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4 5 6 7 8 9 024 09 08 07 06 05
Using a Globe

Use the globe to answer the questions. Write the letter of your answer on the line next to each number. For help, look at pages H11 and H12 in your textbook.

1. What is a globe?
   a. the four seasons
   b. a model of Earth
   c. the Pacific Ocean

2. What does a globe show?
   a. land and water
   b. stars and moon
   c. floods and hurricanes

3. Which part of Earth does the globe above show?
   a. the Western Hemisphere
   b. the Eastern Hemisphere
   c. the Northern Hemisphere

4. How many oceans does Earth have?
   a. 2
   b. 4
   c. 6

5. What is a continent?
   a. the Pacific Ocean
   b. a large division of land
   c. a large body of water

6. List the continents.

   ______________________________________
   ______________________________________
   ______________________________________
Using a Map

Use the map to answer the questions. Write the letter of your answer on the line next to each number. For help, look at pages H13 and H14 in your textbook.

1. What does the map key show?
   a. the name of the state
   b. the meaning of each map symbol
   c. intermediate directions

2. In which direction is Scranton from Philadelphia?
   a. north
   b. east
   c. south

3. Which city is the capital of Pennsylvania?
   a. Pittsburgh
   b. Harrisburg
   c. Philadelphia

4. Which city is northeast of Harrisburg?
   a. Pittsburgh
   b. Scranton
   c. Philadelphia

5. Which resources are found only in the western part of Pennsylvania?
   a. coal and iron ore
   b. zinc and copper
   c. oil and natural gas

6. In which part of the state is sulphur mined?
   a. northwestern
   b. southeastern
   c. northeastern
Using a Map Scale

Use the features on the map to answer the questions. Write your answers on the lines. For help, look at page H15 in your textbook.

1. What does the locator map show?

2. What is the purpose of a map scale?

3. Make a scale strip (see page 15 in your textbook) and answer the questions.
   In miles, how far is Pendleton from Portland? ________________________________
   In kilometers, how far is Eugene from Bend? ________________________________

4. Suppose that you drove from Medford to Pendleton. You traveled about 200 miles a day. How many days did it take you to reach Pendleton? Explain.
   ________________________________________________________________________
   ________________________________________________________________________
Explore a Landforms Map

Use the map to answer the questions. For help, look at pages H16 to H18 in your textbook.

1. What makes this a physical map?

2. What does the map tell you about the rivers of Colorado?

3. What landform covers most of western Colorado?

4. Through what landforms does the South Platte River flow?

5. What information would you find on a political map of Colorado?
Read a Historical Map

Use the map to answer the questions. For help, look at pages H16 to H18 in your textbook.

1. What does this map show? ________________

2. Which countries claimed land in North America in 1763? ________________

3. To which country did the 13 colonies belong? ________________

4. Which country claimed the land west of the Mississippi River? ________________

5. Which part of the continent was disputed land in 1763? ________________
The Western Hemisphere

Use the map to complete the activity. For help, look at pages 4 and 5 in your textbook.

1. Add a title to the map and then label the following features.
   - Gulf of Mexico
   - North America
   - South America
   - Central America
   - Antarctica
   - Arctic Ocean
   - Atlantic Ocean
   - Pacific Ocean
   - Canada
   - Mexico
   - United States
   - North Pole
   - South Pole

2. Which ocean borders North America on the east? on the west?

3. What is geography?

4. Which two countries share a continent with the United States?

5. Which continent lies south of North America?

6. Which continent is closer to the equator? (Circle one.)
   - North America
   - South America
Our Country's Land

The cross section shows how the United States would look if you cut into it, as you would a pie, and took out a slice. Follow the cross section from east to west as you answer the questions. For help, look at pages 6 to 9 in your textbook.

**THE UNITED STATES: A Cross Section**

1. Name the narrow, flat strip of land that runs along the Atlantic Ocean.

2. Which range of rounded mountains runs through the eastern United States?

3. Identify the flat, open stretch of land that lies between two mountain ranges.

4. Name a river of the plains.

5. Which is the tallest mountain range in the United States?

6. Which large body of water lies west of the Coast Ranges?
Reading an Elevation Map

An elevation map shows the height of the land above the level of the sea. Use the elevation map to complete the activity. For help, look at pages 10 and 11 in your textbook.

**ALASKA: Elevation**

<table>
<thead>
<tr>
<th>Elevation</th>
<th>Feet</th>
<th>Meters</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 6,500</td>
<td>More than 2,000</td>
<td></td>
</tr>
<tr>
<td>3,000–6,500</td>
<td>1,000–2,000</td>
<td></td>
</tr>
<tr>
<td>700–3,000</td>
<td>200–1,000</td>
<td></td>
</tr>
<tr>
<td>0–700</td>
<td>0–200</td>
<td></td>
</tr>
</tbody>
</table>

- **Mountain peak**
- **State capital**
- **Other city**

1. What is the title of the map?

2. Find the map key. What does it tell you?

3. What is the lowest elevation in Alaska?

4. What is the highest point in Alaska?

5. In which parts of Alaska does the elevation range from 0–700 feet?

6. What is the elevation of Juneau?
Weather and Climate

Use the climate map to complete the activity. For help, look at pages 12 to 15 in your textbook.

1. Define the word *climate*.

   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

2. What does the map show?

   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

3. Which three states have the warmest climate?

   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

4. Fill in the chart by adding the average January temperature of each city in degrees Fahrenheit.

<table>
<thead>
<tr>
<th>CITY</th>
<th>TEMPERATURE IN JANUARY °F</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPOKANE</td>
<td></td>
</tr>
<tr>
<td>LANDER</td>
<td></td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td></td>
</tr>
<tr>
<td>CHARLOTTE</td>
<td></td>
</tr>
<tr>
<td>BUFFALO</td>
<td></td>
</tr>
<tr>
<td>RENO</td>
<td></td>
</tr>
<tr>
<td>PORTLAND</td>
<td></td>
</tr>
<tr>
<td>Nome</td>
<td></td>
</tr>
</tbody>
</table>
Natural Resources

Use the picture to complete the activity. For help, look at pages 16 to 21 in your textbook.

1. Identify at least two natural resources in the picture.

2. What substance is the adult camper hooking up to the camping stove?

3. The pot on the stove is made of copper, a kind of mineral. Is copper a renewable or nonrenewable natural resource? Explain.

4. What other natural resource in the picture is nonrenewable?

5. How can the campers protect the resources in their environment?

6. How do you help protect the environment?
We, the People

Choose terms from the word box to complete the paragraph below. You may use some terms more than once. For help, refer to pages 22 to 25 in your textbook.

<table>
<thead>
<tr>
<th>Mexico</th>
<th>immigrants</th>
<th>new home</th>
<th>ancestors</th>
<th>284 million</th>
</tr>
</thead>
<tbody>
<tr>
<td>slavery</td>
<td>United States</td>
<td>Africans</td>
<td>parents</td>
<td>1865</td>
</tr>
<tr>
<td>work</td>
<td>better life</td>
<td>population</td>
<td>ethnic groups</td>
<td>freedom</td>
</tr>
</tbody>
</table>

People of many different _______________________ make up the population of our country. Native Americans were the first people to live on the land we now call the _______________________ of America. These people were the _______________________ of the Native Americans living here today. Beginning with your _______________________, your _______________________ are all those in your family born before you.

Many people have come to this land from other places in the world. Some were ________________, or people who traveled here looking for a _______________________. They hoped to have a _______________________ here than they had in their native country. Between the years 1978 and 1998, almost 4 million _______________________ came to the United States from _______________________ alone.

Early in our country’s history, about 600,000 ________________ were brought to the United States. These people were sold into ________________, the practice of making one person the property of another. They were forced to ________________ without pay and had no ________________. This practice ended in ________________.

Today, the ________________ of the United States is more than ________________ people. ________________ means the number of people who live in an area. Every day sees the birth or arrival of a new American.
Our Constitution and Government

Answer the questions to complete the activity. For help, look at pages 26 to 29 in your textbook.

1. Name three responsibilities of American citizens.
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

2. Identify three rights of American citizens.
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

3. Identify the two branches of Congress.
   ________________________________________________________________
   ________________________________________________________________

4. What does Congress do?
   ________________________________________________________________

5. What are some duties of the President?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

6. What is one role of the Supreme Court?
   ________________________________________________________________
Writing an Outline

Suppose that you're writing an outline for a report about the importance of the steel industry to the Southeast. Use the notes in the box to complete your outline. For help, look at pages 30 and 31 in your textbook.

NOTES on the Steel Industry

- made possible the construction of bridges, buildings, and windmills in the Southeast
- very strong and hard
- helped cities such as Birmingham, Alabama, become important industrial centers
- used to make the Boone Windmill, in North Carolina
- resists rust and corrosion
- used to make parts of the Chesapeake Bay Bridge-Tunnel, in Virginia
- can withstand the effects of heat and water

OUTLINE

I. Characteristics of steel
   A. 
   B. 
   C. 

II. How steel helped the Southeast grow
   A. 
   B. 
   
III. Examples of steel structures in the Southeast
   A. 
   B. 

Introduction · pp. 30–31
Our Economy

Suppose you have a chance to interview one of the students who started "Food From the 'Hood." You might ask questions like the ones below. Fill in the answers you think the students might give. For help, look at pages 32 and 33 in your textbook.

1. **Interviewer:** What did you learn from starting your business?
   **Student:**

2. **Interviewer:** How does the free-enterprise system benefit consumers?
   **Student:**

3. **Interviewer:** Who invested money in your business?
   **Student:**

4. **Interviewer:** In what way were your investors unusual?
   **Student:**

5. **Interviewer:** Is your business venture a success story?
   **Student:**
Regions of the United States

Use the map to answer the questions. For help, look at pages 34 to 37 in your textbook.

1. Label on the map the six regions that make up the United States.

2. What is a region?

3. What aspects shape regions, setting one apart from another?

4. In which region of the United States do you live? What features make the region in which you live unique?
Using New Words

Answer each question. For help, look at the lessons in the Introduction of your textbook.

1. What are **landforms**? Which landform has a higher **elevation**, a mountain or a hill?

2. Where might you find the ocean, near a **Coastal Plain** or on the Interior Plains?

3. To what do **temperature** and **precipitation** refer? How do they relate to **climate**?

4. What different elements make up the **environment**?

5. What is a **natural resource**? Name two **renewable resources**.

6. What are **fuels**, and why are they **nonrenewable resources**?

7. Identify two ways we can fight **pollution**.
From Coast to Canyons

Use the map to complete the activity. For help, look at pages 50 to 55 in your textbook.

THE SOUTHWEST

1. Locate and label on the map the four Southwestern states. Then label the following features.
   - Rocky Mountains
   - Coastal Plain
   - Grand Canyon
   - Colorado Plateau
   - Colorado River

2. What is erosion?

3. How did the Colorado River create the Grand Canyon?

4. Identify two other kinds of Southwestern landforms formed through erosion.

5. What do the natural features of our country teach us?
Deserts and Oil

Read the poem by Robert A. Davis. Then answer the questions. For help, look at pages 56 to 61 in your textbook.

Dust Bowl
These were our fields.
Now no flower blooms,
No grain grows here
Where earth moves in every wind.

No birds nest in these trees.
No fruit hangs
Where the boughs [branches] stretch bare
In the sun.

The dust sifts down—blows in.
Our mouths are filled.
The dust moves across,
And up and around the dust moves

In our waking—our sleeping—
In our dreams.


1. What is the Dust Bowl?

______________________________________________________________________________

2. What happened to the growing fields in this area?

______________________________________________________________________________

3. How does the poet describe the effects of the drought on the area?

______________________________________________________________________________

______________________________________________________________________________

4. How does the poem make you feel?

______________________________________________________________________________
Working with Latitude and Longitude

Latitude is a measure of how far north or south a place is from the equator. Longitude is a measure of distance east or west of the prime meridian. Use the map to complete the activity. For help, look at pages 62 to 65 in your textbook.

1. Identify a city near each location listed below.
   - 45°N, 125°W
   - 35°N, 80°W
   - 35°N, 85°W
   - 45°N, 70°W
   - 40°N, 80°W
   - 30°N, 90°W

2. Suppose you are touring the United States by car. You drive from Columbia, South Carolina, to New Orleans, Louisiana, to Denver, Colorado, to Portland, Oregon. Trace your route on the map. About how many degrees west did you travel in all?

3. Provide the latitude and longitude of New Orleans, Louisiana.
Wells for Water and Oil

The diagram shows the steps in refining oil. Study the diagram and then complete the activity.

Workers dig oil wells to pipe crude oil from underground to above ground. Crude oil is transported to an oil refinery. Crude oil is heated and separated to make different products.

1. How is crude oil brought from deep in the ground to the Earth's surface?

2. What happens to crude oil once it has been brought to the Earth's surface?

3. What three major products do oil refineries produce?

4. Identify three items in your classroom that might be made from petrochemicals.

5. Why is it important for people to conserve oil?
Using New Words

Match each term from the box with its meaning. For help, look at the lessons in Chapter 1 of your textbook.

<table>
<thead>
<tr>
<th>Dust Bowl</th>
<th>refinery</th>
<th>canyon</th>
<th>mesa</th>
<th>petrochemical</th>
</tr>
</thead>
<tbody>
<tr>
<td>aqueduct</td>
<td>crude oil</td>
<td>aquifer</td>
<td>drought</td>
<td>dry farming</td>
</tr>
<tr>
<td>desert</td>
<td>butte</td>
<td>erosion</td>
<td>spring</td>
<td></td>
</tr>
</tbody>
</table>

1. the petroleum that bubbles up from the ground

2. the slow wearing away of the land by water, wind, or ice

3. a pipe that carries water to cities and farms

4. a place where underground water comes to the surface

5. a deep, narrow valley with steep sides

6. a hill with a flat top, but smaller than a mesa

7. dry lands where little rain falls

8. a way to grow crops with only a small amount of water

9. a chemical made from petroleum

10. a factory where crude oil is separated into different parts

11. a hill with a flat top, smaller than a plateau but larger than a butte

12. an area of the Great Plains devastated by droughts and dust storms in the 1930s

13. underground layers of rock or gravel that trap water

14. a period of little or no rainfall
The Hopi

Draw a line from the first question of each pair to the picture that answers it. Then answer the second question. For help, look at pages 74 to 79 in your textbook.

1. a. Which picture shows a Hopi dwelling?
   b. Of what are these dwellings made?

2. a. Which picture shows a Kachina doll?
   b. Why are Kachinas important to the Hopi?

3. a. Which picture shows how the Navajo made a living?
   b. What causes the Navajo and Hopi to disagree?
Herders of the Gobi Desert

Use the map to answer the questions. For help, look at pages 80 to 83 in your textbook.

1. In which part of Mongolia are the Altay Mountains?

2. On the map, circle the capital city of Mongolia.

3. Which landform covers the southern third of Mongolia?

4. Describe Mongolia’s climate.

5. Why are Mongolians nomads?

6. How is it possible for the Mongolians to move their homes with each season?
The Arrival of the Spanish

The map shows the route Coronado followed as he searched for gold and other riches in the Southwest. Use the map to answer the questions. For help, look at pages 84 to 89 in your textbook.

1. Who was Francisco Coronado?

2. Through which present-day Southwestern states did Coronado's army march?

3. What was the outcome of Coronado's march through the Southwest?

4. Which city was attacked by the Pueblo in 1680? Why?

5. How did life in the Southwest change after Spanish settlers arrived?
Reading Time Lines

Study the time line. Then follow directions to complete the activity. For help, look at pages 90 and 91 in your textbook.

1510
1540
1554
Francisco Coronado is born in Spain
Coronado's army marches into the Southwest
Coronado dies in Mexico City

1500 1520
1535 Coronado sails to North America
1542 Coronado fails to find gold and returns to Mexico City
1560

1. What is a time line?

2. What might be a good title for the time line above? What span of time does it cover?

3. About how old was Coronado in the years shown on the time line?
   1535 __________   1542 __________
   1540 __________   1554 __________

4. What might you infer from the information given in the time line? (Circle a letter.)
   a. Coronado sailed to Spain after failing to find gold.
   b. Coronado lived in Mexico City from 1542 until his death, in 1554.
   c. Coronado looked for gold in other parts of the world.

5. Identify one reason people use time lines.
The Rise of Ranching

Use the map to answer the questions below. For help, look at pages 92 to 97 in your textbook.

1. Which two trails could cowboys take from San Antonio?

2. Which trail led to all three railroad lines?

3. Which bodies of water probably made the cowboys' job more difficult?

4. After the cattle were loaded onto trains, where were they taken?

5. What invention caused a big problem for cowboys on cattle drives? Explain.
Problem Solving

Read the paragraphs and then follow directions to complete the activity. For help, look at pages 98 and 99 in your textbook.

Susan, president of the Science Club at Willow Elementary, has a problem. Last year, very few students participated in the Science Fair. To have a successful fair this year, Susan needs more student participation.

Identify the problem.

________________________________________

________________________________________

________________________________________

Susan began solving her problem by gathering information. She identified students who did not participate in the fair last year. She asked the students why they did not participate. Most students said that they could not come up with a good idea for a science project.

Identify at least two options for solving the problem. Then list the possible consequences of each option. Finally, choose and evaluate a solution to the problem.

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________
The Southwest Today

Use the pictures to identify three important industries in the Southwest. Then tell why the industry is important to the region. For help, look at pages 100 to 105 in your textbook.

Industry: ____________________________
Importance: _________________________

Industry: ____________________________
Importance: _________________________

Industry: ____________________________
Importance: _________________________

What problems can a sudden growth in population cause?

____________________________________

____________________________________

____________________________________

____________________________________

____________________________________

____________________________________
Using New Words

Answer each question to complete the activity. For help, look at the lessons in Chapter 2 of your textbook.

1. How was **adobe** important to the Hopi way of life?

2. What is cashmere and how is it important to the Mongolians?

3. How did a ranch depend upon **vaqueros**?

4. What does the Spanish word **conquistador** mean in English?

5. Why did Spanish settlers build **missions** in the Southwest?

6. What effect did the invention of **barbed wire** have on **cattle drives**?

7. What is the purpose of **NAFTA**?

8. Why did millions of Americans move to the **Sun Belt**?

9. Why does the Southwest attract **astronomers**?
Rolling Down the River

Use the map to complete the activity. For help, look at pages 120 to 125 in your textbook.

1. Locate and label the Mississippi River. Then trace its route with your pencil.

2. Locate the source of the Mississippi River. Label it A.

3. Locate the mouth of the Mississippi River. Label it B.

4. Circle two tributaries that flow into the Mississippi River.

5. Describe the role of the Mississippi River in the growth and development of the Southeast.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

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Compare Maps at Different Scales

Each map below is drawn to a different scale. Scale is the relationship between the distance shown on a map and the real distance on Earth. Use the maps and map scales to complete the activity. For help, look at pages 126 and 127 in your textbook.

1. Measure the map scale on Map A and Map B with a ruler. How many miles does one inch stand for on Map A? on Map B?

2. About how many miles is it from Atlanta to Savannah?

3. Which map would you use to plan a sightseeing trip through Georgia? Why?
Warm Weather and Cash Crops

Use the picture to answer the questions. For help, look at pages 128 to 131 in your textbook.

1. Which foods in the picture could have been grown in the Southeast?

2. What kind of climate do these crops need?

3. What was one of the first cash crops grown in the Southeast?

4. How can climate harm cash crops in the Southeast?

5. How does climate affect tourism in the Southeast?
Mining for Coal

Here is a folk song sung by generations of coal miners. Read the lyrics and then answer the questions. For help, look at pages 132 to 135 in your textbook.

**Down in a Coal-mine**

I am a happy, happy boy, and glad as glad can be.  
For if the days are good or bad it's all the same to me:  
O little of the world I know, and care less for its ways,  
For where the bright stars never glow, I wear away my days.

**Chorus:** Down in a coal mine, underneath the ground,  
Where a gleam of sunshine never can be found;  
Digging dusky diamonds all the season round,  
Down in a coal mine, underneath the ground.

Then cheer up, boys, and make as much of every day you can,  
But let your joy be always great as that of any man,  
However we may dig and delve we'll still be happy souls.  
What would our country be without the lads that look for coals?

*Carl Carmer, America Sings* (New York: Alfred A. Knopf, 1942), page 121.

1. What was it like to work in a coal mine?

2. Why might a coal miner enjoy singing this song?

3. Read the question asked in the last line of the song. Explain why coal is so important to our country.

4. How has coal mining changed since the early 1900s?
Using New Words

Answer the questions to complete the activity. For help, look at the lessons in Chapter 3 of your textbook.

1. Describe the difference between a river's source and its mouth.

2. Where and how does the Mississippi River create a delta?

3. What is a river basin and a tributary?

4. What keeps the port of New Orleans bustling?

5. How does the Southeastern growing season affect agriculture in the region?

6. Why are peanuts and rice called cash crops?

7. When do people become tourists?

8. What is coal? Why did it become an important industry?

9. Why are labor unions and technology important to coal miners?
The Cherokee

The producer of a TV talk show has asked you to interview a Cherokee named Sequoyah. Write the answers you think Sequoyah might give to each question below. For help, look at pages 140 to 145 in your textbook.

Sequoyah

Symbols from Sequoyah’s syllabary.

1. **Interviewer:** Where were you born?
   **Sequoyah:**

   ______________________________________________________

   ______________________________________________________

2. **Interviewer:** Why did you decide to develop a Cherokee alphabet?
   **Sequoyah:**

   ______________________________________________________

   ______________________________________________________

   ______________________________________________________

3. **Interviewer:** Why is your written language called a *syllabary*?
   **Sequoyah:**

   ______________________________________________________

   ______________________________________________________

4. **Interviewer:** How did you decide which symbols to use?
   **Sequoyah:**

   ______________________________________________________
Colonial Williamsburg

Thomas Jefferson wrote the words that appear on a monument built in his honor. Read those words below, inscribed on a drawing of the monument. Then answer the questions. For help, look at pages 146 to 151 in your textbook.

1. For what achievements did Jefferson want to be remembered?

2. Why did Jefferson write the Declaration of Independence?

3. How can you tell that education was important to Thomas Jefferson?

4. When did the Continental Congress approve the Declaration of Independence?
Building a New Government

Use the map to answer the questions. For help, look at pages 152 to 155 in your textbook.

1. Which part of Africa does the map show?

2. What island lies east of Southern Africa?

3. Which country lies at the southernmost tip of Africa?

4. Which two oceans border southern Africa on the east and west?

5. How did the system of apartheid, in South Africa, affect blacks?

6. Who is Nelson Mandela?
Making Decisions

Read the story about making decisions in the classroom. Then answer the questions that follow. For help, look at pages 156 and 157 in your textbook.

No pushing or fighting. Raise your hand when you want to speak. Pay attention in class.

During the first week of school, the students in Mr. Gennaro's fourth grade wrote rules for the classroom. Everyone agrees that rules will help the class run smoothly. However, the students cannot decide how to punish rule-breakers. Ramon thinks that students who break the rules should be sent to the principal's office. Kim says this punishment might pose a problem for the principal. She suggests having the rule-breakers work alone in the back of the classroom. Mark offers another choice—no recess for a week.

1. What is the goal of the fourth-grade class?

2. What decision must the class make?

3. What suggestions for punishments did the students offer?

4. What other choices might the class consider?

5. Which punishment is best?
A Country Divided

During the Civil War the armies of the North and the South sang a different version of a song called "The Battle Cry of Freedom." Compare the words in each song. Then answer the questions. For help, look at pages 158 to 163 in your textbook.

The North

We are marching to the field, boys,
We're going to the fight,
Shouting the battle cry of freedom,
And we bear the glorious stars,
For the Union and the right,
Shouting the battle cry of freedom.

The South

We are marching to the field, boys,
We're going to the fight,
Shouting the battle cry of freedom,
And we bear the Heavenly cross,
For our cause is in the right,
Shouting the battle cry of freedom.

1. Based on the song and what you have read in your textbook, for what cause was the North fighting?

2. Based on the song and what you have read in your textbook, for what cause was the South fighting?

3. Who led the Union troops in battle? __________________________

   Who led the Confederate troops? __________________________

4. What was one result of the Civil War?

   __________________________

   __________________________

   __________________________
Summarizing

Read the paragraph below. Then complete the activity. For help, look at pages 164 and 165 in your textbook.

[Harriet] Tubman was a famous member of the Underground Railroad—an organization dedicated to helping enslaved Africans gain freedom. Tubman made as many as 19 trips from slave states to free states, picking up the enslaved and guiding them to freedom. As Tubman’s fame spread, a group of plantation owners offered a $40,000 reward for her capture. By the time of her last trip, in 1860, she had led about 300 people to freedom.

1. Write the topic sentence.

2. Write three important details that support the topic sentence.

3. Write a summary using the topic sentence and the details you recorded.
Civil Rights in the Southeast Today

Circle the letter of the word or phrase that best completes each sentence. For help, look at pages 166 to 171 in your textbook.

1. King worked for the civil rights of _____.
   a. South Africans
   b. Native Americans
   c. African Americans

2. The Civil Rights movement grew after Rosa Parks refused to _____ and was arrested.
   a. give up her seat on a bus
   b. organize boycotts
   c. start riots to protest inequality

3. JoAnn Robinson organized a boycott of _____.
   a. new laws
   b. city buses
   c. school buses

4. In 1963, King led the _____, asking that all people be treated fairly.
   a. boycott on schools
   b. March on Washington
   c. Rose Parks

5. King won the Nobel Peace Prize in _____.
   a. 1956
   b. 1963
   c. 1964

6. Today King is admired for _____.
   a. preaching nonviolence
   b. seeking justice and equality
   c. both of the above
Using New Words

Match the terms in the box with the clues below. Write the correct term on the line provided. For help, look at the lessons in Chapter 4 of your textbook.

<table>
<thead>
<tr>
<th>Emancipation Proclamation</th>
<th>Confederacy</th>
<th>council</th>
<th>boycott</th>
</tr>
</thead>
<tbody>
<tr>
<td>Underground Railroad</td>
<td>colony</td>
<td>abolition</td>
<td>segregation</td>
</tr>
<tr>
<td>Declaration of Independence</td>
<td>civil rights</td>
<td>Union</td>
<td>Trail of Tears</td>
</tr>
<tr>
<td>House of Burgesses</td>
<td>Civil War</td>
<td>apartheid</td>
<td></td>
</tr>
</tbody>
</table>

1. the name given to a tragic Cherokee journey to Oklahoma

2. a group of people who helped enslaved Africans escape to freedom

3. a country formed by seceding Southern states

4. another name for the Northern states

5. a document freeing enslaved people living in the Confederate states

6. the fighting between the North and the South that lasted four years

7. a document explaining the colonial decision to be free of English rule

8. a group of people who meet to talk and make decisions

9. a place ruled by a distant country

10. a group of citizens who made laws for the colony of Virginia

11. an end to slavery

12. a refusal to buy or use a company's product or service

13. to set a group of people apart

14. the right of people to be treated equally under the law

15. a system of laws that took away the rights and freedoms of blacks in South Africa
## Along the Atlantic Coast

Compare the two types of trees in the Northeast by completing the chart below. Then answer the questions that follow. For help, look at pages 186 to 191 in your textbook.

<table>
<thead>
<tr>
<th>EXAMPLES</th>
<th>BROADLEAF TREE</th>
<th>NEEDLELEAF TREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TYPE OF LEAVES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEAVES IN AUTUMN</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. How have the harbors along the Northeast coast affected the economy of this region?

2. What impact did glacier movement have on the Appalachian Mountains?

3. Why does the Northeast have so many forests?
A Colorful Environment

Read and answer the questions. Make sure you use complete sentences. For help, look at pages 192 to 195 in your textbook.

1. Explain why the Northeast has four seasons.

2. What causes leaves to change color in the fall?

3. Use the information in your textbook to write a tourist brochure for the Northeast. Include the sites that would interest tourists.
Identifying Cause and Effect

A cause is something that makes something else happen. An effect is what happens as a result. Read the story and answer the questions. For help, look at pages 196 and 197 in your textbook.

Aquaculture in the Northeast

The fishing industry provides many jobs for the people of the Northeast. Fish and shellfish are consumed locally and sold in the marketplace. In recent years, the fishing industry has changed because of two problems. One is ocean pollution, which can make fish unsafe to eat. The other is a shortage of fish due to overfishing. As a result of these problems, fishers began to look for new ways to fish. Many went into the business of aquaculture, the raising of fish on man-made farms. Some fish farms are indoors, in huge tanks. Others are created in ponds. There is a good chance that the fish you eat comes from a farm, and not the ocean.

1. You could say the growth of aquaculture was an _____ caused by certain problems. (Circle one)
   shortage  effect  trade

2. Which clue words in the paragraph indicate a cause?

3. Which clue word(s) in the paragraph above indicates an effect?

4. What caused fishers to turn to aquaculture?

5. Identify one result of aquaculture.
Seaways and Cities

Answer the questions to complete the activity. For help, look at pages 198 to 201 in your textbook.

1. The picture shows a major urban area. It is part of the metropolitan Northeast. What is a metropolitan area?

2. The picture shows a suburban neighborhood. How have new forms of transportation affected the growth of suburbs?

3. How was the St. Lawrence Seaway created?
Using New Words

Use the terms in the box to complete the puzzle. For help, look at the lessons in Chapter 5 of your textbook.

Across

1. ____ is a very hard rock that is used to build buildings.

3. A huge sheet of ice slowly moving across the land is a _____.

7. The leaves of a ____ tree change color in autumn.

8. In the 1920s ____ areas became overcrowded.

9. The Appalachian plateau meets the Atlantic Coastal Plain at the ____. (2 words)

Down

2. A ____ tree is also called an evergreen.

4. People can safely dock their boats in a _____.

5. A ____ is a part of a body of water that cuts deeply into the land.

6. People come to the Northeast to see the fall _____.

(glacier, broadleaf, harbor, foliage, fall line, needleleaf, granite, bay, urban)
The Iroquois Confederacy

Suppose you were to interview Hiawatha, an organizer of the Iroquois Confederacy. You might ask questions like the ones below. Use the spaces under each question to write the answers you think Hiawatha might give. For help, look at pages 206 to 211 in your textbook.

**Question:** Where are most Iroquois villages built?

**Hiawatha:**

________________________________________________________________________
________________________________________________________________________

**Question:** Describe your village.

**Hiawatha:**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Question:** What natural resources are important to the Iroquois?

**Hiawatha:**

________________________________________________________________________
________________________________________________________________________

**Question:** Why did you work so hard to create the Iroquois Confederacy?

**Hiawatha:**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Question:** Who appoints sachems to the Grand Council? What are the duties of the Grand Council?

**Hiawatha:**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
The song below was popular among the people of Boston in the late 1700s. Read the words and answer the questions that follow. For help, look at pages 212 to 217 in your textbook.

There was an old lady lived over the sea,  
And she was an island queen.  
Her daughter lived off in a new country  
With an ocean of water between.  
The old lady's pockets were filled with gold,  
But never contented was she.  
So she called on her daughter to pay her a tax,  
Of three pence a pound on the tea,  
Of three pence a pound on the tea.

1. The “old lady” in the song refers to Great Britain. What might the “daughter” represent?

2. Which line in the song indicates that the colonists believed Great Britain to be a wealthy country?

3. According to the song, why did Britain want the colonists to pay a tax on tea?

4. Explain how the disagreement over taxes led the British and the colonists to war.
Drawing Inferences

Read the paragraph and answer the questions. Remember that an inference is something you figure out based on clues and on information that you already know. For help, look at pages 218 and 219 in your textbook.

Imagine that you’re at home, thinking about having a bowl of chocolate ice cream. Your mother has just brought a pint home from the store. You check the freezer, but you don’t see the ice cream. At that moment, your 5-year-old sister skips happily into the kitchen. She has chocolate all over her mouth. Your sister loves chocolate ice cream. She could eat it for breakfast, lunch, and dinner.

1. What inference can you draw from reading the paragraph?

2. What information did you probably already know?

3. Identify one clue in the paragraph that helped you draw an inference.

4. How can drawing inferences help you?

5. Put in order, from 1 to 3, the steps that can help you draw inferences.
   ______ Compare the clues with information you already have.
   ______ Make an inference.
   ______ Identify clues.
The Industrial Revolution

The excerpt below is from a book called *The Promised Land* by Mary Antin. In 1894, 13-year-old Mary left Russia to live with her father in Boston. Read the excerpt and then answer the questions that follow. For help, look at pages 220 to 225 in your textbook.

In America, then, everything was free, as we had heard in Russia; the streets were as bright as a synagogue on a holy day. Music was free; we had been serenaded, to our gaping delight, by a brass band of many pieces, soon after our installation on Union Place.

Education was free. That subject my father had written about repeatedly, as . . . his chief hope for us children, the essence of American opportunity, the treasure that no thief could touch, not even misfortune or poverty. It was the one thing that he was able to promise us when he sent for us; surer, safer, than bread or shelter.

On our second day I was thrilled with the realization of what this freedom of education meant. A little girl from across the alley came and offered to conduct us to school. My father was out, but we five between us had a few words of English by this time. We knew the word *school*. We understood.


1. Which American right was the most important to Mary's father?

2. The Antin family came to the United States from Russia. How many immigrants entered the United States between the years 1820 and 1920?

3. The Antin family and many other immigrants settled in Boston. In which other Northeastern city did many immigrants settle?

4. What were living conditions like for most immigrants?
The City of Mumbai

Use the map to answer the questions. For help, look at pages 226 to 229 in your textbook.

1. What is the title of this map?

2. Which ocean touches India’s southern, eastern, and western borders?

3. What mountain range runs along India’s northern border?

4. Which bay borders eastern India?

5. Which major river runs from the Himalaya through northern India and empties into the Indian Ocean?

6. Circle the cities of Ahmadabad, New Delhi, and Mumbai. In miles, how far is it from Mumbai to Ahmadabad; from Ahmadabad to New Delhi?
Using a Distribution Map

Study the distribution map of the United States. Then follow directions to complete the activity. For help, refer to pages 230 and 231 in your textbook.

1. List the states that make up the Northeast region.

2. In 1860, which region had the most people per square mile? Explain your answer.

Northeast  Southeast  Southwest

3. Which Northeastern city had the fewest people per square mile?

Pittsburgh  New York  Philadelphia
The Northeast Today

Circle the letter of the word or phrase that best completes each sentence. For help, look at pages 232 to 237 in your textbook.

1. Most people in the Northeast live ________________________.
   a. in farming communities
   b. in the Appalachian Mountains
   c. in urban and suburban areas

2. The large population of the Northeast is mainly a result of ________________________.
   a. immigration
   b. tourism
   c. British colonization

3. Many cities in the Northeast are ________________________.
   a. overcrowded
   b. centers of trade and industry
   c. a and b

4. Draw a line from Boston, MA, to Washington, DC. This area is called ________________________.
   a. the Northeast
   b. the Industrial Revolution
   c. the Boswash area

5. Suburban communities grew up in the Northeast because people began ________________________.
   a. moving away from crowded cities
   b. driving cars to and from work
   c. leaving the Northeast
   d. a and c
   e. a and b
Using New Words

Circle the term in each group that does not belong with the rest. Then write a sentence using the remaining words. For help, look at the lessons in Chapter 6 of your textbook.

1. sachems  commute  Iroquois Confederacy  Grand Council

2. Minutemen  patriots  American Revolution  megalopolis

3. longhouse  tenement  sweatshop  immigrant

4. suburb  commute  megalopolis  Boston Massacre

5. commute  Boswash  terrorism  urban
Across the Plains

Use the map to complete the activity. For help, look at pages 252 to 255 in your textbook.

THE MIDDLE WEST

1. Locate and label the following features on the map.
   a. the four Great Lakes
   b. the Mississippi, Missouri, and Arkansas rivers
   c. the 12 Midwestern states
   d. the Great and Central plains

2. How do people use the land of the Central and Great plains?
Reading Circle and Line Graphs

Graphs are special diagrams that show information visually. Use the line and the circle graphs below to answer the questions. For help, look at pages 256 and 257 in your textbook.

1. What does a line graph show?

2. According to the line graph, how did the population of the United States change between 1890 and 1990?

3. Did the population in the United States increase or decrease between the years 1950 and 1990?

4. What does a circle graph show?

5. Which ancestry group makes up the largest part of the United States population? How can you tell?

6. Which ancestry group has more people in the United States, African American or Italian?
An Inland Climate

Use the pictures to complete the activity. For help, look at pages 258 to 263 in your textbook.

1. a. Which picture shows the lake effect on climate? ______________

   b. How does the lake effect influence the climate of Southern Michigan and other areas of the Middle West?

   ____________________________

   ____________________________

   ____________________________

   ____________________________

   ____________________________

2. a. Which picture shows a drought? __________________

   b. How does a drought affect crops?

   ____________________________

   ____________________________

3. a. Which picture shows a tornado? __________________

   b. What makes a tornado dangerous?

   ____________________________

   ____________________________

   ____________________________

   ____________________________

   ____________________________

   ____________________________

   ____________________________

   ____________________________

   ____________________________
Into the Hills

Use the map to answer the questions. For help, look at pages 264 to 267 in your textbook.

1. Which region of the United States does the map show?

2. What specific information does the map give?

3. Which waterways were used in shipping iron ore to cities like Detroit, Michigan?

4. Which important product is made from iron?

5. Near which Great Lake was Detroit built?

6. Circle the area where huge deposits of iron ore were found in the mid-1800s. What is the name of this area and in which state does it lie?

7. Which major river runs through Minnesota?
Using New Words

Choose a term from the box to match each phrase. For help, look at the lessons in Chapter 7 of your textbook.

<table>
<thead>
<tr>
<th>lake effect</th>
<th>blizzard</th>
<th>taconite</th>
<th>open-pit mining</th>
</tr>
</thead>
<tbody>
<tr>
<td>reclamation</td>
<td>tornado</td>
<td>prairie</td>
<td>ore</td>
</tr>
<tr>
<td>livestock</td>
<td>iron</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. farm animals, such as cattle, pigs, and chickens

2. refers to the effect of the Great Lakes on the climate of the Midwest

3. winter storms with temperatures below 20° F, strong winds, and lots of snow

4. a flat area thickly covered with tall grass and wildflowers

5. a metal used in making steel

6. the creation of a mine by clearing the area of all plants and soil, then using explosives and giant power shovels to dig out the ore

7. a dangerous and destructive whirling funnel of wind

8. a flintlike rock that contains relatively small amounts of iron minerals

9. the practice of restoring the land after open-pit mining

10. a rock that contains a metal
Wagon Trains and Pioneer Life

Use the picture to complete the activity. For help, look at pages 272 to 277 in your textbook.

1. Why did pioneers move to the frontier in the 1800s?

2. a. How did the pioneer family in this picture travel west?

b. What were two other ways pioneers journeyed west?

3. a. Which items in the picture did the pioneers probably make themselves?

b. Why did pioneer families need to be self-sufficient?
Making Generalizations

Answer the questions to complete the activity. For help, look at pages 278 and 279 in your textbook.

1. What is a generalization?

2. Suppose you took a poll on the study habits of 30 students in a class of 4th graders. The results of your poll might look like the following.

<table>
<thead>
<tr>
<th>Time Spent Studying For a Spelling Test</th>
<th>Number of Students</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 minutes</td>
<td>8</td>
<td>C, D, C, C, D, D, B, C</td>
</tr>
<tr>
<td>30 to 45 minutes</td>
<td>12</td>
<td>B, C, B, B, A, C B, B, B, C, B</td>
</tr>
<tr>
<td>1 hour</td>
<td>10</td>
<td>A, A, B, A, B, C, B, A, A, A</td>
</tr>
</tbody>
</table>

Based on the chart, can you see a possible relationship between the number of hours spent studying and the test grade?

What generalization could you make based on this relationship?

3. List the four steps in making a generalization.
The Lakota

The words below were spoken by a Lakota chief. Read the paragraph. Then answer the questions. For help, look at pages 280 to 285 in your textbook.

The Tipi [teepee] is much better to live in; always clean, warm in winter, cool in summer; easy to move. . . . If the Great Spirit wanted men to stay in one place he would make the world stand still; but he made it to always change.

—Chief Flying Hawk

1. Why does Chief Flying Hawk believe that the teepee is a good shelter?

2. How does Chief Flying Hawk explain the Lakota way of life?

3. Why was the buffalo especially important to the Lakota?
Booming Industry

Use the space provided to answer the questions in each box. Write your answers as complete sentences in a paragraph on the automobile. For help, look at pages 286 to 291 in your textbook.

- Who built the Model T?
- How was Henry Ford able to lower the cost of his cars?
- Why did Americans start calling Detroit, Michigan, "Motor City, U.S.A."?

- How did the auto industry help the economy of the Middle West?
- Why did immigrants and African Americans head for the Middle West during the early 1900s?
- How did the automobile change the way of life in the United States?
The Middle West Today

The poem below is from *For My People* by Margaret Walker. Read the poem and answer the questions. For help, look at pages 292 to 297 in your textbook.

**Iowa Farmer**

I talked to a farmer one day in Iowa.
We looked out far over acres of wheat.
He spoke with pride and yet not boastfully;
he had no need to fumble for his words.
He knew his land and there was love for home
within the soft serene eyes of his son.
His ugly house was clean against the storm;
there was no hunger deep within the heart
nor burning riveted within the bone,
but here they ate a satisfying bread.
Yet in the Middle West where wheat was plentiful;
where grain grew golden under sunny skies
and cattle fattened through the summer heat
I could remember more familiar sights.


1. What kinds of crops and animals does the poet mention?

2. How does the poet describe summer in the Middle West?

3. What words in the poem support the claim that the Middle West is America’s "breadbasket"?

4. Does the poet think the Iowa family is happy farming? Explain.

5. How has farming changed in the last century?
From Farming to Industry

Use the map to answer the questions. For help, look at pages 298 to 301 in your textbook.

1. What is the title of this map?

2. List the countries that produce grains.

3. Which product might the United States import from Canada?
   - cattle
   - tobacco
   - coffee

4. List the goods the United States might import from Chile.

5. Which countries produce coffee?

6. Which countries in the Western Hemisphere produce forest products?
Using New Words

Answer each question to complete the activity. For help, look at the lessons in Chapter 8 of your textbook.

1. What attracted a pioneer to the frontier in the 1800s?

2. Which method of transportation—a flatboat or Conestoga wagon—would you prefer? Why?

3. How did mass production help lower the cost of cars?

4. How does a combine help farmers?

5. What does the food processing industry do?

6. What is an agribusiness?

7. How did the Great Migration and the invention of robots affect the growth of industry in the Middle West?
The Rocky Mountains

Use the map to complete the activity. For help, look at pages 316 to 321 in your textbook.

1. Identify the states that make up the Mountain region.

2. Which mountain range runs through the Mountain States?

3. Which has a higher elevation, Pikes Peak or Gannett Peak?

4. What is the elevation of the Great Salt Lake?

5. What is the Continental Divide?

6. Write a paragraph on Mesa Verde. Who lived there? How did they live? What happened to them?
Snowy Peaks

Read the sentences carefully. Then answer the questions, indicating whether each statement is True or False. Explain your answer in a sentence. For help, look at pages 322 to 325 in your textbook.

1. In summer, hikers can wear shorts and sandals to climb the Rocky Mountains.

2. Mountain peaks get more precipitation during the year than low-lying areas.

3. Elevation often affects temperature. Areas with low elevation are colder than those with high elevation.

4. Krummholz is a French word that means straight wood. Describe a krummholz forest.
Use a Vegetation Map

Use the vegetation map to complete the activity. Remember, a vegetation map shows the kind of plant life that grows in an area. For help, refer to pages 326 and 327 in your textbook.

1. What is the title of this map?

2. What does the map key tell you?

3. Which state has wetland areas?

4. Which kind of vegetation would you find if you were to visit Lake Michigan?

5. Identify the kinds of vegetation found in the Mountain States.

   Montana

   Wyoming

   Utah

   Idaho

   Colorado
Mining in the Mountains

Follow the directions to complete the activity. For help, refer to pages 328 to 331 in your textbook.

1. The picture shows one of the natural resources of the Mountain States. List some other natural resources found in this region.

2. How do people use the natural resources of the Rocky Mountains?

<table>
<thead>
<tr>
<th>Natural Resource</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>water</td>
<td></td>
</tr>
<tr>
<td>copper</td>
<td></td>
</tr>
<tr>
<td>trees</td>
<td></td>
</tr>
</tbody>
</table>

3. Create a three-step flow chart showing how copper is processed for use in making products. Remember to use and define the terms *smelt* and *slag*.

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Using New Words

Add vowels to finish the words in the grid below. Afterward, finish the chart by writing each word in the puzzle next to its definition. For help, look at the lessons in Chapter 9 of your textbook.

<table>
<thead>
<tr>
<th>WORD</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>an imaginary line that runs north to south along the peaks of the Rocky Mountains</td>
</tr>
<tr>
<td></td>
<td>the point above which it is too cold for trees to grow</td>
</tr>
<tr>
<td></td>
<td>the process of using high temperatures to separate pure metals from rock</td>
</tr>
<tr>
<td></td>
<td>a kind of hot spring that releases jets of steam and water periodically</td>
</tr>
<tr>
<td></td>
<td>waste material that forms on the surface of liquid metal</td>
</tr>
</tbody>
</table>
The Shoshone

Read the questions in the box. Then use them to help you write a paragraph about an important Native American, Chief Washakie, of the Shoshone. For help, look at pages 336 to 341 in your textbook.

- Where did the Shoshone live?
- Why did the first settlers come to Shoshone land?
- What issues did the Shoshone have with the white settlers?
- How were these issues resolved?
Exploration and Boom Towns

Study the map. Then complete the activity. For help, look at pages 342 to 347 in your textbook.

1. Circle the place where the two railroad lines met to form the Transcontinental Railroad. In which state is this place?

2. Say you’re traveling from San Francisco to St. Paul by train. Trace your route on the map. What railroad lines would you take on your journey?

3. How did the transcontinental railroad help people in general?

4. What part did Chinese immigrants play in building the transcontinental railroad?

5. Which group of people suffered as a result of the railroad? Explain.
Drawing Conclusions

Read the paragraph and follow the directions to complete the activity. Remember, a conclusion is a statement based on several pieces of information. For help, look at pages 348 and 349 in your textbook.

For many years only Native Americans were familiar with the lands west of the Mississippi River. In 1804, however, President Thomas Jefferson asked Meriwether Lewis and William Clark to explore this territory for the United States. In a letter, Jefferson asked the explorers to "take observations...at all remarkable points."

1. What is the topic of the paragraph above?

2. Which facts did you gather from the paragraph?

3. What conclusions can you draw from the facts? Put an X next to each conclusion.
   
   ____ a. The President probably gave Lewis and Clark helpers and supplies for the expedition.
   
   ____ b. Lewis and Clark would be writing a lot during their journey west.
   
   ____ c. Lewis and Clark agreed to make the expedition because they were looking for adventure.
   
   ____ d. Lewis and Clark would be meeting Native Americans on their journey west.
   
   ____ e. President Jefferson wrote many letters.
Women Fight for Their Rights

Use the map to answer the questions. For help, look at pages 350 to 355 in your textbook.

**SUFFRAGE BEFORE THE 19TH AMENDMENT**

1. Which state granted women full suffrage first? ______________

2. Why did the men of Wyoming support women’s suffrage? ______________

3. Which region granted women full suffrage first? ______________

4. What important firsts were achieved by Esther Morris, Jeannette Rankin, and Nellie Tayloe Ross? ______________

5. Which two women were major influences in the fight for women’s suffrage? ______________
Reference Sources

Read carefully and follow the directions to complete the activity.
For help, look at pages 356 and 357 in your textbook.

1. Look at the encyclopedia above. In which volume would you look to find articles about the following topics?
   a. transcontinental railroad
   b. Elizabeth Cady Stanton
   c. Chief Washakie
   d. the history of California

2. Look at the dictionary entry below. Then answer the questions.

   assemble (ə sem' bûl), n. 1. a group of people gathered together for some purpose; a meeting. 2. a lawmaking body. 3. a putting together; a fitting together: In Detroit we saw the assembly of parts to make an automobile.

   a. Which guide words would appear at the top of the page with entry word assembly? Circle one.
      
      arena/argue                  aspire/assertive                  altar/although

   b. How many meanings does the word assembly have?

3. How does a dictionary differ from an encyclopedia?
The Mountain States Today

Answer the questions to complete the activity. For help, look at pages 358 to 363 in your textbook.

1. Which picture shows the Gunnison Gorge?  
   A       B       C  
   How was the gorge created?  
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. Which picture shows a recreational activity that draws tourists to the Mountain States?  
   A       B       C  
   Why are tourism and mining the most important industries in the Mountain States?  
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. Which picture shows a product from the Denver mint?  
   A       B       C  
   What is a mint?  
   ____________________________________________________________
The Swiss Alps

Use the map to answer the questions. For help, look at pages 364 to 367 in your textbook.

1. On which continent is Switzerland? (Circle one.)
   - Australia  - Asia  - Europe

2. Which five countries border Switzerland?
   __________________________________________
   __________________________________________
   __________________________________________

3. Is Switzerland east or west of Spain? (Circle one.)
   - east  - west

4. Which landform separates Switzerland from its neighbors?
   __________________________________________
   __________________________________________
   __________________________________________

5. What is the most important part of the Swiss economy?
   __________________________________________

6. Switzerland is rich in minerals and natural resources. (Circle one.)
   - true  - false
Using New Words

If you need help in completing the crossword, look at the lessons in Chapter 10 of your textbook.

Down
1. a governmental division of Switzerland
2. surrounded on all sides by land
3. a journey taken for a specific purpose

Across
4. the right to vote
5. meaning across a continent
6. an empty town, without people
7. an agreement in writing between two or more groups
8. a narrow passage through land
Western Peaks

Use the map to complete the activity. For help, look at pages 382 to 385 in your textbook.

1. What is the elevation along the west coast of Oregon? 

2. What is the difference, in feet, between the highest and lowest points of elevation in Oregon? 

3. Which mountain range runs through Oregon? 

4. Which city on the map has an elevation of 2,000 to 5,000 feet? 

5. Which city on the map lies farthest north? 

6. Which two cities have the same elevation?
Reading a Road Map

Road maps guide travelers in getting from one place to another. Use the map to complete the activity. For help, look at pages 386 and 387 in your textbook.

1. List the three kinds of roads shown on the map.

2. Name the interstate highway that passes through Reno, Winnemucca, and Wells.

3. Name the national parks shown on the map.

4. Suppose you wanted to reach Tonopah from Las Vegas. Which highways could you take? Trace the route on the map in blue.

5. What lake is in both Nevada and California? How would you travel there from Lovelock? Trace your route in red.
Deserts and Rainforests

Use the map to complete the activity. For help, look at pages 388 to 391 in your textbook.

1. What part of Oregon gets the most precipitation?

5. Explain how the rain shadow works.

2. What is the difference, in inches, between the greatest possible rainfall in Medford and Portland?

3. Which two cities have the same yearly precipitation?

4. What parts of Oregon are in the rain shadow?
Recognizing Point of View

Read the paragraph and follow directions to complete the activity. Remember, a point of view is the way a person sees something. For help, look at pages 392 to 393 in your textbook.

I live in San Diego. I think it’s the best city in California. It certainly has a perfect climate. It’s sunny and warm during the day and cool at night, great for sleeping. I can always find something to do in San Diego. I have the mountains, the beach, and the desert to explore. I can go swimming and biking at the beach one day. I can go skiing and hiking in the mountains the next. I love San Diego!

1. What is the subject of the paragraph above?

2. Underline the statements of fact. Put the opinion statements in parentheses.

3. List any clue words you found in the paragraph.

4. State the point of view expressed in the paragraph.

5. Write a paragraph describing your point of view about where you live.
Thick Forests and Wide Valleys

Use the map to complete the activity. For help, look at pages 394 to 399 in your textbook.

1. Locate the Central Valley. Color it green.

2. Locate and label the two mountain ranges that border California’s Central Valley on the east and west.

3. Locate the Sacramento and San Joaquin Rivers. Trace their routes in blue.

4. Name three factors that make the Central Valley a good spot for agriculture.

5. Explain how the Sacramento and San Joaquin rivers help agriculture in the Central Valley.

6. What are scientists in the Central Valley trying to produce?
Using New Words

Use the clues below and the words in the box to fill in the crossword puzzle. For help, look at the lessons in Chapter 11 of your textbook.

Across
2. chemicals that make soil more fertile
4. a break in Earth’s surface through which hot gases and liquid rock can erupt
5. the process by which trees are cut down and moved out of the forest
6. an irrigation system through which dams and canals bring water to dry land in California (3 words)

Down
1. the cutting down of a forest
3. a process that causes an area to stay fairly dry because rain clouds have already dropped their moisture by the time they reach it (2 words)
7. liquid rock that comes out of an erupting volcano
The Hawaiians

Use the pictures on the right to answer the questions. For help, look at pages 404 to 409 in your textbook.

1. Which picture shows the ruler who united Hawaiians?

   What did this ruler promise the Hawaiians?

2. Which picture shows the first European to come to Hawaii?

   Why was this person's visit important?

3. Which picture shows what Europeans and Americans developed in Hawaii?

   Why did foreigners flock to Hawaii?

4. Which picture shows the last ruler of an independent Hawaii?

   What happened to Hawaii after the people overturned the monarchy in 1893?
The Gold Rush

The words below are from a popular American folk song. Read them carefully. Then answer the questions that follow. For help, look at pages 410 to 415 in your textbook.

Ho, boys, ho! for California, O!
There's plenty of gold, so I've been told,
On the banks of the Sacramento.

Ho, boys, ho! for California, O!
As many folks say, it's far away
To the banks of the Sacramento.

Carl Carmer, America Sings: Stories and Songs of Our Country's Growing
(New York: Alfred A. Knopf, 1942), page 211.

1. When was this song probably written?

2. What is a gold rush?

3. How might the songwriter have heard about California's gold?

4. The song says California is far away. How did the forty niners get to California?

5. Once they reached California, how did the miners search for gold?

6. Did most miners find plenty of gold?
Using Primary and Secondary Sources

A primary source is information from someone who experienced an event.
A secondary source is information from someone who did not experience the event. Read the excerpts about finding gold at Sutter's Mill. Then answer the questions. For help, look at pages 416 and 417 in your textbook.

Excerpt A
My eye was caught by something shining in the bottom of the ditch. I reached my hand down and picked it up; it made my heart thump, for I was certain it was gold. The piece was about half the size and shape of a pea. Then I saw another . . .

Excerpt B
In 1848 a businessman named John Sutter decided to build a sawmill. He hoped to sell cut lumber to new settlers in the region. Sutter chose a spot along the American River, near today's Sacramento. One day, while working on the mill, an employee named James Marshall made an amazing discovery. He had sighted a nugget of gold.

1. a. Which excerpt is a primary source?
   b. What clues in the excerpt helped you decide?

2. a. Which excerpt is a secondary source?
   b. What clues in the excerpt helped you decide?

3. a. Which excerpt was probably written by a person who experienced an event?
   b. Which excerpt was probably written by a historian?

4. a. What sources might you read to learn more about firsthand experiences of the gold rush?
   b. What sources would you read to learn about the history of cattle drives?
Immigrants in the West

Use the graph to answer the questions. For help, look at pages 418 to 423 in your textbook.

1. During which year did more than 350,000 immigrants from Mexico enter the United States?

2. In which year was the number of immigrants more than in 1900 but less than in 1920?

3. Why did Mexicans come to the United States?

4. Describe the life of a migrant worker.

5. How did Dolores Huerta and Cesar Chavez help migrant workers?

6. How many Mexicans were deported between the years 1931 and 1933?
Recognizing Frame of Reference

Read the paragraph and answer the questions. For help, refer to pages 424 and 425 in your textbook.

When his family lived in San Diego, Jason spent all his free time at the beach. He would swim, fish for abalone, climb on rock formations, and fly his kite. Jason's parents always knew where they could find him. In fact, they thought he might be part sea creature. One day, Jason's father said the family was moving to Taos, NM, where he got a better job. That's where Jason lives now, unfortunately. Taos doesn't have a beach. It has acres and acres of tall mountains and pine trees. Jason's new friends have invited him to go hiking with them in the mountains. But Jason has refused such offers. He just sits around pining away for his beach in San Diego.

1. What is the subject of the passage?

2. What is Jason's point of view about Taos, New Mexico?

3. What characterizes Jason's background?

4. What is a frame of reference? What effect does it have on a person's point of view?

5. Explain how Jason's frame of reference has shaped his point of view.
The West Today

Follow the directions to complete the activity. For help, look at pages 426 to 431 in your textbook.

1. Which two Western states have a large share in the computer software market?

2. Which three industries thrive in California?

3. Write the name given to a place in California because so many computer software companies sprang up there.

4. The West is the fastest growing region in the United States. (Circle one.)
   True         False

5. Which Western state grew fastest, according to the 2000 Census?

6. What problems has rapid growth created in the West?
   a. 
   b. 
   c. 

Chapter 12 - pp. 426–431
New Technology in Japan

Study the map. Then complete the activity. For help, look at pages 432 to 435 in your textbook.

1. Explain the statement, Japan is an island nation.

2. Which continent lies west of Japan?

3. Circle on the map the cities that form part of the largest megalopolis in the world. Name those cities.

4. In which industry is Japan a leader? What products does this industry produce?

5. Japanese inventors are developing a hybrid car. Describe the advantages of this kind of car.
Using New Words

Answer each question to complete the activity. For help, look at the lessons in Chapter 12 of your textbook.

1. What is the electronics industry?

2. What is urban sprawl?

3. What was the Gold Rush of 1848?

4. What is silicon?

5. Who were the forty niners?

6. How is a hybrid car powered?

7. Why are ghost towns scattered throughout the West?
Science

- Working in groups of three, conduct an experiment to show how running water erodes soil. You'll need sand, soil, gravel, a rectangular aluminum pan, and a spray bottle filled with water.
- Mix the sand, soil, and gravel in the aluminum pan. Pat the mixture into a firm, flat layer.
- Raise one end of the pan slightly off the table. Spray water on the raised side of the pan. Observe the results. What happened to the soil?
- Raise the pan a little higher and spray the soil again. Note the results. Repeat this procedure, raising the pan still higher.
- Write a short report on the results of your experiment. Share your report with the class.

Mapping the Chisholm Trail

- Working in small groups, use the Internet or your school library to research the Chisholm Trail. Then, on a piece of oaktag, draw a map of the states through which the trail leads. Include such landforms as plains, rivers, and hills.
- Pretend you are a rancher driving a herd of cattle to market from San Antonio, Texas, to Abilene, Kansas, along the Chisholm Trail. Each day your herd travels ten miles. Measure the length of the drive on your map in ten-mile intervals. Mark each interval with an X. How many days did the drive take?
- Write a journal entry for each day you travel. Think about the surroundings as you write. What time of day is it? Which season? How does the landscape look?
- Number your journal entries and paste each one on the map next to the appropriate ten-mile interval. Share your maps and journals with the class.
Mapping the Trail of Tears

- The Cherokee traveled several routes on the tragic walk from their homeland in the Southwest to a reservation in Oklahoma. Work with a partner to research these various routes using the resources of a library or the Internet.

- Next trace a map of the states through which the Cherokee traveled. Then draw on your map the various routes the Cherokee took, using a different color marker for each. Show important landforms on the trails, such as mountains, lakes, and rivers. Create a key and a scale for your map.

- Now study your map, thinking about the following questions. How many miles was each route the Cherokee traveled? Were some routes more difficult to travel than others? How long, in days, was the journey? Write a short paragraph in answering these questions and any more that come to mind.

- Present your map and report to the class.

Language Arts

- Working with a partner, create a flyer asking for volunteers to help run the Underground Railroad. The Underground Railroad is the name given to a group of people who helped enslaved African Americans escape to freedom.

- Think about the reasons people should help free enslaved African Americans. If necessary, use a library or the Internet to gather information.

- Now write the text of the flyer. Be persuasive. Present an argument against slavery. Explain why every citizen should get involved in the fight for freedom. You might quote parts of the Declaration of Independence, which states that “all men are created equal.”

- Share your flyer with the class.
Hiking the Appalachian Trail

- Work in a group of three and create a travel guide for a hiking trip on the Appalachian Trail. Narrow your scope to one state in the Northeast.
- Research the trail in the state you choose. Sketch the route the trail takes as it winds through the state. Take notes on any important landforms and places of interest nearby.
- Draw a map of the state and the trail. Label the important landforms and places of interest. Include a map key, if necessary, and a map scale.
- Write the text of your travel guide. Describe, in very upbeat, enthusiastic language, all the important sites on the trail. Offer suggestions for places to camp and eat along the trail. (Make them up, if necessary.) Describe these places.
- Create a brochure from an eight-by-eleven inch piece of construction paper folded into three sections. Then arrange your map and the text of your travel guide on the pages of the brochure, leaving the front panel blank. When you are satisfied with the layout, paste the pieces into place.
- Write a title for your guide on the cover of the brochure. Then decorate the cover and inside pages with markers or crayons.
- Share your finished travel guide with the class.

Language Arts

- Imagine you are John Adams trying to gain support for the American Revolution.
- Write a letter to a country in Europe asking for help in the form of money, weapons, or manpower.
- Present an argument to persuade the European nation to aid the colonists. You might promise something in return. You could repay a loan, for example, at a substantial interest rate. Or you might offer the European nation military or monetary aid should the need arise.
- Share your letter with the class.
Language Arts

- Write a story about a severe storm, such as a hurricane or a tornado.
- Review the section of your textbook on hurricanes and tornadoes. Then research those storms on the Internet or at a library.
- Think up a story. You might write about an on-air reporter broadcasting from a place hit by the storm. Has the storm passed or is it still raging? Can you describe the storm? What does it look like? How does it sound? How does it feel? Is the reporter in danger?
- After writing your story, read it to the class.

Assemble It!

- Work in groups of three to make an arts-and-crafts product on an assembly line. Choose a product that you can finish in three steps, one step for each person in your group. Then figure out a job for each worker.
- Gather the materials you'll need to make the product, including a long table on which to set up the assembly line. Choose a spot for each work station on the assembly line. Place the materials each worker will need at the work stations. Then start production.
- Hold a class competition. Have each group member stand at his or her work station. At a signal from the teacher, work can begin. Stop the work after five or ten minutes. How many products have you assembled? Will each one pass inspection by a quality-control engineer? The winning group must be tops in quantity and quality.
Science

- A geyser is a hot, underground spring from which steam and water shoot into the air periodically. Geysers erupt when water pressure builds up underground. The pressure causes steam and water to rise above the Earth's surface. To see how a geyser works, try this experiment.

- Obtain a funnel, a large metal or plastic container (such as a coffee can), and a three-foot piece of plastic tubing. The container must be as tall as the funnel.

- Fill the container with water. Then set the funnel into the container with the large opening facing downward. Place one end of the plastic tubing under the rim of the funnel. Blow into the plastic tubing, holding the funnel down, if necessary. What happens? Write your observations in a notebook.

- Afterward, meet with your classmates to compare observations.

Map an Expedition

- Work with a partner to map an expedition. Begin by pretending you, like Lewis and Clark, have begun a journey through uncharted territory in the United States. You plan to travel on horseback and by canoe, when necessary.

- Choose a destination on a map of the United States. Trace the states you will travel through, showing major rivers and landforms. Then draw the route you will take.

- Label the areas you will travel by canoe and those you will travel on horseback. Make a key and scale for your map.

- Share your map with the class.
Plan a Class Trip

- Imagine your class is planning a trip out West to learn about Native American culture. Your first step is to choose a destination.

- Research where in the West various groups of Native Americans live. Then decide which group you would like to visit.

- Write a print ad to convince the class to choose the destination of your choice. The ad can be a brochure, a poster, or a billboard. Use short, catchy sentences in the body of your ad. Go, New Mexico, for example. Include bits of information that will sway your classmates. What are the best physical features of the area? Which Native American group will you have access to? How will the class learn from the trip?

- Illustrate your ad with drawings and/or pictures. Add a title.

- Present your advertisement to the class.

Language Arts

- The forty niners suffered great hardships in their search for gold. Write a story about something you wanted very much.

- Explain why you wanted the thing. Describe the trouble you went through to get it. Tell how it felt to get it—or not to get it.

- Illustrate your story and share it with the class.
Practice and Activity Workbook

- Content
- Vocabulary
- Skills
- Writing