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1.1 Summarizing

Defining the Skill

When you **summarize**, you restate a paragraph, passage, or chapter in fewer words. You include only the main ideas and most important details. It is important to use your own words when summarizing.

Applying the Skill

The passage below tells about Harriet Tubman, a prominent member of the Underground Railroad. She helped runaway slaves to freedom. Use the strategies listed below to help you summarize the passage.

How to Summarize

Strategy 1 Look for topic sentences stating the main idea. These are often at the beginning of a section or paragraph. Briefly restate each main idea—in your own words.

Strategy 2 Include key facts and any numbers, dates, amounts, or percentages from the text.

Strategy 3 After writing your summary, review it to see that you have included only the most important details.

HARRIET TUBMAN

1 One of the most famous conductors on the Underground Railroad was Harriet Tubman. **2** Born into slavery in Maryland, the 13-year-old Tubman once tried to save another slave from punishment. The angry overseer fractured Tubman's skull with a two-pound weight. She suffered fainting spells for the rest of her life but did not let that stop her from working for freedom. When she was 25, Tubman learned that her owner was about to sell her. Instead, **2** she escaped.

After her escape, **2** Harriet Tubman made 19 dangerous journeys to free enslaved persons. The tiny woman carried a pistol to frighten off slave hunters and medicine to quiet crying babies. Her enemies offered \$40,000 for her capture, but **2** no one caught her. "I never run my train off the track and I never lost a passenger," she proudly declared. Among the people she saved were her parents.

Write a Summary

You can write your summary in a paragraph. The paragraph at right summarizes the passage you just read.

Practicing the Skill

Turn to Chapter 6, Section 2, "Colonial Resistance Grows." Read "The Boston Tea Party" and write a paragraph summarizing the passage.

3 Harriet Tubman was one of the most famous conductors on the Underground Railroad. She had been a slave, but she escaped. She later made 19 dangerous journeys to free other slaves. She was never captured.

1.2 Taking Notes

Defining the Skill

When you **take notes**, you write down the important ideas and details of a paragraph, passage, or chapter. A chart or an outline can help you organize your notes to use in the future.

Applying the Skill

The following passage describes President Washington's cabinet. Use the strategies listed below to help you take notes on the passage.

How to Take and Organize Notes

Strategy 1 Look at the title to find the main topic of the passage.

Strategy 2 Identify the main ideas and details of the passage. Then summarize the main idea and details in your notes.

Strategy 3 Identify key terms and define them. The term *cabinet* is shown in boldface type and underlined; both techniques signal that it is a key term.

Strategy 4 In your notes, use abbreviations to save time and space. You can abbreviate words such as *department (dept.)*, *secretary (sec.)*, *United States (U.S.)*, and *president (pres.)* to save time and space.

1 WASHINGTON'S CABINET

2 The Constitution gave Congress the task of creating departments to help the president lead the nation. The 2 president had the power to appoint the heads of these departments, which became his 3 **cabinet**.

Congress created three departments. Washington chose talented people to run them. 2 For secretary of war, he picked Henry Knox, a trusted general during the Revolution. 2 For secretary of state, Washington chose Thomas Jefferson. He had been serving as ambassador to France. The State Department oversaw U.S. foreign relations. For secretary of the treasury, Washington turned to the brilliant 2 Alexander Hamilton.

Make a Chart

Making a chart can help you take notes on a passage. The chart below contains notes from the passage you just read.

2 Item	Notes
1. 3 cabinet	heads of 4 depts; 4 pres. appoints heads
a. War Dept.	Henry Knox; 4 sec. of war; former Revolutionary War general
b. State Dept.	Thomas Jefferson; sec. of state; oversees relations between 4 U.S. and other countries
c. Treasury Dept.	Alexander Hamilton; sec. of the treasury

Practicing the Skill

Turn to Chapter 3, Section 3, "Founding the Middle and Southern Colonies." Read "Maryland and the Carolinas" and use a chart to take notes on the passage.

1.3 Sequencing Events

Defining the Skill

Sequence is the order in which events follow one another. By being able to follow the sequence of events through history, you can get an accurate sense of the relationship among events.

Applying the Skill

The following passage describes the sequence of events involved in Britain's plan to capture the Hudson River Valley during the American Revolution. Use the strategies listed below to help you follow the sequence of events.

How to Find the Sequence of Events

Strategy 1 Look for specific dates provided in the text. If several months within a year are included, the year is usually not repeated.

Strategy 2 Look for clues about time that allow you to order events according to sequence. Words such as *day*, *week*, *month*, or *year* may help to sequence the events.

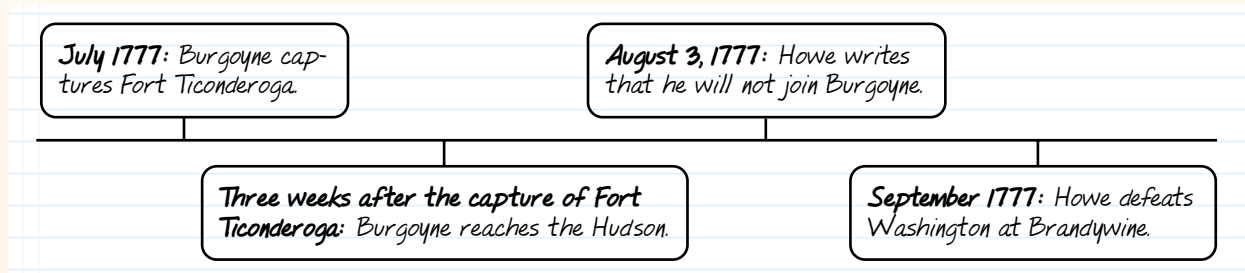
BRITAIN'S STRATEGY

Burgoyne captured Fort Ticonderoga in **1** July 1777. From there, it was 25 miles to the Hudson River, which ran to Albany.

2 Burgoyne took three weeks to reach the Hudson. On **1** August 3, Burgoyne received a message from Howe. He would not be coming north, Howe wrote, because he had decided to invade Pennsylvania to try to capture Philadelphia and General Washington. "Success be ever with you," Howe's message said. But General Burgoyne needed Howe's soldiers, not his good wishes. Howe did invade Pennsylvania. In **1** September 1777, he defeated—but did not capture—Washington at the Battle of Brandywine.

Make a Time Line

Making a time line can help you sequence events. The time line below shows the sequence of events in the passage you just read.



Practicing the Skill

Turn to Chapter 10, Section 4, "The War of 1812." Read the section and make a time line showing the sequence of major events in the war.

1.4 Finding Main Ideas

Defining the Skill

The **main idea** is a statement that summarizes the main point of a speech, an article, a section of a book, or a paragraph. Main ideas can be stated or unstated. The main idea of a paragraph is often stated in the first or last sentence. If it is the first sentence, it is followed by sentences that support that main idea. If it is the last sentence, the details build up to the main idea. To find an unstated idea, you must use the details of the paragraph as clues.

Applying the Skill

The following paragraph describes the role of women in the American Revolution. Use the strategies listed below to help you identify the main idea.

How to Find the Main Idea

Strategy 1 Identify what you think may be the stated main idea. Check the first and last sentences of the paragraph to see if either could be the stated main idea.

Strategy 2 Identify details that support that idea. Some details explain the main idea. Others give examples of what is stated in the main idea.

WOMEN IN THE REVOLUTION

1 Many women tried to help the army. Martha Washington and other wives followed their husbands to army camps. **2** The wives cooked, did laundry, and nursed sick or wounded soldiers.

2 A few women even helped to fight. **2** Mary Hays earned the nickname “Molly Pitcher” by carrying water to tired soldiers during a battle. **2** Deborah Sampson dressed as a man, enlisted, and fought in several engagements.

Make a Chart

Making a chart can help you identify the main idea and details in a passage or paragraph. The chart below identifies the main idea and details in the paragraph you just read.

<i>Main Idea:</i> Women helped the army during the Revolution.
<i>Detail:</i> They cooked and did laundry.
<i>Detail:</i> They nursed the wounded and sick soldiers.
<i>Detail:</i> They helped to fight.
<i>Detail:</i> One woman, Molly Pitcher, carried water to soldiers during battles.

Practicing the Skill

Turn to Chapter 5, Section 1, “Early American Culture.” Read “Women and the Economy” and create a chart that identifies the main idea and the supporting details.

1.5 Categorizing

Defining the Skill

To **categorize** is to sort people, objects, ideas, or other information into groups, called categories. Historians categorize information to help them identify and understand patterns in historical events.

Applying the Skill

The following passage contains information about the reasons people went west during the mid-1800s. Use the strategies listed below to help you categorize information.

How to Categorize

Strategy 1 First, decide what kind of information needs to be categorized. Decide what the passage is about and how that information can be sorted into categories.

For example, find the different motives people had for moving west.

Strategy 2 Then find out what the categories will be. To find why many different groups of people moved west, look for clue words such as *some*, *other*, and *another*.

Strategy 3 Once you have chosen the categories, sort information into them. Of the people who went west, which ones had which motives?

THE LURE OF THE WEST

1 People had many different motives for going west. 2 One motive was to make money. 2 Some people called speculators bought huge areas of land and made great profits by selling it to thousands of settlers. 2 Other settlers included farmers who dreamed of owning their own farms in the West because land was difficult to acquire in the East. 2 Another group to move west was merchants. They hoped to earn money by selling items that farmers needed. Finally, 2 some people went west for religious reasons. These people included 2 missionaries, who wanted to convert the Native Americans to Christianity, and Mormons, who wanted a place where they could practice their faith without interference.

Make a Chart

Making a chart can help you categorize information. You should have as many columns as you have categories. The chart below shows how the information from the passage you just read can be categorized.

	Motives	Money	Land	Religion
3	Groups	<ul style="list-style-type: none">• speculators• merchants	<ul style="list-style-type: none">• farmers	<ul style="list-style-type: none">• missionaries• Mormons

Practicing the Skill

Turn to Chapter 14, Section 3, "Reforming American Society." Read "Improving Education" and make a chart in which you categorize the changes happening in elementary, high school, and college education.

1.6 Making Public Speeches

Defining the Skill

A speech is a talk given in public to an audience. Some speeches are given to persuade the audience to think or act in a certain way, or to support a cause. You can learn how to **make public speeches** effectively by analyzing great speeches in history.

Applying the Skill

The following is an excerpt from the “I Have a Dream” speech delivered by Martin Luther King, Jr., in 1963 in Washington, D.C. Use the strategies listed below to help you analyze King’s speech and prepare a speech of your own.

How to Analyze and Prepare a Speech

Strategy 1 Choose one central idea or theme and organize your speech to support it. King organized his speech around his dream of equality.

Strategy 2 Use words or images that will win over your audience. King referred to the Declaration of Independence when he used the words “all men are created equal.”

Strategy 3 Repeat words or images to drive home your main point—as if it is the “hook” of a pop song. King repeats the phrase “I have a dream.”

Make an Outline

Making an outline like the one to the right will help you make an effective public speech.

Practicing the Skill

Turn to Chapter 12, Section 2, “Jackson’s Policy Toward Native Americans.” Read the section and choose a topic for a speech. First, make an outline like the one to the right to organize your ideas. Then write your speech. Next, practice giving your speech. Make it a three-minute speech.

1.7 Writing for Social Studies

Defining the Skill

Writing for social studies requires you to describe an idea, situation, or event. Often, social studies writing takes a stand on a particular issue or tries to make a specific point. To successfully describe an event or make a point, your writing needs to be clear, concise, and factually accurate.

Applying the Skill

The following passage describes Stephen A. Douglas. Notice how the strategies below helped the writer explain Douglas's historical importance.

How to Write for Social Studies

Strategy 1 Focus on your topic. Be sure that you clearly state the main idea of your piece so that your readers know what you intend to say.

Strategy 2 Collect and organize your facts. Collect accurate information about your topic to support the main idea you are trying to make. Use your information to build a logical case to prove your point.

Strategy 3 To express your ideas clearly, use standard grammar, spelling, sentence structure, and punctuation when writing for social studies. Proofread your work to make sure it is well organized and grammatically correct.

STEPHEN A. DOUGLAS, 1813–1861

1 Stephen A. Douglas was one of the most powerful members of Congress in the 1850s. In fact, **2** he was called the “Little Giant” because he commanded great respect even though he was only five feet four inches tall. The most important issue that Douglas faced in his career was slavery in the territories. **2** He played a key role in the passage of the Compromise of 1850 as well as the Kansas–Nebraska Act, which addressed this issue. In 1858, his famous debates with Abraham Lincoln also focused on slavery in the territories. **2** When Douglas ran for president in 1860, his position on slavery was critical to his defeat.

Practicing the Skill

Turn to Chapter 15, Section 1, “Growing Tensions Between North and South.” Read the section and use the strategies above to write your answer to Question 4 in the Chapter 15 Section 1 Assessment.

2.1 Analyzing Points of View

Defining the Skill

Analyzing points of view means looking closely at a person's arguments to understand the reasons behind that person's beliefs. The goal of analyzing a point of view is to understand a historical figure's thoughts, opinions, and biases about a topic.

Applying the Skill

The following passage describes the Panic of 1837 and two politicians' points of view about it. Use the strategies listed below to help you analyze their points of view.

How to Analyze Points of View

Strategy 1 Look for statements that show you a person's view on an issue. For example, Van Buren said he believed the economy would improve if he took no action. Clay thought the government should do something to help the people.

Strategy 2 Use information about people to validate them as sources and understand why they might disagree. What do you know about Clay and Van Buren that might explain their own biases and disagreements with each other?

Strategy 3 Write a summary that explains why different people took different positions on the issue.

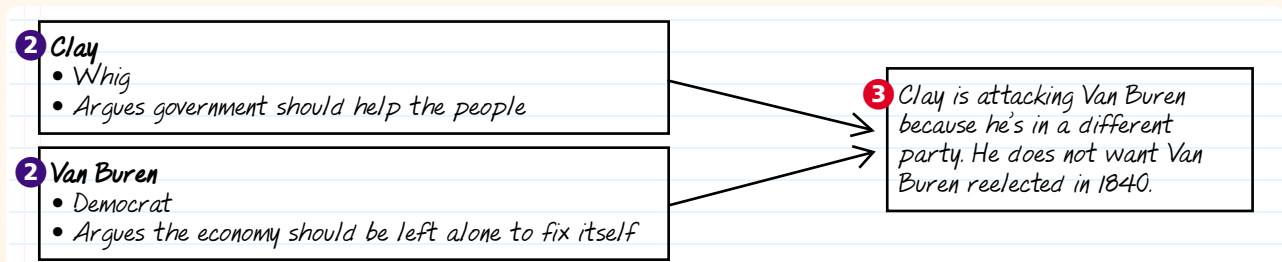
THE PANIC OF 1837

The Panic of 1837 caused severe hardship. People had little money, so manufacturers had few customers for their goods. Almost 90 percent of factories in the East closed. Jobless workers could not afford food or rent. Many people went hungry.

1 Whig senator Henry Clay wanted the government to do something to help the people. 1 President Van Buren, a Democrat, disagreed. He believed that the economy would improve if left alone. He argued that "the less government interferes with private pursuits the better for the general prosperity." Many Americans blamed Van Buren for the Panic, though he had taken office only weeks before it started. The continuing depression made it difficult for him to win reelection in 1840.

Make a Diagram

Using a diagram can help you analyze points of view. The diagram below analyzes the views of Clay and Van Buren in the passage you just read.



Practicing the Skill

Turn to the Interactive Primary Sources at the end of Chapter 8, Section 3. Read the selections by James Madison and George Mason. Use their language, information from other sources, and information about each man to validate them as sources. Then make a chart to analyze their different points of view on the Constitution.

2.2 Comparing and Contrasting

Defining the Skill

Comparing means looking at the similarities and differences between two or more things. **Contrasting** means examining only the differences between them. Historians compare and contrast events, personalities, behaviors, beliefs, and situations in order to understand them.

Applying the Skill

The following paragraph describes the American and British troops during the Revolutionary War. Use the strategies listed below to help you compare and contrast these two armies.

How to Compare and Contrast

Strategy 1 Look for two aspects of the subject that may be compared and contrasted. This passage compares the British and American troops to show why the Americans won the war.

Strategy 2 To contrast, look for clue words that show how two things differ. Clue words include *by contrast*, *however*, *except*, and *yet*.

Strategy 3 To find similarities, look for clue words indicating that two things are alike. Clue words include *both*, *like*, *as*, and *similarly*.

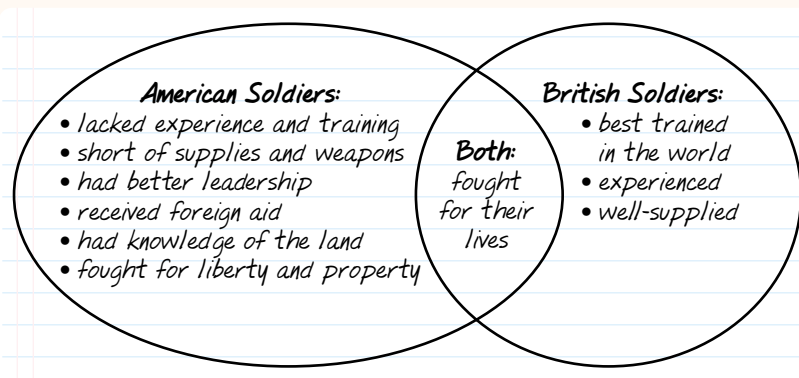
WHY THE AMERICANS WON

1 By their persistence, the Americans defeated the British even though they faced many obstacles. The Americans lacked training and experience. They were often short of supplies and weapons.

2 *By contrast*, the British forces ranked among the best trained in the world. They were experienced and well-supplied professional soldiers. **2** *Yet*, the Americans also had advantages that enabled them to win. These advantages over the British were better leadership, foreign aid, a knowledge of the land, and motivation. Although **3** *both* the British and the Americans were fighting for their lives, **2** the Americans were also fighting for their property and their dream of liberty.

Make a Venn Diagram

Making a Venn diagram will help you identify similarities and differences between two things. In the overlapping area, list characteristics shared by both subjects. Then, in the separate ovals, list the characteristics of each subject not shared by the other. This Venn diagram compares and contrasts the British and American soldiers.



Practicing the Skill

Turn to Chapter 5, Section 1, "Early American Culture." Read "Young People at Work" and make a Venn diagram showing the similarities and differences between the roles of boys and girls in colonial America.

2.3 Analyzing Causes; Recognizing Effects

Defining the Skill

A **cause** is an action in history that makes something happen. An **effect** is the historical event 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 paragraph describes events that caused changes in Puritan New England. Use the strategies listed below to help you identify the cause-and-effect relationships.

How to Analyze Causes and Recognize Effects

Strategy 1 Ask why an action took place. Ask yourself a question about the title and topic sentence, such as, "What caused changes in Puritan society?"

Strategy 2 Look for effects. Ask yourself, "What happened?" (the effect). Then ask, "Why did it happen?" (the cause). For example, What caused the decline of Puritan religion in New England?

Strategy 3 Look for clue words that signal causes, such as *cause* and *led to*.

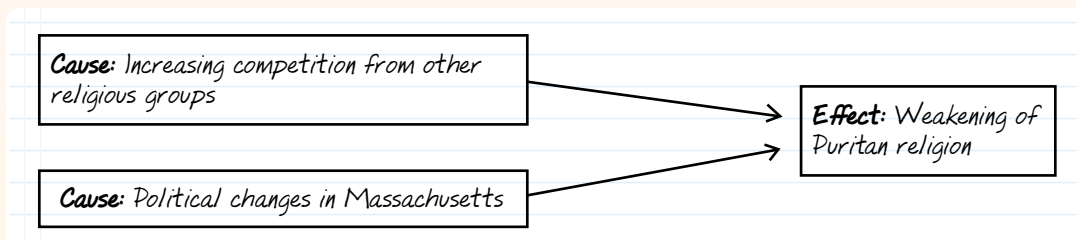
Strategy 4 One way to practice recognizing effects is to make predictions about the consequences that will result from particular actions. Then, as you read, look to see if your predictions were accurate.

1 CHANGES IN PURITAN SOCIETY

- 1 The early 1700s saw many changes in New England society.
- 2 One of the most important changes was the gradual decline of the Puritan religion in New England. There were a number of reasons for that decline.
- 3 One *cause* of this decline was the increasing competition from other religious groups. Baptists and Anglicans established churches in Massachusetts and Connecticut, where Puritans had once been the most powerful group. 3 Political changes also *led to* a weakening of the Puritan community. In 1691, a new royal charter for Massachusetts granted the vote based on property ownership instead of church membership.

Make a Diagram

Using a diagram can help you understand causes and effects. The diagram below shows two causes and an effect for the passage you just read.



Practicing the Skill

Turn to Chapter 13, Section 3, "The War with Mexico." Read the section and make a diagram about the causes and effects of the war.

2.4 Making Inferences

Defining the Skill

Inferences are ideas that the author has not directly stated. **Making inferences** involves reading between the lines to interpret the information you read. You can make inferences by studying what is stated and using your common sense and previous knowledge.

Applying the Skill

The passage below describes the strengths and weaknesses of the North and the South as the Civil War began. Use the strategies listed below to help you make inferences from the passage.

How to Make Inferences

Strategy 1 Read to find statements of facts and ideas. Knowing the facts will give you a good basis for making inferences.

Strategy 2 Use your knowledge, logic, and common sense to make inferences that are based on facts. Ask yourself, "What does the author want me to understand?" For example, from the facts about population, you can make the inference that the North would have a larger army than the South. See other inferences in the chart below.

ADVANTAGES OF THE NORTH AND THE SOUTH

The North had more people and resources than the South. 1 The North had about 22 million people. 1 The South had roughly 9 million, of whom about 3.5 million were slaves. In addition, 1 the North had more than 80 percent of the nation's factories and almost all of the shipyards and naval power. The South had some advantages, too. 1 It had able generals, such as Robert E. Lee. 1 It also had the advantage of fighting a defensive war. Soldiers defending their homes have more will to fight than invaders do.

Make a Chart

Making a chart will help you organize information and make logical inferences. The chart below organizes information from the passage you just read.

1 Stated Facts and Ideas	2 Inferences
The North had about 22 million people.	The North would have a larger army than the South.
The Confederacy had about 9 million, less the 3.5 million slaves.	
The North had more factories, naval power, and shipyards.	The North could provide more weapons, ammunition, and ships for the war.
The Confederacy had excellent generals.	The Confederacy had better generals, which would help it overcome other disadvantages.
The Confederacy was fighting a defensive war.	Confederate soldiers would fight harder because they were defending their homes and families.

Practicing the Skill

Turn to Chapter 11, Section 1, "Early Industry and Inventions." Read "The Industrial Revolution Begins" and use a chart like the one above to make inferences about early industry.

2.5 Drawing Conclusions

Defining the Skill

Drawing conclusions means analyzing what you have read and forming an opinion about its meaning. To draw conclusions, look at the facts and then use your own common sense and experience to decide what the facts mean.

Applying the Skill

The following passage presents information about the Intolerable Acts and the colonists' reactions to them. Use the strategies listed below to help you draw conclusions about those acts.

How to Draw Conclusions

Strategy 1 Read carefully to identify and understand all the facts, or statements, that can be proven true.

Strategy 2 List the facts in a diagram and review them. Use your own experiences and common sense to understand how the facts relate to each other.

Strategy 3 After reviewing the facts, write down the conclusion you have drawn about them.

THE INTOLERABLE ACTS

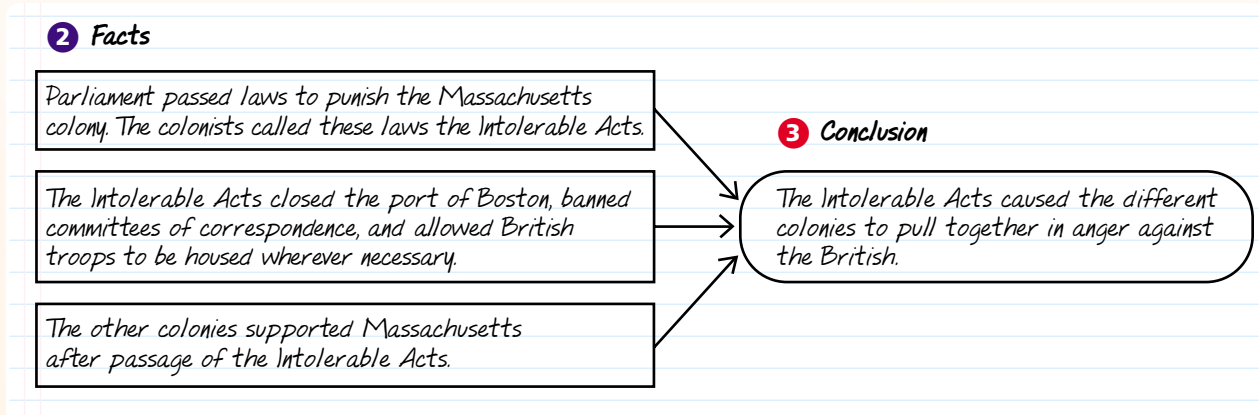
1 In 1774, Parliament passed a series of laws to punish the Massachusetts colony and serve as a warning to other colonies.

1 These laws were so harsh that colonists called them the **Intolerable Acts**. One of the acts closed the port of Boston. Others banned committees of correspondence and allowed Britain to house troops wherever necessary.

In 1773, Sam Adams had written, "I wish we could arouse the continent." **1** The Intolerable Acts answered his wish. Other colonies immediately offered Massachusetts their support.

Make a Diagram

Making a diagram can help you draw conclusions. The diagram below shows how to organize facts and inferences to draw a conclusion about the passage you just read.



Practicing the Skill

Turn to Chapter 3, Section 2, "New England Colonies." Read "The Salem Witchcraft Trials" and use the diagram above as a model to draw conclusions about the trials.

2.6 Making Decisions

Defining the Skill

Making decisions involves choosing between two or more options, or courses of action. In most cases, decisions have consequences, or results. Sometimes decisions may lead to new problems. By understanding how historical figures made decisions, you can learn how to improve your decision-making skills.

Applying the Skill

The following passage describes Lincoln's decisions regarding federal forts after the Southern states seceded. Use the strategies listed below to help you analyze his decisions.

How to Make Decisions

Strategy 1 Identify a decision that needs to be made. Think about what factors make the decision difficult.

Strategy 2 Identify possible consequences of the decision. Remember that there can be more than one consequence to a decision.

Strategy 3 Identify the decision that was made.

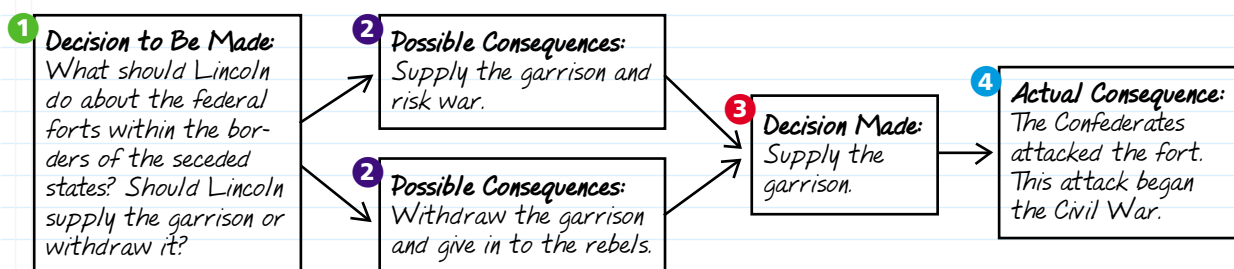
Strategy 4 Identify actual consequences that resulted from the decision.

FIRST SHOTS AT FORT SUMTER

1 Lincoln had to decide what to do about the forts in the South that remained under federal control. A Union garrison still held **Fort Sumter**, but it was running out of supplies. **2** If Lincoln supplied the garrison, he risked war. **2** If he withdrew the garrison, he would be giving in to the rebels. **3** Lincoln informed South Carolina that he was sending supply ships to Fort Sumter. **4** Confederate leaders decided to prevent the federal government from holding on to the fort by attacking before the supply ships arrived. No one was killed, but **4** the South's attack on Fort Sumter signaled the beginning of the Civil War.

Make a Flow Chart

A flow chart can help you identify the process of making a decision. The flow chart below shows the decision-making process in the passage you just read.



Practicing the Skill

Turn to Chapter 6, Section 1, "Tighter British Control." Read "The Colonies Protest the Stamp Act" and make a flow chart to identify a decision and its consequences described in that section.

2.7 Recognizing Propaganda

Defining the Skill

Propaganda is communication that aims to influence people’s opinions, emotions, or actions. Propaganda is not always factual. Rather, it uses one-sided language or striking symbols to sway people’s emotions. Modern advertising often uses propaganda. By thinking critically, you will avoid being swayed by propaganda.

Applying the Skill

The following political cartoon shows Andrew Jackson dressed as a king. Use the strategies listed below to help you understand how it works as propaganda.

How to Recognize Propaganda

Strategy 1 Identify the aim, or purpose, of the cartoon. Point out the subject and explain the point of view.

Strategy 2 Identify those images on the cartoon that viewers might respond to emotionally and identify the emotions.

Strategy 3 Think critically about the cartoon. What facts has the cartoon ignored?



Make a Chart

Making a chart will help you think critically about a piece of propaganda. The chart below summarizes the information from the anti-Jackson cartoon.

1	Identify Purpose	The cartoon portrays Jackson negatively by showing him as a king.
2	Identify Emotions	The cartoonist knows that Americans like democracy. So he portrays Jackson as a king because kings are not usually supporters of democracy. He also shows Jackson standing on a torn U.S. Constitution—another thing that Americans love.
3	Think Critically	The cartoon shows Jackson vetoing laws. But it ignores the fact that those actions were not against the Constitution. The president has the power to veto legislation. In this case, Jackson was exercising the power of the presidency, not acting like a king.

Practicing the Skill

Turn to Chapter 6, Section 2, “Colonial Resistance Grows,” and look at the engraving *The Bloody Massacre* on the third page of the section. Use a chart like the one above to think critically about the engraving as an example of propaganda.

2.8 Identifying Facts and Opinions

Defining the Skill

Facts are events, dates, statistics, or statements that can be proved to be true. **Opinions** are the judgments, beliefs, and feelings of a writer or speaker. By identifying facts and opinions, you will be able to think critically when a person is trying to influence your own opinion.

Applying the Skill

The following passage tells about the Virginia Plan for legislative representation offered at the Constitutional Convention of 1787. Use the strategies listed below to help you distinguish facts from opinions.

How to Recognize Facts and Opinions

Strategy 1 Look for specific information that can be proved or checked for accuracy.

Strategy 2 Look for assertions, claims, and judgments that express opinions. In this case, one speaker's opinion is expressed in a direct quote.

Strategy 3 Think about whether statements can be checked for accuracy. Then, identify the facts and opinions in a chart.

ANTIFEDERALIST VIEWS

1 Antifederalists published their views about the Constitution in newspapers and pamphlets. 1 They thought the Constitution took too much power away from the states and did not protect the rights of the people. They charged that the Constitution would destroy American liberties. As one Antifederalist wrote, 2 "It is truly astonishing that a set of men among ourselves should have had the [nerve] to attempt the destruction of our liberties."

Make a Chart

The chart below analyzes the facts and opinions from the passage above.

<i>Statement</i>	3 <i>Can It Be Proved?</i>	3 <i>Fact or Opinion</i>
<i>Antifederalists published their views in newspapers and pamphlets.</i>	<i>Yes. Check newspapers and other historical documents.</i>	<i>Fact</i>
<i>They thought the Constitution took too much power away from the states.</i>	<i>Yes. Check newspapers and other historical documents.</i>	<i>Fact</i>
<i>It is astonishing that some Americans would try to destroy American liberties.</i>	<i>No. This cannot be proved. It is what one speaker believes.</i>	<i>Opinion</i>

Practicing the Skill

Turn to Chapter 11, Section 3, and read the section entitled "The Missouri Compromise." Make a chart in which you analyze key statements to determine whether they are facts or opinions.

2.9 Forming and Supporting Opinions

Defining the Skill

When you **form opinions**, you interpret and judge the importance of events and people in history. You should always **support your opinions** with facts, examples, and quotes.

Applying the Skill

The following passage describes events that followed the gold rush. Use the strategies listed below to form and support your opinions about the events.

How to Form and Support Opinions

Strategy 1 Look for important information about the events. Information can include facts, quotations, and examples.

Strategy 2 Form an opinion about the event by asking yourself questions about the information. For example, How important was the event? What were its effects?

Strategy 3 Support your opinions with facts, quotations, and examples. If the facts do not support the opinion, then rewrite your opinion so it is supported by the facts.

THE IMPACT OF THE GOLD RUSH

By 1852, the gold rush was over. 1 While it lasted, about 250,000 people flooded into California. 1 This huge migration caused economic growth that changed California. 1 The port city San Francisco grew to become a center of banking, manufacturing, shipping, and trade. 1 However, the gold rush ruined many *Californios*. *Californios* are the Hispanic people of California. The newcomers did not respect *Californios*, their customs, or their legal rights. 1 In many cases, Americans seized their property.

Native Americans suffered even more. 1 Thousands died from diseases brought by the newcomers. 1 Miners hunted down and killed thousands more. 1 By 1870, California's Native American population had fallen from 150,000 to only about 30,000.

Make a Chart

Making a chart can help you organize your opinions and supporting facts. The following chart summarizes one possible opinion about the impact of the gold rush.

2	Opinion	<i>The effects of the gold rush were more negative than positive.</i>
3	Facts	<i>Californios were not respected, and their land was stolen. Many Native Americans died from diseases, and others were killed by miners. Their population dropped from 150,000 to about 30,000.</i>

Practicing the Skill

Turn to Chapter 11, Section 3, "Nationalism and Sectionalism." Read "The Missouri Compromise" and form your own opinion about the compromise and its impact. Make a chart like the one above to summarize your opinion and the supporting facts and examples.

2.10 Identifying and Solving Problems

Defining the Skill

Identifying problems means finding and understanding the difficulties faced by a particular group of people during a certain time. **Solving problems** means understanding how people tried to remedy those problems. By studying how people solved problems in the past, you can learn ways to solve problems today.

Applying the Skill

The following paragraph describes problems that the Constitutional Convention faced on the issues of taxation, representation, and slavery. Use the strategies listed below to help you see how the Founders tried to solve these problems.

How to Identify Problems and Solutions

Strategy 1 Look for the difficulties, or problems, people faced.

Strategy 2 Consider how the problem affected people with different points of view. For example, the main problem described here was how to count the population of each state.

Strategy 3 Look for solutions people tried to deal with each problem. Think about whether the solution was a good one for people with differing points of view.

SLAVERY AND THE CONSTITUTION

Because the House of Representatives would have members according to the population of each state, **1** the delegates had to decide who would be counted in the population of each state. The Southern states had many more slaves than the Northern states had. **2** Southerners wanted the slaves to be counted as part of the general population for representation but not for taxation. **2** Northerners argued that slaves were not citizens and should not be counted for representation, but that slaves should be counted for taxation. **3** The delegates decided that three-fifths of the slave population would be counted in the population to determine both representation and taxes.

Make a Chart

Making a chart will help you identify and organize information about problems and solutions. The chart below shows problems and solutions included in the passage you just read.

1 Problem	2 Differing Points of View	3 Solution
Northerners and Southerners couldn't agree on how to count population because of slavery in the South.	Southerners wanted slaves counted for representation but not for taxation. Northerners wanted slaves counted for taxation but not for representation.	Delegates decided that three-fifths of the slave population should be counted.

Practicing the Skill

Turn to Chapter 8, Section 2, "Creating the Constitution." Read "The Delegates Assemble" and "The Virginia Plan." Then make a chart that summarizes the problems faced by the delegates at the Constitutional Convention and the solutions they agreed on.

2.11 Evaluating

Defining the Skill

To **evaluate** is to make a judgment about something. Historians evaluate the actions of people in history. One way to do this is to examine both the positives and negatives of a historical action, then decide which is stronger—the positive or the negative.

Applying the Skill

The following passage describes Susan B. Anthony's fight for women's rights. Use the strategies listed below to evaluate how successful she was.

How to Evaluate

Strategy 1 Before you evaluate a person's actions, first determine what that person was trying to do. In this case, think about what Anthony wanted to accomplish.

Strategy 2 Look for statements that show the positive, or successful, results of her actions. For example, Did she achieve her goals?

Strategy 3 Also look for statements that show the negative, or unsuccessful, results of her actions. Did she fail to achieve something she tried to do?

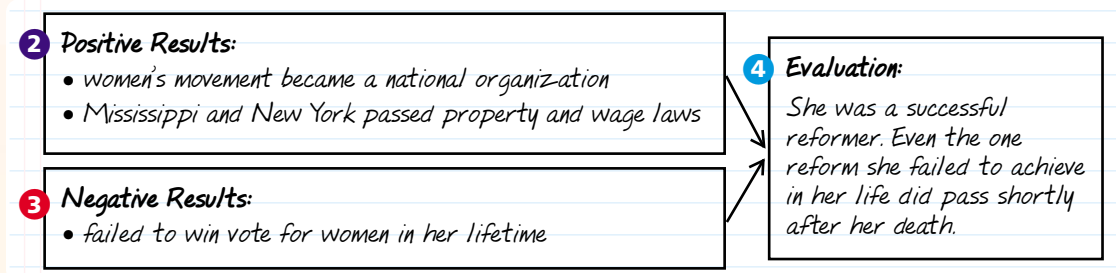
Strategy 4 Write an overall evaluation of the person's actions.

SUSAN B. ANTHONY

1 Susan B. Anthony was a skilled organizer who fought for women's rights. **2** She successfully built the women's movement into a national organization. Anthony believed that a woman must have money of her own. To this end, she supported laws that would give married women rights to control their own property and wages. **2** Mississippi passed the first such law in 1839. New York passed a property law in 1848 and a wages law in 1860. **3** Anthony also wanted to win the vote for women but failed to convince lawmakers to pass this reform in her lifetime. This reform did go through in 1920, 14 years after her death.

Make a Diagram for Evaluating

Using a diagram can help you evaluate. List the positives and negatives of the historical person's actions and decisions. Then make an overall judgment. The diagram below shows how the information from the passage you just read can be diagrammed.



Practicing the Skill

Turn to Chapter 18, Section 3, "The End of Reconstruction." Read the section and make a diagram in which you evaluate Grant's presidency.

2.12 Making Generalizations

Defining the Skill

To **make generalizations** means to make broad judgments based on information. When you make generalizations, you should gather information from several sources.

Applying the Skill

The following three passages contain different views on George Washington. Use the strategies listed below to make a generalization about these views.

How to Make Generalizations

Strategy 1 Look for information that the sources have in common. These three sources all discuss George Washington's ability as a military leader.

Strategy 2 Form a generalization that describes Washington in a way that all three sources would agree with. State your generalization in a sentence.

WASHINGTON'S LEADERSHIP

1 Washington learned from his mistakes. After early defeats, he developed the strategy of dragging out the war to wear down the British. **1** Despite difficulties, he never gave up.

—*Creating America*

1 [Washington] was no military genius. . . . But he was a great war leader. Creating an army out of unpromising material, he kept it in being against great odds.

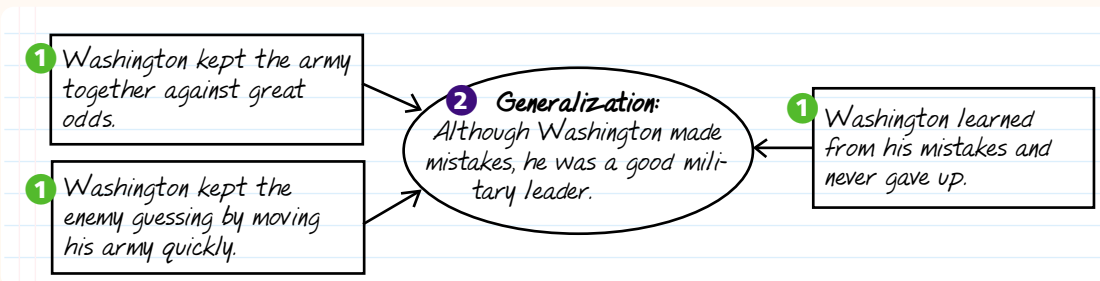
—*The Limits of Liberty*

1 [Washington] certainly deserves some merit as a general, that he . . . can keep General Howe dancing from one town to another for two years together, with such an army as he has.

—*The Journal of Nicholas Cresswell, July 13, 1777*

Make a Chart

Using a chart can help you make generalizations. The chart below shows how the information you just read can be used to generalize about people's views of Washington.



Practicing the Skill

Turn to Chapter 16, Section 1, "War Erupts." Read "Choosing Sides." Also read the excerpt from *Across Five Aprils* at the end of Section 1. Then use a chart like the one above to make a generalization about how the outbreak of the Civil War affected Americans.

3.1 Using Primary and Secondary Sources

Defining the Skill

Primary sources are materials written or made by people who lived during historical events and witnessed them. Primary sources can be letters, journal entries, speeches, autobiographies, or artwork. Other kinds of primary sources are government documents, census surveys, and financial records. **Secondary sources** are materials written by people who did not participate in an event. History books are secondary sources.

Applying the Skill

The following passage contains both a primary source and a secondary source. Use the strategies listed below to help you read them.

How to Read Primary and Secondary Sources

Strategy 1 Distinguish secondary sources from primary sources. The first paragraph is a secondary source. The Declaration of Independence is a primary source. The secondary source explains something about the primary source.

Strategy 2 Analyze the primary source and consider why the author produced it. Consider what the document was supposed to achieve and who would read it.

Strategy 3 Identify the author of the primary source and note when and where it was written.

1 The core idea of the Declaration is based on the philosophy of John Locke. This idea is that people have unalienable rights, or rights that government cannot take away. Jefferson stated this belief in what was to become the Declaration's best-known passage.

2 We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.

3 —Thomas Jefferson, *The Declaration of Independence*, 1776

Make a Chart

Making a chart will help you summarize information from primary sources and secondary sources. The chart below summarizes the information from the passage you just read.

Author	Thomas Jefferson
Document	<i>The Declaration of Independence</i>
Notes on Primary Source	The Declaration says that "all men are created equal." It also says that people have "unalienable rights." These rights include the right to life and the right to liberty, as well as a right to pursue happiness.
Notes on Secondary Source	Jefferson based his ideas on those of John Locke. Locke had written about rights that governments could not take away from the people.

Practicing the Skill

Turn to Chapter 6, Section 3, "The Road to Lexington and Concord." Read "Between War and Peace" and make a chart like the one above to summarize the information in the primary source and the secondary source.

3.2 Interpreting Graphs

Defining the Skill

Graphs use pictures and symbols, instead of words, to show information. Graphs are created by taking information and presenting it visually. The graph on this page takes numerical information on immigration and presents it as a bar graph. There are many different kinds of graphs. Bar graphs, line graphs, and pie graphs are the most common. Bar graphs compare numbers or sets of numbers. The length of each bar shows a quantity. It is easy to see how different categories compare on a bar graph.

Applying the Skill

The bar graph below shows numbers of immigrants coming to the United States between 1821 and 1860. Use the strategies listed below to help you interpret the graph.

How to Interpret a Graph

Strategy 1 Read the title to identify the main idea of the graph. Ask yourself what kinds of information the graph shows. For example, does it show chronological information, geographic patterns and distributions, or something else?

Strategy 2 Read the vertical axis (the one that goes up and down) on the left side of the graph. This one shows the number of immigrants in thousands. Each bar represents the number of immigrants during a particular decade.

Strategy 3 Read the horizontal axis (the one that runs across the bottom of the graph). This one shows the four decades from 1821 to 1860.

Strategy 4 Summarize the information shown in each part of the graph. Use the title to help you focus on what information the graph is presenting.

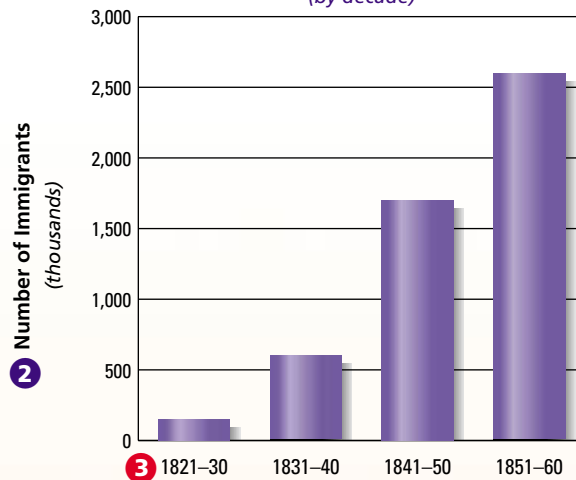
Write a Summary

Writing a summary will help you understand the information in the graph. The paragraph to the right summarizes the information from the bar graph.

Practicing the Skill

Turn to Chapter 16, Section 1, "War Erupts." Look at the graphs entitled "Resources, 1860." Write a paragraph in which you summarize what you learned from these graphs.

1 Immigration to the United States
(by decade)



4 Immigration to the United States increased between 1821 and 1860. Between 1821 and 1830, fewer than 200,000 immigrants arrived. In the next decade, more than 500,000 immigrants came. During the 1840s, more than 1.5 million immigrants arrived, and that number increased to more than 2.5 million in the 1850s.

3.3 Interpreting Charts

Defining the Skill

Charts, like graphs, present information in a visual form. Charts are created by organizing, summarizing, and simplifying information and presenting it in a format that makes it easy to understand. Tables and diagrams are examples of commonly used charts.

Applying the Skill

The chart below shows the number of slaves who were imported to the Americas between 1601 and 1810. Use the strategies listed below to help you interpret the information in the chart.

How to Interpret a Chart

Strategy 1 Read the title. It will tell you what the chart is about. Ask yourself what kinds of information the chart shows. For example, does it show chronological information, geographic patterns and distributions, or something else?

Strategy 2 Read the labels to see how the information in the chart is organized. In this chart, it is organized by region and years.

Strategy 3 Study the data in the chart to understand the facts that the chart intends to show.

Strategy 4 Summarize the information shown in each part of the chart. Use the title to help you focus on what information the chart is presenting.

1601–1810		
1 Slaves Imported to the Americas (in thousands)		
2 REGION/COUNTRY	1601–1700	1701–1810
3 British N. America	*	348
British Caribbean	263.7	1,401.3
French Caribbean	155.8	1,348.4
Spanish America	292.5	578.6
Dutch Caribbean	40	460
Danish Caribbean	4	24
Brazil (Portugal)	560	1,891.4

*= less than 1,000

Source: Philip D. Curtin, *The Atlantic Slave Trade*

Write a Summary

Writing a summary can help you understand the information given in a chart. The paragraph to the right summarizes the information in the chart "Slaves Imported to the Americas, 1601–1810."

Practicing the Skill

Turn to Chapter 17, Section 4, and look at the charts entitled "Costs of the Civil War." Study the charts and ask yourself what geographic patterns and distributions are shown on them. Then write a paragraph in which you summarize what you learned from the charts.

4 The chart shows how many slaves were imported to the Americas between 1601 and 1810. It divides the Americas into seven regions. It also divides the time period into two parts: 1601–1700 and 1701–1810. The number of slaves imported increased greatly from the 1600s to the 1700s. More slaves were imported to Brazil than to any other region.

3.4 Interpreting Time Lines

Defining the Skill

A **time line** is a visual list of events and dates shown in the order in which they occurred. Time lines can be horizontal or vertical. On horizontal time lines, the earliest date is on the left. On vertical time lines, the earliest date is often at the top.

Applying the Skill

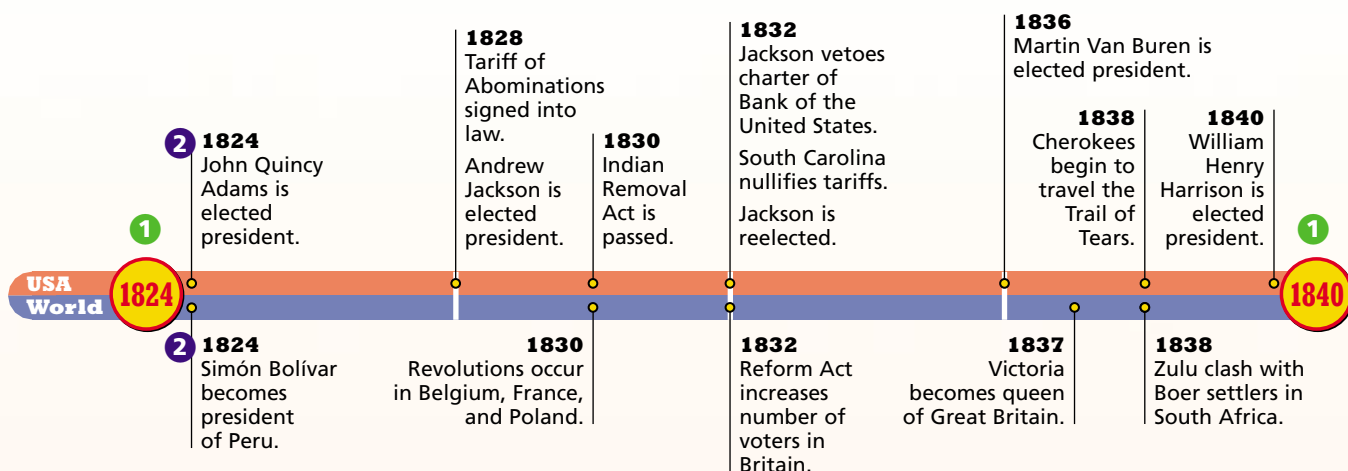
The time line below lists dates and events during the presidencies of John Adams, Andrew Jackson, and Martin Van Buren. Use the strategies listed below to help you interpret the information.

How to Read a Time Line

Strategy 1 Read the dates at the beginning and end of the time line. These will show the period of history that is covered. The time line below is a dual time line. It includes items related to two topics. The labels show that the information covers U.S. events and world events.

Strategy 2 Read the dates and events in sequential order, beginning with the earliest one. Pay particular attention to how the entries relate to each other. Think about which events caused later events.

Strategy 3 Summarize the focus, or main idea, of the time line. Try to write a main idea sentence that describes the time line.



Write a Summary

Writing a summary can help you understand information shown on a time line. The summary to the right states the main idea of the time line and tells how the events are related.

Practicing the Skill

Turn to Chapter 15 and look at the time line at the beginning of the chapter. Then write a summary of the information shown on the time line.

3 The time line covers the period between 1824, when John Quincy Adams was elected president, and 1840, when William Henry Harrison was elected president. During that period of time, Andrew Jackson and Martin Van Buren also served as president. The time line shows that the important issues in the United States were tariffs, banking, and relations with Native Americans.

3.5 Reading a Map

Defining the Skill

Maps are representations of features on the earth's surface. Some maps show political features, such as national borders. Other maps show physical features, such as mountains and bodies of water. By learning to use map elements and math skills, you can better understand how to read maps.

Applying the Skill

The following map shows the Battle of Yorktown during the Revolution. Use the strategies listed below to help you identify the elements common to most maps.

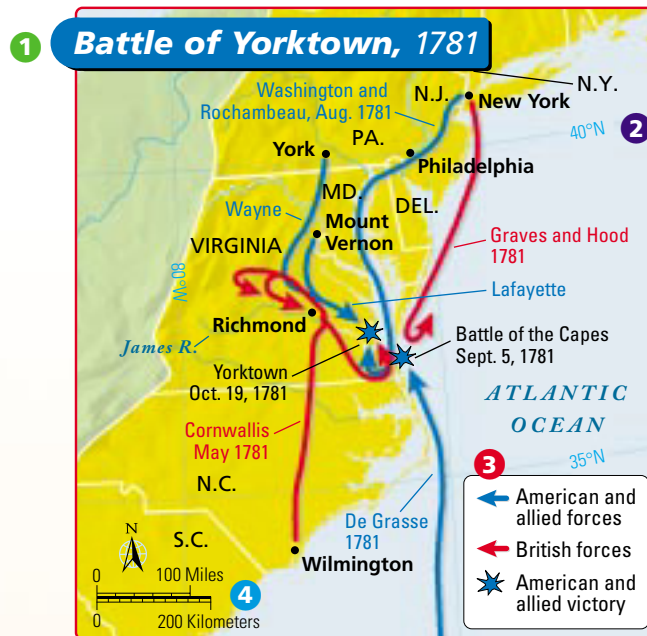
How to Read a Map

Strategy 1 Read the title. This identifies the main idea of the map.

Strategy 2 Look for the grid of lines that form a pattern of squares over the map. These numbered lines are the lines of latitude (horizontal) and longitude (vertical). They indicate the location of the area on the earth.

Strategy 3 Read the map key. It is usually in a box. This will give you the information you need to interpret the symbols or colors on the map.

Strategy 4 Use the scale and the pointer, or compass rose, to determine distance and direction.



Make a Chart

A chart can help you organize information given on maps. The chart below summarizes information about the map you just studied.

Title	<i>Battle of Yorktown, 1781</i>
Location	<i>between latitude 40° N and 35° N, just east of longitude 80° W</i>
Map Key Information	<i>blue = American and allied forces, red = British forces</i>
Scale	<i>7/16 in. = 100 miles, 9/16 in. = 200 km</i>
Summary	<i>British commanders Graves and Hood sailed south from New York. They were defeated by De Grasse at the Battle of the Clouds. British commander Cornwallis marched north from Wilmington, North Carolina, to Virginia, where he was defeated by American forces.</i>

Practicing the Skill

Turn to Chapter 7, Section 1, "The Early Years of the War." Read the map entitled "War in the Middle States, 1776–1777" and make a chart to identify information on the map.

3.6 Reading a Special-Purpose Map

Defining the Skill

Special-purpose maps help people focus on a particular aspect of a region, such as economic development in the South. These kinds of maps often use symbols to indicate information.

Applying the Skill

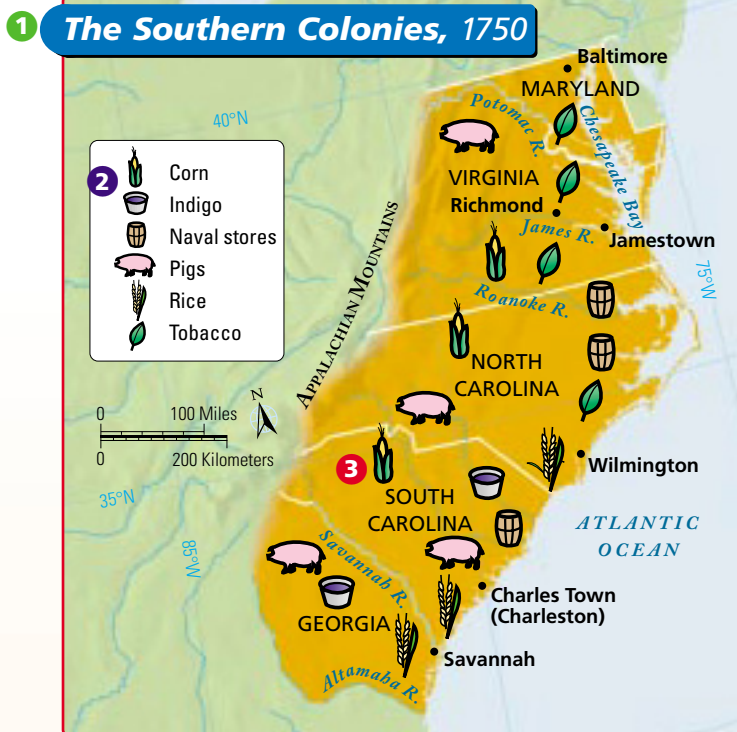
The following special-purpose map indicates the products of the Southern colonies. Use the strategies listed below to help you identify the information shown on the map.

How to Read a Special-Purpose Map

Strategy 1 Read the title. It tells you what the map is intended to show.

Strategy 2 Read the legend. This tells you what each symbol stands for. This legend shows the crops that were grown in various Southern colonies.

Strategy 3 Look for the places on the map where the symbol appears. These tell you the places where each crop was grown.



Make a Chart

A chart can help you understand special-purpose maps. The chart below shows information about the special-purpose map you just studied.

	Corn	Indigo	Naval stores	Pigs	Rice	Tobacco
Maryland						x
Virginia	x			x		x
North Carolina	x		x	x	x	x
South Carolina	x	x	x	x	x	
Georgia		x		x	x	

Practicing the Skill

Turn to Chapter 4, Section 1, "New England: Commerce and Religion." Look at the special-purpose map entitled "The New England Colonies" and make a chart that shows information about products from New England.

3.7 Creating a Map

Defining the Skill

Creating a map involves representing geographical information. When you draw a map, it is easiest to use an existing map as a guide. On the map you draw, you can show geographical information. You can also show other kinds of information, such as data on climates, population trends, resources, or routes. Often, this data comes from a graph or a chart.

Applying the Skill

Below is a map that a student created to show information about the number of slaves in 1750. Read the strategies listed below to see how the map was created.

How to Create a Map

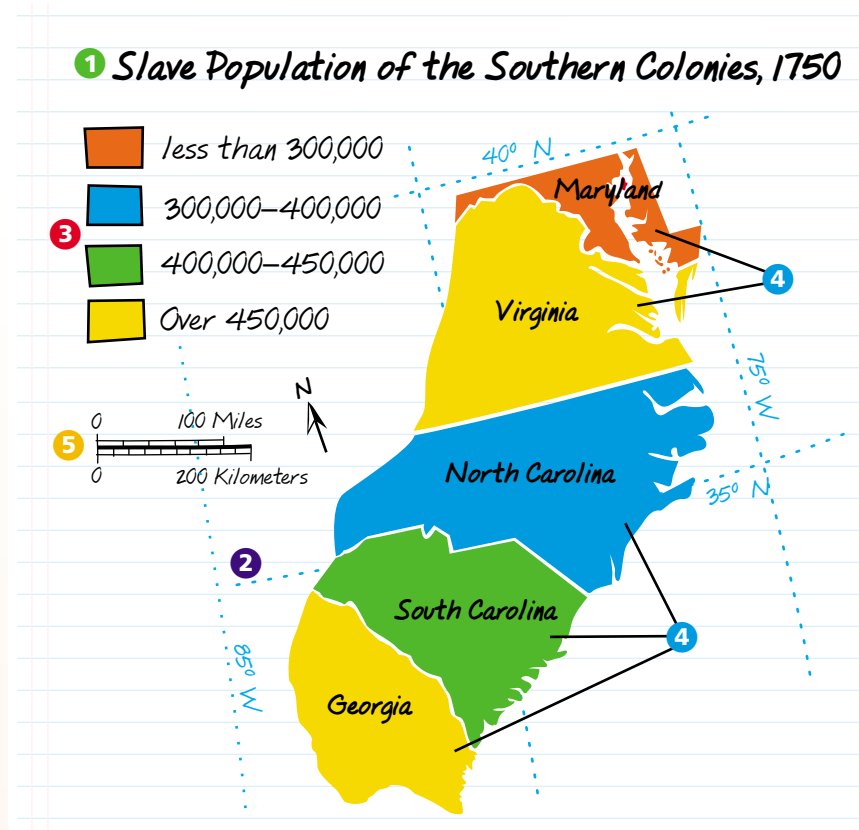
Strategy 1 Select a title that identifies the geographical area and the map's purpose. Include a date in your title.

Strategy 2 Draw the lines of latitude and longitude using short dashes.

Strategy 3 Create a key that shows the colors.

Strategy 4 Draw the colors on the map to show information.

Strategy 5 Draw a compass rose and scale.



Practicing the Skill

Make your own map. Turn to the Chapter 3 Assessment and study the chart entitled "The 13 Colonies." Use the strategies described above to create a map that shows the 13 colonies and the dates that they were founded.

3.8 Interpreting Political Cartoons

Defining the Skill

Political cartoons are cartoons that 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.

Applying the Skill

The cartoon below shows Abraham Lincoln and the other candidates running for the presidency in 1860. Use the strategies listed below to help you understand the cartoon.

How to Interpret a Political Cartoon

Strategy 1 Identify the subject by reading the title of the cartoon and looking at the cartoon as a whole.

Strategy 2 Identify important symbols and details. The cartoonist uses the image of a running race to discuss a political campaign. The White House is the finish line.

Strategy 3 Interpret the message. Why is Lincoln drawn so much taller than the other candidates? How does that make him the fittest candidate?



Make a Chart

Making a chart will help you summarize information from a political cartoon. The chart below summarizes the information from the cartoon above.

Subject	"A Political Race" (The Election of 1860)
Symbols and Details	Running is a symbol for a political campaign. Lincoln is the tallest and fastest candidate.
Message	3 Lincoln is pulling ahead of the other candidates in the campaign for the presidency.

Practicing the Skill

Turn to Chapter 18, Section 3, "End of Reconstruction." Look at the political cartoon under "Scandal and Panic Weaken Republicans." It shows a cartoonist's view of corruption in President Grant's administration. Use a chart like the one above and the strategies outlined to interpret the cartoon.

3.9 Creating a Model

Defining the Skill

When you **create a model**, you use information and ideas to show an event or a situation in a visual way. A model might be a poster or a diagram that explains how something happened. Or, it might be a three-dimensional model, such as a diorama, that depicts an important scene or situation.

Applying the Skill

The following sketch shows the early stages of a model of three ways that people could have traveled from the eastern United States to California during the gold rush. Use the strategies listed below to help you create your own model.

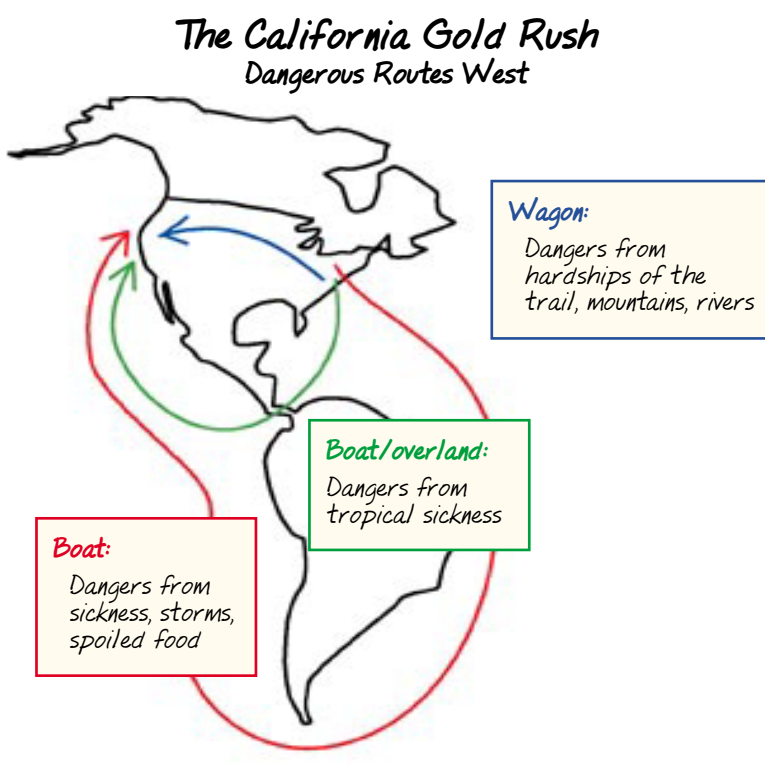
How to Create a Model

Strategy 1 Gather the information you need to understand the situation or event. In this case, you need to be able to show the three routes and their dangers.

Strategy 2 Visualize and sketch an idea for your model. Once you have created a picture in your mind, make an actual sketch to plan how it might look.

Strategy 3 Think of 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 4 Gather the supplies you will need and create the model. For example, you will need a globe and art supplies, such as yarn, for this model.



Practicing the Skill

Read the History Workshop called “Pack Your Trunk” at the end of Chapter 14. Follow the step-by-step directions to create a model of a trunk that shows what immigrants might have decided to bring with them when they came to America.

4.1 Using an Electronic Card Catalog

Defining the Skill

An **electronic card catalog** is a library's computerized search program that will help you find information about the books and other materials in the library. You can search the catalog by entering a book title, an author's name, or a subject of interest to you. The electronic card catalog will give you information about the materials in the library. This information is called bibliographic information. You can use an electronic card catalog to create a bibliography (a list of books) on any topic you are interested in.

Applying the Skill

The screen shown below is from an electronic search for information about Thomas Jefferson. Use the strategies listed below to help you use the information on the screen.

How to Use an Electronic Card Catalog

Strategy 1 Begin searching by choosing either subject, title, or author, depending on the topic of your search. For this search, the user chose "Subject" and typed in the words "Jefferson, Thomas."

Strategy 2 Once you have selected a book from the results of your search, identify the author, title, city, publisher, and date of publication.

Strategy 3 Look for any special features in the book. This book is illustrated, and it includes bibliographical references and an index.

Strategy 4 Locate the call number for the book. The call number indicates the section in the library where you will find the book. You can also find out if the book is available in the library you are using. If not, it may be in another library in the network.

Search Request:

1 Subject Title Author

Find Options Locations Backup Startover Help

2 Miller, Douglas T. Thomas Jefferson and the creation of America. New York: Facts on File, 1997.

2 AUTHOR: Miller, Douglas T.
TITLE: Thomas Jefferson and the creation of America/Douglas T. Miller.

2 PUBLISHED: New York: Facts on File, ©1997.

3 PAGING: vi, 122p. : ill ; 24 cm.
SERIES: Makers of America.

3 NOTES: Includes bibliographical references (p. 117-118) and index.

4 CALL NUMBER: 1. 973.46 N61T 1997-Book Available-

Practicing the Skill

Turn to Chapter 10, "The Jefferson Era," and find a topic that interests you, such as the Federalists, the Louisiana Purchase, the Lewis and Clark expedition, or the War of 1812. Use the SUBJECT search on an electronic card catalog to find information about your topic. Make a bibliography of books about the subject. Be sure to include the author, title, city, publisher, and date of publication for all the books included.

4.2 Creating a Database

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 information in the database 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 the significant battles of the Civil War. Use the strategies listed below to help you understand and use the database.

How to Create a Database

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

Strategy 2 Ask yourself what kind of data you need to include. For example, what geographic patterns and distributions will be shown? Your choice of data will provide the column headings for your database. The key words "Battle," "Date," "Location," and "Significance" were chosen to focus the research.

Strategy 3 Identify the entries included under each heading.

Strategy 4 Use the database to help you find information quickly. For example, in this database you could search for "Union victories" to find a list of significant battles won by the North.

1 LOCATION OF SIGNIFICANT CIVIL WAR BATTLES			
2 BATTLE	DATE	2 LOCATION	SIGNIFICANCE
3 Fort Sumter	April 12, 1861	Charleston, SC	Beginning of the Civil War
First Battle of Bull Run (Manassas)	July 21, 1861	Virginia	Confederate victory
Shiloh	April 6–7, 1862	Tennessee (near Shiloh Church)	4 Union victory
Antietam	September 17, 1862	Sharpsburg, MD	No clear victory; considered bloodiest battle of war
Gettysburg	July 1–3, 1863	Gettysburg, PA	Retreat of Confederacy
Vicksburg	Three-month siege ending July 3, 1863	Vicksburg, MS	Union gained control of Mississippi River
Chattanooga	November 23–25, 1863	Chattanooga, TN	4 Union victory
Atlanta	September 2, 1864	Atlanta, GA	4 Union victory; helped convince Confederacy of defeat

Practicing the Skill

Create a database for U.S. presidents through the Civil War that shows each president's home state, political party, and years served as president. Use the information in "Presidents of the United States" at the end of the book to provide the data. Use a format like the one above for your database.

4.3 Using the Internet

Defining the Skill

The Internet is a computer network that connects to universities, libraries, news organizations, government agencies, businesses, and private individuals throughout the world. Each location on the Internet has a home page with its own address, or URL (universal resource locator). With a computer connected to the Internet, you can reach the home pages of many organizations and services. The international collection of home pages, known as the World Wide Web, is a good source of up-to-date information about current events as well as research on subjects in history.

Applying the Skill

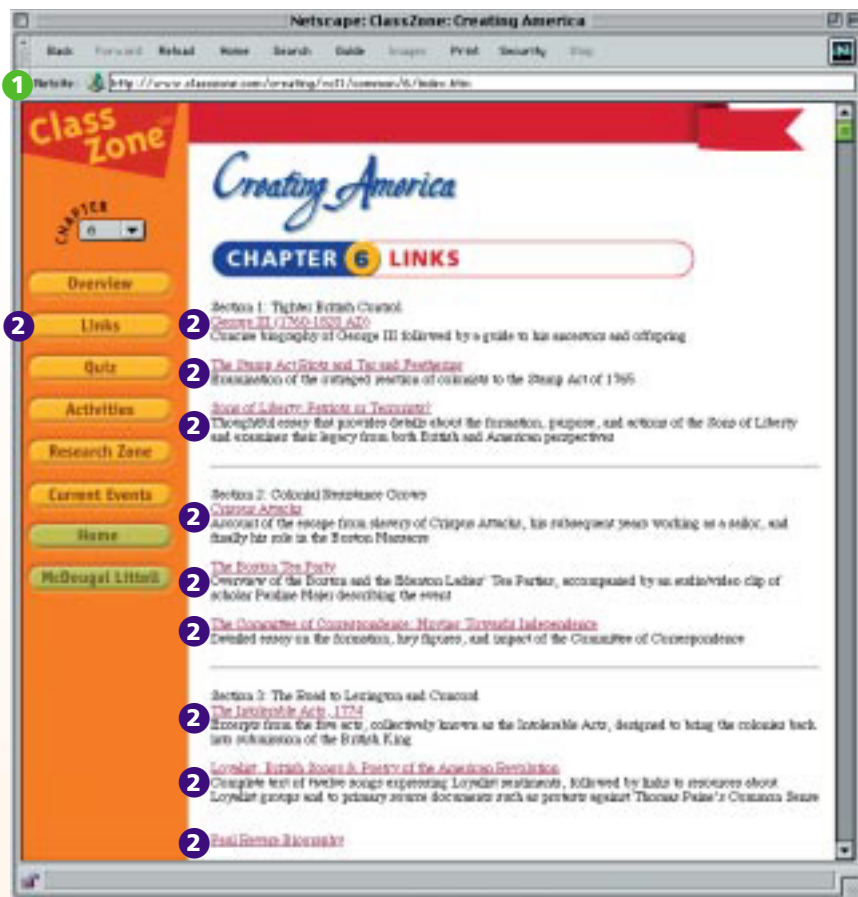
The Web page below shows the links for Chapter 6 of *Creating America*. Use the strategies listed below to help you understand how to use the Web page.

How to Use the Internet

Strategy 1 Go directly to a Web page. For example, type classzone.com in the box at the top of the screen and press ENTER (or RETURN). The Web page will appear on your screen. Then click on the link to *Creating America*.

Strategy 2 Explore the *Creating America* links. Click on any one of the links to find out more about a specific subject. These links take you to other pages at this Web site. Some pages include links to related information that can be found at other places on the Internet.

Strategy 3 When using the Internet for research, you should confirm the information you find. Web sites set up by universities, government agencies, and reputable news sources are more reliable than other sources. You can often find information about the creator of a site by looking for copyright information.



Practicing the Skill

Turn to Chapter 14, Section 2, "American Literature and Art." Read the section and make a list of topics you would like to research. If you have Internet access, go to classzone.com. There you will find links that provide more information about the topics in the section.

4.4 Creating a Multimedia Presentation

Defining the Skill

Movies, CD-ROMs, television, and computer software are different kinds of media. To create a multimedia presentation, you need to collect information in different media and organize them into one presentation.

Applying the Skill

The scene below shows students using computers to create a multimedia presentation. Use the strategies listed below to help you create your own multimedia presentation.

How to Create a Multimedia Presentation

Strategy 1 Identify the topic of your presentation and decide which media are best for an effective presentation. For example, you may want to use slides or posters to show visual images of your topic. Or, you may want to use CDs or audiotapes to provide music or spoken words.

Strategy 2 Research the topic in a variety of sources. Images, text, props, and background music should reflect the historical period of the event you choose.

Strategy 3 Write the script for the oral portion of the presentation. You could use a narrator and characters' voices to tell the story. Primary sources are an excellent source for script material. Make sure the recording is clear so that the audience will be able to understand the oral part of the presentation.

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 15, "The Nation Breaking Apart." Choose a topic from the chapter and use the strategies listed above to create a multimedia presentation about it.