

Mapping the Earth

A **globe** is a scale model of the earth. It is useful for showing the entire earth or studying large areas of the earth's surface.

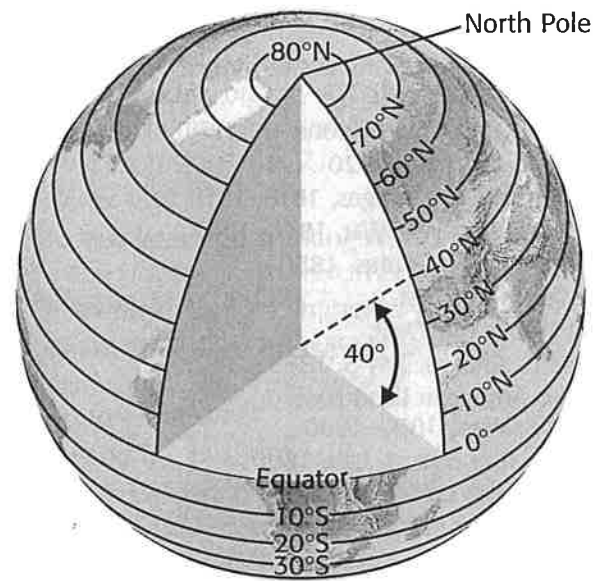
A pattern of lines circles the globe in east-west and north-south directions. It is called a **grid**. The intersection of these imaginary lines helps us find places on the earth.

The east-west lines in the grid are lines of **latitude**. Lines of latitude are called **parallels** because they are always parallel to each other. These imaginary lines measure distance north and south of the **equator**. The equator is an imaginary line that circles the globe halfway between the North and South Poles. Parallels measure distance from the equator in **degrees**. The symbol for degrees is $^{\circ}$. Degrees are further divided into **minutes**. The symbol for minutes is $'$. There are 60 minutes in a degree. Parallels north of the equator are labeled with an N. Those south of the equator are labeled with an S.

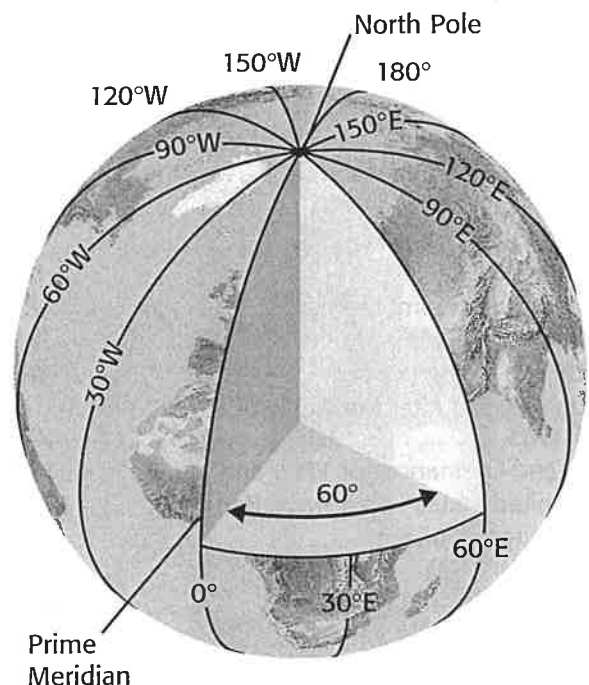
The north-south lines are lines of **longitude**. Lines of longitude are called **meridians**. These imaginary lines pass through the Poles. They measure distance east and west of the **prime meridian**. The prime meridian is an imaginary line that runs through Greenwich, England. It represents 0° longitude.

Lines of latitude range from 0° , for locations on the equator, to 90°N or 90°S , for locations at the Poles. Lines of longitude range from 0° on the prime meridian to 180° on a meridian in the mid-Pacific Ocean. Meridians west of the prime meridian to 180° are labeled with a W. Those east of the prime meridian to 180° are labeled with an E.

Lines of Latitude



Lines of Longitude



The equator divides the globe into two halves, called **hemispheres**. The half north of the equator is the Northern Hemisphere. The southern half is the Southern Hemisphere. The prime meridian and the 180° meridian divide the world into the Eastern Hemisphere and the Western Hemisphere. However, the prime meridian runs right through Europe and Africa. To avoid dividing these continents between two hemispheres, some mapmakers divide the Eastern and Western hemispheres at 20°W. This places all of Europe and Africa in the Eastern Hemisphere.

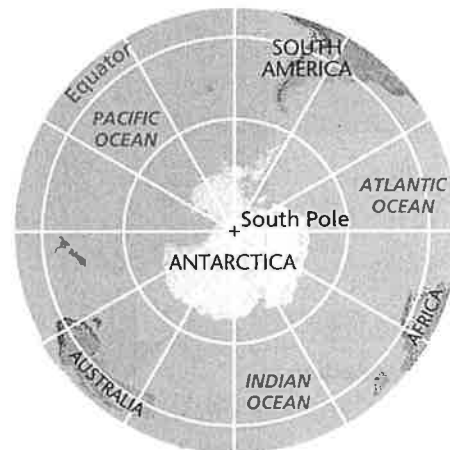
Our planet's land surface is divided into seven large landmasses, called **continents**. They are identified in the maps on this page. Landmasses smaller than continents and completely surrounded by water are called **islands**.

Geographers also organize Earth's water surface into parts. The largest is the world ocean. Geographers divide the world ocean into the Pacific Ocean, the Atlantic Ocean, the Indian Ocean, and the Arctic Ocean. Lakes and seas are smaller bodies of water.

Northern Hemisphere



Southern Hemisphere



Western Hemisphere

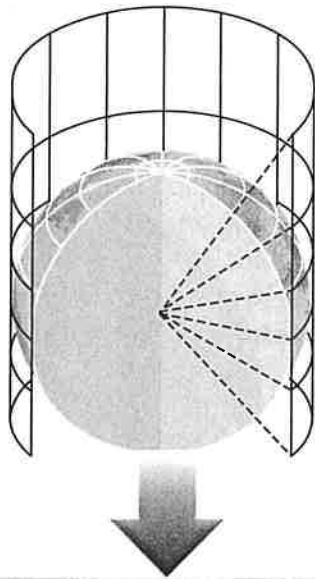


Eastern Hemisphere



Mapmaking

A **map** is a flat diagram of all or part of the earth's surface. Mapmakers have created different ways of showing our round planet on flat maps. These different ways are called **map projections**. Because the earth is round, there is no way to show it accurately in a flat map. All flat maps are distorted in some way. Mapmakers must choose the type of map projection that is best for their purposes. Many map projections are one of three kinds: cylindrical, conic, or flat-plane.

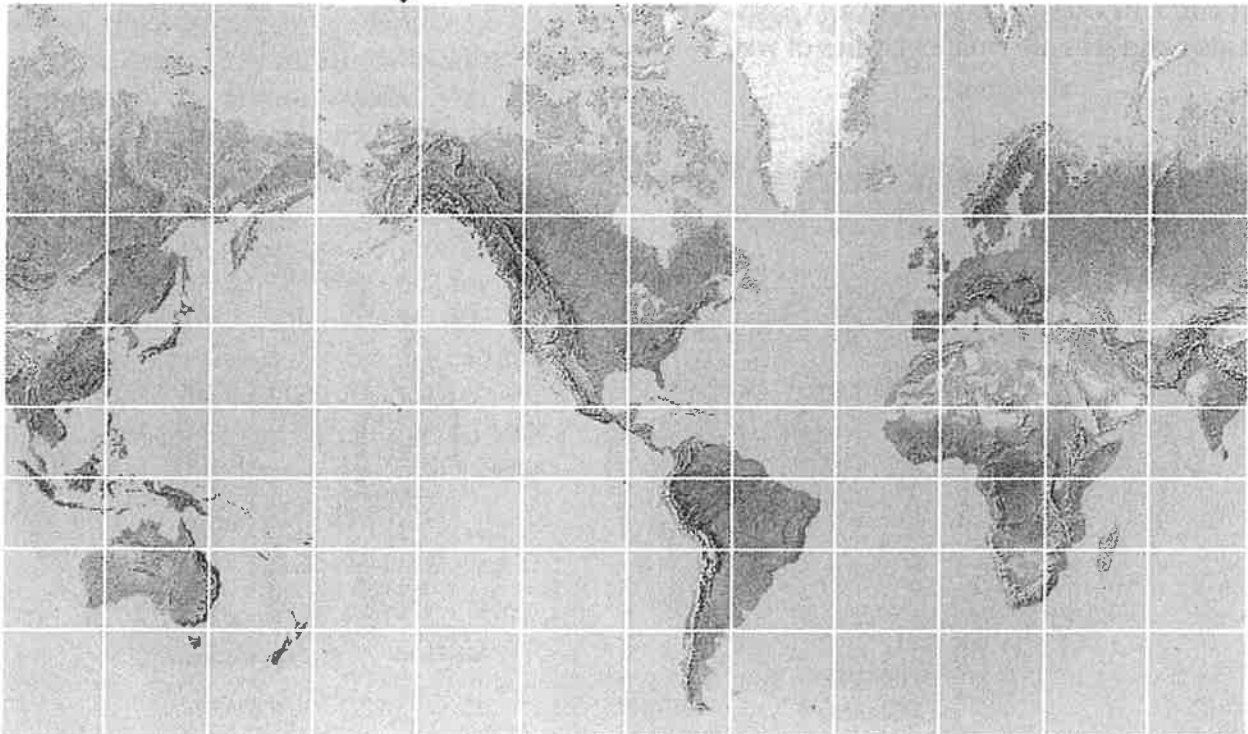


Paper cylinder

Cylindrical Projections

Cylindrical projections are based on a cylinder wrapped around the globe. The cylinder touches the globe only at the equator. The meridians are pulled apart and are parallel to each other instead of meeting at the Poles. This causes landmasses near the Poles to appear larger than they really are. The map below is a Mercator projection, one type of cylindrical projection. The Mercator projection is useful for navigators because it shows true direction and shape. However, it distorts the size of land areas near the Poles.

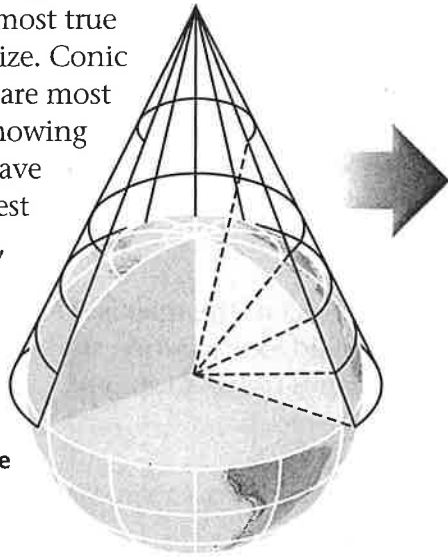
Mercator projection



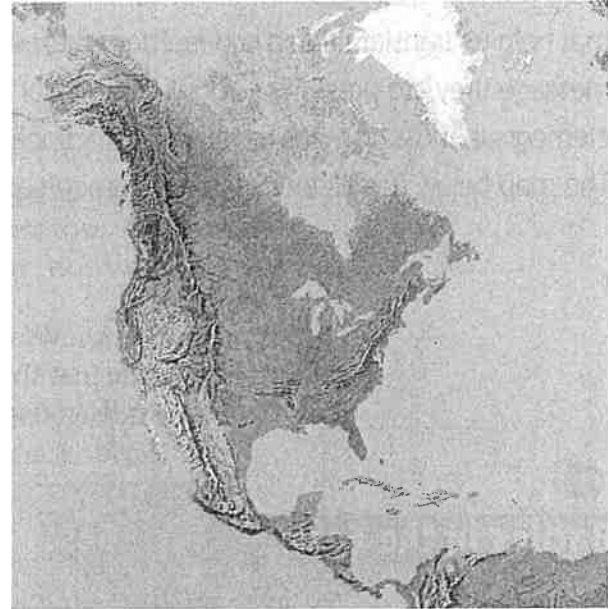
Conic Projections

Conic projections are based on a cone placed over the globe. A conic projection is most accurate along the lines of latitude where it touches the globe.

It retains almost true shape and size. Conic projections are most useful for showing areas that have long east-west dimensions, such as the United States.



Paper cone

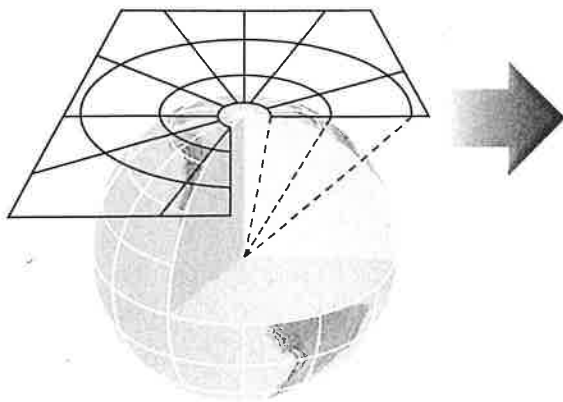


Conic projection

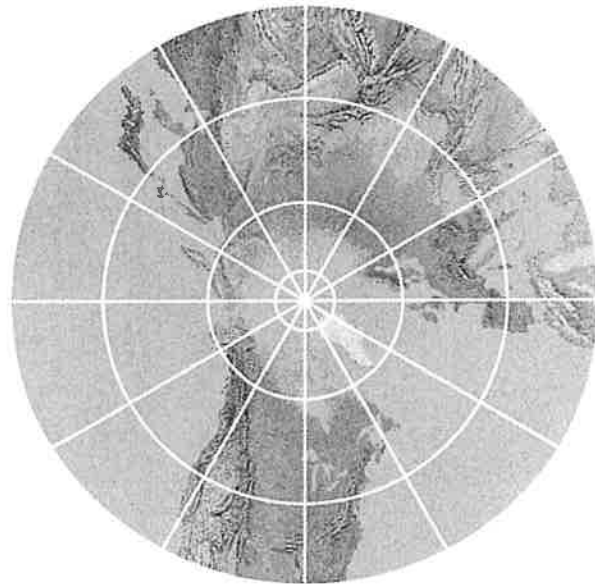
Flat-plane Projections

Flat-plane projections are based on a plane touching the globe at one point, such as at the North Pole or South Pole. A flat-plane projection is useful for showing true direction for airplane pilots and ship navigators. It also shows true area. However, it distorts the true shapes of landmasses.

Flat plane



Flat-plane projection

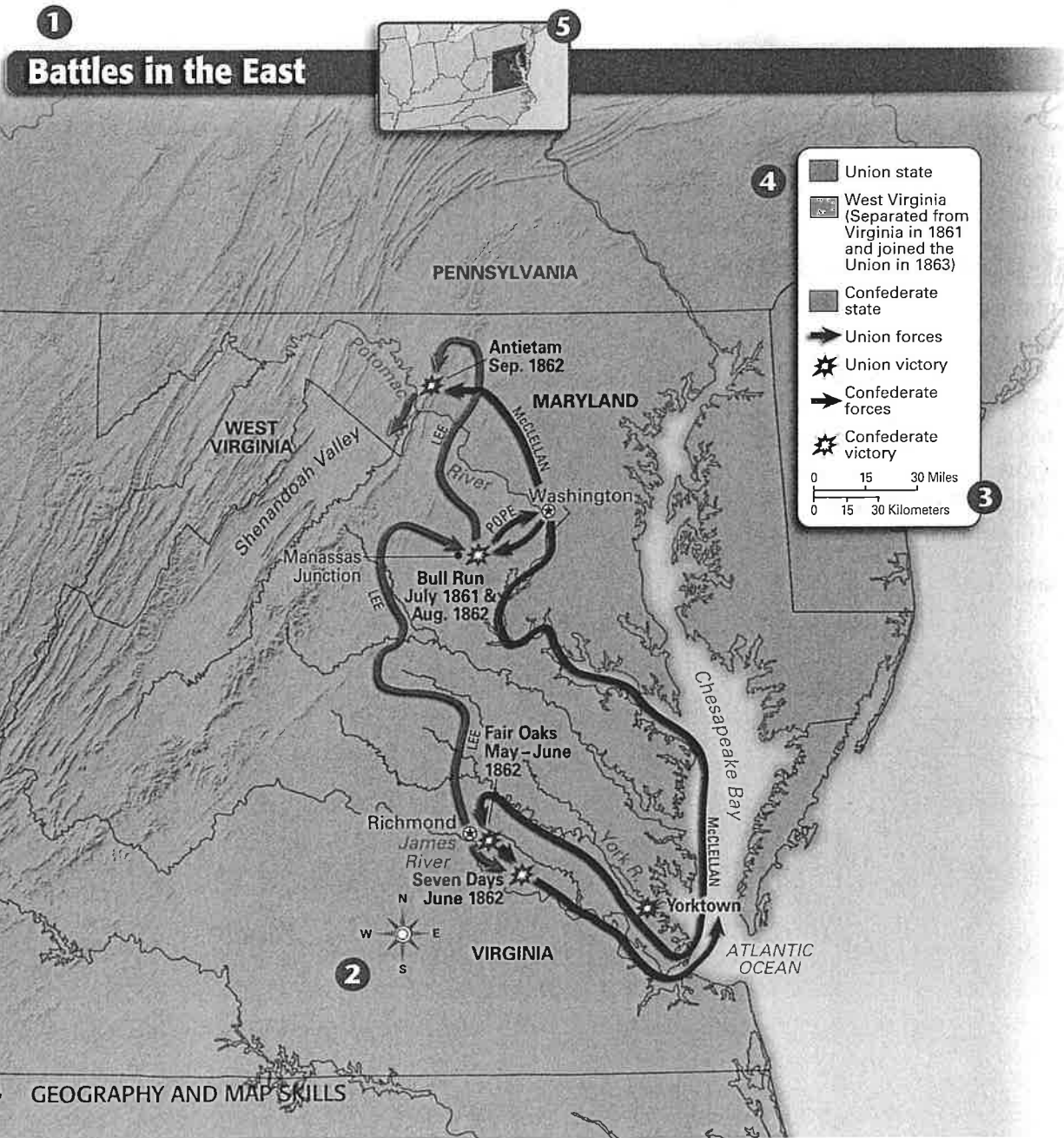


Map Essentials

Maps are like messages sent out in code. Mapmakers provide certain elements that help us translate these codes. These elements help us understand the message they are presenting about a particular part of the world. Of these elements, almost all maps have titles, directional indicators, scales, and legends. The map below has all four of these elements, plus a fifth—a locator map.

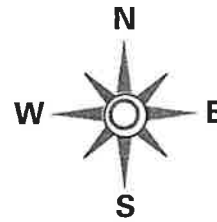
1 Title

A map's **title** shows what the subject of the map is. The map title is usually the first thing you should look at when studying a map, because it tells you what the map is trying to show.



2 Compass Rose

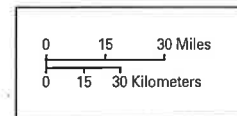
A directional indicator shows which way north, south, east, and west lie on the map. Some mapmakers use a “north arrow,” which points toward the North Pole. Remember, “north” is not always at the top of a map. The way a map is drawn and the location of directions on that map depend on the perspective of the mapmaker. Most maps in this textbook indicate direction by using a compass rose. A **compass rose** has arrows that point to all four principal directions, as shown.



3 Scale

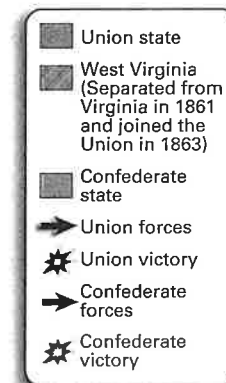
Mapmakers use scales to represent the distances between points on a map. Scales may appear on maps in several different forms. The maps in this textbook provide a bar **scale**. Scales give distances in miles and kilometers.

To find the distance between two points on the map, place a piece of paper so that the edge connects the two points. Mark the location of each point on the paper with a line or dot. Then, compare the distance between the two dots with the map’s bar scale. The number on the top of the scale gives the distance in miles. The number on the bottom gives the distance in kilometers. Because the distances are given in large intervals, you may have to approximate the actual distance on the scale.



4 Legend

The **legend**, or key, explains what the symbols on the map represent. Point symbols are used to specify the location of things, such as cities, that do not take up much space on the map. Some legends, such as the one shown here, show colors that represent certain elevations. Other maps might have legends with symbols or colors that represent things such as roads. Legends can also show economic resources, land use, population density, and climate.



5 Locator Map

A locator map shows where in the world the area on the map is located. The area shown on the main map is shown in red on the locator map. The locator map also shows surrounding areas so that the map reader can see how the information on the map relates to neighboring lands.



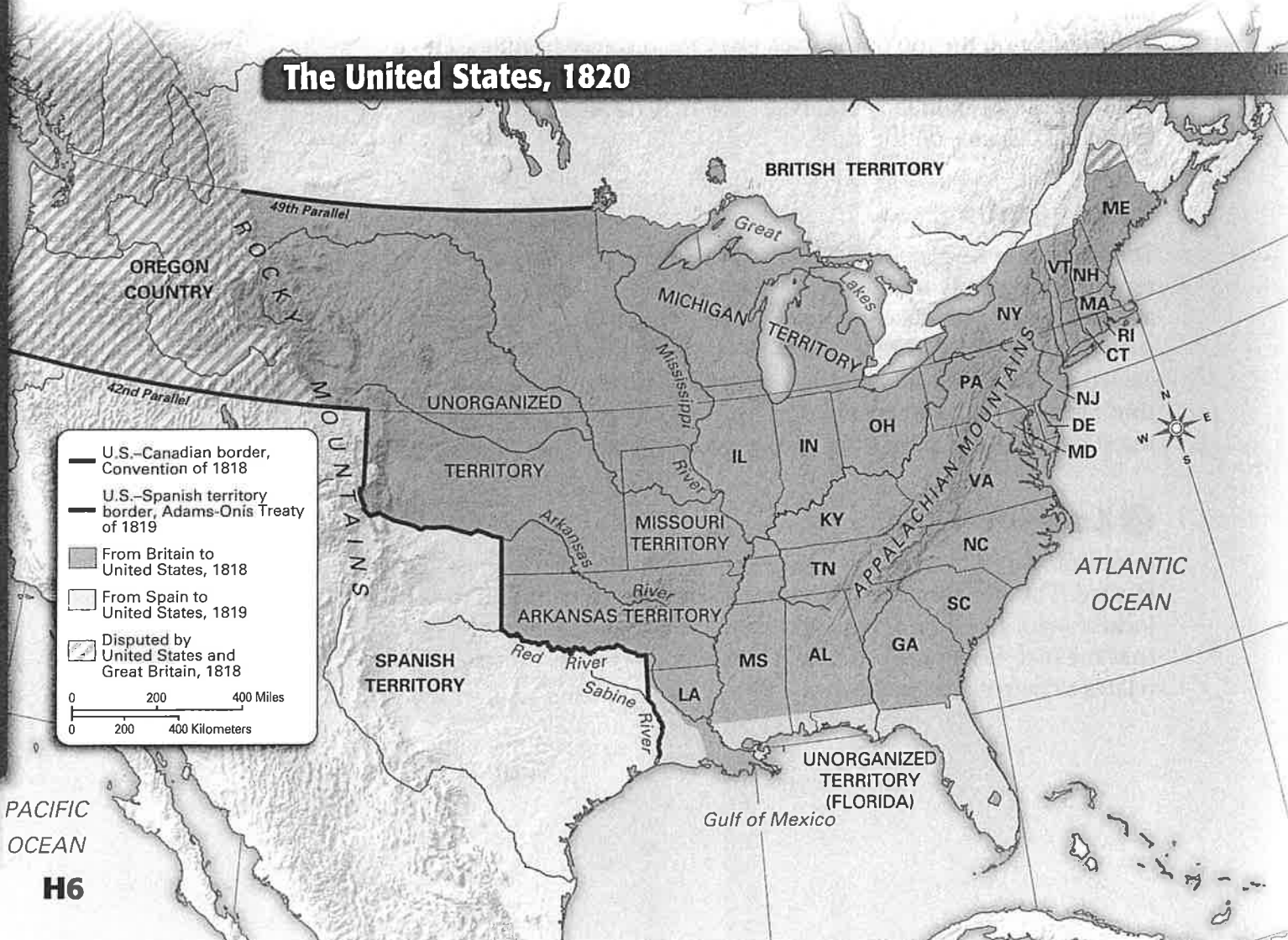
Working with Maps

The Atlas at the back of this textbook includes both physical and political maps. Physical maps, like the one you just saw, show the major physical features in a region. These features include things like mountain ranges, rivers, oceans, islands, deserts, and plains. Political maps show the major political features of a region, such as countries and their borders, capitals, and other important cities.

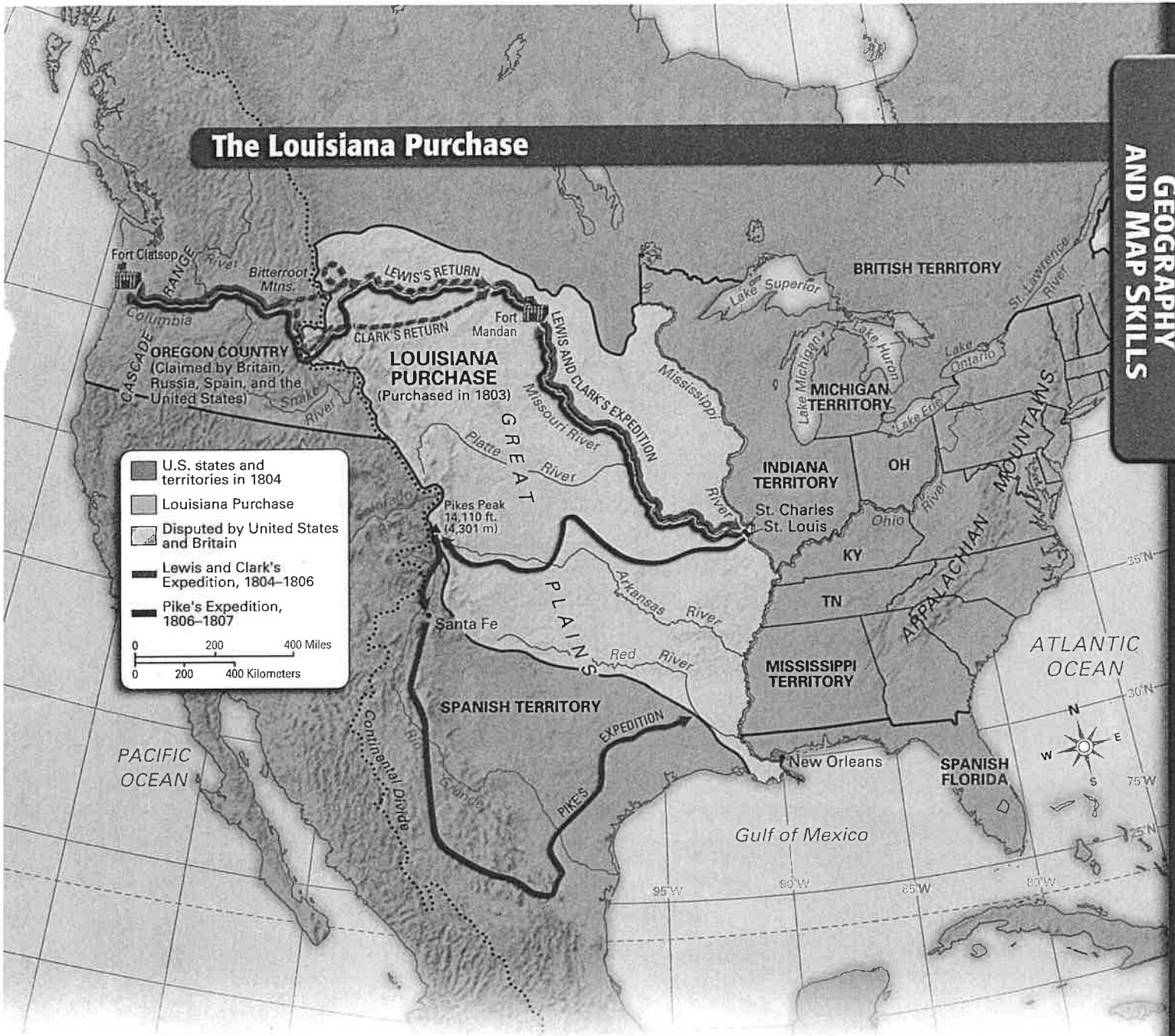
Historical Map

In this textbook, most of the maps you will study are historical maps. Historical maps, such as this one, are maps that show information about the past. This information might be which lands an empire controlled, where a certain group of people lived, what large cities were located in a region, or how a place changed over time. Often colors are used to indicate the different things on the map. Be sure to look at the map title and map legend first to see what the map is showing. What does this map show?

The United States, 1820



The Louisiana Purchase



Route Map

One special type of historical map is called a route map. A route map, like the one above, shows the route, or path, that someone or something followed. Route maps can show things like trade routes, invasion routes, or the journeys and travels of people. The routes on the map are usually shown with an arrow. If more than one route is shown, several arrows of different colors may be used. What does this route map show?

The maps in this textbook will help you study and understand history. By working with these maps, you will see where important events happened, where empires rose and fell, and where people moved. In studying these maps, you will learn how geography has influenced history.

Geographic Dictionary

OCEAN
a large body of water

GULF
a large part of the ocean that extends into land

CORAL REEF
an ocean ridge made up of skeletal remains of tiny sea animals

PENINSULA
an area of land that sticks out into a lake or ocean

ISTHMUS
a narrow piece of land connecting two larger land areas

BAY
part of a large body of water that is smaller than a gulf

ISLAND
an area of land surrounded entirely by water

DELTA
an area where a river deposits soil into the ocean

STRAIT
a narrow body of water connecting two larger bodies of water

WETLAND
an area of land covered by shallow water

RIVER
a natural flow of water that runs through the land

SINKHOLE
a circular depression formed when the roof of a cave collapses

LAKE
an inland body of water

FOREST
an area of densely wooded land

COAST
an area of land
near the ocean

MOUNTAIN
an area of rugged
land that generally
rises higher than
2,000 feet

VALLEY
an area of low
land between
hills or mountains

VOLCANO
an opening in Earth's crust
where lava, ash, and gases erupt

CANYON
a deep, narrow valley
with steep walls

GLACIER
a large area of
slow-moving ice

HILL
a rounded, elevated
area of land smaller
than a mountain

PLAIN
a nearly
flat area

DUNE
a hill of sand
shaped by wind

OASIS
an area in the
desert with a
water source

DESERT
an extremely dry area with
little water and few plants

PLATEAU
a large, flat,
elevated
area of land

The Five Themes of Geography

Geography is the study of the world's people and places. As you can imagine, studying the entire world is a big job. To make the job easier, geographers have created the Five Themes of Geography. They are: **Location, Place, Human-Environment Interaction, Movement, and Region**. You can think of the Five Themes as five windows you can look through to study a place. If you looked at the same place through five different windows, you would have five different perspectives, or viewpoints, of the place. Using the Five Themes in this way will help you better understand the world's people and places.

1 Location The first thing to study about a place is its location. Where is it? Every place has an absolute location—its exact location on Earth. A place also has a relative location—its location in relation to other places. Use the theme of location to ask questions like, “Where is this place located, and how has its location affected it?”

2 Place Every place in the world is unique and has its own personality and character. Some things that can make a place unique include its weather, plants and animals, history, and the people that live there. Use the theme of place to ask questions like, “What are the unique features of this place, and how are they important?”

3 Human-Environment Interaction People interact with their environment in many ways. They use land to grow food and local materials to build houses. At the same time, a place's environment influences how people live. For example, if the weather is cold, people wear warm clothes. Use the theme of human-environment interaction to ask questions like, “What is this place's environment like, and how does it affect the people who live there?”

4 Movement The world is constantly changing, and places are affected by the movement of people, goods, ideas, and physical forces. For example, people come and go, new businesses begin, and rivers change their course. Use the theme of movement to ask questions like, “How is this place changing, and why?”

5 Region A region is an area that has one or more features that make it different from surrounding areas. A desert, a country, and a coastal area are all regions. Geographers use regions to break the world into smaller pieces that are easier to study. Use the theme of region to ask questions like “What common features does this area share” and “How is it different from other areas?”

LOCATION

The United States is located in the Western Hemisphere. Forty-eight of the states are located between Mexico and Canada. This location has good farmland, many resources, and many different natural environments.



PLACE

New York City is one of the most powerful cities in the world. The people of New York also make the city one of the most ethnically diverse places in the world.



REGION

The United States is a political region with one government. At the same time, smaller regions can be found inside the country, such as the Badlands in South Dakota.



HUMAN-ENVIRONMENT INTERACTION

People near Las Vegas, Nevada, transform the desert landscape by building new neighborhoods. Americans modify their environment in many other ways—by controlling rivers, building roads, and creating farmland.



MOVEMENT

People, goods, and ideas are constantly moving to and from places such as Seattle, Washington. As some places grow, others get smaller, but every place is always changing.

Become an Active Reader

by Dr. Kylene Beers

Did you ever think you would begin reading your social studies book by reading about reading? Actually, it makes better sense than you might think. You would probably make sure you learned some soccer skills and strategies before playing in a game. Similarly, you need to learn some reading skills and strategies before reading your social studies book. In other words, you need to make sure you know whatever you need to know in order to read this book successfully.

Tip #1 Use the Reading Social Studies Pages

Take advantage of the two pages on reading at the beginning of every chapter. Those pages introduce the chapter themes; explain a reading skill or strategy; and identify key terms, people, and academic vocabulary.

Themes

Why are themes important? They help our minds organize facts and information. For example, when we talk about baseball, we may talk about types of pitches. When we talk about movies, we may discuss animation.

Historians are no different. When they discuss history or social studies, they tend to think about some common themes: Economics, Geography, Religion, Politics, Society and Culture, and Science and Technology.

Reading Skill or Strategy

Good readers use a number of skills and strategies to make sure they understand what they are reading. These lessons will give you the tools you need to read and understand social studies.

Key Terms, People, and Academic Vocabulary

Before you read the chapter review these words and think about them. Have you heard the word before? What do you already know about the people? Then watch for these words and their meanings as you read the chapter.

Tells which theme or themes are important in the chapter

Explains a skill or strategy good readers use

Gives you practice in the reading skill or strategy.

Identifies the important words in the chapter.

Tip #2**Read like a Skilled Reader**

You will never get better at reading your social studies book—or any book for that matter—unless you spend some time thinking about how to be a better reader.

Skilled readers do the following:

- They preview what they are supposed to read before they actually begin reading. They look for vocabulary words, titles of sections, information in the margin, or maps or charts they should study.
- They divide their notebook paper into two columns. They title one column “Notes from the Chapter” and the other column “Questions or Comments I Have.”
- They take notes in both columns as they read.

- They read like **active readers**. The Active Reading list below shows you what that means.
- They use clues in the text to help them figure out where the text is going. The best clues are called signal words.

Chronological Order Signal Words:

first, second, third, before, after, later, next, following that, earlier, finally

Cause and Effect Signal Words:

because of, due to, as a result of, the reason for, therefore, consequently

Comparison/Contrast Signal Words:

likewise, also, as well as, similarly, on the other hand

Active Reading

Successful readers are **active readers**. These readers know that it is up to them to figure out what the text means. Here are some steps you can take to become an active, and successful, reader.

Predict what will happen next based on what has already happened. When your predictions don't match what happens in the text, re-read the confusing parts.

Question what is happening as you read. Constantly ask yourself why things have happened, what things mean, and what caused certain events.

Summarize what you are reading frequently. Do not try to summarize the entire chapter! Read a bit and then summarize it. Then read on.

Connect what is happening in the part you're reading to what you have already read.

Clarify your understanding. Stop occasionally to ask yourself whether you are confused by anything. You may need to re-read to clarify, or you may need to read further and collect more information before you can understand.

Visualize what is happening in the text. Try to see the events or places in your mind by drawing maps, making charts, or jotting down notes about what you are reading.

Tip #3

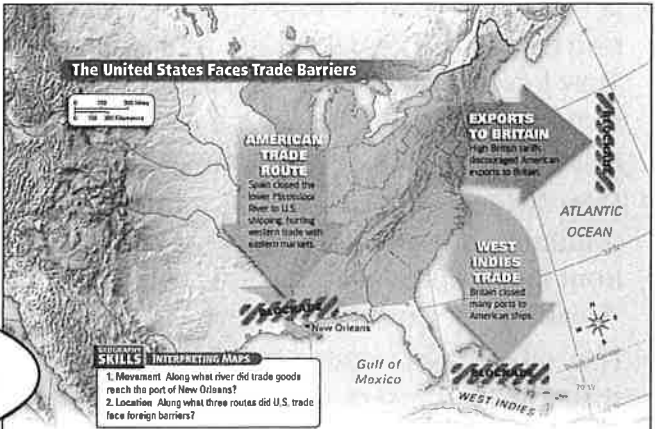
Pay Attention to Vocabulary

It is no fun to read something when you don't know what the words mean, but you can't learn new words if you only use or read the words you already know. In this book, we know we have probably used some words you don't know. But, we have followed a pattern as we have used more difficult words.

Key Terms and People

At the beginning of each section you will find a list of key terms or people that you will need to know. Be on the lookout for those words as you read through the section.

...opped after 1783.
...n, Britain forced American mer-
...high **tariffs**—taxes on imports
...tariffs applied to goods such



Trade with Britain

The United States also faced problems trading with Great Britain. After the signing of the Treaty of Paris, Britain closed many of its ports to American ships. Before the Revolutionary War, colonial ships had traded a great deal with the British West Indies and stopped there on their way to other destinations. This travel and trading stopped after 1783.

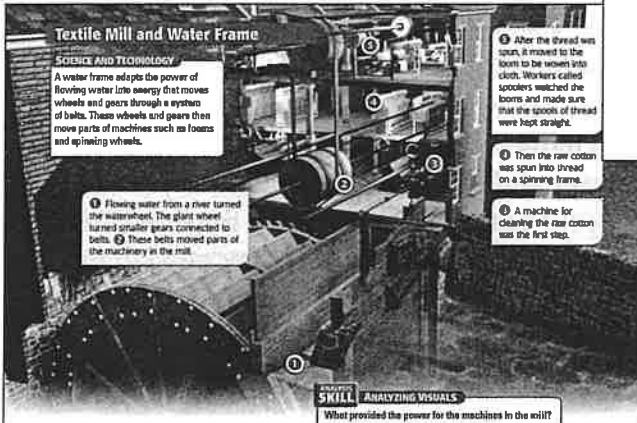
In addition, Britain forced American merchants to pay high **tariffs**—taxes on imports or exports. The tariffs applied to goods such as rice, tobacco, tar, and oil that were grown or mined in the United States and then sold in Britain. Merchants had to raise prices to cover the tariffs. Ultimately, the costs would be passed on to customers, who had to pay higher prices for the goods. The economic condition of the country was getting worse by the day.

Trade with Spain

In 1784 Spanish officials closed the lower Mississippi River to U.S. shipping. Western farmers and merchants were furious because they used the Mississippi to send goods to eastern and foreign markets. Congress tried to work out an agreement with Spain, but the plan did not receive a majority vote in Congress. The plan could not be passed. As a result, Spain broke off the negotiations.

Many state leaders began to criticize the national government. Rhode Island's representatives wrote, "Our federal government is but a name; a mere shadow without substance [power]." Critics believed that Spain might have continued to negotiate if the United States had possessed a strong military. These leaders believed that the national government needed to be more powerful.

FORMING A GOVERNMENT 121



improved, cities and populations grew. Overseas trade also expanded. Traditional manufacturing methods did not produce enough goods to meet everyone's needs.

People began creating ways to use machines to make things more **efficient**. These changes led to the Industrial Revolution, a period of rapid growth in using machines for manufacturing and production that began in the mid-1700s.

Textile Industry

The first important breakthrough of the Industrial Revolution took place in how textiles, or cloth items, were made. Before the Industrial Revolution, spinning thread took much more time than making cloth. Several workers were needed to spin enough thread to supply a single weaver.

In 1769 Englishman Richard Arkwright invented a large spinning machine called a water frame. The water frame could produce dozens of cotton threads at the same time and lowered the cost of cotton cloth and increased the speed of textile production.

The water frame used flowing water as its source of power. Merchants began to build large textile mills, or factories, near rivers and streams. The mills were filled with spinning machines. Merchants began hiring people to work in the mills.

Additional improvements also speeded up the spinning process. Britain soon had the world's most productive textile manufacturing industry.

READING CHECK Drawing Conclusions How did machines speed up textile manufacturing?

THE NORTH 347

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...see
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ACADEMIC VOCABULARY
efficient
productive and
not wasteful

Academic Vocabulary

When we use a word that is important in all classes, not just social studies, we define it in the margin under the heading Academic Vocabulary. You will run into these academic words in other textbooks, so you should learn what they mean while reading this book.

Social Studies Vocabulary

We know that some words are special to this particular topic of social studies, United States history. As you read this book, you will be more successful if you know the meaning of the words in the following list.

Social Studies Words to Know

Time

AD	refers to dates after Jesus's birth
BC	refers to dates before the birth of Jesus of Nazareth
BCE	refers to "Before Common Era," dates before the birth of Jesus of Nazareth
CE	refers to "Common Era," dates after Jesus's birth
century	a period of 100 years
decade	a period of 10 years

The Earth and Its Resources

climate	the weather conditions in a certain area over a long period of time
geography	the study of the earth's physical and cultural features
physical features	the features on the land's surface, such as mountains and rivers
region	an area with one or more features that make it different from surrounding areas
resources	materials found on the earth that people need and value

People and the Way They Live

civilization	the culture of a particular time or place
culture	the knowledge, beliefs, customs, and values of a group of people
custom	a repeated practice; tradition
economy	the system in which people make and exchange goods and services
society	a group of people who share common traditions
trade	the exchange of goods or services

Politics and Government

civil	having to do with the citizens of a country
democracy	governmental rule by the people, usually on a majority rule principle
independence	freedom from forceful rule
monarchy	governmental rule by one person, a king or queen
North	the region of the United States sometimes defined by the states that did not secede from the Union during the Civil War
rebellion	an organized resistance to the established government
South	the region of the United States sometimes defined by the states that seceded from the Union to form the Confederate States of America

Academic Words

If only...

If only reading in school was like reading a letter from your best friend.

If only reading in History was like reading Harry Potter.

It can be... if you learn the language!

There is a reason that you feel uncomfortable with reading academic textbooks. Common words in these books account for less than 2% of the words in your favorite novels. No wonder reading in school seems so different!

Academic vocabulary refers to words that are used in most of your school subjects. The Holt Social Studies program has identified Academic Words that will be highlighted throughout this textbook. The Holt program provides structured practice to help support student proficiency with this specialized vocabulary.

Grade 6 Academic Words

acquire	to get
agreement	a decision reached by two or more people or groups
aspects	parts
authority	power, right to rule
cause	the reason something happens
classical	referring to the cultures of ancient Greece or Rome
contract	a binding legal agreement
develop/development	creation
distribute	to divide among a group of people
effect	the results of an action or decision
establish	to set up or create
ideal	ideas or goals that people try to live up to
impact	effect, result
method	a way of doing something
neutral	unbiased, not favoring either side in a conflict
primary	main, most important
principle	basic belief, rule, or law
process	a series of steps by which a task is accomplished
purpose	the reason something is done
rebel	to fight against authority
role	a part or function
strategy	a plan for fighting a battle or war
vary/various	to be different

Grade 7 Academic Words

affect	to change or influence
aspects	parts
authority	power, right to rule
classical	referring to the cultures of ancient Greece or Rome
develop/development	the process of growing or improving
efficient/efficiency	productive and not wasteful
element	part
establish	to set up or create
features	characteristics
impact	effect, result
influence	change, or have an effect on
innovation	a new idea or way of doing something
logic/logical	reasoned, well thought out
policy	rule, course of action
principle	basic belief, rule, or law
procedure	a series of steps taken to accomplish a task
process	a series of steps by which a task is accomplished
rebel	to fight against authority
role	assigned behavior
strategy	a plan for fighting a battle or war
structure	the way something is set up or organized
traditional	customary, time-honored
values	ideas that people hold dear and try to live by
vary/various	of many types

Grade 8 Academic Words

abstract	expressing a quality or idea without reference to an actual thing
acquire	to get
advocate	to plead in favor of
agreement	a decision reached by two or more people or groups
aspects	parts
authority	power, right to rule
circumstances	surrounding situation
complex	difficult, not simple
concrete	specific, real
consequences	the effects of a particular event or events
contemporary	existing at the same time
criteria	rules for defining
develop/development	the process of growing or improving
distinct	separate
efficient/efficiency	productive and not wasteful
element	part
establish	to set up or create
execute	to perform, carry out
explicit	fully revealed without vagueness
facilitate	to bring about
factor	causes
function	use or purpose
implement	to put in place
implications	effects of a decision
implicit	understood though not clearly put into words
incentive	something that leads people to follow a certain course of action
influence	change, or have an effect on
innovation	a new idea or way of doing something
method	a way of doing something
motive	a reason for doing something
neutral	unbiased, not favoring either side in a conflict
policy	rule, course of action
primary	main, most important
principle	basic belief, rule, or law
procedure	a series of steps taken to accomplish a task
process	a series of steps by which a task is accomplished
reaction	a response
role	assigned behavior
strategy	a plan for fighting a battle or war
vary/various	of many types



History–Social Science Content Standards

Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America’s role in the war. After reviewing the development of America’s democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.
2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”).
3. Analyze how the American Revolution affected other nations, especially France.

4. Describe the nation’s blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.
2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.
3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.
4. Describe the political philosophy underpinning the Constitution as specified in the *Federalist Papers* (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.
5. Understand the significance of Jefferson’s Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of