

Using Documents

To get the most from a document, you should ask yourself questions about it.

- Where and when was the document written?
- Who created the document? Do you know anything about this person?
- What is the purpose of the document? Summarize the main idea.
- Who is the audience of the document? Do you know anything about this audience?
- Are there any unfamiliar words? Underline them. Look them up in a dictionary. The fun of learning is finding out.
- Does the document contain figurative language or symbols? What do they mean? Think about them awhile.
- Is the document effective? How does it influence the reader or viewer?

Try this famous quote:

I only regret that I have but one life to lose for my country.
—last words of Nathan Hale as he was being hanged, September 22, 1776

Read the credit line for important information.

Nathan Hale was an American spy during the Revolutionary War. He was caught by the British and hanged. He was only 21 years old.

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Directions

Use the quote to answer the questions.

1. When was Nathan Hale hanged? _____
2. What can you tell about Nathan Hale from his quote?

3. If you were Nathan Hale, what would you say?

The Gettysburg Address



One of the great battles of the Civil War was fought at Gettysburg, Pennsylvania, in early July 1863. Over 50,000 Union and Confederate soldiers died in the battle. A military cemetery was built at Gettysburg for the thousands of Union soldiers who died there. The dedication of the cemetery took place on November 19, 1863. President Lincoln gave a short speech. Lincoln told Americans that the purpose of the Civil War was to make the United States a democracy with freedom and liberty for all. The Gettysburg Address lasted only two minutes, but today it is considered one of the nation's greatest speeches.

Directions

Read the original speech and the explanation. Look up the unfamiliar words in dark print. Think about Lincoln's purpose for giving the speech.

Actual Gettysburg Address

Four score and seven years ago our fathers brought forth, upon this continent, a new nation, **conceived** in Liberty and dedicated to the **proposition** that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so **dedicated**, can long **endure**. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate—we cannot **consecrate**—we cannot **hallow**—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or **detract**. The world will little note, nor long remember what we say here, but it can never forget what they did here.

Explanation of the Gettysburg Address

Eighty-seven years ago, in 1776, our leaders created a new nation based on the idea of liberty. The United States would exist to prove the statement that "all men are created equal."

Now we are fighting a civil war. This war is a test to see if the United States, or any other nation, can exist for a long time if it is based on the ideas of liberty and equality. We are now meeting at the battlefield of Gettysburg. We have come to dedicate part of the battlefield as a cemetery for soldiers who died here. Those soldiers died fighting so that the United States would continue to be a nation based on ideas of liberty and equality. It is correct and proper that we dedicate this cemetery to honor those dead soldiers.

But we really do not have the power to dedicate this cemetery and make this ground holy. We cannot do this because this cemetery has already been made holy by the brave men, living and dead, who fought at Gettysburg. We cannot do anything more to make this cemetery holy than they have already done. The world will not notice or remember what we say here today. But the world can never forget what they did at Gettysburg.

CONTINUED 

The Gettysburg Address, p. 2

Actual Gettysburg Address

It is rather for us the living, to be here dedicated to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased **devotion** to that cause for which they gave the last full measure of devotion—that we here highly **resolve** that these dead shall not have died in **vain**—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

Explanation of the Gettysburg Address

It must be our job to dedicate our own lives to the work these soldiers fought for so hard but could not finish. We must dedicate ourselves to the great cause for which these soldiers died. To honor them, we must work harder than ever for this cause. We must prove that these soldiers did not die without a reason. We must work hard so that this nation, under God, will have a government that allows equality and liberty for all people. We must make sure that this democratic government will never be destroyed.

Directions

Darken the circle by the best answer.

- Why did people gather at Gettysburg on November 19, 1863?
Ⓐ to fight
Ⓑ to dig some graves
Ⓒ to put up mailboxes
Ⓓ to dedicate a cemetery
- How long is four score and seven years?
Ⓐ 11 years
Ⓑ 1776 years
Ⓒ 87 years
Ⓓ 27 years
- A proposition is _____.
Ⓐ a part of an airplane
Ⓑ a mistake
Ⓒ an idea offered for acceptance
Ⓓ a place to bury soldiers
- In Lincoln's speech, *resolve* means to _____.
Ⓐ make a firm decision
Ⓑ solve again
Ⓒ argue
Ⓓ think about

Directions

Write complete sentences to answer the questions. Use a separate sheet of paper to write your answers.

- Why do you think Lincoln gave this speech?
- What do you think Lincoln meant when he said that the soldiers "gave the last full measure of devotion"?
- What does Lincoln say the Union soldiers fought for?
- How does Lincoln think Americans should finish the work for which the Union soldiers fought?

Kitty Hawk, North Carolina, 1903

On December 17, 1903, Orville and Wilbur Wright made several powered flights. They are said to be the first men to fly. The longest flight of the day was the last one. Wilbur was the pilot that time, steering the clumsy biplane. Orville later wrote about the event in his diary.

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Directions

Circle the time and distance references in the document. Can you see the event in your mind?

At just twelve o'clock Will started on the fourth and last trip. The machine started with its ups and downs as it had before, but by the time he had gone 300 or 400 feet he had it under much better control, and was travelling on a fairly even course. It proceeded in this manner till it reached a small hummock out about 800 feet from the starting ways, when it began pitching again and suddenly darted to the ground. The front rudder frame was badly broken up, but the main frame suffered none at all. The distance over the ground was 852 feet in 59 seconds.

Source: *Miracle at Kitty Hawk: The Letters of Wilbur and Orville Wright*, edited by Fred C. Kelly

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Directions

Write complete sentences to answer the questions.

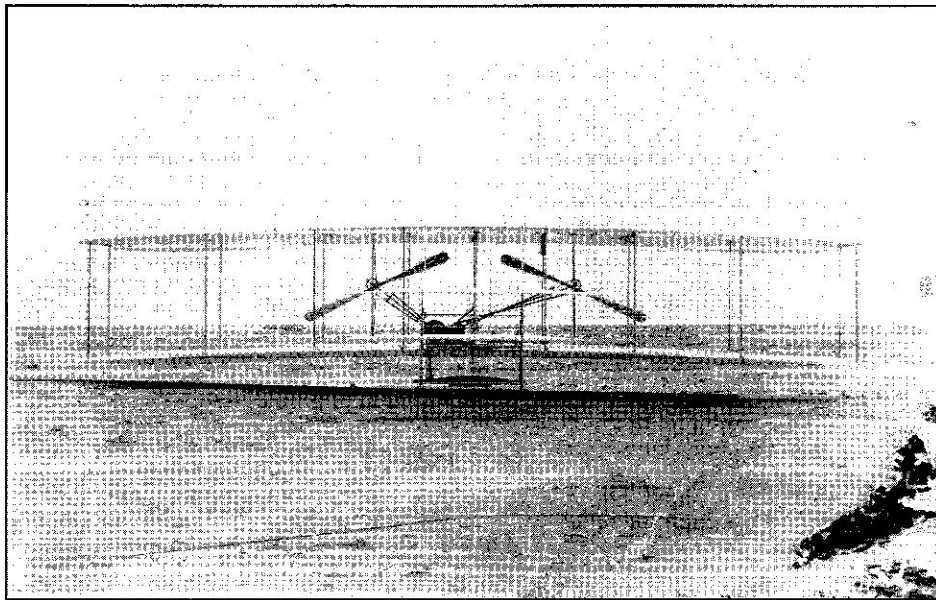
1. How far did the airplane travel on its last trip? How long did it stay in the air?

2. Have you ever invented anything? What? How did you feel about your achievement?

3. How do you think the Wright brothers felt when their flying machine actually worked?

Kitty Hawk, North Carolina, 1903, p. 2

How good are you at math? Can you figure out the average speed of the Wright plane on its last trip? It traveled 852 feet in 59 seconds. Hint: It's just under 10 miles per hour. Passenger jets fly over 500 miles per hour. But if you think the Wright plane was slow, just look at it. You can probably run as fast as it could fly.



Source: Library of Congress

The Wright Flyer, 1903

Over 100 years old, this picture of the Wright plane is dim and decaying. Like human flight, photography was in its early days in 1903.

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Directions

Use the Wright brothers' flight and the photograph to answer the questions.

1. Why do you think the Wright brothers wanted to fly? _____

2. What do you really want to do? Do you have a plan to accomplish your goal? _____

3. How are the Wright Flyer and a modern airplane alike? How are they different? _____

4. Is it important to preserve old things, such as this photograph of the Wright Flyer? Explain.

Before the Civil War

A chart lists a group of facts. You can compare facts by reading a chart. Look at the chart below: It compares the North and South before the Civil War. To learn facts about the North and the South, read the numbers listed under each heading. Read the chart from left to right to find out what the numbers in the chart stand for.

Read the title to see what information the chart contains.

The North and South Before the Civil War		
	North	South
Money	\$330,000,000	\$47,000,000
Number of factories and shops	111,000	21,000
Miles of railroad track	22,000	9,000
Horses	3,400,000	1,700,000
Units of wheat	132,000,000	31,000

Read the column headings to see what the information in the column refers to.

Read the row labels to see what the information in the row is about.

Directions

Darken the circle by the best answer for each question.

1. How many miles of railroad track did the South have before the Civil War?
 - (A) 22,000
 - (B) 9,000
 - (C) 21,000
 - (D) 31,000
2. How many factories and shops did the North have before the war?
 - (A) 3,400,000
 - (B) 22,000
 - (C) 111,000
 - (D) 21,000
3. How much money did the South have compared to the North before the war?
 - (A) more
 - (B) less
 - (C) the same amount
 - (D) none
4. How many units of wheat did the North have compared to the South before the Civil War?
 - (A) more
 - (B) fewer
 - (C) the same number
 - (D) none

Directions

Write complete sentences to answer the questions. Use another sheet of paper.

5. Based on the chart, how would you compare the North to the South before the Civil War? Was one stronger, or were they about equal in strength?
6. Which side would you expect to be more able to win a war? Explain.

Causes and Effects

A chart can also be used to give details about events. The chart on this page shows important events from 1990 to 2004. Each event caused certain effects, or results. Remember to read the title and headings carefully.

Read the date to see when each event occurred.

Important Events from 1990 to 2004		
Date	Event	Effects
1990	Congress passes the Americans with Disabilities Act.	Americans with disabilities have the same rights as other Americans.
1991	The cold war ends.	The United States is the strongest world leader.
1993	NAFTA is signed by the United States, Canada, and Mexico.	There are fewer tariffs among the three nations.
2001	Terrorists attack the World Trade Center and Pentagon.	The United States starts a war on terrorism.
2003	The United States goes to war against Iraq.	Saddam Hussein is no longer Iraq's dictator.
2003	Congress passes a law to help older Americans pay for medicine.	It is easier for older people to buy medicine.
2004	Americans vote for a new president.	George W. Bush wins the election.

Read the effect of each event.

Directions

Use the chart to answer the questions. Write complete sentences.

- In which year did the cold war end?

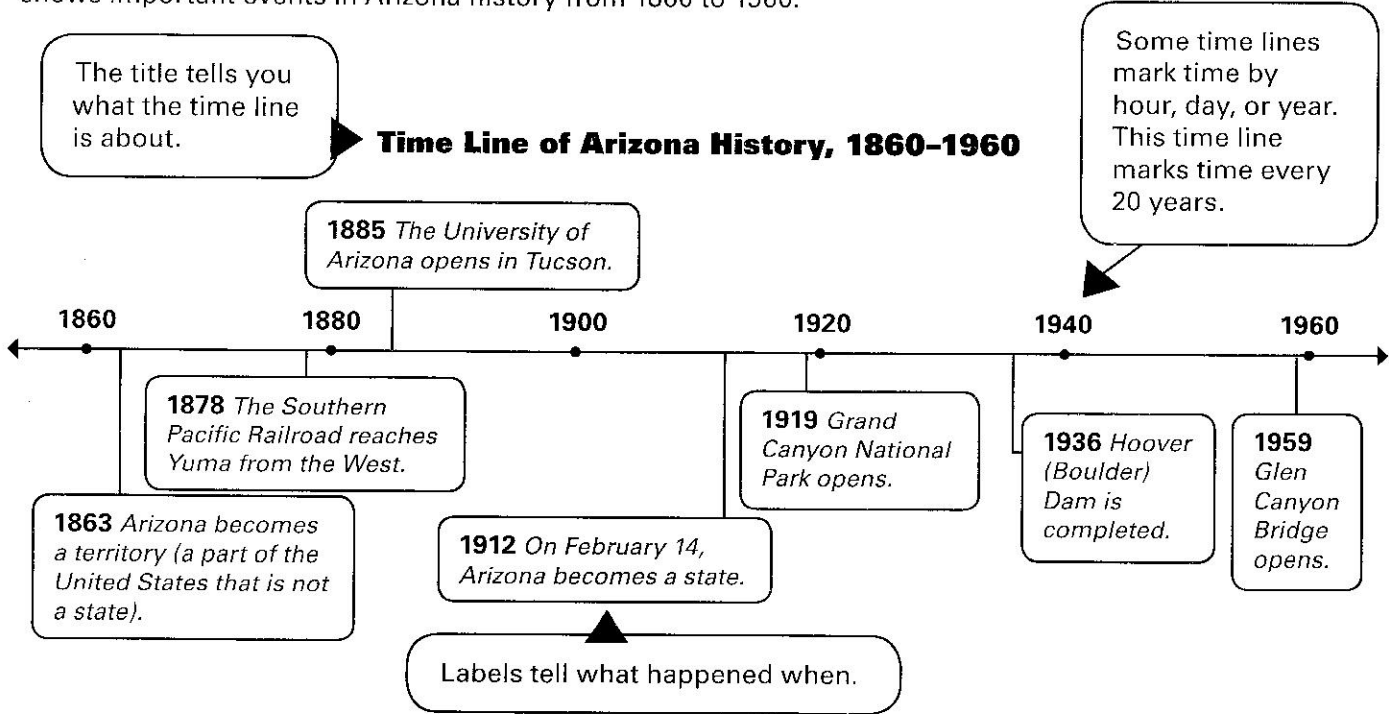
- What was the effect of the end of the cold war?

- What was the effect of the attack on the World Trade Center and Pentagon?

- Which of these events do you think is the most important? Explain.

Time Line: 1860-1960

A time line shows the order of events in a certain period of time. The events and time they happen are presented along a vertical or horizontal line. This line shows the sequence of events. The time line below shows important events in Arizona history from 1860 to 1960.



Directions

Use the time line. Darken the circle by the answer that best completes each sentence.

- The _____ reached Yuma in 1878.
 - (A) Grand Canyon
 - (B) Glen Canyon Bridge
 - (C) University of Tucson
 - (D) Southern Pacific Railroad
- The University of Arizona opened in Tucson in
 - (A) 1863.
 - (B) 1885.
 - (C) 1919.
 - (D) 1959.
- Before Arizona became a state,
 - (A) Grand Canyon National Park opened.
 - (B) Arizona became a territory.
 - (C) Hoover Dam was completed.
 - (D) Glen Canyon Bridge opened.
- After Grand Canyon National Park opened,
 - (A) the University of Arizona opened.
 - (B) Arizona became a territory.
 - (C) Hoover Dam was completed.
 - (D) Arizona became a state.

Directions

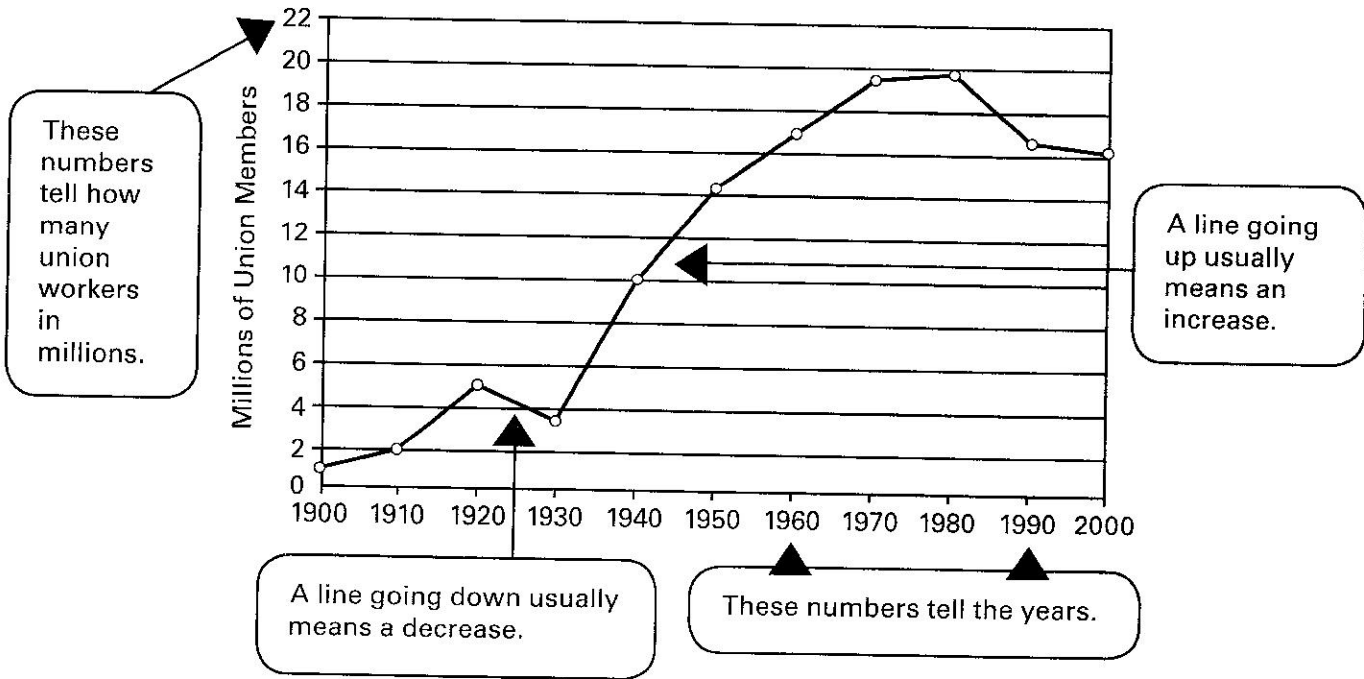
Write complete sentences to answer the question. Use another sheet of paper.

- Are events easier to understand on a time line or in a paragraph of information? Explain.

Ups and Downs

A line graph shows how something changes over time. The line may go up and down to show increases or decreases. The line graph on this page shows how many workers belonged to unions from 1900 to 2000. As always, read the title and labels carefully so you know what information the graph contains.

Number of Workers in Unions, 1900-2000



Directions

Write complete sentences to answer the questions.

- In 1910, about how many people belonged to unions?

- Between which years did union membership drop from about 5 million to less than 4 million?

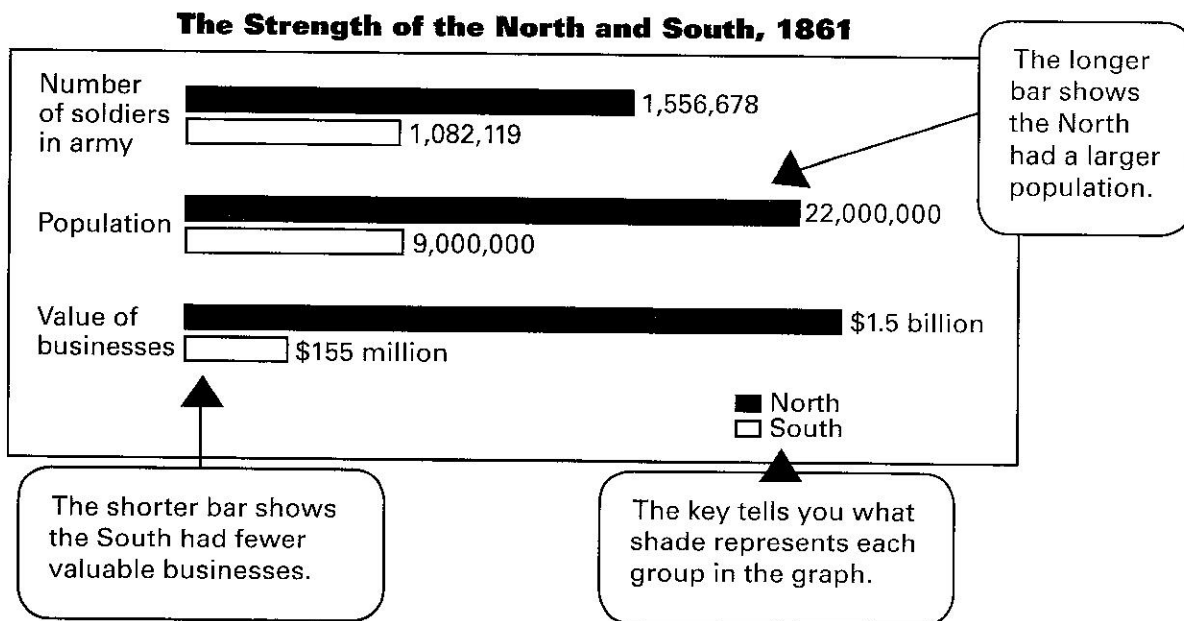
- From 1930 to 1980, what happened to the number of people in unions?

- From 1980 to 2000, what happened to the number of people in unions?

- Based on the chart, do people in recent years seem interested in joining unions? Explain.

North and South in the Civil War

A bar graph shows how figures compare in size. A double bar graph gives information about two groups in each category. The double bar graph below compares the North and the South in strength at the beginning of the Civil War.



Directions

Use the graph to answer each question. Write complete sentences.

1. How many more soldiers were in the Union Army (North) than in the Confederate Army (South)?

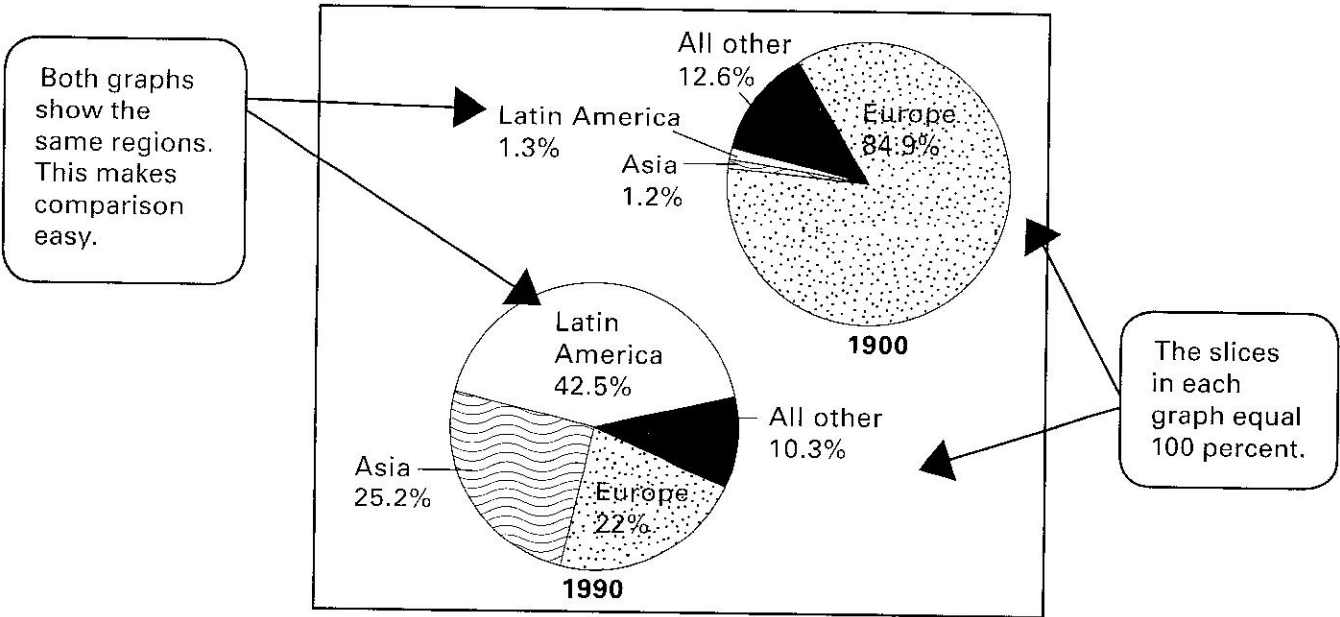
2. Which side do you think was stronger at the beginning of the Civil War? Use the information from the bar graph to explain your answer.

3. Compare this bar graph to the chart on page 24. Which makes the information easier to understand? Explain.

Comparing Graphs

Sometimes you will have to compare two graphs to determine how changes have occurred. As you remember, a pie graph uses slices to equal 100 percent. The two pie graphs below show where immigrants to the United States came from in 1900 and 1990. By comparing the two graphs, you can see changes in immigration patterns.

**Immigrants to the United States
by Region of Birth: 1900 and 1990**



Directions

Use the graphs to answer the questions. Write complete sentences.

1. Where did most immigrants to the United States come from in 1900?

2. Where did most immigrants to the United States come from in 1990?

3. Why do you think this change in immigration patterns might have occurred?

4. Are pie graphs an easy way to compare information? Explain.

Where Are We?

As you know, maps are a special kind of drawing of a place. Maps can show many types of information about a place. Maps can show borders, landforms, rivers, and routes. They can show population and precipitation. They can tell where events happened or where places are located. Learning to use maps well can help you find your way around the world. Maps can also help you learn more about history.

The title tells you what the map is about.

Rivers and mountains are shown on this map.

The distance scale tells how far apart places are.

The Thirteen Colonies, 1750

The compass rose tells directions.

The map legend or key may include shading or symbols.

Directions Use the map to answer the questions.

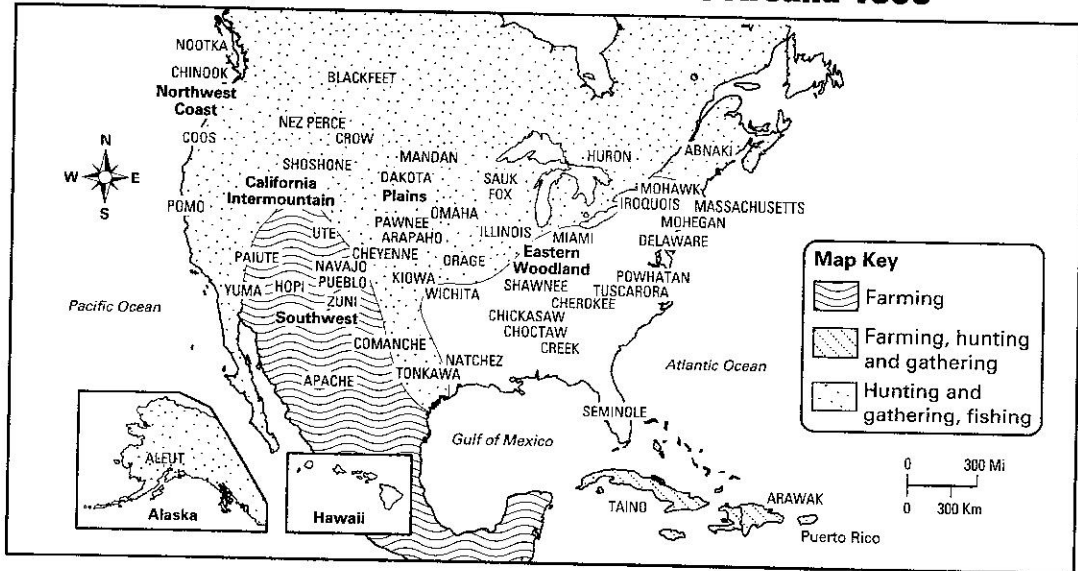
1. Name a New England colony. _____
2. Which mountain range runs along the western border of North Carolina? _____
3. You want to travel from Pennsylvania to North Carolina. Which direction should you go?

4. What country claimed the land west of the Mississippi River? _____
5. In what ways was the America of 1750 different from the United States of today?

People and Places

Some maps give information about the people who live in places. Maps can tell how many people live in a place. They can tell how those people vote or work. They can also tell how they survive. The map on this page shows how Native American groups got their food about 400 years ago.

Food Sources of Native Americans Around 1600



Directions

Circle the compass rose, map key, and distance scale on the map. Then use the map to answer the questions.

1. What was the main food source of the Apache? _____
2. Name a group that depended on farming, hunting, and gathering. _____
3. How did most groups in the northern part of the continent get their food?

4. What direction did the Cherokee live from the Shoshone? _____
5. Compare this map to the map of the thirteen colonies on page 30. How did the Native American groups in the area of the thirteen colonies get their food?

6. How do you think the early colonists got their food? Explain.

Victims of War

Soldiers are not the only ones who suffer during war. Often the lives of civilians in war-torn areas are upset, too. Study the picture of these children in Naples, Italy, during World War II.

To get the most from a photograph, you must pay careful attention to the details of the image. Are there important details in the background? What is shown in the center of the photograph? What do you notice about the two boys in this photograph, especially the boy on the right? Is there a caption? What does it say?



Source: Corbis Royalty Free

Naples, Italy, during World War II

Directions

Use the photograph to answer the questions. Write complete sentences.

1. What do you notice about the two boys in the photograph?

2. How does the photograph make you feel?

3. How do you think the photographer feels about war?

4. Do you think a photograph can make you feel or think a certain way? Explain.

The War Ends! Yippee!

On August 14, 1945, World War II ended. As the news spread, people were overjoyed that the long years of conflict were over. In Times Square in New York City, this couple celebrated with a famous kiss. This photograph was taken by Lt. Victor Jorgenson of the U.S. Navy.



Source: National Archives and Records Administration

Times Square, New York City, August 14, 1945

Directions

Use the photograph to answer the questions. Write complete sentences.

1. What is the central image in the photograph?

2. How do you think the other people in the photograph feel? How can you tell?

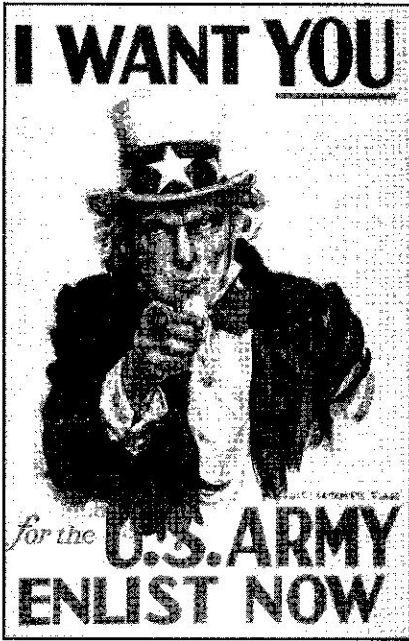
3. How does the photograph make you feel?

I Want You to Look at This Poster

A poster tries to influence people. It can make people vote for a candidate or buy a certain product. Posters often have bright colors and bold images. The poster below was originally printed in red, white, and blue. It was created by James Montgomery Flagg to get people to help in the World War II effort.

Posters often contain symbols. Who is this man? What does he represent?

Posters often contain words. The words deliver the message of the poster.



Source: National Archives and Records Administration

World War II recruiting poster, 1941–1945

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Directions

Use the poster to answer the questions. Write complete sentences.

1. What does this poster try to get people to do?

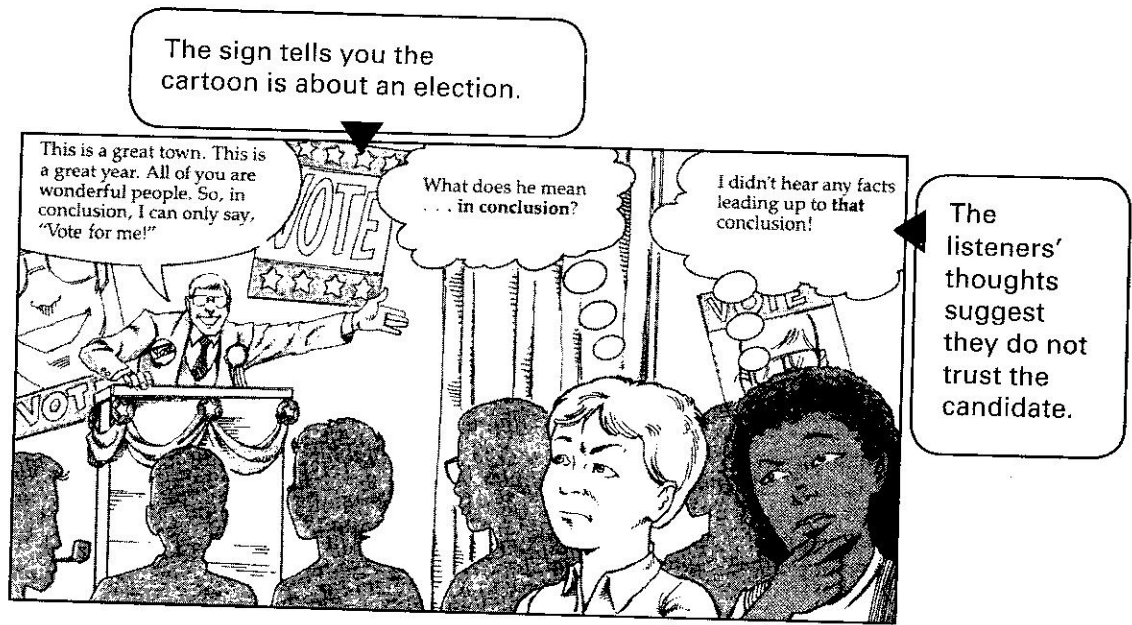
2. Who do you think is the target audience for the poster?

3. Who is the man in the picture? What does he represent?

4. Are the messages in the poster mostly visual or verbal or both? Describe the features that make the poster this way.

What's So Funny?

A political cartoon is an illustration that contains a social or political message. Often a political cartoon tries to make you think a certain way about an issue. Study the cartoon below. What is its message?



Directions

Use the cartoon to answer the questions. Write complete sentences.

1. Why are the two listeners not satisfied with the speech?

2. Does the candidate give any good reasons voters should elect him?

3. What is the main idea of this political cartoon?

4. Is the cartoon effective in persuading the reader? Explain.

Enough Is Enough

Pancho Villa was a Mexican revolutionary and bandit. In 1916 and 1917, he and his men raided border towns in the United States. On March 9, 1916, they raided Columbus, New Mexico, and killed about 12 U.S. citizens. President Woodrow Wilson then ordered U.S. troops to pursue Villa into Mexico. See how the political cartoon below illustrates that event. The cartoon was drawn by Clifford Berryman.



Directions

Use the cartoon to answer the questions. Write complete sentences.

1. What does the fence in the cartoon represent?

2. Who is the man jumping the fence? What does he represent?

3. Is the cartoon effective in making the reader believe that Villa should be chased? Explain.
