
American History Outline Maps with Teaching Suggestions



HOLT, RINEHART AND WINSTON
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★ OUTLINE MAPS ★

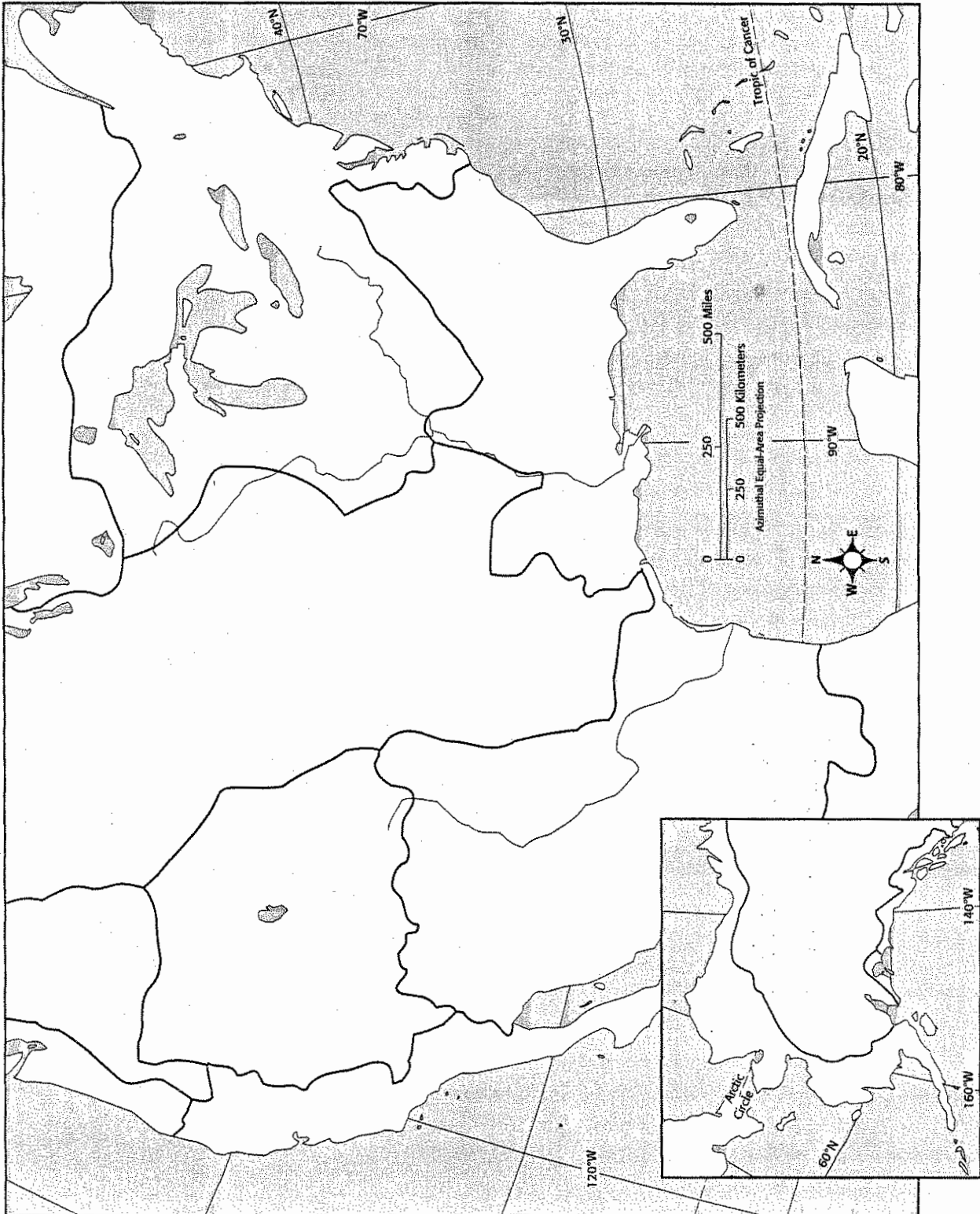
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AMERICAN HISTORY OUTLINE MAPS

Native American Culture Areas



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Teaching Suggestions

At the time of the European voyages of discovery, more than 500 different Native American groups lived in North America. These groups developed many different cultures as they adapted to their environments. This map shows the main culture areas of the area that became the United States.

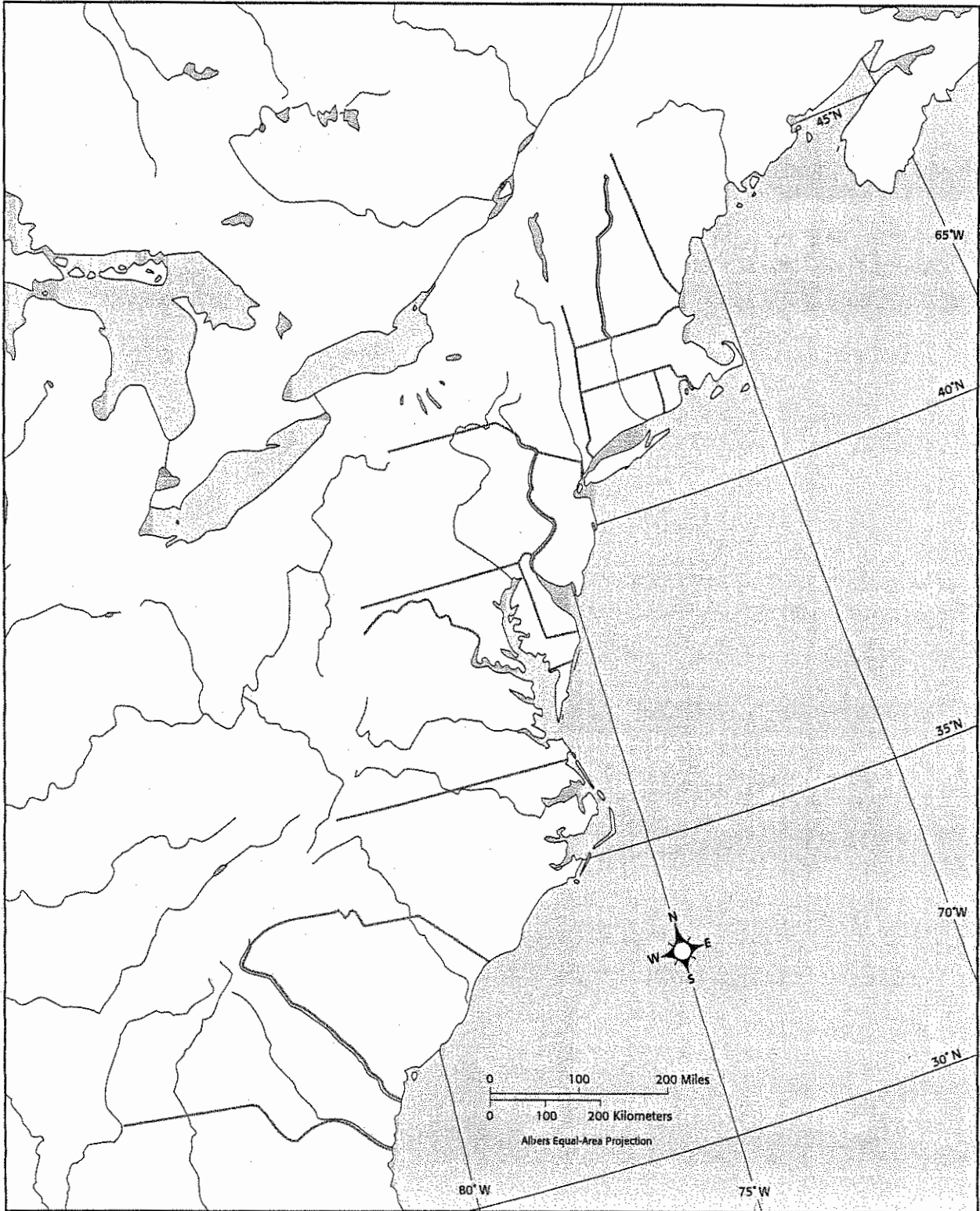
1. Have students label the culture areas shown on the map: Arctic, Subarctic, Northwest Coast, Plateau, Great Plains, Northeast, Great Basin, California, Southwest, Southeast, and Mesoamerica.
2. Using reference materials, have students make a chart of the environmental characteristics of each of the areas: major landforms, climate (temperature and precipitation), and natural vegetation. Have them label the following landforms: Atlantic Coastal Plain, Gulf Coastal Plain, Appalachian Mountains, Interior Plains, Great Plains, Rocky Mountains, Colorado Plateau, Great Basin, Sierra Nevada, Cascade Range, Coast Ranges, Brooks Range, and Alaska Range.
3. For each area, list the main food sources for Native American groups, such as hunting and gathering, seminomadic hunting and agriculture, and sedentary farming. Have students create symbols for these food sources and draw them on the map in the correct areas.
4. Have students color the different culture areas and locate important tribes. Organize students into groups. Have each group choose a tribe and prepare a report on its way of life, using the map as the starting point for any research.
5. Ask students to consider the impact of the natural environment on the population of Native American groups and their ways of life. For example, ask them why there were more groups along the Atlantic Coast than along the coast of Hudson Bay. Why did such a variety of cultures exist in California? along the Northwest Coast?



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AMERICAN HISTORY OUTLINE MAPS

The Thirteen Colonies



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Teaching Suggestions

Within 150 years of the founding of Jamestown, the English had established 13 colonies along the Atlantic Coast of North America. From the beginning, these colonies developed a variety of political, economic, religious, social, and cultural structures. This map shows the 13 English colonies as they existed before the French and Indian War.

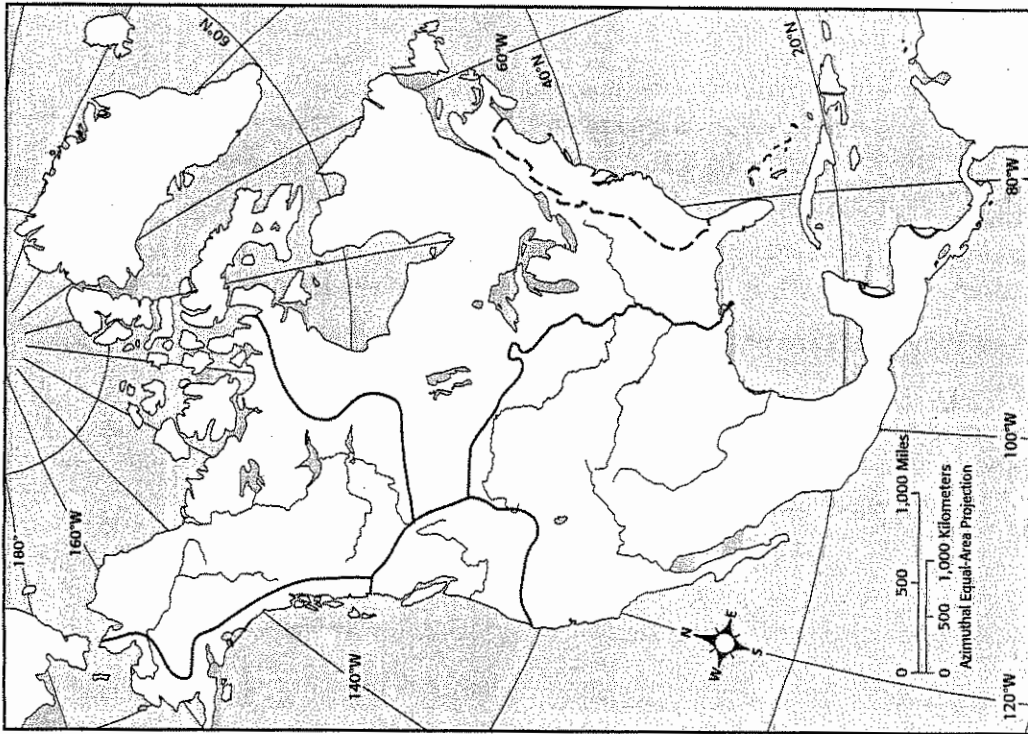
1. Have students shade the colonies different colors and mark and label important cities mentioned in their textbooks. Remind them to create a legend for their maps. Ask them to explain why no western boundary is shown for most of them. Have them mark the Appalachian Mountains on their maps.
2. As a review of latitude and longitude, ask which city is located at 40° north latitude and 75° west longitude.
3. Have them use the scale of miles to measure the distance between Boston, Massachusetts, and Savannah, Georgia.
4. Ask students which colony reached from the Atlantic Ocean to the Great Lakes. Which lake did that colony border?



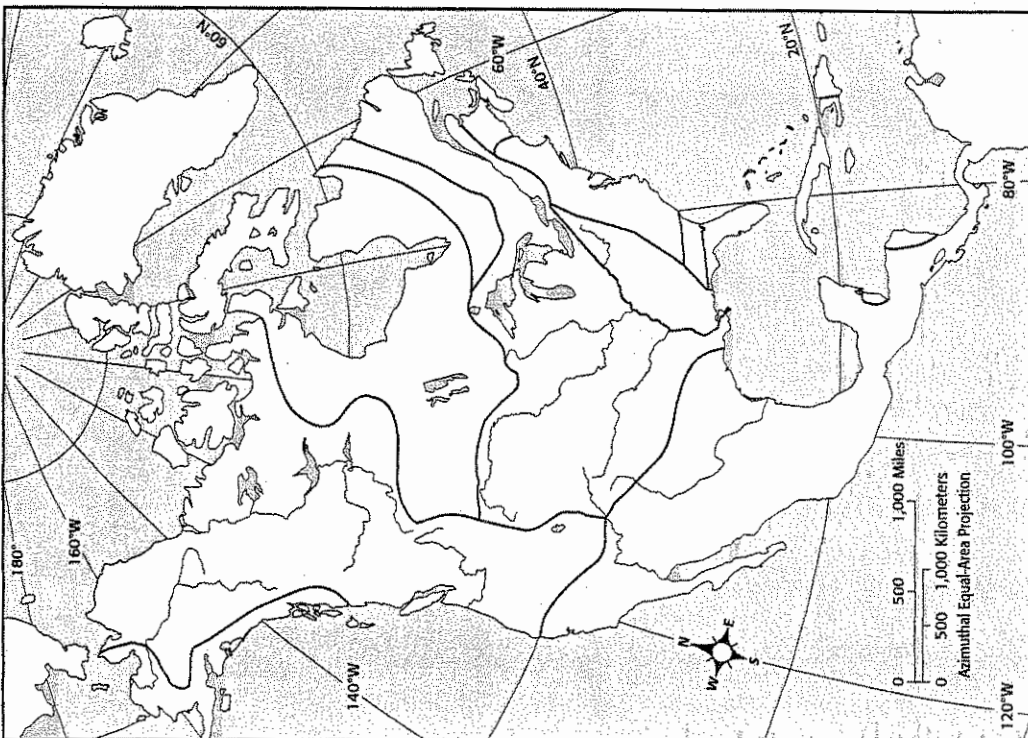
AMERICAN HISTORY OUTLINE MAPS

**Territorial Claims in North America,
1754 and 1763**

North America in 1763



North America in 1754



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Teaching Suggestions

The French and Indian War, known as the Seven Years War in Europe, brought great changes in the territorial claims of European countries to North America. New France was a trading empire based on the fur trade, rather than a settlement-based empire like the 13 English colonies. It was so thinly settled that the French had great trouble defending it. These two maps show territorial claims of European powers before and after the French and Indian War.

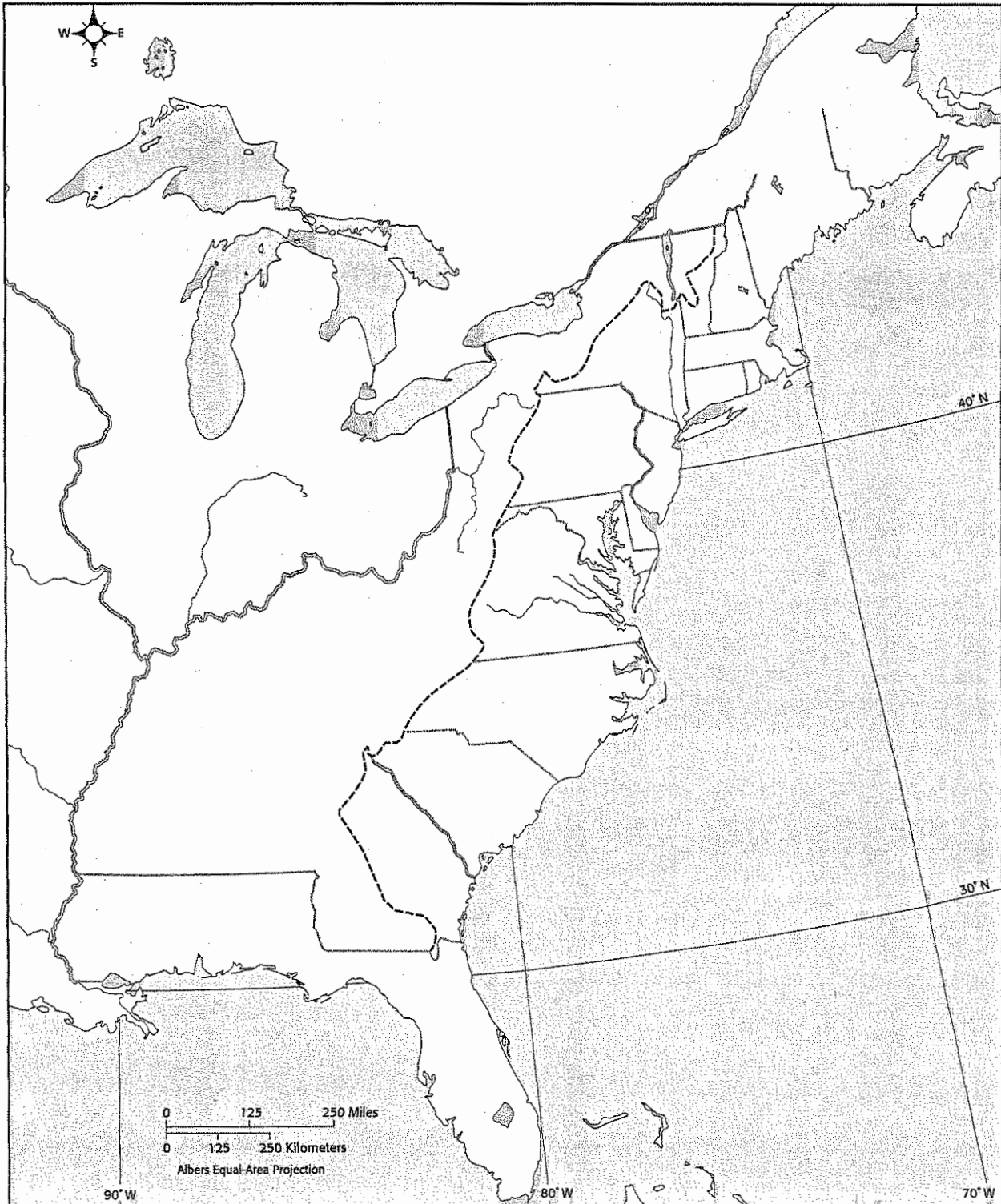
1. First, direct students' attention to the map showing boundaries in 1754. Have them color the areas claimed by the various powers. You might suggest that stripes are a useful way to show disputed areas. Remind them to create a legend for their maps.
2. Ask students to label the Appalachian Mountains, the St. Lawrence River, the Mississippi River, the Ohio River, and other major bodies of water. Have them write a brief description of the disputed land that is now part of the United States.
3. Point out the boundaries of the Iroquois League. Ask what present-day state includes that land.
4. Next, turn to the map showing the claims in 1763, after the end of the French and Indian War. Have students color the territories on their maps. Ask them what three countries claimed the same land in the Pacific Northwest.
5. Have a group of students use reference materials to find the names of the remaining French territories off the coast of Newfoundland and in the West Indies. Have students label these remaining parts of the French empire in North America.
6. Ask students what river marked the boundary between English and Spanish claims. Have them label this river on their maps.



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AMERICAN HISTORY OUTLINE MAPS

Major Battles of the American Revolution



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Teaching Suggestions

The fighting in the American Revolution began in the North and spread to the Middle Colonies and then to the South, ending at Yorktown, Virginia, in 1781. Most of the action took place along the East Coast. This map shows the location of the principal battles.

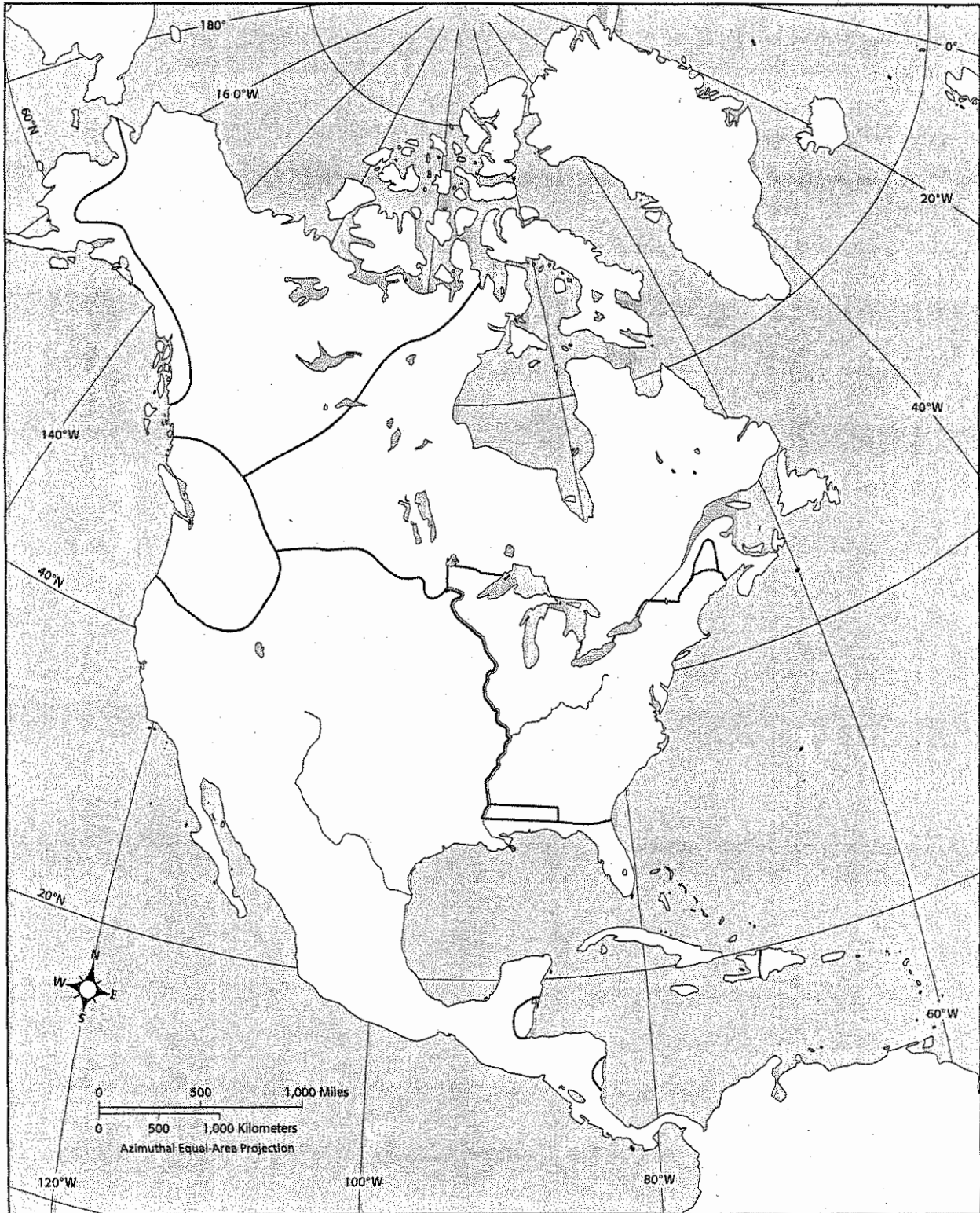
1. Have students label the 13 colonies on their maps.
2. Have them mark and label Boston. Ask them to name General Howe's destination when he left Boston, and mark and label it on their maps. Have them use the scale of miles to find out how far Howe went.
3. Ask students to name the city from which General Burgoyne set out for what turned out to be the Battle of Saratoga. Have them mark and label the city on their maps.
4. Ask students where the Patriots won a victory in the West. From what place did the Patriot forces set out?
5. Ask students from what direction Patriot troops approached Yorktown. From what directions did British forces approach?



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AMERICAN HISTORY OUTLINE MAPS

The Treaty of Paris of 1783



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Teaching Suggestions

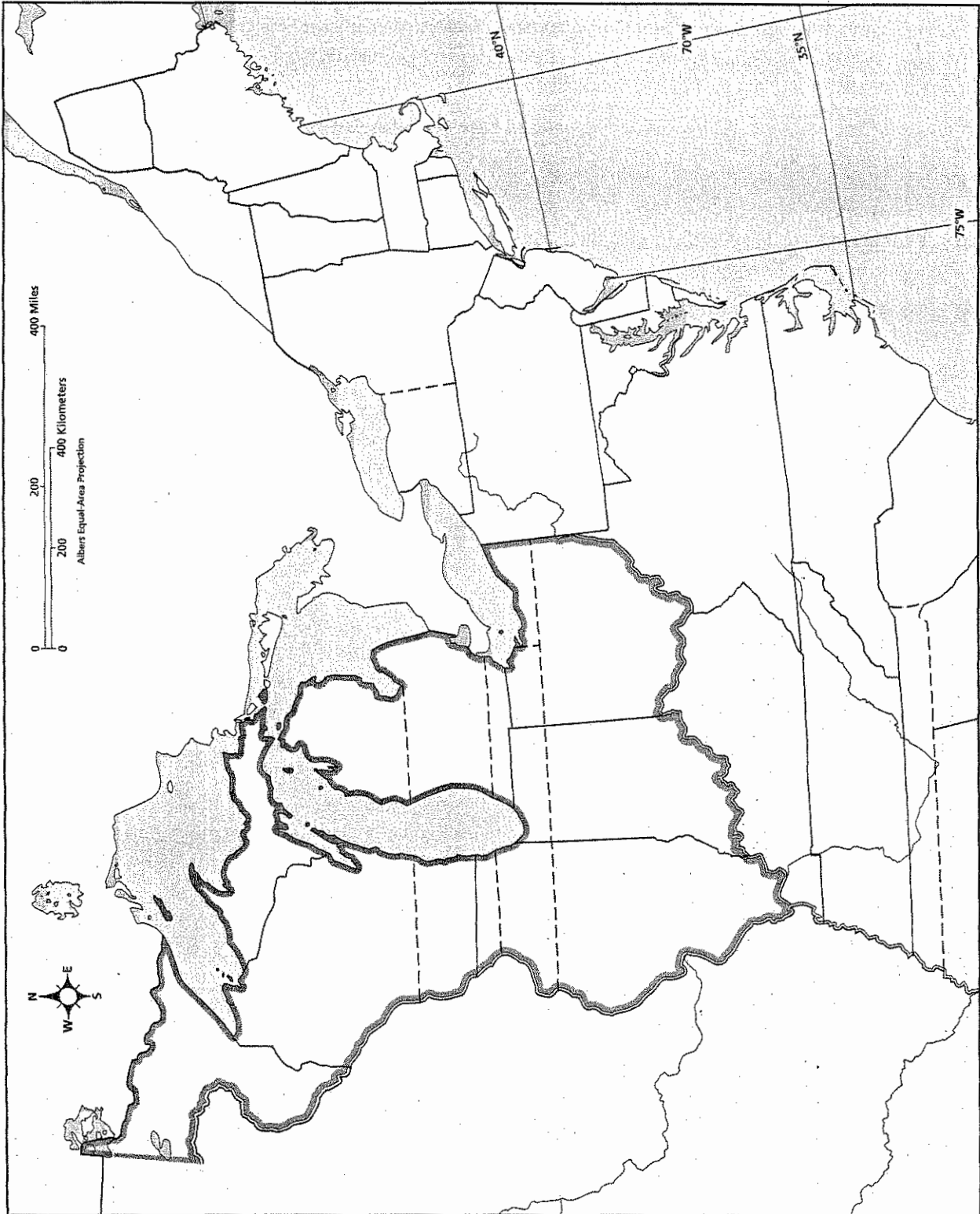
The American Revolution officially concluded with the signing of the Treaty of Paris of 1783, two years after open hostilities had ended. The treaty established American independence and defined the extent of the new country. This map shows the resulting territorial distribution in North America.

1. Have students color the areas belonging to the various countries in North America, using stripes to show disputed land. Remind them to create a legend for their maps.
2. Have them mark and label the Appalachian Mountains, the Great Lakes, and major rivers on their maps.
3. Ask what lands the British retained in North America. What country controlled Florida?
4. Ask students what river marked the western boundary of the United States in 1783. Have them label the river on their maps.



AMERICAN HISTORY OUTLINE MAPS

The Northwest Territories



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Teaching Suggestions

One of the accomplishments of the United States under the Articles of Confederation was the organization of the Northwest Territories. A new system of government and a method for territories to become states set the pattern for other newly acquired lands. Additionally, the Township and Range Survey System for apportioning and distributing land became the world's most widespread system of recording buildings and property boundaries. This map shows the land claims of eastern colonies in the Northwest Territories, as well as the states that eventually were created from this land.

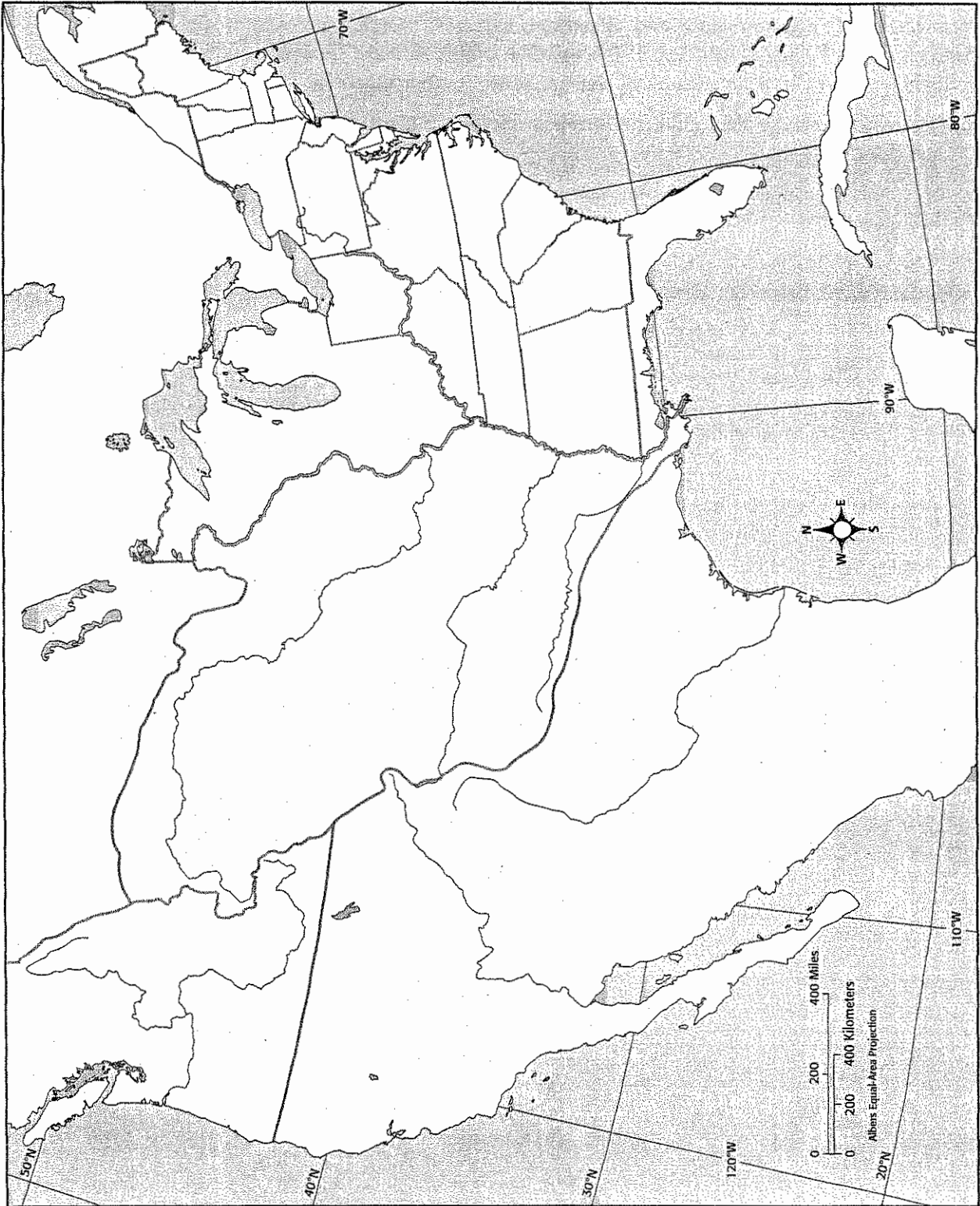
1. Have students color the claims of the various eastern states, using stripes to indicate overlapping claims.
2. Ask which state claimed most of the Northwest Territory.
3. Which states overlapped this claim? Which New England state held undisputed claim to a piece of the Northwest Territory?
4. Have students label the states that were created from the Northwest Territory. Ask which was the first of these states to be admitted to the union and in what year it was admitted.
5. Ask students which was the last state to be admitted to the union and in what year. One piece of the Northwest Territory remained. Have students check a map in an atlas or textbook and name the state that eventually gained this land.



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AMERICAN HISTORY OUTLINE MAPS

Louisiana Purchase and Exploration



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Teaching Suggestions

In 1803 President Thomas Jefferson dramatically increased the territory of the United States by approving the purchase of Louisiana from France. He then sent the Lewis and Clark expedition to explore the new territory and find a water route to the Pacific. Although there was no direct water route to the Pacific, the expedition recorded a wealth of scientific data about the newly acquired lands and staked the claim of the United States to the Oregon Territory in the Pacific Northwest. This map shows the Louisiana Territory and the routes of the Lewis and Clark expedition, as well as the explorations of Zebulon Pike.

1. Have students color the Louisiana Territory on their maps. Remind them to create a legend for their maps.
2. Ask what river marked the eastern boundary of this territory. Have them label it on their maps.
3. Ask what river Lewis and Clark followed at the beginning of their expedition. Have students label that river. Have them label the Rocky Mountains.
4. Have students name and label the river that Lewis and Clark followed to reach the Pacific Ocean.
5. Ask students what area Zebulon Pike explored after he discovered Pike's Peak. Have them label this area on their map and write in parentheses the name of the country that ruled it.
6. Some of your students might enjoy reading portions of the *Journals of Lewis and Clark*, available in many editions in libraries. Have them mark on their maps the locations described in the selections that they read, and report on the descriptions of the environment of those places.



AMERICAN HISTORY OUTLINE MAPS

Early Roads and Canals



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Teaching Suggestions

In the early years of the nation, the easiest transportation often was by water. Rivers did not always flow where people wanted to go, however, so they were supplemented by canals and then by roads. Canals, however, froze over in winter and could not be built everywhere; roads remained slow, bumpy, and muddy or dusty, depending on the weather. The amount of freight that could be moved by road remained small. This map shows some of the principal roads and canals that were built in the early 1800s.

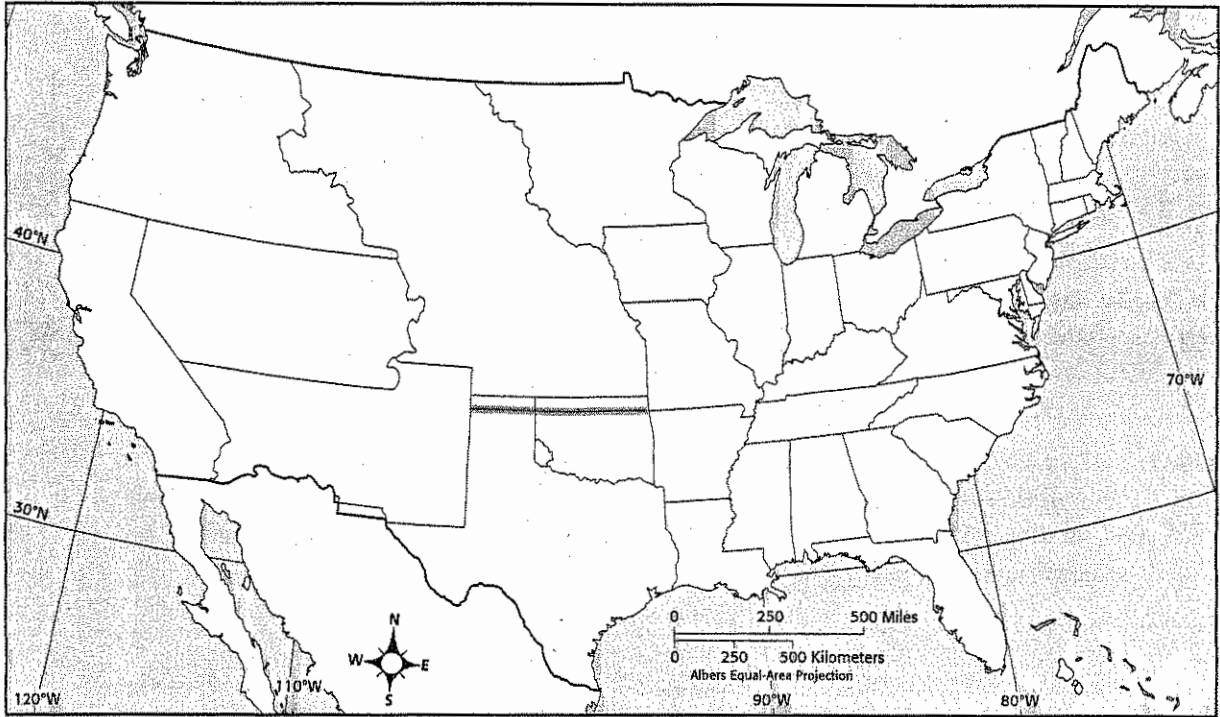
1. Have students label the Appalachian Mountains on their maps. Remind them to create a legend for their maps.
2. Ask students to name the canal that connected eastern New York with the Great Lakes. Have them label the canal and the river at its eastern end. Have them use the scale of miles to measure the length of the canal.
3. Three canals connected the Ohio River and the Great Lakes. Ask students to name the canals. Have them label the Ohio River and the Great Lake at which they ended. Have them name the cities at the northern and southern ends of each canal.
4. Ask students what city was at the eastern end of the Great Valley Road. At what city did the Wilderness Road branch off? To what city did the Wilderness Road lead?
5. Some roads followed American Indian trails. One such road was the Natchez Trace. Have students name the cities at the northern and southern ends of this road. Ask what other road shared the same northern terminus, and how and why it was probably built.
6. Ask students to examine their maps and determine whether the North or the South had more canals and roads. Have them write a brief explanation of this difference.



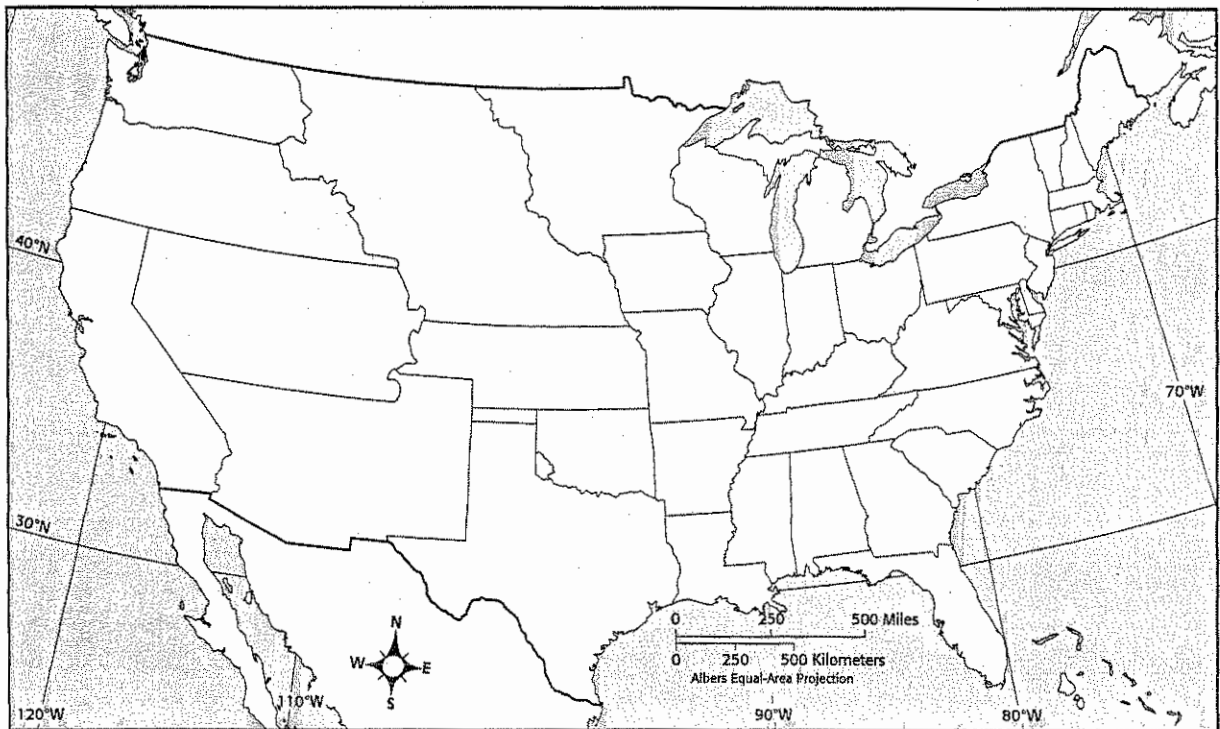
AMERICAN HISTORY OUTLINE MAPS

Conflict over Slavery

The Compromise of 1850



The Kansas-Nebraska Act of 1854



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Teaching Suggestions

In the early 1800s westward settlement and increasing opposition to slavery—particularly among northerners—led to conflict over the existence of slavery in territories newly acquired and opened for settlement. A series of compromises kept the conflict from erupting into war for several decades. These two maps show the results of the three major compromises.

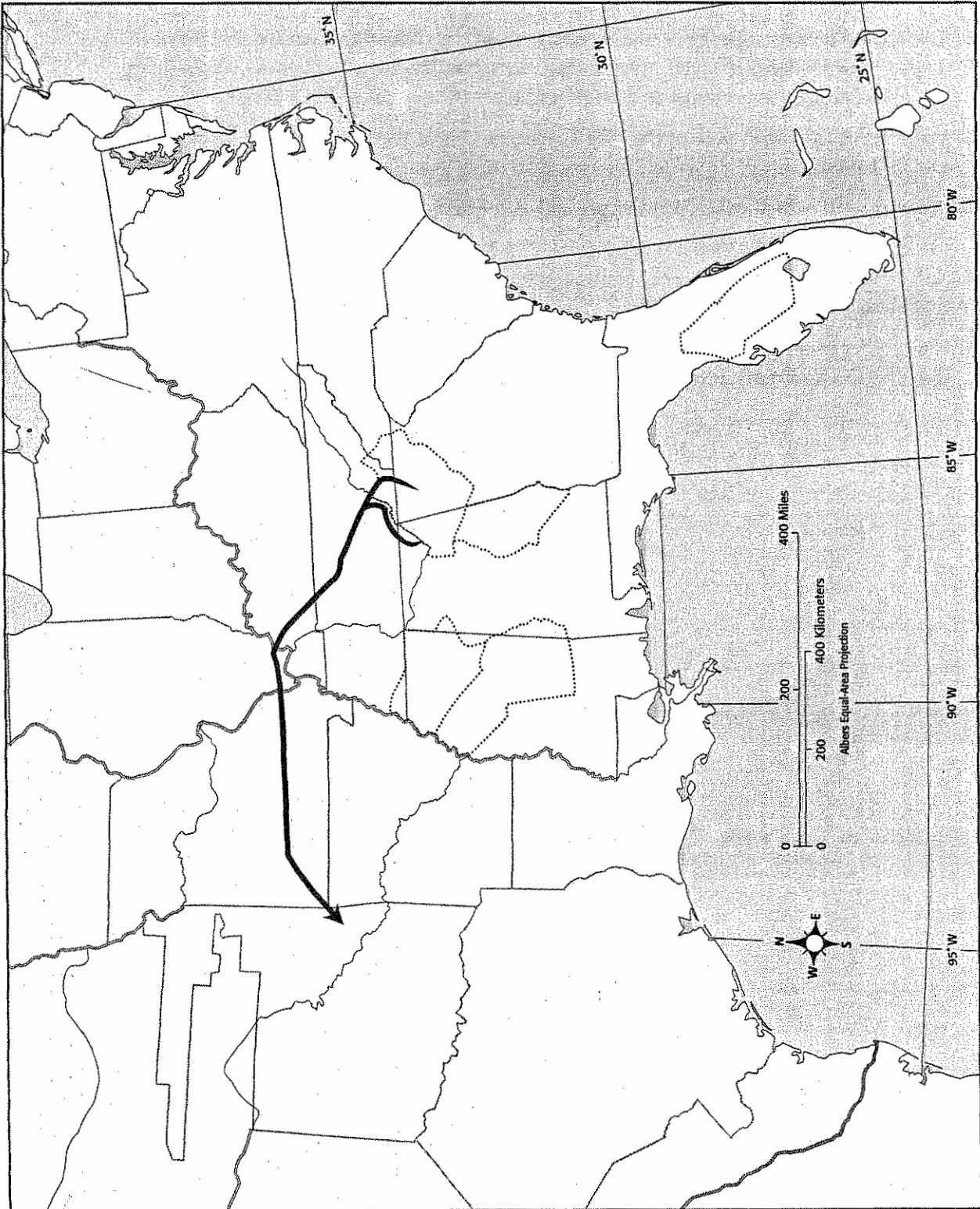
1. First, point out the map of the Compromise of 1850. Have students color the map to show which states were slave and free, which territories permitted slavery, which prohibited slavery, and which would decide the issue by popular sovereignty.
2. Point out the Missouri Compromise Line of 36°30′ north latitude, north of which slavery was to be prohibited in new territories. Ask students what already existing states north of that line were slave states.
3. Lead students to review the acquisition of the lands where the slavery issue was being decided. The Oregon Territory was to be a free territory, California to be admitted as a free state, and the Utah and New Mexico territories to be decided by popular sovereignty. Ask what territory north of the Missouri Compromise Line could conceivably become slave states under this compromise.
4. Next, look at the map of the Compromise of 1854. Have students color this map with the same colors used for the map of the Compromise of 1850, so that they can compare the maps easily. Ask how this compromise effectively nullified the Missouri Compromise. What were the only remaining territories that were specifically free territories?



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AMERICAN HISTORY OUTLINE MAPS

Relocation of American Indian Tribes



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Teaching Suggestions

In spite of treaties and promises, American Indians were driven from the lands they occupied when U.S. citizens wanted those lands for settlement. In the 1830s the five major tribes of the Southeast were driven from their homes to what is today the state of Oklahoma. This map shows their original homelands and the routes of their removal.

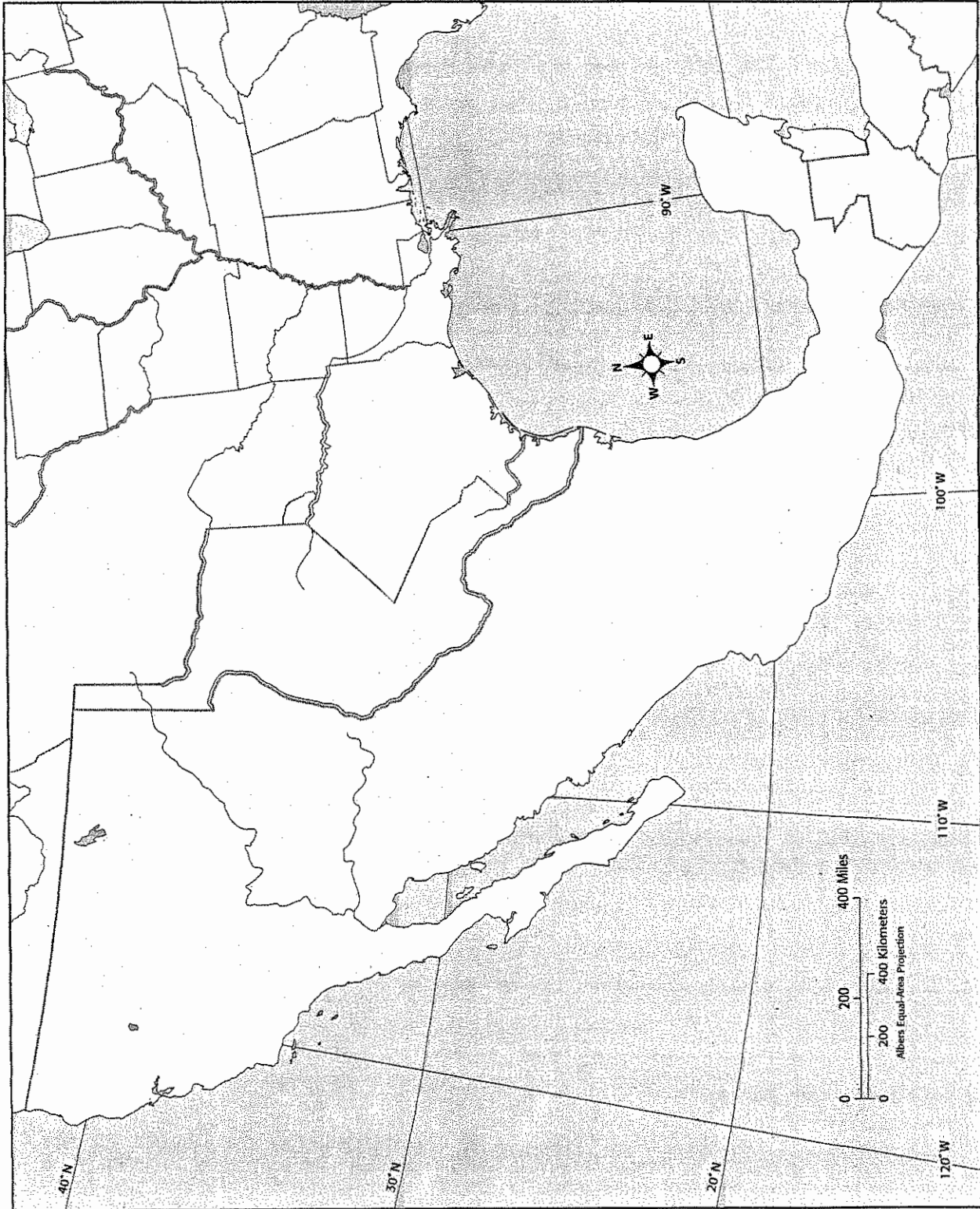
1. The removal of the Cherokee was so brutal that it has come to be called the "Trail of Tears." Ask students in what present-day states the Cherokee Nation lay. Have them color this area on their maps and mark and label the capital of New Echota.
2. Have them label the route of the "Trail of Tears." Have them name the states through which it went.
3. Ask students which tribes lived in present-day Mississippi. Have them color those areas on their maps.
4. Ask which group's lands were solely in present-day Alabama, and have them color that area.
5. Using library resources, have a group of students locate the present-day Cherokee Reservation and mark it on the map.



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AMERICAN HISTORY OUTLINE MAPS

The Mexican War



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Teaching Suggestions

After Texas gained independence and joined the Union, disputes about its boundaries continued. Eventually these disputes led to war between the United States and Mexico. The effects on both countries were far-reaching. This map shows the major action of the war.

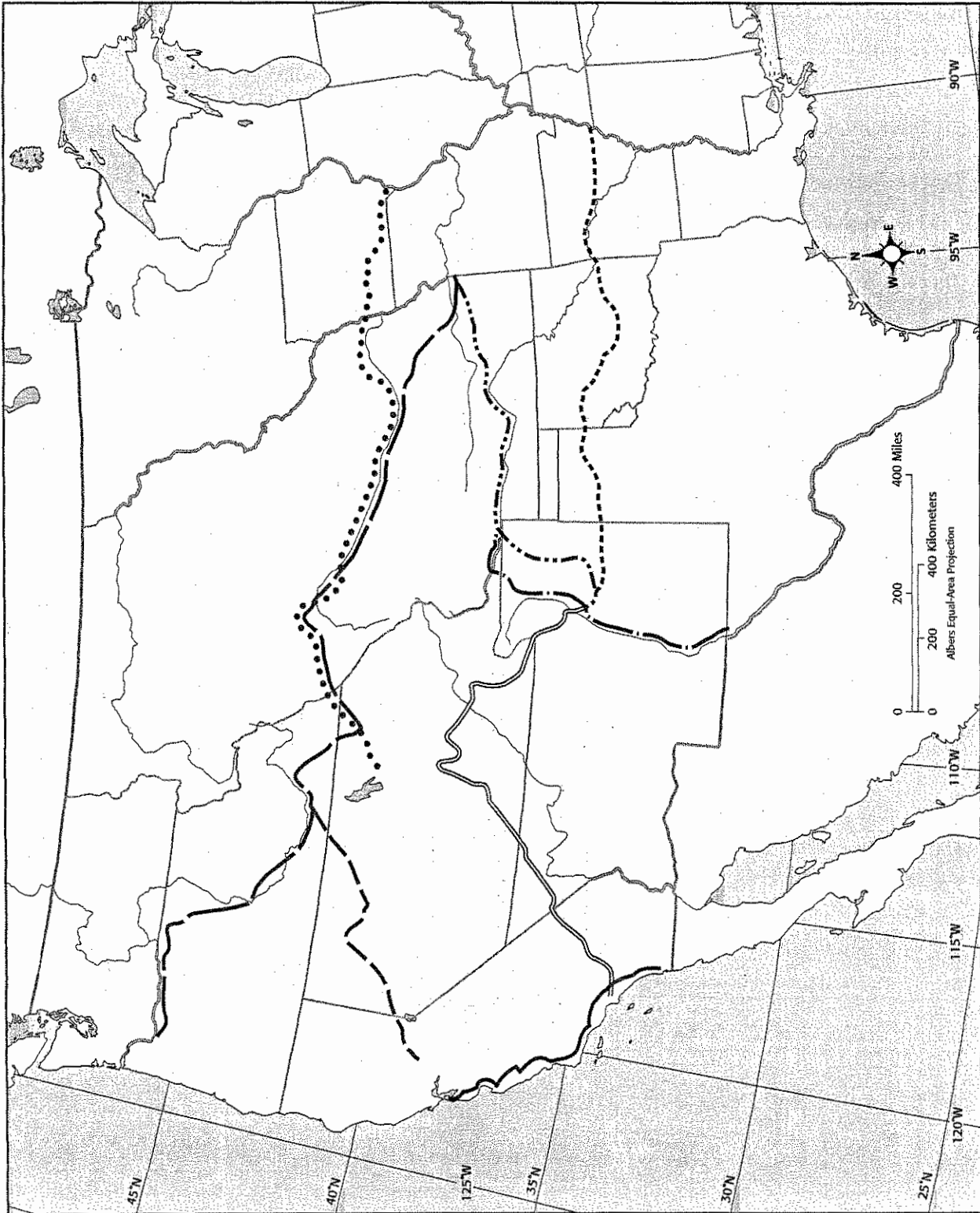
1. Have students color the United States, Mexico, and Texas. Have them use stripes to show disputed territory. Remind them to create a legend for their maps.
2. Have students use the scale of miles to measure the distance along the Gulf coast between the Nueces River and the Rio Grande.
3. The Bear Flag Revolt took place during the Mexican War. Ask students in what present-day state the Bear Flag Revolt took place, and have them mark and label the location on their maps.
4. Ask students where Stephen Kearny set out. Ask what rivers he followed after he left Santa Fe. Have students mark and label these rivers on their maps, and ask them why following rivers would have been particularly important in the environment of the Southwest. Ask students where his expedition ended, and have them mark the city on their maps and label it.
5. Monterrey was the site of an important U.S. victory. Have students mark and label the location on their maps. Ask from which directions U.S. troops approached the battle.



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AMERICAN HISTORY OUTLINE MAPS

Western Trails



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Teaching Suggestions

In the long trek west, most travelers kept to established trails. This map shows the principal trails before 1860.

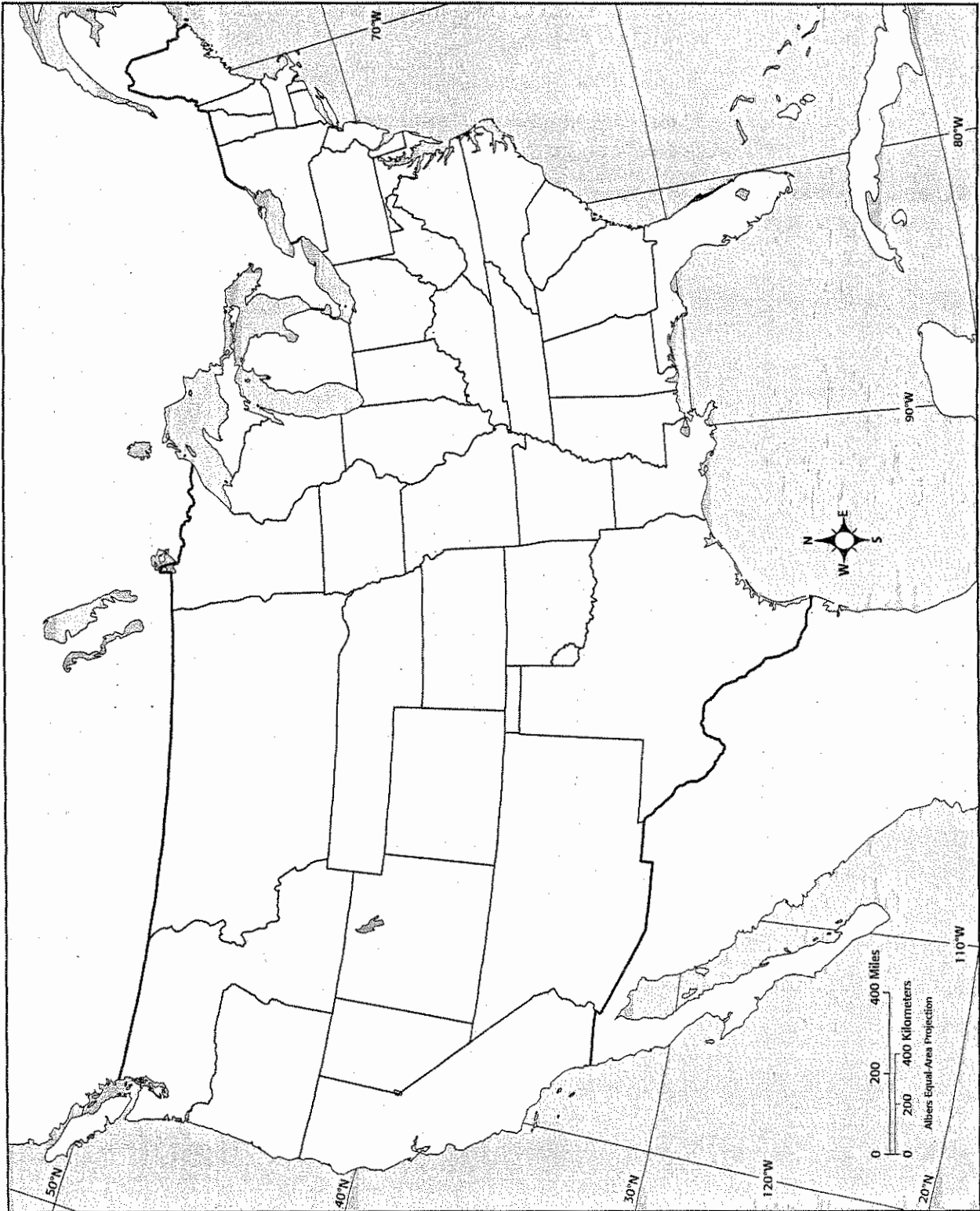
1. Have students label the Rocky Mountains on their maps. Remind them to create a legend for their maps.
2. Have them locate and label the Mormon Trail. What other trail did it follow for most of its length? At what point did it branch off?
3. Ask students which trail went west from Santa Fe, and have them label it. If pioneers wanted to go from this trail to San Francisco, what could they follow? Have students label this route on their maps. Point out that it was built by the Spanish in the 1700s.
4. Ask students which trail crossed Indian Territory, and have them label it. Ask which cities were located at the eastern and western ends, and have students mark and label those cities.
5. Ask students which two trails began at Independence, Missouri, and have students label this city on their maps.



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AMERICAN HISTORY OUTLINE MAPS

Union and Confederacy



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Teaching Suggestions

After Abraham Lincoln won the 1860 presidential election, southern states began to secede from the Union and eventually formed the Confederate States of America. This map shows the Union and Confederacy in 1861.

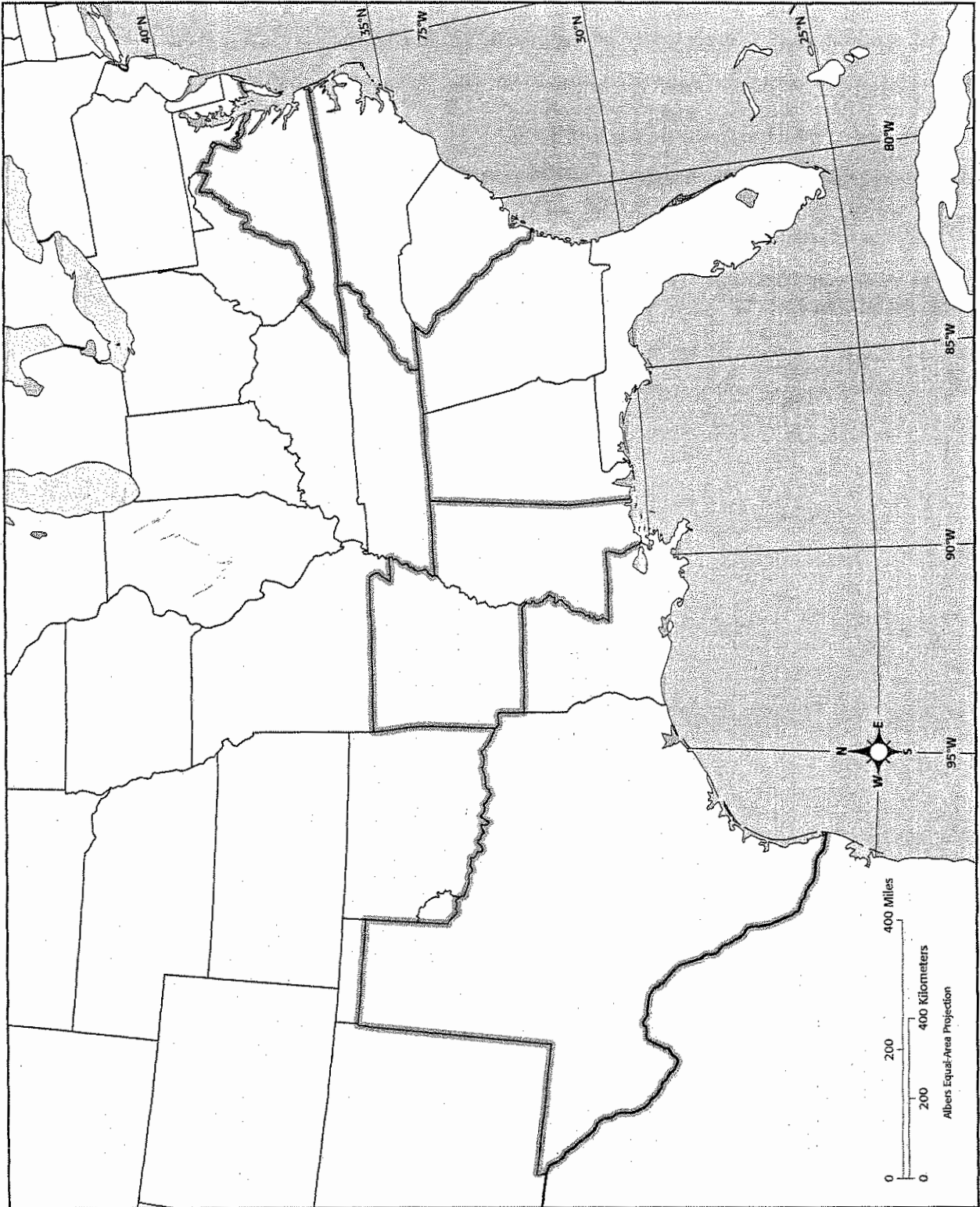
1. Have students color the Union states, the Confederate states, and the territories. Remind them to create a legend for their maps.
2. Have students name the border states, or slave states that remained in the Union.
3. Have students locate and label West Virginia. Ask them why this part of Virginia broke away from the rest to become a separate state.
4. Ask which two Union states were separated from the rest of the country. Have students label those states on their maps. Ask what effect this distance would have on the country.



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AMERICAN HISTORY OUTLINE MAPS

Reconstruction



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Teaching Suggestions

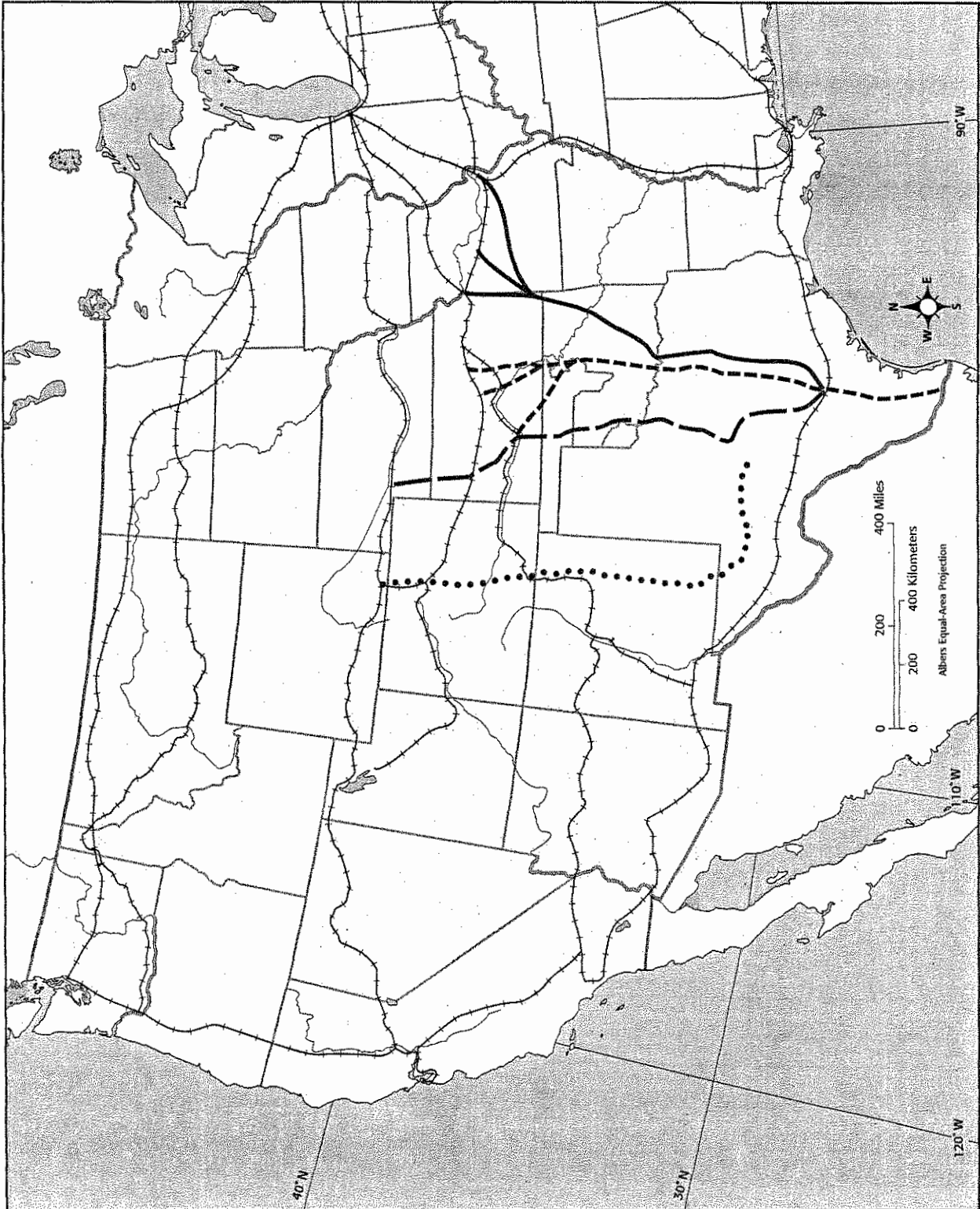
After the Civil War the process of reuniting the nation was slow and difficult. Former Confederate states had to form new governments and be readmitted to the Union. The challenges led to a great deal of tension on both sides. This map shows the arrangements for readmission of the southern states.

1. Ask students how many military districts existed in the South.
2. Have students color the states according to the year of their readmission to the Union. Remind them to create a legend for their maps. Ask which state was the first to be readmitted. Which states were readmitted last?
3. A measure of the southern states' power over their own affairs was their defeat of Republican governments, which they felt were imposed on them by outsiders. Ask students to identify the states that defeated Republican governments first.
4. Ask students which military district contained only one state. Which district contained the most states?



AMERICAN HISTORY OUTLINE MAPS

Western Railroads and Cattle Trails



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Teaching Suggestions

Before railroads were built across the major rangelands of the southern Great Plains, cattle were driven overland to rail lines for shipment to eastern markets. This map shows the main railroads and cattle trails of the West.

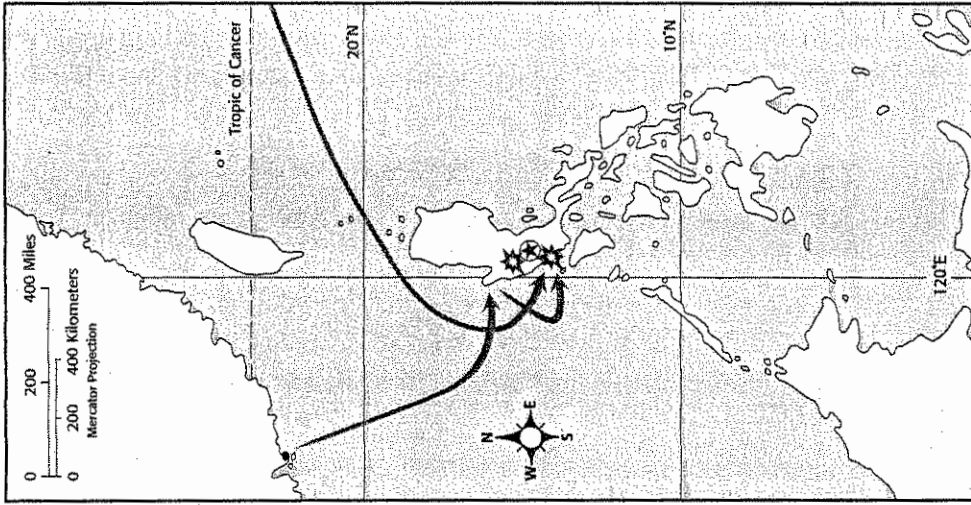
1. Have students label the Rocky Mountains on the map.
2. Ask students which trail was farthest east. At what three cities did it end in the north? Have students label the cities on their maps.
3. Ask students which trail was farthest west. Have them label the two state capitals at the northern end of this trail.
4. The Union Pacific was part of the first transcontinental railroad. Ask students which trails ended at this railroad, and have them label the cities that marked these end points.
5. Have students discuss why Chicago became the most important meatpacking center in the country. Have them label it on their maps.



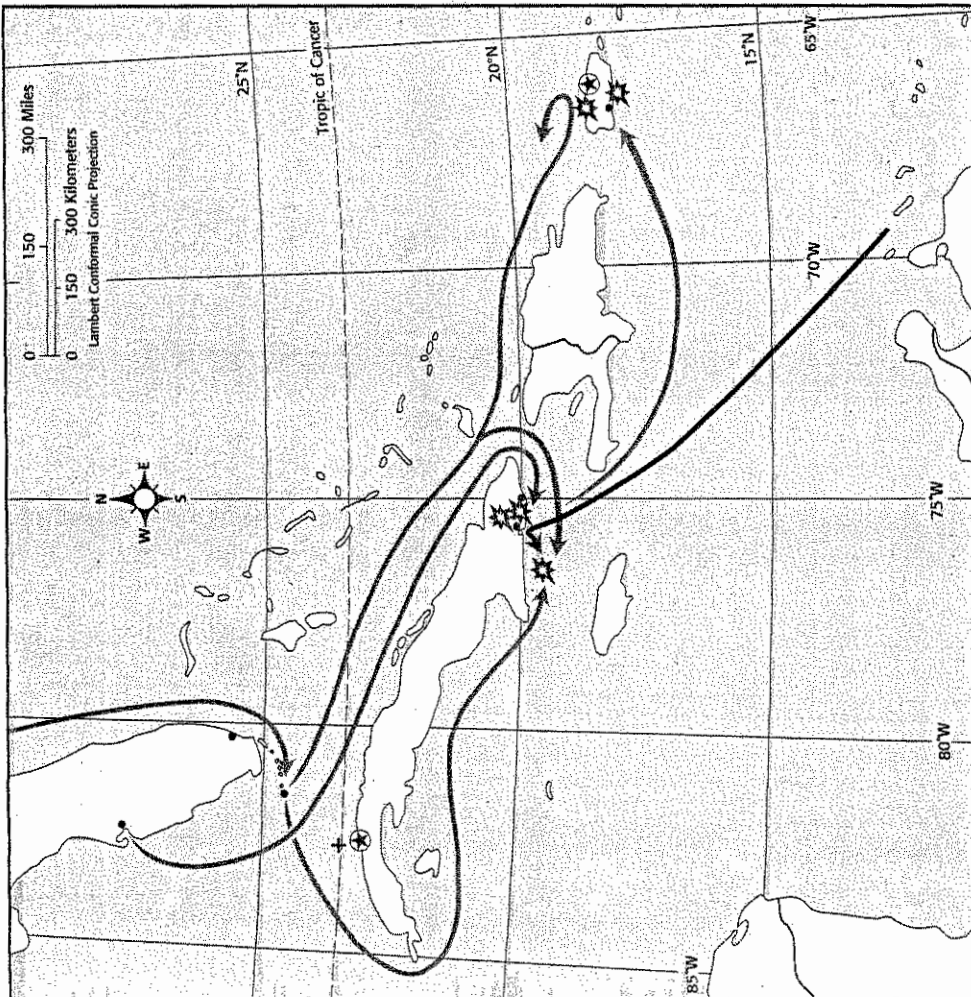
AMERICAN HISTORY OUTLINE MAPS

The Spanish-American War

Pacific Theater



Cuban Theater



Teaching Suggestions

The Spanish-American War in 1898 confirmed America's emerging role as a world power. It also brought Alaska, Hawaii, and other overseas territories including the Philippines under U.S. control. These acquisitions gave the United States a role in Asia for the first time. These two maps show the military action in this war.

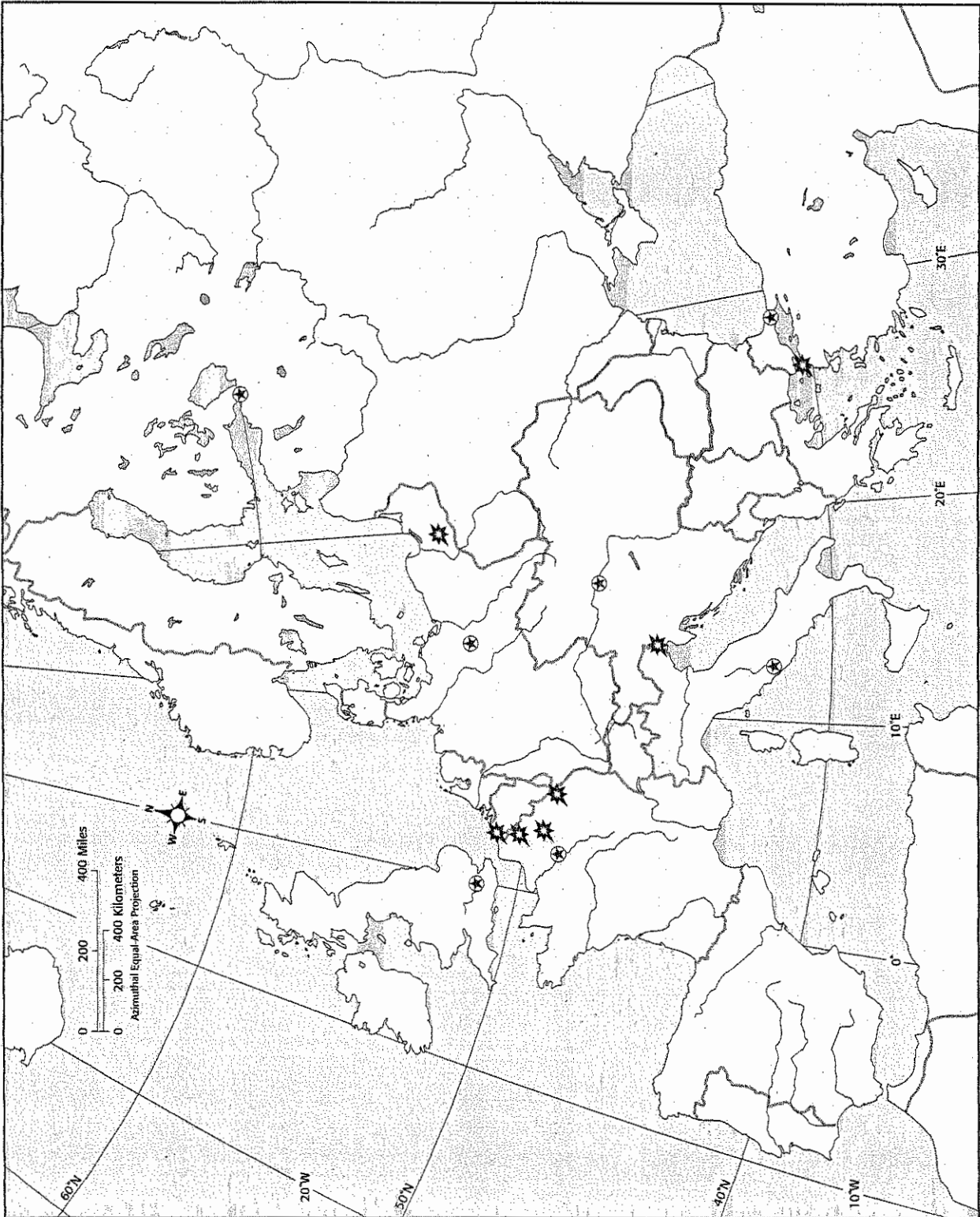
1. First, direct students' attention to the map of the Caribbean. Ask students to name the Florida city from which American troops departed for Cuba. Have them label this city on their maps. Have them label the island of Cuba.
2. Ask students in what part of Cuba most of the fighting took place.
3. Ask students where the American troops went from Cuba. Have them label this island on their maps. Have them mark and label its capital.
4. On the map of the Philippines, have students name and label the city in Asia from which Dewey set out for the Philippines. Have them label the capital city of the Philippines. Ask them on what island the capital is located, and have them label the island on their maps.
5. Ask students what line of latitude crosses the southern part of the Philippines. If one degree of latitude is about 70 miles, how far is this from the equator? Ask what line of latitude crosses southern Cuba. How far is it from the equator?



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AMERICAN HISTORY OUTLINE MAPS

World War I in Europe



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Teaching Suggestions

Although the United States tried to avoid entering World War I, involvement proved unavoidable. This map shows the major action of that war.

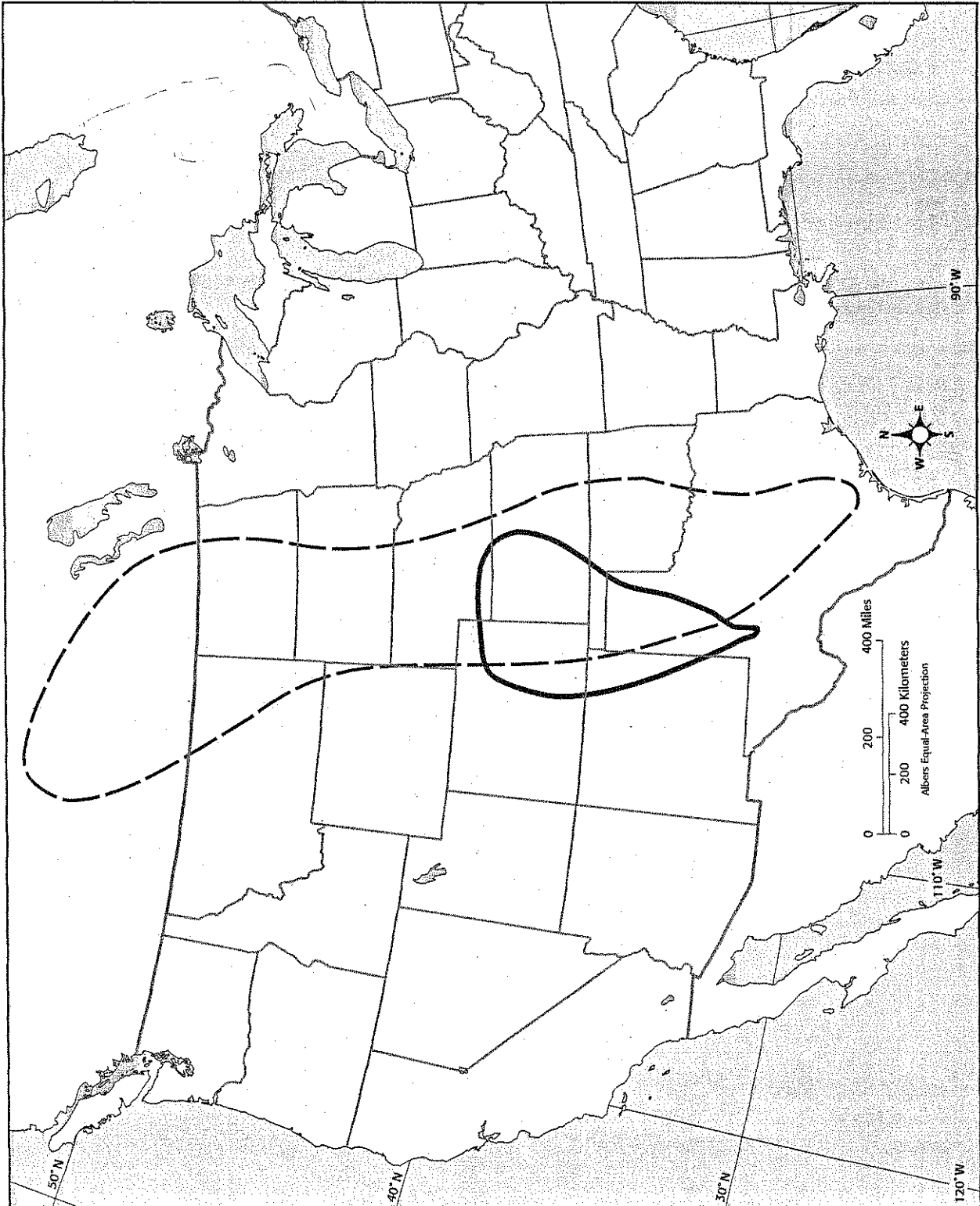
1. Have students color the Allied Powers, the Central Powers, and neutral countries different colors. Have them make a legend to show what the colors indicate.
2. Have students label the capital cities of Great Britain, France, Germany, Austria-Hungary, Russia, and the Ottoman Empire. Ask which capital was closest to the fighting.
3. Ask students in what country the Battle of Gallipoli was fought. Have them use a map in an atlas or textbook to learn what that country is called today.
4. Have students draw a line to represent the British naval blockade. Have them label the sea in which the blockade was established. Have them label the neutral country at its eastern end.



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AMERICAN HISTORY OUTLINE MAPS

The Dust Bowl



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Teaching Suggestions

A series of dry years and poor land use in the Great Plains led to devastating drought and terrible dust storms in the area that came to be called the "Dust Bowl." Many farm families lost their land because of high debts. This map shows the extent of the Dust Bowl and other drought-stricken areas.

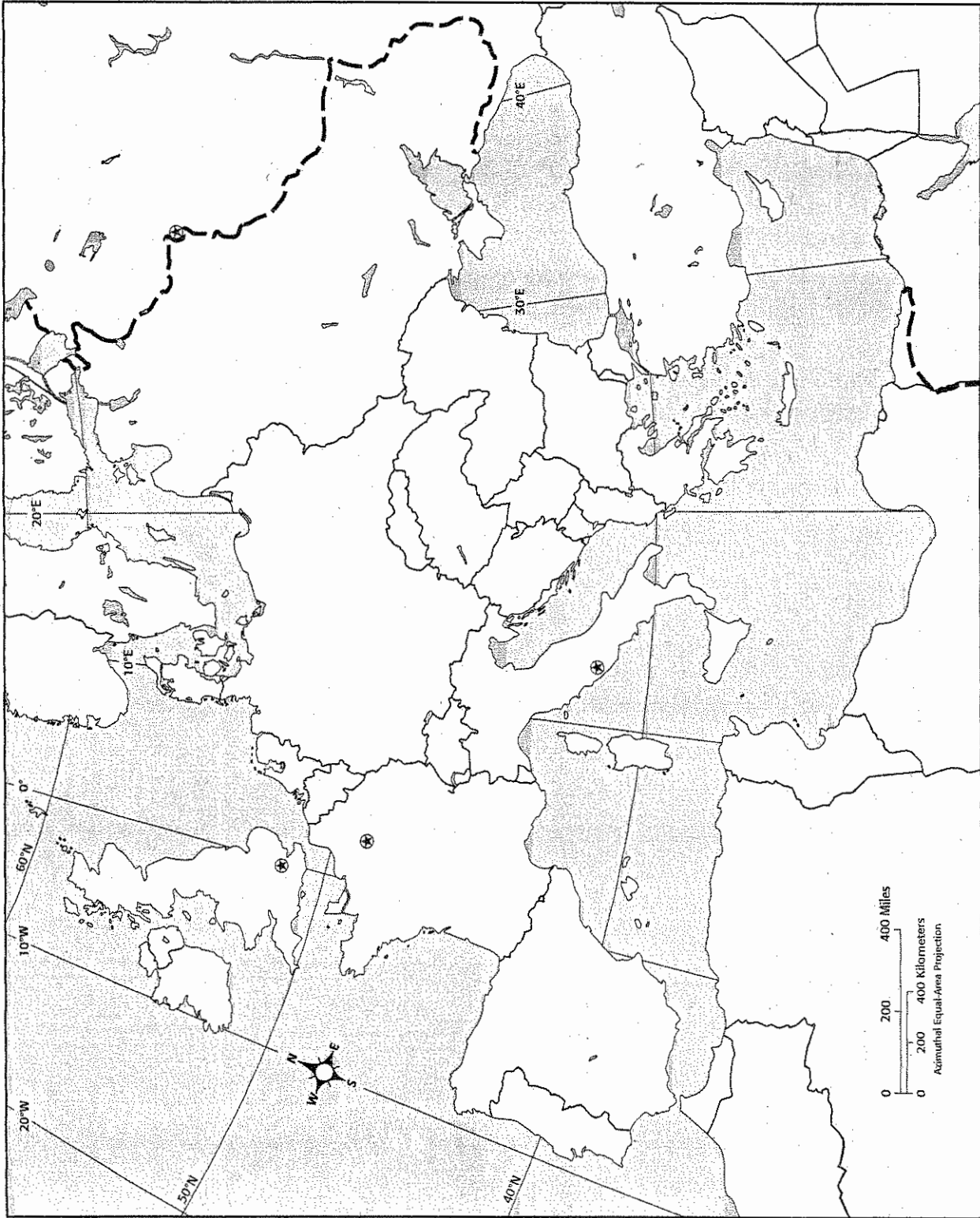
1. Have students color the Dust Bowl and the other drought areas different colors. Remind them to create a legend for their maps. Suggest that they use colors that bring to mind "heat" and "dryness."
2. Have students label the states that were in the Dust Bowl.
3. Have students label the other states that were hit by drought.
4. Many families who lost their farms in the Dust Bowl and elsewhere in the Great Plains went to California to seek work in the rich agricultural lands there. Have students draw an arrow to show this migration. Have them label the states through which the migrants would travel.
5. Some of your students might enjoy reading John Steinbeck's novel *The Grapes of Wrath*, which tells the story of a family forced to move from the Dust Bowl to California. Have them trace the family's route on the map and label the places mentioned in the book.



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AMERICAN HISTORY OUTLINE MAPS

World War II in Europe



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Teaching Suggestions

Less than 25 years after World War I, Europe was again at war. As before, the United States became involved in the fighting. This map shows the main action in Europe.

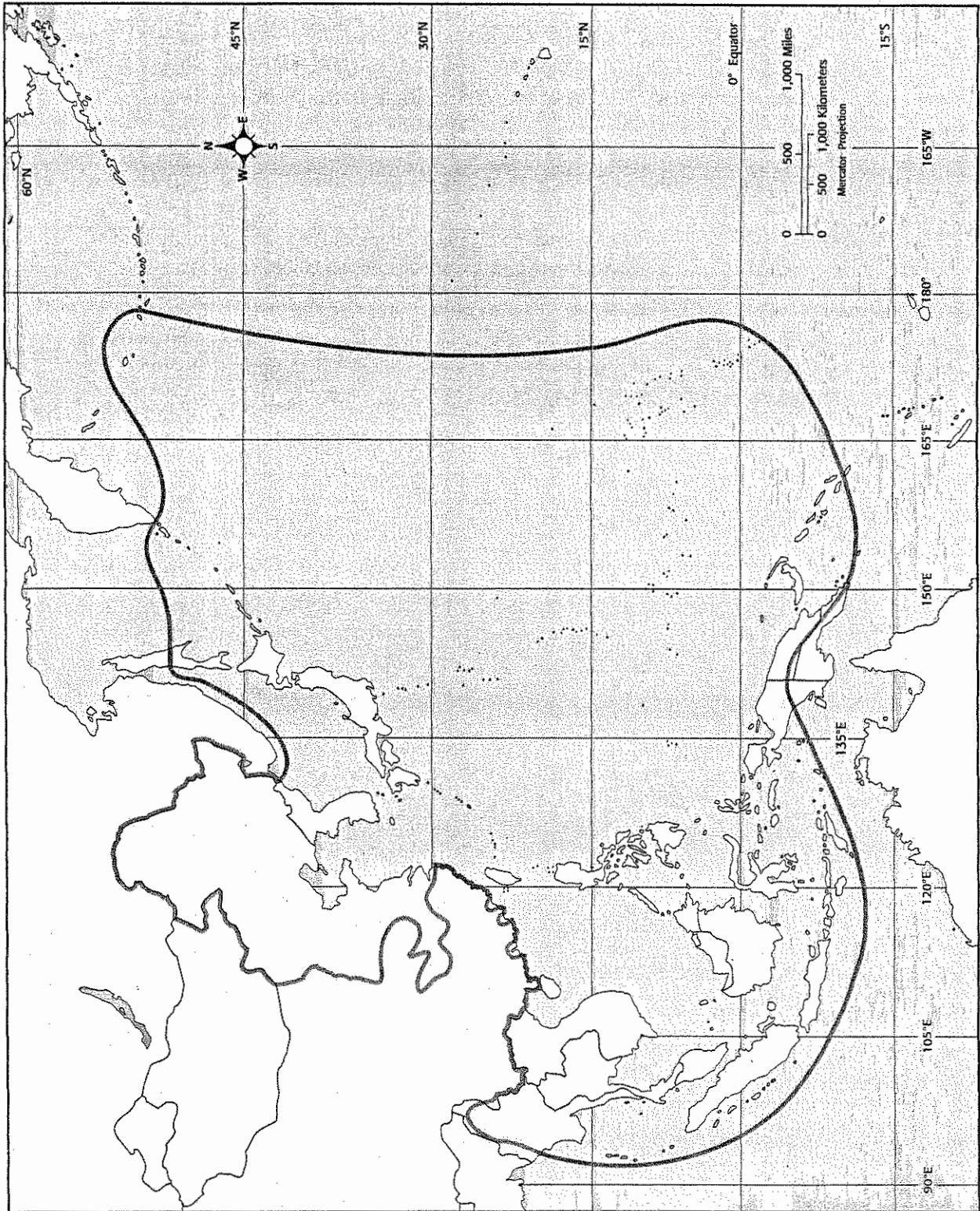
1. Have students color the areas that were under the control of the Axis Powers, those under the control of the Allies, and those that were neutral. Remind them to create a legend for their maps.
2. The eastern front reached the capital of Russia. Have students label this capital on their maps, and have them label Berlin, the capital of Germany. Have them use the scale of miles to measure the distance between the two capitals.
3. Ask students to name the important battle that took place in southern Russia along the eastern front. Have them mark and label this battle on their maps. Have them label the river along which this city lies.
4. Have students mark the place where the Allies landed in France in June 1944. Have them measure the distance from that place to Berlin, using the scale of miles.
5. Ask students to name the river that was near the area in Germany where Allies pushing east from France met those pushing west from the Soviet Union. Have them label the river on their maps.



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AMERICAN HISTORY OUTLINE MAPS

World War II in the Pacific



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Teaching Suggestions

World War II began in Asia in 1931 when Japan invaded Manchuria in northeastern China and established a puppet government. From this base, the Japanese seized more territory in China and in Southeast Asia and the Pacific. For several years, European countries and the United States focused their efforts on war in Europe rather than on defending their colonies from the Japanese. This map shows the main action of World War II in the Pacific.

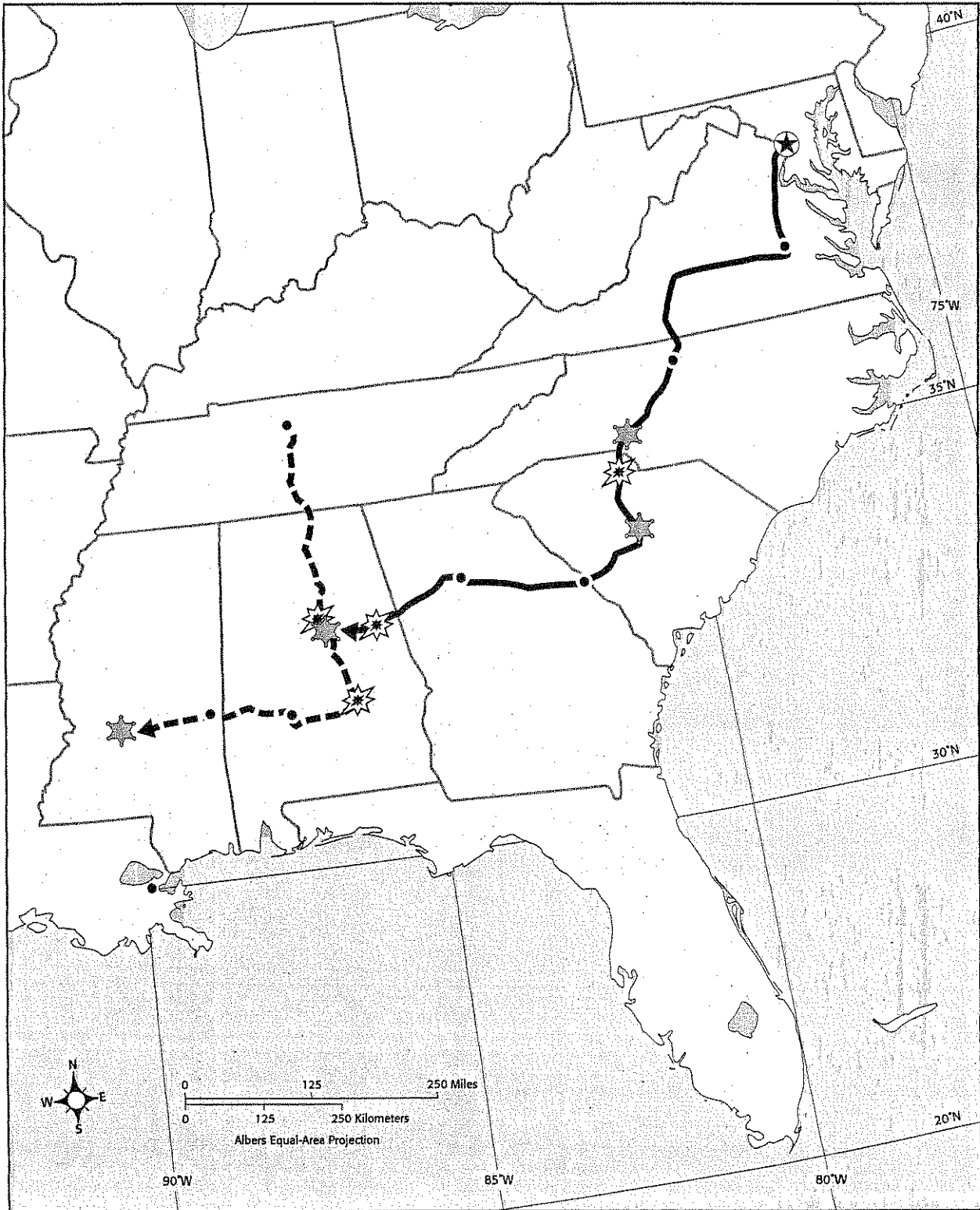
1. Have students color the areas that belonged to Japan before 1931. Have them label the peninsular country on the mainland of Asia and the island to the south that belonged to Japan.
2. Ask students what longitude marked the easternmost limit of Japanese possessions in the Pacific.
3. Have students mark Tokyo and Pearl Harbor on their maps. Have them measure the distance between the Japanese capital and the target of the Pearl Harbor attack.
4. Have students mark on their maps the cities in Japan that were the targets of atomic bomb attacks. The planes that dropped these bombs took off from Tinian Island. Have students mark this island on their maps. Have them measure the distance the planes had to fly from Tinian Island to their target cities.



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AMERICAN HISTORY OUTLINE MAPS

Desegregation



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Teaching Suggestions

In the years following World War II, many people became concerned with providing equal rights to a broader group of Americans. The civil rights movement worked to guarantee African Americans access to education, voting, and jobs. This map shows the southeastern United States, where many integration efforts were focused during the 1960s.

1. Point out the two lines marked on the map. Tell students that these indicate the routes taken by the Freedom Rides in 1961 in an effort to integrate bus transportation. Ask students to identify which route was taken by CORE and which route was taken by SNCC, labelling each on the map.
2. Some students may be interested in learning more about the Freedom Rides. Have them choose one of the rides and research what participants experienced during the integration effort, using the map as a starting point for finding information about the places the rides went.
3. Ask students to use the information below to show the status of school segregation in the South in 1964. Remind students to create a legend for their maps.

No integration: Mississippi

Integration in 1-20% of schools: Texas, Arkansas, Louisiana, Alabama, Georgia, Florida, South Carolina, North Carolina, Tennessee, Virginia

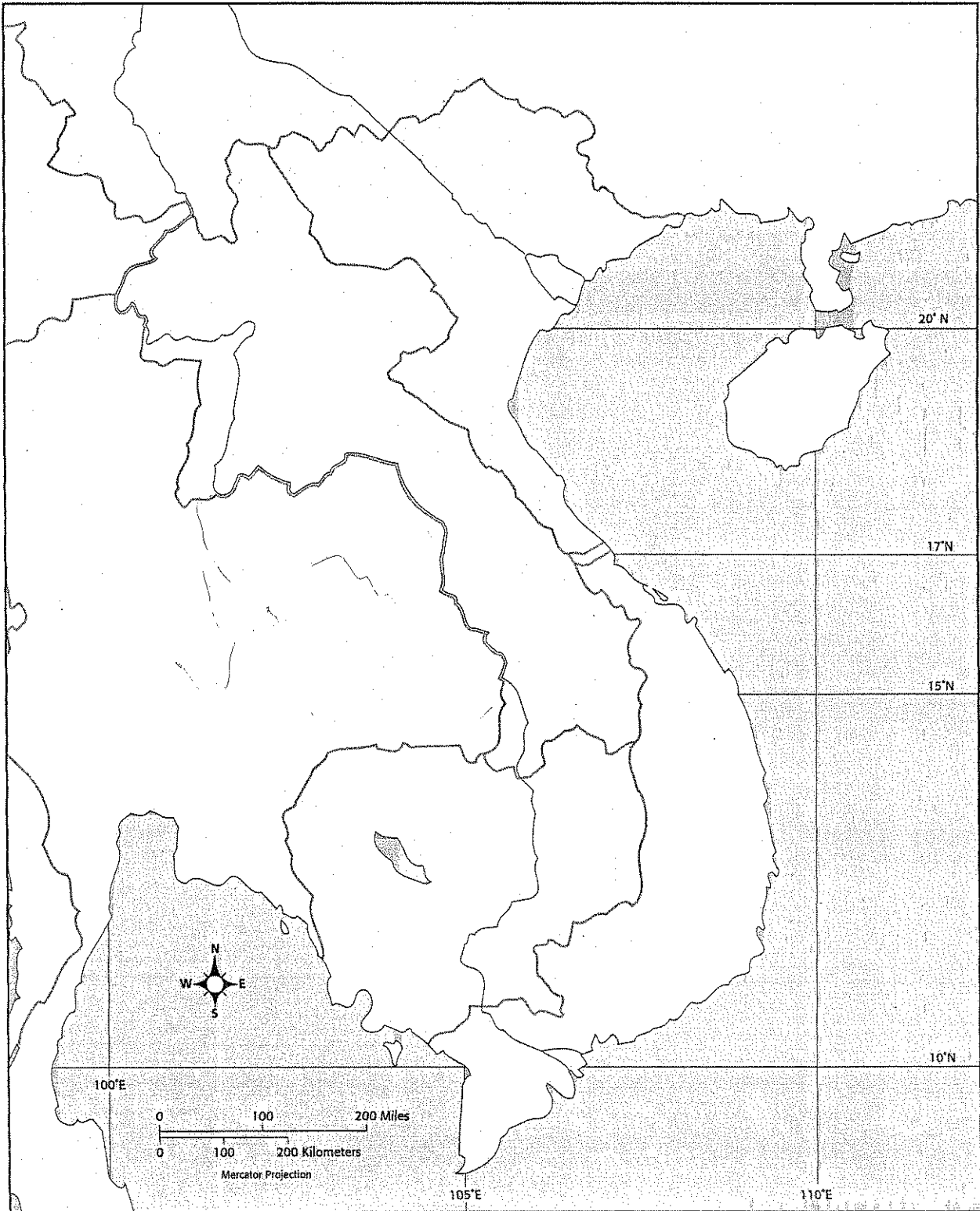
Integration in more than 20% of schools: Oklahoma, Missouri, Kentucky, West Virginia



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AMERICAN HISTORY OUTLINE MAPS

The Vietnam War



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Teaching Suggestions

In an attempt to prevent the spread of communism in Southeast Asia, the United States began to send troops to support the noncommunist government of South Vietnam in its war with communist insurgents and their North Vietnamese supporters. This map shows the major action of the war.

1. Have students color North Vietnam, South Vietnam, Cambodia, and Laos. Remind them to create a legend for their maps.
2. Have students find and label the Demilitarized Zone between North and South Vietnam. Ask them at what parallel of latitude this zone lay. Ask them how far this zone was from the equator, keeping in mind that one degree of latitude is 70 miles.
3. Have students label the Mekong River on their maps. Have them mark and label the national capitals that lie on this river.
4. Have the students mark and label the North Vietnamese capital of Hanoi. Ask them to label the river on which it is located. Have them mark and label the capital of South Vietnam. Ask students to consult a map in an atlas or textbook to find the present-day name of this city.

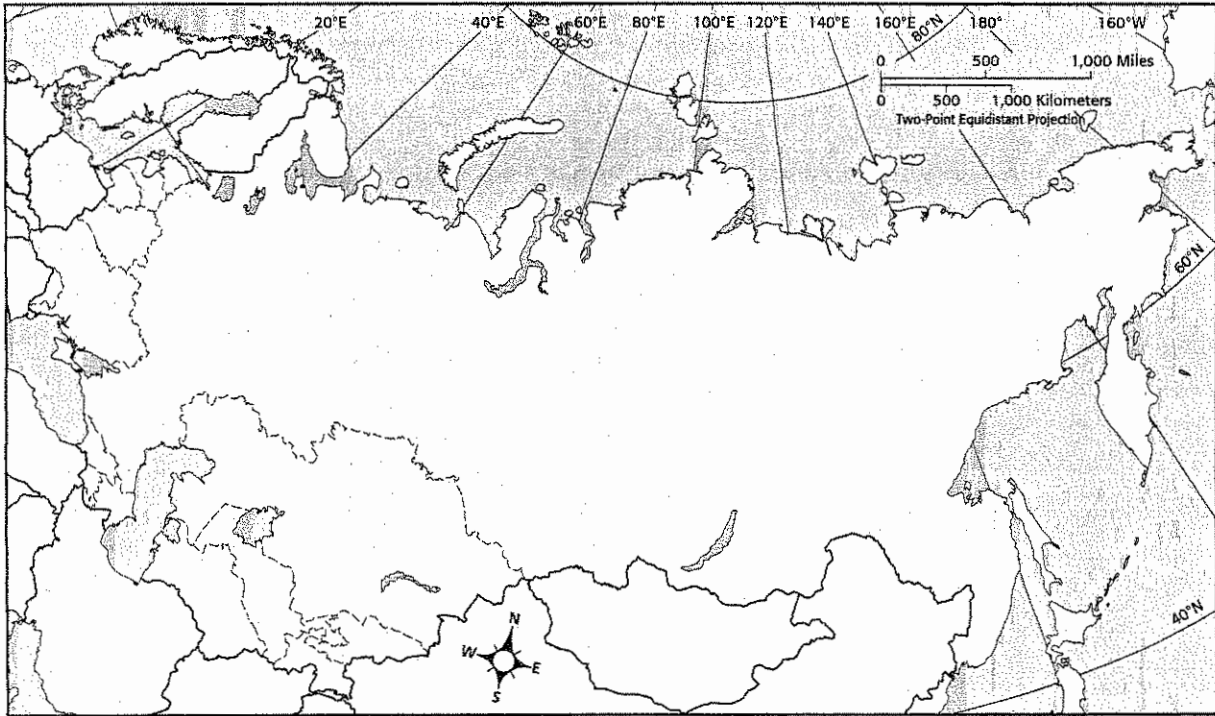


Name _____ Class _____ Date _____

AMERICAN HISTORY OUTLINE MAPS

The Breakup of the Soviet Union

The Soviet Union



The Breakup of the Soviet Sphere



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Teaching Suggestions

When the Communists organized the Soviet Union, they set up regional governments in the areas of the former Russian empire that were predominantly non-Russian in population. With the collapse of communism as a unifying power, these republics gained their independence. These maps show the Soviet Union before its breakup and the resulting states after.

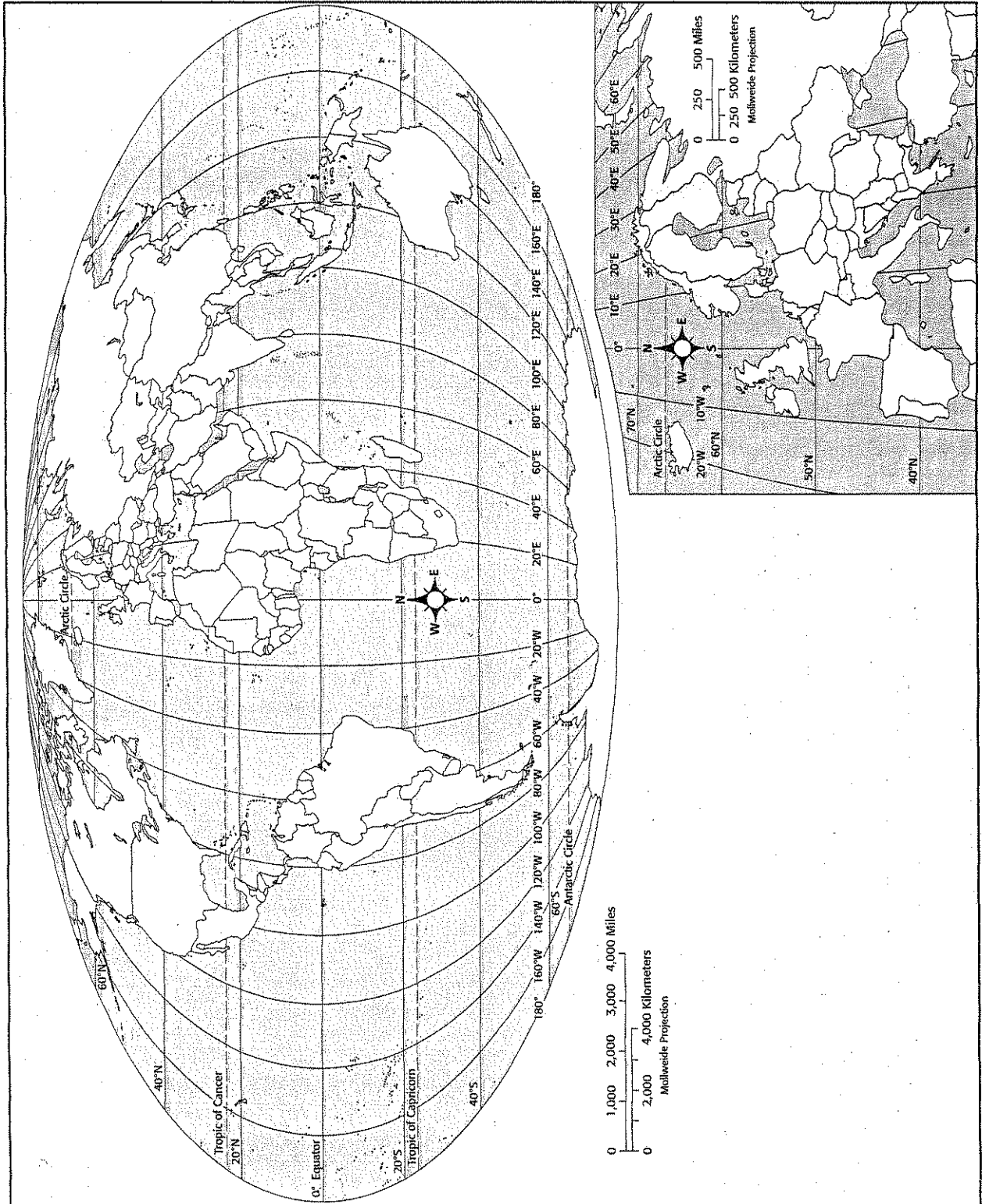
1. Have students color both maps to show the component parts of the Soviet Union and then the independent countries that resulted from its breakup.
2. The first countries to become independent were the three Baltic republics adjacent to the Baltic Sea. Have students name these countries and label them on their maps.
3. The independence of the Baltic republics causes one piece of Russia to be separated from the rest of the country. Ask students what problems such an *exclave* might bring on for a country. Ask which other republic has an exclave (*Azerbaijan*).
4. Even after the breakup of the Soviet Union, the country with the greatest land area is Russia. Ask students which is the second-largest country among those that were former parts of the Soviet Union (*Kazakhstan*). Ask them to use reference books to find out which is the second-largest country in the world (*Canada*).
5. Have students describe the general location of the parts of the Soviet Union that became independent republics. They should see that these are areas around the *periphery*, or edges, of the former country.



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AMERICAN HISTORY OUTLINE MAPS

The World



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Teaching Suggestions

For students in an American history course, this map will have a variety of uses.

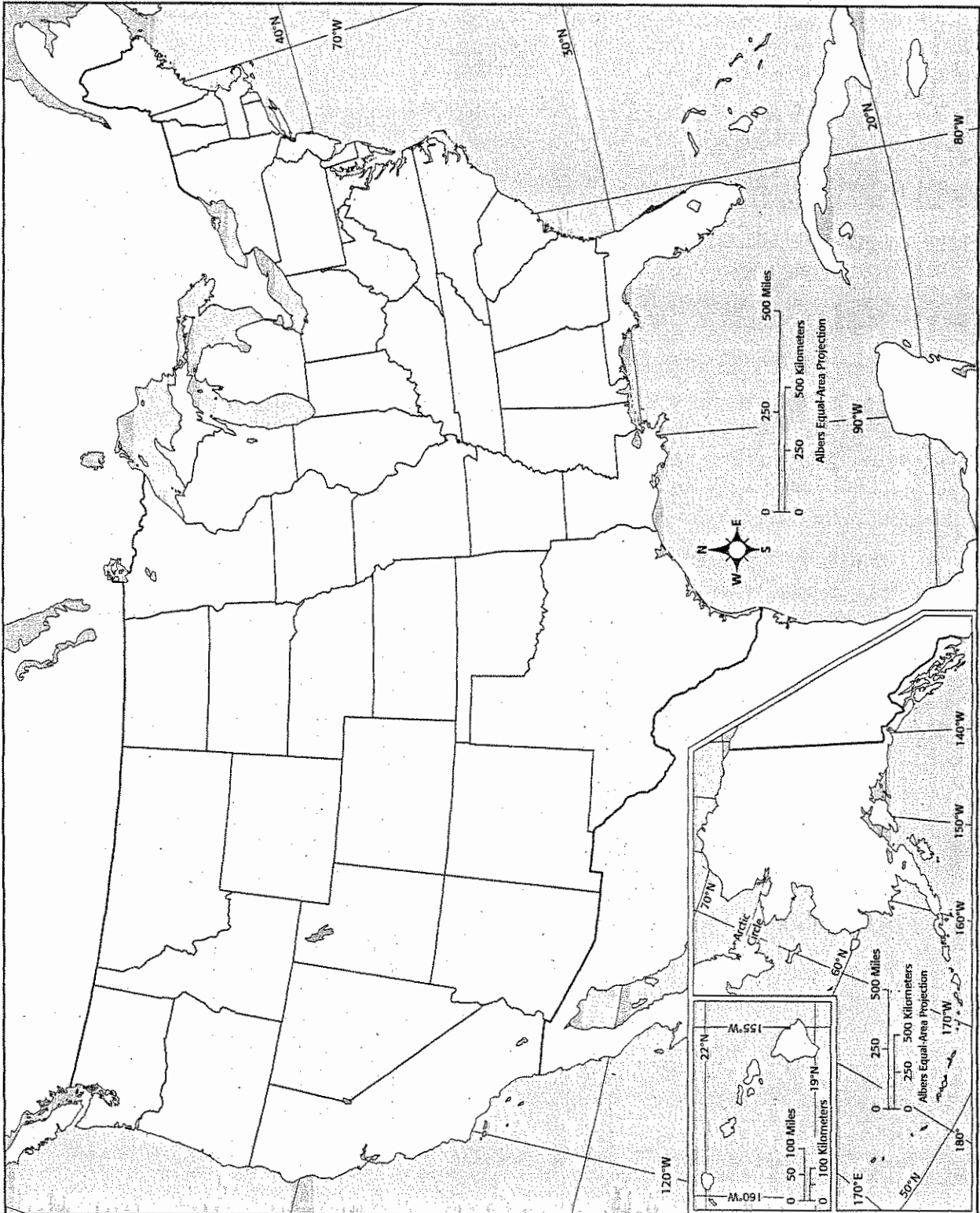
1. Be sure students understand where the United States is located in relation to oceans and other countries. Have them color the United States on the map, including Alaska and Hawaii. Have them label Canada to the north and Mexico to the south, the Atlantic Ocean to the east, and the Pacific Ocean to the west. Remind them to create a legend for their maps.
2. Ask students which of the oceans bordering the United States is the larger. Ask them what effect this may have had on U.S. history.
3. Student can also use the world map to plot the voyages of exploration beginning in the late 1400s. They should use these maps to understand how Europeans learned about the earth's surface.
4. Have students draw arrows to show immigration to the United States at different periods of the nation's history.
5. As students study periods when U.S. involvement overseas increased, have them label regions in which the United States intervened, as well as overseas possessions the nation acquired.
6. Students might also color countries that belong to international organizations such as the United Nations, OPEC, and NATO. Other maps might show organizations of the Cold War era, such as the Warsaw Pact.



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AMERICAN HISTORY OUTLINE MAPS

United States



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Teaching Suggestions

You will find many uses for this map as your students study different periods of history.

1. Be sure your students can locate all the states. Ask students to shade the states different colors. The very action of coloring helps reinforce the shapes in students' minds. Point out that Michigan, Maryland, and Virginia all include peninsulas that are separated from the main portions of those states by bodies of water. Remind students to create a legend for their maps.
2. Have students locate and label the important physical features and regions of the country: major rivers, mountain ranges, plains and plateaus, and deserts. Rather than requiring that students do this all at once, you might have them label these features as the course progresses.
3. In considering physical features, help students to see that the highest land is in the West of the United States, while the East is lower. As they study the development of the trans-Appalachian West, they will see the impact of the Appalachian Mountains on transportation and communications. Point out the importance of the many drowned estuaries along the east coast, providing good harbors.
4. The Interior Plains of the United States are drained by the Mississippi and its tributaries. Have the students label and trace these rivers on their maps and draw a line around the area that this huge river system drains. Ask what resources this land offered. Students tend to think of resources as mineral resources; be sure that they understand the importance of productive agricultural land as a resource.
5. Have students compare the East and West Coasts, looking for good harbors. Point out that Los Angeles grew to be a major city without a good natural harbor. Ask what impact the lack of harbors on the West Coast, plus the size of the Pacific Ocean, had on U.S. political and economic development.



Name _____ Class _____ Date _____

AMERICAN HISTORY OUTLINE MAPS

The United States and Canada



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Teaching Suggestions

Using the map of the United States and Canada will help students place the United States in its continental setting.

1. Remind students that North America is a continent, one of seven in the world. It includes the United States and Canada. Ask students if they think any other countries should be included in North America. Have them list their responses along the base of the map.
2. Use this map to plot the routes of early explorers in the United States and Canada. Remind students that the present-day boundaries between the two nations were created as a result of political decisions, and before they were established, explorers followed natural features or pursued specific objectives.
3. Have students locate the major American Indian groups on this map. Which groups lived astride present-day political boundaries?
4. Canada was formed much later than the United States, in 1867. Have students use reference materials and make a series of maps to show how the country grew from the original Confederation to the addition of the last province (Newfoundland) in 1949.



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AMERICAN HISTORY OUTLINE MAPS

Middle and South America



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Teaching Suggestions

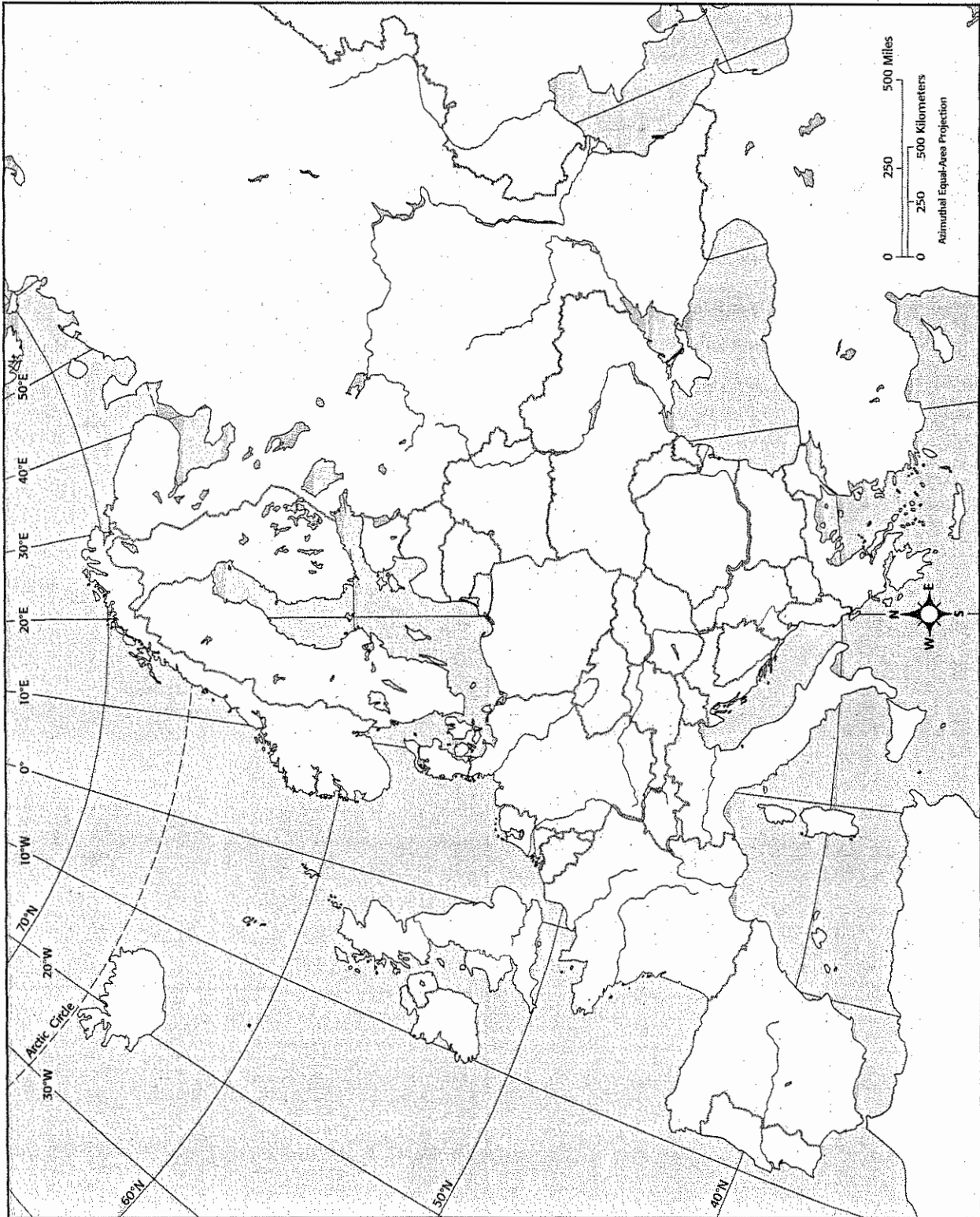
From the 1800s, Middle and South America have been regarded as the U.S. "sphere of influence," while European nations controlled much of Africa and Japan eventually gained power in Asia. The issuing of the Monroe Doctrine can be considered the beginning of this scheme.

1. Be sure that students know where Middle and South American countries are located. Have them label and color each country. Remind them to create a legend for their maps.
2. In considering the pre-Columbian history of the Americas, student should locate the Aztec, Maya, and Inca empires on this map. Point out the very different physical environments in which these empires developed.
3. Many people are concerned about the continued destruction of the rainforest of the Amazon Basin for development. Have students trace the Amazon River and its major tributaries on their map. Have them draw a line around the land that this river system drains. Have students use reference materials to find out what resources exist in the Amazon Basin.
4. Point out the Andes Mountains along the West Coast of South America. Have them list the countries through which the Andes run.



AMERICAN HISTORY OUTLINE MAPS

Europe



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Teaching Suggestions

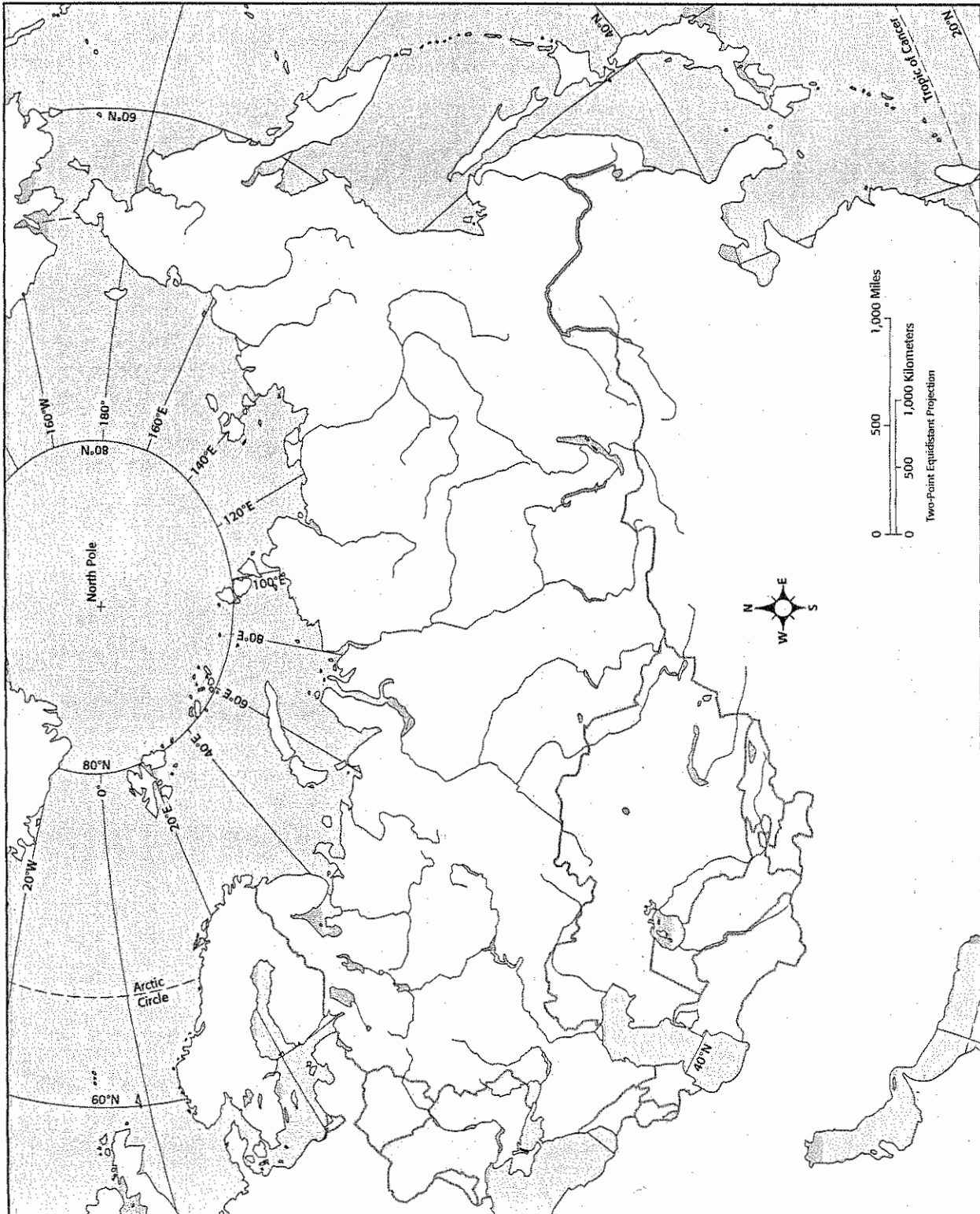
Europe is actually a peninsula of the great landmass of Eurasia. Defining the boundaries of Europe has always been a matter of controversy among geographers and depends upon physical, cultural, and political factors.

1. Have students review the countries of Europe by coloring and labeling them. Remind them to create a legend for their maps.
2. Have students label the major seas of Europe: the Mediterranean Sea, the North Sea, the Black Sea, and the Baltic Sea. Point out that most European nations are close to the ocean and have a long seafaring tradition.
3. Have students label the major peninsulas of Europe: Scandinavia, Iberia, Italy, and the Balkan Peninsula. Point out that Great Britain and Ireland are island countries.
4. This map will be useful in studying later periods of U.S. history when the United States became involved in European affairs. For example, students might create maps to show changes in boundaries after World War I, after World War II, and in the early 1990s with the fall of communism.
5. Have students use reference materials to make a map showing the growth of the European Union (formerly the European Common Market and later the European Community). Have them identify countries adopting the euro as a unit of currency. Have students discuss the differences and similarities between the European Union and the United States as political units.



AMERICAN HISTORY OUTLINE MAPS

Russia and Northern Eurasia



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Teaching Suggestions

This map primarily covers the former Soviet Union. Because the Soviet Union existed as a political entity for about 70 years, certain ties remain even though former Soviet-controlled regions have achieved political independence.

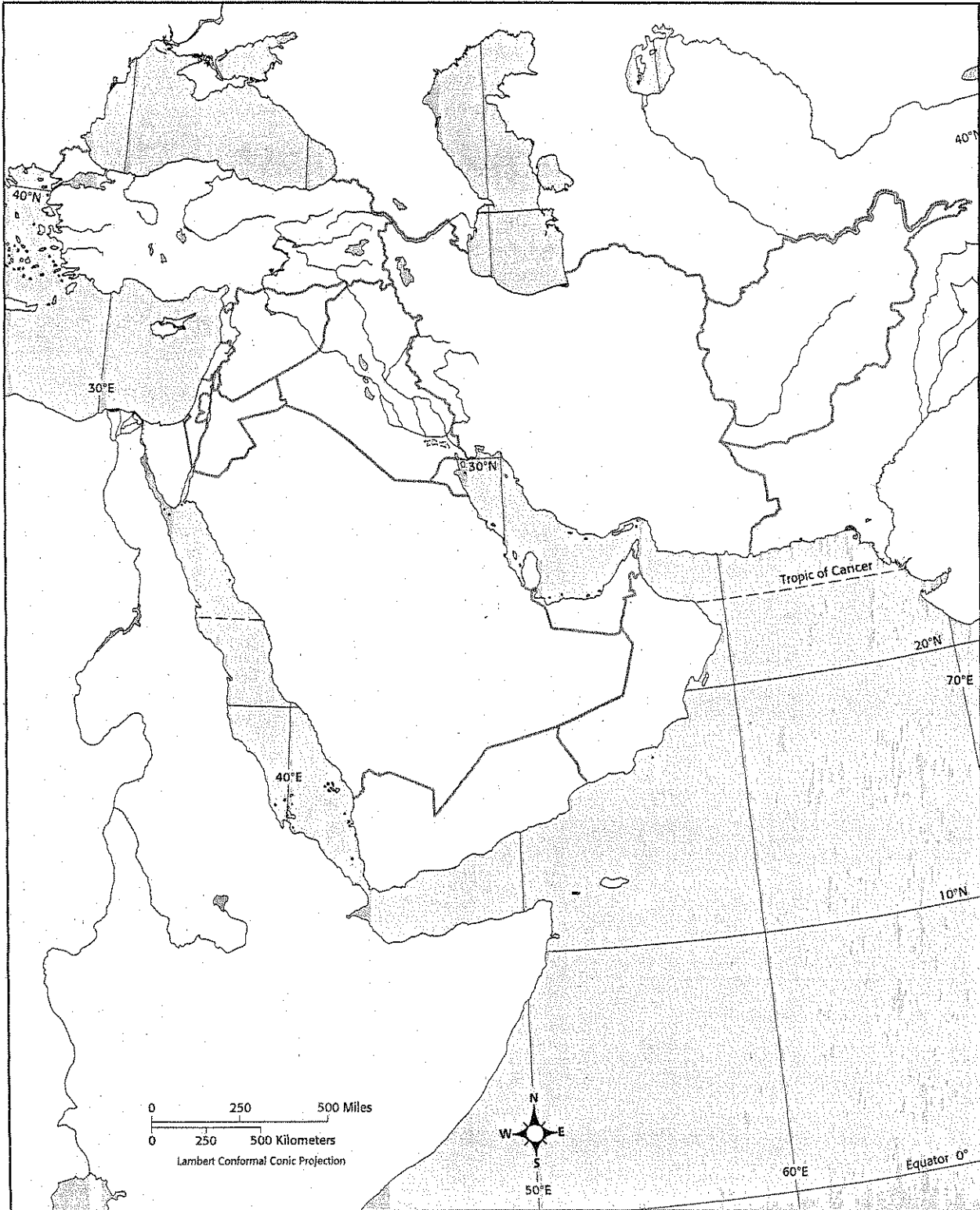
1. Students may be unfamiliar with the countries of this region. To help them gain an understanding of their arrangement, have them color the countries different colors and label them. Remind them to create a legend for their maps.
2. Have students label the major rivers of this region: the Volga, the Syr Darya, the Amu Darya, the Ob, the Yenissey, the Omsk, and the Lena. Have them label the Caspian and the Aral Seas and the Kamchatka Peninsula. Ask them into what ocean most of the rivers of eastern Russia (Siberia) flow.
3. Have students use library resources to find maps of climate and vegetation in this region. Have them find a map of the population distribution. Ask why there are so few people in eastern Siberia and in many of the Central Asian republics.
4. Studying a population map will reveal a band of settlement across southern Russia to the Pacific. Student research should turn up the presence of the Trans-Siberian Railway as the basis for this somewhat denser settlement. Have students compare the impact of this railway with the impact of transcontinental railways in the United States.



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AMERICAN HISTORY OUTLINE MAPS

Southwest Asia



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Teaching Suggestions

This region is often called the Middle East, but such a term is accurate only from a European perspective. Southwest Asia is more accurate geographically.

1. Have students color and label the countries of this region. Remind them to create a legend for their maps.
2. Many of these countries are frequently in the news; have students find and bring to class recent newspaper clippings, Internet printouts, and reports of radio or TV reports of events there. Have them locate the places where the events took place.
3. Ask students what three continents come together in this region. Have them label the continents on their maps.
4. Have students find out what three world religions originated in this region. Ask students to mark on their maps the locations where these religions began. Have them create a world map to show where these religions are dominant today.
5. Have students use library resources to find out where in this region oil is found. Have them color the countries that are members of OPEC.
6. Have students label the Nile, Tigris, and Euphrates Rivers. Ask them why these river valleys were the locations of early civilizations.



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AMERICAN HISTORY OUTLINE MAPS

Africa



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Teaching Suggestions

Africa is a region with which many students are unfamiliar. Almost all of the continent was part of various European empires, and gained independence during the late 1900s. Widespread poverty and lack of development continue to pose problems.

1. Have students color and label the countries of Africa to become familiar with their locations. Remind them to create a legend for their maps.
2. Have students label the major rivers of Africa: the Congo (Zaire), Zambezi, Niger, and Orange.
3. Point out that most of Africa south of the Sahara is a large plateau. The rivers tumble over rapids and waterfalls not far from the coast. This topography, plus dense vegetation, hindered European exploration and knowledge of Africa until the late 1800s and 1900s. Interested students may wish to investigate the explorations of David Livingstone and others, plotting their travels on the map.
4. Have students make a series of maps to show the progress of independence in Africa. They will see how this idea spread from north to south across the continent. Have them note the changes in the names of countries, capitals, and other cities as countries became independent.



AMERICAN HISTORY OUTLINE MAPS

East and Southeast Asia



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Teaching Suggestions

One of the world's great population clusters is in East Asia: eastern China and Japan. American trade with China began in the late 1700s; trade with Japan began in the mid-1800s after Commodore Matthew Perry forced Japan to open up to American trade. Today the United States imports large quantities of manufactured goods from East and Southeast Asia.

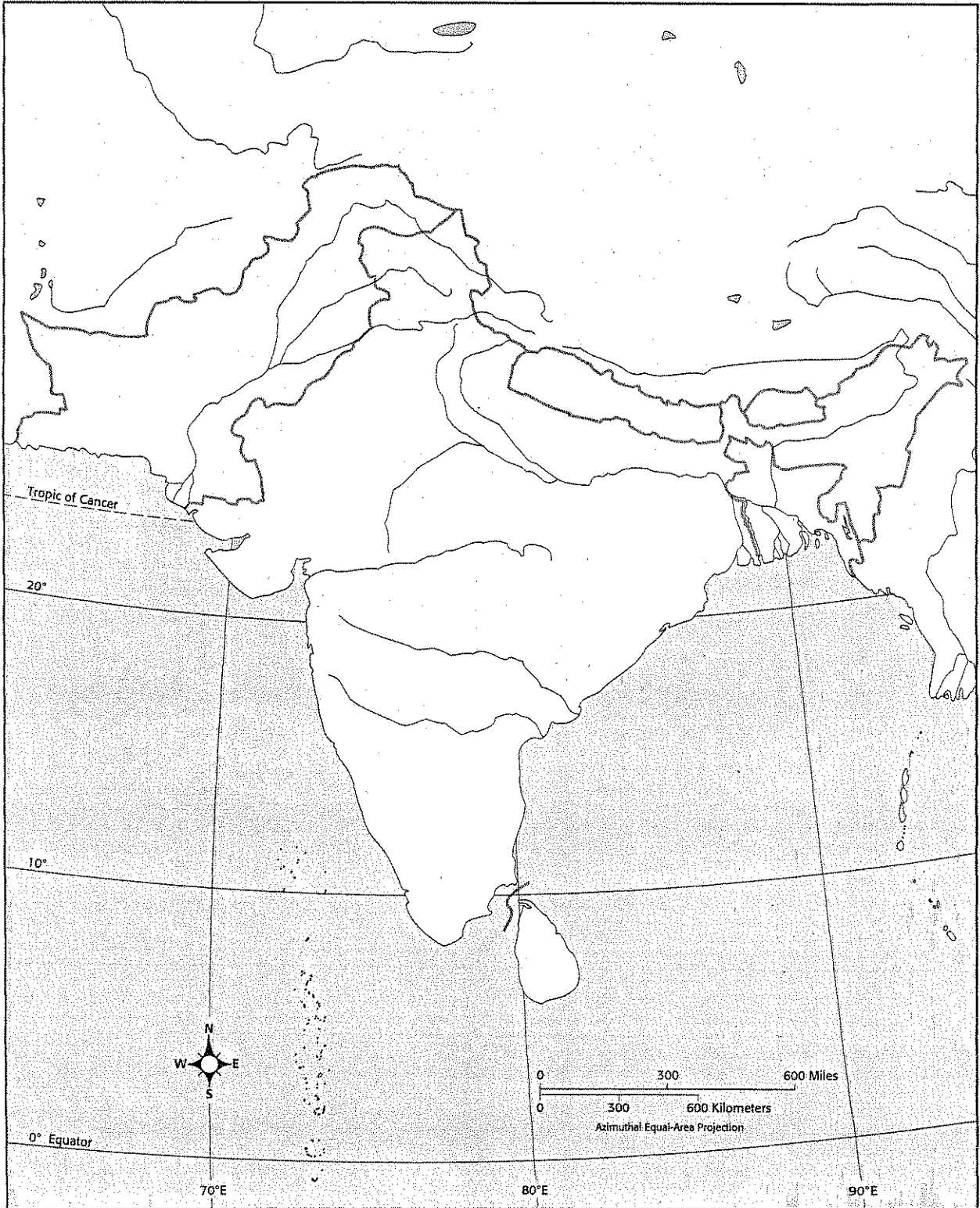
1. Have students label and color the countries of this region. Remind them to create a legend for their maps.
2. Have them label the three principal rivers of China: the Yellow (Huang He), the Yangtze (Chang Jiang), and the Xi (Xi Jiang). Ask in which direction these rivers flow. With the help of a physical map, point out that like the United States, China has higher land in the west and lower land in the east. China, however, has no west coast.
3. Have students label the four main islands of Japan: Hokkaido, Honshu, Shikoku, and Kyushu. Ask them to describe the location (*offshore islands*). Compare Japan's location with that of Great Britain, from which Japan copied many characteristics in its push to industrialization—even driving on the left side of the road.
4. Have students focus on the location of the Korean Peninsula: between the giants of China and Japan. Today, it is politically divided between North Korea, which is dominated politically by China, and South Korea, which has had many European and U.S. influences. It has been called the “bridge” country for this reason. At times in its history, it has also followed an isolationist program, sealing itself off from foreign influences. Ask students why Korea might choose to follow such a program.
5. Southeast Asia, like southeastern Europe, has been called a “shatter belt,” as it breaks into small political units under the pressure of influences from its giant neighbors of China and India (hence the term “Indo-China”). As your class studies the Vietnam War, have students trace the influences of China, France (which once ruled Vietnam), and other Western countries in the political affairs of this country and its neighbors. Ask students to investigate the current political situation in the countries of Southeast Asia.



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AMERICAN HISTORY OUTLINE MAPS

South Asia



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Teaching Suggestions

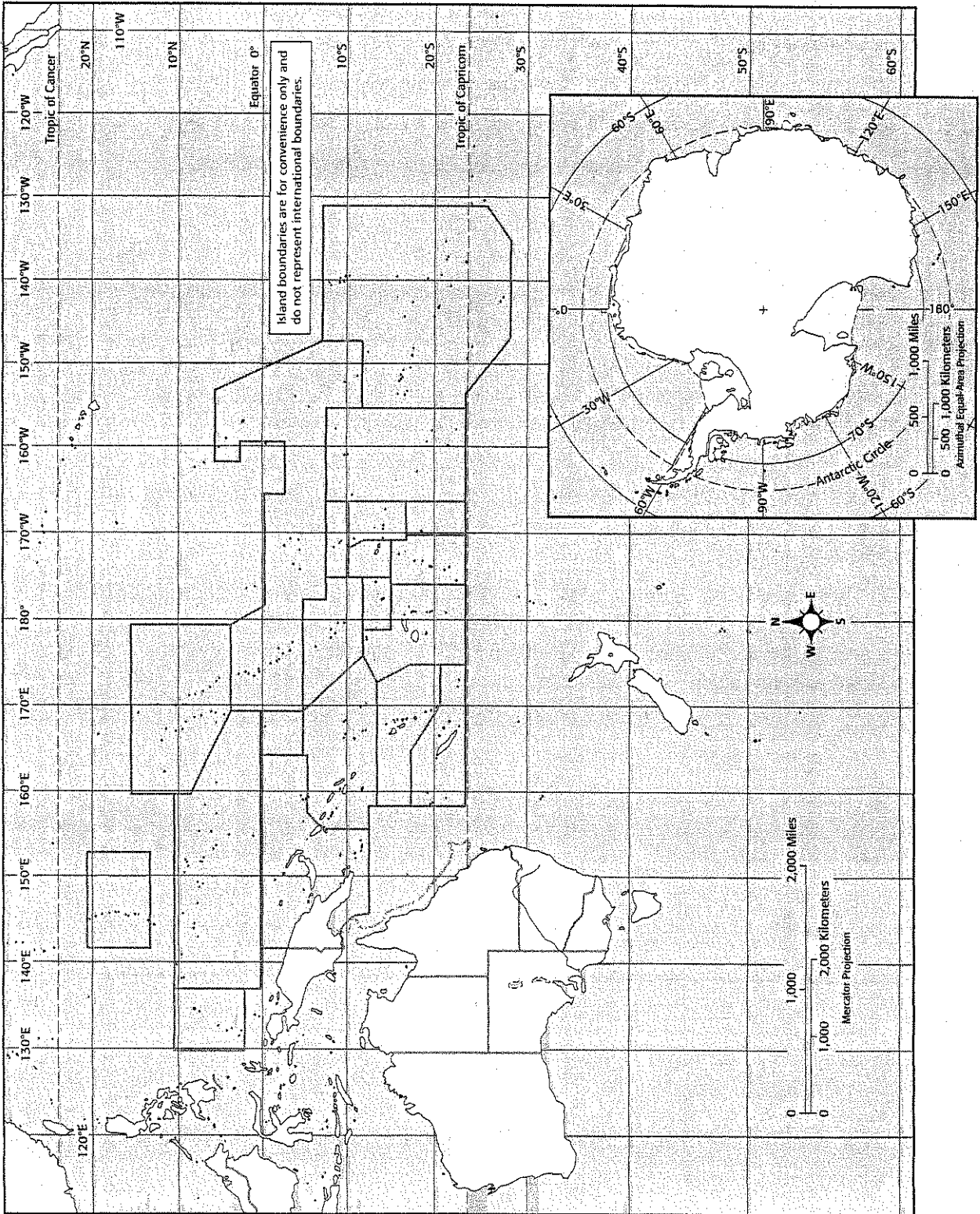
South Asia contains the second great population cluster in the world, that of India and its neighbors. This entire region was once part of the British Empire but broke apart upon independence in 1947.

1. Have students label the Himalaya Mountains, the Ganges River, the Brahmaputra River, and the Indus River. Have them label the Arabian Sea, the Bay of Bengal, and the Indian Ocean. Remind them to create a legend for their maps.
2. Perhaps the dominant environmental fact of life in this region is the monsoon, or seasonal change in wind direction. The monsoon's main cause is the location of the region between the huge landmass of Eurasia and the waters of the Indian Ocean, the Bay of Bengal, and the Arabian Sea. In winter, the landmass becomes very cold, setting up a high pressure system from which wind blows outward in a counterclockwise pattern. Winds blow from north to south over South Asia; these winds are cool and dry. In summer, the heating of the landmass of Eurasia sets up a low pressure system over the land. Winds blow into the low pressure area in a counterclockwise circulation. Thus they blow from the ocean over South Asia, bringing warm, moist air over the land. As it rises over the land, it cools enough to release its moisture in rain. Rainfall is especially heavy in the north as the air rises over the Himalaya Mountains. Cherrapunji in northeastern India receives over 400 inches of rain each year, all of it in summer. To help students understand this base on which almost all South Asian farmers depend, have them make maps to show the pressure and the winds in winter and summer.
3. Point out that Pakistan and Bangladesh began as parts of the same country—Pakistan—in 1947. In 1971 they broke apart into two separate countries. Ask students why they think this happened. They should suggest that in addition to the geographic distance between the countries, differences in language and culture contributed to the split.



AMERICAN HISTORY OUTLINE MAPS

The Pacific World and Antarctica



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Teaching Suggestions

“Down Under” is a common nickname for Australia and New Zealand, and to most Americans they seem very far away. Of course, the perception that they are “under” is the result of looking at many maps with the northern hemisphere at the top.

1. Rotate a world map so that south is at the top and asking students to describe the changes they perceive.
2. Have students mark the International Date Line on their maps.
3. Have the students label Australia, New Zealand, and the other island countries.
4. Most of the immigrants to Australia and New Zealand have come from Europe, especially the British Isles. Using a globe, have students measure the distance to each country from London. Have them mark and label the principal cities of Australia: Sydney, Brisbane, Adelaide, Perth, and Darwin.
5. Have them use library resources to research the climate and vegetation of Australia, and then ask them to explain the location of most of the country’s population.
6. New Zealand has about 3.5 million people and 70 million sheep. Ask students to investigate the natural environment of New Zealand and mark the most important features on their maps. Then have them explain the population patterns.
7. Ask students to examine the islands in the Pacific Ocean as shown on their maps. Have them consider whether this area might develop as a major world power. Remind them to consider distance, population, communication, and cultural differences as they explain their answers.
8. Several countries have set up research stations in Antarctica and claimed wedge-shaped pieces of that continent. Have students use library resources to find out where these stations and claims are located and make a map of them. Ask them why countries would want to claim portions of Antarctica.

