Our Country’s History

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White Pages  Copymasters for Student Activities
Blue Pages  Answer Keys

Student Activities

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2 Reviewing Basic Map Skills
3 Focusing on History

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

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12 Which were the New England Colonies?
13 Which were the Middle Colonies?
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The purpose of this Student Activity program is to teach students how to use The Nystrom Atlas of Our Country’s History as a resource. The activities guide them in focusing on every element of the Atlas.

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

**Program Objectives**

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

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

**Student Activity Program**

This program is designed to be used with The Nystrom Atlas of Our Country’s History. The three-ring binder Our Country’s History includes:

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

This program has 36 Student Activities: 3 skills activities and 33 content activities. These activities use the entire Atlas.

**Skills activities** serve two purposes:

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

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

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

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

The Student Activities and the Atlas both look at our country’s history chronologically. However, you can rearrange the activities to match your curriculum.
The Nystrom Atlas of Our Country’s History

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

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

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

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

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

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

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

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

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

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

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

► Other Features
The Nystrom Atlas of Our Country’s History has several other useful resources, including:

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

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

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

These themes integrate current history and social studies standards.*

History Through Maps

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

Time and Change

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

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

People and Cultures

Through this theme, students trace stories of individuals and groups in our country’s history. Pictures and captions portray famous people, such as Jacques Cartier, George Washington, and Ruby Bridges. Students also follow group experiences, such as mass migrations, by using maps, graphs, and pictures. They see how cultures have interacted throughout our country’s history.

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

Links Far and Near

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

Gathering the Facts

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

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

Thinking About History

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

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

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

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

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

**Location**

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

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

**Places, Regions, and Landscapes**

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

- **Place** asks the question “What is it like there?” Every place has distinctive characteristics. These include natural characteristics such as shape, landforms, bodies of water, climate, vegetation, and animal life. They also include cultural characteristics such as airports, roads, bridges, and other built structures.
- **Regions** are manageable units that geographers divide the world into. Regions may be based on cultural or natural characteristics. For example, some history maps in the Atlas divide an area into regions based on political alliances or religions. The physical maps in the Atlas divide our country and the world into natural regions based on vegetation patterns.
- **Landscapes** asks questions such as “What does the surface of the earth look like?” “What is the nature of these features, and how do they interact?”

**People and Their Environments**

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

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

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**Our Country’s History**

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Herff Jones | Nystrom
Using Our Country’s History

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

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

• The 36 Student Activities can be the basis of a year-long atlas education program. Use a new activity each week.

• Most Student Activities take 15–30 minutes to complete. Therefore, the program can fit into even the tightest of schedules.

• The Student Activities reinforce map reading skills. Activity 2 reviews directions and map symbols. The other activities ask students to read and interpret maps.

• The Student Activities build graph reading skills. Many of the activities ask students to read and interpret bar, line, and circle graphs.

• The activities can be used as daily class starters. For example, students can routinely complete one of the themes while you take attendance.

• You may want to hand out copies of a Student Activity to the class and to guide the entire lesson—providing additional examples and elaboration as needed.

• Or you may want to assign a Student Activity for independent work in the classroom, in the media center, or as homework.

• If your students complete the activities independently, a class record sheet is provided to help you track their progress.

• The three-ring binder and loose-leaf format allow you to renumber the Student Activities and put them into a new sequence to match your curriculum.
What led to the Revolutionary War?

Pluses, Regions, and Landscapes

1. Turn to pages 32–33 of the Atlas. Read the introduction. Then look at map A, “North America.” Use the information to complete the following sentences.

a. After the French and Indian War, ________Britain________ and Spain gained lands once claimed by France.

b. The ________Proclamation Line of 1763________ formed the boundary between the 13 colonies and land reserved for the Indians.

Links Far and Near

2. Use chart B, “British Taxes on the Colonists,” to complete the following sentences.

a. The British supplied and taxed many goods that colonists used regularly. Four goods that the British taxed were ________Any four: molasses, newspapers, dice, playing cards, documents, paint,________, and ________lead, glass, paper, or tea________.

b. The money the British collected from taxes was used to pay ________war debts________.

Time and Change

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

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

History Through Maps

4. Use map E, “Lexington and Concord,” to answer the following questions.

a. What were the names of the messengers who warned of British troops?
   ________Revere________, ________Dawes________, and ________Prescott________

b. Where was the first battle of the Revolutionary War fought?
   ________Lexington________
How did the lives of Indians change in the late 1800s?

People and Cultures

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

   a. Why were buffalo so important to the Plains Indians? **Buffalo were** their main source of food.

   b. By 1865 most Indians lived west of what river? **Mississippi River**

Time and Change

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

   a. Most of the West was made up of Indian lands. **1865**

   b. Three tiny buffalo ranges exist. **1890**

   c. Most Native Americans live on reservations. **1890**

   d. Buffalo ranges spread across the Great Plains. **1865**

Thinking About History

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

   a. In 1860 where did most Plains Indians learn? **in their villages**

   b. In 1890 where did many Indians attend school? **boarding school**

Places, Regions, and Landscapes

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

   **Year** | **Location**
   --- | ---
   a. 1492 | • Indians forced west of the Mississippi River.
   b. 1850 | • Indians lived on government reservations.
   c. 1890 | • Indians lived across the entire continent.