

SAM-103 COLONIAL TRADE AND AGRICULTURE

1. Locate the major trading seaports of the colonies. Why was shipbuilding prominent in the New England states?
2. For each of the three major regions of the colonial settlements, have the students explain:
 - (a) The general topography and climate of the region.
 - (b) How it influenced the agriculture and economic life.
3. Have the students explain the Triangular Slave Trade (as shown on the inset map). Note: Other trade patterns of the Triangular Trade dealt directly between England, the colonies, and the West Indies. What were the products that moved in this trade?
4. Using the symbols of the map legend, have the students draw or print on the map the major products of the thirteen colonies.
5. Name and locate the major trading seaports of the colonies. Discuss with the class why the intercolonial trade grew so slowly.

SAM-104 THE NEW NATION

1. Have the students name and locate the states and major cities of the new nation after independence. Draw in and label the new state formed from Eastern New York in 1791. Label British Canada and Spanish Florida.
Have the students write on the map—
 - (a) The names of all the Great Lakes that formed the northern boundary of the new nation.
 - (b) The river that formed the western boundary and the chief river basins of the newly acquired territory.Locate the following rivers: Ohio River, Cumberland River, Tennessee River, Wabash River. Why were the rivers important to the new settlers? Why was the direction of the flow of these rivers significant to the early settlers?
3. Using a map of the United States, name the states that were formed from the Northwest Territory.
4. Locate New Orleans. Why was it important to the western settlers of the new territories? How did the Spanish possessions and claims limit the southern expansion of the United States?

SAM-105 EXPANSION OF THE UNITED STATES: TO 1819

1. Have the students complete the map legend by writing on the lines provided, the names of the territorial areas.
2. Have the students write in the names of the new states admitted to the Union to 1819. Label the Florida Territory. Have the students shade in the Michigan Territory.
3. Have the students label the British Treaty Line of 1818 and the Spanish Treaty Line of 1819.
4. Using a textbook or reference materials, have the students trace the routes of exploration of Lewis and Clark, and its contributions to the future settlement of the West.
5. Review with the class the acquisition of Florida from Spain.

SAM-106 SLAVERY: THE MISSOURI COMPROMISE

1. Have the students complete the map legend by identifying the map shadings: Free States, Slave States, Oregon Territory, Spanish Territory, Unorganized Territories. Have the students name the free and slave states and territories after the compromise. (Use abbreviations if necessary).
2. Locate and name the two states admitted to the Union under the Compromise plan. Have a class discussion on why the Missouri Compromise would fail to solve the slavery issue.
3. Name the home states of these famous people of the period:

Henry Clay

John Quincy Adams

Andrew Jackson

James Monroe

John Calhoun

NAME _____ CLASS _____ DATE _____

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