

Skills Practice 1: Summarize

When you summarize a passage, you confirm your understanding of the text by restating the main points in your own words.

This skill will help you answer standardized test questions like the one near the bottom of the page. Follow the numbered steps to apply the skill. Then answer the question on the line provided after the last step.

In December 1830, William Lloyd Garrison wrote a letter to African American abolitionist James Forten about his intent to publish an anti-slavery newspaper. Below is a passage from Forten's reply to Garrison.

I am extremely happy to hear that you are about establishing a paper in Boston. I hope your efforts may not be in vain; and may the "Liberator" be the means of exposing, more and more, the odious system of Slavery, and of raising up friends to the oppressed and degraded People of Colour, throughout the Union. Whilst so much is doing in the world, to ameliorate the condition of mankind, and the spirit of Freedom is marching with rapid strides, and causing tyrants to tremble, may America awake from the apathy in which she has long slumbered. She must, sooner or later, fall in with the irresistible current. Great efforts are now making in the cause of Liberty: the people are becoming more interested and determined on the subject.

Although the Southern States have enacted severe laws against the Free People of Colour, they will find it impossible to go in opposition to the Spirit of the Times.

—James Forten, letter to William Lloyd Garrison
December 31, 1830

Which statement best summarizes Forten's reply to Garrison?

- A You are wasting your time with your newspaper; Americans will never change.
- B Your newspaper will harm the abolition movement more than it will help.
- C Your newspaper is part of an irresistible movement that will eventually lead to the abolition of slavery.
- D Your newspaper must succeed or slavery may never be abolished in the United States.

Step 1 Read the text.
Identify the subject.

Step 2 Identify details
about the subject.

Step 3 Determine what
the details tell you about
the subject. Write down
what stands out as the
overall meaning you take
from the passage.

Step 4 Read the question
and test each answer
choice to see whether it
agrees with what you
think is the overall
meaning. Then test it
against the details in the
passage.

Step 5 Choose the best
answer to the question.
Write your answer here.

Skills Practice 2: Distinguish Between Facts and Opinions/Recognize Bias

When you distinguish between fact and opinion, you separate those statements that can be proved to be true—facts—from those that express a viewpoint or opinion. When you read material that contains opinions, you must also be on the lookout for author bias, which is often revealed in the use of emotionally charged words or faulty logic.

This skill will help you answer standardized test questions like the one near the bottom of the page. Follow the numbered steps to apply the skill. Then answer the question on the line provided after the last step.

Step 1 Identify facts by asking what can be proved true or false. A fact usually tells who, what, where, or how much. Write one fact, and tell how it could be proved true or false.

Step 2 Identify opinions by asking what are personal beliefs or value judgments. Look for words that judge or predict. Explain why this opinion cannot be proved to be true or false.

Step 3 Decide whether each opinion in the excerpt is supported by facts or good reasons. Choose one opinion here, and write facts or reasons that support it.

Step 4 Read the question and determine what it is asking. Then test each answer against your conclusions about facts and opinions.

Step 5 Choose the best answer to the question. Write your answer here.

Fifteen years ago North Vietnam . . . launched a campaign to impose a Communist government on South Vietnam by instigating and supporting a revolution.

In response to the request of the Government of South Vietnam, President Eisenhower sent economic aid and military equipment to assist the people of South Vietnam in their efforts to prevent a Communist takeover. Seven years ago, President Kennedy sent 16,000 military personnel to Vietnam as combat advisers. Four years ago, President Johnson sent American combat forces to South Vietnam. . . .

In January I could only conclude that the precipitate [sudden] withdrawal of American forces from Vietnam would be a disaster not only for South Vietnam but for the United States and for the cause of peace.

For the South Vietnamese, our precipitate withdrawal would inevitably allow the Communists to repeat the massacres which followed their takeover in the North 15 years before. . . .

For the future of peace, precipitate withdrawal would thus be a disaster of immense magnitude.

—President Richard Nixon
televised speech, November 3, 1969

Which of the following statements from the passage is not a fact?

- A Fifteen years ago North Vietnam launched a campaign to impose a Communist government on South Vietnam.
- B Seven years ago, President Kennedy sent 16,000 combat advisers to Vietnam.
- C Four years ago, President Johnson sent American combat forces to South Vietnam.
- D A sudden withdrawal of U.S. forces from Vietnam would be a disaster of immense magnitude.

Skills Practice 3: Evaluate Credibility

When you evaluate a source's credibility, you determine the reliability of the information. Credibility can be determined by an author's motives and level of expertise in the subject.

This skill will help you answer standardized test questions like the one near the bottom of the page. Follow the numbered steps to apply the skill. Then answer the question on the line provided after the last step.

When he made the following remarks, Joseph Atick was chief executive officer of the Visionics Corporation, a company that specialized in facial recognition technology. This technology uses video cameras, software, and databases to scan crowds for individuals who are threats to public safety.

My main point is this: facial scanning at airports is a tool, just like metal detectors and luggage scanners. They enhance security without having to be technologically perfect. A facial scanning system at the security checkpoint will alert the security guard to investigate, just like they do today when the metal detector beeps. Such a system will deter terrorists from boarding planes, just like metal detectors deter them from taking weapons on board, even though we all know metal detectors or luggage scanners are nowhere near a hundred percent accuracy. So if you say that facial recognition technology is not a hundred percent, well then, let's go ahead and take out all metal detectors and all luggage scanners, and let's see what happens to airport security. . . .

—Joseph Atick, "Surveillance Technology:
Tracking Terrorists and Protecting Public Places,"
Spectrum Online, October 31, 2001

How might Atick's background affect his credibility as a source?

- A Atick's position at Visionics Corporation displays his expertise in facial recognition technology but also a possible bias in promoting his company.
- B Atick's position at Visionics Corporation makes him the nation's top authority on facial recognition technology.
- C As the chief executive officer at Visionics Corporation, Atick should not be trusted.
- D Atick's background provides him with little knowledge of facial recognition technology.

Step 1 Identify the author's qualifications and purpose. Write whether you think the author has a bias.

Step 2 Identify the date of the source. Determine whether more recent information would be more reliable.

Step 3 Determine how reliable the source is and why. Write your conclusion and list your reasons.

Step 4 Read the question and test each answer choice to see whether it agrees with your conclusion and reasons. Then test it against the passage.

Step 5 Choose the best answer to the question. Write your answer here.

Skills Practice 4: Identify Evidence

When you identify evidence, you look for information that provides proof. Evidence comes in many forms including written documents, photographs, and statistics.

This skill will help you answer standardized test questions like the one below. Follow the numbered steps to apply the skill. Then answer the question on the line provided after the last step.

Step 1 Identify the subject or subjects.

Step 2 Analyze the facts, details, or data provided by the source. What do they tell you?

Step 3 Determine what the source could be used to prove. Write one conclusion here, and write how the source supports it.

Step 4 Read the question and test each answer choice to see whether it agrees with your conclusion. Then test it against the source.

Step 5 Choose the best answer to the question. Write your answer here.



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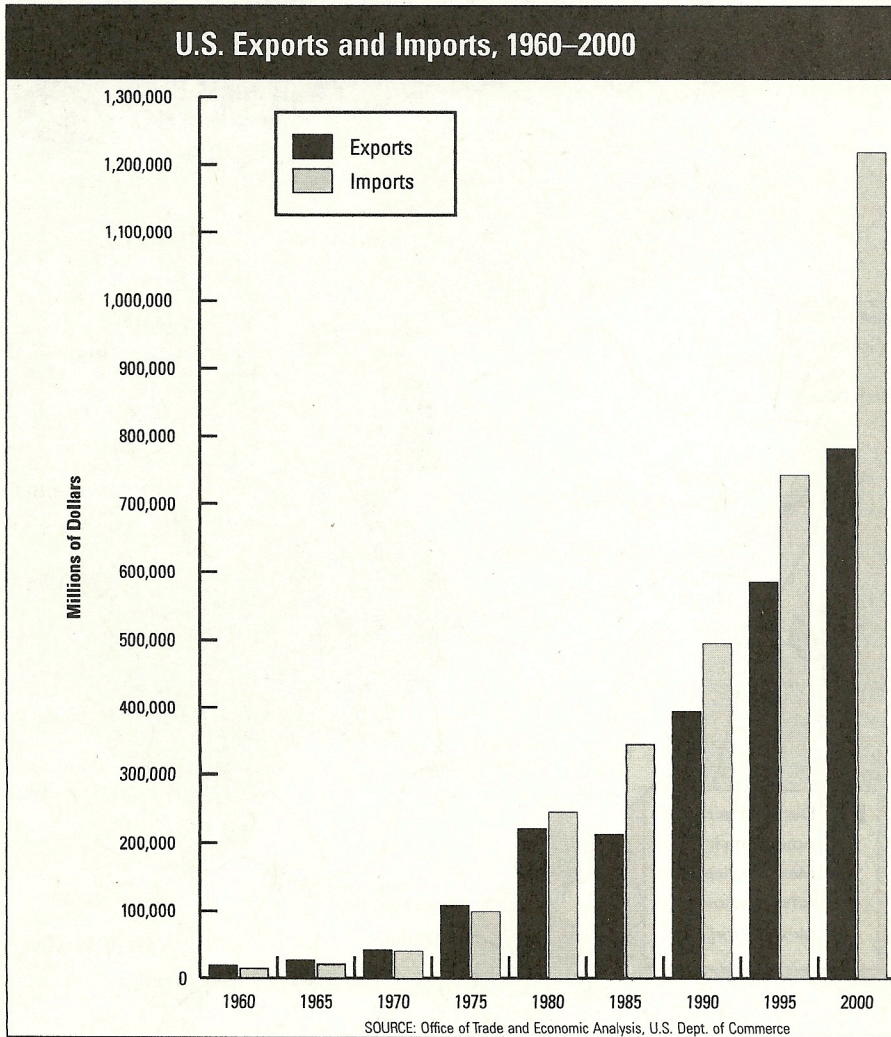
This photo of Franklin Roosevelt (seated in the rear of the car) campaigning in Indianapolis, Indiana, was taken on October 30, 1932. Bread lines, or lines of people accepting food from charities, were common during the difficult economic times of the Great Depression. The photo provides evidence that supports which statement?

- A Roosevelt faced little political opposition in Indiana in 1932.
- B Roosevelt was not comfortable campaigning in front of large crowds.
- C Americans showed little interest in the presidential campaign of 1932.
- D Economic problems increased support for Roosevelt during his campaign for the presidency in 1932.

Skills Practice 5: Analyze Graphic Data

Graphs show numerical information in a visual form. When you analyze graphic data, you read and interpret the information represented in bar graphs, line graphs, or circle graphs.

This skill will help you answer standardized questions like the one below the graph. Follow the numbered steps to apply the skill. Then answer the question on the line provided after the last step.



Step 1 Read the title to find the subject of the graph. Read the labels, if any, for more specific information.

Step 2 Study the data to see if you can find similarities, differences, increases, or decreases.

Step 3 Make one or more general statements about what the graph shows.

Step 4 Read the question and test each answer choice to see whether it agrees with any of your general statements or conclusions. Then compare it to the data in the graph.

Step 5 Choose the best answer to the question. Write your answer here.

Which of the following conclusions is supported by the information in this graph?

- A The United States consistently exported more than it imported between 1960 and 2000.
- B The value of U.S. exports increased at a faster rate than the value of U.S. imports after 1980.
- C A sharp decline in U.S. exports created a trade deficit (imports exceeded exports) after 1980.
- D A sharp increase in U.S. imports created a trade deficit (imports exceeded exports) after 1980.

Skills Practice 6: Analyze Maps

Maps provide geographic information on a variety of historical topics. Examples include territorial expansion, land use, roads, population density, migrations, battle sites, and voting patterns.

This skill will help you answer standardized test questions like the one below the map. Follow the numbered steps to apply the skill. Then answer the question on the line provided after the last step.

Step 1 Read the title and look at the map to get a general idea of what it shows.

Step 2 Read the key, or legend, to understand how the map uses symbols, shades, or patterns. Look for places where the symbols in the key appear on the map.

Step 3 State your own conclusion about what the map shows.

Step 4 Read the question and test each answer choice to see whether it agrees with your conclusion. Then test it against the information shown on the map.

Step 5 Choose the best answer to the question. Write your answer here.



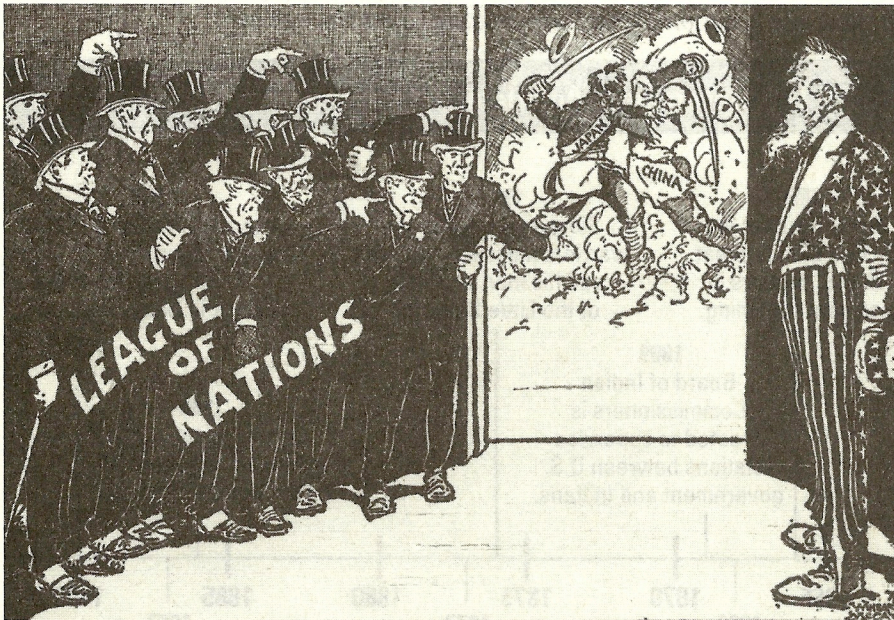
Which of the following conclusions about the Mexican-American War does the map support?

- A Mexican forces won several battles on U.S. soil during the war.
- B U.S. forces advanced deep inside Mexican territory during the war.
- C The war lasted for several years and produced no clear winner.
- D Most of the fighting in the war occurred within the borders of Texas.

Skills Practice 7: Analyze Images

When you analyze a political cartoon, you identify and interpret its symbols, tone, and message. You do the same when analyzing paintings, drawings, photographs, or posters.

This skill will help you answer standardized questions like the one below the cartoon. Follow the numbered steps to apply the skill. Then answer the question on the line provided after the last step.



The League of Nations formed in 1919 as an international peacekeeping organization. The United States did not join. This cartoon was published in 1931. Which statement best reflects the view of the cartoonist?

- A The League of Nations is successfully preventing international conflicts.
- B The League of Nations is better off without the United States as a member.
- C The ineffective League of Nations wants the United States to stop the war between Japan and China.
- D Japan and China are threatening to invade the United States.

Step 1 Read the question and then study the cartoon carefully. Jot down what you think is the topic of the cartoon.

Step 2 Identify the character(s) in the cartoon by labels and clothing. Note what each one is doing.

Step 3 Using what you have learned from the figures and labels, draw a conclusion about the cartoon's message.

Step 4 Test each answer choice to see whether it agrees with your conclusion.

Step 5 Choose the best answer to the question. Write your answer here.

Skills Practice 8: Analyze Timelines

Timelines show the order in which events occur, as well as the amount of time between events. To understand a timeline, study its labels and captions carefully.

This skill will help you answer standardized test questions like the one below the timeline. Follow the numbered steps to apply the skill. Then answer the question on the line provided after the last step.

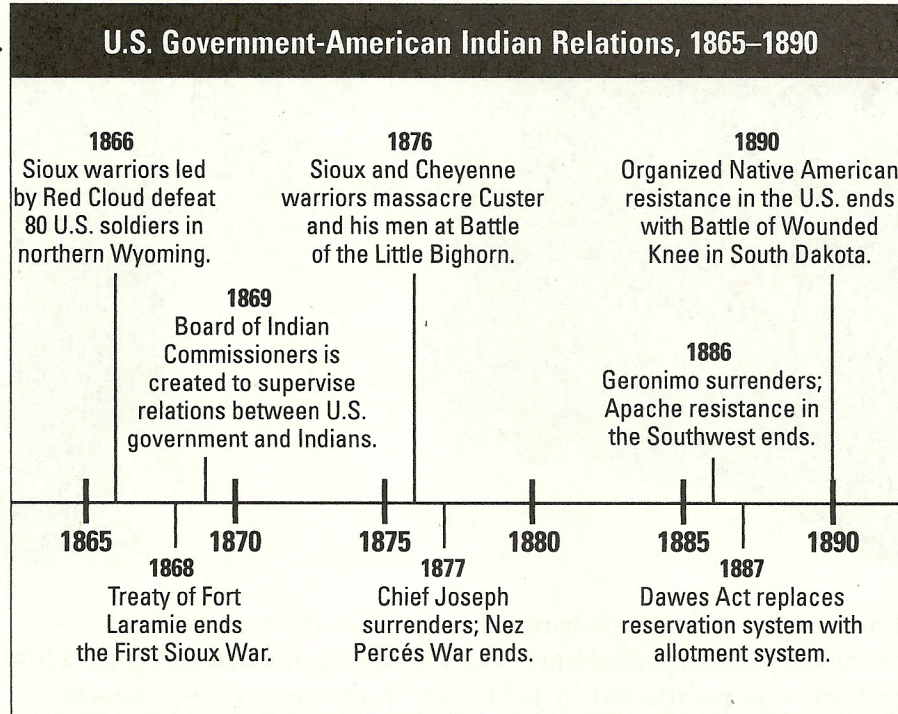
Step 1 Read the title of the timeline to determine its subject.

Step 2 Look at the beginning and end points of the timeline to determine its time span. What period of time does the timeline cover?

Step 3 Read all events on the timeline. Notice when each event happened. Also notice how lines connect events and their dates to the timeline.

Step 4 Read the question and test each answer choice. If the events in the answer choices are in a different order than on the timeline, list them in the correct time order.

Step 5 Choose the best answer to the question. Write your answer here.



The Treaty of Fort Laramie

- A was signed before the Battle of Little Bighorn.
- B replaced the reservation system with the allotment system.
- C was signed after the Battle of Wounded Knee.
- D marked the end of conflicts between Native Americans and the U.S. government.

Skills Practice 9: Analyze Primary Sources

Primary Sources include official documents and firsthand accounts of events, or visual evidence such as photographs and political cartoons. When you analyze a primary source, you evaluate a document for its accuracy, tone, and viewpoint.

This skill will help you answer standardized test questions like the one near the bottom of the page. Follow the numbered steps to apply the skill. Then answer the question on the line provided after the last step.

In the presidential election of 1864, former Union general George McClellan ran against Abraham Lincoln. Several states allowed their soldiers serving in the field to vote. Andrew Knox, a lieutenant in the 1st Connecticut Artillery, wrote the following passage about the mood of the Union Army two months before the election.

At present I have nothing to do but eat and sleep and go visiting when I choose, which is not very often. This idleness would be very pleasant to some, but it is far from being agreeable to me. I am living quite respectable now on codfish and mackerel. Potatoes too are plenty at 4 cents a pound. . . . In speaking about Gen. McClellan's election, on the platform of the late convention I do not think he stands any sight [chance of being elected] whatever. It is decidedly a peace platform. I doubt if he will get many votes from the soldiers if he accepts the nomination under those principles. In fact I hear many soldiers already denouncing him, and but few speak in his favor. Perhaps if he would come out with a strong war acceptance these things may be changed. There is no denying but that he has a host of friends in the army, militarily speaking. But after all I think a majority of the soldiers are for Lincoln.

—Lieutenant Andrew Knox,
letter to his wife, September 10, 1864

Step 1 Identify who created the source and when it was created. Determine the main idea or viewpoint.

Step 2 Separate facts from opinions. Look for evidence of *bias*, or a one-sided view.

Step 3 Evaluate how reliable the source is. Write your conclusion here.

Step 4 Read the question and test each answer choice to see whether it agrees with your conclusion. Then test it against the source.

Step 5 Choose the best answer to the question. Write your answer here.

Which statement best describes how you should assess this primary source?

- A You should dismiss it as unreliable because it was likely written as a propagandea piece for the Lincoln campaign.
- B You should recognize its value as a firsthand assessment about the opinions of the Union soldiers, though be aware that the author may have included his own political biases.
- C You should recognize the undisputed accuracy of this source because the author described the views of many different soldiers.
- D You should not take it seriously because it was written by someone who had little knowledge about the Union Army during the Civil War.

Skills Practice 10: Compare Viewpoints

A person's viewpoint is shaped by his or her feelings, prejudices, and past experiences. Comparing the viewpoints of others will help you understand issues and form your own views.

This skill will help you answer standardized test questions like the one near the bottom of the page. Follow the numbered steps to apply the skill. Then answer the question on the line provided after the last step.

Step 1 Identify the authors. How might their experiences influence their viewpoints?

Step 2 Examine the viewpoints. Identify each author's main idea and supporting details. Are the arguments logical? Is the evidence valid?

Step 3 Evaluate the validity of the viewpoints. Are they based on facts or reasonable arguments? Write your conclusion here.

Step 4 Read the question and test each answer choice to see whether it agrees with your conclusion. Then test it against the sources.

Step 5 Choose the best answer to the question. Write your answer here.

The following passages address the issue of how Americans of the time should have viewed U.S. entry into World War I.

There cannot be any peace until the people of the world who love peace, who love liberty, and who love peace and liberty more than their own lives, until they are assured that never again shall it be possible for Germany or Austria, or any other country for that matter, to make such a bloody war upon the freedom of the people.

—Samuel Gompers,
President, American Federation of Labor,
Speech, September 1917

Modern wars as a rule have been caused by the commercial and financial rivalry and intrigues of the capitalist interests in the different countries. Whether they have been frankly waged as wars of aggression or have been hypocritically represented as wars of "defense," they have always been made by the classes and fought by the masses. Wars bring wealth and power to the ruling classes, and suffering, death and demoralization to the workers.

—Socialist Party
Majority Report, April 1917

Which of the following most accurately compares the viewpoints of Samuel Gompers and the Socialist Party?

- A Both Gompers and the Socialist Party believed that they did not have the right to tell Americans how they should feel about the war.
- B Gompers believed that the war was too risky, while the Socialist Party stated that the war would ultimately strengthen America.
- C Gompers believed that the war offered opportunities for American conquests, while the Socialist Party feared that the United States would be defeated.
- D Gompers believed that the war was necessary to defend peace and liberty, while the Socialist Party warned that the war would increase the suffering of workers.

Skills Practice 11: Synthesize Information

When you synthesize information, you combine information from different sources to develop a better understanding of a topic.

This skill will help you answer standardized questions like the one near the bottom of the page. Follow the numbered steps to apply the skill. Then answer the question on the line provided after the last step.

I hesitate to think what the result would be of the destruction [by sabotage] of any of our big airplane factories in this State. It will interest you to know that some of our airplane factories in this State are entirely surrounded by Japanese land ownership or occupancy.

—California Attorney General Earl Warren,
testimony before a congressional committee, 1942

Our citizenship has even been attacked as an evil cloak under which we expect immunity for the nefarious purpose of conspiring to destroy the American way of life. To us—who have been born, raised, and educated in American institutions and in our system of public schools, knowing and owing no other allegiance than to the United States—such a thought is manifestly unfair and ambiguous.

—James Omura, Japanese American,
testimony before a congressional committee, 1942

More than 40 years ago, shortly after the bombing of Pearl Harbor, 120,000 persons of Japanese ancestry living in the United States were forcibly removed from their homes and placed in makeshift internment camps. This action was taken without trial, without jury. It was based solely on race.

—President Ronald Reagan, 1988

Which of the following statements is a reasonable interpretation of the excerpts above?

- A U.S. government officials doubted the loyalty of Japanese Americans during World War II.
- B. The government's decision to intern Japanese Americans during World War II hurt the U.S. war effort.
- C Many Japanese Americans wanted to move to Japan during World War II.
- D Japanese American land ownership in California increased during World War II.

Step 1 Identify thesis statements. Before you synthesize you must understand the main idea of each source.

Step 2 Compare and contrast. Analyze the information in the sources. What is the same? Different? When several sources agree, the information is more reliable and, therefore, more significant.

Step 3 Draw conclusions. Make a generalization that applies to all the sources. Write your generalization here.

Step 4 Read the question and test each answer choice to see whether it agrees with your conclusion. Then test it against the sources.

Step 5 Choose the best answer to the question. Write your answer here.

Skills Practice 12: Analyze Cause and Effect

When you analyze cause and effect, you understand how an action or several actions led to a particular result.

This skill will help you answer standardized test questions like the one below. Follow the numbered steps to apply the skill. Then answer the question on the line provided after the last step.

Step 1 Read the passage. Then choose one event or condition as a starting point. Decide whether, in this case, it is a cause or an effect.

Step 2 Look at earlier events or conditions for possible causes. Look for signal words such as *reason, because, produced, result, so, or then.*

Step 3 Summarize the cause-and-effect relationships. Be sure to include all the causes and effects.

Step 4 Read the question and test each answer choice to see whether it agrees with your cause-and-effect statement. Then test it against the facts.

Step 5 Choose the best answer to the question. Write your answer here.

During the nineteen-twenties, industry had become more mechanized, and thus more capable of producing on a huge scale than ever before. In the . . . days of 1928 and 1929, when installment buying and stock profits were temporarily increasing the buying power of the American people, innumerable [countless] concerns [companies] had cheerfully overexpanded. . . . When stock profits vanished and new installment buyers became harder to find and men and women were wondering how they could meet the next payment on the car or the radio or the furniture, manufacturers were forced to operate their enlarged and all-too-productive factories on a reduced and unprofitable basis as they waited for buying power to recover.

—Frederick Lewis Allen

Only Yesterday: An Informal History of the Nineteen-Twenties

The above passage describes the causes of which situation?

- A 1920s prosperity
- B mechanization of industry
- C overproduction by manufacturers
- D growing popularity of the automobile

Skills Practice 13: Problem Solving and Decision Making

Problem-solving activities give you the opportunity to face dilemmas that confronted people in the past. By considering the consequences of different courses of action, you learn how to make decisions to solve problems.

This skill will help you answer standardized questions like the one below. Follow the numbered steps to apply the skill. Then answer the question on the line provided after the last step.

In the early 1960s, the United States and the Soviet Union were adversaries, but the Soviet Union and Cuba were allies. The following excerpt is taken from the transcript of a meeting at the White House soon after U.S. officials learned that the Soviet Union was building missile bases in Cuba.

Robert McNamara [Secretary of Defense]: Mr. President, could I outline three courses . . . of action we have considered and speak very briefly on each one? The first is what I would call the political course of action, in which we, uh, follow some of the possibilities that Secretary Rusk mentioned this morning by approaching [Cuban leader Fidel] Castro, by approaching [Soviet leader Nikita] Khrushchev, by discussing with our allies. . . . This seemed to me likely to lead to no satisfactory result, and it almost stops subsequent military action. Because the danger of starting military action after they acquire a nuclear capability is so great I believe we would decide against it. . . .

A second course of action . . . would involve a declaration of open surveillance; a statement that we would immediately impose an, uh, a blockade against offensive weapons entering Cuba in the future; and an indication that with our open-surveillance reconnaissance . . . we would be prepared to immediately attack the Soviet Union in the event that Cuba made any offensive move against this country. . . .

But the third course of action is any one of these variants of military action directed against Cuba, starting with an air attack against the missiles. . . . It seems to me almost certain that any one of these forms of direct military action will lead to a Soviet military response of some type some place in the world.

—Transcript of a meeting at the White House,
October 16, 1962

Step 1 Identify the causes of the problem.

Step 2 Evaluate the different ways to resolve the problem. Consider the possible consequences of each alternative.

Step 3 Prepare a course of action that will resolve the problem. Write your decision here, along with the results you hope to achieve.

Step 4 Read the question and test each answer choice to see whether it agrees with the course of action you recommended.

Step 5 Choose the best answer to the question. Write your answer here.

Based on the information provided above, which of the following is the best response to the Cuban Missile Crisis?

- A Do not respond in order to avoid provoking a war with the Soviet Union and Cuba.
- B Negotiate with Khrushchev and Castro to try to convince them to dismantle the missile bases.
- C Warn the Soviet Union that the United States will impose a blockade against offensive weapons entering Cuba.
- D Launch a surprise air strike to destroy the missile bases in Cuba.

Skills Practice 14: Draw Inferences and Conclusions

Text or artwork may not contain all the information you need to understand a topic. You may need to add information from your own experience or knowledge, or use information that is implied but not directly stated in the text or artwork.

This skill will help you answer standardized questions like the one below. Follow the numbered steps to apply the skill. Then answer the question on the line provided after the last step.

Step 1 Study the facts. Determine what facts and information are in the source. Ask who, what, when, where, why, and how. Look for compare-and-contrast or cause-and-effect.

Step 2 Summarize the information to confirm your understanding. Add your own knowledge. Use what you know about the topic to evaluate the information.

Step 3 Draw inferences and conclusions. Write them here.

Step 4 Read the question and test each answer choice to see whether it agrees with your conclusion. Then test it against the source.

Step 5 Choose the best answer to the question. Write your answer here.

*The following passage from Edmund Morgan's *The Birth of the Republic* describes the American colonies at the time of the American Revolution.*

America had been a land of opportunity for whites, who had come by the thousands to enjoy the benefits of the land that any enterprising free man could acquire. But in the South the blessings of liberty had grown side-by-side with the burdens of slavery, and the two were locked in an embrace not easily broken. In Virginia slaves made up 41 percent of the population, in North Carolina 34 percent, in South Carolina 53 percent, in Georgia 37 percent. The opportunities that had brought economic independence and the corresponding political rights to white men in these states might have been considerably reduced if so large a proportion of the population had not been permanently engaged in improving the condition of white men. To free the slaves at a stroke would have meant not only to impoverish their owners but to invite anarchy. Or so at least it seemed to most southerners. "If you free the slaves," said Landon Carter, who owned several hundred, "you must send them out of the country or they must steal for their support."

—*The Birth of the Republic, 1763–89, Third Edition*
Edmund S. Morgan

What inference can you draw from this passage?

- A The American Revolution brought political equality to all Americans.
- B Separate economic systems were already forming in the North and the South at the time of the Revolution.
- C Slaves made up a large percentage of the populations of all thirteen colonies.
- D Southerners vowed to deport all of their slaves after winning independence from Great Britain.

Activity 6

Reading Like a Historian

Chinese Americans in the Nineteenth Century

DOCUMENT 3

Before You Read Note who wrote this letter. He was a Chinese immigrant who had graduated from Yale University. Do you think he made a good spokesman for Chinese Americans in the late 1800s?

You will pardon me for stating my views on the subject with entire frankness. I will not venture to measure the powers of the general government of the U.S. in the enforcement of Treaties, or suggest that it could have acted more vigorously against the trespassers upon Treaty rights. I am not unmindful of the Executive veto of the "Chinese bill," or of the decision of a U.S. Court that the "queue ordinance" was unconstitutional. But at the present time . . . in one of the States of the Union . . . tens of thousands of my countrymen are by law deprived of shelter and prohibited from earning a livelihood and are in hourly expectation of being driven from their homes to starve in the streets. Under such circumstances I could not acquit myself of my duty if I did not protest earnestly, but must respectfully, against the wrong to which they have been subjected.

—Yung Wing, organizer of the Chinese American Mission,
a program to educate Chinese students in the United States
letter to U.S. Secretary of State William Maxwell Evarts, March 9, 1880

1. Why did Yung write this letter?

2. What is the tone of this letter? Why do you think Yung used that tone?

Activity 8

Reading Like a Historian

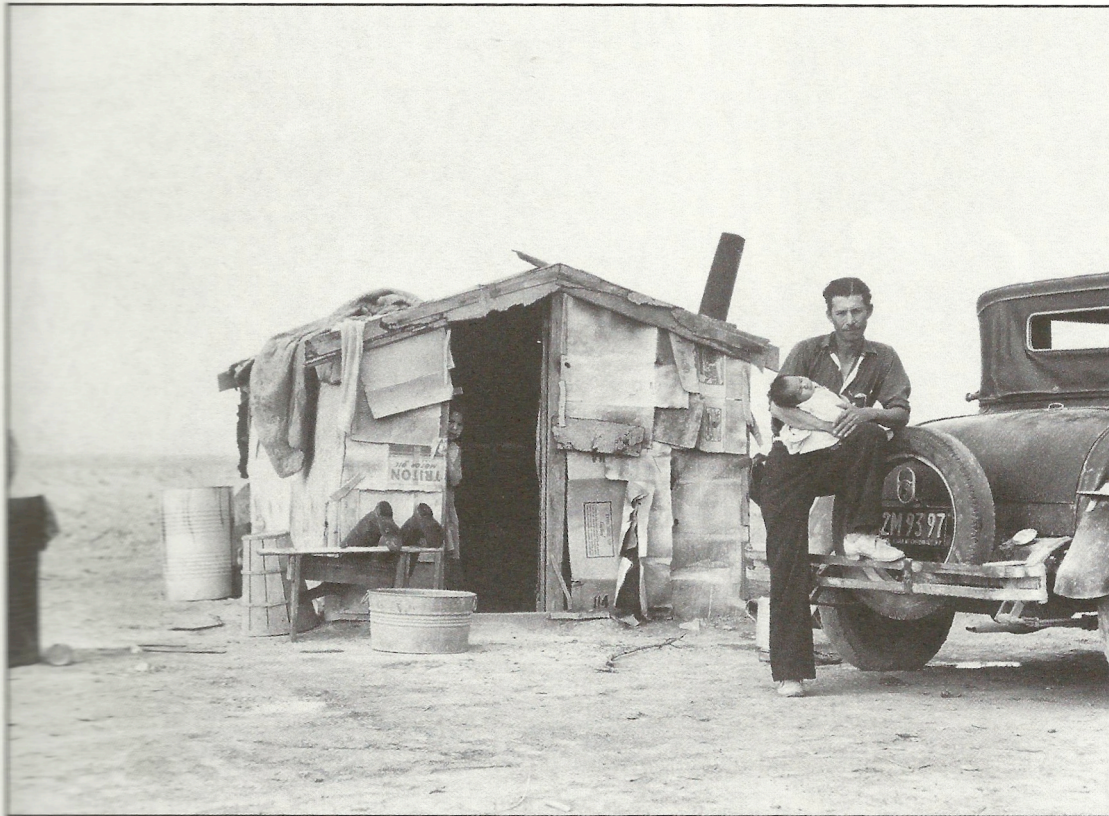
The Great Depression

DOCUMENT 3

Mexican Field Worker's Home, Imperial Valley, California, 1937

Photo by Dorothea Lange

Before You Read In the early 1900s many Mexicans migrated to California looking for work. Initially welcomed as cheap labor, they faced growing hostility from white Americans during the 1930s. What do you think caused this change?



Library of Congress #LC-DIG-isa-8638632

1. What is the likely economic situation of the family in the picture?

2. What positive aspects about the family can you identify in the picture?

Activity 10

Reading Like a Historian
Civil Rights Movement

DOCUMENT 4

Before You Read Note who wrote this document. How do you think his account might differ from that of a federal government official in 1961?

Federal law said that there should be no segregation in interstate travel. The Supreme Court had decided that. But still state laws in the southern states and local ordinances ordered segregation of the races on those buses. Why didn't the federal government enforce its law? . . . If we were right in assuming the federal government did not enforce federal law because of its fear of reprisals from the South, then what we had to do was to make it more dangerous politically for the federal government not to enforce federal law . . . We decided the way to do it was to have an interracial group ride through the South . . . At every rest stop, the whites would go into the waiting room for blacks, and the blacks into the waiting room for whites, and would seek to use all the facilities, refusing to leave. We felt that we could then count upon the racists of the South to create a crisis, so that the federal government would be compelled to enforce federal law . . .

When the Greyhound bus arrived in Anniston, there was a mob of white men standing there at the bus terminal. The members of the mob had their weapons—pistols, guns, blackjacks, clubs, chains, knives—all in plain evidence. The Freedom Riders made a decision on the spot that discretion was the better part of valor in this case, and that they were not going to test the terminal facilities at Anniston . . . They told that decision to the driver, who prepared to drive the bus on. Before the bus pulled out, however, members of the mob took their sharp instruments and slashed tires. The bus got to the outskirts of Anniston and the tires blew out and the bus ground to a halt. Members of the mob had boarded cars and followed the bus, and now with the disabled bus standing there, the members of the mob surrounded it, held the door closed, and a member of the mob threw a firebomb into the bus, breaking a window to do so.

—James Farmer, director of the Congress of Racial Equality
describing the Freedom Rides of 1961

Quotes by James Farmer from "Freedom Rides, 1961" from *Voices of Freedom*, edited by Henry Hampton and Steve Fayer. Copyright © 1990 by Blackside, Inc. Reproduced by permission of Bantam Books, a division of Random House, Inc.

1. Who were the Freedom Riders? What was their primary goal?

2. How might the incident at Anniston have advanced the Freedom Riders' cause?
