

The Story Well Told

“The history of every country begins with the heart of a man or a woman.”*

Willa Cather, *O Pioneers*

Have you ever wondered how the United States of America came to be and how its past continues to affect you today? This year you will find out. You will be studying the early history of the United States and its geography. You will read about what it was like to live during the **time** when important events in our nation took place. You will learn about some of the **people** who took part in those events and about the **place** where each event occurred. Read now the story of *The United States: Making a New Nation*.

*Willa Cather. *O Pioneers!* Buccaneer Books, Inc. 1993.



The United States: MAKING A NEW NATION

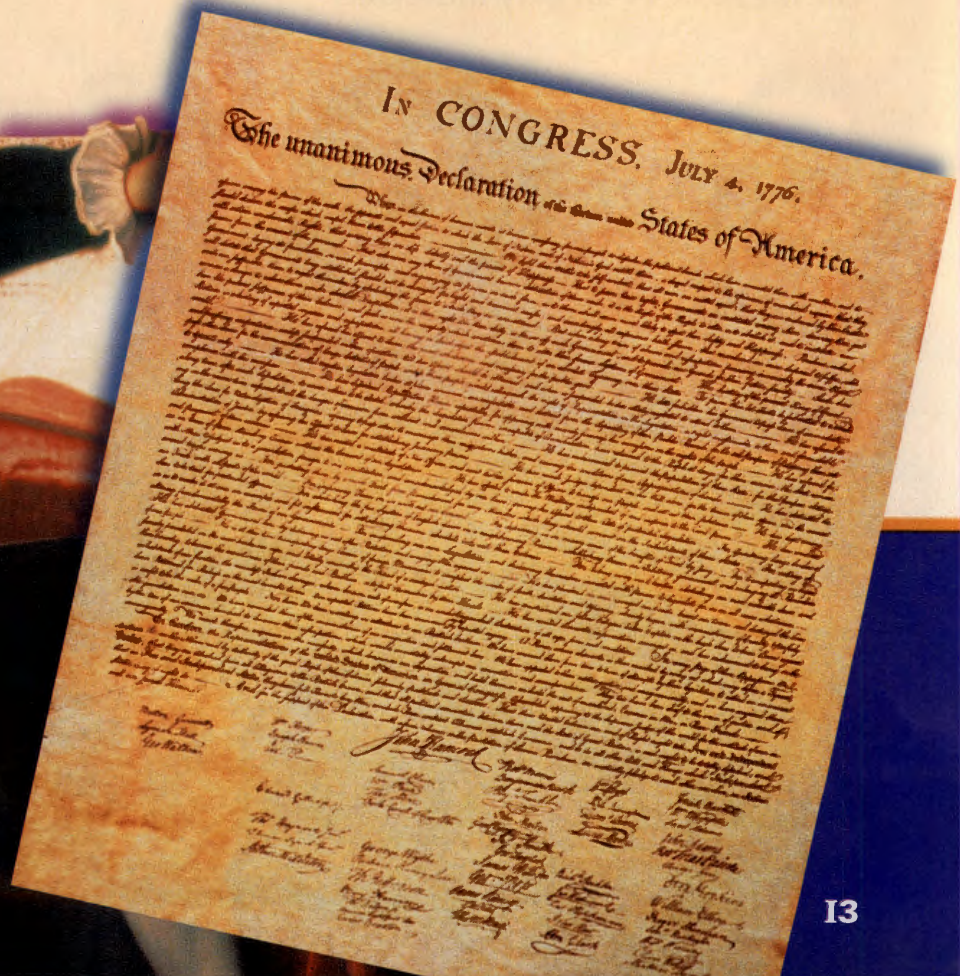
The Story of The United States is about Time

Studying history helps you see how the present and the past are connected. It helps you identify both similarities and differences between the past and the present. It also helps you see how some things change over time and some things stay the same. As you learn to recognize these links, you will begin to think more like a historian—a person who studies the past.

Historians **research**, or investigate, the time in which events happened by looking for clues in the objects and documents that people left behind. They read diaries, journal entries, letters, newspaper articles, and other writings by people who experienced the events. They look at photographs, films, and artwork. They also listen to oral histories—stories told aloud by people who lived at the time. By examining such **evidence**, or proof, historians are better able to piece together the historical context for events—what the world was like at the time an event took place. The context helps them **interpret** the past and explain why events happened as they did.



To interpret the past accurately, historians must look closely at how events are connected to one another. They can better see such connections by studying the **chronology**, or time order, in which events happened. One way historians do this is by using time lines. A time line allows historians to place in chronological order key events from the period, or era, they are studying. A time line can also suggest how one event may have led to another.



The Story of The United States is about



Historians research the people who lived during different times in the past. Using the evidence they collect, historians try to imagine what life was like for those people. They try to explain why people did the things they did and how various events affected their feelings and beliefs.

Historians also study people's points of views. A person's **point of view** is how he or she sees things. A point of view is shaped by a person's background and experiences. It can depend on whether a person is old or young, a man or a woman, or rich or poor. People with different points of view may see the same event very differently.



People from the past can serve as role models for how to act—or how not to act—when troubling events occur. Historians identify key **character traits**, such as trustworthiness, respect, responsibility, fairness, compassion, and patriotism, that people from the past displayed. They look at how these character traits help make people good leaders, then and now.

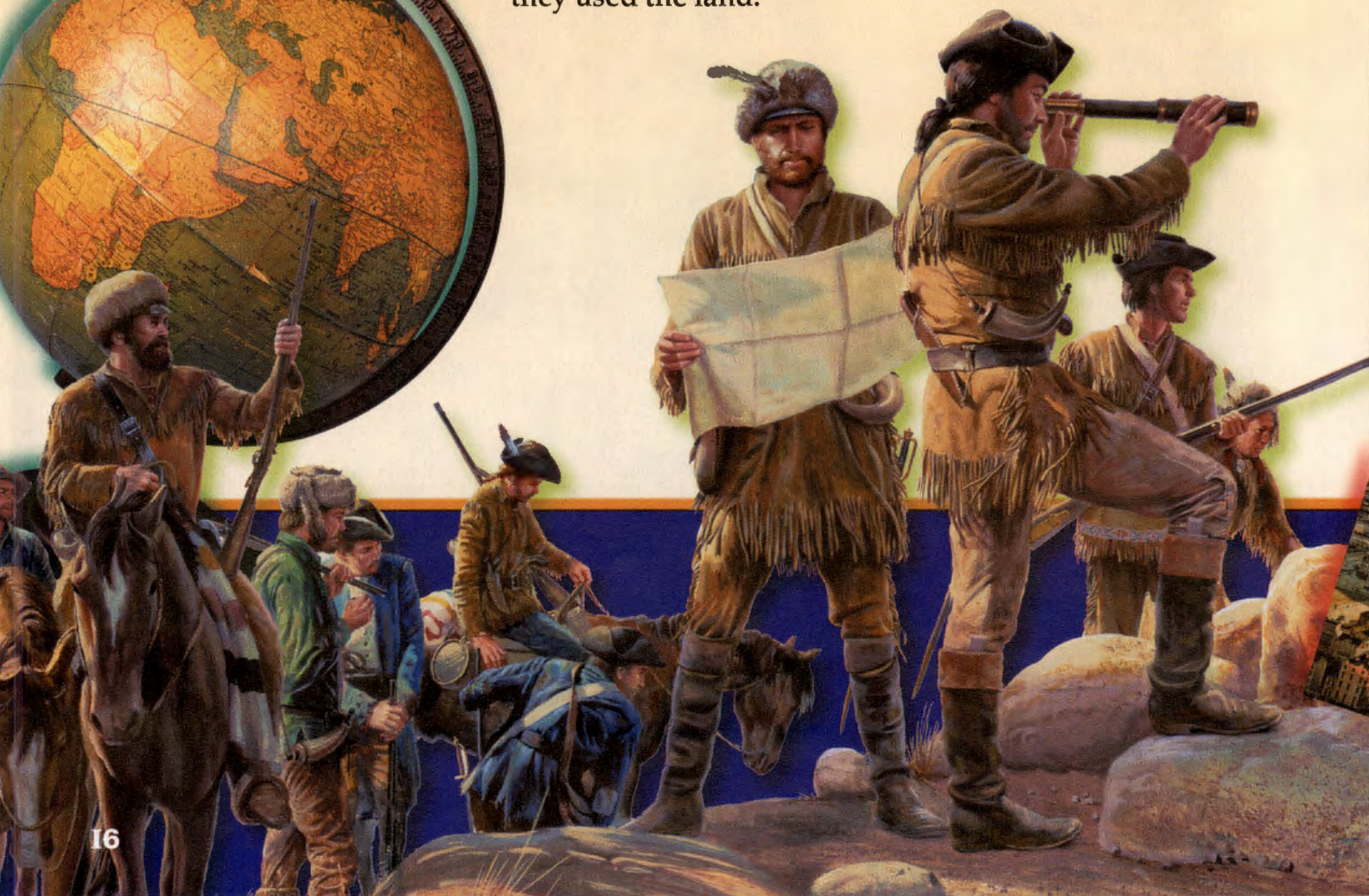


The Story of The United States is about

Place

In addition to looking at the time in which events took place and the people who took part in them, historians must also consider the places in which those events occurred. Every place on Earth has features that set it apart from all other locations. Often, those features affected where events occurred. They may also have affected why the events unfolded as they did.

Maps can help historians to better understand the unique characteristics of a particular place. Maps show a place's location, but they can also tell historians about the land and the people who lived there—the routes people followed, where they settled, and how they used the land.





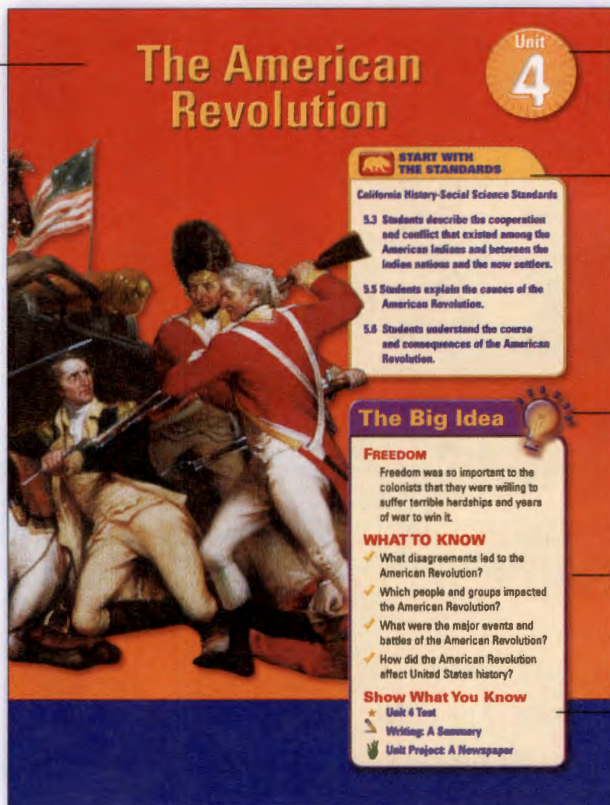
Maps, like other kinds of evidence, help historians more accurately write the story of the past. They are just one valuable tool that historians use to better understand how time, people, and place are connected.



Reading Your Textbook

GETTING STARTED

Unit Title



Your textbook is divided into six units.

Each unit begins with the California History–Social Science Standards covered in the unit.

The Big Idea tells you the key idea you should understand by the end of the unit.

These questions help you focus on the Big Idea.

To show that you understand the California History–Social Science Standards and the Big Idea, your teacher may have you complete one or more of these.

LOOKING AT TIME, PEOPLE, AND PLACE



TIME pages identify important events and tell you when those events took place. You will read about these events in the unit.



PEOPLE pages introduce you to some of the men and women you will read about in the unit.



PLACE pages show where some of the events in the unit took place.

READING SOCIAL STUDIES

The Reading Social Studies Focus Skill will help you better understand the events you read about and make connections among them.

4 Reading Social Studies

Cause and Effect

A cause is an action or event that makes something else happen. An effect is what happens as the result of that action or event.

Why It Matters

Understanding cause and effect can help you see why events and actions happen.

How to Use It

Identify the cause and the effect. Write and discuss each as a sentence, phrase, or as a result as it comes to cause and effect. Determine the effect may be stated before the cause.

Practice the Skill

Read the paragraphs that follow. Find causes and effects in the second paragraph.

In the mid-1700s, people began to leave the Massachusetts Colony and start their own settlements. Some left for religious reasons. Others left to find better economic opportunities.

By the mid-1700s, colonies no longer wanted supplies from Europe to survive. They had their own cities and successful businesses. Also, more and more colonists had been born in America. It was the only home they knew. For these reasons, the colonies began to feel less dependent on England.

Apply What You Learned

Find Cause and Effect Read the paragraphs, and answer the questions.

From Strangers to Neighbors

In 1765, John Rutledge traveled from his home in South Carolina to New York. He called it his first trip to a foreign country. That says a lot about how the colonists viewed one another. The colonists had been founded at different times and for different reasons. Each had its own mix of people, its own economy, and its own form of government. As a result, the colonists rarely saw the different countries.

Things were about to change, though, and John Rutledge would play a part in the changes. He was going to New York to meet with representatives from 10 colonies to discuss a new English tax.

The colonists thought that the tax was unfair and they wanted to figure out how to respond to it.

While in New York, Rutledge met with the Sons of Liberty. Johnson was a wealthy English merchant who had a strong relationship with the Sons of Liberty. Johnson told Rutledge about how the Sons of Liberty worked together to solve problems.

Rutledge was impressed with what Johnson told him. He told other colonists about the Sons of Liberty. Like the Sons of Liberty, the colonists now began to organize and started meeting each other not as foreigners but as neighbors.

Cause and Effect

1. What caused John Rutledge to travel to New York?
2. What caused the colonists to see one another as strangers?
3. What was Rutledge's opinion of the Sons of Liberty?

This statement describes the Focus Skill.

The Focus Skill is modeled for you, and you are asked to practice it.

This statement explains why this Focus Skill is important.

After reading some paragraphs, you will be asked to apply the Focus Skill by answering these questions.

BEGINNING A CHAPTER

Each unit is divided into chapters, and each chapter is divided into lessons.

Study Skills

CONNECT IDEAS

Graphic organizers are drawings that help you organize information. They can help you connect ideas.

One kind of organizer is a bubble map. In a bubble map, the main idea is written in the center bubble. The ideas that are related to the main idea are written in the surrounding bubbles.

Apply As You Read

As you read this chapter, copy and complete the graphic organizer above. Write in each bubble by adding the facts and details that support the main idea.

The Colonies Unite CHAPTER 8

Start with a Poem

Paul Revere's Ride
THE LADDER'S TALE

Written by Henry Wadsworth Longfellow
Illustration by CHARLES LINDBERG

In the night of April 19, 1775, British troops left Boston on their way to the towns of Lexington and Concord. They had been told that the British were coming to the towns of Lexington and Concord. When the British heard of the plan, they and several men on the night to meet the British. One of those men was Paul Revere. Revere, a Boston silversmith, took upon the important mission of riding his horse to alert the towns of Lexington and Concord. Almost midnight came after the British left, and Paul Revere was riding his horse to Lexington. He was riding his horse to Lexington to warn the towns of Lexington and Concord. He was riding his horse to Lexington to warn the towns of Lexington and Concord. He was riding his horse to Lexington to warn the towns of Lexington and Concord.

This Study Skill provides you with a strategy that you can use to remember and organize what you read.

Each chapter has a list of the California History-Social Science Standards covered in the chapter.

Each chapter begins with a song, poem, journal, story, or other special reading selection.

Chapter title and number

READING A LESSON

This question helps you focus on the lesson's main idea.

These statements tell you what you should be able to do at the end of the lesson.

Some of the people and places you will read about are listed.

Remember to apply the Reading Social Studies Focus Skill as you read the lesson.

Some lessons have special features in which you can read about Citizenship, Children in History, Geography, Primary Sources, and Points of View.

Key people and places are boldfaced.

Lesson 2

WHAT TO KNOW
Why were colonists angered by Britain's new colonial tax laws?
Identify the laws that caused conflict with the colonies.
Explain the importance of the Committees of Correspondence.

VOCABULARY
budget p. 327
representation p. 327
treason p. 327
Committee of Correspondence p. 328
imperial policy p. 328
boycott p. 329
repeal p. 329

PEOPLE
King George III
George Grenville
Patrick Henry
Samuel Adams
Crispus Attucks
Paul Revere

PLACES
Boston
New York

CAUSE AND EFFECT
Children Struggles
HSS 5A.5.1, 5A.2, 5A.4

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Time

1765 1767 1770


Britain passes the Stamp Act Britain passes the Townshend Acts The Boston Massacre takes place

Colonists Speak Out

YOU ARE THERE
A hush falls over the British Parliament as Benjamin Franklin rises to speak. He is about to speak out against the latest tax law passed by Parliament, and you have traveled with him to write about his speech and maybe even meet with King George III.

"Do you think it right that the colonies should be protected by Britain and pay no part of the expense?" asks one member of Parliament sharply.
"That is not the case," Franklin says. "The colonies raised, clothed, and paid, during the last year, near 25,000 men, and spent many millions."
Surely, you think, Parliament will take back the law.

*Quoted from: The Parliamentary History of England, T.C. Hansard, 1812.



A meeting of the British Parliament

A time line shows when some of the key events in the lesson took place.

Lesson title

You Are There puts you in the time when events in the lesson took place.


These are the new vocabulary terms you will learn in the lesson.

PRIMARY SOURCES

Stamp Act Protest

Analyze Drawings
This 1765 drawing shows a group of colonists in New Hampshire protesting the Stamp Act.

- The coffin represents the wish to see the Stamp Act die.
- The figure made of straw represents a stamp tax collector.
- This angry protestor prepares to throw a rock at the straw figure.
- Why do you think the protesters placed the straw figure high on a pole?



The Stamp Act

After the French and Indian War ended, the British Parliament reviewed its **budget**, or plan for spending money. British leader George Grenville said that Parliament needed more money to pay off the costs of the war. He argued that the American colonists should pay higher taxes. **Parliament agreed and passed the Sugar Act in April 1764.**

Less than a year later, in March 1765, Parliament passed the Stamp Act. The Stamp Act placed a tax on paper documents in the colonies. Newspapers, legal documents, and even playing cards had to have a special stamp on them to show that the tax had been paid.

In the colonies, the reaction to the Stamp Act was quick and angry. Many colonists said that Parliament could not tax them because the colonists had no **representation**, or voice, in Parliament.

In 1765, delegates from nine colonies met in New York City in what became known as the Stamp Act Congress. James Otis of Massachusetts spoke out against the Stamp Act. The colonists began repeating the words—no taxation without representation.


That same year, Patrick Henry told his fellow members of the Virginia House of Burgesses that Parliament did not represent the colonies. Those who agreed with Parliament shouted "Treason! Treason!" By accusing Henry of **treason**, they were saying he was guilty of working against his own government. Still, the House of Burgesses voted not to pay the new taxes set by Parliament.

READING CHECK CAUSE AND EFFECT
What caused Parliament to pass new taxes?

Chapter 8 • 327

Vocabulary terms are highlighted in yellow.

Each short section concludes with a **READING CHECK** question, which helps you check whether you understand what you have read. Be sure that you can answer this question correctly before you continue reading the lesson.



Paul Revere, a Boston silversmith who supported the colonists, made a picture of the shooting and titled it *The Bloody Massacre* (MA-sih-ker). A massacre is the killing of many people who cannot defend themselves. The shooting in Boston soon became known as the Boston Massacre.

READING CHECK CAUSE AND EFFECT
What was the cause of the Boston Massacre?

Summary
The Stamp Act angered many colonists because they believed they had a right to be represented in any government that taxed them. Colonists began to work together to protest Britain's imperial policies. As anger between the colonists and Britain grew, fights broke out. Some of the worst fighting took place in Boston.

▶ Crispus Attucks was one of the colonists killed at the Boston Massacre. This event increased colonists' fears of having British soldiers in their cities.

Among the dead was an African American sailor from Massachusetts named Crispus Attucks (A-tuhks). Many people consider Crispus Attucks to be the first person killed in the fight for the colonies' freedom.

REVIEW

- Why were colonists angered by Britain's new colonial tax laws?
- Write a sentence explaining what **representation** has to do with taxation.
- Why did some colonists accuse Patrick Henry of treason?

CRITICAL THINKING

- What made Boston a likely place for conflict to develop between colonists and British soldiers?
- List two primary sources that appear in this lesson.

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6. Draw a Cartoon Imagine you are a colonist who is against British tax laws. Draw a cartoon that encourages others to boycott British goods.

7. CAUSE AND EFFECT
On a separate sheet of paper, copy and complete the graphic organizer below.

Cause	Effect
Britain passes the Stamp Act.	
Cause	Effect
	Shots kill colonists in the Boston Massacre.

Each lesson, like each chapter and unit, ends with a review. Questions and activities help you check your understanding of the standards covered by the lesson.

Each lesson ends with a summary of the lesson content.

Complete a writing or performance activity.

Practice the Reading Social Studies Focus Skill.

LEARNING SOCIAL STUDIES SKILLS

Your textbook has lessons that help you build your Participation Skills, Map and Globe Skills, Chart and Graph Skills, and Critical Thinking Skills.



Participation Skills
Act as a Responsible Citizen

Map and Globe Skills
Use Latitude and Longitude

Chart and Graph Skills
Read Circle Graphs

Critical Thinking Skills
Solve a Problem

This statement tells you why it is important to learn this skill.

You will be able to practice and apply the skill.

SPECIAL FEATURES

Biographies give in-depth background about some of the people who lived at the time.

Each biography focuses on a trait that the person showed.

A time line shows when the person was born and died and some key events in his or her life.

The Citizenship feature demonstrates how people today, like people in the past, can be active citizens.

The Field Trip feature lets you "visit" many interesting places.

The Points of View feature lets you examine different points of view, or multiple perspectives, people had on certain issues.

The Primary Sources feature shows ways to learn about different kinds of objects and documents.

FOR YOUR REFERENCE

At the back of your textbook, you will find different reference tools. You can use these tools to look up words and/or to find information about people, places, and other topics.



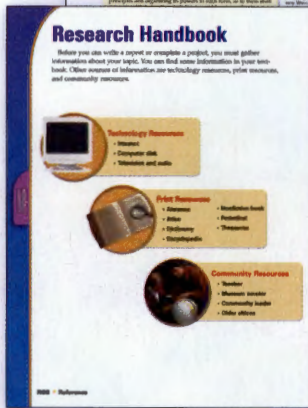
Almanac
facts about the United States and its leaders



American Documents
important documents from United States history



Atlas
maps that show places in California, in the United States, and around the world



Research Handbook
guidelines for researching and giving reports



Biographical Dictionary
information about important people



Glossary
definitions of vocabulary terms



Gazetteer
information about places and where those places can be found on maps in your textbook



Index
pages that tell you where topics can be found in your textbook



The Five Themes of Geography

Learning about places is an important part of history and geography—the study of Earth’s surface and the way people use it. Geographers often think about five main themes, or topics, when they study Earth and its geography. Keeping these themes in mind as you read will help you think like a geographer.



Location

Everything on Earth has its own **location**—the place where it can be found.



Place

Every location has physical and human features that make it different from all other locations. **Physical features** are formed by nature. **Human features** are created by people.





THEMES



Human-Environment Interactions

People and their surroundings interact, or affect each other. People's activities may **modify**, or change, the environment. The environment may affect people, requiring them to **adapt**, or adjust, to their surroundings.



Movement

Every day, people in different parts of our state and country and around the world exchange products and ideas.



Regions

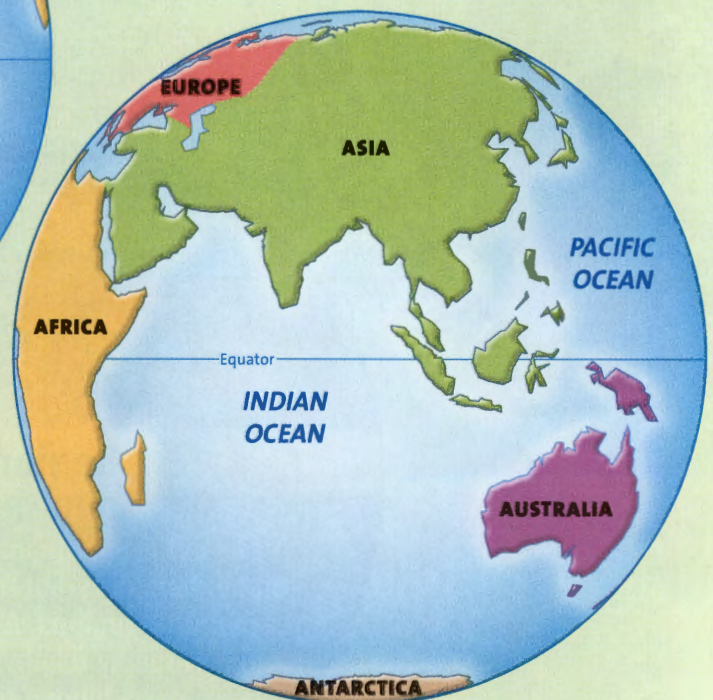
Areas of Earth with main features that make them different from other areas are called regions. A **region** can be described by its physical features or its human features.



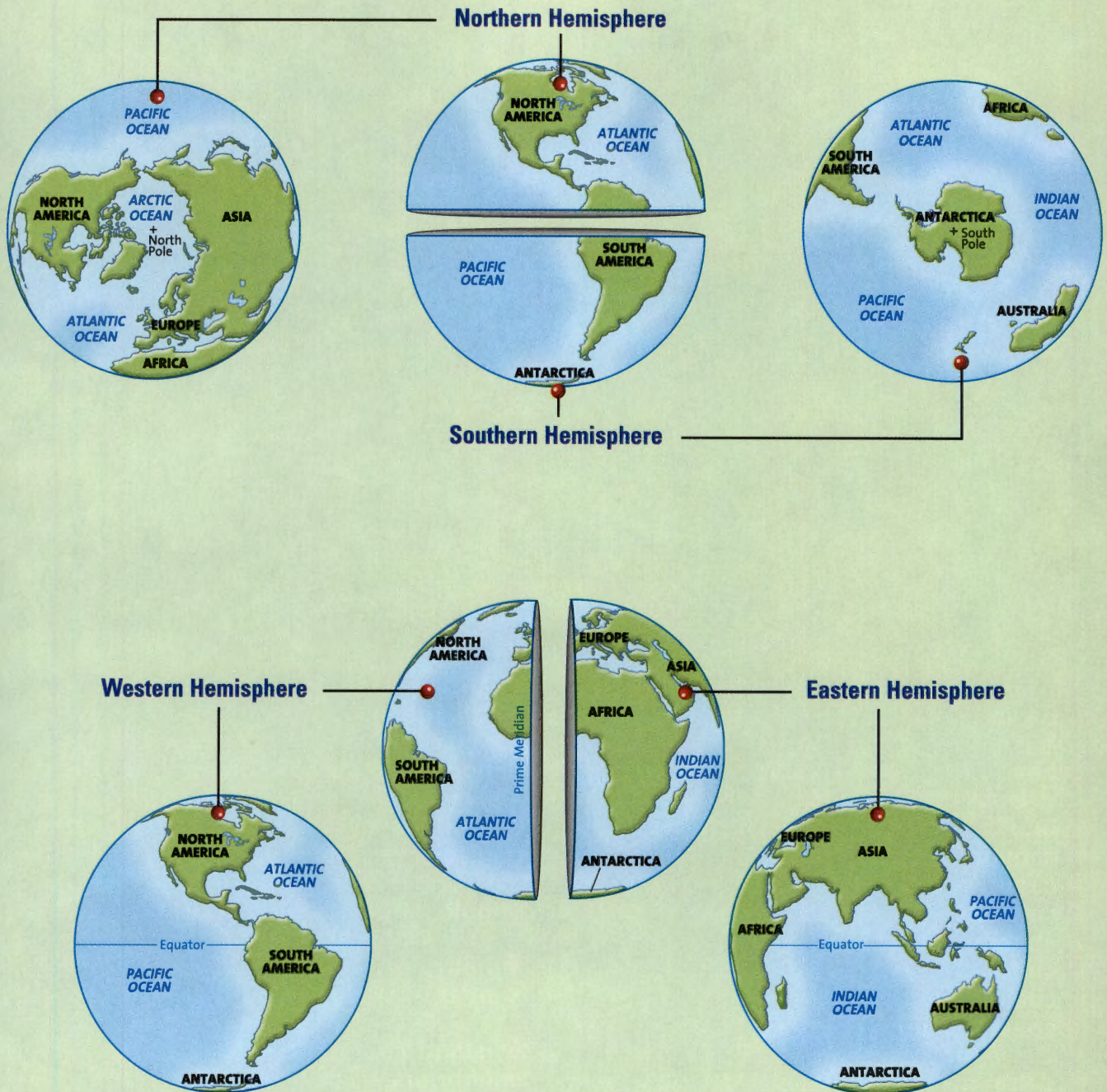
Looking at Earth

A distant view from space shows Earth's round shape. You probably have a globe in your classroom. A globe is also a sphere. It is a model of Earth that shows Earth's major bodies of water and its seven **continents**, or largest land masses. Earth's continents, from largest to smallest, are Asia, Africa, North America, South America, Antarctica, Europe, and Australia.

Because of its shape, you can see only one half of Earth at a time when you look at a globe. Halfway between the North Pole and the South Pole on a globe is a line called the **equator**.



The equator divides Earth into two equal halves, or **hemispheres**. The Northern Hemisphere is north of the equator, and the Southern Hemisphere is south of it. Another line, the **prime meridian**, runs north and south, dividing Earth into the Western Hemisphere and the Eastern Hemisphere.





Geography Terms



- 1 **basin** bowl-shaped area of land surrounded by higher land
- 2 **bay** an inlet of the sea or some other body of water, usually smaller than a gulf
- 3 **bluff** high, steep face of rock or earth
- 4 **canyon** deep, narrow valley with steep sides
- 5 **cape** point of land that extends into water
- 6 **cataract** large waterfall
- 7 **channel** deepest part of a body of water
- 8 **cliff** high, steep face of rock or earth
- 9 **coast** land along a sea or ocean
- 10 **coastal plain** area of flat land along a sea or ocean
- 11 **delta** triangle-shaped area of land at the mouth of a river
- 12 **desert** dry land with few plants
- 13 **dune** hill of sand piled up by the wind
- 14 **fall line** area along which rivers form waterfalls or rapids as the rivers drop to lower land
- 15 **floodplain** flat land that is near the edges of a river and is formed by silt deposited by floods
- 16 **foothills** hilly area at the base of a mountain
- 17 **glacier** large ice mass that moves slowly down a mountain or across land
- 18 **gulf** part of a sea or ocean extending into the land, usually larger than a bay
- 19 **hill** land that rises above the land around it
- 20 **inlet** any area of water extending into the land from a larger body of water
- 21 **island** land that has water on all sides
- 22 **isthmus** narrow strip of land connecting two larger areas of land
- 23 **lagoon** body of shallow water
- 24 **lake** body of water with land on all sides



- 25 **marsh** lowland with moist soil and tall grasses
- 26 **mesa** flat-topped mountain with steep sides
- 27 **mountain** highest kind of land
- 28 **mountain pass** gap between mountains
- 29 **mountain range** row of mountains
- 30 **mouth of river** place where a river empties into another body of water
- 31 **oasis** area of water and fertile land in a desert
- 32 **ocean** body of salt water larger than a sea
- 33 **peak** top of a mountain
- 34 **peninsula** land that is almost completely surrounded by water
- 35 **plain** area of flat or gently rolling low land
- 36 **plateau** area of high, mostly flat land
- 37 **reef** ridge of sand, rock, or coral that lies at or near the surface of a sea or ocean
- 38 **river** large stream of water that flows across the land

- 39 **riverbank** land along a river
- 40 **savanna** area of grassland and scattered trees
- 41 **sea** body of salt water smaller than an ocean
- 42 **sea level** the level of the surface of an ocean or a sea
- 43 **slope** side of a hill or mountain
- 44 **source of river** place where a river begins
- 45 **strait** narrow channel of water connecting two larger bodies of water
- 46 **swamp** area of low, wet land with trees
- 47 **timberline** line on a mountain above which it is too cold for trees to grow
- 48 **tributary** stream or river that flows into a larger stream or river
- 49 **valley** low land between hills or mountains
- 50 **volcano** opening in the earth, often raised, through which lava, rock, ashes, and gases are forced out
- 51 **waterfall** steep drop from a high place to a lower place in a stream or river



Reading Maps

Maps can provide you with many kinds of information about Earth and the world around you. A map is a drawing that shows all or part of Earth on a flat surface.

To help you read maps more easily, mapmakers add certain features to most of their maps. These features usually include a title, a map legend, a compass rose, a locator, and a map scale.

Sometimes mapmakers need to show certain places on a map in greater detail, or they must show places that are located beyond the area shown on the map. Find Alaska

A **map title** tells the subject of the map. It may also identify the kind of map.

- A political map shows cities, states, and countries.
- A physical map shows kinds of land and bodies of water.
- A historical map shows parts of the world as they were in the past.

A **map legend**, or key, explains the symbols used on a map. Symbols may be colors, patterns, lines, or other special marks.

An **inset map** is a smaller map within a larger one.



and Hawaii on the map of the United States on pages R24–R25. The map there shows the location of those two states in relation to the location of the rest of the country.

Now find Alaska and Hawaii on the map below. To show this much detail for these states as well as the rest of the country, the map would have to be much larger. Instead, here Alaska and Hawaii are each shown in a separate inset map, or a smaller map within a larger map.



A **locator** is a small map or globe that shows where the place on the main map is located within a larger area.

A **map scale** compares a distance on the map to a distance in the real world. It helps you find the real distance between places on a map.

A **compass rose**, or direction marker, shows directions.

- The **cardinal directions** are north, south, east, and west.
- The **intermediate directions**, or directions between the cardinal directions, are northeast, northwest, southeast, and southwest.



GEOGRAPHY REVIEW

Finding Locations

To help people find places on maps, mapmakers sometimes add lines that cross each other to form a pattern of squares called a **grid system**. Look at the map of the United States below. Around the grid are letters and numbers. The columns, which run up and down, have numbers. The rows, which run from left to right, have letters. Each square on the map can be identified by its letter and number. For example, the top row of squares on the map includes square A-1, square A-2, square A-3, and so on.

United States

