

THIS HANDBOOK IS INTENDED TO GUIDE ENGLISH LANGUAGE STUDENTS OF THE UPPER GRADES (ACCORDING TO THE EUROPEAN FRAMEWORK OF REFERENCE AT THE LEVELS OF B1 - B2+) THROUGH A VARIETY OF CHAPTERS ABOUT AMERICAN HISTORY AND CULTURE. IN PARTS, IT CONTAINS MATERIALS TO HELP THEM TO PREPARE FOR THEIR SCHOOL-LEAVING EXAMS IN ENGLISH, INCLUDING NOT ONLY READING AND LISTENING TASKS BUT ALSO LANGUAGE IN USE AND SPEAKING EXERCISES. THE USE OF A VARIETY OF TYPES OF ACTIVITIES AS WELL AS VARIOUS FORMS OF MEDIA ENHANCES STUDENTS' MOTIVATION AND MAKES THE FEATURED CONTENT AS MEMORABLE AS POSSIBLE.



HANDBOOK ON AMERICAN CULTURE AND LITERATURE

AMERICAN DREAM - CIVIL RIGHTS' MOVEMENT - NATIVE AMERICANS - WOMEN'S RIGHTS



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DORIS LIEDERER

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*“The future belongs to those who believe
in the beauty of their dreams.”*

ELEANOR ROOSEVELT

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DORIS LIEDERER

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Contents:

MODULE I

The American Dream	7
The Origins of the American Dream	8
A Movie: The Great Gatsby	16
A Movie: The Pursuit of Happiness (2006)	17
Ellis Island - Hot Spot of the American Dream	19
Arnold Schwarzenegger.....	21
A Movie: Seven Lives starring Will Smith.....	23

MODULE II

Civil Rights' Movement	25
Jim Crow Laws (1896 - 1964)	26
Speaking Activity	29
A story by Joseph Holloway/Jim Crow Laws	30
The story of Jesse Owens	34
Segregation	35
Martin Luther King.....	36
A Song: One Day.....	38
Martin Luther King Quiz.....	39
A Novel: To Kill a Mockingbird by Harper Lee	40
A Movie: Mississippi Burning	42
A Song: We shall be free	44
About Langston Hughes	50

MODULE III

Native Americans	53
A Novel: Flight by Sherman Alexie	54
A Movie: Dances with Wolves	56
A Novel: Ceremony by Leslie Marmon Silko	58
Native American Culture.....	62

MODULE IV

Women's Rights.....	65
The History of Women's Rights	66
Women's Poetry in the 19th Century	71
Because I could not stop for death (479) by Emily Dickinson.....	72
Equal rights?	76
Article on a 15-year-old shooting survivor	77
A Movie: Erin Brockovic.....	79

MODULE V

War and Peace: The Vietnam War and the Peace Movement.....	81
Timeline of the Vietnam War	82
Vietnam in the Movies.....	85
The Peace Movement	88

KEY FOR HANDBOOK.....	92
BIBLIOGRAPHY	101
WEBLIOGRAPHY.....	102

MODULE I

The American Dream



The term 'The American Dream' is known around the world, but what exactly does it mean? For many people, both inside and outside of America, against the backdrop of deprived inner cities, environmental degradation and inane mass-produced culture, it seems incomprehensible. Yet many Americans still believe strongly in 'The American Dream'; why? Clearly, 'The American Dream' is not a new idea, so it must somehow be bound up with the history of America itself. It must also be bound up with the people, who from the 1500s onwards, decided to leave the land of their birth and travel thousands of miles to a new land; one that offered some kind of hope in a world struggling with poverty and injustice.

THE ORIGINS OF THE AMERICAN DREAM

In the middle of the Depression (1931), a time when America was struggling with high unemployment rates and even starvation, author James Truslow Adams sat down to write a book with the title *The Epic of America*. In his opinion, America still was a place that differed significantly from Europe and the rest of the world. He wrote, "The American Dream is that dream of a land in which life should be better and richer and fuller for everyone, with opportunity for each according to ability or achievement." Furthermore, Truslow believed that only in America everyone, no matter where they came from, what social status that they had or family history, could achieve this dream of a better life through dedication and hard work. Nowadays we still talk about the American Dream, and the phrase „from rags to riches“ also indicates that wealth can be achieved by people who want to achieve it.

The Puritans

Truslow was not the first to have an American Dream. In fact, America was built on the dreams of several people. While mainly known for their strict religious views and their beliefs in witches and magic, the Puritans (an evangelical group that had to leave England in the 17th century because of prosecution) came to America with the dream of religious freedom.

Also referred to as the Pilgrims, they established colonies in New England and believed that they could set an example for a better society based on religious principles that would encourage others to follow in their footsteps. They dreamed of a „city upon the hill“, where life would be better and more fulfilling, if not for themselves, then at least for the generations to come. Thus, their dream was a spiritual one.



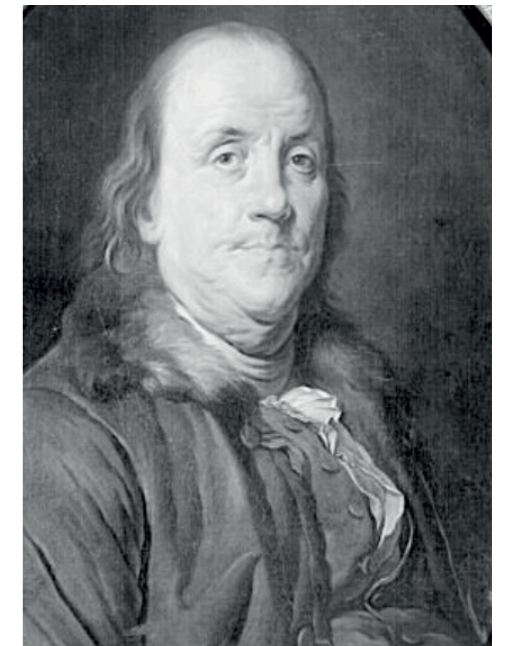
Founding Fathers from left to right: Patrick Henry, Benjamin Franklin, Alexander Hamilton, Nathan Hale, Thomas Jefferson, George Washington, John Adams & James Madison.

The Founding Fathers and the Idea of Upward Mobility

In 1775 America fought for another dream, the dream of being an independent country that was not going to be controlled by Great Britain anymore.

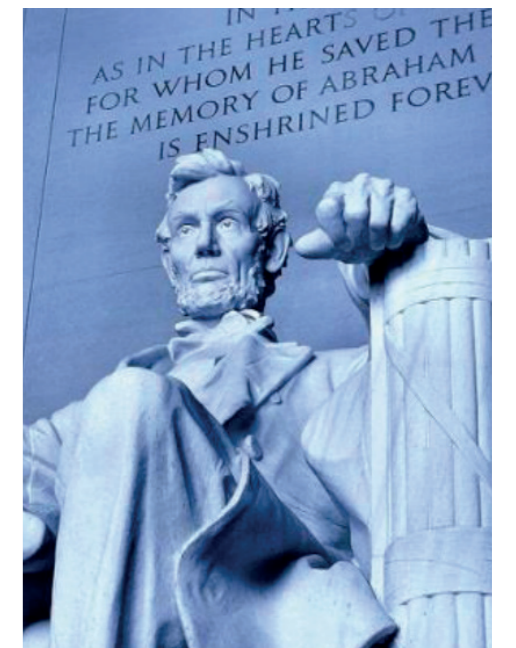
The conflict is referred to as the American Revolution (1775-1783). In 1776 the Declaration of Independence, the official document that gave America its political freedom, was signed and in 1783, the newly formed United States of America agreed on a constitution. However, the Declaration of Independence also talks about a new American Dream, namely the dream that every person living in the United States has the right to „life, liberty and the pursuit of happiness“. In other words, Thomas Jefferson, the main author of the document, officially gave Americans the „right“ to live happy and fulfilling lives. In 1783, another document, the constitution, also states that the US government is not allowed to choose one official religion. On the contrary, it clearly says that everyone must be allowed to hold on to their individual beliefs.

Besides Thomas Jefferson, another founding father, Benjamin Franklin, further contributed to the idea of the American Dream. Although he was heavily involved in the drafting of the Declaration of Independence and the establishment of America as a new nation, he started his life as a middle class American and managed to work his way up through dedication and discipline. More than any other founding father, Franklin coined the term „upward mobility“ which expresses the idea that even the poorest person can become successful through hard work and the will to study and improve. Later, in the 19th century, Abraham Lincoln, once a poor boy who lived in the woods of Kentucky, became the president of the United States of America which further exemplified how origin and birth should not be obstacles to becoming someone in America. In addition, America also started to expand as more and more western states were explored and included in the United States. It was during that time that the term „manifest destiny“ appeared. Jim O'Sullivan, first used the term in a newspaper article in 1845 and expressed the idea that the United States had the responsibility to expand and spread their understanding of freedom across the continent.



Founding Father Benjamin Franklin.

„Those who deny freedom to others, deserve it not for themselves.“ Abraham Lincoln.



Dreaming of Equality

While the *Declaration of Independence* declares that „all men are created equal“, equality remained a highly ambiguous term in the United States until the late 1960s. In fact, black and mixed race people were not considered to be equal to the rest of Americans. Brought to America on slave ships as early as the 15th century, many were the property of white people and had to work and live under terrible circumstances throughout the country, but particularly in the South. When slavery was officially abolished in the course of the Civil War, life did not automatically change for the black population. The idea of „white supremacy“ remained in the heads of many people and as a result, blacks were forced to use separate facilities, for example, their own restaurants, waiting rooms and schools. Also, they did not have the right to vote and were often the victims of violence, even lynchings. It was common practice not to charge white people for injuring or killing a black person. It was not until the 1960's that things began to change. Eventually, the Civil Rights' Movement with its most significant representative Martin Luther King Jr. was born. Born as the son of a black pastor, MLK followed in his father's footsteps and his methods of protesting against injustice through peaceful resistance became famous. King created his own „American Dream“ which he described in his most famous speech „I have a dream“ in Washington DC on August 28th, 1963. His dream was a dream of equal rights for all Americans regardless of their race. Eventually, with the passing of the Civil Rights' Act in 1964 which made any form of discrimination against black people illegal, King's dream of equality was realized.



Consumerism in American society.

Home Ownership and Dreaming of the Good Life

Owning a home, preferably a house, was also part of the American Dream. Gathering material possessions was a means to express that somebody had 'made it' through hard work and effort. In other words, this dream was linked to the dream of upward mobility. Even before owning a house, owning a car became a typical example of the American Dream. Mobility meant that people could leave the cities and settle in the suburbs, where they could ideally buy their own house and start their own family. For some, America even became the country where they could go from „rags to riches“, meaning that they could work themselves up the social ranks and become millionaires.



WORDS: **depression** (political): a period of severe economic problems with high unemployment and little to no economic growth. 1929-1941 in the US / **unemployment:** having no work and no income / **starvation:** not having enough food / **achievement:** to successfully reach a goal / **from rags to riches:** vom Tellerwäscher zum Millionär / **to indicate:** formal for: to show / **wealth:** formal for: riches / **prosecution:** to go after someone because of criminal charges / **to establish:** formal for: to set up / **to encourage:** to support someone, to give them confidence / **thus:** formal for: so, in this way / **constitution:** fundamental principles of a state/country / **pursuit:** the process of going after your goals, dreams / **to contribute:** to give something, to support / **to draft:** trying to write something, e.g. the first version of a document / **establishment:** hier: Gründung / **dedication:** to focus on something / **to coin:** to invent, to come up with / **to improve:** to make something better / **obstacle:** something that is in your way and needs to be overcome / **to expand:** formal for: to make bigger / **destiny:** something that will happen to a person / **to declare:** formal for: to say, to state / **ambiguous:** not clear, has more than one meaning / **property:** something that you own e.g. land / **circumstance:** the situation you find yourself in / **to abolish:** formal for: to stop, to make illegal / **supremacy:** something that is in power and in control / **facility:** a place or some equipment / **victim:** a person that is hurt, or killed / **injustice:** lack of fairness / **regardless:** despite / **to pass:** here: to make something happen, to make something official / **effort:** to try hard / **social ranks:** your place in society

RESEARCH THE LIVES OF THE FOUNDING FATHERS LISTED BELOW:

- Thomas Jefferson
- Benjamin Franklin

by watching the videos on the following websites:

<http://www.history.com/topics/american-revolution/benjamin-franklin>

<http://www.history.com/topics/us-presidents/thomas-jefferson>

RESEARCH AND DISCUSSION SECTION:

1. Find out more about the Puritans/Pilgrims on the websites mentioned below and answer the following questions

- State the reasons why they decided to come to America
- Provide details about their journey to America (name of the ship, where did they go ashore, name of first settlement etc.)
- Describe the relationship between the Pilgrims and the Native Americans

Websites:

<https://www.plimoth.org/learn/just-kids/homework-help/who-were-pilgrims>

<http://www.history.com/topics/pilgrims>

2. Investigate the American Revolution in more detail using the website provided below and answer the following questions:

- State two reasons for the American Revolution and explain what we understand by The Stamp Act and the Tea Act.

Website:

<http://www.history.com/topics/american-revolution/american-revolution-history>

COMPREHENSION CHECK:

Decide whether the following statements are **True or False** and underline the **first four words** of the sentence that provides the answer in the text:

1. J.T. Adams believed that the United States did not share a lot of similarities with Europe.
2. A person's social background and family history could play a role in achieving a better life.
3. The Puritans wanted to make other people aware of their newly formed society.
4. Having the right to choose an individual belief and religion is not stated in the United States Declaration of Independence.
5. The term equality mainly evoked the same ideas in people across the US.
6. Non-violent ways of gaining equality was the key idea of Martin Luther King Jr.
7. Owning a car and a house were long considered a necessity for living the American Dream.

EXERCISES:

1. Analyze and interpret the chart "Is the dream still alive?" and discuss the results with your partner.
2. Interpret the chart "What Americans think of the American Dream" by writing one paragraph.
3. Make a personal list of four things you dream about and discuss your list with your partner.

Is the American Dream still alive?

America remains the land of possibility: A majority of Americans still believe the country is a place that enables its citizens to reach for the stars, although fewer than in 2008.

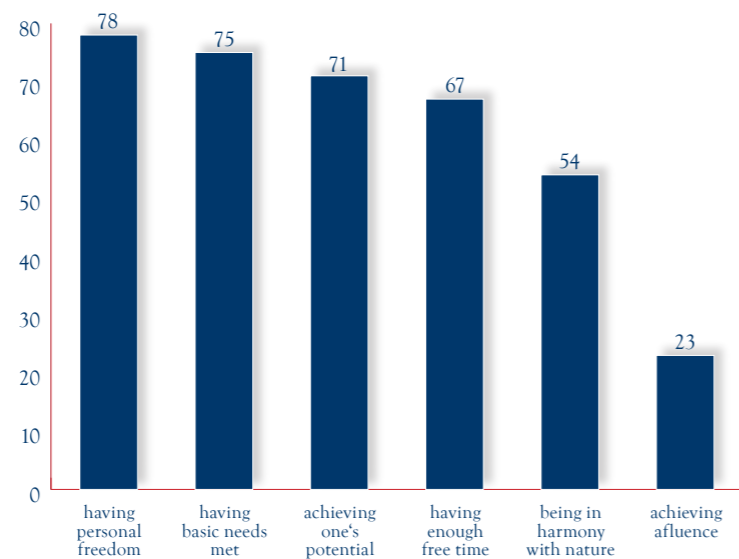


➔ AMERICA IS THE LAND OF OPPORTUNITY, ANYTHING IS POSSIBLE HERE IF YOU WORK HARD AND FOLLOW YOUR DREAM ←➔

In 2014 the Center for a new American Dream conducted a national survey to determine American attitudes on wealth, sharing, materialism and more.

WHAT AMERICANS THINK OF THE AMERICAN DREAM

Percentage of Americans who consider the following very or extremely important in their vision of the American Dream:



Sources:
<http://www.cbsnews.com/news/who-lives-the-american-dream/>
<http://www.newdream.org/resources/poll-2014>



HOMEWORK - ARTICLE WRITING

CRITICAL ARTICLES WANTED!

What do YOU think about the American Dream?

„Some say, that the American Dream has become the pursuit of material prosperity - that people work more hours to get bigger cars, fancier homes, the fruits of prosperity for their families - but have less time to enjoy their prosperity. Others say that the American Dream is beyond the grasp of the working poor who must work two jobs to insure their family's survival. Yet others look toward a new American Dream with less focus on financial gain and more emphasis on living a simple, fulfilling life.“

Source: <http://www.loc.gov/teachers/classroommaterials/lessons/american-dream/students/thedream.html>

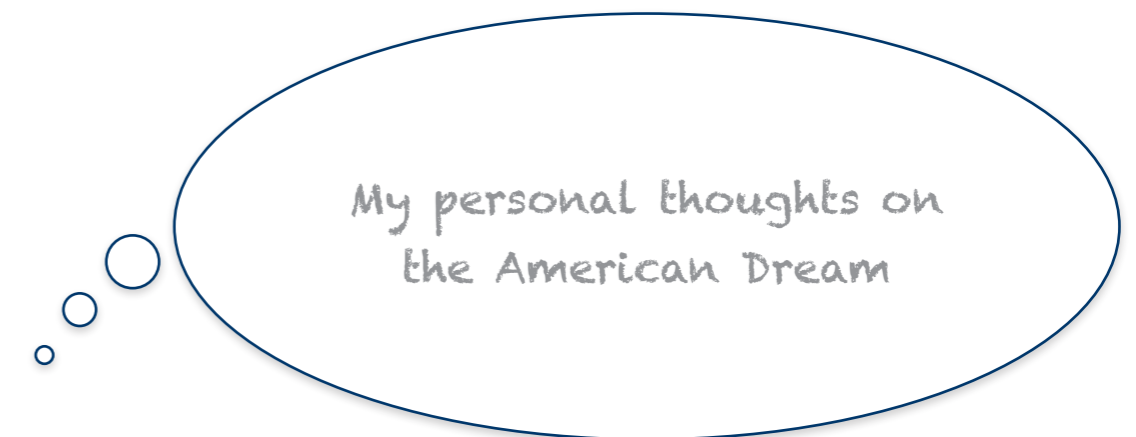
What do **YOU** think about the American Dream?

Is the American Dream only about money, and have people forgotten the true meaning of the American Dream?

Send us **YOUR** article of 220 words and **win a trip to the United States.**



BRAINSTORM YOUR THOUGHTS AND IDEAS ON HOW TO TACKLE THE TASK ABOVE:



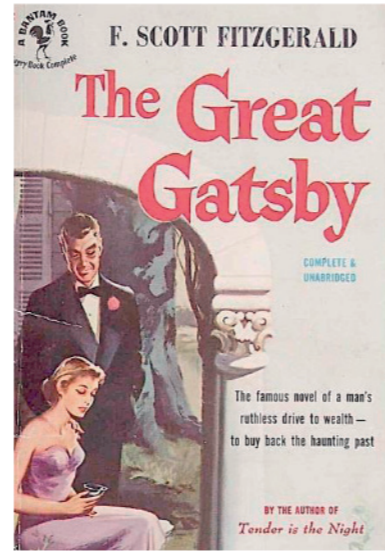
A MOVIE: THE GREAT GATSBY

CLASSROOM ACTIVITY AND HOMEWORK: REPORT WRITING

Youtube Video Activity:

While watching the Party Scene from the movie The Great Gatsby on Youtube.com, fill in the following grid by transferring it to your exercise book.

Youtube Link: <https://www.youtube.com/watch?v=lgcuBOVMGsg>



The column "Why" refers to your personal view of things and is open to free interpretation.

Scene	WHO	WHERE	WHEN	HOW	WHY
PARTYSCENE					

HOMEWORK - REPORT WRITING

You are a showbiz reporter for a major newspaper. Write a report for your editor in chief about the party at Gatsby's mansion.

In your report you should:

- Describe who was present at the party, the general mood and atmosphere.
- Briefly refer to some of the rumors that are circulating about Gatsby.
- Suggest why Gatsby throws these parties and make assumptions about the state of American „high society“ (Gatsby's motive(s) - suggestions)

Write 240 words. Divide your report into sections and give them individual subheadings.

A MOVIE: THE PURSUIT OF HAPPINESS (2006)

The Pursuit of Happiness is a movie based on the life of Christopher Gardner, who managed to go from rags to riches in 1981.

In the movie, Christopher Gardner, played by Will Smith, tries to make a living selling new bone density scanners to doctors. However, selling these devices turns out to be very difficult as most doctors do not want to pay such a high price for a product that is not absolutely necessary. Soon, Gardner finds himself struggling with severe financial problems and the question how he

should provide for his wife and son. After having been evicted from his flat and having been left by his wife, Gardner and his son barely manage to survive and eventually end up sleeping on the street.

The only way out seems to be a change of career and when Gardner is offered a six month internship in a stock brokerage firm he seizes his chance and decides to do it. In the end, Gardner is the most successful candidate in the program and is offered a position in the company.

Watch the trailer for the movie on www.youtube.com and answer the following questions:

1. What can be said about Chris Gardner's childhood and his father?

2. Why does Gardner have a problem with his landlord?

3. Does completing an internship guarantee you a job? Why/Why not?

4. Mention ONE piece of advice Gardner gives to his son.

taken from: <http://www.youtube.com/watch?v=89Kq8SDyvfg>

DISCUSS:

- In your own words, explain why *The Pursuit of Happiness* is such a good example of living the American Dream.
- Come up with some ideas originally established by the American Dream by drawing parallels to the movie.
- Discuss the quote below with a partner and decide whether you agree with the statement or not.



*“Don’t ever let someone tell you that you can’t do something.
Not even me. You got a dream, you gotta protect it.
When people can’t do something themselves,
they’re gonna tell you that you can’t do it.
You want something, go get it”*



ELLIS ISLAND – HOT SPOT OF THE AMERICAN DREAM

Ellis Island is a small island in the Hudson River in the waterfront of New York. In 1770 Samuel Ellis bought it to make a picnic area. After his death, New York City bought it and sold it ten years later to the US government. Then, Ellis Island was used as a prison and as a store for ammunition. During World War I and II parts of the island were a detention center too, but now it is a museum island.

From 1892 to 1954, Ellis Island was the entry for immigrants to the USA. Many Europeans had heard about the American Dream - first they passed (in those days by ship of course) the Statue of Liberty, and then they landed on Ellis Island. Americans expected about 500,000 immigrants per year, mostly it was double that figure. In 1907 more than 1.25 million immigrants were seen on Ellis Island. Immigrants called this island „Isle of Tears“ - a two minute questioning and a medical examination decided their future. Sick people were marked by chalk mark. The key points for their immigration were their state of health and their economic independence. When they could pass the door „Push to New York“, they were affiliated.



Procedures on Ellis Island.



COMPARE:

Look at the pictures of the immigration procedures on Ellis Island. Compare the situation back then to the situation in your country nowadays. Take some brief notes and discuss them with a partner.

	THEN - ELLIS ISLAND	TODAY - AUSTRIA
Immigrants where from		
Reasons for immigration		
Amount of people		
Risks for both - society & immigrants		

An Austrian Lives the American Dream

ARNOLD SCHWARZENEGGER

First, identify four false statements by underlining them. Next, put the different statements into the correct order.



	Citizen of United States since 1983	Married Maria Shriver, a niece of JFK, in 1986
	Owner of restaurant chain Planet Hollywood from 1991 together with Bruce Willis, Sylvester Stallone, Jackie Chan and Demi Moore	Breakthrough in his movie career with the film Conan, the barbarian in 1982
	At the age of 15: first time bodybuilding	Bachelor of arts 1979 at the University of Wisconsin
	Trainer of Special Olympics sportsmen since 1979	Got the Oscar award for best male actor in 2002
	First movie in 1969 - Hercules in New York - his dialogue was post-synchronized because of his Styrian dialect	Made millions as a real estate agent even in his first years in the USA
1	Born in 1947 in Thal / Graz	From 2011 onwards, he once again became involved in the film business
	Spring 2003: candidate for the Governor of California	Was convicted of doping in 1973
	In 1990 he was involved in the most expensive film production up to that point - Total Recall	In 1990 President George Bush made him the chairman of the National Council for Fitness and Sports
	Broke up with his wife in 2011	Nov. 19th 2003: he was elected Governor of California
	First time world champion of professional bodybuilding in 1968	The movie Terminator made him a world-wide movie star in 1984
	Invited to the USA in 1968 after winning titles in bodybuilding	1965: Austrian junior champion in weight lifting
	Lost the pre-election for the American President vs. Barack Obama in 2013	Re-elected as Governor of California in 2006
	From 1970 on he dominated the world's bodybuilding scene	In 1975 he worked as a screenwriter for Universal Pictures

Arnold Schwarzenegger

EDUCATION:

Bachelor of Arts at the University of Wisconsin

SPORTS:

seven times Mr. Olympia and four times Mr. Universe in Bodybuilding

MOVIES:

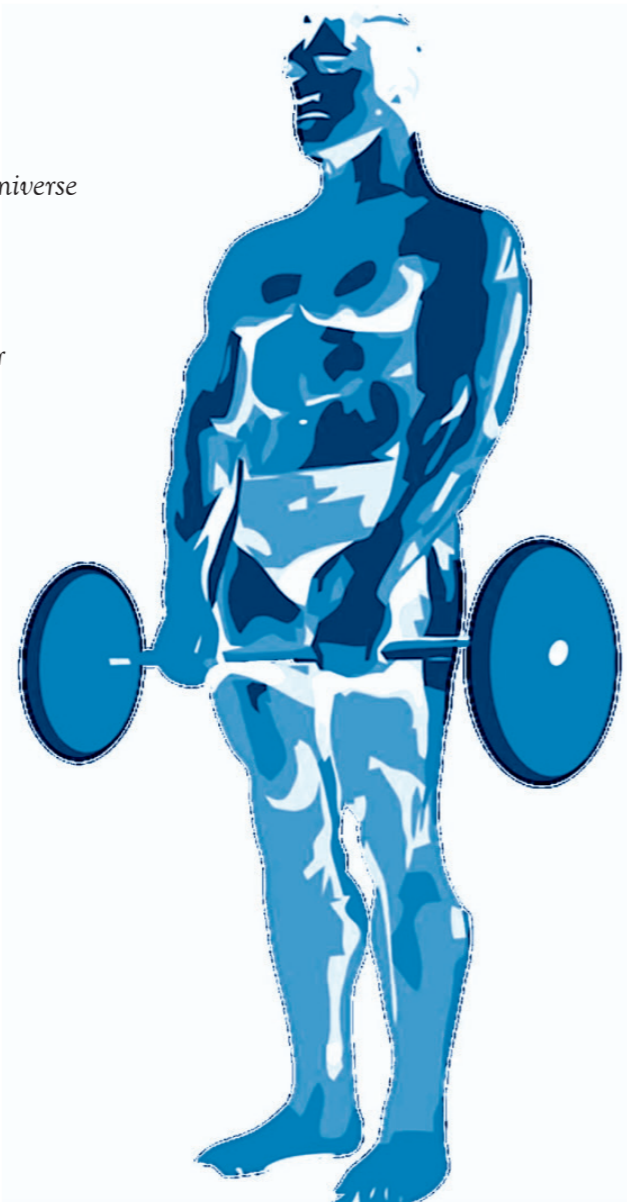
main actor in more than 30 movies, many other appearances in movies or TV-programs

POLITICS:

twice Governor of California succeeding greatly in his efforts to protect the environment

AWARDS:

more than 20 awards for his movies and his social engagements



- Find people who have achieved similar goals in life (e.g.: Michael Phelps in sports winning a multitude of Olympic gold medals etc.) and try to compare them to Arnold Schwarzenegger.
- Present your findings by writing an article of approximately 220 words. For further information on how to write an article please consult your teacher.
- Finally, get together in small groups and compile a list of goals Arnold Schwarzenegger has fulfilled drawing parallels to the ideas established by the *American Dream*.

Facts taken from: https://de.wikipedia.org/wiki/Arnold_Schwarzenegger

A MOVIE: “SEVEN LIVES” STARRING WILL SMITH

While watching the two scenes fill in the following grid:

The point “Why” depends on your personal view of things and is open to free interpretation.

Scene	WHO	WHERE	WHEN	HOW	WHY
I) Ben meets Emily at her house for the first time.					
II) Choose one scene in which Ben tries to select a particular person who he would like to help.					

HOMEWORK INSTRUCTIONS:

You have read the plot summary of the film as well as seen two scenes of „Seven Lives“. Put yourself in the author’s/director’s shoes and add another scene dealing with a person who Ben could potentially donate an organ to. Use a minimum of 150 words. Take the following questions into consideration:

1. In your opinion does Ben try to play God by deciding who deserves an organ transplant and who doesn’t?
In doing so does he manipulate the fate of others?

2. What standards should be used for determining the qualities of a good person?

3. Based on what you have seen in the selected scenes, do you think that Ben is brave and selfless?

MODULE II

Civil Rights' Movement



In the 21st century, we take it for granted that a successful society is built upon the foundations of universal equality. If someone is treated unfairly, there is usually a large angry reaction and perhaps even a protest march. Imagine, for a moment, a world where inequality, rather than equality, is taken for granted; and where any kind of action contradicting this will probably lead to a violent confrontation and possibly murder. To protest against inequality is one thing, being the first to raise your voice against all other members of a society is quite another. The story of the Civil Rights' Movement in America is both inspiring and disturbing. It is also central to any understanding of American culture and the issues that are still simmering in the background to this day.

PRE-READING ACTIVITIES: Have you ever experienced a situation in which people were treated differently?

JIM CROW LAWS (1896 – 1964)

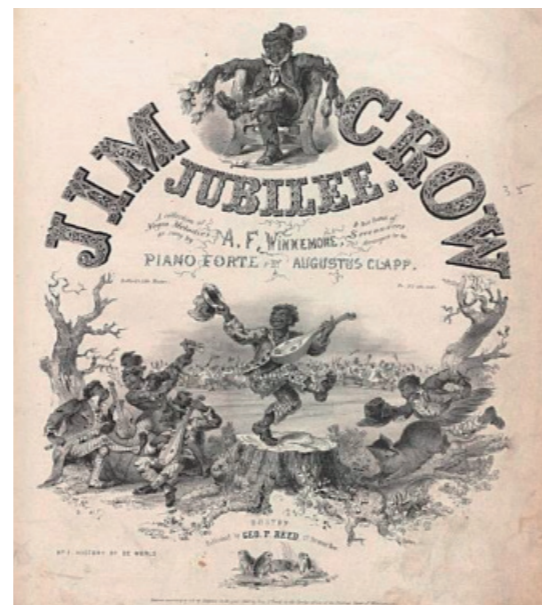
Plessy versus Ferguson

In 1892 Homer Plessy, a man of mixed race, boarded a train in New Orleans with a mission: to **challenge** Jim Crow laws and to **prevent** them from spreading in the US. By that time, **segregation** had already become a reality in Louisiana, **requiring** railroads to offer separate but **equal accommodation** for white and colored travelers.

But Plessy **refused** to take a seat in a colored **coach**. In fact, he had made sure that his **attempt** wouldn't go unnoticed by paying a private detective to report his behavior to the police. As a result, Plessy was arrested. Hoping that he could **convince** the judge of the **unconstitutional** treatment of blacks, he went to court. But his attempt failed and judge Ferguson decided that segregated **facilities** for black and white people were not against the law. On May 18th, 1896, even the US Supreme Court decided that segregation did not **violate** the constitution because having to use separated facilities did not make blacks unequal.

Separate but Equal – Jim Crow laws

The Plessy versus Ferguson decision **legalized** a **violation** of the rights of black Americans for **decades**. Until 1964 black Americans were not allowed to share any public facilities unless they were properly segregated. Restaurants, buses and trains had white and colored seating areas. Schools and hospitals were either white or black only, and black people were often not allowed to enter shops owned by white people.



The following set of laws describe what life was like for black people in the south of the US in the 1960s:

EDUCATION: Separate schools shall be **maintained** for the children of the white and colored races. (Mississippi)

BARBERS: No colored **barber** shall serve as a barber [to] white women or girls. (Georgia)

PARKS: It shall be unlawful for colored people to frequent any park owned or maintained by the city for the benefit, use and enjoyment of white persons. [...] (Georgia)

BUSES: All passenger stations in this state operated by any motor transportation company shall have separate waiting rooms or areas and separate ticket windows for the white and colored races. (Alabama)



Separate Facilities

WORDS: **to challenge:** to test someone's abilities e.g. in a competition / **to prevent:** to keep something from happening / **segregation:** setting someone or something e.g. a racial group apart from others, the deliberate separation of people / **to require:** formal for "to need" / **equal:** formal for "the same" / **accommodation:** a place to stay / **to refuse to:** deciding not to do something / **coach:** a bus / **attempt:** formal for "a try" / **to convince:** to make someone believe something / **unconstitutional:** not in accordance with the political rules of a country / **facility:** a place provided for a particular purpose / **to legalize:** to allow something by law / **to violate:** to break a rule, to fail to respect someone / **decade:** 10 years / **to maintain:** formal for "to keep" / **barber:** a person who cuts men's hair or shaves them

Sources: Words: <http://www.oxforddictionaries.com/de>

COMPREHENSION CHECK:

- Briefly explain what Homer Plessy intended to achieve.
- Explain why judge Ferguson declared that the Jim Crow laws were not discriminating against black people.
- In your own words explain the phrase *separate but equal*. Describe three examples of the Jim Crow laws in more detail.

RESEARCH IDEAS AND DISCUSSION:

- Jim Crow laws: Watch the youtube video "The Rise and Fall of Jim Crow" and explain where the name Jim Crow comes from: <https://www.youtube.com/watch?v=ChWxYeUTKg8>
- Do some research online finding out who *Rosa Parks* was and what role she played in the *Civil Rights' Movement*
- Describe and discuss what you see in the table below.

	ALABAMA	TEXAS	NORTH CAROLINA
Riots	0	0	1
Education	Black and white children may not attend the same schools. Public schools for black and white children over six years old will be provided for free.	Black and white children will attend separate schools provided for them.	Free public schools will be provided for children 6 – 21 years old, paid for by taxes. White and black children will attend different schools. Whichever race a schoolbook is given to, it must only be used by that race.
Transportation	All trains must have at least two passenger cars for each race or be partitioned. There must be separate stations with regard to sex and race.	All railroads must provide equal but separate cars for black and white passengers. Bedding may not be interchanged between races in sleeping cars.	Trains and stations must be separate but equal.
Lynchings	black: 299 white: 48	black: 352 white: 141	black: 86 white: 15

SPEAKING ACTIVITY

TOPIC: CULTURAL AND POLITICAL ASPECTS OF ENGLISH SPEAKING COUNTRIES



I. INDIVIDUAL LONG TURN

- Compare the two pictures.
- Analyze the presence of racism in our society, referring to prejudices in various types of media such as TV, newspapers, internet and so forth.
- Discuss your personal opinion when it comes to this matter. Suggest ways in which we could overcome prejudices.

II. PAIRED ACTIVITY

A popular teen magazine asks you to contribute an article in order to find out reasons why some teenagers and young adults have prejudices against other people.

Discuss the causes with your partner and agree on the **three** most important ones to include in your contribution.

- Race
- Religious Background
- Family Values
- Traditions and Customs
- Culture Shock



A STORY

BY JOSEPH HOLLOWAY/JIM CROW LAWS

I was nine years old and the year was 1961. It was summer and time to start our journey from Los Angeles to Louisiana. My great grandmother, Cornelia Hadnot, was 106 and dying from cancer. My Los Angeles family wanted to see her one more time. It was also time to introduce us youngsters (me, and my cousins Robert, Gus Jr. and Grundy) to our relatives back home. Though we were born and raised in Los Angeles, Louisiana was the birthplace of our parents. My mother had already taken a train, and we were supposed to meet her in Colfax. My uncle Gus brought a new Chrysler for this trip. There were no interstate highways in those days, only Route 66. In his new Chrysler we were packed like sardines. In the front seat were my Uncle Gus and Aunt Leola. I had to share the back seat with my cousins. To say the least, it was crowded and I could not wait that first day on the road until we would finally stop to sleep at a Holiday Inn.

„Uncle Gus?“ I finally said, after driving most of the day and night. We must have been somewhere in western Texas.

„Yes Joe,“ he answered, looking at me in his rear-view mirror.

„When are we going to stop to sleep at the Holiday Inn?“ He laughed. But then remembering, I guess, that I was not born and raised in the South, he replied in a serious tone, „Negroes cannot stay at the Holiday Inn.“

„Then let's go to another hotel,“ I said.

„We cannot stay there either.“

„Why?“

„No white hotels rent to Negroes.“

„Where will we sleep then?“

„Right where you are.“

„In the back of a car seat?“

„That's it. Right in the back seat.“

„What about food when we get hungry?“

„Don't worry, your Aunt Leola packed everything we need in the trunk until we arrive in Louisiana. Someti-

mes the stores in the South will not sell us food because we're black. Other times, we have to go to the back of the store, so that white customers won't see us.“

„Why is that?“

„Many white owners think that if white customers see us they won't buy the food.“

„Don't you pay with money like them?“

„Yes.“

„So why do we have to go in by the back way?“

„Well, Joe, that's the way things is in the South. This is not Los Angeles, this is the South and that's just the way things are here. I don't much like them, but there is nothing we can do. Nothing!“

We drove on without stopping. Even when we finally stopped for gas, uncle Gus kept the engine running. He was afraid the white gasoline station people would not sell us gas. I remember several gas stations refused to sell us gas because they did not „sell gas to niggers.“

I remember that we stopped somewhere in central Texas at a Texaco gas station that also sold food and other items. For some reason, I don't recall now why, we all walked into the station's diner and took a seat to eat. The manager immediately came over and said, „Sir, excuse me.“

My uncle answered, „Yes sir.“

„We don't serve your kind.“

„You mean you don't want our business?“

„No, I mean we don't serve or sell to niggers here at the table. You all have to go around the side of the station and we serve niggers there.“ And the more he talked, the more agitated he became with us. „This is Texas. I see your Yankee license plate is from California. You know we kill niggers in this town. Do you know where you are boys? This is the South. Now you all just move your collective ass to the back entrance before I call the police.“

„Is it okay for us to buy gas?“ my uncle asked.

„Yea, I'll take your money. It's green ain't it?“

„Uh um.“

„Then I'm open for business.“ As we were walking around the side of the building toward the rear entrance, we stopped to use the restroom.

It was a large, clean, fully-equipped bathroom. The owner suddenly ran out of the store and blocked the entrance to the restroom. „Nigger, can't you read the sign? It says ‚Whites Only.‘“

My uncle asked politely, „Where is the restroom for colored?“

„It's there in the middle of the field. See right there, that's the one for niggers.“

He had pointed to a cow patch in the middle of the wilderness. I walked to the spot, which was quite a distance from the road, and I kept hearing my Uncle Gus yell for me to watch out for snakes. The „colored“ restroom was an old outhouse. The door was hanging off and there were holes throughout. Anyone passing could see everything. It stank and looked horrible.

Story taken from:

http://www.pbs.org/wnet/jimcrow/narrative_holloway.html
(2012_07_19)



WHILST-READING ACTIVITY:

WHILE READING THE AUTOBIOGRAPHICAL STORY ANSWER THE QUESTIONS BELOW:

WHO?

WHAT?

WHEN?

WHERE?

WHY?

POST-READING ACTIVITY:

WORK WITH A PARTNER AND SCAN THE TEXT FOR FORMS OF SEGREGATION ENFORCED ON JOSEPH HOLLOWAY AND HIS FAMILY. LIST THEM IN THE CHART BELOW:

FORM OF SEGREGATION	CONSEQUENCES FOR JOSEPH AND HIS FAMILY

THE STORY OF JESSE OWENS

READ JESSE OWENS' STORY AND FIND SYNONYMS FOR THE UNDERLINED WORDS. JOT THEM DOWN IN YOUR EXERCISE BOOK.

Jesse Owens, whose grandfather was a slave and father a sharecropper, accomplished the unthinkable at the 1936 Olympic Games.

As a matter of fact, the Berlin Olympic Games, under Hitler, have caused him to become the most remarkable and memorable athlete in the history of the Olympic Games in that he won four gold medals.

James, who was born in 1913 as the seventh child of his family, started his athletic career in 1928 in Cleveland, Ohio, where he impressed his teacher by achieving the highest school record of 6 feet in the high jump.

Due to Owens' sensational results in track and field, it triggered a magnitude of interest and he was recruited by numerous colleges.

At the Olympic Games of 1936, which took place in Nazi Germany, he was part of the American team contradicting Hitler's opinion that people of Aryan race represented the dominant race. Thus he not only discredited Hitler's theories on race, but also showed that the

excellence of the individual meant more than national origin or race when distinguishing one sportsman from another.

Although extremely successful at the 1936 Olympic Games, Owens was not like other white sportsmen or women who were welcomed by the US American president Roosevelt. Roosevelt behaved in this way as he was afraid to lose votes in the Southern States where racial segregation was predominant.

Jesse Owens' achievement was remarkable and stood unmatched until the Los Angeles Olympic Games in 1984. In the years after his successful athletic career, Owens travelled a lot, worked as an inspirational speaker addressing underprivileged young people and attended civic meetings or church programmes.

Although he originally received little recognition by Roosevelt in 1936, in 1976 president Ford awarded Owens the Medal of Freedom, which was the highest civilian honour.

<http://www.jesseowens.com/about/>
(20016_10_14)



SEGREGATION

BRIEFLY BRAINSTORM SOME IDEAS WITH REFERENCE TO THE TERMS BELOW. NEXT, DISCUSS THEM IN CLASS.

What thoughts come to your mind when looking at this photo of a white school in Paxville, South Carolina?



Room: _____

Equipment: _____

People's appearance: _____

Overall impression: _____

What are your impressions when looking at this photo of a colored school in Paxville, South Carolina?



Room: _____

Equipment: _____

People's appearance: _____

Overall impression: _____

MARTIN LUTHER KING

READ THE EXCERPT FROM MARTIN LUTHER KING'S FAMOUS SPEECH „I HAVE A DREAM“ HELD IN WASHINGTON D.C. ON AUGUST 28TH 1963 AND COMPLETE THE POST-READING ACTIVITY ON THE NEXT PAGE.

“[...] Let us not wallow in the valley of despair. I say to you today, my friends, that in spite of the difficulties and frustrations of the moment, 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 and 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 out on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a desert state sweltering with the heat and injustice 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 today.

I have a dream that one day the state of Alabama, whose governor's lips are presently dripping with the words of interposition and nullification, will be transformed into a situation where little black boys and black girls will be able to join hands with little white boys and white girls and walk together as sisters and brothers. I have a dream today. [...]“

Excerpt taken from:
<http://abcnews.go.com/Politics/martin-luther-kings-speech-dream-full-text/story?id=14358231> (2012_07_20)



POST-READING ACTIVITY:

AFTER HAVING READ THE EXCERPT FROM MARTIN LUTHER KING'S FAMOUS SPEECH „I HAVE A DREAM“, COMPLETE THE STATEMENTS AND CIRCLE THE CORRECT BULLET POINT.

A) MARTIN LUTHER KING

- ...is frustrated and desperate.
- ...has neglected his dream of a united America.
- ...has a dream despite encountering obstacles.
- ...thinks that his dream does not overlap with the ideas of the *American Dream*.

B) THE SPEECH'S CONTENT IMPLIES THAT

- ...the *American Dream* has completely fulfilled itself.
- ...social inequalities need to be settled.
- ...the state of Georgia has overcome all issues related to race.
- ...the table of brotherhood will unite the sons of former slaves and slave owners.

C) HIS THOUGHTS HINT AT THE FACT THAT

- ...the state of Mississippi is well-known for tolerance.
- ...freedom and justice are yet to be introduced in Mississippi.
- ...the oppression of Blacks has never been an issue in Mississippi.
- ...his children are not judged by the colour of their skin.

D) THE FINAL PARAGRAPH EXPRESSES

- ...that the governor of Alabama helps the underprivileged.
- ...that the governor of Alabama fosters racial integration.
- ...the wish to change the present situation for the better.
- ...that Martin Luther King has already reached all of his goals.



**NOW LISTEN TO THE SONG "ONE DAY" BY BAKERMAT ON YOUTUBE.COM
DISCUSS THE VIDEO CONTENT WITH YOUR CLASS TEACHER.**

<https://www.youtube.com/watch?v=6BV37Dcxj9s>

lyrics taken from: <http://www.songtexte.com/songtext/lodewijk-fluttert/one-day-33443039.html> (2017-02-05)

ONE DAY

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 hills of Georgia
The sons of former slaves and the sons of former slave owners
Will be able to sit down together at the table of brotherhood
I have a dream
One day

MARTIN LUTHER KING QUIZ

COMPLETE THE FOLLOWING STATEMENTS CORRECTLY AND COMPARE YOUR ANSWERS WITH A PARTNER.

- 1.) Martin Luther King... a) became president of the U.S.A. b) won the Nobel Peace Prize. c) worked as a businessman.
- 2.) His famous speech... a) was held in New York. b) was held in August 1955. c) addressed equality.
- 3.) King stood for... a) non-violent protest. b) religious fundamentalism. c) a segregated America.
- 4.) Rosa Parks... a) was a dishonest woman. b) fought for her civil rights. c) never met M. L. King.
- 5.) The KKK... a) started in 1930. b) attacked black people. c) was an organization in the North.
- 6.) Martin Luther King... a) was arrested in 1969. b) was freed by J. F. Kennedy. c) hit a police officer.
- 7.) On the 3rd of April 1968... a) M. L. King was fired. b) was assassinated. c) was interrogated by the FBI.
- 8.) Martin Luther King Day... a) is a national holiday. b) is celebrated in N.Y. only. c) keeps Malcolm X's memory alive.

VOCABULARY PRACTICE:

Find the correct expression by ticking the box that best fits:

- 1.) The act of catching someone and taking them to a police station is called
 jail. prison. arrest.
- 2.) Money that is paid to a court and that allows a prisoner to be released is called
 reward. refund. bail.
- 3.) A number of planned activities to support an issue is called a(n)
 segregation. organization. campaign.
- 4.) Times without riots, fights or violence stand for
 resistance. peace. refusal.
- 5.) An organized walk by a large group of people is a
 march. protest. rebellion.
- 6.) Talking about a religious subject in a church is called
 chanting. arguing. preaching.
- 7.) The attack on a person stands for
 guilt. violence. voting rights.
- 8.) Having the same rights means being
 diverse. balanced. equal.
- 9.) Racial segregation leads to
 diversity. discrimination. evolvement.
- 10.) Exploitation is a synonym for
 abuse. suffrage. conquest.
- 11.) Laws can be enacted or in the same words
 abolished. passed. denied.

A NOVEL: “TO KILL A MOCKINGBIRD”

by Harper Lee

HOT DISCUSSION

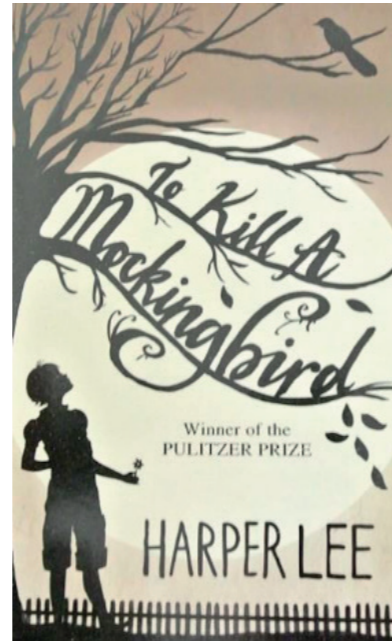
Get together in groups of three. You will be given a dice.

The person with the highest number gets to choose a discussion card on the next page.

This person represents the following point of view: I strongly agree.

The person with the lowest number represents the view: I strongly disagree.

The third person in the group represents a neutral position: I have no precise opinion on this matter.



START YOUR “HOT DISCUSSION” AND TRY TO MAKE USE OF PHRASES SUCH AS:

AGREEING

I totally agree with you...

There can be no doubt (about/ that)...

I'm quite convinced that...

I agree entirely with...

I am in total agreement...

GIVING OPINIONS

Personally, I think that...

As I see it...

As far as I'm concerned...

If you ask me...

Well, I must say that...

DISAGREEING

I can't agree with...

I don't see why...

I disagree entirely...

Under no circumstances...

PARTIAL DIS/AGREEMENT

Do you really think that...

You've made a point there, but...

I see what you mean, but...

I agree on the whole, but...

HOT DISCUSSION CARDS

Quotes taken from: <http://www.novelguide.com/tokillamockingbird/toptenquotes.html> (2012_07_20)

<http://www.quotegarden.com/bk-km.html> (2012_07_20)

„You know the truth, the truth is this one: some Negroes lie, some Negroes are immoral, some Negro men cannot be trusted around women, black or white. But this is a truth that applies to the human race and to no particular race of men.” **Atticus**

„As you grow older, you'll see white men cheat black men every day of your life, but let me tell you something and don't you forget it- whenever a white man does that to a black man, no matter who he is, how rich he is, or how fine a family he comes from, that white man is trash.” **Atticus**

„I think there's just one kind of folks. Folks.” **Scout**

„I wanted you to see what real courage is, instead of getting the idea that courage is a man with a gun in his hand.” **Atticus**

„The one place where a man ought to get a square deal is in a courtroom, be he any color of the rainbow, but people have a way of carrying their resentments right into a jury box.” **Atticus**

„So it took an eight-year-old child to bring them to their senses. [...]. Hmm, maybe we need a police force of children.” **Atticus**

A MOVIE: MISSISSIPPI BURNING

WHILE WATCHING THE TWO SCENES FILL IN THE FOLLOWING GRID:

The column "WHAT" refers to your personal view of events and is open to free interpretation.

Both scenes can be found on www.youtube.com.



Scene	WHO	WHERE	WHEN	WHAT
I FBI agents enter a Mississippi diner.				
II Members of the KKK lynching a black man.				

HOMEWORK INSTRUCTIONS

You have read the plot summary of the film as well as seen two scenes of „Mississippi Burning“. Put yourself in the author's/director's shoes and rewrite the ending of the film. Use a minimum of 220 words.

Take the following questions into consideration:

1) Why does the FBI agent from the North find it difficult to adapt to the southern way of life?

2) How are black people portrayed in the movie? How do they behave?

3) Based on what you have seen in the selected scenes, why do you think that the mission of the two FBI agents failed to succeed?

GARTH BROOKS: „WE SHALL BE FREE“

PRE-LISTENING ACTIVITY:

Try and find the appropriate words that correspond with the definitions given.

DEFINITIONS OF MISSING WORDS IN GAPS:

- (1) a person that makes a forecast or prognostication
- (2) to walk united
- (3) to weep, to grieve
- (4) to cease living, to end one's life, to terminate one's existence
- (5) pigmentation of skin
- (6) huge area of sea
- (7) to go or travel by foot
- (8) to select, to pick out
- (9) particular set of beliefs
- (10) ethnic group
- (11) solid
- (12) independent, autonomous, self-governing

Next, listen to the song and check your answers and/or complete the remaining gaps.



„We shall be free“ by Garth Brooks

This ain't comin' from no (1)
 Just an ordinary man
 When I close my eyes I see
 The way this world shall be
 When we all walk (2)

When the last child (3)
 for a crust of bread
 When the last man (4)
 for just words that he said
 When there's shelter over the poorest head
 We shall be free

When the last thing we notice is the
 of skin (5)
 And the first thing we look for is the beauty within
 When the skies and (6)
 are clean again
 Then we shall be free

We shall be free
 We shall be free
 Stand straight, proud (7),
 Cause we shall be free
 When we're free to love anyone we
 bracked 8)

When this world's big enough for all different views
 When we all can worship from our own kind of pew
 Then we shall be free

We shall be free
 We shall be free
 Have a little (9)
 Hold out,
 Cause we shall be free

And when money talks for the very last time
 And nobody walks a step behind
 When there's only one (10)
 and that's mankind
 Then we shall be free

We shall be free
 We shall be free
 Stand (11),
 walk proud, have a little faith, hold out
 We shall be free

We shall be free
 We shall be free
 Stand straight, have a little faith
 We shall be (12)

Lyrics taken from:

<http://www.cowboylrics.com/lyrics/brooks-garth/we-shall-be-free-5048.html> (2012_07_20)

CIVIL RIGHTS' CHAPTER: FINAL BRAINSTORMING

PUT AWAY ALL THE MATERIALS RELATING TO THIS CHAPTER.
YOU WILL GET TEN MINUTES TO NOTE DOWN YOUR ASSOCIATIONS, IDEAS, FEELINGS AND VIEWS
EVOKED BY THE FOLLOWING TERMS:

Rosa Parks	KKK
_____	_____
Segregation	Mississippi, Georgia, Alabama, South Carolina
_____	_____
Martin Luther King	Garth Brooks
_____	_____
I have a dream	Freedom
_____	_____
Mississippi Burning	John F. Kennedy
_____	_____
	Equality
Civil Rights	_____
_____	_____
_____	_____

LANGSTON HUGHES: THE SOUTH

The lazy, laughing South
 With blood on its mouth.
 The sunny-faced South,
 Beast-strong,
 Idiot-brained.
 The child-minded South
 Scratching in the dead fire's ashes
 For a Negro's bones.
 Cotton and the moon,
 Warmth, earth, warmth,
 The sky, the sun, the stars,
 The magnolia-scented South.
 Beautiful, like a woman,
 Seductive as a dark-eyed whore,

Passionate, cruel,
 Honey-lipped, syphilitic-
 That is the South.
 And I, who am black, would love her
 But she spits in my face.
 And I, who am black,
 Would give her many rare gifts
 But she turns her back upon me.
 So now I seek the North-
 The cold-faced North,
 For she, they say,
 Is a kinder mistress,
 And in her house my children
 May escape the spell of the South

Source: <http://collectedpoemsoflangstonhughes.weebly.com/poem-analyses.html> (24. 03.2013)

a) After having read the poem above, what do you know about the lyrical I?

b) What is the lyrical I's relationship with the South like?

c) What is, according to your opinion, the underlying theme of the poem?

d) Who is depicted as the kinder mistress and why?

e) A variety of adjectives are used throughout the poem. Find at least one opposite (antonym) adjective and one synonym per listed word.

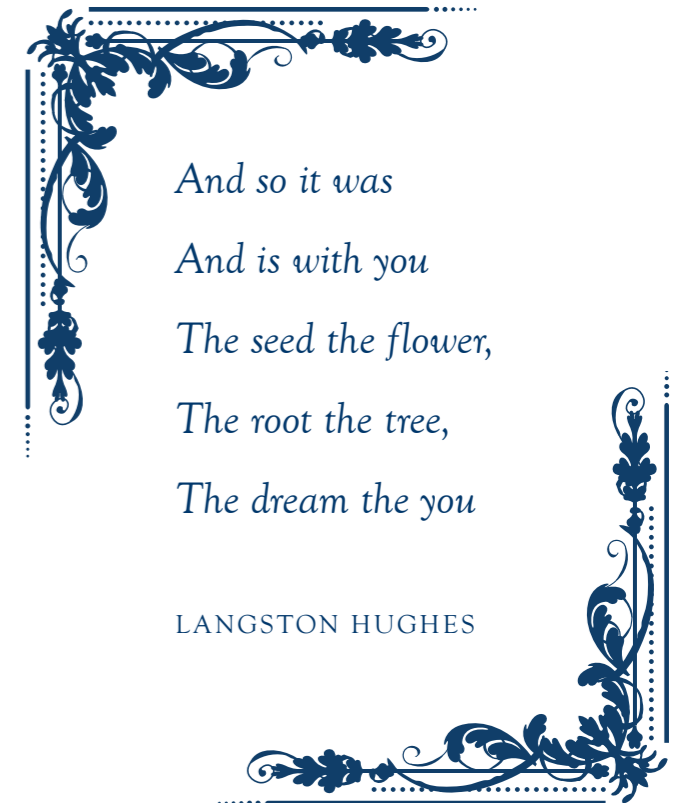
Adjective	Opposite (Antonym)	Synonym
laughing		
beautiful		
cruel		
seductive		

f) One stylistic device used in poetry is called a "simile" where one thing is compared to another from a different semantic field by using the words "as" or "like". For instance: "He was cold as ice." Re-read the poem and list any similes that catch your eye:

g) From your point of view, what were Langston Hughes' motives for creating this poem?

HOW TO RECOGNIZE A POEM:

- A poem is an artistically arranged set of words and sounds that aims at touching the reader's feelings.
- It is much shorter than a prose narrative.
- A narrator, the so-called "lyrical I," functions as a medium between author and the recipient.
- Usage of stylistic devices such as figures of speech (e.g.: simile explained under f), metre, rhyme, rhythm, repetition, atmosphere and imagery (= set of words standing for thoughts, feelings or ideas).
- Poets make use of carefully selected language to evoke particular images in the reader's mind.
- Some poems feature impressions and barely include actions. Others tell a story about dramatic events and are developed around characters and a plot.
- Form usually plays an important role. Hence a poem's lines are often structured by regular metre and rhyme, but there is also "free verse" with no regularity but rather a sequence of images or ideas.
- Reading poetry is very much about the recipient's notions and associations during the process of reading or listening. Good poetry leaves enough free space for the recipient to be creative - the reader as co-author (Roland Barthes).



*And so it was
 And is with you
 The seed the flower,
 The root the tree,
 The dream the you*

LANGSTON HUGHES

(Source: *Prime Time 7*: page: 39)

ABOUT LANGSTON HUGHES

(1902 – 1967)

Langston Hughes was one of the most gifted poets of the Harlem Renaissance of the 1920's. He was particularly fond of African-American jazz rhythms and included spirituals, blues and colloquial speech in his poetry.

In addition to being influential in terms of cultural organisation, he started black theatre groups in New York, Chicago and Los Angeles.

He also produced critical journalism by inventing the character Jesse B. Semple to raise concerns over social conditions. Many of his poems deal with racial inequalities and embrace his African heritage.

(Source: *Outline of American Literature, Revised Edition*)

New York City, NY, USA, 1962. Two mothers with their children sitting on the stairs in front of their tenement.



VOCABULARY PRACTICE:

FIND AN ALTERNATIVE TERM FOR THE UNDERLINED WORDS IN THE SENTENCES BELOW:

1) Unless we eliminate racial stereotypes **permanently**, we will never treat each other on equal grounds.

2) By carefully selecting the words of a poem, the author **aims at** touching the recipient's feelings.

3) Frequently, **neglecting** the South meant dealing with the cold-faced North.

4) Poetry **commonly** raises people's awareness of social inequalities.

MODULE III

Native Americans



The Native American Indian seems doomed to be forgotten. Indeed, we usually consider their misfortune after that of everyone else who was in some way mistreated in the formation of America. The stereotype of the poverty stricken Indian; unable to adjust to life in the modern world; stuck in a reservation drinking him or herself to death is unfortunately borne out by reality. Yet on a cultural level, the Native American Indian seems to represent great inner strength and a deep spirituality. The way in which they have been pushed aside by the formation of America has become symbolic of the tension between technological progress, the individual and the environment.

“FLIGHT” BY SHERMAN ALEXIE

READ THE EXCERPT OUT OF SHERMAN ALEXIE’S NOVEL FLIGHT

- First identify whether the statements (1 – 8) are true (T) or false (F) and insert a cross (X) in the corresponding box.
- Next, find the sentence in the excerpt which supports your decision.
- Jot down the first four words of the phrase in the space provided.
- In case that there is more than one correct answer, provide only one.
- The first one (0) has been done already.

[...] I’ve lived in twenty different foster homes and attended twenty-two different schools. I own only two pairs of pants and three shirts and four pairs of underwear and one baseball hat and three pairs of socks and three paperback novels [...] and the photographs of my mother and father. My entire life fits into one small backpack. I don’t know any other Native Americans, except the homeless Indians who wander around downtown Seattle. I like to run away from my foster homes and get drunk with those street Indians. Yeah, I’m a drunk, just like my father. I’m a good drunk, too. Gifted, you might say. I can out drink any of those homeless Indians and remain on my feet and still tell my stories. Those street Indians enjoy my company. I’m good at begging, I make good coin and buy whiskey and beer for all of us to drink. Of course, those wandering Indians are not the only Indians in the world, but they’re the only ones who pay attention to me. The rich and educated Indians don’t



Traditional Native American Chief

give a shit about me. They pretend I don’t exist. They say, The drunken Indian is just a racist cartoon. They say, The lonely Indian is just a ghost story. I wish I could learn how to hate those rich Indians. I wish I could ignore them. But I want them to pay attention to me. I want everybody to pay attention to me. So I shoplift candy and food and magazines and cigarettes and books and CDs and anything that can fit in my pockets. The police always catch me and put me in juvenile jail. I get into arguments and fistfights with everybody. I get so angry that I go blind and deaf and mute. I like to start fires. And I’m ashamed of everything, and I’m ashamed of being ashamed.

This morning as I count my zits in the mirror, I’m ashamed that I can’t remember the names of my new foster mother and father. I’ve only been living here in this strange house, with its strange pink bathroom, for two days. I can’t remember the names of my new foster parents’ two real kids either, or the names of the other five foster kids. When it comes to foster parents, there are only two kinds: the good but messy people who are trying to help kids or the absolute welfare vultures who like to catch government checks every month. It’s easy to tell what kind of people my latest foster parents are. Their real kids have new shoes; the foster kids are wearing crap shoes. [...] (Alexie 2007:7-8)

	Statements
0	The protagonist has lived in ten different foster homes.
1	He owns a great variety of apparel.
2	The narrator could not hold his belongings with one arm.
3	The protagonist has the ability to consume huge amounts of alcohol without appearing drunk.
4	He is fond of wealthy Native Americans.
5	The narrator intends to attract attention by nicking groceries.
6	He tends to get so wound up that he loses his senses.
7	He can recall the names of his new siblings.
8	The actual children possess the latest footwear.

	T	F	First four words
0		x	I’ve lived in...
1			
2			
3			
4			
5			
6			
7			
8			

A MOVIE: DANCES WITH WOLVES

READ THE INCOMPLETE PLOT SUMMARY OF THE FILM **DANCES WITH WOLVES** STARRING KEVIN COSTNER.

- In some lines of the summary there is an expression that is superfluous.
- Write those expressions into the empty spaces provided.
- 2-4 lines do not need any correction. Mark these lines by putting a tick instead.
- Two examples are given at the beginning (0,00).

Union Army Officer John Dunbar's leg is about to be eventually	<i>eventually</i>	0
amputated. Refusing to accept the plight on ahead of him, he	<i>on</i>	00
attempts suicide as he rides a horse across a line of fire. His act		1
unexpected enables his comrades to win a battle turning him into		2
a hero. As a consequence he is but not only given a horse,		3
"Cisco" but also the more freedom to choose his posting.		4
So Dunbar moves constant to an outpost in the wilderness of the		5
Dakota territory, in the middle part of the American Civil War.		6
Next, Dunbar has encounters the local Sioux tribe. After a while		7
he is accepted into the far tribe. The tribe members name him		8
"Dances with Wolves" and soon he falls for the charming		9
"Stands With a Fist" whose a white woman that was captured by		10
the tribe as a child. Soon after the frontier has disappears, the		11
army moves close to the plains and it is up to Dunbar to make		12
a decision of what next to do next...		13

FILL IN THE GRID EXERCISE ON DANCES WITH WOLVES

While watching the Coffee Scene from the movie *Dances with Wolves* on www.youtube.com insert your observations in the grid:

Youtube Link: <https://www.youtube.com/watch?v=4PpX4PU-EQ8>

SCENE	COFFEE SCENE
WHO	
WHAT	
HOW	



CEREMONY BY LESLIE MARMON SILKO

A) PLOT OVERVIEW: LANGUAGE IN USE (BANKED-GAP-FILL)

- The first one (0) has been done already.
- Fill in the gaps (1 - 24) by picking the correct term (A - Y) from the selection below.
- Jot your answers down in the spaces provided.
- The first gap (0) has been filled in for you.

Returning home to the Laguna Pueblo reservation from World War II, via a Veteran's Hospital, Tayo must find a way to cure himself of his mental (0) _____ and to bring the rain back to his community. Combining prose and poetry, *Ceremony* interweaves the individual story of Tayo and the collective story of his people. As Tayo's journey unfolds, it is paralleled by poems telling old stories.

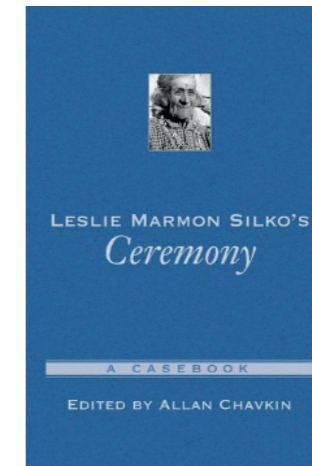
The trauma of thinking he saw his uncle Josiah's face among a (1) _____ of Japanese soldiers he was ordered to shoot, and then of watching his cousin Rocky die, drove Tayo out of his mind. A period of time in a Veterans' Hospital gets him well enough to return to his home, with his Grandmother, his Auntie and her husband Robert. This is the family unit that raised him after his mother, who had (2) _____ him with an unknown white man, left him for good at the age of four. In his family's home Tayo faces not only their disappointment at the loss of Rocky, but also his continued (3) _____ over his favorite uncle Josiah's death. He also contends with his guilt over a prayer against the rain he uttered in the forests of the Philippines, which he thinks is responsible for the six-year drought on the reservation.

As he slowly (4) _____ Tayo realizes that he is not alone. His childhood friends Harley, Leroy, Emo, and Pinkie who also fought in the war contend with similar post-traumatic stress, self-medicating with alcohol. The company is little comfort. His old friends spend their drunken hours (5) _____ about how great the war was and how much respect they got while they were in

uniforms. These stories only make Tayo think about the tremendous discrimination the Native Americans face at the hands of the whites, whom they nonetheless seem to admire, and he is even more saddened and (6) _____. Just as Tayo begins to give up hope and to wish he could return to the VA hospital, his grandmother calls in the medicine man, Ku'oosh. Ku'oosh performs for Tayo a ceremony for warriors who have killed in battle, but both Ku'oosh and Tayo fear that the ancient ceremonies are not (7) _____ to this new situation.

Tayo is helped but not cured by Ku'oosh's ceremony. It (8) _____ him to consider his childhood, especially the summer before he left for the army. Although Auntie did her best to keep the two boys separate, Tayo and Rocky became close friends, and the summer after they (9) _____ from high school, they enlisted in the army together. That summer, Josiah fell in love with Night Swan, a Mexican woman who lived just outside the reservation. At her urging, he invested in a herd of Mexican cattle, which Tayo helped him to care for. As so often happens, there is a (10) _____ that summer. Having heard the old stories of how droughts are ended, Tayo goes to a spring and invents a rain ceremony. The following day it rains. In addition to helping the crops and the cattle, the rain (11) _____ Josiah from visiting Night Swan. He asks Tayo to bring her a note. Tayo delivers the note, and in the process is seduced by Night Swan.

Realizing that his ceremony has not been enough for Tayo, Ku'oosh sends him to the nearby town of Gallup



to see another medicine man, Betonie, who knows more about the problems (12) _____ by the contact between Native American and white cultures. Although he is (13) _____ of Betonie's strange ways and especially high connection with the white world, Tayo tells him of his what is troubling him. Betonie listens and explains that they must invent and complete a new ceremony. Tayo accepts. Betonie tells Tayo stories of the old ceremonies as he performs them. Then Betonie tells Tayo stories of his grandfather, Descheeny, and the beginning of the creation of a new ceremony to stop the destruction the whites, an invention of Native American witchery, are (14) _____ on the world.

Betonie sends Tayo home, reminding him that the ceremony is still far from complete. When he meets Harley and Leroy on the way home, Tayo slips back into their lifestyle for a moment, but soon moves on, (15) _____ the signs Betonie told him of as he searches for Josiah's cattle. Tayo follows the stars to a woman's house. After spending a night with the woman, Ts'eh, Tayo heads up into the mountains. He finds Josiah's cattle (16) _____ into a white man's pasture.

While Tayo breaks into the pasture, the cattle run off to its far reaches, and Tayo spends all night looking for them. As dawn approaches, Tayo is about to give up when a mountain lion comes up to him. Tayo honors the mountain lion, and follows its tracks to the cattle. Just as he herds the cattle out of the pasture, two white patrolmen find Tayo. Not realizing that the cattle are missing, but knowing Tayo has (17) _____ the patrol-

men arrest Tayo. Before they can bring him to town, however, they notice the mountain lion tracks and let Tayo go in order to hunt it.

As Tayo heads out, it begins to snow. Tayo knows this will cover the tracks of his cattle and of the mountain lion, making the patrolmen's efforts (18) _____. On the way down the mountain, Tayo meets a hunter, who lives with Ts'eh. When they arrive back at her house, she has corralled Tayo's cattle, which she keeps until Tayo and Robert return with a cattle truck to (19) _____ them up. Returning home with Josiah's cattle, Tayo feels cured. However, the drought persists, and Tayo knows the ceremony is not complete. He goes to the family's ranch with the cattle, where he finds Ts'eh. They spend the summer together, but as it draws to an end Robert visits and warns Tayo that Emo has been spreading rumors about him.

Shortly thereafter, Ts'eh tells Tayo that Emo and the white police are coming after him. Before she leaves, she tells Tayo how to (20) _____ capture. Following Ts'eh's instructions, Tayo easily (21) _____ the white police. Still running from Emo, he meets Harley and Leroy. Almost too late, Tayo realizes that Harley and Leroy have (22) _____ forces with Emo. Running again, Tayo finds himself in an abandoned uranium mine. As he looks at the gaping hole left in the earth, Tayo realizes that this is the last station of his ceremony, the one where he incorporates an element of white culture, the mine. All he has to do is to spend the night there and the ceremony will be complete. Soon Emo and Pinkie

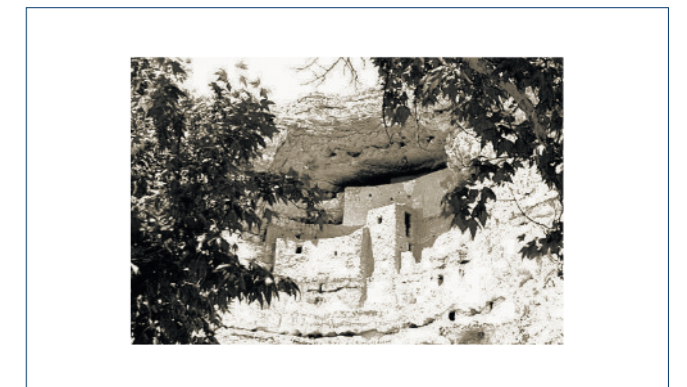
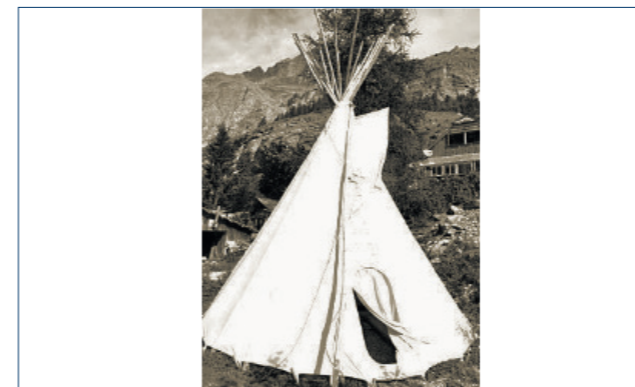


NATIVE AMERICAN CULTURE

IDENTIFY THE MEANING OF THESE WORDS AND JOT DOWN A DESCRIPTION:

TIPI	
PUEBLO	
SQUAW	
PAPOOSE	
TOMAHAWK	
TOTEM	
CALUMET	
MOCCASIN	

TO ASSIST IN YOUR UNDERSTANDING OF NATIVE AMERICAN CULTURE, PLEASE LOOK AT THE PICTURES BELOW:



MODULE IV

Women's Rights



The question of equal pay for both men and women seems to be in the news almost every week. It is hard to understand how there can be any justification for paying women less than men for doing the same job. But as with the other social groups you have studied in this book, the situation 150 years ago, when America was still in its infancy, was far worse. Women in America have struggled not just to attain the kind of legal status that is taken for granted in the modern world, but also to find their own voice on a cultural and artistic level. Whether the founding fathers envisaged it or not, America has played a huge role in the development of modern liberal thought, and thus also the growth and spread of feminist ideas. As political activism has developed through the decades in America, women have invariably been involved in one way or another. In the course of their participation in both feminist and other issues, their own sense of meaning and identity has changed.

THE HISTORY OF WOMEN'S RIGHTS

PRE-READING ACTIVITY:

Decide whether the following statements about women are True or False:

- Married women owned half of the family's property. T/F
- In the case of a divorce, women were usually given the right to care for the children. T/F
- A husband was responsible for his wife, had the right to punish her and to lock her up without having to fear any legal consequences. T/F
- Women and girls had no access to education and were usually not allowed to work. T/F
- Women had no rights to take part in politics and were not allowed to vote. T/F

July 13th, 1848

It was a beautiful, hot summer day in upstate New York when housewife and mother Elizabeth Cady Stanton was invited to a tea party with some of her friends. Soon, the conversation turned to discussing the situation of women in America and the fact that many women still had to endure tyranny at home; had no legal rights whatsoever and no freedom to do what they wanted. The women's conclusion was plain and simple, „How could America claim to be a free and independent country, when half of its citizens did not have any rights?“



Seneca Falls

While many women in America shared Cady Stanton's opinion, Mrs. Stanton was one of the first to develop a plan that would help women achieve more rights. Not even a week after the tea party, on July 19th, the small group of women had chosen a location to have a convention about social, civil and religious rights of women. The convention was to be held in Seneca Falls, New York.

- He has withheld from her rights which are given to the most ignorant and degraded men – both natives and foreigners.
- He has made her, if married, in the eye of the law civilly dead.
- He has taken from her all right in property, even to the wages she earns.
- He has denied her the facilities for obtaining a thorough education – all colleges being closed against her.

The Declaration of Sentiments

In order to raise awareness for the unjust way women were treated, Mrs. Stanton wrote her own *Declaration of Independence* which she called *Declaration of Sentiments*. Using almost the same words and phrases used in the document that gave America its freedom from Britain, Mrs. Stanton started her speech with the words, „We hold these truths to be self-evident; that all men and women are created equal [...].“ Just like the fathers of the American Revolution who had listed 18 aspects that proved the unjust treatment of the American colonies, Mrs. Stanton came up with 18 points that summarized the situation of women in America.

The Sentiments

70 years after the American Revolution Mrs. Stanton accused the American man of a number of wrongdoings such as:

- He has not ever permitted her to exercise her inalienable right to the elective franchise.
- He has compelled her to submit to laws, in the formation of which she had no voice.

Outcome of the convention

The main purpose of the Seneca Fall convention was not primarily to accuse men, but to demand resolutions for the injustices women suffered. At the end of the convention, 12 resolutions were agreed to and signed by the participants. Among these resolutions were the demands: to accept the equality of women in all aspects of life such as marriage, owning property and education as well as granting women the right to vote.

However, the demand to give women the right to vote was not accepted immediately by the 200 women and 40 men who attended the convention. It was not until Frederick Douglass, an African American abolitionist, held a speech supporting Stanton's demand, that all of her resolutions were accepted.

The Legacy of Seneca Falls

After the historic convention, the fight for women's rights began and women like Elizabeth Cady Stanton, Susan B. Anthony, Lucy Stone and Sojourner Truth would travel the country, holding speeches and encouraging women to take part in peaceful demonstrations. It was not until 1920, that the suffragettes – as many of the women's rights activists called themselves – won the right to vote.



FURTHER HISTORIC MILESTONES

- 1964:
the Civil Rights Act prohibited discrimination of people in the workplace because of their sex, race, religion and origin
- 1965:
married couples had legal access to contraceptives
- 2007:
Drew Gilpin Faust became the first female president of Harvard University
- 2009:
Michelle Obama moved into the White House – being the first African American First Lady
- 2009:
for the first time there were 17 women in the United States Senate and 73 women in the House of Representatives
- 2016:
Hillary Rodham Clinton became the first woman to run for the presidency of the United States of America



Elizabeth Cady Stanton

Excerpt from:

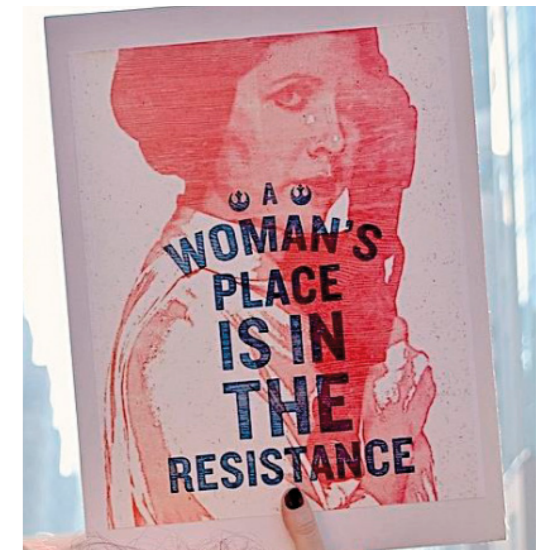
THE DECLARATION OF SENTIMENTS,

Seneca Falls Conference 1848

READ THE EXCERPT ABOUT THE LEGAL INTRODUCTION OF WOMEN'S RIGHTS

- Some terms are missing in the text
- Select one appropriate answer (A, B, C or D) for each gap (1 - 14) in the excerpt
- Note down the answers in the spaces given
- The first one (0) has already been completed

page: <http://legacy.fordham.edu/halsall/mod/senecafalls.asp>



[...] The history of mankind (0) is a history of repeated injuries and usurpations on the part of man toward woman, having established an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to (1) her inalienable right to the elective franchise.

He has compelled her to submit to (2), in the formation of which she had no(3).

He has withheld from her rights which are (4) to the most ignorant and degraded men-both natives and (5).

Having (6) her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has (7) her on all sides.

He has made her, if (8), in the eye of the law, civilly dead.

He has taken from her all right in (9), even the wages she earns.

He has made her, morally, an irresponsible being, as she can (10) many crimes with impunity, provided they be done in the presence of her husband. In the covenant of marriage, she is compelled to (11) obedience to her husband, he becoming, to all intents and purposes, her master-the law giving him (12) to deprive her of her (13), and to administer chastisement.

He has so framed the laws of divorce, so that they benefit him, and in case of (14), to whom the guardianship of the children shall be given, is wholly regardless of the happiness of women-the law, in all cases, goes upon a false supposition of the supremacy of man, and puts all power into his hands. [...]

0	A	civilized	B	mankind	C	human	D	citizenship
1	A	ignore	B	foresee	C	exercise	D	adopt
2	A	laws	B	words	C	courts	D	guidelines
3	A	hearing	B	vocals	C	tune	D	voice
4	A	deprived	B	taken	C	given	D	enticed
5	A	foreigners	B	people	C	estranged	D	citizens
6	A	taken	B	excluded	C	deteriorated	D	deprived
7	A	supported	B	oppressed	C	guided	D	endured
8	A	married	B	interactive	C	disguised	D	independent
9	A	capitalism	B	wealth	C	enrichment	D	property
10	A	initiate	B	do	C	commit	D	overlook
11	A	inherit	B	promise	C	fake	D	confide
12	A	materials	B	resources	C	power	D	energy
13	A	originality	B	liberty	C	humanity	D	sincerity
14	A	maintenance	B	equality	C	ignorance	D	separation

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14
B														

WOMEN'S POETRY IN THE 19TH CENTURY

Many women in America had to bare a wide range of inequalities such as being denied to vote, having no permission to speak in public, being banned from higher education, attending conventions held in public or owning their own property.

In spite of having to endure these inequalities, a strong feminist movement evolved and personal friendships as well as letters, books, meetings and women's newspapers strengthened a growing social change. Quite a lot of intellectual women even associated themselves and the situation they were in with slavery. The so-called sentimental novel was a popular women's literary tradition. One highly popular sentimental novel is *Uncle Tom's Cabin* by Harriet Beecher Stowe. Sentimental novels often dramatized social problems, in particular referring to women's responsibilities and family issues.

One significant writer and female poet was Emily Dickinson (1830 - 1886) who was born in Amherst, Massachusetts. She lived and also died there. Throughout her life she was very isolated and never came to know more than the house she lived in and yet she was capable of portraying a world which expanded far beyond the actual location she resided in. She was well known for her fantasy novels, and her unconventional style and form of writing gave shape to her poetry as well as giving an indication of the gestating literary movements that were about to evolve in the 20th century. Popular themes in her poetry were death, nature and love.



PRE-READING ACTIVITY

BEFORE READING THE POEM BELOW, TRY AND IDENTIFY THE CORRECT MEANING OF THE GIVEN TERMS BY SELECTING THE APPROPRIATE SYNONYM. PLEASE CONSULT YOUR TEACHER IF YOU SHOULD COME ACROSS ANY EXPRESSIONS YOU HAVE NOT HEARD OF BEFORE.

Another expression for **immortality** is

- a) eternal life. b) decadence. c) fatality.

Haste stands for...

- a) carefulness. b) hurry. c) indifference.

Civility signifies

- a) ignorance. b) impatience. c) courtesy.

A mound represents a

- a) pile. b) cavity. c) chasm.

To **surmise** something means

- a) guessing something. b) realizing something. c) perceiving something.

BECAUSE I COULD NOT STOP FOR DEATH (479)

by: Emily Dickinson

Because I could not stop for Death,
He kindly stopped for me;
The carriage held but just ourselves
And Immortality.

We slowly drove, he knew no haste,
And I had put away
My labor, and my leisure too,
For his civility.

We passed the school, where children strove
At recess, in the ring;
We passed the fields of gazing grain,
We passed the setting sun.

Or rather, he passed us;
The dews grew quivering and chill,
For only gossamer my gown,
My tippet only tulle.

We paused before a house that seemed
A swelling of the ground;
The roof was scarcely visible,
The cornice but a mound.

Since then 'tis centuries, and yet each
Feels shorter than the day
I first surmised the horses' heads
Were toward eternity.

<https://www.poets.org/poetsorg/poem/because-i-could-not-stop-death-479> (2016_08_23)

FURTHER PRACTICE

FIND SYNONYMS FOR THE FOLLOWING WORDS BY LOOKING THEM UP ONLINE: www.thesaurus.com.
CROSS CHECK YOUR ANSWERS WITH A PARTNER AND FINALLY WITH YOUR TEACHER.

labor	
leisure	
quiver	
scarcely	
eternity	



READING ACTIVITY TO BE COMPLETED WHILST READING THE TEXT

EMILY DICKINSON CREATED SEVERAL VERSIONS OF THE POEM "BECAUSE I COULD NOT STOP FOR DEATH". IN SOME VERSIONS, THE FOURTH STANZA WAS DROPPED BY VARIOUS INTERPRETERS OF DICKINSON'S POETRY. THE VERSION ABOVE INCLUDES THE FOURTH STANZA SINCE IT IS OF RELEVANCE AND STRENGTHENS THE POEM'S SIGNIFICANCE. WHILE READING THE POEM, TRY AND THINK OF SOME ANSWERS TO THE FOLLOWING QUESTIONS:

I) Is death personified? If yes, what kind of expressions are attributed to its personification?

II) What could the "drive" the speaker talks about symbolize?

III) What is the function of abstract language in the last stanza?

IV) In which ways is the verb "passed" used in the poem? What different meanings does it take on?

POST-READING ACTIVITY

IN GROUPS OF THREE TO FOUR CONSIDER THE FOLLOWING QUESTIONS AND DISCUSS THEM ORALLY WITHIN YOUR GROUPS:

- Is the theme/topic of the poem relevant to your life?

- What does the poem tell you about the speaker? What kind of person is she?

- What stanza is the most important one from your point of view?

- Find some interesting biographical facts about the author of the poem, Emily Dickinson. Do you find it easier to interpret the poem more precisely, now that you have got some more background information?



EQUAL RIGHTS?


PUT A CROSS INTO THE RIGHT BOX IDENTIFYING THE REQUIREMENTS TYPICAL OF ELIZABETH STANTON'S TIME AS WELL AS THE ONES OF OUR TIME. WRITE A TEXT ABOUT THE DISPARITY OF RIGHTS FOR WOMEN NOWADAYS AND FIND WAYS OF HOW ONE COULD IMPROVE THE SITUATION OF WOMEN IN SOCIETY BY IMPLEMENTING EQUAL RIGHTS.

	then	now
suffrage (women's right to vote)		
upbringing of children - the father determines the rules		
upbringing of children- the mother's responsibility		
household chores - only women		
owning property		
equal payment in same jobs		
higher paid jobs		
equal position under the law		
the right to equal property after a divorce		
your own idea:		

Are men ever at a disadvantage?

FOR INSTANCE: LATER RETIREMENT FOR MEN, SPECIAL WOMEN'S DAY WITH LOWER PRICES ETC. TRY TO FIND ADDITIONAL POINTS AND DISCUSS THEM WITH A PARTNER, EITHER DISAGREEING OR AGREEING WITH ONE ANOTHER.

Disadvantages for men:



Reasons why men should be treated equally:

ACTIVITY SHEET:

An article from the Newsweek homepage:

“15-year-old shooting survivor lost her family, finds solace in Harry Potter”

Please read the article on:

<https://www.newsweek.com/15-year-old-shooting-survivor-cassidy-stay-lost-family-finds-solace-harry-potter-258735>

and summarize its content briefly:

Who was involved?

When did it all happen?

How did Ron Lee Haskell complete his deadly mission?

What role did Harry Potter play in Cassidy's healing process?

How did the community support Cassidy?

Locate the following terms in the text and underline them. Next, find appropriate synonyms for the words in bold.

sole survivor _____

courage _____

infant _____

pretended to be dead _____

to save somebody _____

courage _____

recounting her words _____

outpouring of support _____

gathered to honor _____

Identify as many **adverbs** and **adjectives** as possible and list them below. Here is an example taken from the sixth paragraph: spoke **admiringly**.

Opinion Essay on the topic of HEROISM:

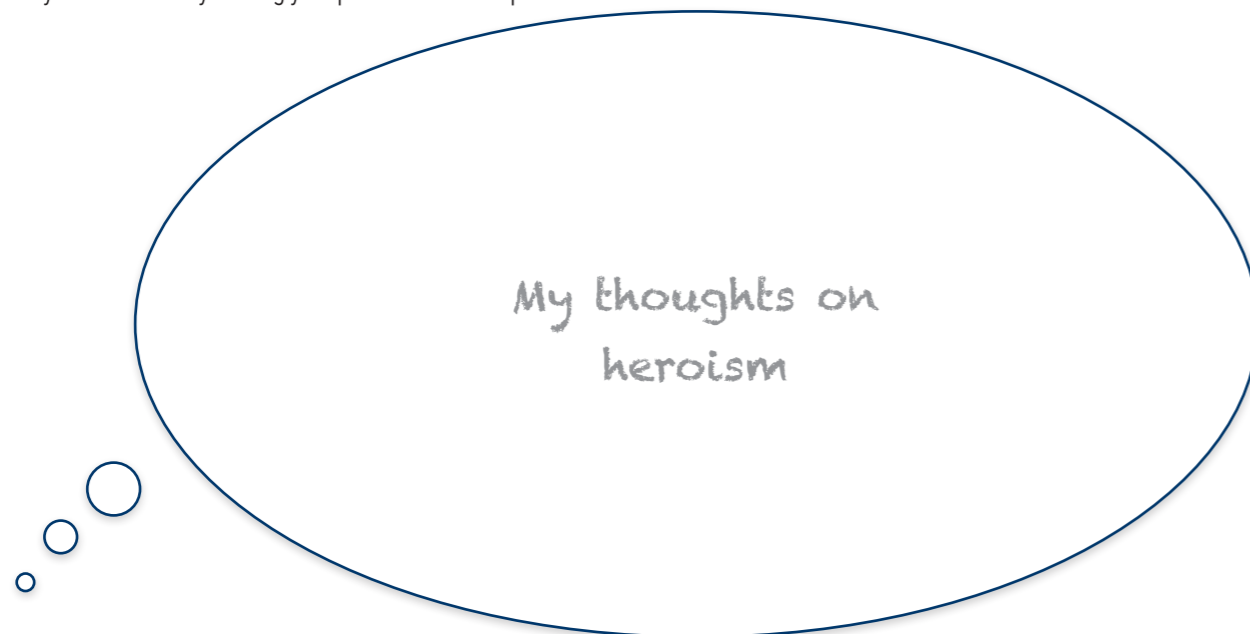
The story of Cassidy Star portrays an unbelievable story of survival, heroism and hope.

In your essay, include the following points:

- If you were to talk about heroism what would it mean to you?
- Who are your personal heroes and why?
- What does it take to become a hero/a heroine?
- Argue for or against the fact that true heroes/heroines really exist and are not only found in fairy tales.

Structure your essay appropriately using a maximum of 350 words. Do not forget to add a fitting title and linking devices.

Brainstorm your ideas first by making your personal mind-map:



A MOVIE: ERIN BROCKOVICH

WHILE WATCHING THE TWO SCENES FILL IN THE FOLLOWING GRID:

The point "Why" depends on your personal view of things and is open to free interpretation.

Scene	WHO	WHERE	WHEN	HOW	WHY
I Erin finds out about the condition of the water in her area.					
II Erin first meets her lawyer who is supposed to help her fight against the big business.					

HOMEWORK INSTRUCTIONS

You have read the plot summary of the film as well as seen two scenes of „Erin Brockovic“. Put yourself in the author's/director's shoes and rewrite the ending of the film. Use a minimum of 200 words.

Take the following questions into consideration:

- 1) Why does Erin want to fight against a big company even though she knows that she has got no power, no money and no means of winning this fight?
- 2) How are poor people portrayed as opposed to powerful people such as the ones coming from the company Erin fights against?
- 3) Based on what you have seen in the selected scenes, why do you think that Erin's mission is important?

MODULE V

War and Peace: The Vietnam War and the Peace Movement



Co-Autor Matthew Pulham, BA

The sixties were a time of huge fundamental change within American society, but two events in particular have both come to define that decade, and leave an indelible mark on American culture. The Vietnam War became the first military conflict in America to be opposed by a significant number of people and marked a fundamental change in the way ordinary people viewed the actions of their government. The peace movement that sprang up in opposition to the war coincided with the so-called ‘Summer of Love’ in 1967, and united diverse sections of American Society. Hippie culture, and its central message of ‘Peace’ is universally recognizable and still a significant presence in modern societies around the world.

TIMELINE OF THE VIETNAM WAR

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 1862: Vietnam became part of the French Empire | 1964: America bombs targets in North Vietnam; NLF attacked US air bases |
| 1930: Ho Chi Minh helped to form the Indo-Chinese Communist Party | 1965: first US combat troops were sent to Vietnam in March; by the end of the year there were 200,000 US troops there |
| 1941: Vietminh formed to counter Japanese invasion of Vietnam | 1966: 400,000 US troops were in Vietnam |
| 1945: Japan handed Vietnam to the Vietminh; Ho Chi Minh declared the Democratic Republic of Vietnam (September); French troops arrived back in Vietnam | 1967: 490,000 US troops in Vietnam |
| 1946: war broke out between the French and the Vietminh | 1968: My Lai (mi lei) massacre; peace talks began in Paris; 540,000 US troops in Vietnam; anti-Vietnam War riots in Chicago (August) |
| 1954: a ceasefire was agreed at Geneva that split Vietnam at the 17th Parallel; France withdrew her military from Vietnam | 1969: Nixon announced the start of US troop withdrawals; Ho Chi Minh died; 480,000 US troops in Vietnam; My Lai massacre made public in November |
| 1955: The pro-American Ngo Dinh Diem became President of South Vietnam in October. America agreed to train Diem’s army | 1970: Four student demonstrators shot dead at Kent State University; large scale anti-war demonstrations throughout USA |
| 1960: the National Liberation Front (NLF) was formed in Hanoi, though in the South they were known as the Vietcong (VC) | 1971: 140,000 US troops in Vietnam |
| 1962: The number of US military advisors increased from 700 to 12,000 | 1973: ceasefire signed in Paris; last US troops left Vietnam |
| 1963: President Diem was killed in a military coup; 15,000 US military advisors were in South Vietnam | 1975: NLF captured Saigon |
| | 1982: Vietnam Veterans Memorial unveiled in Washington DC |

COMPREHENSION CHECK:

- Which side occupied North Vietnam?
- Which side occupied South Vietnam?
- Which countries share a border with, or lie in close proximity to Vietnam?



First Marine Division Head Quarters near Danang, Vietnam 1968

A Soldier’s Experience in Vietnam

RESEARCH AND DISCUSSION SECTION:

1. You are going to read several different interviews of soldiers who served in Vietnam. Get into groups of four or five and choose whose interview each of you will read:

- 7.4 A soldier’s experience in Vietnam: Herbert Rhodes
- 7.5 A soldier’s experience in Vietnam: Tex Howard
- 7.6 A soldier’s experience in Vietnam: John Luckey
- 7.7 A soldier’s experience in Vietnam: Robert L. Jones
- 7.8 A soldier’s experience in Vietnam: Johnas Freeman

- As you read, answer the questions in the box on the next page

Website: [https:// http://www.learnnc.org/lp/editions/nchist-postwar/7.0](https://http://www.learnnc.org/lp/editions/nchist-postwar/7.0)

NAME OF SOLDIER _____

- List any major experiences the soldier had whilst in Vietnam:

- What does the soldier think was the purpose of the Vietnam War? Did he understand why the war was being fought?

- What kind of impact did the war have on the soldier? Did they have any personal problems when they got back home?

IN-CLASS GROUP DISCUSSION:

1. Talk in your group and share the information you gathered about each soldier.
2. Try to decide if most of the soldiers feel the war was justified, or if they think it was a waste of time.
3. Try to summarize some of the different perspectives the soldiers have on the war.
4. Talk about why America got involved in Vietnam; why did America feel threatened by events in Vietnam? Were these fears justified?
5. Think about some of the wars that have happened in the world since 1900:
 - I. First World War
 - II. Second World War
 - III. Gulf War (1990 – 1991)
 - IV. Iraq War (2003 – 2011)
 - V. U.S. War in Afghanistan (2001 – present)



Cat Ba Island, Lan Ha Bay Vietnam:
Abandoned ammunition box at Cannon Cove



Danang Harbor Vietnam 1968.

VIETNAM IN THE MOVIES

Nowhere has the Vietnam war left a greater impression than on Hollywood. Almost every director who aspires to be taken seriously as an artist has made a film chronicling the horrors of the Vietnam war. Oliver Stone, for example, has already made three films about Vietnam, and still has definite plans for a fourth film called 'Pinkville', that will focus on the so called 'My Lai Massacre'. Below are four links to clips from a small selection of the most critically acclaimed films about the Vietnam war.

WATCH THEM TOGETHER IN CLASS, AND THEN TRY THE POST-VIEWING ACTIVITY IN GROUPS.

Full Metal Jacket <https://www.youtube.com/watch?v=U-aWiCk7X1w>

Born on the Fourth of July <https://www.youtube.com/watch?v=HhZ3H18ynTA>

The Deer Hunter <https://www.youtube.com/watch?v=ePiNa4ePtd0>

Apocalypse Now <https://www.youtube.com/watch?v=14UaKYCoFQs>

POST-READING ACTIVITY:

AFTER HAVING WATCHED THE FOUR CLIPS, SEE IF YOU CAN MATCH EACH FILM'S TITLE TO THE DESCRIPTION GIVEN IN THE BOXES.

A)

- ...is a very long film.
- ...follows the journey made by a military intelligence officer who is ordered to find a general, who has gone mad, and kill him.
- ...involves a range of settings, including surfing at the beach and a concert involving girls from Playboy magazine.
- ...stars some of the most famous actors in Hollywood when they were still very young.

C)

- ...is based on a true story taken from a book by Ron Kovic.
- ...follows the story of a young man who enlists in the army because he believes the war is justified.
- ...focuses mainly on the experiences of the soldier after he is wounded and brought back to the United States.
- ...won an Oscar and a Golden Globe for its director Oliver Stone.

B)

- ...was filmed in England.
- ...focuses not just on the horror of war, but also the effect military training has on people.
- ...follows the story of a soldier who works as a reporter for the American army.
- ...stars a real military ex-officer in the role of the drill instructor.

D)

- ...follows the story of three friends who all enlist together and go to Vietnam.
- ...shines a light on the terrible way prisoners of war were treated.
- ...revolves around the game of Russian Roulette.
- ...ends very sadly with one of the characters shooting himself.

ANALYSIS:

Watch the clip from *Full Metal Jacket* again. As you watch, fill in the sections below and then discuss your impressions in groups.

Briefly describe what is happening in the clip:

What reason does Private Joker give for having a 'peace' symbol on his body armor and 'Born to Kill' written on his helmet?

According to the Colonel, what is inside every 'gook' trying to get out?

Imagine you are an ordinary American living in the 1960s, try to summarize in as few words as possible why America should withdraw from Vietnam.

Website:

<https://www.youtube.com/watch?v=U-aWiCk7X1w>

'Gook' is an offensive name for a native Vietnamese or South East Asian person.



China Beach Compound, Vietnam 1968.

THE PEACE MOVEMENT

If America's soul becomes totally poisoned, part of the autopsy must read „Vietnam.“—
Martin Luther King, Jr., 1967

TAKE A MOMENT TO BRAINSTORM SOME IDEAS WITH YOUR PARTNER. WHEN YOU THINK ABOUT THE PEACE MOVEMENT, WHAT KIND OF THINGS COME INTO YOUR HEAD?

Now read on...

Broadly speaking, some form of pacifist ideology has been a part of various religious beliefs for over a thousand years. Yet when we talk about 'The Peace Movement', we inevitably think of Vietnam and hippie culture in the 1960s; why? As you have read in previous chapters, the 1960s were a time of growing activism in America. When the Vietnam War arrived, it brought together a variety of groups each with their own particular interest in social change.

Students at American universities were becoming increasingly involved in the Civil Rights Movement and Second Wave Feminism. So young people were beginning to question many of the fundamental values and archaic social restrictions on which American society was based.

The draft (a form of conscription) also affected many young people, who had to choose between prison, exile in another country or fighting in Vietnam. The first well publicised burning of a draft card took place on Christmas Day 1963.

Women, although often relegated to second class status in their respective organizations, played a very significant role in the anti-war movement. In order to escape entrenched sexist attitudes, they formed a variety of groups such as *Another Mother for Peace*, *Women's Inter-*

national League for Peace and Freedom and *Women Strike for Peace*.

Members of the 'Women for Peace' movement held a peace vigil at the White House every Sunday for 8 years. Eventually, disillusioned with the anti-war movement, female activists went on to form the Women's Liberation Movement, which would go on to have a lasting effect on American Society.

African Americans constituted 23 % of all the casualties in Vietnam, even though only 8 % of the soldiers who served there were black. This imbalance, according to black activists, reflected the massive inequalities in American society.

Just as with female activists, African Americans soon began to organize themselves into protest groups. Because they were also still struggling against racism in America, they tended to form their own anti-war protest groups. African women, like their white counterparts, felt that they were viewed as subordinate members of these groups and went on to form their own groups like *Black Women Enraged*.

Other groups who opposed the war in Vietnam included **Asian Americans** and the **clergy**.

COMPREHENSION CHECK:

Decide whether the following statements are **True or False** and underline the **first four words** of the sentence that provides the answer in the text:

1. Feminism and civil rights were already big issues at American universities when the Vietnam War started.
2. The draft (a form of conscription) did not have a large effect on young people.
3. Women felt the need to escape the sexist attitudes in the organizations they joined.
4. Women would meet outside the *White House* every Sunday for 8 years.
5. The movements women formed have not had a lasting effect on American society.
6. African Americans constituted 30 % of all the casualties in Vietnam.
7. African American women also felt the need to organize their own protest groups.

MUSIC

Whilst the anti-war movement was huge, the counter-cultural hippie movement, through their music and the academy award winning film 'Woodstock', has become the enduring public face of the anti-war effort.

Artists like Joni Mitchell, Jimi Hendrix and Bob Dylan all helped protest against the war through their music. One song in particular became the unofficial anthem of

the anti-war protest movement: **I Feel Like I'm Fixin' to Die Rag**, by *Country Joe and the Fish* (1965). Listen to the song and see if you can fill in the gaps in the text below. The words that go in the gaps can be found in bold at the bottom of this page.

https://www.youtube.com/watch?v=3W7-ngmO_p8

WORDS FOR GAP-FILL:

pack
 stop
 jam
 pick
 hesitate
 commie
 supplying
 kingdom
 put
 pearly

Well, come on all of you big strong men,
Uncle Sam needs your help again.
Got himself in a terrible ___
way down yonder in Vietnam.
So ___ down your books and ____ up a gun,
we're gonna have a whole lotta fun.

Chorus

And it's one, two, three,
what are we fighting for?
Don't ask me, I don't give a damn,
next ____ is Vietnam;
and it's five, six, seven,
open up the _____ gates,
well there ain't no time to wonder why,
whoopee! we're all gonna die.
Now come on Wall Street, don't be slow,
why man, this is war a-go-go.
There's plenty good money to be made

_____ the Army with the tools of the trade,
just hope and pray that if they drop the bomb,
they drop it on the Viet Cong.

Chorus

Now come on generals, let's move fast;
your big chance is here at last.
Now you can go out and get those reds
,Cause the only good _____ is the one that's dead
and you know that peace can only be won
when we've blown ,em all to _____ come.

Chorus

Come on mothers throughout the land,
_____ your boys off to Vietnam.
Come on fathers, don't _____,
send your sons off before it's too late.
Be the first ones in your block
to have your boy come home in a box. Alright!

Chorus

1. <http://www.historylearningsite.co.uk/vietnam-war/timeline-of-the-vietnam-war/>
2. *Life magazine: Remembering Martin Luther King Jr. 40 Years Later. Time Inc, 2008. Pg 139*
3. „U. of I. Professor's Son Defies Draft, Burns Card“, *Chicago Tribune, December 27, 1963, p1A-6*
4. *Nina Adams (1992). Barbara Tischler, ed. Sights on the Sixties. Rutgers, the State University Press. pp. 149-161*
5. <http://www.learnnc.org/lp/editions/nchist-postwar/6153>
6. https://en.wikipedia.org/wiki/Opposition_to_United_States_involvement_in_the_Vietnam_War

COMPREHENSION CHECK:

Some of the words from the song have more than one meaning. Work with a partner; use a dictionary and see if you can find the correct meaning for the following words as they appear in the song.

jam

meaning:

put

meaning:

pick

meaning:

commie

meaning:

P.12: COMPREHENSION CHECK

1. T 2. F 3. F 4. T 5. F 6. T 7. T

P.16: GREAT GATSBY VIDEO

Who: There are many hundreds of people from every background imaginable, all dressed up in 1920's outfits. An unknown gentleman is the main character in this scene and is looking for Mr. Gatsby.

Where: This scene takes place at Gatsby's house which is located near New York.

When: It takes place at night on a weekend.

How: The party is a very over the top event. There are also lots of people putting on fancy performances such as singing and dancing. There are also lots of people dancing and talking to each other.

P.17: THE PURSUIT OF HAPPINESS

1. What can be said about Chris Gardner's childhood and his father?

A: Chris didn't have a father growing up and only met his father for the first time when he was 28-years-old.

2. Why does Gardner have a problem with his landlord?

A: His landlord wants him to pay the rent but Gardner doesn't have it, so his landlord tells him to leave by the next morning.

3. Does completing an internship guarantee you a job? Why/Why not?

A: No it doesn't, even if you obtain a very high score whilst doing an internship, it doesn't mean you'll get a job. It's not a simple pass or fail.

4. Mention one piece of advice Gardner gives to his son.

A: Don't ever let anyone tell you, you can't do something, not even me.

P.21: ARNOLD SCHWARZENEGGER

The four false statements:

1) Lost the pre-election for the American President vs. Barack Obama in 2013.

2) Got the Oscar award for best male actor in 2002.

3) Was convicted of doping in 1973.

4) In 1975 he worked as a screenwriter for Universal Pictures.

P.28: COMPREHENSION CHECK

1. Briefly explain what Homer Plessy intended to achieve.

A: He intended to challenge Jim Crow laws and to prevent them from spreading in the US.

2. Explain why judge Ferguson declared that the Jim Crow laws were not discriminating against black people.

A: He said segregated facilities for black and white people did not mean they were being treated unequally in the eyes of the law.

3. In your own words explain the phrase separate but equal. Describe three examples of the Jim Crow laws in more detail.

A: This phrase means that being racially segregated still ensures equal opportunities for all races.

P.32: WHILST-READING ACTIVITY

Who: A black family.

What: The family travelled from Los Angeles to Louisiana to see their dying great grandmother. They were not able to stay at a hotel as they didn't accept black people. They also encountered many other forms of racist behavior, such as being told to use the toilet for colored people which was just an old outhouse in the middle of a field.

When: Summer time.

Where: In the South of the USA.

How: They squeezed most of the family into a car whilst the mother travelled by train. They brought all the food and drink they would need as most shops in the South didn't serve black people.

P.33: POST: READING ACTIVITY.

Segregation	Consequences
Not being allowed to stay at a hotel	Had to sleep in the car or keep driving
Sometimes black people weren't allowed into the stores	Had to bring lots of food with them
Not being able to fill up on gas	Keep the engine running and be ready to quickly drive on
Refused food at a diner	Had to sit round the side of the dinner in the special black person's area.
Separate bathrooms	Had to use an old outhouse in the middle of a field

P.37: POST-READING ACTIVITY

A) has a dream despite encountering obstacles.

B) the table of brotherhood will unite the sons of former slaves and slave owners.

C) his children are not judged by the color of their skin.

D) the wish to change the present situation for the better.

P.39: MARTIN LUTHER KING QUIZ

1. b

2. c

3. a

4. b

5. b

6. b

7. b

8. a

P.: 39: VOCABULARY PRACTICE

1. arrest, 2. campaign, 3. bail, 4. peace 5. protest, 6. preaching 7. violence, 8. equal, 9. discrimination, 10. abuse 11. passed

P. 42: DINER AND KKK SCENES FROM MISSISSIPPI BURNING

DINER

Who: Two FBI agents enter a diner wanting to find a place to sit and eat but there is no space left in the white section.

Where: They are in a diner in the South.

When: It looks like it's lunch time. One of the FBI agents spots a free couple of seats in the colored section of the restaurant and heads over there with his colleague. The restaurant suddenly goes very quiet and everyone looks shocked when he sits down and starts asking the black next to him a few questions.

KKK

Who: The KKK and a large group of black people. There is also a young black boy who stands there praying whilst all the violence takes place.

Where: The scene begins with a group of black people swarming out of someone's house and being confronted with a group of the KKK.

When: It happened at night. Lots of black people ran away screaming and were chased by members of the KKK who beat them up.

P. 44: PRE-LISTENING ACTIVITY

- | | |
|-----------------|--------------|
| 1. prophet | 7. walk |
| 2. hand in hand | 8. choose |
| 3. cries | 9. faith |
| 4. dies | 10. race |
| 5. color | 11. straight |
| 6. oceans | 12. free |

P. 47-48: LANGSTON HUGHES: THE SOUTH

- a) After having read the poem above, what do you know about the lyrical I?
 A: The narrator is a black person.
- b) What is the lyrical I's relationship with the South like?
 A: The narrator's relationship with the South is a negative one. The narrator feels very strongly that the South will never accept them (black people) and will always treat them terribly.
- c) What is, according to your opinion, the underlying theme of the poem?
 A: Racism
- d) Who is depicted as the kinder mistress and why?
 A: The North, as they are more accommodating, open and accepting.
- e) A variety of adjectives are used throughout the poem. Find at least one opposite (antonym) adjective and one synonym per listed word.

Adjective	Opposite (Antonym)	Synonym
laughing	crying	chuckle
beautiful	ugly	pretty
cruel	compassionate	vicious
seductive	repulsive	alluring

- f) One stylistic device used in poetry is called a "simile" where one thing is compared to another from a different semantic field by using the words "as" or "like". For instance: "He was cold as ice." Re-read the poem and list the similes that have caught your eye:
 A: Beautiful, like a woman, seductive as a dark-eyed whore.
- g) From your point of view, what were Langston Hughes' motives for creating this poem?
 A: He wanted to speak out against the unjust treatment of black people in the USA, especially the way people in the South treated black people.

P.51: ABOUT LANGSTON HUGHES

1. for evermore, 2. hopes to, 3. forgetting, 4. frequently

P.55: STATEMENTS

Statements
The protagonist has lived in ten different foster homes. F
He owns a great variety of apparel. F
The narrator could not hold his belongings with one arm. F
The protagonist has the ability to consume huge amounts of alcohol without appearing drunk. T
He is fond of wealthy Native Americans. F
The narrator intends to attract attention by nicking groceries. T
He tends to get so wound up that he loses his senses. T
He can recall the names of his new siblings. F
The actual children possess the latest footwear. T

P.56: DANCES WITH WOLVES

1. correct, 2. unexpectedly, 3. but, 4. the, 5. constant, 6. part, 7. has, 8. far, 9. correct, 10. who is, 11. has, 12. correct, 13. next

P. 57: COFFEE SCENE

Who: A white man and a group of Native Americans sit outside.

What: The white man begins by grinding some coffee. Then he builds a fire, makes the coffee and gives it to the group of Native Americans. They seem very confused by this strange brown drink at first but then he gives them some sugar to add to it and they seem to enjoy it more.

How: Most of the scene is conducted with very few words and so gestures are the main method of communication between the white man and the Native Americans.

P. 58-60: CEREMONY BY LESLIE MARMON SILKO

A	anguish	F	skeptical	K	recuperates	P	applicable	U	fenced
B	trespassed	G	torture	L	prompts	Q	gather	V	evades
C	incurred	H	reminiscing	M	joined	R	infuriated	W	drought
D	grieving	I	keeps	N	heeding	S	avoid	X	pronounces
E	conceived	J	graduated	O	crowd	T	wreaking	Y	fruitless

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
A	O	E	D	K	H	R	P	L	J	W	I	C	F	T	N	U	B	Y	Q	S	V	M	G	X

P. 62: NATIVE AMERICAN CULTURE

Tipi: A tent used by the American Indians, usually made from animal skins laid on a conical frame of long poles and having an opening at the top for ventilation and a flap door.

Pueblo: A communal structure used as a multiple dwelling place and for the defensive purposes of certain agricultural Indians in the southwestern U.S.: built of adobe or stone, typically many-storied and terraced, the structures were often placed against cliff walls, with entry through the roof by a ladder.

Squaw: Disparaging and Offensive. A contemptuous term used to refer to a North American Indian woman, especially a wife.

Papoose: A North American Indian baby or young child.

Tomahawk: A light axe used by the North American Indians as a weapon and tool.

Totem: A natural object or an animate being, as an animal or bird, assumed as the emblem of a clan, family, or group.

Calumet: a long-stemmed, ornamented tobacco pipe used by North American Indians on ceremonial occasions, especially in token of peace.

Moccasin: a soft leather slipper or shoe, strictly one without a separate heel, having the sole turned up on all sides and sewn to the upper in a simple gathered seam, in a style originating among North American Indians.

P.66: PRE-READING ACTIVITY

1. F, 2. T, 3. T, 4. T, 5. T

P. 69-70

0	A	civilized	B	mankind	C	human	D	citizenship
1	A	ignore	B	foresee	C	exercise	D	adopt
2	A	laws	B	words	C	courts	D	guidelines
3	A	hearing	B	vocals	C	tune	D	voice
4	A	deprived	B	taken	C	given	D	enticed
5	A	foreigners	B	people	C	estranged	D	citizens
6	A	taken	B	excluded	C	deteriorated	D	deprived
7	A	supported	B	oppressed	C	guided	D	endured
8	A	married	B	interactive	C	disguised	D	independent
9	A	capitalism	B	wealth	C	enrichment	D	property
10	A	initiate	B	do	C	commit	D	overlook
11	A	inherit	B	promise	C	fake	D	confide
12	A	materials	B	resources	C	power	D	energy
13	A	originality	B	liberty	C	humanity	D	sincerity
14	A	maintenance	B	equality	C	ignorance	D	separation

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14
B	C	A	D	C	A	D	B	C	B	C	B	C	B	D

P.72: PRE-READING ACTIVITY

- immortality: a) eternal life
- haste: b) hurry
- civility: c) courtesy
- a mound: a) pile
- to surmise: a) guess something

P.73: FURTHER PRACTICE

- labor: job
- leisure: recreation
- quiver: shake
- scarcely: hardly
- eternity: endlessness

P.74: READING PRACTICE WHILST READING THE TEXT

- I) Is death personified? If yes, what kind of expressions are attributed to its personification?
A: Yes death is personified. A good example of this is the phrase "He kindly stopped for me".
- II) What could the drive the speaker talks about symbolize?
A: The drive might symbolize our journey through life and the experiences we have along the way.
- III) What is the function of abstract language in the last stanza?
A: Abstract language helps to create a mysterious ending and is very much up to individual interpretation. The house might represent the person's house or heaven even.
- IV) In which ways is the verb "passed" used in the poem? What different meanings does it take on?
A: The verb "passed" is used to describe the journey and what is seen on the way. This word then takes on a more sinister feeling when used for the third time to describe the passing of character death.

P.76: EQUAL RIGHTS

	then	now
suffrage (women's right to vote)		x
upbringing of children – the father determines the rules	x	
upbringing of children– the mother's responsibility	x	
household chores – only women	x	
owning property		x
equal payment in same jobs		x
higher paid jobs		x
equal position under the law		x
the right to equal property after a divorce		x
your own idea:		

P. 77: 15-YEAR-OLD SHOOTING SURVIVOR:

Exercise: Locate the following terms in the text and underline them. Next find appropriate synonyms for the words in bold.

- | | |
|------------------------------|------------------------------|
| the sole survivor | the only survivor |
| courage | bravery |
| infant | child |
| pretended to be dead | played dead |
| to save somebody | to rescue somebody |
| courage | bravery |
| recounting her words | retelling her words |
| outpouring of support | overwhelming support |
| gathered to honor | got together to honor |

P. 86: POST VIEWING ACTIVITY

Full Metal Jacket = B
Born on the Fourth of July = C
The Deer Hunter = D
Apocalypse Now = A

P. 89: COMPREHENSION CHECK

1. true
2. false
3. true
4. true
5. false
6. false
7. true

P. 90: GAP FILL

- a. jam
- b. put
- c. pick
- d. stop
- e. pearly
- f. supplying
- g. commie
- h. kingdom
- i. pack
- j. hesitate

P. 90: COMPREHENSION CHECK

jam: An awkward situation or predicament.
'I'm in a jam'

put: Move to or place in a particular position.
'Harry put down his cup'

pick: Take hold of and lift or move.
'he picked a match out of the ashtray'

commie: A communist

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ZUR AUTORIN

MAG. DR. DORIS LIEDERER

DORIS LIEDERER wurde am 8. August 1984 in Graz geboren und ist seit 2012 als AHS Professorin für Englisch und Italienisch am *BORG Dreierschützengasse* in Graz (AUT) tätig. Im Zuge ihres Studiums der Anglistik/Amerikanistik und Romanistik absolvierte sie im Jahr 2006 ein Auslandssemester an der *Università di Siena* (ITA) und unterrichtete Englisch und Deutsch in der Erwachsenenbildung am *Elite Language College* in London (UK). Als sie die Stelle als Teaching Associate für Deutsch als Fremdsprache am *Williams College* in Massachusetts 2007/08 antrat, erfüllte sich ihr langgehegter Wunsch ein Jahr in den USA verbringen zu können.

Im letzten Studienjahr erhielt sie ein kulturwissenschaftliches Stipendium der *Karl-Franzens-Universität Graz* um im Zuge dessen, Recherchen für ihre Diplomarbeit mit dem Titel *The Beatles in New York – A lingering Memory* an der *New York Public Library* (USA) durchzuführen. Nach dem Abschluss ihres Lehramtsstudiums und zahlreichen bildungsbezogenen Nebenjobs, arbeitete sie von 2009 bis 2010 als Trainerin für *Mentor GmbH & Co OG Region Ost* im Auftrag des AMS in der Erwachsenenbildung. Danach folgte zwischen 2010 und 2012 ein Unterrichtspraktikumsjahr inklusive Karenzunterbrechung am *BRG Körösi* in Graz (AUT). Von 2012 bis 2016 hatte sie die Möglichkeit, ihrer Tätigkeit als Deutsch- Englisch- und Italienischlehrerin an der *NMS Deutschfeistritz* (AUT) nachzugehen. Neben Familie und vorwiegender Vollzeitanstellung absolvierte sie zwischen 2010 und 2017 an der *Karl-Franzens-Universität Graz* (AUT) ein Doktoratsstudium der Anglistik und Amerikanistik mit Fokus auf die fachdidaktische Aufbereitung und Verwendung von Unterrichtsmaterialien zur amerikanischen Literatur- und Kulturkunde an der steirischen AHS Oberstufe.

Wie der Titel ihrer Dissertation *Module Based Teaching of American Culture and Literature at Styrian Highschools* bereits besagt, hat sie sich mit den Methoden sowie den verschiedenen Faktoren, die die Lernenden bei der Aneignung der Fremdsprache Englisch beeinflussen, eingehend beschäftigt. Eines ihrer größten Anliegen in ihrer Lehrtätigkeit ist es, die Lernenden zu motivieren, ihren individuellen Anforderungen gerecht zu werden, sowie ihr Interesse an der Sprache, als auch an der damit verbundenen Kultur, zu wecken. Sie ist der festen Überzeugung, dass jeder Mensch eine Fremdsprache erlernen kann und dass es in der Regel von den mannigfaltigen Kompetenzen des/der Lehrenden abhängt, ob dies mit Freude, Engagement und Nachhaltigkeit geschieht.