11 APUSH Mr. Bedar **Map of U.S. Expansion** Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions:

The purpose of this exercise is to learn the story of how the United States acquired the land that now makes up our fifty states. Constructing a good map will also set you up nicely for understanding the road to the Civil War and the Civil War itself.

1. Find and label (in pencil) the capitals for each state and write the postal codes for each (MA, FL, TX)
2. For each of the territories on the chart below, take bullet notes on *how* we acquired each of these territories. Find and study the maps on the page #s provided and *read* the relevant sections to find the information. Everything up to “Texas” is review, so you don’t need to re-read anything for these sections. “Texas” through “Gadsden Purchase” Is included in your reading for Ch. 13 in Brinkley. Don’t worry about reading the textbook sections yet for Hawaii and Alaska, because we’re not there yet; you can look these up online to fill in the chart.

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| **Name of Territory** | **Whose land originally?** | **Year Acquired** | **How was it acquired? (be specific; what was the historical context? What was happening at this time?)** | **Why did settlers want this territory? (be specific; which groups pushed for acquisition? Would any particular political or economic benefit would result?)**  |
| The original 13 colonies |  | Varied |  |  |
| Treaty of Paris 1783 (states east of Miss. River; p. 154) |  | 1783 | Treaty of Paris |  |
| Louisiana Purchase (p. 202) |  | 1803 |  |  |
| Florida (p. 212) |  | 1819 |  |  |
| Texas (p.358) |  | 1845 |  |  |
| Oregon Treaty(p.354) |  | 1846 |  |  |
| “Mexican Cession”(p.358) |  | 1848 | Treaty of Guadalupe-Hidalgo |  |
| Gadsden Purchase (p.358) |  | 1853 |  |  |
| Alaska (p.547-548) |  | 1867 |  |  |
| Hawaii (p. 547-548) |  | 1893/1898 annexation |  |  |

1. Then, *outline* in a dark color the boundaries of these territories on your maps, and color in lightly (see in-class model)
2. Draw in the Missouri Compromise Line (p.362). In pencil, draw vertical lines in the areas that would be allowed to have slavery, according to this compromise.
3. Roughly shade the areas where *cotton farming* was dominant in 1860 (see lower map p. 301).
4. Draw in diagonal lines to indicate states that were *slave* states in 1860 at the outbreak of the Civil War (p. 376).