

# Multicultural America

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# MULTICULTURAL AMERICA

## INTRODUCTION

### **Thesis statement of the manual:**

The manual focuses on different ethnic groups living in the USA. The contents of the manual cover modern aspects of life of Native Americans, African Americans and Mexican Americans that are not widely known to Russian students. Teaching techniques used by the authors provide students with a good chance to gain new socio-cultural knowledge and develop their cross-cultural skills, compare Russian and American cultures, revealing items of difference and sameness.

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“... all men are created equal”  
Thomas Jefferson



## UNIT 1. ETHNIC DIVERSITY IN THE UNITED STATES

### A Note for Inquisitive Minds:

Одной из самых важных и трудных проблем американского общества является проблема многообразия культур, сосуществования людей, имеющих различную этническую и расовую принадлежность. (Проблема расы в американском обществе зав. кафедрой

иностранных языков Женского Института "ЭНВИЛА")

<http://newsletter.iatp.by/ctr6-11.ht>.

### DO YOU KNOW?

1. What ethnic groups live in the USA?
2. What language/ languages do Americans speak?
3. Is it difficult to paint a picture of the average American today? Give your reasons.
4. Comparing Americans to Russian people, have you noticed any differences in behavior, attitudes, values? Give your own examples to illustrate your arguments.

### LOOK AND THINK

Look at the photo. Which of these kids are Americans? Give your reasons.



The photo is on the web site

<http://www.us-english.org/foundation/research/olp/>

### READ AND DISCUSS

I. Check yourself. How much do you know about English?

If you don't know the correct answer, try to guess what it might be.

**TEST** <http://www.us-english.org/inc/official/quiz/>

1). How many states have made English the official language of the state?

- A. 9
- B. 16
- C. 27
- D. 50

2). According to the 2000 U.S. Census, how many people in the United States are limited English proficient?

- A. 2 million
- B. 7 million
- C. 14 million
- D. 21 million

3). According to the U.S. Census, how many languages are spoken in the United States?

- A. 475
- B. 329

- C. 204
- D. 82

4). Which U.S. President once said, "We have room for but one language here, and that is the English language, for we intend to see that the crucible turns our people out as Americans, and not as dwellers in a polyglot boarding house"?

- A. Theodore Roosevelt
- B. Ronald Reagan
- C. Harry Truman
- D. Abraham Lincoln

5). Which state offers its driver's license exam in 25 languages?

- A. California
- B. Massachusetts
- C. New York
- D. Texas

6). In what year was English mandated as the language of aviation and air traffic control by the International Civil Aviation Organization?

- A. 1923
- B. 1951
- C. 1972
- D. English is not the language of aviation and air traffic control.

II. Read the following quotations which are known to a lot of Americans. Do you share these views? Why? Why not?

1. *"A country has to have only one official language, if men are to understand one another..... It is eminently fair that a country's official language should be the language of the majority"*

-Ayn Rand <http://www.us-english.org/inc/>

1.eminently- *to a high degree* ( в высшей степени)  
2.majority-  
БОЛЬШИНСТВО

**Ayn Rand** was a provocative and visionary writer crafting unforgettable tales and characters.

But Ayn Rand was also an influential intellectual, inspiring thousands of people to study and follow her philosophy:

<http://www.ayn-rand.com/>

2. *" And while you bring all countries with you, you come with a purpose of leaving all other countries behind you – bringing what is best of their spirit, but not looking over your*

*shoulder and seeking to perpetuate what you intended to leave behind in them”*

*-Woodrow Wilson ,comments to new citizens,1915*

1. to seek-  
пытаться (по  
контексту)  
2. to perpetuate-  
увековечить,  
сохранить  
3. to intend –  
предполагать

**Woodrow Wilson** - the 28th president, whose foreign and domestic activism influenced American policy through the 20th Century  
Wilson regarded himself as the personal representative of the people. "No one but the President," he said, "seems to be expected ... to look out for the general interests of the country."  
He developed a program of progressive reform and asserted international leadership in building a new world order.

III. Discuss the following questions in small groups:

- a. What is the main issue presented in each of these quotations?
- b. Do you agree with Ayn Rand's quote?
- c. What statements do you feel are true? Why?
- d. What statements do you feel are questionable? Why?

IV. 1. What do you personally think about the issue of a state language?

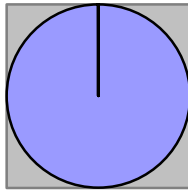
- a. There should be only one state language in a country
- b. There should be more than one state language in a country
- c. There should be no state language in a country.

2. How many state languages are there in Russia? What documents can give information on the language state policy in Russia?

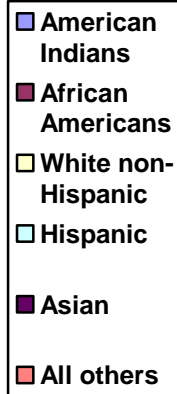
### **LOOK AND COMPARE**

1. Look at the pie charts and describe the ethnic structure of the American society in 1500, 1790, 1940 and 2000.

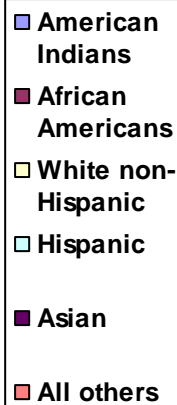
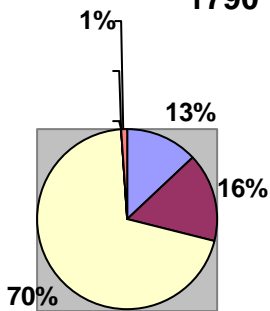
1500



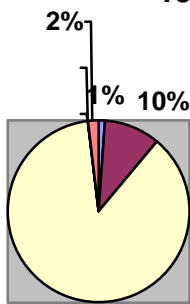
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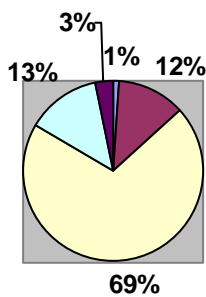
1790



1940



2000



2. Predict ethnic diversity in the United States in 2050 and draw a pie chart illustrating your ideas. Then discuss your ideas on the issue in small groups

## UNIT 2

# NATIVE AMERICANS



### A Note for Inquisitive Minds:

**Native American** - коренной житель Америки \ Американский индеец, эскимос <Eskimo>, алеут <Aleut> или гаваец <Hawaiian> полинезийского происхождения. Выражение обычно употребляется в официальных источниках, откуда вошло в повседневный язык средств массовой информации. Синоним понятий америнд <Amerind, American Indian>, и индеец <Indian>, по сравнению с последним ныне считается более корректным <politically correct>. На Аляске индейцев чаще называют «американскими индейцами» <American Indian> в отличие от эскимосов.

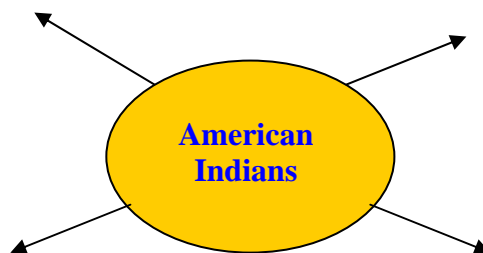
**Amerind** - америнд \ Термин, употребляемый, главным образом, в научной литературе для обозначения индейца или эскимоса. (сокращение от American Indian). Впервые использован в 1897 г. антропологом Дж. У. Пауэллом <Powell, John Wesley>.

*Американа. Англо-русский лингвострановедческий словарь/  
под ред. Г.В. Чернова.- М.: Полиграмма, 1996*



### DO YOU KNOW?

1. Try to remember what you know about American Indians. Work in groups and think of the words you associate with their way of life.



2. Work in groups and answer the questions. Then share your *opinions* with your classmates.

1. Where do American Indians live?
2. How many American Indians are there in the USA?
3. Do you know any American Indian tribes?
4. Do you know any famous American Indians?
5. Have you read any books or seen any films about American Indians? Describe these
6. Do you know any facts from the history of the American Indian population?



**Do you have any other questions about American Indians that you would like to discuss?**

3. The English language has adopted many words from American Indians. When the Europeans arrived in North America, they saw strange new things (animals, food, nature phenomena) for which they had no names, so they borrowed a lot of Indian words. Here are some of them. Look through these words and match them with their definitions. Then give Russian equivalents for these words.



1. moose	a). a kind of wind (named after an Indian tribe)
2. raccoon	b). large, fierce Caribbean sea-fish
3. barracuda	c). large sea mammal with flippers and a broad, flat tail; sea-cow
4. manatee	d). small, bush-tailed North American animal able to send out a strong unpleasant smell as a defense when attacked
5. skunk	e). small striped North American squirrel-like rodent
6. chipmunk	f). (tropical tree with) dark-brown wood much used for furniture
7. mahogany	g). small, flesh-eating animal of North America with a bushy ringed tail
8. mangrove	h). kinds of gourd, like a pumpkin, eaten as a vegetable
9. avocado	i). dried lean meat beaten and mixed into cakes
10. squash	j). violent and heavy snowstorm
11. pemmican	k). large sort of deer with coarse fleece and thick antlers, found in the forests of North America and (where it is called an <i>elk</i> ) in northern Europe and Asia
12. hurricane	l). tropical tree growing in swamps and sending down new roots from its branches
13. blizzard	m). violent windstorm
14. chinook	n). pear-shaped tropical fruit



## THE WORLD OF THE INDIAN PEOPLES IN AMERICA

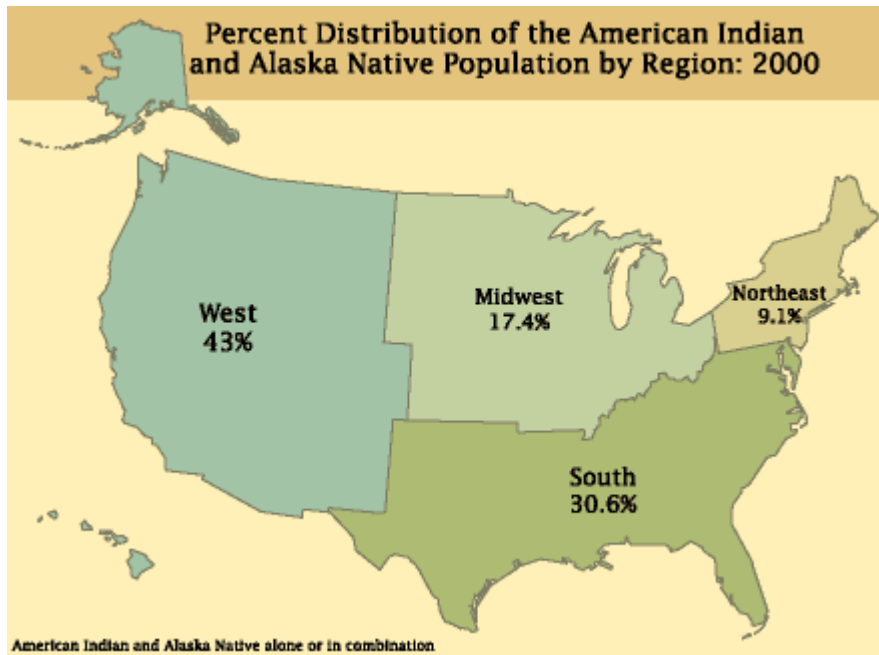


### LOOK AND THINK

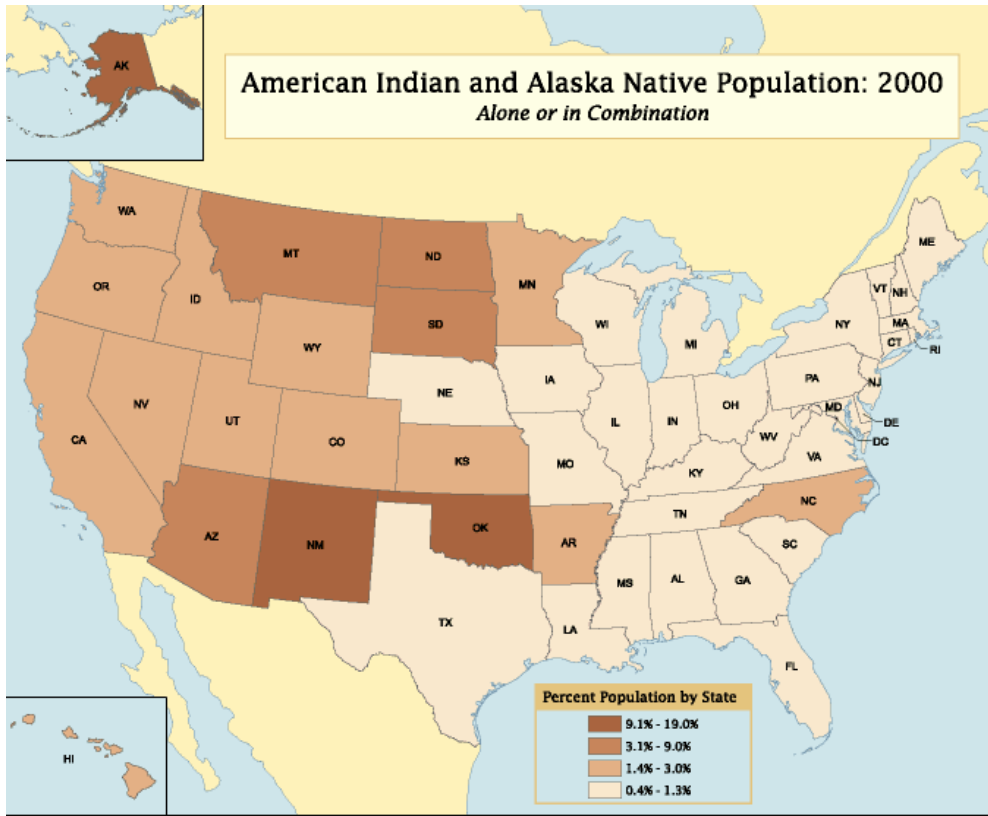
1. Study Map 1 and Map 2 and find out if the statements below are true or false. (The information is based on the results of the 2000 US Census, provided by the U.S. Census Bureau – [www.census.gov.com/](http://www.census.gov.com/))

1. The highest percentage of American Indian population can be found in Oklahoma and New Mexico.
2. There are more American Indians living on the Atlantic coast than on the Pacific coast.
3. The percentage of American Indians in North Carolina and South Carolina is the same.
4. About 74 % of all the Indian population live in the western and the southern parts of the United States.
5. The lowest percentage of American Indians live in Northeast.
6. Pacific coast states have the same percentage of American Indian population.
7. The states Montana, North Dakota, South Dakota, and Arizona take the second place in American Indian population after New Mexico and Oklahoma.

Map 1



Map 2



2. Study the information about the American Indian population based on the results of the 2000 US Census ([www.census.gov.com/](http://www.census.gov.com/)). Then read the text below and complete the gaps using the information from Table 1.

**Table 1**  
**Ten Largest Places in Total Population and in American Indian and Alaska Native Population: 2000**

Place	Total population number	American Indian and Alaska Native alone or in combination	Percent of total population
New York, NY	8,008,278	87,242	1.1
Los Angeles, CA	3,694,820	53,092	1.4
Chicago, IL	2,896,016	20,898	0.7
Houston, TX	1,953,631	15,743	0.8
Philadelphia, PA	1,517,550	10,831	0.7
Phoenix, AZ	1,321,045	35,093	2.7
San Diego, CA	1,223,400	16,178	1.3
Dallas, TX	1,188,580	11,334	1.0
San Antonio, TX	1,144,646	15,244	1.3
Detroit, MI	951,270	8,907	0.9
Oklahoma, OK	506,132	29,001	5.7
Tucson, AZ	486,699	15,358	3.2
Albuquerque, NM	448,607	22,047	4.9
Tulsa, OK	393,049	30,227	7.7
Anchorage, AK	260,283	26,955	10.4

**The places with the largest American Indian populations are New York and Los Angeles**

Census 2000 shows that, of all places in the United States with 100,000 or more population, - New York and Los Angeles have the largest American Indian populations with ..... and ....., respectively. The next eight places with the largest American Indian populations have between ..... and ..... American Indians. Five of the top ten places — Los Angeles, ....., ....., ....., and Albuquerque — are in the West.

The ten largest places for American Indians together account for 8.2 percent of the total U.S. American Indian population. New York and Los Angeles account for 3.4 percent of the total American Indian population. Of the ten largest places in the United States, ..... (2.7 percent) have the largest proportion of American Indians, followed by ..... (1.4 percent), and ..... and ....., each with 1.3 percent. Among places of 100,000 or more population, the highest proportion of American Indians is in ..... (10 percent). ..... is the second highest. Six of the top ten places with the highest proportion of American Indians are in the West, with two each in the Midwest and South.



### **READ AND DISCUSS**

1. You are going to read *Fast Facts about American Indian reservations* ([www.en.wikipedia.org/](http://www.en.wikipedia.org/)). Before reading, discuss in small groups the following questions:

- What is an Indian reservation?
- How and where were they created?
- Do you know any names of Indian reservations?
- How is the life in Indian reservations regulated?

*Now read the text and see if your answers are correct.*



#### ***Fast Facts***

#### **Reservation**

An Indian reservation is land reserved for a tribe when it relinquished its other land areas to the U.S. through treaties. More recently, congressional acts, executive orders, and administrative acts have created reservations.

There are approximately 275 Indian land areas in the U.S. administered as Indian reservations. The largest is the Navajo Reservation of some 16 million acres of land in Arizona, New Mexico, and Utah. On each reservation, the local governing authority is the tribal government.

The states in which reservations are located have limited powers over them, and only as provided by federal law. On some reservations, however, a high percentage of the land is owned and occupied by non-Indians.

2. Study the American Indian Statistics by Social and Economic Factors in different reservations (Tables 2,3,4) based on the results of the US Census 2000 ([www.census.gov.com/](http://www.census.gov.com/)). Choose one of the areas, and find it on the map of the USA. Make a short written report on the economic and educational situation of the American Indian population in your area for the group.

**Table 2**

Percentage of Non-English Language Use Persons Five and Older		
Census Area	Not Speak English	
	At home	very well
<b>Reservations and Trust Lands</b>	32.3%	11.9%
<b>1.Navajo (AZ,NM,UT)</b>	74.6%	30.6%
<b>2.Pine Ridge (SD)</b>	25.6%	5.1%
<b>3.Fort Apache (AZ)</b>	58.6%	24.4%
<b>4.Gila River (AZ)</b>	29.3%	7.1%
<b>5.Zuni (NM)</b>	84.3%	27.8%
<b>6. Hopi (AZ)</b>	63.2%	21.3%

**Table 3**

Percentage of Educational Level Persons 25 and Older		
Census Area	High School	Bachelor's
	Diploma	Degree
<b>Reservations and Trust Lands</b>	72.8%	13.3%
<b>1.Navajo (AZ,NM,UT)</b>	55.9%	7.3
<b>2.Pine Ridge (SD)</b>	68.8%	11.1%
<b>3.Fort Apache (AZ)</b>	54.3%	6.3%
<b>4.Gila River (AZ)</b>	52.4%	1.6%
<b>5.Zuni (NM)</b>	55.4%	10.9%
<b>6. Hopi (AZ)</b>	67.1%	10.1%

**Table 4**

Percentage of Unemployed and Poverty		
Census Area	Unemployed	In Poverty
<b>Reservations and Trust Lands</b>	13.6%	28.4%
<b>1.Navajo (AZ,NM,UT)</b>	25.1%	42.9%
<b>2.Pine Ridge (SD)</b>	33.0%	53.4%
<b>3.Fort Apache (AZ)</b>	22.5%	48.8%
<b>4.Gila River (AZ)</b>	23.9%	52.1%
<b>5.Zuni (NM)</b>	18.6%	45.9%
<b>6. Hopi (AZ)</b>	18.0%	41.6%

## UNIT 3

# PATCHWORK OF AFRICAN-AMERICAN LIFE



### A Note for Inquisitive Minds:

African-Americans, Afro-Americans\ афро-американцы\ Этнорассовая группа, потомки африканских рабов, завезенных в США в 17-19 вв. Выражение, заменившее в 60-е годы слово «негры» <negroes>; с 70-х годов применяется наравне с выражением «чернокожие» («черные) <blacks> Ср. <black is beautiful>.

*Американа. Англо-русский лингвострановедческий словарь/ под ред. Г.В. Чернова.- М.: Полиграмма, 1996.*



### DO YOU KNOW?

1. Read the following pieces of information on African American Firsts ([www.en.wikipedia.org/wiki/African-American.com](http://www.en.wikipedia.org/wiki/African-American.com)). Arrange them in the time line. Have you learned anything new or interesting about African Americans? What are the most interesting facts that impressed you? Give your reasons.

1619	1904 event 1	1940	1964	1989	2002
------	-----------------	------	------	------	------

*Event 1* – George Poage was the first African American to compete in the Olympics.

*Event 2* – Vonetta Flowers was the first African American to win a gold medal in a Winter Olympics. She wins in the women’s bobsleigh event on February 19<sup>th</sup>. Then on March 24<sup>th</sup>, actress Halle Berry became the first African American woman to win the Academy Award for the best actress for the film ‘Monsters Ball’.

*Event 3* – Hattie McDaniel was the first black to receive an Oscar for her supporting role in ‘Gone with the Wind’. Benjamin O. Davis Sr. was the first black general in the regular army. He was appointed by President Franklin Delano Roosevelt.

*Event 4* – Martin Luther King Jr. was the youngest person awarded the Nobel Peace Prize – he was 35.

*Event 5* – 17 black men and 3 black women land at Jamestown, Virginia. Possibly these are the first Africans to arrive in what will later be the United States.

*Event 6* – Oprah Winfrey became the first black to own her own television and film production company, Harpo Studios, Inc.

2. Work in small groups. Look at the list of the words given below. Choose six words from this list which denote notions you closely associate African Americans with. Arrange them in a line starting with the most important notion and finishing with the least significant one. Add other notions if needed.

Business efficiency music beauty sexuality discrimination distinctiveness fashion  
literature sport progress unemployment hip-hop slavery graffiti break dancing  
hair style street language poverty jazz

*Comment on your list. Compare your rating list with another group. Did you have similar ideas and opinions?*

*Read Fast Facts and review your rating list.*

### ***Fast Facts***

- Nearly one-third (28 percent) of African American families reported total money income in 1998 of \$50,000 or more; for African American married-couple families, that percentage was 48 percent.
- The African American population is young. Nearly one-third of the nation's African American population was under 18 years of age in 1999. Conversely, 8 percent of African Americans were 65 years old.
- The 10 states with the largest African American populations were New York (3.2 million), California (2.5 million), Texas (2.4 million), Florida (2.3 million), Georgia (2.2 million), Illinois (1.8 million), North Carolina (1.7 million) and Maryland, Louisiana and Michigan (1.4 million each).
- In 1999, the civilian labor force participation rate for African American women was slightly higher than that of non-Hispanic White women (63 percent and 60 percent). Non-Hispanic White men (74 percent) had a higher labor force participation than African American men (66 percent).
- In 1999, 24 percent of employed African American women, age 15 and over, and 17 percent of men worked in managerial and professional specialty occupations (e.g., engineers, dentists, teachers, lawyers and journalists). Similarly, a higher proportion of women than men worked in service jobs (27 percent versus 17 percent) and technical, sales and administrative support jobs (38 percent versus 20 percent).

[www.census.gov/](http://www.census.gov/)

*Have you introduced any changes in your rating list? Why? Why not?*

### 3.1. FAMOUS AFRICAN AMERICANS



#### **LOOK AND THINK**

Look at the pictures of three famous African Americans. Match the pictures with the names and some facts of their lives ([www.gale.com/free\\_resources](http://www.gale.com/free_resources)).



- **Louis Armstrong**
- **Martin Luther King, Jr.**
- **Muhammad Ali**

1. An American boxer, born Cassius Clay, who won the world heavyweight title in 1964, 1974, and 1978. He was known for his self-confidence, shown by the phrase “I am the greatest”, which he often used. He won an Olympic gold medal and later tossed it into a river because he was disgusted by racism in America. He refused to serve in Vietnam--a professional fighter willing to serve time in jail for his pacifist ideals. He has contributed to countless, diverse charities and causes. And his later years have found him interested in world politics as he has battled to keep Parkinson's disease at bay.

2. A black American minister and civil rights leader, who received the 1964 Nobel Peace Prize, advised non-violence in fighting racism and was shot and killed in Memphis, Tennessee. He is remembered for his famous speech which began with the words “I have a dream...” and expressed big hopes for the future of black people. He took a stance against American involvement in Vietnam. He became the first black American to be named Time magazine's "Man of the Year." Journalists and politicians from around the world turned to him for his views on a wide range of issues. However, as he stated in his Nobel acceptance speech, he remained committed to the "twenty-two million Negroes of the United States of America engaged in a creative battle to end the long night of racial injustice." In 1986 his birthday became a national holiday.

3. Born in a poor section of New Orleans on August 4, 1901. By the time of his death in 1971, the man was widely recognized as a founding father of jazz – a uniquely American art form. His influence, as an artist and cultural icon, is universal, unmatched, and very much alive today. During his career, he developed a way of playing jazz, as an instrumentalist and a vocalist, recorded hit songs for five decades, and his music is still heard today on television and radio and in films; appeared in over 30 films as a gifted actor; composed dozens of songs that have become jazz standards; performed an average of 300 concerts each year, and became one of the first great celebrities of the twentieth century.





## READ AND COMPARE

- *What famous African American women can you name? What are they famous for?*
- *Do you think it is difficult for black women to achieve success in the United States? Why or why not?*
- *What can help them achieve success?*

1. *Work in groups. Each group should read one of the texts about famous African American women ([http://www.gale.com/free\\_resources](http://www.gale.com/free_resources)). Then find partners from other groups and swap information.*

### **Condoleezza Rice (1954 - )**



Born in the heart of a still-segregated Dixie, Condoleezza Rice, an African American, was brought up to believe that the sky was the limit as far as her future was concerned.

In her early teens, the family moved to Denver. A brilliant student, Rice began taking college courses while still in high school and formally entered the University of Denver at the age of 15. At the University of Notre Dame, Rice earned her master's degree in political science, after which she returned to Denver to pursue her doctorate in international affairs. After completing her doctoral program in 1981, Rice started teaching political science at Stanford University.

When George W. Bush took office in January of 2001, Rice became his National Security Advisor, the first woman of any color to occupy that position.

### **Sarah Breedlove (1867 – 1919)**



"I am a woman who came from the cotton fields of the South. I was promoted from there to the washtub. Then I was promoted to the cook kitchen, and from there I promoted myself into the business of manufacturing hair goods and preparations." With these words, Madame C. J. Walker introduced herself to the National Negro Business League's 1912 convention and summed up her life to that time. Five years later, through her hard work and business acumen, this daughter of former slaves owned and ran the largest black-owned company in the United States.

The Madame C. J. Walker Manufacturing Company produced and distributed a line of hair and beauty preparations for black women. So successful was she at marketing her products that Madame Walker became the first female African American millionaire. Her self-made fortune allowed for a lavish personal lifestyle and extensive public philanthropic commitments, particularly to black educational institutions.

### **Wilma Rudolph (1940-1994)**

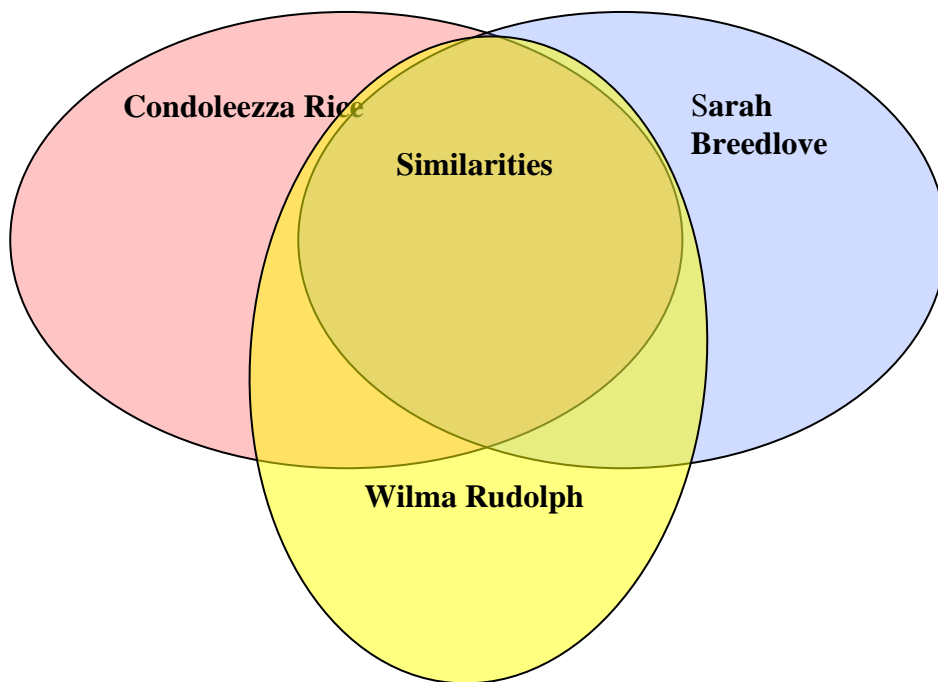


Wilma Rudolph was born on June 23, 1940, in St. Bethlehem, Tennessee, the 17th of 19 children, and soon moved with her family to Clarksville. She was the first American woman runner to win three gold medals in the Olympic Games. Her performance was all the more remarkable in light of the fact that she had double pneumonia and scarlet fever as a young child and could not walk without braces until age 11.

In 1957, Rudolph enrolled at Tennessee State University and began setting her sights for the Olympic Games in Rome. In the interim, she gained national recognition in collegiate meets, setting the world record for 2000 meters in July of 1960. In the Olympics, she earned the title of the "World's Fastest Woman" by winning gold medals for the 100-meter dash, the 200-meter dash (Olympic record), and for anchoring the 400-meter relay (world record). She was named by the Associated Press as the U.S. Female Athlete of the Year for 1960, and also won United Press Athlete of the Year honors.

2. Discuss similarities and differences in the three life stories you've read. Summarize your ideas in the **Venn diagram**.

Write in the facts similar to all the three women in the overlapping area. Write in the facts that make them different in the other sections.



3. Write an article to the school newspaper about one of the outstanding African Americans and an outstanding Russian who distinguished themselves in the same field (sport, business, politics, and art).

The following outline can be of some help.

- a. Select a famous African American and a famous Russian.
- b. Fill in your worksheet with as much information that you can find about the persons you selected.

**Worksheet**

	<b>African American</b>	<b>Russian</b>
<i>Name</i>		
<i>Time and place of birth</i>		
<i>Family</i>		
<i>Education</i>		
<i>Achievements</i>		

c. Compare their lives and achievements. Complete the T-Chart.

<b>Same</b>	<b>Different</b>

d. Using your worksheet and T-Chart write an article. Make a presentation of your article in class.



**PROJECT WORK: Success. How to Attain It?**

**Step 1.** Work in groups. Your task is to investigate what success is for your classmates.

**Step 2.** Take a large sheet of paper and in the center of the page, create the image of the concept SUCCESS. Make it colorful and vivid.

**Step 3.** Within your group brainstorm the main ideas relating to success. Around the central image draw images or symbols to illustrate the main ideas.

**Step 4.** Using different images and words draw related details branching out of each of the main ideas.

**Step 5.** Make a list of recommendations on how to attain success.

**Step 6.** Present your project to the whole group. Explain what success is for you and comment on the ways of achieving it.

## 3.2. AFRICAN AMERICAN ORGANIZATIONS



### LOOK AND THINK

*Look at the picture. This is a symbol of one of the African American parties called the Black Panther Party. Why do you think the members of the party chose this image? What can be the mission of the party?*



[www.blackpanther.org](http://www.blackpanther.org)



### READ AND DISCUSS

1. *Read the following Ten Point Plan of the Black Panther Party ([www.blackpanther.org](http://www.blackpanther.org)), discuss the information in pairs and try to write 2-3 sentences to define the mission of the Party. Compare your definitions.*

#### The Ten Point Plan

1. We want freedom. We want power to determine the destiny of our black and oppressed communities.
2. We want full employment for our people.
3. We want an end to the robbery by the capitalists of our black and oppressed communities.
4. We want decent housing, fit for the shelter of human beings.
5. We want decent education for our people that exposes the true nature of this decadent American society. We want education that teaches us our true history and our role in the present-day society.
6. We want completely free health care for all black and oppressed people.
7. We want an immediate end to police brutality and murder of black people, other people of color, all oppressed people inside the United States.
8. We want an immediate end to all wars of aggression.
9. We want freedom for all black and oppressed people now held in U. S. federal, state, county, city and military prisons and jails. We want trials by a jury of peers for all persons charged with so-called crimes under the laws of this country.
10. We want land, bread, housing, education, clothing, justice, peace and people's community control of modern technology.

2. *With your group mates, brainstorm everything you know about the Black Panthers and fill in the KNOW-section of the table.*

<b>KNOW</b>	<b>WONDER</b>	<b>LEARNED</b>	<b>STILL WANT TO LEARN</b>

3. Think and write the questions you have about the Black Panthers Party in the *WONDER*-section of the table.

4. Now read the Fast Facts about the Black Panther Party ([www.blackpanther.org](http://www.blackpanther.org)). Fill in the LEARNED-section of the table. Have you found the answers to all your questions? If not, search the Internet and complete the information.

### ***Fast Facts***

#### **The Black Panther Party**

The Black Panther Party was a progressive political organization that stood in the vanguard of the most powerful movement for social change in America since the Revolution of 1776 and the Civil War: that dynamic episode generally referred to as The Sixties. It is the sole black organization in the entire history of black struggle against slavery and oppression in the United States that was armed and promoted a revolutionary agenda, and it represents the last great thrust by the mass of black people for equality, justice and freedom.

The Black Panther Party was the manifestation of the vision of Huey P. Newton. In October of 1966, in the wake of the assassination of black leader Malcolm X and on the heels of the massive black, urban uprising in Watts, California and at the height of the civil rights movement led by Dr. Martin Luther King, Jr., Newton gathered a few of his longtime friends, including Bobby Seale and David Hilliard, and developed a skeletal outline for this organization. It was named, originally, the Black Panther Party for Self Defense. The black panther was used as the symbol because it was a powerful image, one that had been used effectively by the shortlived voting rights group the Lowndes County (Alabama) Freedom Organization. The term "self defense" was employed to distinguish the Party's philosophy from the dominant nonviolent theme of the civil rights movement.

Immediately, the leadership of the Party outlined a Ten Point Platform and Program that was a manifesto that demanded the express needs be met and oppression of blacks be ended immediately, a demand for the right to self defense, by a revolutionary ideology and by the commitment of the membership of the Black Panther Party to promote its agenda for fundamental change in America. The Party's ideals and activities were so radical, it was at one time assailed by FBI chief J. Edgar Hoover as "the greatest threat to the internal security of the United States."

By the beginning of the 1980s, attacks on the party and internal degradation and divisions, cause the party to fall apart. The leadership of the party had been absolutely smashed; its rank and file constantly terrorized by the police.

5. Using the table above write in Russian an entry about the Black Panther Party for a Russian encyclopedia.

6. Using different types of sources find information about other African American organizations. Be ready to share your knowledge with a group.



### PROJECT WORK

Work in groups of 4-5 students. Develop a ten point plan of the youth political or social organization you are a member of or would like to create. Think of its symbol and mission. Write and draw you ideas. Present your project to the whole class.

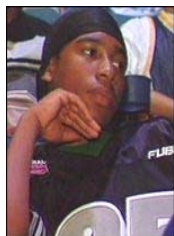
## 3.3. BLACK TEEN EXPLOSION



### LOOK AND THINK

Look at the pictures of young African Americans ([www.afterteens.com](http://www.afterteens.com); [www.flickr.com](http://www.flickr.com); [www.famchildserv.org/resources](http://www.famchildserv.org/resources)) and discuss the questions:

- Do you think that African American differ much from other teenagers?
- Do you associate pop culture with African American youth? Why or why not?
- How do African American youths spend their free time?



### READ AND DISCUSS

1. You are going to read *Fast Facts* from an American magazine ('Ebony', April, 2004) about African American youths and their influence on American pop culture. While reading mark the following statements as true or false:

1. "Black teen" support, as it is called by the author of the article, can mean the difference between the success or failure of a TV show, movie or CD.
2. American fashions have been transformed by the styles and purchases of non-urban African-American youths.
3. Hip-hop has no influence on American youth.
4. Hip-hop is an urban-centered youth lifestyle associated with popular music, break dancing, certain dress and hair styles, graffiti, and street language.
5. The new African-American generation, like the blues generation or the jazz generation or the soul generation, has transformed itself and American culture.

### ***Fast Facts***

#### **The Black Teen Explosion**

African-American youths have always been shapers and changers of American popular culture. Not only in rap but also in film, fashion and love, Black youths are changing the name and shape of an addictive new climate that blends fashions, sports, music and sex, an addictive climate that powers the \$164 billion youth market.

Black teen power is especially evident in fashion, where hip-hop moguls like Jay-Z and P.Diddy have become major names in department stores and mall outlets. In fact, the U.S. Urban Youth Market survey reported, inner-city African-Americans are 54 percent more likely (than U.S. households in general) to have made purchases of teen boy's clothing and 46 percent more likely to have bought teen girl's apparel. The astonishing point here is that Black male teens spend more money on clothes than Black female teens.

Shopping, movies and just 'hanging out' rank highly as the favorite activities of Black youths.

What do these youths want?

They want the same thing Black youths have always wanted – recognition, understanding and an equal chance to fulfill themselves and to make a new world. The only difference perhaps is that they belong to a generation that has already changed one world and is in a position to make a new one.

2. Study the web-page *TEENPRENEUR* that can be found on the web-site [www.blackenterprise.com](http://www.blackenterprise.com), and answer the following questions:

1. What is the aim of this web page?
2. Who is the target audience of this web page?
3. What kind of information can be found on this page?
4. What sections can be of most interest for African-American high school seniors or college students?
5. What information do you think you will find on the web sites in the section RESOURCES?
6. Are there any advertisements? Do you think that the information presented there is going to attract parents and their children? Why? What attracted you?
7. Do you like the web-page *TEENPRENEUR*? Does it lack some important information? What would you like to change?
8. Do you think we have this kind of web-sites for Russian teens? Search the web and try to find some of them. Present them to the whole group. Are they better than *TEENPRENEUR*? Why or why not? Present a critique to the class.





## **PROJECT WORK**

**1. Work in groups.** Collect information about education and job opportunities available in your home place. Design a web page for Russian teens, present it to the whole group and defend it.

**2. Project: Are we different or same?**

**Step 1.** Work in groups. Your task is to investigate the interests of young Russian people and find out the challenges they face.

**Step 2.** Develop a questionnaire with multiple-choice answers for your class-mates and friends (you have the first two questions of the questionnaire below as an example, think of further questions).

## **QUESTIONNAIRE**

1. How do you spend your free time?
  - watch TV
  - listen to music
  - play computer games
  - chat with friends
  - go to parties
  - go in for sport
  - read
  - other
  
2. What challenges do you face at the moment?
  - education
  - lack of money
  - job
  - relations with friends
  - relations with parents
  - love and sex
  - drug or alcoholic abuse
  - other

**Step 3.** Make a survey. Ask as many young people as possible.

**Step 4.** Analyze the results; prepare a report for the whole group. Do you think there is much difference between American and Russian youth?



## **FUN TIME**

### **Culture Game**

#### *Rules*

*Play in small groups. You will need a partner, dice (and) or counters. The first player rolls the dice and moves along the board from the Start, according to the number on the dice. The player completes the task on the square they land on. If the player is successful, they can play in the next round. If not, they miss their next turn. The winner is the first player to reach FINISH.*

*There are two types of questions:*

- *Complete a task*
- *Talk about something for 30 seconds without stopping*

FINISH	go back 4 spaces	miss a turn	Muhammad Ali	go to FINISH
An African American First	The history of the Black Panther Party	Name 3 notions you associate African Americans with	go on 2 spaces	What does success mean to you?
Changes in American popular culture	miss a turn	go on 1 space	The Black Panther Party	What makes a person successful?
Name 3 African American jazz musicians	go on 2 spaces	Enumerate favorite activities of black teens	African American youth	go back to START
go back 2 spaces ←	Condoleezza Rice	miss a turn	Martin Luther King	Name 3 outstanding African American men
START →	Louis Armstrong	Name 3 outstanding African American women	go on 3 spaces	An outstanding African American



## UNIT 4

# MEXICAN-AMERICAN MAJORITY OF MINORITIES



### A Note for Inquisitive Minds:

**Culture** is the shared values, beliefs, and basic assumptions of a group of people, which result in characteristic behaviors.

*Match the metaphor for American Society with its definition:*

Metaphor	Definition
<b>1. Melting pot</b>	a. The process of assimilation of all the many different nationalities and ethnic groups into one homogeneous nation.
<b>2. Salad bowl</b>	b. The process in which different ingredients are apparent and give the whole its particular flavor and taste, yet all are fused together into something larger. .
<b>3. Pizza</b>	c. The process of becoming American but still maintaining much of their original ethnic identities.

- ❑ *The United States is considered to be a nation of immigrants. Which of the processes, given above, do people go through to become Americans? If you don't know the answer to this question, try to guess.*
- ❑ *How do Mexicans usually become Mexican-Americans? Does any particular metaphor ring a bell?*

### 4.1. IMMIGRANTS FROM MEXICO





<http://odur.let.rug.nl/~usa/GEO/usmap.htm>

### LOOK AND THINK

Can you pronounce the names of the following states properly? If necessary, consult a dictionary and correct your pronunciation. Transcribe the unknown words.

Names of the States	Transcription
1. Arizona	1.
2. California	2.
3. Colorado	3.
4. Nevada	4.
5. New Mexico	5.
6. Texas	6.
7. Utah	7.

Try to find their location on the map Describe their location, and give the names of the countries and the states they border on. Use the following words and expressions:

		Examples
in the north	(name of state) is located	Georgia is southeast of Tennessee.
in the south	(name of state) is situated	It's between Alabama and South Carolina.
in the west	(name of state) lies	Texas lies in the south of the USA.
in the east	It's between (name of state) and (name of state)	



### READ AND DISCUSS

1. Match the Russian equivalents with the following English words and expressions.

**English:** to stipulate, to cede a huge area, by some stroke of magic, border warfare

**Russian:** по взмаху волшебной палочки, ставить условие, приграничные боевые действия, передавать огромную территорию.

2. Discuss in small groups the following questions:

- Do you know any particular states where Mexican-Americans live? Give the names of the states?
- What are the main reasons that have made Mexicans come to the United States?
- What language/languages do Mexican-Americans speak?
- Do they wear national clothing? What kind of?

Now read the texts and see if your answers are correct.

<http://www.beyondbooks>

#### Immigrant without Ever Moving

Can you imagine becoming an immigrant without ever moving?

It happened here, in America, in 1848. The Treaty of Guadalupe Hidalgo brought an end to border warfare between the United States and Mexico. How? Mexico ceded a huge area of land — California, Nevada, Utah, part of Colorado, Arizona, and New Mexico — to the U. S. The terms of the treaty stipulated that Mexican citizens could either stay where they were or return to Mexico. Imagine! Suddenly, your country changes though you haven't moved an inch. Though many of the Mexicans in this situation elected to become American citizens, they did not by some stroke of

magic suddenly fit. Their transition and assimilation into American culture was no smoother than other immigrant groups from abroad. President James K. Polk eagerly began to seek war with Mexico as a means to seize large tracts of land. In the end, his strategy worked and the U.S. got the land it wanted when the Treaty of Guadalupe Hidalgo was signed, officially ending the war on February 2, 1848. However, the war with Mexico did cost America over \$100 million and 13,780 American lives.

### ***Clothing in Mexico***

(Based on the text “The Mexican Way of Life”)

<http://www.worldbook.com/wc/popup?path=features/cinco&page=html/wayoflife.htm&direct=yes>

Mexican-Americans in the cities and larger towns wear clothing similar to that worn in the United States and Canada. The village people wear simple types of clothing that vary according to region and climate. The designs of these clothes date back hundreds of years. Traditional Clothing in Mexico was different for the women, girls, men and boys.

Men generally wore plain cotton shirts and trousers, and huaraches. Sombreros protected men from the hot sun. During cold or rainy weather, they might wear ponchos. At night, the men and boys might wrap themselves in colorful serapes.

The village women wore blouses and long, full skirts poblanas, and usually went barefoot or wore plastic sandals. They covered their heads with rebozos. A mother might wrap her baby to her back with a rebozo. More over rebozo kept their heads and shoulders warm and protected them from the sun.

## **Are you familiar with the cultural values and beliefs of the Hispanic people Matching Values and Proverbs' Wisdom**

### **4.2 MEXICAN-AMERICAN VALUES AND BELIEFS**



#### **READ AND COMPARE**

*“A proverb is the wisdom of many and the wit of one”.*

*John Russell*

<http://www.quotationspage.com/quote/4297.html>

*Mexicans have a very special way of seeing the world and themselves, a unique sense of humour and a deep- rooted sense of tradition. They are an artistic and passionate culture. They don't let time run their lives. Family and community are very important values. <mailto:may@inside-mexico.com>.*

*Learn about the most characteristic and curious aspects of their culture through the proverbs given below*

Work in pairs. Discuss with your partner which values and beliefs a particular proverb describes in the Mexican-American culture. Then complete the table.

	Importance of time	Work ethic	Attitude toward age	Role of family	Wisdom
<b>Anglo American</b>	1. Time is money	1. Work is good for the soul	1. You can't teach an old dog new tricks 2. The beard does not make a philosopher	1. We do not inherit the earth from our parents; we borrow it from our children 2. Like father like son	Wisdom shouts in the street, she lifts her voice in the square
<b>Russian</b>	1. Время деньги	1. Без труда не вытянешь и рыбку из пруда.	1. Седина в бороду – ум в голову. 2. Век дожил, а ума не нажил	1. Вся семья вместе, так и душа на месте	1. Глупый осудит, а умный рассудит.
<b>Mexican American</b>					

## A List of Mexican-American proverbs

1. A person born to be a flower pot will not go beyond the porch.
2. It's not the fault of the mouse, but of the one who offers him the cheese.
3. The right time to dine is : for the rich man, when he is hungry; and for the poor, when he has something to eat.
4. God helps the early riser
5. Bad weed never dies.
6. The closed mouth doesn't catch any flies
7. An idle mind is the devil's playground
8. Marriage and shroud, from heaven will come
9. Not all that glitters/glimmers is gold
10. There is no evil that comes without something good
11. There is more time than life.
12. He who lives with hope dies happy.

[http://en.wikiquote.org/wiki/Mexican\\_proverb](http://en.wikiquote.org/wiki/Mexican_proverb)

<http://www.worldofquotes.com/proverb/Mexican/1>



### READ AND DISCUSS

1. Read 4 fragments of the Russian tale and answer the questions

- Who is the author of this tale?
- What is this tale about?
- Who are the main characters of this tale?
- What values of Russian people are introduced in this tale?
- Do you have any other questions that you would like to discuss?

2. Rearrange the fragments to make them logically connected like in the original tale.

3. Illustrate the tale taking into consideration the Russian national color.

**А.** Свадьбу тотчас учинили,  
И с невестою своею  
Обвенчался Елисей;  
И никто с начала мира  
Не видал такого пира;  
Я там был, мед, пиво пил,  
Да усы лишь обмочил.

**В.** А царевна, подбираясь,  
Поднялася на крыльцо  
И взялася за кольцо;  
Дверь тихонько отворилась,  
И царевна очутилась  
В светлой горнице; кругом  
Лавки, крытые ковром,  
Под святыми стол дубовый,  
Печь с лежанкой изразцовой.  
Видит девица, что тут  
Люди добрые живут;  
Знать, не будет ей обидно!  
-  
Никого меж тем не видно.  
Дом царевна обошла,  
Всё порядком убрала,  
Засветила богу свечку,  
Затопила жарко печку,  
На полати взобралась  
И тихонько улеглась



**С.** Час обеда приближался,  
 Топот по двору раздался:  
 Входят семь богатырей,  
 Семь румяных усачей.  
 Старший молвил: "Что за диво!  
 Всё так чисто и красиво.  
 Кто-то терем прибирал,  
 Да хозяев поджидал.  
 Кто же? Выдь и покажися,  
 С нами честно подружися.  
 Коль ты старый человек,  
 Дядей будешь нам навек.  
 Коли парень ты румяный,  
 Братец будешь нам названный.  
 Коль старушка, будь нам мать,  
 Так и станем величать.  
 Коли красная девица,  
 Будь нам милая сестрица".  
 И царевна к ним сошла,  
 Честь хозяям отдала

**Д.** Признавайся: всех я  
 краше.  
 Обойди всё царство наше,  
 Хоть весь мир; мне ровной  
 нет.  
 Так ли?" Зеркальце в  
 ответ:  
 "А царевна всё ж милее,  
 Всё ж румяней и белее".  
 Делать нечего. Она,  
 Черной зависти полна,  
 Бросив зеркальце под  
 лавку,  
 Позвала к себе Чернавку,  
 И наказывает ей,  
 Сенной девушке своей,  
 Весть царевну в глушь  
 лесную  
 И, связав ее, живую  
 Под сосной оставить там  
 На съедение волкам.

#### 4. Read some fragments of the Mexican-American tale "Blanca Flor".



## BLANCA FLOR

<http://www.g-world.org/magictales/> полный текст сказки (complete version of the tale)

**A** Long ago there lived a queen who was as beautiful as she was vain. This queen had a little daughter named Blanca Flor who was also very beautiful and grew more so every day. The queen, to satisfy her vanity, had a magic mirror which she consulted daily, asking it always, "Who is the most beautiful woman in the world?" And the mirror would answer, "You, and you alone." As the years went by, Blanca Flor's beauty increased daily. One day, the queen asked her mirror the usual question, but it answered, "Blanca Flor." The queen, amazed at the mirror's answer, asked again, "Mirror, who is the most beautiful woman in the world?" And the mirror answered again, "Your daughter, Blanca Flor." The queen, who was cruel and spiteful, was angry and decided to have Blanca Flor killed.

**B.** "My princess, your mother has ordered me to kill you. Since you have always been good and kind to me, I can't harm you. Nevertheless, if I return to the palace without proof of your death, the queen will order my execution. However, I have thought of a way in which we may fool the queen. Give me some of your garments; I will kill a rabbit and with its blood stain them. Then I will take them to the queen."

**C.** The hut which Blanca Flor had found belonged to a band of robbers. At dawn the highwaymen arrived, and imagine their surprise on finding a young and beautiful girl asleep near the stove in their house.

**D.** The following day the queen disguised herself as a peasant, altering her face with magic creams and so changing her looks that nobody recognized her. Then, in a cunningly carved silver

coffer, she placed an enchanted golden necklace. Anyone who wore this necklace would immediately fall into a death-like sleep.

**E. T**ime passed and one very rainy day a prince took refuge from the weather in the cave where Blanca Flor was lying. When the prince's servants lit torches, they saw Blanca Flor in her crystal coffin. Immediately the prince fell in love with her. He thought that the beautiful girl was dead, but ordered that the coffin be taken to his kingdom. There he built a beautiful chapel and in it placed Blanca Flor.

- ❑ What is your first impression on the version of the Mexican-American tale? What questions would you ask for a better understanding of the tale?
- ❑ What Mexican-American values are described in the tale? Are they different from Russian ones?

**Students Project: Read the full text of the tale and dramatize it:** ( <http://www.g-world.org/magictales/> )

### Steps to be made:

**Step 1.** Write a script for the play based on the tale. You should have a text-director

**Step 2.** Set –painting based on cultural peculiarities will be another responsibility for a student or a group of students

**Step 3.** Design the costume sketches and make them for the performance. Don't forget about the national color of the costumes.

**Step 4.** Think about national folk music that may accompany the play

**Step 5.** Choose the cast, rehearse the play, and enjoy playing.



### ***FUN TIME***

*A joke is a short story with an unexpected end that makes people laugh. Humor is a part of the culture. Some jokes are international and most people laugh at them. Other jokes are very specific and only narrow groups of people with common language or profession understand them. Read the following joke and say if you consider this an ethnic joke. If you were Mexican-American, would you be offended by it? Why? Why not?*

#### **Mexican is at the border**

<http://www.jokeswarehouse.com/cgi-bin/viewjoke.cgi?id=20050222>

A Mexican family crosses over the border to the Land of Milk and Honey where the streets are paved with gold. But the husband can find no work. His family is hungry, so he takes a walk to a quiet place at the foot of a big hill, kneels at the base of a tree, and begins to pray: "Sweet Jesus, please show me a way to feed my family..." Eyes closed, the Mexican does not see the black coming over the top of the hill, who is stumbling wildly with a broken grocery sack.

When the Mexican man opens his eyes, a large wheel of cheddar cheese rolls down the hill and lands at his feet! "Oh, thank you Jesus, thank you!" he cries, grabs the cheese, and runs straight home.

Upon returning home, he gives the cheese to his wife and instructs her to make nachos. "But wouldn't you rather have cheese enchiladas and burritos and other things?" she inquires. "No," the husband says, "Jesus sent this to me with a message... As I ran home, I kept hearing Him yell, "THAT'S NACHO CHEESE! THAT'S NACHO CHEESE!"

- ❑ Does this joke make any sense to you? What word or words should you know to understand the joke?
- ❑ Consult a dictionary and find the definition for the word **nachos**.
- ❑ Retell the joke in your own words.
- ❑ Would this joke be funny in your own language?
- ❑ Is it a play upon words joke? Can you retell a joke of the same kind in Russian?

*Mexican-Americans are considered to be steadfast and loyal. Sometimes they are portrayed as an inferior "race" biologically tainted by Indian blood and docile. Mexicans are regarded as lazy, shiftless, lawless, and potentially violent. Males of Mexican origin have been portrayed as "banditos" (fat, lazy, thieving, and immoral) or as overly "macho" and violent street criminals. Read one more joke and agree or disagree with the stereotypes given about Mexican Americans.*

<http://www.basicjokes.com/djoke.php?id=1164>

A US Border Patrol Agent catches an illegal alien in the bushes right by the border fence. He pulls him out and says, "Sorry, you know the law, you've got to go back across the border right now." The Mexican man pleads with him, "No, noooo Senior, I must stay in de USA! Pleeze!" The Border Patrol Agent thinks to himself, I'm going to make it hard for him and says "Ok, I'll let you stay if you can use 3 English words in a sentence." The Mexican man of course agrees. The Border Patrol Agent tells him, "The 3 words are: Green, Pink and Yellow. Now use them in 1 sentence." The Mexican man thinks really hard for about 2 minutes, then says, "Hmmm, Ok. The phone, it went Green, Green, Green, I Pink it up and sez Yellow?"

- ❑ Does this joke present specific and accurate information about the culture? Give your arguments.
- ❑ Do the given jokes reflect the diversity of the people or do they reflect stereotypes?
- ❑ Are Mexican-origin characters presented in a positive way?
- ❑ Are the Spanish words or phrases in the text understandable within the context of the sentences?
- ❑ Make your own decision about how Mexican-Americans are perceived in the US and if this stereotype is accurate. Why and why not?

### **4.3. MEXICAN -AMERICAN FOOD**

Cultural diversity is a major issue in American eating. To fully understand the impact cultures play in American nutrition, one must study both food and culture. (<http://www.diabetic-help.com/EATING%20IN%20AMERICA%20MIDDLE%20EASTERN.htm>)

[http://www.mexicohotelguide.net/mexico\\_restaurants.htm](http://www.mexicohotelguide.net/mexico_restaurants.htm)





**A Note for Inquisitive Minds:**



"American" cooking today is one of the most vital cuisines in the world, owing its vitality, in large part, to the same element that built the strength of America in other ways—the arrival on these shores of immigrants from virtually all over the globe, immigrants who were able to combine the talents and perspectives they brought from other countries with the day-to-day realities and logistics of American life.



*David Rosengarten*

**Rosengarten is an authority on food, wine, and cooking, and the author of the award-winning cookbook, Taste. He is a frequent host on the Food Network, a cable channel shown around the world, and producer of the Rosengarten Report, a newsletter about food.**

**CASE STUDY: A TASTE OF MEXICAN CUISINE**

*In the last few years Mexican food has been strongly influenced from American food, especially California and Texas, where Mexican food is the second largest cooking style after Italian. Californians added more cheese and proteins but the food was changed to one that is more suited to fast food operations. Read the information and look at the photographs in order to become familiar with Mexican American Food. Then answer the questions.*

<p><b>A. TORTILLA SOUP</b>  <a href="http://www.recipesource.com/soups/soups/tortilla4.html">http://www.recipesource.com/soups/soups/tortilla4.html</a></p>	<p><b>B. BURRITO</b>  <a href="http://www.chefs.com/Recipes/RecipeDetails.aspx?id=1942">http://www.chefs.com/Recipes/RecipeDetails.aspx?id=1942</a></p>
<p>Categories: Soups, Mexican, Usenet</p> 	 <p><a href="http://www.eismann.es/32_02_CAT_item404_origin3235.html">www.eismann.es/32_02_CAT_item404_origin3235.html</a></p>
<p>Yield: 4 servings</p>	<p>Yield: 4 servings</p>
<p><b>Ingredients</b></p> <ul style="list-style-type: none"> <li>12 Corn tortillas</li> <li>2 c Tomato sauce -(2 standard cans)</li> <li>1/4 c Onion, chopped</li> <li>Pork rinds, crushed</li> <li>Mozzarella cheese, chopped</li> <li>Avocado, chopped</li> <li>Oil for frying</li> </ul>	<p><b>Ingredients</b></p> <ul style="list-style-type: none"> <li>1 lb. lean ground beef</li> <li>1-1/4 cups chunky style prepared salsa</li> <li>1/2 lb. cheddar cheese, cubed</li> <li>8 large flour tortillas, warmed</li> <li>2 cups lettuce, chopped</li> <li>2 tomatoes\raw, chopped</li> <li>1/2 cup ripe olives, sliced</li> </ul>

<p style="text-align: center;"><b>Instructions</b></p> <p>Cut the tortillas into strips (about 1 inch wide). Fry the tortillas in the oil until golden brown and crispy. Dry them in a paper towel and add a little salt.</p> <p><b>To make the soup:</b> In a medium kettle saute the onions in a bit of oil until they become translucent. Mix about 2 cups of water with the tomato sauce and bring to a boil. Set aside. Add salt and pepper to taste.</p>	<p style="text-align: center;"><b>Instructions</b></p> <p>Heat a heavy nonstick skillet over medium high heat. Cook beef 6-8 minutes, stirring occasionally until no longer pink. Drain and discard drippings. Stir in salsa and cheese. Cook until cheese is melted. To serve, spoon about 1/3 cup beef mixture in center of each tortilla. Top with a portion of each remaining ingredient. Fold bottom edge up over filling. Fold sides to center, overlapping edges.</p>
<p style="text-align: center;"><b>C. CHICKEN TACOS</b></p> <p><a href="http://www.texmexchef.com">http://www.texmexchef.com</a></p>	<p style="text-align: center;"><b>D. ALBONDIGAS SOUP</b></p> <p><a href="http://www.thatsmyhome.com/texmex/soups/albo.htm">http://www.thatsmyhome.com/texmex/soups/albo.htm</a></p>
 <p><a href="http://www.dreamstime.com/chickentacos-image249250#">http://www.dreamstime.com/chickentacos-image249250#</a></p>	 <p><a href="http://www.elise.com/recipes/archives/000042albondigas_soup.php">http://www.elise.com/recipes/archives/000042albondigas_soup.php</a></p>
<p style="text-align: center;"><b>Ingredients</b></p> <p>2 cups Cooked chicken (deboned and diced)  12 Corn Tortillas  Vegetable oil for frying  1 cup Shredded cheese of choice  1/4 cup Onion (diced)  Shredded Lettuce  Diced Tomatoes  Avocado slices  Salt to taste  Picante Sauce</p>	<p style="text-align: center;"><b>Ingredients</b></p> <p>3/4 C. white rice  1 1/2 C. water  2 onions diced  1/2 lb. ground beef  1/2 lb. ground pork  1 egg  1 t. ground cumin  1 t. oregano  3 garlic clove minced  1 zucchini diced  2 carrots diced  2 tomatoes dice  6 C. chicken stock</p>

<p><b>Instructions</b></p> <p>In large skillet, heat vegetable oil and heat tortillas one at a time and fold when soft and continue to fry until crisp ( or soft if you desire) until you make a taco shell. Set aside and place taco shells on paper towel to drain. Drain skillet leaving 2 tbsp oil and sauté chicken with onion till tender. On taco shell, spoon chicken, adding lettuce, tomato and avocado, and top with cheese and hot sauce.</p>	<p><b>Instructions</b></p> <p>Bring the water to a boil and pour it over the rice. Let soak for 30 minutes, then drain the rice and set aside. Sauté the onion for 5 minutes. In a mixing bowl combine beef, pork, 1/2 of the onion, egg, rice, cumin and oregano. Salt and pepper to taste. Mix well and form into 1 inch balls.</p> <p>In a 4 quart pan, sauté the garlic, zucchini, carrots and tomatoes. Add the rest of the onions. Cook for 5 minutes. Add the chicken broth and bring to a boil. Carefully drop in the meatballs. Reduce the soup to a simmer and cook for 45 minutes.</p> <p>Serve with fresh chopped cilantro on top.</p>

*Questions for discussion:*

1. Would you like to eat one of these dishes? Why or why not?
2. Is it possible to cook one or two of these dishes? What do you think: which of the ingredients you can buy in Russia?
3. Make a list of the ingredients for the typical Russian and Mexican-American food.

Russian Cuisine	Mexican – American Cuisine
1.	1.
2.	2.
3.	3.
4.	4.

4. Compare the parts of the list and make a decision about how different or similar our cuisines are.
5. Work in groups of three or four. Scan one of the three articles. Be ready to discuss the following issues:
  - a). Give the main factors, which influence the national priorities for food.
  - b). Explain why the concept of food is considered to be a cultural category
  - c). Name the main ingredients of Mexican-American cuisine
  - d). Summarize the information and make a decision whether you like Mexican-American cuisine or not. Give your reasons.

**Text1.** Consumption of food is a vital part of man's life. People of different national and social backgrounds eat differently. The basic stuff food is prepared from; the ways in which it is preserved, cut up, cooked; the amount and variety at each meal; the tastes that are liked and disliked; the customs of serving food; the utensils; the beliefs about the food's properties -these

all vary. Food habits vary from culture to culture. Within the same culture there are differences in social situations: when different occupations and classes eat differently, people on festive occasions, in mourning, or on a daily routine eat again differently. Different religious sects have different eating codes. Food concept is a cultural category and national cuisine is the reflection of people's nature, history, customs and traditions. Being part of the nation's culture, food habits represent national identity for the group of people who share this similarity. The food style of a culture is certainly first of all determined by the natural resources that are available for its use.

<http://slis.cua.edu/ihy/sp2000/cuisines/cuisine.htm>

**Text 2** . Mexican cuisine is centered around three national staples: tortillas, beans and chili peppers. Tortillas are thin round patties of pressed corn or wheat-flour dough cooked on griddles. Beans (*frijoles*) are eaten boiled, fried or refried, in soups, on tortillas or with just about anything. Apart from an astonishing array of freshly squeezed fruit juices (*jugos*), which are readily available from street stalls, Mexico is also famous for its alcoholic beverages - mezcal and tequila in particular. *Pulque* is a mildly alcoholic drink derived directly from the sap of the maguey.

[http://languagecrossing.com/Destinations/Mexico/Food\\_of\\_Mexico/](http://languagecrossing.com/Destinations/Mexico/Food_of_Mexico/)

**Text 3**. Hot, spicy and colorful - much like the country from where it hails - Mexican cuisine is one of the richest and most varied in the world. Prior to the invasion of the Spanish conquistadores, maize (ground to make tortillas) and beans were the staple of the Aztec diet; afterwards, the European influence added dairy, spices and a wider range of vegetables to the mix. Classic Mexican dishes such as burritos, enchiladas and guacamole, remain a blend of this pre-Hispanic and Spanish combination. And Mexican food wouldn't be Mexican food without the fire and spice of chilies.



[http://www.bbc.co.uk/food/tv\\_and\\_radio/50eats30.shtml](http://www.bbc.co.uk/food/tv_and_radio/50eats30.shtml)



**FUN TIME**

### Are you ready to order?

**Step 1.** Examine the menu of the Authentic Mexican-American Restaurant with 20 Years of Experience- **El Charro Restaurant** (<http://www.elcharrooklahoma.com/>)

 <b>Mexican Food</b>	<b>Salads and others</b>	<b>American Food</b> 
<ul style="list-style-type: none"> <li>• Tacos</li> <li>• Fajitas</li> <li>• Nachos</li> <li>• Tostadas</li> <li>• Tamales</li> <li>• Enchiladas</li> <li>• Quesadillas</li> <li>• Chili Rellenos</li> </ul>	<ul style="list-style-type: none"> <li>• Salads               <ul style="list-style-type: none"> <li>○ Taco Salad</li> <li>○ Green Salad</li> <li>○ Fiesta Salad</li> <li>○ Guacamole Salad</li> </ul> </li> <li>• Seafood               <ul style="list-style-type: none"> <li>○ Catfish</li> <li>○ Shrimp Fajitas</li> </ul> </li> <li>• Burrito Supremes</li> <li>Vegetarian Dishes</li> </ul>	<ul style="list-style-type: none"> <li>○ Burgers</li> <li>○ French Fries</li> <li>○ Chicken Strips</li> <li>○ T-Bone Steaks</li> <li>○ Rib-Eye Steaks</li> <li>○ Steak Sandwiches</li> <li>○ Chicken Fried Steaks</li> </ul> <p>Grilled Cheese Sandwiches</p>

**Step 2.** Choose any Mexican dish and explain to your friend what it is like.

Which cuisine of this restaurant (Mexican or American) would you prefer? Why?

### **Give a presentation on the topic "The Culture of Mexican Food in the USA"**

**A. Choose any of the issues:**

1. *A brief history of Mexican-American Cuisine*
2. *Traditional dishes*
3. *Festivals and Food*
4. *Interesting Jokes, Stories, Proverbs and Poems for Foodies!*
5. *Eating habits and traditions.*
6. **Your own topic.**



**B. Preparing for the presentation:**

1. State the purpose and give the main objectives
2. Organize your points to make them interesting and easy to follow for the audience
3. Deliver your presentation in an interesting and engaging way
4. Use photos, pictures, and cartoons to keep your audience listening

**C. Want to prepare a mouthwatering Mexican-American meal?**

Find an easy recipe of a Mexican dish, cook it and enjoy the meal with your group mates.

Useful resources:

<http://ohioline.osu.edu/hyg-fact/5000/5255.html>

<http://www.usatoday.com/news/health/spotlight/2002/02/25-mexican-spotlight.htm>

<http://www.shopperguide.net/advertisers/montezumarestaurant/menu.htm>

<http://www.foodtimeline.org/foodmexican.html#aboutmexican>

<http://www.acapulcobayrestaurant.com/394370.html>



## Final PROJECT WORK: IMAGINARY TRIP

### A VISIT TO ARIZONA

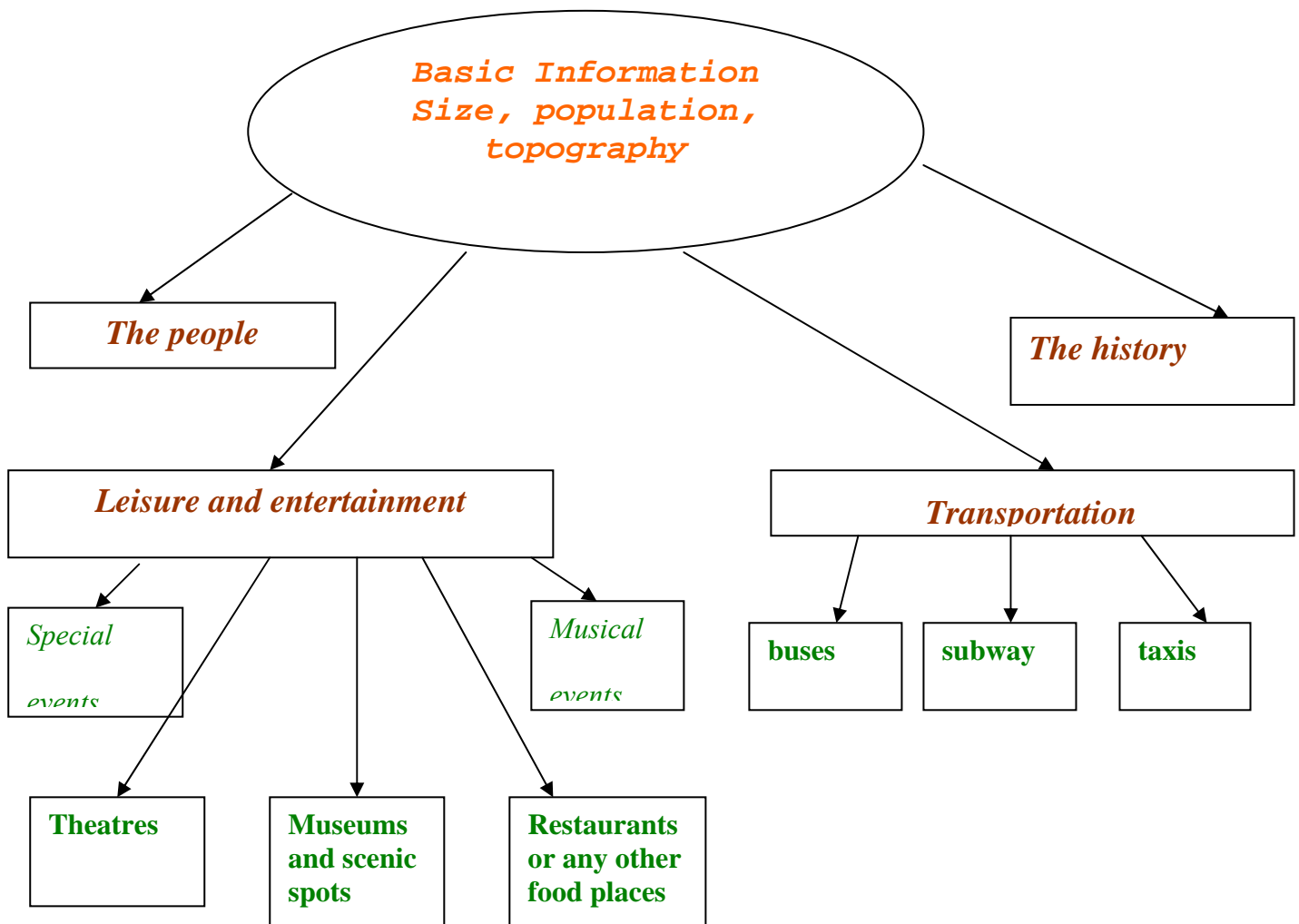
(Texas, California, or any other states where Mexican Americans live)

#### Step 1

Choose a group of students you are going to travel with.

#### Step 2

Each member of the group should take the definite responsibility to make the imaginary journey successful



- Gather any possible information from the given list and examine it for practical use. Use different resources to get information about Arizona or any other state (Internet, newspapers, magazines, maps and brochures).
- Examine and edit the information and write an extract for a tourist brochure.
- Find colorful illustrations to make your article inviting.
- Publish your group tourist brochure (electronic version)
- Give a presentation of your part. Be ready to answer questions on the chosen topic.

### Step 3

Make a decision whether you want to go to this place or not. Explain your reasons in a form of a letter to your friend who is also supposed to go to this place.

### **Step 4 (optional)**

Share the impressions of the imaginary trip. Make a collage with your own commentaries (use pictures from Internet and your own photos). Have fun!

**ENJOY YOUR IMAGINARY TRIP!**

## KEYS

### Unit 1

Test 1c, 2d, 3b, 4a, 5b, 6b

### Unit 2

Do you know? Ex. 3

1. k; 2. g; 3. b; 4. c; 5. d; 6. e; 7. f; 8. l; 9. n; 10. h; 11. i; 12. m; 13 j; 14 a.

2.2. Read and discuss. Ex. 2

1. e; 2.h; 3. b; 4. a; 5. i; 6. g; 7. f; 8. d; 9 c.

2.2. Read and discuss. Ex. 3

c; a; e; b; d; f; g; j; i; h.

Fun Time

1. pemmican
2. Columbus
3. tribe
4. buffalo
5. Navajo
6. Choctaw
7. canoe
8. tomahawk

key word – potlatch

### Unit 3

Do you know? Ex. 1

1619 – event 5

1904 – event 1

1940 – event 3

1964 – event 4

1989 – event 6

2002 – event 2