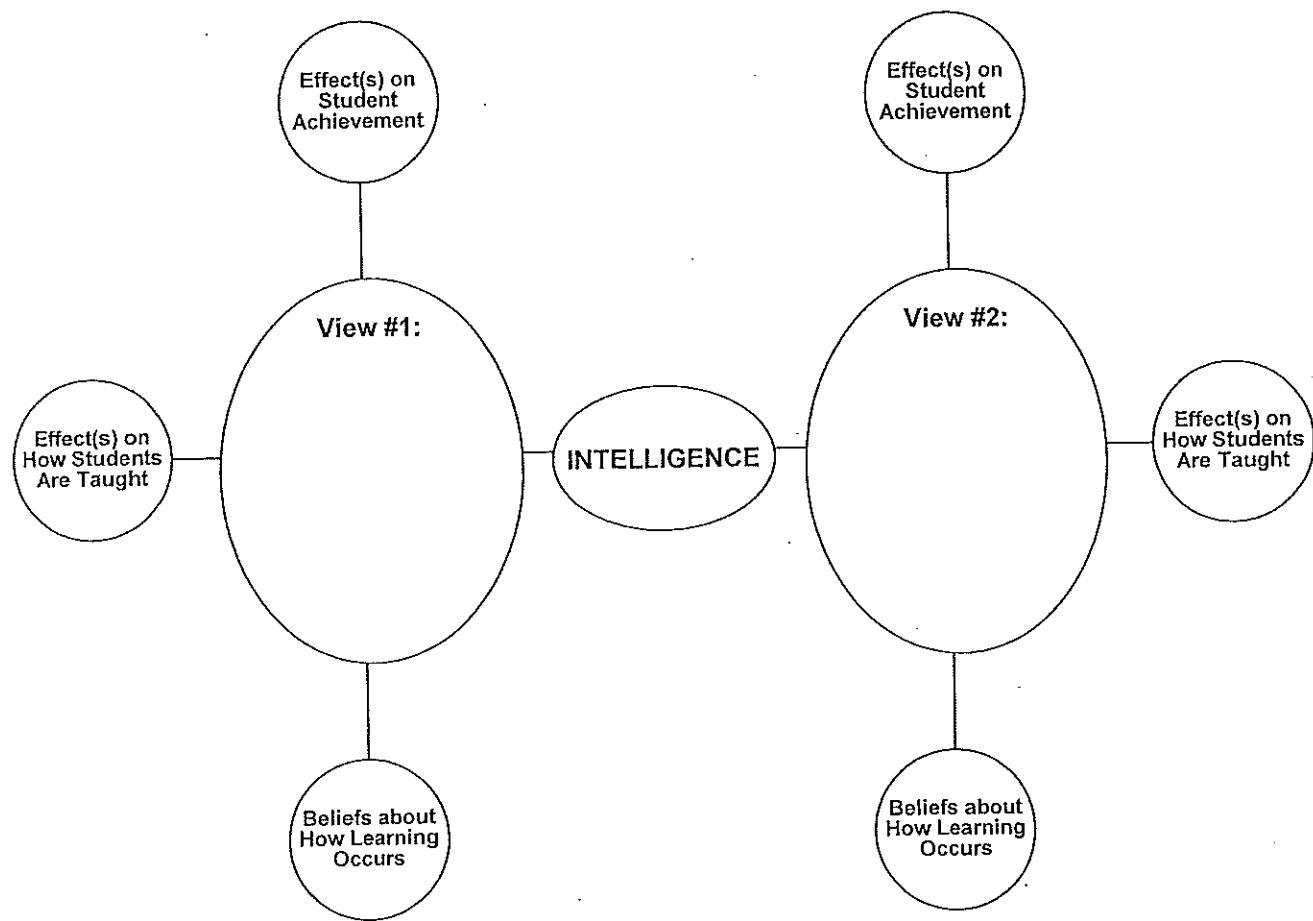


Double Bubble Map: **INTELLIGENCE**



A large, empty rectangular box with a thin black border, occupying the bottom third of the page. It appears to be a placeholder for additional writing or drawing.

OVERVIEW

Philosophies of Learning

Behaviorism



Constructivism

- Implies a fixed view of intelligence
 - Intelligence depends on ability
 - Leads to flat or decreasing achievement (Blackwell, et al.)
- Student job: remember bits of information
- Emphasis on lower-order cognitive skills
- Knowledge is acquired
- Easily measurable outcomes
- Implies a malleable view of intelligence
 - Intelligence depends on effort
 - Leads to increasing achievement (Blackwell, et al.)
- Student job: “to consciously construct conceptual understandings that link the ‘bits’ into patterns of information” (Hyerle, 1996, p. 14)
- Emphasis on higher-order cognitive skills
- Knowledge is constructed
- Outcomes are more difficult to measure

Constructivism

- “Much of traditional education breaks wholes into parts, and then focuses separately on each part. But many students are unable to build concepts and skills from parts to wholes. These students often stop trying to see the wholes before all the parts are presented to them and focus on the small, memorizable aspects of broad units without ever creating the big picture... We need to see the ‘whole’ before we are able to make sense of the parts.”

Brooks and Brooks, 1993 (as cited in Hyerle, 1996)

- “Many students who struggle in school do so because they fail to detect or intuit patterns.”

Singer, 2004

- “The true discrimination that comes out of poverty is the lack of cognitive strategies. The lack of these unseen attributes handicaps, in every aspect of life, the individual who does not have them.”

Payne, 1998

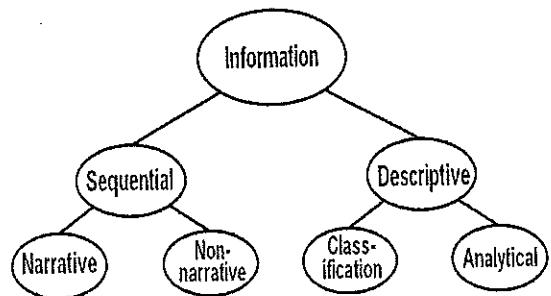
- “The central problem that constructivist educators face is not a guiding theory, but concrete strategies and tools for institutionalizing these theoretical and practical understandings into more inclusive classrooms.”

Hyerle, 1996

General Structures of Information

Teacher Decisions regarding the Use of Information Processing Strategies

1. Determine broad structure
2. Determine specific structure
3. Determine complexity of thinking
4. Determine how much scaffolding to provide
 - A. Teacher provides text and info-processing strategy
 - B. Teacher models how to use strategy for given text
 - C. Teacher elicits student help using strategy
 - D. Students use strategy, with teacher help
 - E. Teacher repeats process with other strategies
 - F. Students determine which strategy to use
 - G. Students read text and apply strategies independently



NONLINGUISTIC REPRESENTATIONS

“... studies have consistently shown that teachers primarily present new knowledge to students linguistically. They typically talk to students about new content or have them read about the new content (Flanders, 1970). So students are commonly left to their own devices to generate nonlinguistic representations for new knowledge. However, when teachers help students in this endeavor, the effects on achievement are strong. Explicitly engaging students in the creation of nonlinguistic representation actually stimulates and increases activity in the brain (Gerlic & Jausovec, 1999). Although students might not be likely to create non-linguistic representations on their own, you can create opportunities for them to use this strategy.”

Marzano, et. al. (2001). A Handbook for Classroom Instruction that Works.

NONLINGUISTIC REPRESENTATIONS

1. What is nonlinguistic representation?

- _____
- _____
- _____

2. Why/how does nonlinguistic representation impact student achievement?

- The brain stores information in two forms:
 - Linguistic _____
 - Imagery _____
- _____
- Teachers relay new information to students primarily through _____
- _____

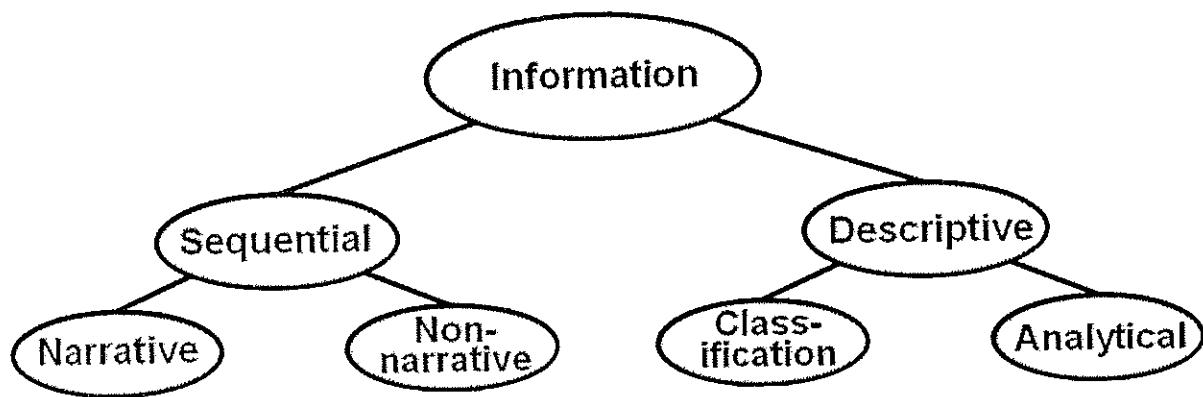
- o Nonlinguistic representations should be used by students to help them _____

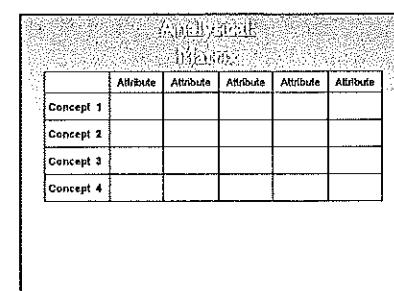
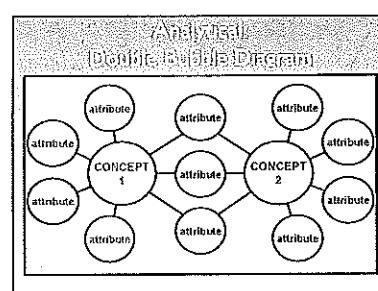
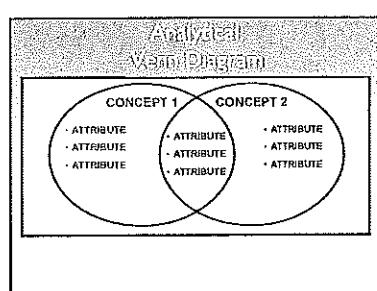
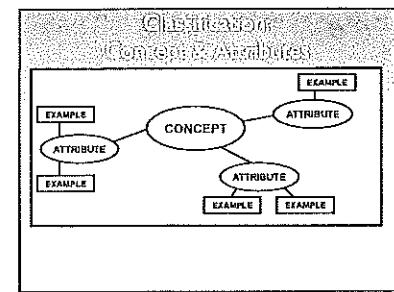
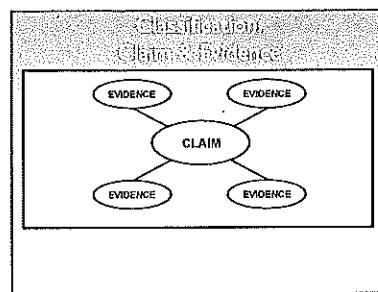
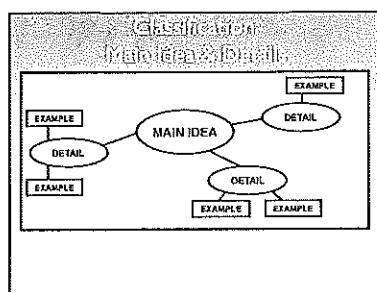
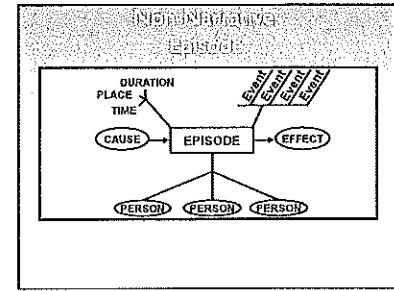
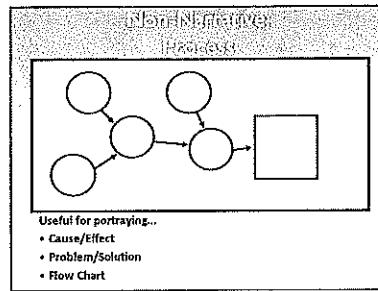
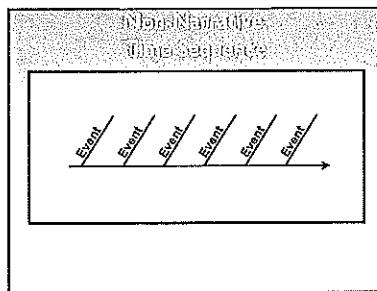
- Benefits include:

- o _____
- o _____
- o _____
- o _____

- The benefits of nonlinguistic representations can be enhanced further by _____

Nonlinguistic Representations that can be used to Illustrate General Structures of Information





Textbook Examples of Informational Structures

Non-Narrative

- Passage on September 11, 2001, attack on America, pp.900-901, in *America: Pathways to the Present*. (2003). Pearson.
- Passage on the suffrage movement, pp. 403-407, in *America: Pathways to the Present*. (2003). Pearson.
- Passage on the Aztec empire, pp. 376-380, in *Harcourt Social Studies: World History*. (2007). Harcourt.

Classification

- Passage on separation of powers and checks and balances, pp.66-68, in *Magruder's American Government*. (2003). Prentice Hall.
- Passage on religious freedoms, pp. 646-647, in *Harcourt Social Studies: World History*. (2007). Harcourt.
- Passage on bone density and muscle mass, p.691, in *Biology: The Web of Life* (2nd ed.). (2000). Addison Wesley Longman, Inc.

Analytical

- Passage on Union and Confederate strengths and strategies, pp.158-160, in *America: Pathways to the Present*. (2003). Pearson.
- Passage on two-party systems, multiparty systems, and one-party systems, pp.119-123, in *Magruder's American Government*. (2003). Prentice Hall.
- Passage on Lamark and Darwin's theories, pp.234-236, in *Biology: The Web of Life* (2nd ed.). (2000). Addison Wesley Longman, Inc.



VIEWING HISTORY The new President, George W. Bush, walks with his wife Laura on Inauguration Day in 2001. **Synthesizing Information** (a) What challenges did Bush face upon entering office? (b) What was his approach to these challenges?

Clinton, Bush was a stickler about being on time to meetings and wearing business clothing in the White House. He kept a strict schedule and preferred to wake up early and leave the office at the end of the workday. Clinton, on the other hand, had often worked long into the night but kept a more casual atmosphere in the White House.

Bush also delegated more responsibility to advisors and staff members. Rather than focus on the tiny details of his administration's policies, Bush preferred to take a broader view, acting as a manager for his Cabinet. In addition, he gave his Vice President, Dick Cheney of Wyoming, an unprecedented role in setting policy.

Bush on Domestic Policy Early in his presidency, Bush focused on a few central issues. In particular, he succeeded in gaining congressional approval of a tax cut based on his campaign proposal. Under this plan, most taxpayers received rebates of \$300. Bush argued that by returning money to the taxpayers, he would jumpstart an economy that was beginning to falter.

Bush also pushed for the passage of a major education reform bill. The President's plan called for increased accountability for student performance, flexible funding at the state and local levels, and targeted funds for improving schools and teacher quality through research-based programs and practices. It also proposed to give parents more information about the quality of their children's schools.

Attack on America

On September 11, 2001, Americans reacted with horror when terrorists struck at targets in New York City and Washington, D.C. Using hijacked commercial airplanes as their weapons, the terrorists crashed into both towers of New York's World Trade Center and plowed into part of the Pentagon. A fourth plane crashed in a field near Pittsburgh, Pennsylvania. A total of 266 passengers and crew on the four planes lost their lives.

The attack on the Pentagon took place less than an hour after the first plane hit New York. Damage was contained to a recently renovated section of the building, but fires raged for hours, preventing emergency workers from entering the wreckage. More than 100 people working in the Pentagon were killed.

In New York, the impact of the fully fueled jets caused both towers to burst into flames. Debris rained down on employees evacuating the buildings and on emergency workers rushing to respond to the scene. The fires led to the catastrophic collapse of both 110-story buildings. The fallen structures in turn caused serious damage to other buildings in the World Trade Center complex and the surrounding area. More than 5,000 people were missing after the assault and were presumed dead.

Following the attacks, the Federal Aviation Administration ordered a nationwide "ground stop." This action halted all takeoffs and required airborne planes to land as quickly as possible. Many incoming international flights were diverted to Canada.

On the ground in New York, emergency workers battled fires and began a search-and-rescue operation. Tragically, the speedy response to the disaster had led to the deaths of hundreds of firefighters and police officers who were in and around the buildings when they collapsed.

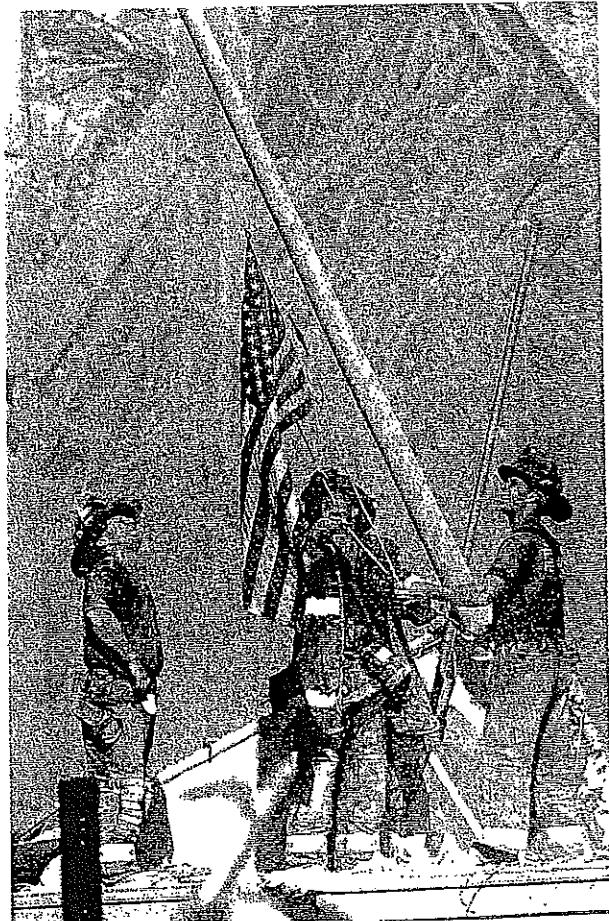
While no groups or individuals claimed responsibility for the attacks, law-enforcement officials immediately began an investigation into those suspected of carrying out the assaults and the network that supported them. Countries around the world pledged their support in the efforts to hunt down the criminals.

In a speech to the nation, President Bush declared, "Whether we bring our enemies to justice or bring justice to our enemies, justice will be done." Bush also named a new Cabinet-level Office of Homeland Security, to be headed by Pennsylvania Governor Tom Ridge.

Within days of the attack, government officials named Saudi dissident Osama bin Laden as "a prime suspect" for masterminding the plot. Bin Laden had been implicated in a series of earlier attacks on U.S. targets, including the U.S. embassies in Kenya and Tanzania and the American ship the USS *Cole*. Bin Laden was believed to be hiding in Afghanistan under the protection of the Taliban, a religious fundamentalist group that ruled Afghanistan. The United States demanded that the Taliban shut down terrorist training camps and turn over bin Laden and other terrorist leaders. The Taliban refused to meet these demands, and as a result, President Bush vowed that they would "pay a price."

On October 7, the United States, along with Great Britain, launched a bombing campaign known as "Operation Enduring Freedom" on Taliban military and communications bases. At the same time, U.S. planes also dropped humanitarian packages of food and supplies for starving Afghan civilians. President Bush made it clear that these bombings were only the beginning of a relentless pursuit to rid the world of terrorism and those who support it.

On the homefront, Americans responded to the tragedy with an outpouring of support for the victims, their families, and the rescue workers at all three sites. Many gave blood or donated money and supplies to relief agencies. The country stood united in its grief, with millions attending vigils and services for the victims. As American citizens struggled to make sense of the terrible events and mourned the losses, a new sense of patriotism and unity swept the nation. Suddenly, American flags appeared on homes, cars, businesses, and public spaces—a symbol of the nation's determination to seek justice, uphold American values, and emerge from adversity strengthened and whole.



Rescue workers proudly raise the American flag amidst the rubble of the fallen World Trade Center towers.

Section

Assessment

READING COMPREHENSION

1. Why did many American voters support Clinton in 1992?
2. What was the Republicans' **Contract with America**?
3. How did scandals such as the **Whitewater affair** and impeachment affect Clinton's presidency?
4. How did the presidential styles of Bill Clinton and George W. Bush differ?
5. What actions did President Bush take following a terrorist attack on America?

CRITICAL THINKING AND WRITING

6. **Recognizing Ideologies** Democrats and Republicans had many bitter confrontations and much partisan debate throughout the 1990s. On what issues did they differ? Why do you think there was a high level of bitterness between the two parties?
7. **Writing a Letter to the Editor** Write a letter to your local newspaper explaining why you think the results of the 2000 election were controversial. Suggest ideas about how to avoid this situation in the future.



Take It to the Net

Activity: Creating a Bar Graph
The economy played a key role in American politics during the 1990s. Research an economic variable, such as the unemployment rate, and plot its performance over the past five years. Use the links provided in the *America: Pathways to the Present* area of the following Web site for help in completing this activity.
www.phschool.com

READING FOCUS

- In what ways were Susan B. Anthony and Elizabeth Cady Stanton a "bridge" to the twentieth-century suffrage effort?
- What two main strategies did suffrage leaders pursue?
- What was the status of the suffrage movement by the turn of the century?
- Why was a new generation of national leaders needed in the suffrage effort?
- What factors led to a final victory for suffrage?

MAIN IDEA

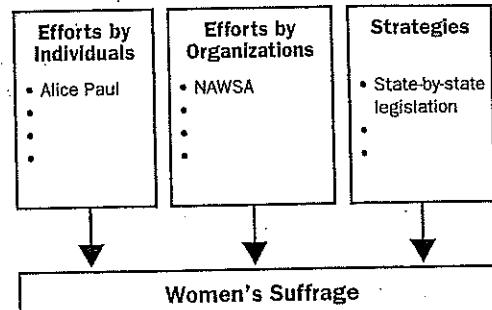
Demonstrating their skills as organizers and activists, women won the right to vote with the ratification of the Nineteenth Amendment in 1920.

KEY TERMS

- civil disobedience
National American Woman Suffrage Association (NAWSA)
Congressional Union (CU)

TAKING NOTES

As you read, complete this chart, adding causes that led to the passage of women's suffrage.



Setting the Scene For roughly 70 years, women's organizations actively campaigned for the right to vote. As the movement grew, so did resistance to it. Opponents included men and women from all age groups and income levels. Many viewed the idea of women's suffrage as unnecessary, at best. At worst, they saw it as a threat to the stability of American society and government.

In speeches and articles, anti-suffragists voiced the genuine fears of many Americans: Would women become "too masculine," as critics suggested? Would they be easily manipulated by politicians? Would politics distract them from their duties in the home?

One of the most persuasive arguments against suffrage was that women simply did not want to vote—a fact that was confirmed by some opinion polls in some areas. Yet note the language this popular magazine used to make generalizations about all women:

"This is the negative reason why woman does not wish the ballot: she does not wish to engage in that conflict of wills which is the essence of politics; she does not wish to assume the responsibility for protecting person and property which is the essence of government. The affirmative reason is that she has other, and in some sense, more important work to do."

—Lyman Abbott, "Why Women Do Not Wish the Suffrage,"
The Atlantic Monthly, September 1903

Anthony and Stanton: Preparing the Way

From the beginning, suffragists heard such arguments, and more. In their long struggle, they faced confrontations, ridicule, threats, and even violence.

INTERPRETING CARTOONS

As the women's suffrage movement gained strength, criticisms grew louder. **Drawing Inferences** Give at least one possible explanation for the word *delusion* in the title of this cartoon.

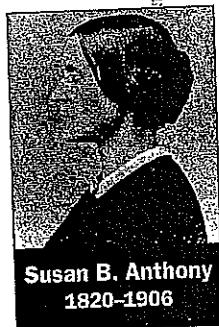
HUGGING A DELUSION

BIOGRAPHY

Like her father, a Quaker abolitionist, Susan B. Anthony was a crusader. She founded her own temperance group. She campaigned hard to get schools to open their doors to women and former slaves. As an abolitionist, Anthony faced armed mobs and threats. She fought for equal pay and an eight-hour workday for women.

Anthony ran a tireless campaign for women's voting rights as head of the National Woman Suffrage Association. For nearly 40 years, Anthony appeared before every Congress to demand a suffrage amendment. Anthony co-founded the National American Woman Suffrage Association, which she led for eight years, retiring in 1900. Devoting her life to her many causes, Anthony never married.

"Failure is impossible," Anthony declared before her death in 1906. Fourteen years later, her words came true with the ratification of the Nineteenth Amendment.



Susan B. Anthony
1820-1906

American women activists first formally demanded the right to vote in 1848 at the Seneca Falls Convention in New York. The meeting made famous the names of Lucretia Mott and Elizabeth Cady Stanton. A few years later, a young woman joined their cause: Susan B. Anthony. She, along with Stanton, would become the nation's most celebrated champions of women's suffrage.

Together, Anthony, a tireless strategist and organizer, and Stanton, a skilled speaker and writer, would take the women's suffrage movement into the twentieth century. In 1866, they founded the American Equal Rights Association and soon began publication of a newspaper, *The Revolution*. On its banner was emblazoned ". . . men, their rights and nothing more; women, their rights and nothing less."

The movement later split into two groups. Stanton and Anthony continued, as the National Woman Suffrage Association, to fight for a constitutional amendment for suffrage. Meanwhile, the newly formed American Woman Suffrage Association worked on the state level to win voting rights. When Wyoming entered the union in 1890, it became the first state to grant women full suffrage.

In 1872, Anthony led a group of women to the polls in Rochester, New York, where she insisted on voting. Anthony was arrested for this act of **civil disobedience**. Civil disobedience is a nonviolent refusal to obey a law in an effort to change it. While she awaited her trial, Anthony set out on a highly publicized lecture tour. During one of these lectures she asserted:

"The preamble of the Federal Constitution says: 'We, the people of the United States. . . . It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union. And we formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people—women as well as men.'"

—Susan B. Anthony

Anthony was convicted at her trial and fined \$100. She refused to pay the fine but was set free anyway. Legal maneuvering by the judge and her court-appointed lawyer prevented her from appealing the conviction and further pursuing her case.

Suffragist Strategies

Suffragists continued to follow two paths toward their goal. One path was to press for a constitutional amendment giving women the vote. The most commonly used method of amending the Constitution required two thirds of each house of Congress to pass a measure. The measure then had to be ratified by three fourths of the state legislatures.

The other path pursued by suffragists was to get individual states to let women vote. At first this approach was more successful, especially in the western states. There, survival on the frontier required the combined efforts of men and women and encouraged a greater sense of equality between them.

Pushing for a federal amendment proved to be the more difficult approach. The first amendment introduced in Congress in 1868 stalled. In 1878, suffragists introduced a new amendment that adopted the wording of

READING CHECK

How did Susan B. Anthony contribute to the suffrage movement?

Susan B. Anthony: "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of sex."

With this language, the proposed amendment received its first committee hearing. Elizabeth Cady Stanton described the chair of the committee, Senator Bainbridge Wadleigh of New Hampshire, as a picture of "inattention and contempt." "He stretched, yawned, gazed at the ceiling, cut his nails, sharpened his pencil, changing his occupation and position every two minutes."

Stalled again, the bill was not debated until 1887. It was then defeated in the Senate by a vote of 16 for, 34 against, and 26 absent. Supporters reintroduced the "Anthony Amendment," as the bill came to be called, every year until 1896. Then it disappeared, and did not resurface again until 1913.

Suffrage at the Turn of the Century

In 1890, veteran leaders of the suffrage movement, including Anthony, Stanton, and Lucy Stone, were joined by younger leaders in forming the **National American Woman Suffrage Association (NAWSA)**. Anthony served as president of NAWSA from 1892 until 1900.

By the time of NAWSA's founding, women had won many rights. For example, married women could now buy, sell, and will property. By 1900, growing numbers of women were demanding the vote. Some were participating in voluntary organizations that investigated social conditions. These women were publicizing their findings, suggesting reforms, lobbying officials, and monitoring enforcement of new laws. Working women were becoming more active in unions, picketing, and getting arrested. To many of these women, being denied the right to vote seemed ridiculous.

Yet from the late 1890s to 1910, the suffrage movement was in "the doldrums," as one historian put it. Years of legal efforts to win suffrage had failed. The rise of progressivism brought new political support, but it was not enough to turn the tide. The beloved leaders of the suffrage movement, Stanton and

FOCUS ON CITIZENSHIP

Women in Law Practice Suffrage workers confronted strongly held attitudes about women and their proper social roles. When lawyer Myra Bradwell of Chicago was denied a state license to practice law in 1869, she took her case to the Supreme Court. In *Bradwell v. Illinois* (1873), the Court upheld the denial, reaffirming the "wide difference in the respective spheres and destinies of man and woman." Although Illinois had given Bradwell her license by 1890, most Americans believed that woman's proper sphere remained the home, not the workplace.

COMPARING PRIMARY SOURCES

Voting Rights for Women

In the early 1900s, the longtime debate over women's suffrage entered a heated, final stage prior to the passage of the Nineteenth Amendment.

Analyzing Viewpoints Summarize the arguments made in the two quotations below.

In Favor of Women's Suffrage

"The great doctrine of the American Republic that 'all governments derive their just powers from the consent of the governed' justifies the plea of one-half of the people, the women, to exercise the suffrage. The doctrine of the American Revolutionary War that taxation without representation is undurable justifies women in exercising the suffrage."

— Robert L. Owen,

senator from Oklahoma, 1910

Opposed to Women's Suffrage

"In political warfare, it is perfectly fitting that actual strife and battle should be apportioned [given out] to man, and that the influence of woman, radiating from the homes of our land, should inspire to lofty aims and purposes those who struggle for the right. I am thoroughly convinced that woman can in no better way than this usefully serve the cause of political betterment."

— Grover Cleveland,
Ladies' Home Journal, October 1905



VIEWING HISTORY At the 1913 suffrage rally hundreds of participants were taunted and injured by opponents, yet the event was considered a success.

Drawing Conclusions What reasons might suffragists have had for viewing the rally as a victory?

women's suffrage movement. She had learned tactics from the aggressive English suffrage movement while she was a student in England. In January 1913, she and a friend, Lucy Burns, took over the NAWSA committee that was working on congressional passage of the federal suffrage amendment.

Two months later, the two women had organized a parade of 5,000 women in Washington, D.C. The parade took place on the day before Woodrow Wilson's inauguration. It drew so much attention that few supporters greeted Wilson when he arrived at the train station. After the success of the rally, Paul transformed her committee into a new organization, the **Congressional Union (CU)**.

A Split in the Movement Following Paul's action, a split occurred within the suffrage movement. Paul's CU called for an aggressive, militant campaign for the constitutional amendment. She planned to bypass existing state suffrage organizations and set up new ones in each state.

The leadership of NAWSA opposed Paul's plan, believing it would alienate moderate supporters. In February 1914, they expelled the Congressional Union from the organization. The CU went on to stage militant protests. They demonstrated in front of the White House. They set aflame a life-size dummy of Wilson, who was still refusing to back the suffrage amendment. They burned copies of his speeches. Exasperated authorities arrested CU members and sent them to prison, where they went on hunger strikes to protest horrible prison conditions.

Meanwhile, NAWSA continued to back the state suffrage campaigns. The group focused its efforts on winning the vote in four eastern states: New York, Pennsylvania, Massachusetts, and New Jersey. In 1915, the suffrage campaigns failed in all four states. At that point, Carrie Chapman Catt was reinstated as NAWSA president and given free rein to bring about victory. Out of this challenge came her "Winning Plan."

This plan consisted of developing a large group of full-time leaders to work in "red-hot" campaigns for six years. In addition, NAWSA decided to focus on getting Congress to re-introduce the federal suffrage amendment.

By 1917, NAWSA had grown into the largest volunteer organization in the country, with 2 million members. In the fall of that year, it won an important victory when New York State voted for women's suffrage. New York, with its



This suffrage poster urges parents to consider the future of their daughters.

Anthony, died in 1902 and 1906, respectively—without seeing the realization of their life's work. It was time for a new generation to create momentum and take the cause of suffrage to victory.

A New Generation

One new leader who emerged to re-energize the movement was Carrie Chapman Catt, a former high school principal and superintendent of schools in Mason City, Iowa. A talented speaker and organizer, she headed NAWSA from 1900 to 1904, and then again after 1915. As head of NAWSA, Catt insisted on precinct-by-precinct political work with close coordination among districts.

Alice Paul also rose as a leader in the

women's suffrage movement. She had learned tactics from the aggressive English suffrage movement while she was a student in England. In January 1913, she and a friend, Lucy Burns, took over the NAWSA committee that was working on congressional passage of the federal suffrage amendment.

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large number of electoral votes in presidential elections, would now be courted by candidates seeking the support of the state's women voters.

Impact of World War I The United States entered World War I in April 1917. Women across the country hastened to do their patriotic duty by volunteering for ambulance corps and for medical work and by taking on jobs left by men. Arguments of separate spheres for women and men were forgotten during wartime.

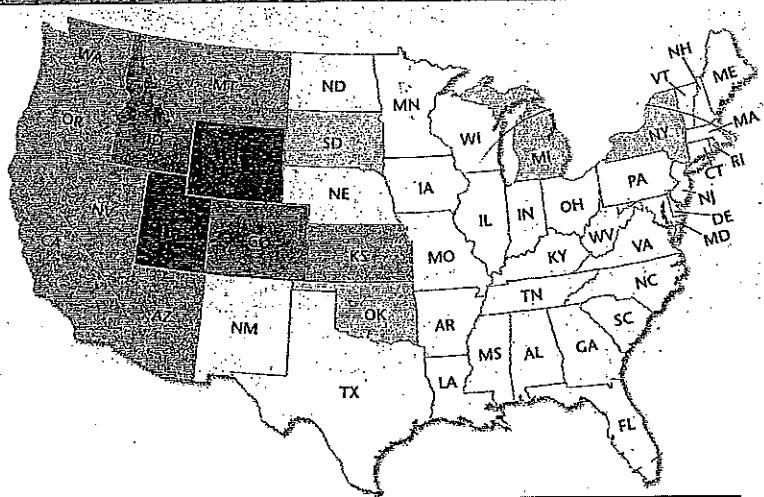
In addition, Congress adopted the Eighteenth Amendment, prohibiting the sale of liquor. As a result of this action, liquor interests no longer had reason to fight suffrage.

Victory for Suffrage

In 1918, Congress formally proposed the suffrage amendment. Its members finally succumbed to the political forces of states that had passed suffrage and to the unrelenting work of NAWSA. They also had been keenly embarrassed and disturbed by the treatment that the women of Alice Paul's Congressional Union had received in filthy jails, where some hunger strikers were force-fed. After the amendment was proposed in Congress, the ratification battle began. It would end in August, 1920, when Tennessee became the 36th state necessary to ratify the suffrage amendment.

As suffragist Carrie Chapman Catt commented when the exhausting battle of many decades was finally over, "It is doubtful that any man . . . ever realized what the suffrage struggle came to mean to women. . . . It leaves its mark on one, such a struggle." The Nineteenth Amendment marked the last major reform of the Progressive Era.

Passage of Women's Suffrage



Women Granted Full Suffrage

by 1875	1916–1919
1876–1900	by the 19th Amendment, 1920
1901–1915	
	Map shows present-day borders.

Map shows present-day borders.

MAP SKILLS Women's suffrage was already in place in many states by the time the Nineteenth Amendment was ratified. **Analyzing Visual Information** What pattern do you see in the locations of states that did and did not pass suffrage at the state level?

Section

Assessment

READING COMPREHENSION

- Describe how Anthony and Stanton worked together to lead the suffrage movement.
- Why was the suffrage movement in need of new leadership after the turn of the century?
- How did the **National American Woman Suffrage Association** and the **Congressional Union** differ in their tactics?
- (a) How did passage of the Nineteenth Amendment come about? (b) Why did the battle take so long?

CRITICAL THINKING AND WRITING

- Drawing Inferences** How do you think the state-by-state efforts of suffragists affected the effort to win a constitutional amendment on suffrage?
- Writing an Opinion** Identify the goals, strategies, and tactics of two of the suffrage leaders described in this section. Which leader or group do you think was most effective? Why? Write a brief paragraph expressing your opinion.

Take It to the NET

Activity: Writing an Essay Study the suffrage movement online. Write an essay comparing the suffrage movement to other struggles for liberty. Use the links provided in the *America: Pathways to the Present* area of the following Web site for help in completing this activity.
www.phschool.com

LESSON

1



SEQUENCE

As you read, look for the sequence of events that led to the creation of the Aztec Empire.

BIG IDEA

The Aztecs built the first empire in Mesoamerica.

VOCABULARY

Mesoamerica
causeway
chinampa

This drawing tells the story of the Aztecs' search for a new homeland.

The Aztecs



A.D. 1000 – A.D. 1500

Neither the Olmecs nor the Maya built empires. It was not until the 1400s that a large empire formed in Mesoamerica. **Mesoamerica**, which means “Middle America,” includes Mexico and Central America. The people who built this empire were the Aztecs. The Aztecs were feared warriors who won battle after battle. In less than 200 years, Aztec rule grew from a small island in a lake into a mighty empire.

The Aztecs Settle

For many years the Aztecs lived a nomadic life in what is now northern Mexico. Then around 1200 they began to travel south in search of a new homeland. According to an ancient legend, the god they believed in promised that they would know they had reached this homeland when they saw an eagle with a snake in its mouth sitting on a cactus.



FAST FACT

The Aztecs settled in the Valley of Mexico, a large oval basin. At 7,500 feet (2,300 m), the average elevation of the valley is more than 1 mile (1.5 km) high!

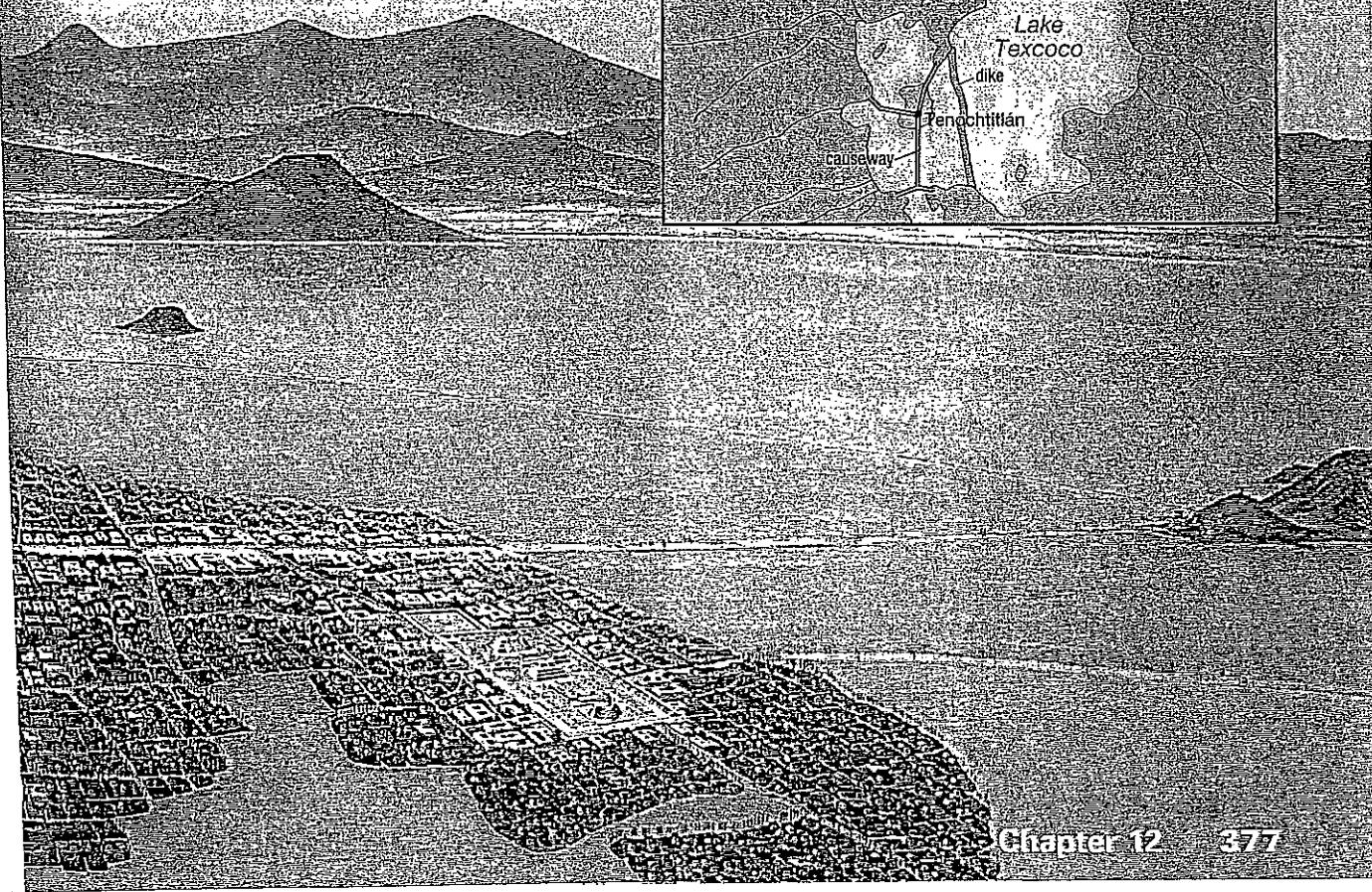
In search of this sign, the Aztecs entered what is now called the Valley of Mexico in central Mexico. There they found cultures that were more advanced than their own.

The Aztecs settled near other cultures in the center of the valley. Their neighbors thought they were uncivilized and did not welcome them. The Aztecs spoke Nahuatl (NAH-wah-tuhl), a language unknown to the peoples in the valley. They wore animal skins instead of clothes woven from cotton. The Aztecs were also warlike. They used bows and arrows to help them gain whatever they wanted. Their weapons helped make them better warriors than most other groups of people in the valley.



Human-Environment Interactions The Aztec capital (below) was built on an island in the middle of Lake Texcoco.

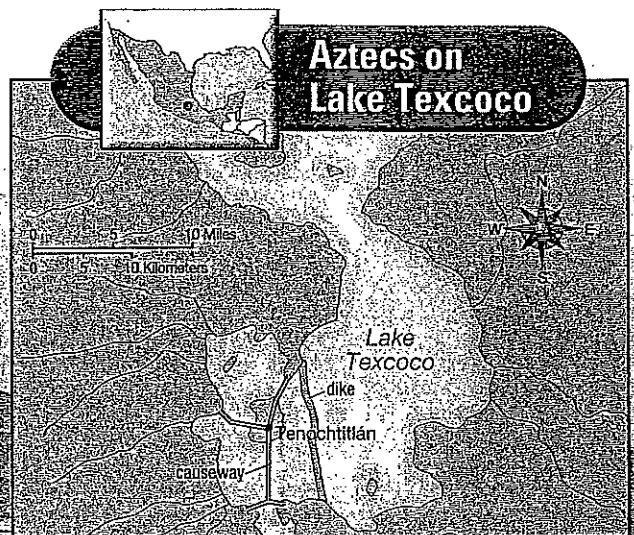
❖ How did the Aztecs change the land to solve the problems of flooding and travel?



After some time, one group forced the Aztecs out. Again, the Aztecs searched for a homeland. This time, they saw what their god had promised them. In the valley, on a small, swampy island in Lake Texcoco (tes•KOH•koh), was an eagle with a snake in its mouth, sitting on a cactus. The Aztecs had finally found their homeland.

The Aztec people called themselves the Mexica. Because of this, their land became known as Mexico. Today the Aztecs are an important part of Mexican heritage. The eagle with the snake is a symbol of Mexico and appears on the Mexican flag.

REVIEW Why did the Aztec people settle on an island in Lake Texcoco?



The Island Capital Tenochtitlán

In about 1325 the Aztecs began building a capital city on the island in Lake Texcoco. The Aztecs called their new capital Tenochtitlán (tay•nohch•teet•LAHN). In many ways the place said to be chosen by their god was a good one. Having water all around made the island city easy to defend. Also, the lake offered fish, waterbirds, and frogs for food. In addition, no other people lived on the island.

The island location did have some problems. The island was separated from the mainland. There was no farmland and no wood or stone for building. Flooding, too, was a problem.

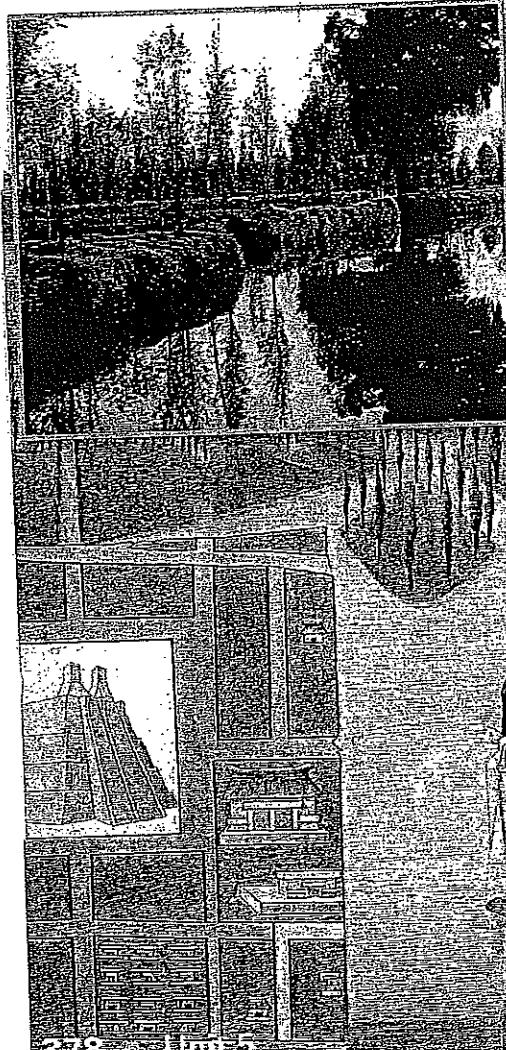


Aztec pottery

The Aztecs found ways to solve all the problems caused by their capital city's location. First, they built **causeways** or land bridges, to connect the island to the mainland. Then, they made a dike, or wall of earth, 10 miles (16 km) long to protect the city from floods.

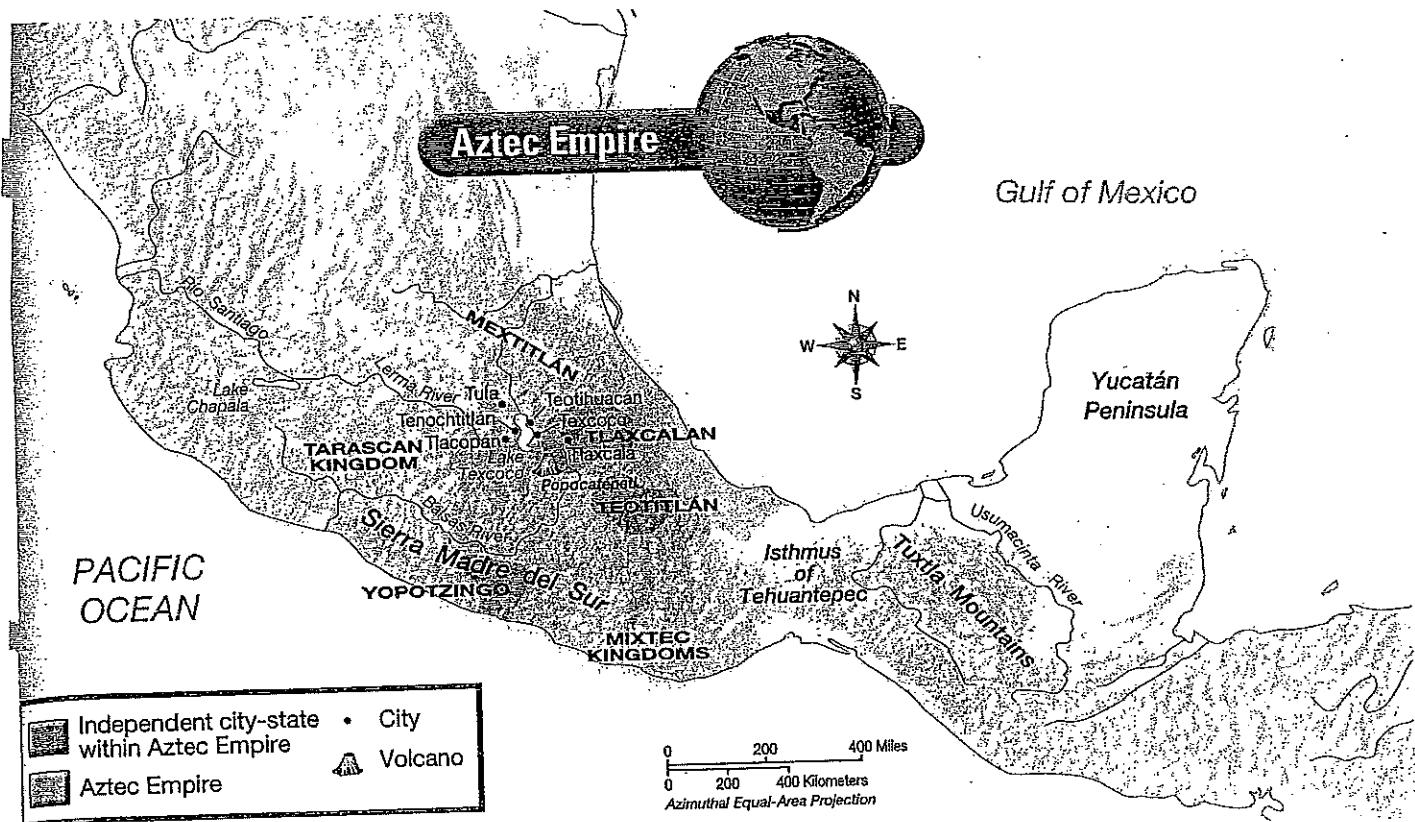
To get the wood and stone they needed for building palaces and temples, they traded with other peoples.

To solve the problem of not having enough farmland, the Aztecs built **chinampas** (chee•NAHM•pahz) in the lake around their city. Chinampas were human-made islands. To create them, the Aztecs first wove branches together to make huge underwater baskets. Next, they planted trees around the baskets to keep them in



The illustration (below) shows Aztecs building a chinampa. The photo (left) shows a present-day chinampa in Mexico City, Mexico.





Regions The Aztecs built an empire by conquering the city-states of neighboring peoples.

- ❖ How many city-states shown on the map were independent within the Aztec Empire?

place. Then they filled the baskets with mud from the lake's bottom. New islands of farmland rose above the water. On these "floating gardens," farmers grew beans, peppers, and maize, or corn. Some farmers even lived on the chinampas.

All these changes to the environment helped the Aztec capital grow. Over time, Tenochtitlán became a city of more than 140,000 people. As their city grew in size, the Aztecs grew in power. In about 1428 they formed an alliance with two nearby cities—Texcoco and Tlacopán (tlah•koh•PAHN).

The Aztecs and their allies quickly became the strongest fighting force in the Valley of Mexico. Led by an Aztec ruler, the alliance built an empire.

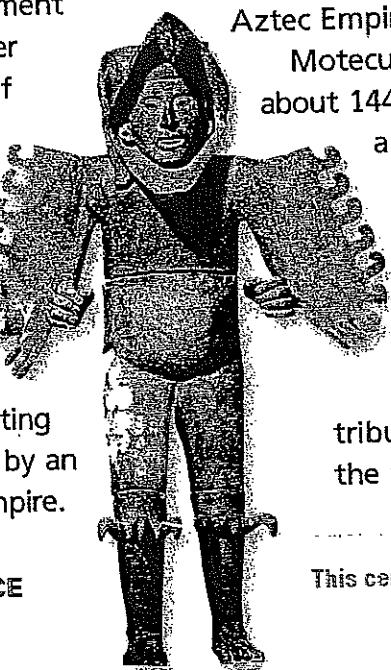
REVIEW What was the first step in building a chinampa? 

The Empire Develops

The Aztecs were the most powerful of the allies. Under the Aztec ruler Motecuhzoma (maw•tay•kwah•SOH•mah) I, also known as Montezuma, the empire grew. For this reason, it is often called the Aztec Empire.

Motecuhzoma came to power in about 1440. He led Aztec warriors in a march across the Valley of Mexico. They continued over the mountains to the south and the east. All along the way, the Aztecs conquered other native peoples.

The Aztecs demanded tribute, or forced payment, from the people they conquered.



This ceramic figure is of an Aztec eagle warrior.



Analyze Primary Sources

The Aztecs used a 365-day solar calendar like the one pictured. The calendar helped the Aztecs decide when to plant and harvest their crops. The Aztecs divided a year into 18 months. Each month had 20 days. This gave a total of 360 days. They added 5 days to the calendar to give a total of 365 days in a year.

- ➊ The center of the calendar shows the face of the Aztec sun god.
- ➋ The first ring contains four square pictures, each representing a different sun god of the past.
- ➌ Each of the 20 pictures in the second ring represents one day of each month.
- ➍ Why do you think the Aztec calendar placed the sun god at the center?

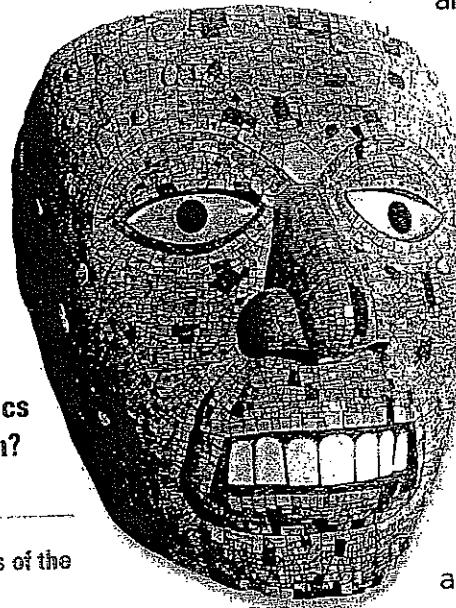


The tribute brought large amounts of food, precious stones and metals, and clothing into the Aztec capital of Tenochtitlán. Corn, beans, chilies, cotton, rubber, jaguar skins, feathers of tropical birds, gold, silver, jade, and cacao (kuh-KOW) were all part of the tribute. The Aztecs also learned new ways of doing things that would help them build a stronger empire.

The Aztec Empire reached its greatest power under Motecuhzoma II. By 1519 the empire included more than 400 small city-states. It covered more than 80,000 square miles (207,200 sq km) of central and southern Mexico. As many as 5 million people lived under the rule of the Aztecs.

REVIEW How did the Aztecs gain their power and wealth?

A mask thought to be a likeness of the Aztecs' sun god



Aztec Society

In many ways Aztec civilization was like the civilization of the Maya. Like the Maya, the Aztecs had a calendar and a number system. They developed a system of hieroglyphic writing, as the Maya had done, and they built many large cities.

The Aztec emperor ruled over both military and religious matters. He was assisted by a council of four high-ranking officials.

The emperor made all laws for the Aztecs and saw that they were followed.

The emperor was at the top of Aztec society. In fact, the Aztecs believed that the emperor talked with the gods. People were not allowed to turn their backs on him or to look directly at his face.

Below the emperor in society were nobles, who helped the emperor rule, priests, and soldiers. Then came the farmers, craftworkers, and merchants.

Aztec women in these classes were allowed to own property and manage



▲ **The Rule of Law** During the Watergate scandal prosecutors accused many of President Richard Nixon's closest advisers of breaking the law. This poster implies that Nixon shared their guilt and would soon be exposed.

principles. The concept of limited government is also described as the **rule of law**, which holds that government and its officers are always subject to—never above—the law.

In large part, the Constitution is a statement of limited government. Much of it reads as clear prohibitions of power to government.¹ For example, notice the Constitution's guarantees of freedom of expression. Those great guarantees—of freedom of religion, of speech, of press, of assembly, and of petition—are vital to democratic government. They are set out in the First Amendment, which begins with the words: "Congress shall make no law. . . ."

Separation of Powers

Recall the brief discussion of the parliamentary and the presidential forms of government in

Section 2 of Chapter 1. In a parliamentary system the legislative, executive, and judicial powers of government are all gathered in the hands of a single agency. British government is a leading example. In a presidential system, these basic powers are distributed—separated—among three distinct and independent branches of the government.

This concept is known as **separation of powers**. The idea had been written into each of the State constitutions adopted during the Revolution. A classic expression of the doctrine can be found in the Massachusetts constitution of 1780:

SOURCES "In the government of this commonwealth, the legislative department shall never exercise the executive and judicial powers, or either of them: The executive shall never exercise the legislative and judicial powers, or either of them: The judicial shall never exercise the legislative and executive powers, or either of them: to the end it may be a government of laws and not of men."

—Part the First, Article XXX

The Constitution of the United States distributes the powers of the National Government among the Congress (the legislative branch), the President (the executive branch), and the courts (the judicial branch). This separation of powers is clearly set forth in the opening words of each of the first three Articles of the Constitution.

Article I, Section 1 declares: "All legislative Powers herein granted shall be vested in a Congress of the United States. . . ." Thus, Congress is the lawmaking branch of the National Government.

Article II, Section 1 declares: "The executive Power shall be vested in a President of the United States of America." Thus, the President is given the law-executing, law-enforcing, law-administering powers of the National Government.

Article III, Section 1 declares: "The judicial Power of the United States shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish." Thus, the federal courts, and most importantly the Supreme Court, interpret and apply the laws of the United States in cases brought before them.

¹See, especially, Article I, Sections 9 and 10; the 1st through the 10th amendments; and the 13th, 14th, 15th, 19th, 24th, and 26th amendments.

Remember, the Framers of the Constitution intended to create a stronger government for the United States. Yet they also intended to limit the powers of that government. The doctrine of separation of powers was designed to that end.

Defending this arrangement, James Madison wrote:

PITTING
SOURCES *"The accumulation of all powers, legislative, executive, and judiciary, in the same hands, whether of one, a few, or many . . . may justly be pronounced the very definition of tyranny."*

—*The Federalist No. 47*

Checks and Balances

The National Government is organized around three separate branches. As you have just seen, the Constitution gives to each branch its own field of governmental authority: legislative, executive, and judicial.

These three branches are not entirely separated nor completely independent of one another. Rather, they are tied together by a complex system of **checks and balances**. This means that each branch is subject to a number of constitutional checks (restraints) by the other branches. In other words, each branch has certain powers with which it can check the operations of the other two.

The chart on the next page describes the major features of the check-and-balance arrangement. As you can see, the Congress has the power to make law, but the President may **veto** (reject) any act of Congress. In its turn, Congress can override a presidential veto by a two-thirds vote in each house. Congress can refuse to provide funds requested by the President, or the Senate may refuse to approve a treaty or an appointment made by the President. The President is the commander in chief of the armed forces, but Congress provides that military force; and so on.

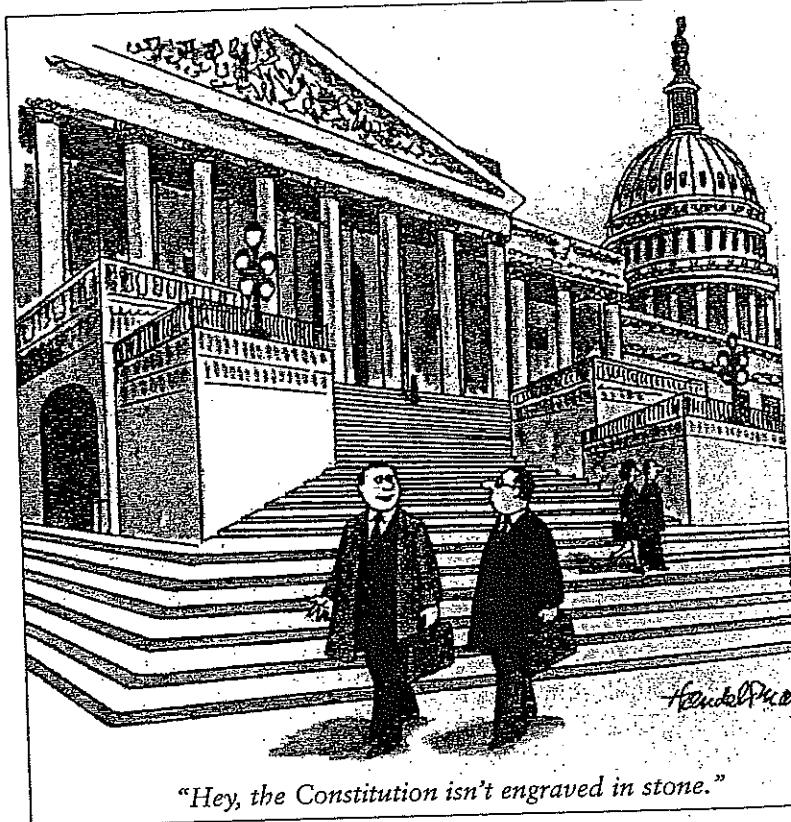
The chart also shows how the system of checks and balances links the judicial branch to the legislative and the executive branches. The President has the power to name all federal judges. Each appointment, however, must be approved by a majority vote in the Senate. At the same time, the courts have the power to determine the constitutionality of acts of Congress

and of presidential actions, and to strike down those they find unconstitutional.

Head-on clashes between the branches do not often happen. The checks-and-balances system operates all the time, however, and in routine fashion. The very fact that it exists—that each branch has its several checks—affects much of what happens in Washington, D.C.

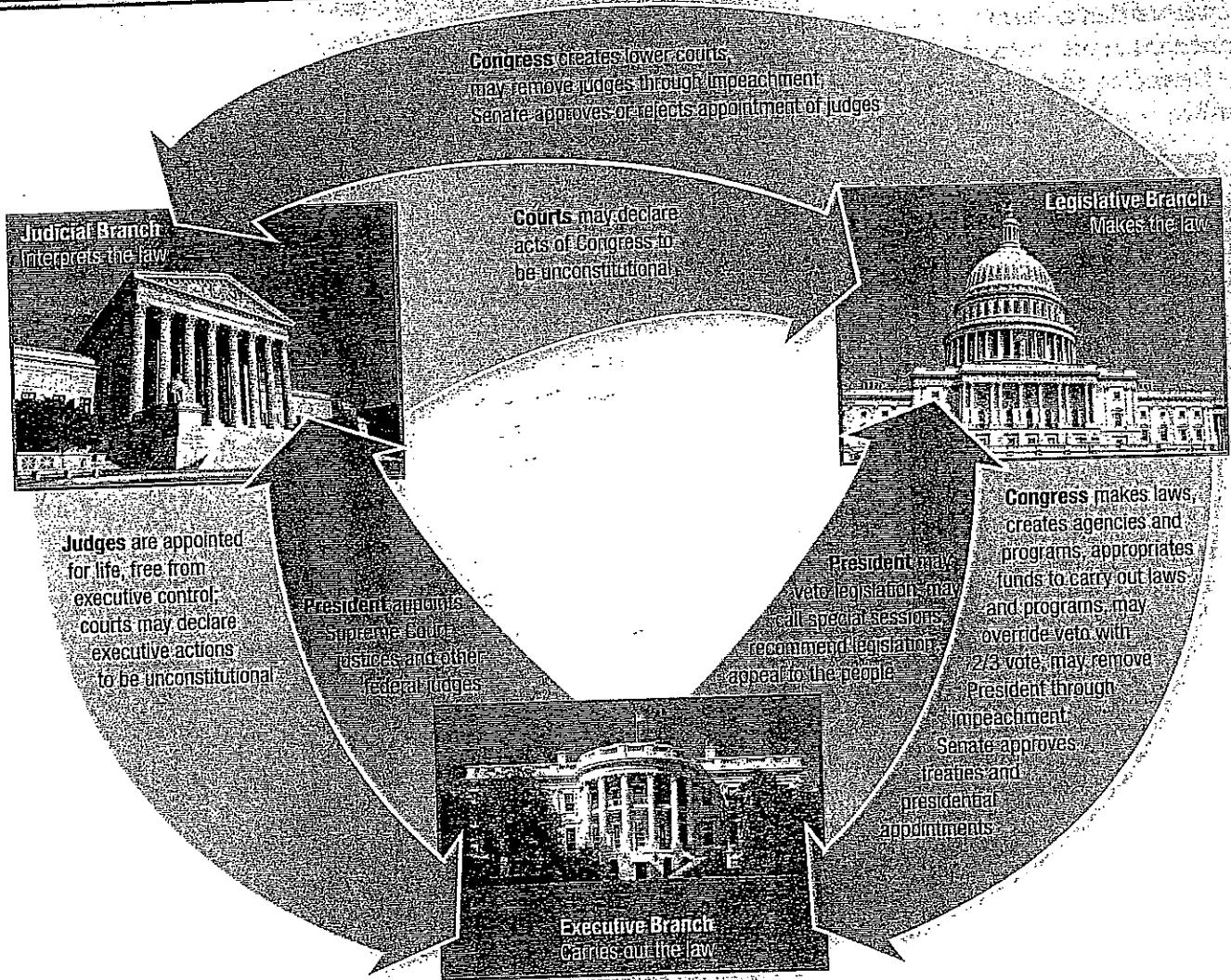
For example, when the President picks someone to serve in some important office in the executive branch—as, say, secretary of state or director of the Central Intelligence Agency (CIA)—the President is quite aware that the Senate must confirm that appointment. So, the President is apt to pick someone who very likely will be approved by the Senate. In a similar sense, when Congress makes law, it does so with a careful eye on both the President's veto power and the power of the courts to review its actions.

Spectacular clashes—direct applications of the check-and-balance system—do sometimes occur, of course. The President does veto some acts of Congress. On rare occasion, Congress does override one of those vetoes. Similarly,



Interpreting Political Cartoons Is the Constitution "carved in stone"? Why or why not?

Checks and Balances



Interpreting Diagrams Under the system of checks and balances, each branch of government can check the actions of the others. **In what way can the power of the judiciary be checked by the other branches?**

the Senate can reject one of the President's appointees. And twice in our history, the House of Representatives has impeached, or brought charges against, a President—Andrew Johnson in 1868 and Bill Clinton in 1998—although on both occasions the President was acquitted by the Senate.

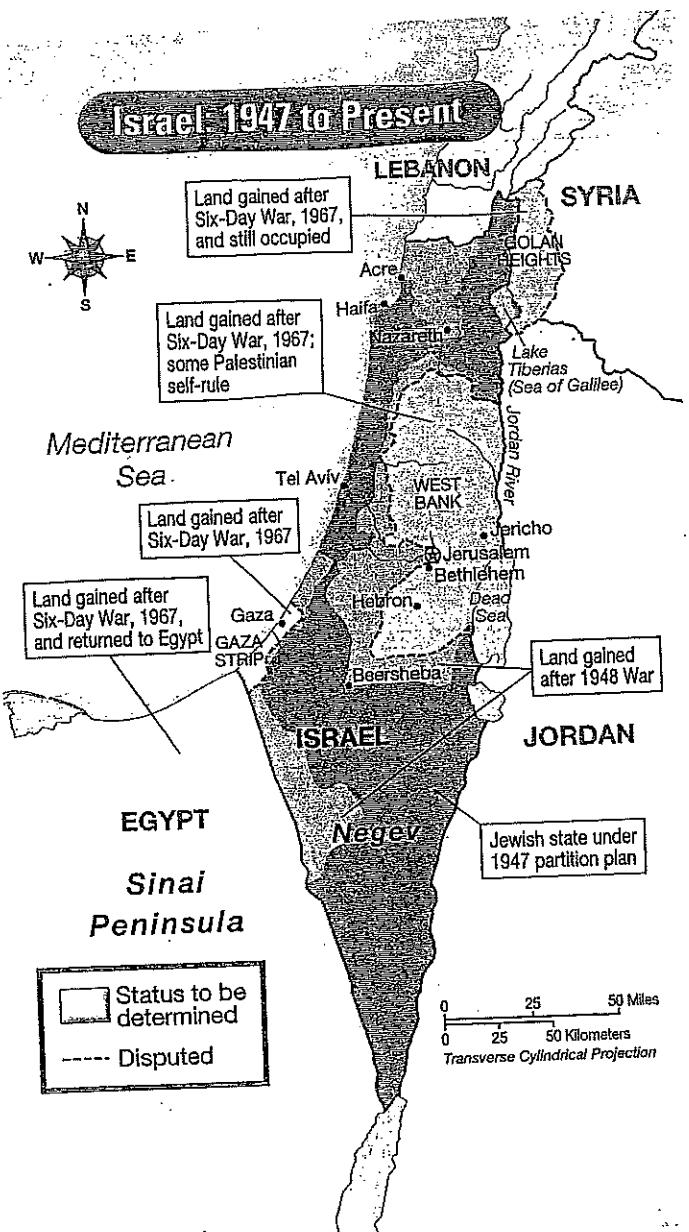
But, again, these and other direct confrontations are not common. Congress, the President, and even the courts try to avoid them. The check-and-balance system makes compromise necessary—and compromise is a vital part of democratic government.

Over time, the check-and-balance system has worked quite well. It has done what the Framers

intended it to do. It has prevented “an unjust combination of the majority.” At the same time, it has not very often forestalled a close working relationship between the executive and legislative branches.

Note, however, that that working relationship runs more smoothly when the President and a majority in both houses of Congress have been of the same political party. When the other party controls one or both houses, conflicts play a larger than usual part in that relationship.

In fact, the American people have lately become accustomed to divided government, to a political environment in which one of the major parties holds the presidency and the other party



Regions Palestinians and Israelis have long had conflicts over land claims. To build understanding, Palestinian and Israeli children (below) attend a camp together.

❖ Which countries share a border with Israel?



Religion in Today's World

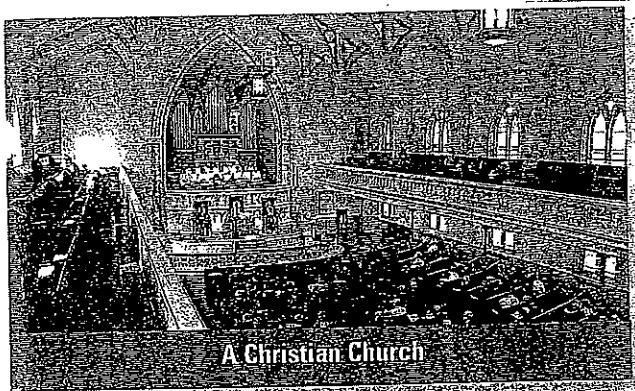
Religion is important in the lives of many people today, just as it has been for centuries. Besides teaching beliefs, religion plays an active role in meeting social challenges. Many religious groups provide meals for the homeless in their communities. Religious groups also supply food and medical care to people in countries where there is poverty or famine.

Religion has its own challenges. In 2000 the United States government reported on a study of religious freedom around the world. The report stated that many people live in countries where religion is controlled or religious freedom is not allowed.

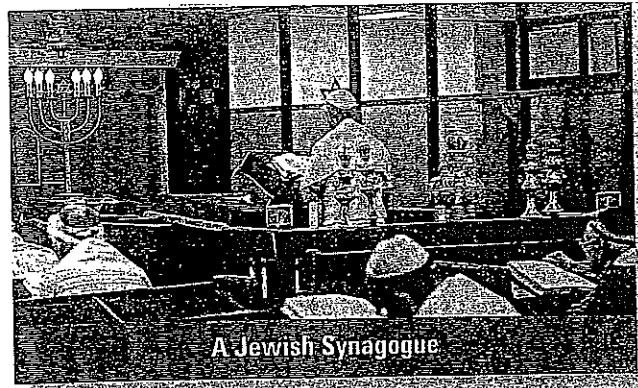
China, for example, requires all religious groups to be approved by the government. Members of groups that are not approved are treated badly. Saudi Arabia provides no religious freedom to people who are not Muslims. Myanmar (formerly Burma) mistreats followers of Buddhism there.

Different religious beliefs can add to the political conflicts that exist among neighboring countries. In southwestern Asia, for example, different religious beliefs have stirred strong feelings over land claims.

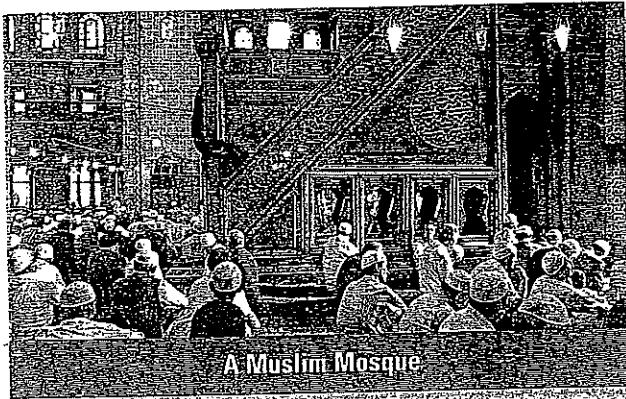
In 1947 the United Nations decided to divide the land known as Palestine. One part would be a Jewish state with mostly Jewish citizens. The other part would be an Arab state with mostly Muslim citizens.



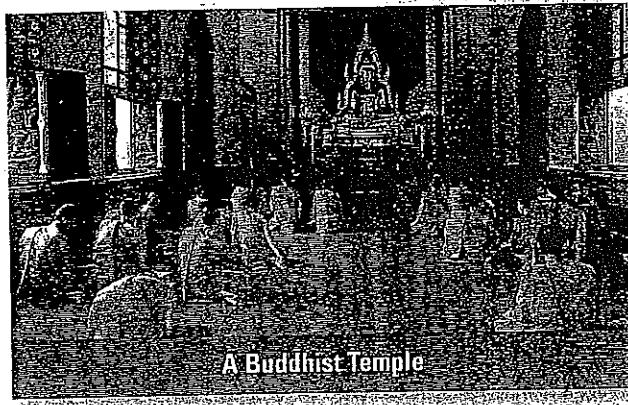
A Christian Church



A Jewish Synagogue



A Muslim Mosque



A Buddhist Temple

The next year, Jewish leaders announced the creation of Israel as an independent country. In an effort to destroy the new nation, Arab armies from neighboring countries attacked it. However, by 1949 Israel had defeated the Arabs and gained control of about half of the land planned for the new Arab state of Palestine. Over the years Israel and the Arab nations have fought wars over this land. During the 1990s and into the new century, United States Presidents have worked with Arab and Israeli leaders to try to find a peaceful end to the conflict.

Religious conflicts can also occur among different groups within the same religion. In the 1980s conflicts over land claims arose between Shi'i Muslims and Sunni Muslims in Iran and Iraq. Long ago, Protestants broke away from the Catholic Church during the Reformation in Europe. Today most Protestants and Catholics respect each other's beliefs. However, they still have conflicts in Northern Ireland.

Religions continue to spread throughout the world. There are about 2 billion Christians in the world, 1 billion Muslims, 800 million Hindus, 350 million Buddhists, and 14 million Jews. The world also has many followers of other religions. In the United States and in many other countries, people with different religious beliefs live side by side in peace.

REVIEW In 2000, what did a United States government study on religious freedoms around the world reveal?

Population Growth

In the years between 1800 and 1960, the world's population increased from 1 billion to 3 billion people. Between 1960 and 2000 it grew from 3 billion to 6 billion, doubling in just 40 years. **Demographers** (dih•MAH•gruh•ferz), or geographers who study population, have identified two changes as causes for this rapid increase. First, many children now survive illnesses that often caused death in the past.

Discover It!



Examining Bones and Muscles

1. Using the fingers of one hand, feel the bones in the other hand and try to count the number of individual bones. Then feel the bones in your wrist and arm. How many bones do you think there are in your arm?
2. Move your fingers and arm slowly and feel the action of your muscles. Bend your arm at the elbow and tighten your fist. What happens to your muscles when you do this?

You are able to move your bones because of the contraction and relaxation of the muscles attached to them. As you read this chapter, you will discover just how extensive the skeletal and muscular systems are.

WRITE ABOUT IT!

Write a poem or fictional story about what it would be like to be weightless. Include how you would move from place to place.



Dr. Shannon Lucid takes her turn on exercise equipment aboard *Mir*.

Astronauts in space and patients confined to bed rest on Earth share a common problem. Because they do not use their muscles and bones for weight-bearing activity, both astronauts and bed-rest patients tend to lose bone density and muscle mass in their lower extremities. This is a problem that the National Aeronautics and Space Administration (NASA) takes very seriously, especially for astronauts who spend many months in weightless conditions. In 1996 Dr. Shannon Lucid returned to Earth after completing six months in orbit aboard the space station *Mir*—the longest spaceflight by a woman and an American. Like all astronauts, she spent a portion of each day exercising to try to minimize bone and muscle deterioration. "High-load," weight-bearing exercises, which are most effective against bone and muscle loss, cannot be done in the weightless environment of space. However, once secured to treadmills and exercise bicycles, astronauts can perform aerobic exercises, which have been shown to be somewhat successful in maintaining bone and muscle mass. NASA continues to research ways to more effectively counteract the negative effects of spaceflight and to apply what it learns to uses on Earth.

Focus On GOVERNMENT

West Virginia Statehood As early as 1776, there were divisions between the eastern and western parts of Virginia. Pioneers lived in the west, where both culture and geography discouraged slavery. Wealthy planters in the east depended on slave labor. Tax laws and the restriction of suffrage to men of property benefited the east and caused resentment in the west, where there was already talk of forming a separate state.

The Civil War only added to these differences. Western delegates walked out of Virginia's Secession Convention in April 1861, declaring secession an illegal attempt to overthrow the federal government. They formed a "Restored Government." In October, 39 western counties approved formation of a new Unionist state, and the Restored Government gave its permission. Congress approved West Virginia's entry into the Union on June 20, 1863, on the condition of gradual emancipation of slaves in the region.

behind the Virginians!" The Union advance was stopped, and "Stonewall" Jackson had earned his famous nickname.

Tired and discouraged, the Union forces began to fall back in late afternoon. Then a trainload of fresh Confederate troops arrived and launched a counterattack. The orderly Union retreat fell apart. Hundreds of soldiers dropped their weapons and ran north. They stampeded into the sightseers who had followed them to the battlefield. As the army disintegrated, soldiers and civilians were caught in a tangle of carriages, wagons, and horses on the narrow road. Terrified that the Confederate troops would catch them, they ran headlong for the safety of Washington, D.C. The Confederates, however, were too disorganized and exhausted to pursue the Union army.

The first major battle of the Civil War was over. It became known as the **First Battle of Bull Run**, because the following year another bloody battle occurred at almost exactly the same site. In the South, this engagement was known as the First Battle of Manassas. The First Battle of Bull Run was not a huge action. About 35,000 troops were involved on each side. The Union suffered about 2,900 **casualties**, the military term for those killed, wounded, captured, or missing in action. Confederate casualties were fewer than 2,000. Later battles would prove much more costly.

Preparing for War

Bull Run caused some Americans on both sides to suspect that winning the war might not be so easy. "The fat is in the fire now," wrote President Lincoln's private secretary. "The preparations for the war will be continued with increased vigor by the Government." Congress quickly authorized the President to raise a million three-year volunteers. In Richmond, a clerk in the Confederate War Department began to worry, "We are resting on our oars, while the enemy is drilling and equipping 500,000 or 600,000 men."

Strengths of the North and the South In several respects, the North was much better prepared for war than was the South. The North had more than twice as much railroad track as the South. This made the movement of troops, food, and supplies quicker and easier in the North. There were also more than twice as many factories in the North, so the Union was better able to produce the guns, ammunition, shoes, and other items needed for its army. The North's economy was well balanced between farming and industry, and the North had far more money in its banks than the South.

What's more, the North already had a functioning government and a small army and navy. Most importantly, two thirds of the nation's population lived in Union states. This made more men available to the Union army, while at the same time allowing for a sufficient labor force to remain behind for farm and factory work.

The Confederates had some advantages, too. Because most of the nation's military colleges were in the South, a majority of the nation's trained officers were Southerners, and they sided with the Confederacy. In addition, the Southern army did not need to initiate any military action to win the war. All they needed to do was maintain a defensive position and keep from being beaten. In contrast, to restore unity to the nation, the North would have to attack and conquer the South. Southerners had an additional advantage: they felt that they were fighting to preserve their way of life and, they believed, their right to self-government.

Patriotism was also important in the North. And there were strongly held beliefs about slavery. The abolitionist Harriet Beecher Stowe responded to the Union call to arms by writing, "This is a cause to die for, and—thanks be to God!—our young men embrace it." There were other reasons that people on both sides were eager to fight. Some enlisted for the adventure, and feared that the war would be over before they got a chance to participate.

Union Military Strategies After the fall of Fort Sumter, President Lincoln ordered a naval blockade of the seceded states. By shutting down the South's ports along the Atlantic Coast and the Gulf of Mexico, Lincoln hoped to keep the South from shipping its cotton to Europe. He also wanted to prevent Southerners from importing the manufactured goods they needed.

Lincoln's blockade was part of a strategy developed by General Winfield Scott, the hero of the Mexican War and commander of all U.S. troops in 1861. Scott realized that it would take a long time to raise and train an army that was big enough and strong enough to invade the South successfully. Instead, he proposed to choke off the Confederacy with the blockade and to use troops and gunboats to gain control of the Mississippi River, thus cutting the Confederacy in two. Scott believed these measures would pressure the South to seek peace and would restore the nation without a bloody war.

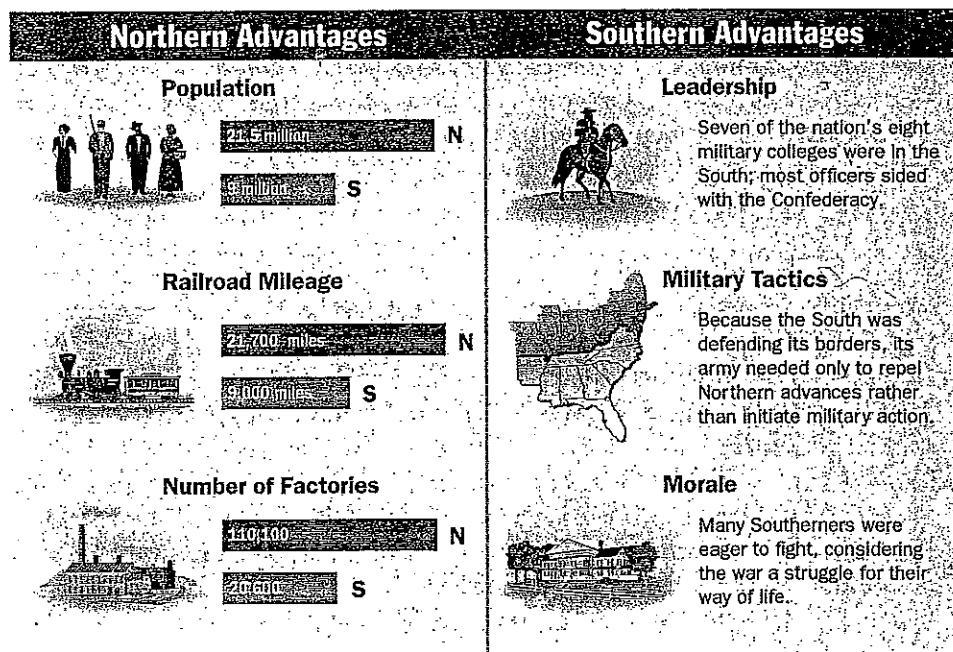
Northern newspapers sneered at Scott's strategy. They scornfully named it the Anaconda Plan, after a type of snake that coils around its victims and crushes them to death. Despite the Union defeat at Bull Run, political pressure for action and a quick victory remained strong in 1861. This public clamor for results led to several more attempts to capture Richmond. Seizing the Confederate capital was another important strategic goal of the Union.

Confederate War Strategies The South's basic war plan was to prepare and wait. Many Southerners hoped that Lincoln would let them go in peace. "All we ask is to be let alone," announced Confederate president Jefferson Davis, shortly after secession. He planned for a defensive war.

Southern strategy called for a **war of attrition**. In this type of war, one side inflicts continuous losses on the enemy in order to wear down its strength.

READING CHECK

What were the most important strengths of the North and the South?



INTERPRETING DIAGRAMS

This diagram shows the advantages that the North and the South had at the start of the Civil War.

Analyzing Information The North and the South had different kinds of advantages. Explain the differences.

Southerners counted on their forces being able to turn back Union attacks until Northerners lost the will to fight. However, this strategy did not take into account the North's tremendous advantage in resources. In the end, it was the North that waged a successful war of attrition against the South.

Southern strategy in another area also backfired. The South produced some 75 percent of the world's cotton, much of it supplying the textile mills of Great Britain and France. However, Confederate leaders convinced most Southern planters to stop exporting cotton. They believed that the sudden loss of Southern cotton would cause British and French industrial leaders to pressure their governments to help the South gain its independence in exchange for restoring the flow of cotton. Instead, the Europeans turned to India and Egypt for their cotton. By the time Southerners recognized the failure of this strategy, the Union blockade had become so effective that little cotton could get out. With no income from cotton exports, the South could not earn the money it needed to buy guns and maintain its armies.

Tactics and Technology For generations, European commanders had fought battles by concentrating their forces, assaulting a position, and driving the enemy away. The cannons and muskets they used were neither accurate nor capable of repeating fire very rapidly. Generals relied on masses of charging troops to overwhelm the enemy. Most Civil War generals had been trained in these methods, and had seen them work well in the Mexican War.

By the time of the Civil War, however, gun makers knew that bullet-shaped ammunition drifted less as it flew through the air than a round ball,

the older type of ammunition. They had also learned that rifling, a spiral groove cut on the inside of a gun barrel, would make a fired bullet pick up spin, causing it to travel farther and straighter. Older muskets, which had no rifling, were accurate

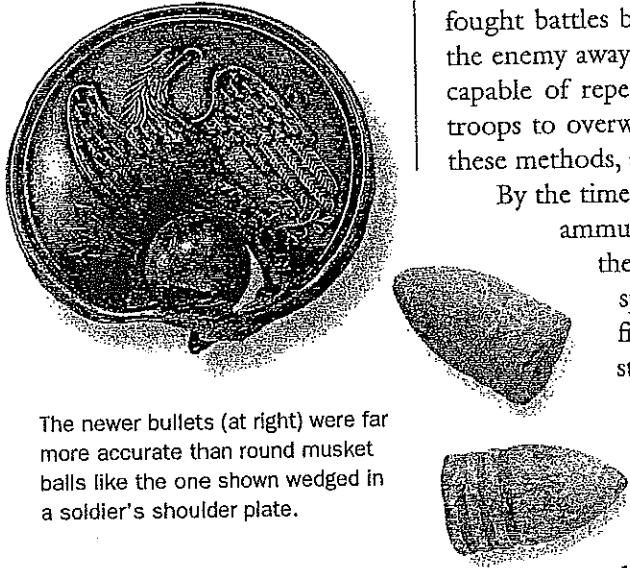
only to about 100 yards. Bullets fired from rifles, as the new guns were called, hit targets at 500 yards. In addition, they could be reloaded and fired much faster than muskets.

Improvements in artillery were just as deadly. Instead of relying only on iron cannon balls, gunners could now fire shells, devices that exploded in the air or when they hit something. Artillery often fired canister, a special type of shell filled with bullets. This turned cannons into giant shotguns. Thousands of soldiers went to their deaths by following orders to cross open fields against such weapons. Commanders on both sides, however, were slow to recognize that these traditional strategies exposed their troops to slaughter.

War in the West

After the disaster at Bull Run, President Lincoln named General George McClellan to build and command a new army. While McClellan was involved with this task, Union forces in the West invaded the Confederacy. The states of Arkansas, Louisiana, Mississippi, and Tennessee held the key to control of the Mississippi River, which ran through the heart of the Confederacy. The fighting in these four states is generally referred to as the "war in the West."

The most successful Union forces in the West were led by General Ulysses S. Grant. After the fall of Fort Sumter, Grant's success at organizing and training a group of Illinois volunteers caused Lincoln to promote him from colonel to general. He was assigned to command the Union forces based in Paducah, Kentucky, where the Ohio and Tennessee rivers meet.



The newer bullets (at right) were far more accurate than round musket balls like the one shown wedged in a soldier's shoulder plate.

The Two-Party System

Section Preview

OBJECTIVES

1. Identify the reasons why the United States has a two-party system.
2. Understand multiparty and one-party systems and how they affect the functioning of government.
3. Describe party membership patterns in the United States.

WHY IT MATTERS

The two-party system in the United States is a product of historical forces, our electoral system, and the ideological consensus of the American people. It provides more political stability than a multiparty system and more choice than a one-party system.

POLITICAL DICTIONARY

- ★ **minor party**
- ★ **two-party system**
- ★ **single-member district**
- ★ **plurality**
- ★ **bipartisan**
- ★ **pluralistic society**
- ★ **consensus**
- ★ **multiparty**
- ★ **coalition**
- ★ **one-party system**

Does the name Earl Dodge mean anything to you? Probably not. Yet Mr. Dodge has run for President of the United States five times. He was the presidential candidate of the Prohibition Party in 1984, 1988, 1992, 1996, and in 2000—and he will likely run again in 2004.

One reason Mr. Dodge is not very well known is that he belongs to a **minor party**, one of the many political parties without wide voter support. Two major parties, the Republicans and the Democrats, dominate American politics. That is to say, this country has a **two-party system**. In a typical election, only the Republican or the Democratic Party's candidates have a reasonable chance of winning public office.

Why a Two-Party System?

In some States, and in many local communities, one of the two major parties may be overwhelmingly dominant. And it may remain so for a long time—as, for example, the Democrats were throughout the South from the post-Civil War years to the 1960s. But, on the whole, and through most of our history, the United States has been a two-party nation.

A number of factors help to explain why America has had and continues to have a

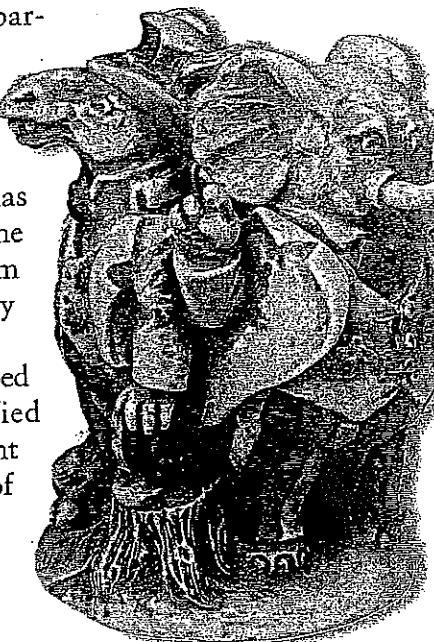
two-party system. No one reason, taken alone, offers a wholly satisfactory explanation for the phenomenon. Taken together, however, several reasons do make quite a persuasive answer.

The Historical Basis

The two-party system is rooted in the beginnings of the nation itself. The Framers of the Constitution were opposed to political parties. As you saw in Chapter 2, the ratification of the Constitution saw the birth of America's first two parties: the Federalists, led by Alexander Hamilton, and the Anti-Federalists, who followed Thomas Jefferson. In short, the American party system *began* as a two-party system.

The Framers hoped to create a unified country; they sought to bring order out of

► The symbols of the political parties turn up in many forms—especially in an election year.



Voices on Government



Mary Matalin was a campaign advisor to George W. Bush and Dick Cheney in 2000. After the Bush administration took office, she was made assistant to the President and counselor on matters of politics and communication to Vice President Cheney. Here she comments on how political campaigns look from the inside:

Politics is about winning. Participating in a presidential campaign full-time, as a professional, is very emotional and very draining. You don't want to put that much effort into a race unless you have a real chance. . . . In the culture of campaigns it's not ideological. Most of us have a philosophical grounding—we're working for Republicans only—but in terms of issues the differences between candidates are often pretty small.¹⁹

Evaluating the Quotation

How does Matalin's view of political campaigns fit in with what you have read about the two major parties?

the chaos of the Critical Period of the 1780s. To most of the Framers, parties were “factions,” and therefore agents of divisiveness and disunity. George Washington reflected this view when, in his Farewell Address in 1796, he warned the new nation against “the baneful effects of the spirit of party.”

In this light, it is hardly surprising that the Constitution made no provision for political parties. The Framers could not foresee the ways in which the governmental system they set up would develop. Thus, they could not possibly know that two major parties would emerge as prime instruments of government in the United States. Nor could they know that those two major parties would tend to be moderate, to choose middle-of-the-road positions, and so help to unify rather than divide the nation.

The Force of Tradition

Once established, human institutions are likely to become self-perpetuating. So it has been with the two-party system. The very fact that the

nation began with a two-party system has been a leading reason for the retention of a two-party system. Over time, it has become an increasingly important, self-reinforcing reason.

The point can be made this way: Most Americans accept the idea of a two-party system simply because there has always been one. This inbred support for the arrangement is a principal reason why challenges to the system—by minor parties, for example—have made so little headway. In other words, America has a two-party system *because* America has a two-party system.

The Electoral System

Several features of the American electoral system tend to promote the existence of but two major parties. That is to say, the basic shape, and many of the details, of the election process work in that direction.

The prevalence of **single-member districts** is one of the most important of these features. Nearly all of the elections held in this country—from the presidential contest on down to those at the local levels—are single-member district elections. That is, they are contests in which only one candidate is elected to each office on the ballot. In these winner-take-all elections, the winning candidate is the one who receives a **plurality**, or the largest number of votes cast for the office. Note that a plurality need not be a majority, which is more than half of all votes cast.

The single-member district pattern works to discourage minor parties. Because only one winner can come out of each contest, voters usually face only two viable choices: They can vote for the candidate of the party holding the office, or they can vote for the candidate of the party with the best chance of replacing the current office-holder. In short, most voters think of a vote for a minor party candidate as a “wasted vote.”

Another important aspect of the electoral system works to the same end. Much of American election law is purposely written to discourage non-major party candidates.² Republicans and Democrats regularly act in a **bipartisan** way in

²Nearly all election law in this country is State, not federal, law—a point discussed at length in the next two chapters. But, here, note this very important point: Nearly all of the more than 7,600 State legislators—nearly all of those persons who make State law—are either Democrats or Republicans. Only a handful of minor party members or independents now sit, or have ever sat, in State legislatures.

this matter. That is, the two major parties find common ground and work together here.

They deliberately shape election laws to preserve, protect, and defend the two major parties and the two-party system, and thus to frustrate the minor parties. In most States it is far more difficult for minor parties and independent groups to get their candidates listed on the ballot than for the major parties to do so.

The 2000 presidential election offered a striking illustration of the point. Both George W. Bush and Al Gore were on the ballots of all 50 States and the District of Columbia. None of the several other serious presidential hopefuls made the ballot everywhere in 2000.

To this point, non-major party candidates have made it to the ballot everywhere in only seven presidential elections. The Socialist Party's Eugene V. Debs was the first to do so, in 1912. The Socialist candidate in 1916, Allan L. Benson, also appeared on the ballots of all of the then 48 States. In 1980 Ed Clark, the Libertarian nominee, and independent John Anderson, and in 1988 Lenora Fulani of the New Alliance Party made the ballots of all 50 States and the District of Columbia. So, too, did Libertarian Andre Marrou and independent Ross Perot in 1992. Every ballot contained the names of Libertarian Harry Browne and the Reform Party's Ross Perot in 1996.

In 2000 Harry Browne of the Libertarian Party was on the ballot in 49 States and the District of Columbia. The Reform Party's Pat Buchanan made it in 49 States, Ralph Nader of the Green Party in 43 States and the District of Columbia, and the Constitution Party's Howard Phillips in 41 States. But most minor party candidates suffered their usual fate: they managed to gain the ballot in only a handful of States.

The American Ideological Consensus

Americans are, on the whole, an ideologically homogeneous people. That is, over time, the American people have shared many of the same ideals, the same basic principles, and the same patterns of belief.

This is not to say that Americans are all alike. Clearly, this is not the case. The United States is a **pluralistic society**—one consisting of several distinct cultures and groups. Increasingly, the members of various ethnic, racial, religious, and other



Interpreting Political Cartoons What does the cartoon imply about what parties—and candidates—stand for?

social groups compete for and share in the exercise of political power in this country. Still, there is a broad **consensus**—a general agreement among various groups—on fundamental matters.

Nor is it to say that Americans have always agreed with one another in all matters. Far from it. The nation has been deeply divided at times: during the Civil War and in the years of the Great Depression, for example, and over such critical issues as racial discrimination, the war in Vietnam, and abortion.

Still, note this very important point: this nation has not been regularly plagued by sharp and unbridgeable political divisions.



▲ Colorado Senator Ben Nighthorse Campbell was elected as a Democrat in 1992. He became a Republican in 1995, and was easily reelected in 1998. *Critical Thinking What might cause a politician to switch parties?*



▲ **Multiparty Government** German Chancellor Gerhard Schröder (front row, center) was elected in 1998. With only 40.9 percent of the seats in the Assembly, Schröder's Social Democratic Party (SPD) formed a coalition government with a smaller party, Alliance 90/The Greens.

The United States has been free of long-standing, bitter disputes based on such factors as economic class, social status, religious beliefs, or national origin.

Those conditions that could produce several strong rival parties simply do not exist in this country. In this way, the United States differs from most other democracies. In short, the realities of American society and politics simply do not permit more than two major parties.

This ideological consensus has had another very important impact on American parties. It has given the nation two major parties that look very much alike. Both tend to be moderate. Both are built on compromise and regularly try to occupy "the middle of the road." Both parties seek the same prize: the votes of a majority of the electorate. To do so, they must win over essentially the same people. Inevitably, each party takes policy positions that do not differ a great deal from those of the other major party.

This is not to say that there are no significant differences between the two major parties today. There are. For example, the Democratic Party, and those who usually vote for its candidates, are more likely to support such things as social welfare programs, government regulation of business practices, and efforts to improve the status of minorities. On the other hand, the Republican Party and its adherents are much more likely to favor the play of private market forces in the economy and to argue that the Federal Government should be less extensively involved in social welfare programs.

Multiparty Systems

Some critics argue that the American two-party system should be scrapped. They would replace it with a **multiparty** arrangement, a system in which several major and many lesser parties exist, seriously compete for, and actually win, public offices. Multiparty systems have long been a feature of most European democracies, and they are now found in many other democratic societies elsewhere in the world.

In the typical multiparty system, the various parties are each based on a particular interest, such as economic class, religious belief, sectional attachment, or political ideology. Those who favor such an arrangement for this country say that it would provide for a broader representation of the electorate and be more responsive to the will of the people. They claim that a multiparty system would give voters a much more meaningful choice among candidates and policy alternatives than the present two-party system does.

Clearly, multiparty systems do tend to produce a broader, more diverse representation of the electorate. At the same time, that strength is also a major weakness of a multiparty system. It often leads to instability in government. One party is often unable to win the support of a majority of the voters. As a result, the power to govern must be shared by a number of parties, in a **coalition**. A coalition is a temporary alliance of several groups who come together to form a working majority and so to control a government.

Several of the multiparty nations of Western Europe have long been plagued by governmental crises. They have experienced frequent changes in party control as coalitions shift and dissolve. Italy furnishes an almost nightmarish example: It has had a new government on the average of once every nine months ever since the end of World War II.

Historically, the American people have shunned a multiparty approach to politics. They have refused to give substantial support to any but the two major parties and their candidates. Two of the factors mentioned above—single-member districts and the American ideological consensus—seem to make the multiparty approach impossible in the United States.

One-Party Systems

In nearly all dictatorships today, only one political party is allowed. That party is the party of the ruling clique. For all practical purposes, it is quite accurate to say that in those circumstances the resulting **one-party system** is really a "no-party" system.

In quite another sense, this country has had several States and many local areas that can be described in one-party terms. Until the late 1950s, the Democrats dominated the politics of the South. The Republican Party was almost always the winner in New England and in the upper Midwest.

Effective two-party competition has spread fairly rapidly in the past 30 years or so. Democrats have won many offices in every northern State. Republican candidates have become more and more successful throughout the once "Solid South." Nevertheless, about a third of the States can still be said to have a modified one-party system. That is, one of the major parties regularly wins most elections in those States. Also, while most States may have vigorous two-party competition at the Statewide level, within most of them are many areas dominated by a single party.

Party Membership Patterns

Membership in a party is purely voluntary. A person is a Republican or a Democrat, or belongs to a minor party, or is an independent—belonging to no organized party—because that is what he or she chooses to be.³

Remember, the two major parties are broadly based. In order to gain more votes than their opponents, they must attract as much support as they possibly can. Each party has always been composed, in greater or lesser degree, of a cross section of the nation's population. Each is made up of Protestants, Catholics, and Jews; whites, African Americans, Latinos, and other minorities; professionals, farmers, and union members. Each party includes the young, the middle-aged,

³In most States a person must declare a preference for a particular party in order to vote in that party's primary election. That declaration is usually made as a part of the voter registration process, and it is often said to make one "a registered Republican (or Democrat)." The requirement is only a procedural one, however, and wholly a matter of individual choice.



▲ Dictator Joseph Stalin, who was both leader of the Communist Party and premier of the Soviet Union, ruthlessly crushed all political opposition. *Critical Thinking Why might silencing other political points of view be a disadvantage to a government?*

and the elderly; city-dwellers, suburbanites, and rural residents among its members.

It is true that the members of certain segments of the electorate tend to be aligned more solidly with one or the other of the major parties, at least for a time. Thus, in recent decades, African Americans, Catholics and Jews, and union members have voted more often for Democrats. In the same way, white males, Protestants, and the business community have been inclined to back the GOP.⁴ Yet, never have all members of any group tied themselves permanently to either party.

Individuals identify themselves with a party for many reasons. Family is almost certainly the most important among them. Studies show that nearly two out of every three Americans follow the party allegiance of their parents.

⁴GOP is common shorthand for the Republican Party. The initials stand for Grand Old Party, a nickname acquired in the latter part of the 19th century. The nickname may owe its origins to British politics. Prime Minister William Gladstone was dubbed "the Grand Old Man," often abbreviated "GOM," by the English press in 1882. Soon after, "GOP" appeared in headlines in the *New York Tribune*, the *Boston Post*, and other American papers.

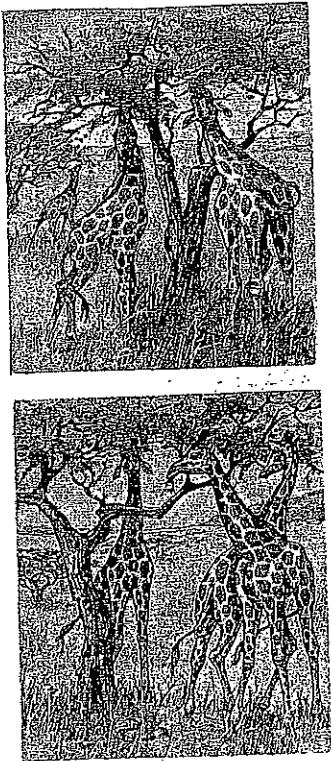


FIGURE 10.5
According to Lamarck, when short-necked giraffes stretched their necks to reach leaves high on a tree, their necks became longer. The longer neck was then passed on to the offspring. What principles of Lamarck's hypothesis are represented here?

First, Lamarck thought that organisms constantly strive to improve themselves. Second, he believed that the most-used body structures develop, whereas unused structures waste away. This idea was called the principle of use and disuse. Third, Lamarck thought that once a structure is modified by use or disuse, the modification is inherited by the organism's offspring. This third principle is called the inheritance of acquired characteristics. Study Figure 10.5 to see how Lamarck's hypothesis explains the evolution of the giraffe's long neck.

Lamarck published some of his ideas on evolution in 1809, the same year Charles Darwin was born. His work had a strong influence on Darwin. Lamarck's hypothesis about the inheritance of acquired characteristics was later disproved by German biologist August Weismann. Through experiments with mice, Weismann concluded that changes in an individual during its lifetime do not affect its reproductive cells or its offspring.

INFLUENCES ON DARWIN

Interdisciplinary studies

In 1831 Charles Darwin joined an around-the-world trip on a ship called the HMS *Beagle*. As you read at the beginning of this chapter, Darwin used the trip as an opportunity to collect plant samples and study animal species from the shore.

Darwin was especially intrigued by the finches he observed, such as those shown in Figure 10.6. Darwin observed that each different group of finches had its own niche. This led Darwin to wonder whether each group of finches was a different species.

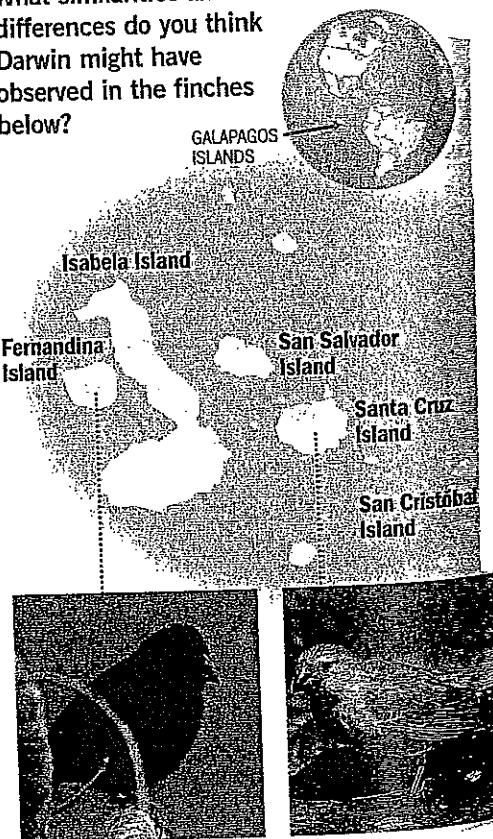
Darwin later learned that the 13 different finches he had studied were indeed separate species. Each species was suited to the environment of its niche. Darwin hypothesized that

the adaptations of animals to their environment and the emergence of new species were closely related processes.

Geology After Darwin returned home, he spent a great deal of time studying his notes, reading, and conversing with colleagues. From the books of his friend Charles Lyell, Darwin learned that geological change is an extremely slow, uniform process. Lyell reasoned that Earth must be very old. Using Lyell's hypothesis, Darwin concluded that gradual geological changes over long periods of time influence plant and animal life.

Artificial selection Darwin also studied the selective breeding of domestic animals and crops. By selecting a parental generation with the

FIGURE 10.6
Darwin studied finches as he sailed to the Galapagos Islands. What similarities and differences do you think Darwin might have observed in the finches below?



most desirable characteristics, farmers and animal breeders can raise more desirable offspring, such as cows that give more milk, or hardier horses. Any domesticated plant or animal bred to accentuate desirable characteristics is the result of artificial selection.

Because of artificial selection, domesticated organisms often bear little resemblance to their ancestors. For example, careful artificial selection for certain traits of the wild mustard plant resulted in the vegetables shown in Figure 10.7. Darwin suspected that a selection process also occurred in nature.

Population control Darwin was also influenced by the economist Thomas Malthus, who stated that the human population was growing so fast that the supply of resources could not keep up with demand. According to Malthus, when a population exceeds its resources, disasters such as war, starvation, or widespread disease limit the population's growth.

Darwin recognized that Malthus's principles applied not only to humans, but to all species. If all the offspring of a population survive, the population quickly outgrows its supply of resources. Therefore, not all offspring can survive. Darwin reasoned that there is always competition for food, water, and space in the environment. The individuals that survive the competition can then reproduce. Darwin proposed that the ability to reproduce and pass on traits that aid survival is as important as survival itself.

THE THEORY OF EVOLUTION

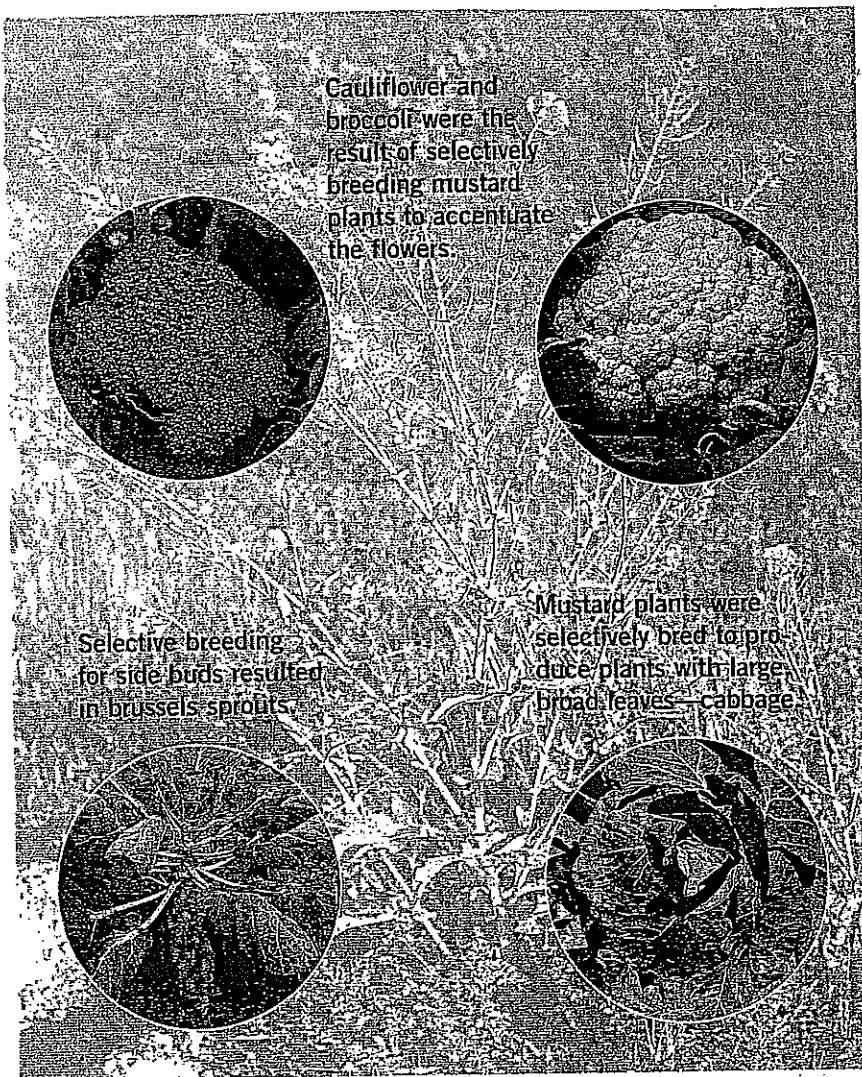
It's only natural

In 1844 Darwin wrote a paper explaining his theory of evolution. He based his theory on the observations and studies he had made over the previous 15 years. Because he knew his ideas would challenge popular beliefs,

FIGURE 10.7

Artificial Selection

Artificial selection led to the development of many vegetables from the wild mustard plant.



Darwin did not publish his work for more than ten years.

Meanwhile, another young English biologist named Alfred Wallace made a sea voyage to the West Indies. Wallace also observed and collected many plant and animal specimens from which he developed a theory similar to Darwin's. Eager to publish his conclusions, Wallace wrote to Darwin, explaining his theory.

In 1858 both men agreed to send their papers together to the same scientific organization. Wallace graciously gave Darwin credit for having

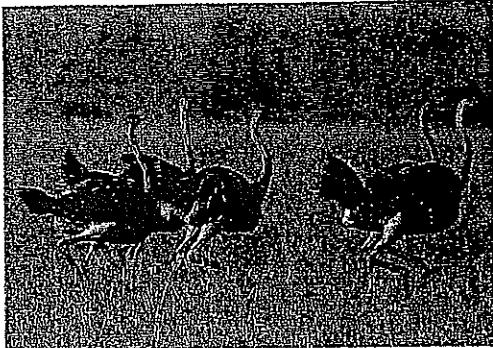
EVERDAY BIOLOGY

The Bright Side of Motion Sickness

Have you ever had motion sickness? Darwin was very prone to seasickness. For that reason, he spent a lot of time ashore during his five-year voyage and obtained important data for his research.

FIGURE 10.8

The fastest ostrich in a population has a favorable variation. How might this variation lead to natural selection?



developed the theory first. The theory was presented more fully in the book *On the Origin of Species by Means of Natural Selection*, which Darwin published a year later.

Natural selection Darwin observed an amazing variety of plants and animals on the Galapagos Islands. But what was the process that shaped their adaptations? Darwin called the process **natural selection**, a theory that consists of four main points:

There is variation within populations. Many variations are inherited, and such traits are passed from parent to offspring. Though little was known of genetics in Darwin's time, variation among species was well documented. Darwin's own work on the *Beagle* provided evidence of inherited variations.

Some variations are favorable.

Darwin observed many examples of favorable variations on the Galapagos

FIGURE 10.9

This lion is about to eat an ostrich egg. Which point of natural selection does this photograph illustrate?



Islands. A favorable variation is one that improves an organism's ability to function and reproduce in its own particular environment. For example, some ostriches can run faster than others. This favorable variation enables faster ostriches to escape predators more easily, making them more likely to live and reproduce.

Not all young produced in each generation can survive. Many die as a result of disease or starvation. As you can see in *Figure 10.9*, some off-spring are killed by predators. Consequently, only a few live long enough to reproduce.

Individuals that survive and reproduce are those with favorable variations. The offspring of the survivors will inherit the favorable variations. Therefore, with each new generation, a progressively larger proportion of offspring will have these variations. This idea is the main concept of natural selection.

Ostriches are probably a result of natural selection. They are the fastest birds on land, achieving running speeds of up to 65 kilometers per hour. Their speed is due to favorable traits such as long, powerful legs. Only the fastest ostriches have lived long enough to reproduce, and they have passed on the traits that enable them to run so quickly.

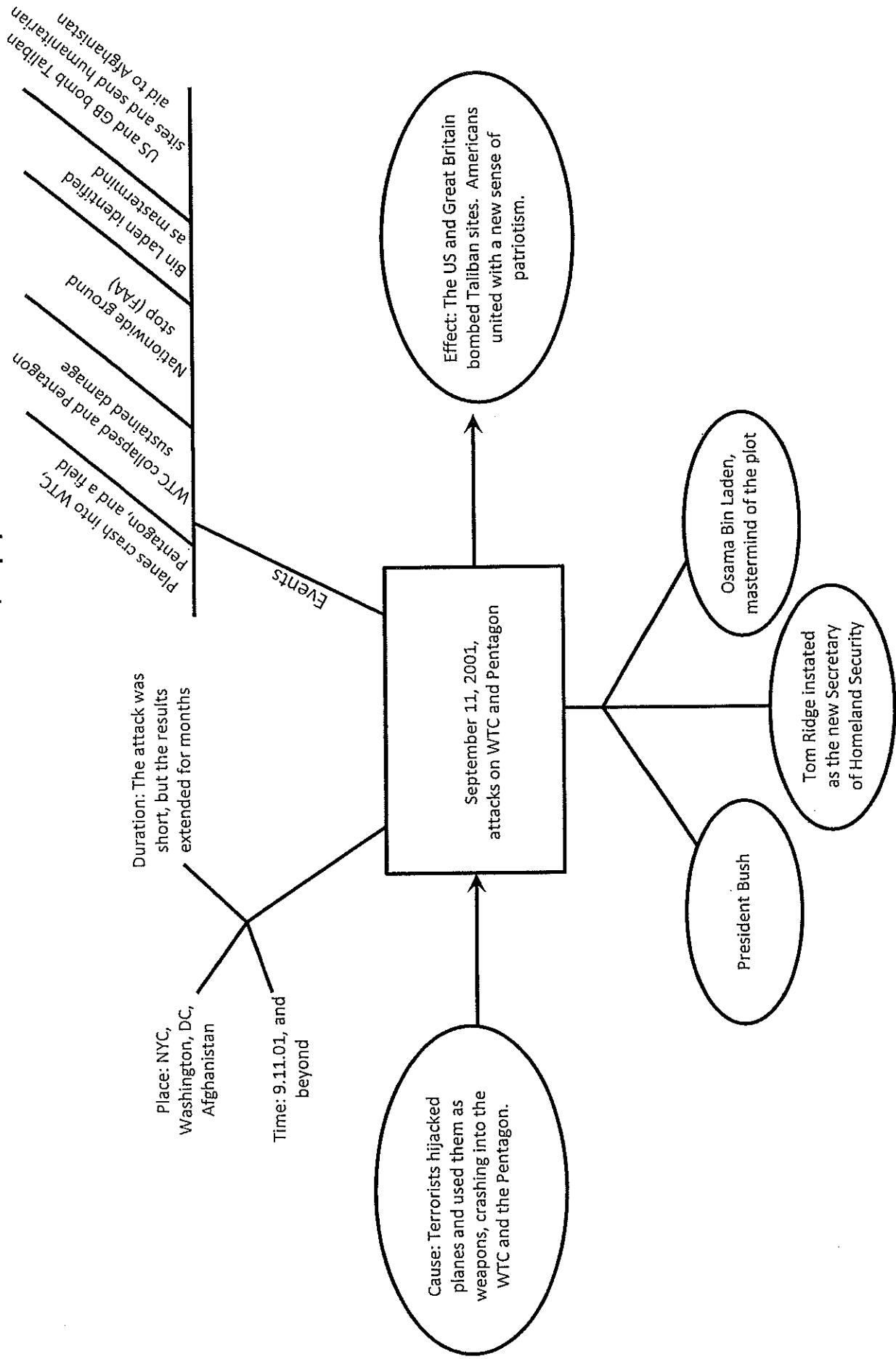
THE NATURE OF CHANGE

Stop and go

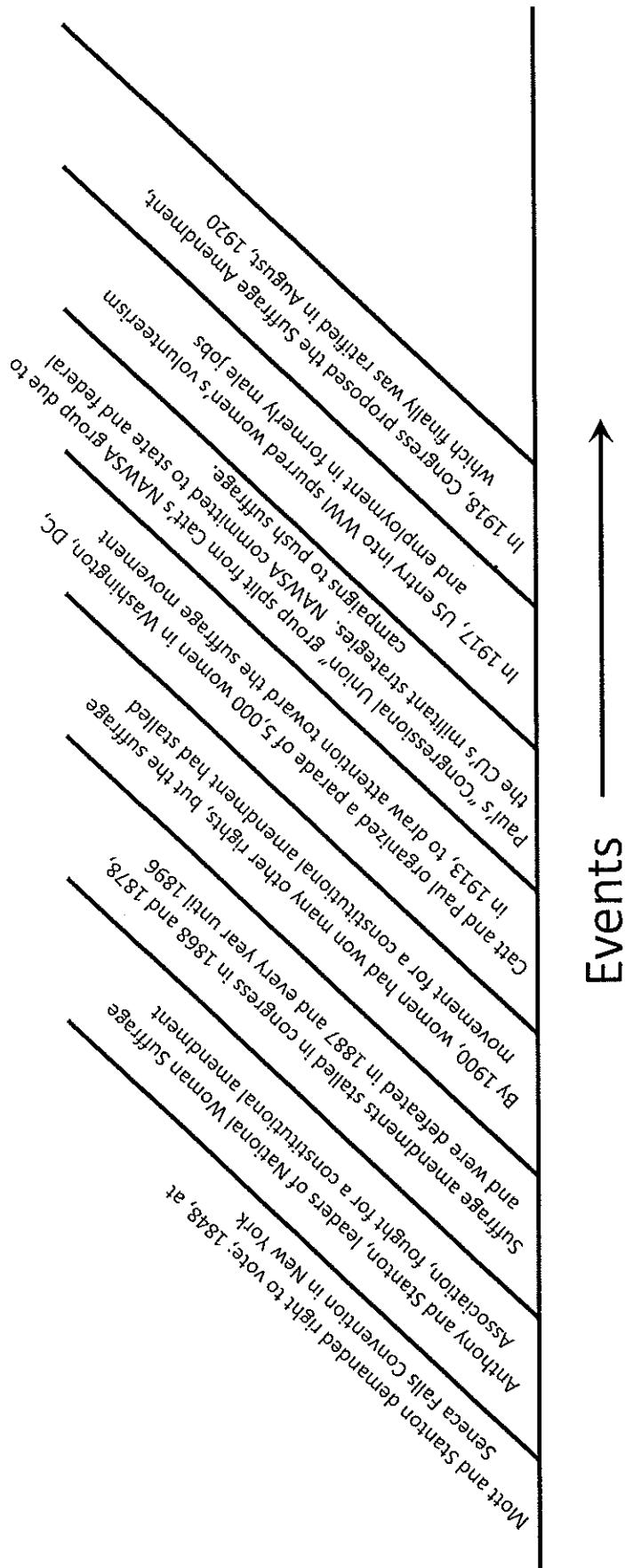
Evidence indicates that natural selection is the mechanism of evolution, or change over time. Natural selection can result in the evolution of new species. But at what rate does evolution take place?

According to some scientists, small genetic changes occur slowly within a population. This theory, known as **gradualism**, proposes that new species evolve as the genomes of two

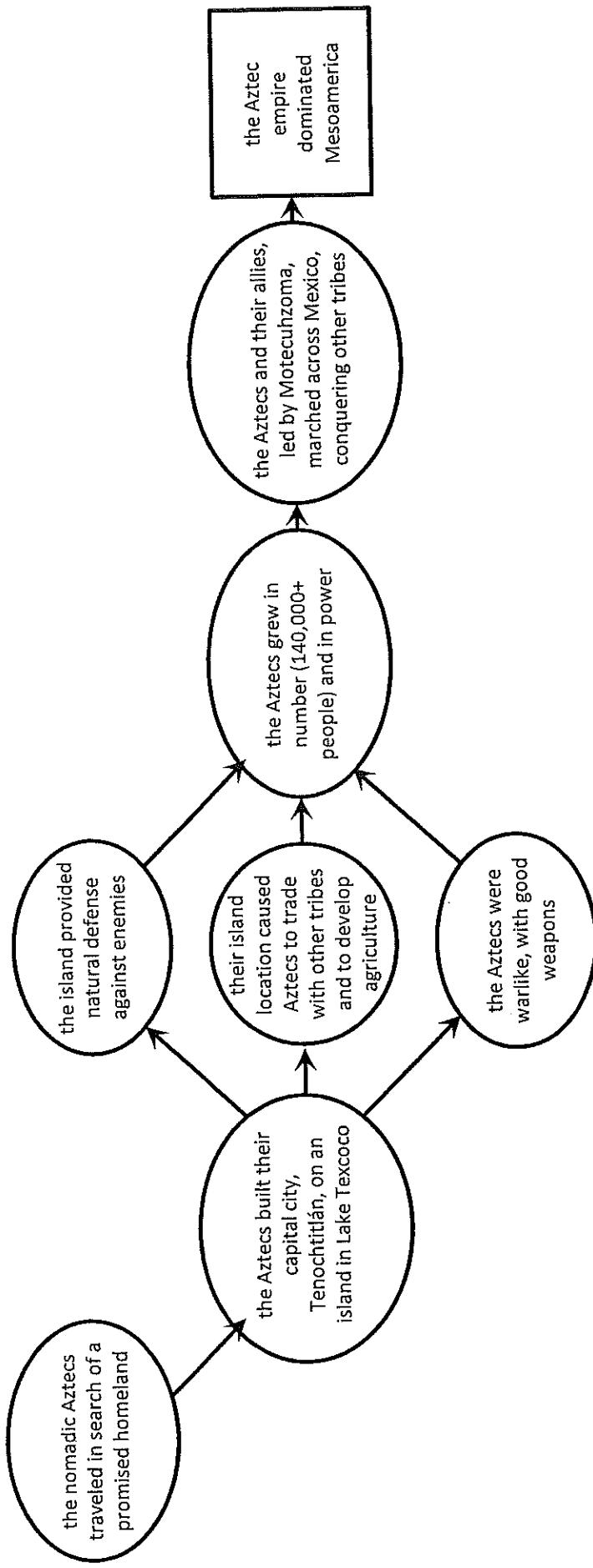
Episode Pattern for “Attack on America,” pp. 41-42



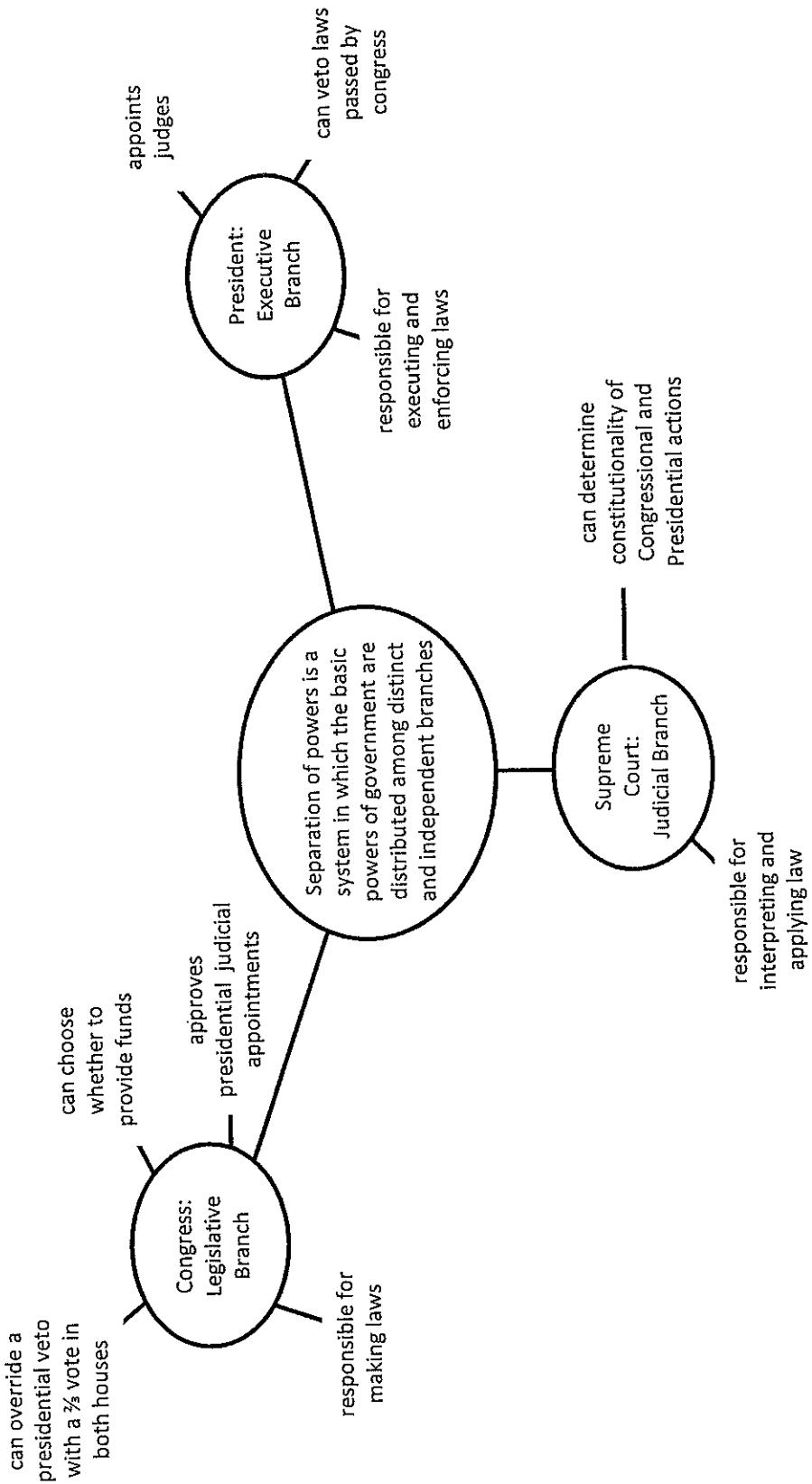
Time Sequence Pattern for “Suffrage at Last,” pp. 44-48



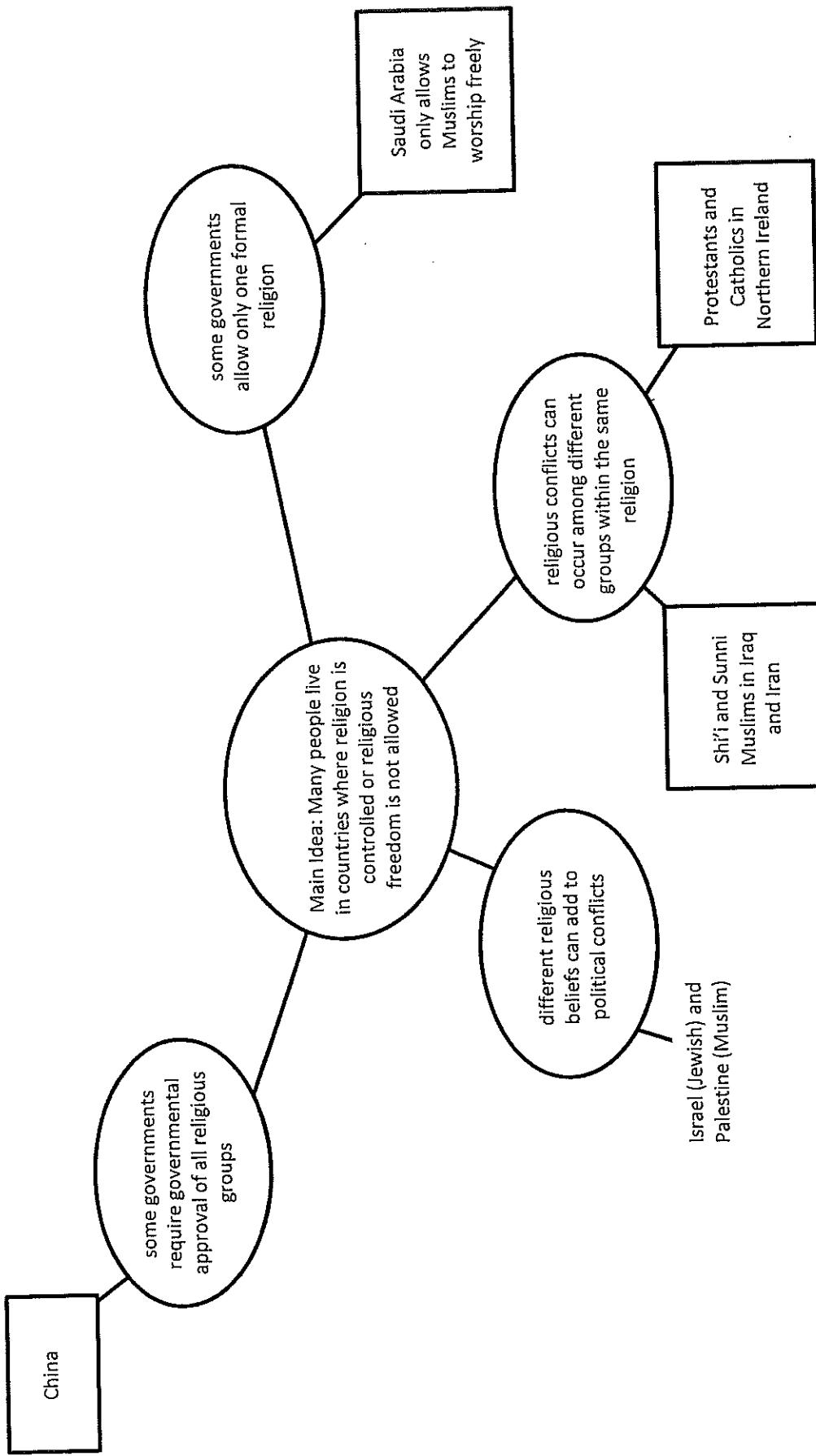
Process Pattern for "The Aztecs," pp. 50-54



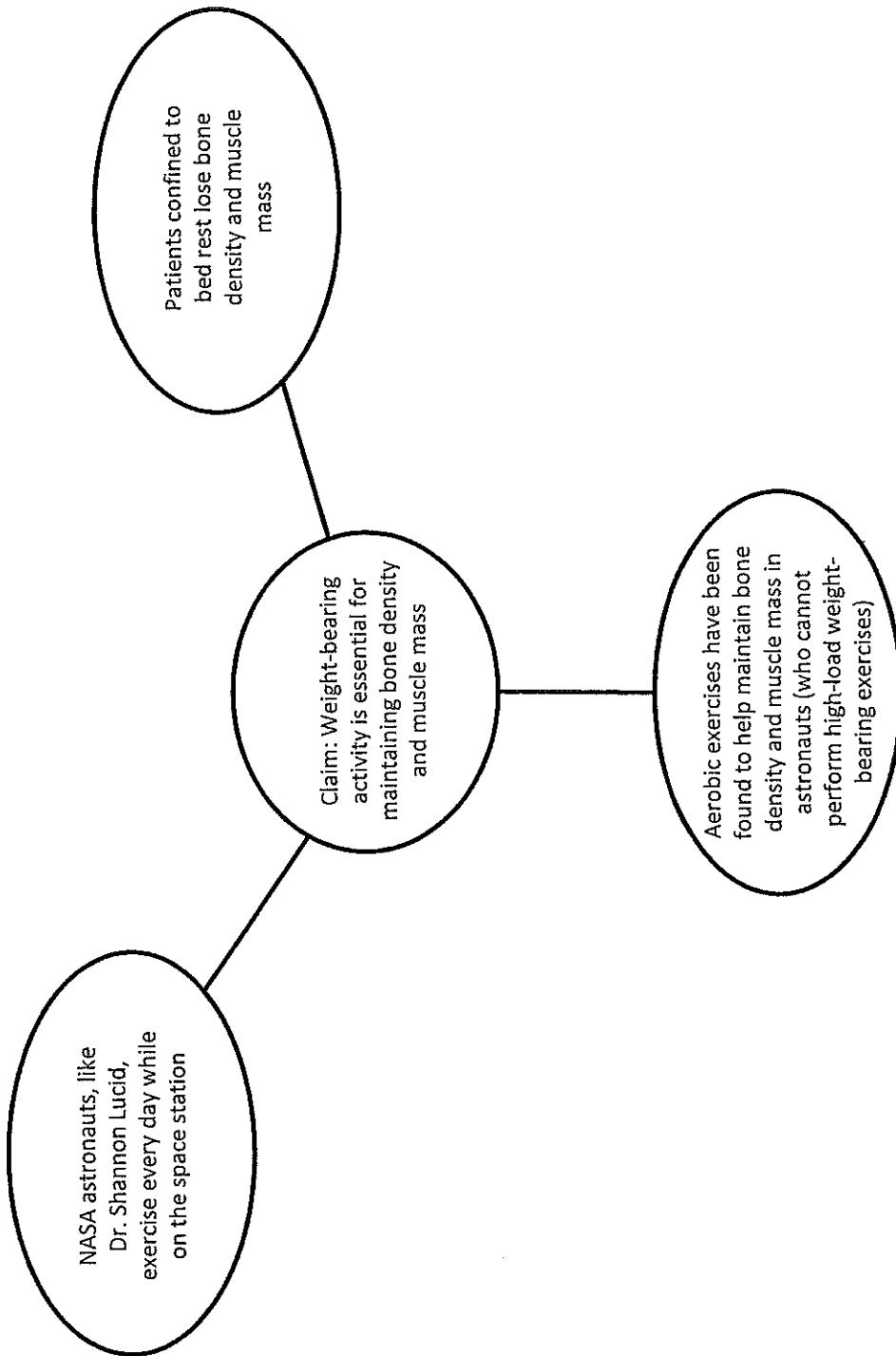
Concept and Attributes Pattern for “Separation of Powers,” pp. 56-58



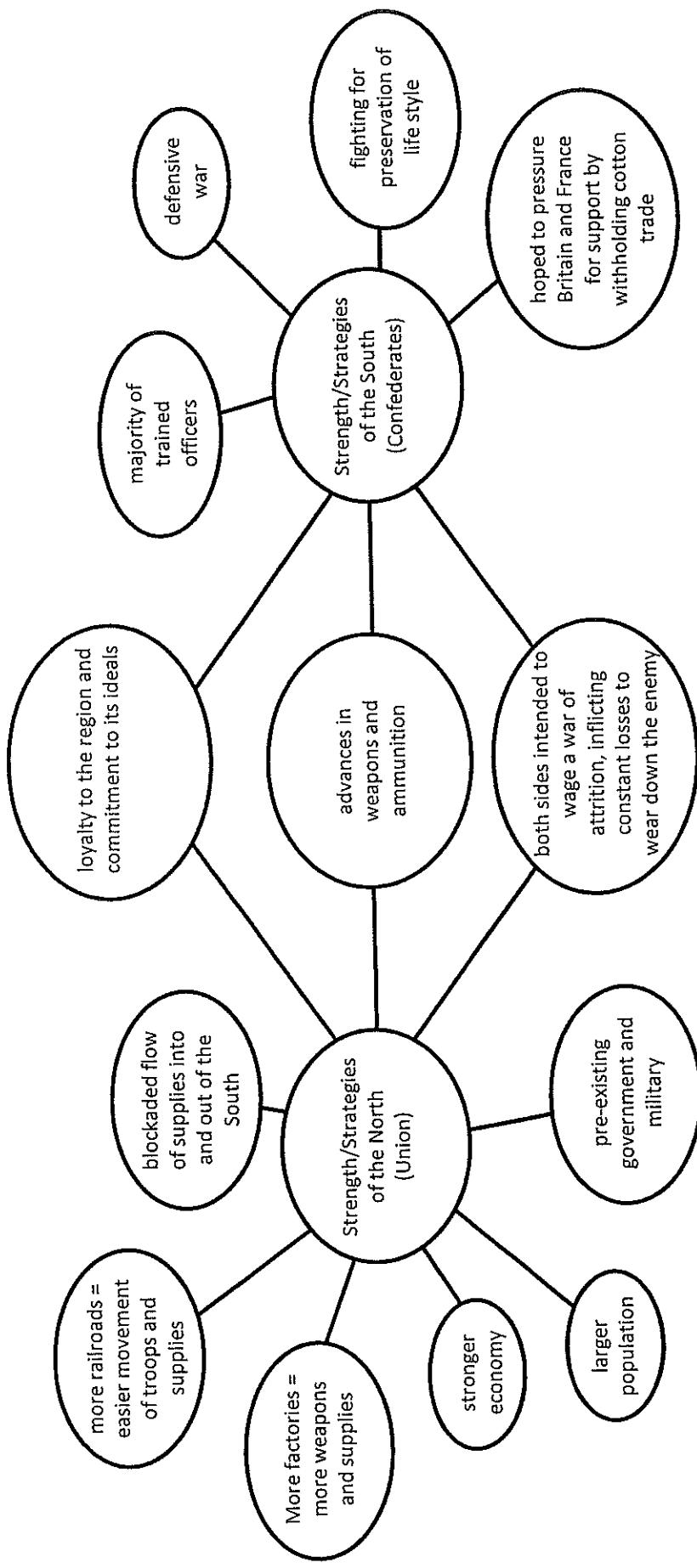
Main Idea and Details Pattern for “Religion in Today’s World,” pp. 60-61



Claim and Evidence Pattern for “Bone Density and Muscle Mass,” p. 63



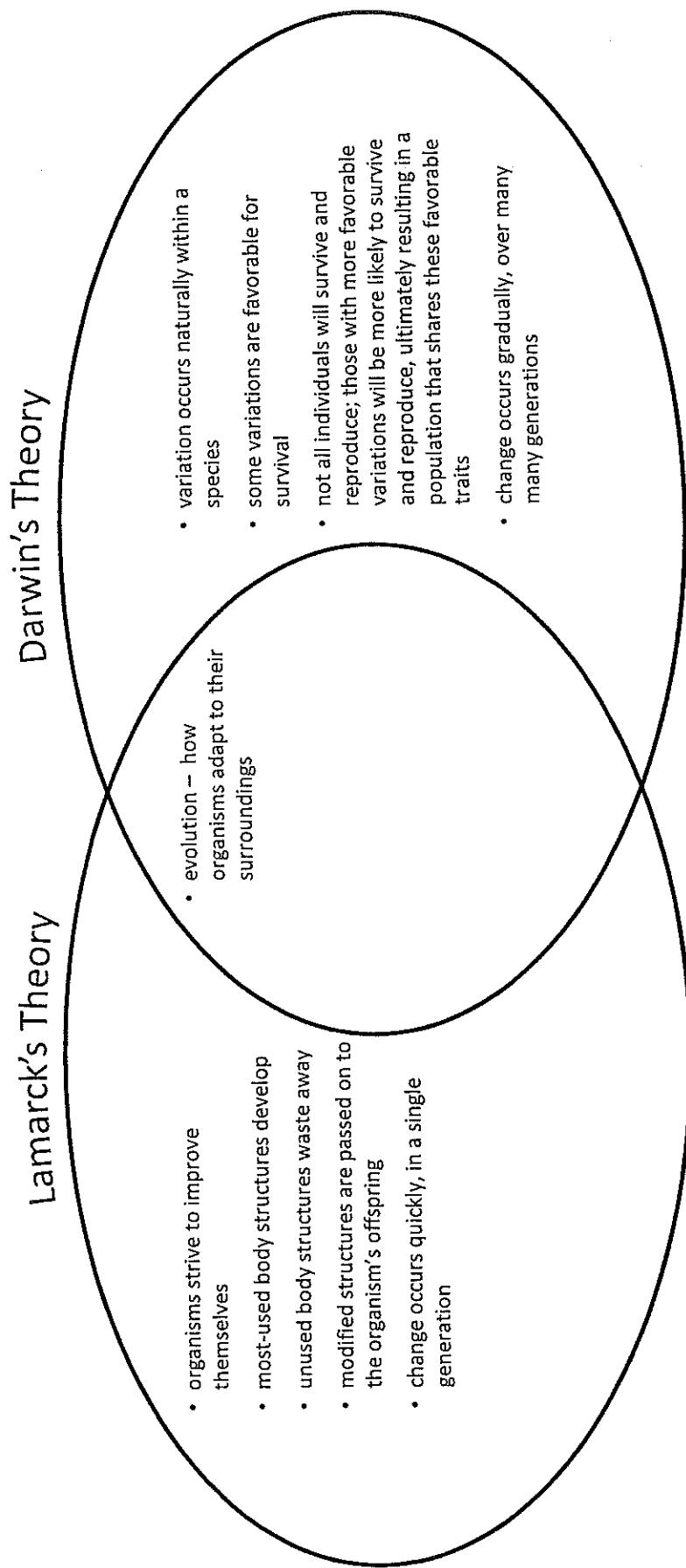
Double Bubble Diagram for "Strengths of the North and the South," pp. 65-67



Matrix Diagram for “The Two Party System,” pp. 69-73

	Definition	Example	Causes or Contributing Factors	Pros	Cons
Two-Party System	A system in which all or nearly all elected officials belong to one of two parties, with both parties being relatively moderate	United States	<ul style="list-style-type: none"> Single-member district elections, in which only one candidate is elected to a given office, discourage minor parties – a vote for a minor party candidate would be a “wasted vote.” American election laws preserve the two-party system Americans tend to be ideologically homogeneous 	<ul style="list-style-type: none"> The parties tend to be relatively similar. Because they seek a majority of votes, they tend to compromise and move toward the ideological middle 	<ul style="list-style-type: none"> Difficult for minor parties to gain traction Deep ideological differences tend not to have a voice
Multiparty System	A system in which several major and many lesser parties compete for public offices, often resulting in coalition governments in which several parties form an alliance	Germany	<ul style="list-style-type: none"> Particular interests, such as economic class, religion, or ideology, form independent parties 	<ul style="list-style-type: none"> Provide for a broader, more diverse representation of the electorate Power must be shared by a number of parties 	<ul style="list-style-type: none"> Governmental instability may result due to frequent changes in party control as coalitions shift
One-Party System	A system in which only one political party is allowed; essentially a “no-party system”	Soviet Union (Stalin)	<ul style="list-style-type: none"> The ruling clique allows only its own party to exist, and thus, to remain in power This system can occur informally in some state or local elections in which one party always wins in a given area 	?	<ul style="list-style-type: none"> Dictatorship – limited freedom

Venn Diagram for Lamarck and Darwin's Theories, pp. 75-77



TIME SEQUENCE FRAME

Answer in complete sentences!

1. State the name of the event or era and the dates or time period when it occurred.
2. Describe the activity or occurrence that started the event or marked the beginning of the era.
3. Describe each important step or occurrence in a sentence. Use transition words and phrases like “next,” “then,” and “after that.”
4. Describe the activity or occurrence that ended the event or marked its conclusion.

PROCESS FRAME

Answer in complete sentences!

1. State the name of the process and provide a brief definition (if this is not obviously inferred from the name).
2. Describe the first step or cause of the process.
3. Describe each important step or contributing factor in a sentence. Use transition words and phrases such as “as a result,” “next,” and “after that.”
4. Describe the last step and explain whether it is the end result/effect or if it begins the process over again (as in a cycle).

EPISODE FRAME

Answer in complete sentences!

1. State the name of the episode, the time frame when it occurred, and the location where it occurred.
2. Write a sentence that lists and briefly describes the main people who were involved in this episode.
3. Describe the event or occurrence that caused this episode to take place.
4. Describe each important event that occurred during this episode in a sentence. Use transition words and phrases like “next,” “then,” and “after that.”
5. Describe the outcome, end result, or effect of this episode.

MAIN IDEAS AND DETAILS FRAME

Answer in complete sentences!

1. State the main idea, message, or argument in one complete sentence.
2. Describe a detail that explains why the main idea is true or why the argument is valid. Use transition phrases such as “one reason why” or “another important detail is.”
3. Describe an example of the detail or argument in #2 (only if the detail would be unclear without an example). Use a transition phrase such as “for example.”
4. Repeat steps 2 and 3 for each important detail.
5. Write a concluding sentence that paraphrases the main idea.

CLAIM AND EVIDENCE FRAME

Answer in complete sentences!

1. State the claim, rule, or principle in one complete sentence.
2. Describe each important piece of supporting evidence in a sentence. Use transition words and phrases such as “one reason why,” “also,” and “another clue is.”
3. If applicable, state the outcome, generalization, or conclusion that is drawn based on the evidence that supports the claim.

CONCEPT AND ATTRIBUTES FRAME

Answer in complete sentences!

Note: A concept is a category of related objects or ideas.

1. State the concept and provide a brief definition.
2. Describe each essential attribute, characteristic, or quality of the concept in a complete sentence. Use transition words and phrases such as “also,” “additionally,” and “another characteristic is.”
3. Describe an example of the attribute in #2 (only if the attribute would be unclear without an example). Use a transition phrase such as “for example.”
4. Repeat steps 2 and 3 for each essential attribute.

ANALYTICAL FRAME

(for two concepts)

Answer in complete sentences!

1. Write a sentence that states both concepts and connects them to a bigger topic.
2. Describe each similarity shared by both concepts in a complete sentence. Use transition words and phrases such as “one way they are alike is” and “they also both share.”
3. Describe each difference or unique aspect in a complete sentence. Use transitions words and phrases such as “however,” “although,” and “in contrast.”

ANALYTICAL FRAME
(for three or more concepts)
Answer in complete sentences!

1. Write a sentence that states all concepts and connects them to a bigger topic.
2. State the first attribute and explain how each concept demonstrates this attribute.
3. Repeat step #2 for each attribute.

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