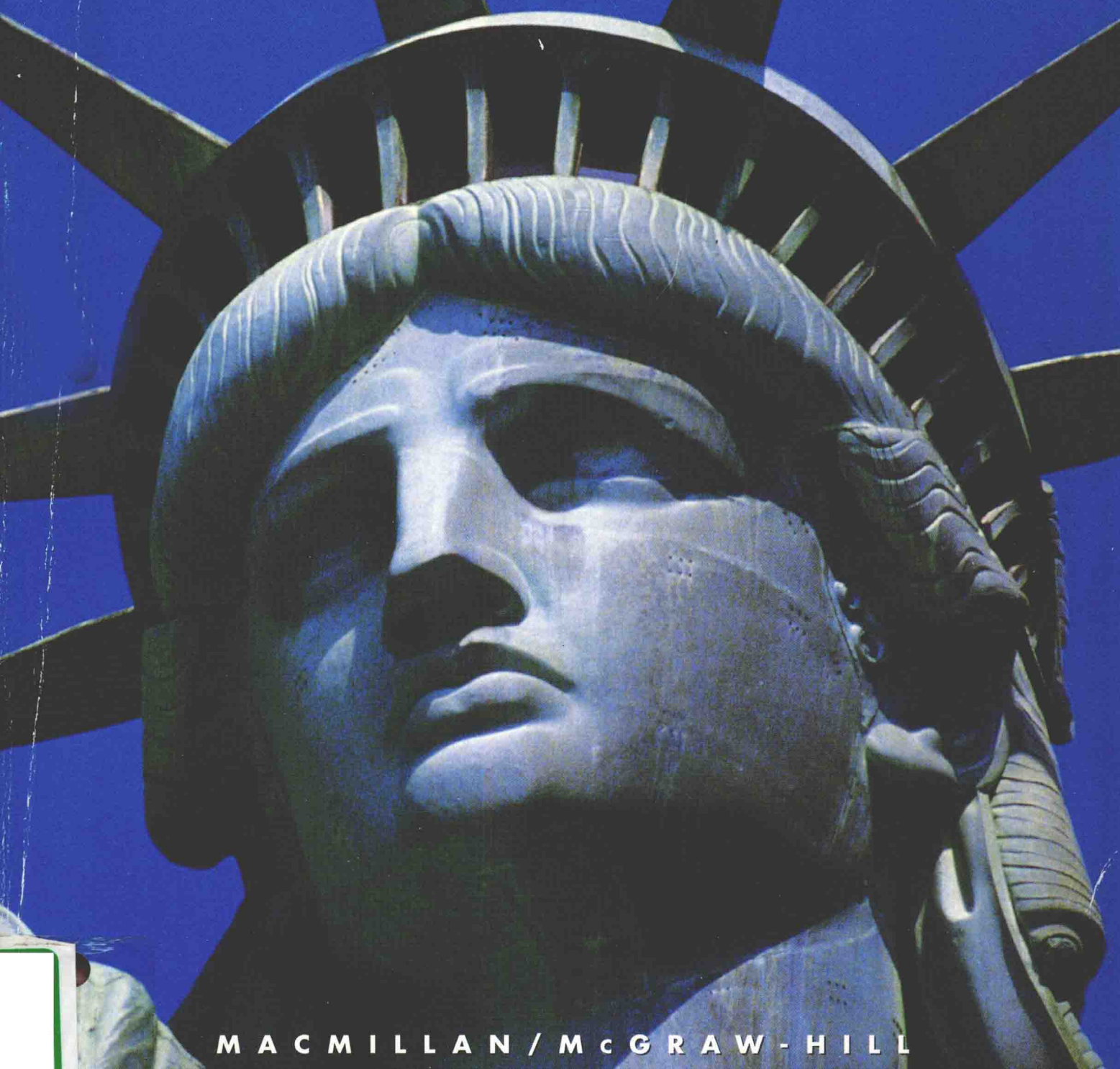


PRACTICE BOOK & PROJECT BOOK

United States

ADVENTURES IN TIME AND PLACE



MACMILLAN / MCGRAW-HILL

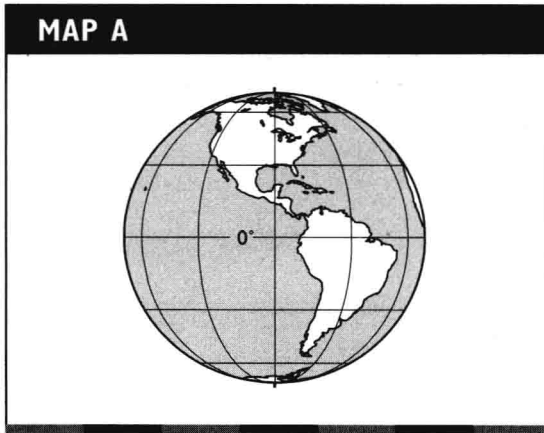
PRACTICE BOOK

TABLE OF CONTENTS

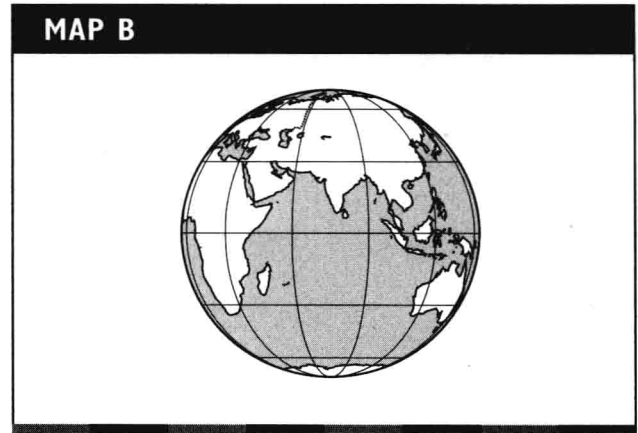
Reviewing Geography Skills	1
UNIT 1 Chapter 1 Life in the United States	6
Chapter 2 Geography of the United States	11
UNIT 2 Chapter 3 Early Peoples of the Western Hemisphere	16
Chapter 4 Native Americans of North America	21
Chapter 5 Life in the Eastern Hemisphere	27
UNIT 3 Chapter 6 Contact: East Meets West	32
Chapter 7 Early European Settlements of North America ...	37
UNIT 4 Chapter 8 The English Establish 13 Colonies	43
Chapter 9 Life in the 13 English Colonies	48
Chapter 10 The Struggle for North America	54
UNIT 5 Chapter 11 Breaking Ties with Great Britain	59
Chapter 12 The American Revolution	64
Chapter 13 The Constitution of the United States	69
UNIT 6 Chapter 14 A Young United States	75
Chapter 15 A Changing Country	81
UNIT 7 Chapter 16 The Time of Slavery	88
Chapter 17 The Civil War and Reconstruction	93
UNIT 8 Chapter 18 Newcomers Change the West	99
Chapter 19 Industry Changes the Country	105
UNIT 9 Chapter 20 Good Times, Hard Times, and World War	111
Chapter 21 The United States Looks to a New Century ...	118
Special Section	124

HEMISPHERES AND CONTINENTS ON THE GLOBE

Use the pictures of the globes below to complete the activities. For help, you can refer to pages G4–G11 in your textbook.



Map A: _____



Map B: _____

- Each map shows a different hemisphere. Write the correct label for each map in the space provided.
- In which hemisphere are the continents of North America and South America located? Label them.

- In which hemisphere are the continents of Africa, Asia, Europe, and Australia located? Label them.

- Where would you place Antarctica? Label it.

- Label the equator on both maps. Into which two hemispheres does the equator divide Earth?

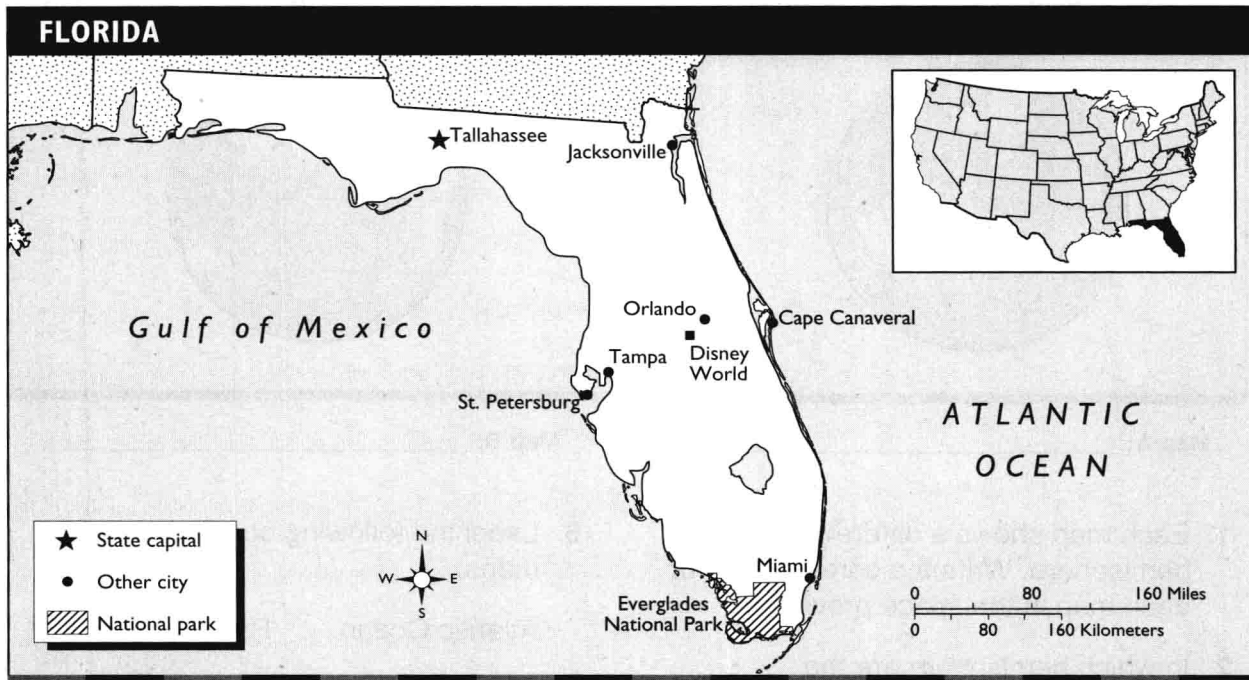
- Label the following oceans on both maps.
Atlantic Ocean Pacific Ocean
Indian Ocean Arctic Ocean
- Which continents are located in the Northern, Southern, and Eastern hemispheres?

- Which continents are located in both the Western and Northern hemispheres?

- What is the difference between lines of longitude and lines of latitude?

FOLLOWING A TRIP TO FLORIDA ON A MAP

Use the map and map scale below to complete the activities. For help, you can refer to pages G4–G11 in your textbook.



- Mia and her family visited Florida. In which part of the United States is Florida?

- In Tampa the family rented a car and drove to Disney World, near Orlando. In which direction did they travel?

About how many miles did they travel?

- After visiting Disney World, Mia and her family drove to Cape Canaveral. In which direction did they travel?

- About how many kilometers is Cape Canaveral from Orlando?

- From Cape Canaveral, Mia and her family drove to Miami. About how many miles is Miami from Cape Canaveral?

- Their friends took them to Everglades National Park. In which direction is the park from Miami?

- Then Mia and her family flew from Miami to St. Petersburg. In which direction is St. Petersburg from Miami?

USING A MAP TO EXPLORE CALIFORNIA

Use the map and map key on the right to complete the activities. For help, you can refer to pages G4–G11 in your textbook.

1. Jason lives in California. In which part of the United States is California located? Circle your answer.

north south east west

What did you use to find the answer to the question above?

2. Jason lives in the state capital of California. Circle the capital on the map.

How did you know which city was the state capital?

3. When Jason and his family visit Mexico, they cross a boundary. How is this boundary shown on the map? Circle your answer.

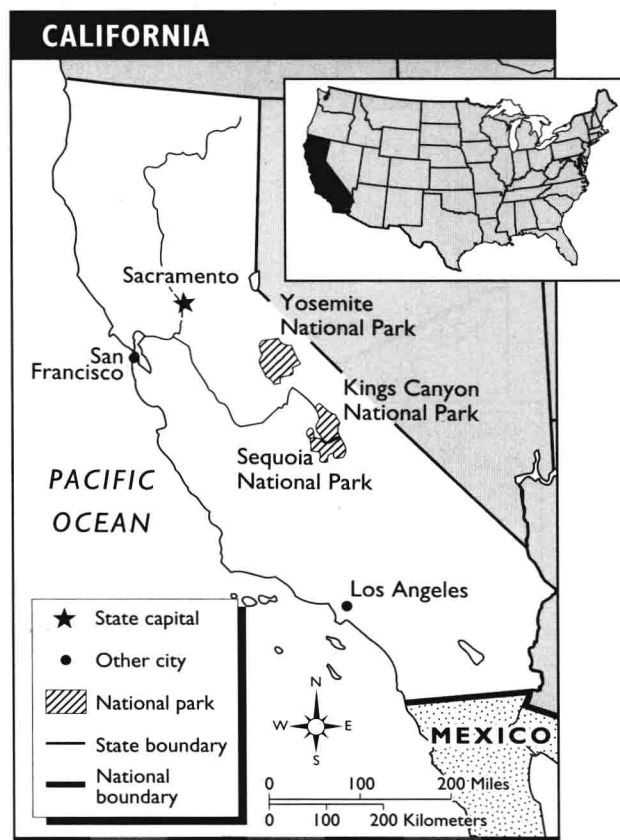
What does this symbol represent?

4. Jason likes to visit California's national parks. His favorite is Yosemite National Park.

In which direction is Yosemite National Park from Sacramento? _____

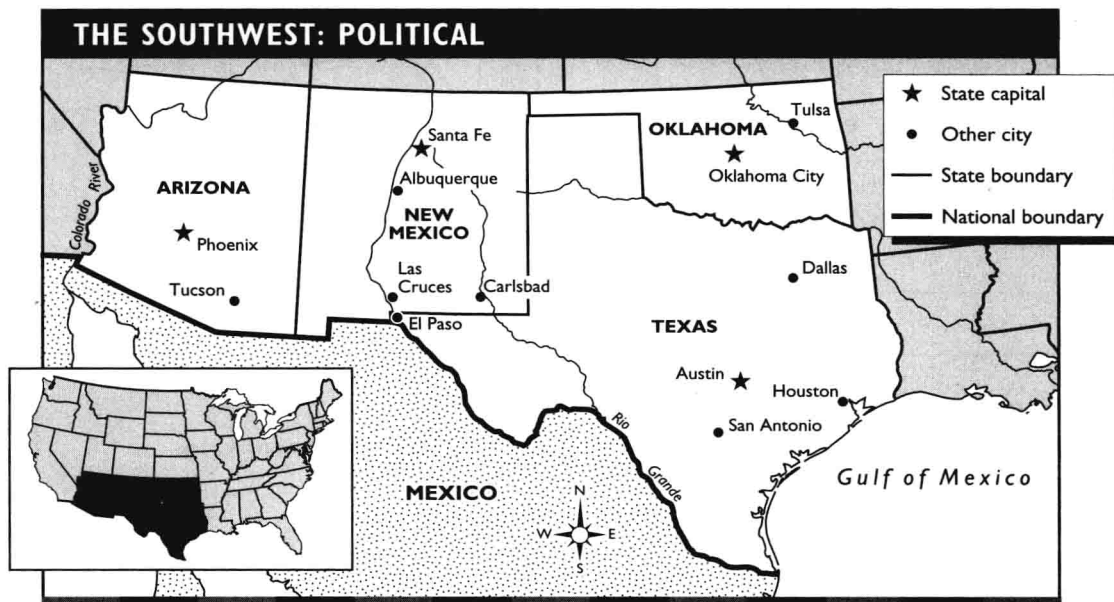
5. What two other national parks are located southeast of Yosemite?

6. What helped you locate these parks on the map?



USING A POLITICAL MAP OF THE SOUTHWEST

Use the map below to complete the activities. For help, you can refer to pages G4–G11 in your textbook.



1. a. What kind of map is shown above?

- b. How do you know?

2. Which states are shown in the subject area of the map?

3. Name the states and countries that are located on the national boundary line.

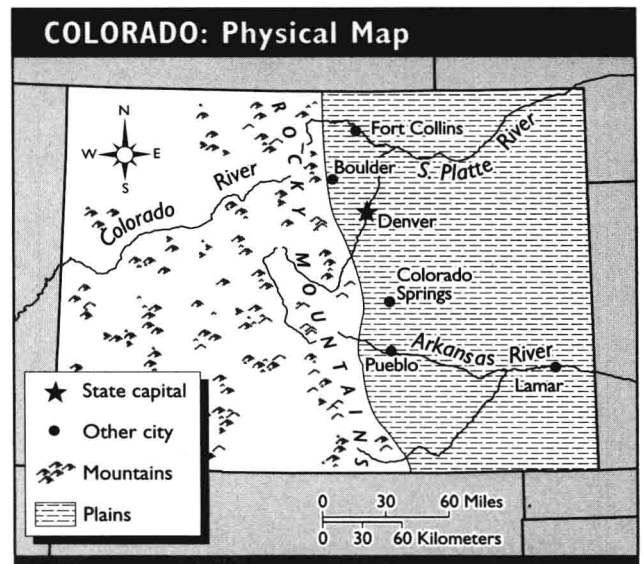
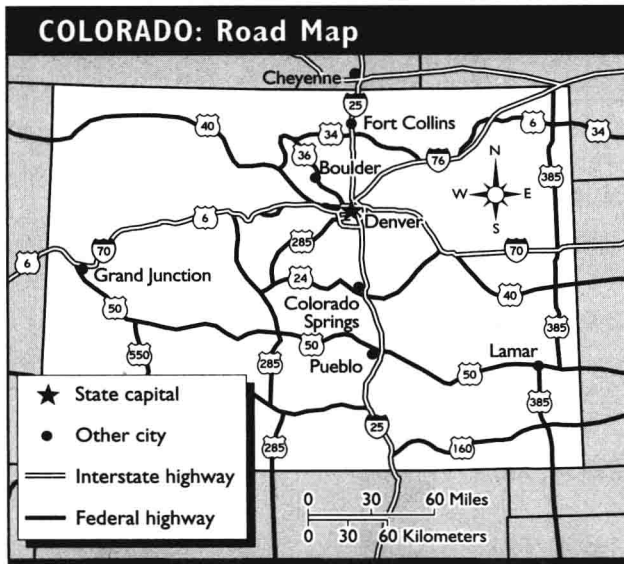
4. Which city on the map is located on the border of the United States and Mexico?

5. List the capital cities for the states shown on the map.

6. Which river runs along the national boundary line?

ROAD AND PHYSICAL MAPS OF COLORADO

Use the two maps of Colorado below to complete the activities. For help, you can refer to pages G4–G11 in your textbook.



- Which map would you use to plan a car trip through the state of Colorado?

- Which map would you use to find the location of the Rocky Mountains in Colorado?

- Which highway crosses Colorado from north to south?

- As you travel across Colorado from east to west, does the land become more mountainous or less mountainous?

- If you had to travel from Lamar to Pueblo, what highway would you take?

- Would you expect to be driving through mountains? Why or why not?

- Suppose you and your family planned the trip described below. Name the highways you would take. Then trace the route in red on one of the maps.
 - From Pueblo you drive across the Rocky Mountains to Grand Junction.

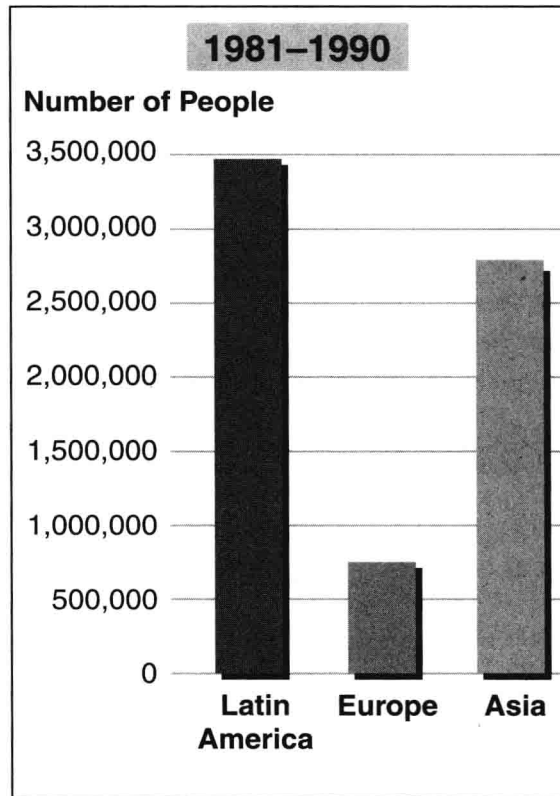
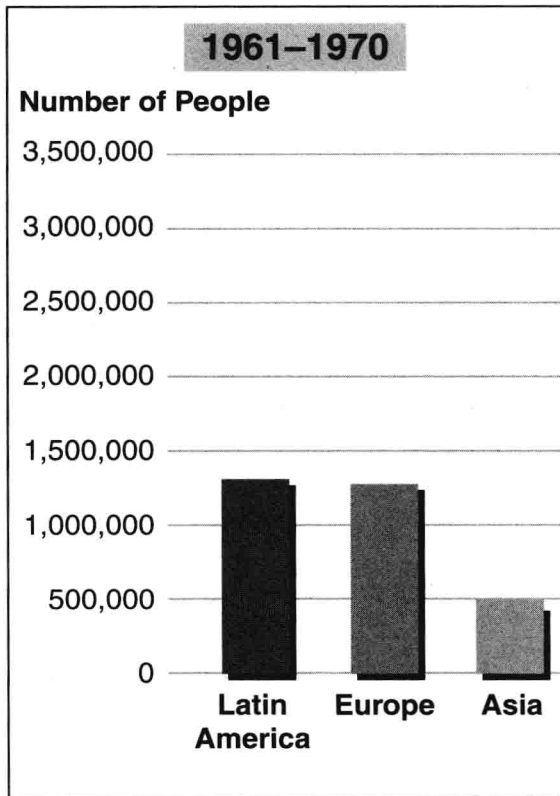
 - From Grand Junction you drive to Denver.

 - From Denver you drive to Boulder.

TAKING A LOOK AT IMMIGRATION

Use the graphs below to complete the activities on this page. For help, you can refer to pages 8–11 in your textbook.

Immigration to the United States



1. What parts of the world are represented in the graphs?

2. Where did the fewest immigrants come from between 1961 and 1970?

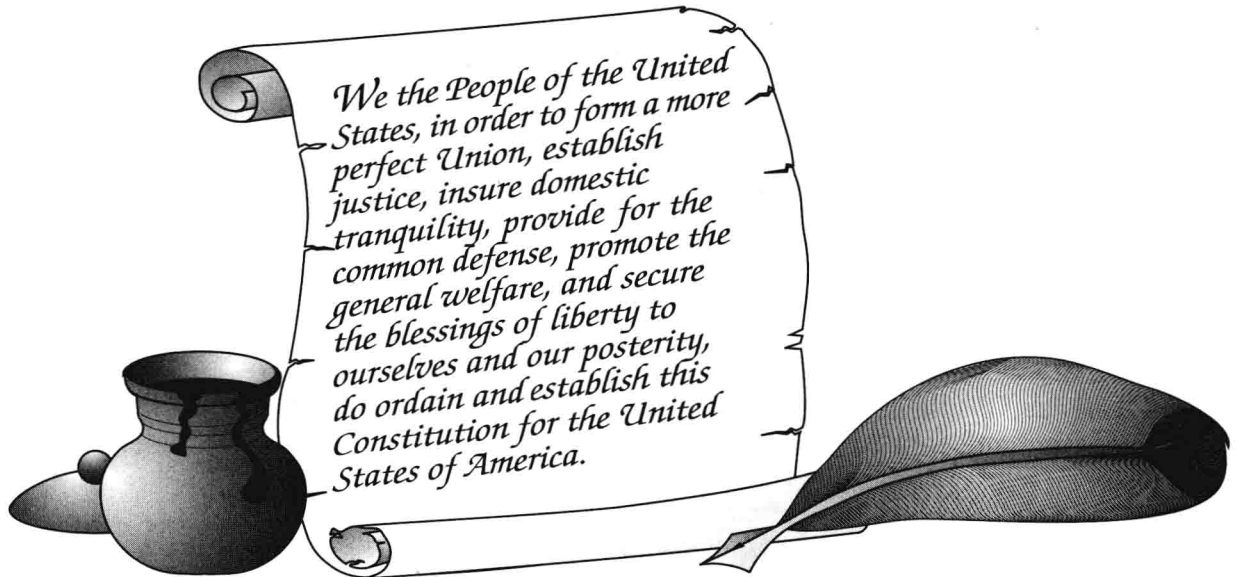
3. Where did the fewest immigrants come from between 1981 and 1990?

4. From which part of the world did the most United States immigrants come in the years 1981 to 1990?

5. Name three places Latin American immigrants may come from.

THINKING ABOUT OUR GOVERNMENT

Read the paragraph below. Then answer the questions. For help, you can refer to pages 12–15 in your textbook.



1. In what document can the paragraph above be found?

2. What plan is laid out in this document?

3. What kind of government did this document establish for our country?

4. Which phrase in the paragraph above shows that the founders of our country believed in democracy?

5. What is the role of the people in a democracy?

6. How do American citizens choose the people they want in government?

7. What are the three levels of government for which American citizens choose representatives?

8. The Constitution protects the individual rights of people living in the United States. What are these rights called?

Give two examples of these rights.

MAKING DECISIONS

Rob's class is studying the history of local Native Americans. His teacher has given the class three choices for a class trip. Tomorrow they will vote on where to go. Read how Rob decided which trip to vote for. Then answer the questions. For help, you can refer to pages 16–17 in your textbook.

The first choice is to go to a local Native American village. I could see how local Native Americans once lived. I could speak with Native Americans about their history.

Our second choice is to go to the natural history museum. They have many Native American displays. But there wouldn't be any Native Americans to talk to about their history. Only a few displays would be about local Native Americans.

The third choice is to go to a Native American crafts fair. There will be many interesting things to see and buy. But I've already been to the fair once. Besides, there probably won't be any experts on Native American history.

The more I think about it, the better the Native American village sounds. I can learn about Native American history from the people themselves. Everything there will be about local Native Americans.



1. What decision did Rob have to make? _____

2. What was his goal? _____

3. Which two things didn't Rob consider as he thought about his decision?
Put an **X** next to each one.

_____ a. Talking to Native Americans about their history.

_____ b. How much time it would take to get to each place.

_____ c. How much each trip was going to cost.


4. Do you think Rob made a good decision? Why or why not?

IDENTIFYING SOURCES

Use the paragraphs on the right to complete the activities on this page. For help, you can refer to pages 18–21 in your textbook.

1. a. This paragraph is from a textbook written in 1986. The authors describe how immigrants to the United States in the late 1800s gathered in ethnic neighborhoods in big cities. Is it a primary source or a secondary source?

- b. How do you know?

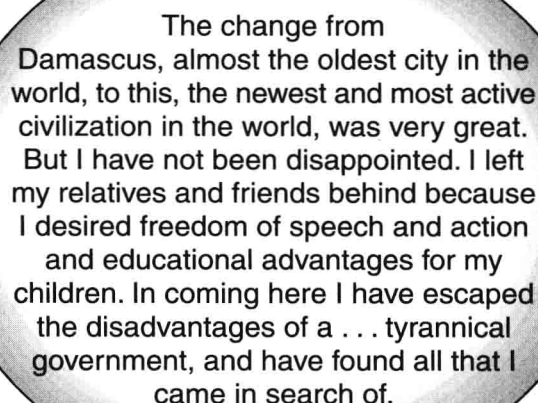


In cities such as Chicago they [immigrants] formed ethnic and national neighborhoods. When the Poles settled in Chicago, an area called "Little Poland" appeared. When Chinese people settled in San Francisco, "Chinatown" appeared. In New York City, Italians created "Little Italy" on Mulberry Street. Jewish families from Eastern Europe gathered together in New York's Lower East Side.

John Patrick and Carol Berkin, *History of the American Nation from 1877*, Vol. 2 (New York: Macmillan, 1986), page 511.

2. a. This paragraph is a quote from Yusef Arbeely as he talked to a reporter in 1881 about being in America. Yusef Arbeely and his family had immigrated to the United States from Damascus, Syria. Is it a primary source or a secondary source?

- b. How do you know?



The change from Damascus, almost the oldest city in the world, to this, the newest and most active civilization in the world, was very great. But I have not been disappointed. I left my relatives and friends behind because I desired freedom of speech and action and educational advantages for my children. In coming here I have escaped the disadvantages of a . . . tyrannical government, and have found all that I came in search of.

John Patrick and Carol Berkin, *History of the American Nation from 1877*, Vol. 2 (New York: Macmillan, 1986), page 30.

3. Why is it important to look at the history of our country's people?

MATCHING WORDS AND THEIR MEANINGS

Match each term in the box with its meaning. For help, you can refer to the lessons in Chapter 1 of your textbook.

- | | | | |
|--------------|-------------------|---------------------|-----------------|
| a. unity | g. oral history | l. historian | q. democracy |
| b. federal | h. culture | m. Constitution | r. civil rights |
| c. prejudice | i. primary source | n. immigrant | s. ancestor |
| d. census | j. ethnic group | o. diversity | t. perspective |
| e. republic | k. population | p. secondary source | u. values |
| f. citizen | | | v. history |

- | | |
|--|---|
| _____ 1. a negative opinion formed without proof | _____ 12. many different cultures |
| _____ 2. the study or record of what happened in the past | _____ 13. a government in which people create the laws and run the government |
| _____ 3. the individual rights of a citizen under the law | _____ 14. the number of people living in a place |
| _____ 4. a relative who lived before someone | _____ 15. information that comes from the time that is being studied |
| _____ 5. an account of the past written by someone who was not an eyewitness to those events | _____ 16. the plan of government for our country |
| _____ 6. a group of people who share the same customs, the same language, and often the same history | _____ 17. being as one or being in agreement |
| _____ 7. a person who is born in a country or who chooses to become a member of that country by law | _____ 18. a person who studies the past |
| _____ 8. national | _____ 19. a government in which people elect representatives to run the country |
| _____ 9. the customs, beliefs, and language of a people | _____ 20. a person who leaves one country to go and live in another land |
| _____ 10. spoken records | _____ 21. an official study of the people of a country |
| _____ 11. the beliefs and ideals that guide the way people live | _____ 22. point of view |

LOOKING AT OUR COUNTRY'S REGIONS

Use the map to complete the activities on this page. For help, you can refer to pages 28–35 in your textbook.



1. Use these words to label each region on the map.

Southwest Middle West
Southeast Northeast
West

2. **a.** Color the Rocky Mountains brown. Then label them.
b. In which region are they?

3. **a.** Use your pencil to shade the area that makes up the Corn Belt. Then label it.

- b.** In which region is the Corn Belt?

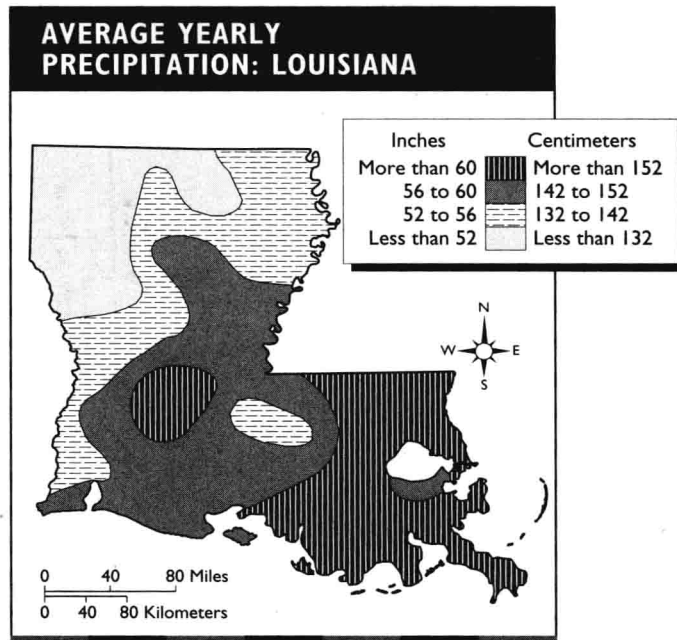
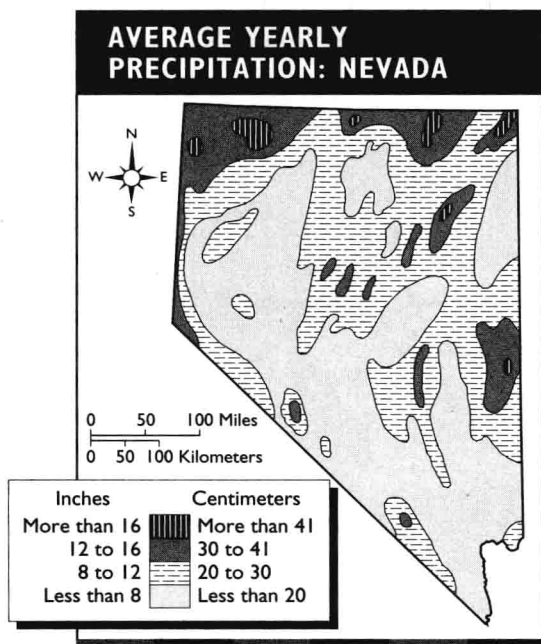
4. **a.** Circle and label the Grand Canyon.
b. In which region is this landform?

5. **a.** Color the Boswash area red. Then label it.
b. In which region is the Boswash area?

6. **a.** Trace the Mississippi River in blue. Then label it.
b. Through which two regions does this river flow?

COMPARING CLIMATE MAPS

Use these maps to help you answer the questions below. For help, you can refer to pages 36–39 in your textbook.



1. What do the maps above show?

2. Is Nevada in Arid or Humid America? Explain.

3. Which part of Nevada receives the most precipitation?

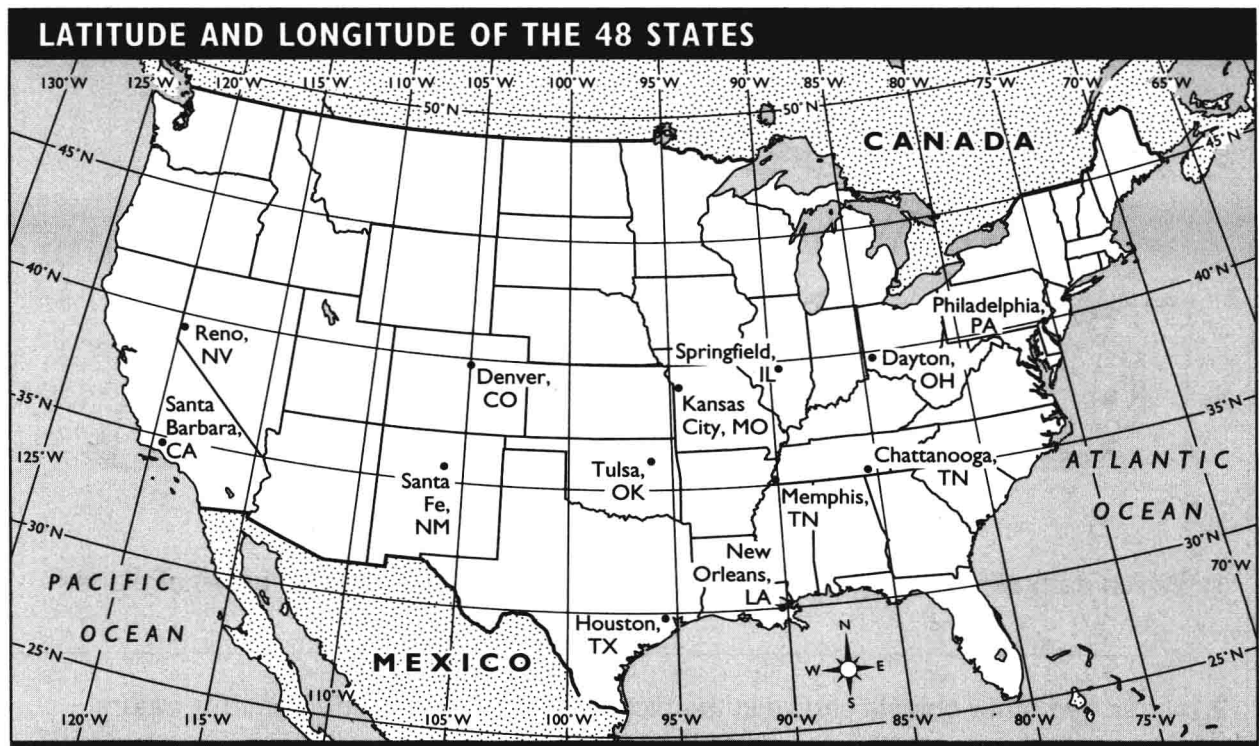
4. Is Louisiana in Arid or Humid America? Explain.

5. Which part of Louisiana receives the least amount of precipitation?

6. How would you describe the difference in climate between Nevada and Louisiana?

USING LATITUDE AND LONGITUDE

Use the map below to complete the activities on this page. For help, you can refer to pages 40–41 in your textbook.



1. Liz and her family took a trip across the United States. They stopped at six cities. Below are the latitude and longitude closest to each one. Find each city on the map. Then draw a line to show the route that Liz and her family took.

first city: 35°N, 120°W

second city: 35°N, 105°W

third city: 30°N, 95°W

fourth city: 30°N, 90°W

fifth city: 35°N, 85°W

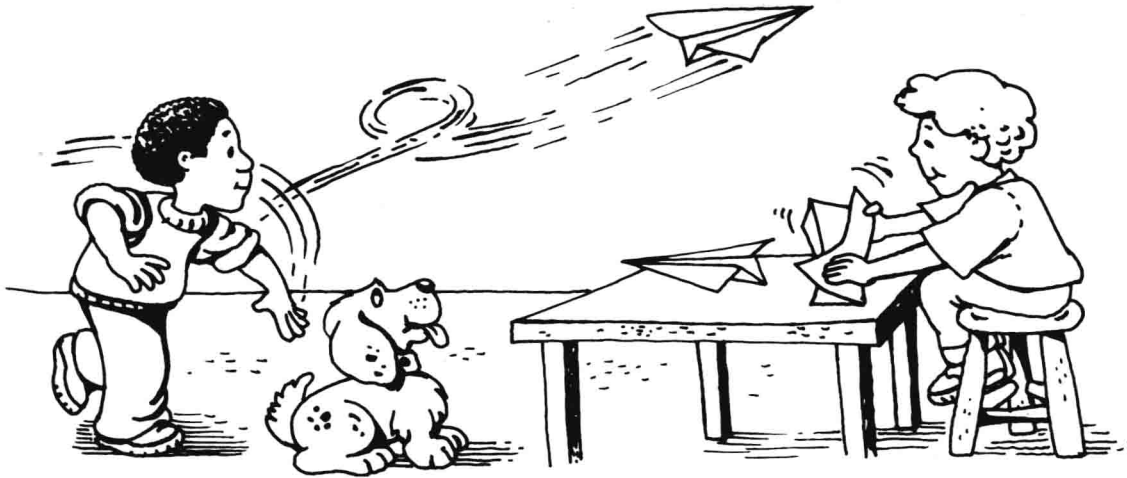
sixth city: 40°N, 75°W

2. On the way home Liz and her family stopped at the cities listed below. Find and circle each city on the map. Then write the lines of latitude and longitude that are closest to each city.

City	Latitude and Longitude
Springfield, Illinois	_____
Denver, Colorado	_____
Reno, Nevada	_____

USING OUR NATURAL RESOURCES

Use the picture below to complete the activities on this page. For help, you can refer to pages 42–48 in your textbook.



1. Which natural resource are these boys using as a material for their paper airplanes?

2. Name two other objects shown in the picture that are also made from this natural resource.

3. Is this natural resource a renewable or a nonrenewable resource? How do you know?

4. List three benefits we get from this natural resource.

5. Name three other kinds of natural resources found in the United States.

6. What is conservation? _____

MATCHING WORDS AND THEIR MEANINGS

Match each term in the box with its meaning. Write the letter of the correct term next to each meaning. For help, you can refer to the lessons in Chapter 2 of your textbook.

a. recycle	f. climate	k. interdependent	p. conservation
b. humid	g. pollution	l. natural resources	q. environment
c. arid	h. fossil fuel	m. temperature	r. precipitation
d. mineral	i. landform	n. renewable resource	s. megalopolis
e. region	j. acid rain	o. nonrenewable resource	t. geography
			u. economy

- | | |
|--|---|
| <p>_____ 1. the weather an area has over a number of years</p> <p>_____ 2. the study of Earth and the way people live on it and use it</p> <p>_____ 3. the protection and careful use of natural resources</p> <p>_____ 4. dry</p> <p>_____ 5. all the surroundings in which people, plants, and animals live</p> <p>_____ 6. a resource that can be replaced</p> <p>_____ 7. polluted moisture that falls to the ground</p> <p>_____ 8. a substance found in the earth that is neither plant nor animal</p> <p>_____ 9. a shape on Earth's surface</p> <p>_____ 10. the measurement of heat and cold</p> <p>_____ 11. dependent on each other to meet needs and wants</p> <p>_____ 12. to use something again</p> | <p>_____ 13. materials found in nature that people use to meet their needs and wants</p> <p>_____ 14. wet</p> <p>_____ 15. the way people use natural resources, money, and knowledge to produce goods and services</p> <p>_____ 16. a resource that cannot be replaced</p> <p>_____ 17. a large area that has common features that set it apart from other areas</p> <p>_____ 18. moisture that falls to Earth as rain or snow</p> <p>_____ 19. something that makes our air, soil, and water dirty</p> <p>_____ 20. a fuel, such as oil, coal, or gas, formed over millions of years from fossils</p> <p>_____ 21. a group of cities that have grown so close together they seem to form one city</p> |
|--|---|