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Student Activity Maps

American History: Part 1

EMP100A



Educational Masterprints

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TEACHER'S GUIDE TO STUDENT ACTIVITIES

NOTE TO TEACHERS: The activities here can be only a partial listing, for good learning activities are limited only by the imagination of the teacher and the scope of the school program. The suggested list that follows is designed to promote individual study and to encourage the use of materials outside the textbook and the classroom. The teacher can select the activity to fit the grade level and interests of each class.

SAM-100 STUDENT ACTIVITY MAPS FOR AMERICAN HISTORY: PART 1

SAM-101 EUROPEAN CLAIMS IN NORTH AMERICA

1. Locate the following waterways:

Gulf of Mexico	Mississippi River	Rio Grande River
Hudson Bay	Gulf of St. Lawrence	Missouri River

2. Indicate the routes followed by these explorers:

Columbus	De Soto	Marquette and Joliet	Coronado
Cartier	Drake	La Salle	Ponce de Leon

3. Have the student locate on the map the following early colonial settlements:

St. Augustine	Plymouth	New Amsterdam	Jamestown
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4. On Map A, have the students label each box of the key with the name of the European country which claimed the corresponding land. One box represents unexplored and unclaimed land; why? On Map B, have the students fill in both map key and map.
5. Discuss with the class the reasons why the countries of Europe wanted to explore the New World. Have the students compare the exploits and daring of these explorers, with our modern astronauts who seek new worlds. What motivates a country or a person to attempt these exploits?

SAM-102 ENGLISH COLONIAL SETTLEMENTS

1. Write in the names of the Great Lakes shown on the map. Identify these rivers that figured prominently in the early settlements.

St. Lawrence River	Hudson River	Potomac River
Ohio River	Connecticut River	Delaware River

2. Write the names of the English colonies on the map. Where were these early settlements?

New Amsterdam	Boston	Plymouth	Philadelphia
Williamsburg	Hartford	Montreal	Quebec Roanoke

3. With which settlements were the following persons associated?

John Bradford	Lord Calvert	Roger Williams
William Penn	James Oglethorpe	

4. Which colonies were the centers for the following religious groups?

Quakers	Catholics	Puritans	Pilgrims
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5. What was the Proclamation Line of 1763? What was its purpose?

SAM-103 COLONIAL TRADE AND AGRICULTURE

1. Locate the major trading seaports of the colonies. Why was shipbuilding prominent in the New England states?
2. For each of the three major regions of the colonial settlements, have the students explain:
 - (a) The general topography and climate of the region.
 - (b) How it influenced the agriculture and economic life.
3. Have the students explain the Triangular Slave Trade (as shown on the inset map). Note: Other trade patterns of the Triangular Trade dealt directly between England, the colonies, and the West Indies. What were the products that moved in this trade?
4. Using the symbols of the map legend, have the students draw or print on the map the major products of the thirteen colonies.
5. Name and locate the major trading seaports of the colonies. Discuss with the class why the intercolonial trade grew so slowly.

SAM-104 THE NEW NATION

1. Have the students name and locate the states and major cities of the new nation after independence. Draw in and label the new state formed from Eastern New York in 1791. Label British Canada and Spanish Florida.
Have the students write on the map—
 - (a) The names of all the Great Lakes that formed the northern boundary of the new nation.
 - (b) The river that formed the western boundary and the chief river basins of the newly acquired territory.Locate the following rivers: Ohio River, Cumberland River, Tennessee River, Wabash River. Why were the rivers important to the new settlers? Why was the direction of the flow of these rivers significant to the early settlers?
3. Using a map of the United States, name the states that were formed from the Northwest Territory.
4. Locate New Orleans. Why was it important to the western settlers of the new territories? How did the Spanish possessions and claims limit the southern expansion of the United States?

SAM-105 EXPANSION OF THE UNITED STATES: TO 1819

1. Have the students complete the map legend by writing on the lines provided, the names of the territorial areas.
2. Have the students write in the names of the new states admitted to the Union to 1819. Label the Florida Territory. Have the students shade in the Michigan Territory.
3. Have the students label the British Treaty Line of 1818 and the Spanish Treaty Line of 1819.
4. Using a textbook or reference materials, have the students trace the routes of exploration of Lewis and Clark, and its contributions to the future settlement of the West.
5. Review with the class the acquisition of Florida from Spain.

SAM-106 SLAVERY: THE MISSOURI COMPROMISE

1. Have the students complete the map legend by identifying the map shadings: Free States, Slave States, Oregon Territory, Spanish Territory, Unorganized Territories. Have the students name the free and slave states and territories after the compromise. (Use abbreviations if necessary).
2. Locate and name the two states admitted to the Union under the Compromise plan. Have a class discussion on why the Missouri Compromise would fail to solve the slavery issue.
3. Name the home states of these famous people of the period:

Henry Clay

John Quincy Adams

Andrew Jackson

James Monroe

John Calhoun

SAM-107 SETTLING THE NEW FRONTIER

1. Major Toll Roads

- (a) Label the toll roads shown on the map. (Forbes Road, Wilderness Road, Natchez Trace.) Name the cities which were the terminals of these Turnpikes.

Forbes Road (Philadelphia to Pittsburgh)

National Road (Cumberland, Md. to Vandalia, Ill.)

Wilderness Road (Upper Virginia to Louisville, Ky.)

Natchez Trace (Nashville, Tn. to Natchez, Miss.)

- (b) Have a class discussion on why the roads were important to economic growth of the New West.
- (c) Have some students report to the class on what it was like to travel on the early turnpikes.

2. Major Canals

- (a) Have the students identify the Great Lakes shown on the map. Using their textbook or any reference material, name the canals shown on the map. Name the cities that were the terminals for these major canals. What rivers or waterways did these canals connect?
- (b) Discuss with the class the advantages of shipping goods over the canals rather than the turnpikes. Why did the railroads make both the turnpikes and canals obsolete?
- (c) From a book of American folksongs, find one of the several variations of "On the Erie Canal." Read it to the class, for a glimpse of a working day on the Canal.
- (d) Lead a class discussion on the subject: If you were a civil engineer living during the Turnpike or Canal Era, what geographic features would you look for in building a turnpike or canal? What trade or economic features?

SAM-108 TEXAS AND OREGON

1. Texas

- (a) Locate the following rivers associated with the Texas Revolution:

Red River

Brazos River

Rio Grande

Sabine River

Nueces River

- (b) Label on the map: (1) The Texas Republic. (2) The area in dispute between Texas and Mexico. (3) The area ceded by Mexico to the United States. (4) The Gadsden Purchase.
- (c) Draw on the map the present boundaries of the State of Texas.

2. Oregon

- (a) Locate on the map, Vancouver Island, 49th Parallel, Fort Bridger, Columbia River, Willamette Valley, Spanish Treaty Line of 1819, Oregon Trail.
- (b) What was the main occupation of the British and American settlers in this area? Why did this land appear to be so valuable to each nation?
- (c) What was the contribution of these persons to the American settlement of the area?

Marcus Whitman

John Jacob Astor

The Mountain Men

SAM-109 ROUTES TO THE FAR WEST

1. Identify the separate trails the settlers used on the overland routes to the Far West. Have the students identify the mountain ranges of the area.
2. Locate the Platte River, Columbia River, and Great Salt Lake. Locate the following cities on the map:

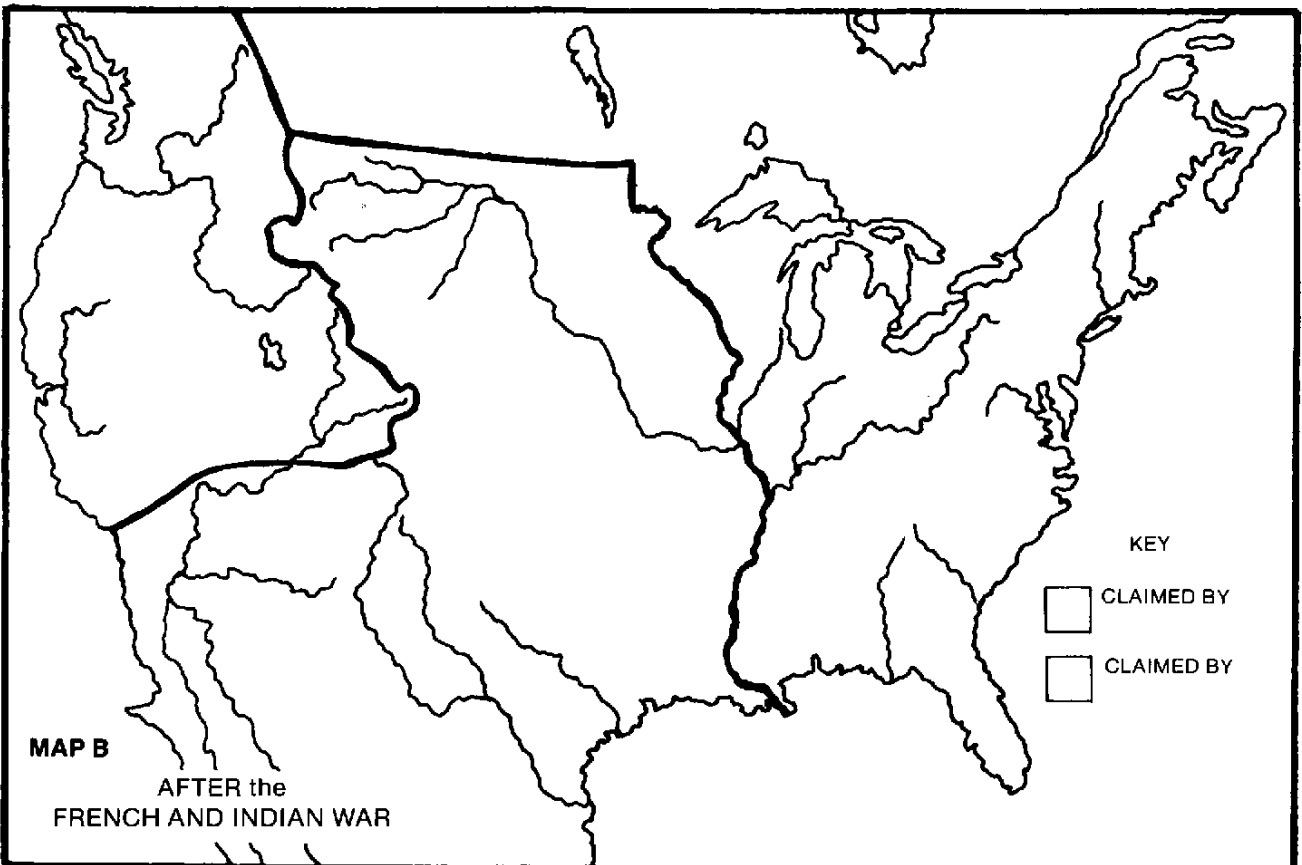
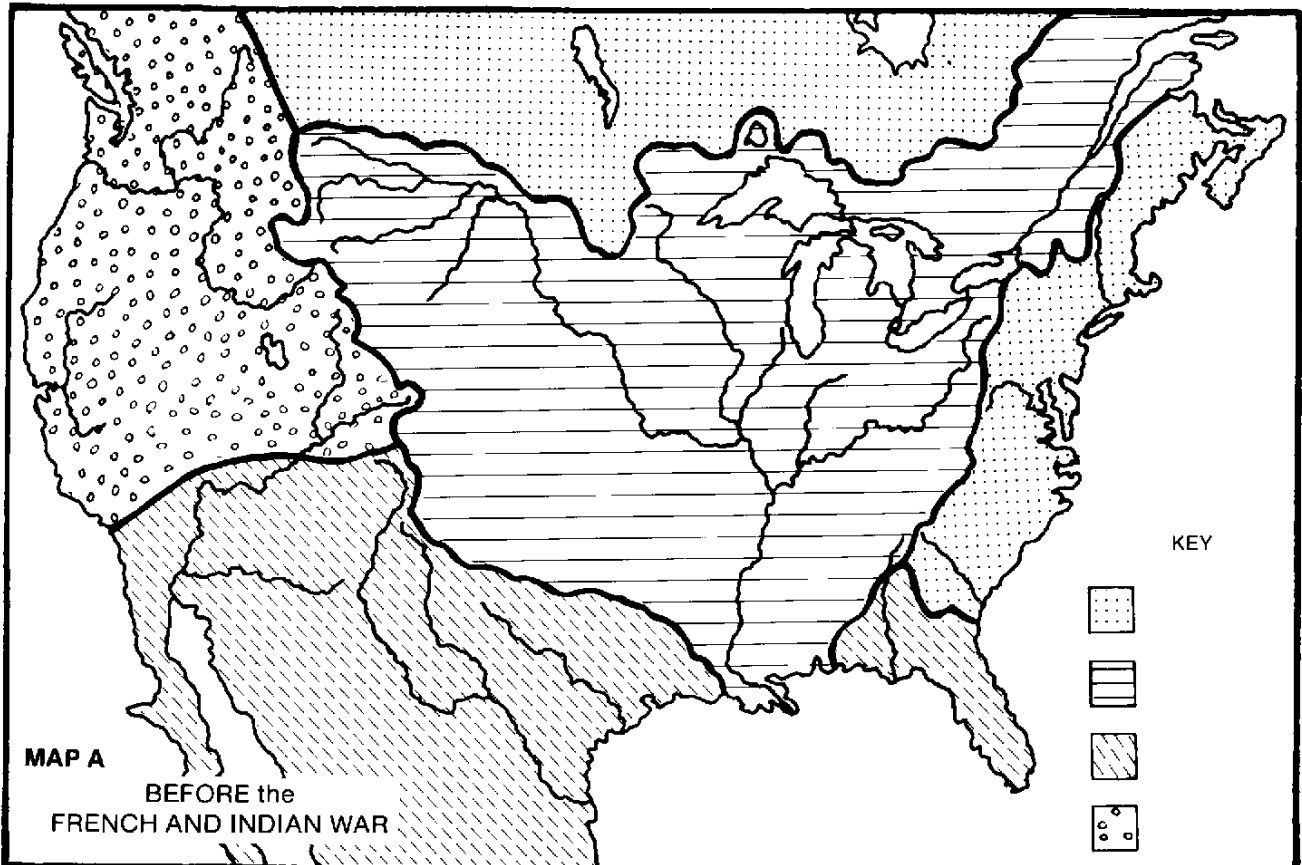
Council Bluffs, Iowa	Sacramento	Portland, Oregon
Independence, Kansas	Los Angeles	San Diego
Salt Lake City	Ft. Bridger	Santa Fe
3. Identify the trail used by the Pony Express. Where did it go - from where to where? (St. Joseph, Missouri to Sacramento). What brought it to an end?
4. Locate the place where gold was discovered in California. How did this affect the westward movement?
5. Select one of the trails shown on the map. Find out as much as possible about the climate and the terrain the pioneers would have travelled over. Which part of the journey would have been the hardest? The easiest?

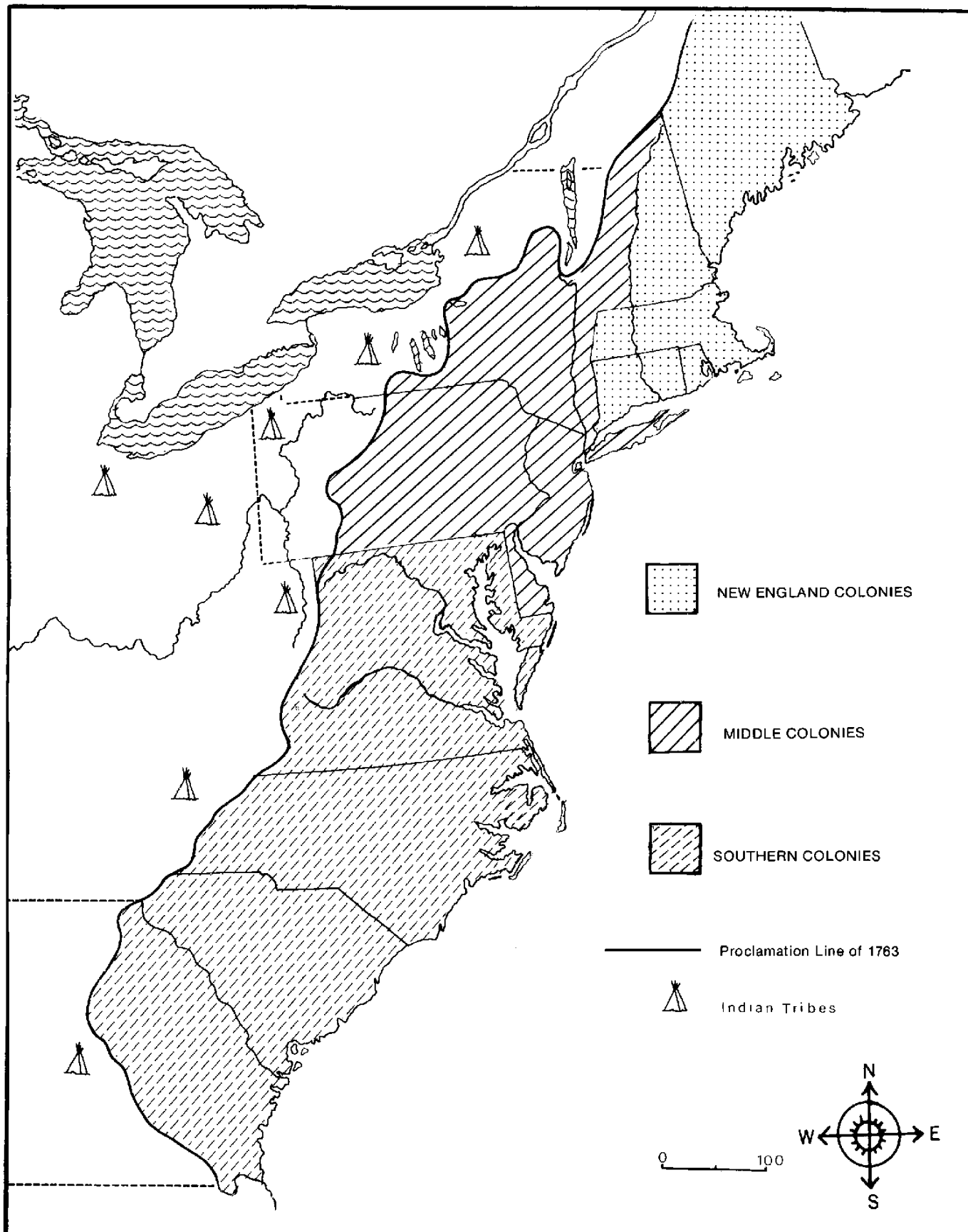
SAM-110 SLAVERY: COMPROMISE OF 1850

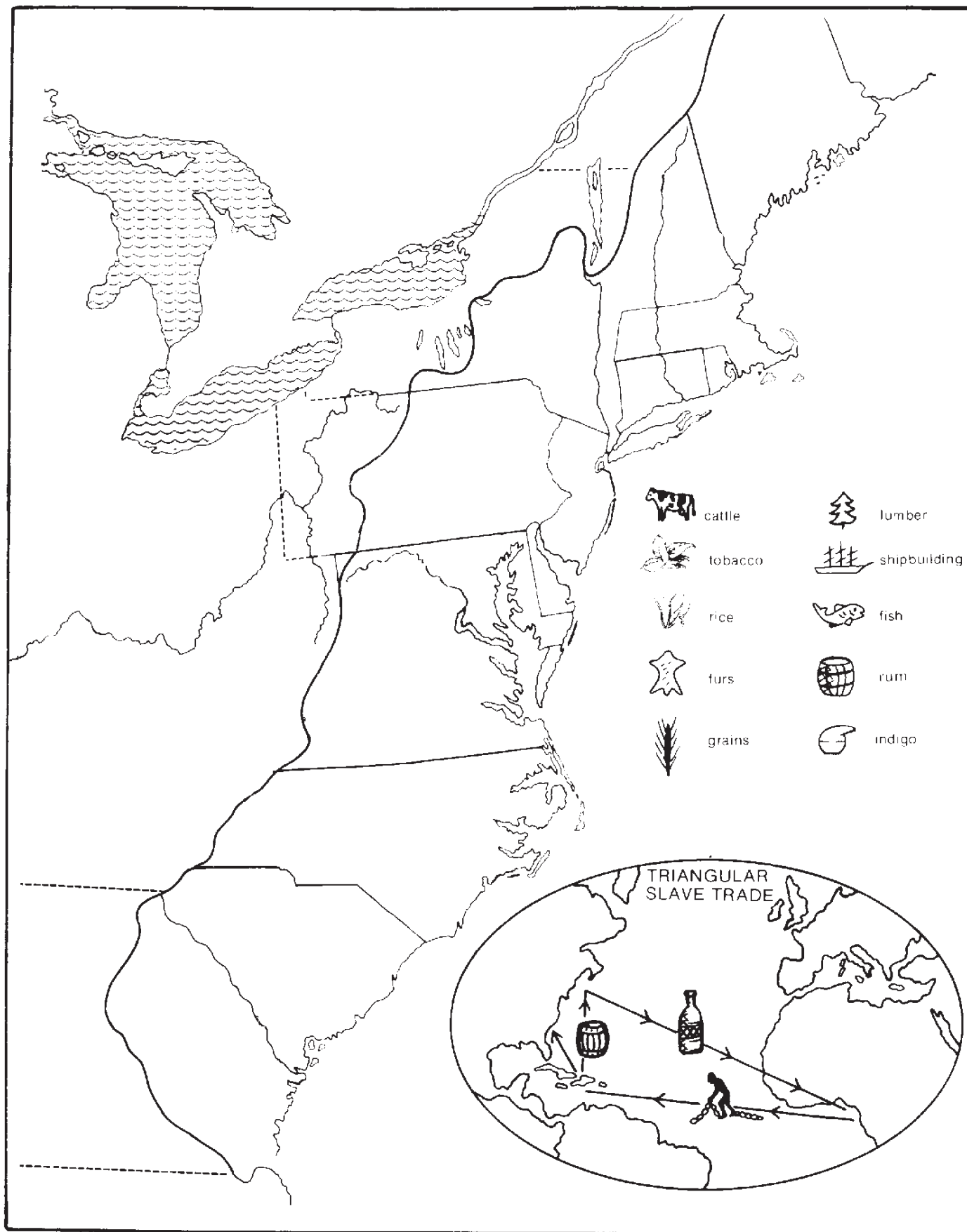
1. Using the legend below the map, have the students shade in the various areas of the map.
2. Review the compromise of 1850, using the shaded map as guide, for the following:
 - (a) California admitted as a Free State.
 - (b) New Mexico and Utah Territories, with no restrictions on slavery
 - (c) New Mexico and Texas boundary settlement
 - (d) Slave trade prohibited in District of Columbia
3. Shade in the major cotton producing areas of the country in 1850.
4. For class discussion: If you were a leading political figure in this period, what future problems could you see arise from the Compromise of 1850?
5. Review with the students how each of the following persons or phrases were related to the subject of this map:

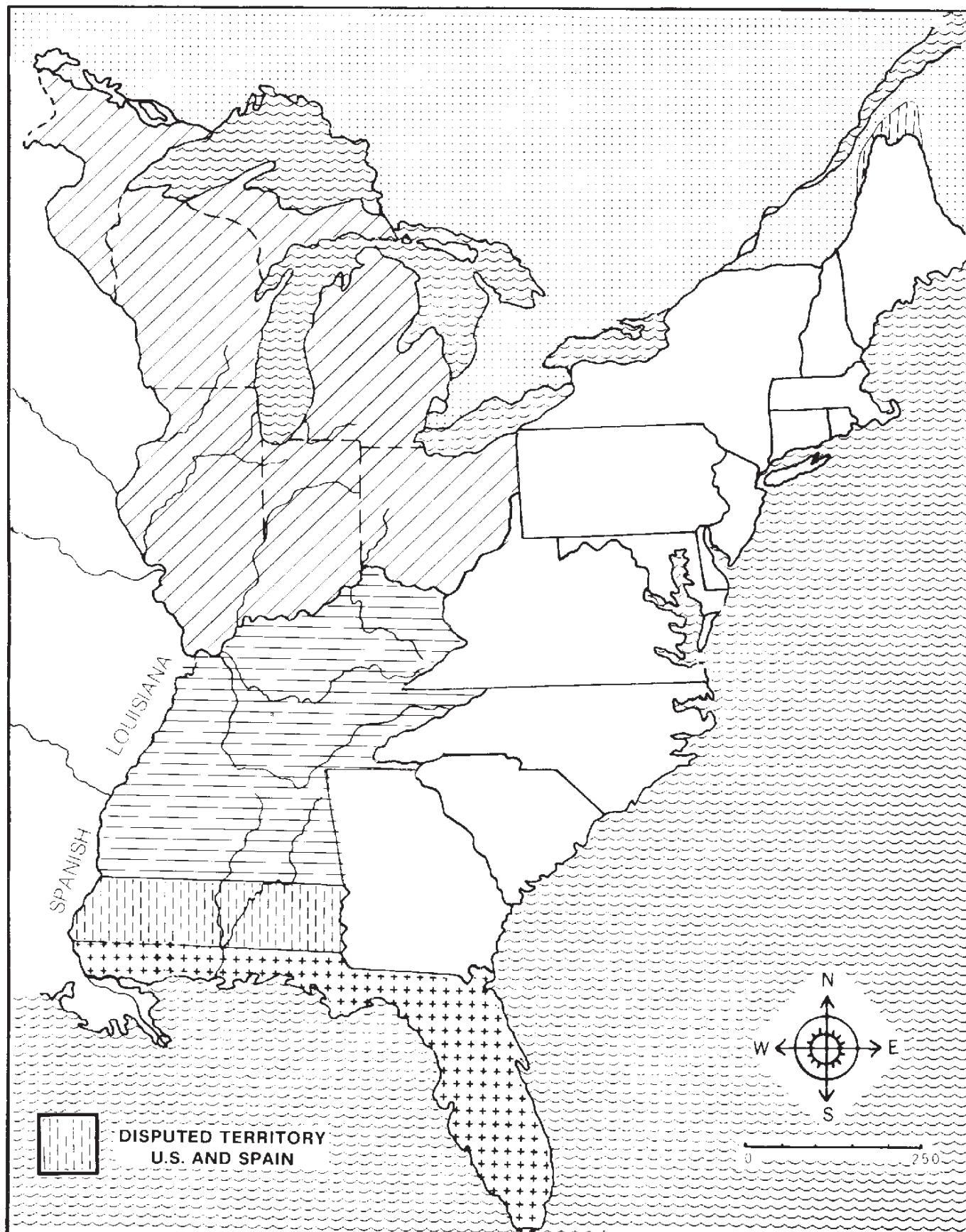
Henry Clay	Underground Railroad	Seventh of March Speech
Daniel Webster	Stephen Douglas	King Cotton
John C. Calhoun	Fugitive Slave Law	Abolitionists

SAM-101 EUROPEAN CLAIMS IN NORTH AMERICA



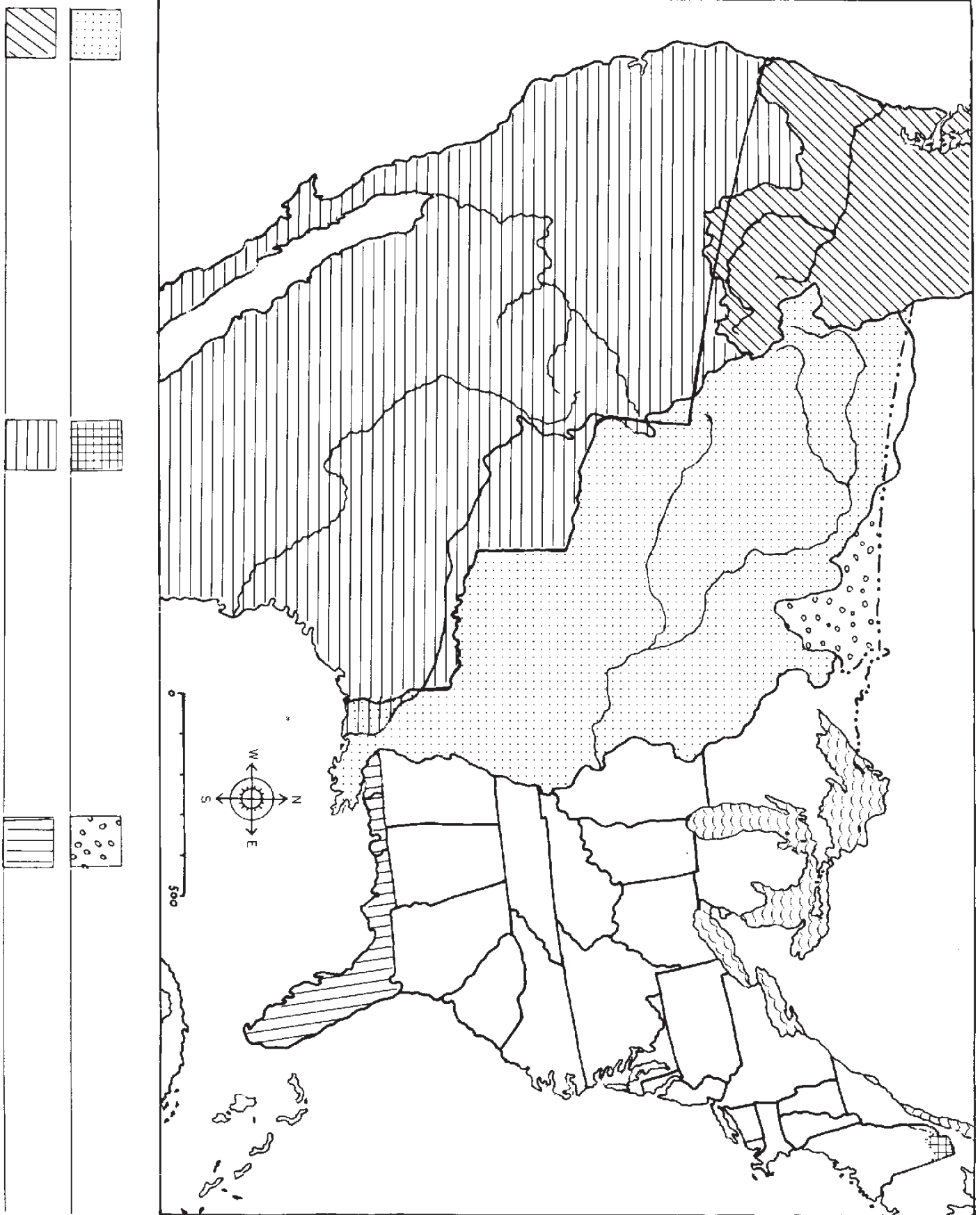






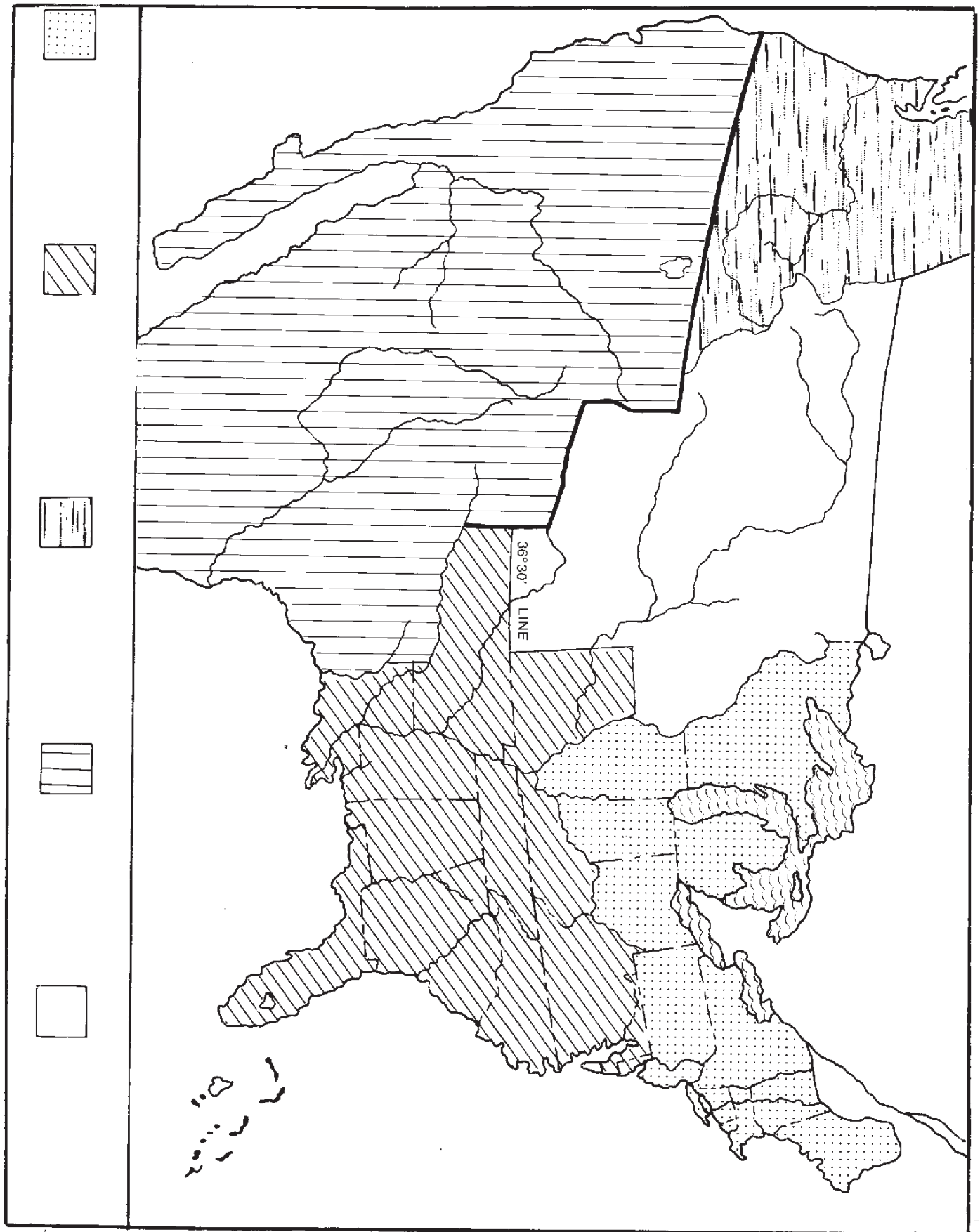
NAME _____ CLASS _____ DATE _____

SAM-105 EXPANSION OF UNITED STATES: to 1819

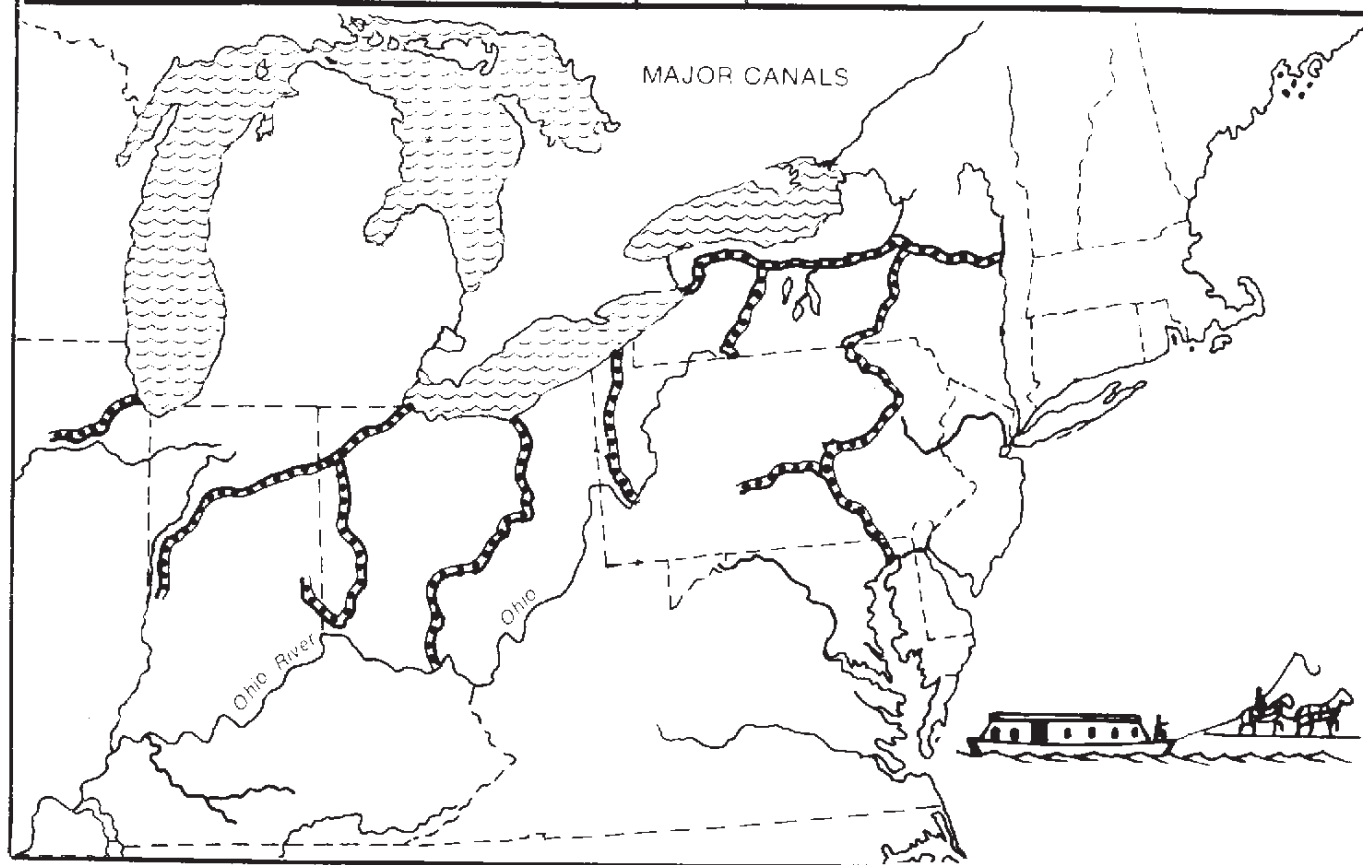
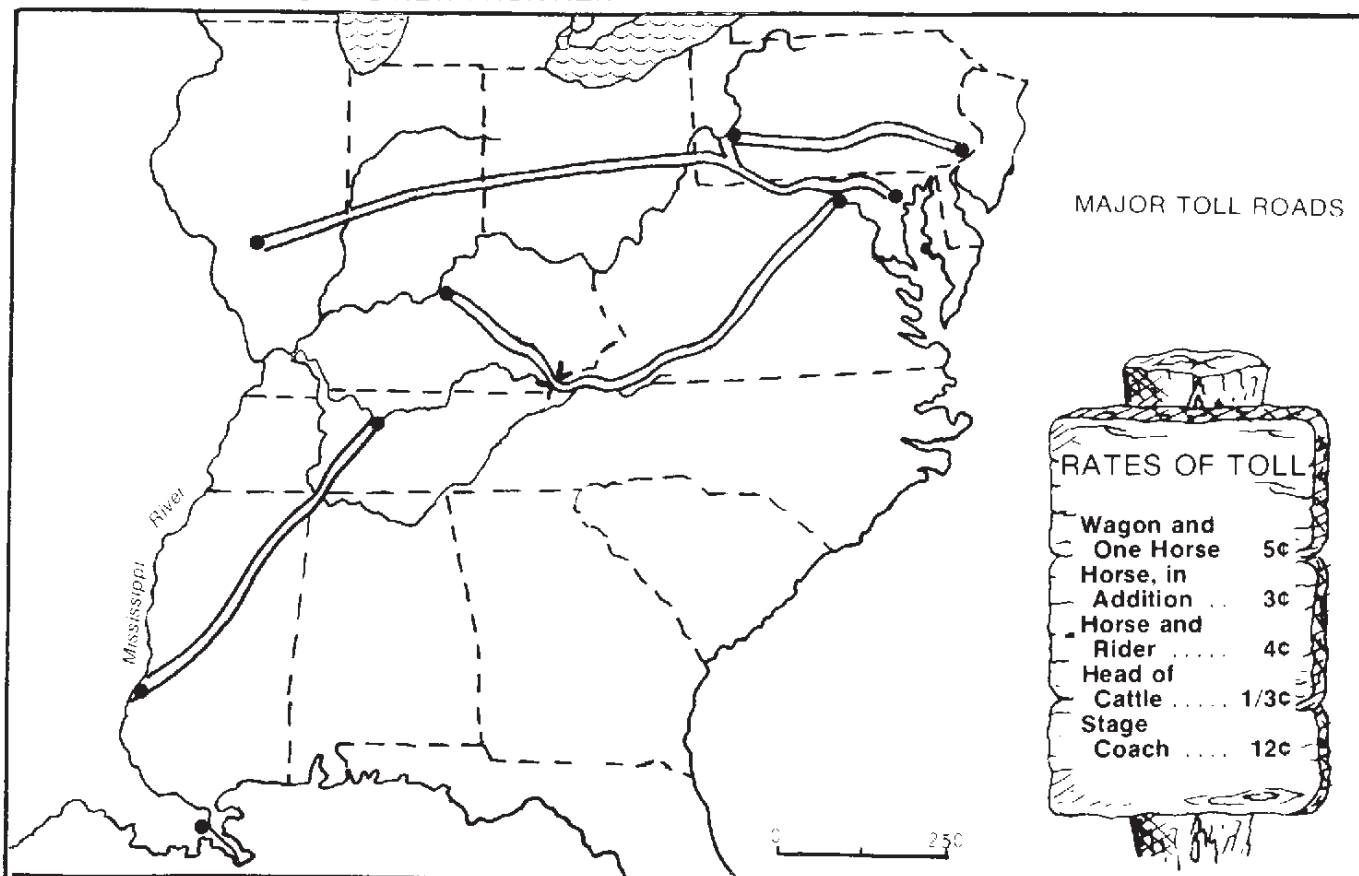


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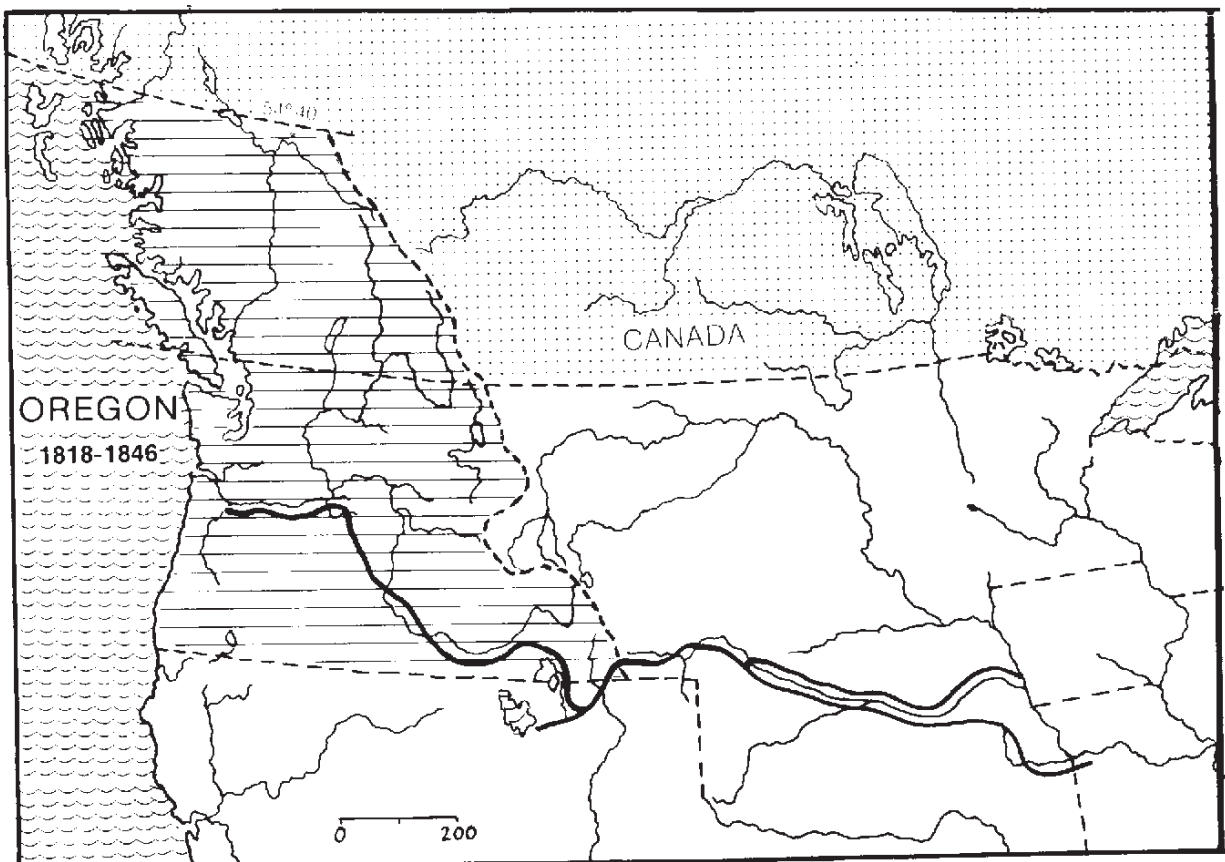
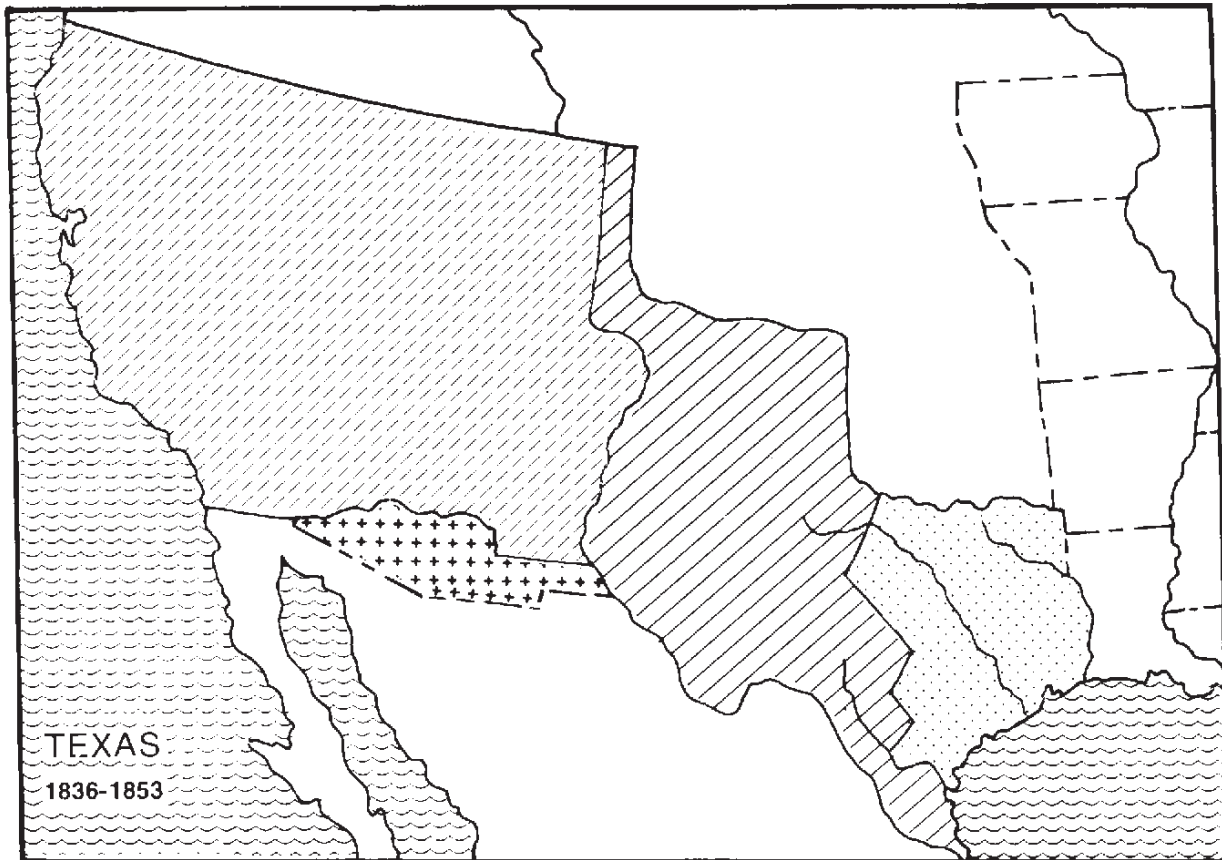
SAM-106 SLAVERY: MISSOURI COMPROMISE



SAM-107 SETTLING THE NEW FRONTIER

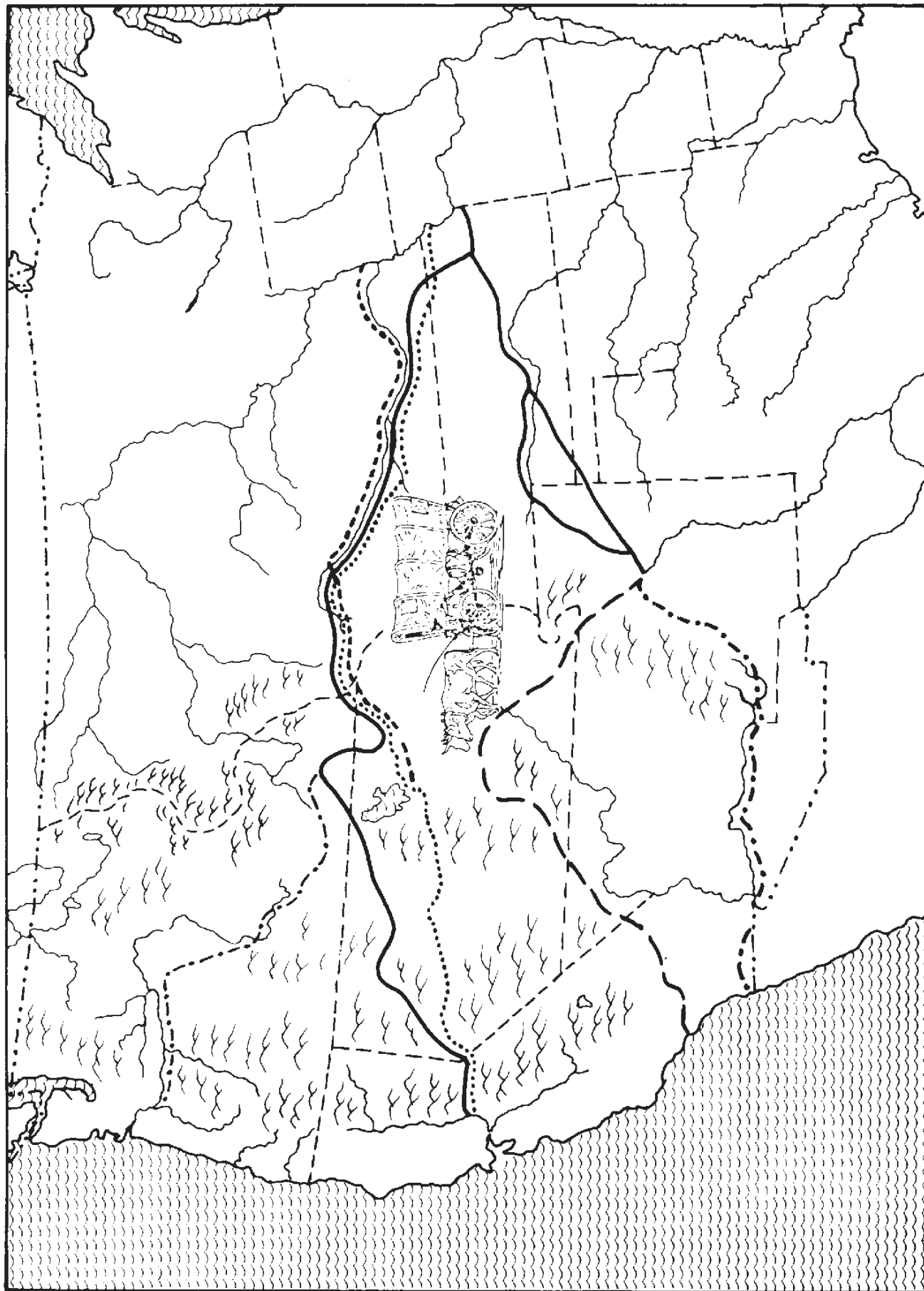


SAM-108 TEXAS AND OREGON



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SAM-109 ROUTES TO THE FAR WEST



NAME _____ CLASS _____ DATE _____
 SAM-110 SLAVERY: COMPROMISE OF 1850

