UNIT 9 RESOURCES

A Changing Society, 1968–Present

CHAPTER 29 Resurgence of Conservatism, 1980–1992
CHAPTER 30 A Time of Change, 1980–2000
CHAPTER 31 A New Century Begins, 2001–Present
Book Organization

Glencoe offers resources that accompany The American Vision to expand, enrich, review, and assess every lesson you teach and for every student you teach. Now Glencoe has organized its many resources for the way you teach.

HOW THIS BOOK IS ORGANIZED

Each Unit Resources book offers blackline masters at unit, chapter, and section levels for each unit. Each book is divided into three parts—unit-based resources, chapter-based resources, and section-based resources. Glencoe has included tabs at the side of every activity page in this book to help you navigate through it.

UNIT-BASED RESOURCES

We have organized this book so that all unit resources appear at the beginning. Although you may choose to use the specific activities at any time during the course of unit study, Glencoe has placed these resources up front so that you can review your options. For example, the Geography and History Activities and American Literature Readings appear in the front part of this book, but you may plan to use these activities in class at any time during the study of the unit.

CHAPTER-BASED AND SECTION-BASED RESOURCES

Chapter-based resources follow the unit materials. For example, Chapter 28 blackline masters appear in this book immediately following Unit 9 materials. The materials appear in the order you teach—Chapter 28 activities; Chapter 28 section activities; Chapter 29 activities; Chapter 29 section activities; and so on.

A COMPLETE ANSWER KEY

A complete answer key appears at the back of this book. This answer key includes answers for all activities in this book in the order in which the activities appear.

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Unit 9

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To the Teacher

THE AMERICAN VISION—
The Total Package

Glencoe’s Unit Resource books are packed with activities for the varied needs of all of your students. They include the following activities:

Geography and History Activities
These activities help students become familiar with map skills and the role that geography has played in history. Students will interpret and analyze maps in relation to historical events.

Economics and History Activities
These activities are designed to provide students with the opportunity to analyze and interpret economic concepts and events in relation to history. These assignments make use of graphs and economic data to help students appreciate how history and economics are interrelated.

History Simulations and Problem Solving
These activities provide situations for students to use critical thinking and other skills in simulated historical settings. These reenactment activities give students the experience of participating in debates, political campaigns, journalism, literary salons, and more.

American Literature Readings
These readings provide students with the opportunity to read literature by or about people who lived during different historical periods. Each selection is preceded by background information and a guided reading suggestion, and followed by comprehension and critical thinking questions.

Reading Skills Activities
These activities are designed to emphasize the skills that students need to develop strategies for organizing and processing information. Each activity provides students with an opportunity to practice and apply the skill using selected passages from their texts.

Historical Analysis Skills Activities
These activities allow students to practice analyzing, evaluating, and interpreting historical events and their effects. Each activity provides students with an opportunity to practice and apply the skill using a particular event or passage from related primary sources.

Differentiated Instruction Activities
These activities use a variety of reading materials to help students understand the history being taught. In each activity the source material is followed by questions that require students to think critically about the information presented. On the second page are teaching strategies designed to assist teachers in tailoring the activity to different learning styles.

English Learner Activities
These worksheets provide a variety of activities that enable students to revisit the connections among facts in their textbook and to review major concepts. These activities may be used for remediation or reinforcement.

Content Vocabulary Activities
These review and reinforcement activities help students master unfamiliar terms used in the student text. The worksheets emphasize identification of word meanings and provide reinforcement of language skills.

Academic Vocabulary Activities
These review and reinforcement activities help students master unfamiliar terms used in their text. The worksheets emphasize identification of word meanings and provide reinforcement of language skills.

Reinforcing Skills Activities
These activities allow students to practice their critical thinking and social studies skills with the information learned in the student text, and then apply them to other situations. These chapter-based activities will help students develop the basic skills needed to adapt to new situations and content.

Critical Thinking Skills Activities
These activities help students develop their abilities to interpret, compare, contrast, and assess information, and then use these abilities to analyze, make predictions, and reach logical and valid judgments and conclusions. These high-level thinking activities are vitally important to a student’s ability to function in an ever-changing world.

(continued)
Time Line Activities
Time lines are used to help students become aware of chronology in major historical events. Comparative time lines allow students to see relationships among events in different regions of the country or among events in different countries.

Linking Past and Present Activities
By recognizing the link between the past and the present, students will better understand the relevance of history to their lives. These activities take a look at the development and changes that have occurred in such areas as crime and punishment, taxation, women’s rights, sports, and even animation and music.

Primary Source Readings
These activities allow students to "see" history through the eyes of those who witnessed historic events, lived during historic periods, and participated in historic movements or changes. Each reading is preceded by an interpretive paragraph and concludes with questions related to the primary source.

American Art and Music Activities
These activities provide an opportunity for students to sample the cultural history of a period and to compare and contrast cultural contributions, both past and present. A brief biography of each artist is followed by comprehension and critical thinking questions.

Interpreting Political Cartoons Activities
These activities give students the opportunity to review different periods of history by learning how to interpret political cartoons. Each activity provides a political cartoon, background information about it, and critical thinking questions to help students interpret the cartoon’s message.

Reteaching Activities
These are a variety of activities designed to enable students to visualize the connections among facts in their textbook and to review major concepts. Graphs, charts, and tables are among the many types of graphic organizers used.

Enrichment Activities
These activities introduce students to content that is different from, but related to, the themes, ideas, and information in the student textbook. Enrichment activities help students develop a broader and deeper understanding of the concepts and ideas presented in the chapters.

Guided Reading Activities
These activities provide help for students who are having difficulty organizing the information found in the sections. Students fill in missing information in outlines and sentence completion activities and respond to short-answer questions.
Unit 9 Resources

Geography and History Activity 9
Smart Growth: A Solution to Urban Sprawl ................................................. 3

Economics and History Activity 9
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CONCERN FOR COMMUNITIES

People in communities across the United States are changing their attitudes about the current sprawling patterns of urban growth. Traffic congestion, air and water pollution, and loss of farmland and open spaces have led Americans to reconsider how and where they build their communities. The population of the United States is expected to increase 50 percent by 2050, so urban growth is inevitable. The question is not whether new homes, businesses, shops, or movie theaters are needed—it is where they will be built.

Communities are learning about “smart growth.” Smart growth involves better planning and does not abandon an existing infrastructure—such as roads, schools, and sewers—just to build another community farther out. People are investigating the long-range benefits of a more town-centered community. These communities provide public transportation and are pedestrian-friendly. They strive to preserve open spaces and have a mixture of types of housing, shops, and businesses. These ideas have emerged because people want the sense of community that comes with traditional neighborhoods, and they have learned some harsh lessons about the negative impact of urban sprawl on the environment.

CONSEQUENCES OF URBAN SPRAWL

One of the biggest impacts of urban sprawl is the increased use of vehicles. It is common for subdivisions of homes to be miles away from workplaces or shopping centers. Developments with no available public transportation force people to drive to every destination. Congested streets and highways cause air pollution, and quality of life is affected by frustrating traffic jams and the many hours people must spend behind the wheel. Adding new lanes and building new roads does not seem to solve the problem. Rather than decreasing congestion, additional lanes and roads lead to more urban sprawl and traffic.

Urban sprawl also increases the risk of flooding and water pollution. Flooding occurs more frequently because new developments are often built on floodplains or wetlands. Furthermore, as the wetlands are developed, their natural flood-absorbing capabilities diminish. From 1988 to 1998, destruction caused by flooding cost American taxpayers more than $473 billion. Wetlands can also remove up to 90 percent

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**Figure 1—Most Sprawl-Threatened U.S. Cities in 1998**

<table>
<thead>
<tr>
<th>Large Cities—Population: 1 million or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Atlanta, Georgia</td>
</tr>
<tr>
<td>2. St. Louis, Missouri</td>
</tr>
<tr>
<td>3. Washington, D.C.</td>
</tr>
<tr>
<td>4. Cincinnati, Ohio</td>
</tr>
<tr>
<td>5. Kansas City, Missouri</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Medium Cities—Population: 500,000 to 1 million</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Orlando, Florida</td>
</tr>
<tr>
<td>2. Austin, Texas</td>
</tr>
<tr>
<td>3. Las Vegas, Nevada</td>
</tr>
<tr>
<td>4. West Palm Beach, Florida</td>
</tr>
<tr>
<td>5. Akron, Ohio</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Small Cities—Population: 200,000 to 500,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. McAllen, Texas</td>
</tr>
<tr>
<td>2. Raleigh, North Carolina</td>
</tr>
<tr>
<td>3. Pensacola, Florida</td>
</tr>
<tr>
<td>4. Daytona Beach, Florida</td>
</tr>
<tr>
<td>5. Little Rock, Arkansas</td>
</tr>
</tbody>
</table>

SOURCE: Sierra Club Sprawl Report

(continued)
of the pollutants in water, so their role is significant to the health of the environment. Another result of urban sprawl is the destruction of more than one million acres of farmland, parks, and open spaces each year. When these areas are turned into strip malls, highways, and housing developments, ecosystems are destroyed.

**SMART GROWTH IN AUSTIN, TEXAS**

Austin, Texas, is one of the cities faced with serious urban sprawl. (See Figure 1.) Rapid growth in population and employment triggered the urban sprawl around Austin, prompting the city to develop its Smart Growth Initiative. Two major goals of the Smart Growth Initiative are to determine how and where growth occurs in the Austin area, and to improve the quality of life of its citizens. In order to improve the quality of life, the city aims to preserve and enhance existing neighborhoods, protect environmental quality, improve public transportation and access to it, and strengthen the city’s economy.

Austin has created models of how the city wants development to grow. One of the models is called Traditional Neighborhood Development. This type of development is based on patterns found in older neighborhoods and towns. Traditional neighborhoods differ from current suburban development in a number of ways. See Figure 2 and Figure 3 for comparisons of these two types of communities.

**SMART GROWTH IS “SUSTAINABLE”**

Part of Austin’s plan for smart growth is the Sustainable Development Initiative. “Sustainable development” means that development should be able to last for the long-term. In order to last, development needs to balance its impact on the environment, the economy, and the people in a community. It must avoid harming the environment, but not to the detriment of the economy or the people. Likewise, economic prosperity should not compromise or hurt the environment or the community. Balancing these factors is a challenge.
The challenge of smart growth is being met by good community planning. Many promising and innovative solutions to urban sprawl are being investigated and implemented across the United States. Communities that succeed at smart growth have a vision of where they want to go and of what their values are. With their vision and values in mind, they then plan for the future.

**Figure 3—Characteristics of Development**

<table>
<thead>
<tr>
<th>Characteristics of Current Suburban Developments</th>
<th>Characteristics of Traditional Neighborhoods</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Areas are designed as single-use zones. For example, all single-family houses in one place; multi-family buildings in another place; shopping, office parks, and industry in other places.</td>
<td>• A range of uses exists within a neighborhood. There are different types of buildings to live in and places to work, shop, and play. Shops and businesses are often located in a neighborhood center.</td>
</tr>
<tr>
<td>• There is a rigid separation of housing, based on the types of houses and cost.</td>
<td>• There are zoning limits on the size, location, and design of buildings rather than on the strict separation of uses.</td>
</tr>
<tr>
<td>• Traffic is funneled from many disconnected cul-de-sac streets to a few larger streets, called collector and arterial streets. This causes traffic congestion on the larger streets because they are the only streets that run through to a destination.</td>
<td>• There is an interconnected network of narrow streets that provide a variety of routes for local traffic and are safe and pleasant for pedestrians.</td>
</tr>
<tr>
<td>• There is no public transportation available for residents. Streets are wide and designed for cars only. There are often no sidewalks for walking. Pedestrians may find walking unpleasant or even dangerous.</td>
<td>• Several transportation options are available such as buses, light rail systems, or bicycle and walking paths.</td>
</tr>
<tr>
<td>• The almost total dependence on vehicles due to the distances among housing, work, shopping, and recreation areas does not promote neighborhood gathering places.</td>
<td>• Public spaces such as parks and plazas provide gathering places for people in the neighborhood.</td>
</tr>
</tbody>
</table>
DID YOU KNOW?

- In Oregon, farmland losses have been reduced from 30,000 acres annually to about 2,000 acres through smart-growth measures that included drawing development boundaries around cities and limiting development beyond those boundaries.
- As urban sprawl increased between 1970 and 1990, the number of miles Americans drove each year doubled from one trillion to two trillion.
- In 1999 the city of Phoenix, Arizona, developed open land at the rate of 1.2 acres per hour. By the end of that year, the land area of the city of Phoenix was equivalent in size to the state of Delaware.

Critical Thinking

5. Determine Cause and Effect Why do you think increasing road capacity causes more traffic and urban sprawl rather than reducing the problems of traffic jams and congestion?

6. Synthesizing Information On a separate sheet of paper, list the things you value that currently exist in your community. Then list the things you wish were available in your community. Things of value may include your neighbors, churches, schools, sports complexes, art events, shops, parks, or even a favorite tree or stream. Using smart-growth ideas, draw a diagram of your perfect neighborhood.
Economics and History Activity 9

The Entrepreneur

Imagine that you have invented a computer operating system that is twice as fast, twice as reliable, and half the price of anything on the market. How do you successfully seize and capitalize on that economic opportunity? You would likely start your own business and become an entrepreneur.

An entrepreneur brings together the different kinds of economic resources—such as workers, machinery, and natural resources—to produce goods, such as your operating system, or to provide services, such as online shopping. The entrepreneur has the business skills, knowledge, imagination, and risk-taking abilities to manage and promote economic activity.

Entrepreneurs must also incur the costs of failed efforts. About 30 percent of new business enterprises fail. Of the 70 percent that do survive, only a few become wildly successful businesses such as Microsoft, The Limited, or Google.

THE NEW ECONOMY

The so-called “new economy” of the 1990s created a wave of entrepreneurs. The term new economy refers to the telecommunications, Internet, and computer sectors of the economy. These sectors grew tremendously with the spread of computerization. In the 1990s, many people believed that these three sectors would create vast new economic opportunities by transforming the economy as much as industrialization did in the 1800s.

Many of these people also believed that the old rules for smart investing did not apply to the new economy. The price/earnings ratio (PE) of a stock is a key measure in deciding if a stock is a reasonable investment. As shown in Figure 1, the ratio is calculated by dividing the price of a share of stock by the company’s earnings per share. Generally, a PE between 10 and 15 is considered sound. Many new economy companies, however, had high stock prices and little or no earnings, so their PE ratio was quite high. New economy advocates argued that the PE way of valuing stocks did not apply to the new economy because high earnings would come in the future.

Many investors in the 1990s were caught up in this speculative fever of counting on fantastically high future earnings without a real basis. The bubble burst on the investing frenzy toward the end of 2000, as Figure 2 on the next page shows. It compares the hypothetical earnings of a $10,000 investment based on the highest performing technology stocks and the stock market in general. The steep rise in the technology sector beginning in 1996 fell by 2000. To measure the full loss, keep in mind that the technology curve in this chart shows the performance of the leading technology stocks. Numerous start-up technology and dot.com businesses failed completely, and investors lost their money.

THE NEW ECONOMY REVISITED

The new economy is realistically both new and old. The technological changes beginning in the 1990s have created new opportunities for entrepreneurs and investors. The new economy plays by the same economic rules, however. Intense stock speculation usually is followed by major losses. The sharp losses beginning in the year 2000 support that point.

<table>
<thead>
<tr>
<th>Company</th>
<th>Price Per Share (A)</th>
<th>Earnings Per Share (B)</th>
<th>Price Earnings Ratio (P/E) [A ÷ B] (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elixir of Life</td>
<td>$40.00</td>
<td>$4.00</td>
<td>10</td>
</tr>
<tr>
<td>WonderGlo</td>
<td>$36.00</td>
<td>$3.00</td>
<td>12</td>
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<tr>
<td>CyberSuccess</td>
<td>$60.00</td>
<td>$2.00</td>
<td>30</td>
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</table>
APPLYING ECONOMICS TO HISTORY

Directions: Use the information you have read and the information in Figure 1 and Figure 2 to answer the following questions on a separate sheet of paper.

RECALLING INFORMATION

1. To what sectors of the economy does the term new economy refer?
2. What does an entrepreneur do?
3. By approximately how much did the $10,000 invested in the leading technology stocks rise between 1998 and 1999? By approximately how much did it fall between 1999 and 2000?
4. For the imaginary stocks in Figure 1, which one has the PE ratio that tells you to be wary of investing in it?
5. What argument did advocates of the new economy use to persuade people to invest in the new economy even though the new companies had little, if any, earnings?
6. If a company’s stock price is $50 and its earnings per share is $5, what is its PE?

CRITICAL THINKING

7. Making Generalizations The American economy has suffered through many times of wild speculation, such as in land, gold, industrial stocks, and digital technology stocks. Commonly, what touches off a speculative period is that some people make a large amount of money, and then everyone jumps on board. What is this second group assuming will happen to make them large profits as well? Is this assumption reasonable? Explain your answer.

8. Determine Cause and Effect Why is a sharp speculative rise in the market generally followed by a sharp downturn?
Simulation 9: The Legacy of the Watergate Scandal

**Topic**
In this simulation, students will hold a campaign strategy meeting for the 1976 presidential election.

**Purpose**
The Watergate scandal not only ended the presidency of Richard M. Nixon and cut short his domestic and foreign policy agendas, but it seemed to confirm the cynical distrust many Americans had begun to feel toward their own government. This simulation will allow students to examine (1) the foreign and domestic policies pursued by the Nixon administration and where they might have lead the nation had they been fully implemented, and (2) the turn American politics—particularly presidential politics—would have taken had the Watergate scandal not shaken so many Americans’ faith in the presidency and American political institutions.

**Objectives**
By participating in this simulation, students will:
- Examine the accomplishments and failures of the Nixon administration.
- Predict the issues on which the Republican and Democratic parties would have campaigned in the 1976 presidential election had Nixon served out his full second term.
- Determine the legacy of the Watergate scandal on Americans’ political participation and subsequent presidential candidacies.

**Suggested Resources**
- Articles regarding the presidential primaries of 1976, the subsequent candidacies of Jimmy Carter and Gerald Ford, and the 1980 presidential race
- Historical analyses of the Nixon presidency
- Data on voter turnout in presidential elections, 1960–1980
- Polling data indicating Americans’ trust in government, 1960–1980

**Procedures/Pacing Guide**
This simulation activity is designed to be conducted over the course of one week (five class periods, plus out-of-class preparation time).

**Day 1—Introduce the Simulation**
Have the students read Simulation Sheet 1 and answer the questions. Guide students in a broad discussion of the Nixon administration’s first term, the outcome of the 1972 presidential election, the state of the country in the early 1970s, and the facts pertaining to the Watergate scandal. Ensure that students’ understanding of Nixon’s foreign and domestic policies are historically accurate.

Near the end of class, organize students into groups consisting of (1) a candidate, (2) a chief-of-staff, (3) a domestic policy adviser, (4) a foreign policy adviser, and (5) a campaign manager. Have an equal number of Republican and Democratic groups, if possible. Explain that it is the summer of 1974 and their campaign team is holding a strategy meeting for the 1976 presidential election. Explain that the candidate and chief-of-staff determine policies, with the candidate having the final say; domestic and foreign policy advisers identify important issues and advise the candidate; and the campaign manager plans campaign strategy, determining which issues play well with voters. Each team member should be knowledgeable about all aspects of the
campaign, but should especially focus on his or her own area of expertise. Tell students that each group will present a simulated campaign strategy meeting on Day 4. Distribute copies of Simulation Sheet 2 to all students and ask them to begin their out-of-class research immediately.

**Day 2—Prepare for the Simulation**

Students should identify potential issues and candidates for their party for the 1976 presidential election by answering the questions on Simulation Sheet 2. Groups should research their answers using library resources, the Internet, and materials you provide. A study of Nixon’s first-term policies and Democratic and Republican responses to them will help students form views about (1) what a second Nixon term might have looked like, and (2) the issues Democrats would have championed in the 1976 election. If necessary, direct students to think about the role Jimmy Carter’s status played in the 1976 primaries and election. To what extent did the Watergate scandal loom over the election that year?

Near the end of class, each group should align itself with a particular candidate. If possible, try to avoid having more than one group choose the same candidate.

**Day 3—Prepare for the Simulation**

Students should meet in their assigned groups to share the results of their research, plan for the next day’s campaign strategy meeting, and prepare for their roles. Provide students with the simulation format (given under Day 4 procedures).

---

**Day 4—Conduct the Simulation**

Have each group perform their campaign strategy meeting using the following format:

- **Step One—Call the Meeting to Order.** This is the responsibility of the chief-of-staff.

- **Step Two—Discuss the Issues.** The chief-of-staff should query other team members about the questions on Simulation Sheet 2. All team members can have input on the questions, but the candidate and chief-of-staff should pay special attention to each "specialist."

- **Step Three—Determine Positions.** The candidate leads this part of the discussion, taking his or her advisers’ views into consideration.

- **Step Four—Develop a Campaign Strategy.** The campaign manager leads this part of the discussion, again with heavy input from the other team members.

Make sure that the positions taken by the candidate are historically accurate and “in character.” Encourage students to take notes throughout each simulation.

---

**Day 5—Solve the Problem**

Pose the following questions to students as homework or as a basis for a classroom discussion about the simulation: Who do you think the 1976 Republican and Democratic presidential candidates would have been had the Watergate scandal not forced Richard Nixon out of office? Who do you think would have won the election? Why? Would presidential campaigns differ today had the Watergate scandal never occurred? Explain your answer.
The Legacy of the Watergate Scandal

Directions: In this simulation, you will decide how United States foreign and domestic policy and the political landscape of America in the 1970s and 1980s would have looked had the Watergate scandal, which ultimately forced the resignation of President Richard M. Nixon, not occurred. To help you prepare, read the background information. Then answer the questions that follow.

BACKGROUND INFORMATION

It is November 1972. Republican Richard Nixon has been reelected president by an overwhelming margin. He has beaten his liberal Democratic challenger, George McGovern, 47.1 million to 29.1 million in the popular vote and 520 to 17 in the electoral college. After the election, Nixon and his aides discuss the previous four years. The president:

- approved cost-of-living adjustments to Social Security benefits
- reduced military spending
- supported selected affirmative action programs for minorities
- helped create the Environmental Protection Agency and Occupational Safety and Health Administration
- proposed a guaranteed annual income for poor Americans.

The Vietnam War continues to bitterly divide the nation. Nixon has reduced the number of troops in Vietnam. However, he has resumed bombing in North Vietnam and expanded the war into Cambodia and Laos, which has angered millions. However, even his most enthusiastic foes have been amazed by his pursuit of diplomatic relations with the communist regime in the People’s Republic of China and of improved relations—and nuclear arms limitation—with the Soviet Union.

At the Democratic National Committee headquarters, located in the Watergate building just a few blocks from the White House, planning has already begun for the 1976 election. Republican hopefuls are also assessing their chances to succeed Nixon. What issues and candidates will emerge in the next four years . . . and beyond?


2. Are the results of the 1972 presidential election a “vindication” of Nixon’s first-term policies? Why or why not?
The Legacy of the Watergate Scandal

Directions: It is the summer of 1974. Potential candidates in the 1976 presidential election are assembling campaign teams and planning their strategy. You have thoroughly examined the results of the most recent election. To help you forecast the upcoming election, answer the following questions.

1. Based on Richard Nixon’s accomplishments and failures during his first term in office, determine what course his second term is taking and assess his likely success. Focus especially on the economy, civil rights, Soviet/Chinese relations, and the Vietnam War.

2. What issues will be the focus of the 1976 campaign? What are your candidate’s views on these issues?

3. Develop a potential winning campaign strategy for your candidate. Create a campaign slogan.

4. Your candidate can win his/her party’s nomination if

5. Your candidate can win the election if
A Changing Society

INTRODUCTION

The final years of the twentieth century saw lean economic times as well as prosperity and optimism unlike any since the 1920s. Technology launched us beyond our wildest dreams, and the ability to use technology became both an equalizing and a dividing factor. Racial problems continued, but eventually a more balanced social diversity has arisen.

“My Native Costume”
Martin Espada

About the Selection  Martin Espada (1957– ) is a Puerto Rican American born in Brooklyn, New York. His father, an activist for the right of Puerto Ricans to be treated equally in America, passed on to his son a fine-tuned sense of justice and irony. Martin Espada is a much-published author of poetry and essays, a lawyer, an activist like his father, and a professor of English.

GUIDED READING
As you read, create a list of ways people have stereotyped each other throughout the nation’s history. Then answer the questions that follow.

When you come to visit, said a teacher from the suburban school, don’t forget to wear your native costume.

But I’m a lawyer, I said.

My native costume is a pinstriped suit.

You know, the teacher said, a Puerto Rican costume.

Like a guayabera?
The shirt? I said.
But it’s February.

The children want to see a native costume, the teacher said.

So I went to the suburban school, embroidered guayabera short-sleeved shirt over a turtleneck, and said, Look kids, cultural adaptation.

“My Native Costume” from Zapata’s Disciple by Martin Espada.
Copyright © 1998 by Martin Espada. Reprinted by permission of South End Press.

(continued)
**READER RESPONSE**

**Directions:** Answer the following questions on the lines below.

1. **What is the teacher’s focus in this poem? What is the author’s focus?**

2. **What does the author say is his native costume? Why does he say this?**

3. **CRITICAL THINKING** What do you think the author meant when he stated, “Look kids, cultural adaptation”? 
from Autobiography of a Face
Lucy Grealy

GUIDED READING
As you read, think of ways you have felt alienated or have made others feel alienated. Then answer the questions that follow.

My friend Stephen and I used to do pony parties together. The festivities took place on the well-tended lawns of the vast suburban communities that had sprung up around Diamond D Stables in the rural acres of Rockland County. Mrs. Daniels, the owner of Diamond D, took advantage of the opportunity and readily dispatched a couple of ponies for birthday parties.

Once we reached the party, there was a great rush of excitement. The children, realizing that the ponies had arrived, would come running from the back yard in their silly hats; their now forgotten balloons, bobbing colorfully behind them, would fly off in search of some tree or telephone wire.

My pleasure at the sight of the children didn’t last long, however. I knew what was coming. As soon as they got over the thrill of being near the ponies, they’d notice me. Half my jaw was missing, which gave my face a strange triangular shape, accentuated by the fact that I was unable to keep my mouth completely closed. When I first started doing pony parties, my hair was still short and wispy, still growing in from the chemo, but as it grew I made things worse by continuously bowing my head and hiding behind the curtain of hair, furtively peering out at the world like some nervous actor. Unlike the actor, though, I didn’t secretly relish my audience, and if it were possible I would have stood behind that curtain forever, my head bent in an eternal act of deference. I was, however, dependent upon my audience. Their approval or disapproval defined everything for me, and I believed with every cell in my body that approval wasn’t written into my particular script. I was fourteen years old.

That first day I walked a small pinto in circle after circle practically drunk with the aroma of the horses. But with each circle, each new child lifted into the tiny saddle, I became more and more uncomfortable, and with each circuit my head dropped just a little bit further in shame. With time I became adept at handling the horses, and even more adept at avoiding the direct stares of the children.

When our trailer pulled into the driveway for a pony party, I would briefly remember my own excitement at being around ponies for the first time. But I also knew that these children lived apart from me. Through them I learned the language of paranoia; every whisper I heard was a comment about the way I looked, every laugh a joke at my expense.

Partly I was honing my self-consciousness into a torture device, sharp and efficient enough to last me the rest of my life. Partly I was right: they were
staring at me, laughing at me. The cruelty of children is immense, almost startling in its precision. The kids at the parties were fairly young and, surrounded by adults, they rarely made cruel remarks outright. But their open, uncensored stares were more painful than the deliberate taunts of my peers at school, where insecurities drove everything and everyone like some looming, evil presence in a haunted machine.

The summer passed, and junior high school loomed. Jan, Teresa, and Sarah were all very excited at the prospect of being “grownups,” of attending different classes, of having their own locker. Their excitement was contagious, and the night before the first day of school, I proudly marked my assorted notebooks for my different subjects and secretly scuffed my new shoes to make them look old.

Everyone must have been nervous, but I was sure I was the only one who felt true apprehension. I found myself sidling through the halls I’d been looking forward to, trying to pretend that I didn’t notice the other kids, almost all of them strangers from adjoining towns, staring at me. Having seen plenty of teen movies with their promise of intrigue and drama, I had been looking forward to going to the lunchroom. As it happened, I sat down next to a table full of boys.

They pointed openly and laughed, calling out loudly enough for me to hear, “What on earth is that?” “That is the ugliest girl I have ever seen.” I knew in my heart that their comments had nothing to do with me, that it was all about them appearing tough and cool to their friends. But these boys were older than the ones in grade school, and for the very first time I realized they were passing judgment on my suitability, or lack of it, as a girlfriend.

The horses remained my one real source of relief. When I was in their presence, nothing else mattered. Animals were both the lives I took care of and the lives who took care of me. Horses neither disapproved nor approved of what I looked like. All that counted was how I treated them, how my actions weighted themselves in the world.

From Autobiography of a Face by Lucy Grealy. Copyright © 1994 by Lucy Grealy. Reprinted by permission of Houghton Mifflin Company. All rights reserved.

**READER RESPONSE**

**Directions:** Answer the following questions on the lines below.

1. Why was the author nervous about a new school?

2. What reason did the author give for the cruelty of the junior high boys?

3. What does the reaction of the author’s classmates suggest about the way people often treat people who are different?

4. **CRITICAL THINKING** What lesson can be learned from the author’s last paragraph?
from “Unlikely Heroes”
Charles Kuralt

GUIDED READING
As you read, consider how the rancher and his wife might have treated Martin Espada and Lucy Grealy. Then answer the questions that follow.

Fifty miles down a dirt road in Wyoming one time, the old bus suffered two flat tires, which was one flat tire too many. We sat there for an hour wondering what to do about it before a rancher came along in his pickup truck. “Looks like you boys need some help,” he said. He took us to a gas station on the highway, waited until the flats were fixed, drove us back to the bus, and helped us jack up the wheels and change the tires. By then it was getting dark. He said, “Nothing to do but take you boys home with me, I guess.” His wife cooked us elk steaks for dinner, tucked us under warm quilts for the night, and sent us off full of flapjacks and sausage the next morning. Her husband followed us to the highway to make sure we didn’t have any more flat tires. I don’t know what he planned to do with those twenty-four hours, but he ended up giving most of them to some stranded strangers.

To read the front pages, you might conclude that Americans are mostly out for themselves, venal, grasping, and mean-spirited. The front pages have room only for defense contractors who cheat and politicians with their hands in the till. But you can’t travel the back roads very long without discovering a multitude of gentle people doing good for others with no expectation of gain or recognition. The everyday kindness of the back roads more than makes up for the acts of greed in the headlines. Some people out there spend their whole lives selflessly. You could call them heroes.

“Unlikely Heroes” from On the Road with Charles Kuralt by Charles Kuralt. Copyright © 1985 by CBS Inc. Used by permission of G.P. Putnam’s Sons, a division of Penguin Putnam Inc.

READER RESPONSE
Directions: Answer the following questions on a separate sheet of paper.

1. What does the rancher do for Kuralt and his friends?
2. What does Kuralt say is the general feeling about Americans?
3. What is Kuralt’s point of view about Americans after his experience with the rancher?
4. CRITICAL THINKING Kuralt believes people are basically good; Grealy believes they can be extremely cruel; Espada points out that they can be unthinking. What do these different opinions or experiences say about people in general?
GUIDED READING

As you read these excerpts from the poem, note to whom the Rock cries out. Then answer the questions that follow.

***************
Today, the Rock cries out to us, clearly, forcefully, Come, you may stand upon my Back and face your distant destiny, But seek no haven in my shadow. I will give you no hiding place down here.

You, created only a little lower than The angels, have crouched too long in The bruising darkness, Have lain too long Face down in ignorance.

***************
You, who gave me my first name, you Pawnee, Apache and Seneca, you Cherokee Nation, who rested with me, then Forced on bloody feet, left me to the employment of Other seekers—desperate for gain, Starving for gold.

***************
History, despite its wrenching pain, Cannot be unlived, and if faced With courage, need not be lived again.

***************
From “On the Pulse of Morning” by Maya Angelou, copyright © 1993 by Maya Angelou. Used by permission of Random House, Inc.
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Problems and Solutions

LEARNING THE SKILL
In previous chapters you have learned about Problem/Solution, a structure authors use to organize information and give meaning to their text. When authors use this structure, they first describe the problems. They then discuss the different solutions used to deal with those problems. There are some key words that will help you recognize the problem/solution structure. Words signalling a problem include trouble, challenge, puzzle, difficulty, problem, question, crisis, or doubt. Words that signal a solution include answer, solve, idea, agree, discovery, improve, propose, solution, overcome, resolve, response, decision, or reply.

PRACTICING THE SKILL
DIRECTIONS: Read the following sentences from your text in which the author has used problem/solution to describe the economic problems Nixon faced during his administration. Underline the words in the sentences that indicate the problem/solution structure. Then discuss how the author has used these words to describe the challenges and the attempted solutions.

1. Another economic problem was the decline of manufacturing.
2. Thus, in the early 1970s, President Nixon faced a new and puzzling economic dilemma nicknamed “stagflation” — a combination of rising prices and economic stagnation.
3. Nixon decided to focus on controlling inflation. The government moved first to cut spending and raise taxes.
4. When this failed, the president tried to stop inflation by imposing a 90-day freeze on wages and prices and then issuing federal regulations limiting future wage and price increases.

APPLYING THE SKILL
DIRECTIONS: Use what you have learned about the problem/solution structure to explore the information in this chapter. Divide the class into several groups, with each group choosing a different part or section of the chapter. On a separate piece of paper, make a chart with two columns labelled Problem and Solution. As your group skims through the text, find the signal words indicating a problem/solution situation. On the charts, describe the problem in the Problem column and the solution in the Solution column. Then discuss as a group whether these solutions to the problems were successful or not. Use details from the text to support your opinions.
Sequencing Events

LEARNING THE SKILL

In order to understand the causes and effects of historical events, you must know the order in which the events took place. Sequencing events means placing the events in the order in which they occurred. This skill will help you develop a deeper understanding of history. Follow these steps when determining the sequence of events:

- Read the selection to gain an overview of important events.
- Look for dates and sequence words like before, after, during, then, and later.
- If you have difficulty putting the events in order, use a time line or a flow chart to help you visualize the sequence of events.

PRACTICING THE SKILL

DIRECTIONS: Read the following excerpt from your textbook about the Watergate coverup. Then answer the questions.

In the wake of the Watergate break-in, the media discovered that one of the burglars, James McCord, was not only an ex-CIA official but also a member of the Committee for the Re-election of the President (CRP). Reports soon surfaced that the burglars had been paid to execute the break-in from a secret CRP fund controlled by the White House.

At this point, the cover-up began. White House officials destroyed incriminating documents and gave false testimony to investigators. Meanwhile, President Nixon stepped in. . . . With Nixon’s consent, administration officials asked the CIA to stop the FBI from investigating the source of the money paid to the burglars.

1. Identify some sequence words that help you understand the order in which the events took place.

2. Organize the facts in the excerpt sequentially, beginning with the Watergate break-in.

APPLYING THE SKILL

DIRECTIONS: Read Section 5 of the chapter in its entirety. As you read, note important events in the development of environmentalism. Make a time line of the events. Then, write a paragraph summarizing the development of the environmentalist movement. Include five events from your time line in the paragraph. Be sure to keep the events in sequential order.
Limiting Nuclear Weapons

In order to make progress toward limiting nuclear weapons and signing the SALT II Treaty, the United States and the Soviet Union first had to agree on their current weapons arsenal. Read the chart below. Note that an ICBM is an intercontinental ballistic missile, a MIRV is a multiple independently targetable re-entry vehicle, an SLBM is a submarine-launched ballistic missile, and an ASBM is an air-to-surface ballistic missile.

**FROM MEMORANDUM OF UNDERSTANDING BETWEEN THE UNITED STATES OF AMERICA AND THE UNION OF SOVIET SOCIALIST REPUBLICS, NOVEMBER 1, 1978**

<table>
<thead>
<tr>
<th></th>
<th>U.S.A.</th>
<th>USSR</th>
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<tbody>
<tr>
<td>Launchers of ICBMs</td>
<td>1,054</td>
<td>1,398</td>
</tr>
<tr>
<td>Fixed launchers of ICBMs</td>
<td>1,054</td>
<td>1,398</td>
</tr>
<tr>
<td>Launchers of ICBMs equipped with MIRVs</td>
<td>550</td>
<td>576</td>
</tr>
<tr>
<td>Launchers of SLBMs</td>
<td>656</td>
<td>950</td>
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<tr>
<td>Launchers of SLBMs equipped with MIRVs</td>
<td>496</td>
<td>128</td>
</tr>
<tr>
<td>Heavy Bombers</td>
<td>574</td>
<td>156</td>
</tr>
<tr>
<td>Heavy bombers equipped for cruise missiles capable of a range in excess of 600 kilometers</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Heavy bombers equipped only for ASBMs</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ASBMs</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ASBMs equipped with MIRVs</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Directions:** On a separate sheet of paper, answer the following questions based on the chart.

1. **Analyzing Information** How do the statistics reflected in this chart demonstrate the theory of “mutual assured destruction”?

2. **Analyzing Information** Why would this accounting of existing arms be a necessary step in moving from “mutual assured destruction” to “mutual assured security”?

(continued)
Teaching Strategies for Different Learning Styles

The following activities are ways the basic lesson can be modified to accommodate students’ different learning styles:

**English Learners (EL)** Put the chart in context by writing and saying “Goal: Disarmament.” Be sure students know the words *missiles* and *launchers*. Assure students that it is more important to focus on the numbers in the chart rather than on the differences between types of weapons. As needed, help students with the terms “mutual assured destruction” and “mutual assured security,” which appear in the questions.

**Advanced Learners (AL)** Have students find out what the potential threat to the United States was from just one of these weapons, such as a submarine-launched ballistic missile, and report back to the class.

**Below Grade Level (BL)** Have students color-code the chart. For all categories of weapons in which the United States and USSR were equal or approximately equal, have students shade the rows in pencil. For all categories with significant differences in favor of the United States, have students circle the numbers in red. For categories with significant differences in favor of the Soviet Union, have students circle the numbers in blue. After students have finished, discuss what the numbers show in terms of either side’s ability to harm the other. *A completed chart can be found below.*

<table>
<thead>
<tr>
<th>Weapon Category</th>
<th>USA</th>
<th>USSR</th>
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</thead>
<tbody>
<tr>
<td>Launchers of ICBMs</td>
<td>1,054</td>
<td>1,398</td>
</tr>
<tr>
<td>Fixed launchers of ICBMs</td>
<td>1,054</td>
<td>1,398</td>
</tr>
<tr>
<td>Launchers of ICBMs equipped with MIRVs</td>
<td>550</td>
<td>576</td>
</tr>
<tr>
<td>Launchers of SLBMs</td>
<td>656</td>
<td>950</td>
</tr>
<tr>
<td>Launchers of SLBMs equipped with MIRVs</td>
<td>496</td>
<td>128</td>
</tr>
<tr>
<td>Heavy Bombers</td>
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<td>Heavy bombers equipped for cruise missiles capable of a range in excess of 600 kilometers</td>
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<td>0</td>
</tr>
<tr>
<td>ASBMs</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ASBMs equipped with MIRVs</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**On Grade Level (OL)** Have students read the information and work independently to answer the questions in complete sentences.

**A. PRE-READING ACTIVITY**

**Previewing the Material**

**Directions:** Before reading the primary source quotation from *The Limits of Power* on page 938, answer these questions.

1. What potential threats did the United States face from the Soviet Union?

2. Détente was based on the notion that the United States and the Soviet Union could work together because they had common interests. What other time in history did these countries work together?

**B. PRE-READING ACTIVITY**

**Vocabulary Review**

**Directions:** Reviewing the words and expressions below will help you understand the reading.

- aggression (n.): forceful action intended to dominate or master
- aggressor (n.): one who practices aggression
- avoidance (n.): the act of preventing an event’s occurrence
- détente (n.): the relaxation of tensions between nations
- deter (v.): to turn aside, discourage, or prevent from happening
- opposite (adj.): occupying an opposing position
- potential (adj.): possible or capable of occurring
- profitable (adj.): yielding advantageous returns or results
- purpose (n.): something set up as an object to be attained; intention
- recognize (v.): to realize or acknowledge
- restrain (v.): to limit, restrict, or keep under control
- understanding (n.): a mutual agreement

(continued)
C. READING COMPREHENSION ACTIVITY

Understanding Details
Directions: Circle the word or phrase that completes these sentences correctly according to the reading on page 938.

1. The understanding that President Nixon hoped to build with the Soviet Union and China was called (avoidance / détente).
2. One purpose of an understanding between the United States and its rivals was to (restrain / encourage) aggression.
3. Nixon hoped that leaders in the Soviet Union and China would realize that aggression and war were not (possible / profitable).
4. Nixon’s policy of détente was intended to avoid (economic stagnation / nuclear war).
5. The United States and its rivals, China and the U.S.S.R., had opposite purposes, but common (interests / cultures).

D. WORD BUILDING ACTIVITY

Word Forms
Remember: Words have different forms for nouns, verbs, adjectives, and adverbs.
Directions: Circle the correct form of the word to complete these sentences.

1. (Avoiding / Avoidance) nuclear war was a priority for U.S. foreign policy.
2. It was easy to (understand / understanding) why Nixon wanted to improve relations with China.
3. The president hoped to develop a policy that was (profit / profitable) for all the countries involved.
4. A military confrontation between the United States and the Soviet Union would be (potentially / potential) disastrous.
5. Nixon believed that engagement and negotiation were the best way to discourage (aggression / aggressor) on the part of the U.S.S.R.

**DIRECTIONS:** Choose the content vocabulary word or term to identify that best completes each sentence. Write the correct term in the space provided. Then answer the question at the bottom of the page.

<table>
<thead>
<tr>
<th>détente</th>
<th>affirmative action</th>
<th>smog</th>
</tr>
</thead>
<tbody>
<tr>
<td>executive privilege</td>
<td>fossil fuels</td>
<td>special prosecutor</td>
</tr>
<tr>
<td>summit</td>
<td>busing</td>
<td>impounding</td>
</tr>
<tr>
<td></td>
<td>revenue sharing</td>
<td></td>
</tr>
</tbody>
</table>

1. Nixon was one of several presidents to use ____________, the principle that communications of the executive branch should remain confidential to protect national security.

2. Nixon became the first American president to visit the Soviet Union and participate in a ____________, or diplomatic meeting of heads of state.

3. One effect of pollution is ____________, or fog made heavier and darker by smoke and chemical fumes.

4. Under the Nixon administration, Congress passed a series of ____________ bills that granted federal funds to state and local agencies to use as they saw fit.

5. A policy of ____________ required companies, schools, and institutions doing business with the federal government to recruit African Americans.

6. President Nixon used a policy called ____________ to relax tensions between the United States and its two major Communist rivals: China and the Soviet Union.

7. A ____________ is a lawyer appointed to investigate cases of wrongdoing within the government.

8. Nixon sought to increase the power of the executive branch, sometimes ____________, or refusing to release, funds appropriated by Congress.

9. Coal is one example of a ____________, or a source of energy that is in limited supply.

10. ____________ was a practice designed to give children of all races equal access to a quality education.

11. Describe the economy of the 1970s using the following terms: inflation, embargo, and stagflation.

Key Words

<table>
<thead>
<tr>
<th>Academic Words</th>
<th>Words with Multiple Meanings</th>
<th>Content Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>alternative</td>
<td>liberal</td>
<td>embargo</td>
</tr>
<tr>
<td>appropriate</td>
<td>welfare</td>
<td>inflation</td>
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A. WORD MEANING ACTIVITY

Vocabulary in Context

Directions: Using the context clues, choose the best definition for each underlined word.

1. The president claimed that the Watergate **incident** was nothing more than a simple burglary.
   A. theft  
   B. event  
   C. report

2. Affirmative action encouraged public universities to include race among their other **criteria** for deciding which students to accept.
   A. standards  
   B. refusal  
   C. alliance

3. Many people believed that busing was an **appropriate** response to racial inequality in education.
   A. correct  
   B. thoughtful  
   C. unnecessary

4. Nixon’s **challenger** in the 1972 election was Senator George McGovern.
   A. supporter  
   B. strength  
   C. opponent

5. The appearance of smog in the skies over cities **intensified** concern about the environment.
   A. repressed  
   B. increased  
   C. surprised
TEST YOUR KNOWLEDGE

Directions: Use your knowledge of the underlined word to choose the word that best completes the sentence.

1. An incident is the same as a(n) (event / belief).
2. If someone is your challenger, they are attempting to (punish / defeat) you.
3. A theory is most like a(n) (rule / idea).
4. If an industry undergoes deregulation, companies in that industry have to obey (fewer / more) laws.
5. Criteria can help you (make a judgment / memorize a fact).
6. An appropriate response is one that is (unexpected / suitable).
7. If a storm intensifies, it becomes (quieter / stronger).
8. If an orange is an alternative to a banana, that means it is a (different / lesser) choice.
9. The term liberal is most likely to be used in the field of (politics / geography).
10. Welfare is usually received from the (environment / government).
Analyzing Secondary Sources

LEARNING THE SKILL

Secondary source documents, such as your textbook, weave together a variety of primary sources. To judge the quality and reliability of a secondary source document, you need to analyze the primary sources cited by the author. As you read from a secondary source, look for references in the text such as footnotes or acknowledgments. Consider the authorship of the primary sources used. What biases might they have? Ask yourself how well the primary source material supports the information provided. Does the author use a variety of well-balanced sources? Does the author’s interpretation make sense in light of the source documents used?

PRACTICING THE SKILL

Directions: Read the excerpt below from Kenneth E. Morris’s biography of President Jimmy Carter titled *Jimmy Carter: American Moralist*. Then answer the questions that follow on a separate sheet of paper.

The presidential election, like the nation’s bicentennial celebration of the year, was by most accounts anticlimactic. Disaffection with politics was at a higher level than ever recorded. Only 54 percent of the voting-age public ultimately cast ballots in the November election, the lowest turnout for a presidential election in twenty-eight years. Of those who were registered but chose not to vote, significant increases were found among those who explained that they either did not like any of the candidates or were simply uninterested in politics.51 As for the nation’s bicentennial celebration, a reporter noted that on July 4 plenty of hotel rooms remained empty in the historic cities of Washington and Philadelphia. “Few felt like celebrating America this year,” observed Kandy Stroud, and “there was not that much to celebrate.”52


1. How does the author let you know that he is referencing primary sources in this passage?
2. What primary sources are referenced in this passage?
3. Do these sources effectively support the author’s point of view? Why or why not?

APPLYING THE SKILL

Directions: Choose a biography from your library about a person who interests you. Read or skim the biography, and then answer the following questions on a separate sheet of paper.

1. How does the author cite primary sources in the biography?
2. What types of primary sources does the author use? Provide examples of at least five specific sources cited.
3. Do the sources effectively support the author’s point of view? Why or why not?
LEARNING THE SKILL

Identifying the main idea in an essay or article will help you see the “big picture” by organizing information and assessing the most important concepts to remember. Every piece of writing contains a main idea, which is amplified and supported by the rest of the sentences. Be aware, however, that the main idea, which is usually given in a topic sentence, can occur anywhere in the selection.

Use the following guidelines to help you identify the main idea:

- Read the material carefully and determine the purpose of the presenter.
- Look for the main idea and restate it in your own words.
- Look for the same main idea in a topic sentence.
- Read the material again to identify other sentences that support the main idea.

PRACTICING YOUR SKILLS

Directions: Read the excerpt below from a speech delivered in 1969 by Spiro T. Agnew, who was vice president of the United States at that time. Then answer the questions that follow.

. . . When the President [Nixon] completed his address . . . his words and policies were subjected to instant analysis and querulous [argumentative] criticism. The audience of 70 million Americans [who had] gathered to hear the President of the United States was inherited by a small band of [television] network commentators and self-appointed analysts, the majority of whom expressed in one way or another their hostility to what he had to say.

. . . Now every American has a right to disagree with the President of the United States and to express publicly that disagreement. But the President of the United States has a right to communicate directly with the people who elected him, and the people of this country have the right to make up their own minds and form their own opinions about a Presidential address without having a President’s words and thoughts characterized through the prejudices of hostile critics before they can even be digested.

1. Summarize the main idea of the excerpt in your own words.

2. What additional details support the main idea?
The Watergate Scandal

Directions: Use the information on the time line to fill in the blanks below.

The Watergate scandal gets its name from the (1) __________ where five men were arrested for burglarizing the offices of the Democratic National Committee (DNC) in June 1972. Despite this incident, Richard Nixon was re-elected in (2) __________ by one of the largest margins in U.S. history.

In (3) __________, James McCord and Gordon Liddy, members of the Committee for the Re-election of the President, were convicted. In March 1973, McCord implicated White House counsel (4) __________ in the cover-up of the burglary. In (5) __________, Nixon fired John Dean. In May, (6) __________ was named Watergate special prosecutor. That same month, the (7) __________ began nationally televised hearings.

In July 1973, former White House staffer Alexander Butterfield testified about a secret (8) __________ that recorded conversations in the White House. However, President Nixon refused to turn over the tapes. In July 1974, the (9) __________ ruled that Nixon must turn over the tapes. The House then passed the first of three (10) __________. In August 1974, Nixon became the first president to (11) __________ from office.
The mid-1960s through the 1970s brought major changes to the automobile industry. U.S. automakers had been operating mostly free of government regulation. In 1965 the book *Unsafe at Any Speed*, by Ralph Nader, revealed serious safety concerns with cars. Public pressure caused lawmakers to take a closer look at the industry.

In 1966 Congress enacted the National Traffic and Motor Vehicle Safety Act, requiring carmakers to add safety features. The 1965 Motor Vehicle Air Pollution and Control Act was the world’s first law aimed at reducing the harmful fumes cars produce. The Clean Air Act of 1970 made vehicle-emission limits even stricter.

The oil shortage caused by the 1973 OPEC oil embargo led Congress to pass a law requiring manufacturers to make cars more fuel-efficient. The 1974 cars averaged 14 miles per gallon. The law required new cars to average 27 1/2 miles per gallon by 1985.

Meanwhile, long lines at the gas pumps and sharply higher prices turned consumers’ interest away from large American cars to smaller, more fuel-efficient imported cars. Japanese cars began to make an impact in the American market. By 1980 imported cars had captured more than 25 percent of the U.S. market. About 80 percent of those sales were Japanese cars. In 1980 Japan surpassed the United States as the world’s largest car supplier. Chrysler, one of the largest U.S. automakers, plunged into financial trouble. It needed $1.5 billion in government-backed loans to survive.

In some ways American consumers have not learned the lessons of the 1970s. Gas-guzzling *sport utility vehicles (SUVs)* are the most common vehicle on the road these days. Because they sit on a truck frame, SUVs are classified as light trucks, which have more lenient fuel-efficiency standards than do passenger cars. With so many SUVs now on the road, vehicle-produced pollution has increased. A push is now underway to require SUVs to meet the same emissions standards as passenger cars.

Also, recent studies have revealed serious safety concerns with SUVs. Because of their large size, they tend to crush smaller cars in accidents. Also, most are top-heavy, causing them to roll over too easily in an accident, often resulting in deaths.

Japanese carmakers are again leading the way in environmentally-friendly innovations. In 2000 Honda, followed shortly by Toyota, introduced a new breed: the *hybrid car*. Hybrids have both a gasoline engine and an electric motor. The results are reduced emissions and many more miles per gallon than traditional gas-powered cars. The Honda can get close to 70 miles per gallon. After many years in development, these cars are finally inexpensive enough for consumers to afford. As gas prices rise to well over $2 a gallon, more Americans are considering hybrids. U.S. automakers are responding to the interest. Ford began offering a hybrid SUV in 2003 and several automakers, along with Honda, Toyota, and Ford, are planning more hybrid cars, SUVs, and trucks.

**CRITICAL THINKING**

**Directions:** Answer the questions below on a separate sheet of paper.

1. **Determining Cause and Effect** How did the 1973 oil embargo affect the U.S. auto industry?

2. **Making Inferences** Why do you think consumers began buying SUVs?

3. **Analyzing Information** What might cause more consumers to buy hybrid cars?
Watergate Is Linked to the White House

About the Selection

At the time of the Watergate break-in, Bob Woodward and Carl Bernstein were working as local reporters for the *Washington Post*. Woodward and Bernstein followed the story from start to finish, uncovering what came to be called the “Watergate scandal.” In the reading below, Woodward and Bernstein describe their first realization of a connection between the Watergate burglary and the White House.

GUIDED READING

As you read, determine what methods Woodward used to gather his information. Then answer the questions that follow.

At the office next morning, Woodward made a list of the leads. . . . But the first priority on that Monday was [Howard] Hunt. The Miami suspects’ [the Miami men arrested for the Watergate break-in] belongings were listed in a confidential police inventory that Bachinski had obtained. There were “two pieces of yellow-lined paper, one addressed to ‘Dear Friend Mr. Howard’ and another to ‘Dear Mr. H.H.,’” and an unmailed envelope containing Hunt’s personal check for $6.36 made out to the Lakewood Country Club in Rockville, along with a bill for the same amount. . . .

. . . Woodward, who had been assigned to write Tuesday’s Watergate story, picked up the telephone and dialed 456-1414—the White House. He asked for Howard Hunt. The switchboard operator rang an extension. There was no answer. Woodward was about to hang up when the operator came back on line. “There is one other place he might be,” she said. “In Mr. Colson’s office.” “Mr. Hunt is not here now,” Colson’s secretary told Woodward, and gave him the number of a Washington public relations firm, Robert R. Mullen and Company, where she said Hunt worked as a writer.

Woodward walked across to the national desk at the east end of the newsroom and asked one of the assistant national editors, J.D. Alexander, who Colson was. . . . Charles W. Colson, special counsel to the President of the United States, was the White House “hatchet man,” he said.

Woodward called the White House back and asked a clerk in the personnel office if Howard Hunt was on the payroll. She said she would have to check the records. A few moments later, she told Woodward that Howard Hunt was a consultant working for Colson.

Woodward called the Mullen public-relations firm and asked for Howard Hunt.

“Howard Hunt here,” the voice said.

Woodward identified himself.

(continued)
“Yes. What is it?” Hunt sounded impatient.
Woodward asked Hunt why his name and phone number were in the address books of two of the men arrested at the Watergate.
“Good God!” Howard Hunt said. Then he quickly added, “In view that the matter is under adjudication, I have no comment,” and slammed down the phone. . . .
Woodward called Ken W. Clawson, the deputy director of White House communications, who had been a Post reporter until the previous January. He told Clawson what was in the address books and police inventory, then asked what Hunt’s duties at the White House were. . . .
An hour later, Clawson called back to say that Hunt had worked as a White House consultant on declassification of the Pentagon Papers and, more recently, on a narcotics intelligence project. . . .
Woodward phoned Robert F. Bennett, president of the Mullen public-relations firm, and asked about Hunt. Bennett, the son of Republican Senator Wallace F. Bennett of Utah, said, “I guess it’s no secret that Howard was with the CIA.”
It had been a secret to Woodward. He called the CIA, where a spokesman said that Hunt had been with the agency from 1949 to 1970. . . .
Barry Sussman, the city editor, was intrigued. He dug into the Post library’s clippings on Colson and found a February 1971 story in which an anonymous source described Colson as one of the “original back room boys . . . the brokers, the guys who fix things when they break down and do the dirty work when it’s necessary.” Woodward’s story about Hunt, which identified him as a consultant who had worked in the White House for Colson, included the quotation and noted that it came from a profile written by “Ken W. Clawson, a current White House aide who until recently was a [Washington Post] reporter.”
The story was headlined “White House Consultant Linked to Bugging Suspects.”
That morning at the Florida White House in Key Biscayne, presidential press secretary Ronald L. Ziegler briefly answered a question about the break-in at the Watergate by observing: “Certain elements may try to stretch this beyond what it is.” Ziegler described the incident as “a third-rate burglary attempt” not worthy of further White House comment.

From All the President’s Men by Carl Bernstein and Bob Woodward. Copyright © 1974 by Carl Bernstein and Bob Woodward. Reprinted by permission.

**READER RESPONSE**

**Directions:** Answer the following questions on a separate sheet of paper.

1. What evidence does Woodward have of Hunt’s involvement in the Watergate break-in?
2. In what capacity had Hunt worked for the White House?
3. What does Robert Bennett unknowingly tell Woodward?
4. **Critical Thinking** How does Ron Ziegler respond to revelations about the break-in?
I want to talk to you right now about a fundamental threat to American democracy. . . .

The threat is nearly invisible in ordinary ways. It is a crisis of confidence. It is a crisis that strikes at the very heart and soul and spirit of our national will. We can see this crisis in the growing doubt about the meaning of our own lives and in the loss of a unity of purpose for our Nation.

The erosion of our confidence in the future is threatening to destroy the social and the political fabric of America.

The confidence that we have always had as a people is not simply some romantic dream or a proverb in a dusty book that we read just on the Fourth of July. It is the idea which founded our Nation and has guided our development as a people. Confidence in the future has supported everything else—public institutions and private enterprise, our own families, and the very Constitution of the United States. Confidence has defined our course and has served as a link between generations. We've always believed in something called progress. We've always had a faith that the days of our children would be better than our own.

Our people are losing that faith. . . .

The symptoms of this crisis of the American spirit are all around us. For the first time in the history of our country a majority of our people believe that the next 5 years will be worse than the past 5 years. Two-thirds of our people do not even vote. The productivity of American workers is actually dropping, and the willingness of Americans to save for the future has fallen below that of all other people in the Western world.

As you know, there is a growing disrespect for government and for churches and for schools, the news media, and other institutions. This is not a message of happiness or reassurance, but it is the truth and it is a warning.

(continued)
These changes did not happen overnight. They’ve come upon us gradually over the last generation, years that were filled with shocks and tragedy.

We were sure that ours was a nation of the ballot, not the bullet, until the murders of John Kennedy and Robert Kennedy and Martin Luther King, Jr. We were taught that our armies were always invincible and our causes were always just, only to suffer the agony of Vietnam. We respected the Presidency as a place of honor until the shock of Watergate.

We remember when the phrase “sound as a dollar” was an expression of absolute dependability, until 10 years of inflation began to shrink our dollar and our savings. We believed that our nation’s resources were limitless until 1973 when we had to face a growing dependence on foreign oil.

These wounds are still very deep. They have never been healed. Looking for a way out of this crisis, our people have turned to the Federal Government and found it isolated from the mainstream of our Nation’s life. Washington, D.C., has become an island. The gap between our citizens and our Government has never been so wide. The people are looking for honest answers, not easy answers; clear leadership, not false claims and evasiveness and politics as usual. What you see often in Washington and elsewhere around the country is a system of government that seems incapable of action. You see a Congress twisted and pulled in every direction by hundreds of well-financed and powerful special interests.

You see every extreme position defended to the last vote, almost to the last breath by one unyielding group or another. You often see a balanced and a fair approach that demands sacrifice, a little sacrifice from everyone, abandoned like an orphan without support and without friends.

Often you see paralysis and stagnation and drift. You don’t like it, and neither do I. What can we do?

First of all, we must face the truth and then we can change our course. We simply must have faith in each other, faith in our ability to govern ourselves, and faith in the future of this Nation. Restoring that faith and that confidence to America is now the most important task we face. It is a true challenge of this generation of Americans.


**READER RESPONSE**

**Directions:** Answer the following questions on a separate sheet of paper.

1. According to President Carter, how has confidence been important to the United States?
2. What fault does he attribute to the federal government?
3. What are two symptoms of this crisis of the national spirit?
4. **Critical Thinking** What do you think caused the crisis of confidence?
Philip Johnson was born in Cleveland, Ohio in 1906. Johnson grew up at a time when old traditions and beliefs were being discarded for new ideas. These new ideas embraced science, technology, and rationality. This new thinking was called Modernism, and its influence was felt in literature as well as other arts. As a student, Johnson became swept up in it. He studied philosophy at Harvard University, and he also became interested in architecture and how it was changing.

In 1932, Johnson became the director of the architecture department of the Museum of Modern Art in New York City. That year, the museum held an exhibit of modern architecture and published a catalog called *The International Style: Architecture Since 1922*. The International Style was the most famous form of Modernism, and Johnson's catalog summarized for the first time the elements of this new architecture. This style became the most influential building style of the twentieth century and explains why so many buildings look alike—like square structures of concrete, metal, and glass.

In 1958, Johnson worked with Ludwig Mies van der Rohe on one of the most famous examples of the International Style: the Seagram Building in New York City. It is a perfect rectangular box reaching thirty-eight stories high. The Seagram Building became a model for skyscrapers built during the next thirty years.

After World War II, the economy of the United States was booming and many skyscrapers were built for office space. The International Style had become fashionable—the buildings looked sleek and modern—and most skyscrapers were built in this style. Johnson played a major role in promoting the style and its architects. Many of the European architects who designed in this style had moved to the United States and held influential positions. These architects designed many new buildings and...
shaped the minds of many students. Today, most skyscrapers are steel and glass boxes because of these architects.

A new style began to emerge, however, in the 1980s, and Johnson played a vital role in its creation. He started to feel that architecture could be more interesting than the type that was starting to dominate city landscapes. The new style that emerged was eventually called Postmodernism. This style called for using the best features of all styles, historical and modern.

Johnson’s 1978 design for the corporate headquarters of AT&T in New York City became known as a landmark of Postmodern architecture. This tall, simple skyscraper has a colonnade, or a row of columns, at the bottom and on top the curved shape of an eighteenth century furniture decoration. The building was very controversial—many thought the decoration on top was frivolous or silly—however, the building contributed to the new Postmodern style. Johnson’s design was an evolution of Modernism and the International Style. Over the next twenty years, most architects would follow the new Postmodern style of design. In 2005, Johnson died at the age of 98 in New Canaan, CT.

1. Describe the International Style.

2. Why was building in the International Style so popular in the 1950s?

3. What role did Philip Johnson play in creating Postmodernism?

4. Drawing Conclusions How was Johnson influential in the 1930s without even being an architect?

5. Making Inferences Why would an architect design a skyscraper using the International Style?
ENVIRONMENTAL AWARENESS

The 1980s brought a new societal awareness of environmental issues and concerns. Scientists and environmental advocates published dramatic findings showing that the habits of Americans—from individuals in their homes to industrial corporations—were harming our environment and threatening our planet. Today our habits are slowly changing, but there are still many environmental issues upon which to focus, such as ever-expanding landfills and emissions harmful to the atmosphere.

Directions: Study the cartoon below, and then answer the questions that follow.

© Randy Wicks/The Signal.
ANALYZING THE CARTOON ACTIVITY 28 (continued)

1. Is this cartoon primarily addressing our ignorance toward the environment or the way in which Native Americans have been treated?

2. How does this cartoonist seem to feel about the current American interest in protecting the environment?

3. What is the irony in the cartoon?

4. Why do you think the cartoonist chose not to illustrate the cartoon more fully?

CRITICAL THINKING

5. **Making Generalizations** Why do you think Americans seem to have taken the environment for granted, allowing these problems to develop?

6. **Drawing Conclusions** Look at the Native American figure. How is he stereotyped? Do you think this stereotype helps or hinders the message of the cartoon? Explain your response.

Scandal and stagflation marred the 1970s. The Arab-Israeli War led to a domestic energy crisis when OPEC imposed an embargo on nations supporting Israel. The economy stalled and inflation soared. The Watergate events shook the nation’s confidence in politicians.

**DIRECTIONS:** Describe the significance of the following domestic and foreign events or policies that occurred during the presidencies of Nixon, Ford, and Carter.

### Significance of Events/Policies of the 1970s

<table>
<thead>
<tr>
<th>1. Domestic event: Stagflation</th>
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<tr>
<td>2. Foreign policy: Détente</td>
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<td>3. Domestic event: Nixon pardon</td>
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<td>4. Foreign policy: Helsinki Accords</td>
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<td>5. Domestic event: “Malaise” speech</td>
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<tr>
<td>6. Foreign event: Iran hostage crisis</td>
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**7. Critical Thinking**  The oil embargo emphasized the need for energy conservation. Name two or three steps you are taking to conserve energy and natural resources.
President Nixon promised to end social and racial divisions, and to bring Americans together. Some minorities, however, struggled to maintain their cultural identity. One group in particular—Native Americans—yearned for traditions that had nearly been eradicated. In 1973 government officials and members of the American Indian Movement (AIM) clashed at Wounded Knee in South Dakota.

**DIRECTIONS:** Below is an excerpt by Mary Crow Dog, a Sioux woman who participated in the takeover of Wounded Knee in 1973. Read the excerpt, and then answer the questions that follow.

It was the Ghost Dance religion which was at the core of the first Wounded Knee, and Indian religion as much as politics was also at the heart of the second Wounded Knee in 1973. By common consent [Leonard] Crow Dog was the spiritual leader inside the knee, and together with medicine man Wallace Black Elk he performed all the ceremonies. . . .

On the evening before the dance, Leonard addressed the people . . . “Tomorrow we’ll ghost-dance. You’re not goin’ to say ‘I got to rest.’ There’ll be no rest, no intermission, no coffee break. . . .

“If one of us gets into the power, the spiritual power, we’ll hold hands. If he falls down let him. If he goes into convulsions, don’t be scared. We won’t call a medic. The spirit’s goin’ to be the doctor.

“There’s a song I’ll sing, a song from the spirit. . . . In your mind you might see your brothers, your relations that have been killed by the white man.

“We’ll elevate ourselves from this world to another world from where you can see. . . . The Ghost Dance spirit will be in us. . . . We’ll start physically and go on spiritually and then you’ll get into the power. We’re goin’ to start right here, at Wounded Knee, in 1973.

“Everybody’s heard about the Ghost Dance but nobody’s ever seen it. The United States prohibited it. There was to be no Ghost Dance, no Sun Dance, no Indian religion.

“But the hoop has not been broken. So decide tonight—for the whole—unborn generations. If you want to dance with me tomorrow, you be ready!”

For the dance, Leonard had selected a hollow between hills where the feds could neither see the dancers nor shoot at them. And he had made this place *wakan*—sacred. And so the Sioux were ghost-dancing again for the first time in over eighty years. They danced for four days. . . . And that dance took place around the first day of spring, a new spring for the Sioux nation. . . .

The Oglala holy man Black Elk, who died some fifty years ago, in his book said about Wounded Knee: “I can still see the butchered women and children lying heaped and scattered all along the crooked gulch as plain as when I saw them with eyes still young. And I can see something else died there in the bloody mud, and was buried in the blizzard. A people’s dream died there. It was a beautiful dream.

“And I, to whom so great a vision was given in my youth—you see me now a pitiful old man who has done nothing, for the nation’s hoop is broken and scattered. There is no center any longer, and the sacred tree is dead.”

In that ravine, at Cankpe Opi [Wounded Knee in the Sioux language], we gathered up the broken pieces of the sacred hoop and put them together again. All who were at Wounded Knee, Buddy Lamont, Cleanwater, and our medicine men, we mended the nation’s hoop. The sacred tree is *not dead*!

Enrichment Activity 28 (continued)

Questions to Consider

1. According to the excerpt, how was the Wounded Knee takeover of 1973 related to the tragedy of 1890?

________________________________________________________________________

________________________________________________________________________

2. How might one call the AIM struggle of the 1970s a conservative effort?

________________________________________________________________________

________________________________________________________________________

3. What do you think Mary Crow Dog meant when she said, “We mended the nation’s hoop. The sacred tree is not dead”?

________________________________________________________________________

________________________________________________________________________

4. GO A STEP FURTHER ➤ Imagine you are a member of the AIM and are taking a role in the Ghost Dance. As a participant in the ceremony, you share a letter written by your great-grandfather encouraging future generations to hold on to Native American culture. Write the letter as if your great-grandfather had written it.

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________
Chapter 28
Section Resources

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**Guided Reading Activity 28-1**

**DIRECTIONS: Filling in the Blanks** In the space provided, write the word or words that best complete the sentence. Refer to your textbook to fill in the blanks.

1. The presidential candidate in 1968 who appealed to many frustrated citizens was _____________, a Republican.

2. Nixon’s principal opponent was Democrat _____________, who had served as vice president under Lyndon Johnson.

3. To gain Southern support, Nixon had met with powerful South Carolina senator _____________.

4. Nixon’s _____________ dismantled a number of federal programs and gave more control to state and local governments.

5. Critics of the nation’s welfare system, _____________, argued that the system was structured so that it was actually better for poor people to apply for benefits than to take a low-paying job.

6. Nixon and his national security adviser, _____________, believed that abandoning the war in Vietnam would damage the United States’ position in the world.

7. The _____________ stated that the United States would expect its allies to take care of their own defense.

8. Nixon was a staunch anti-Communist, but he and Kissinger rejected the notion of a _____________ in which the superpowers confronted each other.

9. Nixon and Kissinger also believed that engagement and negotiation with _____________ offered a better way for the United States to achieve its international goals.

10. With Kissinger’s help, Nixon fashioned an approach called _____________, or relaxation of tensions between the United States and its major Communist rivals.

11. Nixon began to improve relations with China when he lifted _____________ and withdrew the Seventh Fleet from defending Taiwan.

12. In making a trip to China in 1972, Nixon hoped not only to strengthen ties with the Chinese, but also to encourage the Soviets to more actively pursue _____________.

13. When Nixon flew to _____________ on May 22, 1972, he became the first president since World War II to visit the Soviet Union.

14. During the historic Moscow summit, the two superpowers signed the first _____________ to limit nuclear arms.
DIRECTIONS: Outlining Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

I. The Roots of Watergate
   A. The scandal known as Watergate originated from the Nixon administration’s attempts to cover up its involvement in the break-in at the _______________ headquarters.
   B. Determined to win the 1972 election at all costs, Nixon’s staffers began spying on _______________ and spreading rumors and false reports.
   C. Although Nixon may not have ordered the break-in, he did order a _______________.
   D. On Election Day, Nixon won _______________ electoral votes, while his opponent won only 17.

II. The Cover-Up Unravels
   A. In June 1973, John Dean testified that a former _______________ had ordered the Watergate break-in.
   B. On July 16, 1973, a White House aid testified that Nixon had ordered a _______________ installed in the White House.
   C. Nixon refused to turn over the tapes, pleading _______________—the principle that White House conversations should remain confidential to protect national security.
   D. Meanwhile, the vice president _______________, was forced to resign for having taken bribes.
   E. Several days after Nixon handed over the tapes, the House Judiciary Committee voted to _______________ Nixon, or officially charge him with misconduct.
   F. On August 9, 1974, Nixon _______________.
   G. The Watergate crisis prompted a series of new laws intended to limit the power of the _______________.
   H. Watergate left many Americans with a deep distrust of their public officials, but others saw the affair as proof that in the United States, no person is _______________.

Guided Reading Activity 28-2
DIRECTIONS: Recalling Facts Read the section and answer the questions below. Refer to your textbook to write the answers.

1. What did President Johnson’s administration do to cause inflation to rise? 

2. What regions provided much of the oil on which the United States depended? 

3. Why did OPEC members stop shipping petroleum to some countries in 1973? 

4. What did high prices for oil-based products mean for Americans? 

5. What was stagflation? 

6. What turned many Americans against détente? 

7. What did the American voters find appealing about Jimmy Carter? 

8. What did Carter feel was the nation’s most serious problem? 

9. Who did Carter appoint as the first African American ambassador to the United Nations? 

10. What did President Carter do to remove a major symbol of U.S. interventionism in Latin America? 

11. How did President Carter react to the Soviet invasion of Afghanistan in 1979? 

12. What was Carter’s greatest foreign policy triumph? 

13. Who replaced the Shah as the leader of Iran after the country was declared an Islamic republic? 

14. What was the result of an American attempt to rescue hostages being held in Iran?
DIRECTIONS: Identifying Supporting Details  Read each main idea. Use your textbook to supply the details that support or explain each main idea.

Main Idea: During the 1960s and 1970s, African Americans built on the civil rights achievements of the 1950s to advance their social, political, and legal status.

1. Detail: The problems facing most African Americans lay in their lack of access to _______________ and adequate schooling.
2. Detail: _______________ called for companies, institutions, and schools doing business with the federal government to recruit African Americans.
3. Detail: Critics of these programs saw a form of _______________ in which qualified white workers were kept from jobs.
4. Detail: The 1978 Supreme Court decision in _______________ declared that schools had an interest in maintaining a diverse student body, and could use race as part of the admissions process.

Main Idea: The most impoverished minority group in America, Native Americans, began organizing for civil rights.

5. Detail: The _______________ of 1968 guaranteed reservation residents the protections of the Bill of Rights, but if also recognized the legitimacy of local reservation law.
6. Detail: The _______________ occupied an abandoned federal prison on Alcatraz Island, and also held a protest at Wounded Knee, South Dakota.
7. Detail: Native Americans in some areas are allowed to operate _______________ under their own laws, even though state laws prevent others from doing so.

Main Idea: During the 1970s, people with disabilities fought for greater rights and access to education and jobs.

8. Detail: The Architectural Barriers Act of 1968 mandated that new buildings constructed with _______________ had to be accessible to disabled persons.
9. Detail: In education practices, one trend was to _______________, or bring into the regular classroom, students with disabilities.
10. Detail: In 1990, Congress enacted far-reaching legislation known as the _______________, which banned discrimination against persons with disabilities in several areas.
DIRECTIONS: Using Headings and Subheadings Locate each heading below in your textbook. Then use the information under the correct subheading to help you write each answer.

I. The Origins of Environmentalism
   A. What was the accomplishment of the Environmental Defense Fund in 1972?
   
   B. What became one of the most controversial and powerful books of the 1960s?
   
   C. How did the chemical industry react to Rachel Carson’s arguments?
   
   D. When was the first Earth Day, and to what was it devoted?
   
   E. What was the purpose of the Natural Resources Defense Council?

II. The Environmental Movement Blossoms
   A. What was the role of the Environmental Protection Agency (EPA)?
   
   B. What were the goals of the Clean Air Act of 1970?
   
   C. Where was one of the most powerful displays of community activism in the country in the 1970s?
   
   D. What source of electricity did a number of citizens become concerned about in the 1970s?
   
   E. Why was nuclear energy thought to be better than fossil fuels?
   
   F. What was the result of an incident which occurred at the Three Mile Island nuclear facility in Pennsylvania?
Chapter 29 Resources
Resurgence of Conservatism, 1980–1992

Reading Skills Activity 29
Comparing and Contrasting

Historical Analysis Skills Activity 29
Interpreting a Bar Graph

Universal Access Activity 29
The Effort to Stop Drunk Driving

English Learner Activity 29
Resurgence of Conservatism, 1980–1992

Content Vocabulary Activity 29
Resurgence of Conservatism, 1980–1992

Academic Vocabulary Activity 29
Resurgence of Conservatism, 1980–1992

Reinforcing Skills Activity 29
Analyzing Secondary Sources

Critical Thinking Skills Activity 29
Detecting Bias

Time Line Activity 29
The Fall of Communism

Linking Past and Present Activity 29
Video Games

Primary Source Reading 29-1
The Reagan Era Begins

Primary Source Reading 29-2
Me, Me, Me, Me

American Art and Music Activity 29
Maya Lin

Interpreting Political Cartoons
Activity 29
Piercing the Reagan Doctrine

Reteaching Activity 29
Resurgence of Conservatism, 1980–1992

Enrichment Activity 29
The Persian Gulf War
Comparing and Contrasting

**LEARNING THE SKILL**

One of the ways to become an effective reader is to look for similarities and differences in any new text you are reading. You may compare or contrast new information to other new information you have learned. You may also compare and contrast such information to other things you already know. In everyday life, you use this skill all the time. For example, if you visit a new place, you might compare and contrast it with other places you have visited. As you have seen in your textbook, authors help you identify similarities and differences by using signal words such as *like, same, still,* and *at the same time* for when they compare and *however, rather, although,* or *on the other hand* when they contrast.

**PRACTICING THE SKILL**

**DIRECTIONS:** Read the following paragraphs from your text about Presidents Bush and Clinton. Underline the signal words that allow you to compare and contrast ideas.

Although the recession had weakened his popularity, Bush won the Republican nomination. Bush promised to address voters’ economic concerns and he blamed congressional Democrats for the gridlock that seemingly paralyzed the nation’s government.

The Democrats nominated Arkansas governor William Jefferson Clinton, despite stories that questioned his character and the fact that he did not serve in Vietnam. Calling himself a “New Democrat” to separate himself from more liberal Democrats, Clinton promised to cut middle-class taxes, reduce government spending, and reform the nation’s health care and welfare programs. His campaign repeatedly blamed Bush for the recession.

Discuss how the author contrasts Bush’s win of the nomination with his weakening popularity, and how the author shows the contrast between Clinton and other Democrats.

**APPLYING THE SKILL**

**DIRECTIONS:** Use what you have learned about comparing and contrasting to explore what you have learned in this chapter. On a separate piece of paper, make a chart with the headings *Similarities* and *Differences.* Choose a section of this chapter and find signal words that indicate similarities and differences, and note them in each column of your chart. Then write a summary paragraph detailing how the author uses comparison and contrast to talk about the historical events in the section you reviewed.
Interpreting a Bar Graph

**LEARNING THE SKILL**

Historians use graphs and charts to display statistical data that they have collected. Graphs and charts provide a visual form of the tabular data. They make it easier to interpret and analyze the information and help you see what trends and patterns exist. The most common types of graphs are line graphs, bar graphs, and circle graphs. Graphs generally include a title that tells what the graph is about and a key or legend to help you interpret the statistical data. The type of graph chosen depends on the type of data that has been collected. A bar graph uses the length of horizontal or vertical bars to show actual values or percentages of the whole. Bar graphs can be used to show multiple sets of data.

**PRACTICING THE SKILL**

**DIRECTIONS:** In Chapter 29, you read about the changes in income for Americans. The following is a bar graph of the change of the share in collective income for American households from 1980–1992. Each bar represents a “quintile,” which is 20% of the population. The numbers that accompany the bars show the change in each group’s share of the total amount of income. Study the graph carefully and then answer the questions that follow.

1. How would you describe the change in share of income for the lowest, second, third, and fourth quintiles?

2. Which group’s share decreased the most?

3. Whose share increased the most between 1980 and 1992?

4. How did the highest quintile fare between 1980 and 1992?

**APPLYING THE SKILL**

**DIRECTIONS:** Use the graph above to answer the following questions on a separate sheet of paper.

1. Why did Reagan favor monetarism and supply-side economics?

2. How did Reagan’s economic policies affect American earners, according to the graph?

3. According to your text, by 1983 the economy began to recover, and by 1989, twenty million new jobs were created. How does this information fit with the graph?
The Effort to Stop Drunk Driving

In 1980, Candy Lightner founded Mothers against Drunk Driving (MADD) following the death of her 13-year-old daughter Cari, in Fair Oaks California. Since then, MADD has grown to approximately 400 offices and 2 million members and supporters nationwide. The organization has also been instrumental in the passage of thousands of life-saving laws, changing society’s behavior and raising awareness about the dangers of drunk driving. Below is one example of how MADD has raised awareness.

If 17,000 people died tomorrow, would you notice?

Of course you would. There would be 24-hour news coverage. Dramatic headlines. And a devastating effect on our country forever. But last year, drinking and driving did kill about 17,000 people. It injured half a million more. But because it happened over a year rather than in a single day, most of us hardly noticed. It’s a growing problem, with a simple answer. If you drink, find a safe way home. And help remove the marks that drunk driving leaves on our country.

Directions: On a separate sheet of paper, answer the following questions based on the public service announcement above.

1. **Evaluating Information** What does this announcement aim to illustrate?
2. **Evaluating Information** How well do you think this announcement gets it point across?

(continued)
FOR THE TEACHER

Teaching Strategies for Different Learning Styles

The following activities are the ways the basic lesson can be modified to accommodate students’ different learning styles:

**English Learners (EL)** Explain that MADD stands for Mothers Against Drunk Driving. MADD is an *acronym*, which is a word formed from the first letter of each word in a compound term. Be sure that students understand the term *drunk driving*.

**Advanced Learners (AL)** Have students study the public service announcement. Ask them to make their own public service announcements, either individually or in groups. Emphasize that these announcements should be able to make their point with a picture and a few sentences.

**Below Grade Level (BL)** Have students work in groups to answer the questions.

**On Grade Level (OL)** Have students analyze the public service announcement and work independently to answer the questions in complete sentences or a paragraph.
Resurgence of Conservatism, 1980–1992

A. PRE-READING ACTIVITY

Previewing the Material

Directions: Before reading the selection from page 976 of your text, answer these questions.

1. What do you know about Ronald Reagan’s presidency? Do you think he was a successful or unsuccessful president? Why?

2. At the end of his presidency, Reagan believed that patriotism and national pride grew during his time in office. Would you describe Americans today as patriotic and proud? Why or why not?

B. PRE-READING ACTIVITY

Vocabulary Review

Directions: Reviewing the words and expressions below will help you understand the reading.

counter (n.): a flat surface where business is transacted
entrepreneur (n.): one who organizes, manages, and assumes the risks of a business or enterprise
factory (n.): a place where goods are manufactured
faith (n.): belief in something, especially with strong conviction
handful (n.): a small quantity or number
heroic (adj.): exhibiting or marked by courage and daring
national (adj.): of or relating to a nation
opportunity (n.): a good chance for advancement or progress
patriotism (n.): love for or devotion to one’s country
produce (v.): to bear, make, or yield something
sustain (v.): to buoy up; to give support or relief to
value (n.): a principle or belief
## C. LANGUAGE USAGE ACTIVITY

### Endings in –s

**Language Study Note: Reviewing –s Endings**

English endings in –s have two grammatical functions:
- To show plural nouns (house/houses, car/cars, boy/boys)
- To show third person singular present verbs (Dad/he helps, Mom/she calls, it sends)

Here are some rules for using the –s ending:

**The One S Rule** says there may be an –s on the subject OR the verb, but never on both.

**Incorrect:** In the 1980s, entertains begains to organize benefit concerts.

**Correct:** In the 1980s, entertainers begin to organize benefit concerts.

Do not put an –s on a verb following a compound subject joined by and.

**Incorrect:** The president and vice president meets every day.

**Correct:** The president and vice president meet every day.

Do not put an –s on an adjective. Adjectives are not singular and plural.

**Incorrect:** Do socials programs cost taxpayers too much?

**Correct:** Do social programs cost taxpayers too much?

Do not put an –s on a noncount noun. (weather, health, peace)

**Incorrect:** The president receives advices from his advisors.

**Correct:** The president receives advice from his advisors.

Put an –s on nouns after plural determiners. (all, two, these, many, both, several, a few)

**Incorrect:** The huge size of the AIDS quilt impressed its many visitor.

**Correct:** The huge size of the AIDS quilt impressed its many visitors.

Do not put an –s on nouns that have an irregular plural. (person/people, child/children)

**Incorrect:** Both childrens have visited the Vietnam War Memorial.

**Correct:** Both children have visited the Vietnam War Memorial.

### Directions:

Fill in the blank with the correct form of the verb or noun. Pay attention to –s ending rules and spelling.

1. As the shuttle nears the end of its service life, both NASA and several independent companies have begun work on ________________ capable of reaching orbit.
   - A. vehicle
   - B. vehicles

2. Liberals are ________________ of free speech and privacy, and opposed to the government supporting or endorsing religious beliefs, no matter how indirectly.
   - A. strong supporter
   - B. strong supporters

3. Conservatives distrust the power of ________________.
   - A. government
   - B. governments

   - A. mets
   - B. met

5. During the 1980s, young ________________ entering the workforce often placed an emphasis on acquiring goods and getting ahead in their jobs.
   - A. peoples
   - B. people
**Content Vocabulary Activity 29**

**Resurgence of Conservatism, 1980–1992**

**DIRECTIONS:** Unscramble the terms in the left column. Choose the term that best fits each description in the right column. Write the letter of the correct term in the space provided. Then answer the questions that follow.

1. the amount by which expenses exceed income
2. young, college-educated adult who has a well-paying job and lives and works in or near a city
3. one who wants an active federal government in the economy, but not one that governs social behavior
4. an evangelist who conducts television programs
5. federal tax paid by businesses when they sell stocks or real estate
6. one who believes in limited government power
7. reducing a company in size by laying off workers and managers to become more efficient
8. the selling of large quantities of goods at very low prices
9. economic theory that lower taxes will boost the economy as money is invested
10. a group of people organizing at the local level away from political or cultural centers

A. swoindigzn
B. staivernovec
C. gubted fitdice
D. starsroogs teemmvon
E. slantligeeveet
F. pyepiu
G. bleari
H. pupsly-esdi oncescoim
I. nduocis getnirali
J. plaitac snagi atx

11. Explain Mikhail Gorbachev’s policies of *perestroika* and *glasnost*.

12. Discuss the term “mutual assured destruction” and Reagan’s views of its use during the Cold War.
Resurgence of Conservatism, 1980–1992

Key Words

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**A. WORD MEANING ACTIVITY**

**Vocabulary in Context**

**Directions:** Using the context clues, choose the best definition for each underlined word.

1. By 1980 the population of the Sunbelt had surpassed the Northeast, which gave the **conservative** regions of the country more electoral votes.
   - A. remote
   - B. average
   - C. traditional

2. To many religious Americans, the contempt some university students in the 1960s showed for authority seemed to **indicate** a general breakdown in American values and morality.
   - A. demand
   - B. suggest
   - C. figure

3. Many Americans were tired of upheaval and wanted **stability** and a return to what they remembered as a better time.
   - A. change
   - B. diversity
   - C. permanence

4. Perhaps the most **visible** example of the Reagan Doctrine was in Afghanistan.
   - A. natural
   - B. wonderful
   - C. obvious

5. General Colin Powell wanted to “take the **initiative** out of the enemy’s hands” by attacking Iraq with ground troops as well as air strikes.
   - A. advantage
   - B. drawback
   - C. position

(continued)
TEST YOUR KNOWLEDGE

Directions: Label the word pairs as antonyms (A) or synonyms (S). Antonyms are words with opposite meanings; synonyms are words with similar meanings.

1. ___ indicate – hint
2. ___ stability – steadiness
3. ___ confirmation – denial
4. ___ visible – hidden
5. ___ via – through
6. ___ orientation – direction
7. ___ initiative – obstacle
8. ___ retain – keep
9. ___ pass – fail
10. ___ conservative – nontraditional
11. ___ liberal – broadminded
12. ___ economic – financial
Analyzing Secondary Sources

LEARNING THE SKILL
To analyze news media in print and electronic forms as secondary sources, first consider the source of the story. Does the reporter cite sources? Are the sources reliable? Is the news reported from the scene of events or secondhand? Also look for evidence of unbiased reporting. Does the reporter present both sides of the issue?

PRACTICING THE SKILL
DIRECTIONS: The excerpt below is from a June 4, 1989, New York Times article, “Crackdown In Beijing: Troops Attack and Crush Beijing Protest.” Read the excerpt, and then answer the questions that follow on a separate sheet of paper.

The official news programs this morning reported that the People’s Liberation Army had crushed a “counter-revolutionary rebellion” in the capital. They said that more than 1,000 police and troops had been injured and some killed, and that civilians had been killed, but did not give details. . . .

The announcement by the Beijing news program suggested that Prime Minister Li Peng, who is backed by hard-liners in the Communist Party, was still on top in his power struggle for control of the Chinese leadership. The violent suppression of the student movement also suggested that for now, the hard-liners are firmly in control, and that those who favor conciliation, like party leader Zhao Ziyang, at least temporarily have little influence on policy. . . .

It was also impossible to determine how many civilians had been killed or injured. Beijing Fuxing Hospital, 3.3 miles to the west of Tiananmen Square, reported more than 38 deaths and more than 100 wounded, and said that many more bodies had yet to be taken to its morgue. A doctor at the Beijing Union Medical College Hospital, two miles northeast of the square, reported 17 deaths. Beijing Tongren Hospital, one mile southeast of the square, reported 13 deaths and more than 100 critically wounded.

“As doctors, we often see deaths,” said a doctor at the Tongren Hospital. “But we’ve never seen such a tragedy like this. Every room in the hospital is covered with blood. We are terribly short of blood, but citizens are lining up outside to give blood.”

Four other hospitals also reported receiving bodies, but refused to say how many.

In addition, this reporter saw five people killed by gunfire and many more wounded on the east side of the square. Witnesses described at least six more people who had been run over by armored personnel carriers, and about 25 more who had been shot to death in the area. . . .

1. What events is this reporter describing?
2. What sources does the reporter cite? List them.
3. Do you see any evidence of bias in this report? Give examples.

APPLYING THE SKILL
DIRECTIONS: Identify an issue of interest currently in the news. Find a news article in your local newspaper that addresses your topic. Then watch television news coverage of your topic and take notes. What similarities and differences do you see between these mediums and their coverage? How many sources are cited in each medium? In which source do you see the most bias? Give specific examples to support your answers.
LEARNING THE SKILL

A person’s point of view is the way he or she interprets topics or events. A number of factors affect a person’s point of view, including age, gender, economic status, ethnic background or nationality, and religion. The ability to detect bias in a point of view will help you determine the objectivity of an argument or the accuracy of a description.

Use the following guidelines to help you detect bias:
- Read the material and identify the general subject.
- Identify the tone or attitude the author takes toward the subject.
- Identify any aspects of the topic that the author has emphasized or excluded.
- Identify any words or phrases suggesting a personal opinion.

PRACTICING THE SKILL


Many people have credited Ronald Reagan and his hard-line stance for ending the Cold War. In fact, relations between the Soviet Union and the United States did improve during Reagan’s second term in office, and the Soviet Union did collapse shortly after the end of Reagan’s presidency and during the term of the next Republican president, George H. W. Bush. Here is part of what George F. Kennan wrote on the subject:

The suggestion that any Administration had the power to influence decisively the course of a tremendous domestic political upheaval in another great country on another side of the globe is simply childish. No great country has that sort of influence on the internal developments of another one. …

The more America’s political leaders were seen in Moscow as committed to an ultimately military rather than political resolution of Soviet-American tension, the greater was the tendency in Moscow to tighten the controls by both party and police, and the greater the braking effect on all liberalizing tendencies in the regime. Thus the general effect of the cold war extremism was to delay rather than to hasten the great change that over took the Soviet Union at the end of the 1980s. …

Nobody—no country, no party, no person—“won” the cold war.

1. What is the general subject of the excerpt?
2. What is the title of the document from which this excerpt was taken? What does the title tell you about George F. Kennan’s views on how or why the Cold War ended?
3. What words or phrases in the excerpt indicate Kennan’s point of view?
4. Based on the excerpt, do you agree or disagree with Kennan’s point of view? Explain your reasoning.
The Fall of Communism

The fall of communism was a series of events that took place in many different countries within a relatively short period of time.

**DIRECTIONS:** Use the time line information to describe how revolution and the fall of communism took place in the countries listed below.

**Hungary:**

- **June 1987**: Ronald Reagan gives a speech at the Berlin Wall and issues a challenge, "Mr. Gorbachev, . . . tear down this wall."
- **May 1989**: Hungarian soldiers pull down the fence on their border with Austria; East German immigrants flood into the country and escape over the border into Austria.
- **June 1989**: Poland holds free elections. The Solidarity Party wins 99 out of 100 Senate seats.

**Poland:**

- **June 1987**: Ronald Reagan gives a speech at the Berlin Wall and issues a challenge, "Mr. Gorbachev, . . . tear down this wall."
- **December 1987**: Reagan and Gorbachev sign the INF Treaty, which calls for the destruction of some nuclear weapons.
- **November 1989**: The Berlin Wall between East and West Germany comes down. Thousands are reunited with friends and family members.

**Czechoslovakia:**

- **January 1989**: The Hungarian Parliament votes for the establishment of multiple political parties and sets a date for multiparty elections.
- **December 1989**: Parliament votes for the establishment of multiple political parties and sets a date for multiparty elections.

**Romania:**

- **December 1989**: Protestors overthrow the Romanian government; President Ceausescu and his wife are tried and executed within days.

**Germany:**

- **December 1989**: Protestors overthrow the Romanian government; President Ceausescu and his wife are tried and executed within days.

**Russia:**

- **January 1989**: The Hungarian Parliament votes for the establishment of multiple political parties and sets a date for multiparty elections.
- **December 1990**: Russia holds free elections.
- **December 1989**: Communist hard-liners institute a coup in Russia and hold President Gorbachev under house arrest; Boris Yeltsin organizes thousands to resist the coup in Moscow; the Soviet Union collapses.
- **1991**: Communist hard-liners institute a coup in Russia and hold President Gorbachev under house arrest; Boris Yeltsin organizes thousands to resist the coup in Moscow; the Soviet Union collapses.

The year 1989 is known as “The Year of Victory” because of the number of Communist governments that fell during that year. List the countries that rejected communism in 1989.
**Video Games**

**THEN**

*Pong* was the hit of the arcade in 1972. With thick vertical lines as paddles, players battled a little white light-ball across the center dividing line that served as a net. With a deft flick of the knob, a player could add “spin” to change the ball’s flight path.

*Video games* are played using an electronic device and a display screen. A tiny computer called a *microprocessor* controls the games. A set of instructions contained in a *program* tells the computer what to do. *Video games are interactive*—the course of the game depends on the players’ actions.

*Pong*, introduced by the American company Atari, became the first successful commercial video game. It got its name from one of its only special effects—the sound of the ball hitting the paddle. Its instructions were quite simple: “Avoid missing the ball for a high score.”

In 1972 Magnavox introduced Odyssey, the first home video-game machine. Players plugged the machine into the TV and inserted game cartridges.

Atari released its home system in 1977. With Atari’s famous *Space Invaders* game, players shot down rows of aliens as they marched relentlessly and ever faster down the screen.

The video game industry grew rapidly through the early 1980s, aided by the popularity of games such as *PacMan* and *Donkey Kong*. With superior graphics and animations, Japanese Nintendo and Sega systems soon dominated the home market.

**NOW**

Rapid advances in technology have allowed programmers to create ever more complex games. Today’s games are truly multimedia—full of color, sound, visual effects, and realistic movement. Some even use human actors. Popular games are designed around themes of adventure, horror, sports, war, space, and mystery.

Video games can develop a number of skills. Some use game elements to teach children to read, write, and solve problems. Games such as *Tetris* and *Frogger* develop hand-eye coordination. As play continues, these games speed up or become more complex to increase the challenge. More sophisticated games such as *Myst* add an element of judgment, presenting players with puzzles to solve to progress in the game. Strategy games add another layer of sophistication. Players must make complicated decisions that influence the long-range course of the game.

Home games can be played on game units attached to a TV, on handheld devices, or on a computer. Game programs are supplied as cartridges or CD-ROMs. Players interact with the game using devices such as joysticks, trackballs, steering wheels, and light guns. The three-dimensional effects of virtual reality games can give players the feeling of being physically inside the game’s world. Video game players can play each other on the same terminal or against other players anywhere in the world by Internet.

**CRITICAL THINKING**

**Directions:** Answer the questions below on a separate sheet of paper.

1. **Analyzing Information** What elements do you think make great video games?
2. **Making Inferences** What objections do you think people have about video games?
3. **Identifying the Main Idea** In what ways can video games benefit players?
The Reagan Era Begins

About the Selection

The excerpt below is from President Reagan’s first inaugural speech (1981). In it he stresses three major themes of Reagan politics: economic growth, keeping the government out of business and people’s lives, and the importance of individual achievement.

We suffer from the longest and one of the worst sustained inflations in our national history. It distorts our economic decisions, penalizes thrift and crushes the struggling young and the fixed-income elderly alike. It threatens to shatter the lives of millions of people.

Idle industries have cast workers into unemployment, human misery and personal indignity.

Those who do work are denied a fair return for their labor by a tax system which penalizes successful achievement and keeps us from maintaining full productivity.

But great as our tax burden is, it has not kept pace with public spending. For decades we have piled deficit upon deficit, mortgaging our future and our children’s future for the temporary convenience of the present.

To continue this long trend is to guarantee tremendous social, cultural, political and economic upheavals. . . .

In this present crisis, government is not the solution to our problem, government is the problem.

From time to time we’ve been tempted to believe that society has become too complex to be managed by self-rule, that government by an elite group is superior to government for, by, and of the people.

But if no one among us is capable of governing himself, then who among us has the capacity to govern someone else? . . .

We are a nation that has a government—not the other way around. And this makes us special among the nations of the earth.

Our Government has no power except that granted it by the people. It is time to check and reverse the growth of government which shows signs of having grown beyond the consent of the governed.

It is my intention to curb the size and influence of the Federal establishment and to demand recognition of the distinction between the powers granted to the Federal Government and those reserved to the states or to the people.
All of us—all of us need to be reminded that the Federal Government did not create the states; the states created the Federal Government.

Now, so there will be no misunderstanding, it’s not my intention to do away with government.

It is rather to make it work—work with us, not over us; to stand by our side, not ride on our back. . . .

If we look at the answer as to why for so many years we achieved so much . . . it was because here in this land we unleashed the energy and individual genius of man. . . .

Freedom and the dignity of the individual have been more available and assured here than in any other place on earth. . . .

It is no coincidence that our present troubles parallel and are proportionate to the intervention and intrusion in our lives that result from unnecessary and excessive growth of Government. . . .


**READER RESPONSE**

**Directions:** Answer the following questions on the lines below.

1. According to President Reagan, what is the current tax system doing?

2. What effects is inflation having on the country?

3. What is President Reagan’s intention concerning government?

4. **Critical Thinking** Do you agree or disagree with Reagan’s assessment? Explain your answer.
We swooped in low and dropped down into a lush valley dotted with condos as far as the eye could see. I had a café crème and a pain au chocolat at the airport snack bar, and watched as the suntans and tennis rackets come and go. Eventually I sauntered over to an exceedingly hip clerk and asked when he thought my bags would be in. “No problem,” he reassured me. “On the next plane from Denver. Or maybe the one after. They always come through eventually.” No hurry. No problem.

Donning my cool, I hopped into a Mellow Yellow taxi and headed for the village of Aspen, which nestles in a valley cupped between mountains as lushly green as Astroturf. Between the simulated redwood and cedar condos are sprinkled quaint Victorian houses. . . . They and their quarter-acre plots sell for upward of $400,000 each. Only a commodity trader or cocaine dealer could afford them. Happily Aspen has many such entrepreneurs. . . . From the marbled Jacuzzis they watch the last rays of the sun bathe Aspen Mountain in a golden Krugerrand glow and ponder the justice of a system that has brought them such rewards. . . .

Keeping in shape is a tyranny from which there is no respite. But for the golden young people of Aspen it is an affirmation of life. It is also the passport into it, for fatties are not permitted. And a good life it is: congenial folks, amusing restaurants, a constant inflow of new bodies, and hardly a rumble of...
the troubles that preoccupy the outside world. The very rich fly in and out on their Lear jets to check up on their property and test the slopes or the tennis courts. The locals house-sit for them and provide services that the rich require. This allows the youngish locals to stay on in their Shangri-La. Few of them can afford to live in Aspen itself.

They come for the scenery . . . for the hassle free existence . . . for the days that are interchangeable in their bucolic ordinariness, and the nights that offer hope of instant adventure or psychic transformation . . . for the experience of living . . . just a little bit outside of time. . . . The place lends itself to dreams. Not so long ago it was a scruffy mining town that time and venture capitalists had forgotten.

. . . Sic transit. But that isn’t the lesson of Aspen either. All dreams speed too fast, all Xanadus become cracked boards and dust. So why not dance a little faster under the strobe light at the Paragon Café—the one in front of the video camera that captures your image and projects it on a screen above you, so that you can see yourself on MTV? To be the observer of oneself—what could be more tantalizing or forbiddingly satisfying? Who can even bother to notice one’s partner at such an epiphanic moment? Come back tomorrow night for more.


READER RESPONSE

Directions: Answer the following questions on the lines below.

1. According to Steel, what is an affirmation of life for the young of Aspen?

2. What is the atmosphere of life that attracts people to Aspen?

3. How does Steel make the point that people in Aspen are very involved with themselves?

4. Critical Thinking Why can the locals not afford to live in their own town?
The naturalistic tradition of American art refers to a style of sculpture and architecture in which a sensitivity to nature is one of the artist’s primary goals. It is a style that has been popular in the past—and a style that remains popular today. One of the best examples of American sculptural architecture done in the naturalistic style, dating to the 1980s, is the Vietnam War Memorial, which is located at the western end of the Mall in Washington, D.C. Its designer is a woman named Maya Lin.

As an undergraduate student in architecture at Yale University in Connecticut, Lin created the original design for the great war memorial. Hers was chosen out of several outstanding entries as the design of choice by a number of government committees and agencies overseeing the Vietnam War Memorial project.

Maya Lin’s design for the memorial called for two walls of polished black granite that met in a “V” shape. Each of the walls was to be 246 feet (75 meters) long—long enough to have inscribed on them each of the 57,692 names of Americans who were killed in Vietnam between 1959 and 1973.

Today, Lin’s design for the now-famous memorial draws hundreds of thousands of visitors each year to its simple black walls. For all of its current popularity, however, Lin’s original design met with a great deal of criticism and outrage. Although her design was selected from many presented, and eventually was approved, many critics, led mostly by Vietnam veterans themselves, had a different idea about the type of memorial they wished to have erected. Some thought the architect’s design was too plain and abstract to convey the wealth of emotions carried by the families of deceased loved ones or of the veterans who ultimately made it back home after the war’s end. They wished instead for a memorial similar in subject, scope, and size...
to the statue of the United States Marines raising the American flag on Iwo Jima, the memorial commemorating veterans and heroes of World War II.

In the end, a compromise was reached. Maya Lin’s memorial design was amended with the addition of a bronze sculpture depicting three American soldiers who are weighed down with heavy armaments. The sculpture was designed by Frederick Hart and was placed in a shady grove of trees to one side of Lin’s two inscribed walls.

But it is Lin’s memorial which continues to attract people to its dark walls filled with names. It is an eloquent, quiet, reverent place. It is a place where devoted family members and friends place small remembrances beneath a loved-one’s name, and where tourists go to look and to remember.

In 1988, Lin was asked to design a civil rights memorial for Montgomery, Alabama. Lin was inspired for her design by Dr. Martin Luther King, Jr.’s “I Have a Dream” speech. The memorial consists of a curved granite wall inscribed with King’s words and a granite disk inscribed with the names of forty people who died for their belief in the civil rights movement. Water flows gently over all of the polished granite.

While Lin has also designed buildings, her most famous work continues to be installation art and memorials, including works in North Carolina, Ohio, and Connecticut.

1. How was Lin’s design for the Vietnam War Memorial selected?

2. What does the Vietnam War Memorial look like?

3. What was done to please the critics of Lin’s design?

Critical Thinking

4. Predicting In your opinion, what makes the Vietnam War Memorial such a powerful piece of sculptural architecture?

5. Analyzing Information In what ways does the memorial reflect the naturalistic style of art?
PIERCING THE REAGAN DOCTRINE

President Reagan’s firm anti-Communist stance led him to support movements within foreign countries to prop up or install governments sympathetic to America, but not necessarily in touch with their citizens. Similar attempts by other U.S. administrations often had not worked well in the past. However, the practice of direct or covert support was especially popular among those who criticized containment as an anti-Communist policy.

Directions: Study the cartoon below, looking especially for references to past attempts to control or create foreign governments. Then answer the questions that follow. Use a separate sheet of paper if necessary.
ANALYZING THE CARTOON ACTIVITY 29 (continued)

1. Who is Westmoreland? What provides graphic clues to his identity?

2. Who are the Sandinistas?

3. Who is the man on the horse? How would you describe his expression? What is this expression supposed to tell us?

4. What words in the cartoon refer to the American involvement in Vietnam?

CRITICAL THINKING

5. Analyzing Information Pat Oliphant, the cartoonist, always put one or more talking birds in the bottom of his cartoons. What is their function?

6. Making Inferences Look at the figure to Westmoreland’s left. What is he? What can you infer about Oliphant’s point of view towards him from how he is drawn?

7. Drawing Conclusions What historical reference does President Reagan make when responding to Westmoreland? What evidence makes you come to your conclusion? Why does Oliphant make this reference?

8. Identifying the Main Idea Create a title for this cartoon that expresses the main idea to which it relates.
Resurgence of Conservatism, 1980–1992

Conservative ideas gradually took hold in the 1980s as many people wanted less government involvement in the economy and a return to traditional values. The presidency of Ronald Reagan brought a new conservative attitude to government.

DIRECTIONS: Define or describe the following terms involved in the new conservatism and the changing world of the 1980s and early 1990s.

1. *Glasnost:* ____________________________

2. *Reaganomics:* ____________________________

3. *Moral Majority:* ____________________________

4. *Strict judicial constructionism:* ____________________________

5. *Reagan doctrine:* ____________________________

6. *Strategic Defense Initiative:* ____________________________

7. *Operation Desert Storm:* ____________________________

8. *Downsizing:* ____________________________

9. *Yuppies:* ____________________________

10. **Critical Thinking** After reviewing the distinctions between liberalism and conservatism, formulate your own position concerning the government’s role in economic, social, judicial, and environmental issues. (Remember, it is possible to hold conservative views on some issues and liberal views on others.)

   __________________________________________

   __________________________________________

   __________________________________________
When Iraq invaded Kuwait in August 1990, the United States led the world’s demands that Iraqi forces withdraw. As the confrontation continued, Iraq’s president Saddam Hussein and President Bush each took every opportunity to present their nation’s version of events. As might be expected, the two leaders had major differences in the ways they viewed the dispute.

**DIRECTIONS:** Use library or Internet resources to research speeches given by both leaders about the invasion of Kuwait by Iraq. From the information that you research, complete the chart below. Summarize the points of view of each leader.

**Points of View**

<table>
<thead>
<tr>
<th></th>
<th>George H. W. Bush</th>
<th>Saddam Hussein</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose of Iraq’s invasion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reasons for the conflict</td>
<td></td>
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<td>Goals of the United States</td>
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<tr>
<td>Actions of the United States</td>
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<td>before Desert Storm</td>
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<tr>
<td>Actions of the United States</td>
<td></td>
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<tr>
<td>during Desert Storm</td>
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</tbody>
</table>

**GO A STEP FURTHER**

Point of view is how a person views a situation. Find examples in the media of various points of view related to the war on terrorism. Write a summary of the various points of view.
Chapter 29
Section Resources

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Guided Reading Activity 29-1

DIRECTIONS: Identifying Supporting Details Read each main idea. Use your textbook to supply the details that support or explain each main idea.

Main Idea: Conservatives and liberals disagreed on the role of government.

1. Detail: In general, liberals believe that the government should regulate _______________ to protect people from the power of large corporations and wealthy elites.
2. Detail: Liberals are suspicious of any attempt by the government to regulate _______________.
3. Detail: Conservatives generally oppose _______________ and government programs that transfer wealth.
4. Detail: Conservatives believe that taxes and government programs reduce the amount of _______________ in society.

Main Idea: Geographical regions tend to support either liberal or conservative ideas.

5. Detail: Conservative ideas revived during the Cold War because some Americans believed that liberal economic ideas were leading the United States toward _______________.
6. Detail: In 1955 _______________ founded a new magazine that helped to revive conservative ideas in the United States.
7. Detail: Two regions of the country, the _______________ and _______________, were more conservative than others during the 1950s and 1960s.
8. Detail: Although Barry Goldwater lost the presidential election of 1964, his candidacy showed Republicans that the best way to attract _______________ was to support conservative policies.
9. Detail: As riots erupted and drug use and crime soared during the 1960s and 1970s, many Americans moved to the _______________.
10. Detail: Many Americans of deep religious faith were shocked by and concerned about the Supreme Court decision in _______________.
11. Detail: Evangelical ministers used _______________ to reach a large nationwide audience.
DIRECTIONS: Using Headings and Subheadings Locate each heading below in your textbook. Then use the information under the correct subheading to help you write each answer.

I. The Road to the White House
   A. What people did Reagan’s 1980 campaign for the presidency appeal to? ___________
   B. What did Reagan promise to do if he were elected president? ________________

II. Domestic Policies
   A. How did Reagan propose to keep the deficit under control? ________________
   B. When did economic expansion begin to take place, and what were the results? ____

III. Reagan Oversees a Military Buildup
   A. What did Reagan believe would happen to the Soviet Union if the United States continued to build up its military resources? ________________
   B. How did Reagan’s defense spending affect the annual budget deficit? __________
   C. What was the Reagan Doctrine? ________________________________
   D. What was the Iran-Contra scandal? ________________________________
   E. What was nuclear deterrence, or “mutual assured destruction”? ________________
   F. What was the Strategic Defense Initiative? ________________________________
   G. What was the first treaty to call for the destruction of nuclear weapons? __________
DIRECTIONS: Filling in the Blanks In the space provided, write the word or words that best complete the sentence. Refer to your textbook to fill in the blanks.

1. The rapid economic growth and emphasis on accumulating wealth in the 1980s was partly caused by the _____________.
2. By the mid-1990s, the top 5 percent of Americans earned well over ____________ percent of the nation’s income.
3. ____________, or the practice of selling large quantities of goods at low prices, had a major impact on the economy in the 1980s.
4. Entrepreneurs helped to change broadcasting by spreading ____________ and specialty channels across the country.
5. In 1981 music and technology merged, and ____________ went on the air.
6. Rap, the new sound of the ‘80s, offered rhythmic lyrics that often focused on the ____________ experience in the inner city.
7. Early video games grew out of ____________.
8. ____________ became the new spot for young people to meet.
10. In 1980 ____________ was founded to look for effective solutions to underage drinking problems and drunk driving.
11. In 1981 researchers identified a disease which caused seemingly healthy young men to become sick and die. They named it ____________ , or AIDS.
12. The ____________ marked the beginning of the gay activist movement.
14. ____________ organized Farm Aid to help American farmers.
15. ____________ became an influential interest group in the 1980s because they tended to vote in large numbers.
DIRECTIONS: Outlining Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

I. The Soviet Union Collapses
   A. When Ronald Reagan left office in 1988, Americans wanted a continuation of his domestic policies—______________ and ______________.
   B. George Bush easily defeated ______________, who was portrayed as too liberal and ______________.
   C. To save his country’s economy, Soviet leader Gorbachev instituted ______________ or “restructuring” and allowed some ______________.
   D. He also instituted ______________ or “openness,” which allowed more freedom of ______________, allowing people to discuss politics openly.

II. A “New World Order”
   A. In May 1989, the Chinese government crushed a student protest in ______________, causing the United States and several European countries to halt arm sales and reduce their ______________ with China, and the World Bank to ______________.
   B. In August 1990, Iraq’s dictator ______________ sent his army to invade oil-rich ______________, ultimately causing the coalition forces of the UN to launch Operation Desert Storm.

III. Domestic Challenges
   A. President Bush had inherited a ______________ and a ______________, and the same year the Persian Gulf crisis began, the economy plunged into a ______________.
   B. Shortly after taking office, Bush’s decision to improve the economy with a ______________ turned many voters against him.
   C. The Democrats nominated ______________, while an independent candidate, ______________, presented another strong challenge.
   D. Bill Clinton was the first person from the ______________ to enter the White House.
Chapter 30 Resources
A Time of Change, 1980–2000

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Predicting

**LEARNING THE SKILL**

An important part of reading is predicting what is likely to happen. Making accurate predictions depends both on gathering reliable facts and understanding why people and nations behave as they do.

Use the following guidelines to help you make predictions:

- Define the situation. What people or groups are involved? What alternatives exist?
- Determine the background of the situation. What factors caused the present situation?
- Determine what has happened in other situations in the past.
- Make a prediction, incorporating your knowledge and observations of similar situations.

**PRACTICING THE SKILL**

**DIRECTIONS:** Read the following paragraph about regional trade agreements from your text. Then answer the questions that follow on a separate sheet of paper.

One way to increase international trade was to create regional trade pacts. In 1994 President Clinton convinced the Senate to ratify the North American Free Trade Agreement (NAFTA). This agreement joined Canada, the United States, and Mexico in a free-trade zone. With NAFTA in operation, exports of American goods to both Canada and Mexico rose dramatically. From 1993 to 2000, it is estimated that combined exports to those two countries rose from $142 to $290 billion, an increase of 104 percent.

1. Why would a free trade agreement such as NAFTA help the economy of the United States?
2. What situations in the past provide examples of U.S. government policy having an impact on international trade?

**APPLYING THE SKILL**

**DIRECTIONS:** Use what you have learned about predicting to explore the information in this chapter. Choose a partner to do this activity. Each of you should go through the chapter and find words or passages that are interesting to you. Write down a prediction about the events on a separate sheet of paper. Then exchange sheets of paper with your partner. Discuss whether each of you has a better understanding of the unclear passages now that you have more information.
Sequencing Events

LEARNING THE SKILL

The events you read about in your textbook do not take place simply by themselves. They are usually related to or the direct result of other, earlier events. Understanding the causes and effects of events will help you to piece together the order in which events happened, or the sequence of events. Doing this will give you a better understanding of the significance of historical events.

PRACTICING THE SKILL

DIRECTIONS: Read the following excerpt from Chapter 30 about the origins of U.S. involvement in Bosnia and Kosovo after the breakup of Yugoslavia. On a separate sheet of paper, use your knowledge from the chapter to answer the questions that follow.

The United States also was concerned about mounting tensions in southeastern Europe. During the Cold War, Yugoslavia had been a single federated nation made up of many different ethnic groups under a strong Communist government. In 1991, after the collapse of communism, Yugoslavia split apart.

In Bosnia, one of the former Yugoslav republics, a vicious three-way civil war erupted between Orthodox Christian Serbs, Catholic Croats, and Bosnian Muslims. Despite international pressure, the fighting continued until 1995. The Serbs began what they called ethnic cleansing—the brutal expulsion of an ethnic group from a geographic area so that only Serbs can live there. In some cases, Serbian troops slaughtered the Muslims instead of moving them.

1. What events led to the breakup of Yugoslavia?
2. What happened after the breakup?

APPLYING THE SKILL

DIRECTIONS: In your textbook, read the information under the heading “Peacemaking in the Middle East” on page 1015. Identify the key events discussed in the passage. Using what you know about the history in the Middle East and the information in the passage, create a timeline, list, or flow chart that places the key events in the order in which they occurred.
Technological Development and Advances

One of the great technological and scientific breakthroughs since World War II has been an increased understanding of the genetic makeup of cells. This has helped lead to the creation of a new field of endeavor: biotechnology. Read this essay to learn more.

WHAT IS BIOTECHNOLOGY?

Type the words define biotechnology into a popular search engine, and it will probably display more than twenty definitions. Most will say that biotechnology uses biology, or the science of living things, to develop or produce new products and processes. Biotechnologists focus on solving problems like curing and preventing illnesses, increasing crop yields, and preserving food. Using supercomputers and powerful specialized software, scientists can map and track the building blocks of living structures.

Why, then, is biotechnology so controversial? After all, people have used living organisms throughout history to make new products. We have bred animals (thoroughbred horses and poodles), created new plants (ever eat a tangelo?), and used fermentation for many purposes. All of these activities fall within the definition of biotechnology.

The capabilities of biotechnology changed significantly in 1953. That year, Watson and Crick deciphered the structure of DNA, the part of living cells that carries genetic information. That discovery created the potential for a new kind of biotechnology, one that uses the genetic material of cells. One example is recombinant DNA technology, in which an entirely new substance is produced. Scientists take a copy of a piece of DNA containing one target gene or a specific group of genes and transfer it to, or recombine it with, another organism.

The controversy over biotechnology arises primarily over this idea of scientists “creating” new life. Should biotechnologists put the genetic material of one living thing into another? If so, what are the moral, social, and health implications? What do we have to fear, what do we have to protect, and what do we have to gain from such activity?

The real and possible gains are perhaps the easiest to understand. Recombinant DNA technology has already been used to engineer, or bioengineer, a range of pharmaceutical products and treatments. It has been applied to a variety of medical problems, from baldness to cancer. By engineering new drugs and treatments, biotechnologists have helped prolong the lives of AIDS patients and others who suffer from terrible diseases. DNA technology has helped law enforcement agencies identify criminals. It has freed innocent people from jail and even from wrongful capital punishment. New pest-resistant crops have been created that do not need chemical sprays.

Not everyone welcomes all of the changes brought about by biotechnology. For example, many people fear genetically modified foods. They are concerned not only about how these foods may affect humans, but also about how they might alter existing plants and animals. People view this use of technology as a fundamental and dangerous change in the basic nature of the living things we consume.

Directions: On a separate sheet of paper, answer the following questions about the essay.

1. Distinguishing Fact from Opinion Identify five facts stated in this essay.

2. Distinguishing Fact from Opinion List an opinion stated in this essay.
FOR THE TEACHER

Teaching Strategies for Different Learning Styles

The following activities are ways the basic lesson can be modified to accommodate students’ different learning styles:

English Learners (EL) Suggest that students read the essay paragraph by paragraph. After each paragraph, ask them to stop to record one question or main idea before they continue to the next paragraph. As needed, beginning learners may be paired with advanced learners for both reading and writing activities.

Advanced Learners (AL) Have students further research the issue of genetically modified food and report their findings to the class.

Below Grade Level (BL) Create a concept map with students and help them complete it. See example below.

On Grade Level (OL) Have students read the essay and work independently to answer the questions in complete sentences or list form.

What is it?

1. using living things to make new processes and products
2. using genetic information to make new processes and products

What are some of the processes?

- breeding
- fermenting
- creating
- purifying
- recombining
- cloning

What are some examples of products?

- new medicines
- cures for diseases
- pest-free crops
- genetically modified food
A Time of Change, 1980–2000

A. PRE-READING ACTIVITY
Previewing the Material
Directions: Before reading the Primary Source quote from President Bill Clinton on page 1011, answer the following questions.

1. Based on the words of President Clinton, what is his position on a balanced budget amendment?

________________________________________________________________________

2. Do you think that the United States should have a balanced budget amendment?

________________________________________________________________________

B. PRE-READING ACTIVITY
Vocabulary Review
Directions: Reviewing the words and expressions below will help you understand the reading.
balanced budget (n): the total sum of money a government collects in a year is equal to the amount it spends
amendment (n.): a change, as of a law or bill
deficit (n.): the amount by which money available falls short of money needed
expenditures (n.): a spending or using up of money
recession (n.): a temporary falling off of business activity
livelihood (n.): means of living or supporting life
peril (n.): exposure to harm or injury
C. READING COMPREHENSION ACTIVITY

Understanding Details

Directions: Circle the word or phrase that completes each sentence correctly according to the reading on page 1011.

1. Clinton states that the deficit (increases / decreases) whenever the economy weakens.

2. A balanced budget amendment would force the government to (raise / lower) taxes whenever the economy weakened.

3. Clinton believed a balanced budget amendment would (help / threaten) the livelihoods of millions of Americans.

4. According to Clinton, the federal deficit depends on Congressional decisions and (the amount of taxes paid / the state of the economy).

G. EDITING ACTIVITY

Reviewing Nouns, Verbs, and Adjectives

Directions: Read the paragraph carefully and use the context to correct the six errors in nouns, verbs, and adjectives. Remember to change the number for nouns or tense for verbs if needed.

Clinton believed that the key to economic growth was to lower interest rates. Low interest rates would enable businesses to borrow more money, to expand and creation more jobs. Low rates would also make it easily for consumers to borrow money for mortgages, car loans, and other items, which in turn would promote the economic. One way to bring interest rates down was to reduction the federal deficit. In trying to cut the deficit, however, Clinton faced a seriousness problem. About half of all government spending went to programs such as Social Security, Medicare, and veterans’ benefits, which were very hard to cut because so many Americans dependable on them.
A Time of Change, 1980–2000

Directions: Circle the term that best fits each description.

1. Lying when one has sworn an oath to tell the truth
   A. obstruction of justice   B. perjury   C. abuse of power

2. A computer processor containing both memory and computing functions on a single chip
   A. central processing unit   B. power supply   C. microprocessor

3. The basic currency shared by countries of the European Union
   A. euro   B. franc   C. pound

4. To work from home via computer
   A. home office   B. linking electronically   C. telecommute

5. Websites that function as a kind of public diary or notebook
   A. blogs   B. web browsers   C. search engines

6. An increase in average world temperatures over time
   A. ozone   B. global warming   C. CFCs

7. People who flee from a country to seek safety elsewhere
   A. refugees   B. dissidents   C. immigrants

8. A complete electronic circuit on a single chip of silicon
   A. integrated circuit   B. file share   C. hard drive

9. A pardon for political offenses against a government
   A. asylum   B. amnesty   C. acquittal

10. The expulsion of an ethnic group from a geographic area
    A. racial cleansing   B. public cleansing   C. ethnic cleansing

11. The idea that the world is becoming increasingly interconnected
    A. globalism   B. free trade   C. international cooperation

12. Process by which new U.S. citizens send for relatives to join them in the United States
    A. immigration acts   B. migration chains   C. civil rights reform
A Time of Change, 1980–2000

Key Words

allocate    device    participant
awareness   illegal     refinement
cited       modify     resident
communications

A. WORD MEANING ACTIVITY

Vocabulary in Context

Directions: Using the context clues, choose the best definition of each underlined word.

1. The rise of the global economy also increased awareness of global environmental issues.
   A. knowledge        B. indifference     C. support

2. The growing problem of illegal immigration also prompted changes in immigration law.
   A. popular          B. traditional      C. unlawful

3. In 1990, California, Texas, New York, Illinois, and Florida had the highest populations of foreign-born residents.
   A. workers          B. refugees        C. citizens

4. Supporters of the WTO cited benefits for American consumers, including cheaper prices, new markets, and copyright protection for the American entertainment industry.
   A. refuted          B. mentioned       C. overlooked

5. Macintosh computer users could manipulate on-screen graphic symbols with a hand-operated device called a mouse.
   A. tool             B. program         C. command

6. The Illegal Immigration Reform and Immigrant Responsibility Act of 1996 allocated more resources to stop illegal immigration.
   A. blocked          B. provided       C. deleted
TEST YOUR KNOWLEDGE

Directions: Use the context to choose the word or phrase that completes each sentence correctly.

1. After buying the rights to a Seattle programmer’s software, Bill Gates made some refinements and various other (improvements / purchases) to create MS-DOS.

2. Participants in the Dayton, Ohio, peace talks agreed to a plan, with (enemies / attendees) signing a treaty known as the Dayton Accords.

3. A modified version of President Clinton’s tax increase plan narrowly passed in Congress, but only after (changes / deals) were made.

4. The Internet is the physical network of computers connected together by phone lines, cable lines, and wireless communications, allowing users to send (messages / money) around the world.

5. As First Lady, Hillary Rodham Clinton was (typical of / different from) those before her, as evidenced by her unprecedented role as head of a task force on national health.

Directions: Choose the word or phrase that means the opposite of the word given.

6. modify (remain the same / change)

7. illegal (lawful / against the law)

8. awareness (ignorance of / knowledge of)

9. allocate (provide for / take away)

Directions: Use your knowledge of the underlined word to decide if each statement is true (T) or false (F).

10. ________________ A resident of a community is a person who is just visiting.

11. ________________ A device used to manipulate computer graphics is a tool.

12. ________________ Unprecedented events are those that have happened so many times no one notices them.

13. ________________ A participant in a meeting is someone who does not join in.

14. ________________ If a computer programmer makes a refinement to software, he or she improves it.

15. ________________ Effects of global warming cited by scientists are those that are mentioned or listed.
Reading a Cartogram

LEARNING THE SKILL

Cartograms are maps that distort boundaries to show a value—other than land area—for a particular region. Because the size of a country or region is based on a specific value such as population, cartograms are excellent tools for making comparisons. To read a cartogram, begin with the title and key. These elements tell you the value used to render the cartogram. Look at the sizes of the countries or regions featured. Then compare the cartogram with a conventional map so you can see the variations in size.

PRACTICING THE SKILL

DIRECTIONS: Analyze the thematic map and cartogram below. Then answer the questions that follow on a separate sheet of paper.

1. What is the subject of both visuals?
2. Compare the cartogram to the thematic map. Which regions are most distorted in size?
3. Provide a brief explanation for this distortion.
4. Which visual do you think is most representative of the data shown?

APPLYING THE SKILL

DIRECTIONS: Create a cartogram for a recent local, state, or national election. Select a basic unit of measure, and then determine the relative size of each area or region according to the number of votes received. For example, if one candidate received five times more votes in an area, that area should appear five times larger than your base unit of measure.
LEARNING THE SKILL

To be an effective reader, you must be able to tell the difference between fact and opinion. A fact is a statement that can be or has already been proven. An opinion is a person’s statement of what he or she believes, and cannot necessarily be proven. Authors will often use facts as a means to support an opinion, but they can also state the opinions of others without injecting their own opinions into their writing. Words such as believed, should and favored are clues that you’re reading an opinion.

PRACTICING THE SKILL

DIRECTIONS: Read the following paragraph from your text. Then write one sentence from the paragraph that is a fact. Write a second sentence that you recognize is an opinion.

In addition to the immigrants entering through legal channels, others arrived without official permission. The largest number of unauthorized immigrants came from Mexico, El Salvador, and Guatemala. The Reagan administration’s amnesty program in 1986 had been designed to eliminate the problem of undocumented aliens, but over the next 20 years the number of unauthorized immigrants tripled. American public opinion divided over whether unauthorized immigrants should be able to obtain driver’s licenses or send their children to public schools and receive other government services. Some believed that unauthorized immigrants should be deported. Others favored allowing them to apply for temporary work visas so the government could keep track of them, and permitting them to earn permanent residence if they learned English, paid back taxes, and had no criminal record.
The History of Personal Computers

The growth of the computer industry was one of the major advances of the 1990s. Countless inventors and events laid the foundation for the advancement of computer technology. The world’s first electronic digital computer, called ENIAC (Electronic Numerical Integrator and Computer), became operational in 1946. In 1959, Robert Noyce developed the first integrated circuit, or silicon chip. Other technology companies soon sprang up around Noyce’s company south of San Francisco, and this area became known as Silicon Valley. In 1968 Noyce and Gordon Moore formed a company named Intel, which combined integrated circuits on one chip, known as a microprocessor. The microprocessor was important because one chip could perform both memory and computing functions.

In 1976 Steve Jobs and Stephen Wozniak completed a computer they called Apple I, and founded the Apple Computer Company. In 1977 Apple produced the Apple II computer, which was the first affordable computer that was easy enough for people to use at home. Seven years later, Apple introduced the Macintosh. The Macintosh was popular because of its use of icons, or pictures, on the display, so that the user did not have to remember complicated codes.

Meanwhile, in 1980 IBM hired a new company called Microsoft to develop an operating system for its new computer. Microsoft sold IBM a system called MS-DOS, but kept the rights to the system. In 1981 IBM introduced its first PC, or personal computer.

Microsoft, meanwhile, continued to grow. In 1985 the company introduced the “Windows” operating system, which enabled PCs to use mouse-activated, on-screen graphic icons. In 1990 Microsoft’s sales topped $1 billion.

Computer use changed dramatically in 1989 when Timothy Berners-Lee, a British computer scientist, invented the World Wide Web. Four years later, a browser program was introduced that made the Internet accessible to everyone. The use of the Internet exploded in the mid-1990s, with people around the world accessing it for personal and business use. The growth of the computer industry continues to accelerate with new developments and products created every day.

DIRECTIONS: Use the background information above to create a time line about the history of the personal computer industry.
E-Commerce: Changing the Way the World Shops

The World Wide Web officially opened for business in 1991. Before then, the National Science Foundation (NSF), which controlled the backbone of the huge network of computers called the Internet, banned commercial use of it. The NSF lifted the restriction in 1990, paving the way for electronic commerce (e-commerce).

E-commerce means doing business on the Internet. It includes businesses selling to other businesses, businesses selling to consumers, consumers selling to one another, and even the online exchange of information that is part of conducting business. Retailing is the sale of goods and services to consumers—the ultimate users. Retailing online has become known as e-tailing.

The 1993 introduction of Mosaic, the first graphics-based browser, began a revolution in Web use. For the first time, the Web was accessible to the average user with point-and-click ease. Web exchanges could now include images, not just text. That year, traffic on the Internet expanded 341,634 percent! By 1996, only 5 years after the Internet opened its commercial doors, shoppers bought products worth over $1 billion.

Security was a major concern for shoppers. Who would have access to their credit card number and personal information transmitted over the Internet? In the early years, many consumers used the Internet to select a product, but made the purchase by phone or at a physical store.

Mosaic evolved into today’s popular browsers Netscape and Internet Explorer. With these browsers, Web surfers can view sites with full multimedia capabilities, including graphics, animations, sound, and full-motion video.

Today shoppers can buy just about any product online. According to the Census Bureau of the U.S. Department of Commerce, total e-commerce sales for 2006 were estimated at $108.7 billion, which represents 2.8 percent of total sales.

Comparison shopping is a major advantage to shopping online. Customers can easily check features of competing products and compare prices at different stores without leaving home. After selecting the product they want, they can pay online with a credit card, and the product will soon arrive at their door. Shoppers do not have to pay for gas to go to the mall, fight the crowds, or spend time going from store to store for comparisons.

Although security is still a major concern today, many more consumers are completing their transactions online than ever before. Online stores now offer a number of security features. Most encrypt, or scramble, customer data before transmitting it. A closed-lock icon on the browser screen indicates a secure part of the site. Stores often require customers to use passwords to access their account information.

CRITICAL THINKING

Directions: Answer the questions below on a separate sheet of paper.

1. Making Inferences What kinds of products do you think would sell better than others on the Internet? Why?

2. Analyzing Information What are some ways that a company can benefit from its own Web site besides selling products?

3. Analyzing Information What features of an online store would entice you to shop there?
The Electronic Plantation

About the Selection

Like many workers in the 1990s, Roger Swardson landed a job in the information and communication sector of the economy. He did not invent software or found a successful start-up company; rather, Swardson was one of the millions of everyday workers who make this sector run. He worked as a telephone service representative at a direct-mail catalog company. Like low-level work in agriculture or industry, these jobs pay poorly. They also have no job security and offer no benefits.

Out in the economic sector where you work all week but can’t make a living, lots of us are fastened like barnacles to the computer revolution. Soldering tiny leads on circuit boards. Plugging data into terminals. All sorts of things that tend to share one characteristic: repetition. Some of the jobs, like mine, consist of sitting in a chair while, all day long people call you from all over the country to buy things like T-shirts. . . .

This morning I walk through a new industrial park to the . . . lone door in the block-long wall of a warehouse. Once inside, I show my picture ID to the guard behind the glass window and stick another plastic card in the time clock. I initial the sheet that tells me when to take my morning and afternoon 15-minute breaks and half-hour lunch period. I nod good morning to two women at the group leader station that overlooks the room. They smile and nod back. Both are concentrating on computer terminals that identify scores of telephone service representatives (TSRs) like me who have logged onto the system this morning. The screens tell the group leaders exactly what all the TSRs are doing. . . .

. . . “Interface” is a word that tells millions of American workers where we fit. We are devices between you and a computer system. Various terms further identify the device: data entry, customer service, word processing, telemarketing, and others. . . . Every night we update computer records so that multinational corporations can begin the day on top of things. . . .

Even so, most of us are among the more than 14 million Americans who work every week but are still classified by the government as poor. . . .

Here’s another way we are classified. The first sentence of my employee handbook tells me that the company “believes in the practice of employment
at will, which means that employment is terminable by either the employee or the company at any time, for any reason. We are devices that accommodate the economic needs of our era. Flexible. Disposable. Even recyclable.

Say a company is “downsizing” or “delayering” or whatever other term describes the job cuts. Through a combination of early retirement, attrition, and layoffs they manage to take 200 current semi-skilled employees off the payroll over the course of a year. Say their employees were paid an average of $12 an hour with full benefits. The company then hires a temporary agency to fill openings as they occur. The agency may even have an office in the company’s building, and the agency finds the people and trains them if necessary. The jobs will pay from $5 to $7 an hour.

... [T]oday, through the wonders of current economic policy, it is possible to replace yourself at a bargain rate.

When your temporaries show up, they are told their hours will vary as necessary with one week’s advance notice. The temps will rarely get a full week’s work. They can be sent home any time during the day or let go permanently for any reason. They will receive no benefits. In a relatively short time you have a high-performance, completely flexible workforce.

This is the employment system of the 90s, made possible by a bankrupt economy and an increasingly desperate workforce.

The rest of us come and go. The young. Men without jobs. People picking up some extra money. But women between 40 and 60 are always there, plugging away at countless uninspiring jobs that need doing day in and day out, year in and year out.

On break they sit together eating homemade food out of Tupperware while the rest of us use the vending machines. They show each other craft handiwork. They bring packets of photos. They take work seriously and talk about the merchandise and what kind of a day they’re having. They do well at jobs many make fun of or would not do. And they succeed at life as it is.


**READER RESPONSE**

**Directions:** Answer the following questions on a separate sheet of paper.

1. According to Swardson, what is the shared characteristic of the jobs he writes about?
2. What kind of workforce do these companies want?
3. What does Swardson mean when he says, “Today it is possible to replace yourself at a bargain rate”?
4. **Critical Thinking** What is Swardson’s view of or attitude toward the women workers?
We have lost some of the hope and optimism of [an] earlier time. Today, we too often meet our greatest challenges, whether it is the raising of children or reforming the health care system with a sense that our problems have grown too large and unmanageable. And I don’t need to tell you that kind of attitude begins to undermine one’s sense of hope, optimism, and even competence.

We know now—and you know better than I—that over the last decade our health care system has been under extraordinary stress.

Most doctors and other health care professionals choose careers in health and medicine because they want to help people. But too often because our system isn’t working and we haven’t taken full responsibility for fixing it, that motive is clouded by perceptions that doctors aren’t the same as they used to be. They’re not really doing what they used to do. They don’t really care like they once did.

. . . [W]e have to work to renew a trust in who doctors are and what doctors do.

. . . [W]e need to start with a fundamental commitment to making the practice of medicine again a visible honored link in our efforts to promote the common good . . . [by] changing the incentives and the way the entire system operates. That has to be our primary commitment.

. . . [S]o let us start with some basic principles that are remarkably like the ones that you have adopted in your statements, and in particular in Health Access America. We must guarantee all Americans access to a comprehensive package of benefits, no matter where they work, where they live, or whether they have ever been sick before. If we do not reach universal access, we cannot deal with our other problems.

And that is a point that you understand that you have to help the rest of the country understand—that until we do provide security for every American . . .

(continued)
when it comes to health care, we cannot fix what is wrong with the health care system. Secondly, we have to control costs. . . . One thing we can all agree on is that we have to cut down on the paperwork and reduce the bureaucracy. . . . We also have to be sure that when we look at costs, we look at it not just from a financial perspective, but also from a human perspective.

We will not only stand for universal coverage, but in addition the following: community rating so that we can assure all Americans they will be taken care of, eliminating restrictions based on preexisting conditions so that every American will be eligible; a nationally guaranteed comprehensive benefits package that will emphasize primary and preventive health care as well as hospitalization and other care; the kind of choice and quality assurances that we will need to have to make sure this new system not only operates well during the transition but gets a firm footing as it moves in to the future and we will therefore be emphasizing more on practice parameters and outcomes research so that you, too, can know better what works.

Finally, if we do not, as I said earlier, provide universal coverage, we cannot do any of what I have just been speaking about because we cannot fulfill our basic commitment to you as physicians, us as a society, that we will care for one another. . . .

. . . But I believe that if one looks at what is at stake, we are not talking just about reforming the way we finance health care, we are not talking just about the particulars of how we deliver health care, we are talking about creating a new sense of community and caring in this country in which we once again value your contribution, value the dignity of all people.


**READER RESPONSE**

**Directions:** Answer the following questions on the lines below.

1. What is the basic principle which Hillary Rodham Clinton proposes?

2. What are the basic goals of the new health care system?

3. **Critical Thinking** Why do you think some doctors had objections to the speech?
A neighbor taught Ray Charles to play a piano in a café at age five. Eventually Charles would achieve international fame as a musician and create a new style of music. The “Father of Soul,” as he is known, was born in Georgia in 1930 and raised in rural north Florida during the Great Depression. His musical roots grew out of church gospel music and music broadcast on the radio from the Grand Old Opry.

When Charles was five years old, he began losing his sight, and by the time he was seven he was blind. He attended the State School for the Blind in St. Augustine, Florida. There he learned braille, a system of writing that the blind read by touch, rather than by sight, and combined it with his love of music. By reading a section of music in braille and then playing it, he developed a strong memory. Along with the piano, Charles learned to play several other instruments, including the saxophone, organ, and clarinet. He wrote his first piece of music at age twelve. His teachers trained him in classical music and would scold him when they caught him playing jazz.

In 1945, before Charles was fifteen, his mother died. The loss was tragic to him and he left school. He traveled throughout Florida, playing the piano to earn money. For a short while, he traveled with a country and western band. It was a hard life—the work was not regular and he often went hungry. When he was allowed to sing, he sang in the style of his idol, Nat ‘King’ Cole.

By age seventeen, Charles had grown restless in Florida. He needed a change, so he bought a bus ticket for Seattle, Washington. The night he got into Seattle, Ray Charles talked his way into a talent show and, while performing, caught the eye of a local club owner. He was soon playing at the Elk’s Club in a three-member band that he organized. At the club, Charles was noticed by the owner of a more prestigious club called the Rocking Chair, who hired Charles to play every weekend. Charles then had regular work and his own trio, and he was becoming a local star as well. He only stayed in Seattle, however, for a couple of years.

It was at the Rocking Chair that Charles met a representative from a record company who wanted him to record an album. He moved to Los Angeles, California, and started recording music and touring the country with other bands. At age twenty-two, Charles signed a contract with the music company Atlantic Records. Atlantic recognized his talent and let him write his own music—an unusual practice at the time—which proved to be very successful.
Most profits came from the sale of singles—single songs released by the company on records and for the radio—but Atlantic still allowed Charles to make full-length albums. His first jazz album was recorded with his close friend, Quincy Jones.

By the early 1950s, Charles was developing his own style of music and singing. By his early twenties, Charles was already very skilled in jazz, blues, gospel, and country and western. His greatest contribution to music was perhaps his combination of blues and gospel: a combination that created a new form of music called soul. Charles would take gospel songs and sing them with the rhythm and passion of a blues song, or he would sing blues songs in the gospel style. These songs, sung in Charles’s own gruff and throaty voice, were new and emotional.

Charles became an activist in the civil rights movement of the 1960s. This started after he refused to play to a segregated audience one night in Georgia. The concert promoter then sued Charles for lost income, and Charles lost the court case. Blindness gave him a special perspective: “If I looked at a man or a woman, I wanted to see inside. Being distracted by shading or coloring is stupid. It gets in the way. It’s something I just can’t see.” He was a friend of Dr. Martin Luther King, Jr., and helped raise money for the civil rights movement. He also spoke out against apartheid, a policy of government where the white minority ruled over an African majority, in South Africa.

In 1992 President Bill Clinton awarded Charles the National Medal of the Arts for his great contributions to American music. In 2004, Ray Charles died in Beverly Hills, California.

1. What styles of music did Ray Charles play?

2. What were Ray Charles’s musical influences?

3. What is soul music?

Critical Thinking

4. Synthesizing Information What hardships did Ray Charles face early in life?

5. Determining Cause and Effect How do you think Ray Charles influenced the styles of today’s music?
THIRD PARTIES

Beginning with the Federalists and Antifederalists, and solidified by the Democrats and Republicans, America has always had a two-party system. Nonetheless, American history is full of attempts to organize and maintain other parties, such as the Progressive Party, which nominated Teddy Roosevelt in 1912; the Socialist Party, for which Eugene Debs garnered over 900,000 votes in 1920; and the States’ Rights Party, which nominated Strom Thurmond for president in 1948. Critics of the two-party system typically argue that there is no real difference between the two parties because each leans to the center and each is in the pockets of powerful special interests. The 1990s saw a third party—the Reform Party—rise to national prominence when Ross Perot received 19 percent of the popular vote in the 1992 presidential election.

Directions: Study the cartoon below, and then answer the questions that follow.
ANALYZING THE CARTOON ACTIVITY 30 (continued)

1. Who are the candidates, from left to right?

________________________________________________________________________

________________________________________________________________________

2. What aspect of the cartoon tells the reader that the debate should not be taken seriously?

________________________________________________________________________

________________________________________________________________________

3. According to the “debate rules,” what two things will candidates try to do?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

CRITICAL THINKING

4. Analyzing Information To which political party does each candidate in the cartoon belong?

________________________________________________________________________

________________________________________________________________________

5. Making Inferences From this cartoon, what can you infer about Americans’ expectations of televised presidential debates?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

6. Drawing Conclusions Why does television tend to reduce the candidates’ messages to sound-bites and slogans?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
A Time of Change, 1980–2000

The Information Age transformed global communications and trade as the millennium drew to a close. President Clinton tried to negotiate peace internationally in both the troubled Middle East and Bosnia. Republicans took control of both houses of Congress in 1994. Immigration—particularly from Latin America and Asia—emerged as a political issue. Regional trading blocs were formed, and international concerns were raised about global warming.

DIRECTIONS: Refer to the list below to complete the sentences.

- ARPANET
- refugees
- AmeriCorps
- Apple Computer
- Dayton Accords
- European Union
- Kyoto Protocol
- Contract with America
- North American Free Trade Agreement
- Department of Homeland Security

1. Canada, the United States, and Mexico formed the ________________ in order to increase international trade in the region.

2. After Clinton’s health care initiative failed, Congressional Republicans proposed 10 major changes in a _________________.

3. In 1993 some European countries created the ________________ to promote economic and political cooperation among European nations.

4. The 1995 ________________ attempted to end the conflict in Bosnia.

5. The Internet can trace its roots to ________________, the Defense Department’s electronic mail system first used in 1969.

6. The fierce competition between ________________ and IBM for the personal computer market made computers more affordable to the average consumer.

7. In 2001, immigration was put under the control of the newly created _________________.

8. In the twenty-five years following the Cuban Revolution, more than 800,000 ________________ arrived in the United States from Cuba.

9. The 1997 ________________ was intended to reduce harmful emissions to protect the environment.

10. Participants in the ________________ program work to improve low-income housing, teach children to read, and clean up the environment.
A Changing America

The population of the United States continues to become increasingly diverse. With each passing year, we become more multi-racial and multi-ethnic. The acceptance of one another’s differences is the goal of the twenty-first century.

DIRECTIONS: The two excerpts below discuss the racial diversity of the United States. Read the excerpts, and then answer the questions that follow.

President Bill Clinton

As we approach the 21st century, we recognize both the great challenges and the exciting promise that the future holds for us.

In the next century, we will have an opportunity to become the world’s first truly multiracial, multiethnic democracy. Today, there are more children from more diverse backgrounds in our public schools than at any other time in our history, with one in five from immigrant families. For example, just across the Potomac River from our Nation’s capital, Virginia’s Fairfax County School District boasts children from 180 different racial, national and ethnic groups who are fluent in more than 100 different native languages. We must ensure that our educational system nurtures the creativity of every American student, empowers them with the skills and knowledge to reach their full potential, and offers them the opportunity to succeed in the lives they will live and the jobs they will hold in the future. . . .

We have much to accomplish in the next century as we continue our journey to become a nation that respects our differences, celebrates our diversity, and unites around our shared values. . . .

From Changing America, A Report of the Council of Economic Advisers

As the new century looms, the population of the United States continues to grow increasingly diverse. In recent years, Hispanics and minority racial groups (defined here as racial and ethnic groups that make up less than 50 percent of the population and include non-Hispanic blacks, Asians and American Indians) have each grown faster than the population as a whole. In 1970 these groups together represented only 16 percent of the population. By 1998 this share had increased to 27 percent. Assuming current trends continue, the Bureau of the Census projects that these groups will account for almost half of the U.S. population by 2050. Although such projections are necessarily imprecise, they do indicate that the racial and ethnic diversity of the United States will expand substantially in the next century.
Enrichment Activity 30 (continued)

Questions to Consider

1. What is Clinton’s concern for immigrant children?

2. By the year 2050, how much of the U.S. population will consist of non-Hispanic blacks, Asians, and American Indians?

3. How do you think people can celebrate diversity, while uniting around shared values?

4. GO A STEP FURTHER The shift in the racial makeup of the United States has already brought about change in many areas of our society. Develop a list of changes that have already occurred in education, media and entertainment, government, and consumer goods. Speculate on changes that may occur in the future if the current trends in racial makeup continue.
Chapter 30
Section Resources

Guided Reading Activity 30-1 .................................................. 114
Guided Reading Activity 30-2 .................................................. 115
Guided Reading Activity 30-3 .................................................. 116
Guided Reading Activity 30-4 .................................................. 117
1. When did the world’s first electronic digital computer (ENIAC) go into operation?

2. What is an integrated circuit, and when was the first one developed?

3. What was the first practical and affordable computer for personal use?

4. What did Bill Gates and Microsoft design?

5. How did compact computers change the workplace?

6. How did the Telecommunications Act of 1996 change the industry?

7. In which system does the Internet have its roots?

8. How many people were regularly using the Internet by 2007?

9. What was the impact of Internet-related stocks in the late 1990s?

10. What are some companies that found success on the Internet and what services do they provide?

11. How do Internet companies earn money?

12. What are blogs?
DIRECTIONS: Recording Who, What, When, Where, Why, and How Read the section and answer the questions below. Refer to your textbook to write the answers.

1. What was the state of the national deficit when Bill Clinton took over as president?

2. What did Clinton believe was the key to economic growth?

3. How did Clinton believe this would help the economy?

4. How much of all government spending went to entitlement programs such as Social Security in early 1993?

5. Why are entitlement programs hard to cut?

6. Who opposed Hillary Rodham Clinton’s health benefits plan?

7. What happened to the proposed health benefits plan?

8. How did the Family Medical Leave Act work?

9. What were the elements of the Brady Bill?

10. What were some of the elements of the Contract with America?

11. What event forced Republicans in Congress to work with President Clinton rather than against him?

12. What was the status of the United States economy as the 1996 campaign began?

13. How did the impeachment of President Clinton end up?

14. Who convinced military rulers in Haiti to step aside, thereby avoiding a military confrontation?

15. What agreement was reached between Israeli Prime Minister Yitzhak Rabin and Palestinian Liberation Organization leader Yasir Arafat in 1993?
DIRECTIONS: Identifying Supporting Details Read each main idea. Use your textbook to supply the details that support or explain each main idea.

**Main Idea:** The Immigration Act of 1965 eliminated preferences for certain European immigrants; illegal immigration became a problem.

1. **Detail:** The Immigration Act of 1965 abolished the ____________ quota system.
2. **Detail:** The law also introduced limits on immigration from the ____________.
3. **Detail:** The new law was presented as an extension of America’s growing commitment to equal rights for ____________.
4. **Detail:** Beginning in 1948, ____________ from countries ravaged by World War II were admitted to the United States.
5. **Detail:** The growing problem of ____________ led to the passage of new laws in 1986 and 1996.
6. **Detail:** In 2001, immigration came under the control of the newly created ____________.

**Main Idea:** In the late twentieth century, immigrants from Latin America and Asia outnumbered European immigrants.

7. **Detail:** High numbers of immigrants increased the ____________ of California, Texas, New York, and other states.
8. **Detail:** Just over ____________ of the immigrants who arrived in the 1990s came from Europe.
9. **Detail:** More than half of new immigrants in the 1990s came from ____________.
10. **Detail:** So many Cuban immigrants settled in the Miami area that only ____________ is home to more Cubans.
11. **Detail:** The amnesty program of 1986 intended to eliminate the problem of ____________, but the number of immigrants tripled over the next 20 years.
12. **Detail:** ____________ accounted for three-quarters of all legal immigration.
DIRECTIONS: Filling in the Blanks In the space provided, write the word or words that best complete the sentence. Refer to your textbook to fill in the blanks.

1. Opponents of a global economy warned that participation by the United States would cause ________________ to move to nations where wages were low.

2. One means of increasing international trade was to create ________________ such as the North American Free Trade Agreement (NAFTA).

3. In 1993 the ________________ was created to promote economic and political cooperation among the many European nations.

4. Some 120 nations formed the ________________ to administer international trade agreements.

5. American supporters of this organization cited benefits for U.S. consumers, including cheaper imports, ________________, and copyright protection for the American entertainment industry.

6. ________________, with its huge population, offered vast potential as a market for American goods.

7. Unions feared that inexpensive ________________ would flood U.S. markets.

8. The rise of a global economy also increased awareness of global ________________.

9. In 1987, 23 nations agreed to phase out the production of ________________ and other chemicals that could weaken the ozone layer.

10. ________________ could eventually lead to more droughts and other forms of extreme weather.

11. In 1997, the ________________ was signed by thirty-eight nations and the EU.
Chapter 31 Resources
A New Century Begins, 2000–Present

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Drawing Conclusions

**LEARNING THE SKILL**

Drawing conclusions is a skill that requires readers to analyze and interpret facts and information to arrive at a conclusion, or a reasonable judgment that sums up the information. Drawing conclusions may often involve gleaning information that is not explicitly mentioned in the text. You can use information you already know about a subject to help you draw conclusions.

**PRACTICING THE SKILL**

**DIRECTIONS:** Read the following excerpt from the heading “The Government’s Inadequate Response” in Section Four of Chapter 31 that describes the government’s response to Hurricane Katrina. Underline the parts of the text that support the conclusion stated in the heading.

“Television news broadcast scenes of the squalid condition of the survivors, asking why the government was failing to respond more quickly. The mayor of New Orleans was faulted for not issuing a mandatory evacuation until the storm was less than a day away, and for having failed to provide transportation for those who could not leave on their own. The governor of Louisiana engaged in a dispute with federal officials over who should take charge of the state’s National Guard units. The Federal Emergency Management Agency (FEMA) seemed unprepared in its response.”

**APPLYING THE SKILL**

**DIRECTIONS:** Use the skills you have learned to draw further conclusions on material within the chapter. Divide the class into small groups, with each group choosing a different part or section of the chapter. Each group should skim through its assigned section and formulate a conclusion based on the reading. On a separate sheet of paper write down the conclusion and the elements of the text that support that conclusion. Have each group trade only their conclusion with another group and ask the other group to find elements in the text that support (or even refute) that conclusion.
Interpreting Political Cartoons

LEARNING THE SKILL

Expressions of opinion are often presented as political cartoons. Using caricatures (exaggerated pictures) and symbols (ideas, images, or objects that stand for or suggest something else), political cartoons help readers see relationships and draw conclusions about personalities and events.

Use the following guidelines to help you interpret political cartoons:

- Determine the main theme or subject of the cartoon.
- Find out what the cartoon’s caricatures and symbols represent.
- Identify the issues that are addressed.
- Draw conclusions about the cartoonist’s point of view.

PRACTICING THE SKILL

Directions: Examine the political cartoon below about the 2000 presidential election and featuring candidates Al Gore and George W. Bush. Then answer the questions that follow on a separate sheet of paper.

1. What is the theme (or themes) of the cartoon?
2. Do Al Gore’s words make any sense? What do they symbolize or represent?
3. What feature of George W. Bush is caricatured or exaggerated in this cartoon?
4. Do you think the cartoonist supported Bush or Gore in the 2000 election? Explain.

APPLYING THE SKILL

DIRECTIONS: Draw a political cartoon expressing your opinion about a current issue at your school, in your neighborhood, or one that is happening nationally.
President Bush Addresses the Nation

On September 20, 2001, nine days after the terrorist attacks on New York City and the Pentagon, President George W. Bush delivered a televised speech explaining the role of al-Qaeda and Osama bin Laden in the attacks and condemning the Taliban regime of Afghanistan, who provided a safe haven to al-Qaeda members. Read the following excerpt from the speech and answer the questions below.

Americans are asking: How will we fight and win this war? We will direct every resource at our command—every means of diplomacy, every tool of intelligence, every instrument of law enforcement, every financial influence, and every necessary weapon of war—to the disruption and to the defeat of the global terror network.

This war will not be like the war against Iraq a decade ago, with a decisive liberation of territory and a swift conclusion. Our response involves far more than instant retaliation and isolated strikes. Americans should not expect one battle, but a lengthy campaign, unlike any other we have ever seen. It may include dramatic strikes, visible on TV, and covert operations, secret even in success. We will starve terrorists of funding, turn them one against another, drive them from place to place, until there is no refuge or no rest. And we will pursue nations that provide aid or safe haven to terrorism. Every nation, in every region, now has a decision to make. Either you are with us, or you are with the terrorists.


Directions: On a separate sheet of paper, answer the following questions based on the excerpt above.

1. Analyzing Information What means would be used to fight this war, according to Bush?

2. Analyzing Information How does Bush compare the ensuing war to the war against Iraq a decade prior?
FOR THE TEACHER

Teaching Strategies for Different Learning Styles

The following activities are the ways the basic lesson can be modified to accommodate students’ different learning styles:

**English Learners (EL)** Pair students with proficient speakers and assign a paragraph from the passage to each pair. Have pairs review their paragraph and identify unfamiliar words, such as resource, command, diplomacy, enforcement, financial, disruption, and network. Assist pairs in developing definitions for each unfamiliar word.

**Advanced Learners (AL)** Have students use the Internet to research the media’s response to Bush’s controversial statement “Either you are with us, or you are with the terrorists.” Direct students to write a short paragraph describing what they found and explaining why the statement was controversial.

**Below Grade Level (BL)** Work with students to use details in the passage to create a table showing what specific plans Bush describes in fighting the war on terror and what resources he says will be used.

**On Grade Level (OL)** Have students use the Internet to access the entire speech. Direct students to write a short synopsis of the entire speech to share with other students in front of the class.
A New Century Begins, 2000–Present

A. PRE-READING ACTIVITY

Previewing the Material

Directions: Before reading the material from the Address to the Nation on page 1041, answer the following questions.

1. The Northern Alliance was a group of people already fighting against the Taliban when the United States entered Afghanistan. Why would the United States want to work with the Northern Alliance?

2. The Taliban was not directly responsible for the attacks on September 11, 2001, but it supported al-Qaeda. Why would the United States want to force the Taliban out of Afghanistan?

B. PRE-READING ACTIVITY

Vocabulary Review

Directions: Reviewing the words and expressions below will help you understand the reading.

focus (v.): to concentrate attention or effort
broad (adj.): extending far and wide
neutral (adj.): not engaged on either side of a dispute
sponsor (v.): to financially or otherwise support a person or organization
outlaw (n.): a lawless person or fugitive from the law
lonely (adj.): being without company, cut off from others
peril (n.): to risk being injured or destroyed
waver (v.): to fluctuate in opinion, allegiance, or direction
falter (v.): to hesitate in purpose or action
prevail (v.): to triumph over an adversary
**C. READING COMPREHENSION ACTIVITY**

**Understanding Details**

**Directions:** Circle the word or phrase that fits the definition of each underlined word and completes each sentence correctly according to the passage provided above.

1. President Bush believed that battling terrorism required a **broad**, or (wide/narrow) strategy.

2. When a country **sponsors** terrorism, that country (supports/opposes) it.

3. A country is **lonely** when it has no (enemies/allies).

4. To **waver** is to (fluctuate/remain steady) in word or in action.

5. When a country **prevails** in a battle, it (wins/loses) that battle.

**D. WORD BUILDING ACTIVITY**

**Word Meanings**

**Directions:** Circle the word in each row that has a different meaning than the other two.

1. focus  think  forget
2. neutral  impartial  biased
3. criminal  authorized  outlaw
4. safety  peril  danger
5. maintain  falter  weaken
## A New Century Begins, 2000–Present

**Directions:** Choose the content vocabulary word or term to identify that best completes each sentence. Write the correct term in the space provided.

<table>
<thead>
<tr>
<th>anthrax</th>
<th>state-sponsored terrorism</th>
<th>strategic defense</th>
</tr>
</thead>
<tbody>
<tr>
<td>chad</td>
<td>weapons of mass destruction (WMD)</td>
<td>terrorism</td>
</tr>
<tr>
<td>earmark</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. ________________ is the use of violence by nongovernmental groups against civilians to achieve a political goal.

2. A ________________ is a small piece of cardboard punched out of a voting ballot.

3. Several nations have used ________________, a type of bacteria, to create biological weapons.

4. Nuclear, chemical, and biological weapons are all examples of ________________—weapons that can kill large numbers of people all at once.

5. ________________ is terrorism in which a nation supports a terrorist group by providing money, weapons, and training.

6. A(n) ________________ is a provision added to a spending bill that specifies the expenditure of federal money for particular projects.

7. One program Bush strongly favored was ________________—the effort to develop missiles and other devices that could shoot down nuclear missiles.
A New Century Begins, 2000–Present

Key Words

<table>
<thead>
<tr>
<th>Academic Words</th>
<th>Content Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>controversial</td>
<td>anthrax</td>
</tr>
<tr>
<td>eliminate</td>
<td>chad</td>
</tr>
<tr>
<td>inspector</td>
<td>earmark</td>
</tr>
<tr>
<td>interpretation</td>
<td>state-sponsored terrorism</td>
</tr>
<tr>
<td>monitor</td>
<td>strategic defense</td>
</tr>
<tr>
<td>obtain</td>
<td>terrorism</td>
</tr>
<tr>
<td>priority</td>
<td>weapons of mass destruction (WMD)</td>
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<tr>
<td>procedure</td>
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<tr>
<td>resolve</td>
<td></td>
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<tr>
<td>significantly</td>
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</tr>
</tbody>
</table>

A. WORD MEANING ACTIVITY

Fill in the Blank

Directions: Choose the term that best completes each sentence. Write the correct term in the space provided. Add plural endings where necessary.

1. After taking office, the president’s first ____________ was to cut taxes and improve the economy.

2. Opponents of President Bush’s ____________ Medicare reform bill feared the bill would cost too much.

3. After September 11, 2001, Americans showed their unity and ____________ by displaying American flags and working together.

4. New Islamic movements call for a strict ____________ of the Quran, the Muslim holy book.

5. The Patriot Act allowed authorities to ____________ nationwide search warrants in cases involving terrorism.

6. United Nations ____________ searched for weapons of mass destruction in Iraq.

7. The Iraqi army was unable to ____________ slow the advance of U.S.-led coalition forces during the initial invasion in 2003.

8. One reason the United States went to war with Iraq was to ____________ the possibility of weapons of mass destruction being given to terrorists.
9. The National Security Agency expanded its practice to ___________ domestic calls made to overseas locations if they had good reason to believe that one party in the call was a member of or affiliated with al-Qaeda.

10. Some Senators worried that Senator Majority Leader Bill Frist’s plan to ban filibusters of presidential nominees would change Senate __________ too much.

**TEST YOUR KNOWLEDGE**

**Directions:** Choose the best definition for each word listed.

1. controversial
   - A. provoking strong disagreement
   - B. creating public approval
   - C. ending a discussion

2. eliminate
   - A. to judge against
   - B. to get rid of
   - C. to make fearful

3. interpretation
   - A. a revision
   - B. a shortening
   - C. an explanation

4. monitor
   - A. to watch over
   - B. to stop
   - C. to erase

5. obtain
   - A. to ask for something
   - B. to get something
   - C. to stop from doing

6. procedure
   - A. a method for performing tasks
   - B. a record of activities
   - C. a discussion of events

7. resolve
   - A. the state of being unfocused
   - B. the state of being determined
   - C. the state of being afraid

8. significantly
   - A. totally
   - B. considerably
   - C. quickly
Comparing Data

LEARNING THE SKILL

Comparing data can help you analyze how trends have developed and changed over time. When you compare data presented in tables, read each table’s title and headings carefully. Look for increases, decreases, similarities, and differences.

PRACTICING THE SKILL

Directions: Study the two graphs below with data taken from exit polls after the 2000 and 2004 presidential elections. Exit polls are conducted with voters right after they leave the polling place. Then answer the questions that follow on another sheet of paper.

<table>
<thead>
<tr>
<th>Vote by Age</th>
<th>Gore</th>
<th>Bush</th>
<th>Nader</th>
<th>Vote by Age</th>
<th>Gore</th>
<th>Bush</th>
<th>Nader</th>
</tr>
</thead>
<tbody>
<tr>
<td>18–64</td>
<td>48%</td>
<td>48%</td>
<td>3%</td>
<td>18–64</td>
<td>48%</td>
<td>51%</td>
<td>0%</td>
</tr>
<tr>
<td>65 and older</td>
<td>50%</td>
<td>47%</td>
<td>2%</td>
<td>65 and older</td>
<td>47%</td>
<td>52%</td>
<td>0%</td>
</tr>
<tr>
<td>Vote by Party Identification</td>
<td>Gore</td>
<td>Bush</td>
<td>Nader</td>
<td>Vote by Party Identification</td>
<td>Gore</td>
<td>Bush</td>
<td>Nader</td>
</tr>
<tr>
<td>Democrat</td>
<td>86%</td>
<td>11%</td>
<td>2%</td>
<td>Democrat</td>
<td>89%</td>
<td>11%</td>
<td>0%</td>
</tr>
<tr>
<td>Republican</td>
<td>8%</td>
<td>91%</td>
<td>1%</td>
<td>Republican</td>
<td>6%</td>
<td>93%</td>
<td>0%</td>
</tr>
<tr>
<td>Independent</td>
<td>45%</td>
<td>47%</td>
<td>6%</td>
<td>Independent</td>
<td>49%</td>
<td>48%</td>
<td>1%</td>
</tr>
</tbody>
</table>


1. Did the percentage of voters 65 and older who voted for Nader in 2004 increase or decrease from 2000?
2. How did the result of the Independent vote change from 2000 to 2004?
3. Did more Democrats or Republicans vote against their party identification in each election?

APPLYING THE SKILL

Directions: Work with a partner to create a short questionnaire to ask other people your age about their favorite bands, foods, stores, etc. Then work separately to have 10 friends answer your questionnaire. Come back as a pair to analyze and compare your data. Together, write a short paragraph that describes how your and your partner’s data compares.
LEARNING THE SKILL

Information that you read or hear includes both fact and opinions. A fact is a statement that can be proven to be accurate. An opinion may be based on facts, but it also includes the point of view of the writer or speaker.

Use the following guidelines to help you distinguish fact from opinion:

- Identify the facts by determining which statements can be proved.
- Consult reliable sources such as encyclopedias, almanacs, etc., to verify the facts.
- Identify the opinions by looking for statements of feeling or belief. Opinions often contain such phrases as I believe, in my view, and I think.
- Identify the statement’s purpose. What does the presenter want you to believe or do?

PRACTICING THE SKILL

Directions: Read the following newspaper headlines concerning the 2006 midterm elections. Look for clues that help you identify which headlines contain facts and which contain opinions. Then, using a separate sheet of paper, determine whether each headline is a fact or opinion and explain your answer.

1. “Spelling out the new agendas: Democrats must adopt a centrist course”
   *The San Diego Union Tribune*
   November 19, 2006

2. “Foreign Policy Issues Drive Candidates in 2006 Midterm Elections”
   *The Washington File*
   October 30, 2006

3. “Youth voter turnout sharply up in 2006 midterm elections, rate rises to at least 24 percent experts say”
   *U.S. Newswire*
   November 8, 2006

4. “Bush, Dems promise cooperation as Senate shifts”
   *CNN.com*
   November 9, 2006

5. “Still waiting for bipartisanship”
   *The New York Times*
   November 17, 2006
**Too Close to Call**

The 2000 presidential election was one of the closest in American history. Democratic candidate Al Gore won the popular vote, but to win the presidency, candidates must win 270 electoral votes. Both Bush and Gore needed Florida’s electoral votes to win the election. But results in Florida were so close that state law required a recount. A protracted dispute over which candidate won Florida left the presidency hanging in the balance.

**Directions:** Use the information on the time line to answer the questions below.

1. Why did a manual recount of votes take place in Florida?
2. Why did Gore and his team call for a hand recount of votes?
3. How did Bush’s team respond to hand recounts in Florida?
4. Why did the U.S. Supreme Court become involved in the recount controversy?
Controversy over Domestic Surveillance

In order to prosecute a radical political group called the White Panthers, who were believed to have bombed a CIA office in Michigan in 1968, President Richard Nixon authorized federal agents to record phone conversations of the group’s members. The wiretapping was conducted without court-ordered warrants. Nixon's Attorney General, John Mitchell, submitted a statement saying that the surveillance was necessary to prevent domestic groups from attacking the government. But the Supreme Court ruled that the wiretaps exceeded the president's Constitutional powers, and the case against the White Panthers was dropped.

Partly in response to Nixon’s abuse of domestic surveillance, the Foreign Intelligence Surveillance Act (FISA) was created in 1978 to describe how intelligence information may be legally collected in the United States. The act allows for wiretapping of U.S. citizens and permanent resident aliens if there is cause to believe that the individual may be involved in a criminal act. In most cases involving U.S. persons, FISA requires a court-ordered warrant in order to conduct the surveillance. FISA created special secret courts to issue these warrants for wiretapping, or other forms of electronic surveillance.

**In 2001, the National Security Agency (NSA), with authorization from the Bush administration, began conducting increased instances of wiretapping, or tracking and intercepting, telephone calls between the United States and overseas locations in cases where it was believed that a U.S. resident having ties to al-Qaeda might be involved in the call. “If al-Qaeda is calling someone in America, we want to know what they’re saying on that call,” Bush said.**

President Bush bypassed the courts set up by FISA to provide warrants for wiretapping because he believed the courts were too slow. He believed he had the authority to expand wiretapping without warrants to help fight terrorism. The wiretapping was controversial because many people believed the program violated American citizens’ privacy, specifically the Fourth Amendment’s protections against illegal search and seizure.

In August 2006, a federal judge declared wiretapping without warrants to be unconstitutional, and the federal government appealed the case. In January 2007, the Bush administration agreed to follow the rules of FISA and allow the FISA court to watch over its domestic surveillance program. It also agreed to hand over material that it had collected in its surveillance program to Congress. However, U.S. Attorney General Alberto Gonzales argued that the president’s authority to wiretap phone calls was granted by Congress after 9/11 through the USA Patriot Act and a Congressional Authorization of Use of Military Force. Some people, including Gonzales, believed that this act granted the president authority to secretly gather intelligence on al-Qaeda without complying with FISA. Others, including members of Congress who had helped to create the FISA court, believed the president had violated the Constitution.

**CRITICAL THINKING**

**Directions:** Answer the questions below on a separate sheet of paper.

1. **Determining Cause and Effect** Why was FISA set up?
2. **Detecting Bias** Why did Gonzales support Bush’s authorization of wiretapping without warrants?
3. **Identifying the Main Idea** Why is warrantless wiretapping a controversial topic?
BACKGROUND: The National Security Council (NSC), comprising the president and his advisors and cabinet members, deals with national security and foreign policy. In 2001 Condoleezza Rice became the National Security Advisor, a position which serves as the chief advisor to the President of the United States on national security issues.

GUIDED READING
As you read, pay attention to Clarke’s warnings about al-Qaeda and how government officials responded. Then answer the questions that follow.

Richard Clarke Speaks Out

About the Selection


Rice viewed the NSC as a “foreign policy” coordination mechanism and not some place where issues such as terrorism in the U.S., or domestic preparedness for weapons of mass destruction, or computer network security should be addressed.

I realized that Rice, and her deputy, Steve Hadley, were still operating with the old Cold War paradigm from when they had worked on the NSC . . . It struck me that neither of them had worked on the new post-Cold War security issues.

I tried to explain: “This office is new, you’re right. It’s post-Cold War security, not focused just on nation-state threats. The boundaries between domestic and foreign have blurred. Threats to the U.S. now are not Soviet ballistic missiles carrying bombs, they’re terrorists carrying bombs.” . . .

Within a week of the inauguration, I wrote to Rice and Hadley asking “urgently” for a Principals, or Cabinet-level, meeting to review the imminent al-Qaeda threat . . . The first meeting, in the small wood-paneled Situation Room conference room, did not go well.

Rice’s deputy, Steve Hadley, began the meeting by asking me to brief the group. I turned immediately to the pending decisions needed to deal with al-Qaeda. “We need to put pressure on both the Taliban and al-Qaeda by arming the Northern Alliance and other groups in Afghanistan. Simultaneously, we need to target bin Laden and his leadership by reinitiating flights of the Predator [an unmanned surveillance plane].”

(continued)
Paul Wolfowitz, Donald Rumsfeld’s deputy at Defense, fidgeted and scowled. Hadley asked him if he was all right. “Well, I just don’t understand why we are beginning by talking about this one man bin Laden,” Wolfowitz responded.

I answered as clearly and forcefully as I could: “We are talking about a network of terrorist organizations called al-Qaeda, that happens to be led by bin Laden, and we are talking about that network because it and it alone poses an immediate and serious threat to the United States.”

“Well, there are others that do as well, as least as much. Iraqi terrorism, for example,” Wolfowitz replied, looking not at me but at Hadley.

“I am unaware of any Iraqi-sponsored terrorism directed at the United States, Paul, since 1993, and I think FBI and CIA concur in that judgment, right, John?” I pointed at CIA Deputy Director John McLaughlin, who was obviously not eager to get in the middle of a debate between the White House and the Pentagon but nonetheless replied, “Yes, that is right, Dick. We have no evidence of any active Iraqi terrorist threat against the U.S.”

Finally, Wolfowitz turned to me. “You give bin Laden too much credit. He could not do all these things like the 1993 attack on New York, not without a state sponsor. Just because FBI and CIA have failed to find the linkages does not mean they don’t exist.”

**READER RESPONSE**

**Directions:** Answer the following questions on a separate sheet of paper.

1. Why does Clarke try to change Rice’s understanding of the purpose of the National Security Council (NSC)?
2. How does Clarke suggest dealing with al-Qaeda?
3. What terrorist group does Wolfowitz believe poses a significant threat to American national security?
4. **Critical Thinking** How do you think the government should have responded to Clarke’s warnings?
FEMA's Response to Hurricane Katrina

About the Selection

On September 12, 2005, FEMA (Federal Emergency Management Association) director Michael Brown resigned following intense criticism of FEMA’s response to Hurricane Katrina. On September 27, Brown testified before Congress in hearings to discuss the federal, state, and local response to Hurricane Katrina and to answer the questions about what went wrong, and how could the response have been better.

[U.S. Representative Thomas M. Davis III (R-VA)]: Based on what you know now, what would you do differently? And specifically, what would you have done to evacuate New Orleans sooner? What would you have done to ensure unified command? What would you have done to address the security needs at the Superdome and then throughout the city of New Orleans? What would you have done to maintain communications? And what would you have done to get the National Guard or the military there sooner, knowing now what you know and seeing the problems that ensued? And what were the biggest mistakes that you think FEMA made—and you being their command and control?

Brown: Let me start out by addressing the premise of the question, which I don’t entirely agree with—that what could FEMA have done in terms of the evacuation? What could FEMA have done in terms of communications, law enforcement? Those are not FEMA roles. FEMA doesn’t evacuate communities. FEMA does not do law enforcement. FEMA does not do communications. But having said that, I have got to tell you in hindsight there are things that I, as the former director of FEMA, wish that I had done that maybe would address those particular areas. . . . If I, Mike Brown individual, could have done something to convince them that this was the big one, and they needed to order a mandatory evacuation, I would have done it.

Davis: Is there any federal authority anywhere in evacuation where the federal government can come in, in the case of reticence on the part of state, that you are aware of?

Brown: Mr. Chairman, not that I am aware of. In terms of communications, one of the things that I didn’t mention in the litany of things that we pre-positioned is something called a MERS unit, our mobile emergency response system. Those are vehicles that are command and control units that have satellite hookups, telephone hook-ups, video hook-ups, enable us
to do communications. I pre-positioned those in all three states, so that we would have communications wherever we needed it. I eventually sent one of those command units—in fact, it’s one of the largest ones we have, called Red October—I eventually sent one of those into New Orleans for Mayor Nagin to use. In retrospect, I wish I had done that four days earlier. Had I done it four days earlier, though, guess what? It probably wouldn’t have gotten there. So I am now second guessing myself, and perhaps I should have pre-positioned it there before Katrina made landfall. But again, that’s not the role of the federal government. That’s Mike Brown Monday morning quarterbacking, having seen everything that took place and trying to figure out what could I have done? … My biggest mistake was not recognizing, by Saturday, that Louisiana was dysfunctional.

**DAVIS:** Dr. Max Mayfield, who is the head of the Hurricane Center, is quoted on September 5th as saying, They knew that this one was different. You knew that Katrina would be an extraordinary—that it would be catastrophic, beyond anything the Gulf had ever seen. In all honesty, was FEMA really prepared or trained to handle this massive a disaster, even though you had prepared assets, and so on—a lot of problems with getting stuff back into the city, getting ice, water, basic needs in there?

**BROWN:** Mr. Chairman, this event stretched FEMA beyond its capabilities. There’s no question about that. It did it in several ways. One is FEMA, over the past several years, has lost a lot of manpower. At one point during my tenure, because of assessments by the Department of Homeland Security, FEMA has lost—at one point, we were short 500 people in an organization of about 2,500.

**DAVIS:** But you have the ability to call on other agencies, didn’t you, down there?

**BROWN:** Yes.

**DAVIS:** And to get other things. FEMA is small by itself, but your ability to coordinate with other agencies and the assets of the federal government were greater—and we still weren’t ready even with that. Is that fair to say?

**BROWN:** It is.

**READER RESPONSE**

**Directions:** Answer the following questions on a separate sheet of paper.

1. What does Davis say was the major problem with the evacuation of New Orleans?
2. How does Brown first respond to Davis’s question on how FEMA could have worked to evacuate New Orleans sooner?
3. What problem does Brown identify with the local government of New Orleans and Louisiana?
4. **Critical Thinking** Why does Brown criticize the Department of Homeland Security in relation to FEMA?
Blessed with a creative drive, a strong work ethic, and good looks, Beyoncé Knowles has proven herself to be a multi-talented singer, songwriter, dancer, and actress. Knowles was born on September 4, 1981, to Tina and Mathew Knowles. She enjoyed music and dance from an early age, and formed the band that would become Destiny’s Child when she was only nine years old. Early on, the band, consisting of Beyoncé and Kelly Rowland, LaTavia Roberson, and LaToya Luckett, performed in Tina Knowles’ hair salon and then moved on to local venues. They got their first big break on the television talent show _Star Search_.

In 1997, the band signed a contract with Columbia Records and released its first album in 1998. Featuring such hits as “No, No, No” and “With Me,” the self-titled release sold 3 million copies worldwide. With a second album, _The Writing’s on the Wall_, Destiny’s Child scored its first number-one hit, “Bills, Bills, Bills.” The song “Say My Name” won two awards at the 2001 Grammy Awards. In mid-2000 the group’s line-up changed and Knowles and Rowland were joined by Michelle Williams. The 2000 release _Survivor_ proved to be another big hit and garnered another Grammy, as well as a Soul Train Lady of Soul Award and a third NAACP Image Award for Outstanding Group or Duo. In 2001 Knowles became the first African American woman to win the American Society of Composers, Authors, and Publishers (ASCAP) Pop Music Award for Pop Songwriter of the Year.

Knowles struck out on her own with the solo album _Dangerously in Love_, which debuted in 2003. The album included such hits such as “Crazy in Love,” which featured guest rapper Jay-Z, and “Baby Boy.” It received five Grammy Awards and has sold more than 6 million copies worldwide. Knowles first solo tour ended in 2004. That same year, Destiny’s Child reunited to release its final album, _Destiny Fulfilled_, and the following year the band embarked on a world tour and released a greatest hits collection.

Having said that “everything that I do creatively has to make me work harder and hopefully steer me in a direction I’ve never been before,” Knowles has pushed herself to try new things in her music and in her career. In 2005 she and her mother, Tina Knowles, who was the stylist for Destiny’s Child, launched a clothing line called _Beyoncé Knowles_.

(continued)
House of Deréon, named after Beyoncé’s maternal grandmother. With numerous film and television appearances already under her belt, Knowles began filming on Dreamgirls, the cinematic version of the Broadway hit musical, in early 2006. In the film, she plays Deena Jones, the lead singer of a R&B girl group. Shortly after the filming ended, Knowles returned to the studio to work on a new album entitled BDay, which was released on her 25th birthday. The album became an immediate hit and featured the singles “Deja Vu,” “Ring the Alarm,” and “Irreplaceable.”

Knowles’ achievements are not limited to the entertainment industry. She and Kelly Rowland established a community outreach center in Houston, Texas. Knowles has also spearheaded a charity called the Survivor Foundation to provide housing for victims of Hurricane Katrina, which caused widespread devastation to the Gulf Coast region of the United States in 2005.

**American Art and Music Activity 31 (continued)**

1. How old was Beyoncé Knowles when she started the band that would become Destiny’s Child?

2. What was Destiny’s Child’s first number-one hit?

3. Where did the name of Knowles’ charity for Hurricane Katrina victims come from?

**Critical Thinking**

4. **Making Inferences** Why do you think Knowles and Rowland might have established a community outreach center in Houston?

5. **Predicting** What will the success of Beyoncé Knowles and Destiny’s Child mean for young children with similar interests?
APATHY AMONG AMERICAN VOTERS

The history of the United States is based on democracy. Democracy, in turn, is founded upon the idea that supreme authority rests with the people, who express their opinions and desires primarily through voting. Low voter turnout in recent elections, however, seems to signal a state of apathy, or lack of interest, among voters. In addition, fewer and fewer citizens take part in such political activities as volunteering for campaigns.

Directions: Study the cartoon below, and then answer the questions that follow.
ANALYZING THE CARTOON ACTIVITY 31 (continued)

1. What is the biggest symbol of apathy in the cartoon?

2. Why is the symbol of apathy effective?

3. What view is the cartoonist expressing about the state of voter interest in the United States?

CRITICAL THINKING

4. Making Predictions What impact might a lack of voter interest and participation have on the democratic process?

5. Identifying Cause-and-Effect Relationships What do you think are some of the causes of apathy in American voters?

6. Identifying the Main Idea Write a title that expresses the main point of this cartoon. Explain your choice.
A New Century Begins, 2001–Present

As America entered a new century, it saw one of the closest and most disputed presidential races in history between George W. Bush and Al Gore. Bush was declared the winner, and his first term was marked by terrorist attacks on the World Trade Center and the Pentagon. Fighting terrorism then became the nation’s first priority. After toppling the Taliban regime in Afghanistan, the United States invaded Iraq in 2003. After Bush won a second term in 2004, his administration was beset by challenges from Hurricane Katrina, the ongoing war in Iraq, and the Republicans’ loss of Congressional control in 2006.

DIRECTIONS: Refer to the list below to complete the sentences.

<table>
<thead>
<tr>
<th>Abu Ghraib</th>
<th>chad</th>
<th>Osama bin Laden</th>
</tr>
</thead>
<tbody>
<tr>
<td>al-Qaeda</td>
<td>Guantanamo Bay</td>
<td>Saddam Hussein</td>
</tr>
<tr>
<td>“axis of evil”</td>
<td>Northern Alliance</td>
<td>weapons of mass destruction (WMD)</td>
</tr>
</tbody>
</table>

1. A terrorist group called ____________, led by a man named ____________, was responsible for attacks inside the United States.

2. President Bush and his advisers were concerned that Iraq may have been producing ____________ that could be given to terrorists.

3. Bush demanded that Iraq’s leader, ____________, give up Iraq’s weapons of mass destruction.

4. The United States aided the Afghan group known as the ____________ in the war in Afghanistan.

5. In his 2002 State of the Union speech, President Bush warned that Iraq, Iran, and North Korea formed an ____________, which posed a grave threat to the world.

6. Some Iraqi prisoners of war were abused by Americans at an Iraqi prison called ____________.

7. The little piece of paper punched out of a ballot called a ____________ led to vote-counting questions in the presidential election of 2000.

8. Men who were captured on a battlefield were held at an American military base in Cuba called ____________.

9. Critical Thinking Based on what you have read about the lengthy war in Iraq, how would you have responded to the public’s criticism of the war had you been president at the time?
Following the 2001 terrorist attacks in New York and Washington, D.C., the U.S. government struggled to maintain a balance between national security and civil liberties. The United and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act, also known as the USA PATRIOT Act and simply the Patriot Act, gave broad new powers to the federal government when it was passed in 2001. In cases involving terrorism, the law made it easier to track suspects’ phone calls and email. After a contentious debate, Congress renewed the Patriot Act on March 9, 2006.

DIRECTIONS: Read the editorials below concerning the renewal of the USA PATRIOT Act, and then answer the questions that follow.

“Reauthorize the Patriot Act”
U.S. Attorney General Alberto R. Gonzales
Washington Post
December 14, 2005

On Sept. 11, 2001, terrorists inspired by hatred murdered nearly 3,000 innocent Americans. In response, Congress overwhelmingly passed the USA Patriot Act. Now, before it adjourns for the year, Congress must act again to reauthorize this critical piece of legislation. Al Qaeda and other terrorist organizations are at work: Their stated goal is to kill Americans, cripple our economy and demoralize our people.

The bill to be considered this week is a good one. It equips law enforcement with the tools needed to fight terrorists, and it also includes new civil liberties protections. Members of Congress should put aside the rhetoric and focus on the facts surrounding this vital legislation.

The Patriot Act has been successful in helping prevent acts of terrorism in many ways. First, it updated anti-terrorism and criminal laws to reflect evolving technologies. Second, it increased penalties for those who commit terrorist crimes. Third, it gave terrorism investigators the same tools used by those who pursue drug dealers and the Mafia. Most important, the act helped break down the wall preventing regular exchange of information between the law enforcement and intelligence communities.
“Let sense, not fear, guide the Patriot Act”
The Seattle Times
September 29, 2005

The Patriot Act, now up for reauthorization, was passed at a time of maximum fear. America had been attacked. Security was the urgent concern. Now is a more normal time, and Congress needs to rewrite this law to make it consistent with our civil liberties.

The Constitution promises all Americans “due process of law” before government takes away life, liberty or property. It also guarantees “the right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures.” The police may search, but first they need to convince a judge that they know what they’re looking for, need to have it and have “probable cause” to look in a specific place.

The current Patriot Act compromises these principles, sometimes severely. One section of the act allows the police to secretly search a home and not tell the owner for six months. … The act also allows the FBI to seize a person’s medical, business, library and gun-purchase records by getting an order from a special court that does not demand probable cause.

Questions to Consider

1. According to Gonzales, how does the USA PATRIOT Act help fight terrorism?
2. According to the second editorial, what civil liberties does the USA PATRIOT Act infringe upon?
3. According to the second editorial, how does the USA PATRIOT Act infringe on civil liberties?
4. **GO A STEP FURTHER** Using the Internet, find more editorials concerning the USA PATRIOT Act. Study the viewpoints in each editorial. You may want to create a chart showing the pros and cons of this legislation. Using your readings to help support your opinion, write a persuasive essay that describes your position on this matter.
Chapter 31
Section Resources

Guided Reading Activity 31-1 ................................. 148
Guided Reading Activity 31-2 ................................ 149
Guided Reading Activity 31-3 ................................. 150
Guided Reading Activity 31-4 ................................. 151
DIRECTIONS: Using Headings and Subheadings. Locate each heading below in your textbook. Then use the information under the correct subheading to help you write each answer.

I. The Election of 2000
   A. Who were the Democratic presidential and vice presidential candidates in the 2000 election?
   B. Who were the Republican presidential and vice presidential nominees?
   C. Who presented a challenge to the major party candidates?
   D. Why did Florida initiate a recount?
   E. What was the controversy over chads?
   F. What did the Supreme Court rule in Bush v. Gore?
   G. Who was certified as the winner in Florida, and by how many votes?

II. Bush Becomes President
   A. What did Bush promise in his inaugural address?
   B. What happened to the economy during the election campaign?
   C. What happened as a result of a tax cut in the summer of 2001?
   D. What major changes did Bush propose for education?
   E. What was the strategic defense program?
DIRECTIONS: Recalling Facts Read the section and answer the questions below. Refer to your textbook to write the answers.

1. What did hijackers do on September 11, 2001? ________________________________

2. How did Americans respond to the September 11, 2001, attacks? __________________

3. What is terrorism? ________________________________

4. What role did America’s need for oil play in Middle Eastern terrorism? ______________

5. What do fundamentalist militant Muslims seek? ________________________________

6. Why was al-Qaeda originally formed? How did that purpose eventually change? _____

7. According to a letter written by Donald Rumsfeld, what made the war on terrorism “like none other”? ________________________________

8. What was one way President Bush planned to fight terrorist groups, aside from military force? ________________________________

9. What federal agency was created to protect the country from further terrorist attacks? ________________________________

10. What type of bioterrorism did Americans face in October of 2001? __________________

11. What targets in Afghanistan did the United States begin bombing in October 2001? ___
DIRECTIONS: Outlining Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

I. The War on Terror Continues
   A. After the September 11 attacks, the United States went to war in Afghanistan to bring down the ____________ regime.
   B. The United States worked with the ____________, a coalition of Afghan groups that had been fighting the Taliban.
   C. Osama bin Laden is believed to have crossed into ____________, a mountainous region of Pakistan.

II. Iraq and Weapons of Mass Destruction
   A. Nuclear, chemical, and biological weapons are examples of the ____________ that concerned President Bush and his advisers.
   B. The United States relied on a ____________, which said that if any nation used weapons of mass destruction against the United States, the U.S. would counterattack.
   C. President Bush declared the nations of Iraq, Iran, and North Korea an ____________ that posed a grave threat to the world.
   D. The United States wanted Iraq’s dictator, ____________, to readmit UN weapons inspectors, stop supporting terrorism, and stop oppressing his people.

III. Confronting Iraq
   A. In 2003, the United States began pressing the ____________ to authorize ____________.
   B. The ____________ dissolved as soldiers refused to risk their lives for Hussein, but fighting continued long after President Bush declared the end of ____________.
   C. The United States found itself trying to ____________, prevent a civil war, and establish a new Iraqi government.
   D. The failure to find any ____________ added to the controversy over whether the war was a mistake.
DIRECTIONS: Recording Who, What, When, Where, Why and How Read the section and answer the questions below. Refer to your textbook to write the answers.

1. Who was nominated by the Democrats to run against Bush and Cheney in the presidential election of 2004?

2. How were Kerry’s actions in the 1970s used against him in the campaign?

3. What did both parties see as the key to victory in the election and what state was needed to win?

4. Where were captured members of al Qaeda held and why was this controversial?

5. Why were some overseas telephone calls monitored by the National Security Agency?

6. What was President Bush’s plan to fix Social Security?

7. Who were the “Gang of 14” and what did they propose?

8. Who were the two new Supreme Court judges appointed by President Bush that were confirmed by Congress?

9. Why was Bush criticized in the first few days following Hurricane Katrina?

10. What was Americans’ single biggest frustration with the government during the first two years of Bush’s second term?

11. What led the majority of Americans to disapprove of the president’s handling of the war?

12. What was the result when Americans expressed their unhappiness in the midterm elections?
GEOGRAPHY AND HISTORY ACTIVITY 9

1. Smart-growth development is planned; does not abandon an existing infrastructure; is more town-centered; provides public transportation and is pedestrian-friendly; strives to preserve open spaces; has a mixture of types of housing, shops, and businesses.

2. In order for development to be sustainable, the impact on the environment, the economy, and the people in a community must be balanced.

3. One of the biggest impacts of urban sprawl on the environment and individuals is the use of vehicles.

4. Two major goals of the Smart Growth Initiative in Austin, Texas, are to determine where and how growth occurs and to improve the quality of life of Austin’s population.

5. Answers may vary, but most students should recognize that when a new road or highway is built, development along the road or highway usually follows. With that development comes more traffic and urban sprawl.

6. Diagrams will vary but should show characteristics of smart growth.

ECONOMICS AND HISTORY ACTIVITY 9

1. The new economy sectors of the economy are telecommunications, the Internet, and computers.

2. An entrepreneur uses his or her business skills, knowledge, imagination and risk-taking abilities to bring together the economic resources necessary for production, by managing and promoting economic activity.

3. It rose by about $62,000 between 1998 and 1999, and it fell by about $52,000 between 1999 and 2000.

4. The risky investment is CyberSuccess, because it has a high PE of 30.

5. The new economy advocates convinced many investors that very high earnings and profits were coming in the near future.

6. With a stock price of $50 and an earnings per share of $5, a company’s PE is 10.

7. The second wave of investors is hoping that the market for the company’s products will continue to grow, and earnings will continue to rise rapidly in the future. They make the unreasonable assumption that present conditions will continue unchanged in the future.

8. A sharp rise in earnings will stop at some point because the market demand largely will be satisfied. At that point, companies will have a supply larger than demand, which will cause productivity, prices, and profits to fall. This change happened with personal computers by the end of the 1990s, and by the early 2000s many computer companies were laying off workers.

HISTORY SIMULATIONS AND PROBLEM SOLVING ACTIVITY 9

Answers to Simulation Sheet 1 Questions

1. The following are among the Nixon administration’s first-term accomplishments: approval of cost-of-living adjustments to Social Security benefits; reduction of military spending; support of selected affirmative action programs for minorities; creation of the Environmental Protection Agency and Occupational Safety and Health Administration; and pursuit of diplomatic relations with the communist regime in the People’s Republic of China and of improved relations—and nuclear arms limitation—with the Soviet Union.
Among Nixon’s first-term failures are his efforts regarding the Vietnam War: Although he reduced the number of troops in Vietnam, he resumed bombing in North Vietnam and expanded the war into Cambodia and Laos.

Students will find more accomplishments and failures as they conduct their research.

2. Answers will vary. Some students will argue that such a resounding victory by Nixon must indicate that most Americans supported his policies. Others may suggest that Nixon’s lopsided victory says as much about the quality of George McGovern’s candidacy as it does about Americans’ approval for Nixon.

AMERICAN LITERATURE READINGS 9

“My Native Costume”

1. The teacher’s focus is the ethnic background of the author. The author’s focus is his purpose in going to the class.

2. The author says he is a lawyer, that his native costume is a pinstripe suit. His comment is an attempt to make the teacher realize that people of different ethnicities and races are still Americans. Perhaps his comment is a protest against being given a label.

3. Students’ answers may vary. The author did not want to wear his short-sleeved native shirt because of the cold February weather, but he acceded to the teacher’s wishes. He pointed out to the students one of the universal themes of American history: assimilation, or accepting or absorbing parts of the new culture but keeping the valuable parts of one’s own culture.

“Unlikely Heroes”

1. The rancher helps them get their bus tires repaired, feeds them dinner and breakfast, and gives them a place to sleep. He also gives them kindness and a renewed faith in human beings.

2. The general feeling about Americans is that they are selfish and mean—a feeling often inspired by news reports highlighting negative events.

3. His point of view is that the bad Americans who make it into the news are the minority—that the majority of Americans are generous and kind—and quiet about it.

4. Students’ answers may vary. Few generalizations can be made about people; each person is unique in behavior, thinking, action, and reaction.

“On the Pulse of Morning”

1. The reader is invited to stand upon the Rock and face his or her destiny. The reader may not seek protection in the Rock’s shadow.

2. The author reminds the reader that the mistakes of the past can be avoided in the future by speaking out, “facing them with courage.” She (the Rock) points out to the reader early in the poem that humans have “crouched too long” in darkness and ignorance.
3. The author is referring to the Cherokee removal known as the Trail of Tears. She points out that the Cherokee “rested” on the Rock (the land), and then left (were forced out) because others wanted the land.

REVIEWING SKILLS ACTIVITY 28

Practicing the Skill
1. problem
2. dilemma
3. decided; moved
4. tried

Applying the Skill
Answers will vary. Check to see that students’ work reflects an understanding of the skill and that their answers are plausible.

HISTORICAL ANALYSIS SKILLS ACTIVITY 28

Practicing the Skill
1. in the wake of, soon, at this point, meanwhile
2. Order of events: 1. the break-in; 2. reports surface about a connection between the burglars and the White House; 3. the coverup begins: White House officials destroy documents, and at the same time Nixon becomes involved.

Applying the Skill
Students should include most or all of the following events on their timelines:
1962: Rachel Carson publishes *Silent Spring*
1966: Carol Yannacone sues to prevent the use of DDT near her home
1969: a major oil spill off Santa Barbara, California, ruined miles of beach and killed scores of birds and aquatic animals. A dike project in Florida’s Everglades indirectly killed millions of birds and animals. Pollution and garbage caused nearly all the fish to disappear from Lake Erie.

1970: first Earth Day is held in April; activists start the Natural Resources Defense Council; President Nixon signs the National Environmental Policy Act, creating the Environmental Protection Agency (EPA); the Clean Air Act is passed
1972: DDT is banned; the Clean Water Act is passed
1973: the Endangered Species Act is passed
1978: Love Canal becomes known to the general public, and much of its population is relocated
1980: President Carter declares Love Canal a federal disaster area and relocates 600 more families

DIFFERENTIATED INSTRUCTION ACTIVITY 28

1. Answers will vary. Possible answer: The chart shows that the United States and the Soviet Union were nearly equal in their nuclear capability at this time and that both had an enormous number of weapons of mass destruction.

2. Answers will vary. Possible answer: To move away from mutual assured destruction, both sides would need to reduce their nuclear weapons stockpile. However, unilateral disarmament would mean that only one of the superpowers was vulnerable. To progress toward mutual assured security, both superpowers would need to disarm at the same rate; hence, they would first need to determine each other’s arsenal of weapons and then make agreements on what numbers to reduce.

ENGLISH LEARNER ACTIVITY 28

A. Pre-Reading Activity
1. The United States faced the prospect of nuclear war.
2. The United States and the Soviet Union worked together during World War II.
C. Reading Comprehension Activity
1. détente
2. restrain
3. profitable
4. nuclear war
5. interests

D. Word Building Activity
1. Avoiding
2. understand
3. profitable
4. potentially
5. aggression

CONTENT VOCABULARY ACTIVITY 28
1. executive privilege
2. summit
3. smog
4. revenue sharing
5. affirmative action
6. détente
7. special prosecutor
8. impounding
9. fossil fuels
10. busing

11. The 1970s saw an increase in inflation, or a rise in the cost of goods. The inflation was partly caused by the rising costs of raw materials such as oil. Oil-producing nations then announced an embargo, or government ban on trade, with countries that supported Israel. Thus, the price of gasoline and home heating oil rose significantly. The combination of rising prices and economic stagnation was known as stagflation.

ACADEMIC VOCABULARY ACTIVITY 28

A. Word Meaning Activity
1. B
2. A

3. A
4. C
5. B

Test Your Knowledge
1. event
2. defeat
3. idea
4. fewer
5. make a judgment
6. suitable
7. stronger
8. different
9. politics
10. government

REINFORCING SKILLS ACTIVITY 28

Practicing the Skill
1. The author uses footnotes.
2. He references two reputable newspapers from the period, the *New York Times* and the *Atlanta Journal*. Students should note that the author also references voting statistics but does not give sources for his figures.
3. Students should discuss the author’s primary points in the paragraph—the anticlimactic nature of the election and the disaffection with America. They should note that the statistics and quotes offered by the author do support these points. Ask students to consider other sources the author might have referenced to strengthen his case.

Applying the Skill
1. Answers will vary. Students should identify the format used by the author to cite sources—footnoting, in text references, acknowledgments, etc.
2. Answers will vary. Students should provide at least five examples of sources cited in the text and should comment on the credibility of the sources used.

3. Answers will vary. Students should analyze the types and number of primary sources used. They should discuss whether the author effectively supports his or her assertions with the sources provided.

CRITICAL THINKING SKILLS ACTIVITY 28

1. Answers will vary but should relate to Agnew’s belief that television news analysts unduly influence Americans’ opinions about the president and his policies.

2. (1) After the president delivers an address, his words are subjected to immediate analysis on television. (2) Millions of people watch a president’s address on television, and the TV analysts’ opinions represent only a handful of those who see the speech. (3) Most TV analysis of a president’s words and actions is unfriendly. (4) The president has a right to communicate directly with the American people without having his words immediately distorted by TV commentators. (5) The American people have a right to have time to think about and form their own opinions about a president’s words themselves without having TV analysts offer instant criticism.

TIME LINE ACTIVITY 28

1. Watergate hotel and offices
2. November 1972
3. January 1973
4. John Dean
5. April 1973
6. Archibald Cox
7. Senate Watergate committee
8. taping system

9. Supreme Court
10. articles of impeachment
11. resign

LINKING PAST AND PRESENT ACTIVITY 28

1. When gasoline was plentiful, and therefore inexpensive and easy to get, American consumers chose to buy large, gas-guzzling American cars. The 1973 oil embargo, however, created a fuel shortage. The resulting long lines at the gas pumps and high gas prices led consumers to switch their preferences to smaller, more fuel-efficient cars. At that time, U.S. automakers were not making these kinds of cars. As a result, Americans began to buy imported cars, especially those of Japanese manufacturers. Chrysler, one of the U.S. “Big Three” automakers, almost did not survive the competition. Also, the shortages led to government regulation of the auto industry. Congress passed laws requiring manufacturers to produce more fuel-efficient cars.

2. Experts have been puzzling over the high demand for SUVs amid often-rising gas prices and scary headlines over safety concerns and environmental impact. Image seems to be a major reason. Even though few owners take advantage of the SUV’s off-road capabilities, they like the feel of its ruggedness and style. Because of the vehicle’s size, many people feel safer driving an SUV. Except for the rollover problem, occupants of an SUV will generally fare better in an accident than those in a passenger car. Also, the United States, in general, is an affluent society. Until gas prices rise enough to hurt, Americans will continue to indulge their tastes.

3. Consumers in a free-market economy typically follow their pocketbooks. A sharp rise in the price of gasoline or a significant decrease in the price of hybrid cars
could increase sales of the hybrids. An increase in the price of other vehicle options could increase hybrid sales as well. For example, new laws requiring stricter standards for vehicle emissions could cause the price of traditional cars to rise, making hybrids relatively less expensive. Also, an increase in consumer concern for the environment could influence more people to choose hybrid cars. For example, a widely reported new study showing more fearful dangers from vehicle-produced pollution could spark this kind of concern.

**PRIMARY SOURCE READING 28-1**

1. Among the suspects’ belongings in police custody are address books with Hunt’s name and phone number, two notes or letters to Hunt, and a check of Hunt’s to a country club.

2. Hunt was a consultant for Charles Colson.

3. Bennett tells Woodward that Hunt worked for the CIA, which arouses Woodward’s suspicions about Hunt’s involvement in a break-in.

4. Ziegler makes the revelations seem like nothing important, and he accuses those who think they may be important of trying to “stretch this beyond what it is.”

**PRIMARY SOURCE READING 28-2**

1. Confidence is the idea that founded America and guided the development of Americans. It supports public institutions and business, the family, and the Constitution. Confidence has connected the generations.

2. The federal government is isolated from mainstream, everyday America.

3. The majority of people believe conditions will worsen, two-thirds of eligible voters do not vote, productivity is dropping, Americans are not saving for the future as they once did, and there is a growing disrespect for political and social institutions.

4. Answers will vary. The crisis was caused by a series of shocks and tragedies. The political assassinations in the 1960s made Americans think they were a nation of the bullet and not the ballot; Vietnam made Americans doubt their military prowess; Watergate made Americans lose respect for the presidency.

**AMERICAN ART AND MUSIC ACTIVITY 28**

1. Simplicity, minimalism, rationality, practicality, and “less is more” were the guiding principles of the International Style. A building’s frame of straight and perpendicular metal beams was usually covered in glass. Leaving the frame exposed allowed it to become an artistic element of the building.

2. After World War II, new buildings were constructed in the United States and the International Style was fashionable to use.

3. Johnson helped create Postmodernism. He felt Modernism was too limiting and he decided to use the best features of all styles. Johnson designed a landmark Postmodern building, the AT&T building in New York City.

4. Johnson was a co-author of *The International Style*, a catalog that came to be the handbook of popular building for more than 50 years. He also wrote in support of architects who built in the International Style.

5. In the International Style, a building’s functional elements such as its frame are left exposed to see. In a skyscraper, the frame is very important and has to be very strong. The exposed frame and tall, sleek lines of a skyscraper are perfect for this style.
**Answer Key**

**INTERPRETING POLITICAL CARTOONS**

**ACTIVITY 28**

1. The men are supposedly the committee assigned the task of writing the Declaration of Independence. The cartoon has “adapted” the scene from J.L.G. Ferris’s famous painting *Drafting the Declaration of Independence*. Most students will recognize Benjamin Franklin, who is speaking, and Thomas Jefferson, the “Tom” to whom Franklin is referring.

2. They are reading from the Declaration of Independence.

3. She symbolizes the status of women in the United States.

4. Answers will vary, but students may touch upon the lack of equality of women in the United States and the use of only the word “men” in the document.

5. The irony is that the words “All men are created equal” are beautiful only if one was a white male at the time of the writing of the Declaration of Independence.

6. Answers will vary, but students should provide reasons for their responses.

**RETEACHING ACTIVITY 28**

Students’ answers will vary but should include points similar to the following:

1. The combination of rising prices and economic stagnation created a dilemma for Nixon: Should he control inflation or end the recession? Nixon chose to focus on inflation and pursued several options: cutting government spending, raising taxes, raising interest rates, and imposing wage and price controls. None of these were successful.

2. Nixon believed the United States needed to build better relations with the Soviet Union and China to maintain world peace. He relaxed tensions with the Soviet Union and China by lifting trade and travel restrictions with China, withdrawing an American fleet from Taiwan, and visiting both nations for summits.

3. At the expense of his own approval rating, Ford pardoned Nixon to avoid the divisiveness of a public trial.

4. NATO and the Warsaw Pact agreed to recognize the borders of Eastern Europe and to protect human rights in that region. It essentially acknowledged Soviet domination in that region.

5. This television address was noted for Carter’s bleak assessment of the nation as it faced a major fuel shortage and worsening economy. Many Americans felt that the speech indicated that Carter had given up on the nation.

6. Because the United States had supported the deposed Shah, Iranian revolutionaries held 52 Americans hostage for 444 days. A rescue mission failed, as did countless negotiations. Carter’s inability to gain their release factored into his loss to Reagan.

7. Answers will vary. Conservation efforts are regularly featured in both local and national news reports. Schools often promote conservation ideas as well.

**ENRICHMENT ACTIVITY 28**

1. Women are different. They do not have executive ability, orderly minds, stability, leadership skills, and they are too emotional.

2. More than half the population of the United States is female. There are about 3 1/2 million more women in the United States than men.

3. They are stigmatized as “odd” and “unfeminine.”

4. Women continue to make gains in the workplace. Sandra Day O’Conner serves as a Supreme Court justice, many women serve as presidents and CEOs of large companies, and women have positions as representatives and senators. Monetary equity in the workplace continues to be an issue.
GUIDED READING ACTIVITY 28-1

1. Richard Nixon
2. Hubert Humphrey
3. Strom Thurmond
4. New Federalism
5. Aid to Families with Dependent Children (AFDC)
6. Henry Kissinger
7. Nixon Doctrine
8. bipolar world
9. Communists
10. détente
11. trade and travel restrictions
12. diplomacy
13. Moscow
14. Strategic Arms Limitation Treaty

GUIDED READING ACTIVITY 28-2

1. The Roots of Watergate
   A. Democratic National Committee
   B. opposition rallies
   C. cover-up
   D. 520
2. The Cover-Up Unravels
   A. Attorney General
   B. taping system
   C. executive privilege
   D. Spiro Agnew
   E. impeach
   F. resigned his office in disgrace
   G. executive branch
   H. above the law

GUIDED READING ACTIVITY 28-3

1. Johnson increased federal deficit spending to fund the Vietnam War and his Great Society programs without raising taxes.
2. the Middle East and Africa
3. OPEC stopped shipping petroleum to countries that supported Israel in the war with its Arab neighbors.
4. Americans had less money to spend on other goods, which contributed to a recession.
5. a combination of inflation and a stagnating economy with high unemployment
6. The Soviets failed to uphold basic human rights as they had promised when they signed the Helsinki Accords.
7. American voters saw Carter as a moral and upstanding individual who was untainted by Washington politics.
8. dependence on foreign oil
9. Andrew Young
10. He agreed to give Panama control of the Panama Canal.
11. Carter imposed an embargo on the sale of grain to the Soviet Union and boycotted the 1980 Summer Olympic Games in Moscow.
12. He helped broker a historic peace treaty, known as the Camp David Accords, between Israel and Egypt.
13. Ayatollah Khomeini
14. The rescue mission failed when several helicopters malfunctioned. One crashed in the desert, killing eight servicemen.

GUIDED READING ACTIVITY 28-4

1. good jobs
2. Affirmative action
3. reverse racial discrimination
5. Indian Civil Rights Act
6. American Indian Movement (AIM)
7. gaming establishments, or casinos
8. federal funds
GUIDED READING ACTIVITY 28-5

I. The Origins of Environmentalism
   A. A nationwide ban on the pesticide DDT
   B. *Silent Spring* by Rachel Carson
   C. The chemical industry was outraged and began an intense campaign to discredit her.
   D. April 1970; it was devoted to addressing the country’s environmental concerns
   E. to coordinate a nationwide network of scientists, lawyers, and activists working on environmental issues

II. The Environmental Movement Blossoms
   A. setting and enforcing pollution standards, promoting research, and directing anti-pollution activities with state and local governments
   B. It established air emissions standards for factories and automobiles and ordered that all industries comply with such standards within five years.
   C. a housing development near Niagara Falls, New York, known as Love Canal
   D. nuclear reactors
   E. It was hailed as cleaner and less expensive.
   F. After low levels of nuclear radiation escaped, the safety of nuclear energy came into question.

READING SKILLS ACTIVITY 29

Practicing the Skill
Signal words: although, despite, separate

Applying the Skill
Answers will vary. Check to see that students’ work reflects an understanding of the skill and that their answers are plausible.

HISTORICAL ANALYSIS SKILL ACTIVITY 29

Practicing the Skill
1. Their share decreased.
2. the lowest quintile
3. the top 5 percent
4. The highest quintile gained 7.3 percentage points.

Applying the Skill
1. When Reagan came into office, the economy was suffering from stagflation—a combination of high unemployment and high inflation. His first priority was to change this, and he believed that much of the problem stemmed from high taxes. By combining monetarism (raising interest rates) and supply-side economics (cutting taxes), Reagan believed businesses would expand and create new jobs.
2. The lowest 80 percent of earners lost ground in terms of income, while the top 20 percent, and especially the top five percent, gained ground.
3. Reagan’s plan created many new jobs and helped the economy to recover, but it did not close the widening gap between the poor and the rich.

DIFFERENTIATED INSTRUCTION ACTIVITY 29

1. Answers will vary. Possible answer: The announcement is trying to show that 17,000 people dying over the course of a year is just as bad as 17,000 people dying in one day. It is also trying to show how dangerous drunk driving is by showing all the pins.
2. Answers will vary. Possible answer: I think it does a good job of getting its point across, especially with its use of the pins as representing all the lives lost to drunken driving each year.
ENGLISH LEARNER ACTIVITY 29

A. Pre-Reading Activity
1. Answers will vary, depending on each student’s prior knowledge of the Reagan presidency.
2. Answers will vary. Students should give examples to support their position.

C. Language Usage Activity
1. B
2. B
3. A
4. B
5. B

CONTENT VOCABULARY ACTIVITY 29
1. C; budget deficit
2. F; yuppie
3. G; liberal
4. E; televangelist
5. J; capital gains tax
6. B; conservative
7. A; downsizing
8. I; discount retailing
9. H; supply-side economics
10. D; grassroots movement
11. Perestroika was a policy of restructuring the economy and government and allowing some private businesses, in order to save the Soviet economy. Glasnost, meaning “openness,” was Gorbachev’s policy of allowing more freedom of religion and speech, such as more open discussion of political issues and freer news reporting.
12. The strategy of “mutual assured destruction” assumed that as long as the United States and Soviet Union could destroy each other with nuclear weapons, they would be afraid to use them. Reagan felt this policy was immoral because it depended on the threat to kill massive numbers of people.

ACADEMIC VOCABULARY ACTIVITY 29

A. Word Meaning Activity
1. C
2. B
3. C
4. C
5. A

Test Your Knowledge
1. S
2. S
3. A
4. A
5. S
6. S
7. A
8. S
9. A
10. A
11. S
12. S

REINFORCING SKILLS ACTIVITY 29

Practicing the Skill
1. the Tiananmen Square protests
2. official news programs; radio news; hospital records; doctor interview; personal accounts
3. Answers will vary. Students may suggest that the reporter does show evidence of more moderate elements in the government and focuses primarily on verifiable
statistics and firsthand reports. However, phrases such as “violent suppression” and an overall focus on the violence may suggest reporter bias.

Applying the Skill
Answers will vary. Students should discuss specific observations about the reliability of news from each medium, the number and quality of the sources, as well as the treatment of their issue across mediums. They may note the difference between on-the-scene reporting and a reliance on secondhand information. Answers should include examples of bias.

CRITICAL THINKING SKILLS ACTIVITY 29

1. No one person, party, or country ended the Cold War. Cold War extremism didn’t end the Cold War; it delayed its end.

2. The title of the excerpt tells you that Kennan does not think the Republican Party ended the Cold War.

3. The words ridiculous and childish and the repetition of no in the last sentence state his point of view clearly.

4. Students’ answers should be based on well-reasoned arguments.

TIME LINE ACTIVITY 29

Hungary: In January 1989, the Parliament votes to allow multiple political parties and plans a multiparty election. In May 1989, soldiers pull down the fence on their border with Austria.

Poland: In June 1989, Poland holds free elections. The Solidarity Party wins 99 out of 100 seats in the Senate.

Czechoslovakia: In December 1989, President Husak resigns and a mainly non-Communist government takes power.

Romania: In December 1989, protestors overthrow the government. They arrest President Ceaușescu and his wife, and try and execute them within days.

Germany: In June 1987, Ronald Reagan gives a speech at the Berlin Wall and challenges Gorbachev to tear down the wall. In May 1989, East Germans flood into Hungary to escape across the newly opened border to Austria. In November 1989, the wall comes down. Families and friends are reunited after years of separation.

Russia: In December 1987, Gorbachev signs the INF Treaty with President Reagan, which calls for the destruction of nuclear weapons. In 1988 Gorbachev becomes president of the USSR. In 1990 Russia holds free elections. In 1991 Communist leaders organize a coup. They hold President Gorbachev under house arrest. Boris Yeltsin stands up to the Communists and organizes thousands to resist the coup. The Soviet Union collapses.

During the “Year of Victory,” communism fell or was overthrown in Hungary, Poland, Germany, Czechoslovakia, and Romania.

LINKING PAST AND PRESENT ACTIVITY 29

1. What makes a great video game is a matter of taste, although most players would probably agree on some basic elements. Video game players usually value full use of multimedia with lifelike movement and dazzling special effects. They like to feel immersed in the game’s world. Games would have to be challenging enough to hold interest. Games that increase the challenge by speeding up or adding complexity as the game progresses would hold interest longer than games that can be mastered in a short time. Engaging the mind with problem-solving, decision-making, and strategy requirements would help as well. The theme or storyline of the game would have to be interesting.

2. Much controversy surrounds the popularity of video games, especially related to young players. Many video games are very violent. Some people fear that constant exposure to the excessive violence will lead to violent behavior in children.
Many adults also object to the amount of money and time young people spend playing video games to the exclusion of more social and physically active pursuits. Doctors point out that continued play can lead to severe muscle cramps in the wrists and hands. Some critics point to the gender and race inequality evident in some video games.

3. Supporters point out that video games develop reflexes, hand-eye coordination, concentration, and judgment. Many require problem-solving throughout the course of the game. Video games designed for educational use can add fun to learning to read, write, and solve problems. The video-game format can be used to teach math, geography, history, and just about any other subject. A line of games called Sim games allow players to create and manage cities, biological systems, and other organizational structures. The elements of virtual-reality games are also being used as simulations for such applications as training pilots and astronauts.

PRIMARY SOURCE READING 29-1

1. The current tax system is penalizing achievement and harming productivity.

2. Inflation is affecting the quality of our economic decisions, penalizing saving and thrift, crushing young people trying to achieve economic independence, threatening those on fixed incomes, and causing unemployment.

3. President Reagan intends to “curb the size and influence” of the federal government and to make it recognize the distinction between its powers and those reserved to the people and the states.

4. Answers will vary. Students should provide reasons for their responses.

PRIMARY SOURCE READING 29-2

1. Keeping in shape affirms life. It is also a way to place oneself above others because being fit carries a social status.

2. Aspen’s atmosphere is one of a perpetual dream.

3. Steel makes this point about Aspen’s narcissism when he describes dancing at the Paragon Café.

4. The locals cannot afford to live in Aspen because the development by the rich has driven housing costs up so high.

AMERICAN ART AND MUSIC ACTIVITY 29

1. Lin’s design was chosen out of several outstanding entries as the design of choice by a number of government committees and agencies overseeing the Vietnam War Memorial project.

2. The memorial has two walls of polished black granite that meet in a “V” shape. Each of the walls is 246 feet long, and inscribed on the walls are the names of the Americans who were killed in Vietnam between 1959 and 1973.

3. A bronze sculpture depicting three American soldiers who are weighed down with heavy armaments was placed in a shady grove of trees to one side of Lin’s memorial.

4. Answers will vary; accept all reasonable answers.

5. The memorial is located in natural surroundings; it is built of natural materials; it is minimal and simple in its design, with no decoration or ornamentation except for the inscriptions.
INTERPRETING POLITICAL CARTOONS

ACTIVITY 29

1. General Westmoreland was the commander of U.S. forces in Vietnam for a number of years and is the American general most identified with the Vietnam War. His saluting tells us he is in the military; his medals tell us he is a high-ranking officer; the stars on his hat tell us he is a general.

2. The Sandinistas were the left-wing, Marxist forces that had assumed power in Nicaragua in 1979. President Reagan tried to combat them by funding the contras, a guerrilla force within Nicaragua.

3. The man on the horse is President Reagan. His expression is thoroughly optimistic, which the cartoonist wants us to understand as meaning that Reagan is being naïve and gullible.

4. When Westmoreland says that the Sandinista troops counts are acceptable and we are winning the hearts and minds of the people, he is repeating what he said during the war in Vietnam. The reference to the “light at the end of the tunnel” refers to a common expression meaning that the end is in sight, and it was a statement Henry Kissinger used about Vietnam a full three years before the last American troops left Saigon. The expression has been used unreliably so often that it is almost always taken ironically. Since Vietnam, these statements make us think of getting into a protracted, ultimately unsuccessful military involvement.

5. This device allows Oliphant to reinforce the theme of the cartoon by commenting on it.

6. The figure to Westmoreland’s left represents the right-wing dictator that the contras would support. The heavy beard, sunglasses, cigar, and grenades across his chest all indicate stereotypically that he is a corrupt Latin American dictator who keeps political power by military and police support. Oliphant’s point of view is negative toward this figure.

7. Reagan’s word “Bully” refers to Teddy Roosevelt and, therefore, San Juan Hill. The president’s clothes and bugle also refer to Roosevelt and San Juan Hill because they are of his era’s cavalry. Oliphant makes this reference because both Cuba and Nicaragua are in Latin America.

8. Answers will vary but should relate to America not learning from its history of trying to determine the nature of foreign governments.

RETEACHING ACTIVITY 29

Answers will vary but should contain some of the following information:

1. Means “openness.” Soviet leader Gorbachev allowed more freedom of religion and speech, including political discussion. Glasnost led to the dissolution of the Soviet Union.

2. Reagan’s supply-side economic policy of reducing taxes in order to promote capital investment. The profits that corporations and investors earned would “trickle down” and improve the economy for everyone.

3. A movement founded by Jerry Falwell. Using television and mail campaigns, it built a network of ministers to register new voters who backed conservative candidates and issues.

4. Following the original intent and wording of the Constitution rather than interpreting and expanding upon it. Reagan’s selection of federal judges was based on their conservative judicial philosophy.

5. The United States would support any force opposing left-wing or Communist governments. It led to the invasion of Grenada and support of Nicaraguan contras and Afghan mujahadeen.
6. Known as “Star Wars,” it involved construction of laser weapons to intercept and destroy incoming missiles. It was part of Reagan’s plan to build up the military and hurt the Soviets’ economy as they tried to keep up with the arms produced by the United States.

7. Allied response to the Iraqi invasion of Kuwait that endangered the Persian Gulf oil supply.

8. The end of the Cold War led to a recession as defense industries laid off workers and other companies downsized—laying off workers and managers to become more efficient.

9. Name journalists coined for “young urban professionals” who aggressively pursued wealth and the materialism of the 1980s.

10. Answers will vary. Students should express their positions regarding the role that the government should play in economic, social, judicial, and environmental issues.

**GO A STEP FURTHER** Students’ examples will vary. Their examples and summaries should indicate a clear understanding of the American point of view and the view of terrorists and radical Muslims.

**GUIDED READING ACTIVITY 29-1**

1. the economy
2. social behavior
3. high taxes
4. freedom
5. communism
6. William F. Buckley
7. South; West
8. Southern votes
9. suburbs
10. *Roe v. Wade*
11. television

**GUIDED READING ACTIVITY 29-2**

I. The Road to the White House
   A. Americans who were frustrated with the economy and worried that the United States had become weak internationally
   B. cut taxes and increase defense spending

II. Domestic Policies
   A. He proposed cuts to social programs such as welfare benefits, including the food stamp program and the school lunch program, and Medicare payments, unemployment compensation, student loans, and housing subsidies.
   B. by 1984; the median income of families climbed, new businesses and jobs were created, and unemployment fell

III. Reagan Oversees a Military Buildup
   A. He believed that if the Soviets tried to match the American buildup, it might put so much pressure on their economy that they would be forced to reform their system or collapse.

**ENRICHMENT ACTIVITY 29**

Students’ tables will vary depending upon the sources they find. In general, the responses of George H. W. Bush should indicate that Iraq was the aggressor in attacking Kuwait; that the United States, supported by the United Nations, was defending the people of Kuwait against Iraqi aggression; that the United States attempted to negotiate a settlement for months before attacking; and that the United States would take whatever actions were necessary to defend Kuwait. For Saddam Hussein, responses should indicate that Iraq was justified in reclaiming Kuwait; that the takeover was the result of a long-standing conflict; that the United States was imperialistic and wanted to take control; that U.S. ambitions prevented good-faith negotiations; and that the United States was the aggressor.
GUIDED READING ACTIVITY 29-3

1. baby boom
2. 21
3. Discount retailing
4. cable television
5. Music Television (MTV)
6. African American
7. military computer technology
8. Video arcades
9. drug abuse
10. Mothers Against Drunk Driving (MADD)
11. acquired immune deficiency syndrome
12. Stonewall Riot
13. Band Aid
14. Willie Nelson
15. Senior citizens

GUIDED READING ACTIVITY 29-4

I. The Soviet Union Collapses
   A. low taxes; less government action
   B. Michael Dukakis; “soft on crime”
   C. perestroika; private enterprise and profit-making
   D. glasnost; religion and speech

II. A “New World Order”
   A. Tiananmen Square; diplomatic contacts; suspend loans
   B. Saddam Hussein; Kuwait

III. Domestic Challenges
   A. growing deficit; slowing economy; recession
   B. tax increase
   C. Bill Clinton; H. Ross Perot
   D. “baby boom” generation

READING SKILLS ACTIVITY 30

1. A free trade agreement such as NAFTA would help the U.S. economy by allowing more goods to be exported without tariffs being added. This lowers consumer prices, which raises demand for the imported goods. Production output will then rise, in order to meet the increased foreign demand.

2. The Hawley-Smoot Tariff in the 1920s had a disastrous impact on international trade, since it raised the price of American goods and made other countries less likely to import them. A protective tariff, on the other hand, helped the U.S. economy in the 1800s, since it allowed domestic industries to grow without foreign competition.

Applying the Skill

Answers will vary. Check to see that student work reflects an understanding of the skill and that their answers are plausible.

HISTORICAL ANALYSIS SKILLS ACTIVITY 30

Practicing the Skill

1. The collapse of communism led to the breakup of Yugoslavia.
After Yugoslavia split apart, a civil war erupted. Countries put pressure on the three groups fighting. Fighting ended in 1995. The Serbians, however, began the process of ethnic cleansing against Bosnian Muslims.

Applying the Skill

1. Iraq defeated in the Persian Gulf War
2. Israeli Prime Minister Yitzhak Rabin and PLO leader Yasir Arafat reach an agreement.
3. U.S. President Clinton helps reach an agreement between Israel and the PLO called the Declaration of Principles.
4. Radical Palestinians explode bombs in Israel in opposition to the agreement.
5. Israeli Prime Minister Rabin is assassinated.
6. Israeli and Palestinian leaders meet with Clinton in Maryland to work out details of withdrawing Israeli troops from the West Bank and the Gaza Strip.
7. Clinton invites Arafat and Israeli Prime Minister Ehud Barak to Camp David to reach an agreement.
8. Barak agrees to the deal but Arafat rejects it.
9. Violence breaks out again between Palestinians and Israeli soldiers.

DIFFERENTIATED INSTRUCTION ACTIVITY 30

1. Answers will vary. Possible answer: Biotechnology uses living things to create new products and processes. Biotechnologists are focused on solving problems like curing and preventing illnesses, increasing crop yields, and preserving food. Watson and Crick deciphered the structure of DNA. In recombinant DNA technology, an entirely new substance is produced by taking a copy of a piece of DNA containing one target gene or a specific group of genes and transferring it to, or recombining it with, another organism. Some people are concerned about the changes brought by biotechnology.

2. Answers will vary. Possible answer: Genetically modified foods are a fundamental and dangerous change in the basic nature of the living things we consume.

ENGLISH LEARNER ACTIVITY 30

A. Pre-Reading Activity

1. Clinton is against a balanced budget amendment.
2. Answers will vary: possible answers might include that no one, not even governments, should spend more money than they have.

C. Reading Comprehension Activity

1. increases
2. raise
3. furtherance of the ends of justice
4. the state of the economy

D. Editing Activity

Clinton believed that the key to economic growth was to lower interest rates. Low interest rates would enable businesses to borrow more money, to expand and create more jobs. Low rates would also make it easily easy for consumers to borrow money for mortgages, car loans, and other items, which in turn would promote the economic economy. One way to bring interest rates down was to reduce the federal deficit. In trying to cut the deficit, however, Clinton faced a serious serious problem. About half of all government spending went to programs such as Social Security, Medicare, and veterans’ benefits, which were very hard to cut because so many Americans depend depend on them.
CONTENT VOCABULARY ACTIVITY 30

1. B
2. C
3. A
4. C
5. A
6. B
7. A
8. A
9. B
10. C
11. A
12. B

ACADEMIC VOCABULARY ACTIVITY 30

A. Word Meaning Activity

1. A
2. C
3. C
4. B
5. A
6. B

Test Your Knowledge

1. improvements
2. attendees
3. changes
4. messages
5. different from
6. remain the same
7. lawful
8. ignorance of
9. take away
10. F

11. T
12. F
13. F
14. T
15. T

REINFORCING SKILLS ACTIVITY 30

Practicing the Skill

1. 1996 presidential election returns
2. In general, the New England and Midwest regions appear much larger in the cartogram, while the Great Plains and western regions appear much smaller.
3. The distortions in the cartogram are due to the number of votes received by Clinton versus the number of votes received by Dole. Clinton won a greater percentage of the popular vote than Dole in most states, resulting in larger Clinton states and smaller Dole states.
4. Generally, students should agree that the cartogram more clearly represents the election results, showing Clinton as the winner.

Applying the Skill

Cartograms will vary. Cartograms should be clearly titled and should include a key. Students should select a base unit of measure (for example, a certain number of people or votes) to determine the size of each region. Regions should be clearly identified or labeled.

CRITICAL THINKING SKILLS ACTIVITY 30

Practicing the Skill

Answers will vary. Possible answers of fact should include one of the first four sentences of the paragraph. Possible answers of opinion should include one of the last two sentences.
LINKING PAST AND PRESENT ACTIVITY 30

1. The Web, with its multimedia capabilities, can show attractive color pictures and even animations of a product, but consumers cannot touch, try out, or smell the product itself. As a result, products such as books that customers don’t really need to physically examine might do better on the Internet than, say, a new kind of perfume that customers must smell to determine whether or not to buy. Also, online consumers cannot feel the fabric of clothes or try them on before buying. In spite of these drawbacks, consumers still buy many clothes and even perfume online. Sound, however, can be transmitted over the Internet. Music fans can hear samples to help them select music to buy. In spite of the drawbacks of selling products that consumers cannot experience before buying, the rapid growth of e-commerce is showing that just about anything can be bought and sold online.

2. Companies can use their Web site to advantage even if they don’t sell products on the site. The goals of a company Web site usually include attracting potential employees and investors as well as customers. Company sites can showcase new products, provide financial information to potential investors, and post job openings. They can offer advice on how to use their products and can give customers a way to correspond with the company through e-mail. At the same time, companies can collect information about their customers through interactions with site visitors. Companies can also supply customer-service items, such as instruction booklets and product trouble-shooting guides. Web sites can enhance the company’s image by providing company history, company news, and information about the company’s environmental or charitable activities.

3. Appealing visual and audio displays can attract and hold the interest of Web surfers at a store’s site. To get business, however, the store must offer features like easy navigation around the site, a good search engine for finding products and other information on the site, and an easy and secure process for paying for products. Like all stores, the online store must offer good-quality products, reasonable prices, prompt delivery, and excellent customer service to keep customers coming.

TIME LINE ACTIVITY 30

1945 The world’s first electronic digital computer, called ENIAC, becomes operational.

1946 Robert Noyce develops the first integrated circuit, or silicon chip.

1949 Apple II computer is produced. It is the first affordable, personal computer.

1959 Steve Jobs and Stephen Wozniak found the Apple Computer Company; create the Apple I computer.

1968 Noyce and Gordon Moore form Intel, which produces circuits on one chip, known as a microprocessor.

1970 IBM introduces the PC (personal computer).

1975 Microsoft introduces Windows operating system.

1976 The World Wide Web is invented by Timothy Berners-Lee.

1980 IBM hires Microsoft to develop an operating system for its personal computer; Microsoft sells IBM a system called MS-DOS, but keeps the rights.

1981 Microsoft sales hit $1 billion.

1984 Apple introduces the Macintosh, which uses icons and a mouse.

1985 The World Wide Web is invented by Timothy Berners-Lee.

1989 Microsoft sales hit $1 billion.

1990 The introduction of a browser program makes the Internet accessible to everyone.
Many successful online stores offer order tracking, so that customers can know when their purchases will be delivered. Reputable e-tailers also offer reasonable return policies.

**PRIMARY SOURCE READING 30-1**

1. All the jobs are repetitive.
2. The companies want a highly productive, highly flexible workforce, which means that they want high production without having to pay the salaries and benefits for permanent workers.
3. He means that you might get laid off and then return to the same job as a temporary worker.
4. The author admires these women because they work hard, year after year.

**PRIMARY SOURCE READING 30-2**

1. The basic principle is universal access to health care.
2. In addition to universal coverage, Hillary Rodham Clinton lists the following: rating communities to identify their health care needs, giving as much support for primary and preventive health care as to hospitalization and other care; choice and quality assurances; an emphasis on practice parameters and outcomes research.
3. Answers may vary. Some doctors may have objected to Clinton telling them they were not trusted or honored any more.

**AMERICAN ART AND MUSIC ACTIVITY 30**

1. He played gospel, blues, jazz, soul, and country and western.
2. His influences were church gospel music and radio programs like the Grand Old Opry.
3. Soul music is a combination of gospel and blues music.
4. He faced hardships like poverty, blindness, and the death of his mother.
5. Answers will vary but may include: Charles popularized jazz and country and western music. He also created soul music, which is related to rhythm and blues music. His new forms of music also led to rock and roll music.

**INTERPRETING POLITICAL CARTOONS**

**ACTIVITY 30**

1. The candidates are Bill Clinton, George Bush, and Ross Perot.
2. The candidates, drawn in extreme caricatures, are all grinning with their eyes closed.
3. They will try to condense their ideas into short memorable phrases and use wit to impress their audience.
4. Bill Clinton was Democrat, George Bush was Republican, and Ross Perot was the Reform Party candidate.
5. Even the debate mediator expects nothing more than sound-bites, slogans, put-downs, and zingers. The cartoonist is pointing out that the American people have similar expectations of presidential debates.
6. To hold people’s attention, television moves quickly from scene to scene and idea to idea. Television producers do not allow time for lengthy responses to political questions.

**RETEACHING ACTIVITY 30**

1. North American Free Trade Agreement
2. Contract with America
3. European Union
4. Dayton Accords
5. ARPANET
6. Apple Computer
**Answer Key**

7. Department of Homeland Security
8. refugees
9. Kyoto Protocol
10. AmeriCorps

**ENRICHMENT ACTIVITY 30**

1. He wants to make sure that America’s educational system nurtures the creativity of American students and empowers them with the skills and knowledge to reach their full potential. He wants them to have the opportunity to succeed in life.

2. Half of the population will consist of non-Hispanic blacks, Asians, and American Indians.

3. Students’ answers will vary. Many will express a shared value of respect for individuals and other cultures. Others will cite the renewed patriotism in the aftermath of the terrorists attacks on the World Trade Center and the Pentagon as a shared value that unites Americans, while still respecting individual differences in culture, race, and religion.

4. Students’ answers will vary. Students may list such things as English as a second language being offered in schools, announcements made in several languages at airports and other public settings, and television and radio stations geared to minority audiences.

**GUIDED READING ACTIVITY 30-1**

1. February, 1946
2. a complete electronic circuit on a single chip of the element silicon; 1959
3. the Apple II
4. PC software, the instructions used to program computers to perform desired tasks
5. Compact computers linked employees within an office or among its branches.

They became essential tools in every kind of business. By the late 1990s, a growing number of workers used a home computer and electronic mail to telecommute.

6. The act allowed telephone companies to compete with each other and to send television signals; it also permitted cable television companies to offer telephone services.

7. in a computer networking system that the U.S. Defense Department’s Advanced Research Project Agency established in 1969, known as ARPANET

8. more than 1 billion people

9. Internet-related stocks helped fuel the prosperity of the 1990s, but dropped dramatically in 2000—a period that became known as the “dot-com bust.”

10. Amazon.com is an online bookseller; Google and Yahoo created search engines to help people locate information on the Web.

11. Some companies earn money by charging fees for advertising. A few have tried making money by offering music files for download, or by selling access to databases of information. Many traditional companies have begun using the Web to take orders from customers.

12. Blogs—short for “Web logs”—are a type of public diary or notebook.

**GUIDED READING ACTIVITY 30-2**

1. The deficit had nearly quadrupled under Reagan and Bush, adding billions of dollars annually to the national debt.

2. lower interest rates

3. Businesses would borrow money to expand and create jobs, and consumers would borrow money for mortgages, car loans, and other items.

4. about half
5. because many Americans depend on them
6. small-business owners; the insurance industry and doctors’ organizations; Republicans
7. The plan died without a vote in Congress.
8. It gave workers up to 12 weeks per year of unpaid family leave for the birth or adoption of a child, or for the illness of a family member.
9. a waiting period before people could buy handguns, and background checks run by the police before a gun dealer could sell someone a handgun
10. lower taxes, welfare reform, tougher anti-crime laws, term limits for members of Congress, and a balanced budget amendment
11. the closing of the federal government after Clinton refused to approve the Republicans’ budget
12. It was booming, as unemployment and inflation fell to their lowest levels in 40 years, while the stock market soared.
13. The Senate votes fell short of the number needed to remove Clinton from office.
14. former president Jimmy Carter
15. The PLO recognized Israel’s right to exist, and Israel recognized the PLO as the representative of the Palestinians.

GUIDED READING ACTIVITY 30-3

1. national origins
2. Western Hemisphere
3. non-European peoples
4. refugees
5. illegal immigration
6. Department of Homeland Security
7. ethnic diversity
8. 10 percent
9. Latin America
10. Havana, Cuba
11. undocumented aliens
12. Reunification of families

GUIDED READING ACTIVITY 30-4

1. manufacturing jobs
2. regional trade pacts
3. European Union (EU)
4. World Trade Organization (WTO)
5. new markets
6. China
7. Chinese goods
8. environmental issues
9. chlorofluorocarbons (CFCs)
10. Global warming
11. Kyoto Protocol

READING SKILLS ACTIVITY 31

Practicing the Skill
Terms that support the heading’s conclusion include “failing to respond,” “faulted,” “dispute,” “who should take charge,” and “unprepared in its response.”

Applying the Skill
Answers will vary, and should demonstrate an adequate understanding of the skill.

HISTORICAL ANALYSIS SKILL ACTIVITY 31

Practicing the Skill
1. The theme of the cartoon is that Al Gore’s positions were too complicated, while George W. Bush’s positions were too simplistic.
2. Al Gore’s words do not make sense, and represent policy positions which some people did not, or could not, understand.
3. his ears
4. Answers will vary. Students should provide reasons to support their answer as to why the cartoonist may have been a Bush supporter or a Gore supporter.

Applying the Skill
While answers will vary, each student’s cartoon should have a clear message that others can understand.

DIFFERENTIATED INSTRUCTION ACTIVITY 31
1. Bush states that diplomatic measures, intelligence, law enforcement measures, financial influence, and necessary weapons of war would be used.
2. The war will be different from the war in Iraq in the previous decade because it will be longer and more complex, with battles and victories that will be difficult to see.

ENGLISH LEARNER ACTIVITY 31
A. Pre-Reading Activity
1. The United States wanted to work with the Northern Alliance because both wanted to bring down the Taliban.
2. The United States wanted to force the Taliban out of Afghanistan because the Taliban supported terrorism, specifically the work of bin Laden and al-Qaeda.

C. Reading Comprehension Activity
1. wide
2. supports
3. allies
4. fluctuate
5. wins

D. Word Building Activity
1. forget
2. biased
3. authorized
4. safety
5. maintain

CONTENT VOCABULARY ACTIVITY 31
1. terrorism
2. chad
3. anthrax
4. weapons of mass destruction
5. state-sponsored terrorism
6. earmark
7. strategic defense

ACADEMIC VOCABULARY ACTIVITY 31
A. Word Meaning Activity
1. priority
2. controversial
3. resolve
4. interpretation
5. obtain
6. inspectors
7. significantly
8. eliminate
9. monitor
10. procedures

Test Your Knowledge
1. A
2. B
3. C
4. A
5. B
Answer Key

6. A  
7. B  
8. B

REINFORCING SKILLS ACTIVITY 31

Practicing the Skill
1. decrease
2. In 2000, George Bush, the Republican candidate, received more Independent votes, while in 2004 John Kerry, the Democratic candidate, received more Independent votes.
3. Democrats

Applying the Skill
Answers will vary, depending on the questionnaires created by each pair of students.

CRITICAL THINKING SKILLS ACTIVITY 31

Practicing the Skill
1. Opinion. This is a statement of belief. The word “must” shows that the presenter wants to persuade the reader that Democrats should act in a certain way.
2. Fact. It can be proven that foreign policy issues, specifically the Iraq War, were extremely important with voters.
3. Fact. It can be proven that youth voter participation increased during the 2006 midterm elections.
4. Fact. It can be proven that Bush and Democrats did promise to work together after the results of the midterm elections.
5. Opinion. It cannot strictly be proven whether bipartisanship, or cooperation between members of both political parties, has taken effect in Congress.

TIME LINE ACTIVITY 31
1. because the election results in Florida were so close
2. He was concerned that a machine recount of votes would ignore ballots that had been incompletely punched.
3. Bush’s team went to court.
4. It was unclear whether the Florida Supreme Court had acted constitutionally in allowing the recounts and extending the deadline for certification.

LINKING PAST AND PRESENT ACTIVITY 31
1. FISA was set up to define how surveillance can be legally collected in the United States.
2. Gonzales believed that the USA Patriot Act and the Authorization of Use of Military Force had granted the president the authority to authorize wiretapping without warrants.
3. Warrantless wiretapping ignores the laws set up by FISA and the provisions of the Fourth Amendment, and threatens the privacy of U.S. citizens.

PRIMARY SOURCE READING ACTIVITY 31-1
1. Clarke believes that Rice’s understanding of the NSC is outdated. He tries to explain that terrorist threats should be the NSC’s new concern.
2. Clarke suggests sending arms to the Northern Alliance (a coalition of Afghan groups that fought against the Taliban) to help dismantle the Taliban regime and locate bin Laden.
3. Iraqi-sponsored terrorists
4. Student answers will vary. Some students may say that based on Clarke’s warnings, the government should have taken immediate action against al-Qaeda. Other students may say that the government may not have had enough information to act and could not have done anything to prevent the 9/11 attacks anyway.
Answer Key

PRIMARY SOURCE READING ACTIVITY 31-2

1. Davis says that the evacuation of New Orleans should have taken place sooner.

2. Brown says that FEMA’s role is not to evacuate cities.

3. Brown says that the local government of New Orleans and Louisiana was “dysfunctional.”

4. Brown criticizes the Department of Homeland Security because it caused FEMA to lose manpower.

AMERICAN ART AND MUSIC ACTIVITY 31

1. nine years old

2. “Bills, Bills, Bills”

3. from the title of an album released by Destiny’s Child in 2000

4. Knowles and Rowland might have established a community center in Houston to provide help to those who need assistance in coping with life’s demands.

5. Young children, especially girls, will see their success as an example of the possibilities that exist for those who commit themselves to following their dreams.

INTERPRETING POLITICAL CARTOONS
ACTIVITY 31

1. The biggest symbol of apathy is the empty auditorium.

2. The empty auditorium is an effective symbol of apathy because it shows that even an event meant to draw voters does not appeal to the apathetic public.

3. The cartoonist evidently feels that voter apathy is widespread and that such events as public forums and debates no longer attract interest from the public.

4. Answers will vary but may include the idea that the democratic process is less effective with less voter participation, and the danger that small, vocal groups could then wield undue influence.

5. Answers will vary but might include the dissatisfaction of voters with government and elected officials.

6. Answers will vary but could include: No Vote for Apathy, Too Busy for Democracy?, Where Have All the Voters Gone?

7. Students’ answers will vary, but their opinions should be supported by facts and demonstrate an understanding of the political cartoon in this activity.

RETEACHING ACTIVITY 31

1. al-Qaeda; Osama bin Laden

2. weapons of mass destruction

3. Saddam Hussein

4. Northern Alliance

5. axis of evil

6. Abu Ghraib

7. chad

8. Guantanamo Bay

9. Student answers will vary. Students may cite the civil unrest in Iraq and rising death counts of Americans and conclude that they would have accepted a timetable for withdrawing of U.S. troops from Iraq. Others may say that they support the actions of President Bush in staying in Iraq to finish the job that the country set out to do.

ENRICHMENT ACTIVITY 31

1. Gonzales states that the Patriot Act helps fights terrorism by giving law enforcement the tools it needs to fight terrorism more effectively, specifically by updating laws to reflect new technologies and increasing penalties for terrorists.
2. The Patriot Act infringes on Americans’ right to due process of law and protections against unreasonable search and seizure.

3. The Patriot Act allows the police to secretly search a home and not tell the owner for a six-month period and allows the FBI to seize a person’s records without getting an order that demands probable cause.

4. Students’ persuasive essays should use their readings of other editorials to inform their own opinion about the Patriot Act and whether it infringes on Americans’ civil liberties and whether it is an effective means of fighting terrorism.

GUIDED READING ACTIVITY 31-1

I. The Election of 2000
A. presidential candidate: Al Gore; vice presidential candidate: Joseph Lieberman
B. presidential candidate: George W. Bush; vice presidential candidate: Richard Cheney
C. Ralph Nader
D. The results were so close that state law required a recount.
E. It centered on whether certain voters had cleanly punched a complete chad out of their ballot card, left the chad partially attached, or failed to create a chad at all, producing only a dimple in the surface of the ballot—and what any of those circumstances might mean regarding their intended vote.
F. The court ruled that the manual recounts in Florida violated the equal protection clause of the Constitution because different standards for manual recounts meant that not all voters were treated equally.
G. George W. Bush, by 537 votes

II. Bush Becomes President
A. He promised to improve the public schools, to cut taxes, to reform Social Security and Medicare, and to build up the nation’s defenses.

B. The stock market dropped sharply, unemployment began to rise, and many new Internet-based companies went out of business.
C. Americans received tax rebate checks that put about $40 billion back into the economy.
D. He proposed annual standardized tests and to provide federal funds to allow parents to send their children to private schools if their public schools were doing a poor job.
E. Strategic defense was a program to develop missiles and other devices to shoot down nuclear missiles.

GUIDED READING ACTIVITY 31-2

1. They crashed airplanes into the World Trade Center, the Pentagon, and a field in Pennsylvania.

2. Americans responded rapidly; medical workers and firefighters from other cities raced to New York to help. Across the nation, people donated blood and collected food, blankets, and other supplies. Americans also donated over $1 billion.

3. the use of violence by nongovernmental groups against civilians to achieve a political goal

4. America’s investment in Middle Eastern oil enriched the ruling families of Middle Eastern countries and also spread Western ideas in the Middle East. Some Middle Easterners resented the U.S. support for wealthy families while most people remained poor; many Muslims feared that their values and beliefs would be weakened by Western ideas. Some Muslims became fundamentalist militants and used terrorism to achieve their goals.

5. They seek the overthrow of pro-Western Middle Eastern governments and to establish a pure Islamic society.

6. Al-Qaeda was originally formed to help support the Afghan resistance.
7. Because the enemy is a global network of terrorist organizations, the war would have to be fought by military and other means as well.

8. He issued an executive order freezing the financial assets of several individuals and groups suspected of terrorism in order to cut off their funding. He also asked Congress to pass laws making it easier for law enforcement to track terrorists.

9. the Office of Homeland Security

10. Anthrax, a deadly bacteria, was found in letters mailed to news offices and government officials.

11. al-Qaeda camps and the Taliban’s military forces

GUIDED READING ACTIVITY 31-3

I. The War on Terror Continues
   A. Taliban
   B. Northern Alliance
   C. Warizistan

II. Iraq and Weapons of Mass Destruction
   A. weapons of mass destruction (WMDs)
   B. policy of deterrence
   C. axis of evil
   D. Saddam Hussein

III. Confronting Iraq
   A. UN (United Nations); the use of force against Iraq
   B. Iraqi army; major combat operations
   C. suppress an insurgency
   D. weapons of mass destruction

GUIDED READING ACTIVITY 31-4

1. presidential candidate: John Kerry; vice presidential candidate: John Edwards

2. Senator Kerry returned from fighting in the Vietnam War convinced of its futility. He joined Vietnam Veterans Against the War and testified before Congress against the war, a stand that angered many veterans and others who supported the war.

3. voter turnout; Ohio

4. Guantanamo Bay; Some people argued that the prisoners should have the same rights as Americans taken into custody in the United States, including the right to a lawyer, formal charges, and eventually a proper trial.

5. to track calls that the NSA believed were being made or received by a member of al-Qaeda or someone affiliated with al-Qaeda

6. He proposed that workers be allowed to divert 4 percent of their income into private accounts instead of Social Security.

7. The “Gang of 14” was a bipartisan group of senators. The seven Democrats agreed not to support a filibuster of the president’s nominees solely because of their conservative ideology. In return the seven Republicans agreed not to support Frist if he tried to ban filibusters.


9. President Bush flew over the devastated areas a few days after Hurricane Katrina. Photographs of the president viewing the scene from high above made him appear detached.

10. the grim news coming daily from Iraq

11. mounting violence, such as suicide bombings, kidnappings, attacks on American soldiers, sectarian attacks, and conflicts between the Sunni and Shia militias

12. The Democrats won a majority in both the House and the Senate for the first time since 1992. House Democrats elected California Representative Nancy Pelosi to be the first female Speaker of the House of Representatives.