

**Olga Prokhorova, Olga Vishnyakova,  
Olga Romashina, Julia Yatsenko**

# AMERICAN FAMILIES

## **About the Authors**

### **Prokhorova Olga Nikolaevna**

No photo

Doctor of Philological Sciences, Professor, Dean of the Romance and Germanic Languages Faculty, Head of the English language department, Doctor of Philology, professor  
Belgorod State University



### **Vishnyakova Olga Dmitrievna**

Doctor of Philological Sciences, Professor, Head of the Department of West European Languages and Cultures, Metropolitan Academy of Finance and Arts (Moscow, Russia)



### **Romashina Olga Yurievna**

Candidate of Philology, assistant professor, English language department of the Faculty of Romance and Germanic Languages, Belgorod State University



### **Yatsenko Yulia Nikolaevna**

Candidate of Philology, assistant professor, English language department of the Faculty of Romance and Germanic Languages, Belgorod State University

## REVIEW

This project "American Families" (Are they different?) is a part of American Studies Textbook Project. Its main idea is to show the different sides of American family life and compare them with the same ones in Russia. It is recommended to upper-intermediate level of studying English.

The book consists of 6 units: "Family concept", "Family problems", "Children. To Have or Not to Have?", "The Famous Families", "Family traditions", "Family values".

Each unit contains the assignments, which can involve students into different activities at the lesson. We put great attention to the development of student's critical thinking, replacing here the task of different kinds. The structure of each unit consists of tasks on reading, speaking (both dialogically and monologically), listening, and writing.

We want to say great thanks and to show great respect to our attentive reader and our perfect advisor **Bridget Gersten**, to our American friends, who helped us to find the most interesting sites, to our reviewer **Victoria Tuzlukova** for her important remarks, to all the people, who helped us to make the project more interesting and informative.

The Authors:

Doctor of Philological Sciences, Professor **Olga Prokhorova**

Doctor of Philological Sciences, Professor **Olga Vishnyakova**

Candidate of Philological Sciences, Professor Assistant **Olga Romashina**

Candidate of Philological Sciences, Professor Assistant **Julia Rogacheva**

## **TABBLE OF CONTENTS**

<b>Unit 1. FAMILY CONCEPT</b>	<b>5</b>
<b>Unit 2. FAMILY PROBLEMS</b>	<b>11</b>
<b>Unit 3. CHILDREN. TO HAVE OR NOT TO HAVE?</b>	<b>16</b>
<b>Unit 4. THE FAMOUS FAMILIES. GOOD OR BAD EXAMPLES?</b>	<b>24</b>
<b>Unit 5. FAMILY TRADITIONS</b>	<b>28</b>
<b>Unit 6. FAMILY VALUES</b>	<b>36</b>

## UNIT I

### FAMILY CONCEPT

1. a) Look at the pictures of **different families**. What can you say about them?



- b) What family would you like to have? Now? And in 10 years' time?

2. a) **READ** the text giving a sense of American Family. If you have some difficulties with the new words, study the vocabulary below (The information is taken from URL: <http://usinfo.state.gov/journals/itsv/0101/ijse/ijse0101.htm>).

#### THE TRADITIONAL STRUCTURE OF AMERICAN FAMILY

Families are the bedrock of all societies. They can comprise anywhere from a small group to scores of individuals, and range from simple structures - such as a married couple and one child under one roof - to intricately complex, multigenerational combinations, living in one or more households. Invariably, as a society evolves, so does the family structure. With the

modification of other factors - for example, life expectancy, or attitudes towards adoption - the impact on the family is telling.

The traditional structure of the American family - mother, father and children - continues to prevail for the most part as a new century unfolds. Yet, over the past several decades, U.S. society has witnessed an evolution in family structure and daily life in many respects, because of myriad factors, running the gamut from advancements in science to the composition of the workplace. Single parenthood, adoptive households, step-parenting, stay-at-home fathers \*,

\* CULTURAL NOTE: Stay-at-home fathers are the fathers who are looking after their children staying at home, while their wives work. It is getting more typical in modern America.

grandparents raising children are but a few of the newer tiles in the mosaic.

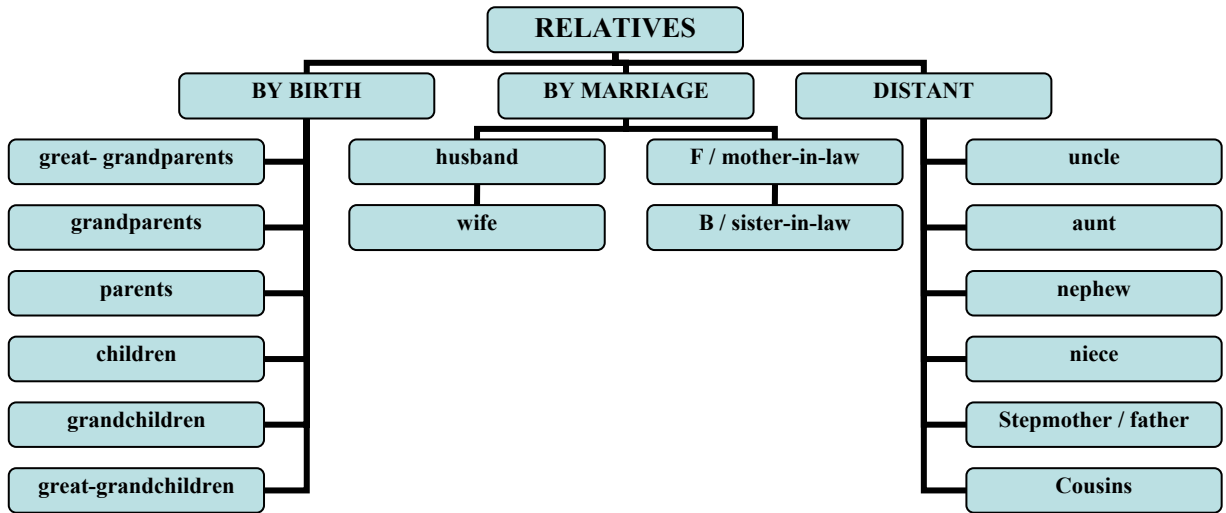
This issue of *U.S. Society & Values* seeks to define the broad tapestry constituting "family" at this moment, how the diverse elements play out on society at large, and the challenges being faced. It focuses on the composition of the American family, the changing roles and responsibilities of parents and grandparents, and the impact of an evolving workplace on family life. And we hear the voices of adults and children from varying perspectives and sets of circumstances.

In presenting this, we acknowledge that another snapshot, at another time in the near or distant future, most likely will be different.

---

**VOCABULARY:** **bedrock** – основа; **household** – семья, члены семьи; **invariably** – неизменно; **adoption** – усыновление; **step-parents** – отчим или мачеха; **tapestry** – гобелен, мозаика; **diverse** – разнообразный.

3. Look at the following frame structure: "Relatives"



4. Draw: a) the same frame structure which components correspond to the similar Russian ones; b) your own family-tree.

5. Put on the axis all the relatives you know. The first and (probably) the last are placed as an example:

a near relative Mother, \_\_\_\_\_, a third cousin a distant relative

6. What do you think about the most intimate and the less intimate relations between the members of your family? Do the closest relations depend on the degree of the relationship? Can a distant relative be closer than the nearest one?

ARGUE	SUPPORT

7. The **relations** between the members of the family can be of different kind.

a) **LISTEN to** the text (the text can be read by the teacher or by the partner):

### The Family

Another aspect of American society that may bewilder non-Americans is the *family*. The nuclear family structure (parents and children) is so alien to most cultures in the world that it is often misunderstood. The main purpose of the American family is to bring about the **happiness** of each individual family member. The traditional family values include **love** and **respect** for parents, as well as for all members of the family.

However, the emphasis on the individual and his / her right to happiness can be confusing. It allows children to disagree, even argue with their parents. While in most other cultures such action would be sign of **disrespect** and **a lack of love**, that is not the case in the United States. It is simply a part of developing one's independence.

Many foreign students and visitors are welcomed by host families, who invite them into their homes for dinner or to join in family activities. Frequently visitors are told to "make themselves at home" and, at times may appear to be "left alone".

It certainly is nice to be treated as an honored guest in someone's home, but one of the highest compliments that an American can give foreign guests is to treat them like members of the family, which means to give them the "**freedom of the house**" to do what they want, to "raid the refrigerator" on their own, or **to have some quiet time** alone.

(by Thomas E. Growling)

---

**VOCABULARY:** **bewilder** – смущать, ставить в тупик; **alien** – чуждая, несвойственная; **emphasis** – упор, ударение, выделение; **to raid** – совершать набег.

b) Match the expressions with the second part of them. Then use them in the sentences from the text.

The first part		The second part	
1.	the happiness	1.	the "freedom of the house"
2.	love and respect	2.	to treat them like members of the family
3.	such action would be sign	3.	of disrespect and a lack of love
4.	one of the highest compliments that an American can give foreign guests is	4.	for parents, as well as for all members of the family.
5.	to give them	5.	of each individual family member



c) Summarize and analyze the text using these sentences.

d) Answer the following questions:

- 1) What is the concept of the American family?
- 2) Why are visitors in some American homes “left alone”?
- 3) Are family traditions in America and Russia the same or different?
- 4) What does the author try to prove in his article?

8. a) Evaluate the following anecdote about Ferenc Molnar.

While Ferenc Molnar was living in a Viennese hotel in the 1920s, a large group of his relatives came to 'visit' him with an eye on sharing in the bounteous fruits of his enormous success.

Although an awareness of Molnar's notorious irascibility had prepared them for a hostile reception, they were welcomed with surprising kindness by the writer, who insisted that they sit for a group portrait to mark the occasion.

When the picture was developed, Molnar presented it to the hotel doorman with this instruction: "Whenever you see any of the people in this picture trying to get into the hotel, don't let them in!"

b) Discuss the following:

- a) Have you ever been in such a situation as Ferenc Molnar's?
- b) How would you act in that surrounding of relatives?
- c) What would you have done, if you were Ferenc Molnar at that moment?
- d) Retell the text as if you were 1) Ferenc Molnar; 2) his relatives; 3) a hotel doorman.

c) Create a **VIRTUAL FAMILY**. Choose any role you like.

1. You are a very prominent writer, who has to work a lot to earn his family's living. But your wife's relatives disturb you too often and interfere your work and your family life. Try to prevent their annoying visits.

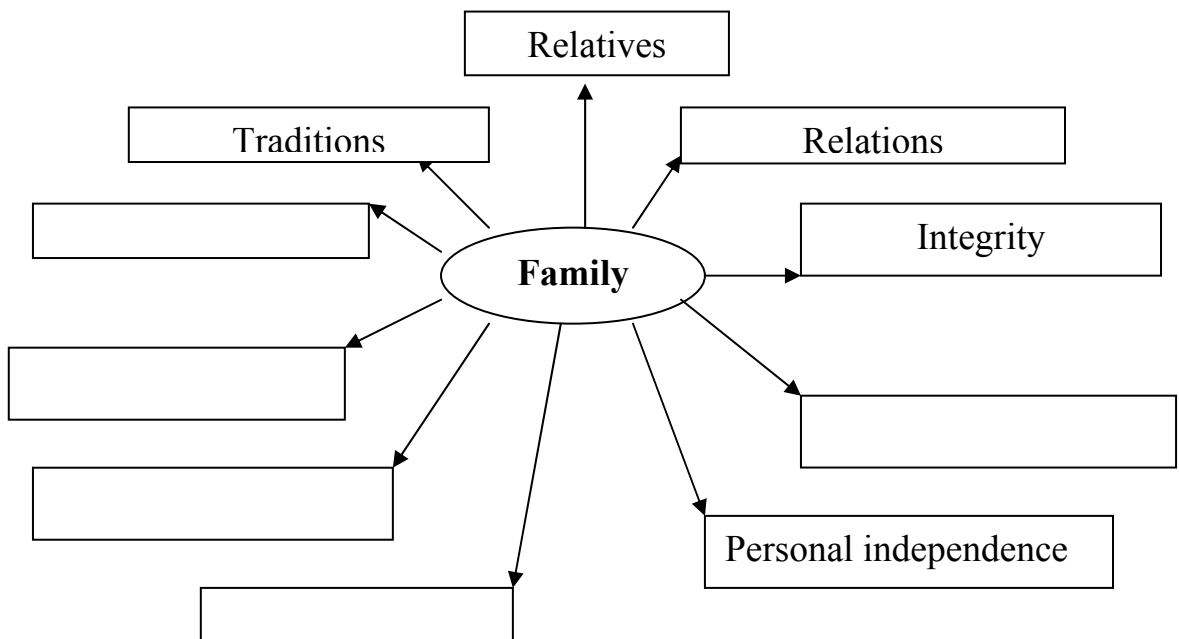
2. You are a wife of a very prominent writer, who sees nothing and nobody but his work. You are complaining to your mother that he doesn't pay much attention to his children and does not help around the house.

3. Some students of the group are the writer's mother-in-law, father-in-law, sister-in-law, the wife's uncle and aunt and their two children who come to help the wife about the house and to give some advice on family life.

4. You may create any other roles you like to settle the situation and to prevent the divorce in the family.

9. **WRITE** an essay about the relationships that form the nuclear American family structure (no more than 30 sentences).

10. Here is the family concept based on all of the above information in the unit. Fill in the blanks. Explain your own choice. Make up a short dialogue discussing the most important conceptual units in America, in comparison with Russia.



If you cannot fill in all the blanks, do not be discouraged. Study the following units and then return to this assignment. Good luck!

## UNIT II

### FAMILY PROBLEMS

1. Nowadays the institution of the family in America as well as in Russia faces a lot of problems. Can you mention some of them? Why do they exist? According to some modern journalists' point of view, the most prevalent pressing family problems are: devaluation of family values, the reluctance to have children, physical abuse, unfaithfulness and the increasing number of divorces as a result.

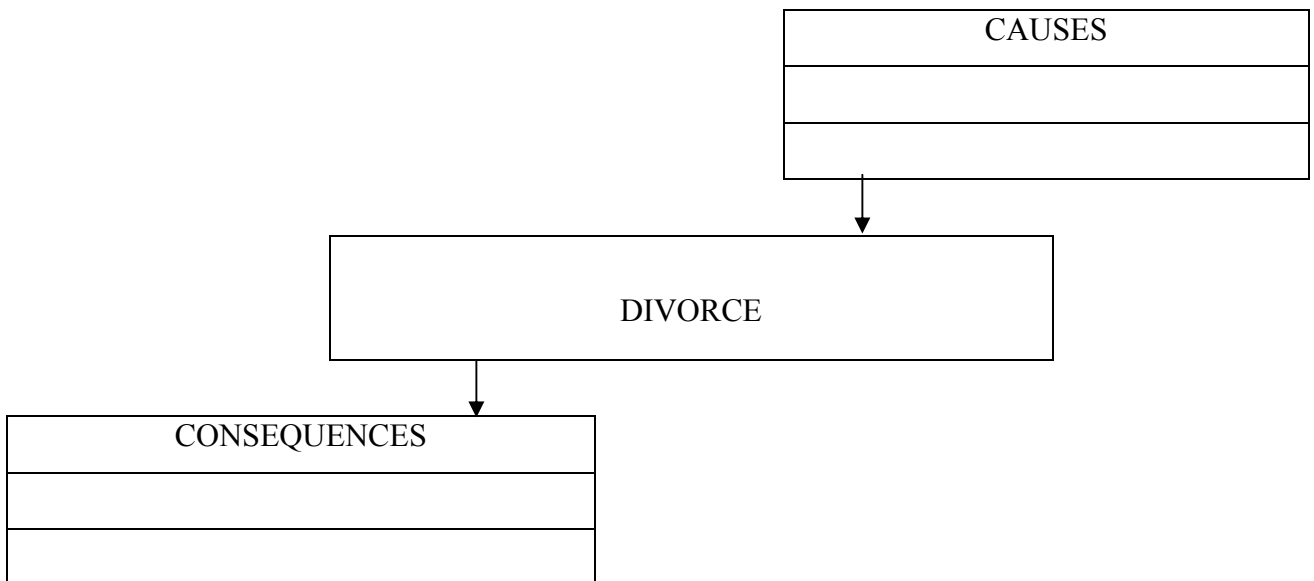
**READ** the following information and choose the view that is the closest to your own one.

RUSSIAN FAMILY PROBLEMS	AMERICAN FAMILY PROBLEMS
<p>The information is taken from URL: <a href="http://en.rian.ru">http://en.rian.ru</a> ; <a href="http://english.pravda.ru">http://english.pravda.ru</a></p> <p>1. In recent years, Russians have been getting married more readily, but later 800 out of every 1,000 marriages have split up. Unregistered marriages have become common, and about a third of the children are born out of wedlock. The Russian Orthodox Church sees the root of the family crisis in the mass media's manipulations of people minds. "It is they who sow the seeds of licentiousness, selfishness, the cult of comfort and freedom from morality," says patriarch Alexis II. As a result, "an increasing number of married couples do not have children at all".</p> <p>2. As for the role of spouses in Russian families, the wife continues to take the lead, even if formally it is the husband who is in control. Matriarchy in the family has another aspect to it: children grow up to become either "mommy's</p>	<p>The information is taken from URL: <a href="http://www.afajournal.org">http://www.afajournal.org</a>; <a href="http://www.afa.net">http://www.afa.net</a></p> <p>1. The number of U.S. families that fit the traditional mold will probably be in the minority in the 21st century, according to a new report on marriage and family. The report said "families are smaller and less stable, marriage is less central and cohabitation more common, the value of children and values for children have altered, and within marriages gender roles have become less traditional and more egalitarian."</p> <p>2. University of Chicago sociologist Linda Waite said statistics on unmarried mothers also indicate that the family is going through a dramatic upheaval. In 1970, she said, only 11% of all births were to unmarried mothers. By now, however, that percentage had jumped to 32%. "If you add to that women who are divorced or cohabiting with children, marriage is seen today as much less important. And that is probably to the bad," she said.</p>

<p>boys" or eternal oppositionists. They are unlikely to make good husbands.</p> <p>3. Russians get married early, at the age of 18-22. Because they don't really care much about making a career, they don't wait until they are independent. Young couples usually stay with wife's or husband's parents during the first year of marriage.</p> <p>4. The divorce rate in Russia is not as high as in the USA but for a divorced woman it is very difficult to find a new partner, especially if she has children. Alcohol, physical abuse and unfaithfulness are named among the most common reasons for divorce. More than that, divorces are the consequences of early marriages. There are some marriages that have grown into "marriages of convenience" of this type.</p> <p>5. Some female clients were asked on the subject of divorces:</p> <p>a) Irina: "Unhappy families all have their own reasons to be unhappy, while happy families are similarly happy. One of the main reasons why I divorced my husband was his egoism and irresponsibility. It is very difficult to live with a person that you cannot rely on, who is guided by his "this minute" wishes, forgetting about his responsibility towards his family."</p> <p>b) Tatiana: Our Russian women are too patient and ready to put up with anything:</p>	<p>3. After examining how programs on the six major networks portrayed fathers – when the character was a central, recurring figure - the report of the National Fatherhood Initiative applauded the fact that most TV dads were married to the mothers of their children. The group's Web site said that "not only reflects the reality that the majority of real-life fathers are married, it also helps promote married fatherhood as the cultural ideal."</p> <p>The study also found that 25% of fathers on TV "are portrayed negatively," and when compared to the moms on the show, dads are eight times more likely to be portrayed in a negative fashion. The report also stated that "if television wants to portray a bad parent, television almost always picks on the father." The criteria for recognizing how parents were portrayed on TV were: parents as role models; parental involvement in family activities; one-on-one engagement with children; making parenthood the top priority; and general parental competency.</p> <p>4. Teens' smoking has risen during the past decade. To try and determine why, scientists from Emory University and the Centers for Disease Control and Prevention collected data from 9,215 adults living in the San Diego area. Parental divorce was found to be one of the "adverse childhood experiences" that greatly impacted whether survey respondents had ever smoked, and how heavily they smoked. In addition, divorce played an important part in</p>
--	--

<p>unfaithfulness, mental and physical abuse, negligence. Only those who have at least a drop of pride and self-respect are able to divorce.</p> <p>c) Natalia: I think there are many reasons: lack of appreciation, mental degradation and bad genetics in the male's line. Lack of desire and skills to overcome temporary difficulties in relationship in family. Overestimation of one's personality.</p> <p>d) Irene: In my opinion the reasons are: lack of attention to the "weak gender", neglect of the spiritual and personal world of his wife, alcohol abuse, irresponsibility.</p>	<p>how early teens began smoking – twice as many respondents with divorced parents had begun smoking by age 14 as had respondents with parents who were not divorced.</p> <p>5. American mothers who get a divorce have two things they can be fairly sure of - their income will decrease significantly, perhaps even to the level of poverty; and life will be even more bleak if their former husbands fail to pay child support. According to the Census Bureau, one-third of the kids whose fathers don't pay child support live in poverty. "Nonpayment of child support is a crime that causes poverty in America," Geraldine Jensen, president of the Association for Children for Enforcement of Support, told the Associated Press.</p>
--	---

2. Categorize the main causes and consequences of divorce in Russia and America. Identify if they are equal or different. Fill in the chart. Discuss the problems in a short article, or as though on a web-site.



2. Searches for the additional material on the problems raised in the first task and agree / disagree with every item in the texts above. Fill in the table:

RUSSIAN FAMILY PROBLEMS		AMERICAN FAMILY PROBLEMS	
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.	a) b) c) d)	5.	

3. Analyze the following material and propose your own ways out of problematic situations. Find some solutions to the most important Russian and American problems in literature, periodicals, Web sites.

(The information is taken mostly from <http://en.rian.ru>)

RUSSIA	The USA
<p>1. The state should support families with adopted children, and instill in schoolchildren the desire to create a family and see children as a source of happiness.</p> <p>2. In Moscow parents under 30 receive 16,000 rubles for their first two children; the third one gets about 32,000 rubles. Young parents receive assistance in finding jobs, and are given a housing credit with favorable conditions.</p> <p>3. Television channels show ads about parents and children, and there are specialized Web sites. Next year Russia will hold a film festival about family life that aims to improve the prestige of the family.</p>	<p>1. Some laws try to support divorced Mothers. There is the Association for Children for Enforcement of Support and many, many others.</p> <p>2. Some laws protect children. There are Domestic Violence Coalitions of States and Territories and State Domestic Violence Resources</p> <p>3. Some laws work on preventing of family violence. There is the Office on Violence Against Women, the National Domestic Violence Organization, the Office on Violence Against Women, the American Bar Association Commission on Domestic Violence, the American Institute on Domestic Violence, the Center for the Prevention of Domestic Violence, Family Violence and Sexual Assault Institute</p>

	and many, many more.
--	----------------------

4. a) **LISTEN** to the following advertisement (the text can be read by the teacher or by the partner):

### **Family Lawyer**

Family lawyers are attorneys that will work on your behalf to help you with family issues such as divorce, custody and alimony. Family lawyers will begin working with you by evaluating the facts of your situation, the legal issues involved, and then advise you about your rights and obligations.

Your family lawyer will also work to advocate in all areas of the legal process and negotiate a fair settlement under the circumstances of your situation. Your family lawyer should also be able to provide you with referrals to competent professionals who will help you concerning taxes, property valuations and more.

Your family lawyer should work as your advocate, taking care of your case in a respectful, caring, professional manner. When looking for a family lawyer, it is recommended that you begin your search by looking for a family law firm.

b) Create a **VIRTUAL FAMILY**. Work in group of four to six. Imagine that one of your groups is a family lawyer who comes to solve the problems of your family. Choose and act out any situation you like:

1. The husband refuses to pay child support for his 15-year-old son, considering him mature enough to earn his own living. The wife doesn't work at all. She is a housewife. The son is a student and he is going to enter the university this year. His father is a prosperous man, but now his business is being ruined. What solution to each member of the family would you suggest?

2. Grandparents invite the family lawyer to prevent the parents' divorce. The wife complains that her husband constantly reads her correspondence, looks through her E-mail, listen to her calls and spies on her every step. The husband says he does love his wife but suspects her of infidelity. Their child is a five-year-old boy.

5. **WRITE** a) a short essay "Ways Out Exist!" (no more than two pages), summarizing your ideas or b) e a letter of advice to each member of the virtual family to prevent a divorce.

## UNIT III

### CHILDREN. TO HAVE OR NOT TO HAVE?

1. Look at the pictures of the following families.



a) Work in groups of two to four. Describe (or better act out) some possible relationships in these families. Each group may take any picture they like.

b) Which type of family is the nearest to yours?

How many children would you like to have now?

And in ten years' time?



2. a) Work in groups of four to six. Rate all the reasons for having children, and then all possible reasons against having them.
- b) Discuss your ideas with all the rest groups and write down the reasons in two columns:

FOR	AGAINST

- c) Which column is longer? Why, do you think this is so?
3. a) Try to dispute the question: "What makes a family?"
- b) **READ** the interview that describes the relationship between parents, grandparents, and children (grandchildren). Argue or support the interviewee's position.  
 (This conversation was abridged from an online discussion at abcnews.com.  
<http://usinfo.state.gov/journals/itsv/0101/ijse/hutter.htm> )

### WHAT MAKES A FAMILY?

*A Conversation with Dr. Mark Hutter*

*The family is the nucleus of American life. Dr. Mark Hutter, professor of sociology at Rowan University, in Glassboro, New Jersey, has researched family and urban life extensively, with particular emphasis on the changing family, immigrant and **ethnic households**, the family and the community and the social psychology of city life. Recently, he discussed his findings.*

**Q:** *Putting aside, for the moment, the dramatic increase in **dual-earner households**, what is the most significant change in family dynamics over the past two decades?*

**A:** There are several. One is the aging of the population, causing a shift from a three- to four-generation family. When I think of this unit — with great-grandparents, grandparents, parents and their children — I have specific concern and interest in the relationships that exist between the oldest generation and their children ~ who, themselves, may be grandparents. In particular, often daughters not only have to take care of their children and grandchildren, but their parents as well. The second development to note is the fact that young people are postponing both marrying and

having children. Much of this reflects economic changes and economic opportunities faced by young people, for whom marriage is not their only option as adults. Educational and career possibilities and a greater range of non-family life options are on hand for them.

*Q: If the family is still vital, why must family units be scattered nationwide?*

A: Economic and social factors account for this change. Contemporary society often demands a highly mobile group of workers who'll go where the jobs are. This desire to maximize economic opportunities often causes the breakdown of longstanding patterns of **kinship interaction**. In addition, the greater concern for individual advancement often takes precedence over interest in extended family ties and obligations.

*Q: If we speak about family and community, do you feel communities are doing enough to support and promote family life?*

A: The trend seems to reflect a greater emphasis on the withdrawal of individuals and the nuclear family from community involvement. You could say that it's best symbolized by the shift from living in houses with front porches to living in houses with enclosed backyards.

*Q: Talk for a moment about single parents in the United States.*

A: There are two major groups. One is composed of formerly married people whose **single-parent household** is a consequence of divorce or separation. The second group consists of never-married parents, a large segment of which consists of single teenage or young adult women, many from the lower part of the economic scale. In each case, the success of the single-parent household depends on the nature of the ties between the parent and child, or children, and often upon the degree of participation of grandparents or other relatives in raising these youngsters. In addition, community and governmental agencies — including day care centers — can have an impact on the single-parent family situation.

*Q: Do you believe that children raised in single-parent households lack any psychological or emotional support?*

A: I don't think so — provided that children who grow up in single-parent homes receive the support, **nurturing and guidance of their parents**, extended family and local social institutions.

Often we presume, incorrectly, that the only person raising that child is a single parent **living in isolation**. That doesn't usually happen.

Q: *Is there a correlation between the strength of a family and its economic status?*

A: Money can **alleviate many of the stresses of everyday family life**, to be sure. But it's not the panacea for shaping a successful family. The process must involve nurturing and support, as well as control and guidance of children. **Affluent parents** who are neglectful cannot overcome that neglect of their children with money.

Q: *What overriding guiding principles do you find in successful families — that is, the ones that produce emotionally mature, well-adjusted young adults and emotionally satisfied parents?*

A: Successful parents and successful children often result from an understanding of the different positions and perspectives they maintain. Parents and children **must be sensitive to each other's respective concerns**. Here, too, an atmosphere of understanding and sharing must prevail. Family members must accept the fact that life extends beyond the family for each of its members. This outside, or other life must also be taken into consideration as one deals with another.

---

**VOCABULARY:** **ethnic households** – этнические семьи; **dual-earner households** - семьи, в которых зарабатывают оба родителя; **kinship interaction** – родственные отношения; **single-parent household** – семьи, в которых лишь один родитель; **nurturing and guidance of the parents** - опека родителей; **to live in isolation** – жить в изоляции, одному; **to alleviate the stresses of family life** – облегчить стрессовые ситуации семейной жизни; **affluent** – богатый; **to be sensitive to each other's respective concerns** – быть терпимыми к проявлению уважения и заботы к друг другу.

- c) Study the vocabulary and discuss the problems raised in the interview.
- d) Do you agree with the phrase: "Successful parents and successful children often result from an understanding of the different positions and perspectives they maintain"? Prove your opinion using the vocabulary above.

e) Remember some situations when you quarreled with your parents. How could you solve the problem? Who managed to do it? What was the reason for the quarrel? Who was the initiator?

7. a) **LISTEN TO (or read)** some of the views on the role of parents / grandparents in child's life.

Agree or disagree inserting a mark "+" into the table.

1	2	3	4	5	6	
						AGREE
						DISAGREE

1) Efforts to address intergenerational activities are critical. These exchanges of information among people from different generations spending time together benefits everyone. Older people appreciate the time and attention. Younger people are fascinated by the wisdom and experience of their elders. (<http://usinfo.state.gov./ginzler.htm>)

2) Despite a belief in many quarters that cross-generational family ties have been shattered in recent decades, the national survey of more than 800 grandparents over the age of 50 has found that most regularly interact with grandchildren in a variety of ways, and think their relationships with grandchildren are "very positive." For example, 82 percent of those polled say they have seen a grandchild in the past month, and 85 percent say they have talked to a grandchild on the phone in that period. More than seven out of 10 (72 percent) say they have shared a meal with a grandchild in the past month, and an equal number have purchased a gift within that time.

"The state of American grandparenting is strong," explains Gretchen Straw, associate research director of the AARP Research Group. "The relationship with grandchildren is a rewarding one." (<http://usinfo.state.gov/journals/itsv/0101/ijse/grand.htm>)

3) Forty-three percent of grandparents say it is "very easy" to devise potential activities for a grandchild, and another 25 percent say it is "somewhat easy." The favorite diversions are eating meals together at home or in a restaurant, watching television, staying overnight, shopping for clothing and participating in exercise or sports. The roles grandparents play vary when interacting with a grandchild. Nearly one-half (49 percent) suggest they serve as a companion or friend, and more than a third of those polled say they frequently offer advice, talk about family history, or

recount aspects of the parent's young lives. Twenty-nine percent say they often chat about "the good old days." Is it really easy to untract with the grandchildren?

(<http://usinfo.state.gov/journals/itsv/0101/ijse/grand.htm>)

4) I think the greatest concern is that young people — usually poor, uneducated teens ~ are having babies outside of marriage without the wherewithal to take proper care of them. We used to call this "children having children." I still think that is what is going on. It has had a poverty overlay — a high component of poverty that helps drive it. It's a bad development for the children, and not good for their mothers either. It holds them back. That is the most serious problem facing post-industrial society worldwide, because as you may know, out-of-wedlock births are up everywhere. (<http://usinfo.state.gov/journals/itsv/0101/ijse/besharov.htm>)

5) By the year 2020, there will be more people ages 60 and older than ages 18 and younger. These older adults not only will have the power of numbers, but also the power of economics accompanying those numbers. So as we age as a society, I think the emphasis will shift. We will see more elderly people in advertisements, on television, in the movies. The marketplace will reflect society of that time and place.

(<http://usinfo.state.gov/journals/itsv/0101/ijse/ginzler.htm>)

b) Compare your data with your companion's. Discuss them with the rest of the class.

5. Create a **VIRTUAL FAMILY**. You may choose any role you like or suggest your own one.

1. Imagine that you are the father of the girl who is going to marry a boy you hate. You do love your daughter and you are very afraid of making her unhappy. How can you break off your daughter's engagement not to make your daughter suffer?

2. You are a daughter who does love her family but you fall in love with the boy of your dreams. You wish to marry him soon. And everything is right except your father who doesn't like the boy and doesn't want you to be married. Insist on the marriage, trying not to disturb your family.

3. You are a boy who is in extreme love with a girl from a very strange family, where her father doesn't want you to be a member of it. Insist on marriage, trying to make her father your friend. Explain the values you want to have in your future family, comparing them with the values of your bride's family.

For some more detailed information and other possible roles you may watch the film "Father of the Bride".

6. The poem quoted below is probably the best summary of how important our interaction with children is to their health and well-being for life. The message is one of consistent caring.

a) You will find the beginnings of the lines in the first column and the jumbled endings in the second one. Mix and match them to restore the text of the original verses.

**Eg. If children live with criticism, they learn to condemn.**

<b>If children live with criticism, ...</b>	they learn to be apprehensive.
If children live with hostility, ...	they learn to feel shy.
If children live with fear, ...	<b>they learn to condemn.</b>
If children live with pity, ...	they learn to fight.
If children live with ridicule, ...	they learn to feel sorry for themselves.
If children live with jealousy, ...	they learn to feel guilty.
If children live with shame, ...	they learn to feel envy.
If children live with encouragement, ...	they learn patience.
If children live with tolerance, ...	they learn to love.
If children live with praise, ...	they learn confidence.
If children live with acceptance, ...	they learn it is good to have a goal.
If children live with approval, ...	they learn truthfulness.
If children live with recognition, ...	they learn appreciation.
If children live with sharing, ...	they learn to have faith in themselves.
If children live with honesty, ...	they learn to like themselves.
If children live with fairness, ...	they learn generosity.
If children live with kindness and consideration, ...	they learn the world is a nice place in which to live.
If children live with security, ...	they learn justice.
If children live with friendliness, ...	they learn respect.

b) Now read the original poem "Children Learn What They Live" (by Dorothy Law Nolte) and check whether your version matches the one you have read.

**If children live with criticism, they learn to condemn.**  
**If children live with hostility, they learn to fight.**  
**If children live with fear, they learn to be apprehensive.**  
**If children live with pity, they learn to feel sorry for themselves.**  
**If children live with ridicule, they learn to feel shy.**  
**If children live with jealousy, they learn to feel envy.**  
**If children live with shame, they learn to feel guilty.**  
**If children live with encouragement, they learn confidence.**  
**If children live with tolerance, they learn patience.**  
**If children live with praise, they learn appreciation.**  
**If children live with acceptance, they learn to love.**  
**If children live with approval, they learn to like themselves.**  
**If children live with recognition, they learn it is good to have a goal.**  
**If children live with sharing, they learn generosity.**  
**If children live with honesty, they learn truthfulness.**  
**If children live with fairness, they learn justice.**  
**If children live with kindness and consideration, they learn respect.**  
**If children live with security, they learn to have faith in themselves.**  
**If children live with friendliness, they learn the world is a nice place in which to live.**

Dorothy Law Nolte

c) Discuss the problems raised in the poem (Work in groups of two to four and then together with the whole class):

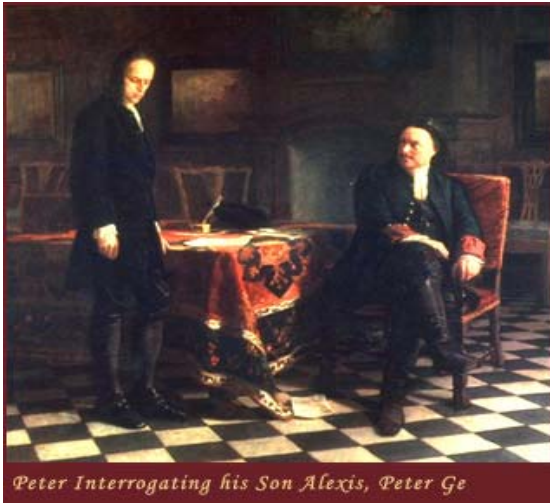
- 1) What does Dorothy Law Nolte try to prove in her poem?
- 2) Do you agree that parents' interaction with their children is really very important? Try to find arguments to prove your viewpoint.
- 3) Choose one of the lines and try to give an illustrative example proving that the message expressed in it is true/false?
- 4) Add your own endings to the line of the poem. Explain your choice.

7. **WRITING.** Express your opinion on the most interesting topic of this Unit. Do it in the form of essay (no less than 30 - 50 sentences).

## UNIT IV

### THE FAMOUS FAMILIES. GOOD OR BAD EXAMPLES?

1. Look at the picture of the famous families. Share some information about these families. What do you know about them?



2. **READ** the text about Peter the Great. Do you know the history of his family?  
What other cases of trouble in famous families do you know? How could they avoid them?

#### Peter the Great's Family Values

Peter the Great's son, Alexis, received a **hefty brunt** of **physical abuse** from his father: beaten about the head, dragged by his hair across the floor, and so forth. **Peter** had worked hard all his life to create a great Russia, and was damn well not going to let his noodle of a son muck it up. Alexis's "**wretched childhood**", M.S. Anderson tells us in **Peter the Great**, "left [him] timid, secretive and lacking in self-confidence, characteristics which were coupled with an increasing tendency, notable even in the Russia of that age, to heavy drinking." This did not sit well with Peter, whose correspondence to his son during Alexis's tutelage **is filled with disparaging** comments. A sampler:

*If my advice is lost on the wind and you will not do as I wish, then I do not recognize you as my son.*

*I see that you go at too lazy a pace in these crucial days to concern yourself with business.*

*[I grow worried] when I see you, the heir to the throne, who are so very useless for the conduct of state affairs.*



*How often have I not scolded you for this, and not merely scolded you but beaten you... but nothing has succeeded, nothing is any use, all is to no purpose, all is words spoken to the wind, and you want to do nothing but sit at home and enjoy yourself.*

*But if you do not change for the better, understand that I shall deprive you of the succession and cast you off **like a gangrened limb**.*

During this period, Alexis had blundered into an unsatisfying, state-arranged marriage. Peter, no doubt through bouts of intense drinking and work, had grown ill and also wary of his son's capacity to carry on his leadership (i.e., "cast you off like a gangrened limb"). Alexis responded to these insults by begging to **renounce his right** of succession. Realizing that Alexis could always change his mind, Peter insisted that he join a monastery to ensure no sovereignty would be in his future. Alexis's tactic was instead to flee to Vienna and hide, prompting a manhunt that covered Europe for six months. Peter's life at this moment was in a fair bit of turmoil: his health was ailing, Russia was at war with the Swedes, and her people were wary of Peter and his disrespect for the Church. To make things worse, his nudnik son had vanished, leaving him no way to control the leadership of his beloved Russia after his passing. Indeed, Peter feared his son might prove a focus for conspiring nobles in a plot to overthrow him.

Alexis, not quite clever enough to initiate a coup on his own at this point, had instead relieved his stress by knocking up his Finnish mistress, Afrosinia. He was collared in Moravia by Peter's agents and forced to return home. Upon his return to Moscow, he was forced to swear on a fat bible in the most important church of Russian Orthodoxy that he wanted nothing to do with politics ever again, and would never dream of becoming Tsar.

However, Peter **was** still sick and **ailing**. Furthermore, he had plenty of enemies in Russia (as one French minister put it, the Russians hated Peter's leadership and were planning to "wait and hope only for the end of his life to plunge into the slough of sloth and crass ignorance."), and some of these enemies decided to try to convince Alexis to renounce his renunciation. Peter had heard of some of the plots and spent most of 1718 torturing various individuals, looking for a well-organized plan. He heard nothing substantial until Afrosinia told him Alexis had been bragging about his plans as future tsar. This was all Peter needed, and in July 1718 he **tortured** his son for a while, and then **had him put to death**. Peter being Peter, "the very next day there were public celebrations... [two days later, a holiday] was, as usual, commemorated by drinking, fireworks, and the launching of new warships."

---

**Vocabulary: to receive a hefty brunt** – принять тяжелый удар; **wretched childhood** – несчастное детство; **to be filled with disparaging comments** – наполненный (полный)

пренебрежительными комментариями; **to renounce smb's right** – отрекаться от прав; **to be ailing** – болеть; **to torture smb.** – подвергать кого-л. пыткам; **to put smb. to death** – казнить.

b) Restore the sequence of the events in the original text. Put the figures in the right order, the first is placed as an example.

2						
---	--	--	--	--	--	--

- 1) Peter tortured his son for a while, and then had put him to death.
- 2) Alexis was constantly beaten on the head, dragged by his hair across the floor, so received a hefty brunt of physical abuse from his father.
- 3) Some of the enemies decided to try to convince Alexis to renounce his renunciation.
- 4) Alex was collared in Moravia and returned home.
- 5) Peter the Great insisted that Alex should join a monastery.
- 6) Alex had blundered into an unsatisfying, state-arranged marriage.
- 7) Alex's tactic was instead to flee to Vienna and hide for six months.

c) Match the correct answers with the beginning of the sentences using the text.

- 1) But if you do not change for the better, understand that ...
- 2) Alexis responded to these insults by ...
- 3) To make things worse, his son had vanished, leaving him no way ...
- 4) He heard nothing substantial until ...
- 5) He tortured his son for a while, and then ...

3. Make a report (your public speech should be no less than 5-7 minutes) on one of the famous families you know. Speak about their relationships. Can it be a model of family life for other people?

4. If you are interested in some additional information about famous American families, you may read this at the following site <http://www.genalogy.allinfoabout.com> Make a short presentation, speaking about the most interesting family you know.

5. Create a **VIRTUAL FAMILY**.

1. You are a famous film star (a rock or pop star, a politician). You pay very much attention to your profession, so your wife is always grumbling that you pay no attention to your children. You

do love your wife and your children, but your schedule doesn't let you spend much time with the family. Your work, glory, and success are important for you, but your family is the only one you appreciate and never want to lose.

2. You are the wife of a very famous film star, and you are a housewife. You are sick and tired of endless admirer's calls and letters. Your husband comes very late if he comes at all. The mass media are full of peculiar information about your husband's love affairs. When you manage to ask him about his participation in family life, he answers he has no time to solve family problems as he has to earn money. You realize that something has gone wrong with your family household since he became a popular film star.

3. You are a child of glorious father. Every success of yours in life cannot be counted as your own one because of your father's name and glory, though your father doesn't know even that you earn your living yourself, as he has no time to listen to you and your mother.

**WRITING.** Describe the painting “Peter interrogating his son Alexis” by Peter Ge in the form of a critical article. Use the vocabulary of the text.

## UNIT V

### FAMILY TRADITIONS

1. Brainstorm together the Russian and American Family Traditions you know. Fill in the chart:

RUSSIAN FAMILY TRADITIONS	AMERICAN FAMILY TRADITIONS

Whose list is longer? What column of the chart is longer?

2. **READ** the following information.

#### Marriage and Weddings

##### "Until Death Do Us Part"

The United States is "a melting pot" of cultures each with their own unique marriage customs and traditions. Marriage is a social institution that defines the relationship between a man and a woman. It defines in legal terms the obligations of spouses to each other and to their children. This forms the basis for also defining the rights of the children born into the family created by the marriage relationship.

It takes 18-21 years to raise a child to adulthood. The level of commitment required between a man and a woman to sustain a relationship and a home for child rearing is significant. A permanent loving relationship between spouses, and between spouses and children, provides the best nurturing environment for continuation of society.

There has been a set of customs and traditions generally accepted as common to marriage in the United States unless the marriage is a common law marriage.

**Dating** is the accepted pre-engagement practice between couples. Families generally establish requirements for the details of acceptable activities, time of day, single or group dating etc. The age, personality and maturity of dating children generally drive the conditions set by parents if the children are still at home.

**Love** between the couples is believed to be a prerequisite to marriage.

**Proposal** of marriage by the man and acceptance by the woman results in an **engagement**.

Couples enter into marriage with the belief that the relationship is permanent. The engagement is marked by the gift of an **engagement ring** from the man proposing to the woman accepting.

A **marriage license** is required by all states including a **blood test** and a prescribed waiting period.

A **wedding rehearsal dinner** is usually celebrated between the immediate families of spouses in the late afternoon the day before the wedding. The groom's family traditionally provides for this celebration.

A **bachelor party** is held for the groom and usually sponsored by the best man the night before the wedding.

A **bridal shower** is usually sponsored by the bride's maid. It has become very popular now for the bride's maid to also sponsor a **bachelorette party** for the bride.

The **wedding ceremony** is most often performed as part of a religious ceremony each with its own specific customs and traditions. On the day of the wedding the groom does not see the bride until the actual ceremony. As custom would have it from Victorian times: the bride wears something old, something new, something borrowed, something blue, and a sixpence in her shoe.

**Rings** are exchanged to mark the permanent commitment of the new spouses to each other.

A **wedding reception** is usually held after the ceremony for all family and friends to celebrate.

The bride's family usually provides for this celebration.

A **honeymoon** is taken by the bride and groom to a secret place where they go off for their first night together in marriage. It is thought that the honeymoon custom was established to avoid the European custom *Charivari* where family and friends banged on pots and pans outside the couple's bedroom their first night of marriage.

---

**VOCABULARY:** **spouse** – супруг(а), супружеская чета; **to raise (a child)** – растить, воспитывать ребенка; **adulthood** – взрослая жизнь; **sustain (a relationship)** – поддерживать отношения; **sponsor** – поручитель, крестный отец (мать); **permanent** – постоянный, долгосрочный, **commitment** – заключение союза.

4. On the basis of the text above, draw a chart illustrating pre-marriage and marriage etiquette. Tell what marriage customs and traditions are accepted both in America in Russia.
5. Discuss in what way pre-marriage and marriage etiquette in Russia is different from that in the USA.

6. a) **LISTEN** to (or read) the stories about some famous traditions in the USA (the texts can be read by the teacher or by the partner), and write your answer in the chart below. The word search game will help you.

### 1) **Wedding Anniversaries**

Once a year, a married man and a woman celebrate their commitment to one another on **the anniversary date of their wedding** by exchanging gifts and celebrating together. It is customary for spouses to exchange gifts on wedding anniversaries made of certain materials depending upon which anniversary is being celebrated. Each spouse, by custom, gives a gift made of the material that is specified for the anniversary year. As an example, the 25th wedding anniversary is the silver anniversary so that each spouse exchanges a gift made of silver. In "modern" times many people have specified materials of differing substances or category. It is safe for spouses to use the traditional list if the traditional anniversary gift custom is to be observed. Truly it is the thought and the expression of love that counts here. Many spouses have fun picking out or making gifts of the traditional materials just to keep it interesting.

### 2) **The Family Meal**

Although modern life seems to have overtaken **the family meal** in many areas, there are still many American families that practice the custom of either the daily (evening) family meal or a Sunday family meal. Often, the Sunday family meal is a time for gathering children and grandchildren.

As hectic as family schedules can be, sometimes the family meal is the only way to get everyone together to talk over the happenings of the day or discuss upcoming family plans or events. This is also a good setting to share family values through stories and discussions that inevitably will take place. It is important for parents to seize this opportunity to share values.

The family meal is the event that always reflects what a family holds dear because the things that are discussed at this gathering are the most important things happening within a family.

Sometimes it is good for parents to reflect on the quality of the time spent with the family and make adjustments.

### 3) Family Rituals

Many cultures have rituals associated with them that teach values. **4th of July picnics** have become a ritual in the United States for example. The meaning behind the ritual is a celebration of freedom. Religious holidays have rituals associated with them that reinforce religious values. The 7 days of the week are used to remember a particular human principle or value or to celebrate a **ritual meal**. Monday through Friday focus on 5 human values while Saturday focuses on the 2 universal principles of life. Sunday is used to celebrate a ritual family meal that recognizes the principles and values through the symbolism offered by colors and food groups.

### 4) The Candle in the Window

The tradition of placing a **candle in the window** goes back to the colonial times in the United States and back much further in time for other cultures. It is a tradition practiced throughout the year. It symbolizes the warmth and security of the family hearth and signals loyalty to family members and loved ones who are not present in the home. At Christmas time it follows the tradition of the Colonial Williamsburg Christmas.

A window candle has been a traditional practice in many cultures. It has a variety of meanings in the United States. The practice starts with the fundamental use of fire by mankind. Throughout the history of man a campfire has represented warmth and security. It is the source of heat to cook food and warm the body and the spirit. It is the barrier between the safe and the unsafe in an untamed and unfriendly wilderness. Over the course of history, as we have moved our campfires into our homes, there, the hearth has represented these very same things. The family hearth has been the center of activity because of its warmth and practical use for food preparation. We love to watch the dancing flames as the fire's warmth flows into the deepest and coldest parts of our bodies. Sitting in front of the hearth on a cold wintry day gives us a feeling of warmth and security. It makes us feel like all is right with the world. In most cultures a candle in the window was used to signal a family's loyalty to a loved one who was away traveling. It let that person know the family awaited their return and the hearth was warm and waiting for them. In colonial America a candle in the window was used to honor dignitaries, announce births and just plain celebrate. Every Christmas in Williamsburg window candles are illuminated in each window of the homes and businesses in that community to commemorate an old fashioned Christmas. Many other cultures around the world practice the candle in the window tradition.

## 5) Tie a Yellow Ribbon

Display of a **yellow ribbon** is a sign of loyalty to family, friends or loved ones who are welcome home. Customarily it is used to welcome home men and women who have been away for a long time under adverse or particularly difficult circumstances such as war or prison. Did you ever wonder where the yellow ribbon tradition came from? Most music historians trace the custom to a 19th century civil war song. Reportedly the custom comes from a Civil war story about a prisoner's homecoming returning from Andersonville prison. In 1973 Tony Orlando and Dawn cut their number one song of that year and their all-time classic: "Tie a yellow ribbon round the old oak tree." Folklore has it that the inspiration for the 1973 song came from a true incident that occurred on a bus bound for Miami, Florida. It seems that one of the passengers had just been released from prison and he was bound for home. He had written his wife and let her know he still loved her and wanted to be with her. He asked her to tie a yellow ribbon around the lone oak tree in the Town Square of white oak, Georgia, if she still had feelings for him and wanted him to be with her. Everyone in the bus asked the driver to slow down as they approached, there it was! The driver pulled over and phoned the wire services to share the story. It quickly spread throughout the country. Songwriters Irwin Levine and L. Russell Brown wrote the ballad from the news story. And now, "The rest of the story"! L. Russell brown had the inspiration for writing the song. One late spring morning he drove 33 miles to Irwin Levine's house and told him the story of the oak tree. It had nothing to do with any convict or news story. It was about a Civil War soldier, a stagecoach and yellow (as Mr. Levine would say: "use your imagination!") handkerchiefs. Irwin changed the yellow handkerchiefs to ribbons so as not to offend anyone with the reality of what makes handkerchiefs yellow! L. Russell Brown and and Irwin Levine updated the story by changing the stagecoach to a bus. L. Russell Brown picked up a guitar and wrote the first eight or so lines of music and lyrics himself. Irwin picked up the ball and wrote the ending: "100 ribbons round the old oak tree". There was discussion about use of the word damn and then the old song was written. According to l. Russell Brown: "Sorry Paul Harvey, but now you know the rest of the story". "tie a yellow ribbon round the old oak tree" was released in February 1973. It was the number one hit by April 1973. The song became a hit again in 1981 when the 52 Iran hostages were returned after 444 days of captivity. The song was played throughout the United States because by then the yellow ribbon had become a symbol of loyalty.



## 6) Flowers

It has become customary to give the gift of fresh **flowers** to the opposite sex on almost any occasion. In times of illness and death, flowers are given regardless of gender. The gift of flowers to couples is customary for such occasions as weddings, anniversaries and holidays. Many men buy flowers for their favorite woman on a weekly basis to show their love and affection. The gift of fresh flowers is a "live" reminder of the love and affection we feel for one another.

Flowers have fascinated mankind throughout history because of their varied beauty and fragrances. The customs and traditions associated with flowers go back beyond recorded history. In the United States today, flowers are most often given for the following occasions: births and birthdays, weddings, anniversaries, reminders of love, Valentine's day, Christmas, illness, death. Flowers are worn as corsages by women and boutonnieres by men for very special "dress-up" occasions.

## 7) The Recipe Box

It has become customary to keep favorite **family recipes** in a special container called "The Recipe Box". All of the secret ingredients that go into the family's favorite meals are written on 3x5 inch or 4x6 inch **recipe cards**. The recipe box is a family heirloom and its contents are priceless. Newlywed couples usually buy the recipe box early in their marriage and spend a lifetime together gathering the recipes that become their favorites.

b) Fill in the blank, using the information above.

<b>FAMILY TRADITION</b>	<b>SYMBOL of</b>
	It is a Family Heirloom and its contents are priceless.
	It is a "live" reminder of the love and affection they feel for one another. It is a sign of loyalty to family.
	It symbolizes the warmth and security of the Family hearth.
	It is a celebration of freedom.
	It is the only way to get everyone together to talk over the happenings of the day.
	it is the thought and the expression of love

c) Find all the names of American family traditions mentioned in the texts in the word search game. The words are placed vertically, horizontally, diagonally. They may be read both from the right to the left and from the left to the right.

### THE WORD SEARCH GAME

z	x	c	v	b	n	m	g
r	e	v	i	n	n	a	n
s	r	w	p	o	w	c	i
a	z	e	i	b	z	a	d
r	x	q	c	b	v	n	d
y	q	m	n	i	z	d	e
v	x	e	i	r	p	l	w
t	h	a	c	j	b	e	r
z	f	l	o	w	e	r	s

7. **READ** the jokes and answer the questions below.

1) The elderly spinster laughed when anyone suggested that it was too bad she did not have a husband. "I have a dog that growls, a parrot that swears, a fireplace that smokes, and a cat stays out at night. Why should I want a husband?"

2) Sam: "Is the man your sister is going to marry – rich?"

John: "I don't think so."

Sam: "What makes you think so?"

John: "Well, every time mother talks about the wedding father says: "Poor man!"

3) The girl and her fiancé were discussing their approaching marriage. "I'm not having any of this women's-lib stuff", he declared firmly. "I'm going to be boss, and you'll do as I say." Then he added: "Is that all right with you, dear?"

**GROUP DISCUSSION:**

1. What is your attitude to marriage? Do you think it's necessary to have a real family? Prove your opinion.
2. In addition to the previous question: Why do you think there are a lot of anecdotes about weddings and marriage itself? Recall some Russian equivalent jokes on the topic.
3. What do you think about the traits of characters of third joke-participants? What sort of persons are they? When you have your own family, who will run it? Why? Do you agree with the well-wisher's words, quoted below?

*Well-wisher: "If you would have a happy family life, remember two things: in matters of principle, stand like a rock; in matters of taste, swim with the current."*

4. Which of the jokes did you like most of all? Why is it so close to your understanding the problems of family life? Recall some interesting or funny moments, happened with the members of your family, or just tell an anecdote you know.

8. **WRITE.** Choose the most interesting topic for discussion from Unit 5. Express your opinion in written form (no more than 30 sentences).

## UNIT VI

### FAMILY VALUES

1. a) Comment on the following quotations.

Your family, my family—  
which is composed  
of an immediate family  
of a wife and three children,  
a larger family  
with grandparents and  
aunts and uncles.

VICE PRESIDENT DAN QUAYLE

Whatever trouble he's in,  
his family has the right  
to share it with him.  
It's our duty to help him if we can  
and it's his duty to let us  
and he doesn't have  
the privilege to change that.

JARROD BARKLEY

The Big Valley

So four men and four women  
have sealed themselves off  
inside Biosphere 2.  
No contraceptives are allowed  
and if a woman  
gets pregnant she's expelled.  
This is progress?

Sounds more like high school in the 1950s.
CHRISTOPHER BLINDEN
I was a loner as a child. I had an imaginary friend— I didn't bother with him.
GEORGE CARLIN
What is a family? They're just people who make you feel less alone and really loved.
MARY TYLER MOORE
America's "traditional family values" are love, support, tolerance, caring, nurturing, and – if you don't mind my adding my favourite – a sense of humour
Peter McWilliams

b) Choose one of it and make up a short dialogue with your partner discussing traditional family values in the United States and in Russia.

2. **READ** the following information about American family values.

### American Family Values

We teach our children the principles and values of free individuals in a free society. Although at times we may fail, we work tirelessly to be men and women of **integrity, self-discipline, proactivity, humility and empathy**. We believe in the principle of human freedom to

ensure we sustain our free society. We believe in the principle of universal harmony so we sustain our families by living in "synch" with the earth and our universe.

A **balanced life** is essential to happiness. The development of the body, mind and spirit must get attention each day of our lives. If we set aside the time for work, for play, for personal thought or religious devotion, as our individual choice may be, we will experience balance in our lives. Balance implies equilibrium where there is just the right amount of everything in our lives to enable us to thrive. Each of us has a uniqueness that is our own. The balance, therefore, in each of us is unique and must be discovered. The balance changes as we grow and it never stops changing.

### **What messages do we send our children?**

As our children grow within our families they formulate their principles, values and expectations of life. There are certain natural principles that have been built into our founding documents. What about life should we teach our children? What makes them good people and what makes them good citizens? What are the American family values we teach our children?

### **Principles and values**

Now here is a good question: "What is the difference between a principle and a value?" This has many answers depending upon who you ask. From the world book dictionary, a value is an established ideal of life, objects, customs, ways of acting, and the like, that the members of a given society regard as desirable. Again, from the world book dictionary, a **principle** is a fundamental belief, a rule of action or conduct, a truth that is a foundation for other truths; fundamental, primary, or general truth.

In simple terms, **values** are the building blocks of principles, while principles show how values are related to each other. **Examples of values** might be: 1. Life, 2. Liberty and 3. The pursuit of happiness. An example of a principle might be: 1. Human beings have an inherent right to life, liberty and the pursuit of happiness. The line is thin here, and not all would agree with these definitions.

### **Values of a good free individual**

What are the values held true by a free individual in a free society? What values equip a person to function well in a free society? A person who lives the values that permit them to thrive in a free society would be called a good person.

Fundamentally, human beings expect to be treated fairly. To be fair we must be honest, forthright and sincere with others. This is called **integrity**. It means we keep our word; "you can take it to the bank". "our word is our bond." This is why our credit rating is important, it is an

"objective" measure of how well we keep our promises in modern society. Remember the golden rule: "do unto others as you would have them do unto you."

Human beings are able to choose; unlike animals and plants who merely react to external stimulus. When we choose we are accepting the consequences of our choices. We must have **self-discipline** to choose wisely and grow responsibly. As free individuals we must accept responsibility for the consequences of our choices if we are to remain free to choose.

Going about life each day requires us to know where we are and know where we are headed. We are each "captain of our own ship". Freedom of choice enables us to exercise **proactivity**, to go after our goals and visions. We must each take responsibility for our lives and control our own destiny. A free society provides the best opportunity to make our dreams come true.

Communication between free individuals requires us to give each other a chance. Giving each other a chance requires one free individual to understand and have **empathy** for another where we "put ourselves in the other's shoes". There is an old native American saying: "do not judge another until you have walked 20 miles in their moccasins".

Interaction with other human beings requires us to understand the relationship of one free individual to another. As we exercise **humility** we demonstrate this knowledge. We understand the worth of each free individual, including ourselves, in our free society. Coexistence with free individuals requires that we respect each other and treat each other with dignity until a free individual proves through their actions and words that they are unworthy.

### **Universal principles**

The two universal principles are the **principle of human freedom** and the **principle of universal harmony**. These powerful statements of principle relate those things in life that are of value in a way that will ensure free individuals thrive with each other while sustaining a place in the universe without destroying it.

a) Give the Russian equivalents to the following phrases, then use them in a story about your family's values:

**To live in "synch" with the earth**  
**to imply equilibrium**  
**the pursuit of happiness**  
**to thrive in a free society**

**to exercise proactivity**  
**to put oneself in the other's shoes**  
**to sustain a place in the universe**

b) Answer the questions raised in the text: What should we teach our children about life? What makes them good people and what makes them good citizens? What are the American family values they teach their children?

c) What is the difference between a principle and a value? Choose all the principles and values from the text and fill in three charts below. Discuss it with the rest of the group.

AMERICAN FAMILY		RUSSIAN FAMILY		MY OWN FAMILY	
PRINCIPLES	VALUES	PRINCIPLES	VALUES	PRINCIPLES	VALUES

### 3. GROUP DISCUSSION:

So how does the above philosophy translate into daily life? In short it means that we take responsibility for our total circumstances: our state in life and our relationships with family and friends. We do not point the finger of blame at others for who we are, where we live, where we work or where we play. The fault is our own for all that we have that is good, bad or ugly. It is our responsibility to change things if we are dissatisfied.

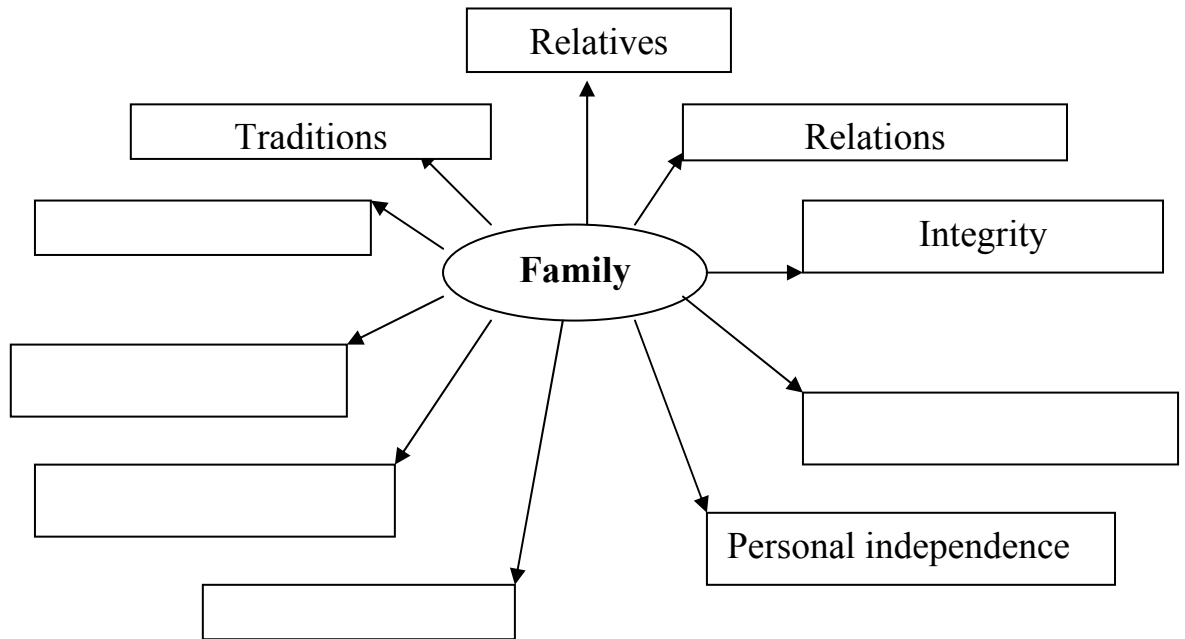
Discuss each of the principles and values from your own family's point of view. Work in groups of four to six. Then share your opinion with the whole class.

4. a) **LISTEN** to the text (the text can be read by the teacher or by the partner). Then use the text as a model and **WRITE** up to 50 words on the problem "So what is family really about?"

**So what is family really all about? Simplicity.** It's about doing things together. It's about simple gestures from the heart and making the most of the limited time you have. It's about creating celebrations that are meaningful to everyone and traditions that your children will treasure. It's about continuing your efforts to bring your family closer, even with members who don't get involved or loved one's who live far away. Finally, it's about realizing how easy it really is.



8. Go back to Unit 1 and complete the Family Concept (you may add as much components as you can):



## Использованные материалы

1. Газета «Наш Техас» № 90 19 сентября 2003 г. <http://www.ourtx.com/corp>
2. Газета «Наш Техас» № 120 12 ноября 2004г. . <http://www.ourtx.com/corp>
3. Electronic privacy information center <http://www.unesco.kz/cdroms/law>
4. Портал «Правозащитная сеть» <http://www.hro.org/docs/reps/privacy/2002.html>
5. Интернет-журнал «Правда» <http://www.english.pravda.ru>
6. А. Шуринов Роль семьи в демографическом и духовном возрождении России//«Демографическая ситуация в славянских странах» 26 декабря 2002г. <http://www.iro2003.narod.ru/seminar1.html>
7. "Federal law" <http://www.federalreserve.gov/pubs/privacy/default.html>
8. Family life . <http://www.womenrussia.com.myths.html>
9. Интернет-журнал "History house" . [http://www.historyhouse.com/in\\_history/peter](http://www.historyhouse.com/in_history/peter)
10. Журнал «Семья в России» №3 2002 <http://www.niisv.ru./rusfamily/fr02-3n.html>
11. Сайт американской образовательной программы «YFU» <http://www.yfu-usa.org/ao/countries/russia.html>
12. Московская Хельсинская группа <http://www.mhg.english.ru>.
13. The University of Texas. <http://www.uta.edu/advisorhanbook/privacy.html>.
14. <http://www.csiss.org/classics/content/13>
- 15 <http://www.edupass.org/culture/personalspace.phtml>
- 16 <http://www.afirslook.com/archive/proxemic.cfm?soura=archther>