

**National Memory and U.S. History  
Milestones in Monuments**

**Victoria V. Safonova  
Pavel V. Sysoyev**



**Victoria V. Safonova**, Doctor of Pedagogical Sciences, Professor, General director of the Research Centre “Euroschoo1”, the author of about 250 publications including EL course-books (some of them have got national awards).

E-mail: [euoschool@mail.ru](mailto:euoschool@mail.ru)



**Pavel V. Sysoyev**, Ph.D., Ed.D. is a Professor and Associate Director of the Institute of Foreign Languages at Tambov State University.

E-mail: [sysoyev@pvs.tambov.ru](mailto:sysoyev@pvs.tambov.ru)

## **TABLE OF CONTENTS**

Preliminary quiz	4
Unit 1. Introduction: Monuments and National Memory	6
Unit 2. Explorations and Early European Settlers	13
Unit 3. Road to Independence	27
Unit 4. American Civil War	43
Unit 5. Civil Rights Movement	53
Unit 6. Times of the Yellow Ribbon	63

## PRELIMINARY QUIZ

### How Well Do You Know US History and American Monuments

1. Who was a first known European explorer, who discovered America?



a) Christopher Columbus



b) Amerigo Vespucci



c) William the Conqueror



d) George Washington

2. Who were the native inhabitants of the North American continent?

a) Africans

b) there were no native inhabitants

c) Angles

d) Indians

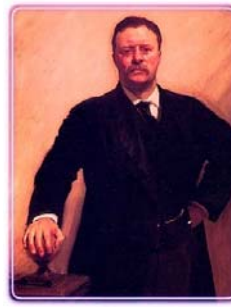
3. Who was the first US president?



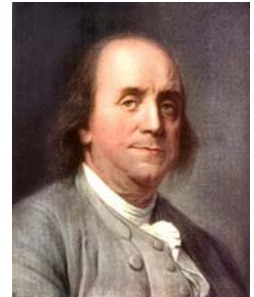
a) George Washington



b) Thomas Jefferson



c) Theodore Roosevelt



d) Benjamin Franklin

4. Which of the monuments below is a monument to George Washington?



a)



b)



c)



d)

5. What monument was a gift of the French government to the American people?



a) Mount Rushmore



b) Washington Monument

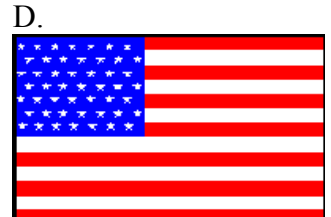
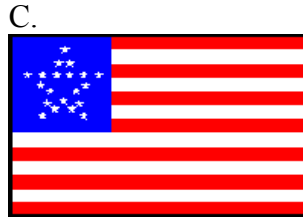
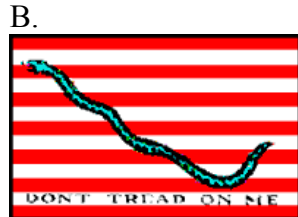


c) Jefferson Memorial



d) Statue of Liberty

6. Which of the versions of the American flag is called the “Liberty Tree” (1775)?



7. What bird is depicted on the US coat-of-arms?



a) Cardinal



c) Dove



b) Swallow



d) Bald Eagle



8. What do the words “E Pluribus Unum” on the US coat-of-arms mean?

a) «Union of the nations»

b) «Motherland is calling»

c) «Motherland is one for every man»

d) «From many, one»

9. Who has not been a US president?

a) George Washington    b) Tomas Jefferson

c) Abraham Lincoln

d). Tomas Edison

10. What city is the US capital?

a) Washington, DC

b) New York

c) Los Angeles

d) San Francisco

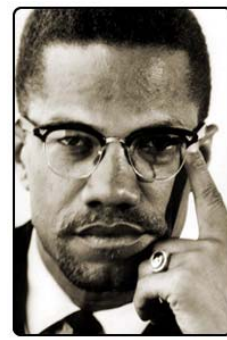
11. Who was a famous Civil Rights Movement leader?



a) Amerigo Vespucci



b) Benjamin Franklin



c) Malcolm X



d) Martin Luther King

Keys: 1-b, 2-d, 3-a, 4-b, 5-d, 6-a, 7-d, 8-d, 9-d, 10-a, 11-c,d.



# Unit 1.

## Introduction: Monuments and National Memory

1. Look at the pictures below and read dictionary entries for the words «памятник», «мемориал», «monument», and «memorial». Discuss in small groups the following questions:

- Is there a monument or a memorial near the place where you live? What is it dedicated to? What is the purpose and meaning of monuments and memorials in general? Is their purpose to pass historic information from one generation to another or do they simply serve to satisfy somebody's ambition?
- When people travel, why do many of them tend to visit monuments among other places of interest? Do you think that one can learn about the history and culture of a particular region or country from monuments?
- What monuments do you, your family members and friends visit in your city? When does it take place? Why do Russians bring flowers to some monuments? Do you believe that in some countries people do the same? When do Americans bring flowers to monuments? Do you or people you know come to the Second World War memorial on May 9<sup>th</sup> and June 22<sup>nd</sup>? Any other events or days? What is the meaning of bringing flowers to these monuments?
- What role do monuments and memorials play in upbringing remembrance in a new generation?

**Report your findings to the rest of the class.**



Motherland is calling (Volgograd)

скульптура или архитектурное сооружение в память кого-чего-нибудь (выдающейся личности, историческому событию)  
(Словарь русского языка / под ред. С.И. Ожегова. М., 1983)

архитектурное сооружение, воздвигнутое для увековечения памяти о ком-либо, чем-либо (Словарь русского языка / под ред. А.П. Евгеньева. Т.2. М., 1983)



Taj Mahal (India)



Jefferson Memorial (Washington, D.C.)

a memorial stone or building erected in remembrance of a person or event (Webster's Ninth Collegiate Dictionary. Massachusetts: Marriam Webster, 1991)

something that keeps remembrance alive (Webster's Ninth Collegiate Dictionary. Massachusetts: Marriam Webster, 1991)



The Tomb to the Unknown Soldier (Moscow)



Stonehenge (England)

something venerated for its enduring historical significance and association with a notable past person or event (American Heritage Dictionary. Boston: Houghton Mifflin Company, 1993)

2. Look through the descriptions of two famous US and Russian monuments – the Statue of Liberty (New York, US) and the Tomb of the Unknown Soldier (Moscow, Russia). What does each monument commemorate? Are there any specific days when people will most likely come to these monuments? What information in the texts supports your arguments? Are there any clues, which enable you to guess what each monument is devoted to? If there are any, what are they? Inscriptions? What kind of inscription? Copy out words which can be used in description of monuments and memorials.



A gift to the USA from France in 1886 to celebrate the 100th anniversary of American independence, **the Statue of Liberty** greeted millions of immigrants during the 19th century who came to America. Enjoying a fine position in [New York](#) Harbor, this world-famous statue has become a defining American symbol of freedom and democracy. This 45m (151ft) statue of a woman holding a torch, was designed by the French sculptor Frédéric-Auguste Bartholdi, and was modeled on the Colossus of Rhodes.

**The Tomb of the Unknown Soldier** commemorates the soldiers of the Soviet Army who perished at the front during the Great Patriotic War of 1941-1945. It is located in Alexander Garden next to the walls of the Kremlin. The ashes deposited in the tomb were taken from a mass grave in the vicinity, and the eternal flame was lit on the eve of 8 May 1967 - the day the Soviet Union won a decisive victory over fascist Germany.



On the black granites lab burns the "eternal flame of glory". The inscription reads:

*Your name is unknown  
but your deed is eternal*

Many newly married couples continue the Soviet tradition of having their pictures taken at this hallowed site.



3. If you need to find more information about these particular monuments in the Internet, what key words would you use in your search? Look through the key words in the box below and say, which of them can help you find necessary information, and which will be misleading.

STATUE OF LIBERTY	TOMB TO THE UNKNOWN SOLDIER
RUSSIAN SOLDIERS	SECOND WORLD WAR
MONUMENTS + MOSCOW KREMLIN	MOSCOW KREMLIN
GIFT OF FRANCE	AMERICAN LIBERTY
NEW YORK	ELLISON ISLAND



4. Look through the texts about two monuments again. Copy out words which are used in their descriptions.

*to celebrate ...*  
*fine position in ...*  
*was originally called ...*  
*symbol of ...*  
*statue of a woman holding ...*

5. Use the words from your list (see the previous assignment) and words in the box below to describe any monument in your home country (region or city), which resembles national memory.

powerful \* impressive \* focal point of \* to commemorate \* to be devoted to \* to be designed by \* architect \* anniversary \* sculptor \* grotesque sculpture \* national memory \* pedestal \* in the memory of \* magnificent building \* sculptures are representing \* in the middle \* to depict \* to situate

6. Have you ever thought about how much we can learn about the history and culture of the country looking and studying its monuments? Look at some well known US and Russian monuments and complete the table given below. Try to identify historical events or people they serve as a memory of. What clues can you get from the monuments, if you have never seen or heard about them before? Some of them are done for you.



Christopher Columbus (Denver, Colorado)



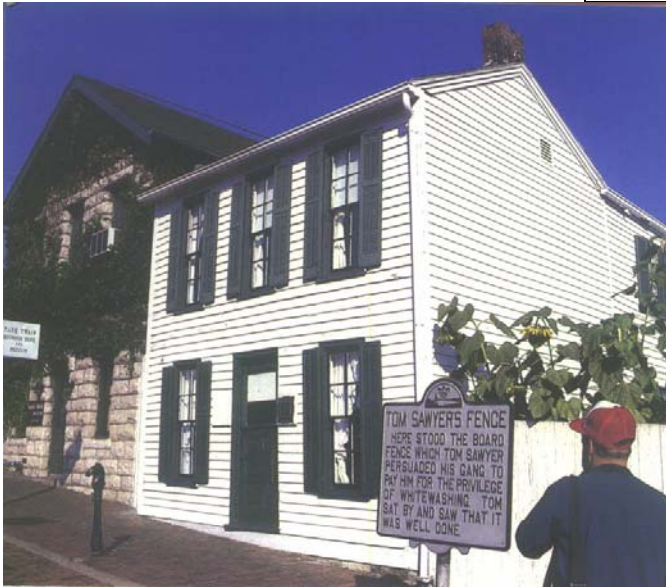
➤ **details: plaque**

Inscription on the plaque:

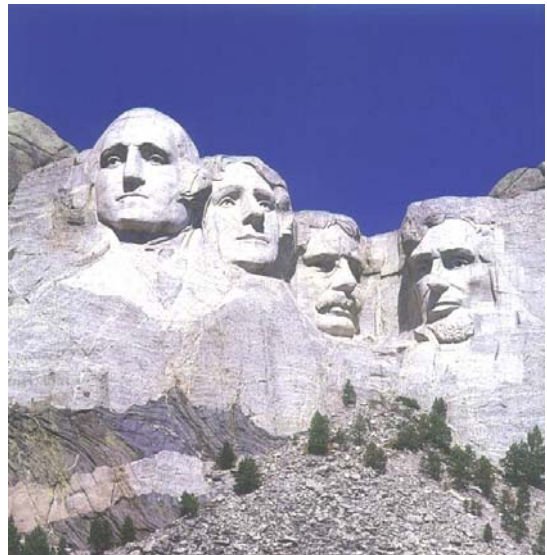
**In Honor of Christopher Columbus  
(Cristoforo Colombo 1451-1506)  
Italian Visionary and Great Navigator**

This bold explorer was the first European to set foot on uncharted land, on a West Indies beach in 1492. His four voyages brought Europe and the Americas together, forever changing history. A new nation was to rise. A new Democracy was born.

Alfred P. Adamo and Anne E. Adamo  
June 24, 1970  
Sculptor: William F. Joseph



Tom Sawyer's fence



Mount Rushmore. Four US Presidents: Washington, Jefferson, Roosevelt, Lincoln by G. Borglum (South Dakota)



Korean War memorial (Washington, D.C.)



Mary Tyler Moore



Abraham Lincoln, 14 president of the US



Monument to Cowboys



Franklin D. Roosevelt memorial (parts)



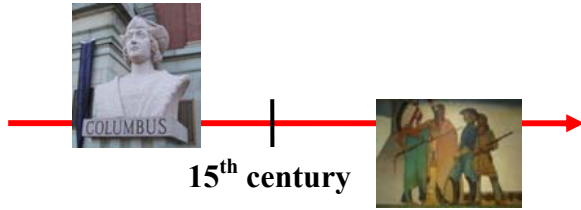
Monument to Indians

Monument	Commemoration	Clues
1. To Christopher Columbus (Denver, Colorado)		inscription on a plaque, a figure with a globe
2. Museum to Tom Sawyer & Tom Sawyer's Fence.	Tom Sawyer (as a character) and Mark Twain (author)	
3. Mary Tyler More	Famous American actress Mary Tyler Moore	Type of clothes, smile, greeting posture
4. Mount. Rushmore	Four US Presidents: Washington, Jefferson, Roosevelt, Lincoln	
5. Monument to Abraham Lincoln		
6. Franklin Delano Roosevelt memorial		
7. Monument to Cowboys		
8. Monument to Indians		

**7. Say what a person needs to know to be able to interpret correctly and accurately the meaning of a particular monument.**

- Can a person interpret the monuments without any knowledge of the events in the history of the country?
- Can figures and signs serve as clues to understanding the meaning? How?
- How can one find all necessary information about a particular monument and its meaning? Tourist booklets and brochures? Reference books? The Internet? Any other? What would you do to learn about a monument?
- Make assumptions what monuments and museums the following tourist booklets tell about. How can you figure it out?

## Unit 2.



# Explorations and Early Settlers

1. There are different occupations and professions in the world. One of them is an occupation of explorer. Look at the portrait gallery of the famous explorers and answer the following:
  - What are explorers and what do they do?
  - Why do explorers explore new lands?
  - What kind of education one needs to get to be an explorer?
  - What kind of person one needs to be to be an explorer?
2. Look at the portrait gallery of the famous explorers. Do you recognize their faces and their names? What are they famous for? If you do not know anything about them, pass to the next task.



Nikolay Kruzenshtern



Amerigo Vispucci



Ferdinand Magellan



Christopher Columbus



James Cook



Nikolay Miklukho-Maklay



Henry Hudson



John Cabot



Juan Ponce de Leon

3. In the 15-th century the North American Continent was explored several times. Explorers from Europe came to the new continent for various reasons. The table below summarizes information about these explorations of the continent. In pairs, study the table and then each of you will write 7 questions on the information you get from the table. You may use the following question words and structures:

*Who, When, Why, What was the reason ...? What was the result ...? Did they find ...?*

Name of the explorer	Spon-soring Country	Time of the voyages	Purpose
Christopher Columbus	Spain	1492 – Haiti and the Dominican Republic (West Indies)	To find shorter see route to Asia for trade and claim the new found land for Spain
Amerigo Vispucci	Italy	1499 – South America	To explore the trade rout to West Indies
Cabeza de Vaca	Spain	1528 – 1536 – Florida, Texas	To find gold
Juan Ponce de Leon	Spain	1493 – sailed with Christopher Columbus 1508 – Puerto Rico 1513, 1521 - Florida	To find Fountain of Youth
Hernando de Soto	Spain	1533 – sailed to Peru to help Spanish army conquer the Incas 1539 – explored Florida 1541 – explored Louisiana and Arkansas	To find gold
Henry Hudson	England	1606, 1610-1611 – Explored the Hudson River and Hudson Bay (New York state)	Science
Samuel de Champlain	France	1608 – Quebec (Canada)	Explored the eastern coast of North America and the coast of the St. Lawrence River.

John Cabot	Italy	1497 – Newfoundland	He wanted to find a water route to Asia by traveling north and west.
Jacques Cartier	France	1534-1542 – Quebec (Canada) and north-east of the modern US	He discovered the Gulf of St. Lawrence and the St. Lawrence River and claimed the area for France. He wanted to claim the new land French territory, find gold, establish trade with native peoples.

**Act out a dialogue about explorations of the North American Continent.**

- 4. Pair work. Each of you will read one part of the text about explorations of the New World. Then, tell each other what you read about. While you read, fill in the information gaps in the text. Use information you learned from the previous tasks.**

***For Partner A***

People used to believe that on October 12, 1492 ... (1) discovered America. That is not exactly true. Many different native American groups for thousands years lived on the east coast of what would become United States. They spoke many different languages. Some were farmers, some were hunters. Some fought many wars, others were peaceful. These groups are called tribes. They had developed their own cultures many years before the first ... (2) settlers arrived. Each had a kind of religion, a strong spiritual belief. But what Christopher Columbus did was really important, because upon his return to Europe he brought Europeans the news about a new continent, which later on was called ... (3). Christopher Columbus visited the New World three times. Yet he never recognized that he was outside Asia. He always believed that he had found the ... (4). He called the people “Indians.”

His voyages were important, though, because he brought the news about A New World to Europe, opened the area to other explorers, and he claimed all the land he saw for ... (5). Later on Spain established its colonies in Americas, spread its culture and language.

***For Partner B***

One of these was an Italian explorer named ... (6). In 1499, Amerigo Vespucci made his first trip to what is now known as ... (7). He named many areas. And he made important improvements to navigation during his trip. Vespucci made another trip a few years later. That was when he recognized that he was not in India, but on a separate continent. He confirmed this by following the coast of South America as far south as he could.

Amerigo Vespucci wrote letters about his explorations. They described the people he found and told how they lived. The letters were published in many languages and widely read in Europe.

In 1507, a German mapmaker named Martin Waldseemuller printed a map with a land he called “America.” He named it after ... (8). Waldseemuller sold copies of that map all over Europe. People started to use the name America. Later, it was also used to describe the area discovered to the north. Some history experts think these areas of the New World should have been named for ... (9). But others say it was right to honor Amerigo Vespucci. After all, he first recognized these lands as a separate, new part of the world.

The first recorded meetings between Europeans and the natives of the east coast took place

in the ... (10) century. Fishermen from ... (11) crossed the Atlantic Ocean. They searched for whales along the east coast of North America. They made temporary camps along the coast. They often traded with the local Indians.

The Europeans often paid Indians to work for them. Both groups found this to be a successful relationship. Several times different groups of fishermen tried to establish a permanent settlement on the coast, but the severe winters made it impossible. These fishing camps were only temporary.

**KEYS: 1-Cristopher Columbus, 2- European, 3-the New World, 4- Indies, 5- Spain, 6- Amerigo Vespucci, 7- South America, 8- Amerigo Vespucci, 9- Christopher Columbus, 10-sixteenth, 11-France and Spain**

**5. Find support in the text (task 4) and in task 3 to the following statements. Take brief notes in the space provided (see table below).**

Statement	Proof to support (notes)
1. Christopher Columbus’s finding cannot really be called “the discovery of America”.	..... .....
2. Christopher Columbus was mistaken, thinking that he found West India.	..... .....
3. Columbus’s voyage was of great importance to the whole Europe.	..... .....
4. Different explorers sailed to America for different reasons.	..... .....
5. The New World got its present name by a mistake.	..... .....

**6. Look at the picture, read the caption and translate it into Russian. Try to come to some decision concerning what is depicted in this picture. The following questions will help you in your discussion.**



**THE LANDING OF COLUMBUS**  
Engraved by H.B. Hall after the painting by John Vanderlyn



- Can you identify Columbus in the picture? Where is he in the picture? How old do you think he was at that time? What are the people who are with him? Can you identify their jobs? What people do you think were usually among explorers in the 15th century?
- What can we learn about that period of time depicted in this picture? What tells us that the event depicted in the picture took place long, long ago? The way the people are dressed? Do you think that those people were in their usual clothes or the best clothes when they went ashore? The ship models? Anything else?
- Is there anything in the picture that tells us that Columbus and his crew have just landed and that they have reached a new land? Why do you think he is on bended knee? What is he doing? Is he asking for God's blessing or is he praising God for safe arrival? In the picture it was only Columbus who knelt and addressed God. Do you think that in reality it was not only he?
- What seems to be happening in the picture? How do people involved seem to feel about what is happening? Do they feel tiredness or curiosity or excitement or fear or any other feeling?

**7. Write a 300- word description of the picture.**

**8. Read the poem and answer the following questions:**

- How is Columbus addressed in this poem?
- What lines in the poem tell us about his voyage: country he sailed from, number of people who were on board the ship, the difficulty of the voyage?
- What did Columbus find in the new land?
- What lines in the poem show that the author is ironic in some parts?
- What cultural information can you get from the poem? What cultural information would you need to explain to your friends in order to understand the meaning of the poem?
- When would you expect American elementary school children recite this poem at school and why?

**In 1492**

In fourteen hundred ninety-two  
 Columbus sailed the ocean blue.  
 He had three ships and left from Spain;  
 He sailed through sunshine, wind and rain.  
 He sailed by night; he sailed by day;  
 He used the stars to find his way.  
 A compass also helped him know  
 How to find the way to go.  
 Ninety sailors were on board;  
 Some men worked while others snored.  
 Then the workers went to sleep;  
 And others watched the ocean deep.  
 Day after day they looked for land;  
 They dreamed of trees and rocks and sand.  
 October 12 their dream came true,  
 You never saw a happier crew!  
 "Indians! Indians!" Columbus cried;  
 His heart was filled with joyful pride.  
 But "India" the land was not;  
 It was the Bahamas, and it was hot.

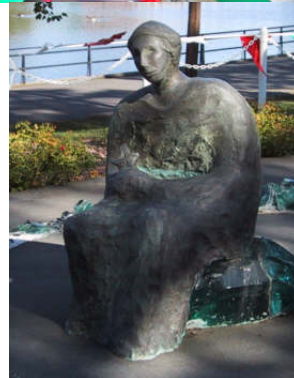
The Arakawa natives were very nice;  
They gave the sailors food and spice.  
Columbus sailed on to find some gold  
To bring back home, as he'd been told.  
He made the trip again and again,  
Trading gold to bring to Spain.  
The first American? No, not quite.  
But Columbus was brave, and he was bright.

9. **Study the pictures of the monuments to Christopher Columbus in different parts of the United States and act out dialogues discussing the following questions:**

- what is portrayed;
- how Columbus is depicted;
- what clues in the monuments can help us identify the monument to Columbus;
- what factual historical and cultural information can be drawn from the monuments
- how inscriptions help you learn about his voyage.



A monument to Columbus  
By Eduardo Alfieri  
(City Hall, Columbus, Ohio, USA)



A monument to Columbus by Gianni Arico  
(Garfield, New Jersey, USA)



A Monument to Columbus  
By Jeronimo Sunol  
(New York City, New York, USA)



A Monument to Columbus's voyage  
(Bristol, Rhode Island, USA)



A monument to Columbus  
By Enzo Gallo  
(Fort Lauderdale, Florida, USA)

Inscription:  
TO  
CHRISTOPHER COLUMBUS  
THE ITALIANS RESIDENT IN AMERICA,  
SCOFFED AT BEFORE,  
DURING THE VOYAGE, MENACED,  
AFTER IT, CHAINED,  
AS GENEROUS AS OPPRESSED,  
TO THE WORLD, HE GAVE A WORLD.  
JOY AND GLORY  
NEVER UTTERED A MORE THRILLING  
CALL  
THAN THAT WHICH RESOUNDED



FROM THE CONQUERED OCEAN  
IN SIGHT OF THE FIRST AMERICAN  
ISLAND  
LAND! LAND!

ON THE XII OF OCTOBER MDCCCXCII  
THE FOURTH CENTENARY  
OF THE DISCOVERY OF AMERICA  
IN IMPERISHABLE REMEMBRANCE



**Globe outside the Trump Building,  
(New York City, New York, USA)**

**10. Group work. Below you will find scrambled sentences. In groups put them together to get a complete text about the history of a Columbus Day. What new information have you learned from the text?**

- A. Over the other decades other states followed. In 1937, President Franklin Roosevelt proclaimed every October 12 as Columbus Day.
- B. The next year, more Italian organizations in other cities held banquets, parades and dances on that date. In 1869, when Italians of San Francisco celebrated October 12, they called it Columbus Day.
- C. Americans might not have a Columbus Day if Christopher Columbus had not been born in Italy.
- D. In 1905, Colorado became the first state to observe a Columbus Day.
- E. Since 1971 it has been celebrated on the second Monday in October.
- F. Out of pride for their native son, the Italian population of New York City organized the first celebration of the discovery of America on the 12<sup>th</sup> of October in 1886.

**KEY: C, F, B, D, A, E**

**11. Compare two versions of the text about Christopher Columbus. One is the original text. The second is its computer translation. Read both texts and discuss the following questions:**

- Что смог сделать компьютер и что не смог и, может быть, никогда не сможет сделать, переводя с английского языка на русский язык?
- Какие знания в области английского языка Вам помогают исправить компьютерные переводческие ошибки? Нужны ли какие-либо культуроведческие знания, чтобы исправить этот текст?

When Columbus and later Spanish explorers returned to Europe with stories of abundant gold in the Americas, nearly each powerful sovereign hastened to claim as much territory as possible in the New World. These claims couldn't be accomplished without establishing settlements of Europeans. on the territory

Когда Columbus и более поздние Испанские исследователи возвратились в Европу с историями избыточного золота в Americas, почти каждый влиятельный монарх мгновенно пожелал иметь как можно больше территории в Новом Мире. Это не могло быть выполнено без того, чтобы установить поселения европейцев.

**12. Study the table and the map below and fill in the gaps in the text following them.**

**The First European Settlements  
in North America**

Country	Name of Settlement	Present-Day Location	Year First Settled
Spain	St. Augustine	Florida	1565
France	Quebec	Canada	1603
England	Jamestown	Virginia	1607
Holland	New Amsterdam	New York	1624
Sweden	New Sweden	New Jersey	1638



European Settlements and Indian Tribes, 1750

## EUROPEAN SETTLEMENTS IN THE NEW WORLD

The land (now included in the United States) was settled by several European nations in the 16<sup>th</sup> and 17<sup>th</sup> centuries. The first colonies in North America were along the eastern coast. Settlers from (1) ....., ....., ....., ....., and England claimed land beginning in the 17th century. The struggle for control of this land would continue for more than a hundred years. (2) ..... colonized much of the south, southwest, and west, beginning in 1565 with the founding of St. Augustine, in Florida; (3) .....extended their settlements from the Great Lakes southward down the Mississippi Valley to the Gulf of Mexico during the 17th century;(4) .....founded New Amsterdam on Manhattan Island in 1626; and (5) ..... founded New Sweden around Delaware Bay in 1638. The (6) ..... governors were all incompetent, and New Amsterdam never

prospered. A small English fleet was able to take New Amsterdam in 1664 without a fight.

The first English colony was founded at (7)..... , in Virginia, in 1607. A company of English Puritans landed at (8) ..... , in Massachusetts, in 1620, and a few years later a larger group established themselves in the region around Boston. In spite of early hardships the northern and southern colonies prospered, and their population multiplied, spreading inland and along the coast.

Between 1607 and 1733 settlers from England established (9)... colonies along the east coast of (10) ..... on lands granted by the English sovereigns. From north to south these were Massachusetts, New Hampshire, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia. These colonies were like states, except that most governors and principal officials were appointed by the king of England. In Rhode Island and Connecticut the governor was elected; in Pennsylvania and Maryland he was named by the proprietor.

**KEYS:** 1-Spain, France, Sweden, Holland; 2-The Spaniards/Spanish; 3-the French, 4-the Dutch, 5- the Swedes, 6-Dutch, 7-Jamestown, 8-Plymouth, 9-13, 10-North America.

- 13. Look at the picture below. What might have been your impression of North America in the 17<sup>th</sup> century, if you had been there? What could impress you most of all? What can you say about the relationship between Indians and settlers from Europe? Was it peaceful? What makes you think so? Discuss in pairs.**



**Benjamin West. Penn Treaty with the Indians.**

- 14. At the beginning the life of new settlers was quite hard on the new continent, especially in late fall and winter. Indians treated friendly new comers and shared many things with them. Now in the U.S. there is a holiday, which celebrates friendship between Indians and settlers from Europe called Thanksgiving day. Do you know anything about this holiday? If you don't, read what two American school children said about it. How different are the stories?**

Thanksgiving is my favorite holiday. It is celebrated on the fourth Thursday in November. It started when English settlers or the Pilgrims first came to North America. It was in 1620. The first winter was very cold and hard. They had arrived too late to grow any crops. They had very little food. Half of the colony got sick and died. And it was the Native Americans or the Indians who



taught the Pilgrims to grow corn. They also showed the colonists other crops to grow in the unfamiliar soil. The colonists also had learnt from them how to cook cranberries and different kinds of corn and squash dishes. Next autumn they harvested plentiful crops of corn, barley beans and pumpkins and stored it for winter. Then they gave thanks to God and the Native Americans for the fact that they survived. Thus the surviving Pilgrims, along with 91 Native American guests celebrated the first Thanksgiving with turkey and vegetables.

*Bill Johnes, 16*

All my relatives and so are millions of Americans get together for Thanksgiving for a traditional meal, which usually includes turkey, sweet potatoes, squash, corn, cranberries and pumpkin pie. Then my dad, my uncle and two of my brothers watch traditional football match on TV. We play games, too. We have lots of fun.

*Ann Cooper, 13*

15. Describe the meaning of Thanksgiving in Russian. What cultural information a person needs to know to understand the meaning of the holiday. Imagine that you explain everything to one of your family members or friends, who does not know anything about American history.
16. Look at the picture. What holiday is depicted? What makes you think so? Describe it in pairs, discussing what is on it and the historical background. You may want to ask the questions, starting with *Who, why, when*.



17. Solve the following cultural problem:

Last year one of your friends – Nickolay Alekseyev – was on an exchange visit to the



USA. He lived in a very nice host family who cared much about him. The Thanksgiving Day is coming. What is the best thing to do for Nickolay? To give them a call or send a e-mail to thank them for their hospitality? To send a beautiful postcard with his thanks for their hospitality? To ignore this fact and do nothing, because it is an American and not a Russian Holiday?

**18. Solve the following quiz.**

1. Cristopher Columbus was:

- a) a British explorer      b) an Italian explorer      c) a Spanish explorer

2. Columbus's ambition was to:

- a) to find gold      b) to find the best sea route from Europe to the Far East.      c) to demonstrate how adventurous and brave he was

3. Columbus couldn't start exploring the seas without a substantial financial support of the powerful Western-European rulers of those times, it was not so easy to gain this support from them. Among countries that refused to support his venture were:

- a) Italy      b) England      c) Spain

4. In the long run Columbus won the support of:

- a) King of England      b) King Ferdinand and Queen Isabella of Spain.      c) King of France

5. He was given this support provided that he conquered some of the islands and mainland for:

- a) Spain      b) France      c) England

6. When Columbus reached the New World he thought that he was :

- a) in China      b) in India      c) in a new place never known in the world

7. Columbus mistakenly called the people they saw there:

- a) Indians      b) Native Americans      c) Aborigines

8. The number of voyages made by Christopher Columbus to the New World is:

- a) 1      b) 2      c) 4

9. After his voyage in 1489, he became involved in quarrels among the colonists sent to Haiti and the governor:

- a) gave him a warning      b) persuaded him to leave Haiti for Spain      c) sent him back to Spain in chains

10. He made his last voyage in 1502-04, during which he hoped to:

- a) conquer new lands for Spain      b) to find a strait leading to India      c) to punish the governor of Haiti

11. To the end of his life Columbus believed that his discoveries were part of Asia. This statement is:

- a) false                      b) partly true                      c) true

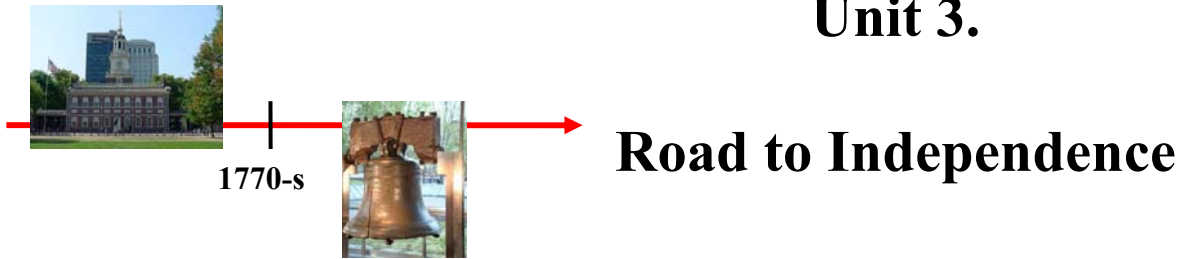
12. Columbus never reached the Far East, but he did return home with:

- a) silk textiles                      b) dyers                      c) some gold

13. He died :

- a) as a rich and famous man                      b) in poverty in Spain                      c) because he lost favor

## Unit 3.



1. What does the word “independence” mean to you? When can someone be considered “independent” or “dependent”? What may it depend on?
2. Using expressions in the box below, give a definition for each of these words:  
independent, dependent, independence, dependence

able/inable, ability/inability, controlled/not controlled by ..., being free from another person/thing/country, dependant, needing/not needing help and support from other people, depending/not depending on the help/advice/opinions of others, to look after yourself to be successful, to exist, to exist without any help/support of someone, to depend on the help and support of someone/something, to operate without any help and support governed/not governed by another country, the state of being ..., the quality of being ...

3. Look at the picture below. The building portrayed is the Independence Hall (Philadelphia, Pennsylvania). Do you know what this building is famous for? If not, judging by the title, make assumptions what events could have taken place there?



4. Relationship between the colonies and Great Britain was not easy. Several acts were made by the British Crown, which made colonies unite in the struggle against the British Empire. Those acts were:
  1. Stamp Act
  2. Townshed Acts
  3. Boston Port Act
  4. Quebec Act

**Read the description of each act below and match it with its title.**

**A.** The acts were named for their sponsor, the British chancellor Charles Townshend. This was a tax on colonial imports of glass, red and white lead, paints, paper, and tea. In those days people drank much more tea than coffee. According to the act the British collected a tax on every pound of tea and other imported products which were sold in the country.

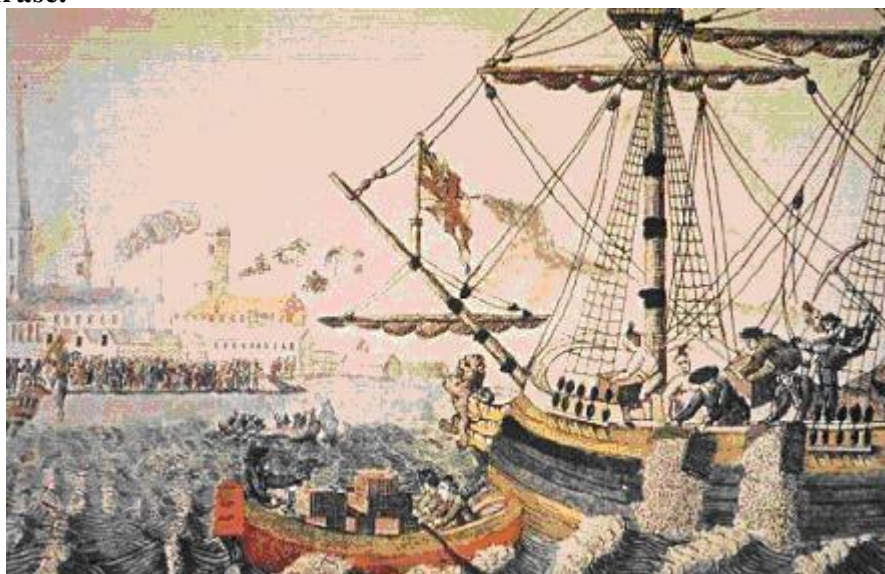
**B.** This Act was passed by the British Parliament in 1774 and greatly expanded the British colony of Quebec. There were conflicts between French-speaking and English-speaking population in Quebec. The expansion of the British colony led to more serious conflicts between French- and English-speakers and frustration in the British colony.

**C.** This Act was designed to punish the people of Boston for their destruction of tea in Boston Harbor on December 16, 1773 as a protest against a tax placed on imported tea by the British crown. That day a group of American colonists staged the Boston Tea Party, when dressed as Native Americans, boarded three British ships and threw the tea into Boston Harbor. Tea was very expensive in those days. The measures for the Boston Tea party included the closing of Boston Harbor until the town had paid for the tea that had been destroyed.

**D.** This act introduced by the British prime minister George Grenville and passed by the British Parliament in 1765 as a means of raising revenue in the American colonies. The Act required all legal documents, licenses, commercial contracts, newspapers, pamphlets, and playing cards to carry a tax stamp. The act extended to the colonies the system of stamp duties then employed in Great Britain and was intended to raise money to pay for maintaining the military defenses of the colonies.

**KEYS: 1-D, 2-A, 3-C, 4-B**

5. **Look at the picture “Boston Tea Party”. Explain what is depicted in the picture and why this event took place in the North America in 1773. If you need some additional information about Boston Tea Party, do the Internet search using “Boston Tea Party” as a key phrase.**

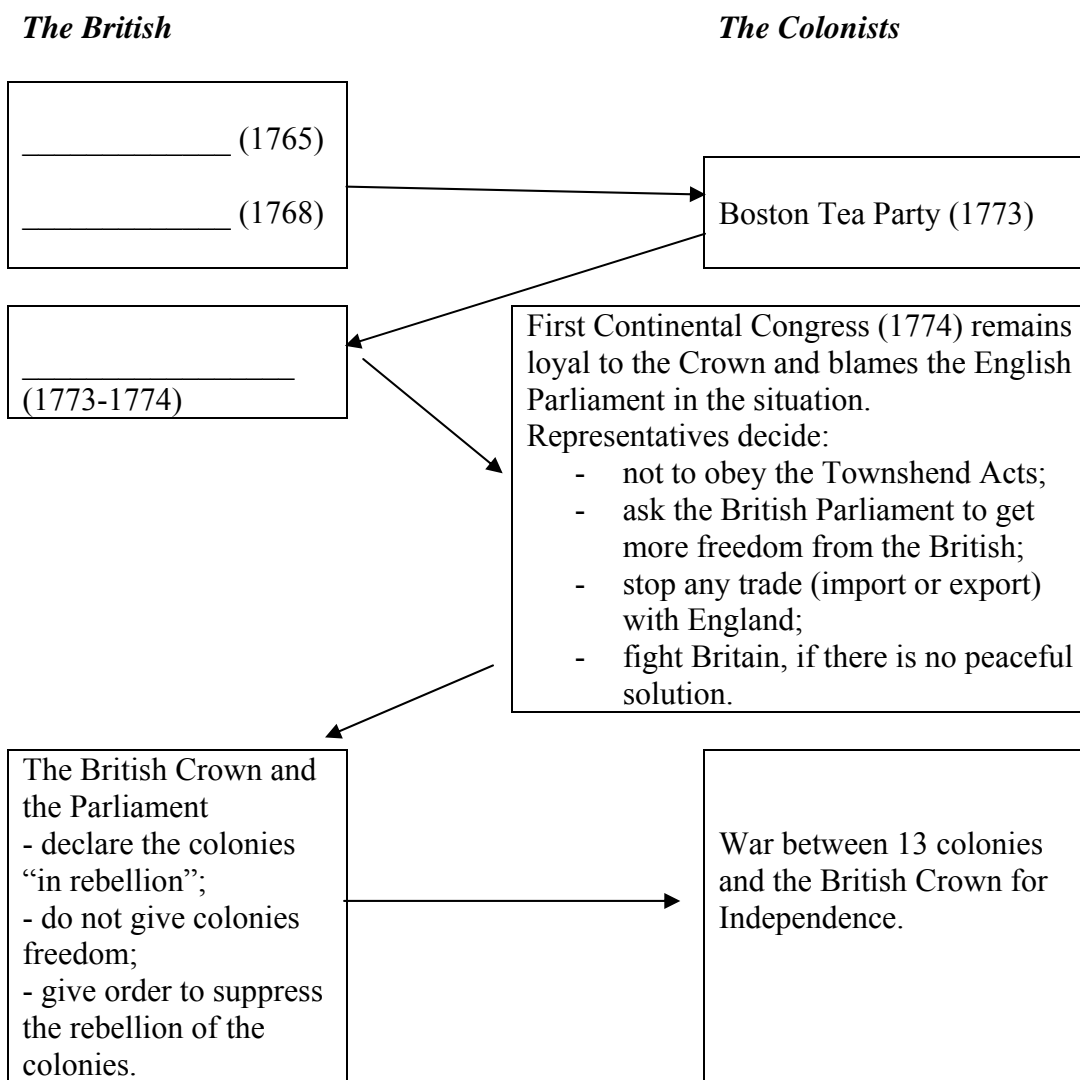


6. If you or your friends need to find information about the Road to Colonial Independence from the British Crown, what key words would you use in your search? Name key phrases from the frame below, which can lead to the appropriate sites.

\* BOSTON TEA PARTY \* WAR FOR INDEPENDENCE \* DECLARATION \* STATUE OF LIBERTY \* BRITISH CROWN \* DECLARATION OF INDEPENDENCE \* NATIVE AMERICANS \* 1776 \* BOSTON PORT ACT \* INDEPENDENCE HALL \*

7. In small groups using information you learned from the previous tasks, complete the following chart. It summarizes events which led to the War for Independence of the 13 colonies from the British Crown.

### The Road to Independence



**8. Read the following text and answer the following questions:**

- **How did King George II react to the decision of the First Continental Congress?**
- **Why do you think there was a need for the Second Continental Congress?**
- **How many colonies decided to unite their forces against Britain?**
- **Who was elected to be commander-in-chief of the Continental Army and why?**
- **Who was asked to write a Declaration of Independence? Why?**
- **What was Declaration of Independence and what parts did it consist of?**
- 

**Think of the most appropriate title for the text.**

The First Continental Congress (1774) approved a series of documents that condemned all British actions in the American colonies after 1773. It approved a Massachusetts proposal saying that the people could use weapons to defend their rights. It also organized a Continental Association to boycott British goods and to stop all exports to any British colony or to Britain itself. Local committees were created to enforce the boycott. After Britain's King George II announced that the New England colonies were in rebellion parliament made the decision to use troops against Massachusetts (January, 1775). The people of Massachusetts formed a provincial assembly and began training men to fight.

Battles had been fought between Massachusetts soldiers and British military forces in the towns of Lexington and Concord. Yet war had not been declared. Even so, citizen soldiers in each of the thirteen American colonies were ready to fight.

This was the first question faced by the Second Continental Congress meeting in Philadelphia, Pennsylvania. Who was going to organize these men into an army?

Delegates to the Congress decided that the man for the job was George Washington. He had experience fighting in the French and Indian War. He was thought to know more than any other colonist about being a military commander. Washington accepted the position. But he said he would not take any money for leading the new Continental Army. Washington left Philadelphia for Boston to take command of the soldiers there.

Delegates to the Second Continental Congress made one more attempt to prevent war with Britain. They sent another message to King George. They asked him to consider their problems and try to find a solution. The king would not even read the message. Two days after the Congress appointed George Washington as army commander, colonists and British troops fought the first major battle of the American Revolution.

The delegates wanted the world to understand what they were doing, and why. So they appointed a committee to write a document giving the reasons for their actions. One member of the committee was Thomas Jefferson. He had already written a report criticizing the British form of government. So the other committee members asked him to prepare the new document. They said he was the best writer in the group. They were right. It took him seventeen days to complete the document that the delegates approved on July 4, 1776. It was America's Declaration of Independence.

Jefferson's document was divided into two parts. The first part explained the right of any people to revolt. It also described the ideas the Americans used to create a new, republican form of government. The second part states why the American colonies decided to separate from Britain. It lists twenty-seven complaints by the American colonies against the British government. The major ones concerned British taxes on Americans and the presence of British troops in the colonies. After the list of complaints, Jefferson wrote this strong statement of independence. The last statement of the Declaration of Independence was meant to influence the delegates into giving strong support for that most serious step – revolution. Delegates to the American Continental Congress approved and signed a declaration of independence on July 4, 1776. The new country called the United States of America.

(Source: Voice of America)

9. In groups of three use one of the graphic organizers (a table or a chart) to present information given in the text. Compare them with your classmates. What were the key points you used in your table or chart? What information from the text you did not include and why?
10. Make a report about the Road for Independence of the North American colonies using your graphic organizer and the chart from task 7.
11. The delegates of the Second Continental Congress gathered and signed the Declaration of Independence in the Independence Hall, Pennsylvania. Look at the building. Use the words and word phrases in the frame below to describe The Independence Hall National Monument and the event which took place there on June 4, 1776.



historical building in Philadelphia; erected between 1732 and 1753; constructed in the Georgian style; originally intended to be the State House for the colony of Pennsylvania; General George Washington was appointed commander in chief of the Continental Army; The Declaration of Independence was adopted in the building on July 4, 1776; Representatives of 13 colonies signed the Declaration of Independence; is now maintained as a museum; housing the original desk and chair that were used by the signers of the Declaration of Independence.

11. Look at the painting “Declaration of Independence” by John Trumbull. Where would you most likely to expect to see this painting? At the Museum? What kind of a Museum? In the Gallery? What department of a picture gallery? Private collection? What are the collector’s most probable interests, then?



John Trumbull. *Declaration of Independence*.

In pairs discuss the picture using the following questions.

- What event is depicted in the picture? Who are these people? What is their social and political status? What areas of the North America did they represent? What are they doing?
- How are they dressed? Casually? Formally? What social status do most of them have? What makes you think so?
- Can you identify any people in the picture? Where would George Washington and Thomas Jefferson be or most likely be depicted?

12. Near the Independence Hall there is a glass pavilion with the Liberty Bell. Look at the picture and judging by the name – “Liberty Bell” and try to guess, why this bell is one of the main US symbols.



13. The following statement is inscribed on the Liberty Bell:

*“Proclaim Liberty Throughout All the Land unto All the Inhabitants Thereof.  
Leviticus xxv: x.”*

Where is this statement taken from? Paraphrase the phrase into modern English making it easier to understand. How would you translate it into Russian? What value is mentioned in the phrase? What standard or norm did it intend to set for the new nation?



**Key: From the Bible – Old Testament, Leviticus. GIVE TRANSLATION IN RUSSIAN.**

**14. Look at the table and choose a suitable title for it among the following headings:**

**LIBERTY BELL**

**HISTORY OF PHILADELPHIA**

**US NATIONAL SYMBOLS**

**BELLS AS A REFLECTION OF US HISTORY**

<b>Date</b>	<b>Event</b>
<b>1751</b>	The Bell was cast in London. It arrived in Philadelphia in August 1752 and was cracked while being tested. It was melted down.
<b>April 1753</b>	Second bell was cast by the firm of Pass and Stowe in Philadelphia. But it was also defective.
<b>June 1753</b>	A third bell was cast in June of that year. On June 7, 1753, the third bell was hung in the tower of Independence Hall.
<b>July 8, 1776</b>	The Bell rung in Philadelphia after the first public reading of the Declaration of Independence. The bell weighs 943.5 kg (2080 lb) and is 3.7 m (12 ft) in circumference at the lip. The bell has the following inscription: "Proclaim Liberty Throughout All the Land unto All the Inhabitants Thereof. Leviticus xxv: x."
<b>1777</b>	During the American Revolution, British troops occupied Philadelphia. The bell was removed from the tower and taken to Allentown, Pennsylvania, for safekeeping.
<b>1778</b>	It was returned to Philadelphia and replaced in Independence Hall.
<b>Until 1835</b>	Bell was rung on every July 4 and on every state occasion.
<b>1835</b>	It was cracked as it was being tolled for the death of Chief Justice John Marshall.
<b>1976</b>	The bell was moved to its present location in a glass pavilion near Independence Hall.

**15. Discuss why the Liberty Bell is a symbol of the US.**

16. Look at the building and the bronze statue below? Whose statue is it? George Washington? Thomas Jefferson? Abraham Lincoln? What do you think he is holding in his hands? Why? What building is it? Where is it located? What connection with the movement for colonial independence does this person have? Why this monument is located in the US Capital – Washington, DC?



Jefferson Memorial (Washington, DC)



17. Study a bibliographical profile of Thomas Jefferson and say what social status, education, experience enabled him to be one of the founders of what is now known as the United States.

<b>Name</b>	Thomas Jefferson (1743-1826)
<b>Home State</b>	Virginia
<b>Party</b>	Democratic-Republican
<b>Term In Office</b>	1801-1805; 1805-1809.
<b>Career</b>	<p><b>1769</b> Served as a delegate to the Virginia House of Burgesses.</p> <p><b>1775-1776</b> Served as a delegate to the Second Continental Congress.</p> <p><b>1776</b> Drafted and signed the Declaration of Independence.</p> <p><b>1776</b> Became delegate to the Virginia General Assembly.</p> <p><b>1779</b> Elected Governor of Virginia.</p> <p><b>1784-1789</b> Acted as American minister to France.</p> <p><b>1789-1793</b> Served as secretary of state under George Washington.</p> <p><b>1793-1801</b> Served as vice president under John Adams.</p> <p><b>1801-1809</b> President of the United States.</p> <p><b>1819</b> Founded the University of Virginia.</p>
<b>Did You Know</b>	<p>Although he expressed his opposition to slavery, Jefferson owned slaves throughout his lifetime.</p> <p>Jefferson died on July 4, 1826, the 50th anniversary of the signing of the Declaration of Independence.</p> <p>Jefferson was an accomplished farmer, lawyer, architect, inventor, naturalist, philosopher, and scientist.</p> <p>The present collection of the Library of Congress began with the purchase of Jefferson's personal library.</p>

**18. Read the text about Thomas Jefferson Memorial and mark statements below as True or False.**

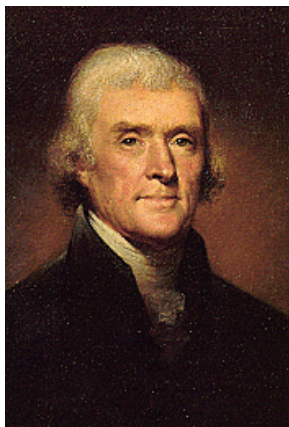
Thomas Jefferson Memorial, national memorial authorized in 1934. Located in Washington, D.C., in East Potomac Park, the memorial honors United States president Thomas Jefferson (1801-1809). The building is a graceful rotunda, or circular structure, encircled by a colonnade of 26 Ionic columns and capped with a domed ceiling. A broad flight of steps leads up to a portico, or entrance, to the memorial. The white marble building was designed by American architect John Russell Pope in the Roman style, in keeping with Jefferson's love of classical architecture. Construction began in 1939 and the memorial was dedicated in 1943. Japanese cherry trees surrounding the building decorate the memorial site with pink blossoms for two weeks every spring. The interior of the memorial features a bronze statue of a standing Jefferson facing the White House. The statue was designed by American sculptor Rudolph Evans and is 5.8 m (19.0 ft) high, resting on a black granite pedestal 1.8 m (6.0 ft) high. Jefferson's thoughts on independence and freedom are inscribed on panels of white Georgia marble. The inscriptions are from the Declaration of Independence, which Jefferson wrote, and from his personal letters and legal documents. On a circular band around the dome of the rotunda is etched the quotation, "I have sworn upon the altar of God eternal hostility against every form of tyranny over the mind of man." Above the interior entrance to the memorial is a sculptured bas-relief by A. A. Weinman of the members of the Continental Congress committee who wrote the Declaration of Independence with Jefferson. Administered by the National Park Service. Area, 7.4 hectares (18 acres).

Microsoft ® Encarta ® Encyclopedia 2002. © 1993-2001 Microsoft Corporation. All rights reserved.

Statement	True or False
1. Thomas Jefferson Memorial is located in Washington state.	
2. The building has a circular structure.	
3. The monument is made of grey granite.	
4. The architect of Thomas Jefferson Memorial is Sir Christopher Wren.	
5. Thomas Jefferson bronze statue is facing the White House.	
6. The building bears an inscription "I have a Dream"	

**KEYS: 1- False, 2-True, 3-False, 4-False, 5-True, 6-False.**

**19. Make your comments to the following quotation, etched round the dome:**



*"I have sworn upon the altar of God eternal hostility against every form of tyranny over the mind of man."*

*Thomas Jefferson*

**What do you think Thomas Jefferson meant? Do you think he wanted all people to be independent and free? Was he against forced actions to resolve any issue? Was he for peaceful solutions? Explain your point of view.**

20. Complete translation of the information about the development of a New Nation (text B) using the Russian version (text A) for your references. Are there any differences between two versions (English and Russian) of the same text? What are they? What is the most difficult part of translating cultural information?

**Новая нация**

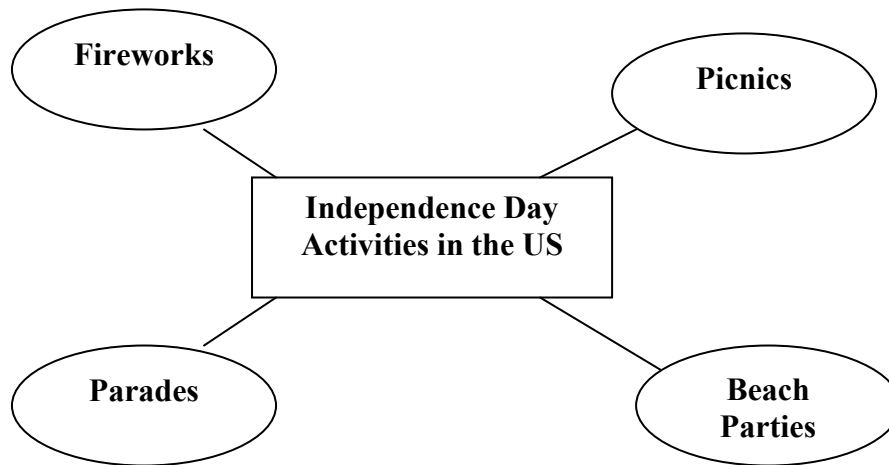
**A New Nation**

В 1776 г. Тринадцать слабых английских колоний, обосновавшихся в Америке, объединились и, готовые к бою, заявили стране, бывшей в то время величайшей державой мира, что отныне станут свободными и независимыми штатами. Это не произвело на англичан особого впечатления, но и отнюдь не обрадовало их. В результате началось жестокое семилетнее сражение – Война за Независимость. Сейчас, когда с тех пор минуло более двух веков, трудно должным образом оценить масштабы и значение этого революционного шага. Он привел к созданию новой республики, воплотив тем самым мечты и идеалы горстки представителей политической философии. Американцы нарушили одну из вековых традиций и таким образом дали Англии твердый отпор: они решили, что вправе самостоятельно выбирать себе форму правления. В период, о котором идет речь, их заявление о том, что правительства должны получать свои полномочия только «с согласия управляемых», было поистине нечто новое – система власти, которая, по выражению Линкольна, «является народной, осуществляется народом и действует в его интересах».

In 1776, the thirteen ... (a) in America came together, stood up, and told what was then the world's ... (b) power that from now on they would become ... (c). The British were neither impressed nor amused, and a bitter ... (d) war followed, the Revolutionary War. It's hard to appreciate today, over two centuries later, what ... (e) this was. A new republic ... (f), turning into reality the dreams and ideals of a few ... (g). Americans broke with an age-old tradition, and so sent shock waves back across the ocean: they decided that it was their right to ... (h). At that time, the statement that government should receive ... (i) only "from the consent of the governed" was radical indeed. Something new was under the sun: a system of government, in Lincoln's words, "of the people, ... (j)".

**KEYS: a- weak British colonies, b- greatest, c- free and independent states, d- seven year, e- a revolutionary act, f- was founded, g- political philosophers, h- choose their own form of government, i- their powers, j- by the people, for the people.**

21. As a remembrance of the period of 1770s, Independence Day, which is a national holiday in the US, is widely observed. Look at the chart that shows activities Americans involve in on that day. Which of them are also observed in Russia, when Russians celebrate their holidays, and which activities are exclusively American?



22. Read the following description of American holidays and prove the statement that “National holidays are the best keepers of the cultural heritage and national memory of any country”.

Independence Day or the Fourth of July is one of the official US holidays that celebrates the nation’s independence. On that day in 1776 the Continental Congress gave its approval to the “Declaration of Independence”. This day is usually celebrated with fireworks, picnics, parades, flags and speeches. It is like a big, nationwide birthday party. Yet, it’s a party that takes place in neighborhoods, on beaches or in parks, or on suburban lawns throughout the country.



Some towns and cities have parades with bands and flags, and most politicians will try to give a patriotic speech or two, should anyone be willing to listen.



But what makes the Fourth of July is the atmosphere and enjoyment of, for instance, the family beach party, with hot dogs and hamburgers, volleyball and softball, and the fireworks and rockets at night (and, often, a sunburn and a headache the next morning). The nation's birthday is also the nation's greatest annual summer party.

*(Source: Stevenson D. American Life and Institutions, 1996).*

23. Read the poem about say what event has been poeticized in it? What information that you learned in this unit is essential to completely understand the meaning of the poem. Make cultural English-Russian notes to help English learners who do not have background cultural information to understand the meaning of the poem.

*Independence Day Poem*

Some birthdays come in winter,  
Some birthdays come in spring.  
On birthdays, there are games to play  
And lots of songs to sing!

My favorite birthday is in July,  
And it doesn't belong to me.  
It's the birthday that lights up the sky  
For all the world to see!

Rockets glare, trumpets blare,  
And bands begin to play.  
Happy Birthday America,  
It's Independence Day!



24. Try to translate this poem into Russian or write your own poem dedicated to the Russian Independence Day.
25. Look at the portrait and read the statements about one of the politicians, who is considered as one of the founders of the New Independent Country, known now as the United States. What is his name and what is he famous for?



- He served as General.
- In 1775-1783 he led the Continental Army in the American War of Independence.
- He owned more than 13,000 hectares (33,000 acres) distributed over several states.
- He lived in New York City and Philadelphia during his presidency.
- He rejected a movement among army officers to make him king of the United States.
- He is the only president who was elected unanimously.
- He set many precedents for the presidency, including the service of only two terms.

26. Work in pairs. Ask each other questions to elicit information about George Washington from each other and complete the tables below.

*For Partner A*

<b>Home State</b>	Virginia
<b>Party</b>	
<b>Terms In Office</b>	1789-1793;1793-1797
<b>Vice President</b>	John Adams
<b>Significant Acts</b>	Issued a proclamation of neutrality in 1793 that kept the United States out of the French Revolutionary Wars.
	Put down the Whiskey Rebellion, a 1794 tax revolt in Pennsylvania, by summoning the militia of several states.
<b>Career</b>	<b>1749</b> Served as surveyor for Culpeper County, Virginia.
	<b>1755</b>
	<b>1758</b> Elected to the House of Burgesses, the legislative assembly of Virginia.
	<b>1774</b>
	<b>1775-1783</b> Led the Continental Army in the American War of Independence.
	<b>1787</b>
	<b>1789-1797</b> President of the United States.
<b>1798</b>	

*For Partner B*

<b>Home State</b>	
<b>Party</b>	None
<b>Terms In Office</b>	
<b>Vice President</b>	John Adams
<b>Significant Acts</b>	Made the first presidential veto, blocking a 1792 bill to increase the number of U.S. representatives.
	Laid the cornerstone for the U.S. Capitol building in the District of Columbia.
	Prevented another war with Great Britain through an unpopular treaty negotiated by Chief Justice John Jay in 1794.
<b>Career</b>	<b>1749</b>
	<b>1755</b> Became Commander in Chief of Virginia forces.
	<b>1758</b>
	<b>1774</b> Served as a Virginia delegate to the First Continental Congress.
	<b>1775-1783</b>
	<b>1787</b> Served as President of the Constitutional Convention.
	<b>1789-1797</b>
<b>1798</b> Appointed by President John Adams as Lieutenant-General and Commander in Chief of all the armies of the United States.	

27. If you want to learn more about George Washington and his political career, visit the following websites:

<http://sc94.ameslab.gov/TOUR/gwash.html>  
<http://www.whitehouse.gov/history/presidents/gw1.html>  
<http://www.mountvernon.org/>  
<http://www.nps.gov/gewa/>

28. Look at the map of Washington DC and complete the text about Washington Monument below. What does the shape of the Washington Monument remind you of? Why?



### Washington Monument

Located in Washington, D.C., at the western end of the National Mall, this four-sided stone structure honors George Washington, the first president of the United States (1789-1797).

The monument was modeled after a classic Egyptian obelisk. It is 169 m (555 ft) high and is one of the tallest masonry structures in the world. The structure is 17 m (55 ft) square at its base (making it ten times taller than it is wide) and tapers to less than 10 m (35 ft) square near its highest point.



The top of the monument is capped by a small pyramid of solid aluminum. The walls of the



monument are made of marble from Maryland and Massachusetts. A stairway of 897 steps and an elevator lead to an observation room near the top. Visitors who walk to the top can view 192 memorial stones that were donated by states, organizations, foreign countries, and individuals. A bronze replica of a statue of Washington by French sculptor Jean-Antoine Houdon stands in the waiting area. Windows in the observation room offer views of ... , ... , ... , ... . American architect Robert Mills designed an obelisk surrounded by a series of columns at the base that featured statues of prominent Americans. His design was later altered and the columns were not built. The cornerstone was laid on July 4, 1848, with the same trowel Washington used in 1793 to lay the cornerstone of the U.S. Capitol building.

Source: Microsoft ® Encarta ® Encyclopedia 2002. © 1993-2001 Microsoft Corporation. All rights reserved.

**29. Discuss the following statement:**

*Various cultures are reflected in the US National Monuments and National Symbols.*

**30. Write in Russian a brief newspaper advertisement to attract people's attention to visit Washington Memorial during their forthcoming visits to Washington DC.**

**31. Read the description of Washington Monument, written by Tatyana Zemba – a Russian secondary school student, who visited the US in 2004. What words and phrases emphasize Tatyana's anxiety and splendid impressions about the U.S. capital Washington, DC? What would you change in her description to invite your friends to visit this place.**

*Второй по значению её достопримечательностью после Капитолия является памятник Джорджу Вашингтону – победоносному генералу времен Американской Революции, основателю столицы и первому президенту США. Открытый в 1887 г. Беломраморный обелиск стал самым высоким сооружением в мире, вздымаясь в небо на 550 футов подобно застывшей ракете или гигантской каменной стреле. Окруженный по количеству штатов 50 американскими флагами, он будто воплощает устремленность Америки в будущее, к новым свершениям. Скоростной лифт за минуту доставит вас на смотровую площадку, откуда открывается прекрасная панорама Вашингтона.*

Татьяна Земба

Source: [http://www.iatp.md/articles/Zemba/Remembering\\_America.htm](http://www.iatp.md/articles/Zemba/Remembering_America.htm)

32. Recently there emerged various interpretations of the events of 1770s. Read the following statement, discuss it in small groups and find arguments for and against it. Complete the table below.

*George Washington took the power as he was a general of the army, the biggest landlord and the richest man in North America of the time. Events of 1770s were a political coup.*

Arguments FOR	Arguments AGAINST



1861-1865

## Unit 4.

# Civil War

- 
1. How can you define a “civil war”? What groups can be involved in the conflict during a civil war? What may be the reasons for a civil war? Can you name any civil wars that took place either in Russia, the US, Great Britain or anywhere else in the world? What were the reasons for those civil wars? Political reasons, when regime is changed? Economical reasons, when there is a conflict between financial interests? Cultural reasons, when there is a strong culture clash? Any other?
  2. Have you heard about the civil war in the United States? If you have not, go to the next assignment. If you have, discuss the following questions:
    - When did it take place?
    - What were the conflicting groups?
    - What was the reason for the conflict?
    - What political figures come to your mind, when you hear about this war? Who was the US president at that time?
    - How did the outcomes of the war effect the development of the United States?
  3. Complete an encyclopedic entry about the American Civil War using the words in the frame.

led, died, separate, elected, declared, broke out, formed, disagreement, allowed

American Civil War (1861-1865) ... (1) between the American North and South. It began when 11 southern states rebelled against the US Federal Government. These rebel states formed a separate government called the CONFEDERACY, and together tried to ... (2) from the UNION (the US). The northern states (also 11 in number at that time), under the US government, ... (3) the Union army and fought to keep the South. The war was caused mainly by the ... (4) over slavery. The South's economy depended on slavery and farming, while the North depended on industry and Northerners wanted an end to slavery. As new states in the West were joining the US, members of the CONGRESS had argued over whether the new states should be ... (5) to have slavery, and whether they government should be allowed to forbid it. The disagreement over the balance of power between the Federal government and state governments was a bitter one. When President LINCOLN was ... (6), the southern states feared that he would abolish slavery altogether, so they seceded from the Union. The Confederacy's president was Jefferson DAVIS, and its army was ... (7) by Robert E. LEE. The Union, or Yankees, under Lincoln, fought under command of Ulysses S. GRANT. The South won many battles, and Lee was much admired for his military excellence, but the North had more soldiers and supplies. More than 600,000 soldiers ... (8) before the North won a victory which kept the Union (North and South) together. During the war, Lincoln ... (9) the slaves of the Confederacy to be free. After the war, slavery was abolished altogether by the 13-th Amendment of the constitution. The period of rebuilding the country, esp. the South, that followed the war was called RECONSTRUCTION.

*(From: Dictionary of English Language and Culture. – N.Y.: Longman, 1992)*

**KEYS: 1-broke out, 2-separate, 3-formed, 4-disagreement, 5-allowed, 6-elected, 7-led, 8-died, 9-declared.**

4. Write a quiz about American Civil War using information from the previous task.
5. Complete the following sentences using information from the previous task. Compare your answers with your partner.
  1. American Civil War began in \_\_\_\_\_ and ended in \_\_\_\_\_.
  2. This war was between North and \_\_\_\_\_.
  3. The main reason for the war was \_\_\_\_\_.
  4. Northern states were \_\_\_\_\_ the slavery, and southern - \_\_\_\_\_.
  5. The US president during the civil war was \_\_\_\_\_.
  6. Jefferson Davis and Robert Lee were on the \_\_\_\_\_ side.
  7. The civil was ended with the victory of \_\_\_\_\_.
6. Several American high school students who studied the period of the American Civil War in the U.S. history lessons were asked to talk about the reasons of the war. Some of the reasons they mentioned are economic and some are political. Read the list of the reasons, then in groups classify and list them in the table below. Compare your tables with other groups.

By 1860, the North and the South had developed into two very different regions. Different social, economic, and political points of view, dating from colonial times, slowly drove the two sections farther and farther apart. Each tried to impose its point of view on the country as

a whole. Although compromises had kept the Union together for many years, in 1860 the situation was explosive. The election of Abraham Lincoln as president was viewed by the South as a threat to slavery and ignited the war.

*Mike Jones, 17*

The South depended much less on the federal government than did other regions. As Northern and Southern patterns of living diverged, their political ideas also developed marked differences. The North needed a central government to build an infrastructure of roads and railways, protect its complex trading and financial interests, and control the national currency. The South depended much less on the federal government than did other regions, and Southerners therefore felt no need to strengthen it. In addition, Southern patriots feared that a strong central government might interfere with slavery.

*Ann Schwartz, 16*

By 1860 cotton was the chief crop of the South, and it represented 57 percent of all U.S. exports. During the first half of the 19th century, economic differences between the regions also increased. By 1860 cotton was the chief crop of the South, and it represented 57 percent of all U.S. exports. The profitability of cotton, known as King Cotton, completed the South's dependence on the plantation system and its essential component, slavery.

*Mathew Leaber, 16*

The North was by then firmly established as an industrial society. Labor was needed, but not slave labor. Immigration was encouraged. Immigrants from Europe worked in factories, built the railroads of the North, and settled the West. Very few settled in the South.

*Mike Chian, 17*

The South, resisting industrialization, manufactured little. Almost all manufactured goods had to be imported. Southerners therefore opposed high tariffs, or taxes that were placed on imported goods and increased the price of manufactured articles. The manufacturing economy of the North, on the other hand, demanded high tariffs to protect its own products from cheap foreign competition.

*George Wallis, 15*

In the early days of the United States, loyalty to one's state often took precedence over loyalty to one's country. A New Yorker or a Virginian would refer to his state as "my country." The Union was considered a "voluntary compact" entered into by independent, sovereign states for as long as it served their purpose to be so joined. In the nation's early years, neither North nor South had any strong sense of the permanence of the Union. New England, for example, once thought of seceding, or leaving the Union, because the War of 1812 cut off trade with England.

*Tom Watchhorn, 17*

Before the Civil War, the federal government's chief source of revenue was the tariff. There were few other sources of revenue, for example, neither personal nor corporate income taxes existed. The tariff paid for most improvements made by the federal government, such as roads, turnpikes, and canals. To keep tariffs low, the South preferred to do without these improvements.

*Rob Greenberg, 14*

The expanding Northwest Territory, which was made up of the present-day states of Ohio,

Indiana, Illinois, Michigan, Wisconsin, and part of Minnesota, was far from the markets for its grain and cattle. It needed such internal improvements for survival, and so supported the Northeast's demands for high tariffs. In return, the Northeast supported most federally financed improvements in the Northwest Territory.

*Melanie Squire, 16*

Economic reasons	Political reasons
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

**7. Act out dialogues, discussing the following questions:**

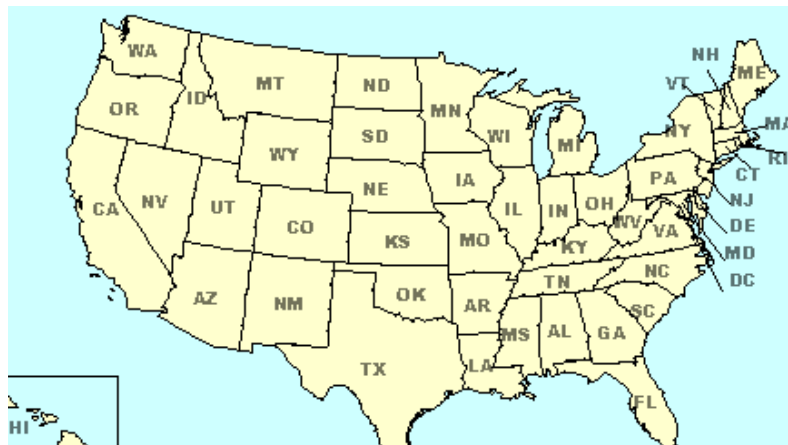
- Which of the reasons of American civil war come first – economic or political? Why are they usually intertwined? Justify your point of view.
- Prove that there the clash between the North and the South was on the economic basis.
- Why did slavery turn to be the cornerstone of the civil war?

**8. Prepare a brief entry about American civil war for a Russian reference book. Which words, do you think, will need cultural explanation? What explanation would you give to people who do not have any cultural knowledge about the US history?**

**9. Study the table of major battles fought between North and South during American civil war and write a report on that. In your report focus on the following:**

- period of the war;
- sites of major battlefields and the dates;
- names of major battles;
- proportion of victories and defeats between the Confederacy and the Union.

**On a map of the US together with your teacher tick historical places – sites of American civil war battle fields. In what part of the county did most of them take place? What does it tell you about the distribution of roles between the Confederacy and the Union in the war?**



BATTLE	DATE	SITE	VICTORY
First Battle of Bull Run (or the First Battle of Manassas)	July 21, 1861	Manassas, Virginia	Confederate army
Fort Henry	February 6, 1862	western Tennessee	Union army
Fort Donelson	February 16, 1862	western Tennessee	Union army
Shiloh (also called the Battle of Pittsburg Landing)	April 6-7, 1862	near Pittsburg Landing, Tennessee	Union army
Seven Days' Battle	June 25-July 1, 1862	Virginia	Confederate army
Second Battle of Bull Run (or the Second Battle of Manassas)	August 27-30, 1862	Manassas, Virginia	Confederate army
Antietam	September 17, 1862	Antietam Creek, Maryland	Union army
Fredericksburg	December 13, 1862	Fredericksburg, Virginia	Confederate army
Chancellorsville	May 1-4, 1863	Chancellorsville, Virginia	Confederate army
Siege of Vicksburg	May 19-July 4, 1863	Vicksburg, Mississippi	Union army
Gettysburg	July 1-3, 1863	near Gettysburg, Pennsylvania	Union army
Chickamauga	September 19-20, 1863	Chickamauga, Georgia	Union army
Chattanooga	November 23-25, 1863	Chattanooga, Tennessee	Union army
Battle of the Wilderness	May 5-9, 1864	northern Virginia	Not decisive
Spotsylvania	May 1864	Spotsylvania Court House, Virginia	Not decisive
Cold Harbor	June 3, 1864	Virginia	Not decisive
Siege of Petersburg	June 20, 1864-April 2, 1865	Petersburg, Virginia	Union army
Mobile Bay	August 5, 1864	Alabama	Union army
Atlanta	September 2, 1864	Georgia	Union army
Nashville	December 15-16, 1864	Tennessee	Union army

**10. Look at the picture below and read its capture. It depicts one of the major battles between North and South at Gettysburg, Pennsylvania. In groups discuss the following questions:**

- What valuable cultural information does this picture give you about the time of the American Civil War? How illustrations changed or enriched your perception and understanding of the historical events? Are pictures valuable and indisputable sources of cultural and historical information?
- What can you see in the picture? What season of the year is it? What makes you think so? What weapons can you identify in the picture? How are the soldiers dressed? Can you say what soldier belongs to a certain side of the conflict? What flags can you see? Taking into the account the outcomes of the civil war and the present US flag, can you make an assumption what flag each army fought under?
- Does this picture tell us about winners and losers of the battle? Do you think there is or may be ideology involved? Do you think that the same event can be portrayed differently depending on what side the artist takes? How? Then, how should we treat various historical documents, such as paintings, diaries, novels, etc.?

**Discuss this in pairs.**

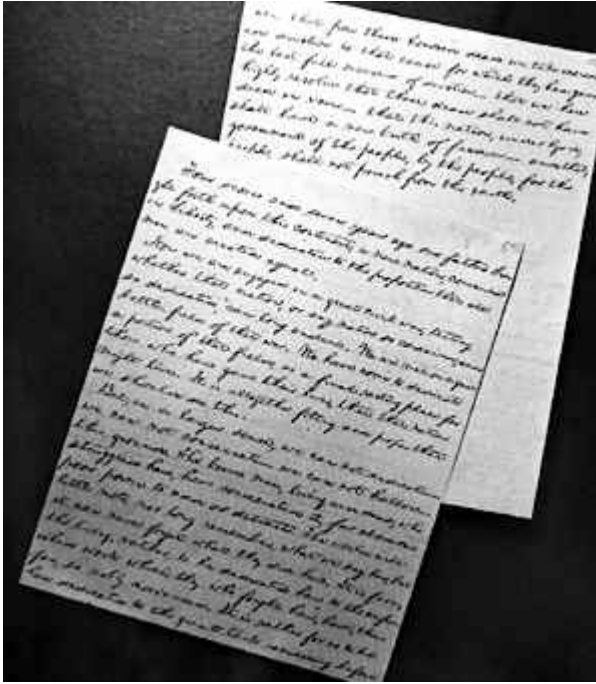


### Gettysburg Battlefield

In July 1863 Confederate and Union forces fought a brutal three-day battle at Gettysburg, Pennsylvania. Both sides suffered heavy losses, but the clash was considered a Union victory and a turning point in the American Civil War. The battle marked the last time that the Confederate Army invaded the North.

11. Gettysburg Address was a famous speech delivered by United States president Abraham Lincoln on November 19, 1863 at Gettysburg, Pennsylvania. He presented it at the dedication of the Gettysburg National Cemetery, honoring those who died in the Civil War Battle of Gettysburg earlier that year. The writing of the Gettysburg Address has become an American myth. The most popular version states that Lincoln wrote the address on the back of a used envelope. **Here are two most famous quotations from the Gettysburg Address. Read them and discuss the following questions:**
- What is the apparent purpose of the text?
  - Who is the addressee of this speech?
  - Is the language used in the speech formal, informal or neutral?
  - Why do you think this message had a great impact on the population during the civil war? Did he try to separate or unify people? Why was the unity important?





### Draft of Gettysburg Address

This draft of United States president Abraham Lincoln's (1860-1865) Gettysburg Address is a little less than a page and a half. Lincoln delivered the speech in 1863 at the site of a Union victory in the Civil War (1861-1865). The speech went almost unnoticed at the time, but it has come to be regarded as one of the most moving pieces of oratory in American history.

“Fourscore and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.”

“Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.”

“It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.”

### 12. Make your comments to the following quotation of Abraham Lincoln. The first phrase is taken from the Bible.



*“A house divided against itself cannot stand”. I believe this government cannot endure, permanently half slave and half free.*

- **What meanings does the word “house” may have in this context? Does it mean one of the chambers of the parliament – the House of Representatives or the Congress? Can it mean the whole country? Explain your point of view.**

- Do you agree or disagree with the statement? Why do you think slavery could be a stone of contradiction?
- How can you characterize Abraham Lincoln as a person, who voiced what has been in the air for several years?

**13. What do you know about Abraham Lincoln? When and where was he born? What kind of education did he get? What was his occupation before becoming a US president? Work in pairs. Each partner will get a source of information about President Lincoln – a text (for partner A) and a table with bibliographic information (for partner B). Some information is missing in each source. Ask each other questions to get missing information.**

**Partner A**

Abraham Lincoln was the sixteenth American president. He is considered one of the greatest leaders of all time. Abraham Lincoln was born in Kentucky in ... . He grew up in ... . His family was poor and had no education. Abraham Lincoln taught himself what he needed to know. He became a ... . He served in the Illinois state legislature and in the United States Congress. In ..., he was elected to the country's highest office.

President Lincoln led the United States during the Civil War between the northern and southern states. This was the most serious crisis in American history. President Lincoln helped end slavery in the nation. And he helped keep the American union from splitting apart during the war. President Lincoln believed that he proved to the world that democracy can be a lasting form of government.

In 1863, President Lincoln gave what became his most famous speech. Union armies of the north had won two great victories that year. They defeated the Confederate armies of the south at Vicksburg, Mississippi and at Gettysburg, Pennsylvania. Ceremonies were held to honor the dead soldiers at a burial place on ... . President Lincoln spoke at Gettysburg for only about two minutes. But his speech has never been forgotten. Historians say the speech defined Americans as a people who believed in freedom, democracy and equality.

Abraham Lincoln wrote some of the most memorable words in American history. He was murdered a few days after the Civil War ended, in ... . Yet his words live on.

**Partner B**

Name:	Abraham Lincoln
Year of birth:	
Place of birth:	Kentucky
Place where he grew up:	Illinois
Socio-economic status of his family:	
Occupation:	Lawyer
Year of becoming a US President:	1860
Name of his famous speech:	Gettysburg Address
Place where the Gettysburg Address was delivered	The Gettysburg battlefield
The purpose of the ceremonies in 1863, when union armies of the north won two great victories of the year:	
Year of death:	1865

**14. Look at the monument to Abraham Lincoln in the US Capital Washington, D.C. and read some fact about it. In small groups write a multiple choice quiz about Lincoln Memorial.**

The Lincoln Memorial is a tribute to President Abraham Lincoln and the nation he fought to preserve during the Civil War (1861-1865). The nation's bloodiest conflict, the Civil War, which followed the secession of southern states, was the supreme test of the durability of the Union created by the founding fathers.

The architecture of the Lincoln Memorial is based after a Greek Temple. Architect Henry Bacon modeled his design for the building after the Greek Parthenon. Built into the design are symbols of Union like the 36 exterior columns representing the 36 states in the Union at the time of Lincoln's death--the Union he had fought to preserve. Those states are listed on the frieze above the columns. Above those states are listed the 48 states in the Union when the memorial was built, making the memorial a tribute to the Union as much as a tribute to Lincoln himself. Alaska and Hawaii are represented with a plaque on the front steps. A sculpture by Daniel French of a seated Lincoln is in the center of the memorial chamber. The Gettysburg Address is inscribed on the south wall of the monument. Above it is a mural depicting the angel of truth freeing a slave. Also there is a painting of the unity of North and South mural on the north wall. On the north wall below the mural is Lincoln's second inaugural speech.

The exterior is made of Colorado Yule marble with a walkway made of Massachusetts granite and Potomac River stones. The interior walls and columns are Indiana limestone, the floor Tennessee Pink marble, and the ceiling is made of panels of Alabama marble soaked in paraffin to make them translucent.

Recreation - Park rangers present several interpretive programs and talks throughout the year. They provide 10 and 30 minute talks at each of the sites and during the summer months provide 2 hour walking tours about the history of the National Mall and other related themes. The memorials and monuments on the National Mall are opened daily from 8:00 AM until 11:45 PM every day except Christmas Day.





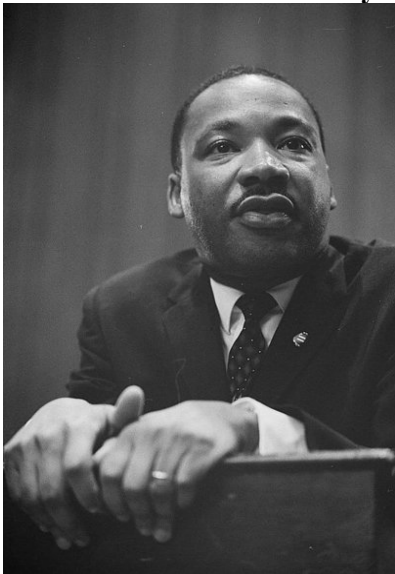
15. Almost all of American civil war battle fields are open air museums now. Judging by the name, what do you think each “open air museum” look like and is devoted to? Is it located in one building or it means a village or a small town with various stored, shops, and other buildings, which has been preserved from the days in the past? Do independent Internet search and find one of such museums. What keywords will you most probably use? Can you use names of the battle fields? Find out the following:
- (a) location of the museum
  - (b) open hours
  - (c) exhibits
  - (d) special educational programs for school children and students
  - (e) club membership
- Report your findings to the class.



## Unit 5.

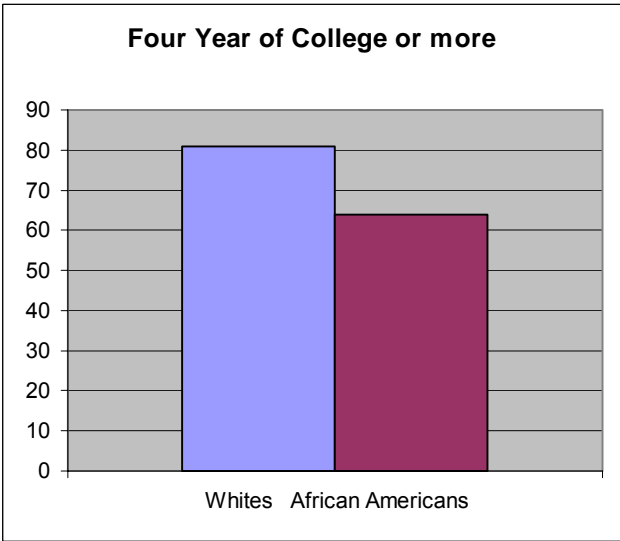
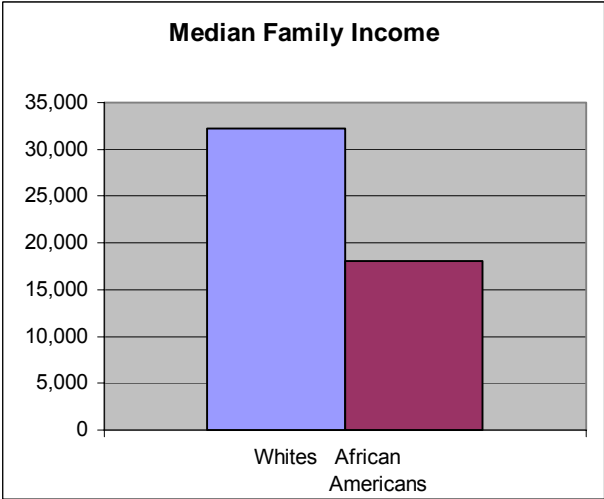
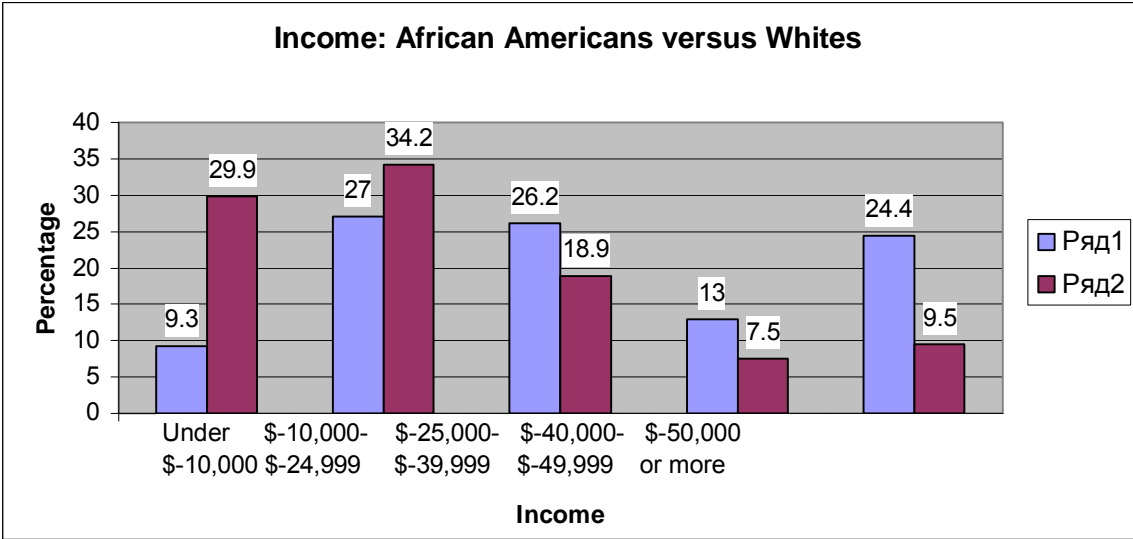
# Civil Rights Movement

1. Look at the pictures. Do you know who this person is? When and where did he live? What is he famous for? Do you know what movement he is usually associated with? What do you know about this person?



(Miami, Florida)

2. Do you know anything about the life and the level of life of African Americans? Does it differ from the Whites'? How different? Study the following charts, which summarize information about Whites versus African Americans' income and the level of education. What may be the outcomes of such a discrepancy?



3. In 1960-s African Americans were the largest ethnic group in the United States. Being brought into the continent as slaves during the period of colonization and westward expansion, they did not have equal rights with white population. Even after the abolishment of slavery African Americans and other ethnic minorities used various ways to get attention of the government and population to get equal rights declared by the constitution. Many of such events took place in 1960s – 1970s.

**In groups read the description of some events which led to the Civil Rights Movement. Match each description with its title.**

**A.** On December 1, 1955, Rosa Parks (the "mother of the Civil Rights Movement") refused to get up out of her seat on a public bus to make room for white passengers. Rosa was arrested, tried, and convicted for disorderly conduct and violating a local ordinance. After word of this incident reached the black community, 50 African-American leaders gathered and organized the Montgomery Bus Boycott to protest the segregation of blacks and whites on public buses. The boycott lasted for 381 days, until the local ordinance segregating African-Americans and whites on public buses was lifted. This instance is often credited as the start of the Civil Rights Movement.

**B.** Following the Supreme Court's decision, the Little Rock, Arkansas school board voted in 1957 to integrate the school system. Arkansas was considered a relatively progressive southern state. But the Governor of Arkansas Orval Faubus called out the National Guard on September 4 to prevent the nine African-American students who had sued for the right to attend an integrated school from attending Little Rock's Central High School. The situation was resolved only after President Dwight Eisenhower supported the students. The students were able to attend high school, although they had to put up with harassment from fellow students for the rest of the year.

**C.** The Civil Rights Movement received an infusion of energy when students in North Carolina, Tennessee, and Georgia began to "sit-in" at lunch counters in local stores to protest those establishments' refusal to desegregate. Protesters were encouraged to dress up, sit quietly, and occupy every other stool so potential white sympathizers could join in. Many of these sit-ins resulted in authority figures physically and brutally escorting them from the lunch facility. The technique was not new. It was used to protest segregation in the Midwest in the 1940s—but it brought national attention to the movement in 1960. The success of the sit-in led to a rash of student campaigns all across the South. Probably the best organized and disciplined of these, and the most immediately effective, was in Nashville, Tennessee. By the end of 1960 the sit-ins had spread to every southern and border state and even to Nevada, Illinois, and Ohio. Demonstrators focused not only on lunch counters but also on parks, beaches, libraries, theaters, museums, and other public places.

**D.** Civil Rights March on Washington took place on August 28, 1963, when leaders and demonstrators marched from the Washington Monument to the Lincoln Memorial. The march was a success, although not without controversy. More than 200,000 demonstrators gathered in front of the Lincoln Memorial, where King delivered his famous "I Have a Dream" speech.

---

**Titles:**

1. Civil Rights March in Washington, D.C.
2. Sit-ins
3. Montgomery Bus Boycott
4. Desegregating Little Rock

**Keys: A-3, B-4, C-2, D-1**

4. **Give a Russian equivalent to each title from the previous task. What is the most difficult part of translating titles into your native language? What cultural information a person needs to know to be able to completely understand each title.**
5. **Study the list and make an overview of the events of the Civil Rights struggle in modern times. What facts prove that the road to equality was not easy, but painful to ethnic minorities?**

**1954** -- U.S. Supreme Court declares school segregation unconstitutional.

**1955** -- Rosa Parks refuses to move to the back of a Montgomery, Alabama, bus as required by city ordinance; boycott follows and bus segregation ordinance is declared unconstitutional.

**1956** -- Coalition of Southern congressmen calls for massive resistance to Supreme Court desegregation rulings.

**1957** -- Arkansas Gov. Orval Rubus uses National Guard to block nine black students from attending a Little Rock High School; following a court order, President Eisenhower sends in federal troops to ensure compliance.

**1960** -- Four black college students begin sit-ins at lunch counter of a Greensboro, North Carolina, restaurant where black patrons are not served.

**1961** -- Freedom Rides begin from Washington, D.C., into Southern states.

**1962** -- The Supreme Court rules that segregation is unconstitutional in all transportation facilities.

**1963** -- Dr. Martin Luther King Jr. delivers "I Have a Dream" speech to hundreds of thousands at the March on Washington.

Church bombing in Birmingham, Alabama, leaves four young black girls dead.

**1964** -- Congress passes Civil Rights Act declaring discrimination based on race illegal after 75-day long filibuster.

**1965** -- March from Selma to Montgomery, Alabama, to demand protection for voting rights; two civil rights workers slain earlier in the year in Selma.

Malcolm X assassinated.

Riot in Watts, Los Angeles.

New voting rights act signed.

**1968** -- Martin Luther King Jr. assassinated in Memphis, Tennessee; James Earl Ray later convicted and sentenced to 99 years in prison.

**1973** -- Maynard Jackson (Atlanta), first black elected mayor of a major Southern U.S. city.

**1975** -- Voting Rights Act extended.

**1978** -- Supreme Court rules that medical school admission programs that set aside positions based on race are unconstitutional.

**1983** -- Martin Luther King Jr. federal holiday established.

**1988** -- Congress passes Civil Rights Restoration Act over President Reagan's veto.



**1989** -- Army Gen. Colin Powell becomes first black to serve as chairman of the Joint Chiefs of Staff.

**1989** -- L. Douglas Wilder (Virginia) becomes first black elected governor.

**1990** -- President Bush vetoes a civil rights bill he says would impose quotas for employers; weaker bill passes muster in 1991.

**1991** -- Civil rights museum opens at King assassination site in Memphis.

**1995** -- Supreme Court rules that federal programs that use race as a categorical classification must have "compelling government interest" to do so.

**1996** -- Supreme Court rules consideration of race in creating congressional districts is unconstitutional.

**6. Group Project.**

Each of you should select one event from the Civil Rights movement. Make sure that all group-mates select different events. Then, do the Internet search and find out the following:

- (a) the goal of the event;
- (b) the leader(s) and/or participants;
- (c) method used to express disagreement with the existing discrimination;
- (d) results of the event.

Report your findings to the whole group.

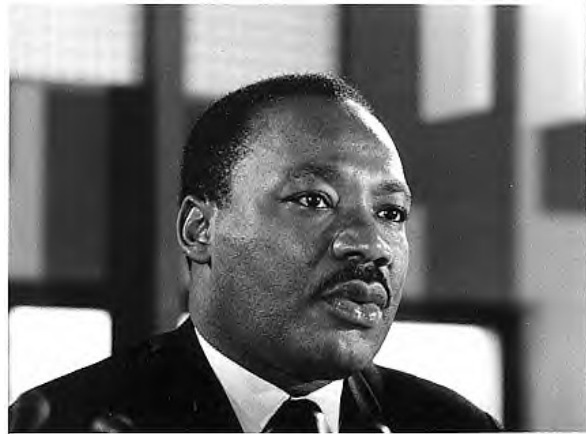
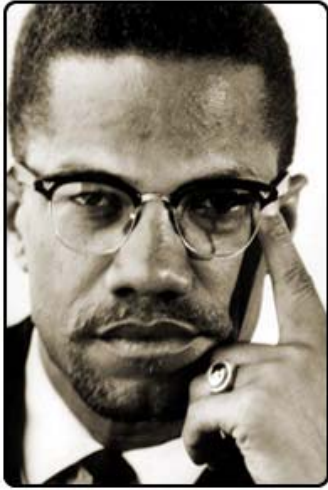
While listening to each report, the rest of the group will be summarizing the information by completing the following table.

<b>Date</b>	<b>Event</b>	<b>Goal</b>	<b>Leader and participants</b>	<b>Results</b>

**7. Using the table you completed while doing the previous task, discuss in pair similarities and differences of the events which led African Americans to gain a certain degree of equality.**

**8. Below are two portraits of prominent African American politicians, who played pivotal roles in cultural and equal rights movements of representatives of various cultural, racial, and ethnic backgrounds. Write captions to the pictures and speak on the following:**

- o What are their names? When did they live? What are they famous for? What helps you to identify these people?
- o Do you think their views were different or the same? If different, how different?



9. Match the following brief encyclopedic entries with each person. If you cannot identify the politician, ask your teacher to give you some hints to help you guess who is who.

***Politician A***

**King, Martin Luther, Jr.** (1929-1968), American Nobel Prize winner, one of the principal leaders of the American civil rights movement and a prominent advocate of nonviolent protest. King's challenges to segregation and racial discrimination in the 1950s and 1960s helped convince many white Americans to support the cause of civil rights in the United States. After his assassination in 1968, King became a symbol of protest in the struggle for racial justice.

***Politician B***

**Malcolm X** (1925-1965), black American leader, who advocated racial separation. By the early 1960s, the Nation of Islam had become well known and Malcolm was their most prominent spokesperson. In 1963, however, the black Muslims silenced Malcolm for his remark that the assassination of United States President John F. Kennedy was like "the chickens coming home to roost." In the following year, Malcolm broke with the Nation of Islam and formed a secular black nationalist group, the Organization of Afro-American Unity (OAAU).

In 1964 Malcolm made a *hajj* (pilgrimage) to the Islamic holy city of Mecca, Saudi Arabia. Based on this trip, and other travels to Africa and Europe, he renounced his previous teaching that all whites are evil, began advocating racial solidarity, and adopted the Arabic name El-Hajj Malik El-Shabazz. On February 21, 1965, while addressing an OAAU rally in New York City, Malcolm was assassinated by men allegedly connected with the black Muslims.

10. Below you will find excerpts from speeches of two Afro-American Civil Rights Movement leaders: Martin Luther King Jr. and Malcolm X. Using information from the previous exercises, identify who each excerpt belongs to. Do these politicians have the same or different approaches to the struggle for equality? If different, how different are they? Which one can be called humanistic and which will lead to further conflict with whites and why? Discuss your ideas with your partner.

**Excerpt 1.**

*"Whites can help us, but they cannot join us. There can be no black-white unity, until there is first in-black unity. We cannot think of being acceptable to others, until we have first proven acceptable to ourselves".*

**Excerpt 2.**

*"I say to you today, my friends, though, even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up, live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal".*

*I have a dream that one day on the red hill of Georgia sons of former slaves and sons of former slave-owners will be able to sit together at the table of brotherhood. I have a dream that one day even the state of Mississippi, a state sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.*

*I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.*

*I have a dream that one day in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification, one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.*

*I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low. The rough places will be made plain, and the crooked places will be made straight. And the glory of the Lord shall be revealed, and all flesh shall see it together. This is our hope. This is the faith that I go back to the South with.*

*With this faith we shall be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to stand up for freedom together, knowing that we will be free one day.*

*This will be the day when all of God's children will be able to sing with new meaning, "My country, 'tis of thee sweet land of liberty, I sang, Land where my father died, land of pilgrims' pride, from every mountain side, let freedom ring". And if America is to be a great nation, this must become true.*

*When we allow freedom to ring – when we let it ring from every city and every hamlet, from every state and every city, we would be able to speed up that day when all of God's children, black and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last, Free at last, Great God Almighty. We are free at last!"*

(An address delivered at the 1963 March in Washington, D.C.)

- 11. In his speech legendary "I have a Dream" Martin Luther King Jr. said the following words:**

*I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.*

**Judging by your personal experience either in the United States, if you happen to live there, or after watching US movies and TV programs, reading books by American writers, do you think these words came true?**

**Reflect on the situation in Russia. Are representatives of different ethnic groups treated equally in the country? Prove your point of view and share it with the rest of the class.**

**12. Read the poem “Prince of Peace” and in pairs discuss the following:**

- Why is Martin Luther King called “the Prince of Peace”?
- What lines in the poem are taken from his speeches?
- What is the original meaning of the phrase “Promised Land” and what meaning does the phrase have in Martin Luther King’s context?

**Prince of Peace**

“Like anybody I’d like to live long life ...”  
But it doesn’t matter now.  
“I’ve been to the mountaintop.”  
And I’ve seen the Promised Land.  
I may not get there with you.  
But ...us as a people will get  
To the Promised Land.

**13. Look at the picture of the monument to Martin Luther King and read its capture. What kind of cultural information a person needs to possess to be able to completely understand the meaning.**



“... Yes, if I want to say that I was a drum major, say that I was a drum major for justice, drum major for peace ...”

**14. Look at the picture of the wall to Martin Luther King Jr. in Mural and write a description of it. In your description discuss the following:**

- why the monument is designed in such a way
- why Martin Luther King is called “Prince of Peace”

- what the meaning of several different images of MLK may mean



15. Look at the list of key words below and decide, which of them will you use in your Internet search for the information about
- (a) Martin Luther King, Jr.
  - (b) Civil Rights Movement in the Unites States
  - (c) Other Civil Rights Movement leader

Martin Luther King \* Malcolm X \* Civil War \* Civil Rights Movement \* United States of America \* Leadership in America \* Civil Rights Leaders \* Racial Discrimination in the United States \* Prince of Peace \* Martin \* Rights \* I have a dream \* Sit-ins \* Slavery \*

If you have access to the Internet go to Google search engine ([www.google.com](http://www.google.com)) and try to use these phrases in your web search. Report your findings to the class.

16. Work in pairs. Look through the summaries of the web sites and say, which of them may help you in finding information about the Civil Rights Movement in the United States. Tell each other about your choices and explain them. What other information does the Internet can provide, if you choose these key words for your search.

<p><a href="#">Civil Rights Movement Timeline</a> The case becomes a cause célèbre of the civil rights movement. ... According to King, it is essential that the civil rights movement not sink to the level ...</p>	<p><a href="#">The Civil Rights Movement 1955-1965: Introduction</a> The Civil Rights Movement was at a peak from 1955-1965. Congress passed the Civil Rights Act of 1964 and the Voting Rights Act of 1965, guaranteeing basic ...</p>
<p><a href="#">We Shall Overcome; Historic Places of the</a></p>	<p><a href="#">Civil Rights Movement Veterans - CORE,</a></p>

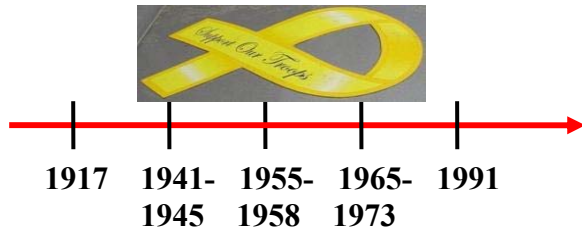
<p><a href="#"><u>Civil Rights Movement ...</u></a> The National Parks Services' story of the Civil Rights Movement centered around places listed in the National Register of Historic Places.</p>	<p><a href="#"><u>NAACP, SCLC, SNCC</u></a> Civil Rights Movement history, personal stories, discussions &amp; analysis, commentaries, contact information by and for veterans of the Southern Freedom ...</p>
<p><a href="#"><u>CNN -The Civil Rights Movement</u></a> The history of the civil rights movement in the United States actually begins with the early efforts of the fledgling democracy. ...</p>	<p><a href="#"><u>African American Odyssey: The Civil Rights Era (Part 1)</u></a> Jackson became involved with the civil rights movement at the urging of Martin ... Jazz performers responded to the force of the civil rights movement by ...</p>
<p><a href="#"><u>US Civil Rights Movement in the Yahoo! Directory</u></a> Yahoo! reviewed these sites and found them related to US Civil Rights Movement.</p>	<p><a href="#"><u>The Seattle Times: Martin Luther King Jr.</u></a> Learn about this civil-rights leader and his sweeping influence. Photo gallery · Biography · Timeline · Civil rights quiz · His words · NW history quiz ...</p>
<p><a href="#"><u>Greensboro Sit-Ins: Launch of a Civil Rights Movement</u></a> A new chapter in the civil rights movement with an overview and photographs.</p>	

17. Visit the following site <http://www.bcric.org/> and make a virtual tour about Birmingham Civil Rights Institute (Alabama).



**Find out and report to your class about:**

- (a) general information about Birmingham Civil Rights Institute
- (b) exhibits of the Institute
- (c) on-line exhibits of the Institute
- (d) current and forthcoming events
- (e) special educational programs for school children and university students
- (f) gifts, which can be purchased at the Institute



## Unit 6.

# Times of the Yellow Ribbon

1. **Look at the pictures and in pairs discuss the following questions:**
  - What is depicted in the pictures?
  - What historical events do these monuments commemorate? What makes you think so?
  - What are the similarities between all the monuments?
  - What monuments devoted to wars, heroism of the soldiers do you know in your country, city or town?
  - On what occasions and why do people come to these monuments?



Korean War memorial (Washington, D.C.)



Vietnam War memorial (Washington, D.C.)



Holocaust Memorial (New York)



Iwo Jima War Memorial (Washington, D.C.)

2. What 20 century wars was the United States involved in? What were the reasons for these international conflicts? When and where did the military actions take place? In small groups discuss these questions and complete the table below.

#	Name of the war	Time	Reason	Place of military actions
1.		1917	German submarines attacked passenger ships & Germany wanted to involve Mexico in the war with the United States.	
2.		1941-1945		
3.	Korean war	1955-1958		
4.		1965-1973		Vietnam
5.	Persian Gulf war	1991		

What information is unknown to you?

3. Split into groups of three. Each of you will read information about one of the wars United States was involved in during the 20<sup>th</sup> century. Share the information within your small group. Each of you should be able to complete the following table of events based on your own reading and your peers' reports. If you experience difficulties completing the table, get back to the texts.

#	Name of the War	Time	Parties involved	Reason	Place of the conflict	Outcome
1.	World War I					
2.	Korean War					
3.	Vietnam War					

***For Student A***

Prior to 1917, the United States had stayed out of the war because many Americans felt that the war was too remote from U.S. affairs to affect the United



States. In addition, the people of the United States were divided in their loyalties—many Americans were of British ancestry but many were of German origin, while many Irish Americans were opposed to U.S. support for Britain because of its refusal to grant home rule to Ireland. However, when Germany insisted upon using unrestricted submarine warfare, it brought its relations with the United States to a breaking point. On April 2, 1917, President Wilson read his war message to the Congress of the United States. Congress voted on April 6 for the United States to go to war against the Central Powers.

Beginning in June, the first American troops arrived in France. However, U.S. intervention in World War I did not have an immediate impact on the fighting in Europe. When Congress declared war, the United States had a small volunteer army that had no experience in the kind of warfare that was being waged on the western front. But the United States had to mobilize, train, and transport this new collection of conscripts before they could contribute to the Allied war effort in France. That process took over a year, during which Russia withdrew from the war. Only four American divisions reached France in 1917, and none saw any serious action in that year. In the meantime, however, the United States contributed to its European allies in the form of massive economic assistance. The British, French, and Italian governments used the this financial assistance to pay for products and raw materials that they desperately needed to conduct the war.

www.encarta.com

### ***For Student B***

The war started when North Korean troops invaded South Korea. Both sides believed they should control all of the country. From 1910 until World War Two, Japan ruled Korea. In an agreement at the end of the war, Soviet troops occupied the North. The border dividing north and south was the geographic line known as the thirty-eighth parallel. A few years later, the United Nations General Assembly ordered free elections for all of Korea. With UN help, the South established the Republic of Korea. Five years after the end of World War Two, the United States had withdrawn almost all its troops from South Korea. It was not clear if America would defend the South from attack. South Korea had an army. But it was smaller and less powerful than the North Korean army. North Korea decided the time was right to invade. On June 25, North Korean soldiers crossed the boarder.

America's president at that time, Harry Truman, ordered air and sea support for South Korea. A few days later, he announced that American ground forces would be sent, too. Truman wanted an American to command United Nations troops in Korea. On October 1, with US support South Korean troops moved into North Korea. They captured the capital, Pyongyang. Then they moved toward the border between North Korea and China. China warned against moving closer to the border. The troops were ordered to continue their attacks. No one believed that China would enter the war in force. But several hundred thousand Chinese soldiers crossed into North Korea in October and November. The UN troops were forced to withdraw from Pyongyang.

By March 1951, the two sides began fighting along a line north of the thirty-eighth parallel. They exchanged control of the same territory over and over again. Men were dying, but no one was winning. The cost in lives was huge. The war ended only after in 1953. Almost half a century has passed since the truce. Yet Korea is still divided. And many of the same issues still threaten the Korean people, and the world.

*Voice of America*

### ***For Student C***

The Vietnam War was a conflict between the Democratic Republic of Vietnam (or North Vietnam) (allied with the Communist World, namely the Soviet Union and Red China) against the Republic of Vietnam (South Vietnam), and its allies — notably the United States military in support of the South, with US troops involved from 1965 until the official withdrawal in 1973.

After France's attempted recolonization of Indochina was defeated in 1954 by the Viet Minh, an agreement to temporarily partition the country in two with a demilitarized zone was reached at the Geneva Conference (1954). The "Vietnam War" ostensibly began as a civil war between feuding governments. Being Western-oriented the South Vietnam government fought largely to maintain its governing status within the partitioned entity, rather than to "unify the country" as was the goal of the North. Fighting began in 1957 and with U.S. and Soviet-Chinese involvement would steadily escalate and spill over into the neighboring Indochinese countries of Cambodia and Laos.

The Geneva partition was not a natural division of Vietnam and was not intended to create two separate countries. But the South government, with the support of the United States, blocked the Geneva scheduled elections for reunification. In the context of the Cold War, and with the recent Korean War as a precedent, the U.S. had feared that a reunified Vietnam would elect a Communist government.

South Vietnam and its Western allies portrayed the conflict as based in a principled opposition to communism—to deter the expansion of Soviet-based control throughout Southeast Asia, and to set the tone for any likely future superpower conflicts. The North Vietnamese government and its Southern dissident allies viewed the war as a struggle to reunite the country and to repel a foreign aggressor—a virtual continuation of the earlier war for independence against the French.

After fifteen years of protracted fighting and massive civilian and military casualties, major direct U.S. involvement ended with the signing of the Parice Peace Accords in 1973. With the Northern victory, the country was unified as the Soucialist Republic of Vietnam with a communist-controlled Government.

*Encarta Encyclopedia*

- 4. Fill in the gaps in the text below based on the information you obtained from the previous assignments about American Wars of the 20-th century. Think of the title for the text. Share your titles and ideas with your classmates.**

For ... (1), in the early nineteen-hundreds, the United States drafted almost three-million men. For ... (2) World War Two, about ten-million were called to duty. That draft began in nineteen-forty, even as the United States resisted entry into the war. Then came December 7, 1941. Japan launched a surprise attack on the Navy base at Pearl Harbor, Hawaii. The next war came in 1950. ... (3) troops invaded South Korea. The United Nations Security Council ordered military action to aid the ... (4). The United States drafted about two-million men. The Korean War lasted three years. Then came ... (5). The United States fought to defend the south from the Communist forces in the ... (6). The American military drafted almost two-million men between 1965 and 1973. As the war went on, it became increasingly unpopular in America. Anti-war activists protested in the streets and on college campuses. They protested at the White House, the Capitol and many other places. Some of this anger centered on the way men were being drafted. There were charges of unfairness. College students, for example, were not called to active duty.

**Keys: (1) World War I, (2) World War II, (3) North Korea, (4) South or South Korea, (5) Vietnam, (6) North.**

- 5. How was the US involved in the World War II? When did it happen? What were the reasons for the US to be on the Soviet side? Work in pairs. Each of you will read a part of a text about the US in WW II. After you read your part, work together on completing a comprehensive chart below. Then, describe the events which led to the US involvement in the World War II using the chart.**

***For Partner A***

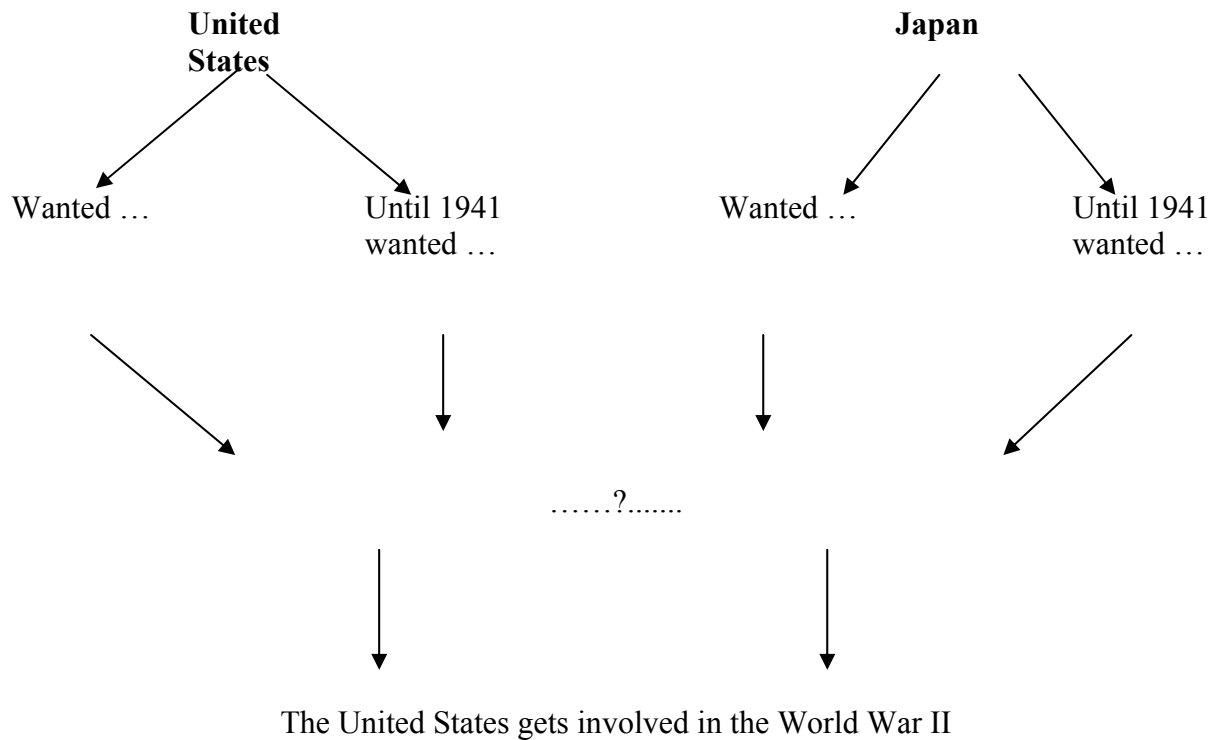
The seeming imminence of a Soviet defeat in the summer and fall of 1941 had created dilemmas for Japan and the U.S. The Japanese thought they then had the best opportunity to seize the petroleum and other resources of Southeast Asia and the adjacent islands; on the other hand, they knew they could not win the war with the U.S. that would probably ensue. The U.S. government wanted to stop Japanese expansion but doubted whether the American people would be willing to go to war to do so. Moreover, the U.S. did not want to get embroiled in a war with Japan while it faced the ghastly possibility of being alone in the world with a triumphant Germany. After the oil embargo, the Japanese, also under the pressure of time, resolved to move in Southeast Asia and the nearby islands.

Attack on Pearl Harbor A few minutes before 8 am, on Sunday, December 7, 1941, Japanese aircraft initiated a surprise attack on the United States Pacific Fleet at Hawaii's Pearl Harbor. The Japanese hoped to cripple the American fleet, which they perceived as the principal threat to victory in a war against the United States. Within a few hours the Japanese had destroyed four battleships and damaged four more, destroyed other naval vessels and a large number of combat aircraft, and killed and wounded many American naval and military personnel. As a result of the attack, and at the request of U.S. President Franklin D. Roosevelt, the Congress of the United States declared war on Japan the following day.

***For Partner B***

Until December 1941 the Japanese leadership pursued two courses: They tried to get the oil embargo lifted on terms that would still let them take the territory they wanted, and they prepared for war. The U.S. demanded that Japan withdraw from China and Indochina, but would very likely have settled for a token withdrawal and a promise not to take more territory. After he became Japan's premier in mid-October, General Tojo Hideki set November 29 as the last day on which Japan would accept a settlement without war. Tojo's deadline, which was kept secret, meant that war was practically certain.

A few minutes before 8 am on Sunday, December 7, 1941, Japanese carrier-based airplanes struck Pearl Harbor. In a raid lasting less than two hours, they sank or seriously damaged eight battleships and 13 other naval vessels. The U.S. authorities had broken the Japanese diplomatic code and knew an attack was imminent. A warning had been sent from Washington, but, owing to delays in transmission, it arrived after the raid had begun. In one stroke, the Japanese navy scored a brilliant success—and assured the Axis defeat in World War II. The Japanese attack brought the U.S. into the war on December 8—and brought it in determined to fight to the finish. Germany and Italy declared war on the United States on December 11.



6. **Look at the picture and read its capture.**

- What event is depicted in it?
- Who can you identify in the picture?
- Where and when did the meeting take place?
- What was the reason for the meeting?
- What were the outcomes of the meeting? What decisions were made?

**If you need additional information, do web search. Discuss the questions with your partner.**



*In February 1945 Winston Churchill, Franklin D. Roosevelt, and Joseph Stalin—respectively, the heads of state of the United Kingdom, the United States, and the Union of Soviet Socialist Republics (USSR)—met at the Black Sea resort of Yalta to discuss the postwar division and occupation of Germany after World War II (1939-1945). In the resulting Yalta agreements, the USSR agreed to help defeat Japan in exchange for several islands in the area, although this was kept secret until later. Critics in the United States argued that too many concessions had been made to the USSR during the conference, making the Yalta agreements a focus of domestic disputes.*

*The Yalta Conference, occurring as the European war seemed about to end, resulted in several agreements, including: the nature of the postwar international organization (later called the United Nations); the military occupation and free elections in eastern Europe; the postwar division and occupation of Germany; and the entry of the USSR into the war against Japan following the end of the European war.*

7. **Look at one of the common American posters of WWII. Write a 200 word description of it. In your writing make sure to discuss the following questions:**
- What flags can you identify? What does the order of the flags tell about the man parties involved in the war?
  - What symbol do guns represent? Does it suggest anything about the way out of the conflict? How?
  - What phrases are used in the poster as a motto? Do they remind you “United We Stand”, which can be found on the National US Symbols? What do these phrases suggest?
  - What do you see a poster of the War time, which aim is to unite people in the struggle against the common enemy?



8. Look at the picture gallery of a monument to one of the beloved US presidents – president of the time of WWII Franklin D. Roosevelt. What do you know about this president? When was he in the office? What were his occupations prior the presidency? What party did he belong to? What do you know about his family? What is he famous for? If you experience difficulties, go to the next task.



9. **Work in pairs. Each of you will get a card with quick facts about Franklin D. Roosevelt. Ask each other questions to get the missing information.**

*Card 1 for Student A*

**Franklin Delano Roosevelt**

<b>Home State</b>	New York
<b>Political Party</b>	...?...
<b>Terms in Office</b>	1933-1937 ...?... 1941-1945
<b>Vice Presidents</b>	...?... -- Henry Agard Wallace ...?...
<b>Significant Acts</b>	-- Launched the New Deal, a wide-ranging domestic reform and recovery program to deal with the effects of the Great Depression. ...?... -- Signed the Lend-Lease Act of 1941, authorizing the government to provide military and economic aid to nations fighting against the Axis powers in World War II. ...?... -- Participated in the Tehran and Yalta Conferences, devising World War II military strategy with the leaders of Great Britain and the Soviet Union.
<b>Career</b>	<b>1911-1913</b> ...?... <b>1913-1920</b> Served as assistant secretary of the Navy. <b>1921-1928</b> ...?... <b>1924</b> Managed New York governor Alfred E. Smith's campaign for Democratic presidential nomination. <b>1929-1933</b> ...?... <b>1933-1945</b> President of the United States.
<b>Did you know that</b>	- ...?... - Roosevelt held the presidency for 12 years, longer than any other president. - ...?... - Roosevelt was the first president to appoint a woman to his cabinet when he named Frances Perkins secretary of labor in 1933.

*Card 2 for Student B*

**Franklin Delano Roosevelt**

<b>Home State</b>	...?...
<b>Political Party</b>	Democratic
<b>Terms in Office</b>	...?... 1937-1941 ...?...
<b>Vice Presidents</b>	-- John Nance Garner -- ...?... -- Harry Truman
<b>Significant Acts</b>	...?...

-- Carried out a "Good Neighbor Policy" of concern for the rights of Latin American countries.

...?...

-- Declared war against Japan and the other Axis powers in December 1941 after Pearl Harbor was attacked.

...?...

**Career**

**1911-1913** Served as a New York state senator.

**1913-1920** ...?...

**1921-1928** Served as vice president of Fidelity and Deposit Company.

**1924** ...?...

**1929-1933** Served as governor of New York.

**1933-1945** ...?...

**Did you know that**

- In April 1939 Roosevelt became the first president to appear on television.

...?...

- Franklin D. Roosevelt was related, either by blood or by marriage, to 11 former presidents.

...?...

**10. Write a 300 word encyclopedic entry about President Roosevelt using information you obtained in this unit.**

**11. Read the lyrics of the famous song "Tie a Yellow Ribbon Around the Old Oak Tree" by Russell Brown and Irwin Levine and try to answer the following questions:**

- What kind of persons are poets?
- Are poems (lyrics) one of the most sensitive ways to express feelings?
- What is this poem about?
- Who is the main character? Where is he coming from? Where is he going?
- What does a yellow ribbon around the oak tree stand for? What symbolic meaning does it have?
- What words help us feel the feelings of the main character?
- Several lines are repeated. What effect does it produce on the readers?

**Tie a Yellow Ribbon Around the Old Oak Tree**

I'm coming home I've done my time  
And I have to know what is or isn't mine  
If you received my letter  
Telling you I'd soon be free  
Then you'd know just what to do  
If you still want me  
If you still want me  
Oh tie a yellow ribbon  
'Round the old oak tree  
It's been three long years





Do you still want me  
 If I don't see a yellow ribbon  
 'Round the old oak tree  
 I'll stay on the bus, forget about us  
 Put the blame on me  
 If I don't see a yellow ribbon  
 'Round the old oak tree  
 Bus driver please look for me  
 'Cause I couldn't bare to see what I might  
 see  
 I'm really still in prison  
 And my love she holds the key  
 A simple yellow ribbon's all I need to set  
 me free  
 I wrote and told her please  
 Oh tie a yellow ribbon  
 'Round the old oak tree  
 It's been three long years  
 Do you still want me

If I don't see a yellow ribbon  
 'Round the old oak tree  
 I'll stay on the bus, forget about us  
 Put the blame on me  
 If I don't see a yellow ribbon  
 'Round the old oak tree  
 Now the whole damn bus is  
 cheering  
 And I can't believe I see  
 A hundred yellow ribbons  
 'Round the old, the old oak tree  
 Tie a ribbon 'round the old oak tree  
 Tie a ribbon 'round the old oak tree  
 Tie a ribbon 'round the old oak tree  
 Tie a ribbon 'round the old oak tree  
 Tie a ribbon 'round the old oak tree  
 Tie a ribbon 'round the old oak tree  
 Tie a ribbon 'round the old oak tree  
 Tie a ribbon 'round the old oak tree

**12. Write a story which may go behind the song. In your story pay describe:**

- the place where the main character is coming back home;
- his wife's feelings towards him;
- his way back home.

**Share your stories with the rest of the class.**

**13. Look at the pictures below and in pairs discuss the following questions:**

- What is depicted in each picture?
- Where do you think each picture is taken?
- The symbolic meaning of what ribbons do you know?
- What makes you guess the meaning of some ribbons? How can you learn about the meaning of each ribbon?
- Have you seen any of these ribbons in your own town or city? If yes, where and when?
- Do your family members put ribbons on their cars? Would you like to do that and why?

A.



B.





C.



D.



E.



F.



G.

14. What Russian patriotic songs do you know? Do any of them have a similar plot?

15. Read what some Americans said about the display of ribbons in the United States. Discuss in dialogues with one of your classmates the following questions:

- What ribbons are described? What does each ribbon mean? Where do people display the ribbons? What does the display of the ribbon mean to Americans?
- When did the tradition to display various ribbons come from? How is this tradition related to the idea of patriotism and unity?
- How did the tradition to display Victory Day ribbons start in Russia? Why do you think people who displayed it thought it was a symbol of patriotism and pride in the victory over fascism?

**Role play your dialogue in class.**

Today, in addition to the ubiquitous yellow ribbon, Americans are used to seeing looped ribbons of various colors displayed on the lapels, jackets and dresses of all walks of life.

Cindy Flintstorm, 19

Yellow ribbons resurfaced a decade later during the first Gulf War, reflecting the public's collective longing for a heroic return of its soldiers.

Jason Newman, 23

Since the beginning of the Iraq War in March 2003, yellow ribbons increasingly embellish the American landscape. Tied around trees, decorating front porches and decals of them adorning vehicles of every shape and size, they symbolize Americans' desire for the safe return of loved ones, and soldiers in general, serving in the military far away from home. Often accompanied by words like "we support our troops," the phenomenon of displaying yellow ribbons more generally has come to convey a sense of national pride and patriotism.

Rick Stryker, 31

It is significant today because people have taken up the symbol of the yellow ribbon and have tied it on trees to say that we are awaiting the safe arrival home of our troops in Iraq. There are even decals of the yellow ribbon which can be placed on your car and this has become popular all over the country.

Tony Ambush, 47

The practice of putting ribbons gained popularity in the early 1990s when a number of New York artists linked to the nonprofit group Visual AIDS came up with the idea to create a red ribbon. The symbol was used to represent compassion and solidarity for people living with the disease and their caregivers, while the color red symbolized passion, blood and love.

Jeff Bloomfield, 39

Since the appearance of the red AIDS ribbon, many others have emerged. For example, the Breast Cancer Research Foundation had a pink ribbon designed to bring about more awareness of the breast cancer. Similarly fashioned red, white and blue ribbons appeared immediately following the terrorist attacks of September 11, 2001.

Linda Wellington, 28

- 16.** In October of 1971, Pete Hamill wrote "Going Home," an article for the New York Post. The piece recounts a trip made by an ex-convict who is watching for a yellow handkerchief on a roadside oak. Hamill claimed to have heard this story in oral tradition. Almost a year later, Irwin Levine and Larry Russell Brown released a song they called "Tie a Yellow Ribbon Round the Old Oak Tree." Made famous in 1973 by popular vocal group Dawn, featuring Tony Orlando, the authors said they based the song on a story they heard while serving in the military.

**Read three parts of the story "Going Home" by Pete Hamill and place them in the correct order. Then in pairs discuss the following questions:**

- What is this story about?
- What is its moral value? Does it give an example of the devotion?
- Why do you think the main symbol of the story – the yellow ribbon - was taken

as an token of patriotism?

**Going Home**  
*By Pete Hamill*

**Part A.**

They were going from New York to Florida. There were six of them, three boys and three girls, and they got on the bus in the city center, carrying sandwiches and wine in paper bags, talking excitedly. They were dreaming of golden beaches and blue sea as the gray, cold spring in New York vanished behind them. Vingo was on the bus from the beginning.

As the bus passed through New Jersey, they began to notice that Vingo never moved. He sat in front of the young people, his dusty face masking his age, dressed in a suit that did not fit him. His fingers were stained from cigarettes and he was chewing his lips all the time. He sat in complete silence.

**Part B.**

The girl told the others and soon they were all involved, looking at the pictures Vingo showed them of his wife and children. When the bus was twenty miles from Brunswick, the young people took window seats on the right side, waiting for the appearance of the great tree. Vingo stopped looking, tightening his face as if expecting another disappointment. Then it was ten miles, then five. Vingo was trembling. The noise of people faded and the bus became very quiet.

Then suddenly all of the young people were up out of their seats, screaming and shouting and crying, doing little dances and shaking their fists in triumph. But Vingo ignored their behavior. He just sat there, looking at the tree. It was covered with yellow handkerchiefs, dozens of them. The tree stood like a banner of welcome, blowing and billowing in the wind. As the young people shouted, the man rose slowly in his seat, collecting his belongings. He made his way to the front of the bus. He was really going home.

**Part C.**

In the morning the bus passengers awoke outside another café and this time Vingo went in. The girl insisted that he should join her group. He seemed very shy, and ordered black coffee and smoked nervously, as the young people enjoyed themselves, chattering about sleeping on beaches. When they went back to the bus, the girl sat with Vingo again. She was determined to find out more about him. After a while, slowly and painfully, he began telling his story. He had been in jail in New York for the past four years, and now he was going home.

“Are you married?”

“I don’t know.”

“You don’t know?” she asked, surprised by the unexpected answer.

“Well, when I was in jail I wrote to my wife. I told her that I could understand if she didn’t want to stay married to me. I said I was going to be away a long time, and that if she couldn’t stand it, if the children kept asking questions, if it hurt her too much, well, she could just forget me. She could get a new man – and forget about me. I told her she didn’t have to write to me or anything, and she didn’t. Not for three and a half years.”

“And you are going home now, not knowing what the situation is?”

**Part D.**

Deep into the night the bus pulled into a roadside café and everybody got off the bus except Vingo. The young people began discussing him, trying to imagine his life. Perhaps he

was a sailor; maybe he had run away from his wife. He could be an old soldier going home or a lonely, old bachelor. When they went back to the bus, one of the girls sat beside him and introduced herself.

“We’re going to Florida,” the girl remarked, interrupting the man’s thoughts. “Are you going that far?”

“I don’t know,” Vingo answered reluctantly.

“I’ve never been there,” she said. “I hear it’s beautiful.”

“It is,” he admitted quietly, as if remembering something he had tried to forget.

“Do you live there?”

“I was there in the navy.”

“Do you want some wine?” she asked. He smiled and took a drink from the bottle. Then he thanked her and retreated again into his silence.

**Part E.**

“Yes,” he said shyly. “Well, last week when I was sure I was going to be released from prison, I wrote to her again. I told her that if she had a new man I would understand. But if she didn’t and if she wanted to take me back, she should let me know. We used to live in Brunswick, and there’s a great big tree just as you come into the town. I told her if she would take me back, she should put a yellow handkerchief on the tree, and I would get off and come home. If she didn’t want me, there would be no handkerchief and I would keep on going through the town.”

“Well!” remarked the girl. “What a story!”

**KEY: A, D, C, E, B.**