

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUY NHƠN

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An Introduction to
**THE UNITED
STATES**



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CONTENTS

CONTENTS	1
INTRODUCTION.....	2
QUICK QUIZ ON THE U.S.A.	4
IMPRESSIONS OF THE UNITED STATES.....	7
Unit 1: THE AMERICAN CHARACTER.....	10
Chapter One: America - A Land of Diversity	10
Chapter Two: American Traditional Values and Beliefs	12
Unit 2: LOOKING BACK TWO HUNDRED YEARS OF AMERICAN HISTORY..	25
Chapter Three: The Birth of a Nation	27
Chapter Four: Territorial Expansion: Moving West	35
Chapter Five: The Civil War.....	43
Chapter Six: The Twentieth Century.....	47
Unit 3: THE AMERICAN PEOPLE	50
Chapter Seven: A Nation of Immigrants	50
Chapter Eight: Ethnic and Racial Assimilation.....	61
Unit 4: THE U.S. GOVERNMENT	75
Chapter Nine: The U.S. Constitution	75
Chapter Ten: The Organization of the American Government.....	83
Chapter Eleven: Choosing the Nation's President	95
Chapter Twelve: American Symbols.....	106
Unit 5: THE GEOGRAPHY OF THE U.S.....	114
Chapter Thirteen: Geographical Features.....	114
Chapter Fourteen: The Five Regions	117
Unit 6: FAMILY LIFE.....	143
Chapter Fifteen: The American Family	144
Unit 7: EDUCATION.....	154
Chapter Sixteen: Schools and Colleges	154
Unit 8: ETIQUETTE	163
Chapter Seventeen: How To Be Polite in America	163
Unit 9: RELIGION	172
Chapter Eighteen: The American Religious Heritage	172
Unit 10	181
HOLIDAYS.....	181
Chapter Nineteen: Americans Celebrate !.....	181
REFERENCE.....	197

INTRODUCTION

Have you ever failed to understand a phrase in an American text or by an American speaker when its vocabulary and grammar is not the problem? Have you ever been conversing with an American acquaintance of yours when suddenly recognized the person was gradually moving backwards and you might then wonder whether you had such an unfriendly smell? In the first situation, our failure to comprehend is perhaps due to the lack of culture - specific knowledge which is shared, thus unsaid or unexplained, by American native speakers. The later incident is caused by our ignorance of the American rule of “bubble of space” and we innocently were violating his personal space, which surely unconsciously pushed him backwards to resume his normal comfortable distance to the other speaker.

These examples are just some of the many unpleasant situations when Vietnamese learners of English may doubt their English proficiency because of their lack of the background knowledge of the target language.

“An Introduction to the United States” is compiled to help the Vietnamese college Majors of English fill this gap of American cultural background knowledge and accordingly will help improve the communication outcomes when they interact with American writers (through reading texts) and speakers.

As its title suggests, “An Introduction to the United States” only casts a very basic look on life in the USA. A host of facts presented within themes of American character, people, etiquette, government, education, religion, history, geography, holidays will hopefully not only provide the Vietnamese students with information about life in the USA, but will also increase awareness and understanding of their own Vietnamese culture and help them become more sensitive to cultural differences across cultures.

The 19 chapters have been grouped into units according to their topics to make it easy for the teachers to plan sequences of reading on similar themes if they wish. The units do not increase in difficulty and can therefore be used in any order.

Each chapter has the following sections: Before You Read, the reading passages, Comprehension Check, Discussion, and Suggestions.

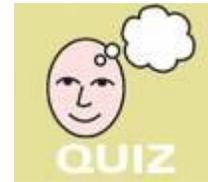
Before you read is a pre-reading activity which focuses the students on the topics of the chapter by stimulating speculation about content, involving the students/ own experience when possible.

The reading passages relate to the same topic of the chapter. Students should first skim through the passages for a general feel of the content. A second, more detailed reading can be done while working through the comprehension exercises.

Comprehension Check involves various types of exercises: multiple-choice questions, cloze summary paragraphs, true / false questions, matching, gap - filling, and open questions.

Discussion gives students the opportunity to express their own knowledge and attitudes in a debate on the related topic. Also in this section, cross-cultural activities for small groups are provided and students are encouraged to practice oral presentation by reporting back their discussion to the class.

Suggestions end the chapter with suggested activities for home work: further reading, recommended movies and songs, and suggestions for research.



A QUICK QUIZ ON THE U.S.A.

1. What famous landmark symbolizes the U.S.A as a country that welcomes foreigners?
A. The Statue of Liberty B. The Golden Gate Bridge
C. The Empire State Building D. The World Trade Centre
2. A famous figure that symbolizes the United States government is _____.
A. a cowboy. B. a thin bearded man called Uncle Sam.
C. George Washington. D. a fat - bearded man called Santa Claus.
3. The American flag has _____.
A. 13 stars and 50 stripes C. 50 stars and 13 stripes
B. 13 stars and 52 stripes D. 52 stars and 13 stripes
4. The national motto which has been printed on all the U.S currency since 1955 is _____.
A. 'In God We Trust' B. 'America, the Beautiful'
C. 'Stars and Stripes Forever' D. 'With Liberty and Justice for All'
5. What animal is the symbol of the United States?
A. turkey B. bald eagle C. owl
6. The American city which has the largest population is _____.
A. New York B. Los Angeles C. Chicago
7. In area, the U.S.A is the _____ largest nation in the world.
A. second B. third C. fourth
8. There are 7 states in the USA that begin with letter M. Two of them are _____.
A. Mexico and Maine B. Mississippi and Maryland C. Madison and Michigan
9. Which city is known as "The Big Apple"?
A. New York City B. San Francisco C. Dallas
10. The two main mountain ranges in the United States are the Appalachians and _____.
A. the Sierra Nevadas B. the Cascades C. the Rockies
11. The longest river in the United States is _____ River.
A. Hudson B. Mississippi C. Rio Grande
12. Which state has the smallest population?
A. Alaska B. Wyoming C. Rhode Island
13. The population of the USA is about _____.
A. 200 million B. 250 million C. 300 million
14. Each state has a _____.
A. mayor B. governor C. major

15. Which state has been called the Last Frontier?
A. California B. Texas C. Alaska
16. In the USA you can write the date January 4, 1946 as _____.
A. 1/4/46 B. 4/1/46 C. 46/4/1
17. 11 a.m. in New York is _____ in California.
A. 8 a.m. B. 7 a.m. C. 11 a.m.
18. The first English colony in the New World was founded in 1607 in _____.
A. Massachusetts B. Maryland C. Virginia
19. In 1849 many Americans rushed to _____ to find gold in the Gold Rush.
A. Alaska B. California C. Texas
20. The Prohibition was the banning of _____ in the USA.
A. cigarettes B. alcohol C. Catholicism
21. The American Civil War is a war between the _____.
A. North and South B. East and West C. USA and Britain
22. The United States bought Alaska from _____.
A. Canada B. France C. Russia
23. The Gettysburg Address is one of the shortest and most famous speeches in American history. This speech was written by _____.
A. John F. Kennedy B. Thomas Jefferson C. Abraham Lincoln
24. Who are the Native Americans?
A. The Eskimos B. The American Indians C. The WASPs
25. The second most widely spoken language in the US is _____.
A. Spanish B. Italian C. Chinese
26. Dr. Martin Luther King, Jr. won the Nobel Price for _____.
A. medicine B. literature C. peace
27. Americans prefer “Go Dutch” when eating out. This reflects the value of _____.
A. individual freedom B. self-reliance C. equality of opportunity
28. The two major political parties in the US are the _____.
A. Republican and Democratic B. Conservative and Labor
C. Republican and Labor
29. The Senate and the _____ are the two houses of US Congress.
A. House of Commons B. House of Representatives C. National Assembly
30. The President of the United States lives in the building called _____.
A. Capitol B. Sears Tower C. White House
31. The US “Declaration of Independence” was written by _____.
A. Thomas Jefferson B. George Washington C. Benjamin Franklin

32. To qualify to serve, the President must be a born US citizen and at least ____ years old.
- A. 35 B. 40 C. 45
33. The only president of the United States elected for four terms is ____.
- A. Franklin D. Roosevelt B. Abraham Lincoln C. John F. Kennedy
34. Which US President said, "... ask not what your country can do for you, but what you can do for your country?"
- A. Franklin D. Roosevelt B. Abraham Lincoln C. John F. Kennedy
35. What is the official religion of the USA?
- A. Christianity
B. Christianity and Judaism
C. There is no official religion
36. The three most important religions in the US are Protestant, Catholic, and ____.
- A. Jewish B. Buddhist C. Muslim
37. Many high schools have two tracks of study: ____ and vocational.
- A. academic B. military C. college-prep
38. What Americans like most about higher education is its ____ value.
- A. cultural B. moral C. monetary
39. Much of the foundation of education in the US rests on John Dewey's idea which emphasizes on ____ and individualism.
- A. moral teachings B. materialism C. pragmatism
40. The 2 most important American holidays are Christmas and ____.
- A. the Fourth of July B. Thanksgivings C. Easter



IMPRESSIONS OF THE UNITED STATES

Before You Read

1a. *What are the first things coming to your mind when you hear the words ‘the United States’? What words come into your head? Write them here.*

*Example: **big, crowded street***

1b. *Look at your words again. Are they positive, negative, or neutral? Write them again here. Where were most of your words? Why?*

<i>POSITIVE</i>	<i>NEGATIVE</i>	<i>NEUTRAL</i>

2. *What do you want to learn about the United States?*

The United States! What are your first thought when you hear these words? Is it an image of something typically American? Perhaps you think of hamburgers and fast food restaurants. Or perhaps you have an image of a product, such as an American can of Coca-Cola. Some people immediately think of American universities. Others think of American companies. Many Americans think of the red, white, and blue flag when they think of the United States. There are many images associated with the name of a country.

There are also many ideas or concepts associated with the words United States. Some people think of a positive concept such as freedom when they think of the United States. Other people think of a negative concept such as American involvement in other countries. Many Americans have both positive and negative ideas about their country. When they think of the lifestyle or the scenery (landscapes such as mountains or beaches at the ocean), they feel very positive and proud of their country. But sometimes, when they think about the government, they think about nuclear war and international problems. They have negative feeling about their country.

These images and ideas are all impressions of a country, the United States. People form these impressions in many different ways. They see American products and advertisements. They read newspapers and hear people talk about the United States. They probably see American movies and television shows. These impressions are always changing. As people receive more information, they adjust their images and concepts of a country.

Knowledge of a country includes many things. Typical products and actions by government are part of this knowledge. But the most important thing in learning about a country is knowledge of the people of that country. What are their customs and lifestyles? How do they raise their children? And what are their values and beliefs? How do they feel about work and entertainment, about time, about friendship?

In this book you will read about many aspects of the United States. You will read about lifestyles, institutions, values, and issues which are all part of American life and culture.

Comprehension Check

1. Are examples given of images associated with the name of the United States similar to yours? Can you list them?
2. What is/are the example(s) of a positive concept?
3. According to the reading, how do Americans feel about their countries?
4. According to the text, when do Americans feel positive or negative about their countries?
5. According to the writer, will people's impressions about a country change when they learn more about it?
6. Following are some of the images that come to people's minds when the United States is mentioned. Match them with the corresponding illustrations.

___ *Land of oddities and absurdities*

___ *Land of paradox and contradiction*

___ *Land of promise and opportunity*

___ *Land of inequality and injustice*

___ *Land of miracles and achievements*

- a. Since the days of the early settlers, thousands, and later millions were drawn to America with the hope that they would find land, food, jobs. Many were attracted to the land that seemed to open up possibilities to those with abilities and initiative to get ahead. Still others went there seeking a place where they would be free to pursue their own beliefs, without fear of religious persecution or political oppression.
- b. On land that only two hundred years ago was virtually uninhabited and undeveloped, one now finds thriving cities, bustling factories, elaborate transportation and communication networks, vast stretches of high productive fields, immense herds of cattle and sheep - all contributing to a standard of living that is among the highest in the world.
- c. Or one wishes to talk about the present, one finds it hard to understand how the country with the world's highest GNP (gross national product) is at the same time also the country with the world's highest national debt. The amount of this debt staggers the imagination.
- d. How else can one describe contests to see who can spit the farthest - yes, spit - in a high civilized country? Or how can one explain contests to see who can eat the most hot dogs at one sitting, with the winner after ending up in severe discomfort and sometimes having to be taken to the hospital after winning the 'honor'?
- e. No one can ignore the plight of the Indians - Native Americans who at one point virtually became extinct on the land that they originally inhabited. Yet it was the Indians who had earlier befriended the white settlers and have offered them their hospitality.

Discussion

1. Work with a partner. Write down three things that each of you thinks foreigners consider typical for your country. Discuss whether the stereotypes are right or wrong.
2. What are some things you feel proud of when you think about your country

Unit 1: THE AMERICAN CHARACTER

“What a country!” says the Russian immigrant and popular comedian, Yakov Smirnoff. This exclamation expresses his surprise, delight, confusion, or disapproval as he learns something new about the U.S.A. Most newcomers to the United States probably share his mixed emotions. It a wonderful country, they realize, but it is not heaven.

Most newcomers arrive in one of the large urban areas. Some find the crowds, high-rise buildings and noisy traffic overwhelming; however, they usually adjust to the urban environment rather quickly. It is the American people-their customs and their language-that remain long term mystery.

This chapter is aimed at uncovering the attitudes that most Americans share. What do Americans love, hate, want, and believe in? Any statement about the American outlook must take into consideration the nation’s great size and geographic diversity, and the fact that it is (as John F. Kennedy said) “a nation of immigrants”. Generalizations about third-generation, white, urban, middle-class Americans may not accurately describe new immigrants, blacks, rural residents, or the poor.

Chapter One: America - A Land of Diversity

In area, the United States is the fourth largest nation in the world (only after Canada, Russia, and China). Its 50 states cover about 3,600,000 square miles (9,324,000 square kilometers). Forty-eight of its states come from one territorial block of land. The other two are Alaska, located northwest of the nation’s mainland, and Hawaii, a group of islands in the South Pacific Ocean. They became states in 1959. In addition to these 50 states, the United States government has some control over 12 islands territories in the Caribbean Sea and the Pacific Ocean. These include Guam, the Virgin Island, and Puerto Rico. Residents of these territories are American citizens.

“No one should have to see America for the first time,” said one visitor, overwhelmed by America’s great size and the great variety of its climate and geography. A homesick immigrant from anywhere else can probably find a place in the U.S.A. that is similar to his or her native land. The United States has tall mountains and flat cornfields, deserts and tropical regions, prairies and forests, rugged coastlines and gentle rolling hills. The climate, too, covers all extremes. Throughout the United States, summer weather is warmer than winter weather, but temperatures vary. On a typical winter day, it might be raining in Washington, D.C, and snowing in New York and Chicago, while it is warm

enough to swim in Los Angeles and Miami. It is, therefore not difficult to imagine how different daily lifestyles could vary in cities and towns so far apart.

The United States is the third largest nation in population after China and India. In October 2006 the population of the USA reached the number of 300 million. Although about 95% of the people now living in the United States were born there, the United States has one of the most varied populations in terms of national ancestry. Racially, the U.S.A. is about 80.4% white, 12.8 % Black, 4.2% Asian, 1% American Indian and Alaska Native (June 14, 2004 estimate). About 14 % of the population is Hispanic, making the Spanish - speaking people the largest ethnic minority in the country. Newcomers are often surprised by the variety of skin colors they see, but Americans take it for granted. These differences are more than skin deep. It may take a few generations before the values and customs of the “old country” are altered by an American outlook. Some are never revised.

Traveling around the U.S.A., one can also become aware of regional differences, not only in geography, but also in the ways that Americans speak and act. Most Americans can tell what part of the country another American comes from just by listening to the speaker’s accent. (The Midwestern accent is closest to that is heard on national TV.) Styles of cooking vary from place to place, influenced by the different immigrant groups that have settled in that area and by the edible plants that grow there. Recreation varies from place to place, determined in part by climate and geography.

In addition, American personalities may differ somewhat from one region to another. For example, New Englanders are often described as stern and self-reliant, Southerners as gracious and leisurely, and Mid-Westerners are considered more conservative than Californians and less worldly than New Yorkers.

However, many regional differences have been erased by modern transportation, communication, and mass production. From the East Coast to the West Coast, travelers see the same kinds of shopping centers, supermarkets, motels, homes, and apartment buildings. Franchise businesses have created stores and restaurants that look alike wherever they are. National advertising has created national tastes in consumer goods. National news media determine what Americans know about world events and also influence attitudes and styles. Thus it is safe to make some generalizations about this diverse nation, but it must be done with caution.

Comprehension Check

True or False?

1. The United States has diversity just in its climate and geography.
2. The United States has 48 states lying in the central of the North American continent.
3. The two states were added to the United States in 1959 are not situated in North America.
4. The American population is not only one of the world's largest but also various in its origins.
5. The largest minority group in the United States is the white.
6. All the Americans speak English with the same accent.
7. The Californians are not as conservative as the Mid-Westerners.
8. Modern transportation and communication help erase all regional differences.
9. It is impossible to make generalizations about the United States because it is the land of diversity.
10. The typical American is third- generation, Hispanic, urban, and rich.
11. "No one should have to see America for the first time" means visitors need several visits to America to understand this very big and different land.

Discussion

1. What different ethnic groups are there in your country? Where do they live? How are they different from the majority of people in your country: Language? Clothing? Food? Music? Customs? Tell about an interesting custom or tradition of theirs.
2. Would you like to live and work in multi-cultural environment? Discuss about the advantages and disadvantages of living in a country of great ethnic diversity like the USA.
3. Would you like to work in a company of all-Vietnamese staff or one of international staff?

Chapter Two: American Traditional Values and Beliefs

We hold these truths to be self-evident that all men are created equal, that they are endowed by their Creator with certain inalienable rights that among these are Life, Liberty and the pursuit of Happiness.

The Declaration of Independence

Before You Read

1. *Why do some people want to come and live in the United States?*
2. *What do you think Americans believe is the best thing about their country?*
3. *What is the “American Dream”?*
4. *What unites this country of so great racial, ethnic, cultural, religious diversity?*

As the 21st century begins, the United States probably has a greater diversity of racial, ethnic, cultural, and religious groups than any other nation on earth. From the beginning of the history of the United States, there has been diversity – Native Americans throughout the North American continent, Spanish settlers in the Southwest and in Florida, French missionaries and fur traders along the Mississippi River, black slaves brought from African countries, Dutch settlers in New York, Germans in Pennsylvania, and, of course, the British colonists, whose culture eventually provided the language and the foundation for the political and economic systems that developed in the United States.

Most early Americans recognized this diversity, or pluralism, as a fact of life. The large variety of ethnic, cultural, and religious groups meant that accepting diversity was the only practical choice, even if some people were not enthusiastic about it. However, in time, many Americans came to see strength in their country’s diversity. Today, there is more recognition of the value of cultural pluralism than at any other time in the history of the United States.

When we examine the system of basic values that emerged in the late 1700s and began to define the American character, we must remember this context of cultural pluralism. How could a nation of such enormous diversity produce a recognizable national identity?

Historically, the United States has been viewed as “*the land of opportunity*,” attracting immigrants from all over the world. The opportunities they believed they would find in America and the experiences they actually had when they arrived nurtured this set of values. In this unit six basic values that have become “traditional” American values will be examined. Three represent traditional reasons why immigrants have been drawn to America: **the chance for individual freedom, equality of opportunity, and material wealth**. In order to achieve these benefits, however, there were prices to be paid: **self – reliance, competition, and hard work**. In time, these prices themselves became a part of the traditional value system.

Individual Freedom and Self-Reliance

The earliest settlers came to the North American continent to establish colonies that were free from the controls that existed in European societies. They wanted to escape the controls placed on their lives by kings and governments, priests, and churches, noblemen and aristocrats. To a great extent, they succeeded. In 1776, the British colonial settlers declared their independence from England and established a new nation, the United States of America. In doing so, they overthrew the king of England and declared that the power to govern would lie in the hands of the people. They were now free from the power of the king. In 1789, when they wrote the Constitution for their new nation, they separated church and state so that there would never be a government– supported church. This greatly limited the power of the church. Also, in writing the Constitution, they expressly forbade titles of nobility to ensure that an aristocratic society would develop. There would be no ruling class of nobility in the new nation.

The historic decisions made by those first settlers have had a profound effect on the shaping of American character. By limiting the power of the government and the churches and eliminating a formal aristocracy, they created a climate of freedom where the emphasis was on the individual. The United States came to be associated in their minds with the concept of individual freedom. This is probably the most basic of all American values. Scholars and outside observers often call this value individualism, but many Americans use the word freedom. Perhaps the word freedom is one of the most respected popular words in the United States today.

By freedom, Americans mean *the desire and the ability of all individuals to control their own destiny without interference from the government, and ruling noble class, the church, or any other organized authority.* The desire to be free of controls was a basic value of the new nation in 1776, and it has continued to attract immigrants to this country.

There is, however, a price to be paid for this individual freedom: **self - reliance.** Individuals must learn to rely on themselves or risk losing freedom. This means achieving both financial and emotional independence from their parents as early as possible, usually by age 18 or 21. This means that Americans believe they should take care of themselves, solve their own problems, and “stand on their own two feet.” De Tocqueville observed the Americans’ belief in self reliance nearly 200 years ago in 1830s:

They owe nothing to any man, they expect nothing from any man: they acquire the habit of always considering themselves as standing alone, and they are apt to imagine that their whole destiny is in their own hands.

This strong belief in self-reliance continues today as a traditional basic American value. It is perhaps one of the most difficult aspects of the American character to understand, but it is profoundly important. Most Americans believe that they must be self-reliant in order to keep their freedom. If they rely so much on the support of their families or the government or any organization, they may lose some of their freedom to do what they want.

If people are dependent, they risk losing freedom as well as the respect of their peers. Even if they are not truly self-reliant, most Americans believe they must at least appear to be so. In order to be in the mainstream of American life - to have power and/or respect - individuals must be seen as self-reliant. Although receiving financial support from charity, the family or the government is allowed, it is never admired. Many people believe that such individuals are setting a bad example, which may weaken the American character as a whole.

The sight of beggars on city streets and the plight of the homeless may inspire sympathy but also concern. Although Americans provide a lot of financial support to people in need through charities or government programs, they expect that help to be short-lived. Eventually, people should take care of themselves.

Equality of Opportunity and Competition

The second important reason why immigrants have traditionally been drawn to the United States is the belief that everyone has a chance to succeed here. Generations of immigrants, from the earliest settlers to the present day, have come to the United States

with this expectation. They have felt because individuals are free from excessive political, religious, and social controls, they have a better chance for personal success. Of particular importance is the lack of the hereditary aristocracy.

Because titles of nobility were forbidden in the Constitution, no formal class system developed in the United States. In the early years of American history, many immigrants chose to leave the older European societies because they believed that they had a better chance to succeed in America. In “the old country”, their place in life was determined largely by the social class into which they were born. They knew that in

America they would not have to live among noble families who possessed great power and wealth inherited and accumulated over hundreds of years.

The hopes and dreams of many of these early immigrants were fulfilled in their new country. The lower social class into which many were born did not prevent them from trying to rise to a higher position. Many found that they did indeed have a better chance to succeed in the United States than in the old country. Because millions of these immigrants succeeded, Americans came to believe in **equality of opportunity**. When the Tocqueville visited the United States in 1830s, he was impressed by the great uniformity of condition of life in the new nation. He wrote:

The more I advanced in the study of American society, the more I perceived that, ... equality of condition is the fundamental fact from which all others seem to be derived.

It is important to understand what most American mean when they say they believe in equality of opportunity. They do not mean that everyone is - or should be - equal. However they do mean that each individual should have an equal chance for success. Americans see much of life as a race for success. For them, equality means that everyone should have an equal chance to enter the race and win. In other words, equality of opportunity may be thought of as an ethical rule. It helps ensure that the race for success is a fair one and that a person does not win just because he or she was born into a wealthy family, or lose because of race or religion. This American concept of “fair play” is an important aspect of the belief in equality of opportunity. President Abraham Lincoln expressed this belief in the 1860s when he said:

We, ... wish to allow the humblest man an equal chance to get rich with everybody else, when one start poor, as most do in the race of life, free society is such that he knows he can better his condition; he knows that there is no fixed condition of labor for his whole life.

There is, however, a price to be paid for this equality of opportunity: **competition**. If much of life is seen as a race, then a person must run the race in order to succeed; a person must compete with others. If every person has an equal chance to succeed in the United States, then it is every person’s duty to try. Americans match their energy and intelligence against that of others in a competitive contest for success. People who like to compete and are more successful than others are honored by being called ‘**winner**s’. On the other hand, those who do not like to compete and are not successful when they try are

often dishonored by being called ‘losers’. This is especially true for American men, and it becomes more and more true for women.

The pressures of competition in the life of an American begin in childhood and continue until retirement from work. Learning to compete successfully is part of growing up in the United States, and competition is encouraged by strong programs of competitive sports provided by the public schools and community groups.

The pressure to compete causes Americans to be energetic but it also places a constant emotional strain on them. When they retire (traditionally at age 65), they are at last free from the pressures of competition. But then a new problem arises. They may feel useless and unwanted in a society that gives so much prestige to those who compete well. This is one reason why older people in the United States do not have as much honor and respect as they have in other less competitive societies. In fact, any group of people who do not compete successfully - for whatever reason - do not fit into the mainstream of American life as well as those who do not compete.

Material Wealth and Hard work

The third reason why immigrants have traditionally come to the United States is to have a better life - that is, to raise their standard of living. For the vast majority of the immigrants who came here it was probably the most compelling reason for leaving their homeland. Because of its incredibly abundant natural resources, the United States appeared to be a “*land of plenty*” where millions could come to seek their fortunes. Of course most immigrants did not “*get rich overnight*”, and many of them suffered terribly, but the majority of them were eventually able to improve upon their former standard of living. Even if they were not able to achieve the economic success they wanted, they could be fairly certain that their children would have the opportunity for a better life. The phrase “*going from rags to riches*” became a slogan for the great American dream. Because of the vast riches of the North American continent, the dream came true for many of the immigrants. They achieved material success; they became very attached to material things. **Material wealth** became a value to American people.

Placing a high value on material possessions is called *materialism*, but this is a word that most Americans find offensive. To say that a person is materialistic is an insult. To an American, this means that this person values material possessions above all else. Americans do not like to be called materialistic because they feel that this unfairly accuses them of loving only material things and having no religious values. In fact most

Americans do have other values and ideals. Nevertheless, acquiring and maintaining a large number of material possessions is of great importance to most American. Why is this so?

Probably the main reason is that material wealth has traditional been a widely accepted measure of social status in the United States. Because Americans rejected the European of hereditary aristocracy and titles of nobilities, they had to find a substitute for judging social status. The quality and quantity of an individual's material possessions became an accepted measure of success and social status.

Americans have paid a price, however, for their material wealth: **hard work**. The North American continent was rich in nature resources when the first settlers arrived, but all these resources were underdeveloped. Only by hard work could these natural resources be converted into material possessions, allowing a more comfortable standard of living. Hard work has been both necessary and rewarding for most American through their history. Because of this, they came to see material possessions as natural reward for their hard work. In some ways, material possessions were seen not only as tangible evidence of people's work but also of their abilities. In the late 1700s, James Madison, the father of the American Constitution, stated that the difference in material possessions reflected a difference in personal abilities.

As the United States has shifted from an industry - based economy to one that is service or information - based, there has been a decline in high - paying jobs for factory workers. It is now difficult for the average worker to go from 'rags to riches' in the Unites States, and many wonder what has happened to the traditional 'American Dream'. As the United States competes in a global economy, many workers are losing their old jobs and finding that they and their family members must now work longer hours for less money and fewer benefits. Faced with a declined in their standard, these people no longer believe that hard work necessarily brings great material rewards.

Most Americans, however, still believe in the value of hard work. They believe that people should hold jobs and not live off welfare payment from the government. In the 1990s, the welfare system* came under attack. In a time when many people were working harder than ever 'to make ends meet', there was enormous resentment against groups such as 'welfare mothers', young women who do not marry or hold a job but have children and are supported by payments from the government.

In understanding the relationship between what Americans believe and how they live, it is important to distinguish between idealism and reality. American values such as equality of opportunity and self - reliance are ideals that may not necessarily describe the reality of American life. Equality of opportunity, for example, is an ideal that is not always put into practice. In reality, some people have better chance for success than others. Those who are born into rich families have more chance for success than those who are born into poorer families. Inheriting money does give a person a decided advantage. Many blacks Americans have fewer opportunities than the average white American, and many women have fewer opportunities than men, in spite of laws designed to promote equality of opportunity for all individuals. And many immigrants today have fewer opportunities than those who came before them, when there were more high-paying factory jobs, and the economy was growing more rapidly.

The fact that American ideals are only partly carried out in real life does not diminish* their importance. Many American still believe in them and are strongly affected by them in everyday lives. It is easier to understand what Americans are thinking and feeling if we can understand what these basic traditional American values are and how they are influenced almost every facet of life in the United States.

The six basic values presented in this unit - individual freedom, self - reliance, equality of opportunity, competition, material wealth, and hard work - do not tell the whole story of American character. Rather, they should be thought of as themes* that will be developed in our discussions on family life, education, and politics. These themes will appear throughout the book as we continue to explore more facets of the American character and how it affects life in the United States.

Comprehension Check

I. Choose the correct answer

1. The main reason the early settlers came to the North American continent and established colonies was because they wanted to be free from _____.
 - A. the power of kings, priests, and noble men.
 - B. the influence of their families.

- C. the problems of poverty and hunger.
2. There are no titles of nobility in the United States today because _____.
 - A. no one likes aristocrats.
 - B. the church does not allow it.
 - C. they are forbidden by the Constitution.
 3. The price that Americans pay for their individual freedom is _____.
 - A. self - reliance
 - B. competition
 - C. hard work
 4. The Americans belief in self - reliance means that _____.
 - A. receiving money from charity, family, or the government is never allowed.
 - B. if a person is very dependent on others, he or she will be respected by others.
 - C. people must take care of themselves and be independent or risk losing their personal freedom.
 5. The American belief in equality of opportunity means that _____.
 - A. all Americans are rich.
 - B. Americans believe that everyone should be equal.
 - C. everyone should have equal chance to succeed.
 6. In the United States, learning to compete successfully is _____.
 - A. a part of growing up.
 - B. not seen as healthy by most people.
 - C. not necessary because the Americans believe in equality.
 7. Traditionally, immigrants have been able to raise their standard of living by coming to the United States because _____.
 - A. Americans value money and nothing else.
 - B. there have been such abundant natural resources.
 - C. the rich have shared their wealth with the poor.
 8. Americans see their material possessions as _____.
 - A. having nothing to do with social status.
 - B. the natural reward of their hard work.
 - C. no indication of a person's abilities.
 9. The belief in the value of hard work _____.
 - A. developed because it was necessary to work hard to convert national resources into material goods.
 - B. developed because the immigrants who came here had a natural love of hard work.

- C. has never been a part of American value system because people have so much.
10. In reality, such American ideals as equality of opportunity and self-reliance____.
- A. are not real because there is no equality in the United States.
- B. are always put into practice in the United States and truly describe American life.
- C. are only partly carried out in real life but are still important because people believe in them.

II/ Cloze Summary Paragraph. This paragraph summarizes the chapter. Fill in each blank with any word that makes sense.

The earliest settlers came (1)_____ North America because they (2)_____ to be free from (3)_____ placed on their lives (4)_____ European government, churches and (5)_____ societies. They created a (6)_____ nation where the emphasis (7)_____ on the freedom of (8)_____ individual. The price paid (9) _____ individual freedom is (10)_____; Americans are expected to take (11)_____ of themselves and not (12)_____ on others. A second (13)_____ why immigrants have come to the United States is the (14)_____ of opportunity. Americans (15)_____ that everyone should have an (16)_____ chance to succeed, the (17)_____ for this equality is (18)_____ for everyone. The third reason why immigrants (19) _____ come is to raise their (20)_____ of living. Material (21)_____ has become the measure (22)_____ success and social (23)_____, their (24)_____ is the price. Material possessions are seen as the natural (25)_____ for hard work. Although these six (26)_____ values may not always (27)_____ put in practice in (28)_____, they are ideals which (29)_____ every aspect of American (30)_____.

III/ Which American traditional value is each statement about?

1. Life is a race. The winner takes it all. _____
2. You have to work hard to succeed in life. _____
3. Everyone can have a chance to better their condition. _____
4. Everyone should stand on their own two feet. _____
5. Money is a measure of success and social status. _____
6. Americans want and require the right to control their own life. _____

IV/ Gap-filling

1. America is said to be hard to make generalizations about because of its great _____ and its population _____.
2. The main reason for many early settlers coming to America : freedom from controls by kings, priests, and _____.
3. A retired factory worker feels unwanted by society because he is no longer working. His situation can be best described as the negative effects of _____.
4. The “American dream” best reflects the American value of _____.
5. The value of _____ causes Americans to be energetic, but it also makes them suffer from stresses.
6. The most basic and respected traditional American value is _____.
7. On the frontier, the family background was of _____ importance.
8. Americans see their _____ as the measure of success and social status.
9. American pop-stars are considered to be _____ class.

V/ Which value does each of the following American practices reflect?

1. Children are expected to leave home at 18 or 21. _____
2. Children get involved in sports at a young age. _____
3. Doping in sports is a serious crime. _____
4. Business first, chatting later. _____
5. Show more respect to the young and men than the old and women.

6. “No trespassing”, “Keep out “ can be seen at the gate of houses. _____
7. “Go Dutch” when eating out. _____
8. You have to earn your respect. _____
9. Americans don’t expect a strong sense of commitment in friendship.

10. Everyone has a voice. _____
11. “Rags to riches” stories. _____
12. Cheating at exam or plagiarism is a serious crime. _____
13. Children are sometimes allowed to call their parents and grandparents by their first names. _____
14. Keeping up with the Joneses. _____
15. “Time is money.” _____
16. A suspicion of a strong government. _____
17. Marriage for love _____

18. Informal Americans _____

Discussion

1. Americans believe strongly in self-reliance and the freedom of individual. At what age do young people become financially and emotionally independent from their parents in your country? At what age do they leave home?
2. Is it a good thing for 18-year-olds to leave their parents' home to lead an independent life? What are the advantages and disadvantages? What is your choice? As a parent would you like your children to leave home at 18?
3. Is it healthy for a young person to want to compete? Which is more important, competing or cooperating? Which does your culture value more? Why?
4. Choose one basic American value you find most influential in contemporary Vietnamese society and analyze its effects on your life.
5. Americans believe strongly in self-reliance and the freedom of individual. At what age do young people become financially and emotionally independent from their parents in your country? At what age do they leave home?
6. Is it a good thing for 18-year-olds to leave their parents' home to lead an independent life? What are the advantages and disadvantages? What is your choice? As a parent would you like your children to leave home at 18?
7. Is it healthy for a young person to want to compete? Which is more important, competing or cooperating? Which does your culture value more? Why?
8. Which American value are you most impressed?

Suggestions

Further Reading:

In the musical West Side Story - lyrics by Stephen Sondheim and music by Leonard Bernstein - Puerto Ricans express their experiences as a minority in the U.S.A. Generally speaking, what is the difference in the two groups' views of America?

AMERICA

I like to be in America. Okay by me in America. Everything free in America. <i>For a small fee in America.</i>	Life can be bright in America - <i>If you can fight in America.</i> Life is all right in America - <i>If you're white in America.</i>
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<p>Buying on credit is so nice. <i>One look at us and they charge twice.</i> I'd have my own washing machine. <i>What will you have though to keep clean?</i></p> <p>Skyscrapers bloom in America. Have a lot soon in America. Industry bloom in America. <i>Twelve in a room in America.</i></p> <p>Lots of new housing with more space. <i>Lots of doors slamming in out face.</i> I'll get a terraced apartment. <i>Better get rid of your accent.</i></p>	<p>Here you are free and you have pride <i>Long as you stay on your own side.</i> Free to be anything you choose <i>Free to wipe tables and shine shoes.</i></p> <p><i>Everywhere grime in America.</i> <i>Organized crime in America.</i> <i>Terrible time in America.</i> You forget I'm in America.</p> <p><i>I think I'll go back to San Juan.</i> I know a boat you can get on. <i>Everyone there will give big cheer!</i> Everyone there will have moved here.</p>
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Recommended Movies

- In America
- The Pursuit of Happyness
- Failure to Launch

Recommended Songs

- Believe in Yourself - Joe Raposo
- Let's Make a Dream - Joe Raposo
- Trying and Trying Again - Joe Raposo
- My Way - Frank Sinatra

Unit 2: LOOKING BACK TWO HUNDRED YEARS OF AMERICAN HISTORY

History does not exist for us until and unless we dig it up, interpret it, and put it together. Then the past comes alive, or, more accurately, it is revealed for what it has always been - a part of the present.

Frederick W. Turner III, 1971

Think of a big, beautiful, empty land with mountains, forests, lakes, animals and fish, but no people. This was America 30,000 years ago. Around that time, the first people probably arrived in Alaska from Asia. They traveled south and became the North American Indians, and the Aztecs, Mayas and Incas and other peoples of Central and South America. Later came the Inuit (Eskimos) of Canada and the Arctic. But there are only a few of these early peoples in America today.

In the sixteenth century Europeans started to come to America, and soon after that, they brought workers - slaves - from Africa. Large numbers of immigrants continued to arrive from all over the world until the middle of the twentieth century.

The empty land was now full of people, speaking different languages and with different ideas. There are just three countries now in North America: Canada, Mexico, and the USA, but there were nearly several more. The 'United States of America' was not always united. The 300 million people (2006) who live in its fifty states are not all the same. So how was the USA born? How did it grow? And who live in it now? These questions will be respectively answered in this chapter.

Overview of U.S. History

Ten Periods of US History

1. **1492** - Christopher Columbus discovered North America.
1500s - European settlers came to the new land for gold, adventures, and freedom.
1600s - The colonists lived under British laws.
2. **1775** - Americans in the thirteen colonies wanted to be free of British rule. General George Washington led the colonists in the Revolutionary War.
1776 - Thomas Jefferson wrote the Declaration of Independence, and the colonies approved it.

3. **1783** - The American colonists won the war, and the colonies became the United States of America.
1789 - The Constitution became the highest law of the land.
1789 - George Washington became the first President.
4. **1840s** - Millions of Europeans came to America as workers during the Industrial Revolution. The new nation grew and added more states.
1853 - The USA expanded to the Pacific Ocean.
5. **1861** - Americans fought against one another in the Civil War between the North and the South.
1863 - President Abraham Lincoln freed the slaves in the Emancipation Proclamation.
1865 - The northern states won the war, and the period of Reconstruction began.
6. **1917** - The US grew to be one of the great powers in the world. The nation fought in the First World War.
1920 - After the war women got the right to vote for the first time.
7. **1929** - The Great Depression began with the stock market crash. Banks, factories, and farms shut down, and many Americans were unemployed.
1933 - President Franklin Roosevelt helped end the Depression with the New Deal government.
8. **1941** - The United States entered the Second World War when Japan attacked the Hawaiian Islands.
1945 - The war ended when the US dropped the first atomic bomb, and the world entered the Nuclear Age.
9. **1950s** - The US entered a time of Cold War. America fought in the Korean War. The Civil Right Movement began, and black and white Americans fought against segregation.
10. **1960s** - The Space Age began. Americans fought in the Vietnam War. The United States put the first men onto the moon in the Apollo Program.
1970s - The Women's Liberation Movement became strong.
1980s - Computers began to change the nation faster than ever before.

Chapter Three: The Birth of a Nation

Before You Read:

1. *Who discovered America? When? Who were living there when he came?*
2. *Before independence, there were British colonies in America. Where were they? How many were there? What states did they become?*
3. *What was a major cause of the Revolutionary War between the American colonies and Great Britain?*
4. *In what year did the United States declare independence from Great Britain?*
5. *Who was the first president of the United States?*

Exploration and Colonization

For thousands of years, America and its peoples were unknown to the rest of the world. The Viking visited Canada from Scandinavia* around AD 1,000, but did not stay. Then, in 1492, a brave Italian sailor called Christopher Columbus reached the Caribbean, while he was looking for a sea route from Europe to the Far East. Columbus thought he was near the Indies , so he called the native American Indians. By accident, this sailor from Spain discovered a new world. Soon other European explorers sailed across the Atlantic to learn about this exciting discovery. The Spanish explored South America in search of adventure and gold and their priest came to teach the native people. The British and the French explored North America.

In the fifteenth century, the Spanish established the first permanent settlement in North America in St. Augustine (now in the state of Florida). In the early seventeenth century, two very different groups of English people made the dangerous journey across the Atlantic. In 1607, a group of farmers began the first British colony of Jamestown, in Virginia. They fought with the Indians, and did not have enough to eat. But Pocahontas, the daughter of an Indian chief, became a friend of Captain John Smith and helped him and the other English people. She later married a man called John Rolfe and went to England, where she died. The farmers discovered that it was easy to grow tobacco in Virginia, so they brought African people to work in the fields as their slaves. Smoking was becoming very fashionable, and the Americans found a big market for their tobacco in Europe.

In 1620, another group of 101 English men, women, and children arrived in Plymouth, Massachusetts. We know these people, who had very strong ideas about religion, as the ‘Pilgrims’, or ‘Pilgrim Fathers’. They did not want to live in England because they did not agree with the Church of England, so they sailed to America in a ship called Mayflower. They became not only farmers, but also businessmen who bought and sold animal skins. They thought that all men were created equal and so they did not have slaves. The Pilgrims too were often ill and hungry, and nearly half of them died in the first year. But they were helped by friendly Indians, who showed them how to grow corn. In the autumn of 1621, the Pilgrims had a big dinner to give thanks for the first food that they had grown themselves. This day became known as Thanksgiving, and Americans still celebrate it every year, on the fourth Thursday of November. It is one of the most important holidays in the year, and people often travel many hundreds of kilometers to be with their family.

Colony	Reason for establishment	Some facts
1. Virginia	To find gold and to trade with Europe	The colonists wanted to be rich. They didn't want to do the difficult work to live, and many people died. Then the settlers discovered tobacco and used it for trade.
2. Massachusetts	For religious freedom	The Pilgrim Puritans established the Massachusetts Bay Colony in Plymouth. They came for religious freedom but they didn't give the same freedom to the other churches.
3. Maryland	To make money from land sales	The King of England gave the land to Lord Baltimore. He sold the land to the Catholics and also gave them religious freedom.
4. Rhode Island	For religious freedom	Some Puritans left Massachusetts to start a new colony with religious freedom for everyone. They established the principle of separation of church and state (religion and government).
5. Connecticut	For religious freedom and	Thomas Hooker and people from his church left Massachusetts for this new

	economic reasons	colony because the farmland was better.
6. New Hampshire	For religious, political, and economic reasons	Settlers came here from Massachusetts. They lived on fishing and trading.
7. North and South Carolina	For economic reasons	The King of England gave away the land, and the landowners rented it to settlers from Virginia and Europe.
8. New York	For political reasons	The British took the land from the Dutch settlers in New Amsterdam and named it New York
9. New Jersey	To make money from rent	Landowners rented the land to settlers.
10. Pennsylvania	For religious freedom	William Penn established this colony. The Quakers settled here and gave religious freedom to everyone.
11. Delaware	For political reasons	William Penn gave settlers this land because they wanted a separate government.
12. Georgia	For political and economic reasons	People came here from England because they were in debt. The government gave them land to farm.

People from Spain, France, Holland, England, started other villages on the east coast of North America. Thirteen settlements became colonies of England. They were, from north to south, New Hampshire, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia. Some of the native people were friendly to the colonists and taught them about the land while others attacked them. The settlers killed many American Indians because they wanted to take their land for farms or railways. The Native Americans were pushed to the West.

USA facts

- *'America' was named after an Italian businessman called Amerigo Vespucci, who sailed to South America between 1499 and 1502.*

The War of Independence

By 1770, there were thirteen British colonies along the east coast of North America. The colonists were generally happy being part of Great Britain from the time the colonies were first settled in the 17th century until the middle of the 18th century. The King of England gave the American colonies a large amount of self-government. One of the reasons for this freedom was that between 1689 and 1763 England was busy with wars against France. The colonists helped the Mother Country against the French in the French and Indian War (1754 -1763).

In 1763 the war ended, and England won control over most of the colonies in North America. But by this time the colonists were used to freedom and self-government, and felt they were “Americans”. They felt strong and did not need the Mother Country for protection in wars anymore. But the English needed the colonies for economic reasons. They were buying goods from the colonies at the low prices and selling back manufactured products at high prices. They were also charging high taxes on American trade with other countries. Then England put new taxes on the colonists. In 1765, Britain decided to collect the Stamp Act (a tax on printed materials). The colonists did not want to pay the tax because they were not permitted to vote in British elections. They called it “taxation without representation”. They did not want to pay tax if they did not have a voice in the government. The colonists protested the tax, and in 1776, the British stopped charging it.

Other strict laws made life difficult for the colonists. For example, they could send their products only on British ships, and they had to sell some goods only to England at very low prices. British officials could enter homes to search for illegal goods. The colonists were not free to settle west of the Appalachian Mountains, and they had to allow British soldiers to live in their homes.

After the Stamp Act Britain tried to charge other taxes, but the colonists protested until the British removed all of the taxes except a tax on tea. In 1773 England passed the Tea Act (taxes on imported tea) and this led to a famous protest called the Boston Tea Party. The colonists did not want to pay tax on British tea which was arriving on ships in Boston Harbor. Some colonists dressed up like Indians and dumped all the tea from the British ships into Boston Harbor.

The British parliament reacted to this ‘act of vandalism’ by closing Boston harbor. To show their unity against England, the colonists send representatives to the First Continental Congress in Philadelphia in September 1774 and replied by imposing a trade

embargo on Britain. The Congress decided to stop buying British goods and demanded rights for the colonists in a declaration. As war became inevitable, the colonists met for a second time in Philadelphia and made George Washington their commander - in - chief. The Continental Congress governed the country throughout the Revolutionary War.

The War started with the Battle of Lexington and Concord, in Massachusetts on April 19, 1775. But the colonies did not say that they wanted to be fully independent until the summer of 1776. Thomas Jefferson wrote the famous ‘Declaration of Independence’, where he said that the king, George III, had broken his agreement with his people, because he had not let them have their rights to life, freedom, and happiness. The document includes famous declaration ‘that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are Life, Liberty, and the Pursuit of Happiness’. The members of the Continental Congress signed it on July 4, 1776. The day of the Declaration of Independence is another important American holiday, celebrated each year on July 4.

Revolutionary War battles were fought throughout the colonies and in the territory to the west of the colonies. The American War of Independence lasted over six years. The French entered the war, providing decisive military and economic assistance, after the American victory in the Battle of Saratoga in October 1777. The fighting ended when Washington, aided by the French army and navy, surrounded the British forces at Yorktown in Virginia in October, 1781. The peace settlement signed two years later recognized the independence, freedom and sovereignty of the thirteen colonies.

From 1781 to 1789, the country was governed under the Articles of Confederation. The Articles set up a weak federal government.

In 1789, the Constitution of the United States went into effect. They gave the country a strong federal government. In that year, George Washington was elected as the first president.



The signing of the Declaration

USA facts

- *The name ‘United States of America’ and ‘America’ were first used at the time of the War of Independence.*
- *The American flag, the Stars and Stripes, also first appeared at that time. It has a stripe for each of the first thirteen states and stars is added when a new state joins, so there are now fifty stars.*

Comprehension Check

I/ Read the section “Overview of US History” and write the dates from the box.

1853	1955	1969	1492	1776	1919	1789	1929	1863	1941
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1. Columbus discovered North America. _____.
2. The colonies approved the Declaration of Independence. _____.
3. The Constitution became the law of the land. _____.
4. The United States expanded to the Pacific Ocean. _____.
5. President Abraham Lincoln freed the slaves. _____.
6. The First World War ended. _____.
7. The Great Depression began. _____.
8. The US entered the Second World War. _____.
9. The Civil Right Movement began. _____.
10. The US put the first man on the moon. _____.

II/ Read the section “Exploration and Colonization”. True or False?

1. Christopher Columbus wanted to sail to India but discovered America.
2. The Spanish explored South America to find gold and freedom of worship.
3. Priests came to teach the Indians about Europe.
4. The Pilgrim Fathers came to the United States because they wanted to give freedom of religion to everyone in the new land.
5. The Pilgrim Fathers celebrated the first Thanksgiving to show thanks to the Indians for helping them.
6. The British established the first permanent settlement in North America at St. Augustine, Florida.
7. Native Americans are known as the “Indians”.
8. Thirteen European settlements on the east coast became colonies of France and Spain.

9. Some of the settlers were friendly to the Indians and taught them about the land.
10. The colonists killed many Indians for self defense.
11. The people from Holland lived in New York before the British won control.
12. Pennsylvania was named after a person, and so was Virginia.

III/ Match the sentence parts. Write the letters on the lines.

1. ___ The American colonies had a large amount of self government because	a) they couldn't get rights from the British.
2. ___ England got control over North America because	b) they wanted to punish the colonies for the Boston Tea Party.
3. ___ The "Boston Tea Party" occurred because	c) the colonists couldn't send representatives to England to vote on taxes.
4. ___ The English passed even stricter laws because	d) the Mother Country was busy with wars at that time.
5. ___ The colonies stopped buying British goods and prepared for war because	e) the English won the French and Indian War

IV/ Multiple-choice questions

1. How many British colonies were there before the Revolution?
 - a. 13
 - b. 30
 - c. 33
2. What was the Stamp Act?
 - a. A battle in the Revolutionary War
 - b. A rebellion
 - c. A tax
3. Why did the colonists refuse to pay British taxes?
 - a. Because they was poor
 - b. Because they already had a lot of taxes
 - c. Because they didn't have a vote in the British government
4. Where did the Continental Congress meet in 1774?
 - a. In Philadelphia
 - b. In Washington, D. C.

- c. In New York
- 5. Where did the Revolutionary War start?
 - a. In Philadelphia
 - b. In Massachusetts
 - c. In Virginia
- 6. What did Thomas Jefferson write?
 - a. The Constitution of the U.S.
 - b. The Articles of the Confederation
 - c. The Declaration of Independence
- 7. Where did the Revolutionary War end?
 - a. In Philadelphia
 - b. In Massachusetts
 - c. In Virginia
- 8. When did George Washington become the first U.S. president?
 - a. in 1776
 - b. in 1789
 - c. in 1781

V/ Put these events in the War of Independence in the correct order.

_____ The Revolutionary War started with the Battle of Lexington and Concord.

_____ The Constitution of the U.S. was written and accepted by the people.

_____ The Colonists protested British taxes in the Boston Tea Party.

_____ George Washington became the first president.

_____ The Revolutionary War ended with the battle of Yorktown.

_____ The Continental Congress met in Philadelphia for the first time.

_____ The Declaration of Independence was written and signed.

_____ Britain charged the colonists the tax in the Stamp Act.

_____ The Articles of Confederation set up a weak federal government.

Chapter Four: Territorial Expansion: Moving West

Before You Read:

1. *Where were the original thirteen states located? How did the USA grow into the present shape?*
2. *Who are the “forty-niners”?*
3. *Where was the Wild West? What American movies about the Old West have you seen? What are the characteristics of American movie heroes?*

Territorial Expansion

After independence in 1781, the thirteen colonies, which became known as ‘states’, grew by adding land to the south and west. The Treaty of 1783, which ended the war with Britain, gave another huge area of land, further to the west to the new country.

The first land that was added to the United States was the Louisiana Purchase. In 1803, Jefferson, the third president, bought a piece of rich farmland from the Mississippi River to the Rocky Mountain from France under Napoleon; it was five times as big as France itself, and it cost \$11 million only.

In 1818, the United States received another small piece of territory. It was the area of the Red River Basin, which is 48,000 square miles in northern Minnesota and North Dakota. This area was given to the United States by Great Britain when the 49th parallel was established as the border between the United States and Canada.

In 1819, the USA bought Florida from Spain. The United States was ready to go to war to fight for the land when Spain decided to sell its 72,000 square miles for \$5 million. The United States was now twice as big as it had been in 1781.

Texas, with 390,000 square miles, was added to the United States in 1845. Texas became an independent republic in 1836 after a victory in its war with Mexico, but the republic had many problems, and Texas President, Sam Houston requested annexation by the United States before more fighting with Mexico could start.

The Oregon Country included Oregon, Washington, and Idaho, and continued north to Canada. It was occupied by both The United States and Great Britain. The two countries divided the land in 1846, and the United States received 286,000 square miles.

The next territory to be added was called Mexican Cession. Mexico owned what is now the state of California, Nevada, Arizona, and Utah- a total of 529,000 square miles - which they had to give to the United States in 1848, at the end of the Mexican War.

In 1853, The United States wanted some land in southern Arizona, where Tucson is now located, to build a railroad. The U.S. Minister to Mexico, James Gadsden, paid \$10 million to Mexico for the 30,000 square miles. The Gadsden Purchase completed the territory of the continental United States as we know it today.

The territories of Alaska and Hawaii were acquired in the 19th century, even though they did not become states until 1959. Alaska was purchased from Russia in 1867 for \$7 million. This added 586,000 square miles to the United States. Hawaii was governed by kings and queens during the 1800s. There were many missionaries and businessmen from the United States living there. In the late 1800s, some U.S. businessmen deposed the queen and took control of Hawaii. They requested annexation by the United States in 1898. Hawaii added 6,000 square miles to the area of the United States.

Comprehension Check

1. Write on the lines the names of the territories (from the box) the dates they were added and the square miles of each. Number 1 has been done for you.
2. Number the territories in the order of time when they were added to the US since 1783. Write the number in the circle. Number 1 has been done for you.

the Alaska Purchase	the Hawaii Annexation	the Oregon Country
East and West Florida	the Louisiana Purchase	the Red River Basin
the Gadsden Purchase	the Mexican Cession	the Texas Annexation

the Louisiana Purchase
1803
822,000

the United States
in
1783

FACTS NOTE :
One square mile is

The California Gold Rush and the "Forty - Niners"

Gold was discovered in California in 1848. When news of the discovery reached the East Coast in 1849, many people, mostly men, wanted to rush to California to find gold and get rich. These men were called the "Forty-Niners". About 75,000 Forty-Niners went to California. They went by different routes: Across the land by wagon train, around Cape Horn (South America) by ship, and through Panama in Central America by ship, canoe, mule, and another ship. All three routes were difficult journeys, and many people died or turned back before they reached California. But the routes that the Forty-Niners opened made travel easier and faster for those who came later.

The first men who arrived in California found gold easily, almost on the top of the ground, and many men got rich. The rest of the 75,000 who came expected to get rich quickly and easily, but many people didn't find any gold, and the men who found only a little spent all of it living in California. They lived in camps where food and supplies were very expensive. Life in the camps was very difficult and dangerous, and many people died.

Between 1848 and 1852, about \$250 million worth of gold was found in California, but after that the Gold Rush was over, and expensive equipment was needed to mine any more gold. Many of the men who went looking for gold settled in California and brought their families.

Between 1848 and 1852, the population of San Francisco increased from 800 to 25,000 people. The population in California increased from 15,000 to 250,000 in the same time.

The Wild West



During the nineteenth century, more and more people went to live in the West. Most of us have seen the 'Wild West' in films and on television, and so we think that it was full of cowboys and fighting. But in fact there were very few cowboys - no more than 40,000 - and real cowboys did not shoot each other very often. They were hard working men, and at least a quarter of them were black or Mexican. They took cows from Texas up to the railway towns in Kansas and in Missouri to be killed for meat. From there, the meat was sent to the East and sold.

The cowboys almost disappeared after about thirty years because land was given by the government to farmers and their families. From 1862 to 1900, more than half a million farmers came to live in the West, where they grew corn and other crops instead of keeping cows.

The farmers were very lonely, but soon the railways helped to bring people together. In 1869, the railway line from the East met the line from the West in Utah, so it was possible for Americans to travel right across the USA by train.

There were about two million Native Americans (or Indians) in America in the fifteenth century, when the Europeans started to colonize the country. They lived by hunting and farming, and when they got horses from the Europeans, they used them to hunt buffalo. There were about 60 million buffalo and the Indians needed them for food, clothes, houses, knives, etc.

When the Europeans came they brought diseases which killed the Indians. They fought and killed the Indians, too, because they wanted to take their land for farms or railways. They shot millions of buffalo, so many that it is said that by 1900 there were less than a thousand animals left in all of USA – and less than 250,000 Native Americans!

The Indian Wars ended in 1890 with the battle of Wounded Knee*, when many Sioux men, women and children were killed by American soldiers. After this, Indians had to live in special places called 'reservations'. Even today, many of the two million Native Americans live on reservations; they are often very poor and a lot of them do not have jobs.

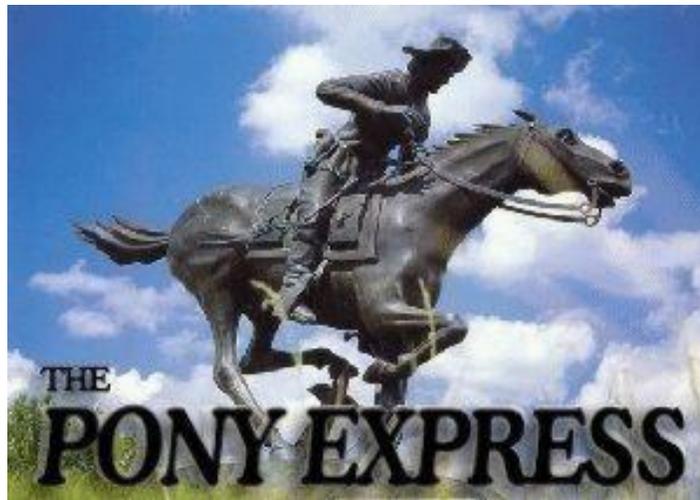
Although the American civilization took over and replaced the frontier over a century ago, the heritage of the frontier is still evident in the United States today. Many people are still fascinated by the frontier because it has been particularly important in shaping American values. Writing in the 1890s, historian Frederick Jackson Turner claimed that the availability of vacant land throughout much of the nation's history has

shaped American attitudes and institutions. "This perennial rebirth," he wrote, "this expansion westward with its new opportunities, its continuous touch with the simplicity of primitive society, furnish the forces dominating American character."

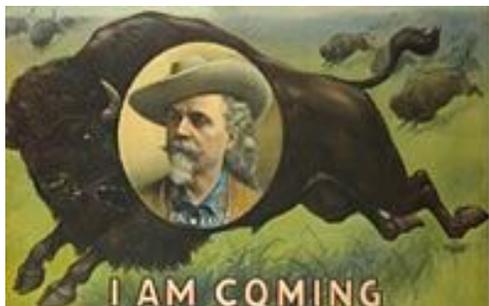
Numerous present-day American values and attitudes can be traced to the frontier past, among which individualism, self-reliance and a strong sense of equality have perhaps been the values most closely associated with the frontier heritage of America.

USA facts

- *From 1860 to 1861, the mail was carried from East to West and back again by the famous Pony Express*



- *Horses were kept at different places; one man rode with a bag of letters for about 120 kilometers and then gave it to another man. In this way, letters only took about ten days to cross the country.*
- *One very well- known rider was William Frederick Cody (1846-1917), known as Buffalo Bill, served as U.S. army scout, a buffalo hunter for the railroad and as a renowned prairie scouts.*



In 1883, Cody created the Wild West show, a vehicle that propelled him to fortune and worldwide fame and helped create a lasting image of the American West. The four hour show, which ran from 1883 until 1913, included legendary figures such as Sitting Bull, Calamity Jane and Annie Oakley. It comprised such acts as Indian war dances, an "attack" on a stagecoach, trick riders, ropers, and shooters as well as many different wild American animals. The show was so popular that Cody took it on the road to England in 1887 where it was such a success that Queen Victoria saw it three times. This poster announces the return of Cody to the United States from a highly successful French theatrical tour in 1889.

Comprehension Check

I/ The territories of the United States were acquired in four ways: by purchase, by peaceful treaty, after a war, and by request of the people in the territory. Fill in the correct answer for each territory in the chart below.

Name of the regions	Date	How acquired?	Area (Square miles.)	Percent of present area	Present States
Original Area	1783		888,685	24%	Original states plus IL, IN,KT,ME,MI,OH,TN,VT ,WV,WI, and part of AL,MN,MS
Louisiana Purchase	1803		827,192	23%	AR,IA,MO,NE,ND,SD,& part of CO, KS, LA,MN,MT,OK,WY.
Florida	1819		72,003	2%	FL, and part of AL,LA,MS.
Texas	1845		390,144	11%	TX, and part of CO, KS, NM, OK, WY.
Oregon Country	1846		285,580	8%	ID, OR, WA, and part of MT, WY.
Mexican Cession	1848		529,017	15%	CA, NV, UT, and part of AZ, CO, NM, WY.
Gadsden Purchase	1853		29,640	1%	Part of AZ, NM.
Alaska	1867		586,412	16%	Alaska
Hawaii	1898		6,450	0.2 %	Hawaii

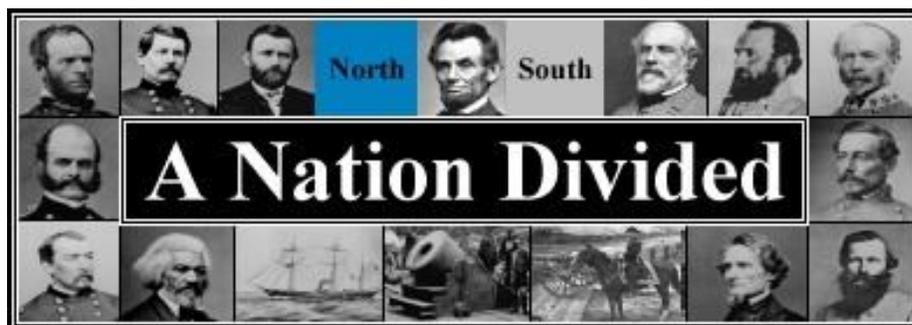
II/ Finish these sentences with appropriate information

After the American Revolution in 1783, the territory of the United States stretched from (1)_____ in the East to the (2)_____ in the West. In 1803 President Jefferson bought the territory west of the Mississippi River from France in (3)_____. In the year (4) _____ the US obtained the land of the state of (5)_____ from Spain. The US annexed the territory of (6)_____ in 1845. President Polk divided the large (7) _____ with Great Britain in 1846, and England received the northern half in Canada. After a war in 1848, (8)_____ ceded the territory from the Louisiana Purchase to the Pacific Ocean. The US paid \$10 million in the year of (9)_____ for some Mexican land in the Southwest, called(10)_____.

III/ Read the section “The California Gold Rush”. Choose the correct answer.

1. When was gold discovered in California?
 - a. in 1848
 - b. in 1849
 - c. in 1852
2. Why were the men who went to the Gold Rush called the Forty-Niners?
 - a. because 49,000 men went.
 - b. because they went in 1849.
 - c. because they went 4900 miles.
3. Who got rich in the Gold Rush?
 - a. The first men who arrived.
 - b. 75,000 men.
 - c. The men who came after 1852.
4. Why was the Gold Rush over?
 - a. Many people died.
 - b. Life in the mining camps was difficult.
 - c. All of the easy-to-mine gold was gone.
5. What happened to the Forty-Niners?
 - a. They all returned to their families in the East.
 - b. They all died.
 - c. Many of them settled in California with their families.
6. When did the name the United State of America was first used?
 - a. After the Revolutionary War
 - b. At the time of the Revolutionary War
 - c. After the settlement of the entire United States completed

Chapter Five: The Civil War



*This country can never be conquered from without.
If it ever to fall, it will be from within.*

Abraham Lincoln

This great country of thirty - one million people was known as the Union, but in fact there were deep differences between the North and the South. And in 1861 war broke out - the most terrible war that the world had ever seen. At least 600,000 people died in the fighting or from illness.

The war was fought to keep the United States united. It began because the southern states kept slaves to work in the cotton fields. Slaves were not allowed in the North. A minority of whites in the North insisted that slavery and freedom could not exist together in a free country and demanded that slavery be abolished*, even if it meant war with the South. A much larger number of Northern whites believed that freedom and equality of opportunity needed to be protected for white people only, but they were afraid that black slavery would eventually take away their economic freedom. If, for example, the slave system of the South were allowed to spread into the frontier region* (the border between settlements and wilderness) of the West, poor and middle-income whites could no longer look to the western frontier as land of equality and opportunity where people could better their position in life. Rather, whites would have to compete with unpaid slave labor; a situation that they believed would degrade their work and lower their social status.

In 1860, Abraham Lincoln, who belonged to the Republican Party, which was against keeping slaves, was elected president. On December 24, South Carolina said that it wanted to be independent and the other southern states (Mississippi, Florida, Alabama, Georgia, Louisiana, Texas, Virginia, Arkansas, Tennessee, and North Carolina) soon followed; they called themselves the 'Confederate State of America' or the Confederacy. The fighting began on April 12 1861, at Fort Sumter, South Carolina.

The War between the states divided not only the country but also the families. It was long and difficult because each side had advantages, so the North and the South was about equal in strength. The South had some of the best soldiers - one was the great Robert E. Lee* - and they had plenty of money from selling their cotton to England. Supplies for the Confederate army had to travel only short distances. Its soldiers had more spirit because they were fighting for their own land. The North, on the other hand, had more men .The North was also richer, and its factories supplied its army with weapons. Most of the railroads were in the North, and the Union controlled the US Navy. They also had Lincoln, one of the best presidents that the United States has ever had.

Two famous soldiers helped the North to win the war: General Sherman* is remembered in a famous song about how he took 60,000 of his soldiers on a journey from Atlanta, in Georgia, to the Atlantic coast, breaking the Confederate states in two; after the war, he became head of the American army. General Ulysses S. Grant* was the man who represented the North at Appomattox* in 1865, when the South, under Lee, accepted that they had lost the war. Grant was very fair to Lee's soldiers, who did not have to go to prison. Some years later, in 1868, he became president.

Sadly, in April 1865, just after the end of the war, Lincoln was shot at the theatre by a man called John Wilkes Booth. After Lincoln's death, the new president was not strong enough to bring the North and the South together. Anger and arguments, mostly about the rights of blacks people, continued.

*** USA facts**

The very important battle was won by the North at Gettysburg in Pennsylvania in 1863. Lincoln spoke there on November 19, 1863 about the brave soldiers who had died. This became known as the Gettysburg Address. Despite its brevity and the fact that it earned little attention at the time, the Gettysburg Address is considered one of Lincoln's greatest speeches.



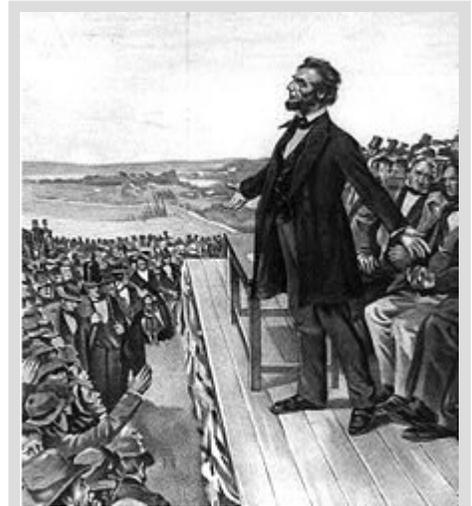
***The Soldiers' National Monument** honors the Federal dead who fell at Gettysburg. Dedicated July 1, 1869, it stands where Lincoln stood when he delivered the Gettysburg Address.*

The Gettysburg Address

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

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

But in a larger sense, we cannot dedicate- we cannot consecrate - we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us-that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion-that we here highly resolve that these dead shall not have died in vain-that this nation, under God, shall have a new birth of freedom-and that government of the people, by the people, for the people, shall not perish from the earth.



Lincoln's address at the dedication of the Gettysburg National Cemetery, November 19, 1863.

Comprehension Check

I/ Write N on the line before each idea about the North. Write S before each idea about the South.

1. ____ It lived from industry and the manufacture of goods such as clothing and furniture. Its factories did not use slaves. The abolitionists worked to free slaves.
2. ____ Its economy depended on agriculture. The main crop was cotton, and the planters needed slave workers to make money. They opposed the abolition of slavery.

3. ____ The people preferred cheap European goods to the expensive products of the local factories and opposed the protective tax on them.
4. ____ The people produced expensive products and got the US government to put a protectionist tax from other countries.
5. ____ It had larger population and had more representatives in Congress.
6. ____ It had small population and was losing power in the House of Representatives.
7. ____ It opposed federal laws and seceded from the Union by creating the Confederate States of America.
8. ____ It opposed the election of Abraham Lincoln and chose Jefferson Davis President.
9. ____ It supported the election of Lincoln as President of the US.
10. ____ It believed in the unity of the United States and opposed the division of the country.
11. ____ General Ulysses S. Grant was the military leader.
12. ____ General Robert E. Lee lead the army.
13. ____ It got weapons for its army from its own factories.
14. ____ It controlled most of railroads and the US army.
15. ____ Its army got supplies more quickly because they didn't have to travel long distances.
16. ____ Its army was defending its own land, so the soldiers had more spirits.

II/ True or False?

1. ____ The final goal of the Civil War was to abolish slavery.
2. ____ Most of the Northerners want to abolish slavery because they believed in freedom and equality for all.
3. ____ The Confederate States of America consisted of 11 slave states.
4. ____ The Civil War took place in 1861 and lasted for four score and seven years.
5. ____ President A. Lincoln freed the slaves in the Emancipation Proclamation after the War.
6. ____ The Gettysburg Address was the very important victory of the North.

Suggestions

1. Translate the Gettysburg Address into Vietnamese

2. You are a soldier in the Civil War. Write a letter to your mother or your sweetheart telling about your feelings and the just cause of your fighting.

Recommended Movies

- The Alamo
- Gone with the Wind
- Glory

Recommended Songs

- The Rich Lady over the Sea - Revolutionary Tea
- When Johnny Comes Marching Home - Patrick Sarsfield Gilmore

Chapter Six: The Twentieth Century

Before You Read

1. *List some of the important inventions in the twentieth century. Which do you think is the most important invention for the human life?*
2. *List some of the important events of the twentieth century. Did some of the events involve your country? How?*

The United States became an important world leader in the twentieth century, and some of the events of the events of the twentieth century have made the world what it is today. In this chapter you will talk about the most famous events and people of the twentieth century.

The Decades of the Twentieth Century

I. Matching. The boxes below contain list of major events that occurred in the US in the decades of the twentieth century. Match the events with the decades.

1910 - 1919			
The Titanic sank. Henry Ford used the first assembly line to produce cars, and the US fought in World War I.	Eisenhower was president, the US fought in the Korean War. Disneyland opened,	The US fought in the Persian Gulf War, and Bill Clinton was elected the first Democratic president since 1976.	President Kennedy was assassinated, the US fought in the Vietnam War, the first men walked on the moon, the Woodstock

	and schools were integrated.		Music and Art fair was held.
	THE DECADES		
Henry Ford produced the first Model T Ford car, the Wright brothers flew their airplane for the first time, and Admiral Peary went to the North Pole.	The nineteen hundreds (1900-1909) The nineteen teens (1910-1919) The nineteen twenties (1920-1929) The nineteen thirties (1930-1939) The nineteen forties (1940-1949) The nineteen fifties (1950-1959) The nineteen sixties (1960-1969) The nineteen seventies (1970-1979) The nineteen eighties (1980-1989) The nineteen nineties (1990-1999)		Anti - war protests were popular, abortion became legal, Nixon resigned as president over the Watergate scandal, and the US celebrated its bicentennial.
Scientists built the first atomic bomb in the “Manhattan Project”, the US fought in the Second World War and the United Nations met for the first time.	The Empire State Building was opened as the tallest building in the world, the “Prohibition” ended, and Franklin Roosevelt was president during the Great Depression.	Reagan was president, the Space Shuttle program started, and the Olympics was in Los Angeles.	Women got the right to vote, Charles Lindbergh flew across the Atlantic, alcohol was prohibited in the “Prohibition”. Mickey Mouse made his first movie, and the Stock Market crashed.

II/ Vocabulary: Read the events in the Exercise I above and answer the questions.

Find a word in this decade	that means	and write it here:
1910s	Place where workers stand in a factory	
1920s	fell greatly and quickly	
1930s	Must not	
1930s	a time when the economy was very bad	
1950s	black and white people put together in one school	
1960s	Killed a public person	
1970s	Quit	
1970s	an event that can ruin a career	

Famous Names of the Twentieth Century

You might recognize some of these famous twentieth century Americans. Match the names with their accomplishments.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Babe Ruth ____ 2. Al Capone ____ 3. Helen Keller ____ 4. Jim Thorpe ____ 5. Geraldine Ferraro 6. Malcolm X. ____ 7. Shirley Temple ____ 8. Frank Lloyd Wright ____ 9. Dr. Benjamin Spock ____ 10. Cesar Chavez ____ 11. Martin Luther King, Jr. ____ | <ol style="list-style-type: none"> a. First female vice-president candidate b. American Indian athlete in the 1912 Olympics c. Baseball player who hit 714 home runs d. Architect who designed prairie-style houses e. Black Muslim leader f. FBI Director, 1924-1972 g. Civil rights leader h. Union organizer for farm workers i. Blind and deaf educator and writer j. Child care expert and writer k. Organized crime leader l. Child actress of the 1930s |
|---|--|

Talk, listen and switch!: Do research on one of the following events or person at home and share information with your classmates.

EVENTS	PERSON
The Titanic, the Woodstock Music and Art Fair, the Watergate scandal, the Prohibition, the Great Depression, the United Nations, The First World War, the Second World war, the Korean War, the Vietnam War, the Persian War, Anti-war protests, the Civil Rights Movement, Women Liberation Movement	Henry Ford, President Kennedy, the Wright brothers, Neil Armstrong, Martin Luther King, Jr., Malcolm X., (and all the famous names in the previous exercise.)

Unit 3: THE AMERICAN PEOPLE

So in this continent, the energy of Irish, Germans, Swedes, Poles, and all the European tribes, of the Africans, and of the Polynesians-will construct a new race, a new religion, a new state.

Ralph Waldo Emerson

Chapter Seven: A Nation of Immigrants

Before you read

1. *Draw an American.*
2. *What does it mean to say someone is “American”? What do “Americans” look like? Where did they come from? Why did they come? When they came, were they average, above average or below average? Did immigrants often succeed?*

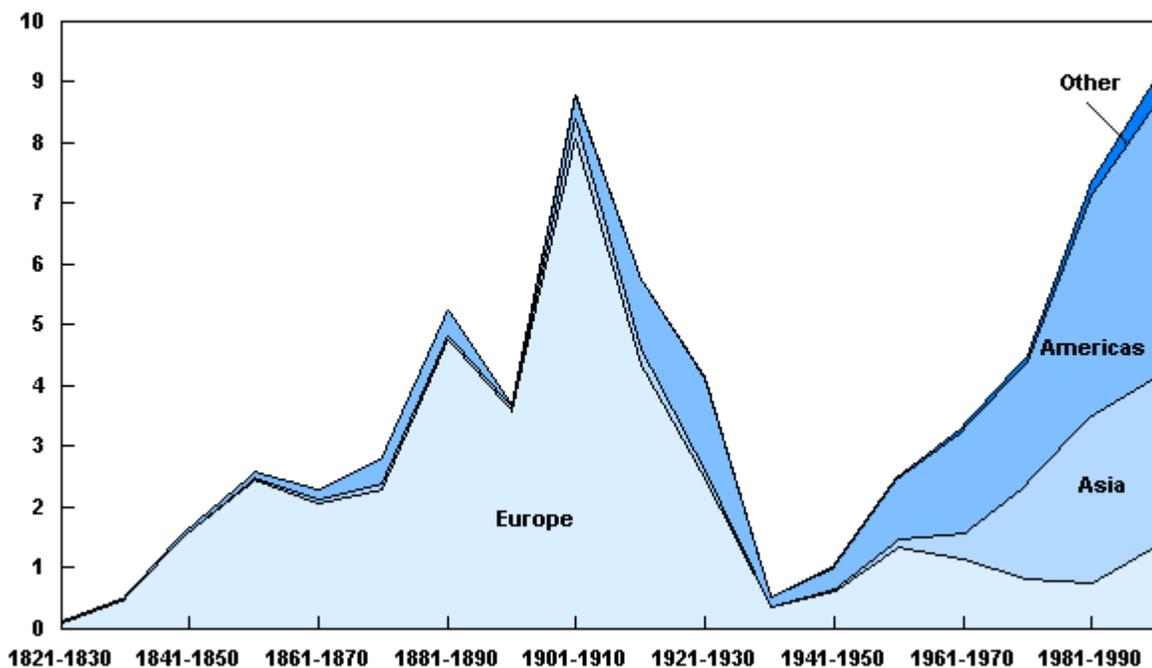
There are two important factors influencing American life: the immense size of the United States and its ethnic diversity, among which the latter is probably more important. Aside from the Native Americans who were living in the North America continent when the first European settlers arrived, all Americans came from foreign countries, or their ancestors did. (Incidentally, some of the Native Americans are themselves members of separate and distinct Indian nations, each with its own language, culture, tradition, and even government.) From the 1600s to the birth of the new nation in 1776, most immigrants were from northern Europe, and majority were from England. It was these people who shaped the values and traditions that became the dominant culture of the United States.

Overview of the History of Immigration

1. (1500s) There were about twenty-five million “native Americans” (Indians) living in North and South America.
2. (1600s-1776) The English were the largest immigrant group to settle in North America. They were farmers, fishermen, and traders.
3. (1700s) At the time of the American Revolution, there were also many immigrants from Scotland, Ireland, France, Holland, Germany, Sweden, and Poland. Most of these settlers were Protestants.
4. (1700s) The Spanish settled mainly in the Southwest, especially California. They were managers, priests, and soldiers.

5. (1619-1808) American slave traders captured black Africans and forced them to work on plantations in the United States.
6. (1820-1860) During the Industrial Revolution, about 3.5 million Irish Catholics left poverty and discrimination to work in America. They were coal miners and railroad and canal builders. At the same time, many Germans became farmers, laborers, and businessmen in the United States.
7. (1850-1870) After the Gold Rush in California, 200,000 poor Chinese came to work in mining camps and on the railroad.
8. (1850-1924) During the “Great Migration”, twenty-five million Europeans of almost every nationality immigrated to America. They included Russian and Polish, Jews, Slavic people from Eastern Europe, Italians, Greeks, Armenians, and Syrians. Canadians, Mexicans, and Central Americans came, too.
9. (1940s-1950s) The US welcomed thousands of refugees after World War II.
10. (1960s-1990s) The U.S government abolished quotas for immigration from non-European nations. Today, most immigrants are from Asian and Latin American countries.

**Immigration to the United States, by Region of Origin, 1821 to 2000
(Millions, by decade)**



Source: Department of Homeland Security, Office of Immigration Statistics, 2003 Yearbook of Immigration Statistics (September 2004).

First Immigrants

Stories of the New World's gold attracted the first Spanish explorers, who in 1500s established outposts in what is now Florida. Prospects of wealth also motivated French fur traders, who set up trading posts from the St. Lawrence River to the Great Lakes and down the Mississippi River. The British, who were the first to colonize on the large scale, came for profit and also for religious freedom. In 1607, the first successful English colony was founded at Jamestown, Virginia. In 1620, another group of 101 English Protestants who disagreed with the teachings of the Church of England, arrived in Plymouth, Massachusetts and established settlements in the northeastern region.

Throughout the 1600s and 1700s permanent settlements were rapidly established all along the east coast. Most of the early settlers were British. These early immigrants were soon joined by people of other nationalities. German farmers settled in Pennsylvania, Swedes founded the colony of Delaware, and the Dutch settled in New York. Africans, America's unwilling immigrants, provided slave labor in the southern colonies. Immigrants also came from France, Spain, and Switzerland.

When they settled in the New World, many settlers tried to preserve the traditions, religion, and language of their particular culture. The language and culture of the more numerous English colonists, however, had the overriding influence. American society was predominantly English-white Anglo-Saxon Protestant (WASP). Those immigrants who did not want to feel separate from the dominant WASP culture learned English and adopted English customs.

In 1776 Thomas Paine, a spokesman for the revolutionary cause in the colonies and himself a native of England, wrote that "Europe, and not England, is the parent country of America". These words described the settlers who came not only from Great Britain, but also from other European countries, including Spain, Portugal, France, Holland, Germany, and Sweden. Nonetheless, in 1780 three out of every four Americans were of English or Irish descent.

USA facts

* ***Puritan:** a member of an English sect of Protestants, who, in the sixteenth and seventeenth centuries, advocated simplification of the creeds and ceremonies of the Church of England and demanded strict religious discipline.*

* **WASP:** *W(hite) A(nglo)-S(ason) P(rotestants); an American of British or northern European ancestry who is a member of the Protestant church. WASPs are frequently considered to form the most privileged and influential group which formerly dominated U.S. society.*

Native Americans



European settlement changed the fate of America's only non-immigrants, the Native American Indians. Europeans arrived in great numbers and needed land and game for their survival. They seized Indian lands through wars, threats, and treaties, and they hunted game, cut forests, and built big cities. To the Indians the white men were unwanted trespassers. They did not want the "white man's civilization." They had their own which has been successful for centuries. The clash of cultures led to many battles, among them General Custer's famous Last Stand at Big Horn in 1876. By the end of the nineteenth century, warfare, along with Old World diseases to which Indians had no built-up immunity, had almost wiped out the Indian population. Those that remained tried to resist the U.S. government's efforts to confine them to reservations. The Plains Indians' final defeat in 1890 at the Battle of Wounded knee symbolizes the end of the Indians' traditional way of life. From the Indians' perspective, the story of European immigration is a story of struggles and displacement.

Nonetheless, Native Americans have proved to be resilient. In 2004, they number about two million (0.8 percent of the total U.S. population), and only about one-third of Native Americans still live on reservations.

Countless American place-names derive from Indian words, including the states of Massachusetts, Ohio, Michigan, Mississippi, Missouri, and Idaho. Indians taught Europeans how to cultivate crops that are now staples throughout the world: corn, tomatoes, potatoes, tobacco. Canoes, snowshoes, and moccasins are among the Indians' many inventions.

USA facts

- *Custer, George A: (1839-76), US general who fought the Indians, and was killed in the battle of the Little Bighorn.*
- *Little Bighorn: a river flowing northward from Wyoming to join the Bighorn in southern Montana, where Custer and his men were massacred by Indians in 1876.*
- *Plains Indians: a member of the mostly nomadic tribes of Indians who once inhabited the Great Plains of the US and Canada. They were also called Buffalo Indians.*
- *Wounded Knee: The battle at Wounded Knee Creek in South Dakota on December 29, 1890, marked the final act in the tragedy of the Indian Wars. Shortly after the famous Indian leader Chief Sitting Bull (1834-90) had been killed, soldiers opened fire upon unarmed Indian men, women, children, leaving more than 200 dead.*
- *railroad: the building of railroads played an important role in the opening up of the American West. Private companies supported by both state and private funds competed in this enterprise and hired vast numbers of laborers, especially during the great wave of railroad building in the 1850s.*

Immigrants from Northern and Western Europe

Beginning in the 1820s, the number of immigrants coming to the United States began to increase rapidly. Between 1840 and 1860, the United States received its first great wave of immigrants. In Europe as a whole, famine, poor harvests, rising populations and political unrest caused an estimated 10 million people to leave their homelands during this period. In 1850 the US, with over 23 million inhabitants, had a larger population than any single European country. The proportion of newcomers increased rapidly so that by 1860 about 13 of every 100 persons in the US were recent immigrants.

Up until 1880, most immigrants were from northern or western Europe—from Germany, the United Kingdom, Ireland, Sweden, and Norway. A serious blight on the potato crop in Ireland sent hundreds of thousands of Irish people to the US to escape starvation between 1845 and 1860. In one year alone—1847—the number of Irish immigrants to the United States reached 118,120. (In 2004 over 13 percent of Americans were of Irish descent.)

The failure of the German Confederation's Revolution of 1848-49 led many of its people to emigrate. During the peak years of German immigration, from 1852 to 1854, over 500,000 Germans came to live in the US. During the American Civil War (1861-65), the federal government helped fill its roster of troops by encouraging emigration from Europe, especially from the German states. In return for service in the Union army, immigrants were offered grants of land. By 1865, about one in five Union soldiers was a wartime immigrant. (In 2004, 22 percent of Americans had German ancestry). The northern and western Europeans who arrived between 1840 and 1880 are often referred to as the “old immigrants”.

During the period of 1820s-1860s, the United States was expanding into what is now the Midwest. There was a lot of land available for farming. Many new immigrants became farmers in the Midwest. To this day, German and Scandinavian influence is obvious in Midwestern foods and festivals.

Immigrants from Eastern and Southern Europe

A new wave of immigration began in the late 1800s. Although immigrants from northern and western Europe continued, from the 1870s to the 1930s they were no longer providing the majority of the immigrants. The new immigrants were Latin, Slavic, and Jewish people from southern and eastern Europe. Among these new arrivals were Italians, Hungarians, Poles, Russians, Rumanians, and Greeks, all people whose languages, customs, and appearance set them apart from the earlier immigrants of Celtic or Teutonic origins. Like the earlier immigrants, they came to escape poverty and discrimination. This new wave of immigration was so great that in the peak years of unlimited immigration between 1900 and 1920 the number of immigrants sometimes rose to as many as a million a year. Jews, for example, came to the United States in large numbers beginning about 1880, a decade in which they suffered fierce pogroms in Eastern Europe. Over the next 45 years, 2 million Jews moved to the United States; the Jewish-American population is now more than 5 million.

The flood of immigration affected American cities. During this period, the United States was changing from a mainly agricultural to a mainly industrial country. The new immigrants helped make this change possible. Immigrants were crowding into the largest cities, particularly New York and Chicago, often forming ethnic neighborhoods -“Little Italy” or “Chinatowns”- where they preserved their languages and customs. These ethnic enclaves grew at an astonishing rate. In 1890 New York was a city of foreigners: eight out of ten of its residents were foreign-born. In 1893 Chicago had the largest Czech

population in the world and almost as many Poles as Warsaw. In the 1920s, discrimination and prejudice in the United States led to laws limiting immigration. Immigration slowed down until the 1960s, when these laws were changed.

During the late 19th century, so many people were entering the United States that the government operated a special port of entry on Ellis Island in the harbor of New York City. Between 1892, when it opened, and 1954, when it closed, Ellis Island was the doorway to America for 12 million people. It is now preserved as part of Statue of Liberty National Monument. The Statue of Liberty, which was a gift from France to the people of America in 1886, stands on an island in New York harbor, near Ellis Island. The statue became many immigrants' first sight of their homeland-to-be. These inspiring words by the poet Emma Lazarus are etched on a plaque at Liberty's base:

*"Give me your tired, your poor,
Your huddled masses yearning to breathe free
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tossed to me,
I lift my lamp beside the golden door!"*

African-Americans

From 1619 to 1808 by far the largest group of people to come to the US came, not as willing immigrants, but against their will. These people were West Africans brought over to work as slaves, especially on the plantations, or large farms, of the South. In all, about 8 million people were brought from Africa. Although importing slaves into the United States became illegal in 1808, the practice of owning slaves and their descendants continued, particularly in the agrarian South, where many laborers were needed to work the fields.

The Civil War, in the 1860s, ended slavery and established equal rights for black Americans. But many states, especially in the South, passed laws segregating and discriminating against black Americans. In search of opportunity, African Americans formed an internal wave of immigration, moving from the rural South to the urban North. But many urban blacks were unable to find work; by law and custom they had to live apart from whites, in run-down neighborhoods called ghettos.

The civil rights movement, in the late 1950s and early 1960s, led by Dr. Martin Luther King, Jr., used boycotts, marches, and other forms of nonviolent protest to demand equal treatment under the law and an end to racial prejudice. Not long afterwards the U.S.

Congress passed laws prohibiting discrimination in voting, education, employment, housing, and public accommodations.

In recent decades blacks have made great strides, and the black middle class has grown substantially. However, the effects of 200 years of slavery, 100 years of segregation, and continued prejudice are not so easy to get rid of. Despite many changes, black Americans are still much more likely than white Americans to be poor and to suffer the bad effects that poverty brings. The average income of blacks is lower than that of whites, and unemployment of black-particularly of young men-remains higher than that of whites. And many black Americans are still trapped by poverty in urban neighborhoods plagued by drug use and crimes.

In 2004, African Americans constitute 12.8 percent of the total U.S. population. Many black Americans live in the South and in the cities of the Northeast and Midwest.

Asian Americans

In the mid-1800s, thousands of Chinese emigrated to California, where most of them worked on the railroad. In 1882, laws limited Asian immigration. Also, Asians in the United States, such as the Chinese and Japanese who had come to California, met with widespread discrimination.

Since the mid-1960s, with changes in immigration laws and with conflicts in Southeast Asia, Asians have been a major immigrant group. In the 1980s, for example, almost half of all immigrants were Asians. Countries that American Asians have come from include China and Taiwan, Japan, the Philippines, Korea, Vietnam, Cambodia, Laos, Thailand, and India. Many have settled in California, Hawaii, New York, and Texas.

Hispanic Population

Hispanics are people of Spanish or Spanish American origin. Some Hispanics lived in area that later became part of the United States (for example, in what are now the states of California and New Mexico.) Many others immigrated to the United States. Hispanic immigrants have increased greatly in recent decades.

Thirty-six percent of the Hispanics in the United States live in California. Several other states have large Hispanic populations, including Texas, New York, Illinois, and Florida, where hundreds of thousands of Cubans have settled. Hispanics are one of the

fastest growing groups in the United States population. Hispanic people make up 14% of the total population and are now the largest minority group in the USA.

The three largest Hispanic groups in the U.S.A. are the Mexicans, Puerto Ricans, and Cubans. Mexican-Americans, numbering about 12 million, are the largest of these three. About 70% of Mexican-Americans live in Texas and California, with nearly a million in Los-Angeles alone. New Mexico, Arizona, and Colorado also have large Mexican populations. Mexicans have an important place in American history. They helped establish Los Angeles and many other settlements that later became major American cities. Also they taught important methods of farming, mining and ranching to Americans who settled in the West. When America-Mexican War ended in 1848, the peace treaty gave the United States more than 525, 000 square miles of territory in the Southwest for which Mexico was paid 15 million dollars. Mexicans living in this area were automatically granted American citizenship. Because of these American-Americans, California, New Mexico and Colorado all enter the union as bilingual states.

The island of Puerto Rico is located about 1,000 miles southeast of Florida. In 1878, during the brief Spanish-American War, the United States won Puerto Rico (along with Guam and the Philippines Islands) from Spain. Puerto Rico has remained part of the United States ever since. Puerto Ricans are American citizens, and they can travel to and from the nation's mainland without immigration restrictions. About 2.3 million Puerto Ricans live on the mainland, the majority of them live in or near New York City.

Cuban immigrants and their children make up the third largest group of Hispanics. About one million Cubans now live in the United States. Most of the Cubans in the United States live in Southern Florida, Puerto Rico, New York city, and New Jersey. The Cuban population is largely middle class. Many of these immigrants are educated people with background in profession or business. As a result they have had more economic success in the U.S.A. than many other Hispanics.

In the U.S.A, Hispanics as a group have many problems. Because of lower levels of education, difficulties with English, and discrimination, they hold fewer job in professional and management and earn less money than the average American. In addition, they hold relatively few positions in government. National Hispanic organizations are working to unite the various Latino group, expand their educational and vocational opportunities, and increase their voter registration and political power.

Population of the United States by Race and Hispanic/Latino Origin, Census 2000 and July 1, 2004

Race and Hispanic/Latino origin	July 1, 2004, population ¹	Percent of population	Census 2000, population	Percent of population
Total Population	293,622,764	100.0%	281,421,906	100.0%
Single race				
White	235,990,895	80.4	211,460,626	75.1
Black or African American	37,521,497	12.8	34,658,190	12.3
American Indian and Alaska Native	2,824,505	1.0	2,475,956	0.9
Asian	12,337,650	4.2	10,242,998	3.6
Native Hawaiian and other Pacific Islander	505,394	0.2	398,835	0.1
Two or more races	4,442,823	1.5	6,826,228	2.4
Some other race	n.a. ²	n.a.	15,359,073	5.5
Hispanic or Latino	41,329,556	14.1	35,305,818	12.5

***NOTE:** Percentages do not add up to 100% due to rounding, and because Hispanics may be of any race and are therefore counted under more than one category.*

1. June 14, 2004 estimate.

2. Those answering “other” have been allocated to one of the recognized race categories.

Source: U.S. Census Bureau, Census 2000 Brief, March 2001, and National Population Estimates.

Comprehension Check

I/ True (T) or False (F)?

1. The Native Americans are all from the same tribes.
2. Christopher Columbus called the Native American “Indians” because he thought that he was in the Indies.
3. The Native Americans felt happy to be given reservations.

4. Footwear for skiers was invented by the Native Indians.
5. In 19th century, most immigrants from northern and western Europe were farmers.
6. Many immigrants from southern and eastern Europe worked in factories.
7. Most European immigrants came to the US in the 1900s.
8. Hispanics are people who came from Spain.
9. There are two official languages in California, New Mexico, and Colorado: English and Latin.
10. After the Civil War, black Americans enjoyed freedom and equal rights.
11. The civil rights movement fought for the release of Martin Luther King, Jr.
12. Ellis Island has been the doorway to America for many immigrants since 1892.
13. All the people coming to the United States were voluntary immigrants.
14. Early Italian immigrants helped build the railroad systems in the USA.
15. California has the largest foreign-born population.

II/ Write the dates from the box

1870s – 1930s	1820 – 1860	1600 -1776
1965 – 1990s	1921 - 1965	1619 -1808

1. Most of English immigrants came to the U.S between _____.
2. The U.S. received its first great immigrants from northern and western Europeans between _____.
3. The black Americans were legally brought to America between _____.
4. Many people came to the U.S. from eastern and southern Europe between _____.
5. The U.S. government limited on the immigration. _____
6. After the change in the Immigration Law, many people from Latin America, the Caribbean and Asia came to the U.S. between _____

III/ Put the names from 1 to 7 in the order of time when they immigrated to America

- | | |
|----------------------|------------------------------------|
| ___ WASPs | ___ Northern and Western Europeans |
| ___ American Indians | ___ Eastern and Southern Europeans |
| ___ Chinese | ___ African Americans |
| ___ Hispanics | |

IV/ Which group(s) of American people do the following words relate to?

_____ First immigrants	_____ non-white	_____ bicultural
_____ Old immigrants	_____ Protestant	_____ reservations
_____ New immigrants	_____ Catholic	_____ Civil Rights Movement
_____ non-immigrants	_____ Slavic	_____ unwilling immigrants
_____ majority	_____ Nordic	_____ political bosses
_____ Anglo-Saxon	_____ Latin	_____ railroads

V/ Answer the questions

1. What did British immigrants give to the USA?
2. What are the three main reasons why immigrants have come to the USA?

Chapter Eight: Ethnic and Racial Assimilation in the United States

Before You Read:

1. *How did people from so many different countries create the “American culture” in the USA?*
2. *What group had a strongest influence on the shaping the dominant American culture?*
3. *Do you think some groups might assimilate to the American culture more than the others? Why?*
4. *What do you know about the history of the African-Americans in the US?*

The Establishment of the Dominant Culture

The first census of the new nation, conducted in 1790, counted about four million people, most of whom were white. Of the white citizens, more than eight out of ten traced their ancestry back to England. African-Americans made up a surprising 20% of the population, an all-time high. There were close to 700,000 slaves and about 60,000 “free Negroes.” Only a few Native American Indians who paid taxes were included in the census count, but the total Native American population was probably about one million.

It was the white population that had the greater numbers, the money, the political power in the new nation, and therefore this majority soon defined what the dominant culture would be. At the time of the American Revolution, the white population was largely English in origin, Protestant, and middle-class. Such Americans are sometimes referred to as WASPs (White Anglo-Saxon Protestants). Their characteristics became the

standard for judging other groups. Those having a different religion (such as the Irish Catholics), or those speaking of a different language (such as Germans, Dutch, and Swedes) were in the minority and would be disadvantaged unless they became assimilated. In the late 1700s, this assimilation occurred without great difficulty. According to historians Allan Nevins and Henry Steele Commager, “English, Irish, Germans, Dutch, Swedish,... mingled and intermarried with little thought of any difference.”

The dominant American culture that grew out of the nation’s early history, then, was English-speaking, Western European, Protestant, and middle-class in character. It was this dominant culture that established what became the traditional values, described by de Tocqueville in the early 1830s. Immigrants with these characteristics were welcome, in part because Americans believed that these newcomers would probably give strong support to the basic values of the dominant culture such as freedom, equality of opportunity, and the desire to work hard for a higher material standard of living.

The Assimilation of Non-Protestant and Non-Western

As in the case in many cultures, the degree to which a minority was seen as different from the characteristics of the dominant majority determined the extent of that group’s acceptance. Although immigrants who were like the earlier settlers were accepted, those with significantly different characteristics tended to be viewed as a threat to traditional American values and way of life.

This was particularly true of the immigrants who arrived by the millions during the late 19th and early 20th centuries. Most of them came from poverty- stricken nations of southern and eastern Europe. They spoke languages other than English, and large numbers of them were Catholics or Jews.

The assimilation of these new southern and eastern peoples was a source of conflicts. Many Americans treated them with prejudice and hostility, claiming racial superiority of the Nordic peoples of the old immigration over the Slavic and the Latin of the new immigration. Religious prejudice against Catholics and Jews was another factor underlying much of the resentment towards immigrants.

Growing industrialization in the late 19th century led industries to favor an “open door” immigration policy to expand the labor force. Many American workers resented the new immigrant laborers who were willing to work for lower wages. Americans feared the immigrants were taking away their jobs. The government responded to the prejudices of

an older wave of immigrants. In the 1920s Congress passed quota restrictions which favored immigration from northern and western Europe and drastically limited the number of immigrants from southern and eastern Europe.

Many old stock Americans observed with alarm that the ethnic composition was changing and feared that America was losing its character and identity. There were so many new immigrants that they might even change the basic values of the nation in undesirable ways.

Americans tried to meet what they saw as a threat to their values by offering English instruction for the new immigrants and citizenship classes to teach them basic American beliefs. The immigrants, however, often felt that their American teachers disapproved of the traditions of their homeland. Moreover, learning about American values gave them little help in meeting their most important needs such as employment, food, and a place to live.

Far more helpful to the new immigrants were the “political bosses” of the larger cities of the northeastern United States, where most of the immigrants first arrived. Those bosses saw to many of the practical needs of the immigrants and were more accepting to the different homeland traditions. In exchange for their help, the political bosses expected the immigrants to keep them in power by voting for them in elections.

Many Americans strongly disapproved of the political bosses. This was partly because the bosses were frequently corrupt; that is, they often stole money from the city governments they controlled and engaged in other illegal practices. Perhaps more important to disapproving Americans, however, was the fact that the bosses seemed to be destroying such basic American values of self-reliance and competition.

Despite these criticisms, many scholars believed that the political bosses performed an important function in the late 19th and early 20th centuries. They helped to assimilate large numbers of new immigrants into the larger American culture by finding them jobs and housing, in return for their political support. Later the bosses also helped the sons and daughters of these immigrants to find employment, but the second generation usually had the advantage of growing up speaking English.

The fact that the United States had a rapidly expanding economy at the turn of the century made it possible for these new immigrants, often with the help of the bosses, to better their standard of living in the US. As a result of these new opportunities and new rewards, immigrants came to accept most of the values of the larger American culture and

were in turn accepted by the majority of Americans. For white ethnic groups, therefore, it is generally true that their feeling of being a part of the larger culture- that is, American – is usually stronger than their feeling of belonging to a separate ethnic group- Irish, Italian, and Polish, among many others.

The African-American Experience

The process of assimilation in the United States has been much more successful for white ethnic groups than for nonwhite ethnic groups. Of the nonwhite ethnic groups, Americans of African descent have had the greatest difficulty in becoming assimilated into the larger culture. African- Americans were brought to the US against their will to be sold as slaves.

The enslavement of African-Americans in the United States was a complete contradiction of such traditional basic American values as freedom and equality of opportunity. In 1863 President Lincoln announced the Emancipation Proclamation which freed the slaves in the United States. However, African-Americans were not readily assimilated into the larger American culture. Most remained in the South, where they were not allowed to attend white public schools, for example, and many received an inferior education that did not give them an equal opportunity to compete in the white dominated society. Many former slaves and their families became caught in the cycle of poverty that continued for generations. Although conditions were much worse in the segregated South, blacks continued to be the victims of strong racial prejudice in the North as well as in the South.

The Civil Rights Movement of the 1950s and 1960s

This state of affairs remained unchanged until the US Supreme Court declared in 1954 that racially segregated public schools did not provide equal educational opportunities for blacks Americans and were therefore illegal. Black leaders throughout the United States were greatly encouraged by this decision. They tried to end racial segregation in all areas of American life.

The most important of these leaders was Martin Luther King, Jr., a black Protestant minister with a great gift of inspiring his people. From the late 1950s until his assassination by a white gunman in 1968, King led thousands of African-Americans in

non-violent marches and demonstrations against segregation and other forms of racial discrimination.

King's goal was to bring about a greater assimilation of black people into the larger American culture. His ideals were largely developed from basic American values. He wanted greater equality of opportunity and "Freedom now" for his people. He did not wish to separate his people from American society but rather to gain for them a larger part in it.

Some black leaders, such as Malcolm X, urged a rejection of basic American values and complete separation of blacks from the white culture. Malcolm X believed that American values were nothing more than "white man's values" used to keep blacks in an inferior position. He believed that blacks must separate themselves from whites, by force if necessary, and build their own society based on values that they would create for themselves. Because he saw Christianity as a "white" religion, Malcolm turned to a faith based on Islam, and he became the leader of the "Black Muslim" faith (founded in 1930). The great majority of American blacks, however, shared Martin Luther King, Jr.'s Protestant religious beliefs and his goal of assimilation rather than separation. Most African-Americans continued to look to King as their leader.

Largely as the result of King's activities, two major civil rights laws were passed during the 1960s that removed racial segregation from public facilities in the South and also removed the barriers that has prevented black people from voting in that region.

Race Relations after the Civil Rights Movement

The civil rights laws in the 1960s helped to bring about a significant degree of assimilation of blacks into the larger American culture. Most important, the laws helped to reduce the amount of white prejudice toward black people in all parts of the country.

The number of African-Americans attending the nation's colleges and universities, holding elective public office, and earning higher incomes increased dramatically in the late 1960s and 1970s. In 1984 and 1988, Jesse Jackson, a black leader who had worked with King in the 1960s, became the first African-American to run for president of the United States. Although he did not win, he received significant national attention and greatly influenced the policies of the Democratic Party.

African- Americans are now mayors of major cities and members of Congress; they hold offices in all levels of government- local, state, and national. They are sports and entertainment heroes, university professors, medical doctors, lawyers, entrepreneurs, and reporters. There is now a sizable black middle class, and there are a number of wealthy African-Americans.

The bad news is that there is still a gulf between the races. Although African-Americans represent about 13 percent of the population, they are grossly underrepresented in the Congress. The median income of a married black man working full time is 23 percent behind a married white man. Segregation and discrimination are against the law, but residential patterns create largely segregated neighborhood schools in many urban areas. Many blacks are trapped in cycles of poverty, unemployment, violence, and despair in the inner city. They are the most frequent victims of violent crime, and as many as five young males now have a criminal record. Over 40 percent of all black children live in poverty and many have only one parent. Seventy percent of black children are born to unmarried women. Some point to the destruction of the family structure as the cause of the social problems that African-Americans now face.

In any case, perhaps the greatest change in the past few decades has been in the attitudes of America's white citizens. More than a generation has come of age since King's "I Have a Dream" speech. Younger Americans in particular exhibit a new respect for all races, and there is an increasing acceptance of blacks by whites in all walks of life and social situations. More than 80% of whites now say that they would vote for a black for President.

Melting Pot or Salad Bowl?

One of the bedrock goals of the American value system has always been the ultimate assimilation of racial and ethnic groups into mainstream society; in the process, members of minority groups change their ways to conform to those of the dominant culture which was shaped by the WASPs (White Anglo – Saxon Protestants), who had the greater number, the money, and political power in the new nation. In the 19th century, the United States was described as the great "melting pot"- a place where immigrants of varied racial and ethnic backgrounds willingly and happily blended to create a brand-new national identity. Most people believed that opportunities for inclusion into the larger society, as well as high-paying, stable jobs, could come about only if people from different cultures gradually lost their differences and adopted the lifestyle of the majority.

Assimilation has sometimes been systematically forced on groups whose beliefs conflict with those of the dominant white culture. Native Americans, for instance, were forced to abandon a lifestyle that was built on values unacceptable to whites. When blacks were brought to America as slaves, they were forced to take new names, families were split apart, and they were forbidden to practice any of the traditions of their native cultures. For them, and for other minority groups, assimilation is sometimes an undesirable goal.

In contrast to the melting pot model, others are inclined to see the United States as a 'salad bowl', i.e. a pluralistic or multicultural society-in which groups maintain not only their ethnic identity but also their own language, art, music, food, literature, and religion-enriches American civilization. With the massive influx of foreign-born, non-English-speaking people into this country, it has become especially difficult to think of America as one culture and Americans as one people.

Many of American social institutions are struggling with the question of how to represent the different histories and cultures of all these diverse groups. In the educational system, the traditional emphasis on the history and culture of white European civilization is now considered racist and incomplete. Over the past 25 years, most universities have created what are known as ethnic studies programs: African-American Studies, Latino/Latina or Chicano Studies, Asian Studies, Native-American Studies.

Multiculturalism has also become an issue in the workplace. Employers are finding that immigrants and members of minority groups are holding an ever-more-significant proportion of the jobs.

Beyond the complexities of societal trends, the debate over assimilation versus multiculturalism is far from settled. For instance, the movement to make English the official language of the United States is a backlash against multiculturalism. Nevertheless, many people who identify themselves as members of racial and ethnic groups as well as many Americans who identify with the mainstream culture celebrate the rich diversity of cultures in their society.

More recently, the United States has been described not as the 'melting pot' or 'the salad bowl' but as a 'mosaic'-a picture made up of many pieces of different colors. If one looks closely at the nation, the individuals of different colors and ethnic groups are still distinct and recognizable, but together they create a picture that is uniquely American. "E Pluribus Unum"-the motto of the United States from its beginning-means one composed of many: "Out of many, one". America's strength lies in its diversity and in the

contributions made by people of many different cultures. America needs to preserve and encourage this diversity, while making sure that everyone has equal opportunity to succeed.

Comprehension Check

I/ Choose the correct answers

1. Which of the following was not a characteristic of the dominant American culture during the early decade of the nation's history?
 - a. Catholic
 - a. western Europe
 - b. middle class

2. Which of the following was true about the political bosses in northeastern cities during the late 19th and early 20th centuries?
 - a. They were more afraid of new immigrants than were other Americans.
 - b. They were more cruel to new immigrants than were other Americans.
 - c. They were more helpful to new immigrants than were other Americans.

3. Today, ethnic groups in the US
 - a. have no feeling of belonging to an ethnic group
 - b. are assimilated into the dominant culture in varying degrees, often depending on how similar their culture is to the majority.
 - c. all feel much more a part of their ethnic group than a part of the dominant culture.

4. In 1954, the US Supreme Court declared that African-Americans in the US
 - a. could not be denied their right to vote for racial reasons.
 - b. could not be forced to attend racially segregated public schools.
 - c. could not be denied freedom of speech, press, or religion.

5. On which of the beliefs listed below did Malcolm X disagree with Martin Luther King, Jr.?
 - a. Black people should be assimilated into the larger American society.
 - b. Black people were not treated fairly by the larger American society.

- c. Black people must gain their freedom now, not in the distant future.
6. Scholars who see the United States as a “salad bowl” emphasize
 - a. the great extent of racial and ethnic assimilation in the United States.
 - b. the many differences between racial and ethnic groups in the US.
 - c. the rapid growth of the population of the US.
 7. In American society, there are some members of ethnic groups (such as some Jews and Hispanics) that are bicultural; they feel that
 - d. they are fully assimilated into American society.
 - e. they do not belong at all to American society.
 - f. they belong to American society, but at the same time they are separate from it.
 8. Which of these terms should be used to describe the diversity of the U.S?
 - a. A mosaic
 - b. A salad bowl
 - c. A melting pot

II/ Answer the questions

1. What is assimilation? Why do minorities have to assimilate?
2. Which group of people in the US establishes the dominant culture (number 0)?
Number the other 6 groups of people in the order of the degree of their assimilation into the dominant culture.

___ WASPs	___ Northern and Western Europeans
___ American Indians	___ Eastern and Southern Europeans
___ African Americans	___ Hispanics
___ Chinese	
3. Is it important to maintain one’s own ethnic cultural identity and language?

III/ Matching: Melting-pot ? Salad-bowl? Mosaic?

- | | | |
|------------------------|--------------------|---------------------------|
| _____ differences | _____ similarities | _____ unity of diversity, |
| _____ multiculturalism | _____ assimilation | _____ E Pluribus Unum |

IV/ Fill in each blank with one appropriate word

The people of the United States are from a large variety of (1)_____ groups which represent many races, nationalities, (2)_____ religions. Some of these (3)_____ have assimilated completely into the main culture while others (4)_____ not. The more the group differed from the characteristics of the dominant culture – which was white, (5)_____ speaking, Protestant, and middle class, the(6)_____ the group assimilated, generally. In the late 1800s and early(7)_____ large groups of immigrants (8)_____ from southern and eastern (9)_____ countries. Although they were quite (10)_____, they were assimilated into the rapidly growing economy with the help of (11)_____ bosses. (12)_____ have had the most difficulty assimilating since they were bought to America as slaves. Slavery ended in (13)_____, but there was illegal (14)_____ in the South until the civil rights (15)_____ of the 1960s. Although much (16)_____ has been made, (17)_____ are still inequalities between (18)_____ races. Now new immigrants from Asia, the Caribbean, and (19) _____ America are bringing both challenges and new (20)_____ for the United States, as the 21st century begins.

Discussion

1. Is there discrimination in Vietnam? Is it racial? Social? Sexual? Regional? Why do you think people discriminate? Why are they prejudiced?
2. Why do you think people discriminate? Why are they prejudiced?
3. Should minority college students be given special scholarship simply because minorities - regardless of their ability compared to other students?

Suggestions

Reading One: Famous Historical Figures in the United States

Read about the three American heroes and answer the following questions for each person: Who is he/she? What is special about him/her?

POCAHONTAS (1565-1617)

Pocahontas was the daughter of Powhatan, an important chief of the Algonquian Indians (the Powhatans) who lived in the Virginia region. Her real name was "Matoaka." "Pocahontas" was a nickname meaning "playful" or "mischievous one." Pocahontas is

most famous for reportedly saving the life of English Captain John Smith. Throughout her short life (she died at the age of 22), however, she was important in other ways as well. Pocahontas tried to promote peace between the Powhatans and the English colonists. She



even converted to Christianity and married John Rolfe, a Jamestown colonist, a union which helped bring the two groups together. Her untimely death in England hurt the chance for continued peace in Virginia between the Algonquians and the colonists. It is claimed that there are 50,000 descendants from her one son.

HARRIET TUBMAN (1820 - 1913)



Harriet Tubman was born around 1820 in the South of the United States. She was an African-American and a slave. In those days in the South, African-Americans were slaves. People bought slaves to work in their house, farms, and fields. Their masters bought and sold them like property. When Harriet became a young woman, she wanted to be free. She wanted to escape to the North of the United States. Everyone in the North was free.

Finally, Harriet Tubman escaped from the South to the North on the Underground Railroad. The Underground Railroad was not real railroad. It was a secret organization of

people. These people helped slaves to escape. At night, they took the slaves to a safe house. The slaves hid there. The next night, they took the slaves to the next house or “station” on the railroad. The word underground can mean secret. This is why people called the organization the Underground Railroad.

When Harriet Tubman was free, she decided to help slaves. So she joined the Underground Railroad. Soon she became its leader. It was a very dangerous job. She went back to the South time after time. She brought back slaves to freedom in the North. Before Harriet Tubman died in 1913, she helped 300 slaves to escape. She helped these people begin new lives as free men and women. Today, we honor the name of this brave woman.

MARTIN LUTHER KING, Jr. (1929 - 1968)

Martin Luther King, Jr., devoted his life to the fight for civil rights, including political, social, and economic equality for all people in the United States. King was born in Atlanta, Georgia, on January, 15, 1929. He graduated from Morehouse College in 1948 at the age of 19. After that, he studied at the theological seminary where he received a bachelor of divinity degree. Then he studied at Boston University, where he received his Ph.D. in 1955. During his studies, he was influenced by the teachings of Mahatma Gandhi and started to believe in the power of non-violence protest.



In 1954, King moved to Montgomery, Alabama, with his wife, Coretta Scott King. In that same year he became minister of a Baptist church in Montgomery. In 1955, he was a leader in the Montgomery bus boycott. That boycott led to the integration of public buses in Alabama. In 1957, he helped start the Southern Christian Leadership Conference, a group of organization that worked for civil rights. He was often sent to jail for his participation in protests, even though they was non-violent. In the summer of 1963, King organized a march in Washington in which 250,000 people demonstrated peacefully for civil rights. It was during the March in Washington on August 28, 1963, that King

delivered his famous and powerful “ I Have a Dream” speech. He received a Nobel Prize in 1964.

On April 4, 1968, King was assassinated in Memphis, Tennessee. In 1983, the third Monday in January became Martin Luther King, Jr. Day, in honor of his birthday. An Extract from “I Have a Dream” Speech by Martin Luther King, Jr.

... I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character,... I have a dream that one day the state of Alabama,... 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 as sisters and brothers,...

This is our hope. This is the faith that I go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope,... With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with a new meaning, "My country, 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrim's pride, from every mountainside, let freedom ring.", ...

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

Reading Two : What is the poem about?

I Am the Redman - by Duke Redbird

I am The Redman
Son of the forest, mountain and lake
What use have I of the asphalt
What use have I of the automobile

I am The Redman
Son of the earth, water, and sky
What use have I of silk and velvet
What use have I of nylon and plastic

Think you these gifts divine
That I should be humbly grateful.
I am the Redman
Son of the tree, hill and stream
What use have I of china crystal
What use have I of diamonds and gold
What use have I of money
Think you these from heaven sent
That I should be eager to accept.

What use have I of your religion
Think you these be holy and sacred
That I should knee in awe.
I am The Redman
I look at you White Brother
And I ask you
Save not me from sin and evil
Save yourself.

Reading Two : What is the poem about?

A Poem from Black Fella to White Fella - *Author Unknown*

Wen I was born, I'm black.
Wen I grow up, I'm black.
Wen I get sick, I'm black
Wen I go out in a sun, I'm black.
Wen I'm cold, I'm black.
And wen I get scared, yes, I'm black.
And wen I die, I'm still black

But you white fella.
Wen you born, you pink
Wen you grow up, you white.
Wen you get sick, you green.
Wen you go out in a sun, you go red.
Wen you get cold, you go blue.
Wen you get scared, you yellow.
And wen you die, you purple.
And you got the cheek to call me colored.

Recommended Movies

- Mississippi Burning
- The Joy Luck Club
- Far and Away

Recommended Songs

- We Shall Overcome

Unit 4: THE U.S. GOVERNMENT

“A wise and frugal government shall retrain men from injuring one another, shall leave them otherwise free to regulate their own pursuits of industry and improvement”

Thomas Jefferson

Before You Read:

1. *What do you think the most important role of a government?*
2. *In the United States, what is the relationship between the president and the Congress? Who has more power?*
3. *What are the two major political parties in the United States? What is the main difference in their belief?*

A Suspicion of Strong Government

The ideal of the free individual has had a profound effect on the way Americans view their government. Traditionally, there has been a deep suspicion that government is the natural enemy of freedom, even if it is elected by the people. The bigger and stronger the government becomes; the more dangerous most Americans believe it is to their individual freedom.

“A government that is large enough to supply everything you need is large enough to take everything you have.” - Thomas Jefferson

This suspicion of strong government goes back to men who led the American Revolution in 1776. These men believed that the government of Great Britain was determined to discourage the freedom and economic opportunities of the American colonists by excessive taxes and other measures that would ultimately benefit the British aristocracy and monarchy. Thomas Paine, the famous revolutionary writer, expressed the view of other Americans revolutionists when he said, “Government even in its best state is but a necessary evil; in its worst state, an intolerable one”.

Chapter Nine: The U.S. Constitution

Before You Read

1. *When did the current government begin?*

2. *Who is in charge of America?*
3. *Who is the Father of Constitution?*
4. *Where do American people get their rights?*

Introduction to the US Constitution

After the Revolutionary War, the Article of Confederation (1781) was the basis of the new American government. But this weak government did not work very well. The delegates to the Constitutional Convention of 1787 revised the Article of Confederation. The result was the U.S. Constitution. Three main principles form the basis of the Constitution:

1. The separation of powers of the three branches of government
2. Government of, for, and by the people
3. Basic human rights (individual freedom, equality, and justice)

The Constitution has three parts:

1. The **Preamble** tells its purposes: to protect the nation and to assure justice, peace, and liberty for all. The Preamble is as stated: "*We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this constitution for the United States of America*".
2. The **Document** contains seven articles.
3. Twenty-seven **Amendments** guarantee individual rights and freedoms, and establish other principles of government.

The Document

Article One created the Legislative Branch of government. It established these principles, among others:

1. Congress makes the laws of the nation.
2. The two houses of the Congress are the Senate and the House of Representatives.
3. The people of each state elect two Senators.
4. The population of each state determines the number of Representatives.

Article Two established the Executive Branch of government, the Presidency. Here are a few of its principles:

1. The Electoral College elects the President.
2. The President is the chief executive of the nation and Commander in Chief of the armed forces.
3. The President has certain powers such as to enforce laws.
4. The President may initiate the law-making process.

Article Three created the Judicial Branch under these principles:

1. The Supreme Court is the highest court of the land. It is the court of last appeal, and its decisions are final.
2. It is the responsibility of the Supreme Court to defend and interpret the principles of the Constitution.
3. Residents of the US have the right to trial by jury.

Article Four defined the relationship among the states and the relationship of the states to the Federal government. It included these principles:

1. U.S. residents have the same rights in all states.
2. All states have a republican form of government.
3. Congress may admit new states and make laws for US territories.

Article Five described ways to amend the Constitution.

1. Congress may propose an amendment if two-thirds of both houses vote for it.
2. The states may initiate an amendment. If two-thirds of all state legislatures agree to propose it, Congress will call a national convention.
3. To add the amendment to the Constitution, three-fourths of the state legislature or special state conventions must ratify it.

Article Six declared the Constitution the Supreme Law of the Land.

1. No state constitution or law or judge may contradict the Constitution.
2. All public officials must promise to support the Constitution in an official oath.

Article Seven declared that nine states must ratify the Constitution for it to become law.

The Amendments

The US Constitution is “a living document” because Americans can change it with amendments. The existing amendments protect individual rights or have solved other national problems.

Amendment	Ratified	What does it say?
1-10	1791	The first amendments are the “Bills of Rights”
11	1798	Citizens of a state or foreign country may not take another state to court.
12	1804	Electors vote for the President and Vice President on separate ballots.
13	1865	Slavery is illegal.
14	1868	All people born in the United States or naturalized are citizens.
15	1870	Black men have the right to vote.
16	1913	Congress has the right to tax income.
17	1913	The citizens elect US Senators directly.
18	1919	It is illegal to make or sell liquor.
19	1920	Women citizens have the right to vote.
20	1933	A new President takes office in January 20.
21	1933	The Eighteenth Amendment was repealed.
22	1951	President may serve no more than two terms.
23	1961	Citizens living in Washington D.C. may vote in Presidential elections.
24	1964	It is illegal to require voting taxes.
25	1967	The Vice President becomes President if the President can't carry out his duties.
26	1971	All citizens eighteen years and older may vote.
27	1992	prohibits any law that increases or decreases the salary of members of the Congress from taking effect, until the start of the next set of terms of office for Representatives

The Bill of Rights

Probably the most important portion of the Constitution is the Bill of Rights, the first ten amendments to the US Constitution. All of the amendments were agreed in 1791, two years after the Constitution was signed. They give Americans rights which are now

considered basic, but which were unusual at the time. The government cannot limit these rights.

Some of the amendments apply to all Americans. The First Amendment promises freedom of religion and speech and the press, and the right to complain to and about the government. Speech is protected no matter how unpopular or repulsive, so long as it does not create an immediate and serious danger to life or property. Free speech means that the government cannot prevent people from saying and writing whatever they want, nor can it punish people for expressing ideas that criticize the government. Free speech is at the heart of democracy. Former Supreme Court Justice Louis Brandeis once stated that, for democracy to work, people must be allowed to express new, unusual, and unpopular ideas so that they can be debated and examined and then adopted or rejected. Freedom of religion means that each person can belong (or not belong) to any church. An individual can follow any church's teachings as long as these do not interfere with the rights of others. Religious freedom also means that neither the federal government nor any state government can encourage or prevent the practice of religion. This concept has been referred to as the wall of separation between church and state.

The Second Amendment, which gives people the right to own guns, is now the subject of much debate. The Fourth Amendment says that people cannot be arrested and their houses may not be searched, unless the police have a good reason for doing so. The Ninth and Tenth Amendments say that people and states have other rights besides those mentioned in the Constitution, but that the US government has only the powers that are listed there.

Other amendments give rights to people who are accused of a crime. The Fifth Amendment says that people do not have to give evidence against themselves. Somebody who wants to use this right says, "I take the Fifth", and this is often thought to mean that they are afraid to answer questions in case they get into trouble. The Sixth Amendment promises that the people who have been accused of a crime will get a trial quickly. In fact, US courts are so busy that people have to wait a long time, but the government cannot let them wait any additional time. The Seventh Amendment gives people who are accused of a serious crime the right to have their case heard by a jury, so that 12 ordinary citizens, not just a judge, decide whether they are innocent or guilty. The Eighth Amendment says that people who are found guilty of a crime cannot be given "cruel and unusual punishments".

Comprehension Check

I/. What is the meaning of these numbers in the Constitution?

3 parts 7
3 10
6 27

II/ Write the number of the Article of the Constitution that refers to the following topics

 Supreme Court the supremacy of the Constitution
 Congress Amendments
 States the ratification of the Constitution

III/ In the parentheses, write the number of the Article of the Constitution that contains the answer to each question. Then answer the questions in a few words.

1. () What is the Supreme Law of the Land?
2. () What is the highest court of the land?
3. () What branch of government makes the laws of the nation?
4. () How many Senators and Representatives does each state have in the Congress?
5. () Do US residents have the same rights in all states?
6. () Who is the chief executive and Commander-in- Chief of the armed forces?
7. () What are the two ways to propose a Constitutional Amendment?
8. () What are some of the duties and powers of the President?
9. () What is one important responsibility of the Supreme Court.
10. () What form of government do the states have?
11. () May a state constitution or judge contradict to the US Constitution?
12. () How are new states admitted to the Union?
13. () Who has to approve a proposed amendment?
14. () What must public officials promise in an official oath?
15. () How many states had to ratify the Constitution before it became law?

IV/ Choose the correct answers

1. If a reporter writes an article about government official stealing money, can the newspaper publish it legally?

- a. Yes, because the Bill of Rights of the US Constitution guarantees freedom of

speech and the press.

- b. No, because the truth can damage the government.
2. Is Christianity the official religion of the United States?
- a. Yes, because most Americans are Christian.
 - b. No, because separation of church and state is a principle of the US Government and the Bill of Rights guarantees freedom of religion.
3. If you oppose a federal law, what can you do about it?
- a. Nothing. You can protest local laws but not federal ones.
 - b. You can write a letter to a government representative.
4. Who can own guns in the US?
- a. All US citizens if they follow the state laws about weapons.
 - b. No one, because private gun ownership is illegal.
5. Who must allow soldiers to live in their homes?
- a. No one, except perhaps in time of war.
 - b. All citizens, because it is a basic right of government.
6. How can you find out all about your rights and freedom?
- a. You can read the Constitution and law books, ask government officials, and talk to lawyers.
 - b. All of these are in the Constitution and its Amendments.
7. How are the rights of born citizens different from the rights of naturalized citizens?
- a. They are the same, except that naturalized citizens can't become President of the US.
 - b. Only born citizens can work in government jobs, join political parties, or run for office.
8. Is it legal for adults to use alcohol in the US?
- a. No, because Amendment 18 made it illegal to make or sell alcohol.
 - b. Yes, because Amendment 21 repealed Amendment 18.
9. Who can register to vote in the US?
- a. All born and naturalized citizens over the age of 18.
 - b. Only white men in the fifty states (not in Washington, D.C.)

V/ Decide on the correct word.

Suppose you are charged with a serious crime.

1. The police can enter your home to search it with / without a search warrant.
2. There must/doesn't have to be an official charge against you by a grand jury before your case goes to trial.
3. The government can/can't bring you to trial more than once for the same crime.
4. You may/won't have to testify against yourself.
5. The government can/can't take your property as punishment without payment or a legal process.
6. Your trial may/can't be secret and closed.
7. The Constitution guarantees/doesn't guarantee your right to a trial by jury.
8. The twelve jurors must/don't have to come to a unanimous verdict.
9. The government must/doesn't have to explain the charges against you.
10. You have/don't have the right to a lawyer.
11. You may/can't hear and question the witnesses against you.
12. You can/can't call witnesses to testify for you.
13. The judge can't demand any/unfair bail or charge fines lower/much higher than the cost of the crime or damage.
14. If you are guilty, there are no/some limits on the possible kinds of punishment.

VI/ Match the words with their meanings on the right. Write the letters on the lines.

1. ___ a search warrant	a. people who examine evidence to decide if a trial is necessary
2. ___ charge	b. legal permission to search
3. ___ grand jury	c. members of a jury who hear evidence and come to a verdict
4. ___ a trial	d. an accusation of a crime
5. ___ testify	e. people who give evidence
6. ___ guarantee	f. promise or give assurance
7. ___ jurors	g. money paid to guarantee that someone freed from jail will return to a trial
8. ___ A unanimous verdict	h. the hearing of a case in court
9. ___ witnesses	i. give evidence
10. ___ bail	j. decision agreed on by everyone

VII/ Write the words from the list on the left in section VI

There are Constitutional Amendments to (1)_____ justice and fairness. Even if a (2)_____ brings a (3)_____ of a crime against you, you still have rights. For example, the police can't search your home without (4)_____. They may free you from jail if someone pays your (5)_____. You have a right to (6)_____ before twelve(7)_____, and they must come to a (8)_____. You don't have to (9)_____ against yourself, and you can hear the evidence of (10)_____.

Chapter Ten: The Organization of the American Government

The way in which the government is organized in the United States Constitution provides an excellent illustration of the American suspicion of governmental power. The provisions of the constitution are more concerned with keeping the government from doing evil than with enabling it to do good.

The principle of limited government is basic to the Constitution. When the Constitution was first written about two hundred years ago, several features were created to guard against the possibility that the government could become concentrated in the hands of a few: 1/ **the federal organization of government**; 2/ **the separation of powers among different branches of government**; 3/ **a system of checks and balances** to restrict the power of each branch.

The Federalism

Under federalism, the principle of limited government was achieved by dividing authority between the national (federal) government, located in Washington, D.C., and the individual state governments. Whatever laws are passed by the Congress (federal laws) must be authorized somewhere in the United States Constitution. That is what is meant by the statement that the US government gets all of its powers from the Constitution.

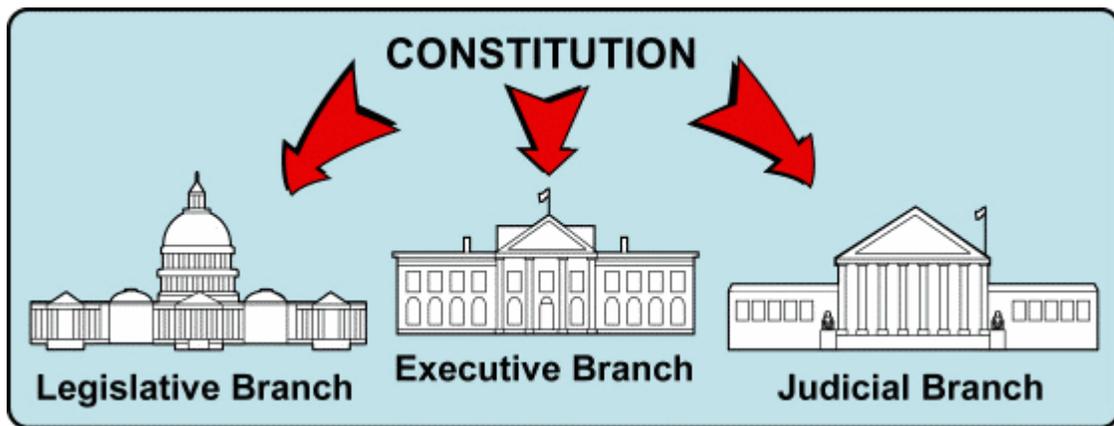
The original purpose of a national central government was to perform those tasks that could not be performed efficiently by each state individually. Such things as dealing with foreign nations, establishing monetary system, and regulating commerce between the states could be done better by a single national authority. Other governmental responsibilities, such as public school systems, local roads, and police and fire protection, were left to the states and their subdivisions.

While the federal government’s power is limited by the Constitution, the individual states are given the power to pass any law that is not prohibited by the Constitution. There are certain powers, called concurrent powers which both the federal and state government share. Examples include the power to tax, set up courts, and charter banks. In those areas where both the states and the federal government have the power to pass laws, state laws cannot conflict with those passed by the federal government. The table below will illustrate this federalism.

Power of the national government	Concurrent power	Powers reserved to the state government
<ul style="list-style-type: none"> To regulate foreign trade and commerce between states To borrow and coin money To conduct foreign relations with other nations To establish post offices and roads to raise and support armed force To declare war and make peace To govern territories and admit new states To pass naturalization laws and regulate immigration To make all laws necessary and proper to carry out its powers 	<ul style="list-style-type: none"> To collect taxes To borrow money To establish and maintain courts To make and enforce laws To provide for the health and welfare of the people 	<ul style="list-style-type: none"> To regulate trade within the states To establish local governments To conduct elections To determine voters qualifications To establish and support public schools To incorporate business firms To license professional workers To ratify amendments To keep all the “reserved powers” not granted to the national government nor prohibited to the states
Powers denied to the national government	Powers denied to both national and state government	Powers denied to state governments
<ul style="list-style-type: none"> To tax exports To suspend writ of 	<ul style="list-style-type: none"> To pass ex post facto laws 	<ul style="list-style-type: none"> To coin money To enter into treaties

habeas corpus To change state boundaries without consent of state involved To abridge the Bill of Rights	To pass bills of attainder To deny due process of law To grant title of nobility	To tax agencies of the federal government To tax imports or exports
--	--	--

The Separation of Among the Different Branches of Government



The United States Constitution divides government into three separate and distinct branches: the legislative, the executive, and the judicial. The concept of separate branches with distinct powers is known as separation of powers.

Each branch is theoretically equal to each of the others. The branches check each other's powers and use a system known as checks and balances. Thus, no branch can gain too much power and influence, thus reducing the opportunity for tyrannical government, which will become a threat to the freedom of individual citizens.

The Legislative

The Congress is the Legislative Branch. The Congress is bicameral-it is composed of two houses. One house is the House of Representatives, the other is the Senate.

Although Congress can legislate, its most important task has become that of scrutinizing the policies and actions of the executive, and upholding the interests of states and districts. Indeed, since Representatives and Senators depend on the voters in their various states or constituencies for re-election, they tend to satisfy the particular interests of constituents and special groups rather than tackle the problems of the nation of whole.

Congress also controls the nation's finances and its permanent specialist staff helps Congress consider and change the budget presented each year by the President.

The House of Representatives, or the House for short, is composed of 435 members. Each state is allocated one or more representatives, based on its population as calculated by the decennial (once in every ten years) census. Each state is entitled to at least one representative. A state that is allocated more than one representative divides itself, as state procedures dictate, into a number of districts equal to the number of representatives it is entitled to elect. The people of each district vote to elect one representative to Congress. The District of Columbia and a number of U. S. territories have been permitted to elect delegates to the House. These delegates may participate in debates, and sit and vote in committee, but are not allowed to vote in the full House. House members are elected for two-year terms. The House is presided over by a Speaker, who is elected by the House.



The Capitol, the House of Congress in Washington, D.C.

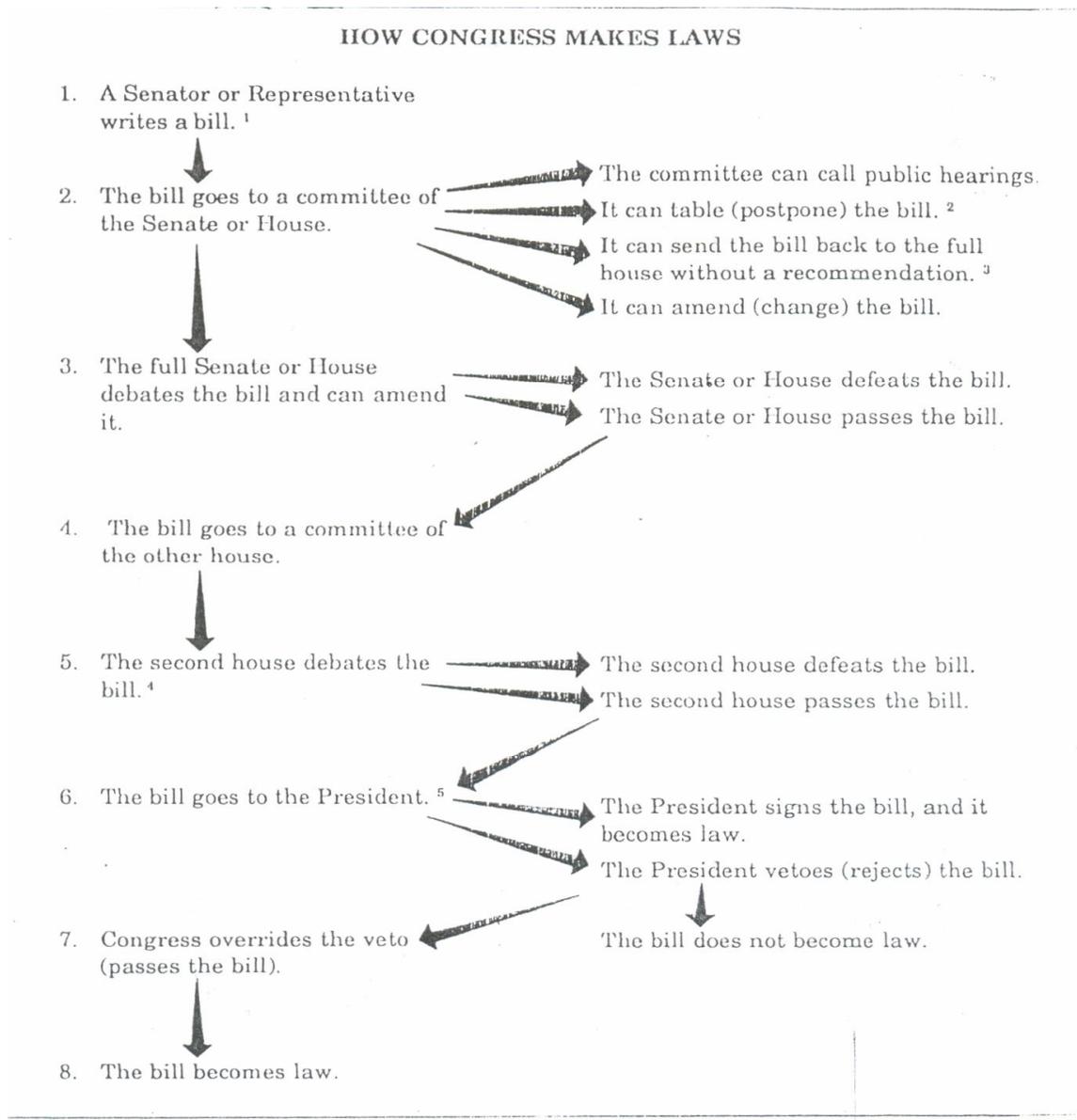
The Senate represents the states equally. Each state chooses two senators, regardless of population. Senators are elected for six year terms. Every two years, at the same time as Representative elections, approximately one-third of the senators face elections. The Vice-President is President of the Senate, but only votes if there is a tie. The Senate also chooses a President Pro Tempore to preside in the Vice-President's absence (though, in practice, most of the time, senators from the majority take turns presiding for short periods).

The Senate and the House are both required to approve legislation before it becomes a law. The two houses are equal in legislative power, but revenue bills (bills relating to taxation) may only originate in the House, however, like other bills, the Senate's approval is still required, and the Senate may amend such bills, as with any other legislation.

The Senate holds additional powers relating to treaties and the appointments of executive and judicial officials. This power is known as "advice and consent." The Senate's advice and consent is required for the President to appoint judges and many executive officers, and also to ratify treaties. To grant advice and consent on treaties, two-thirds of the Senators must concur (agree).

The House has the sole power to impeach federal executive and judicial officers. According to the Constitution, officers may be impeached for "treason, bribery, or other high crimes and misdemeanors".

The Senate has the sole power to try all such impeachments, a two-thirds vote being required for conviction. The Constitution requires that anyone convicted is thereby removed from office.



- 1. A bill concerning taxes or the budget must begin in the House of Representatives.*
- 2. If a committee tables a bill, Senators or Representatives can force it out of committee with a majority vote*
- 3. This step often “kills” the bill.*
- 4. If the second house of Congress amends the bill, the first house must agree to the changes.*
- 5. If the President does nothing and Congress adjourns within ten days, the bill does not become law.*

The Executive

The executive branch of government is responsible for administering the laws passed by Congress. The president of the United States the head of the executive branch. He is elected to a four year term and can only be elected twice. The vice-president, who is elected with the president, is assigned only two constitutional duties. He first is to preside over the Senate. However, the vice – president may vote only in the event of a tie. The second duty is to assume the presidency if the president dies, becomes disable, or is removed from office. Vice-Presidents have recently been given more important tasks, especially in foreign affairs.

The Constitution gives the president many important powers. As Chief-Executive, the President appoints several Secretaries to head executive departments. These secretaries together make up the President's Cabinet. The President nominates these Secretaries, as well as other important federal officials, and the Senate advises and consents to them.

As head of the state, the president represents the country abroad, entertains foreign leaders, and addresses the public. As director of foreign policy, he appoints foreign ambassadors and makes treaties with other nations. The president also serves as Commander-in-Chief of the armed forces and as head of his political party.

The federal government’s increasing involvement in the nation’s economic life and it’s prominent role in international affairs, where secrecy and speed are often essential, has increased the importance of the President over Congress.

The President now proposes a full legislative program to Congress, although the President, the Cabinet and staff are not, and cannot be, members of Congress. This means that the various bills must be introduced into the House of Representatives or Senate by

their members. The President is consequently completely powerless when faced by an uncooperative Congress. Given also the difficulties in ensuring that the laws passed are effectively implemented by the federal bureaucracy, it has been said that the President's only real power is the power to persuade. In the United States, the president and the legislature are elected separately, housed separately, and they operate separately. This division is a unique feature of American system.

The Judicial

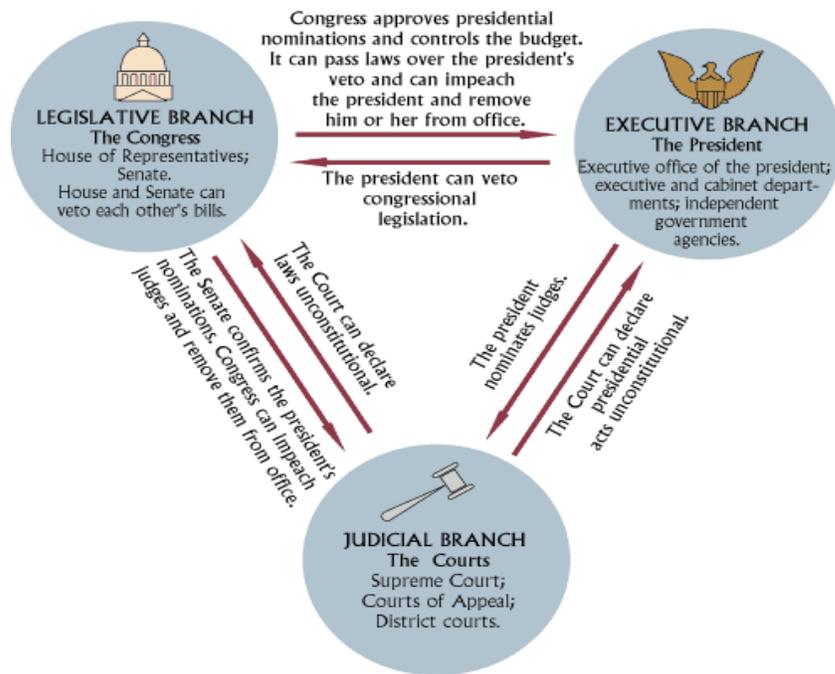


The third branch of government is the judicial branch, which is headed by the Supreme Court. Under the Supreme Court, there are many state and federal courts. The judiciary must interpret the laws of the United States. In the course of such interpretations, the courts may find that a law violates the Constitution. If so, the court declares the law unconstitutional. Thus, the judiciary also has a role in determining the law of the land.

The judges of federal courts are nominated by the President and advised and consented to by the Senate. The number of judges and the exact structure of the courts are set by law, and not by the Constitution.

The Check and Balances

In order to prevent any branch of government from becoming too powerful, the Framers of the Constitution created a system of checks and balances. Each branch of government has checks on the others, while it is itself also checked. The complex system can be outlined as follows:



The checks and balances were put to an important test in 1974 when it was discovered that President Richard Nixon had been involved in obstruction of justice (hiding crimes) in connection with the Watergate scandal. Both Congress and the prosecutor demanded that the president give them certain papers and tape recordings which he had. The president refused because he said that neither the judicial nor the legislative branch could tell the president, the head of the executive branch, what to do. He was relying on a doctrine known as the separation of powers. This means that one branch of the government cannot interfere with the others.

During this conflict, two important questions were raised: (a) Could the president withhold information about possible crimes from Congress and the courts? And (b) Did the doctrine of separation of powers mean that the courts could not order the president to give evidence to the prosecutor?

After considering these questions, the Supreme Court ordered the president to give evidence to the prosecutor, and he obeyed. After examining the evidence, Congress began the constitutional procedure to remove the president from office (impeachment), but before the process was completed, President Nixon resigned from office. The checks and balances prevented a major governmental crisis, and the presidency passed peacefully and smoothly to the vice-president. The “chart” had kept the country on course, even when the captain tried to stray.

Political Parties

There are only two important political parties: the Republicans and the Democrats. But the difference between the two is not always clear. There are only two important political parties: the Republicans and the Democrats. But the difference between the two is not always clear.

The Democratic Party is the oldest party in the United States. In 1828 Andrew Johnson became the first Democratic President. Since that time, the issues of the nation and the ideas of the party have changed. Both the major parties have liberal and conservative members, but in general people consider the Democrats today more liberal than the Republicans. People sometimes refer to liberals as being to the left and conservatives as being to the right Democrats (or Liberals) often want the government to establish social programs for people in need, such as the poor, the unemployed, and the elderly. They usually say they believe in equal rights for women and minorities and they oppose nuclear weapons and too much military spending. Traditionally, Democrats have also favored a stronger federal government. The symbol of the Democratic Party (from political cartoons) is the donkey.



The Republican Party, sometimes called the G.O.P (the Grand Old Party) began in 1845 over the issue of slavery. Republicans opposed slavery. The first Republican candidate to become President was Abraham Lincoln. After the Civil War, Republicans vote more conservatively than Democrats. They want government to support big business but not to control the lives of citizens. They often oppose government spending for social programs but support military spending. They have also emphasized states' rights. The party symbol is the elephant.

Smaller parties, also called "third parties" have lasted for only a short time. Occasionally third parties have won seats in Congress or in local elections but their candidates have never won a Presidential election. In most cases, third parties have been assimilated by the larger two or just faded away. Some current third parties in the United States are the Socialist Labor Party, the American Independence Party, the Libertarian Party, and the Peace and Freedom Party.

The Interest Groups

Interest groups are organized by people who want to influence public policy decisions on special issues. There are many types of interest groups in the United States. The largest organizations are labor unions, such as the AFL-CIO; business groups such as the United States Chamber of Commerce; farm groups, such as the National Farmers' Union; and the professional groups, such as the American Medical Association. There are many issues-oriented groups with broad concerns such as the environment, civil rights and peace. Some interest groups focus on narrow issues such as the preservation of historic buildings or the control of neighborhood crime.

What all the various interest groups have in common is the desire to sway public opinion and political policy. The press, radio, and television are the most obvious media through which interest groups may influence voters and politicians. Members of interest groups also write letters to government officials, make telephone calls, hold public meetings, and sponsor newspaper advertisements.

Lobbyists

To exert direct pressure on legislators in Washington or in state capitals, major interest groups may employ a professional lobbyist. A lobbyist, generally a lawyer or former legislator, is someone who not only specialized in the interest he or she present, but also possesses an insider's view of the law making process. Lobbyists work for interest groups by keeping them informed about proposed legislation and by talking to decision-makers about their group's concerns

The term lobbyist often has a negative connotation. Public officials and other sometimes resent lobbyists' interference. Yet lobbyists fulfill vital functions. Besides voicing the concerns of a special group in society, they fulfill important needs of decision-makers. Legislators and their staff frequently turn to lobbyists for valuable data they would otherwise have to gather themselves. During the committee stage in the legislative process, for instance, lobbyists are invited to appear before congressional committees to provide advice and information, albeit one-sided, which will help the committee make a decision.

In general, while they are not mentioned in the Constitution, organized interest groups and their lobbyists play a significant role in American democracy.

Comprehension Check

I/ Fill in the gaps with appropriate information

American people are generally suspicious of a (1)_____ government, because they think a (2)_____ government would threaten their (3)_____.

American revolutionists view government as a necessary (4)_____.

The principle of (5)_____ government is basic to the American Constitution and is achieved by the doctrine of (6)_____, the system of (7)_____, and the system of (8)_____.

	The Senate	The House
Number of Members	(9)_____	(10)_____
Number of Members Per State	(11)_____	determined by (12)_____
Length of Term	(13)_____	(14)_____
Number of Terms	no limit	(15)_____
Age Requirement	at least 30	at least (16)_____
Citizenship Requirement	at least (17)____ years as a U.S citizen	at least 7 years as a U.S citizen
Dates of Regular Session	January 3 to adjournment	January 3 to adjournment

II/ Answer the questions

1. What is the federal system of government?
2. What is the power of the federal government? What power belongs to states?
3. Where does the government get the money from?
4. How many people make laws for America?
5. What is a “bi-cameral” legislature?
6. What are the four functions of Congress?
7. Who is the President of the Senate?
8. Who presides over the Senate if the President of the Senate is absent?
9. Who presides over the House?
10. What party does the Speaker of the House usually belong to?
11. What is the Cabinet?
12. Who decides if the government has done a wrong or bad action?

13. How are government leaders chosen?
14. What are the checks and balances?

III/ The Check and Balances: Who checks whom? Fill in each blank with C (Congress), P (President), or S (Supreme Court)

1. _____ can veto bills passed by _____.
2. _____ can override _____ 's vetoes.
3. _____ can declare _____ acts unconstitutional.
4. _____ can declare laws unconstitutional. (_____)
5. _____ propose amendments to the constitution. (_____)
6. _____ can disapprove the _____ 's nominations.
7. _____ can impeach _____ .
8. _____ can send messages to the _____ .
9. _____ can change the number of justices. (_____)
10. _____ can nominate judges. (_____)
11. _____ can appeal to people. (_____)
12. _____ can grant pardons to those who are convicted of federal laws. (_____)

IV/ Which party is each sentence about?

- 1.—— It is the oldest political party in the United States.
- 2.—— It is sometimes called the G.O.P
- 3.—— Its first President was Abraham Lincoln.
- 4.—— Its first President was Andrew Johnson.
- 5.—— It is generally more liberal than the other party.
- 6.—— Its members usually prefer to spend tax money for military purposes rather than for social programs.
- 7.—— Its members do not want the government to control the lives of individuals.
- 8.—— The party symbol is the donkey.

V/ Which is NOT true about “special interest group”?

1. They are designed to help protect certain people in America.
2. They are groups of active people who put pressure on the government to make laws
3. They are appointed by the President to serve the people.
4. They are also called “lobbying groups”.

VI/ Cloze Summary

Americans believe that the (1) role of their government is (2) _____ protect their individual freedom. (3)_____ Constitution divides the powers (4) _____ the government among the (5) _____ branches: the executive, the (6) _____, and the judicial. This (7) _____ any branch from gaining too much power and threatening (8) _____. Because the ideal of (9) _____free individual was so (10) _____, for many years the (11) _____ remained small and weak, leaving (12) _____ to pursue their individual goals. In the 1930s, there was a severe economic hardship and the role of (13) _____ changed. Welfare programs were (14) _____ to help the needy, (15) _____ the government grew much (16) _____ and stronger. Also, many (17) _____ groups were established to lobby the government. Today, almost major groups have a lobby to protect their (18) _____ and demand for benefits from the government. Traditionally, the (19) _____ party supporters favored having a big government (20) _____ try to solve society's problems and regulates business activities. The (21) _____ party favored having a small government with few (22) _____ over business activities. Although most Americans have benefited in some way from (23) _____ programs, the majority of people are still (24)_____ of the power of big government. They are more concerned about (25) _____own individual freedom than the common good of the group.

Chapter Eleven: Choosing the Nation's President



The President of the United States

Do you want to be president of the United States of America? May be you can apply for the job. Answer these three questions. Are you a U.S citizen? Are you thirty-five years old or older? Have you been a resident of the United States for fourteen years

or longer? Did you say “yes” to all three questions? Then you can take the first steps to the White House.

You become president for a term. A term is four years. You can only serve two terms. This means that you can only be president twice. This became law in 1951. Before that, the law was different. In fact, Franklin D. Roosevelt became president in 1933. He was still president when he died in 1945. He was president for twelve years. No one was president longer than he was.

As president of the United States, you earn \$ 200,000 a year. You also get an extra \$ 50,000 for expenses, tax free. You have your own limousine, jet, and housekeepers, all free. You also live rent free, in the White House in Washington, D.C. And you are head of the richest country in the world.

President of the United States are very different people. Twenty-two were lawyers, four soldiers, four farmers, four teachers, two writers, two businessmen, one engineer, one tailor, and one actor. Eight of them did not have a college education!

Primary Elections

Every four years, Americans participate in a unique and exciting ritual-the selection of the nation’s president. Beginning early every presidential election year, those who would like to be president of the United States compete with others to win conventions held in the summer. Delegates are chosen from each state. Some of them are selected at state caucuses (similar to town meetings) and others by party leaders from each state. But most are chosen by primary elections. Primaries give voters an opportunity to indicate who they want to be their party’s presidential candidate. In a primary election, each voter can vote only for a president candidate in one party.

The Convention

The summer before the election each of the two major political parties holds a national convention to select the people that will be its candidates for president and vice-president. The number of the delegates from each state is determined by its population and its support for that party in previous elections. The total number of delegates at a convention ranges from about 2,000 to about 3,500.

After the routine formalities, convention business usually begins with the creation and acceptance of a party platform. A platform is a very general statement of the party’s

philosophy positions and goals on issues of national and international concern. A majority of a convention delegates must vote for the various planks of the platform in order for them to be accepted. (A plank is a statement on one subject.)

The next business of the convention is the nomination of prospective presidential candidates. For each nominee, a long complimentary nominating speech is made in which the nominee's strength and accomplishment are recited. This is followed by a long noisy demonstration with delegate waving flags, bands playing, and thousands of people singing, yelling, clapping, and waving signs. When the convention quiets down, one or more seconding speeches are given for the nominee. These are followed by similar displays of support.

After the demonstration, the delegates get down to the serious work of choosing their party's presidential candidate. The most important qualification is the ability to get elected, but the delegate also considers a nominee's integrity, philosophy, and talent for leadership. Voters are taken alphabetically by state. Several roll calls may be necessary before one nominee wins the majority of votes needed to become the party's candidate. In the early votes, some delegates may withhold their support from serious contenders by voting for an important politician from their own state, called 'favorite son'. This is done so that a state delegation can bargain with the major nominees by agreeing to switch their vote in exchange for some political favor or governmental position. For example, an agreement might be made with a nominee, that in exchange for a state's votes, the nominee will name a certain person as his or her choice to be the vice presidential candidate. Eventually enough deals are made so that one person receives a majority of the delegates' votes and becomes the party's nominee for president.

After the presidential candidate is selected, the vice-presidential candidate must be chosen. Traditionally, the delegates give their presidential candidate the running mate of his or her choice. It is also traditional (and good politics) for the party's presidential and vice-presidential candidates to come from different sections of the country and have somewhat different political views. Thus the party achieves what is called a balanced ticket, a pair of candidates (running mates) that appeal to many different blocks of voters. Even though nomination of the vice-president candidate is usually prearranged, the rises of nominating and seconding speeches, accompanied by demonstrations are performed, followed by a vote of delegates. After the candidates give their acceptance speeches, the convention is adjourned until it is time to nominate presidential and vice-presidential candidates again in four years.

Of course, it sometimes happens that one candidate wins enough delegates during the pre-convention period to be nominated for president without a contest at the convention. If that happens the process is shortened, and all of the speeches and demonstrations are focused on that candidate and the vice-presidential candidate

The Campaign

Serious campaigning for the election traditionally begins on Labor Day in the early September. From that time until Election Day in early November, voters are bombarded from all sides-by radio, television, newspapers, mail, and personal communications-with political material. Sometimes long-standing friendships break up as arguments over issues and candidate rage. Ordinarily, soft spoken people become outspoken advocates for their candidates. Neighborhood political workers and precinct captains from each party knock on every door and remind voters of all that the party has done for them and for the country since the last election.

Each candidate tries to convince a majority of the American voters that he or she is best qualified to lead the country for the next four years. Since the candidate only has two months in which to do this, a very concentrated campaign is necessary. All of the resources of modern communication are used to acquaint the voters with the candidate's views and personalities. Television has become a powerful influence, and the candidate who does not personal appeal on TV is at a great disadvantage. In 1960, a series of televised debates between Richard Nixon and John Kennedy probably influenced enough voters to change the course of election. It has been said that, if Abraham Lincoln were running for president today, he probably couldn't win because he was not physically attractive.

Although modern communications have better acquainted voters with candidates and issues, the resulting costs of election campaigns have created a serious problem. The various candidates who participated in the 1984 presidential campaign spent a combined total of almost 250 million US dollars. About 180 million dollars of this total was contributed by the federal government on a matching fund basis. That is the candidates raised from private donations an amount equal to what they got from the government. Private donations such as these may mean that the person elected has many "friends" who expect political favors in return for their financial help.

Because campaign is extremely expensive and because a candidate must receive a majority of the electoral votes to be elected, presidential politics has, to a large extent,

been limited to major parties-the Democrats and the Republicans. Although no third-party candidate has ever won a presidential election, third-party often played an important role by focusing attention on particular issues and influencing policies of the two major parties.

No candidate can hope to win by appealing to one or two groups of voters, such as farmers or business people. Because of the need for broad appeal, the philosophies of both parties usually take a middle course so as not to alienate any large blocks of voters.

To preserve free democratic elections, the rights of all candidates are carefully guarded. They may speak their minds openly, even to the extent or severely criticizing other candidates their viewpoints, without fear of punishment. This is true even when an opponent is an incumbent (current holding office)

The Election



On the Tuesday following the first Monday in November, voters cast their ballots for president and vice-president. Some members of Congress and many state and local officials are also elected at this time. Thanks to voting machines and computers, Americans usually know most of the winners by late evening. In fact, the television networks often predict the results of an election as soon as the voting stops. They do this by conducting exist polls-asking voters in scientifically selected precincts how they voted.

The president and vice-president are not actually chosen by how many people vote for them (the popular vote); instead, they are chosen by electoral votes. When citizens cast votes for president and vice-president candidates, they are selecting their state's electors (people chosen under state laws and procedures to cast each state's votes for president and vice-president. Each elector is expected (although not legally obliged) to

vote for the candidate who wins the majority of popular votes in his or her state. The electors as a group are called Electoral College

Each state has the same number of electors as it has senators and representatives (there are two senators from each state, but the number of representatives depends on the state population in the most recent census). The District of Columbia, although it isn't a state, also participates in presidential elections-it currently has three electors. The people in each state vote for electors in the Electoral College. In most of the states, and also in the District of Columbia, the election is winner-take-all; that is the candidate who receives a majority of the votes in a particular state receives all of that state's electoral votes. Therefore it is possible for a presidential candidate to win a majority of the popular votes but not a majority of the electoral votes and thereby lose the election. This can happen if an opponent wins by small margins in large states and loses by large margins in states with few electoral votes. At least two presidential elections have been decided this way, most recent in 1888, when Benjamin Harrison defeated the incumbent candidate, Grover Cleveland. On the other hand, in 1988 presidential election, George Bush received only a small majority (54%) of the popular vote but an impressive 79% of the electoral vote. It is also possible that an elector expected to vote for one candidate will exercise his constitutional right to vote for someone else. However since electors are important members of their parties, this rarely happens.

To be elected candidates for president must receive a majority of the votes in the Electoral College. If no candidate receives a majority, the House of Representatives chooses the president from the top three candidates, and the Senate chooses the vice-president from the two candidates having the highest number of electoral votes.

This Electoral College method of choosing the president has been criticized as old-fashioned and undemocratic. However, states with small populations do not want to change it because they have a greater proportion vote in the Electoral College than they would have if the president were chosen by popular vote.

The Inauguration

The new elected president and vice-president are inaugurated in January during a solemn, nationally televised ceremony. The president then moves into the White House and appoints members of the Cabinet (the president's closest advisors, who are also the heads of the various departments of the Executive branch). Sometimes the new president and the majority of the members of Congress belong to different parties. When this

happens, it is more difficult for the president to fulfill promises made during the campaign.

Since the two majority parties are not extremely different, there is seldom a sudden shift in national policy as a result of a change in the political party in control. Change can be detected only with the passage of time, as the new administration becomes accustomed to its powers and responsibilities.

Comprehension Check

I. Answer the questions

1. What is the purpose of a primary election?
2. How are presidential candidates chosen?
3. What qualifications would be considered in choosing a presidential candidate?
4. What is a “favorite son”? A balanced ticket?
5. What does a presidential candidate do to get elected?
6. What are the popular votes? What are the electoral votes?
7. What is Electoral College?
8. After the election who will be the president? In what situation does no one win ?

II. Work in pairs. Number them 1-6 on the lines in correct order of the steps in electing a president

_____ Electors (members of the Electoral College) cast their votes for President and Vice President. The candidates with the majority of the electoral votes win.

_____ Political parties hold national conventions to choose their candidates for President and Vice President. Convention delegates vote for the choices of the voters in their states.

_____ The new President takes office during the inauguration (formal ceremony) on January 20 after the election.

_____ If no candidate wins the majority of the electoral votes, the House of Representatives choose the new President.

_____ All candidates campaign until Election Day, the first Tuesday after the first Monday in November. Then the voters make their choices.

_____ Political parties choose their candidates in state caucuses (conventions) or state primaries (elections).

III. What event are the terms about? 1 term may refer to different events. Write P if it's about Primaries, N for National conventions, C for Campaigning, E for Election Day and I for Inauguration.

- | | |
|------------------------|-------------------------|
| _____ delegates | _____ acceptance speech |
| _____ super-delegates | _____ a balanced-ticket |
| _____ state | _____ campaign rallies |
| _____ national | _____ a running mate |
| _____ party | _____ TV debates |
| _____ proportional | _____ news coverage |
| _____ winner-takes-all | _____ negativity |
| _____ candidate | _____ popular votes |
| _____ nomination | _____ electoral votes |
| _____ favorite- son | _____ Electoral College |

IV. Organize a presidential election in your class

Organize a presidential election in Little America (the class): states, electoral colleges

1. National convention : To choose Republican and Democratic candidates
2. Campaigning: Candidates and Journalists
3. Election Day : vote and count
4. Inauguration Speech (if possible)

ELECTORAL COLLEGE (2008)

AL 9	IN 11	IA 7	NH 4	MI 17	OR 7	VT 3	TX 34	NE 5	TN 11
AK 3	DE 3	KS 6	NJ 15	MN 10	PA 21	VA 13	ID 4	NV 5	UT 5
AZ 10	FL 27	KY 8	NM 5	MO 11	RI 4	WA 11	IL 21	OH 20	WV 5
AR 6	GA 15	LA 9	NC 15	MS 6	SC 8	WI 10	MD 10	OK 7	NY 31
CA 55	HI 4	ME 4	ND 3	MT 3	SD 3	WY 3	MA 12	CO 9	CT 7

Suggestions

THE WHITE HOUSE

Located at 1600 Pennsylvania Avenue in Washington, DC, the White House is one of the most popular tourist attractions in the country. The White House has been the official residence of all the presidents of the United States with the exception of George Washington. Washington served from 1789 to 1797. By the time the White House was completed in 1800, John Adams was President. The house was rebuilt and restored after it was burned by the British in August 1814.

The White House has six floors-two basements, two public floors, and two floors for the First Family. Visitors who tour the White House are able to see the most beautiful and historic rooms in the house including the East Room, the Green Room, the Blue Room, the Red Room, and the State Dining Room. These rooms are used by the President and First Lady to entertain guests and to receive leaders of other countries. The Oval Office is where the President does the business of the country-signing bills and Executive Orders and meeting with staff, visitors, and guests.



SOME INFLUENTIAL U.S PRESIDENTS

GEORGE WASHINGTON (February 22, 1732 - December 14, 1799)

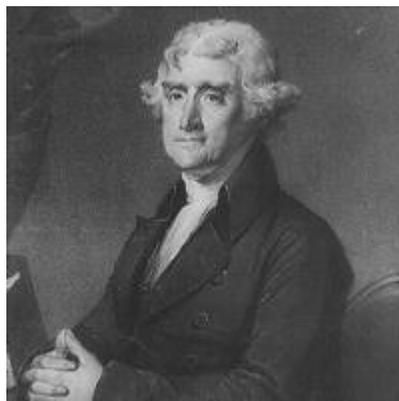


Before the United States won independence from British rule, George Washington was a farmer in the colony of Virginia. He served as a military leader in the Revolutionary War. The colonist trusted him because he did not want power for himself. He wanted all states and the people to work together as one. He wanted the government to serve the people well.

Washington said that the power should belong to institutions, not to men. He also said that people could understand the U.S. Constitution in many ways, not just one. He did not think that the United States should have strong tie with other countries.

George Washington was the first President of the United States from 1789 to 1796. He is often called ‘the Father of Our Country’.

THOMAS JEFFERSON (1743 – 1826)



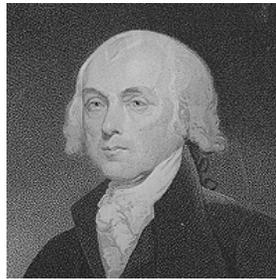
Thomas Jefferson could do many things. As a young man he was a farmer and a lawyer in Virginia. He was also a scientist, an inventor, a philosopher, an architect. He

designed his own home, called Montecello. He could communicate in French, Italian, Spanish, Latin, and Greek.

Many of Jefferson's ideas became basic principles of the government of the United States. For example, he believed that 'all men created equal' (are born the same and should receive the same treatment under the law). He also said that power must come from 'the consent of the governed' (the voters not the leaders). He wanted free elections, a free press, and speech.

Thomas Jefferson held many important government jobs. He was Ambassador to France, Secretary of State (under George Washington), Vice President (under John Adams), and the third President of the United States, from 1801 to 1809. As President, he bought the huge Louisiana Territory for the United States

JAMES MADISON (1809-1870)



James Madison, the fourth president of the United States, is recognized as the "Father of the Constitution." He helped craft the original document and co-wrote the Federalist Papers, which helped get the Constitution approved by the states. We also have him to thank for the Bill of Rights, the Constitution's first 10 amendments, which guarantee our freedoms to this day. Madison was a shy man who married the very outgoing Dolley Payne Todd. During the War of 1812, first lady Dolley Madison saved many White House artifacts and her husband narrowly escaped death when the British burned Washington.

ABRAHAM LINCOLN (1809-1865)



Abraham Lincoln was the sixteenth president of the United States. He was born in Kentucky in 1809. His family was very poor. When Lincoln was a boy, he worked on his family's farm. He did not go to school. He taught himself to

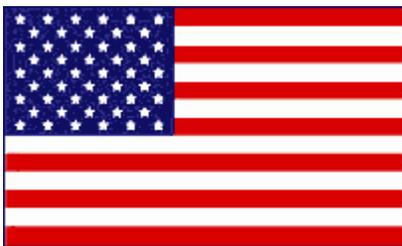
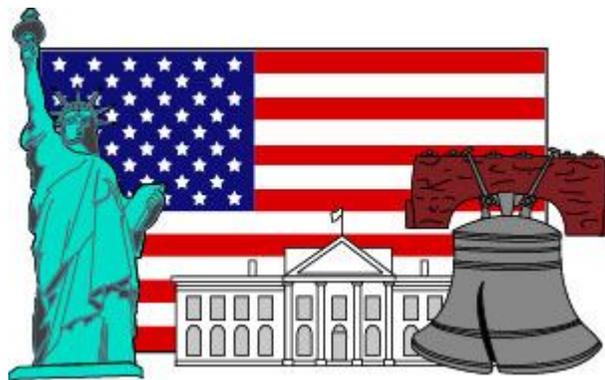
read and write. Later, Lincoln studied law and became a lawyer. After that, he became a politician.

Everybody liked Abraham Lincoln because he was intelligent and hard-working. Lincoln was very ambitious. He wanted to be good at everything he did. He said that he wanted to win the “race of life”. He was also kind and honest. People called him “Honest Abe”.

Lincoln became president in 1860. In 1861, there was a war between the North and the South of the United States. The people in the South wanted a separate government from the United States. The North wanted the United States to stay together as one country. Lincoln was the leader of the North. In the war, brother killed brother. The Civil War was four years long.

The North won the Civil War. The war ended on April 9, 1865. Six days later, President Lincoln and his wife went to the theater. Inside the theater, a man went behind the president and shot him in the head. The man’s name was John Wilkes Booth. He was a supporter of the South. Lincoln died the next morning.

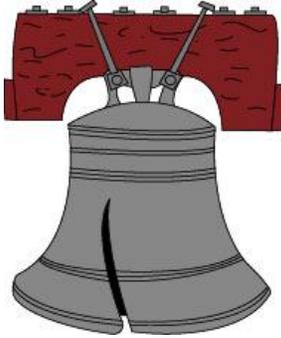
Chapter Twelve: American Symbols



join the union.

The United States flag has 13 stripes. Seven are red and 6 are white. It also has 50 white stars on a blue background. The stripes represent the 13 original colonies. The 50 stars represent the 50 states in the U.S. The first U.S. flag was designed in 1777. The flag has been changed many times since then. New stars are added each time new states

The Pledge of Allegiance is a promise of loyalty to the United States. Here are the words to the Pledge: “I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation, under God, indivisible, with liberty and justice for all.”



The Liberty Bell has become the symbol of freedom in the United States. It rang when the Continental Congress signed the Declaration of Independence.

The bell was cast in London, England in 1752. It is made mostly of copper and tin. After it arrived in the U.S., the Bell cracked. A new bell was made from the metal in the old one, but this one also cracked. A third bell was built from the same metal, and now this one has a crack too! The last time the bell rang was on February 23, 1846 for George Washington's birthday celebration. Today, the Liberty Bell hangs in Philadelphia for all to see.

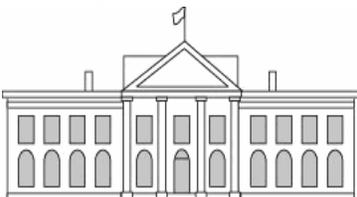


Independence Hall is located in Philadelphia, Pennsylvania. At this building, colonial leaders met to plan the future of the new nation.

Many of the most important documents in U.S. history were written at Independence Hall. Independence Hall was also the home of the Liberty Bell for over 200 years.



The Statue of Liberty is located in New York. The Statue of Liberty symbolizes freedom throughout the world. The Statue was actually a gift from the people of France. The Statue represents a woman escaping the chains of tyranny. She holds a torch, which represents liberty. The Statue's full name is Liberty Enlightening the World.



The White House is the home of the President of the United States. It is located at 1600 Pennsylvania Avenue in Washington, D.C. Every President except George Washington has lived there. The President's office is called the Oval



Office. Here the President does the business of the country. He signs bills and Executive Orders and he meets with staff, visitors, and guests.

The bald eagle is a large, powerful, brown bird with a white head and tail. The Founding Fathers chose the bald eagle to be the national bird of the United States in 1782. This majestic bird can only be found in North America.

The word "bald" does not mean that this bird has no feathers. The eagle is the official emblem of the United States. It appears on the Presidential flag and on some coins.



Uncle Sam, a figure symbolizing the United States, is portrayed as a tall, white-haired man with a goatee. He is often dressed in red, white, and blue, and wears a top hat. The exact origins of Uncle Sam as a symbol for the United States are unknown. But the most widely accepted theory is that Uncle Sam was named after Samuel Wilson. During the War of 1812, Samuel Wilson was a businessman from Troy, NY who supplied the U.S. Army with beef in barrels. The barrels were labeled "U.S." When asked what the initials stood for, one of Wilson's workers said it stood for Uncle Sam Wilson. The suggestion that the meat shipments came from "Uncle Sam" led to the idea that Uncle Sam symbolized the Federal Government and the association stuck. In 1961, Congress passed a resolution that recognized Samuel Wilson as the inspiration for the symbol Uncle Sam.



The Great Seal can be seen on the back of a one-dollar bill. The Secretary of State is the official custodian of the seal. It is only attached (affixed) to certain documents, such as foreign treaties and presidential proclamations. The Great Seal is displayed in the Exhibit Hall of the Department of State, in Washington, D.C.

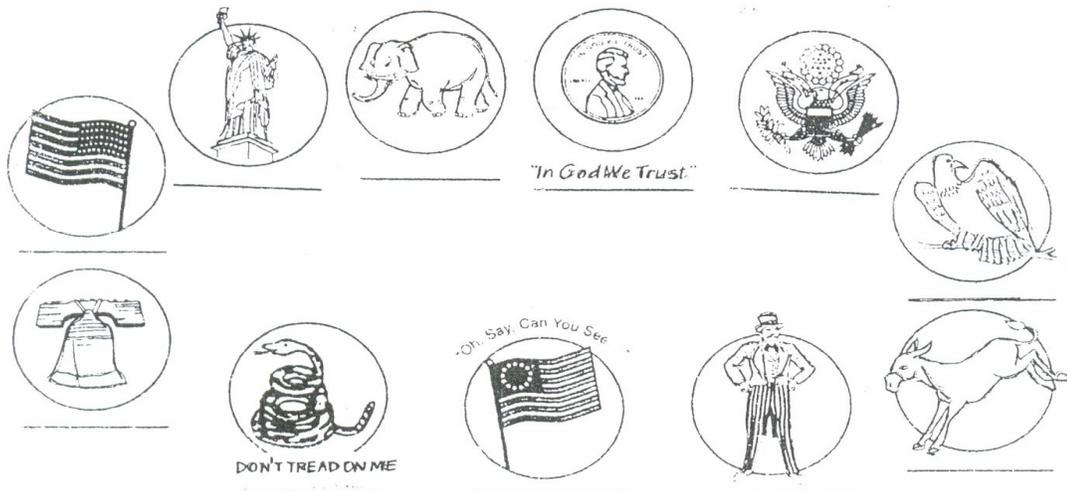
Do you see a pattern of thirteen in the Great Seal?

- * 13 stars in the crest above the eagle
- * 13 stripes in the shield upon the eagle's breast
- * 13 arrows in the eagle's left claw
- * 13 olives and leaves in the eagles' right claw
- * 13 letters in the motto carried by the eagle, E Pluribus Unum

Comprehension Check:

I/ What is it called? The illustrations below show some symbols, saying, and songs that have patriotic meaning for many Americans. Write a name in the box under each illustration.

WHAT IS IT CALLED?		
1.A rattlesnake	5.The Liberty Bell	9.“In God We Trust”
2.A bald eagle	6.The Statue of Liberty	10.Uncle Sam
3.A donkey	7.The Stars and Stripes	11.“The Stars Spangled Banner”
4.An elephant	8.The Great Seal	



II/ Think and connect the illustrations with its meaning.

WHAT IS IT?	WHAT DOES IT REPRESENT?
The national flag	The US government
The national bird	The Republican Party
The national motto	The Democratic Party
The national emblem	American independence
The national anthem	American rebellion
	freedom

III/ Match the descriptions below with the names of the symbols in Section I.

1. The Continental Congress decided this animal best symbolized the power and honor of the USA. Benjamin Franklin was upset because a turkey was not chosen.

2. This emblem is used on official government documents, medals, buttons of soldiers' uniforms, and the dollar bill. _____
3. This is the symbol of the more conservative of the two major political parties in the USA, the Republican Party. _____
4. This is a song written about the flag by Francis Scott Key during a difficult battle in the War of 1812. It later became the national anthem of the USA.

5. This is the nickname for the American flag. _____
6. This stands in the New York City harbor. It has been a welcome sign to immigrants for a long time. It was a gift to the USA from France. _____
7. This is a symbol of the more liberal of the two major political parties in the USA, the Democratic Party. _____
8. This figure 's name came from a man , Sam Wilson, who supplied the American Army with meat during the War of 1812. He used to stamp all the supplies with "US", which means "United States", but the soldiers gave it Wilson's nickname.

9. This national motto was chosen by Congress in 1956 and put on all coins and money bills. It expresses the belief that God protects America, a belief that goes back to the beginning of American history. _____
10. Located at the Independence Hall in Philadelphia, this rang out on July 4, 1776, to declare the independence of the 13 colonies. _____
11. This symbol appeared on American flags during the Revolutionary War. It was used by the thirteen colonies to show their rebellion against the British, warning them not to "tread" or step on the colonists. _____

Suggestions

Recommended Movies

- Man of the Year
- All the King's Men

Recommended Songs

- Pledge Allegiance-Francis Bellamy
- The Star-Spangle-Banner-Francis Scott Key

- God Bless the America-Irving Berlin

GLOSSARY

Act: Legislation that has passed both Houses of Congress and approved by the President, or passed over his veto, thus becoming law. Also used technically for a bill that has been passed by one House of Congress.

Alien: A person residing under a government or in a country other than that of one's birth without having or obtaining the status of citizenship there.

Amendment: A proposal by a Member (in committee or floor session of the respective Chamber) to alter the language or provisions of a bill or act. It is voted on in the same manner as a bill. The Constitution of the United States, as provided in Article 5, may be amended when two thirds of each house of Congress approves a proposed amendment and three fourths of the states thereafter ratify it.

Bill: Formally introduced legislation. Most legislative proposals are in the form of bills and are designated as H.R. (House of Representatives) or S. (Senate), depending on the House in which they originate, and are numbered consecutively in the order in which they are introduced during each Congress. Public bills deal with general questions and become Public Laws, or Acts, if approved by Congress and signed by the President. Private bills deal with individual matters such as claims against the Federal Government, immigration and naturalization cases, land titles, et cetera, and become private laws if approved and signed.

Bicameral: The quality of having two branches, chambers, or houses, such as Congress which is composed of the Senate and the House of Representatives.

Checks and Balances: A system of limits imposed on all branches of a government by vesting in each branch the right to amend or void those acts of another that fall within its purview.

Citizen: A native or naturalized member of a state or nation who owes allegiance to its government and is entitled to its protection.

Confirmation: Action by the Senate approving Presidential nominees for the executive branch, regulatory commissions, and certain other positions.

Concurrent Powers: Duties shared by both the national government and state governments, such as collecting taxes, building roads, and making/enforcing laws.

Decennial: Occurring every ten years.

Elastic Clause: a statement in the U.S. Constitution granting Congress the power to pass all laws necessary and proper for carrying out the enumerated list of powers (Article I, Section 8).

Enrolled Bill: A copy of a bill passed by both houses of Congress, signed by their presiding officers, and sent to the President for signature.

Federal: A union of states under a central government distinct from the individual governments of the separate states

Federalism: A union of states in which sovereignty is divided between a central authority and member state authorities.

Federalists: A group of people who supported the adoption of the Constitution. Leading Federalists included Alexander Hamilton, James Madison, and John Jay.

Gerrymandering: Drawing of district lines to maximize the electoral advantage of a political party or faction. The term was first used in 1812, when Elbridge Gerry was Governor of Massachusetts, to characterize the State redistricting plan.

Hearing: A meeting or session of a committee of Congress, usually open to the public, to obtain information and opinions on proposed legislation, conduct an investigation, or oversee a program.

Impeachment: A formal accusation issued by a legislature against a public official charged with crime or other serious misconduct.

Judicial Review: The power of a court to judge the constitutionality of the laws of a government or the acts of a government official.

Legislative Day: A formal meeting of a House of Congress which begins with the call to order and opening of business and ends with adjournment. A legislative day may cover a period of several calendar days, with the House recessing at the end of each calendar day, rather than adjourning.

National: A citizen or subject of a particular nation who is entitled to its protection.

Naturalization: The official act by which a person is made a national of a country other than his native one.

Pocket Veto: A veto of a bill brought about by an indirect rejection by the president. The president is granted ten days, Sundays excepted, to review a piece of legislation passed by Congress. Should he fail to sign a piece of legislation and Congress has adjourned

within those ten days, the bill is automatically killed. The process of indirect rejection is known as a pocket veto.

Primary Election: An election held to decide which candidates will be on the November general election ballot.

Ratification: Two uses of this term are: (1) the act of approval of a proposed constitutional amendment by the legislatures of the States; (2) the Senate process of advice and consent to treaties negotiated by the President.

Referendum: The submission of a law, proposed or already in effect, to a direct vote of the people.

Tabling Motion: A motion to stop action on a pending proposal and to lay it aside indefinitely. When the Senate or House agrees to a tabling motion, the measure which has been tabled is effectively defeated.

Veto: The constitutional procedure by which the President refuses to approve a bill or joint resolution and thus prevents its enactment into law. A regular veto occurs when the President returns the legislation to the originating House without approval. It can be overridden only by a two-thirds vote in each House. A pocket veto occurs after Congress has adjourned and is unable to override the President's action.

Unit 5: THE GEOGRAPHY OF THE U.S.

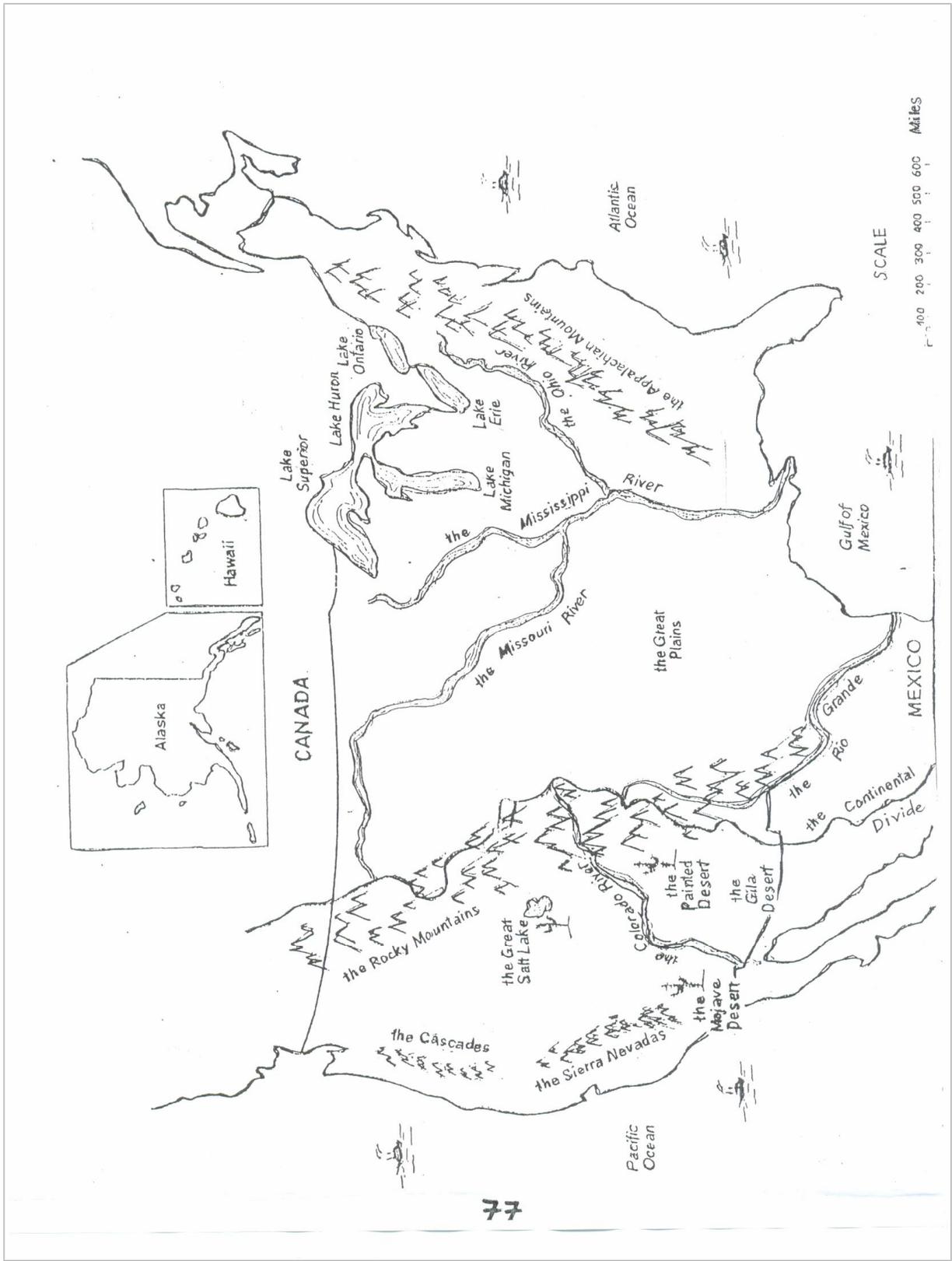
Chapter Thirteen: Geographical Features



The US is the fourth largest country in the world in area. Forty-eight of the fifty states are in the middle of the North American continent between the Atlantic Ocean on the east and the Pacific Ocean on the west. It is about 2400 kilometers from the Canadian border on the north to the Mexican border on the south. The island state of Hawaii is in the Pacific Ocean, and the state of Alaska is northwest of Canada.

The map on the next page shows the geography of the US. The two main mountain ranges run north and south- the Appalachian Mountains in the eastern part of the US and the Rocky Mountains in the west. Between them are the Great Plains. There is another mountain chain west of the Rockies-the Sierra Nevada and the Cascade range.

The longest river in the US is the Mississippi. The Missouri and Ohio Rivers flow to the Mississippi, and the Mississippi flows south to the Gulf of Mexico. The major rivers in the western part of the country are the Colorado and the Rio Grande. The highest mountains of the Rockies form the Continental Divide. Rivers to the east of the Divide flow east, and the rivers in the west of it flow into the Pacific Ocean.



The Great Lakes on the northern border of the country are Lake Superior, Lake Michigan, Lake Huron, Lake Erie, and Lake Ontario. The Great Salt Lake is in the desert area in the western part of the US. The Mojave, the Gila, the Painted Deserts are in the southwestern part of the country.

Comprehension Check

I. Write O for oceans, M for mountains, R for rivers, L for lakes, and D for deserts

1. ___ the Appalachians
2. ___ the Atlantic
3. ___ the Sierra Nevada
4. ___ Superior
5. ___ The Mojave and the Gila
6. ___ Michigan and Huron
7. ___ the Colorado
8. ___ the Ohio
9. ___ the Pacific
10. ___ the Rockies
11. ___ the Cascades
12. ___ the Missouri
13. ___ the Mississippi
14. ___ Erie and Ontario
15. ___ Gulf of Mexico
16. ___ The Rio Grande
17. ___ the Continental Divide
18. ___ the Painted
19. ___ the Great Salt Lake

II/ True or False? Correct the false sentences.

1. ___ In land area, the US is the largest country in the world.
2. ___ All the states except Hawaii and Alaska are together on the North American continent between the Atlantic and Pacific Oceans.
3. ___ It is farther from the Canadian border to the Mexican border than from the east coast to the west coast.

4. __The two main mountain ranges in the US are the Hurons and the Eries.
5. __Between the mountain chains are the Great Plains, and there also a low plain along the Atlantic Ocean.
6. __ The longest river in the US is the Gulf of Mexico.
7. __ The rivers west of the Rockies flow into the Pacific Ocean, and the rivers east of the Rockies flow east.
8. __ The five Great Lakes are in the southwestern part of the country.
9. __ The Mojave Desert is west of the Mississippi River.
10. __The Great Salt Lake is south of the Sierra Nevada and Cascade Mountains.

Chapter Fourteen: The Five Regions

Although many aspects of American life are similar throughout the 50 states, looking at regional differences can shed light on some of the complexities of our vast country.

Richard Huckaby

There are many possible ways to divide the country into regions. In this commentary, here a basic and traditional grouping is used: New England, the Mid-Atlantic States, the South, the Midwest, and the West.

New England



Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island

Major Cities: Boston, Massachusetts; Hartford, Connecticut; Providence, Rhode Island.

Literature: Henry David Thoreau, Ralph Waldo Emerson, Nathaniel Hawthorne, Emily Dickinson, Harriet Beecher Stowe, Sylvia Plath, Robert Frost, Richard Russo, Russell Banks.

Although the smallest region geographically and one not blessed with large expanses of rich farmland or a mild climate, New England played a dominant role in American development. From the 17th century until well into the 19th, New England was the country's cultural and economic center.

The earliest European settlers of New England were conservative English Protestants, many of whom came in search of religious freedom. They gave the region its distinctive political format—the town meeting in which citizens gathered to discuss the issues of the day. Such meetings still function in many New England communities today, although of course they now include women.

New Englanders found it difficult to farm the land in large lots, as was common in the South. By 1750, therefore, many settlers had turned to other pursuits. The mainstays of the region became shipbuilding, fishing, and trade. In their business dealings, New Englanders gained a reputation for hard work, shrewdness, thrift, and ingenuity. These traits were useful as the Industrial Revolution reached America in the first half of the 19th century when Boston was the financial heart of the nation.

In recent times, this populous region has lost many of its industries to states or foreign countries where goods can be made more cheaply. The region's economy has, however, rebounded with the growth of the microelectronics, computer, and biotech industries. Education, high technology, financial services, tourism, and medicine continue to drive the regional economy.

New England has always supported a vibrant cultural life, with institutions like the Boston Symphony Orchestra and the Museum of Fine Arts. Education is another of the region's strongest *legacies*. Its cluster of top-ranking universities and colleges is unequalled by any other region. These top schools include Harvard, Yale, Brown, Dartmouth, Wellesley, Smith, Mt. Holyoke, Williams, Amherst, and Wesleyan, to name but a few.

Boston, where the fight for independence began in the eighteenth century, is one of the oldest cities in the USA. In neighboring Cambridge is the oldest university in the USA, Harvard, which was opened in 1636, as well as the famous Massachusetts Institute of Technology (MIT).

Perhaps the most well-known family in twentieth-century Boston was the Kennedy family. Like many other Boston families, they came from Ireland. They became very rich, and John F. Kennedy, a Democrat, became President of the United States in 1960. At that

time he said “... *ask not what your country can do for you, but what you can do for your country.*” He and his beautiful wife Jacqueline were young and popular, but sadly, in 1963, “JFK” was shot and killed in Dallas, Texas.

New England is famous for foods like clam chowder, Maine lobsters, Vermont maple syrup and turkey, Boston baked beans, and Boston cream pies.

The New England Yankee

To people from the South of the US, Yankees may mean a Northerner. To people from other countries, Yankee means an American. But, properly used, Yankee has a more specific meaning: It refers to people who live in New England.

The New England Yankee has a distinct character, shaped in part by the history and geography of the region. New England was settled in the 1600s by the Puritans from England. The Puritans wanted to purify the Church of England, making it stricter and simpler. They were also very strict about the way people lived. For example, when a sea captain back from a three-year voyage kissed his wife on their doorsteps, he was publicly punished.

The land was even harsher than the people. Its soil was thin and poor for farming. And before any land could be farmed, large stones had to be clear away. The stones were used for walls, many of which still exist.

What, then, is the Yankee character? Yankees are known for being honest but shrewd; realistic and to-the-point; practical rather than romantic; untalkative, thrifty, principled, and independent. Many stories illustrate the realistic and untalkative Yankee nature. In one story, a tourist asks a Maine fisherman whether the fisherman has lived in the same village all his life. “*Not yet,*” the fisherman replies. In another story, a tourist who has lost his way in Vermont stops a couple to ask for directions. “*I wants to go to Bemington,*” he says, “*We’ve no objections,*” one of the New Englanders replies.

Calvin Coolidge, the thirtieth President of the US, was a Yankee. Once he and a friend took a ride from Boston to a town 30 miles inland, “*It’s cooler here,*” Coolidge said as they returned to Boston. These were these only words he spoke during the entire trip. (When Coolidge was president, Americans called him “*Silent Cal.*”)

Yankee thrift is well expressed by a New England saying: *Eat it up, wear it out, make it do, do without.*

Frederic Tudor, a Bostonian, is an example of the business shrewdness of the Yankees. As a young man, Tudor heard someone say jokingly that, if ice was a crop, New England would be *wealthy*. Tudor remembered this joke, years later, figured out how to break up ice and ship it south. Tudor became a very rich man.

The Yankee character may partly explain the special role that New England has played in US history. In the eighteenth century, the American Revolution began in New England. Yankees were among the strongest supporters of independence. In the nineteenth century, many New Englanders said slavery did not fit with their beliefs and principles. New England Yankees led the movement to end slavery in America.

Comprehension Check

I/ Gap - filling

1. New England was the country's centre of _____ from the 17th to 19th century.
2. The first settlers to New England were _____. Many of them came there in search for freedom of _____.

II/ Answer the following questions:

1. What do you know about 'town meeting' in New England?
2. What was the main economy of New England by 1750? In which fields of economy is the region famous for?
3. Could you name some of the universities in this region? What do you know about Harvard University?
4. What is Boston famous for?
5. What are the typical characteristics of New Englanders?

Mid-Atlantic



New York, New Jersey, Pennsylvania, Delaware, and Maryland

Major Cities: New York, New York; Philadelphia, Pennsylvania; Baltimore, Maryland

Literature: Washington Irving, Edgar Allan Poe, Walt Whitman, Gertrude Stein, J.D. Salinger, Bernard Malamud, Anne Tyler, August Wilson

If New England provided the brains and the dollars for 19th-century American expansion, the Mid-Atlantic States provided the muscle. The region's largest states, New York and Pennsylvania, became centers of heavy industry producing iron, glass, and steel.

The Mid-Atlantic region was settled by a wider range of people than New England. Dutch immigrants moved into the lower Hudson River Valley in what is now New York State. Swedes went to Delaware. English Catholics founded Maryland, and an English Protestant sect, the Friends (Quakers), settled in Pennsylvania. In time, all these settlements fell under English control, but the region continued to be a magnet for people of diverse nationalities, including a large German community.

Early settlers were mostly farmers and traders, and the region served as a bridge between North and South. Philadelphia, midway between New England and the southern colonies, was home to the Continental Congress, the convention of delegates from the original colonies that organized *the* American Revolution. The same city was the birthplace of the Declaration of Independence in 1776 and the U.S. Constitution in 1787. New York City and Philadelphia were the first two capitals of the United States.



The historical importance of the region is shown by the location of the United States Military Academy in West Point, New York, and the Naval Academy in Annapolis, Maryland. Also, Ellis Island in New York Harbor was the entry point for millions of immigrants in the early 20th century.

As heavy industry spread throughout the region, rivers such as the Hudson and Delaware were transformed into vital shipping lanes. Cities on waterways - New York on the Hudson, Philadelphia on the Delaware, and Baltimore on the Chesapeake Bay - grew dramatically. New York is still the nation's largest city, its financial hub, and its cultural center.

Like New England, the Mid-Atlantic region has seen much of its heavy industry relocate elsewhere. Other industries, such as pharmaceutical manufacturing and communications, as well as the service sector, have taken up the slack.

Regional foods include Manhattan clam chowder, Maryland crabs, Philly cheese-steak sandwiches, chicken pot pie, apple cider, New York bagels, and New York-style cheesecake.

New York City

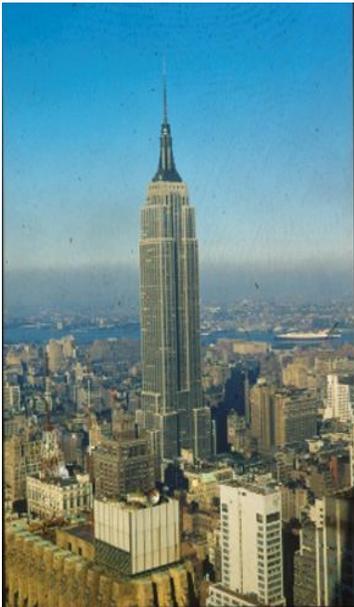
New York is the largest city in the United States. More than seven million people live there. New York has very tall buildings like the World Trade Center (attacked in September 11, 2001) and the Empire State Building. It is the biggest port in the world. Thousands of ships come to the port of New York each year. It has Macy's, one of the biggest stores in the world. New York also has the largest lady in the world – the Statue of Liberty.

New York is a very cosmopolitan city. People from many countries came to live in New York. Three quarters, or 75 percent, of the people in New York City come from five groups. The groups are: blacks, Jews, Italians, Puerto Ricans, and Irish. The other quarter, or 25 percent, comes from all over the world. New York City is the center for culture in the United States. It has the finest museums and best art galleries in the country. If you want to see a play, there are many theaters you can go to on Broadway. The street called Broadway is the center for theater in the United States.

People call New York City the “Big Apple”. Jazz musicians in the 1920s gave New York this name. When a musician says he is going to the Big Apple, it means he is the best. Today, New York is still the US center for art and business.

Manhattan is an island just 13 miles long and 2 miles wide. It is the centre for American finance, advertising, art, theatre, publishing, fashion – and much more. The borough of Manhattan is what most people think of when they think of New York, one of the most exciting cities in the world.

The Dutch were the first to settle Manhattan. To protect themselves from attacks, they built a sturdy wooden wall. Although it’s now long gone, this wall gave its name to a street in Lower Manhattan and the street, in turn, became synonymous with American capitalism. The street, of course, is Wall Street. It is easy to see why “Wall Street” means capitalism. The New York Stock Exchange and American Stock Exchange are both in the Wall Street area. So are many stock brokers, investment banks and other banks and headquarters of many large corporations. There is also the Federal Reserve Bank of New York, a branch of the national bank of the United States-and the only branch that buys and sells government securities.



Benjamin Franklin (1706 - 1790)

One reason why the Declaration of Independence and the Constitution were written in Philadelphia is that in the late 1700s Philadelphia was America’s most important city. Philadelphia’s importance had much to do with one man-Benjamin Franklin.

In 1723, at the age of 17, Benjamin Franklin ran away to Philadelphia to look for work as an apprentice printer. As a few years later he had his own print shop and was publishing one of the most widely read newspapers in the colonies. Franklin did a lot for Philadelphia-for example, he started a library (the first in the colonies), a fire department, a city hospital, and a school that is now the University of Pennsylvania.

Franklin did a lot for his country; he helped write the Declaration of Independence. During the war, he persuaded the French to aid the colonists; without French help, the colonists might not have won the war. When the Constitution was being written, Franklin solved some serious disagreement; at 81, he was twice as old as most of the other men and greatly respected.

Benjamin Franklin was also a writer, philosopher, scientist, and inventor. In a famous experiment with a kite and a key, he proved that lightning is electricity.

Comprehension Check

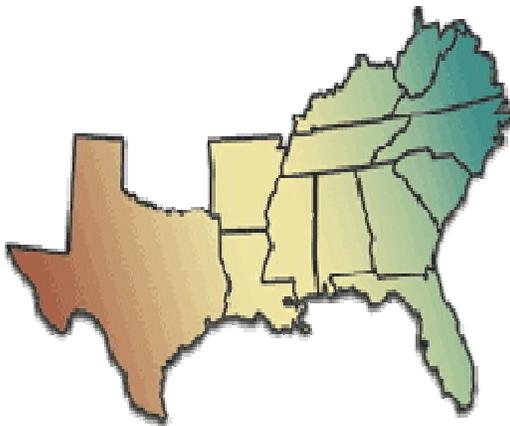
1. ***T or F?*** During the 19th century American expansion, Mid-Atlantic region was the country's centre of heavy industry producing iron, glass and steel.
2. The two largest states of the region are _____ and _____. The former is the centre of culture and finance whilst the later is famous for the country's important historical events.
3. Who first settled in the following states? Match them with the state where most of them came to live.

A	B
New York	Quakers (Friends)
Delaware	Dutch
Maryland	Swedes
Pennsylvania	English Catholics

4. ***T or F?*** New York and Philadelphia used to be the capitals of the U.S.
5. ***T or F?*** There was a bridge in Mid-Atlantic which connects the Northern colonies and Southern colonies.
6. What are the three 'cities on waterways' mentioned in the text? Why are they so – called?
7. Can you name some famous buildings in New York that are mentioned in the text or you have ever known?
8. The nick name of New York State is _____.

9. New York City got its nick name , “Big Apple” from _____, which meant _____.
10. Which word in the text is used to describe New York as an international city? What are the main groups of immigrants in New York?
11. Broadway Street in New York is famous for its _____.
12. T or F? Manhattan is another name referring to New York City.
13. _____ City has the largest population of all American cities.
14. The Statue of _____ is on _____ Island in New York City.
15. Where’s Wall Street? Who gave the street its name? Why is it so called? What is it famous for?
16. What are the two most important decisions of American history made in Philadelphia?
17. What did Benjamin Franklin do to contribute to Philadelphia and his country?

The South



Virginia, West Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Arkansas, Louisiana, and Texas.

Major Cities: Atlanta, Georgia; New Orleans, Louisiana; Charlotte, North Carolina; Miami, Florida; Nashville, Tennessee; Houston, Texas

Literature: William Faulkner, Thomas Wolfe, Robert Penn Warren, Margaret Mitchell, Tennessee Williams, Truman Capote, Flannery O'Connor, Alice Walker

Like New England, the South was first settled by English Protestants. There was also an influx of French Huguenots, particularly into South Carolina, and, of course, there were many French settlers in Louisiana. But whereas New Englanders tended to stress their differences from the old country, Southerners tended to emulate the English. Even so, Southerners were prominent among the leaders of the American Revolution, and four of America's first five presidents were Virginians.

In contrast to the rocky states of New England and the fertile valleys of the Mid-Atlantic where family farms flourished, the southern states relied heavily on an agriculture organized into large farms or plantations that grew labor-intensive crops, such as cotton and tobacco for markets in the North and across the Atlantic. To supply this need, plantation owners relied on slaves brought from Africa.

In the late 20th century a new regional pride expressed itself under the banner of "the New South." Again, the South gained influence in national politics: Since 1976, the only president not from the South was Ronald Reagan. Jimmy Carter is from Georgia. George Bush and his son George W. Bush are long-time residents of Texas, and Bill Clinton is from Arkansas. Also, the South has drawn international events, such as the annual Spoleto Festival in Charleston, South Carolina, and the 1996 summer Olympic Games in Atlanta, Georgia.

Today the South has evolved into a region rich in manufacturing, banking, and transportation. High-rise buildings crowd the skylines of cities throughout the region. Owing to its mild weather, the South has also become a magnet for retirees from other U.S. regions and from Canada. Whether retired or simply looking for a good quality of life, newcomers to these "Sunbelt" states are finding a modern mix of business opportunity and the style and flavor traditional to the South. Florida is known as the "Sunshine State" because it is so warm and sunny. Oranges grow there, and visitors come to enjoy beach holidays. They can also visit Disneyworld and the Kennedy Space Center.

The literary wealth of the South is legendary, particularly in the 20th century, including William Faulkner's novels about life in Mississippi, the plays of Tennessee Williams, and the short stories of Flannery O'Connor.

Regional foods include southern fried chicken, grits, barbecue, and the French and Creole cuisine of Louisiana.

Atlanta - "Capital of the New South"

After World War II, the South, which had remained agricultural, experienced rapid industrialization and economic growth. There were many reasons for these changes. One of the most important was the invention of air-conditioning!

No city grew more than Atlanta, Georgia. People today speak of the "New South". If there is a New South, then Atlanta is surely its "capital". Atlanta has the world second largest airport. Of the 500 largest companies in the United States, 450 have offices in

Atlanta. (One of these, Coca-Cola, is no surprise; the formula for Coca-Cola was developed over 100 years ago by a pharmacist in Atlanta!) Another characteristic of the New South is improved relations between blacks and whites. In this sense, too, Atlanta symbolizes the New South. In 1974, Atlanta became one of the first cities in the country to elect a black man as its mayor.

With its booming economy, Atlanta attracts people from all over the country. A Californian is as likely to move to Atlanta as a Georgian is to move to California. Atlanta has also become an important culture centre not only for the south but for the world. Atlantans are proud of their city's hosting the 1996 Olympic Games.

But as cosmopolitan as it has become, Atlanta has kept its southern charm-its air of politeness as leisure pace. This combination of old and new, residents say, make their city one of the best places to live.



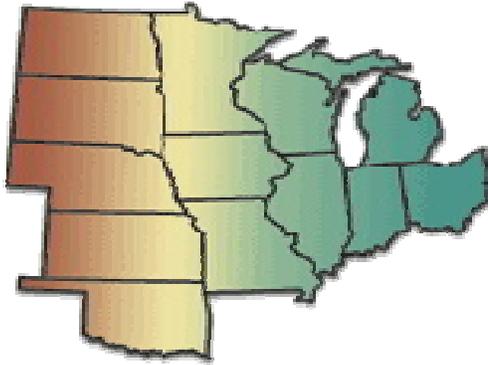
Old South House

Comprehension Check

1. Who were the first settlers to the South? Where did many French come to live?
2. What did these immigrants do to earn their living?
3. Which state of the South has the nick name 'Home of Presidents'?
4. Can you name some U.S presidents coming from the South?
5. Why do you think southern states have the nickname 'sunbelt states'?
6. Why do you think the American retirees are attracted by the South?
7. What are the typical foods of the region?

8. What is the difference between the Old South and the New South? (How did the South change after the second World War?)
9. What makes Atlanta the capital of the New South?
10. What, according to Atlanta residents, makes their city one of the best places to live?
11. New Orleans, Louisiana is known for its music (_____) and food (_____)

The Mid-West



Ohio, Michigan, Indiana, Wisconsin, Illinois, Minnesota, Iowa, North Dakota, South Dakota, Kansas, Nebraska, Missouri, and Oklahoma

Major Cities: Cleveland, Ohio; Detroit, Michigan; Chicago, Illinois; Minneapolis/St. Paul, Minnesota; St. Louis, Missouri

Literature: Mark Twain, Carl Sandburg, Ernest Hemingway, Toni Morrison, Maya Angelou, Langston Hughes, Sinclair Lewis, Jane Smiley, Jonathan Franzen.

The Midwest is a large, economically important region. It contains major industrial cities and much of America's farmland. The region's fertile soil made it possible for farmers to produce abundant harvests of cereal crops like wheat and corn. It was soon known as the nation's "breadbasket."

The Mississippi River has acted as a regional lifeline, moving settlers to new homes and foodstuffs to market. The river inspired two classic American books, both written by a native Missourian, Samuel Clemens, who took the pseudonym Mark Twain: *Life on the Mississippi* and *The Adventures of Huckleberry Finn*.

Midwesterners are praised as being open, friendly, and straightforward. The region's hub is Chicago, Illinois, the nation's third largest city. This major Great Lakes

port is a connecting point for rail lines and air traffic to far-flung parts of the nation and the world. At its heart stands the Sears Tower, one of the world's tallest buildings, at 447 meters. The region has other noteworthy cities, but perhaps is best known for its iconic small towns. The Midwest is sometimes called America's Heartland.

Regional foods include "Chicago-style" pizza and many German, Scandinavian, and Eastern European dishes that reflect the area's heritage.

The Mid-West-America's Heartland

According to an old joke, the first-prize winner on a TV game show got a one-week vacation in the Midwest while the second-prize got a two-week vacation there. Compared to other regions of the country, the Midwest has a reputation for being, well, a bit dull.

But one man's comment puts this joke into perspective. "New England is New England, the South is the South, and California is California," he said. "But the Midwest is America."

The Midwest seems less "different" than the other regions precisely because it is America's center, its heartland. It is America's center in many ways.

The Midwest is America's geographical center. The exact middle point of the US falls in Smith County, Kansas.

The Midwest is America's center of agriculture and industry.

Traditional American values are associated most strongly with the Midwest—especially with its small towns. These values focus on family, hard work, church, and community.

The Midwest is also in the political middle. People tend to be conservative but not extremely so.

The Great Lakes



The Great Lakes-lake Superior, Michigan, Huron, Erie, and Ontario-are the largest concentration of fresh water in the world. They lie on the border between the United States and Canada. One of the 12 Midwestern states, 6 touch on the Great Lakes (Ohio, Indiana, Illinois, Michigan, Wisconsin, and Minnesota).

The Great Lakes have always played a major role in the Midwest's economy. Many of the region's important cities-including Chicago, Detroit, Milwaukee, and Cleveland-are on the Great Lakes. The Lakes are used for transporting grain, timber, ore, and other products of the Midwest. Chicago and other cities around the Great Lakes have more factories than any where else in the United States

Together, the five Great Lakes cover 244,108 square kilometers-more than any other groups of lakes in the world. If you go there in summer, it is almost like going to the sea, you can lie on the beach, or sail on a boat. But in winter it is very cold. Chicago is sometimes known as the "Windy City" because of the cold winds that blow in from Lake Michigan.

Chicago

Just as Midwest is considered the most American region, Chicago, Illinois has been called the most typically American city. And just as the Midwest is America's centre, so Chicago is the centre of the Midwest.

Chicago-"City of the Big Shoulders"-is on Lake Michigan, and waterways (and later, railroad lines) made Chicago a natural link between the products of the Midwest



and the market of the East. Soon Chicago was a centre for meatpacking and grain storage, as well as for the manufacturing of farm equipment. In this way, Chicago played a key role in the growth of the Midwest and of the United States. Not surprisingly, Chicago itself grew rapidly- from 50,000 people in 1850 to over 1 million by 1900.

In a 1916 poem, Carl Sandburg captured Chicago's importance and its energetic, hard-working spirit:

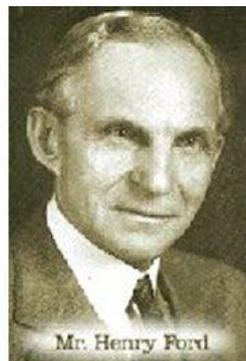
*Hog Butcher for the World,
Tool Maker, Stacker of Wheat,
Players with Railroads and the Nation's
Freight Handler;
Stormy, husky, brawling,
City of the Big Shoulders,...
Chicago's Skyline*

In 1871, Mrs. O'Leary's cow kicked over a lantern in a barn, starting a fire that just about destroyed Chicago. From the ashes of the Great Chicago Fire emerged that great modern innovation-the skyscraper.

Chicago needed to rebuild and could afford to do so. In the 1880s and 1890s, Chicago attracted engineers and architects from around America and Europe.

You can see many architectural landmarks if you visit the Loop. The Loop is Chicago's downtown area (it got its name because Chicago's elevated railway makes a circle, or loop, around it). Chicago's tallest buildings are the John Hancock Tower (or "Big John" as Chicagoans called it), the Standard Oil Building ("Big Stan"), and the Sears Tower, which is the world's tallest building.

Henry Ford



In 1701, Antoine de la Mothe Cadillac founded Detroit. But, in many ways, Detroit really got its start almost 200 years later. In 1896, in a workshop in Detroit, Henry Ford built a vehicle he called a Quadricycle. With this, Detroit was on its way to becoming Motor city-the city that is home to the American automobile industry.

Henry Ford, a Michigan farm boy, was not the first person to build an automobile. But he saw its potential importance: As he said, “Everybody wants to be somewhere he isn’t.” Ford’s dream was to build an affordable car. Ford introduced standardization, or the idea of making all cars alike, and the assembly line, which brought the car parts to the workers. Though standardization and the assembly line, Ford was able to make his dream reality-in the shape of the Model T Ford.

The Indians of the Great Plain

In the Black Hills of South Dakota there are two huge monuments carved from mountains. One is the Mount Rushmore National Monument. It shows the faces of four American presidents: George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt. The other is the Crazy Horse Monument. It progress since 1947, it will show the famous Sioux Indian leader on horseback. These two monuments are tributes to heroes of two cultures occurred not far from the Black Hills of South Dakota.

In 1868 treaty, the U.S. government said the Black Hills area belonged to the Indians. The Black Hills had long been sacred to the Sioux and Cheyenne tribes.

In 1874, General George Custer violated the treaty by leading his troops into the Black Hills. On his return, Custer claimed the Black Hills was filled with gold. White settlers began pouring into the area. Despite the treaty, the army did little to stop them. Instead, it moved against the Indians who tried to stop the settlers.

The Sioux and the Cheyenne, traditionally enemies, decided it was time to join forces. They joined together under the leadership of Crazy Horse.



Custer, convinced that victory would be easy, took his men in search of the Indians. He found them at the Little Big Horn River in Montana, where they lay waiting for him in ambush. Yelling the war cry “it is good day to die!” Crazy Horse charged. Within minutes, Custer and 250 of his men were dead.

The destruction of the buffalo

The struggle between the Indian tribes of the Great Plains and the U.S. army took place from 1860 to 1890. The Indians were defeated but not just by the army. Many Indians died from diseases. Whites brought “new” diseases to which the Indians had to resistance. A smallpox epidemic in 1837, for example, almost destroyed entire tribes.



The Plain Indians were nomadic hunters. They traveled over large areas and hunted buffalo. The Indians used almost every part of the buffalo. The bones were made into tools; skins became robes and tepees; and fat was used for fuel. Buffalo meat, of course, was an important food. In the early nineteenth century, about 70 million buffalo roamed the plains.

Whites killed buffalo for their skin and for sport. They killed them in large numbers. One buffalo hunter killed 120 buffalo in just forty minutes. In 1889 there were only 550 buffalo left.

By destroying the buffalo, and changing the environment of the Great Plains, white settlers nearly destroyed the Indian way of life.

The Ghost Dance and Wounded Knee

In the 1880s, an Indian named Wovoka claimed he had a revelation from the Great Spirit. If the Indians lived in the way that was good and if they did a certain dance, great changes would come about-the buffalo would again be plentiful, the Indian dead would be driven from the land.

As this message spread rapidly from tribe to tribe, white settlers panicked. They were frightened by the strange “Ghost Dance”. The army moved to stop any Indian uprising.

In a terrible incident at Wounded Knee, South Dakota, over 200 Sioux, including women and children were massacred by machine-gun fire

Comprehension Check

I. Answer the questions

1. What is the nick name of the Midwest? Why does it get this name?
2. What did many Easterners and Europeans come to the Midwest in search for?
3. Why is Mississippi River important to the region?
4. What are the typical characteristics of the Midwesterners?
5. What is the largest city of the region? What's its main economy? What is it famous for?
6. Where are the Great Lakes? Why do you think it so-called? Which states of the Midwest touch on the Lakes? Why do the Lakes play an important role in the Midwest economy?
7. Which city of the Mid-West has the name 'Motor City'? Why so? Why do you think Henry Ford is famous?
8. What is the Black Hills of South Dakota famous for?

II. True or False?

1. The Sioux and Cheyenne are the Native Americans.
2. The Sioux and Cheyenne were not good friends until General George Custer and his men had begun to come to the Black Hills.
3. The White settlers wanted to come to the Black Hills for its good meadow for raising crazy horses.
4. Little Big Horn is the place where Custers and his men were defeated by the Sioux tribe under the leadership of Crazy Horse.
5. From 1860 to 1890, the Indian tribes of the Great Plains were defeated by the U.S army only.
6. Buffalo were important to the Indian tribes.
7. The Whites made a better use of buffalo than the Indians did.
8. At Wounded Knee, South Dakota, many Sioux were killed by the Ghost Dance.

The West



New Mexico, Arizona, Colorado, Wyoming, Montana, Utah, California, Nevada, Idaho, Oregon, Washington, Alaska, and Hawaii

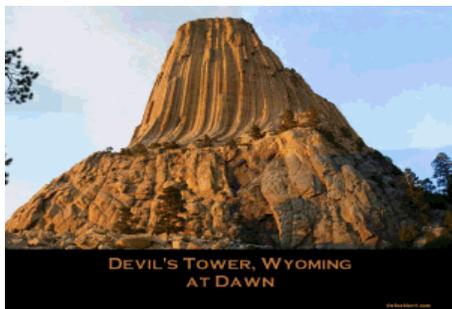
Major Cities: Los Angeles, California; San Francisco, California; Denver, Colorado; Las Vegas, Nevada; Phoenix, Arizona; Albuquerque, New Mexico; Santa Fe, New Mexico; Seattle, Washington; Honolulu, Hawaii

Literature: John Steinbeck, Raymond Carver, James Welch, Wallace Stegner, Cormac McCarthy, Leslie Marmon Silko, Raymond Carver

Americans have long regarded the West as the last frontier, but California has a history of settlement older than most Midwestern states. Spanish priests founded missions along the California coast a few years before the outbreak of the American Revolution. In the 19th century, California and Oregon entered the Union ahead of many states to the east.

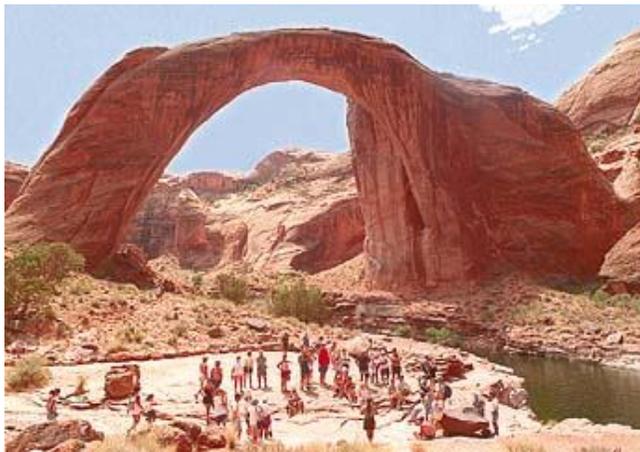
The West is a region of scenic beauty on a grand scale, ranging from lush forests in the northern portion to vast deserts in the south. The magnificent Grand Canyon is located in Arizona. Monument Valley, the starkly beautiful backdrop for many western movies, is located in Utah and Arizona within the Navajo Reservation, home of the most populous tribe of Native Americans. There are also dozens of other Indian reservations, including those of the Hopi, Zuni, Pueblo, and Apache tribes.

Other famous sights in the area include Devil's Tower in Wyoming (which you may recognize from the movie *Close Encounters of the Third Kind*) and the Rainbow Bridge in Utah, the world's largest natural bridge.



In much of the West, the population is sparse, and the federal government owns and manages millions of hectares of undeveloped land in vast national parks, such as Yosemite, Yellowstone, Sequoia, and Death Valley. Americans use these areas for recreational and commercial activities, such as fishing, camping, hiking, boating, grazing, lumbering, and mining.

Parts of the southern area of the West were once part of Mexico. The United States obtained this land following the Mexican-American War of 1846-48. Its Mexican heritage continues to exert a strong influence and the area has a large Mexican-American population.



Now the second largest city in the nation, Los Angeles is best known as the home of the Hollywood film industry. Because of the growth of Los Angeles and the "Silicon Valley" area near San Jose, California has become the most populous state. The regional population is growing rapidly, with Arizona in particular rivaling the southern states as a destination for retirees in search of a warm climate. Las Vegas, Nevada, is renowned as one of the world's centers for gambling.

In a region often suffering from a lack of water, dams on the Colorado and other rivers and aqueducts such as those of the Central Arizona Project have allowed once-small towns like Phoenix, Arizona, and Albuquerque, New Mexico, to thrive, turning them into metropolises. Santa Fe and Taos, New Mexico, are famous centers for the arts, especially painting, sculpture, and opera. Water brought from far away has also made possible a wide array of agricultural crops, bringing diversity to the region's economy.

Cold, lonely Alaska is the largest state in the USA and is separated from the other states by Canada. The government bought it from Russia in 1867 for \$ 7.2 million and it became a state in 1959. People used to make money from fishing and hunting, and gold

was found there too. But today, it is important for its oil. North America's highest mountain, Mount McKinley (6,194 meters), is in Alaska.

Nearly 4,000 kilometers west of California lies Hawaii. This group of beautiful islands became the fiftieth state of the USA in 1959. Hawaii is the only state in the Union in which Asian Americans outnumber residents of European origin. Beginning in the 1980s, large numbers of Asians have also settled in California, mainly around Los Angeles. Hawaii has palm trees, sugar cane, and pine-apples. Today, people visit Hawaii for beach holidays in the sun.

Westerners are known for their tolerance. Perhaps because so many Westerners have moved there from other regions to make a new start resulting in a mix of cultures, interpersonal relations are frequently characterized by a live-and-let-live attitude. The western economy is varied. California, for example, is both an agricultural state and a high-technology manufacturing state.

The most well known writers from the West are John Steinbeck, whose most famous work is *Grapes of Wrath*, and Zane Grey, who was born in Ohio and moved to California. His novels, like *Riders of the Purple Sage*, presented an idealized version of the Old West.

Western food is characterized by tremendous variety due to the diversity of its populace-Mexican, other Latin American, and Asian cuisines. And, of course, there's Fisherman's Wharf in San Francisco, California.

Texas

Texas is the second biggest state after Alaska. A long time ago Texas was part of Mexico. The Mexico government did not want any Americans to move to Texas. The Mexican government was not happy when a man names Stephen Austin brought a lot of people to Texas and built towns. A war began and Texas was free for 9 years before finally became a state in 1845. Texans are proud of their history. Many people from Mexico live in Texas today. They are an important part of the state's history. A popular kind of food in Texas is called "Tex-Mex"- a mixture of American and Mexican food.

Texas is also famous for cowboys. They rode horses, wearing big hats and high-heeled boots. Texas has more sheep, cattle and farms or ranches than any other state. It has the biggest ranch in the US, too. There are still cowboys who work with cattle, but the

modern state of Texas, like Alaska is rich because of its oil. It gives the US one-third of American oil! That's why Texans "think big."

The Mormons

In 1830, in New York State, Joseph Smith started the Mormon Church with six followers. Today there are more than 3 million Mormons worldwide.

Smith claimed that there was an angel had guided him to some buried golden tablets. Written on the tablets, he said, was the story of how Christianity had existed long ago in America- a true Christianity, which he would reestablish. Smith's idea made some people in the community angry. As his church grew, so did the anger.

Smith and his followers moved to Ohio, then to Missouri, and finally to Illinois. In Illinois, in 1844, Joseph Smith was murdered by a mob.

The Mormons' new leader, Brigham Young, decided to move again. After studying explorers' maps of the West, he chose a place 1,000 miles from any settlement. He led a small group of Mormons on the long, dangerous trip. The trip ended in the valley of the Great Salt Lake, in what is now the state of Utah.

The valley was near a desert. But Young and the Mormons set up a system of irrigation and planted crops. They made the desert bloom. Each year, more groups of Mormons made the trip. Many people traveled the entire distance on foot, pulling carts behind them. Soon Mormons spread out from the valley of the Great Salt Lake. They started new settlements all the way from Idaho to southern California.

Early Mormon society differed from the rest of the US in several ways. Mormon society was largely communal. Irrigation water, for example, was owned by the community, and the church gave each family the amount it needed.

In the US, church and government are separated. The early Mormons, however, combined the two; church leaders like Brigham Young were also political leaders.

The most noticeable difference was that Mormons practiced polygamy-. Men could have more than one wife. (Young had 26 wives.) Polygamy led to continued bad feelings between Mormons and others. Only after the Mormons gave up polygamy (1890) did Utah become a state (1896).

Comprehension Check

I/ Fill in the gap with appropriate information about the West.

1. The Americans considered the West as the Last _____.
2. Before the American Revolution, the _____ were found along the coast of California.
3. The most magnificent beauty of the West is _____, which is 2,000m deep, 349 km long, and 29 km wide.
4. _____ is the place where many western movies were set.
5. _____ has the largest population among the 50 states of America.
6. _____, the second largest city of the U.S is known as 'the City of Angles'.
7. Many of Hollywood stars live in the _____, LA.
8. You can view the largest natural bridge, the _____, in Utah.
9. The West has the large _____ population because part of it used to belong to Mexico.
10. In the beginning of the 1980s, many _____ came to settle in California, mainly around Los Angeles.
11. The West has a large area of _____, which is the reason why it often suffer from the lack of water.
12. Many _____ live in New Mexico and they are well-known for making beautiful blankets, silver, and pottery.
13. In _____, Washington, it is always raining.
14. Salt Lake City, _____ is next to a lake that has more _____ than the sea.
15. The largest state in land is _____, which is located in _____.
16. The highest point of the country is _____ in Alaska.
17. The lowest point is _____ in California.
18. More Asian Americans live in _____ than the Americans of European origin.
19. The economy of the West is varied, which is both _____.
20. The Westerners' typical characteristic is _____.

II/ Answer the questions

1. Who are the Mormons?
2. Why did the Mormons move west?
3. Where did Young and the Mormons he led settle?
4. What problem did the Mormons have to solve in their new home?

5. In what ways did early Mormon society differ from American society in general?

Suggestions

Recommended Songs

- America – the Beautiful Land
- This Land is Your Land

REVISION ON GEOGRAPHY

I/ Find the names of 22 states in the puzzles. They can be horizontal or vertical.

A	L	A	S	K	A	A	N	E	R	L	A	N	V
L	R	L	R	A	R	R	K	E	F	K	T	O	E
A	S	N	C	S	B	I	A	M	F	S	E	S	R
B	L	T	I	T	A	Z	N	I	L	S	L	P	M
A	V	S	O	N	R	O	S	E	O	H	I	O	O
M	I	Y	W	L	I	N	A	O	R	E	G	O	N
A	R	K	A	N	S	A	S	R	I	H	N	R	T
I	G	E	D	L	E	H	A	I	D	A	H	O	W
N	I	N	E	B	R	A	S	K	A	W	T	N	Y
D	N	T	N	E	M	G	L	T	A	A	E	E	O
I	I	U	F	A	A	I	A	E	S	I	X	V	M
A	A	C	A	L	I	F	O	R	N	I	A	A	I
N	A	K	E	T	N	I	T	W	I	V	S	D	N
A	X	Y	N	L	E	G	E	O	R	G	I	A	G

II/ Where are they?

_____ Coca-cola	_____ Mount Rushmore
_____ The White House	_____ the Grand Canyon
_____ Harvard University	_____ the State of Midnight Sun
_____ The Big Apple	_____ the Sunshine State
_____ Jazz	_____ the Lone Star State
_____ Seward’s Folly	_____ the Mormons
_____ Typically American	_____ the Amish

_____ Gambling	_____ the Quakers
_____ The belly button of the USA	_____ Golden Gate Bridge
_____ The Windy City	_____ Hollywood
_____ The Mile High City	_____ roast chicken
_____ The Switzerland of America	_____ Hula dancing
_____ The Equality State	_____ The Empire State
_____ The Dairy Cow State	_____ Motor City
_____ Silicon Valley	_____ The President's State
_____ Yellow Stone National Park	_____ Niagara Falls
_____ Monument Valley	_____ Gateway Arch

III/ Contest: The “Dream Tour around the USA”

Groups of 5 design tours around the USA and join in a class contest for the title “The Best Travel Agency of the Year”.

IV/ Quiz Look through the map of the U.S.A, pay attention to the cities, states, interesting places with the circled numbers. Read the statement and decide the appropriate number for each statement.

- _____ The weather is the same all year round, so how do they start conversation?
- _____ It was called “Seward’s folly” or “Seward Icebox”, or the “State of Midnight sun”.
- _____ “It is the one great sight,” said President Roosevelt in 1903, “which every American should see.”
- _____ “New England is New England, the South is the South and California is California but the _____ is America.
- _____ It’s so windy – I spit in my own eye.
- _____ As your plane approaches _____ the stewardess says: “We are approaching _____.” “Please fasten your money.”
- _____ The belly button of the United States
- _____ Famous as a centre of learning with the oldest university in the nation.
- _____ The land of more than 10,000 lakes.
- _____ The ‘Mile High City’
- _____ The smallest state in the U.S.A.
- _____ Once famous for gold, but now for its fruit, new technology and new ideas.

_____ It is name after the leader of Quaker's group and it is known as "the Keystone State."

_____ There are four huge granite heads of the Presidents of the U.S.A.

_____ Read the short story and tell me where the visitor came from:

A guy visiting Niagara Fall was told, "Look at that beautiful sight. I bet you have anything like that in your state." "Nope" answered the man, "but we got a plumber in who could stop that lead in ten minutes."

_____ Jazz was born in this state.

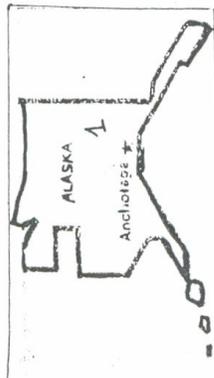
_____ It's called "the Equality State" because it was the first to give women the right to vote.

_____ The first soft drink was served in this state more than 100 years ago. It is also the place where the beginning of the famous movie "Gone with the wind" was made.

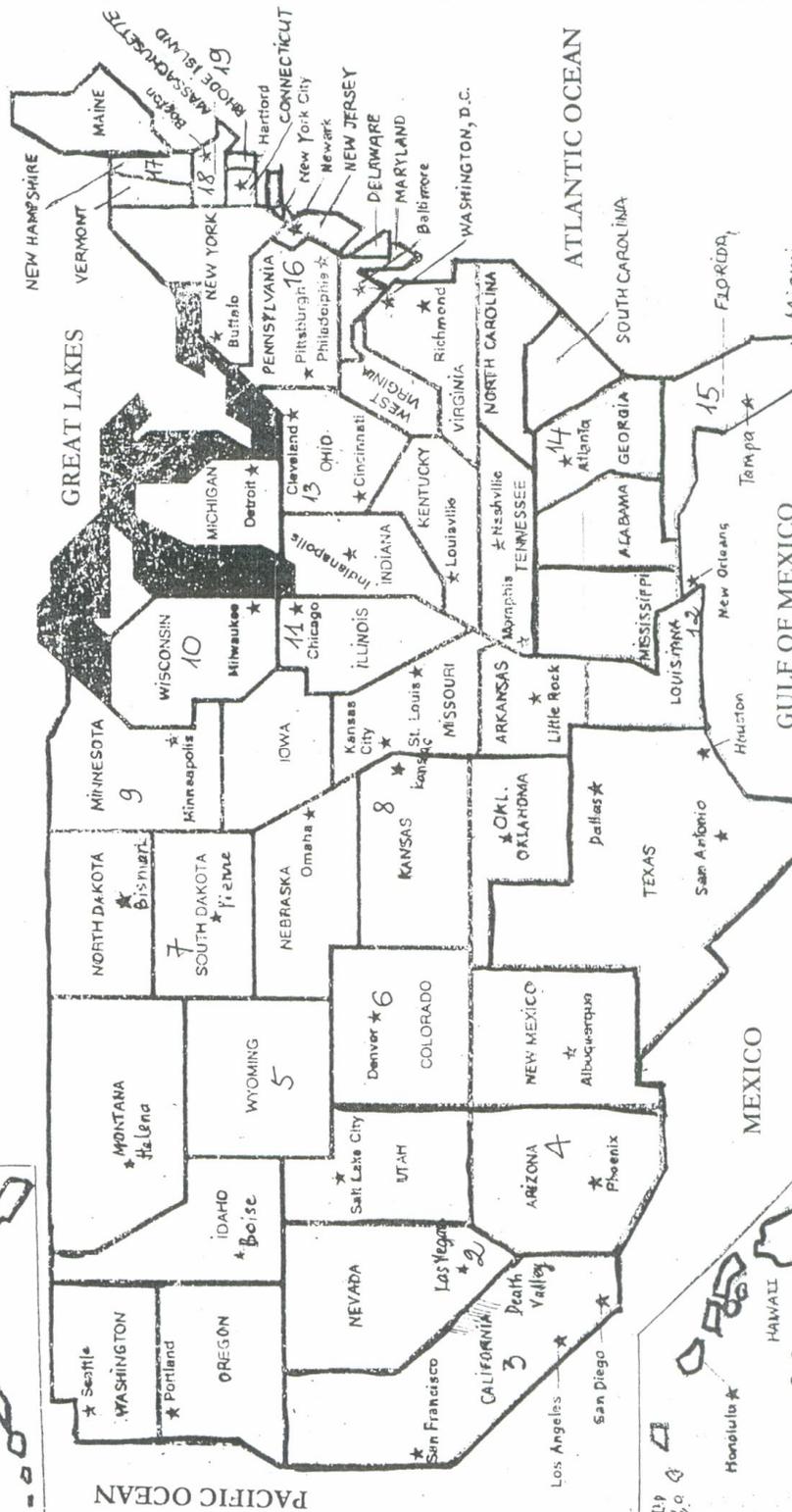
_____ This state is number one in milk and cheese and the state animal is the 'Dairy Cow'.

_____ People call this state "the Switzerland of America" because of its mountains resembling the Alps.

THE UNITED STATES OF AMERICA



CANADA



PACIFIC OCEAN

Los Angeles
San Diego

Honolulu *
HAWAII

MEXICO

GULF OF MEXICO

ATLANTIC OCEAN

Unit 6: FAMILY LIFE

Chapter Fifteen: The American Family

The American has fashioned anew the features of his family institutions, as he does everything else about him.

Max Lerner



Before You Read

1. What are the six American traditional values?
2. What is your idea of a typical American family? Which of the following phrases describes your idea best?
 - a. Unmarried lone mother, with two children.
 - b. Young couple, living together, without children.
 - c. Elderly couple, married, whose children have left home.
 - d. Divorced man, living alone.
 - e. Married couple, with (a) child(ren) living at home.

Family Structure

What is the typical American family like? If Americans are asked to name the members of their families, family structure becomes clear: Married American adults will name their husband or wife and their children, if they have any, as their 'immediate family'. If they mention their father, mother, sisters, or brothers, they will define them as

separate units usually living in separate households. Aunts, uncles, cousins, and grandparents are considered 'extended family'.

The structure of the American family has undergone enormous changes since the 1950s. In the 1950s, 70 percent of American households were the 'classic' American family—a husband, wife, and two children. The father was the 'breadwinner' (the one who earned the money to support the family), the mother was a 'homemaker' (the one who took care of children and did not work outside the home), and they had two children under the age of 18. If you say the word 'family' to Americans, this is probably the picture that comes to their minds.

Yet, in reality, in the 1990s, only 8 percent of American households consist of a working father and a stay-at-home mother, and two children under 18 living at home. That means that a total of only 26% of households in the United States consist of two parents and their children. The remaining households consist of the following: 30 percent are married couples without children; 8 percent are single parents and their children; 11 percent are unmarried couples and others living together; and perhaps most startling, in 25 percent of the households, there is someone living alone.

The Emphasis on Individual Freedom

Americans view the family as a group whose primary purpose is to advance the happiness of individual members. The result is that the needs of each individual take priority in the life of the family. In contrast to that of many other cultures, the primary responsibility of American family member is not to advance the family as a group, either socially or economically, nor is it to bring honor to the family name. This is partly because the United States is not an aristocratic society.

Family name and honor are less important than in aristocratic society, since equality of opportunity regardless of birth is considered a basic American value. Moreover; there is less emphasis on the family as an economic unit because the American family is rarely self-supporting. Relatively few families maintain self-supporting family farms or businesses for more than one generation. A farmer's son, for example, is very likely to go on college, leave the family farm, and take an entirely different job in a different location.

The American desire for freedom from outside control clearly extends to the family. Americans do not like to have control placed on them by other family members. They want to make independent decisions, and not be told what to do by grandparents or

uncles or aunts. For example, both American men and women expect to decide what job is best for them as individuals. Indeed, young Americans are encouraged by their families to make such independent career decisions.

What would be best for the family is not considered to be as important as what would be best for the individual.

Marriage and Divorce

Marriages are not 'arranged' in the United States. Young people are expected to find a husband or wife on their own; their parents do not usually help them. In fact, parents are frequently not told of marriage plans until the couple has decided to marry. This means that parents have little control, and generally not much influence, over whom their children marry. Americans believe that young people should fall in love and then decide to marry someone they can live happily with, again evidence of the importance of an individual's happiness. Of course, in reality this does not always happen, but it remains the ideal, and it shapes the view of courtship and marriage among young Americans.

Over the years, the value placed on marriage itself is determined largely by how happy the husband and wife make each other. Happiness is based primarily on companionship. The majority of American women value companionship as the most important part of marriage. Other values, such as having economic support and the opportunity to have children, although important are seen by many less important.

If the couple is not happy, the individuals may choose to get a divorce. A divorce is relatively easy to obtain in most part of the United States. Most states have 'no fault' divorce. To obtain a 'no-fault' divorce, a couple states that they can no longer live happily together, that they have 'irreconcilable differences, 'and that it is neither partner's fault.

The divorce rate rose rapidly in the United States after the 1950s. Approximately one out of every two marriages now ends in divorce. Often children are involved. The great majority of adult Americans believe that unhappy couples should not stay married just because they have children at home, a significant change in attitude since the 1950s. Most people do not believe in sacrificing individual happiness for the sake of the children. They say that children actually may be better off living with one parent than with two who are constantly arguing. Divorce is now so common that it is no longer socially unacceptable, and children are not embarrassed to say that their parents are divorced. However, sociologists are still studying the long-term psychological consequences of divorce.

The Role of the Child

The Americans emphasis on the individual, rather than the group, affects children in a contradictory way. On the one hand, it may cause them to get more attention and even have more power than they should. On the other hand, because most children have mothers who are working outside the home, they may not get enough attention from either parent. Worse yet, parents who feel guilty for not having enough time with their children may give them more material things to compensate for the lack of attention. Studies show that both parents are now spending less time with their children, due to work habits and busy lifestyle.

In general, American families tend to place more emphasis on the needs and desires of the child and less on the child's social and family responsibilities. Many books on how to raise children share the American emphasis on the development of individual as their primary goal.

Some Americans believe that emphasis on the psychological needs of the individual child have been carried too far by parents and experts alike. Dr. Benjamin Spock, the most famous of the child-rearing experts, finally concluded that 'what is making the parent's most difficult is today's child-centered viewpoint.' Many conscientious parents, said Spock, tend to 'keep their eyes exclusively focused on their child, thinking about what he needs from them and from the community, instead of thinking about what the world, the neighborhood, the family will be needing from the child and then making sure that he will grow up to meet such obligations.' Although Americans may not agree on how best to nurture and discipline their children, they still hold the basic belief that the major purpose of the family is the development and welfare of each of its members as individuals.

Equality in the Family

Along with the American emphasis on individual freedom, the belief in equality has had a strong effect on the family. There is much more social equality between parents and children than in most aristocratic societies or societies ruled by centuries of tradition. This can be witnessed in arguments between parents and their children, and in the considerable independence granted to teenagers. In fact, some Americans are worried that there is too much democracy in the home. Since the early 1960s, there has been a significant decline in parental authority and children's respect for their parents. This is particularly true of teenagers. Some parents seem to have little or no control over the

behavior of their teenage children, particularly after they turn 16 and get their driving licenses.

On the other hand, Americans give their young people a lot of freedom because they want to teach their children to be independent and self-reliant. American children are expected to 'leave the nest' at about age 18, after graduated from high school. At that time they are expected to go on to college (many go to another city) or to get a job and support themselves. By the mid-20s, if children are still living with their parents, people will suspect that something is 'wrong'. Children are given a lot of freedom and equality in the family so that they will grow up to be independent, self-reliant adults. Today, however, many young people are unable to find jobs that support the lifestyle they have grown up with, and they choose to move back in with their parents for a time. These young people are sometimes called 'boomerang kids' because they left the nest once but now back again.

The Role of the Family in the Society

The American ideal of equality has affected not only marriage but all forms of relationships between men and women. Americans gain a number of benefits by placing so much importance on achieving individual freedom and equality within the context of the family. The needs and desires of each member are given a great deal of attention and importance. However, a price is paid for these benefits. American families are less stable and lasting than those of most cultures. The high rate of divorce in American families is perhaps the most important indicator of this instability.

The American attitude towards the family contains many contradictions. For example, Americans will tolerate a good deal of instability in their families, including divorce, in order to protect such values as freedom and equality. On the other hand, they are strongly attached to the idea of the family as the best of all lifestyles. In fact, the great majority of persons who get divorces find a new partner and remarry. Studies show consistently that more than 90 percent of Americans believe that family life is an important value. Sociologists and psychologists tell us that the family is the best place for children to learn moral values and sense of responsibility.

Family Values

In Values and Public Policy, Daniel Yankelovich reports on survey done on family values. There are 11 points that majority of Americans agree are 'family values.' Yankelovich classified six of them as 'clearly traditional'

- respecting one's parents
- being responsible for one's actions
- having faith in God
- respecting authority
- married to the same person for life
- leaving the world in better shape

The other five are 'a blended of traditional and newer, more expressive values':

- giving emotional support to other members of family
- respecting people for themselves
- developing greater skill in communicating one's feelings
- living up to one's potential as an individual

The ideal of American family is group cooperation to help the fulfillment of each individual member; and shared affection to renew each member's emotional strength. Families can be viewed as similar to churches in regard. Both are seen by Americans as places where the human spirit can find refuge from the highly competitive world outside and renewed resources to continue the effort. Although in many cases churches and families do not succeed in the task of spiritual renewal, this remains the ideal of church and family in America.

Comprehension Check:

I/ Family Structure: Typically American (Am) or Vietnamese (VN)?

___ nuclear family ___ extended family ___ single-parent family
 ___ married couple without children ___ blended family ___ loner

American households are getting smaller or bigger? Why?

II/ Family Values: American or Vietnamese? Give examples to support your viewpoint

___ freedom ___ hierarchy ___ elder-centered ___ high commitment
 ___ responsibility ___ equality ___ child-centered ___ low commitment
 ___ hard work ___ self-reliance ___ love through words ___ love through actions

III/ True or False?

1. Most Americans picture the traditional “classic” family as a married couple with two children.
2. The majority of American households still consist of “classic” family.
3. One American household in four now consists of someone living alone.
4. “Baby boomers” are young people who are in their twenties.
5. Americans usually consider what is best for the whole family first and what is best for them as individuals second.
6. Americans believes that the family exists primarily to serve the needs of its individual family members
7. Most Americans believe that marriages should make both individuals happy and that if they cannot live together happily it is better for them to get a divorce.
8. American parents generally think more about the individual needs of their children than they do about what responsibilities the child will have to the society as a whole.
9. Although Americans believe in democracy for society, they usually exercise strict control over their children, particularly teenagers.
10. The amount of equality between husbands and wives has remained pretty much the same since de Tocqueville visited the United States in the 1930s.
11. If an American wife works outside the home, she is likely to have more power in the family than a married woman who does not work.
12. In the husband – senior partner, wife – junior partner type of marriage, the husband and the wife both work, have equal power and influence in making family decisions, and divide the family duties equally.
13. In most American families, the father does just as much housework and child care as the mother.
14. Although one out of every two marriages ends in divorce, Americans still believe strongly in the importance of marriage and the family.

Discussion

- I. What do you think the perfect family is like? For example, how many children should there be/ should both parents work? Should the grandparents live with the family?
- II. Are one-parent families socially accepted in Vietnam? What is the main problem facing one-parent families?

III. Do you agree or disagree with the following statements? Discuss in pairs. Each pair should choose one statement they would like best to give the **arguments** and the **counter-arguments** for it.

1. Arranged marriages are better than marriages where the couples have met and dated on their own.
2. It is very important for my family to approve of the person I have chosen.
3. If my parents disapproved of my choice, I would still marry that person if we were very much in love.
4. Married women with small children should not work.
5. Men should be able to be "househusbands" and let their wives work to support them.
6. Husbands and wives should share equal work of taking care of the house and the children.
7. Equality between husbands and wives causes divorces.
8. Unhappy couples should stay married for the sake of the children. (on the children's point of view, & on the parents')
9. Married couples who choose not to have children are selfish.
10. The elderly parents should better live in the nursing home than with their married children. (on the old parent's view, & on the children's)
11. Married couples should move out to set up their own home.
12. It is a good idea for children to leave home when they turn 18. (on the parents' view, & on the children's)

Suggestions

Act out: The Best Reporter of the Year!

Class divided into groups of 4 and choose a theme to make report about for the TV program "The Nest Builders".

Themes: Questions in the Discussions section II

- 1) Marriage (Q. 1,2,3)
- 2) Sex Battles (4,5,6)
- 3) Divorce (7,8)
- 4) Family structure (9,10,11,12)

Groups of journalists go around and ask questions and note down answers.

Write a report about the chosen theme and join in the competition for the best reporter. Groups vote and win a reward.

FUNNY LINES

Marriage

1. - Do smart men make good husbands? -Smart men don't get married.
2. Never believe a fellow who says he's single unless he can show you his pay envelope on Monday.
3. - Would you marry the biggest fool on earth? - Oh, John, that comes so sudden.
4. It's a give-and-take marriage. He gives and she takes.
5. Aren't they a lovely couple? He's willing to die for her and she's willing to let him.
6. - They say Smith is getting married. -Serves him right. I never liked that fellow.
7. - Who introduced you to your wife? - We just met. I can't blame anyone.

Family life

8. When they got married it wasn't by the Justice of the Peace. It was by the Secretary of War
9. - Are you married? -No, I was hit by a car.
10. Did you hear about the wife who shot her husband with a bow and arrow because she didn't want to wake the children?
11. You haven't nagged me all evening, honey. Is there someone else?
12. - My father can beat your father. - Big deal. So can my mother.
13. - One more word and I go back to mother. -Taxi!
14. - Mommy, am I descended from a monkey?
 - I really don't know. I've never met your father's people.
15. - Has there been any insanity in your family?
 - Yes, doctor. My husband thinks he's the boss.
16. A smart husband is one who thinks twice before saying nothing.
17. A smart husband buys his wife very fine china so she won't trust him to wash it.
18. - If you were my husband I'd give you poison. - If I were your husband I'd take it.
19. - What's the first thing your wife does in the morning? - She sharpens her tongue.
20. No woman has ever shot her husband while he was doing the dishes.
21. There are two kinds of women: the kind you dream about and the kind you marry.
22. - What makes you think your wife is getting tired of you?
 - She keeps wrapping my lunch in roadmaps.

Divorce

25. Judging by the divorce rate, a lot of people who said 'I do,' don't.

26. - I'm going to get a divorce. My wife hasn't spoken to me in 6 months.
- Better think it over. Wives like that are hard to find.
27. - Why do you want a divorce?
- Every time I sit on my husband's lap he starts dictating.

In-laws

28. Mixed emotion: Watching your mother-in-law drive off a cliff in your new car.
29. I hate my mother-in-law. Of course, I know without her I wouldn't have my wife.
And that's another reason I hate her.
30. I just got back from a pleasure trip- Took my mother-in-law to the station.
31. - I heard your mother-in-law was dangerously ill last week.
- Yes, but this week she is dangerously well again.
32. - Yesterday while hunting you almost shot my mother-in-law.
- Sorry, here's my gun. Have a shot at mine.

Children

33. Honey, you'd better get up and see why the baby isn't crying.
34. Our baby looks just like me. But doesn't matter just as long as he's healthy.
35. -When the baby cries at night, who gets up? -The whole neighborhood.
36. Don't yell at me, Mac. I'm not your mother!
37. He shot both his parents so he could go to the orphan's picnic.
38. As a child, I was the type of a kid my mother told me not to play with.
39. My son is now at the awkward age: too old to cry and too young to swear.
40. Just when your children get old enough that you say you can stand them, they can't stand you.
41. Children should be seen and not had.
42. By the time a couple can afford to have children, they're having grandchildren.
43. -What's wrong. son? - I just had a fight with your wife.
- 44.- I never told lies when I was a child. -When did you begin, mother?
45. - John, how many times did I tell you not to play in the kitchen? - 17 times, mom.
46. - You must not fight. You should love your enemy.
- But he's not my enemy. He's my brother!
47. -Why did you kick your brother in the stomach? -He turned around.
48. There's only one perfect child in the entire world and every mother has it.
49. Father's Day is the day to remember the forgotten man.
50. Last Father's Day my son gave me something I've always wanted – the key to my car.

Unit 7: EDUCATION

Chapter Sixteen: Schools and Colleges

Before you read

Write anything that come into your mind about school. Do you like school? When did you start to like school? Do you have good or bad memories?

- 1. What do you know about the system of education in the US? How many years do students go to school before entering colleges?*
- 2. What do American universities look for when admitting students? What qualities do they want their students to have?*
- 3. What role do you think individual freedom, self-reliance, and equality of opportunity play in the educational system of the US?*

The Government and Education

Although in general Americans prefer to limit the influence of government, this is not so where education is concerned. All levels of government are involved in education and it is considered to be one of their most important responsibilities.

However education in the U.S. is a local, but not national matter. The federal government provides some money for education through the Department of Education. But state and local governments have direct control and are responsible for the education of students between the ages of five and eighteen, or the years of school called kindergarten, first grade, second grade, etc. to twelfth grade. These years are together referred to as K-12. States are also concerned with certification standards, general standards of education including the qualification needed by teachers. Each of the 50 states has its own laws regulating education.

There is no national curriculum in the United States. Individual states have their own Boards of Education, which decide the curriculum (subjects to be studied) and what students must have achieved before they can graduate from high school at the age of 18. However, certain subjects are taught in virtually all elementary and secondary schools throughout the country. Almost every elementary school, for example, teaches mathematics; language arts (including reading, grammar, writing, and literature); penmanship; science; social studies (including history, geography, citizenship, and economics); and physical education. In many schools, children are taught how to use

computers, which have also become integral parts of other courses. In addition to required courses-for example, a year of American history, two years of literature, etc.-secondary schools, like colleges, typically offer electives. Popular electives include performing arts, driver's education, cooking, and "shop" (use of tools, carpentry, and repair of machinery).

Most of the money for education comes from taxes that people pay to their local government. Local governments appoint school boards, which have control over how individual schools are run. A school board hires superintendent, the person in charge of all the school in a school district, principals for each school, and teachers. It also decides how the rest of the money available should be spent. School boards are usually made up of people who live in the area, often parents of children in the schools.

At the primary and secondary levels, most school districts have a Parent – Teacher Association (PTA) which gives all parents a chance to take part in making decisions about how the school is run. Parents regularly visit schools to meet their children's teachers and discuss their progress. Many volunteer (work without pay) in their children's schools to teach their children a skill, take them on trips, or work in the school library.

An American Teaching Model

Although many philosophies underlie American education, no single person has had a greater impact than John Dewey (1859-1952), and much of the foundation of education in the US rests on his ideas. Born in 1859, Dewey was most influential between 1894 and 1930, but his emphasis on pragmatism and individualism can still be seen in classrooms across the United States. Although some teachers may not even know his name, most of them still follow his teaching.

Two of Dewey's ideas are particularly important in understanding of the American teaching model. Dewey taught that practical application is more important than abstract theory and that students should be treated as distinct individuals rather than an indistinguishable member of a homogeneous group. As a result of these concepts, American teaching has four distinct characteristics.

First, instruction is student-centered. That is, the role of the teacher in the classroom is to facilitate learning by providing information from which students can make their own critical judgments. The information is seen as a means to an end- critical decision making- rather than as an end in itself. Furthermore, students are encouraged to make "me-centered" responses to information. In other words, they are encouraged to see how information applies to them personally and to determine what individual use they can

make of it. For example, a typical question in a literature class would be “How did you feel about what the main character did?” Individual insight and application are desired end results of the learning process

Secondly, American teachers are open to differing points of view because knowledge is many-sided and open to a variety of interpretations. Except in science and mathematics classes, teachers often believe that there is more than correct answer. Teacher’s questions are often interpretive rather than factual, and individuals may have different interpretations within certain limitations.

Third, American teachers generally believe that the classroom environment should be comfortable and non-threatening. Positive reinforcement is preferred over criticism, and teachers generally try to be pleasant and approachable. The distance between teachers and students-both physical and psychological-is minimal so that teachers walk among their students while teaching, and the atmosphere in the classroom is very informal. Few teachers stay behind their desks, and there are no platforms in American schools.

Fourth, Dewey taught that students “learn by doing”, so activities are a central part of American teaching. Theory is seldom taught apart from practice, so each class period involves some kind of application. In composition classes, students write; in history classes, they might enact dramas of historical events; write letters as if they were soldiers in the Civil War, or hold debates about historical discussions. In economics classes, they invest imaginary money in the stock market or plan a budget for a hypothetical family. Until college, very little class time is spent in lecture.

Although Dewey died in 1952, his ideas are still at the center of education in the United States. Few people-even professional educators-recognize the indelible impression he made on our theories of teaching and learning.

Educational Ladder

Americans view their public school system as an educational ladder, rising from elementary school to high school and finally college undergraduate and graduate programs. Although many Americans attend nursery school, day care or pre-school from an early age, formal education is usually considered to begin at the age of five when children do to kindergarten, the first step in the K-12 educational ladder. Kindergarten and the next five or six years of education, first grade, second grade, etc., are together usually called elementary school (the term primary school is less common in the U.S. than in Britain). Grades seven to twelve are part of secondary school, and may be divided in

different ways. In some places grades seven and eight are called junior high school. Other school systems have middle school, which lasts for three years. High school usually covers four years, from the ninth to the twelfth grades, but in some places begins at the tenth grade. After high school, majority of the students go to college. Undergraduate studies lead to bachelor degree, which is generally what Americans mean when they speak of college's diploma. The bachelor's degree can be followed by professional studies, which lead to degrees in such professions as laws and medicine, and graduate studies, which lead to master's and doctoral degrees. American public schools are free and open to all at elementary and secondary levels, but public universities charge tuition and have competitive entrance requirements.

This educational concept is an almost perfect reflection of the American ideal of individual success based on equality of opportunity and on 'working on your way to the top'. In the United States there are not separate educational systems with a higher level of education for the wealthy and a lower level of education for the masses. Rather, there is one system that is open to all. Individual may climb as high on the ladder as they can. The abilities of the individuals, rather than their social class background, are expected to determine how high each person will go.

Almost 90 percent of American students below the college level attend public elementary and secondary schools, which do not charge tuition but rely on local and state taxes for funding. Most of the students who do not attend public elementary and secondary schools attend private schools, for which their families pay tuition. Four out of five private schools are run by religious groups. In these schools religious instruction is part of the curriculum, which also includes the traditional academic courses. (Religious instruction is not provided in public schools.)

There are also some elite private schools, which serve mainly upper-class children. Students must pay such high tuition costs that only wealthier families can afford them. Parents often send their children to these schools so that they will associate with other upper-class children and maintain the upper-class position held by their parents, in addition to getting a good education

Unlike private religious schools, elite private schools do conflict with the American ideal of equality of opportunity. These schools often give an extra educational and social advantage to the young people whose families have the money to allow them to attend. However, because these schools are relatively few in number, they do not displace the public school as the central educational institution in the United States. Nor does the

best private school education protect young people from competition with public school graduates for admission to the best universities.

Attending an American University

Money is also increasing a factor in a college education. All university students must pay tuition expenses in the United States. Because tuition is much lower at public universities than at private ones, wealthy students have more choices. There are a number of financial aid programs in the form of loans and scholarships available at both public and private schools. However, the expenses of buying books and living away from home make it increasingly difficult for many students to attend even the less expensive public universities.

Ironically, it may be the middle – class family that suffers the most from the rising tuition costs. The family income may be too high to qualify for financial aid, but not enough to afford the \$15,000 to \$35,000 per year (or more) needed for a private college education. At present, 80 percent of all college students attend public universities, where expenses are usually closer to \$10,000 a year. Many students must work during their college years to help meet even these costs. A number of students who cannot afford to go away to college attend community college programs for two years in their hometowns. These two-year programs often feed into the state university systems and offer educational opportunities to large numbers of students who ordinary would not be able to attend a university.

Despite its costs, the percentage of Americans seeking a college education continues to grow. In 1990, less than 10 percent of college-age Americans entered college. Today, over 60 percent of Americans ages from 25 to 39 have taken some college courses, and over 20 percent of all Americans have attended four years or more. There are about 15 million students attending college now, about six times more than 50 years ago, and there are roughly 3,000 different colleges and universities to choose from. Today, many parents who were not able to attend college when they were young have the satisfaction of seeing their sons and daughters attend.

Even the formerly elitist private universities have yielded a great deal to public pressure for greater equality of opportunity in education. Harvard, a private university considered by many to be one of the nation's most prestigious provides a good example. Before World War II, the majority of Harvard students came from elite private preparatory schools. Now the majority of them come from public high schools. As

equality of opportunity came to Harvard, the competition that accompanies it also increased dramatically. Before World War II, Harvard admitted about 90 percent of those who applies. Now, Harvard admits only about 16 or 17 percent of its applicants.

The Money Value of Education

As we have seen in the earlier chapter, the American definition of success is largely one of acquiring wealth and a high material standard of living. It is not surprising, therefore, that Americans value education for its monetary value. The belief is widespread in the United States that the more schooling people have, the more money they will earn when they leave school. The belief is strongest regarding the desirability of an undergraduate university degree, or a professional degree such as medicine or law, following the undergraduate degree. The money value of graduate degrees in ‘non–professional’ fields such as art, history, or philosophy is not as great.

In recent years, there has been a change in the job market in the United States. In the past, it was possible to get a high – paying factory job without a college education. Workers with skills learned in vocational schools or on the job could do work that did not require a college education. These were among the jobs that new immigrants were often able to obtain. Increasingly, however, the advent of new technologies have meant that more and more education is required a college education, even a graduate degree, or they are low – paying jobs in the service sector of the economy, such as fast – food restaurants, small stores, and hotels.

Comprehension Check

I/ True (T) or False (F)

1. The U.S national government has no responsibilities to its education?
2. Education of all ages in the U.S is under the direct control of state and local government.
3. Fund for running schools is provided by the U.S federal government and taxes.
4. The national Board of Education decides the curriculum and general standard of education.
5. In the U.S, education from school to university is free of charge.
6. Only students from elite private schools have chances to go to the best American Universities.
7. The majority of students at Harvard University are from elite private schools.

8. It is more difficult to get a chance to study at Harvard now than it was before the World War II.
9. All of the states in the U.S have their own universities.

II/ Answer the questions

1. What is K – 12?
2. What do American children learn at elementary schools?
3. What are “electives”? At what level of education are American children offered electives?
4. What is “school board”? What does it do?
5. What kind of school conflicts with the ideal of equality of opportunity? Why? Why do parents want their children to go to this kind of school?
6. Who is John Dewey? What are his two important ideas that influence the American teaching model?
7. What are the four principles of the American teaching model? Give examples for each.
8. What is Special Education?
9. What are the two tracks of study provided by most high schools?
10. What are the different types of colleges in the United States?
11. What does a student take into consideration when choosing a college?
12. How to get accepted into a college?
13. What are the two things which prevent many American students from attending university?
14. What kinds of courses does an American college student take?
15. Why do you think American universities are sometimes criticized for offering too many electives? What is the advantage of doing so?
16. Where do American universities get money to run their institutions?

III/ Below is the American education ladder. Fill in the missing information.

	Education ladder	Age required	Grades
1.	(1)	5	
2.	(2)	6 - 11	1 st – 6 th
3.	Secondary schools + Junior high school/middle schools + High schools	12- 13/14 14/15 - 18	7 th – 8 th /9 th 9 th /10 th – (3)_____
4.	Higher education		Degrees

4.1	Undergraduate studies		Bachelor degree/college diploma
4.2	Professional studies		
4.3	(4)_____		Master's degree or Doctoral degree

* Religious instruction is offered by American religious private school but not by _____

* An American student usually spends_____ years at college to have a bachelor degree.

* A large American University typically consists of several colleges, _____ program, one or more _____ schools.

IV/ Choose the correct answer.

1. Which of these statements is not true?

- a. American high school students have the choice of going to a free public school or a private one where they must pay tuition.
- b. The American education system is based on strong principles of equality of opportunity.
- c. After 12 years of schools American students receive a bachelor's degree diploma at graduation.

2. Which of these statements is true?

- a. Most of the money to pay for American public schools comes from local taxes.
- b. Religious schools that serve middle-class students receive money from the national government, but elite private schools do not.
- c. The national Department of Education determines the curriculum for all schools and sets the standard for high school graduation and college admission.

3. Since 1900, the percentage of young Americans who attend college has

- a. Increased slightly from less than 10 percent to about 20 percent.
- b. Increased enormously from 10 percent to over 60 percent.
- c. Stayed about the same, at around 20 percent.

4. What most Americans like most about higher education is

- a. Its cultural value.
- b. Its monetary value.
- c. Its moral value.

5. Which of the following would not be considered an extracurricular?

- a. A school baseball team.
- b. The student government of a school.
- c. A classroom research project.

Discussion

Imagine you plan an ideal school. Describe it in detail. You may want to include the following points: Who would the student be? What kind of building would you use? Would the school have a special emphasis? (science, music, sports). What would the teachers be like? (age, experience, roles) Who would determine the curriculum? What about tests and homework? How would disciplines be maintained? What would be the role of the parents? What special activities would the students have? What would a typical day like? What do you think others would say about this school?

Suggestions

Recommended Movies

- Escalante
- With Honor

Unit 8: ETIQUETTE

Chapter Seventeen: How to Be Polite in America

Introductions and Titles

Making introductions (presenting two strangers to each other) is one of the most common social duties. There are traditional rules for doing this properly, but many Americans don't notice when the rules are broken. When introducing people of different sexes, it's polite to say the woman's name first; for example "*Mrs. Fox, this is my neighbor, Mr. Wolf.*" But if the man is elderly or famous, then his name or title should be mentioned first: "*Mr. President, I'd like you to meet my sister, Luisa Rivera.*" When two people of the same sex are introduced, the order person is named first "*Grandfather, this is my friend, Norris Norris, this is my grandfather, Mr. Kim.*" A very formal introduction of someone important often begins, "*May I present,...*?"

Appropriate responses to an introduction include "*How do you do?*", "*It's very nice to meet you.*" Or simply and informal "*Hello,*" often accompanied by a handshake. At one time, only American men shook hands. Today, a woman may also extend her hand to a man for an introduction. Two women do not usually shake hands in a social situation, but they may in a business situation.

At the end of a conversation with a new acquaintance, it's polite to say, "*Good-bye. It was nice meeting you.*" One might also add some appropriate conclusion that wishes the person a good time or good luck; for example, "*Enjoy your visit to our city*" or "*Good luck with your new job.*"

Proper forms of address are often a puzzle to foreigners. In the U.S.A., people in the same general age group tend to get on a first-name basis very quickly. Coworkers, classmates, and neighbors often call each other by first names. But an adult is likely to continue to call doctors, lawyers, teachers, religious leaders, and bosses by their last name. However, it is not polite to call someone by the last name only. Titles that precede the last name include Mr. (mister, for a man), Miss (for a single woman), Mrs. (pronounced missus and used for a woman who is married, divorced, or widow), and Ms. (pronounced miz and used for a woman whose marital status you don't know). Some single or divorced women introducing a woman use her full name without any title at all. To address a man whose name you don't know, use sir, (it is rude to call him mister.) To address a woman you don't know, use madam or ma'am. Remember that the title doctor

(Dr.) is used not only for a medical doctor but also for a dentist and for a person with an academic doctorate degree.

It is also important to remember that very few titles are used without the last name (family name). Those that can be used alone include Doctor, Professor, and some the titles for religious leaders (such as Father or Rabbi). It is not correct to address a teacher as Teacher

Congratulations, Condolences, Apologies, and Requests

Congratulations is a wonderful word that fits a great many happy social occasion. In general, it's polite to say "*Congratulations!*" (with a lot of enthusiasm in your voice) when a person has accomplished something. The accomplishment may be academic (such as a graduation), vocational (such as a job promotion), or personal (such as the birth of a child or grandchild).

When congratulations are in order, it is sometime also appropriate to give a gift, especially if you are invited to a party to celebrate a particular occasion or accomplishment, such as a birthday, graduation, wedding, or anniversary.

When you receive a party invitation, it may say on the bottom R.S.V.P., initials that refer to a French expression meaning "*respond, please.*" That means you must write or phone to say whether or not you can come. If the invitation says R.S.V.P. regrets only, it means that you should respond only if you can not come.

Equal attention must be given to good manners on sad occasions. If you know that an American coworker, classmate, or neighbor has had a recent death in the family, you should express your sympathy (condolences). Even if you hate mentioning the sad event, do so. In expressing sympathy, it's a good idea not to use the word die or dearth but simply to say, "I was so sorry to hear about your loss" (or "about your father"). It's also appropriate to send a sympathy card, but if you don't know the mourner's religion, be sure to select one without any religious symbol on it. Most customs regarding mourning relate to the family's religion and vary from one religious group to another, so don't send flowers or food unless you know that these gifts are appropriate.

The simple words '*I'm sorry*' display very good manners in a great many difficult social situations. '*I'm sorry*' has two main uses: to express your sympathy to someone who has had a bad experience and to express your regret when you have bothered someone or caused a problem. Other useful apologies are '*excuse me*' and '*pardon me*',

which mean the same thing. These expressions, are appropriate when pushing your way out of a crowded elevator or stopping a stranger to ask directions.

Dining Etiquette

If you're invited to an American friend's home for dinner, keep in mind these general rules for polite behavior. First of all, arrive approximately on time (but not early).

Americans expect promptness. It's OK to be 10 or 15 minutes late but not 45 minutes late. Dinner might be over-cooked and ruined by then. When you're invited to someone's home for a meal, it's polite to bring a small gift. Flowers or candy are always appropriate. If you have an attractive item made in your native country, your host and/or hostess would certainly enjoy receiving that as a gift.

Some Americans don't know about the dietary restrictions of various ethnic and religious groups. What do you do if you're served a food that you don't like or can not eat? Don't make a fuss about it. If your host doesn't say anything about what you aren't eating, then you shouldn't, either. Simply eat what you can and hope that none notice what you left. If you are questioned, you may have to admit that you don't eat meat (or whatever), but you can also say that you've enjoyed the other foods and have had "more than enough" to eat. Don't make the cook feel obliged to prepare something else for you. Be sure to compliment the cook on the food that you enjoyed.

Don't leave immediately after dinner, but don't overstay your welcome, either. When your friends seem to be getting tired and running out of conversation, take their behavior as a cue to leave. The next day, call or write a thank-you note to say how much you enjoyed the evening.

If you invite someone to join you for dinner in a restaurant, phone the restaurant first to find out if you need a reservation in order to avoid a long wait for a table. To make a reservation, just give your name, the number of people in your group, and the time you plan to arrive. When you invite someone to dinner, you should be prepared to pay the bill and those feelings should be respected. In most American restaurants, the waiter or waitress's tip is not added to the bill. If the service was adequate, it's customary to leave a tip equal to about 15% of the bill. In expensive restaurants, leave a bit more.

American table manners are easy to learn by observations. A few characteristics to note: the napkin should not be tucked into the collar or vest but should not be tucked into the collar or vest but should be placed across the lap; the silverware placement is quite

different from the European style, but you can't go wrong if you use the piece of silverware further from the plate first and work your way in toward the plate first and work your way in toward the plate as the meal progresses. Before cutting food, some Americans switch their knife and fork to the opposite hands, but it isn't necessary to do this.

Manners Between Men and Women

In the 1960s, the U.S.A. went through a social revolution commonly referred to as the Women's Liberation Movement. One of the ideas that women are equal to men is their ability to learn and to succeed in almost any occupation. The movement has benefited women in many ways, especially in terms of job opportunity and advancement. But it has also created great confusion regarding manners. Formerly, men were considered the stronger and the dominant sex, so etiquette required them to adopt a protective attitude toward the so-called weaker sex. That meant helping women on and off with their coats, lighting their cigarettes, opening doors for them, allowing them to exit from elevators first, and so on. Today, American women, who outlive men by seven years, do not consider themselves the weaker sex and do not generally feel in need of male protection. Their self-sufficient attitude has led men to wonder whether the traditional etiquette is still appropriate or whether it will continue to perform the traditional courtesies, but both sexes are more casual about them. If a man does not help his date into and out of her chair in a restaurant, no one will think he's rude.

Traditionally, when a man invites a woman out on a date, he picks her up at her home, pays all the expenses for the evening, and takes her home at the end of the evening. Prior to Women's Liberation, the woman was expected to sit at home by the phone and wait and hope for the man of her dreams to call her. Today's liberated woman may take the initiative in suggesting an evening together by inviting, she pays for at least part of the evening's expenses. Often, a man and woman who are friends but not romantically involved go out together Dutch treat, which means that each person pays his or her own way.

Today, many men working in the U.S.A. have a female boss. Men who come from countries in which the woman's place is still in the home may find it difficult to take orders from a woman. But in the U.S.A., 44% of the work force is female, and many women are judges, doctors, company presidents, college presidents, and entrepreneurs. It is important for men to respect a person who holds a position of responsibility and authority, whether that person is male or female. To treat a woman as inferior just because

she is female is not only insulting but also out of step with contemporary American culture.

Classroom Etiquette

The relationship between student and teacher is less formal in the U.S.A than in many other countries, especially at the college level. American college students do not stand up when their teacher enters the room. Students are generally encouraged to ask questions during class, to phone if they're absent and need an assignment. Most teachers allow students to enter class late or leave early, if necessary.

Despite the lack of formality, students are still expected to be polite and considerate of their teacher and fellow classmates. When students want to ask questions, they usually raise a hand and wait to be called on. But if a professor is giving a formal lecture, that is the wrong time to interrupt with a question. When the teacher or a student is speaking to the class, it is rude to begin whispering to another classmate. When a test is being given, talking to a classmate is not only rude but also risky. Most American teachers assume those students who are talking to each other during a test are cheating.

American Attitudes

Remember that Americans have a democratic outlook, a strong belief that all people are entitled to equal opportunity and equal respect. No one is a privileged being, and no one is worthless. A person who acts very humble and timid may make his or her American friends uncomfortable. On the other hand, a person who acts as if he or she is ruler of the world will have trouble keeping any American friends. A polite but assertive manner is what is socially acceptable. So, no matter what your status in relation to the person you're with, feel free to look directly into his or her eyes and speak your true feelings. You have no obligation to tell a white lie and compliment your true opinions, and Americans won't mind at all if you disagree with them. Americans (like people everywhere) enjoy talking about themselves. Your interest in them will be considered good manners as long as you stay away from questions about three subjects that most American adults don't want to discuss-their age, weight, and income.

Language Etiquette

Americans are usually tolerant of non-native speakers who have some trouble understanding English. But they become annoyed when a person pretends to understand

but doesn't really and then creates problems because of misunderstanding what was said. No one wants soap when he asked for soup. So if you don't understand what is said to you, admit it and politely ask the person to repeat or explain.

Second, it is quite rude to converse with a companion in your native language and leave your American friends standing there feeling stupid because they can't understand the conversation. The Americans may also feel that you are talking about them or saying something in your native language to explain something to a non-English-speaking companion, at least translate for your American friends so they don't feel left out.

Learn just a few more polite English expressions, and you'll be ready to face the world of America with confidence. The polite response to a compliment about your looks or your work is "*Thank you.*" (A smile and a nod is not enough).

The response to "*Thank you*" is, of course, "*You're welcome*". If someone asks, "*How are you?*", don't give your medical history. Just say, "*Fine, thanks. How are you?*" Finally, what should you say when someone sneezes? It may not seem logical, but the correct response is "*God bless you.*" That about all there is to it. Now that you've studied this quick overview of manner in the U.S.A., you are ready to be polite in English. Let's hope your American friends will be just as polite.

Comprehension Check

Answer the following questions on paper or in class discussion.

1. On what occasions should you say "Congratulations!"?
2. How do American democratic attitudes affect manners?
3. How do American manners compare to those in your country? What are some differences?

CRITICAL INCIDENTS

Task sheet 1

ACCEPTING A COMPLIMENT

Read the situation below, and choose the best answer to the questions. Sometimes one answer is possible.

Linda an American teacher in an adult class in the U.S was speaking to Usa, one of her Thai students. She said, *'Usa, I'm very happy with your work. Your English is really improving.'*

Usa looked down and said, *'Oh, no. I'm not a good student. My English is not very good.'*

Linda really thought that Usa making progress, and she wanted her to know it. She said to Usa, *'But you are a good student and you're making excellent progress. You should be proud of your work.'*

Usa responded to this remark saying, *'No, no. You are a very good teacher, but I'm not a good student.'*

Linda didn't know what to say, so she decided not to give Usa any more compliments.

1. Why did Usa look down when the teacher complimented her?
 - a. She was ashamed of her work.
 - b. She was embarrassed by the teacher's compliment.
 - c. She was trying to show respect for the teacher.
 - d. She didn't like the teacher.
2. Why did Linda decide not to give Usa any more compliments?
 - a. She decided that Usa really was not a good student.
 - b. Usa's behavior was disrespectful.
 - c. Usa didn't seem to be pleased with the compliment.
 - d. She expected Usa to say something like 'thank you.'

Task sheet 2

ADDRESSING THE TEACHER

Read the situation below, and choose the best answers to the questions. Sometimes more than one answer is possible

It was the first day of the English class and the teacher was introducing himself. He wrote his full name, Alan Jones, on the board and said, *'My name is Alan Jones. If you like you can use Mr. with my name. Now I'd like you to tell me your names. Let's start with you'*, he said, indicating a young woman in the front row.

The young woman answered, *'My name is Liliana Castro, but you can call me Lily, Teacher.'*

Then the teacher said, *'Ok. I'll use Lily, but please don't call me "Teacher". Please call me Alan or Mr. Jones.'*

Lily looked confused, but the teacher ignored her and continued to ask the students to introduce themselves.

1. Why did Liliana call Alan Jones 'Teacher'?
 - a. She didn't know his name
 - b. She was trying to show respect
 - c. She couldn't pronounce his name
 - d. She felt confused.
2. Why did Alan Jones ask Liliana not to call him 'Teacher'?
 - a. He didn't really like being a teacher.
 - b. He wanted to be friendly
 - c. In his country, only very young pupils call their teacher 'Teacher.'
 - d. He thought Liliana was being rude.

Task sheet 3

ATTENDING A PARTY

Read the situation below, and choose the best answers to the questions. Sometimes more than one answer is possible

Martha, an American teacher in the U.S, had just teaching English to a group of Japanese students. She wanted to get to know the students more informally, so she invited them to her house for a party. The students all arrived together at exactly 8.00 p.m. They seemed to enjoy the party: they danced, sang and ate most of the food. At about 10 p.m., one of the students said to the teacher, '*I think it's time for me to leave. Thank you very much for the party*'. Then all of other students got up to go, and all left at the same time. Martha decided she would never invite them again.

1. Why did all the students leave together?
 - a. They didn't like late nights.
 - b. There was no more food.
 - c. They were doing what was normal to them
 - d. They had an invitation to another party.
2. Why did Martha decide never to invite these students to her house again?
 - a. She felt insulted because they all left at once.
 - b. They had eaten all the food.
 - c. They stayed too late.
 - d. They hadn't brought her a present.

CULTURAL ASSIMILATION

Task sheet 1

SOCIAL BEHAVIOR

Work with a partner. Imagine that the situations take place in an English – speaking country. What would you do in each situation? In some cases, more than one answer is possible

1. You've been having a digestive problems for a week, and just have started to feel better. You meet an American friend at a party. Your friend says, 'How are you?' What would you do?
 - a. starting talking in detail about your problem.
 - b. Say, 'Fine, thanks. How are you?'
 - c. Say, 'Not bad, thanks. How are you?'
 - d. Nothing
2. You are visiting an American friend in her new apartment. You like the apartment and you want your friend to know. What would you say?
 - a. Say, 'Your apartment is nice. How much is the rent?'
 - b. Say, 'Gee, this place is really nice.'
 - c. Say, 'I really like your apartment.'
 - d. Say, 'Say nothing, but show that you are interested by walking around, looking at everything in the apartment, and picking up everything that is movable.'
3. You've been invited to dinner at a friend's house. You're about to sit down to eat but you want to use the toilet first. What would you do?
 - a. Say, excuse me. Where is the toilet?'
 - b. Say, 'Could I wash my hand before dinner?'
 - c. Say, 'Do you mind if I use the bathroom?'
 - d. Say nothing and start looking around the house for the toilet.
4. You are a guest in a British or American friend's house. Your friend asks if you would like

something to drink. You really would like a drink. What would you do?

- a. Say, 'Yes, please.'
- b. Say, 'Yes, that would be lovely.'
- c. Say, 'No, thank you' and wait your friend to ask you again.
- d. Say, 'That's OK. I can get it myself.'

5. You've just been introduced to a British or America friend's parents. What would you do?

- a. Say, 'Hello' and bow.
- b. Say nothing and shake hands
- c. Say, 'Nice to meet you' and shake hands.
- d. Say, 'Hi!'

Task sheet 2

CLASSROOM BEHAVIOR

Work with a partner. Imagine that the situations take place in English – speaking country. What would you do in each situation? In some cases, more than one answer is possible

1. You're 20 minutes late for class. The teacher is explaining something to the class when you arrive. What would you do?

- a. Go in, walk up to the teacher and apologize.
- b. Wait outside the classroom until the class is over and then apologize to the teacher.
- c. Knock on the door and wait for the teacher to tell you it's OK to come in.
- d. Go in as quietly as possible and take a seat.

2. The teacher the class some homework for the next day. You know that you won't be able to finish it on time. What would you do?

- a. Explain the situation to the teacher and ask if you can hand in your work later.
- b. Not go to class the next day.
- c. Go to class the next day without the homework and say nothing.
- d. Do as much of the work as you can and give it to the teacher the next day.

3. You've got a doctor's appointment and have to leave class early. What would you do?

- a. Not go to class.
- b. Get up and leave the classroom when it's time to go to your appointment.
- c. Explain the situation to the teacher before class.
- d. When it's time to go to the appointment, get up and explain to the teacher the reason

why.

Unit 9: RELIGION

Chapter Eighteen: The American Religious Heritage

Before You Read:

1. *What do you know about religion in the United States?*
2. *Do many Americans believe in God?*
3. *What religion is most popular in the United States?*
4. *Do Americans have a national religion?*
5. *How has religion shaped American values?*
6. *Freedom of Religion in the United States.*

The fundamental American belief in individual freedom and the right of individuals to practice their own religion is at the centre of religious experience in the United States. The great diversity of ethnic backgrounds has produced religious pluralism; almost all of the religions of the world are now practiced in the United States. Ninety – three percent of all American say they believe in God. Only 7 percent say they have no religious preferences or beliefs. About 87 percent of Americans are Christians, 2 percent are Jewish, and the other 4 percent belong to other religious faith such as Moslem, Buddhist, or Hindu. Of the 87 percent who are Christian, 59 percent are Protestant, 27 percent Catholic, and 1 percent Eastern Orthodox. This is a pattern that has persisted for decades.

Although the overwhelming majority of Americans are Christians, all religions make important contributions to the American culture. There are now almost as many Moslems living in the United States as there are Jews. People of Hispanic origin make up nearly one-half of the Catholic Church. The Asian immigrants have brought with them the traditional religions of East Asia-Taoism, Confucianism, and Shintoism, as well as Buddhism. And the Native American religions are still practiced and studied today, particularly for their teaching about living in harmony with nature.

From the beginning of its history, religion has played an important role in the United States. The Catholic faith was first brought to the North American continent by the Spanish in the 1500s. For the next 300 years, Catholic missionaries and settlers from

Spain and then Latin America came to what is now California and Southwest. Many of the cities were named by these missionaries and settlers- San Francisco, Santa Fe, and San Antonio, for example. French Canadian Catholic missionaries also came with the explorers and traders from Quebec, down the Mississippi River to New Orleans.

In the 1600s, the European settlers began establishing colonies along the east coast of North America. Although there were some Catholics, the vast majority of these settlers were Protestants. As the new nation formed, it was the Protestant branch of the Christian faith that had the strongest effect on the development of the religious climate in the United States. Today two – third of all Americans are Protestants.

The Development of Protestantism

The Protestant branch of the Christian faith broke away from the Roman Catholic Church in Europe in the 16th century because of important differences in religious beliefs. (The Eastern Orthodox branch of the Christian faith had separated from the Roman Catholic Church in 1054.) At the time of the Protestant Reformation, the Roman Catholic Church was the centre of religious life in Western European countries; the Catholic Pope and the priests played the role of parent to the people in spiritual matters. They told people what was right and wrong, and they granted them for forgiveness for sins against God and the Christian faith.

The Protestants, on the other hand, insisted that all individuals must stand alone before God. If people sinned, they should seek their forgiveness directly from God rather than from a priest speaking in God's name. In place of the power and authority of priests, Protestants substituted what they called "the priesthood of all believers." This meant that every individual was solely responsible for his or her own relationship with God.

After Protestants broke away from the Catholic Church, they found that they could not agree among themselves about many things. Therefore, the Protestants began to form separate churches, called denominations. (The largest Protestant denominations in the United States now are the Baptists, Methodists, Lutherans, Presbyterians, Episcopalians, and the United Church of Christ.) In the 1600s, the Catholic church did not recognize the rights of such Protestant churches to exist. There was much bitterness among some of the religious groups, and many Protestant denominations experienced religious persecution. The result of this persecution was that many Protestants were ready to leave their native countries in order to have freedom to practice their particular religious beliefs.

Consequently, among the early settlers who came to America in the 1600s, there were many Protestants seeking religious freedom.

Generally speaking the lack of any established national religion in America appealed strongly to European Protestants, whether or not they were being persecuted. A large number of Protestant denominations were established in America. At first some denominations hoped to force their views and beliefs on other but the colonies were simply too large for any other denomination to gain control over the others. The idea of separation of church and state became accepted. When the Constitution was adopted in 1789, the government was forbidden to establish a national church; no denomination was to be favored over the others. The government and the church had to remain separate. Under these conditions, a variety of different Protestant denominations developed and grew, with each denomination having a “live and let live” attitude toward the others. Diversity was accepted and strengthened.

Protestantism in the United States

To someone not familiar with the Protestant faith, the religious scene in the United States may be confusing. The various Protestant denominations have completely separate church organizations, and although there are many similarities, there are also some differences in their religious teaching and beliefs. Some Protestant denominations forbid dancing, playing cards, and drinking alcohol, for example, while others do not.

What causes this religious diversity? Perhaps the major cause is the Protestant belief that the individual, not the organized church, should be the centre of religious life. This idea was brought to America and firmly established by European Protestants, and it is one reason why no single church has become the centre of religious life in the nation. American religious tradition has encouraged not only the development of numerous denominations but also a tolerance and acceptance of all faiths that express the religious preferences of different individuals. This climate of religious freedom had, of course, strengthened the development of cultural pluralism in the United States.

The Protestant Heritage: Self-Improvement

Although many Protestant denominations exist in the United States today, all of them share a common heritage that has been a powerful force in shaping the values and beliefs of Americans. One of the most important values associated with American Protestantism is the value of self-improvement. Protestant Christianity, like Roman Catholic

Christianity, often emphasizes the natural sinfulness of human nature. However since Protestants do not go to priests for forgiveness of their sins, individuals are left alone before God to improve themselves or suffer eternal punishment by God for their sinful acts. In this way, Protestantism encourages a strong and restless desire for self-improvement.

The need for self improvement, once established, reaches far beyond self-improvement in the purely moral or the religious sense. It can be seen in countless books that explain how people can be happier and more successful in life by improving everything from their vocabulary to their tennis game, or even their whole personality. Books of this type are often referred to as self-help books. They are the natural products of a culture in which people believe that “God helps those who help themselves.”

One of the most popular self – help books ever written in the United States was written by a Protestant minister, Norman Vincent Peale. As its title states, it stresses the Power of Positive Thinking. According to Peale, the key to self-improvement and success is self-confidence. Reading the bible is like doing regular daily exercises; it can improve one’s self – confidence and ensure personal success in life.

Americans buy hundreds of millions of self-help books a year, and typically, half of the New York Times best-seller list of non-fiction books are related to self-help. In addition to that, Americans attend thousands of self-help seminars and support group meeting to help them stop smoking or drinking, lose weight, be better parents, have happier relationships, and, of course, develop self-confidence.

Material Success, Hard Work, and Self-Discipline

The achievement of material success is probably the most widely respected form of self-improvement in the United States. Many scholars believe that the nation’s Protestant heritage is largely responsible for bringing this about. The idea of mixing materialism and religious may seem contradictory, religion is considered to be concerned with spiritual matters, not material possessions. How can the two mix?

Some of the early European Protestant leaders believed that people who were blessed by God might be recognized in the world by their material success. Other protestant leaders, particularly in the United States, made an even stronger connection between gaining material wealth and being blessed by God. In 1900, for example, Bishop William Lawrence proclaimed, “Godliness is in league with riches.... Material prosperity

is helping to make the national character sweeter, more joyous, more unselfish, more Christ-like.”

American Protestantism, however, has never encouraged the idea of gaining wealth without hard work and self-discipline. Many scholars believe that the emphasis of Protestantism on these two values made an important contribution to the industrial growth of the United States. The Protestant view of hard work and discipline differed from the other tradition of the Catholic Church where the most highly valued work was that performed by priests and other whose lives were given completely to the organized church. The work and self-discipline of those whose occupations were outside the church might have been considered admirable but not holy. Protestant leaders brought about a different attitude toward work, first in Europe, and later in the New World by viewing the work of all people-farmers, merchants, and laborers-as holy.

Protestants also believed that the capacity for self-discipline was a holy characteristic blessed by God. Self discipline was often defined as the willingness to save and invest one’s money rather than spend it on immediate pleasures. Protestant tradition, therefore, may played an important part in creating a good climate for the industrial growth of the United States, which depended on hard work and willingness to save and invest money. The belief in hard work and self - discipline in pursuit of material gain and other goals is often referred to as “the Protestant work ethic,” or “the Puritan work ethic”.

It is important to understand that this work ethic has had an influence far beyond the Protestant Church. Many religious groups in the United States share beliefs in what is called the Protestant work ethic. Americans, who have no attachment to a particular church, Protestant or Catholic, have still been influenced by the work ethic in their daily lives.

It is interesting to note that in the last few decades, there has been a shift both in the work ethic and in the meaning of work. Yankelovich and other researchers report that in the past, most American did not expect their work to be interesting or enjoyable. In the 1950s, for example, most people saw their jobs primarily as a source of income. Now by a margin of four to one, they expect their work to give them a sense of personal satisfaction and fulfillment, in addition to their income. Some people are also beginning to question whether working long hours to have success and material wealth is really worth the sacrifice. Perhaps less might be better.

Volunteerism and Humanitarianism

The Protestant idea of self-improvement includes more than achieving material gain through hard work and self-discipline. It includes the idea of improving oneself by helping others. Individuals, in other words, make themselves into better persons by contributing some of their time and money to charitable, educational, or religious causes that are designed to help others. The philosophy is sometimes called volunteerism, or humanitarianism.

Historically, some of the extremely wealthy Americans have made generous contributions to help others. In the early 1900s, for example, Andrew Carnegie, a famous American businessman, gave away more than 300 million dollars to help support schools and universities and to build public libraries in thousands of communities in the United States. John D. Rockefeller, another famous businessman, in explaining why he gave a large sum from his private fortune to establish a university said: “the good Lord gave me my money, so how could I withhold it from the University of Chicago?” The motive for humanitarianism and volunteerism is strong: Many Americans believe that they must devote part of their time and wealth to religious or humanitarian causes in order to be acceptable in the eyes of God and in the eyes of other Americans. Many businesses encourage their employees to do volunteer work, and individuals may get tax credits for money given to charity.

A National Religion

In the countries from which the American colonists emigrated, the dominant values of the nation were often supported by an organized national church. American Protestants made certain that no organized national church would exist in their young country.

Americans, however, have developed a number of informal practices that combine national patriotism with religion. A number of scholars have referred to these practices as the “national religion” of the United States. The main function of this nation religion is to provide support for the dominant values of the nation. Thus it does in an informal and less organized way what nationally organized churches did not for European nations in earlier times.

The informal national religion in the United States mixes patriotism with religious ideas in songs and in ceremonies that proclaim God’s blessing on America, its basic values, and its actions as a nation. The national religion can be observed on many

occasions when Americans gather together-on national holidays, at political conventions, and especially at sport events. Before a ball game, the players and fans stand up for the national anthem, and sometimes a religious leader will offer a prayer. This practice is taken so seriously that in 1996, the National Basketball Association (NBA) actually suspended a professional basketball player who refused to stand during the national anthem. The NBA stated that he could not play in games unless he agreed to follow their rule requiring players to stand in a respectful manner during the national anthem.

Patriotic songs such as “God bless America,” “America the Beautiful,” and “My country ’Tis of Thee” are as well known to most Americans as their national anthem. These songs are sung frequently on public occasions and may also be sung at Protestant worship services, expressing the idea that the United States has received God’s special blessing.

America’s Protestant heritage seems to have encouraged certain basic values that members of many diverse non – Protestant faiths find easy to accept. This has helped to unite many different religious groups in the United States without requiring any to abandon their faiths. Cultural and religious pluralism has also created a context of tolerance that further strengthens the American reality of many different religions living peacefully within a single nation.

A. Vocabulary check

Write the letter of the correct phrase next to each word

- | | |
|--------------------|---|
| 1. sin | a. people who meet to encourage each other |
| 2. denomination | b. a religious leader |
| 3. ban | c. cruelly, causing suffering |
| 4. eternal | d. only |
| 5. humanitarianism | e. most popular |
| 6. Puritan | f. love of country |
| 7. in league with | g. improving life for others |
| 8. patriotism | h. giving time to serve other without pay |
| 9. persecution | i. working with |
| 10. Pope | j a morally wrong act |
| 11. prevailing | k. an early religious group |
| 12. proclaim | l. Protestant church such as Methodist or Baptist |
| 13. solely | m. continuing forever |
| 14. volunteerism | n. make a strong statement |

15. support group o. no smoking law

B/ Comprehension Check

I/ Answer the questions

1. Is there no national church in the USA? Why?
2. What is the “wall of separation”?
3. What is the difference between Christianity and Judaism?
4. What is the difference between Roman Catholics and Protestantism?
5. Is religion very important to Americans? Why?

II/ Write (T) if the statement is true and F if the statement is false

1. Although there is cultural pluralism in the United States, there is no religious pluralism
2. The Protestant denominations (such as Methodist, Baptist, and Presbyterian) are all part of the Roman Catholic Church.
3. No single church has become the centre of religious life in the United States because the emphasis is on the individual, not a particular church.
4. Many Catholics settled in colonial America to escape religious persecution by the Protestants in Europe.
5. The Constitution of the United States separates church and state and forbid the government from ever establishing a national church.
6. Protestantism encourages a strong desire for self – improvement.
7. Some American Protestant leaders have said that people who are rich have been blessed by God.
8. The Protestant work ethic is the belief that people should share their item and their wealth to help others.
9. A majority Of Americans now considered themselves part of the religious, political conservative movement.
10. The national religion of the United States is the mixture of religion and patriotism that expresses the belief that God has blessed America and its values.

III/ Cloze summary paragraph: this paragraph summarizes the unit. Fill in each blank with any word that makes sense.

Although there are many (1)_____ Christian churches in the United States, the majority of churches are (2)_____ denominations. European (3) _____

separated from the Catholic (4) _____ in the 1500s because of differences in (5) _____. In the 1600s most of the (6)_____ settlers who came to (7)_____ were Protestants, and Protestantism had the dominant religious influence. However, there are no (8) _____ in the Protestant church, (9)_____ are alone before God, and there is a strong emphasis on the need for (10)_____. Americans may improve themselves by (11)_____ material success through hard (12)_____ and self – discipline, and by helping (13)_____. The American (14) _____ forbids government support for a national church, but Americans do mix religion and (15)_____ in a form of (16)_____ religion. Its main function is to provide (17) _____ for the dominant values and Proclaim (18)_____ blessing on American and its basic (19)_____. Today the United States has religious pluralism and (20) _____ of the religions of the world are practiced there.

Songs Recommended

- “God bless America”
- “America the Beautiful”
- “My country ’Tis of Thee”

Unit 10: HOLIDAYS

Chapter Nineteen: Americans Celebrate!

Types of American Holidays

Americans love holidays and celebrate a variety of days all through the year. They observe federal holidays, which give them a day off from school or work, and other celebration days without a day off.

The government of the US has declared ten federal holidays. On these holidays, all federal government offices, banks, and offices are closed. Since the American states have their own governments, each state has the right to decide which of the federal holidays it will celebrate. Private businesses also decide which of these federal holidays their employees will observe with a free day. As it happens, most states and businesses observe at least nine days off from school or work every year.

There are several types of federal holidays. Some are patriotic holidays, which remember important events in the history of the US. For instance, Thanksgiving is a day to remember the very beginnings of the country and the first people that came and settled in America. Another holiday, Independence Day, celebrates the American colonies' Declaration of Independence from England and the birth of the US. Veterans Day and Memorial Day honor Americans who have fought and died in wars.

Other federal holidays are patriotic in a different way. They remember important people in the country's history. For example, Columbus Day honors Christopher Columbus, the Italian explorer financed by Spain who opened America to European exploration. Two presidents, George Washington and Abraham Lincoln, are honored in the month of their birth on Presidents' Day. Finally, Martin Luther King, Jr., Day honors a famous African American civil rights leader.

Some federal holidays are special days that are also celebrated in other countries, but perhaps in different ways and at different times of the year. New Year's Day is one of these special days. Labor Day, a holiday which honors all working people, is another.

Most religious holidays are not federal holidays because the American constitution separates the government from the church. However, there is one religious holiday that is also a federal holiday, and that is Christmas.

There are also many special days of celebration in the US that are not observed with vacation from school or work. These days are celebrated with their own special traditions, either by all Americans or by specific ethnic or religious groups. Some different types of these celebration days are religious holidays and ethnic holidays.

Religious holidays are celebrated by Americans of different religious backgrounds. For example, Easter is a day celebrated by Christians, and Hanukkah and Passover are examples of Jewish holidays.

Ethnic holidays are celebrated with special traditions brought to this country by the many immigrants who came to the US from all over the world. For example, St. Patrick's Day is a holiday that celebrates the Irish background of many Americans.

Americans also have a number of special celebrations just for fun, friends, and family, such as Halloween, a special day on which children dress up in costumes and eat lots of candy. April Fools' Day is celebrated by playing little jokes on friends. There are also holidays to honor parents, such as Mother's Day and Father's Day, and a holiday just for lovers, Valentine's Day.

As time goes on, other days become part of the American holiday tradition. One example of this is Earth Day, a special day in April that honor nature. This day is observed by more and more Americans each year who are interested in protecting the earth.

Federal Holidays

New Year's Day	January 1
Martin Luther King Day	third Monday in January
Presidents' Day	third Monday in February
Memorial Day	last Monday in May
Independence Day	July 4
Labor Day	first Monday in September
Columbus Day	second Monday in October
Veterans' Day	second Monday in November
Thanksgiving Day	fourth Thursday in November
Christmas Day	December 25

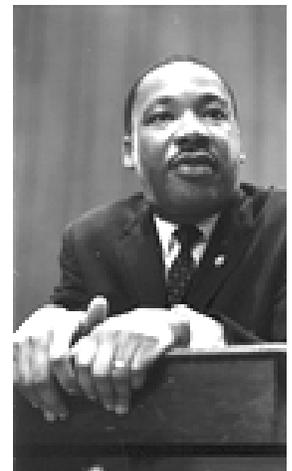
In 1971, the dates of many federal holidays were officially moved to the nearest Monday by then-President Richard Nixon. There are four holidays which are not necessarily celebrated on Mondays: Thanksgiving Day, New Year's Day, Independence Day and Christmas Day. When New Year's Day, Independence Day, or Christmas Day falls on a Sunday, the next day is also a holiday. When one of these holidays falls on a Saturday, the previous day is also a holiday. Federal government offices, including the post office, are always closed on all federal holidays. Schools and businesses close on major holidays like Independence Day and Christmas Day but may not always be closed, for example, on Presidents' Day or Veterans' Day.

Federal holidays are observed according to the legislation of individual states. The dates of these holidays, and others, are decided upon by each state government, not by the federal (national) government. Each state can agree on the same date that the President has proclaimed, such as Thanksgiving Day. State legislation can also change the date of a holiday for its own special commemoration. Cities and towns can decide not to celebrate a federal legal holiday at all. However, the majority of the states (and the cities and towns within them) usually choose the date or day celebrated by the rest of the nation. There are other "legal" or "public" holidays which are observed at the state or local level. The closing of local government offices and businesses will vary. Whether citizens have the day off from work or not depends on local decisions.

Martin Luther King's Day

Martin Luther King was the most important voice of the American civil rights movement, which worked for equal rights for all. Preaching nonviolence, the Reverend Dr. Martin Luther King, Jr. spoke and campaigned tirelessly to rid the United States of traditions and laws that forced on black Americans the status of second-class citizens.

Because of his great work, in 1964 King received the Nobel Peace Prize—the youngest person ever to receive this high honor. King was also a Baptist minister. The world was shocked when Dr. King was assassinated in 1968 in Memphis, Tennessee, when he was just 39 years old. Ever since, special memorial services have marked his birthday on January 15. By vote of Congress, the third Monday of every January, beginning in 1986, is now a federal holiday in Dr. King's honor.



Presidents' Day

Until the mid-1970s, the February 22 birthday of George Washington, hero of the Revolutionary War and first president of the United States, was a national holiday. In addition, the February 12 birthday of Abraham Lincoln, the president during the Civil War (1861-1865), was a holiday in most states.



In the 1970s, Congress declared that in order to honor all past presidents of the United States, a single holiday, to be called Presidents' Day, would be observed on the third Monday in February. In many states, however, the holiday continues to be known as George Washington's birthday.

The Memorial Day

This holiday, on the fourth Monday of every May, is a day on which Americans honor the fallen soldiers. Originally a day on which flags and flowers were placed on graves of soldiers who died in the American Civil War, it has become a day on which the dead of all wars are remembered the same way.



In 1971, along with other holidays, President Richard Nixon declared Memorial Day a federal holiday on the last Monday in May. Cities all around the United States hold their own ceremonies on the last Monday in May to pay respect to the men and women who have died in wars or in the service of their country. In many communities, special ceremonies are held in cemeteries or at monuments for the war dead by veterans of military services. Some hold parades and others hold memorial services or special programs in churches, schools or other public meeting places.

On Memorial Day, the President or Vice President of the United States gives a speech and lays a wreath on the tombs. Members of the armed forces shoot a rifle salute in the air. Veterans and families come to lay their own wreaths and say prayers. It is a day

of reflection. However, to many Americans the day also signals the beginning of summer with a three-day weekend to spend at the beach, in the mountains or at home relaxing.

Independence Day

Independence Day is regarded as the birthday of the United States as a free and independent nation. Most Americans simply call it the "Fourth of July," on which date it always falls.

The holiday recalls the signing of the Declaration of Independence on July 4, 1776. At that time, the people of the 13 British colonies located along the eastern coast of what is now the United States were involved in a war

over what they considered unjust treatment by the king and parliament in Britain. The war began in 1775. As the war continued, the colonists realized that they were fighting not just for better treatment; they were fighting for freedom from England's rule. The Declaration of Independence, signed by leaders from the colonies, stated this clearly, and for the first time in an official document the colonies were referred to as the United States of America.

It is a day of picnics and patriotic parades, a night of concerts and fireworks. The flying of the American flag (which also occurs on Memorial Day and other holidays) is widespread. On July 4, 1976, the 200th anniversary of the Declaration of Independence was marked by grand festivals across the nation.

Independence Day 2001 commemorated the 225th anniversary of the signing of the U.S. Declaration of Independence.

Labor Day

This holiday, which always is observed on the first Monday of September has been a federal holiday since 1894, but was observed in some places before that day as a result of a campaign by an early organization of workers called the Knights of Labor. Its purpose is to honor the nation's working people. In many cities the day is marked by parades of working people representing the labor unions.



The celebration of Labor Day was first suggested by Peter J. McGuire, founder of the United Brotherhood of Carpenters. It was initiated in the U.S. in 1882 by the Knights of Labor, who held a large parade in New York City. In 1884 the group held a parade on the first Monday of September and passed a resolution to hold all future parades on that day and to designate the day as Labor Day. In March 1887, the first state law to declare the day a legal holiday was passed in Colorado, followed by New York, Massachusetts, and New Jersey. In 1894 the U.S. Congress made the day a legal holiday. Parades, and speeches by labor leaders and political figures, mark Labor Day celebrations.

Most Americans consider Labor Day the end of the summer, and the beaches and other popular resort areas are packed with people enjoying one last three-day weekend. For many students it marks the opening of the school year.

Columbus Day

This day commemorates Italian navigator Christopher Columbus' landing in the New World on October 12, 1492. Most nations of the Americas observe this holiday on October 12, but in the United States, annual observances take place on the second Monday in October. The major celebration of the day takes place in New York City, which holds a huge parade each year.

The first recorded celebration of Columbus Day in the United States took place on October 12, 1792. Organized by The Society of St. Tammany, also known as the Columbian Order, it commemorated the 300th anniversary of Columbus's landing.



The 400th anniversary of the event, however, inspired the first official Columbus Day holiday in the United States. In 1892, President Benjamin Harrison issued a proclamation urging Americans to mark the day. The public responded enthusiastically, organizing school programs, plays, and community festivities across the country. Columbus and the Discovery of America, Imre Kiralfy's "grand dramatic, operatic, and ballet spectacle," is among the more elaborate tributes created for this commemoration. The World's Columbian Exposition, by far the most ambitious event planned for the celebration, opened in Chicago the summer of 1893.

Veteran Day

Originally called Armistice Day, this holiday was established to honor Americans who had served in World War I. It falls on November 11, the day when that war ended in 1918, but it now honors veterans of all wars in which the United States has fought.

Veterans' organizations hold parades or other special ceremonies, and the president customarily places a wreath on the Tomb of the Unknowns at Arlington National Cemetery, across the Potomac River from Washington, D.C.



Armistice Day was primarily a day set aside to honor veterans of World War I, but in 1954, after World War II had required the greatest mobilization of soldiers, sailors, marines and airmen in the Nation's history; after American forces had fought aggression in Korea, the 83rd Congress, at the urging of the veterans service organizations, amended the Act of 1938 by striking out the word "Armistice" and inserting in lieu thereof the word "Veterans. " With the approval of this legislation (Public Law 380) on June 1, 1954, November 11th became a day to honor American veterans of all wars. Later that same year, on October 8th, President Dwight D. Eisenhower issued the first "Veterans Day Proclamation".

Thanksgiving Day

Thanksgiving Day is the fourth Thursday in November, but many Americans take a day of vacation on the following Friday to make a four-day weekend, during which they may travel long distances to visit family and friends.

The holiday dates back to 1621, the year after the Puritans arrived in Massachusetts, determined to practice their dissenting religion without interference. After a rough winter, in which about half of them died, they turned for help to neighboring Indians, who taught them how to plant corn and other crops. The next fall's bountiful harvest inspired the Pilgrims to give thanks by holding a feast.



The Thanksgiving feast became a national tradition -- not only because so many other Americans have found prosperity but also because the Pilgrims' sacrifices for their freedom still captivate the imagination.

To this day, Thanksgiving dinner almost always includes some of the foods served at the first feast: roast turkey, cranberry sauce, potatoes, and pumpkin pie. Before the meal begins, families or friends usually pause to give thanks for their blessings, including the joy of being united for the occasion Christmas Day

Christmas Day

Christmas is a most important religious holy day for Christians, who attend special church services to celebrate the birth of Jesus of Nazareth. Since most Americans are Christian, the day is one on which most businesses are closed and the greatest possible number of workers; including government employees, have the day off. Many places even close early on the day before.

Naturally Christians observe Christmas according to the traditions of their particular church. Besides the strictly religious traditions, however, other common Christmas practices are observed by people who are not religious or who are not Christian. In this way, some Christmas traditions have become American traditions.

Gift-giving is so common at Christmas time that for most stores it means a sharp increase in sales. Stores, in fact, are full of shoppers from Thanksgiving time in late November until the day before Christmas. This situation has caused many religious people to complain that the religious meaning of Christmas is being subverted, that Christmas has become "commercial." Despite the criticism, Christmas shopping is a major activity of many Americans in the month of December. Gifts are given to children, members of the family and close friends. They are given to people who have done favors to others or who work for them. Some people bake cookies or make candies or other special food treats for friends and neighbors. Many businesses give their workers a Christmas "bonus" - gifts of extra money - to show appreciation for their work. Christmas is also a time when most Americans show great generosity to other less fortunate than they. They send money to hospitals or orphanages or contribute to funds that help the poor.

Most Americans send greeting cards to their friends and family at Christmas time. Some people who are friends or relatives and live great distances from each other may not

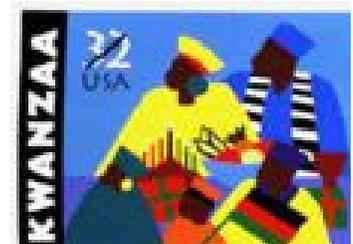
be much in contact with each other during year - but will usually exchange greeting cards and often a Christmas letter telling their family news.

The decorating of homes for Christmas is very common. Most American who observe Christmas have a Christmas tree in their homes. This may be a real evergreen tree or an artificial one. In either case, the tree is decorated and trimmed with small lights and ornaments. Other decorations such as lights and wreaths of evergreen and signs wishing a "Merry Christmas" can be found inside and outside of many homes

Ethnic and religious observances

The United States is a nation of many religions and ethnic groups. Many of these have feast days, holy days or special customs related to their religion or to their nation of origin.

People of both the Jewish and Moslem faiths, for example, observe all of their traditional holy days, with employers showing consideration by allowing them to take days off so they can observe their traditions.



Some customs which hark back to traditions of other countries lend a great deal of color to American life. The celebration of Mardi Gras - the day before the Christian season of Lent begins in late winter - is a tradition in New Orleans, a major southern city located in the state of Louisiana. The celebration, marked by a huge parade and much feasting, grew out of old French traditions, since Louisiana was once part of France's New World empire.

In various places, other ethnic groups sponsor parades or other events of great interest, adding pageantry and merriment to American life. Just a few examples:

St. Patrick's Day in the United States is a time of celebration for people of Irish descent and their friends. One of the biggest celebrations takes place in New York City, where a parade is held on the Irish patron saint's feast, March 17.

In areas where Americans of Chinese descent live, and especially in the Chinatown sections of New York City and San Francisco, California, people sponsor traditional Chinese New Year's celebrations with feasts, parades and fireworks.

African Americans have begun to observe Kwanzaa, a holiday based on the African celebration of the first harvest of the year, December 26 through January 1. Developed in 1966, by a black studies professor at California State University, Maulana Karenga, Kwanzaa celebrates the unity and development of the African community. Founded upon the "Nguzo Saba," or the seven principles of unity, self-determination, collective work and responsibility, cooperative economics, purpose, creativity and faith, Kwanzaa encourages African Americans to think about their African roots in addition to their present-day life in America. African Americans will exchange gifts as rewards for their achievements; and they will light the "Mishumaa Saba" or seven candles to remind them of the seven principles which unite them.

Halloween Day

Halloween, the last day of October, has a special significance for children, who dress in funny or ghostly costumes and knock on neighborhood doors shouting "Trick or Treat!" Pirates and princesses, ghosts and witches all hold bags open to catch the candy or other goodies that the neighbors drop in.

Since the 800's November 1st is a religious holiday known as All Saints' Day. The Mass that was said on this day was called Allhallowmas. The evening before became known as All Hallow e'en, or Halloween. Like some other American celebrations, its origins lie in both pre-Christian and Christian customs.

Today school dances and neighborhood parties called "block parties" are popular among young and old alike. More and more adults celebrate Halloween. They dress up as historical or political figures and go to masquerade parties. In larger cities, costumed children and their parents gather at shopping malls early in the evening. Stores and businesses give parties with games and treats for the children. Teenagers enjoy costume dances at their schools and the more outrageous the costume the better!

Certain pranks such as soaping car windows and tipping over garbage cans are expected. But partying and pranks are not the only things that Halloweeners enjoy doing. Some collect money to buy food and medicine for needy children around the world.

Halloween originated as a celebration connected with evil spirits. Witches flying on broomsticks with black cats, ghosts, goblins and skeletons have all evolved as symbols of Halloween. They are popular trick-or-treat costumes and decorations for greeting cards and windows. Black is one of the traditional Halloween colors, probably because Halloween festivals and traditions took place at night. In the weeks before October 31,

Americans decorate windows of houses and schools with silhouettes of witches and black cats.

Pumpkins are also a symbol of Halloween. The pumpkin is an orange-colored squash, and orange has become the other traditional Halloween color. Carving pumpkins into jack-o'-lanterns is a Halloween custom also dating back to Ireland. A legend grew up about a man named Jack who was so stingy that he was not allowed into heaven when he died, because he was a miser. He couldn't enter hell either because he had played jokes on the devil. As a result, Jack had to walk the earth with his lantern until Judgment Day. The Irish people carved scary faces out of turnips, beets or potatoes representing "Jack of the Lantern," or jack-o'-lantern. When the Irish brought their customs to the United States, they carved faces on pumpkins because in the autumn they were more plentiful than turnips. Today jack-o'-lanterns in the windows of a house on Halloween night let costumed children know that there are goodies waiting if they knock and say "Trick or Treat!"

Other celebrations

Although the United States is young compared to other countries, its culture and traditions are rich because of the contributions made by the many groups of people who have come to its shores over the past two centuries. Hundreds of regional holidays have originated from the geography, climate and history of the different parts of the country. Each state holds its own annual fair with local themes and music; and some celebrate the day on which they joined the Union and became a state.

One other day that most Americans observe, even though it is not an official holiday, is February 14, Valentine's Day, named for an early Christian martyr whose feast day was once observed on that day. On this day, Americans give special symbolic gifts to people they love. They also send special greeting cards called Valentines to such people. Most commonly, the gifts are candy or flowers.

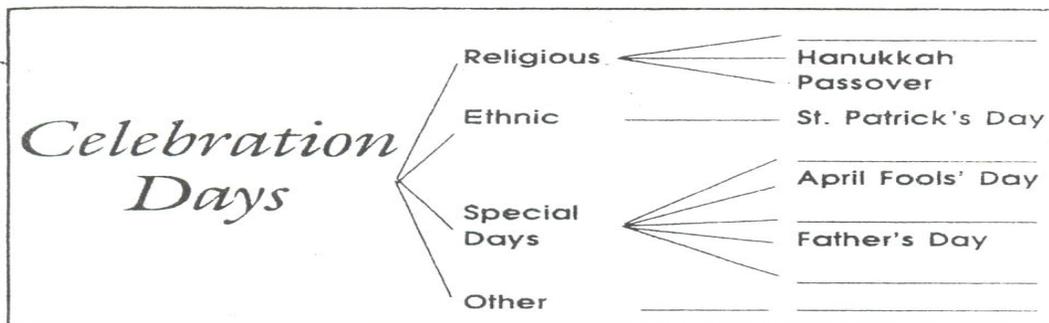
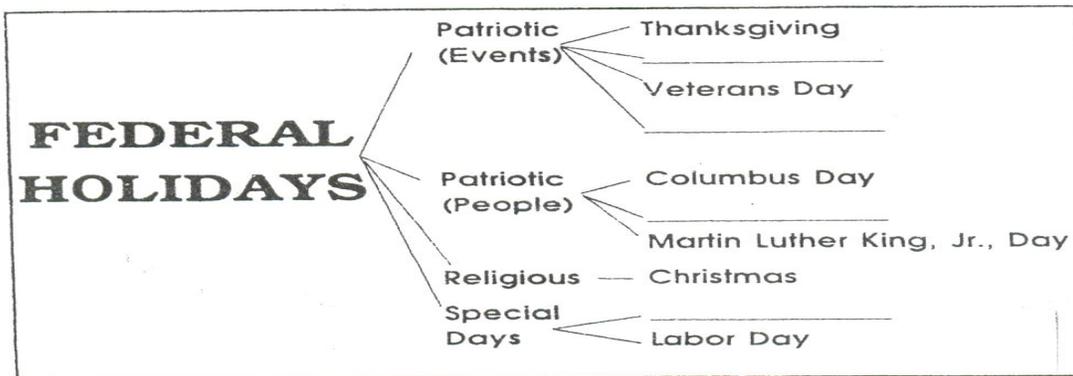
Other holidays such as "Groundhog Day" (February 2) are whimsically observed, at least in the media. The day is associated with folklore which has grown up in rural America. It is believed, by some, if the groundhog or woodchuck comes out of its hole in the ground and sees its shadow on that day it will become frightened and jump back in. This means there will be at least six more weeks of winter. If it doesn't see its shadow, it will not be afraid and spring will begin shortly.

Flag Day is observed in the United States to commemorate the adoption of the Stars and Stripes by the Continental Congress on June 14, 1777.

Most of the celebrating of New Year's Day takes place the night before, when Americans gather in homes or restaurants or other public places to enjoy good food and to wish each other a happy and prosperous year ahead. Balloons and paper streamers, fire crackers and other noisemakers are all around at midnight when the old year passes away and the New Year arrives. Thousands join the Times Square celebration in New York to count down to the New Year - a celebration that's carried live on TV networks across the U.S

Comprehension Check

I/ Complete the diagram about types of American holidays



II/ Matching: Match the celebrations with the names of the holidays.

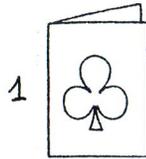
1. Green clothes are worn by Irish Americans, and parades are held in Irish American neighborhoods.
2. Eggs are dyed and hidden, and a bunny gives candy to children.
3. Gifts are exchanged around a tree.

4. Turkey is eaten as part of a large meal.
5. Cards are sent by sweethearts, and heart-shaped boxes of candy are given as gifts.
6. Jokes are played on friends and colleagues.
7. Mothers are treated to breakfast in bed and a day of rest.
8. Songs of freedom and equality are sung.
9. Fireworks are displayed.
10. Fathers are taken out to restaurants for dinner.
11. Candles are lit for eight days.
12. Workers are honored with a day off for picnics and outdoor fun.
13. Champagne is drunk at midnight on the night before this holiday.
14. Parades are held in Italian American neighborhoods.
15. Plays about the presidents' lives are shown in theaters.
16. Prayers for peace are said at a memorial in Washington, D.C.
17. Cemeteries are visited and flowers are placed on soldiers' graves.
18. Houses are decorated in orange and black, and children dress in costumes.
19. Handmade cards are given to Dad.
20. Cherry pies are eaten.
21. Red and white carnations are worn by sons and daughters.
22. Romantic cards are chosen for sweethearts.
23. New clothes are worn to church.
24. Carols are sung.
25. A candle is lit each night.
26. Cookout and picnics are held.
27. Green beer is sometimes drunk.
28. "April Fool!" is shouted after jokes.
29. Black-eyed peas are eaten in the South.
30. Football games are shown on television.
31. Pools are closed for the summer.
32. "Trick or treat!" is shouted.

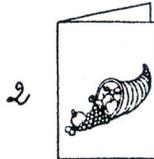
III/ Match the symbols with their names and the holidays they symbolize.

- | | |
|----------------------------------|------------------------------------|
| ___ A shamrock _____ | ___ Wrapped presents _____ |
| ___ A menorah _____ | ___ A horn of plenty _____ |
| ___ A turkey _____ | ___ An evergreen tree _____ |
| ___ Painted eggs _____ | ___ A bunny _____ |
| ___ Champagne and confetti _____ | ___ A heart-shaped candy box _____ |
| ___ A jack-o-lantern _____ | |

GREETINGS

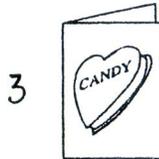


"Dear Shawn.
Wishing you the luck of the Irish. Happy St. Patrick's Day.
Your friend, Kathy."

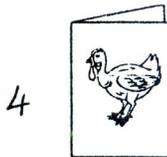


"Dear Anna,
I love you. Will you be my Valentine ?
Yours always, Eric."

"Dear Grandma and Grandpa,
Happy Thanksgiving ! We have a lot to be thankful
for this year.
Love, Ronny,"



"Dear Mrs. Gold,
We wish you a Happy Hanukkah.
Sincerely, Rob and Gloria."

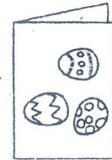


"To the Adsons,
A very Merry Christmas to you and all your family.
Yours truly, Sue and Dave Bella."

"Dear Jenny,
Watch out for those ghosts and witches tonight. Hope you
get lots of good candy. Have a Happy Halloween.
Love, Grandma."

"Hi there, Sis !
Have a fun and Happy New Year.
Drink a gloss of champagne for me !
Take care, Greg."

"Dear Mom and Dad,
I hope you have a wonderful Easter. Wish I could
be home.
Love, Lisa."



IV/ Gap - filling

1. In the United States, the word 'holiday' has the same meaning as _____.
2. If the New Year Day or Christmas day falls on Saturday, the Americans will have _____ days off work.
3. The dates and the way of celebration of the federal holiday are decided upon by _____.
4. The first President whose birthday was taken as the first national holiday honoring the U.S. president is _____.
5. The _____ were the first to celebrate the Thanks Giving Day.
6. _____ is celebrated to honor Christopher Columbus, an _____ navigator.
7. The Americans honor their fallen soldiers on _____.
8. The Americans eat _____ on Christmas Day.
9. A Witch flying on broom stick with a black cat is the symbol of _____ Day.
10. Kwanzaa is held by the _____ to celebrate the first harvest of the year.

V/ True (T) or false (F)?

1. The Presidents' Day is to honor all the presidents of the United States.
2. The Americans celebrate Thanks Giving Day to thank the Natives for their help with farming.
3. All the offices, schools and businesses close on all the federal holidays.
4. The American states don't have to celebrate federal holidays on the same dates.
5. Veterans' Day is celebrated to honor all the retired American soldiers.

Discussion: Our own holiday

Work in a group of four. You are going to create a new holiday. Decide together: What is the significance (a day to honor students, pets, foreigners...)? How will you celebrate your holiday? Complete the blanks:

1. Holiday name:
2. Date:
3. Clothes we wear:
4. Food we eat:
5. Home decorations:
6. Special activities

Funny lines

1. I sent my wife to the seashore for a holiday and what a holiday I had.
2. A holiday is a day when a man stops doing what his boss wants and starts doing what his wife wants.
3. You can always tell the host at the party. He's the one who is watching the clock.
4. Dear Santa, I want a plane, my bike fixed and my violin busted.
5. Why don't women start wearing neckties so that men can get even with them at Christmas?
6. What's your husband getting for Christmas? – Bald and fat.
7. Is your Daddy home? - No, sir. He hasn't been home since Mom caught Santa kissing the maid.
8. Is that your real face or are you still celebrating Halloween?
9. Labor Day is a day when no one does any.
10. For Valentine's Day my wife baked me a pizza in a heart shape.
11. I gave my electrician some shorts for Christmas.
12. I didn't bother to hide any Easter eggs this year. The children didn't find the ones I hid last year.
13. The only thing she gives up for Lent is her New Year's resolution.
14. For this New Year's Eve party I won't need any noise- makers. I'm taking my wife.
15. It was a Gay-90's party. The men were all gays, the women 90.

Recommended Songs

- Auld Lang Syne
- Silent Night
- Over the River and Through the Wood

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Online Resources

Scholastic Teacher, www2.scholastic.com/