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Indiana

Practice and Activity Workbook

Social Studies • Grade 4

- Content
- Vocabulary
- Skills
- Writing
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Acknowledgments

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7 8 9 024 09 08 07
Use a Globe

Use the globe to answer the questions. For help, refer to page H11 in your textbook.

1. How is a globe useful?

2. How many continents does Earth have?

3. Which continents are shown on the globe?

4. Which continents are not shown?

5. How many oceans does Earth have?

6. Which oceans are shown on the globe?

7. Which oceans are not shown?

8. Label the North and South Poles on the globe.

9. Which continent does the equator cross?
Play Hemisphere Detective

Use the map to answer the questions. For help, refer to page H12 in your textbook.

1. I am a continent in the Western Hemisphere. My initials are N.A. Write my name on the line.

2. I am a continent in the Eastern Hemisphere. I am completely south of the equator.

3. I am a continent in the Southern Hemisphere. You can’t get any farther south than where I am. Write my name on the line.

4. I am a continent in the Western Hemisphere. The top of me lies at the equator. What continent am I?
Use a Map

Use the map and the map key to complete the activity. For help, refer to pages H13 and H14 in your textbook.

1. Claudia lives in the state capital of Indiana. In which city does she live?

2. What did you use to find the state capital? Circle your answer.

   compass rose  map key

3. Claudia and her family have friends near Evansville. In which part of Indiana is Evansville? Circle your answer.

   north  south  east  west

4. What helped you answer question 3?

   compass rose  map key

5. Claudia and her family often travel to Bloomington. In which direction is Bloomington from Evansville?

   northeast  northwest  southeast  southwest

6. Claudia likes to visit Indiana Dunes State Park. In what part of the state is this park?
Explore a Political Map

Use the map to complete the activity. For help, refer to page H16 in your textbook.

1. What is a political map?

2. What symbol stands for a state capital?

3. List the capital city for each state shown on the map.

4. What does the map locator show?

5. How many states border Indiana?

6. Suppose you and your family are taking a car trip from Columbus, Ohio, to Springfield, Illinois.
   a. How many miles apart are these two cities?
   b. If you traveled in a nearly straight line, which state capitals would you visit during the trip?
Discover a Historical Map

Use the map to complete the activity. For help, refer to page H18 in your textbook.

1. What does a historical map show?

2. What historical date does the map title show?

3. How was the United States in 1800 different from today?

4. What made up the western border of the United States in 1800?

5. How many states were there in 1800?

6. Which territory appears to be the largest?

7. Which territory was the farthest south?
The Western Hemisphere

Use the globe to complete the activity. For help, refer to pages 4 and 5 in your textbook.

1. Label the following features on the globe:
   - North America
   - South America
   - Antarctica
   - Pacific Ocean
   - Atlantic Ocean
   - North Pole
   - South Pole
   - Arctic Ocean

2. To which hemisphere does Indiana belong?

3. Locate the equator. Which continent is above the equator?

4. Which continents are below the equator?

5. Is the United States above or below the equator?

6. What is a tundra?
Reading an Elevation Map

Use the map to complete the activity. For help, refer to pages 10 and 11 in your textbook.

1. Which part of Indiana has the lowest elevation? What is the elevation of this region?

2. Which part of Indiana has the highest elevation? What is the elevation of this region?

3. Locate Terre Haute and Evansville on the map. Which city has the higher elevation?

4. Locate Fort Wayne on the map. What is its elevation?

5. If you travel from Indianapolis to Terre Haute, are you going to a higher elevation or a lower elevation?

6. Locate the White River near Muncie where it starts. Does it start at a higher elevation or a lower elevation than where it ends?
Our State's Climate

Use the map and chart to complete the activity. For help, refer to pages 12 and 13 in your textbook.

1. How many temperature “zones” are shown on the map?

2. Which city on the map has the highest average July temperature?

   Which cities have the lowest average July temperature?

3. Is the average July temperature warmer or cooler in the northern part of Indiana than in the southern part?

4. What is precipitation?

5. In which months does Indiana receive the most precipitation?

6. How many days of precipitation does Indiana average in the month of September?
Write a Natural Resource Outline

Use the notes to complete an outline for a report on the natural resources of Indiana. For help, refer to pages 14 to 17 in your textbook.

NOTES
- example: limestone, coal, petroleum, water
- we use natural resources for farming and land development
- renewable resources
- nonrenewable resources
- conservation: renewable and nonrenewable resources
- people build roads, buildings, canals

OUTLINE

I. We Shape Our Environment
   A. 
   B. 

II. Renewable Natural Resources
   A. 
   B. 
   C. 

III. Nonrenewable Natural Resources
   A. 
   B. 
   C. 

Introduction · pp. 14–17
Our State's People

Choose terms from the word box to complete the paragraph below.
For help, refer to pages 18 to 21 of your textbook.

<table>
<thead>
<tr>
<th>farms</th>
<th>customs</th>
<th>African American</th>
<th>western</th>
</tr>
</thead>
<tbody>
<tr>
<td>heritage</td>
<td>ethnic groups</td>
<td>70 percent</td>
<td>culture</td>
</tr>
<tr>
<td>Indianapolis</td>
<td>rural</td>
<td>6 million</td>
<td></td>
</tr>
<tr>
<td>southern</td>
<td>Native Americans</td>
<td>urban</td>
<td></td>
</tr>
</tbody>
</table>

More than _________________ people live in our state. More than two thirds of them live in cities and their surroundings, or __________________ areas. The largest city in the state is __________________. It is also Indiana's capital city. Most of the Hoosiers in the __________________ and __________________ part of the state live in __________________ areas, with fewer people. They are surrounded by __________________ and countryside. __________________ were the first people to live in Indiana. Later, people of European __________________ settled in Indiana. They share a similar history and background. Today, about __________________ of Gary's population is ________________. This is another of Indiana's many ________________, which also include European American, Asian American, and Hispanic peoples. Each group has brought its own special ________________ to Indiana, including foods, holidays, music, and ________________.
Regions of the United States

Use the map to complete the activity. For help, refer to pages 22 to 25 in your textbook.

1. What is a region?

________________________________________________________________________
________________________________________________________________________

2. Label the six regions of the United States on the map.
   West    Mountain    Southwest
   Middle West   Northeast    Southeast

3. What factors shape regions?

________________________________________________________________________
________________________________________________________________________

4. What famous natural feature is found in the Middle West?

________________________________________________________________________

5. What industry is an important part of the economy of the Middle West?

________________________________________________________________________

6. What region is known for its many bustling cities?

________________________________________________________________________
Problem Solving

Read the passage and answer the questions. For help, refer to pages 26 and 27 in your textbook.

Peter lives in Indianapolis. His class is planning a trip to learn about the people of Indiana. They will only have time for one field trip. Tomorrow the class will vote on where to go. Here are the choices.

- Children’s Museum
- Eiteljorg Museum
- Multicultural Fair

The Children’s Museum is a lot of fun. There are activities, a science center, and a planetarium. But there would not be people to talk about their cultures and customs. The Eiteljorg Museum focuses on Native Americans and Art. There, students could watch films about some of Indiana’s history and people. The museum also has special exhibits on Indiana’s past. The Multicultural Fair would have people from different ethnic groups. The students could talk with the people, taste traditional foods, and see traditional dances.

The class voted to go to the Multicultural Fair. The students thought they would learn most about the different people of Indiana at the fair.

1. Identify the problem Peter’s class faced.

2. Which options did the class consider?

3. What information helped solve the problem?

4. Do you agree with the solution? Why or why not?
Regions of Indiana

Use the map to complete the activity. For help, refer to pages 28 to 33 in your textbook.

1. What is a region?

2. How many regions is Indiana divided into?

3. Which cities on the map lie on the Great Lakes Plains?

4. In which region is the state capital?

5. Which two regions of Indiana were formed in part by glaciers?

6. What is “till”?
Read a Vegetation Map

Use the map to complete the activity. For help, refer to pages 34 and 35 in your textbook.

1. What is a vegetation map?

2. What is the map title?

3. Find the map key. List the different kinds of vegetation it shows.

4. Which kind of vegetation is most common in Indiana?

5. In which region of the United States can desert be found?

6. Which region contains a large area of wetlands?
## Using New Words

Write the letter of each term on the line next to its meaning. For help, refer to the Introduction of your textbook.

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. heritage</td>
<td>the study of Earth and the way that people live on it and use it</td>
</tr>
<tr>
<td>b. natural resources</td>
<td>the shapes that make up Earth’s surface</td>
</tr>
<tr>
<td>c. landforms</td>
<td>a large area of nearly flat land</td>
</tr>
<tr>
<td>d. climate</td>
<td>a plain that is frozen for most of the year</td>
</tr>
<tr>
<td>e. tundra</td>
<td>a waterway dug across land</td>
</tr>
<tr>
<td>f. canal</td>
<td>large plains area in the middle of the United States</td>
</tr>
<tr>
<td>g. Interior Plains</td>
<td>the land along an ocean</td>
</tr>
<tr>
<td>h. coast</td>
<td>land along the Atlantic Ocean and Gulf Coast</td>
</tr>
<tr>
<td>i. urban</td>
<td>any part of Earth’s surface formed by nature</td>
</tr>
<tr>
<td>j. Coastal Plain</td>
<td>places where the ground is very wet</td>
</tr>
<tr>
<td>k. plain</td>
<td>gases that surround Earth, including air</td>
</tr>
<tr>
<td>l. wetlands</td>
<td>the temperature and precipitation in an area</td>
</tr>
<tr>
<td>m. atmosphere</td>
<td>how hot or cold the air is</td>
</tr>
<tr>
<td>n. precipitation</td>
<td>moisture that falls to Earth</td>
</tr>
<tr>
<td>o. geography</td>
<td>things found in nature that people use</td>
</tr>
<tr>
<td>p. temperature</td>
<td>plant life</td>
</tr>
<tr>
<td>q. vegetation</td>
<td>a city and its surroundings</td>
</tr>
<tr>
<td>r. natural features</td>
<td>history a group of people share</td>
</tr>
</tbody>
</table>
Looking at the First Americans

Use the pictures below to answer the questions. For help, refer to pages 46 to 51 in your textbook.

1. This picture shows one way people of long ago might have reached North America. From where did these people come?

About how many years ago did the first people arrive in North America?

How did the first Americans live?

2. This picture shows prehistoric tools. What might these tools have been used for?

What were these tools made from?

3. What is the name of the science that studies artifacts, or the remains of past cultures?
Using Latitude and Longitude

Use the map to complete the activity: For help, refer to pages 52 to 55 in your textbook.

1. Emma’s father took a business trip. From home, he flew to several different cities. Find each city on the map using the longitude and latitude listed below. Then draw a line connecting stops to show the route Emma’s father traveled.

   **Left home:** 40°N, 85°W  
   **Stop 1:** 35°N, 90°W  
   **Stop 2:** 30°N, 90°W  
   **Stop 3:** 35°N, 85°W  
   **Stop 4:** 40°N, 75°W  
   **Returned home:** 40°N, 85°W

2. Where do Emma and her family live?

3. Eric’s family took a trip. They stopped at the cities listed below. Find and circle each city on the map. Then write the latitude and longitude for each.

   **City**  
   Kansas City, Missouri  
   Houston, Texas
Thinking About the Mississippians

Use the picture to answer the questions. For help, refer to pages 56 to 59 in your textbook.

1. What famous Mississippian culture site is shown here?

2. About how many people lived there?

3. Along what river did this group of people live?

4. What materials did the people living here use to make tools and pottery?

5. What crops were grown there for food?

6. What happened to the people living here around 1450?
Interview a Miami Indian

Imagine you are a reporter interviewing people from the past. Interview one of Indiana's Miami Indians about their culture and way of life. For help, refer to pages 60 to 63 in your textbook.

1. **Interviewer:** Where do you live?
   
   Miami Indian: ____________________________________________
   ____________________________________________
   ____________________________________________

2. **Interviewer:** What is your house like?
   
   Miami Indian: ____________________________________________
   ____________________________________________
   ____________________________________________

3. **Interviewer:** What foods do you eat?
   
   Miami Indian: ____________________________________________
   ____________________________________________
   ____________________________________________

4. **Interviewer:** Tell me about your village.
   
   Miami Indian: ____________________________________________
   ____________________________________________
   ____________________________________________

5. **Interviewer:** Who is the leader of your village?
   
   Miami Indian: ____________________________________________
   ____________________________________________
   ____________________________________________

6. **Interviewer:** What different jobs do men and women do?
   
   Miami Indian: ____________________________________________
   ____________________________________________
   ____________________________________________
Charting Indiana Native Americans

Fill in the chart below with information about each Indiana Native American group. For help, refer to pages 64 to 67 in your textbook.

<table>
<thead>
<tr>
<th>DELAWARE</th>
<th>SHAWNEE</th>
<th>POTAWATOMI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Using New Words

Write each term in the box on the line under its meaning. For help, refer to the lessons in Chapter 1 of your textbook.

| a. latitude | d. prehistoric | g. adapt | j. clan | m. dugout |
| b. mounds | e. archaeology | h. band | k. wikami | n. reservation |
| c. hunters and gatherers | f. artifact | i. lacrosse | l. wigwam |

1. a team sport played with catching sticks and a ball

8. to adjust to a new environment

2. permanent structures in Miami villages

9. land set aside by the United States government for a specific purpose

3. a group of related families

10. small family group

4. people who hunted animals and gathered fruits, nuts, and other foods to eat

11. huge piles of earth

5. a time before people kept written records

12. measure of how far north or south a place is from the equator

6. the study of the way people lived very long ago

13. a type of Native American house

7. remains of an object made or used by people in the past

14. hollowed-out log used as a canoe
Columbus’s Expeditions

Use the map to complete the activities below. For help, refer to pages 74 to 79.

**ROUTE OF COLUMBUS, 1492**

1. Draw the route of Columbus’s first expedition to the Americas in red.

2. Why did Columbus make this expedition?

3. Locate the islands Columbus reached on his first expedition. Circle them.

4. Name three crops that originally came from the Americas that were brought back to Europe.

5. Who were the people that Columbus met when he first reached the Americas?

   What did Columbus call them?

6. What do historians call the movement of people, plants, animals, and germs that resulted from Columbus’s expeditions?
Cause and Effect: Columbus and La Salle

Read each pair of sentences. Decide which of the pair states a cause, and which states an effect. Label each sentence in the pair with a C (cause) or an E (effect). For help, refer to pages 80 and 81 of your textbook.

1. ______ a. In August 1492, Christopher Columbus sailed from Spain looking for a route to the Indies in Asia.
   ______ b. In October 1492, Columbus reached the Bahama Islands, where he met the Taino.

2. ______ a. Many Native Americans died of diseases passed on to them by Europeans.
   ______ b. Columbus and the Europeans that followed him set up colonies in the Americas, bringing with them food, animals, and diseases.

3. ______ a. Europeans brought corn, potatoes, and peanuts back to Europe from the Americas.
   ______ b. Columbus and other explorers who followed learned of new crops in the Americas.

4. ______ a. The king of France asked René Robert Cavelier, Sieur de La Salle to find a water route through the Americas.
   ______ b. In 1679, La Salle paddled his canoe up the St. Joseph River.

5. ______ a. The city of South Bend grew up near a bend in the St. Joseph River.
   ______ b. La Salle and his guide, White Beaver, discovered a bend in the St. Joseph River and named the spot for the south bend of the river.

6. ______ a. In the 1670s, La Salle set out to explore the Mississippi River; he wanted to find the mouth of the river and claim the territory for France.
   ______ b. La Salle named the land Louisiana, in honor of the King of France.
Headlines About the Fur Trade

Below are headlines that might have appeared in French newspapers in the late 1600s. Each headline tells about something that happened in the early history of the fur trade. Read the headlines and answer the questions. For help, refer to pages 82 to 85 in your textbook.

1. Why did Robert La Salle set out to explore the American Middle West?

2. When did La Salle first meet the Miami Indians?

3. What did Native Americans get from the French in return for furs?

4. What was one cause of French missionaries coming to the territories?

5. What effect did the missionaries have on Native Americans?

6. How did life change for Native Americans such as the Miami as a result of the fur trade?
Reading a Time Line

The time line lists events in the early history of French exploration in the Americas. Use the time line to answer each question. For help, refer to pages 86 and 87 in your textbook:

The French in the Americas, 1600s

1604
Samuel de Champlain establishes first French colony in North America.

1643
Robert La Salle is born in France.

1673
Jacques Marquette explores the Mississippi River.

1682
La Salle reaches the Mississippi River.

1608
French settlers establish Quebec.

1679
Robert La Salle begins trip up the St. Joseph River.

1687
La Salle dies.

1600 1620 1640 1660 1680 1700

1. How many years are there between the first event and the last event on the time line?

2. In what year did French settlers establish Quebec, in Canada?

3. What event took place in 1604?

4. Where and when was Robert La Salle born?

5. In what year did La Salle reach the Mississippi River? Was he the first French explorer to arrive there?

6. When did Robert La Salle die?
French Forts in Indiana

The picture shows a diagram of an early French fort. Use the diagram to complete the activity. For help, refer to pages 88 to 91 in your textbook.

1. Label the stockade, the blockhouse, the stable, the blacksmith, the inn, and the trading post in the diagram.

2. In what part of the fort would visitors have stayed?

3. Which part of the fort was the center of fur trading operations?

4. Why were forts often built near rivers?

5. How did settlers living at the forts meet their needs?
Europeans in the Western Hemisphere

Use the map to complete the activity. For help, refer to pages 92 to 95 in your textbook.

1. Label the location of the 13 English colonies on the map and color it blue.
   What nation did these colonies later become?
   ____________________________
   ____________________________

2. Label the location of the French colonies and color it brown.

3. Label the location of the Portuguese colonies and color it green.

4. Why did immigrants from Europe come to the Western Hemisphere?
   ____________________________
   ____________________________
   ____________________________
   ____________________________

5. How were the lives of Native Americans affected by the arrival of European colonists?
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
Using New Words

Cross out the letters f, j, q, v, w, and z to reveal a word. Write the word on the line. Then write the letter of each word’s meaning in the brackets next to the word. For help, refer to Chapter 2 in your textbook.

1. zfeqxjfpelowjrev

   [ ]

2. cqovlwofzny

   [ ]

3. cfolzujmbqiafn
   vexvchfangeq

   [ ]

4. vfwmissqiownqaqrfy

   [ ]

5. qblozcjkhójuwsez

   [ ]

6. wrvejliqfgiofn

   [ ]

7. vzstowjckzadev

   [ ]

a. someone who teaches others about his or her religion
b. a place that is ruled by another country
c. a large, high, square building made of logs
d. to travel to unfamiliar places in order to learn about them
e. the way people worship
f. the movement of foods, animals, and diseases between Europe and the Americas
g. a large fence used in forts to keep out enemies
French and Indian War Headlines

Below are headlines that might have appeared in French newspapers in the mid-1700s. Each headline tells about something that happened during the French and Indian War. Read the headlines and answer the questions. For help, refer to pages 108 to 111 in your textbook.

1. What happened at Fort Necessity?

2. Why was the war called the French and Indian War?

3. What forts did the British capture?

4. In what year did the French and Indian War end?

5. What treaty did the French and British sign to end the French and Indian War?

6. In the end, who received most of the land the French and British were fighting over?
Words of Revolution

Read the quotes listed in the chart below. In the empty columns, fill in who said each phrase and give a brief description of each quote. For help, refer to pages 112 to 117 in your textbook.

<table>
<thead>
<tr>
<th>QUOTE</th>
<th>WHO SAID IT?</th>
<th>WHAT WERE THEY TALKING ABOUT?</th>
</tr>
</thead>
<tbody>
<tr>
<td>“No taxation without representation.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Sink or swim, live or die, survive or perish [die], I give my hand and my heart to this vote.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“We hold these truths to be self-evident: That all men are created equal . . .”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“. . . Give me liberty or give me death!”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Interviewing George Rogers Clark

Suppose you had the chance to talk with George Rogers Clark, one of the leaders of the American Revolution. You might ask questions like the ones below. Use the spaces to write the answers you think Clark might give. For help, refer to pages 118 to 123 in your textbook.

**Question:** How many men served under your command?

**Answer:**

**Question:** Where did you and your men begin your journey to Fort Sackville?

**Answer:**

**Question:** How old were you when the American Revolution began?

**Answer:**

**Question:** How did you and your men stage the attack on Fort Sackville?

**Answer:**

**Question:** Why did your men wave flags in front of Fort Sackville?

**Answer:**

Write a question you might ask George Rogers Clark. Then write the answer he might give you.

___________________________________________________________________________

___________________________________________________________________________

Chapter 3 · pp. 118–123
The Northwest Territory

Read the following statements. If a statement is true, write True after it. If a statement is false, write False after it. Then write the reason for your answer. For help, refer to pages 124 to 127 in your textbook.

1. After the American Revolution, the western border of the United States extended to the Colorado River. ____________________________________________

2. Native Americans believed pioneers were taking their land. ____________________________________________

3. American soldiers defeated Little Turtle and more than 1,000 warriors in the Miami village of Kekionga. ____________________________________________

4. Anthony Wayne’s soldiers called him “Mad Anthony” because he lost his temper often. ____________________________________________

5. In signing the Treaty of Greenville, Native Americans agreed to give up land in the eastern part of the Northwest Territory. ____________________________________________
Making Decisions

Read this story about Kathy's decision. Then answer the questions. For help, refer to pages 128 and 129 in your textbook.

My parents are letting me choose how to spend my spring vacation. I want to do something that I haven't done before. I could visit my friend Maria who lives in Evansville. I haven't seen her since her family moved last year, and I've never been to Evansville. We could visit Angel Mounds and learn about the Native Americans who once lived there.

I could visit my grandparents in Indianapolis. We could go to the Indianapolis Museum of Art or the Motor Speedway where the Indianapolis 500 is held. But we just visited my grandparents a few weeks ago. And I've seen the museum and the motor speedway before.

Maybe I could visit my cousins in Bloomington. We could visit Lake Monroe. We could go swimming and fishing. But my family is planning a trip to Bloomington in the summer. It might be fun to do these things for the first time with them.

Making decisions is difficult, but I think I know what I want to do. I'll visit Maria. I haven't seen her in a year, and I have never been to that part of Indiana before.

1. What decision was Kathy trying to make?

2. What goal did she set that helped her make a decision?

3. What did Kathy decide?

4. Why did Kathy decide not to visit her cousins in Bloomington?
Mexican Independence Time Line

Read the time line entries and dates below. Place the letter of each time line entry on the time line at the correct date. For help, refer to pages 130 to 133 in your textbook.

1800 1805 1810 1815 1820 1825

a. Simón Bolívar and his army beat the Spanish army and Venezuela is finally free.

b. Simón Bolívar frees the territory of New Granada.

c. Miguel Hidalgo gives "Cry of Dolores" speech.

d. Haiti wins independence from France.

e. Agustín de Iturbide declares himself emperor of Mexico.
Using New Words

Review the vocabulary from the chapter. Write the letter for each term on the line next to its meaning. For help, refer to the lessons in Chapter 3 of your textbook.

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treaty of Paris</td>
<td>a. a plan that explains the powers of government</td>
</tr>
<tr>
<td>American Revolution</td>
<td>b. land at the edge of a settled area</td>
</tr>
<tr>
<td>Bill of Rights</td>
<td>c. an agreement in which France gave up control of its land to the British</td>
</tr>
<tr>
<td></td>
<td>d. money people must pay to their government</td>
</tr>
<tr>
<td></td>
<td>e. a person who is among the first of a group of people to settle in a new region</td>
</tr>
<tr>
<td></td>
<td>f. first 10 items added to the United States Constitution</td>
</tr>
<tr>
<td></td>
<td>g. land that is owned by a country but is not a state of that country</td>
</tr>
<tr>
<td></td>
<td>h. war between the American colonies and Great Britain</td>
</tr>
<tr>
<td></td>
<td>i. a choice that helps you reach a goal</td>
</tr>
</tbody>
</table>
The Indiana Territory

Use the map of the Indiana Territory to complete the activity and answer the questions below. For help, refer to pages 138 to 143 in your textbook.

1. In 1800, which river marked the western border of the Indiana Territory?

2. What was the first capital of the Indiana Territory? Draw a dot on the map to show its location.

3. What present-day states did the Indiana Territory include?


5. In 1805, a section of land bordering on Lake Michigan was divided from the Indiana Territory to form which territory?

6. What kept pioneers from settling the northern part of the territory?
Fighting for Land

Circle the word or term that correctly completes each sentence. For help, refer to pages 146 to 149 in your textbook.

1. Many Native Americans called _____ “the Prophet” because they believed he could predict the future.
   a. Tecumseh
   b. Benjamin Harrison
   c. Tenskwatawa
   d. John Tipton

2. During the _____ nearly one fifth of William Henry Harrison’s men died or were badly wounded.
   a. Battle of Tippecanoe
   b. War of 1812
   c. Battle of the Thames
   d. French and Indian War

3. As the conflicts between the pioneers and the Native Americans turned into a war, the British sent weapons to help the _____.
   a. pioneers
   b. French
   c. American troops
   d. Native Americans

4. Tecumseh was a member of the _____.
   a. Iroquois
   b. Shawnee
   c. Delaware
   d. Tippecanoe

5. During the battle of the Thames, Tecumseh and _____ led their armies against each other.
   a. William Henry Harrison
   b. Tenskwatawa
   c. John Tipton
   d. Vincennes

6. The U.S. government passed the _____ in 1830, forcing Native Americans to move west.
   a. Northwest Ordinance
   b. Emancipation Proclamation
   c. Census
   d. Indian Removal Act
Reading Graphs

Use the line and circle graphs to answer the questions. For help, refer to pages 150 and 151 in your textbook.

1. What do the slices of the circle graph show? ____________________________

2. Which group has the fewest people? ____________________________

3. Which is the second largest ethnic group in Indianapolis? ____________________________

4. What does the line graph show? ____________________________

5. What was the population of Indianapolis in 1880? ____________________________

6. During which ten-year period did its population decrease? ____________________________

7. What type of graph would you use to represent the different groups of people living in your community? ____________________________
Talk It Over at the Constitution Elm

Sort the following events in the order that they occurred by placing the correct numeral next to each event. For help, refer to pages 152 to 155 in your textbook.

____ a. State capital moves from Corydon to Indianapolis.
____ b. Indiana has the 60,000 residents needed to apply for statehood.
____ c. Indiana becomes the 19th state in the Union.
____ d. Delegates gather at Corydon.
____ e. Indiana’s state constitution is completed after three weeks of work.
____ f. Delegates debate over the issue of slavery.
____ g. Jonathan Jennings is elected president of the constitutional meeting.
____ h. The people choose 43 delegates to draft Indiana’s state constitution.
Historical Maps

Study the map. Then answer the questions below. For help, refer to pages 156 and 157 in your textbook.

UNITED STATES: Westward Expansion, 1815–1845

1. What can you tell about this map just by looking at its title?

2. During the period covered on this map, California was part of which country?

3. What river formed the western border of Texas?

4. The territory in dispute between the United States and Britain bordered on which country?

5. When was the northernmost fort shown on this map established?

6. How can historical maps help us to understand history?
Eyewitness Report: Pioneer Life

Suppose you are an Indiana settler like young Abraham Lincoln and his family. Answer each question below. For help, refer to pages 158 to 161 in your textbook.

**Question:** How did most pioneers get to Indiana?
**Answer:**

**Question:** What were some of the problems that settlers faced on the frontier?
**Answer:**

**Question:** What crop was most important for pioneers? Why?
**Answer:**

**Question:** What kind of permanent home did settlers build?
**Answer:**

**Question:** How did settlers survive?
**Answer:**
Living in Harmonie

Read the facts below about the lives of George Rapp and Robert Owen. Draw a line connecting each fact to the proper person. For help, refer to pages 162 to 165 in your textbook.

a. He moved to the United States in 1805.

b. He originally came from Scotland.

c. In 1825, he and his followers moved away from Indiana.

d. He wanted to build a town where people knew right from wrong.

e. He was originally a preacher in Germany.

f. His followers wanted to live together with good feelings and in peace.

g. His followers spent more time thinking of new ideas than farming.

h. In 1827, most of his followers left Indiana.

i. His followers built a town on the banks of the Wabash River.

j. His followers started one of the earliest preschools in the United States.
Indiana Transportation, 1850

Look at the pictures showing different types of transportation in Indiana during the 1800s. Fill in the blank to complete each sentence below. Then draw a line from each sentence to the matching type of transportation. For help, refer to pages 166 to 169 in your textbook.

1. In the 1820s, Hoosiers completed the ____________, which connected northern Indiana to southern Indiana.

2. In the 1850s, water routes in Indiana were few, since the state had few _________________ rivers.

3. The _________________ stretched west from Maryland to Indiana.

4. To make water travel easier, Hoosiers built _______________. The longest one was the _________________ at 468 miles.

5. In 1847, Indiana's first train line connected Indianapolis to _________________.

6. Because many train lines ran through Indianapolis to other states, Indiana's state capital became known as the _________________.

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Using New Words

To find each vocabulary word, cross out the letters X, Z, and Q. After you find each word, write its definition in the space provided. For help, refer to the lessons in Chapter 4 of your textbook.

1. XQTXRARXXCZEXZ

2. CXOQZRDXXUZRQOY XQZRZOADQ

3. XPQXRXXEQXZACZXHEXZZR

4. XZQSLXZAQVQERXZXYQZ

5. DEXQLZEQQGXAZXTEZ

6. QXZFXZXXEZRQRY

7. XZNQZXAVIXQGZAIQBXLXEXZQX

8. CXAZQXNAQXLZQXZ

9. FXLZATQBZOQAXTZQ

10. PXOZPQQULXATZXZION
Thinking About Slavery

Carefully read each statement below about slavery in Indiana. Then decide whether it is true or false. Write True or False next to each sentence. Explain the reason for your answer in the space provided. For help, refer to pages 184 to 187 in your textbook.

1. People who wanted abolition were against slavery.

2. The Fugitive Slave Act of 1850 required people to feed and clothe formerly enslaved people who had escaped.

3. Many Northerners supported the Fugitive Slave Act.

4. Most Northern states banned slavery, while most Southern states allowed slavery.

5. Anyone who helped an enslaved person to escape could receive jail time.

6. While enslaved, parents often were separated from their children and sent to work on different plantations.

7. Enslaved people were paid very little for their work.
Summarizing the Underground Railroad

Read the paragraph below. Then complete the activity. For help, refer to pages 188 and 189 in your textbook.

The Underground Railroad helped many enslaved African Americans. The Underground Railroad was actually not a railroad at all. It was a network of secret routes that fugitive African Americans could travel from the Southern states to freedom in the North or in Canada. Along the way, people known as "conductors," helped escapees travel along secret routes. Conductors hid enslaved African Americans in their homes and provided food and clothing. Safe hiding places along the Underground Railroad were known as "stations." The Underground Railroad helped many enslaved African Americans escape to freedom.

1. What is the topic of the paragraph?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

2. List three details that support the topic.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

3. Write a summary using the topic and the details you recorded.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
A Divided Nation

Use the map to complete the activity. Refer to pages 190 to 195 in your textbook for help.

THE UNITED STATES, 1860s

1. Using a pencil or crayon, shade in the states that seceded from the Union.

2. Draw an X on the state where the first battle of the Civil War was fought.

3. How did Indiana's Iron Brigade get its powerful name?

4. What was the significance of Abraham Lincoln's Emancipation Proclamation?

5. Who was Lew Wallace?

6. Although women did not fight in the Civil War, what did they do to aid the war effort?
Rebuilding After the Civil War

Use the pictures to answer the questions. For help, refer to pages 196 to 199 in your textbook.

1. Which organization used the textbook shown to the right?

Why was this organization established?

2. How were sharecroppers able to pay the rent on the land they farmed?

Why did farm owners in Indiana rent land to African Americans?

3. After Abraham Lincoln’s death, who took over the task of Reconstruction?

Which Constitutional amendment said that all citizens had equal protection under the law?

Abraham Lincoln

Freedmen’s Spelling Book

African American Sharecroppers
Using Map Scales

Use the map to complete the activity. For help, refer to pages 200 and 201 in your textbook.

1. On this map, one-half inch equals how many miles? ________________

2. Suppose that you are taking a car trip through Indiana, charting your mileage as you go. Use the map scale to create a scale strip. Then complete the chart and draw your routes on the map. Label the number of miles between each city.

<table>
<thead>
<tr>
<th>ROUTES</th>
<th>MILES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gary to South Bend</td>
<td></td>
</tr>
<tr>
<td>South Bend to Fort Wayne</td>
<td></td>
</tr>
<tr>
<td>Fort Wayne to Indianapolis</td>
<td></td>
</tr>
<tr>
<td>Indianapolis to Evansville</td>
<td></td>
</tr>
</tbody>
</table>

3. Suppose you flew home from Evansville to Gary. About how many miles did you travel? ________________
Comparing Brazil and the American South

Read each sentence. If a sentence states a fact about the Southern states, write S on the line. If a sentence states a fact about Brazil, write B on the line. If a sentence is about both, write SB on the line. For help, refer to pages 202 to 205 in your textbook.

1. It is part of the Western Hemisphere.
2. Immigrants changed this area.
3. Enslaved people from Africa were used to keep the economy growing.
4. In 1888, the government freed all enslaved people.
5. The government began as a Portuguese monarchy and later became a republic.
6. It was once a colony belonging to Portugal.
7. Today it is an independent country.
8. It is part of a larger country.
Using New Words

Write the letter of each term on the line next to its meaning. For help, refer to the lessons in Chapter 5 of your textbook.

a. abolition  e. states' rights  i. Underground Railroad  m. sharecroppers
b. Union  f. Confederacy  j. Emancipation Proclamation  n. monarchy
c. summary  g. Iron Brigade  k. Reconstruction  o. discrimination
d. secede  h. civil war  l. Freedmen's Bureau  p. exports

1. to break away from the United States
2. states that remained part of the United States
3. a system of secret escape routes used to help fugitive slaves
4. a brief statement of the most important information in your own words
5. the idea that states should make their own laws on issues not granted to Congress in the U.S. Constitution
6. a war fought between people in one nation
7. goods sold or traded to other nations
8. Abraham Lincoln's act that freed enslaved people in the Confederate states
9. the period during which Southern states rejoined the Union
10. an end to slavery
11. farmers who grew crops on someone else's land and gave crops to the landlord as payment
12. Hoosier soldiers who fought against incredible odds
13. the Confederate States of America
14. unfair treatment
15. agency that helped African Americans to build new lives
16. nation ruled by a king or a queen
Farm Technology

Suppose you are an inventor of a new type of farming technology in the 1800s. You need to advertise your invention to farmers so that they will want to buy it. For each of the new inventions shown below, list ways in which they could make farming easier. For help, refer to pages 210 to 213 in your textbook.

<table>
<thead>
<tr>
<th>Reaper</th>
<th>New Plow</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>
Making Generalizations

Read each passage below. Then mark an X next to the best generalization. If both generalizations are correct, mark an X next to each. For help, refer to pages 216 to 217 in your textbook.

1. New technologies, such as the reaper, a new plow, and crop rotation, all helped farmers to grow more crops in less time. The reaper combined two jobs formerly done by hand. The new plow was both stronger and more effective than older plows. Crop rotation was a method used to let fields “rest” so that they would be more fertile.
   _____ a. New technologies made farming easier.
   _____ b. The reaper combined jobs formerly done by hand.

2. As farmers began to grow more crops, they sold the extra crops that their families did not need. This gave them extra money that they did not have before. They used the money to buy goods made elsewhere, by others. This exchange of food and goods is called interdependence.
   _____ a. Farmers sold crops for money.
   _____ b. As they produced more crops, farmers became more interdependent.

3. Many Indiana farmers also raised hogs. In Indianapolis and Madison, workers turned these hogs into meat. Because so many hogs were processed in Madison, people gave the city the nickname “Porkopolis.”
   _____ a. Madison was an important center in hog processing.
   _____ b. Madison was called “Porkopolis.”
Growing Cities

As Indiana's economy grew, some cities became known for certain industries. Read about some of Indiana's industries below. Then place the letter for each industry on the map next to the appropriate city. For help, refer to pages 218 to 223 in your textbook.

INDIANA: Industrial Cities

- South Bend
- Fort Wayne
- Muncie
- Indianapolis
- Terre Haute
- Evansville

a. plows  
b. sewing machines  
c. rail center  
d. wagons  
e. glass jars  
f. coal, iron
Indiana Railroads

Use the picture to complete the activity on this page. For help, refer to pages 224 to 227 in your textbook.

1. The picture shows an important change that took place in Indiana during the 1800s. What was it?

2. How did the railroads help Indiana’s economy?

3. How did this change affect the cities of Indiana?

4. How did farmers react to the railroads?

5. What state agency was set up in 1905?

6. What was this agency responsible for?

7. What action did workers take in 1877 to get better working conditions from the railroad companies?
Using New Words

Unscramble the letters of each word or term. Then write the number of each definition in the circle next to the word or term it defines. For help, refer to the lessons in Chapter 6 of your textbook.

a. fles-sfitcusine
   
   1. an act that helps people

b. cyhnlogteo
   
   2. to stop work in order to get better-working conditions

c. apeerr
   
   3. a horse-drawn machine used to cut and bundle grain

d. Ggnrae
   
   4. a farmers’ group in the late 1800s

5. hiring children to work in factories

6. able to provide for almost all of one’s own needs

7. a rule formed by putting together different examples that show how they share a similar idea or feature

8. a person who comes to one country from another

9. all of the businesses that provide one kind of product or service

10. the use of scientific ideas, special skills, and tools to meet people’s needs

e. lizgneriatona
   

f. anmmiigrt
   

2. to stop work in order to get better-working conditions

g. yrtsudni
   

h. clipbu vricees
   

i. sktrie
   

j. lihdc brola
   

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Writing About Inventors and Entrepreneurs

Use the space provided to answer the questions in each box. Write your answers as complete sentences in a paragraph. For help, refer to pages 240 to 245 in your textbook.

- Who built the first gas-powered car made in Indiana, in 1894?
- How fast could it go?
- What famous Hoosiers started an auto factory in Indiana in 1902?
- How did the automobile affect Indiana’s economy?

- What new type of transportation did Hoosiers develop in the early 1900s?
- How common was it?
- What happened to this transportation system?
Drawing Inferences

Follow the directions to complete the activity. For help, refer to pages 246 and 247 in your textbook.

1. What is an inference? 

2. Put in order, from 1 to 3, the steps that can help you draw inferences.
   ____ Compare the clues to information you already have.
   ____ Draw an inference.
   ____ Identify clues.

3. Read the paragraph and answer the questions.
   
   Your best friend, Carmen, wants a pair of in-line skates. Carmen's parents promise her a pair if Carmen does her chores for a month without complaining. Today, Carmen comes to your house. She is wearing a brand-new pair of skates.

   What inferences can you draw from reading the paragraph?

   ______________________________________________________
   ______________________________________________________

   What information did you know?

   ______________________________________________________
   ______________________________________________________

   What clue in the paragraph helped you to draw an inference?

   ______________________________________________________

4. How can drawing inferences help you?

   ______________________________________________________
   ______________________________________________________
Events of World War I

Use the following headlines to help you complete the activity. Read each headline. Then write a sentence or two that explains it. For help, refer to pages 248 to 251 in your textbook.

The “Great War” Begins

Germans Sink American Ships

Hoosiers Support the War

Hoosiers Live with Rationing

The “Great War” Ends
Thinking About the Great Depression

Use the pictures to help you answer the questions. For help, refer to pages 252 to 255 in your textbook.

1. What happened to the stock market in 1929?

2. How did the Great Depression affect Hoosiers and other Americans?

3. What did President Franklin D. Roosevelt do to help Americans recover from the Great Depression?

4. What did Governor Paul V. McNutt do to help Hoosiers during the Great Depression?

Many who lost their jobs counted on soup lines for food.

Franklin D. Roosevelt

Paul V. McNutt
Working for Civil Rights

Use the pictures to help you complete the activity. For help, refer to pages 256 to 259 in your textbook.

1. a. Draw a line to the picture of the person who became one of the first African American mayors of a large American city.

   b. What did this mayor do as mayor of Gary, Indiana?

   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________

2. a. Draw a line to the picture of the person who led a civil rights march on Washington, D.C.

   b. What famous speech did this person give there?

   ____________________________
   ____________________________
   ____________________________
   ____________________________

3. a. Draw a line to the picture of the person who worked for women’s suffrage.

   b. What happened in 1920 in relation to women’s suffrage?

   ____________________________
   ____________________________
   ____________________________
   ____________________________

Dr. Martin Luther King, Jr.
Ida H. Harper
Richard Hatcher
Using New Words

Write the letter of each term on the line next to its meaning. For help, refer to the lessons in Chapter 7 of your textbook.

| b. centennial | g. Central Powers | l. Great Depression | q. civil rights |
| c. entrepreneur | h. rationing | m. New Deal | r. suffrage |
| d. inference | i. stock | n. World War II | s. segregation |
| e. World War I | j. jazz | o. Axis Powers | t. protest |

1. a person who starts a business
2. the first war fought between countries around the world
3. something you figure out based on clues and information that you already know
4. group of countries fighting together in World War I that included the United States, Great Britain, France, Russia, and Italy
5. dealing with a limited supply of some goods
6. decade of economic growth and "good times"
7. the forced separation of whites and blacks
8. the hundredth anniversary of an event
9. a paper showing that a person is part owner of a company
10. basic rights due to all citizens
11. a newly created product
12. a long period of economic decline
13. a series of federal programs designed to help people during the Great Depression
14. a second war fought between nations around the world
15. Germany, Italy, and Japan; fought together in World War II
16. a new form of music that was popular during the Roaring Twenties
17. group of countries fighting together in World War I that included Germany, Austria-Hungary, and Turkey
18. Great Britain, France, the Soviet Union, and China; fought together in World War II
19. to oppose something
20. the right to vote
Talking Business

Suppose you are an entrepreneur who set up a business in the fictional town of Boxington. A newspaper reporter just stopped by to interview you. Write the answers you would give to the reporter’s questions. For help, refer to pages 264 to 269 in your textbook.

Question: You and a group of students decided to create a town and set up businesses within the town. What did you hope to accomplish?

Answer: _______________________________________________________

Question: Some people have called you an entrepreneur. What does this mean to you?

Answer: _______________________________________________________

Question: How were the businesses in the town a good example of the free-enterprise system at work?

Answer: _______________________________________________________

Question: How did the businesses handle competitors?

Answer: _______________________________________________________

Question: Starting a business costs money. How did the businesses solve that problem?

Answer: _______________________________________________________
Indiana Agriculture

Look at the pictures and titles below. Next to each, write a brief description to tell how the picture relates to Indiana. For help, refer to pages 270 to 273 in your textbook.

Hoosier Farm

New Technology

Corn

Orville Redenbacher
Using Reference Sources

Use the pictures of the encyclopedia and the dictionary entry to complete the activity. For help, refer to pages 274 and 275 in your textbook.

1. a. Write the letter or letters of the encyclopedia that you would use to find entries about the following topics.

   ______ a. George Rogers Clark
   ______ c. the Ohio River
   ______ b. Jonathan Jennings
   ______ d. the Miami Indians

   b. In which volume would you look to find a map of the United States?

2. a. Underline the guide words that would appear on a page in the dictionary containing the entry word surrender.

   surge/surpass    survey/sustain
   sure/surface    surprising/surround

   b. Copy the correct meaning of the word surrender as it is used in the following sentence.

   Using the element of surprise George Rogers Clark and his men were able to take Fort Sackville and force the British to surrender.

   surrender (sə-rənˈdər)
   v. surren·dered, surren·der·ing, sur·ren·ders v. tr. 1. To give up possession of something. 2. To abandon: surrender all hope. 3. To give up of resign (oneself) to something, as to an emotion: surrendered himself to grief.
Limestone and Coal Mining

Use the pictures on the right to complete the activity. For help, refer to pages 276 to 279 in your textbook.

1. Where is limestone mined?

2. How is Indiana’s limestone used after it is mined?

3. Where are most of Indiana’s coal resources located?

4. Sometimes coal is mined using a process called “strip mining.” How can this technique harm the environment?
Hoosier Transportation and Trade

On the line next to each term, write the letters of the pictures that are related. Some terms may correspond to more than one picture. Refer to pages 280 to 283 in your textbook.

1. Interstate highway ________

2. Canal ________

3. "The Crossroads of America" ________

4. Indianapolis International Airport ________

5. Trade ________

6. Port ________

7. Wilbur and Orville Wright ________

8. Lock ________

9. Economy ________
Using New Words

Write each term from the box on the line under its meaning. For help, refer to the lessons in Chapter 8 of your textbook.

<table>
<thead>
<tr>
<th>profit</th>
<th>consumers</th>
<th>encyclopedia</th>
<th>pharmaceutical</th>
<th>productivity</th>
</tr>
</thead>
<tbody>
<tr>
<td>demand</td>
<td>economy</td>
<td>agriculture</td>
<td>interstate highway</td>
<td>livestock</td>
</tr>
<tr>
<td>port</td>
<td>investor</td>
<td>manufacturing</td>
<td>free-enterprise system</td>
<td></td>
</tr>
</tbody>
</table>

1. the way a country or state produces, divides, and uses its money, goods, natural resources, and services
2. people who buy products or use services
3. the amount of goods or services made in a period of time
4. a place where ships load and unload goods
5. the business of growing crops and raising animals
6. book or set of books that give information about people, places, and events
7. someone who puts money into a business and expects to get some of the profit in return
8. the willingness of people to buy something and the ability to pay for it
9. a road that connects two or more states
10. money a business earns after it pays for supplies, tools, salaries, and other costs
11. Under this system, anyone can own and run a business. The owners decide what to sell or make. The customers decide what to buy based on what they want or need and how much they are willing to pay.
12. animals raised on a farm for money
13. a medicine sold in drugstores
14. the making of goods by machinery
Our Local Government

Complete the activity below using the pictures. For help, refer to pages 288 to 291 in your textbook.

1. a. Draw a line to the picture that shows a service provided by municipal government.
   b. Who runs a municipal government?
   c. How are they chosen?

2. a. Draw a line to the picture that shows something a special district might oversee.
   b. What might this special district be called?
   c. How much local government spending goes to education?

3. a. Draw a line to the picture that shows citizens.
   b. What important right do citizens have?
   c. What are some responsibilities citizens have?
Recognizing Point of View

Decide if each statement is a fact or an opinion. Circle your choice. Then explain your answer in the space provided. For help, refer to pages 292 and 293 in your textbook.

1. There are about 65,000 farms in Indiana.
   - fact
   - opinion
   Explanation: _______________________

2. I think that Indiana produces the best corn in the world.
   - fact
   - opinion
   Explanation: _______________________

3. A farmer's life is the best life a person can have.
   - fact
   - opinion
   Explanation: _______________________

4. The Corn Belt produces more corn than any other area in the world.
   - fact
   - opinion
   Explanation: _______________________

5. Technology, such as computers, helps farmers to produce more crops and keep track of their profits.
   - fact
   - opinion
   Explanation: _______________________

6. An ear of corn never tastes better than when you pick it right off the stalk.
   - fact
   - opinion
   Explanation: _______________________

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Indiana’s State Government

Complete the chart about the government of Indiana. Then answer the questions below. For help, refer to pages 294 to 299 in your textbook.

<table>
<thead>
<tr>
<th>THE GOVERNMENT OF INDIANA</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the three branches of our state government?</td>
</tr>
<tr>
<td>What is the job of each branch?</td>
</tr>
<tr>
<td>How are people chosen for each job?</td>
</tr>
</tbody>
</table>

1. Who is the head of the executive branch?

2. What are the two parts of the legislative branch?

3. What is the highest court in Indiana?

4. Where do many of our state government leaders meet?

5. In what document is our state’s plan of government described?

6. Why does our state government have three branches?
Our Nation's Government

Look at the picture as you answer the questions. For help, refer to pages 302 to 305 in your textbook.

1. What document is shown in the picture?

2. What does this document outline?

3. What does it mean to be a democratic republic?

4. What three branches make up our nation's government?

5. How many United States senators does Indiana have?

6. How many representatives does Indiana send to the House of Representatives?

7. Why do we say the Pledge of Allegiance?
The Western Hemisphere

Use the bar graph to answer the questions. For help, refer to pages 306 to 311 in your textbook.

1. Which country on the graph has the most people?

2. Which country has the fewest people?

3. Which country has more people than Bolivia but fewer than Canada?

4. Which countries come closest to each other in population?

5. Which country has a population larger than Canada's but smaller than Colombia's?

* Population figures have been rounded to the nearest million.
Using New Words

Find the correct word to complete each sentence in the word box below and write it in the space provided. For help, refer to Chapter 9 in your textbook.

- municipality
- fact
- citizen
- point of view
- jury
- opinion
- checks and balances
- bill
- budget
- political party
- veto
- candidate
- United States Supreme Court
- county
- elect

1. A city or town that is run by its own government is called a ________________.

2. A ________________ is a person running for office in an election.

3. A ________________ is one of the sections into which a state is divided.

4. The system of ________________ ensures that no person or group of people within the government can gain too much power.

5. The way a person looks at something is his or her ________________.

6. To ________________ someone is to choose a leader by voting.

7. A ________________ is a group of citizens chosen to hear the facts of a court case and make a decision.

8. A plan for using money is called a ________________.

9. A ________________ is a statement that can be proven.

10. A ________________ is a person who is born in a country or who has earned the right to become a member of that country.

11. A ________________ is a group of citizens who share many of the same ideas about government.

12. An ________________ expresses a person’s belief.

13. To ________________ is to reject a proposed bill.

14. A ________________ is a proposal for a law.

15. The highest court in our country is the ________________.
Who Are Hoosiers Today?

Read the statements below and decide whether each statement is true or false. Circle your choice. If the answer is false, write the correct answer in the space provided. For help, refer to pages 326 to 329 in your textbook.

1. Indiana is home to more than 6 million people from many different cultural groups.
   True  False

2. The Feast of the Hunters’ Moon commemorates the day when George Rogers Clark and his men forced the British to surrender Fort Sackville.
   True  False

3. The Indiana Black Expo celebrates African American culture and achievements.
   True  False

4. Some Hoosiers are not members of a religious group.
   True  False

5. Social groups are always religious.
   True  False

6. Indiana is home to one of the nation’s largest Amish populations.
   True  False

7. Amish people believe in leading simple lives. They do not use electricity, television, telephones, or other forms of modern technology.
   True  False
“Hoosier Hysteria!”

Look at the pictures and write at least one fact about each. Then answer the questions below. For help, refer to pages 330 to 335 in your textbook.

1. 

2. 

3. 

4. What was Crispus Attucks High School the first to do?

5. What famous basketball player has an award named after him?

6. What former professional basketball player coached the Indiana Pacers from 1997–2000?
Road Map to Recreation

Use the map to complete the activity. For help, refer to pages 336 and 337 in your textbook.

1. Which highway passes by Indiana Dunes National Lakeshore?

2. What is an interstate highway?

3. If you were traveling from Indianapolis to visit Columbus, which route would you take?

4. How can you tell in which direction a road runs?

5. Suppose you and your family live in Bloomington. From there you decide to head to the Conseco Fieldhouse in downtown Indianapolis to see the Indiana Pacers play. What is the quickest route there?
Literature and the Arts

Write the name of each famous Hoosier next to the description of his or her accomplishments. For help, refer to pages 338 to 343 in your textbook.

<table>
<thead>
<tr>
<th>Name</th>
<th>Accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Booth Tarkington</td>
<td>James Whitcomb Riley</td>
</tr>
<tr>
<td>Theodore Dreiser</td>
<td>Cole Porter</td>
</tr>
<tr>
<td>Janet Scudder</td>
<td>Twyla Tharp</td>
</tr>
<tr>
<td>Michael Jackson</td>
<td>David Letterman</td>
</tr>
<tr>
<td>Robert Indiana</td>
<td>Jim Davis</td>
</tr>
</tbody>
</table>

1. This famous writer wrote *Sister Carrie* and *An American Tragedy.*

2. This artist created fountains and garden figures of children.

3. This songwriter wrote songs for many Broadway plays and musicals.

4. This writer won the Pulitzer Prize for literature twice.

5. This artist is best known for his love-themed work.

6. His comic strip features a clever cat.

7. This famous Hoosier made a name for himself hosting a popular late-night TV show.

8. This choreographer created over 90 dances.

9. This pop singer recorded one of the best-selling albums of all time in 1982.

10. This Hoosier poet wrote "Little Orphant Annie." He wrote many of his poems using Indiana dialect.
Recognizing Frame of Reference

Answer the questions below to complete the activity. For help, refer to pages 344 and 345 in your textbook.

1. What is a frame of reference?

2. How does a person’s frame of reference affect his or her point of view?

3. Read the paragraph below and answer the questions.

   Jeremy loves riding his bike. He rides it everywhere he goes. He never wore a helmet, though, since he never fell off. Then, one day, Jeremy fell. He ended up with a big bump on his head. His mother told him he was very lucky to have escaped with only a bump after his accident. Ever since, Jeremy has made sure to put on a bike helmet before he rides anywhere. He reminds his friends to do the same.

   What is Jeremy’s point of view about bike riding?

   How has Jeremy’s point of view been shaped by his frame of reference?

4. How can recognizing a person’s frame of reference be helpful?

5. Describe one way that your own frame of reference has shaped your point of view.
Finding and Using New Words

Cross out the letters Q, X, and Z to find the word or term hidden in each group of letters. Then write the term on the line.

1. sxzoqcxiqaxlqgqzqrxouzpqx

2. Oxlyzqm paging XGxzaqmxexs

3. sztxaqlagxqemxixtqez

4. dxizaqxexzqct

5. pxzrqoqzfxzexssqixoxozqexzqaxlz

Write each term next to its meaning. For help, refer to the lessons in Chapter 10 of your textbook.

6. a word used to describe someone who plays a sport as a job

7. a form of a language that is spoken only by people in a certain place

8. a group of people who share common goals, beliefs, and interests

9. a mineral deposit in a cave that forms in the shape of a cone

10. sporting events held every four years in which athletes from around the world compete
Indiana Is Growing

Read the questions. Decide on an answer and circle your choice. For help, refer to pages 350 to 353 in your textbook.

1. How much has Indiana's population increased over the past 60 years?
   a. It has quadrupled.  b. It has doubled.  c. It has remained the same.

2. What does the census keep track of?
   a. population  b. wildlife  c. highways that need repair

3. Compared with other states in the United States, how large is Indiana's population?
   a. it is the 10th largest  b. it is the 14th largest  c. it is the 4th largest

4. Which county contains the most people in our state?
   a. Hamilton County  b. Harrison County  c. Marion County

5. How often is the census taken?
   a. every year  b. every 5 years  c. every 10 years
Using Primary and Secondary Sources

Use the paragraphs on the right to answer the questions. For help, refer to pages 356 and 357 in your textbook.

1. a. This paragraph is from an autobiography written by Louis Vasquez, the son of a Mexican immigrant. In the book, Vasquez describes his father's journey to the United States to find work and the jobs he had here. Is it a primary source or a secondary source? 

b. How do you know? 

In 1919 my Dad started working at Inland Steel, located on the east side of East Chicago in an area known as Indiana Harbor, or, simply, the Harbor. He wrote his brothers urging them to follow him up to Indiana. . . . Two of them did [come to Indiana] and moved into the basement dwelling at 3422 Block Avenue that was my first home. My dad put in 40 years at Inland and retired in 1959.

2. a. This paragraph is from a research study conducted by the Samora Research Institute on the Hispanic population in the Middle West. It describes the migration of Hispanic people to the United States. Is it a primary source or a secondary source? 

b. How do you know? 

[Hispanic people] have migrated to and settled in the Midwest since the early 1900s. However, it has only been in the postwar period that the massive influx of Mexicans, Puerto Ricans, and other groups from Central and South America has resulted in a growing . . . presence in the region. . . . By 1988, approximately 1.2 million [Hispanics] resided in the states of Illinois, Indiana, Michigan, Ohio, and Wisconsin, representing nearly three percent of the total population.

3. How do both of these sources help you to understand the topic? 


Links to the Western Hemisphere

Use the pictures to help you complete the activity. For help, refer to pages 358 to 361 in your textbook.

1. Name one way that countries set rules to follow when they trade.

2. Which three countries make up NAFTA?

3. How has NAFTA promoted trade between these countries?

4. Which country is Indiana’s leading trade partner?

5. Circle the picture that represents Indiana’s biggest export.

6. Underline the picture that represents a product that Indiana exports to Mexico.

7. Why do Hoosiers and other people in the Western Hemisphere cooperate with one another?
Drawing Conclusions

Read the statements about the artifacts at right. Then complete the activity. For help, refer to pages 362 and 363 in your textbook.

**FACTS**

- These artifacts were found together.
- Some of the artifacts are tools used for farming.
- Others are jewelry and pottery.
- The artifacts were found in the remains of a permanent Native American village.

Write **Yes** next to each valid conclusion supported by the facts. Write **No** next to the invalid conclusions, which are not supported by the facts. Explain your answers.

____ 1. The people who made these artifacts were hunters.

____ 2. The people who made these artifacts were farmers.

____ 3. The people who left these artifacts moved from one settlement to another.

____ 4. The people who made the useful artifacts had some leisure time during which they made more decorative items.
Indiana and the World: Connected

Use the pictures to complete the activity. For help, refer to pages 364 to 367 in your textbook.

1. a. Draw a circle around the picture that shows an advance in technology.
   
   b. How does technology further trade between countries?

2. a. Draw a star on the map over Indiana’s largest European trade partner.
   
   b. Circle three of Indiana’s other major trade partners in Europe.

3. What does a group called the “Future Farmers of America” do?

4. Why are "sister cities" important?

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Western Hemisphere Exports

Use the map to complete the activity. Circle your answers. For help, refer to pages 368 to 371 in your textbook.

THE ECONOMY OF THE WESTERN HEMISPHERE

1. Which country produces tobacco?
   - Chile  - Mexico  - Brazil

2. Which country has a large fishing industry?
   - Argentina  - Canada  - Peru

3. Which product helps the economy of Peru?
   - tobacco  - sugarcane  - cattle

4. Which product is produced only in Brazil?
   - grains  - cotton  - coffee

5. Which product helps the economy of Mexico?
   - cotton  - cattle  - oil
Using New Words

Match each definition to the appropriate word. Write the letter that corresponds to each word in the space provided. For help, refer to the lessons in Chapter 11 of your textbook.

_____ 1. recycle  
_____ 2. trade agreement  
_____ 3. conclusion  
_____ 4. industrialization  
_____ 5. decade  
_____ 6. NAFTA  
_____ 7. primary source  
_____ 8. suburb  
_____ 9. forecast  
_____ 10. subsistence farming  
_____ 11. secondary source  
_____ 12. commercial farming  

a. a ten-year period  
b. to reuse materials  
c. an area with homes and stores next to or near a city  
d. information put together by someone who saw or took part in the event he or she is describing  
e. agreements that set up rules for countries to trade by  
f. events described by a person who was not present when the events took place  
g. to grow only enough food to eat, not enough to sell  
h. raising crops and livestock to sell  
i. to predict what life will be like in the future  
j. the development of manufacturing industries  
k. a pact between the United States, Canada, and Mexico to help them trade goods and services  
l. a finding based on several pieces of information that explain what those facts mean
Language Arts

• Work together in groups to create a travel guide for explorers coming to North America.

• Review the information in the unit about Native Americans and the places in which they lived. Use this information in your brochure. Tell the explorers about the people they will meet and the places they might see on their trip through North America.

• Have different students in the group illustrate the travel guide. Create maps to guide the explorers through the area.

The Path of an Explorer

• Learn more about Christopher Columbus or René Robert Cavelier, Sieur de La Salle.

• Select one of these two explorers to research further. Look for information in your textbook, at the library, and on the Internet.

• Prepare a presentation on the explorer for your class. Include a map of one of the explorer’s expeditions. Draw a picture of an event that took place during the expedition.
Language Arts

• Work together in groups to create a special report for a newspaper. In the report, summarize the important events that led to Indiana becoming a state in 1816.

• First, list the events that you will include. Your list should include events from 1800 to 1816. Assign each group member an event to summarize.

• Have different students in the group illustrate the newspaper article with pictures and a time line.

Settlers in Indiana

• Trace a map of the world on poster board. Include a compass rose.

• Do research to find out where different groups of people came from to settle in Indiana. Look for information in your textbook, at the library, and on the Internet.

• For each group, mark their original location on the map. Then mark where in Indiana they settled. Draw a line from the original location to the destination in Indiana.

• Add a legend to your map. Include colors for each group that settled in Indiana, along with the date that the group first came to Indiana.

• Present your finished map to the class.
Language Arts

- Suppose that it is 1880 and your class is taking a railroad tour field trip around Indiana.

- Working in groups, research and plan the railroad routes that you would travel.

- Create a travel brochure. Include Indiana cities that you would pass through on your trip. Use your textbook, school library, and the Internet to research two or three facts about each city in 1880.

- End your brochure with a map of Indiana's railroad lines in 1880.

Making Tracks Across the United States

- Draw or trace a map of the United States as it was in 1880.

- Use your textbook, school library, and the Internet to research railroad routes at the time.

- Place the routes on the map. Include a map legend with symbols telling which railroad company controlled each route.

- Remember to include a compass rose and map title with the date of your historical map.
Language Arts

- Working with a partner or group, choose a problem that affects your community.
- Using your textbook, school library, or the Internet, research the problem to learn more about it.
- Create an outline to help you sort out the problem. List its cause, including different points of view and possible solutions.
- Write a letter to your mayor, governor, or congressperson about the problem. Present the problem and propose a solution for it. Use your outline and research to explain and support your solution.

Juanita Torres
Market Street
Terre Haute, IN

Congressman Taylor
State House
Indianapolis, IN

Local Businesses

- Call or write to your local Chamber of Commerce or another local business association to learn more about its role in the community.
- Ask the following questions:
  1. When and why was the organization started?
  2. Who are the members of the organization today? How did they become members?
  3. How does the organization help small businesses?
  4. How does the organization help entrepreneurs?
- Write a report describing what the business organization does. Include specific examples from your research.
Language Arts

- In this unit, you read about connections between Indiana and other parts of the world. With a partner, make a list of these connections and why they exist. How does each relationship benefit Indiana?

- Next, make a poster that shows information from your list. Create a three-column chart on the poster. In the first column, list a connection, such as “trade partner.” In the second column, write the other part of the world that is part of the relationship. In the last column, describe the relationship and how it benefits Indiana.

Indiana Trade Map

- On a sheet of paper, draw or trace a map of the world.

- Use your textbook, school library, or the Internet to research different countries that have trade relationships with Indiana.

- Create a map key. Include symbols for trade goods and place them on the map depending on where each good is imported from or exported to. Color your map and add a compass rose.
Practice and Activity Workbook

- Content
- Vocabulary
- Skills
- Writing