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Texas, Our Texas

Practice and Activity Workbook

Social Studies • Grade 4

- Content
- Vocabulary
- Skills
- Writing
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Acknowledgments
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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 south of the Equator. My closest neighbor is Asia. Write my name on the line.

3. I am a continent in the Southern Hemisphere. You can't get anymore 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. Maria lives in the state capital of Texas. In which city does she live?

2. What did you use to find the state capital? Circle your answer.
   - compass rose
   - map key

3. Maria and her family have friends in El Paso. In which part of Texas is El Paso? Circle your answer.
   - north
   - south
   - east
   - west

4. What helped you answer question 3?
   - compass rose
   - map key

5. Maria and her family often travel to Lubbock. In which direction is Lubbock from Austin?
   - northwest
   - southwest
   - northeast
   - southeast

6. Maria likes to visit the national parks and forests of Texas. What national forest is northeast of Austin?
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 the Southwestern states?

6. Suppose you and your family are taking a car trip from Dallas, Texas, to Santa Fe, New Mexico.
   a. How many miles apart are these two cities?
   b. How many miles would you travel round 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. Were the Texas colonies located mostly in the eastern or western part of present-day Texas?

4. Which colony was farthest north?

5. Which colony appears to be the largest?

6. In which colony was the town of Gonzales?

7. In which colony was San Antonio?
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 Texas belong?

3. Locate the equator. All of which continent is above the equator?

4. Which continents are on or below the equator?

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

6. Which country is closer to the South Pole? (Circle one)
   - Canada
   - Brazil

7. 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 Texas has the lowest elevation?

What is the elevation of this region?

2. Which part of Texas has the highest elevation?

What is the elevation of this region?

3. Locate El Paso and Austin on the map. Which city has the higher elevation?

4. Locate Houston and San Antonio on the map. Which city has the lower elevation?

5. If you travel from Dallas to Amarillo, are you going to a higher elevation or a lower elevation?

6. Locate the Colorado River. Does it start at a high or low elevation?

What is the elevation where the Colorado River ends?
Our State’s Climate

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

1. Which two cities on the map have the coolest July temperatures?

2. If you traveled from Austin to the Guadalupe Mountains, would the climate become warmer or cooler? Why?

3. Why do you think Amarillo is cooler than Corpus Christi in July?

4. Look at the precipitation map above. Which city on the map has the driest climate?

5. Which city has the wettest climate?

6. If you moved from Austin to Amarillo, would you expect more or less precipitation during the year?
Write an Outline

Use the notes to complete an outline for a report on the natural resources of Texas. For help, refer to pages 16 and 17 of your textbook.

NOTES
- example: minerals, petroleum
- we use natural resources found in nature for farming and land development
- replaceable
- conservation: renewable and nonrenewable resources
- example: trees, water, soil
- we build roads, buildings, dams
- not replaceable

OUTLINE

I. We Shape Our Environment
   A. ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________

   B. ____________________________

II. Renewable Natural Resources
   A. ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________

   B. ____________________________
   ____________________________
   ____________________________

   C. ____________________________

III. Nonrenewable Natural Resources
   A. ____________________________
   ____________________________
   ____________________________
   ____________________________

   B. ____________________________
   ____________________________
   ____________________________

   C. ____________________________
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>ethnic groups</th>
<th>good</th>
<th>property</th>
<th>customs</th>
</tr>
</thead>
<tbody>
<tr>
<td>laws</td>
<td>20 million</td>
<td>Texans</td>
<td>culture</td>
</tr>
<tr>
<td>Native Americans</td>
<td>heritage</td>
<td>African Americans</td>
<td>1865</td>
</tr>
<tr>
<td>better life</td>
<td>1800s</td>
<td>immigrants</td>
<td>slavery</td>
</tr>
</tbody>
</table>

More than ________________ people live in our state. Texas is made up of people from many different ________________, who share a common ________________. The first people to live in what is now Texas were ________________. Beginning in the 1600s, ________________ began to arrive. Most immigrants came to find a ________________. In the ________________, thousands of ________________ were brought to Texas against their will, in ________________, to become the ________________ of another person. This practice ended in ________________. Today, ________________ continue to come to Texas from all over the world. These people enrich our state with their ________________ and ________________. We are all ________________, though. We work for the common ________________. We follow the ________________ of our state and country.
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 States
   - Southwest
   - Middle West
   - Northeast
   - Southeast

3. What factors shape regions?

4. What famous landform is found in the Southwest?

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

6. What plays a big part in connecting regions?
Problem Solving

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

Peter's class is planning a trip to learn about the people of Texas. Tomorrow the class will vote on where to go. Here are the choices.

- natural history museum
- multicultural fair
- Chinatown

The natural history museum would have exhibits of different ethnic groups. But there wouldn't be any people to talk with about their different cultures and customs.

The multicultural fair would have people of different ethnic groups. The students could talk with the people, taste traditional foods, and see traditional dances. But the fair will be very crowded.

A trip to Chinatown would be interesting. There would be lots to see and people to talk with. But only one ethnic group would be represented.

The class voted to go to the multicultural fair. The students thought they could learn most about the different people of Texas at the fair.

1. Identify the problem Peter's class faced?

2. Which options did the class list?

3. What information helped solve the problem?

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

Use the map to complete the activity. For help, refer to pages 28 to 35 in your textbook.

1. What kind of map is shown above?

2. Which cities on the map lie in the Coastal Plain?

3. Which of the four types of landforms would you expect to find in Amarillo?

4. In which part of Texas would you go mountain climbing?

5. Which types of landforms are in central Texas?

6. Which river flows along the southern state boundary?

7. In which region would you find desert areas? Name a city in this region.
Read a Vegetation Map

Use the map to answer the questions. For help, refer to pages 36 and 37 in your textbook.

1. What is the title of the map?

2. What does the map show?

3. Find the map key. List the kinds of vegetation represented on the map key.

4. Which kind of vegetation is found in San Antonio?

5. Which kind of vegetation is found in Fort Worth?

6. Which city is located in a wetlands area?
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.

| a. urban | f. aquifer | k. conservation | p. plateau |
| b. plain | g. culture | l. precipitation | q. heritage |
| c. rural | h. canyon | m. environment | r. ethnic group |
| d. basin | i. mineral | n. geography | s. elevation |
| e. custom | j. interdependent | o. petroleum |

1. when people depend on people in other areas
2. describes a city and its surrounding communities
3. the way of life of a group of people
4. describes the countryside
5. the history and culture a group of people share
6. a high, flat area that rises steeply above the surrounding land
7. the study of Earth and the different things on it
8. a group of people whose ancestors are from the same country or area
9. a thick, black, oily liquid found underground
10. a large area of nearly flat land
11. a low, bowl-shaped landform surrounded by higher land
12. a deep valley with steep sides
13. moisture that falls to the ground
14. the surroundings in which people, plants, and animals live
15. the careful use of our natural resources
16. an underground layer of limestone that absorbs rainfall like a sponge
17. the special way a group of people does something
18. the height of the land above the level of the sea
19. a natural substance that is found in the ground
Looking at the First Americans

Use the pictures below to answer the questions. For help, refer to pages 48 to 53 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 Americans arrive in North America?

How did the first Americans live?

2. This picture shows tools used by early peoples. For what were these tools used?

Of what were these tools made?

3. How did farming help the early people of Texas?
Using Latitude and Longitude

Use the map to complete the activity. For help, refer to pages 54 and 55 in your textbook.

LATITUDE AND LONGITUDE: 50 STATES

1. Eric'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 Eric's father traveled.

   **Left home:** 30°N, 95°W  
   **Stop 1:** 35°N, 120°W  
   **Stop 2:** 40°N, 105°W  
   **Stop 3:** 35°N, 90°W  
   **Stop 4:** 30°N, 90°W  
   **Returned home:** 30°N, 95°W

2. Where do Eric and his family live?

3. Marie'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  
   Philadelphia, Pennsylvania
Thinking About the Aztec

Use the picture below to answer the questions. For help, refer to pages 58 to 63 in your textbook.

1. What Aztec city is shown in the picture?

2. Why was this an important city for the Aztec people?

3. How did Tenochtitlán compare to other cities in the 1400s?

4. How did the Aztec people obtain the food they needed?

5. What did the Aztec do to enrich and strengthen their empire?

6. How did the Aztec practice their religion?
Native Americans of the Gulf and Coast Plains

Read each sentence. If you read a fact about the Karankawa, put an X in the space before the statement. If the fact is about the Comanche, put an X in the space after the statement. For help, use the maps and refer to pages 64 to 69 in your textbook.

1. They lived along the Coast Plain of the Gulf of Mexico. ______

2. Fishing was the most important part of their economy. ______

3. They lived on the Plains of western Texas. ______

4. They hunted deer, bear, and alligators. ______

5. They moved from place to place. ______

6. Buffalo was their main source of food and clothing. ______

7. The people formed groups of family members called bands. ______

8. These people were skilled horseback riders and warriors. ______

9. Traveling was easy in large canoes made from hollowed-out tree trunks. ______

10. Their younger children were disciplined by an older sister. ______

Chapter 1 · pp. 64–69
People of the Forest and Desert

Use the maps below to complete the activity. For help, refer to pages 70 to 75 in your textbook.

1. Which group of people lived in the area shown on the map above? Circle your answer.
   Caddo    Jumano

2. Describe the environment in this area.

3. What method of farming did these people use? Why?

4. What happened to these people?

5. Which group of people lived in the area shown on the map above? Circle your answer.
   Caddo    Jumano

6. Describe the environment in this area.

7. What method of farming did these people use? Why?

8. What happened to these people?
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.

<table>
<thead>
<tr>
<th>band</th>
<th>artifact</th>
<th>empire</th>
<th>pueblo</th>
<th>crop rotation</th>
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</thead>
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<td>prehistory</td>
<td>teepee</td>
<td>trotline</td>
<td>tribute</td>
</tr>
<tr>
<td>adobe</td>
<td>Ice Age</td>
<td>religion</td>
<td>archaeology</td>
<td>marsh</td>
</tr>
</tbody>
</table>

1. a time when glaciers covered much of Earth's surface

2. the study of prehistoric people

3. an object made by people in the past

4. the time before written records

5. a wooden frame covered with deerskin and used to carry babies

6. an area of low, wet land that is covered mostly with tall grasses

7. a large area of different groups of people ruled by a single leader

8. payment in the form of valuable goods and services

9. the way people worship the god or gods they believe in

10. a cone-shaped tent

11. a small family group

12. a Spanish word that means "village"

13. a brick made from clay and straw

14. farming in which a different crop is planted in the same soil each year

15. a fishing line that has several hooks
Columbus and Cortés in the New World

Use the map to complete the activity. For help, refer to pages 82 to 87 in your textbook.

1. On the map draw and label the route Columbus took from Spain to the New World.

2. Why did Columbus make this voyage?

3. Who were the first people Columbus met in the New World?

4. On the map circle the country Hernando Cortés went to from Spain.

5. List three reasons Cortés wanted to come to the New World.

6. Who were the people Cortés met when he arrived in Mexico?
Pondering Cause and Effect

Read each pair of sentences. Figure out which of the pair states a cause and which states an effect. Now label each sentence in the pair with a C (cause) or an E (effect). For help, refer to Lesson 1 as well as pages 88 and 89 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. Cortés was determined to conquer land, find gold, and spread the Catholic religion.  
   _____ b. Cortés follows Columbus to the Western Hemisphere.

4. _____ a. Cortés saw the Aztec were rich. He immediately forged a plan to conquer the capital of the Aztec empire for the gold and silver there.  
   _____ b. Moctezuma II sent a treasure of gold and silver to Cortés, hoping the explorer would go away.

5. _____ a. Cortés persuades many Indians to join him in conquering Moctezuma.  
   _____ b. Cortés learns about the suffering of many Indians under the rule of Moctezuma.

6. _____ a. About 600 Spaniards and many more Aztec were killed.  
   _____ b. In 1519, the Spaniards invaded Tenochtitlán, the Aztec capital.

7. _____ a. In 1521 Cortés defeated the Aztec.  
   _____ b. Cortés renames the Aztec empire, calling it New Spain.
Explorers of the Southwest

Write the number of each statement on the line under the explorer who fits with the statement. For help, refer to pages 90 to 97 in your textbook.

1. My expedition reached the west coast of Florida in 1528. We used Piñeda’s maps. We walked overland to find a place to build a colony.

2. Slave traders brought me to Spain from my home in Africa. In 1539, I journeyed to Texas with Fray Marcos deNiza in search of the Seven Cities of Cíbola.

3. In 1540 I led an expedition north through Mexico and into Texas in search of Cíbola. When we finally arrived at Cíbola, we found buildings made of adobe, not gold. Later, we passed through the Texas Panhandle and saw buffalo for the first time.

4. In 1682, I sailed down the Mississippi River to the Gulf of Mexico. I claimed the surrounding land for France and named it Louisiana in honor of King Louis XIV, of France.

5. In 1520 my expedition sailed along the Gulf of Mexico from the west coast of Florida to Mexico. My crew drew maps of the coastline.
Reading a Time Line

The time line lists events in the life of Francisco Vásquez de Coronado. Use the time line to answer each question. For help, refer to pages 98 and 99 in your textbook.

1535
Coronado sails to North America

1540
Coronado's army marches into Texas from Mexico

1542
Coronado fails to find gold and returns to Mexico

1554
Dies in Mexico City

1. How many years are there from the first event to the last event?

2. In what year did Coronado sail to Mexico? How old was he?

3. What event took place in 1540?

4. What was Coronado looking for in Texas?

5. In what year did Coronado return to Mexico?

6. How old was Coronado when he died?

7. What is a time line?
Settlements in New Spain

The picture shows a diagram of a Spanish mission. Use the diagram to complete the activity. For help, refer to pages 100 to 105 in your textbook.

1. Circle the church in the diagram.
   What role did the church play in mission life?
   _______________________________

2. Draw a line around the farming area.
   What kinds of crops were grown?
   _______________________________

3. Draw a square around the workshops. What was the purpose of the workshops?
   _______________________________

4. How were Native Americans treated at the missions?
   _______________________________
   _______________________________
   _______________________________

5. What major Texas city began as a Spanish mission? What did its church become known as?
   _______________________________
Settling the Western Hemisphere

Use the map to complete the activity. For help, refer to pages 106 to 109 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 b, f, h, j, k, v, w 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. b m f i s b k s i o j n j a r w v b y

2. h b e k x j b p w l j o f r k j e b

3. c k o n v q u k i s j t a b j d h o r

4. f j c o v n k q w u e k f h r v w o b r

5. p i b f h l j v g j r k w i b m k w w

6. v w j h k c b o h l w o j w v n y k

7. e f x h p e j k d l w v t b f i o h n

8. p w f r w v e b s i j d k k i j h f o w

9. m k j j v i w j s w v s j i h j o h f b n

a. to travel through unfamiliar places to learn about them
b. one who takes ownership by force
c. a place that is ruled by another country
d. a Spanish word that means “conqueror”
e. a Spanish settlement where priests taught the Roman Catholic religion to Native Americans
f. a person who travels to a place for religious reasons
g. a Spanish fort where soldiers lived
h. a journey of exploration
i. a person who teaches his or her religion to people with different beliefs
The Austins Settle a Colony

Use the information in the box to complete the chart. For help, refer to pages 122 to 127 in your textbook.

- After Mexico won its independence from Spain, Stephen F. Austin asks the new Mexican government for permission to settle a colony.
- Nearly 300 families are living in Stephen F. Austin's Texas colony.
- Moses Austin asks the Spanish governor of Texas, Antonio Martínez, for permission to bring settlers to Texas.
- Stephen F. Austin chooses a town on the Brazos River as his colony's capital.
- Moses Austin dies, and his son Stephen takes his place as empresario.

<table>
<thead>
<tr>
<th>DATE</th>
<th>EVENT</th>
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</thead>
<tbody>
<tr>
<td>1820</td>
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<tr>
<td>1823</td>
<td></td>
</tr>
<tr>
<td>1825</td>
<td></td>
</tr>
</tbody>
</table>
Eyewitness Report: Life on the Prairie

Imagine you are a Texas colonist, such as Sallie R. Matthews, living on the prairie. Then read and answer the questions. For help, refer to pages 128 to 131 in your textbook.

**Question:** How did most settlers get to Texas?

**Answer:**

**Question:** What were some of the problems people faced along the way?

**Answer:**

**Question:** What did settlers do after checking their land claims?

**Answer:**

**Question:** What kinds of homes did people build?

**Answer:**

**Question:** How did the settlers make a living?

**Answer:**
Texas and Mexico: Tension Builds

Read and answer the questions below. Then use the map to complete the activity. For help, refer to pages 132 to 137 in your textbook.

1. What led to tensions between Mexico and the settlers in Texas?

2. How did the Mexican government increase tension between Mexico and Texas?

3. How did Texans try to improve relations with Mexico?

4. How did Santa Anna strengthen his power over Texans?

5. Label the sites of two battles that began the Texas Revolution.

6. Label the site where the Mexicans were defeated in 1835.

7. What did Santa Anna resolve to do after this defeat?
The Battle of the Alamo

Use the picture below to answer the questions. For help, refer to pages 138 to 143 in your textbook.

1. The picture shows the San Antonio de Valero mission. What is another name for this mission? __________________________

2. Describe the battle that was fought at this mission. ________________________________________________

   ________________________________________________

   ________________________________________________

   ________________________________________________

3. When did this battle end? __________________________

4. Name three soldiers from Texas who lost their lives in this battle. __________________________

   ________________________________________________

5. What did Santa Anna do after winning the battle? __________________________

   ________________________________________________

6. During the Battle of the Alamo, what important document was written? __________________________

   ________________________________________________
Making Decisions

Read this story about Kathy's decision. Then answer the questions. For help, refer to pages 144 and 145 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 El Paso. I haven't seen her since her family moved there last year, and I've never been to El Paso. We could visit Guadalupe Mountains National Park and go hiking and bicycling. If we are lucky, we might see a mountain lion.

I could visit my grandparents in Dallas. We could go to Fair Park and visit the aquarium and museums. But we just visited my grandparents a few weeks ago. And I've seen the aquarium and museums before.

Maybe I could visit my cousins in Corpus Christi. We could visit Padre Island and go swimming and collect seashells. But my family is planning to go there this 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. She has asked me to visit several times. I haven't seen her in a year, and I have never been to that part of Texas 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 Corpus Christi?
Independence at Last

Use the map to complete the activity. For help, refer to pages 146 to 149 in your textbook.

1. Put an X on the map showing where the last battle for Texas independence was fought. This battle is called ____________________________

2. Who led the Texan soldiers to victory at this battle? ____________________________

3. When Santa Anna was captured, why didn’t Sam Houston have him killed? ____________________________

4. What did Santa Anna agree to in the Treaty of Velasco? ____________________________

5. Label the Rio Grande on the map.

6. What did Santa Anna promise in a secret treaty? ____________________________
Fighters for Independence

Draw a line from each paragraph to the person described. For help, refer to pages 150 to 153 in your textbook.

1. With a famous speech called the “Cry of Dolores,” this priest began the fight to end Spanish rule in Mexico. He was killed in 1811 when his army of men, women, and children were defeated.

2. This military officer succeeded in winning independence for Mexico. In 1821, he wrote the Plan of Iguala. Under this plan Mexico would be ruled by a king, and the Roman Catholic Church would remain the country’s official church.

3. This mestizo priest was also involved in Mexico’s early struggle for independence. However, he was not to see his dream come true. He was killed in 1815, six years before Mexico became independent.

4. This person took command of a rebel army and liberated Venezuela from the Spaniards. His countrymen called him “the Liberator.”
Using New Words

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

| a. barter | h. dictator | o. Louisana Purchase |
| b. frontier | i. empresario | p. Texas Declaration of Independence |
| c. Tejano | j. constitution | q. subsistence farming |
| d. treaty | k. revolution | r. Treaty of Velasco |
| e. Battle of the Alamo | l. bilingual | s. Runaway Scrape |
| f. pioneer | m. convention | t. Battle of San Jacinto |
| g. cash crop | n. The Old Three Hundred |

1. the fight at a mission where no Texas soldiers survived
2. the territory purchased by Thomas Jefferson
3. a person who is among the first to settle in a region
4. the edge of a settled area
5. 300 families living in Austin's Texas colony
6. a person given land by the government and allowed to sell it to settlers
7. a Mexican living in Texas
8. a leader with complete control of government
9. growing only enough crops needed to live
10. to trade things for other things without using money
11. a document declaring the separation of Texas from Mexico
12. a formal meeting held for a special purpose
13. a sudden change of government
14. a document with the rules to govern a state or country
15. the ability to speak two languages fluently
16. the flight of Texas settlers from Santa Anna's advance
17. a formal agreement between two countries
18. the last battle fought before Texas won its independence
19. Santa Anna promises never again to fight against Texas
20. growing crops to sell
Leading the Republic of Texas

Underline the word or phrase that best completes each sentence. For help, refer to pages 158 to 163 in your textbook.

1. The person shown above was the _______ president of Texas.
   a. first
   b. second

2. While Houston was president, one of his major problems was _______.
   a. the Texas Rangers
   b. the republic's large debt

3. President Houston tried to _______ with the Native Americans living in Texas.
   a. make war
   b. keep peace

4. President Houston thought the republic's problems would be easier to solve if Texas _________.
   a. became a part of the United States
   b. remained an independent nation

5. The person shown above was the _______ president of Texas.
   a. first
   b. second

6. President Lamar believed that _______ was the foundation for a strong Texas.
   a. ranching
   b. education

7. While Lamar was president, he tried to _________.
   a. make Native Americans leave Texas
   b. make peace with Native Americans

8. President Lamar thought that Texas should _________.
   a. become a part of the United States
   b. remain an independent nation
Texas Becomes a State

Read each newspaper headline. Then answer the questions. For help, refer to pages 166 to 171 of your textbook.

1. **Texas For and Against Annexation**
   
a. What were two arguments in favor of annexation?

   ______________________________________________________

   ______________________________________________________

   ______________________________________________________

   ______________________________________________________

   b. What were two arguments against annexation?

   ______________________________________________________

   ______________________________________________________

   ______________________________________________________

   ______________________________________________________

2. **Texas Can Be a State Says Joint Resolution**

   a. What would Texas have to do to become a state?

   ______________________________________________________

   ______________________________________________________

   ______________________________________________________

   ______________________________________________________

   b. What was Mexico's response to the joint resolution?

   ______________________________________________________

   ______________________________________________________

   ______________________________________________________

   ______________________________________________________

3. **Texas Becomes the 28th State**

   a. On what date did this event happen?

   ______________________________________________________

   ______________________________________________________

   ______________________________________________________

   ______________________________________________________

   b. Who became the first governor of Texas?

   ______________________________________________________

   ______________________________________________________

   ______________________________________________________

   ______________________________________________________
Reading Graphs

Use the line and circle graphs to answer the questions. For help, refer to pages 172 and 173 in your textbook.

1. What do the “slices” on the circle graph show? ____________________________

2. Which group has the fewest people? ____________________________

3. Which percent of the people were Mexican by birth? ____________________________

4. What does the line graph show? ____________________________

5. What was the population of Texas in 1833? ____________________________

6. Between which years did the population more than double? ____________________________

7. Which kind of graph would you use to show the different groups of people living in your community? ____________________________
Looking at the Mexican War

Use the information in the box to complete the chart. The first event has been filled in for you. Then answer the questions. For help, refer to pages 174 to 179 in your textbook.

- Texas accepts $10 million as payment for giving up land to Mexico.
- The United States and Mexico sign the Treaty of Guadalupe Hidalgo.
- The United States declares war on Mexico.
- President Polk sends a representative to Mexico City to discuss buying land from Mexico.
- General Scott captures Chapultepec in Mexico City. The next day Mexico surrenders and the war ends.

<table>
<thead>
<tr>
<th>DATE</th>
<th>EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1845</td>
<td>President Polk sends a representative to Mexico City to discuss buying land from Mexico.</td>
</tr>
<tr>
<td>May 13, 1846</td>
<td></td>
</tr>
<tr>
<td>1847</td>
<td></td>
</tr>
<tr>
<td>February 2, 1848</td>
<td></td>
</tr>
<tr>
<td>1850</td>
<td></td>
</tr>
</tbody>
</table>

1. What was one of the main reasons for the Mexican War? ____________________________

2. What did Mexico agree to as a result of losing the war? __________________________
Read a Distribution Map

Use the distribution map to answer the questions. Circle your answers. For help, refer to pages 180 and 181 in your textbook.

1. What can you learn about Texas from studying the map?
   a. which route to take in traveling by car from Laredo to Dallas
   b. the various landforms of Texas
   c. a good place to start a cattle ranch

2. Circle three plant products produced in Texas.
   a. wheat  
   b. cotton
   c. fish   
   d. cotton
   e. peanuts
   f. poultry

3. Circle two animal products herded in Texas.
   a. wheat  
   b. cotton
   c. poultry
   d. sorghum
   e. peanuts
   f. sheep
   g. fish
   h. vegetables
   i. cattle

4. Based on the information on the map, what can you conclude about the agricultural products of Texas?
   a. Texas has poor soil for farming, but is rich in pine trees.
   b. Cattle are probably the most important product.
   c. Texas is rich in bananas and has fertile soil for farming.
Pioneer Life in Texas

Use the picture to complete the activity. For help, refer to pages 182 to 187 in your textbook.

1. Of what material did the Texas pioneer family in the picture build their house?

2. How did the pioneers furnish their homes?

3. List the products pioneer farmers grew or raised.

4. From which places did Texas pioneers come?

5. Why did pioneers come to Texas?
Using New Words

Circle the words hidden in the puzzle. Then write each term on the line next to its meaning. For help, refer to Chapter 4 of your textbook.

<table>
<thead>
<tr>
<th>Manifest Destiny</th>
<th>annexation</th>
<th>Treaty of Guadalupe Hidalgo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexican War</td>
<td>Texas Rangers</td>
<td></td>
</tr>
</tbody>
</table>

TREATY OF GUADALUPE HIDALGO
PEXTYQCOMYNITSEDTSFIMAN
ADJDRONROBORGDCYUTUKZM
MEXICANWARLOYRGCHYFXBJLI
IBLEYUGFVARERSOLUTIONOHN
DTWOPLRSSRANGTMEXIKANYO
ZONANNEXATIONWASTHJIFRNO
GOSRATSTRIOUNBVXRVXKIRTRFX
PDRBTOSSTREGNARSALEXETYOUTO

1. a group of white farmers, ranchers, and townspeople who volunteered to defend the Texas republic

2. the idea that the United States should grow as far west as the Pacific Ocean and as far south as the Rio Grande

3. adding a territory to a country

4. 1846–1847 conflict between the United States and Mexico

5. the agreement signed by Mexico and the United States to end the Mexican War
Thinking About Slavery

Read the description of work on a cotton plantation as experienced by Solomon Northup, an enslaved worker. Then complete the activity. For help, refer to pages 200 to 205 in your textbook.

In the latter part of August begins the cotton picking season . . .

The hands are required to be in the cotton field as soon as it is light in the morning, and, with the exception of ten or fifteen minutes, which is given them at noon to swallow their allowance of cold bacon, they are not permitted to be a moment idle until it is too dark to see and when the moon is full they often times labor till the middle of the night. They do not dare to stop . . . until the order to halt is given by the driver.

—Solomon Northup


1. On what kind of plantation did Northup live and work? ________________

2. Name two ways enslaved African Americans kept their culture alive. ________________

3. What jobs did enslaved workers do on a plantation? ________________

4. What was life on a plantation like for enslaved women and children? ________________

5. How did some enslaved people rebel? ________________
Summarize

Read the paragraph below. Then complete the activity. For help, refer to pages 206 and 207 in your textbook.

-Life for all enslaved people was very hard. On plantations enslaved people worked from dawn to dusk filling burlap sacks with cotton. An adult might pick as many as 300 pounds of cotton a day during the harvest season. Even children worked in the fields. Some of the women did the housework, fixed meals, or cared for the owner's children. They were only free from work on Sundays and some holidays.

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.
A Divided Nation

Read each sentence carefully and decide if it is true or false. Then label it True or False. Next write the reasons for your choice. For help, refer to pages 208 to 213 in your textbook.

1. The states highlighted on the map formed a new country called the Confederacy.

2. Texas and many other southern states seceded from the Union over the issues of states' rights and slavery.

3. Most white Texans wanted to abolish slavery.

4. Abolitionists worked to end slavery.

5. The Civil War began when Union soldiers fired on Fort Sumter, a Confederate fort in South Carolina.
Texas During the Civil War

Use the map to complete the activity. For help, refer to pages 214 to 219 in your textbook.

1. a. Locate and circle the Battle of Sabine Pass.
   b. Which side, North or South, won the battle? ______________________
   c. Why was this victory important? ______________________

2. a. Draw a line to show the Union blockade of Texas ports.
   b. Why did the Union take this step? ______________________

3. a. Locate and box the last land battle of the Civil War.
   b. Who won this battle? ______________________
   c. What did the winners learn from the prisoners they took? ______________________
Using Map Scales

Use the map to complete the activity. For help, refer to pages 220 and 221 in your textbook.

1. One inch equals how many miles? ________________

2. Imagine you are taking a car trip through Texas and keeping track of your mileage on a chart. 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>Houston to San Antonio</td>
<td></td>
</tr>
<tr>
<td>San Antonio to Dallas</td>
<td></td>
</tr>
<tr>
<td>Dallas to Lubbock</td>
<td></td>
</tr>
<tr>
<td>Lubbock to El Paso</td>
<td></td>
</tr>
</tbody>
</table>

3. Suppose you flew home to Houston from El Paso. About how many miles did you travel? ________________
Texas and Reconstruction

Use the pictures to answer the questions. For help, refer to pages 222 to 227 in your textbook.

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

Why was this organization established?

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

Why did white landowners rent their land to sharecroppers?

3. How was the Texas election of 1869 important to George T. Ruby?

Which amendment to the Constitution gave African American men the right to vote?
Comparing Brazil and Texas

Read each sentence. If a sentence states a fact about Brazil or Texas or both, put an X under the map of that place. For help, refer to pages 228 to 231 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. It won its independence from Mexico.
8. Today it is an independent country.
9. 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.

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. cavalry</td>
<td>a large farm on which crops such as cotton or corn were grown</td>
</tr>
<tr>
<td>e. Civil War</td>
<td>an end to slavery</td>
</tr>
<tr>
<td>i. Emancipation Proclamation</td>
<td>the belief that each state had the right to decide for themselves whether or not to outlaw slavery</td>
</tr>
<tr>
<td>m. states' rights</td>
<td>to shut off an area to prevent supplies from entering or leaving</td>
</tr>
<tr>
<td>b. Union</td>
<td>the new country formed when Texas and ten other Southern states left the Union</td>
</tr>
<tr>
<td>f. plantation</td>
<td>the “War Between the States”</td>
</tr>
<tr>
<td>j. Terry’s Texas Rangers</td>
<td>a group of soldiers who fight on horseback</td>
</tr>
<tr>
<td>k. Hood’s Texas Brigade</td>
<td>someone who grows crops on another’s land and pays a share of the crops to the landowner</td>
</tr>
<tr>
<td>c. secede</td>
<td>10. a group of men who fought against the Union and were led by General John Bell Hood</td>
</tr>
<tr>
<td>g. amendment</td>
<td>11. to shut off an area to prevent supplies from entering or leaving</td>
</tr>
<tr>
<td>l. Freedmen’s Bureau</td>
<td>12. President Lincoln’s statement that all slaves in the Confederacy would be “forever free”</td>
</tr>
<tr>
<td>d. abolition</td>
<td>13. the time period in which the Southern states were brought back into the Union</td>
</tr>
<tr>
<td>h. blockade</td>
<td>14. the organization that helped former slaves build new lives for themselves after the Civil War</td>
</tr>
<tr>
<td>p. sharecropper</td>
<td>15. an addition to the United States Constitution</td>
</tr>
</tbody>
</table>

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Cowboys and Cattle Trails

Use the map on the right to complete the activity. For help, refer to pages 236 to 241 in your textbook.

1. The map on the right shows cattle trails. Where were the cattle brought? Why?

2. Draw and label the Chisholm Trail on the map.

3. Where did the Chisholm Trail begin and end?

4. About how much time would you allow for a cattle drive along the Chisholm Trail?

5. What dangers did cowboys face on cattle drives?

6. Who was called the “Cattle Queen of Texas”? Why?

7. Explain why cattle drives came to an end.
Making Generalizations

Read each article. Then answer the questions. For help, refer to pages 244 and 245 of your textbook.

In 1859 Edwin Drake was drilling a well for oil near Titusville, Pennsylvania. He had been trying to find oil for years, with little success. But this day was different. As he looked down his well, he saw something glistening. Soon gushing oil filled all the barrels he could find. People began streaming into town to make their fortunes. Almost overnight, Titusville became a boom town.

For years Pattillo Higgins had been drilling into Spindletop hill with little luck. Then on January 10, 1901, he struck oil. The news spread quickly. People poured into the town of Beaumont, Texas, where the well was located. They lived in tents and shacks. Soon Beaumont was booming. Within months its population climbed from 10,000 to 50,000.

On June 25, 1901, oil was found at Red Fork, Oklahoma, across the river from Tulsa. Almost immediately, oil people arrived to make their fortune. Setting up homes and business headquarters in Tulsa, they created a tremendous real-estate boom. Soon Tulsa was Oklahoma's second largest city.

1. What three generalizations could you make from reading the articles? Circle the letter next to each one.
   
   a. People flocked to towns where oil was discovered.
   
   b. Oil is easy to find.
   
   c. The news of an oil discovery spread quickly.
   
   d. Oil was often found under lakes.
   
   e. Towns where people discovered oil became boom towns almost overnight.

2. How did you decide on your answers to the first question?

3. Why is it useful to be able to make generalizations about a topic?
Railroads Come to Texas

Use the picture to complete the activity on this page. For help, refer to pages 246 to 251 in your textbook.

1. The picture shows an important change that took place in Texas after Reconstruction. What was it?

2. How did this change affect the cities of Texas?

3. How did railroads help industry to grow?

4. What group of people did most of the work of building the railroads?

5. How did Texas encourage the building of railroads?

6. Why did Texas farmers feel the railroads treated them unfairly?

7. How did farmers solve this problem?

8. What did Governor Hogg do to put an end to these unfair practices?
Frontier Wars

Answer the questions below. For help, refer to pages 252 to 257 in your textbook.

1. a. What led up to the Treaty of Medicine Lodge Creek?

b. What were the terms of the treaty?

c. Why did Chief Quanah Parker refuse to leave the plains?

2. a. Why did Native American chiefs lead raids against buffalo hunters?

b. What was the result of these raids?

c. Who were the “Buffalo Soldiers”?
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, you can refer to the lessons in Chapter 6 of your textbook.

1. a peace agreement between the United States and some Native American groups living in Texas
2. land set aside by the government for Native Americans
3. the way Texas ranchers moved their cattle to faraway markets
4. wire with sharp points used for making fences
5. a commission created to stop many of the railroads' unfair practices
6. an organization of farmers formed to help farmers solve their economic problems
7. the type of cattle found on ranches in Texas and Mexico
8. a change designed to make things better
9. a herd of cattle suddenly running wild with fright
10. a design burned onto the cattle's hide to identify the ranch to which the cattle belongs

- a. dranb
- b. mrfreo
- c. glhrnoon
- d. pdmsteeea
- e. ganGre
- f. ctttae vrdei
- g. tyrTae fo cndMeeii dgLeo eekrC
- h. aesxT drlRaaio mmossCnoii
- i. bbrdae rwei
- j. srtrvnaeeoi
Oil at Spindletop

Use the newspaper headlines to help you answer the questions. Write your answers in the spaces provided. For help, refer to pages 268 to 273 in your textbook.

1. In which year might this newspaper headline have appeared?

2. What event is the headline referring to?

3. How did the event affect the town where it happened?

4. Why do you think the headline refers to petroleum as “black gold”?

5. How was the price of oil affected by Spindletop?

6. How did the Texas oil boom change industries across the United States?

7. What part does oil play in today’s Texas?
Drawing Inferences

Follow the directions to complete the activity. For help, refer to pages 274 and 275 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 with 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 without complaining for a month. 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 draw an inference?

4. How can drawing inferences help you?
The Roaring Twenties

Use the pictures to help you complete the activity. For help, refer to pages 276 to 281 in your textbook.

1. The pictures above show some inventions that made the Roaring Twenties an exciting time. Circle the invention that was probably the most important to Texans.

   Why was this invention so important?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. List two inventions that changed the way Texans had fun. What new industry was started by these inventions?

   ____________________________________________________________
   ____________________________________________________________

3. List two other inventions that changed the way people lived during the Roaring Twenties.

   ____________________________________________________________

4. What major event took place just before the Roaring Twenties?

   ____________________________________________________________

5. What did Texans do on the home front during this time?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
The Great Depression and WW II

Use the pictures to help you answer the questions. For more help, refer to pages 282 to 287 in your textbook.

1. How did the Great Depression affect Texans?

   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

2. What did President Franklin D. Roosevelt do to help people get back on their feet?

   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

3. How did these Texans become well known during World War II?

   Eisenhower: _____________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

   Murphy: ________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

   Hobby: _________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

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

Dwight D. Eisenhower
Audie Murphy
Oveta Culp Hobby
Seeking Equal Rights

Use the pictures to help you complete the activity. For help, refer to pages 288 to 293 in your textbook.

1. a. Draw a line to the picture of the person who became the first woman governor of Texas.

   **Christia Adair**

   b. What event encouraged women to seek public office?


2. a. Draw a line to the picture of the person who worked to have public places open to African Americans.

   **Jovita Idar**

   b. How else did she work to end segregation?


3. a. Draw a line to the picture of the person who formed the League of Mexican Women.

   **Miriam Ferguson**

   b. How else did she work for change for Mexican Americans?
## 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.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. gusher</td>
<td>a town that grows at a rapid rate</td>
</tr>
<tr>
<td>b. refinery</td>
<td>a factory where crude oil is refined, or separated into parts to be used</td>
</tr>
<tr>
<td>c. stocks</td>
<td>the war that broke out in Europe and Asia at the end of the Great Depression</td>
</tr>
<tr>
<td>d. New Deal</td>
<td>a chemical made from petroleum</td>
</tr>
<tr>
<td>e. crude oil</td>
<td>the first time in history that countries around the world were at war with each other</td>
</tr>
<tr>
<td>f. suffrage</td>
<td>petroleum that lies near the surface of the ground</td>
</tr>
<tr>
<td>g. invention</td>
<td>the practice of keeping blacks and whites separate</td>
</tr>
<tr>
<td>h. civil rights</td>
<td>the side in World War I that included Germany, Austria-Hungary, and Italy</td>
</tr>
<tr>
<td>i. Axis Powers</td>
<td>a fountain of oil coming from the ground</td>
</tr>
<tr>
<td>k. boom town</td>
<td>the unfair difference in the treatment of people</td>
</tr>
<tr>
<td>l. Allied Powers</td>
<td>the exchange of information between people</td>
</tr>
<tr>
<td>m. World War II</td>
<td>the side in World War II led by Germany, Italy, and Japan</td>
</tr>
<tr>
<td>n. segregation</td>
<td>shares, or parts, of ownership in a company</td>
</tr>
<tr>
<td>o. petrochemical</td>
<td>the side in World War I led by Great Britain, France, and Russia</td>
</tr>
<tr>
<td>p. communication</td>
<td>a newly created product</td>
</tr>
<tr>
<td>q. discrimination</td>
<td>the rights of all people to be treated equally under the law</td>
</tr>
<tr>
<td>r. Roaring Twenties</td>
<td>created by Franklin D. Roosevelt, programs to help farmers and banks, and to put people to work</td>
</tr>
<tr>
<td>s. Central Powers</td>
<td>the period of “hard times” in the 1930s when people lost their jobs and savings</td>
</tr>
<tr>
<td>t. Great Depression</td>
<td>the right to vote</td>
</tr>
</tbody>
</table>
Talking Business

Imagine you are the president of Millennium Enterprises being interviewed by a newspaper reporter. Write the answers you would give to the reporter's questions. For help, refer to pages 298 to 305 in your textbook.

Question: In the fall of 2000 you and a group of students decided to start a business. What did you hope to accomplish?

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

Question: Is your company a good example of the free enterprise system at work?

Question: Does your business provide goods or services?

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

Question: What have you learned from your business experience?
Texas Industries

Label each picture with an identifying phrase from the box. Then answer the question. For help, refer to pages 306 to 313 in your textbook.

<table>
<thead>
<tr>
<th>Industries</th>
</tr>
</thead>
<tbody>
<tr>
<td>energy-producing</td>
</tr>
<tr>
<td>(oil, gas, coal)</td>
</tr>
<tr>
<td>service</td>
</tr>
<tr>
<td>high technology</td>
</tr>
<tr>
<td>food processing</td>
</tr>
<tr>
<td>space technology</td>
</tr>
</tbody>
</table>

How is the Texas Natural Resource Conservation Commission working to protect the environment against waste from industry?
Using Reference Sources

Use the pictures of the encyclopedia and the dictionary entry to complete the activity. For help, refer to pages 314 and 315 in your textbook.

1. a. Write the letter or letters of the encyclopedia volume in which you would find articles about the following topics.
   
   _____ a. General Winfield Scott  _____ c. the Rio Grande
   
   _____ b. Sarah Borginnis  _____ d. Chapultepec

   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 beginning with the entry word *retreat*.

   retail/return  resign/resist
   rescue/reside  reveal/review

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

   The American flag was raised over Chapultepec, and Santa Anna's army was soon in *retreat*.

   *retreat* (ri trēt') n. 1. the act of going backward or withdrawing: The enemy's retreat ended the battle. 2. a safe, quiet place; a place of rest or refuge: He spent the weekend at a lakeshore retreat. 3. a signal for retreat: The drums sounded the retreat.
Farming and Ranching in Texas

Use the pictures on the right to complete the activity. For help, refer to pages 316 to 321 in your textbook.

1. How is modern technology being used in this picture?

2. How else is modern technology used in farming?

3. How is modern technology being used in this picture?

4. How else is modern technology used in ranching?
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>term</th>
</tr>
</thead>
<tbody>
<tr>
<td>profit</td>
</tr>
<tr>
<td>consumer</td>
</tr>
<tr>
<td>technology</td>
</tr>
<tr>
<td>high-tech industry</td>
</tr>
<tr>
<td>entrepreneur</td>
</tr>
<tr>
<td>tourist</td>
</tr>
<tr>
<td>investor</td>
</tr>
<tr>
<td>agriculture</td>
</tr>
<tr>
<td>manufacturing</td>
</tr>
<tr>
<td>agribusiness</td>
</tr>
<tr>
<td>service industry</td>
</tr>
<tr>
<td>free-enterprise system</td>
</tr>
<tr>
<td>specialize</td>
</tr>
<tr>
<td>food processing</td>
</tr>
</tbody>
</table>

1. the money a business earns after it pays for supplies, tools, salaries, and other costs

2. the use of scientific ideas, special skills, and tools to meet human needs

3. any of hundreds of ways of turning raw food into different kinds of products

4. to work on a particular product

5. a person who buys a product or uses a service

6. the business of growing crops

7. someone who puts money into a business and expects to get some profits in return

8. the making of goods by machinery

9. an economy where people are free to own and run their own businesses

10. a large farm that is combined with other businesses

11. a person who organizes and runs a business

12. all the businesses that produce electronic products

13. an industry made up of people whose job is to help others

14. a visitor who comes to Texas
Our Local Government

Use the pictures to complete the activity. For help, refer to pages 326 to 329 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 would this special district be called?
   
   c. Who would run it?

3. a. Draw a line to the picture that shows a person who is part of county government.
   
   b. What does this person do?
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 330 and 331 of your textbook.

1. In Texas cattle sell for $4 each. That same animal is worth $40 in the Northeast.
   
   fact  opinion

2. I believe that Texas longhorns produce better beef than any other kind of cattle.
   
   fact  opinion

3. The life of a cowboy is the best life a person can have.
   
   fact  opinion

4. We drove our cattle along trails that led north to railroad lines in Colorado, Nebraska, Kansas, and Missouri.
   
   fact  opinion

5. The members of a cattle drive included a trail boss, a group of cowboys on horseback, and a cook.
   
   fact  opinion

6. I don’t think any food tastes better than food prepared on a cattle drive.
   
   fact  opinion
Thinking About State Government

Complete the chart about the government of Texas. Then answer the questions below. For help, refer to pages 332 to 337 in your textbook.

<table>
<thead>
<tr>
<th>THE GOVERNMENT OF TEXAS</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 TO DO THE JOB?</td>
</tr>
</tbody>
</table>

1. Who is head of the executive branch?  
   ____________________________________________________________________

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

3. What are the names of the highest courts in Texas?  
   ____________________________________________________________________  
   ____________________________________________________________________  
   ____________________________________________________________________

4. Where does our state government 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

Use the document on the right to answer the questions. For help, refer to pages 340 to 345 in your textbook.

1. What document is shown in the picture?

2. What does this document explain?

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

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

5. What are you doing when you say the Pledge of Allegiance?

6. What three responsibilities do American citizens have?
The Western Hemisphere

Use the bar graph to answer the questions. For help, refer to pages 346 to 349 in your textbook.

1. Which country 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 two countries come closest to each other in population?

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

* For this graph, population figures have been rounded to the nearest million.
Using New Words

Write the letter of each term on the line next to its meaning. For help, refer to the lessons in Chapter 9 of your textbook.

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. jury</td>
<td>f. mayor</td>
</tr>
<tr>
<td>b. bill</td>
<td>g. county</td>
</tr>
<tr>
<td>c. elect</td>
<td>h. citizen</td>
</tr>
<tr>
<td>d. veto</td>
<td>l. United States</td>
</tr>
<tr>
<td>e. United States Supreme Court</td>
<td>States Congress</td>
</tr>
<tr>
<td>1.</td>
<td>a political body that makes laws for and helps run a city</td>
</tr>
<tr>
<td>2.</td>
<td>one of the sections into which a state is divided</td>
</tr>
<tr>
<td>3.</td>
<td>to reject a bill</td>
</tr>
<tr>
<td>4.</td>
<td>the highest court</td>
</tr>
<tr>
<td>5.</td>
<td>relating to a city or town</td>
</tr>
<tr>
<td>6.</td>
<td>a city government responsible for such services as the fire and police departments</td>
</tr>
<tr>
<td>7.</td>
<td>the branch of government that carries out the laws</td>
</tr>
<tr>
<td>8.</td>
<td>a person born in a country or who becomes a legal member of that country</td>
</tr>
<tr>
<td>9.</td>
<td>a group of citizens with similar ideas on government</td>
</tr>
<tr>
<td>10.</td>
<td>a system of picking representatives to run the government</td>
</tr>
<tr>
<td>11.</td>
<td>a group of citizens that decides on the guilt or innocence of a person accused of a crime</td>
</tr>
<tr>
<td>12.</td>
<td>to choose by voting</td>
</tr>
<tr>
<td>13.</td>
<td>a kind of local government formed for a special purpose</td>
</tr>
<tr>
<td>14.</td>
<td>a plan for using money</td>
</tr>
<tr>
<td>15.</td>
<td>the branch of government that makes the laws</td>
</tr>
<tr>
<td>16.</td>
<td>a person running for office</td>
</tr>
<tr>
<td>17.</td>
<td>the head of a municipal government</td>
</tr>
<tr>
<td>18.</td>
<td>a proposal for a new law</td>
</tr>
<tr>
<td>19.</td>
<td>a person who manages a city’s daily business</td>
</tr>
<tr>
<td>20.</td>
<td>the legislative branch of the national government</td>
</tr>
<tr>
<td>21.</td>
<td>the branch of government that interprets state law</td>
</tr>
</tbody>
</table>
A Blend of Cultures

Use the pictures to complete the activity. For help, refer to pages 362 to 367 in your textbook.

1. a. This picture shows a Mexican American celebration in Texas.
   b. Which celebration might it be?
   c. What does it honor?

2. a. This picture shows a German American celebration in Texas.
   b. Which celebration might it be?
   c. What activities might you find at this festival?

3. To how many foreign countries do the 21 million people living in Texas have ties?

4. Which religious group is the largest in Texas?

5. Which religious group is the fastest growing?

6. List three important religious holidays celebrated in Texas. Who celebrates these holidays?
Sport and Recreation in Texas

Complete the sentences in this article about sports and recreation in Texas. For help, refer to pages 368 to 373 of your textbook.

Our state offers many opportunities for sports and recreation. If you are a hiker or mountain climber, visit our _______________ parks. There are about _______________ to choose from! One of our most rugged national parks is _______________ in West Texas, where you'll find huge stone _______________ and old desert _______________. If you like sleeping under the stars, camp at one of our many state parks. They can be found from _______________ on the Gulf Coast to _______________ in the Panhandle. For those who enjoy water sports, there are about 400 miles of shoreline to enjoy along the _______________. If you want sun, sand and surf, visit _______________, which is also a good place to watch for rare sea turtles.

Professional sports fans have a lot to cheer about in Texas. Join the huge crowds at a professional football game. Our great _______________ have played in more _______________ than any other team in the United States! Texas also has four pro-basketball teams, the _______________, the _______________, the _______________, and the _______________. If you like baseball, you can watch the Houston Astros play at _______________ or the _______________ play in the Ballpark at Arlington.
Reading a Road Map

Use the map to complete the activity. For help, refer to pages 374 and 375 in your textbook.

**TEXAS ROAD MAP**

1. What is the number of the highway that goes from Austin to Laredo?

   What kind of highway is it?

2. Which interstate highway goes from Amarillo into New Mexico?

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

4. Suppose you and your family are planning to visit a few cities in Texas. Write the route you would take on each part of your trip.

   a. from your home in Dallas to Galveston

   b. from Galveston to San Antonio

   c. from San Antonio back home

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TEXAS SS TEKS: 4.6:A; 4.22:C,F

Chapter 10 · pp. 374–375
Literature and the Arts

Match each famous Texan with the description of her or his achievement. For help, refer to pages 376 to 381 in your textbook.

<table>
<thead>
<tr>
<th>O. Henry</th>
<th>Katherine Anne Porter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willie Nelson</td>
<td>Georgia O'Keeffe</td>
</tr>
<tr>
<td>Scott Joplin</td>
<td>Flaco Jiménez</td>
</tr>
<tr>
<td>Ada Simond</td>
<td>Janis Joplin</td>
</tr>
<tr>
<td>Elisabet Ney</td>
<td>Nanci Griffith</td>
</tr>
</tbody>
</table>

1. This folk singer has written songs about farm families struggling to survive in the Panhandle.

2. This writer became well known for her short stories and won a Pulitzer Prize in 1966.

3. This painter taught her art students in Amarillo and Canyon to see beauty in everyday things.

4. This musician from Port Arthur combined folk, country, and blues themes. She became the world's first female rock music star.

5. This country music star is famous for songs about life in Texas.

6. This artist won fame for her sculptures of Texans, such as Stephen F. Austin and Sam Houston.

7. This musician helped create "ragtime" music, which helped give birth to jazz.

8. This writer, born in the early 1900s, wrote stories about growing up as an African American in Texas.

9. This musician's accordion playing made the style of Norteño music famous throughout the world.

10. This writer, who lived in the late 1800s, is famous for his short stories that end with a twist.
Recognizing Frame of Reference

Answer the questions to complete the activity. For help, refer to pages 382 and 383 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 and answer the questions.

   When Tricia was two years old, she lost her two front baby teeth. It wasn't until Tricia turned seven that her permanent teeth came in. Today, Tricia brushes her teeth at least four times a day, once after every meal and again at bedtime. She carries her toothbrush and toothpaste everywhere.

   What is Tricia's point of view about brushing teeth?

   How has Tricia's point of view been shaped by her frame of reference?

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

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

Follow the directions to find the word or term hidden in each group of letters. Then write the term on the line.

1. Cross out these letters: x, n, u, b.
   O n u l b b y m U n p i x c n G u x a n m u e x s

2. Cross out these letters: c, d, m, y.
   C d y P c m u l d i M t z e c y r P r m i z d e y

3. Cross out these letters: f, k, o, s, w.
   s o w r f k a o g s o f t o i w f m w s e k o

4. Cross out these letters: c, h, m, t.
   c m p t m h r o h m f e m t s t s m i t o n m a t m l

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

5. music that developed out of a mix of brass-band and African American rhythms

6. an honor awarded to individuals for their work in journalism, literature, and music

7. refers to sporting events held every four years in which athletes from all over the world compete

8. term used to describe an athlete who plays a sport as a job
Texas Is Growing

Read the sentences. Label each True or False. Then write the reasons for your answers on the lines provided. For help, refer to pages 388 to 393 in your textbook.

1. The 2000 Census shows the population of Texas in decline.

2. Census numbers help community leaders plan.

3. Texas is the second largest state in the country by population.

4. The Sun Belt is a point in outer space.

5. Texans face a challenge as a result of growth and change.
Using Primary and Secondary Sources

Use the paragraphs on the right to answer the questions. For help, refer to pages 396 and 397 of your textbook.

1. a. This paragraph is from a magazine article written by Anne and Jack Rudloe. In it they describe what they saw as they watched endangered loggerhead sea turtles hatch from their eggs. Is it a primary source or a secondary source?


b. How do you know?


2. a. This paragraph is from a book about North American wildlife. It describes sea turtles. Is it a primary or a secondary source?


b. How do you know?


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


As we watched one nest known to be near hatching, dozens of little loggerheads erupted. In a furious flailing of tiny flippers they raced for the ocean. Some were thrown back by the first wave and lay [on the shore] until the water reached them again. Suddenly all the turtles became water. When the next wave pulled back, they were gone.

—Anne and Jack Rudloe

National Geographic, February, 1994, page 100.

Rovers in the open ocean, sea turtles are so adapted [adjusted to] sea life that they rarely come ashore. . . . Their . . . shells are thinner and lighter in weight than those of land turtles, and their paddlelike limbs, though clumsy on shore, enable the huge reptiles to swim through the water at speeds of up to 20 miles per hour.

Links to the Western Hemisphere

Use the pictures to help you complete the activity. For help, refer to pages 398 to 403 in your textbook.

1. Name one way that trade between countries can be made easier.

2. Which three countries make up NAFTA?

3. How has NAFTA made trade between these countries easier?

4. Which country is Texas’s largest trading partner?

5. Circle the picture of a product that Texas exports to its major trading partner.

6. Underline the picture of a product that Texas imports from its major trading partner.

7. List two reasons this country is our largest trading partner.

8. Why do Texans 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 404 and 405 of 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, 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. __________________________
Texas and the Global Community

Use the pictures to complete the activity. For help, refer to pages 406 to 411 in your textbook.

1. a. Draw a line to the picture that shows cooperation among doctors from different countries.

b. Describe one way doctors from different countries cooperate.

The International Space Station

2. a. Draw a line to the picture that shows cooperation among countries in working on a space program.

b. How is this effort shared among countries?

Pacific Rim Countries

3. a. Draw a line to the picture that shows our trading partners.

b. What are some products Texas exports to these countries?

Doctors Without Borders
The Western Hemisphere

Study the map. Then complete the activity. Circle your answers. For help, refer to pages 412 to 415 in your textbook.

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

Write each term from the box on the line next to its meaning. For help, refer to the lessons in Chapter 11 of your textbook.

<table>
<thead>
<tr>
<th>interdependence</th>
<th>census</th>
<th>import</th>
<th>forecast</th>
</tr>
</thead>
<tbody>
<tr>
<td>commercial farmers</td>
<td>export</td>
<td>Sun Belt</td>
<td></td>
</tr>
<tr>
<td>industrialization</td>
<td>NAFTA</td>
<td>decade</td>
<td></td>
</tr>
</tbody>
</table>

1. a 1993 trade agreement that built closer trading ties between the United States, Mexico, and Canada

2. when countries depend on one another to meet their needs and wants

3. a period of ten years

4. something that is sold or traded to another country

5. a count of the people who live in a place

6. the development of manufacturing industries

7. to predict what will happen

8. a part of the United States where the climate is warm most of the year

9. people who raise crops or livestock for sale

10. something that is bought from another country for sale or use
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 regions 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 to North America.

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

The Path of an Explorer

• Choose an explorer you read about in this unit.

• Research the life and travels of this explorer. Look for information in your textbook, in your school library, or 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 important outcome of the exploration.
Language Arts

- Work together in groups to create a special report for a newspaper. In the report, summarize the important events that took place in Texas during 1836. First list the events you will include. Then assign each group member an event to summarize. Finally, combine the summaries into the special report, adding an introduction and conclusion.

- Have different people in the group illustrate the special news report and create graphs showing how the United States grew after the Mexican War.

A World of Settlers

- Trace a map of the world and cut it out. Then paste the map onto a large piece of oaktag.

- Do some research to find out where various groups of people who settled in Texas came from. Use information from your textbook, your school library, or the Internet. Mark each location you discover on the map.

- Add a compass rose and legend to the map.

- Prepare a caption for each group of settlers you learned about. Include a few facts about the settlers. When did the settlers come to Texas? Why did they come? What was life like for them in their new home? Add the captions to the map. Present your finished work to the class.
Language Arts

- Pretend it's 1890 and your class is taking a visitor on a railroad tour of Texas.
- Working in groups, research and plan which railroad routes you would take.
- Research and write a travel brochure explaining the many things the visitor would see along the way.

Making Tracks

- Draw or trace a map of the United States as it was in the 1880s.
- Use your textbook, school library, or the Internet to research the routes used for cattle drives and trains. Add both sets of routes to your map.
- Write down how the two routes might be related.
- Remember to include a map title, compass rose, map legend, and symbols.
Language Arts

• Working with a partner or group, choose a problem that affects your community.
• Using your textbook, the 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 research to explain and support your solution.

Javier Gonzalez
Rio Road
Brownsville, TX

Congresswoman Smith
State Capitol Building
Austin, TX

A Great Place for Business

• Contact your Chamber of Commerce or other local business organization to learn about its role in your community.
• Ask the following questions:
  1. When and why was the organization started?
  2. Who are the members of the organization today? How are they chosen?
  3. How does the organization help small businesses?
  4. How does the organization help entrepreneurs?
• Write a report describing how this organization helps small businesses—or entrepreneurs—in Texas. Include specific examples from your research.
Language Arts

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

- Next make a poster incorporating the information from your list. You may want to draw a map of Texas for the top of your poster and a world map for the bottom. Point out the areas of the world that have connections with Texas on the world map. Then explain these connections.

- Consider using glitter, paints, and colored paper to make your poster special.

---

Make a Trade Map

- Use your school library or the Internet to find out which countries export the most goods to Texas. Make a list of the countries and what goods they export.

- Draw a large map of the world. Find the countries on your list and color them in on the map. Draw lines showing the routes cargo ships might take to Texas.
Practice and Activity Workbook

Social Studies, Grade 4

- Content
- Vocabulary
- Skills
- Writing

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