - c. 1850
  - d. 1860



Era 4 covers United States history from 1801 to 1861. Create a poster for that time period. Write words and draw or download images that represent the three most important events from the era.



# Civil War and Reconstruction

## 1820–1877

### ATLAS AND ACTIVITY MAP LESSONS

Lesson Number	Lesson Title	Page
28	<i>Introducing Era 5</i>	111
29	<i>The Slavery Issue</i>	113
30	<i>Wartime Resources</i>	115
31	<i>Civil War Battles</i>	117
32	<i>March to the Sea</i>	121
33	<i>Reconstruction</i>	125
	<i>Reviewing Era 5</i>	129

### Cross-Curricular Activities



#### History • *Read Primary Sources*

Have students read letters written by soldiers from both sides during the Civil War. Have students discuss what they learned from these letters.



#### Writing • *Write a Letter*

Have students write letters to President Lincoln to persuade him to allow African Americans to join the Union Army and fight in the Civil War.



#### Music • *Listen to Songs of the Era*

Have students read about and/or listen to songs of the Civil War. Then have them present their songs and explain the purpose or goal of each one.



#### History • *List Important Civil War Figures*

Have students create “Top Ten” lists of people who played an important role during the Civil War. Have students explain their choices.

### Literature Links

Your students might enjoy these books and others about Era 5. Use picture books (p) to introduce a topic or as a model for student writing assignments.

#### Home Front

*Across Five Aprils*  
by Irene Hunt

*Little Women*  
by Louisa May Alcott

*Caddie Woodlawn*  
by Carol Ryrie Brink

*Lincoln: A Photobiography*  
by Russell Freedman

*Pink and Say (p)*  
by Patricia Polacco

#### Battle

*Battles of the Civil War*  
by William C. Davis

*The Battle of Gettysburg*  
by Neil Johnson

*The Red Badge of Courage*  
by Stephen Crane

*Bull Run*  
by Paul Fleischman

*Across the Lines*  
by Carolyn Reeder

*The Boys' War*  
by Jim Murphy

*Amelia's War*  
by Ann Rinaldi

*Soldier's Heart*  
by Gary Paulsen

#### Reconstruction

*The Land*  
by Mildred D. Taylor

*More Than Anything Else (p)*  
by Marie Bradby

*The Wagon (p)*  
by Tony Johnston

*Sounder*  
by William H. Armstrong





# Introducing Era 5

LESSON 28

## Objectives

Students will be able to:

- ★ Complete a table of contents for the era.
- ★ Classify timeline events by using a graphic organizer.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 28a–28b, *Introducing Era 5*

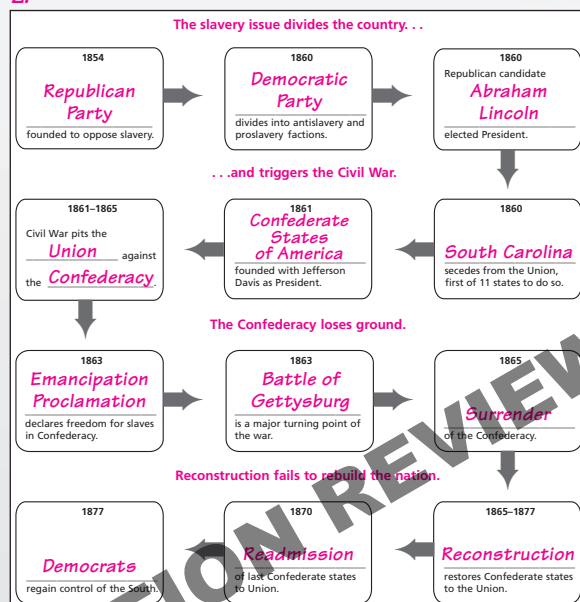
## Here's a Tip!

- Before distributing activity sheets, review the timeline with the class.
- Walk students through each spread in the era, pointing out a key idea or an interesting map, graph, or photo on each page.
- Complete the graphic organizer as a class on an overhead projector or a chalkboard, in small groups, or individually.
- Encourage students to shorten the description of timeline events or to describe events in their own words in the graphic organizer.
- If students are unsure where an event belongs, have them look for the answer in the Atlas.

## Answers

1. *Answers will vary.*

2.



# The Slavery Issue

LESSON 29

## Objectives

Students will be able to:

- ★ Recognize how the issue of slavery divided the United States.
- ★ Chart the increasing amount of U.S. territory in which slavery was allowed.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 29a–29b, *The Slavery Issue*
- ❑ colored pencils (optional)

## Notes

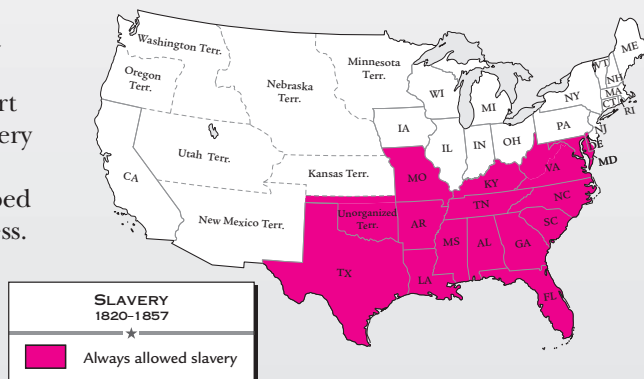
Help students understand that slavery was an economic and a political issue, as well as a moral one:

- Many Southerners felt that their economy would fall apart without slavery. Southern politicians tried to expand slavery into the territories to help the Southern economy grow.
- Expanding slavery into the territories would also have helped maintain the political power of the slave states in Congress.
- In 1860 free states had a majority. In addition, Abraham Lincoln, a member of the antislavery Republican Party, had been elected President.
- Fearing that they would be forced to end slavery, slave states began to secede from the Union.

## Answers

*Chart: Missouri Compromise: Remind students that Missouri was admitted as a slave state in 1821.*

Event	Year	STATES		TERRITORIES		
		Free	Slave	Slavery Banned	Slavery Allowed	Slavery Decision Left to Territory
Missouri Compromise	1820 (1821)	12	12	2	2	0
Compromise of 1850	1850	16	15	3	1	2
Kansas–Nebraska Act	1854	16	15	3	1	4
Dred Scott Decision	1857	16	15	0	8	0



★ *Questions for Mr. Holbert will vary.*

# Wartime Resources

LESSON 30

## Objectives

Students will be able to:

- ★ Identify the wartime resources of both the Union and the Confederacy.
- ★ Compare the resources and recognize which side had an advantage.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 30a–30b, *Wartime Resources*
- ❑ colored pencils (optional)


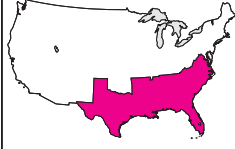
## Notes

Help students better understand the value of wartime resources:

- The South's major resource was cotton. The Union naval blockade prevented the Confederacy from trading its cotton for food, weapons, or any other resources.
- Eventually the lack of resources wore the Confederacy down. Knowing Confederate troops were starving and exhausted, Lee surrendered to the Union in 1865.

## Answers

Map and Chart:

UNION	CONFEDERACY
	
★ 71%	Population 29% (32% slave)
★ 71%	Railroad Tracks 29%
★ 86%	Factories 14%
★ 58%	Farmland 42%
+corn, +wheat	Agricultural Product(s) cotton

☆ Answers will vary.

# Civil War Battles

LESSON 31

## Objectives

Students will be able to:

- ★ Identify important Confederate victories of the Civil War.
- ★ Understand the significance of each Confederate victory.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 31a–31d, *Civil War Battles*
- ❑ Activity Maps
- ❑ Map Markers

## Here's a Tip!

- Many Civil War battles have two names. The North named battles after the nearest body of water, and the South named them after the nearest settlement.

## Notes

Help students understand why the Civil War is an important part of military history:

- The Civil War, often called the first modern war, was the first conflict to use trench warfare, mines, and submarines.
- Railroads, telegraphs, and observation balloons were first used for military purposes during the Civil War.
- The Civil War was also the first conflict in which battles regularly involved more than 100,000 troops.

## Answers

*Battle Data Disk: Answers will vary, depending on the battle selected.*

☆ Answers will vary, but can include a sympathetic local population, knowledge of the area, and the emotional advantage of defending homes.

# March to the Sea

LESSON 32

## Objectives

Students will be able to:

- ★ Draw General Sherman's route from Chattanooga, Tennessee, to Savannah, Georgia.
- ★ Recognize that Sherman's march divided the South.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 32a–32d, *March to the Sea*
- ❑ Activity Maps
- ❑ Map Markers

## Notes

Help students understand why Sherman's march to the sea was one of the more controversial events of the Civil War:

- In 1864 Union general William T. Sherman implemented a strategy of "total war" against the Confederacy. Total war called for the complete destruction of all resources that could help the South win the war. The ultimate goal of total war was to demoralize the South and weaken its will to fight.
- Southern civilians also suffered under total war. During the march, Sherman's troops foraged food and supplies from farms and destroyed private property.

## Answers

Headlines:

September 2, 1864  
**SHERMAN'S TROOPS OCCUPY Atlanta!**  
Civilians Receive Orders to Evacuate the City

November 19, 1864  
**SHERMAN Burns ATLANTA TO THE GROUND!**  
Public and Private Buildings Are Destroyed in Union Rampage

NOVEMBER 30, 1864  
**MILES OF Railroad Tracks DESTROYED**  
Confederate Armies Lose Supply Lines

December 9, 1864  
**FREED Slaves DROWN**  
Many Follow Union Soldiers, Panic While Crossing Creek

December 21, 1864  
**SHERMAN CAPTURES Savannah!**  
City Offered to President Lincoln as "Christmas Gift"

☆ Political cartoons will vary.

# Reconstruction

LESSON 33

## Objectives

Students will be able to:

- ★ Identify legislation passed during Reconstruction.
- ★ Identify gains made by Southern blacks during Reconstruction.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 33a–33d, *Reconstruction*
- ❑ Activity Maps
- ❑ Map Markers

## Notes

Help students understand that there were two Reconstruction plans:

- The original plan, outlined by President Lincoln, was called the Ten Percent Plan. All it required for readmission to the Union was that ten percent of the population of each Confederate state swear loyalty to the Union.
- Under this plan many officials of the former Confederacy were elected, and Southern blacks were kept in slave-like conditions due to regulations known as "Black Codes."
- Radical Republicans in Congress later rejected the Ten Percent Plan and created a new plan for Reconstruction that dealt with the South far more harshly.

## Answers

Chart:

RECONSTRUCTION LEGISLATION	
Legislation	How it changed life in the South
13th Amendment	Abolished slavery
14th Amendment	Declared that all persons born in the United States are citizens.
Reconstruction Act of 1867	Set requirements for readmission of Confederate states to the Union.
15th Amendment	Gave all male citizens the right to vote.

☆ Newspaper articles will vary.

# Reviewing Era 5

ASSESSMENT



## Objectives

Students will be able to:

- ★ Review the era.
- ★ Demonstrate the ability to meet era objectives.
- ★ Demonstrate the ability to read maps and graphs.

## Answers

- |      |      |       |
|------|------|-------|
| 1. d | 5. c | 9. b  |
| 2. a | 6. b | 10. d |
| 3. a | 7. c | 11. a |
| 4. b | 8. d | 12. c |

## Materials

- Activity Sheets a–b, *Reviewing Era 5*

☆ Posters will vary. Students should identify what they feel are the three most important events of the era.

## Here's a Tip!

- Have students review their completed activity sheets for Era 5 before completing the Era 5 review.
- Suggest that students review pages 52–61 of the Atlas and write any questions they have.
- Have students work in small groups on their posters. Stress that the groups must reach a consensus on the three most important events of the era before placing items on their posters.
- Have students present their posters to the class, explaining why they chose the events they did.
- Once the posters are completed, have the class tabulate students' choices for top events of the era.

★ Notes ★

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# Introducing Era 5

The Civil War was a critical event in American history. The United States was split over the slavery issue, brother fought brother in the war, and Reconstruction did little to heal the country.

1. Look at pages 52–61 of *The Nystrom Atlas of United States History* and make your own personal table of contents for this era. Write notes or draw pictures to help you remember what's on the pages.

## Era 5: Civil War and Reconstruction Time Period

### *Slavery Divides the Nation*

Pages 52–53

### *The United States Before the Civil War*

Pages 54–55

### *The Civil War Begins*

Pages 56–57

### *The Civil War Continues*

Pages 58–59

### *The War Ends, Reconstruction Follows*

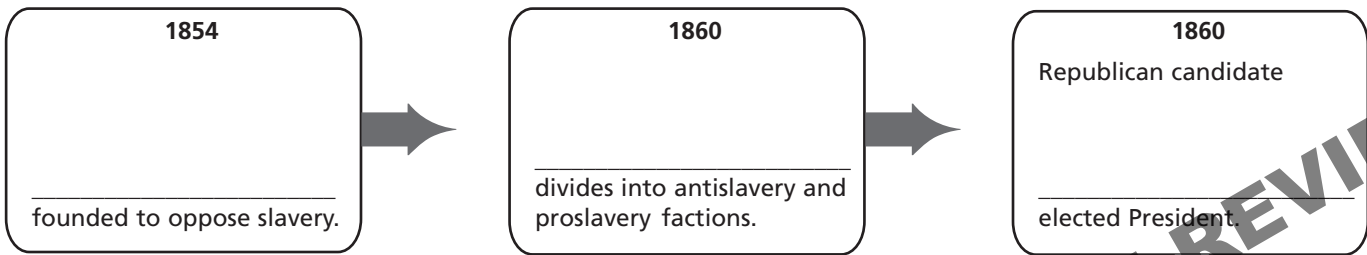
Pages 60–61



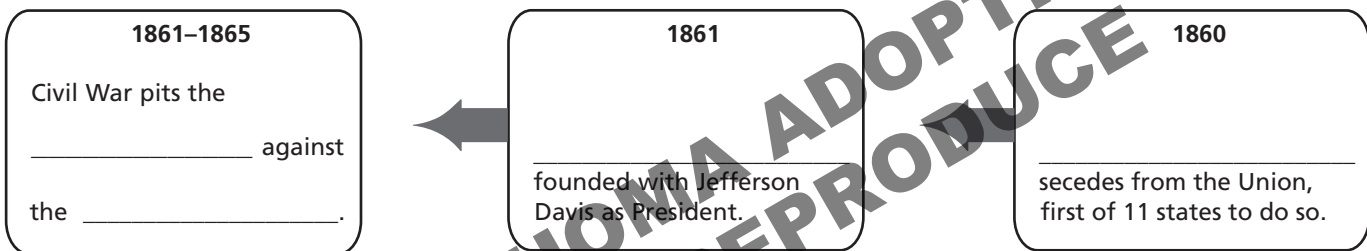
**E**ra 5 is about the **Civil War, Reconstruction**, and a nation divided.

2. Using the timeline from Era 5 on pages 52–53 of your Atlas, fill in the flow chart below. Notice how one event seems to lead to another.

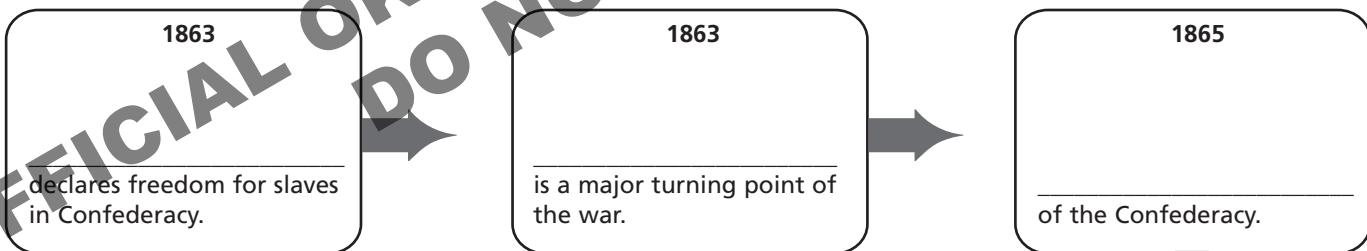
**The slavery issue divides the country. . .**



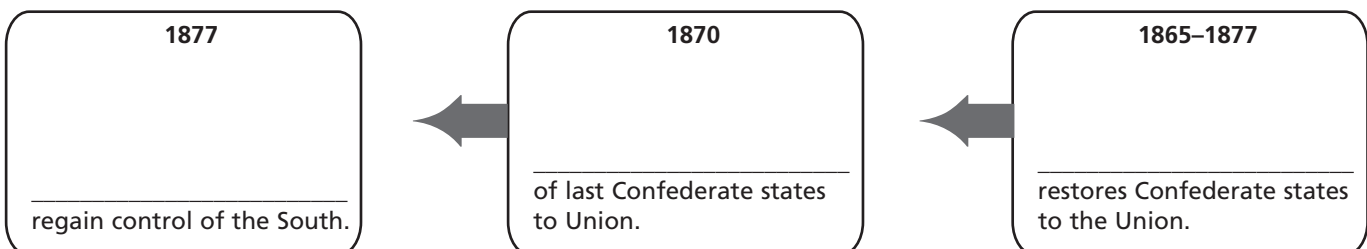
**. . .and triggers the Civil War.**



**The Confederacy loses ground.**



**Reconstruction fails to rebuild the nation.**





# The Slavery Issue

In 1860 the United States consisted of 33 states and several territories. The struggle over slavery led to growing conflict between the North and the South.

**The Missouri Compromise** maintained a balance between slave states and free states. Both regions had equal representation in the Senate, which satisfied Northern and Southern politicians. But it angered abolitionists who began to take action against slavery.

1. Tally slave and free states and territories under the Missouri Compromise.
  - a. Use map A, “Missouri Compromise,” on page 52 of *The Nystrom Atlas of United States History* to count the number of free states and the number of slave states. Record each number in the appropriate box on the chart on Activity Sheet 29b.
  - b. Now count the number of territories that banned slavery and the number of territories that allowed slavery. Record each number on your activity sheet.

**The Compromise of 1850** upset the balance of slave and free states. The South gave up power in the Senate for the chance to expand slavery in the territories through popular sovereignty.

2. Tally slave and free states and territories under the Compromise of 1850.
  - a. Use map B, “Compromise of 1850,” on page 52 of your Atlas to count the free and slave states and territories. Also count the territories that were allowed to make their own slavery decision.
  - b. On Activity Sheet 29b, record each number in the appropriate row and column.

**The Kansas-Nebraska Act** gave even more territories the power to decide the slavery issue.

3. Use map C, “Kansas-Nebraska Act,” on page 53 of your Atlas to count free and slave states and territories. Record each number on your activity sheet.

**The Dred Scott Decision** discouraged many abolitionists. The Supreme Court ruled that Congress had no power to ban slavery.

4. Use map D, “Dred Scott Decision,” on page 53 of your Atlas to count free and slave states and territories. Record each number on your activity sheet.

# The Slavery Issue

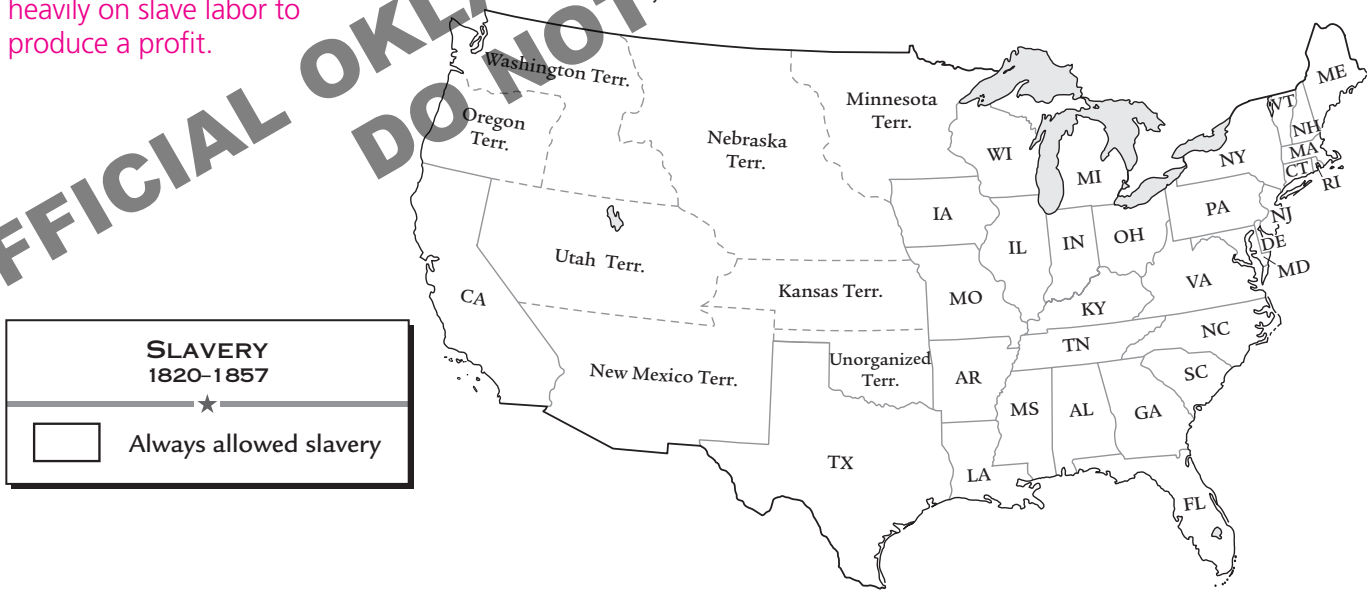
29b

## Pulling It Together

Event	Year	STATES		TERRITORIES		
		Free	Slave	Slavery Banned	Slavery Allowed	Slavery Decision Left to Territory
Missouri Compromise	1820 (1821)					
Compromise of 1850	1850					
Kansas–Nebraska Act	1854					
Dred Scott Decision	1857					

The North and other countries became increasingly dependent on Southern cotton. But **King Cotton** relied heavily on slave labor to produce a profit.

5. Use the chart above and maps A, B, C, and D on pages 52–53 of your Atlas to identify slave and free states and territories. On the map below, color any states or territories that had always allowed slavery.



In USHistoryAtlas.com, under Primary Sources, read the interview of an ex-slave, Clayton Holbert. Also read the information on pages 60–61 in the Atlas. Make a list of questions you would like to ask Mr. Holbert about his years as a slave.



# Wartime Resources

The Civil War pitted the conflicting political and economic systems of the North and South against each other. Access to important resources played a critical role in the outcome of the war.

In 1860, 11 southern states seceded from the United States of America to form the **Confederate States of America**.

**P**opulation, transportation, industry, and agriculture all contribute to a region's resources.

A larger **population** provides more soldiers for an army and more people to take over jobs vacated by soldiers.

Armies with access to **railroads** are better equipped to transport supplies, travel long distances, and move troops to battle sites.

**Factories** supply armies with artillery, uniforms, tools, canned goods, and other items for the war effort.

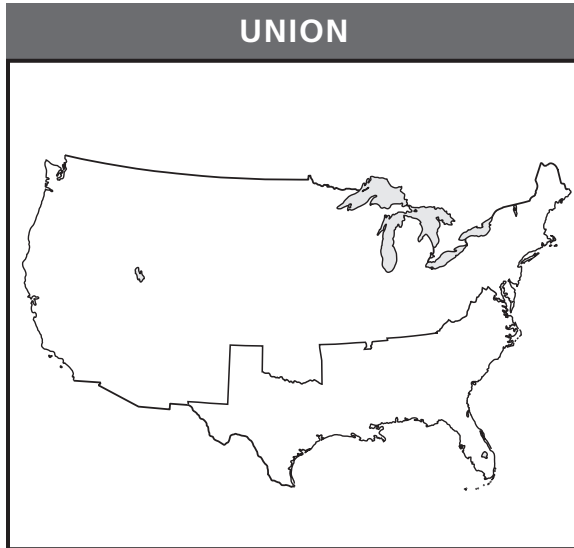
**Farms** generate products that feed both soldiers and civilians.

1. Use map A, "The Union and the Confederacy," on page 56 of *The Nystrom Atlas of United States History* to identify land held by the Union and the Confederacy.
  - a. On Activity Sheet 30b, in the Union column, on the map, shade the area of the country that formed the Union.
  - b. In the Confederacy column, on the map, shade the area that formed the Confederate States of America.
2. Use graph E, "Union and Confederate Resources," on page 57 of the Atlas to help you fill in the chart on Activity Sheet 30b.
  - a. Identify the side that had the larger population.
    - Find the percentage of population for each side. Record each percentage on Activity Sheet 30b.
    - Slaves were unlikely to fight for the Confederacy. Look at graph E, "Southern Population," on page 53 of the Atlas. Identify the percentage of slaves in the South.
    - On Activity Sheet 30b, add that percentage to the chart.
    - Draw a star ★ next to the side that had the advantage.
  - b. Identify the side that had more miles of railroad track.
    - Identify the percentage of railroad track held by each side. Record each percentage on your activity sheet.
    - Draw a ★ next to the side that had the advantage.
  - c. In the same way, identify and record the percentage of factories and land in farm. Also draw a ★ next to the side that had the advantage.
3. Use map A, "Northern and Southern Economies," on page 54 of the Atlas to identify the main agricultural products grown on each side.
  - a. On Activity Sheet 30b, write the two crops grown in the largest agricultural region in the North.
  - b. Also write the largest crop region in the South.
  - c. Now mark a + next to those crops that can be used for food.



# Wartime Resources

## Pulling It Together



Territory

Population


Railroad  
Tracks


Factories



Farmland


Agricultural  
Product(s)


The Union naval blockade prevented the Confederacy from exporting cotton and importing critical supplies from abroad. Do you think the South would have won the war if the blockade was not been in place? Write a paragraph explaining why.



# Civil War Battles

Early in the Civil War the skill and tactics of brilliant Southern generals, including Robert E. Lee and Stonewall Jackson, brought victory after victory for the South.

**S**outhern leaders had threatened to **secede** from the Union if Abraham Lincoln, an antislavery Republican, won the election. When Lincoln was elected President in 1860, South Carolina became the first of 11 slave states to secede. Four slave states remained in the Union.

## 1. Show the opposing sides of the Civil War.

- Turn to the United States Activity Map.
- Give the map a title. In the box at the top of your Activity Map, write **CIVIL WAR BATTLES 1861–1863**.
- Turn to map A, “The Union and the Confederacy,” on page 56 of *The Nystrom Atlas of United States History*. With your finger, trace the boundary between the two sides.
- On your Activity Map, outline the Confederate States of America.
  - In the Confederate States of America, west of the Appalachian Mountains, write **CSA**.
  - In the United States of America, near Ohio, write **USA**.
- The Confederacy and the Union each had their own capitals. Use map A on page 56 of the Atlas to find them.
  - On your Activity Map, label the Confederate capital ★ **RICHMOND**.
  - Label the Union capital ★ **WASHINGTON, D.C.**





**T**he Civil War began on April 12, 1861, when Confederate forces attacked **Ft. Sumter** near Charleston, South Carolina. Lack of supplies forced Union troops to evacuate the fort two days later.

President Lincoln responded to the attack by mobilizing for war and imposing a blockade on Southern ports.

## 2. Mark the fall of Ft. Sumter.



- Use map B, “Early Confederate Victories,” on page 56 of the Atlas to find Ft. Sumter.
- On your Activity Map, mark the location of Ft. Sumter with a fort symbol ■. Label it **FT. SUMTER**.
- The southern states captured most of the federal forts within their boundaries as they seceded. Ft. Sumter was the most important of the forts still under Union control. Draw a Confederate victory symbol ✱ next to Ft. Sumter. Label it **1861**.
- In the legend, write ✱ = **CONFEDERATE VICTORY**.

The first major confrontation between North and South took place in **Manassas** Junction, Virginia, on July 21, 1861. Many people on both sides believed the war would end quickly and easily. However, the overwhelming Confederate victory at Manassas showed that the war might prove to be long and costly.


3. Mark the First Battle of Bull Run (First Battle of Manassas).
  - a. Manassas was a strategically important rail junction only 30 miles southwest of Washington, D.C. On your Activity Map, draw a railroad symbol  just southwest of Washington, D.C.
  - b. The battle resulted in about 3,000 casualties for the North and 2,000 for the South. Draw a Confederate victory symbol  near the railroad .
  - c. Now draw a line east from the victory symbol  to the Atlantic Ocean. In the Atlantic Ocean, write **MANASSAS 1 1861**.

From June 25 through July 1, 1862, a series of attacks known as the **Battles of the Seven Days** took place near the Confederate capital of Richmond. The Union army intended to capture Richmond and end the war.

The advantage shifted throughout the attacks, but the Confederate army ultimately forced Union troops to retreat, saving Richmond from capture.

4. Mark the Battles of Seven Days.
  - a. Union troops took a water route to the peninsula north of the James River. They planned to attack Richmond from the southeast. Draw an arrow from Washington, D.C., along Chesapeake Bay to the mouth of the James River.
  - b. The Union army advanced to within six miles of Richmond. However, the Union commander believed that he was vastly outnumbered and finally retreated. Draw a Confederate victory symbol  just southeast of Richmond.
  - c. To the left of the  write **7 DAYS 1862**.

In August 1862, Union and Confederate armies met a second time in Manassas at the **Second Battle of Bull Run**. In a series of battles that lasted three days, the Confederacy defeated a Union army of 75,000 soldiers with only 55,000 men. More than 25,000 troops lost their lives, the majority of them Union soldiers.

5. Mark the Second Battle of Bull Run (Second Battle of Manassas).
  - a. Draw a second Confederate victory symbol  at Manassas.
  - b. This victory opened the way for the South to invade the North. The Confederate army invaded Maryland in September of 1862. Draw an arrow north from the victory symbol in Manassas to Maryland.
  - c. Under the label for Manassas 1, write **MANASSAS 2 1862**.

Kentucky was a slave state that remained in the Union. The Confederacy invaded Kentucky in August 1862. Southerners hoped to sway the border states to the Confederate cause.

Confederate forces met Union troops near **Richmond**. They were unaware that many of the Union soldiers were new recruits with little experience. The Union army retreated within two days.

6. Mark the battle of Richmond, Kentucky.
  - a. Use map C, “Battles in the East and West,” on page 56 of the Atlas to find Richmond, Kentucky.
  - b. On your Activity Map, mark Richmond with a Confederate victory symbol ✱.
  - c. Label the ✱ **RICHMOND 1862**.

On December 13, 1862, the Confederacy delivered a crushing blow to the Union. The Confederate army, about 73,000 strong, established a strong defensive position in the hills near **Fredericksburg**, Virginia.

The Union army fought with determination, but was forced to retreat. Total Union casualties reached nearly 13,000 as opposed to about 5,000 Confederate losses.

7. Mark the battle of Fredericksburg.
  - a. Fredericksburg is located between Richmond and Manassas. On your Activity Map, draw a victory symbol ✱ at Fredericksburg.
  - b. Draw a line west from the victory symbol ✱ into Union territory. Label the line **FREDERICKSBURG 1862**.

The Union launched a second attempt to capture Richmond in May 1863. From May 1 through May 4, the opposing sides clashed in nearby **Chancellorsville**. Despite being greatly outnumbered, General Lee devised a cunning strategy to drive the Union army from the battlefield. Confederate forces were victorious, but Stonewall Jackson died from a wound sustained in the battle.

8. Mark the battle of Chancellorsville.
  - a. The battle of Chancellorsville is considered by many to be General Lee’s greatest victory because he was able to defeat a much larger army. Chancellorsville was located just west of Fredericksburg. Draw a Confederate victory symbol ✱ at Chancellorsville.
  - b. Draw a line north from the victory symbol ✱ into Union territory. Label the line **CHANCELLORSVILLE 1863**.

# Civil War Battles

31d

## Pulling It Together

Some type of military activity occurred nearly every day of the Civil War, but not all confrontations were major battles.

Use your Activity Map, activity sheets, and pages 56–57 of the Atlas to complete the *Battle Data Disk*.

- Select one Civil War battle. Write the name of the battle around the center of the disk.
- Fill in as many disk sections as you can for your battle.

When was this battle fought?

Where was this battle fought?

How many casualties were there?

Who won this battle?

Why was this battle significant?

South:  
North:



The Confederacy won many of the battles in the first two years of the Civil War despite the Union's advantages in resources. List two reasons why the outcome of these battles might have been affected by their location.

**MATERIALS:**Atlas  
Activity Map  
Map Marker

32a

# March to the Sea

In the spring of 1864 Union army commander Ulysses S. Grant ordered Sherman to “create havoc and destruction of all resources that would be beneficial to the enemy.” Sherman fulfilled Grant’s orders on his march to the sea.

**September 17, 1863**

*... as a nation the United States has the right, and also the physical power, to penetrate to every part of our national domain, and that we will do it. . . That we will remove and destroy every obstacle, if need be, take every life, every acre of land, every particle of property, every thing that to us seems proper; that we will not cease till the end is attained; that all who do not aid us are enemies, and that we will not account to them for our acts.*

—General William T. Sherman

1. Late in 1863 the Union had captured Chattanooga, Tennessee, which was known as “The Gateway to the Lower South.” Chattanooga became the headquarters for Sherman’s Atlanta Campaign. The Atlanta Campaign paved the way for Sherman’s march to the sea from Atlanta.
  - a. Turn to the United States Activity Map.
  - b. Give the map a title. In the box at the top of your Activity Map, write **MARCH TO THE SEA**.
  - c. Use map A, “The Union and the Confederacy,” on page 56 of *The Nystrom Atlas of United States History* to identify the opposing sides of the Civil War.
  - d. On your Activity Map, outline the Confederate States of America. (Do not include West Virginia. In 1863 it had joined the Union.)
    - In the Confederate States of America, near Louisiana, write **CSA**.
    - In the United States of America, near Indiana, write **USA**.
  - e. In May 1864 Sherman’s army of about 100,000 troops began its approach on Atlanta from Chattanooga. Use map B, “Turning Points of the War,” on page 58 of the Atlas to locate Chattanooga and Atlanta.
  - f. On your Activity Map, mark the location of Chattanooga with a city symbol ●. Label it **CHATTANOOGA**.
  - g. Atlanta is located at 34°N, 84°W. Mark Atlanta with a ●. Label the city west of your ●.
  - h. Draw an arrow from Chattanooga to Atlanta. Label the arrow **AC** for Atlanta Campaign.
  - i. Before reaching Atlanta, Sherman ordered the evacuation of the city—claiming it would not be suitable for civilians once his troops arrived. Atlanta was evacuated on September 1, 1864. Sherman occupied it the following day. Below the label for Atlanta, write **OCCUPIED SEPT 2**.








**December 7, 1864**

*The property of the State was destroyed by fire... In short, every species of machinery that was not destroyed by fire was most ingeniously broken and made worthless... The car shed, the depots, machine shops, foundries, rolling mills, merchant mills, arsenals, laboratory, armory, etc., were all burned.*

*—Letter from W.P. Howard of the Georgia State Militia to Georgia governor Joseph E. Brown describing the destruction of Atlanta*

2. Sherman divided his army into two wings that marched on a 60-mile path across Georgia. Under the “total war” strategy, the Union army was ordered to destroy all Southern war resources.

- Before leaving Atlanta, Union forces burned much of the city, leaving it in ruins. On your Activity Map, near Atlanta, draw a .
- Sherman’s army destroyed about 370 miles of railroad track in Georgia, preventing Southern troops and civilians from receiving essential supplies. South of Atlanta, draw a railroad symbol .
- Then put a slash / through the symbol to show that railroads were destroyed.
- Union forces also burned many mills, warehouses, and factories in their path. Draw a factory symbol  near the railroad symbol.
- Then put a slash / through the factory symbol.
- In the legend, write  = **RAILROAD TRACK** and  = **FACTORY**.

**November 19, 1864**

*Sherman himself and a greater portion of his army passed my house that day. ... They tore down my garden palings, made a road through my back-yard and lot field, driving their stock and riding through, tearing down my fences and desolating my home—wantonly doing it when there was no necessity for it. . .*

*As night drew its sable curtains around us, the heavens from every point were lit up with flames from burning buildings.*

*—Dolly Sumner Lunt, Georgia Plantation Owner*

3. With his army rested and resupplied, Sherman began his march from Atlanta to Savannah on November 15th.



- Use map C, “Sherman Marches to the Sea,” on page 59 of the Atlas to locate Savannah, Georgia.
- On your Activity Map, where the Savannah River meets the Atlantic Ocean, write ● **SAVANNAH**.
- Look again at map C on page 59 of the Atlas. With your finger, trace the Union troop movement from Atlanta to Savannah.
- On your Activity Map, draw an arrow from Atlanta to Savannah to show Sherman’s route.

**November 17, 1864**

*We wanted the slaves to remain where they were, and not to load us down with useless mouths, which would eat up the food needed for our fighting-men; that our success was their assured freedom; that we could receive a few of their young, hearty men as pioneers, but that if they followed us in swarms of old and young, feeble and helpless, it would simply load us down and cripple us in our great task.*

—General William T. Sherman

4. About 25,000 newly freed slaves with no where to go followed Sherman's troops. But Union forces could not feed additional people.

- On your Activity Map, north of Savannah, draw a slave symbol .
- On December 9th, a Union officer prevented the slaves from following the army by removing a floating bridge from a creek before the slaves crossed. Many of the slaves plunged into the water and drowned while trying to swim across the creek. Next to the slave symbol, write **DROWNED**.
- In the legend, add  = **SLAVE**.

**December 22, 1864**

*I beg to present you as a Christmas gift, the city of Savannah, with one hundred and fifty heavy guns and plenty of ammunition, and also about twenty-five thousand bales of cotton.*

—Dispatch from General William T. Sherman to President Abraham Lincoln

5. Sherman's 285-mile march to the Atlantic coast ended on December 21, 1864, with the Union's occupation of Savannah.

- On your Activity Map, next to the label for Savannah, write **DEC 21**.
- Sherman's march succeeded in dividing the eastern Confederacy into two sections. Label the arrow to Savannah **UNION**.
- Label the sections above and below the arrow **CSA**.

# March to the Sea

32d

## Pulling It Together

Newspapers from the Civil War era were very different from modern newspapers. There were no photographs, and stories were often published with little or no verification.

Use the information on your completed Activity Map, pages 58–59 of the Atlas, and Activity Sheets 32a–32c to complete the newspaper headlines below.

September 2, 1864

**SHERMAN'S TROOPS  
OCCUPY \_\_\_\_\_ !**

Civilians Receive Orders to Evacuate the City

November 19, 1864

**SHERMAN \_\_\_\_\_ ATLANTA  
TO THE GROUND!**

Public and Private Buildings  
Are Destroyed in Union Rampage

NOVEMBER 30, 1864

**MILES OF \_\_\_\_\_**

**DESTROYED**

Confederate Armies Lose Supply Lines

December 9, 1864

**FREED \_\_\_\_\_ DROWN**

Many Follow Union Soldiers, Panic While Crossing Creek

December 21, 1864

**SHERMAN CAPTURES \_\_\_\_\_ !**

City Offered to President Lincoln as "Christmas Gift"



Draw a political cartoon to accompany one of the headlines.



# Reconstruction

After the Civil War, the Union tried to reunite the country. Some people wanted to make it easy for the seceding states to be readmitted to the Union, but others called for sweeping political, social, and economic changes in the South.

**E**leven states had seceded from the Union. After four years of fighting, the **Union** and the **Confederacy** faced the difficult task of reuniting a divided nation.


## 1. Identify the Union and Confederacy.

- Turn the United States Activity Map.
- Give the map a title. In the box at the top of your Activity Map, write **RECONSTRUCTION 1865–1877**.
- Turn to map A, “The Union and The Confederacy,” on page 56 of *The Nystrom Atlas of United States History*. With your finger, trace the boundary between the Union and the Confederacy.
- On your Activity Map, draw that same boundary.
- Across the states north of the boundary, write **UNION**.
- In the Gulf of Mexico, write **CONFEDERACY**. Then draw an arrow pointing north to the southern states.

In March 1865 Congress created the **Freedmen’s Bureau**. This agency provided former slaves with food, shelter, and fuel.

The Freedmen’s Bureau also helped set up more than 4,000 schools in the South. In some states, it had been illegal to teach slaves to read. Now education was available to everyone.

## 2. Add schools established by the Freedmen’s Bureau.

- In the legend, write  = **FREEDMEN’S SCHOOL**.
- To show the establishment of Freedmen’s schools across the South, on your map draw a school symbol in every Confederate state.
- To show that these schools had a lasting positive impact, add a + next to each school symbol.

The Emancipation Proclamation, issued in 1863, ended slavery only in the Confederate states. Slavery wasn't abolished nationally until the Union ratified the **13th Amendment** in December 1865.

This amendment guaranteed almost four million African Americans their freedom. However, many white Southerners refused to accept African Americans as equals. Race riots and violence against former slaves were sometimes the result.

3. Identify the location of race riots in the South.

- In the legend, write ✱ = **RACE RIOT**.
- During a three-day riot in May 1866, white civilians and police officers killed 46 African Americans in Memphis, Tennessee. The presence of African American troops at nearby Fort Pickering helped trigger the violence. Memphis is located in the southwestern tip of Tennessee. Draw a conflict symbol ✱ near Memphis and label it **1866**.
- After the war, African Americans and pro-Union whites gained control of the government of New Orleans, Louisiana. On July 30, 1866, a riot broke out between whites and African Americans over a voting issue. About 50 people were killed, the majority of them African American. Use map A, "The War Grinds to an End," on page 60 of your Atlas to locate New Orleans.
- On your Activity Map, draw a conflict symbol ✱ at New Orleans and label it **1866**.

In 1866 Congress proposed a **14th Amendment** to the Constitution, declaring that all persons born in the United States were U.S. citizens.

Tennessee was the only southern state to ratify this amendment. In 1866 Tennessee was readmitted to the Union.

4. Show Tennessee's readmission to the Union.

- In the legend, write ▲ = **READMITTED TO UNION**.
- On your map, find Tennessee. Draw a ▲ next to the state abbreviation.
- Next to the ▲ write **1866**.



The **Reconstruction Act of 1867** set requirements for the readmission of the remaining Confederate states to the Union. First, each state had to create a new state constitution that would give all adult men the vote. Second, the state had to ratify the 14th Amendment. It took some states several years to meet these requirements.

5. Show the readmission of other states to the Union.
  - a. Six states were readmitted to the Union in 1868. Use map C, “Military Occupation of the Former Confederacy,” on page 61 of the Atlas to identify them.
  - b. Then, on your Activity Map, write ▲ **1868** on each of these states.
  - c. Use map C on page 61 of the Atlas to determine when the remaining states were readmitted to the Union.
  - d. On your Activity Map, write ▲ and the date of readmission.

The **15th Amendment** reaffirmed the new state constitutions. It stated that no citizen should be denied the right to vote. (However, that right applied only to male citizens.)

After the amendment was ratified in 1870, African American men across the South had the right to vote. African American voters elected African American representatives to local, state, and federal offices.

6. Show African American representatives in Congress.
  - a. In the legend, write ★ = **AFR. AMER. IN CONGRESS**.
  - b. In 1870 Hiram Revels became the first African American senator. He is pictured on page 61 of the Atlas. Read the caption to find his home state.
  - c. Then, on your Activity Map, put a ★ in that state.
  - d. Several other states sent African American representatives to the 41st and 42nd Congresses. On your map, draw a ★ for each representative.
    - Alabama: 1
    - Florida: 1
    - Georgia: 1
    - South Carolina: 3

# Reconstruction

33d

## Pulling It Together

Reconstruction brought about significant changes in the rights of former slaves living in the South.

Complete the chart below.

- Use Activity Sheets 33a–33c to identify three important pieces of legislation passed during Reconstruction. Write the name of each legislation in a box (see the example).
- Then use information from your completed Activity Map, pages 60–61 of the Atlas, and Activity Sheets 33a–33c to help you describe how the legislation changed life in the South.

### RECONSTRUCTION LEGISLATION

#### Legislation

13th Amendment

#### How it changed life in the South

Abolished slavery



The Ku Klux Klan is a secret society founded in about 1865. Klan members terrorized and killed many African Americans. They wanted to prevent blacks from exercising the rights they had gained during Reconstruction.



In USHistoryAtlas.com, under Primary Sources, read the Congressional Testimony on Klan Activities. Imagine that you are a newspaper writer from the North covering the hearings. Write a newspaper article about the events described by the witness.



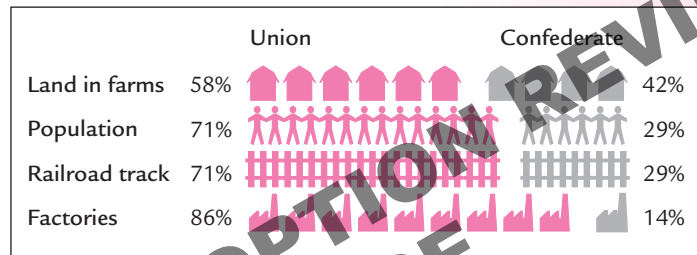
# Reviewing Era 5

In the last six lessons you've learned how slavery and the Civil War divided the nation and about Reconstruction. How much do you remember?

*Circle the letter of the correct answer.*

- Which of the following ruled that Congress had no power to ban slavery?
  - the Missouri Compromise
  - the Compromise of 1850
  - the Kansas-Nebraska Act
  - the Dred Scott Decision

- Look at the graph. Which percentage of factories were in the Union?



- 86%
- 14%
- 71%
- 58%

- In which area did the Union have only a small advantage over the Confederacy?

- land in farms
- population
- railroad track
- factories

- Which of the following is NOT true about wartime resources?

- A larger population provides more soldiers for an army.
- All crops are valuable during wartime.
- Armies with access to railroads are better equipped to transport supplies.
- Factories supply armies with items needed for the war.

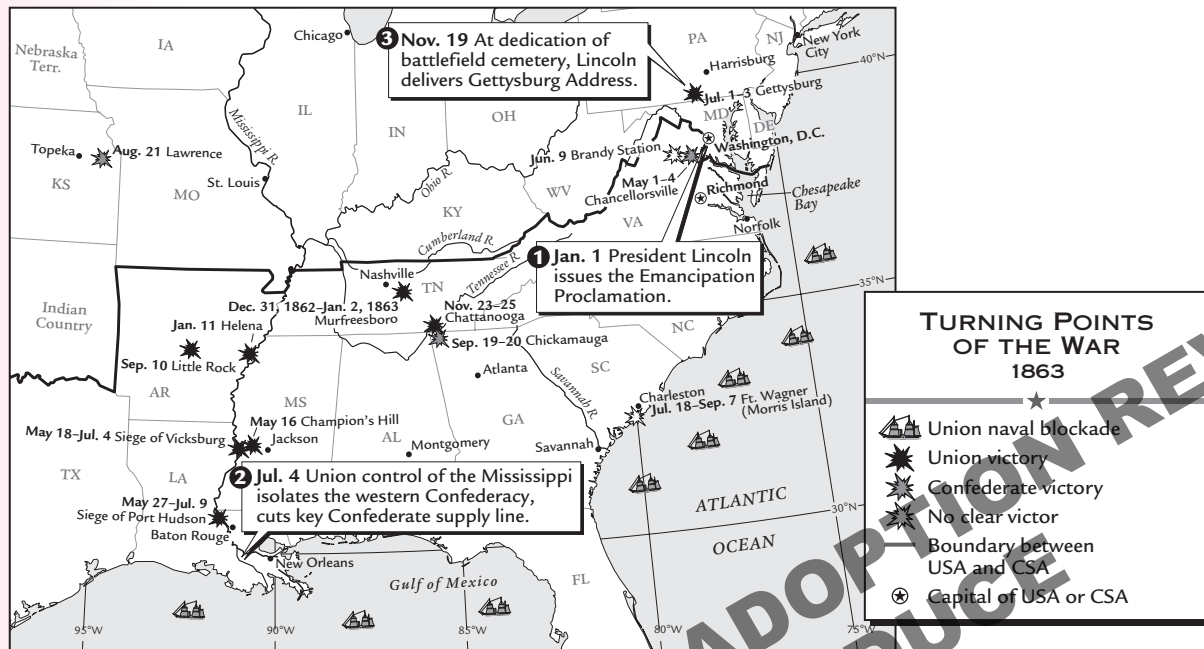
- The first battle of the Civil War occurred at

- Manassas (Bull Run) in Virginia.
- the Confederate capital at Richmond.
- Ft. Sumter in South Carolina.
- the Union capital at Washington, D.C.

- The Union and the Confederacy fought twice at which city?

- Fredericksburg, VA
- Manassas, VA
- Chancellorsville, VA
- Richmond, KY

7. Look at the map. Which happened first?
- The siege of Vicksburg resulted in a Union victory.
  - President Lincoln delivered the Gettysburg Address.
  - President Lincoln issued the Emancipation Proclamation.
  - The Union gained control of the Mississippi River.



8. Which of the following battles had no clear victor?
- Murfreesboro
  - Lawrence
  - Chancellorsville
  - Brandy Station
9. Which of the following was NOT a goal of Sherman's March to the Sea?
- Demoralize the South and weaken its will to fight.
  - Feed the newly freed slaves.
  - Divide the eastern Confederacy into two sections.
  - Destroy all resources beneficial to the South.
10. In his March to the Sea, Sherman cut a path of destruction between
- Chattanooga and Atlanta.
  - Chattanooga and Charleston.
  - Savannah and Richmond.
  - Atlanta and Savannah.
11. Which amendment abolished slavery in the United States?
- the 13th
  - the 14th
  - the 15th
  - the 16th
12. The Freedmen's Bureau gave former slaves
- the right to vote.
  - jobs in Congress.
  - food, schools, and shelter.
  - free land to farm.



Era 5 covers United States history from 1820 to 1877. Create a poster for that time period. Write words and draw or download images that represent the three most important events from the era.



# Development of the Industrial United States

1865–1900

## ATLAS AND ACTIVITY MAP LESSONS

Lesson Number	Lesson Title	Page
34	<i>Introducing Era 6</i>	135
35	<i>Immigration</i>	137
36	<i>A Changing Nation</i>	141
37	<i>Indian Lands</i>	143
38	<i>Mining the West</i>	145
39	<i>Industrial Centers</i>	149
	<i>Reviewing Era 6</i>	153

## Cross-Curricular Activities



### Art • *Make a Museum Display*

Have students make a museum display-in-a-box for some aspect of this era. Students might focus on cattle trails, prospectors, sod farmers, or immigrants.



### Writing • *Write a Poem*

Page 62 of *The Nystrom Atlas of United States History* includes a portion of an Emma Lazarus poem. This poem is inscribed on the Statue of Liberty. After students read the quotation, have them write an updated poem with a message for today's immigrants.



### History • *Discover Family Immigrants*

Have students interview their relatives and look through family records to try to determine when their ancestors immigrated to the United States and where they came from.



### Critical Thinking • *Make a Flow Chart*

As a class, make a flow chart showing the movement of Texas cattle from the open range to markets in the East. List all the steps the cattle go through. Then discuss the money that changes hands each step.

## Literature Links

Your students might enjoy these books and others about Era 6. Use picture books (p) to introduce a topic or as a model for student writing assignments.

### Settling the West

*Little House on the Prairie*  
by Laura Ingalls Wilder

*My Antonia*  
by Willa Cather

*Sarah, Plain and Tall*  
by Patricia MacLachlan

*Ballad of Lucy Whipple*  
by Karen Cushman

*Our Only May Amelia*  
by Jennifer L. Holm

### Trains and Cattle Drives

*Across America on an Emigrant Train*  
by Jim Murphy

*Cowboys of the Wild West*  
by Russell Freedman

*Coolies* (p)  
by Yin

*Tales from Gold Mountain*  
by Paul Yee

*Train to Somewhere* (p)  
by Eve Bunting

*Purple Mountain Majesties*  
(p)

by Barbara Younger

### Native Americans

*Where the Broken Heart Still Beats*  
by Carolyn Meyer

*It Is a Good Day to Die*  
by Herman J. Viola

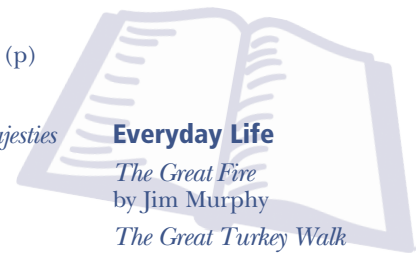
*Dances with Wolves*  
by Michael Blake

### Everyday Life

*The Great Fire*  
by Jim Murphy

*The Great Turkey Walk*  
by Kathleen Karr

*Together in Pinecone Patch* (p)  
by Thomas Yezerski





# Introducing Era 6

LESSON 34

## Objectives

Students will be able to:

- ★ Complete a table of contents for the era.
- ★ Classify timeline events by using a graphic organizer.

## Materials

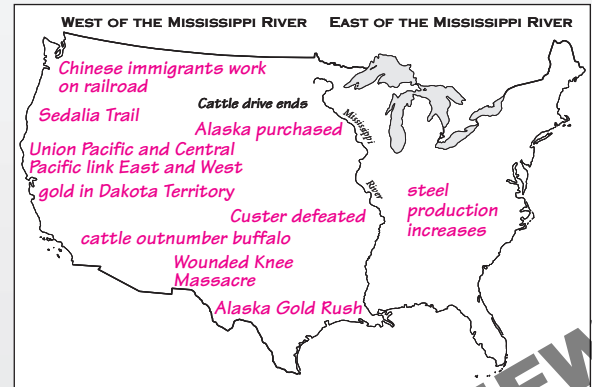
- *The Nystrom Atlas of United States History*
- Activity Sheets 34a–34b, *Introducing Era 6*

## Here's a Tip!

- Before distributing activity sheets, review the timeline with the class.
- Walk students through each spread in the era, pointing out a key idea or an interesting map, graph, or photo on each page.
- Complete the graphic organizer as a class on an overhead projector or a chalkboard, in small groups, or individually.
- Encourage students to shorten the description of timeline events or describe events in their own words in the graphic organizer.
- If students are unsure whether an event occurred east or west of the Mississippi River, have them look for the answer in the Atlas.

## Answers

1. *Answers will vary.*
- 2.



# Immigration

LESSON 35

## Objectives

Students will be able to:

- ★ Identify where immigrants to the United States came from between 1865 and 1895.
- ★ Convert immigration figures into a bar graph.

## Materials

- *The Nystrom Atlas of United States History*
- Activity Sheets 35a–35d, *Immigration*
- Activity Maps
- Map Markers

## Notes

Help students understand changes in immigration patterns:

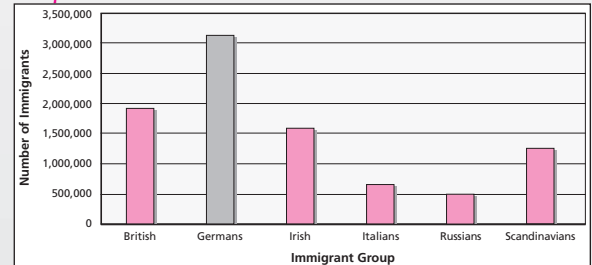
- Before 1860 the overwhelming majority of immigrants to the United States came from northwestern Europe.
- There was a slow decline in immigration from northwestern Europe after 1860, while immigration from southern and eastern Europe steadily increased.
- Most of the new immigrants from southern and eastern Europe settled in cities rather than on farms.
- U.S. immigration data did not include Finland as part of Scandinavia. For most of the 1800s, Finland was part of Russia.

## Answers

Chart:

IMMIGRATION TO THE UNITED STATES 1865–1895	
Immigrant Groups	Number of Immigrants
British	1,910,000
Germans	3,120,000
Irish	1,560,000
Italians	660,000
Russians	500,000
Scandinavians	1,250,000

Graph:



☆ Points in support of and opposing the Chinese Exclusion Act will vary.

# A Changing Nation

LESSON 36

## Objectives

Students will be able to:

- ★ Create thematic maps.
- ★ Identify changes in the United States.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 36a–36b, *A Changing Nation*
- ❑ colored pencils (optional)
- ❑ scissors
- ❑ stapler

## Here's a Tip!

- Encourage students to choose a variety of topics for their flip books.
- Have students share their flip books with others in the class, discussing each topic and related causes and effects.

## Notes

Help students understand more about the changes in the West:

- Cattle ranching spread from southern Texas across the Great Plains to Canada.
- To ensure future customers, railroads developed towns along the railways and provided loans to farmers.
- Within a few decades, millions of buffalo were brought to near extinction by white hunters—depriving the Plains Indians of their main source of food.

## Answers

*Flip books: They should map a single topic. The maps should be fairly accurate and show change over time.*

☆ *Answers will vary. For example, if students map buffalo ranges, they might mention that ranges once covered large sections of the Great Plains and Rockies. In 20 years they shrank to three small ranges in Montana, Colorado, and the Oklahoma area.*

# Indian Lands

LESSON 37

## Objectives

Students will be able to:

- ★ Identify Indian lands on a map.
- ★ Understand how the arrival of ranchers and miners on Indian lands led to Indian wars in the West.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 37a–37b, *Indian Lands*
- ❑ colored pencils (optional)

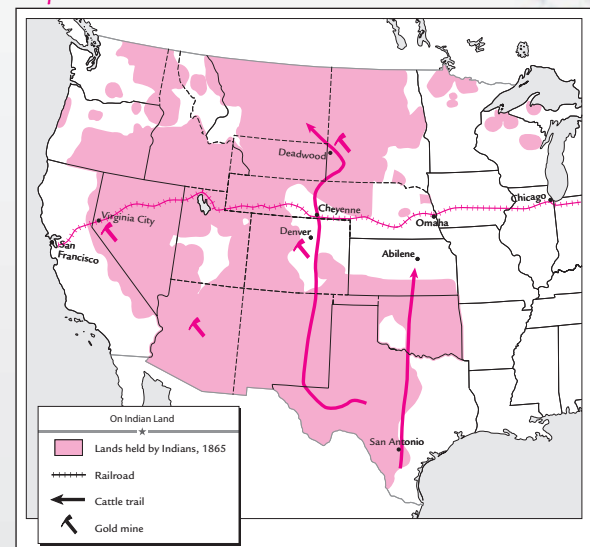
## Notes

Help students make the connection between the Indian wars and other events in Era 6:

- In the first half of the 1800s, the federal government regarded the Great Plains and Rocky Mountains as uninhabitable by whites but useful as a vast Indian reserve.
- The Sioux considered the Black Hills sacred. When gold was discovered there, the U.S. government offered to buy the land, but the Sioux refused to sell.
- Most of the western Indian uprisings were directed against the reservation system rather than against the settlers.

## Answers

*Map:*



☆ *Persuasive letters will vary. Students might mention the need for land to ranch, farm, or mine, or the need to protect the safety of settlers. Or they might mention that Indians were guaranteed this land "as long as the rivers shall run and the grass shall grow."*

# Mining the West

LESSON 38

## Objectives

Students will be able to:

- ★ Locate gold and silver mines on a map.
- ★ Explain the relationship between the discovery of gold or silver and the population of a state.

## Materials

- *The Nystrom Atlas of United States History*
- Activity Sheets 38a–38d, *Mining the West*
- Activity Maps
- Map Markers

## Notes

Help students understand how mining contributed to the growth of the West:

- Gold was discovered near Sutter’s Mill in California on January 24, 1848. At that time California was still part of Mexico. However, the war with Mexico ended only a few days later, and the United States gained California and several other western states.
- The existence of mines often helps explain why certain cities are located in or near mountains.
- San Francisco grew during the mining boom, even though it was not close to the gold fields, because it was the “gateway to California.” Similarly, Seattle became the “gateway to Alaska” during the Yukon gold rush.

## Answers

Chart:

MINING AND STATEHOOD			
Territory/State	Year(s) it was acquired by the United States	Year gold and/or silver was discovered there	Year admitted to the Union
California	1848	1848	1850
Colorado	1803, 1845, 1848	1858	1876
Nevada	1848	1859	1864
Idaho	1846	1861	1890
Montana	1803, 1846	1862	1889
Wyoming	1803, 1845, 1846, 1848	1867	1890
South Dakota	1803, 1818	1874	1889
Arizona	1848, 1853	1878	1912
New Mexico	1845, 1848	1878	1912

☆ Answers will vary. Students might mention accessibility to transportation or the natural resources.

# Industrial Centers

LESSON 39

## Objectives

Students will be able to:

- ★ Locate major U.S. industrial centers.
- ★ Recognize that industrial centers originally developed near bodies of water and coal and iron deposits.

## Materials

- *The Nystrom Atlas of United States History*
- Activity Sheets 39a–39d, *Industrial Centers*
- Activity Maps
- Map Markers

## Notes

Help students understand more about the industrial development of the United States:

- Many of the industrial centers mentioned in this lesson did not begin to develop until later in the era.
- It was cheaper and easier to transport iron ore from eastern Minnesota and western Michigan to distant steel mills by an all-water route than by land.
- Steel mills were located in the Chicago-Gary area, Ohio, and western Pennsylvania. Food processing plants were located in Chicago, St. Louis, and Kansas City. Automakers were located in Detroit.

## Answers

Chart:

On an Ocean, Bay, River, or Lake			Not on a Body of Water
Near a Coal or Iron Deposit	Chicago	Columbus Detroit New York Newark Pittsburgh	Birmingham
	Albany Atlanta Baltimore Buffalo Cleveland	Erie Gary Indianapolis St. Louis Richmond Kansas City Wheeling Minneapolis Wilmington	
Not Near a Coal or Iron Deposit	Boston Cincinnati Columbia Manchester	Milwaukee San Francisco Toledo	

☆ Proposals will vary. Students may suggest Kansas City via the Missouri River or Chicago via the Union Pacific Railroad.

# Reviewing Era 6

ASSESSMENT



## Objectives

Students will be able to:

- ★ Review the era.
- ★ Demonstrate the ability to meet era objectives.
- ★ Demonstrate the ability to read maps and graphs.

## Answers

- |      |      |       |
|------|------|-------|
| 1. d | 5. a | 9. d  |
| 2. c | 6. c | 10. d |
| 3. b | 7. d | 11. b |
| 4. c | 8. a | 12. d |

## Materials

- Activity Sheets a–b, *Reviewing Era 6*

☆ Posters will vary. Students should identify what they feel are the three most important events of the era.

## Here's a Tip!

- Have students review their completed activity sheets for Era 6 before completing the Era 6 review.
- Suggest that students review pages 62–71 of the Atlas and write any questions they have.
- Have students work in small groups on their posters. Stress that the groups must reach a consensus on the three most important events of the era before placing items on their posters.
- Have students present their posters to the class, explaining why they chose the events they did.
- Once the posters are completed, have the class tabulate students' choices for top events of the era.

★ Notes ★

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# Introducing Era 6

Following the Civil War, the United States turned its attention west. Railroads, the steel industry, and immigrants were key to developing the western frontier.

1. Look at pages 62–71 of *The Nystrom Atlas of United States History* and make your own personal table of contents for this era. Write notes or draw pictures to help you remember what's on the pages.

## Era 6: Development of the Industrial United States Time Period

### *Immigration Swells the Work Force*

Pages 62–63

### *Railroads Transform the West*

Pages 64–65

### *Using Indian Lands to Feed the Nation*

Pages 66–67

### *Mining the Raw Materials for Industry*

Pages 68–69

### *Becoming an Industrial Nation*

Pages 70–71



**E**ra 6 focuses on the changing and developing **West**. Over a period of 35 years, herds of cattle replaced hordes of buffalo. Immigrant farmers replaced Native Americans.

2. Use the Era 6 timeline on pages 62–63 of the Atlas to complete the map below.
  - a. Determine where events from the timeline took place—east or west of the Mississippi River. (See the example.)
  - b. Write events that occurred west of the Mississippi on the western side of the map below. Write events that occurred east of the Mississippi on the eastern side of the map. You will not use all the timeline events.

WEST OF THE MISSISSIPPI RIVER      EAST OF THE MISSISSIPPI RIVER

*Cattle drive ends*

Mississippi  
River



# Immigration

In 1860 the population of the United States was 16 million. By 1890 the population had doubled, and 15 percent were foreign-born. Railroad companies actively encouraged Europeans to immigrate to the United States.

The first large group of European immigrants to the Thirteen Colonies were from **England**. Some were looking for adventure. Others wanted religious freedom. The poor were hoping to find economic opportunity. The English also sent convicts to the colonies.

Over 200 years later, people from Great Britain were still immigrating here. In fact, between 1865 and 1895 about 1,910,000 British settled in the United States.

1. Show immigration from Great Britain to the United States.
  - a. Turn to the World Activity Map.
  - b. Give the map a title. Across the top of your Activity Map, write **IMMIGRATION 1865–1895**.
  - c. England became part of Great Britain. Great Britain is now part of the United Kingdom. Use the map on pages 116–117 of *The Nystrom Atlas of United States History* to locate the United Kingdom, Ireland, Germany, China, Italy, Russia, and other countries mentioned in this lesson.
  - d. On your Activity Map, label the eastern island of the United Kingdom **GB** for Great Britain.
  - e. Use map C, “Largest Immigrant Groups by State,” on page 63 of the Atlas to locate an area that had a large English population.
  - f. On your Activity Map, find that same location in the United States and mark it with a dot.
  - g. From Great Britain to the dot, draw an arrow and label it **BRITISH**.

In the 1840s immigrants from **Ireland** started coming to the United States in large numbers. Potato crops in Ireland had failed, and people were starving. Between 1865 and 1895, around 1,560,000 immigrants arrived from northern and southern Ireland.

2. Show immigration from Ireland to the United States.
  - a. Ireland is west of Great Britain. On your Activity Map, label Ireland **IR**.
  - b. Now use map C on page 63 of the Atlas to locate an area that had a large Irish population.
  - c. On your Activity Map, find that same location in the United States and mark it with a dot.
  - d. From Ireland to the dot, draw an arrow and label it **IRISH**.
  - e. Below **IRISH**, write one word or phrase to describe why they immigrated to the United States between 1865 and 1895.

In the 1840s immigrants from **Germany** also started arriving in the United States in large numbers. Germany was undergoing an economic depression and political unrest.

Between 1865 and 1895, Germans were the largest immigrant group. Over 3 million came to the United States.

3. Show immigration from Germany to the United States.
  - a. Germany is in northern Europe. On your Activity Map, label Germany **G**.
  - b. Now use map C on page 63 of the Atlas to locate an area that had a large German population.
  - c. On your Activity Map, find that same location in the United States and mark it with a dot.
  - d. From Germany to the dot, draw an arrow and label it **GERMANS**.
  - e. Below GERMANS, write one word or phrase to describe why they immigrated to the United States between 1865 and 1895.

In the 1850s immigrants from **China** left their country to escape overpopulation, war, and near starvation. They came to work in the gold mines and on the railroads.

Between 1865 and 1895, almost 230,000 Chinese immigrants came to the United States. However, in 1882 the Chinese Exclusion Act suspended immigration from China.

4. Show immigration from China to the United States.
  - a. China is in Asia. On your Activity Map, label China **C**.
  - b. Now use map C on page 63 of the Atlas to locate an area that had a large Chinese population.
  - c. On your Activity Map, find that same location in the United States and mark it with a dot.
  - d. From China to the dot, draw an arrow and label it **CHINESE**.
  - e. Below CHINESE, write one word or phrase to describe why they immigrated to the United States between 1865 and 1895.

In the 1880s immigrants from **Scandinavia** arrived in large numbers. They left their countries because of a shortage of farmland. Between 1865 and 1895, more than 1,250,000 immigrants from Scandinavia came to the United States.

5. Show immigration from Scandinavia to the United States.
  - a. Scandinavia is a region in Europe. It includes Sweden, Norway, and Denmark. On your Activity Map, label Scandinavia **S**.
  - b. Use map C on page 63 of the Atlas to locate an area in the United States that had a large Norwegian population.
  - c. On your Activity Map, find that same location in the United States and mark it with a dot.
  - d. From Scandinavia to the dot, draw an arrow and label it **SCANDINAVIANS**.
  - e. Below SCANDINAVIANS, write one word or phrase to describe why they immigrated to the United States.

In the late 1800s, Italians and Russians came to the United States in increasing numbers. They differed from earlier groups of immigrants in terms of religious and ethnic backgrounds.

Most immigrants from **Italy** left Italy to escape a cholera epidemic or left because of overpopulation and unemployment. From 1865 to 1895, roughly 660,000 immigrants arrived from Italy.

6. Show Italian immigration to the United States.
  - a. Italy is in southern Europe. On your Activity Map, label Italy **IT**.
  - b. Many Italian immigrants settled in big cities, such as New York. Use the map on pages 112–113 of the Atlas to locate New York City.
  - c. On your Activity Map, find that same location in the United States and mark it with a dot.
  - d. From Italy to the dot, draw an arrow and label it **ITALIANS**.
  - e. Below ITALIANS, write one word or phrase to describe why they immigrated to the United States.

Many of the immigrants from **Russia** were Jewish. They left Russia because of religious persecution. Between 1865 and 1895, about 500,000 Russian immigrants came to the United States.

7. Show Russian immigration to the United States.
  - a. Russia is partly in Europe and partly in Asia. On your Activity Map, label the European part of Russia **R**.
  - b. Russian immigrants also settled in big cities, such as New York. From Russia to New York City, draw an arrow and label it **RUSSIANS**.
  - c. Below RUSSIANS, write one word or phrase to describe why they immigrated to the United States.

# Immigration

35d

## Pulling It Together

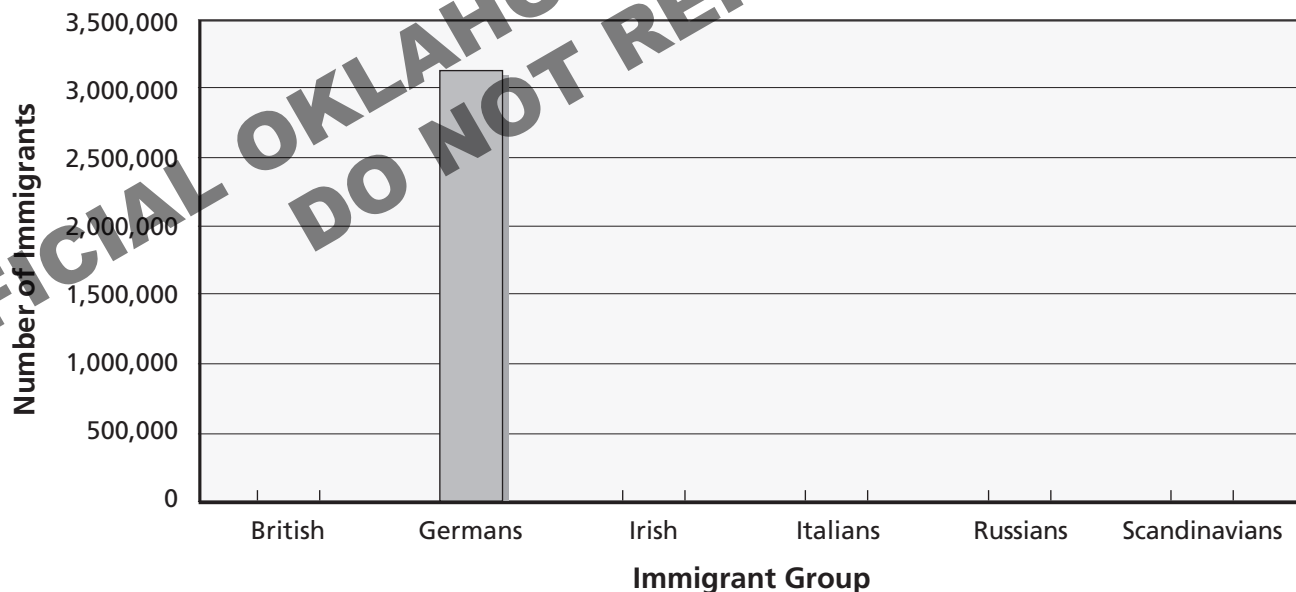
Immigration follows a cycle. Immigration for one group climbs, peaks, and then gradually falls off. Then the **immigration cycles** of new groups follow.

Graph immigration to the United States.

- Use Activity Sheets 35a–35c to add immigration figures for each of the immigrant groups on the chart.
- Complete the bar graph using information from the chart. (See the example below.)

IMMIGRATION TO THE UNITED STATES 1865–1895

Immigrant Groups	Number of Immigrants
British	
Germans	3,120,000
Irish	
Italians	
Russians	
Scandinavians	



In USHistoryAtlas.com, under Primary Sources, read the Chinese Exclusion Act. Write two points in support of the act and two points opposing the act.



# A Changing Nation

The late 1800s was a time of rapid change. Buffalo ranges and Indian lands shrank while cattle ranges grew. Cities and croplands also grew. Railroads crisscrossed the nation. And the United States continued to add more states.

**M**aps about historical topics can show change over time. Flip books can also show **change over time**.

1. Make a flip book to show one aspect of the changing country.

a. Circle one of the following topics for your flip book.

- Buffalo ranges      • Railroads      • Major cities
- Cattle ranges      • Indian lands      • States

b. Find three maps anywhere in *The Nystrom Atlas of United States History* that focus on your topic. For each map, list its page number and the year or years it covers.

Page \_\_\_\_\_, Year(s) \_\_\_\_\_

Page \_\_\_\_\_, Year(s) \_\_\_\_\_

Page \_\_\_\_\_, Year(s) \_\_\_\_\_

**Y**our flip book maps will only show one aspect of the maps in the Atlas. For example, if your maps are about buffalo ranges, do not include cattle ranges, railroads, or cattle trails.

2. Using Activity Sheet 36b, complete the first map.

a. Give the map a title that explains your chosen topic. Write the title on the first line. Below that, add the year(s) that this map will cover.

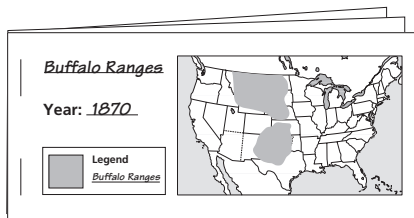
b. In the map legend, color in the box or draw a symbol for your subject. Write what the color or symbol represents.

c. Using the color or symbol you chose, transfer the information from the map in the Atlas to your map.

3. Complete your flip book.

a. Use the remaining two maps from the Atlas to complete the other maps for your flip book. Use the same colors or symbols on all your maps.

b. Cut out your flip book pages. Staple them together. Now flip through the book and watch the country change!

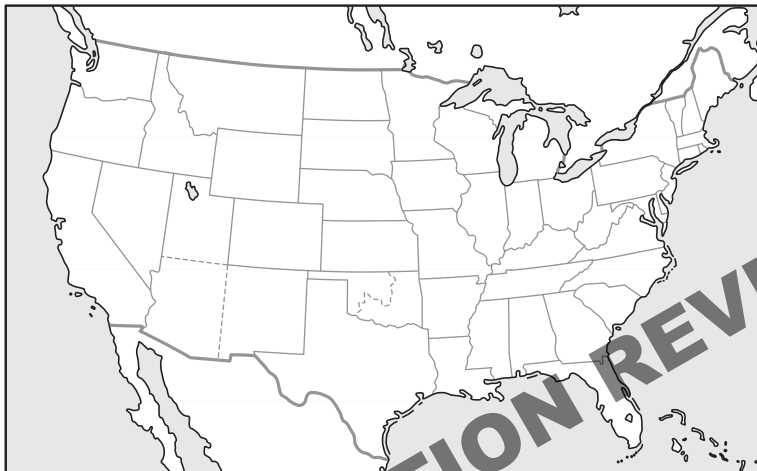


On the back of your flip book, write your name and a paragraph describing the changes you just saw.



Year(s): \_\_\_\_\_

<input type="checkbox"/>	Legend _____
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Year(s): \_\_\_\_\_

<input type="checkbox"/>	Legend _____
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Year(s): \_\_\_\_\_

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# Indian Lands

When the U.S. government moved Indians west of the Mississippi River, Indians were guaranteed this land “as long as the rivers shall run and the grass shall grow.”

In 1865 **Indians** held millions of acres of land stretching from Canada to southern Texas. The U.S. government thought this land was too dry to farm.

**1. Identify land held by Indians.**

- Use map B, “Indian Wars,” on page 66 of *The Nystrom Atlas of United States History* to identify lands held by Indians.
- On Activity Sheet 37b, in the map legend, color the box for Lands Held by Indians, 1865.
- Then, on the map, color the Indian lands.

Completed in 1869, the **transcontinental railroad** divided the buffalo range. The Plains Indians depended on buffalo for their food and clothing.

**2. Add the transcontinental railroad to the map.**

- Look at map C, “Railroads Cross the Open Range,” on page 64 of your Atlas. Find the routes of the Union Pacific and Central Pacific Railroads.
- On Activity Sheet 37b, on the map, draw these train routes with a railroad symbol

In 1866 the first major **cattle drive** took place across open prairie to the railroads. Indians often charged a toll of 10¢ a head to allow the cattle to cross their land.

**3. Add cattle trails to the map.**

- Use map C on page 64 of your Atlas again to find the routes of the Chisholm Trail and the Goodnight-Loving Trail.
- On your activity sheet, on the map, draw these two trails with a cattle trail symbol

When gold was discovered, hundreds of **miners** quickly staked their claims, regardless of who owned the land.

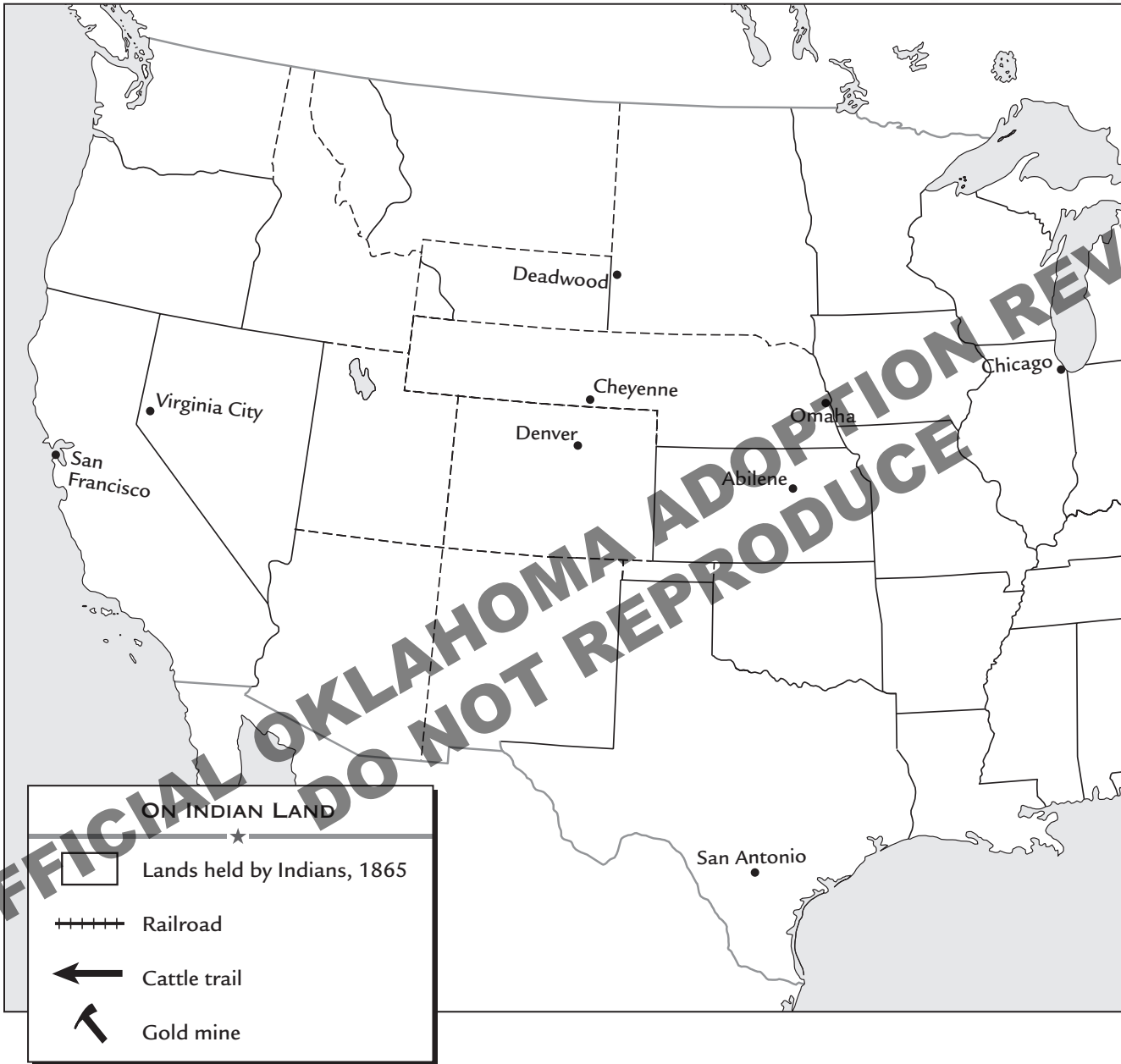
**4. Add gold mines to the map.**

- Use map C, “Mining the West,” on page 68 of your Atlas to find mines near Virginia City, Nevada; Denver, Colorado; and Deadwood, South Dakota. Also find the gold mine in Arizona Territory.
- On your activity sheet, add these four gold mines to the map with a mine symbol

# Indian Lands

37b

## Pulling It Together



**F**rom 1864 to 1890 **wars** raged across the West between Indians, settlers, and government troops.



Choose a side: Indians, settlers, ranchers, miners, railroad owners, or government troops. Also choose a location on the map above. Then write a persuasive letter to the state or territorial government explaining why you feel you are entitled to use or settle on this land in the West.

# Mining the West

In 1865 huge areas in the West were still unsettled. However, by 1890 the frontier no longer existed. The mining boom contributed to the settlement of the West by attracting thousands of fortune hunters.

1850

*Two hundred of my fellow countrymen and I sailed on the steamer New World to reach "gum saan"—the mountain of gold—in California. We are hard workers, but the Americans do not like us. They drive us from the gold fields, do not allow us to own land, and have even imposed a "foreign miners' tax" on us. I am thinking of leaving the mining camp for San Francisco, where other Chinese have opened businesses and prospered.*

—Chinese Prospector

1. The mining boom began in 1848. By 1849 prospectors from all over the world were rushing to California. These prospectors were known as the forty-niners.
  - a. Turn to the United States Activity Map.
  - b. Give the map a title. In the box at the top of your Activity Map, write **MINING THE WEST 1848–1900**.
  - c. Gold was found near Sutter's Mill, which is near Sacramento, California. Use map C, "Mining the West," on page 68 of *The Nystrom Atlas of United States History* to help you locate the mine.
  - d. On your Activity Map, mark the mine with a **G** for gold.
  - e. Soon there were mines along much of the west side of the Sierra Nevada. Show these mines on your Activity Map by drawing a line along the mountains from Shasta Lake to the place where the Sacramento and San Joaquin Rivers meet.

1859

*When word reached Boston that mountains in the West overflowed with gold, I prepared for the long journey to Colorado. They say a lucky miner can make \$35 in a single day!*

*It is too expensive to travel by ship, so I will make the journey in a covered wagon. I wonder how gentlemen from the city like me will survive the dangerous trip! Rumors abound about Indian attacks and deadly diseases, but I am determined to make my fortune!*

—Prospector  
from the East Coast

2. Prospectors began trying their luck in other parts of the west. In 1858 they discovered gold near present-day Denver.
  - a. Denver is located at 40°N, 105°W. Mark it with a **G**.
  - b. Soon gold mines extended along the east side of the Front Range. Show the extent of these Colorado gold mines. Start at 40°N and draw a line south along the Front Range to the Arkansas River.
  - c. From the East Coast, draw an arrow to Colorado. Label it **PIKES PEAK OR BUST**.
  - d. Many prospectors were unsuccessful. From Colorado, draw an arrow back to the East Coast. Label it **BUSTED**.



1860

*I have found a way to profit from the silver mines without ever lifting a pick! Everything is in short supply—tools and even food and water can be sold at outrageous prices to desperate miners! Yesterday I sold a pound of sugar for \$2 and a pound of coffee for \$4. At this rate I will be richer than even the luckiest miner!*

—Virginia City Merchant

3. In 1859 gold was discovered in Nevada. However, the mines were even richer in silver. In fact, the Comstock Lode became the richest silver mine in the country.

- The Comstock Lode was near Virginia City, Nevada. Use map C on page 68 of the Atlas to locate Virginia City.
- On your Activity Map, mark Virginia City with an **S** for silver and a **G** for gold.
- Another big silver deposit was discovered in Nevada south of the Humboldt River, near its big bend. Mark this strike with an **S**.
- A third big silver deposit was discovered directly south of the last one, near the California border. Mark it with an **S**.

1876

*The land the white men call the Black Hills has been sacred to my tribe for years. We call the land "the heart of everything that is." In 1851 the U.S. government promised the land to us in a treaty, saying it was "for the absolute and undisturbed use and occupancy of the Sioux." General Custer and his men have found gold here, and our land has been invaded by miners and settlers. We fear the government will try to seize our land and that war is inevitable.*

—Lakota Sioux Warrior

4. Mines eventually dotted the landscape from California to the Dakotas, but few produced significant amounts of gold or silver. The last great gold rush in the continental United States took place in the Black Hills of South Dakota.

- Use map C on page 68 of the Atlas to locate the following strikes.
  - In 1862 gold and silver were found in western Montana.
  - In 1874 gold was discovered in the Black Hills of South Dakota.
  - In 1878 silver was found in southeast Arizona near Tucson.
  - In 1878 silver was also found in New Mexico. The site is now known as Silver City.
- Then, on your Activity Map, mark each strike with a **G**, an **S**, or both.
- Also mark the following gold strikes with a **G**.
  - In 1861 gold was discovered in northern Idaho, near the Washington-Oregon border.
  - In 1867 gold was found in northwest Wyoming where the Bighorn River meets 110°W longitude.


1880

*While amateur miners continue to search for flecks of gold in rivers and streams, gold-mining companies like mine use new techniques, such as hydraulic mining, and professional miners to extract gold from the fields.*

—Gold Mine Owner

5. Gold can be found in igneous rocks.

Igneous rocks are formed from molten rock, such as that found in volcanoes. Some of the mountains in the West were formed by volcanoes.

- In the legend, find the elevation of each of the gold mines marked on your Activity Map. If the elevation is 5,000 feet or higher, mark the location with a mountain symbol .
- Count the gold mines with mountain symbols. Also count the gold mines without mountain symbols. In the legend, list the totals.
- Based on the location of these gold mines and of the mountains, where would you look next for gold? On the map, mark your claim with an **X**.




1886

*Virginia City went from boomtown to ghost town in less than 30 years! My business thrived during the days when Virginia City was the most important town between Denver and San Francisco.*

*We had two newspapers, five police precincts, and the first elevator in the West! We had our share of millionaires, too, known as the Bonanza Kings. People started leaving when the mines finally played out. How I'll miss those boomtown days!*

—Virginia City Merchant

6. When gold or silver was discovered, the population of a state often boomed. Towns seemed to spring up overnight. However, once the deposits were depleted, many boomtowns turned into ghost towns.

- Virginia City, once a boomtown, is a present-day ghost town. Mark Virginia City with a ghost town symbol .
- Also mark the following former Nevada boom towns with a .
  - Pioche is near the Nevada-Utah boundary about two thirds of the way down the state.
  - Goldfield was once the largest city in Nevada. It is near Nevada's southwest boundary, halfway between Lake Tahoe and the Colorado River.
  - Manhattan was a boomtown twice—in the 1860s and in the 1900s. Manhattan is about 50 miles north of Goldfield.
- Look at graph B, "Boom and Bust in Nevada," on page 68 of the Atlas. Identify the years when Nevada experienced a boom and when it began to go bust.
- On your Activity Map, across northern Nevada, write those years and **BOOM TO BUST**.
- In the legend, add  = **GHOST TOWN**.

# Mining the West



## Pulling It Together

Each gold and silver discovery caused the population in the mining areas to increase. Towns and cities sprang up around the mines and grew rapidly. As their populations grew, territories became eligible for **statehood**.

Chart the mining boom and establishment of western states.

- a. Use the maps on pages 38 and 47 of the Atlas to help you complete the first column.
- b. Use Activity Sheets 38a–38c to complete the column showing the year gold or silver was discovered.
- c. Use the chart on pages 122–123 of the Atlas to complete the year admitted to the Union column.

MINING AND STATEHOOD			
Territory/State	Year(s) it was acquired by the United States	Year gold and/or silver was discovered there	Year admitted to the Union
California			
Colorado			
Nevada			
Idaho			
Montana			
Wyoming			
South Dakota			
Arizona			
New Mexico			



☆ Some places became states soon after gold or silver was discovered; others took years. Why do you think some territories were admitted to the Union so much faster than others? (Think about their locations and natural resources.)

# Industrial Centers

In 1860 the United States ranked fourth in the world in factory production. By 1894 the United States was number one. As U.S. industries grew, so did U.S. cities.

In 1865 most of the country's large industrial centers were in the **Northeast**.

## 1. Locate industrial centers.

- Turn the Activity Map to the eastern half of the United States.
- Give the map a title. In the box at the top of your Activity Map, write **INDUSTRIAL CENTERS**.
- Use the map on pages 112–113 of *The Nystrom Atlas of United States History* to locate the cities in this lesson.
- On your Activity Map, add a factory symbol  for each of these industrial centers.
  - Manchester, NH
  - Boston, MA
  - New York, NY
  - Newark, NJ
  - Wilmington, DE
  - Baltimore, MD
- Also label **NEW YORK** and **BOSTON**.
- In the legend, write  = **INDUSTRIAL CENTER**.

Although the old industrial centers of the Northeast remained important, by the early 1900s powerful new industrial centers had developed around cities near the **Great Lakes**.

## 2. Locate Great Lakes industrial centers.

- On the map, add a factory symbol for each center.
  - Chicago, IL
  - Gary, IN
  - Toledo, OH
  - Cleveland, OH
  - Erie, PA
  - Buffalo, NY
- Label **CHICAGO** and **BUFFALO**.

One reason that industries grew in cities near the Great Lakes was location. These cities were located between **iron** deposits in the North and **coal** deposits in the South.

## 3. Label iron and coal deposits.

- Some of the country's largest iron deposits were around Lake Superior. In northeastern Minnesota, write **IRON**.
- Write **COAL** in the following places:
  - In western Iowa and Missouri
  - In southern Illinois
  - West of the Appalachian Mountains in Kentucky, West Virginia, and Pennsylvania.


Another reason the Great Lakes cities grew was transportation. These cities were located along the country's **inland waterways**. Barges used lakes, rivers, and canals to carry iron ore and coal to cities where these bulky resources were used to make steel. Steel then was transported to other parts of the nation by the same waterways.

The **Mississippi River** was also a major transportation route. Barges carried iron ore and coal to southern and eastern ports.

The **Soo Canal** was built in 1855. It bypassed rapids on the St. Marys River between Lake Superior and Lake Huron. This canal made it possible to ship iron to steel mills as far away as Pennsylvania.

4. Show a route from the Great Lakes to the East Coast.
  - a. On your Activity Map, begin in Chicago. Draw a line northeast across Lake Michigan. Then continue it southeast across Lake Huron.
  - b. Extend the line south along the eastern border of Michigan to Lake Erie.
  - c. Head east across Lake Erie to Buffalo.
  - d. From Buffalo, extend the line northwest of Niagara Falls to Lake Ontario. (Note: The Welland Canal connects Lake Erie with Lake Ontario.) Finish the line with an arrow pointing east across the lake.


5. Show a route from the Great Lakes to the Gulf of Mexico.
  - a. Start in Chicago. Draw a line from Chicago to the river just southwest of the city. (Note: The Illinois and Michigan Canal connects Lake Michigan with the Illinois River.) Trace that river to the Illinois River.
  - b. Trace the Illinois River to the Mississippi River.
  - c. Now follow the Mississippi River to its mouth in the Gulf of Mexico. Finish the line with an arrow in the Gulf of Mexico.

6. Add the Soo Canal.
  - a. In the legend, add  = **CANAL**.
  - b. Draw a canal symbol between Lake Superior and Lake Huron. Label it **SOO**.
  - c. Now draw arrows from the iron deposits near Lake Superior through the lake and the Soo Canal.
  - d. Draw an arrow from the Soo Canal into Lake Michigan.
  - e. Draw another arrow from the Soo Canal into Lake Huron.



Other industrial centers also developed in the **North** during the late 1800s. These centers produced a variety of goods, ranging from soap to steel. Some milled flour and lumber, others packed meat or built buggies.

7. Mark the industrial centers of the North.

- a. Use the map on pages 112–113 of the Atlas to locate the following industrial cities.
  - Minneapolis, MN
  - Milwaukee, WI
  - Indianapolis, IN
  - Detroit, MI
  - Cincinnati, OH
  - Columbus, OH
  - Pittsburgh, PA
  - Albany, NY
  - Wheeling, WV (in the northern tip of West Virginia)
- b. On your Activity Map, add a factory symbol  to each of these northern industrial centers.
- c. Label **PITTSBURGH** and **MINNEAPOLIS**.

The industrial areas of the **Southeast** were fewer and smaller.

8. Mark the industrial centers of the Southeast.

- a. Add a factory symbol to each of these southern industrial centers.
  - Birmingham, AL
  - Atlanta, GA
  - Columbia, SC
  - Richmond, VA
- b. Then label **ATLANTA**.

There were few major industrial centers **west of the Mississippi River**.

9. Mark the major industrial centers west of the Mississippi.

- a. Also add a factory symbol to each of the following western industrial centers.
  - Kansas City, Missouri
  - St. Louis, Missouri
- b. Then label **KANSAS CITY**.
- c. Turn your map to the western half of the United States. Add a factory symbol to San Francisco, California.

# Industrial Centers

39d

## Pulling It Together

Compare the locations of industrial centers. Use the map on pages 112–113 of the Atlas to locate cities and bodies of water. Use map B, “Coal and Steel,” on page 70 to identify coal and iron deposits.

- Look at the location of each industrial center on your Activity Map. Is it near a body of water? Is it near a coal or iron deposit? Or both?
- Write the name of each industrial center in the correct square below. (See the example.)

	On an Ocean, Bay, River, or Lake	Not on a Body of Water
Near a Coal or Iron Deposit	Chicago	
Not Near a Coal or Iron Deposit		

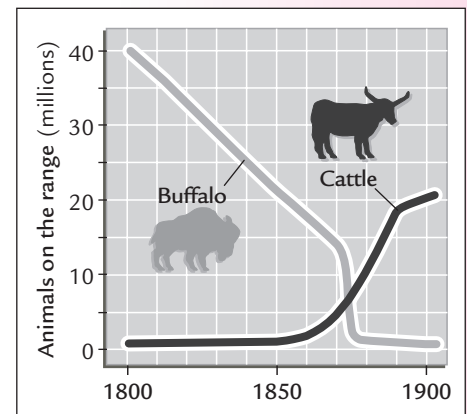
- ☆ A coal mine in Iowa wants to sell its coal to the nearest industrial center. Where would you suggest selling the coal? How would you transport coal to that industrial center? Write a paragraph describing your proposal.

# Reviewing Era 6

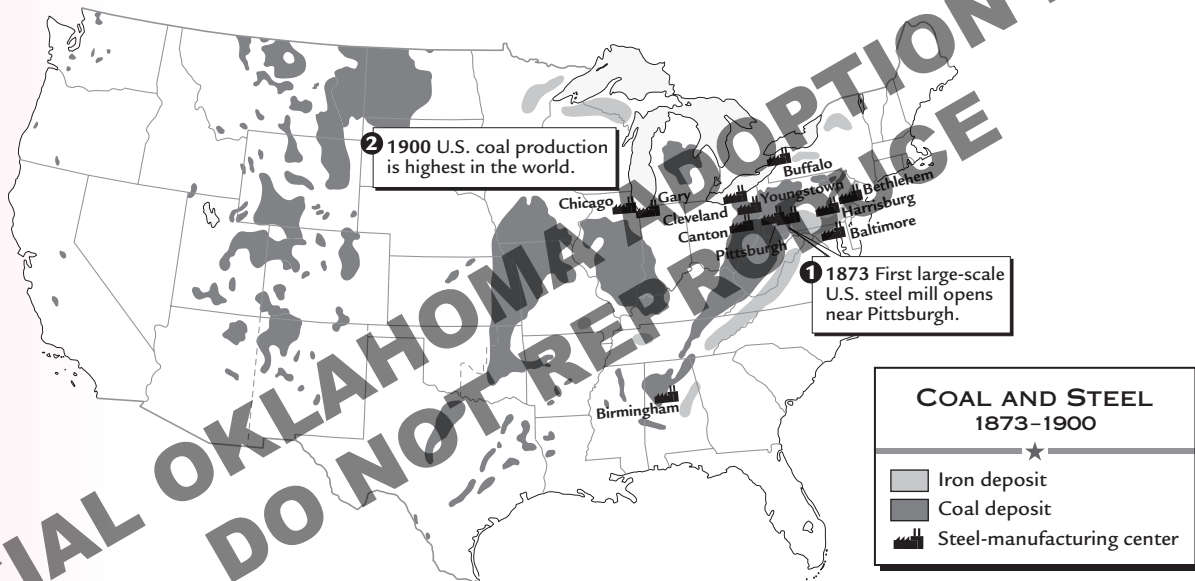
In the last six lessons you've learned about immigrants, Indian lands in the West, the discovery of gold and silver, and the growth of industrial centers. How much do you remember?

*Circle the letter of the correct answer.*

- Why did large numbers of Irish immigrants arrive in the United States between 1865 and 1895?
  - They left to escape a cholera epidemic.
  - The Irish sent their convicts to the United States.
  - There was a shortage of farmland.
  - People were starving because potato crops had failed.
- Which of the following statements is NOT true?
  - Chinese immigrants came to work in the gold mines and on the railroads.
  - The United States suspended immigration from China.
  - The majority of Chinese immigrants settled on the East Coast.
  - Chinese immigrants left to escape overpopulation and near starvation.
- Look at the graph. After 1800, the buffalo population
  - increased.
  - decreased.
  - stayed the same.
  - was replaced by horses.
- When was the cattle population highest?
  - around 1800
  - around 1850
  - around 1900
  - today
- Why did Indians live west of the Mississippi River?
  - The U.S. government thought the land there was too dry to farm.
  - Indians didn't want to live east of the Mississippi.
  - Indians wanted to be close to the transcontinental railroad.
  - Indians wanted to drive cattle to railroads.
- Which of the following contributed to Indian wars in the West?
  - Chinese worked on railroads.
  - Indians wanted to relocate to reservations.
  - The discovery of gold brought settlers to Indian lands.
  - Buffalo replaced cattle on the open range.



7. Many towns sprang up in isolated areas near mountains because
  - a. professional miners lived there.
  - b. mountain towns were less likely to become ghost towns.
  - c. settlers wanted to avoid confrontations with Indians.
  - d. gold could often be found in mountains formed by volcanoes.
8. The discovery of gold or silver in a territory often
  - a. increased its population and made it eligible for statehood.
  - b. caused ghost towns to spring up overnight.
  - c. encouraged Indians to move to the area.
  - d. forced merchants away from the area.
9. Look at the map. The first large-scale steel mill opened near which city?
  - a. Chicago      b. Baltimore      c. Buffalo      d. Pittsburgh



10. Which part of the United States has no iron deposits?
  - a. the South                      c. the Northeast
  - b. the Great Lakes region      d. west of the Rocky Mountains
11. Many major industrial centers developed
  - a. west of the Mississippi River.      c. far from inland waterways.
  - b. near the Great Lakes.              d. near Indian lands.
12. Which is NOT true of the industrial center of Pittsburgh, Pennsylvania?
  - a. It is near a coal deposit.              c. It is on a river.
  - b. It is near an iron deposit.              d. It is on a Great Lake.



Era 6 covers United States history from 1865 to 1900. Create a poster for that time period. Write words and draw or download images that represent the three most important events from the era.



# Emergence of Modern America

1890–1930

## ATLAS AND ACTIVITY MAP LESSONS

Lesson Number	Lesson Title	Page
40	<i>Introducing Era 7</i>	159
41	<i>Spanish-American War</i>	161
42	<i>U.S. Imperialism</i>	165
43	<i>Growth of Cities</i>	169
44	<i>World War I</i>	171
45	<i>Limiting Child Labor</i>	175
	<i>Reviewing Era 7</i>	177

## Cross-Curricular Activities



### Reading • *Explore the Harlem Renaissance*

Introduce students to the poetry, short stories, and music of the Harlem Renaissance.



### Writing • *Write in a Journal*

Have students imagine what it would be like to be a child who works in a factory or a coal mine for 10-12 hours a day, six days a week. Have them write a journal entry describing a typical workday for that child.



### Art • *Make a Poster*

Have students make posters either supporting or refuting an important issue of the era—women's suffrage, the war effort, child labor laws.



### History • *Compare Political Situations*

Help students draw similarities between the situation in the Balkans before World War I and the situation in the Balkans today.

## Literature Links

Your students might enjoy these books and others about Era 7. Use picture books (p) to introduce a topic or as a model for student writing assignments.

### Imperialism

*The Last Princess*

by Fay Stanley

*The Panama Canal*

by Elizabeth Mann

### Immigration

*Dragonwings*

by Lawrence Yep

*Ellis Island*

by William Jay Jacobs

*American Too (p)*

by Elisa Bartone

*Grandfather's Journey (p)*

by Allen Say

*Journey to Ellis Island (p)*

by Carol Bierman

*Grandmother and the*

*Runaway Shadow (p)*

by Liz Rosenberg

*The Keeping Quilt (p)*

by Patricia Polacco

### World War I

*Ruthie's Gift*

by Kimberley Brubaker

Bradley

*Fire in the Hills*

by Anna Myers

*A Farewell to Arms*

by Ernest Hemingway

*All Quiet on the Western Front*

by Erich Remarque

*War Game (p)*

by Michael Foreman

### Everyday Life

*Dixie in the Big Pasture*

by Belinda Hurnence

*Duke Ellington*

by Andrea Davis Pinkney

*Harlem (p)*

by Walter Dean Myers

*Lou Gehrig: The Luckiest*

*Man*

by David A. Adler

*Paperboy (p)*

by Mary Kay Kroeger and

Louise Borden

*Peppe the Lamplighter (p)*

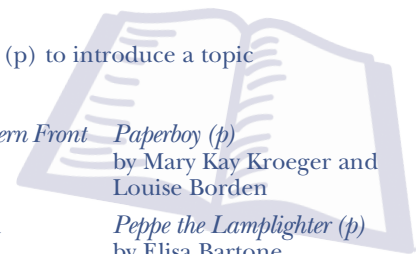
by Elisa Bartone

*The Year of the Ranch (p)*

by Alice McLerran

*With Courage and Cloth*

by Ann Bausum





# Introducing Era 7

LESSON 40

## Objectives

Students will be able to:

- ★ Complete a table of contents for the era.
- ★ Classify timeline events using a graphic organizer.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 40a–40b, *Introducing Era 7*

## Here's a Tip!

- Before distributing activity sheets, review the timeline with the class.
- Walk students through each spread in the era, pointing out a key idea or an interesting map, graph, or photo on each page.
- Complete the graphic organizer as a class on an overhead projector or a chalkboard, in small groups, or individually.
- Encourage students to shorten the description of timeline events or to describe events in their own words in the graphic organizer.
- If students are unsure of which event to place in each box, have them look in the Atlas for clarification.

## Answers

1. *Answers will vary.*

2.

CAUSE	EFFECT
Jim Crow laws limit rights of African Americans.	NAACP is founded.
	Great Migration of Southern blacks begins.
U.S. ship explodes in Cuban harbor.	Spanish-American War involves America in Cuba and Philippines.
United States needs way stations to expand trade with Asia.	Hawaii becomes a U.S. possession.
Immigrants from Southern and Eastern Europe pour into U.S. cities.	Immigration from Southern and Eastern Europe limited by law.
World War consumes Europe.	U.S. enters war, sends troops to France.

# Spanish-American War

LESSON 41

## Objectives

Students will be able to:

- ★ Review the major events in the Spanish-American War.
- ★ Map fleet movements in the Spanish-American War.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 41a–41d, *Spanish-American War*
- ❑ Activity Maps
- ❑ Map Markers

## Notes

Help students understand events in the Spanish-American War:

- During the war, Americans blamed the Spanish for blowing up the *Maine*, but historians today believe the explosion was caused by the ship's own boiler.
- When American ships began to bombard Guam, the Spanish commander mistook the firing for a salute. He promptly sent a message to the U.S. commander apologizing for being unable to return the salute because there was no ammunition on the island.
- News of the Spanish surrender and peace agreement failed to reach the Philippines because Commodore Dewey had severed the cable into Manila.

## Answers

Headlines:

February 15, 1898 <b>The Maine IS BLOWN TO BITS!</b> Explosion Kills Hundreds on U.S. Battleship in Havana Harbor
May 1, 1898 <b>AMERICANS SMASH THE Spanish FLEET</b> Great Naval Battle in Manila Bay
JULY 1, 1898 <b>BULLY FOR THEM</b> Brave Americans Capture Strategic <b>San Juan</b> Hill in Cuba
<b>TRAGEDY IN CUBA!</b> Thousands of American Soldiers Die from <b>food poisoning, malaria, dysentery, or yellow fever</b>

☆ *Headlines will vary. Students may mention the new U.S. possessions, Cuba's independence, Spain's losses, or military casualties.*

# U.S. Imperialism

LESSON 42

## Objectives

Students will be able to:

- ★ Locate territories acquired by the United States between 1857 and 1914.
- ★ Use lines of latitude and longitude.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 42a–42d, *U.S. Imperialism*
- ❑ Activity Maps
- ❑ Map Markers

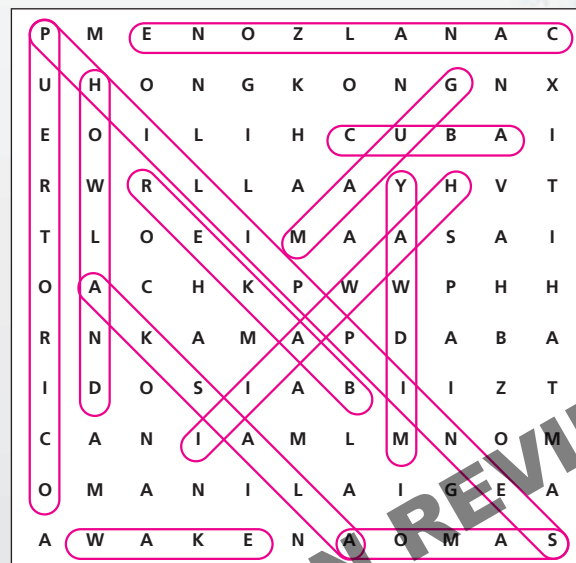
## Notes

Help students understand the importance of territories to the United States:

- In the late 1800s, steamships could not carry enough coal to cross the Pacific without sacrificing valuable cargo space.
- The United States used most small Pacific Islands for fueling stations until World War II.
- The 1903 treaty with Panama gave the United States rights over the Canal Zone in perpetuity. However, a treaty signed in 1978 returned control of the canal to Panama in 1999.

## Answers

Word Search:



☆ Letters to the editor will vary. Some students may argue that the United States had no right to claim colonies overseas, and every island, no matter how tiny, has the right to rule itself. Others will argue that the former colony had as much right to claim colonies as any other world power.

# Growth of Cities

LESSON 43

## Objectives

Students will be able to:

- ★ Classify cities by location.
- ★ Graph population changes of major cities.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 43a–43b, *Growth of Cities*

## Notes

Help students understand more about the growth of cities in the United States:

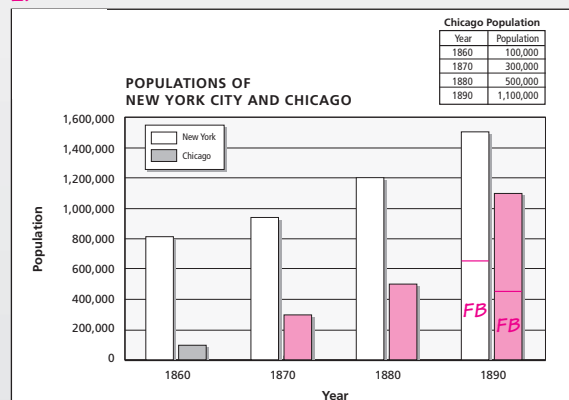
- In 1790 roughly 95 percent of the U.S. population lived in rural areas. One hundred years later that number dropped to 65 percent.
- With advancements in farm machinery, fewer people were needed to farm the land. Farm laborers moved to the city to work in factories.
- Immigrants also came to work in factories. In the mill town of Fall River, Massachusetts, over 50 percent of the population was foreign-born.

## Answers

1.

	LOCATION OF MAJOR CITIES			
	① West of the Rocky Mountains	② East of the Rockies, West of Mississippi River	③ East of the Mississippi, West of the Appalachians	④ East of the Appalachians
1790	0	0	0	5
1820	0	1	0	6
1860	2	2	3	7
1890	1	2	7	5

2.



☆ Answers will vary, but should include information from pages 74–75 of the Atlas.

# World War I

LESSON 44

## Objectives

Students will be able to:

- ★ Identify major Central Powers and Allied nations.
- ★ Mark the Western and Eastern Fronts.
- ★ List key events on a timeline.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 44a–44d, *World War I*
- ❑ Activity Maps
- ❑ Map Markers

## Here's a Tip!

- In steps 1 and 2, tell students to try to roughly draw the boundaries of Germany, Austria-Hungary, and Russia.

## Notes

Help students understand more about the war:

- The Central Powers also included the Ottoman Empire and Bulgaria.
- The Allies included over 20 countries altogether.
- In 1917 Russia turned its attention to its own revolution. The tsar was overthrown and the new government signed a peace agreement with Germany.

## Answers

WORLD WAR I TIMELINE		
1914	Austria-Hungary's Archduke Franz Ferdinand is assassinated. <i>Tannenburg</i> <i>Marne</i>	
		<i>Lemberg</i> <i>Ypre</i>
1915	<i>Germany sinks the Lusitania</i>	
		<i>Gallipoli</i>
1916	<i>Somme</i> <i>Verdun</i> <i>Jutland</i>	
1917	<i>U.S. enters the war</i> <i>Caporetto</i> <i>Riga</i>	
1918	<i>Cantigny</i> <i>Belleau Wood</i> <i>Chateau-Thierry</i>	<i>St. Mihiel</i> <i>2nd Battle of the Marne</i> <i>Central Powers surrender</i>

☆ Information on the T-charts will vary.

# Limiting Child Labor

LESSON 45

## Objectives

Students will be able to:

- ★ Analyze a photograph.
- ★ Compare child labor laws.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 45a–45b, *Limiting Child Labor*

## Here's a Tip!

- Have students work with a partner to study the photo.

## Notes

Help students understand more about child labor:

- Although states passed child labor laws in the early 1800s, these laws were not consistently enforced and many did not apply to immigrants.
- In the early 1900s, child workers toiled in dusty coal mines, handled sharp knives in canning factories, and operated hazardous machinery in stuffy cotton mills.
- In 1908, the National Child Labor Committee hired investigative photographer and former teacher Lewis Hine to document the horrid conditions of child laborers. His photographs boosted national support for child labor reform.

## Answers

1a. Answers will vary.

1b. Answers will vary.

1c. Answers will vary.

Chart:

REGION/STATE	1890	1930
<b>Pacific</b>		
Washington	NL	8
Oregon	NL	8
California	10	8
<b>Rocky Mountain</b>		
Idaho	NL	9
Montana	NL	NL
Wyoming	NL	8
Nevada	NL	8
Utah	NL	8
Colorado	NL	8
<b>Southwest</b>		
Arizona	NL	8
New Mexico	NL	8
Texas	NL	8
Oklahoma	NL	8
<b>Midwest</b>		
North Dakota	NL	8
South Dakota	10	10
Nebraska	NL	8
Kansas	NL	8
Minnesota	10	8
Iowa	NL	8
Missouri	NL	8
Wisconsin	10	8
Illinois	NL	8
Indiana	vary	8
Michigan	10	10
Ohio	10	8
<b>Child Labor Limits</b>		
REGION/STATE	1890	1930
<b>Southeast</b>		
Arkansas	NL	8
Louisiana	10	8
Kentucky	NL	8
Tennessee	NL	8
Mississippi	NL	8
Alabama	NL	8
Georgia	NL	NL
Florida	NL	9
South Carolina	NL	10
North Carolina	NL	vary
Virginia	NL	8
West Virginia	NL	8
Maryland	10	8
Delaware	NL	8
<b>Northeast</b>		
Pennsylvania	10	9
New Jersey	10	8
New York	10	8
Connecticut	10	8
Rhode Island	10	10
Massachusetts	10	8
Vermont	10	8
New Hampshire	10	11–12
Maine	10	8

☆ Journal entries will vary.

## ASSESSMENT



## Answers

1. <i>d</i>	5. <i>b</i>	9. <i>c</i>
2. <i>b</i>	6. <i>c</i>	10. <i>c</i>
3. <i>b</i>	7. <i>a</i>	11. <i>c</i>
4. <i>c</i>	8. <i>d</i>	12. <i>a</i>

- ☆ Posters will vary. Students should identify what they feel are the three most important events of the era.

❑ Activity Sheets a–b, *Reviewing Era 7*

- Have students review their completed activity sheets for Era 7 before completing the Era 7 review.
- Suggest that students review pages 72–81 of the Atlas and write any questions they have.
- Have students work in small groups on their posters. Stress that the groups must reach a consensus on the three most important events of the era before placing items on their posters.
- Have students present their posters to the class, explaining why they chose the events they did.
- Once the posters are completed, have the class tabulate students' choices for top events of the era.

## ★ Notes ★



# Introducing Era 7

In 40 years the United States moved from a policy of avoiding political and economic relations with other countries to involvement in world affairs. The country was also forced to deal with domestic issues of labor and equality.

1. Look at pages 72–81 of *The Nystrom Atlas of United States History* and make your own personal table of contents for this era. Write notes or draw pictures to help you remember what's on the pages.

## Era 7: Emergence of Modern America Time Period

### The Spanish-American War and World Power

Pages 72–73

### Immigration and the Growth of Cities

Pages 74–75

### The United States Enters World War I

Pages 76–77

### A Widespread System of Segregation

Pages 78–79

### Reforms Change America

Pages 80–81



As the United States grew as a **world power**, events in the United States and around the world triggered other events.

2. Use the events on the Era 7 timeline on pages 72–73 of the Atlas to complete the chart below.
  - a. Determine which events were the **cause** of events listed under Effect. Also determine which events were the **effect** of events listed under Cause.
  - b. Write the events in the appropriate boxes below. (See the examples.) You will not use every timeline event on the chart.

CAUSE		EFFECT
Jim Crow laws limit rights of African Americans.	→	
	→	
U.S. ship explodes in Cuban harbor.	→	
United States needs way stations to expand trade with Asia.	→	
	→	
	→	U.S. enters war, sends troops to France.

# Spanish-American War

The Spanish-American War was a relatively short conflict that earned the United States the status of world power. In fact, Secretary of State John Hay called it “a splendid little war.”

## Havana, January 1898

*I'm afraid to leave the embassy—it is so dangerous out there. Cubans are fighting in the streets for freedom from Spain's unjust rule. Others just want to riot.*

*Hopefully, the battleship that our country has sent will protect us Americans. It is an impressive ship that sits in the Havana harbor. Already I feel more at ease because of its presence.*




—U.S. Consul General of Havana

## Washington, D.C., February 1898

*I can't believe it! The Maine has been destroyed—blown up! Hundreds of our brave men in uniform are dead.*

*Americans are already screaming "Remember the Maine!" Spain must pay. I don't see any way to avoid a war. Not only will it calm the American people, it just may help our country grow economically and militarily.*




—U.S. President William McKinley

1. In January 1898, the United States sent the *Maine* to Havana, Cuba, to protect Americans from pro-Spanish rioters.
  - a. Turn to The Americas Activity Map
  - b. Give the map a title. In the box at the top of the map, write **SPANISH-AMERICAN WAR 1898**.
  - c. On your Activity Map, find the island of Cuba, just south of Florida in the Caribbean Sea.
  - d. Turn to map A, “Fighting in Cuba,” on page 72 of *The Nystrom Atlas of United States History*. Locate the city of Havana.
  - e. Then, on your Activity Map, mark Havana with a ●.
  - f. To show the location of the *Maine*, draw a ship symbol  off the coast of Havana.
  - g. In the legend, write  = US SHIP.
2. Two months after the *Maine* was destroyed, the United States declared war on Spain.
  - a. To show that the *Maine* blew up, draw an explosion symbol  around the ship symbol off the coast of Havana.
  - b. The war began in April. Under the title, write **APRIL—**.
  - c. At the time, Spain controlled Cuba and Puerto Rico in the Atlantic Ocean and the Philippines and Guam in the Pacific Ocean. Find these possessions on pages 116–117 of the Atlas.
  - d. On your Activity Map, mark Cuba and Puerto Rico with an S for Spain.
  - e. Now fold up the World Activity Map under The Americas map. (Only the western half of the world will show.)
  - f. On the World map, mark the Philippines and Guam each with an S.

**Manila, May 1898**

*What a victory! Sailing away from Hong Kong a few days ago, I feared the worst. If one of our ships floundered, how would we have recovered? We are 7,000 miles away from the nearest home port. Thankfully, the Spanish fleet proved no match for our steel ships. We won! And not one of our men was lost.*

*—U.S. Commodore  
George Dewey*

3. The first battle of the Spanish-American War took place in the Philippines, in Manila Bay, where part of the Spanish Navy was stationed.
  - a. On the World Activity Map, off the west coast of the Philippine Islands, draw a Spanish ship symbol .
  - b. The United States Navy had ships in Hong Kong. Use map B, "Fighting in the Philippines," on page 72 of the Atlas to locate Hong Kong.
  - c. Then, on your World Activity Map, draw a U.S. ship symbol  near Hong Kong.
  - d. U.S. ships sailed to the Philippines to stop the Spanish fleet from going to Cuba. Draw an arrow from Hong Kong to the Philippines.
  - e. In six hours, the American forces destroyed the entire Spanish fleet in the Philippines. Put a slash / through the Spanish fleet symbol to show Spanish defeat.
  - f. On The Americas map, in the legend, add  = **SPANISH SHIP**.

**Santiago de Cuba,  
July 1898**

*Although we are only volunteer soldiers, we were the first ones to land on the island of Cuba. Our regiment, along with other American soldiers, defeated the Spanish at Santiago de Cuba and put the area under siege.*

*Soon I will be back home with my wife and kids. Some of my fellow soldiers aren't as lucky—they'll never return.*

*—Rough Rider,  
member of the First U.S.  
Volunteer Cavalry*

4. More than 16,000 men left Tampa, Florida, to fight Spanish land troops in Cuba. They won several major battles, but lost nearly 300 soldiers.
  - a. Use map A on page 72 of the Atlas to find Tampa, Florida, and Santiago de Cuba.
  - b. Now, on The Americas Activity Map, mark both Tampa and Santiago de Cuba with a ●.
  - c. Draw an arrow from Tampa to Santiago de Cuba.
  - d. Write **280 SOLDIERS** east of the West Indies to show the number of U.S. soldiers lost in combat.






### **Santiago de Cuba, July 1898**

*We have been sitting in Santiago de Cuba harbor for over a month. U.S. ships have cut off our supplies. Now the governor has ordered us to run the U.S. blockade. ¡Es imposible!*

*The governor wants to save his ships, but I want to save my seamen. I hope all is not lost.*

*—Spanish Admiral Pascual Cervera y Topete*

5. When news of the war reached Spain, a Spanish fleet headed for Cuba. The fleet entered Santiago de Cuba's harbor in the May, but U.S. forces blockaded them from June to July.

- Show the route of the Spanish navy. Begin on the west coast of Spain. (Use the map on pages 116–117 of the Atlas for help locating Spain.)
- The Spanish fleet had to cross the Atlantic Ocean. Draw an arrow southwest across the ocean to Cuba.
- Draw a Spanish ship symbol  along the route.
- Draw another  near Santiago de Cuba.
- On July 3, Spain's fleet in Cuba was destroyed by the American fleet. Putting a slash / through the  near Santiago de Cuba.

### **Washington, D.C., August 1898**

*With the fighting over, we must figure out what to do with the spoils of war. Many of my fellow congressmen think occupying the Philippines makes us no different from Spain. Others believe that our country needs to strengthen its military (and the Philippines would provide a good location for a naval base). I suppose only time will tell.*

*—U.S. Senator*

6. The war ended on August 12th, but the United States and Spain did not sign a peace treaty until December 1898.

- Under the title, write **AUGUST** after **APRIL**— to show when the fighting stopped.
- In December, Spain granted Cuba its independence. However, the United States took control of the island. Add a **U** in front of the S on Cuba.
- The United States also gained possession of Puerto Rico. Add a **U** in front of the S on Puerto Rico.
- The United States gained possession of Guam, and the Philippines too. On the World Activity Map, add a **U** in front of the S on these islands.
- After much debate in the U.S. Senate, the United States paid Spain \$20 million for the Philippine Islands. Add a dollar sign \$ on the Philippine Islands.

# Spanish-American War

41d

## Pulling It Together

American newspapers covered the struggle for independence in Cuba. Some people felt that the newspapers themselves started the war with their exaggerated headlines and news stories.

Use the information on your completed Activity Map, Activity Sheets 41a–41c, and pages 72–73 of the Atlas to complete the newspaper headlines below.

February 15, 1898

### \_\_\_\_\_ IS BLOWN TO BITS!

Explosion Kills Hundreds on  
U.S. Battleship in Havana Harbor

May 1, 1898

### AMERICANS SMASH THE \_\_\_\_\_ FLEET

Great Naval Battle in Manila Bay

JULY 1, 1898

### BULLY FOR THEM

Brave Americans Capture Strategic  
\_\_\_\_\_ Hill in Cuba

### TRAGEDY IN CUBA!

Thousands of American Soldiers Die from  
\_\_\_\_\_



Write a newspaper headline describing the results of the war.  
Don't forget to include a date.



# U.S. Imperialism

Imperialism or colonialism is the practice of one nation controlling other countries or territories. For centuries, European countries had colonies in North and South America, Africa, and Asia. In the late 1800s, the United States also became an imperialist nation. However, its overseas empire was small compared with other colonial empires of the time.

**B**efore the Civil War, the United States claimed only a few very small islands far from the mainland. These included **Howland Island** and **Baker Island**, both claimed in 1857. Both are in the Pacific Ocean.

## 1. Locate Baker and Howland Islands.

- Turn to the World Activity Map.
- Give the map a title. In the box at the top of your Activity Map, write **U.S. IMPERIALISM 1857–1914**.
- Baker and Howland Islands are located just north of the Equator, at 175°W longitude. Circle the mark closest to the Equator and label it **B** for Baker.
- Circle the mark north of Baker Islands and label it **HD** for Howland.

**A**laska was the largest new territory acquired by the United States after the Civil War. The United States wanted rights to fish in Alaskan waters, so it purchased Alaska from Russia in 1867. Alaska did not become a state until 1959.

## 2. Locate Alaska.

- Outline Alaska on your Activity Map. Be sure to include the long string of Aleutian Islands. Use map E, “America’s Overseas Empire,” on page 73 of *The Nystrom Atlas of United States History* if you need help.
- Label it **A** for Alaska.

**A**lso in 1867 the United States occupied the **Midway Islands**. These islands were named for their location, approximately midway between North America and Asia. They were used as a fueling station for ships traveling between ports in the United States and Asia.

## 3. Locate the Midway Islands.

- Find the Midway Islands on map E on page 73 of the Atlas.
- The Midway Islands are near Hawaii. Circle the two small dots slightly southeast of 30°N, 180°W.
- Label the dots **M** for Midway Islands.

In 1878 the United States was granted the right to trade and to establish a fueling station in the Samoan Islands. In 1899 the islands were divided between the United States and Germany. The U.S. islands are called **American Samoa**.

4. Locate American Samoa.
  - a. Find American Samoa on map E on page 73 of the Atlas.
  - b. On your Activity Map, circle a few of the islands near 15°S, 170°W.
  - c. Label them **AS** for American Samoa.

The Spanish-American War marked the beginning of the rise of the United States as a world power. By the terms of the peace treaty, Spain turned over the **Philippines, Guam, and Puerto Rico** to the United States. **Cuba** was granted independence from Spain, but it remained under American control from 1898 to 1902.

5. Locate the Philippines, Guam, Puerto Rico, and Cuba.
  - a. Locate The Philippines, Guam and Puerto Rico on map E on page 73 of the Atlas.
  - b. The Philippines are a large group of islands southeast of the Asian mainland. On your Activity Map, circle the Philippine Islands and label them **P**.
  - c. Guam is part of the Marianas Islands, east of the Philippines. Circle Guam and label it **G**.
  - d. On your Activity Map, fold The Americas map on top of the eastern half of the World Map.
  - e. Puerto Rico is an island southeast of the United States in the Caribbean Sea. On The Americas map, circle Puerto Rico and label it **PR**.
  - f. Cuba, the largest island in the Caribbean, is just south of Florida. Circle Cuba and label it **C**.



During the Spanish-American War, the United States also occupied **Wake Island**, an uninhabited island east of the Philippines. The United States formally claimed the island in 1899.

6. Locate Wake Island.
  - a. Locate Wake Island on map E on page 73 of the Atlas.
  - b. Wake Island is northeast of Guam. On your World Activity Map, circle the island near 20°N, 165°E.
  - c. Label it **W** for Wake Island.

American businesses in **Hawaii** had wanted the United States to take over the Hawaiian Islands for years. In 1893 an American-backed revolution overthrew the government of Queen Liliuokalani. The United States annexed Hawaii in 1898.

7. Locate the Hawaiian Islands.
  - a. Locate the Hawaiian Islands on map E on page 73 of the Atlas.
  - b. Hawaii is located in the Pacific Ocean, near the Tropic of Cancer. On your World Activity Map, circle the islands.
  - c. Label them **H** for Hawaii.

The next important gain for the United States was a strip of land across the Isthmus of Panama. The United States leased the **Panama Canal Zone** from the government of Panama.

8. Panama is the country that connects North America with South America.
  - a. Locate the Panama Canal Zone on map E on page 73 of the Atlas.
  - b. Now look at The Americas Activity Map. In the legend, write  = **CANAL**.
  - c. On the map, in Central America, the Isthmus of Panama is just northwest of the continental boundary. Draw a canal symbol  across the isthmus.
  - d. Label it **PCZ** for Panama Canal Zone.

The **Panama Canal** was completed in 1914. The canal was extremely important to American shipping. It subtracted 7,800 miles from the distance ships previously had to travel between the East Coast and the West Coast of the United States.

9. Compare two routes between New York City and San Francisco.
  - a. Use the United States map on pages 112–113 of your Atlas to locate New York City and San Francisco.
  - b. On The Americas Activity Map, add a dot ● for each city and label them **NYC** and **SF**.
  - c. Before the Panama Canal was built, ships traveling between New York City and San Francisco had to travel all the way around South America. Draw a line from New York to San Francisco, going around South America. Label your line **BEFORE CANAL**.
  - d. Now draw a dashed line from New York to San Francisco, passing through the Panama Canal. Label this line **AFTER CANAL**.

# U.S. Imperialism

42d

## Pulling It Together

By 1914 the United States had several **territories** under its control.

Use your completed Activity Map, Activity Sheets 42a–42c, and map E on page 73 of the Atlas to help you find 12 U.S. territories in the word search puzzle below. They are hidden horizontally, vertically, and diagonally—spelled forward or backward. Circle their names and list them to the left of the puzzle.



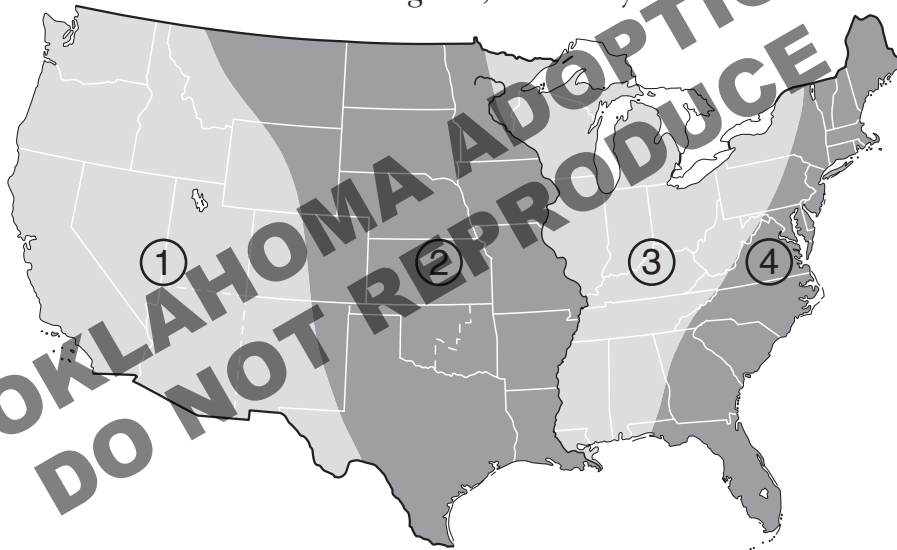
The United States was once a colony itself. It fought a revolution to gain independence from its imperial ruler. Do you think the United States was right in claiming colonies for itself? Pretend it is 1898. Write a letter to the editor of a newspaper explaining your position on the issue.

# Growth of Cities

In 1790 there were only two cities in the United States with a population of 25,000 or more. One hundred years later, there were more than 100. The number of cities was growing, and so was their population.

In 1790 all the major cities in the United States were near the Atlantic Ocean. By 1890 a number of **major cities** also were established in the Midwest.

1. Track the location of our country's major cities.
  - a. Use the map on pages 114–115 of *The Nystrom Atlas of United States History* to locate the Rocky Mountains, Mississippi River, and Appalachian Mountains.
  - b. Now use the Population Density and Major Cities maps on pages 34, 35, 55 and 75 of the Atlas to identify major cities.
  - c. On the chart below, tally the number of major cities in each of the regions, for each year listed.



LOCATION OF MAJOR CITIES

	① West of the Rocky Mountains	② East of the Rockies, West of Mississippi River	③ East of the Mississippi, West of the Appalachians	④ East of the Appalachians
1790				
1820				
1860				
1890				

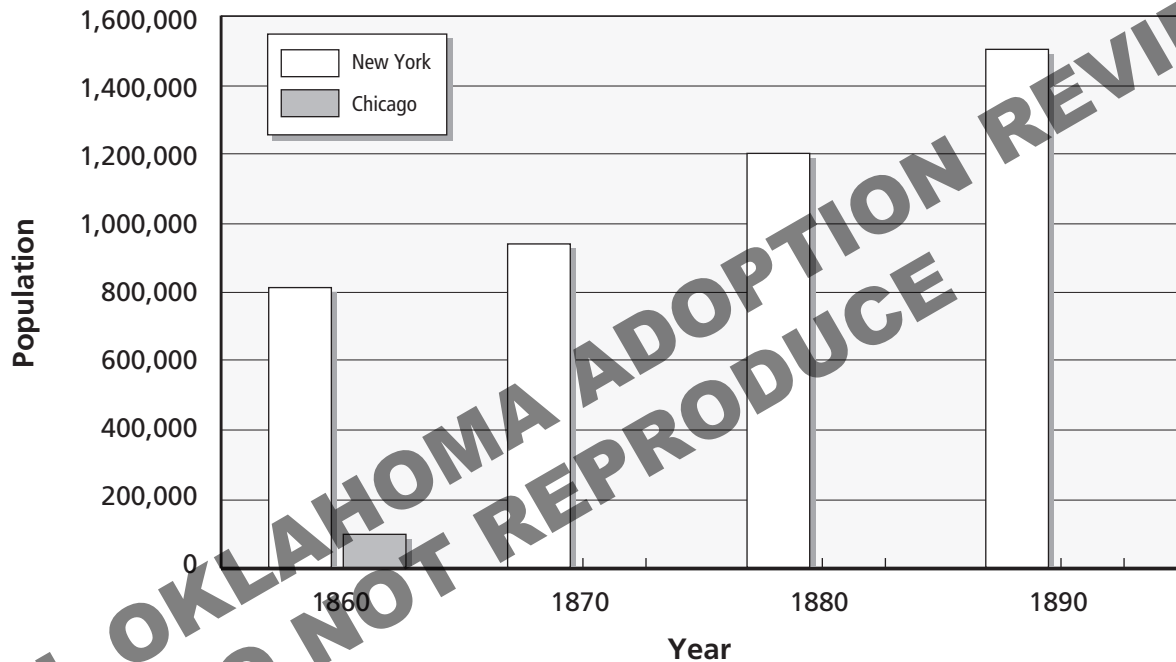


New York City has been the largest city in the United States for over 200 years. But, in the late 1800s, the fastest growing city in the country was **Chicago**. In 50 years Chicago grew from a town with a population of 4,000 to the second largest city in the United States.

2. Use the Chicago Population chart to complete the graph below. For each decade add a bar the appropriate size for Chicago. (See the example.)

Chicago Population

Year	Population
1860	100,000
1870	300,000
1880	500,000
1890	1,100,000

POPULATIONS OF  
NEW YORK CITY AND CHICAGO

In the 1890s many **immigrants**, such as Italians and Russian-Jews, arrived in the United States with very little money. They settled in the cities where they arrived. Others, like the Germans and Scandinavians, moved to farms or industrial centers farther west.

3. Show the foreign-born population in New York City and Chicago.

- a. On the graph above, divide the 1890 bars, for New York and Chicago using the following data.

	Foreign Born
New York City	650,000
Chicago	450,000

- b. Label that part of the bar **FB** for foreign-born.



Look at pages 74–75 of the Atlas. Pretend you are an immigrant living in one of America's largest cities in the early 1900s. Write a short paragraph describing who you are, where you live, and where you work.

# World War I

World War I was originally called the Great War. It involved more countries and caused more destruction than any war before it. In four years nearly 10 million soldiers died; another 21 million were wounded.

In 1914 most countries in Europe were linked by treaties and alliances. **Germany** and **Austria-Hungary** had formed an alliance in which each promised to go to war for the other if the other would go to war for it.

## 1. Locate Germany and Austria-Hungary.

- Turn to the Europe Activity Map.
- Give the map a title. In the box at the top of your Activity Map, write **WORLD WAR I 1914–1918**.
- In 1914 Germany was larger than it is today. It included Germany and the northwestern third of Poland. On map C, “The War in Europe,” on page 77 of *The Nystrom Atlas of United States History* trace the boundaries of Germany with your finger.
- On your Activity Map, draw the same boundaries.
- Then label the area **G** for Germany.
- In 1914 Austria-Hungary ruled much of Central Europe. Its empire included Austria, Hungary, the Czech Republic, Slovenia, Croatia, Bosnia, and Slovakia. On map C on page 77 of the Atlas, trace the boundaries of Austria-Hungary with your finger.
- On your Activity Map, draw the same boundaries.
- Label the area **A-H** for Austria-Hungary.

The **United Kingdom** was worried about the threat of Germany’s strong new navy. So the United Kingdom formed an alliance with **France** and **Russia**. The king of the United Kingdom and the tsar of Russia were cousins. (The kaiser of Germany was also a cousin.)

## 2. Locate the United Kingdom, France, and Russia.

- Use map C on page 77 of the Atlas to locate the United Kingdom and France.
- On your Activity Map, outline the United Kingdom and label it **UK**.
- Outline France and label it **F**.
- In 1914 Russia was larger than it is today. It included Russia, Finland, Estonia, Latvia, Belarus, and part of the Ukraine. On map on page 77 of the Atlas, trace the eastern boundaries of Russia with your finger.
- On your Activity Map, draw the same boundaries.
- Label the area **R** for Russia.

On June 28, 1914, **Franz Ferdinand**—Archduke of Austria-Hungary—was visiting Bosnia. While riding through the city of Sarajevo, the archduke and his wife were shot by a terrorist from Serbia.

3. The assassination of Franz Ferdinand was the first event of World War I.
  - a. Use the map on pages 116–117 of the Atlas to locate Bosnia (BOS.).
  - b. On your Activity Map, find Bosnia in southern Austria-Hungary. There write **FF** for Franz Ferdinand and put a slash / through his initials.

Angered by the death of its archduke, Austria-Hungary **declared war** on Serbia. Russia rushed to the aid of Serbia and declared war on Austria-Hungary. Austria-Hungary's partner Germany declared war on Russia's ally France. A few days later, Russia and France's other ally, the United Kingdom, declared war on Germany.


4. Show the two sides of the war.
  - a. To show that Germany and Austria-Hungary were part of the Central Powers, circle the letters G and A-H.
  - b. To show that the United Kingdom, France, and Russia were part of the Allies, underline the letters UK, F, and R.
  - c. In the legend, write **CENTRAL POWERS** and then circle the words, just as you circled the initials of the Central Powers countries.
  - d. In the legend, also write **ALLIES** and underline it, just as you underlined the initials of the Allied countries.

In late August 1914, the Russian army invaded northeastern Germany. German troops surrounded the Russians and defeated them at the Battle of Tannenberg. This marked the beginning of three long years of fighting along the **Eastern Front**.

5. Locate the Battle of Tannenberg and the Eastern Front.
  - a. Use map C on page 77 of your Atlas for help.
  - b. The Battle of Tannenberg took place in the northeastern Germany, near the Baltic Sea. On your Activity Map, mark the location of this battle with a battle symbol ✱.
  - c. In the legend box, write ✱ = **BATTLE**.
  - d. Also add --- = **FRONT**.
  - e. To mark the Eastern Front, find the eastern boundary of Austria-Hungary. On the map, draw a dashed line north through Russia to the Baltic Sea.


In early September 1914, the Germans were defeated by the French at the first battle of the Marne. By mid-September both sides began digging trenches. Soldiers fought, ate, and slept in these muddy holes. Because of the trenches, the **Western Front** didn't move much for 3½ years.

6. Mark the Battle of the Marne and the Western Front.

- The battle of the Marne took place in northeastern France. Mark this battle with a battle symbol .
- To mark the Western Front trench line, begin at the English Channel. Draw a dashed line along the French-Belgian and French-German boundaries, ending at Switzerland.


Germany blockaded the United Kingdom with submarines called U-boats. The Germans warned that they would attack any ship that tried to get through the blockade. In 1915, U-boats sank a passenger ship, the **Lusitania**, killing nearly 1,200 people.

7. Mark the the sinking of the *Lusitania*.

- To show the U-boat blockade, draw dots around the United Kingdom.
- To mark the area where the *Lusitania* sank, draw a ship symbol  off the southern coast of Ireland.

For years the United States remained neutral. Angered by the sinking of the *Lusitania* and several U.S. cargo ships, the United States declared war on Germany on April 6, 1917. Two months later the first **U.S. troops** arrived in France.

8. Show the arrival of U.S. troops in Europe.

- Draw an arrow from the western edge of the map to France.
- Above your arrow, write **U.S.**
- U.S. troops won their first major battle at Cantigny. On map C on page 77 of the Atlas, locate Cantigny.
- On your Activity Map, mark this battle with a battle symbol .

By November of 1918, Austria-Hungary had been defeated by the Allies and signed an armistice on the 3rd. Just a week later, with help from U.S. troops, the Allies defeated Germany.

9. The Great War ended on the 11th hour of the 11th day of the 11th month of 1918. Mark the end of the war by putting a slash / through the G in Germany.



# World War I

## Pulling It Together

Complete the following timeline for World War I.  
Beside each year, list events marked on your Activity Map,  
as well as battles shown map C on page 77 of the Atlas.

WORLD WAR I TIMELINE	
1914	Austria-Hungary's Archduke Franz Ferdinand is assassinated.
1915	
1916	
1917	
1918	



In USHistoryAtlas.com, under Primary Sources, read the excerpt from *Fighting the Flying Circus* by Eddie Rickenbacker. On a sheet of paper, make a T-chart. Write a ? above one column and an ! above the other.

While reading, write questions you have about Rickenbacker's and Roosevelt's experiences in the ? column. Write what you found interesting or surprising in the ! column.





# Limiting Child Labor

In the late 1800s many children your age worked 12 hours a day, six days a week, under terrible conditions. In 1916, an 8-hour work day was set for children nation-wide, but it was declared unconstitutional two years later.

In the early 1900s, children worked in factories, mines, and clothing mills to help their families buy food and pay rent. Working conditions were poor, and children often became sick or injured while on the job.

1. On page 81 of the *The Nystrom Atlas of United States History*, study photo E.
  - a. In the box below, describe what you see in the photo.

- b. What is the girl doing?

- c. Where do you think the girl works?

Although the first national child labor law was struck down in 1918, states continued to limit the maximum hours of daily work per child.

For example, Maine reduced the number of hours children could work per day from 10 in 1890 to 8 in 1930.

2. Use map D, “Limiting Child Labor,” on page 81 of the Atlas to complete the chart on Activity Sheet 45b.
  - a. Use the 1890 map to complete the second column of the chart. For each state, write **NL** for *no limit* or the maximum hours of daily work per child, by law.
  - b. Use the 1930 map to complete the third column of the chart. For each state, write **NL** for *no limit* or the maximum hours of daily work per child, by law.

**Pulling It Together**

45b

**Child Labor Limits**

REGION/STATE	1890	1930
<b>Pacific</b>		
Washington		
Oregon		
California		
<b>Rocky Mountain</b>		
Idaho		
Montana		
Wyoming		
Nevada		
Utah		
Colorado		
<b>Southwest</b>		
Arizona		
New Mexico		
Texas		
Oklahoma		
<b>Midwest</b>		
North Dakota		
South Dakota		
Nebraska		
Kansas		
Minnesota		
Iowa		
Missouri		
Wisconsin		
Illinois		
Indiana		
Michigan		
Ohio		

**Child Labor Limits**

REGION/STATE	1890	1930
<b>Southeast</b>		
Arkansas		
Louisiana		
Kentucky		
Tennessee		
Mississippi		
Alabama		
Georgia		
Florida		
South Carolina		
North Carolina		
Virginia		
West Virginia		
Maryland		
Delaware		
<b>Northeast</b>		
Pennsylvania		
New Jersey		
New York		
Connecticut		
Rhode Island		
Massachusetts		
Vermont		
New Hampshire		
Maine		

In 1904 the National Child Labor Committee began an aggressive campaign toward child labor reform. By 1933, child labor was prohibited in all states.

3. Study the chart above. Then follow the directions below.
  - a. Circle the states that maintained the same number of maximum hours of daily work in 1890 and 1930.
  - b. Put a star ★ in front of the region of the country that set the trend for shorter work days for children.



Read the quote on page 81 of the Atlas. Then look at photo E on page 81 of the Atlas and read the caption. Pretend you are a child laborer. Write a journal entry describing your day at work.

# Reviewing Era 7

In the last six lessons you've learned about the Spanish-American War, U.S. imperialism, growing cities, World War I, and child labor. How much do you remember?

Circle the letter of the correct answer.

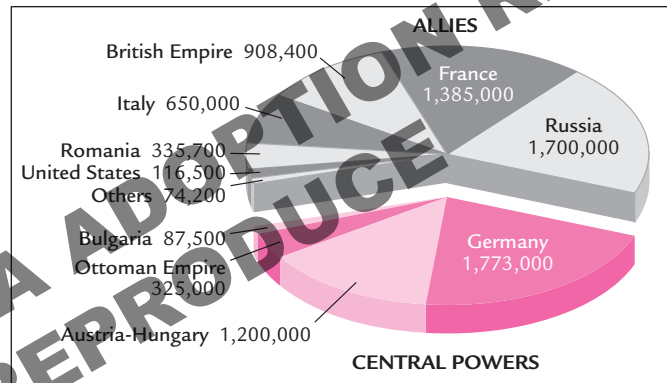
- Which U.S. ship was destroyed right before the start of the Spanish-American War?
  - U.S.S. Arizona
  - Lusitania
  - H.M.S. Pinafore
  - U.S.S. Maine
- Where was the Spanish-American War fought?
  - Spain
  - the Philippines and Cuba
  - Mexico
  - Puerto Rico and Florida
- Where were most U.S. territories located during the late 1800s and early 1900s?
  - the Indian Ocean and Philippine Sea
  - the Pacific Ocean and Caribbean Sea
  - the Atlantic Ocean and Caribbean Sea
  - the Arctic Ocean and Southern Ocean
- Control of which territory shortened the distance ships traveled from the East Coast to the West Coast of the United States?
  - Cuba
  - Midway Island
  - Panama Canal Zone
  - Hawaii
- Look at the map. In what year was the Grand Canyon established as a national park?
  - 1872
  - 1919
  - 1928
  - 1930





6. Between 1872 and 1930, there were no national parks in
  - a. North Dakota.
  - b. South Dakota.
  - c. New York.
  - d. Oklahoma.
7. Between 1869 and 1890, the populations of New York and Chicago
  - a. increased.
  - b. decreased.
  - c. rose and fell.
  - d. stayed the same.
8. Why did the United States enter World War I?
  - a. Terrorists assassinated the Archduke of Austria-Hungary.
  - b. The king of the United Kingdom and the tsar of Russia were cousins.
  - c. Germany declared war on the United States.
  - d. Germany sank the *Lusitania*.

9. Look at the graph. Which country had the greatest number of military deaths during World War I?
  - a. United States
  - b. Russia
  - c. Germany
  - d. Bulgaria



10. Which statement is false?
  - a. More Allied soldiers than Central Power soldiers died in World War I.
  - b. Over a million troops from France and Russia died during World War I.
  - c. Bulgaria had the greatest number of World War I military deaths.
  - d. About 650,000 Italian troops died during World War I.
11. Child laborers
  - a. worked in safe conditions.
  - b. worked because it was fun.
  - c. were cheaper to hire than adults.
  - d. also went to school.

12. By 1930, most states set the maximum hours of work per day for children at
  - a. 8 hours.
  - b. no limit.
  - c. 11–12 hours.
  - d. 40 hours.



Era 7 covers United States history from 1890 to 1930. Create a poster for that time period. Write words and draw or download images that represent the three most important events from the era.



# The Great Depression and World War II

1929–1945

## ATLAS AND ACTIVITY MAP LESSONS

Lesson Number	Lesson Title	Page
46	<i>Introducing Era 8</i>	183
47	<i>The New Deal</i>	185
48	<i>Migration</i>	189
49	<i>Pearl Harbor</i>	193
50	<i>War in Europe</i>	195
51	<i>World War II</i>	199
	<i>Reviewing Era 8</i>	203

## Cross-Curricular Activities



### History • *Play a Game*

Have teams of students generate a list of 25 questions about the era. Then play a version of Trivial Pursuit with the questions.



### Science • *Grow Plants*

Have students read about Victory Gardens. Then have them plan and plant one of their own on a window sill or outside the school building.



### History • *Interview a Senior*

Invite senior citizens to visit your class and share their memories of the Great Depression or World War II.



### Geography • *Search for New Deal Projects*

Have students look around their community for examples of WPA, PWA, FDIC, and CCC projects. Encourage them to check the dates on cornerstones of older public buildings and read dedication plaques.

## Literature Links

Your students might enjoy these books and others about Era 8. Use picture books (p) to introduce a topic or as a model for student writing assignments.

### Dust Bowl and Great Depression

*Out of the Dust*  
by Karen Hesse  
*Treasures in the Dust*  
by Tracey Porter  
*Children of the Dust Bowl*  
by Jerry Stanley  
*Grapes of Wrath*  
by John Steinbeck

### World War II

*Pearl Harbor Child*  
by Dorinda Nicholson  
*Lily's Crossing*  
by Patricia Reilly Giff  
*My Wartime Summers*  
by Jane Cutler  
*Nim and the War Effort* (p)  
by Milly Lee  
*The Journey* (p)  
by Sheila Hamanaka  
*Timothy of the Cay*  
by Theodore Taylor

### Number the Stars

by Lois Lowry  
*The Diary of a Young Girl*  
by Anne Frank  
*War Boy* (p)  
by Michael Foreman  
*The Little Ships* (p)  
by Louise Bordon

### Everyday Life

*Roll of Thunder, Hear My Cry*  
by Mildred D. Taylor

### *A Long Way from Chicago* by Richard Peck

*Bud, Not Buddy*  
by Christopher Paul Curtis  
*Uncle Jed's Barbershop* (p)  
by Margaree King Mitchell  
*To Kill a Mockingbird*  
by Harper Lee  
*Home to Medicine Mountain* (p)  
by Chiori Santiago  
*Rushmore* (p)  
by Lynn Curlee



# Introducing Era 8

LESSON 46

## Objectives

Students will be able to:

- ★ Complete a table of contents for the era.
- ★ Classify timeline events by using a graphic organizer.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 46a–46b, *Introducing Era 8*

## Here's a Tip!

- Before distributing activity sheets, review the timeline with the class.
- Walk students through each spread in the era, pointing out a key idea or an interesting map, graph, or photo on each page.
- Complete the graphic organizer as a class on an overhead projector or a chalkboard, in small groups, or individually.
- Encourage students to shorten the description of timeline events or describe events in their own words in the graphic organizer.
- If students are unsure if an event caused an economic or military crisis, have them look for the answer in the Atlas.

## Answers

1. *Answers will vary.*
- 2.

NATIONAL AND INTERNATIONAL CRISES	
Economic	Military
<ul style="list-style-type: none"> <li>★ <i>stock market crashes</i></li> <li>★ <i>Great Depression</i></li> <li>★ <i>Dust Bowl</i></li> </ul>	<ul style="list-style-type: none"> <li>★ <i>Japan seizes Manchuria</i></li> <li>★ <i>Italy invades Ethiopia</i></li> <li>★ <i>Axis formed</i></li> <li>★ <i>Germany invades Poland</i></li> <li>★ <i>World War II rages</i></li> <li>★ <i>Pearl Harbor attacked</i></li> <li>★ <i>D-Day invasion</i></li> <li>★ <i>atomic bombs dropped</i></li> </ul>

# The New Deal

LESSON 47

## Objectives

Students will be able to:

- ★ Identify several problems of the Great Depression.
- ★ Identify the New Deal programs that tried to solve the problems of the Great Depression.
- ★ Match New Deal programs with their projects.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 47a–47d, *The New Deal*
- ❑ Activity Maps
- ❑ Map Markers

## Notes

Help students understand more about the New Deal:

- Between March 9 and June 16 of 1933, Congress passed a series of laws aimed at providing relief and speeding economic recovery.
- Banks were closed for a banking holiday on March 6, 1933. Only half were allowed to reopen. However, these banks held 90 percent of the country's bank deposits.
- The New Deal wasn't popular with everyone. It did not bring the country out of economic depression and it nearly doubled the federal debt. But its programs did relieve some of the economic distress the country was feeling.

## Answers

Chart:

NEW DEAL PROGRAMS	
FDIC	a. <i>Federal Deposit Insurance Corporation</i>
	b. <i>insured bank deposits</i>
CCC	a. <i>Civilian Conservation Corps</i>
	b. <i>employed young men on relief; fought forest fires OR built campgrounds, cabins and trails in national and state parks</i>
PWA	a. <i>Public Works Administration</i>
	b. <i>built highways OR built public buildings</i>
WPA	a. <i>Works Progress Administration</i>
	b. <i>built roads, airports and parks; hired artists to paint murals; hired writers to record personal life stories and guidebooks OR provided hot lunches to schools</i>
TVA	a. <i>Tennessee Valley Authority</i>
	b. <i>built dams in Tennessee Valley area</i>

- ★ *Answers will vary. Students may mention any of the five programs. The FDIC might be mentioned because it insured the money that Americans already had. The CCC, PWA, and WPA might be mentioned because they created jobs for many Americans.*

# Migration

LESSON 48

## Objectives

Students will be able to:

- ★ Draw the migration routes of Southern blacks and Dust Bowl victims.
- ★ Compare and contrast the two migrations.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 48a–48d, *Migration*
- ❑ Activity Maps
- ❑ Map Markers

## Notes

Help students understand more about the Southern black and Dust Bowl migrations:

- In the 1900s, Southern blacks tended to migrate north roughly following meridians of longitude.
- As more blacks moved to northern cities, black ghettos grew there. Racial discrimination in the North also increased.
- The drought during the 1930s came during the Great Depression, when many small farms were already threatened with foreclosure.
- In California Dust Bowl migrants also faced discrimination.

## Answers

BLACK MIGRATION		DUST BOWL MIGRATION
1915–1930	When did the migration take place?	1930s
crop failure poverty discrimination	Why did people migrate?	dust storms crop failure poverty
south	Where did they migrate from?	Great Plains
northern cities California	Where did they migrate to?	nearby cities California
factory jobs	What types of work did they find?	factory jobs migrant farm work

☆ Letters will vary. Students may mention factory jobs, jazz music, African-American newspapers and artists, or forms of discrimination.

# Pearl Harbor

LESSON 49

## Objectives

Students will be able to:

- ★ Map attack sites on Oahu.
- ★ Complete a map by using symbols.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 49a–49b, *Pearl Harbor*

## Here's a Tip!

- Before completing Activity Sheets 49a–49b, have students read page 86 of the Atlas for background information on Pearl Harbor.
- Assign students in each group family member roles for the starred activity.

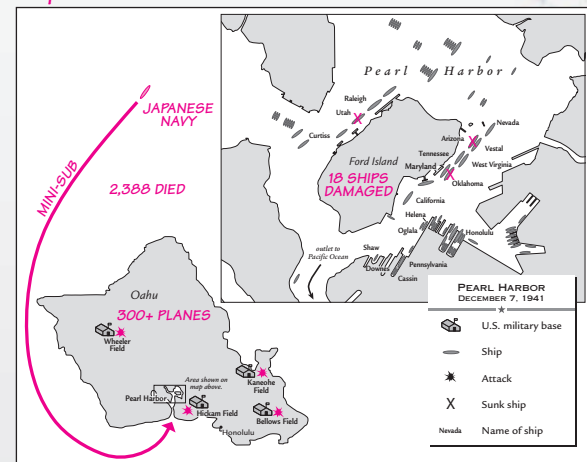
## Notes

Help students understand more about Pearl Harbor:

- Before Pearl Harbor, the United States stayed out of the war but provided aid to countries fighting the Axis Powers.
- Of the more than 350 Japanese planes involved in the attack, only 29 were lost.
- About 1.5 million people visit the submerged *U.S.S. Arizona* each year, where more than 1,000 men are entombed.

## Answers

Map:



☆ Role plays will vary.

# War in Europe

LESSON 50

## Objectives

Students will be able to:

- ★ Map major events in the European Theatre during World War II.
- ★ Identify and write supporting details for main ideas.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 50a–50d, *War in Europe*
- ❑ Activity Maps
- ❑ Map Markers

## Notes

Help students understand more about the war in Europe:

- During the battle of Stalingrad, German troops weren't prepared for the Soviet Union's bitterly cold winters. Many troops froze to death and their equipment broke down.
- German leader Adolf Hitler ordered the imprisonment and murder of millions of Jews. By the end of the war, more than two-thirds of Jews in Europe were killed.
- After the capture of Berlin, Hitler ordered his troops to continue fighting. He committed suicide five days later.
- The victory in Europe did not end World War II. Japan surrendered four months later.

## Answers

WAR IN EUROPE		
Soviets Advance West	Allies Overtake Italy	Allies Invade Normandy
1. <i>Answers will vary but may include Stalingrad, Kursk, and Leningrad.</i>	1. <i>Answers will vary but may include Sicily, Salerno, and Anzio.</i>	1. <i>Answers will vary.</i>
2.	2.	2.
3.	3.	3.

☆ *Student responses will vary.*

# World War II

LESSON 51

## Objectives

Students will be able to:

- ★ Use information from maps, graphs, and photos to complete a flap book.
- ★ Complete a timeline.
- ★ Map World War II battles.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 51a–51d, *World War II*
- ❑ scissors
- ❑ stapler
- ❑ colored pencils (optional)

## Here's a Tip!

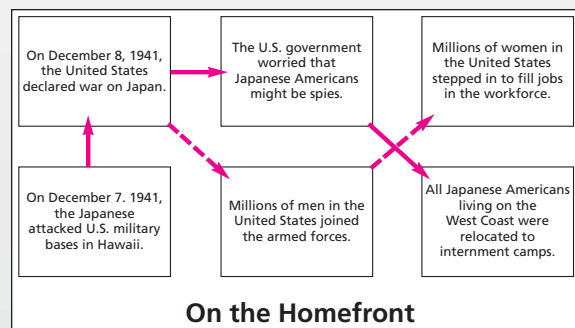
- Duplicate Activity Sheets 51b, 51c, and 51d each on a different colored paper. The colors will make it easier for students to assemble their flap books. The colors will also make the books more visually interesting.
- Assemble a sample flap book as a reference for the class.
- You may want to have students work with a partner or in small groups to find answers in the Atlas.

## Answers

Flapbook:

ALLIES	NEUTRAL	AXIS POWERS
United Kingdom		Germany
France	occupied	Italy
	United States	
	Japan	
		Soviet Union

## Taking Sides



## On the Homefront

# World War II (continued)

LESSON 51

## Notes

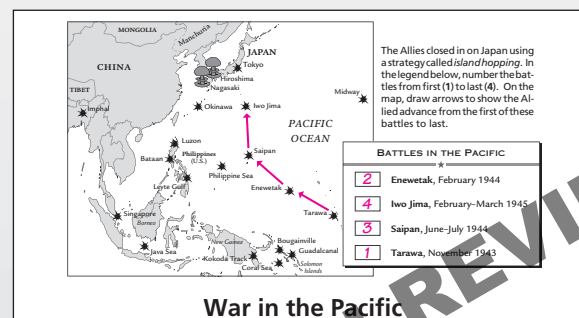
Help students understand more about World War II:

- The Germans introduced a new type of warfare, the blitzkrieg (lightning war). This strategy usually involved swift attacks by combined forces of tanks, motorized infantry, and aircraft.
- In the Pacific, the Allies used a strategy of island-hopping. Each island they captured was used as a base to launch their next attack.

## Answers

	1939	1940	1941	1942	1943	1944	1945	
Victor, 1939–1942	▲	▲	▲	▲	▲	▲	▲	Victor, 1943–1945
Allies	0	0	2	2	4	4	1	Allies
Axis Powers	1	2	2	0	1	1	0	Axis Powers

### War in Europe



### War in the Pacific

War Timeline: Events or battles will vary.

☆ Students should add additional pages to their flapbooks from [USHistoryAtlas.com](http://USHistoryAtlas.com) and other sources.

## Reviewing Era 8

### Objectives

Students will be able to:

- ★ Review the era.
- ★ Demonstrate the ability to meet era objectives.
- ★ Demonstrate the ability to read maps and graphs.

### Materials

- Activity Sheets a–b, *Reviewing Era 8*

### Here's a Tip!

- Have students review their completed activity sheets for Era 8 before completing the Era 8 review.
- Suggest that students review pages 82–91 of the Atlas and write any questions they have.
- Have students work in small groups on their posters. Stress that the groups must reach a consensus on the three most important events of the era before placing items on their posters.
- Have students present their posters to the class, explaining why they chose the events they did.
- Once the posters are completed, have the class tabulate students' choices for top events of the era.

## ASSESSMENT

### Answers

- |      |      |       |
|------|------|-------|
| 1. a | 5. c | 9. d  |
| 2. c | 6. a | 10. a |
| 3. d | 7. b | 11. b |
| 4. a | 8. c | 12. c |

☆ Posters will vary. Students should identify what they feel are the three most important events of the era.



# Introducing Era 8

More than a decade of economic depression changed the way people looked at food, homes, jobs, and the federal government. The depression was followed by years of war that gave new meaning to the terms freedom, sacrifice, and patriotic duty.

1. Look at pages 82–91 of *The Nystrom Atlas of United States History* and make your own personal table of contents for this era. Write notes or draw pictures to help you remember what's on the pages.

## Era 8: The Great Depression and World War II Time Period

*Prosperity Ends,  
Immigration Slows*

Pages 82–83

*Onset of World War II*

Pages 84–85

*America Enters the War*

Pages 86–87

*Fighting the War  
in Europe*

Pages 88–89

*Ending the War  
in the Pacific*

Pages 90–91



**E**ra 8 is about the **Great Depression** and **World War II**. Both were times of crisis: one economic, the other military. Each had profound effects on the country.

2. Use the events from the Era 8 timeline on pages 82–83 of the Atlas to complete the chart below.

- Think about the events on the timeline. Some caused economic distress, while others caused military distress.
- Write one event next to each of the stars below. (See the example.) You will not use every event from the timeline in the chart.

NATIONAL AND INTERNATIONAL CRISES	
Economic	Military
★	★ Japan seizes Manchuria
★	★
★	★
	★
	★
	★
	★
	★
	★



# The New Deal

The United States has gone through several economic depressions. However, the most devastating was the Great Depression. When President Franklin D. Roosevelt took office in 1933, he promised the American people a New Deal to help the country recover from this crisis. His programs did not end the depression, but they did relieve some of the hardship.

One of President Roosevelt's first goals was to end the **banking crisis**. Several banks had failed. Depositors at other banks were afraid that their banks would close too. So they withdrew all their money—causing their own banks to fail.

On March 6, 1933, the government closed all banks. A few days later only banks that were in good financial condition were allowed to reopen. These reopenings helped restore public faith in banks.

Later that year Roosevelt set up the **Federal Deposit Insurance Corporation (FDIC)**. In 1933 the FDIC guaranteed people up to \$2,500 on their deposit if the bank failed. The FDIC still operates today.



1. Identify states with banking problems and note the establishment of the FDIC program.
  - a. Turn to the United States Activity Map.
  - b. Give the map a title. In the box at the top of your Activity Map, write **THE NEW DEAL 1933–1939**.
  - c. Use map B, "The Great Depression," on page 82 of *The Nystrom Atlas of United States History* to identify states in which over 15 percent of banks suspended operations in 1933. That means that about one out of every six banks in the state did not reopen.
  - d. On your Activity Map, mark each of these states with a bank symbol .
  - e. In the legend, write  = **OVER 15% BANKS CLOSED**.
  - f. The FDIC helped reduce hardships caused by bank closings. Banks in every state used the FDIC. On your map, outline the 48 states. (Alaska and Hawaii were not yet states.)
  - g. Then, in the Atlantic Ocean, write **FDIC IN ALL STATES** and draw an arrow to the eastern United States.

When Roosevelt became President, one out of every four workers was on unemployment **relief**.

One of the earliest programs to help these people was the **Civilian Conservation Corps (CCC)**. This program offered jobs to young unmarried men whose families were on relief.

The CCC planted 3 billion trees, fought forest fires, and constructed trails, cabins, and campgrounds in national and state forests and parks. Many CCC projects are still in use today.

**2. Identify relief problems and the CCC program.**



- Use map B on page 82 of the Atlas to identify states in which over 15 percent of the population was on relief in 1933.
- On your Activity Map, mark each of these states with a stick figure .
- In the legend, write  = **OVER 15% ON RELIEF**.
- The CCC worked on projects in many states and in many national parks. One of those national parks was the Grand Canyon. Use map C, "National Parks," on page 80 of the Atlas to locate the Grand Canyon.
- On your Activity Map, label the Grand Canyon with **CCC PROJECT**.

In 1933 more than 12 million people were unemployed.

The **Public Works Administration (PWA)** helped reduce **unemployment** by creating jobs to build highways and public buildings.

From 1933 to 1939 the PWA built 70 percent of the nation's new school buildings, 65 percent of all new courthouses, and 10 percent of all new roads, bridges, and subways. Many PWA projects are still in use today.

**3. Identify unemployment and the PWA program.**

- Use map B on page 82 of the Atlas to identify states in which over 25 percent of the labor force was unemployed.
- On your Activity Map, mark each of these states with a .
- In the legend, write:  = **OVER 25% UNEMPLOYED**.
- The PWA worked on projects in many states. One of those projects was the improvement of the Pennsylvania Railroad. On your Activity Map, label Pennsylvania with **PWA PROJECT**.

In 1935 a second program was launched to relieve unemployment. The **Works Progress Administration (WPA)** put 8.5 million people to work.

The WPA built roads, airports, and parks. This program also put artists to work painting murals in public buildings. It hired writers to record personal life stories of everyday people and write guidebooks. In addition, the WPA served hot lunches in 10,000 schools. The school lunch program and some WPA murals and buildings are still in use today.





4. Like the PWA, the WPA reduced unemployment.

- a. WPA writers interviewed people from around the country and wrote down their stories. In Montana these writers interviewed miners. Use map B on page 82 of the Atlas to locate Montana.
- b. On your Activity Map, write **WPA PROJECT** in Montana.
- c. The WPA school lunch program served meals in schools across the country. So write **WPA PROJECT** on your state too.

**F**looding was a big problem for people living in the Tennessee Valley area. Soil eroded and homes washed away.

The **Tennessee Valley Authority (TVA)** was set up to try to control flood waters. The TVA built a series of dams. In addition to controlling the water, these dams generated low-cost electricity for people in the area. The TVA is still in operation today.

5. Identify the TVA region.

- a. Flooding was a persistent problem in the Tennessee Valley. Mark Kentucky, Tennessee, and Alabama with a flooding symbol .
- b. In the legend, write  = **FLOODING**.
- c. Dams were built along the Tennessee River to prevent these floods. On the map, on the Tennessee River, just north of the Alabama border in both western and eastern Tennessee, draw a dam symbol .
- d. In the legend, write  = **DAM**.
- e. The TVA built the dams in the Tennessee Valley. Write **TVA PROJECT** near one of the dams you drew.

# The New Deal

47d

## Pulling It Together

Complete the chart of New Deal programs.

- Use the information on your completed Activity Map, Activity Sheets 47a–47c, and page 82 of the Atlas to help you complete the chart.
- Write the complete name of each program in box a. Then write one of the tasks the program carried out in box b.

NEW DEAL PROGRAMS	
FDIC	<div>a.</div> <div>b.</div>
CCC	<div>a.</div> <div>b.</div>
PWA	<div>a.</div> <div>b.</div>
WPA	<div>a.</div> <div>b.</div>
TVA	<div>a.</div> <div>b.</div>



Read pages 82–83 of the Atlas. Then decide which of the five New Deal programs from Activity Sheets 47a–47c was the most helpful to Americans during the Great Depression. Explain why.







# Migration

The movement of large numbers of people within a country is called *internal migration*. Most migration in the United States has been westward. But there have been other migration patterns as well.

**C**otton was a very profitable crop. In the early 1900s, many farmers across the South relied entirely on cotton for their income, planting all their fields with this crop.

## 1. Identify cotton-producing states.

- Turn to the United States Activity Map.
- Give the map a title. In the box at the top of your Activity Map, write **MIGRATION 1915–1940**.
- In the early 1900s, the states below were all major cotton producers. Use the map on pages 112–113 of *The Nystrom Atlas of United States History* to locate them. On your Activity Map, mark each with a farm symbol .
  - Texas
  - Oklahoma
  - Arkansas
  - Louisiana
  - Tennessee
  - Mississippi
  - Alabama
  - Georgia
  - South Carolina
  - North Carolina
- Write **C** for cotton in each farm symbol.
- In the legend, write  = **COTTON PRODUCER**.

In the early 1900s, hundreds of thousands of bales of cotton were destroyed by the **boll weevil**. The boll weevil is a type of beetle. It lays its eggs in cotton plants.

## 2. Identify states affected by the boll weevil.



- The boll weevil destroyed cotton across the South. On your Activity Map, outline the 10 cotton-producing states.
- In the Atlantic Ocean, between 30°N and 35°N, write **BOLL WEEVIL**. Then draw an arrow from the label to the cotton-producing states.

**M**any **African Americans** were tenant farmers; they rented land on other people's farms. When the boll weevil destroyed cotton crops across the South, tenant farmers were hurt the most. They couldn't pay their rent. Many decided to leave the South, hoping to escape poverty and discrimination.



## 3. Locate states that showed a decrease in African American population.

- Use map B, "The Great Migration," on page 78 of your Atlas to identify states that lost 2,000 or more African Americans between 1915 and 1930.
- On your Activity Map, find these same states and mark each with a minus sign —.



For many years, factories depended on new waves of immigrants for cheap labor. During World War I, labor was in short supply. Factories needed laborers to produce goods for the war. So **Southern blacks** moved to large industrial cities in the North. Many found higher paying jobs, but they also found discrimination.

4. Identify cities where Southern blacks migrated.
  - a. Use map B on page 78 and graph C, “Black Migration,” on page 79 of the Atlas to locate cities which were major migration destinations.
  - b. On your Activity Map, mark each of these cities with a factory symbol . (Use the map on pages 112–113 of the Atlas for help locating these cities.)
  - c. In the legend, add  = **FACTORY**.
  - d. Now draw arrows from states with a minus sign — to nearby cities with factory symbols.
  - e. Label one of the arrows **BLACK MIGRATION**.

Like cotton, **wheat** was also a profitable crop. Farmers across the Great Plains plowed up grassland and planted wheat.

5. Identify wheat-producing states.
  - a. In the 1930s, the states below were all major wheat producers. Use the map on pages 112–113 of the atlas to locate them. On your Activity Map, mark each with a farm symbol .
    - North Dakota • Nebraska • Oklahoma
    - South Dakota • Kansas
  - b. Write **W** for wheat in each farm symbol.
  - c. In the legend, add  = **WHEAT PRODUCER**.


Starting in 1930, the Great Plains suffered several years of drought. The lack of rain caused large crop failures. Wind blew away the dry topsoil from millions of acres of farmland. So much dry soil was in the air that the central part of the Great Plains came to be known as the **Dust Bowl**.

6. Locate the Dust Bowl region.
  - a. Use map A, “Dust Bowl,” on page 82 of the Atlas to locate areas with a moderate or severe loss of topsoil.
  - b. On your Activity Map, outline that same area with a dotted line.
  - c. Write **DUST BOWL** west of the area with topsoil loss. Then draw an arrow from your label to the Dust Bowl area.
  - d. Strong winds created black blizzards that blocked out the sun and buried farm buildings and animals. In the Dust Bowl, draw three black blizzard symbols .
  - e. In the legend, add  = **BLACK BLIZZARD**.


After years of drought, more and more farmers in the Dust Bowl went broke. Many lost their farms and left the area. Roughly 500,000 people, most of them farmers, migrated from the Central States.

7. Identify Dust Bowl states that lost population.
  - a. Use map A on page 82 of the Atlas to identify states that lost population between 1930 and 1940.
  - b. On your Activity Map, mark each of these states with a minus sign —.

Some Dust Bowl farmers headed to nearby cities to look for work. Some found work there in factories.

8. Identify cities that gained migrants from the Dust Bowl.
  - a. Use map A on page 82 of the Atlas to identify cities near the Dust Bowl that attracted migrants.
  - b. On your Activity Map, mark six nearby cities with a factory symbol .
  - c. Now draw arrows with dotted lines from Dust Bowl states with a minus sign — to nearby cities.

Other Dust Bowl farmers headed to California, attracted by rumors of plenty of work. These Dust Bowl migrants often were called **Okies** because many of them came from Oklahoma. In California, the migrants found little work, poor working and living conditions, and discrimination.

9. Show two of the migration routes of the Dust Bowl farmers.
  - a. Along 35°N latitude, draw a dotted line from the Dust Bowl to California's eastern boundary.
  - b. Label the line **DUST BOWL MIGRATION**.
  - c. In California some people headed for the farms of the San Joaquin Valley to find work as migrant laborers. Draw a dotted arrow from California's eastern boundary to the San Joaquin Valley.
  - d. Label the arrow **DBM** for Dust Bowl Migration.
  - e. Then draw a farm symbol  in the valley.
  - f. Other Dust Bowl migrants looked for factory work in the Los Angeles area. Use map A on page 82 of the Atlas to locate Los Angeles. Draw a dotted arrow from California's eastern boundary to Los Angeles.
  - g. Label the arrow **DBM**.

# Migration

48d

## Pulling It Together

Compare and contrast the black and Dust Bowl migrations. Use your completed Activity Map, Activity Sheets 48a–48c, and the information on pages 78 and 82 of the Atlas to complete the chart.

### BLACK MIGRATION

### DUST BOWL MIGRATION

When did the migration take place?

Why did people migrate?

Where did they migrate from?

Where did they migrate to?

What types of work did they find?



In USHistoryAtlas.com, under Primary Sources, read Letters to the *Chicago Defender*. Select one letter and write a response. In your letter, explain how blacks in the North live and work. If possible, answer any questions in the initial letter. Remember to date your letter 1917.




# Pearl Harbor

In 1940 the United States cut off exports to Japan, protesting Japanese expansion in Asia. Japan responded in 1941 by launching a surprise attack on U.S. military facilities at Pearl Harbor in Hawaii.

**O**n November 25, 1941, Japanese ships set off for the Hawaiian island of **Oahu**.



On the morning of December 7, a Japanese naval task force arrived about 200 miles north of Oahu undetected.

1. On the map of Pearl Harbor on Activity Sheet 49b, mark the position of Japanese ships.
  - a. Move your finger from the northern coast of Oahu to the top of the map.
  - b. Draw a ship symbol  where your finger stopped.
  - c. Label the ship **JAPANESE NAVY**.

**A**t 6:00 A.M. a Japanese mini-submarine entered Pearl Harbor, an inner harbor on Oahu, confirming that American naval vessels were stationed there.

2. Show a Japanese mini-submarine enter Pearl Harbor.
  - a. Find Pearl Harbor on the map and underline its label.
  - b. Draw an arrow, around the western coast of Oahu, from **JAPANESE NAVY** to the Pearl Harbor entrance.
  - c. Label the arrow **MINI-SUB**.

**J**apanese war planes arrived over Oahu at about 8:00 A.M. and bombed American airplanes parked wingtip-to-wingtip at several U.S. military bases.

3. Mark the attacked bases on the map.
  - a. On Activity Sheet 49b, on the map of Oahu, find Wheeler Field in western Oahu. Draw an attack symbol  above it.
  - b. Also find Kaneohe Field, Hickam Field, and Bellows Field. Draw attack symbols  on each of them.

**J**apanese military torpedoed American ships anchored in Pearl Harbor. Eighteen ships were damaged, but only three were completely destroyed—the *Arizona*, *Utah*, and *Oklahoma*.

4. Identify the ships that were destroyed in Pearl Harbor.
  - a. On Activity Sheet 49b, on the map of Pearl Harbor, find the ship labeled *Arizona*. Draw an **X** on the ship.
  - b. Also find the ships labeled *Utah* and *Oklahoma*. Draw an **X** on each of these ships.
  - c. Other ships were sunk or damaged, but were later repaired. Below the label for Ford Island, write **18 SHIPS DAMAGED**.



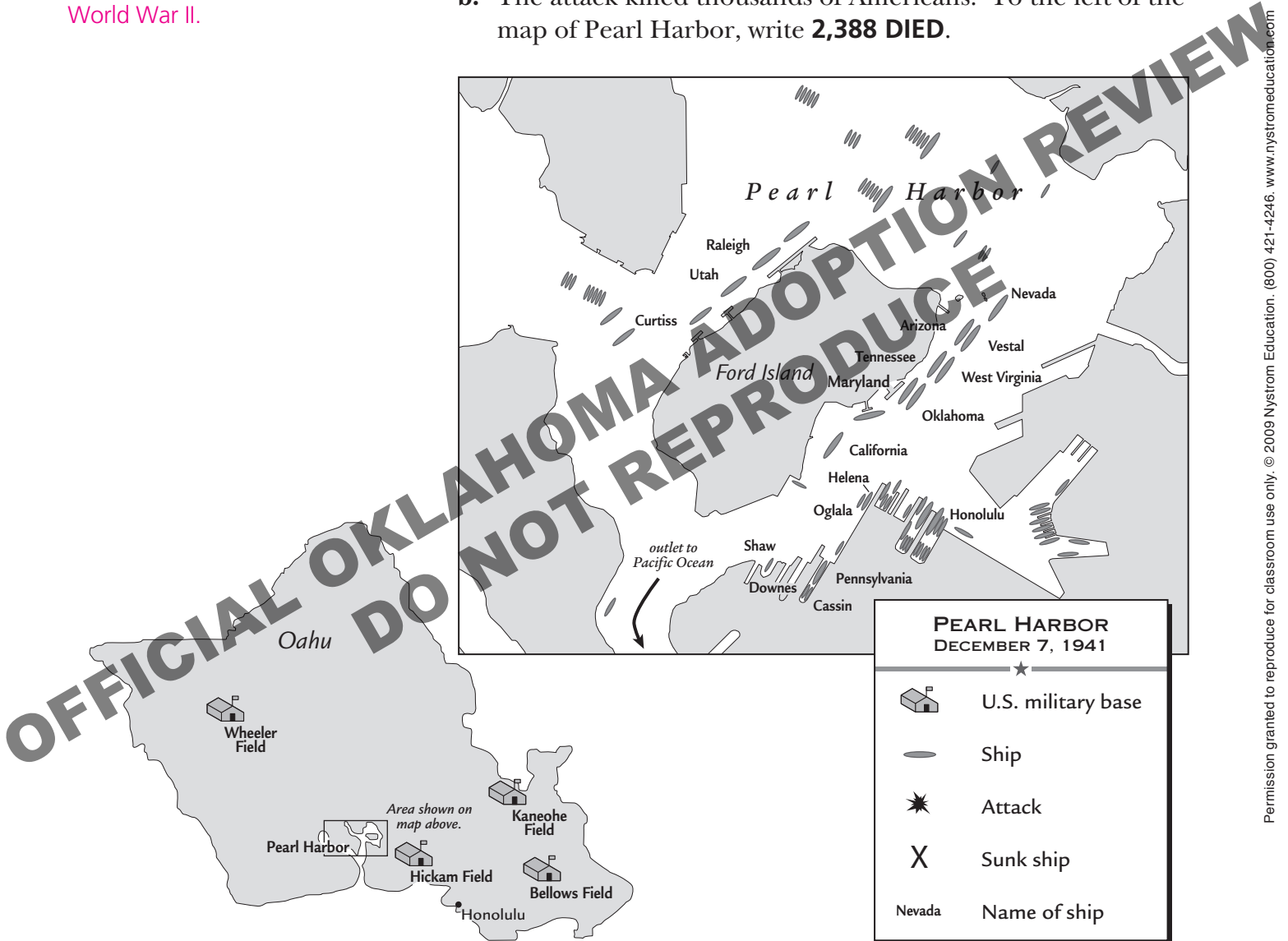
# Pearl Harbor

49b

## Pulling It Together

**E**nraged by the attack that damaged most of the U.S. Pacific fleet, the United States declared war on Japan the next day and entered World War II.

5. Show the number of casualties and destroyed or damaged planes.
  - a. The attack destroyed hundreds of American planes. On the map of Oahu, in central Oahu, write **300+ PLANES**.
  - b. The attack killed thousands of Americans. To the left of the map of Pearl Harbor, write **2,388 DIED**.



- ★ In USHistoryAtlas.com, under Primary Sources, read the Evacuation Order for Japanese Americans. In small group role-play, pretend you are a Japanese-American family just hearing about the order.



# War in Europe

World War II involved nearly 60 countries from six continents. It took six years of strategy and fierce combat to end the war in Europe alone.

## Axis Powers Overtake Western Europe 1940

Berlin—Adolf Hitler is on a mission to build a powerful German Empire across the European continent. Already, Germany has invaded Poland, Denmark, Norway, and France.

Now, with Italy on Germany's side, North Africa may soon fall.

1. The Axis was led by Germany and Italy. Fueled by political unrest and weak economic conditions, the Axis Powers invaded other countries for economic and military gain.
  - a. Turn to the Europe Activity Map.
  - b. Give your map a title. In the box at the top of your Activity Map, write **WAR IN EUROPE 1939–1945**.
  - c. Turn to map E, “The Axis Attacks,” on page 85 of *The Nystrom Atlas of United States History*. With your finger, outline Germany and Italy.
  - d. Then, on your Activity Map, outline Germany and Italy with map marker.
  - e. Label these countries **G** for Germany and **I** for Italy. Then underline the labels.
  - f. By 1941 Germany had already taken over several western European countries, including France. Outline France.
  - g. Label France **F** and underline its label.
  - h. In the legend, write \_\_\_\_ = **AXIS OR AXIS-OCCUPIED**.

## America Goes to War 1941

Washington, D.C.—After more than two years of neutrality, the United States finally entered World War II. Allies United Kingdom and the Soviet Union now have more military support to fight the Axis Powers.

2. Until 1941 the United Kingdom fought the Axis Powers alone. In June, they were joined by the Soviet Union. The United States also joined the Allies in December.
  - a. The island of Great Britain and northern Ireland make up the United Kingdom. Outline Great Britain and northern Ireland.
  - b. The Soviet Union was larger than Russia is today. On map E on page 85 of the Atlas, with your finger, trace the western boundary of the Soviet Union.
  - c. Now, on your Activity Map, draw the western boundary of the Soviet Union with a map marker.
  - d. On the Activity Map, find the locator map. Roughly outline the 48 contiguous states of the United States. (Hawaii and Alaska weren't states yet.)






- e. On each of these countries, write **UK** for the United Kingdom, **SU** for the Soviet Union, and **US** for the United States. Also circle each of the labels.
- f. In the legend, add **O = ALLY**.

### The Big Three Meet, 1943

Tehran—U.S. President Franklin Roosevelt, British Prime Minister Winston Churchill, and Soviet Premier Joseph Stalin met to discuss an allied invasion of France.

The Allies have already been successful combatting the Germans in the east, where Soviet troops defeated them at Stalingrad and Kursk.

3. By 1943, Stalin's troops were already receiving large quantities of U.S. lend-lease aid by way of the Atlantic Ocean.

- a. Show the supply route to the Soviet Union. Draw an arrow from the western edge of the map to the Soviet Union.
- b. Label the arrow **SUPPLIES**.
- c. With replenished supplies, Stalin's army defeated Germany three times on Soviet soil between 1942 and 1944. Use map B, "Victory in Europe," on page 88 of the Atlas to locate Stalingrad, Kursk, and Leningrad.
  - d. On your Activity Map, show the following Allied victories in the east.
    - About 300,000 German troops were killed or captured in the Battle of Stalingrad in 1943. Draw a victory symbol  in Stalingrad at 49°N, 44°E.
    - In 1943, the Soviet Union defeated the Germans near the Soviet city of Kursk. Draw a victory symbol  near the battle site at 52°N, 36°E.
    - Soviet troops ended the more than 2-year siege of Leningrad in 1944. Draw a victory symbol  in Leningrad at 60°N, 30°E.
- e. In the legend, add  = **ALLIED VICTORY**.
- f. Soon after Leningrad, Soviet troops advanced west, pushing German forces out of eastern Europe. On the map, draw arrows from Soviet battle sites toward Germany. (Use map B on page 88 of the Atlas to help you.)
- g. In the legend, add  = **ALLIED ADVANCE**.

### Italy Awaits Its Fate 1944

Rome—After success in Sicily, Salerno, and Anzio, the Allies defeated German forces in Rome.

Since 1943 Allied forces have fought battle after long and bitter battle, working their way up to northern Italy, where more German soldiers awaited them.

4. Allied troops moved north in Italy, overtaking German forces.
  - a. Use map B on page 88 of the Atlas to locate Salerno and Anzio.
  - b. On your Activity Map, mark the following battles.
    - General Dwight Eisenhower led Allied troops in a 39-day fight with German forces in Sicily. Draw a victory symbol ✱ in Sicily.
    - American Lieutenant General Mark W. Clark led the Allies to victory at Salerno. Draw a victory symbol ✱ in southern Italy.
    - In a four-month battle at Anzio in 1944, Allied troops defeated the Germans. Draw a victory symbol ✱ northwest of Salerno.
  - c. Now draw an arrow from Sicily to northern Italy to show Allied advance.
  - d. In 1943 Italy's prime minister secretly surrendered to the Allies while Germany fought to keep it an Axis country. Circle the label for Italy to show its new Allied position.

### D-Day Is a Success 1944

Washington, D.C.—On June 6th thousands of ships carrying thousands of U.S., British, Canadian, and French soldiers crossed the English Channel to northern France.

Prepared for an Allied invasion, German soldiers fortified the narrowest part of the Channel.

However, Allied troops landed farther west on the beaches of Normandy.

The invasion was a success. By the end of the day, the Allies had secured Normandy.

5. The success of D-Day fueled Allied fighting.
  - a. On your Activity Map, draw an arrow from Great Britain across the English Channel to northern France.
  - b. In northern France, draw a victory symbol ✱ and label it **D-DAY**.
  - c. Circle the label for France to show that it was no longer occupied by the Axis.
  - d. About a million Allied troops crossed the English Channel by the end of June. In the Atlantic Ocean, write **1 MILLION ALLIED TROOPS**.
  - e. After the invasion, Allied troops advanced east and reached Germany in January of 1945. On the map, draw an arrow from the victory symbol for D-Day east to Germany.
  - f. With the Soviet Army attacking from the east and other Allied troops coming in from the west, Germany surrendered on May 7th, 1945, and ended the war in Europe. On Germany, write **ALLIES WIN**.



# War in Europe

## Pulling It Together

The Allies worked together to win the war in Europe. Carefully planned strategies were executed by Allied troops, forcing Germany to eventually fall.

The Allies carried out three important strategies to overthrow Germany during the war in Europe. They are listed in the boxes below.

- Treat each event as a main idea, and write three supporting details for each in the boxes provided.
- Use your completed Activity Map, pages 88–89 of the Atlas, and Activity Sheets 50a–50c to help you.

WAR IN EUROPE		
<b>Soviets Advance West</b>	<b>Allies Overtake Italy</b>	<b>Allies Invade Normandy</b>
1.	1.	1.
2.	2.	2.
3.	3.	3.



In USHistoryAtlas.com, under Primary Sources, read the Soldier's letters home. Private Pranger was an American soldier who served in England, Belgium, France, and Germany during World War II. While reading his letters, write the most interesting thing you think the soldier experienced in each country.



# World War II

**MATERIALS:**  
Atlas  
scissors  
stapler  
colored pencils (optional)



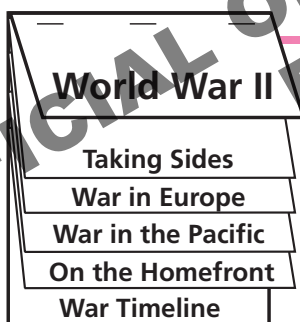
World War II resulted in the loss of more lives and the destruction of more property than any other war. Nearly every country in the world was involved in some way as battles spread across Europe, Africa, and Asia.

**W**orld War II lasted for six long years. It affected the lives of millions of civilians, as well as countless soldiers.

## 1. Fill out the tables for your flap book.

- Write your name on the World War II flap on Activity Sheet 51d.
- Use the maps, charts, and other information from *The Nystrom Atlas of United States History* to fill in the tables in your flap book. The table below will help you locate information.

FLAP BOOK PAGE	RELATED ATLAS PAGES
Taking Sides	84–85
On the Homefront	87, 90
War in Europe	85, 88–89
War in the Pacific	91
War Timeline	85–91



## 2. Assemble the flap book.

- On Activity Sheets 51b, 51c, and 51d, cut along the three dotted lines. Discard the top and bottom pieces.
- Stack the sheets from smallest to largest.
- Staple the sheets along the top edge.

★ Look at [USHistoryAtlas.com](http://USHistoryAtlas.com) and other websites with World War II resources. Download maps, graphs, photos, and primary source documents to add to your flap book.



The key players in World War II were France, Germany, Italy, Japan, Soviet Union, United Kingdom, and the United States. On the chart below, show their alliances for 1939 by writing each country in the correct column. Then, with arrows, show how their alliances changed by 1942.

ALLIES	NEUTRAL	AXIS POWERS

## Taking Sides

Events during World War II changed the lives of Japanese Americans and women. Using a colored pencil, draw an arrow from one box to the next in order to track the three events that changed women's lives. Do the same to track the four events that changed the lives of Japanese Americans.

On December 8, 1941, the United States declared war on Japan.

The U.S. government worried that Japanese Americans might be spies.

Millions of women in the United States stepped in to fill jobs in the workforce.

On December 7, 1941, the Japanese attacked U.S. military bases in Hawaii.

Millions of men in the United States joined the armed forces.

All Japanese Americans living on the West Coast were relocated to internment camps.

## On the Homefront



The war in Europe dragged on for six long years. For each year of the war, count and record the number of victories in Europe and northern Africa for the Allies and for the Axis Powers. (If a battle lasted several years, list it under the last year.) Then, for the first four years of war, circle the side that had the most victories. For the last three years of war, do the same thing.

Victor, 1939–1942	1939	1940	1941	1942	1943	1944	1945	Victor, 1943–1945
	▲	▲	▲	▲	▲	▲	▲	
Allies								Allies
Axis Powers								Axis Powers

## War in Europe



The Allies closed in on Japan using a strategy called *island hopping*. In the legend below, number the battles from first (1) to last (4). On the map, draw arrows to show the Allied advance from the first of these battles to last.

### BATTLES IN THE PACIFIC

- ☐ Enewetak, February 1944
- ☐ Iwo Jima, February–March 1945
- ☐ Saipan, June–July 1944
- ☐ Tarawa, November 1943

## War in the Pacific

NAME \_\_\_\_\_



NAME \_\_\_\_\_

# World War II

## Mapping United States History

For each year of the war, choose one event or battle you feel was most significant. List it below.

1939
1940
1941
1942
1943
1944
1945

## War Timeline

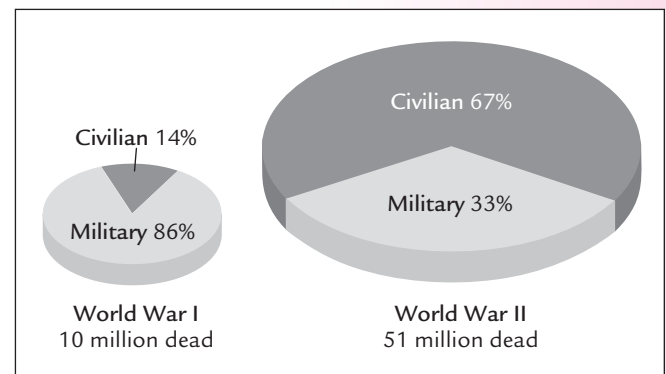


# Reviewing Era 8

In the last six lessons, you've learned about the New Deal, migration, and World War II. How much do you remember?

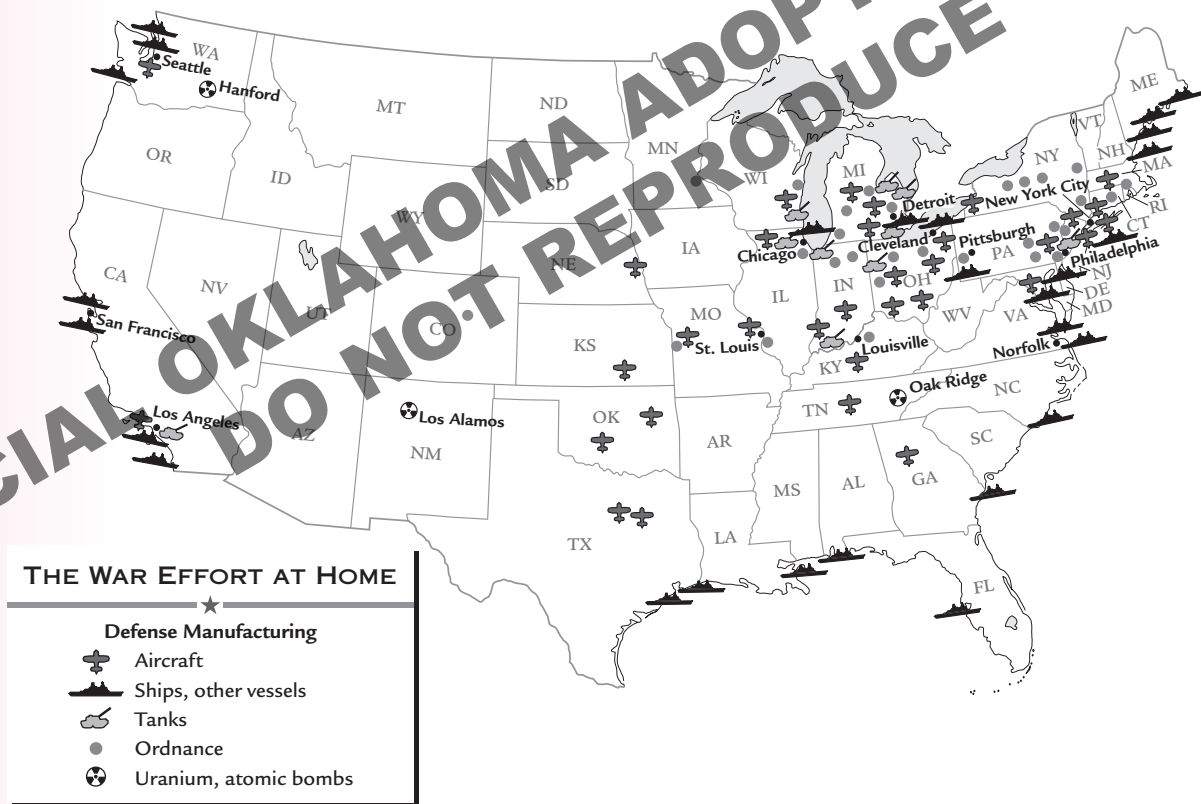
*Circle the letter of the correct answer.*

- President Franklin Roosevelt's New Deal programs tried to
  - reduce unemployment.
  - end World War II.
  - increase immigration.
  - prevent Dust Bowl damage.
- Which of the following is NOT a New Deal program?
  - Public Works Administration (PWA)
  - Civilian Conservation Corps (CCC)
  - Women to Work Organization (WWO)
  - Federal Deposit Insurance Corporation (FDIC)
- During the Great Migration, southern blacks migrated to
  - the Great Plains.
  - Georgia.
  - Japan.
  - northern cities.
- How were the migrations of southern blacks and Dust Bowl victims alike?
  - Both experienced crop failures.
  - Both moved to the South.
  - Both faced discrimination in their home states.
  - Both moved during the Depression.
- Look at the graph. Which statement is true?
  - More civilians died than troops in World War I.
  - More troops died than civilians in World War II.
  - More civilians died than troops in World War II.
  - More people died in World War I than World War II.
- Of the lives lost in World War II,
  - 67% were civilians.
  - 14% were civilians.
  - 86% were civilians.
  - 33% were civilians.
- Where is Pearl Harbor located?
  - Alaska
  - Hawaii
  - Puerto Rico
  - California





8. The attack on Pearl Harbor
  - a. killed thousands of Japanese.
  - b. permanently damaged hundreds of U.S ships.
  - c. caused the United States to enter World War II.
  - d. was led by the Germans.
9. Which event took place in Europe during World War II?
  - a. Italy invaded Libya.
  - b. Germany sunk the *Lusitania*.
  - c. Japanese Americans were placed in internment camps.
  - d. Allies launched the D-Day invasion.
10. Which country was NOT an Ally?
  - a. Germany    b. Soviet Union    c. United Kingdom    d. United States
11. Look at the map. Texas produced
  - a. tanks.    b. aircraft.    c. atomic bombs.    d. ordnance



12. Which state did NOT produce uranium or atomic bombs?
  - a. Tennessee    b. Washington    c. California    d. New Mexico



Era 8 covers United States history from 1929 to 1945. Create a poster for that time period. Write words and draw or download images that represent the three most important events from the era.



# United States After World War II

1945 TO EARLY 1970S

## ATLAS AND ACTIVITY MAP LESSONS

Lesson Number	Lesson Title	Page
52	<i>Introducing Era 9</i>	209
53	<i>The Atomic Age</i>	211
54	<i>Cuban Missile Crisis</i>	215
55	<i>Postwar Growth</i>	217
56	<i>Civil Rights Movement</i>	221
57	<i>Korea and Vietnam</i>	225
	<i>Reviewing Era 9</i>	227

## Cross-Curricular Activities



### Writing • *Analyze a Quotation*

Have students read the following quotation by Albert Einstein about the atomic bomb. “The unleashed power of the atom has changed everything save our modes of thinking, and thus we drift toward unparalleled catastrophe.” Then ask them to explain what Einstein meant and whether or not they agree with him.



### Math • *Build a Bomb Shelter*

Have students read about bomb shelters. Then have students create a floor-plan for a bomb shelter and make a list of supplies for the shelter.



### Music • *Listen to Songs of the Era*

Have students listen to songs from both the 1950s and the 1960s. Encourage them to compare and contrast the style and content of the songs.



### History • *Interview a First Person Source*

Have students find and interview a friend or family member who remembers an important event of the era. Ask them to present their findings in class.



### Critical Thinking • *Listen to Opposing Viewpoints*

Invite both a Vietnam veteran and an anti-war protester to visit your class and share their memories of the era.

## Literature Links

Your students might enjoy these books and others about Era 9. Use picture books (p) to introduce a topic or as a model for student writing assignments.

### In Search of the American Dream

*The Watsons Go to Birmingham-1963*  
by Christopher Paul Curtis  
*Spite Fences*  
by Trudy Krisher

*Through My Eyes*  
by Ruby Bridges  
*My Brother Martin (p)*  
by Christine King Farris  
*Brown v. Board of Education*  
by James Tackach

*Letter from Birmingham Jail*  
by Martin Luther King, Jr.  
*In the Year of the Boar and Jackie Robinson*  
by Betty Bao Lord

### The Vietnam War

*Water Buffalo Days*  
by Huynh Quang Nhuong  
*Fallen Angels*  
by Walter Dean Myers  
*The Wall (p)*  
by Eve Bunting

# Introducing Era 9

LESSON 52

## Objectives

Students will be able to:

- ★ Complete a table of contents for the era.
- ★ Classify timeline events by using a graphic organizer.

## Materials

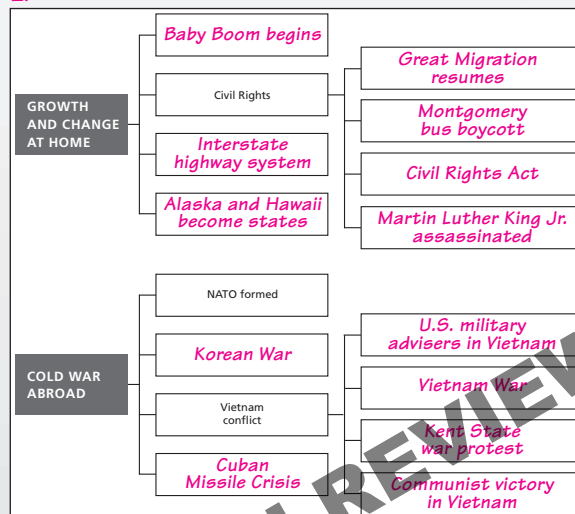
- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 52a–52b, *Introducing Era 9*

## Here's a Tip!

- Before distributing activity sheets, review the timeline with the class.
- Walk students through each spread in the era, pointing out a key idea or an interesting map, graph, or photo on each page.
- Complete the graphic organizer as a class on an overhead projector or a chalkboard, in small groups, or individually.
- Encourage students to shorten the description of timeline events or to describe events in their own words in the graphic organizer.
- If students are unsure where an event belongs, have them look for the answer in the Atlas.

## Answers

1. *Answers will vary.*
- 2.



# The Atomic Age

LESSON 53

## Objectives

Students will be able to:

- ★ Map the major events of the Cold War and nuclear arms race.
- ★ Create a timeline.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 53a–53d, *The Atomic Age*
- ❑ Activity Maps
- ❑ Map Markers

## Here's a Tip!

- Have students look at photo A on page 94 of the Atlas to see how fearful Americans were of an atomic bomb attack.
- Have students look up *Cold War*, *NATO*, and *Warsaw Pact* in the glossary of the Atlas. Discuss the definitions.

## Notes

Help students understand the impact of nuclear weapons on history:

- Since 1945 more than 128,000 nuclear weapons have been built. All but 2 percent were built by the United States and Russia.

## Answers

ATOMIC AGE TIMELINE	
▶ 1945	1945: <u>1st U.S. atomic bomb dropped in Hiroshima, Japan</u>
▶ 1950	1949: <u>Soviet atomic bomb test</u>
	1952: <u>U.S. hydrogen bomb test</u>
	1953: <u>Soviet hydrogen bomb test</u>
▶ 1955	1954: <u>Nuclear accident at Bikini Atoll</u>
	1957: <u>Soviet ballistic missile and Soviet bombers</u>
▶ 1960	1962: Cuban Missile Crisis
	1963: <u>Partial Test Ban Treaty</u>
▶ 1965	<u>nuclear submarine accident</u>
	1968: <u>UK, China, and France have nuclear weapons</u>
▶ 1970	1970: <u>Non-Proliferating Treaty</u>
	1972: <u>Strategic Arms Limitations Treaty</u>
▶ 1975	

☆ *Articles will vary.*

# Cuban Missile Crisis

LESSON 54

## Objectives

Students will be able to:

- ★ Recognize tensions experienced during the Cold War.
- ★ Map the response of the United States to the Cuban Missile Crisis.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 54a–54b, *Cuban Missile Crisis*

## Here's a Tip!

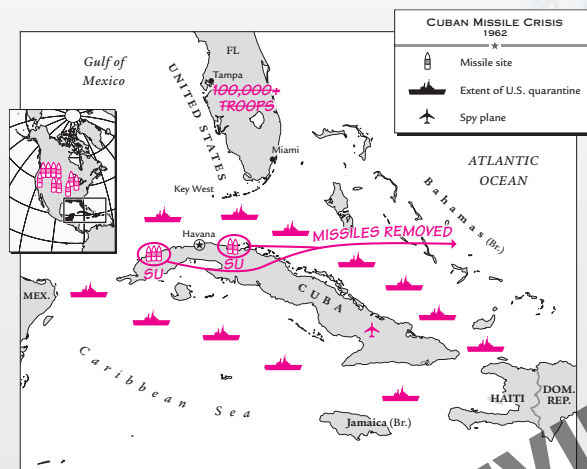
- Have students read pages 94–95 in the Atlas for background information about U.S.-Soviet relations.
- Encourage students to interview older friends and relatives about the Cuban Missile Crisis.

## Notes

Help students understand more about what led to the Cuban Missile Crisis:

- In 1961 Cuban exiles trained by the United States invaded Cuba to topple the Communist government. The exiles were defeated, leaving U.S.-Cuban relations sour.
- U.S. spy planes making flights over Cuba spotted Soviet missiles on the island on October 14, 1962, more than a week before Americans were told about them.

## Answers



☆ Questions about the atomic bomb drill will vary.

# Postwar Growth

LESSON 55

## Objectives

Students will be able to:

- ★ Identify factors that influenced post World War II growth.
- ★ Map population growth during the mid-1900s.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 55a–55d, *Postwar Growth*
- ❑ Activity Maps
- ❑ Map Markers

## Notes

Help students understand more about the causes and effects of the Baby Boom:

- During the Great Depression and World War II, Americans delayed having children. The baby boom was a result of new births by young and older Americans.
- When baby boomers reached school age, U.S. educational institutions had to expand so they could all go to school. When boomers graduated, unemployment rose because there were more people than jobs.

## Answers

Photo Caption:

Captions will vary. Students may mention the father being a veteran, buying a house with a low-cost GI loan, children being baby boomers, and move to the suburb.

☆ Advertisements will vary.

# Civil Rights Movement

LESSON 56

## Objectives

Students will be able to:

- ★ Identify the contributions of Rev. King to the Civil Rights Movement.
- ★ Map important events from the Civil Rights Movement.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 56a–56d, *Civil Rights Movement*
- ❑ Activity Maps
- ❑ Map Markers

## Here's a Tip!

- Have students compare map G, “Civil Rights Movement” on page 99 with map A, “Jim Crow Laws” on page 78.

## Notes

Help students understand the impact of the Civil Rights Movement:

- The right to vote was often denied to blacks. In the 1950s, only 20 percent of Southern blacks were registered to vote.
- After the Voting Rights Act of 1965, the number of black voters increased to 50 percent. Today about 70 percent of African Americans in the South are registered to vote.

## Answers

☆ Questions will vary.

EVENT	LAW OR RULING	EFFECT TODAY
Montgomery Bus Boycott	Browder v. Gayle	Answers may vary
Nonviolent protests in Birmingham	Civil Rights Act of 1964	Answers may vary
March from Selma to Montgomery	Voting Rights Act of 1965	Answers may vary, but students may mention that more blacks vote

# Korea and Vietnam

LESSON 57

## Objectives

Students will be able to:

- ★ Recognize the similarities and differences between the Korean War and the Vietnam War.
- ★ Map the changes Korea underwent before and after the Korean War.
- ★ Map the changes Vietnam underwent before and after the Vietnam War.

## Materials



- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 57a–57b, *Korea and Vietnam*
- ❑ colored pencils (optional)

## Here's a Tip!

- Use editorials from your local newspaper as examples for starred activity.

## Answers

Chart:

Korean War	Vietnam War
1950	1954
	
1950–1953	1957–1975
North Korea invaded South Korea	Gulf of Tonkin naval skirmish
Years of Conflict	Incident that caused U.S. troops to enter the conflict



# Korea and Vietnam (continued)

LESSON 57

## Notes

Help students understand more about the two conflicts:

- Both Korea and Vietnam were occupied by Axis forces during World War II. Each conflict arose, in part, over who would control the country once occupation ended.
- Vietnam was divided along the 17th parallel in July 1954 by the Geneva Accords.
- Congress never officially declared war against either North Korea or North Vietnam.
- In both situations, the United States explained its involvement in the conflicts with the “Domino Theory”: if one country in Asia fell to Communists, the rest would topple like dominos.

## Answers

☆ *Commentaries will vary.*

Korean War		Vietnam War	
North Korea, China	Communist participants	North Vietnam	
South Korea, United Nations	Anti-Communist participants	South Vietnam, United States	
truce signed	Why did U.S. troops withdraw?	Opposition by U.S. public and Congress	
no clear winner	Who won the war?	North Vietnam	
37,000	Number of U.S. war deaths	58,000	
1953		1975	
<p>AFTER THE WAR</p> <p>  Communist   Anti-Communist         </p>			

## Reviewing Era 9

### Objectives

Students will be able to:

- ★ Review the era.
- ★ Demonstrate the ability to meet era objectives.
- ★ Demonstrate the ability to read maps and graphs.

### Materials

- Activity Sheets a–b, *Reviewing Era 9*

### Here's a Tip!

- Have students review their completed activity sheets for Era 9 before completing the Era 9 review.
- Suggest that students review pages 92–101 of the Atlas and write any questions they have.
- Have students work in small groups on their posters. Stress that the groups must reach a consensus on the three most important events of the era before placing items on their posters.
- Have students present their posters to the class, explaining why they chose the events they did.
- Once the posters are completed, have the class tabulate students' choices for top events of the era.

ASSESSMENT

### Answers

- |      |      |       |
|------|------|-------|
| 1. b | 5. b | 9. b  |
| 2. a | 6. b | 10. c |
| 3. c | 7. c | 11. a |
| 4. b | 8. d | 12. c |

☆ *Posters will vary. Students should identify what they feel are the three most important events of the era.*



# Introducing Era 9

The era following World War II was overshadowed by the Cold War and the atomic bomb, but it was also a time of change and growth for American society, economy, and culture.

1. Look at pages 92–101 of *The Nystrom Atlas of United States History* and make your own personal table of contents for this era. Write notes or draw pictures to help you remember what's on the pages.

## Era 9: United States After World War II Time Period

### *American Troops Fight the Korean War*

Pages 92–93

### *Superpowers Face Off in the Cold War*

Pages 94–95

### *Baby Boom and Suburban Growth*

Pages 96–97

### *In Search of the American Dream*

Pages 98–99

### *The Vietnam War Ends an Era*

Pages 100–101

**E**ra 9 is about **growth, change, and conflict** both at home and abroad after World War II.

2. Use the Era 9 timeline on pages 92–93 of the Atlas to fill in the chart below.

- Think about each event on the timeline. Did it take place in the United States or in another country? Did it involve growth and change, or some type of Cold War conflict?
- Place each event in the appropriate section of the web below. (See the examples.)

52b

**GROWTH  
AND CHANGE  
AT HOME**

Civil Rights

**COLD WAR  
ABROAD**

NATO formed

Vietnam  
conflict



# The Atomic Age

The Cold War began almost as soon as World War II was over. The United States and the Soviet Union began developing atomic, or nuclear, weapons in an arms race that threatened the world.

**T**he atomic age began in 1945 when the United States dropped the first **atomic bomb** on the city of Hiroshima, Japan.

1. Identify the beginning of the atomic age.
  - a. Turn to the World Activity Map.
  - b. Give the map a title. In the box at the top of your Activity Map, write **THE ATOMIC AGE**.
  - c. Write **USA** in the United States. Below your label, write **1ST AB** for first atomic bomb and **1945**.
  - d. Use map D, “Victory Over Japan,” on page 91 of *The Nystrom Atlas of United States History* to find Hiroshima, Japan.
  - e. On your Activity Map, mark Hiroshima with a dot •.
  - f. A mushroom cloud follows a nuclear explosion. To show where the first atomic bomb was dropped, draw a mushroom cloud ☁ over the dot and label it **HIROSHIMA**.
  - g. In the legend, write ☁ = **NUCLEAR EXPLOSION**.



**A**t first, Americans believed that the Soviets did not have the ability to build nuclear weapons. But in 1949 the Soviet Union tested its first atomic bomb, starting a **nuclear arms race** between the two superpowers.

2. Identify the beginning of the nuclear arms race.
  - a. Use map C, “Iron Curtain,” on page 95 of your Atlas to find the European portion of the Soviet Union. (Look at map B, “Threat of the Atomic Bomb,” on page 94 to see all of the Soviet Union.)
  - b. On the right side of your Activity Map, outline that portion of the Soviet Union and label it **SU**.
  - c. Below the label, write **TEST AB 1949**.

**T**he nuclear arms race led to the development of more powerful weapons. In 1952 the United States tested the **first hydrogen bomb**. Less than a year later, in 1953, the Soviet Union tested its own hydrogen bomb.





3. Identify the development of the first hydrogen bombs.
  - a. In the United States, write **TEST HB** for test hydrogen bomb and **1952**.
  - b. In the former Soviet Union, write **TEST HB 1953**.

The United States and the Soviet Union quickly realized that a nuclear war would destroy both sides, yet neither country was willing to give the other an advantage. So a new military strategy, which became known as **Mutual Assured Destruction**—or **MAD**, developed between the two countries.

4. Illustrate the strategy of Mutual Assured Destruction.
  - a. To learn more about MAD, read the caption for map B on page 94 of your Atlas.
  - b. On your Activity Map, write **MAD** in the Atlantic Ocean.
  - c. Draw an arrow from the United States to the top of the label MAD.
  - d. Draw an arrow from the Soviet Union to the top of the label MAD.
  - e. An olive branch is a symbol for peace. To show that both sides thought the MAD strategy kept the peace, next to the label MAD, write = .
  - f. To show that neither side was very sure of this peace, draw a ? after the olive branch.
  - g. In the legend, add  = PEACE.


In 1957 Americans feared Soviet superiority, as the Soviet Union expanded its nuclear capabilities with long-range missiles and intercontinental bombers.

To determine whether the Soviets possessed more nuclear weapons than the United States, American leaders sent spy planes over the Soviet Union to photograph its nuclear operations.


5. Show the fear of Soviet nuclear capabilities.
  - a. In June of 1957, Soviets successfully tested an intercontinental ballistic missile that could fly over 3,000 miles. On your Activity Map, in the Soviet Union, draw a missile symbol .
  - b. Below the symbol, write **1957**.
  - c. During the Cold War, Soviets regularly flew intercontinental bombers—planes built to carry nuclear weapons—across western Europe. Draw an arrow from the Soviet Union to the British Isles.
  - d. Label the arrow **SU**. Then draw a plane symbol  along the route.
  - e. In the legend, add  = PLANE.
  - f. To show U.S. spy planes, draw an arrow from the United States to the Soviet Union.
  - g. Label the arrow **U.S.** Then draw a plane symbol  along the route.






In 1963, after the **Cuban Missile Crisis** and the brink of nuclear war, the United States and the Soviet Union signed the **Partial Test Ban Treaty**, or **PTB**. This ban limited the testing of nuclear weapons.

6. Show the Partial Test Ban Treaty.
  - a. To represent the Partial Test Ban Treaty, on your Activity Map, in the Pacific Ocean, draw an olive branch .
  - b. Label the symbol **PTB 1963**.


Despite the treaty to limit nuclear weapons, the arms race continued. Other countries began building their own nuclear weapons. By 1968 the **United Kingdom, France, and China** had all successfully tested nuclear weapons.

7. Show the expansion of nuclear weapons.
  - a. Use the map on pages 116–117 of your Atlas to find the United Kingdom, France and China.
  - b. On your Activity Map, draw a  in each country.
  - c. Label each symbol **TEST**.

The Atomic Age included nuclear accidents. Atomic bombs that were accidentally detonated endangered people near and far.

8. Illustrate nuclear accidents.
  - a. In 1954 the United States conducted a nuclear test at Bikini Atoll in the Marshall Islands. The bomb was almost three times more powerful than expected. Hundreds of islanders were injured. At 12°N, 166°E, draw an accident symbol . Label it **1954**.
  - b. In 1963 a U.S. nuclear-powered submarine imploded and sank 100 miles east of Massachusetts, killing everyone on board. On the map, in the Atlantic Ocean, near the coast of the northeastern United States, draw an  and label it **1963**.
  - c. In the legend, add  = **NUCLEAR ACCIDENT**.

In 1970 the **Nuclear Non-Proliferation Treaty**, or **NPT**, went into effect. The superpowers agreed to help other countries develop nuclear energy as long as it was not used to make weapons.

9. Show the attempts to control nuclear arms production.
  - a. On your Activity Map, in the Pacific Ocean, draw two olive branch symbols .
  - b. To represent the Nuclear Non-Proliferation Treaty, label one olive branch **NPT 1970**.
  - c. To represent the Strategic Arms Limitation Treaty, label the other olive branch **SALT 1972**.

In 1972 the superpowers signed the **Strategic Arms Limitation Treaty**, or **SALT**, an agreement to limit the production of nuclear weapons.

# The Atomic Age

53d

## Pulling It Together

Viewed as a race for the most effective nuclear weapons, the Atomic Age drove technological advancement in the United States and fear into the hearts of Americans.

Use your completed Activity Map, pages 94–95 of the Atlas, and Activity Sheets 53a–53c to complete the Atomic Age timeline below.

ATOMIC AGE TIMELINE	
▶ 1945	1945: _____ _____
▶ 1950	1949: _____ 1952: _____ 1953: _____ 1954: _____
▶ 1955	1957: _____ _____
▶ 1960	1962: Cuban Missile Crisis 1963: _____ _____
▶ 1965	1968: _____ 1970: _____ 1972: _____
▶ 1975	





In USHistoryAtlas.com, under Primary Sources, read John Kennedy's speech at Berlin. Imagine you are present as a reporter. Write a brief article describing the crowd of 120,000, Kennedy's speech, and its relevance to the Atomic Age.




# Cuban Missile Crisis

In 1962 the United States and the Soviet Union faced off during one of the most heated moments of the Cold War. Our country prepared for nuclear attack as Soviet missiles sat just 90 miles from Florida.


**O**n October 16, 1962, American leaders learned that the Soviet Union was supplying Cuba with missiles capable of striking major U.S. cities, such as New York and Los Angeles.

1. Mark the sites of Soviet missiles in Cuba.
  - a. On Activity Sheet 54b, on the Cuban Missile Crisis map, find Cuba and underline its label.
  - b. Draw three missile site symbols  in northern Cuba, west of the city of Havana.
  - c. Draw two missile site symbols  in northern Cuba, east of Havana.
  - d. Label the missile sites **SU** for Soviet Union.

**O**n October 22, President John F. Kennedy demanded that the Soviet Union remove its missiles from Cuba. He announced that if any missiles were launched, the United States would strike back.


2. Mark the sites of missiles in the United States.
  - a. Use map B, “Threat of the Atomic Bomb,” on page 94 in *The Nystrom Atlas of United States History* to locate missile sites in the United States.
  - b. On Activity Sheet 54b, on the locator map, draw ten missile site symbols  in the United States.

**T**he next day, the United States placed a naval quarantine (blockade) on ships transporting dangerous weapons to Cuba.

3. Show the U.S. naval quarantine of Cuba.
  - a. Look at map D, “Cuban Missile Crisis,” on page 95 of the Atlas. Notice the extent of the U.S. naval blockade of the island.
  - b. On Activity Sheet 54b, on the Cuban Missile Crisis map, draw ship symbols  around Cuba.

While U.S. ships surrounded the island’s 2,100-mile coastline, Americans anxiously awaited a Soviet response.

**D**uring the crisis, the United States was on alert. Troops were sent to Florida for a possible invasion of Cuba. Ships headed for the Caribbean. Planes prepared for air strikes on Cuba. Spy planes flew over the island.

4. Show the extent of American readiness.
  - a. On the map, across Florida, write **100,000+ TROOPS**.
  - b. Tensions increased on October 27 when a U.S. spy plane was shot down over Cuba. Draw a plane symbol  in Cuba.

# Cuban Missile Crisis

54b

## Pulling It Together

Negotiations continued between U.S. and Soviet leaders. On October 28th, the Soviet Union agreed to withdraw their missiles from Cuba, and the United States agreed not to invade Cuba. The 2-week-long crisis ended.

5. Show missile removal from Cuba.

- On the map, draw a circle around all Soviet missile sites in Cuba.
- Draw an arrow from the circle east to the edge of the map.
- Label the arrow **MISSILES REMOVED**.
- In Florida, cross out the 100,000+ TROOPS label.



On page 94 in the Atlas, look at photo A and read the caption. Write five questions you think the students in the photo asked their teacher after the atomic bomb drill.

# Postwar Growth

The U.S. population and economy flourished after World War II. An economic comeback after the Great Depression led couples to have more children and live in different parts of the United States.


At the end of World War II, American troops arrived from overseas to find the United States thriving on **postwar growth**. An increase in military exports and consumer spending at home revitalized the American economy after the Great Depression.

## 1. Identify the factors that led to postwar growth.

- Turn to the United States Activity Map.
- Give the map a title. In the box at the top of your Activity Map, write **POSTWAR GROWTH 1946–1970**.
- World War II troops stationed overseas came back to the United States after the war. On your Activity Map, draw arrows from the Atlantic Ocean to the East Coast and from the Pacific Ocean to the West Coast.
- Label the Pacific arrow **U.S. TROOPS**.
- War-torn countries in Europe received U.S. aid and purchased U.S. goods. Draw an arrow from the East Coast of the United States east to the edge of the map.
- Label the arrow **U.S. GOODS**.

Under the Department of Veteran Affairs, or VA, the government funded programs to help World War II veterans. In 1944 Congress passed the **GI Bill**, granting veterans college tuition and loans to purchase homes, farms, and business properties.

## 2. Show the military benefits given to war veterans.




- To show troops coming home with a greater economic advantage, below the arrow labeled U.S. TROOPS, write \$.
- In the Atlantic Ocean, write and underline **MILITARY BENEFITS**.
- Below the label, write **TUITION** and **HOME LOANS**.
- The GI Bill allowed more Americans to attend college and get higher-paying jobs. With a better income, former troops purchased more expensive items such as cars.
  - Detroit, Michigan, is called the Automobile Capital of the World. Find Detroit on map D, “Population Densities and Major Cities,” on page 97 of *The Nystrom Atlas of United States History*.
  - On your Activity Map, mark Detroit with a city symbol ●.
  - In 1949 the auto industry sold a record number of cars for the first time in 20 years. Near Detroit, draw a car symbol .



As families reunited after the war, the number of births rose sharply. In 1946 births in the United States totaled 3.5 million, an 80 percent increase from the previous year.

This **baby boom** resulted in 76 million new births between 1946 and 1964. More babies were born during this period than any other period in U.S. history.





3. Illustrate the Baby Boom.

- On the map, in the northern plains, draw a family icon .
- Label it **BABY BOOM**.
- Below the , write **76 MILLION BABIES BORN**.
- In the legend, write  = **FAMILY**.
- U.S. cities grew as the number of family members grew. In 1960 the largest U.S. cities were New York City, Chicago, and Los Angeles. On map D on page 97 of the Atlas, find New York City, Chicago, and Los Angeles.
- On your Activity Map, mark each of these cities with a ●. Then label each city.

Larger families and a better economy resulted in more Americans purchasing cars. In the 1950s and 1960s, some families owned more than one vehicle.

However, U.S. roads were still in poor condition. In 1956 Congress passed the Federal Aid Highway Act, or FAHA, and began constructing **interstate highways**—a system of wide, limited access roads that crossed the United States. Cars could travel at higher speeds on these highways than on existing roads.









4. Show the new wave of transportation after World War II.

- On the Activity Map, circle the car symbol  to show the popularity of the automobile.
- By 1960, 77 percent of all American families owned a car, and 15 percent owned two or more. Above the car symbol, write **MOST FAMILIES HAVE**.
- The first stretch of interstate highway opened in Topeka, Kansas, in 1956. Find Topeka on the map on pages 112–113 of the Atlas.
- On your Activity Map, near Topeka, draw an interstate highway symbol .
- In the legend, add  = **INTERSTATE HIGHWAY**.
- With interstate highways, Americans could travel greater distances within their state or across the country. In northwestern United States, write  **TRAVEL MORE**.

As the U.S. population grew, so did the demand for housing.

Realtors, capitalizing on interstate highways and VA loans, mass-produced homes on farmland outside of cities. These new **suburbs** often were communities of affordable homes that were similar in shape and design and took little time to build.


5. Show suburban expansion.

- The suburb Levittown, constructed in 1946, is about 20 miles east of New York City. On your Activity Map, on Long Island, draw a suburb symbol .
- In the legend, add  = **SUBURB**.
- Levittown's population grew from 450 in 1946 to 60,000 by the late 1950s. On the map, near Long Island, draw a family symbol .
- The suburb of Park Forest opened in 1948. Located 30 miles south of Chicago, it attracted thousands of residents. South of Chicago, draw  and .
- Cars and highways allowed people to commute from the suburbs to jobs in nearby cities. Near Park Forest, add car  and highway  symbols.
- When many large suburbs surround a city, a metropolitan area is formed. Use map E, "Growth of the Los Angeles Metropolitan Area," on page 97 of the Atlas to find built-up areas near Los Angeles by 1970.
- On your Activity Map, near Los Angeles, draw two suburb symbols  to represent the surrounding suburbs.

Suburbs offered a way for mostly young, middle-class, white families to escape the noisy and crowded conditions in the city.

**African Americans** often were unwelcome in U.S. suburbs in the mid-1900s. As a result, cities became more diverse as suburbs remained predominantly white.

6. Show the racial divide in U.S. metropolitan areas.

- Between 1940 and 1970, African Americans migrated from southern states to western and northern cities. Use map F, "The Great Migration," on page 99 of the Atlas to identify states that lost population.
- On your Activity Map, outline the states that lost 10,000 or more African Americans between 1940 and 1970.
- Write **AA** for African Americans in the outlined area.
- Draw arrows from the outlined states to Los Angeles, Chicago, and New York City.
- On one of the arrows, write **AA TO CITIES, NOT** .

# Postwar Growth

55d

## Pulling It Together

As more families raced toward the suburbs, suburban communities became miniature cities. In the mid-1900s, shopping malls, corporate offices, and industrial parks were found in many U.S. suburbs, creating a culture all its own.

Look at the photo below. Use your completed Activity Map, pages 96–97 and 99 of the Atlas, and Activity Sheets 55a–55c to write a new caption for the photo. Include as much information as you can from lesson.



PHOTO CREDIT: Courtesy of NARA



- ☆ In USHistoryAtlas.com, under Primary Sources, look at the Floor plan of Levittown house. Create an advertisement persuading World War II veterans and their families to buy a house in the community.




# Civil Rights Movement

The Civil Rights Movement was a campaign to secure long-denied rights and equality for African Americans. Reverend Dr. Martin Luther King Jr. was the main leader of the movement. The boxes below are from Rev. King's speeches.

## Montgomery December 5, 1956

... we are here ...  
because of the bus situation  
in Montgomery. We are here  
because we are determined  
to get the situation corrected.  
This situation is not all new.  
The problem has existed over  
endless years. For many years  
now, Negroes in Montgomery  
and so many other areas  
have been inflicted with the  
paralysis of crippling fear on  
buses in our community. On  
so many occasions, Negroes  
have been intimidated  
and humiliated and  
oppressed because of the  
sheer fact that they  
were Negroes.  
—Dr. Martin Luther King Jr.



1. Map the major events of the Montgomery Bus Boycott of 1955 and 1956.
  - a. Turn the Activity Map to the eastern half of the United States.
  - b. Give the map a title. In the box at the top of your Activity Map, write **CIVIL RIGHTS MOVEMENT**.
  - c. In December of 1955, Rev. King led the Montgomery Bus Boycott. Black bus riders in Montgomery refused to ride public buses in protest of racist rules. Use the map on pages 112–113 of *The Nystrom Atlas of United States History* to find Montgomery, Alabama.
  - d. On your Activity Map, mark Montgomery with a bus symbol .
  - e. In the Atlantic Ocean, near Florida, write and underline **NONVIOLENT METHODS**.
  - f. Below it, write **BOYCOTTS**.
  - g. City officials and white citizens tried to block the boycott. In early 1956, Dr. King's home was bombed. Draw an anti-movement act symbol  near Montgomery.
  - h. In the legend, write  = **ANTI-MOVEMENT ACT**.
  - i. In late 1956, in *Browder v. Gayle*, the United States Supreme Court ruled that public buses must provide equal, integrated seating. Use map G, "Civil Rights Movement," on page 99 of the Atlas to find Washington, D.C.
  - j. On your Activity Map, mark Washington, D.C. with a star ★.
  - k. East of the star, in the Atlantic Ocean, write **BROWDER V. GAYLE**.
  - l. Draw a line from the label to the star.
  - m. In the legend, add ★ = **FEDERAL RULING OR LAW**.

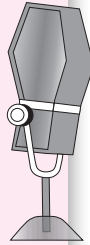


### Birmingham September 18, 1963

*These children—unoffending, innocent, and beautiful—were the victims of one of the most vicious and tragic crimes ever perpetrated against humanity.*

*And yet they died nobly. . . They have something to say to every Negro who has passively accepted the evil system of segregation and who has stood on the sidelines in the mighty struggle for justice. They say to each of us, black and white alike, that we must substitute courage for caution. . . Their death says to us that we must work passionately and unrelentingly for the realization of the American dream.*

—Dr. Martin Luther King Jr.



2. Illustrate the civil rights struggles and triumphs in Birmingham.

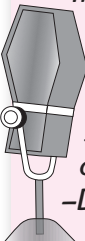
- Use the map on pages 112–113 of the Atlas to find Birmingham, Alabama.
- In 1963 four young girls were killed in a church bombing in Birmingham. On your Activity Map, mark Birmingham with a ✨.
- Dr. King and other civil rights activists staged lunch counter sit-ins, marches on City Hall, and boycotts of downtown merchants in Birmingham. East of Florida, below **BOYCOTTS**, add **SIT-INS** and **MARCHES**.
- Draw an arrow from these Nonviolent Methods to Birmingham to show that these practices were used to end segregation there.
- These protests were met with insults from angry white mobs, bites from police attack dogs, and water from high pressure fire hoses. Near Birmingham, draw another ✨ to indicate the violent ways city officials responded to nonviolent protesters.
- In April 1963 King was arrested for protesting. In solitary confinement, he wrote his famous Letter from a Birmingham Jail. On page 99 of the Atlas, read the quote from his letter.

### Washington, D.C. August 28, 1963

*Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. . .*

*But one hundred years later, the Negro is still not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination.*

—Dr. Martin Luther King Jr.



3. Show the March on Washington.

- In August of 1963, more than 200,000 Americans of all races marched on the nation's capital to protest discrimination. To show the March on Washington, draw a march symbol ➡ near Washington, D.C.
- Label the symbol **MARCH ON WASHINGTON**.
- To show the number of people at the march, write **200,000** below the label.
- In the legend, add ➡ = **MARCH**.

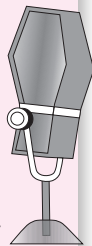


4. Show how the United States responded to the Civil Rights Act of 1964.
  - a. In 1964 Congress passed the Civil Rights Act, ending segregation in schools and public places. East of the star, in the Atlantic Ocean, write **CIVIL RIGHTS ACT**.
  - b. Draw an arrow from the label to the star.
  - c. Although the majority of the states approved the Civil Rights Act of 1964, over a dozen states were opposed or undecided. Look at map G on page 99 of the Atlas to find states where both senators opposed the act.
  - d. On your Activity Map, outline these states.
  - e. In the Gulf of Mexico, write **OPPOSED CIVIL RIGHTS ACT**.
  - f. Draw an arrow from the label to the outlined states.

### Montgomery March 25, 1965

*White America was profoundly aroused by Birmingham because it witnessed the whole community of Negroes facing terror and brutality with majestic scorn and heroic courage. And from the wells of this democratic spirit, the nation finally forced Congress to write legislation in the hope that it would eradicate the stain of Birmingham. The Civil Rights Act of 1964 gave Negroes some part of their rightful dignity, but without the vote it was dignity without strength.*

—Dr. Martin Luther King Jr.



5. Illustrate events that led to the Voting Rights Act of 1965.
  - a. In March of 1965, civil rights activists began to march in Alabama from Selma to Montgomery to campaign for fair voting practices. Local lawmen stopped the march and attacked marchers with billy clubs and tear gas. On your Activity Map, west of Montgomery, draw a ✱.
  - b. Two weeks later, Rev. King led thousands in a second march to Montgomery, protected by federal guardsmen. Draw a ➡ near Selma.
  - c. Label the symbol **MARCH TO MONTGOMERY**.
  - d. In August President Lyndon Johnson signed the Voting Rights Act of 1965, banning the discriminatory practices southern states used to keep blacks from voting. East of the star, in the Atlantic Ocean, write **VOTING RIGHTS ACT**.
  - e. Draw an arrow from the label to the star.

# Civil Rights Movement

56d

## Pulling It Together

In the 1950s television helped raise awareness of the Civil Rights Movement. It brought images of the protests and violence into homes all over the United States. Television made Americans realize that issues of racism and discrimination in this country were serious and widespread.

Look at your completed Activity Map, Activity Sheets 56a–56c, and map G on page 99 of the Atlas. Identify the events that led to civil rights ruling and laws.

- In each box on the left, write the event that led to the matching law or ruling in the television.
- In each box on the right, explain how the law or ruling affects African Americans today.

EVENT	LAW OR RULING	EFFECT TODAY
	Browder v. Gayle	
	Civil Rights Act of 1964	
	Voting Rights Act of 1965	

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In USHistoryAtlas.com, under Primary Sources, read John Lewis' Testimony on Bloody Sunday, Selma. List four questions you'd like to ask Mr. Lewis about the events that day.



# Korea and Vietnam

After World War II, the United States became involved in two wars in Asia: the Korean War and the Vietnam War. With both, the United States hoped to prevent the spread of Communism.

In the years following World War II, Korea and Vietnam each were divided into two separate countries: North and South.

1. Identify the boundaries of Korea and Vietnam before the wars.
  - a. Use the information on pages 92 and 100 of *The Nystrom Atlas of United States History* to identify the boundaries of Korea in 1950 and Vietnam in 1954.
  - b. On the maps below, color Communist countries one color, and anti-Communist another color.
2. Use the information on pages 59, 92–93, and 100–101 of the Atlas, to complete the chart below and on Activity Sheet 57b.

**Korean War**

1950

BEFORE THE WAR



Communist

Anti-Communist

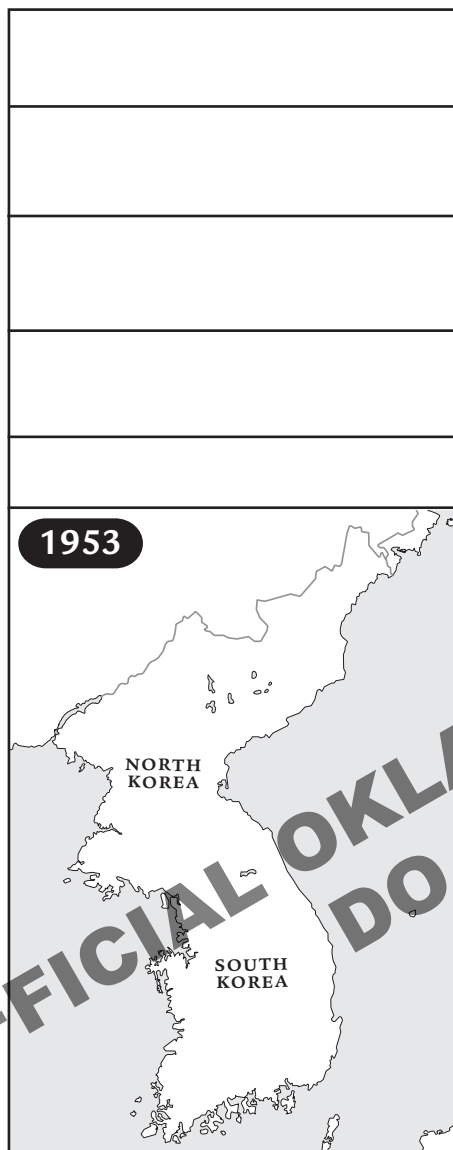
**Years of Conflict**

**Incident that caused  
U.S. troops to enter  
the conflict**

**Vietnam War**

1954

## Korean War



Communist  
participants

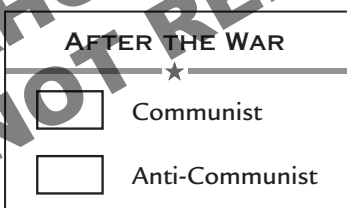
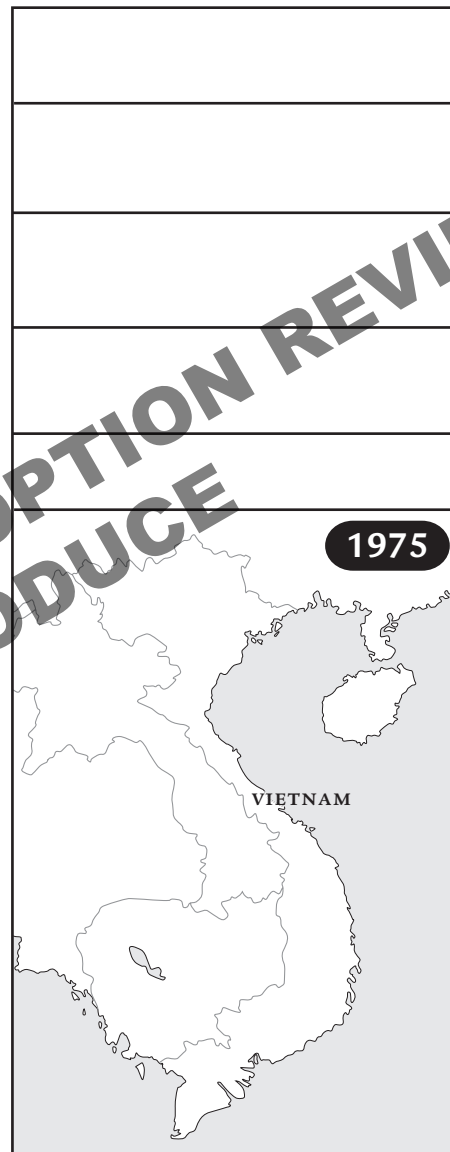
Anti-Communist  
participants

Why did U.S. troops  
withdraw?

Who won the war?

Number of U.S.  
war deaths

## Vietnam War



**B**oundaries changed as a result of the wars. One changed significantly.

- Use pages 93 and 101 of the Atlas to identify the boundaries of Korea in 1953 and Vietnam in 1975. Use the same colors you used on Activity Sheet 57a.



In USHistoryAtlas.com, under Primary Sources, read Walter Cronkite's Commentary on the Tet Offensive. Then write a commentary of your own about either the Vietnam War or the Korean War. Would you have supported the war at that time?

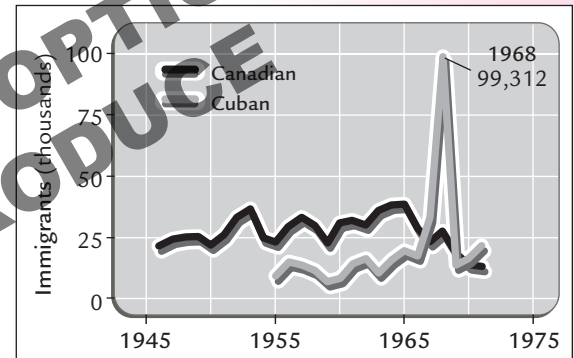


# Reviewing Era 9

In the last six lessons, you've learned about the Atomic Age, the Cuban Missile Crisis, postwar growth, the Civil Rights Movement, and wars in Korea and Vietnam. How much do you remember?

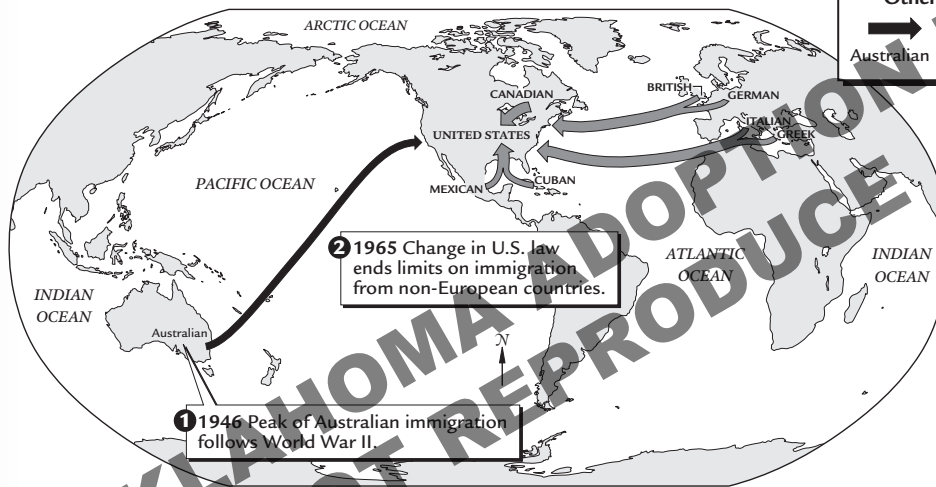
*Circle the letter of the correct answer.*

- The nuclear arms race was mainly between
  - China and Japan.
  - the Soviet Union and the United States.
  - France and Germany.
  - Mexico and Cuba.
- During the Cold War, Mutual Assured Destruction was based on the fear of
  - a nuclear war.
  - peace.
  - Adolf Hitler.
  - heights.
- Look at the graph. When did about 40,000 Canadian immigrants come to the United States?
  - 1945
  - 1955
  - 1965
  - 1975
- From 1959 to 1968, the number of Cuban immigrants to the United States
  - dropped.
  - rose.
  - stayed the same.
  - was the same as the number of Canadian immigrants.
- What did the United States do to stop the flow of Soviet missiles to Cuba?
  - It invaded the Soviet Union.
  - It placed a naval blockade on Cuba.
  - It sent gifts to Cuban and Soviet leaders.
  - It destroyed Soviet missiles in Cuba.
- What contributed to economic growth in the United States after World War II?
  - decrease in military exports
  - increase in consumer spending
  - the Great Depression
  - American troops going overseas





7. Which statement is NOT true of Rev. Dr. Martin Luther King Jr.?
  - a. He was arrested for protesting.
  - b. He led the Montgomery Bus Boycott.
  - c. He was against the Voting Rights Act.
  - d. He used nonviolent methods to end segregation.
8. Which states opposed the Civil Rights Act of 1964?
  - a. northwestern states
  - b. northeastern states
  - c. southwestern states
  - d. southeastern states
9. Look at the map. Which of these immigrant groups traveled the shortest distance to the United States?
  - a. Australians
  - b. Cubans
  - c. Italians
  - d. Greeks



10. When did limits on non-European immigration end?
  - a. 1930
  - b. 1946
  - c. 1965
  - d. 1970
11. What did the Korean War and Vietnam War have in common?
  - a. Both were fought between Communist and anti-Communist countries.
  - b. Both had the same number of U.S. war deaths.
  - c. Both lasted the same number of years.
  - d. Both were fought in South America.
12. What was the outcome of the Vietnam War?
  - a. Borders ended up almost the same as before the war.
  - b. Americans won the war.
  - c. Communists took over both North and South Vietnam.
  - d. China invaded Vietnam.



Era 9 covers United States history from 1945 to the early 1970s. Create a poster for that time period. Write words and draw or download images that represent the three most important events from the era.



# Contemporary United States

## 1969 TO PRESENT

### ATLAS AND ACTIVITY MAP LESSONS

Lesson Number	Lesson Title	Page
58	<i>Introducing Era 10</i>	233
59	<i>U.S. Trade</i>	235
60	<i>War in Iraq</i>	239
61	<i>Our Environment</i>	241
62	<i>Immigration Today</i>	245
63	<i>Major Cities Today</i>	249
	<i>Reviewing Era 10</i>	251

### Cross-Curricular Activities



#### Science • *Write a Pollution Action Plan*

Have students read about different types of environmental pollution. Then have them write a plan of action students can follow to solve or diminish this problem.



#### Geography • *Find Where Goods are Manufactured*

Have students create lists of products they use daily and where the products—or their components—are made. Then have students locate these countries on a world map.



#### History • *Create a Timeline*

Have students create a timeline for their own life. Have them include important historical events that occurred during their lifetime.



#### Math • *Measure Water Use*

Have students list every instance during the day when they use water. Then have them estimate and compare how much water they use in a day.

### Literature Links

Your students might enjoy these books and others about Era 10. Use picture books (p) to introduce a topic or as a model for student writing assignments.

#### War in Iraq

*The Librarian of Basra* (p)  
by Jeanette Winter

#### Using Our Environment

*How We Know What We  
Know About Our Changing  
Climate*  
by Lynne Cherry and  
Gary Braasch

*Come Back, Salmon*  
by Molly Cone

*A Kid's Guide to How to Save  
the Planet*  
by Billy Goodman

*Silent Spring*  
by Rachel Carson

#### The Changing Face of America

*An Island Like You*  
by Judith Ortiz Cofer

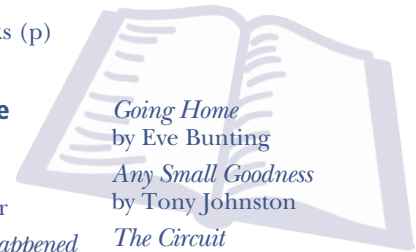
*Something Terrible Happened*  
by Barbara Ann Porte

*Holes*  
by Louis Sachar

*Going Home*  
by Eve Bunting

*Any Small Goodness*  
by Tony Johnston

*The Circuit*  
by Francisco Jimenez



# Introducing Era 10

LESSON 58

## Objectives

Students will be able to:

- ★ Complete a table of contents for the era.
- ★ Classify timeline events by using a graphic organizer.

## Materials

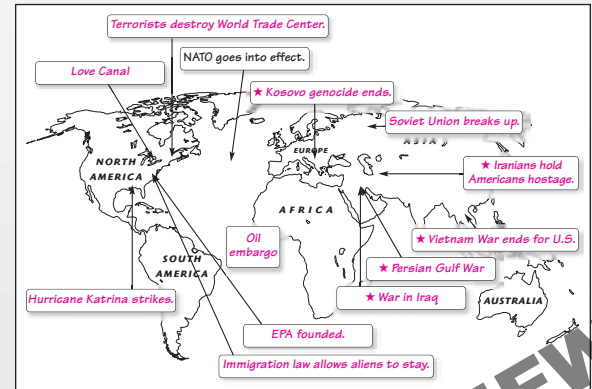
- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 58a–58b, *Introducing Era 10*

## Here's a Tip!

- Before distributing activity sheets, review the timeline with the class.
- Walk students through each spread in the era, pointing out a key idea or an interesting map, graph, or photo on each page.
- Complete the graphic organizer as a class on an overhead projector or a chalkboard, in small groups, or individually.
- Encourage students to shorten the description of timeline events or to describe events in their own words in the graphic organizer.
- If students are unsure where an event belongs, have them look for the answer in the Atlas.

## Answers

1. *Answers will vary.*
- 2.



# U.S. Trade

LESSON 59

## Objectives

Students will be able to:

- ★ Identify the role of the United States in the global market.
- ★ Describe economic terms, such as *import*, *export*, and *trade deficit*.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 59a–59d, *U.S. Trade*
- ❑ Activity Maps
- ❑ Map Markers

## Here's a Tip!

- Show students examples of different graphic organizers. Also show them political cartoons on economic topics.
- Have students conduct further research on the U.S. trade deficit using the Internet and economic-based magazines.

## Notes

Help students realize that the United States is part of a global marketplace:

- The United States ranks number one in total imports.
- Many American-owned companies have partnerships with foreign companies so that both may market their goods worldwide.

## Answers

*Graphic organizers or political cartoons:*

*Organizers or cartoons will vary. Students should select and apply concepts from the lesson in visual, creative ways.*

☆ *Student proposals will vary.*

# War in Iraq

LESSON 60

## Objectives

Students will be able to:

- ★ Identify major ethnic and religious groups in Iraq.
- ★ Describe cultural and religious differences in Iraq that have contributed to violence.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 60a–60b, *War in Iraq*
- ❑ colored pencils (see page vii for alternatives)

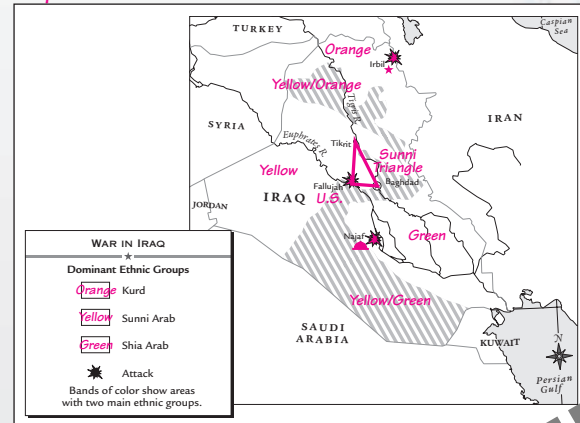
## Notes

Help students understand the events that led to the war.

- At the end of the Persian Gulf War in 1991, Iraq agreed to destroy all weapons of mass destruction. However, Iraq did not comply fully with the agreement. After 1998 it denied United Nations weapons inspectors access to the country.
- In 2002 U.S. President George Bush claimed that Iraq continued to hold weapons of mass destruction. The Bush administration believed that Iraq was a threat to the security of the United States and other countries.
- In November 2002 Iraq allowed UN weapons inspectors to return to the country, but the United States and other countries believed that Iraq's government was not cooperating fully with inspectors.

## Answers

Map:



☆ Positions on the issue will vary.

# Our Environment

LESSON 61

## Objectives

Students will be able to:

- ★ Illustrate the causes and consequences of global warming.
- ★ Identify ways to limit global warming.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 61a–61d, *Our Environment*
- ❑ Activity Maps
- ❑ Map Markers

## Here's a Tip!

- Have your class use the student paragraphs on Activity Sheets 61a–61c as models for their own essays on the subject.
- Display posters from the starred activity in the school or have students present their posters to the class.

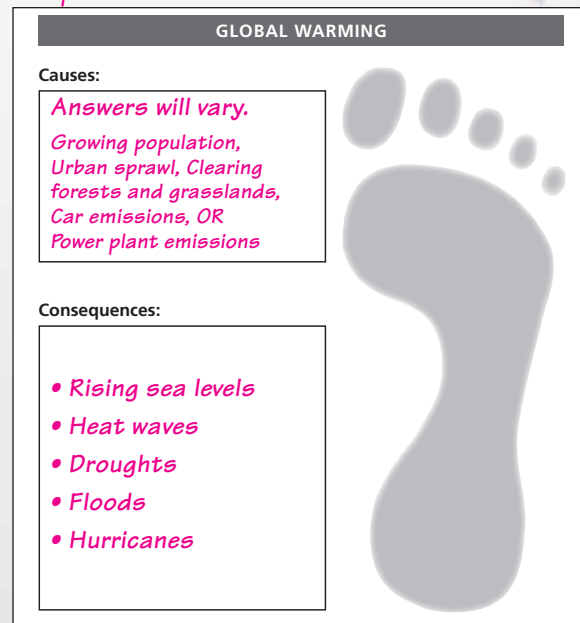
## Notes

Help students understand more about global warming:

- Earth's warmest year was 1998. The global average temperature reached 32.9°F.
- The Kyoto Protocol is an agreement between many nations to reduce the emissions of greenhouse gases. The United States did not sign the agreement.

## Answers

Footprint:



☆ Student posters will vary.

# Immigration Today

LESSON 62

## Objectives

Students will be able to:

- ★ Draw the major paths of immigration in recent years.
- ★ Graph numbers of recent immigrants.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 62a–62d, *Immigration Today*
- ❑ Activity Maps
- ❑ Map Markers

## Here's a Tip!

- Have students use graph C, “Mexican and Filipino Immigrants,” on page 110 of the Atlas to observe immigrant cycles.
- Have students brainstorm interview questions.

## Notes

Help students understand more about immigration today:

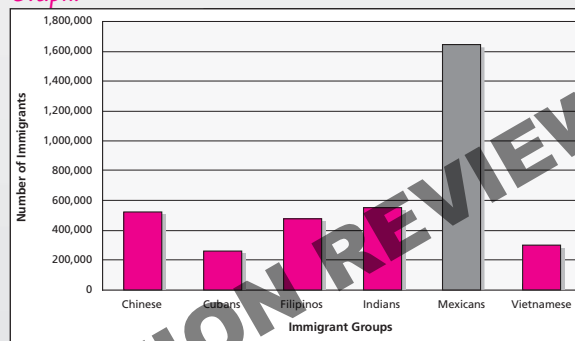
- During the 1990s, the immigrant population grew faster than at any other time in U.S. history.
- In 1990 Mexican immigrants accounted for about 20 percent of the foreign-born population. By 2000 they accounted for 30 percent of the total.

## Answers

Chart:

IMMIGRATION TO THE UNITED STATES 1997–2006	
Immigrant Groups	Number of Immigrants
Chinese	526,449
Cubans	251,067
Filipino	499,214
Indians	553,806
Mexicans	1,649,657
Vietnamese	289,106

Graph:



☆ Interviews will vary.

# Major Cities Today

LESSON 63

## Objectives

Students will be able to:

- ★ Classify cities by location.
- ★ Graph population changes of two major cities.

## Materials

- ❑ *The Nystrom Atlas of United States History*
- ❑ Activity Sheets 63a–63b, *Major Cities Today*

## Notes

Help students understand more about the growth of major cities in the United States since 1890:

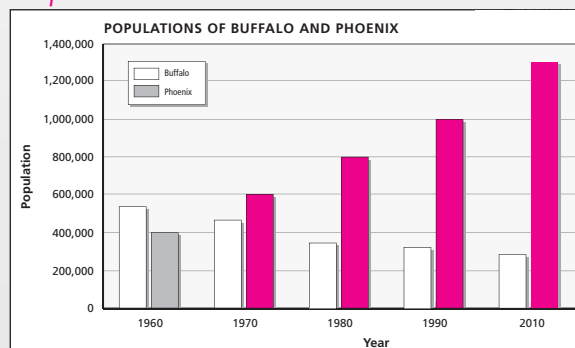
- Since the 1970s cities that were once prominent industrial centers lost population as manufacturers moved overseas or to other parts of the country. The Great Lakes region, which was formerly an important industrial area, became known as the Rust Belt due to its closed factories and overall decline.
- Urban areas cover only about 3 percent of the land in the United States but about 80 percent of the people live in them.
- A complex of suburbs surround many cities in the United States. The suburbs and their central cities are called metropolitan areas. The United States has about 360 metropolitan areas.

## Answers

Chart:

	LOCATION OF MAJOR CITIES			
	① West of the Rocky Mountains	② East of the Rockies, West of Mississippi River	③ East of the Mississippi, West of the Appalachians	④ East of the Appalachians
1890	1	2	7	5
1960	5	8	10	7
Today	9	10	9	9

Graph:



☆ Cities will vary. Students may select a city in an area that is densely populated, has job opportunities, or is in a warm climate.



# Reviewing Era 10

ASSESSMENT



## Objectives

Students will be able to:

- ★ Review the era.
- ★ Demonstrate the ability to meet era objectives.
- ★ Demonstrate the ability to read maps and graphs.

## Answers

- |      |      |       |
|------|------|-------|
| 1. a | 5. b | 9. a  |
| 2. b | 6. d | 10. b |
| 3. a | 7. a | 11. c |
| 4. d | 8. c | 12. d |

## Materials

- Activity Sheets a–b, *Reviewing Era 10*

☆ Posters will vary. Students should identify what they feel are the three most important events of the era.

## Here's a Tip!

- Have students review their completed activity sheets for Era 10 before completing the Era 10 review.
- Suggest that students review pages 102–111 of the Atlas and write any questions they have.
- Have students work in small groups on their posters. Stress that the groups must reach a consensus on the three most important events of the era before placing items on their posters.
- Have students present their posters to the class, explaining why they chose the events they did.
- Once the posters are completed, have the class tabulate students' choices for top events of the era.

★ Notes ★

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# Introducing Era 10

The United States has become part of an increasingly global community over the past 30 years. U.S. population has grown in number and diversity. Interaction with other nations is greater than ever before.

1. Look at pages 102–111 of *The Nystrom Atlas of United States History* and make your own personal table of contents for this era. Write notes or draw pictures to help you remember what's on the pages.

## Era 10: Contemporary United States Time Period

### *The American Economy Goes Global*

Pages 102–103

### *World Superpower*

Pages 104–105

### *Health of the Nation*

Pages 106–107

### *Environmental Challenges*

Pages 108–109

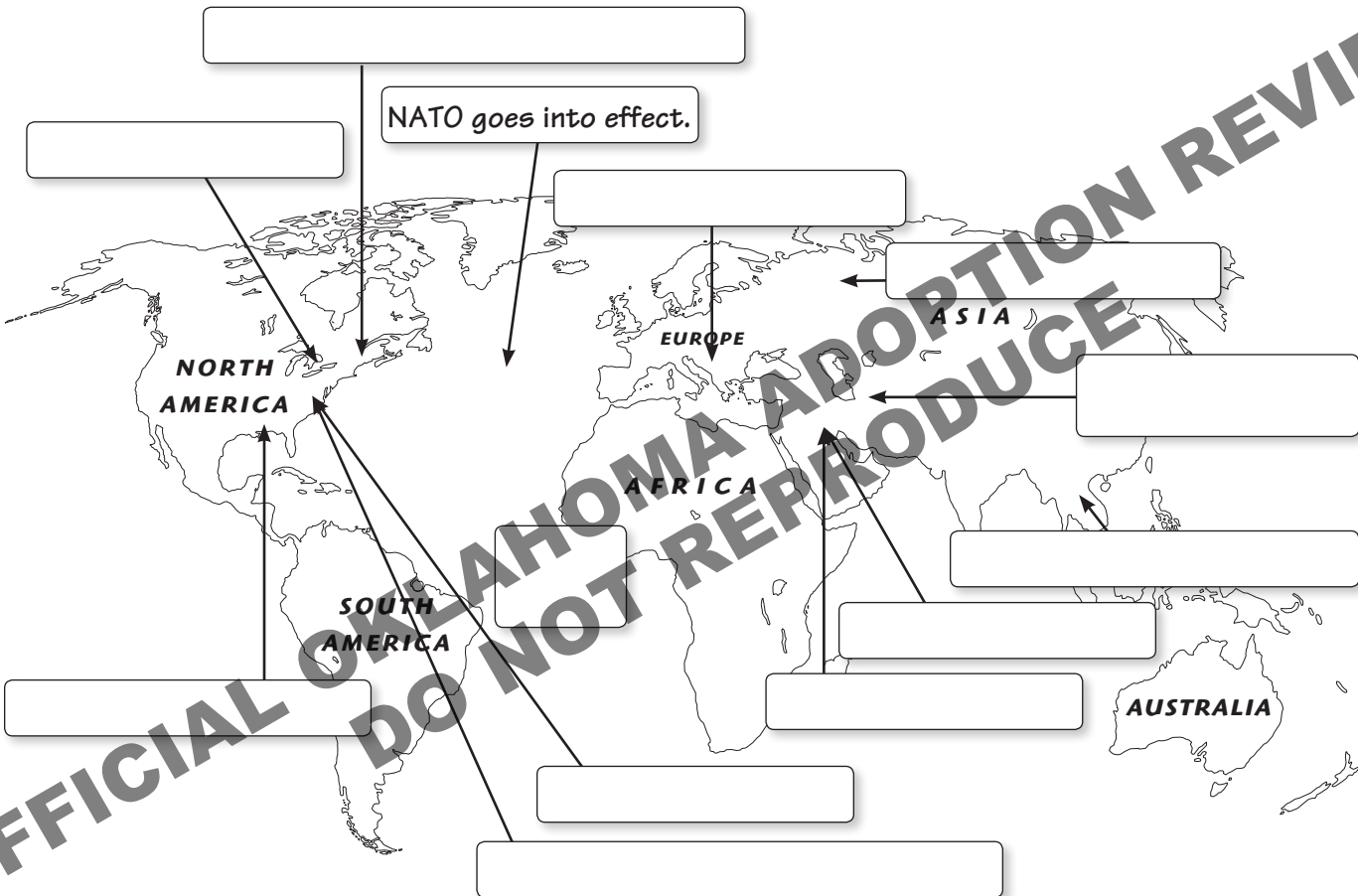
### *The Changing Face of America*

Pages 110–111

Events in the **contemporary United States** are more likely to have an impact on the world, and events in other countries are more likely to have an impact here.

2. Use the events from the Era 10 timeline on pages 102–103 of the Atlas to show how the United States has become part of a global community.

- Identify timeline events that occurred in the United States and those that took place elsewhere in the world.
- List each event in the appropriate location on the map below. (See the example.) Not all events are used.



- Review the events that occurred outside the United States. In front of those that involved the United States, draw a star ★.



# U.S. Trade

The United States is one of the world's leading trading nations. While the United States competes in the global marketplace, it has become dependent on foreign goods.

**T**otal trade amount is the value of exports plus the value of imports. The United States has one of the largest trade values in the world. Currently it stands at about \$2.6 trillion.

1. Show the United States as a global trade giant.
  - a. Turn to the World Activity Map.
  - b. Give the map a title. In the box at the top of your Activity Map, write **U.S. TRADE**.
  - c. On the map, label the United States **U.S.**
  - d. In the legend, write **U.S. TRADE = \$2.6 TRILLION**.





**T**he United States ranks second in the world in exports. **Exports** are goods sold to a foreign country. The United States exports manufactured goods, agricultural products, and services to countries around the world.

2. Show U.S. export partners.
  - a. Look at graph E, "United States Balance of Trade," on page 103 of *The Nystrom Atlas of United States History*. Find the value of U.S. exports.
  - b. On your Activity Map, in the legend, write **EXPORTS:** and the value from the graph.
  - c. The United States exports the most goods to Canada, the European Union, Mexico, Japan, and China. Use map B, "Global Trade," on page 102 of the Atlas to locate these countries. (The European Union is a trade organization composed of dozens of countries in Europe.)
  - d. On your Activity Map, label each of these countries with their names. In central Europe, write **EU** for European Union.
  - e. Draw arrows from the United States to each of these countries or trade organizations. Try to draw your arrows along the major U.S. shipping routes shown on map B on page 102 of the Atlas.

Almost 80 percent of U.S. exports are manufactured goods. Planes and cars are our most popular manufactured exports.

About 10 percent of U.S. exports are agricultural products. Two of the most sought-after agricultural products are corn and wheat.

3. Identify the United States' top exports.

- The United States is the third largest automobile producer in the world, exporting more cars to Canada than anywhere else. On your Activity Map, on the arrow to Canada, draw a car symbol .
- The United States is the largest producer of corn, growing about 65 percent of the world's total. Most U.S. corn goes to Japan. On the arrow to Japan, draw a corn symbol .
- The United States exports more wheat than any other country. China is the world's leading importer of wheat. On the arrow to China, draw a wheat symbol .
- The United States also sells services to other countries. Our biggest service export is foreign travel to the United States—about \$85 million worth. In the United States, draw a travel symbol .

The United States ranks first in the world in imports.



**Imports** are goods purchased from a foreign country. The United States imports manufactured goods and fuels from around the world.

4. Show U.S. import partners.

- Look again at graph E on page 103 of Atlas. Find the value of U.S. imports.
- On your Activity Map, in the legend, write **IMPORTS:** and the value from the graph.
- The United States imports the most goods from the European Union, Canada, China, Mexico, and Japan. Draw arrows from each of these countries or trade organizations to the United States.

Many goods imported by the United States are **non-essential** items. They are not necessary for life, but are purchased for pleasure and recreation. Electronic equipment and precious gems are just a few examples of non-essential imports.


5. Identify non-essential imports to the United States.

- On your Activity Map, on the arrow from Japan, draw a television symbol  to represent non-essential imports from Asia.
- Use map B on page 102 of the Atlas to find South Africa.
- On your Activity Map, in South Africa, draw a diamond symbol  to represent non-essential imports from Africa.
- Draw an arrow from South Africa to the United States along a shipping route.



Other imports, like oil, are **essential** to the American way of life. The United States is the world's largest consumer of oil. Americans depend on oil from other countries to fuel their many automobiles.

6. Identify essential imports to the United States.

- Use map B on page 102 of the Atlas to find Saudi Arabia.
- On your Activity Map, in Saudi Arabia, draw an oil symbol  to show our strong dependence on foreign oil.
- Draw an arrow from Saudi Arabia to the United States. along a major shipping route.

The United States is a member of several **trade organizations**. The United States grosses over \$300 billion a year as a member of the **North American Free Trade Agreement**, or **NAFTA**.

7. Show countries that are members of NAFTA.

- Use map B on page 102 of the Atlas to find countries that are members of NAFTA.
- On the Activity Map, draw a ✓ on these countries.
- In the legend, at the bottom of the box, write ✓ = **NAFTA**.

Many companies in the United States manufacture products outside the country in **export assembly plants**. By choosing locations where labor is cheaper than at home, they can make a larger profit.

Many U.S. companies run factories in Mexico. These factories are called **maquiladoras**.

8. Illustrate how U.S. goods are manufactured in Mexico.

- U.S. companies ship parts, machinery, and materials to *maquiladoras*. On your Activity Map, in the United States, write **PARTS**.
- Then draw an arrow from the label to Mexico.
- U.S. companies have over 3,000 *maquiladoras* in Mexico. They employ over a million workers who assemble parts into finished products. At the point of the arrow, write **FINISHED PRODUCTS**.
- Below that, write **CHEAP LABOR** and **TAX FREE**.
- The products are then sent back to the United States. Draw an arrow back to the United States.

The United States imports more than it exports. This **trade deficit** has grown larger with time. In 1976 the trade deficit was \$6 billion. Now it totals about \$800 billion.

9. Illustrate the trade deficit.

- In the legend, subtract the value of U.S. imports from its exports. Write **TRADE DEFICIT:** and list your answer.
- Chinese exports to the United States are worth three times as much as U.S. exports to China. On the map, on the arrows to and from China, write **U.S. IMPORTS > EXPORTS**.

# U.S. Trade

59d

## Pulling It Together

Exports and imports have made the United States a key player in the global economy.

Create a graphic organizer or political cartoon to show what you have learned.

- Use your completed Activity Map, Activity Sheets 59a–59c, and pages 102–103 of the Atlas to help you.
- Use the chart started below or work on a new sheet of paper. You might compare U.S. imports to exports or show our trade relationship with other countries.



The U.S. trade deficit is about \$800 billion. After identifying the factors that have led to a deficit, write a short proposal, or plan, that you think could reduce our trade deficit.



# War in Iraq

The United States and its coalition partners overthrew Saddam Hussein early in the war. However, coalition forces remained in Iraq to help rebuild the country and to prevent a civil war between Iraq's ethnic groups.

About 75 percent of Iraq's population is **Arab**. However, the **Kurds** are the largest ethnic minority.

Arabs belong to two branches of Islam, **Sunni** and **Shia**. The sects split violently in 632 A.D. over succession of spiritual leadership and remain divided today. Shia Arabs are the majority in Iraq.


## 1. Identify Iraq's main ethnic groups.

- Use map F, "War in Iraq," on page 105 of *The Nystrom Atlas of United States History* to identify where the dominant ethnic and religious groups live.
- On Activity Sheet 60b, on the map of Iraq, color the area that is mainly Sunni Arab yellow.
- Color the area that is mainly Shia Arab green and the area that is mainly Kurd orange.
- Color areas where two groups overlap in stripes of either yellow and green or yellow and orange.
- In the legend, color the Sunni, Shia, and Kurd boxes.

Coalition forces faced stiff **resistance** from Iraqi militant groups. The uprising was concentrated in Sunni-dominated central Iraq. This area came to be known as the "**Sunni Triangle**."



Even though Sunni Arabs are the minority in Iraq, they dominated Iraq's government under Saddam Hussein.

## 2. Mark the Sunni Triangle.

- The Sunni Triangle is a densely populated region occupied mainly by Sunni Arabs. On Activity Sheet 60b, on the map, draw a triangle connecting Baghdad, Fallujah, and Tikrit.
- Label the triangle **SUNNI TRIANGLE**.
- In April 2004 Sunni militants gained control of Fallujah, the site of repeated attacks on coalition troops. Near Fallujah, draw an attack symbol .
- After massive air and ground assaults, U.S.-led forces recaptured Fallujah. Next to Fallujah, write **U.S.**

Shia Arabs were frequent targets of **attacks**. Najaf, the holiest city to Shia Muslims, had been a center of Shia resistance to Sunni rule in Iraq. A holy shrine in the city was attacked on August 29, 2003. Many Shias blame Saddam loyalists for the attack.

## 3. Mark the attack on Najaf.

- The Imam Ali Mosque is the third holiest shrine in the world to Shia Arabs. It holds the tomb of Ali, the spiritual founder of Shia Muslims. At Najaf, draw a mosque symbol .
- A massive car bomb exploded outside the mosque, killing about 125 people. Near Najaf, draw an attack symbol .



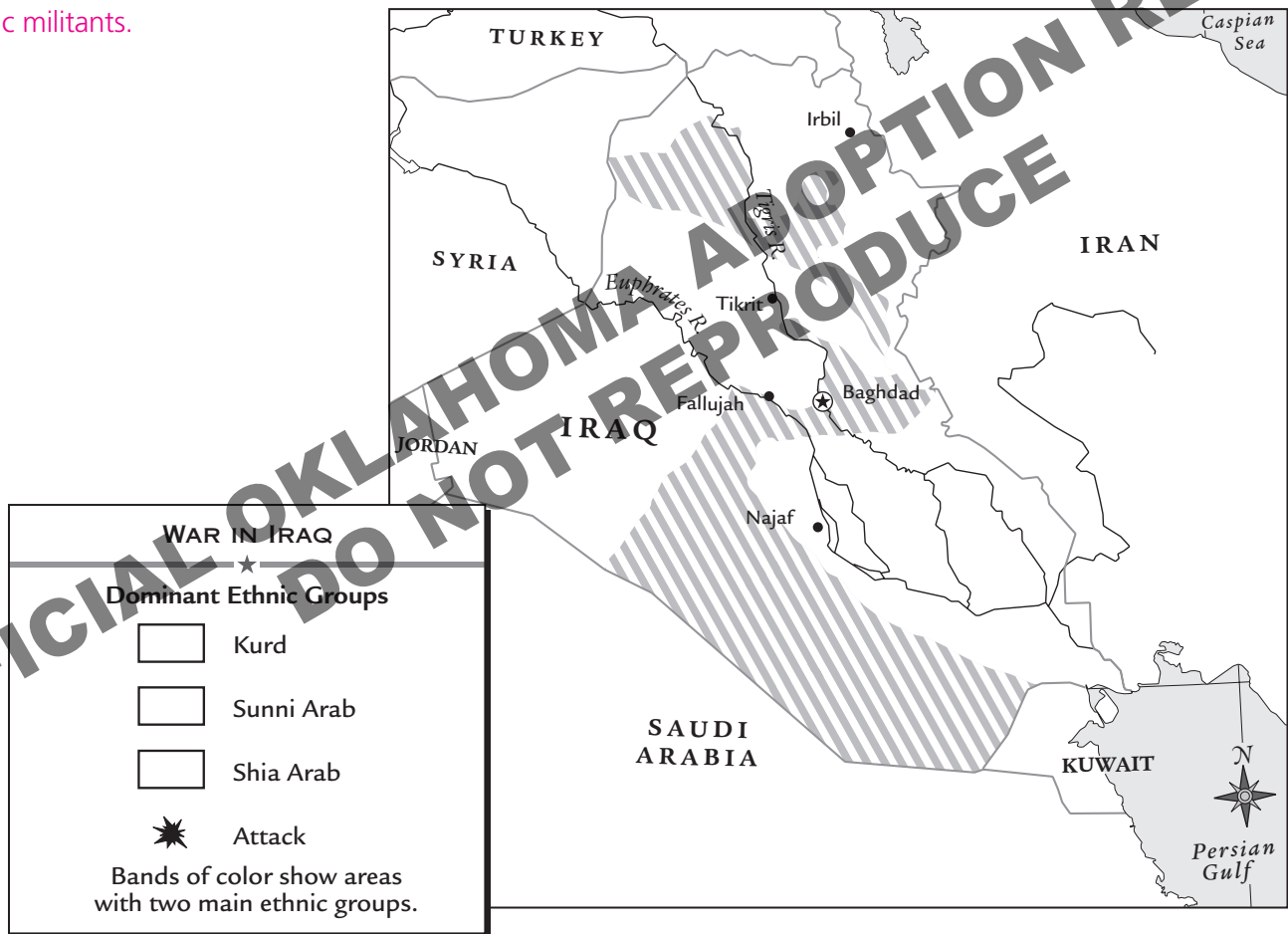
# War in Iraq

## Pulling It Together

Iraqi Kurds are a non-Arab ethnic group. They are mostly Sunni. Kurds live in a region called **Iraqi Kurdistan** and are largely self-governing. The Kurdish region remained relatively peaceful, but suffered two suicide bombings in Irbil in 2004. Kurds blamed the attacks on local Islamic militants.

### 4. Mark the bombings in Irbil.

- Following the Persian Gulf War in 1991, a zone was created in northern Iraq to protect Kurds from Iraqi troops. Irbil became the capital of the region. In Irbil, draw a capital symbol ★.
- On February 1, 2004, suicide bombers attacked the offices of two Kurdish political parties. More than 100 people were killed. Near Irbil, draw an attack symbol ✱.



- ★ The United States remained in Iraq in part to help stabilize the country. The military coalition has been unable to curb the violence that erupts against it and between rival local groups. Imagine that you are an Iraqi citizen. Would you argue that the United States should have stayed in Iraq or left after Saddam Hussein was captured? Write a paragraph stating your position.

**MATERIALS:**Atlas  
Activity Map  
Map Marker

61a

# Our Environment











Americans are using Earth's natural resources quicker than they can be renewed. These activities continue to increase global warming.



## *The U.S. Population and Planet Earth*

*In 1968 there were about 200 million people living in America. Now there are over 300 million! As the U.S. population grows, urban areas spread and take away Earth's natural resources. Our planet is in great danger because of this. Eventually, it will not be able to support us.*

*—Juan Gallo, Grade 8*

1. Show how the U.S. population affects the environment.
  - a. Turn to the United States Activity Map.
  - b. Give the map a title. In the box at the top of your Activity Map, write **OUR ENVIRONMENT**.
  - c. The population of the United States has grown by 100 million in less than 40 years. In the northwest United States, write **1968 - 200 MILLION** , **2006 - 300 MILLION** .
  - d. With population growth, the United States has used more of its forest and grassland for urban sprawl, or suburban development. Some of our country's fastest-growing suburbs are in California, Illinois, Arizona, and Texas. In each of these states, draw a suburb symbol   .
  - e. In the legend, write    = **SUBURB**.
  - f. Forests and grasslands soak up carbon dioxide, or CO<sub>2</sub>, a harmful greenhouse gas, from the earth's atmosphere. When forests or grasslands are cut down for housing, more CO<sub>2</sub> pollutes the air. Compare map E, "Forest and Grassland 2014," on page 109 of *The Nystrom Atlas of United States History*, with map A, "Forest and Grassland 1620," on page 18.
  - g. On your Activity Map, in the Southeast, write **FEWER FORESTS**  = **MORE CO2** .









### **Fossil Fuels: Bad for the Environment**


*Fossil fuels are coal, oil, and natural gas. When these fuels are burned, carbon dioxide is released into the air. Humans burn fossil fuels when they travel in cars, buses, and planes. Factories and electric power plants also burn fossil fuels. Americans cause more carbon dioxide pollution than any other country in the world.*

*—Pamela Jackson,  
Grade 7*

2. Identify major sources of carbon dioxide emissions.

- The United States emits more carbon dioxide than any other country on Earth. In the Rocky Mountains, write **WORLD'S LARGEST CO<sub>2</sub> EMITTER**.
- Use map C, "Carbon Dioxide Emissions," on page 109 of the Atlas to identify states that emit over 200 million metric tons from fossil fuels.
- On your Activity Map, outline these states.
- About 80 percent of all American households own at least one car. Draw a car symbol  in California, Texas, Florida, New York, and Pennsylvania—the states with the most licensed drivers.
- Electric power plants also release large amounts of CO<sub>2</sub> into Earth's atmosphere. Draw a power plant symbol  in Texas, Florida, Indiana, Ohio, and Pennsylvania—the states that release the most CO<sub>2</sub> from electric power plants.
- Above each car and power plant symbol, draw a carbon emission symbol  to show that cars and power plants release CO<sub>2</sub> into the air.
- In the legend, add  = **CARS**,  = **POWER PLANT**, and  = **CO<sub>2</sub>**.

3. Show the effects of global warming.

- Greenhouse gases like CO<sub>2</sub> trap the sun's heat near Earth's surface. What results is a rapid increase in global temperature. On your Activity Map, below the title, write **GLOBAL WARMING**.
- Global average temperature continues to increase with time. This past decade has been the warmest on record. In Mexico, write **GLOBAL TEMPS RISE**.
- On map B, "Natural Disasters," on page 108 of the Atlas, identify places where drought and heat wave have occurred in the last 10 years.
- On your Activity Map, draw a drought and heat wave symbol  in those states.




### **Watch Out for Global Warming**

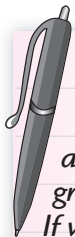
*Global temperatures are on the rise. By 2100 scientists say that the global average temperature will increase at a rate faster than any other in known history.*

*Beware of the effects of global warming, too. Increasing temperatures will make sea levels rise and weather more extreme.*

*—Ken Woo Jr., Grade 9*



- e. Global warming has been linked with extreme weather conditions, such as flooding and hurricanes. On map B on page 108 of the Atlas, locate the Mississippi River Floods.
- f. On your Activity Map, trace the sections of rivers affected by the 1993 flood.
- g. Hurricane Katrina struck the Louisiana-Mississippi border in 2005, killing nearly 2,000 people. In southeastern Louisiana, draw a hurricane symbol . Label it **KATRINA**.
- h. Use map B on page 108 to locate hurricanes that caused more than \$30 billion in damage.
- i. On your Activity Map, mark one of those hurricanes and label it.
- j. In the legend, add  = **HEAT WAVE + DROUGHT** and  = **HURRICANE**.




**Please Protect Our Earth!**

*We need to make Earth a better place for our great, great, great grandchildren. If we keep messing up the planet, there won't be any grass for kids to run in and the air will be too warm and too dirty for kids to breathe.*

*We can protect Earth by saving our forests and using energy that doesn't give off nasty gases.*

*—Michelle Delaney,  
Grade 5*

- 4. Show ways to limit global warming.
  - a. Americans use more land and water than the earth can afford. Use graph A, “An American’s Ecological Footprint,” on page 108 of the Atlas to compare the number of global acres *available* to the average American with number of global acres *used* by the average American.
  - b. Burning fossil fuels adds global acres to the footprint. To reduce this amount, Americans can use energy that does not emit CO<sub>2</sub>. On your Activity Map, in the Pacific Ocean, write and underline **ENERGY WITHOUT CO<sub>2</sub>**.
  - c. Below the label, write **SOLAR, WIND, and HYDROELECTRIC**.
  - d. Another way to reduce greenhouse gases is to preserve our remaining forests and grasslands. In the Southeast, write **SAVE OUR FORESTS** .

# Our Environment

61d

## Pulling It Together

A **carbon footprint** measures how much carbon dioxide, or CO<sub>2</sub>, you contribute to the earth's atmosphere and global warming. Most of the CO<sub>2</sub> you create is from your use of heat and electricity. You also emit CO<sub>2</sub> by traveling in planes, cars, and buses. They emit CO<sub>2</sub>, but bicycles and your feet do not.

Identify the causes and effects of global warming in the footprint below.

- List three causes of global warming.
- Write five ways global warming impacts the earth.
- Use your completed Activity Map, Activity Sheets 61a–61c, and pages 108–109 of the Atlas to help you.

### GLOBAL WARMING

Causes:

Consequences:

- ★ Design a poster urging students in your school to help limit global warming. Use information from this lesson to help you.

# Immigration Today

The Immigration Act of 1965 eliminated quotas on non-European immigrants. As a result, immigrants from Latin America and Asia have increased. At the same time, immigrants from Europe have decreased.

**B**efore the 1960s, most immigrants to the United States came from Europe.

## 1. Map patterns of immigration to the United States.

- a. Turn to the World Activity Map.
- b. Give the map a title. In the box at the top of your map, write **IMMIGRATION TODAY**.
- c. In 1965 countries in North America and Europe led immigration. Use the map on pages 116–117 of *The Nystrom Atlas of United States History* to locate Canada, Mexico, the United Kingdom, Germany, and Italy and other countries mentioned in this lesson.
- d. On your Activity Map, label Canada **1**, Mexico **2**, the United Kingdom **3**, Germany **4**, and Italy **5**.
- e. In the legend, write **1 = 1965 IMMIGRATION RANKING**.
- f. By 2006 countries in North America and Asia led immigration. On the map, label Mexico **1**, China **2**, Philippines **3**, India **4**, and Cuba **5**. Also circle their numbers.
- g. In the legend, add **① = 2006 IMMIGRATION RANKING**.

**I**mmigrants come to the United States for many reasons, but mainly to find better economic conditions.

Poverty and unemployment, along with a shared border with the United States, have made Mexicans the largest immigrant group in the United States over the past 40 years. From 1997 to 2006, more than 1.6 million people left their homes in **Mexico** to settle in the United States.

## 2. Show Mexican immigration.

- a. On your Activity Map, draw an arrow from Mexico north to the United States and label it **MEXICANS**.
- b. Below **MEXICANS**, write one word or phrase to describe why they are immigrating to the United States in such large numbers.

Foreign relations also played a part in changing immigration patterns. Before the 1970s, Chinese immigration was low because the United States was not on friendly terms with **China**, a Communist country. Chinese immigration increased after the U.S. government officially recognized the People's Republic of China in 1979. From 1997 to 2006, 526,449 Chinese immigrated to the United States.

3. Show Chinese immigration.

- On your Activity Map, draw an arrow from China to the United States. Label the arrow **CHINESE**.
- Below **CHINESE**, write one word or phrase to describe why they are immigrating to the United States.

Like the Mexicans, Filipinos are another immigrant group seeking economic opportunities in the United States. American military presence in the **Philippines** encouraged many Filipinos to come to the United States. From 1997 to 2006, 499,214 Filipinos came to the United States.

4. Show Filipino immigration.

- The American military presence in the Philippines began during the Spanish-American War. Locate the Philippines on both map B, "Fighting in the Philippines," and map E, "America's Overseas Empire," on pages 72–73 of the Atlas.
- On your Activity Map, draw an arrow from the Philippines to the United States. Label the arrow **FILIPINOS**.
- Below **FILIPINOS**, write one word or phrase to describe why they are immigrating to the United States.

Indians are also seeking economic opportunities. However, unlike immigrants from some other countries, immigrants from **India** are well-educated or professionals.

5. Show immigration from India.

- India is divided on the Activity Map and appears on both the west and east sides of the map. On your map, draw an arrow from either half of India to the United States. Label the arrow **INDIANS**.
- Below **INDIANS**, write one word or phrase to describe why they are immigrating to the United States.

From 1997 to 2006, 553,806 Indians immigrated to the United States. However, as the economy of India improves, immigration to the United States may drop.



Other newcomers fled the political situation in their homelands, including immigrants from **Vietnam**. Large scale Vietnamese immigration began after the fall of Saigon to Communist forces in 1975. From 1997 to 2006, 289,106 Vietnamese came to the United States.

6. Show immigration from Vietnam.

- a. On map F, “U.S. Troops Withdraw, the War Ends,” on page 101 of the Atlas, follow activities in Vietnam at the end of the war.
- b. On your Activity Map, draw an arrow from Vietnam to the United States. Label the arrow **VIETNAMESE**.
- c. Below VIETNAMESE, write one word or phrase to describe why they are immigrating to the United States.

Like Mexico, **Cuba** is very close to the United States. It is only 90 miles from Florida. Like China and Vietnam, Cuba has a Communist government.

Cuban immigration to the United States increased significantly after 1959 when Fidel Castro overthrew the government. From 1997 to 2006, 251,067 Cubans immigrated to the United States.

7. Show immigration from Cuba.

- a. On map A, “Fighting in Cuba,” on page 72 of the Atlas, notice the distance from Cuba to the United States.
- b. Also look at graph C, “Cuban and Canadian Immigrants,” and photo B on page 98 of the Atlas.
- c. On your Activity Map, draw an arrow from Cuba to the United States. Label the arrow **CUBANS**.
- d. Below CUBANS, write one word or phrase to describe why they are immigrating to the United States.

Other immigrants to the United States come for a variety of reasons and from such diverse countries as **El Salvador**, **South Korea**, and the **Dominican Republic**.

8. Show these immigration routes.

- a. Use the map on pages 116–117 of the Atlas to find El Salvador, South Korea, and the Dominican Republic.
- b. On your Activity Map, draw an arrow from each country to the United States. Label the arrows **SALVADORANS**, **KOREANS**, and **DOMINICANS**.

# Immigration Today

62d

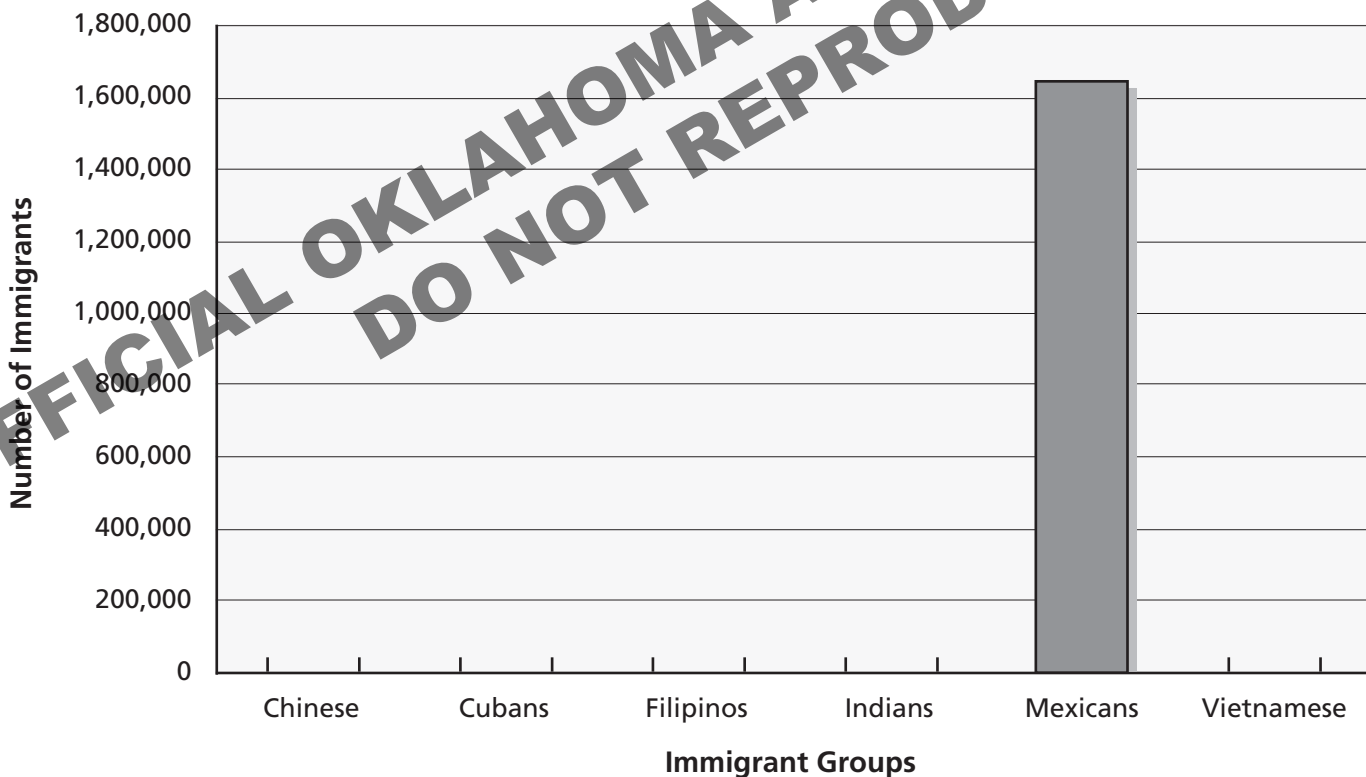
## Pulling It Together

Hundreds of thousands of immigrants enter the United States each year. Most are from Latin America and Asia.

Graph immigration to the United States.

- Use Activity Sheets 62a–62c to add immigration figures for each of the immigrant groups on the chart.
- Complete the bar graph using information from the chart. (See the example below.)

IMMIGRATION TO THE UNITED STATES 1997–2006	
Immigrant Groups	Number of Immigrants
Chinese	
Cubans	
Filipinos	
Indians	
Mexicans	1,649,657
Vietnamese	



Interview an immigrant who came to America within the past 30 years. Ask what influenced his or her decision to come to the United States.

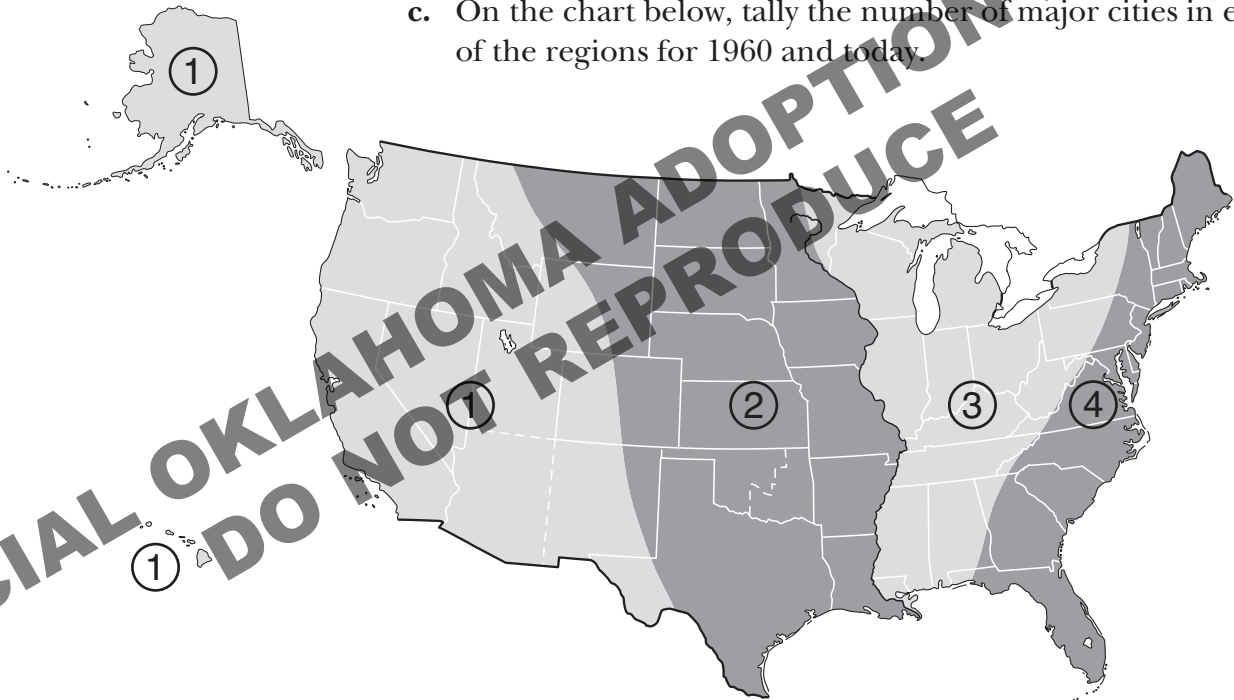
# Major Cities Today

In 1890 about 35 percent of the U.S. population lived in urban areas. Since then the population has continued to shift from rural to urban areas. About 80 percent of all people in the United States live in urban areas.

**B**eginning in the 1980s jobs in new industries attracted many people to cities in the South, Southwest, and West. The region is called the **Sun Belt** because of its warm, sunny climate.

1. Track the location of major cities in the United States.

- Use the map on pages 114–115 of *The Nystrom Atlas of United States History* to locate the Rocky Mountains, Mississippi River, and Appalachian Mountains.
- Turn to the Population Density and Major Cities maps on pages 97 and 111 of the Atlas to identify major cities.
- On the chart below, tally the number of major cities in each of the regions for 1960 and today.



LOCATION OF MAJOR CITIES

	① West of the Rocky Mountains	② East of the Rockies, West of Mississippi River	③ East of the Mississippi, West of the Appalachians	④ East of the Appalachians
1890	1	2	7	5
1960				
Today				

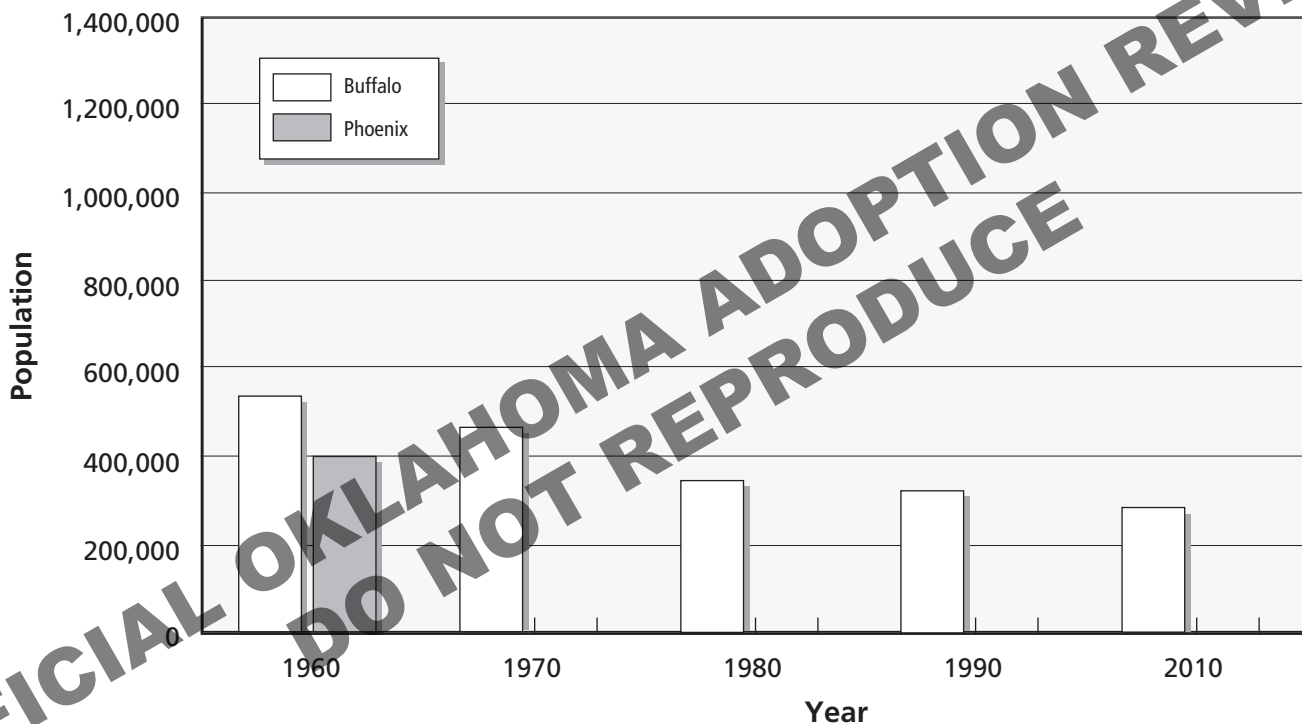
**Pulling It Together**

In the late 1800s **Buffalo**, New York, was one of the most important industrial centers in the United States. Since the mid 1900s the population of Sun Belt cities, such as **Phoenix**, Arizona, soared while former manufacturing centers, such as Buffalo, faced significant population loss.

2. Use the Phoenix Population chart to complete the graph below. For each decade in the population chart add a bar the appropriate size for Phoenix to the chart. (See the example.)

**Phoenix Population**

Year	Population
1960	400,000
1970	600,000
1980	800,000
1990	1,000,000
2010	1,400,000

**POPULATIONS OF BUFFALO AND PHOENIX**

- ☆ Use the information on Activity Sheets 63a–63b and the maps on pages 111 and 114–115 of the Atlas to predict the next major city in the United States. Write a paragraph explaining your choice.

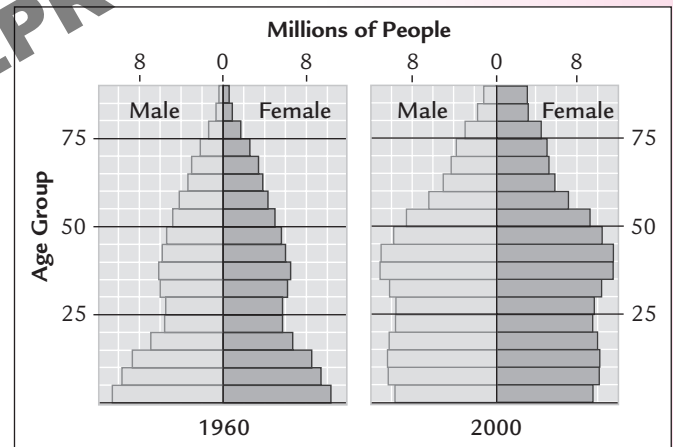


# Reviewing Era 10

In the last six lessons you've learned about U.S. trade, the War in Iraq, the environment, immigration, and major cities. How much do you remember?

*Circle the letter of the correct answer.*

- Which is NOT true of U.S. trade?
  - The United States is a member of the European Union.
  - The United States ranks first in the world in imports.
  - U.S. companies operate factories in Mexico.
  - The United States trades with countries around the world.
- A trade deficit occurs when a country
  - imports essential goods.
  - imports more than it exports.
  - exports more than it imports.
  - does not import or export.
- Look at the graph. Which age group had the highest population in 1960?
  - 0- to 25-year-olds
  - 25- to 50-year-olds
  - 50- to 75-year-olds
  - 75- to 90-year olds
- In 2000, about how many 25- to 30-year-old females were there?
  - 2 million
  - 6 million
  - 8 million
  - 10 million

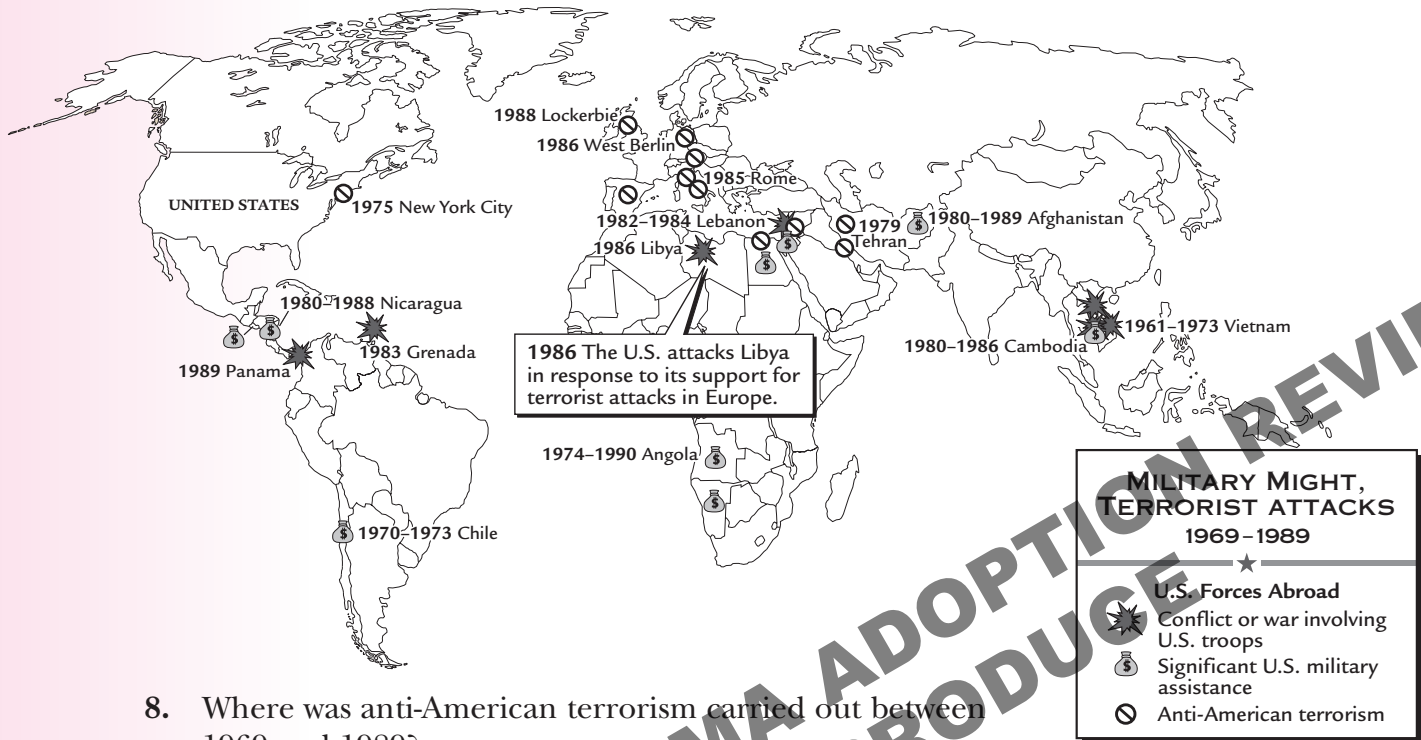


- Which ethnic group is the majority in Iraq?
  - Jews
  - Shia Arabs
  - Kurds
  - Coalition forces
- In Iraq, Kurds
  - are Sunni Arabs.
  - live in the Sunni Triangle.
  - have never been self governing.
  - have been attacked by suicide bombers.



7. Look at the map. Which country received significant U.S. assistance between 1969 and 1989?

a. Angola      b. Libya      c. Canada      d. Panama



8. Where was anti-American terrorism carried out between 1969 and 1989?
- a. Vietnam      b. Grenada      c. Tehran      d. Nicaragua
9. Which of the following is NOT true about carbon dioxide?
- a. It can reduce global temperatures.      c. It traps heat near Earth's surface.  
b. It is soaked up by forests and grasslands.      d. It is a harmful greenhouse gas.
10. What can we do to limit global warming?
- a. increase urban sprawl      c. burn fossil fuels  
b. walk      d. prevent hurricanes
11. Which group has the largest number of immigrants to the United States today?
- a. Italians      b. Vietnamese      c. Mexicans      d. English
12. Which is true about major cities in the United States today?
- a. There are no major cities in Alaska or Hawaii.  
b. The population of Phoenix is almost half of what it was in 1960.  
c. The population of Buffalo has tripled since 1960.  
d. The population of Sun Belt cities has increased since the 1980s.



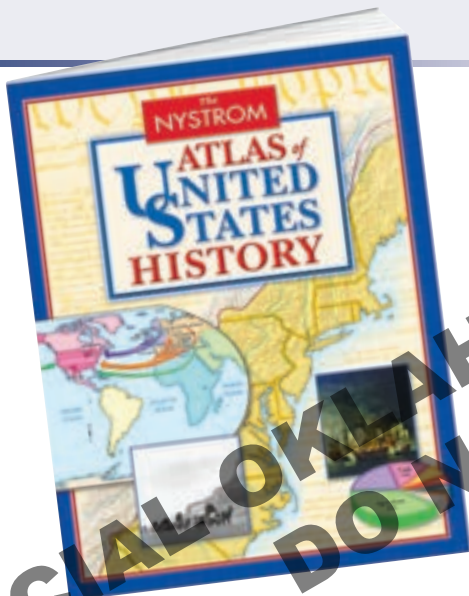
Era 10 covers United States history from 1969 to the present. Create a poster for that time period. Write words and draw or download images that represent the three most important events from the era.



# Atlas of United States History & Literacy Lessons

These Literacy Lessons complement the other lessons in this program. Together, they exemplify how *The Nystrom Atlas of United States 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 the Literacy Lessons  
Answer Key

## Lessons

- 1 Describe Structure: Causal
- 2 Determine Central Ideas
- 3 Integrate Visual Information
- 4 Cite Evidence
- 5 Write Arguments
- 6 Write Informative Text
- 7 Describe Structure: Sequential
- 8 Analyze Primary and Secondary Sources
- 9 Describe Structure: Comparative
- 10 Separate Fact from Opinion
- 11 Determine the Meanings of Words
- 12 Gather Relevant Information
- 13 Identify an Author's Point of View
- 14 Conduct a Research Project
- 15 Draw Evidence



# *How to Use the Literacy Lessons*

Most state standards for Literacy in History/Social Studies, Science, and Technical Subjects recommend that a large percentage of the text read by students in grade 8 through grade 12 be informational text. The language in *The Nystrom Atlas of United States History* is informational text. The Atlas includes text of various kinds, charts, graphs, and pictures, 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 United States History*. Several 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 United States 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 programs and materials.

## Digital Resources

StrataLogica.com

The *Atlas of United States History* is available in both print and e-book formats. In its e-book format, at [www.StrataLogica.com](http://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 Atlas pages. Hotlinks in the e-book take the reader to resources on [USHistoryAtlas.com](http://USHistoryAtlas.com). The e-book is available through a license or subscription to StrataLogica.com.

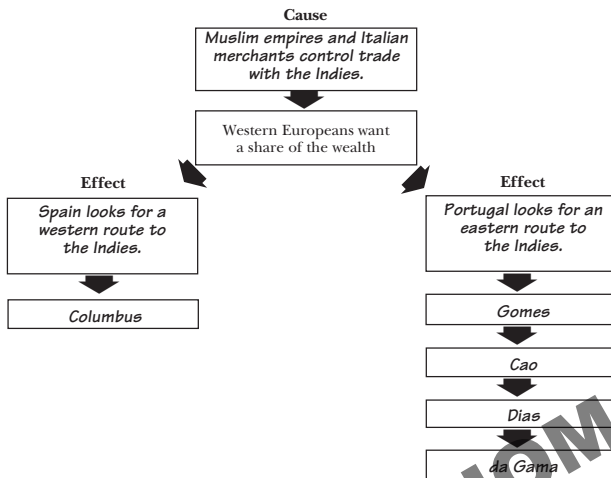
# Answer Key

## Lesson 1

1.



2–3.



## Lesson 2

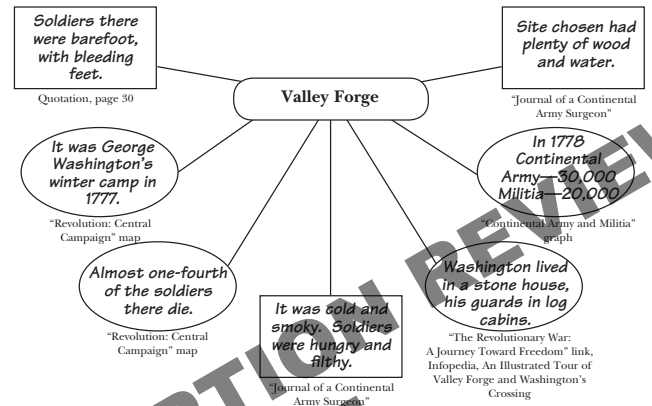
1. Key points will vary. Students may mention:  
Europeans settled in areas claimed by earlier explorers.  
Colonists came for a variety of reasons.

Answers to 2 and 3 will vary, depending on students' key points.

- 2a. Colonists came for a variety of reasons.
- 2b. none
- 2c. Europeans settled in areas claimed by earlier explorers.
- 2d. Europeans settled in areas claimed by earlier explorers.
- 2e. Colonists came for a variety of reasons.
- 2f. none
- 3a. keep both
- 3b. photos A and E
- 3c. housing
- 3d. Europeans and Native Americans had different building styles.
4. Central ideas will vary. Students may mention:  
Colonists, coming for a variety of reasons, settled and built homes in areas claimed by earlier explorers.

## Lesson 3

Webs will vary. Students may mention:



Note: the boxes on the web represent information provided through text, the ovals represent visual information, such as maps, graphs, and photos.

3. Paragraphs will vary. Students should use some of the information from their webs to describe Valley Forge. They should also include at least one relevant map, graph, photo, or illustration.

## Lesson 4

3. Source: page 34, map A, “Westward Across the Appalachians”  
Evidence: At least seven more roads, including the Natchez Trace, headed west or southwest by 1810.
4. Source: page 34, graph C, “Population Boom” or map B, “Population Density and Major Cities, 1790”  
Evidence: By 1800, Kentucky and Tennessee—both west of the mountains, had populations of 221,000 and 106,000 respectively. Or by 1790 about 200,000 people had crossed the Appalachians.
5. Source: page 35, map D, “Northwest Territory”  
Evidence: The Northwest Territory was divided into 6- x 6-mile townships. One section in each township was reserved for public schools.
6. Sources: page 34, map B, “Population Density and Major Cities, 1790,” and page 35, map F, “Population Density and Major Cities, 1820”  
Evidence: By 1820 the population density of several large areas between the Appalachians and Mississippi River went from under 2 to 2–45 people per square mile.

## Lesson 5

Optional: print the primary source document, “Indian Removal Message” from [www.USHistoryAtlas.com](http://www.USHistoryAtlas.com), Era 4, for students.

3. Charts will vary, depending on the evidence chosen.
9. Arguments will vary. Students should state their claim and Jackson’s claim, and then present at least two pieces of evidence for their own claim.

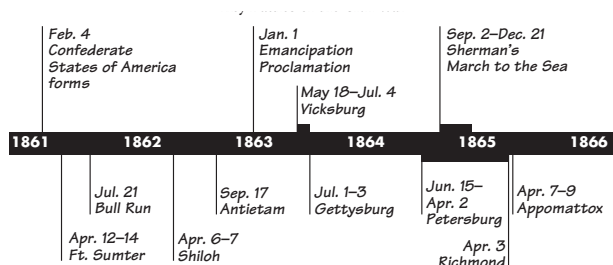
## Lesson 6

Activity Sheet 6a is guided practice, showing the elements of informative text. Activity Sheet 6b is independent application in which students write informative text.

- 1a. Texas, Mexico, Britain
- 1b. land annexed from Texas
- 1c. land won from Mexico
- 1d. land from Britain
- 2a. Facts will vary. Students may mention that the United States added 2,104,894 square miles between 1800 and 1860.
- 2b. Examples will vary. Students may mention one of the treaties, annexations, or purchases on the map, such as the Mexican Cession.
- 2c. Details will vary. Students may mention dates or treaties, such as the 1848 Treaty of Guadalupe Hidalgo ceded Mexican lands to the United States.
- 2d. to add territory to a place with established boundaries
- 2e. Quotations will vary. Students may use: “the people of Texas . . . do hereby resolve and declare, that our political connection with the Mexican nation has forever ended.”
3. Categories will vary. Students may use: land annexed, land gained by treaty or convention, land purchase. Or they could use land from Texas, Mexico, and Britain.
- 4–7. Will vary, depending on the topic chosen from Era 4.
11. Students’ informative text should cover a topic from Era 4 with adequate details, divided into appropriate categories. The text should be formal and objective.

## Lesson 7

- 3b. Battles on the timeline will vary. Battles could include:

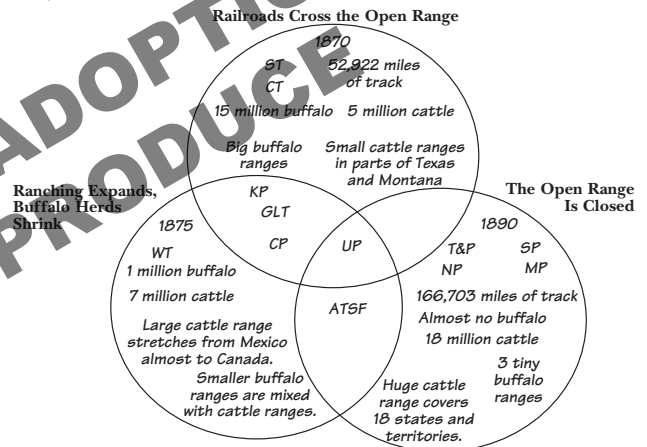


## Lesson 8

- 1b. Asian men worked as farmers and wore large hats.
- 2a. eyewitness (journal)
- 2b. Answers will vary.
- 3a. 1882: 39,579; 1883: about 0
- 3b. Chinese Exclusion Act
- 4b. Go on trial, be removed from the United States if found here illegally and returned to his or her home country.
- 4c. identity papers or Certificate of Residence
- 5a. Answers will vary. Students may mention interesting details and examples.
- 5b. Answers will vary. Students may mention the overview they provide.

## Lesson 9

2.



## Lesson 10

Optional: print the primary source document, “Woodrow Wilson’s war message to Congress” from [www.USHistoryAtlas.com](http://www.USHistoryAtlas.com), Era 7, for students.

- 2a. He wanted Congress to declare war on Germany.
- 2b. negatively, as an aggressor
3. Facts and opinions will vary. Students may mention:  
Fact: Germany would try to sink every vessel approaching Great Britain and Ireland.  
Opinion: “it was its purpose to put aside all restraints of law or of humanity”  
Reasoned Judgment: Germany would sink vessels on Europe’s west coast and Allied ports in the Mediterranean.
4. Opinions on unrestricted German submarine warfare will vary. Students may mention:

*Continued on next page.*



Germany's Opinion: It was justified because of British violations of blockade laws or because it had no other weapons to use at sea.

Wilson's Opinion: Germany was "throwing to the winds all scruples of humanity" or such attacks would result in the "wanton and wholesale destruction of the lives of noncombatants."

### Lesson 11

- 1a. system of discrimination, rigidly enforced racial segregation
- 1b. Blacks were forced to use separate accommodations, such as railroad cars, schools, and restrooms
- 1c. It was found in the South. It included poll taxes and literacy tests to restrict voting rights.
- 2a.

Term	Where were people moving from?	Where were people moving to?
migration	the southern United States	northern states and California
immigration	Europe, Japan, Mexico, Canada	the United States

- 2b. Migration is within a country; immigration is to a new country.
- 3b. segregation and lynchings
- 3c. It is prevention from using a right of citizenship, such as voting.

### Lesson 12

Provide students with a bibliography format that you would like them to use.

- 1a. page 90
- 1b. Notes will vary. They should focus on women and may include: women in the work force climbed during World War II. Women worked in wartime industries.
- 1c. Resources will vary. Students may mention: Primary Source: "Ration Schedule;" Photos: war bonds, "Find Your War Job" ad, victory gardens; Links: "What Did You Do in the War, Grandma?" and "Women at War."
- 2b. Reworded sentences will vary. Students should mention planting victory gardens and food being used to feed the troops.
- 3a. Students should circle the two quotation marks, draw a box around Nancy Potter, and underline "What Did You Do in the War, Grandma?"
- 3b. Credits will vary, depending on your citation format. Students should credit [www.USHistoryAtlas.com](http://www.USHistoryAtlas.com).

### Lesson 13

Optional: print the primary source document, "John Kennedy's speech at Berlin" from [www.USHistoryAtlas.com](http://www.USHistoryAtlas.com), Era 9, for students.

- 1a. divided city
- 1b. East Germany
- 2a. President of the United States
- 2b. The Berlin Wall was constructed around West Berlin.
- 3a. Positive connotations will vary. Students may mention: "distinguished Mayor;" "distinguished Chancellor;" "the vitality and the force, and the hope, and the determination."  
To flatter the people of West Berlin
- 3b. Negative connotations will vary. Students may mention: "evil system;" "failures of the Communist system;" "offense against humanity."  
To insult communist rulers of East Berlin, East Germany, and the Soviet Union
- 4a. "civis Romanus sum." I am a Roman citizen.
- 4b. To compare Berlin with ancient Rome, when he used "Ich bin ein Berliner."
5. That African Americans in the United States were also fighting for their freedom.
6. To let West Berliners know that the United States would continue to support them in their struggles against communists.

### Lesson 14

- 2-3. Costs of the Vietnam War will vary. Students may mention: lives of 58,000 soldiers; loss of South Vietnam to communism; money spent on salaries, helicopters, uniforms, and other supplies; loss of morale among troops in Vietnam; loss of support from American people; it ended President Johnson's hope for a second term.
4. Questions will vary. Students may ask why the war took so long, why peace talks took so long, or why more young soldiers died than those in any other age group.

### Lesson 15

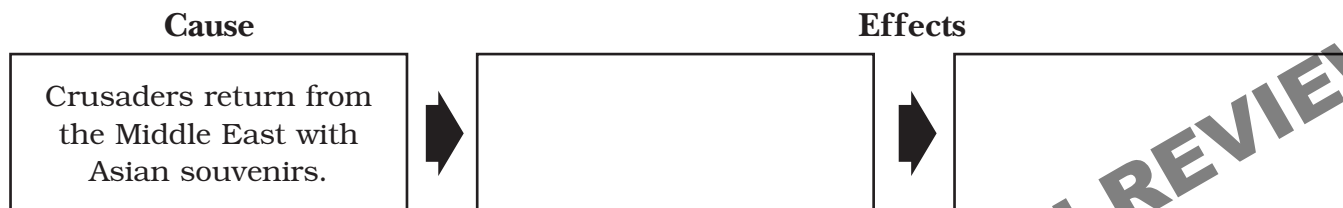
- 1a. 12%
- 1b. Answers will vary. Students may guess that the percentage is even higher.
- 1c. Students may mention the Census Bureau or another website.
2. whites, blacks, Hispanics, Asians
- 3a. North America, Asia
- 3b. about 155,000
- 4b. Hispanic
- 5a. California, Arizona, New Mexico, Texas
- 5b. It increased 96%.

# Describe Structure: Causal

Authors often organize their writings to show cause and effect.

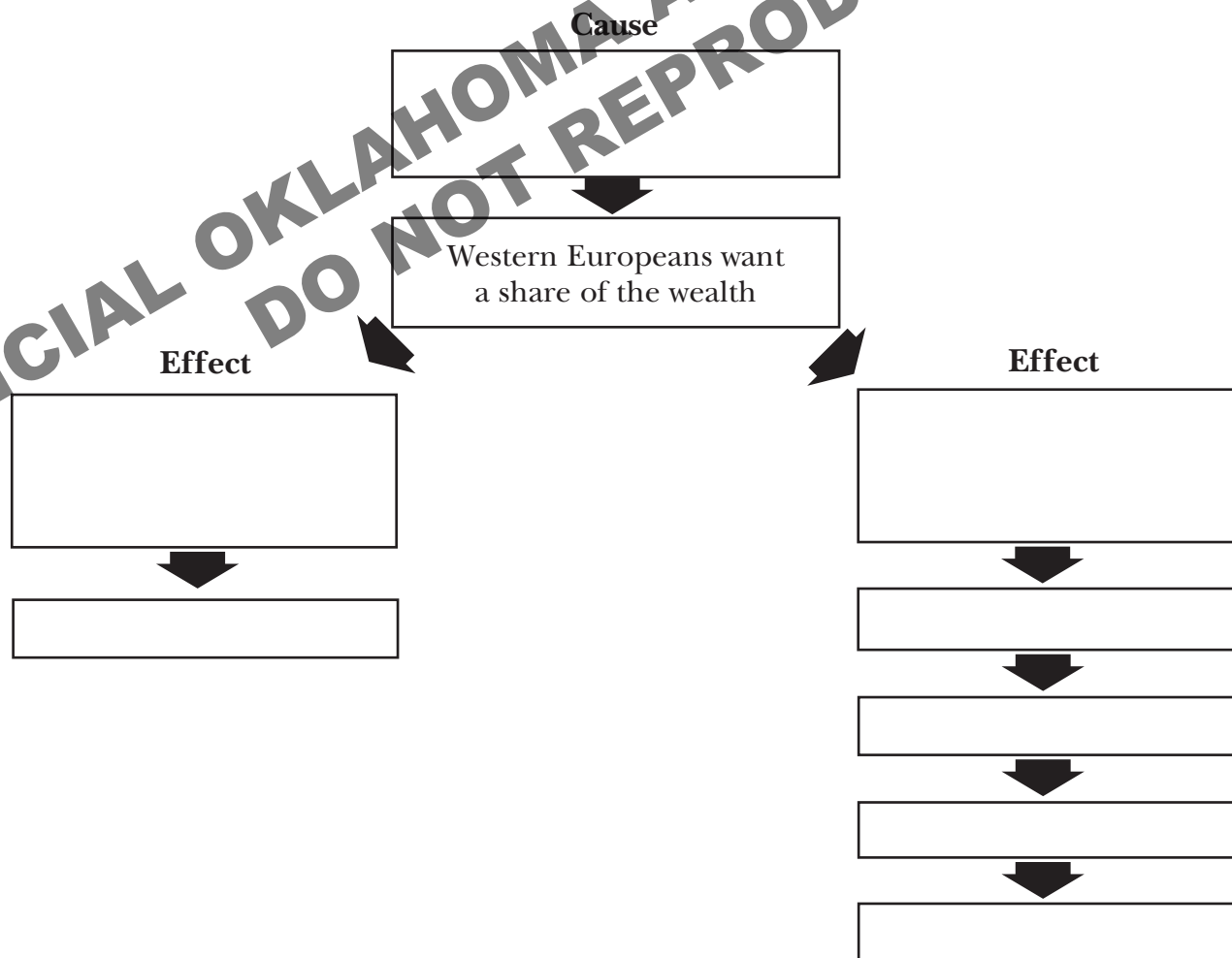
## 🐼 Identifying Effects

1. Turn to pages 12–13 of the Atlas. Read the title and the overview. Use the opening paragraph and first bullet to add two effects to the cause-and-effect chart below.



## 🐼 Identifying a Chain of Effects

2. Start by looking at the second and third bullets of the overview again. Add a cause and two initial effects to the chart below.
3. Then look at map E, “To the Indies by Sea.” Add five voyages triggered by the effects.



# Determine Central Ideas

In fiction, the central idea is the theme running through the story or book.

In nonfiction, the central idea is the most important point or message of the reading.

## From Overview

1. Turn to pages 22–23 of the Atlas. Read the title and the overview. Write two key points that might be the central idea for this spread.

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## Applying to the Spread

2. A central idea should tie together most elements on the spread. Look over each of the following elements. Read their captions. Identify which of your key points (from step 1) were touched upon by that element. If neither key point applies, write *none*.

- a. quotation: \_\_\_\_\_
- b. photo A: \_\_\_\_\_
- c. map B: \_\_\_\_\_
- d. map C: \_\_\_\_\_
- e. graph D: \_\_\_\_\_
- f. photo E: \_\_\_\_\_

3. Look over your list of elements and your key points.

- a. Were both of your key points used? If not, which could you delete?

---

- b. Which elements were missing a key point? \_\_\_\_\_
- c. What common topic did they cover? \_\_\_\_\_
- d. Write a new key point to cover that topic.

---

4. Look over your comments above. How do your remaining key points fit together? Think about how you could combine those key points into one central idea that covers everything. List your final central idea below.

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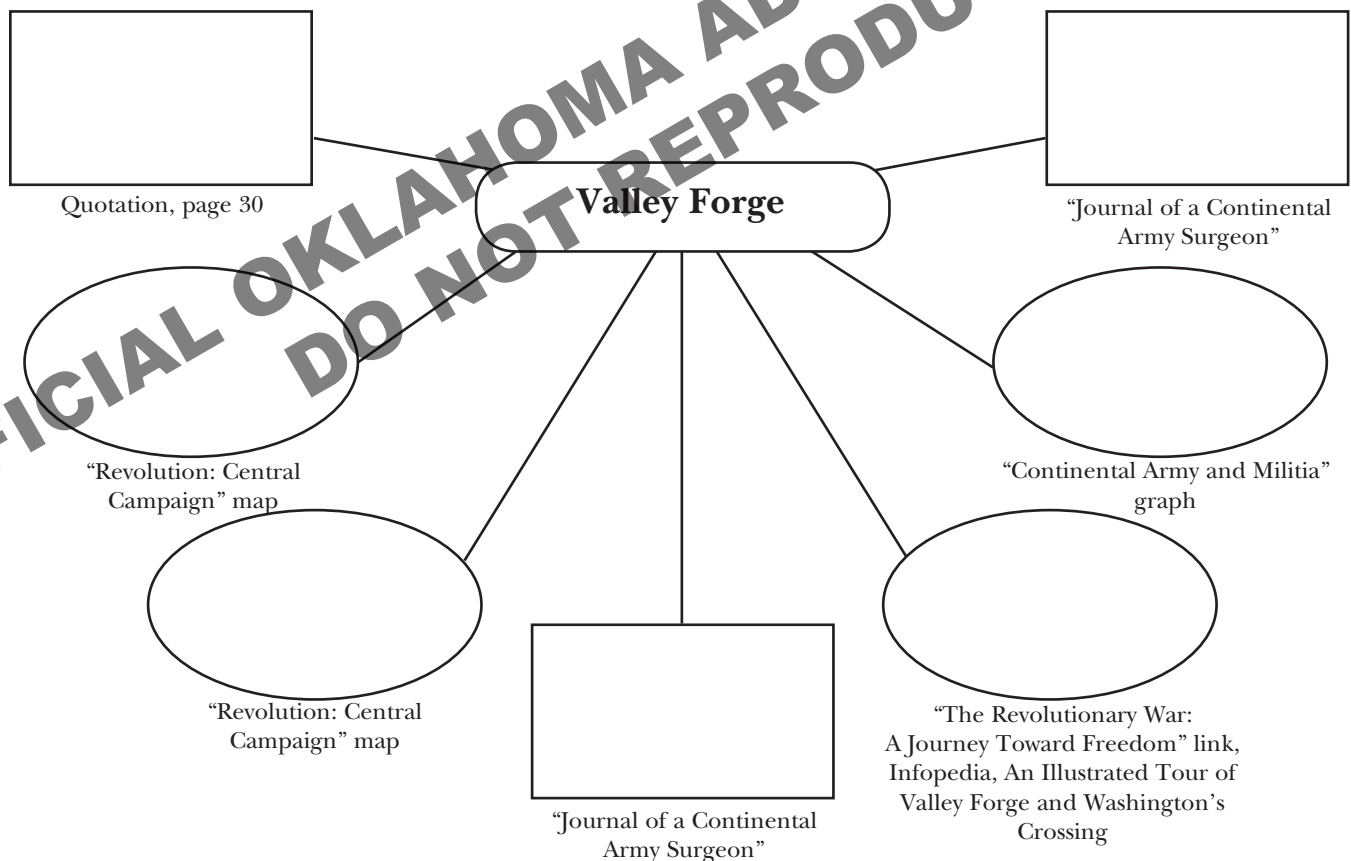
# Integrate Visual Information

*Also needed for this lesson: Internet access*

Sometimes you can't find all the information you need on one map or graph.  
You have to examine several sources.

## Gather Information

- Turn to pages 30–31 of the Atlas. Read the title and the overview.
  - Read the quotation. Let's say you are intrigued by what Mr. Martin said. You'd like to find out more about Valley Forge.
  - To the web below, add a piece of information about Valley Forge that you learned from the quotation.
- Go to the Atlas website, [www.UShistoryAtlas.com](http://www.UShistoryAtlas.com). Search Era 3 for more information about Valley Forge and the Continental Army. Select one piece of information from the source and add it to the web. (Note: the boxes in the web represent information provided by text, the ovals represent visual information, such as maps, graphs, and photos.)



- Take this information and write a paragraph describing Valley Forge during the Revolutionary War. Add at least one piece of relevant visual information from the website to illustrate your paragraph.

# Cite Evidence

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

1. Turn to pages 34–35 of the Atlas. Read the title and overview—the points the author made.
2. Find evidence to support each point below. Identify your source—the page it is on and the map or graph it comes from. Describe how the evidence supports the point.

## Roads West

3. **“In 1775 Daniel Boone helped build the Wilderness Road, the first wagon road across the Appalachians. Other wagon roads leading west soon followed.”**

Support for “Other wagon roads leading west soon followed.”

Source: page \_\_\_\_\_, \_\_\_\_\_

Evidence: \_\_\_\_\_

## Settlements West

4. **“After the Revolution, people headed west across the mountains, looking for affordable land to settle.”**

Support for “people headed west across the mountains”

Source: page \_\_\_\_\_, \_\_\_\_\_

Evidence: \_\_\_\_\_

5. **“Despite Indian resistance to American claims, newly surveyed land was soon dotted with farms, schools, and towns.”**

Support for “newly surveyed land” and “dotted with . . . schools”

Source: page \_\_\_\_\_, \_\_\_\_\_

Evidence: \_\_\_\_\_

6. **“By road and river, growing numbers of settlers pushed the frontier westward to the Mississippi River.”**

Support for “growing numbers of settlers pushed the frontier westward to the Mississippi River.”

Source: page \_\_\_\_\_, \_\_\_\_\_

page \_\_\_\_\_, \_\_\_\_\_

Evidence: \_\_\_\_\_



# Write Arguments

*Also needed for this lesson: Internet access*

An argument is a chance to look at both sides of an issue.

## Identify Claims

1. Go to the Atlas website, [www.UShistoryAtlas.com](http://www.UShistoryAtlas.com). Click on Era 4. Under Primary Sources, click on “Indian Removal Message.” Optional: print the document.
  - a. Read President Andrew Jackson’s message to Congress. It is an example of an argument.
  - b. Read the context and first paragraph. Jackson’s claim is listed in the chart below.
  - c. Jackson used several pieces of evidence to support his claim. Read the rest of his message.

## Find Evidence

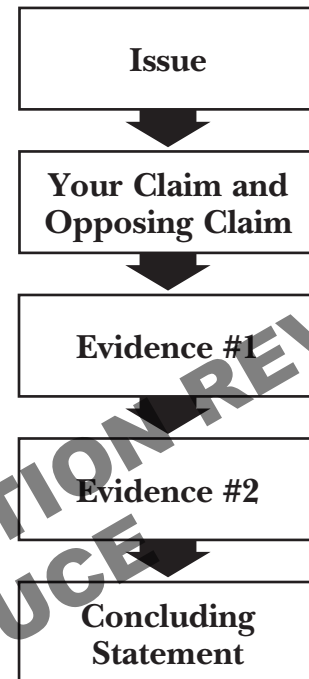
2. For this lesson, you will take the opposing view. On the chart, write your claim.
3. Find two pieces of evidence that you can use against Jackson’s evidence.
  - a. Turn to pages 40–41 of the Atlas. Read the title and the overview. Also look at map C, “Removal of Indians,” photo D; and map E, “The Indian Territory.” Read their captions. Look for evidence to support your claim.
  - b. Also check pages 17–18, 21–22, 32, 34, and 38–39 for historical evidence.
  - c. Add the best evidence you find to the chart below.

Jackson’s claim	<i>Native Americans should be removed to western lands.</i>
Your claim	
First piece of evidence to support your claim	
Second piece of evidence to support your claim	

# Write Arguments

## ✏️ Write a Draft

4. Look at the diagram to the right. It shows one way to write an argument. Also read the steps below.
  - a. Start by naming the issue:  
*Removal of Native Americans.*
  - b. State your claim and Jackson's claim.
  - c. Describe your first piece of evidence.
  - d. Describe your second piece of evidence.
  - e. End with a concluding statement that reinforces why your claim is the best or most logical.
5. Write your first draft. Follow the steps above. Don't worry if it isn't perfect. Just try to get your ideas down on paper.



## ✏️ Polish Your Argument

6. Read your draft. Look for sections that are unclear or evidence that is weak. **Rewrite** the unclear text. Replace the weak evidence with stronger evidence, or add facts, examples, or quotations to strengthen it.
7. **Relationship words** help show the connections between claims, opposing claims, or evidence. Look at the list below. Identify places in your argument where you could add relationship words or phrases.
8. Trade papers with a partner. **Review** his or her draft. Identify sections that you don't understand. Suggest ways to make the argument stronger.
9. Review your partner's comments on your paper. **Revise** your draft. Check spelling and punctuation.

### Relationship Words and Phrases

also	besides	in contrast
although	consequently	on the other hand
as a result	however	similarly
because	in addition	therefore

# Write Informative Text

Also needed for this lesson: Internet access

In this lesson, you'll first examine informative text in the Atlas and then write your own text.

## Introduce a Topic

1. Turn to pages 46–47 of the Atlas. Read the title and the overview. This spread is an example of the elements and organization of informative text.
  - a. The first sentence of the overview is an **introduction**. Who did the United States seek land from for its expansion? \_\_\_\_\_
  - b. The first bullet provides more **details** about \_\_\_\_\_.
  - c. The second bullet provides more details about \_\_\_\_\_.
  - d. The third bullet provides more details about \_\_\_\_\_.

## Develop a Topic

2. Informative text often develops the topic with facts, examples, concrete details, definitions, and quotations.
  - a. Look at graph D, “Land Area of the United States.” Find a **fact**.  
\_\_\_\_\_
  - b. Look at map E, “American Expansion.” Find an **example** of American expansion.  
\_\_\_\_\_
  - c. Look again map E. Find a **concrete detail** about your example (from 2b).  
\_\_\_\_\_
  - d. Add a **definition** of the word *annexed*. Look in the Glossary on pages 120–121.  
\_\_\_\_\_
  - e. Go to [www.USHistoryAtlas.com](http://www.USHistoryAtlas.com). Click on Era 4. Under Primary Sources, click on “Texas Declaration of Independence.” Find a **quotation**.  
\_\_\_\_\_

## Organize Information

3. Information within informative text is organized into **categories**. What categories could you use to organize the information on map E, “American Expansion”?  
\_\_\_\_\_

# Write Informative Text

## Develop and Outline Your Informative Text

4. Now it is your turn to choose a topic for your informative text. Look through pages 38–51 of the Atlas. Also look at Era 4 at [www.USHistoryAtlas.com](http://www.USHistoryAtlas.com). Choose a topic for your text. Find a topic supported by many pieces of information. What topic will you write about?

\_\_\_\_\_

5. Look through the Atlas and website for information to develop your topic. Depending on your topic, you may find many examples of one type of information and none of another.

- a. Facts \_\_\_\_\_
- b. Examples \_\_\_\_\_
- c. Concrete details \_\_\_\_\_
- d. Definition \_\_\_\_\_
- e. Quotation \_\_\_\_\_

6. Look back through your facts, details, and examples. What categories cover the information you found about your topic?

\_\_\_\_\_

7. Outline your informative text. Use the example on Activity Sheet 6a as your guide. Refer to your topic and categories above.

### Informative Text

- 1. Introduction
- 2. Body
  - a. 1st category
  - b. 2nd category
  - c. 3rd categoryDevelop with facts, definitions, details, quotations, and examples.
- 3. Concluding statement

## Write, Review, and Revise Your Informative Text

8. Write your first draft. Use the outline as your guide. Include the information you gathered in your text.

9. Read your draft.

- a. Check your style. For this paper, keep the style formal.
- b. Make sure your tone is objective. This is not the place to include your own opinions.
- c. Add some transitions to make sure the reader can see the relationships between the ideas you present.
- d. Check your spelling and grammar. Fix any errors you find.

10. Exchange papers with a partner. Look for places where his or her text is unclear or where facts and details could be moved to a more appropriate category.

11. Review your partner's comments. Then revise your informative text one more time.

# Describe Structure: Sequential

Text can be organized in several ways. Today you'll look at sequential structures.

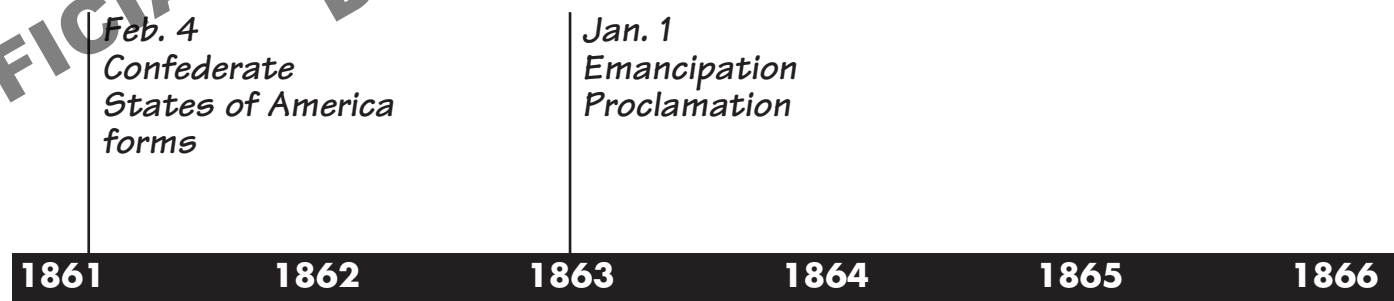
## Sequence Events

1. Turn to pages 52–53 of the Atlas. Look at the timeline. It shows several key events of this era in chronological order.
2. Turn to pages 56–57 of the Atlas. Look at map A, “The Union and the Confederacy.” Read its caption.
  - a. Many history maps in this Atlas have numbered callouts. These callouts are in chronological order. Point to the callouts on this map in order.
  - b. Which was admitted to the Union first: Nevada or West Virginia? \_\_\_\_\_

## Add Events to a Timeline

3. Timelines are a useful tool for looking at sequence. On the “Key Battles of the Civil War” timeline below, you'll chart key battles and other events from the Civil War.
  - a. Begin by adding two key battles from map B, “Early Confederate Victories,” to the timeline below. List the dates and battles in the correct order.
  - b. Add two more battles to the timeline from each of the following maps: map C on page 57, “Battles in the East and West;” map B on page 58, “Turning Points of the War;” map C on page 59, “Sherman Marches to the Sea;” and map A on page 60, “The War Grinds to an End.” If a battle lasted more than a month, add a thick bar along the timeline to show its length.

### Key Battles of the Civil War





# Analyze Primary and Secondary Sources

*Also needed for this lesson: Internet access*

Primary sources come from the event or period they address.

Secondary sources compile information after the fact.

## 🐼 Chinese Immigrants

1. Turn to pages 62–63 of the Atlas. Read the title and the overview.
  - a. Look at graph A, “Immigrant Origins.” This is a **secondary source**. Point to the section of each bar that shows immigrants from Asia.
  - b. Now look at photo D. This is a **primary source**. What can you learn from the photo?  
\_\_\_\_\_
2. Go to the Atlas website, [www.USHistoryAtlas.com](http://www.USHistoryAtlas.com). Click on Era 4. Under Primary Sources, click on “Account of 1850’s California.”
  - a. What type of **primary source** is this? \_\_\_\_\_
  - b. Skim the text. What new information did you learn about photo D from this primary source?  
\_\_\_\_\_

## 🐼 Chinese Exclusion Act

3. Go back to pages 62–63 of the Atlas. Look at graph E, “German and Chinese Immigrants.” This is a **secondary source**. Read its caption.
  - a. How many Chinese immigrants arrived in the United States in:  
1882 \_\_\_\_\_ 1883 \_\_\_\_\_
  - b. What caused that change? \_\_\_\_\_
4. Go back to the website. In Era 6, under **Primary Sources**, click on “Chinese Exclusion Act.”
  - a. Skim the text. Scroll down to Sec. 12. What would happen to a Chinese person found in the United States illegally? \_\_\_\_\_
  - b. Click on Photos. Find a **primary source** document that Chinese immigrants were forced to carry. What was it? \_\_\_\_\_
5. Compare the primary and secondary sources you’ve looked at in this lesson.
  - a. What are **primary sources** helpful for? \_\_\_\_\_
  - b. What are **secondary sources** helpful for? \_\_\_\_\_

# *Describe Structure: Comparative*

Pages in the Atlas are organized in a number of ways. Today you'll look at pages that compare.

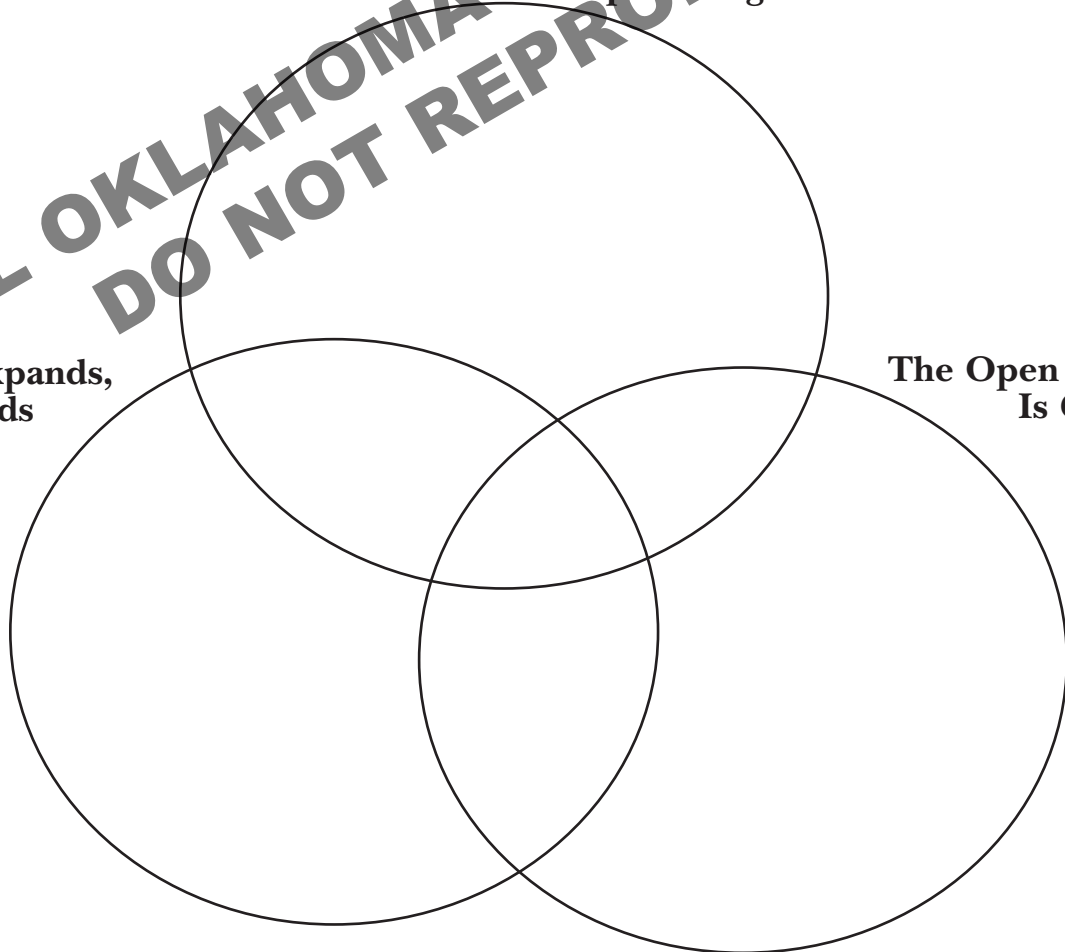
## **🦏 Comparing Buffalo and Cattle as Railroads Spread**

1. Turn to pages 64–65 of the Atlas. Read the title and overview. The three maps show the same area at three times. Compare map C, “Railroads Cross the Open Range;” map E, “Ranching Expands, Buffalo Herds Shrink;” and map F, “The Open Range Is Closed,”
2. Venn diagrams are a useful tool for making comparisons.
  - a. To the diagram below, add the last year mentioned for each map and its legend.
  - b. In each circle, list the railroads that are shown on the map, using initials. If two or three maps show the same railroad, list the railroad in the space where they overlap.
  - c. Now list the cattle trails, using their initials.
  - d. In each circle, describe the extent of the buffalo and cattle ranges during that year.
  - e. Each graph on pages 64–65 compares. Add data from graph A, “Miles of Railroad Track” and graph E, “Changing Herds” to the diagram.

### **Railroads Cross the Open Range**

**Ranching Expands,  
Buffalo Herds  
Shrink**

**The Open Range  
Is Closed**



# Separate Fact from Opinion

Also needed for this lesson: Internet access

When reading a primary source, it is important to be able to tell facts from opinions.

## 🔍 Identifying the Facts

- For context, turn to pages 76–77 of the Atlas. Read the title and the overview. Also look at map B, “The Allies and the Central Powers,” and map C, “The War in Europe.”
- Go to [www.USHistoryAtlas.com](http://www.USHistoryAtlas.com). Click on Era 7. Under Primary Sources, open “Woodrow Wilson’s war message to Congress.” Optional: print the document.
  - Read the context. What did Wilson hope to achieve with this message?  
\_\_\_\_\_

- How would you expect Wilson to portray Germany? \_\_\_\_\_

- Read the first three paragraphs of Wilson’s message.
  - Focus on the second paragraph. In the chart below, write down one example you find of a fact and one of an opinion in this sentence.
  - For reasoned judgment, look for a phrase that may not be fact, but that is a reasonable guess.

Fact	Opinion	Reasoned Judgment

## 🔍 Comparing Opinions

- Read the last paragraph on page 1, beginning “This minimum of right . . .” Make sure you read the side notes too. Compare Germany’s opinion on unrestricted submarine warfare with Wilson’s opinion. Write one opinion for each below.

Germany’s Opinion	Wilson’s Opinion

# Determine the Meanings of Words

The Atlas uses many words that are important in understanding our country's history.

## Context Clues

1. For terms you don't know, surrounding words and nearby maps can provide context clues. Turn to pages 78–79 of the Atlas. Read the title and the overview.

a. What clues do they give you about the meaning of *Jim Crow laws*? \_\_\_\_\_

b. Name one example of a *Jim Crow law* it gives. \_\_\_\_\_

c. Look at map A, "Jim Crow Laws." Read its caption. What else did you learn? \_\_\_\_\_

2. Look at map B, "The Great Migration." The word *migration* looks a lot like *immigration*.

a. Compare this map with map B, "Immigrants," on page 74 using the chart below.

Term	Where were people moving from?	Where were people moving to?
<i>migration</i>		
<i>immigration</i>		

b. What do you think the difference is between *migration* and *immigration*? \_\_\_\_\_

## Glossary

3. Sometimes context clues are not enough. You need to use a dictionary or glossary.

a. Turn back to pages 78–79. Look at map D, "The Emerging Black Press." Find the word *disenfranchisement* in the caption.

b. According to the caption, name to issues that are different from *disenfranchisement*. \_\_\_\_\_

c. Turn to the Glossary on pages 120–121. What else did you learn about *disenfranchisement*? \_\_\_\_\_

# Gather Relevant Information

*Also needed for this lesson: Internet access, bibliography format (from your teacher)*

When you gather information for a research paper, there are a number of things to keep in mind.

## Identify Relevant Information

1. Turn to pages 84–85 of the Atlas and read the title. Then look over pages 86–91.
  - a. Only take notes on information that relates to your topic. Let's say you are writing a paper on *the role of women in World War II*. What page would you focus on? \_\_\_\_\_
  - b. Write two notes from the information on that page.  
\_\_\_\_\_  
\_\_\_\_\_
  - c. Go to [www.UShistoryAtlas.com](http://www.UShistoryAtlas.com). In Era 8, look for any information that could be used in a paper on women in World War II. List three possible resources below.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Avoid Plagiarism, Credit Sources

2. Do not copy text from a book or online resource directly into your paper and pretend that you wrote it. Doing so is plagiarism. When you take notes, put them in your own words.
  - a. On the website, scroll through the Photos section for Era 8. Under 1942 on the timeline, find the photo of a victory garden. Read its 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.
3. When you use information from another source, give it credit.

- a. Sometimes you find a great quotation or statement that you'd like to use exactly 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 *What Did You Do in the War, Grandma?*, Nancy Potter remembers, "I did work as a volunteer in a hospital in Boston to relieve civilian nurses. We were very convinced that everyone ought to be tremendously involved in the war effort. I enjoyed the hospital volunteering, but I found the experience absolutely terrifying. I had been sheltered, and I had not realized that there was as much pain and misery in the world."

- b. Imagine you wanted to download and use the "Find Your War Job" ad from the Era 8 Photos in your paper. How would you credit it? Your teacher will specify the format to use.



# Identify an Author's Point of View

Also needed for this lesson: Internet access

Authors have a point of view or purpose for their writing.

## Background and Situation

1. Turn to pages 94–95 of the Atlas. Read the title and the overview. Look at map C, “Iron Curtain.”

- a. Find Berlin. What does its symbol mean? \_\_\_\_\_
- b. What was Berlin’s country from 1946 to 1989? \_\_\_\_\_

2. Situations can influence an author. Go to [www.USHistoryAtlas.com](http://www.USHistoryAtlas.com). Click on Era 9. Under Primary Sources, click on “John Kennedy’s speech at Berlin.” Optional: print the document. Read the background information.

- a. Who was John Kennedy? \_\_\_\_\_
- b. What had recently happened in West Berlin? \_\_\_\_\_

## Evidence of Point of View

3. The words a person chooses can indicate point of view. Read Kennedy’s speech. Look for examples of **loaded language**—words that stir up emotions. Find phrases that have positive connotations and negative connotations.

- a. One phrase with a positive connotation: \_\_\_\_\_  
Why do you think Kennedy used this phrase? \_\_\_\_\_
- b. One phrase with a negative connotation: \_\_\_\_\_  
Why do you think Kennedy used this phrase? \_\_\_\_\_

4. Sometimes a person **uses facts, details, and quotations** to help make a point.

- a. Kennedy used a quotation from two thousand years ago. What was it?  
\_\_\_\_\_
- b. Why did he use that quotation? \_\_\_\_\_

5. Other times an author **avoids facts or details** that could hurt his case. Look through Era 9 in the Atlas. Give a fact that Kennedy avoided about freedom in the United States.  
\_\_\_\_\_

6. What was Kennedy’s purpose or point of view in this speech?  
\_\_\_\_\_

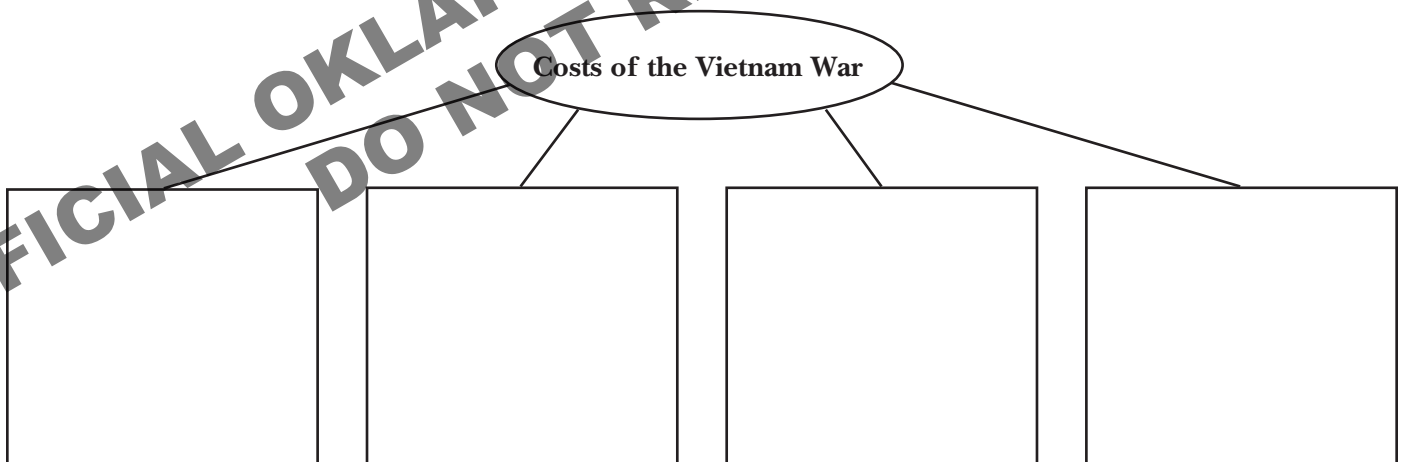
# Conduct a Research Project

Also needed for this lesson: Internet access

In this lesson, you'll explore a research question using maps, graphs, photos, and primary sources.

## 🐼 Draw on Several Sources

1. Turn to pages 100–101 of the Atlas. Read the title and the overview. Look at the maps, graph, and photos and read their captions.
2. The research question you'll explore today is, *What were the costs of the Vietnam War?* How would you go about answering it using the Atlas?
  - a. Start with the maps, graph, and photos on pages 100–101. Read their captions. If you find an answer to the question, add it to the graphic organizer below.
  - b. Turn to page 59. Graph E, “American War Deaths,” may have another answer.
3. The Atlas website may also have some answers. Go to [www.USHistoryAtlas.com](http://www.USHistoryAtlas.com). Click on Era 9.
  - a. Under Graphs, click on “Vietnam Casualties.” Add any additional costs.
  - b. Under Primary Sources, click on “Walter Cronkite’s commentary on the Tet Offensive.” Read the context and commentary. Add another cost to the organizer.
  - c. Under Links, one of the websites on Vietnam could provide more information.



## 🐼 Ask a Follow-Up Question

4. When you research a topic, you may find yourself asking more questions. What is one question you now have about the Vietnam War?

\_\_\_\_\_

# Draw Evidence

*Also needed for this lesson: Internet access*

You can draw evidence from text and photos, as well as from maps and graphs.

## Evidence from Text and Photos

1. Turn to pages 110–111 of the Atlas. Read the title and the overview. Today you'll look for evidence to support the title of this spread.
  - a. What percentage of the U.S. population was foreign-born in 2000? \_\_\_\_\_%
  - b. How has that percentage changed? \_\_\_\_\_
  - c. Where did you find your evidence? \_\_\_\_\_
2. Look at photo G. Read its caption. What racial and ethnic groups are represented in the photo?  
\_\_\_\_\_

## Evidence from Graphs and Maps

3. You may wonder who is immigrating to the United States.
  - a. Look at graph A, "Immigrant Origins." Where do the two largest groups of immigrants come from? \_\_\_\_\_
  - b. Look at graph C, "Mexican and Filipino Immigrants." How many Mexicans legally immigrated to the United States in 2005? \_\_\_\_\_
4. You may wonder how immigration will affect life in the United States.
  - a. Go to the Atlas website, [www.USHistoryAtlas.com](http://www.USHistoryAtlas.com). Click on Era 10. Under Graphs, click on "Changing Face of America."
  - b. Which group seems likely to grow the most by 2050? \_\_\_\_\_
5. You may wonder if some areas are more affected by Hispanic immigration than others.
  - a. Under Maps, click on "Prevalence of Spanish." Which states had the highest percentage of people who speak Spanish at home? \_\_\_\_\_
  - b. How did the percentage of people speaking Spanish at home change between 1990 and 2006? \_\_\_\_\_

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