

Declare Your Independence

In this unit, you will study documents on your own. Read or view each document carefully and then answer the questions.

Remember, to understand a text document:

- Find out when and where the document was created.
- Find out about the person who created the document.
- Find the purpose and main idea of the document.
- Look up any unfamiliar words.

Following is the second paragraph of the Declaration of Independence. The Declaration was mainly written by Thomas Jefferson in the early summer of 1776. This paragraph contains some important ideas of our nation.

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.

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Directions

First circle any unfamiliar words and look them up. Then write complete sentences to answer the questions.

1. What are "unalienable rights"?

2. What are the three unalienable rights mentioned in the Declaration of Independence?

3. Why are these three rights important for our nation?

Which Would You Choose?

In 1775, the relationship between the American colonies and England was strained. Going to war against England was a common topic. On March 23, 1775, Patrick Henry delivered a famous speech to the leaders of the Virginia colony. A small part of that speech follows.



Patrick Henry

Gentlemen may cry, “Peace! Peace!”—but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty, or give me death!

Directions

Answer the questions on another sheet of paper. Write complete sentences.

1. What are some unfamiliar words in the passage? Did you look them up in the dictionary?
2. What does Henry mean when he says, “The next gale that sweeps from the north will bring to our ears the clash of resounding arms!”?
3. What is Patrick Henry’s main idea in the speech? Underline it.
4. Patrick Henry proclaims, “Give me liberty, or give me death!” Which would you choose if necessary?
5. Look at the picture of Patrick Henry. Does seeing the man change your feeling about his words? Can a speaker influence a listener as much as words can?

The Lincoln Assassination, 1865

Abraham Lincoln was assassinated by John Wilkes Booth on April 14, 1865. President Lincoln was attending a play with his wife. His physician wrote this report about a month later.

I was sent for by Mrs. Lincoln immediately after the assassination. I arrived there in a very few moments and found that the President had been removed from the theatre to the house of a gentleman directly opposite the theatre, had been carried into the back room of the residence, and was there placed upon a bed. . . . I proceeded then to examine him, and instantly found that the President had received a gunshot wound in the back part of the left side of his head, into which I carried immediately my finger. I at once informed those around that the case was a hopeless one; that the President would die; that there was no positive limit to the duration of his life. . . .

Source: Testimony of Dr. Robert King Stone, May 16, 1865
National Archives and Records Administration



Directions

Use the doctor's report to answer the questions. Write complete sentences.

1. When did Dr. Stone present his testimony?

2. How does the report make you feel?

3. What words or descriptions in the report make you feel this way?

4. The doctor was present when President Lincoln died. Does knowing this make you react more emotionally to the report? Explain.

Wounded Knee, 1890

On December 29, 1890, U.S. Army soldiers killed about 300 Lakota Sioux at Wounded Knee, South Dakota. The Sioux had few weapons to fight back against the soldiers armed with Hotchkiss machine guns. The event marked the last major battle between the Native Americans and white people. Black Elk happened upon the scene later.

I told the others to stay back, and I charged upon them holding the sacred bow out toward them with my right hand. They all shot at me, and I could hear bullets all around me, but I ran my horse right close to them, and then swung around. . . . I got back to the others and was not hurt at all. . . . We all charged on the soldiers. They ran eastward toward where the trouble began. We followed down along the dry gulch, and what we saw was terrible. Dead and wounded women and children and little babies were scattered all along there where they had been trying to run away. The soldiers had followed along the gulch, as they ran, and murdered them in there. Sometimes they were in heaps because they had huddled together, and some were scattered all along. Sometimes bunches of them had been killed and torn to pieces where the wagon-guns hit them. I saw a little baby trying to suck its mother, but she was bloody and dead.

. . . When we drove the soldiers back, they dug themselves in, and we were not enough people to drive them out from there. In the evening they marched off up Wounded Knee Creek, and then we saw all that they had done there.

Source: *Black Elk Speaks*, as told to John Neihardt, 1932

Directions

Use Black Elk's account of the events to answer the questions. Write complete sentences.

1. How do you think Black Elk felt when he saw the scene?

2. What words or descriptions does he use to express his feelings?

The Age of Invention

The late 1800s and early 1900s were known as the Age of Invention. Many new devices were invented during this time. The chart below shows some of these inventions. Remember, charts provide much information in a small space. They make it easy to compare information. Charts help you learn facts quickly.

Remember, to get the most from a chart:

- Read the title to learn what the chart is about.
- Read the column headings to learn what information is included.
- Read all the information in the rows.

Inventions Change America

| Inventor | Invention | Date | How the Invention Changed America |
|---------------------------|------------------------------------|------|---|
| Alexander Graham Bell | telephone | 1876 | People who are far apart can talk to one another. |
| Thomas Edison | electric lightbulb | 1879 | Electric lights are used to light homes, streets, schools, and offices. |
| Jan Matzeliger | shoe-making machine | 1882 | Shoes are made in shoe factories and sold in shoe stores. |
| Orville and Wilbur Wright | airplane | 1903 | People can travel by airplane. |
| Henry Ford | assembly line to make cars quickly | 1913 | People travel in cars instead of on horses. |

Directions

Darken the circle by the answer that best completes each sentence.

1. To learn how the inventions changed America, read the chart from
 - (A) left to right.
 - (B) top to bottom.
 - (C) right to left.
 - (D) the middle.
2. To learn information about Thomas Edison, read the chart from
 - (A) left to right.
 - (B) right to left.
 - (C) top to bottom.
 - (D) bottom to top.
3. Using an assembly line to build cars was the idea of
 - (A) Orville and Wilbur Wright.
 - (B) Henry Ford.
 - (C) Jan Matzeliger.
 - (D) Alexander Graham Bell.
4. The Wright brothers invented the
 - (A) telephone.
 - (B) assembly line.
 - (C) airplane.
 - (D) shoe-making machine.

A World of Change

The first half of the twentieth century was a time of upheaval and change. War and poverty were major factors that shaped the history of the United States during that time. Study the chart below to learn details about some of these events.

Important Events from 1914 to 1945

| Event | Dates | What Happened? |
|-----------------------------|-----------|--|
| World War I | 1914–1918 | The Allies and Central Powers fought. The Allies won. |
| Nineteenth Amendment passed | 1920 | Women in every state were allowed to vote. |
| Great Depression | 1929–1939 | The stock market crashed. Millions of people lost their jobs. Roosevelt and the New Deal created jobs for Americans. |
| World War II | 1939–1945 | The United States and the Allies fought against Germany, Italy, and Japan. The Allies won. |

Directions

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

- In which year were women in every state finally allowed to vote?

- What were some of the effects of the Great Depression?

- Which of these events do you think had the greatest effect on making the United States what it is today? Explain.

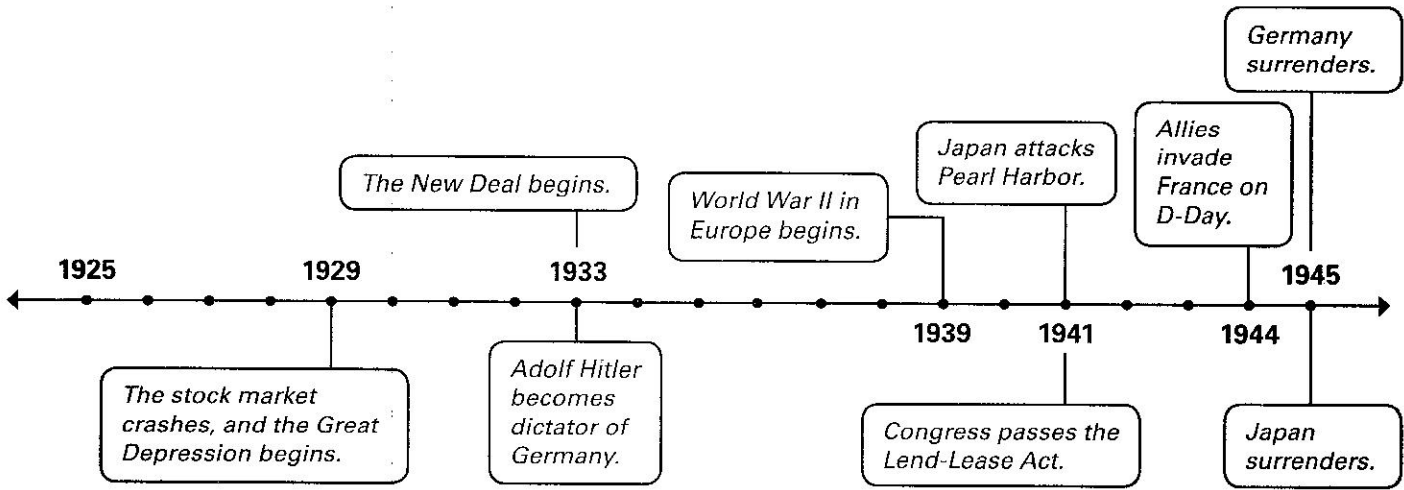
- What is the most important event in U.S. history that has occurred in your lifetime? Tell what happened and why it is so important.

Time Line: 1925–1945

A time line shows the order of events in a certain period of time. The events and time they happened are presented along a vertical or horizontal line. This line shows the sequence of events. The time line below shows important events from 1925 to 1945.

Remember, to get the most from a time line:

- Read the title of the time line carefully.
- Read all the labels in the time line.
- Read the times or years in the time line.
- Use your finger to follow the movement of the time line.



Directions

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

1. The stock market crash in _____ was the start of the Great Depression.

| | |
|----------|----------|
| (A) 1925 | (C) 1933 |
| (B) 1929 | (D) 1944 |

2. In 1933, _____ became the dictator of Germany.

| | |
|------------------|------------------|
| (A) New Deal | (C) Lend Lease |
| (B) Pearl Harbor | (D) Adolf Hitler |

3. The United States entered World War II after Japan attacked _____ on December 7, 1941.

| | |
|------------------|----------------------|
| (A) Europe | (C) the stock market |
| (B) Pearl Harbor | (D) Adolf Hitler |

4. Thousands of Allied soldiers invaded France on _____ on June 6, 1944.

| | |
|------------------|-----------|
| (A) New Deal Day | (C) B-Day |
| (B) War Day | (D) D-Day |

Directions

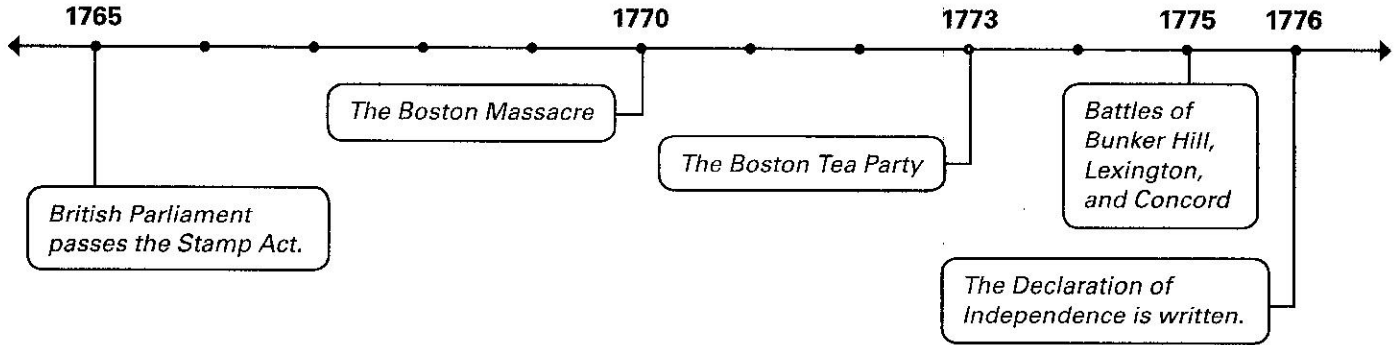
Answer the question on another sheet of paper. Write complete sentences.

5. This time line shows many of the same events as the chart on page 44. Which graphic organizer makes the information easier to understand? Explain.

The Path to Revolution

American colonists were upset with England long before the Declaration of Independence was written. Study the time line to learn some reasons why.

Events That Led to the Declaration of Independence



Directions

Use the time line to answer the questions.

1. In which year did Parliament pass the Stamp Act?

2. What happened in 1773?

3. In which year did three battles occur?

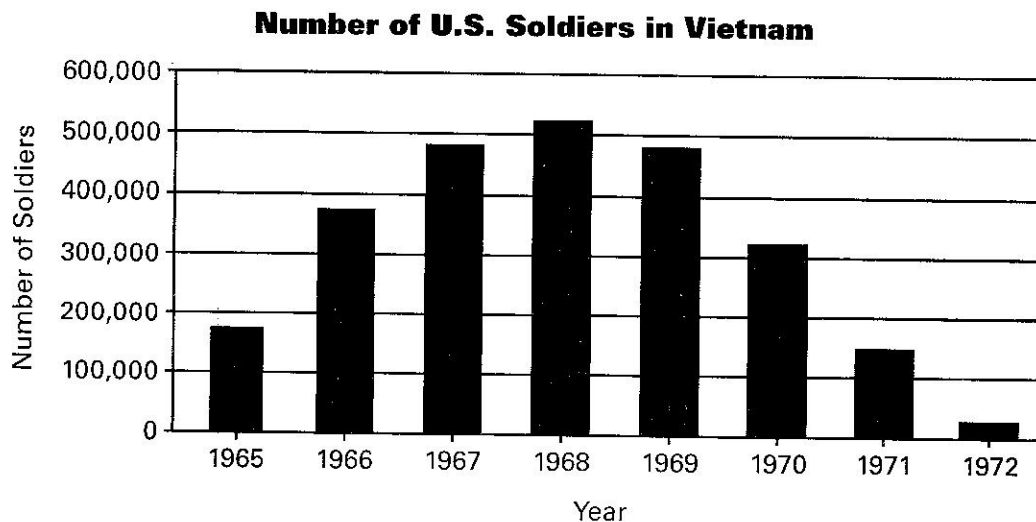
4. Do you think the American colonists were right to declare their independence? Explain.

The Vietnam War, 1965–1972

The Vietnam War was a long, hard struggle. Many soldiers died there, and many Americans felt the United States should not be involved in the war. The bar graph shows the number of U.S. soldiers in Vietnam during the height of the Vietnam War.

Remember, to get the most from a graph:

- Read the title to see what the graph is about.
- Read the labels on the left and bottom of the graph to see what information is being presented.
- Be sure you understand what the lines, bars, or slices on a graph represent.



Directions

Use the bar graph to answer the questions. Write complete sentences.

1. In which year were the greatest number of U.S. soldiers in Vietnam?

2. What do you notice about the number of U.S. soldiers in Vietnam during the years 1965–1968?

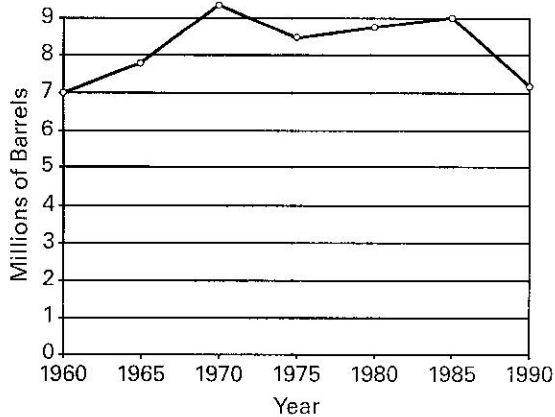
3. What do you notice about the number of U.S. soldiers in Vietnam during the years 1968–1972?

4. Many Americans did not think the United States should be fighting the Vietnam War. Over 58,000 U.S. soldiers were killed there, and over 3 million Vietnamese people died during the struggle. Why do you think many Americans protested against the war?

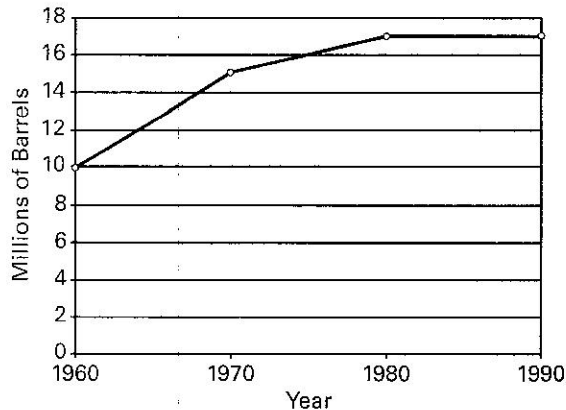
Fill It Up!

Sometimes you can use two graphs to compare two parts of the same topic. The line graphs below show how much oil was produced and how much was used in the United States per day from 1960 to 1990. Study the graphs to see how oil production and consumption have changed over time.

U.S. Oil Production, 1960-1990



U.S. Oil Usage, 1960-1990



Directions

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

1. About how many millions of barrels of oil did the United States produce per day in 1960?

2. About how many millions of barrels of oil did the United States produce per day in 1990?

3. How did U.S. oil production change between 1960 and 1990?

4. About how many millions of barrels of oil did the United States use per day in 1960?

5. About how many millions of barrels of oil did the United States use per day in 1990?

6. What was the trend in U.S. oil usage between 1980 and 1990?

7. During the years shown on the chart, did the United States ever produce as much oil as it consumed? What conclusion can you draw?

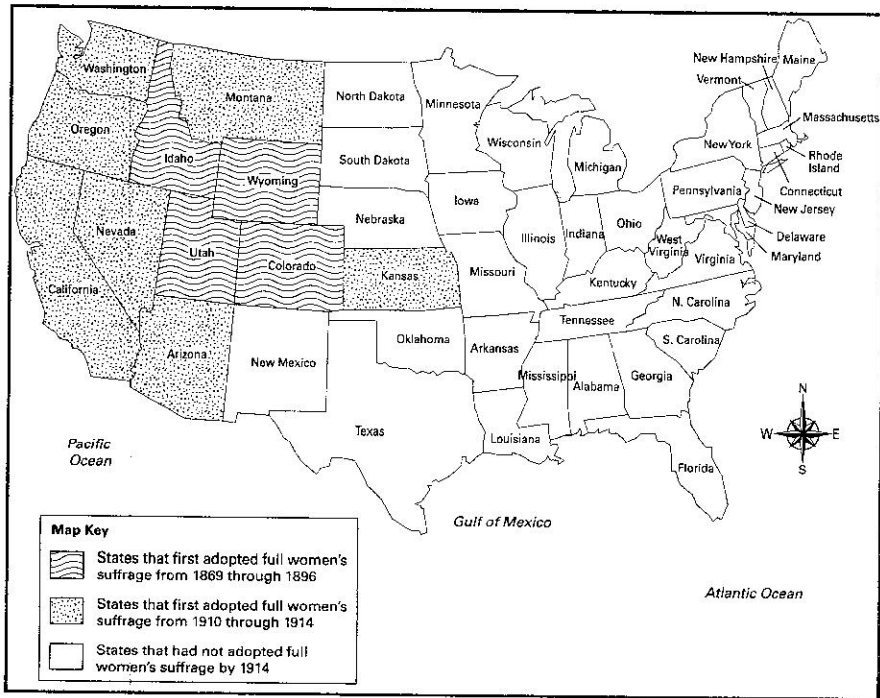
Women Win the Vote

Maps can tell many kinds of information. They can tell when events occurred in certain places. The map below shows when women gained the vote in the United States.

Remember, to get the most from a map:

- Read the title of the map to see what information the map presents.
- Find the compass rose. It tells directions on the map.
- Find the map legend or key. It tells what shading or symbols on the map mean.
- Find the distance scale. It tells how far apart places are.

Women's Suffrage in the United States



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Directions

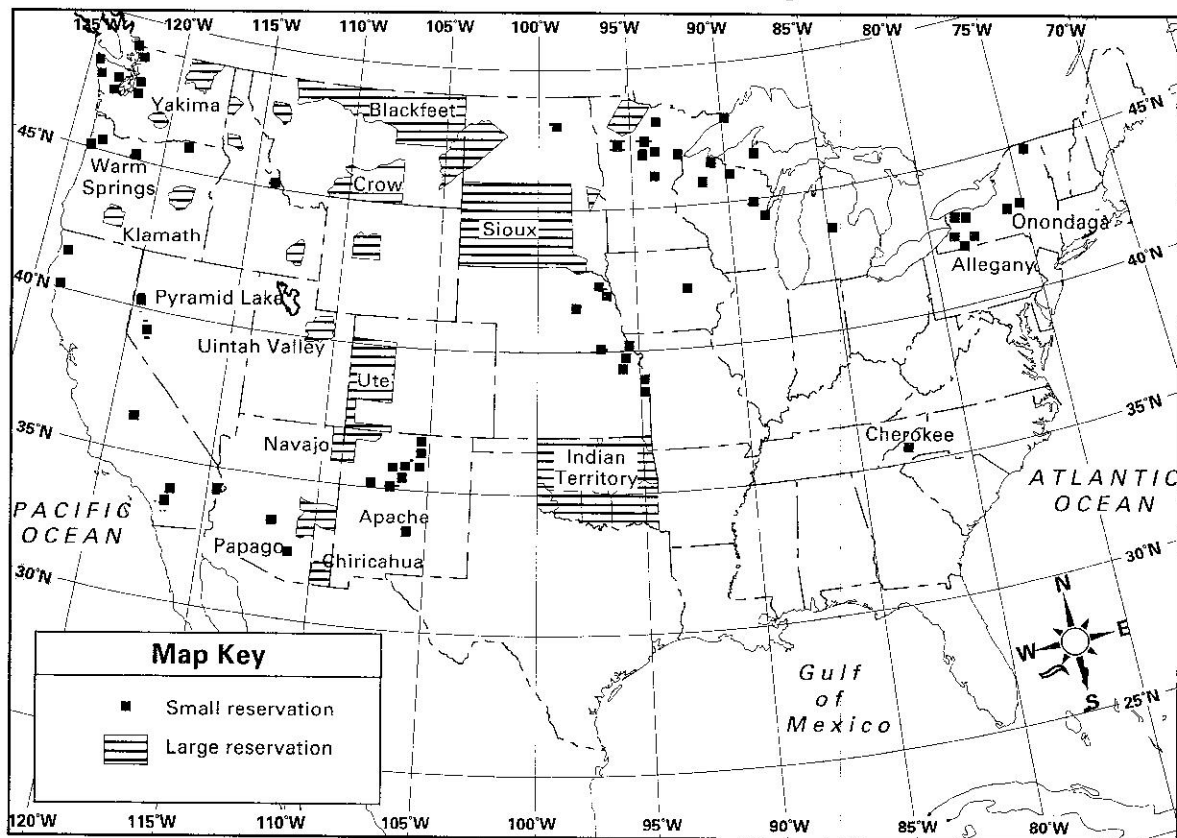
Use the map to answer the questions.

1. Name one of the four states in which women were first given the right to vote. _____
2. In which half of the country did women gain the right to vote last? _____
3. One half of the country gave women the right to vote before the other half did. What reasons can you think of to explain this?

Mapping the Past

The map below shows the locations of Native American reservations in 1875. The map also shows latitude and longitude lines. Lines of latitude run east and west. The equator is a line of latitude at 0°. All other lines of latitude are north or south of the equator. Lines of longitude run north and south. The prime meridian is a line of longitude at 0°. All the other lines of longitude are east or west of the prime meridian. The lines of latitude and longitude cross to form a grid. You can use the grid to locate places easily. For example, the Pyramid Lake Reservation is located at 40°N and 120°W. The two numbers are called coordinates. The line of latitude is always written first. Find these coordinates on the map. Circle the Pyramid Lake Reservation.

Native American Reservations, 1875



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Directions

Use the map to answer the questions.

1. Are most of the large reservations in the eastern, western, or central part of the United States?

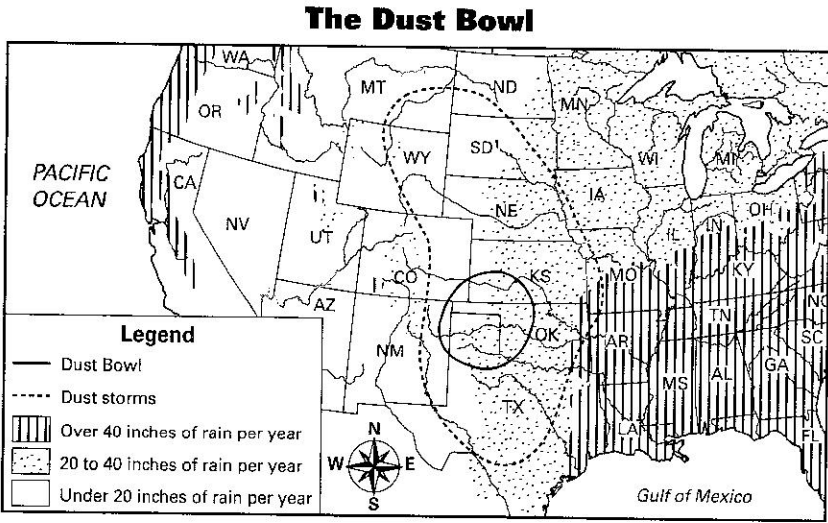
2. What large reservation is located around 45°N and 100°W? _____
3. What are the coordinates of the Uintah Valley Reservation? Remember, lines of latitude are always written first. _____

The Dust Bowl, 1930s

During the 1930s, part of the Great Plains became a region called the Dust Bowl. When farmers planted wheat, they destroyed the prairie grass that held the soil on the Great Plains. Then came seven years of drought in the 1930s. The crops died, and the soil became dry and loose. Wind storms hit the Great Plains and blew dust off the dry fields. Thick dust buried farms, animals, cars, and houses. Dust storms also damaged other areas of the Great Plains.

One effect of the Dust Bowl disaster was a renewed effort to conserve the soil in the region. To prevent another dust bowl, thousands of trees have been planted to hold down the soil and block the wind on the Great Plains.

Sometimes maps are used to illustrate text. Notice how the map on this page gives more information about the topic.



Directions

Darken the circle by the best answer for each question.

1. Which of these states was not a part of the Dust Bowl?
 - (A) Texas
 - (B) Oklahoma
 - (C) Iowa
 - (D) Kansas
2. After the crops died,
 - (A) the farmers planted wheat.
 - (B) the prairie grass was destroyed.
 - (C) seven years of drought came.
 - (D) the soil became dry and loose.

Directions

Read the text and study the map of the Dust Bowl. Then write complete sentences to answer the questions. Use another sheet of paper.

3. What caused the Dust Bowl? Write a brief summary.
4. What have people in this region done to prevent future dust bowls?
5. How does the map make the information easier to understand?

Keep Me Posted

Posters try to influence people. They try to make people do or not do something. Often posters will contain bold type and images. Look at the poster on this page. It was used as a recruitment poster during World War I. It tried to make men sign up for the navy. The poster was created by Howard Chandler Christy.

Remember, to get the most from a poster:

- Study the poster. To which words or images are your eyes drawn?
- How is the main idea portrayed in the poster? What influences the viewer?
- Think about the audience. Who would be influenced by this poster?



Source: National Archives and Records Administration

World War I recruiting poster, 1917–1918

Directions

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

1. Who is the target audience of this poster?

2. What words on the poster are emphasized? What effect do they have?

3. What is the main idea of this poster?

4. A young woman is portrayed on the poster. How might she influence the target audience?

Dreadful Casualty! Outrage!

Today, people can communicate by TV, radio, telephone, and Internet. People in 1839 had none of those things. In 1839, most communication was done by newspapers, by word of mouth, or by posters. Look at the poster below. It tried to rally people against a railroad being built in Philadelphia in 1839.



MOTHERS LOOK OUT FOR YOUR CHILDREN!
ARTISANS, MECHANICS, CITIZENS!

When you leave your family in health, must you be hurried home to mourn a

DREADFUL CASUALTY!

PHILADELPHIANS, your RIGHTS are being invaded! regardless of your interests, or the LIVES OF YOUR LITTLE ONES. THE CAMDEN AND AMBOY, with the assistance of other companies, without a Charter, and in VIOLATION OF LAW, as decreed by your Courts, are laying a

LOCOMOTIVE RAIL ROAD!

Through your most Beautiful Streets, to the RUIN of your TRADE, annihilation of your RIGHTS, and regard less of your PROSPERITY and COMFORT. Will you permit this? or do you consent to be a

SUBURB OF NEW YORK !!

Rails are now being laid on BROAD STREET to CONNECT the TRENTON RAIL ROAD with the WILMINGTON and BALTIMORE ROAD, under the pretence of constructing a City Passenger Railway from the Navy Yard to Fairmount!!! This is done under the auspices of the CAMDEN AND AMBOY MONOPOLY!

RALLY PEOPLE in the Majesty of your Strength and forbid THIS

OUTRAGE!

Source: National Archives and Records Administration

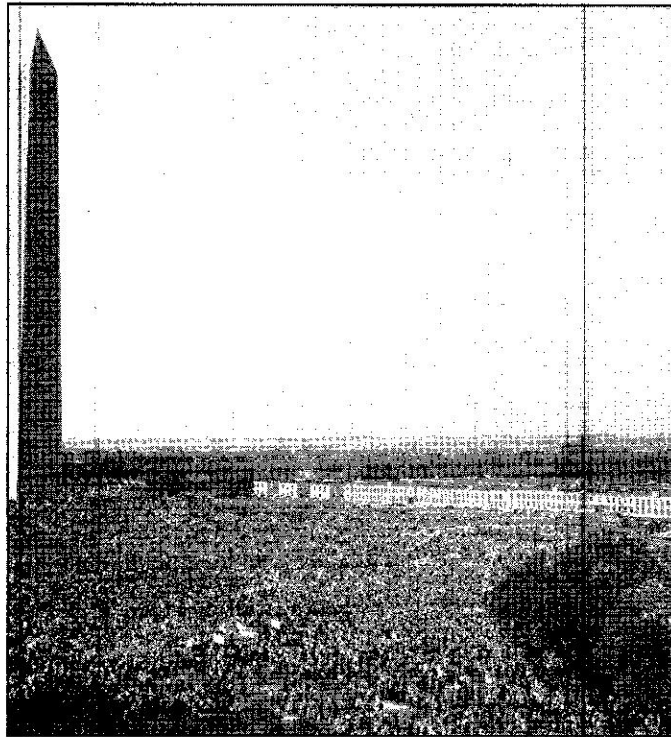
Directions

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

1. Notice the words in the darkest type. How do those words try to influence the reader?
2. Is the persuasive appeal of the poster emotional or logical? Use evidence from the poster to support your answer.
3. Would this poster influence you? Why or why not?
4. How would your life be different if you lived in 1839?

The March on Washington, 1963

On August 28, 1963, over 250,000 people took part in a protest in Washington, D.C. The protest was called the March on Washington for Jobs and Freedom. The people came to Washington demanding better social conditions. The photograph on this page was taken near the Washington Monument.



Source: National Archives and Records Administration

Washington, D.C., August 28, 1963

Directions

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

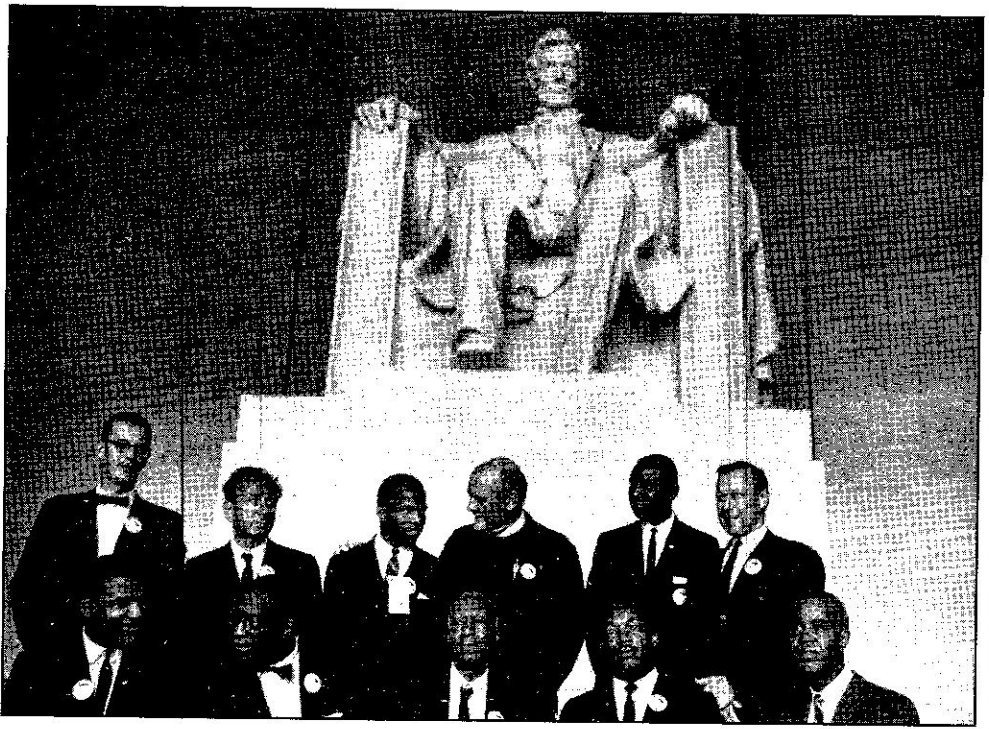
1. Where and when was this photograph taken?

2. What does this photograph tell you about the size of the crowd at the March on Washington?

3. Why do you think all these people took part in the March on Washington for Jobs and Freedom?

In the Shadow of Lincoln

The March on Washington for Jobs and Freedom drew over a quarter of a million people to the nation's capital on August 28, 1963. In the photograph on this page, the leaders of the march pose before the statue of Abraham Lincoln in the Lincoln Memorial. In the first row, second from the right, is Martin Luther King, Jr.



Source: National Archives and Records Administration

Washington, D.C., August 28, 1963

Directions

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

1. What does this photograph tell you about the leaders of the March on Washington?

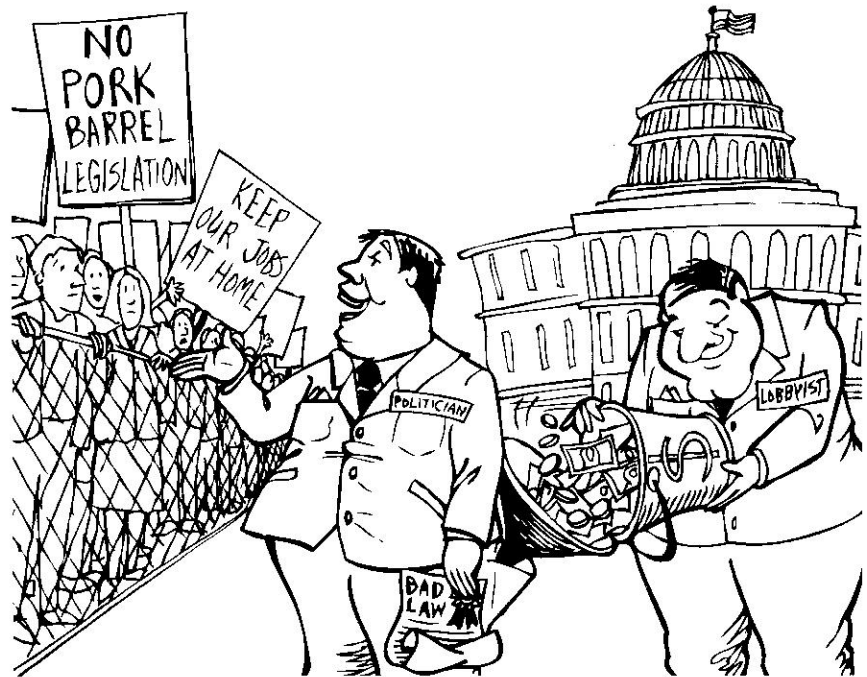
2. Why is this photograph of the leaders at the feet of Lincoln symbolic or significant?

Convincing Cartoons

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

Remember, to get the most from a political cartoon:

- Study the images and words in the cartoon. Important labels are often included.
- Symbols are often used in political cartoons. Try to figure out what the symbols mean.
- Some cartoons have captions or voice bubbles. Do you believe what is being said?



“Of course campaign contributions have no effect on my legislation.”

Directions

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

1. Who is pouring money into the politician’s pocket? Why do you think this person is giving money to the politician?
2. Why are the people with signs behind a fence? Who do they represent? Do they have access to the politician as the lobbyist does?
3. One sign says, “No Pork Barrel Legislation.” What is “pork barrel” legislation?
4. Do you believe the caption that campaign contributions do not affect legislation?
5. What is the main idea of this cartoon? Is the cartoon effective in presenting that idea?

Separation of Powers

The Federal Bureau of Investigation, or FBI, is part of the Department of Justice. The Department of Justice is part of the executive branch of the federal government. In the late 1940s, Congress wanted to use the FBI to investigate communist activities in the government. The cartoon suggests that President Truman would not allow such use. Later, the Congressional investigation of "un-American activities" became known as McCarthyism, after Senator Joseph McCarthy of Wisconsin. This cartoon was drawn by Clifford Berryman in 1948.



Source: National Archives and Records Administration

Hope This Won't Develop Into a Neighborhood Feud, May 18, 1948

Directions

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

1. When was this political cartoon first published?
2. Who do the two men in the cartoon represent?
3. What does the fence in the cartoon represent?
4. Why does President Truman tell Congress to stay on its side of the fence?
5. Why is the separation of powers in the federal government important?

The San Francisco Earthquake, 1906

You may be asked to study several documents about a topic. Then you may need to answer questions or write an essay about the documents. The rest of this unit will give you practice in this process.

- To do your best:**
- Study each document carefully.
 - Read all titles and labels, and study all images.
 - Think about how the documents fit together and the information they present about the topic.
 - Think about all the documents as you answer the questions or write the essay.

On April 17, 1906, San Francisco, California, was struck by a massive earthquake. Fires burned for days after the earthquake struck, and over 28,000 buildings were destroyed. Over 700 people died, and about 250,000 people lost their homes. The photograph below shows destroyed buildings in the city.



Source: National Archives and Records Administration

Destroyed buildings in San Francisco, April 1906

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Directions

Write complete sentences to answer the question.

1. What does the photograph show about the destruction of San Francisco?

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