

Macmillan/McGraw-Hill

TIMELINKS

The United States Early Years

Student Practice and Activity Workbook



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Grade 5 Workbook

Table of Contents

Unit 1

Lesson 1: Meet the First Americans	5
Chart and Graph Skills: Comparing Time Lines	6
Lesson 2: Life in the West	7
Lesson 3: Pueblo or Navajo?	8
Lesson 4: Living on the Plains	9
Lesson 5: A Call for Action	10
Vocabulary Review	11

Unit 2

Lesson 1: Discovering Other Cultures	12
Map and Globe Skills: Mapping Locations	13
Lesson 2: Columbus Arrives	14
Lesson 3: Comparing and Contrasting Empires	15
Lesson 4: Who's Who in New Spain	16
Chart and Graph Skills: Use Two Graphs	17
Lesson 5: Charting Explorers	18
Lesson 6: Settling New France	19
Lesson 7: What Happened Where?	20
Vocabulary Review	21

Unit 3

Lesson 1: Famous New England Names	22
Lesson 2: A Trip through the Middle Colonies	23
Lesson 3: Which Southern Colony?	24
Lesson 4: Living in the Colonies	25
Map and Globe Skills: Settling the Colonies	26
Lesson 5: Enslaved Workers	27
Lesson 6: The Triangular Trade	28
Lesson 7: True or False?	29
Vocabulary Review	30

Unit 4

Lesson 1: The French in Louisiana	31
Lesson 2: Tracking the War	32
Lesson 3: No More Taxes!	33
Lesson 4: Who Did What?	34
Lesson 5: Declaring Independence	35
Lesson 6: Army Versus Army	36
Map and Globe Skills: Following a Battle	37
Lesson 7: Patriot Successes	38
Lesson 8: The Americans Win!	39
Vocabulary Review	40

Unit 5

Lesson 1: Lie Detector	41
Lesson 2: Two Ways to Govern.....	42
Lesson 3: Double or Nothing	43
Lesson 4: Fighting for Control	44
Map and Globe Skills: Different Maps, Different Scales.....	45
Lesson 5: Big Changes.....	46
Lesson 6: The Jackson Era.....	47
Lesson 7: A Growing Nation	48
Vocabulary Review	49

Unit 6

Lesson 1: Cotton at the Center.....	50
Chart and Graph Skills: Study a Climograph	51
Lesson 2: Before the Civil War.....	52
Lesson 3: A Nation at War.....	53
Lesson 4: Toward Victory	54
Lesson 5: The End of the War	55
Lesson 6: Reconstructing the Nation	56
Vocabulary Review	57

Unit 7

Lesson 1: Mapping the Land	58
Lesson 2: Nothing But the Truth	59
Map and Globe Skills: What Time Is It?	60
Lesson 3: Energy Resources.....	61
Lesson 4: U.S. Trade Relations.....	62
Lesson 5: Business in the Regions	63
Lesson 6: Shopping Decisions	64
Lesson 7: Analyze the Amendments	65
Vocabulary Review:.....	66

Meet the First Americans

For each statement below, use one of the groups in the box to identify the speaker.

hunter-gatherer	Olmec	Ancestral Pueblo
Hohokam	Maya	Mississippian

1. Workers in my civilization built stone pyramids and temples to honor our gods. _____
2. I crossed the Beringia Land Bridge when I followed the animals I hunted. _____
3. In the kiva in our cliff dwelling, we held meetings and religious ceremonies. _____
4. I lived in the great city of Cahokia, one of the largest cities in the world. _____
5. My people were the first to eat *cacao* beans, and the first American people to use a zero in our calculations. _____
6. We built canals to carry water to our fields, where we grew maize and other plants. _____

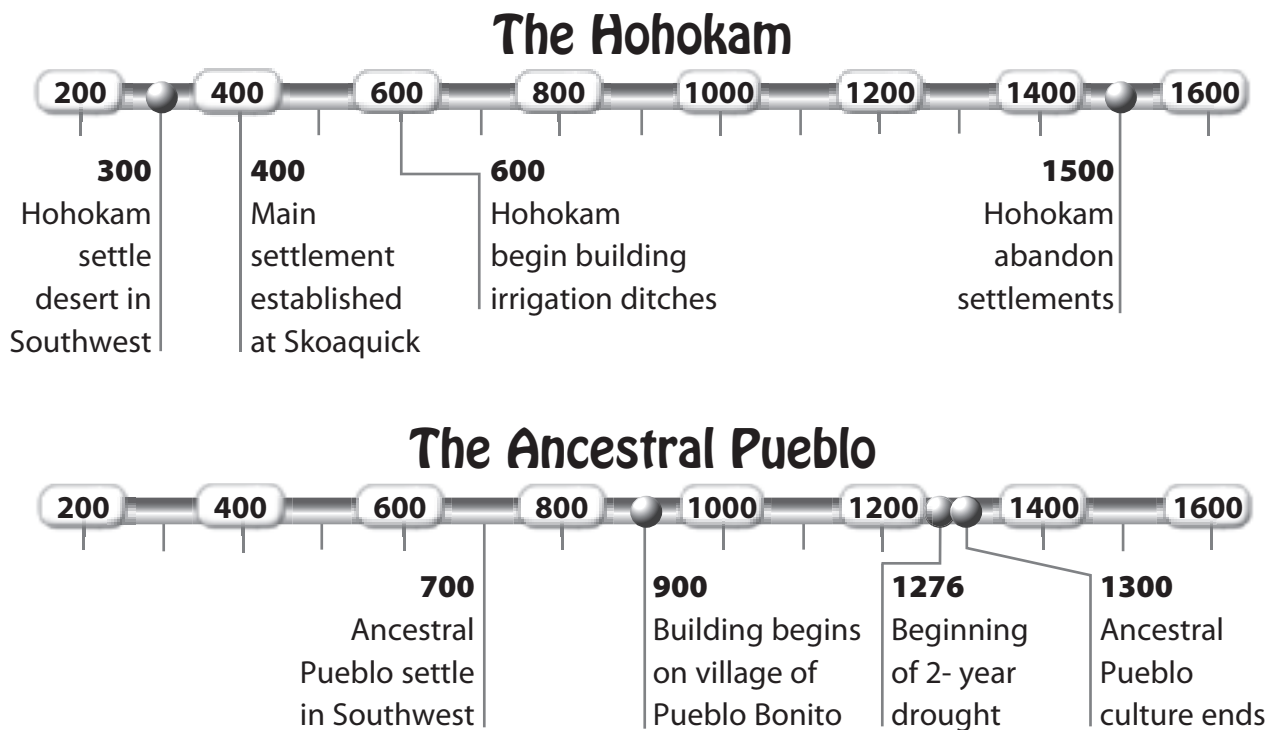
Write Your Own

Write a sentence that a person in one of these groups might say. Then ask a classmate to figure out the speaker's group.

Speaker: _____

Comparing Time Lines

Read the information on both time lines, then answer the questions.



1. What is the time span shown on each time line?

2. Which group settled in the Southwest first? When?

3. Based on the two time lines, could the Ancestral Pueblo have learned about irrigation ditches from the Hohokam? Explain your answer.

Name _____ Date _____

Use with Unit 1, Lesson 2

Life in the West

Fill in this chart with information about Native Americans of the West.

	Arctic	California Desert	Pacific Northwest
Groups	<i>Inuit</i>		
Climate			
Food sources			

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Pueblo or Navajo?

Circle the correct group for each statement.



1. They live in a dry land that receives only a few inches of rain each year.

Pueblo

Navajo

both

2. Their name also describes their adobe homes, which look like apartment buildings.

Pueblo

Navajo

both

3. They farm with a method called dry farming that irrigates with tiny dams and canals.

Pueblo

Navajo

both

4. Their ancestors migrated to the Southwest from Alaska and Canada.

Pueblo

Navajo

both

5. Diné is another name for this people.

Pueblo

Navajo

both

6. The Hopi and Zuni people are part of their group.

Pueblo

Navajo

both

7. Their dome-shaped homes are called hogans.

Pueblo

Navajo

both

Living on the Plains

Answer the questions using complete sentences.

1. How did horses change life for the Plains peoples?

2. What things did bison provide for the Plains peoples?

3. How are earth lodges made differently from teepees?

4. In what ways did the Plains peoples use fire?

5. What useful skills did girls and boys on the Great Plains learn?

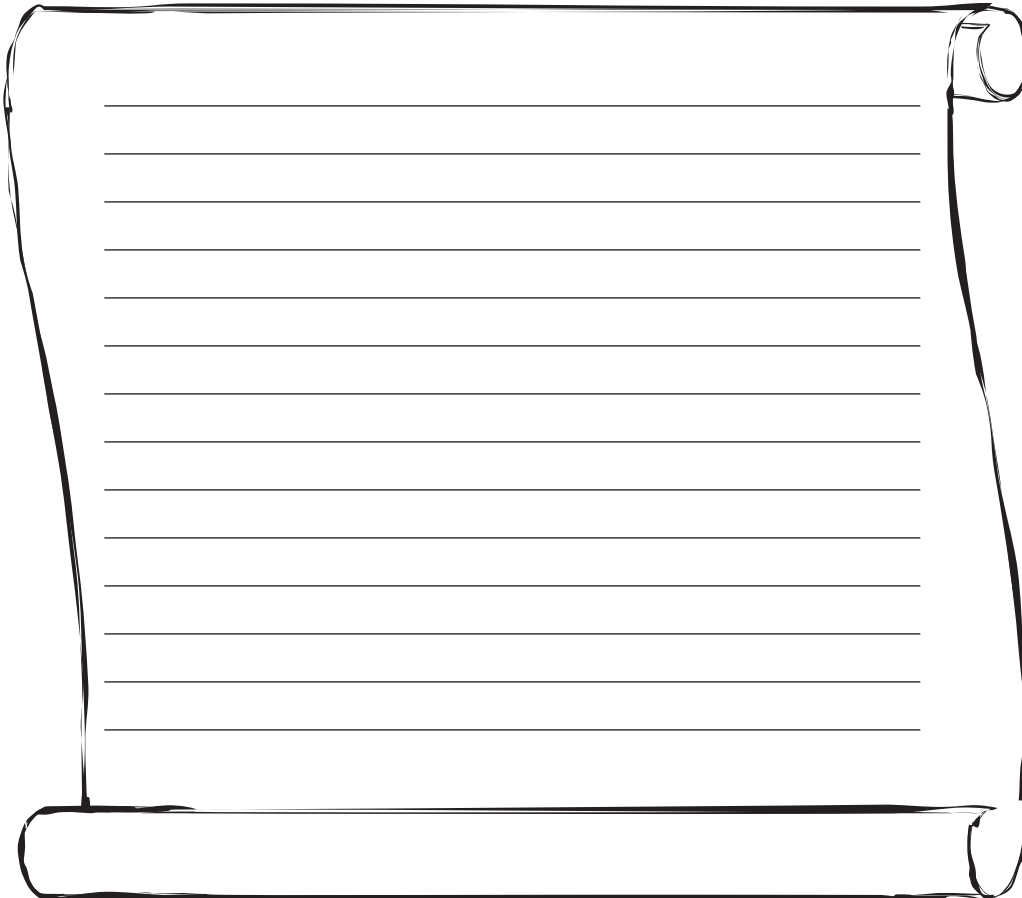
A Call for Action

Imagine that you are Hiawatha or Deganawida. Write a speech to convince the warring Iroquois people that they should live in peace and create the Iroquois Confederacy. Use the space below to take notes, then write your speech on a separate piece of paper.

In your speech you should include:

- strong reasons why the Iroquois groups need to work together.
- ideas about how to create a confederacy.

Present your speech to the class. Ask for feedback. Which of your arguments was the most convincing?

A large, hand-drawn scroll with horizontal lines for writing. The scroll is unrolled, showing a series of horizontal lines across its length. The top and bottom edges are slightly wavy, and the right side is rolled up into a cylinder.

Use with Unit 1

Vocabulary Review

Choose a word from the box for each definition.

glacier	clan	civilizations
migrate	travois	archaeologists
potlatch	wampum	irrigation

1. People who study tools, bones, and remains of ancient people

2. Supplying dry land with water through pipes and ditches

3. A feast celebrated by Native Americans of the Pacific Northwest

4. To move from one place to another _____
5. A thick sheet of slow-moving ice _____
6. Populations that share systems of trade, art, religion, and science

7. A kind of sled that is dragged to move supplies _____
8. A valuable string or belt of seashell beads _____
9. A related group of families _____

Discovering Other Cultures

As Europeans began to explore the world, they discovered ideas, people, and places that were new to them. Circle the correct word or words that complete each sentence below.

1. Around the year A.D. 1000, Vikings were the first Europeans to reach:

Denmark

North America

Africa

2. Crusaders hoped to capture Jerusalem from the:

Vikings

Europeans

Muslim Turks

3. Marco Polo and his family saw many new things when they lived in:

Jerusalem

Greenland

China

4. Prince Henry of Portugal started a school to teach:

trade

navigation

religion

5. By sailing around the tip of Africa, Bartolomeu Dias reached:

Europe

Portugal

the Indian Ocean

6. Vasco da Gama sailed from Portugal to:

Jerusalem

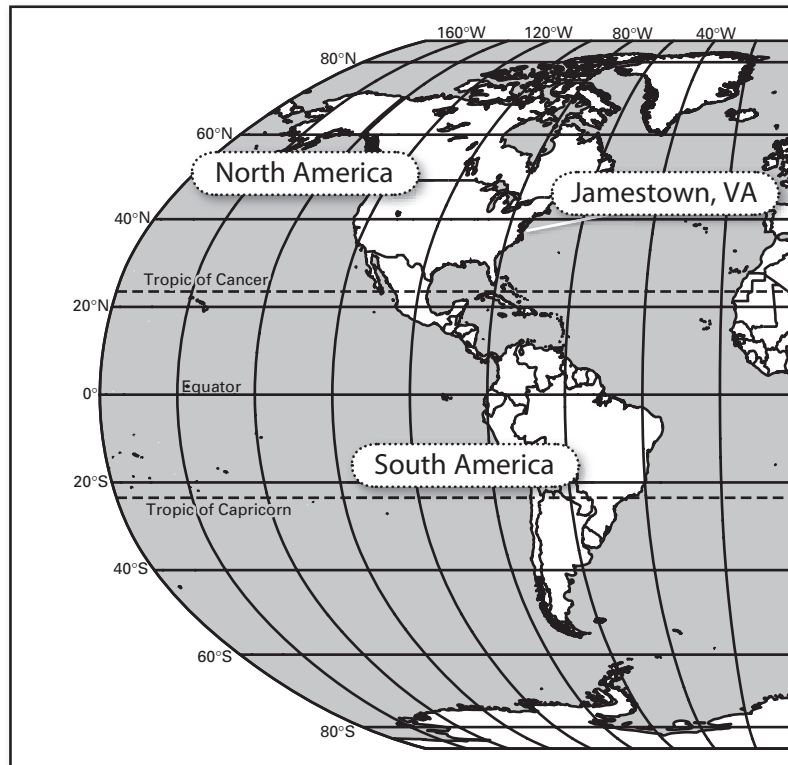
India

Denmark

Think About It What effect did trade have on the religion that West Africans followed? Write your answer on a separate sheet of paper.

Mapping Locations

Understanding latitude and longitude helps you find places on a map. Follow the directions to label this map, then answer the questions.



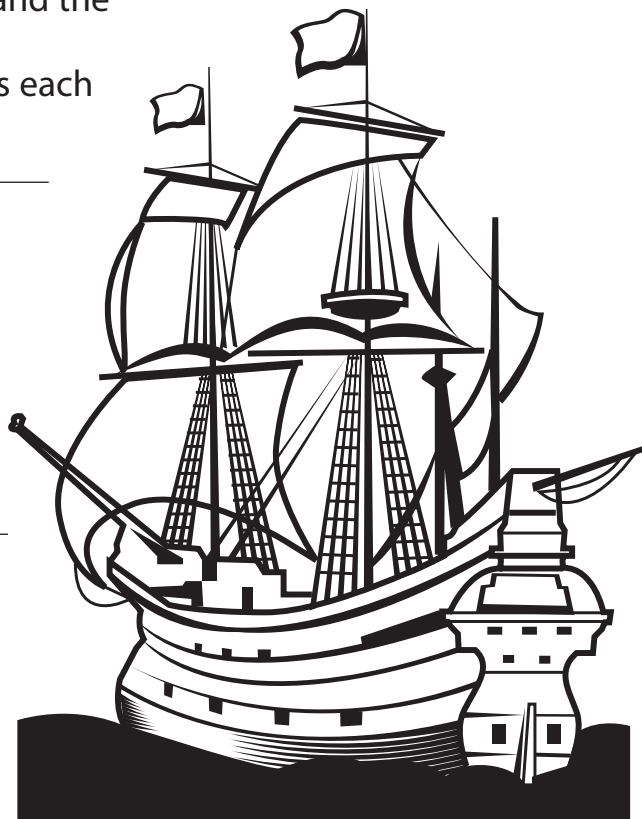
1. Trace one line of latitude on the map. Label it **LA**
2. Trace one line of longitude on the map. Label it **LO**
3. What is the nearest absolute location of Jamestown?

4. What is the relative location of North America from South America?

Columbus Arrives

Read each statement. Write **True** or **False** after the statement. If false, write the reasons for your answer on a separate sheet of paper.

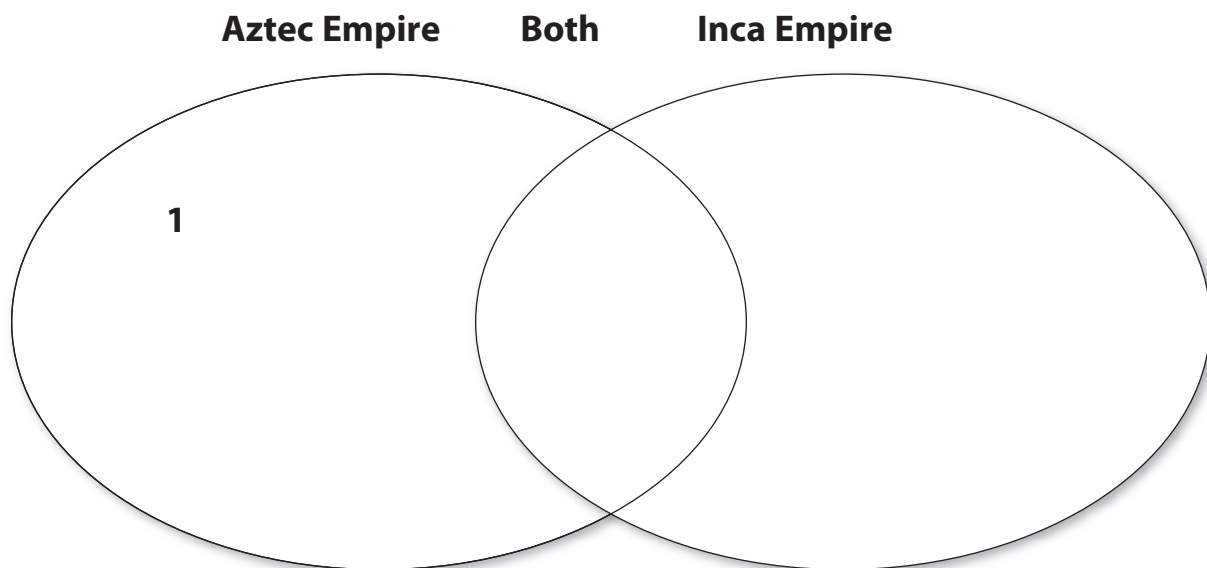
1. Christopher Columbus wanted to sail east to the Indies, the same direction that Vasco da Gama went. _____
2. Columbus approached the rulers of Portugal and Spain, but no one wanted to pay for his voyage. _____
3. The ships of Columbus reached North America, but Columbus believed that they had landed in the Indies. _____
4. When they first met, the Taíno and the Spaniards were friendly towards each other. _____
5. The Columbian Exchange was the money that Spaniards paid to the Taíno for the land they took. _____



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Comparing and Contrasting Empires

Though the Aztec and Inca empires had certain things in common, they also were very different. Use the numbered descriptions below to complete the Venn diagram that compares and contrasts the two empires. Write the numbers in the correct parts of the diagram. The first one has been done for you.



- | | |
|--|--|
| <ul style="list-style-type: none"> 1. Located in present day Mexico 2. Cuzco was its capital 3. Tenochtitlán was its capital 4. Conquered by Hernan Cortés 5. Moctezuma II was its ruler 6. Spaniards looked for gold there 7. Atahualpa was one of its rulers 8. Located in present day Peru 9. Many people there died of smallpox | <ul style="list-style-type: none"> 10. Conquered by Francisco Pizarro 11. Spaniards brought horses there 12. Mexico City was built on the ruins of its capital 13. Was the wealthiest empire in the world 14. Used quipus to remember information |
|--|--|



“Who Am I?”

Who’s Who in New Spain

As the Spanish empire in North America grew, it changed the lives of Europeans, Africans, and Native Americans. Circle the name of the correct person, group, or term described in each riddle below.

1. I wanted to find the Fountain of Youth and looked for it in Florida.
Who am I?

Juan Ponce de Leon **Francisco Pizarro** **Vasco da Gama**

2. We came to what is now the United States in the early 1500s.
Who are we?

Vikings **Crusaders** **Spanish explorers**

3. The Spaniards forced us to work for them on our own land. Who are we?

conquistadors **Native Americans** **missionaries**

4. I, Bartolome de Las Casas, spoke out against bad treatment of Native Americans. What do I do for a living?

merchant **missionary** **conquistador**

5. In 1570, I led a rebellion with 800 followers. Who am I?

Cabeza de Vaca **Yanga** **Bartolome de Las Casas**

6. I was the leader of New Spain. Who am I?

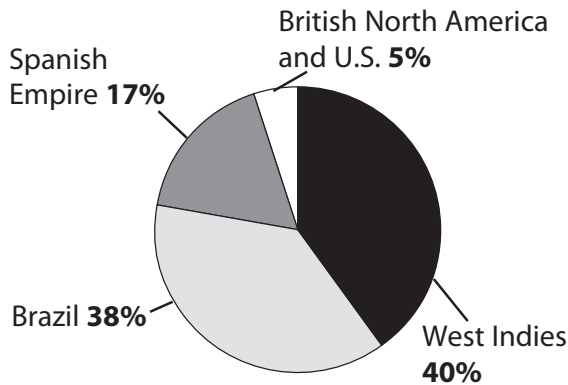
a missionary **a Viking** **the viceroy**

Use Two Graphs

Graphs can tell you about history in different ways. Use Graphs A and B to answer the questions below about the slave trade.

Graph A

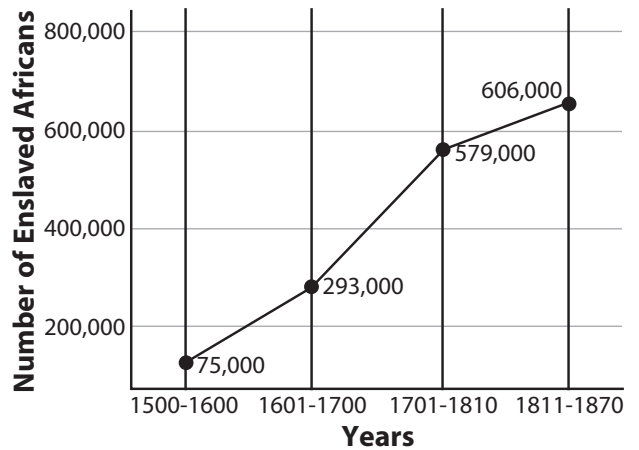
Where Enslaved Africans Were Taken, 1500-1870



Source: Oxford Atlas of World History

Graph B

Enslaved Africans Brought to the Spanish Empire, 1500-1870



1. According to Graph A, where were the largest numbers of enslaved Africans taken? _____
2. According to Graph B, about how many total enslaved Africans were taken to the Spanish Empire between 1500 and 1870? _____
3. According to Graph B, did the arrival of enslaved Africans to the Spanish Empire increase or decrease over time? _____

Name _____

Date _____

Use with Unit 2, Lesson 5

Charting Explorers

Fill in the name of the correct explorer and places to complete this chart.

Explorer	Area Explored	Results
John Cabot	<hr/> <hr/>	Discovered rich fishing grounds
<hr/>	East coast of North America to New York Harbor	Discovered Hudson River
Henry Hudson 1st voyage	<hr/> <hr/>	Discovered Hudson River was not the Northwest Passage; believed area around river would be good for settlement
Henry Hudson 2nd voyage	<hr/> <hr/>	Did not find the Northwest Passage; there was a mutiny on his ship

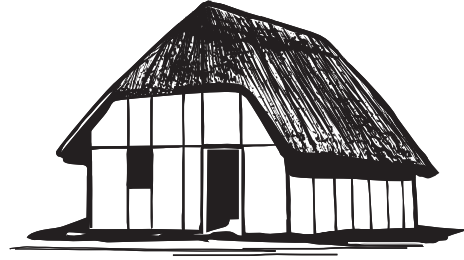
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Settling New France

Fill in the blanks with the correct word or words to complete the sentences below.

1. In 1534 Jacques Cartier claimed a peninsula near the St. Lawrence River for the country of _____.
2. The explorer _____ founded a fur trading post at Quebec.
3. Native Americans from the Algonquin and _____ groups became allies of the French.
4. _____ was the first French explorer to see Lake Huron.
5. _____ was the first European to see Lake Superior.





What Happened Where?

Roanoke, Jamestown, and Plymouth were early English efforts to settle North America. After each description below, write the name of the correct settlement being described.

Roanoke

Jamestown

Plymouth

1. The Virginia Company sent 105 men and boys to begin this settlement:

2. Captain John Smith played a major role in the survival of this settlement: _____

3. Sir Walter Raleigh sent two expeditions out in an attempt to settle this colony: _____

4. This settlement was founded by Separatists who set out for Virginia:

5. The people of this settlement mysteriously disappeared:

6. Growing tobacco was the key to the success of this settlement:

7. Squanto helped the people of this settlement: _____

Use with Unit 2

Vocabulary Review

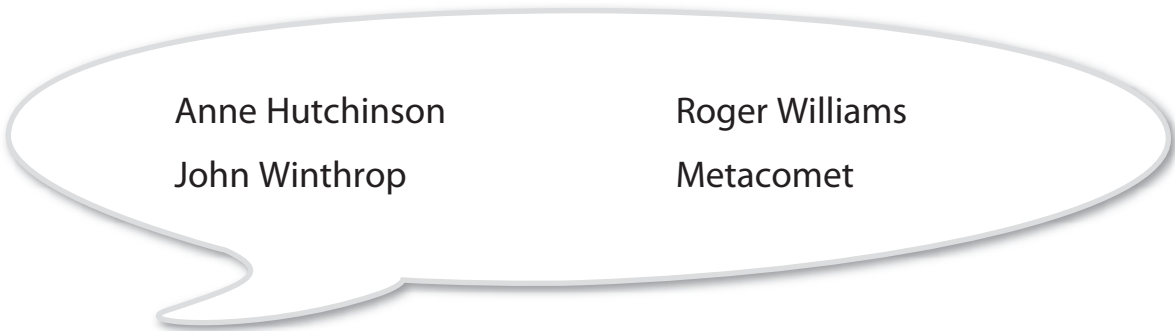
Write the letter of each term next to its correct meaning.

- | | | |
|----------------------|----------------------|------------------------------|
| a. profit | d. missionary | g. charter |
| b. expedition | e. mestizo | h. cash crop |
| c. colony | f. export | i. indentured servant |

1. ___ money that remains after the costs of running a business
2. ___ someone who worked for another in exchange for food, shelter, or travel
3. ___ someone who teaches religion to those with different beliefs
4. ___ to send goods to another country for sale or use
5. ___ an official document that grants its holder special rights
6. ___ a region controlled by a distant country
7. ___ a person of both Spanish and Native American heritage
8. ___ a crop that is grown to be sold for profit
9. ___ a journey with a special purpose

Famous New England Names

Who might say each of the things below? Write the correct name from the speech bubble.



1. Our “city on a hill” will show people how God wants them to live.

2. Governments should tolerate different religious views.

3. Colonists should not take any more land. _____

4. People can understand the Bible on their own.



What is something Thomas Hooker might say?

A Trip through the Middle Colonies

Suppose you could go back in time and visit the Middle Colonies. Who might you meet there? In the chart below, write each person or group from the box under the correct colonies. Watch out: you might find some groups in both places!

William Penn	a Swedish colonist	a Scots-Irish colonist
an enslaved African	a Quaker	a Mennonite
a proprietor		

New York and New Jersey	Pennsylvania and Delaware

Think About It Who are some other people you think you might meet in the Middle Colonies? Add your ideas to the chart.

Which Southern Colony?

Circle the correct colony below each description.

1. Where wealthy colonists built large rice plantations

North Carolina

South Carolina

Maryland

2. Settled by debtors

Georgia

Virginia

South Carolina

3. The Toleration Act was passed here

Carolina

Georgia

Maryland

4. Split into two colonies in 1729

Maryland

Carolina

Georgia

5. Became a trade center because of Charles Town's excellent harbor

Maryland

Carolina

Georgia

6. Its silk industry failed

Carolina

Maryland

Georgia



Living in the Colonies

What kind of work might these people have done in colonial times? Write a brief description next to each of the people listed below.

- 1. indentured servant _____

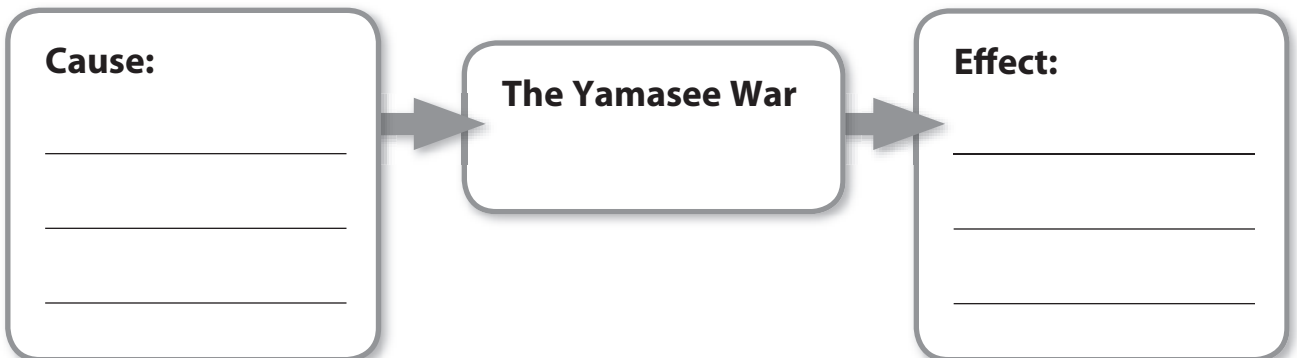
- 2. woman _____

- 3. apprentice _____

- 4. backcountry settler _____

Cause and Effect

Use the graphic organizer below to write one cause and one effect of the Yamasee War.



Settling the Colonies

Learn more about English settlement of the thirteen colonies. Use the map on page 123 of your textbook to help you answer these questions.

1. What is the symbol for a colonial capital? _____

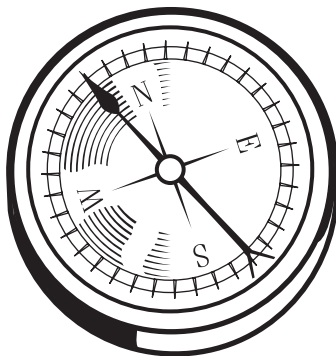
2. Which capital is farthest south? Which one is farthest north?

3. What nation claimed territory west of the Appalachian Mountains?

4. Was more land settled in Georgia or Virginia by 1760?

5. Before 1660, were most settlements along the coast or inland?

6. Why do you think much of the land settled between 1700 and 1760 was farther inland rather than on the coast?



Enslaved Workers

Use a complete sentence to answer each question below.

1. What was the Atlantic slave trade? _____

2. How did the slave laws change over time? What caused this change?

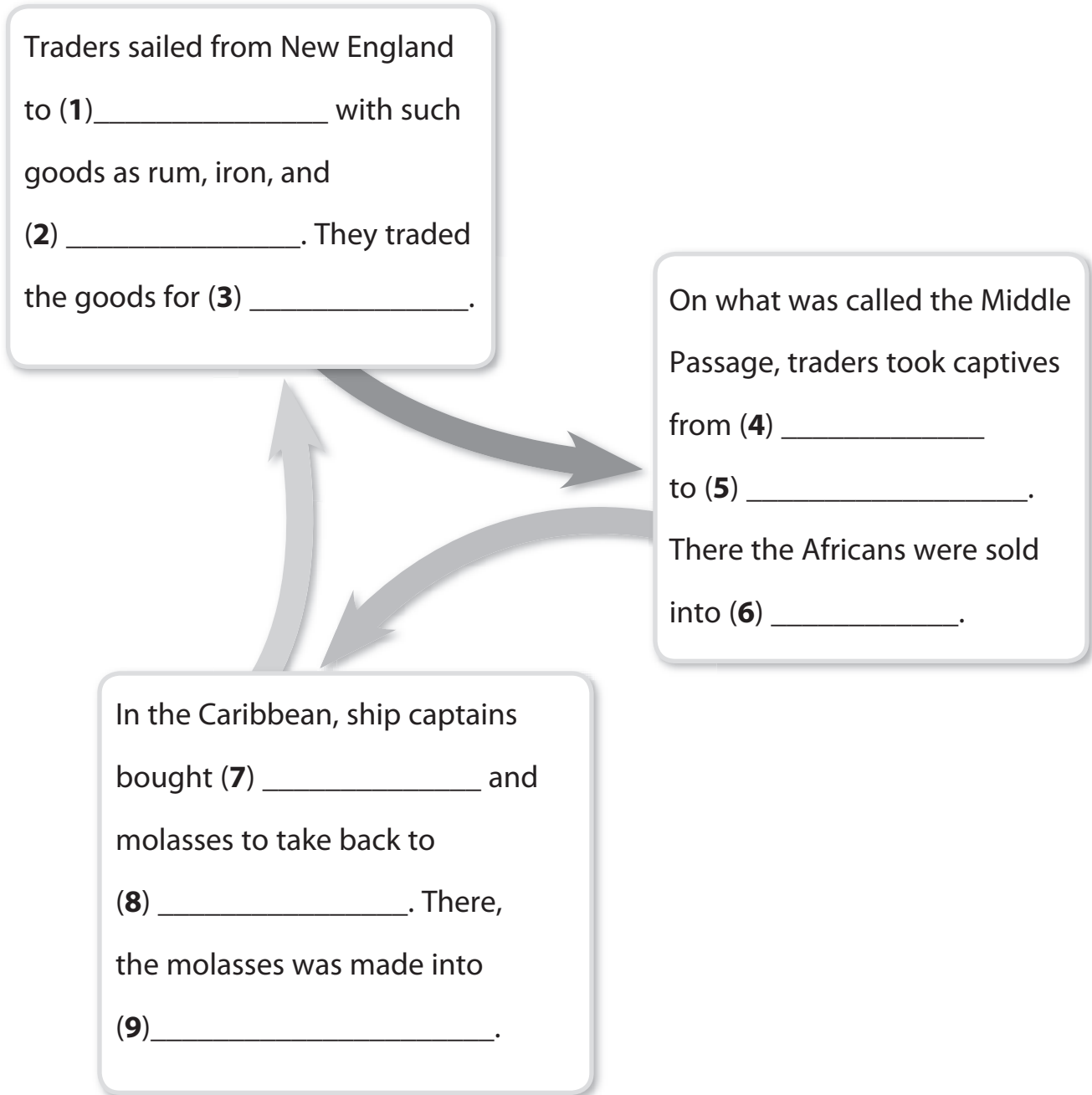
3. Did Northern farms or Southern farms use more enslaved workers? Why?

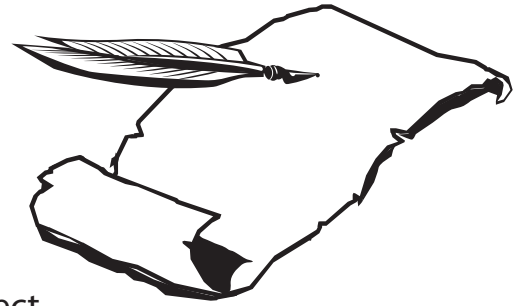
4. What is one reason enslaved Africans told traditional stories?

5. What are two ways enslaved Africans resisted slavery?

The Triangular Trade

Fill in the blanks to complete this diagram of the Triangular Trade.





True or False?

After each statement, write **T** if it is **True**.
If it is **False**, rewrite the sentence so it is correct.

1. Colonial assemblies were responsible for making laws that were good for England.

2. Everyone could vote in the colonies.

3. Colonial governors had greater loyalty to the king or proprietor than to the colonists.

4. At New England town meetings, colonists discussed local problems.

5. John Locke wrote about people's natural rights to life, freedom, and property.

6. Peter Zenger went on trial for writing poems about enslaved Africans' natural rights.

Vocabulary Review

Which word belongs in each sentence? Write the letter of the correct word or phrase in each blank.

- | | | |
|----------------------|---------------------------|--------------------|
| a. tolerate | d. debtors | g. industry |
| b. patroons | e. Great Awakening | h. assembly |
| c. plantation | f. spirituals | |

1. Shipbuilding was an important _____ in New England.
2. Jonathan Edwards was one of the preachers who led the _____.
3. Roger Williams believed that government should _____ different religious views.
4. On a Southern _____, cash crops such as tobacco and rice were grown.
5. Some of the first settlers of Georgia were _____.
6. Most colonies had a lawmaking body called an _____.
7. Enslaved Africans sang _____, which are still part of American music.
8. To attract settlers to New Netherland, the Dutch West India Company offered land grants to wealthy _____.

The French in Louisiana

Choose the correct name to fill in each blank below.

- Pierre Le Moyne, Sieur D’Iberville
- Robert de La Salle
- Jacques Marquette
- Louis Jolliet
- King Louis XIV
- Jean-Baptiste Le Moyne, Sieur de Bienville

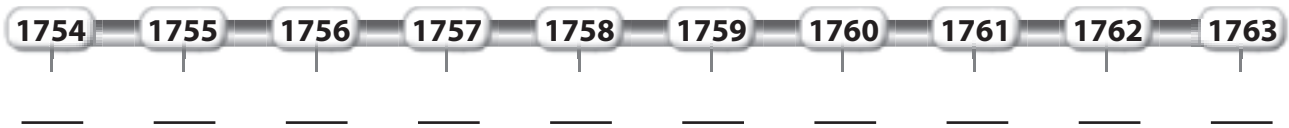
1. The first French colonists to explore the enormous Mississippi were _____, a fur trader, and _____, a missionary.
2. _____ claimed the Mississippi River for France.
3. _____ decided to strengthen French control of Louisiana in order to prevent losing it to England or Spain.
4. _____ was the first governor of Louisiana.
5. His brother, _____, founded the city of New Orleans in 1718.

Think About It If you could meet one of the people mentioned above, what is one question you would ask him? Write your question here. What do you think his answer would be?

Tracking the War

Create a time line of the French and Indian War. Write the letter of each event below under the correct date on the time line. Watch out! There are more years shown than events.

- a) The French surrender Quebec to the British.
- b) George Washington attacks French soldiers near Fort Duquesne.
- c) British forces capture Fort Duquesne.
- d) The Treaty of Paris is signed.
- e) General Edward Braddock's army is defeated at Fort Duquesne.



Think About It

The French and Indian War has been called “the war that made America.” Why do you think it’s called this? Write your answer on a separate sheet of paper.

No More Taxes!

Complete this Action–Reaction chart by filling in the blank boxes.

Action

Reaction

The French and Indian War leads to war debts for the British government.

1. _____

British Parliament passes the Townshend Acts.

2. _____

Colonists gather at the Boston Customs House in 1770.

3. _____

Massachusetts Governor Hutchinson orders three English ships to remain in Boston Harbor in 1773.

4. _____

Parliament passes the Intolerable Acts.

5. _____

Who Did What?

Read the clues and fill in the blanks to determine who did what, and what impact their actions had. For number 3, choose another historical figure from Lesson 4 and create your own chart.

1.

Who: Paul Revere	What he did: Rode to warn colonists of British soldiers approaching Lexington, Massachusetts
-------------------------	---



Impact of his actions: _____

2.

Who: _____	What he did: Led the Green Mountain Boys, a militia unit from Vermont
-------------------	--



Impact: _____

3.

Who: _____	What he did: _____
-------------------	---------------------------



Impact: _____

Declaring Independence

Decide whether each statement below is true or false. Write **T** or **F** after the statement. If a statement is **false**, circle the letter right next to it. Then, unscramble the circled letters to spell the name of a member of the committee appointed to write the Declaration of Independence.

1. When the Second Continental Congress met in May 1775, all of the delegates were in agreement. ____ **H**
2. King George agreed to repeal the Intolerable Acts after reading the "Olive Branch Petition." ____ **A**
3. After the king's response to the petition, the delegates decided to try talking to him again. ____ **E**
4. One reason why the Congress chose George Washington as commander of the army was his southern background. ____ **L**
5. Congress believed that the colonies could pay for the war on their own. ____ **R**
6. Congress began writing the Declaration of Independence on July 4, 1776. ____ **N**
7. Thomas Jefferson's first draft included an attack on slavery. ____ **P**
8. The Declaration said that the colonists would consider remaining as British subjects if the king acted differently. ____ **S**
9. All of the delegates signed the Declaration of Independence on July 4, 1776. ____ **M**

Hidden Name: _____

Army Versus Army

Identify the strengths and weaknesses of the British and American armies by circling the correct name under each description.

1. Was a large, well-organized army of 60,000 soldiers

British Army

American Army

2. Was aided by Loyalists

British Army

American Army

3. Soldiers signed up for six months

British Army

American Army

4. Supplies were shipped across a long distance

British Army

American Army

5. Could attack by surprise

British Army

American Army

Think About It

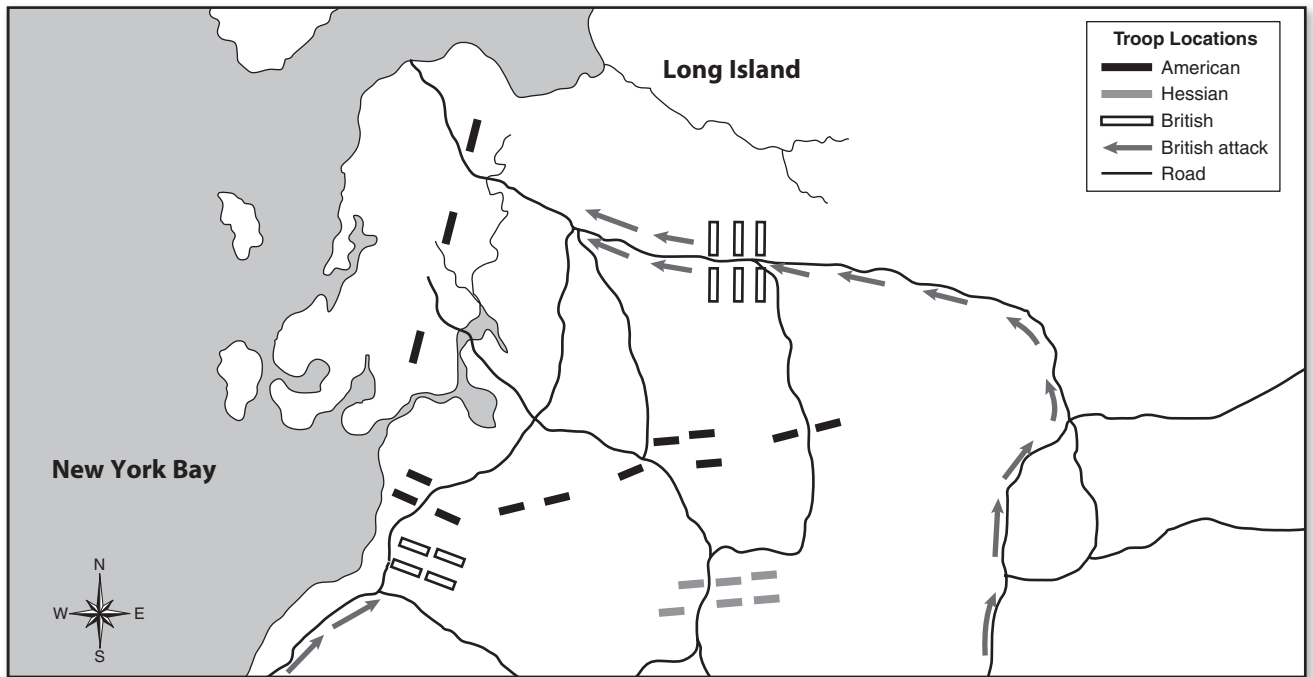
Study the strengths and weaknesses charts on pages 172 and 173 in your textbook. Suppose you lived in the colonies at the beginning of the American Revolution. Based on what you know about the two armies, who would you have predicted to win the war? Why? Write your answer on a separate sheet of paper.

Use with Unit 4, Map and Globe Skills

Following a Battle

The Americans suffered some early defeats at the beginning of the Revolutionary War. Use the map on this page to answer the following questions.

The Battle of Long Island, August 1776



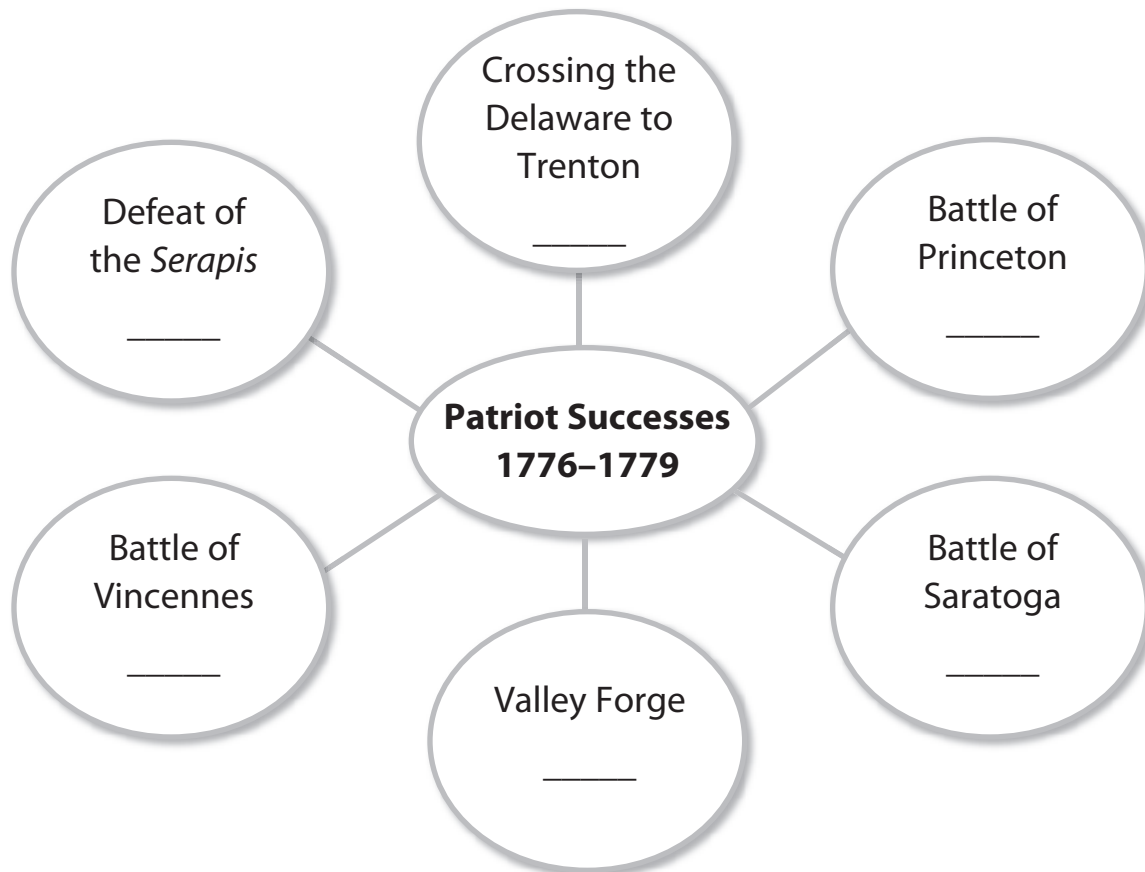
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1. What is the subject of this map? _____
2. What armies fought in this battle? _____
3. In the map key, circle the symbol that stands for the British attack.
On the map, use a colored pencil or marker to trace the routes of the British attack.
4. From what two directions did the British attack the Americans?

Patriot Successes

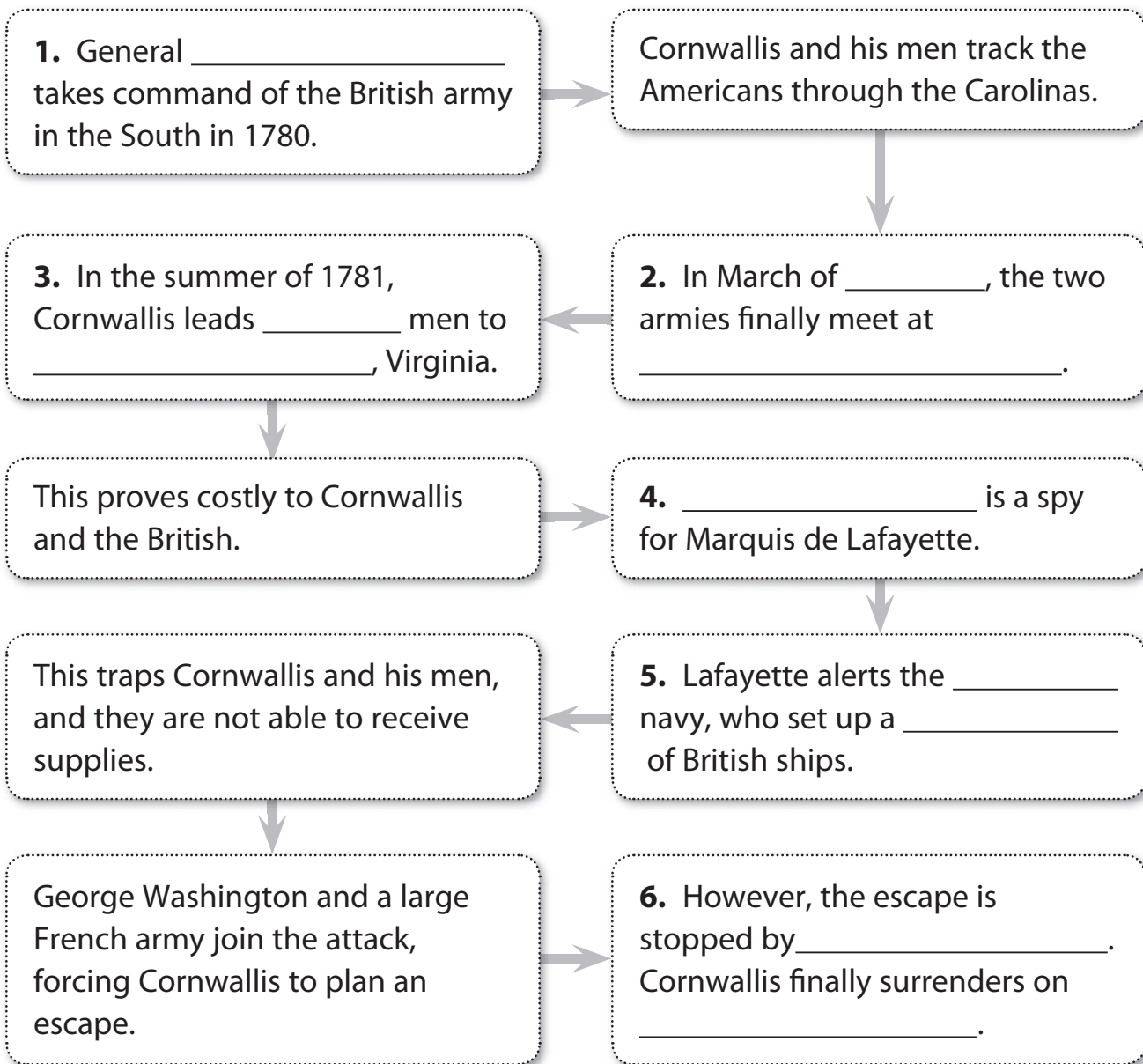
Each numbered item below describes a Patriot success in the years between 1776 and 1779. Place the number of each event in the correct circle.

1. Turning point of the Revolution
2. December 25 surprise attack on Hessian soldiers
3. Victory for George Rogers Clark
4. Victory for the "Father of the American Navy"
5. Patriots capture badly needed supplies in January
6. Patriots learn to march in rows and fight together



The Americans Win!

Track the last days of the Revolution by filling in the blanks in the flowchart below.



Use with Unit 4

Vocabulary Review

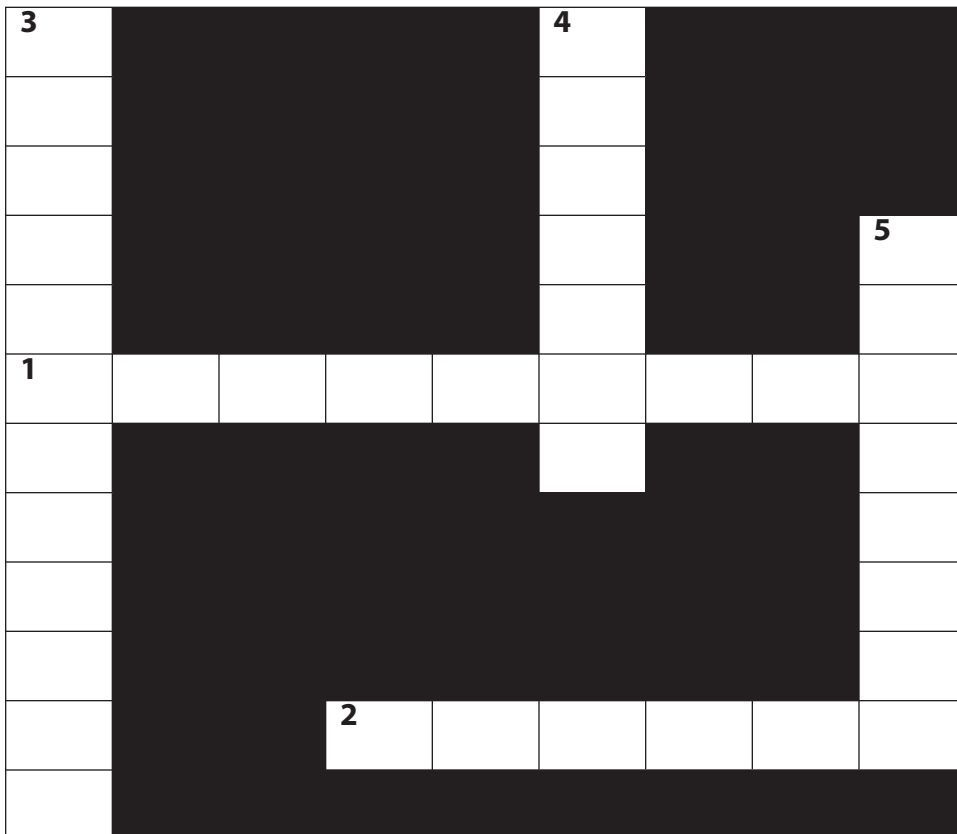
Use the clues to fill in the crossword puzzle with vocabulary words.

Across

1. a stream that leads into a larger river
2. to run away from military service

Down

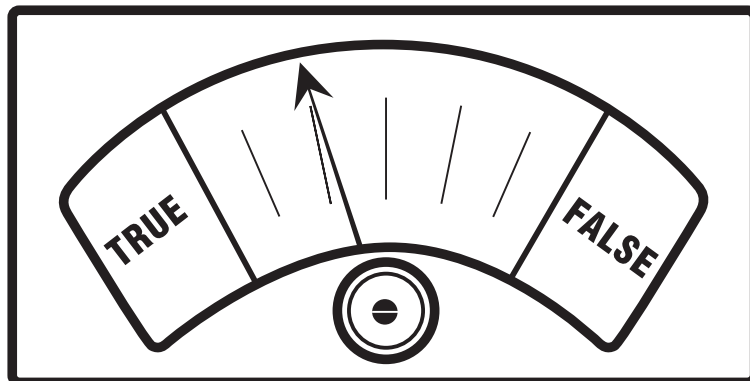
3. making profits off of goods that are in short supply
4. to refuse to buy goods or services from a person, group, or country
5. a colonist who supported Great Britain



Lie Detector

Can you find the truth about early United States history? Read each statement below. If it is true, write **T** after the statement. If it is false, write **F** and then rewrite the sentence on a separate piece of paper to make it true.

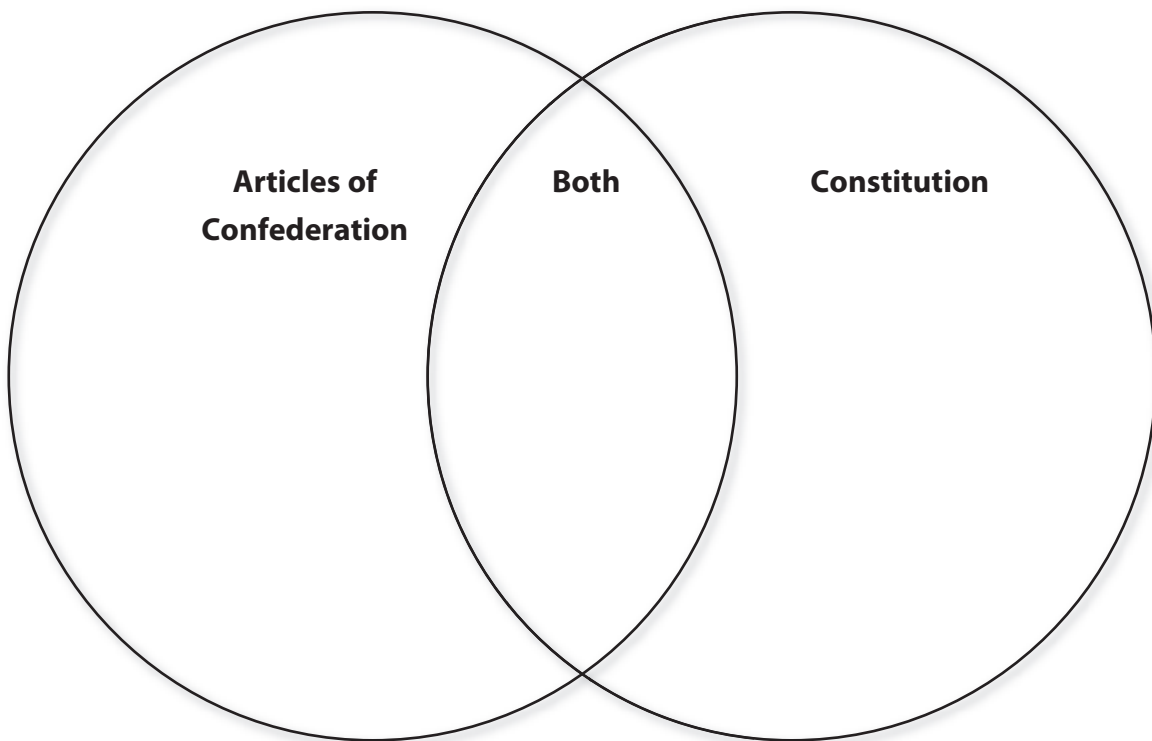
1. The first United States government needed money to pay lawmakers and soldiers who had served in the Revolution. _____
2. The Northwest Ordinance created a plan for settling land north of the Great Lakes and west of the Snake River. _____
3. Shays's Rebellion showed that the Articles of Confederation worked well. _____
4. Under the New Jersey Plan, the legislature would have one house, in which each state would have one vote. _____
5. The Great Compromise created the Articles of Confederation and the Electoral College. _____
6. Under the Three-Fifths Compromise, every five enslaved people counted as three free people. _____
7. Benjamin Franklin is known as the "Father of the Constitution." _____



Two Ways to Govern

Compare the Articles of Confederation with the Constitution. Write the letter of each item below in the correct part of the Venn diagram.

- a.** Plan of government for the 13 states
- b.** Gave the national government the power to pass taxes
- c.** States had their own money and trade laws
- d.** Included a Congress
- e.** Created in 1777
- f.** National and state governments shared power
- g.** Led to Shays's Rebellion
- h.** Used the system of checks and balances
- i.** Established a legislature with two houses



Double or Nothing

Suppose you were the President of the United States, and you had the opportunity to double the size of the nation’s land area today. Would you do it? What would be the advantages and disadvantages for the U.S. and for the people who lived in the newly added territory?

On a separate sheet of paper, write a speech explaining your decision. In your speech, discuss the nation’s rapid growth through the Louisiana Purchase. How did this influence your decision today?



Fighting for Control

Complete the Cause and Effect chart by filling in the empty boxes.

Causes:

Effects:

The British aided Native Americans in the West and forced American sailors to serve in the British navy.



[Empty box for effect]

Americans invaded Canada and burned the city of York.



[Empty box for effect]

Francis Scott Key wrote "The Star-Spangled Banner," a poem that became our national anthem.



[Empty box for cause]

Spain sold Florida to the United States in the Adams-Onís Treaty of 1819.



[Empty box for cause]

Different Maps, Different Scales

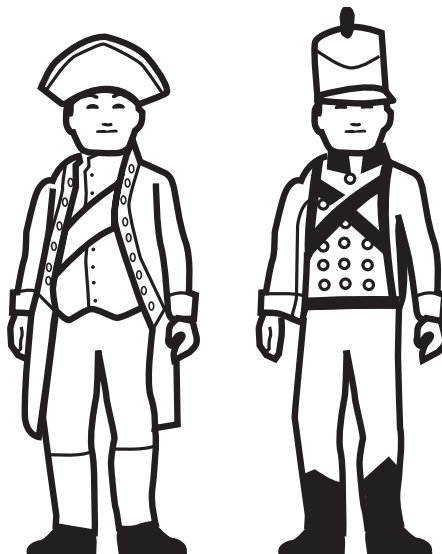
Use the two maps on page 221 in your textbook to answer the questions below.

1. Which map would you use to determine troop location during a battle? _____
2. Which map shows state borders? _____
3. Which map has a larger map scale? _____

Think About It

4. Why do the two maps have such different map scales?

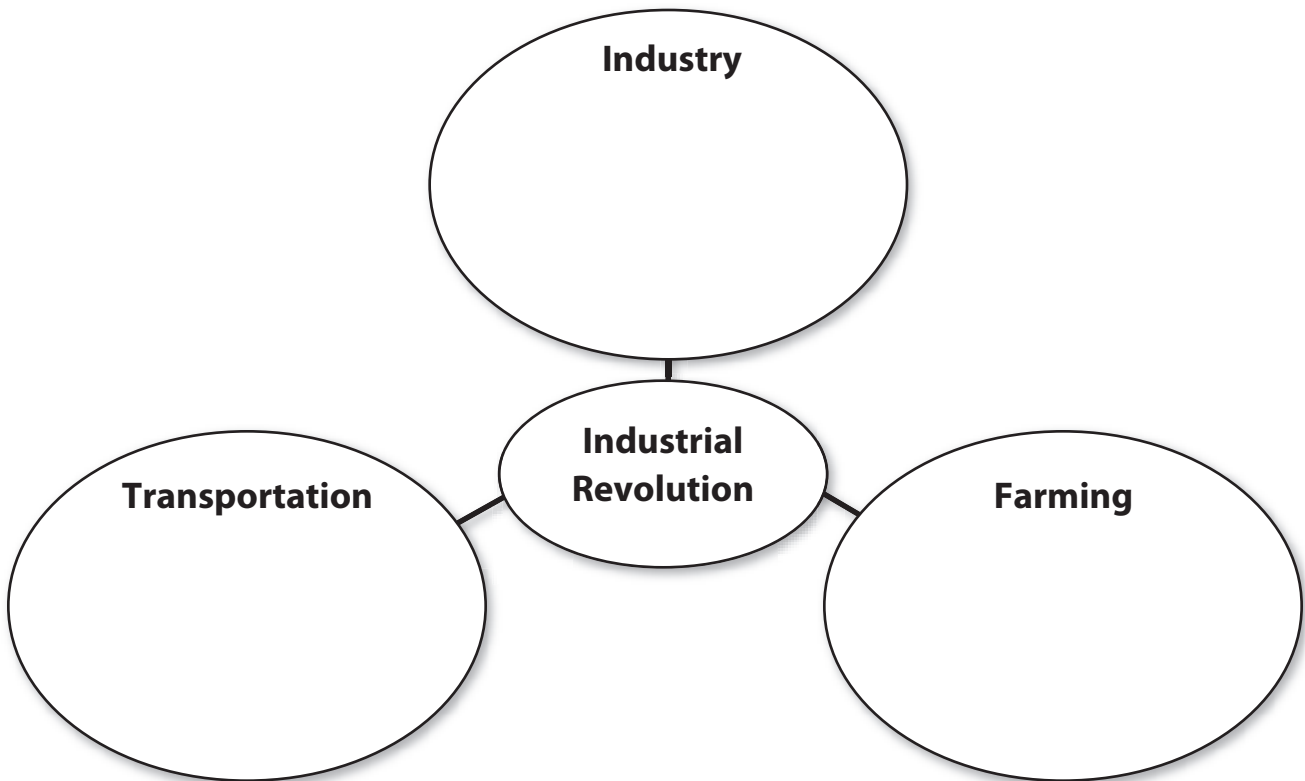
5. What kind of research can you do with Map A? Map B?



Big Changes

Write the name of the correct invention or development after each description. Then write its number in the correct circle in the web below.

1. Pieces made to fit any specific product _____
2. Machine with sharp blades to cut grain _____
3. A man-made waterway connecting Lake Erie to the Hudson River and Atlantic Ocean _____
4. Robert Fulton's invention _____
5. The "iron horse" _____
6. A factory where workers turn cotton into cloth _____



The Jackson Era

Circle the correct answer for each question.

1. How did the office of President change under Jackson's leadership?
became more powerful **became less powerful** **did not change**
2. Why did South Carolina leaders threaten to leave the Union?
a new Constitution **to let women vote** **new tax**
3. Where did the Indian Removal Act force Native Americans to go?
Arizona **Indian Territory** **Texas**
4. What belief encouraged Americans to move west?
Indian Removal Act **Manifest Destiny** **the Union**
5. Which group settled what is now Salt Lake City?
Cherokee **Mormons** **Native Americans**
6. Problems with what crop led many Irish people to come to America?
corn **bison** **potatoes**
7. By 1840, what was happening to the nation's population?
decreasing **increasing** **staying the same**

A Growing Nation

Place the historical events of Texas and California in order. Number the events from 1 to 10.

- _____ Gold is discovered near Sacramento.
- _____ The Mexican government offers land to Americans in Texas.
- _____ Texas becomes an independent country.
- _____ The United States declares war against Mexico.
- _____ California becomes the 31st U.S. state.
- _____ Thousands rush to California to find gold.
- _____ The new Texans complain about Mexican laws and want to legalize slavery.
- _____ Stephen Austin and an army of Texans attack San Antonio.
- _____ General Sam Houston defeats Mexicans at San Jacinto.
- _____ Mexico and the United States sign the Treaty of Guadalupe Hidalgo.



Use with Unit 5

Vocabulary Review

Read each pair of words or phrases below. Choose the word from the box that best fits each pair. Write the word on the line.

legislature	union	amendment
ratify	discrimination	

- 1. approve accept _____
- 2. change addition _____
- 3. lawmakers branch of government _____
- 4. group joined together _____
- 5. prejudice unfair treatment _____

Write **C** next to the phrases or names below that are related to the Constitution.

- | | |
|-----------------------------|------------------------|
| _____ interchangeable parts | _____ Manifest Destiny |
| _____ federal system | _____ legislature |
| _____ impressment | _____ Supreme Court |
| _____ Bill of Rights | |

Cotton at the Center

Complete this cause and effect chart.



Cause	Effect
Cotton weakened the soil where it was grown.	1. So, planters moved _____ to find new land.
Raising cotton as a cash crop required a large work force.	2. Therefore, the demand for _____ grew.
3. _____ wished to enter the Union as a slave state in 1819.	4. In order not to upset the balance of slave and free states, the _____ admitted one free and one slave state.
British factories could manufacture goods more cheaply than Americans could.	5. British manufacturers could sell goods to Americans at a _____ price.
Americans who owned small factories could not compete with the British.	6. Congress passed _____ on British goods.

Study a Climograph

Use the climograph on page 249 in your textbook to answer the questions.

1. What does the line graph show? _____
2. What does the bar graph show? _____
3. What are the two wettest months in Memphis? _____
4. What is the coldest month? What are the average high and low temperatures in this month? _____

5. Using the climograph, how would you describe summers in Memphis?



Before the Civil War

Choose the correct name to complete each sentence below.
You will not use all the names.

William Lloyd Garrison

Abraham Lincoln

Frederick Douglass

Angelina Grimke

John Brown

Stephen Douglas

Harriet Beecher Stowe

1. The *North Star* was published by _____,
an abolitionist who had escaped from slavery.
2. With her novel *Uncle Tom's Cabin*, _____
turned many Americans against slavery.
3. _____ introduced the Kansas-Nebraska
Act in the Senate, proposing that voters could decide whether to accept
or ban slavery.
4. The election of _____ as President triggered
the secession of Southern states.

Place these events in the correct order, from **1** to **5**.

_____ Civil War begins

_____ John Brown's raid

_____ Lincoln-Douglas debates

_____ Abraham Lincoln elected

_____ South Carolina secedes

President

Use with Unit 6, Lesson 3

A Nation at War

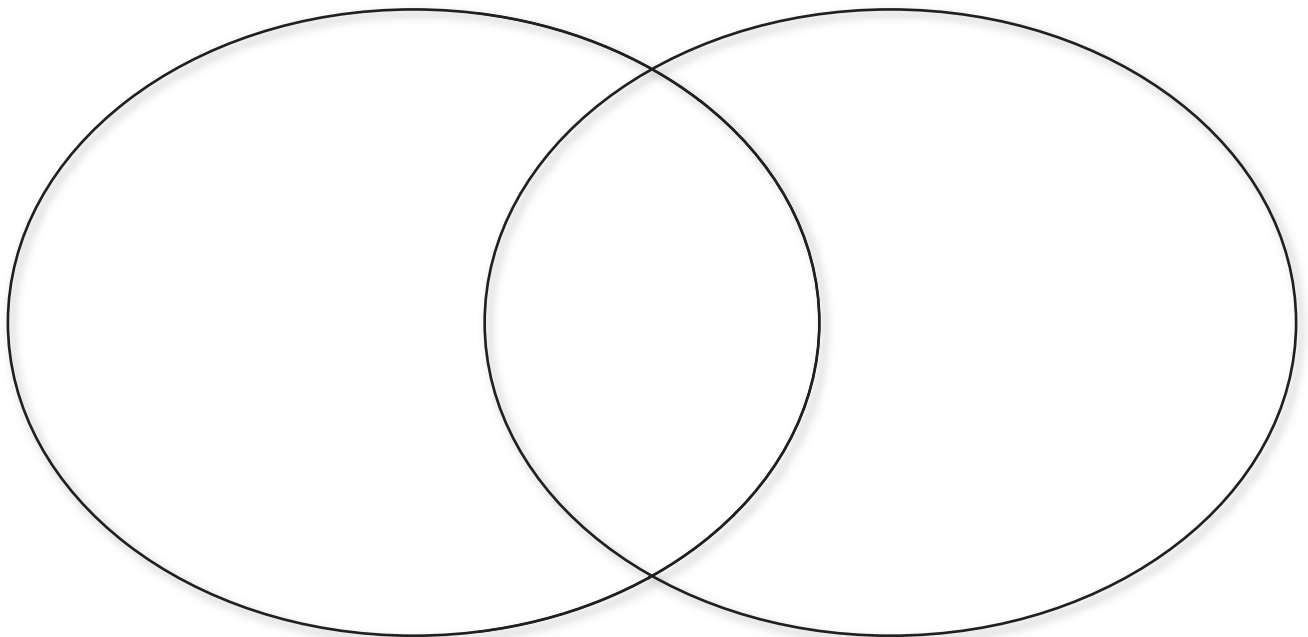
Place the number of each description in the correct part of the Venn diagram below. Then add your own ideas.

1. Had a strong military tradition
2. Had a largely untrained army
3. Had more factories and railroads
4. Had better skill in shooting, hunting, and riding
5. Thought the war would last about two months

The North

Both Sides

The South



Toward Victory

Read each statement. Write **True** or **False** after the statement. If the statement is false, write the reasons for your answer.

1. The South won the battle at Antietam in an easy victory.

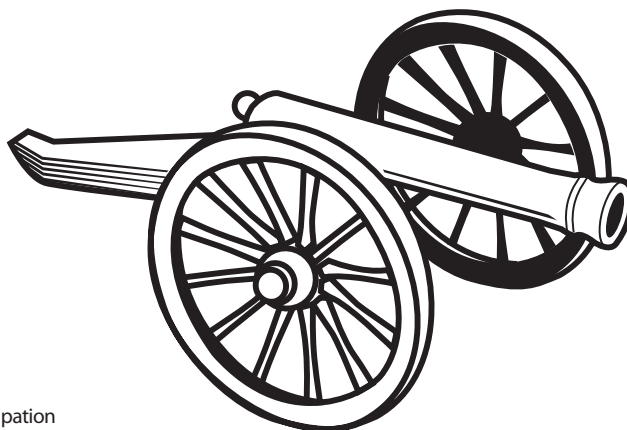
2. The Emancipation Proclamation declared that all enslaved people were free.

3. African Americans served bravely in the Union army.

4. The Anaconda Plan proved to be a success.

5. The Battle of Chancellorsville was the turning point of the war.

6. Women and children were not involved in the Civil War.



The End of the War

Answer the questions about the end of the Civil War.

1. In the final battles of the war, which general was in charge of the entire Union Army?

2. Which important railroad center did Union forces put under siege for ten months?

3. Which general terrorized the South in order to break its fighting spirit?

4. The fall of what city helped Lincoln win reelection?

5. Where did General Lee surrender to General Grant?

Write a Poem On a separate sheet of paper, write a poem expressing the country's sadness about the assassination of President Lincoln. You can use the quotation from Walt Whitman on page 279 of your textbook for ideas.

Reconstructing the Nation

Complete the chart to show what the government did to rebuild the nation.

Government Action	What It Accomplished
Freedmen’s Bureau	1. _____ _____
Reconstruction Act of 1867	2. _____ _____
Thirteenth Amendment	3. _____ _____

Think About It

4. Why was Andrew Johnson so unpopular?

5. What did *Plessy v. Ferguson* uphold as constitutional?

Use with Unit 6

Vocabulary Review

Answer the questions below by circling the correct term.
First try to complete the activity *without* looking in your textbook.

- As an _____, Frederick Douglass spoke out against slavery.
abolitionist **adventurer**
- Southerners threatened to _____ from the Union if Lincoln were elected.
move **secede**
- John Brown was convicted of _____ against the United States.
trickery **treason**
- John Wilkes Booth was guilty of the _____ of Abraham Lincoln.
assassination **election**
- Jim Crow laws made _____ in the South legal.
segregation **education**
- What plan involved surrounding the Confederacy?
the Sherman Plan **the Anaconda Plan**
- In which address did Lincoln describe the purposes of the Civil War?
the Second Inaugural Address **the Gettysburg Address**
- Which government order ended slavery in Confederate states?
the Emancipation Proclamation **the Proclamation of 1763**

Mapping the Land

Create a symbol for each region of the United States listed on the map key. Draw your symbols in the squares provided. Next, draw your symbols in the correct locations on the map.



Map Key

<input type="checkbox"/>	Northeast	<input type="checkbox"/>	Midwest
<input type="checkbox"/>	Southeast	<input type="checkbox"/>	Southwest
<input type="checkbox"/>		<input type="checkbox"/>	West

Nothing But the Truth

All of the statements below are **false**. Change each one to make it a true statement about major waterways.

1. The Mississippi River is the longest river in the United States. _____

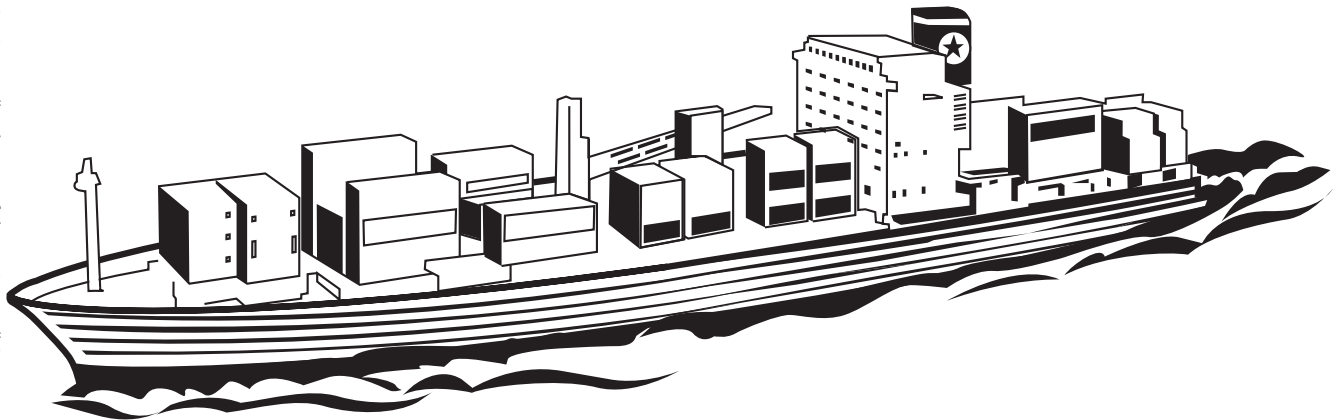
2. The Mississippi River begins as a wide and deep river and ends as a non-navigable stream. _____

3. The Great Lakes consist of Lake Montreal, Lake Illinois, Lake Buffalo, Lake Philadelphia, and Lake Bridgewater. _____

4. The St. Lawrence River flows from Lake Ontario to the Pacific Ocean.

5. The St. Lawrence Seaway is a series of glaciers. _____

6. The Great Lakes are important to the economy of the Southeast.



What Time Is It?

Use the time zone map of North America on page 303 in your textbook to answer the following questions.

1. If it is 10:00 P.M. in Dallas, what time is it in Seattle? _____
2. If it is 4:00 P.M. in Jacksonville, what time is it in Phoenix? _____
3. If it is 1:00 P.M. in New York, what time is it in Los Angeles? _____
4. If it is 3:30 P.M. in Honolulu, what time is it in Denver? _____
5. If it is 1:10 P.M. in Nome, what time is it in Dallas? _____

Think About It

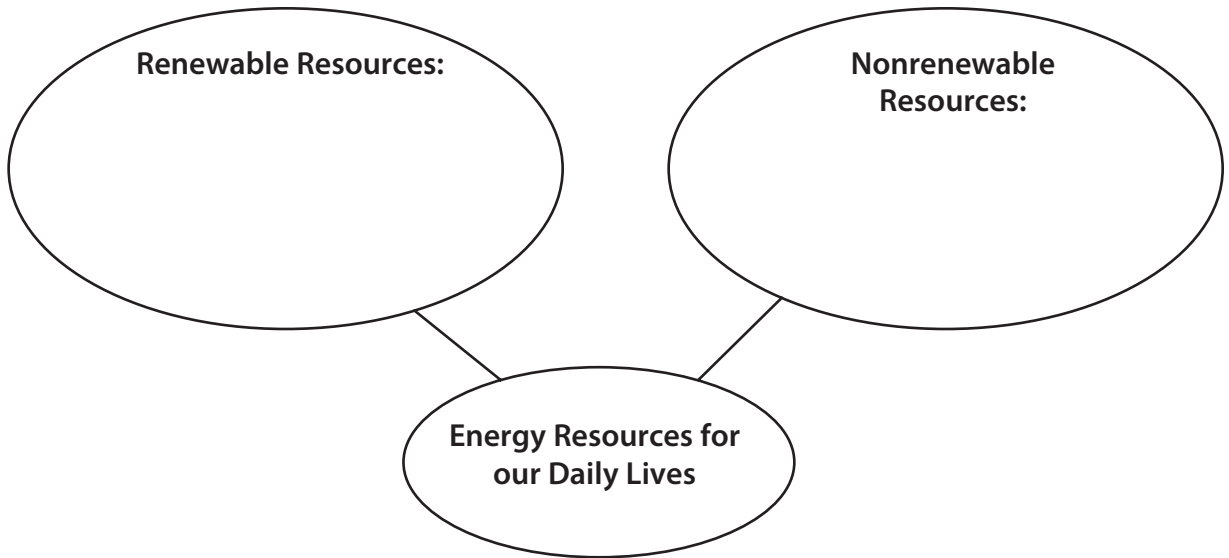
Why is it helpful to divide the world into time zones?



Energy Resources

Place the letter of each description in the correct part of the web diagram below.

- A. Resources that cannot be replaced
- B. Resources that can be replaced
- C. Niagara Falls
- D. Oil
- E. Coal
- F. Wind
- G. Ethanol
- H. Natural gas
- I. Solar panels

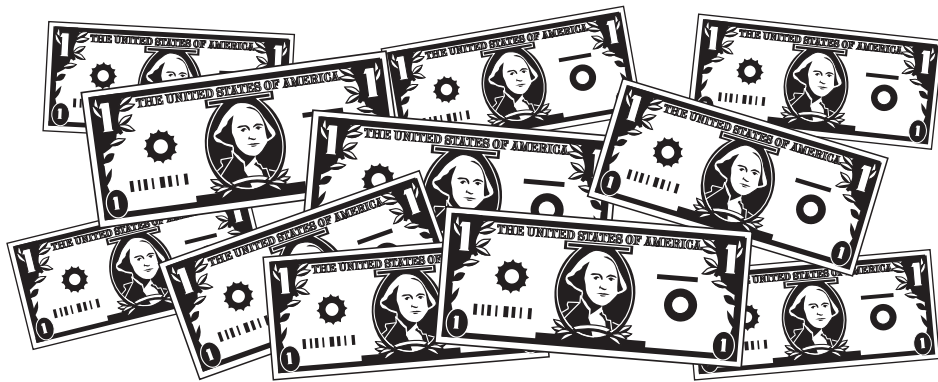


Think About It Resources like oil and natural gas may become unavailable one day. What are some things we can do now to prepare us in case that happens? Write your ideas on a separate sheet of paper.

U.S. Trade Relations

Use the line graph on page 313 in your textbook to answer questions 1 to 3.

1. Are imports or exports growing more in the United States? _____
2. How many years are represented in this graph? _____
3. By how much did U.S. exports increase from 1980 to 2005? _____



The underlined word in each sentence is incorrect. Change the word to make the sentence true.

4. Canada has been a trade competitor with the United States since 1940.

5. In a free-enterprise system, companies compete by offering goods and services at higher prices than other companies. _____
6. NAFTA was a war agreement between the United States, Canada, and Argentina. _____
7. The United States exports more than it imports. _____

Business in the Regions

Look at the map of U.S. economic regions. Place the numbers of the industries listed below in the region they are most likely to be found. Watch out—some industries may go in more than one region.



- | | |
|--------------------|---------------------------|
| 1. stock exchanges | 6. biotechnology |
| 2. farming | 7. information technology |
| 3. ranching | 8. computer software |
| 4. oil | 9. manufacturing |
| 5. movie industry | |

Think About It What kind of work would you like to do in the future?
 Is one region best suited for this kind of work? Why or why not? Write your answer on a separate sheet of paper.

Shopping Decisions

Read the passage below and answer the questions.

As a consumer, you and your family make decisions about what to buy every day. Suppose you plan to buy a gift for a friend. You have \$30. You find a book that you know your friend has wanted to read. However, the book will use all of your money. You also see a game for only \$12 that you think your friend also would enjoy.

1. What are costs and benefits of buying the book?

2. What are costs and benefits of buying the game?

3. If you spend all \$30, which item was your opportunity cost?

4. Which gift will you purchase? Why?

Think About It

Write about a time when you made a decision as a consumer. Did you need to save money? Did you have to choose between more than one item? Was the value of the item worth the purchase price? Explain your answer on a separate piece of paper.

Analyze the Amendments

What does the U.S. Constitution mean to you? Rewrite the lines from the amendments below in your own words.

1. From the First Amendment: "Congress shall make no law respecting the establishment of religion, or prohibiting the exercise thereof."

2. From the First Amendment: "Congress shall make no law...abridging the freedom of speech, or of the press."

3. From the 19TH Amendment: "The right of citizens of the United States to vote shall not be denied or abridged...on account of sex [gender]."

Think About It The 14TH Amendment says that all states have to grant its citizens equal rights. Why is this amendment important? How does it reflect our country's basic values? Write your answer on a separate sheet of paper.



Vocabulary Review

Put the letter of each vocabulary word in the second column on the correct line in the first column. First try to complete the activity *without* looking in your textbook.

- | | |
|-----------------------------|--|
| _____ 1. megalopolis | a. a system of government that divides power between the national and state governments |
| _____ 2. federalism | b. the way a country's people use natural resources, money, and knowledge to produce goods and services |
| _____ 3. market economy | c. a group of nearby cities that seem to form one city |
| _____ 4. trade deficit | d. an imaginary line in the Rocky Mountains |
| _____ 5. citizen | e. when individuals make economic decisions about what to make, how much to produce, and what price to charge |
| _____ 6. Continental Divide | f. flat, rolling land covered with grass |
| _____ 7. prairie | g. when a country imports more than it exports |
| _____ 8. economy | h. someone who is born in a country or who becomes a member of that country by law |