

Exploring Where & Why®

# Our Country's History

Hands-on Social Studies

## Contents

Program Components	v
Using the Program	x
Scope and Sequence	xii
History	xii
Five Themes of Geography	xiv

### Atlas, Map, and Globe Skills

#### Teacher's Guide and Lessons

1 Using the Atlas	1
2 Using the Activity Globes and Maps	5
3 Exploring Land and Water	9
4 Using Directions on a Globe	13
5 Using Directions and Scale on a Map	17
6 Using Latitude and Longitude on a Globe	21
7 Using Latitude and Longitude on a Map	25

#### Assessment

8 Reviewing   Skills	29
----------------------	----

### Unit 1

#### Three Worlds Meet

1400 to 1682

#### Teacher's Guide and Lessons

9 Introducing   Three Worlds Meet	33
10 The First Americans	37
11 To the Indies	43
12 Northwest Passage	49
13 Coronado	55
14 Jamestown	61
15 Timeline   Three Worlds Meet	65

#### Assessment

16 Reviewing   Three Worlds Meet	71
----------------------------------	----

Samples are provided for evaluation purposes. Copying of the product or its parts for resale is prohibited. Additional restrictions may be set by the publisher.

### Program Reviewers

Dr. JoAnne Bugey, Professor, Dept. of Curriculum and Instruction, U. of Minnesota, Minneapolis, Minnesota

Melissa Green, Classroom Teacher, Social Studies and Language Arts Depts., Evanston School Dist. #65, Evanston, Illinois

We also want to thank the many principals, curriculum supervisors, and teachers who so graciously allowed us to visit their schools and classrooms. The information we gathered was invaluable in developing social studies materials that create stimulating learning environments, address the growing diversity of our students, and meet the many needs of today's teachers.

Copyright © 2009, 2002 by NYSTROM Herff Jones Education Division  
4719 W. 62nd St., Indianapolis, IN 46268

All rights reserved. No part of this guide, except copymasters, may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

Printed in U.S.A.

10 9 8 7 6 5 4 3 2 1      15 14 13 12 11 10 09 08

ISBN 13: 978-0-7825-1360-8

ISBN 10: 0-7825-1360-3

For information about ordering this program guide, 2CH500, or related components, call 800-621-8086.

ISBN-13: 978-0-7825-1360-8  
ISBN-10: 0-7825-1360-3



**Unit 2**  
**Colonial America**  
**1600 to 1776**

**Teacher's Guide and Lessons**

17	Introducing   Colonial America	75
18	Colonial Settlements	79
19	The Thirteen Colonies	85
20	Plantation Life	91
21	Indentured Servants and Slaves	95
22	Triangles of Trade	101
23	Timeline   Colonial America	107

**Assessment**

24	Reviewing   Colonial America	109
----	------------------------------	-----

**Unit 3**  
**A New Nation**  
**1763 to 1810**

**Teacher's Guide and Lessons**

25	Introducing   A New Nation	113
26	Revolutionary Protests	117
27	Declaring Independence	121
28	Revolutionary War Battles	127
29	The New Frontier	133
30	Life in the Northwest Territory	139
31	Timeline   A New Nation	145

**Assessment**

32	Reviewing   A New Nation	147
----	--------------------------	-----

**Unit 4**  
**The United States Expands**  
**1790 to 1860**

**Teacher's Guide and Lessons**

33	Introducing   The United States Expands	151
34	Lewis and Clark Expedition	155
35	Life in a Mill Town	161
36	The Erie Canal	165
37	Trail of Tears	171
38	California Gold Rush	177
39	Timeline   The United States Expands	183

**Assessment**

40	Reviewing   The United States Expands	185
----	---------------------------------------	-----

**Unit 5**  
**Civil War and Change**  
**1820 to 1900**

**Teacher's Guide and Lessons**

41	Introducing   Civil War and Change	189
42	Underground Railroad	193
43	Civil War Battles	199
44	Transcontinental Railroad	203
45	Indians and Buffalo	209
46	Orphan Trains	215
47	Timeline   Civil War and Change	221

**Assessment**

48	Reviewing   Civil War and Change	223
----	----------------------------------	-----

**Unit 6**  
**Modern America**  
**1898 to Now**

**Teacher's Guide and Lessons**

49	Introducing   Modern America	227
50	In Search of a Better Life	231
51	World War II	237
52	Civil Rights	243
53	Presidential Birthplaces	249
54	A Place Over Time	255
55	Timeline   Modern America	259

**Assessment**

56	Reviewing   Modern America	261
----	----------------------------	-----

# What is *Our Country's History*?



## A Hands-on History Program for the Intermediate Grades

- ***Our Country's History . . .***  
is Nystrom's **hands-on social studies program** that links history and geography—time and place.
- ***Our Country's History . . .***  
integrates hands-on and reading materials in activity-based lessons to help students develop a chronological framework for understanding our country today.
- ***Our Country's History . . .***  
reinforces reading, writing, math, critical thinking, and reference skills in a content area.
- ***Our Country's History . . .***  
builds a solid foundation of knowledge and understanding for responsible citizenship.

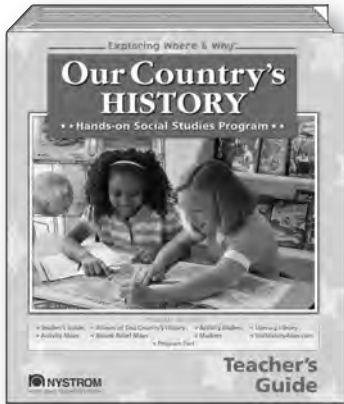
## What does *Our Country's History* do?

- ★ **Builds** a solid foundation of essential social studies knowledge, skills, and concepts.
- ★ **Reinforces** reading and writing in a content area.
- ★ **Integrates** assessment and evaluation.
- ★ **Develops** critical thinking skills.
- ★ **Provides** learning opportunities for diverse student populations.
- ★ **Develops** multicultural awareness and sensitivity.
- ★ **Stimulates** a variety of intelligences.
- ★ **Ensures** success for all students.

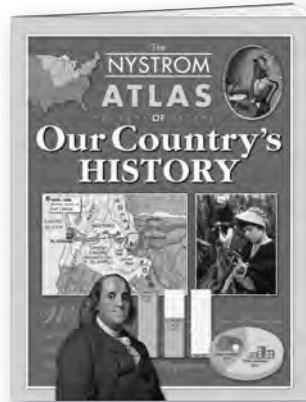
## Why a *hands-on* approach?

- ◆ Promotes active learning.
- ◆ Hands-on materials focus students' attention on their own learning.
- ◆ Students work individually, in pairs, in small groups, and as a whole class.
- ◆ Variety of materials keeps students interested.

# Components



**TEACHER'S GUIDE**



**THE NYSTROM  
ATLAS OF  
OUR COUNTRY'S HISTORY  
SET OF 30**



**ACTIVITY GLOBES  
SET OF 6**



**ACTIVITY  
MAPS  
SET OF 15**



**MARKERS  
BOX OF 15**



**LITERACY LIBRARY**

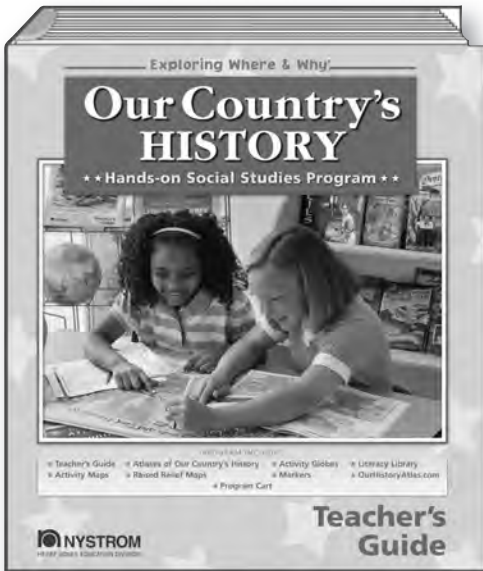


**RAISED RELIEF MAPS SET OF 6**



**WEBSITE**

# Teacher's Guide



## 1 Skills Unit • 6 History Units

- **Program correlates with:**
    - ★ National Standards for History
    - ★ *The Nystrom Atlas of Our Country's History*
  - **Lessons build a solid history framework.**
  - **Hands-on activities integrate reading and using the Atlas with:**
    - ★ Activity Maps
    - ★ Raised Relief Maps
    - ★ Activity Globes
  - **Teacher's pages for every lesson.**
- 49 Student Lessons plus 7 Assessments**

## For the Teacher

Handy, easy to use:

- **Step-by-step teaching plans**
  - ★ Objectives
  - ★ Materials
  - ★ Teaching strategies tie directly to objectives
  - ★ Discussion questions clearly marked
  - ★ Answer keys
- **Tips for teaching**
  - ★ Time-saving ideas
  - ★ Extension activities
- **Additional Resources**
  - ★ Literature Links
  - ★ Cross-curricular Activities
  - ★ Class Record sheet for each unit

Three Worlds Meet, 1400 to 1600 Lesson 10

### The First Americans

**Teaching**

★ **Identify six Native American culture groups.**

- Introduce the lesson by saying:
  - You and I are Americans.
  - Did you ever stop to think about the first Americans—the people who were here when Columbus and other explorers arrived in the Americas?
  - Who were these people? What were their lives like?
  - Today we're going to learn more about them.
- Have students read pages 10a–10d.
- Divide students into groups. Raise questions.
- As a class, discuss the chart.
- When students can discuss the chart.
- Give the groups time to complete the activity sheet.
- Describe the chart.
  - Point out the chart. Explain that some information is already on the chart, but some information is missing.
  - Explain that, in the Indian Nations column, students only need to fill in the names of four nations.
  - Give the groups time to complete the activity sheet.
- Collect and review Activity Sheets 10a–10d. Clean and collect materials using your own procedure or one suggested on page xi.

**Answers**

- Northwest Coast, California-Intermountain, Southwest, Middle America, Plains, Eastern Woodlands
- Northwest Coast: forest  
 California-Intermountain: shrub or desert  
 Southwest: shrub or desert  
 Plains: grass  
 Eastern Woodlands: forest

Culture Group	Some Indian Nations	Its Environment	Ways It Obtained Food
Eastern Woodlands	Delaware Miami Cherokee Creek	Forest Mountains Plains Ocean	Farm Gather Hunt
Plains	Crow Arapaho Blackfoot Comanche Dakota Sioux	Grass Plains	Farm Hunt
Southwest	Apache Tepehuan Lagunero	Desert Mountains	Farm Gather Hunt
California-Intermountain	Nez Perce Shoshone Ute Navajo Arapaho	Desert Mountains Ocean	Gather Hunt Fish
Northwest Coast	Chinook Tillamook	Forest Ocean	Hunt Fish
Middle America	Lagunero	Desert Mountains	Farm

★ Answers will vary. Students should name the Native American culture group and describe its environment and means of obtaining food.

Exploring Where & Why Our Country's History

Unit 2 Colonial America, 1600 to 1776

Insert this divider before page 75.

Lesson 17	Introducing 1 Colonial America	75
18	Colonial Settlements	79
19	The Thirteen Colonies	85
20	Plantation Life	91
21	Indentured Servants and Slaves	95
22	Triangles of Trade	101
23	Timeline 1 Colonial America	107
Assessment 24	Reviewing 1 Colonial America	109

**Literature Links**

Your students might enjoy these books and others about colonial America.

*Pilgrim Voices* by Connie and Peter Roop  
*Sarah Morton's Day* by Kate Waters  
*Samuel Eaton's Day* by Kate Waters  
*Tapennum's Day* by Kate Waters

*Across the Wide Dark Sea: The Mayflower Journey* by Jean Van Leeuwen  
*The Boy Who Loved to Draw: Benjamin West* by Barbara Brenner  
*An Introduction to Williamsburg* by Valerie Trapp  
*Molly Bannaky* by Alice McGill

**Cross-Curricular Activities**

**Writing Send a Letter**  
 Have students write a letter to Colonial Williamsburg, Plymouth Plantation, Strawberry Banke, or another living history museum. Have them ask a question about some aspect of colonial life.

**Geography Colonial Puzzle**  
 Enlarge a map of the 13 colonies. Mount it on posterboard. Cut the map into at least eight puzzle pieces. Have students try to put the puzzle back together.

**Art Make a Regional Trirama**  
 Have student use the cutting and folding directions from Lesson 18 to make a trirama. On the inside of the trirama, have students draw a colonial village, farm, or plantation from a specific colonial region. Show them how to add stand-up buildings, wagons, and trees.

**Writing A Colonial Simile**  
 Have student describe some aspect of colonial life by comparing it to something else, using like or as. They might complete one of the following sentences:

A plantation was like \_\_\_\_\_  
 Slavery was like \_\_\_\_\_

Exploring Where & Why Our Country's History



## Student Lessons

- ★ Step-by-step, easy to read, easy to follow
- ★ History in small doses helps students grasp content.
- ★ Stories personalize history.
- ★ Activities target a range of learning styles.
- ★ Graphic organizers summarize and assess lessons.
- ★ Variety of responses develops critical thinking and writing skills.
- ★ Easy to duplicate.

## Timeline Booklets

Students make their own history timelines by adding key dates unit-by-unit.



- ★ Put historic events in perspective.
- ★ Reinforce sequencing and summarizing skills.

## Unit Assessments

- ★ Review the lesson content.
- ★ Test graph-reading and map-reading skills too.

Name \_\_\_\_\_

The United States Expands, 1790 to 1860

### Lewis and Clark Expedition

Use The Nystrom Atlas of Our Country's History to help you map the Lewis and Clark Expedition.

**St. Louis, May 14, 1804**  
 You're about to go on the adventure of a lifetime. Captain Lewis, Captain Clark, about 35 other men, and you are leaving today to explore the Louisiana Territory. The United States just bought this land, and your job is to find out what we got for our money.  
 On the trip you are in charge of the expedition's huge, flat-bottomed keelboat. It's loaded with food, tools, gifts for Indians, and other supplies.

**Louisiana Territory, June 17, 1804**  
 Travel on the Missouri River has been slow. You're lucky if you travel 14 miles a day. Some keelboats, other days, you have to push long poles into the riverbed to move the boat ahead. This river is tricky, with its strong current and shifting sandbars. But the worst part about the trip so far are the mosquitoes and ticks!

- The United States didn't know much about the Louisiana Territory. Our country didn't know what the land was like or what its exact boundaries were.
  - Give the United States Activity Map or Raised Relief Map a title. **CROSS** the top of the map, write **LEWIS AND CLARK EXPEDITION**.
  - The Louisiana Territory was unknown. Near the Rocky Mountains, draw a large question mark ?.
- The Lewis and Clark Expedition began in St. Louis. At that time, St. Louis was a French community that grew up around a trading post.
  - On map B on page 42 of the Atlas, locate St. Louis.
  - St. Louis is near the spot where the Missouri River joins the Mississippi River. On your Activity Map or Raised Relief Map, label St. Louis with **• ST. LOUIS**.
  - Also label it **MAY 1804**.
- The expedition headed west from St. Louis on the Missouri River. Lewis and Clark hoped to travel on the Missouri for most of the journey.
  - On your map, mark the place where the Kansas River flows into the Missouri River with a •.
  - Beginning in St. Louis, trace the Missouri River until it meets the Kansas River.
- Rivers form a V when they meet. The V points downstream.
  - At the point where the Missouri River joins the Kansas River, trace the V.
  - From St. Louis, was the expedition traveling on the Missouri River upstream or downstream?
- How can you tell? \_\_\_\_\_

157 Exploring Where & Why Our Country's History

Name \_\_\_\_\_

The United States Expands, 1790 to 1860

### Lewis and Clark Expedition

Use The Nystrom Atlas of Our Country's History to help you map the Lewis and Clark Expedition.

1. The United States didn't know much about the Louisiana Territory. Our country didn't know what the land was like or what its exact boundaries were.
 

- Give the United States Activity Map or Raised Relief Map a title. **CROSS** the top of the map, write **LEWIS AND CLARK EXPEDITION**.
- The Louisiana Territory was unknown. Near the Rocky Mountains, draw a large question mark ?.

2. The Lewis and Clark Expedition began in St. Louis. At that time, St. Louis was a French community that grew up around a trading post.
 

- On map B on page 42 of the Atlas, locate St. Louis.
- St. Louis is near the spot where the Missouri River joins the Mississippi River. On your Activity Map or Raised Relief Map, label St. Louis with **• ST. LOUIS**.
- Also label it **MAY 1804**.

3. The expedition headed west from St. Louis on the Missouri River. Lewis and Clark hoped to travel on the Missouri for most of the journey.
 

- On your map, mark the place where the Kansas River flows into the Missouri River with a •.
- Beginning in St. Louis, trace the Missouri River until it meets the Kansas River.

4. Rivers form a V when they meet. The V points downstream.
 

- At the point where the Missouri River joins the Kansas River, trace the V.
- From St. Louis, was the expedition traveling on the Missouri River upstream or downstream?

5. How can you tell? \_\_\_\_\_

160 Exploring Where & Why Our Country's History

**Rivers Traveled**

\_\_\_\_\_

**Mountain Ranges Crossed**

\_\_\_\_\_

**Other Natural Features Seen**

\_\_\_\_\_

★ It's March 23, 1806. The Lewis and Clark Expedition is leaving Fort Clatsop and following the same route back to St. Louis. Write a journal entry for that day. Name at least two natural features that you dread or look forward to seeing on the return trip and explain why.

160 Exploring Where & Why Our Country's History

Name \_\_\_\_\_

The United States Expands, 1790 to 1860

### Reviewing | The United States

In the last seven lessons, you have learned about the United States. How much do you remember?

Circle the letter of the correct answer.

- What was the Trail of Tears?
  - another name for the Oregon Trail
  - the route Mormons took to Utah
  - the Lewis and Clark expedition
  - the removal of the Cherokee to Indian Territory
- Which of the following methods of transport were used by the Forty-Niners heading to California?
  - steamboat
  - covered wagon
  - airplane
  - canal
- Who helped build the Erie Canal?
  - Irish immigrants
  - tool salesmen
  - mill grinders
  - the Pennsylvania Dutch
- Which of the following natural features did William Clark **not** explore?
  - Rocky Mountains
  - Missouri River
  - Great Salt Lake
  - Atlantic Ocean
- Which of the following was true about the pioneers?
  - They lived in the Louisiana Territory.
  - They worked in textile factories.
  - They were paid hundreds of dollars a month.
  - They were all adults.
- What was one reason Americans moved west?
  - to hunt for gold
  - to find better factory jobs
  - to retire
  - to build canals
- The Erie Canal connected the Hudson River with
  - the Great Salt Lake.
  - the Atlantic Ocean.
  - the Pacific Ocean.
  - Lake Erie.

187 Exploring Where & Why Our Country's History

Name \_\_\_\_\_

The United States Expands, 1790 to 1860

### Immigration

8. Look at the graph. From 1830 to 1860, what was the largest group of immigrants to the United States?

British	768,804
German	1,539,900
Irish	1,904,940

Total immigrants: 4,933,912\*  
\*Includes groups not shown.

9. How many immigrants came from Germany?
 

- 768,804
- 1,539,900
- 1,904,940
- 4,933,912

10. Look at the map. What was the most commonly grown product in the South?
 

- sugar
- potatoes
- cotton
- wheat

11. Which crop was grown in Ohio?
 

- corn
- tobacco
- wheat
- rice

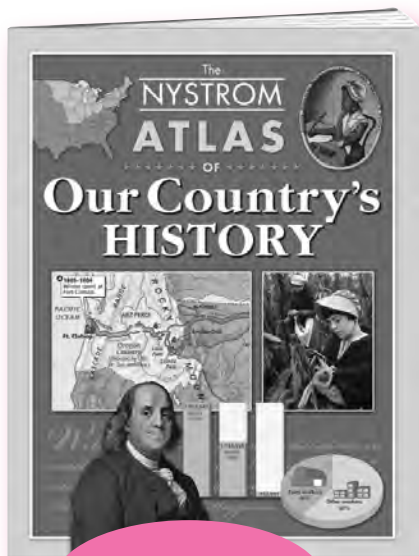
12. In 1830 which area had the most manufacturing centers?
 

- the Southern states
- the territories
- west of the Mississippi River
- the Northern states

★ What was life like in the United States between 1790 and 1860? List 10 words or phrases that describe our country during this time period.

188 Exploring Where & Why Our Country's History

# Student Materials



6 History Units

## Atlases

Set of 30, 8 1/2"x 11", 88 pages, full color

- ★ **Maps** show the story of our history and develop thematic patterns.
- ★ **Graphs** present complex facts in simple, visual formats.
- ★ **Photos** provide visual clues about people and places.
- ★ **Key dates** build a sense of chronology.
- ★ **Easy to read introductions and captions** provide an overview of history.



Atlas provides content for the lessons.

Tools for understanding time and place.

## Activity Maps

Set of 15, laminated and markable, 26"x 19," fold to 13"x 19," United States on one side; the World, Middle America, and Europe on the other

- ★ Mapping activities link history and geography—time and place.
- ★ Students add the details to see history unfold.
- ★ Lessons develop map skills and geography concepts.
- ★ Natural regions provide a stage for mapping our history.
- ★ Demonstrates how flat maps show three-dimensional places.



History in the Marking



## Raised Relief Maps

Set of 6, 28"x 18," markable

- ★ Depict the earth's surface in dramatic three-dimensional detail.
- ★ Emphasize how the physical landscape affected explorations and settlement patterns.
- ★ Help students understand how flat maps show real places.
- ★ Give new meaning to "hands-on."
- ★ Perfect for tactile learners.



## Activity Globes

Set of 6, markable, 9"

- ★ Emphasize global relationships and interactions—wars, trade, and explorations.
- ★ Accurately show the world—location, size, distance, and direction.
- ★ Reinforce the connection between a world map and the actual world.
- ★ Hands-on activities engage students in developing and applying globe skills.



Student-Friendly Size  
and Content



Write On, Wipe Off

## Map Markers

Box of 15, water-soluble ink,  
easy to use

- ★ Use on the Activity Maps, Raised Relief Maps, and Globes.
- ★ Make history active, not passive.

## Literacy Library

12 books, 12 sets of activities,  
1 book bag

- ★ Supports reading through social studies.
- ★ Includes age-appropriate trade books that support the lessons in Our Country's History.
- ★ Cross-curricular activities extend the learning.
- ★ Engaging stories can be read to the class or students can read them.



## Website

online resource

- ★ Can be accessed anywhere, day or night.
- ★ Organized by the same units found in the atlas and program.
- ★ Provides a variety of resources: maps, graphs, photos, and links.
- ★ Maps, graphs, and photos can be used in student presentations and reports.





# Using the Program

## *What is Our Country's History?*

**Our Country's History** is a hands-on curriculum program that:

- Delivers history content and builds skills.
- Develops reading, geography, reference, critical thinking, and writing skills.
- Reinforces the *National Standards for History* and the Five Themes of Geography.
- Integrates reading and hands-on materials in a variety of step-by-step lessons.

## *What does the program do?*

**Our Country's History** . . .

- Focuses on key events, chronology, patterns and themes of our country's history.
- Links history and geography.
- Builds mental maps and visual images.
- Works successfully with any U.S. history curriculum.
- Provides structured activities for successful group and/or individual work.

## *How is Our Country's History organized?*

**Our Country's History** is divided into seven units: one skills unit and six history units.

- The skills unit develops atlas, map, and globe skills and introduces students to program materials.
- Each history unit begins with an introductory overview lesson.
- Some lessons take a closer look at a specific historic event or topic.
- Each history unit has a timeline lesson that engages students in developing a chronological overview of the time period.
- Each unit ends with an assessment that focuses on key understandings, reviews what students learned, tests graph-reading and map-reading skills, and reinforces test-taking skills.

## *How will Our Country's History fit with my curriculum?*

**Our Country's History** is flexible. Use this program as a foundation or customize it to fit your curriculum. Select lessons that:

- Match the history content you are teaching.
- Enhance your textbook.
- Fill a gap in your curriculum.
- Relate specifically to your state or region.
- Differentiate learning opportunities.

## *I like my students to work in small groups. Does this program provide suggestions for group work?*

The lessons in **Our Country's History** provide many opportunities for cooperative learning.

- Most materials in **Our Country's History** are shared. Set up routines so that everyone is involved in activities. For example, when working with globes, have groups pass them around so each student has a chance to point, circle, or identify.
- If related components are being used, such as activity maps and atlases, have group members point to the same place on every component. Keep all members engaged.
- Have students check their work with their partners or group members. Doing so builds security and eliminates many questions.

### **Each unit includes:**

- Lessons that focus only on the Atlas content.
- Lessons that integrate the Atlas with Activity Maps, Raised Relief Maps, and Globes.

### Are materials easy to clean?

**Our Country's History** materials are designed for fast and easy clean-up.

- To clean maps and globes, use a spray bottle to dampen paper towels.
- Assign one student per group to clean and put away maps, globes, and markers.
- Choose another student to collect atlases.

Here's a Tip!

Use name tags to divide the class into groups or assign tasks.

- Use six different colors—one color for each group.
- Number the tags for each group. Assign clean-up tasks based on number.
- Occasionally mix up the groups. For example, have everyone with the same number form a group.
- Put symbols on name tags. Assign mapping tasks based on symbol. For example, have everyone with a ♦ outline your state.
- Put stickers on name tags. Assign centers based on the sticker. For example, have everyone with a flag sticker go to the reading center during free time. Or those with a star sticker can work on the computer.

### Is there a technology component for Our Country's History?

A special Web site—**OurHistoryAtlas.com**—supports **Our Country's History**. It has a variety of resources to extend the program, including:

- Outline maps
- Reference maps
- History maps
- Photo tours
- Graphs
- Resource links.

To sneak a peek, visit [www.OurHistoryAtlas.com](http://www.OurHistoryAtlas.com).

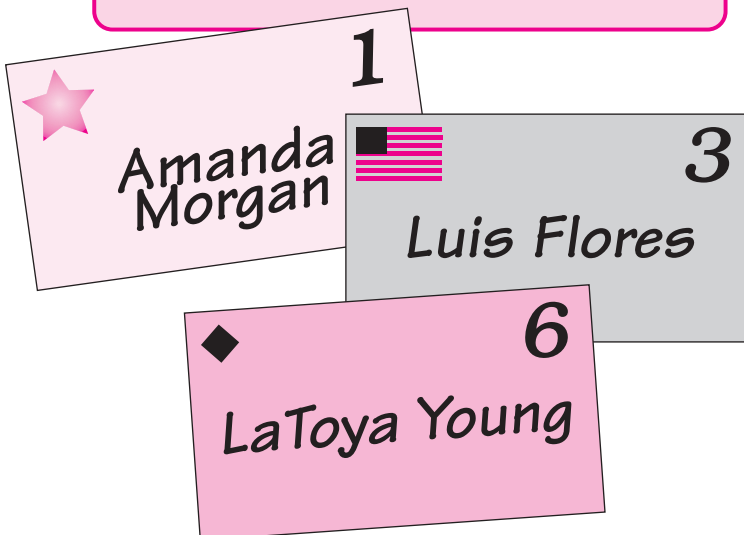
Use for presentations and reports.

### How can I make my classroom more interesting for students?

Set up a variety of centers in your classroom that appeal to different learning styles. Some ideas include:

- A mapping center with a specific lesson from **Our Country's History** and related materials: the Atlas, the Activity Map, the Raised Relief Map, the Activity Globe, outline maps, or map puzzles.
- An artifact center that challenges students to figure out what an object is, how it was used, or where it came from.
- A reading center where students can check out relevant books or magazines.
- A computer with history CD-ROMs or pre-screened Web sites. Also check **OurHistoryAtlas.com**.
- A clothesline timeline and supplies for adding events.
- A wall or poster where students can add quotations about the unit, an event, a personality, or a social situation.

Try to set aside some time for students to explore the centers.



## Introducing | A New Nation

### Teaching

#### ★ Preview the unit.

1. Walk students through pages 32–39 of *The Nystrom Atlas of Our Country's History*. On each page, point out an interesting map, graph, or picture. Also encourage students to point out information that interests them.

#### ★ Use information from maps, graphs, and pictures.

2. Explain to the class that each pair of pages in the Atlas asks a question. The maps, graphs, pictures, and text on those pages answer that question.
  - a. Have students turn to pages 32–33 of the Atlas. Ask a student to read the title question aloud.
  - b. Also write **What led to the Revolutionary War?** on the board.
  - c. Have students use the information on those pages to answer the question. Ask them:
    - **Look at graph B. What goods did Great Britain tax to pay for its war debts?** List correct student responses on the board, below the title question.
    - **Look at picture C. What did the colonists do when the British increased their control over the colonies? What was the protest in the picture known as?** List correct student responses on the board, below the title question.
3. Hand out Activity Sheets 25a–25b to students. Explain:
  - **These sheets list the questions from pages 32–39 of the Atlas. Your job is to find answers to them.**
  - **We've already answered the first question as a class. Add the information to Activity Sheet 25a.**
  - **Complete the rest of the questions on your own.**
4. Give students time to complete the activity sheets. You may want students to work with a partner.

### Objectives

Students will be able to:

- Preview the unit.
- Use information from maps, graphs, and pictures.

### Materials

- The Nystrom Atlas of Our Country's History*
- Activity Sheets 25a–25b, *Introducing / A New Nation*

### Here's a Tip!

Have students save their activity sheets to use as study guides for the unit review.

Answers

Review the answers to Activity Sheets 25a–25b as a class. Have students correct any incorrect answers.

Name \_\_\_\_\_

A New Nation, 1763 to 1810

### Introducing | A New Nation

Use the maps, graphs, pictures, and words in *The Nystrom Atlas of Our Country's History* to help you fill in the answers below. The circled letters give you clues for where to look in the Atlas.

**25a** Atlas

★ **What led to the Revolutionary War?** Atlas pages 32–33

After the French and Indian War, Great Britain increased its control over the colonies.

- Great Britain taxed many goods that colonists depended on.
 

<u>molasses</u>	<u>imported paint</u>
<u>newspapers</u>	<u>lead</u>
<u>dice</u>	<u>glass</u>
<u>playing cards</u>	<u>paper</u>
<u>legal documents</u>	<u>tea</u>
- Colonists began to protest British actions. Some of those protests, such as the 1770 Boston Massacre, turned violent.

★ **Where was the Revolutionary War fought?** Atlas pages 34–35

All the colonies were involved in the Revolutionary War.

- Most of the early battles of the Revolutionary War took place in the New England Colonies and the Middle Colonies.
- Most of the later battles of the the Revolutionary War shifted to the Southern Colonies.
- The last battle of the war was fought at Yorktown in 1781, when the British surrendered.

NYSTROM 115 Exploring Where & Why Our Country's History

Name \_\_\_\_\_

A New Nation, 1763 to 1810

### Introducing | A New Nation

**25b** Atlas

★ **How did the United States get its start?** Atlas pages 36–37

Although the colonies became the United States of America in 1776, the new country did not have a government.

- In 1788 the Constitution of the United States went into effect—even though not all the states approved, or ratified it.
- The following states did not approve the Constitution until the Bill of Rights was added to protect the rights of the people.
 

<u>New York</u>	<u>North Carolina</u>
<u>Virginia</u>	<u>Rhode Island</u>
- In 1789 George Washington became the first President of the United States.

★ **How did settlers move west in the late 1700s?** Atlas pages 38–39

In the late 1700s, Americans began settling west of the Appalachian Mountains.

- Daniel Boone cleared the Wilderness Road. This was the first wagon trail across the Appalachian Mountains.
- Overland routes west were sometimes linked with rivers.

★ Write a new caption for map A on page 36 of the Atlas.

NYSTROM 116 Exploring Where & Why Our Country's History

★ Answers will vary. Students should mention the lands held by Indians and the lands lost by Indians in their captions.



Read More About the Unit

Display books and short stories about the Revolutionary War and pioneer life in your class library. Your students might enjoy reading the books listed on the tab divider.



Name \_\_\_\_\_

*A New Nation, 1763 to 1810*



# Introducing | A New Nation

Use the maps, graphs, pictures, and words in *The Nystrom Atlas of Our Country's History* to help you fill in the answers below. The circled letters give you clues for where to look in the Atlas.

★ **What led to the Revolutionary War?**

Atlas pages 32–33

After the French and Indian War, Great Britain increased its control over the colonies.



**B** Graph

- Great Britain taxed many goods that colonists depended on.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



**C** Picture

- Colonists began to protest British actions. Some of those protests, such as the 1770 \_\_\_\_\_, turned violent.

★ **Where was the Revolutionary War fought?**

Atlas pages 34–35

All the colonies were involved in the Revolutionary War.



**B** Map

- Most of the early battles of the Revolutionary War took place in the \_\_\_\_\_ Colonies and the \_\_\_\_\_ Colonies.

- Most of the later battles of the the Revolutionary War shifted to the \_\_\_\_\_ Colonies.

**C** Map

- The last battle of the war was fought at \_\_\_\_\_ in 1781, when the British surrendered.

Name \_\_\_\_\_

A New Nation, 1763 to 1810



# Introducing | A New Nation

Atlas pages 36–37

## ★ How did the United States get its start?

Although the colonies became the United States of America in 1776, the new country did not have a government.



**D** Map

- In 1788 the Constitution of the United States went into effect—even though not all the states approved, or \_\_\_\_\_ it.
- The following states did not approve the Constitution until the Bill of Rights was added to protect the rights of the people.

\_\_\_\_\_  
\_\_\_\_\_



**C** Picture

- In 1789 \_\_\_\_\_ became the first President of the United States.

Atlas pages 38–39

## ★ How did settlers move west in the late 1700s?

In the late 1700s, Americans began settling west of the Appalachian Mountains.



**B** Map

- Daniel Boone cleared the \_\_\_\_\_ Road.  
This was the first wagon trail across the \_\_\_\_\_ Mountains.
- Overland routes west were sometimes linked with \_\_\_\_\_.

★ Write a new caption for map A on page 36 of the Atlas.

## Revolutionary Protests

### Teaching

★ **Identify causes and effects that led to the Revolutionary War.**

1. Have students turn to pages 32–33 of *The Nystrom Atlas of Our Country's History*.
  - a. Explain that:
    - **For many years, each British colony made its own rules and laws.**
    - **After the French and Indian War, Great Britain increased its control over the colonies.**
    - **The British government began to tax goods that the colonists needed from Great Britain. British troops were also sent to occupy the colonies.**
  - b. Point out chart B. Ask several students to read the chart and its caption aloud. Then say to the class:
    - **What's something that you buy all the time?**
    - **How would you feel if you had to pay an extra dollar or two every time you bought that item?**
    - **Colonists felt it was unfair that the British government taxed items they depended on.**
    - **Colonists protested and spoke out against British rule.**
    - **Many colonists refused to buy British goods and some even attacked British officials.**
2. Use the Atlas to show examples of colonial protest.
  - a. Have a student read aloud the caption for picture C.
  - b. Have another student read aloud the caption and the Boston and Williamsburg call-outs for map D.
  - c. Explain that those were some of the British actions and the ways colonists protested against British actions.
3. Have students work in pairs. Hand out Activity Sheet 26a to each pair.
  - a. Explain the idea of cause and effect.
    - **Many events cause other events to happen. British actions caused colonists to protest.**
    - **Eventually these events led to the Revolutionary War.**
  - b. Do the first cause and effect from Activity Sheet 26a on the board. Have students follow along on their activity sheet.
  - c. Have students use the Atlas to complete the rest of Activity Sheet 26a with their partner.

### Objectives

Students will be able to:

- *Identify causes and effects that led to the Revolutionary War.*
- *Make a protest poster.*

### Materials

- The Nystrom Atlas of Our Country's History*
- Activity Sheets 26a–26b, *Revolutionary Protests*
- crayons or markers

### Here's a Tip!

Project Activity Sheet 26a on an overhead projector. Use it to lead students through a sample cause and effect.

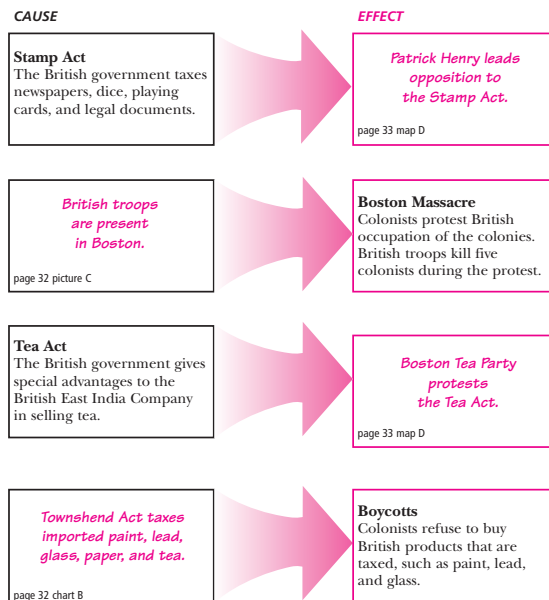
### Here's Another Tip!

Find a poster from the Revolutionary War to show the class. Check books, textbooks, and Web sites.

★ **Make a protest poster.**

4. Optional: show students a poster from the Revolutionary War. Then ask:
  - **What is this poster protesting?**
  - **What is the poster asking colonists to do?**
5. Hand out Activity Sheet 26b to your students.
  - a. Have students use their Atlas and Activity Sheet 26a to decide which British action they want to protest against.
  - b. Then give students time to create their posters using crayons or markers.
6. Collect and review Activity Sheets 26a–26b.

**Answers**



**Activity Sheet 26b**

Posters will vary. Each poster should have a protest and a call to action.

- ★ Answers will vary. Students should mention a specific British action and at least one type of protest.



**Make a Quote Poster**

Have students find famous quotes from this time period. Have them create additional protest posters using the quotes as slogans for the Patriot cause.



Name \_\_\_\_\_

A New Nation, 1763 to 1810



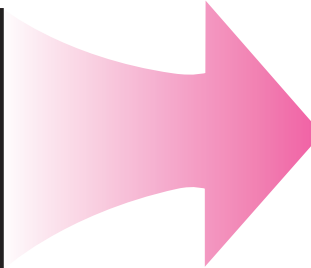
# Revolutionary Protests

Use *The Nystrom Atlas of Our Country's History* to learn about the events that led up to the Revolutionary War.

## CAUSE

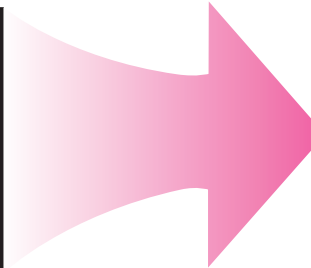
## EFFECT

**Stamp Act**  
The British government taxes newspapers, dice, playing cards, and legal documents.



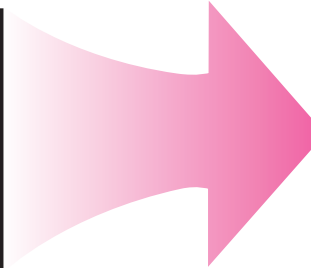
page 33 map D

page 32 picture C



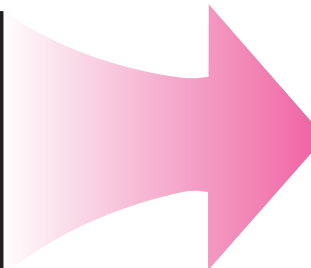
**Boston Massacre**  
Colonists protest British occupation of the colonies. British troops kill five colonists during the protest.

**Tea Act**  
The British government gives special advantages to the British East India Company in selling tea.



page 33 map D

page 32 chart B



**Boycotts**  
Colonists refuse to buy British products that are taxed, such as paint, lead, and glass.

Name \_\_\_\_\_

*A New Nation, 1763 to 1810*



## Revolutionary Protests

Use the information from the Atlas and Activity Sheet 26a. Choose a British action to protest. (See the causes on Activity Sheet 26a.) Then draw a protest poster below. Your poster should protest the British action and ask the colonists to do something about it.



Choose another British action from the Atlas. Write a short paragraph about why you think it would cause the colonists to protest. Include at least one way colonists might have protested that action.