

NYSTROM

GRADE

7

MAPPING

U.S. and New York History

SAMPLE





MAPPING

U.S. AND NEW YORK HISTORY

GRADE
7



HANDS-ON
SOCIAL STUDIES
PROGRAM

FIRST EDITION



Contents

Program Components	iv
Using the Program	vi
Scope and Sequence	viii
Mapping U.S. and New York History and Geography	x

Introducing the Program

Teacher's Guide	1
Lessons	
1 Using the Atlas	4
2 Using the Activity Maps	6
3 Reviewing Map Skills	8

Era 1

Three Worlds Meet	13
Teacher's Guide	15
Lessons	
4 Introducing Era 1	20
5 Bering Land Bridge	22
6 Three Worlds	24
7 To the Indies	26
8 To the Indies—Again	30
9 Three Worlds Meet	34
Assessment	
Reviewing Era 1	38

Era 2

Colonization and Settlement	41
Teacher's Guide	43
Lessons	
10 Introducing Era 2	50
11 Native Americans in New York	52
12 Early Europeans in New York	56
13 The Thirteen British Colonies	58
14 Fall Line Settlements	60
15 Slavery in the Americas	64
16 Spanish Settlements	66
Assessment	
Reviewing Era 2	70

Era 3

Revolution and the New Nation	73
Teacher's Guide	75
Lessons	
17 Introducing Era 3	81
18 The Constitution and Change in New York	83
19 The Constitution in Practice in New York	86
20 Revolutionary War	89
21 War in South Carolina	91
22 Ohio River Valley	93
23 A New Nation	97
24 Spain's Empire	101
Assessment	
Reviewing Era 3	105

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Corresponds with *The Nystrom Atlas of the History of the United States and New York State*

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Era 4

Expansion and Reform 107


Teacher’s Guide 109

Lessons

25 Introducing Era 4 117

26 Getting Around 119

27 Native American Resettlement 123

 **28** African Americans and Abolitionists
in New York 125

29 The Expanding Nation 128

 **30** Expansion Across New York 130

 **31** Pushing for Change in New York 133

32 Texas Independence 136

33 The Oregon Trail 140

Assessment

Reviewing Era 4 144

Era 5

Civil War and Reconstruction 147

Teacher’s Guide 149

Lessons

34 Introducing Era 5 157

35 The Slavery Issue 159

36 Wartime Resources 161

37 Civil War Battles 163

38 March to the Sea 167

39 Reconstruction 171

 **40** Legacy of the Civil War in New York . . . 175

Assessment

Reviewing Era 5 178

BEGINNINGS TO 1620

Three Worlds Meet

Lesson	Title	Page
4	Introducing Era 1	20
5	Bering Land Bridge	22
6	Three Worlds	24
7	To the Indies	26
8	To the Indies—Again	30
9	Three Worlds Meet	34
	Reviewing Era 1	38



Cross-Curricular Activities

Writing • Write a Paragraph

Have students write a paragraph either supporting or refuting the following statement made by historian Samuel Eliot Morison:

America was discovered accidentally by a great seaman who was looking for something else; when discovered it was not wanted; and most of the exploration for the next fifty years was done in hope of getting through or around it.

Math • Measure Distances

Have students calculate the distance to the Indies going east, along da Gama's route, and going west, along Magellan's route.

Art • Classify Works of Art

Have students try to classify photos of sculptures, paintings, and buildings created by American, West African, and European artists before 1492.

Critical Thinking • Sort Cards

In Lesson 8, students create Extraordinary Explorer cards. Have students sequence their cards by year of expedition. Also have them place their cards on a wall map near the areas of exploration.



Literature Links

Your students might enjoy these books and others about Era 1. Use picture books (p) to introduce a topic or as a model for student writing assignments. Please note that the books listed may reflect historical attitudes or themes related to sensitive or complex topics. We encourage educators to review the content to ensure it aligns with the needs and maturity levels of their students.

Three Worlds

The Discovery of the Americas (p)
by Betsy and Giulio Maestro

Morning Girl
by Michael Dorris

Leonardo da Vinci (p)
by Diane Stanley

I, Juan de Pareja
by Elizabeth Borton de Trevino

Sundiata: Lion King of Mali (p)
by David Wisniewski

Mansa Musa, The Lion of Mali
by Khephra Burns

Early Explorations

Around the World in a Hundred Years
by Jean Fritz

I, Columbus
by Peter Roop

The Age of Exploration
by Marshall Cavendish

Empires Lost and Won
by Albert Marrin

All Pigs on Deck (p)
by Laura Fischetto

OBJECTIVES

Students will be able to:

- Preview the unit.
- Use information from the introductory summary to complete activities.

MATERIALS

- *The Nystrom Atlas of the History of the United States and New York State*
- Activity Sheets 4a–4b, *Introducing Era 1*

Here’s a Tip!

- Walk students through each spread in the atlas on Era 1 (pages 6–17), pointing out a key idea or an interesting map, graph, or photo on each page.
- Read the close-reading text as a class, in small groups, or individually.
- Encourage students to summarize the text and describe events in their own words.

Answers

1. *Answers will vary but may include explorers, exploited, gold and silver, empires, West Africa, slave labor, Columbus.*
2. *Answers will vary.*

Bering Land Bridge

OBJECTIVES

Students will be able to:

- Complete a cross section of the Bering Land Bridge.
- Analyze data to determine when the land bridge was exposed and the Mackenzie Corridor was free of ice.

MATERIALS

- *The Nystrom Atlas of the History of the United States and New York State*
- Activity Sheets 5a–5b, *Bering Land Bridge*

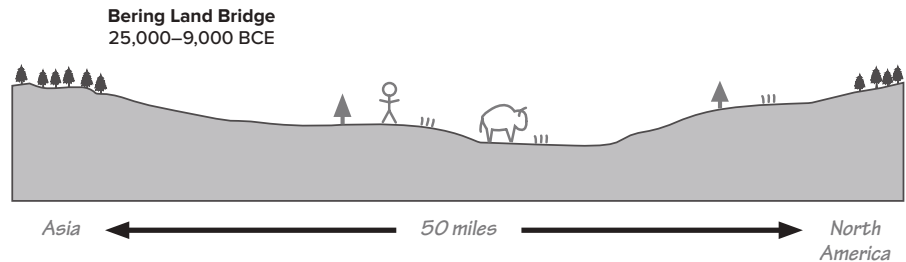
Notes

Help students understand more about the Bering Land Bridge:

- The Bering Land Bridge is also referred to as Beringia.
- The vegetation on the bridge was unsuitable for supporting long-term habitation of large animals. Animals like the mammoth were migrating over the bridge, not living there.
- The Mackenzie Corridor was about 2,000 miles long. It was a gap between the Cordilleran and Laurentide ice sheets.


Answers

2.



3.

YEAR	BERING LAND BRIDGE	MACKENZIE CORRIDOR
25,000 BCE	exposed	ice-free
16,000 BCE	exposed	blocked
10,000 BCE	exposed	ice-free
8,000 BCE	under water	ice-free

 *Answers will vary. For the land route, pros include food sources along the way and safety of solid ground; cons include the possibility that land bridge may be underwater or the corridor may be blocked. For the sea route, pros include faster travel and availability of fish; cons include ice and dangerous boating conditions.*



Name _____

Bering Land Bridge

Materials

Atlas

During the last ice age, parts of Europe and North America were covered by a thick sheet of ice. So much water was frozen as ice that the level of oceans dropped over 300 feet—increasing the size of landmasses and changing coastlines.


The **Bering Strait** is a shallow body of water that separates Asia (Russia) from North America (Alaska). At its narrowest point it is just 50 miles across.

When the sea level dropped during the last ice age, a vast area of land—called a **land bridge**—was exposed. It connected the two continents.

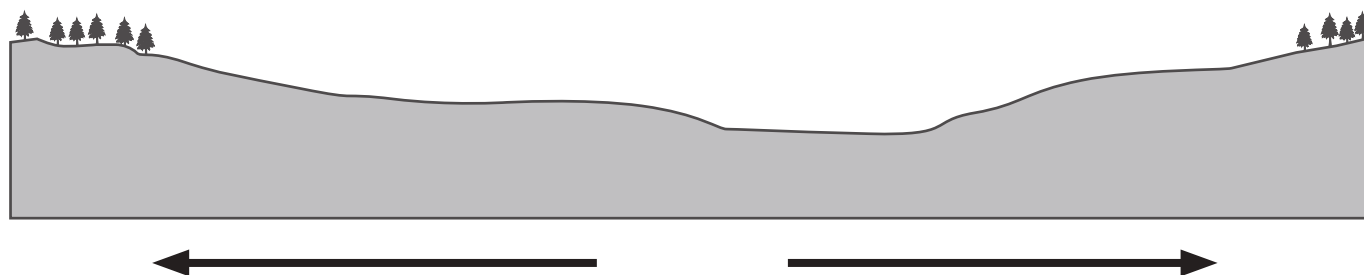
1. Identify changes in the Bering Strait.
 - a. Turn to the world map on pages 76–77 of *The Nystrom Atlas of the History of the United States and New York State*. Find the Bering Strait as it looks today.
 - b. Turn to page 6 of the atlas and look at map B, “Were These the Earliest Journeys?” Move your finger across the width of the Bering Land Bridge from the Arctic Ocean to the Aleutian Islands. Compare the land bridge of 16,000 BCE with the Bering Strait today.
 - c. On map C, “Waves of Human Migration,” on page 7 of the atlas, move your finger across the width of the Bering Land Bridge. Compare the size of the land bridge in 10,000 BCE with its size in 16,000 BCE.

The **Bering Land Bridge** was similar to the modern-day Alaskan tundra. There were grasses, sage, trees, and dwarf shrubs.

Mammoths, bison, deer, and bears migrated from Asia to North America over the land bridge. Hunters may have followed the animals.

2. Complete a cross section of the Bering Land Bridge.
 - a. Label the left side of the cross section **ASIA** and the right side **NORTH AMERICA**.
 - b. To show the distance across the land bridge, write **50 MILES** between the arrows below the cross section.
 - c. Add some grass and trees to the land bridge.
 - d. Draw a mammoth, bison, deer, or bear heading for North America.
 - e. Draw a person  following the animal.

Bering Land Bridge
25,000–9,000 BCE





Name _____

After people crossed the Bering Land Bridge, they had to find **routes** past the remaining ice and glaciers.

During some periods of the last ice age, an ice-free corridor about 2,000 miles long extended along the east side of the Rocky Mountains. This corridor followed a river now called the Mackenzie River. The corridor is now known as the **Mackenzie Corridor**.

3. Use the information from pages 6–7 of the atlas to complete the chart below.
- Look at diagram A, “Changing Sea Level,” on page 6. Note the dates when the land bridge was exposed.
 - In the Bering Land Bridge column of the chart below, for each year, write whether the land bridge was **EXPOSED** or **UNDER WATER**.
 - Use map B on page 6 and map C on page 7 to determine when the Mackenzie Corridor (the route east of the Rocky Mountains) was ice-free.
 - In the Mackenzie Corridor column of the chart, for each year write whether the corridor was **ICE-FREE** or **BLOCKED**.
 - Look at your chart. Circle any years when the Bering Land Bridge was exposed and the Mackenzie Corridor was ice-free and passable.

YEAR	BERING LAND BRIDGE	MACKENZIE CORRIDOR
25,000 BCE		
16,000 BCE		
10,000 BCE		
8,000 BCE		

Theories differ about the route humans took to North America.

**Writing Prompt**

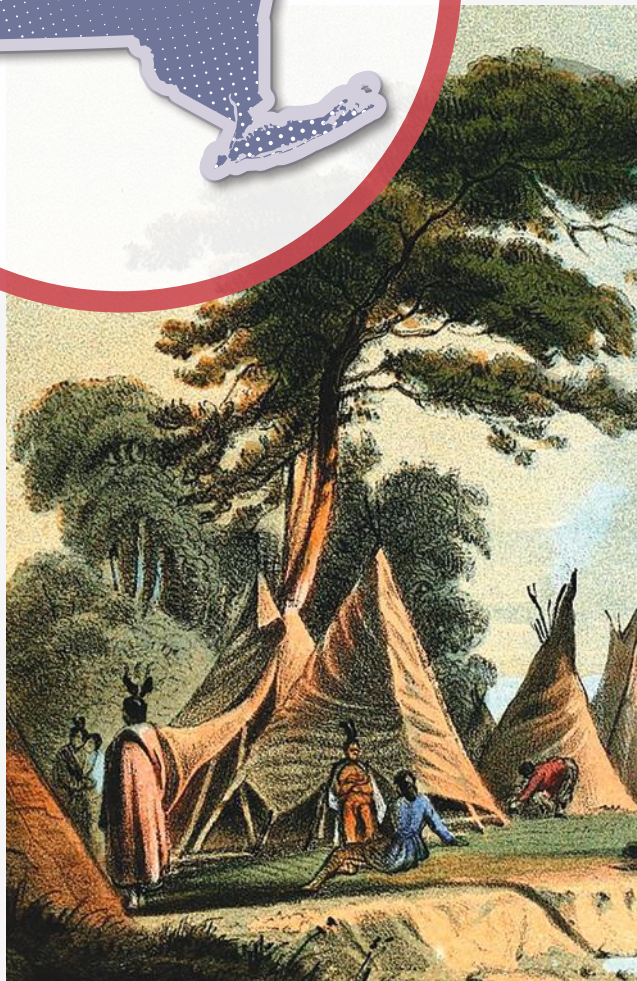
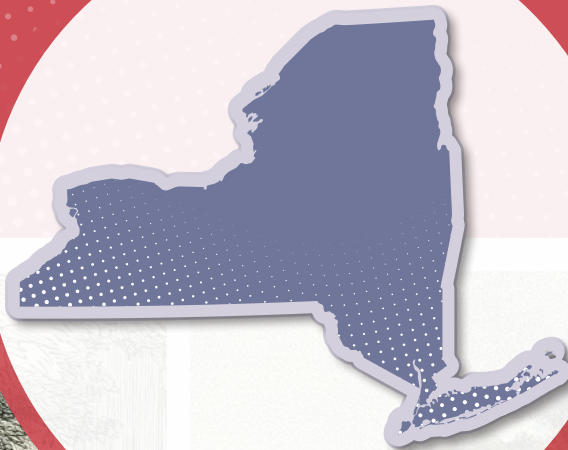
List pros and cons of land routes and sea routes to the Americas.

NYSTROM

ATLAS OF THE HISTORY OF THE
UNITED STATES
AND
NEW YORK
STATE

FIRST EDITION

GRADE **7**



ERA 1

Three Worlds Meet Beginnings to 1620

25,000 BCE

25,000 BCE
Earliest Americans may have migrated from Asia.

12,000 BCE

12,000 BCE
Later migrations from Asia and perhaps Europe begin.

800

800
Hohokam civilization peaks in North America.

900

800
Maya civilization dominates Central America.

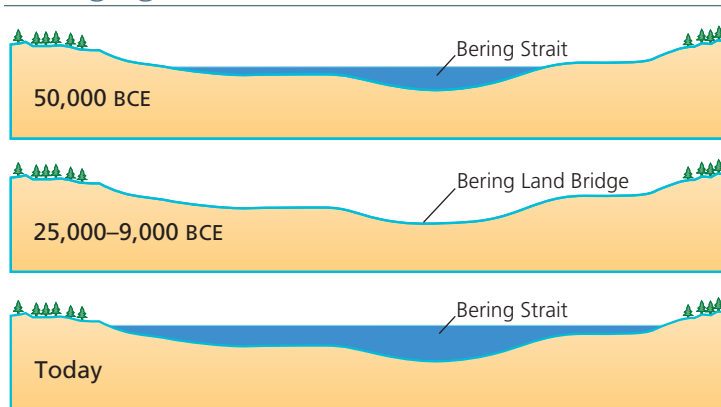
Ghana controls trade between West and North Africa.

The Long Journey to the Americas

The first human inhabitants reached North and South America long after Africa, Europe, Asia, and Australia were populated.

- During the last **Ice Age**, sea level dropped. People could walk from Asia to what is now Alaska.
- Some then walked to warmer parts of North America by an ice-free route east of the Rocky Mountains.
- Most people, however, probably came in boats. They followed the edge of the ice: most of them from Asia, perhaps some from Europe.

Changing Sea Level



A Sea level dropped during the Ice Ages, exposing dry land at the Bering Strait. When the ice later melted, the seas rose.



B Prehistoric sites suggest that people came in 17,000 BCE or earlier, probably traveling by land to Alaska and then south by boat.

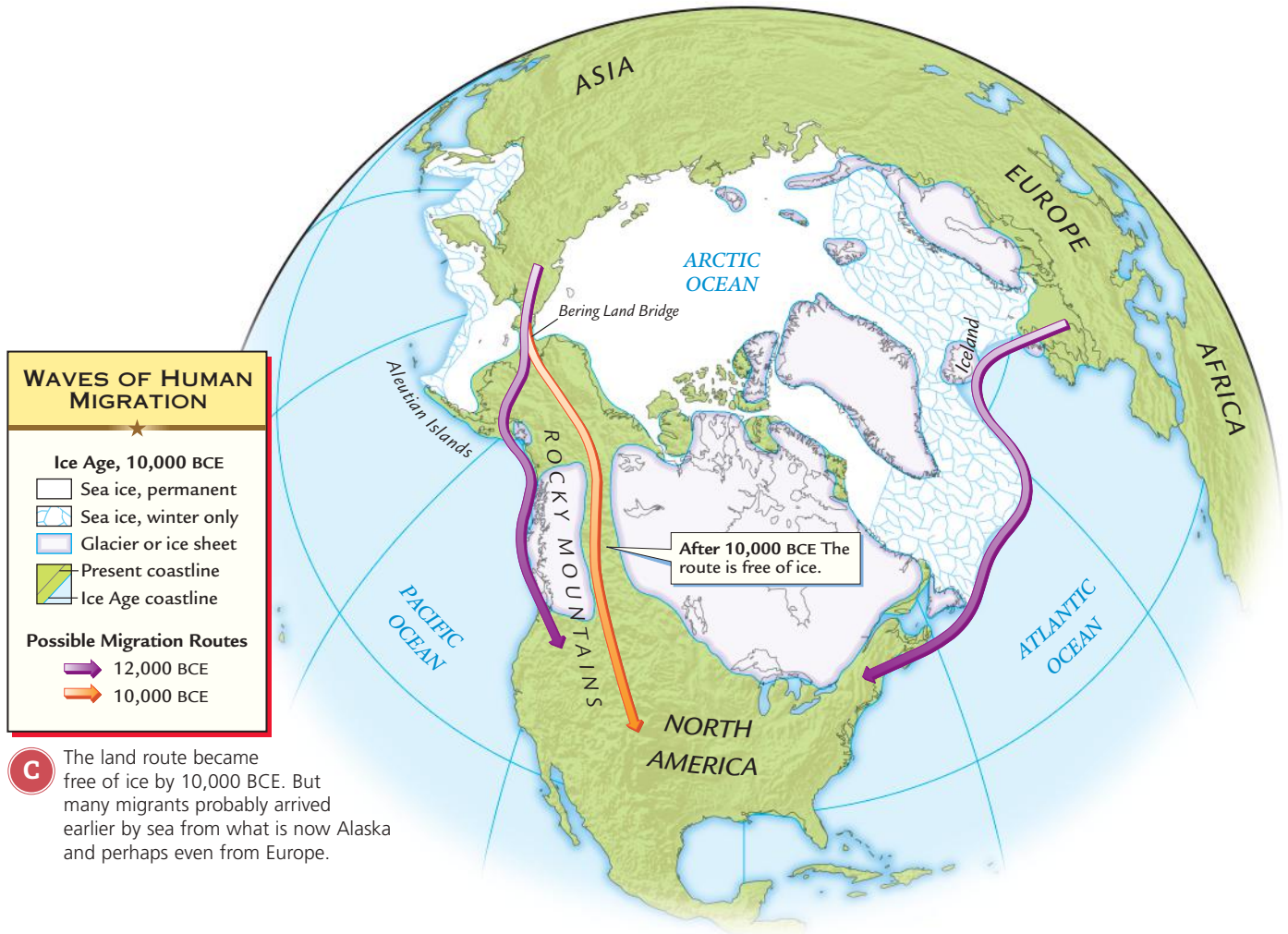
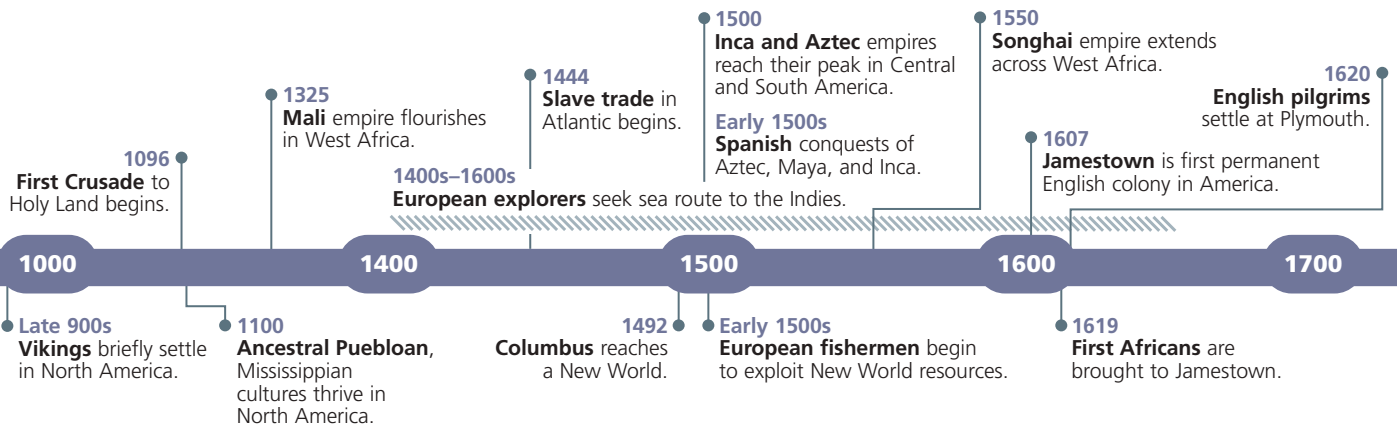
WERE THESE THE EARLIEST JOURNEYS?

Ice Age, 16,000 BCE

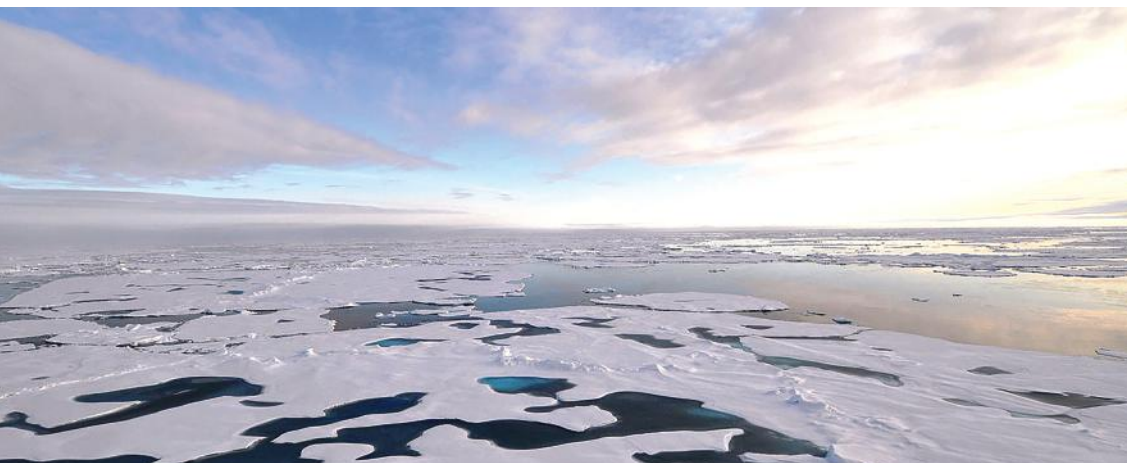
- Sea ice, permanent
- ▨ Sea ice, winter only
- ▨ Glacier or ice sheet
- ▨ Present coastline
- ▨ Ice Age coastline

Possible Migration Routes

- ➡ 25,000–23,000 BCE
- ➡ 25,000–17,000 BCE



C The land route became free of ice by 10,000 BCE. But many migrants probably arrived earlier by sea from what is now Alaska and perhaps even from Europe.



D Icy seas and primitive sailing skills made it dangerous to migrate by sea from Alaska or from Europe.

Reference Materials



**WORLD
PHYSICAL MAP**

Elevation	
Meters above Sea Level	Feet above Sea Level
Over 6000	Over 20,000
3000 to 6000	10,000 to 20,000
1500 to 3000	5,000 to 10,000
600 to 1500	2,000 to 5,000
300 to 600	1,000 to 2,000
150 to 300	500 to 1,000
0 to 150	0 to 500
Below sea level	Below sea level

Ice-covered land is shown in white.

Water Depth in Meters	Water Depth in Feet
Less than 200	Less than 600
Greater than 200	Greater than 600

Boundary Symbols	
	Continental boundary
	International boundary
	Other boundary (disputed or undefined)

Scale at Equator	
1:102,300,000	
0 500 1000 1500 2000 2500 miles	
1 in. to 1615 mi.	
0 500 1000 1500 2000 2500 kilometers	
1 cm to 1023 km	

