

# Glossary

The Glossary contains important history and social science words and their definitions, listed in alphabetical order. Each word is respelled as it would be in a dictionary. When you see the mark ˘ after a syllable, pronounce that syllable with more force. The page number at the end of the definition tells where the word is first used in this book. Guide words at the top of each page help you quickly locate the word you need to find.

add, āce, cāre, pālm; end, ēqual; it, īce; odd, ōpen, ōrder; tōok, pōol; up, būrn; yōō as *u* in *fuse*; oil; pout; ə as *a* in *above*, *e* in *sicken*, *i* in *possible*, *o* in *melon*, *u* in *circus*; check; ring; thin; **this**; **zh** as in *vision*

## A

- abolish** (ə•bä˘ˈlish) To end. p. 397
- abolitionist** (ə•bə•li˘ˈshən•ist) A person who wanted to end slavery. p. 397
- absolute location** (ab˘ˈsə•lōōt lō•kā˘ˈshən) The exact location of a place on Earth, or its lines of latitude and longitude. p. 22
- adapt** (ə˘ˈdapt˘) To adjust ways of living to land and resources. p. 115, 53
- adobe** (ə˘ˈdō˘ˈbē) A brick made of sun-dried clay and straw. p. 53
- agriculture** (ə˘ˈgrə•kul•chər) Farming. p. 30
- alliance** (ə˘ˈlī˘ˈənts) A formal agreement between countries or groups of people. p. 320
- ally** (ə˘ˈlī) A partner. p. 180
- amendment** (ə•mend˘ˈmənt) An addition or change to the Constitution. p. 439
- ancestor** (ən˘ˈsēs•tər) An early family member. p. 25
- annex** (ə˘ˈneks˘) To add on. p. 553
- Anti-Federalist** (ən˘ˈtī•fē˘ˈdərə•list) A citizen who was against ratification of the Constitution. p. 444
- apprentice** (ə˘ˈpren˘ˈtəs) A person who learns a trade by living with the family of a skilled worker and training for several years. p. 260
- arsenal** (ər˘ˈsənəl) A place used for storing weapons. p. 423
- Articles of Confederation** (ər˘ˈti•kəls uv kən˘ˈfē•də•rā˘ˈshən) The United States' first plan of government. p. 352
- artifact** (ər˘ˈtə˘ˈfakt) An object made by early people. p. 26
- artisan** (ər˘ˈtə˘ˈzən) A craft worker. p. 260
- assimilate** (ə˘ˈsī˘ˈmə˘ˈlāt) To adopt the culture traits of a population or group. p. 528

## B

- backcountry** (bak˘ˈkən•trē) The land between the Coastal Plain and the Appalachian Mountains. p. 277
- barter** (bär˘ˈtər) To exchange goods, usually without using money. p. 64
- benefit** (be˘ˈnə•fit) Something that is gained. p. 114
- bill** (bil) An idea for a new law. p. 431
- blockade** (blä•kād˘) To use warships to prevent other ships from entering or leaving a harbor. p. 338
- borderlands** (bôr˘ˈdər•landz) Areas of land on or near the borders between countries, colonies, or regions that serve as barriers. p. 157
- boycott** (boi˘ˈkät) To refuse to buy or use goods or services. p. 329
- broker** (brō˘ˈkər) A person who is paid to buy and sell for someone else. p. 292
- budget** (bu˘ˈjət) A plan for spending money. p. 327

## C

- Cabinet** (ka˘ˈbə•nit) A group of the President's most important advisers. p. 446
- campaign** (kam•pān˘) A campaign is a series of military operations carried out for a certain goal. p. 381
- canal** (kə•nal˘) A waterway dug across land. p. 504
- cardinal direction** (kärd˘ˈnəl də•rek˘ˈshən) One of the main directions: north, south, east, or west. p. 121
- cash crop** (kash krop) A crop that people raise to sell rather than to use themselves. p. 164

**century** (sen'chə•rē) A period of 100 years. p. 32

**ceremony** (ser'ə•mō•nē) A series of actions performed during a special event. p. 55

**cession** (se'shən) Something that is given up, such as land. p. 561

**character traits** (kâr'ik•tər trāts) A person's qualities and ways of acting. p. 15

**charter** (châr'tər) An official paper in which certain rights are given by a government to a person, group, or business. p. 207

**checks and balances** (cheks and bā'lən•səz) A system that gives each branch of government different powers so that each branch can watch over the authority of the others. p. 459

**chronology** (krə•nā'lə•jē) Time order. p. 13

**circle graph** (sūr'kəl graf) A round chart that can be divided into pieces, or parts, often referred to as a pie graph. p. 280

**civil rights** (si'vəl rīts) The rights of citizens to equal treatment under the law. p. 476

**civilization** (si•və•lə•zā'shən) A culture that usually has cities with well-developed forms of government, religion, and learning. p. 37

**clan** (klan) A group of families that are related to one another. p. 62

**class** (klas) A group of people who are alike in some way. Classes are treated with different amounts of respect in a society. p. 38

**classify** (kla'sə•fī) To group together. p. 88

**climate** (klī'mət) The kind of weather a place has most often, year after year. p. 16

**coerce** (kō•ərs') To bring about by force or threat. p. 338

**colony** (kā'lə•nē) A land ruled by a distant country. p. 155

**commander in chief** (kə•man'dər in chēf') A person who is in control of all the armed forces of a nation. p. 343

**commerce** (kā'mərs) Trade. p. 422

**Committees of Correspondence** (kə•mi'tēs uv kōr•ə•spän'dənts) Members of a committee who would write letters that would be sent to the other colonies, keeping the colonies informed and united in a common cause. p. 328

**common** (kā'mən) An open area where sheep and cattle graze, village green. p. 216

**compact** (kām'pakt) An agreement. p. 172

**compass rose** (kum'pəs rōz) A circular direction marker on a map. p. 121

**compromise** (kām'prə•mīz) To give up some of what you want in order to reach an agreement. p. 80

**confederation** (kən•fē•dē•rā'shən) A loosely united group of governments working together. p. 77

**Congress** (kän'grəs) A formal meeting of government representatives who have the authority to make laws. p. 339

**conquistador** (kän•kēs'tə•dōr) Any of the Spanish conquerors in the Americas during the early 1500s. p. 129

**consent** (kən'sent') Agreement. p. 209

**consequence** (kän'sə•kwens) Something that happens because of an action. p. 520

**constitution** (kän•stə'tōō'shən) A written plan of government. p. 275

**continent** (kän'tə•nənt) A large land mass. p. 116

**contour line** (kän'tōōr līn) A line on a drawing or map that connects all points of equal elevation. p. 144

**convention** (kən'ven'shən) An important meeting. p. 422

**cost** (kost) The effort made to achieve or gain something. p. 114

**cotton gin** (kā'tən jin) A machine that removed seeds from cotton fibers much more quickly than workers could by hand. p. 569

**council** (koun'sel) A group that makes laws. p. 72

**Counter-Reformation** (koun'tər re•fər•mā'shən) A time when the Catholic church banned books that were against its teachings and used its courts to punish people who protested Catholic rules and beliefs. p. 133

**creed** (krēd) A system of beliefs. p. 467

**cultural region** (kul'chə•rəl rē'jən) An area in which people share some ways of life. p. 42

**culture** (kul'chər) A way of life. p. 31

**custom** (kus'təm) A practice or usage common to a particular group, place, or individual. p. 37

## D

**debtor** (de'tər) A person who was put in prison for owing money. p. 276

**decade** (de'kād) A period of ten years. p. 32

**declaration** (de•klə•rā'shən) An official statement. p. 349

**delegate** (de'li•gət) A representative. p. 320

**democracy** (di•mä´krə•sē) A form of government in which the people have power to make choices about their lives and government, either directly or through representation. p. 458

**dissent** (di•sent´) A difference of opinion. p. 208

**diversity** (də•vûr´sə•tē) Differences, such as those among different peoples. p. 251

**division of labor** (də•vi´zhən uv lā´bər) Work that is divided so that each worker does a small part of a larger job. p. 54

**documentary source** (də•kyə•men´tə•rē sōrs´) An item produced at the time an event takes place, often by a person who experienced the event. p. 334

**due process of law** (dōō prä´sēs uv lô) The principle that guarantees the right to a fair public trial. p. 445

**dugout** (dug´out) A boat made from a large, hollowed-out log. p. 61

**E**

**earthwork** (êrth´wərk) A wall made of dirt or stone. p. 344

**economy** (i•kā`nə•mē) The way people of a state, region, or country use resources to meet their needs. p. 63

**electoral college** (i•lek´tə•rəl kă´lij) A group of officials chosen by citizens to vote for the President and Vice President. p. 437

**elevation** (e•lə•vā`shən) The height of land in relation to sea level. p. 144

**empire** (em´pîr) A collection of lands ruled by the nation that conquered them. p. 113

**encroach** (in•krōch´) To move onto without asking permission. p. 523

**enlist** (in•list´) To join or to sign up. p. 379

**entrepreneur** (än•trə•prə•nûr´) A person who sets up and runs a business. p. 114

**environment** (en•vî`rən•mənt) Surroundings. p. 18

**equator** (i•kwā´tər) The imaginary line that divides Earth into the Northern and Southern Hemispheres. p. 116

**established church** (is•ta´blisht chûrch) A church supported by the government. p. 165

**ethnic group** (eth´nik grōōp) A group made up of people from the same country, people of the same race, or people with a common way of life. p. 280

**evidence** (e´və•dəns) Proof. p. 12

**executive branch** (ig•ze´kyə•tiv branch) A branch of government whose main job is to see that laws passed by the legislative branch are carried out. p. 437

**expedition** (ek•spə•di`shən) A journey. p. 112

**expel** (ik•spel´) To force to leave. p. 208

**export** (ek´spôrt) A product that leaves a country. p. 226

**F**

**fact** (fakt) A statement that can be checked and proved to be true. p. 136

**federal system** (fe´də•rəl sis´təm) A system of government in which the authority to govern is shared by the central and state governments. p. 428

**Federalist** (fe´də•rə•list) After the American Revolution, a citizen who wanted a strong national government and was in favor of ratifying the Constitution. p. 444

**flatboat** (flat´bōt) A large boat with a flat bottom and square ends. p. 504

**flow chart** (flō chärt) A diagram that shows the order in which things happen. p. 440

**ford** (fōrd) To cross a body of water. p. 542

**forty-niner** (fôr•tē•nī`nər) A gold seeker who arrived in California in 1849. p. 562

**free market** (frē mär´kət) An economic system where people are free to choose the goods and services they buy and produce. p. 223

**free state** (frē´stāt) A state that did not allow slavery before the Civil War. p. 553

**frontier** (frən•tir´) The land that lies beyond settled areas. p. 212

**G**

**generation** (je•nə•rā`shən) The average time between the birth of parents and the birth of their children. p. 27

**gold rush** (gōld rush) A sudden rush of new people to an area where gold has been found. p. 562

**government** (gu'vərn•mənt) A system by which people of a community, state, or nation use leaders and laws to help people live together. p. 37

**governor** (gʊv'ər•nər) The head of the executive branch of state government. p. 166

**grant** (grant) A sum of money or other payment given for a particular purpose. p. 129

**Great Awakening** (grāt ə•wā'kən•ing) A religious movement started in the Middle Colonies that called for greater freedom of choice in religion. p. 252

**grid system** (grid sis'təm) An arrangement of lines that divide a map into squares. p. 122

**grievance** (grē'vəns) A complaint. p. 351

## H

**hacienda** (ä•sē•en'dä) A large estate where cattle and sheep are raised. p. 158

**harpoon** (här•pōön') A long spear with a sharp shell point. p. 60

**hemisphere** (he'mə•sfir) One half of Earth. p. I17

**hieroglyph** (hī'rə•glif) A picture or symbol that stands for sounds, words, or ideas. p. 38

**hogan** (hō'gän) A cone-shaped Navajo shelter built by covering a log frame with bark and mud. p. 56

**human feature** (hyōō•mən fē'chər) Something created by humans, such as a building or road, that alters the land. p. I14

## I

**ideal** (ī•dēl') A goal. p. 467

**igloo** (i'glōō) A house made of snow or ice. p. 86

**immigrant** (i'mi•grənt) A person who comes into a country to make a new home. p. 251

**impeach** (im•pēch') To accuse a government official, such as the President, of "treason, bribery, or other high crimes and misdemeanors." p. 437

**imperial policy** (im•pir'ē•əl pā'lə•sē) Laws and orders issued by the British government. p. 328

**import** (im'pōrt) A product brought into a country. p. 226

**indentured servant** (in•den'chərd sūr'vənt) A person who agreed to work for another person without pay for a certain length of time in exchange for passage to North America. p. 164

**independence** (in•də•pen'dəns) The freedom to govern on one's own. p. 349

**indigo** (in'di•gō) A plant from which a blue dye can be made. p. 291

**Industrial Revolution** (in•dus'trē•əl re•və•lōō'shən) The period of time during the 1700s and 1800s in which machines took the place of hand tools to manufacture goods. p. 569

**industry** (in'dəs•trē) All the businesses that make one kind of product or provide one kind of service. p. 224

**inflation** (in•flā'shən) An economic condition in which more money is needed to buy goods and services than was needed earlier. p. 368

**inset map** (in'set map) A smaller map within a larger one. p. I20

**institutionalize** (in•stə•tōō'shə•nə•līz) To make a part of life. p. 283

**interchangeable parts** (in•tər'chān'jə•bəl pārts) Identical copies of parts made by machines so that if one part breaks, an identical one can be installed. p. 569

**interdependence** (in•tər•di•pen'dəns) Dependence on others for goods and services. p. 292

**interest** (in'trəst) The money a bank or a borrower pays for the use of money. p. 262

**intermediate direction** (in•tər•mē'dē•it də•rek'shən) One of the in-between directions: northeast, northwest, southeast, southwest. p. I21

**internecine** (in•tər•ne'sēn) Marked by fighting between groups. p. 180

**interpret** (in•tər'prət) To explain. p. I2

**isthmus** (is'məs) A narrow strip of land that connects two larger land areas. p. 123

## J

**judicial branch** (jōō•di'shəl branch) The branch of government that settles differences about the meaning of the laws. p. 438

**justice** (jus'təs) Fairness. p. 245

**justice** (jus'təs) A judge. p. 438

## K

**kayak** (kī'ak) A one-person canoe made of waterproof skins stretched over wood or bone. p. 86

## L

**land use** (land yōōs) The way in which most of the land in a place is used. p. 296

**landform region** (land'fôrm rē'jən) One of the areas that make up Earth's surface, such as mountains, hills, or plains. p. 15

**legend** (le'jənd) A story handed down over time, often to explain the past. p. 27

**legislative branch** (le'jəs•lā•tiv branch) The branch of government that makes the laws. p. 436

**legislature** (le'jəs•lā•chər) The lawmaking branch of a colony, a state government, or the national government. p. 165

**line graph** (līn graf) A chart that uses one or more lines to show changes over time. p. 230

**lines of latitude** (līnz uv la'tə•tōōd) Lines on a map or globe that run east and west; also called parallels. p. 22

**lines of longitude** (līnz uv lon'jə•tōōd) Lines on a map or globe that run north and south; also called meridians. p. 22

**location** (lō•kā'shən) The place where something can be found. p. 114

**locator** (lō'kā•tər) A small map or picture of a globe that shows where an area on the main map is found in a state, on a continent, or in the world. p. 121

**lock** (lāk) A part of a canal in which the water level can be raised or lowered to bring ships to the level of the next part of the canal. p. 505

**lodge** (lāj) A circular house of the Plains Indians. p. 70

**longhouse** (lōng'hous) A long wooden building in which several related families lived together. p. 62

**Loyalist** (loi'ə•list) A person who remained loyal to the British king. p. 367

## M

**majority rule** (mə'jôr'ə•tē rōōl) The political idea that the majority of an organized group should have the power to make decisions for the whole group. p. 172

**manifest destiny** (ma'nə•fest des'tə•nē) The belief, shared by many Americans, that the United States should one day stretch from the Atlantic Ocean to the Pacific Ocean. p. 559

**map legend** (map le'jənd) A part of a map that explains what the symbols on the map stand for. p. 120

**map scale** (map skāl) A part of a map that compares a distance on the map to a distance in the real world. p. 121

**map title** (map tī'təl) Words on a map that tell the subject of the map. p. 120

**mercenary** (mūr'sən•er•ē) A soldier who serves for pay in the military of a foreign nation. p. 379

**meridian** (mə•ri'dē•ən) A line of longitude that runs from the North Pole to the South Pole. p. 22

**Middle Passage** (mi'dəl pa'sij) The travel of enslaved Africans from Africa to the West Indies. p. 226

**migration** (mī•grā'shən) The movement of people. p. 25

**militia** (mə•li'shə) A volunteer army. p. 254

**millennium** (mə•le'nē•əm) A period of 1,000 years. p. 32

**Minutemen** (mi'nət•man) A member of the Massachusetts colony militia who could quickly be ready to fight the British. p. 340

**mission** (mi'shən) A small religious community. p. 157

**missionary** (mi'shə•ner•ē) A person sent out by a church to spread its religion. p. 133

**modify** (mä'də•fī) To change. p. 115

**monopoly** (mə•nə'pə•lē) The complete control of a product or service. p. 337

**mutiny** (myōō'tə•nē) To rebel against the leader of one's group. p. 143

## N

**naturalization** (na'chə•rə•lə•zā'shən) The process of becoming an American citizen by living in the country for five years and then passing a test. p. 475

**naval store** (nā'vəl stōr) A product that is used to build and repair a ship. p. 224

**navigation** (na•və•gā'shən) The method of planning and controlling the course of a ship. p. 112

**negotiate** (ni•gō'shē•āt) To talk with another to work out an agreement. p. 383

- network** (net'wɜrk) A system. p. 64
- neutral** (nōō'trəl) Not taking a side in a disagreement. p. 367
- nomad** (nō'mad) A wanderer who has no settled home. p. 28
- Northwest Passage** (nōrth'west pa'sij) A waterway in North America thought to connect the Atlantic Ocean and the Pacific Ocean. p. 139

## O

- olive branch** (ă'liv branch) An ancient symbol of peace. p. 345
- opinion** (ə'pin'yən) A statement that tells what a person thinks or believes. p. 136
- opportunity cost** (ă'pər•tōō'nə'tē kōst) The value of the thing a person gives up in order to get something else. p. 262
- ordinance** (ōr'də'nəns) A law or set of laws. p. 399
- overseer** (ō'vər•sē•ər) A hired person who watched field slaves as they worked. p. 284

## P

- palisade** (pa'lə'sād) A wall made of sharpened tree trunks to protect a village from enemies or wild animals. p. 76
- parallel** (par'ə'lel) A line of latitude. It is called this because parallels are always the same distance from one another. p. 22
- parallel time lines** (par'ə'lel tīm līnz) Two or more time lines that show the same period of time. p. 374
- Parliament** (pär'lə'mənt) The lawmaking body of the British government. p. 321
- pathfinder** (path'fin'dər) Someone who finds a way through an unknown region. p. 502
- Patriot** (pā'trē•ət) A colonist who was against British rule and supported the rebel cause in the American colonies. p. 367
- patriotism** (pā'trē•ə'ti•zəm) Love of one's country. p. 468
- percent** (pər'sent) One-hundredth of the total whole. p. 281
- petition** (pə'ti'shən) A signed request made to an official person or organization. p. 339

- physical feature** (fi'zi•kəl fē'chər) A land feature that has been made by nature. p. 114
- pilgrim** (pil'grəm) A person who makes a journey for religious reasons. p. 171
- pioneer** (pī•ə'nir') A person who is first to settle a new place. p. 509
- plantation** (plan'tā'shən) A huge farm. p. 156
- planter** (plan'tər) A plantation owner. p. 284
- point of view** (point uv vyōō) A person's perspective. p. 14
- political party** (pə'li'ti•kəl pār'tē) A group whose members seek to elect government officials who share the group's points of view about many issues. p. 446
- population density** (pə'pyə'lā'shən den'sə'tē) The number of people who live within 1 square mile or 1 square kilometer of land. p. 464
- potlatch** (pät'lach) A special American Indian gathering or celebration with feasting and dancing. p. 64
- preamble** (prē'am•bəl) An introduction; first part. p. 350
- presidio** (prā'sē'dē•ō) A Spanish fort. p. 157
- primary source** (prī'mer•ē sōrs) A record of an event made by a person who saw or took part in it. p. 168
- prime meridian** (prīm mē'ri'dē•ən) The imaginary line that divides Earth into the Western Hemisphere and the Eastern Hemisphere. p. 117
- principle** (prin'sə'pəl) A rule that is used in deciding how to behave. p. 435
- proclamation** (prā'klə'mā'shən) A public announcement. p. 322
- profiteering** (prā'fə'tir'ing) Charging an extra-high price for a good or service. p. 368
- proprietary colony** (prə'prī•ət•ē kă'lə'nē) A colony owned and ruled by one person who was chosen by a king or queen. p. 182
- proprietor** (prə'prī•ət•ər) An owner. p. 245
- prosperity** (präs'per•ətē) Economic success. p. 258
- public office** (pub'lik ô'fəs) A job a person is elected to do. p. 217
- pueblo** (pwe'blō) A Spanish word for *village*. p. 40

## Q

- quarter** (kwôr'tər) To provide or pay for housing. p. 338

## R

- ratify** (rə'tə•fī) To approve. p. 443
- raw material** (rô mə'tir'ē•əl) A resource that can be used to make a product. p. 161
- Reconquista** (rā•kōn•kēs'tā) The plan to make Spain all Catholic; also called the Reconquest. p. 115
- reform** (ri•fōrm') A change. p. 133
- Reformation** (re'fər•mā'shən) A Christian movement that began in sixteenth-century Europe as an attempt to reform the Roman Catholic Church; resulted in the founding of Protestantism. p. 133
- refuge** (re'fyōōj) A safe place. p. 244
- regiment** (re'jə•mənt) A large, organized group of soldiers. p. 370
- region** (rē'jən) An area of Earth in which many features are similar. p. 115
- relative location** (re'lə•tiv lō•kā'shən) The position of one place in relation to another. p. 22
- religious toleration** (ri•li'jəs tə•lə•rā'shən) Acceptance of religious differences. p. 252
- repeal** (ri•pēl') To cancel, or undo, a law. p. 329
- represent** (re•pri•zent') To speak for. p. 165
- representation** (re•pri•zen•tā'shən) The act of speaking on behalf of someone else. p. 327
- republic** (ri•pub'lik) A form of government in which people elect representatives to govern the country. p. 429
- research** (ri•sūrč') To investigate. p. 12
- reservation** (re•zər•vā'shən) Land set aside by the government for use by American Indians. On reservations, Indians govern themselves. p. 527
- reserved powers** (ri•zûrvd' pou'ərz) Authority that belongs to the states or to the people, not to the national government. p. 445
- resolution** (re•zə•lōō'shən) A formal statement of the feelings of a group of people about an important topic. p. 349
- revolution** (re•və•lōō'shən) A sudden, great change, such as the overthrow of an established government. p. 341
- royal colony** (roi'əl kə'lə•nē) A colony ruled directly by a monarch. p. 166

## S

- secondary source** (se'kən•der•ē sōrs) A record of an event written by someone who was not present at the time. p. 168

- sedition** (sə•di'shən) Speech or behavior that causes other people to work against a government. p. 209
- self-government** (self•gu'vərn•mənt) A system of government in which people make their own laws. p. 172
- separation of powers** (se•pə•rā'shən uv pou'ərz) The division of the national government into three branches instead of into one all-powerful branch. p. 436
- slave state** (slāv stāt) A state that allowed slavery before the Civil War. p. 553
- slavery** (slāv•və•rē) The practice of holding people against their will and making them carry out orders. p. 156
- sod** (sod) Earth cut into blocks or mats, held together by grass and its roots. p. 70
- staple** (stā'pəl) Something that is always needed and used, such as milk or bread. p. 53
- stock** (stāk) A share of ownership in a business. p. 162
- surplus** (sûr'pləs) An amount that is more than what is needed. p. 54

## T

- tall tale** (tāl tāl) An exaggerated adventure story. p. 511
- technology** (tek•nā'lə•jē) The use of scientific knowledge and tools to make or do something. p. 111
- telegraph** (te'lə•graf) A machine that used electricity to send messages over wires. p. 571
- tepee** (tē'pē) A cone-shaped tent made from wooden poles and buffalo skins. p. 71
- territory** (ter'ə•tôr•ē) Land that belongs to a national government but is not a state. p. 399
- theory** (thē'ə•rē) An idea based on study and research. p. 25
- time line** (tīm līn) A diagram that shows events that took place during a certain period of time. p. 32
- time zone** (tīm zōn) A region in which a single time is used. p. 576
- totem pole** (tō'təm pōl) A tall wooden post carved with shapes of animals and people and representing a family's history and importance. p. 63
- town meeting** (toun mē'ting) An assembly in the New England Colonies in which male landowners could take part in government. p. 217

## trade-off

**trade-off** (trād'ôf) The giving up of one thing to get another. p. 262

**tradition** (trə'dish'ən) A custom, a way of life, or an idea that has been handed down from the past. p. 38

**traitor** (trā'tər) One who works against one's own government. p. 391

**travois** (trə'voi') A device made of two poles fastened to a dog's harness, used to carry possessions. p. 71

**treason** (trē'zən) The act of working against one's own government. p. 327

**treaty** (trē'tē) An agreement between nations about peace, trade, or other matters. p. 125

**trespass** (tres'pas) To go onto someone else's property without asking permission. p. 518

**trial by jury** (trī'əl bī jūr'ē) The right of a person accused of a crime to be tried by a jury, or group, of fellow citizens. p. 245

**triangular trade route** (trī'ang'gyə'lər trād rōt) A shipping route that linked England, the English colonies in North America, and the west coast of Africa, forming an imaginary triangle in the Atlantic Ocean. p. 226

**turning point** (tūr'ning point) A single event that causes important and dramatic change. p. 381

## wigwam

### U

**Underground Railroad** (un'dər•ground rāl'rōd) A system of escape routes for enslaved people, leading to free land. p. 573

### V

**veto** (vē'tō) To reject. p. 437

### W

**wagon train** (wā'gən trān) A group of wagons, each pulled by horses or oxen. p. 542

**wampum** (wām'pəm) Beads made from cut and polished seashells, used to keep records, send messages to other tribes, barter for goods, or give as gifts. p. 77

**wigwam** (wig'wäm) A round, bark-covered American Indian shelter. p. 78



# Index

The Index lets you know where information about important people, places, and events appears in the book. All entries are listed in alphabetical order. For each entry, the page reference indicates where information about that entry can be found in the text. Page references for illustrations are set in italic type. An italic *m* indicates a map. Page references set in boldface type indicate the pages on which vocabulary terms are defined. Guide words at the top of each page help you identify which words appear on which page.

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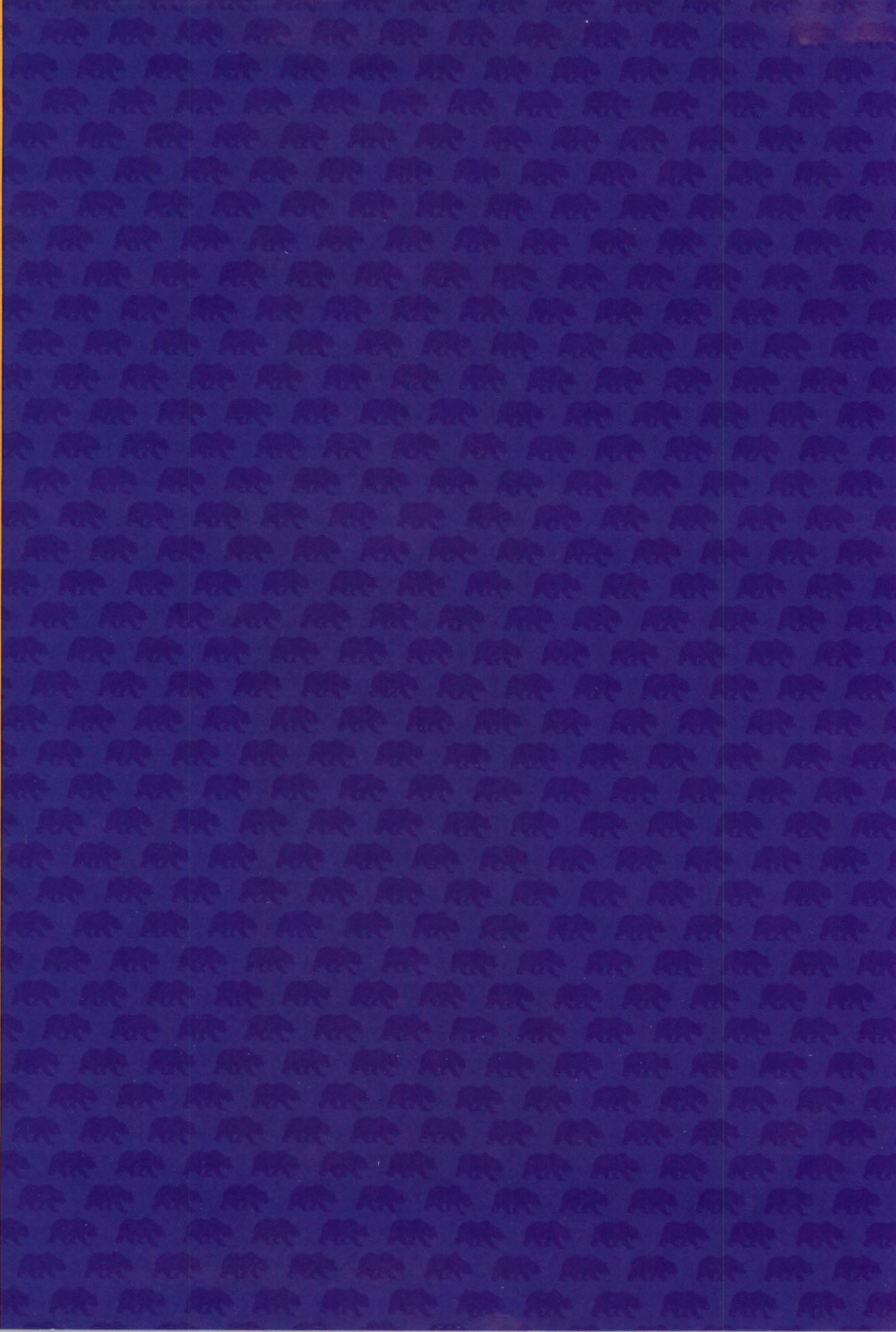
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# California History–Social Science Standards and Analysis Skills



CALIFORNIA STANDARDS





Source for California Standards: California Department of Education



## History–Social Science Content Standards

### United States History and Geography: Making a New Nation

Students in grade five study the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came. Students learn about the colonial government founded on Judeo-Christian principles, the ideals of the Enlightenment, and the English traditions of self-government. They recognize that ours is a nation that has a constitution that derives its power from the people, that has gone through a revolution, that once sanctioned slavery, that experienced conflict over land with the original inhabitants, and that experienced a westward movement that took its people across the continent. Studying the cause, course, and consequences of the early explorations through the War for Independence and western expansion is central to students' fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.

#### **5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.**

- 5.1.1 Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.
- 5.1.2 Describe their varied customs and folklore traditions.
- 5.1.3 Explain their varied economies and systems of government.

*(continued)*

## **5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.**

- 5.2.1 Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).
  - 5.2.2 Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation).
  - 5.2.3 Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.
  - 5.2.4 Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.
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## **5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.**

- 5.3.1 Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.
- 5.3.2 Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).
- 5.3.3 Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).
- 5.3.4 Discuss the role of broken treaties and massacres and the factors that led to the Indians' defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).
- 5.3.5 Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).
- 5.3.6 Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).

*(continued)*

#### **5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.**

- 5.4.1 Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.
  - 5.4.2 Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).
  - 5.4.3 Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).
  - 5.4.4 Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.
  - 5.4.5 Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.
  - 5.4.6 Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.
  - 5.4.7 Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.
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#### **5.5 Students explain the causes of the American Revolution.**

- 5.5.1 Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).
- 5.5.2 Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.
- 5.5.3 Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.
- 5.5.4 Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).

*(continued)*

## **5.6 Students understand the course and consequences of the American Revolution.**

- 5.6.1 Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.
- 5.6.2 Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Kósciuszko, Baron Friedrich Wilhelm von Steuben).
- 5.6.3 Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).
- 5.6.4 Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.
- 5.6.5 Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.
- 5.6.6 Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.
- 5.6.7 Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.

*(continued)*

**5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution’s significance as the foundation of the American republic.**

- 5.7.1 List the shortcomings of the Articles of Confederation as set forth by their critics.
- 5.7.2 Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.
- 5.7.3 Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.
- 5.7.4 Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.
- 5.7.5 Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.
- 5.7.6 Know the songs that express American ideals (e.g., “America the Beautiful,” “The Star Spangled Banner”).

*(continued)*



**5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.**

- 5.8.1 Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).
  - 5.8.2 Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).
  - 5.8.3 Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).
  - 5.8.4 Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).
  - 5.8.5 Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.
  - 5.8.6 Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.
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**5.9 Students know the location of the current 50 states and the names of their capitals.**

## Kindergarten Through Grade Five

# History–Social Science Content Standards

## Historical and Social Sciences Analysis Skills

The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed *only in conjunction with* the content standards in kindergarten through grade five.

*In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills:*

### Chronological and Spatial Thinking

1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
2. Students correctly apply terms related to time, including *past, present, future, decade, century, and generation*.
3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.
5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.

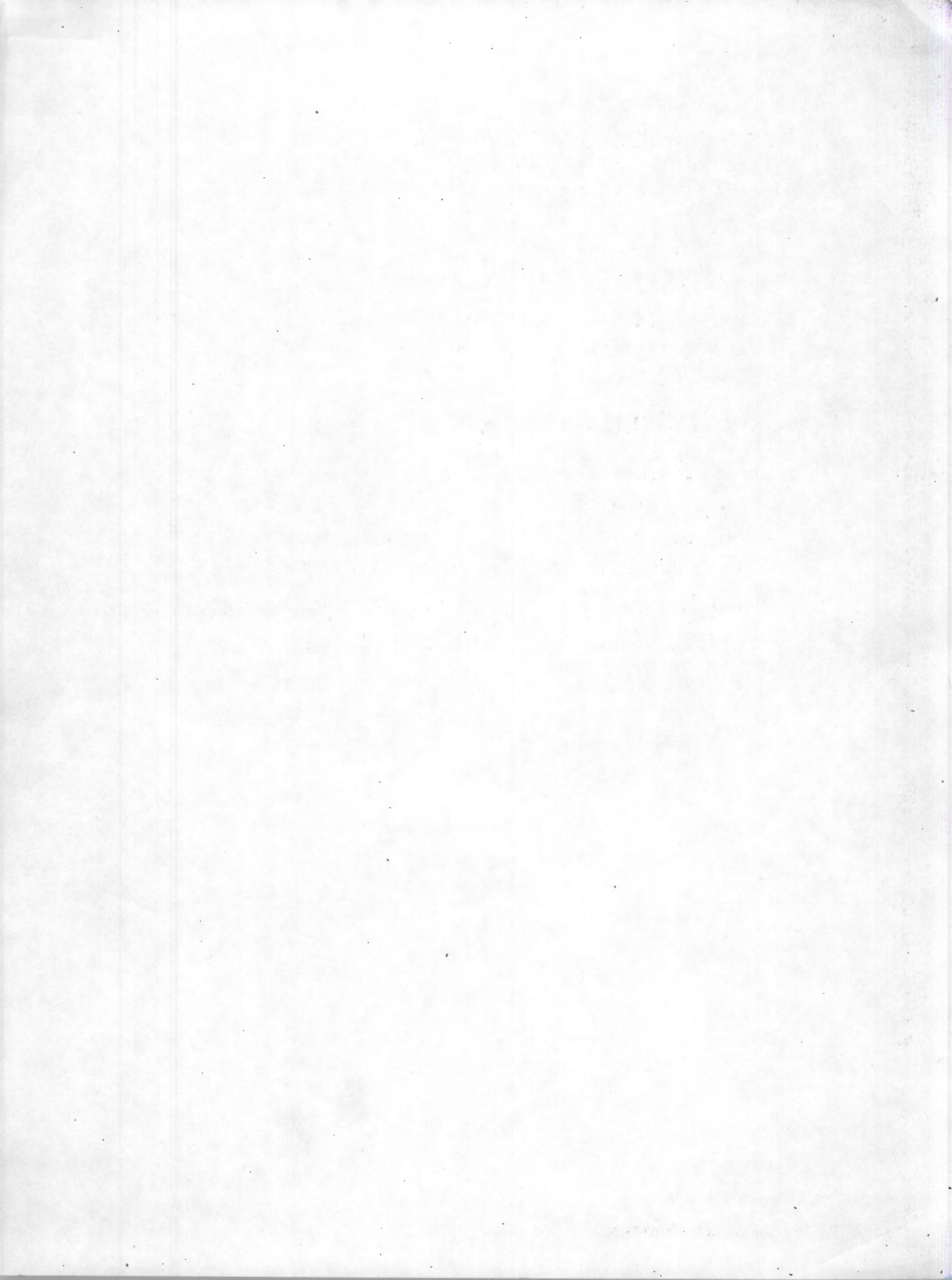
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## **Research, Evidence, and Point of View**

1. Students differentiate between primary and secondary sources.
2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

## **Historical Interpretation**

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
3. Students identify and interpret the multiple causes and effects of historical events.
4. Students conduct cost-benefit analyses of historical and current events.





**Big Sur, California**