

# Our National Story

## Unit 1

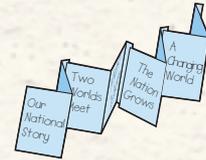


What are some events that have shaped our nation?

**FOLDABLES™**  
Study Organizer

### Sequencing Events

Use the time line as you read this unit. Write **Our National Story** at the top. Label the sections **The First Americans, Two Worlds Meet, A Nation is Born, The Nation Grows, War and Changes, A Changing World, A Modern World**. Use the foldable to enter important events and their dates as you read.



For more about Unit 1 go to [www.macmillanmh.com](http://www.macmillanmh.com)

# PEOPLE, PLACES, AND EVENTS



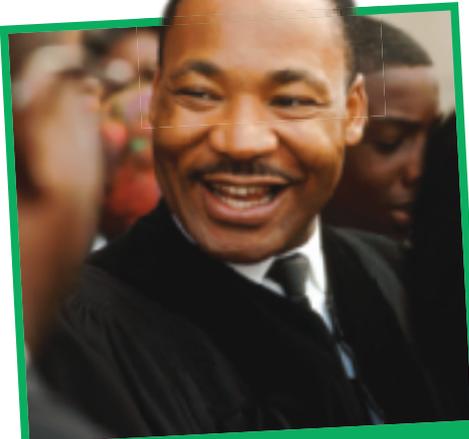
**The Founders**



**Independence Hall**

**The Founders** gathered at **Independence Hall** on May 25, 1787, to create the government of the United States.

**Today** you can visit Independence Hall in Philadelphia, Pennsylvania.



**Dr. Martin Luther King, Jr.**



**March on Washington**

On August 28, 1963, more than 250,000 people listened to **Dr. Martin Luther King, Jr.**, give a speech about civil rights during the **March on Washington**.

**Today** you can learn more about Dr. Martin Luther King, Jr., at The King Center in Atlanta, Georgia.



For more about People, Places, and Events, visit:  
[www.macmillanmh.com](http://www.macmillanmh.com)



**Gettysburg**



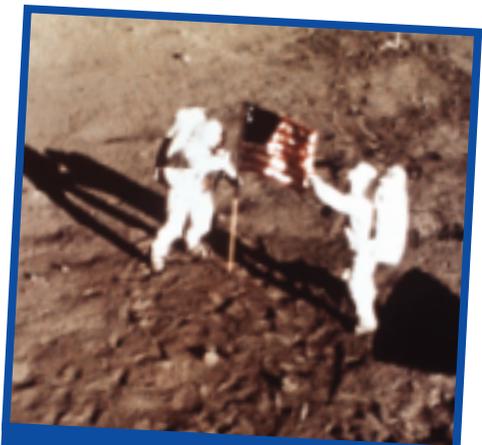
**Drummer Boy**

The Civil War is the only war to have been fought between Americans in America. Over 3 million people battled in the 4-year-long war. Young boys joined the war as **drummer boys**.

**Today** you can visit the Civil War battlefield at **Gettysburg**, Pennsylvania.



**US Space and Rocket Center**



**Neil Armstrong and Buzz Aldrin**

On July 16, 1969, the United States sent its first manned spacecraft to the moon. **Neil Armstrong and Buzz Aldrin** became the first Americans on the moon.

**Today** you can learn more about the space program at the **US Space and Rocket Center** in Huntsville, Alabama.

# Why Study History?

**W**hy do you watch movies or read novels? Could it be because they're fun and you like a good story? Reading about history is nearly the same thing. The one big difference is that history really happened.

Learning about the past is not only fun, it also helps you understand the world you live in today. For example, do you know why we celebrate Thanksgiving every year? No? Well, keep reading to find out. The more history you know, the better you'll understand how the world around you was put together. That can make every day a little more interesting.

Family photographs are part of history.



## Sources of the Past

You can learn about and create history in different ways. When you write something in a diary, take a photograph, or draw a picture, you're making history. This is also how we learn about the past. Have you ever found an old coin or looked at an old photograph? Why are these things so interesting? Because they are clues to the past.

Just as you are making history by leaving clues for people many years from now, you can learn about the past from people who have left clues for you. To learn about their experiences, you can read their words in diaries, letters, old newspapers, and look at their photographs.



Old photographs are part of history.

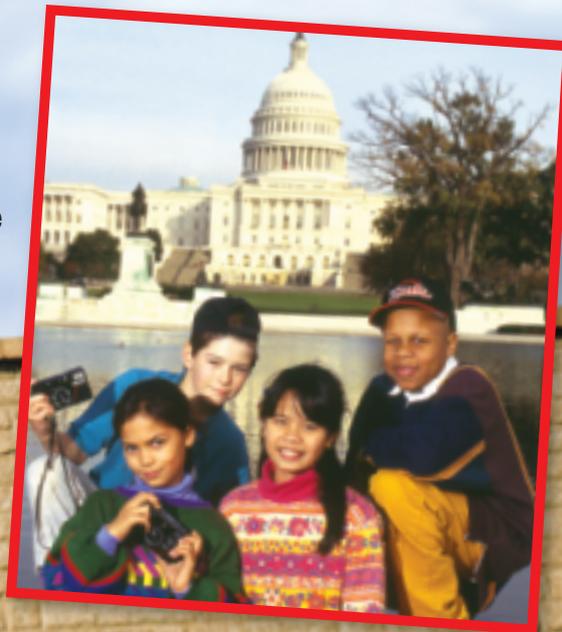
## History All Around Us

One of the most amazing things is that history is something that all Americans share. Whether your family came to this country yesterday or long ago; whether they are African American, white, Native American, Hispanic, or Asian, the history of the United States is their history, too.



New photographs are part of history.

Americans of all backgrounds share a history.



# Chart and Graph Skills

## Read a Time Line

To understand history, it is important to know when events happened. Sometimes it is not easy to remember what happened first, next, and last. A time line can help sequence events. A time line is a diagram that shows the order of events in history. It also shows the amount of time that passed between events. This helps to give a sense of order to history.



**1540**

Spanish explorer Francisco Coronado's army marches into the area of present-day Texas

**1500**

**1550**

**1600**

**1520**

Spanish explorer Alonso Alvarez de Piñeda sails along a river in Mexico

**1538**

Spanish explorer Fray Marcos de Niza travels into the Southwest

## Learn It

- Time lines are divided into parts. Each part represents a certain number of years. The time line on this page is divided into parts 50 years long. It tells of the events of several explorers and their explorations over a period of 200 years.
- Read the captions from left to right. You can see that the earliest event happened to the left and the latest event happened on the right. On this time line, the first explorer came to Mexico in 1520. When was the last mission in this time period founded?

## Try It

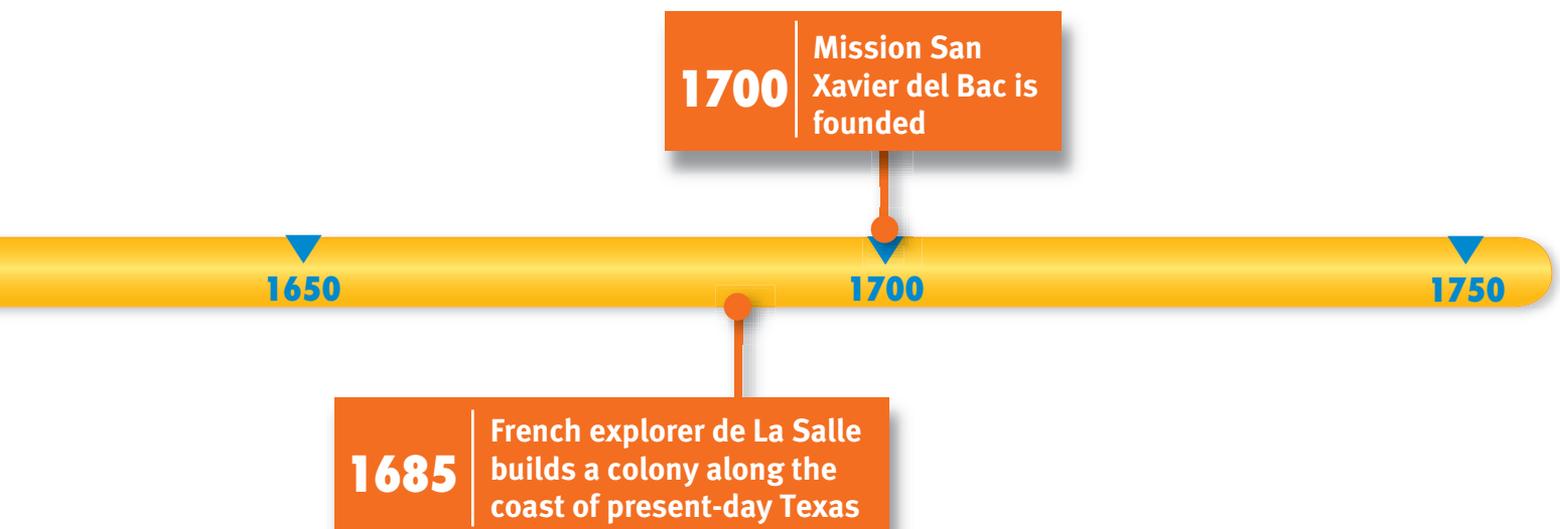
Look at the time line to answer the questions.

- Did French explorers or Spanish explorers reach the Southwest first?
- Did Coronado's army march into Texas before or after de La Salle built a colony on the Texas coast?

## Apply It

Use the time line on this page to answer the question below.

- Find important dates of your life by talking with family members.
- Find an important event for each year. Try to draw a picture or place a photograph for each event. Make a time line of your life.



# Lesson 1

## VOCABULARY

**prehistory** p. 9

**artifact** p. 9

**resource** p. 10

**hunter-gatherer** p. 11

**technology** p. 13

## READING SKILL

### Sequence Events

Copy the chart. As you read, fill it in with events from the lesson.



## STANDARDS FOCUS

**SOCIAL STUDIES**

People, Places, and Environments

**GEOGRAPHY**

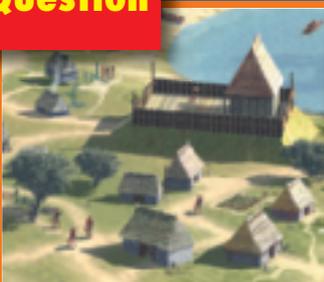
The Uses of Geography

# THE FIRST AMERICANS

Cahokia was one of the first cities in North America.

## Essential Question

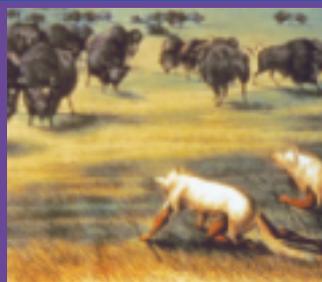
## Who were the First Americans?



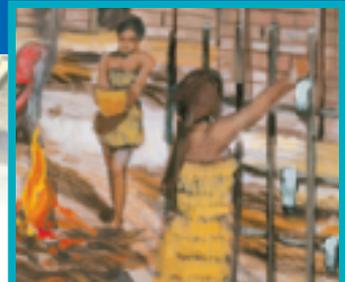
**A** Early Americans built a city called Cahokia.



**B** The Eastern Woodlands people formed a union.



**C** The Pueblo and Lakota lived in the Southwest.



**D** Native Americans adapted to their environment.

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**A****EARLY AMERICANS**

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*How did the first Americans get here? They probably walked for thousands of miles from Asia. Others may have come in small boats from Europe. They came long ago during the last Ice Age, a time called **prehistory**, before written history.*

**T**o find out about our prehistory scientists called archaeologists use artifacts. Almost anything that people used long ago can be an **artifact**—tools, weapons, clothes, even jewelry. These earliest Americans used stone tools and weapons, hunted wild animals, and picked wild plants for food.

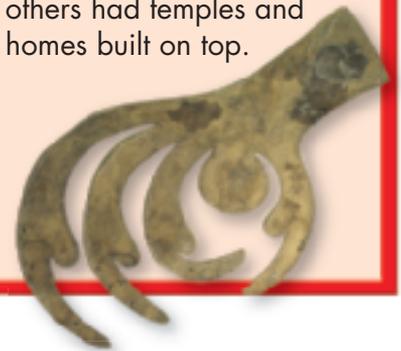
**Cahokia**

About the year 700, a group known as the Mississippians built a city near the Mississippi River, across from where St. Louis, Missouri, is now. The city, Cahokia, was one of the very first cities in North America. About 20,000 people lived there. How could so many people have enough to eat?

Unlike the earlier people who hunted and gathered their food, the Mississippians were farmers. They had learned to grow corn, and were able to grow enough to feed a large population. Since they were located at the center of trade routes that crisscrossed most of North America, they also became traders. Cahokia became a center for arts and crafts. Sometime around 1300, Cahokia was abandoned.

**PEOPLE****MOUND BUILDERS**

For about 3,000 years, the Adena, Hopewell, and Mississippian cultures lived in the Ohio and Mississippi River valleys. We call them mound builders because they built huge mounds of earth in their towns and cities. Some mounds were used as burial sites, while others had temples and homes built on top.



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**QUICK CHECK**

**Sequence** When was Cahokia built?

**B****EASTERN WOODLANDS****PEOPLE****HIAWATHA**

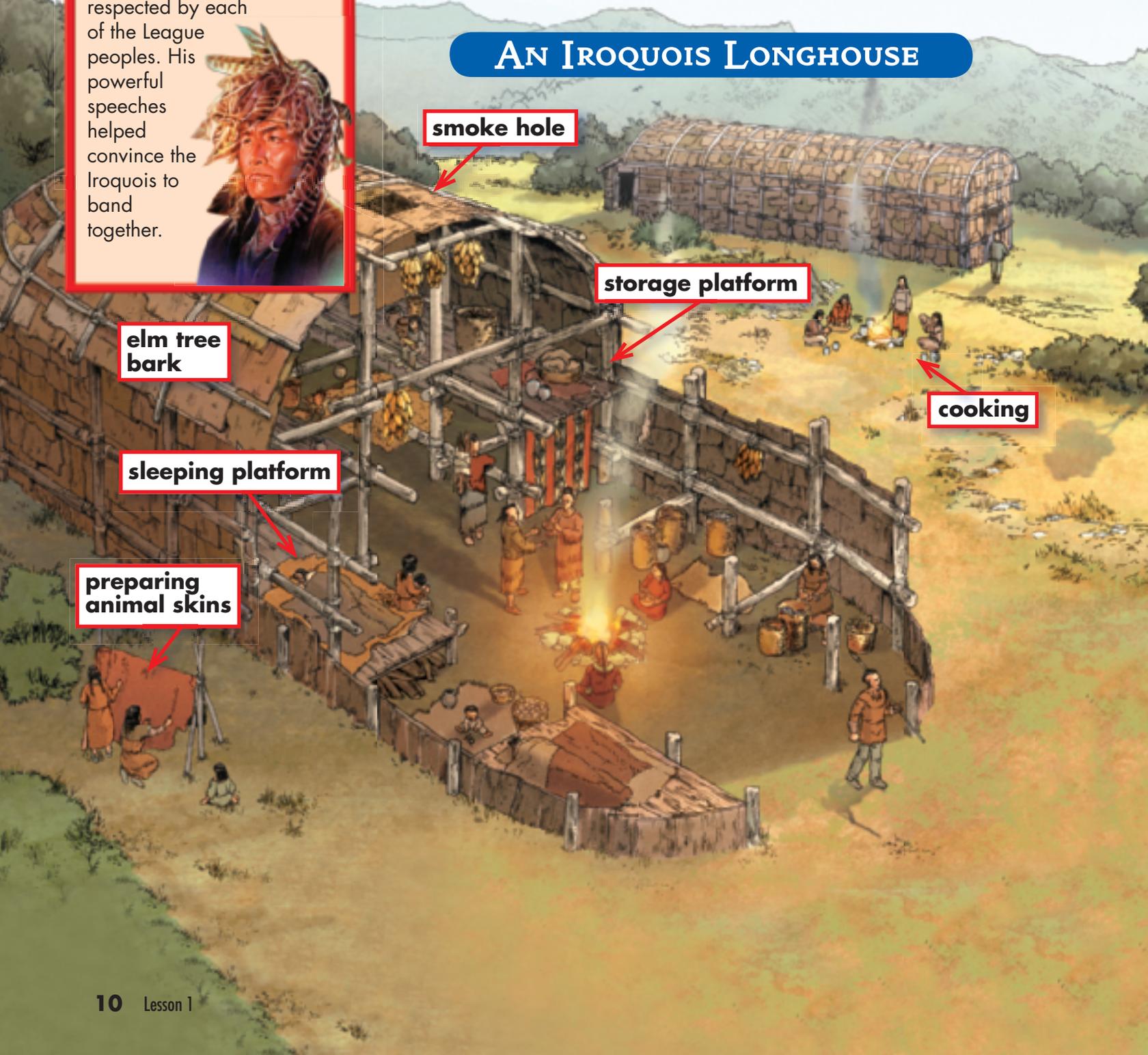
Hiawatha is known today for being one of the founders of the Iroquois League. He was a great peacemaker who was respected by each of the League peoples. His powerful speeches helped convince the Iroquois to band together.



Many years ago, the eastern half of North America was covered with forests. These forests were a good material, or **resource**, for the Native Americans that lived there.

**Hunting and Farming**

The people of the Eastern Woodlands got their food from the forest. They hunted deer and other animals.

**AN IROQUOIS LONGHOUSE**

smoke hole

storage platform

elm tree bark

cooking

sleeping platform

preparing animal skins

They also gathered fruits, nuts, and grains. People who get most of their food by hunting wild animals and gathering wild plants are known as **hunter-gatherers**.

Some people of the Eastern Woodlands, such as the Lenape, also grew their own food. Their most important crops were maize, beans, and squash.

## A United People

Over time, some Native American groups decided to join forces with other groups. One of these united groups was the Iroquois.

The Iroquois people formed a union with five different Native American groups that set up a government called the Iroquois League. Each member had a say in how the government was run. Later, a sixth group joined.

The Iroquois League was very successful. It was so successful that some believe it influenced the founders of our own government.

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### QUICK CHECK

**Summarize** What was the Iroquois League?



gathering berries



collecting firewood

### Diagram Skill

What jobs do you see people doing?

## EVENT

### TRAVELING WITH TEEPEES

The Plains people moved around a lot following the buffalo. They needed a home they could put up and take down easily. Teepees could do that. Teepees were made of wooden poles with buffalo hides stretched over them. Some had painted patterns on them that described hunts and battles or that told of the family's origins.



The Great Plains are a grassy, flat area in the middle of the United States. Near the Great Plains is a dry landscape known as the Southwest region. Native Americans in this region used the resources available to them.

### The Lakota and Comanche

The Lakota lived in the northern part of the Great Plains. They were always moving, because the Lakota followed the buffalo. They used the buffalo for everything, including food, clothing, shelter, and tools.

The Comanche lived further south. It was warmer than the north, so grains and nuts were easier to find. Like the Lakota, the Comanche depended on the buffalo, but the Comanche also traded clothing and tools for fresh food with nearby farming peoples.

### People of the Southwest

Long ago, a people known as the Ancestral Pueblo moved to the Southwest. They built towns high up in shallow caves along cliff walls. They left these communities around 1300. Their descendents, the

The Ancestral Pueblo built this community in the side of a cliff. It had 150 rooms and 23 kivas. A kiva is a common area used for ceremonies.

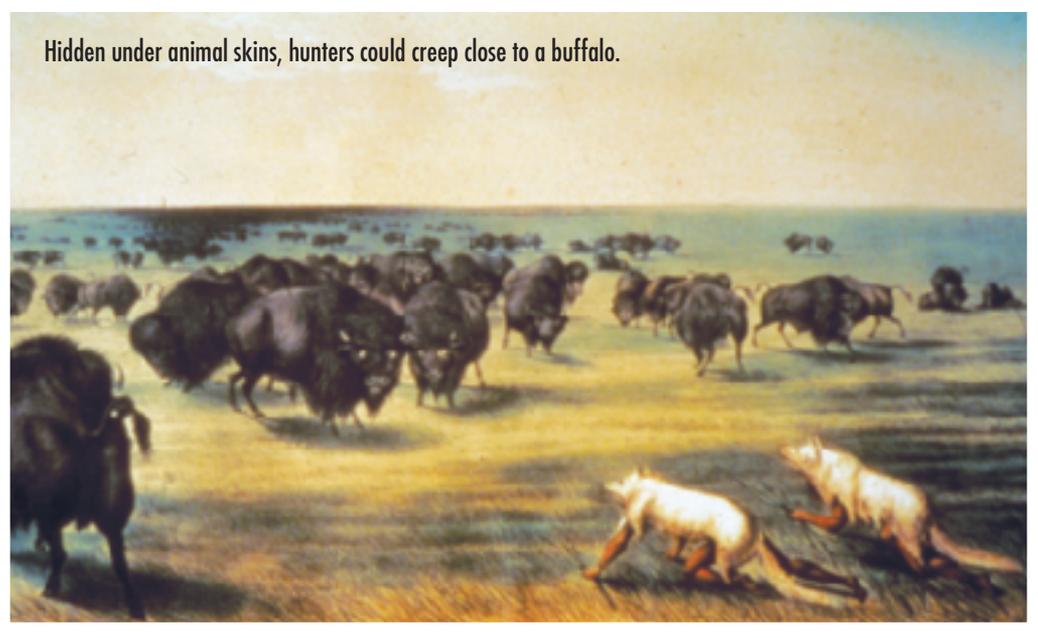
Pueblo people, built similar towns, and still live in the area today. The Spanish, the first Europeans to meet them, called these Native Americans Pueblo. Pueblo is the Spanish word for town or village.

The Pueblo and other Native Americans in the Southwest learned to farm in a hot, dry land. Their **technology**, or skills and tools, allowed them to grow corn and squash in the sandy soil. Others, such as the Apache, moved across the region, following buffalo and other large animals.

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### QUICK CHECK

**Summarize** Why did the Lakota live in teepees?



## D THE WEST

### PLACES

#### OZETTE

Ozette is an ancient Makah village in Washington state. It was buried by a mudslide around the year 1500. Since 1970, archaeologists have dug up more than 55,000 artifacts, including toys, baskets, hats, and tools from the site. Today, fishing hats are very similar to the fishing hats worn by Makah hundreds of years ago.

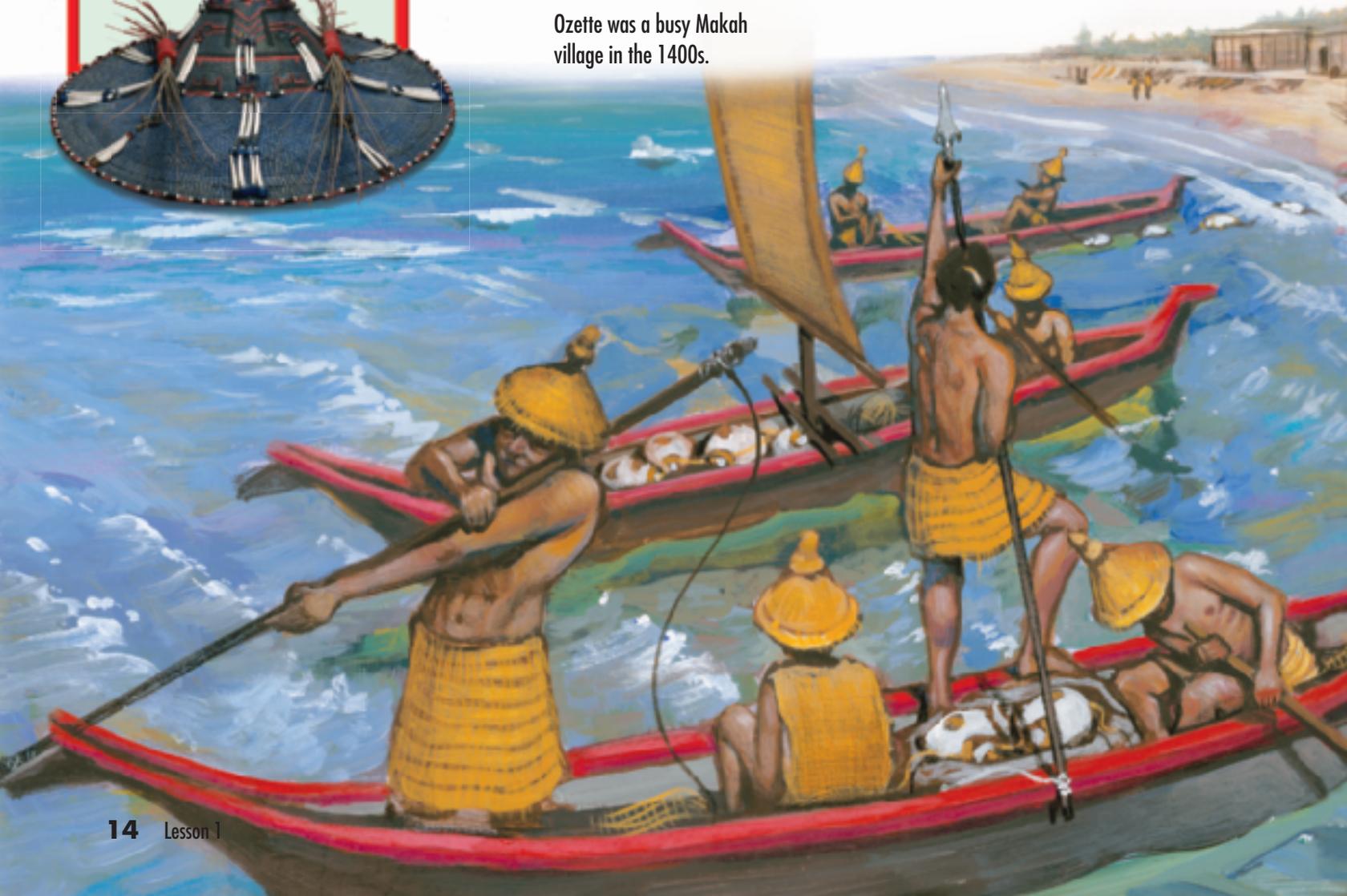


The western United States is a very large region. Today, eleven states are in the western region. Many different Native Americans groups lived in the West.

Native Americans of the West, like all people, learned to adapt to their surroundings. Each group's economy was influenced by the environment. This was true whether they lived in the mountains, along the coast, or in the desert.

The Northwest coast, from Oregon to Alaska, was a place rich in resources. People such as the Makah didn't have to farm. There were plenty of berries, roots, and other wild plants to gather. Sometimes they hunted beaver, bear, deer, and elk in the forest, but most of their food came from the sea. They fished and gathered seaweeds and shellfish.

Ozette was a busy Makah village in the 1400s.



## A Region of Plenty

Like the Makah, the Tlingit went to the sea for food. They developed technology to build dams and traps for catching salmon. They also made large canoes that could travel long distances. They traded their surplus resources with neighboring people. This made the Tlingit wealthy.

Native Americans who lived in the mountains hunted and gathered food from the forests. Some, such as the Nez Perce, also fished in the mountain streams.

The West has a vast, dry region known as the Great Basin. People such as the Shoshone had to use the resources of the Great Basin carefully. These hunter-gatherers had to keep moving to find food.

Tlingit totem pole in Sitka National Historic Park in Alaska ▶



### QUICK CHECK

**Make Inferences** How do the Makah use resources today?

### Check Understanding

**1. VOCABULARY** Summarize this lesson using these vocabulary words.

**resource**      **technology**

**2. READING SKILL** **Sequence**

**Events** Use the chart from page 8 to tell about Cahokia.

First
↓
Next
↓
Last

**Essential Question**

**3. Write About It** Why is it important to learn about the history of Native Americans?

## Lesson 2

### VOCABULARY

**mission** p. 18

**Northwest Passage**  
p. 19

**colony** p. 19

### READING SKILL

#### Sequence Events

Copy the chart. As you read, fill it in with events from the lesson.



### STANDARDS FOCUS

**SOCIAL STUDIES**

Global Connections

**GEOGRAPHY**

Places and Regions

# TWO WORLDS MEET

The arrival of Columbus and his ships in the Caribbean changed the world forever.

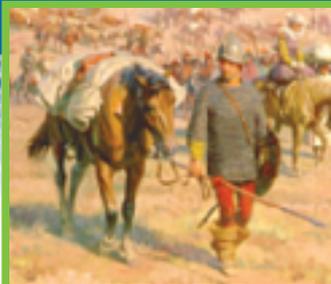


### Essential Question

How did Europeans in North America affect Native Americans?



**A** Columbus met Native Americans on a Caribbean Island.



**B** Spanish and French explorers settle in North America.



**C** English and Dutch settlers make colonies.



**D** The French and British fight over Native American lands.

# A

## THE FIRST EUROPEANS

*In the middle 1400s, many Europeans read a book that told of the golden palaces, jewels, delicious spices, and other wonders of China. Europeans wanted to go there and bring back some of these amazing things.*

**A**t the time, it was a very long journey to reach Asia from Europe. A man named Christopher Columbus wanted to try a faster and safer route. In 1492 he set out with three ships for Asia, but instead of sailing east, he sailed west. When he finally landed, he wasn't in Asia. He was on an island in the Caribbean Sea.

This was the beginning of an exchange that would forever change the lives of both Europeans and Native Americans. Imagine what the world would be like if the two had never met. Native Americans would never have seen a horse or tasted an orange, while Europeans would never have learned of chocolate, seen a tomato, or eaten popcorn.

The meeting wasn't always good for both sides. At first, the two peoples helped each other, but in time, Europeans took over the land. Since Native Americans had no immunity against European diseases, huge numbers of Native Americans died.

### EVENT

#### THE COLUMBIAN EXCHANGE

Suppose you had never eaten chocolate, potatoes, or corn! American foods were unknown in Europe until returning sailors brought them back. These foods eventually became a part of the European diet.



Native Americans await the arrival of European ships.

### QUICK CHECK

**Summarize** How did the encounter between Europeans and Native Americans change the lives of both groups forever?



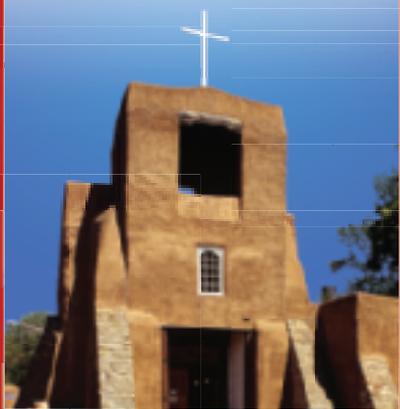
**B**

# THE SPANISH AND FRENCH IN NORTH AMERICA

## PLACES

### SANTA FE

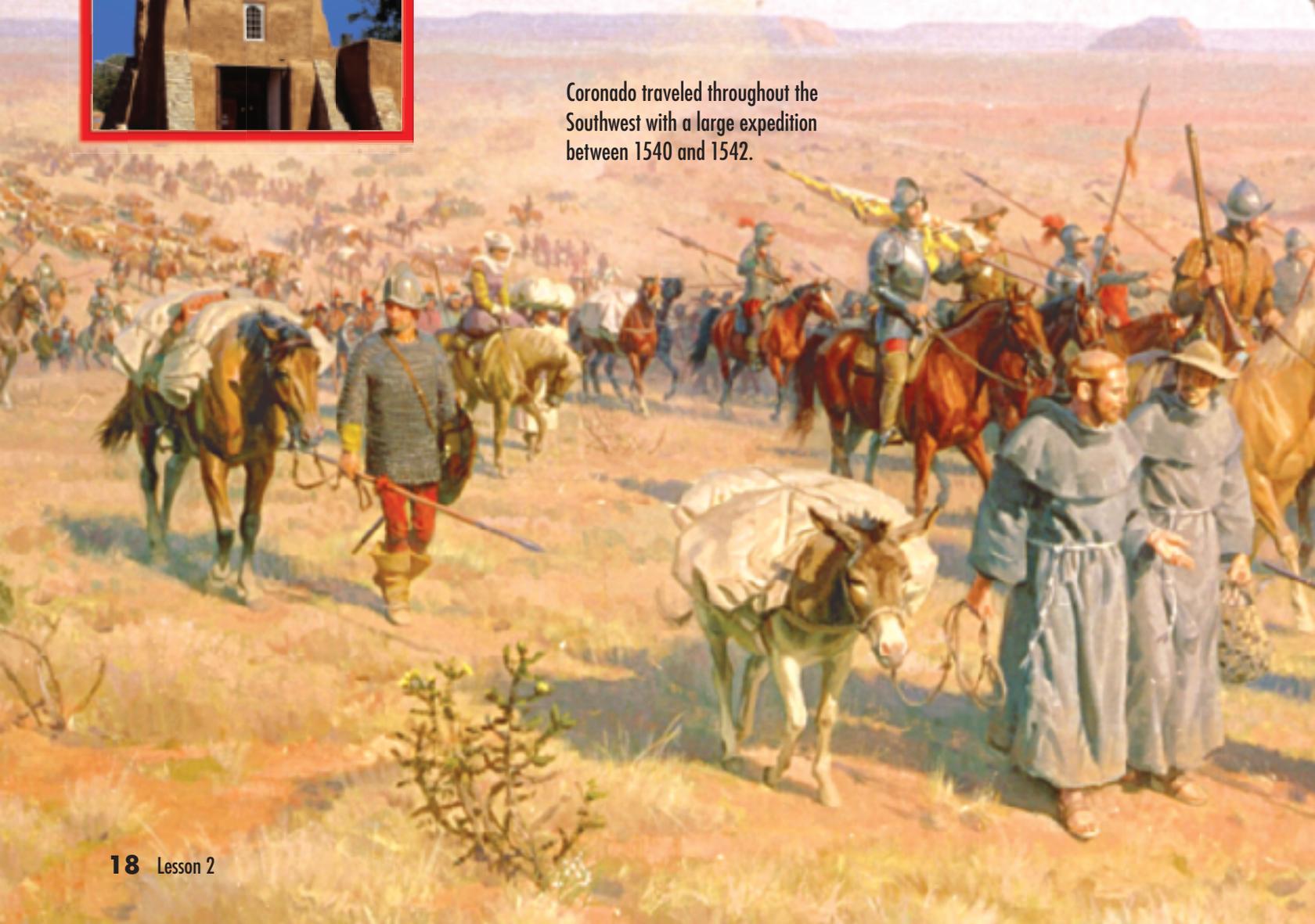
One of the earliest Spanish settlements was Santa Fe, now the capital of New Mexico. San Miguel Chapel in Santa Fe, built around 1610, is one of the oldest churches in the United States.



The first Europeans to explore North America were from Spain. They thought they would find gold and other riches. Explorers such as Francisco Coronado traveled throughout the Southwest in search of gold.

Explorers weren't the only people to come to North America from Spain. Priests came to teach Native Americans about Christianity. They set up **missions**, or settlements, throughout the West and Southwest to teach their religion. By the late 1600s, Spain controlled Mexico, much of South America, and most of what is now the southwestern United States and Florida.

Coronado traveled throughout the Southwest with a large expedition between 1540 and 1542.



## French Traders

The French also explored North America. They hoped to find a route that would lead from the Great Lakes to Asia. They called it the **Northwest Passage**. As it turned out, no such route existed, but the French explorers claimed these lands for France.

The French explorers were looking for gold and fur. At that time, hats and coats made of beaver fur were very fashionable in France. French trappers came and offered Native Americans weapons and metal tools in exchange for the plentiful beaver furs.

Soon, France claimed a huge piece of North America for itself and made it a **colony**—a land ruled by another country. They called it New France. Like the Spanish, the French also sent priests to teach Native Americans about Christianity.

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### QUICK CHECK

**Summarize** Why did the French explore North America?

## PEOPLE

### RENÉ-ROBERT CAVELIER, SIEUR DE LA SALLE

Robert de la Salle explored the Great Lakes region and the Mississippi River. In 1682 he traveled from present-day St. Louis to the Mississippi's mouth at the Gulf of Mexico. He named the area Louisiana in honor of the French king, Louis the Fourteenth.



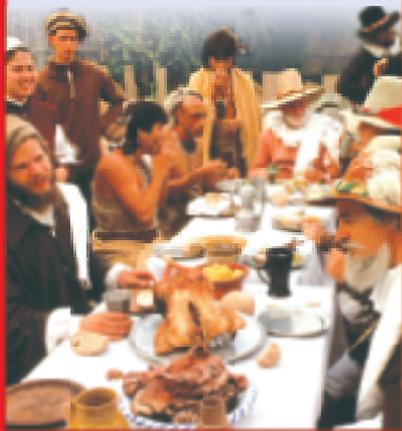


## THE DUTCH AND ENGLISH IN NORTH AMERICA

### EVENT

#### THANKSGIVING

In 1620 people called Pilgrims left England in search of religious freedom. They landed in what is now part of New England and named their colony Plymouth. The Pilgrims survived with help from Native Americans. Pilgrims and Native Americans celebrated their friendship by having a great feast in the autumn of 1621. This feast has been called our country's first Thanksgiving.



The French and the Spanish weren't the only nations in Europe that wanted settlements in North America. The English and the Dutch wanted colonies in North America, too. Like the French and Spanish, they wanted to find riches for their countries.

#### The English Colonies

In 1607, after a few failed attempts at settling in North America, a new group of English settlers set up a colony in what is now Virginia. They called the settlement Jamestown in honor of King James of England. It became the first permanent English colony in North America and helped set a pattern for later colonists to follow.

New Amsterdam as it was in 1640



## New Netherland

The Dutch, like the French, came to North America to make money, particularly in the fur trade. They came from the Netherlands. In 1624 they settled along the Hudson River and named their colony New Netherland.

Two years later, the Dutch governor, Peter Minuit, bought Manhattan Island from Native Americans living there and called it New Amsterdam.

The English colonies began to spread out, and in 1664 they took control of New Amsterdam from the Dutch. New Amsterdam soon changed its name to New York. The English also began colonizing other lands near the Atlantic coast. By 1732 England had thirteen colonies stretching from New Hampshire to Georgia.

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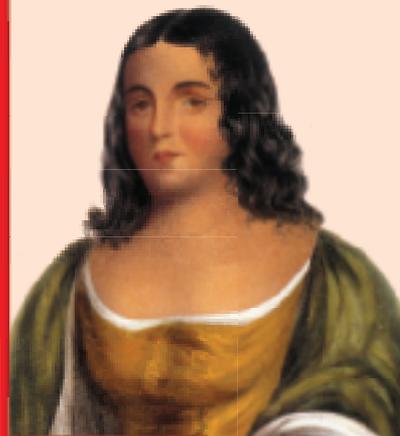
### QUICK CHECK

**Sequence Events** What happened in New Netherland after the Dutch settled there?

## PEOPLE

### POCAHONTAS

Pocahontas was the daughter of Powhatan, a Native American leader who lived near Jamestown. She became a link between Jamestown settlers and her own people.



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**D****CONFLICTS OVER TERRITORY**

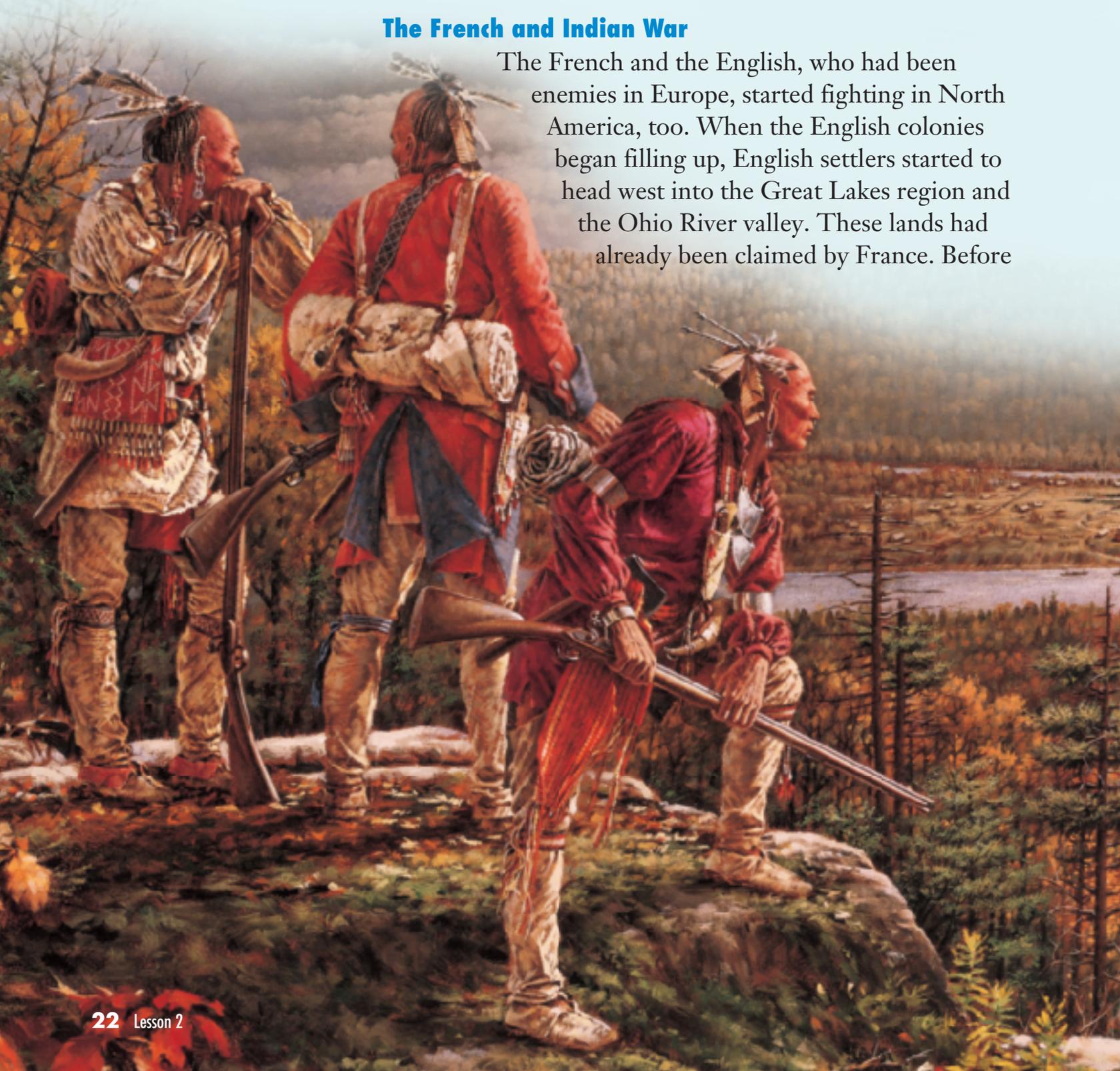
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Native Americans look over an English fort.

Land was what everyone wanted in the 1700s. The English, French, Dutch, and the Spanish kept coming to North America. This was hard for the Native Americans who had been living there because all these new colonists wanted more land.

**The French and Indian War**

The French and the English, who had been enemies in Europe, started fighting in North America, too. When the English colonies began filling up, English settlers started to head west into the Great Lakes region and the Ohio River valley. These lands had already been claimed by France. Before



long, the English and the French were at war over the question of who owned the land.

Many Native Americans in the region fought alongside the French in this war. They hoped that the French could help them drive the English out of North America altogether. For this reason, the war was called the French and Indian War.

### British Victory

Even though the French had help from Native Americans, the English won the war in 1763. The English seized the Ohio River valley. Great Britain now claimed almost all of the present-day United States east of the Mississippi River. To the surprise of the Native Americans, they chose to keep English settlers out of the Ohio River valley and leave the land to the Native Americans.

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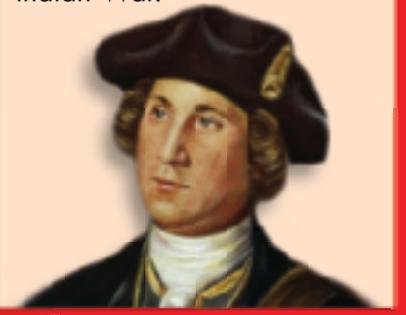
### QUICK CHECK

**Summarize** What sparked the French and Indian War?

## PEOPLE

### GEORGE WASHINGTON

In 1753 George Washington delivered a letter to the French army, demanding they leave the Ohio territory. The French refused. A year later, Washington's troops ambushed a French Canadian scouting party. This was the beginning of the French and Indian War.



## Check Understanding



**1. VOCABULARY** Draw a picture to illustrate each word below. Label each picture.

**mission**

**colony**

**2. READING SKILL Sequence**

**Events** Use the chart from page 16 to describe French explorers in North America.

First
↓
Next
↓
Last

**Essential Question**

**3. Write About It** How were some Native Americans treated by the new settlers? Give examples.

Overset exists on this page. I am locked out of text and cannot remedy.

**Article IS assigned. I am unable to locate any overset copy. I fixed the red head.**

Please add the sequence chart from page 8 in the chart space provided to the right.

Please make sure that the black text on number 2 is not bold.

Note on Event Box: First line under Thanksgiving-please remove comma after 1620.

Note on Lesson Header above: Please Make sure this reads Lesson 2.

Please be sure to upload the proper font.

## Lesson 3

### VOCABULARY

**tax** p. 25

**revolution** p. 25

**Declaration of Independence** p. 27

**independent** p. 30

### READING SKILL

#### Sequence Events

Copy the chart. Fill it in with events from the lesson.



### STANDARDS FOCUS

**SOCIAL STUDIES**

Civic Ideals and Practices

**GEOGRAPHY**

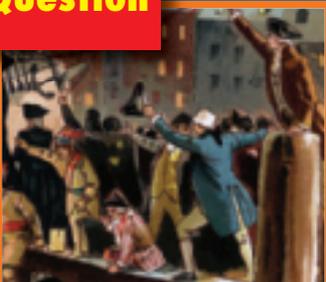
Human Systems

# A Nation Is Born

Boston Tea Party, December 16, 1773

## Essential Question

What led the colonies to become a nation?



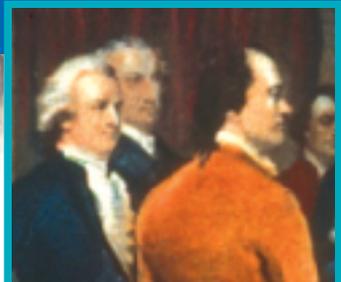
**A** Great Britain taxed colonists. The colonists protested.



**B** The colonists prepared for war and independence.



**C** Great Britain and Patriot soldiers went to war.



**D** The colonies became an independent nation.

## A

# TAXES AND PROTESTS

*The French and Indian War was expensive. Great Britain needed a way to pay for it. They decided to make the colonists pay new **taxes**. Taxes are money paid to a government for its support.*

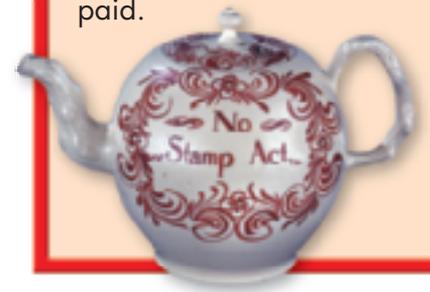
**M**any of the colonists were already angry because Great Britain had said they couldn't settle west of the Appalachian Mountains. Settlers wanted those lands. When Great Britain's lawmakers (called Parliament) made them pay taxes, they got even angrier. They said Great Britain was being unfair. The colonists were also upset that they didn't have any representatives in Parliament to vote. The people in Great Britain did. Some colonists thought about having a **revolution** to break from the government, but most colonists didn't want that at the time. All they wanted was the same rights as people in Great Britain.

When the government passed a tax on tea, the colonists were angrier than ever. First, they refused to buy the tea. Then, they decided to show Great Britain exactly what they thought of the tax. One night, a group of men sneaked on board three British ships in Boston Harbor and dumped a load of expensive tea overboard. The event, known as the Boston Tea Party, made the British government furious.

## EVENT

### THE STAMP ACT

The first tax the British passed was called the Stamp Act. It was a tax on all paper sold in the colonies. Government officials placed a special mark, or stamp, on items once the tax had been paid.



## QUICK CHECK

**Sequence Events** Which came first, the Stamp Act or the tax on tea?

**B**

# THE ROAD TO WAR

## PLACES

### INDEPENDENCE HALL

In 1776, representatives from the 13 colonies met in this Philadelphia building to sign the Declaration of Independence. Later they would meet here to approve the United States Constitution. "Independence Hall" is now a museum.



Great Britain wanted to punish the colonists for dumping the tea. It forbade the colonists to hold town meetings and closed the harbor until the colonists paid for the tea they had dumped. Colonists couldn't pay for the tea if the harbor was closed—that's where half of the people in Boston worked. This made the colonists angrier. People began to worry that they might starve. By the spring of 1775, things were very tense in Boston. The colonists finally felt the situation had gone on long enough. They were going to do something about their problem. More people began talking about independence.

The British government sent soldiers to Boston and said that it was to "protect" the colonists, but Britain wanted to show the colonists that it had control.

Battle of Lexington, 1775



## The First Shots

In April 1775, British spies learned that colonists were storing weapons in nearby Concord. Soldiers started to march from Boston to Concord to seize the weapons. A colonist named Paul Revere heard about their plan and rode toward Concord to warn the town. “The British are coming!” he called out all along the way.

The next morning, volunteer soldiers were waiting when the British troops reached Lexington. Fighting broke out in Lexington and again at Concord. The American Revolution had begun.

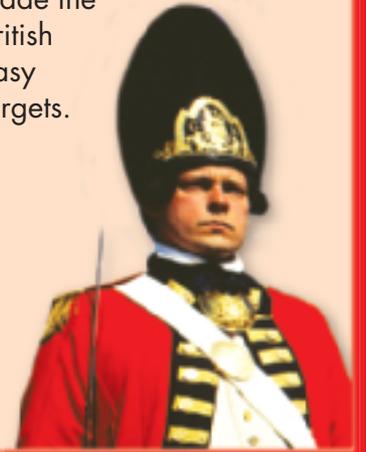
## Declaring Freedom

In the summer of 1776, a group of colonists met and chose Thomas Jefferson to write the **Declaration of Independence**. It told the world why the colonies wanted independence. Signing this document took courage. It also meant war.

## PEOPLE

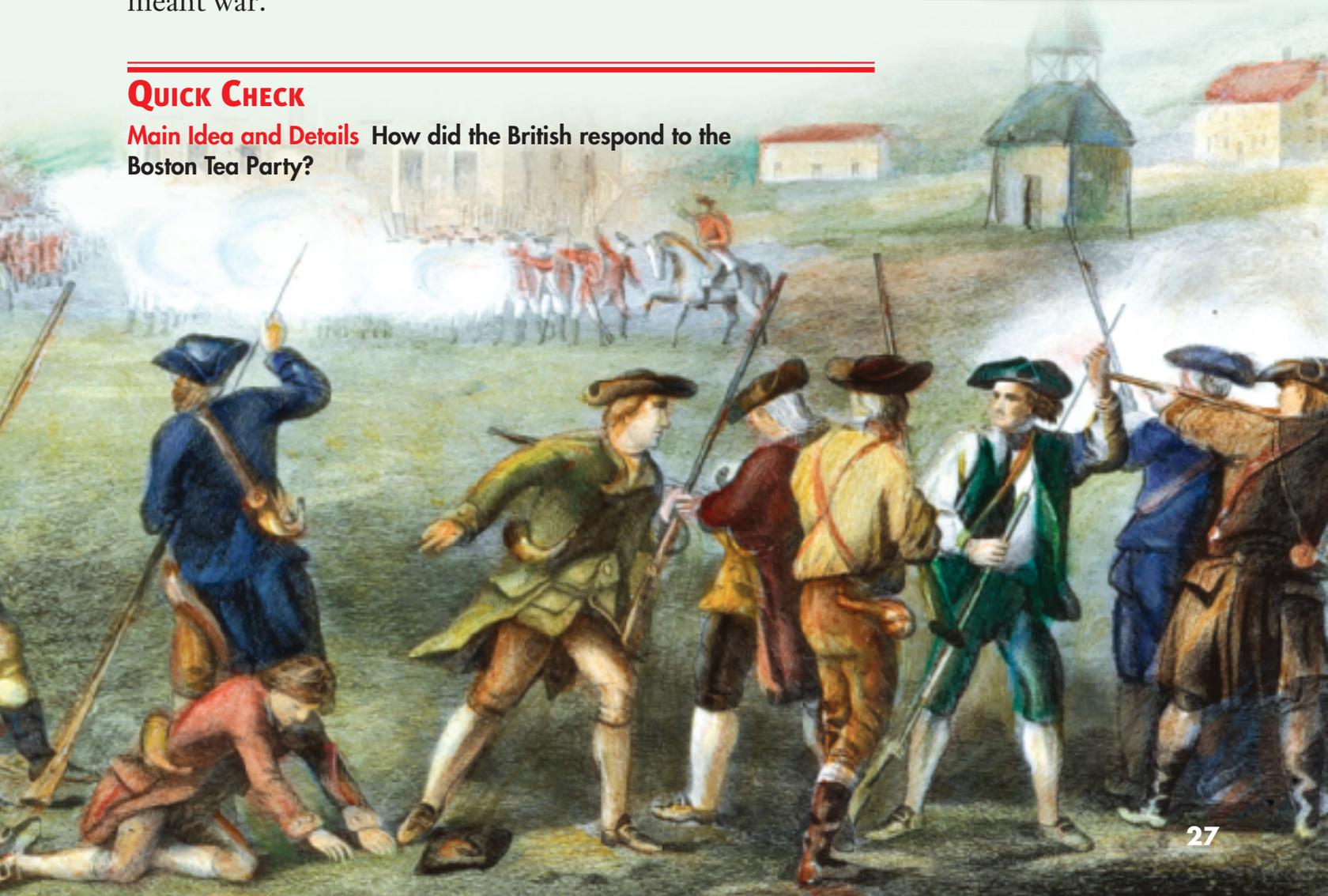
### REDCOATS

Patriots called the British soldiers “lobsterbacks” because of the color of their uniforms. The red color was useful because it didn’t show blood, but it made the British easy targets.



## QUICK CHECK

**Main Idea and Details** How did the British respond to the Boston Tea Party?



## PEOPLE

## DEBORAH SAMPSON



Deborah Sampson was a Massachusetts woman. She so strongly believed in the Patriot cause that she disguised herself as a man and joined the army. At that time, women were not allowed to fight in wars. She served for nearly a year before she was struck by a fever and her secret was discovered.

## Strengths and Weaknesses

At the beginning of the war, all of Europe, and a good many Americans, didn't think there was a chance against Great Britain. The British navy was the best in the world. Its army had huge supplies of guns and ammunition. Many Patriot soldiers didn't have uniforms. Guns and food were in short supply. The Patriots had some advantages. They were defending their homes and knew the land well.

Since Great Britain was very far away, it was expensive to send supplies and troops across the Atlantic to fight in North America. People in Great Britain began to wonder whether the war was worth the trouble.



British Soldiers

## Native Americans and the War

At first, Native Americans refused to take sides. Later, the British convinced some of the Iroquois Confederacy to help them. The Iroquois were angry that the settlers had taken their lands. They believed that if Great Britain won, it would keep the colonies from expanding into their homelands.

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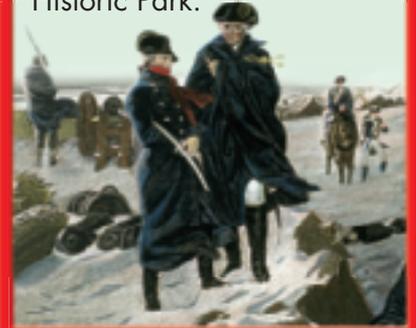
### QUICK CHECK

**Summarize** What advantages and disadvantages did the Patriots have in the war with England?

## PLACES

### VALLEY FORGE

George Washington and his army spent the winter of 1777–1778 in Valley Forge, Pennsylvania. About 2,500 patriots died of hunger, cold, and disease during the long, cold winter. Today you can visit the Valley Forge National Historic Park.



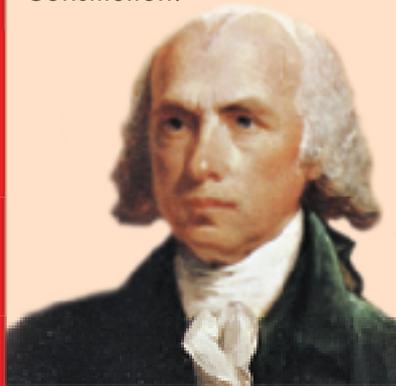
### Patriot Soldiers

Patriots were able to hold off British soldiers even though they lacked training and supplies.



**D****A NATION AT LAST****PEOPLE****JAMES MADISON**

We can thank James Madison for our Constitution. It was Madison who planned it, wrote it, and fought for its approval. He is known today as "the father of the Constitution."



Despite all the odds, and without any help, the Patriots held on. Finally, France decided to give the Patriots a hand against its old enemy. France sent soldiers and supplies to help the Patriots. Later, Spain decided to give a hand, too. At last, in 1781, the British surrendered at Yorktown, Virginia. What had once been thirteen colonies were now an **independent** nation, the United States of America. This meant they were no longer governed by Great Britain. The new nation stretched from the Atlantic Ocean to the Mississippi River.



Constitutional Convention, Philadelphia

## A Plan for Government

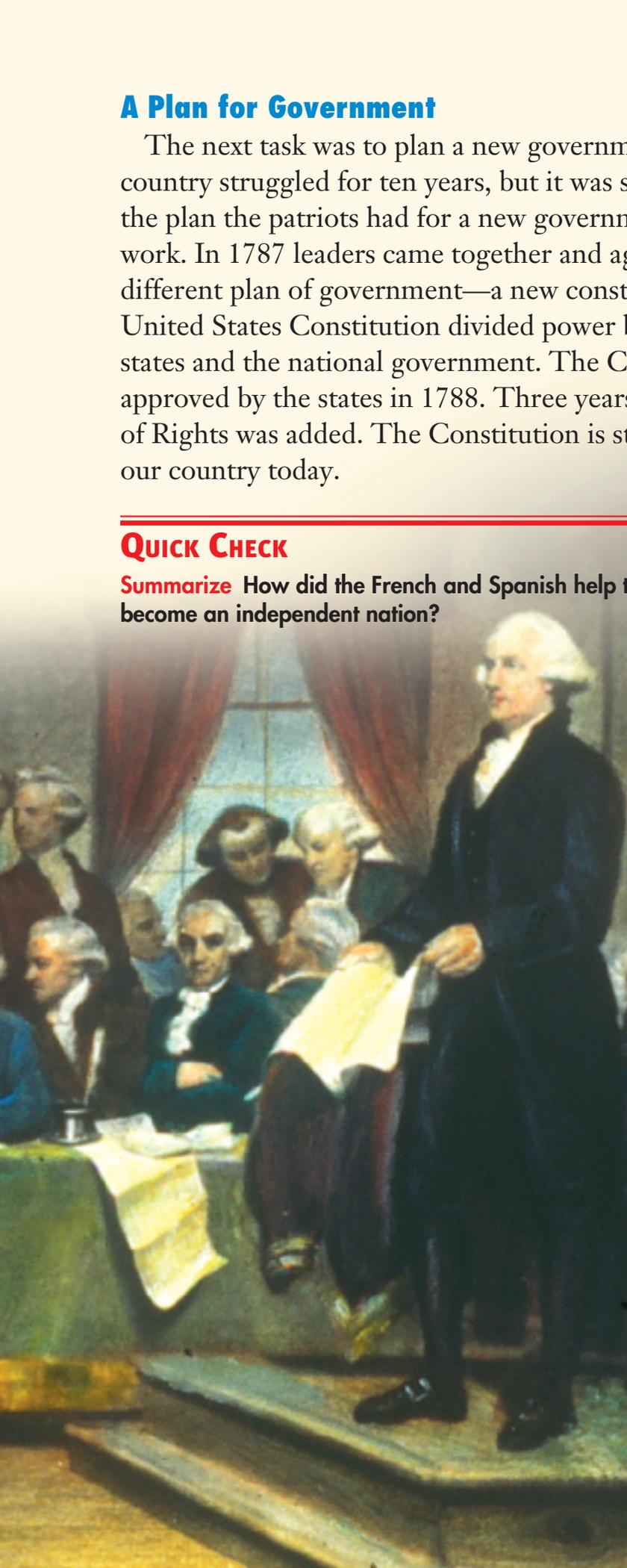
The next task was to plan a new government. The country struggled for ten years, but it was soon clear that the plan the patriots had for a new government did not work. In 1787 leaders came together and agreed on a different plan of government—a new constitution. The United States Constitution divided power between the states and the national government. The Constitution was approved by the states in 1788. Three years later, the Bill of Rights was added. The Constitution is still the law of our country today.

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### QUICK CHECK

**Summarize** How did the French and Spanish help the Patriots to become an independent nation?



### Check Understanding



**1. VOCABULARY** Write a paragraph about the colonies using these words.

**tax**      **revolution**      **independent**

**2. READING SKILL Sequence**

**Events** Use the chart from page 24 to tell what led to war.



**Essential Question**

**3. Write About It** How did the patriots form their own nation?

## Lesson 4

### VOCABULARY

**territory** p. 33

**Louisiana Purchase** p. 34

**expedition** p. 34

**canal** p. 36

**frontier** p. 38

### READING SKILL

#### Sequence Events

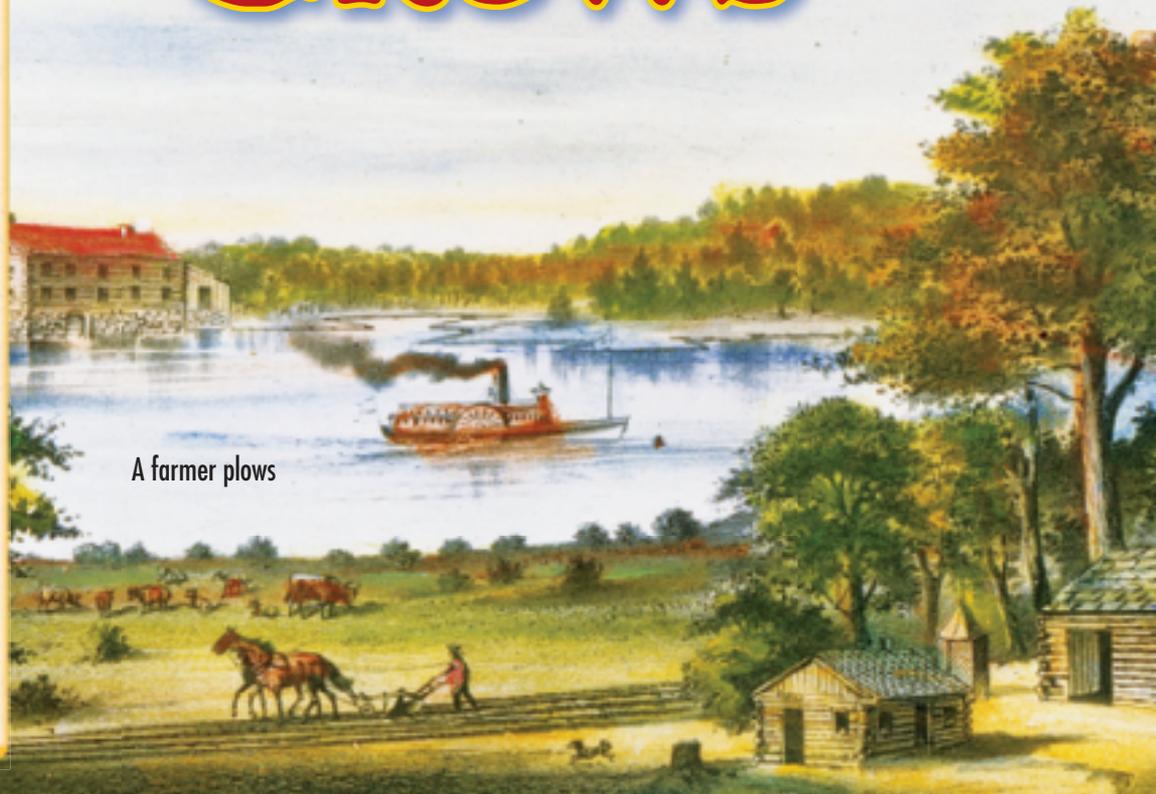
Copy the chart. As you read, fill it in with information about the growth of our nation.



### STANDARDS FOCUS

- SOCIAL STUDIES** Time, Continuity, and Change
- GEOGRAPHY** Environment and Society

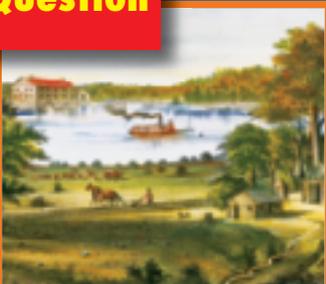
# THE NATION GROWS



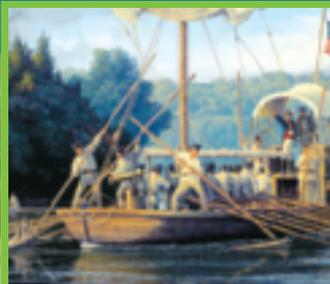
A farmer plows

### Essential Question

What happened as the nation grew?



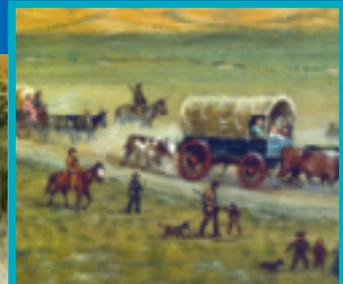
**A** The Northwest Territory caused conflict.



**B** Lewis and Clark explored lands of the Louisiana Purchase.



**C** Canals and railroads made travel faster.



**D** Texas freedom and gold helped the country grow.

---

**A****OVER THE MOUNTAINS**

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*Before the Revolutionary War, Great Britain had closed the land west of the Appalachians to settlers. Now that the country was independent, some settlers began moving west. They were looking for inexpensive land and good soil.*

**T**he new United States government passed two laws to oversee the vast new territory west of the mountains. The first law called for the land to be measured. The second law officially named the area north of the Ohio River as the Northwest **Territory**. A territory is land owned by a country. The law also stated that once enough settlers lived there, the territory could become a state.

**Growth and Conflict**

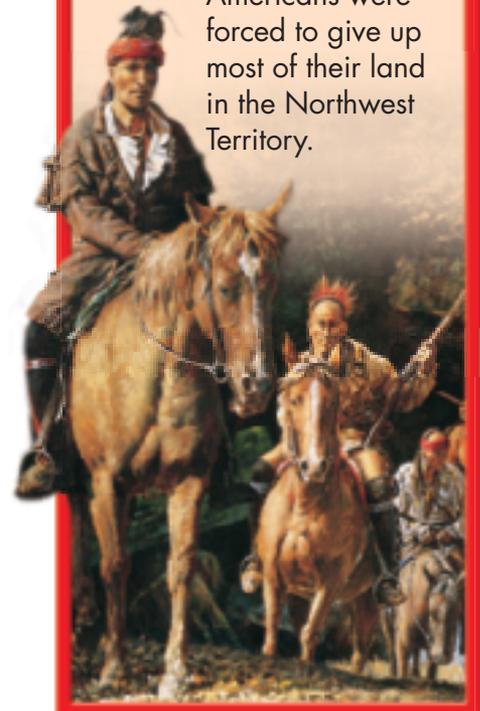
Congress thought Native Americans would be willing to sell their land. Many were angry that the treaties they had signed with the British meant little to the settlers. Several Native American nations attacked the settlers. After they lost the Battle of Fallen Timbers in Ohio, many Native American leaders had to sign a treaty giving up their lands.

In 1800 part of the Northwest Territory had enough people to become the territory of Ohio. A year later, the western part of the Northwest Territory became the territory of Indiana.

**PEOPLE****TECUMSEH**

Tecumseh was a Shawnee chief. He traveled great distances visiting Native American villages. He tried to get them to unite to protect their lands. Despite his leadership, Native

Americans were forced to give up most of their land in the Northwest Territory.



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**QUICK CHECK**

**Sequence** What happened after Native Americans refused to sell their land?

**B**

## MOVING WEST

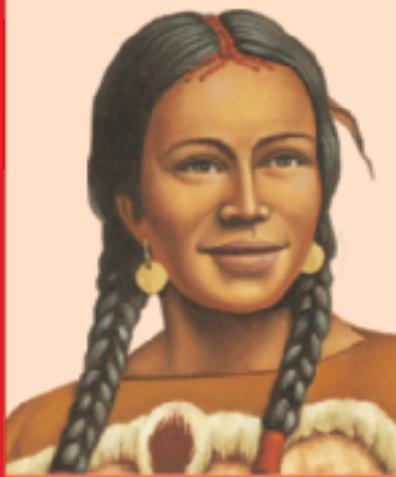
By 1803, the United States controlled most of the land east of the Mississippi River. Still, many Americans were eager to push past the Mississippi River into Louisiana Territory. At the time, Louisiana belonged to France.

France needed money for a war it was fighting in Europe against Great Britain. The French offered to sell all of Louisiana to President Thomas Jefferson. Jefferson agreed and bought the entire territory for about \$15 million. The new territory, known as the **Louisiana Purchase**, was huge. It stretched from the Mississippi River to the Rocky Mountains. Americans knew little about this area.

### PEOPLE

#### SACAGAWEA

Sacagawea helped Lewis and Clark speak with the Native Americans they met. She also showed them which plants were safe to eat. Sacagawea's brother, a Shoshone chief, provided the group with horses to continue the journey over the mountains.



#### Lewis and Clark

Jefferson wanted to know everything about the land he had just bought. He organized an **expedition**, or a journey of exploration. He hired Meriwether Lewis and William Clark to lead it. He asked them to make maps as they traveled and to record what they found.

Lewis and Clark traveled on the Missouri River for much of their journey.

Lewis and Clark hired a French trader named Charbonneau and his Shoshone wife, Sacagawea, as guides. For two years, they led more than 40 men across the West. They climbed high mountains in terrible weather.

The expedition reached the Pacific Ocean in 1805. By 1806, they had returned to Missouri. They brought back exciting information about America's new territory.

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### QUICK CHECK

**Cause and Effect** Why did Jefferson send Lewis and Clark into Louisiana?

When they could, Lewis and Clark traveled by boat. ▶



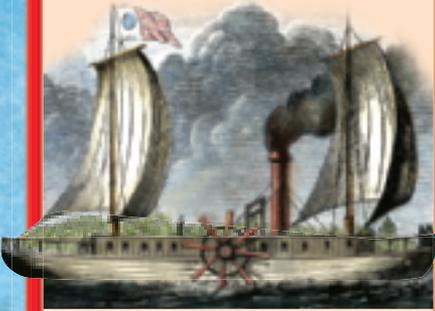
# C

## TRAVEL GETS FASTER

As the country grew larger, distances between cities were long and traveling was slow. In the early 1800s, the fastest way to travel on land was by horseback. The only way to ship goods across land was by wagon.

### EVENT

#### STEAMBOATS



In 1807 inventor Robert Fulton built a boat powered by a steam engine. Fulton's powerful steamboats could carry people and goods both downriver and upriver.

### Building a Waterway

In 1825 the New York state government finished building a waterway called the Erie **Canal**. The Erie Canal connected the Hudson River to the Great Lakes. Canal boats were pulled by horses or mules that walked along paths at the canal's edge. Now merchants could ship products from New York City to the Great Lakes and back. Many settlers bought these goods. The success of the Erie Canal inspired other states to build canals. Soon canals were being built all over the country.

Boats that traveled along the Erie Canal could carry goods from New York to the Great Lakes.



## Railroads

Railroads were the next big improvement. At first, railroad cars were pulled by horses over iron rails. Then, a British inventor figured out how to get a steam engine to pull the railroad cars. By the early 1830s, work crews were laying railroad tracks in the United States. It wasn't long before railroads crisscrossed the eastern states.



- ▲ Steam engines pulled railroad cars faster and more cheaply than did horses.

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### QUICK CHECK

**Main Idea and Details** What changes were made in transportation in the early 1800s?



**D****FROM ATLANTIC TO PACIFIC**

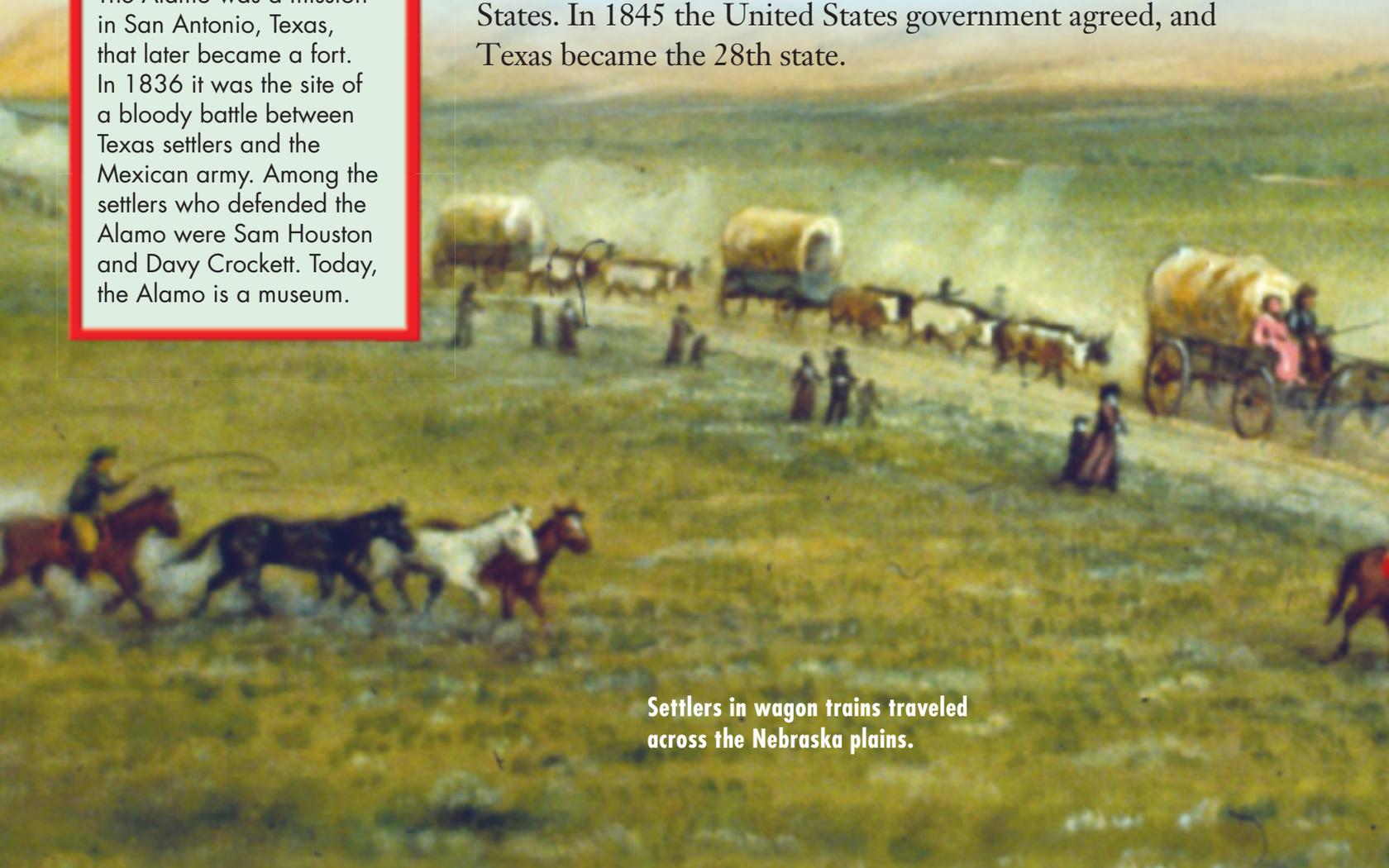
As more and more people came, the **frontier**, or the edge of the settled area, kept moving west. Some Americans began to feel that the United States had a right to all of the land out west—that it was the country’s destiny to extend from the Atlantic to the Pacific.

**PLACES****THE ALAMO**

The Alamo was a mission in San Antonio, Texas, that later became a fort. In 1836 it was the site of a bloody battle between Texas settlers and the Mexican army. Among the settlers who defended the Alamo were Sam Houston and Davy Crockett. Today, the Alamo is a museum.

**Texas and the Mexican War**

Mexico won its independence from Spain in 1821. Americans began settling in northern Mexico in the 1820s in an area named Texas. They soon outnumbered the Mexicans living there. Then, in 1835, some of the Americans started a revolution. Americans living in Texas wanted to be independent from Mexico. In April 1836, they defeated the Mexican Army and won their independence. The government of the new nation asked to join the United States. In 1845 the United States government agreed, and Texas became the 28th state.



Settlers in wagon trains traveled across the Nebraska plains.

Mexico and the United States disagreed about where the border of Texas should be. The United States and Mexico went to war over this in 1846. The United States won. In the peace treaty of 1848, Mexico gave up half its territory, including California. In return, the United States paid Mexico \$15 million.

## The California Gold Rush

In 1848 a California settler discovered gold. The news spread rapidly across the country. Thousands of people traveled to California. They hoped to become rich. Two years after gold was first discovered, California had enough people for statehood.



▲ Thousands of people looked for gold in California.

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### QUICK CHECK

**Cause and Effect** How did the United States expand westward?

## Check Understanding



**1. VOCABULARY** Write a sentence for each of the following vocabulary words.

**canal**

**frontier**

**territory**

**2. READING SKILL Sequence**

**Events** Use the chart from page 32 to describe movement westward.

First
↓
Next
↓
Last

**Essential Question**

**3. Write About It** How did the growth of the United States bring people into conflict?

## Lesson 5

### VOCABULARY

**Civil War** p. 41

**Emancipation Proclamation** p. 43

**Reconstruction** p. 44

**immigrant** p. 46

**invention** p. 47

### READING SKILL

#### Sequence Events

Copy the chart. As you read, fill it in with information about the Civil War.



### STANDARDS FOCUS

**SOCIAL STUDIES**

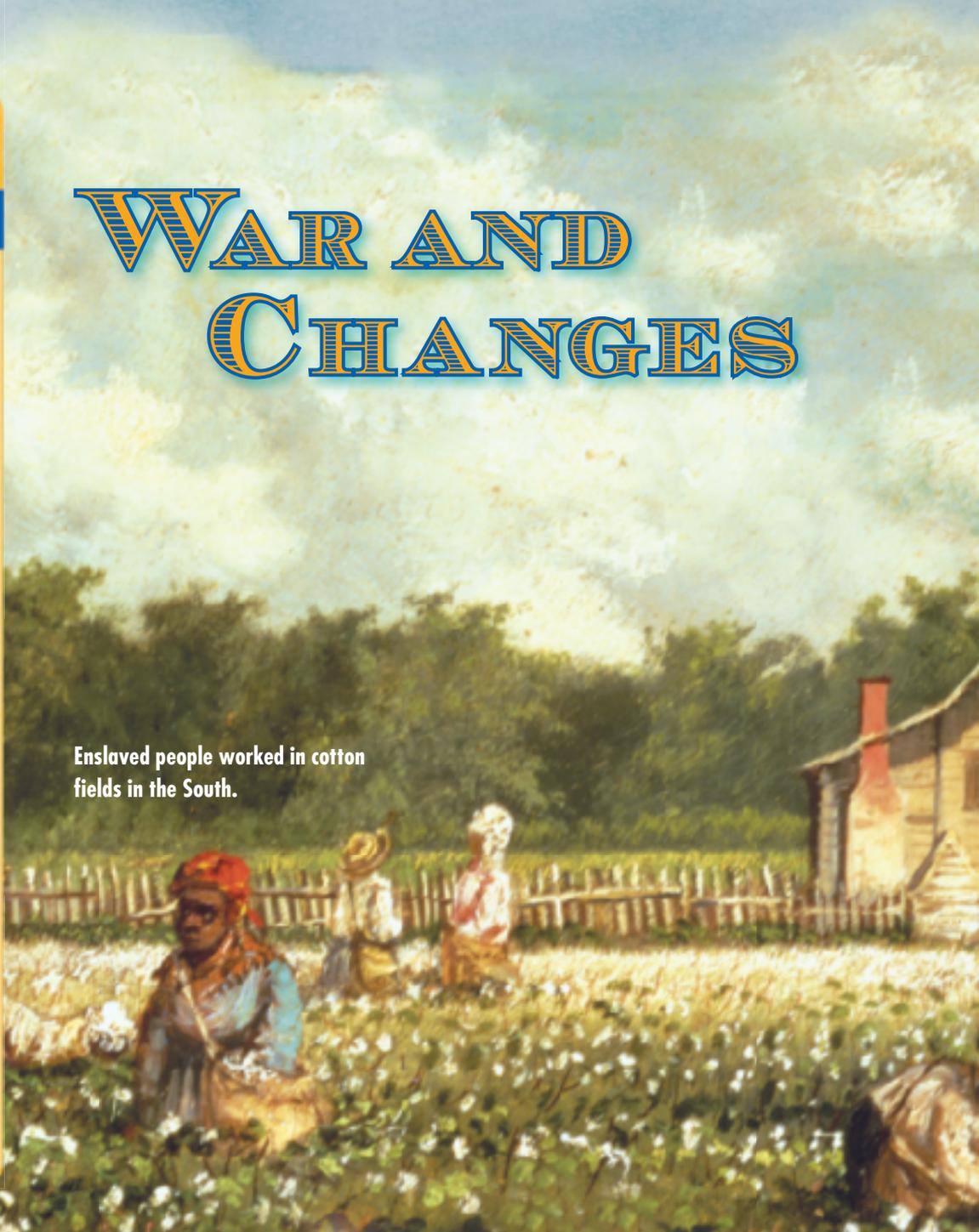
Individuals, Groups, and Institutions

**GEOGRAPHY**

Places and Regions

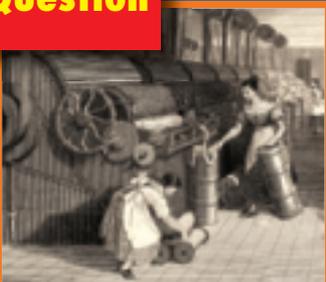
# WAR AND CHANGES

Enslaved people worked in cotton fields in the South.

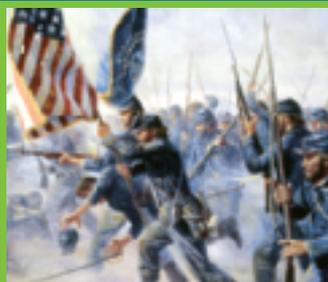


### Essential Question

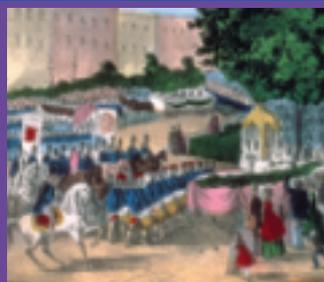
What events changed the nation?



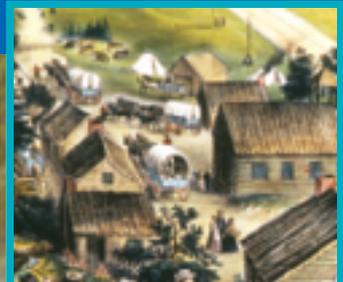
**A** The North has industry. The Civil War begins.



**B** Lincoln issues the Emancipation Proclamation.



**C** Reconstruction begins and the nation is rebuilt.



**D** Immigrants move to the plains and ideas bring progress.

## A NORTH AND SOUTH

*By 1850, differences between the North and the South were threatening to split the country. As each new territory became a state, people in the North and South argued about whether slavery would be allowed there.*

In the South, a way of life had come to depend on slave labor. In the North, slavery had been abolished, or made illegal, by this time. The farms in the North were smaller, so slave labor was not needed. Many Northerners worked in factories and were paid wages. They saw slavery as a threat to wage labor. Others saw it as a terrible moral wrong. Some people in the North began to oppose slavery.

### The Nation Divides

Then came the election of 1860. Abraham Lincoln, who was against the spread of slavery, was elected President. Many Southerners were afraid that Lincoln wanted to end slavery altogether. One by one, in the early months of 1861, Southern states broke away from the United States. They formed the Confederate States of America, with Jefferson Davis as their president.

In April 1861, Confederate forces opened fire. The **Civil War**, or the war between the Union and the Confederacy, had begun.

### QUICK CHECK

**Sequence** What did Southern states do after Lincoln was elected in 1860?

### PEOPLE

#### HARRIET BEECHER STOWE

In 1852 Harriet Beecher Stowe published *Uncle Tom's Cabin*, a novel about enslaved men and women. Stowe's book described the evils of slavery. More and more people wanted to end slavery because of this book.

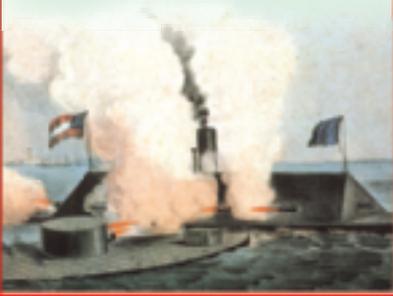


In the North, people worked in factories making goods such as cloth. ▼

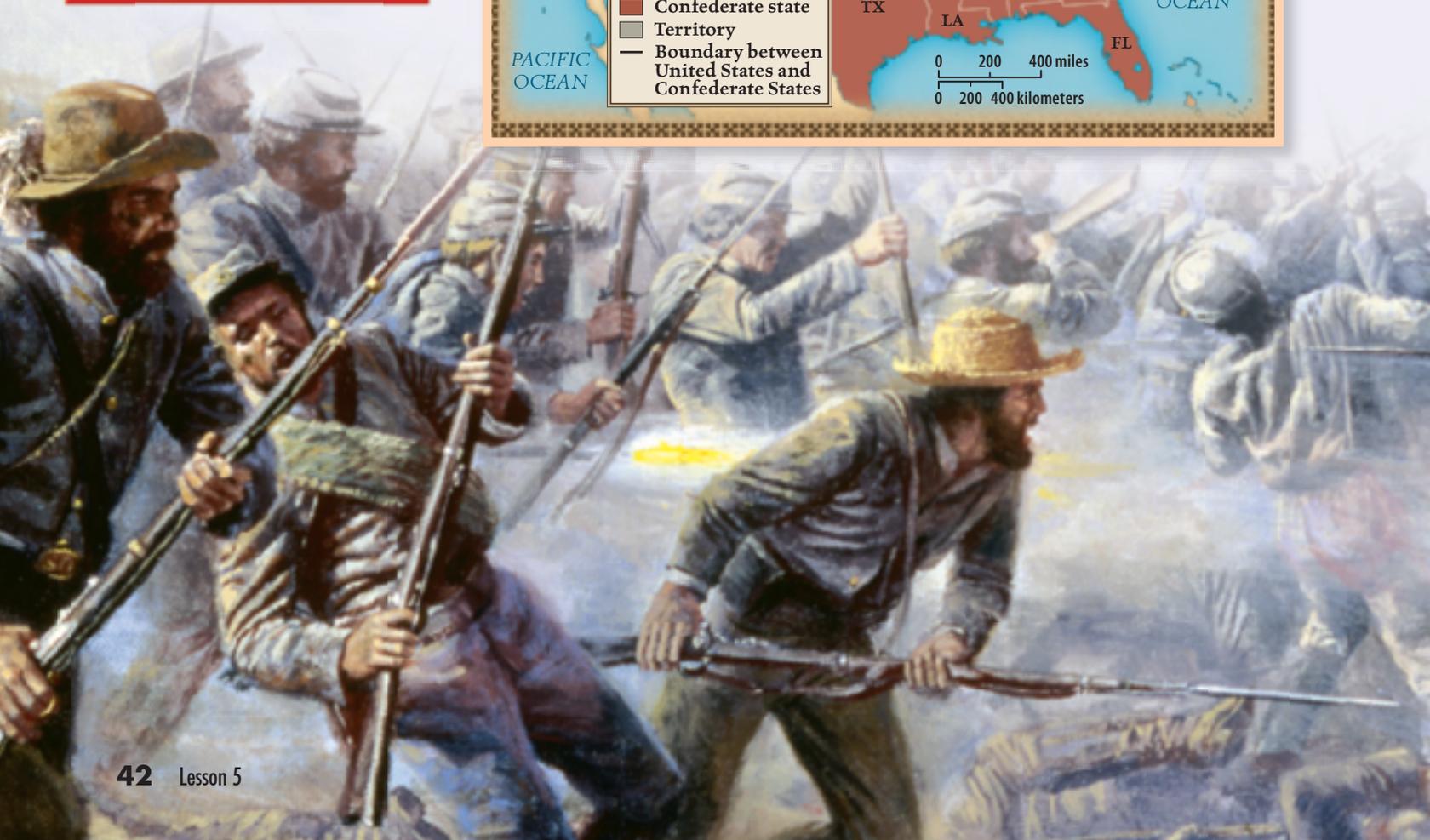
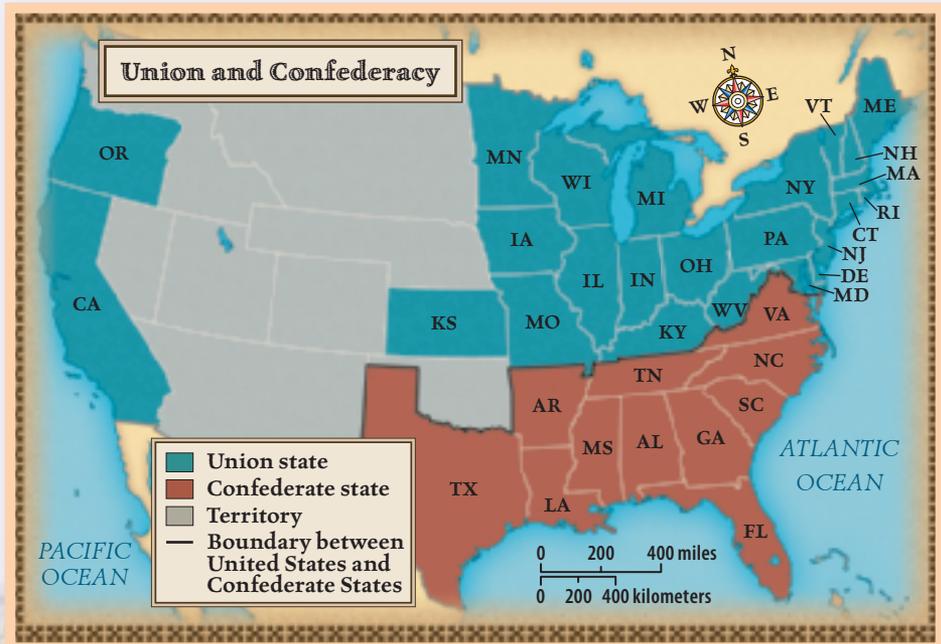


**B****STRENGTHS AND WEAKNESSES****EVENT****THE MONITOR AND THE VIRGINIA**

During the 1860s, most warships were made of wood. The Union ship *Monitor* and the Confederate ship *Virginia*, however, were ironclads. Their iron sides protected them from cannonballs and made them hard to sink. In an 1862 battle, neither ship could sink the other.



Both sides had strengths and weaknesses. The South's greatest strength was its army. Men in the South knew how to ride horses and hunt, which were good skills for soldiers. The South also had many well-trained officers. Robert E. Lee, one of these officers, became the commander of the Confederate army. However, one of the South's weaknesses was that the farms there grew mostly cotton, not food.



The North had a much larger population than the Confederacy, but the people did not have fighting skills. The North had supplies for a larger army because most of the country's factories were there. The factories made weapons and uniforms. The North also grew most of the country's food. Plus, the North had most of the railroads, that could move troops and supplies.

## Lincoln Ends Slavery

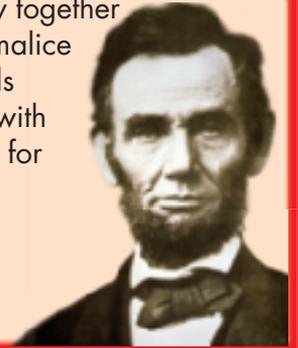
At first, Lincoln wanted to keep the Union together. Soon, the goal of the war included ending slavery. On January 1, 1863, Lincoln issued the **Emancipation Proclamation**. This document said that all enslaved people in the Confederacy “shall be . . . forever free.”

More than 600,000 men from the Union and the Confederacy died during the war. Finally, on April 9, 1865, after four years of fighting, the Confederacy surrendered. Northerners celebrated at first, but joy quickly turned to sadness. On April 14, 1865, President Lincoln was shot and killed as he watched a play in Washington, D.C.

## PEOPLE

### ABRAHAM LINCOLN

In 1865, near the end of the War, Lincoln spoke about healing the nation. His wish was to bring the country together “with malice towards none, with charity for all.”

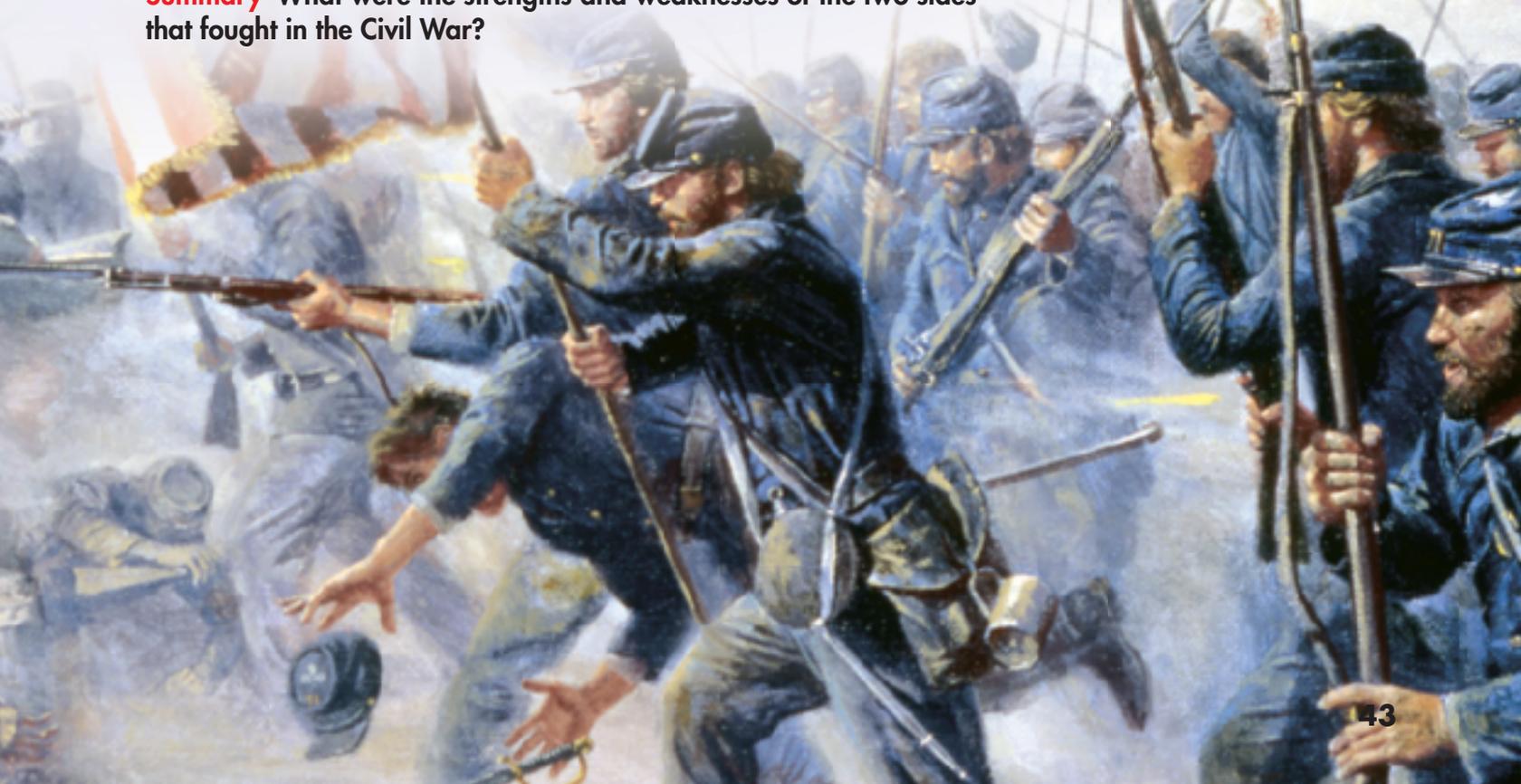


In 1863 the Union army won a major victory at Gettysburg, Pennsylvania. ▼

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## QUICK CHECK

**Summary** What were the strengths and weaknesses of the two sides that fought in the Civil War?



## **C** REBUILDING THE NATION

Now came the job of putting the nation back together again. This period became known as **Reconstruction**. President Johnson's plan for rebuilding the country was to have the Southern states pledge their loyalty to the Union and abolish slavery. By the fall of 1865, every state but Texas had rejoined the Union.

### **Important Changes**

Congress also amended, or changed, the Constitution. The changes were written in the 13th, 14th, and 15th amendments to the Constitution. They made slavery illegal, said that all people born in the United States were citizens, gave all male citizens the right to vote, and protected the rights of all citizens.

### **Violence and Jim Crow Laws**

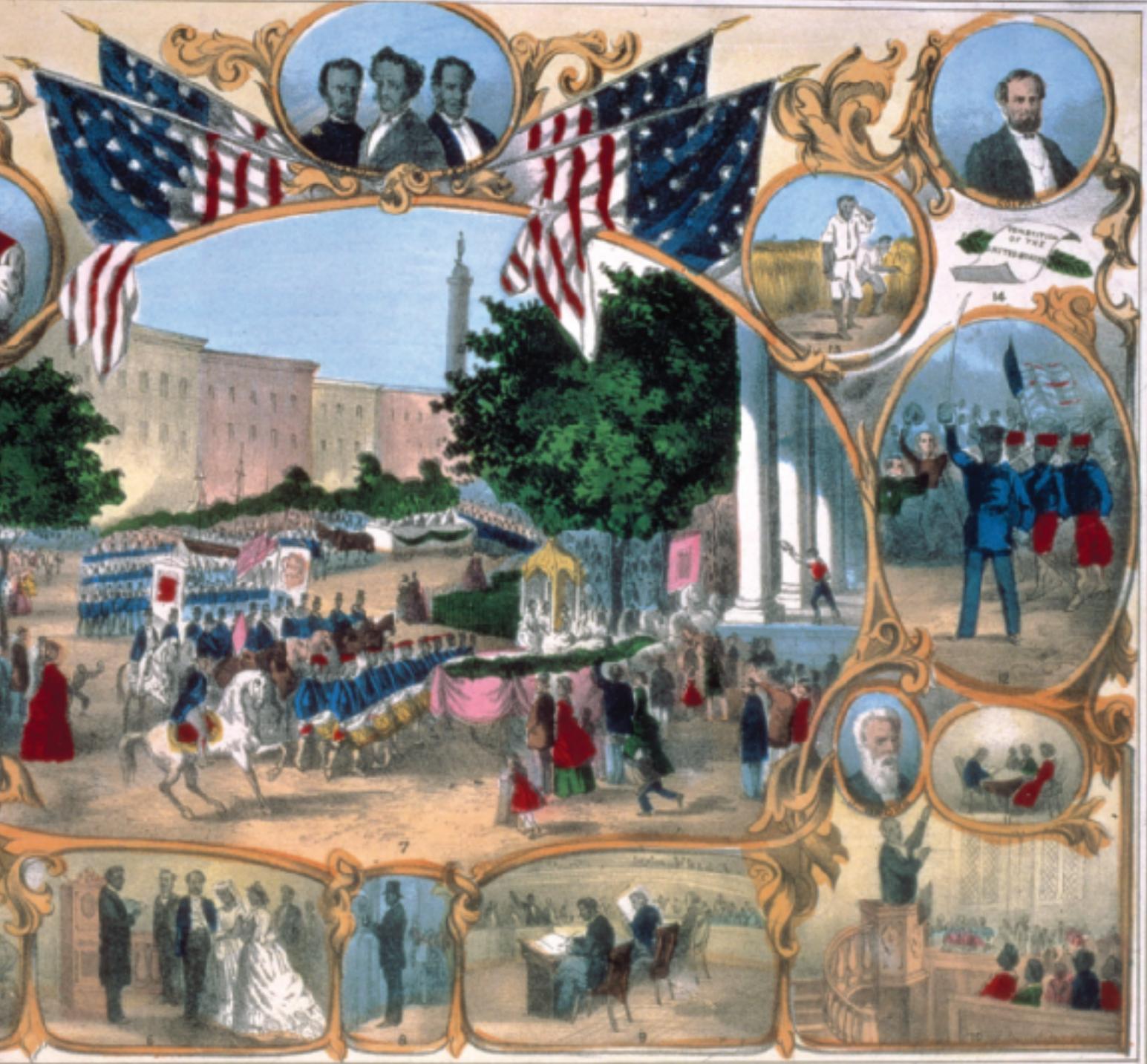
Most white Southerners did not want African Americans to be treated as their equals. The new parts of the Constitution were often not enforced, and African Americans were denied their rights. Laws called Jim Crow laws were passed to make the separation of African Americans and whites legal. People who tried to object were threatened and sometimes killed.

After emancipation, thousands of African Americans tried to find their families. Many were reunited, but others were not. Some former slaves moved out of the South, hoping to find a better life. Many stayed where they were.

### **QUICK CHECK**

**Main Idea and Details** What changes did Congress make to the Constitution after the Civil War?





Engraving according to order of Congress in the year 1870 by Th. Kelly in the Office of the Librarian of Congress at Washington D.C.

THOMAS KELLY 17 BARCLAY ST. N.Y.

# THE FIFTEENTH AMENDMENT

- 5 Education will prove the Equality of the Races.
- 6 Liberty Protects the Marriage Altar.
- 7 Celebration of Fifteenth Amendment May 20<sup>th</sup> 1870
- 8 The Ballot Box is open to us.
- 9 Our representative Sits in the National Legislature.
- 10 The Holy Ordinances of Religion are Free.
- 11 Freedom visits the Family Circle.
- 12 We will protect our Country as it defends our Rights.
- 13 We till our own Fields.
- 14 The Right of Citizens of the U.S. to vote shall not be denied or abridged by the U.S. or any State on account of Race Color or Condition of Servitude.
- 15<sup>th</sup> Amendment

▲ This poster shows people and events related to the passing of the 15th Amendment to the Constitution, which gave the right to vote to all male citizens.

**A****NEW SETTLERS, NEW TECHNOLOGIES****PEOPLE****THOMAS EDISON**

Edison invented many things we now take for granted. In 1879 he perfected the first practical light bulb. A few years later, he developed a system that made it possible to provide electricity to an entire city.



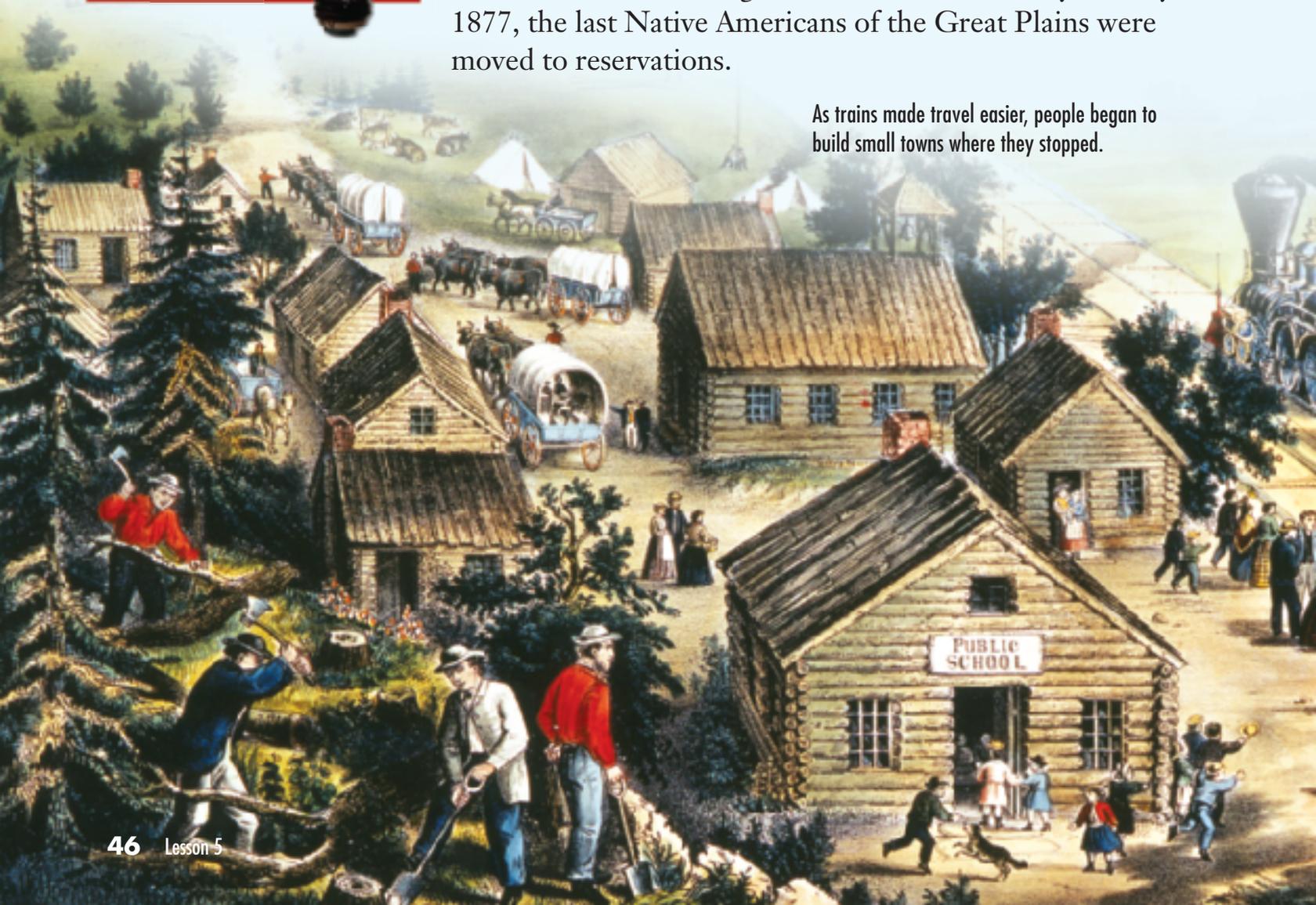
After the Civil War, pioneers began moving westward to claim cheap land on the Great Plains. Many of the **immigrants** who came to the United States from places as far away as Germany, Norway, and Russia also headed west. An immigrant is a person who comes to a new country to live. The population of the United States grew.

**The Plains Wars**

What about the Native Americans that already lived on the Great Plains? They were losing more and more land to settlers. In addition, white hunters were wiping out the buffalo, destroying the Native Americans' way of life.

The Lakota, Cheyenne, and Arapaho joined together to protect their lands. They fought United States soldiers at battles such as Little Bighorn, but in the end, they lost. By 1877, the last Native Americans of the Great Plains were moved to reservations.

As trains made travel easier, people began to build small towns where they stopped.



## Technology Changes Lives

Meanwhile, dozens of **inventions**, or new products, were changing American lives. Farmers had new machinery that made work easier. The telephone was invented in 1876 by Alexander Graham Bell. Telephones made it easier for Americans to communicate. Electric lights made it easier and safer for people to work indoors and at night. A cheaper way was found to make steel, and soon, steel was used to build skyscrapers and improve railroad tracks.

With machinery to do the work, farms needed fewer workers. Many people found jobs in factories that were built to meet the demand for new goods. Immigrants continued to travel to “the land of opportunity.” Many settled in the growing cities.

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### QUICK CHECK

**Draw Conclusions** How did telephones change life in America?

## Check Understanding



**1. VOCABULARY** Write a paragraph about the end of the war using these words.

**Reconstruction** **immigrant**

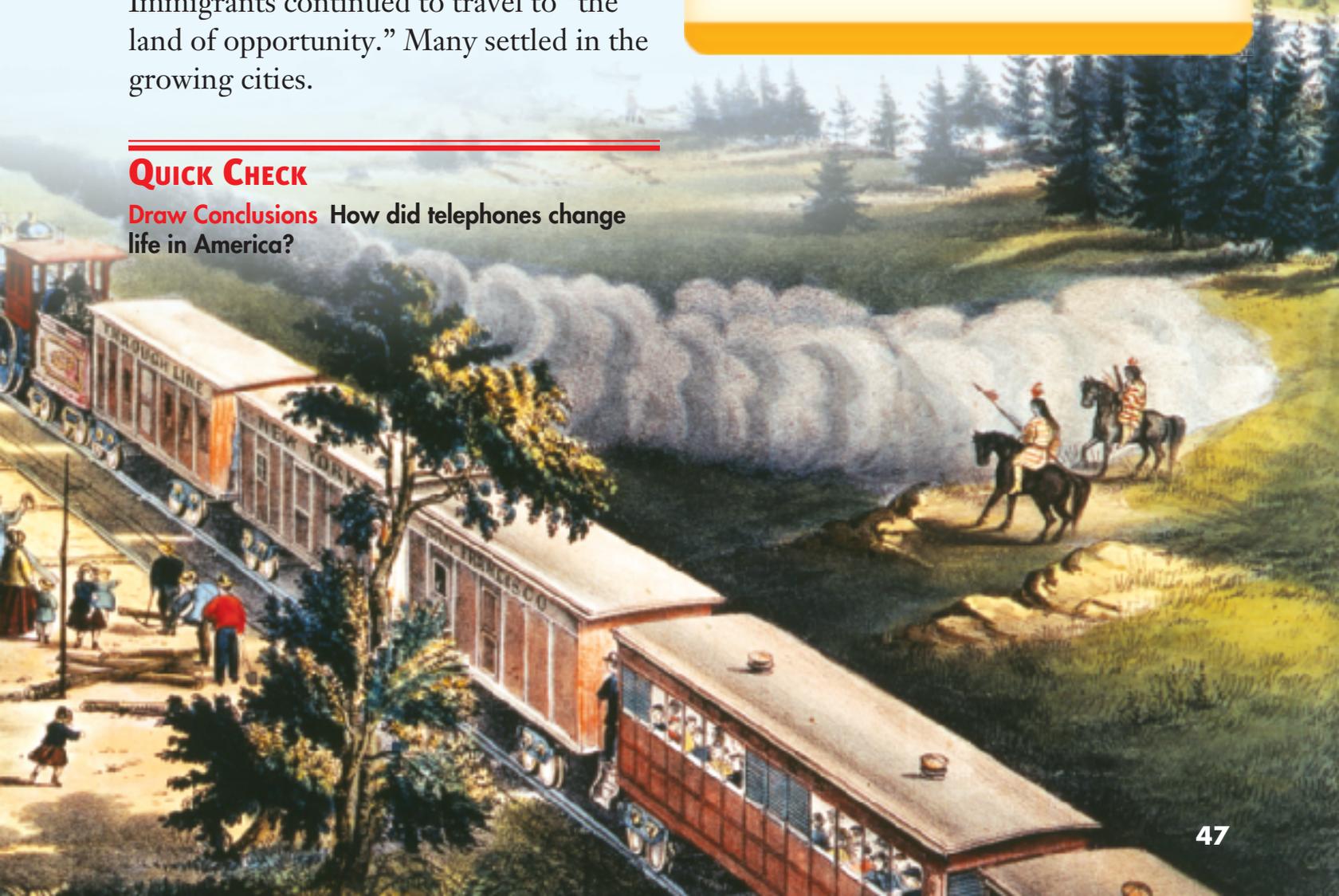
**2. READING SKILL Sequence**

**Events** Use the chart on page 40 to tell about slavery ending.

First
↓
Next
↓
Last

**Essential Question**

**3. Write About It** What events helped to shape the nation in the late 1800s?



## Lesson 6

### VOCABULARY

**suffrage** p. 51

**dictator** p. 55

**Allies** p. 55

**Axis** p. 55

### READING SKILL

#### Sequence Events

Copy the chart. As you read, fill it in with information about World War I, the Great Depression, and World War II.



### STANDARDS FOCUS

**SOCIAL STUDIES**

Time, Continuity, and Change

**GEOGRAPHY**

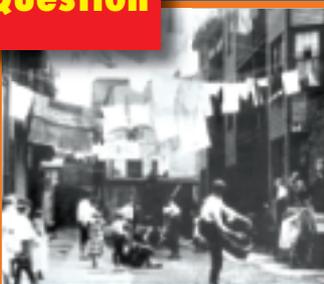
Human Systems

# A CHANGING WORLD

This home in San Simeon, California, was in contrast with homes of those who lived in poverty.

## Essential Question

## How did events affect the nation?



**A** There is a contrast between the wealthy and poor.



**B** Changes happen with World War I and women's suffrage.



**C** The Great Depression occurs at the end of the 1920s.



**D** The New Deal helped America after World War II.

---

## **A** A TIME OF CONTRASTS

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*In the early part of the 20th century, there were some big differences in the way people lived in our country. People such as Cornelius Vanderbilt, John D. Rockefeller, and Andrew Carnegie were millionaires. At the same time, many people lived in terrible poverty, especially in the cities.*

**A**lthough there were some millionaires in the United States, most people worked ten hours or more a day, sometimes as many as 80 hours a week. They worked in factories that were hot, crowded, and often dangerous. Even children as young as five or six worked in mines and factories. If workers complained, they were fired.

### **Working for Change**

Wealthy people such as Carnegie and Rockefeller gave money to help people. Others also tried to improve life for the poor. Jane Addams opened a house in Chicago where poor people could get an education and advice.

Workers began to join together to form labor unions. Unions are groups of workers who organize to make agreements with employers about better wages and safer working conditions.

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### **QUICK CHECK**

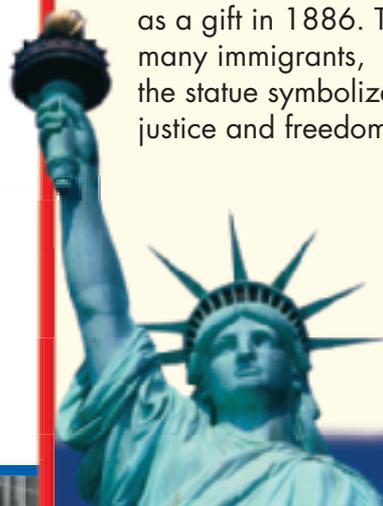
**Sequence** What did workers do to get safer working conditions?

In cities, children played in alleys. ►

### **PEOPLE**

#### **THE STATUE OF LIBERTY**

The Statue of Liberty stands on an island in New York Harbor. France gave the statue to the United States as a gift in 1886. To many immigrants, the statue symbolized justice and freedom.



**B**

## A TIME OF CONFLICT

In 1914 a struggle for power in Europe led to war. England, France, Japan, Italy, and Russia were the Allied Powers. They were fighting Germany, Austria-Hungary, and Turkey, or the Central Powers. So many countries were involved in this struggle that people called it the “Great War.” Later, it became known as World War I.

At first, the United States tried to stay out of the war. After all, the battles were happening in Europe. Finally, in 1917, the United States joined the side of the Allied Powers. The United States helped win the war against the Central Powers.

As the United States entered World War I, posters such as this one encouraged citizens to join the armed forces. ▼



## Changes for Women

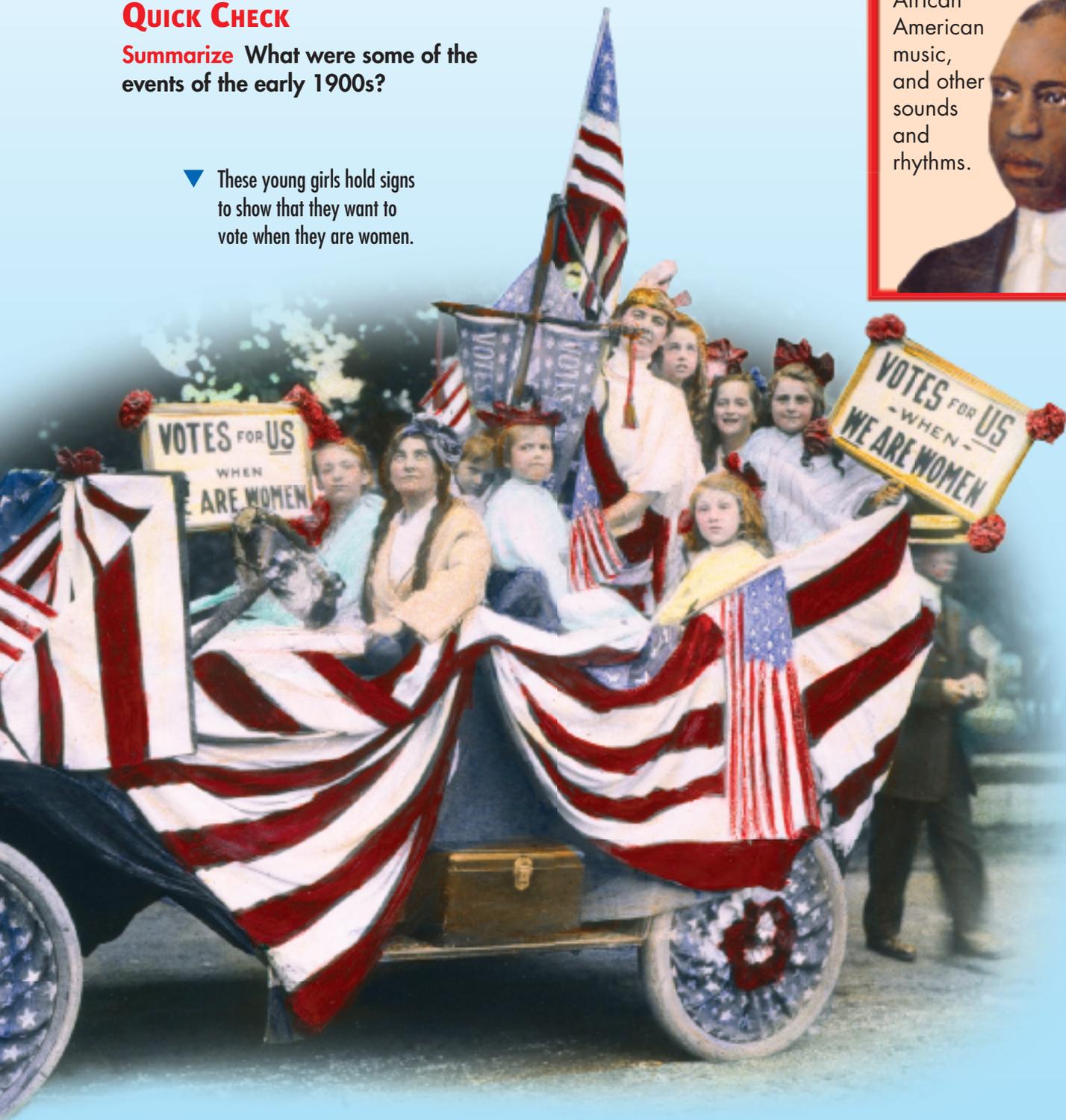
Did you know that when the Constitution was written, only men could vote? As far back as the 1840s, some people were working for women's **suffrage**, or right to vote. In 1920 Congress finally amended the Constitution to give women the right to vote.

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### QUICK CHECK

**Summarize** What were some of the events of the early 1900s?

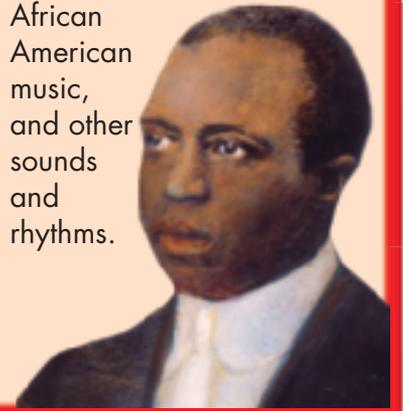
- ▼ These young girls hold signs to show that they want to vote when they are women.



## PEOPLE

### SCOTT JOPLIN

Scott Joplin wrote more than 60 pieces of music, including the first ragtime songs. Ragtime was the first truly American music. It was a mix of brass band, African American music, and other sounds and rhythms.





## LIFE IN THE 1920s

### EVENT

#### THE OKIES

In the 1930s, many farmers fled the Dust Bowl. They came from many states, but most came from Oklahoma. Eventually, all of the migrants, no matter where they were from, became known as "Okies."



After World War I ended, people wanted to forget their troubles. For many, the 1920s were good times. Many Americans had jobs and money to spend. Now that Henry Ford had found a cheaper way to build cars, it seemed almost everyone in America could buy one. Americans played phonograph records, listened to the radio, and went to the new moving picture shows.

### Stocks

In the 1920s, many people bought stocks, or shares of businesses. People buy and sell their stock on the stock market. Buyers were hoping the stocks would go up in value and make them rich.

Prices had been going up and up, but then they started to fall. On October 29, 1929, stock owners panicked and rushed to sell their stocks all at once. The prices fell very quickly, or "crashed." The stock market crash put an end to the good times of the 1920s. Banks ran out of money and closed. Many businesses closed. Many people lost all their savings, and suddenly millions were out of work.

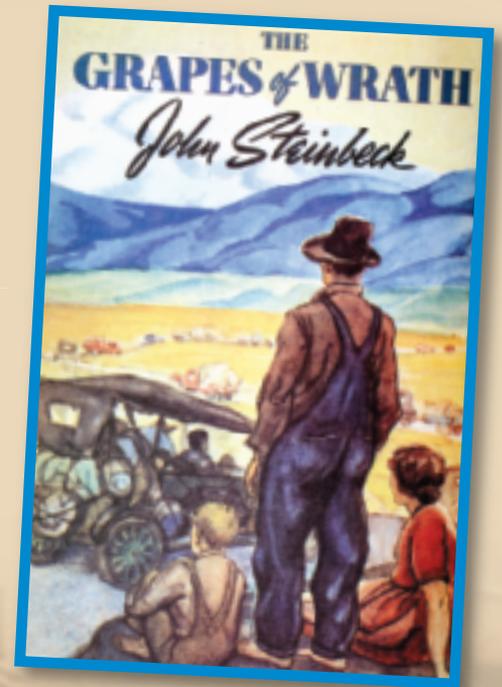


## The Bad Times

The stock market crash began a period of economic hard times known as the Great Depression. People all over the country were out of work. People stood in bread and soup lines to get food. Some people sold apples or pencils on street corners.

Farmers had an especially hard time. Many farmers had borrowed money from banks to buy equipment. When the farmers could not pay back the loans, they lost their farms.

To make matters worse, many states were hit by a drought. The drought lasted for so long, the soil turned to dust and was blown around in dust storms. Texas, Oklahoma, and Kansas were the hardest-hit states. These areas became known as the Dust Bowl. Many Dust Bowl farmers moved to California, hoping for a better life.

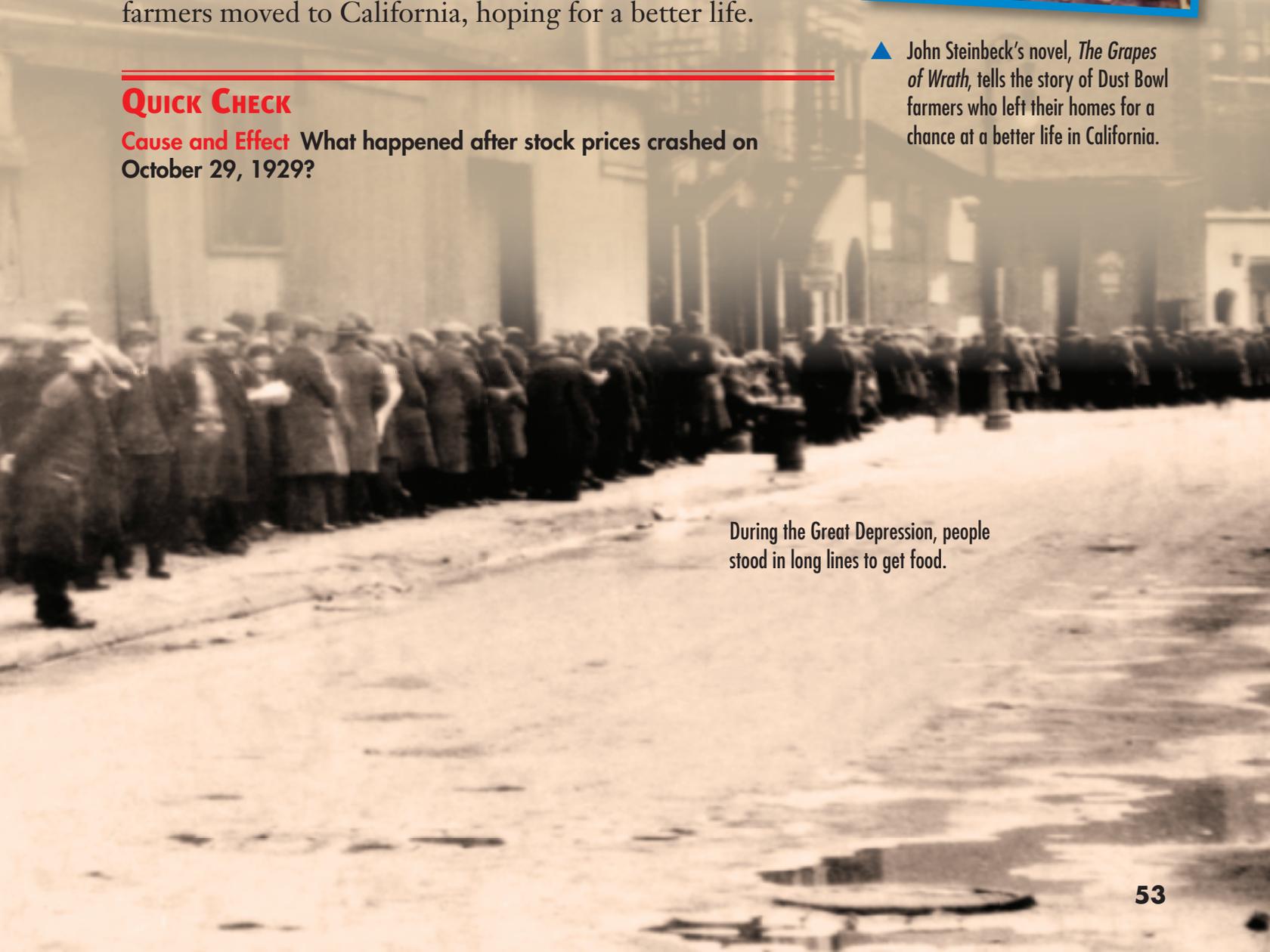


- ▲ John Steinbeck's novel, *The Grapes of Wrath*, tells the story of Dust Bowl farmers who left their homes for a chance at a better life in California.

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### QUICK CHECK

**Cause and Effect** What happened after stock prices crashed on October 29, 1929?



During the Great Depression, people stood in long lines to get food.

## D

# RECOVERY AND WAR

In 1932 Franklin Roosevelt was elected President. In his first speech he declared,

“The only thing we have to fear is fear itself.”

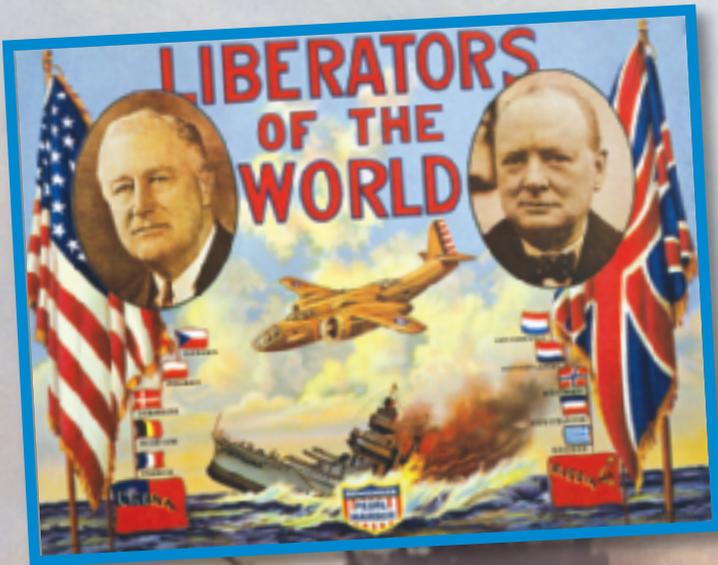
People were taking all their money out of banks because they were worried that the banks would close and their money would be gone. To stop people from doing this, Roosevelt declared a bank holiday and closed the banks.

## A New Deal

The New Deal was a plan to help Americans recover from the Great Depression. Social Security was established to provide income to retired Americans. Other programs paid for building new roads and bringing electricity to rural areas.

These projects created jobs and improved the quality of life for many people.

This World War II poster shows Franklin Roosevelt on the left and Winston Churchill on the right. ▼



In the surprise attack on Pearl Harbor, Japanese bombs sank five huge battleships. Over 2,400 Americans were killed.

## Another World War

Problems from World War I were still brewing in Europe. Adolf Hitler came to power in Germany in 1933. He was a **dictator**, or a person who rules a country without sharing power. In 1939 another world war began. The **Allies** were countries that fought against the **Axis** in World War II.

The Allies were England, France, and the Soviet Union. The Axis were Germany, Italy, and Japan. In 1941 Japan bombed the American naval base at Pearl Harbor, Hawaii, in a surprise attack. The United States joined the war on the side of the Allies.

Suddenly, the Great Depression was over. The war created new jobs and work for many Americans. Women worked in factories building tanks and airplanes. African Americans from the South moved north to work in cities. The Allies won World War II in 1945.

## PEOPLE

### WOMEN IN WWII

During World War II, so many men were away from home fighting the war that women were able to get jobs they had never had before. By the end of 1943, more than 300,000 women worked in the aircraft industry alone. Women also worked in the military in noncombat roles.



## QUICK CHECK

**Main Idea and Details** What ended the Great Depression?

## Check Understanding



**1. VOCABULARY** Create a poster about World War II using these words.

**dictator**      **Axis**      **Allies**

**2. READING SKILL Sequence**  
**Events** Use the chart on page 48 to describe the events in the 1920s.

First
↓
Next
↓
Last

**Essential Question**

**3. Write About It** How did the Great Depression affect the nation?

## Lesson 7

### VOCABULARY

**communism** p. 57

**discrimination** p. 58

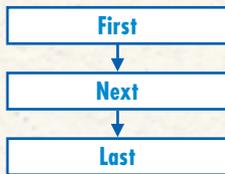
**civil rights** p. 58

**terrorism** p. 60

### READING SKILL

#### Sequence Events

Copy the chart. As you read, fill it in with information about the modern United States.



### STANDARDS FOCUS

**SOCIAL STUDIES**

Individual Development and Identity

**GEOGRAPHY**

Environment and Society

# A MODERN WORLD

In the 1950s, cars became more important as many Americans moved to suburban communities such as this one in Levittown, New York.



## Essential Question

### How did modern conflicts shape the country?



**A** The Cold War led to a space race.



**B** The civil rights movement worked for equal rights.



**C** America faces challenges and energy concerns.

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## A A COLD WAR

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*In the late 20th century, we sent people to the moon and entered the computer age. It was a time of conflict, but also one of accomplishments and changes. Americans entered the 21st century ready to face the challenges ahead.*

**T**he Soviet Union, a group of nations controlled by Russia, fought on the same side as the Allies in World War II. The Soviet Union had a communist government—this meant that the government owned and controlled everything. After World War II, the United States began to worry that **communism** would spread. The two nations became enemies in the Cold War. The war was not fought with guns and armies, but instead with ideas and money.

The two nations were involved in an arms race. Each nation worked to build more atomic weapons than the other. Each side thought these powerful weapons would keep the other side from attacking.

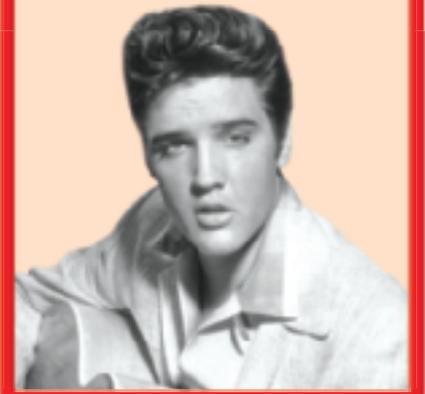
### A War in Korea

The Korean peninsula had been divided into two countries, North Korea and South Korea. North Korea had a communist government. In June 1950, North Korea attacked South Korea. The United States rushed troops to help South Korea. In 1953 a settlement was reached that ended the conflict between the two nations.

### PEOPLE

#### ELVIS PRESLEY

In the 1950s, a new style of music hit the scene—rock 'n roll! A young man from Mississippi named Elvis Presley became a teen idol. Presley's music owed much to blues, gospel, and folk music.



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### QUICK CHECK

**Sequence Events** When did the United States enter into a Cold War with the Soviet Union?

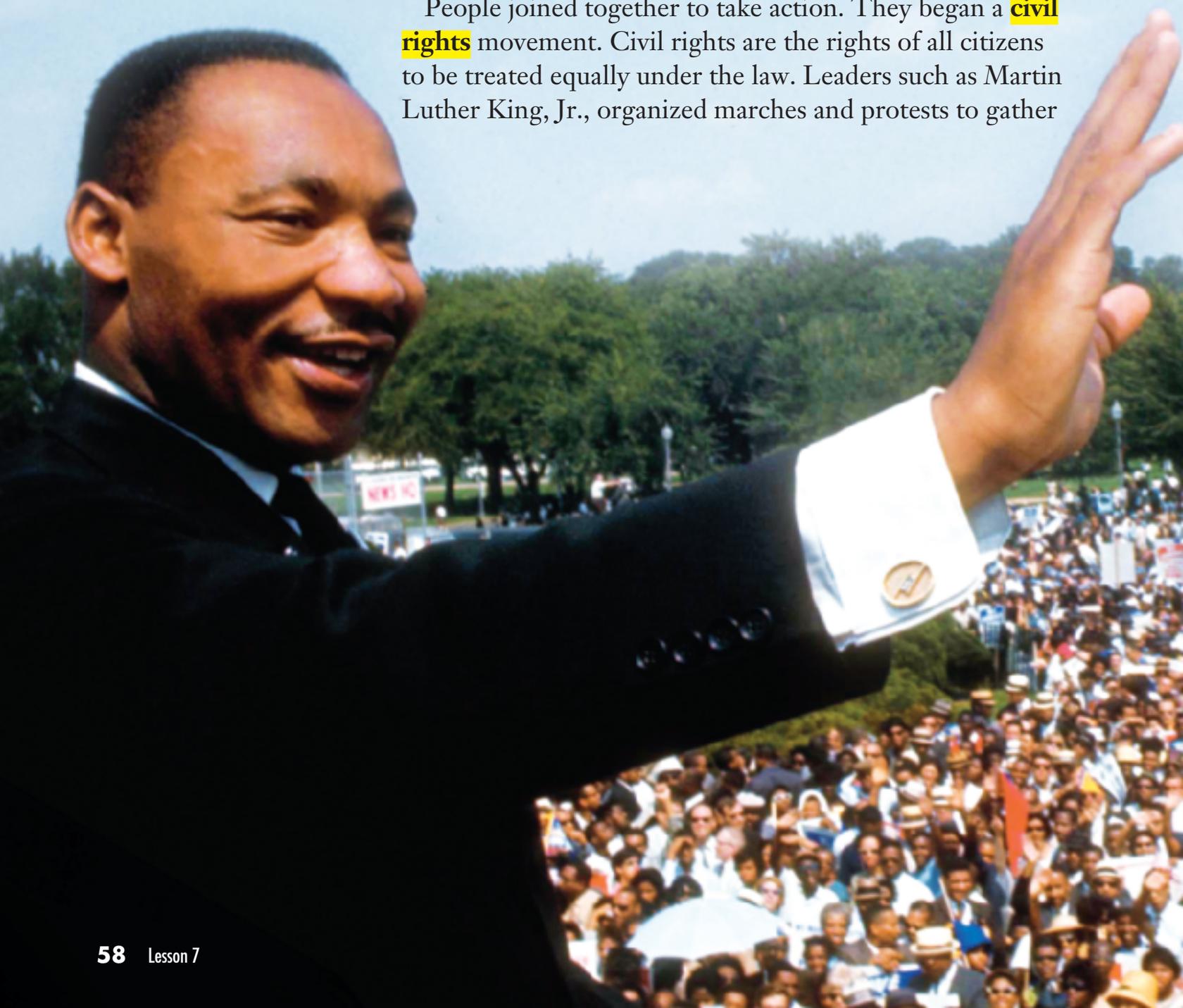
## **B** STRUGGLES AT HOME AND OVERSEAS

You might have thought that the Civil War improved the lives of African Americans. People of color were still not treated equally in many ways. In both the North and South, there was still **discrimination**, or an unfair difference in the way people are treated.

During World War II, African American soldiers and sailors had risked their lives just as other soldiers had. Now, they and others began demanding equal rights at home.

People joined together to take action. They began a **civil rights** movement. Civil rights are the rights of all citizens to be treated equally under the law. Leaders such as Martin Luther King, Jr., organized marches and protests to gather

In August 1963, thousands of people came to see Martin Luther King, Jr., speak about civil rights on the Mall in Washington, D.C.



support. In 1964 the first of several laws, called the Civil Rights Acts, were passed. Finally, discrimination was illegal.

### Another War in Asia

Starting in 1961, the United States became involved in a war in Vietnam, a country in Southeast Asia. Americans were bitterly divided about the Vietnam War. Finally, in 1975, the United States brought its soldiers home.

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### QUICK CHECK

**Sequence Events** What happened before the Civil Rights Acts were passed?

## EVENT

### THE SPACE RACE

During the 1960s, the Soviet Union and the United States competed not only on the ground, but also in space. Each country sent rockets and astronauts to explore space. In 1969 American astronaut Neil Armstrong became the first person to walk on the moon.



# C

# NEW CHALLENGES

## EVENT

### THE TECHNOLOGY EXPLOSION

When computers were first invented in the 1950s, one filled a whole room! In 1977 a desktop computer was invented. By 2003 two out of three Americans had computers in their homes. Today computers have changed the way people communicate.



On September 11, 2001, something happened that most Americans will never forget. Terrorists took over American airplanes and used them to attack the United States. Thousands of people died. President George W. Bush declared a war on **terrorism**. Terrorism, or using fear and violence to achieve political goals, has been a growing problem in the world.

President Bush created a new department called the Department of Homeland Security. One of the actions this department has taken is to increase the security at our airports. American troops were also sent to fight in Afghanistan and in Iraq, two countries in Asia whose leaders were believed to help terrorists.

Windmills turn wind into energy that can be used to provide electricity to homes and businesses.

## New Kinds of Energy

Another huge challenge our nation faces is finding enough energy sources. Think about how our lives would be different if we ran out of gasoline for our cars or couldn't use electricity in our homes.

You know that gasoline is made from oil. The United States produces some oil, but not enough for everyone. We buy oil from other countries, including countries in the Middle East.

In August 2005, Hurricane Katrina hit the Gulf Coast of the United States. Our oil production in that region was completely shut down for a time. This event showed us how important it is to conserve energy and to find other types of fuel.

### QUICK CHECK

**Summarize** What are some of the challenges facing the United States today?

### Check Understanding

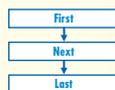


**1. VOCABULARY** Write a sentence for each vocabulary word.

**discrimination**   **terrorism**   **civil rights**

**2. READING SKILL** **Sequence**

**Events** Use the chart on page 56 to talk about the Cold War.



**Essential Question**

**3. Write About It** How did the civil rights movement shape our nation?

## EVENT

### EARTH DAY

Burning gasoline produces carbon dioxide that can pollute the air. Since trees use carbon dioxide for food, one way people celebrate Earth Day is by planting trees to reduce air pollution. People also reduce how much energy and water they use.



# Unit 1

## Review and Assess

### Vocabulary Review

Copy the sentences below. Use the list of vocabulary words to fill in the blanks.

**artifact**

**Louisiana Purchase**

**Civil War**

**terrorism**

1. A(n) \_\_\_\_\_ can tell us about people of the past.
2. The territory that President Thomas Jefferson bought from the French was the \_\_\_\_\_.
3. The Union and Confederate armies fought in the \_\_\_\_\_.
4. On September 11, 2001, an act of \_\_\_\_\_ occurred.



### Comprehension and Critical Thinking

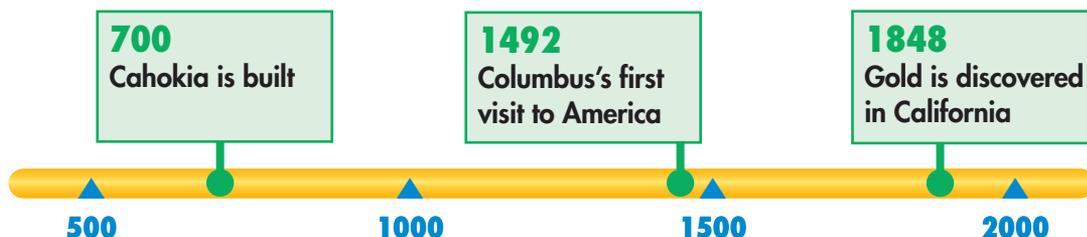
5. Why did colonists object to taxes passed by the British government?
6. Why was the transcontinental railroad important?
7. **Reading Skill** What events led to Sacagawea helping the Lewis and Clark expedition?
8. **Critical Thinking** What do you think was the most important invention of the 1800s?

### Skill

#### Use Time Lines

Use the time line to answer each question.

9. Was gold discovered in California before or after Columbus's first visit to America?
10. How many years after Cahokia was built was gold discovered in California?





# Test Preparation

Read the passage. Then answer the questions.

The Huron were a Native American group that lived in what is now Michigan. The Huron way of life was built on family relationships. Among the Huron, children were members of their mother's clan, not their father's. When a man married, he became part of his wife's clan and went to live in her family's house.

The Huron were loving parents. They believed that children learned from example, not from punishment. Huron children knew their parents would be disappointed if they misbehaved. The children did not want to let their families down, so they learned to do the right thing.

1. What is the main idea of this passage?
  - A. The Huron lived in Michigan.
  - B. Family relationships were important to the Huron.
  - C. The Huron punished their children.
  - D. The Huron had small families.
2. What inferences can be made from this passage?
  - A. Parents did not care for their children.
  - B. Huron children lived with their mothers only.
  - C. The children pleased their parents.
  - D. The Huron believed in discipline.
3. Which statement is an opinion?
  - A. The Huron were a Native American group.
  - B. Huron children did not want to let their families down.
  - C. Huron homes were very comfortable.
  - D. When a Huron man married he became a part of his wife's clan.
4. How might the Huron have come to the conclusion that children learn best by example?

What are some events that have shaped our nation?

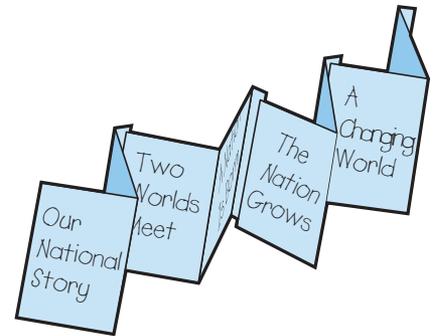


## Write About the Big Idea

### Narrative Essay

In Unit 1 you read about some of the events that have shaped our nation. Review your notes in the completed foldable. Write an essay describing some of the events that have shaped our nation. Begin with an introductory paragraph, stating how past events influence the present. Your final paragraph should summarize the main ideas of your essay and give ideas about how the events discussed have shaped our nation.

**FOLDABLES™**  
Study Organizer



## Build a Model

Work with a partner to make a model. Follow these steps to make your model:

1. Choose a time you read about in Unit 1.
2. Research what the buildings and clothing looked like and what jobs people did.
3. Use materials to build a model of a building and people at work in the time period.
4. Using your research, write a description of the building and what the people are doing.
5. Present your model to the class.

