

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.	

SAM-202 SECESSION AND CIVIL WAR

