

 **SKILLBUILDER HANDBOOK****1. Understanding Historical Readings**

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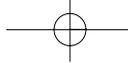
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Section 1: Understanding Historical Readings

1.1 Finding Main Ideas

DEFINING THE SKILL

Finding main ideas means identifying words that sum up the single most important thought in an entire paragraph or section. To find the main idea of a passage, identify the topic. Then, as you read, ask, What central idea do the many details explain or support?

APPLYING THE SKILL

This excerpt from President Richard M. Nixon's memoirs is about wiretapping, or bugging—planting a concealed microphone to get information. The diagram that follows identifies and organizes information in the passage.

HOW TO FIND MAIN IDEAS

Strategy 1 Identify the topic by looking at the title, or by looking for key words. This passage repeats the words *bugged*, *bugging*, *tapped*, and *wiretap*.

Strategy 2 Look for a topic sentence. Ask whether any one sentence sums up the point of the whole passage. In this passage, the second sentence states Nixon's attitude toward bugging.

Strategy 3 Look for details or examples. The many examples support the attitude that wiretapping was a common practice.

NIXON ON WIRETAPPING 1

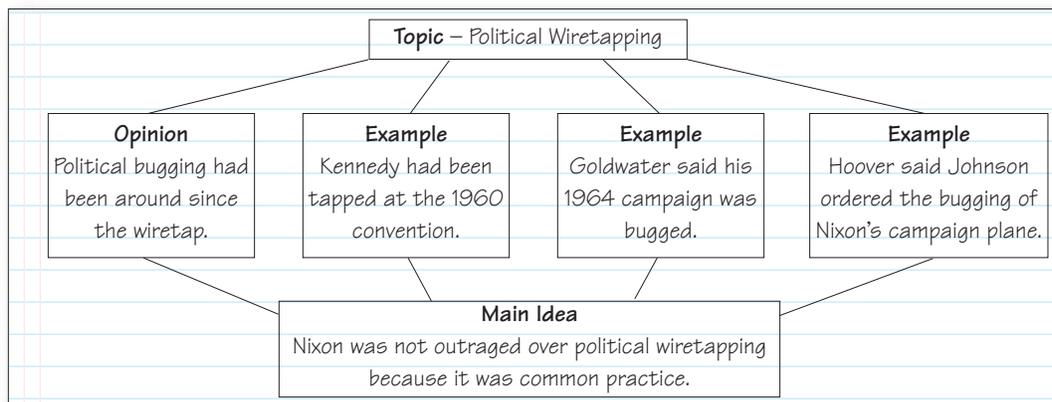
I had been in politics too long, and seen everything from dirty tricks to vote fraud. 2 I could not muster much moral outrage over a political 1 bugging.

Larry O'Brien [director of the Democratic National Committee] might affect astonishment and horror, but he knew as well as I did that political bugging had been around nearly since the invention of the wiretap. 3 As recently as 1970 a former member of Adlai Stevenson's [Democratic candidate for president in 1952 and 1956] campaign staff had publicly stated that he had tapped the [John F.] Kennedy organization's phone lines at the 1960 Democratic convention. 3 Lyndon Johnson felt that the Kennedys had had him tapped; 3 Barry Goldwater said that his 1964 campaign had been bugged; 3 and Edgar Hoover [director of the FBI, 1924–1972] told me that in 1968 Johnson had ordered my campaign plane bugged.

Source: Richard Nixon, *The Memoirs of Richard Nixon* (New York: Grosset & Dunlap, 1978), pp. 628–629.

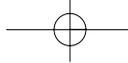
Make a Diagram

State the topic and list the supporting details in a chart. Use the information you record to help you state the main idea.



PRACTICING THE SKILL

Turn to Chapter 34, Section 3, p. 1085 and read the passage headed "Space Exploration." Make a diagram, like the one above, to identify the topic, the most important details, and the main idea of the passage.



Section 1: Understanding Historical Readings

1.2 Following Chronological Order

DEFINING THE SKILL

Chronological order is “time order”—the sequence of events in time. Chronology may be either relative or absolute. Relative chronology relates one event to another. This helps historians to see causes, effects, and other relationships between events. Absolute chronology ties events to an exact time or date, pinpointing dates in one universal framework—the passage of time.

APPLYING THE SKILL

The following paragraph is about several events leading up to the Watergate scandal that brought down the Nixon administration. The time line that follows puts the events of the passage in chronological order.

HOW TO FOLLOW CHRONOLOGICAL ORDER

Strategy 1 Look for clue words about time. These are words like *initial*, *first*, *next*, *then*, *before*, *after*, *finally*, and *by that time*.

Strategy 2 Use specific dates provided in the text.

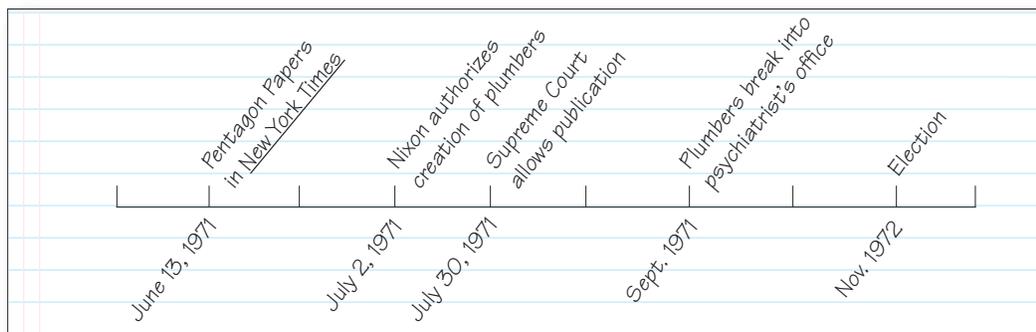
Strategy 3 Watch for references to previous historical events that are included in the background. Usually a change in verb tense will indicate a previous event.

The Pentagon Papers

The **1** initial event that many historians believe led to Watergate took place on **2** June 13, 1971, when the *New York Times* began publishing articles called the Pentagon Papers, which divulged government secrets about the U.S. involvement in Vietnam. The information had been leaked by a former Defense Department official, Daniel Ellsberg. The Justice Department asked the courts to suppress publication of the articles, but on **2** July 30, 1971, the Supreme Court ruled that the information could be published. **1** Two months later, in September, a group of special White House agents known as the plumbers burglarized the office of Ellsberg’s psychiatrist in a vain attempt to find evidence against Ellsberg. President Nixon **3** had authorized the creation of the plumbers in 1971, after the Pentagon Papers were published, to keep government secrets from leaking to the media and to help ensure his reelection in November 1972.

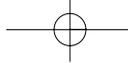
Make a Time Line

If the events in a passage are numerous and complex, make a time line to represent them. The time line here lists the events from the passage above in time order.



PRACTICING THE SKILL

Skim, Chapter 29, Section 2, p. 916 “The Triumphs of a Crusade,” to find out how the civil rights movement helped end segregation in the South. Make a list of the important dates you find, starting with the freedom ride in May 1961 and ending with the passage of the Voting Rights Act of 1965. Use the model above to help you create your own time line, showing what happened on each date.



Section 1: Understanding Historical Readings

1.3 Clarifying; Summarizing

DEFINING THE SKILL

Clarifying means checking to be sure you clearly understand what you have read. One way to do this is by asking yourself questions. In your answers, you might restate in your own words what you have read.

When you **summarize**, you condense what you have read into fewer words, stating only the main idea and the most important supporting details. It is important to use your own words in a summary.

APPLYING THE SKILL

The excerpt below describes a major oil spill. Following the excerpt is a summary that condenses the key information in the passage into a few sentences.

HOW TO SUMMARIZE

Strategy 1 Look for topic sentences stating the main ideas. These are often at the beginning of a section or paragraph. In a summary, rewrite the main ideas in your own words.

Strategy 2 Include only the most important facts and statistics. Pay attention to numbers, dates, quantities, and other data.

Strategy 3 Clarify understanding by asking questions. Also, look up any words you do not recognize.

THE EXXON VALDEZ OIL SPILL

1 In March 1989, the oil tanker *Exxon Valdez* ran aground in Prince William Sound along the coast of Alaska, dumping about **2** 11 million gallons of crude oil into the sea. Within days, 1,800 miles of coastline were fouled with thick black oil that coated rocks and beaches. At least 10 percent of the area's birds, sea otters, and other animals were killed, and commercial fisheries estimated that they would lose at least 50 percent of the season's catch.

The captain of the *Exxon Valdez* was found guilty of **3** negligence, and attempts were made to clean up the spill. **2** Ten years later, however, scientists found that pools of oil buried in coves were still poisoning shellfish, otters, and ducks, while several bird species failed to reproduce.

2 Between 1989 and 1994, Exxon spent about \$2.1 billion in efforts to clean up Prince William Sound. In the meantime, some 34,000 commercial fishers and other Alaskans sued the company for damages, claiming that the oil spill had ruined their livelihoods.

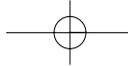
Write a Summary

You can write your summary in a paragraph. The paragraph below summarizes the passage about the *Exxon Valdez* oil spill. After writing your summary, review it to see that you have included only the most important details.

In 1989, the *Exxon Valdez* ran aground off the Alaskan coast, spilling 11 million gallons of oil. The water and coastline for hundreds of miles were badly polluted, and many animals died. Alaskans sued the oil company for lost income. Exxon spent \$2.1 billion for a cleanup effort and was subject to litigation from people who lost their livelihoods because of the spill.

PRACTICING THE SKILLS

Turn to Chapter 22, Section 1, p. 670 and read the passage headed "Economic Troubles on the Horizon." Make notes of the main ideas. Look up any words you don't recognize. Then write a summary of the passage, using the model above as your guide.



Section 1: Understanding Historical Readings

1.4 Identifying Problems

DEFINING THE SKILL

Identifying problems means recognizing and understanding difficulties faced by particular people or groups at particular times. Being able to focus on specific problems helps historians understand the motives for actions and the forces underlying historical events.

APPLYING THE SKILL

The following passage tells about the experience of newcomers to Northern cities, like Boston and Philadelphia, in the late 1800s. Below the passage is a chart that organizes the information the passage contains.

HOW TO IDENTIFY PROBLEMS

Strategy 1 Look for problems that are implied but not stated. Problems are sometimes stated indirectly. This sentence implies that many immigrants settled in the cities because of limited opportunities elsewhere.

Strategy 2 Look for difficulties people faced.

Strategy 3 Evaluate solutions to problems.

Strategy 4 Recognize that sometimes the solution to one problem may cause another problem.

IMMIGRANT LIFE IN THE CITIES

1 The lure that drew many immigrants to America and its cities often was the same one that had attracted settlers to the West—opportunity. In the nation’s industrialized centers people saw a chance to **2** escape poverty, find work, and carve out a better life.

Cities offered unskilled laborers steady jobs in mills and factories and provided the social support of neighborhoods of people with the same ethnic background. **3** Living among people who shared their background enabled the newcomers to speak their own language while learning about their new home.

4 Overcrowding soon became a problem, however—one that was intensified by the migration of people from America’s rural areas.

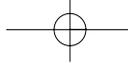
Make a Chart

The chart below summarizes the problems and solutions in the passage. The chart details what the problems were, what steps people took to solve the problems, and how those solutions affected them.

Problems	Solutions	Outcomes
poverty	coming to U.S. cities	jobs available
lack of opportunity	coming to U.S. cities	jobs, housing, communities
lack of work skills	factory and mill jobs requiring low level of training	enough jobs for the time being
unfamiliarity with language	living in ethnic communities	community but overcrowding

PRACTICING THE SKILL

Turn to Chapter 31, Section 2, p. 982 and read the passage headed “Women Fight for Equality.” Note the social and economic problems many women faced in the 1960s and 1970s. Then make a chart, like the one above, in which you summarize the information you found in the passage. Be sure to read to the end of the section so that you can evaluate the solutions attempted and their outcomes.



Section 1: Understanding Historical Readings

1.5 Analyzing Motives

DEFINING THE SKILL

Analyzing motives in history means examining the reasons why a person, group, or government took a particular action. These reasons often go back to the needs, emotions, and prior experiences of the person or group, as well as their plans, circumstances, and objectives.

APPLYING THE SKILL

The following paragraphs tell how the early Mormons were treated and why they moved west in the mid-1800s. The diagram below the passage summarizes the Mormons' motives for that journey.

HOW TO ANALYZE MOTIVES

Strategy 1 Look for different kinds of motives. Some motives are negative, and others are positive.

Strategy 2 Look for the influence of important individuals or leaders in motivating others.

Strategy 3 Look for basic needs and human emotions as powerful motivators. Such needs and emotions include food and shelter, greed, ambition, compassion, and fear.

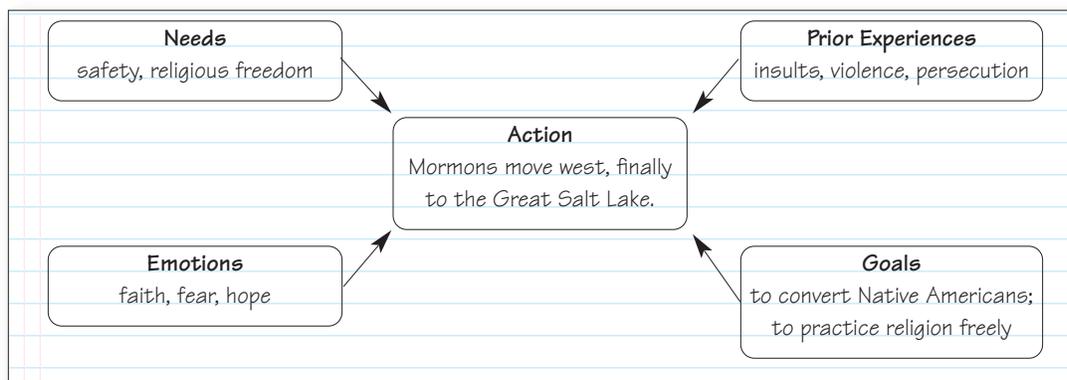
The Mormon Migration

Some of the Mormons' beliefs alarmed and angered other Americans. **1** Plagued by persecution and violence and seeking to convert Native Americans, Mormon church founder Joseph Smith led his followers west to a small community in Illinois. Conflict soon developed again when Smith allowed male members to have more than one wife. This idea infuriated many of Smith's neighbors, and he was eventually murdered by a mob.

2 The Mormons rallied around a new leader, Brigham Young, who urged them to move farther west. There they encountered a desert area near a salt lake, just beyond the mountains of what was then part of Mexico. The salty water was useless for crops and animals. Because the land was not desirable to others, **3** Young realized that his people might be safe there. The Mormons began to build Salt Lake City.

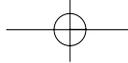
Make a Diagram

In the center of the diagram, list the important actions from the passage. Around it, list motives in different categories.



PRACTICING THE SKILL

Turn to Chapter 25, Section 3, p. 789 and read the passage headed "The Atomic Bomb Ends the War." Take notes about President Truman's motives in dropping atomic bombs on Japan. Then create a diagram similar to the one shown here.



Section 1: Understanding Historical Readings

1.6 Analyzing Causes and Effects

DEFINING THE SKILL

A **cause** is an action in history that prompts something to happen. An **effect** is a historical event or condition that is the result of the cause. A single event may have several causes. It is also possible for one cause to result in several effects. Historians identify cause-and-effect relationships to help them understand why historical events took place.

APPLYING THE SKILL

The following paragraphs describe the early events leading to the Battle of Little Bighorn. The diagram that follows the passage summarizes the chain of causes and effects.

HOW TO IDENTIFY CAUSES AND EFFECTS

Strategy 1 Look for reasons behind the events. Here the discovery of gold motivated white Americans to move into Sioux territory.

Strategy 2 Look for clue words indicating cause. These include *because*, *due to*, *since*, and *therefore*.

Strategy 3 Look for clue words indicating consequences. These include *brought about*, *led to*, *as a result*, *thus*, *consequently*, and *responded*. Remember that a cause may have several effects.

Broken Treaties

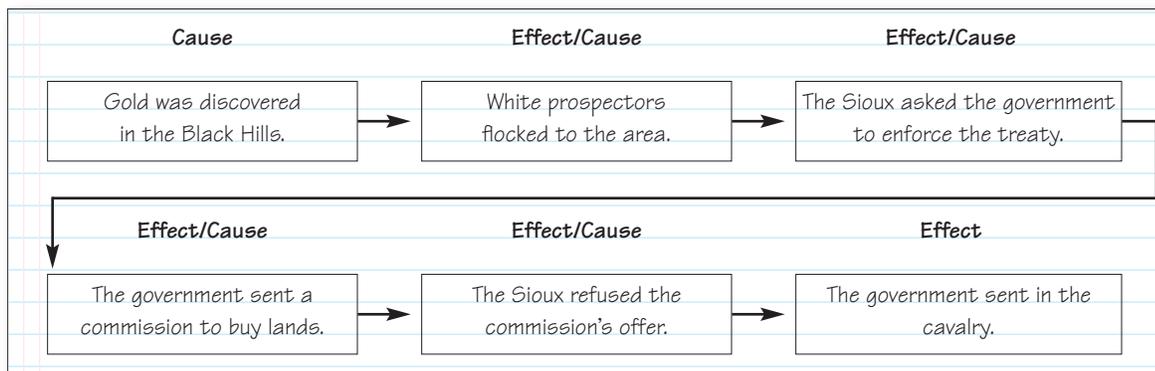
The Treaty of Fort Laramie (1868) had promised the Sioux that they could live forever in Paha Sapa, the Black Hills area of what is now South Dakota and Wyoming. The area was sacred to the Sioux. It was the center of their land and the place where warriors went to await visions from their guardian spirits.

Unfortunately for the Sioux, the Black Hills contained large deposits of gold. **1** As soon as white Americans learned that gold had been discovered, they poured into the Native Americans' territory and began staking claims.

2 Because the Sioux valued their land so highly, they appealed to the government to enforce the treaty terms and remove the miners. The government **3** responded by offering to purchase the land from the Sioux. When the Sioux refused, the government sent in the Seventh Cavalry to remove the Native Americans.

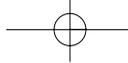
Make a Cause-and-Effect Diagram

Starting with the first cause in a series, fill in the boxes until you reach the end result.



PRACTICING THE SKILL

Turn to Chapter 19, Section 3, p. 598 and read the passage headed "African Americans and the War." Take notes about the causes and effects of African-American migration. Make a diagram, like the one shown above, to organize the information you find.



Section 1: Understanding Historical Readings

1.7 Comparing; Contrasting

DEFINING THE SKILL

Comparing involves looking at the similarities and differences between two or more things. **Contrasting** means examining only the differences between them. Historians might compare and contrast events, personalities, beliefs, institutions, works of art, or many other types of things in order to give them a context for the period of history they are studying.

APPLYING THE SKILL

The following passage describes life in colonial America during the last half of the 1600s. The Venn diagram below shows the similarities and differences between the Northern and Southern colonies.

HOW TO COMPARE AND CONTRAST

Strategy 1 Look for clue words that show how two things differ. Clue words include *different, differ, unlike, by contrast, however, and on the other hand*.

Strategy 2 Look for clue words indicating that two things are alike. Clue words include *both, all, like, as, likewise, and similarly*.

Strategy 3 Look for features that two things have in common.

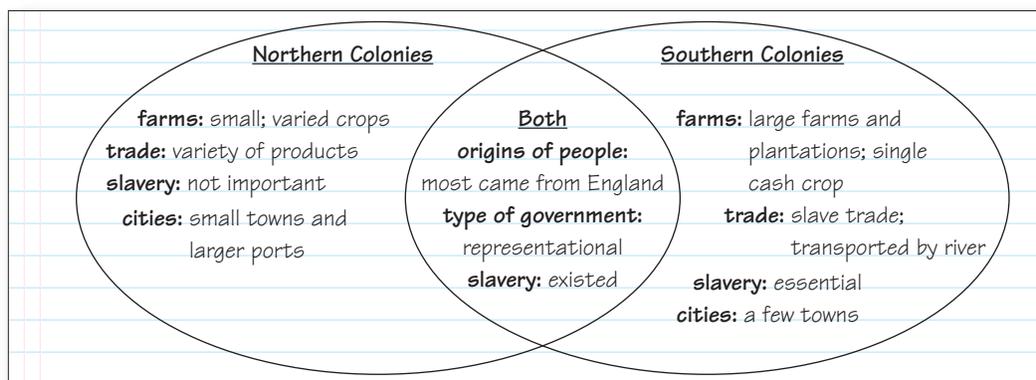
Life in the Early American Colonies

Not long after the English colonies were established, it became apparent that two very **1** different ways of life were developing in the Northern and Southern colonies. In the South, both **2** rich plantation owners and poorer frontier farmers sought land. Virginia and Maryland became known as the tobacco colonies. **3** Large farms, but few towns, appeared there.

Slavery existed in **3** all the colonies, but it became a vital source of labor in the South. **1** By contrast, the New England and middle colonies did not rely on slave labor or single staple crops, such as tobacco or rice. Most people were farmers, but they grew a wide variety of crops. The New England colonies traded actively with the islands of the West Indies. In addition to foods, they exported all kinds of other items, ranging from barrels to horses. In return, they imported sugar and molasses. **3** All this trade resulted in the growth of small towns and larger port cities.

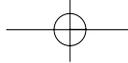
Make a Venn Diagram

Use the two ovals to contrast the Northern and Southern colonies and the overlapping area to show what the two regions have in common.



PRACTICING THE SKILL

Turn to Chapter 13, Section 1, pp. 408–409 and read the passages headed “The Culture of the Plains Indians” and “Settlers Push Westward.” Pay special attention to descriptions of the American settlers and Native Americans on the Great Plains. Make a Venn diagram showing what the two groups had in common and what made them different.



Section 1: Understanding Historical Readings

1.8 Distinguishing Fact from Opinion

DEFINING THE SKILL

Facts are dates, statistics, and accounts of events, or they are statements that are generally known to be true. Facts can be checked for accuracy.

Opinions are the judgments, beliefs, and feelings of a writer or speaker.

APPLYING THE SKILL

The following excerpt describes the 1886 Haymarket affair in Chicago. The chart summarizes the facts and opinions.

HOW TO DISTINGUISH FACT FROM OPINION

Strategy 1 Look for specific events, dates, and statistics that can be verified.

Strategy 2 Look for assertions, claims, hypotheses, and judgments. Here a speaker at the event is expressing an opinion.

Strategy 3 Look for judgments the historian makes about events. Here the writer states the opinion that the event was a disaster and then backs up this opinion by explaining the negative consequences of the event.

The Haymarket Affair

1 At ten o'clock another speaker stepped forward, the main burden of his address being that **2** there was no hope of improving the condition of workmen through legislation; it must be through their own efforts. . . .

The speaker hurried to a conclusion, but at that point 180 police officers entered the square and headed for the wagon that had served as a speakers' platform. The captain in charge called on the meeting to disperse. . . .

1 At that moment someone threw a bomb into the ranks of the policemen gathered about the speakers. After the initial shock and horror, the police opened fire on the crowd. One policeman had been killed by the bomb, and more than 60 injured. One member of the crowd was killed by police fire, and at least 12 were wounded. . . .

3 In almost every . . . way Haymarket was a disaster. It vastly augmented [increased] the already considerable paranoia of most Americans in regard to anarchists, socialists, communists, and radicals in general. It increased hostility toward . . . foreigners. . . . It caused a serious impairment of freedom of speech in every part of the country.

Source: Page Smith, *The Rise of Industrial America* (New York: Penguin, 1990), pp. 244–256.

Make a Chart

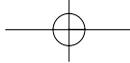
List the facts you learn in a passage as well as the opinions that are expressed.

Facts	Opinions
Just after 10:00, as a speaker was finishing up, someone threw a bomb into the group of 180 policemen surrounding the speakers.	speaker: Workers must improve their own situations since legislation can't do it for them.
More than 60 police were injured, and about 13 civilians were injured or killed when police fired into the crowd.	historian: Nothing good came of the Haymarket affair; and in fact it had many negative consequences: <ul style="list-style-type: none"> • increased paranoia about radicals • increased hostility toward foreigners • impaired freedom of speech

PRACTICING THE SKILL

Read Chapter 15, Section 3, p. 473, "The Emergence of Political Machines."

Make a chart in which you list some facts about political machines and some opinions on graft expressed in the passage.



Section 1: Understanding Historical Readings

1.9 Making Inferences

DEFINING THE SKILL

Making inferences from a piece of historical writing means drawing conclusions based on facts, examples, opinions, and the author's use of language. To make inferences, use clues in the text and your own personal experience, historical knowledge, and common sense.

APPLYING THE SKILL

The following passage is from a speech by President Ronald Reagan promoting his economic program. The chart below lists some inferences that can be drawn from the first paragraph.

HOW TO MAKE INFERENCES

Strategy 1 From the facts in the text and historical knowledge, you can infer that Reagan is blaming the Democrats for the poor economy.

Strategy 2 Look for clues about the writer's opinion. From Reagan's language and the goals of his program, you can infer that he sees government spending and taxation as a major cause of the economic crisis.

Strategy 3 Note opinionated language. You can infer from words such as *exaggerated* and *inaccurate* that Reagan disagrees with criticism of his plan.

On the Program for Economic Recovery

1 All of us are aware of the punishing inflation which has for the first time in 60 years held to double-digit figures for 2 years in a row. Interest rates have reached absurd levels of more than 20 percent and over 15 percent for those who would borrow to buy a home. . . . Almost 8 million Americans are out of work. . . .

2 I am proposing a comprehensive four-point program . . . aimed at reducing the growth in government spending and taxing, reforming and eliminating regulations which are unnecessary and unproductive or counterproductive, and encouraging a consistent monetary policy aimed at maintaining the value of the currency.

Now, I know that **3** exaggerated and inaccurate stories about these cuts have disturbed many people. . . . Those who, through no fault of their own, must depend on the rest of us—the poverty stricken, the disabled, the elderly, all those with true need—can rest assured that the social safety net of programs they depend on are exempt from any cuts.

Make a Chart

Record clues in the text as well as what you know about the topic on the basis of your own experience, knowledge, and common sense.

Clues in the Text: Facts, Examples, Language	Personal Experience, Historical Knowledge, Common Sense	Inference
<ul style="list-style-type: none"> • inflation in double digits • Interest rates over 20% • 8 million unemployed • Inflation is "punishing" • Interest rates "absurd" 	<ul style="list-style-type: none"> • Reagan defeated Democratic incumbent Jimmy Carter in the 1980 election. 	Reagan blames the Democrats for the current economic problems.

PRACTICING THE SKILL

Turn to Chapter 18, Section 3, p. 562 and read the passage headed "The Impact of U.S. Territorial Gains." Create a chart like the one above, making inferences based on clues in the text and on your own personal experience, historical knowledge, and common sense.



Section 2: Using Critical Thinking

2.1 Developing Historical Perspective

DEFINING THE SKILL

Historical perspective is an understanding of events and people in the context of their times. Using historical perspective can help you avoid judging the past solely in terms of present-day norms and values.

APPLYING THE SKILL

The following passage is the opening portion of an address by President Theodore Roosevelt. Below it is a chart that summarizes the information from a historical perspective.

HOW TO DEVELOP HISTORICAL PERSPECTIVE

Strategy 1 Identify any historical figures, occasions, events, and dates.

Strategy 2 Notice words, phrases, and settings that reflect the period. Here the language used by the president reflects the optimism of the Progressive Era.

Strategy 3 Explain how people's actions and words reflect attitudes, values, and passions of the era. Here Roosevelt equates a strong nation with "manly virtues."

Write a Summary

In a chart, list key words, phrases, and details from the passage, and then write a short paragraph summarizing the basic values and attitudes it conveys.

1 INAUGURAL ADDRESS, 1905 President Theodore Roosevelt

My fellow-citizens, no people on earth have more cause to be thankful than ours, and this is said . . . with gratitude to the Giver of Good who has blessed us with the conditions which have enabled us to achieve so large a measure of well-being and happiness. To us as a people it has been granted to lay the foundations of our national life in a 2 new continent. We are the 2 heirs of the ages, and yet we have had to pay few of the penalties which in old countries are exacted by the dead hand of a bygone civilization. We have not been obliged to fight for our existence against any alien race; and yet our life has called for the 3 vigor and effort without which the manlier and hardier virtues wither away. . . . [The] success which we confidently believe the future will bring, should cause in us no feeling of vainglory, but rather a deep and abiding realization of all which life has offered us; a full acknowledgment of the responsibility which is ours; and a fixed determination to show that under a free government a mighty people can thrive best, alike as regards the things of the body and the things of the soul.

Key Phrases	Attitudes	Roosevelt's Inaugural Address
<ul style="list-style-type: none"> Giver of Good blessed us heirs of the ages bygone civilization manlier and hardier virtues mighty people things of the body and things of the soul 	<ul style="list-style-type: none"> belief in God optimistic about the future grateful for the past 	<p>Theodore Roosevelt reveals a strong and resilient optimism about the American nation. His confidence is grounded in deep religious faith in God (the "Giver of Good") and God's plan for the nation. Roosevelt clearly believes in the ability of the American people to solve whatever problems they face as they move into a bright future. Roosevelt's faith and appeal to the manly virtues reflects typical attitudes and values of the 19th- and early 20th-century Americans.</p>

PRACTICING THE SKILL

Turn to Chapter 16, Section 2, p. 488 and read the One American's Story feature, which discusses ideas about educational reform in the late 19th century. Use historical perspective to summarize those ideas in a chart like the one above.



Section 2: Using Critical Thinking

2.2 Formulating Historical Questions

DEFINING THE SKILL

Formulating historical questions entails asking questions about events and trends—what caused them, what made them important, and so forth. The ability to formulate historical questions is an important step in doing research. Formulating questions will help you to guide and focus your research as well as to understand maps, graphs, and other historical sources.

APPLYING THE SKILL

At a women’s rights convention in the mid-1800s, the delegates adopted a “Declaration of Sentiments” that set forth a number of grievances. The following passage is a description of that event. Below is a web diagram that organizes historical questions about the event.

HOW TO FORMULATE HISTORICAL QUESTIONS

Strategy 1 Ask about the basic facts of the event. Who were the leaders? What did they do? Where and when did the event take place?

Strategy 2 Ask about the cause of an event. Why did an event take place?

Strategy 3 Ask about historical influences on a speaker or event. What other historical events was it similar to? How was it different?

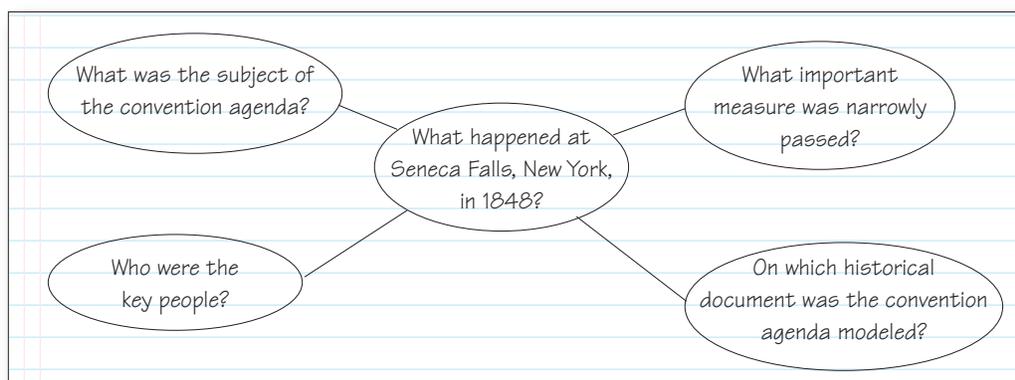
Strategy 4 Ask about the results produced by various causes. What were the results of the event?

Seneca Falls, 1848

1 Elizabeth Cady Stanton and Lucretia Mott decided to act on their resolution to hold a women’s rights convention. In 1848, more than 300 women and men convened at Seneca Falls, New York, the small town that gave the convention its name. Before the convention, Stanton and Mott spent a day composing an agenda and a **2** detailed statement of grievances. Stanton carefully modeled this “Declaration of Sentiments” on the **3** Declaration of Independence. **4** The participants approved all measures unani- mously, except for one: women’s right to vote. This measure passed by a narrow margin due to Stanton’s insistence. The franchise for women, though it passed, remained a controversial topic.

Make a Web Diagram

Using a web diagram, ask a broad question about the event described above. Then ask specific questions to help you explore the first.



PRACTICING THE SKILL

Turn to Chapter 30, Section 1, p. 940 and read the passage headed “The Tonkin Gulf Resolution.” Use a web diagram to write a historical question about the passage, as well as more specific questions that could guide your research into the topic.



Section 2: Using Critical Thinking

2.3 Hypothesizing

DEFINING THE SKILL

Hypothesizing means developing a possible explanation for historical events. A hypothesis is a tentative assumption about what happened in the past or what might happen in the future. A hypothesis takes available information, links it to previous experience and knowledge, and comes up with a possible explanation, conclusion, or prediction.

APPLYING THE SKILL

As the Cold War came to an end, people offered various hypotheses to explain why the Soviet Union broke up and to predict what would replace it. Read this passage and form your own hypothesis. Below the passage is a chart that presents a hypothesis and the facts used to support it.

HOW TO FORM A HYPOTHESIS

Strategy 1 Identify the events, pattern, or trend you want to explain. Develop a hypothesis that might explain the event. You might hypothesize that Gorbachev's new policies would deeply affect politics in the Soviet Union and Eastern Europe.

Strategy 2 Determine what facts you have about the situation. These facts support various hypotheses about how Gorbachev's policies affected politics both inside and outside the Soviet Union.

The Cold War Ends

In March 1985, Mikhail Gorbachev became the general secretary of the Communist Party in the Soviet Union. **1** He initiated a new policy of openness and reform within the USSR, putting an end to the collective ownership of resources, most government censorship, and controlled elections. **2** A dramatic increase in nationalism on the part of the non-Russian republics followed the open elections, and in December 1991, all republics except Russia declared independence. **2** The USSR was replaced by a loose federation of 12 republics called the Commonwealth of Independent States. **2** Gorbachev's new policies led to massive changes in Eastern Europe, as the satellite states, with his encouragement, moved toward democracy.

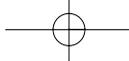
Make a Chart

Use a chart to summarize your hypothesis about Gorbachev's reforms and the facts that support it. Then you can see what additional information you need to help prove or disprove it.

Hypothesis	Facts that support the hypothesis	Additional information needed
Gorbachev's new policies would help lead to Western victory in the Cold War.	<ul style="list-style-type: none"> increase in nationalism in non-Russian republics USSR replaced by a loose federation Satellite states moved towards democracy 	<ul style="list-style-type: none"> Were democratic reforms put into effect? Did free elections result in greater stability? Did the end of collective ownership advance private enterprise?

PRACTICING THE SKILL

Turn to Chapter 32, Section 2, p. 1009 and read the passage headed "A Bungled Burglary." Make a chart in which you hypothesize about the consequences of the burglary at the Democratic National Committee headquarters. Then list facts and indicate whether they support your hypothesis.



Section 2: Using Critical Thinking

2.4 Analyzing Issues

DEFINING THE SKILL

Analyzing issues in history means taking apart complicated issues to identify the different points of view in economic, social, political, or moral debates.

APPLYING THE SKILL

The following passage describes working conditions in U.S. factories in the late 1800s and early 1900s. Notice how the cluster diagram below it helps you to analyze the issue of child labor.

HOW TO ANALYZE ISSUES

Strategy 1 Identify the central point of view and how it is defended.

Strategy 2 Look for facts and statistics. The numbers supplied by facts and statistics can help you decide on a position.

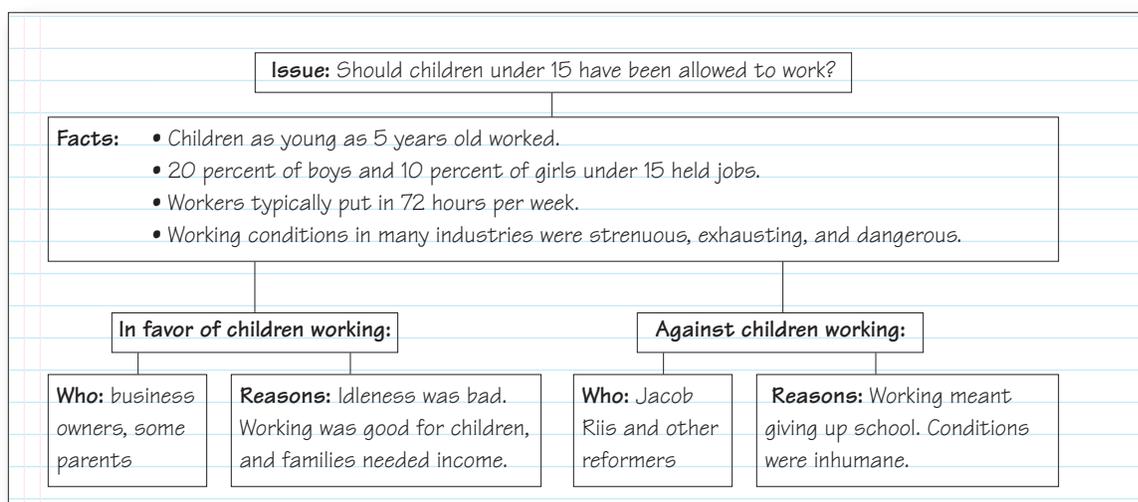
Strategy 3 Look for the other side to an issue. You need to look at all sides of an issue before deciding what you think.

Children at Work

- 1 Wages for most factory workers were so low that many families could not survive unless all their members, including children, worked.
- 2 Between 1890 and 1910, 20 percent of boys and 10 percent of girls under age 15—some as young as five years old—held full-time jobs.
- 2 A typical work week was 12 hours a day, six days a week. Many of these children worked from dawn to dusk, wasted by hunger and exhaustion that made them prone to crippling accidents. With little time or energy left for school, child laborers gave up their futures to help their families make ends meet.
- 3 Nonetheless, factory owners and some parents praised child labor for keeping children out of mischief. They believed that idleness for children was bad and that work provided healthy occupation. Meanwhile, the reformer Jacob Riis and others worked for decent conditions, better wages, and laws that restricted child labor.

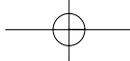
Make a Cluster Diagram

In order to better analyze an issue, make a diagram and distinguish the facts as well as the different points of view.



PRACTICING THE SKILL

Read the passages headed “The Equal Rights Amendment (ERA)” and “The New Right Emerges” in Chapter 31, Section 2, p. 985. Make a cluster diagram to analyze the central issue and the positions of the people involved.



Section 2: Using Critical Thinking

2.5 Analyzing Assumptions and Biases

DEFINING THE SKILL

An **assumption** is a belief or an idea that is taken for granted. Some assumptions are based on evidence; some are based on feelings. A **bias** is a prejudiced point of view. Historical accounts that are biased reflect the personal prejudices of the author or historian and tend to be one-sided.

APPLYING THE SKILL

The following passage is from *The Americans at Home* by the Scottish minister David Macrae, who wrote the book after visiting the United States in the 1860s. The chart below the excerpt helps to summarize information about the writer's assumptions and biases.

HOW TO ANALYZE ASSUMPTIONS AND BIASES

Strategy 1 Identify the author and information about him or her. Does the author belong to a special-interest group, religious organization, political party, or social movement that might promote a one-sided or slanted viewpoint on the subject?

Strategy 2 Examine the evidence. Is what the author relates consistent with other accounts or supported by factual data?

Strategy 3 Look for words, phrases, statements, or images that might convey a positive or negative slant, and thus reveal the author's bias.

The Americans at Home

1 by David Macrae
 [T]he American girls are very delightful. **2** And in one point they fairly surpass the majority of English girls—they are all educated and well informed. . . . The admirable educational system . . . covering the whole area of society, has given them education whether they are rich or poor, has furnished them with a great deal of information, and has quickened their desire for more. . . .
3 Their tendency is perhaps to talk too much, and . . . it seemed to me sometimes to make no perceptible difference whether they knew anything of the subject they talked about or not. But they usually know a little of everything; and their general intelligence and vivacity make them very delightful companions.

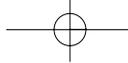
Make a Chart

For each of the heads listed on the left-hand side of the chart, summarize what information you can find in the passage.

David Macrae's Impression of American Girls	
speaker	David Macrae
date	1860s
occasion	Macrae's visit to the United States
tone	humorous, light-hearted
assumptions	The author assumes that girls are to be measured by companionship abilities.
bias	The author seems to have a prejudice that girls are inferior to boys or men.

PRACTICING THE SKILL

Look at the opinions expressed by A. Mitchell Palmer in the feature A Personal Voice in Chapter 20, Section 1, p. 619. Summarize his underlying assumptions and biases in a chart like the one shown above.



Section 2: Using Critical Thinking

2.6 Evaluating Decisions and Courses of Action

DEFINING THE SKILL

Evaluating decisions means making judgments about the decisions that historical figures made. Historians evaluate decisions on the basis of their moral implications and their costs and benefits from different points of view.

Evaluating alternative courses of action means carefully judging the choices that historical figures had in order to better understand why they made the decisions they did.

APPLYING THE SKILL

The following passage describes the decisions President John F. Kennedy had to make when he learned of Soviet missile bases in Cuba. Below the passage is a chart in which one possible alternative decision is analyzed.

HOW TO EVALUATE DECISIONS

Strategy 1 Look at decisions made by individuals or by groups. Notice the decisions Kennedy made in response to Soviet actions.

Strategy 2 Look at the outcome of the decisions.

Strategy 3 Analyze a decision in terms of the alternatives that were possible. Both Kennedy and Khrushchev faced the alternatives of either escalating or defusing the crisis.

Make a Chart

Make a chart evaluating an alternative course of action regarding the Cuban missile crisis based on its possible pros and cons.

The Cuban Missile Crisis

During the summer of 1962, the flow of Soviet weapons into Cuba—including nuclear missiles—greatly increased. **1** President Kennedy responded cautiously at first, issuing a warning that the United States would not tolerate the presence of offensive nuclear weapons in Cuba.

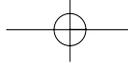
1 On the evening of October 22, after the president learned that the Soviets were building missile bases in Cuba, he delivered a public ultimatum: any missile attack from Cuba would trigger an all-out attack on the Soviet Union. Soviet ships continued to head toward the island, while the U.S. military prepared to invade Cuba. To avoid confrontation, **2** the Soviet premier, Khrushchev, offered to remove the missiles from Cuba in exchange for a pledge not to invade the island. Kennedy agreed, and the crisis ended.

3 Some people criticized Kennedy for practicing brinkmanship when private talks might have resolved the crisis without the threat of nuclear war. Others believed he had been too soft and had passed up an ideal chance to invade Cuba and to oust its communist leader, Fidel Castro.

alternative	pros	cons	evaluation
Negotiate a settlement quietly without threatening nuclear war.	1. Avoid the threat of nuclear war 2. Avoid frightening U.S. citizens	1. The U.S. would not look like a strong world leader. 2. The government would lose favor with Cuban exiles living in the U.S.	your answer: Would this have been a good choice? Why or why not?

PRACTICING THE SKILL

Turn to Chapter 25, Section 3, p. 789 and read the passage headed “The Atomic Bomb Ends the War.” Evaluate the U.S. decision to drop the bomb. Make a chart like the one shown to summarize the pros and cons of an alternative decision, and then write an evaluation of that decision.



Section 2: Using Critical Thinking

2.7 Forming Opinions (Evaluating)

DEFINING THE SKILL

Forming opinions, or evaluating, means deciding what your own thoughts or feelings are and making judgments about events and people in history. Opinions should be supported with facts and examples.

APPLYING THE SKILL

The following passage includes comments on the French Revolution by Gouverneur Morris, one of the participants in the Constitutional Convention, and by Thomas Jefferson.

HOW TO FORM AN OPINION AND SUPPORT IT WITH FACTS

Strategy 1 Decide what you think about a subject after reading all the information available to you. After reading this description, you might decide that political causes either do or do not sometimes justify violence.

Strategy 2 Support your opinion with facts, quotations, and examples, including references to similar events in other historical eras.

Strategy 3 Look for the opinions of historians and other experts. Consider their opinions when forming your own.

A Scene of Mob Violence

Gouverneur Morris was a visitor to Paris during the early days of the French Revolution. In the following journal entry he describes a scene of revolutionary mob violence: **1** “The head and body of Mr. de Foulon are introduced in triumph. . . . His crime [was] to have accepted a place in the Ministry. This mutilated form of an old man of seventy-five is shown to Bertier, his son-in-law, the intend’t. [another official] of Paris, and afterwards **2** he also is put to death and cut to pieces. . . .” Such violence was common during the French Revolution and shocked a good many Americans. **3** However, Thomas Jefferson was a supporter of the Revolution, saying, “The liberty of the whole earth was depending on the issue of the contest, and . . . rather than it should have failed, I would have seen half the earth desolated.”

Make a Chart

Summarize your opinion and supporting information in a chart. List facts, quotations, and examples.

Opinion: The French Revolution was especially violent and cruel.		
facts:	quotations:	examples:
<ul style="list-style-type: none"> Violence escalated. Jacobins launched Reign of Terror. Moderates sent to guillotine. Jacobins declared war on other countries. 	<p>“he also is put to death and cut to pieces”</p>	<p>Jacobins beheaded Louis XVI</p>

PRACTICING THE SKILL

Read the Point/Counterpoint feature in Chapter 23, Section 5, p. 722. Form your own opinion about the success or failure of the New Deal. Record your opinion in a chart like the one shown, and provide supporting information to back it up.



Section 2: Using Critical Thinking

2.8 Drawing Conclusions

DEFINING THE SKILL

Drawing conclusions involves considering the implications of what you have read and forming a final statement about its meaning or consequences. To draw conclusions, you need to look closely at facts and then use your own experience and common sense to decide what those facts mean.

APPLYING THE SKILL

The following passage tells about employment trends in the 1990s. The highlighted text indicates information from which conclusions can be drawn. In the diagram below, the information and conclusions are organized in a clear way.

HOW TO DRAW CONCLUSIONS

Strategy 1 Use the facts to draw a conclusion. Conclusion: In general, the economy was good in the mid-1990s.

Strategy 2 Read carefully to understand all the facts. Conclusion: Income expectations were lower.

Strategy 3 Ask questions of the material. How did the use of temporary workers affect job security? (It reduced it.) What did employment statistics for young people indicate? (Jobs were harder for young people to find.)

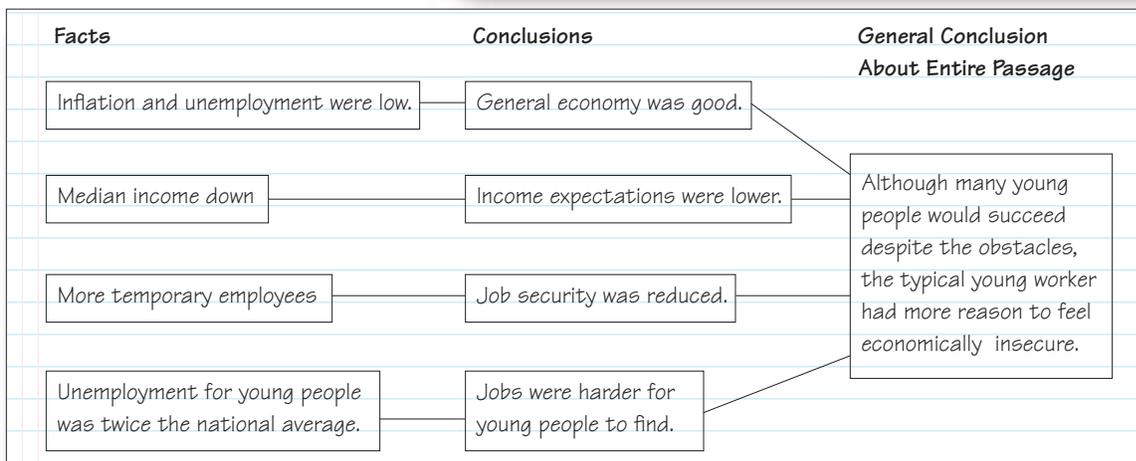
Make a Diagram

Summarize the data and your conclusion about the above passage in a diagram.

Job Outlook in the Mid-1990s

Several trends emerged in the workplace of the 1990s. **1** Inflation was at its lowest level since the 1960s, and 10 million new jobs created between 1993 and 1996 helped lower the unemployment rate to 5.1 percent in 1996. **2** Median household income adjusted for inflation, however, declined from \$33,585 to \$31,241, even though there were many households in which both parents worked.

In addition, **3** many jobs once done by permanent employees of a company were done by temporary workers, who were paid only for the time they were needed and who typically received no benefits. Three out of four young Americans thought they would earn less in their lifetimes than their parents did. Unemployment in their age group continued at the same rate, while the unemployment rate for other adults had fallen. **3** In 1993, about one in seven workers between the ages of 16 and 25 was out of work, double the national average.



PRACTICING THE SKILL

Turn to Chapter 34, Section 4, p. 1090 and read the passage headed “The Aging of America.” Draw conclusions based on the facts in the passage. Using the model as a guide, create your own diagram, showing the facts and conclusions you have used to arrive at a general conclusion.



Section 2: Using Critical Thinking

2.9 Synthesizing

DEFINING THE SKILL

Synthesizing is the skill historians use in developing interpretations of the past. Like detective work, synthesizing involves putting together clues, information, and ideas to form an overall picture of a historical event.

APPLYING THE SKILL

The following passage describes the earliest inhabitants of the Americas. The high-lighted text indicates how some information leads toward a synthesis—an overall picture.

HOW TO SYNTHESIZE

Strategy 1 Read carefully to understand the facts.

Strategy 2 Look for explanations that link the facts together. This assertion is based on the evidence provided in the next couple of sentences.

Strategy 3 Consider what you already know in order to accept statements as reasonable.

Strategy 4 Bring together the information you have gathered to arrive at a new understanding of the subject.

The First Americans

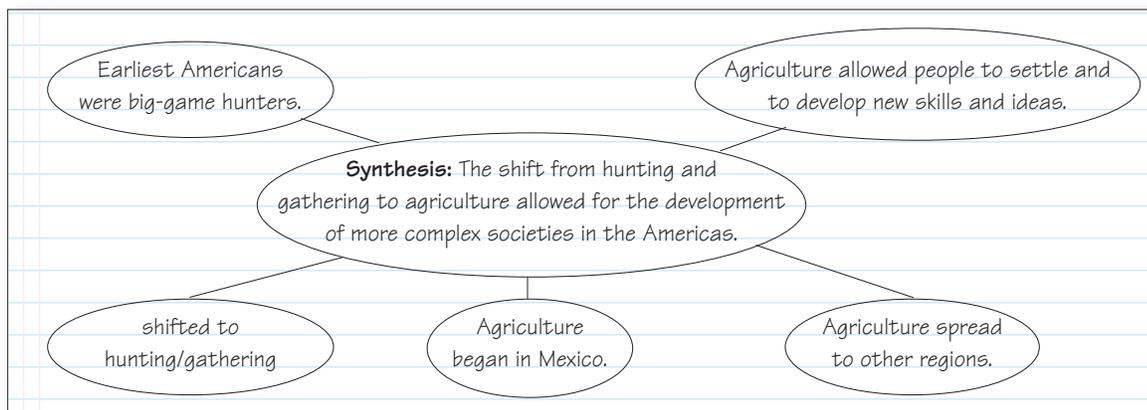
From the **1** discovery of chiseled arrowheads and charred bones at ancient sites, it appears that the earliest Americans lived as big-game hunters. **2** People gradually shifted to hunting smaller game and gathering available plants. They collected nuts and wild rice. They invented snares, as well as bows and arrows, to hunt small animals, and they wove nets to catch fish.

Between 10,000 and 15,000 years ago, a revolution took place in what is now central Mexico. **3** People began to raise plants as food. Maize may have been the first domesticated plant. Agriculture eventually spread to other regions.

The rise of agriculture brought tremendous changes to the Americas. Agriculture made it possible for people to remain in one place. It also enabled them to accumulate and store surplus food. As their surplus increased, people had the time to develop skills and more complex ideas about the world. **4** From this agricultural base rose larger, more stable, and increasingly complex societies.

Make a Cluster Diagram

Use a cluster diagram to organize the facts, opinions, examples, and interpretations that you have brought together to form a synthesis.



PRACTICING THE SKILL

Turn to Chapter 21, Section 2, p. 647 and read “Women Shed Old Roles at Home and at Work.” Look for information to support a synthesis about the fundamental changes in the family brought about by women’s new opportunities.



Section 2: Using Critical Thinking

2.10 Making Predictions

DEFINING THE SKILL

Making predictions entails identifying situations that leaders or groups face or have faced in the past, and then suggesting what course of action they might take as well as what might happen as a result of that action. Making predictions about the effects of past events helps you to understand how events in the past shape the future. Making predictions about the effects of proposed actions, such as proposed legislation, helps you to evaluate possible courses of action.

APPLYING THE SKILL

The following passage discusses the central weaknesses of the Treaty of Versailles, which ended World War I. Below the passage is a chart that lists decisions made by those who framed the treaty, along with alternative decisions and predictions of possible outcomes.

HOW TO MAKE PREDICTIONS

Strategy 1 Identify the decisions.

Strategy 2 Decide what other decisions might have been made.

Strategy 3 Predict the outcomes of the alternative decisions.

Make a Chart

Record decisions made as well as alternative decisions and possible outcomes.

Weaknesses of the Treaty of Versailles

1 First, the treaty humiliated Germany. The war-guilt clause, which forced Germany to accept blame for the war and pay financial reparations, caused Germans of all political viewpoints to detest the treaty.

2 Second, Russia, which had fought with the Allies, was excluded from the peace conference. Russia had suffered almost the same number of casualties as Germany—the two countries had by far the highest casualty rates of the war. Russia lost more territory than Germany did. The Union of Soviet Socialist Republics, as Russia was called after 1922, grew determined to regain its lost territory.

3 Third, the treaty ignored the claims of colonized people for self-determination. For example, the Allies dismissed the claims of the Vietnamese, who wanted freedom from French colonial rule.

Decision: The treaty included a war-guilt clause.	Decision: Russia was excluded from the peace conference.	Decision: Treaty ignored the claims of colonized peoples.
Alternative decision: The treaty had no war-guilt clause.	Alternative decision: Russia was included in the peace negotiations.	Alternative decision: The treaty respected the claims of colonized peoples.
Possible outcome: Germany rebuilds. World War II does not occur.	Possible outcome: Tension between the Soviet Union and the West decreases.	Possible outcome: Tensions are reduced world-wide; Vietnam War is averted.

PRACTICING THE SKILL

Turn to Chapter 34, Section 1, p. 1068 and read the passage “Reforming Welfare.” Make a chart like the one above in which you identify provisions of the welfare reform law, alternative provisions that might have been included, and their possible outcomes. Consider how the effects of each law might change depending on the health of the nation’s economy.



Section 2: Using Critical Thinking

2.11 Forming Generalizations

DEFINING THE SKILL

Forming generalizations means making broad judgments based on the information in texts. When you form generalizations, you need to be sure they are valid. They must be based on sufficient evidence, and they must be consistent with the information given.

APPLYING THE SKILL

The following three excerpts deal with Herbert Hoover and his relation to the Great Depression. Notice how the information in the web diagram below supports the generalization drawn.

HOW TO FORM GENERALIZATIONS

Strategy 1 Determine what information the sources have in common. All the sources suggest that people blamed Hoover for the Great Depression.

Strategy 2 State your generalization in sentence form. A generalization often needs a qualifying word, such as *most*, *many*, or *some*, to make it valid.

Make a Web Diagram

Use a web diagram to record relevant information and make a valid generalization.

On President Hoover and the Great Depression

1 “By 1930, people were calling the shantytowns in American cities Hoovervilles. . . . Homeless people called the newspapers in which they wrapped themselves ‘Hoover blankets.’ Empty pockets turned inside out were ‘Hoover flags.’”

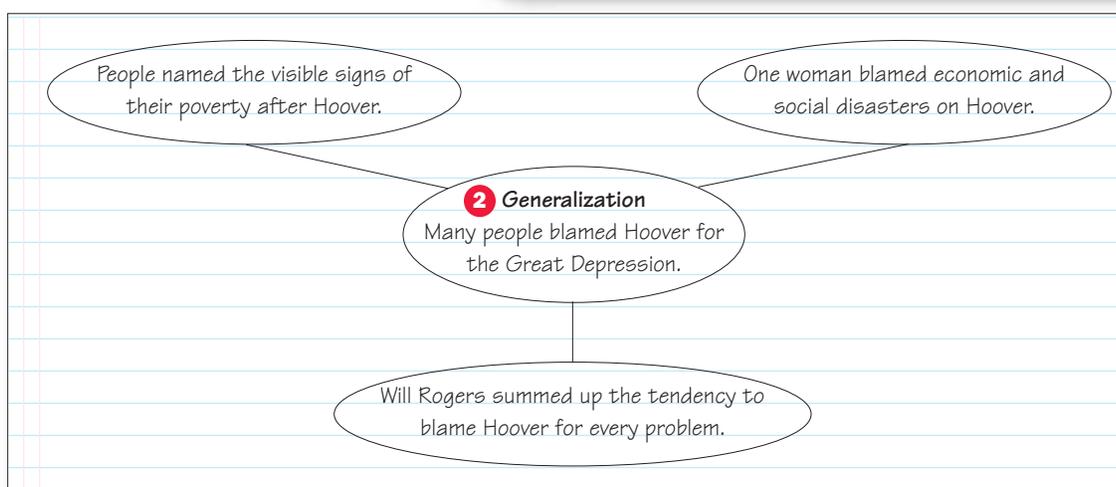
—*The Americans*

“[My aunt] told me . . . **1** People were starving because of Herbert Hoover. My mother was out of work because of Herbert Hoover. Men were killing themselves because of Herbert Hoover.”

—Russell Baker

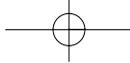
1 “If someone bit an apple and found a worm in it, Hoover would get the blame.”

—Will Rogers



PRACTICING THE SKILL

Study the Daily Life feature “Signs of the Sixties” in Chapter 31, p. 992. Create a diagram like the one above to make a generalization about teenagers during the 1960s. Use information from textual and visual sources to support your generalization.



Section 3: Print, Visual, and Technological Sources

3.1 Primary and Secondary Sources

DEFINING THE SKILL

Primary sources are accounts written or created by people who were present at historical events, either as participants or as observers. These include letters, diaries, journals, speeches, some news articles, eyewitness accounts, government data, statutes, court opinions, and autobiographies.

Secondary sources are based on primary sources and are produced by people who were not present at the original events. They often combine information from a number of different accounts. Secondary sources include history books, historical essays, some news articles, and biographies.

APPLYING THE SKILL

The following passage describes the explosion of the first atomic bomb in 1945. It is mainly a secondary source, but it quotes an eyewitness account that is a primary source.

HOW TO LOCATE AND IDENTIFY PRIMARY AND SECONDARY SOURCES

Strategy 1 Locating sources: The catalog in your school library or a local public library lists resources alphabetically by subject, title, and author. Most of these are secondary sources but may contain copies or excerpts of primary sources. Articles in a general encyclopedia such as *World Book* or *Encyclopedia Americana* can give you an overview of a topic and usually provide references to additional sources.

Strategy 2 Secondary source: Look for information collected from several sources.

Strategy 3 Primary source: Identify the title and author and evaluate his or her credentials. What qualifies the writer to report on the event? Here the writer actually worked on developing the bomb.

1

The First Atomic Bomb

As the time to test the bomb drew near, the air around Los Alamos crackled with rumors and fears. **2** At one end of the scale were fears that the bomb wouldn't work at all. At the other end was the prediction that the explosion would set fire to the atmosphere, which would mean the end of the earth.

On July 16, 1945, the first atomic bomb was detonated in the desert near Alamogordo, New Mexico. **3** In his book *What Little I Remember*, Otto Frisch, a Manhattan Project scientist, described what happened next:

"[T]hat object on the horizon which looked like a small sun was still too bright to look at. . . . After another ten seconds or so it had grown and . . . was slowly rising into the sky from the ground, with which it remained connected by a lengthening grey stem of swirling dust. . . ."

4 That blinding flash was followed by a deafening roar as a tremendous shock wave rolled across the trembling desert. The bomb not only worked, but it was more powerful than most had dared hope.

Strategy 4 Secondary source: Look for information collected after the event. A secondary source provides a perspective that is missing in a primary source.

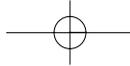
Make a Chart

Summarize information from primary and secondary sources in a chart.

Primary Source	Secondary Source
Author: Otto Frisch	Author: unknown
Qualifications: scientist working on Manhattan Project	Qualifications: had access to multiple accounts of the time leading up to and following event
Information: detailed description, sensory observations, feeling of awe	Information: description of range of points of view and of information available only after event

PRACTICING THE SKILLS

Turn to Chapter 33, Section 1, p. 1036, and read the One American's Story feature, which includes a quotation. Use a chart like the one above to summarize information from the primary and secondary sources.



Section 3: Print, Visual, and Technological Sources

3.2 Visual, Audio, Multimedia Sources

DEFINING THE SKILL

Visual sources can be paintings, illustrations, photographs, political cartoons, and advertisements. **Audio sources** include recorded speeches, interviews, press conferences, and radio programs. Movies, CD-ROMs, television, and computer software are the newest kind of historical sources, called **multimedia sources**. These sources are rich with historical details and sometimes convey the feelings and points of view of an era better than words do.

APPLYING THE SKILL

The following photograph shows a group of college students and civil rights activists joined in song as they protest unfair voting laws in 1964.



- 1** In the summer of 1964, college students volunteered to go to Mississippi to help register that state's African-American voters.

HOW TO INTERPRET VISUAL SOURCES

Strategy 1 Identify the subject and the source. A title or caption often gives a description of a photo or other visual source. This photograph shows volunteers who worked in the 1964 voting rights drive in Mississippi.

Strategy 2 Identify important visual details. In this photograph, white and black college students are holding hands and singing. Behind them is a bus.

Strategy 3 Make inferences from the visual details. Holding hands and singing together suggest fellowship and unity—the students are showing solidarity in the fight for civil rights.

Make a Chart

Summarize your interpretation of the photograph in a simple chart.

PRACTICING THE SKILL

Turn to the photograph in Chapter 29, Section 2, p. 918, showing police dogs in Birmingham, Alabama, attacking African Americans. Use a chart like the one at the right to analyze and interpret the photograph.

Subject	A diverse group of college students.
Details	Bus, joined hands, white and black Americans side by side, singing
Inferences	The subjects share a belief in racial equality, freedom, and solidarity. Some or all of the group may have traveled to Mississippi together on the bus.



Section 3: Print, Visual, and Technological Sources

3.3 Analyzing Political Cartoons

DEFINING THE SKILL

Political cartoons use humor to make a serious point. Political cartoons often express a point of view on an issue better than words do. Understanding signs and symbols will help you to interpret political cartoons.

Like many text sources that express a point of view, cartoons are often **biased**, or unfairly weighted toward one point of view. To identify a cartoon's bias, look for exaggerations and caricature. Try to restate the message of the cartoon in words, then identify overgeneralizations and opinions stated as facts.

APPLYING THE SKILL

The following political cartoon shows President Calvin Coolidge playing the saxophone while big business dances. The chart below it summarizes historical information gained from interpreting the visual source.

HOW TO INTERPRET VISUAL SOURCES

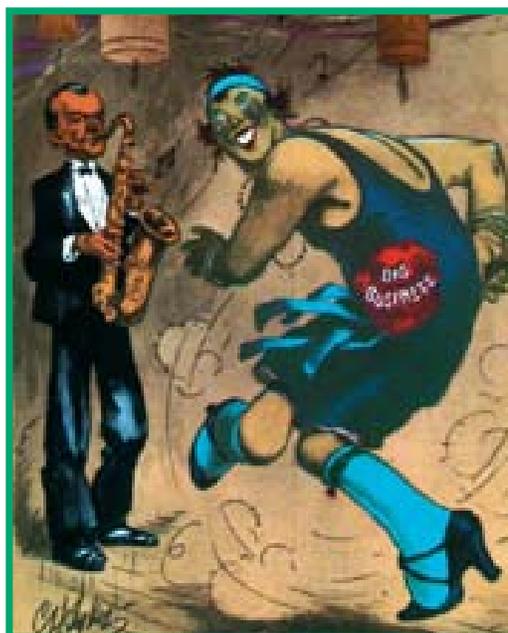
Strategy 1 Identify the subject. This cartoon deals with President Calvin Coolidge's relationship with big business.

Strategy 2 Identify important symbols and details. Big business is shown as a carefree flapper of the 1920s. The president's saxophone is labeled "Praise," suggesting his positive attitude toward the fun-loving flapper.

Strategy 3 Interpret the message. The image implies that serving big business interests is important to the president.

Strategy 4 Analyze the point of view. The cartoonist suggests that the relationship between the president and big business is too cozy.

Strategy 5 Identify bias. The president is caricatured by being depicted engaging in frivolity and at the service of big business. The cartoon charges that the president does not take his responsibilities seriously.



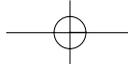
Make a Chart

Summarize your interpretation of the cartoon in a simple chart.

Subject: Coolidge's Relationship with big business		
Point of View	Symbols/Details	Message
Satirical of the Coolidge administration and of big business	Flapper: big business, carefree and overgrown	Big business and the president are too close. Business is having too
	President: playing a tune for business	good a time—with the president's help.

PRACTICING THE SKILL

Turn to the political cartoon on p. 632, which presents an opinion about Franklin D. Roosevelt's New Deal programs. Use a chart like the one above to analyze and interpret the cartoon.



Section 3: Print, Visual, and Technological Sources

3.4 Interpreting Maps

DEFINING THE SKILL

Maps are representations of features on the earth's surface. Historians use maps to locate historical events, to demonstrate how geography has influenced history, and to illustrate patterns and distributions of human activity and its environmental effects.

Political maps show political units, from countries, states, and provinces to counties, districts, and towns. **Physical maps** show mountains, hills, plains, rivers, lakes, and oceans. They may include elevations of land and depths of water. **Historical maps** illustrate such things as economic activity, political alliances, migrations, battles, and population density. While reading maps, historians pose questions and use the following features to find answers:

A **compass rose** indicates the map's orientation on the globe. It may show all four cardinal directions (N, S, E, W) or just one, north.

Lines indicate boundaries between political areas, roads and highways, routes of exploration or migration, and rivers and other waterways. Lines may vary in width and color.

Symbols or icons represent real objects or events. Cities, towns, and villages often appear as dots. A capital city is often shown as a star within a circle. An area's products or resources may be indicated by symbols. Battles are often shown by starbursts, troop movements by arrows.

Labels designate key places, such as cities, states, bodies of water, and events.

Lines of longitude and latitude appear on maps to indicate the absolute location of the area shown. Lines of latitude show distance north or south of the equator, measured in degrees. Lines of longitude show distance in degrees east or west of the prime meridian, which runs through Greenwich, England.

A **legend or key** is a small table in which the symbols, types of lines, and special colors that appear in the map are listed and explained.

Sometimes **colors** are used to indicate areas under different political or cultural influence. Colors and **shading** are also used to show distributions, patterns, and such features as altitudes.

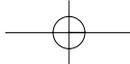
A **map's scale** shows the ratio between a unit of length on the map and a unit of distance on the earth. A typical scale shows a one-inch segment and indicates the number of miles that length represents on the map. A map on which an inch represents 500 miles has a scale of 1:31,680,000.

Continued on page R26.

Revolutionary War, 1775–1778

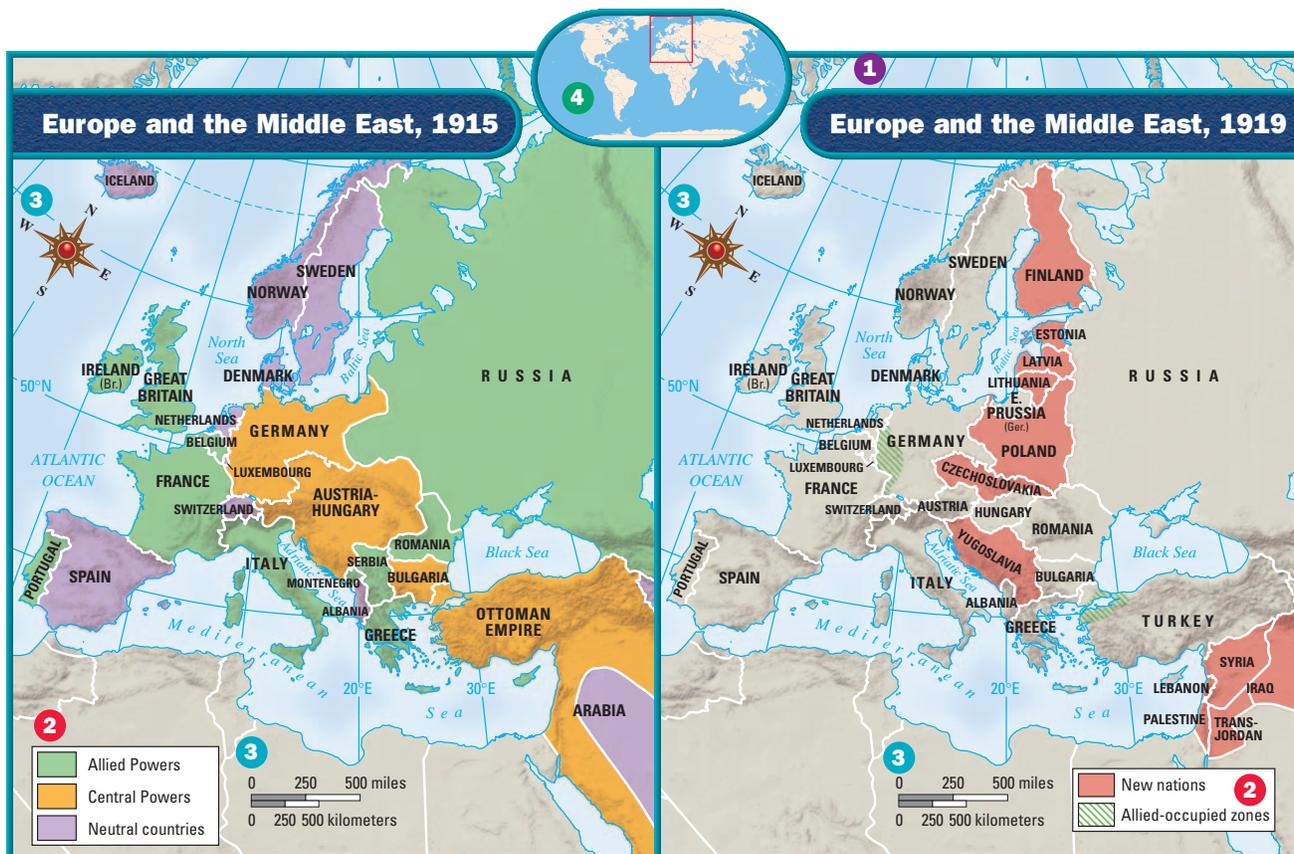


Distributions on a map are where certain symbols, such as those for cities, fall. Sometimes distributions show patterns, such as a cluster, a line, or a wide circle. On this map, for example, the battle symbols show a pattern of being fought near rivers or ports.



APPLYING THE SKILL

The historical maps below show land claims in Europe in 1915 and after 1919. Together they show the political effects of World War I.



HOW TO INTERPRET A HISTORICAL MAP

Strategy 1 Look at the map's title to learn the subject and purpose of the map. Here the maps show Europe before and after World War I. Pose a historical question about the subject of the map, such as "How were old empires divided and new countries formed?"

Strategy 2 Use the legend to interpret the map in order to answer your historical question. The legend tells you what the symbols and colors on the map mean.

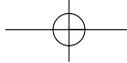
Make a Chart

Relate the map to the five geographic themes by making a chart. The five themes are described on p. xxx. In your chart, also analyze distributions and find patterns.

Location:	Place:	Region:	Movement:	Human-Environment Interaction:
Europe and the Middle East; from the Arctic Circle to below 30° North and from 10° West to 40° East	A continent that is a peninsula surrounded by the Mediterranean Sea, the Atlantic Ocean, the North Sea, as well as western-most Asia	The old empires of the Central Powers are distributed within Central Europe and the Middle East. The new nations are in Eastern Europe and the Middle East.	Political boundaries shifted after the war. The Treaty of Versailles established nine new nations.	The new boundaries fall along rivers, bodies of water, and mountain ranges. There is a pattern. The pattern shows that the new countries form a narrow strip from North to South.

PRACTICING THE SKILL

Study the maps titled "D-Day, June 6, 1944" on p. 781. Make a chart like the one shown above, in which you summarize what the maps show.



Section 3: Print, Visual, and Technological Sources

3.5 Interpreting Charts

DEFINING THE SKILL

Charts are visual presentations of material. Historians use charts to organize, simplify, and summarize information in a way that makes it more meaningful or memorable.

Simple charts are used to consolidate or compare information. **Tables** are used to organize numbers, percentages, or other information into columns and rows for easy reference. Diagrams provide visual clues to the meaning of the information they contain. Illustrated diagrams are sometimes called **infographics**.

APPLYING THE SKILL

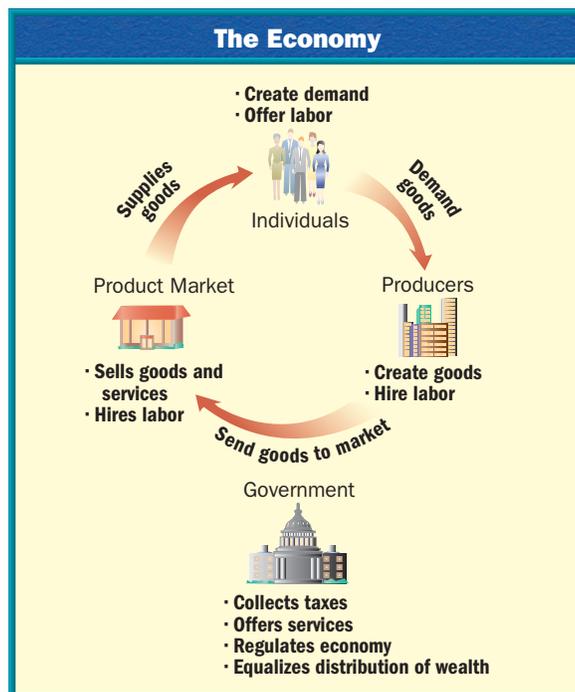
The following diagram gives a visual representation of how the economy functions. The paragraph below summarizes the information contained in the diagram.

HOW TO INTERPRET CHARTS

Strategy 1 Identify the symbols. Here the symbols represent individuals, producers, government, and the product market.

Strategy 2 Look for the main idea. The arrows show the cycle of supply and demand in a free enterprise system of economy. Here individuals are at the top of the chart, indicating that they begin the cycle by creating a demand for goods and services.

Strategy 3 Follow the arrows to study the chart. Read the description of each image in the diagram. Together, the images show the flow of economic activity from producers to individuals and back. The government affects the cycle by regulating and stabilizing economic activity.



Write a Summary

Write a paragraph to summarize what you learned from the diagram.

Individuals want or need products or services. Producers try to fulfill that demand by hiring workers (labor) to produce the good or service. Producers then make the goods and services available for sale on the market. During this process, the government regulates economic activity and equalizes the distribution of wealth, among other functions. Once goods are sent to stores or other distribution centers, people must be hired (labor) to sell the goods.

PRACTICING THE SKILL

Turn to Chapter 14, Section 3, p. 448, and study the chart titled “Vertical and Horizontal Integration.” Write a paragraph in which you summarize what you learned from the chart. Tell how the process of vertical integration works, and describe how it is different from horizontal integration.



Section 3: Print, Visual, and Technological Sources

3.6 Interpreting Graphs

DEFINING THE SKILL

Graphs show statistical information in a visual manner. Historians use graphs to visualize and compare amounts, ratios, economic trends, and changes over time.

Line graphs typically show quantities on the vertical axis (up the left side) and time in various units on the horizontal axis (across the bottom).

Pie graphs are useful for showing relative proportions. The circle represents the whole and the slices represent the parts belonging to various subgroups.

Bar graphs are commonly used to display information about quantities.

PRACTICING THE SKILL

The image below shows a double line graph. The lines show the rate of inflation as compared with the rate of unemployment from 1970 to 1980.

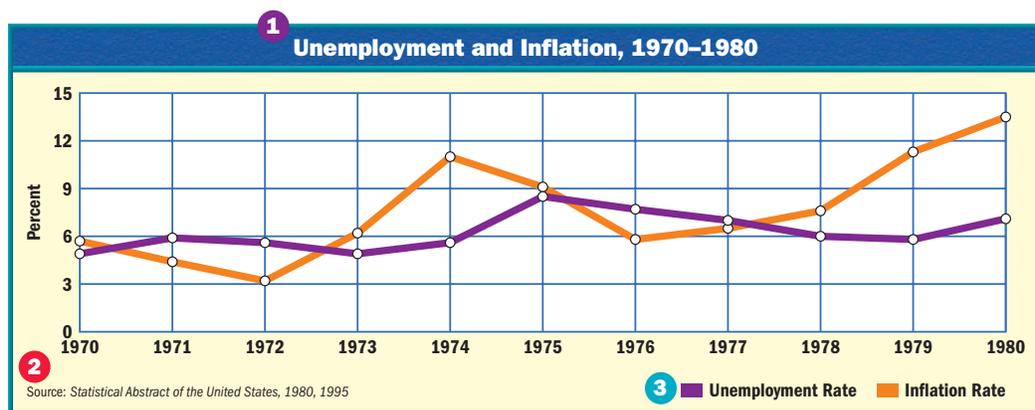
HOW TO INTERPRET A GRAPH

Strategy 1 Read the title to identify the main idea of the graph. When two subjects are shown, such as unemployment and inflation, the graph will probably show a relationship between them.

Strategy 2 Read the vertical and horizontal axes of the graph. The horizontal axis shows years, and the vertical axis gives percents.

Strategy 3 Look at the legend. Find out what each symbol in the graph represents. In this graph the gold line represents the inflation rate and the purple line represents the unemployment rate.

Strategy 4 Summarize the information shown in each part of the graph. What trends do you see in the line graph over certain years? When did unemployment rise and fall? What about inflation? What can you infer from the patterns?



Write a Summary

Write a paragraph to summarize what you learned from the graph.

Unemployment declined between 1976 and 1979 but rose between 1974 and 1975, while inflation declined between 1975 and 1976 and rose in the periods 1973–1974 and 1977–1980. From the graph it appears that unemployment rises or falls following inflation rate changes, but less dramatically.

PRACTICING THE SKILL

Turn to Chapter 27, Section 3, p. 859, and look at the two graphs titled “Glued to the Set.” Study the graphs and write a paragraph in which you summarize what you learned from them. Explain how the two line graphs work together.



Section 3: Print, Visual, and Technological Sources

3.7 Using the Internet

DEFINING THE SKILL

The **Internet** is a network of computers associated with universities, libraries, news organizations, government agencies, businesses, and private individuals worldwide. Every page of information on the Internet has its own address, or **URL**.

The international collection of sites known as the **World Wide Web** is a source of information about current events as well as research on historical subjects. This textbook contains many suggestions for using the World Wide Web. You can begin by entering the URL for McDougal Littell's site: www.classzone.com.

APPLYING THE SKILL

The computer screen below shows the home page of the Library of Congress.

HOW TO USE THE INTERNET

Strategy 1 Go directly to a Web page. If you know the address of a particular Web page, type the address in the strip at the top of the screen and press RETURN. After a few seconds, that page will appear on your screen.

If you want to research the Web for information on a topic, visit a general search site such as www.google.com or www.yahoo.com. The following sites have information that may be useful in your research:

Library of Congress—www.loc.gov

National Archives and Records Administration—
www.nara.gov

Smithsonian Institution—www.si.org

PBS—www.pbs.org

National Geographic—www.nationalgeographic.com



Strategy 2 Learn about the page. Click on one of the topics across the top of the page to learn more about the Library of Congress and how to use its Web site.

Strategy 3 Explore the features of the page. Click on any one of the images or topics to find out more about a specific subject.

PRACTICING THE SKILL

Turn to Chapter 29, Section 2, p. 916, "The Triumphs of a Crusade." Read the section, making a list of topics you would like to research. If you have a computer with Internet access, go to the McDougal Littell site, www.classzone.com. There you will be able to search the Chapter 21 Research Links and other features to explore a variety of historical topics.



Section 4: Presenting Information

4.1 Creating Charts and Graphs

DEFINING THE SKILL

Charts and **graphs** are visual representations of information. (See Skillbuilders 3.5 and 3.6.) Three types of graphs are **bar graphs**, **line graphs**, and **pie graphs**. Use a bar graph to display information about quantities and to compare related quantities. Use a line graph to show a change in a single quantity over time. Use a pie graph to show relative proportions among parts of a single thing. Charts can be used to condense and organize written information or lists.

APPLYING THE SKILL

The following passage includes data about American commuting choices between 1960 and 1990. The bar graph below shows how the information in the passage might be represented.

HOW TO CREATE A BAR GRAPH

Strategy 1 Use a title that sums up the information; include a time span.

Strategy 2 Note dates and the percentages. Dates will form the horizontal axis of your graph; percentages will form the vertical axis.

Strategy 3 Organize the data. Group numbers that provide information about the same year.

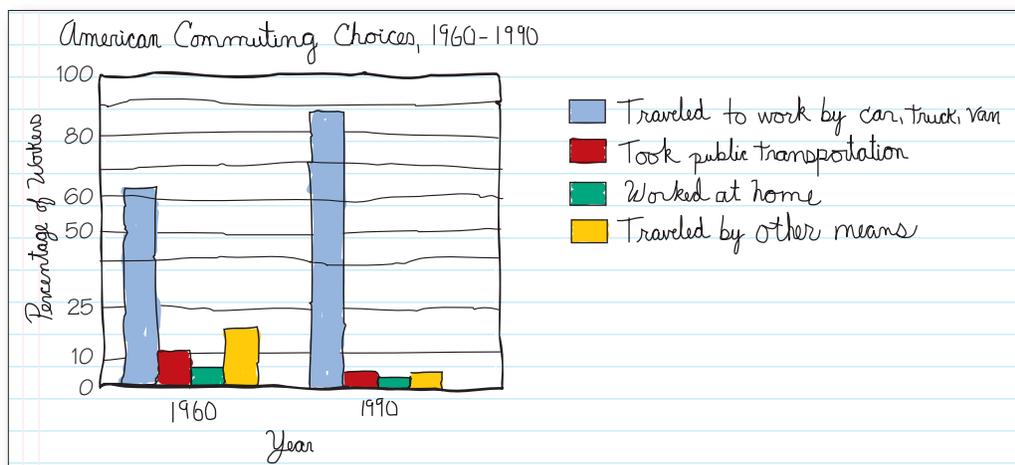
Strategy 4 Decide how best to represent the information. Sketch a graph and a legend, denoting the meanings of any colors and symbols.

American Commuting Choices, 1960–1990

In 1960, 64% of the population traveled to work by car, truck, or van; 12% took public transportation; 7% worked at home; and 17% got to work by other means. In 1990, 87% traveled to work by car, truck, or van; 5% took public transportation; 3% worked at home; and 5% went to work by other means.

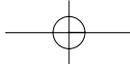
Create a Bar Graph

Clearly label vertical and horizontal axes. Draw bars accurately. Include a legend.



PRACTICING THE SKILL

Turn to Chapter 34, Section 4, p. 1091, and read the passage headed “A Changing Immigrant Population.” Use a pie graph to show percentages of ethnic distribution of the American population in 1990.



Section 4: Presenting Information

4.2 Creating Models

DEFINING THE SKILL

Models, like maps, are visual representations of information. Historians make models of geographical areas, villages, cities, inventions, buildings, and other physical objects of historical importance. A model can be a two-dimensional representation, such as a poster or a diagram that explains how something happened. It also can be a three-dimensional representation or even a computer-created image.

APPLYING THE SKILL

The following image is a two-dimensional model of the tunnel system used by the Vietcong during the Vietnam War. Examine the strategies used in making this model to learn how to create your own.

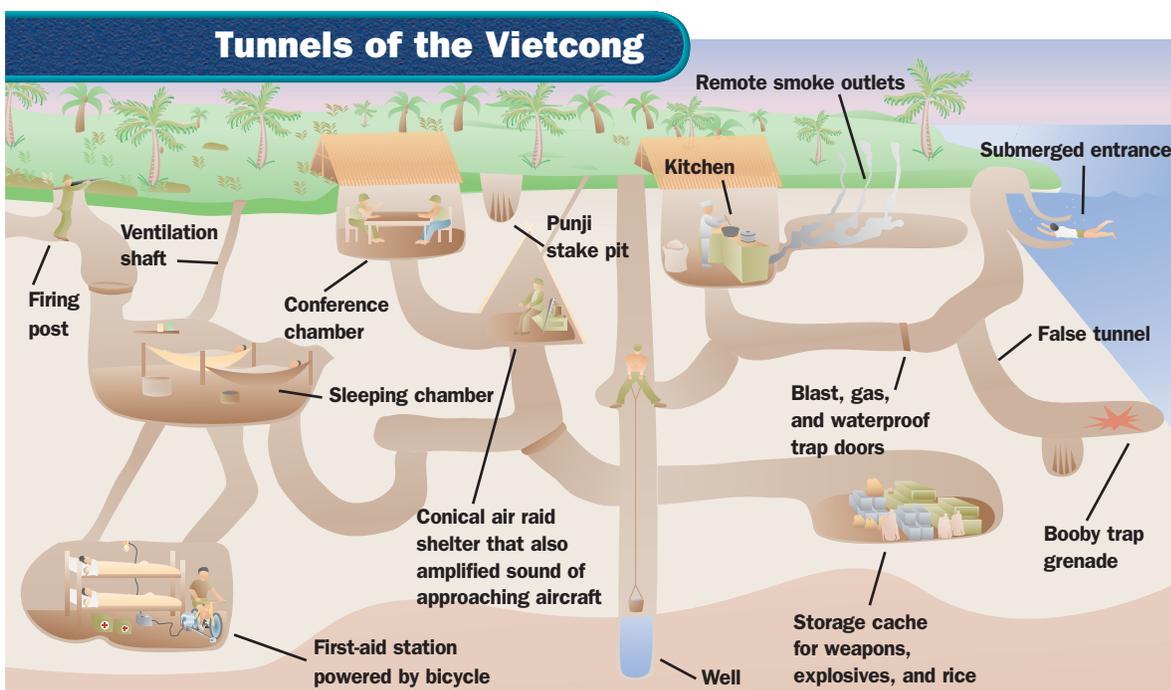
HOW TO CREATE A MODEL

Strategy 1 Gather the information you need to understand the situation or event. Here the creator has gathered information about the tunnel system from various reference sources.

Strategy 2 Think about symbols you may want to use. Since the model should give information in a visual way, think about ways you can use color, pictures, or other visuals to tell the story.

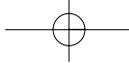
Strategy 3 Gather the supplies you will need to create the model. For this model, the creator might have used computer software or colored markers or pencils.

Strategy 4 Visualize and sketch an idea for your model. Once you have created a picture in your mind from either written text or other images, make an actual sketch to plan how your model might look.



PRACTICING THE SKILL

Turn to Chapter 14, Section 3, p. 450, and read the text under the heading “Labor Unions Emerge.” Use the information to create a model of a “sweatshop” factory during the turn of the century. Use the process described above as a guide.



Section 4: Presenting Information

4.3 Creating Maps

DEFINING THE SKILL

Maps are scale representations, usually of land surfaces. (See Skillbuilder 3.4.) Creating a map involves representing geographical data visually. When you draw a map, it is easiest to use an existing map as a guide. You can include data on climate and population and on patterns or distributions of human activity.

APPLYING THE SKILL

The following chart shows the numbers of 1995 immigrants who planned to settle in the southwestern states of the United States. The map below depicts the data given in the chart.

Immigrants, by State of Intended Residence, 1995					
Arizona	7,700	Nevada	4,306	Texas	49,963
California	166,482	New Mexico	2,758	Utah	2,831
Colorado	7,713				

HOW TO CREATE A MAP

Strategy 1 Determine what map you should use as a guide. Find a map of the Southwest that you can re-create.

Strategy 2 Decide how best to show the data. These data can be grouped in three broad categories of numbers: more than 100,000; 10,000 to 100,000; and less than 10,000.

Strategy 3 Select a title that identifies the geographical area and the map's purpose. Include a date or time span.

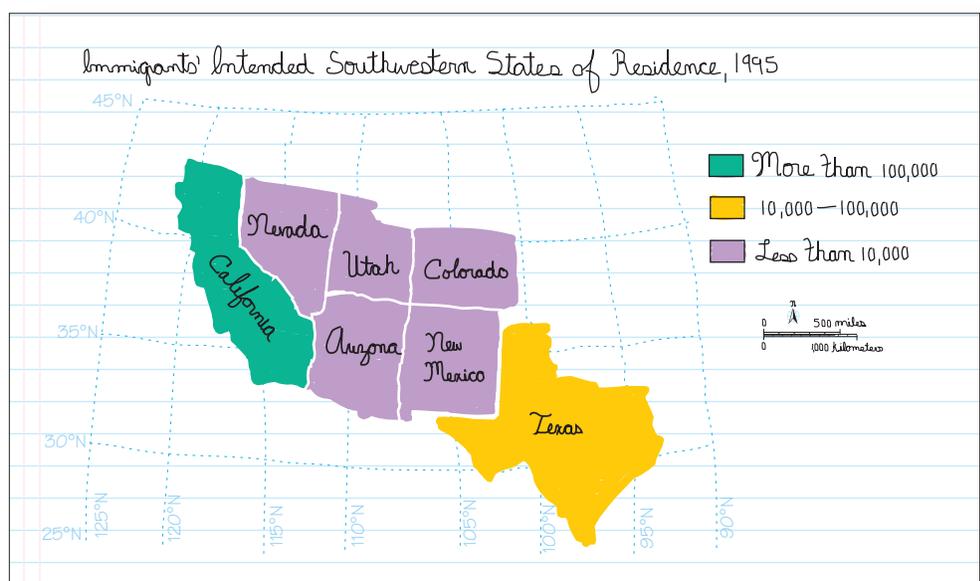
Strategy 4 Draw and label the lines of latitude and longitude. Use the guide map's scale and a ruler to help you correctly space the lines of latitude and longitude.

Strategy 5 Draw the subject of your map, following your guide map carefully. Color or mark the map to show its purpose. Use each color or symbol to represent similar information.

Strategy 6 Include a key or legend explaining colors, symbols, or shading. Reproduce the scale and compass rose from the map you used as a guide.

PRACTICING THE SKILL

Turn to p. 812 and study the graph titled "The Marshall Plan." Use the process described above to draw a map that depicts the data. (You can use the map on p. 811 as a guide.) After drawing the map, pose some historical questions about the Marshall Plan. How might your map convey answers to your questions? Write one of the questions and its answer below your map.





Section 4: Presenting Information

4.4 Creating Databases

DEFINING THE SKILL

A **database** is a collection of data, or information, that is organized so that you can find and retrieve information on a specific topic quickly and easily. Once a computerized database is set up, you can search it to find specific information without going through the entire database. The database will provide a list of all stored information related to your topic. Learning how to use a database will help you learn how to create one.

APPLYING THE SKILL

The chart below is a database for some of the significant legislation passed during President Johnson's Great Society program.

1 Significant Great Society Legislation		
2 Legislation	Date	Significance
3 Economic Opportunity Act	1964	4 created Job Corps and other programs to help the poor
Civil Rights Act	1964	outlawed discrimination in public accommodations
Medical Care Act	1965	4 established Medicare and Medicaid programs to help the elderly and the poor
Higher Education Act	1965	provided low-interest loans for college students
Truth in Packaging Act	1966	set standards for labeling consumer products
Highway Safety Act	1966	required states to set up highway safety programs
Metropolitan Area Redevelopment Act	1966	4 provided funds to rebuild poor neighborhoods
Air Quality Act	1967	set federal air pollution guidelines

HOW TO CREATE A DATABASE

Strategy 1 Identify the topic of the database. The keywords, or most important words, in the title are "Great Society" and "Legislation." These words were used to begin the research for this database.

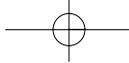
Strategy 2 Identify the kind of data you need to enter in your database. These will be the column headings—or categories—of your database. The keywords "Legislation," "Date," and "Significance," were chosen to categorize this research.

Strategy 3 Once you find the data you want to include, identify the entries under each heading.

Strategy 4 Use the database to help you find the information quickly. For example, in this database you could search by the word "poor" for programs related to anti-poverty measures.

PRACTICING THE SKILL

Turn to Chapter 19, "The First World War," and create a database of key battles of World War I. Use a format like the one above for your database and include the following column headings: "Battle," "Date," "Location," and "Significance." You can create your database using computer software or by setting up a 4-column chart on paper.



Section 4: Presenting Information

4.5 Creating Written Presentations

DEFINING THE SKILL

Written presentations are in-depth reports on a topic in history. Often, written presentations take a stand on an issue or try to support a specific conclusion. To successfully report on an event or make a point, your writing needs to be clear, concise, and supported by factual details.

APPLYING THE SKILL

The following is a written presentation about the main goals of progressivism. Use the strategies listed below to help you learn to create a written presentation.

HOW TO CREATE A WRITTEN PRESENTATION

Strategy 1 Identify a topic that you wish to research, focusing on one or more questions that you hope to answer about the topic. Then research the topic using library resources and the Internet.

Strategy 2 Formulate a hypothesis. This will serve as the main idea, or thesis, of your presentation. Analyze the information in your sources and develop a hypothesis that answers your questions about the topic.

Strategy 3 Organize the facts and supporting details around your main idea. These facts and examples should be presented in a way that helps you build a logical case to prove your point.

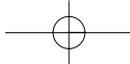
Strategy 4 To express your ideas clearly, use standard grammar, spelling, sentence structure, and punctuation. Proofread your work to make sure it is well-organized and grammatically correct.

For more on how to create a historical research paper and other written presentations, see the *Writing for Social Studies* handbook.

Make an Outline

Creating an outline like the one shown here will help you organize your ideas and produce an effective written presentation.

1	The Goals of Progressivism
I.	2 All progressive reforms had one of four goals.
	A. Protecting Social Welfare
	3 1. Social Gospel movement sought to help the poor.
	2. Settlement houses provided aid to poor city dwellers.
	B. Promoting Moral Improvement
	1. Reformers sought to improve Americans' personal behavior.
	2. WCTU worked for prohibition.
	C. Creating Economic Reform
	1. Writers criticized capitalism.
	2. American Socialist Party formed.
	3. Muckrakers exposed corruption in business and government.
	D. Fostering Efficiency
	1. Emergence of scientific management in the workplace
	2. Development of the assembly line



Write a Draft

The Goals of Progressivism

As America approached the 20th century a number of citizens tried to reform society. Their efforts formed what became known as the progressive movement. Progressive reformers had the following four goals: social welfare, moral improvement, economic reform, and efficiency.

Many reformers sought to promote social welfare—especially in the crowded, run-down, and unhealthy areas of the cities. The Social Gospel movement inspired followers to erect churches in poor communities. It also persuaded business leaders to treat workers more fair. Other reformers established settlement houses in slum neighborhoods which provided educational, cultural, and social services to people—especially to immigrants.

Another group of reformers felt that the lives of poor people could be improved through moral instruction. These reformers offered programs to improve personal behavior. The Women's Christian Temperance Union, for instance, promoted prohibition. It believed that alcohol was the root of many of society's problems.

Other progressives, such as Henry George and Edward Bellamy, blamed the competitive nature of capitalism for creating a large underclass. Some Americans, especially workers, embraced socialism.

In 1898, Eugene Debs helped organize the American Socialist Party. This organization advocated communal living and a classless society. During the early 20th century, journalists exposed the corrupt side of business and politics known as muckrakers.

Meanwhile, some tried to make American society more efficient. Frederick Winslow Taylor popularized scientific management, the effort to improve efficiency in the workplace by applying scientific principles. Out of this concept emerged the assembly line, which required workers to perform the same task over and over, and thus sped up production.

Through their hard work, the progressives reformed many levels of society and helped Americans live better lives.

4 Edit and Revise

Use punctuation marks for their correct purposes. A colon precedes a list.

Use the correct parts of speech. An adverb modifies a verb.

Check for common agreement errors. Subjects and verbs must agree in person and number.

Use consistent verb tense. Use past tense for events in the past.

Check spelling with both an electronic spell checker and a dictionary.

Capitalize all proper nouns, including names of political parties.

Use correct sentence structure. Every sentence needs a subject and a verb.

Be sure sentence structure leads clearly from one phrase to the next. Correct misplaced modifiers.

PRACTICING THE SKILL

Create a two-page written presentation on a topic of historical importance that interests you. Use the strategies and sample outline and draft to help you create your presentation.



Section 4: Presenting Information

4.6 Creating Oral Presentations

DEFINING THE SKILL

An **oral presentation** is a speech or talk given before an audience. Oral presentations can be given to inform an audience about a certain topic or persuade an audience to think or act in a certain way. You can learn how to give effective oral presentations by examining some of the more famous ones in history.

APPLYING THE SKILL

The following is an excerpt from a student's speech supporting Southern secession. Use the strategies listed below to help you learn to create an oral presentation.

HOW TO CREATE AN ORAL PRESENTATION

Strategy 1 Choose one central idea or theme and organize your presentation to support it. Here, the writer calls for the United States government to allow the Southern states to secede.

Strategy 2 Use words or images to persuade your audience. In this speech, the writer has used a metaphor of family conflict to express the antagonism between North and South.

Strategy 3 Make sure your arguments support your central idea or theme. In this speech, the writer's arguments all support the main theme.

1 The Southern states should be allowed to secede. **3** Since it was the states that helped create the national government, surely the states have the right to declare their independence from that government.

The industrial North will never understand the needs of the farmers and plantation owners of the South. **2** The South and the North are like two brothers whose lives and attitudes have become so different that they can no longer live under the same roof. Why should they be forced to remain together?

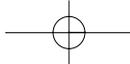
Giving an Oral Presentation

When you give an oral presentation, make sure to

- maintain eye contact with your audience.
- use gestures and body language to emphasize your main points and to help express your ideas.
- pace yourself. Do not rush to finish your presentation.
- vary your tone of voice to help bring out the meaning of your words.

PRACTICING THE SKILL

Turn to Chapter 24, Section 4, p. 758, and study the Point/Counterpoint feature about U.S. involvement in WWII. Choose a side and create an outline for a speech that supports that side. Use the strategies to help you make an oral presentation.



Section 4: Presenting Information

4.7 Creating Visual Presentations

DEFINING THE SKILL

A **visual presentation** of history uses visual sources to explain a particular historical event. Such sources could include paintings, maps, charts and graphs, costume drawings, photographs, political cartoons, and advertisements.

Movies, CD-ROMs, television, and computer software are the newest kind of visual sources, called multimedia sources because they also include sound. (See Skillbuilder 3.2.) Visual sources can provide much insight into various eras and events of the past. Creating a visual presentation will help you to become more familiar with the many different sources of historical information available.

APPLYING THE SKILL

The image below shows a student using a computer to create a visual presentation. Use the strategies listed below to help you plan out the steps needed to compile a clear, engaging, and informative presentation.

HOW TO CREATE A VISUAL PRESENTATION

Strategy 1 Identify the topic of your presentation and decide which types of visuals will most effectively convey your information. For example, you might want to use slides and posters along with a map. If you want to include multimedia sources, you could use documentary film or television footage of an event.

Strategy 2 Conduct research to determine what visual sources are available. Some topics, such as wars, may have more visual source material than others. You can create your own visual sources, such as a graph or chart, to accompany what you find.

Strategy 3 Write a script for the presentation. A narration of events to accompany the visuals will tie the various sources together and aid you in telling the story.

Strategy 4 Videotape the presentation. Videotaping the presentation will preserve it for future viewing and allow you to show it to different groups of people.

PRACTICING THE SKILL

Turn to Chapter 13, Section 1, p. 416, and read "A Day in the Life of a Cowboy," or choose another section in the chapter. Use the strategies above to create a visual presentation of the topic.

