

CHAPTER
34

GUIDED READING *The Clinton Presidency*

Section 1

A. As you read, write notes in the appropriate boxes to answer the questions.

The 1992 Presidential Elections		
1. a. Who ran as a Republican?	2. a. Who ran as an independent?	3. a. Who ran as a Democrat?
b. Why did he fail to convince voters to support him?	b. What problem did he target during his campaign?	b. What direct messages did his campaign focus on?

The Clinton Administration's First Term	
4. What did Clinton achieve in domestic policy?	5. What did Clinton achieve in foreign policy?

The Republican Congress and the Contract with America	
6. What goals did the contract set for Republican leaders?	7. How did Clinton and the Senate undermine the contract?

B. On the back of this paper, identify **Hillary Rodham Clinton** and **Newt Gingrich** and briefly describe one success and one failure each experienced during Clinton's first term.

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GUIDED READING *The New Global Economy*

Section 2

A. As you read this section, take notes to answer questions about the U.S. role in the changing world economy.

The Domestic Economy: Good News and Bad News	
1. What was the good news?	2. What was the bad news?

The Changing Domestic Economy	
3. What trends led to explosive growth in the service sector? How were workers affected?	
4. What trends led to explosive growth in temporary work? How were workers affected?	
5. What trends led to a sharp decline in manufacturing jobs? How were workers affected?	
6. What trends led to explosive growth in the high-tech industry? How were workers affected?	

The Changing Global Economy	
7. What trends affected international trade and competition? How did those trends affect U.S. businesses and workers?	

B. On the back of this paper, explain why **Bill Gates** is a significant figure. Then tell what **GATT** stands for and what it did.

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GUIDED READING *Technology and Modern Life*

Section 3

A. As you read about the impact of technological advances during the 1990s, note inventions, trends, and efforts relating to each field listed below.

1. Communications
2. Health care
3. Genetic engineering
4. Entertainment
5. Education
6. Transportation
7. Space exploration
8. Environment

B. On the back of this paper, explain the significance of the **Telecommunications Act of 1996**.

CHAPTER
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GUIDED READING *The Changing Face of America*

Section 4

A. As you read this section, note three facts or statistics concerning each of the following important trends in the late 20th century.

<p>URBAN FLIGHT The nation goes suburban.</p>	<p>1. 2. 3.</p>
<p>BABY BOOMERS The nation turns gray.</p>	<p>4. 5. 6.</p>
<p>IMMIGRATION The nation looks different.</p>	<p>7. 8. 9.</p>

B. Note one challenge the United States will face in each of the following areas during the 21st century.

<p>1. Urban and Suburban Life</p>	
<p>2. Aging Population</p>	
<p>3. Immigration Policy</p>	
<p>4. Education and Technology</p>	

C. On the back of this paper, define **telecommute**.

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Section 4

SKILLBUILDER PRACTICE *Drawing Conclusions*

Because baby boomers—those born in the 15-year period after World War II—make up a significant portion of the U.S. population, many writers have analyzed and predicted how the aging of this generation will affect the future of the nation. The excerpt below is from a collection of predictions published in 1987. Read the excerpt, then complete the chart with one conclusion you draw from the reading and three supporting details. (See Skillbuilder Handbook, p. 1050.)

Business and the Baby Boom American businesses will have to get to know these middle-aged baby-boom consumers if they want to take advantage of their buying power. The baby boom lives differently than previous generations of middle-aged.

The baby boomers have a globalistic view of the American economy. They will buy imports instead of domestics if they think the domestics don't stack up. Only 48% of baby boomers believe that American-made products are of better quality than imports. . . . In contrast, two out of three people aged 50 and older [as of the mid-1980s] believe that American-made products are the best. The college-educated and those with high incomes are least likely to believe American products are of high quality. If American businesses want the baby boom's dollar, they will have to convince the generation that the "made in America" stamp symbolizes the high standards it once did. . . .

Clothing Styles and the Baby Boom The baby boom is less formal than older generations of Americans. The clothing styles of the baby boom reveal just how informal it is. Between 1980 and 1984, when the number of men working in professional and managerial jobs increased by 1 million, the sales of men's business suits stagnated. . . . Few men wear a suit and tie to work. Even among men with salaries of \$35,000 or more, only 22% always wear a suit to work and only 31% always wear a tie. Just 15% of high-income women—those who earn \$35,000 a year or more—wear a dress or suit to work every day. . . . Sixty-four percent of these high earners wear slacks to work every day. Dr. Spock [a noted expert on child-rearing] told the parents of the baby boom that they should dress to please others. The baby boom dresses to please itself.

from Cheryl Russell, 100 Predictions for the Baby Boom (New York: Plenum, 1987), pp. 152–154.

Conclusion:

Support:

Support:

Support:

CHAPTER
34

GEOGRAPHY APPLICATION: MOVEMENT

The U.S. Trade in Goods

Section 2

Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.

The United States is rich in resources and industrial output. However, no nation is self-sufficient—that is, able to provide for all of its material and industrial needs. The United States therefore trades with other nations for various foods, manufactured goods, and natural resources.

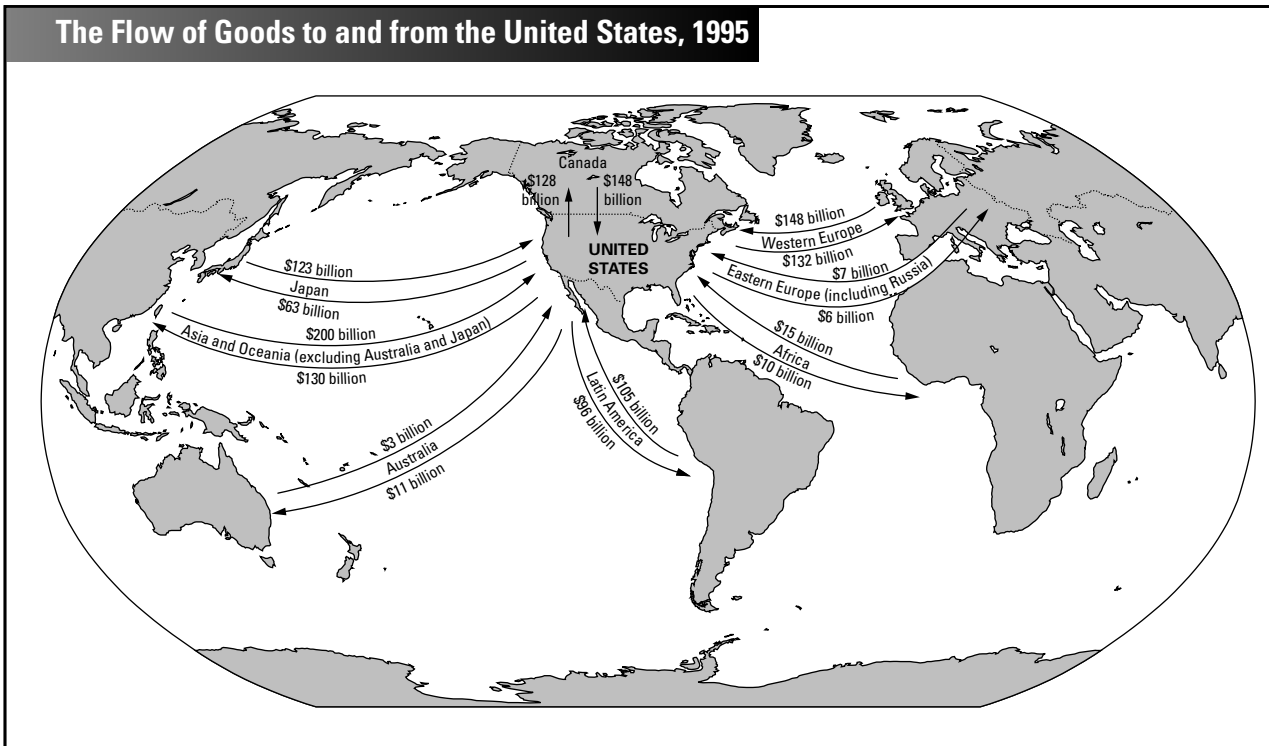
The United States is a world leader in foreign trade, selling to and buying from practically every other country. U.S. companies are part of an increasingly competitive and complex struggle to find international markets for goods. Major U.S. exports include office machines, road vehicles, transport equipment, electrical machinery, general industrial machinery, and various manufactured articles. The United States, on the other hand, imports large quantities of road vehicles, electrical machinery, petroleum, clothing, office machines, and telecommunications equipment.

Ideally, a country should maintain a favorable

balance in its foreign trade—that is, export as much as or more than it imports—in order to be economically sound. From around 1900 to the early 1980s, the United States sold more to the rest of the world than it bought, creating a surplus in the balance of payments. Since then, however, the opposite has become true: the United States now imports more than it exports, and this causes a deficit in the balance of payments. In 1995, for example, the United States imported \$749 billion in goods, but it exported only \$576 billion.

Some countries, such as Japan, achieve a favorable balance of trade mainly through protectionism—holding down imports by means of tariffs and quotas. Therefore, in the late 1990s, the United States sought to make competition in international trade more fair by asking Japan and other countries to modify their barriers on imports.

The Flow of Goods to and from the United States, 1995



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Interpreting Text and Visuals

1. In 1995, how many dollars' worth of goods did the United States export to Canada? to Africa? _____

2. With which part of the world did the United States have a trade surplus? _____

With which part was the U.S. trade most nearly in balance? _____

3. With which part of the world did the United States have a nearly 2-to-1 trade deficit? _____

Dollarwise, with which area was the U.S. deficit the greatest? _____

4. On the map, the Middle East is included under "Asia and Oceania." What single commodity—item of trade—do you think accounted for a large share of Asia and Oceania's \$200 billion in exports to the United States?

5. In 1995, U.S. trade with Mexico amounted to \$46 billion in exports and \$62 billion in imports. Would the United States have still had a trade deficit with Latin America without Mexico's totals?

6. In recent years, many U.S. politicians have called for protectionist policies—quotas and tariffs—to reduce the flow of imports into the United States. Do you think such protectionism is an advisable way of improving the U.S. balance of trade? Why or why not?

CHAPTER
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Section 1

PRIMARY SOURCE *from* **Contract with America**

On September 27, 1994, more than 300 Republican candidates signed a pact called the Contract with America. The purpose of this ten-point plan, which was created by Representatives Newt Gingrich and Dick Armey and other Republicans, was to reform government, to promote economic opportunity and individual responsibility, and to maintain national security.

Within the first hundred days of the 104th Congress, we shall bring to the House Floor the following bills, each to be given full and open debate, each to be given a clear and fair vote, and each to be immediately available this day for public inspection and scrutiny.

The Fiscal Responsibility Act

A balanced budget/tax limitation amendment and a legislative line-item veto to restore fiscal responsibility to an out-of-control Congress, requiring them to live under the same budget constraints as families and businesses.

The Taking Back Our Streets Act

An anti-crime package including stronger truth in sentencing, “good faith” exclusionary rule exemptions, effective death penalty provisions, and cuts in social spending from this summer’s crime bill to fund prison construction and additional law enforcement to keep people secure in their neighborhoods and kids safe in their schools.

The Personal Responsibility Act

Discourage illegitimacy and teen pregnancy by prohibiting welfare to minor mothers and denying increased AFDC for additional children while on welfare, cut spending for welfare programs, and enact a tough two-years-and-out provision with work requirements to promote individual responsibility.

The Family Reinforcement Act

Child support enforcement, tax incentives for adoption, strengthening rights of parents in their children’s education, stronger child pornography laws, and an elderly dependent care tax credit to reinforce the central role of families in American society.

The American Dream Restoration Act

A \$500-per-child tax credit, begin repeal of the marriage tax penalty, and creation of American Dream Savings Accounts to provide middle-class tax relief.

The National Security Restoration Act

No U.S. troops under UN command and restoration of the essential parts of our national security funding to strengthen our national defense and maintain our credibility around the world.

The Senior Citizens Fairness Act

Raise the Social Security earnings limit, which currently forces seniors out of the workforce, repeal the 1993 tax hikes on Social Security benefits, and provide tax incentives for private long-term care insurance to let older Americans keep more of what they have earned over the years.

The Job Creation and Wage Enhancement Act

Small business incentives, capital gains cut and indexation, neutral cost recovery, risk assessment/costs-benefit analysis, strengthening of the Regulatory Flexibility Act and unfunded mandate reform to create jobs and raise worker wages.

The Common Sense Legal Reforms Act

“Loser pays” laws, reasonable limits on punitive damages, and reform of product liability laws to stem the endless tide of litigation.

The Citizen Legislature Act

A first-ever vote on term limits to replace career politicians with citizen legislators.

from Ed Gillespie and Bob Schellhas, eds., *Contract with America* (New York: Random House), 7–11.

Activity Options

1. With a group of your classmates, discuss these bills and whether, in your opinion, Republicans have thus far met the objectives set forth in the Contract.
2. Work with a small group to draw up your own contract with America. Using this Republican agenda as a model, propose ten changes that you think would improve the nation.

CHAPTER
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Section 1

PRIMARY SOURCE from “A Bridge to the Future”
by Bill Clinton

On August 29, 1996, President Clinton accepted the Democratic Party’s nomination to run for a second term as president. As you read this excerpt from his acceptance speech at the Democratic National Convention, think about his vision of the future.

My fellow Americans, this must be, this must be a campaign of ideas, not a campaign of insults. The American people deserve it.

Now, here’s the main idea. I love and revere the rich and proud history of America. And I am determined to take our best traditions into the future. But with all respect, we do not need to build a bridge to the past. We need to build a bridge to the future.

And that is what I commit to you to do.

So tonight, let us resolve to build that bridge to the 21st century, to meet our challenges and protect our values.

Let us build a bridge to help our parents raise their children, to help young people and adults to get the education and training they need, to make our streets safer, to help Americans succeed at home and at work, to break the cycle of poverty and dependence, to protect our environment for generations to come, and to maintain our world leadership for peace and freedom.

Let us reserve to build that bridge.

Tonight, my fellow Americans, I ask all of our fellow citizens to join me and to join you in building that bridge to the 21st century.

Four years from now, just four years from now, think of it. We begin a new century full of enormous possibilities. We have to give the American people the tools they need to make the most of their God-given potential. We must make the basic bargain of opportunity and responsibility available to all Americans, not just a few. That is the promise of the Democratic Party, that is the promise of America.

I want to build a bridge to the 21st century in which we expand opportunity through education.

Where computers are as much a part of the classroom as blackboards. Where highly trained teachers demand peak performance from their students. Where every eight-year-old can point to a book and say I can read it myself.

By the year 2000 the single most critical thing we can do is to give every single American who wants, the chance to go to college.

We must make two years of college just as universal in four years as a high school education is today. And we can do it.

I want to build a bridge to the 21st century in which we create a strong and growing economy to preserve the legacy of opportunity for the next generation by balancing our budget in a way that protects our values and ensuring that every family will be able to own and protect the value of their most important asset, their home.

Tonight, let us proclaim to the American people we will balance the budget, and let us also proclaim we will do it in a way that preserves Medicare, Medicaid, education, the environment, the integrity of our pensions, the strength of our people.

Now, last year when the Republican Congress sent me a budget that violated those values and principles, I vetoed it, and I would do it again tomorrow.

I could never allow cuts that devastate education for our children, that pollute our environment, that end the guarantee of health care for those who are served under Medicaid, that end our duty or violate our duty to our parents through Medicare. I just couldn’t do that.

As long as I’m president, it’ll never happen.

And it doesn’t matter, it doesn’t matter if they try again, as they did before, to use the blackmail threat of a shutdown of the federal government to force these things on the American people. We didn’t let it happen before. We won’t let it happen again.

from *Vital Speeches of the Day*, Vol. LXII, No. 23
(September 15, 1996).

Discussion Questions

1. How does President Clinton propose to expand opportunities in the 21st century?
2. What challenges does he think must be met?
3. Why does Clinton say he vetoed the budget sent to him by the Republican Congress?
4. What American values and traditions do you think will help the United States “build a bridge to the future”?

CHAPTER
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Section 3

PRIMARY SOURCE *from The Road Ahead*
by Bill Gates

Bill Gates, the chairman and chief executive officer of Microsoft Corporation, shares his vision of the future of technology and communications in The Road Ahead. Read this excerpt to find out his views on the information superhighway.

We are watching something historic happen, and it will affect the world seismically, rocking us the same way the discovery of the scientific method, the invention of printing, and the arrival of the Industrial Age did. If the information highway is able to increase the understanding citizens of one country have about their neighboring countries, and thereby reduce international tensions, that, in and of itself, could be sufficient to justify the cost of implementation. If it was used only by scientists, permitting them to collaborate more effectively to find cures for the still-incurable diseases, that alone would be invaluable. If the system was only for kids, so that they could pursue their interests in and out of the classroom, that by itself would transform the human condition. The information highway won't solve every problem, but it will be a positive force in many areas.

It won't roll out before us according to a preordained plan. There will be setbacks and unanticipated glitches. Some people will seize upon the setbacks to proclaim that the highway never really was more than hype. But on the highway, the early failures will just be learning experiences. The highway is going to happen.

Big changes used to take generations or centuries. This one won't happen overnight, but it will move much faster. The first manifestations of the information highway will be apparent in the United States by the millennium. Within a decade there will be widespread effects. If I had to guess which applications of the network will be embraced quickly and which will take a long time, I'd certainly get some of them wrong. Within twenty years virtually everything I've talked about in this book will be broadly available in developed countries and in businesses and schools in developing countries. The hardware will be installed. Then it will just be a matter of what people do with it—which is to say, what software applications they use.

You'll know the information highway has become part of your life when you begin to resent it if information is not available via the network.

One day you'll be hunting for the repair manual for your bicycle and you'll be annoyed that the manual is a paper document that you could misplace. You'll wish it were an interactive electronic document, with animated illustrations and a video tutorial, always available on the network.

The network will draw us together, if that's what we choose, or let us scatter ourselves into a million mediated communities. Above all, and in countless new ways, the information highway will give us choices that can put us in touch with entertainment, information, and each other.

I think Antoine de Saint-Exupéry, who wrote so eloquently about how people came to think of railroad locomotives and other forms of technology as friendly, would applaud the information highway and dismiss as backward-looking those who resist it. Fifty years ago he wrote: "Transport of the mails, transport of the human voice, transport of flickering pictures—in this century as in others our highest accomplishments still have the single aim of bringing men together. Do our dreamers hold that the invention of writing, of printing, of the sailing ship, degraded the human spirit?"

The information highway will lead to many destinations. I've enjoyed speculating about some of these. Doubtless I've made some foolish predictions, but I hope not too many. In any case, I'm excited to be on the journey.

from Bill Gates, The Road Ahead (New York: Viking, 1995), 273–274.

Discussion Questions

1. According to Gates, what are some of the potential benefits of the information highway?
2. Why does he think that Antoine de Saint-Exupéry, the author of *The Little Prince*, would applaud the information highway?
3. Do you agree with Gates's views on the information highway? Why or why not? Draw on your own experiences with the Internet to support your opinion.

CHAPTER
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Section 3

PRIMARY SOURCE **Road Sign**

In the 1990s, the number of illegal immigrants from Mexico who crossed the United States–Mexican border at night continued to rise. Why do you think road signs like this one have been posted in California?



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Research Options

1. Find out how and where illegal immigrants enter the United States. Then share your findings with the class, using a map as a visual aid.
2. Research how the United States government has thus far attempted to stop the flow of illegal immigrants and then brainstorm your own ideas for solving this problem.

CHAPTER
34**Section 4****LITERATURE SELECTION** Selected Poems

In the debate over immigration that has erupted at different times in U.S. history, the personal side of the issue often gets lost or ignored. For most immigrants and their descendants, the American dream doesn't come without a cost. The poems collected here present the human side of the immigrant experience in some of its varied voices.

Immigrants

by Pat Mora

wrap their babies in the American flag,
feed them mashed hot dogs and apple pie,
name them Bill and Daisy,
buy them blonde dolls that blink blue
eyes or a football and tiny cleats
before the baby can even walk,
speak to them in thick English,
 hallo, babee, hallo,
whisper in Spanish or Polish
when the babies sleep, whisper
in a dark parent bed, that dark
parent fear, "Will they like
our boy, our girl, our fine american
boy, our fine american girl?"

Latin Women Pray

by Judith Ortiz Cofer

Latin women pray
In incense sweet churches
They pray in Spanish to an Anglo God
With a Jewish heritage.
And this Great White Father
Imperturbable in his marble pedestal
Looks down upon his brown daughters
Votive candles shining like lust
In his all seeing eyes
Unmoved by their persistent prayers.

Yet year after year
Before his image they kneel
Margarita Josefina Maria and Isabel
All fervently hoping
That if not omnipotent
At least he be bilingual

Mexicans Begin Jogging

by Gary Soto

At the factory I worked
In the fleck of rubber, under the press
Of an oven yellow with flame,
Until the border patrol opened
Their vans and my boss waved for us to run.
"Over the fence, Soto," he shouted,
And I shouted that I was American.
"No time for lies," he said, and pressed
A dollar in my palm, hurrying me
Through the back door.

Since I was on his time, I ran
And became the wag to a short tail of
Mexicans—
Ran past the amazed crowds that lined
The street and blurred like photographs, in
rain.
I ran from that industrial road to the soft
Houses where people paled at the turn of an
autumn sky.
What could I do but yell vivas
To baseball, milkshakes, and those sociologists
Who would clock me
As I jog into the next century
On the power of a great, silly grin.

Chinatown 4

by Laureen Mar

Each evening I watch my mother fight
the meaning of words without pictures.

She groups them like birds in a tree
When she speaks, they careen in the wind.

She believes I dreamed. I dream. I will
dream.
But does not understand the verb “could.”

She thinks we were taught to say “I’s” in
school,
where to place our tongue, how to move our
lips.

Her words do not end with consonants.
They tilt upwards, cling to the air like leaves.

Modern Secrets

by Shirley Geok-Lin Lim

Last night I dreamt in Chinese.
Eating Yankee shredded wheat,
I told it in English terms
To a friend who spoke
In monosyllables,
All of which I understood:
The dream shrunk
To its fiction.
I knew its end
Many years ago.
The sallow child
Eating from a rice-bowl
Hides in the cupboard
With the tea-leaves and china.

Saying Yes

by Diana Chang

“Are you Chinese?”
“Yes.”

“American?”

“Yes.”

“*Really* Chinese?”

“No . . . not quite.”

“*Really* American?”

“Well, actually, you see . . .”

But I would rather say
yes

Not neither-nor
not maybe,
but both, and not only

The homes I’ve had,
the ways I am

I’d rather say it
twice,
yes

Discussion Questions

1. Which one of these poems do you like best? Explain your choice.
2. What did you learn about the immigrant experience from reading these poems? Point out specific examples in the poems.
3. Gary Soto and Diana Chang are both native-born Americans. How do their poems differ in feeling and attitude from the others? How do you explain the difference?

CHAPTER
34**AMERICAN LIVES** **Bill Gates***Never Taking Success for Granted***Section 2**

*"It's happening without us! People are going to write real software for this."
—Bill Gates, on seeing information about the first personal computer, 1975*

Bill Gates dropped out of college—and then became the world's youngest billionaire. He has had tremendous impact on the personal computer industry. His success was achieved because he never took success for granted.

Gates (b. 1955) became interested in computers when he was only 12. At the time, computers were huge and expensive, but he and some friends learned how to write programs that could run on the machines. They began to get contracts with local companies. However, their business crashed when companies learned that Gates and his friends were high-school students.

Gates went to college, but his life changed in his sophomore year. A friend, Paul Allen, read an article about a new machine—the first personal computer. Gates was distressed. The new world of personal computers, he worried, was about to pass him by. He decided to jump in. He worked day and night to write a programming language for the new machine—even though he did not have the computer on hand and was working only from a description. When he and Allen sold the program to the computer manufacturer, Gates left college to work in the industry full time. In 1975, he and Allen formed Microsoft.

With Gates working 70-hour weeks, the company did well in its early years. The big break came in 1980. IBM—a leading computer maker—decided to build its own personal computers. Microsoft won the contract to create an operating system for the new machines. Gates bought an existing program and then worked feverishly to change and improve it. The result was MS-DOS, short for the Microsoft Disk Operating System. This program became the basic instructions for all IBM and similar computers. Each time someone bought one of these machines, he or she bought Microsoft software. Microsoft's income soared.

By the mid-1980s, Microsoft had over \$100 million in sales and more than 1,000 employees. Gates decided it was time to move into new areas. One was applications software—the word processors

and spreadsheets that people use to get work done. Microsoft also introduced a new operating system called Windows aimed at making it easier to use IBM-style computers.

Windows did not sell well at first, but new versions fixed problems and the program became widespread. Microsoft continued to grow—in sales revenue, staff, products, and influence. Soon more than 90 percent of all personal computers in the world used DOS or Windows. The company, and Gates, became subject to increasing criticism. Competitors charged that Microsoft used unfair business practices. The federal government began investigating the possibility that Microsoft actions reduced competition in the industry.

Meanwhile, Microsoft continued to grow. Many expected Gates to sit back and relax, but nothing was more unlikely. He pushed for computers to handle multimedia programs. He ordered a complete overhaul of Windows. The new version was introduced in a worldwide media blitz in 1995. Gates followed this success by launching ambitious new ventures. Microsoft began to provide access to the Internet—the global network of computers—and to put Internet links in its other programs. The company formed an alliance with a television network to provide news via cable and computer.

These steps were prompted by Gates's drive. Many computer companies had risen to the top quickly—and fallen just as fast when the industry changed. Gates has determined that Microsoft would not be one of those that fell. He feels it can stay on top by constantly meeting new trends.

Questions

1. Identify one way in which computers have changed American life.
2. Would you say that Gates played it safe in his life or took risks? Explain your answer.
3. What led some computer companies to fall from their top positions, and how does Gates intend to prevent that from happening to Microsoft?

CHAPTER
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Section 4

AMERICAN LIVES **Wilma Mankiller**
Overcoming Obstacles

“Cherokee people possess an extraordinary ability to face down adversity and continue moving forward. . . . The Cherokee culture is a well-kept secret.”

—*Wilma Mankiller in Wilma Mankiller: A Chief and Her People (1993)*

Wilma Mankiller—like her people—has an extraordinary ability to face down adversity. She gained fame when she overcame huge obstacles to become the principal chief of the Cherokee Nation of Oklahoma, the second largest Native American group in the United States.

Mankiller (b. 1945) learned of the tragic history of the Cherokees from her parents. She also learned of traditions, including self-government. In the 1950s, though, she and her family were taken off the land. New federal policy put Native Americans in cities, supposedly to enter mainstream American life. “One day I was [on a farm],” she later said, “and the next day I was trying to deal with the mysteries of television, indoor plumbing, neon lights, and elevators.”

Mankiller made the adjustment. She studied sociology and became a social worker. She married and had two daughters. Then, in 1969, a group of Native Americans seized Alcatraz Island to protest federal policy toward their people. The action awakened in her a desire to join the fight for Native American rights. She felt that she could not leave her children to take part in the Alcatraz protest. She raised money, however, and became active in Native American affairs. She went to college, divorced her husband, and moved with her daughters back to Oklahoma. She built a house on her family’s land and studied to complete her college degree.

With her background in social work and courses in economics, Mankiller was ready to work to improve conditions for Cherokees. Then tragedy struck. A serious auto accident almost killed her, and she needed 17 separate operations to recover. Just as she seemed to be finally recovering from the accident, Mankiller found that she had a disease causing her muscles to weaken. She had to withstand another round of difficult medical care. The setbacks gave her new dedication. “The reality of how precious life is enabled me to begin projects I

couldn’t have otherwise tackled,” she later said.

Determined to make a difference, Mankiller went to work. She stressed that the Cherokee people could best improve their lives by helping themselves. She became head of a community development organization within the government of the Cherokee Nation. She started many new projects. One had Cherokees restore houses and build a pipeline to bring water to their homes.

In 1983 Ross Swimmer, Cherokee principal chief, invited her to run as deputy chief when he stood for reelection that year. Swimmer and Mankiller won, making her the first woman to become deputy chief. Two years later, Swimmer left for a job in the federal government, and Mankiller finished his term—becoming the first woman to head a major Native American tribe. Many Cherokees did not think a woman should be principal chief. She faced often angry opposition. However, her dedication to improving Cherokees’ lives overcame prejudice. She was elected to a full term as principal chief in 1987 and reelected in 1991, resigning in 1994. In 1996 she served as a visiting scholar at Dartmouth College.

As the leader of the Cherokees, Mankiller launched many projects. She built new health clinics. One program helped Cherokee people start their own businesses. Another provided job training. Behind all the programs was Mankiller’s goal: to improve the lives of her people by helping them see how they could help themselves. “We are a revitalized tribe,” she wrote in her 1993 autobiography.

Questions

1. What obstacles did Mankiller overcome?
2. How did her physical problems affect her?
3. How do people benefit by working to improve their own lives instead of being told by others what to do?

CHAPTER
34

Project

LIVING HISTORY *Planning for the 21st Century*

GENERATING IDEAS To begin exploring important issues, browse through current newspapers and magazines or conduct a search on the Internet. Also interview friends and relatives to discuss the problems that most concern them about the future. Then work with a partner to brainstorm a list based on your findings.

RANKING THE ISSUES Choose the three issues from your brainstorming list that you think are most crucial and rank them in order of their importance. Be prepared to defend your choices.

DOCUMENTING THE ISSUES Using library resources and the Internet, search for an editorial, an article, or a photograph that highlights or illustrates a significant aspect of each issue you have listed. Here are some examples:

Issue	Documentation
• genetic engineering	• an editorial about the ethics of cloning humans
• planetary exploration	• a photograph of the surface of Mars
• the information superhighway	• an article about the impact of the Internet on society

WRITING YOUR LETTER After a friend has commented on your list, consider incorporating those suggestions into the letter you write to a newspaper or a politician. The format for a business letter is shown at the right. Keep these tips in mind as you draft your letter.

- ✓ Clearly state the purpose of your letter in the introductory paragraph.
- ✓ Explain each of the three issues in the body of your letter.
- ✓ Support your opinions with facts and examples.
- ✓ Conclude the letter with thought-provoking comments or recommendations.
- ✓ Proofread your letter for errors in grammar, spelling, and punctuation.

Business Letter Format

Your Name
Your Address
City, State, Zip Code
Date of Letter

[Skip six lines]

Name of Person You're Addressing
That Person's Address
That Person's City, State, Zip Code

Dear [Mr. or Ms. . . .]

First Paragraph.

Second paragraph.

Third paragraph, etc.

Sincerely,
Your Signature
Your Name Printed



LIVING HISTORY *Standards for Evaluating a Letter of 21st-Century Issues*

IDEAS AND CONTENT	Exceptional	Acceptable	Poor
1. Shows evidence of research, including interviews			
2. Presents three crucial concerns of the 21st century			
3. Explains each concern clearly			
4. Ranks the issues in order of importance			
5. Includes well-chosen articles or illustrations			
STRUCTURE AND FORM			
6. Clearly explains purpose of the letter			
7. Uses appropriate format for a letter			
8. Contains few errors in spelling, grammar, and punctuation			

Comments _____

Overall Rating _____