To a great scholar and friend, John Hope Franklin (1915–2009)
Darlene Clark Hine


William C. Hine

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Stanley Harrold

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18–1  Demographic Shifts: The Second Great Migration, 1930–1950 505
18–2  Median Income of Black Families Compared to the Median Income of White Families for Selected Cities, 1935–1936 506
24–2  Rates of Black Incarceration 717
Reading
Informational Texts

Reading a newspaper, a magazine, an Internet page, or a textbook is not the same as reading a novel. The purpose of reading nonfiction texts is to acquire new information. Researchers have shown that the Target Reading Skills presented below will help you get the most out of reading informational texts. You’ll have chances to practice these skills and strategies throughout the book. Good luck!

Before You Read

Before you read an informational text, it’s important to take the time to do some pre-reading. Here are some strategies for pre-reading an informational text.

**Set a Purpose for Reading**

It’s important to have a goal in mind when you’re reading your text. Preview the section you’re about to read by reading the objectives and looking at the illustrations. Then write down a purpose for your reading such as “I’ll learn about the history of ___,” or “I’ll find out about the causes of ___.”

**Predict**

Another pre-reading strategy is to make a prediction about what you’re preparing to learn. Do this by scanning the section headings and visuals. Then write down a prediction such as “I will find out what caused the American Revolution.”

**Ask Questions**

Before you read a section ask a few questions that you’d like to answer while reading. Scan the section headings and illustrations and then jot down a few questions in a table. As you read, try to fill in answers to your questions. You don’t need to use complete sentences.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Why do people emigrate from their home country?</td>
<td>War, poverty, lack of food or jobs, persecution</td>
</tr>
<tr>
<td>2. What challenges do many immigrants face?</td>
<td>New language, new customs, finding jobs</td>
</tr>
</tbody>
</table>

XXii  Reading and Writing Handbook
Use Prior Knowledge

Research shows that if you connect the new information you’re reading about to something you already know—your prior knowledge—you’ll be more likely to remember the new information. After previewing a section, create a table like the one at right. Complete the chart as you read the section.

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Want to Know</th>
<th>What I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women have the right to vote.</td>
<td>When did women win the right to vote?</td>
<td>The 19th Amendment, guaranteeing women the right to vote, was ratified in 1920.</td>
</tr>
</tbody>
</table>

As You Read

It’s important to be an active reader. Here are some strategies to use while you’re reading an informational text.

Reread or Read Ahead

If you don’t understand a certain passage, reread it to look for connections among the words and sentences. Or try reading ahead to see if the ideas are clarified further on.

Paraphrase

To paraphrase is to restate information in your own words. Paraphrasing is a good way to check that you understand what you’ve read.

Original Paragraph | Paraphrase
--- | ---
Latin America’s northern edge is marked by the boundary between the United States and Mexico. To the south, the region extends to the tip of the continent of South America. | Latin America extends from the U.S.-Mexico border in the north all the way to the southern tip of South America.
Summarizing is another good way to check that you understand what you’ve read. To summarize is to restate the main ideas of a passage.

<table>
<thead>
<tr>
<th>Original Paragraph</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electricity made from water power is called hydroelectricity. One way to build a hydroelectric plant is to dam a river. This creates a huge lake. When the dam gates open, water gushes from the lake to the river, turning a wheel that creates electricity.</td>
<td>Hydroelectricity is created when rushing water turns a wheel.</td>
</tr>
</tbody>
</table>

Identify Main Ideas and Details

A main idea is the most important point in a paragraph or section of text. Sometimes a main idea is stated directly, but other times you must determine it yourself by reading carefully. Main ideas are supported by details. Good readers pause occasionally to make sure they can identify the main idea. You can record main ideas and details in an outline format like the one shown here.

Main idea

The Constitution establishes our form of government, a republic. A republic is a government in which citizens elect their representatives. As the “supreme law of the land,” the Constitution protects the rights of citizens by providing general rules that the national government and the state governments must follow.

<table>
<thead>
<tr>
<th>The Constitution</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Establishes our government, a republic</td>
</tr>
<tr>
<td>A. Provides for citizens to elect representatives</td>
</tr>
<tr>
<td>B. Is the &quot;supreme law of the land&quot;</td>
</tr>
<tr>
<td>C. Protects rights of citizens</td>
</tr>
<tr>
<td>D. Provides rules that national and state governments must follow</td>
</tr>
</tbody>
</table>

Use Context Clues

When you come across an unfamiliar word, you can sometimes figure out its meaning from clues in the surrounding words. For example, in the sentence “Some vendors sold bottled water,” the word sold is a clue indicating that a vendor is someone who sells things.

Analyze Word Parts

When you come across an unfamiliar word, sometimes it’s helpful to break the word into parts—its root, prefix, or suffix. For example, the prefix in- means “not.” The word injustice means something that is “not just.” Create a reference chart indicating the meanings of common prefixes and suffixes.
**Recognize Word Origins**

Another way to figure out the meaning of an unfamiliar word is to understand the word’s origins, or where it comes from. For example, the words *import* and *export* contain the Latin root *–port*, which means “to carry.” Imports are goods carried into a country and exports are goods carried out of a country.

**Analyze the Text’s Structure**

In a social studies text, the author frequently uses one of the structures at right to organize the information in a section. Research shows that if you identify a text’s overall structure, you’re more likely to remember the information you’re reading.

- **Compare and Contrast**—the author points out the similarities and differences between two or more things such as people or places.
- **Sequence**—the author tells the order in which events took place or the steps someone took to accomplish something.
- **Cause and Effect**—the author points out the main causes and/or effects of an event.

**Analyze the Author’s Purpose**

Different types of materials are written with different purposes in mind. For example, a textbook is written to teach students information about a subject. The purpose of a technical manual is to teach someone how to use something, such as a computer. A newspaper editorial might be written to persuade the reader to accept a particular point of view.

A writer’s purpose influences how the material is presented. Sometimes an author states his or her purpose directly. More often the purpose is only suggested, and you must use clues to identify the author’s purpose.
More than 5,000 people voted last week in favor of building a new shopping center, but the opposition won out. The margin of victory is irrelevant. Those radical voters who opposed the center are obviously self-serving elitists who do not care about anyone but themselves.

This month’s unemployment figures for our area are 10 percent, which represents an increase of about 5 percent over the figures for last year. These figures mean that unemployment is worsening. But the people who voted against the mall probably do not care about creating new jobs.

It’s important when reading informational texts to read actively and remember to distinguish between fact and opinion. A fact can be proven or disproven. An opinion reveals someone’s personal viewpoint or evaluation.

For example, the editorial pages in a newspaper offer opinions on topics that are currently in the news. You need to read newspaper editorials with an eye for bias and faulty logic. For example, the newspaper editorial shown here shows factual statements highlighted in blue and opinion statements in red. The underlined words are examples of highly charged words. They reveal bias on the part of the writer.

Before you accept an author’s conclusion, you need to make sure that the author has based the conclusion on enough evidence and on the right kind of evidence. An author may present a series of facts to support a claim, but the facts may not tell the whole story. For example, what evidence does the author of the newspaper editorial above provide to support his or her claim that the new shopping center would create more jobs? Is it possible that the shopping center might have put many small local businesses out of business, thus increasing unemployment rather than decreasing it?
Evaluate Credibility

Whenever you read informational texts you need to assess the credibility of the author. This is especially true of sites you may visit on the Internet. All Internet sources are not created equal. Here are some questions to ask yourself when evaluating the credibility of a Web site.

- What is the source of the information? Is the Web site created by a respected organization, a discussion group, or an individual?
- Does the Web site creator include his or her name as well as credentials and the sources he or she used to write the material?
- Is the information on the site balanced or biased?
- Can you verify the information using two other sources?
- Is the information up-to-date? Is there a date on the Web site telling you when the Web site was created or last updated?

After You Read

Test yourself to find out what you learned from reading the text. Go back to the questions you asked yourself before you read the text. You should be able to give more complete answers to these questions:

- What is the text about?
- What is the purpose of the text?
- How is the text structured?

You should also be able to make connections between the new information you learned and what you already knew about the topic.
In spite of graduating at the top of her law school class in 1953, law firms would not hire a woman. However, in 1981 Sandra Day O’Connor became the first woman to be appointed to the Supreme Court. Asked if being a woman influenced her decisions as a judge, she answered, “I tend to think that probably at the end of the day, a wise old woman and a wise old man are going to reach the same answer.”
# Persuasion

Writing that supports an opinion or position

1. **Select and Narrow Your Topic**
   Choose a topic that provokes an argument and has at least two sides. If there are too many pros and cons for the argument, consider narrowing your topic to cover only part of the debate.

2. **Consider Your Audience**
   The argument that you make in your writing should be targeted to the specific audience for your writing. Which argument is going to appeal most to your audience and persuade them to understand your point of view?

3. **Gather Evidence**
   You’ll need to include convincing examples in your essay. Begin by creating a graphic organizer that states your position at the top. Then in two columns list the pros and cons for your position. Consider interviewing experts on the topic. Even though your essay may focus on the pro arguments, it’s important to predict and address the strongest arguments against your stand.

4. **Write a First Draft**
   Begin by writing a strong thesis statement that clearly states the position you will prove. Continue by presenting the strongest arguments in favor of your position and acknowledging and refuting opposing arguments. Build a strong case by including facts, statistics, and comparisons, and by sharing personal experiences.

5. **Revise and Proof**
   Check to make sure you have made a logical argument and that you have not oversimplified the argument. Try adding the following transition words to make your reasoning more obvious:

   - To show a contrast—*however, although, despite*
   - To point out a reason—*since, because, if*
   - To signal a conclusion—*therefore, consequently, so, then*

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### Not Now, but Right Now!

It sneaks up on you at all hours of the day or night, a floating cloud of angst. Suddenly, a feeling bubbles up from the pit of your stomach, an achy, acidic feeling of panic. “Which college is the right college? Can I get in?” These fears are definitely part of your senior year experience, but two simple words hold the secret to reduced stress: Apply early. It is as simple as that. Apply early for college admissions and you will sleep easier at night.

Think for a moment of how the college admissions process works. Like a thousand cattle trying to pass through the same gate at once, vast numbers of people across the nation apply each year for a limited number of places at college. Academic records of applicants aside, admissions boards work on a first come, first served basis.

The longer you wait to apply, the less likely you are to make the cut, no matter how qualified you may be.

Your senior year is a time of closing chapters, a time to enjoy the last days at home with friends and family, a time to remember the joys of childhood before jumping into the great unknown, adulthood. While waiting until the last minute to apply to college may give you more time to decide which schools to apply to, it will dramatically increase your stress. Take some pressure off yourself by getting applications in early. With just two simple words in mind, you can enjoy the sweet pleasures of the last year of high school in peace: Apply early.

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Adapted from an essay by Jason Heflin, Lakeland, Florida

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### Pros vs Cons

<table>
<thead>
<tr>
<th>Position: Seniors should apply early to college</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pros</strong></td>
<td><strong>Cons</strong></td>
</tr>
<tr>
<td>◆ Improves your chances of acceptance</td>
<td>◆ Less time to decide which school to apply to</td>
</tr>
<tr>
<td>◆ Reduces stress</td>
<td></td>
</tr>
<tr>
<td>◆ Allows more time for friends and family</td>
<td></td>
</tr>
</tbody>
</table>

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Adapted from an essay by Jason Heflin, Lakeland, Florida
Exposition

Writing that explains a process, compares and contrasts, explains causes and effects, or explores solutions to a problem

1 Identify and Narrow Your Topic

Expository writing is writing that explains something in detail. An essay might explain the similarities and differences between two or more subjects (compare and contrast), it might explain how one event causes another (cause and effect), or it might explain a problem and describe a solution.

2 Gather Evidence

Create a graphic organizer that identifies details to include in your essay. Create a Venn Diagram for a compare-and-contrast essay, a diagram showing multiple causes and effects for a cause-and-effect essay, or a web for defining all the aspects of a problem and the possible solutions.

3 Write Your First Draft

Write a strong topic sentence and then organize the body of your essay around your similarities and differences, causes and effects, or problem and solutions. Be sure to include convincing details, facts, and examples.

4 Revise and Proof

Be sure you’ve included transition words between sentences and paragraphs:

Transitions to show similarities—all, similarly, both, in the same way, closely related, equally

Transitions that show differences—on the other hand, in contrast, however, instead, yet

John F. Kennedy and Richard Nixon ran for president of the United States against each other, yet both became president. Kennedy, a Democrat, was elected in 1960. He dealt with crises in Cuba and saw the beginnings of the Vietnam War. He was assassinated in 1963.

Nixon, a Republican, was elected in 1968. He opened relations with China and saw the end of the Vietnam War. Because of the Watergate scandal, he resigned from office in 1974.
Research Writing

Writing that presents research about a topic

1. Identify and Narrow Your Topic
Choose a topic you’re interested in and make sure that it is not too broad a topic. For example, instead of writing a report on Panama, write about the Panama Canal. Ask yourself, What do I want to know about the topic?

2. Acquire Information
Locate and use several sources of information about the topic from the library, Internet, or an interview with someone knowledgeable. Before you use a source make sure that it is reliable and up-to-date. Take notes using an index card for each detail or subtopic and note which source the information was taken from. Use quotation marks when you copy the exact words from a source. Create a source index card for each resource, listing the author, the title, the publisher, and the place and date of publication.

3. Make an Outline
Use an outline to decide how to organize your report. Sort your index cards into the same order.

4. Write a First Draft
Write an introduction, body, and conclusion. Leave plenty of space between lines so you can go back and add details that you may have left out.

5. Revise and Proof
Be sure to include transition words between sentences and paragraphs.

To show a contrast—however, although, despite
To point out a reason—since, because, if
To signal a conclusion—therefore, consequently, so, then

Introduction
Building the Panama Canal
Ever since Christopher Columbus first explored the Isthmus of Panama, the Spanish had been looking for a water route through it. They wanted to be able to sail west from Spain to Asia without sailing around South America. However, it was not until 1914 that the dream became a reality.

Conclusion
It took eight years and more than 70,000 workers to build the Panama Canal. It remains one of the greatest engineering feats of modern times.