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ИХ 1035, МУ ЛИЧИЕ РАЗСЕВАНИХ АКО МОЗТ ОГ US (LOSS) МЕЕЕ ВИЛРЕВ ОГТ ТО ТИК INDIA BRAINE SCHOL, AF JOECTOR, UNKSISTA, L ET TS 60 HORE GOE WERE THO YARD MORE WAS TAXAT THE SAMENIS SCHOL, HORE MOST DASSA MIEK I FIRST MENT THERE, I'MAS DRAY FIVE YEARS GEL LIKE MOST INDIAN BRAINDIG GEORGES OF HORE THERE, THAS ERLANT GOOCHTINE FOR CUTURAL GRANKE. ARAN PERSONNE BLANK, BLA LEGUCTINE FOR CUTURAL GRANKE.

HEY WERE ENCOURAGED TO BANDON THEIR CULTURES AS A AY OF BECOMING AMERICAN.

Construct that the rest of the second term of

TION 108, THE 1953 TERM INATION POLICY, THE GOV HATT MODE REPRESENTATION AND AND AND TRANSMITTER OF THE ADDARD BUSINESS." BY 1969, 106 RESERVATIONS, BANCHEREAS, AND BANDS OF INDIANS HAD ALREADY BEEN TERMINATED. A DAY PRETTONE RANK, RD LAND CHEVEN.

d that by e ng tribal structures, beliefs, cultu ould be more readily swallowed up by American symalized these beliefs. It broke up the reservation adividual Indiane; the balance of the hand was det

another 1.362,155 acres of American Indian land and dis local another 1,202,158 acress of American Instan I and and displaced 11 blocks. In this subsequents stepport approximation for the government prom-room it training. Insurail assistance, job phoement programs, and adopt any for American Bohlan people who would move to certain large cities, isso among them. They arrived frem their rural homes across the own of the bohm permethic arriver of a bahm and a measurement with bea-

WE WERE THE STATISTICS. WE WERE THE UNEMPLOYED AND THE DISENFRANCHISED AND WE WERE THE ONES WHO WERE JUST TRYING TO SURVIVE TER-**MINATION AND RELOCATION.**

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ms Made Of? 41



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Writing An Exposition SHORT ARTICLES In 300 words or fewer, tell me. .

How can I explain anything using so few words?

So levy words? Sour articles art like a magnifying plan, offring a very done look at one any etc of a person or a subject and can be found in photo coursu like the one in this chapter on the BP oil ogith. We be inst, encourse magnitude, and even one of the most classic speech. Achaiman Lincole diversed a defining transmission alough for downs or a definite and the subject of the Achaiman Lincole diverse of a definite and the subject of the course of the subject of the definite of the definite system course. The boogeneity of the definite of large system sources, the photographer data of large system sources, the photographer data of large system sources the set of large system and the definite system sources and the system sources and the set of large system sources and the system sources and the set of large system sources and the system sources and the set of large system sources and the set of large system sources from the podume.

I have made this letter longer than usual, only because I have not had the time to make it shorter. –Blaise Pascal, Letters Provinciales (1657)

How to use a create an or 174

Photo from the photo essay by Brian Fung for Foreign Policy, "Oil, Oil Everywhere." For more photos from this essay, see page 127 in this chapter.

CENGAGE LEARNING Blueprints for Writing | Cover and sample spread



. 60	Chapter 1
	Overview of the
XI	White a Dun on the
	Writing Process
	Check This Out
	UNDER THIS OUT
	This chapter will help you do the following:
	WRITE A THESIS
	 Choose a topic by asking questions and ince-writing Narrow down a topic by adding a time or place or looking
	at categories
	 Form a critical opinion about the topic
	CREATE A BLUEPRINT
	 Answer the question why
	 Answer the question how
	 Answer the question when
	Answer the question what
	WRITE THE THESTS WITH THE BLUEPKINT
	State thesis with blueprint last
	 State thesis with a colon
	 State thesis and blueprint in separate sentences
	Make sure that your blueprint is in parallel form
2	

Chapter 1 Overview of the Writing Proc

MANY STUDENTS feel about as comfortable groping their way through the fe they do writing an essay: They may not be positive what a thesis is, and they ar not know where to break their paragraphs. They never know for sure if they ha could many and the anoth is donin into any historomation.

A common misconception among beginning writers is that some people are naturally good writers, while others are not. In addition, this myth is frequently accompanied by a chronic case of the "I caribs": "I carib write, I never could write, a U Planet deliver when the deliver of the second second



be akin to a walk in the fog. Whe equipped with a precise set of guidelines, anyone can learn to wi well. No matter how much you has struggled with writing in the part, you can learn to become a success writer both in and out of college b prasping a few fundamentals. You has combined with use how participant

> su might evendiscover that you sjoy writing. The first step in writing an essay understanding the essay's three ain parts: the introduction, the

flowing sections illustrate the form and function of these parts, you will be detailed explanations and examples, as well as opportunities for practice, in yourse characteristic

INTRODUCTION

- A good introduction begins with a motivator, which hooks the reader by grabbing his or her attention, perhaps with an interesting fact, a startlin attaintic, an ancodote, or a quotionic (See Chapter 7 for a detailed discusion and examples of different types of motivators).
- A good introduction ends with the thesis, or the main idea, which expresses a narrow topic and the critical opinion you are going to prove in your essay (See **Chapter 2** for instruction on writing a thesis).
- A good introduction often ends with a blueprint, which is like a brief outline of the key points of the essay (See Chapter 2 for examples and practice writing blueprints).

language is not English, is that all people who grew up speaking English are raturally good at wrising. This is not true; even people who have been speaking English all their lives often straggle with writing.

INSIGHT: If something is akin to something else it is similar to that thing.

hapter 7 for a detailed ssion and examples of ent types of motivators.

See Chapter 2 for instruction on writing a thesis.

NSIGHT: Blueprint

usually refers to a drawin that is a plan for a building. It is usually printed in blue ink. Here, it refer to a plan for an essay.

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12 2 THE WRITING PROCESS

For example, if you decide to write an essay about your first apartment, your first thought might be to record every detail you can remember, trying to capture on paper what the apartment looked like:

This approach simply lists physical details of little interest to anyone Before beginning to write, think about the topic and ask yourself key questions

Force regiming to write, mina about the topic and axy sourcest acy questions: Why did you doores this sopic? Of all the possible subjects, why did you decide to write about your first apartment? What made you think of that, rather than your first car your last boosa, at rip to theirs, or a recent join interview? Clearly, something about that apartment made it significant. What did it represent to you? What events took place there that changed your life? Are your memories of this place happy or sad? Why? What did you learn ther? What is the most important thing you want your raaker to know?

Mora are the most significant details? Instead of listing everything you can remember about your subject, select the most memorable details. Is the date you moved or the number of bedrooms really important? What do you want readers to remember about your topic?

What is the dominant impression you want to give readers? Focusing on a single theme or message will help you select details. If you concentrate on describing your excitement about getting your first apartment, you can ignore irrelevant details such as dates, furnishings, and parking.

What Is Writing? 13

Considering these questions can help create an essay that has greater meaning for both you and your reader:

Not you and your rader: In August movem in my first apartment, a great flat on Newhall Street. Al-though I could only affed to lumine it with battered items from Goodwal and the Salvatori Amy, Tawa catedid. Valas Marging to be on my own, then of my particle interpretent and the second street and the second street and particle interpretent and the second street and the second street particle interpretent and the second street and the second street second street and the second street and the second street the radio to my benefits existing and the second street and the second the redingenetic and the second street and the second street and the redingenetic and the second street and the second street and the redingenetic and the revenue to to clock. I always hated that any mother watches appears but found strength time grade the second street in the second street home-band to the second street and the second street alternants the second street and the second street and the second street my other watches the them-band to the second street and the second street of the second street home-band to the second street and the second street of the second street home-band to the second street and the second street and the second street home-band to the second street and the second street and the second street home-band to the second street the second street and the second street home-band to the second street the second street and the second street the second street the second street and the sec

Frond clothes. On weekends I went home—but not to raid the kitchen or borrow money. I had been an adult. I had been responsible. I saved money over the summer and budgeted it carefully I could easily afford my new apartment. I had hungered for a place of my own all through high school. But I never imagined how lonely it would feel to go home to an empty house.

By thinking in more detail about a subject, you can probe its depth, develop ng writing that does more than simply report obvious facts and record simpl

other rations. Critical thinking involves moving beyond first impressions by carefully exam-ining subjects, people, and detas. Too often we rush to judgment, making instant samptions based on what we think we know rather than what we can prove. We confuse opinions with farts, accept statistics without question, and let stereotypes distort our evaluations. We allow what we "fed" to short-circuit how we think:

Peter Wilson was a great quarterback—he'll make a great coach. Nancy's driving a BMV—her new travel agency must be a success. Alabama improved reading scores 12 percent using this program—our schools schoold use it, ube nuined my can—two days after I went there for an oil change my transmission were due.

All these statements make a kind of sense at first glance. But further analysis will lead you to question their validity: ch-how to inspi

Does a skilled quarterback necessarily know how to coach manage, and teach other players, especially those on defense?

CENGAGE LEARNING Becoming a Critical Thinker | Cover and sample spread



CHAPTER 2 > The W.I.S.E. Approach to Thinking

Having to learn a different strategy for each subject area is impractical and can be confusing. Fortunately, it is not necessary to do so. All such strat-egies are remarkably similar in the thinking processes they specify and even in the arrangement of stores. The strategy you will learn in this chapter is simpler and easier to remember than most, and it can be used for challenges in every field of study

INTRODUCING THE WISE APPROACH

The W.I.S.E. approach to thinking incorporates all three kinds of thinking-reflective, creative, and critical. It consists of four steps:

Wonder. This step entails reflecting on our experiences and observations and identifying challenges that are worth addressing. Unlike the other steps, this one does not begin or end with particular challenges but is ongoing.

Investigate. This step consists of gaining information about the chal-lenges identified by wondering. It helps us gain the information and reach the understanding needed to solve problems and resolve issues. Speculate. This step consists of identifying possible solutions to prob-lems and possible resolutions of issues.

Evaluate. This step consists of testing the possible solutions to problems or the various arguments about issues and deciding which one(s) are most worthy.

Let's look more closely at each of the steps and consider how to master them.

ducing the W.I.S.E. App

GOOD THINKING! The Story of Frank and Lillian Gilbreth

This remarkable husband and wife team, both of whom were born in 1868,

Ins remarable hubband and wite team, both of whom were born in JBos, became pionees in the science of line management. As a young appren-tice, Frank studied master bricklayers and noted that they all used offle-ent motions. He also noted that acted ho ther assistants had an individual way of placing the bricks and mortar, some did less bending, reaching, all lining than obtens and were more efficient. Cliffbeth realized that haring all the workers efficient could acted master management of the science efficient could acted mastering all the soften science of the wordered how he could acted mastering and the considering windows changes, the decided of the acted from that all line to the borks and mortar and a

decided to it each scansor with a shear that the time of the scansor and the analysis of the number of motions required to lay a brick from E1 analysis reduced the number of motions required to lay a brick from E1 analysis and one-half. Gilberth then became a building contractor and laws that and analysis during the E1 and E1 then obtained a Ph.D. In industrial psychology both lectured at Pu-

Use their obtained a rich in modestrain systemory, out excuted a run-due University and worked as management consultants, helping a wide variety of workers, including surgeons, save time, improve performance, and reduce fatigue. Their basic approach was to film workers at the jobs and then conduct exacting motion studies to determine optimum motion patterns. Frank Gilbreth died in 1924. After his death. Lillian continued to use

Frank Glibreth died in 1924. Atter his death, Lillian continued to use their approach to help injured individuals become productive despite their handicaps and to improve household efficiency. She died in 1972. This amazing couple made all their contributions while raising twelve children. Their best-selling book, Cheaper by the Dozen, was made into a classic movie that is still shown from time to time on TVA more recent

version of their story starred Steve Martin. For more information on the Gilbreths, see http://gilbrethnetwork. tripod.com/bio.html.

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20 Chapter 3 Ch ing a Topic and Finding So

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INSIDE THE BOCK

Alternation material sectoral normal, do and bland jurning up just three values and a Sin Francisco Reported the bound on how that head in from the Scotte Corser rhoough the Golden Gere intelt. The twocyling, grand views of bridge, errans and sity widde, a least dow the fight out offset hands an exact to the movie horizons defined by yoken selfs and performer feature A marc of Unice and Commissufficiencies to accrew does look sintees dog into the ideals. Entry as a International conditionry groups and Cavil War Interess.

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