



# The AMERICANS

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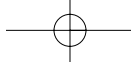
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## Section 1: Understanding Historical Readings

### 1.1 Finding Main Ideas

#### DEFINING THE SKILL

**Finding main ideas** means identifying words that sum up the single most important thought in an entire paragraph or section. To find the main idea of a passage, identify the topic. Then, as you read, ask, What central idea do the many details explain or support?

#### APPLYING THE SKILL

This excerpt from President Richard M. Nixon's memoirs is about wiretapping, or bugging—planting a concealed microphone to get information. The diagram that follows identifies and organizes information in the passage.

#### HOW TO FIND MAIN IDEAS

**Strategy 1** Identify the topic by looking at the title, or by looking for key words. This passage repeats the words *bugged*, *bugging*, *tapped*, and *wiretap*.

**Strategy 2** Look for a topic sentence. Ask whether any one sentence sums up the point of the whole passage. In this passage, the second sentence states Nixon's attitude toward bugging.

**Strategy 3** Look for details or examples. The many examples support the attitude that wiretapping was a common practice.

#### NIXON ON WIRETAPPING 1

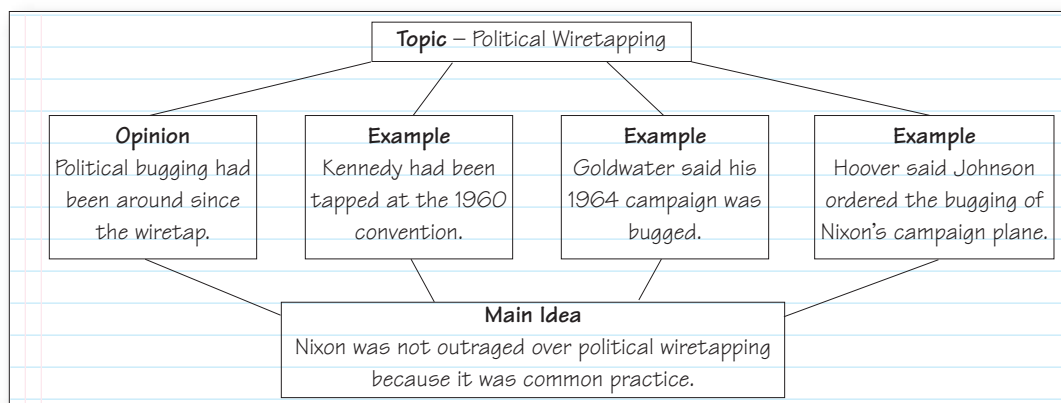
I had been in politics too long, and seen everything from dirty tricks to vote fraud. 2 I could not muster much moral outrage over a political 1 bugging.

Larry O'Brien [director of the Democratic National Committee] might affect astonishment and horror, but he knew as well as I did that political bugging had been around nearly since the invention of the wiretap. 3 As recently as 1970 a former member of Adlai Stevenson's [Democratic candidate for president in 1952 and 1956] campaign staff had publicly stated that he had tapped the [John F.] Kennedy organization's phone lines at the 1960 Democratic convention. 3 Lyndon Johnson felt that the Kennedys had had him tapped; 3 Barry Goldwater said that his 1964 campaign had been bugged; 3 and Edgar Hoover [director of the FBI, 1924–1972] told me that in 1968 Johnson had ordered my campaign plane bugged.

Source: Richard Nixon, *The Memoirs of Richard Nixon* (New York: Grosset & Dunlap, 1978), pp. 628–629.

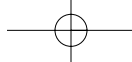
#### Make a Diagram

State the topic and list the supporting details in a chart. Use the information you record to help you state the main idea.



#### PRACTICING THE SKILL

Turn to Chapter 34, Section 3, p. 1085 and read the passage headed "Space Exploration." Make a diagram, like the one above, to identify the topic, the most important details, and the main idea of the passage.



## Section 1: Understanding Historical Readings

### 1.2 Following Chronological Order

#### DEFINING THE SKILL

**Chronological order** is “time order”—the sequence of events in time. Chronology may be either relative or absolute. Relative chronology relates one event to another. This helps historians to see causes, effects, and other relationships between events. Absolute chronology ties events to an exact time or date, pinpointing dates in one universal framework—the passage of time.

#### APPLYING THE SKILL

The following paragraph is about several events leading up to the Watergate scandal that brought down the Nixon administration. The time line that follows puts the events of the passage in chronological order.

#### HOW TO FOLLOW CHRONOLOGICAL ORDER

**Strategy 1** Look for clue words about time. These are words like *initial*, *first*, *next*, *then*, *before*, *after*, *finally*, and *by that time*.

**Strategy 2** Use specific dates provided in the text.

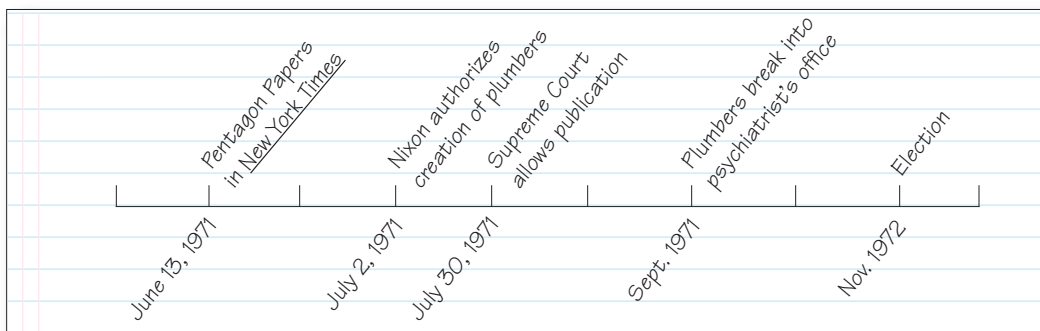
**Strategy 3** Watch for references to previous historical events that are included in the background. Usually a change in verb tense will indicate a previous event.

#### The Pentagon Papers

The **1** initial event that many historians believe led to Watergate took place on **2** June 13, 1971, when the *New York Times* began publishing articles called the Pentagon Papers, which divulged government secrets about the U.S. involvement in Vietnam. The information had been leaked by a former Defense Department official, Daniel Ellsberg. The Justice Department asked the courts to suppress publication of the articles, but on **2** July 30, 1971, the Supreme Court ruled that the information could be published. **1** Two months later, in September, a group of special White House agents known as the plumbers burglarized the office of Ellsberg’s psychiatrist in a vain attempt to find evidence against Ellsberg. President Nixon **3** had authorized the creation of the plumbers in 1971, after the Pentagon Papers were published, to keep government secrets from leaking to the media and to help ensure his reelection in November 1972.

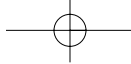
#### Make a Time Line

If the events in a passage are numerous and complex, make a time line to represent them. The time line here lists the events from the passage above in time order.



#### PRACTICING THE SKILL

Skim, Chapter 29, Section 2, p. 916 “The Triumphs of a Crusade,” to find out how the civil rights movement helped end segregation in the South. Make a list of the important dates you find, starting with the freedom ride in May 1961 and ending with the passage of the Voting Rights Act of 1965. Use the model above to help you create your own time line, showing what happened on each date.



## Section 1: Understanding Historical Readings

### 1.3 Clarifying; Summarizing

#### DEFINING THE SKILL

**Clarifying** means checking to be sure you clearly understand what you have read. One way to do this is by asking yourself questions. In your answers, you might restate in your own words what you have read.

When you **summarize**, you condense what you have read into fewer words, stating only the main idea and the most important supporting details. It is important to use your own words in a summary.

#### APPLYING THE SKILL

The excerpt below describes a major oil spill. Following the excerpt is a summary that condenses the key information in the passage into a few sentences.

#### HOW TO SUMMARIZE

**Strategy 1** Look for topic sentences stating the main ideas. These are often at the beginning of a section or paragraph. In a summary, rewrite the main ideas in your own words.

**Strategy 2** Include only the most important facts and statistics. Pay attention to numbers, dates, quantities, and other data.

**Strategy 3** Clarify understanding by asking questions. Also, look up any words you do not recognize.

#### THE EXXON VALDEZ OIL SPILL

**1** In March 1989, the oil tanker *Exxon Valdez* ran aground in Prince William Sound along the coast of Alaska, dumping about **2** 11 million gallons of crude oil into the sea. Within days, 1,800 miles of coastline were fouled with thick black oil that coated rocks and beaches. At least 10 percent of the area's birds, sea otters, and other animals were killed, and commercial fisheries estimated that they would lose at least 50 percent of the season's catch.

The captain of the *Exxon Valdez* was found guilty of **3** negligence, and attempts were made to clean up the spill. **2** Ten years later, however, scientists found that pools of oil buried in coves were still poisoning shellfish, otters, and ducks, while several bird species failed to reproduce.

**2** Between 1989 and 1994, Exxon spent about \$2.1 billion in efforts to clean up Prince William Sound. In the meantime, some 34,000 commercial fishers and other Alaskans sued the company for damages, claiming that the oil spill had ruined their livelihoods.

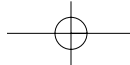
#### Write a Summary

You can write your summary in a paragraph. The paragraph below summarizes the passage about the *Exxon Valdez* oil spill. After writing your summary, review it to see that you have included only the most important details.

In 1989, the *Exxon Valdez* ran aground off the Alaskan coast, spilling 11 million gallons of oil. The water and coastline for hundreds of miles were badly polluted, and many animals died. Alaskans sued the oil company for lost income. Exxon spent \$2.1 billion for a cleanup effort and was subject to litigation from people who lost their livelihoods because of the spill.

#### PRACTICING THE SKILLS

Turn to Chapter 22, Section 1, p. 670 and read the passage headed "Economic Troubles on the Horizon." Make notes of the main ideas. Look up any words you don't recognize. Then write a summary of the passage, using the model above as your guide.



## Section 1: Understanding Historical Readings

### 1.4 Identifying Problems

#### DEFINING THE SKILL

**Identifying problems** means recognizing and understanding difficulties faced by particular people or groups at particular times. Being able to focus on specific problems helps historians understand the motives for actions and the forces underlying historical events.

#### APPLYING THE SKILL

The following passage tells about the experience of newcomers to Northern cities, like Boston and Philadelphia, in the late 1800s. Below the passage is a chart that organizes the information the passage contains.

#### HOW TO IDENTIFY PROBLEMS

**Strategy 1** Look for problems that are implied but not stated. Problems are sometimes stated indirectly. This sentence implies that many immigrants settled in the cities because of limited opportunities elsewhere.

**Strategy 2** Look for difficulties people faced.

**Strategy 3** Evaluate solutions to problems.

**Strategy 4** Recognize that sometimes the solution to one problem may cause another problem.

#### IMMIGRANT LIFE IN THE CITIES

**1** The lure that drew many immigrants to America and its cities often was the same one that had attracted settlers to the West—opportunity. In the nation’s industrialized centers people saw a chance to **2** escape poverty, find work, and carve out a better life.

Cities offered unskilled laborers steady jobs in mills and factories and provided the social support of neighborhoods of people with the same ethnic background. **3** Living among people who shared their background enabled the newcomers to speak their own language while learning about their new home.

**4** Overcrowding soon became a problem, however—one that was intensified by the migration of people from America’s rural areas.

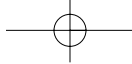
#### Make a Chart

The chart below summarizes the problems and solutions in the passage. The chart details what the problems were, what steps people took to solve the problems, and how those solutions affected them.

Problems	Solutions	Outcomes
poverty	coming to U.S. cities	jobs available
lack of opportunity	coming to U.S. cities	jobs, housing, communities
lack of work skills	factory and mill jobs requiring low level of training	enough jobs for the time being
unfamiliarity with language	living in ethnic communities	community but overcrowding

#### PRACTICING THE SKILL

Turn to Chapter 31, Section 2, p. 982 and read the passage headed “Women Fight for Equality.” Note the social and economic problems many women faced in the 1960s and 1970s. Then make a chart, like the one above, in which you summarize the information you found in the passage. Be sure to read to the end of the section so that you can evaluate the solutions attempted and their outcomes.



## Section 1: Understanding Historical Readings

### 1.5 Analyzing Motives

#### DEFINING THE SKILL

**Analyzing motives** in history means examining the reasons why a person, group, or government took a particular action. These reasons often go back to the needs, emotions, and prior experiences of the person or group, as well as their plans, circumstances, and objectives.

#### APPLYING THE SKILL

The following paragraphs tell how the early Mormons were treated and why they moved west in the mid-1800s. The diagram below the passage summarizes the Mormons' motives for that journey.

#### HOW TO ANALYZE MOTIVES

**Strategy 1** Look for different kinds of motives. Some motives are negative, and others are positive.

**Strategy 2** Look for the influence of important individuals or leaders in motivating others.

**Strategy 3** Look for basic needs and human emotions as powerful motivators. Such needs and emotions include food and shelter, greed, ambition, compassion, and fear.

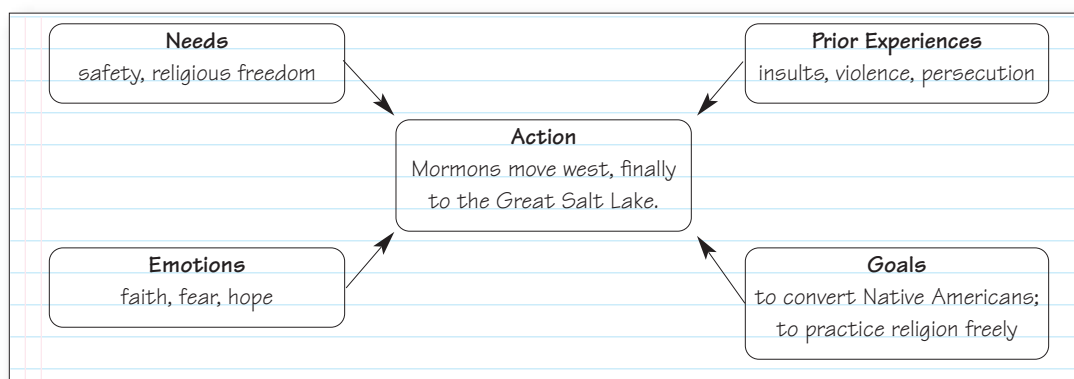
#### The Mormon Migration

Some of the Mormons' beliefs alarmed and angered other Americans. **1** Plagued by persecution and violence and seeking to convert Native Americans, Mormon church founder Joseph Smith led his followers west to a small community in Illinois. Conflict soon developed again when Smith allowed male members to have more than one wife. This idea infuriated many of Smith's neighbors, and he was eventually murdered by a mob.

**2** The Mormons rallied around a new leader, Brigham Young, who urged them to move farther west. There they encountered a desert area near a salt lake, just beyond the mountains of what was then part of Mexico. The salty water was useless for crops and animals. Because the land was not desirable to others, **3** Young realized that his people might be safe there. The Mormons began to build Salt Lake City.

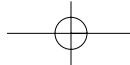
#### Make a Diagram

In the center of the diagram, list the important actions from the passage. Around it, list motives in different categories.



#### PRACTICING THE SKILL

Turn to Chapter 25, Section 3, p. 789 and read the passage headed "The Atomic Bomb Ends the War." Take notes about President Truman's motives in dropping atomic bombs on Japan. Then create a diagram similar to the one shown here.



## Section 1: Understanding Historical Readings

### 1.6 Analyzing Causes and Effects

#### DEFINING THE SKILL

A **cause** is an action in history that prompts something to happen. An **effect** is a historical event or condition that is the result of the cause. A single event may have several causes. It is also possible for one cause to result in several effects. Historians identify cause-and-effect relationships to help them understand why historical events took place.

#### APPLYING THE SKILL

The following paragraphs describe the early events leading to the Battle of Little Bighorn. The diagram that follows the passage summarizes the chain of causes and effects.

#### HOW TO IDENTIFY CAUSES AND EFFECTS

**Strategy 1** Look for reasons behind the events. Here the discovery of gold motivated white Americans to move into Sioux territory.

**Strategy 2** Look for clue words indicating cause. These include *because*, *due to*, *since*, and *therefore*.

**Strategy 3** Look for clue words indicating consequences. These include *brought about*, *led to*, *as a result*, *thus*, *consequently*, and *responded*. Remember that a cause may have several effects.

#### Broken Treaties

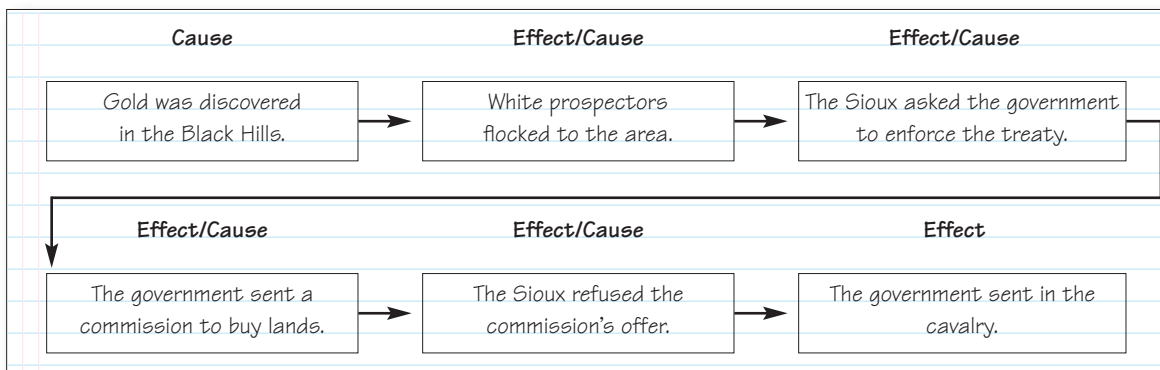
The Treaty of Fort Laramie (1868) had promised the Sioux that they could live forever in Paha Sapa, the Black Hills area of what is now South Dakota and Wyoming. The area was sacred to the Sioux. It was the center of their land and the place where warriors went to await visions from their guardian spirits.

Unfortunately for the Sioux, the Black Hills contained large deposits of gold. **1** As soon as white Americans learned that gold had been discovered, they poured into the Native Americans' territory and began staking claims.

**2** Because the Sioux valued their land so highly, they appealed to the government to enforce the treaty terms and remove the miners. The government **3** responded by offering to purchase the land from the Sioux. When the Sioux refused, the government sent in the Seventh Cavalry to remove the Native Americans.

#### Make a Cause-and-Effect Diagram

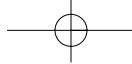
Starting with the first cause in a series, fill in the boxes until you reach the end result.



#### PRACTICING THE SKILL

Turn to Chapter 19, Section 3, p. 598 and read the passage headed "African Americans and the War." Take notes about the causes and effects of African-American migration. Make a diagram, like the one shown above, to organize the information you find.





## Section 1: Understanding Historical Readings

### 1.7 Comparing; Contrasting

#### DEFINING THE SKILL

**Comparing** involves looking at the similarities and differences between two or more things. **Contrasting** means examining only the differences between them. Historians might compare and contrast events, personalities, beliefs, institutions, works of art, or many other types of things in order to give them a context for the period of history they are studying.

#### APPLYING THE SKILL

The following passage describes life in colonial America during the last half of the 1600s. The Venn diagram below shows the similarities and differences between the Northern and Southern colonies.

#### HOW TO COMPARE AND CONTRAST

**Strategy 1** Look for clue words that show how two things differ. Clue words include *different, differ, unlike, by contrast, however, and on the other hand*.

**Strategy 2** Look for clue words indicating that two things are alike. Clue words include *both, all, like, as, likewise, and similarly*.

**Strategy 3** Look for features that two things have in common.

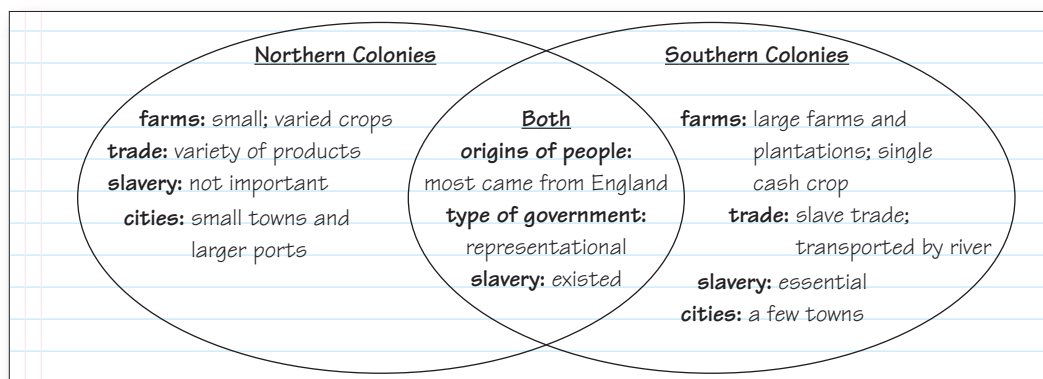
#### Life in the Early American Colonies

Not long after the English colonies were established, it became apparent that two very **1** different ways of life were developing in the Northern and Southern colonies. In the South, both **2** rich plantation owners and poorer frontier farmers sought land. Virginia and Maryland became known as the tobacco colonies. **3** Large farms, but few towns, appeared there.

Slavery existed in **3** all the colonies, but it became a vital source of labor in the South. **1** By contrast, the New England and middle colonies did not rely on slave labor or single staple crops, such as tobacco or rice. Most people were farmers, but they grew a wide variety of crops. The New England colonies traded actively with the islands of the West Indies. In addition to foods, they exported all kinds of other items, ranging from barrels to horses. In return, they imported sugar and molasses. **3** All this trade resulted in the growth of small towns and larger port cities.

#### Make a Venn Diagram

Use the two ovals to contrast the Northern and Southern colonies and the overlapping area to show what the two regions have in common.



#### PRACTICING THE SKILL

Turn to Chapter 13, Section 1, pp. 408–409 and read the passages headed “The Culture of the Plains Indians” and “Settlers Push Westward.” Pay special attention to descriptions of the American settlers and Native Americans on the Great Plains. Make a Venn diagram showing what the two groups had in common and what made them different.



## Section 1: Understanding Historical Readings

### 1.8 Distinguishing Fact from Opinion

#### DEFINING THE SKILL

**Facts** are dates, statistics, and accounts of events, or they are statements that are generally known to be true. Facts can be checked for accuracy.

**Opinions** are the judgments, beliefs, and feelings of a writer or speaker.

#### APPLYING THE SKILL

The following excerpt describes the 1886 Haymarket affair in Chicago. The chart summarizes the facts and opinions.

#### HOW TO DISTINGUISH FACT FROM OPINION

**Strategy 1** Look for specific events, dates, and statistics that can be verified.

**Strategy 2** Look for assertions, claims, hypotheses, and judgments. Here a speaker at the event is expressing an opinion.

**Strategy 3** Look for judgments the historian makes about events. Here the writer states the opinion that the event was a disaster and then backs up this opinion by explaining the negative consequences of the event.

#### The Haymarket Affair

**1** At ten o'clock another speaker stepped forward, the main burden of his address being that **2** there was no hope of improving the condition of workmen through legislation; it must be through their own efforts. . . .

The speaker hurried to a conclusion, but at that point 180 police officers entered the square and headed for the wagon that had served as a speakers' platform. The captain in charge called on the meeting to disperse. . . .

**1** At that moment someone threw a bomb into the ranks of the policemen gathered about the speakers. After the initial shock and horror, the police opened fire on the crowd. One policeman had been killed by the bomb, and more than 60 injured. One member of the crowd was killed by police fire, and at least 12 were wounded. . . .

**3** In almost every . . . way Haymarket was a disaster. It vastly augmented [increased] the already considerable paranoia of most Americans in regard to anarchists, socialists, communists, and radicals in general. It increased hostility toward . . . foreigners. . . . It caused a serious impairment of freedom of speech in every part of the country.

Source: Page Smith, *The Rise of Industrial America* (New York: Penguin, 1990), pp. 244–256.

#### Make a Chart

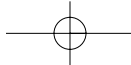
List the facts you learn in a passage as well as the opinions that are expressed.

Facts	Opinions
Just after 10:00, as a speaker was finishing up, someone threw a bomb into the group of 180 policemen surrounding the speakers.	speaker: Workers must improve their own situations since legislation can't do it for them.
More than 60 police were injured, and about 13 civilians were injured or killed when police fired into the crowd.	historian: Nothing good came of the Haymarket affair; and in fact it had many negative consequences: <ul style="list-style-type: none"> <li>increased paranoia about radicals</li> <li>increased hostility toward foreigners</li> <li>impaired freedom of speech</li> </ul>

#### PRACTICING THE SKILL

Read Chapter 15, Section 3, p. 473, "The Emergence of Political Machines."

Make a chart in which you list some facts about political machines and some opinions on graft expressed in the passage.



## Section 1: Understanding Historical Readings

### 1.9 Making Inferences

#### DEFINING THE SKILL

**Making inferences** from a piece of historical writing means drawing conclusions based on facts, examples, opinions, and the author's use of language. To make inferences, use clues in the text and your own personal experience, historical knowledge, and common sense.

#### APPLYING THE SKILL

The following passage is from a speech by President Ronald Reagan promoting his economic program. The chart below lists some inferences that can be drawn from the first paragraph.

#### HOW TO MAKE INFERENCES

**Strategy 1** From the facts in the text and historical knowledge, you can infer that Reagan is blaming the Democrats for the poor economy.

**Strategy 2** Look for clues about the writer's opinion. From Reagan's language and the goals of his program, you can infer that he sees government spending and taxation as a major cause of the economic crisis.

**Strategy 3** Note opinionated language. You can infer from words such as *exaggerated* and *inaccurate* that Reagan disagrees with criticism of his plan.

#### On the Program for Economic Recovery

**1** All of us are aware of the punishing inflation which has for the first time in 60 years held to double-digit figures for 2 years in a row. Interest rates have reached absurd levels of more than 20 percent and over 15 percent for those who would borrow to buy a home. . . . Almost 8 million Americans are out of work. . . .

**2** I am proposing a comprehensive four-point program . . . aimed at reducing the growth in government spending and taxing, reforming and eliminating regulations which are unnecessary and unproductive or counterproductive, and encouraging a consistent monetary policy aimed at maintaining the value of the currency.

Now, I know that **3** exaggerated and inaccurate stories about these cuts have disturbed many people. . . . Those who, through no fault of their own, must depend on the rest of us—the poverty stricken, the disabled, the elderly, all those with true need—can rest assured that the social safety net of programs they depend on are exempt from any cuts.

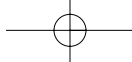
#### Make a Chart

Record clues in the text as well as what you know about the topic on the basis of your own experience, knowledge, and common sense.

Clues in the Text: Facts, Examples, Language	Personal Experience, Historical Knowledge, Common Sense	Inference
<ul style="list-style-type: none"> <li>inflation in double digits</li> <li>Interest rates over 20%</li> <li>8 million unemployed</li> <li>Inflation is "punishing"</li> <li>Interest rates "absurd"</li> </ul>	<ul style="list-style-type: none"> <li>Reagan defeated Democratic incumbent Jimmy Carter in the 1980 election.</li> </ul>	Reagan blames the Democrats for the current economic problems.

#### PRACTICING THE SKILL

Turn to Chapter 18, Section 3, p. 562 and read the passage headed "The Impact of U.S. Territorial Gains." Create a chart like the one above, making inferences based on clues in the text and on your own personal experience, historical knowledge, and common sense.



## Section 2: Using Critical Thinking

### 2.1 Developing Historical Perspective

#### DEFINING THE SKILL

**Historical perspective** is an understanding of events and people in the context of their times. Using historical perspective can help you avoid judging the past solely in terms of present-day norms and values.

#### APPLYING THE SKILL

The following passage is the opening portion of an address by President Theodore Roosevelt. Below it is a chart that summarizes the information from a historical perspective.

#### HOW TO DEVELOP HISTORICAL PERSPECTIVE

**Strategy 1** Identify any historical figures, occasions, events, and dates.

**Strategy 2** Notice words, phrases, and settings that reflect the period. Here the language used by the president reflects the optimism of the Progressive Era.

**Strategy 3** Explain how people's actions and words reflect attitudes, values, and passions of the era. Here Roosevelt equates a strong nation with "manly virtues."

#### Write a Summary

In a chart, list key words, phrases, and details from the passage, and then write a short paragraph summarizing the basic values and attitudes it conveys.

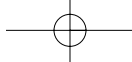
#### 1 INAUGURAL ADDRESS, 1905 President Theodore Roosevelt

My fellow-citizens, no people on earth have more cause to be thankful than ours, and this is said . . . with gratitude to the Giver of Good who has blessed us with the conditions which have enabled us to achieve so large a measure of well-being and happiness. To us as a people it has been granted to lay the foundations of our national life in a 2 new continent. We are the 2 heirs of the ages, and yet we have had to pay few of the penalties which in old countries are exacted by the dead hand of a bygone civilization. We have not been obliged to fight for our existence against any alien race; and yet our life has called for the 3 vigor and effort without which the manlier and hardier virtues wither away. . . . [The] success which we confidently believe the future will bring, should cause in us no feeling of vainglory, but rather a deep and abiding realization of all which life has offered us; a full acknowledgment of the responsibility which is ours; and a fixed determination to show that under a free government a mighty people can thrive best, alike as regards the things of the body and the things of the soul.

Key Phrases	Attitudes	Roosevelt's Inaugural Address
<ul style="list-style-type: none"> <li>Giver of Good</li> <li>blessed us</li> <li>heirs of the ages</li> <li>bygone civilization</li> <li>manlier and hardier virtues</li> <li>mighty people</li> <li>things of the body and things of the soul</li> </ul>	<ul style="list-style-type: none"> <li>belief in God</li> <li>optimistic about the future</li> <li>grateful for the past</li> </ul>	<p>Theodore Roosevelt reveals a strong and resilient optimism about the American nation. His confidence is grounded in deep religious faith in God (the "Giver of Good") and God's plan for the nation. Roosevelt clearly believes in the ability of the American people to solve whatever problems they face as they move into a bright future. Roosevelt's faith and appeal to the manly virtues reflects typical attitudes and values of the 19th- and early 20th-century Americans.</p>

#### PRACTICING THE SKILL

Turn to Chapter 16, Section 2, p. 488 and read the One American's Story feature, which discusses ideas about educational reform in the late 19th century. Use historical perspective to summarize those ideas in a chart like the one above.



## Section 2: Using Critical Thinking

### 2.2 Formulating Historical Questions

#### DEFINING THE SKILL

**Formulating historical questions** entails asking questions about events and trends—what caused them, what made them important, and so forth. The ability to formulate historical questions is an important step in doing research. Formulating questions will help you to guide and focus your research as well as to understand maps, graphs, and other historical sources.

#### APPLYING THE SKILL

At a women’s rights convention in the mid-1800s, the delegates adopted a “Declaration of Sentiments” that set forth a number of grievances. The following passage is a description of that event. Below is a web diagram that organizes historical questions about the event.

#### HOW TO FORMULATE HISTORICAL QUESTIONS

**Strategy 1** Ask about the basic facts of the event. Who were the leaders? What did they do? Where and when did the event take place?

**Strategy 2** Ask about the cause of an event. Why did an event take place?

**Strategy 3** Ask about historical influences on a speaker or event. What other historical events was it similar to? How was it different?

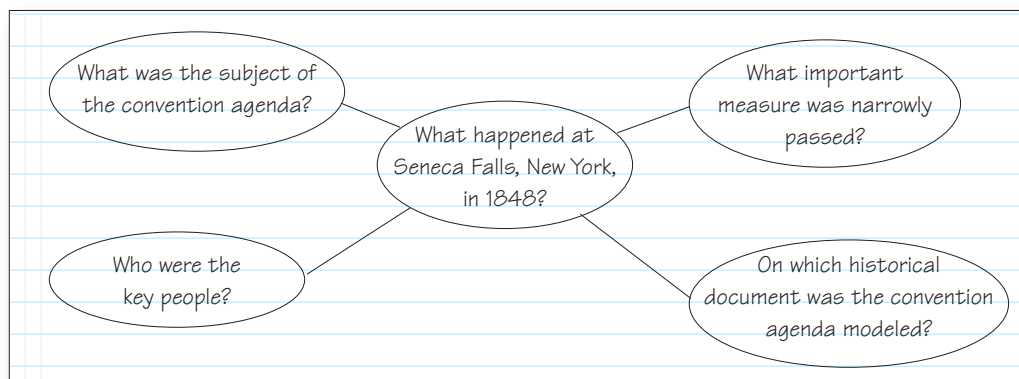
**Strategy 4** Ask about the results produced by various causes. What were the results of the event?

#### Seneca Falls, 1848

**1** Elizabeth Cady Stanton and Lucretia Mott decided to act on their resolution to hold a women’s rights convention. In 1848, more than 300 women and men convened at Seneca Falls, New York, the small town that gave the convention its name. Before the convention, Stanton and Mott spent a day composing an agenda and a **2** detailed statement of grievances. Stanton carefully modeled this “Declaration of Sentiments” on the **3** Declaration of Independence. **4** The participants approved all measures unani- mously, except for one: women’s right to vote. This measure passed by a narrow margin due to Stanton’s insistence. The franchise for women, though it passed, remained a controversial topic.

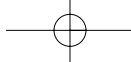
#### Make a Web Diagram

Using a web diagram, ask a broad question about the event described above. Then ask specific questions to help you explore the first.



#### PRACTICING THE SKILL

Turn to Chapter 30, Section 1, p. 940 and read the passage headed “The Tonkin Gulf Resolution.” Use a web diagram to write a historical question about the passage, as well as more specific questions that could guide your research into the topic.



## Section 2: Using Critical Thinking

### 2.3 Hypothesizing

#### DEFINING THE SKILL

**Hypothesizing** means developing a possible explanation for historical events. A hypothesis is a tentative assumption about what happened in the past or what might happen in the future. A hypothesis takes available information, links it to previous experience and knowledge, and comes up with a possible explanation, conclusion, or prediction.

#### APPLYING THE SKILL

As the Cold War came to an end, people offered various hypotheses to explain why the Soviet Union broke up and to predict what would replace it. Read this passage and form your own hypothesis. Below the passage is a chart that presents a hypothesis and the facts used to support it.

#### HOW TO FORM A HYPOTHESIS

**Strategy 1** Identify the events, pattern, or trend you want to explain. Develop a hypothesis that might explain the event. You might hypothesize that Gorbachev's new policies would deeply affect politics in the Soviet Union and Eastern Europe.

**Strategy 2** Determine what facts you have about the situation. These facts support various hypotheses about how Gorbachev's policies affected politics both inside and outside the Soviet Union.

#### The Cold War Ends

In March 1985, Mikhail Gorbachev became the general secretary of the Communist Party in the Soviet Union. **1** He initiated a new policy of openness and reform within the USSR, putting an end to the collective ownership of resources, most government censorship, and controlled elections. **2** A dramatic increase in nationalism on the part of the non-Russian republics followed the open elections, and in December 1991, all republics except Russia declared independence. **2** The USSR was replaced by a loose federation of 12 republics called the Commonwealth of Independent States. **2** Gorbachev's new policies led to massive changes in Eastern Europe, as the satellite states, with his encouragement, moved toward democracy.

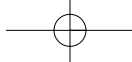
#### Make a Chart

Use a chart to summarize your hypothesis about Gorbachev's reforms and the facts that support it. Then you can see what additional information you need to help prove or disprove it.

Hypothesis	Facts that support the hypothesis	Additional information needed
Gorbachev's new policies would help lead to Western victory in the Cold War.	<ul style="list-style-type: none"> <li>increase in nationalism in non-Russian republics</li> <li>USSR replaced by a loose federation</li> <li>Satellite states moved towards democracy</li> </ul>	<ul style="list-style-type: none"> <li>Were democratic reforms put into effect?</li> <li>Did free elections result in greater stability?</li> <li>Did the end of collective ownership advance private enterprise?</li> </ul>

#### PRACTICING THE SKILL

Turn to Chapter 32, Section 2, p. 1009 and read the passage headed "A Bungled Burglary." Make a chart in which you hypothesize about the consequences of the burglary at the Democratic National Committee headquarters. Then list facts and indicate whether they support your hypothesis.



## Section 2: Using Critical Thinking

### 2.4 Analyzing Issues

#### DEFINING THE SKILL

**Analyzing issues** in history means taking apart complicated issues to identify the different points of view in economic, social, political, or moral debates.

#### APPLYING THE SKILL

The following passage describes working conditions in U.S. factories in the late 1800s and early 1900s. Notice how the cluster diagram below it helps you to analyze the issue of child labor.

#### HOW TO ANALYZE ISSUES

**Strategy 1** Identify the central point of view and how it is defended.

**Strategy 2** Look for facts and statistics. The numbers supplied by facts and statistics can help you decide on a position.

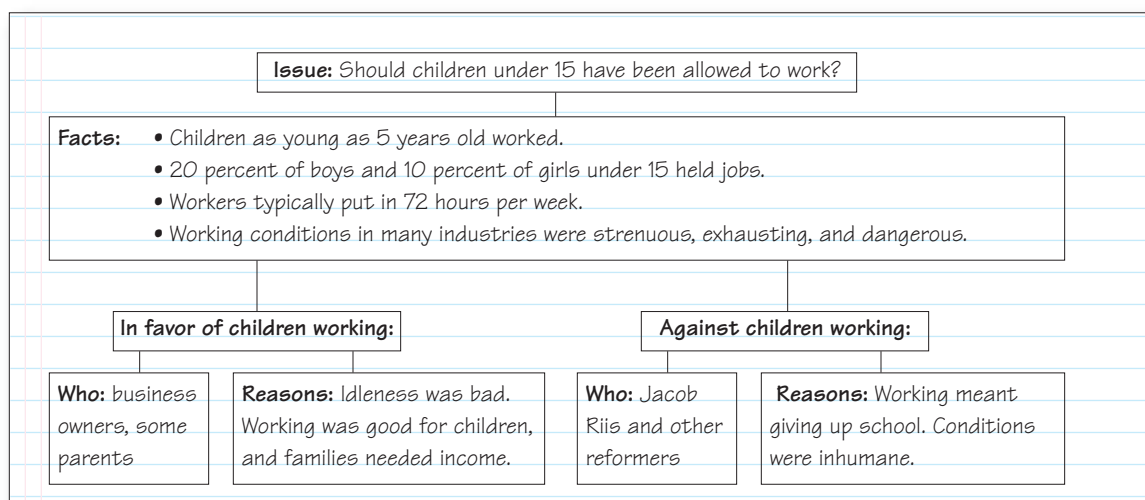
**Strategy 3** Look for the other side to an issue. You need to look at all sides of an issue before deciding what you think.

#### Children at Work

- 1 Wages for most factory workers were so low that many families could not survive unless all their members, including children, worked.
- 2 Between 1890 and 1910, 20 percent of boys and 10 percent of girls under age 15—some as young as five years old—held full-time jobs.
- 2 A typical work week was 12 hours a day, six days a week. Many of these children worked from dawn to dusk, wasted by hunger and exhaustion that made them prone to crippling accidents. With little time or energy left for school, child laborers gave up their futures to help their families make ends meet.
- 3 Nonetheless, factory owners and some parents praised child labor for keeping children out of mischief. They believed that idleness for children was bad and that work provided healthy occupation. Meanwhile, the reformer Jacob Riis and others worked for decent conditions, better wages, and laws that restricted child labor.

#### Make a Cluster Diagram

In order to better analyze an issue, make a diagram and distinguish the facts as well as the different points of view.



#### PRACTICING THE SKILL

Read the passages headed “The Equal Rights Amendment (ERA)” and “The New Right Emerges” in Chapter 31, Section 2, p. 985. Make a cluster diagram to analyze the central issue and the positions of the people involved.



## Section 2: Using Critical Thinking

### 2.5 Analyzing Assumptions and Biases

#### DEFINING THE SKILL

An **assumption** is a belief or an idea that is taken for granted. Some assumptions are based on evidence; some are based on feelings. A **bias** is a prejudiced point of view. Historical accounts that are biased reflect the personal prejudices of the author or historian and tend to be one-sided.

#### APPLYING THE SKILL

The following passage is from *The Americans at Home* by the Scottish minister David Macrae, who wrote the book after visiting the United States in the 1860s. The chart below the excerpt helps to summarize information about the writer's assumptions and biases.

#### HOW TO ANALYZE ASSUMPTIONS AND BIASES

**Strategy 1** Identify the author and information about him or her. Does the author belong to a special-interest group, religious organization, political party, or social movement that might promote a one-sided or slanted viewpoint on the subject?

**Strategy 2** Examine the evidence. Is what the author relates consistent with other accounts or supported by factual data?

**Strategy 3** Look for words, phrases, statements, or images that might convey a positive or negative slant, and thus reveal the author's bias.

#### The Americans at Home

**1** by David Macrae  
 [T]he American girls are very delightful. **2** And in one point they fairly surpass the majority of English girls—they are all educated and well informed. . . . The admirable educational system . . . covering the whole area of society, has given them education whether they are rich or poor, has furnished them with a great deal of information, and has quickened their desire for more. . . .  
**3** Their tendency is perhaps to talk too much, and . . . it seemed to me sometimes to make no perceptible difference whether they knew anything of the subject they talked about or not. But they usually know a little of everything; and their general intelligence and vivacity make them very delightful companions.

#### Make a Chart

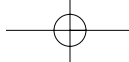
For each of the heads listed on the left-hand side of the chart, summarize what information you can find in the passage.

David Macrae's Impression of American Girls	
speaker	David Macrae
date	1860s
occasion	Macrae's visit to the United States
tone	humorous, light-hearted
assumptions	The author assumes that girls are to be measured by companionship abilities.
bias	The author seems to have a prejudice that girls are inferior to boys or men.

#### PRACTICING THE SKILL

Look at the opinions expressed by A. Mitchell Palmer in the feature A Personal Voice in Chapter 20, Section 1, p. 619. Summarize his underlying assumptions and biases in a chart like the one shown above.





## Section 2: Using Critical Thinking

# 2.6 Evaluating Decisions and Courses of Action

### DEFINING THE SKILL

**Evaluating decisions** means making judgments about the decisions that historical figures made. Historians evaluate decisions on the basis of their moral implications and their costs and benefits from different points of view.

**Evaluating alternative courses of action** means carefully judging the choices that historical figures had in order to better understand why they made the decisions they did.

### APPLYING THE SKILL

The following passage describes the decisions President John F. Kennedy had to make when he learned of Soviet missile bases in Cuba. Below the passage is a chart in which one possible alternative decision is analyzed.

### HOW TO EVALUATE DECISIONS

**Strategy 1** Look at decisions made by individuals or by groups. Notice the decisions Kennedy made in response to Soviet actions.

**Strategy 2** Look at the outcome of the decisions.

**Strategy 3** Analyze a decision in terms of the alternatives that were possible. Both Kennedy and Khrushchev faced the alternatives of either escalating or defusing the crisis.

### Make a Chart

Make a chart evaluating an alternative course of action regarding the Cuban missile crisis based on its possible pros and cons.

### The Cuban Missile Crisis

During the summer of 1962, the flow of Soviet weapons into Cuba—including nuclear missiles—greatly increased. **1** President Kennedy responded cautiously at first, issuing a warning that the United States would not tolerate the presence of offensive nuclear weapons in Cuba.

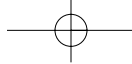
**1** On the evening of October 22, after the president learned that the Soviets were building missile bases in Cuba, he delivered a public ultimatum: any missile attack from Cuba would trigger an all-out attack on the Soviet Union. Soviet ships continued to head toward the island, while the U.S. military prepared to invade Cuba. To avoid confrontation, **2** the Soviet premier, Khrushchev, offered to remove the missiles from Cuba in exchange for a pledge not to invade the island. Kennedy agreed, and the crisis ended.

**3** Some people criticized Kennedy for practicing brinkmanship when private talks might have resolved the crisis without the threat of nuclear war. Others believed he had been too soft and had passed up an ideal chance to invade Cuba and to oust its communist leader, Fidel Castro.

alternative	pros	cons	evaluation
Negotiate a settlement quietly without threatening nuclear war.	1. Avoid the threat of nuclear war 2. Avoid frightening U.S. citizens	1. The U.S. would not look like a strong world leader. 2. The government would lose favor with Cuban exiles living in the U.S.	your answer: Would this have been a good choice? Why or why not?

### PRACTICING THE SKILL

Turn to Chapter 25, Section 3, p. 789 and read the passage headed “The Atomic Bomb Ends the War.” Evaluate the U.S. decision to drop the bomb. Make a chart like the one shown to summarize the pros and cons of an alternative decision, and then write an evaluation of that decision.



## Section 2: Using Critical Thinking

### 2.7 Forming Opinions (Evaluating)

#### DEFINING THE SKILL

**Forming opinions**, or evaluating, means deciding what your own thoughts or feelings are and making judgments about events and people in history. Opinions should be supported with facts and examples.

#### APPLYING THE SKILL

The following passage includes comments on the French Revolution by Gouverneur Morris, one of the participants in the Constitutional Convention, and by Thomas Jefferson.

#### HOW TO FORM AN OPINION AND SUPPORT IT WITH FACTS

**Strategy 1** Decide what you think about a subject after reading all the information available to you. After reading this description, you might decide that political causes either do or do not sometimes justify violence.

**Strategy 2** Support your opinion with facts, quotations, and examples, including references to similar events in other historical eras.

**Strategy 3** Look for the opinions of historians and other experts. Consider their opinions when forming your own.

#### A Scene of Mob Violence

Gouverneur Morris was a visitor to Paris during the early days of the French Revolution. In the following journal entry he describes a scene of revolutionary mob violence: **1** “The head and body of Mr. de Foulon are introduced in triumph. . . . His crime [was] to have accepted a place in the Ministry. This mutilated form of an old man of seventy-five is shown to Bertier, his son-in-law, the intend’t. [another official] of Paris, and afterwards **2** he also is put to death and cut to pieces. . . .” Such violence was common during the French Revolution and shocked a good many Americans. **3** However, Thomas Jefferson was a supporter of the Revolution, saying, “The liberty of the whole earth was depending on the issue of the contest, and . . . rather than it should have failed, I would have seen half the earth desolated.”

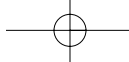
#### Make a Chart

Summarize your opinion and supporting information in a chart. List facts, quotations, and examples.

Opinion: The French Revolution was especially violent and cruel.		
facts:	quotations:	examples:
<ul style="list-style-type: none"> <li>Violence escalated.</li> <li>Jacobins launched Reign of Terror.</li> <li>Moderates sent to guillotine.</li> <li>Jacobins declared war on other countries.</li> </ul>	“he also is put to death and cut to pieces”	Jacobins beheaded Louis XVI

#### PRACTICING THE SKILL

Read the Point/Counterpoint feature in Chapter 23, Section 5, p. 722. Form your own opinion about the success or failure of the New Deal. Record your opinion in a chart like the one shown, and provide supporting information to back it up.



## Section 2: Using Critical Thinking

### 2.8 Drawing Conclusions

#### DEFINING THE SKILL

**Drawing conclusions** involves considering the implications of what you have read and forming a final statement about its meaning or consequences. To draw conclusions, you need to look closely at facts and then use your own experience and common sense to decide what those facts mean.

#### APPLYING THE SKILL

The following passage tells about employment trends in the 1990s. The highlighted text indicates information from which conclusions can be drawn. In the diagram below, the information and conclusions are organized in a clear way.

#### HOW TO DRAW CONCLUSIONS

**Strategy 1** Use the facts to draw a conclusion. Conclusion: In general, the economy was good in the mid-1990s.

**Strategy 2** Read carefully to understand all the facts. Conclusion: Income expectations were lower.

**Strategy 3** Ask questions of the material. How did the use of temporary workers affect job security? (It reduced it.) What did employment statistics for young people indicate? (Jobs were harder for young people to find.)

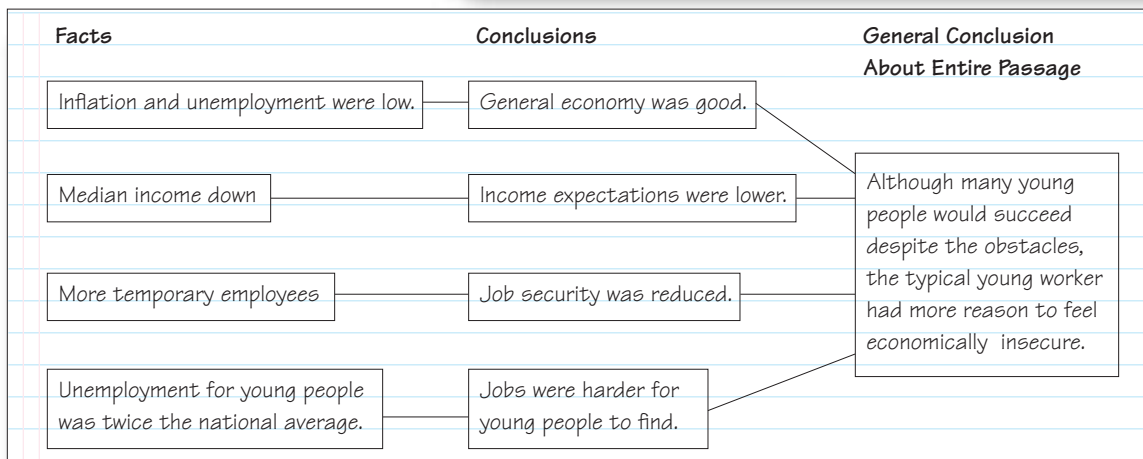
#### Make a Diagram

Summarize the data and your conclusion about the above passage in a diagram.

#### Job Outlook in the Mid-1990s

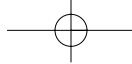
Several trends emerged in the workplace of the 1990s. **1** Inflation was at its lowest level since the 1960s, and 10 million new jobs created between 1993 and 1996 helped lower the unemployment rate to 5.1 percent in 1996. **2** Median household income adjusted for inflation, however, declined from \$33,585 to \$31,241, even though there were many households in which both parents worked.

In addition, **3** many jobs once done by permanent employees of a company were done by temporary workers, who were paid only for the time they were needed and who typically received no benefits. Three out of four young Americans thought they would earn less in their lifetimes than their parents did. Unemployment in their age group continued at the same rate, while the unemployment rate for other adults had fallen. **3** In 1993, about one in seven workers between the ages of 16 and 25 was out of work, double the national average.



#### PRACTICING THE SKILL

Turn to Chapter 34, Section 4, p. 1090 and read the passage headed “The Aging of America.” Draw conclusions based on the facts in the passage. Using the model as a guide, create your own diagram, showing the facts and conclusions you have used to arrive at a general conclusion.



## Section 2: Using Critical Thinking

### 2.9 Synthesizing

#### DEFINING THE SKILL

**Synthesizing** is the skill historians use in developing interpretations of the past. Like detective work, synthesizing involves putting together clues, information, and ideas to form an overall picture of a historical event.

#### APPLYING THE SKILL

The following passage describes the earliest inhabitants of the Americas. The high-lighted text indicates how some information leads toward a synthesis—an overall picture.

#### HOW TO SYNTHESIZE

**Strategy 1** Read carefully to understand the facts.

**Strategy 2** Look for explanations that link the facts together. This assertion is based on the evidence provided in the next couple of sentences.

**Strategy 3** Consider what you already know in order to accept statements as reasonable.

**Strategy 4** Bring together the information you have gathered to arrive at a new understanding of the subject.

#### The First Americans

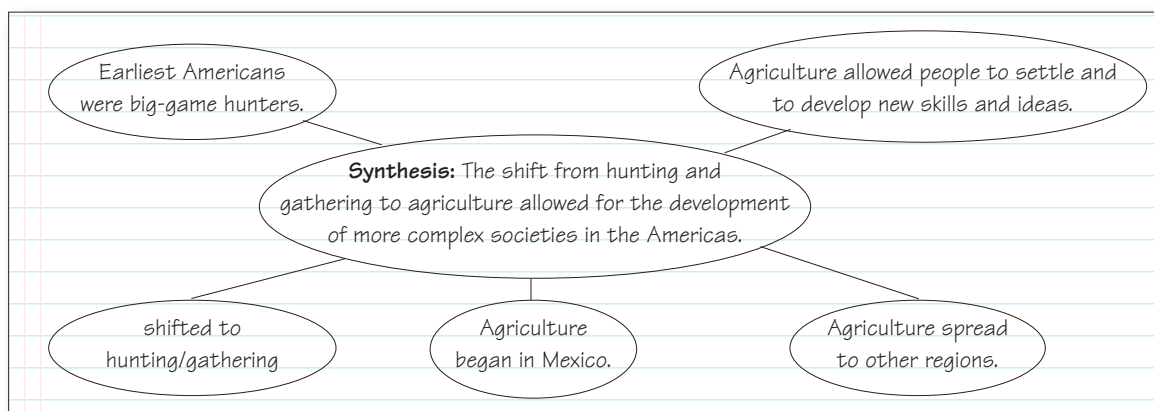
From the **1** discovery of chiseled arrowheads and charred bones at ancient sites, it appears that the earliest Americans lived as big-game hunters. **2** People gradually shifted to hunting smaller game and gathering available plants. They collected nuts and wild rice. They invented snares, as well as bows and arrows, to hunt small animals, and they wove nets to catch fish.

Between 10,000 and 15,000 years ago, a revolution took place in what is now central Mexico. **3** People began to raise plants as food. Maize may have been the first domesticated plant. Agriculture eventually spread to other regions.

The rise of agriculture brought tremendous changes to the Americas. Agriculture made it possible for people to remain in one place. It also enabled them to accumulate and store surplus food. As their surplus increased, people had the time to develop skills and more complex ideas about the world. **4** From this agricultural base rose larger, more stable, and increasingly complex societies.

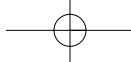
#### Make a Cluster Diagram

Use a cluster diagram to organize the facts, opinions, examples, and interpretations that you have brought together to form a synthesis.



#### PRACTICING THE SKILL

Turn to Chapter 21, Section 2, p. 647 and read “Women Shed Old Roles at Home and at Work.” Look for information to support a synthesis about the fundamental changes in the family brought about by women’s new opportunities.



## Section 2: Using Critical Thinking

### 2.10 Making Predictions

#### DEFINING THE SKILL

**Making predictions** entails identifying situations that leaders or groups face or have faced in the past, and then suggesting what course of action they might take as well as what might happen as a result of that action. Making predictions about the effects of past events helps you to understand how events in the past shape the future. Making predictions about the effects of proposed actions, such as proposed legislation, helps you to evaluate possible courses of action.

#### APPLYING THE SKILL

The following passage discusses the central weaknesses of the Treaty of Versailles, which ended World War I. Below the passage is a chart that lists decisions made by those who framed the treaty, along with alternative decisions and predictions of possible outcomes.

#### HOW TO MAKE PREDICTIONS

**Strategy 1** Identify the decisions.

**Strategy 2** Decide what other decisions might have been made.

**Strategy 3** Predict the outcomes of the alternative decisions.

#### Make a Chart

Record decisions made as well as alternative decisions and possible outcomes.

#### Weaknesses of the Treaty of Versailles

**1** First, the treaty humiliated Germany. The war-guilt clause, which forced Germany to accept blame for the war and pay financial reparations, caused Germans of all political viewpoints to detest the treaty.

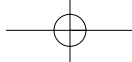
**2** Second, Russia, which had fought with the Allies, was excluded from the peace conference. Russia had suffered almost the same number of casualties as Germany—the two countries had by far the highest casualty rates of the war. Russia lost more territory than Germany did. The Union of Soviet Socialist Republics, as Russia was called after 1922, grew determined to regain its lost territory.

**3** Third, the treaty ignored the claims of colonized people for self-determination. For example, the Allies dismissed the claims of the Vietnamese, who wanted freedom from French colonial rule.

<b>Decision:</b> The treaty included a war-guilt clause.	<b>Decision:</b> Russia was excluded from the peace conference.	<b>Decision:</b> Treaty ignored the claims of colonized peoples.
<b>Alternative decision:</b> The treaty had no war-guilt clause.	<b>Alternative decision:</b> Russia was included in the peace negotiations.	<b>Alternative decision:</b> The treaty respected the claims of colonized peoples.
<b>Possible outcome:</b> Germany rebuilds. World War II does not occur.	<b>Possible outcome:</b> Tension between the Soviet Union and the West decreases.	<b>Possible outcome:</b> Tensions are reduced world-wide; Vietnam War is averted.

#### PRACTICING THE SKILL

Turn to Chapter 34, Section 1, p. 1068 and read the passage “Reforming Welfare.” Make a chart like the one above in which you identify provisions of the welfare reform law, alternative provisions that might have been included, and their possible outcomes. Consider how the effects of each law might change depending on the health of the nation’s economy.



## Section 2: Using Critical Thinking

### 2.11 Forming Generalizations

#### DEFINING THE SKILL

**Forming generalizations** means making broad judgments based on the information in texts. When you form generalizations, you need to be sure they are valid. They must be based on sufficient evidence, and they must be consistent with the information given.

#### APPLYING THE SKILL

The following three excerpts deal with Herbert Hoover and his relation to the Great Depression. Notice how the information in the web diagram below supports the generalization drawn.

#### HOW TO FORM GENERALIZATIONS

**Strategy 1** Determine what information the sources have in common. All the sources suggest that people blamed Hoover for the Great Depression.

**Strategy 2** State your generalization in sentence form. A generalization often needs a qualifying word, such as *most*, *many*, or *some*, to make it valid.

#### Make a Web Diagram

Use a web diagram to record relevant information and make a valid generalization.

#### On President Hoover and the Great Depression

**1** “By 1930, people were calling the shantytowns in American cities Hoovervilles. . . . Homeless people called the newspapers in which they wrapped themselves ‘Hoover blankets.’ Empty pockets turned inside out were ‘Hoover flags.’”

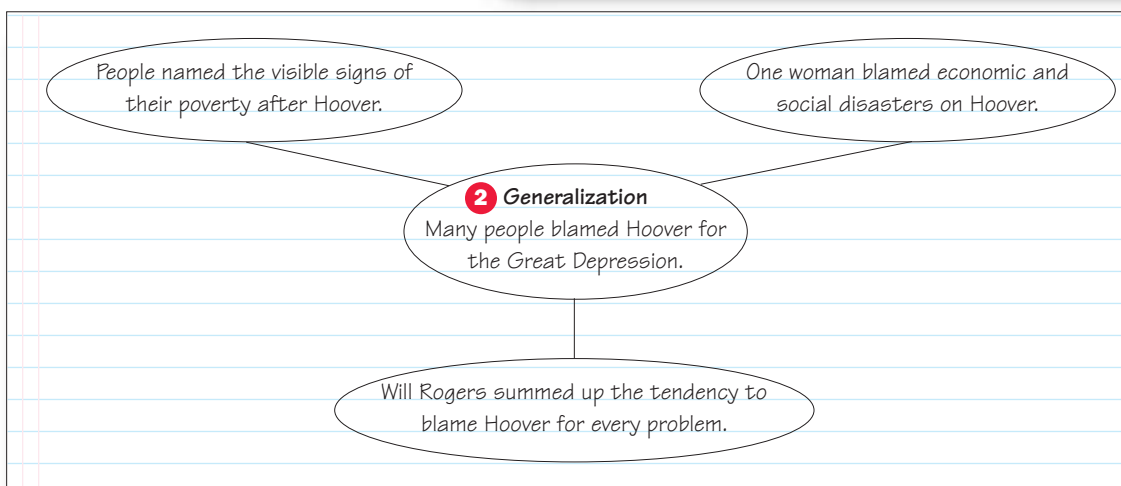
—*The Americans*

“[My aunt] told me . . . **1** People were starving because of Herbert Hoover. My mother was out of work because of Herbert Hoover. Men were killing themselves because of Herbert Hoover.”

—Russell Baker

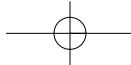
**1** “If someone bit an apple and found a worm in it, Hoover would get the blame.”

—Will Rogers



#### PRACTICING THE SKILL

Study the Daily Life feature “Signs of the Sixties” in Chapter 31, p. 992. Create a diagram like the one above to make a generalization about teenagers during the 1960s. Use information from textual and visual sources to support your generalization.



## Section 3: Print, Visual, and Technological Sources

### 3.1 Primary and Secondary Sources

#### DEFINING THE SKILL

**Primary sources** are accounts written or created by people who were present at historical events, either as participants or as observers. These include letters, diaries, journals, speeches, some news articles, eyewitness accounts, government data, statutes, court opinions, and autobiographies.

**Secondary sources** are based on primary sources and are produced by people who were not present at the original events. They often combine information from a number of different accounts. Secondary sources include history books, historical essays, some news articles, and biographies.

#### APPLYING THE SKILL

The following passage describes the explosion of the first atomic bomb in 1945. It is mainly a secondary source, but it quotes an eyewitness account that is a primary source.

#### HOW TO LOCATE AND IDENTIFY PRIMARY AND SECONDARY SOURCES

**Strategy 1** Locating sources: The catalog in your school library or a local public library lists resources alphabetically by subject, title, and author. Most of these are secondary sources but may contain copies or excerpts of primary sources. Articles in a general encyclopedia such as *World Book* or *Encyclopedia Americana* can give you an overview of a topic and usually provide references to additional sources.

**Strategy 2** Secondary source: Look for information collected from several sources.

**Strategy 3** Primary source: Identify the title and author and evaluate his or her credentials. What qualifies the writer to report on the event? Here the writer actually worked on developing the bomb.

1

#### The First Atomic Bomb

As the time to test the bomb drew near, the air around Los Alamos crackled with rumors and fears. **2** At one end of the scale were fears that the bomb wouldn't work at all. At the other end was the prediction that the explosion would set fire to the atmosphere, which would mean the end of the earth.

On July 16, 1945, the first atomic bomb was detonated in the desert near Alamogordo, New Mexico. **3** In his book *What Little I Remember*, Otto Frisch, a Manhattan Project scientist, described what happened next:

"[T]hat object on the horizon which looked like a small sun was still too bright to look at. . . . After another ten seconds or so it had grown and . . . was slowly rising into the sky from the ground, with which it remained connected by a lengthening grey stem of swirling dust. . . ."

**4** That blinding flash was followed by a deafening roar as a tremendous shock wave rolled across the trembling desert. The bomb not only worked, but it was more powerful than most had dared hope.

**Strategy 4** Secondary source: Look for information collected after the event. A secondary source provides a perspective that is missing in a primary source.

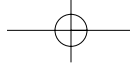
#### Make a Chart

Summarize information from primary and secondary sources in a chart.

Primary Source	Secondary Source
Author: Otto Frisch	Author: unknown
Qualifications: scientist working on Manhattan Project	Qualifications: had access to multiple accounts of the time leading up to and following event
Information: detailed description, sensory observations, feeling of awe	Information: description of range of points of view and of information available only after event

#### PRACTICING THE SKILLS

Turn to Chapter 33, Section 1, p. 1036, and read the One American's Story feature, which includes a quotation. Use a chart like the one above to summarize information from the primary and secondary sources.



## Section 3: Print, Visual, and Technological Sources

### 3.2 Visual, Audio, Multimedia Sources

#### DEFINING THE SKILL

**Visual sources** can be paintings, illustrations, photographs, political cartoons, and advertisements. **Audio sources** include recorded speeches, interviews, press conferences, and radio programs. Movies, CD-ROMs, television, and computer software are the newest kind of historical sources, called **multimedia sources**. These sources are rich with historical details and sometimes convey the feelings and points of view of an era better than words do.

#### APPLYING THE SKILL

The following photograph shows a group of college students and civil rights activists joined in song as they protest unfair voting laws in 1964.



**1** In the summer of 1964, college students volunteered to go to Mississippi to help register that state's African-American voters.

#### HOW TO INTERPRET VISUAL SOURCES

**Strategy 1** Identify the subject and the source. A title or caption often gives a description of a photo or other visual source. This photograph shows volunteers who worked in the 1964 voting rights drive in Mississippi.

**Strategy 2** Identify important visual details. In this photograph, white and black college students are holding hands and singing. Behind them is a bus.

**Strategy 3** Make inferences from the visual details. Holding hands and singing together suggest fellowship and unity—the students are showing solidarity in the fight for civil rights.

#### Make a Chart

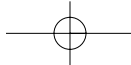
Summarize your interpretation of the photograph in a simple chart.

#### PRACTICING THE SKILL

Turn to the photograph in Chapter 29, Section 2, p. 918, showing police dogs in Birmingham, Alabama, attacking African Americans. Use a chart like the one at the right to analyze and interpret the photograph.

<b>Subject</b>	A diverse group of college students.
<b>Details</b>	Bus, joined hands, white and black Americans side by side, singing
<b>Inferences</b>	The subjects share a belief in racial equality, freedom, and solidarity. Some or all of the group may have traveled to Mississippi together on the bus.





## Section 3: Print, Visual, and Technological Sources

### 3.3 Analyzing Political Cartoons

#### DEFINING THE SKILL

**Political cartoons** use humor to make a serious point. Political cartoons often express a point of view on an issue better than words do. Understanding signs and symbols will help you to interpret political cartoons.

Like many text sources that express a point of view, cartoons are often **biased**, or unfairly weighted toward one point of view. To identify a cartoon's bias, look for exaggerations and caricature. Try to restate the message of the cartoon in words, then identify overgeneralizations and opinions stated as facts.

#### APPLYING THE SKILL

The following political cartoon shows President Calvin Coolidge playing the saxophone while big business dances. The chart below it summarizes historical information gained from interpreting the visual source.

#### HOW TO INTERPRET VISUAL SOURCES

**Strategy 1** Identify the subject. This cartoon deals with President Calvin Coolidge's relationship with big business.

**Strategy 2** Identify important symbols and details. Big business is shown as a carefree flapper of the 1920s. The president's saxophone is labeled "Praise," suggesting his positive attitude toward the fun-loving flapper.

**Strategy 3** Interpret the message. The image implies that serving big business interests is important to the president.

**Strategy 4** Analyze the point of view. The cartoonist suggests that the relationship between the president and big business is too cozy.

**Strategy 5** Identify bias. The president is caricatured by being depicted engaging in frivolity and at the service of big business. The cartoon charges that the president does not take his responsibilities seriously.



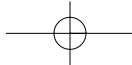
#### Make a Chart

Summarize your interpretation of the cartoon in a simple chart.

Subject: Coolidge's Relationship with big business		
Point of View	Symbols/Details	Message
Satirical of the Coolidge administration and of big business	Flapper: big business, carefree and overgrown  President: playing a tune for business	Big business and the president are too close. Business is having too good a time—with the president's help.

#### PRACTICING THE SKILL

Turn to the political cartoon on p. 632, which presents an opinion about Franklin D. Roosevelt's New Deal programs. Use a chart like the one above to analyze and interpret the cartoon.



## Section 3: Print, Visual, and Technological Sources

### 3.4 Interpreting Maps

#### DEFINING THE SKILL

**Maps** are representations of features on the earth's surface. Historians use maps to locate historical events, to demonstrate how geography has influenced history, and to illustrate patterns and distributions of human activity and its environmental effects.

**Political maps** show political units, from countries, states, and provinces to counties, districts, and towns. **Physical maps** show mountains, hills, plains, rivers, lakes, and oceans. They may include elevations of land and depths of water. **Historical maps** illustrate such things as economic activity, political alliances, migrations, battles, and population density. While reading maps, historians pose questions and use the following features to find answers:

A **compass rose** indicates the map's orientation on the globe. It may show all four cardinal directions (N, S, E, W) or just one, north.

**Lines** indicate boundaries between political areas, roads and highways, routes of exploration or migration, and rivers and other waterways. Lines may vary in width and color.

**Symbols** or icons represent real objects or events. Cities, towns, and villages often appear as dots. A capital city is often shown as a star within a circle. An area's products or resources may be indicated by symbols. Battles are often shown by starbursts, troop movements by arrows.

**Labels** designate key places, such as cities, states, bodies of water, and events.

**Lines of longitude and latitude** appear on maps to indicate the absolute location of the area shown. Lines of latitude show distance north or south of the equator, measured in degrees. Lines of longitude show distance in degrees east or west of the prime meridian, which runs through Greenwich, England.

A **legend or key** is a small table in which the symbols, types of lines, and special colors that appear in the map are listed and explained.

Sometimes **colors** are used to indicate areas under different political or cultural influence. Colors and **shading** are also used to show distributions, patterns, and such features as altitudes.

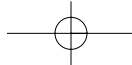
A **map's scale** shows the ratio between a unit of length on the map and a unit of distance on the earth. A typical scale shows a one-inch segment and indicates the number of miles that length represents on the map. A map on which an inch represents 500 miles has a scale of 1:31,680,000.

*Continued on page R26.*

#### Revolutionary War, 1775–1778

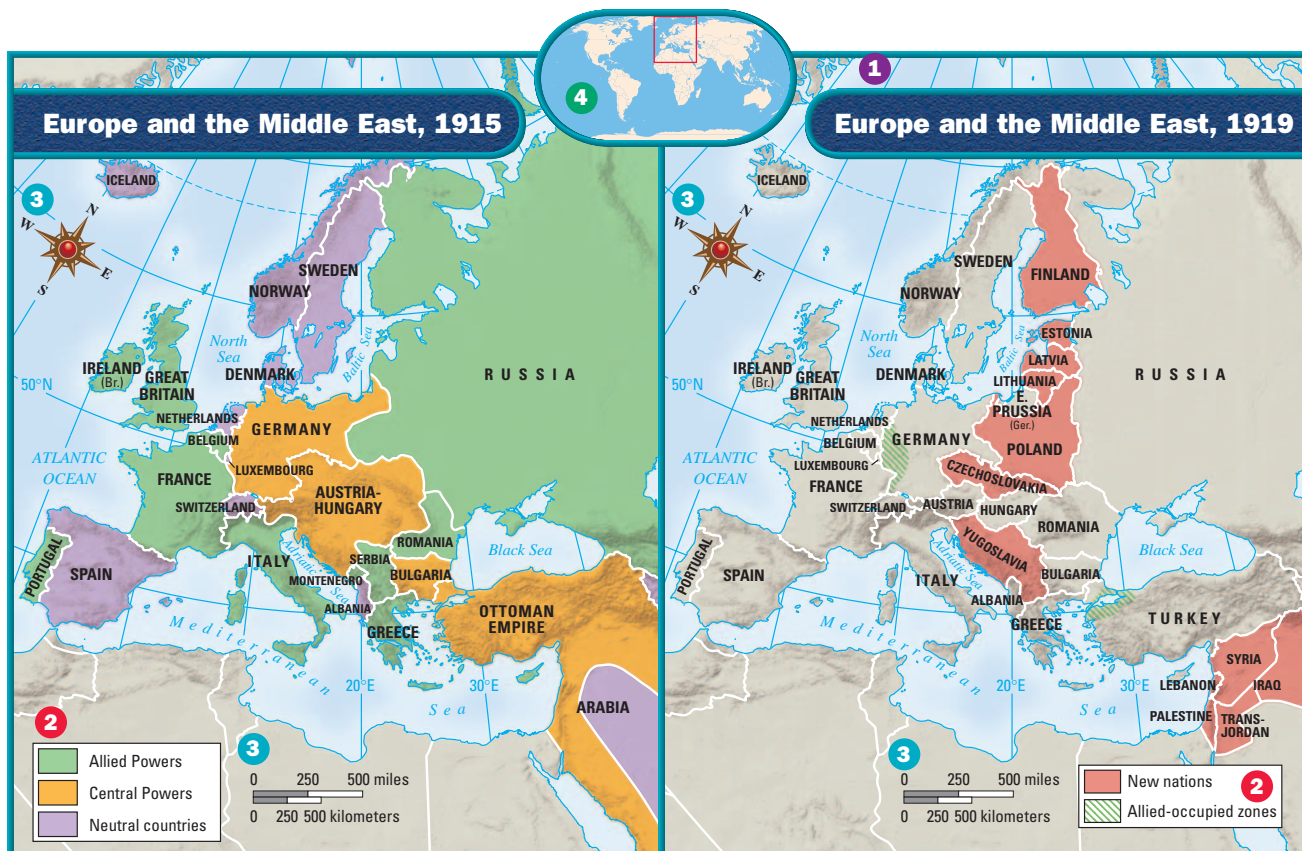


Distributions on a map are where certain symbols, such as those for cities, fall. Sometimes distributions show patterns, such as a cluster, a line, or a wide circle. On this map, for example, the battle symbols show a pattern of being fought near rivers or ports.



### APPLYING THE SKILL

The historical maps below show land claims in Europe in 1915 and after 1919. Together they show the political effects of World War I.



### HOW TO INTERPRET A HISTORICAL MAP

**Strategy 1** Look at the map's title to learn the subject and purpose of the map. Here the maps show Europe before and after World War I. Pose a historical question about the subject of the map, such as "How were old empires divided and new countries formed?"

**Strategy 2** Use the legend to interpret the map in order to answer your historical question. The legend tells you what the symbols and colors on the map mean.

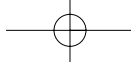
#### Make a Chart

Relate the map to the five geographic themes by making a chart. The five themes are described on p. xxx. In your chart, also analyze distributions and find patterns.

Location:	Place:	Region:	Movement:	Human-Environment Interaction:
Europe and the Middle East; from the Arctic Circle to below 30° North and from 10° West to 40° East	A continent that is a peninsula surrounded by the Mediterranean Sea, the Atlantic Ocean, the North Sea, as well as western-most Asia	The old empires of the Central Powers are distributed within Central Europe and the Middle East. The new nations are in Eastern Europe and the Middle East.	Political boundaries shifted after the war. The Treaty of Versailles established nine new nations.	The new boundaries fall along rivers, bodies of water, and mountain ranges. There is a pattern. The pattern shows that the new countries form a narrow strip from North to South.

### PRACTICING THE SKILL

Study the maps titled "D-Day, June 6, 1944" on p. 781. Make a chart like the one shown above, in which you summarize what the maps show.



## Section 3: Print, Visual, and Technological Sources

### 3.5 Interpreting Charts

#### DEFINING THE SKILL

**Charts** are visual presentations of material. Historians use charts to organize, simplify, and summarize information in a way that makes it more meaningful or memorable.

**Simple charts** are used to consolidate or compare information. **Tables** are used to organize numbers, percentages, or other information into columns and rows for easy reference. Diagrams provide visual clues to the meaning of the information they contain. Illustrated diagrams are sometimes called **infographics**.

#### APPLYING THE SKILL

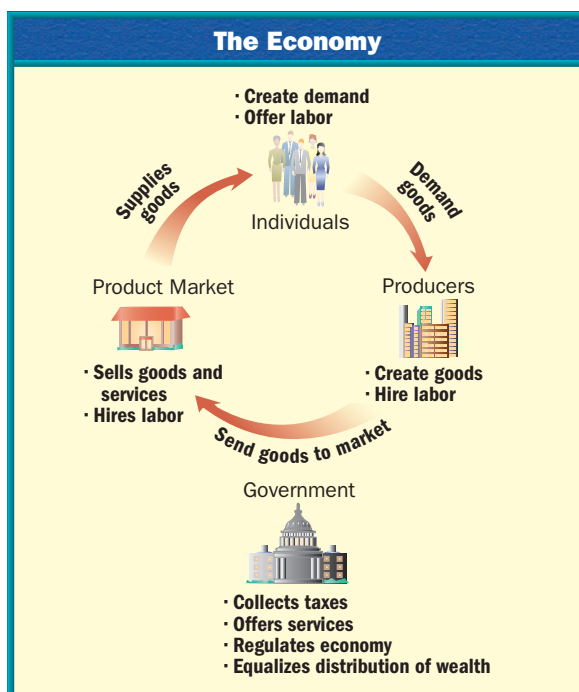
The following diagram gives a visual representation of how the economy functions. The paragraph below summarizes the information contained in the diagram.

#### HOW TO INTERPRET CHARTS

**Strategy 1** Identify the symbols. Here the symbols represent individuals, producers, government, and the product market.

**Strategy 2** Look for the main idea. The arrows show the cycle of supply and demand in a free enterprise system of economy. Here individuals are at the top of the chart, indicating that they begin the cycle by creating a demand for goods and services.

**Strategy 3** Follow the arrows to study the chart. Read the description of each image in the diagram. Together, the images show the flow of economic activity from producers to individuals and back. The government affects the cycle by regulating and stabilizing economic activity.



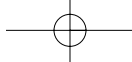
#### Write a Summary

Write a paragraph to summarize what you learned from the diagram.

Individuals want or need products or services. Producers try to fulfill that demand by hiring workers (labor) to produce the good or service. Producers then make the goods and services available for sale on the market. During this process, the government regulates economic activity and equalizes the distribution of wealth, among other functions. Once goods are sent to stores or other distribution centers, people must be hired (labor) to sell the goods.

#### PRACTICING THE SKILL

Turn to Chapter 14, Section 3, p. 448, and study the chart titled “Vertical and Horizontal Integration.” Write a paragraph in which you summarize what you learned from the chart. Tell how the process of vertical integration works, and describe how it is different from horizontal integration.



## Section 3: Print, Visual, and Technological Sources

### 3.6 Interpreting Graphs

#### DEFINING THE SKILL

**Graphs** show statistical information in a visual manner. Historians use graphs to visualize and compare amounts, ratios, economic trends, and changes over time.

**Line graphs** typically show quantities on the vertical axis (up the left side) and time in various units on the horizontal axis (across the bottom).

**Pie graphs** are useful for showing relative proportions. The circle represents the whole and the slices represent the parts belonging to various subgroups.

**Bar graphs** are commonly used to display information about quantities.

#### PRACTICING THE SKILL

The image below shows a double line graph. The lines show the rate of inflation as compared with the rate of unemployment from 1970 to 1980.

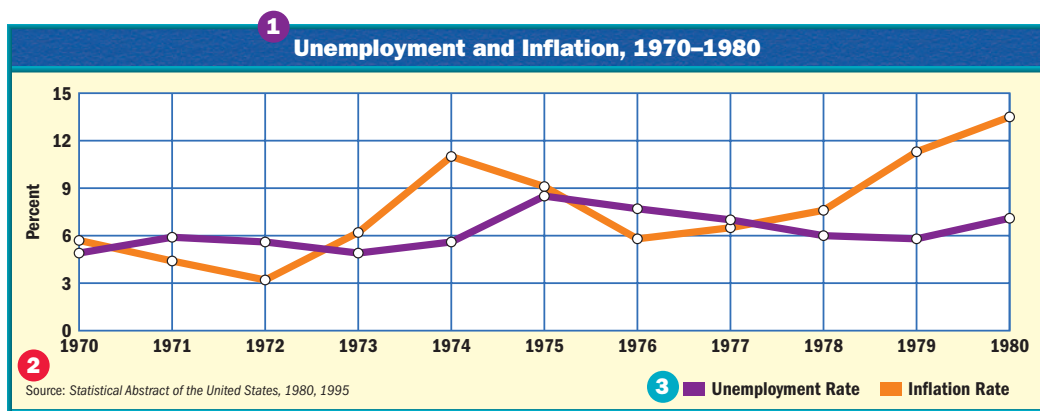
#### HOW TO INTERPRET A GRAPH

**Strategy 1** Read the title to identify the main idea of the graph. When two subjects are shown, such as unemployment and inflation, the graph will probably show a relationship between them.

**Strategy 2** Read the vertical and horizontal axes of the graph. The horizontal axis shows years, and the vertical axis gives percents.

**Strategy 3** Look at the legend. Find out what each symbol in the graph represents. In this graph the gold line represents the inflation rate and the purple line represents the unemployment rate.

**Strategy 4** Summarize the information shown in each part of the graph. What trends do you see in the line graph over certain years? When did unemployment rise and fall? What about inflation? What can you infer from the patterns?



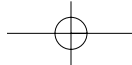
#### Write a Summary

Write a paragraph to summarize what you learned from the graph.

Unemployment declined between 1976 and 1979 but rose between 1974 and 1975, while inflation declined between 1975 and 1976 and rose in the periods 1973–1974 and 1977–1980. From the graph it appears that unemployment rises or falls following inflation rate changes, but less dramatically.

#### PRACTICING THE SKILL

Turn to Chapter 27, Section 3, p. 859, and look at the two graphs titled “Glued to the Set.” Study the graphs and write a paragraph in which you summarize what you learned from them. Explain how the two line graphs work together.



## Section 3: Print, Visual, and Technological Sources

### 3.7 Using the Internet

#### DEFINING THE SKILL

The **Internet** is a network of computers associated with universities, libraries, news organizations, government agencies, businesses, and private individuals worldwide. Every page of information on the Internet has its own address, or **URL**.

The international collection of sites known as the **World Wide Web** is a source of information about current events as well as research on historical subjects. This textbook contains many suggestions for using the World Wide Web. You can begin by entering the URL for McDougal Littell's site: [www.classzone.com](http://www.classzone.com).

#### APPLYING THE SKILL

The computer screen below shows the home page of the Library of Congress.

#### HOW TO USE THE INTERNET

**Strategy 1** Go directly to a Web page. If you know the address of a particular Web page, type the address in the strip at the top of the screen and press RETURN. After a few seconds, that page will appear on your screen.

If you want to research the Web for information on a topic, visit a general search site such as [www.google.com](http://www.google.com) or [www.yahoo.com](http://www.yahoo.com). The following sites have information that may be useful in your research:

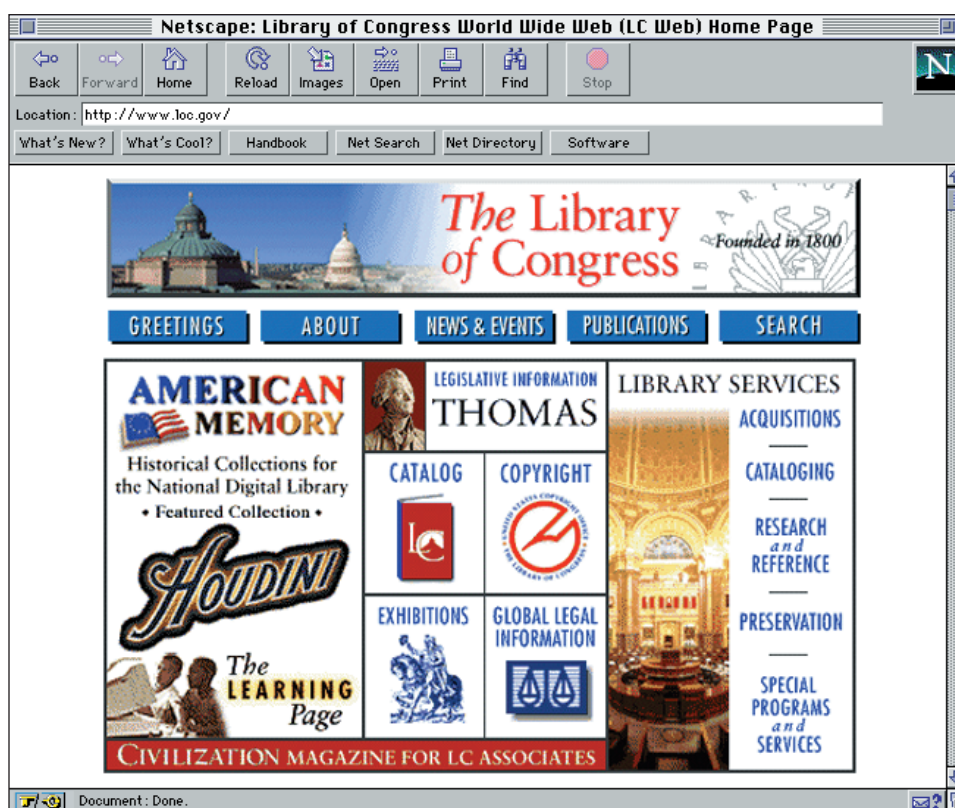
Library of Congress—[www.loc.gov](http://www.loc.gov)

National Archives and Records Administration—  
[www.nara.gov](http://www.nara.gov)

Smithsonian Institution—[www.si.org](http://www.si.org)

PBS—[www.pbs.org](http://www.pbs.org)

National Geographic—[www.nationalgeographic.com](http://www.nationalgeographic.com)

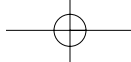


**Strategy 2** Learn about the page. Click on one of the topics across the top of the page to learn more about the Library of Congress and how to use its Web site.

**Strategy 3** Explore the features of the page. Click on any one of the images or topics to find out more about a specific subject.

#### PRACTICING THE SKILL

Turn to Chapter 29, Section 2, p. 916, "The Triumphs of a Crusade." Read the section, making a list of topics you would like to research. If you have a computer with Internet access, go to the McDougal Littell site, [www.classzone.com](http://www.classzone.com). There you will be able to search the Chapter 21 Research Links and other features to explore a variety of historical topics.



## Section 4: Presenting Information

### 4.1 Creating Charts and Graphs

#### DEFINING THE SKILL

**Charts** and **graphs** are visual representations of information. (See Skillbuilders 3.5 and 3.6.) Three types of graphs are **bar graphs**, **line graphs**, and **pie graphs**. Use a bar graph to display information about quantities and to compare related quantities. Use a line graph to show a change in a single quantity over time. Use a pie graph to show relative proportions among parts of a single thing. Charts can be used to condense and organize written information or lists.

#### APPLYING THE SKILL

The following passage includes data about American commuting choices between 1960 and 1990. The bar graph below shows how the information in the passage might be represented.

#### HOW TO CREATE A BAR GRAPH

**Strategy 1** Use a title that sums up the information; include a time span.

**Strategy 2** Note dates and the percentages. Dates will form the horizontal axis of your graph; percentages will form the vertical axis.

**Strategy 3** Organize the data. Group numbers that provide information about the same year.

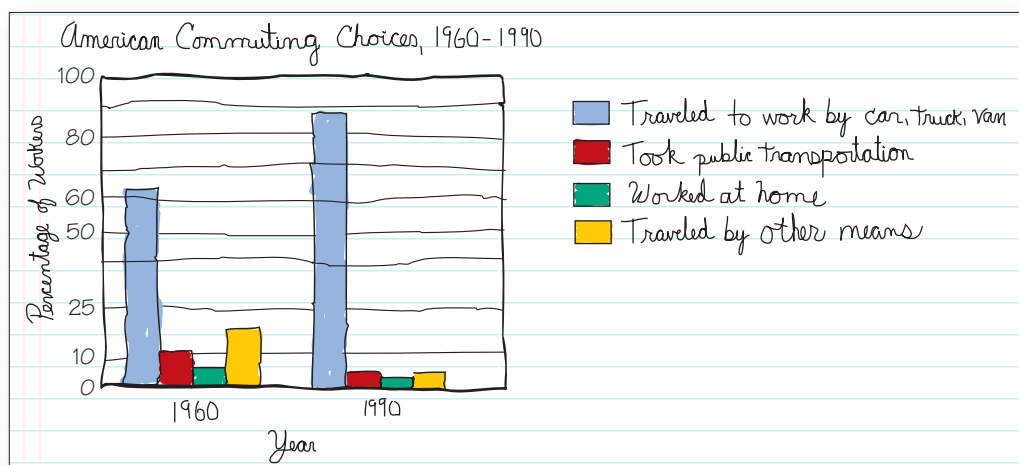
**Strategy 4** Decide how best to represent the information. Sketch a graph and a legend, denoting the meanings of any colors and symbols.

#### American Commuting Choices, 1960–1990

In 1960, 64% of the population traveled to work by car, truck, or van; 12% took public transportation; 7% worked at home; and 17% got to work by other means. In 1990, 87% traveled to work by car, truck, or van; 5% took public transportation; 3% worked at home; and 5% went to work by other means.

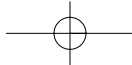
#### Create a Bar Graph

Clearly label vertical and horizontal axes. Draw bars accurately. Include a legend.



#### PRACTICING THE SKILL

Turn to Chapter 34, Section 4, p. 1091, and read the passage headed “A Changing Immigrant Population.” Use a pie graph to show percentages of ethnic distribution of the American population in 1990.



## Section 4: Presenting Information

### 4.2 Creating Models

#### DEFINING THE SKILL

**Models**, like maps, are visual representations of information. Historians make models of geographical areas, villages, cities, inventions, buildings, and other physical objects of historical importance. A model can be a two-dimensional representation, such as a poster or a diagram that explains how something happened. It also can be a three-dimensional representation or even a computer-created image.

#### APPLYING THE SKILL

The following image is a two-dimensional model of the tunnel system used by the Vietcong during the Vietnam War. Examine the strategies used in making this model to learn how to create your own.

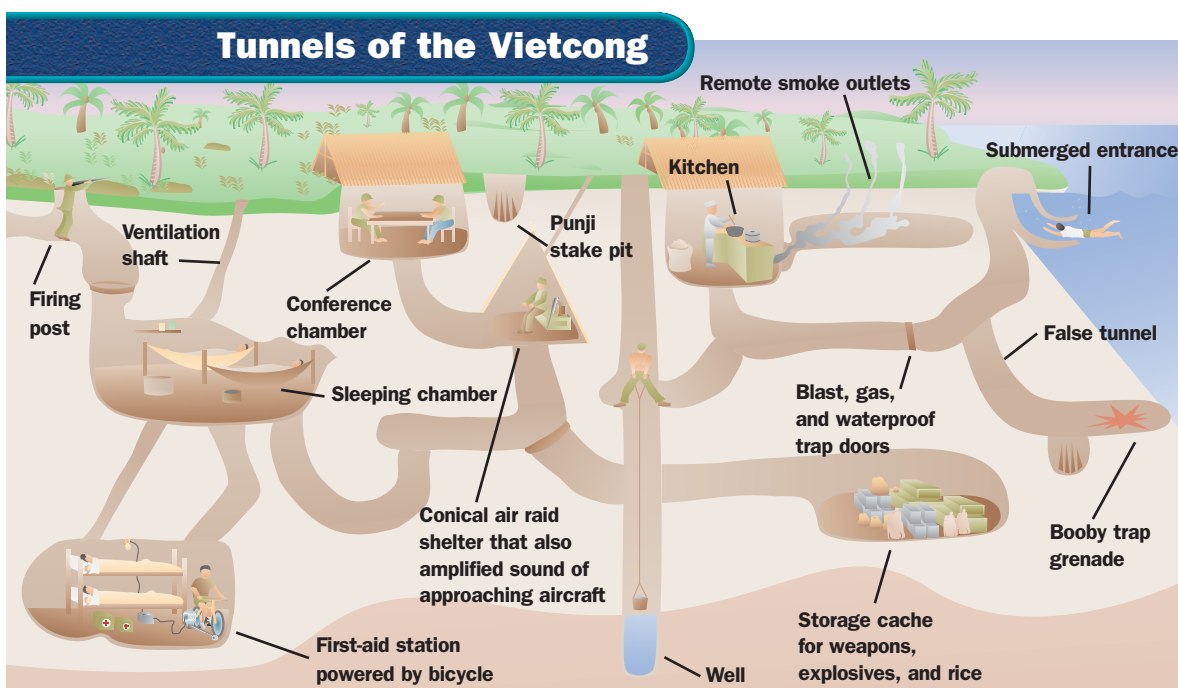
#### HOW TO CREATE A MODEL

**Strategy 1** Gather the information you need to understand the situation or event. Here the creator has gathered information about the tunnel system from various reference sources.

**Strategy 2** Think about symbols you may want to use. Since the model should give information in a visual way, think about ways you can use color, pictures, or other visuals to tell the story.

**Strategy 3** Gather the supplies you will need to create the model. For this model, the creator might have used computer software or colored markers or pencils.

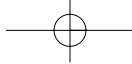
**Strategy 4** Visualize and sketch an idea for your model. Once you have created a picture in your mind from either written text or other images, make an actual sketch to plan how your model might look.



#### PRACTICING THE SKILL

Turn to Chapter 14, Section 3, p. 450, and read the text under the heading “Labor Unions Emerge.” Use the information to create a model of a “sweatshop” factory during the turn of the century. Use the process described above as a guide.





## Section 4: Presenting Information

### 4.3 Creating Maps

#### DEFINING THE SKILL

Maps are scale representations, usually of land surfaces. (See Skillbuilder 3.4.) Creating a map involves representing geographical data visually. When you draw a map, it is easiest to use an existing map as a guide. You can include data on climate and population and on patterns or distributions of human activity.

#### APPLYING THE SKILL

The following chart shows the numbers of 1995 immigrants who planned to settle in the southwestern states of the United States. The map below depicts the data given in the chart.

Immigrants, by State of Intended Residence, 1995					
Arizona	7,700	Nevada	4,306	Texas	49,963
California	166,482	New Mexico	2,758	Utah	2,831
Colorado	7,713				

#### HOW TO CREATE A MAP

**Strategy 1** Determine what map you should use as a guide. Find a map of the Southwest that you can re-create.

**Strategy 2** Decide how best to show the data. These data can be grouped in three broad categories of numbers: more than 100,000; 10,000 to 100,000; and less than 10,000.

**Strategy 3** Select a title that identifies the geographical area and the map's purpose. Include a date or time span.

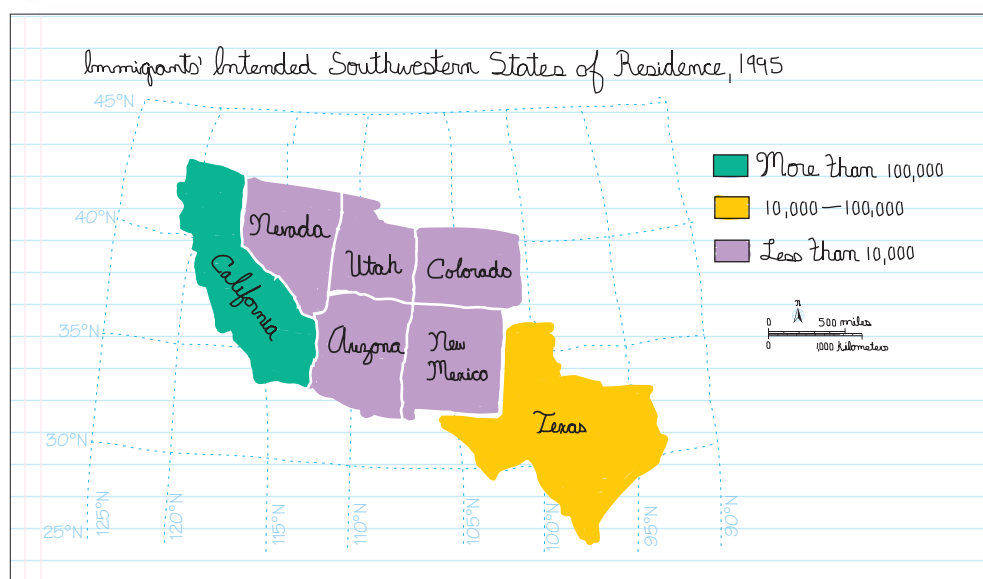
**Strategy 4** Draw and label the lines of latitude and longitude. Use the guide map's scale and a ruler to help you correctly space the lines of latitude and longitude.

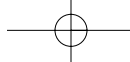
**Strategy 5** Draw the subject of your map, following your guide map carefully. Color or mark the map to show its purpose. Use each color or symbol to represent similar information.

**Strategy 6** Include a key or legend explaining colors, symbols, or shading. Reproduce the scale and compass rose from the map you used as a guide.

#### PRACTICING THE SKILL

Turn to p. 812 and study the graph titled "The Marshall Plan." Use the process described above to draw a map that depicts the data. (You can use the map on p. 811 as a guide.) After drawing the map, pose some historical questions about the Marshall Plan. How might your map convey answers to your questions? Write one of the questions and its answer below your map.





## Section 4: Presenting Information

### 4.4 Creating Databases

#### DEFINING THE SKILL

A **database** is a collection of data, or information, that is organized so that you can find and retrieve information on a specific topic quickly and easily. Once a computerized database is set up, you can search it to find specific information without going through the entire database. The database will provide a list of all stored information related to your topic. Learning how to use a database will help you learn how to create one.

#### APPLYING THE SKILL

The chart below is a database for some of the significant legislation passed during President Johnson's Great Society program.

1 Significant Great Society Legislation		
2 Legislation	Date	Significance
3 Economic Opportunity Act	1964	4 created Job Corps and other programs to help the poor
Civil Rights Act	1964	outlawed discrimination in public accommodations
Medical Care Act	1965	4 established Medicare and Medicaid programs to help the elderly and the poor
Higher Education Act	1965	provided low-interest loans for college students
Truth in Packaging Act	1966	set standards for labeling consumer products
Highway Safety Act	1966	required states to set up highway safety programs
Metropolitan Area Redevelopment Act	1966	4 provided funds to rebuild poor neighborhoods
Air Quality Act	1967	set federal air pollution guidelines

#### HOW TO CREATE A DATABASE

**Strategy 1** Identify the topic of the database. The keywords, or most important words, in the title are “Great Society” and “Legislation.” These words were used to begin the research for this database.

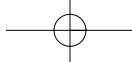
**Strategy 2** Identify the kind of data you need to enter in your database. These will be the column headings—or categories—of your database. The keywords “Legislation,” “Date,” and “Significance,” were chosen to categorize this research.

**Strategy 3** Once you find the data you want to include, identify the entries under each heading.

**Strategy 4** Use the database to help you find the information quickly. For example, in this database you could search by the word “poor” for programs related to anti-poverty measures.

#### PRACTICING THE SKILL

Turn to Chapter 19, “The First World War,” and create a database of key battles of World War I. Use a format like the one above for your database and include the following column headings: “Battle,” “Date,” “Location,” and “Significance.” You can create your database using computer software or by setting up a 4-column chart on paper.



## Section 4: Presenting Information

### 4.5 Creating Written Presentations

#### DEFINING THE SKILL

**Written presentations** are in-depth reports on a topic in history. Often, written presentations take a stand on an issue or try to support a specific conclusion. To successfully report on an event or make a point, your writing needs to be clear, concise, and supported by factual details.

#### APPLYING THE SKILL

The following is a written presentation about the main goals of progressivism. Use the strategies listed below to help you learn to create a written presentation.

#### HOW TO CREATE A WRITTEN PRESENTATION

**Strategy 1** Identify a topic that you wish to research, focusing on one or more questions that you hope to answer about the topic. Then research the topic using library resources and the Internet.

**Strategy 2** Formulate a hypothesis. This will serve as the main idea, or thesis, of your presentation. Analyze the information in your sources and develop a hypothesis that answers your questions about the topic.

**Strategy 3** Organize the facts and supporting details around your main idea. These facts and examples should be presented in a way that helps you build a logical case to prove your point.

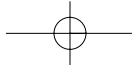
**Strategy 4** To express your ideas clearly, use standard grammar, spelling, sentence structure, and punctuation. Proofread your work to make sure it is well-organized and grammatically correct.

For more on how to create a historical research paper and other written presentations, see the *Writing for Social Studies* handbook.

#### Make an Outline

Creating an outline like the one shown here will help you organize your ideas and produce an effective written presentation.

<b>1</b>	<b>The Goals of Progressivism</b>
I.	<b>2</b> All progressive reforms had one of four goals.
	A. Protecting Social Welfare
	<b>3</b> 1. Social Gospel movement sought to help the poor.
	2. Settlement houses provided aid to poor city dwellers.
	B. Promoting Moral Improvement
	1. Reformers sought to improve Americans' personal behavior.
	2. WCTU worked for prohibition.
	C. Creating Economic Reform
	1. Writers criticized capitalism.
	2. American Socialist Party formed.
	3. Muckrakers exposed corruption in business and government.
	D. Fostering Efficiency
	1. Emergence of scientific management in the workplace
	2. Development of the assembly line



## Write a Draft

### The Goals of Progressivism

As America approached the 20th century a number of citizens tried to reform society. Their efforts formed what became known as the progressive movement. Progressive reformers had the following four goals: social welfare, moral improvement, economic reform, and efficiency.

Many reformers sought to promote social welfare—especially in the crowded, run-down, and unhealthy areas of the cities. The Social Gospel movement inspired followers to erect churches in poor communities. It also persuaded business leaders to treat workers more fair. Other reformers established settlement houses in slum neighborhoods which provided educational, cultural, and social services to people—especially to immigrants.

Another group of reformers felt that the lives of poor people could be improved through moral instruction. These reformers offered programs to improve personal behavior. The Women's Christian Temperance Union, for instance, promoted prohibition. It believed that alcohol was the root of many of society's problems.

Other progressives, such as Henry George and Edward Bellamy, blamed the competitive nature of capitalism for creating a large underclass. Some Americans, especially workers, embraced socialism.

In 1898, Eugene Debs helped organize the American Socialist Party. This organization advocated communal living and a classless society. During the early 20th century, journalists exposed the corrupt side of business and politics known as muckrakers.

Meanwhile, some tried to make American society more efficient. Frederick Winslow Taylor popularized scientific management, the effort to improve efficiency in the workplace by applying scientific principles. Out of this concept emerged the assembly line, which required workers to perform the same task over and over, and thus sped up production.

Through their hard work, the progressives reformed many levels of society and helped Americans live better lives.

## 4 Edit and Revise

Use punctuation marks for their correct purposes. A colon precedes a list.

Use the correct parts of speech. An adverb modifies a verb.

Check for common agreement errors. Subjects and verbs must agree in person and number.

Use consistent verb tense. Use past tense for events in the past.

Check spelling with both an electronic spell checker and a dictionary.

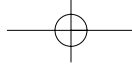
Capitalize all proper nouns, including names of political parties.

Use correct sentence structure. Every sentence needs a subject and a verb.

Be sure sentence structure leads clearly from one phrase to the next. Correct misplaced modifiers.

### PRACTICING THE SKILL

Create a two-page written presentation on a topic of historical importance that interests you. Use the strategies and sample outline and draft to help you create your presentation.



## Section 4: Presenting Information

### 4.6 Creating Oral Presentations

#### DEFINING THE SKILL

An **oral presentation** is a speech or talk given before an audience. Oral presentations can be given to inform an audience about a certain topic or persuade an audience to think or act in a certain way. You can learn how to give effective oral presentations by examining some of the more famous ones in history.

#### APPLYING THE SKILL

The following is an excerpt from a student's speech supporting Southern secession. Use the strategies listed below to help you learn to create an oral presentation.

#### HOW TO CREATE AN ORAL PRESENTATION

**Strategy 1** Choose one central idea or theme and organize your presentation to support it. Here, the writer calls for the United States government to allow the Southern states to secede.

**Strategy 2** Use words or images to persuade your audience. In this speech, the writer has used a metaphor of family conflict to express the antagonism between North and South.

**Strategy 3** Make sure your arguments support your central idea or theme. In this speech, the writer's arguments all support the main theme.

**1** The Southern states should be allowed to secede. **3** Since it was the states that helped create the national government, surely the states have the right to declare their independence from that government.

The industrial North will never understand the needs of the farmers and plantation owners of the South. **2** The South and the North are like two brothers whose lives and attitudes have become so different that they can no longer live under the same roof. Why should they be forced to remain together?

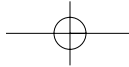
#### Giving an Oral Presentation

When you give an oral presentation, make sure to

- maintain eye contact with your audience.
- use gestures and body language to emphasize your main points and to help express your ideas.
- pace yourself. Do not rush to finish your presentation.
- vary your tone of voice to help bring out the meaning of your words.

#### PRACTICING THE SKILL

Turn to Chapter 24, Section 4, p. 758, and study the Point/Counterpoint feature about U.S. involvement in WWII. Choose a side and create an outline for a speech that supports that side. Use the strategies to help you make an oral presentation.



## Section 4: Presenting Information

### 4.7 Creating Visual Presentations

#### DEFINING THE SKILL

A **visual presentation** of history uses visual sources to explain a particular historical event. Such sources could include paintings, maps, charts and graphs, costume drawings, photographs, political cartoons, and advertisements. Movies, CD-ROMs, television, and computer software are the newest kind of visual sources, called multimedia sources because they also include sound. (See Skillbuilder 3.2.) Visual sources can provide much insight into various eras and events of the past. Creating a visual presentation will help you to become more familiar with the many different sources of historical information available.

#### APPLYING THE SKILL

The image below shows a student using a computer to create a visual presentation. Use the strategies listed below to help you plan out the steps needed to compile a clear, engaging, and informative presentation.

#### HOW TO CREATE A VISUAL PRESENTATION

**Strategy 1** Identify the topic of your presentation and decide which types of visuals will most effectively convey your information. For example, you might want to use slides and posters along with a map. If you want to include multimedia sources, you could use documentary film or television footage of an event.

**Strategy 2** Conduct research to determine what visual sources are available. Some topics, such as wars, may have more visual source material than others. You can create your own visual sources, such as a graph or chart, to accompany what you find.

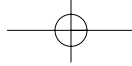
**Strategy 3** Write a script for the presentation. A narration of events to accompany the visuals will tie the various sources together and aid you in telling the story.

**Strategy 4** Videotape the presentation. Videotaping the presentation will preserve it for future viewing and allow you to show it to different groups of people.

#### PRACTICING THE SKILL

Turn to Chapter 13, Section 1, p. 416, and read "A Day in the Life of a Cowboy," or choose another section in the chapter. Use the strategies above to create a visual presentation of the topic.





# ECONOMICS HANDBOOK

**NOTE:** *Boldfaced words are terms that appear in this handbook.*

**BOYCOTT** *A refusal to have economic dealings with a person, a business, an organization, or a country.* The purpose of a boycott is to show disapproval of particular actions or to force changes in those actions. A boycott often involves an economic act, such as refusing to buy a company's goods or services.

African Americans in Montgomery, Alabama (shown below), organized a bus boycott in 1955 to fight segregation on city buses. The boycotters kept many buses nearly empty for 381 days. The boycott ended when the Supreme Court outlawed bus segregation.

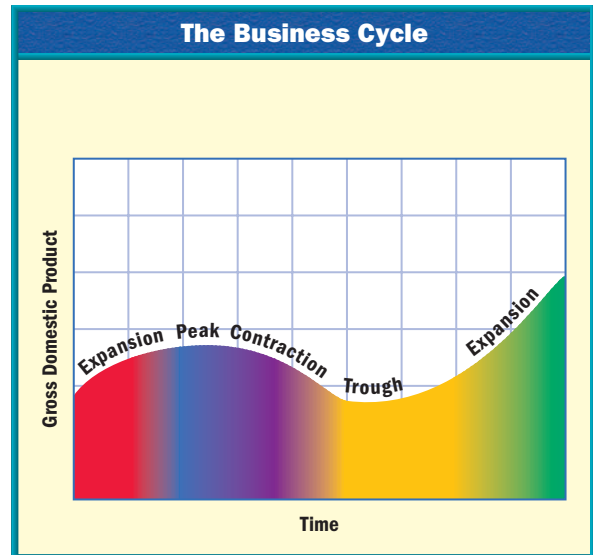
American labor unions have sometimes used boycotts to win concessions for their members. Consumer groups, too, have organized boycotts to win changes in business practices.



**BUSINESS CYCLE** *A pattern of increases and decreases in economic activity.* A business cycle generally consists of four distinct phases—expansion, peak, contraction, and trough, as shown in the graph in the next column.

An expansion is marked by increased business activity. The **unemployment rate** falls, businesses produce more, and consumers buy more goods and services. A peak is a transition period in which expansion slows. A contraction, or **recession**, occurs when business activity decreases. The unemployment rate rises, while

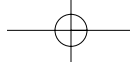
both production and consumer spending fall. A deep and long-lasting contraction is called a **depression**. Business activity reaches its lowest point during a trough. After time, business activity starts to increase and a new cycle begins.



**CAPITALISM** *An economic system in which there is private ownership of natural resources and capital goods.* The basic idea of capitalism is that producers are driven by the desire to make a profit—the money left over after costs have been subtracted from revenues. This desire for profit motivates producers to provide consumers with the goods and services they desire. Prices and wages are determined by **supply and demand**.

Along with the opportunity to earn a profit there is a risk. Businesses tend to fail if they don't produce goods people want at prices they are willing to pay. Because anyone is free to start a business or enterprise, a capitalist system is also known as a **free enterprise** system.

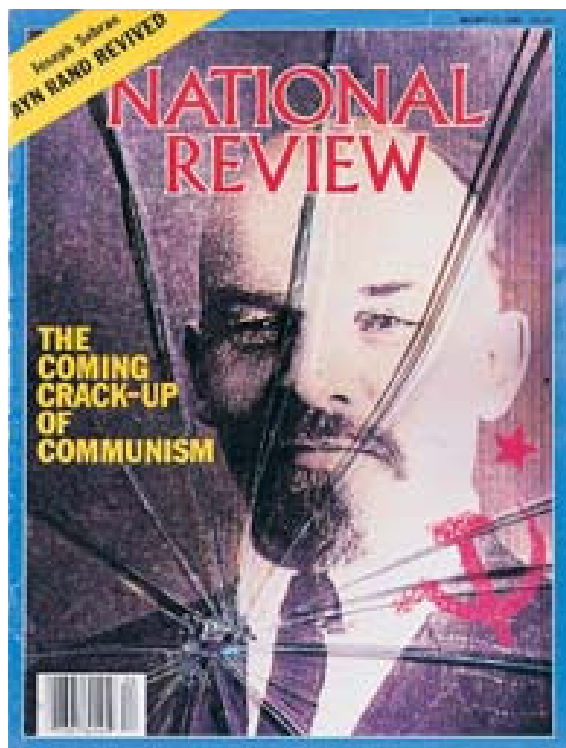
Capitalism contrasts with **socialism**, an economic system in which the government owns and controls capital and sets prices and production levels. Critics of capitalism argue that it allows decisions that ought to be made democratically to be made instead by powerful business owners and that it allows too-great disparities in wealth and well-being between the poor and the rich.



**COMMUNISM** *An economic system based on one-party rule, government ownership of the means of production, and decision making by centralized authorities.* Under communism there is little or no private ownership of property and little or no political freedom. Government planners make economic decisions, such as which and how many goods and services should be produced. Individuals have little say in a communist economy. Such a system, communists believe, would end inequality. For more information on the ideas on which communism is based, read the Economic Background on page 619.

During the 20th century, most communist economies failed to achieve their goals. Economic decisions frequently were made to benefit only Communist Party officials. Also, government economic planning was inefficient, often creating shortages of goods. Those goods that were available were often of poor quality.

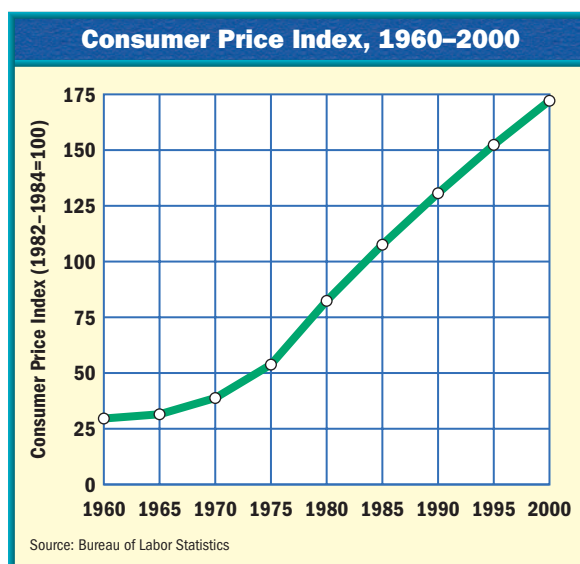
People became discontented with the lack of prosperity and political freedom and began to call for change. These demands led in the late 1980s and early 1990s to the collapse of communist governments in the Soviet Union and Eastern Europe.



Even governments that clung to communism introduced elements of **free enterprise**. Some communist countries—such as China—have experienced economic growth but have not granted more political freedom to their citizens.

**CONSUMER PRICE INDEX (CPI)** *A measure of the change in cost of the goods and services most commonly bought by consumers.* The CPI notes the prices of over 200 goods and services bought by average urban consumers on a regular basis. Items on which consumers spend a good deal of their income—such as food and housing—are given more weight in the CPI than items on which consumers spend less.

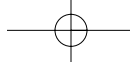
Price changes are calculated by comparing current prices with prices at a set time in the past. In 2001, for example, the CPI used the period from 1982 to 1984 as this base. Prices for this period are given a base value of 100. The prices for subsequent years are expressed as percentages of the base. Therefore, a CPI of 160 means that prices have risen by 60 percent since 1982–1984. The graph below illustrates changes in the CPI from 1960 to 2000.



**DEFICIT SPENDING** *A situation in which a government spends more money than it receives in revenues.* For the most part, the government engages in deficit spending when the economy is in a contraction phase of the **business cycle**. The government borrows or issues money to finance deficit spending.

In theory, the extra funds should stimulate business activity, pushing the economy into an expansion phase. As the economy recovers, revenues should increase, providing the government with a budget surplus. The government then can use the surplus to pay back the money it borrowed. For more information on deficit spending, read the Economic Background on page 698.





**DEPRESSION** *A very severe and prolonged contraction in economic activity.* During a depression, consumer spending, production levels, wages, prices, and profits fall sharply. Many businesses fail, and many workers lose their jobs.

The United States has experienced several economic depressions in its history. The worst was the Great Depression, which started in 1929 and lasted throughout the 1930s. Between 1929 and 1932, business activity in the United States decreased by an average of 10 percent each year. During the same period, some 40 percent of the country's banks failed, and prices for farm products dropped more than 50 percent. By 1933, the worst year of the Great Depression, 25 percent of American workers were unemployed—some, like the man shown below, were reduced to selling apples on the street.

For a personal account of life during the Great Depression, view the *American Stories* video “Broke, but Not Broken: Ann Marie Low Remembers the Dust Bowl.” For information about the effects of war on a depression, read the Economic Background on page 763.



**E-COMMERCE** *All forms of buying and selling goods and services electronically.* Short for “electronic commerce,” e-commerce refers to business activity on the Internet and on private computer networks. There are two main types of e-commerce: business-to-consumer and business-to-business.

Consumer-related e-commerce includes sales to the public over the computer, usually through a seller's Web site. Many business transactions can be completed wholly electronically, such as sales of computer software, which can be paid for with a credit card number and delivered over the

Internet directly to the buyer's computer. A growing proportion of financial transactions are also moving online, such as electronic banking and **stock market** trading, or e-trading. The convenience of online shopping has turned it into a booming enterprise. Between 1998 and 1999, for instance, U.S. consumer spending online grew from about \$7.7 billion to more than \$17 billion.

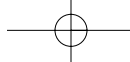
Business-to-business e-commerce is growing at an even greater rate, reaching nearly \$177 billion in 1999. Much of that business includes Web site design and servicing and online advertising. Businesses also use networked computers to purchase supplies and merchandise and to access information from subscription services.

For many businesses, e-commerce is not only convenient but also cost-effective. On average, corporations spend \$100 on paperwork alone each time they make a purchase. Moving those transactions online could save companies millions of dollars annually.



**EMBARGO** *A government ban on trade with another nation, commonly backed by military force.* In a civil embargo the nation imposing an embargo prevents exports to or imports from the country against which it has declared the embargo. A hostile embargo involves seizing the goods of another nation.

The major purpose of an embargo is to show disapproval of a nation's actions. For example, in 1980 the United States imposed a civil embargo on grain sales to the Soviet Union to protest the December 1979 Soviet invasion of Afghanistan.

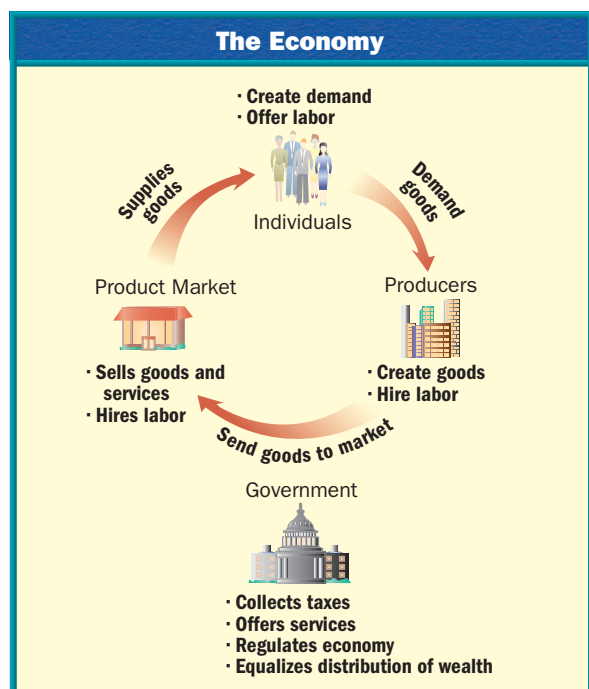


**FREE ENTERPRISE** *An economic system based on the private ownership of the means of production, free markets, and the right of individuals to make most economic decisions.* The free enterprise system is also called the free market system or **capitalism**. The United States has a free enterprise economic system.

In a free enterprise system, producers and consumers are motivated by self-interest. To maximize their profits, producers try to make goods and services that consumers want. Producers also engage in competition—through lowering prices, advertising their products, and improving product quality—to encourage consumers to buy their goods. Consumers serve their self-interest by purchasing the best goods and services for the lowest price.

Government plays a limited, but important, role in most free-enterprise economies:

- It regulates economic activity to ensure there is fair competition, such as by preventing and prosecuting fraud and barring **monopolies**.
- It produces certain necessary goods and services that private producers consider unprofitable, such as roadways.
- It protects the public health and safety, such as through building codes, environmental protection laws, and labor laws.
- It provides economic stability, such as by regulating banks, coining money, and supervising unemployment insurance programs.



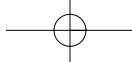
**GOLD STANDARD** *A monetary system in which a country's basic unit of currency is valued at, and can be exchanged for, a fixed amount of gold.* The gold standard tends to curb **inflation**, since a government cannot put more currency into circulation than it can back with its gold supplies. This gives people confidence in the currency.

This advantage is also a weakness of the gold standard. During times of **recession**, a government may want to increase the amount of money in circulation to encourage economic growth. Economic disruption during the Great Depression of the 1930s caused most nations to abandon the gold standard. The United States moved to a modified gold standard in 1934 and abandoned the gold standard completely in 1971.

**GROSS DOMESTIC PRODUCT (GDP)** *The market value of all the goods and services produced in a nation within a specific time period, such as a quarter (three months) or a year.* It is the standard measure of how a nation's economy is performing. If GDP is growing, the economy is probably in an expansion phase. If GDP is not increasing or is declining, the economy is probably in a contraction phase.

GDP is calculated by adding four components: spending by individual consumers on goods and services; investment in such items as new factories, new factory machinery, and houses; government spending on goods and services; and net exports—the value of exports less the value of imports. GDP figures are presented in two ways. Nominal GDP is reported in current dollars. Real GDP is reported in constant dollars, or dollars adjusted for **inflation**.





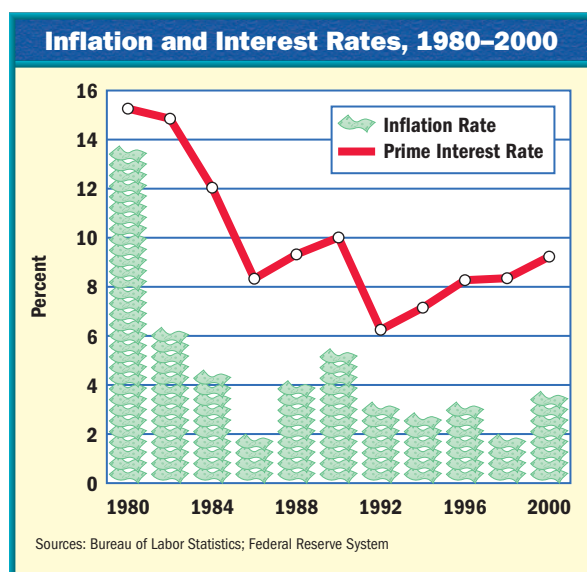
**INFLATION** *A sustained rise in the average level of prices.* Since more money is required to make purchases when prices rise, inflation is sometimes defined as a decrease in the purchasing value of money. Economists measure price changes with indexes. The most widely used index in the United States is the **consumer price index (CPI)**.

Inflation may result if the demand for goods increases without an increase in the production of goods. Inflation may also take place if the cost of producing goods increases. Producers pass on increased costs, such as higher wages and more expensive raw materials, by charging consumers higher prices.

**INTEREST RATE** *The cost of borrowing money.*

Interest is calculated as a yearly percentage, or rate, of the money borrowed. A 10 percent interest rate, therefore, would require a borrower to pay \$10 per year for every \$100 borrowed.

When interest rates are low, people will borrow more, because the cost of borrowing is lower. However, they will save and invest less, because the return on their savings or investment is lower. With high interest rates, people save and invest more but borrow less. Because interest rates affect the economy, the government takes steps to control them through the Federal Reserve System, the nation's central banking system. The graph below shows the relationship between the rate of **inflation** and interest rates over time.



**KEYNESIAN ECONOMICS** *The use of government spending to encourage economic activity by increasing the demand for goods.* This approach is based on the ideas of British economist John Maynard Keynes (shown below). In a 1936 study, Keynes pointed out that during economic downturns, more people are unemployed and have less income to spend. As a result, businesses cut production and lay off more workers.

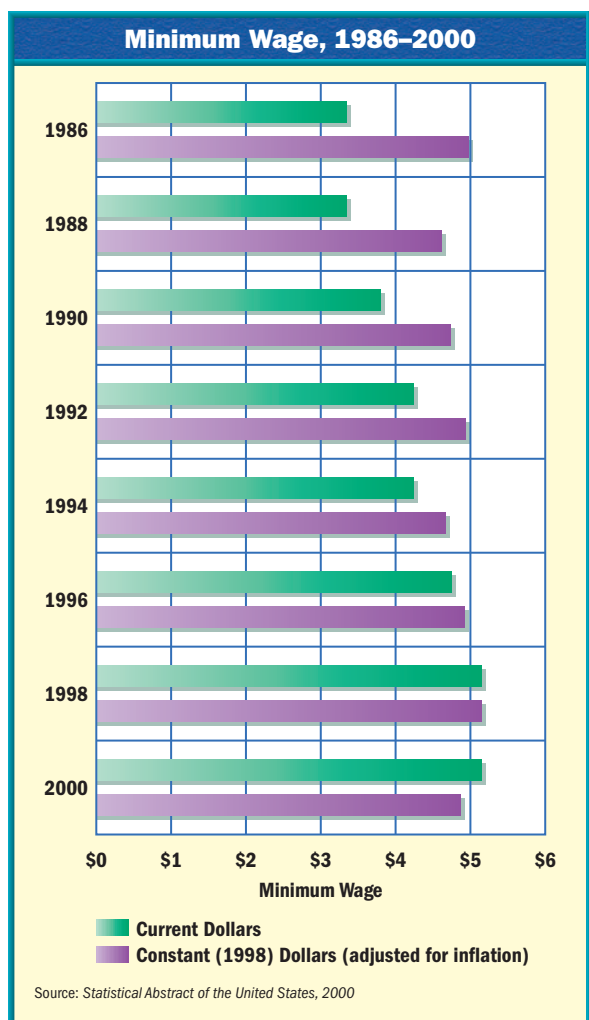
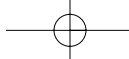
Keynes's answer to this problem was for government to increase spending and reduce **taxes**. This would stimulate demand for goods and services by replacing the decline in consumer demand. Government would want goods and services for its new programs. More people would be working and earning an income and, therefore, would want to buy more goods and services. Businesses would increase production to meet this new demand. As a result, the economy would soon recover.

Critics maintain, however, that Keynesian economics has led to the growth of government and to high taxes, inflation, high unemployment, and low economic growth. For an example of Keynesian economics at work, read the Economic Background on page 763.



**MINIMUM WAGE** *The minimum amount of money that employers may legally pay their employees for each hour of work.* The first federal minimum wage law, the Fair Labor Standards Act of 1938, set the base wage at 25 cents an hour. Since then, amendments to the act have raised this hourly rate to \$5.15, effective in 1997. The Fair Labor Standards Act applies to workers in most businesses involved in interstate commerce.

The original intent of the minimum wage law was to ensure that all workers earned enough to survive. Some economists maintain that the law may have reduced the chances for unskilled workers to get jobs. They argue that the minimum wage raises the **unemployment rate** because it increases labor costs for business. The graph on the next page shows changes in the minimum wage over a ten-year period.



government may not pay back all the money it has borrowed to fund this policy. Each year's federal budget deficit adds to the national debt. By 2000, the national debt of the United States stood at \$5.67 trillion, or about \$20,000 for each citizen.

The rapid growth of the U.S. national debt since 1980 has prompted many Americans to call for changes in government economic policies. Some suggest that the government raise taxes and cut spending to reduce the debt. Others recommend a constitutional amendment that would require the government to have a balanced budget, spending only as much as it takes in.

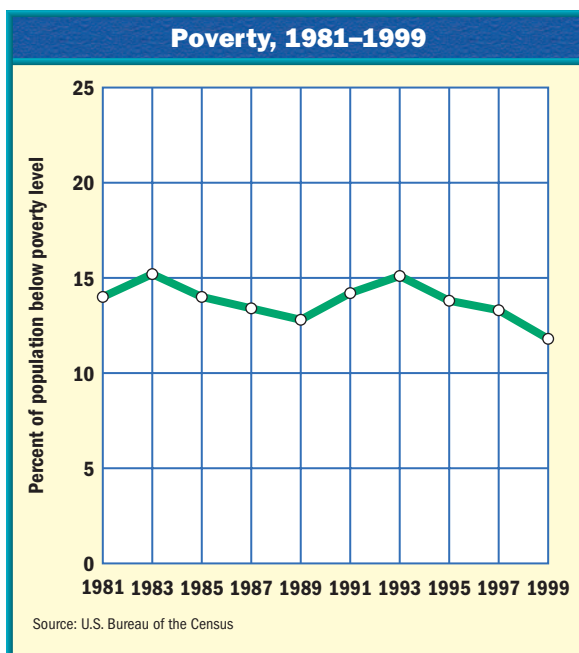
**POVERTY** *The lack of adequate income to maintain a minimum **standard of living**.* In the United States, this adequate income is referred to as the poverty line. In 1999, the poverty threshold for a family of four was \$17,029. That year, the poverty rate dropped to 11.8 percent—the lowest rate since 1979, and more than 32 million Americans lived in poverty.

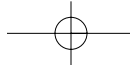
While poverty rates have remained relatively steady over the last 30 or so years, inequality in the distribution of income has grown. Between 1970 and 2000, the share of income received by the wealthiest 20 percent of families increased from 43.3 percent to 56.7 percent. In the same period, the poorest 20 percent of families' share of income fell from 4.1 percent to 2.7 percent.

**MONOPOLY** *A situation in which only one seller controls the production, supply, or pricing of a product for which there are no close substitutes.* In the United States, basic public services such as electrical power distributors and cable television suppliers operate as local monopolies. This way of providing utilities is economically more efficient than having several competing companies running electricity or cable lines in the same area.

Monopolies, however, can be harmful to the economy. Since it has no competition, a monopoly does not need to respond to the wants of consumers by improving product quality or by charging fair prices. The government counters the threat of monopoly either by breaking up or regulating the monopoly.

**NATIONAL DEBT** *The money owed by a national government.* During wartime, during economic recession, or at other times, the government may employ **deficit spending**. However, the





**PRODUCTIVITY** *The relationship between the output of goods and services and the input of resources.*

Productivity is the amount of goods or services that a person can produce at a given time. It is closely linked to economic growth, which is defined as an increase in a nation's real **gross domestic product (GDP)** from one year to the next. A substantial rise in productivity means the average worker is producing more, a key factor in spurring economic expansion. Between 1995 and 2000, for example, worker productivity in the United States increased about 3 percent each year. This increase, along with other economic factors, helped the nation's real GDP grow an average of about 4 percent during those years.

A number of elements affect productivity, including available supplies of labor and raw materials, education and training, attitudes toward work, and technological innovations. Computer technology, for instance, is believed to have played a significant role in bolstering productivity during the 1990s by allowing workers to do their jobs more quickly and efficiently. Conversely, a lack of adequate training and fewer innovations were thought to be behind the meager productivity growth rates of the 1970s and 1980s—when productivity rose at an annual rate of less than 1 percent.

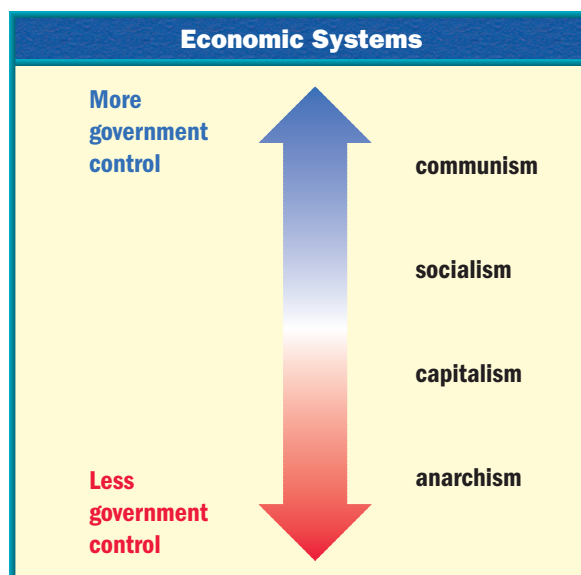


**RECESSION** *A period of declining economic activity.* In economic terms, a recession takes place when the **gross domestic product** falls for two quarters, or six months, in a row. The United States has experienced several of these **business-cycle** contractions in its history. On average, they have lasted about a year. If a recession persists and economic activity plunges, it is called a **depression**. For more information on recessions, read the Economic Background on page 886.

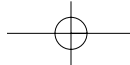
**SOCIALISM** *An economic system in which the government owns most of the means of production and distribution.* Like **communism**, the goal of socialism is to use the power of government to reduce inequality and meet people's needs. Under socialism, however, the government usually owns only major industries, such as coal, steel, and transportation. Other industries are privately owned but regulated by the government. Government and individuals, therefore, share economic decision-making. Also, under socialism, the government may provide such services as reasonably priced health care.

Some countries, such as Sweden, are called democratic socialist countries. These nations have less government ownership of property than communist governments. They also have democratically elected governments.

Critics of socialism maintain that this system leads to less efficiency and higher taxes than does the **free enterprise** system.



**STANDARD OF LIVING** *The overall economic situation in which people live.* Economists differ on how best to measure the standard of living. Some suggest average personal income, while others propose per capita **gross domestic product**—the GDP divided by the population. Another possible measure is the value of the goods and services bought by consumers during a year. In general terms, the nation's standard of living rises as these measures rise. Some people argue that measuring the quality of life also requires consideration of noneconomic factors such as pollution, health, work hours, and even political freedom.



**STOCK MARKET or STOCK EXCHANGE** *A place where stocks and bonds are bought and sold.* Since stocks and bonds together are known as securities, a stock market is sometimes called a securities market.

Large companies often need extra money to fund expansion and to help cover operating costs. To raise money, they sell stocks, or shares of ownership, in their companies or borrow by issuing bonds, or certificates of debt, promising to repay the money borrowed, plus interest.

Individuals invest in securities to make a profit. Most stockholders receive dividends, or a share of the company's profits. Bondholders receive interest. Investors may also make a profit by selling their securities. This sale of securities takes place in the stock exchange.

Stocks and bonds are traded on exchanges. The largest and most important exchange in the United States is the New York Stock Exchange (pictured below; for more information on the New York Stock Exchange, read the Now & Then on page 674). Activity on this and other exchanges often signals how well the economy is doing. A bull market—when stock prices rise—usually indicates economic expansion. A bear market—when stock prices fall—usually indicates economic contraction.



A rapid fall in stock prices is called a crash. The worst stock market crash in the United States came in October 1929. To help protect against another drastic stock market crash, the federal government set up the Securities and Exchange Commission (SEC), which regulates the trading of securities.

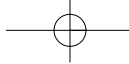
Selected World Stock Exchanges	
Exchange	Products
New York Stock Exchange (NYSE)	stocks, bonds
American Stock Exchange (AMEX) (New York)	stocks, bonds
National Association of Securities Dealers Automated Quotations (NASDAQ)	over-the-counter stocks
London Stock Exchange	stocks
Tokyo Stock Exchange	stocks, bonds, futures, options
Hong Kong Stock Exchange	stocks, bonds, mutual funds
German Stock Exchange (Frankfurt)	stocks

**STRIKE** *A work stoppage by employees to gain higher wages, better working conditions, or other benefits.* Strikes are also sometimes used as political protests. A strike is usually preceded by a failure in collective bargaining—the negotiation of contracts between labor unions and employers. Union members may decide to call a strike if they believe negotiations with the employer are deadlocked. Collective bargaining and strikes are regulated by the NLRA, or Wagner Act, of 1935, administered by the National Labor Relations Board (NLRB). There are also wildcat strikes, which do not involve unions.

When strikes do occur, union representatives and employers try to negotiate a settlement. An outside party is sometimes asked to help work out an agreement.

For a personal account of a strike, view the *American Stories* video, “A Child on Strike: The Testimony of Camella Teoli, Mill Girl.”

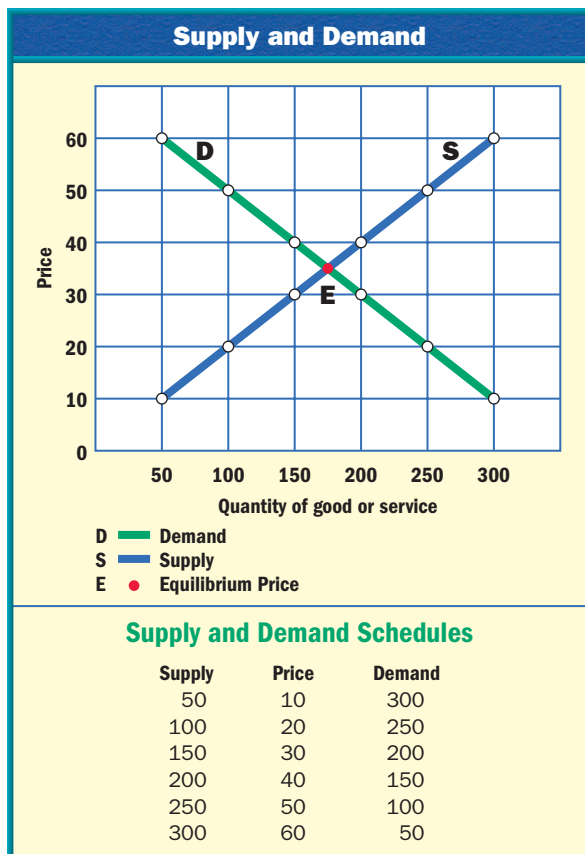




**SUPPLY AND DEMAND** *The forces that determine prices of goods and services in a market economy.* Supply is the amount of a good or service that producers are willing and able to produce at a given price. Demand is the amount of a good or service consumers are willing and able to buy at a given price. In general, producers are willing to produce more of a good or service when prices are high; conversely, consumers are willing to buy more of a good or service when prices are low.

The table and graph below show supply and demand for a certain product. The line *S* shows the amount of the good that producers would be willing to make at various prices. The line *D* shows the amount that consumers would be willing to buy at various prices. Point *E*, where the two lines intersect, is called the equilibrium price. It is the price at which the amount produced and the amount demanded would be the same.

When the equilibrium price is the market price, the market operates efficiently. At prices above the equilibrium price, consumers will demand less than producers supply. Producers, therefore, will have to lower their prices to sell the surplus, or excess, products. At prices below equilibrium, consumers will demand more. Producers will be able to raise their prices because the product is scarce, or in short supply.



**SUPPLY-SIDE ECONOMICS** *Government policies designed to stimulate the production of goods and services, or the supply side of the economy.* Supply-side economists developed these policies in opposition to **Keynesian economics**.

Supply-side policies call for low tax rates particularly in income from investments. Lower taxes mean that people keep more of each dollar they earn. Therefore, supply-side economists argue, people will work harder in order to earn more. They will then use their extra income to save and invest. This investment will fund the development of new businesses and, as a result, create more jobs. For more information on supply-side economics, read the Economic Background on page 1041.

**TARIFF** *A fee charged for goods brought into a state or country from another state or country.* Beginning in 1789, Congress created tariffs to raise revenue and to protect American products from foreign competition. Soon, however, special interest groups used tariffs to protect specific industries and increase profits.

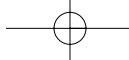
**Trade** without tariffs is called free trade. In recent decades, a growing number of U.S. economists have favored free trade policies because they believe that such policies will help increase U.S. exports to other countries. In 1994, the North American Free Trade Agreement (NAFTA) established a free-trade zone among the United States, Canada, and Mexico.



**TAXATION** *The practice of requiring persons, groups, or businesses to contribute funds to the government under which they reside or transact business.* All levels of government—federal, state, and local—collect many kinds of taxes. Income taxes are the chief source of revenue for the federal government and an important revenue source for many states. Both corporations and individuals pay income tax, or taxes on earnings. Since its inception in 1913, the federal income tax has been a progressive tax, one that is graduated, or scaled, such that those with greater incomes are taxed at a greater rate.

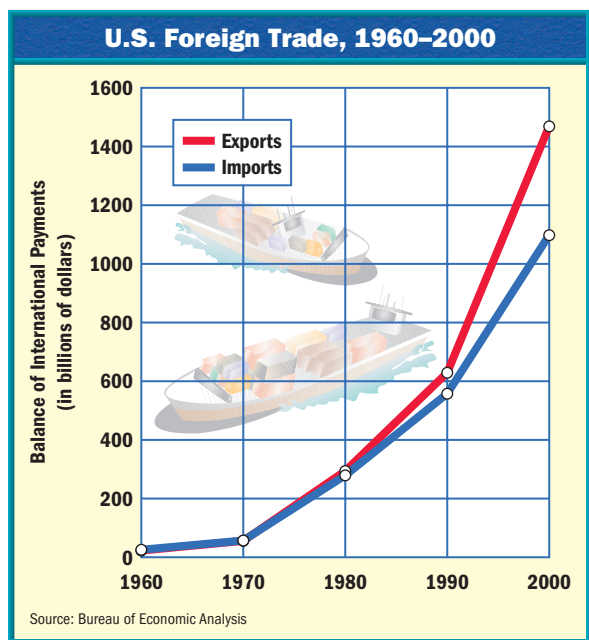
Sales taxes are another important source of income for state governments.

Property taxes are the main source of funds for local governments. Property tax is calculated as a percentage of the assessed value of real estate—land and improvements such as buildings.



**TRADE** *The exchange of goods and services between countries.* Almost all nations produce goods that other countries need, and they sell (export) those goods to buyers in other countries. At the same time, they buy (import) goods from other countries as well. For example, Americans sell goods such as wheat to people in Japan and buy Japanese goods such as automobiles in return.

Nations that trade with one another often become dependent on one another's products. Sometimes this brings nations closer together, as it did the United States, Great Britain, and France before World War I. Other times it causes tension among nations, such as that between the United States and Arab oil-producing countries in the 1970s. For an example of how trade influences foreign policy, read the Economic Background on page 583.



**TRUST** *A form of business merger in which the major stockholders in several corporations turn over their stock to a group of trustees.* The trustees then run the separate corporations as one large company, or trust. In return for their stock, the stockholders of the separate corporations receive a share of the trust's profits.

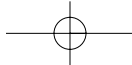
American business leaders of the late 1800s used trusts to stifle competition and take control of entire industries, as in a **monopoly**. Trusts were outlawed by the Sherman Antitrust Act of 1890. However, business leaders eventually found other ways to merge corporations in an industry.

**UNEMPLOYMENT RATE** *The percentage of the labor force that is unemployed but actively looking for work.* The labor force consists of all civilians 16 years of age and older who are employed or who are unemployed but actively looking and available for work. The size of the labor force and the unemployment rate are determined by surveys conducted by the U.S. Bureau of the Census.


























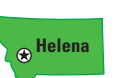
The unemployment rate provides an indicator of economic health. Rising unemployment rates signal a contraction in the economy, while falling rates indicate an economic expansion. The graphs below show two different methods of portraying unemployment in the United States.



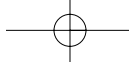




# FACTS ABOUT THE STATES

 <p><b>Alabama</b> 4,447,100 people 52,237 sq. mi. Rank in area: 30 Entered Union in 1819</p>	 <p><b>Florida</b> 15,982,378 people 59,928 sq. mi. Rank in area: 23 Entered Union in 1845</p>	 <p><b>Louisiana</b> 4,468,976 people 49,651 sq. mi. Rank in area: 31 Entered Union in 1812</p>
 <p><b>Alaska</b> 626,932 people 615,230 sq. mi. Rank in area: 1 Entered Union in 1959</p>	 <p><b>Georgia</b> 8,186,453 people 58,977 sq. mi. Rank in area: 24 Entered Union in 1788</p>	 <p><b>Maine</b> 1,274,923 people 33,741 sq. mi. Rank in area: 39 Entered Union in 1820</p>
 <p><b>Arizona</b> 5,130,632 people 114,006 sq. mi. Rank in area: 6 Entered Union in 1912</p>	 <p><b>Hawaii</b> 1,211,537 people 6,459 sq. mi. Rank in area: 47 Entered Union in 1959</p>	 <p><b>Maryland</b> 5,296,486 people 12,297 sq. mi. Rank in area: 42 Entered Union in 1788</p>
 <p><b>Arkansas</b> 2,673,400 people 53,182 sq. mi. Rank in area: 28 Entered Union in 1836</p>	 <p><b>Idaho</b> 1,293,953 people 83,574 sq. mi. Rank in area: 14 Entered Union in 1890</p>	 <p><b>Massachusetts</b> 6,349,097 people 9,241 sq. mi. Rank in area: 45 Entered Union in 1788</p>
 <p><b>California</b> 33,871,648 people 158,869 sq. mi. Rank in area: 3 Entered Union in 1850</p>	 <p><b>Illinois</b> 12,419,293 people 57,918 sq. mi. Rank in area: 25 Entered Union in 1818</p>	 <p><b>Michigan</b> 9,938,444 people 96,705 sq. mi. Rank in area: 11 Entered Union in 1837</p>
 <p><b>Colorado</b> 4,301,261 people 104,100 sq. mi. Rank in area: 8 Entered Union in 1876</p>	 <p><b>Indiana</b> 6,080,485 people 36,420 sq. mi. Rank in area: 38 Entered Union in 1816</p>	 <p><b>Minnesota</b> 4,919,479 people 86,943 sq. mi. Rank in area: 12 Entered Union in 1858</p>
 <p><b>Connecticut</b> 3,405,565 people 5,544 sq. mi. Rank in area: 48 Entered Union in 1788</p>	 <p><b>Iowa</b> 2,926,324 people 56,276 sq. mi. Rank in area: 26 Entered Union in 1846</p>	 <p><b>Mississippi</b> 2,844,658 people 48,286 sq. mi. Rank in area: 32 Entered Union in 1817</p>
 <p><b>Delaware</b> 783,600 people 2,396 sq. mi. Rank in area: 49 Entered Union in 1787</p>	 <p><b>Kansas</b> 2,688,418 people 82,282 sq. mi. Rank in area: 15 Entered Union in 1861</p>	 <p><b>Missouri</b> 5,595,211 people 69,709 sq. mi. Rank in area: 21 Entered Union in 1821</p>
<p><b>District of Columbia</b> 572,059 people 68 sq. mi.</p>	 <p><b>Kentucky</b> 4,041,769 people 40,411 sq. mi. Rank in area: 37 Entered Union in 1792</p>	 <p><b>Montana</b> 902,195 people 147,046 sq. mi. Rank in area: 4 Entered Union in 1889</p>

Population figures are according to the Census 2000.



**Nebraska**  
1,711,263 people  
77,538 sq. mi.  
Rank in area: 16  
Entered Union in 1867



**Oregon**  
3,421,399 people  
97,132 sq. mi.  
Rank in area: 10  
Entered Union in 1859



**Utah**  
2,233,169 people  
84,904 sq. mi.  
Rank in area: 13  
Entered Union in 1896



**Nevada**  
1,998,257 people  
110,567 sq. mi.  
Rank in area: 7  
Entered Union in 1864



**Pennsylvania**  
12,281,054 people  
46,058 sq. mi.  
Rank in area: 33  
Entered Union in 1787



**Vermont**  
608,827 people  
9,615 sq. mi.  
Rank in area: 43  
Entered Union in 1791



**New Hampshire**  
1,235,786 people  
9,283 sq. mi.  
Rank in area: 44  
Entered Union in 1788



**Rhode Island**  
1,048,319 people  
1,231 sq. mi.  
Rank in area: 50  
Entered Union in 1790



**Virginia**  
7,078,515 people  
42,326 sq. mi.  
Rank in area: 35  
Entered Union in 1788



**New Jersey**  
8,414,350 people  
8,215 sq. mi.  
Rank in area: 46  
Entered Union in 1787



**South Carolina**  
4,012,012 people  
31,189 sq. mi.  
Rank in area: 40  
Entered Union in 1788



**Washington**  
5,894,121 people  
70,637 sq. mi.  
Rank in area: 19  
Entered Union in 1889



**New Mexico**  
1,819,046 people  
121,598 sq. mi.  
Rank in area: 5  
Entered Union in 1912



**South Dakota**  
754,844 people  
77,121 sq. mi.  
Rank in area: 17  
Entered Union in 1889



**West Virginia**  
1,808,344 people  
24,231 sq. mi.  
Rank in area: 41  
Entered Union in 1863



**New York**  
18,976,457 people  
53,989 sq. mi.  
Rank in area: 27  
Entered Union in 1788



**Tennessee**  
5,689,283 people  
42,146 sq. mi.  
Rank in area: 36  
Entered Union in 1796



**Wisconsin**  
5,363,675 people  
64,599 sq. mi.  
Rank in area: 22  
Entered Union in 1848



**North Carolina**  
8,049,313 people  
52,672 sq. mi.  
Rank in area: 29  
Entered Union in 1789



**Texas**  
20,851,820 people  
267,277 sq. mi.  
Rank in area: 2  
Entered Union in 1845



**Wyoming**  
493,782 people  
97,818 sq. mi.  
Rank in area: 9  
Entered Union in 1890



**North Dakota**  
642,200 people  
70,704 sq. mi.  
Rank in area: 18  
Entered Union in 1889



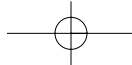
**Ohio**  
11,353,140 people  
44,828 sq. mi.  
Rank in area: 34  
Entered Union in 1803



**Oklahoma**  
3,450,654 people  
69,903 sq. mi.  
Rank in area: 20  
Entered Union in 1907

**United States: Major Dependencies (as of 1999)**

- American Samoa** 63,781 people; 90 sq. mi.
- Guam** 151,968 people; 217 sq. mi.
- Commonwealth of Puerto Rico** 3,889,507 people; 3,508 sq. mi.
- Virgin Islands of the United States** 119,615 people; 171 sq. mi.



# PRESIDENTS OF THE UNITED STATES

*Dates given are for term in office.*

**Here are some little-known facts about the presidents of the United States:**

- First president born in the new United States: **Martin Van Buren** (8th president)
- Only president who was a bachelor: **James Buchanan**
- First left-handed president: **James A. Garfield**
- Largest president: **William Howard Taft** (6 feet, 2 inches; 332 pounds)
- Youngest president: **Theodore Roosevelt** (42 years old)
- Oldest president: **Ronald Reagan** (77 years old when he left office in 1989)
- First president born west of the Mississippi River: **Herbert Hoover** (born in West Branch, Iowa)
- First president born in the 20th century: **John F. Kennedy** (born May 29, 1917)



**1 George Washington**  
1789–1797  
*No Political Party*  
Birthplace: Virginia  
Born: February 22, 1732  
Died: December 14, 1799



**2 John Adams**  
1797–1801  
*Federalist*  
Birthplace: Massachusetts  
Born: October 30, 1735  
Died: July 4, 1826



**3 Thomas Jefferson**  
1801–1809  
*Democratic-Republican*  
Birthplace: Virginia  
Born: April 13, 1743  
Died: July 4, 1826



**4 James Madison**  
1809–1817  
*Democratic-Republican*  
Birthplace: Virginia  
Born: March 16, 1751  
Died: June 28, 1836



**5 James Monroe**  
1817–1825  
*Democratic-Republican*  
Birthplace: Virginia  
Born: April 28, 1758  
Died: July 4, 1831



**6 John Quincy Adams**  
1825–1829  
*Republican*  
Birthplace: Massachusetts  
Born: July 11, 1767  
Died: February 23, 1848



**7 Andrew Jackson**  
1829–1837  
*Democrat*  
Birthplace: South Carolina  
Born: March 15, 1767  
Died: June 8, 1845



**8 Martin Van Buren**  
1837–1841  
*Democrat*  
Birthplace: New York  
Born: December 5, 1782  
Died: July 24, 1862



**9 William H. Harrison**  
1841  
*Whig*  
Birthplace: Virginia  
Born: February 9, 1773  
Died: April 4, 1841



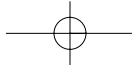
**10 John Tyler**  
1841–1845  
*Whig*  
Birthplace: Virginia  
Born: March 29, 1790  
Died: January 18, 1862



**11 James K. Polk**  
1845–1849  
*Democrat*  
Birthplace: North Carolina  
Born: November 2, 1795  
Died: June 15, 1849



**12 Zachary Taylor**  
1849–1850  
*Whig*  
Birthplace: Virginia  
Born: November 24, 1784  
Died: July 9, 1850



**13 Millard Fillmore**  
**1850–1853**  
*Whig*  
 Birthplace: New York  
 Born: January 7, 1800  
 Died: March 8, 1874



**14 Franklin Pierce**  
**1853–1857**  
*Democrat*  
 Birthplace: New Hampshire  
 Born: November 23, 1804  
 Died: October 8, 1869



**15 James Buchanan**  
**1857–1861**  
*Democrat*  
 Birthplace: Pennsylvania  
 Born: April 23, 1791  
 Died: June 1, 1868



**16 Abraham Lincoln**  
**1861–1865**  
*Republican*  
 Birthplace: Kentucky  
 Born: February 12, 1809  
 Died: April 15, 1865



**17 Andrew Johnson**  
**1865–1869**  
*Democrat*  
 Birthplace: North Carolina  
 Born: December 29, 1808  
 Died: July 31, 1875



**18 Ulysses S. Grant**  
**1869–1877**  
*Republican*  
 Birthplace: Ohio  
 Born: April 27, 1822  
 Died: July 23, 1885



**19 Rutherford B. Hayes**  
**1877–1881**  
*Republican*  
 Birthplace: Ohio  
 Born: October 4, 1822  
 Died: January 17, 1893



**20 James A. Garfield**  
**1881**  
*Republican*  
 Birthplace: Ohio  
 Born: November 19, 1831  
 Died: September 19, 1881



**21 Chester A. Arthur**  
**1881–1885**  
*Republican*  
 Birthplace: Vermont  
 Born: October 5, 1829  
 Died: November 18, 1886



**22 24 Grover Cleveland**  
**1885–1889, 1893–1897**  
*Democrat*  
 Birthplace: New Jersey  
 Born: March 18, 1837  
 Died: June 24, 1908



**23 Benjamin Harrison**  
**1889–1893**  
*Republican*  
 Birthplace: Ohio  
 Born: August 20, 1833  
 Died: March 13, 1901



**25 William McKinley**  
**1897–1901**  
*Republican*  
 Birthplace: Ohio  
 Born: January 29, 1843  
 Died: September 14, 1901



**26 Theodore Roosevelt**  
**1901–1909**  
*Republican*  
 Birthplace: New York  
 Born: October 27, 1858  
 Died: January 6, 1919



**27 William H. Taft**  
**1909–1913**  
*Republican*  
 Birthplace: Ohio  
 Born: September 15, 1857  
 Died: March 8, 1930



**28 Woodrow Wilson**  
**1913–1921**  
*Democrat*  
 Birthplace: Virginia  
 Born: December 29, 1856  
 Died: February 3, 1924



**29 Warren G. Harding**  
**1921–1923**  
*Republican*  
 Birthplace: Ohio  
 Born: November 2, 1865  
 Died: August 2, 1923



**30 Calvin Coolidge**  
**1923–1929**  
*Republican*  
 Birthplace: Vermont  
 Born: July 4, 1872  
 Died: January 5, 1933



**31 Herbert C. Hoover**  
**1929–1933**  
*Republican*  
 Birthplace: Iowa  
 Born: August 10, 1874  
 Died: October 20, 1964



**32 Franklin D. Roosevelt**  
**1933–1945**  
*Democrat*  
 Birthplace: New York  
 Born: January 30, 1882  
 Died: April 12, 1945



**33 Harry S. Truman**  
**1945–1953**  
*Democrat*  
 Birthplace: Missouri  
 Born: May 8, 1884  
 Died: December 26, 1972



**34 Dwight D. Eisenhower**  
**1953–1961**  
*Republican*  
 Birthplace: Texas  
 Born: October 14, 1890  
 Died: March 28, 1969



**35 John F. Kennedy**  
**1961–1963**  
*Democrat*  
 Birthplace: Massachusetts  
 Born: May 29, 1917  
 Died: November 22, 1963



**36 Lyndon B. Johnson**  
**1963–1969**  
*Democrat*  
 Birthplace: Texas  
 Born: August 27, 1908  
 Died: January 22, 1973



**37 Richard M. Nixon**  
**1969–1974**  
*Republican*  
 Birthplace: California  
 Born: January 9, 1913  
 Died: April 22, 1994



**38 Gerald R. Ford**  
**1974–1977**  
*Republican*  
 Birthplace: Nebraska  
 Born: July 14, 1913



**39 James E. Carter, Jr.**  
**1977–1981**  
*Democrat*  
 Birthplace: Georgia  
 Born: October 1, 1924



**40 Ronald W. Reagan**  
**1981–1989**  
*Republican*  
 Birthplace: Illinois  
 Born: February 6, 1911  
 Died: June 5, 2004



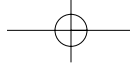
**41 George H. W. Bush**  
**1989–1993**  
*Republican*  
 Birthplace: Massachusetts  
 Born: June 12, 1924



**42 William J. Clinton**  
**1993–2001**  
*Democrat*  
 Birthplace: Arkansas  
 Born: August 19, 1946



**43 George W. Bush**  
**2001–**  
*Republican*  
 Birthplace: Connecticut  
 Born: July 6, 1946



# GLOSSARY

The Glossary is an alphabetical listing of many of the key terms from the chapters, along with their meanings. The definitions listed in the Glossary are the ones that apply to the way the words are used in this textbook. The Glossary gives the part of speech of each word. The following abbreviations are used:

**adj.** = adjective      **n.** = noun      **v.** = verb

## PRONUNCIATION KEY

Symbol	Examples	Symbol	Examples	Symbol	Examples
ă	<b>at, gas</b>	m	<b>man, seem</b>	v	<b>van, save</b>
ā	<b>ape, day</b>	n	<b>night, mitten</b>	w	<b>web, twice</b>
ä	<b>father, barn</b>	ng	<b>sing, anger</b>	y	<b>yard, lawyer</b>
âr	<b>fair, dare</b>	ô	<b>odd, not</b>	z	<b>zoo, reason</b>
b	<b>bell, table</b>	ō	<b>open, road, grow</b>	zh	<b>treasure, garage</b>
ch	<b>chin, lunch</b>	ô	<b>awful, bought, horse</b>	ə	<b>awake, even, pencil,</b>
d	<b>dig, bored</b>	oi	<b>coin, boy</b>		<b>pilot, focus</b>
ě	<b>egg, ten</b>	oo	<b>look, full</b>	ər	<b>perform, letter</b>
ē	<b>evil, see, meal</b>	oo	<b>root, glue, through</b>		
f	<b>fall, laugh, phrase</b>	ou	<b>out, cow</b>		
g	<b>gold, big</b>	p	<b>pig, cap</b>		
h	<b>hit, inhale</b>	r	<b>rose, star</b>		
hw	<b>white, everywhere</b>	s	<b>sit, face</b>		
ÿ	<b>inch, fit</b>	sh	<b>she, mash</b>		
ī	<b>idle, my, tried</b>	t	<b>tap, hopped</b>		
îr	<b>dear, here</b>	th	<b>thing, with</b>		
j	<b>jar, gem, badge</b>	th	<b>then, other</b>		
k	<b>keep, cat, luck</b>	ŭ	<b>up, nut</b>		
l	<b>load, rattle</b>	ûr	<b>fur, earn, bird, worm</b>		

### Sounds in Foreign Words

KH	<i>German ich, auch;</i> <i>Scottish loch</i>
N	<i>French entre, bon, fin</i>
œ	<i>French feu, coeur;</i> <i>German schön</i>
ü	<i>French utile, rue;</i> <i>German grün</i>

## STRESS MARKS

- ' This mark indicates that the preceding syllable receives the primary stress. For example, in the word *lineage*, the first syllable is stressed: [lɪn'ē-ʒ].
- ˈ This mark is used only in words in which more than one syllable is stressed. It indicates that the preceding syllable is stressed, but somewhat more weakly than the syllable receiving the primary stress. In the word *consumerism*, for example, the second syllable receives the primary stress, and the fourth syllable receives a weaker stress: [kən-sōō'mə-rɪz'əm].

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## A

**abolition** *n.* movement to end slavery. (p. 249)

**Adams-Onís** [ăd'əmz-ō-nēs'] **Treaty** *n.* an 1819 agreement in which Spain gave over control of the territory of Florida to the United States. (p. 221)

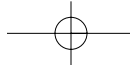
**Adena** [ə-dē'nə] *n.* a Mound Builder society that was centered in the Ohio River valley and flourished from about 700 b.c. to a.d. 100. (p. 7)

**affirmative** [ə-fîr'mə-tîv] **action** *n.* a policy that seeks to correct the effects of past discrimination by favoring the groups who were previously disadvantaged. (pp. 929, 1037)

**Agent Orange** *n.* a toxic leaf-killing chemical sprayed by U.S. planes in Vietnam to expose Vietcong hideouts. (p. 945)

**Agricultural Adjustment Act (AAA)** *n.* a law enacted in 1933 to raise crop prices by paying farmers to leave a certain amount of their land unplanted, thus lowering production. (p. 697)

**AIDS** [ādz] (**acquired immune deficiency syndrome**) *n.* a disease caused by a virus that weakens the immune system, making the body prone to infections and otherwise rare forms of cancer. (p. 1046)



**Alamo, the** [əl'ə-mō] *n.* a mission and fort in San Antonio, Texas, where Mexican forces massacred rebellious Texans in 1836. (p. 291)

**Allien and Sedition** [āl'ē-ən] [sɪ-dɪʃh'ən] **Acts** *n.* a series of four laws enacted in 1798 to reduce the political power of recent immigrants to the United States. (p. 195)

**Alliance** [ə-lɪ'əns] **for Progress** *n.* a U.S. foreign-aid program of the 1960s, providing economic and technical assistance to Latin American countries. (p. 886)

**Allies** [əl'ɪz] *n.* **1.** in World War I, the group of nations—originally consisting of Great Britain, France, and Russia and later joined by the United States, Italy, and others—that opposed the Central Powers (p. 579). **2.** in World War II, the group of nations—including Great Britain, the Soviet Union, and the United States—that opposed the Axis powers. (p. 760)

**American Expeditionary** [ək'spɪ-dɪʃh'ə-nɛr'ɛ] **Force (AEF)** *n.* the U.S. forces, led by General John Pershing, who fought with the Allies in Europe during World War I. (p. 590)

**American Federation of Labor (AFL)** *n.* an alliance of trade and craft unions, formed in 1886. (p. 451)

**American Indian Movement (AIM)** *n.* a frequently militant organization that was formed in 1968 to work for Native American rights. (p. 977)

**Americanization** [ə-mɛr'ɪ-kə-nɪ-zā'shən] **movement** *n.* education program designed to help immigrants assimilate to American culture. (p. 469)

**American System** *n.* a pre-Civil War set of measures designed to unify the nation and strengthen its economy by means of protective tariffs, a national bank, and such internal improvements as the development of a transportation system. (p. 216)

**Anaconda** [ən'ə-kɒn'də] **plan** *n.* a three-part strategy by which the Union proposed to defeat the Confederacy in the Civil War. (p. 341)

**anarchist** [ən'ər-kɪst] *n.* a person who opposes all forms of government. (p. 619)

**Anasazi** [ə'nə-sä'zē] *n.* a Native American group that lived on the mesa tops, cliff sides, and canyon bottoms of the Four Corners region (where the present-day states of Arizona, New Mexico, Colorado, and Utah meet) from about A.D. 100 to 1300. (p. 7)

**annex** [ə-nɛks] *v.* to incorporate a territory into an existing political unit, such as a state or a nation. (p. 292)

**antebellum** [ən'tē-bɛl'əm] *adj.* belonging to the period before the Civil War. (p. 252)

**Antifederalist** [ən'tē-fɛd'ər-ə-lɪst] *n.* an opponent of a strong central government. (p. 146)

**appeasement** [ə-pēz'mənt] *n.* the granting of concessions to a hostile power in order to keep the peace. (p. 744)

**Appomattox** [əp'ə-mät'əks] **Court House** *n.* town near Appomattox, Virginia, where Lee surrendered to Grant on April 9, 1865, thus ending the Civil War. (37°N 79°W) (p. 356)

**apprentice** [ə-prɛn'tɪs] *n.* a worker learning a trade or craft, usually under the supervision of a master. (p. 260)

**arbitration** *n.* a method of settling disputes in which both sides submit their differences to a mutually approved judge. (p. 451)

**armistice** [ər'mɪ-stɪs] *n.* a truce, or agreement to end an armed conflict. (pp. 205, 593)

**Army of the Republic of Vietnam (ARVN)** *n.* the southern Vietnamese soldiers with whom U.S. troops fought against communism and forces in the North during the Vietnam War. (p. 943)

**Articles of Confederation** [kən-fɛd'ə-rā'shən] *n.* a document, adopted by the Second Continental Congress in 1777 and finally approved by the states in 1781, that outlined the form of government of the new United States. (p. 135)

**Ashcan school** *n.* a group of early 20th-century American artists who often painted realistic pictures of city life—such as tenements and homeless people—thus earning them their name. (p. 501)

**assimilation** [ə-sɪm'ə-lā'shən] *n.* a minority group's adoption of the beliefs and way of life of the dominant culture. (p. 412)

**Atlantic Charter** *n.* a 1941 declaration of principles in which the United States and Great Britain set forth their goals in opposing the Axis powers. (p. 760)

**Axis** [æk'sɪs] **powers** *n.* the group of nations—including Germany, Italy, and Japan—that opposed the Allies in World War II. (p. 757)

**Aztec** [əz'tɛk] *n.* a Native American people that settled in the Valley of Mexico in the 1200s A.D. and later developed a powerful empire. (p. 6)

## B

**baby boom** *n.* the sharp increase in the U.S. birthrate following World War II. (p. 849)

**Bank of the United States** *n.* either of the two national banks, funded by the federal government and private investors, established by Congress, the first in 1791 and the second in 1816. (pp. 185, 232)

**Battle of the Bulge** *n.* a month-long battle of World War II, in which the Allies succeeded in turning back the last major German offensive of the war. (p. 782)

**Battle of Midway** *n.* a World War II battle that took place in early June 1942. The Allies decimated the Japanese fleet at Midway, an island lying northwest of Hawaii. The Allies then took the offensive in the Pacific and began to move closer to Japan. (p. 795)

**Battle of Wounded Knee** [wōn'dɪd nē] *n.* the massacre by U.S. soldiers of 300 unarmed Native Americans at Wounded Knee Creek, South Dakota, in 1890. (p. 413)

**Beatles, the** [bɛt'lz] *n.* a British band that had an enormous influence on popular music in the 1960s. (p. 989)

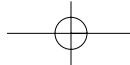
**beat movement** *n.* a social and artistic movement of the 1950s, stressing unrestrained literary self-expression and nonconformity with the mainstream culture. (p. 861)

**Benin** [bɛ-nɪn] *n.* a West African kingdom that flourished in the Niger Delta region (in what is now Nigeria) from the 14th to the 17th century. (p. 17)

**Berlin airlift** [bɜr-lɪn'ər'lɪft] *n.* a 327-day operation in which U.S. and British planes flew food and supplies into West Berlin after the Soviets blockaded the city in 1948. (p. 813)

**Berlin Wall** *n.* a concrete wall that separated East Berlin and West Berlin from 1961 to 1989, built by the Communist East German government to prevent its citizens from fleeing to the West. (p. 883)

**Bessemer** [bɛs'ə-mɛr] **process** *n.* a cheap and efficient process for making steel, developed around 1850. (p. 437)



**Bill of Rights** *n.* the first ten amendments to the U.S. Constitution, added in 1791 and consisting of a formal list of citizens' rights and freedoms. (p. 149)

**bimetallism** [bī-mĕt'ĭ-ĭz'əm] *n.* the use of both gold and silver as a basis for a national monetary system. (p. 428)

**black codes** *n.* the discriminatory laws passed throughout the post-Civil-War South which severely restricted African Americans' lives, prohibiting such activities as traveling without permits, carrying weapons, serving on juries, testifying against whites, and marrying whites. (p. 379)

**blacklist** [blăk'ĭst'] *n.* a list of about 500 actors, writers, producers, and directors who were not allowed to work on Hollywood films because of their alleged Communist connections. (p. 824)

**Black Panthers** *n.* a militant African-American political organization formed in 1966 by Huey Newton and Bobby Seale to fight police brutality and to provide services in the ghetto. (p. 926)

**Black Power** *n.* a slogan used by Stokely Carmichael in the 1960s that encouraged African-American pride and political and social leadership. (p. 926)

**Black Tuesday** *n.* a name given to October 29, 1929, when stock prices fell sharply. (p. 674)

**Bleeding Kansas** *n.* a name applied to the Kansas Territory in the years before the Civil War, when the territory was a battleground between proslavery and antislavery forces. (p. 316)

**blitzkrieg** [blĭts'krĕg'] *n.* from the German word meaning "lightning war," a sudden, massive attack with combined air and ground forces, intended to achieve a quick victory. (p. 745)

**blockade** [blŏ-kăd'] *n.* the use of ships or troops to prevent movement into and out of a port or region controlled by a hostile nation. (p. 202)

**bonanza** [bŏ-nănzə] **farm** *n.* an enormous farm on which a single crop is grown. (p. 424)

**Bonus Army** [bŏ'nəs] *n.* a group of World War I veterans and their families who marched on Washington, D.C., in 1932 to demand the immediate payment of a bonus they had been promised for military service. (p. 688)

**bootlegger** [bŏot'lēg'ər] *n.* a person who smuggled alcoholic beverages into the United States during Prohibition. (p. 643)

**Boston Massacre** [bŏ'stən măs'ə-kər] *n.* a clash between British soldiers and Boston colonists in 1770, in which five of the colonists were killed. (p. 98)

**Boston Tea Party** *n.* the dumping of 18,000 pounds of tea into Boston Harbor by colonists in 1773 to protest the Tea Act. (p. 99)

**Boulder Dam** [bŏl'dær] *n.* a dam on the Colorado River—now called Hoover Dam—that was built during the Great Depression as part of a public-works program intended to stimulate business and provide jobs. (p. 686)

**Boxer Rebellion** *n.* a 1900 rebellion in which members of a Chinese secret society sought to free their country from Western influence. (p. 563)

**bracero** [brə-sâr'ŏ] *n.* a Mexican laborer allowed to enter the United States to work for a limited period of time during World War II. (p. 868)

**bread line** *n.* a line of people waiting for free food. (p. 679)

**brinkmanship** [brĭngk'mən-shĭp'] *n.* the practice of threatening an enemy with massive military retaliation for any aggression. (p. 829)

**Brown v. Board of Education of Topeka** *n.* a 1954 case in which the Supreme Court ruled that "separate but equal" education for black and white students was unconstitutional. (p. 908)

**Bull Moose Party** *n.* a name given to the Progressive Party, formed to support Theodore Roosevelt's candidacy for the presidency in 1912. (p. 536)

**buying on margin** [măr'jĭn] *n.* the purchasing of stocks by paying only a small percentage of the price and borrowing the rest. (p. 673)



**cabinet** [kăb'ə-nĭt] *n.* the group of department heads who serve as the president's chief advisers. (p. 183)

**Camp David Accords** [ə-kŏrdz'] *n.* historic agreements between Israel and Egypt, reached in negotiations at Camp David in 1978. (p. 1022)

**capitalism** [kăp'ĭ-tĭ-z'əm] *n.* an economic system in which private individuals and corporations control the means of production and use them to earn profits. (p. 275)

**carpetbagger** [kăr'pĭt-băg'ər] *n.* a Northerner who moved to the South after the Civil War. (p. 385)

**cash crop** *n.* a crop grown by a farmer for sale rather than for personal use. (p. 72)

**Central Powers** *n.* the group of nations—led by Germany, Austria-Hungary, and the Ottoman Empire—that opposed the Allies in World War I. (p. 580)

**checks and balances** *n.* the provisions in the U.S. Constitution that prevent any branch of the U.S. government from dominating the other two branches. (p. 143)

**Chinese Exclusion Act** *n.* a law, enacted in 1882, that prohibited all Chinese except students, teachers, merchants, tourists, and government officials from entering the United States. (p. 465)

**Chisholm Trail** [chĭz'əm] *n.* the major cattle route from San Antonio, Texas, through Oklahoma to Kansas. (p. 415)

**chlorination** *n.* a method of purifying water by mixing it with chemical chlorine. (p. 470)

**CIA** *n.* the Central Intelligence Agency—a U.S. agency created to gather secret information about foreign governments. (p. 829)

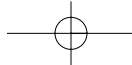
**Civilian Conservation Corps (CCC)** [kŏr] *n.* an agency, established as part of the New Deal, that put young unemployed men to work building roads, developing parks, planting trees, and helping in erosion-control and flood-control projects. (p. 697)

**civil disobedience** [dĭs'ə-bĕ'dĕ-əns] *n.* the refusal to obey those laws which are seen as unjust in an effort to bring about a change in governmental policy. Henry David Thoreau wrote about civil disobedience in the 19th century, and the tactic was promoted by Martin Luther King, Jr., during the Civil Rights Era. (p. 243)

**Civil Rights Act of 1964** *n.* a law that banned discrimination on the basis of race, sex, national origin, or religion in public places and most workplaces. (p. 920)

**Civil Rights Act of 1968** *n.* a law that banned discrimination in housing. (p. 928)





- civil service** *n.* the nonmilitary branches of government administration. (p. 476)
- Clayton Antitrust [klā'tn ʌn'tē-trūst'] Act** *n.* a law, enacted in 1914, that made certain monopolistic business practices illegal and protected the rights of labor unions and farm organizations. (p. 539)
- Cold War** *n.* the state of hostility, without direct military conflict, that developed between the United States and the Soviet Union after World War II. (p. 812)
- colonization** [kɒl'ə-nī-zā'shən] *n.* the establishment of outlying settlements by a parent country. (p. 28)
- Columbian Exchange** [kə-lūm'bē-ən ɪks-chānj'] *n.* the transfer—beginning with Columbus's first voyage—of plants, animals, and diseases between the Western Hemisphere and the Eastern Hemisphere. (p. 29)
- committees of correspondence** [kɒr'ī-spɒn'dəns] *n.* one of the groups set up by American colonists to exchange information about British threats to their liberties. (p. 99)
- Committee to Reelect the President** *n.* an organization formed to run President Nixon's 1972 reelection campaign, which was linked to the break-in at the Democratic National Committee headquarters that set off the Watergate scandal. (p. 1009)
- Common Sense** *n.* a pamphlet by Thomas Paine, published in 1776, that called for separation of the colonies from Britain. (p. 105)
- communism** [kɒm'yū-nīz'əm] *n.* an economic and political system based on one-party government and state ownership of property. (p. 619)
- Compromise [kɒm'prə-mīz'] of 1850** *n.* a series of congressional measures intended to settle the major disagreements between free states and slave states. (p. 307)
- Compromise of 1877** *n.* a series of congressional measures under which the Democrats agreed to accept the Republican candidate Rutherford B. Hayes as president, even though he had lost the popular vote. The measures included the withdrawal of federal troops from Southern states, federal money for improving Southern infrastructure, and the appointment of a conservative Southern cabinet member. (p. 399)
- concentration [kɒn'sən-trā'shən] camp** *n.* a prison camp operated by Nazi Germany in which Jews and other groups considered to be enemies of Adolf Hitler were starved while doing slave labor or were murdered. (p. 752)
- Confederacy** [kən-fēd'ər-əsē] *n.* the Confederate States of America, a confederation formed in 1861 by the Southern states after their secession from the Union. (p. 330)
- confederation** [kən-fēd'ər-ā'shən] *n.* an alliance permitting states or nations to act together on matters of mutual concern. (p. 135)
- conglomerate** [kən-glɒm'ər-īt] *n.* a major corporation that owns a number of smaller companies in unrelated businesses. (p. 848)
- Congress of Industrial Organizations (CIO)** *n.* a labor organization expelled from the American Federation of Labor in 1938. (p. 714)
- Congress of Racial Equality [rā'shəl ɪ-kwɒl'ī-tē] (CORE)** *n.* an interracial group founded in 1942 by James Farmer to work against segregation in Northern cities. (p. 799)
- conquistador** [kɒŋ-kē'stə-dôr'] *n.* one of the Spaniards who traveled to the Americas as an explorer and conqueror in the 16th century. (p. 36)
- conscientious objector** [kɒn'shē-ən'shəs ɒb-jēk'tər] *n.* a person who refuses, on moral grounds, to participate in warfare. (p. 592)
- conscription** [kən-skrɪp'shən] *n.* the drafting of citizens for military service. (p. 349)
- conservation** [kɒn'sûr-vā'shən] *n.* the planned management of natural resources, involving the protection of some wilderness areas and the development of others for the common good. (p. 529)
- conservative coalition** [kən-sûr'və-tīv kɒ'ə-līsh'ən] *n.* an alliance formed in the mid-1960s of right-wing groups opposed to big government. (p. 1037)
- consolidation** [kən-sɒl'ī-dā'shən] *n.* the act of uniting or combining. (p. 446)
- consumerism** [kən-sō'mə-rīz'əm] *n.* a preoccupation with the purchasing of material goods. (p. 854)
- containment** [kən-tān'mənt] *n.* the blocking of another nation's attempts to spread its influence—especially the efforts of the United States to block the spread of Soviet influence during the late 1940s and early 1950s. (p. 811)
- Contract [kɒn'trækt'] with America** *n.* a document that was drafted by Representative Newt Gingrich and signed by more than 300 Republican candidates in 1994, setting forth the Republicans' conservative legislative agenda. (p. 1070)
- Contras** [kɒn'trəz] *n.* Nicaraguan rebels who received assistance from the Reagan administration in their efforts to overthrow the Sandinista government in the 1980s. (p. 1057)
- convoy [kɒn'voi'] system** *n.* the protection of merchant ships from U-boat—German submarine—attacks by having the ships travel in large groups escorted by warships. (p. 589)
- Copperhead** [kɒp'ər-hēd'] *n.* a Northern Democrat who advocated making peace with the Confederacy during the Civil War. (p. 349)
- cottage industry** *n.* a system of production in which manufacturers provide the materials for goods to be produced in the home. (p. 260)
- cotton gin** *n.* a machine for cleaning the seeds from cotton fibers, invented by Eli Whitney in 1793. (p. 215)
- counterculture** [koun'tər-kūl'chər] *n.* the culture of the young people who rejected mainstream American society in the 1960s, seeking to create an alternative society based on peace, love, and individual freedom. (p. 987)
- credibility [krēd'ə-bɪl'ī-tē] gap** *n.* a public distrust of statements made by the government. (p. 947)
- credit [krēd'īt]** *n.* an arrangement in which a buyer pays later for a purchase, often on an installment plan with interest charges. (p. 672)
- Crédit Mobilier** [krēd'īt mō-bēl'yər] *n.* a construction company formed in 1864 by owners of the Union Pacific Railroad, who used it to fraudulently skim off railroad profits for themselves. (p. 444)
- Crusades** [krōō-sādz'] *n.* a series of Christian military expeditions to the Middle East between a.d. 1096 and 1270, intended to drive the Muslims from the Holy Land. (p. 22)
- cult of domesticity** [dɒ'mē-stɪs'ī-tē] *n.* a belief that married women should restrict their activities to their home and family. (p. 254)



**D**

**Dawes** [dɔ́z] **Act** *n.* a law, enacted in 1887, that was intended to “Americanize” Native Americans by distributing reservation land to individual owners. (p. 412)

**D-Day** *n.* a name given to June 6, 1944—the day on which the Allies launched an invasion of the European mainland during World War II. (p. 780)

**debt peonage** [dět’ pē’ə-nǐj] *n.* a system in which workers are bound in servitude until their debts are paid. (p. 495)

**Declaration** [dɛk’lɔ-rá’shən] **of Independence** *n.* the document, written by Thomas Jefferson in 1776, in which the delegates of the Continental Congress declared the colonies’ independence from Britain. (p. 106)

**de facto segregation** [dɪ fǎk’tō sɛg’rɪ-gá’shən] *n.* racial separation established by practice and custom, not by law. (p. 924)

**deficit** [dɛf’ɪ-sɪt] **spending** *n.* a government’s spending of more money than it receives in revenue. (p. 698)

**de jure segregation** [dɛ jūr’ɛ sɛg’rɪ-gá’shən] *n.* racial separation established by law. (p. 924)

**Democratic-Republican** *n.* political party known for its support of strong state governments, founded by Thomas Jefferson in 1792 in opposition to the Federalist Party. (pp. 186, 226)

**deregulation** *n.* the cutting back of federal regulation of industry. (p. 1043)

**détente** [dā-tánt’] *n.* the flexible policy, involving a willingness to negotiate and an easing of tensions, that was adopted by President Richard Nixon and his adviser Henry Kissinger in their dealings with communist nations. (p. 1005)

**direct relief** [rɪ-lɛf’] *n.* the giving of money or food by the government directly to needy people. (p. 681)

**division of labor** *n.* the assignment of different tasks and responsibilities to different groups or individuals. (p. 13)

**Dixiecrat** [dɪk’sɛ-krăt’] *n.* one of the Southern delegates who, to protest President Truman’s civil rights policy, walked out of the 1948 Democratic National Convention and formed the States’ Rights Democratic Party. (p. 844)

**dollar diplomacy** [dɪ-plɔ’mə-sɛ] *n.* the U.S. policy of using the nation’s economic power to exert influence over other countries. (p. 569)

**domino theory** [dɔm’ə-nō’ thɛ’ə-rɛ] *n.* the idea that if a nation falls under communist control, nearby nations will also fall under communist control. (p. 937)

**dotcom** *n.* a business related to and conducted on the Internet. (p. 1077)

**double standard** *n.* a set of principles granting greater sexual freedom to men than to women. (p. 647)

**dove** [dūv] *n.* a person who opposed the Vietnam War and believed that the United States should withdraw from it. (p. 952)

**Dow Jones** [dou’ jɔnz’] **Industrial Average** *n.* a measure based on the prices of the stocks of 30 large companies, widely used as a barometer of the stock market’s health. (p. 673)

**downsize** [daun’sɪz’] *v.* to dismiss numbers of permanent employees in an attempt to make operations more efficient and save money. (p. 1076)

**draft** *n.* required enrollment in the armed services. (p. 948)

**Dust Bowl** *n.* the region, including Texas, Oklahoma, Kansas, Colorado, and New Mexico, that was made worthless for farming by drought and dust storms during the 1930s. (p. 680)

**E**

**Earth Day** *n.* a day set aside for environmental education, celebrated annually on April 22. (p. 1027)

**Economic Opportunity Act** *n.* a law, enacted in 1964, that provided funds for youth programs, antipoverty measures, small-business loans, and job training. (p. 894)

**egalitarianism** [ɪ-gəl’ɪ-târ’ɛ-ə-nɪz’əm] *n.* the belief that all people should have equal political, economic, social, and civil rights. (p. 122)

**Eisenhower Doctrine** [ɪ’zən-hou’ər dɔk’trɪn] *n.* a U.S. commitment to defend the Middle East against attack by any communist country, announced by President Dwight D. Eisenhower in 1957. (p. 831)

**electoral** [ɪ-lɛk’tɔr-əl] **college** *n.* a group selected by the states to elect the president and the vice-president, in which each state’s number of electors is equal to the number of its senators and representatives in Congress. (p. 144)

**emancipation** *n.* the freeing of slaves. (p. 249)

**Emancipation Proclamation** [prɔk’lɔ-mā’shən] *n.* an executive order issued by Abraham Lincoln on January 1, 1863, freeing the slaves in all regions behind Confederate lines. (p. 347)

**embargo** [ɛm-bär’gō] *n.* a government ban on trade with one or more other nations. (p. 203)

**encomienda** [ɛng-kô-myɛn’dā] *n.* a system in which Spanish authorities granted colonial landlords the service of Native Americans as forced laborers. (p. 38)

**Enlightenment** [ɛn-lɪt’n-mənt] *n.* an 18th-century intellectual movement that emphasized the use of reason and the scientific method as means of obtaining knowledge. (p. 82)

**entitlement** [ɛn-tɪt’l-mənt] **program** *n.* a government program—such as Social Security, Medicare, or Medicaid—that guarantees and provides benefits to a specific group. (p. 1037)

**entrepreneur** [ɔn’tɹə-prə-nūr’] *n.* a person who organizes, operates, and assumes the risk for a business venture. (p. 275)

**environmentalist** [ɛn-vɪ-rən-mɛn’tl-ɪst] *n.* a person who works to protect the environment from destruction and pollution. (p. 1028)

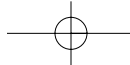
**Environmental Protection Agency (EPA)** *n.* a federal agency established in 1970 for the regulation of water and air pollution, toxic waste, pesticides, and radiation. (p. 1043)

**Equal Rights Amendment (ERA)** *n.* a proposed and failed amendment to the U.S. Constitution that would have prohibited any government discrimination on the basis of sex. (p. 985)

**Erie Canal** [ɪr’ɛ kə-nāl’] *n.* a 363-mile-long artificial waterway connecting the Hudson River with Lake Erie, built between 1817 and 1825. (p. 217)

**Espionage and Sedition** [ɛs’pɛ-ə-nāzh’ ənd sɪ-dɪʃh’ən] **Acts** *n.* two laws, enacted in 1917 and 1918, that imposed harsh penalties on anyone interfering with or speaking against U.S. participation in World War I. (p. 598)

**excise** [ɛk’sɪz’] **tax** *n.* a tax on the production, sale, or consumption of goods produced within a country. (p. 186)



**executive** [ɪg-zɛk'yʊ-tɪv] **branch** *n.* the branch of government that administers and enforces the laws. (p. 143)

**exoduster** [ɛk'sə-dʊs'tɜr] *n.* an African American who migrated from the South to Kansas in the post-Reconstruction years. (p. 421)

**extortion** *n.* illegal use of one's official position to obtain property or funds. (p. 475)

**Fair Deal** *n.* President Harry S. Truman's economic program—an extension of Franklin Roosevelt's New Deal—which included measures to increase the minimum wage, to extend social security coverage, and to provide housing for low-income families. (p. 845)

**Family Assistance Plan** *n.* a welfare-reform proposal, approved by the House of Representatives in 1970 but defeated in the Senate, that would have guaranteed an income to welfare recipients who agreed to undergo job training and to accept work. (p. 1001)

**Farmers' Alliances** *n.* groups of farmers, or those in sympathy with farming issues, who sent lecturers from town to town to educate people about agricultural and rural issues. (p. 427)

**fascism** [fʌʃh'ɪz'əm] *n.* a political philosophy that advocates a strong, centralized, nationalistic government headed by a powerful dictator. (p. 736)

**Federal Communications Commission (FCC)** *n.* an agency that regulates U.S. communications industries, including radio and television broadcasting. (p. 859)

**Federal Deposit Insurance Corporation (FDIC)** *n.* an agency created in 1933 to insure individuals' bank accounts, protecting people against losses due to bank failures. (p. 723)

**Federal Home Loan Bank Act** *n.* a law, enacted in 1931, that lowered home mortgage rates and allowed farmers to refinance their loans and avoid foreclosure. (p. 687)

**federalism** *n.* a political system in which a national government and constituent units, such as state governments, share power. (p. 143)

**Federalists** [fɛd'ɜr-ə-lɪst] *n.* supporters of the Constitution and of a strong national government. (p. 146)

**Federalist, The** *n.* a series of essays defending and explaining the Constitution, written by Alexander Hamilton, James Madison, and John Jay. (p. 146)

**Federal Reserve System** *n.* a national banking system, established in 1913, that controls the U.S. money supply and the availability of credit in the country. (p. 540)

**Federal Securities [sɪ-kyʊər'ɪ-tēz] Act** *n.* a law, enacted in 1933, that required corporations to provide complete, accurate information on all stock offerings. (p. 696)

**Federal Trade Commission (FTC)** *n.* a federal agency established in 1914 to investigate and stop unfair business practices. (p. 539)

**feminism** [fɛm'ə-nɪz'əm] *n.* the belief that women should have economic, political, and social equality with men. (p. 982)

**Fifteenth Amendment** *n.* an amendment to the U.S. Constitution, adopted in 1870, that prohibits the denial of voting rights to people because of their race or color or because they have previously been slaves. (p. 382)

**"Fifty-Four Forty or Fight!"** *n.* a slogan used in the 1844 presidential campaign as a call for the U.S. annexation of the entire Oregon Territory. (p. 285)

**flapper** *n.* one of the free-thinking young women who embraced the new fashions and urban attitudes of the 1920s. (p. 647)

**flexible response** [flɛk'sə-bəl rɪ-spɒns'] *n.* a policy, developed during the Kennedy administration, that involved preparing for a variety of military responses to international crises rather than focusing on the use of nuclear weapons. (p. 879)

**Foraker [fɔr'ə-kɜr] Act** *n.* legislation passed by Congress in 1900, in which the U.S. ended military rule in Puerto Rico and set up a civil government. (p. 559)

**Fordney-McCumber Tariff** [fɔrd'nē mə-kʊm'bɜr tɑr'ɪf] *n.* a set of regulations, enacted by Congress in 1922, that raised taxes on imports to record levels in order to protect American businesses against foreign competition. (p. 626)

**forty-niner** *n.* one of the people who migrated to California in search of riches after gold was discovered there in 1848. (p. 298)

**Fourteen Points** *n.* the principles making up President Woodrow Wilson's plan for world peace following World War I. (p. 605)

**Fourteenth Amendment** *n.* an amendment to the U.S. Constitution, adopted in 1868, that makes all persons born or naturalized in the United States—including former slaves—citizens of the country and guarantees equal protection of the laws. (p. 379)

**franchise** [frʌn'chɪz'] *n.* a business that has bought the right to use a parent company's name and methods, thus becoming one of a number of similar businesses in various locations. (p. 848)

**Freedmen's Bureau** [frɛd-mɛnz byʊr'ō] *n.* a federal agency set up to help former slaves after the Civil War. (p. 379)

**freedom rider** *n.* one of the civil rights activists who rode buses through the South in the early 1960s to challenge segregation. (p. 916)

**Freedom Summer** *n.* a 1964 project to register African-American voters in Mississippi. (p. 921)

**Freeport Doctrine** [frɛ'pɔrt' dɔk'trɪn] *n.* the idea, expressed by Stephen Douglas in 1858, that any territory could exclude slavery by simply refusing to pass laws supporting it. (p. 326)

**Free-Soil Party** *n.* a political party formed in 1848 to oppose the extension of slavery into U.S. territories. (p. 319)

**Free Speech Movement** *n.* an antiestablishment New Left organization that originated in a 1964 clash between students and administrators at the University of California at Berkeley. (p. 950)

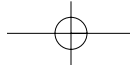
**French and Indian War** *n.* a conflict in North America, lasting from 1754 to 1763, that was a part of a worldwide struggle between France and Britain and that ended with the defeat of France and the transfer of French Canada to Britain. (p. 86)

**Fugitive [fyʊdʒ'ɪ-tɪv] Slave Act** *n.* a law enacted as part of the Compromise of 1850, designed to ensure that escaped slaves would be returned into bondage. (p. 310)

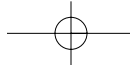
**Fundamentalism** [fʌn'də-mɛn'tl-ɪz'əm] *n.* a Protestant religious movement grounded in the belief that all the stories and details in the Bible are literally true. (p. 644)

**Gadsden [gædz'dæn] Purchase** *n.* an 1853 purchase by the United States of land from Mexico, establishing the present U.S.-Mexico boundary. (p. 297)

**gag rule** *n.* a rule limiting or preventing debate on an issue. (p. 253)



- General Agreement on Tariffs and Trade (GATT)** [găt] *n.* an international agreement first signed in 1947. In 1994, the U.S. and other countries adopted a new version of GATT. This treaty lowered trade barriers, such as tariffs, and created the World Trade Organization, which resolves trade disputes. (p. 1078)
- genetic engineering** [jə-nĕt'ĭk ĕn'jə-nĭr'ĭng] *n.* the alteration of the molecular biology of organisms' cells in order to create new varieties of bacteria, plants, and animals. (p. 1086)
- Geneva Accords** [jə-nĕ'və ə-kòrdz'] *n.* a 1954 peace agreement that divided Vietnam into Communist-controlled North Vietnam and non-Communist South Vietnam until unification elections could be held in 1956. (p. 938)
- genocide** [jĕn'ə-sĭd'] *n.* the deliberate and systematic extermination of a particular racial, national, or religious group. (p. 750)
- Gentlemen's Agreement** *n.* a 1907–1908 agreement by the government of Japan to limit Japanese emigration to the United States. (p. 465)
- gentrification** [jĕn'trə-ĭ-kā'shən] *n.* the process of restoring deteriorated urban property by middle-class people, which often results in the displacement of lower-income residents. (p. 1089)
- Gettysburg Address** [gĕt'ĕz-bûrg' ə-drĕs'] *n.* a famous speech delivered by Abraham Lincoln in November 1863, at the dedication of a national cemetery on the site of the Battle of Gettysburg. (p. 361)
- ghetto** [gĕt'ə] *n.* a city neighborhood in which a certain minority group is pressured or forced to live. (p. 751)
- GI Bill of Rights** *n.* a name given to the Servicemen's Readjustment Act, a 1944 law that provided financial and educational benefits for World War II veterans. (pp. 798, 841)
- glasnost** [glās'nɔst] *n.* the open discussion of social problems that was permitted in the Soviet Union in the 1980s. (p. 1055)
- Glass-Steagall [glās' stĕ'gɔl] Act** *n.* the 1933 law that established the Federal Deposit Insurance Corporation to protect individuals' bank accounts. (p. 696)
- Glorious Revolution** *n.* the transfer of the British monarchy from James II to William and Mary in 1688–1689. (p. 69)
- gold rush** *n.* a movement of many people to a region in which gold has been discovered. (p. 298)
- gold standard** *n.* a monetary system in which the basic unit of currency is defined in terms of a set amount of gold. (p. 428)
- Gone with the Wind** *n.* a 1939 movie dealing with the life of Southern plantation owners during the Civil War—one of the most popular films of all time. (p. 717)
- graft** *n.* the illegal use of political influence for personal gain. (p. 475)
- grandfather clause** *n.* a provision that exempts certain people from a law on the basis of previously existing circumstances—especially a clause formerly in some Southern states' constitutions that exempted whites from the strict voting requirements used to keep African Americans from the polls. (p. 495)
- Grange** [grānj] *n.* the Patrons of Husbandry—a social and educational organization through which farmers attempted to combat the power of the railroads in the late 19th century. (p. 427)
- Grapes of Wrath, The** *n.* a novel by John Steinbeck, published in 1939, that deals with a family of Oklahomans who leave the Dust Bowl for California. (p. 720)
- Great Awakening** *n.* a revival of religious feeling in the American colonies during the 1730s and 1750s. (p. 83)
- Great Compromise** [kŏm'prə-mĭz'] *n.* the Constitutional Convention's agreement to establish a two-house national legislature, with all states having equal representation in one house and each state having representation based on its population in the other house. (p. 142)
- Great Depression** *n.* a period, lasting from 1929 to 1940, in which the U.S. economy was in severe decline and millions of Americans were unemployed. (p. 675)
- Great Migration** [mĭ-grā'shən] *n.* the large-scale movement of African Americans from the South to Northern cities in the early 20th century. (p. 598)
- Great Plains** *n.* the vast grassland that extends through the central portion North America, from Texas northward to Canada, east of the Rocky Mountains. (p. 408)
- Great Society** *n.* President Lyndon B. Johnson's program to reduce poverty and racial injustice and to promote a better quality of life in the United States. (p. 895)
- habeas corpus** [hā'bĕ-əs kŏr'pəs] *n.* a court order requiring authorities to bring a prisoner before the court so that the court can determine whether the prisoner is being held legally. (p. 349)
- Haight-Ashbury** [hāt' āsh'ĕr-ĕ] *n.* a San Francisco district that became the “capital” of the hippie counterculture during the 1960s. (p. 988)
- Harlem Renaissance** [hār'ləm rĕn'ĭ-sāns'] *n.* a flowering of African-American artistic creativity during the 1920s, centered in the Harlem community of New York City. (p. 660)
- hawk** *n.* a person who supported U.S. involvement in the Vietnam War and believed that the United States should use increased military force to win it. (p. 952)
- Hawley-Smoot Tariff** [hŏ'lĕ smŏŏt' tār'ĭf] **Act** *n.* a law, enacted in 1930, that established the highest protective tariff in U.S. history, worsening the depression in America and abroad. (p. 677)
- H-bomb** *n.* the hydrogen bomb—a thermonuclear weapon much more powerful than the atomic bomb. (p. 829)
- headright [hĕd'rĭt'] system** *n.* the Virginia Company's policy of granting 50 acres of land to each settler and to each family member who accompanied him. (p. 45)
- hierarchy** [hĭ'ə-rār'kĕ] *n.* a social ordering by rank or class. (p. 20)
- Ho Chi Minh [hŏ' chĕ' mĭn'] Trail** *n.* a network of paths used by North Vietnam to transport supplies to the Vietcong in South Vietnam. (p. 938)
- Hohokam** [hŏ-hŏ'kəm] *n.* a Native American group that lived in the valleys of the Salt and Gila rivers (in what is now Arizona) from about 300 B.C. to A.D. 1400. (p. 7)
- Hollywood Ten** *n.* ten witnesses from the film industry who refused to cooperate with the HUAC's investigation of Communist influence in Hollywood. (p. 823)
- Holocaust** [hŏl'ə-kŏst'] *n.* the systematic murder—or genocide—of Jews and other groups in Europe by the Nazis before and during World War II. (p. 748)
- home rule** *n.* a state's powers of governing its citizens without federal government involvement. (p. 399)



**Homestead** [hōm'stēd'] **Act** *n.* a U.S. law enacted in 1862, that provided 160 acres in the West to any citizen or intended citizen who was head of household and would cultivate the land for five years; a law whose passage led to record numbers of U.S. settlers claiming private property which previously had been reserved by treaty and by tradition for Native American nomadic dwelling and use; the same law strengthened in 1889 to encourage individuals to exercise their private property rights and develop homesteads out of the vast government lands. (p. 421)

**Hopewell** [hōp'wēl'] *n.* a Mound Builder society that was centered in the Ohio River valley and flourished from about 200 B.C. to A.D. 400. (p. 7)

**horizontal integration** [hōr'ī-zōn'tl ɪn'tī-grā'shən] *n.* the merging of companies that make similar products. (p. 448)

**hot line** *n.* a communication link established in 1963 to allow the leaders of the United States and the Soviet Union to contact each other in times of crisis. (p. 894)

**House Un-American Activities Committee (HUAC)** [hyōō'āk'] *n.* a congressional committee that investigated Communist influence inside and outside the U.S. government in the years following World War II. (p. 823)

**human rights** *n.* the rights and freedoms, such as those named in the Declaration of Independence and the Bill of Rights, to which all people are entitled. (p. 1021)

**Immigration Act of 1965** *n.* a law that increased the number of immigrants allowed to settle in the United States. (p. 897)

**impeach** *v.* to formally charge an official with misconduct in office. The House of Representatives has the sole power to impeach federal officials. (p. 381)

**impeachment** *n.* the process of accusing a public official of wrongdoing. (p. 1008)

**imperialism** [ɪm-pīr'ē-ɪz'm] *n.* the policy of extending a nation's authority over other countries by economic, political, or military means. (p. 548)

**impressment** [ɪm-prēs'mənt] *n.* the forcible seizure of men for military service. (p. 202)

**Inca** [ɪŋg'kə] *n.* a Native American people that around A.D. 1400 created an empire reaching nearly 2,500 miles along the west coast of South America. (p. 6)

**incandescent** [ɪn'kən-dēs'ənt] *adj.* giving off visible light as a result of being heated. (p. 438)

**income tax** *n.* a tax on earnings. (p. 354)

**indentured** [ɪn-dēn'chərd] **servant** *n.* a person who has contracted to work for another for a limited period, often in return for travel expenses, shelter, and sustenance. (p. 45)

**Indian Removal Act** *n.* a law, enacted in 1830, that forced Native American peoples east of the Mississippi to move to lands in the West. (p. 226)

**Industrial Revolution** *n.* the change in social and economic organization that resulted from the replacement of hand tools with machines and from the development of large-scale industrial production. (p. 212)

**Industrial Workers of the World (IWW)** *n.* a labor organization for unskilled workers, formed by a group of radical unionists and socialists in 1905. (p. 452)

**inflation** [ɪn-flā'shən] *n.* an increase in prices or decline in purchasing power caused by an increase in the supply of money. (p. 116)

**information superhighway** [sōō'pər-hī'wā] *n.* a computer communications network linking people and institutions throughout the world, providing individuals with services such as libraries, shopping, movies, and news. (p. 1083)

**INF Treaty** *n.* the Intermediate-Range Nuclear Forces Treaty—a 1987 agreement between the United States and the Soviet Union that eliminated some weapons systems and allowed for on-site inspection of military installations. (p. 1055)

**initiative** [ɪ-nīsh'ə-tīv] *n.* a procedure by which a legislative measure can be originated by the people rather than by lawmakers. (p. 518)

**installment** [ɪn-stōl'mənt] **plan** *n.* an arrangement in which a purchaser pays over an extended time, without having to put down much money at the time of purchase. (p. 632)

**interchangeable** [ɪn'tər-chān'jə-bəl] **parts** *n.* standardized parts that can be used in place of one another. (p. 212)

**Internet** [ɪn'tər-nēt'] *n.* a worldwide network, originally developed by the U.S. Department of Defense, that links computers and allows almost immediate communication of texts, pictures, and sounds. (p. 1083)

**internment** *n.* confinement or a restriction in movement, especially under wartime conditions. (p. 800)

**Interstate Commerce Act** [ɪn'tər-stāt'] *n.* a law, enacted in 1887, that reestablished the federal government's right to supervise railroad activities and created a five-member Interstate Commerce Commission to do so. (p. 455)

**Intolerable** [ɪn-tōl'ər-ə-bəl] **Acts** *n.* a series of laws enacted by Parliament in 1774 to punish Massachusetts colonists for the Boston Tea Party. (p. 99)

**iron curtain** [ɪ'ərn kûr'tn] *n.* a phrase used by Winston Churchill in 1946 to describe an imaginary line that separated Communist countries in the Soviet bloc of Eastern Europe from countries in Western Europe. (p. 811)

**Iroquois** [ɪr'ə-kwoi'] *n.* a group of Native American peoples inhabiting the woodlands of the Northeast. (p. 10)

**Islam** [ɪs-lām'] *n.* a religion founded in Arabia in A.D. 622 by the prophet Muhammad; its believers are called Muslims. (p. 15)

**isolationism** [ɪ'sə-lā'shə-nɪzəm] *n.* opposition to political and economic entanglements with other countries. (p. 618)

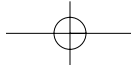
**Japanese American Citizens League (JACL)** *n.* an organization that pushed the U.S. government to compensate Japanese Americans for property they had lost when they were interned during World War II. (p. 801)

**jazz** *n.* a style of music characterized by the use of improvisation. (p. 863)

**Jim Crow laws** *n.* laws enacted by Southern state and local governments to separate white and black people in public and private facilities. (p. 493)

**joint-stock companies** *n.* businesses in which investors pool their wealth for a common purpose. (p. 42)

**journeyman** [jûr'nē-mən] *n.* in the apprentice system, a skilled worker employed by a master. (p. 260)



**Judicial** [jōō-dīsh'ə] **branch** *n.* the branch of government that interprets the laws and the Constitution. (p. 143)

**Judicial review** *n.* the Supreme Court's power to declare an act of Congress unconstitutional. (p. 199)

**Judiciary** [jōō-dīsh'ē-ēr'ē] **Act of 1789** *n.* a law that established the federal court system and the Supreme Court and that provided for the appeal of certain state court decisions to the federal courts. (p. 183)

**Judiciary** [jōō-dīsh'ē-ēr'ē] **Act of 1801** *n.* a law that increased the number of federal judges, allowing President John Adams to fill most of the new posts with Federalists. (p. 199)

**Jungle, The** *n.* a novel by Upton Sinclair, published in 1906, that portrays the dangerous and unhealthy conditions prevalent in the meatpacking industry at that time. (p. 523)

**Kamikaze** [kă'mī-kă'zē] *adj.* involving or engaging in the deliberate crashing of a bomb-filled airplane into a military target. (p. 787)

**Kansas-Nebraska Act** *n.* a law, enacted in 1854, that established the territories of Kansas and Nebraska and gave their residents the right to decide whether to allow slavery. (p. 315)

**Kashaya Pomo** [kə-shă'yə pō'mō] *n.* a Native American people that formerly inhabited the coastal marshlands of what is now California. (p. 8)

**Kent State University** *n.* an Ohio university where National Guardsmen opened fire on students protesting the Vietnam War on May 4, 1970, wounding nine and killing four. (p. 962)

**Kerner** [kūr'nər] **Commission** *n.* a group that was appointed by President Johnson to study the causes of urban violence and that recommended the elimination of de facto segregation in American society. (p. 928)

**King Philip's War** *n.* a conflict, in the years 1675–1676, between New England colonists and Native American groups allied under the leadership of the Wampanoag chief Metacom. (p. 54)

**Kinship** [kīn'shīp] *n.* the ties between members of a family. (p. 13)

**Know-Nothing Party** *n.* a name given to the American Party, formed in the 1850s to curtail the political influence of immigrants. (p. 319)

**Kongo** [kōng'gō] *n.* a group of small kingdoms along the Zaire River in West-Central Africa, united under a single leader in the late 1400s. (p. 17)

**Korean** [kə-rē'ən] **War** *n.* a conflict between North Korea and South Korea, lasting from 1950 to 1953, in which the United States, along with other UN countries, fought on the side of the South Koreans and China fought on the side of the North Koreans. (p. 817)

**Kristallnacht** [krī-stāl'năkt'] *n.* "night of broken glass," a name given to the night of November 9, 1938, when gangs of Nazi storm troopers attacked Jewish homes, businesses, and synagogues in Germany. (p. 749)

**Ku Klux Klan** [kōō' klūks klăn'] (**KKK**) *n.* a secret organization that used terrorist tactics in an attempt to restore white supremacy in Southern states after the Civil War. (p. 394)

**Kwakiutl** [kwă'kē-ōōt'l] *n.* a Native American people that formerly inhabited the northwestern coastal region of North America. (p. 9)

**land grant** *n.* a gift of public land to an individual or organization. (p. 289)

**Land Ordinance** [ōr'dn-əns] **of 1785** *n.* a law that established a plan for surveying and selling the federally owned lands west of the Appalachian Mountains. (p. 135)

**La Raza Unida** [lə rā'să ōō-nē'dă] *n.* a Latino political organization founded in 1970 by José Angel Gutiérrez. (p. 976)

**League of Nations** *n.* an association of nations established in 1920 to promote international cooperation and peace. (p. 605)

**legislative** [lēj'ī-slă'tīv] **branch** *n.* the branch of government that makes laws. (p. 143)

**Lend-Lease Act** *n.* a law, passed in 1941, that allowed the United States to ship arms and other supplies, without immediate payment, to nations fighting the Axis powers. (p. 758)

**Limited Test Ban Treaty** *n.* the 1963 treaty in which the United States and the Soviet Union agreed not to conduct nuclear-weapon tests in the atmosphere. (p. 884)

**lineage** [līn'ē-īj] *n.* a group of people descended from a common ancestor. (p. 18)

**long drive** *n.* the moving of cattle over trails to a shipping center. (p. 416)

**longhorn** [lōng'hōrn'] *n.* a breed of sturdy, long-horned cattle brought by the Spanish to Mexico and suited to the dry conditions of the Southwest. (p. 414)

**Louisiana Purchase** *n.* the 1803 purchase by the United States of France's Louisiana Territory—extending from the Mississippi River to the Rocky Mountains—for \$15 million. (p. 201)

**Loyalists** [loī'ə-līst] *n.* colonists who supported the British government during the American Revolution. (p. 106)

**Lusitania** [lōō'sī-tă'nē-ə] *n.* a British passenger ship that was sunk by a German U-boat in 1915. (p. 584)

**mandate** [măn'dăt'] *n.* the authority to act that an elected official receives from the voters who elected him or her. (p. 886)

**Manhattan Project** [măn-hăt'n prōj'ekt'] *n.* the U.S. program to develop an atomic bomb for use in World War II. (p. 773)

**manifest destiny** [măn'ə-fēst' dēs'tə-nē] *n.* the 19th-century belief that the United States would inevitably expand westward to the Pacific Ocean and into Mexican territory. (p. 281)

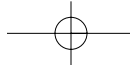
**Marbury v. Madison** [măr'būr-ē vūr'səs mäd'ī-sən] *n.* an 1803 case in which the Supreme Court ruled that it had the power to abolish legislative acts by declaring them unconstitutional; this power came to be known as judicial review. (p. 199)

**market revolution** *n.* the major change in the U.S. economy produced by people's beginning to buy and sell goods rather than make them for themselves. (p. 275)

**Marshall** [măr'shəl] **Plan** *n.* the program, proposed by Secretary of State George Marshall in 1947, under which the United States supplied economic aid to European nations to help them rebuild after World War II. (p. 812)

**martial** [măr'shəl] **law** *n.* temporary rule by military rather than civilian authority. (p. 99)

**mass media** [mē'dē-ə] *n.* the means of communication—such as television, newspapers, and radio—that reach large audiences. (p. 858)



**mass production** *n.* the production of goods in large quantities, made possible by the use of machinery and the division of labor. (p. 212)

**mass transit** *n.* transportation systems designed to move large numbers of people along fixed routes. (p. 470)

**master** *n.* a skilled artisan, usually one owning a business and employing others. (p. 260)

**Maya** [mä'yə] *n.* a Native American people whose civilization flourished in Guatemala and the Yucatán Peninsula between about A.D. 250 and 900. (p. 6)

**McCarthyism** [mä-kär'thē-ŷz'əm] *n.* the attacks, often unsubstantiated, by Senator Joseph McCarthy and others on people suspected of being Communists in the early 1950s. (826)

**McCulloch v. Maryland** *n.* an 1819 case in which the Supreme Court ruled that Maryland had no right to tax the Bank of the United States, thereby strengthening the power of the federal government's control over the economy. (p. 220)

**Meat Inspection Act** *n.* a law, enacted in 1906, that established strict cleanliness requirements for meatpackers and created a federal meat-inspection program. (p. 526)

**Medicaid** [mä'd-ŷ-käd'] *n.* a program, established in 1965, that provides health insurance for people on welfare. (p. 896)

**Medicare** [mä'd-ŷ-kär'] *n.* a federal program, established in 1965, that provides hospital insurance and low-cost medical insurance to Americans aged 65 and over. (p. 896)

**melting pot** *n.* a mixture of people from different cultures and races who blend together by abandoning their native languages and cultures. (p. 464)

**mercantilism** [mä'r-kän-tē-lŷz'əm] *n.* an economic system in which nations seek to increase their wealth and power by obtaining large amounts of gold and silver and by establishing a favorable balance of trade. (p. 66)

**Merrimack** [mä'r-ə-mäck'] *n.* an ironclad ship used by the South in the Civil War. (p. 343)

**mestizo** [mä's-tē-zō] *adj.* of mixed Spanish and Native American ancestry. (p. 38)

**middle passage** *n.* the voyage that brought enslaved Africans to the West Indies and later to North America. (p. 76)

**midnight judge** *n.* one of the judges appointed by John Adams in the last hours of his administration. (p. 199)

**militarism** [mä'l-ŷ-tə-rŷz'əm] *n.* the policy of building up armed forces in aggressive preparedness for war and their use as a tool of diplomacy. (p. 579)

**minutemen** [mä'n-ŷt-mēn'] *n.* Patriot civilian soldiers just before and during the Revolutionary War, pledged to be ready to fight at a minute's notice. (p. 100)

**Mississippian** [mä's-ŷ-sŷp'ē-ən] *n.* the last and most complex of the Mound Builder societies, inhabiting the Ohio and Mississippi valleys from about a.d. 700 into the 1500s. (p. 7)

**Missouri Compromise** [kä'm-prə-miz'] *n.* a series of agreements passed by Congress in 1820–1821 to maintain the balance of power between slave states and free states. (p. 222)

**Monitor** [mä'n-ŷ-tər] *n.* an ironclad ship used by the North in the Civil War. (p. 343)

**Monroe Doctrine** [mä'n-rō' dōk'trŷn] *n.* a policy of U.S. opposition to any European interference in the affairs of the Western Hemisphere, announced by President Monroe in 1823. (p. 221)

**Moral Majority** [mä'r-ə'l mə-jōr-ŷ-tē] *n.* a political alliance of religious groups, consisting mainly of evangelical and fundamentalist Christians, that was active in the 1970s and 1980s, condemning liberal attitudes and behavior and raising money for conservative candidates. (p. 1037)

**Mormons** [mä'r-mən] *n.* members of a church founded by Joseph Smith and his associates in 1830. (p. 284)

**Morrill [mä'r-ə'l] Acts** *n.* laws enacted in 1862 and 1890 to help create agricultural colleges by giving federal land to states. (p. 423)

**muckraker** [mäk'rā-kər] *n.* one of the magazine journalists who exposed the corrupt side of business and public life in the early 1900s. (p. 514)

**Munn v. Illinois** [mä'n' vŷr'səs ŷl'ə-noi'] *n.* an 1877 case in which the Supreme Court upheld states' regulation of railroads for the benefit of farmers and consumers, thus establishing the right of government to regulate private industry to serve the public interest. (p. 445)

**My Lai** [mä' lŷ] *n.* a village in northern South Vietnam where more than 200 unarmed civilians, including women and children, were massacred by U.S. troops in May 1968. (p. 961)

**NAACP** [čn' düb'əl ə' sē' pē'] *n.* the National Association for the Advancement of Colored People—an organization founded in 1909 to promote full racial equality. (p. 531)

**NACW** *n.* the National Association of Colored Women—a social service organization founded in 1896. (p. 521)

**NAFTA** [nä'f-tə] *n.* the North American Free Trade Agreement—a 1993 treaty that lowered tariffs and brought Mexico into the free-trade zone established by the United States and Canada. (p. 1070)

**napalm** [nä'päm'] *n.* a gasoline-based substance used in bombs that U.S. planes dropped in Vietnam in order to burn away jungle and expose Vietcong hideouts. (p. 945)

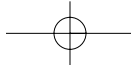
**NASDAQ** [näz'däk'] *n.* the National Association of Securities Dealers Automated Quotation System—a stock exchange for over-the-counter sales, comprised largely of technology companies. (p. 1077)

**National Bank Act** *n.* legislation passed in 1863 to make banking safer for investors. Its provisions included a system of federally chartered banks, new requirements for loans, and a system for the inspection of banks. (p. 367)

**National Energy Act** *n.* a law, enacted during the Carter administration, that established a tax on “gas-guzzling” automobiles, removed price controls on U.S. oil and natural gas, and provided tax credits for the development of alternative energy sources. (p. 1019)

**National Industrial Recovery Act (NIRA)** *n.* a law enacted in 1933 to establish codes of fair practice for industries and to promote industrial growth. (p. 697)

**nationalism** *n.* a devotion to the interests and culture of one's nation. (pp. 220, 579)



**National Labor Relations Board (NLRB)** *n.* an agency created in 1935 to prevent unfair labor practices and to mediate disputes between workers and management. (p. 724)

**National Organization for Women (NOW)** *n.* an organization founded in 1966 to pursue feminist goals, such as better child-care facilities, improved educational opportunities, and an end to job discrimination. (p. 984)

**National Road** *n.* a federally funded road begun in 1811 and by 1838 extending from Cumberland, Maryland to Vandalia, Illinois. (p. 217)

**National Trades' Union** *n.* the first national association of trade unions, formed in 1834. (p. 265)

**National Youth Administration** *n.* an agency that provided young Americans with aid and employment during the Great Depression. (p. 705)

**Nation of Islam** [ɪs-lām'] *n.* a religious group, popularly known as the Black Muslims, founded by Elijah Muhammad to promote black separatism and the Islamic religion. (p. 925)

**nativism** [nā'tī-v'iz'əm] *n.* favoring the interests of native-born people over foreign-born people. (pp. 319, 618)

**Navigation** [nāv'ī-gā'shən] **Acts** *n.* a series of laws enacted by Parliament, beginning in 1651, to tighten England's control of trade in its American colonies. (p. 68)

**NAWSA** *n.* the National American Woman Suffrage Association—an organization founded in 1890 to gain voting rights for women. (p. 522)

**Nazism** [nāt'sīz'əm] *n.* the political philosophy—based on extreme nationalism, racism, and militaristic expansionism—that Adolf Hitler put into practice in Germany from 1933 to 1945. (p. 737)

**neutrality** *n.* a refusal to take part in a war between other nations. (p. 191)

**Neutrality Acts** *n.* a series of laws enacted in 1935 and 1936 to prevent U.S. arms sales and loans to nations at war. (p. 741)

**New Deal** *n.* President Franklin Roosevelt's program to alleviate the problems of the Great Depression, focusing on relief for the needy, economic recovery, and financial reform. (p. 695)

**New Deal Coalition** [kō'ə-līsh'ən] *n.* an alliance of diverse groups—including Southern whites, African Americans, and unionized workers—who supported the policies of the Democratic Party in the 1930s and 1940s. (p. 713)

**New Federalism** [fēd'ər-ə-līz'əm] *n.* President Richard Nixon's program to turn over part of the federal government's power to state and local governments. (p. 1001)

**New Frontier** *n.* President John F. Kennedy's legislative program, which included proposals to provide medical care for the elderly, to rebuild blighted urban areas, to aid education, to bolster the national defense, to increase international aid, and to expand the space program. (p. 883)

**New Left** *n.* a youth-dominated political movement of the 1960s, embodied in such organizations as Students for a Democratic Society and the Free Speech Movement. (p. 950)

**New Right** *n.* a late-20th-century alliance of conservative special-interest groups concerned with cultural, social, and moral issues. (p. 1037)

**Niagara Movement** *n.* founded by W. E. B. Du Bois in 1905 to promote the education of African Americans in the liberal arts. (p. 491)

**Nineteenth Amendment** *n.* an amendment to the U.S. Constitution, adopted in 1920, that gives women the right to vote. (p. 541)

**nomadic** *adj.* having no fixed home, moving from place to place according to seasons and availability of food and water. (p. 5)

**“no man's land”** *n.* an unoccupied region between opposing armies. (p. 582)

**nonaggression** [nɒn'ə-grɛsh'ən] **pact** *n.* an agreement in which two nations promise not to go to war with each other. (p. 745)

**North Atlantic Treaty Organization (NATO)** *n.* a defensive military alliance formed in 1949 by ten Western European countries, the United States, and Canada. (p. 814)

**Northwest Ordinance** [ôr'dn-əns] **of 1787** *n.* a law that established a procedure for the admission of new states to the Union. (p. 135)

**nuclear** [nūō'klē-ər] **family** *n.* a household made up of a mother, a father, and their children. (p. 21)

**nullification** [nūl'ə-fī-kā'shən] *n.* a state's refusal to recognize an act of Congress that it considers unconstitutional. (p. 196)

**Nuremberg** [nūōr'əm-bûrg'] **trials** *n.* the court proceedings held in Nuremberg, Germany, after World War II, in which Nazi leaders were tried for war crimes. (p. 792)



**Office of Price Administration (OPA)** *n.* an agency established by Congress to control inflation during World War II. (p. 773)

**Ohio gang** *n.* a group of close friends and political supporters whom President Warren G. Harding appointed to his cabinet. (p. 626)

**Olive Branch Petition** [pə-tīsh'ən] *n.* a document sent by the Second Continental Congress to King George III, proposing a reconciliation between the colonies and Britain. (p. 105)

**Omec** [ôl'mɛk] *n.* a Native American people whose civilization flourished in what is now southern Mexico in the period 1200–400 B.C. (p. 6)

**OPEC** [ô'pɛk'] *n.* the Organization of Petroleum Exporting Countries—an economic association of oil-producing nations that is able to set oil prices. (p. 1005)

**Open Door notes** *n.* messages sent by Secretary of State John Hay in 1899 to Germany, Russia, Great Britain, France, Italy, and Japan, asking the countries not to interfere with U.S. trading rights in China. (p. 562)

**Operation Desert Storm** [dɛz'ərt stôrm'] *n.* a 1991 military operation in which UN forces, led by the United States, drove Iraqi invaders from Kuwait. (p. 1061)

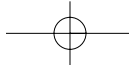
**Oregon Trail** *n.* a route from Independence, Missouri, to Oregon City, Oregon, used by pioneers traveling to the Oregon Territory. (p. 284)



**Panama Canal** [pān'ə-mā' kə-nāl'] *n.* an artificial waterway cut through the Isthmus of Panama to provide a shortcut between the Atlantic and Pacific oceans, opened in 1914. (p. 566)

**panic of 1837** *n.* a U.S. financial crisis in which banks closed and the credit system collapsed, resulting in many bankruptcies and high unemployment. (p. 234)





- panic of 1873** *n.* a series of financial failures that triggered a five-year depression in the United States. (p. 397)
- parity** [pär'ī-tē] *n.* a government-supported level for the prices of agricultural products, intended to keep farmers' incomes steady. (p. 724)
- Parliament** [pär'lā-mənt] *n.* the legislative body of England. (p. 68)
- Patriots** [pā'trē-ət] *n.* colonists who supported American independence from Britain. (p. 106)
- patronage** [pā'trā-nij] *n.* an officeholder's power to appoint people—usually those who have helped him or her get elected—to positions in government. (p. 476)
- pay equity** [čĕk'wī-tē] *n.* the basing of an employee's salary on the requirements of his or her job rather than on the traditional pay scales that have frequently provided women with smaller incomes than men. (p. 1048)
- Payne-Aldrich Tariff** [pān' ōl'drīč tār'īf] *n.* a set of tax regulations, enacted by Congress in 1909, that failed to significantly reduce tariffs on manufactured goods. (p. 535)
- Peace Corps** *n.* an agency established in 1961 to provide volunteer assistance to developing nations in Asia, Africa, and Latin America. (p. 886)
- Pendleton** [pĕn'dl-tən] **Civil Service Act** *n.* a law, enacted in 1883, that established a bipartisan civil service commission to make appointments to government jobs by means of the merit system. (p. 476)
- Pentagon** [pĕn'tā-gŏn'] **Papers** *n.* a 7,000-page document—leaked to the press in 1971 by the former Defense Department worker Daniel Ellsberg—revealing that the U.S. government had not been honest about its intentions in the Vietnam War. (p. 963)
- Pequot** [pĕ'kwŏt'] **War** *n.* a 1637 conflict in which the Pequot nation battled Connecticut colonists and their Narragansett allies. (p. 53)
- perestroika** [pĕr'ī-stroi'kə] *n.* the restructuring of the economy and the government instituted in the Soviet Union in the 1980s. (p. 1055)
- personal liberty laws** *n.* statutes, passed in nine Northern states in the 1850s, that forbade the imprisonment of runaway slaves and guaranteed jury trials for fugitive slaves. (p. 311)
- planned obsolescence** [ŏb'sā-lĕs'əns] *n.* the designing of products to wear out or to become outdated quickly, so that people will feel a need to replace their possessions frequently. (p. 854)
- plantation** [plān-tā'shən] *n.* a large farm on which the labor of slaves or other workers is used to grow a single crop, such as sugar cane or cotton. (p. 16)
- Platt** [plāt] **Amendment** *n.* a series of provisions that, in 1901, the United States insisted Cuba add to its new constitution, commanding Cuba to stay out of debt and giving the United States the right to intervene in the country and the right to buy or lease Cuban land for naval and fueling stations. (p. 560)
- Plessy v. Ferguson** [plĕs'ĕ vŭr'səs fŭr'gŭ-sən] *n.* an 1896 case in which the Supreme Court ruled that separation of the races in public accommodations was legal, thus establishing the “separate but equal” doctrine. (p. 493)
- political machine** *n.* an organized group that controls a political party in a city and offers services to voters and businesses in exchange for political and financial support. (p. 474)
- poll** [pŏl] **tax** *n.* an annual tax that formerly had to be paid in some Southern states by anyone wishing to vote. (p. 493)
- popular sovereignty** [sŏv'ər-īn-tē] *n.* a system in which the residents vote to decide an issue. (p. 307)
- Populism** [pŏp'yŏ-līz'əm] *n.* a late-19th-century political movement demanding that people have a greater voice in government and seeking to advance the interests of farmers and laborers. (p. 427)
- Powhatan** [pou'ŏ-tān'] *n.* a group of Native American peoples that lived in eastern Virginia at the time of the first English settlements there. (p. 43)
- price support** *n.* the maintenance of a price at a certain level through government intervention. (p. 671)
- Proclamation** [prŏk'lŏ-mā'shən] **of 1763** *n.* an order in which Britain prohibited its American colonists from settling west of the Appalachian Mountains. (p. 88)
- profiteering** [prŏf'ī-tŭr'īng] *n.* the selling of goods in short supply at inflated prices. (p. 116)
- progressive** [prŏ-grĕs'īv] **movement** *n.* an early-20th-century reform movement seeking to return control of the government to the people, to restore economic opportunities, and to correct injustices in American life. (p. 513)
- prohibition** [prŏ'ŏ-bīsh'ən] *n.* the banning of the manufacture, sale, and possession of alcoholic beverages. (p. 513)
- Prohibition** [prŏ'ŏ-bīsh'ən] *n.* The period from 1920–1933 during which the Eighteenth Amendment forbidding the manufacture and sale of alcohol was in force in the United States. (p. 642)
- propaganda** [prŏp'ŏ-gān'də] *n.* a kind of biased communication designed to influence people's thoughts and actions. (p. 596)
- Proposition 187** *n.* a bill passed in California in 1994 that ended all education and nonemergency health benefits to illegal immigrants. (p. 1092)
- proprietor** [prŏ-prī'ī-tŕ] *n.* an owner—particularly one of those granted ownership of, and full governing rights over, certain of the English colonies in North America. (p. 56)
- protective tariff** [prŏ-tĕk'tīv tār'īf] *n.* a tax on imported goods that is intended to protect a nation's businesses from foreign competition. (p. 186)
- protectorate** [prŏ-tĕk'tŏ-rīt] *n.* a country whose affairs are partially controlled by a stronger power. (p. 560)
- Pueblo** [pwĕb'lŏ] *n.* a group of Native American peoples—descendants of the Anasazi—inhabiting the deserts of the Southwest. (p. 9)
- Pure Food and Drug Act** *n.* a law enacted in 1906 to halt the sale of contaminated foods and drugs and to ensure truth in labeling. (p. 528)
- Puritans** [pyŏŕ'ī-tŭz] *n.* members of a group that wanted to eliminate all traces of Roman Catholic ritual and traditions in the Church of England. (p. 49)
- Quakers** [kwā'kŏrz] *n.* members of the Society of Friends, a religious group persecuted for its beliefs in 17th-century England. (p. 56)
- quota** [kwŏ'tŏ] **system** *n.* a system that sets limits on how many immigrants from various countries a nation will admit each year. (p. 621)



# R

**Radical Republican** [răd'ī-kəl rī-pūb'lī-kən] *n.* one of the congressional Republicans who, after the Civil War, wanted to destroy the political power of former slaveholders and to give African Americans full citizenship and the right to vote. (p. 377)

**ratification** [răt'ə-fī-kā'shən] *n.* the official approval of the Constitution, or of an amendment, by the states. (p. 146)

**rationing** [răsh'ə-nīng] *n.* a restriction of people's right to buy unlimited amounts of particular foods and other goods, often implemented during wartime to ensure adequate supplies for the military. (p. 774)

**Reaganomics** [rā'gə-nōm'īks] *n.* the economic policies of President Ronald Reagan, which were focused on budget cuts and the granting of large tax cuts in order to increase private investment. (p. 1040)

**realpolitik** [rā-äl'pō'lī-tēk'] *n.* a foreign policy advocated by Henry Kissinger in the Nixon administration, based on consideration of a nation's power rather than its ideals or moral principles. (p. 1005)

**reapportionment** [rē'ə-pōr'shən-mənt] *n.* the redrawing of election districts to reflect changes in population. (p. 897)

**recall** [rī-kōl'] *n.* a procedure for removing a public official from office by a vote of the people. (p. 518)

**Reconstruction** [rē'kən-strūk'shən] *n.* the period of rebuilding that followed the Civil War, during which the defeated Confederate states were readmitted to the Union. (p. 376)

**Reconstruction Finance [F] Corporation (RFC)** *n.* an agency established in 1932 to provide emergency financing to banks, life-insurance companies, railroads, and other large businesses. (p. 687)

**Red Cross** *n.* an international organization that provides relief to people in times of war or natural disaster. Clara Barton founded the American branch in 1881. (p. 370)

**redemption** [rī-dēmp'shən] *n.* the Southern Democrats' term for their return to power in the South in the 1870s. (p. 399)

**referendum** [rēf'ə-rēn'dəm] *n.* a procedure by which a proposed legislative measure can be submitted to a vote of the people. (p. 518)

**Reformation** [rēf'ər-mā'shən] *n.* a religious movement in 16th-century Europe, growing out of a desire for reform in the Roman Catholic Church and leading to the establishment of various Protestant churches. (p. 22)

**Renaissance** [rēn'ī-sāns'] *n.* a period of European history, lasting from about 1400 to 1600, during which renewed interest in classical culture led to far-reaching changes in art, learning, and views of the world. (p. 20)

**reparations** [rēp'ə-rā'shənz] *n.* the compensation paid by a defeated nation for the damage or injury it inflicted during a war. (p. 606)

**republic** [rī-pūb'līk] *n.* a government in which the citizens rule through elected representatives. (p. 133)

**Republican Party** *n.* the modern political party that was formed in 1854 by opponents of slavery in the territories. (p. 320)

**republicanism** [rī-pūb'lī-kə-nīz'əm] *n.* the belief that government should be based on the consent of the people. (p. 133)

**Republic of California** *n.* the nation proclaimed by American settlers in California when they declared their independence from Mexico in 1846. (p. 295)

**Republic of Texas** *n.* the nation established in 1836 when American settlers in the Mexican province of Tejas declared and fought for their independence, also commonly known at that time as the "Lone Star Republic" (p. 292)

**revenue** [rēv'ə-nō] **sharing** *n.* the distribution of federal money to state and local governments with few or no restrictions on how it is spent. (p. 1001)

**reverse discrimination** [dī-skrīm'ə-nā'shən] *n.* an unfair treatment of members of a majority group—for example, white men—resulting from efforts to correct discrimination against members of other groups. (p. 1037)

**revival** [rī-vīvəl] *n.* a religious gathering designed to reawaken faith through impassioned preaching. (p. 241)

**rock 'n' roll** [rōk'ən-rōl'] *n.* a form of American popular music that evolved in the 1950s out of rhythm and blues, country, jazz, gospel, and pop; the American musical form characterized by heavy rhythms and simple melodies which has spread worldwide having significant impacts on social dancing, clothing fashions, and expressions of protest. (p. 861)

**Roosevelt Corollary** [rō'zə-vēlt' kōr'ə-lēr-ē] *n.* an extension of the Monroe Doctrine, announced by President Theodore Roosevelt in 1904, under which the United States claimed the right to protect its economic interests by means of military intervention in the affairs of Western Hemisphere nations. (p. 568)

**Rough Riders** *n.* a volunteer cavalry regiment, commanded by Leonard Wood and Theodore Roosevelt, that served in the Spanish-American War. (p. 556)

**royal colony** *n.* a colony under the direct control of the English monarch. (p. 47)

**rural free delivery (RFD)** *n.* the free government delivery of mail and packages to homes in rural areas, begun in 1896. (p. 503)

# S

**SALT I** [sōlt' wūn'] **Treaty** *n.* a five-year agreement between the United States and the Soviet Union, signed in 1972, that limited the nations' numbers of intercontinental ballistic missiles and submarine-launched missiles. (p. 1007)

**salutary neglect** [sāl'yə-tēr'ē nī-glēkt'] *n.* an English policy of relaxing the enforcement of regulations in its colonies in return for the colonies' continued economic loyalty. (p. 70)

**Sandinista** [sān'dī-nēs'tə] *adj.* belonging to a leftist rebel group that overthrew the Nicaraguan government in 1979. (p. 1057)

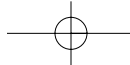
**Santa Fe** [sān'tə fā'] **Trail** *n.* a route from Independence, Missouri, to Santa Fe, New Mexico, used by traders in the early and mid-1800s. (p. 282)

**satellite** [săt'līt'] **nation** *n.* a country that is dominated politically and economically by another nation. (p. 811)

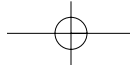
**Saturday Night Massacre** [mās'ə-kər] *n.* a name given to the resignation of the U.S. attorney general and the firing of his deputy in October 1973, after they refused to carry out President Nixon's order to fire the special prosecutor investigating the Watergate affair. (p. 1011)

**savanna** [sə-văn'ə] *n.* a dry grassland dotted with trees and bushes, found in sub-Saharan Africa and other tropical or subtropical regions. (p. 17)

**scalawag** [skāl'ə-wăg'] *n.* a white Southerner who joined the Republican Party after the Civil War. (p. 385)



- scientific management** *n.* the application of scientific principles to increase efficiency in the workplace. (p. 514)
- Scopes [skōps] trial** *n.* a sensational 1925 court case in which the biology teacher John T. Scopes was tried for challenging a Tennessee law that outlawed the teaching of evolution. (p. 644)
- search-and-destroy mission** [sūrč' ənd' dī-stroi' mīsh'ən] *n.* a U.S. military raid on a South Vietnamese village, intended to root out villagers with ties to the Vietcong but often resulting in the destruction of the village and the displacement of its inhabitants. (p. 945)
- secession** [sī-sěsh'ən] *n.* the formal withdrawal of a state from the Union. (p. 307)
- Second Continental Congress** *n.* the Continental Congress that convened in May 1775, approved the Declaration of Independence, and served as the only agency of national government during the Revolutionary War. (p. 103)
- Second Great Awakening** *n.* a 19th-century religious movement in which individual responsibility for seeking salvation was emphasized, along with the need for personal and social improvement. (p. 240)
- sectionalism** [sěk'shə-nə-līz'əm] *n.* the placing of the interests of one's own region ahead of the interests of the nation as a whole. (p. 194)
- Securities and Exchange [sī-kyōōr'ī-tēz ənd' īks-chānj'] Commission (SEC)** *n.* an agency, created in 1934, that monitors the stock market and enforces laws regulating the sale of stocks and bonds. (p. 723)
- segregation** [sěg'rī-gā'shən] *n.* the separation of people on the basis of race. (p. 493)
- Selective [sī-lěk'tīv] Service Act** *n.* a law, enacted in 1917, that required men to register for military service. (p. 588)
- Seneca Falls [sěn'ī-kə fōlz'] Convention** *n.* a women's rights convention held in Seneca Falls, New York, in 1848. (p. 257)
- Separatist [sěp'ər-ə-tīst]** *n.* a member of one of the Puritan groups that, denying the possibility of reform within the Church of England, established their own independent congregations. (p. 50)
- service sector** [sěk'tər] *n.* the part of the economy that provides consumers with services rather than goods. (p. 1076)
- settlement house** *n.* a community center providing assistance to residents—particularly immigrants—in a slum neighborhood. (p. 472)
- Seventeenth Amendment** *n.* an amendment to the U.S. Constitution, adopted in 1913, that provides for the election of U.S. senators by the people rather than by state legislatures. (p. 518)
- shantytown** [shān'tē-toun'] *n.* a neighborhood in which people live in makeshift shacks. (p. 679)
- sharecropping** [shār'krōp'īng] *n.* a system in which landowners give farm workers land, seed, and tools in return for a part of the crops they raise. (p. 391)
- Shays's [shā'zəz] Rebellion** *n.* an uprising of debt-ridden Massachusetts farmers protesting increased state taxes in 1787. (p. 140)
- Sherman Antitrust [shūr'mən ən'tē-trūst'] Act** *n.* a law, enacted in 1890, that was intended to prevent the creation of monopolies by making it illegal to establish trusts that interfered with free trade. (p. 450)
- silent majority** [mə-jōr'ī-tē] *n.* a name given by President Richard Nixon to the moderate, mainstream Americans who quietly supported his Vietnam War policies. (p. 962)
- sit-in** *n.* a form of demonstration used by African Americans to protest discrimination, in which the protesters sit down in a segregated business and refuse to leave until they are served. (p. 912)
- slave** *n.* a person who becomes the property of others. (p. 75)
- Social Darwinism** [sō'shəl dār'wī-nīz'əm] *n.* an economic and social philosophy—supposedly based on the biologist Charles Darwin's theory of evolution by natural selection—holding that a system of unrestrained competition will ensure the survival of the fittest. (p. 448)
- Social Gospel [gōs'pəl] movement** *n.* a 19th-century reform movement based on the belief that Christians have a responsibility to help improve working conditions and alleviate poverty. (p. 472)
- Social Security Act** *n.* a law enacted in 1935 to provide aid to retirees, the unemployed, people with disabilities, and families with dependent children. (p. 707)
- soddy** [sōd'ē] *n.* a home built of blocks of turf. (p. 422)
- Songhai [sōng'hī']** *n.* an empire that, at the height of its power in the 1500s, controlled much of West Africa. (p. 16)
- soup kitchen** *n.* a place where free or low cost food is served to the needy. (p. 679)
- Southern Christian Leadership Conference (SCLC)** *n.* an organization formed in 1957 by Dr. Martin Luther King, Jr., and other leaders to work for civil rights through nonviolent means. (p. 912)
- Southern strategy** *n.* President Nixon's attempt to attract the support of Southern conservative Democrats who were unhappy with federal desegregation policies and the liberal Supreme Court. (p. 1003)
- speakeasy** [spēk'ē'zē] *n.* a place where alcoholic drinks were sold and consumed illegally during Prohibition. (p. 642)
- specialization** [spěsh'ə-lī-zā'shən] *n.* in farming, the raising of one or two crops for sale rather than a variety of foods for personal use. (p. 275)
- speculation** [spěk'yə-lā'shən] *n.* an involvement in risky business transactions in an effort to make a quick or large profit. (p. 673)
- spoils system** *n.* the practice of winning candidates' rewarding their supporters with government jobs. (p. 226)
- Square Deal** *n.* President Theodore Roosevelt's program of progressive reforms designed to protect the common people against big business. (p. 525)
- stagflation** [stäg-flā'shən] *n.* an economic condition marked by both inflation and high unemployment. (p. 1004)
- Stamp Act** *n.* a 1765 law in which Parliament established the first direct taxation of goods and services within the British colonies in North America. (p. 96)
- Stono [stō'nō] Rebellion** *n.* a 1739 uprising of slaves in South Carolina, leading to the tightening of already harsh slave laws. (p. 78)
- Strategic Defense Initiative** [strə-tē'jīk dī-fēns' ī-nīsh'ə-tīv] (**SDI**) *n.* a proposed defense system—popularly known as Star Wars—intended to protect the United States against missile attacks. (p. 1041)



**strike** *n.* a work stoppage intended to force an employer to respond to demands. (p. 262)

**Student Nonviolent Coordinating Committee (SNCC)** [snɪk] *n.* an organization formed in 1960 to coordinate sit-ins and other protests and to give young blacks a larger role in the civil rights movement. (p. 912)

**Students for a Democratic Society (SDS)** *n.* an antiestablishment New Left group, founded in 1960, that called for greater individual freedom and responsibility. (p. 950)

**suburb** [sʊb'ʊrb'] *n.* a residential town or community near a city. (p. 841)

**suffrage** [sʊf'rɪʒ] *n.* the right to vote. (p. 521)

**Sugar Act** *n.* a trade law enacted by Parliament in 1764 in an attempt to reduce smuggling in the British colonies in North America. (p. 89)

**supply-side economics** *n.* the idea that a reduction of tax rates will lead to increases in jobs, savings, and investments, and therefore to an increase in government revenue. (p. 1041)

## T

**Taino** [tɪ'nō] *n.* a Native American people of the Caribbean islands—the first group encountered by Columbus and his men when they reached the Americas. (p. 27)

**Tariff of Abominations** [ə-bɒm'ə-nā'shənz] *n.* John C. Calhoun's name for an 1828 tariff increase that seemed to Southerners to be enriching the North at their expense. (p. 230)

**Tariff of 1816** *n.* a protective tariff designed to aid American industries. (p. 218)

**Teapot Dome scandal** [skæn'dl] *n.* Secretary of the Interior Albert B. Fall's secret leasing of oil-rich public land to private companies in return for money and land. (p. 627)

**Telecommunications Act of 1996** *n.* a law enacted in 1996 to remove barriers that had previously prevented communications companies from engaging in more than one type of communications business. (p. 1084)

**telecommute** [tɛl'ɪ-kə-myoo't] *v.* to work at home for a company located elsewhere, by using such communications technologies as computers, the Internet, and fax machines. (p. 1084)

**telegraph** [tɛl'ɪ-græf] *n.* a device for the electrical transmission of coded messages over wires. (p. 276)

**temperance movement** [tɛm'pər-ənz] *n.* an organized effort to prevent the drinking of alcoholic beverages. (p. 255)

**tenant farming** [tɛn'ənt] *n.* a system in which farm workers supply their own tools and rent farmland for cash. (p. 391)

**tenement** [tɛn'ə-mənt] *n.* a multifamily urban dwelling, usually overcrowded and unsanitary. (p. 470)

**Tennessee Valley Authority (TVA)** *n.* a federal corporation established in 1933 to construct dams and power plants in the Tennessee Valley region to generate electricity as well as to prevent floods. (p. 725)

**termination policy** [tɪr'mə-nā'shən] *n.* the U.S. government's plan, announced in 1953, to give up responsibility for Native American tribes by eliminating federal economic support, discontinuing the reservation system, and redistributing tribal lands. (p. 869)

**Tet offensive** [tɛt' ə-fɛn'sɪv] *n.* a massive surprise attack by the Vietcong on South Vietnamese towns and cities early in 1968. (p. 955)

**Texas Revolution** *n.* the 1836 rebellion in which Texas gained its independence from Mexico. (p. 291)

**Thirteenth Amendment** *n.* an amendment to the U.S. Constitution, adopted in 1865, that has abolished slavery and involuntary servitude. (p. 368)

**Three-Fifths Compromise** [kɒm'prə-mɪz'] *n.* the Constitutional Convention's agreement to count three-fifths of a state's slaves as population for purposes of representation and taxation. (p. 142)

**Tiananmen Square** [tjæn'an'mɛn'] *n.* the site of 1989 demonstrations in Beijing, China, in which Chinese students demanded freedom of speech and a greater voice in government. (p. 1056)

**Tonkin Gulf Resolution** [tɒn'kɪn' gʊlf] *n.* a resolution adopted by Congress in 1964, giving the president broad powers to wage war in Vietnam. (p. 941)

**totalitarian** [tō-tāl'ɪ-târ'ē-ən] *adj.* characteristic of a political system in which the government exercises complete control over its citizens' lives. (p. 735)

**Townshend Acts** [taʊn'zənd] *n.* a series of laws enacted by Parliament in 1767, establishing indirect taxes on goods imported from Britain by the British colonies in North America. (p. 97)

**Trail of Tears** [tɪrz] *n.* the marches in which the Cherokee people were forcibly removed from Georgia to the Indian Territory in 1838–1840, with thousands of the Cherokee dying on the way. (p. 229)

**transcendentalism** [træns'sɛn-dɛn'tl-ɪz'əm] *n.* a philosophical and literary movement of the 1800s that emphasized living a simple life and celebrated the truth found in nature and in personal emotion and imagination. (p. 242)

**transcontinental railroad** [træns'kɒn-tə-nɛn'tl] *n.* a railroad line linking the Atlantic and Pacific coasts of the United States, completed in 1869. (p. 443)

**Treaty of Fort Laramie** *n.* the treaty requiring the Sioux to live on a reservation along the Missouri River. (pp. 282, 410)

**Treaty of Ghent** [gɛnt] *n.* the 1814 treaty that ended the War of 1812. (p. 205)

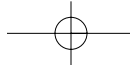
**Treaty of Guadalupe Hidalgo** [gwäd'l-ooop' hɪ-däl'gō] *n.* the 1848 treaty ending the U.S. war with Mexico, in which Mexico ceded California and New Mexico to the United States. (p. 297)

**Treaty of Paris (1783)** *n.* the treaty that ended the Revolutionary War, confirming the independence of the United States and setting the boundaries of the new nation. (p. 122)

**Treaty of Paris (1898)** *n.* the treaty ending the Spanish-American War, in which Spain freed Cuba, turned over the islands of Guam and Puerto Rico to the United States, and sold the Philippines to the United States for \$20 million. (p. 556)

**Treaty of Tordesillas** [tôr'də-sɛ'əs] *n.* the 1494 treaty in which Spain and Portugal agreed to divide the lands of the Western Hemisphere between them. (p. 30)

**Treaty of Versailles** [vɛr-si'] *n.* the 1919 peace treaty at the end of World War I which established new nations, borders, and war reparations. (p. 606)



**trench warfare** *n.* military operations in which the opposing forces attack and counterattack from systems of fortified ditches rather than on an open battlefield. (p. 582)

**triangular** [trī-āng'gyā-lār] **trade** *n.* the transatlantic system of trade in which goods and people, including slaves, were exchanged between Africa, England, Europe, the West Indies, and the colonies in North America. (p. 76)

**Truman Doctrine** [trū-mən dōk'trīn] *n.* a U.S. policy, announced by President Harry S. Truman in 1947, of providing economic and military aid to free nations threatened by internal or external opponents. (p. 812)

**Tuskegee** [tūs-kē'gē] **Normal and Industrial Institute** *n.* founded in 1881, and led by Booker T. Washington, to equip African Americans with teaching diplomas and useful skills in the trades and agriculture. (p. 491)

**two-party system** *n.* a political system dominated by two major parties. (p. 186)

**Uncle Tom's Cabin** *n.* a best-selling novel by Harriet Beecher Stowe, published in 1852, that portrayed slavery as a great moral evil. (p. 312)

**Underground Railroad** *n.* a system of routes along which runaway slaves were helped to escape to Canada or to safe areas in the free states. (p. 311)

**United Farm Workers Organizing Committee (UFWOC)** *n.* a labor union formed in 1966 to seek higher wages and better working conditions for Mexican-American farm workers in California. (p. 976)

**United Nations (UN)** *n.* an international peacekeeping organization to which most nations in the world belong, founded in 1945 to promote world peace, security, and economic development. (p. 809)

**urban** [ūr'bən] **flight** *n.* a migration of people from cities to the surrounding suburbs. (p. 1088)

**urbanization** [ūr'bā-nī-zā'shən] *n.* the growth of cities. (p. 468)

**urban renewal** [ūr-nōō'āl] *n.* the tearing down and replacing of buildings in rundown inner-city neighborhoods. (p. 867)

**urban sprawl** [sprōl'] *n.* the unplanned and uncontrolled spreading of cities into surrounding regions. (p. 630)

**USS Maine** *n.* a U.S. warship that mysteriously exploded and sank in the harbor of Havana, Cuba, on February 15, 1898. (p. 554)

**U-2 incident** *n.* the downing of a U.S. spy plane and capture of its pilot by the Soviet Union in 1960. (p. 833)

**utopian** [yūō-tō'pē-ən] **community** *n.* an experimental community designed to be a perfect society, in which its members could live together in harmony. (p. 243)

**V-E Day** *n.* a name given to May 8, 1945, "Victory in Europe Day" on which General Eisenhower's acceptance of the unconditional surrender of Nazi Germany marked the end of World War II in Europe. (p. 783)

**vertical integration** [vūr'tī-kəl īn'tī-grā'shən] *n.* a company's taking over its suppliers and distributors and transportation systems to gain total control over the quality and cost of its product. (p. 448)

**Vietcong** [vē-ēt'kōng'] *n.* the South Vietnamese Communists who, with North Vietnamese support, fought against the government of South Vietnam in the Vietnam War. (p. 938)

**Vietminh** [vē-ēt'mīn'] *n.* an organization of Vietnamese Communists and other nationalist groups that between 1946 and 1954 fought for Vietnamese independence from the French. (p. 937)

**Vietnamization** [vē-ēt'nā-mī-zā'shən] *n.* President Nixon's strategy for ending U.S. involvement in the Vietnam War, involving the gradual withdrawal of U.S. troops and their replacement with South Vietnamese forces. (p. 961)

**Voting Rights Act of 1965** *n.* a law that made it easier for African Americans to register to vote by eliminating discriminatory literacy tests and authorizing federal examiners to enroll voters denied at the local level. (p. 922)

## W

**Wade-Davis** [wād' dā'vəs] **Bill** *n.* a bill, passed in 1864 and vetoed by President Lincoln, that would have given Congress control of Reconstruction. (p. 377)

**Wagner** [wāg'nər] **Act** *n.* a law—also known as the National Labor Relations Act—enacted in 1935 to protect workers' rights after the Supreme Court declared the National Industrial Recovery Act unconstitutional. (p. 705)

**war-guilt** [wōr' gīlt'] **clause** *n.* a provision in the Treaty of Versailles by which Germany acknowledged that it alone was responsible for World War I. (p. 606)

**war hawk** *n.* one of the members of Congress who favored war with Britain in the early years of the 19th century. (p. 203)

**War Industries Board (WIB)** *n.* an agency established during World War I to increase efficiency and discourage waste in war-related industries. (p. 595)

**War Powers Act (WPA)** *n.* a law enacted in 1973, limiting a president's right to send troops into battle without consulting Congress. (p. 967)

**War Production Board (WPB)** *n.* an agency established during World War II to coordinate the production of military supplies by U.S. industries. (p. 774)

**Warren** [wōr'ən] **Commission** *n.* a group, headed by Chief Justice Earl Warren, that investigated the assassination of President Kennedy and concluded that Lee Harvey Oswald was alone responsible for it. (p. 889)

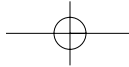
**Warren Court** *n.* the Supreme Court during the period when Earl Warren was chief justice, noted for its activism in the areas of civil rights and free speech. (p. 897)

**Warsaw** [wōr'sō'] **Pact** *n.* a military alliance formed in 1955 by the Soviet Union and its Eastern European satellites. (p. 830)

**Watergate** [wō'tər-gāt'] *n.* a scandal arising from the Nixon administration's attempt to cover up its involvement in the 1972 break-in at the Democratic National Committee headquarters in the Watergate apartment complex. (p. 1008)

**Whig** [hwīg] **Party** *n.* the political party formed in 1834 to oppose the policies of Andrew Jackson. (p. 234)

**Wilmot Proviso** [wīl'mət prō-vī-zō] *n.* an amendment to an 1846 military appropriations bill, proposing that none of the territory acquired in the war with Mexico would be open to slavery. (p. 306)



**Women's Auxiliary [ôg-zîl'ya-rē] Army Corps (WAAC)** *n.* U.S. army unit created during World War II to enable women to serve in noncombat positions. (p. 769)

**Woodstock** [wōd'stōk'] *n.* a free music festival that attracted more than 400,000 young people to a farm in upstate New York in August 1969. (p. 989)

**Works Progress Administration (WPA)** *n.* an agency, established as part of the Second New Deal, that provided the unemployed with jobs in construction, garment making, teaching, the arts, and other fields. (p. 704)

X

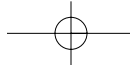
**XYZ Affair** *n.* a 1797 incident in which French officials demanded a bribe from U.S. diplomats. (p. 195)

Y

**yellow journalism** [jûr'nô-lîz'əm] *n.* the use of sensationalized and exaggerated reporting by newspapers or magazines to attract readers. (p. 553)

Z

**Zimmermann [zîm'ər-mən] note** *n.* a message sent in 1917 by the German foreign minister to the German ambassador in Mexico, proposing a German-Mexican alliance and promising to help Mexico regain Texas, New Mexico, and Arizona if the United States entered World War I. (p. 585)



# SPANISH GLOSSARY

## A

**abolition** [abolición] s. movimiento para acabar con la esclavitud. (p. 249)

**Adams-Onís Treaty** [Tratado de Adams-Onís] s. acuerdo de 1819 por el cual España le entregó el control del territorio de Florida a Estados Unidos (p. 221)

**Adena** s. sociedad constructora de túmulos asentada en el valle del río Ohio entre los años 700 a.C. y 100 d.C., aproximadamente; se conoce por sus grandes tumbas cónicas. (p. 7)

**affirmative action** [acción afirmativa] s. medidas para corregir los efectos de la discriminación anterior; favorecen a grupos que estaban en desventaja. (p. 929, 1037)

**Agent Orange** [Agente Naranja] s. químico tóxico exfoliante que fumigaron las tropas estadounidenses en Vietnam para poner al descubierto refugios del Vietcong. (p. 945)

**Agricultural Adjustment Act** [Ley de Ajustes Agrícolas] s. ley de 1933 que elevó el precio de las cosechas al pagarle a los granjeros para que no cultivaran cierta porción de sus tierras, reduciendo así la producción. (p. 697)

**AIDS (acquired immune deficiency syndrome)** [SIDA, síndrome de inmunodeficiencia adquirida] s. enfermedad causada por un virus que debilita el sistema inmunológico y hace que el cuerpo sea vulnerable a infecciones y formas poco comunes de cáncer. (p. 1046)

**Alamo, the** [El Álamo] s. misión y fuerte situado en San Antonio, Texas, en donde fuerzas mexicanas masacraron a rebeldes texanos en 1836. (p. 291)

**Alien and Sedition Acts** [Leyes de Extranjeros y de Sedición] s. cuatro leyes aprobadas en 1798 para reducir el poder político de los nuevos inmigrantes a EE.UU. (p. 195)

**Alliance for Progress** [Alianza para el Progreso] s. programa de los sesenta para ofrecer ayuda económica a los países latinoamericanos. (p. 886)

**Allies** [Aliados] s. 1. en la I Guerra Mundial, naciones aliadas en un tratado contra Alemania y las otras Potencias Centrales; originalmente Gran Bretaña, Francia y Rusia; más adelante se unieron Estados Unidos, Japón, Italia y otros. (p. 579) 2. en la II Guerra Mundial, naciones asociadas contra el Eje, en particular Gran Bretaña, la Unión Soviética y Estados Unidos. (p. 760)

**American Expeditionary Force (AEF)** [Fuerza Americana de Expediciones] s. fuerzas dirigidas por el general John Pershing, quien luchó con los Aliados en Europa durante la Primera Guerra Mundial. (p. 590)

**American Federation of Labor (AFL)** [Federación Norteamericana del Trabajo] s. sindicato de trabajadores calificados creado en 1886 y dirigido por Samuel Gompers. (p. 451)

**American Indian Movement (AIM)** [Movimiento Indígena Americano] s. organización con frecuencia militante creada en 1968 con el fin de luchar por los derechos de los amerindios. (p. 977)

**Americanization movement** [movimiento de americanización] s. programa educativo ideado para facilitar la asimilación de los inmigrantes a la cultura estadounidense. (p. 469)

**American System** [Sistema Americano] s. programa económico previo a la Guerra Civil diseñado para fortalecer y unificar a Estados Unidos por medio de aranceles proteccionistas, un banco nacional y un sistema de transporte eficiente. (p. 216)

**Anaconda plan** [plan Anaconda] s. estrategia de tres pasos durante la Guerra Civil, mediante la cual la Unión propuso derrotar a la Confederación; su nombre viene de una serpiente que aprieta a sus víctimas. (p. 341)

**anarchist** [anarquista] s. persona que se opone a toda forma de gobierno. (p. 619)

**Anasazi** s. grupo amerindio que vivió cerca de la región de Four Corners —donde Arizona, New Mexico, Colorado y Utah se unen— de los años 100 a 1400 d.C., aproximadamente. (p. 7)

**annex** [anexar] v. incorporar un territorio a una unidad política existente tal como un estado o país. (p. 292)

**antebellum** *adj.* previo a la Guerra Civil. (p. 252)

**Antifederalist** [antifederalista] s. oponente de la Constitución y de un gobierno central fuerte. (p. 146)

**appeasement** [apaciguamiento] s. política de ceder a las demandas de una potencia hostil con el fin de mantener la paz. (p. 744)

**Appomattox Court House** s. pueblo cerca de Appomattox, Virginia, donde Lee se rindió a Grant el 9 de abril de 1865. (37°N 79°O) (p. 356)

**apprentice** [aprendiz] s. trabajador que aprende un oficio, por lo general supervisado por un maestro. (p. 260)

**arbitration** [arbitraje] s. método de resolver disputas en el cual ambos lados someten sus diferencias a un juez elegido por las dos partes. (p. 451)

**armistice** [armisticio] s. tregua o acuerdo para terminar un conflicto armado. (p. 205, 593)

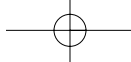
**Army of the Republic of Vietnam (ARVN)** [Ejército de la República de Vietnam] s. soldados del sur de Vietnam que lucharon junto a soldados estadounidenses contra el comunismo y las fuerzas del norte de Vietnam durante la Guerra de Vietnam. (p. 943)

**Articles of Confederation** [Artículos de la Confederación] s. documento aprobado por el Segundo Congreso Continental en 1777 y ratificado por los estados finalmente en 1781. Detallaba la forma del gobierno de los nuevos Estados Unidos. (p. 135)

**Ashcan School** s. grupo de artistas estadounidenses de principios del siglo XX que a menudo pintaban escenas realistas de la vida urbana —como arrabales y gente sin hogar— ganándose así el nombre de la escuela del basurero. (p. 501)

**assimilation** [asimilación] s. adopción, por parte de un grupo minoritario, de las creencias y estilo de vida de la cultura dominante. (p. 412)

**Atlantic Charter** [Carta del Atlántico] s. declaración de principios de 1941 en que Estados Unidos y Gran Bretaña establecieron sus objetivos contra las Potencias del Eje. (p. 760)



**Axis powers** [Potencias del Eje] s. países unidos contra los Aliados en la II Guerra Mundial, que incluyeron a Alemania, Italia y Japón. (p. 757)

**Aztec** [azteca] s. pueblo amerindio que colonizó el Valle de México en 1200 d.C. y desarrolló un gran imperio. (p. 6)

## B

**baby boom** s. marcado aumento en el índice de natalidad en Estados Unidos después de la II Guerra Mundial. (p. 849)

**Bank of the United States (BUS)** [Banco de Estados Unidos] s. cualquiera de los dos bancos nacionales establecidos por el Congreso, el primero en 1791 y el segundo en 1816. (p. 185, 232)

**Battle of the Bulge** [Batalla del Bolsón] s. batalla de un mes de duración en la II Guerra Mundial durante la cual los Aliados rompieron la última gran ofensiva alemana de la guerra. (p. 782)

**Battle of Midway** [Batalla de Midway] s. batalla de la Segunda Guerra Mundial que ocurrió a principios de junio en 1942. Los Aliados redujeron la flotilla japonesa en Midway, una isla al noreste de Hawai. A partir de esta batalla los Aliados tomaron la ofensiva y comenzaron a moverse a Japón. (p. 795)

**Battle of Wounded Knee** [Batalla de Wounded Knee] s. masacre de 300 indígenas desarmados en Wounded Knee Creek, South Dakota, en 1890. (p. 413)

**Beatles, the** s. conjunto inglés que tuvo gran influencia en la música popular en los años 60. (p. 989)

**beat movement** [movimiento beat] s. movimiento social y literario de los años 50 que enfatizó la expresión literaria sin reglas y la disconformidad. (p. 861)

**Benin** s. reino de África occidental que existió en la actual Nigeria; floreció en los bosques del delta del Níger del siglo 14 al 17. (p. 17)

**Berlin airlift** [puente aéreo de Berlín] s. operación de 327 días de duración, en la que aviones estadounidenses y británicos llevaron alimentos y provisiones a Berlín Occidental después de que la Unión Soviética bloqueó la ciudad en 1948. (p. 813)

**Berlin Wall** [Muro de Berlín] s. muro de concreto que separó Berlín Oriental y Occidental de 1961 a 1989; construido por Alemania Oriental para impedir que sus ciudadanos se escaparan al occidente. (p. 883)

**Bessemer process** [método Bessemer] s. técnica más eficiente y barata de fabricar acero, desarrollada hacia 1850. (p. 437)

**Bill of Rights** [Carta de Derechos] s. primeras diez enmiendas a la Constitución que identifican los derechos de los ciudadanos; se adoptaron en 1791. (p. 149)

**bimetallism** [bimetalismo] s. sistema monetario nacional que utiliza el oro y la plata para respaldar la moneda. (p. 428)

**Black Codes** [códigos negros] s. leyes discriminatorias aprobadas en el Sur después de la Guerra Civil, las cuales restringían severamente la vida de los afroamericanos, prohibiéndoles actividades como viajar sin permiso, llevar armas, participar como jurado, testificar contra los blancos y casarse con blancos. (p. 379)

**blacklist** [lista negra] s. lista de unos 500 actores, escritores, productores y directores a quienes no se permitía trabajar en películas de Hollywood debido a sus supuestos vínculos comunistas. (p. 824)

**Black Panthers** [Panteras Negras] s. organización política afroamericana militante formada por Huey Newton y Bobby Seale en 1966 para luchar contra la violencia de la policía y suministrar servicios en el ghetto. (p. 926)

**Black Power** [Poder Negro] s. consigna usada por Stokely Carmichael en los años 60, que pedía poder político y social para los afroamericanos. (p. 926)

**Black Tuesday** [Martes Negro] s. octubre 29 de 1929, día en que los precios de las acciones bajaron drásticamente. (p. 674)

**Bleeding Kansas** [Kansas sangrante] s. nombre dado al Territorio de Kansas en los años previos a la Guerra Civil, cuando era un campo de batalla entre las fuerzas en pro y en contra de la esclavitud. (p. 316)

**blitzkrieg** s. proveniente de la palabra alemana que significa "guerra relámpago". Repentina ofensiva de fuerzas aéreas y terrestres a gran escala con el fin de obtener una victoria rápida. (p. 745)

**blockade** [bloqueo] s. acto de sellar un puerto o región para prevenir la entrada o salida durante tiempos de guerra. (p. 202)

**bonanza farm** [granja de bonanza] s. extensa granja dedicada a un solo cultivo. (p. 424)

**Bonus Army** s. grupo de veteranos de la I Guerra Mundial que marcharon en Washington, D.C., en 1932 para exigir bonos prometidos a cambio de su servicio militar. (p. 688)

**bootlegger** s. persona que contrabandeaba bebidas alcohólicas durante la época de Prohibición. (p. 643)

**Boston Massacre** [Masacre de Boston] s. choque entre soldados británicos y colonos en Boston en 1770, durante el cual cinco colonos fueron asesinados. (p. 98)

**Boston Tea Party** [Motín del Té de Boston] s. protesta en 1773 contra el impuesto británico sobre el té; los colonos arrojaron 18,000 libras de té al puerto de Boston. (p. 99)

**Boulder Dam** [Presa de Boulder] s. presa del río Colorado construida durante la Depresión con fondos federales para estimular la economía; ahora llamada Presa Hoover. (p. 686)

**Boxer Rebellion** [Rebelión de los Boxer] s. rebelión encabezada en 1900 por los Boxer, sociedad secreta de China, para detener la difusión de la influencia occidental. (p. 563)

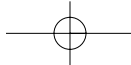
**bracero** s. trabajador mexicano que laboró temporalmente en Estados Unidos durante la Segunda Guerra Mundial. (p. 868)

**bread line** [cola para comer] s. fila de personas que esperan comida gratis. (p. 679)

**brinkmanship** s. práctica de amenazar al enemigo con represalias militares extremas ante cualquier agresión. (p. 829)

**Brown v. Board of Education of Topeka** s. decisión de la Suprema Corte en 1954 que declaró que la segregación de estudiantes negros y blancos era inconstitucional. (p. 908)





**Bull Moose Party** [Partido Bull Moose] s. apodo del Partido Progresista, bajo el que Theodore Roosevelt aspiró, sin éxito, a la presidencia en 1912. (p. 536)

**buying on margin** [compra con margen] s. compra de acciones en la que se paga sólo una porción del valor de la acción al vendedor o corredor de bolsa, y se presta el resto. (p. 673)

**C**

**cabinet** [gabinete] s. jefes de departamentos que son asesores directos del presidente. (p. 183)

**Camp David Accords** [Acuerdos de Camp David] s. acuerdos de paz históricos entre Israel y Egipto, negociados en Camp David, Maryland, en 1978. (p. 1022)

**capitalism** [capitalismo] s. sistema económico en el que individuos y corporaciones privadas controlan los medios de producción para obtener ganancias. (p. 275)

**carpetbagger** s. nortños que se trasladaron al Sur después de la Guerra Civil. (p. 385)

**cash crop** [cosecha comercial] s. cosecha que se cultiva para su venta más que para uso del granjero. (p. 72)

**Central Powers** [Potencias Centrales] s. en la I Guerra Mundial, el grupo de naciones —Alemania, Austro-Hungría y el imperio otomano— que se opuso a los Aliados. (p. 580)

**checks and balances** [control y compensación de poderes] s. sistema en el cual cada rama del gobierno controla o restringe a las demás ramas. (p. 143)

**Chinese Exclusion Act** [Ley de Exclusión de Chinos] s. ley de 1882 que prohibía la inmigración de ciudadanos chinos, con la excepción de estudiantes, maestros, comerciantes, turistas y funcionarios gubernamentales. (p. 465)

**Chisholm Trail** [Sendero Chisholm] s. la ruta principal de ganado que iba desde San Antonio, Texas, por Oklahoma hasta Kansas. (p. 416)

**chlorination** [cloración] s. purificación del agua al mezclarla químicamente con cloro. (p. 470)

**CIA** s. Central Intelligence Agency (Agencia Central de Inteligencia), agencia gubernamental establecida para espiar y realizar operaciones secretas en países extranjeros. (p. 829)

**Civilian Conservation Corps (CCC)** [Cuerpo Civil de Conservación] s. agencia establecida como parte del New Deal con el fin de ocupar a jóvenes desempleados en trabajos como la construcción de carreteras y el cuidado de parques nacionales y ayudar en situaciones de emergencia. (p. 697)

**civil disobedience** [desobediencia civil] s. rechazo a cumplir leyes que parecían injustas, con el objeto de lograr un cambio en la política de gobierno. En el siglo 19, Henry David Thoreau escribió sobre la desobediencia civil, y dicha táctica fue promovida por Martin Luther King, Jr. durante la era de los Derechos civiles. (p. 243)

**Civil Rights Act of 1964** [Ley de Derechos Civiles de 1964] s. ley que prohíbe la discriminación en lugares públicos, en la educación y en los empleos por cuestión de raza, color, sexo, nacionalidad o religión. (p. 920)

**Civil Rights Act of 1968** [Ley de Derechos Civiles de 1968] s. ley que prohíbe la discriminación en la vivienda. (p. 928)

**civil service** [servicio civil] s. cualquier servicio gubernamental en el que se obtiene un cargo mediante exámenes públicos. (p. 476)

**Clayton Antitrust Act** [Ley Antitrust Clayton] s. ley de 1914 que declaraba ilegales ciertas prácticas empresariales injustas y protegía el derecho de los sindicatos y organizaciones agrícolas. (p. 539)

**Cold War** [Guerra Fría] s. estado de hostilidad, sin llegar a conflictos armados, entre Estados Unidos y la Unión Soviética tras la II Guerra Mundial. (p. 812)

**colonization** [colonización] s. establecimiento de asentamientos remotos controlados por otro país. (p. 28)

**Columbian Exchange** [Transferencia Colombina] s. transferencia —iniciada con el primer viaje de Colón a las Américas— de plantas, alimentos, animales y enfermedades entre el Hemisferio Occidental y el Hemisferio Oriental. (p. 29)

**committees of correspondence** [comités de correspondencia] s. red de comunicación escrita entre colonos para mantenerse al tanto de las actividades británicas. (p. 99)

**Committee to Reelect the President** [Comité de Reelección del Presidente] s. grupo que dirigió la campaña para la reelección del presidente Nixon en 1972, cuya conexión con el allanamiento de la Sede Nacional del Partido Demócrata hizo estallar el escándalo Watergate. (p. 1009)

**Common Sense** [Sentido común] s. folleto escrito en 1776 por Thomas Paine que exhortaba la separación de las colonias británicas. (p. 105)

**communism** [comunismo] s. sistema económico y político basado en un gobierno de un solo partido y en la propiedad estatal. (p. 619)

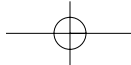
**Compromise of 1850** [Compromiso de 1850] s. serie de medidas del Congreso para resolver los desacuerdos que surgieron a raíz de la esclavitud entre los estados libres y esclavistas. (p. 307)

**Compromise of 1877** [Compromiso de 1877] s. serie de medidas tomadas por el Congreso por medio de las cuales los demócratas acordaban aceptar al candidato republicano Rutherford B. Hayes como presidente, aunque éste hubiera perdido el voto popular. Las medidas incluían el retiro de tropas federales de los estados del Sur, el uso de dinero federal para mejorar la infraestructura en el Sur y la designación de un miembro de gabinete que sea sureño y conservador. (p. 399)

**concentration camp** [campo de concentración] s. campamento de presos operado por la Alemania nazi para judíos y otros grupos que consideraba enemigos de Adolfo Hitler; a los presos los mataban o los hacían morir de hambre y a causa de trabajos forzados. (p. 752)

**Confederacy** [Estados Confederados de América] s. confederación formada en 1861 por los estados del Sur después de que se separaron de la unión. (p. 330)

**confederation** [confederación] s. grupo de estados o naciones unidos para actuar en torno a asuntos de interés mutuo. (p. 135)



**conglomerate** [conglomerado] s. corporación grande que posee compañías más pequeñas dedicadas a negocios diversos. (p. 848)

**Congress of Industrial Organizations** [Congreso de Organizaciones Industriales] s. organización sindical expulsada de la Federación Norteamericana del Trabajo en 1938. (p. 714)

**Congress of Racial Equality (CORE)** [Congreso de Igualdad Racial] s. grupo interracial, fundado por James Farmer en 1942, que luchaba contra la segregación en ciudades del Norte. (p. 799)

**conquistador** s. explorador y colonizador español de las Américas en el siglo 16. (p. 36)

**conscientious objector** [objeto de conciencia] s. persona que se opone a toda guerra por principio de conciencia. (p. 592)

**conscription** [conscripción] s. servicio militar obligatorio de ciertos miembros de la población. (p. 349)

**conservation** [conservación] s. práctica de preservar algunas zonas naturales y desarrollar otras por el bien común. (p. 529)

**conservative coalition** [coalición conservadora] s. alianza de grupos de ultraderecha opuestos a la ingerencia del gobierno formada a mediados de los años sesenta. (p. 1037)

**consolidation** [consolidación] s. acto de unir o combinar. (p. 446)

**consumerism** [consumismo] s. gran interés en la compra de bienes materiales. (p. 854)

**containment** [contención] s. política estadounidense de formar alianzas con países más pequeños y débiles con el fin de bloquear la expansión de la influencia soviética tras la II Guerra Mundial. (p. 811)

**Contract with America** [Contrato con América] s. documento elaborado por el representante Newt Gingrich y firmado por 300 candidatos republicanos el 27 de septiembre de 1994, que presentaba sus planes legislativos conservadores. (p. 1070)

**Contras** [la contra] s. fuerzas anticomunistas nicaragüenses que recibieron asistencia de la administración Reagan para derrocar al gobierno sandinista de Nicaragua. (p. 1057)

**convoy system** [flotilla de escolta] s. medio de proteger los buques mercantes del ataque de submarinos alemanes al hacer que viajaran con una escolta de destructores. (p. 589)

**Copperhead** s. nombre de una serpiente venenosa aplicado a los norteos que simpatizaban con el Sur durante la Guerra Civil. (p. 349)

**Cottage industry** [industria doméstica] s. sistema de producción en el cual los fabricantes proveen materiales para ser producidos en las casas. (p. 260)

**cotton gin** [desmotadora] s. máquina para quitar las semillas de las fibras del algodón, inventada por Eli Whitney en 1793. (p. 215)

**counterculture** [contracultura] s. cultura de la juventud de los años 60 que rechazaba la sociedad tradicional y buscaba paz, amor y libertad individual. (p. 987)

**credibility gap** [falta de credibilidad] s. desconfianza del público en las declaraciones oficiales del gobierno. (p. 947)

**credit** [crédito] s. acuerdo en el que se compran artículos en el presente para ser pagados en el futuro mediante un plan de cuotas con intereses. (p. 672)

**Crédit Mobilier** s. compañía constructora formada en 1864 por los dueños de la Union Pacific Railroad; quienes la usaron ilegalmente para obtener ganancias. (p. 444)

**Crusades** [Cruzadas] s. serie de expediciones militares cristianas al Oriente Medio entre los años 1096 y 1270 d.C., con el fin de rescatar del dominio islámico la "Tierra Santa" alrededor de Jerusalén. (p. 22)

**cult of domesticity** [culto a la domesticidad] s. creencia de que la mujer casada debe restringir sus actividades al hogar y la familia. (p. 254)

**D**

**Dawes Act** [Ley Dawes] s. ley aprobada por el Congreso en 1887 para "americanizar" a los indígenas distribuyendo a individuos la tierra de las reservaciones. (p. 412)

**D-Day** [Día D] s. junio 6 de 1944, día en que los Aliados emprendieron una invasión por tierra, mar y aire contra el Eje. (p. 780)

**debt peonage** [deuda por peonaje] s. sistema de servidumbre en el que una persona es obligada a trabajar para pagar una deuda. (p. 495)

**Declaration of Independence** [Declaración de Independencia] s. documento escrito por Thomas Jefferson en 1776 en el cual los delegados del Congreso Continental declararon la independencia de las colonias de Gran Bretaña. (p. 106)

**de facto segregation** [segregación *de facto*] s. segregación racial impuesta por la práctica y la costumbre más que por las leyes. (p. 924)

**deficit spending** [gasto deficitario] s. práctica por parte de un gobierno de gastar más de lo que recibe por concepto de rentas públicas. (p. 698)

**de jure segregation** [segregación *de jure*] s. segregación racial impuesta por la ley. (p. 924)

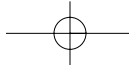
**Democratic-Republican** [Demócrata-Republicano] s. partido político conocido por su apoyo a un fuerte gobierno estatal. Fue fundado por Thomas Jefferson en 1792 en oposición al Federalist Party [Partido Federalista]. (p. 186, 226)

**deregulation** [liberalización] s. acción de limitar el alcance de la regulación federal sobre la industria. (p. 1043)

**détente** [distensión] s. política flexible con la intención de negociar y disminuir tensiones; fue adoptada por Richard Nixon y su consejero Henry Kissinger para tratar con países comunistas. (p. 1005)

**direct relief** [ayuda directa] s. alimentos o dinero que el gobierno da directamente a los necesitados. (p. 681)

**division of labor** [división del trabajo] s. práctica cultural de asignar diferentes tareas y responsabilidades a diferentes grupos o individuos. (p. 13)



**Dixiecrat** s. delegado sureño que se retiró de la convención del Partido Demócrata en 1948 para protestar la plataforma del presidente Truman sobre derechos civiles y formó un grupo denominado States' Rights Democratic Party. (p. 844)

**dollar diplomacy** [diplomacia del dólar] s. política de usar el poder económico o la influencia económica de Estados Unidos para alcanzar sus objetivos de política exterior en otros países. (p. 569)

**domino theory** [teoría del dominó] s. teoría que supone que si una nación se vuelve comunista, las naciones vecinas inevitablemente se volverán comunistas también. (p. 937)

**dotcom** [punto.com] s. negocio relacionado con el Internet o conducido a través de éste. (p. 1077)

**double standard** [doble moral] s. conjunto de principios que permite mayor libertad sexual al hombre que a la mujer. (p. 647)

**dove** [paloma] s. persona que se oponía a la Guerra de Vietnam y creía que Estados Unidos debía retirarse. (p. 952)

**Dow Jones Industrial Average** [Promedio Industrial Dow Jones] s. medida que computa el valor de las acciones de 30 compañías grandes; se usa como barómetro de los mercados bursátiles. (p. 673)

**downsize** [recortar] v. despedir trabajadores de una organización con el fin de hacer las operaciones más eficientes y ahorrar dinero. (p. 1076)

**draft** [reclutamiento] s. requisito de matrícula en las fuerzas armadas. (p. 948)

**Dust Bowl** s. región que incluye Texas, Oklahoma, Kansas, Colorado y New Mexico que quedó inservible para la agricultura debido a la sequía y a las tormentas de arena durante los años 30. (p. 680)

**Earth Day** [Día de la Tierra] s. día dedicado a la educación ambiental que desde 1970 se celebra el 22 de abril de cada año. (p. 1027)

**Economic Opportunity Act** [Ley de Oportunidades Económicas] s. ley promulgada en 1964, que adjudicó fondos a programas para la juventud, medidas para combatir la pobreza, préstamos para pequeños negocios y capacitación laboral. (p. 894)

**egalitarianism** [igualitarismo] s. creencia de que todas las personas deben tener igualdad de derechos políticos, económicos, sociales y civiles. (p. 122)

**Eisenhower Doctrine** [Doctrina Eisenhower] s. advertencia del presidente Eisenhower en 1957 de que Estados Unidos defendería el Oriente Medio contra el ataque de cualquier país comunista. (p. 831)

**electoral college** [colegio electoral] s. asamblea elegida por votantes para elegir formalmente al presidente y vicepresidente. Cada estado tiene un número de electores equivalente a los miembros de sus senadores y representantes en el Congreso. (p. 144)

**emancipation** [emancipación] s. proceso de liberarse de la esclavitud. (p. 249)

**Emancipation Proclamation** [Proclama de Emancipación] s. orden ejecutiva de Abraham Lincoln el 1º de enero de 1863 que abolía la esclavitud en los estados confederados. (p. 347)

**embargo** s. orden gubernamental que prohíbe el comercio con otra nación. (p. 203)

**encomienda** s. institución colonial de España en las Américas que repartía indígenas a los conquistadores para hacer trabajos forzados. (p. 38)

**Enlightenment** [Ilustración] s. movimiento intelectual del siglo 18 que enfatizaba la razón y los métodos científicos para obtener conocimientos. (p. 82)

**entitlement program** [programa de subvención] s. programa gubernamental, como Social Security, Medicare y Medicaid, que brinda beneficios a grupos específicos. (p. 1037)

**entrepreneur** [empresario] s. persona que organiza, opera y asume todo el riesgo de una ventura de negocios. (p. 275)

**environmentalist** [ambientalista] s. persona que procura proteger el medio ambiente de la destrucción y de la contaminación. (p. 1028)

**Environmental Protection Agency (EPA)** [Agencia de Protección Ambiental] s. agencia federal establecida en 1970 para la regulación de la contaminación del agua y el aire, los desperdicios tóxicos, los pesticidas y la radiación. (p. 1043)

**Equal Rights Amendment (ERA)** [Enmienda de Igualdad de Derechos] s. enmienda propuesta pero rechazada que hubiese prohibido la discriminación del gobierno en razón del sexo de una persona. (p. 985)

**Erie Canal** [canal del Erie] s. vía acuática artificial de 363 millas en New York, construida entre 1817 y 1825 para conectar el río Hudson y el lago Erie. (p. 217)

**Espionage and Sedition Acts** [Leyes de Espionaje y Sedición] s. dos leyes aprobadas en 1917 y 1918, que castigaban fuertemente a quienes criticaran o bloquearan la participación de Estados Unidos en la I Guerra Mundial. (p. 598)

**excise tax** [impuesto al consumo] s. impuesto a la producción, venta o consumo de artículos producidos en el país. (p. 186)

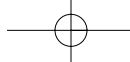
**executive branch** [rama ejecutiva] s. rama gubernamental cuya función es administrar y aplicar las leyes (presidente o gobernador). (p. 143)

**exoduster** s. afroamericano que emigró del Sur a Kansas después de la Reconstrucción. (p. 421)

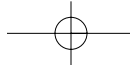
**extortion** [extorsión] s. uso ilegal de un cargo público para obtener dinero o propiedad. (p. 475)

**Fair Deal** s. plan económico del presidente Truman que expandió el New Deal de Roosevelt; aumentó el salario mínimo, amplió el seguro social y le dio vivienda a familias de bajos recursos, entre otras medidas. (p. 845)

**Family Assistance Plan** [Plan de Asistencia Familiar] s. propuesta de reforma a los programas de beneficencia, aprobada por la Cámara de Representantes en 1970 pero rechazada por el Senado, que garantizaba un ingreso a los beneficiarios de ayuda pública que aceptaran capacitarse y emplearse en un oficio. (p. 1001)



- Farmers' Alliances** [Alianzas de granjeros] s. grupos de granjeros o simpatizantes de éstos, que enviaban a oradores a viajar de pueblo a pueblo para educar a la gente sobre cuestiones agrarias y rurales. (p. 427)
- fascism** [fascismo] s. filosofía política que propone un gobierno fuerte, centralizado, nacionalista, caracterizado por una rígida dictadura unipartidista. (p. 736)
- Federal Communications Commission (FCC)** [Comisión Federal de Comunicaciones] s. agencia del gobierno que regula la industria de comunicaciones en EE.UU., incluso la transmisión de radio y televisión. (p. 859)
- Federal Deposit Insurance Corporation (FDIC)** [Corporación Federal de Seguros de Depósitos] s. agencia creada en 1933 para garantizar depósitos bancarios individuales cuando un banco quiebra. (p. 723)
- Federal Home Loan Bank Act** [Ley Federal para Préstamos de Vivienda] s. ley aprobada en 1931 que redujo las cuotas hipotecarias y permitió a los agricultores refinanciar sus préstamos para prevenir juicios hipotecarios. (p. 687)
- federalism** [federalismo] s. sistema político gubernamental en el cual el poder se comparte entre un gobierno nacional y las entidades que lo constituyen, como los gobiernos estatales. (p. 143)
- Federalists** [federalistas] s. partidarios de la Constitución y de un gobierno nacional fuerte. (p. 146)
- Federalist, The** [El Federalista] s. ensayos escritos por Madison, Hamilton y Jay que apoyan y explican la Constitución. (p. 146)
- Federal Reserve System** [Sistema de la Reserva Federal] s. sistema bancario nacional establecido por Woodrow Wilson en 1913 que controla el dinero circulante del país. (p. 540)
- Federal Securities Act** [Ley Federal de Valores] s. ley de 1933 que obliga a las corporaciones a suministrar información completa y fidedigna sobre sus ofertas de acciones. (p. 696)
- Federal Trade Commission (FTC)** [Comisión Federal de Comercio] s. agencia federal establecida en 1914 para investigar y parar prácticas empresariales injustas. (p. 539)
- feminism** [feminismo] s. creencia de que la mujer debe tener igualdad económica, política y social con respecto al hombre. (p. 982)
- Fifteenth Amendment** [Enmienda 15] s. enmienda a la Constitución, adoptada en 1870, que establece que a nadie puede negársele el derecho al voto por motivos de raza, color o por haber sido esclavo. (p. 382)
- "Fifty-Four Forty or Fight!"** s. consigna de la campaña presidencial de 1844 en pro de la anexión del Territorio de Oregon; se refería a la latitud del límite norte del territorio. (p. 285)
- flapper** s. jovencita típica de los años 20 que actuaba y se vestía de manera atrevida y nada convencional. (p. 647)
- flexible response** [respuesta flexible] s. doctrina, desarrollada durante la administración Kennedy, de prepararse para una variedad de respuestas militares, en vez de concentrarse en las armas nucleares. (p. 879)
- Foraker Act** [Ley Foraker] s. legislación que el Congreso aprobó en 1900 para acabar con el gobierno militar en Puerto Rico y autorizar un gobierno civil. (p. 559)
- Fordney-McCumber Tariff** [Arancel Fordney-McCumber] s. serie de reglas, aprobada por el Congreso en 1922, que elevó a niveles sin precedentes los impuestos a las importaciones en 1922 para proteger las compañías estadounidenses de la competencia extranjera. (p. 626)
- forty-niner** [viajero del 49] s. buscador de oro que llegó a California después de 1848 atraído por el oro. (p. 298)
- Fourteen Points** [los catorce puntos] s. plan del presidente Wilson en pro de la paz mundial tras la I Guerra Mundial. (p. 605)
- Fourteenth Amendment** [Enmienda 14] s. enmienda a la constitución adoptada en 1868 que hace ciudadano a toda persona nacida o naturalizada en Estados Unidos, incluso a antiguos esclavos, y garantiza igualdad de protección bajo la ley. (p. 379)
- franchise** [franquicia] s. forma de negocio en la que individuos compran el derecho a usar el nombre y los métodos de una compañía matriz, con lo que la compañía se multiplica. (p. 848)
- Freedmen's Bureau** [Oficina de libertos] s. agencia federal formada después de la Guerra Civil para ayudar a personas que habían sido esclavos antes. (p. 379)
- freedom rider** s. activista de derechos civiles que viajó en autobús a través del Sur a comienzos de los años 60 para protestar contra la segregación. (p. 916)
- Freedom Summer** s. campaña de registro de votantes afroamericanos en el verano de 1964 en Mississippi. (p. 921)
- Freeport Doctrine** [Doctrina Freeport] s. posición que tomó en 1858 Stephen Douglas de que cualquier territorio podría excluir la esclavitud con sólo negarse a promulgar leyes en su favor. (p. 326)
- Free-Soil Party** [Partido de las Tierras Libres] s. partido político formado en 1848 que se oponía a la extensión de la esclavitud a los territorios. (p. 319)
- Free Speech Movement** [Movimiento de Libre Expresión] s. movimiento activista de los años 60 que surgió a raíz de un enfrentamiento entre los estudiantes y la administración de la Universidad de California en Berkeley en 1964. (p. 950)
- French and Indian War** [Guerra contra Franceses e Indígenas] s. guerra librada en Norteamérica (1757-1763) como parte de un conflicto mundial entre Francia y Gran Bretaña; finalizó con la derrota de Francia y el traspaso del Canadá francés a Gran Bretaña. (p. 86)
- Fugitive Slave Act** [Ley de los Esclavos Fugitivos] s. ley aprobada como parte del Compromiso de 1850 que imponía duras sanciones a quien ayudara a escapar de la esclavitud. (p. 310)
- Fundamentalism** [fundamentalismo] s. movimiento religioso protestante basado en la interpretación textual, o palabra por palabra, de las escrituras. (p. 644)
- Gadsden Purchase** [Compra de Gadsden] s. compra de tierras de México en 1853 por parte de Estados Unidos que estableció la frontera actual entre los dos países. (p. 297)



**gag rule** [ley de la mordaza] s. orden que limita o previene el debate sobre un determinado asunto. (p. 253)

**General Agreement on Tariffs and Trade (GATT)** [Acuerdo General de Aranceles y Comercio] s. acuerdo internacional firmado inicialmente en 1947. En 1994, EE.UU. y otros países del mundo adoptaron una nueva versión de GATT. Este tratado redujo las barreras de comercio y los aranceles, como las tarifas, y creó la Organización Mundial de Comercio. (p. 1078)

**genetic engineering** [ingeniería genética] s. alteración de la biología molecular de las células de un organismo para crear nuevas variedades de bacterias, plantas o animales. (p. 1086)

**Geneva Accords** [Acuerdos de Ginebra] s. plan de paz de Indochina en 1954 en el que Vietnam fue dividido temporalmente en Vietnam del Norte y Vietnam del Sur, mientras se celebraban las elecciones de 1956. (p. 938)

**genocide** [genocidio] s. exterminio deliberado y sistemático de un grupo de personas por su raza, nacionalidad o religión. (p. 750)

**Gentlemen's Agreement** [Acuerdo de Caballeros] s. acuerdo concertado durante 1907 y 1908, mediante el cual el gobierno de Japón limitó la emigración a Estados Unidos. (p. 465)

**gentrification** [aburguesamiento] s. restauración de propiedades urbanas por personas de la clase media que a menudo resulta en la pérdida de vivienda para personas de medios escasos. (p. 1089)

**Gettysburg Address** [Discurso de Gettysburg] s. famoso discurso de Abraham Lincoln durante la Guerra Civil al inaugurar un cementerio nacional en el campo de batalla de Gettysburg, Pennsylvania, el 19 de noviembre de 1863. (p. 361)

**ghetto** s. tipo de vecindario urbano donde cierto grupo minoritario es obligado o forzado a vivir. (p. 751)

**GI Bill of Rights** [Carta de Derechos de los Veteranos] s. nombre dado a la Ley de Reajuste de Militares de 1944, que ofrecía beneficios financieros y educativos a los veteranos de la II Guerra Mundial. (p. 798, 841)

**glasnost** s. la discusión abierta de problemas sociales que se dio en la Unión Soviética durante los años 80. (p. 1055)

**Glass-Steagall Banking Act** [Ley Bancaria Glass-Steagall] s. ley de 1933 que aseguró los depósitos bancarios mediante la Corporación Federal de Seguros de Depósitos. (p. 1055)

**Glorious Revolution** [Revolución Gloriosa] s. revolución incruenta en 1688-89 en la que William y Mary le quitaron el trono de Inglaterra a James II. (p. 69)

**gold rush** [fiebre del oro] s. llegada de gente a una región donde se ha descubierto oro. (p. 298)

**gold standard** [patrón de oro] s. sistema monetario en el cual la unidad básica de moneda se define en relación a una cantidad fija de oro. (p. 428)

**Gone with the Wind** [Lo que el viento se llevó] s. película de 1939 sobre la vida de los dueños de plantaciones del Sur durante la Guerra Civil; una de las más populares de todos los tiempos. (p. 717)

**graft** [corrupción] s. uso ilegal de un cargo político con el fin de ganancia personal. (p. 475)

**grandfather clause** [cláusula del abuelo] s. estipulación que exige de cumplir una ley a ciertas personas por circunstancias previas; específicamente, cláusula de la constitución de algunos estados sureños que eximía a los blancos de los estrictos requisitos que impedían que los afroamericanos votaran. (p. 495)

**Grange** [la Granja] s. *The Patrons of Husbandry*—organización de granjeros que intentaron, a partir de la década de 1870, combatir el poder de los ferrocarriles. (p. 427)

**Grapes of Wrath, The** [Las uvas de la ira] s. novela de John Steinbeck, publicada en 1939, sobre una familia de Oklahoma que se va de la región del Dust Bowl a California. (p. 720)

**Great Awakening** [Gran Despertar] s. serie de grandes asambleas religiosas en las décadas de 1730 y 1750. (p. 83)

**Great Compromise** [Gran Compromiso] s. plan constitucional para una legislatura de dos cámaras: una que da igual representación a todos los estados y una que basa la representación en la población. (p. 142)

**Great Depression** [Gran Depresión] s. período de 1929 a 1940 en el que la economía estadounidense quebró y millones quedaron sin empleo. (p. 675)

**Great Migration** [Gran Migración] s. movimiento de cientos de miles de afroamericanos sureños a ciudades del Norte a principios del siglo 20. (p. 598)

**Great Plains** [Grandes Praderas] s. vasta pradera que se extiende a través de Norteamérica, de Texas a Canadá en dirección norte y hacia el este de las Montañas Rocosas. (p. 408)

**Great Society** [Gran Sociedad] s. ambicioso programa legislativo del presidente Lyndon B. Johnson para reducir la pobreza y la injusticia racial, y mejorar el nivel de vida. (p. 895)

**habeas corpus** s. orden judicial que manda comparecer a las autoridades ante un juez u otro funcionario de un tribunal para explicar que un preso está detenido legalmente. (p. 349)

**Haight-Ashbury** s. distrito de San Francisco, "capital" de la contracultura hippie durante los años 60. (p. 988)

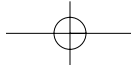
**Harlem Renaissance** [Renacimiento de Harlem] s. período de sobresaliente creatividad afroamericana durante los años 20 y 30, en la zona de Harlem en New York City. (p. 660)

**hawk** [halcón] s. persona que respaldaba la Guerra de Vietnam y creía que Estados Unidos debía incrementar su fuerza militar para ganarla. (p. 952)

**Hawley-Smoot Tariff Act** [Ley de Aranceles Hawley-Smoot] s. ley de 1930 que estableció los más altos aranceles proteccionistas en la historia estadounidense, afectando negativamente el comercio internacional y empeorando la depresión mundial y doméstica. (p. 677)

**H-bomb** [bomba de hidrógeno] s. bomba de hidrógeno, o termonuclear, mucho más poderosa que la bomba atómica. (p. 829)

**headright system** [sistema de reparto de tierras por cabeza] s. sistema empleado en Virginia que otorgaba cincuenta acres de tierra a cada colono y otro tanto por cada acompañante. (p. 45)



**hierarchy** [jerarquía] s. orden social determinado por rango o clase. (p. 20)

**Ho Chi Minh Trail** [Sendero de Ho Chi Minh] s. red de caminos por la que Vietnam del Norte abastecía al Vietcong en Vietnam del Sur. (p. 938)

**Hohokam** s. grupo amerindio que vivió en los valles de los ríos Salt y Gila (hoy Arizona) entre los años 300 a.C. y 1400 d.C., aproximadamente. (p. 7)

**Hollywood Ten** [los Diez de Hollywood] s. diez testigos de la industria cinematográfica que se negaron a cooperar con la investigación de influencia comunista en Hollywood. (p. 823)

**Holocaust** [Holocausto] s. asesinato sistemático o genocidio de judíos y de otros grupos en Europa por los nazis antes y durante la II Guerra Mundial. (p. 748)

**home rule** [gobierno local] s. poder de los estados de gobernar a sus ciudadanos sin intervención federal. (p. 399)

**Homestead Act** [Ley de la Heredad] s. ley aprobada en 1862 que otorgaba 160 acres de tierra en el Oeste a cualquier ciudadano o ciudadano futuro que fuera cabeza de familia y que cultivara la tierra por cinco años; ley cuya aprobación llevó a un gran número de colonos estadounidenses a reclamar como propiedad privada tierra que había sido reservada por tratados y tradiciones para la vivienda de indígenas americanos; la misma ley, reforzada en 1889, dio incentivos para que los individuos ejercieran su derecho de propiedad privada y desarrollaran viviendas. (p. 421)

**Hopewell** s. sociedad constructora de túmulos asentada en el valle del río Ohio entre los años 200 a.C. y 400 d.C., aproximadamente; se conoce por sus grandes tumbas cónicas. (p. 7)

**horizontal integration** [integración horizontal] s. proceso mediante el cual compañías que fabrican productos similares se unen y reducen la competencia. (p. 448)

**hot line** [línea de emergencia] s. línea directa de comunicación establecida en 1963 para que los líderes de Estados Unidos y la Unión Soviética pudieran hablarse durante una crisis. (p. 894)

**House Un-American Activities Committee (HUAC)** [Comité de la Cámara de Representantes sobre Actividades Antiamericanas] s. comité del Congreso creado en 1938 que investigó la influencia comunista dentro y fuera del gobierno durante los años que siguieron la II Guerra Mundial. (p. 823)

**human rights** [derechos humanos] s. derechos y libertades considerados básicos, como los que establece la Declaración de Independencia y la Carta de Derechos. (p. 1021)

**Immigration Act of 1965** [Ley de Inmigración de 1965] s. ley que abrió las puertas a más inmigrantes. (p. 897)

**impeach** [acusar] v. culpar oficialmente a un funcionario por su conducta inapropiada como tal. La Cámara de Representantes tiene el poder exclusivo de acusar a funcionarios federales. (p. 381)

**impeachment** [acusación] s. proceso por el cual se acusa a un funcionario público de delitos. (p. 1008)

**imperialism** [imperialismo] s. política de controlar países por medios económicos, políticos o militares. (p. 548)

**impressment** [leva] s. práctica de reclutar hombres a la fuerza para prestar servicio militar. (p. 202)

**Inca** s. pueblo amerindio creador de un imperio que abarcó casi 2,500 millas a lo largo de la costa occidental de Suramérica, a partir del año 1400 d.C., aproximadamente. (p. 6)

**incandescent** [incandescente] *adj.* que emite luz visible como resultado de haber sido calentado (p. 438)

**income tax** [impuesto sobre la renta] s. impuesto que retiene un porcentaje específico de ingresos. (p. 354)

**indentured servant** [sirviente por contrato] s. inmigrante que, a cambio de un pasaje para las Américas, era contratado a trabajar por un periodo límite. (p. 45)

**Indian Removal Act** [Ley de Traslado de los Indígenas] s. ley aprobada por el Congreso en 1830 que ordenaba el traslado obligatorio de todas las tribus indígenas del este del Mississippi a tierras del oeste. (p. 226)

**Industrial Revolution** [Revolución Industrial] s. cambios en la organización social y económica como resultado del remplazo del trabajo manual por máquinas y el desarrollo de fábricas de producción a gran escala. (p. 212)

**Industrial Workers of the World (IWW)** s. sindicato de trabajadores de mano de obra no calificada creado en 1905. (p. 452)

**inflation** [inflación] s. fenómeno económico en el que hay un aumento constante en los precios por el incremento del dinero circulante; reduce el poder adquisitivo. (p. 116)

**information superhighway** [supercarretera de información] s. red de comunicación por computadoras para unir a personas e instituciones por todo el mundo y suministrar a individuos servicios de bibliotecas, compras, cines y noticias. (p. 1083)

**INF Treaty** [Tratado sobre Fuerzas Nucleares Intermedias] s. tratado entre Estados Unidos y la Unión Soviética firmado en 1987, que eliminó algunas armas y permitió la inspección directa de emplazamientos de misiles. (p. 1055)

**initiative** [iniciativa] s. reforma gubernamental que permite a los ciudadanos presentar proyectos de ley en el Congreso o en cuerpos legislativos estatales. (p. 518)

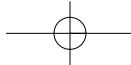
**installment plan** [pago a plazos] s. práctica de comprar a crédito mediante pagos regulares durante determinado período de tiempo. (p. 632)

**interchangeable parts** [piezas uniformes] s. piezas que se pueden usar de manera intercambiable y que se producen en masa. (p. 212)

**Internet** s. red mundial, originalmente diseñada por el Departamento de Defensa, que une computadores y permite una comunicación casi instantánea de textos, ilustraciones y sonidos. (p. 1083)

**internment** [confinamiento] s. restricción de movimiento, en especial durante condiciones de guerra. (p. 800)

**Interstate Commerce Act** [Ley de Comercio Interestatal] s. ley de 1887 que restablecía el derecho del gobierno federal a supervisar los ferrocarriles; creó una Comisión de Comercio Interestatal de cinco miembros. (p. 455)



**Intolerable Acts** [Leyes Intolerables] s. cuatro leyes aprobadas por el Parlamento en 1774 con el fin de castigar a Boston por el Motín del Té de Boston. (p. 99)

**iron curtain** [cortina de hierro] s. frase usada por Winston Churchill en 1946 para describir una línea imaginaria que separaba los países comunistas que estaban en la parte soviética al este de Europa de los países en Europa occidental. (p. 811)

**Iroquois** [iroqueses] s. grupo de pueblos amerindios que vivían en los bosques del Noreste. (p. 10)

**Islam** [islamismo] s. religión fundada en Arabia por el profeta Mahoma en el año 622; a sus seguidores se les llama musulmanes. (p. 15)

**isolationism** [aislacionismo] s. política que se opone a participar en conflictos políticos y económicos con otros países. (p. 618)

**Japanese Americans Citizens League (JACL)** [Sociedad de Ciudadanos Americano-Japoneses] s. organización que presionó al gobierno a compensar a los estadounidenses de origen japonés por las propiedades que perdieron al ser internados durante la II Guerra Mundial. (p. 801)

**jazz** s. estilo de música caracterizado por la improvisación. (p. 863)

**Jim Crow laws** [leyes Jim Crow] s. leyes impuestas por los gobiernos estatales y municipales del Sur con el fin de separar a blancos y afroamericanos en instalaciones públicas y privadas. (p. 493)

**joint-stock company** [sociedad de capitales] s. institución empresarial tipo corporación en la que inversionistas unen riquezas con un fin común; se usaron para financiar la exploración de las Américas. (p. 42)

**journeyman** [oficial] s. artesano que trabaja al servicio de un maestro. (p. 260)

**judicial branch** [rama judicial] s. rama gubernamental cuya función es interpretar las leyes y la Constitución (Suprema Corte). (p. 143)

**judicial review** [revisión judicial] s. poder de la Suprema Corte de declarar inconstitucional una ley del Congreso. (p. 199)

**Judiciary Act of 1789** [Ley Judicial de 1789] s. ley que estableció el sistema de tribunales federales y la Suprema Corte que permitió la apelación a cortes federales de ciertas decisiones tomadas por cortes estatales. (p. 183)

**Judiciary Act of 1801** [Ley Judicial de 1801] s. ley aprobada con el fin de incrementar el número de jueces federalistas. (p. 199)

**Jungle, The** [La jungla] s. novela publicada en 1906 por el periodista Upton Sinclair que denunciaba la insalubridad de la industria de carne en aquella época; llevó a reformas nacionales. (p. 523)

**kamikaze** *adj.* que estrellaba deliberadamente un avión bombardero contra un blanco militar. (p. 787)

**Kansas-Nebraska Act** [Ley Kansas y Nebraska] s. ley aprobada en 1854 que buscaba un acuerdo sobre la extensión de la esclavitud a los territorios de Kansas y Nebraska. (p. 315)

**Kashaya Pomo** s. pueblo amerindio que floreció hace 500 años en lo que hoy es California; vivía en las tierras pantanosas de la costa. (p. 8)

**Kent State University** [Universidad Estatal de Kent] s. universidad de Ohio donde guardias militares abrieron fuego contra estudiantes durante una protesta contra la Guerra de Vietnam el 4 de mayo de 1970, hiriendo a nueve de ellos y matando a cuatro. (p. 962)

**Kerner Commission** [Comisión Kerner] s. grupo designado por el presidente Lyndon B. Johnson para estudiar las causas de la violencia urbana; recomendó eliminar la segregación de facto en la sociedad estadounidense. (p. 928)

**King Philip's War** [Guerra del Rey Felipe] s. conflicto, en los años 1675 y 1676, entre los colonos de Nueva Inglaterra y grupos amerindios aliados bajo la dirección del cacique Metacom de los wampanoagas. (p. 54)

**kinship** [parentesco] s. lazos indisolubles entre los miembros de una misma familia o tribu. (p. 13)

**Know-Nothing Party** s. nombre dado en la década de 1850 al Partido Americano, un grupo que quería reducir la influencia política de los inmigrantes. (p. 319)

**Kongo** s. serie de pequeños reinos unidos bajo un líder a finales del siglo 15 en las selvas tropicales a lo largo del río Zaire (Congo) en África Central-Occidental. (p. 17)

**Korean War** [Guerra de Corea] s. guerra de 1950 a 1953 entre Corea del Norte y Corea del Sur; China respaldó a Corea del Norte y las tropas de las Naciones Unidas, integradas en su mayoría por soldados estadounidenses, apoyaron a Corea del Sur. (p. 817)

**Kristallnacht** s. "noche del cristal quebrado", noviembre 9 de 1938, noche en que milicianos nazis atacaron viviendas, negocios y sinagogas judías en Alemania. (p. 749)

**Ku Klux Klan** s. sociedad secreta de hombres blancos en los estados sureños después de la Guerra Civil que desató terror para restaurar la supremacía blanca. (p. 394)

**Kwakiutl** s. pueblo amerindio que vivía en la región costera del Noroeste. (p. 9)

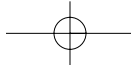
**land grant** [concesión de tierras] s. lote grande de tierras dado por el gobierno a un agente para su reventa, por lo general con el fin de estimular el desarrollo. (p. 289)

**Land Ordinance of 1785** [Ordenanza de Tierras de 1785] s. ley que estableció un plan para la agrimensura y venta de las tierras públicas al oeste de los montes Apalaches. (p. 135)

**La Raza Unida** s. organización política latina establecida en 1969 por José Ángel Gutiérrez. (p. 976)

**League of Nations** [Liga de las Naciones] s. organización internacional establecida en 1920 para promover la cooperación y la paz internacional. (p. 605)

**legislative branch** [rama legislativa] s. rama gubernamental compuesta por representantes elegidos que promulgan leyes (Congreso). (p. 143)



**Lend-Lease Act** [Ley de Préstamo y Alquiler] s. ley aprobada en 1941, que autorizó al gobierno a mandar armas y otros productos, sin pago inmediato, a las naciones que luchaban contra el Eje. (p. 758)

**Limited Test Ban Treaty** [Tratado de Limitación de Pruebas Nucleares] s. tratado de 1963 en que Estados Unidos y la Unión Soviética acordaron no realizar pruebas de armas nucleares en la atmósfera. (p. 884)

**lineage** [linaje] s. línea de descendencia de una generación a otra —de abuelo, a hija, a nieto, por ejemplo— con un antepasado común. (p. 18)

**long drive** [arreo de ganado] s. proceso mediante el cual los vaqueros llevaban por tierra ganado hacia el mercado. (p. 416)

**longhorn** s. resistente raza de ganado vacuno de cuernos largos llevada por los españoles a México, muy apta para las condiciones de esa región. (p. 414)

**Louisiana Purchase** [Compra de Louisiana] s. compra de terrenos a Francia por 15 millones de dólares en 1803 de las tierras desde el río Mississippi hasta las montañas Rocosas. (p. 201)

**Loyalists** [realistas] s. colonos que apoyaban al gobierno británico durante la Revolución Norteamericana. (p. 106)

**Lusitania** s. barco británico de pasajeros que se hundió cerca de costas irlandesas el 7 de mayo de 1915, tras ser atacado por un submarino alemán. (p. 584)

## M

**mandate** [mandato] s. conquista de una porción suficientemente grande del voto, que indica que un líder elegido tiene apoyo popular para sus programas. (p. 886)

**Manhattan Project** [Proyecto Manhattan] s. programa estadounidense que se inició en 1942 con el fin de diseñar una bomba atómica para la II Guerra Mundial. La primera detonación atómica completa ocurrió en Alamogordo, New Mexico, el 16 de julio de 1945. (p. 773)

**manifest destiny** [destino manifiesto] s. término usado en la década de 1840 para describir la creencia de que Estados Unidos estaba inexorablemente destinado a adquirir más territorio, especialmente mediante su expansión hacia el oeste. (p. 281)

**Marbury v. Madison** s. caso de 1803 en que la Suprema Corte decidió que tenía el poder de abolir decretos legislativos declarándolos inconstitucionales; ese poder se conoce como revisión judicial. (p. 199)

**market revolution** [revolución mercantil] s. gran cambio económico que llevó a comprar y vender productos en lugar de hacerlos en el hogar. (p. 275)

**Marshall Plan** [Plan Marshall] s. plan formulado por el Secretario de Estado George Marshall en 1947, mediante el que se ofreció ayuda a países europeos con el fin de reparar los daños de la II Guerra Mundial. (p. 812)

**martial law** [ley marcial] s. gobierno impuesto por fuerzas militares. (p. 99)

**mass media** [medios informativos] s. medios de comunicación —tales como televisión, prensa y radio— que llegan a grandes audiencias. (p. 858)

**mass production** [producción en masa] s. producción de artículos en grandes cantidades, con máquinas y división del trabajo. (p. 212)

**mass transit** [transporte público] s. sistemas de transporte diseñados para llevar grandes números de personas por rutas fijas. (p. 470)

**master** [maestro] s. experto artesano; por lo general era dueño de un negocio y empleaba a otros. (p. 260)

**Maya** s. pueblo amerindio que desarrolló una rica cultura en Guatemala y la península de Yucatán entre los años 250 y 900 d.C. (p. 6)

**McCarthyism** [macartismo] s. ataques, a menudo sin respaldo, del senador Joseph McCarthy y otros contra presuntos comunistas en los años 50. (p. 826)

**McCulloch v. Maryland** [McCulloch vs. Maryland] s. caso realizado en 1819, en el cual la Corte Suprema de Justicia estableció que Maryland no tenía derecho a cobrarle impuestos al Banco de los Estados Unidos, y consecuentemente fortaleció el poder de control que tenía el gobierno federal sobre la economía. (p. 220)

**Meat Inspection Act** [Ley de Inspección de la Carne] s. ley de 1906 que establecía estrictos requisitos sanitarios en las empacadoras de carne, así como un programa federal de inspección de carnes. (p. 526)

**Medicaid** s. programa federal que se inició en 1965 para brindar atención médica a las personas que reciben ayuda pública. (p. 896)

**Medicare** s. programa federal que se inició en 1965 para brindar seguros médicos y de hospitalización a bajo costo a los mayores de 65 años. (p. 896)

**melting pot** [crisol de culturas] s. mezcla de personas de diferentes culturas y razas que se amalgaman y abandonan su idioma y cultura natal. (p. 464)

**mercantilism** [mercantilismo] s. sistema económico en que un país aumenta su riqueza y poder al incrementar su posesión de oro y plata, y al exportar más productos de los que importa. (p. 66)

**Merrimack** s. buque blindado que usó el Sur durante la Guerra Civil. (p. 343)

**mestizo** *adj.* con mezcla de español e indígena. (p. 38)

**middle passage** [travesía intermedia] s. tramo de África a las Antillas; parte del triángulo comercial de esclavos. (p. 76)

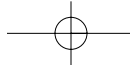
**midnight judge** [juez de media noche] s. uno de los jueces designados por John Adams en las últimas horas de su gobierno. (p. 199)

**militarism** [militarismo] s. política de mantener una sólida organización militar como preparación agresiva para la guerra y su empleo como herramienta diplomática. (p. 579)

**minutemen** [civil armado] s. soldados civiles patriotas que lucharon justo antes y durante la Revolución, quienes prometían estar listos para luchar al primer llamado. (p. 100)

**Mississippian** [misisipiense] s. última sociedad constructora de túmulos, que se extendió al este del río Mississippi del siglo 8 al 16. (p. 7)





**Missouri Compromise** [Acuerdo de Missouri] s. serie de acuerdos aprobados por el Congreso en 1820–1821 para mantener un equilibrio seccional entre los estados esclavistas y los estados libres. (p. 222)

**Monitor** s. buque blindado que usó el Norte durante la Guerra Civil. (p. 343)

**Monroe Doctrine** [Doctrina Monroe] s. declaración del presidente Monroe en 1823 que establecía que Estados Unidos no permitiría la interferencia europea en los asuntos del Hemisferio Occidental. (p. 221)

**Moral Majority** [Mayoría Moral] s. coalición política de organizaciones religiosas conservadoras en los años 70 y 80 que recaudó dinero para respaldar agendas y candidatos conservadores, y condenó actitudes y comportamientos liberales. (p. 1037)

**Mormons** [mormones] s. miembros de una comunidad religiosa fundada por Joseph Smith, que terminó estableciéndose en Utah. (p. 284)

**Morrill Acts** [Leyes Morrill] s. leyes aprobadas en 1862 y 1890 que otorgaban tierras federales a los estados para financiar universidades agrícolas. (p. 423)

**muckraker** s. uno de los reporteros de revistas que desenmascaraban el lado corrupto de las empresas y de la vida pública a principios del siglo 20. (p. 514)

**Munn v. Illinois** s. caso de la Suprema Corte en 1877; estableció el derecho del gobierno federal a regular la industria privada en beneficio del interés público. (p. 445)

**My Lai** s. pueblo del norte de Vietnam del Sur, donde más de 200 civiles desarmados, incluso mujeres y niños, fueron masacrados por las tropas de EE.UU. en mayo de 1968. (p. 961)

**NAACP** s. National Association for the Advancement of Colored People (Asociación Nacional para el Avance de la Gente de Color), organización fundada en 1909 y dedicada a la igualdad racial. (p. 531)

**NACW** s. National Association of Colored Women (Asociación Nacional de Mujeres de Color), organización de servicio social fundada en 1896. (p. 521)

**NAFTA** s. North American Free Trade Agreement (Tratado de Libre Comercio, TLC), tratado de 1993 que redujo aranceles e incorporó a México en la zona de libre comercio ya vigente entre Estados Unidos y Canadá. (p. 1070)

**napalm** s. sustancia incendiaria de gasolina que lanzaban los aviones estadounidenses en Vietnam, con el fin de incendiar la selva y revelar los escondites del Vietcong. (p. 945)

**NASDAQ** s. sigla de National Association of Securities Dealers Automated Quotation System, una bolsa de valores de venta directa dominada por compañías tecnológicas. (p. 1077)

**National Bank Act** [Ley del Banco Nacional] s. ley aprobada en 1863 para garantizarles a los inversionistas la seguridad de las actividades bancarias. Entre sus medidas establecía un sistema de bancos federales, nuevos requisitos para préstamos y un sistema de inspección de bancos. (p. 367)

**National Energy Act** [Ley Nacional de Energía] s. ley promulgada durante la administración Carter para aliviar la crisis energética; aplicó impuestos a los autos que usan gasolina de manera ineficiente y suspendió el control de precios del petróleo y el gas natural estadounidenses. (p. 1019)

**National Industrial Recovery Act (NIRA)** [Ley Nacional de Recuperación Industrial] s. ley aprobada en 1933 que establecía agencias para supervisar industrias y suministrar empleos. (p. 697)

**nationalism** [nacionalismo] s. devoción a los intereses y la cultura de la nación propia. (p. 220, 579)

**National Labor Relations Board (NLRB)** [Junta Nacional de Relaciones Laborales] s. agencia creada en 1935 con el fin de prevenir prácticas laborales injustas y mediar en disputas laborales. (p. 574)

**National Organization for Women (NOW)** [Organización Nacional de la Mujer] s. organización fundada en 1966 con el fin de impulsar metas feministas, tales como mejores guarderías, mayores oportunidades educativas y el fin de la discriminación laboral. (p. 984)

**National Road** [Carretera Nacional] s. carretera financiada por el gobierno cuya construcción se inició en 1811; iba desde Cumberland, Maryland, hasta Vandalia, Illinois. (p. 217)

**National Trades' Union** [Unión Nacional de Sindicatos] s. primera asociación nacional de sindicatos, creada en 1834. (p. 265)

**National Youth Administration** [Administración Nacional de Recursos para la Juventud] s. programa que suministraba ayuda y empleos a jóvenes durante la Depresión. (p. 705)

**Nation of Islam** [Nación del Islam] s. grupo religioso, popularmente conocido como musulmanes negros, fundado por Elijah Muhammad para promover el separatismo negro y la religión islámica. (p. 925)

**nativism** [patriotería] s. favoritismo de los intereses de las personas nacidas en un lugar sobre los de las personas extranjeras. (p. 319, 618)

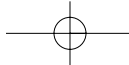
**Navigation Acts** [Leyes de Navegación] s. serie de leyes aprobadas a partir de 1651 que imponían un control más rígido del comercio en las colonias inglesas. (p. 68)

**NAWSA** s. National American Woman Suffrage Association (Asociación Nacional Americana del Sufragio Femenino), creada en 1890 para obtener derechos electorales para la mujer. (p. 522)

**Nazism** [nazismo] s. movimiento político basado en un extremo nacionalismo, racismo y expansionismo militar; instituido en Alemania como sistema de gobierno por Adolfo Hitler en 1933. (p. 737)

**neutrality** [neutralidad] s. política de una nación de no participar directa ni indirectamente en una guerra entre otras naciones. (p. 191)

**Neutrality Acts** [Leyes de Neutralidad] s. serie de leyes aprobadas por el Congreso en 1935 y 1936 que prohibieron la venta y el alquiler de armas a naciones en guerra. (p. 741)



**New Deal** s. medidas económicas y políticas adoptadas por el presidente Franklin Roosevelt en los años 30 para promover recuperación económica, ayuda a los necesitados y reforma financiera. (p. 695)

**New Deal Coalition** [Coalición del New Deal] s. alianza temporal de distintos grupos, tales como blancos sureños, afroamericanos y sindicalistas, que apoyaban al Partido Demócrata en los años 30 y 40. (p. 713)

**New Federalism** [Nuevo Federalismo] s. programa del presidente Richard Nixon para distribuir una porción del poder del gobierno federal a gobiernos estatales y locales. (p. 1001)

**New Frontier** [Nueva Frontera] s. agenda legislativa del presidente John F. Kennedy; tenía medidas de atención médica para ancianos, renovación urbana y apoyo a la educación, que fueron rechazadas por el Congreso, así como medidas que sí se aprobaron de defensa nacional, ayuda internacional y programas espaciales. (p. 883)

**New Left** [Nueva Izquierda] s. movimiento político juvenil de los años 60 con organizaciones como Students for a Democratic Society (Estudiantes por una Sociedad Democrática) y el Free Speech Movement (Movimiento de Libre Expresión). (p. 950)

**New Right** [Nueva Derecha] s. alianza política de grupos conservadores de fines del siglo 20, con énfasis en asuntos culturales, sociales y morales. (p. 1037)

**Niagara Movement** [Movimiento Niágara] s. fundado en 1905 por W. E. B. Du Bois para promover la enseñanza de humanidades entre los afroamericanos. (p. 491)

**Nineteenth Amendment** [Enmienda 19] s. enmienda a la Constitución adoptada en 1920 que le otorga a la mujer el derecho de votar. (p. 541)

**“no man's land”** [tierra de nadie] s. en la I Guerra Mundial, extensión baldía de tierra entre trincheras de ejércitos enemigos. (p. 582)

**nomadic** [nómade] *adj.* que no tiene hogar fijo, que se muda de un lugar a otro según las estaciones y la disponibilidad de comida y agua. (p. 5)

**nonaggression pact** [pacto de no agresión] s. acuerdo entre dos naciones de no luchar entre sí. (p. 745)

**North Atlantic Treaty Organization (NATO)** [Organización del Tratado del Atlántico Norte] s. alianza militar defensiva formada en 1949 por diez países de Europa del oeste, Estados Unidos y Canadá. (p. 814)

**Northwest Ordinance of 1787** [Ordenanza del Noroeste de 1787] s. procedimiento para la admisión de nuevos estados a la Unión. (p. 135)

**nuclear family** [familia nuclear] s. unidad formada por padre, madre e hijos. (p. 21)

**nullification** [anulación] s. rechazo de un estado a reconocer cualquier ley del Congreso que considere inconstitucional. (p. 196)

**Nuremberg trials** [juicios de Nuremberg] s. juicios llevados a cabo en Nuremberg, Alemania, inmediatamente después de la II Guerra Mundial, a líderes nazis por sus crímenes de guerra. (p. 792)

**Office of Price Administration (OPA)** [Oficina de Administración de Precios] s. agencia establecida por el Congreso durante la II Guerra Mundial con facultad para combatir la inflación al congelar los precios de la mayoría de los artículos. (p. 773)

**Ohio gang** [pandilla de Ohio] s. amigos y partidarios políticos del presidente Warren G. Harding, a quienes éste nombró a su gabinete. (p. 626)

**Olive Branch Petition** [Petición del Ramo de Olivo] s. documento enviado por el Segundo Congreso Continental al rey George III; proponía una reconciliación entre las colonias y Gran Bretaña. (p. 105)

**Olmec** [olmeca] s. pueblo amerindio que creó una próspera civilización a lo largo de la costa del golfo de México, entre los años 1200 y 400 a.C. (p. 6)

**OPEC** s. Organization of Petroleum Exporting Countries (Organización de Países Exportadores de Petróleo, OPEP), alianza económica para ejercer influencia sobre los precios del petróleo. (p. 1005)

**Open Door notes** [notas de Puertas Abiertas] s. notas que el Secretario de Estado John Hay envió a Gran Bretaña, Francia, Alemania, Italia, Japón y Rusia, instándolos a no interponerse entre el comercio de Estados Unidos y China. (p. 562)

**Operation Desert Storm** [Operación Tormenta del Desierto] s. operación militar en la que fuerzas de las Naciones Unidas, encabezadas por Estados Unidos, liberaron a Kuwait y derrotaron al ejército iraquí. (p. 1061)

**Oregon Trail** [Sendero de Oregon] s. camino que va de Independence, Missouri, a la ciudad de Oregon, Oregon. (p. 284)

**Panama Canal** [canal de Panamá] s. canal artificial construido a través del istmo de Panamá para abrir paso entre los océanos Atlántico y Pacífico; se abrió en 1914. (p. 566)

**panic of 1837** [pánico de 1837] s. serie de clausuras de bancos y colapso del sistema crediticio; causó muchas quiebras y desempleo. (p. 234)

**panic of 1873** [pánico de 1873] s. serie de fracasos económicos que provocaron una depresión de cinco años en Estados Unidos. (p. 397)

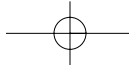
**parity** [paridad] s. regulación de precios de ciertos productos agrícolas, apoyada por el gobierno, con el fin de mantener estables los ingresos agrícolas. (p. 724)

**Parliament** [Parlamento] s. cuerpo legislativo de Inglaterra. (p. 68)

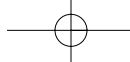
**Patriots** [patriotas] s. colonos que apoyaban la independencia norteamericana de Gran Bretaña. (p. 106)

**patronage** [clientelismo] s. sistema de otorgar empleos a personas que ayudan a la elección de un candidato. (p. 476)

**pay equity** [equidad salarial] s. sistema que basa el salario de un empleado en los requisitos del trabajo y no en escalas salariales tradicionales, que normalmente pagan menos a la mujer. (p. 1048)



- Payne-Aldrich Tariff** [Arancel Payne-Aldrich] s. serie de reglamentos de impuestos, aprobados por el Congreso en 1909, que no logró reducir mucho los aranceles de productos manufacturados. (p. 535)
- Peace Corps** [Cuerpo de Paz] s. programa fundado en 1965 bajo iniciativa del presidente Kennedy, que envía voluntarios a las naciones en desarrollo de Asia, África y Latinoamérica para ayudar en escuelas, clínicas y otros proyectos. (p. 886)
- Pendleton Civil Service Act** [Ley Pendleton] s. ley de 1883 que autorizaba nombrar empleados del servicio civil por mérito. (p. 476)
- Pentagon Papers** [Documentos del Pentágono] s. documento de 7,000 páginas que dejó filtrar a la prensa en 1971 el antiguo funcionario del Departamento de Defensa Daniel Ellsberg, donde se revela que el gobierno mintió sobre sus planes en la Guerra de Vietnam. (p. 963)
- Pequot War** [Guerra de los Pequot] s. conflicto librado en 1637 entre la tribu pequot y colonos asentados en Connecticut, que se aliaron con la tribu narrangansett. (p. 53)
- perestroika** s. palabra rusa para designar la reestructuración económica y burocrática de la Unión Soviética que ocurrió en los años 80. (p. 1055)
- personal liberty laws** [leyes de libertad personal] s. estatutos aprobados en los estados del Norte que prohibían encarcelar a esclavos fugitivos y les permitían ser juzgados por un jurado. (p. 311)
- planned obsolescence** [obsolescencia planeada] s. diseño de artículos que se desgastan o pasan de moda muy pronto, para crear la necesidad de reemplazarlos con frecuencia. (p. 854)
- plantation** [plantación] s. finca grande en la que se cultiva una sola cosecha, como caña de azúcar o algodón, usando esclavos u otros trabajadores. (p. 16)
- Platt Amendment** [Enmienda Platt] s. serie de medidas implantadas por Estados Unidos en 1901, las cuales debieron ser incluidas por Cuba en su nueva constitución para quedar libre de su deuda y por las que Estados Unidos obtenía el derecho a intervenir en el país y a comprar o alquilar el territorio cubano para establecer estaciones navales y de combustible. (p. 560)
- Plessy v. Ferguson** s. caso de 1896 en que la Suprema Corte declaró legal la separación de razas en instalaciones públicas y estableció la doctrina de “separados aunque iguales”. (p. 493)
- political machine** [maquinaria política] s. grupo organizado que controla un partido político en una ciudad y ofrece servicios a los votantes y negocios a cambio de apoyo político y financiero. (p. 474)
- poll tax** [impuesto para votar] s. impuesto anual que los ciudadanos debían pagar en algunos estados sureños para poder votar. (p. 493)
- popular sovereignty** [soberanía popular] s. sistema en el cual los ciudadanos votan para decidir sobre un tema. (p. 307)
- Populism** [populismo] s. movimiento político de finales del siglo 19 que exigía la voz popular en el gobierno y que representaba los intereses de los granjeros y promovía una reforma del sistema monetario. (p. 427)
- Powhatan** s. grupo de pueblos amerindios que vivía en el este de Virginia cuando se establecieron las primeras colonias inglesas. (p. 43)
- price support** [apoyo de precios] s. apoyo de los precios de ciertos artículos al valor del mercado o por encima, algunas veces mediante la compra de excedentes por parte del gobierno. (p. 671)
- Proclamation of 1763** [Proclama de 1763] s. decreto británico que prohibía que los colonos se instalaran al oeste de los montes Apalaches. (p. 88)
- profiteering** [acaparamiento] s. retención de un producto para provocar su escasez y venderlo más caro. (p. 116)
- progressive** [progresista] s. que favorece el avance hacia mejores condiciones o nuevas ideas. (p. 513)
- progressive movement** [movimiento progresista] s. movimiento reformista de comienzos del siglo 20 cuyos objetivos eran mejorar el bienestar social, promover la moralidad, incrementar la justicia económica y devolver a la ciudadanía el control del gobierno. (p. 513)
- prohibition** [prohibición] s. prohibición de bebidas alcohólicas. (p. 513)
- Prohibition** [Ley Seca] s. período entre 1920 y 1933 durante el cual, por medio de la decimoctava enmienda, se prohibió la producción y la venta de alcohol en Estados Unidos. (p. 642)
- propaganda** s. comunicación prejuiciada diseñada para influir los pensamientos y actos de la gente. (p. 596)
- Proposition 187** [Propuesta 187] s. proyecto de ley aprobado en California en 1994, el cual canceló todos los beneficios educativos y de salud que no fueran emergencias a los inmigrantes ilegales. (p. 1092)
- proprietor** [propietario] s. dueño y gobernante de una colonia. (p. 56)
- protective tariff** [arancel proteccionista] s. impuesto aplicado a productos importados para proteger las empresas nacionales de la competencia extranjera. (p. 186)
- protectorate** [protectorado] s. nación cuyo gobierno y asuntos son controlados por una potencia más fuerte. (p. 560)
- Pueblo** s. amerindios descendientes de los anasazi; viven en los desiertos del Suroeste. (p. 9)
- Pure Food and Drug Act** [Ley de Pureza de Alimentos y Drogas] s. ley de 1906 que paró la venta de alimentos y drogas contaminadas y demandó etiquetas fidedignas. (p. 528)
- Puritans** [puritanos] s. miembros de la Iglesia Anglicana que deseaban eliminar las tradiciones católicas y simplificar los servicios religiosos. (p. 49)
- Quakers** [cuáqueros] s. miembros de una secta religiosa considerada radical en el siglo 17, también conocida como Sociedad de Amigos. (p. 56)



**quota system** [sistema de cuotas] s. sistema que limita el número de inmigrantes de varios países que pueden ser admitidos a Estados Unidos cada año. (p. 621)

## R

**Radical Republican** [republicano radical] s. uno de los republicanos del Congreso después de la Guerra Civil que querían destruir el poder político de los antiguos dueños de esclavos y darles a los afroamericanos total ciudadanía y derecho a votar. (p. 377)

**ratification** [ratificación] s. aprobación oficial de la Constitución, o de una enmienda, por parte de los estados. (p. 146)

**rationing** [racionamiento] s. medida tomada durante tiempos de guerra para limitar la cantidad de ciertos alimentos y otros productos que cada persona puede comprar. (p. 774)

**Reaganomics** [reaganomía] s. nombre dado a la política económica del presidente Reagan, que abogaba por recortes presupuestarios y por una gran reducción en los impuestos con el fin de incrementar la inversión privada y por consiguiente expandir el suministro de productos y servicios. (p. 1040)

**realpolitik** s. enfoque de política exterior, identificado con Henry Kissinger y Richard Nixon, que propone hacer lo que resulte realista y práctico en lugar de seguir una política al pie de la letra. (p. 1005)

**reapportionment** [nueva repartición] s. redistribución de distritos electorales cuando cambia el número de personas en un distrito. (p. 897)

**recall** [destitución] s. reforma gubernamental que permite a los votantes deponer a funcionarios públicos elegidos. (p. 518)

**Reconstruction** [Reconstrucción] s. período de reconstrucción después de la Guerra Civil y readmisión a la Unión de los estados de la Confederación que habían sido derrotados; de 1865 a 1877. (p. 376)

**Reconstruction Finance Corporation (RFC)** [Corporación Financiera de la Reconstrucción] s. organización establecida en 1932 para dar financiación de emergencia a bancos, aseguradoras de vida, compañías ferroviarias y otras empresas grandes. (p. 687)

**Red Cross** [Cruz Roja] s. organización internacional que provee ayuda a la gente en tiempos de guerra o de desastres naturales. En 1881, Clara Barton fundó la sede estadounidense. (p. 370)

**redemption** [redención] s. término usado por los demócratas sureños para referirse a su recuperación del poder en el Sur en la década de 1870. (p. 399)

**referendum** [referendo] s. procedimiento que permite someter al voto popular propuestas legislativas. (p. 518)

**Reformation** [Reforma] s. movimiento religioso en la Europa de comienzos del siglo 16, encaminado a reformar la Iglesia Católica Romana; condujo a la formación del protestantismo. (p. 22)

**Renaissance** [Renacimiento] s. período de la historia europea, que se extendió aproximadamente desde 1400 a 1600, durante el cual un renovado interés en la cultura clásica originó cambios trascendentales en las artes, el aprendizaje y la visión del mundo. (p. 20)

**reparations** [reparación] s. compensación que paga una nación derrotada en una guerra por las pérdidas económicas del vencedor o por crímenes cometidos contra individuos. (p. 606)

**republic** [república] s. gobierno en el que los ciudadanos mandan por medio de sus representantes elegidos. (p. 133)

**republicanism** [republicanismo] s. creencia de que los gobiernos deben basarse en el consentimiento del pueblo. (p. 133)

**Republican Party** [Partido Republicano] s. partido actual, formado en 1854 por oponentes de la esclavitud en los territorios. (p. 320)

**Republic of California** [República de California] s. nación proclamada por los colonos estadounidenses en California, al declarar éstos su independencia de México en 1846. (p. 295)

**Republic of Texas** [república de Texas] s. nación fundada en 1836, cuando los colonos estadounidenses de la provincia mexicana de Tejas lucharon y declararon su independencia. En esa época se la conocía también como la "República de la Estrella Solitaria". (p. 292)

**revenue sharing** [distribución de rentas] s. plan puesto en práctica en 1972 que faculta a los gobiernos estatales y locales a invertir el dinero federal a su conveniencia. (p. 1001)

**reverse discrimination** [discriminación a la inversa] s. tratamiento injusto de los miembros de un grupo mayoritario, típicamente hombres blancos, como resultado de los esfuerzos por remediar la discriminación contra otros grupos. (p. 1037)

**revival** [renovación religiosa] s. emotivas reuniones religiosas para revivir la fe, con apasionados sermones. (p. 241)

**rock 'n' roll** s. forma de música popular estadounidense que evolucionó a finales de los 40 y durante los 50, a partir del rhythm and blues, el country, el jazz, el gospel y el pop; forma musical estadounidense caracterizada por ritmos fuertes y melodías simples, la cual se ha expandido por todo el mundo y ha tenido impactos significantes en el baile social, la moda de la vestimenta y las expresiones de protesta. (p. 861)

**Roosevelt Corollary** [Corolario de Roosevelt] s. declaración de 1904 del presidente Theodore Roosevelt en que advertía que Estados Unidos intervendría militarmente en los asuntos de cualquier nación del Hemisferio Occidental para proteger sus intereses económicos si fuera necesario. (p. 568)

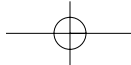
**Rough Riders** s. regimiento de caballería voluntario comandado por Leonard Wood y Theodore Roosevelt en la Guerra Española-Norteamericana-Cubana. (p. 556)

**royal colony** [colonia real] s. colonia sujeta al control directo de la corona británica. (p. 47)

**rural free delivery (RFD)** [correo rural gratuito] s. entrega gubernamental gratis de correo y paquetes a zonas rurales; se inició en 1896. (p. 503)

## S

**SALT I Treaty** [Tratado Salt I] s. acuerdo de cinco años entre Estados Unidos y la Unión Soviética que surgió de las Conversaciones sobre Limitación de Armas Estratégicas de 1972; limitó el número de misiles balísticos intercontinentales y de misiles de submarinos. (p. 1007)



**salutary neglect** [indiferencia saludable] s. aplicación poco estricta de las leyes comerciales por parte del gobierno británico a cambio de lealtad comercial de las colonias. (p. 70)

**Sandinista** *adj.* relativo a las fuerzas izquierdistas rebeldes que derrocaron al gobierno nicaragüense en 1979; el presidente Reagan, quien respaldaba a la contra anticomunista, se les opuso. (p. 1057)

**Santa Fe Trail** [Sendero de Santa Fe] s. camino que va de Independence, Missouri, a Santa Fe, New Mexico. (p. 282)

**satellite nation** [nación satélite] s. país dominado política y económicamente por otro. (p. 811)

**Saturday Night Massacre** [Masacre de Sábado en la Noche] s. nombre dado a la renuncia del procurador general y al despido de su comisionado el 20 de octubre de 1973, después de haberse negado a acatar el orden del presidente Nixon de despedir al fiscal especial en el caso Watergate. (p. 1011)

**savanna** [sabana] s. pastizal plano y seco con árboles y arbustos espaciados; común en África central y otras regiones tropicales y subtropicales. (p. 17)

**scalawag** s. término despectivo para referirse a los sureños blancos que se unieron al Partido Republicano y apoyaron la Reconstrucción después de la Guerra Civil. (p. 385)

**scientific management** [administración científica] s. aplicación de principios científicos para simplificar y facilitar las tareas laborales. (p. 514)

**Scopes trial** [juicio de Scopes] s. sensacional juicio de 1925 en el que el maestro de biología John T. Scopes fue juzgado por desafiar una ley de Tennessee que prohibía la enseñanza de la evolución. (p. 644)

**search-and-destroy mission** [misión de búsqueda y destrucción] s. ataque militar estadounidense a aldeas de Vietnam del Sur con el fin de erradicar al Vietcong, que solía resultar en la destrucción de la aldea y el desplazamiento de sus habitantes. (p. 945)

**secession** [secesión] s. retiro formal de un estado de la Unión federal. (p. 307)

**Second Continental Congress** [Segundo Congreso Continental] s. nueva convocatoria del Congreso Continental que se inició en 1775 y redactó la Declaración de Independencia. (p. 103)

**Second Great Awakening** [Segundo Gran Despertar] s. movimiento religioso del siglo 19 que ponía énfasis en la responsabilidad individual para lograr la salvación y la superación personal y social. (p. 240)

**sectionalism** [regionalismo] s. preocupación por los intereses de una región por encima de los de la nación como un todo. (p. 194)

**Securities and Exchange Commission (SEC)** [Comisión de Valores y Cambios] s. agencia creada en 1934 para controlar el mercado bursátil y hacer cumplir las leyes que rigen la venta de acciones y bonos. (p. 723)

**segregation** [segregación] s. separación de la gente según su raza. (p. 493)

**Selective Service Act** [Ley de Servicio Selectivo] s. ley aprobada por el Congreso en mayo de 1917 que ordena que todos los hombres se inscriban para el servicio militar obligatorio. (p. 588)

**Seneca Falls Convention** [convención de Seneca Falls] s. convención de derechos femeninos celebrada en 1848 en Seneca Falls, New York. (p. 257)

**Separatist** [separatista] s. miembro de la Iglesia Anglicana que rechazó su reforma y formó una congregación independiente. (p. 50)

**service sector** [sector de servicios] s. renglón de la economía que ofrece servicios en vez de productos. (p. 1076)

**settlement house** [casa de beneficencia] s. centro comunitario en un barrio pobre que ayudaba a los residentes, particularmente a los inmigrantes. (p. 472)

**Seventeenth Amendment** [Enmienda 17] s. enmienda a la Constitución adoptada en 1913; dispone que los senadores federales sean elegidos por los votantes y no por cuerpos legislativos estatales. (p. 518)

**shantytown** [tugurio] s. vecindario en donde la gente vivía en chozas temporales. (p. 679)

**sharecropping** [aparcería] s. sistema en el cual se da a los agricultores tierra, semillas, herramientas y alimentos para vivir, así como una parte de la cosecha, por cultivar la tierra. (p. 391)

**Shays's Rebellion** [Rebelión de Shays] s. sublevación de granjeros endeudados de Massachusetts en 1787, en protesta por los impuestos estatales. (p. 140)

**Sherman Antitrust Act** [Ley Antitrust Sherman] s. ley contra los monopolios de 1890 que declaró ilegal la formación de consorcios que obstruyeran el libre comercio. (p. 450)

**silent majority** [mayoría silenciosa] s. nombre dado por el presidente Richard Nixon a los estadounidenses moderados que apoyaban silenciosamente su involucramiento en la Guerra de Vietnam. (p. 962)

**sit-in** s. forma de protesta —iniciada por el Congreso de Igualdad Racial en los años 40 y empleada con frecuencia en los años 60— en la que afroamericanos ingresaban a un lugar segregado, tal como el mostrador de un restaurante, y se negaban a salir hasta que se les sirviera. (p. 912)

**slave** [esclavo] s. persona que se convierte en propiedad de otra. (p. 75)

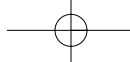
**Social Darwinism** [darwinismo social] s. conjunto de creencias políticas y económicas basadas en la teoría del biólogo Charles Darwin sobre la selección natural o supervivencia del más apto; favorecía una competencia libre, no regulada, y creía que los individuos o grupos triunfaban porque eran genéticamente superiores. (p. 448)

**Social Gospel movement** [movimiento del Evangelio Social] s. movimiento de reforma del siglo 19 basado en la noción de que los cristianos tenían la responsabilidad social de mejorar las condiciones laborales y aliviar la pobreza urbana. (p. 472)

**Social Security Act** [Ley de Seguro Social] s. ley aprobada en 1935 para ayudar a los jubilados, desempleados, incapacitados y familias con niños dependientes. (p. 707)

**soddy** [choza de tepe] s. casa provisional hecha de césped, muy común en las llanuras, donde la madera era escasa. (p. 422)

**Songhai** s. imperio que, en la cúspide de su poderío durante el siglo 16, controlaba gran parte de África occidental. (p. 16)



**soup kitchen** [comedor de beneficencia] s. lugar donde se sirven alimentos gratis o a bajo costo a los necesitados, muy común durante la Depresión. (p. 679)

**Southern Christian Leadership Conference (SCLC)** [Conferencia de Líderes Cristianos del Sur] s. organización formada en 1957 por el doctor Martin Luther King, Jr., y otros líderes para promover los derechos civiles sin violencia. (p. 912)

**Southern strategy** [estrategia sureña] s. estrategia del presidente Nixon de apelar a los demócratas conservadores sureños que estaban descontentos con la integración y con una Suprema Corte liberal. (p. 1003)

**speakeasy** s. lugar donde se vendían bebidas alcohólicas ilegalmente, como ocurrió durante la Prohibición. (p. 642)

**specialization** [especialización] s. producción de un número limitado de productos agrícolas para venta nacional o internacional. (p. 275)

**speculation** [especulación] s. transacciones de alto riesgo con el fin de obtener ganancias rápidas o grandes. (p. 673)

**spoils system** [sistema de prebendas] s. práctica de los candidatos ganadores de dar empleos u otras recompensas a sus simpatizantes. (p. 226)

**Square Deal** s. programa de reformas progresistas del presidente Theodore Roosevelt para proteger a la gente común y corriente de las grandes empresas. (p. 525)

**stagflation** [estancflación] s. situación económica en la que hay niveles altos de inflación y desempleo simultáneamente. (p. 1004)

**Stamp Act** [Ley del Timbre] s. primer impuesto directo aplicado en 1765 por Gran Bretaña a una variedad de artículos y servicios, tales como documentos legales y periódicos. (p. 96)

**Stono Rebellion** [Rebelión de Stono] s. rebelión de esclavos en la colonia de South Carolina en 1739; en consecuencia se hicieron más estrictas las leyes pertinentes a los esclavos. (p. 78)

**Strategic Defense Initiative (SDI)** [Iniciativa para la Defensa Estratégica] s. sistema de defensa propuesto en los años 80, popularmente conocido como la Guerra de las Galaxias, cuyo fin era proteger a Estados Unidos de ataques de misiles. (p. 1041)

**strike** [huelga] s. interrupción del trabajo para presionar a un patrono a responder a ciertas demandas. (p. 262)

**Student Nonviolent Coordinating Committee (SNCC)** [Comité Coordinador de Estudiantes no Violentos] s. organización fundada en 1961, conocida como SNCC, para coordinar sit-ins y otras protestas, y para darles a los jóvenes negros mayor participación en el movimiento de derechos civiles. (p. 912)

**Students for a Democratic Society (SDS)** [Estudiantes por una Sociedad Democrática] s. grupo activista de los años 60, conocido como SDS, que urgía una mayor libertad y responsabilidad individual. (p. 950)

**suburb** [suburbio] s. pueblo o comunidad residencial cerca de una ciudad. (p. 841)

**suffrage** [sufragio] s. derecho a votar. (p. 521)

**Sugar Act** [Ley del Azúcar] s. ley británica de 1764 que aplicó un impuesto comercial a la melaza, el azúcar y otras importaciones para reducir el contrabando en las colonias. (p. 89)

**supply-side economics** [economía de oferta] s. teoría económica, practicada por el presidente Ronald Reagan, que sostiene que recortar los impuestos de los ricos beneficia a todos pues aumenta empleos, ahorros e inversiones. (p. 1041)

**Taino** [taíno] s. pueblo amerindio que Colón y su tripulación vieron al arribar a la isla hoy conocida como San Salvador, el 12 de octubre de 1492. (p. 27)

**Tariff of Abominations** [Arancel Abominable] s. nombre que le dio Henry Clay a un aumento de aranceles estipulado en 1828, debido al cual los sureños creían que el norte se estaba enriqueciendo a sus expensas. (p. 230)

**Tariff of 1816** [Arancel de 1816] s. arancel proteccionista para proteger las jóvenes industrias estadounidenses. (p. 218)

**Teapot Dome scandal** [escándalo de Teapot Dome] s. escándalo generado cuando Albert Fall, Secretario del Interior del presidente Warren G. Harding, concedió en secreto valiosas reservas de petróleo en Wyoming y California a compañías privadas a cambio de dinero y tierras. (p. 627)

**Telecommunications Act of 1996** [Ley de Telecomunicaciones] s. ley de 1996 que retiró las barreras que impedían que un tipo de compañía de comunicaciones ingresara a otro tipo de negocio en el mismo campo. (p. 1084)

**telecommute** v. trabajar desde la casa para una compañía ubicada en otra parte, mediante la nueva tecnología de comunicaciones, como computadoras, Internet y máquinas de fax. (p. 1084)

**telegraph** [telégrafo] s. aparato que convierte un mensaje codificado en impulsos eléctricos que viajan por un hilo metálico. (p. 276)

**temperance movement** [movimiento de templanza] s. campaña para prohibir el consumo y la venta de alcohol. (p. 255)

**tenant farming** [agricultura de arrendatarios] s. sistema en el que los agricultores, llamados arrendatarios, ponen sus propias herramientas y animales, y pagan dinero por el arriendo de tierra para cultivar. (p. 391)

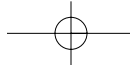
**tenement** [casa de pisos] s. vivienda urbana de varias familias, usualmente sobrepoblada y poco sanitaria. (p. 470)

**Tennessee Valley Authority (TVA)** [Autoridad del Valle de Tennessee] s. corporación federal creada en 1933 para construir presas y centrales eléctricas en la región del valle de Tennessee con el objeto de generar electricidad así como prevenir inundaciones. (p. 725)

**termination policy** [política de terminación] s. programa del gobierno federal en 1953 de cesar su responsabilidad hacia las naciones amerindias y eliminar el apoyo económico federal, suspender el sistema de reservaciones y redistribuir las tierras tribales. (p. 869)

**Tet offensive** [ofensiva de Tet] s. sorpresivo ataque masivo del Vietcong a pueblos y ciudades de Vietnam del Sur a comienzos de 1968; la batalla, de un mes de duración, convenció a muchos estadounidenses de que no era posible ganar la guerra. (p. 955)

**Texas Revolution** [Revolución de Texas] s. rebelión de 1836 con la que Texas se independizó de México. (p. 291)



**Thirteenth Amendment** [Enmienda 13] s. enmienda a la Constitución, ratificada en 1865, que ha abolido la esclavitud y la servidumbre involuntaria. (p. 368)

**Three-Fifths Compromise** [Acuerdo de los Tres Quintos] s. acuerdo constitucional de considerar como población las tres quintas partes de los esclavos de un estado para efectos de representación y cobro de impuestos. (p. 142)

**Tiananmen Square** [plaza Tianamen] s. lugar de protestas estudiantiles en 1989 en Beijing, China, por la falta de libertades democráticas, donde el gobierno atacó a los estudiantes. (p. 1056)

**Tonkin Gulf Resolution** [Resolución del Golfo de Tonkin] s. resolución aprobada por el Congreso en 1964 que le otorgaba al presidente Johnson amplios poderes para la Guerra de Vietnam. (p. 941)

**totalitarian** [totalitario] *adj.* característico de un sistema político en que el gobierno ejerce completo control sobre la vida de los ciudadanos. (p. 735)

**Townshend Acts** [Leyes Townshend] s. serie de leyes promulgadas por el Parlamento en 1767 que establecían impuestos indirectos a los artículos de Gran Bretaña importados a las colonias. (p. 97)

**Trail of Tears** [Sendero de las Lágrimas] s. marcha obligada del pueblo cherokee desde Georgia hasta el Territorio Indio entre 1838 y 1840, durante la cual murieron miles de ellos. (p. 229)

**transcendentalism** [trascendentalismo] s. movimiento filosófico y literario que proponía llevar una vida sencilla y celebrar la verdad implícita de la naturaleza, la emoción personal y la imaginación. (p. 242)

**transcontinental railroad** [ferrocarril transcontinental] s. línea férrea finalizada en 1869 que unía la costa Atlántica y la costa Pacífica. (p. 443)

**Treaty of Fort Laramie** [Tratado del Fuerte Laramie] s. tratado que requería que los sioux vivieran en una reservación a lo largo del río Missouri. (p. 282, 410)

**Treaty of Ghent** [Tratado de Gante] s. tratado firmado en 1814 que puso fin a la Guerra de 1812. (p. 205)

**Treaty of Guadalupe Hidalgo** [Tratado de Guadalupe Hidalgo] s. tratado de 1848 que puso fin a la guerra entre Estados Unidos y México, mediante el cual Estados Unidos obtuvo enormes tierras en el Oeste y el Suroeste. (p. 297)

**Treaty of Paris (1783)** [Tratado de París] s. tratado que puso fin a la Guerra Revolucionaria Norteamericana y estableció las fronteras de la nueva nación. (p. 122)

**Treaty of Paris (1898)** [Tratado de París] s. tratado el cual puso fin a la guerra entre España y Estados Unidos. Por medio de este tratado España liberó a Cuba, cedió las islas de Guam y Puerto Rico a Estados Unidos y vendió las Filipinas a este país por 20 millones de dólares. (p. 556)

**Treaty of Tordesillas** [Tratado de Tordesillas] s. tratado de 1494 que dividió las Américas entre España y Portugal mediante una línea vertical imaginaria en el Atlántico; cada país tenía poder sobre un lado de la línea. (p. 30)

**Treaty of Versailles** [Tratado de Versalles] s. tratado de paz firmado en 1919 al finalizar la I Guerra Mundial, el cual establecía nuevas naciones, fronteras y reparaciones de guerra. (p. 606)

**trench warfare** [guerra de trincheras] s. guerra en que los combatientes atacan desde un sistema de zanjas fortificadas y no en un campo abierto de batalla. (p. 582)

**triangular trade** [triángulo comercial de esclavos] s. sistema transatlántico de comercio en el cual la mercancía, incluidos los esclavos, se intercambiaba entre África, Inglaterra, Europa, las Indias Occidentales y las colonias de Norteamérica. (p. 76)

**Truman Doctrine** [Doctrina Truman] s. declaración del presidente Truman en 1947, que establecía que Estados Unidos debía dar apoyo económico y militar para liberar a naciones amenazadas por fuerzas internas o externas. (p. 812)

**Tuskegee Normal and Industrial Institute** [Instituto Normal e Industrial Tuskegee] s. fundado en 1881 y dirigido por Booker T. Washington para otorgar diplomas de magisterio y enseñar destrezas comerciales y agrícolas a los afroamericanos. (p. 491)

**two-party system** [bipartidismo] s. sistema político dominado por dos partidos. (p. 186)



**Uncle Tom's Cabin** [La cabaña del tío Tom] s. novela famosa (1852) escrita por Harriet Beecher Stowe, que causó intenso furor al retratar la esclavitud como una gran perversión moral. (p. 312)

**Underground Railroad** [Ferrocarril Subterráneo] s. red secreta de personas que ayudaban a los esclavos fugitivos a escapar a lo largo de diversas rutas hacia Canadá o hacia zonas seguras en los estados libres. (p. 311)

**United Farm Workers Organizing Committee (UFWOC)** [Comité Organizador de Trabajadores Agrícolas Unidos] s. sindicato establecido en 1966 por César Chávez para mejorar los salarios y las condiciones laborales de los trabajadores agrícolas. (p. 976)

**United Nations (UN)** [Naciones Unidas] s. organización internacional promotora de la paz a la que pertenecen la mayoría de naciones, fundada en 1945 para fomentar la paz, la seguridad y el desarrollo económico del mundo. (p. 809)

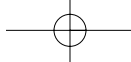
**urban flight** [huida urbana] s. migración de las ciudades a los suburbios aledaños. (p. 1088)

**urbanization** [urbanización] s. movimiento de personas a una ciudad. (p. 468)

**urban renewal** [renovación urbana] s. práctica que se inició con la Ley Nacional de Vivienda de 1949, de remplazar vecindarios urbanos decaídos por viviendas nuevas para gente de bajos recursos. (p. 867)

**urban sprawl** [explosión urbana] s. expansión desordenada y desmedida de las ciudades a las áreas contiguas. (p. 630)

**U.S.S. Maine** s. buque de guerra estadounidense que explotó y naufragó misteriosamente el 15 de febrero de 1898 en el puerto de La Habana, Cuba. (p. 554)



**U-2 incident** [incidente del U-2] s. derribo en 1960 de un avión espía estadounidense U-2 en suelo soviético; complicó las conversaciones de paz entre Estados Unidos y la Unión Soviética. (p. 833)

**utopian community** [comunidad utópica] s. comunidad formada por un grupo experimental que vivía unido y buscaba crear un lugar perfecto. (p. 243)

**V-E Day** [Día V-E] s. mayo 8 de 1945, día de la victoria europea, cuando el general Eisenhower aceptó la rendición incondicional de Alemania; puso fin a la II Guerra Mundial en Europa. (p. 783)

**vertical integration** [integración vertical] s. proceso mediante el cual una compañía se adueña de sus proveedores y distribuidores así como de los sistemas de transporte, con lo que obtiene control total sobre la calidad y el costo de su producción. (p. 448)

**Vietcong** s. rebeldes comunistas de Vietnam del Sur apoyados por Vietnam del Norte a partir de 1959. (p. 938)

**Vietminh** [Vietmin] s. organización de comunistas vietnamitas y otros grupos nacionalistas que luchó contra los franceses por la independencia de Vietnam de 1946 a 1954. (p. 937)

**Vietnamization** [vietnamización] s. plan del presidente Nixon de retiro gradual de las tropas estadounidenses de Vietnam y su remplazo por el ejército vietnamita. (p. 961)

**Voting Rights Act of 1965** [Ley de Derechos Electorales de 1965] s. ley para facilitarles a los afroamericanos inscribirse para votar; eliminó las pruebas discriminatorias de lectura y escritura, y autorizó a los examinadores federales inscribir votantes rechazados a nivel local. (p. 922)

**Wade-Davis Bill** [proyecto de ley Wade-Davis] s. proyecto de ley, aprobado en 1864 y vetado por el presidente Lincoln, que daba al Congreso control de la Reconstrucción. (p. 377)

**Wagner Act** [Ley Wagner] s. ley —también conocida como Ley Nacional de Relaciones Laborales— promulgada en 1935 para proteger los derechos de los trabajadores después de que la Corte Suprema consideró que la Ley Nacional de Recuperación Industrial (NIRA) era inconstitucional. (p. 705)

**war-guilt clause** [cláusula de culpabilidad] s. cláusula del Tratado de Versalles que obligaba a Alemania a reconocer que había sido totalmente responsable por la I Guerra Mundial. (p. 606)

**war hawk** [halcón de guerra] s. uno de los miembros del Congreso que apoyó la guerra con Gran Bretaña a comienzos del siglo 19. (p. 203)

**War Industries Board (WIB)** [Junta de Industrias Bélicas] s. junta establecida en 1917 que animaba a las compañías a usar técnicas de producción en masa para mejorar la eficiencia durante la I Guerra Mundial. (p. 595)

**War Powers Act (WPA)** [Ley de Poderes de Guerra] s. ley aprobada en 1973 tras la Guerra de Vietnam que limitaba el derecho de un presidente a enviar tropas a combatir sin consultar con el Congreso. (p. 967)

**War Production Board (WPB)** [Junta de Producción Bélica] s. agencia establecida durante la II Guerra Mundial para coordinar la producción de suministros militares por la industria nacional. (p. 774)

**Warren Commission** [Comisión Warren] s. grupo encabezado por Earl Warren, presidente de la Suprema Corte, que realizó la investigación oficial del asesinato del presidente Kennedy y concluyó que Lee Harvey Oswald había actuado por su cuenta. (p. 889)

**Warren Court** [la Corte Warren] s. la Suprema Corte de la que fue presidente Earl Warren, que se destacó por sus actividades en torno a los derechos civiles y la libre expresión. (p. 897)

**Warsaw Pact** [Pacto de Varsovia] s. alianza militar formada en 1955 por la Unión Soviética y las naciones satélite de Europa del este. (p. 830)

**Watergate** s. serie de escándalos en que el presidente Nixon trató de encubrir la participación de su comité de reelección en el allanamiento de la sede del Partido Demócrata en los apartamentos Watergate en 1972. (p. 1008)

**Whig Party** [Partido Liberal] s. miembro de un partido político establecido en 1834 en oposición a Andrew Jackson. (p. 234)

**Wilmot Proviso** [Cláusula Wilmot] s. enmienda a un proyecto de ley de fondos militares de 1846; proponía que ninguna porción del territorio adquirido en la guerra con México debía abrirse a la esclavitud. (p. 306)

**Women's Auxiliary Army Corps (WAAC)** [Unidad Auxiliar de Mujeres (WAAC)] s. unidad del Ejército de EE.UU. creada durante la Segunda Guerra Mundial para permitir que las mujeres colaboraran en puestos que no fueran de combate. (p. 769)

**Woodstock** s. festival gratuito de música que atrajo a más de 400,000 jóvenes a una granja del estado de New York en agosto de 1969. (p. 989)

**Works Progress Administration (WPA)** [Administración para el Progreso de Obras] s. agencia gubernamental del New Deal que empleó a personal desocupado en construcción de escuelas y hospitales, reparación de carreteras, enseñanza, escritura y artes. (p. 704)

**XYZ Affair** [Asunto XYZ] s. incidente diplomático de 1797 en el que funcionarios franceses trataron de sobornar a funcionarios estadounidenses para entrevistarse con un alto ministro francés. (p. 195)

**yellow journalism** [prensa amarillista] s. uso de métodos sensacionalistas en periódicos o revistas para atraer o influenciar lectores. (p. 553)

**Zimmermann note** [nota Zimmermann] s. mensaje enviado por el canciller alemán en 1917 al canciller mexicano en el que prometía a México los estados de Texas, New Mexico y Arizona si se aliaba a Alemania en contra de Estados Unidos en la I Guerra Mundial. (p. 585)



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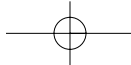
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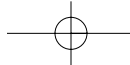
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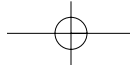
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## Chapter 5

128–129 *Signing of the Constitution*, Howard Chandler Christy. Art Resource, New York; 130–132 *across, Washington as Statesman at the Constitutional Convention* (1856), Junius Brutus Stearns. Oil on canvas. 37½" × 54". Virginia Museum of Fine Arts, Richmond, Virginia. Gift of Edgar William and Bernice Chrysler Garbisch. Photograph by Ron Jennings. Copyright © Virginia Museum of Fine Arts; 130 *bottom left, above timeline* National Archives/Woodfin Camp; *bottom left, below timeline* Copyright © Kevin R. Morris/Corbis; *bottom right* Hulton Archive by Getty Images; 131 *bottom right* The Granger Collection, New York; 132 *top right* Copyright © Corbis; *center right* Detail of *John Dickinson* (c. 1835), James Barton Longacre, after Charles Willson Peale. Sepia watercolor on artist board, 11⅞" × 8⅞". National Portrait Gallery, Smithsonian Institution/Art Resource, New York; 133 Detail of *Republican Motherhood*, date and artist unknown. Silk embroidery. National Museum of American History, Smithsonian Institution [81-5200]; 134 *center left* Hulton Getty/Getty News Service; *top right* Mary Evans Picture Library; 136 Copyright © William S. Nawrocki Stock Photo Inc.; 140 *top right* Copyright © Corbis; *center right* Hulton Archive by Getty Images; 141 *left* The Granger Collection, New York; *right* Detail of *Roger Sherman* (c. 1777), unknown artist, after Ralph Earl. Oil on canvas, 26⅞" × 22⅞". National Portrait Gallery, Smithsonian Institution/Art Resource, New York. Gift of Mr. Bradley B. Gilman; 144 Copyright © Reuters NewMedia Inc./Corbis; 145 *top right* Copyright © Corbis; *center right* Detail of *John Jay, Statesman* (1783–1808), begun by Gilbert Stuart and completed by John Trumbull. National Portrait Gallery, Smithsonian Institution/Art Resource; 146 *top, Alexander Hamilton* (date unknown), John Trumbull. National Portrait Gallery, Smithsonian Institution/Art Resource, New York; *bottom, Patrick Henry* (c. 1835), James Barton Longacre, after Lawrence Sully. Watercolor. National Portrait Gallery, Smithsonian Institution/Art Resource, New York; 147 The Granger Collection, New York; 148 *center right* Sasa Karlij/AP/Wide World Photos; *bottom* Denis Farrell/AP/Wide World Photos; 152 The Granger Collection, New York; 153 Copyright © Bettmann/Corbis; 162 *top* Joe Marquette/AP/Wide World Photos; *bottom* The Granger Collection, New York; 163 Photograph by Richard Strauss, 1994. Collection of the Supreme Court Historical Society; 167 *The Federal Edifice: On the Erection of the Eleventh Pillar*. Cartoon from *The Massachusetts Centinel*, August 2, 1788. Courtesy of The New-York Historical Society, New York City; 169 HWG/AP/Wide World Photos; 170 Copyright © Bettmann/Corbis; 173 AP/Wide World Photos; 174 *bottom left* Copyright © Bettmann/Corbis; *center right* Detail of *Daniel Boardman* (1789), Ralph Earl. Oil on canvas, 81⅞" × 55⅞". Copyright © 1996, Board of Trustees, National Gallery of Art, Washington, D.C. Gift of Mrs. W. Murray Crane; 175 *top* Copyright © FPG International; *bottom* AP/Wide World Photos; 176 The Granger Collection, New York; 177 From *Straight Herblock*. Simon & Schuster, 1964; 178 *top* Photograph by Sharon Hoogstraten; *bottom* Copyright © David Young-Wolff/PhotoEdit; 179 Copyright © PhotoEdit.

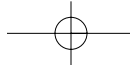
## Chapter 6

180–181 *across, Carter's Tavern at the Head of Lake George* (1817–1818), Francis Guy. Oil on canvas, 101 cm × 168 cm. The Detroit (Mich.) Institute of Arts, Founders' Society Purchase: R. H. Tannahill Foundation Fund, Gibbs-Williams Fund, and the Merrill Fund. Photograph copyright © The Bridgeman Art Library; 180 *bottom left* Engraving after Gilbert Stewart, 1789. Copyright © Corbis; *bottom center* Copyright © Paul Almasy/Corbis; 181 *bottom left* Copyright © Bettmann/Corbis; *bottom right* Library of Congress, Prints and Photographs Division [LC-USZ62-116232]; 182 *top right* Undated colored woodcut, F. O. C. Darley. Copyright © Bettmann/Corbis; *center right* The Granger Collection, New York; 183 Copyright © FPG International; 184 *left, Alexander Hamilton* (c. 1796), James Sharples, the elder. Pastel on paper. National Portrait Gallery, Smithsonian Institution/Art Resource, New York; *right* Copyright © Bettmann/Corbis; 186 The Granger Collection, New York; 187 Copyright © Stock Montage; 188 The Granger Collection, New York; 189 *top left, bottom left* The Granger Collection, New York; *bottom inset* Colonial Williamsburg

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Gallery, Smithsonian Institution/Art Resource, New York.; *top right*, Daniel Webster (1782–1852), *Statesman* (c. 1828), Chester Harding. National Portrait Gallery, Smithsonian Institution/Art Resource, New York.; *232 top* The Granger Collection, New York; *bottom* The Museum of the Confederacy; *233 bottom*, *235* The Granger Collection, New York; *236* Copyright © Joseph Sohm, *Visions of America/Bettmann/Corbis*.

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#### Chapter 9

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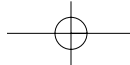
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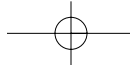
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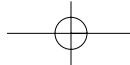
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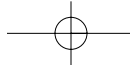
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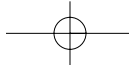
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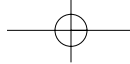
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