

Text

Much American history you learn will be in written form. You must read the **text** carefully to be sure you understand the meaning. You can't just glance at the words and hope to know what they mean. If you don't understand a word, you should look it up in a dictionary.

Here's a famous piece of writing from American history. It is called the Preamble to the Constitution of the United States.

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

To understand complex writing, you have to take it apart. First find the main idea of the long sentence. It's the first and last part. Most of the main idea is easy to understand, except for *ordain*. If you look up the word in the dictionary, you know it means "to enact or put into effect."

We the People of the United States . . . do ordain and establish this Constitution for the United States of America.

The rest of the writing gives details about the main idea, or why the Constitution is being put into effect. You might need to look up *domestic* and *tranquility*.

- form a more perfect Union
- establish Justice
- insure domestic Tranquility
- provide for the common defense
- promote the general Welfare
- secure the Blessings of Liberty

Directions

Answer these questions on another sheet of paper. Use a dictionary if necessary.

1. What does "form a more perfect Union" mean?
2. What does "insure domestic Tranquility" mean?
3. What does "secure the Blessings of Liberty" mean?
4. Are these good reasons to start a nation? Which reason do you think is the most important?

Charts

A **chart** gives information in the form of a picture or list. Charts provide much information in a small space. They make it easy to compare information. A chart lists a group of facts. Charts help you learn facts quickly. Read this chart to learn about taxes in the United States.

Chart

Federal Taxes in the United States		
Year	Total Tax* (millions)	Total Tax per Person
1950	\$ 39,443	\$ 261
1960	92,492	516
1970	192,807	949
1980	517,112	2,278
1990	1,031,321	4,141
2000	2,025,218	7,196

*includes individual and corporate taxes, social insurance, excise taxes, estate and gift taxes, customs duties, and federal reserve deposits

In the chart, look at the label at the top of each **column** of figures. The first column says *Year*. The next column says *Total Tax (millions)*. Next to 1950 you find \$39,443. This stands for \$39,443 million, or \$39,443,000,000. The zeros are left out to save space. If you read the chart across a **row**, you can find out the tax for one year. If you read down a column, you can see how taxes have gone up over the years.

Sometimes charts have footnotes, or more details about a certain topic. Find the * by *Total Tax*. Now find the * at the bottom of the chart. The part at the foot or bottom of the chart tells more about the total tax.

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Directions

Use the chart to answer the questions.

1. How much in federal taxes was collected in 2000? (Remember, the number shown is in millions, so you need to add six zeros.)

2. In which ten-year span did the tax per person rise the most?

3. In which year was the tax per person the lowest?

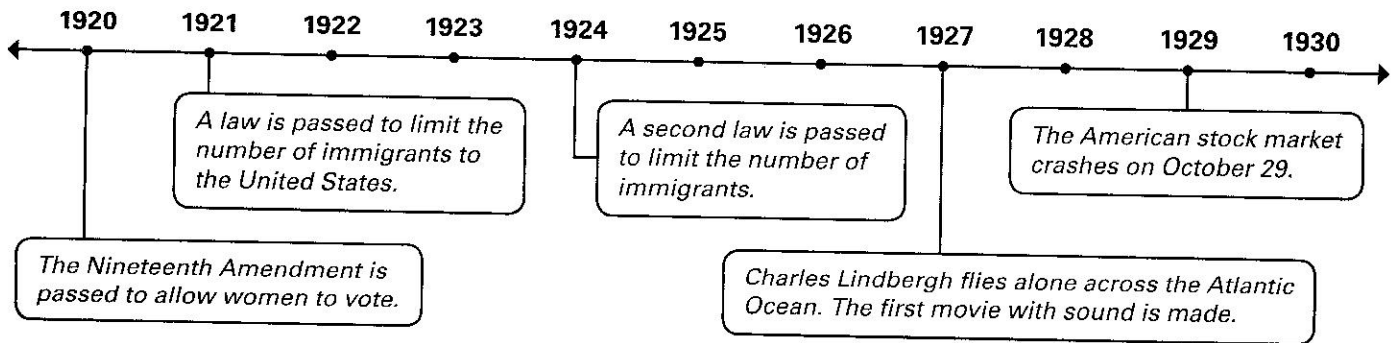
Time Lines

A **time line** is a kind of chart. Remember, a chart arranges facts in a way that makes them easy to read and understand. A time line shows the order of events along a vertical or horizontal line.

Look at the time line below. It shows one decade, the 1920s. A decade is 10 years. The year 1930 is not a part of the 1920s. Read the time line from left to right.

- Read the title of the time line carefully.
- Read the years in the time line. Then read all the labels in the time line.
- Use your finger to follow the movement of the time line.
- Be sure you know what information you need and what information the time line gives.

Important Events: 1920–1930



Directions

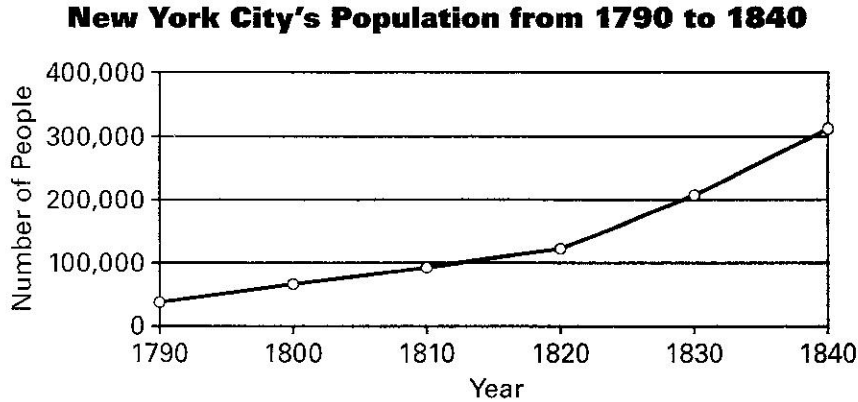
Use the time line to answer each question. Darken the circle by the correct answer.

1. How many years are in a decade?
 - (A) 1
 - (B) 5
 - (C) 10
 - (D) 100
2. In 1920, what was passed to give women the right to vote?
 - (A) the Nineteenth Amendment
 - (B) an immigration limit
 - (C) a sound movie
 - (D) the stock market
3. In which year did Charles Lindbergh fly alone across the Atlantic Ocean?
 - (A) 1924
 - (B) 1926
 - (C) 1927
 - (D) 1929
4. How many years passed between the passage of the Nineteenth Amendment and the stock market crash?
 - (A) 1
 - (B) 3
 - (C) 7
 - (D) 9
5. In which years were laws passed to limit the number of immigrants?
 - (A) 1921 and 1922
 - (B) 1921 and 1924
 - (C) 1923 and 1927
 - (D) 1927 and 1929
6. When was the Nineteenth Amendment passed compared to when the first movie with sound was made?
 - (A) before
 - (B) after
 - (C) the same year
 - (D) none of these

Graphs

A **graph** uses pictures, points, lines, bars, or areas to show and compare information. A **line graph** uses points and one or more lines to show information. A line graph can show how something changes over time. In most line graphs, a line going up means an increase; a line going down means a decrease. The line graph below shows how the population of New York City changed from 1790 to 1840.

To get the most from a line graph, first read the title of the graph. Then read the labels along the side and bottom. At the bottom left corner, the figures start at 0. They increase by 100,000 at each line. The dates go across the bottom of the graph. The dates show each ten years as the line moves to the right. The line shows how much the population of New York City increased over the years.



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Directions

Darken the circle by the best answer for each question.

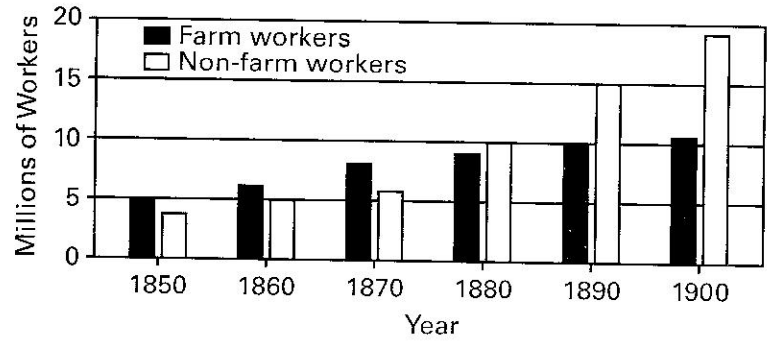
1. What was New York City's population in 1820?
 - (A) 60,000
 - (B) 95,000
 - (C) 123,000
 - (D) 310,000
2. In which year was the population about 203,000 people?
 - (A) 1800
 - (B) 1810
 - (C) 1820
 - (D) 1830
3. What does the line graph suggest that many people began to do?
 - (A) move to the city
 - (B) move to farms
 - (C) leave the city
 - (D) die
4. What happened to the population of New York City between 1790 and 1840?
 - (A) stayed the same
 - (B) got smaller
 - (C) grew larger
 - (D) none of the above

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Graphs, p. 2

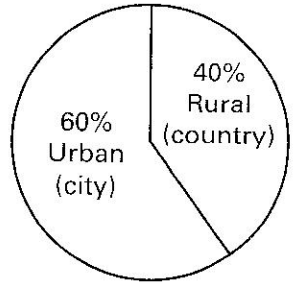
Another kind of graph is a **bar graph**. A bar graph shows how figures compare in size. The bar graph below compares the number of farm workers to the number of non-farm workers for every ten years between 1850 and 1900. The shading on the bars helps you see which bars represent which workers. It's easy to see that in 1880, for the first time, fewer people worked on farms than other places.

Farm Workers and Non-farm Workers, 1850-1900



A **pie graph** or **circle graph** uses wedge-shaped "slices" to compare a part to the whole. The whole is always 100 percent. Each number becomes a slice of the whole pie. It's easy to compare the size of each piece or "slice" to the whole pie and to the other pieces. The pie graph on this page shows where people lived in the United States in 1900. It compares the number of people living in cities to the number of people living away from cities. The total population is 100 percent.

Population of United States in 1900



Directions

Study the two graphs. Darken the circle by the answer that best completes each sentence.

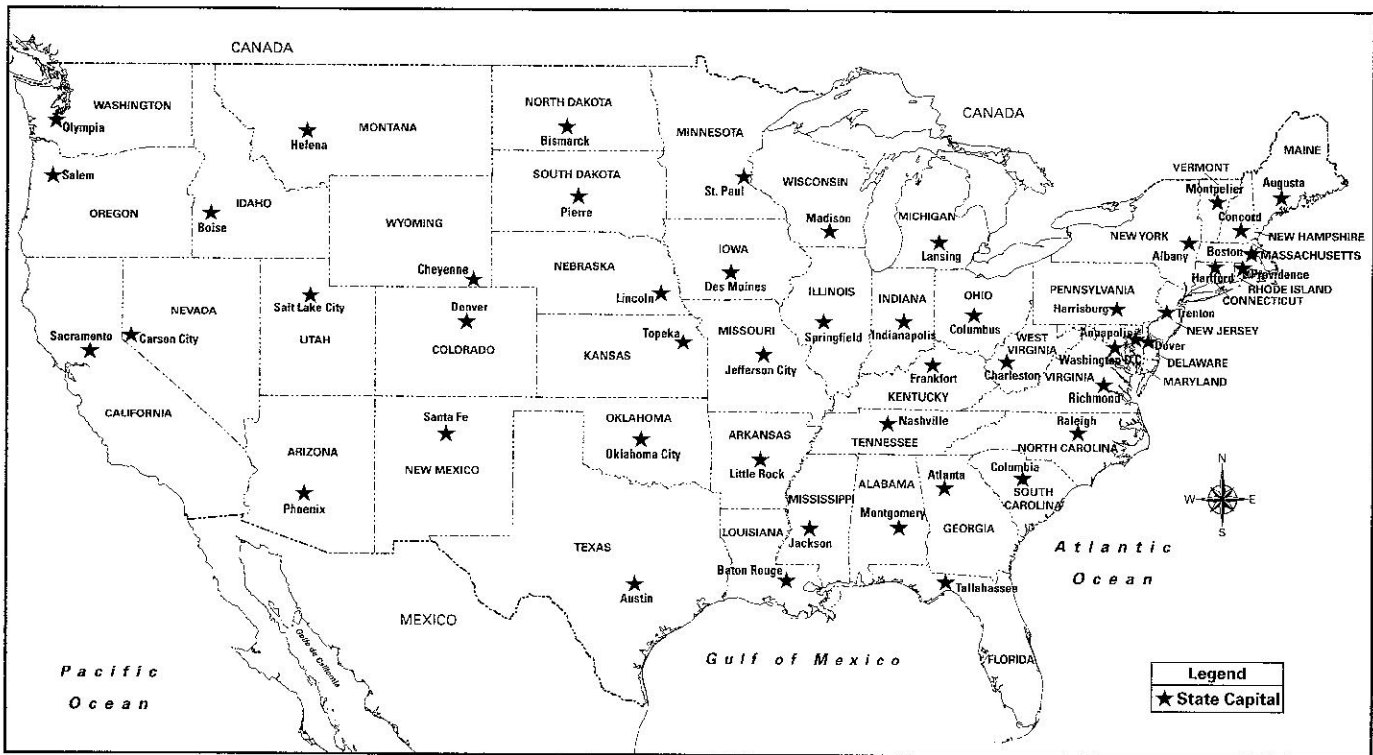
- In 1900, most people in the United States
 - lived on farms.
 - lived in cities.
 - worked in factories.
 - worked as farmers.
- The number of farm workers and non-farm workers was about equal in
 - 1870.
 - 1880.
 - 1890.
 - 1900.

Maps

A **map** is a drawing of a place or area. Maps can tell about the boundaries of places, such as states or countries. They can tell about the landscape, the climate, the population, or many other things. All maps have a title to tell what the map shows.

Symbols on a map stand for real things. To learn what the symbols stand for, read the **map key**, or **legend**. A map may include a distance scale to tell how far apart places are. Most maps also have a **compass rose**. The compass rose helps you find directions. It tells which direction is north (N), east (E), south (S), or west (W). These directions are called **cardinal directions**. The compass rose may also show the **intermediate directions**: northeast, northwest, southeast, and southwest.

The Contiguous United States of America



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Directions

Use the map to answer the questions.

1. What is the title of the map? _____
2. What does the star symbol in the legend mean? _____
3. In which state do you live? _____
4. What is the capital of your state? _____
5. Find Kentucky on the map. Which direction would you need to go from Kentucky to get to your state?

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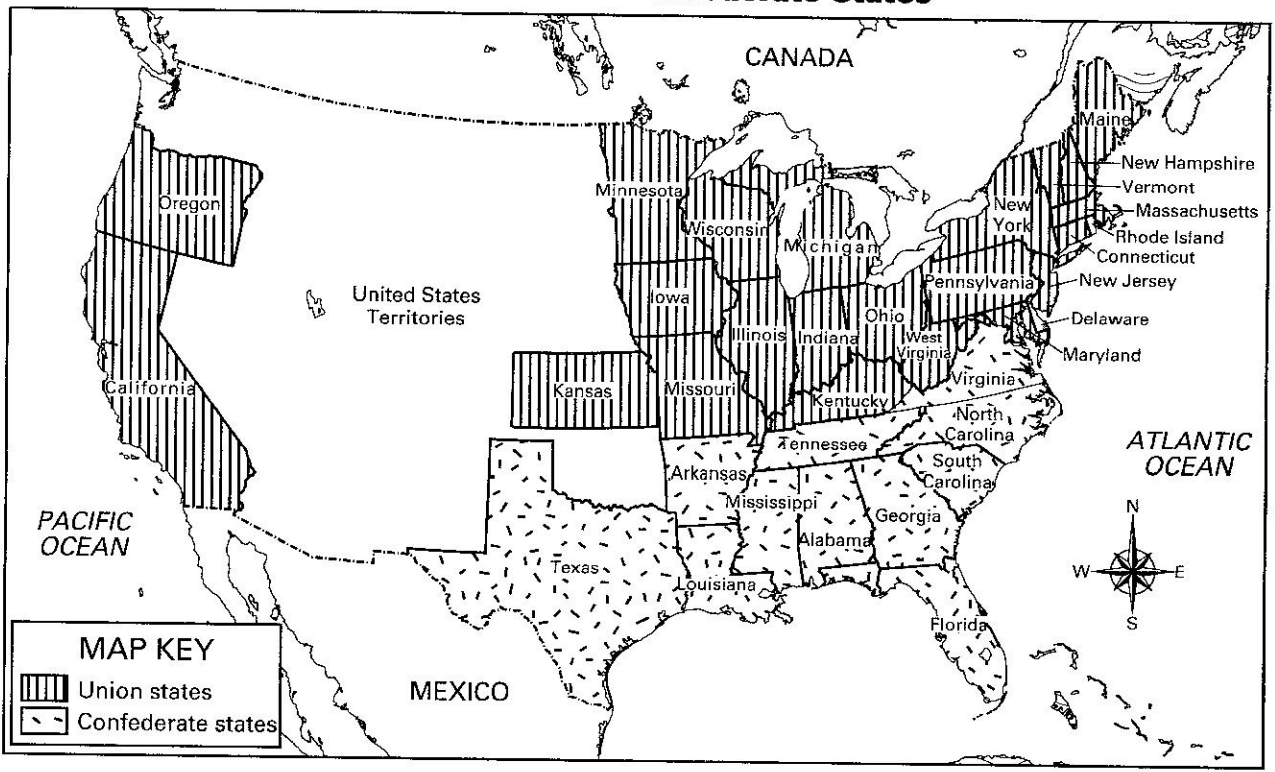
Maps, p. 2

Maps often use colors, shading, or patterns to tell details about a place. Some maps use pictures, too. You must pay close attention to read maps that use colors, shading, or patterns. You should find what each kind of shading means in the map key.

How to Read a Map with Shading or Patterns

- 1.** Find the area you want to know about and note the shading or pattern in that area.
- 2.** Match the shading or pattern on the map with the symbol in the map key.

Union States and Confederate States



Directions

Use the map to answer the questions.

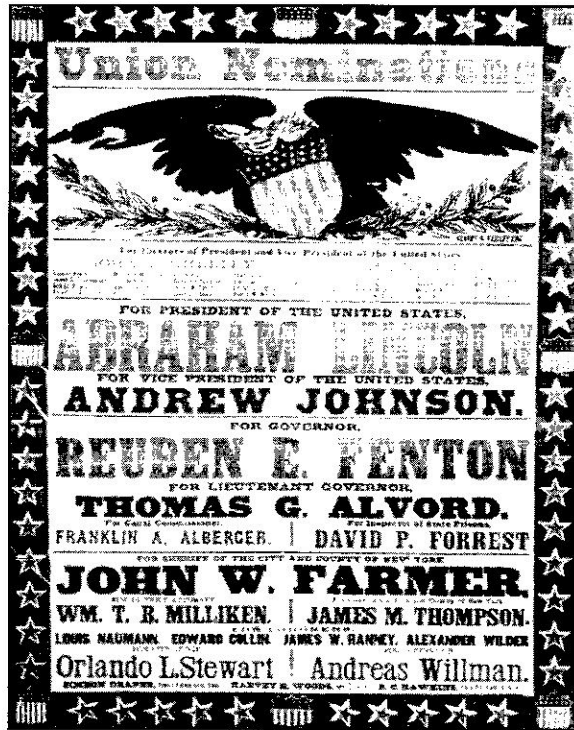
- 1.** Was Missouri a Union state or a Confederate state? _____
- 2.** Name a Union state on the West Coast. _____
- 3.** Were there more Union states or Confederate states? _____
- 4.** In which part of the country were most Confederate states located? _____
- 5.** What is the large part of the United States that is not shaded? _____

Posters

A **poster** is a large graphic card or notice that is displayed in a public place. Posters can be used to advertise products. They can tell about artistic performances or candidates for election. Most posters include both words and pictures.

The words in biggest letters on the poster are usually the most important. On a campaign poster, the main candidate's name is in big letters. Whose name is in biggest letters on this poster?

A poster usually has pictures. A picture of a product, performer, or candidate might be on the poster. The pictures might be symbolic images, such as on this poster. What do the eagle and the shield symbolize?



Source: Library of Congress

Poster from Lincoln's 1864 presidential campaign in New York

Directions

Use the poster to answer the questions.

1. Who is running for president of the United States? _____
2. Who is running for vice president of the United States? _____
3. What office is Reuben Fenton seeking? _____
4. Would this poster make you vote for the candidates? Tell why or why not.

Photographs

A picture is worth a thousand words, the old saying goes. A **photograph** is an image captured on a sensitized surface, usually by a burst of light. Photographs can provide a record of history, both personal and public. Photographs can show us the history of the world. They can freeze actions in time. The photograph below is a famous picture taken by Joe Rosenthal during World War II in the Pacific.

To gain the most from a photograph, first pay attention to the images. What is in the center of the picture? What is in the foreground? What is in the background? Notice the use of light and dark in the photograph. What mood does the photographer establish?

A photograph may also have a **caption**. The caption gives written information about the photograph. What is the caption of this photograph?



Source: National Archives and Records Administration

Raising the Flag on Iwo Jima, February 23, 1945

Directions

Use the photograph and caption to answer the questions.

1. When was this photograph taken? _____
2. What is the central image of the photograph? _____

3. How does the photograph make you feel? _____

Political Cartoons

A **political**, or editorial, **cartoon** is an illustration that contains a social or political message. The cartoon tries to make a point. Political cartoons usually require the reader to have some knowledge of current events.

Study the cartoon below. Political cartoonists often label things in the cartoon. Notice that the White House is labeled, and so is the suitcase. The suitcase, or bag of ideas, belongs to William Jennings Bryan. Bryan lost presidential elections in 1896, 1900, and 1908. The "16 to 1" on the bag refers to Bryan's economic ideas. He wanted to coin silver at a ratio of 16 to 1, giving the money little true value.



Source: National Archives and Records Administration

Mr. Bryan in 1899. "I stand where I stood three years ago!"

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Directions

Use the political cartoon to answer the questions.

1. Is Bryan inside or outside the fence at the White House? _____

2. What does the cartoonist mean by placing Bryan there?
