

## A Review of Color Purple

*The Color Purple*, originally a novel by Alice Walker and, more recently, a motion picture produced by Steven Spielberg, is set in the early 1900s. Celie, a young black girl raped by her father and forced to marry Mr. \_\_\_\_\_, struggled with her husband's beatings and humiliation throughout her life. The film and novel differ immensely in one aspect: the portrayal of Celie's strength. In the movie, her strength is often an outwardly physical reaction or act of courage, whereas in the book her strength is within herself.

The novel portrays Celie as a depressed woman with no identity and barely a reason to live. She is so abused by men, the system, and society that she finds herself not feeling anything. The only time that Celie would speak to Mr. \_\_\_\_\_ in the novel was when spoken to, and even then she still would have been slapped for talking back. This depicts Celie as a stoic. Even though she experiences such hardships and pain, she endures it bravely. She shares her pain only with God.

The film, however, allows Celie more of a life of her own. Once she stands up to Mr. \_\_\_\_\_ and threatens to cut his throat with a knife. Often, Celie goes out without him. These activities give Celie an opportunity to be herself. They also hint that Celie is occasionally brave enough to act without considering Mr. \_\_\_\_\_. Thus, the movie does not allow as much pity for Celie as the novel does.

Walker portrayed Celie as emotionally solid enough to carry on and patient enough to forgive Mr. \_\_\_\_\_. Spielberg painted Celie's strength physically. She was firm enough to stand up for herself when necessary and brave enough to take chances.

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### FIGURE 6-6 Comparison and Contrast Text

Sally Ann Brierly, College of the Desert, Palm Springs, Ca.

## Example 10.6

## Chronological Order or Time Order Pattern (Social Studies)

By 1640 all the beaver in the Hudson Valley had been trapped. The Iroquois then began warring on their northern neighbors in an attempt to gain control of their fur trade. Within a decade they had defeated the Huron. Through conquest, the Iroquois then extended their control over an area ranging from Maine to the Ohio Valley and north to Lake Michigan. By 1670, Iroquois trappers were hauling to the trading post at Albany a million pounds of beaver skins each year.

*Source: Lorna Mason et al., America's Past and Promise. Copyright © 1995 by Houghton Mifflin, p. 159. Used by permission.*

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## The Oldest Highway in the United States

The oldest highway in the United States is not the Camino Real, the Santa Fe Trail, the Chisolm Trail, or the Appalachian Walkway. These trails, old as they are, are youngsters compared to the oldest: The Natchez Trace, connecting what are now Natchez, Mississippi, and Nashville, Tennessee.

The trace winds and twists through the woods between these cities, without bridges. It climbs down canyons and up hills, and is seldom wide enough to let three horses by at the same time. Even today it is not paved, and only one city, Jackson, Mississippi, crosses its path. The trace is an astonishing 10,000 years old. What could have created it and kept it alive today?

About 8,000 B.C., North America had many large animals that migrated freely. Without cities in their way, many of them roamed in large herds, destroying trees and cutting trails. Ground sloths, mastodons, and buffaloes often retraced old routes they had trampled through the woods. This is how the Natchez Trace got its start, as a series of trails cut by animals. Native Americans hunted the animals on these trails. Over time, Native Americans connected the trails so they could follow the animals further from home.

Meanwhile, these connected trails opened up trade between tribes. We have evidence of objects traveling over 1,500 miles from one tribe to another. Thus, the trace also served as a commercial link.

### FIGURE 6-5 Sequential-Causal Text

## Two Parties Dominate American Politics

### ACCESS

#### The Main Ideas

1. What are the three types of party systems?
2. What barriers do third parties face in the American political system?
3. What roles have third parties played in American politics?

Throughout its history, American politics has been essentially a **two-party system**. This idea was never stated in a law or document, but it is basic to American government. Over the years many minor or third parties have formed in the United States. Some of these third parties have influenced policies and election results. Still, two

major parties have remained dominant. How did the two-party system originate and why has it prevailed? What does it reveal about American politics?

### Party Systems

While the two-party system seems normal to Americans, it is not the most common political pattern in the world. Every nation's party system is unique, a part of its political culture. For simplicity, however, most countries can be classified as having one-party, multi-party, or two-party systems.

#### One-Party Systems

One-party systems are most typically found in nations with authoritarian governments. In such countries, the party in power *is*, in effect, the government. Only one party appears on the ballot, and the state tolerates no political opposition. Such one-party systems commonly exist where a party has gained power by force. This occurred in the Soviet Union after the Russian Revolution of 1917, and in Fascist Italy and Nazi Germany in the 1930's. Cuba and China today have one-party systems. One-party systems are often imposed in non-Communist countries after a military government takes power. Examples of this situation include Iraq and Zaire. In monarchies such as Saudi Arabia or Kuwait, a royal family holds all political power.

A different sort of one-party system can develop in a country where elections are held but one party consistently wins. There, voters have a real choice among parties, but election contests are still one-sided. This type of one-party control occurs in Mexico and Japan, for example. Some American states have had similar situations, in which either Democrats or Republicans traditionally controlled the state.

#### Multi-Party Systems

Political systems with many rival parties are most common throughout the world. All the democracies in Western Europe, for example, have **multi-party systems**. France and Germany each have four major parties and several minor ones. Italy has ten. Multi-party systems typically are divided along sharp ideological lines, representing the range of opinions from "right" to "left." Parties also may be linked with different religious, regional, or social class groupings.

Some nations with multi-party systems, such as Sweden, Belgium, and Germany, have very stable governments, but most are unstable. Seldom can one party capture a majority of the votes. Usually the system is held together by fragile coalitions of parties, with frequent changes in the government.

Source: Richard J. Hardy, *Government in America*, p. 271. Copyright © 1993 by Houghton Mifflin Company. Reprinted by permission of Houghton Mifflin Company. All rights reserved.

#### Example 10.4

#### Cause-and-Effect Pattern (Social Studies)

Beginning in the 1880s, other European groups began arriving on American shores. These groups came mainly from lands in southern Europe, eastern Europe, and the eastern Mediterranean. Except for Italy and Greece, most of these lands were controlled by the Russian Empire, the Austro-Hungarian Empire, or the Ottoman (Turkish) Empire. Within these empires were many peoples of different religions, languages, and traditions.

Starting in the 1880s, these empires allowed their people to leave. People left for a number of reasons—overpopulation, lack of jobs, and mistreatment by the government. America in turn offered jobs, opportunity, and freedom.

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Being active is not just a way to improve an already healthy body—to become stronger or more attractive, for example. The fact is, if you are not regularly active, you don't just stay the same. Your health actually goes downhill.

Constantly inactive muscle fibers become smaller, and they store less energy. They exert less tension for a task, and they tire quickly. When inactive muscles are overworked, they often feel stiff and sore for a few days afterwards. Unused joints become stiff and less flexible, and can become sore if moved too far or too fast. A lack of stress regularly exerted by muscles makes bones eventually become softer and more easily broken.

The effect of regular exercise is to make muscles and joints stronger and more flexible. Tendons and bones also become harder and stronger. Well-used muscles do not tire as quickly as flabby muscles do, even though they do more work. This is because trained muscles can take up and use glucose and oxygen from the blood at a faster rate. They also get rid of waste products faster. And trained muscles are also more efficient at turning food energy into work.

*Source: Edward Rosenberg, Henry Gurney, and Vivian Harlin, Investigating Your Health, rev. ed, p. 131. Copyright © 1978 by Houghton Mifflin Company. Reprinted by permission of Houghton Mifflin Company. All rights reserved.*

# Tight funds don't stop schools from balancing budget

By **CHRISTINE MAHR**

The Desert Sun

Main Idea  
#1

RIVERSIDE — Despite little or no increases in state funding, Riverside County's 23 school districts managed to balance their budgets and maintain adequate reserves for 1994-95.

Main Idea  
#2

Spending plans in all of the districts—including the valley's Palm Springs Desert Sands and Coachella Valley unified school districts — were approved by Riverside County Superintendent of Schools Dale Holmes.

Supporting  
Details for  
Main Idea  
#2

Under a state law that took effect in 1992, all county school superintendents must approve or disapprove every district budget by Aug. 15.

Budget approval especially is significant this year because, for the fourth consecutive year, districts receive the same or slightly less funding per student than last year, said Jerry Kurr, the county office of education's assistant superintendent of administration and services.

"Generally, the districts are being very responsible in how they're handling their finances," Kurr said.

Because of inadequate funding, districts have had to make major changes in their operations and services to adjust for increasing costs from inflation and additional state and federal requirements, Kurr said.

Many districts reduced spending by increasing class sizes and reducing staff through attrition, he said.

The three local districts avoided major cuts this year, but in the past several years made significant cuts, including reductions in student transportation and elimination of staff positions.

Coachella Valley Unified, along with two other county districts — Perris Union High School District and Val Verde Unified — operate under financial recovery plans adopted by their school boards.

Supporting  
Details for  
Main Idea  
#1

## FIGURE 6-3 Journalist Text

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**Insomnia** (*ihn SAHM nee uh*), or having difficulty sleeping, takes several forms. Some people have a very hard time falling asleep, or they wake up much earlier than they want to. Others may not be able to sleep more than a few hours at a time without waking up. People who have insomnia sometimes feel that they don't sleep at all, but actually they drift in and out of sleep without realizing it. They probably get more sleep than they think they do.

*Source: Edward Rosenberg, Henry Gurney, and Vivian Harlin, Investigating Your Health, rev. ed., p. 142. Copyright © 1978 by Houghton Mifflin Company. Reprinted by permission of Houghton Mifflin Company. All rights reserved.*

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### *Japanese Americans*

The Japanese attack on Pearl Harbor created anger toward Japanese Americans. Most lived in California, Oregon, and Washington. In February 1942, President Roosevelt signed an order calling for Japanese Americans to be moved away from the Pacific Coast. About 120,000 men, women, and children were rounded up. They had to sell their homes and possessions on very short notice, usually at great loss. Since no charges were brought against them, these people had no way to prove their loyalty.

The Japanese Americans were moved to **internment camps**, areas where they were kept under guard. In the camps entire families had to live in single rooms, with little privacy. One Japanese American woman later wrote:

“There is no way that anyone who was not in one of the camps can understand the impact it had. . . . Non-internees cannot understand the extent of our anger, the height of our outrage, the depth of our despair.”

Two-thirds of the people interned were **Nisei** (nee-SAY)—Japanese Americans born in the United States. They argued that internment for racial reasons was unconstitutional. The Supreme Court, however, upheld internment throughout the war.

*Source: Lorna Mason et al., America's Past and Promise. Copyright © 1995 by Houghton Mifflin, p. 704. Used by permission.*

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### *Slaves Ride the Underground Railroad*

Antislavery forces did more than protect and rescue runaway slaves. In fact, they helped many slaves escape. A secret network known as the **Underground Railroad** guided some 100,000 fugitive slaves to freedom between 1780 and 1865.

What was the Underground Railroad? It was not a railroad, and it did not move underground. The Underground Railroad was a complex system of about 3,000 people—both blacks and whites—who helped transport escaped slaves. Under the cover of night, “conductors” led runaways to freedom, providing food and safe hiding places. They risked great danger in aiding slaves.

The means of transportation in the Underground Railroad varied. Slaves traveled on foot, in covered wagons, in boxes shipped by rail or in small boats gliding silently through the water by night. At the stations, slaves hid in attics, barns, cellars, and even secret rooms. Finally, at the end of the perilous journey, the runaway slave would settle in one of the 14 free states or in Canada.

*Source: Beverly J. Armento, Gary B. Nash, Christopher L. Salter, and Karen K. Wixson, A More Perfect Union, p. 333. Copyright © 1993 Houghton Mifflin Company. Reprinted by permission of Houghton Mifflin Company. All rights reserved.*

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## Integers on a Number Line

**Objective:** To recognize and compare integers and to find opposites and absolute values.

### Terms to Know

- integers
- positive integers
- negative integers
- opposites
- absolute value

### Data Analysis

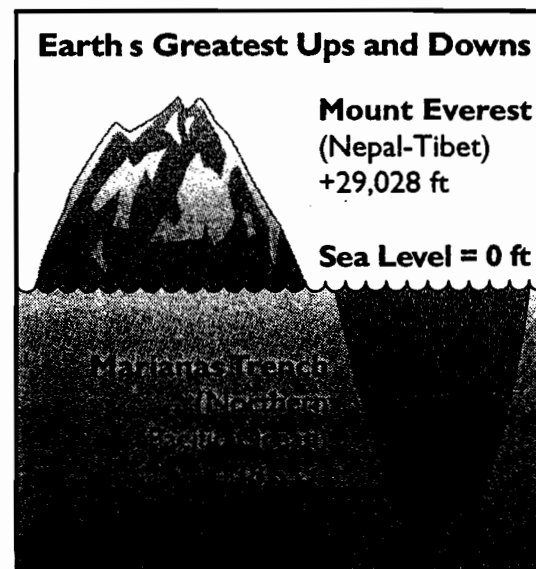
The diagram at the right shows information about the highest and lowest points on Earth. The positive sign on +29,028 tells you that the top of Mount Everest is 29,028 ft *above* sea level. The negative sign on -38,635 tells you that the bottom of the Marianas Trench is 38,635 ft *below* sea level. Sea level is represented by 0. The numbers +29,028, -38,635, and 0 are examples of *integers*.

An **integer** is any number in the following set.

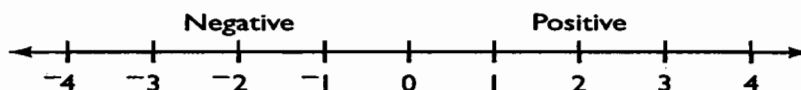
$\{ \dots, -4, -3, -2, -1, 0, +1, +2, +3, +4, \dots \}$  ←

The braces  $\{ \}$  mean *the set that contains*.

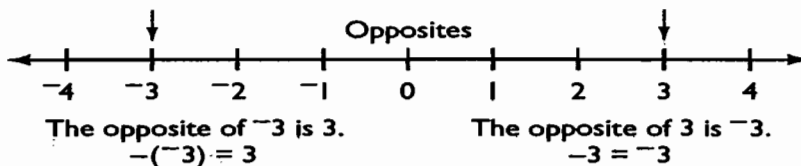
Integers greater than zero are called **positive integers**. Integers less than zero are called **negative integers**. Zero is neither positive nor negative. To make notation simpler, you generally write positive integers without the positive sign.



Another way to show the integers is to locate them as points on a number line. On a horizontal number line, *positive integers* are to the right of zero, and *negative integers* are to the left.



Numbers that are the same distance from zero, but on opposite sides of zero, are called **opposites**. To indicate the opposite of a number  $n$ , you write  $-n$ . You read  $-n$  as "the opposite of  $n$ ."



On the number line above, you see that the symbols  $-3$  and  $\bar{3}$  represent the same number, negative three. To make notation simpler, this textbook will use the *lowered* sign to indicate a negative number. From this point on, you will see negative three written as  $-3$ .

The distance that a number is from zero on a number line is the **absolute value** of the number. You use the symbol  $| |$  to indicate absolute value. You read  $|n|$  as "the absolute value of  $n$ ."

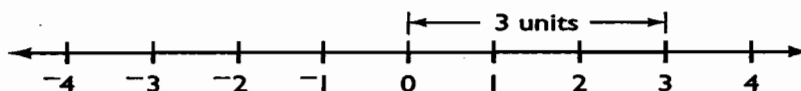
### Example 1

Find each absolute value.

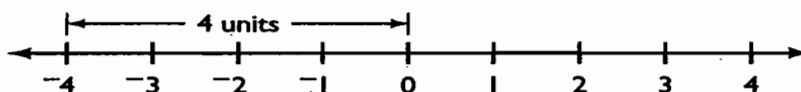
a.  $|3|$

b.  $|-4|$

### Solution



3 is 3 units from 0, so  $|3| = 3$ .



$-4$  is 4 units from 0, so  $|-4| = 4$ .

### Check Your Understanding

1. Name another integer that has an absolute value of 3.
2. What is the absolute value of 0?

When you compare numbers, you may want to picture them on a number line. On a horizontal number line, numbers increase in order from left to right.

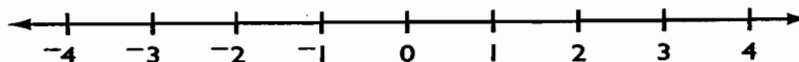
### Example 2

Replace each  $\underline{\quad ? \quad}$  with  $>$ ,  $<$ , or  $=$ .

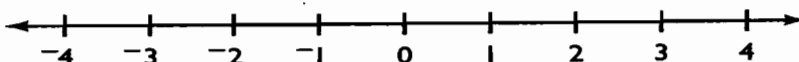
a.  $1 \underline{\quad ? \quad} -3$

b.  $-4 \underline{\quad ? \quad} -2$

### Solution



1 is to the right of  $-3$ , so  $1 > -3$ .



$-4$  is to the left of  $-2$ , so  $-4 < -2$ .