



STUDENT
SOURCE
AND SKILL
COMPANION



U.S. HISTORY

Beginnings to the Present






GETTING STARTED

**Welcome to the Traverse Source
and Skill Companion!**

In this book, you will find the sources
for each chapter as well as detailed
instructions for every Chapter Inquiry.



CHAPTER OVERVIEW

The chapter overview gives you essential information about the chapter. Everything in this book also appears in your digital student account, along with the chapter narratives, Echoes, and multiple types of media.

1 | Early Civilizations and Colonization

ANCESTRAL PUEBLOAN PICTOGRAPHY, circa 1000 CE, Santa Clara River Reserve, Utah.

CHAPTER OVERVIEW

CHAPTER QUESTION
What are some characteristics of early civilizations in North America, and how did colonization develop in the region?

CHAPTER OBJECTIVES

1. Examine pre-Columbian migration and the development of agriculture and permanent settlements in America.
2. Analyze the diverse geographic regions of the United States and their influence on the development of Indigenous societies.
3. Summarize the motivations, methods, and consequences of European exploration and colonization in the Americas during the Age of Exploration.
4. Examine the development of French, Dutch, and English colonies in North America and the interactions between European settlers and Indigenous peoples.
5. Evaluate primary sources to determine ways that Indigenous lives changed as a result of colonial settlement during the 15th and 16th centuries.

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4 | CHAPTER 1

Chapter Question and Objectives

Refer to these high-level questions and goals when you need a reminder of how the sources and inquiry fit into the chapter as a whole.

Chapter Contents

Sources in the narrative are listed before sources in the inquiry. If a source is used in both the narrative and inquiry, it will only appear once in this book.

CHAPTER NARRATIVE

	EARLY CIVILIZATIONS What do we know about the early cultures and peoples of the Americas? Media Explainer Video: Bering Land Bridge Interactive Time Line: Early Indigenous Cultures of North America
	INDIGENOUS AMERICANS How did physical geography impact the lives of early Indigenous people? Primary Source Haudenosaunee Constitution
	BUILDING GLOBAL EMPIRES What motivated European powers to explore and colonize North America? Primary Source Letter to King Ferdinand and Queen Isabella of Spain Media 3D Object: The Caravel Flipbook: Columbian Exchange
	CONQUEST AND COLONIZATION How did relations develop between Indigenous people and Europeans during the conquest of North America? Primary Source Instructions for Willem Verhulst, Director of New Netherland Media Explainer Video: Jamestown, 1607 Hotspot: Captain John Smith's Map of Virginia

CHAPTER INQUIRY ROUTINE

1 COMPELLING QUESTION How did Indigenous communities change as a result of colonial settlement during the 15th and 16th centuries?	2 SOURCE SET • Letter to King Ferdinand and Queen Isabella of Spain • Probanza • The Broken Spears: The Aztec Account of the Conquest of Mexico • A Brief Account of the Destruction of the Indies
3 INQUIRY AND RESEARCH SKILL Evaluating Primary Sources	
4 COMMUNICATING CONCLUSIONS Construct an Argument: Write a paragraph responding to the Compelling Question. Be sure to include evidence from at least two primary sources, analyzing each source's relevance and credibility. You should also acknowledge each source's limitations for answering the Compelling Question and include an explanation of how you would address the source's limitations.	

5 | CHAPTER OVERVIEW

Chapter Narrative

This chapter-at-a-glance table allows you to make connections to the narrative sections and media, which are found entirely online.

Chapter Inquiry Routine

Preview the steps you will take to complete the Chapter Inquiry. All inquiries include a Compelling Question, a source set, and an Inquiry Prompt. Some also feature skill lessons and simulations.

SOURCES

Sources in each chapter are a part of the narrative, Chapter Inquiry, or both. In narratives, sources give additional information about the section topics. In Chapter Inquiries, the sources form source sets that you will use to complete each inquiry.

Source Tabs

These tabs make it clear if a source is in a narrative section, Chapter Inquiry, or both. If the source appears in the Chapter Inquiry, you will return to that source page when you work through the source set.

Sourcing Information and Background

Knowing who created something, when, and why can help you understand and analyze the source.

Skill Question

Practice social studies skills as you answer questions about the source.

READING SKILL LESSONS

Reading Skill lessons teach you how to analyze sources. These lessons use a source in the chapter narrative to model the skill.

Checklist

Each skill lesson includes a checklist with specific steps and questions that you will use to analyze that type of source.

Skill Model

The skill model provides an example of a source analysis using the checklist.

Practice

Each Reading Skill lesson ends with a chance to practice the skill using the steps from the checklist.

Make Observations	Make Inferences	Go Beyond
I notice that the ancestors of the Gullah were a small but concentrated part of America's enslaved population.	Being concentrated in a limited area may have helped the ancestors stay connected to their heritage.	I wonder how the Gullah people have kept their culture alive.

CHAPTER INQUIRY

Each Chapter Inquiry is an opportunity to develop a claim based on evidence and to communicate that claim in a variety of ways. You will use a specific set of sources and the skills you are learning to complete each inquiry.

CHAPTER INQUIRY

1 | COMPELLING QUESTION

COMPELLING QUESTION
Why did the colonies form the First Continental Congress?

BACKGROUND INFORMATION
Why might a group decide to form their own government? Perhaps they are dissatisfied with their current government and want more direct say in decisions that affect them. Groups might desire new leadership that represents specific interests or offers protection for the people. In this Chapter Inquiry, you will explore what led the colonists to form a unified government.

SUPPORTING QUESTIONS
Use the Supporting Questions to prepare for the Chapter Inquiry.
• What rights did the colonists feel they were being denied by the British?
• Why was it important to the colonists to have a voice in government?
• Why did the colonists view the British Army as a threat?
As you analyze the source set, gather information to add to your answers.

GRAPHIC ORGANIZER
Track your ideas as you work through the source set. Complete one row for each source.

Source Title	Cause	Effect	How can I use this source to answer the Compelling Question?
Virginia Resolves on the Stamp Act			

INQUIRY PROMPT Construct an Argument: Write an outline responding to the Compelling Question. Be sure to include a claim about what caused the colonists to form the First Continental Congress. Support your claim with evidence from at least two sources in the Chapter Inquiry, as well as other relevant information from the chapter.

2 | SOURCE SET

VIRGINIA RESOLVES ON THE STAMP ACT
Genre: Document
Author: Patrick Henry
Date: 1765
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DECLARATION AND RESOLVES OF THE FIRST CONTINENTAL CONGRESS
Genre: Document
Author: Members of the First Continental Congress
Date: 1774
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TESTIMONY OF NEWTON PRINCE
Genre: Interview
Participant: Newton Prince
Date: 1770
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Compelling Question

Each Chapter Inquiry starts with a Compelling Question. All the work you do in the inquiry will help you craft an evidence-based response to this question.

Inquiry Prompt

Your task will vary from chapter to chapter. The Inquiry Prompt always appears on the first page of the Chapter Inquiry to guide your work.

Source Set

The source set identifies which sources to use for your Chapter Inquiry. Remember that some sources were also part of the chapter narrative, so use the page numbers to locate them.

4 | COMMUNICATING CONCLUSIONS

After evaluating the sources in the source set, prepare to communicate your conclusions about the Compelling Question. Use the process below to plan and develop your response to the Inquiry Prompt.

1. REVIEW AND DISCUSS
With your partner, review the Supporting Questions. Refer back to the details in the chapter as needed.
• What rights did the colonists feel they were being denied by the British?
• Why was it important to the colonists to have a voice in government?
• Why did the colonists view the British Army as a threat?
Then use your annotations and graphic organizer to discuss the Compelling Question and Inquiry Prompt with a partner.

2. PLAN
Plan for your outline. Include the following elements in your outline:
• a one- or two-sentence claim answering the Compelling Question
• quotes or paraphrases from at least two sources in the Chapter Inquiry that support your claim
• at least one relevant detail from the chapter that supports your claim
• a brief explanation of how this evidence supports your claim

3. RESPOND
Use your graphic organizer, the answers from your discussion with your peers, and your plan to respond to the Inquiry Prompt. An exemplary response meets the following criteria:
• The response demonstrates a thorough understanding of specific causes that led the colonies to form the First Continental Congress.
• The response accurately analyzes multiple complex causes and effects of an event or development. The analysis thoroughly explains the relationships between events, describes how they developed, and distinguishes between different types of causes.
• The response accurately identifies multiple disciplinary lenses used in sources, thoroughly analyzes how the lenses impact meaning, and effectively uses a disciplinary lens to answer the Compelling Question.

INQUIRY PROMPT

2 | COMPELLING QUESTION
Why did the colonies form the First Continental Congress?
Construct an Argument: Write an outline responding to the Compelling Question. Be sure to include a claim about what caused the colonists to form the First Continental Congress. Support your claim with evidence from at least two sources in the Chapter Inquiry, as well as other relevant information from the chapter.

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Communicating Conclusions

After you've read and analyzed the inquiry sources, you will use the guidance in the Communicating Conclusions section to organize your response. These three steps will help you:

- Review your ideas.
- Organize your ideas into a plan.
- Craft your response to the Inquiry Prompt.

The Compelling Question and Inquiry Prompt are repeated here for easy reference as you prepare your response.

INQUIRY AND RESEARCH SKILL LESSONS

Many Chapter Inquiries include an Inquiry and Research Skill lesson. These lessons will improve your ability to work with sources, conduct effective research, and craft successful responses.

3 | INQUIRY AND RESEARCH SKILL
EVALUATING PRIMARY SOURCES

Examine the "Evaluating Primary Sources" episode of *The Beat* to understand how one group of students approaches the process of evaluating primary sources. Then read the definition and checklist that students discuss in the video.

What does it mean to evaluate primary sources?
Primary sources are firsthand accounts or original materials of history that provide information about the experiences and ideas of people in that time period. When using a primary source, it is important to identify the source's strengths and limitations as evidence to answer the Compelling Question.

Why is it important to evaluate a primary source?
Evaluating the strengths and limitations of a primary source helps you determine how to use the source as evidence to answer the Compelling Question. For example, you might find that a source includes some, but not all, of the evidence you need to answer the Compelling Question and needs to be paired with another relevant source to support your argument or explanation. Or, you might find that the perspective represented in the source does not fully address the Compelling Question and requires you to adjust your claim or consider other evidence.

1. CHECKLIST HOW DO YOU EVALUATE PRIMARY SOURCES?

- Analyze the source's relevance as evidence to answer the Compelling Question:**
 - What do you know about the source's maker, time period, purpose, intended audience, and perspective?
 - How useful is this source in answering the Compelling Question?
- Analyze the source's credibility as evidence to answer the Compelling Question:**
 - Is the evidence in this source supported by evidence in other sources?
 - Is there anything about the maker's perspective, the source's purpose, or the intended audience that might impact its credibility?
- Evaluate the source's strengths and limitations for use in your Compelling Question:**
 - Strengths: What makes this source a strong fit for your response? Its credibility? Its relevance? Both?
 - Limitations: After analyzing this source, what do you still need to know? How can you address any gaps by adjusting your claim or using additional sources?

2. SOURCE

Now it's time to practice evaluating primary sources with **LETTER TO KING FERDINAND AND QUEEN ISABELLA OF SPAIN**, the first item in your source set. Use the checklist for Evaluating Primary Sources to read and evaluate the source and fill in your graphic organizer. Then you'll examine a second episode of *The Beat* showing how the students used the checklist to evaluate the same source.

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The Beat

Some skill lessons include *The Beat*, a video in which students practice Inquiry and Research Skills and model collaboration.

Checklist

Each Inquiry and Research Skill includes a checklist that tells you how to practice the skill. Return to the checklist any time you need to use that skill.

Source

Use the checklist to analyze some or all of your sources before returning to the skill lesson.

3. SKILL MODEL

Examine the second episode of *The Beat* to learn how the students used the checklist to evaluate "Letter to King Ferdinand and Queen Isabella of Spain."

Here is how one student took the conversation with their peers and used it to fill out a graphic organizer evaluating the "Letter to King Ferdinand and Queen Isabella of Spain."

Source Title	Strengths	Limitations	How could I use this source in my Inquiry Prompt?
Letter to King Ferdinand and Queen Isabella of Spain	This letter has relevant evidence to answer the Compelling Question. This letter shows how Indigenous people on the island of Hispana exchanged items with Columbus when he first arrived in the 15th century.	The letter shows only Columbus's perspective. It also shows only an immediate impact on Indigenous communities, not a long-term one.	I could pair this source with evidence from an Indigenous perspective.

4. PRACTICE

Use the checklist for Evaluating Primary Sources to complete the graphic organizer for the rest of the source set in this Chapter Inquiry.

4 | COMMUNICATING CONCLUSIONS

After evaluating the sources in the source set, prepare to communicate your conclusions about the Compelling Question. Use the process below to plan and develop your response to the Inquiry Prompt.

1. REVIEW AND DISCUSS

With your partner, review the Supporting Questions. Refer back to the details in the chapter as needed.

- How did Indigenous communities benefit from colonial settlement during the 15th and 16th centuries?
- How were Indigenous communities negatively impacted by colonial settlement during the 15th and 16th centuries?
- What limitations exist in the first hand accounts of colonial settlement during the 15th and 16th centuries?

Then use your annotations and graphic organizer to discuss the Compelling Question and Inquiry Prompt with a partner.

2. PLAN

Plan your paragraph. You may use this checklist as you write your paragraph:

- State your answer to the Compelling Question in one sentence.
- Identify at least one primary source that supports your answer.
- Identify details from this source that support your answer.
- Explain how these details support your answer.
- Explain what makes this source relevant and credible.
- Identify one of the source's limitations for answering the Compelling Question.
- Explain what you would need to do to address the limitation.

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Skill Model

Using a source from the source set, the skill model provides an example of how you can apply the skill to the Chapter Inquiry.

Practice

You will have opportunities to practice the skill right away as you work through the inquiry and develop your response.

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 **Inquiry and Research Skill:** Evaluating Primary Sources

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How did the colonies develop differently in each region of British North America?

 **Historical Reading Skill:** Analyzing Secondary Sources

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Inquiry Compelling Question: What can I do to address an issue facing the nation?

PRIMARY AND SECONDARY SOURCES LIST

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CHAPTER 50

CHALLENGES AND OPPORTUNITIES IN THE 21ST CENTURY

(no sources)

UNIT 6

World War II and the Cold War



1933

German chancellor Adolf Hitler moves to block his political opponents.

1930

1939

German forces invade Poland.



1936

1944

D-Day takes place.

1942

1941

Japanese bombers attack the U.S. naval base at Pearl Harbor, Hawaii.

1942

President Franklin D. Roosevelt signs Executive Order 9066.

American troops disembark from Coast Guard landing barges.

ENDURING THEMES

⇄ CHANGE

How did life change for different groups of Americans during World War II and the Cold War?

World War II brought unprecedented upheaval across the entire globe. Mobilization for war meant that millions of Americans would serve overseas, among them squadrons of Black and Japanese Americans, whose participation eventually opened the door for the desegregation of the U.S. armed forces. At home, women entered the workforce in greater numbers than ever before, too. As you read, consider how World War II transformed American society both during and after the war ended. Which groups of American citizens were most affected?

🌐 DIPLOMACY AND CONFLICT

What was the relationship between diplomacy and conflict during World War II and the Cold War?

The Allied forces in World War II were led by what became known as the Big Three: the United States, Great Britain, and the Soviet Union. But when the U.S. and Soviet Union emerged from the war as the two leading global powers, conflicts over nuclear armament, as well as communism, sparked the Cold War. Consider why powerful countries form alliances with each other—and why they often break apart. Does the drive for superiority always breed conflict? How can superpowers learn to coexist?

💡 CULTURE, ART, AND TECHNOLOGY

How did World War II and its aftermath influence changes in American culture, art, and technology?

The years after World War II brought sweeping cultural and technological changes unlike any before. New technological innovations, from television to washing machines, raised standards of living for millions of American households. Better cars and roads made travel easier as new artistic forms took hold of the popular consciousness. As a race to amass the most advanced weapons continued, America, and much of the world, entered a nuclear age. Why did the war and its aftermath lead to such rapid advances? How did these changes reshape American society?



1945

The U.S. military drops atomic bombs on two Japanese cities.



1950

North Korea, supported by China and the Soviet Union, invades South Korea.

1956

Rock-and-roll pioneer Elvis Presley releases his recording of "Heartbreak Hotel."



1948

1948
President Harry S. Truman signs the Economic Recovery Act of 1948 into law.

1948
President Harry S. Truman issues Executive Order 9980.

1954

1954
Senator Joseph McCarthy continues his anti-communist campaign by launching 36 days of televised hearings.



1960

36

The Postwar Society

Suburban housing development, 1950s.



CHAPTER OVERVIEW



CHAPTER QUESTION

How did Americans experience life in the 1950s?

CHAPTER OBJECTIVES

1. Explain how new political and economic policies created after World War II affected the United States.
2. Analyze the demographic and lifestyle changes in American society during the 1950s.
3. Identify the technological and cultural changes of the 1950s.
4. Create an artistic representation that depicts how the development of highways changed the United States.

“ . . . attractive home of John and Margaret Bryant. The home they’ve always dreamed of. The happiest investment they have ever made.”

—from “Living the American Dream, 1950s Suburban Life,” Kinolibrary Archive Film Collections

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CHAPTER INQUIRY

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CHAPTER NARRATIVE



POSTWAR AMERICA

How did new political and economic policies created after World War II affect the United States?

Media

Explainer Video: 22nd Amendment



SUBURBS AND INTERSTATES

How did the development of suburbs and the highway system impact Americans?

Primary Sources

Living the American Dream, 1950s Suburban Life
Redlining Map of Jacksonville, Florida

Media

Flipbook: Redlining



CHANGES IN TECHNOLOGY AND CULTURE

How did technological and cultural changes affect the United States in the 1950s?

Media

3D Object: The Iron Lung
Quick Talk: Rock and Roll

CHAPTER INQUIRY ROUTINE

1 COMPELLING QUESTION

How did the development of highways change the United States?

2 SOURCE SET

- Message to the Congress Regarding Highways
- Telegram to President Truman, September 19, 1948
- White Man's Road . . . thru Black Man's Home!
- Living the American Dream, 1950s Suburban Life
- Daisy Myers in Suburban Levittown, Pennsylvania
- Housing Segregation and Redlining in America: A Short History
- Redlining Map of Jacksonville, Florida

3 COMMUNICATING CONCLUSIONS

Adapt an Argument: Create an artistic representation such as a drawing or collage to address the Compelling Question. Include a reflection of at least five sentences to accompany your artistic representation. In your reflection, you should use evidence from at least two sources to explain the historical significance of the development of the highway system.

CHAPTER SUMMARY

BACKGROUND

- As the atomic age dawned, the United States struggled in a Cold War against the only other nuclear power in the world, the Soviet Union.
- Fear of communist spies ran rampant through the United States, while citizens also prepared for the possibilities of nuclear war.
- This chapter explores how some Americans began to achieve a sense of normalcy through the development of a new suburban lifestyle, while others found reasons to rebel.

The United States experienced rising inflation and high unemployment after World War II. The Truman administration instituted programs such as the **G.I. Bill of Rights**, providing billions of dollars in assistance to veterans. Truman also supported a broad package of civil rights legislation. His Executive Orders 9980 and 9981 desegregated the federal workforce and the military. After his reelection in 1948, Truman worked with Republicans in Congress to pass Social Security and minimum wage reform, part of his **Fair Deal** package. The economy continued to grow after **Dwight D. Eisenhower** succeeded Truman in 1953. An increase in average household income in the U.S. created a larger middle class, aided by the growing number of

white-collar jobs. As more middle-class Americans took on office and administrative work, many **blue-collar** workers lost their jobs to the increasing automation of manual labor.

Many Americans began moving to the **suburbs**. Planned communities were built to include schools, parks, and shopping centers. Low-cost homes were mass-produced, and the **Federal-Aid Highway Act** provided easier means of travel via the **interstate highway system**. With this renewal and expansion of the American landscape, many Americans felt more hopeful about the future. Increasing birth rates marked what became known as the “**baby boom**.” But not all Americans enjoyed rising prosperity or freedom from discrimination. **Redlining**, which began in the 1930s, was a practice in which the federal government created city maps that classified individual neighborhoods by their supposed risk levels to investment. Red lines indicated the neighborhoods the government deemed to be the riskiest places to invest. These “redline” communities were frequently inner-city areas where Black Americans lived. Banks, realtors, insurance companies, and the federal government would routinely deny home loans to Black Americans, immigrants, and other minority groups on the basis of such risk-level classifications.

The middle of the 20th century was also marked by the emergence of cutting-edge technologies and innovations. New vaccines and medical procedures led to significant advances in health care. Some were the result of wartime medical discoveries. Religious fervor also grew, often connected to a growing sense of patriotism and anti-communist sentiment. The rising popularity of television aided **religious revivalism** with the rise of televangelists like **Billy Graham**. New movements in music, art, and literature also grew in the postwar era, including **rock and roll**, **Motown**, and bebop jazz music. Followers of popular **beatnik** culture, many of whom came of age during World War II, sought to resist the traditional, materialistic values that defined American culture.

CHAPTER VOCABULARY

22nd Amendment

the amendment to the U.S. Constitution that imposes a two-term limit on the presidency

B. B. King

guitarist and singer from Mississippi; nicknamed "King of the Blues"; was a major influence on the playing style of many rock guitarists

baby boom

the period from 1946 to 1964 during which the country experienced a dramatic increase in its birth rate

beatnik

follower of a movement focused on the ideal of authentic, experimental, and unstructured living; fought against traditional American materialistic values



Beatniks, writers, and artists.

Billy Graham

influential Protestant preacher; became a sensation through his radio and television programs

blockbusting

activity when real-estate agents would try to move Black Americans into all-white neighborhoods

blue-collar

referencing the attire of a working-class person who performs manual labor

Dwight D. Eisenhower

U.S. president from 1953 to 1961

Elvis Presley

a white man from Tupelo, Mississippi; rose to popularity in the mid-1950s, thrilling young audiences with electric singing and dancing performances



Elvis Presley.

Fair Deal

a package of proposed legislation that Truman wanted to pass at the outset of his second term; included a repeal of the anti-union Taft-Hartley Act, immigration reform, and civil rights legislation

Federal-Aid Highway Act

a 1956 law that provided \$25 billion to be used over 12 years to develop 41,000 miles of an interstate highway system across the nation

Fulton J. Sheen

Roman Catholic leader who hosted the popular television show *Life Is Worth Living* from 1952 to 1957

G.I. Bill of Rights

a 1944 law that provided billions of dollars in assistance to veterans

interstate highway system

a network of 41,000 miles of high-speed roads that connected places across the nation

Motown

a style of music inspired by the emergence of rock and roll; leaned on soul and gospel influences

redlining

a practice in which the federal government created city maps that classified individual neighborhoods by their supposed risk levels to investment

religious revivalism

period throughout the 1950s during which the number of people practicing religion and going to church increased

rhythm and blues

a genre of music that was traditionally marketed to Black audiences and helped inspire the creation of rock and roll

rock and roll

a genre of music that synthesized rhythm and blues and country-and-western music; emerged in the 1950s

suburb

a community adjacent to a large urban area to which people may commute, or travel, usually by car, train, or bus



The suburb of Levittown.

white-collar

referencing the business attire of middle-class corporate workers

white flight

a pattern of behavior when white people rushed to sell their homes and move to the suburbs

PRIMARY AND SECONDARY SOURCES

🔗 Online option

Follow your teacher's directions for completing this activity.

POSTWAR AMERICA

SUBURBS AND INTERSTATES

CHANGES IN TECHNOLOGY AND CULTURE

INQUIRY

PRIMARY SOURCE

LIVING THE AMERICAN DREAM, 1950s SUBURBAN LIFE

SOURCING INFORMATION

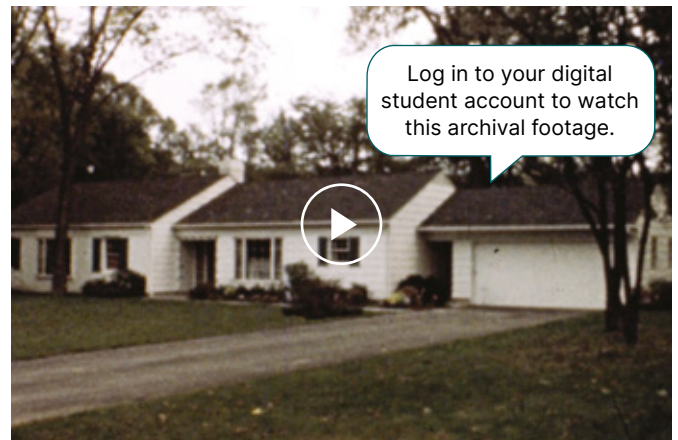
Genre: Video | Creator: Unknown | Date: 1950s

BACKGROUND

This video, *Living the American Dream, 1950s Suburban Life*, was made in the 1950s to entice families into buying homes in the suburbs. It promotes the 1950s suburban ideal of owning a home that is spacious, well-equipped for family life and in-home entertaining, and located in a homogenous development that is near, but not within, an urban center.



Source Analysis: Identify details from this footage that help answer the Compelling Question, and explain how these details make the source useful in answering the Compelling Question.



🔗 Online option

SUBURBS AND INTERSTATES



INQUIRY AND RESEARCH SKILL | Constructing Explanations

Choose the correct description for each video element.

Then write your explanation of what the element shows about suburban life in the 1950s.

Video Element

1. voice-over narration
2. video soundtrack
3. visual information

Description

- A. a man's voice describing a suburban home
- B. characters walking in and out of various rooms
- C. soft instrumental music

🔗 Online option

INQUIRY



INQUIRY AND RESEARCH SKILL | Evaluating Primary Sources

What benefits did suburban homes give to people who wanted to live there?

- A. more space and access to the city by highway
- B. natural areas within the property for reflection
- C. unique building layouts with vintage details
- D. walkable and diverse communities

PRIMARY SOURCE

REDLINING MAP OF JACKSONVILLE, FLORIDA

SOURCING INFORMATION

Genre: Map

Creator: Home Owners' Loan Corporation

Date: 1937

BACKGROUND

This map of Jacksonville, Florida, was published in 1937 by the Home Owners' Loan Corporation (HOLC) to evaluate mortgage risk for lenders. The HOLC used a color-coded grading system to rank neighborhoods from grade A (green), which indicated "safe" investment areas, to grade D (red), which indicated "hazardous" investment areas. Neighborhoods where Black Americans, immigrants, and working-class people resided were consistently classified as grade D.



Source Analysis: Identify the creator of the source and the claims they express through it.

Online option

SUBURBS AND INTERSTATES

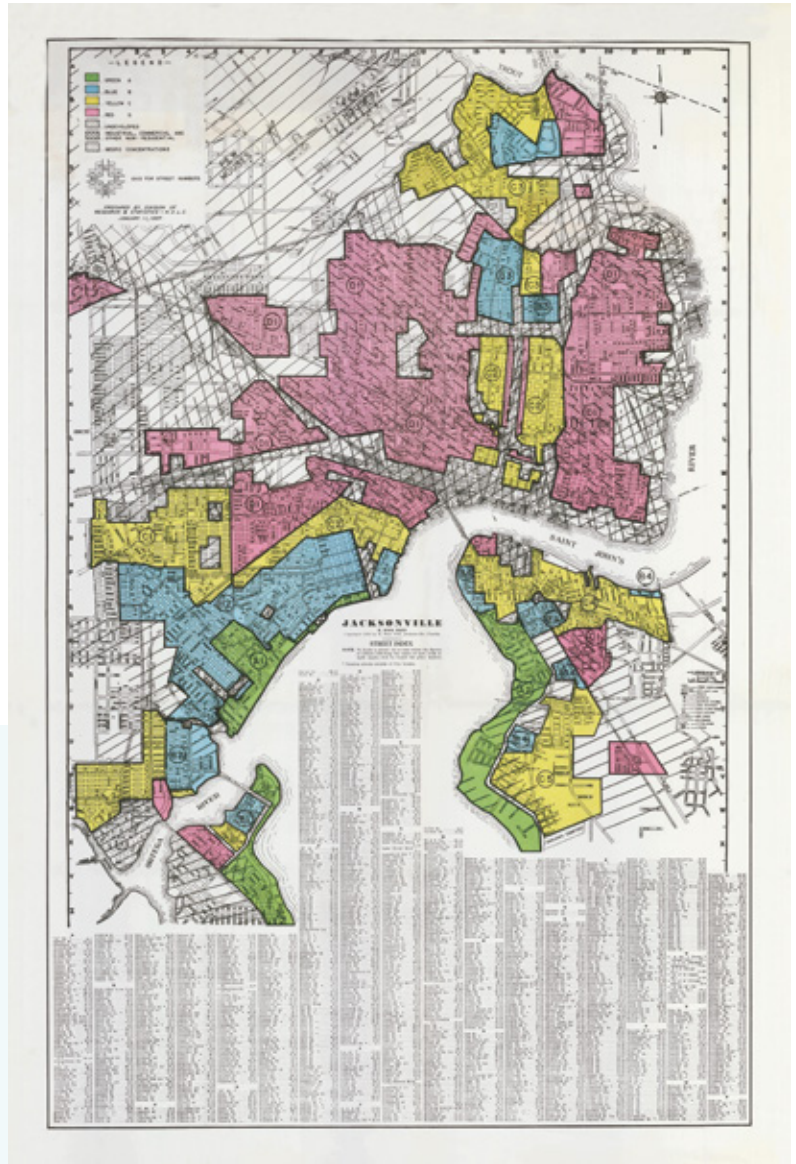


HISTORICAL READING SKILL

Analyzing Maps

What does this map tell you about the purpose of those who created it?

- They wanted to evaluate homes and neighborhoods fairly.
- They wanted to advise consumers about the best places to live.
- They wanted an easy tool to approve or deny mortgage loans.
- They wanted a way to show law enforcement which neighborhoods were not safe.



Online option

INQUIRY



INQUIRY AND RESEARCH SKILL | Constructing Explanations

Match the color to the correct letter grade. Then describe what the authors of the map intended the color-coded areas to mean.

Grade

1. A 2. B 3. C 4. D

Color

A. green B. red C. yellow D. blue

PRIMARY SOURCE

MESSAGE TO THE CONGRESS REGARDING HIGHWAYS



Close Reading: Identify details that convey Eisenhower's purpose, and explain how these details make the source useful in answering the Compelling Question.



SOURCING INFORMATION

Genre: Correspondence

Author: Dwight D. Eisenhower

Date: 1955

BACKGROUND

On February 22, 1955, President Dwight D. Eisenhower sent a message to Congress about the state of highways in the United States. Eisenhower presented research from three organizations and urged Congress to establish a safe and modern federal interstate highway system. In June the following year, Congress did just that when it passed the Federal-Aid Highway Act of 1956.

TO THE CONGRESS OF THE UNITED STATES:

Our unity as a nation is sustained by free communication of thought and by easy transportation of people and goods. . . .

Together, the uniting forces of our communication and transportation systems are dynamic elements in the very name we bear—United States. Without them, we would be a mere alliance of many separate parts.

The Nation's highways system is a gigantic enterprise, one of our largest items of capital investment. . . . One in every seven Americans gains his livelihood and supports his family out of it. But, in large part, the network is inadequate for the nation's growing needs.

. . . a committee representing departments and agencies of the national Government was organized to conduct studies coordinated with the other two groups.

All three were confronted with inescapable evidence that action, comprehensive and quick and forward-looking, is needed.

First: Each year, more than 36 thousand people are killed and more than a million injured on the highways. . . .

Second: The physical condition of the present road net increases the cost of vehicle operation, according to many estimates, by as much as one cent per mile of vehicle travel. At the present rate of travel, this totals more than \$5 billion a year. . . .

Third: In case of an atomic attack on our key cities, the road net must permit quick evacuation of target areas, mobilization of defense forces and maintenance of every essential economic function. . . .

To correct these deficiencies is an obligation of Government at every level. The highway system is a public enterprise. As the owner and operator, the various levels of Government have a responsibility for management that promotes the economy of the nation and properly serves the individual user.

Online option



INQUIRY AND RESEARCH SKILL | Analyzing Historical Significance

According to Eisenhower, why was the need to develop the highway historically significant? Select the three correct answers.

- A. Every American needs the highway system in order to earn an income.
- B. The highway system must be ready in case of nuclear warfare.
- C. The communication systems in the nation depend on the highway.
- D. Too many casualties happen on the current highway, so it needs to be made safer.
- E. The deteriorating conditions of the current highway are costing Americans too much money in vehicle repairs.
- F. States have failed in their responsibility to maintain their part of the highway system.

PRIMARY SOURCE

TELEGRAM TO PRESIDENT TRUMAN, SEPTEMBER 19, 1948



SOURCING INFORMATION

Genre: Correspondence

Author: Harry Robbins

Date: 1948

BACKGROUND

On September 19, 1948, Harry Robbins, president of the Baker's Drug Company, sent this telegram to President Harry S. Truman, asking him to postpone evictions in a neighborhood that was to be replaced by the Congress Street Expressway. During the 1950s, the city of Chicago built highways to connect the suburbs with the city center, displacing hundreds of businesses and thousands of mostly low-income, nonwhite residents.



Close Reading: Identify evidence that helps you answer the Compelling Question, and explain what makes this evidence relevant.

CHICAGO IL SEP 18 1948

THE PRESIDENT
THE WHITE HOUSE

MR PRESIDENT I AM TAKING THE LIBERTY OF BRINGING TO YOUR ATTENTION THE EVICTION OF HUNDREDS OF CHICAGOANS ON SEPTEMBER 25 TO MAKE FOR A SUPER HIGHWAY WITH GOVERNMENT AID. THE AREA TO BE VACATED EXTENDS FROM ABERDEEN STREET ON THE EAST OF PAULINA STREET ON THE WEST AND FROM VANBUREN STREET SOUTH TO CONGRESS STREET. THIS AREA IS OCCUPIED BY FAMILY OF VERY LIMITED INCOMES SMALL BUSINESS CONCERNS WHOSE PROPRIETORS WILL LOSE THEIR INVESTMENT AND STUDENTS SOME PARTIALLY INCAPACITATED BY MILITARY SERVICE. WILL YOU PLEASE USE YOUR INFLUENCE TO POSTPONE THESE EVICTIONS UNTIL THESE PEOPLE CAN FIND OTHER LIVING AND BUSINESS ACCOMMODATIONS.

RESPECTFULLY

BAKERS DRUG CO 400 SO ASHLAND BLVD HARRY ROBBINS PRES.

Online option



INQUIRY AND RESEARCH SKILL | Analyzing Relationships Between Sources

How might Harry Robbins respond to Eisenhower's "Message to the Congress Regarding Highways"?

- Robbins might tell Eisenhower that Americans do not need to commute so far for work.
- Robbins might tell Eisenhower that the highway system is not such a big priority for Americans.
- Robbins might tell Eisenhower that Americans have other uses for public aid than the highway.
- Robbins might tell Eisenhower that construction should not start until displaced Americans can relocate.

PRIMARY SOURCE

WHITE MAN'S ROAD . . . THRU BLACK MAN'S HOME!

SOURCING INFORMATION

Genre: Poster

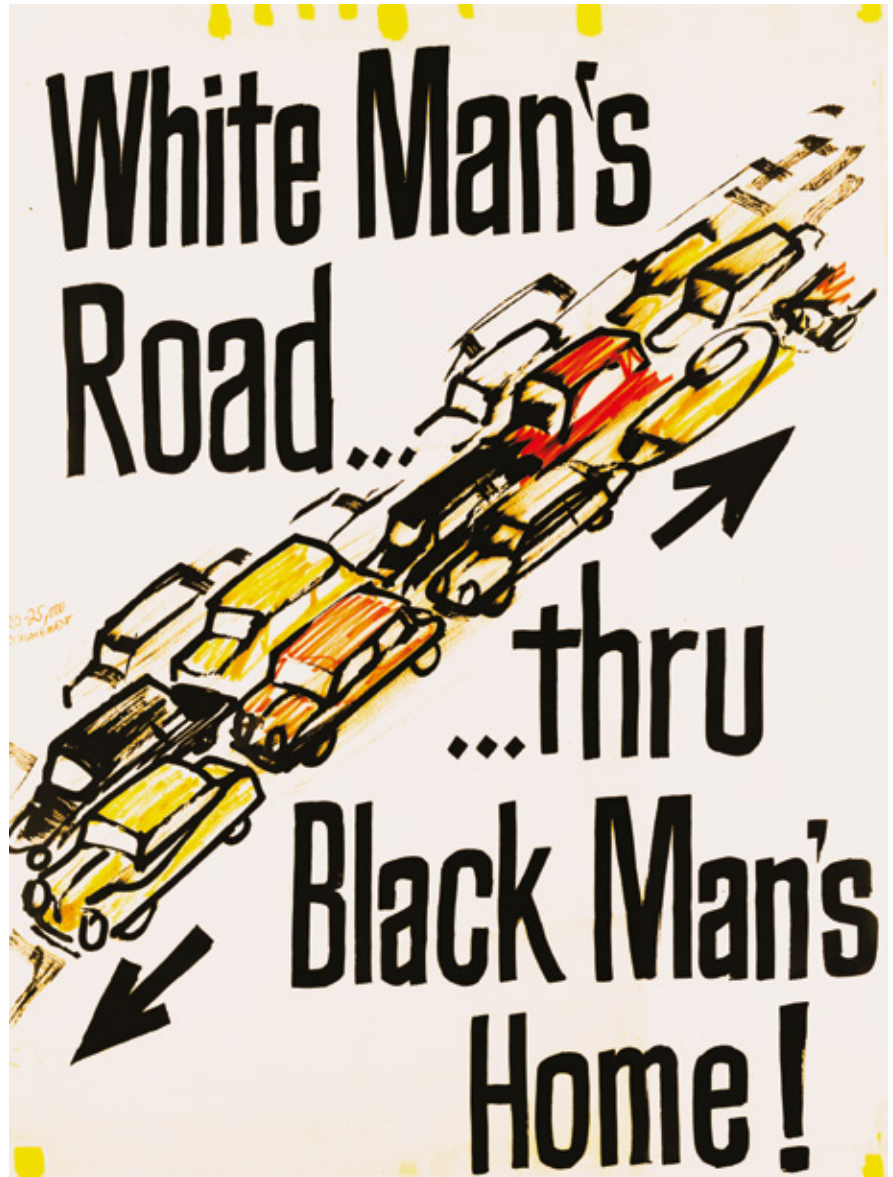
Artist: Sammie Abbott

Date: 1968

BACKGROUND

This poster expresses a slogan of the Emergency Committee on the Transportation Crisis (ECTC) and was created by the group's publicity director, Sammie Abbott. The 1956 Federal-Aid Highway Act funded massive highway construction projects across the nation, but it also caused the displacement of tens of thousands of urban residents. The ECTC, a multiracial coalition of Washington, DC, residents, fought successfully against highway construction through their city.

Source Analysis: Identify details from the image, and explain how they connect to information you learned in the chapter about the displacement of Black Americans in urban areas during this period.



Online option



INQUIRY AND RESEARCH SKILL | Constructing Explanations

According to *White Man's Road . . . thru Black Man's Home!* by Sammie Abbott of the Emergency Committee on the Transportation Crisis, what were the effects of the development of the highway system?

PRIMARY SOURCE

DAISY MYERS IN SUBURBAN LEVITTOWN, PENNSYLVANIA

Source Analysis: Identify how the photographer Charlotte Brooks portrays Daisy Myers's emotional condition at the time to the magazine's audience.

SOURCING INFORMATION

Genre: Photograph

Photographer: Charlotte Brooks

Date: 1957



BACKGROUND

Charlotte Brooks took this photograph for *Look* magazine. Daisy Myers, her husband, and their children were the first Black American residents in the suburban community of Levittown, Pennsylvania. For months after they moved into their home, the Myers family was terrorized by a group of their white neighbors and members of the Ku Klux Klan.

Online option



HISTORICAL READING SKILL | Analyzing Photographs and Artwork

What effect of the development of suburbs does this image and its historical context represent?

- A. It shows the concern over racial tensions.
- B. It shows the possibility for racial integration.
- C. It shows the privacy in new neighborhoods outside urban centers.
- D. It shows the importance of family structures in new neighborhoods outside urban centers.

SECONDARY SOURCE

HOUSING SEGREGATION AND REDLINING IN AMERICA: A SHORT HISTORY



Source Analysis: Identify how redlining impacted homeownership for Black Americans. Draw a conclusion about the issue, explain the evidence used to support it, and connect the issue to the Compelling Question.

SOURCING INFORMATION

Genre: Video | **Producer:** National Public Radio | **Date:** 2018

BACKGROUND

This video clip from *Housing Segregation and Redlining in America: A Short History* was produced by National Public Radio's *Code Switch* podcast and was released on April 11, 2018. The video explains the origin of redlining in the 1930s and its effects on American cities and suburbs over the long term.

Online option

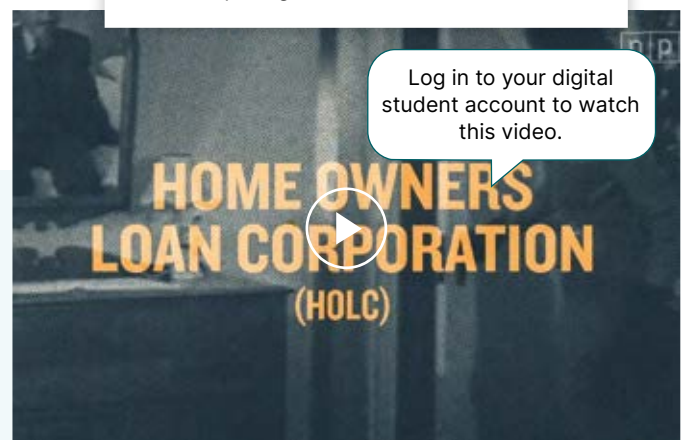


INQUIRY AND RESEARCH SKILL

Evaluating Secondary Sources

For each aspect of redlining below, explain the impact it had.

- A. HOLC maps distinguish areas based on demographics.
- B. Racial discrimination in housing policies is allowed to continue without legal repercussions.



CHAPTER INQUIRY



COMPELLING QUESTION

How did the development of highways change the United States?

1 | COMPELLING QUESTION

BACKGROUND INFORMATION

How much of an impact can roads have on the ways we live? One road can make a place accessible, many roads can create a community, and the widespread development of roads can link otherwise distant people, places, experiences, and opportunities while sometimes creating physical barriers between them. In this Chapter Inquiry, you will explore the impact of highways on the United States by responding to the Compelling Question.

SUPPORTING QUESTIONS

Use the Supporting Questions to prepare for the Chapter Inquiry:

- How did highways provide a safer and more efficient transportation system?
- Were highways beneficial to everyone?
- How were Black Americans impacted by the development of highways?

As you analyze the source set, gather information to add to your answers.

GRAPHIC ORGANIZER

Track your ideas as you work through the source set. Complete one row for each source.

Source Title	Change	Evidence
<i>Message to the Congress Regarding Highways</i>		

INQUIRY PROMPT

Adapt an Argument: Create an artistic representation such as a drawing or collage to address the Compelling Question. Include a reflection of at least five sentences to accompany your artistic representation. In your reflection, you should use evidence from at least two sources to explain the historical significance of the development of the highway system.

2 | SOURCE SET



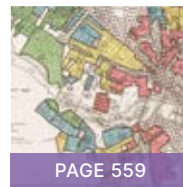
MESSAGE TO THE CONGRESS REGARDING HIGHWAYS

Genre: Correspondence
Author: Dwight D. Eisenhower
Date: 1955



LIVING THE AMERICAN DREAM, 1950s SUBURBAN LIFE

Genre: Video
Creator: Unknown
Date: 1950s



HOUSING SEGREGATION AND REDLINING IN AMERICA: A SHORT HISTORY

Genre: Video
Producer: National Public Radio
Date: 2018



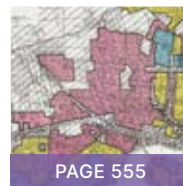
TELEGRAM TO PRESIDENT TRUMAN, SEPTEMBER 19, 1948

Genre: Correspondence
Author: Harry Robbins
Date: 1948



DAISY MYERS IN SUBURBAN LEVITTOWN, PENNSYLVANIA

Genre: Photograph
Photographer: Charlotte Brooks
Date: 1957



REDLINING MAP OF JACKSONVILLE, FLORIDA

Genre: Map
Creator: Home Owners' Loan Corporation
Date: 1937



WHITE MAN'S ROAD ... THRU BLACK MAN'S HOME!

Genre: Poster
Artist: Sammie Abbott
Date: 1968

After evaluating the sources in the source set, prepare to communicate your conclusions about the Compelling Question. Use the process below to plan and develop your response to the Inquiry Prompt.

1. REVIEW AND DISCUSS

With your partner, review the Supporting Questions. Refer back to the details in the chapter as needed.

- How did highways provide a safer and more efficient transportation system?
- Were highways beneficial to everyone?
- How were Black Americans impacted by the development of highways?

Then use your annotations and graphic organizer to discuss the Compelling Question and Inquiry Prompt with a partner.

2. PLAN

Plan for your response by using these questions to help you brainstorm ideas for your artistic representation:

- How could you illustrate the changes resulting from the development of highways?
- What historical figures, objects, and/or places could you incorporate into your artistic representation to express your perspective?
- What words, if any, could you use in your artistic representation to add to the viewer's understanding of your perspective?

3. RESPOND

Use your graphic organizer, the answers from your discussion with your peers, and your plan to respond to the Inquiry Prompt. An exemplary response meets the following criteria:

- The response demonstrates a thorough understanding of how the development of the highway system changed the United States.
- The response thoroughly examines the historical impact of a person, group, event, place, or concept. The analysis clearly considers the significance of the topic and how historical interpretations have changed over time.
- The artistic representation presents a compelling argument and shows the student's strong awareness of the audience, venue, and format.

INQUIRY PROMPT



COMPELLING QUESTION

How did the development of highways change the United States?

Adapt an Argument: Create an artistic representation such as a drawing or collage to address the Compelling Question. Include a reflection of at least five sentences to accompany your artistic representation. In your reflection, you should use evidence from at least two sources to explain the historical significance of the development of the highway system.