



Our Country's History

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White Pages Copymasters for Student Activities
Blue Pages Answer Keys
Appendix Literacy Lessons

Student Activities

Atlas, Map, and Globe Skills

- 1 Getting to Know Your Atlas
- 2 Reviewing Basic Map Skills
- 3 Focusing on History

Unit 1

Three Worlds Meet, 1400 to 1682

- 4 Who were the first Americans?
- 5 Which Europeans and Africans went to America first?
- 6 What were Europeans searching for?
- 7 Why did Europeans explore America?
- 8 What happened when three worlds met?
- 9 Where did the Spanish settle?
- 10 Where did the English and other Europeans settle?

Unit 2

Colonial America, 1600 to 1776

- 11 Which colonies became the United States?
- 12 Which were the New England Colonies?
- 13 Which were the Middle Colonies?
- 14 Which were the Southern Colonies?
- 15 Where did enslaved people work in the Thirteen Colonies?

Unit 3

A New Nation, 1763 to 1810

- 16 What led to the Revolutionary War?
- 17 Where was the Revolutionary War fought?
- 18 How did the United States get its start?
- 19 How did settlers move west in the late 1700s?

Unit 4

The United States Expands, 1790 to 1860

- 20 How did growth change the United States?
- 21 Who explored the Far West?
- 22 How did ways of travel change?
- 23 How did the United States grow in the mid-1800s?
- 24 Why did Americans move to the Far West?

Unit 5

Civil War and Change, 1820 to 1900

- 25 How did slavery divide the nation?
- 26 Where were early Civil War battles fought?
- 27 Where were later Civil War battles fought?
- 28 How did railroads change the West?
- 29 How did the lives of American Indians change in the late 1800s?
- 30 How did a growing population change U.S. industry?

Unit 6

Modern America, 1898 to Now

- 31 How did immigration and war change the United States?
- 32 Who fought in World War II?
- 33 Where did the Cold War turn hot?
- 34 Where did struggles for equal rights occur?
- 35 How is America's population changing?
- 36 How does the United States affect other countries?



Our Country's History

The purpose of this Student Activity program is to teach students how to use *The Nystrom Atlas of Our Country's History* as a resource. The activities guide them in focusing on every element of the Atlas.

- They learn how to use Atlas resources.
- They learn about basic events in our country's history.

Program Objectives

The Student Activities for the Atlas are designed to be used throughout the school year. The program will help students:

- Learn to use an atlas effectively.
- Interpret a wide variety of maps.
- Interpret graphs, charts, photographs, and illustrations.
- Choose appropriate information to answer questions.
- Compare maps and other visual materials.
- Draw conclusions from atlas resources.
- Become familiar with the fundamental themes of history and geography.
- Become familiar with basic concepts in other areas of social studies, such as economics and sociology.
- Apply these themes and concepts to the study of our country's history.
- Use social studies skills to gather information.
- Use critical thinking skills. (Critical thinking activities are indicated with a star ★.)
- Complete timelines.

Student Activity Program

This program is designed to be used with *The Nystrom Atlas of Our Country's History*. It includes:

- Copymasters for student activities on white paper
- Full-size answer keys on blue paper

This program has 3 skills activities, 33 content activities, and 15 Literacy Lessons. These activities use the entire Atlas.

Skills activities serve two purposes:

- They introduce students to the Atlas and how to use its various sections, features, and resources.
- They review map skills and concepts so students know how to use the Atlas as a resource.

Content activities correspond to each two-page spread in the Atlas. These activities are organized around the following basic themes of history and geography, and incorporate social studies skills:

- History Through Maps
- Time and Change
- People and Cultures
- Links Far and Near
- Gathering Facts
- Thinking About History
- Location
- Places, Regions, and Landscapes
- People and Their Environments

Each content activity focuses on four of these themes. (For more information about the themes, see pages vii–viii.)

Literacy Lessons These 15 lessons complement other lessons in this program and are developed specifically to broaden critical thinking and in-depth analytical skills. Each lesson can serve as a model to use with other two-page spreads in the *Atlas of Our Country's History*.

What led to the Revolutionary War?

Places, Regions, and Landscapes

1. Turn to pages 32–33 of the Atlas. Read the introduction. Then look at map A, “North America.” Use the information to complete the following sentences.
 - a. After the French and Indian War, _____ and Spain gained lands once claimed by France.
 - b. The _____ formed the boundary between the 13 colonies and land reserved for the American Indians.

Links Far and Near

2. Use chart B, “British Taxes on the Colonists,” to complete the following sentences.
 - a. The British supplied and taxed many goods that colonists used regularly. Four goods that the British taxed were _____, _____, _____, and _____.
 - b. The money the British collected from taxes was used to pay _____.

Time and Change

- ★ 3. Use picture C and map D, “The Rebellion Builds,” to find out when each of the following events occurred. Write the years below.

Event	Year
a. Colonists forced to house British troops	_____
b. Boston Massacre	_____
c. Boston Tea Party	_____
d. First Continental Congress	_____
e. Battles at Lexington and Concord	_____

History Through Maps

4. Use map E, “Lexington and Concord,” to answer the following questions.
 - a. What were the names of the messengers who warned of British troops? _____, _____, and _____.
 - b. Where was the first battle of the Revolutionary War fought? _____

How did the lives of American Indians change in the late 1800s?

People and Cultures

1. Turn to pages 58–59 of the Atlas. Read the introduction. Then look at map B, “Indian Lands.” Use the information to answer the following questions.

a. Why were bison so important to the Plains Indians?

b. By 1865 most American Indians lived west of what river?

Time and Change

★ 2. Compare map B with map C, “Indian Lands.” Write **1865** if the statement was true in 1865, and write **1890** if the statement was true in 1890.

a. Most of the West was made up of American Indian lands.

b. Three tiny bison ranges exist.

c. Most American Indians live on reservations.

d. Bison ranges spread across the Great Plains.

Thinking About History

3. Compare picture A and picture D. Read their captions. Use them to answer the following questions.

a. In 1860 where did most Plains Indians learn? _____

b. In 1890 where did many American Indians attend school? _____

Places, Regions, and Landscapes

4. Look at graph E, “Shrinking Indian Lands.” Then draw a line from each year to the location of American Indian land.

Year

Location

a. 1492 •

• American Indians forced west of the Mississippi River.

b. 1850 •

• American Indians lived on government reservations.

c. 1890 •

• American Indians lived across the entire continent.