



# SKILLBUILDER HANDBOOK

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## 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 wire-tapping was a common practice.

### NIXON ON WIRETAPPING 1

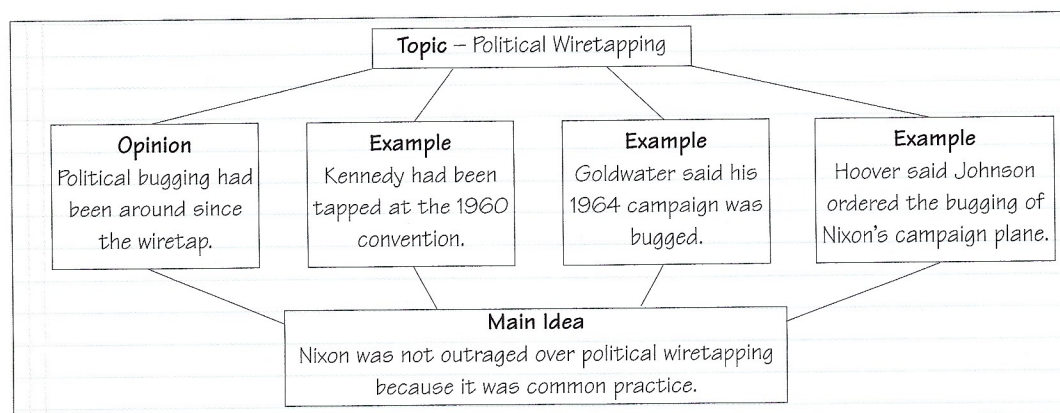
I had been in politics too long, and seen everything from dirty tricks to vote fraud. 2 I could not muster much moral outrage over a political 1 bugging.

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 26, Section 3, p. 879 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.

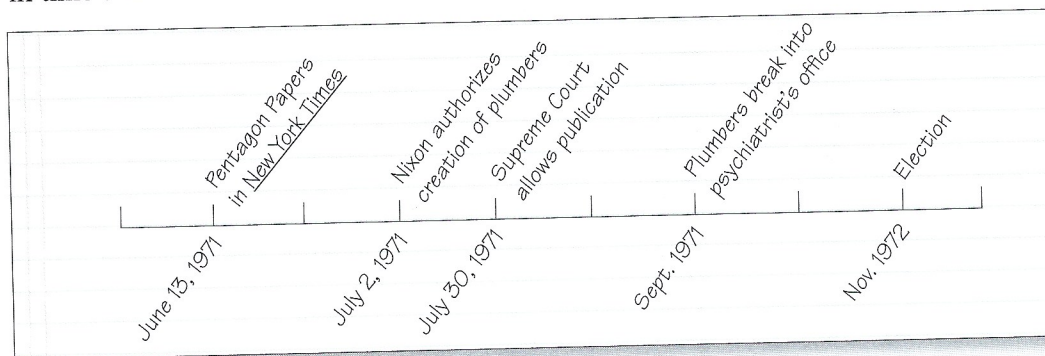
**Strategy 3** Watch for references to previous historical events that are included in the background. Usually a change in verb tense will indicate a previous event.

#### 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 21, Section 2, p. 710 “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 14, Section 1, p. 464 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 23, Section 2, p. 776 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.



## 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.

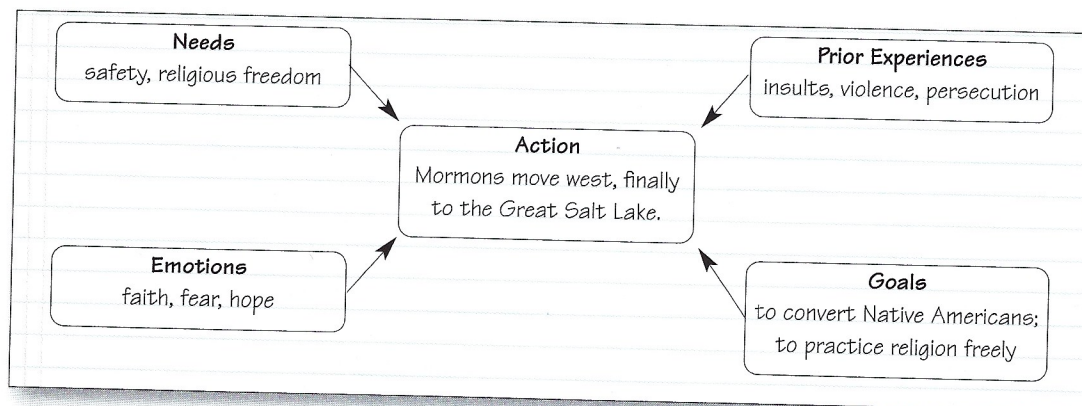
#### The Mormon Migration

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 17, Section 3, p. 583 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

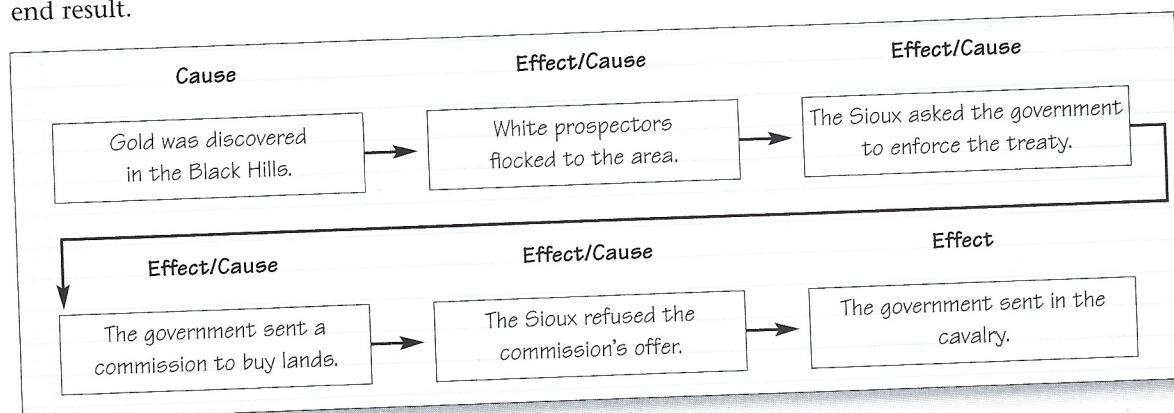
The Treaty of Fort Laramie (1868) had promised the Sioux that they could live forever in Paha Sapa, the Black Hills area of what is now South Dakota and Wyoming. The area was sacred to the Sioux. It was the center of their land and the place where warriors went to await visions from their guardian spirits.

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 11, Section 3, p. 392 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.

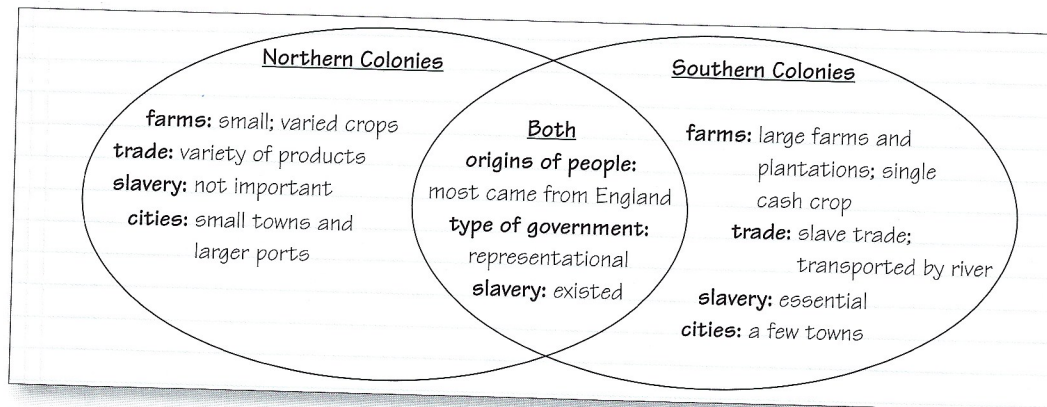
#### Life in the Early American Colonies

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 5, Section 1, pp. 202, 203 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.



## 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 workingmen 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 body 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 300 or 400 people who remained. 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. More than 60 police were injured, and about 13 civilians were injured or killed when police fired into the crowd.	<p>speaker: Workers must improve their own situations since legislation can't do it for them.</p> <p>historian: Nothing good came of the Haymarket affair; and in fact it had many negative consequences:</p> <ul style="list-style-type: none"> <li>increased paranoia about radicals</li> <li>increased hostility toward foreigners</li> <li>impaired freedom of speech</li> </ul>

### PRACTICING THE SKILL

Read Chapter 7, Section 3, p. 267, "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"><li>• inflation in double digits</li><li>• Interest rates over 20%</li><li>• 8 million unemployed</li><li>• Inflation is "punishing"</li><li>• Interest rates "absurd"</li></ul>	<ul style="list-style-type: none"><li>• Reagan defeated Democratic incumbent Jimmy Carter in the 1980 election.</li></ul>	Reagan blames the Democrats for the current economic problems.

#### PRACTICING THE SKILL

Turn to Chapter 10, Section 3, p. 358 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.



## 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"> <li>Giver of Good</li> <li>blessed us</li> <li>heirs of the ages</li> <li>bygone civilization</li> <li>manlier and hardier virtues</li> <li>mighty people</li> <li>things of the body and things of the soul</li> </ul>	<ul style="list-style-type: none"> <li>belief in God</li> <li>optimistic about the future</li> <li>grateful for the past</li> </ul>	<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 8, Section 2, p. 282 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.



## 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?

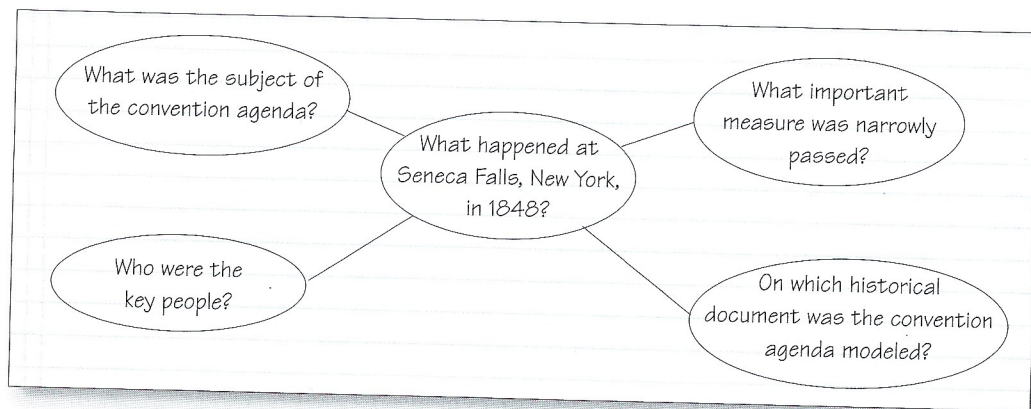
**Strategy 4** Ask about the results produced by various causes. What were the results of the event?

#### 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 unanimously, 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 22, Section 1, p. 734 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.



## 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"> <li>increase in nationalism in non-Russian republics</li> <li>USSR replaced by a loose federation</li> <li>Satellite states moved towards democracy</li> </ul>	<ul style="list-style-type: none"> <li>Were democratic reforms put into effect?</li> <li>Did free elections result in greater stability?</li> <li>Did the end of collective ownership advance private enterprise?</li> </ul>

### PRACTICING THE SKILL

Turn to Chapter 24, Section 2, p. 803 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.



## 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.

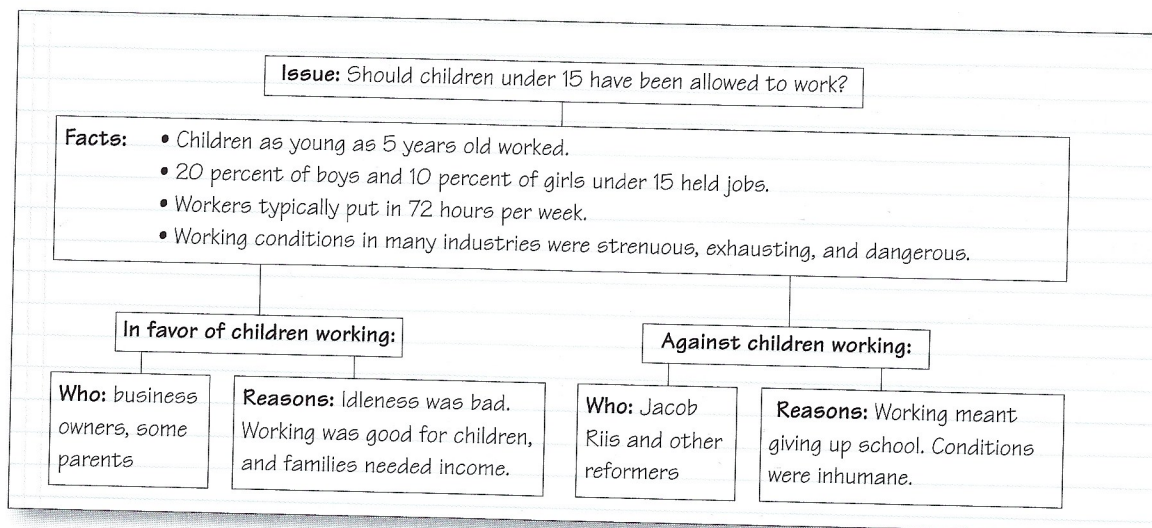
**2** Between 1890 and 1910, 20 percent of boys and 10 percent of girls under age 15—some as young as five years old—held full-time jobs.

**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 23, Section 2, p. 779. Make a cluster diagram to analyze the central issue and the positions of the people involved.



## 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 12, Section 1, p. 413. Summarize his underlying assumptions and biases in a chart like the one shown above.



## 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 17, Section 3, p. 583 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.



## 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"> <li>• Violence escalated.</li> <li>• Jacobins launched Reign of Terror.</li> <li>• Moderates sent to guillotine.</li> <li>• Jacobins declared war on other countries.</li> </ul>	“he also is put to death and cut to pieces”	Jacobins beheaded Louis XVI

### PRACTICING THE SKILL

Read the Point/Counterpoint feature in Chapter 15, Section 5, p. 516. 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.



## 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.)

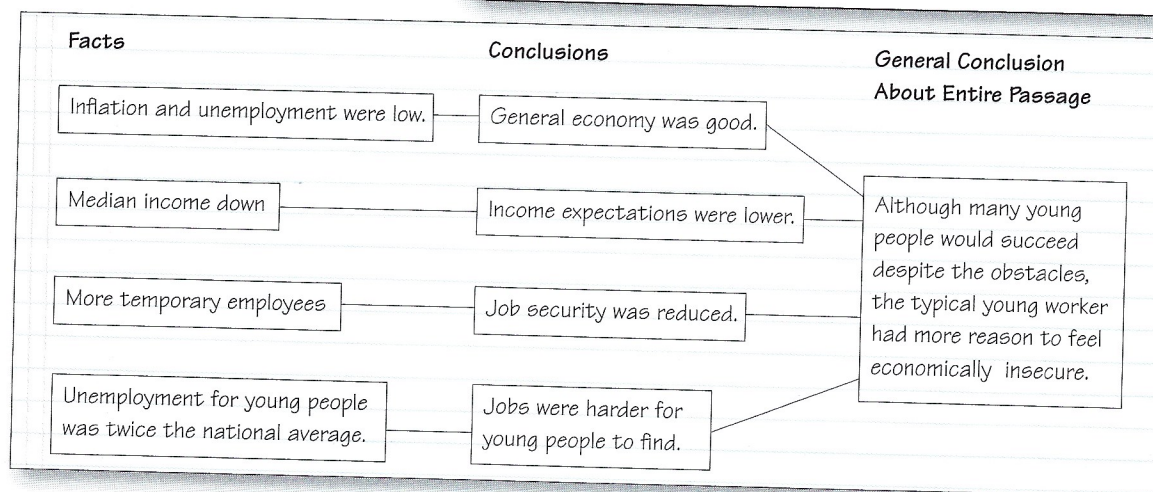
### Make a Diagram

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 26, Section 4, p. 884 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.



## 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 highlighted 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

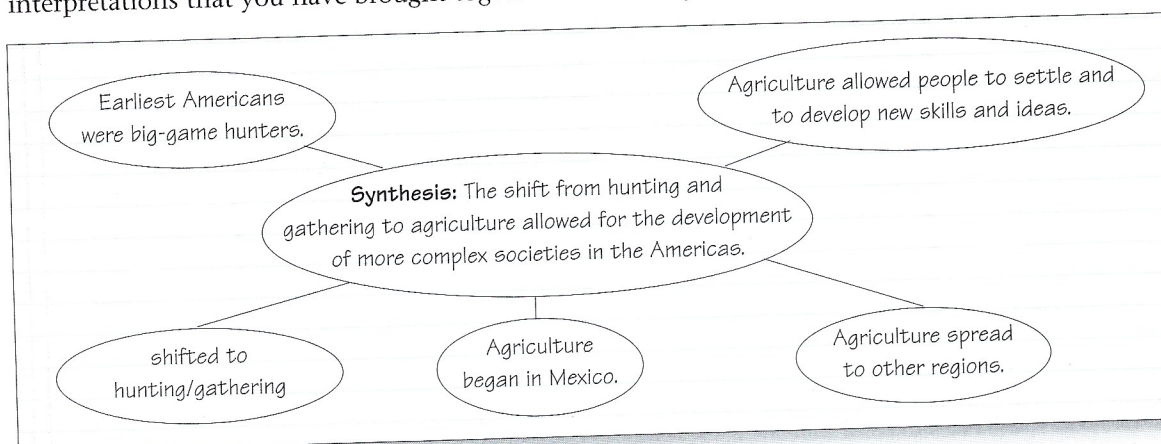
From the 1 discovery of chiseled arrowheads and charred bones at ancient sites, it appears that the earliest Americans lived as big-game hunters. 2 People gradually shifted to hunting smaller game and gathering available plants. They collected nuts and wild rice. They invented snares, as well as bows 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 13, Section 2, p. 441 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.



## 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.

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

### PRACTICING THE SKILL

Turn to Chapter 26, Section 1, p. 862 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.



## 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.'"

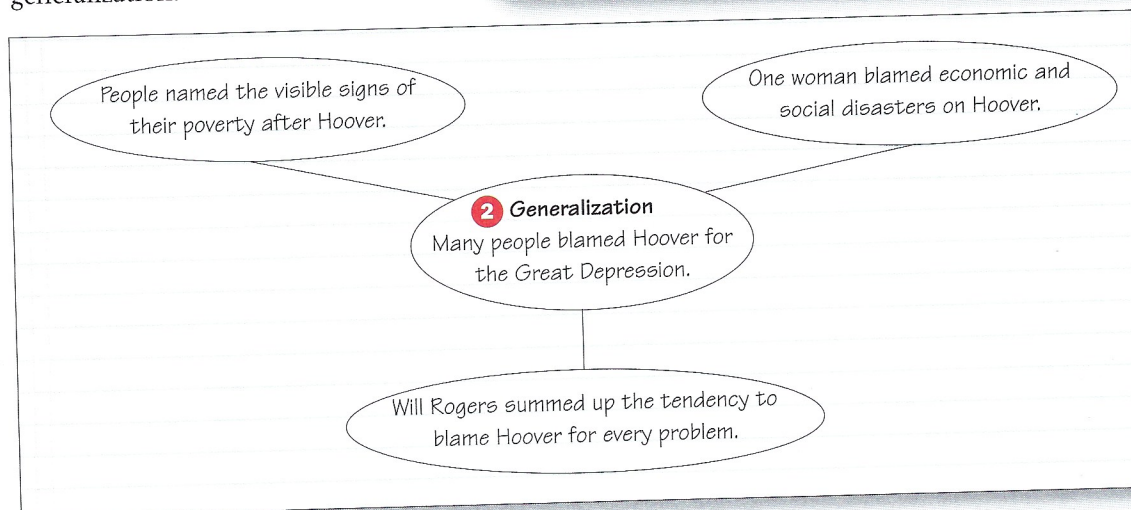
—The Americans

"[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 23, p. 786. 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.



## 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.

### 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 25, Section 1, p. 830, 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.

#### 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.



## 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 21, Section 2, p. 712, showing police dogs in Birmingham, Alabama, attacking African Americans. Use a chart like the one at the right to analyze and interpret the photograph.

<b>Subject</b>	A diverse group of college students.
<b>Details</b>	Bus, joined hands, white and black Americans side by side, singing
<b>Inferences</b>	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.



## 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  President: playing a tune for business	Big business and the president are too close. Business is having too good a time—with the president's help.

### PRACTICING THE SKILL

Turn to the political cartoon on p. 426, 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.



## 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.

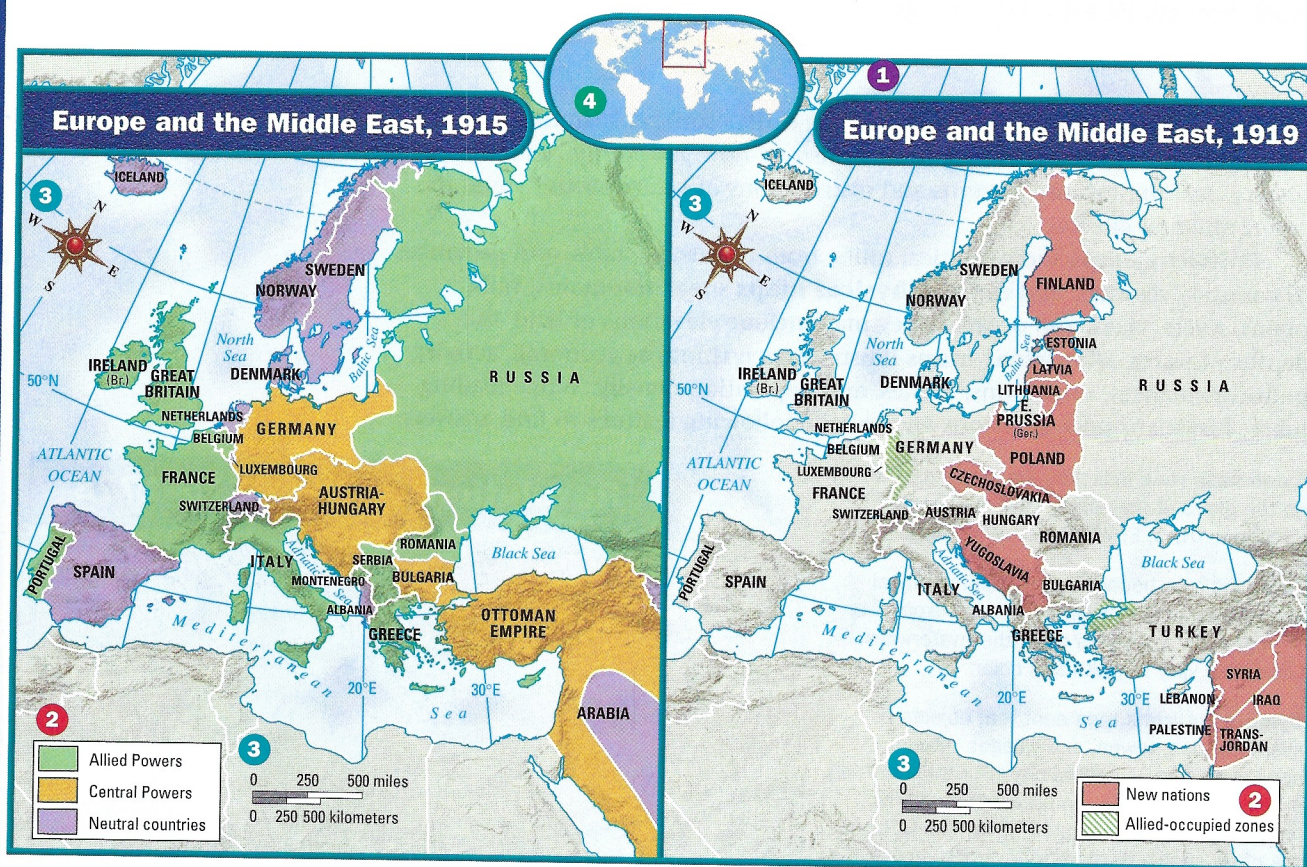


Distributions on a map are where certain symbols, such as those for cities, fall. Sometimes distributions show patterns, such as a cluster, a line, or a wide circle. On this map, for example, the battle symbols show a pattern of being fought near rivers or ports.



## 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. 575. Make a chart like the one shown above, in which you summarize what the maps show.



## 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

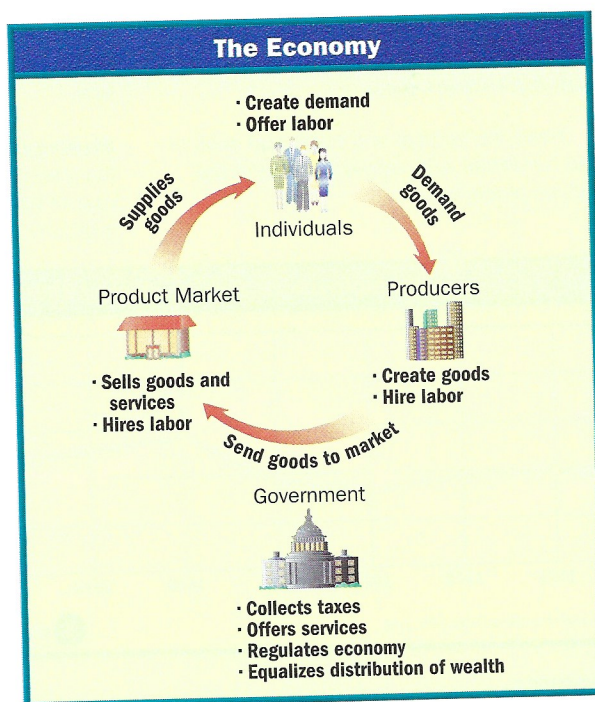
The following diagram gives a visual representation of how the economy functions. The paragraph below summarizes the information contained in the diagram.

### 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 6, Section 3, p. 242, 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.



## 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.

### APPLYING 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.

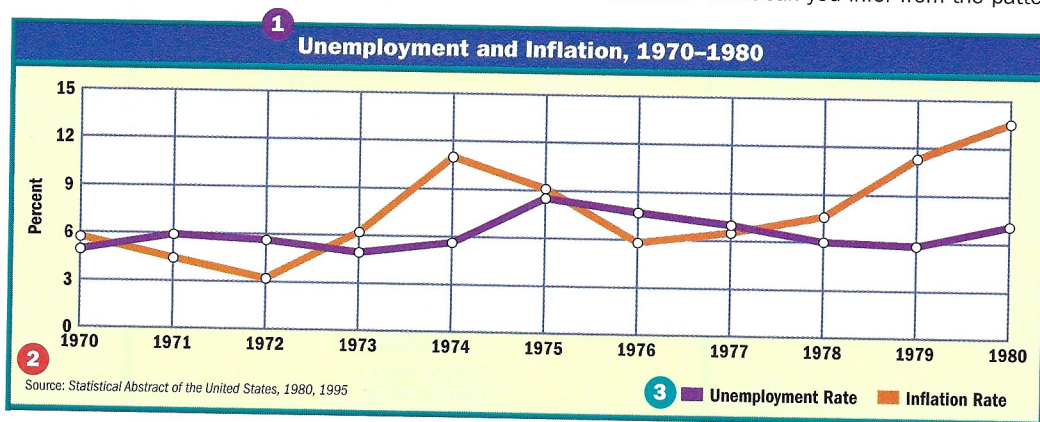
### HOW TO INTERPRET A GRAPH

**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 19, Section 3, p. 653, 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.



## 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](http://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](http://www.google.com) or [www.yahoo.com](http://www.yahoo.com). The following sites have information that may be useful in your research:

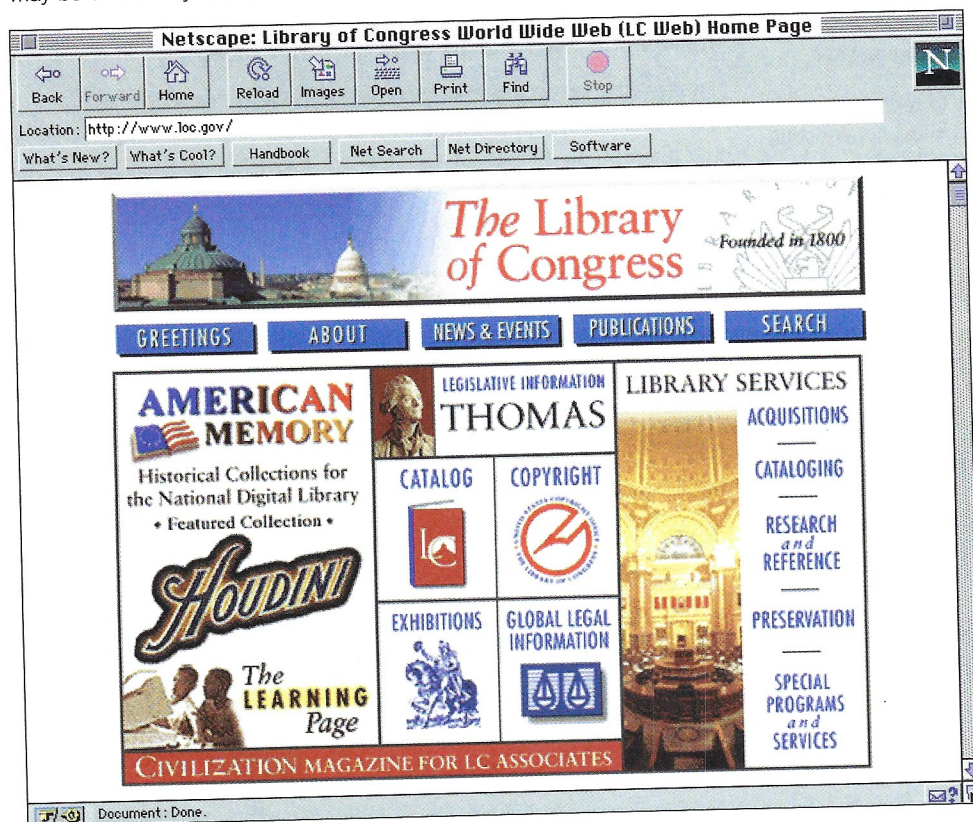
Library of Congress—[www.loc.gov](http://www.loc.gov)

National Archives and Records Administration—  
[www.nara.gov](http://www.nara.gov)

Smithsonian Institution—[www.si.org](http://www.si.org)

PBS—[www.pbs.org](http://www.pbs.org)

National Geographic—[www.nationalgeographic.com](http://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 21, Section 2, p. 710, "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](http://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.

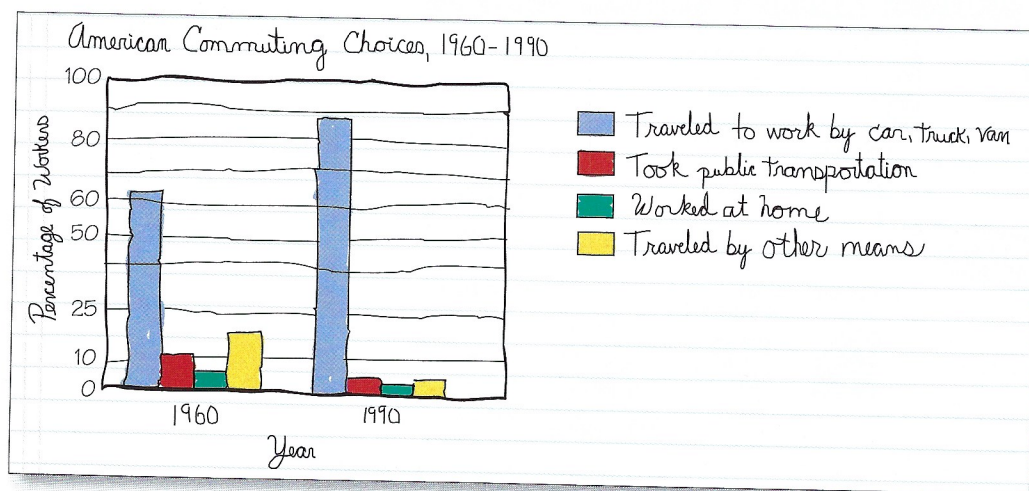
**Strategy 4** Decide how best to represent the information. Sketch a graph and a legend, denoting the meanings of any colors and symbols.

#### 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 26, Section 4, p. 885, 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.

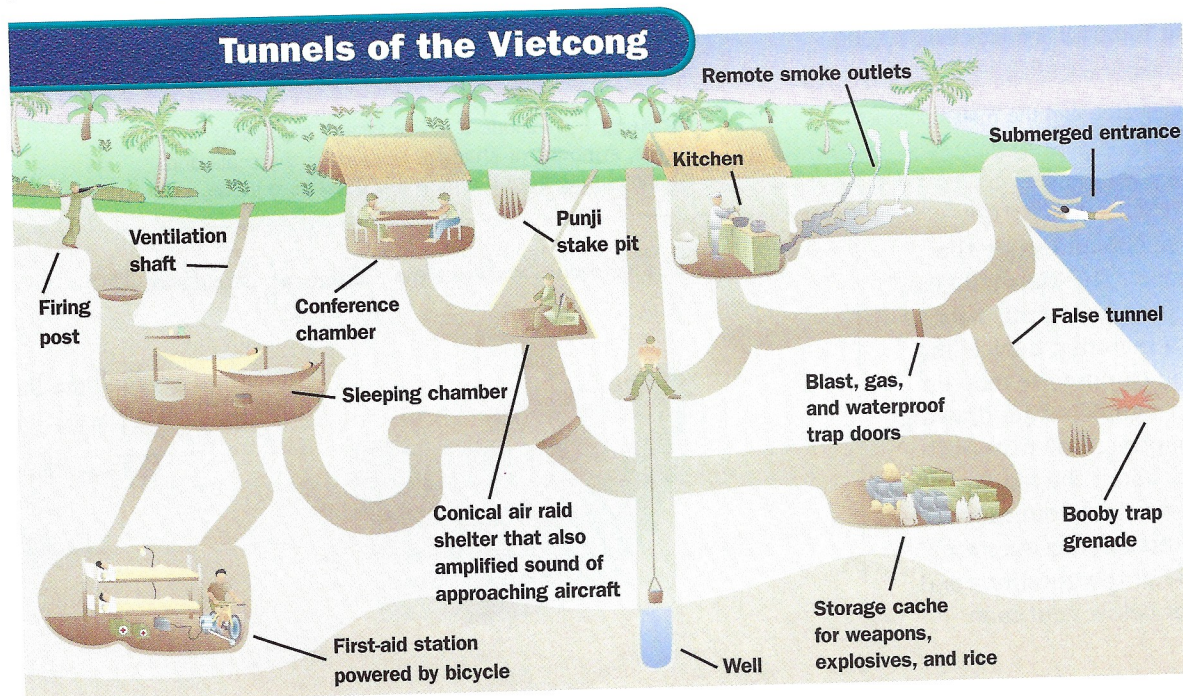
#### HOW TO CREATE A MODEL

**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 6, Section 3, p. 244, 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.

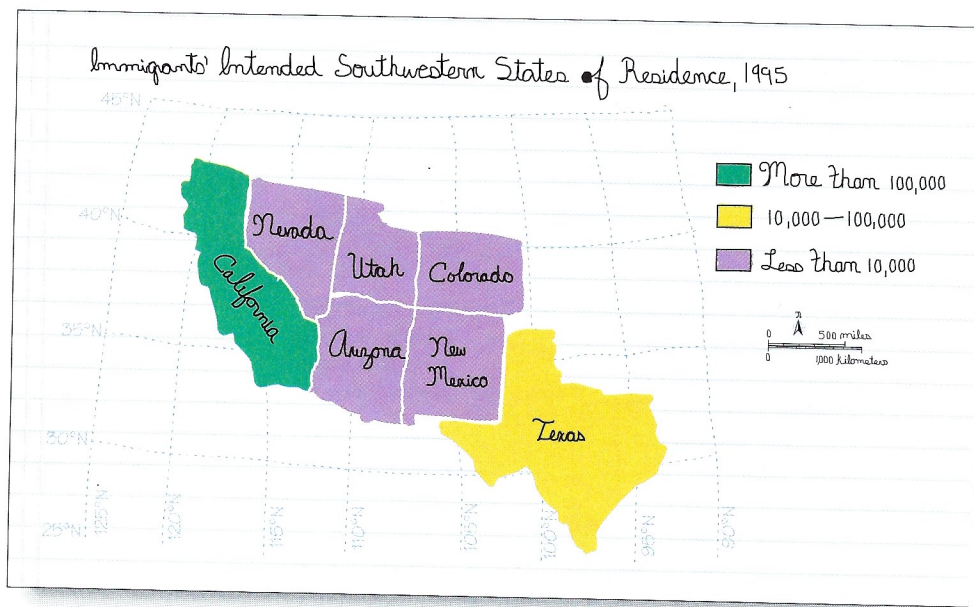
**Strategy 4** Draw and label the lines of latitude and longitude. Use the guide map's scale and a ruler to help you correctly space the lines of latitude and longitude.

**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. 606 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. 605 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.





## 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
Demonstration Cities and 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 11, "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.



## 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

## 4 Edit and Revise

### 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 fairly. 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.

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.



## 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 16, Section 4, p. 552, 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.



## 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.

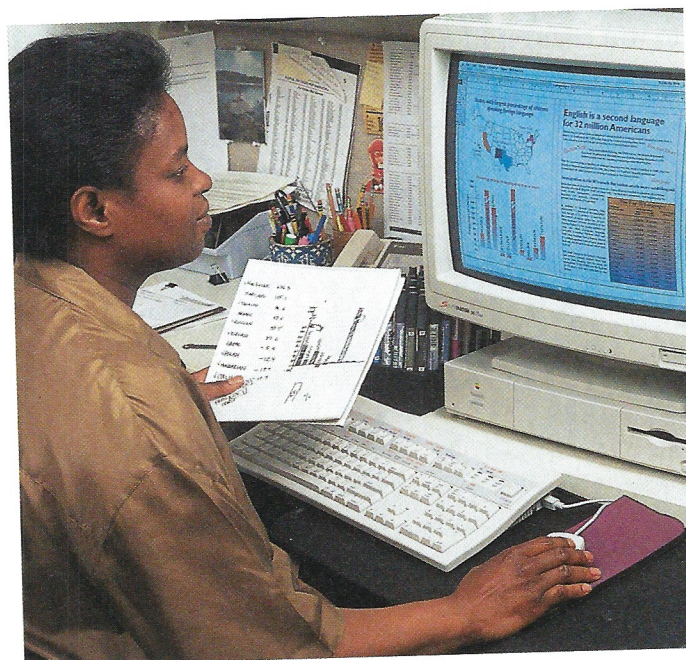
**Strategy 2** Conduct research to determine what visual sources are available. Some topics, such as wars, may have more visual source material than others. You can create your own visual sources, such as a graph or chart, to accompany what you find.

**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 5, Section 1, p. 210, 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.





# ECONOMICS HANDBOOK

**NOTE:** Boldfaced words are terms that appear in this handbook.

**BOYCOTT** *A refusal to have economic dealings with a person, a business, an organization, or a country.* The purpose of a boycott is to show disapproval of particular actions or to force changes in those actions. A boycott often involves an economic act, such as refusing to buy a company's goods or services.

African Americans in Montgomery, Alabama (shown below), organized a bus boycott in 1955 to fight segregation on city buses. The boycotters kept many buses nearly empty for 381 days. The boycott ended when the Supreme Court outlawed bus segregation.

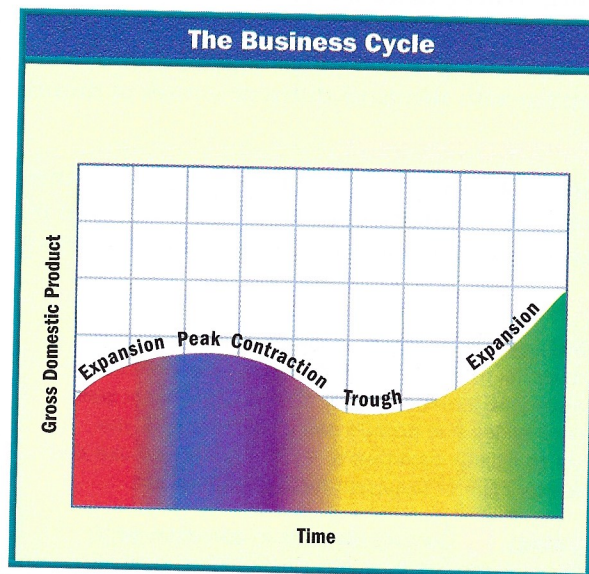
American labor unions have sometimes used boycotts to win concessions for their members. Consumer groups, too, have organized boycotts to win changes in business practices.



**BUSINESS CYCLE** *A pattern of increases and decreases in economic activity.* A business cycle generally consists of four distinct phases—expansion, peak, contraction, and trough, as shown in the graph in the next column.

An expansion is marked by increased business activity. The **unemployment rate** falls, businesses produce more, and consumers buy more goods and services. A peak is a transition period in which expansion slows. A contraction, or **recession**, occurs when business activity decreases. The unemployment rate rises, while

both production and consumer spending fall. A deep and long-lasting contraction is called a **depression**. Business activity reaches its lowest point during a trough. After time, business activity starts to increase and a new cycle begins.



**CAPITALISM** *An economic system in which there is private ownership of natural resources and capital goods.* The basic idea of capitalism is that producers are driven by the desire to make a profit—the money left over after costs have been subtracted from revenues. This desire for profit motivates producers to provide consumers with the goods and services they desire. Prices and wages are determined by **supply and demand**.

Along with the opportunity to earn a profit there is a risk. Businesses tend to fail if they don't produce goods people want at prices they are willing to pay. Because anyone is free to start a business or enterprise, a capitalist system is also known as a **free enterprise** system.

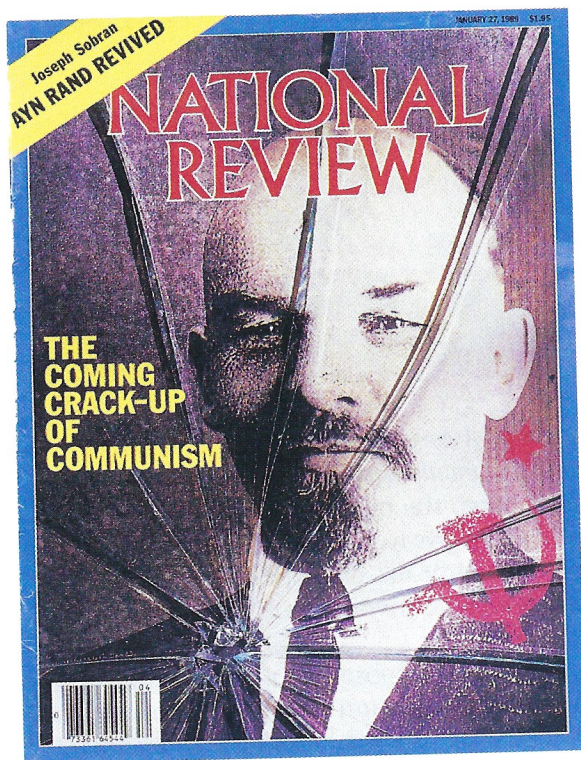
Capitalism contrasts with **socialism**, an economic system in which the government owns and controls capital and sets prices and production levels. Critics of capitalism argue that it allows decisions that ought to be made democratically to be made instead by powerful business owners and that it allows too-great disparities in wealth and well-being between the poor and the rich.



**COMMUNISM** *An economic system based on one-party rule, government ownership of the means of production, and decision making by centralized authorities. Under communism there is little or no private ownership of property and little or no political freedom. Government planners make economic decisions, such as which and how many goods and services should be produced. Individuals have little say in a communist economy. Such a system, communists believe, would end inequality. For more information on the ideas on which communism is based, read the Economic Background on page 413.*

During the 20th century, most communist economies failed to achieve their goals. Economic decisions frequently were made to benefit only Communist Party officials. Also, government economic planning was inefficient, often creating shortages of goods. Those goods that were available were often of poor quality.

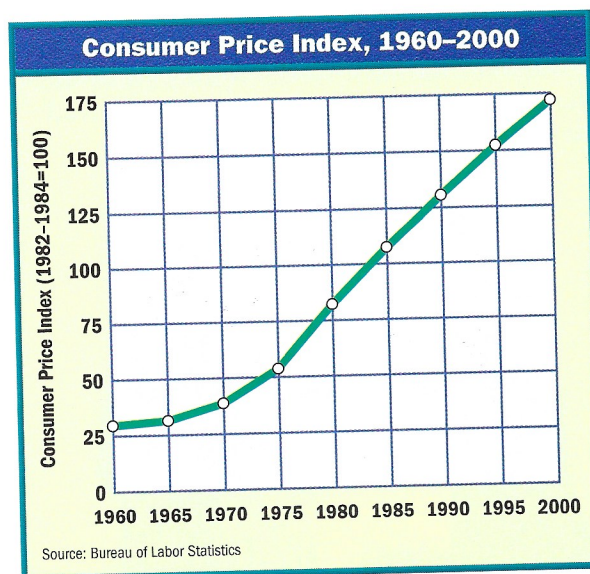
People became discontented with the lack of prosperity and political freedom and began to call for change. These demands led in the late 1980s and early 1990s to the collapse of communist governments in the Soviet Union and Eastern Europe.



Even governments that clung to communism introduced elements of **free enterprise**. Some communist countries—such as China—have experienced economic growth but have not granted more political freedom to their citizens.

**CONSUMER PRICE INDEX (CPI)** *A measure of the change in cost of the goods and services most commonly bought by consumers. The CPI notes the prices of over 200 goods and services bought by average urban consumers on a regular basis. Items on which consumers spend a good deal of their income—such as food and housing—are given more weight in the CPI than items on which consumers spend less.*

Price changes are calculated by comparing current prices with prices at a set time in the past. In 2001, for example, the CPI used the period from 1982 to 1984 as this base. Prices for this period are given a base value of 100. The prices for subsequent years are expressed as percentages of the base. Therefore, a CPI of 160 means that prices have risen by 60 percent since 1982–1984. The graph below illustrates changes in the CPI from 1960 to 2000.



**DEFICIT SPENDING** *A situation in which a government spends more money than it receives in revenues. For the most part, the government engages in deficit spending when the economy is in a contraction phase of the **business cycle**. The government borrows or issues money to finance deficit spending.*

In theory, the extra funds should stimulate business activity, pushing the economy into an expansion phase. As the economy recovers, revenues should increase, providing the government with a budget surplus. The government then can use the surplus to pay back the money it borrowed. For more information on deficit spending, read the Economic Background on page 492.



**DEPRESSION** *A very severe and prolonged contraction in economic activity.* During a depression, consumer spending, production levels, wages, prices, and profits fall sharply. Many businesses fail, and many workers lose their jobs.

The United States has experienced several economic depressions in its history. The worst was the Great Depression, which started in 1929 and lasted throughout the 1930s. Between 1929 and 1932, business activity in the United States decreased by an average of 10 percent each year. During the same period, some 40 percent of the country's banks failed, and prices for farm products dropped more than 50 percent. By 1933, the worst year of the Great Depression, 25 percent of American workers were unemployed—some, like the man shown below, were reduced to selling apples on the street.

For a personal account of life during the Great Depression, view the *American Stories* video "Broke, but Not Broken: Ann Marie Low Remembers the Dust Bowl." For information about the effects of war on a depression, read the Economic Background on page 557.



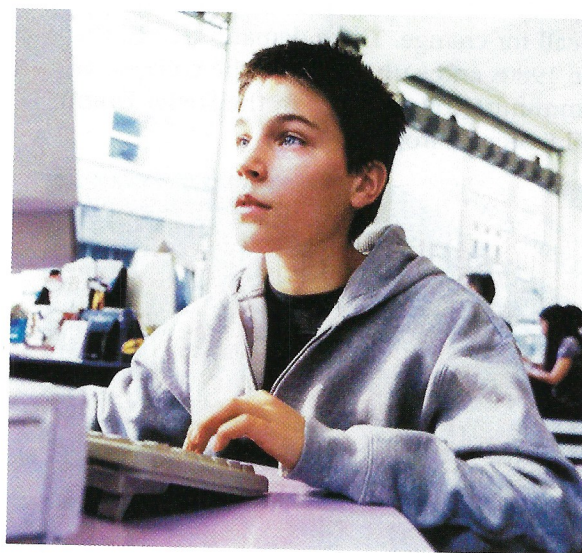
**E-COMMERCE** *All forms of buying and selling goods and services electronically.* Short for "electronic commerce," e-commerce refers to business activity on the Internet and on private computer networks. There are two main types of e-commerce: business-to-consumer and business-to-business.

Consumer-related e-commerce includes sales to the public over the computer, usually through a seller's Web site. Many business transactions can be completed wholly electronically, such as sales of computer software, which can be paid for with a credit card number and delivered over the

Internet directly to the buyer's computer. A growing proportion of financial transactions are also moving online, such as electronic banking and **stock market** trading, or e-trading. The convenience of online shopping has turned it into a booming enterprise. Between 1998 and 1999, for instance, U.S. consumer spending online grew from about \$7.7 billion to more than \$17 billion.

Business-to-business e-commerce is growing at an even greater rate, reaching nearly \$177 billion in 1999. Much of that business includes Web site design and servicing and online advertising. Businesses also use networked computers to purchase supplies and merchandise and to access information from subscription services.

For many businesses, e-commerce is not only convenient but also cost-effective. On average, corporations spend \$100 on paperwork alone each time they make a purchase. Moving those transactions online could save companies millions of dollars annually.



**EMBARGO** *A government ban on trade with another nation, commonly backed by military force.* In a civil embargo the nation imposing an embargo prevents exports to or imports from the country against which it has declared the embargo. A hostile embargo involves seizing the goods of another nation.

The major purpose of an embargo is to show disapproval of a nation's actions. For example, in 1980 the United States imposed a civil embargo on grain sales to the Soviet Union to protest the December 1979 Soviet invasion of Afghanistan.

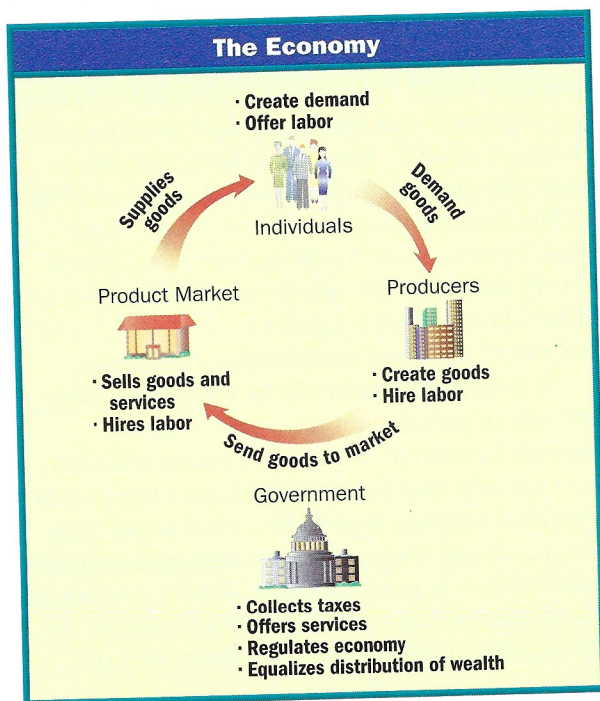


**FREE ENTERPRISE** *An economic system based on the private ownership of the means of production, free markets, and the right of individuals to make most economic decisions.* The free enterprise system is also called the free market system or **capitalism**. The United States has a free enterprise economic system.

In a free enterprise system, producers and consumers are motivated by self-interest. To maximize their profits, producers try to make goods and services that consumers want. Producers also engage in competition—through lowering prices, advertising their products, and improving product quality—to encourage consumers to buy their goods. Consumers serve their self-interest by purchasing the best goods and services for the lowest price.

Government plays a limited, but important, role in most free-enterprise economies:

- It regulates economic activity to ensure there is fair competition, such as by preventing and prosecuting fraud and barring **monopolies**.
- It produces certain necessary goods and services that private producers consider unprofitable, such as roadways.
- It protects the public health and safety, such as through building codes, environmental protection laws, and labor laws.
- It provides economic stability, such as by regulating banks, coining money, and supervising unemployment insurance programs.



**GOLD STANDARD** *A monetary system in which a country's basic unit of currency is valued at, and can be exchanged for, a fixed amount of gold.* The gold standard tends to curb **inflation**, since a government cannot put more currency into circulation than it can back with its gold supplies. This gives people confidence in the currency.

This advantage is also a weakness of the gold standard. During times of **recession**, a government may want to increase the amount of money in circulation to encourage economic growth. Economic disruption during the Great Depression of the 1930s caused most nations to abandon the gold standard. The United States moved to a modified gold standard in 1934 and abandoned the gold standard completely in 1971.

**GROSS DOMESTIC PRODUCT (GDP)** *The market value of all the goods and services produced in a nation within a specific time period, such as a quarter (three months) or a year.* It is the standard measure of how a nation's economy is performing. If GDP is growing, the economy is probably in an expansion phase. If GDP is not increasing or is declining, the economy is probably in a contraction phase.

GDP is calculated by adding four components: spending by individual consumers on goods and services; investment in such items as new factories, new factory machinery, and houses; government spending on goods and services; and net exports—the value of exports less the value of imports. GDP figures are presented in two ways. Nominal GDP is reported in current dollars. Real GDP is reported in constant dollars, or dollars adjusted for **inflation**.





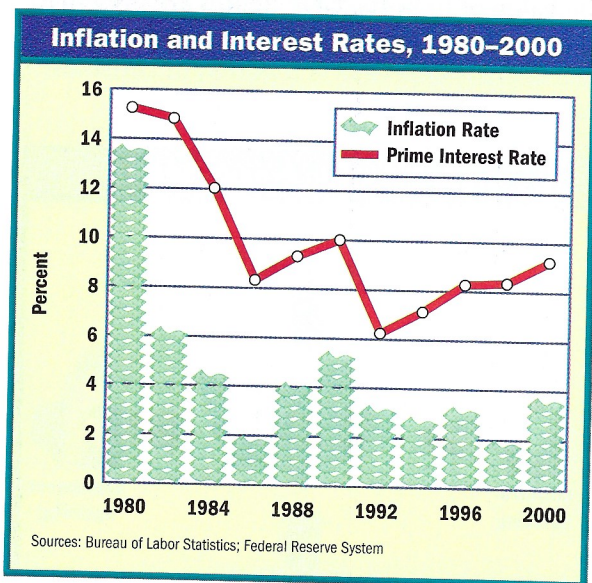
**INFLATION** *A sustained rise in the average level of prices.* Since more money is required to make purchases when prices rise, inflation is sometimes defined as a decrease in the purchasing value of money. Economists measure price changes with indexes. The most widely used index in the United States is the **consumer price index (CPI)**.

Inflation may result if the demand for goods increases without an increase in the production of goods. Inflation may also take place if the cost of producing goods increases. Producers pass on increased costs, such as higher wages and more expensive raw materials, by charging consumers higher prices.

**INTEREST RATE** *The cost of borrowing money.*

Interest is calculated as a yearly percentage, or rate, of the money borrowed. A 10 percent interest rate, therefore, would require a borrower to pay \$10 per year for every \$100 borrowed.

When interest rates are low, people will borrow more, because the cost of borrowing is lower. However, they will save and invest less, because the return on their savings or investment is lower. With high interest rates, people save and invest more but borrow less. Because interest rates affect the economy, the government takes steps to control them through the Federal Reserve System, the nation's central banking system. The graph below shows the relationship between the rate of **inflation** and interest rates over time.



**KEYNESIAN ECONOMICS** *The use of government spending to encourage economic activity by increasing the demand for goods.* This approach is based on the ideas of British economist John Maynard Keynes (shown below). In a 1936 study, Keynes pointed out that during economic downturns, more people are unemployed and have less income to spend. As a result, businesses cut production and lay off more workers.

Keynes's answer to this problem was for government to increase spending and reduce **taxes**. This would stimulate demand for goods and services by replacing the decline in consumer demand. Government would want goods and services for its new programs. More people would be working and earning an income and, therefore, would want to buy more goods and services. Businesses would increase production to meet this new demand. As a result, the economy would soon recover.

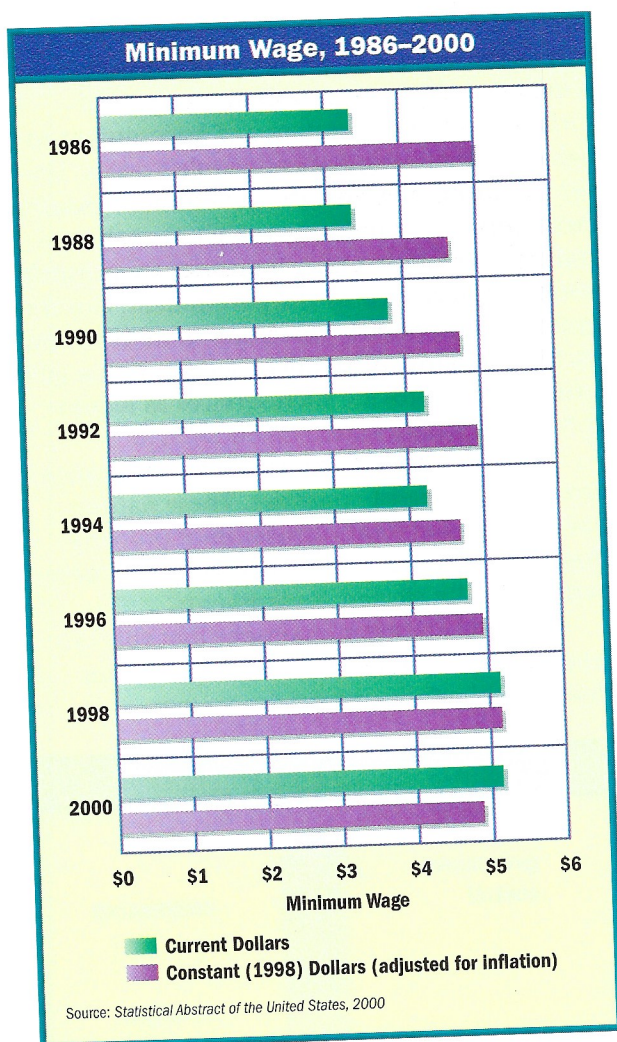
Critics maintain, however, that Keynesian economics has led to the growth of government and to high taxes, inflation, high unemployment, and low economic growth. For an example of Keynesian economics at work, read the Economic Background on page 557.



**MINIMUM WAGE** *The minimum amount of money that employers may legally pay their employees for each hour of work.* The first federal minimum wage law, the Fair Labor Standards Act of 1938, set the base wage at 25 cents an hour. Since then, amendments to the act have raised this hourly rate to \$5.15, effective in 1997. The Fair Labor Standards Act applies to workers in most businesses involved in interstate commerce.

The original intent of the minimum wage law was to ensure that all workers earned enough to survive. Some economists maintain that the law may have reduced the chances for unskilled workers to get jobs. They argue that the minimum wage raises the **unemployment rate** because it increases labor costs for business. The graph on the next page shows changes in the minimum wage over a ten-year period.





**MONOPOLY** A situation in which only one seller controls the production, supply, or pricing of a product for which there are no close substitutes. In the United States, basic public services such as electrical power distributors and cable television suppliers operate as local monopolies. This way of providing utilities is economically more efficient than having several competing companies running electricity or cable lines in the same area.

Monopolies, however, can be harmful to the economy. Since it has no competition, a monopoly does not need to respond to the wants of consumers by improving product quality or by charging fair prices. The government counters the threat of monopoly either by breaking up or regulating the monopoly.

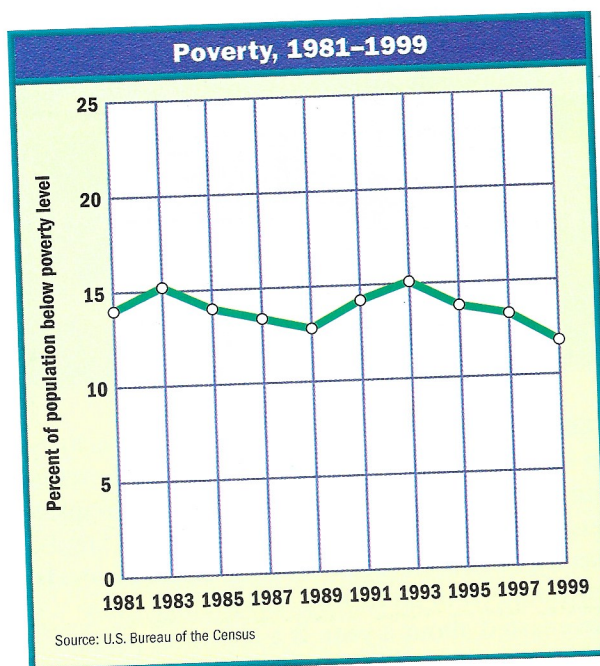
**NATIONAL DEBT** The money owed by a national government. During wartime, during economic recession, or at other times, the government may employ **deficit spending**. However, the

government may not pay back all the money it has borrowed to fund this policy. Each year's federal budget deficit adds to the national debt. By 2000, the national debt of the United States stood at \$5.67 trillion, or about \$20,000 for each citizen.

The rapid growth of the U.S. national debt since 1980 has prompted many Americans to call for changes in government economic policies. Some suggest that the government raise taxes and cut spending to reduce the debt. Others recommend a constitutional amendment that would require the government to have a balanced budget, spending only as much as it takes in.

**POVERTY** The lack of adequate income to maintain a minimum **standard of living**. In the United States, this adequate income is referred to as the poverty line. In 1999, the poverty threshold for a family of four was \$17,029. That year, the poverty rate dropped to 11.8 percent—the lowest rate since 1979, and more than 32 million Americans lived in poverty.

While poverty rates have remained relatively steady over the last 30 or so years, inequality in the distribution of income has grown. Between 1970 and 2000, the share of income received by the wealthiest 20 percent of families increased from 43.3 percent to 56.7 percent. In the same period, the poorest 20 percent of families' share of income fell from 4.1 percent to 2.7 percent.





**PRODUCTIVITY** *The relationship between the output of goods and services and the input of resources.*

Productivity is the amount of goods or services that a person can produce at a given time. It is closely linked to economic growth, which is defined as an increase in a nation's real **gross domestic product (GDP)** from one year to the next. A substantial rise in productivity means the average worker is producing more, a key factor in spurring economic expansion. Between 1995 and 2000, for example, worker productivity in the United States increased about 3 percent each year. This increase, along with other economic factors, helped the nation's real GDP grow an average of about 4 percent during those years.

A number of elements affect productivity, including available supplies of labor and raw materials, education and training, attitudes toward work, and technological innovations. Computer technology, for instance, is believed to have played a significant role in bolstering productivity during the 1990s by allowing workers to do their jobs more quickly and efficiently. Conversely, a lack of adequate training and fewer innovations were thought to be behind the meager productivity growth rates of the 1970s and 1980s—when productivity rose at an annual rate of less than 1 percent.

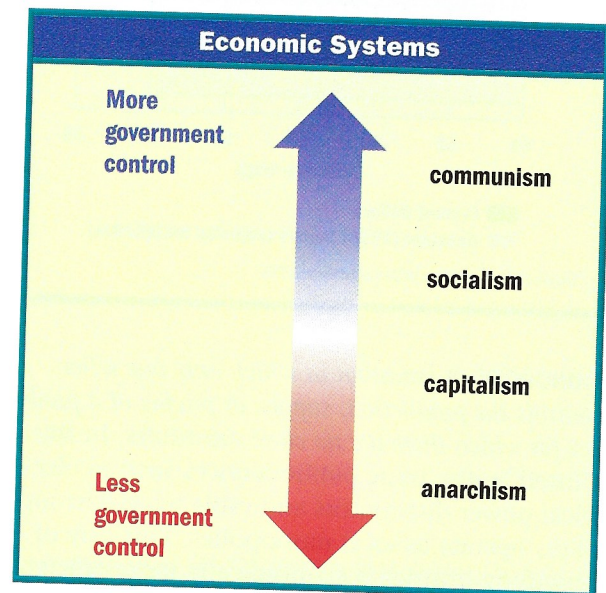


**RECESSION** *A period of declining economic activity.* In economic terms, a recession takes place when the **gross domestic product** falls for two quarters, or six months, in a row. The United States has experienced several of these **business-cycle** contractions in its history. On average, they have lasted about a year. If a recession persists and economic activity plunges, it is called a **depression**. For more information on recessions, read the Economic Background on page 680.

**SOCIALISM** *An economic system in which the government owns most of the means of production and distribution.* Like **communism**, the goal of socialism is to use the power of government to reduce inequality and meet people's needs. Under socialism, however, the government usually owns only major industries, such as coal, steel, and transportation. Other industries are privately owned but regulated by the government. Government and individuals, therefore, share economic decision-making. Also, under socialism, the government may provide such services as reasonably priced health care.

Some countries, such as Sweden, are called democratic socialist countries. These nations have less government ownership of property than communist governments. They also have democratically elected governments.

Critics of socialism maintain that this system leads to less efficiency and higher taxes than does the **free enterprise** system.



**STANDARD OF LIVING** *The overall economic situation in which people live.* Economists differ on how best to measure the standard of living. Some suggest average personal income, while others propose per capita **gross domestic product**—the GDP divided by the population. Another possible measure is the value of the goods and services bought by consumers during a year. In general terms, the nation's standard of living rises as these measures rise. Some people argue that measuring the quality of life also requires consideration of noneconomic factors such as pollution, health, work hours, and even political freedom.



**STOCK MARKET or STOCK EXCHANGE** *A place where stocks and bonds are bought and sold.* Since stocks and bonds together are known as securities, a stock market is sometimes called a securities market.

Large companies often need extra money to fund expansion and to help cover operating costs. To raise money, they sell stocks, or shares of ownership, in their companies or borrow by issuing bonds, or certificates of debt, promising to repay the money borrowed, plus interest.

Individuals invest in securities to make a profit. Most stockholders receive dividends, or a share of the company's profits. Bondholders receive interest. Investors may also make a profit by selling their securities. This sale of securities takes place in the stock exchange.

Stocks and bonds are traded on exchanges. The largest and most important exchange in the United States is the New York Stock Exchange (pictured below; for more information on the New York Stock Exchange, read the Now & Then on page 468). Activity on this and other exchanges often signals how well the economy is doing. A bull market—when stock prices rise—usually indicates economic expansion. A bear market—when stock prices fall—usually indicates economic contraction.



A rapid fall in stock prices is called a crash. The worst stock market crash in the United States came in October 1929. To help protect against another drastic stock market crash, the federal government set up the Securities and Exchange Commission (SEC), which regulates the trading of securities.

Selected World Stock Exchanges	
Exchange	Products
New York Stock Exchange (NYSE)	stocks, bonds
American Stock Exchange (AMEX) (New York)	stocks, bonds
National Association of Securities Dealers Automated Quotations (NASDAQ)	over-the-counter stocks
London Stock Exchange	stocks
Tokyo Stock Exchange	stocks, bonds, futures, options
Stock Exchange of Hong Kong	stocks, bonds, commodity futures
German Stock Exchange (Frankfurt)	stocks

**STRIKE** *A work stoppage by employees to gain higher wages, better working conditions, or other benefits.* Strikes are also sometimes used as political protests. A strike is usually preceded by a failure in collective bargaining—the negotiation of contracts between labor unions and employers. Union members may decide to call a strike if they believe negotiations with the employer are deadlocked. Collective bargaining and strikes are regulated by the NLRA, or Wagner Act, of 1935, administered by the National Labor Relations Board (NLRB). There are also wildcat strikes, which do not involve unions.

When strikes do occur, union representatives and employers try to negotiate a settlement. An outside party is sometimes asked to help work out an agreement.

For a personal account of a strike, view the *American Stories* video, “A Child on Strike: The Testimony of Camella Teoli, Mill Girl.”

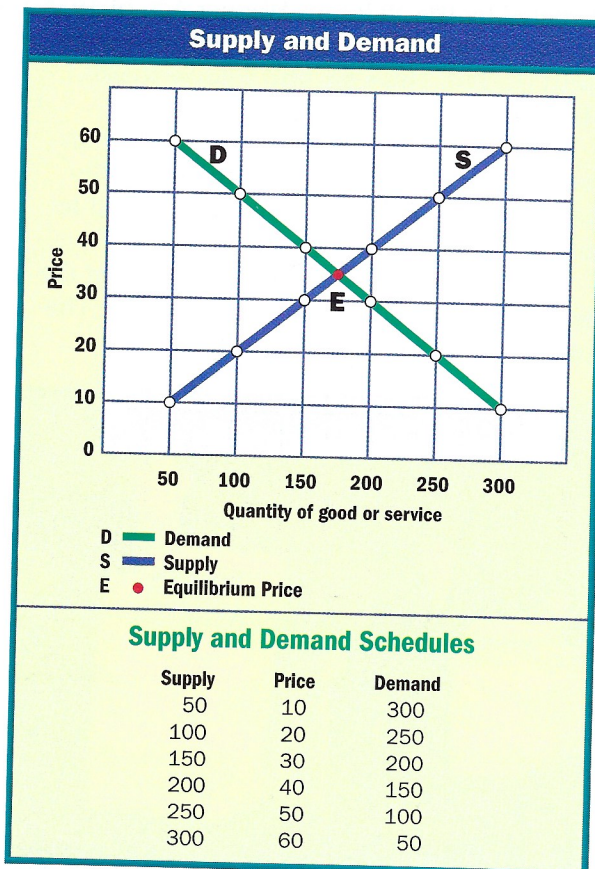




**SUPPLY AND DEMAND** *The forces that determine prices of goods and services in a market economy.* Supply is the amount of a good or service that producers are willing and able to produce at a given price. Demand is the amount of a good or service consumers are willing and able to buy at a given price. In general, producers are willing to produce more of a good or service when prices are high; conversely, consumers are willing to buy more of a good or service when prices are low.

The table and graph below show supply and demand for a certain product. The line *S* shows the amount of the good that producers would be willing to make at various prices. The line *D* shows the amount that consumers would be willing to buy at various prices. Point *E*, where the two lines intersect, is called the equilibrium price. It is the price at which the amount produced and the amount demanded would be the same.

When the equilibrium price is the market price, the market operates efficiently. At prices above the equilibrium price, consumers will demand less than producers supply. Producers, therefore, will have to lower their prices to sell the surplus, or excess, products. At prices below equilibrium, consumers will demand more. Producers will be able to raise their prices because the product is scarce, or in short supply.

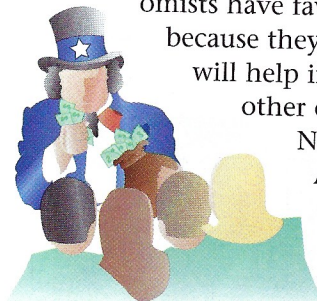


**SUPPLY-SIDE ECONOMICS** *Government policies designed to stimulate the production of goods and services, or the supply side of the economy.* Supply-side economists developed these policies in opposition to **Keynesian economics**.

Supply-side policies call for low tax rates particularly in income from investments. Lower taxes mean that people keep more of each dollar they earn. Therefore, supply-side economists argue, people will work harder in order to earn more. They will then use their extra income to save and invest. This investment will fund the development of new businesses and, as a result, create more jobs. For more information on supply-side economics, read the Economic Background on page 835.

**TARIFF** *A fee charged for goods brought into a state or country from another state or country.* Beginning in 1789, Congress created tariffs to raise revenue and to protect American products from foreign competition. Soon, however, special interest groups used tariffs to protect specific industries and increase profits.

**Trade** without tariffs is called free trade. In recent decades, a growing number of U.S. economists have favored free trade policies because they believe that such policies will help increase U.S. exports to other countries. In 1994, the North American Free Trade Agreement (NAFTA) established a free-trade zone among the United States, Canada, and Mexico.



**TAXATION** *The practice of requiring persons, groups, or businesses to contribute funds to the government under which they reside or transact business.* All levels of government—federal, state, and local—collect many kinds of taxes. Income taxes are the chief source of revenue for the federal government and an important revenue source for many states. Both corporations and individuals pay income tax, or taxes on earnings. Since its inception in 1913, the federal income tax has been a progressive tax, one that is graduated, or scaled, such that those with greater incomes are taxed at a greater rate.

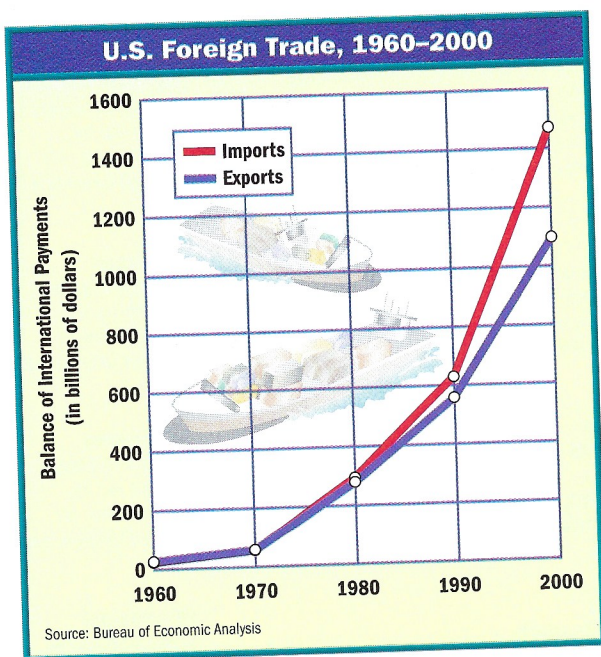
Sales taxes are another important source of income for state governments.

Property taxes are the main source of funds for local governments. Property tax is calculated as a percentage of the assessed value of real estate—land and improvements such as buildings.



**TRADE** The exchange of goods and services between countries. Almost all nations produce goods that other countries need, and they sell (export) those goods to buyers in other countries. At the same time, they buy (import) goods from other countries as well. For example, Americans sell goods such as wheat to people in Japan and buy Japanese goods such as automobiles in return.

Nations that trade with one another often become dependent on one another's products. Sometimes this brings nations closer together, as it did the United States, Great Britain, and France before World War I. Other times it causes tension among nations, such as that between the United States and Arab oil-producing countries in the 1970s. For an example of how trade influences foreign policy, read the Economic Background on page 377.

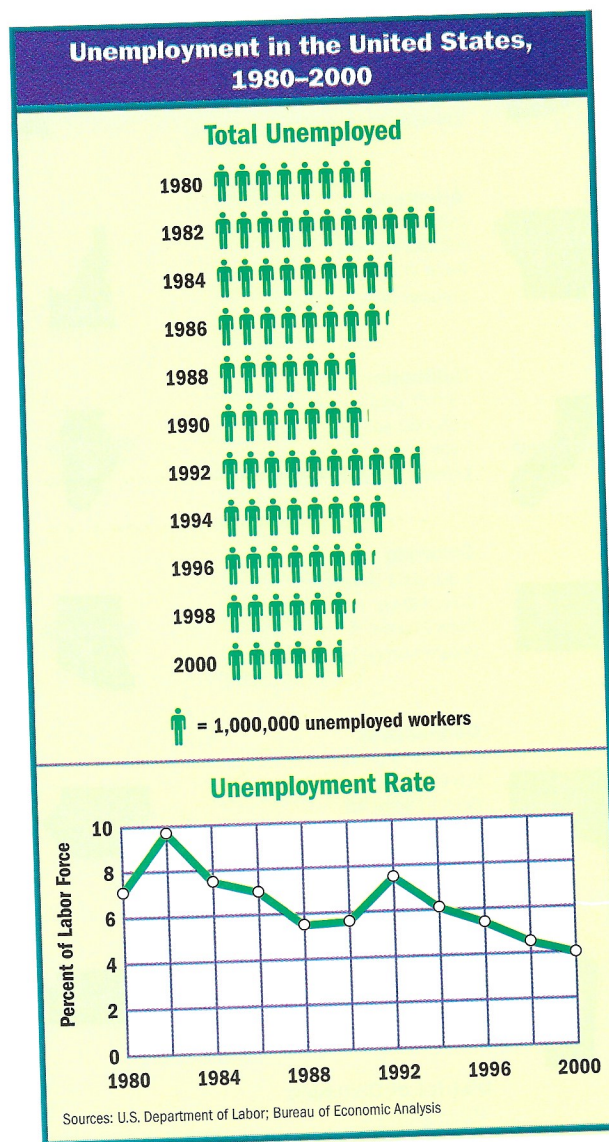


**TRUST** A form of business merger in which the major stockholders in several corporations turn over their stock to a group of trustees. The trustees then run the separate corporations as one large company, or trust. In return for their stock, the stockholders of the separate corporations receive a share of the trust's profits.

American business leaders of the late 1800s used trusts to stifle competition and take control of entire industries, as in a **monopoly**. Trusts were outlawed by the Sherman Antitrust Act of 1890. However, business leaders eventually found other ways to merge corporations in an industry.

**UNEMPLOYMENT RATE** The percentage of the labor force that is unemployed but actively looking for work. The labor force consists of all civilians 16 years of age and older who are employed or who are unemployed but actively looking and available for work. The size of the labor force and the unemployment rate are determined by surveys conducted by the U.S. Bureau of the Census.

The unemployment rate provides an indicator of economic health. Rising unemployment rates signal a contraction in the economy, while falling rates indicate an economic expansion. The graphs below show two different methods of portraying unemployment in the United States.





# FACTS ABOUT THE STATES



**Alabama**  
4,447,100 people  
52,237 sq. mi.  
Rank in area: 30  
Entered Union in 1819



**Florida**  
15,982,378 people  
59,928 sq. mi.  
Rank in area: 23  
Entered Union in 1845



**Louisiana**  
4,468,976 people  
49,651 sq. mi.  
Rank in area: 31  
Entered Union in 1812



**Alaska**  
626,932 people  
615,230 sq. mi.  
Rank in area: 1  
Entered Union in 1959



**Georgia**  
8,186,453 people  
58,977 sq. mi.  
Rank in area: 24  
Entered Union in 1788



**Maine**  
1,274,923 people  
33,741 sq. mi.  
Rank in area: 39  
Entered Union in 1820



**Arizona**  
5,130,632 people  
114,006 sq. mi.  
Rank in area: 6  
Entered Union in 1912



**Hawaii**  
1,211,537 people  
6,459 sq. mi.  
Rank in area: 47  
Entered Union in 1959



**Maryland**  
5,296,486 people  
12,297 sq. mi.  
Rank in area: 42  
Entered Union in 1788



**Arkansas**  
2,673,400 people  
53,182 sq. mi.  
Rank in area: 28  
Entered Union in 1836



**Idaho**  
1,293,953 people  
83,574 sq. mi.  
Rank in area: 14  
Entered Union in 1890



**Massachusetts**  
6,349,097 people  
9,241 sq. mi.  
Rank in area: 45  
Entered Union in 1788



**California**  
33,871,648 people  
158,869 sq. mi.  
Rank in area: 3  
Entered Union in 1850



**Illinois**  
12,419,293 people  
57,918 sq. mi.  
Rank in area: 25  
Entered Union in 1818



**Michigan**  
9,938,444 people  
96,705 sq. mi.  
Rank in area: 11  
Entered Union in 1837



**Colorado**  
4,301,261 people  
104,100 sq. mi.  
Rank in area: 8  
Entered Union in 1876



**Indiana**  
6,080,485 people  
36,420 sq. mi.  
Rank in area: 38  
Entered Union in 1816



**Minnesota**  
4,919,479 people  
86,943 sq. mi.  
Rank in area: 12  
Entered Union in 1858



**Connecticut**  
3,405,565 people  
5,544 sq. mi.  
Rank in area: 48  
Entered Union in 1788



**Iowa**  
2,926,324 people  
56,276 sq. mi.  
Rank in area: 26  
Entered Union in 1846



**Mississippi**  
2,844,658 people  
48,286 sq. mi.  
Rank in area: 32  
Entered Union in 1817



**Delaware**  
783,600 people  
2,396 sq. mi.  
Rank in area: 49  
Entered Union in 1787



**Kansas**  
2,688,418 people  
82,282 sq. mi.  
Rank in area: 15  
Entered Union in 1861



**Missouri**  
5,595,211 people  
69,709 sq. mi.  
Rank in area: 21  
Entered Union in 1821

**District of Columbia**  
572,059 people  
68 sq. mi.



**Kentucky**  
4,041,769 people  
40,411 sq. mi.  
Rank in area: 37  
Entered Union in 1792



**Montana**  
902,195 people  
147,046 sq. mi.  
Rank in area: 4  
Entered Union in 1889

*Population figures are according to the Census 2000.*





**Nebraska**  
1,711,263 people  
77,538 sq. mi.  
Rank in area: 16  
Entered Union in 1867



**Oregon**  
3,421,399 people  
97,132 sq. mi.  
Rank in area: 10  
Entered Union in 1859



**Utah**  
2,233,169 people  
84,904 sq. mi.  
Rank in area: 13  
Entered Union in 1896



**Nevada**  
1,998,257 people  
110,567 sq. mi.  
Rank in area: 7  
Entered Union in 1864



**Pennsylvania**  
12,281,054 people  
46,058 sq. mi.  
Rank in area: 33  
Entered Union in 1787



**Vermont**  
608,827 people  
9,615 sq. mi.  
Rank in area: 43  
Entered Union in 1791



**New Hampshire**  
1,235,786 people  
9,283 sq. mi.  
Rank in area: 44  
Entered Union in 1788



**Rhode Island**  
1,048,319 people  
1,231 sq. mi.  
Rank in area: 50  
Entered Union in 1790



**Virginia**  
7,078,515 people  
42,326 sq. mi.  
Rank in area: 35  
Entered Union in 1788



**New Jersey**  
8,414,350 people  
8,215 sq. mi.  
Rank in area: 46  
Entered Union in 1787



**South Carolina**  
4,012,012 people  
31,189 sq. mi.  
Rank in area: 40  
Entered Union in 1788



**Washington**  
5,894,121 people  
70,637 sq. mi.  
Rank in area: 19  
Entered Union in 1889



**New Mexico**  
1,819,046 people  
121,598 sq. mi.  
Rank in area: 5  
Entered Union in 1912



**South Dakota**  
754,844 people  
77,121 sq. mi.  
Rank in area: 17  
Entered Union in 1889



**West Virginia**  
1,808,344 people  
24,231 sq. mi.  
Rank in area: 41  
Entered Union in 1863



**New York**  
18,976,457 people  
53,989 sq. mi.  
Rank in area: 27  
Entered Union in 1788



**Tennessee**  
5,689,283 people  
42,146 sq. mi.  
Rank in area: 36  
Entered Union in 1796



**Wisconsin**  
5,363,675 people  
64,599 sq. mi.  
Rank in area: 22  
Entered Union in 1848



**North Carolina**  
8,049,313 people  
52,672 sq. mi.  
Rank in area: 29  
Entered Union in 1789



**Texas**  
20,851,820 people  
267,277 sq. mi.  
Rank in area: 2  
Entered Union in 1845



**Wyoming**  
493,782 people  
97,818 sq. mi.  
Rank in area: 9  
Entered Union in 1890



**North Dakota**  
642,200 people  
70,704 sq. mi.  
Rank in area: 18  
Entered Union in 1889



**Ohio**  
11,353,140 people  
44,828 sq. mi.  
Rank in area: 34  
Entered Union in 1803



**Oklahoma**  
3,450,654 people  
69,903 sq. mi.  
Rank in area: 20  
Entered Union in 1907

### United States: Major Dependencies (as of 1999)

**American Samoa** 63,781 people; 90 sq. mi.

**Guam** 151,968 people; 217 sq. mi.

**Commonwealth of Puerto Rico** 3,889,507 people; 3,508 sq. mi.

**Virgin Islands of the United States** 119,615 people; 171 sq. mi.



# PRESIDENTS OF THE UNITED STATES

*Dates given are for term in office.*

**Here are some little-known facts about the presidents of the United States:**

- First president born in the new United States: **Martin Van Buren** (8th president)
- Only president who was a bachelor: **James Buchanan**
- First left-handed president: **James A. Garfield**
- Largest president: **William Howard Taft** (6 feet, 2 inches; 332 pounds)
- Youngest president: **Theodore Roosevelt** (42 years old)
- Oldest president: **Ronald Reagan** (77 years old when he left office in 1989)
- First president born west of the Mississippi River: **Herbert Hoover** (born in West Branch, Iowa)
- First president born in the 20th century: **John F. Kennedy** (born May 29, 1917)



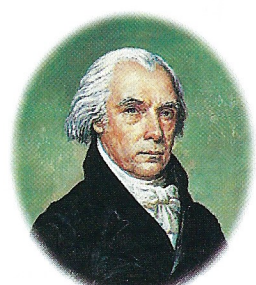
**1 George Washington**  
1789–1797  
*No Political Party*  
Birthplace: Virginia  
Born: February 22, 1732  
Died: December 14, 1799



**2 John Adams**  
1797–1801  
*Federalist*  
Birthplace: Massachusetts  
Born: October 30, 1735  
Died: July 4, 1826



**3 Thomas Jefferson**  
1801–1809  
*Democratic-Republican*  
Birthplace: Virginia  
Born: April 13, 1743  
Died: July 4, 1826



**4 James Madison**  
1809–1817  
*Democratic-Republican*  
Birthplace: Virginia  
Born: March 16, 1751  
Died: June 28, 1836



**5 James Monroe**  
1817–1825  
*Democratic-Republican*  
Birthplace: Virginia  
Born: April 28, 1758  
Died: July 4, 1831



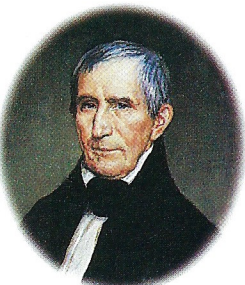
**6 John Quincy Adams**  
1825–1829  
*Republican*  
Birthplace: Massachusetts  
Born: July 11, 1767  
Died: February 23, 1848



**7 Andrew Jackson**  
1829–1837  
*Democrat*  
Birthplace: South Carolina  
Born: March 15, 1767  
Died: June 8, 1845



**8 Martin Van Buren**  
1837–1841  
*Democrat*  
Birthplace: New York  
Born: December 5, 1782  
Died: July 24, 1862



**9 William H. Harrison**  
1841  
*Whig*  
Birthplace: Virginia  
Born: February 9, 1773  
Died: April 4, 1841



**10 John Tyler**  
1841–1845  
*Whig*  
Birthplace: Virginia  
Born: March 29, 1790  
Died: January 18, 1862



**11 James K. Polk**  
1845–1849  
*Democrat*  
Birthplace: North Carolina  
Born: November 2, 1795  
Died: June 15, 1849



**12 Zachary Taylor**  
1849–1850  
*Whig*  
Birthplace: Virginia  
Born: November 24, 1784  
Died: July 9, 1850





**13 Millard Fillmore**  
**1850–1853**  
*Whig*  
 Birthplace: New York  
 Born: January 7, 1800  
 Died: March 8, 1874



**14 Franklin Pierce**  
**1853–1857**  
*Democrat*  
 Birthplace: New Hampshire  
 Born: November 23, 1804  
 Died: October 8, 1869



**15 James Buchanan**  
**1857–1861**  
*Democrat*  
 Birthplace: Pennsylvania  
 Born: April 23, 1791  
 Died: June 1, 1868



**16 Abraham Lincoln**  
**1861–1865**  
*Republican*  
 Birthplace: Kentucky  
 Born: February 12, 1809  
 Died: April 15, 1865



**17 Andrew Johnson**  
**1865–1869**  
*Democrat*  
 Birthplace: North Carolina  
 Born: December 29, 1808  
 Died: July 31, 1875



**18 Ulysses S. Grant**  
**1869–1877**  
*Republican*  
 Birthplace: Ohio  
 Born: April 27, 1822  
 Died: July 23, 1885



**19 Rutherford B. Hayes**  
**1877–1881**  
*Republican*  
 Birthplace: Ohio  
 Born: October 4, 1822  
 Died: January 17, 1893



**20 James A. Garfield**  
**1881**  
*Republican*  
 Birthplace: Ohio  
 Born: November 19, 1831  
 Died: September 19, 1881



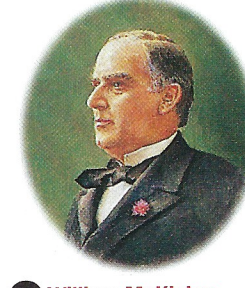
**21 Chester A. Arthur**  
**1881–1885**  
*Republican*  
 Birthplace: Vermont  
 Born: October 5, 1829  
 Died: November 18, 1886



**22 24 Grover Cleveland**  
**1885–1889, 1893–1897**  
*Democrat*  
 Birthplace: New Jersey  
 Born: March 18, 1837  
 Died: June 24, 1908



**23 Benjamin Harrison**  
**1889–1893**  
*Republican*  
 Birthplace: Ohio  
 Born: August 20, 1833  
 Died: March 13, 1901



**25 William McKinley**  
**1897–1901**  
*Republican*  
 Birthplace: Ohio  
 Born: January 29, 1843  
 Died: September 14, 1901



**26 Theodore Roosevelt**  
**1901–1909**  
*Republican*  
 Birthplace: New York  
 Born: October 27, 1858  
 Died: January 6, 1919



**27 William H. Taft**  
**1909–1913**  
*Republican*  
 Birthplace: Ohio  
 Born: September 15, 1857  
 Died: March 8, 1930



**28 Woodrow Wilson**  
**1913–1921**  
*Democrat*  
 Birthplace: Virginia  
 Born: December 29, 1856  
 Died: February 3, 1924



**29 Warren G. Harding**  
**1921–1923**  
*Republican*  
 Birthplace: Ohio  
 Born: November 2, 1865  
 Died: August 2, 1923





**30 Calvin Coolidge**  
1923–1929  
*Republican*  
Birthplace: Vermont  
Born: July 4, 1872  
Died: January 5, 1933



**31 Herbert C. Hoover**  
1929–1933  
*Republican*  
Birthplace: Iowa  
Born: August 10, 1874  
Died: October 20, 1964



**32 Franklin D. Roosevelt**  
1933–1945  
*Democrat*  
Birthplace: New York  
Born: January 30, 1882  
Died: April 12, 1945



**33 Harry S. Truman**  
1945–1953  
*Democrat*  
Birthplace: Missouri  
Born: May 8, 1884  
Died: December 26, 1972



**34 Dwight D. Eisenhower**  
1953–1961  
*Republican*  
Birthplace: Texas  
Born: October 14, 1890  
Died: March 28, 1969



**35 John F. Kennedy**  
1961–1963  
*Democrat*  
Birthplace: Massachusetts  
Born: May 29, 1917  
Died: November 22, 1963



**36 Lyndon B. Johnson**  
1963–1969  
*Democrat*  
Birthplace: Texas  
Born: August 27, 1908  
Died: January 22, 1973



**37 Richard M. Nixon**  
1969–1974  
*Republican*  
Birthplace: California  
Born: January 9, 1913  
Died: April 22, 1994



**38 Gerald R. Ford**  
1974–1977  
*Republican*  
Birthplace: Nebraska  
Born: July 14, 1913



**39 James E. Carter, Jr.**  
1977–1981  
*Democrat*  
Birthplace: Georgia  
Born: October 1, 1924



**40 Ronald W. Reagan**  
1981–1989  
*Republican*  
Birthplace: Illinois  
Born: February 6, 1911  
Died: June 5, 2004



**41 George H. W. Bush**  
1989–1993  
*Republican*  
Birthplace: Massachusetts  
Born: June 12, 1924



**42 William J. Clinton**  
1993–2001  
*Democrat*  
Birthplace: Arkansas  
Born: August 19, 1946



**43 George W. Bush**  
2001–  
*Republican*  
Birthplace: Connecticut  
Born: July 6, 1946