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Student Activity Maps

American History: Part II

EMP200A



Educational Masterprints

a division of Social Studies School Service

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NOTE TO TEACHERS: The activities outlined 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-200A

STUDENT ACTIVITY MAPS FOR AMERICAN HISTORY: PART II

SAM-201 UNITED STATES IN 1860

1. Complete the legend beside the boxes: Free States, Slave States, Territories. Identify the territories by name.
2. Mark the map to show the location of
 - (a) Bleeding Kansas
 - (b) Harpers Ferry
 - (c) Ohio River
 - (d) State of Lincoln-Douglas debates
 - (e) 36° 30' line
3. Have the students explain the following phrases of the period:
 - (a) Abolitionists
 - (b) Popular sovereignty
 - (c) Fugitive Slave Act
 - (d) "King Cotton"
 - (e) "Uncle Tom's Cabin"
 - (f) Underground Railroad
 - (g) Dred Scott decision

SAM-202 SECESSION AND CIVIL WAR

1. Write on the map the names of the states that joined the Confederacy. Locate the Union and Confederate capitals. Name the "border states". Why were they so called? How did West Virginia become a state?
2. Make a star to locate these famous battles of the Civil War— Ft. Sumter, Appomattox, Gettysburg, Vicksburg, Shiloh, Sherman's "march to the sea". Locate the chief naval ports blockaded by the Union navy. What was the importance of this strategy?
3. Have a class discussion or essay comparing the military strengths and weaknesses of the Union and the Confederacy.

SAM-203 SPANNING THE CONTINENT

A - RAILROADS

1. Letter on the map the following transcontinental railroads:

Northern Pacific R.R.	Atchison, Topeka and Santa Fe R.R.
Southern Pacific R.R.	Kansas & Pacific R.R.
Central Pacific R.R.	

2. Have students name the major cities that were terminal points for these railroads.
3. How did the government aid the building of the western railroads? Explain the land grant system. Where were most of the laborers for the first transcontinental railroads recruited from? What inventions spurred the growth of the railroads? (automatic couplings, Westinghouse air brake, steel rails, standard gauge rails)
4. Have the students explain the following names or phrases concerning this period:

"golden spike"	Leland Stanford
Promontory Point	James Hill
Credit Mobilier	Buffalo Bill

B - CATTLE TRAILS

1. Identify the four great cattle trails leading from the Texas ranges to the railroads. What were some of the cities that acted as terminals for these trails?
2. What city became the "meatpacker to the world"? How did the railroads and cattle contribute to the growth of Chicago?
3. What brought the great trail drives to an end? (farmers, barbed wire, fencing the ranges, new railroads)
4. Have the students research and report on the working day of a real-life cowboy. How and why have the movies and TV glamorized the life of a cowboy, when it was really hard and dangerous work?
5. Have the students be able to explain these words or phrases concerning this period:

roundup	cattle kingdom
cattle baron	long drive
brand	buckboard
maverick	range war
open range	cow towns

SAM-204 STATEHOOD IN THE NEW WEST

1. Identify the states shown in the open spaces on the map.
2. Indian Wars. Locate the major Indian tribes that resisted the white settlement of their lands. Name some famous Indian battles. Some famous Indian leaders.
3. Mining. Have the students write in the major mineral discoveries shown on the map. What happened to the mining settlements nearby? Assign Mark Twain's "Roughing It" for a class report on life in a mining town.
Have some students report on the early days of the Wells Fargo Company and how it served the mining towns.
4. Agriculture. Have the students write or discuss the following:
 - (a) What features of the upper plains states made crops and grazing attractive to settlers?
 - (b) Why was lumbering profitable in the Northwest? What forest management practices are in use today to preserve these forests?
 - (c) Why is the Pacific Northwest noted for fruit and vegetable farming?

5. The following words or phrases are associated with the settlement of the West. Have the students explain them.

vigilantes	Homestead Act
boom town	last frontier
lynch law	Comstock Lode
sod house	

SAM-205 TERRITORIAL EXPANSION OF THE UNITED STATES

1. Identify, by writing on the map, the names of the various areas which represent the expansion of the United States from the Atlantic to the Pacific Oceans.
2. Have the students list the names above in a column and complete a chart showing when, from whom, and how it was annexed to the United States.
3. Name two states not shown on the map. How and when were they acquired?
4. Be sure the students understand the meaning of the following phrases:

manifest destiny	Seward's Folly
"54° 40' or fight"	"Pikes Peak or Bust"
"Remember the Alamo"	Northwest Ordinance of 1787
Seminole Indian Wars	

5. The following persons are associated with the history or acquisition of the areas listed on the maps. Have the students identify them.

George Rogers	Sam Houston
Lewis and Clark	Daniel Boone
John C. Fremont	Thomas Jefferson
Andrew Jackson	Stephen Douglas
Daniel Webster	Brigham Young

SAM-206 UNITED STATES AND CENTRAL AMERICA

1. Identify the countries of Central America and name the bodies of water shown on the map. Locate Puerto Rico and the Virgin Islands.
2. How far is it from the tip of Florida to: (a) Cuba (b) Panama Canal (c) Puerto Rico?
3. On the inset map of the Panama Canal, locate Balboa, Colon and Gatun Lake. What were some of the difficulties encountered in building the Canal? Have some students write a report on the operation of the Canal.

Using any atlas or globe, have students find the distance from New York to San Francisco for a ship (a) passing through the Panama Canal (b) sailing around South America.

4. In which country are these larger cities of Central America located?

Havana	San Juan	Vera Cruz	Kingston
Nassau	Port-au-Prince	Santo Domingo	Guantanamo

5. The United States has sent armed troops into some countries of Central America. Which ones? Have students locate them.
6. Some phrases the students should be familiar with:

"an American take"	Rough Riders
dollar diplomacy	"Remember the Maine"
Monroe Doctrine	

SAM-207 UNITED STATES TODAY

1. Have students write on the map the names of the Great Lakes, and the states that have them as one of their borders. What states border the Gulf of Mexico?
2. Using an atlas or almanac, have the students rank the 10 largest states in population and in area. Have the students discuss the reasons why some states have large populations and small land areas, while in other states, the reverse is true. What causes some areas of the United States to grow in population, while others decline?
3. Locate New York City and San Francisco on the map. What is the distance in miles and kilometers? What is the distance in miles and kilometers between Duluth, Minnesota and New Orleans?
4. Using an almanac, have students draw on the map the four time zones in the continental United States. When it is 6:00 A.M. in New York, what time is it in Chicago? In Denver? In Los Angeles? When it is 4:00 P.M. in San Francisco, what time is it in St. Louis? In Washington, D.C.?

SAM-208 UNITED STATES PUZZLE QUIZ

1. Find the names of the 50 states in this puzzle.
2. Have the students, using the state names on the puzzle, list the state capitals for each of these states.
3. Have the students construct their own word puzzle, for the leading cities or counties of their own state.

SAM-209 MOUNTAINS AND RIVERS

1. Have the students locate by printing on the map, the Appalachian Mountains, Sierra Nevada Mountains, Rocky Mountains, Ozark Mountains or Plateau.
2. Identify each of the following rivers, by printing its name alongside it: Mississippi River, Missouri River, Hudson River, Colorado River, Ohio River, Rio Grande River, Columbia River.
3. Using an atlas or almanac, have students locate the following national parks on their maps. They can use an outline of a tree as the park symbol.

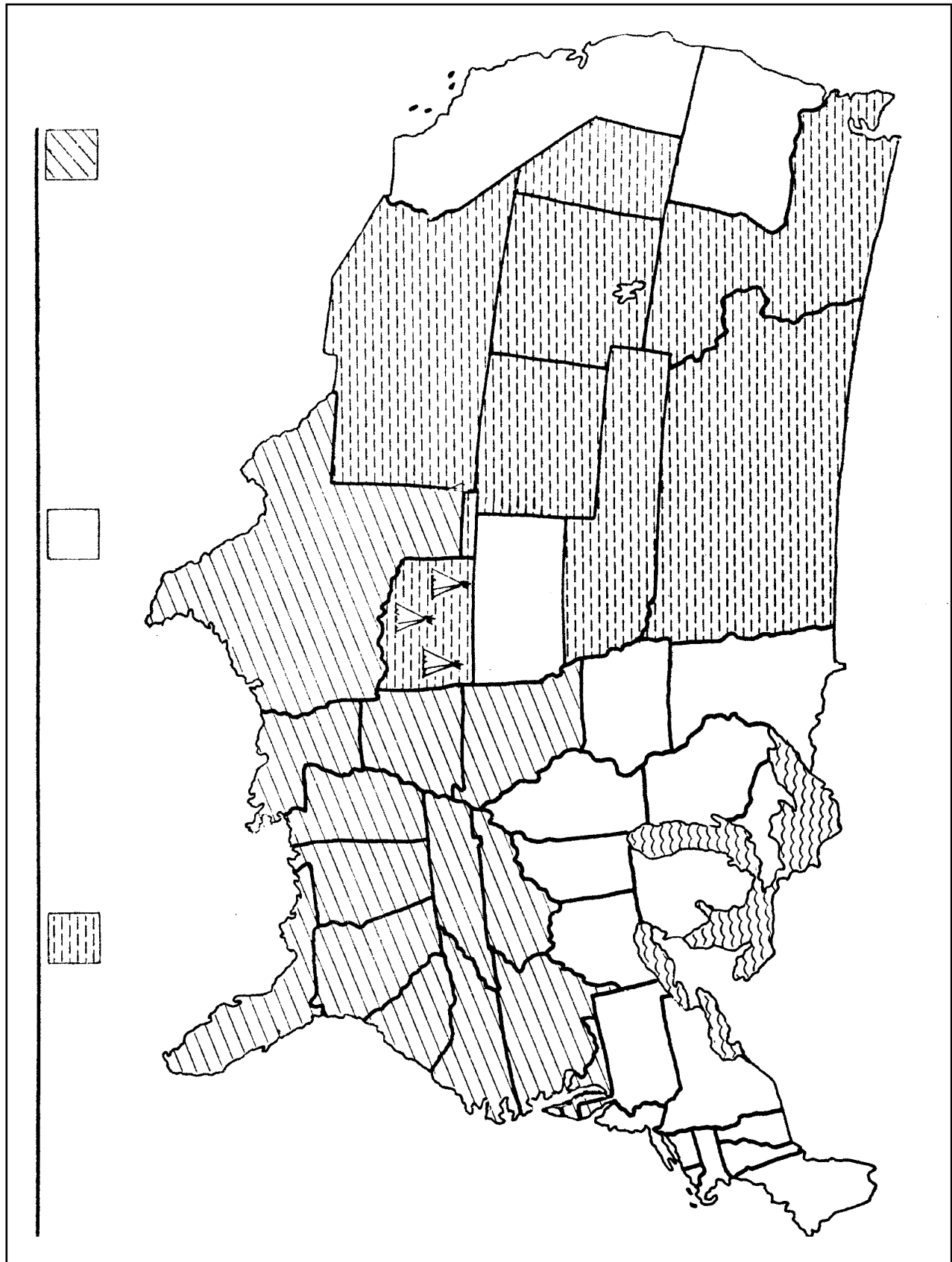
Grand Canyon	Everglades
Yellowstone	Glacier National Park
Yosemite	Mt. Ranier National Park
Great Smoky Mountain	Redwood National Park
Big Bend National Park	

SAM-210 ALASKA AND HAWAII

1. Have students identify by writing on the map the bodies of water that surround Alaska. Name the island chain that extends southwestward from the state.
2. What cities are the terminals of the Trans-Alaskan Pipeline? (north - Prudhoe Bay. south - Valdez.)
3. Identify, by writing on the map, the names of the Hawaiian Islands. Locate Pearl Harbor.
4. Have the students make a chart comparing these two states in area, population, major products (agricultural and industrial). Name the capital cities and other large cities of each state.

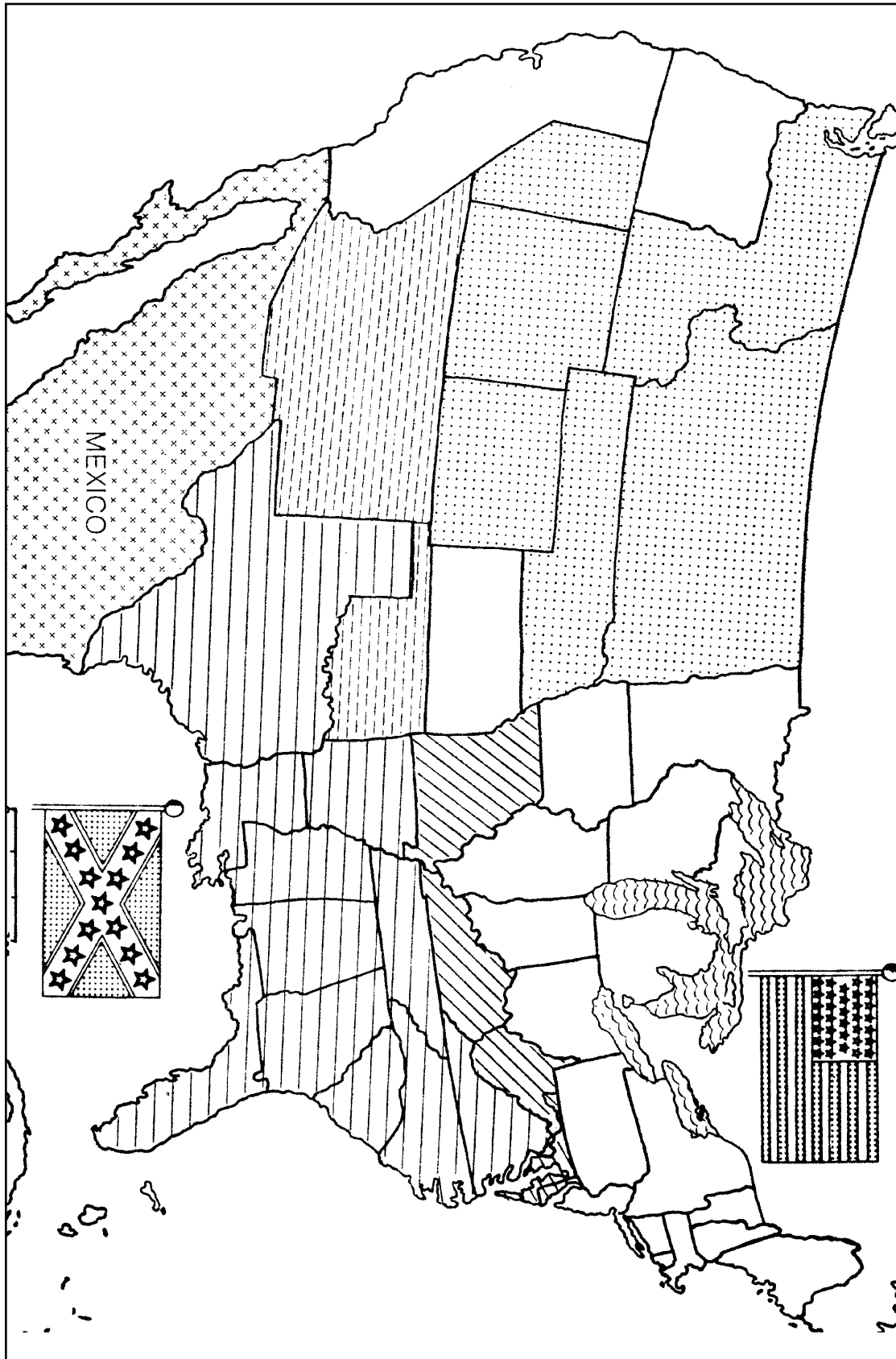
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SAM-201 UNITED STATES: IN 1860



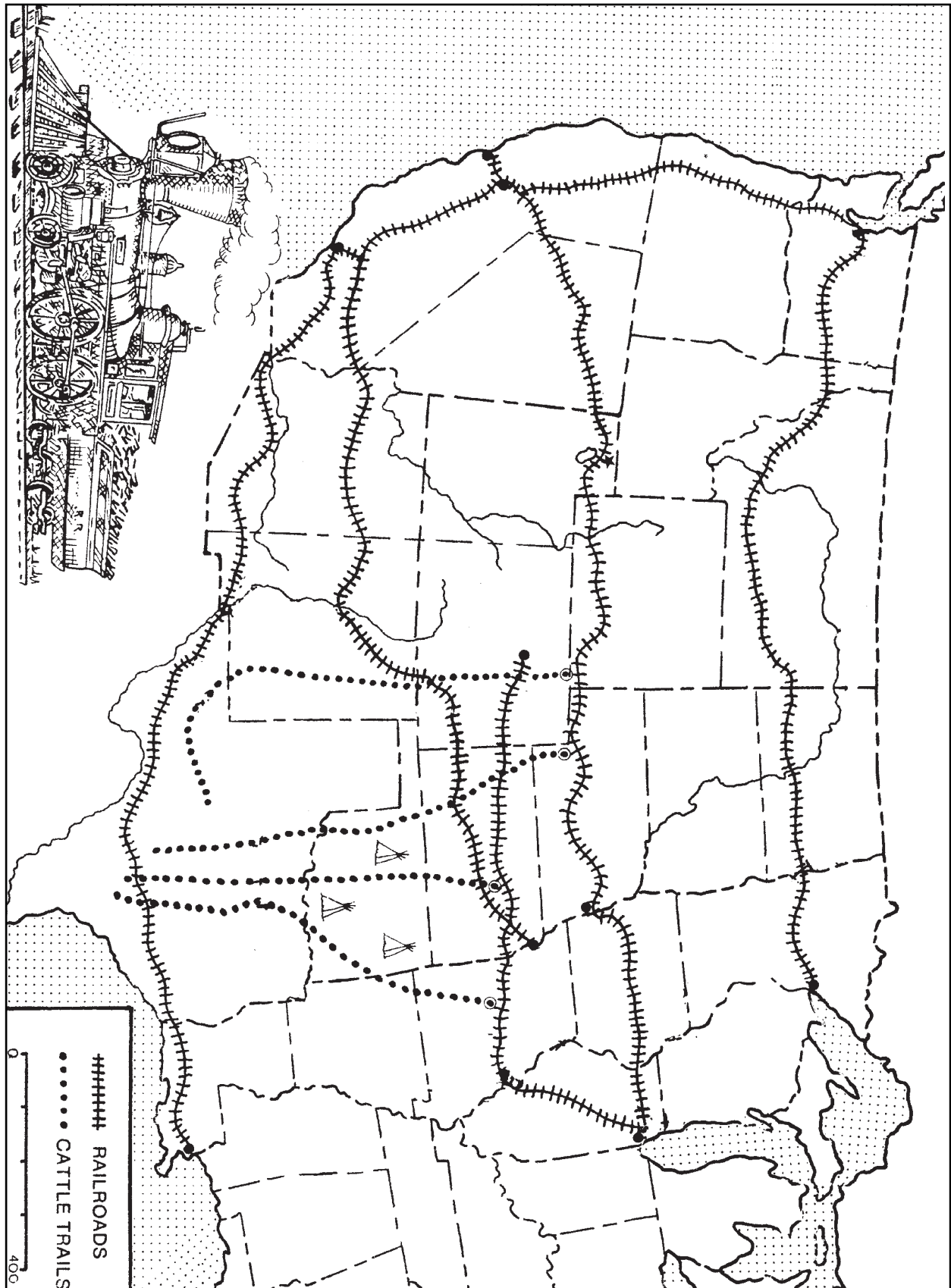
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SAM-202 SECESSION AND CIVIL WAR

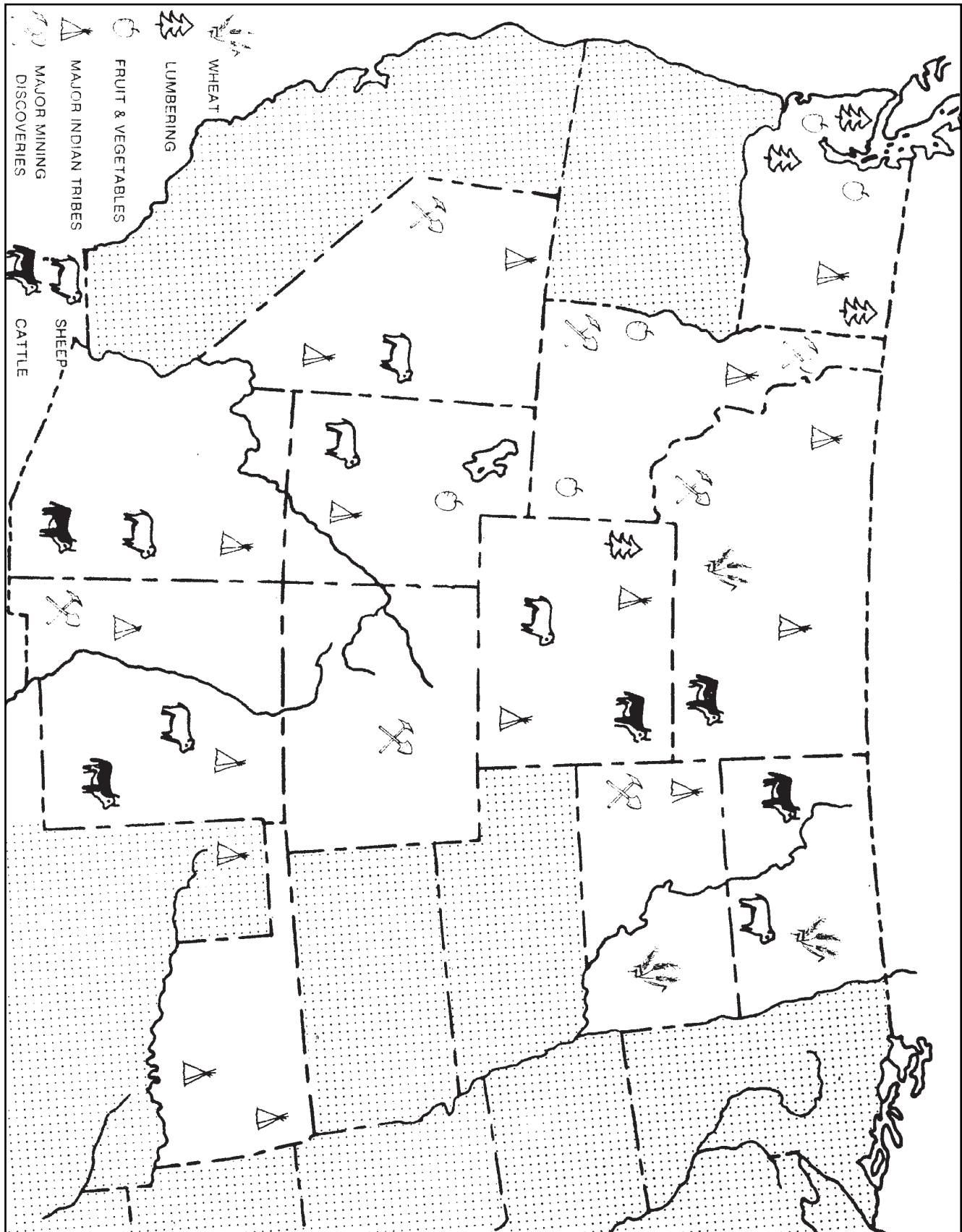


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SAM-203 SPANNING THE CONTINENT: TRANSCONTINENTAL RAILROADS

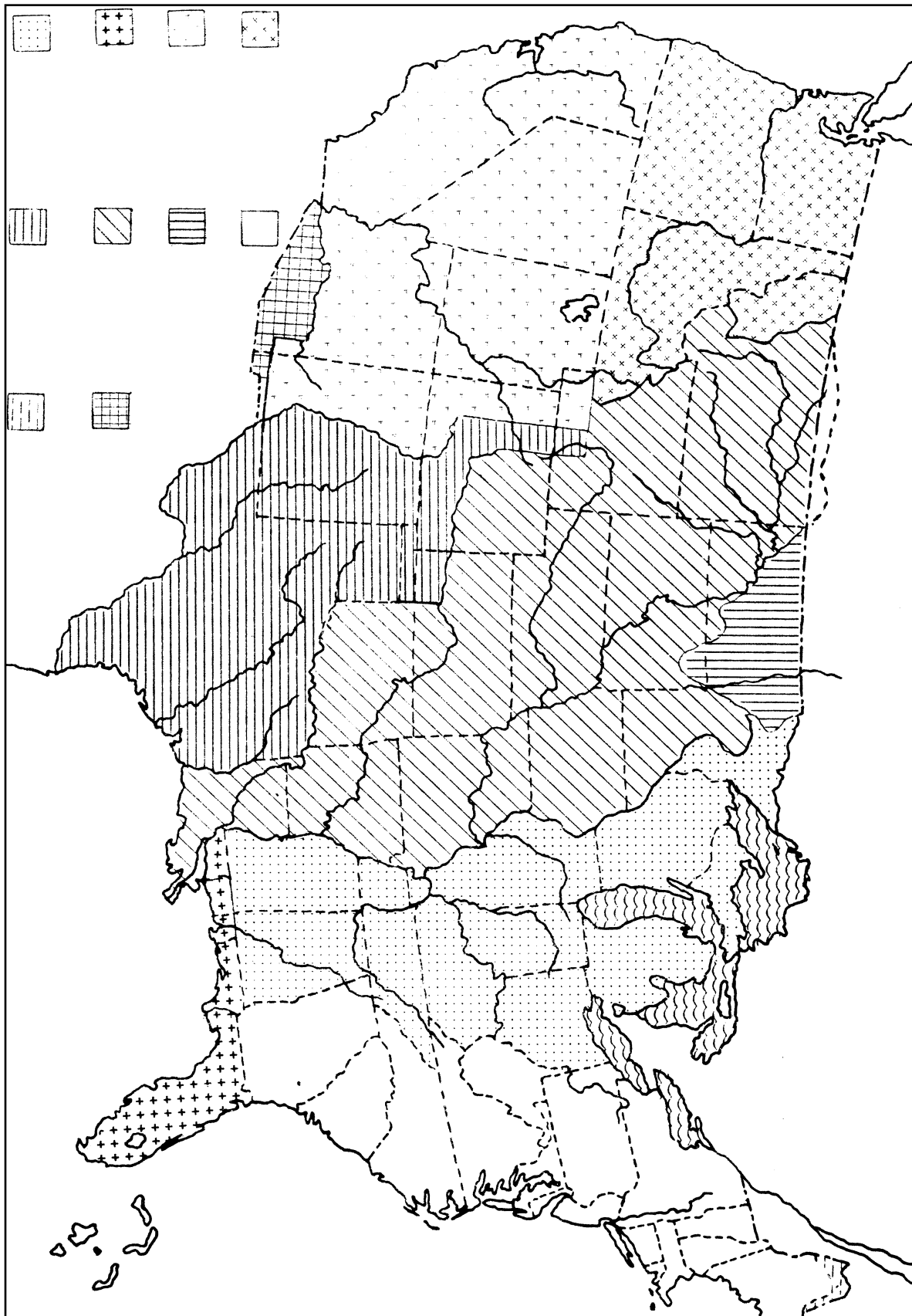


SAM-204 STATEHOOD IN THE NEW WEST



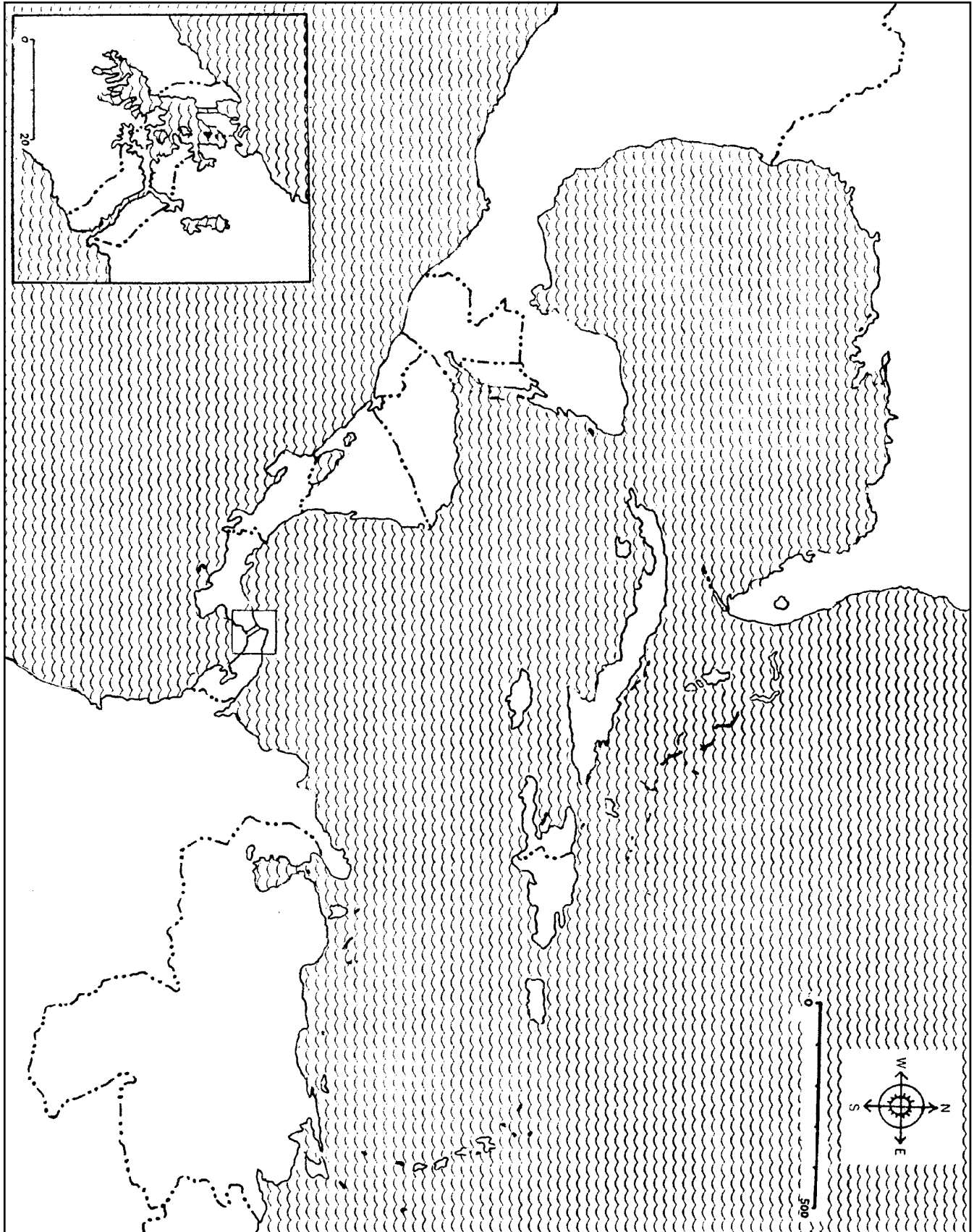
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SAM-205 TERRITORIAL EXPANSION OF THE UNITED STATES



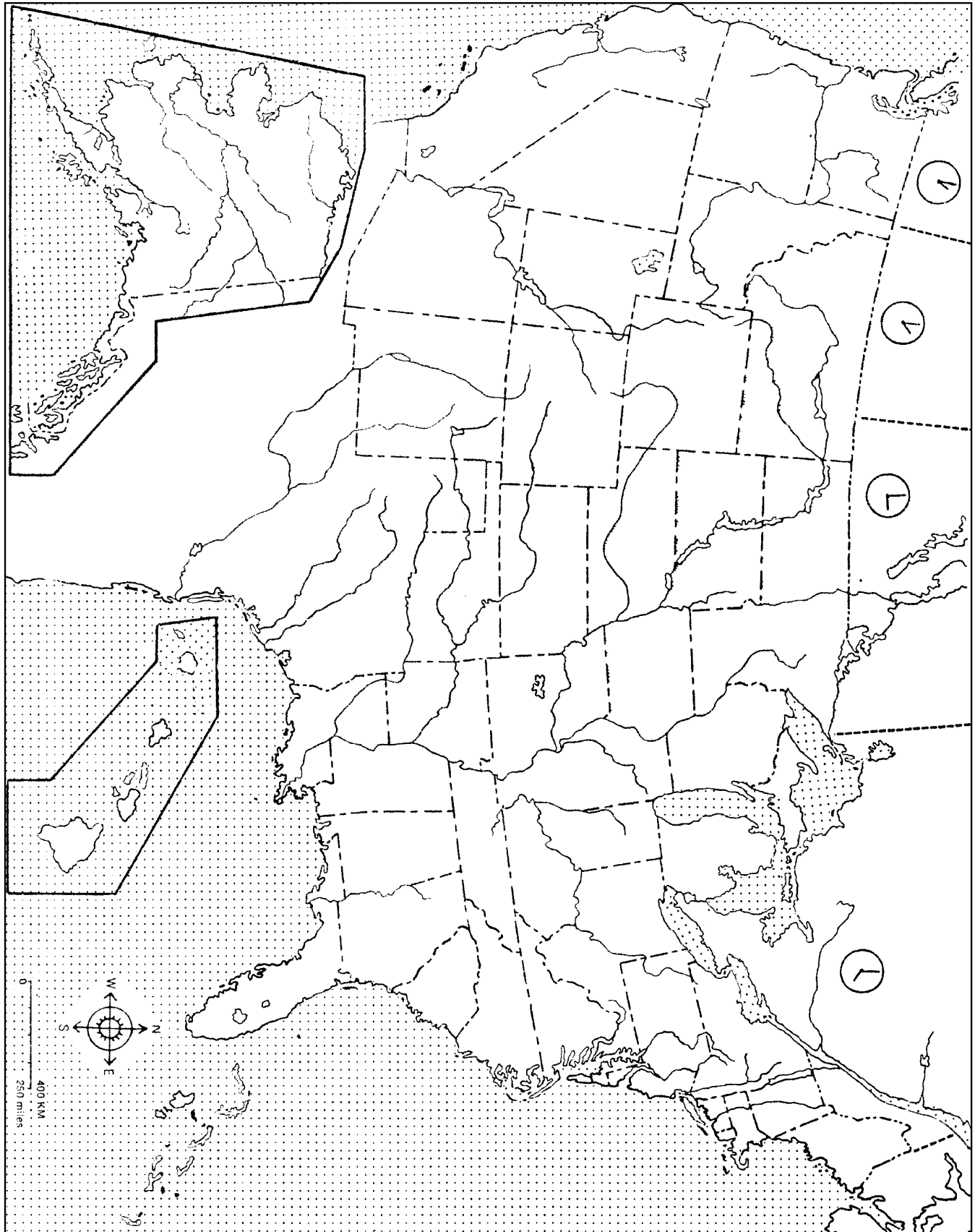
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SAM-206 UNITED STATES AND CENTRAL AMERICA



NAME _____ CLASS _____ DATE _____

SAM-207 UNITED STATES TODAY



SAM-208 UNITED STATES PUZZLE QUIZ

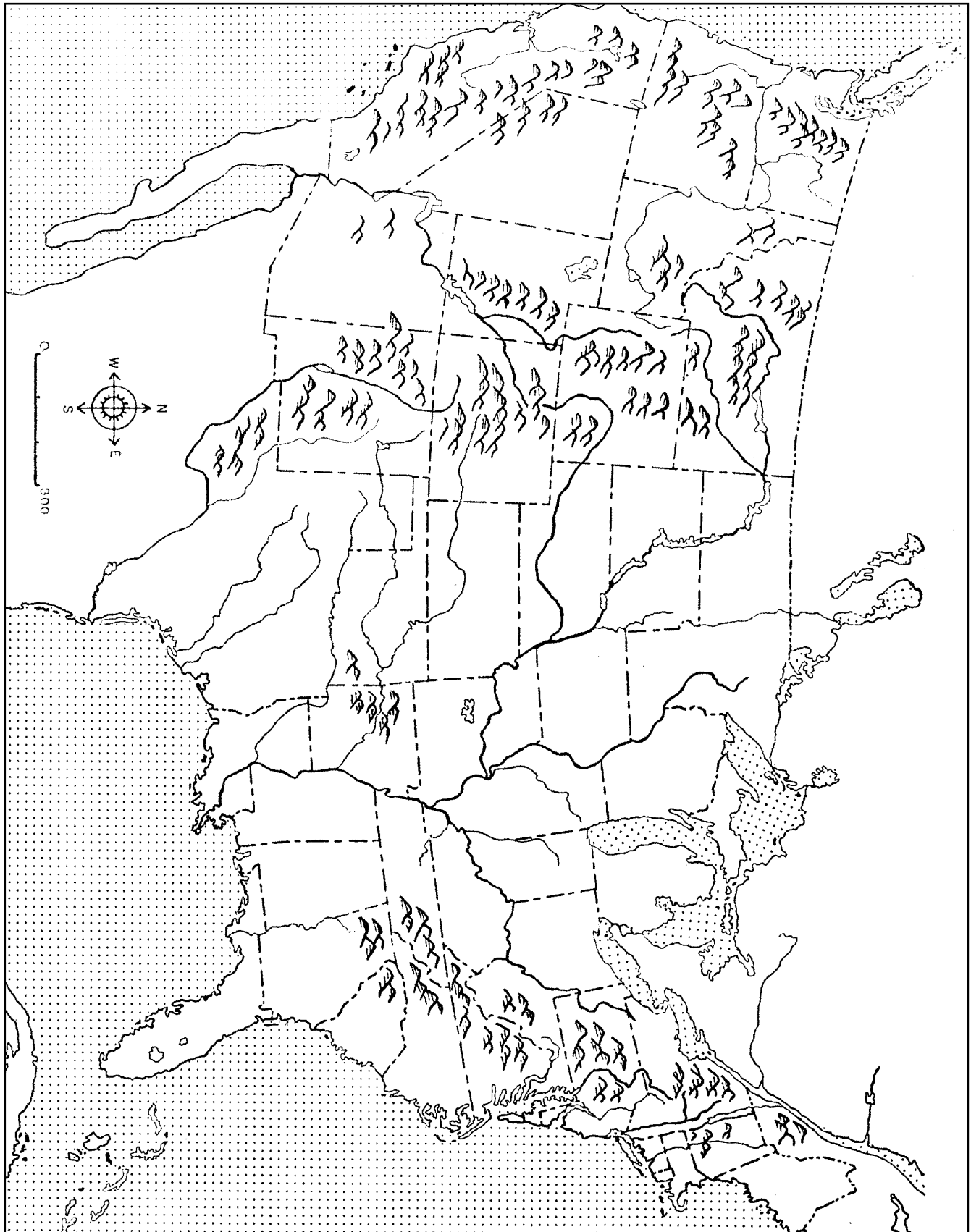
SEEK AND FIND. The names of the fifty states are hidden in the puzzle below. One example is given. Try and find the other forty-nine states in the puzzle. The names can be spelled in any direction: up or down, forward or backward, or diagonally. Circle the letters of each state as you find it, and cross its name from the list. **Good Hunting!!**

- Alabama
- Alaska
- Arizona
- Arkansas
- California
- Colorado
- Connecticut
- Delaware
- Florida
- Georgia
- Hawaii
- Idaho
- Illinois
- Indiana
- Iowa
- Kansas
- Kentucky
- Louisiana
- Maine
- Maryland
- Massachusetts
- Michigan
- Minnesota
- Mississippi
- Missouri
- Montana
- Nebraska
- Nevada
- New Hampshire
- New Jersey
- New Mexico
- New York
- North Carolina
- North Dakota
- Ohio
- Oklahoma
- Oregon
- Pennsylvania
- Rhode Island
- South Carolina
- South Dakota
- Tennessee
- Texas
- Utah
- Vermont
- Virginia
- Washington
- West Virginia
- Wisconsin
- Wyoming

A	N	O	R	T	H	D	A	K	O	T	A	Y	S	I	R	U	O	S	S	I	M	V	U	S	N	R	N	E	W	J	E	R	S	E	Y	N		
I	T	E	A	E	B	E	S	T	D	S	M	O	A	L	A	F	L	O	A	J	M	I	D	T	O	O	E	B	C	O	N	E	A	H	D	E	K	
N	C	R	D	W	C	L	K	U	R	A	E	K	S	I	M	D	I	D	C	L	A	C	N	M	R	L	H	R	N	L	I	N	O	T	W	R	R	
A	O	I	P	A	O	A	A	K	G	R	R	U	N	N	I	G	A	A	H	P	S	K	A	I	T	E	B	I	D	U	T	K	N	M	I	U	O	
V	N	H	O	S	D	I	Z	Y	A	W	E	N	A	N	C	J	N	V	S	O	S	I	L	N	H	G	E	C	O	M	L	I	E	A	A	Y		
L	N	S	D	H	G	M	O	W	N	Y	W	A	K	I	H	L	C	K	E	R	A	P	Y	N	C	H	N	K	B	A	O	X	F	B	K	D	W	
Y	E	P	A	N	H	I	A	N	I	Z	A	W	R	O	I	M	A	T	T	N	C	P	R	E	A	D	I	T	H	B	I	S	R	S	N	D	E	
S	C	M	R	S	L	L	N	U	O	B	L	T	A	S	G	A	L	A	T	U	H	I	A	S	R	E	N	O	R	C	B	A	A	U	A	C	N	
N	T	A	O	I	E	W	B	I	I	A	W	A	H	U	A	I	I	N	S	V	U	S	M	O	D	S	M	W	O	I	A	A	N	C	A	A	L	
N	I	H	L	D	I	L	L	I	N	O	I	S	D	S	N	N	F	R	N	B	S	S	I	T	L	A	I	N	H	A	A	A	N	C	A	A	E	A
E	C	W	O	L	O	U	I	S	I	A	N	A	N	O	T	I	O	E	I	A	E	I	S	A	I	M	G	A	A	M	A	B	A	L	A	A	K	
P	U	E	C	A	P	M	H	C	U	L	Y	L	A	U	X	G	R	T	S	G	T	S	U	S	N	O	T	P	I	A	Z	S	S	A	X	E	T	
E	T	N	I	S	D	N	A	S	T	O	K	A	L	T	S	R	N	A	N	O	T	S	R	X	A	A	U	O	E	T	S	G	E	O	R	G	I	A
G	O	R	G	I	S	I	M	I	H	M	C	K	S	H	A	I	I	N	O	R	S	I	I	A	S	N	N	I	E	P	T	H	N	S	R	T	A	
W	O	T	S	R	M	S	R	Y	N	A	U	M	I	D	M	V	A	M	C	U	A	M	O	N	N	I	N	S	L	W	Y	O	M	I	N	G	A	
A	V	E	R	M	O	N	T	O	L	E	T	O	E	A	I	T	R	E	S	T	L	R	I	D	A	N	E	A	R	Z	U	N	I	A	O	I	A	
A	N	O	Z	I	R	A	R	L	L	O	N	N	D	K	N	S	A	M	I	L	E	A	N	I	T	E	W	K	K	E	H	O	A	R	N	D	R	
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NAME _____ CLASS _____ DATE _____

SAM-209 UNITED STATES: MOUNTAINS AND RIVERS



NAME _____ CLASS _____ DATE _____

SAM-210 ALASKA and HAWAII

