

**East Los Angeles College Library**  
***Critical Thinking about Information***

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East Los Angeles College Library Government Resources

<b>Title</b>	<b>Audience</b>	<b>Content Type</b>	<b>Content</b>	<b>Dates Covered</b>	<b>Rating</b>
<b>CQ Researcher Online</b>	Undergraduates, scholarly researchers, subject specialists	Full-text	<ul style="list-style-type: none"> <li>• Weekly articles on current social, economic, political, and environmental issues.</li> <li>• Features an overview, background, chronology, current situation, outlook, bibliography, and more.</li> </ul>	1991 to Present	A+
<b>LexisNexis Academic</b>	Undergraduates, scholarly researchers, subject specialists	Full-text	<ul style="list-style-type: none"> <li>• Legal news</li> <li>• Law reviews</li> <li>• Case law</li> <li>• Codes and regulations</li> <li>• International legal materials</li> <li>• Patent research</li> <li>• Career information</li> </ul>	1977 to Present	A+

Some Great Search Engines for finding Government Resources on the Web

<b>Title/URL</b>	<b>Audience</b>	<b>Content Type</b>	<b>Content</b>	<b>Rating</b>
<b>USA.gov:</b> <a href="http://www.usa.gov">http://www.usa.gov</a>	Undergraduates, scholarly researchers, subject specialists	Full-text	<ul style="list-style-type: none"> <li>• Over 20,000 federal government websites, including Executive Branch agencies, Members of Congress, individual reports, and bills</li> <li>• Lists web sites by type of user (citizen, business, governments)</li> </ul>	A+
<b>Google's U.S. Government Search:</b> <a href="http://www.google.com/ig/usgov">http://www.google.com/ig/usgov</a>	Undergraduates, scholarly researchers, subject specialists	Full-text	<ul style="list-style-type: none"> <li>• Keyword searching for federal and state documents</li> <li>• Ranks results by the number of external links to them</li> </ul>	A-
<b>GPO Access:</b> <a href="http://www.gpoaccess.gov/index.html">http://www.gpoaccess.gov/index.html</a>	Undergraduates, scholarly researchers, subject specialists	Full-text	<ul style="list-style-type: none"> <li>• The U.S. Government Printing Office disseminates official information from all three branches of the Federal Government</li> </ul>	A+

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**SURVIVAL OF THE RICHEST**

ROBERT KUTTNER. **Boston Globe**. Boston, Mass.: Jun 24, 2006. pg. A.17

Author(s): ROBERT KUTTNER

Document types: **Commentary**

Section: *Op-Ed*

Publication title: **Boston Globe**. Boston, Mass.: Jun 24, 2006. pg. A.17

Source type: **Newspaper**

**Abstract** (Document Summary)

Unlike most of the undeclared Democratic field, [John Edwards] is not putting his finger to the prevailing wind. He's trying to change it. After his 2004 vice-presidential run, Edwards admirably went home to the University of North Carolina to head its Center on Poverty, Work, and Opportunity.

**By contrast, estate tax repeal would reward a few thousand mega- rich. However, wealth has become so highly concentrated that the cost would be \$760 billion over a decade. Keeping the estate tax as it was before the Bush cuts would affect only the top 2 percent, and the revenue could pay for much of Edwards' program to reward work.**

This brings me back to Edwards' bravely unfashionable speech. Today there are 37 million poor people in America out of just under 300 million. Back when Franklin Roosevelt delivered his famous second inaugural address in 1937, declaring "I see one-third of a nation ill-housed, ill-clad, ill-nourished," a third of Americans were indeed poor, and another third had good reason to fear poverty. The vulnerability of the non-poor was a major issue that FDR brilliantly energized.

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**Exercise 1**

Please read the article called “Survival of the Richest” on page 2 of this handout, then answer the questions below:

1. What are the “facts” being given to me here?
  
2. Where did the author get the “facts?”
  
3. Why would a government resource be a good place to look up the given “facts?”

**Now, use either USA.gov (<http://www.usa.gov/>) or Google's U.S. Government Search (<http://www.google.com/ig/usgov>) to find information on this topic.**

4. While searching for this information, you will come across other interesting material (articles, web sites, statistics, etc.). Name one or more of these here and say how it might be useful to you for a future class or research project.

5. What is the average yearly net estate tax?
  
6. Are the commercial we watched and the article we read justified in the information they present?
  
7. How would this affect your point of view if you were writing a research paper on this topic?

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**Exercise 2**

**Please read the short paragraph from Rick Santorum's book given to you on page 4 of this handout, then answer the questions below:**

1. What are the "facts" being given to me here?
  
2. Where did the author get the "facts?"
  
3. Why would a government resource be a good place to look up the given "facts?"

**Now, use either USA.gov (<http://www.usa.gov/>) or Google's U.S. Government Search (<http://www.google.com/ig/usgov>) to find information on this topic.**

4. While searching for this information, you will come across other interesting material (articles, web sites, statistics, etc.). Name one or more of these here and say how it might be useful to you for a future class or research project.

5. Which one of Santorum's facts did you investigate? What were the results you found?

6. Is Santorum justified in presenting this information?

7. How would this affect your point of view if you were writing a research paper on this topic?