



Mercan English

American Culture Course



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Lesson 1: Cultural Differences

Vocabulary

- | | |
|----------------------|-----------------------|
| 1. handshake 握手 | 13. insult 侮辱 |
| 2. masculinity 男性气概 | 14. interruptions 中断 |
| 3. wimpiness 懦弱的 | 15. interruptible 可中断 |
| 4. familiarity 熟悉 | 16. disturbed 扰动 |
| 5. attraction 吸引力 | 17. traditional 传统的 |
| 6. spelled out 讲出来 | 18. tend to be 往往是 |
| 7. dependence 依赖 | 19. tied to 系住的 |
| 8. networks 脉络 | 20. limited 有限 |
| 9. Interactions 互相作用 | 21. agricultural 农业 |
| 10. Blunt 直说 | 22. circular 循环 |
| 11. Secretive 隐秘 | 23. punctuality 守时 |
| 12. devious 狡猾奸诈的 | 24. virtue 美德 |
| | 25. indication 指示 |

Reading A

Cultural differences can cause many problems, below are a few examples of these problems.

Hand Shakes

In the US, a strong, short **handshake** shows self-confidence and (heterosexual) **masculinity**. A weak handshake by a man can be seen as a sign of homosexuality or **wimpiness**. But in most parts of Africa, a weak handshake is the correct way to do it. Furthermore, it is common in Africa for the handshake to last several minutes, while in the US a handshake that is even a few seconds too long is seen as **familiarity**, warmth and possibly sexual **attraction**.

High Context vs Low Context

- A low context culture is one in which things are fully **spelled out**. Things are made clear, and there is a lot of **dependence** on what is actually said or written. A high context culture is one where people think others share the same knowledge as themselves. In a high context culture, more responsibility is placed on the listener to keep up their knowledge base and remain in contact with informal **networks**.

Problems

- **Interactions** between high and low context peoples can cause problems.

Lesson 1: Cultural Differences

- Japanese can find Westerners to be too **blunt**. Westerners can find Japanese to be **secretive, devious** and not willing to give too much information.
- French can feel that Germans **insult** their intelligence by explaining the obvious, while Germans can feel that French managers provide no direction.

Monochronic vs Polychronic

- Monochronic cultures like to do just one thing at a time. They like everything to be in order. They do not like **interruptions**. Polychronic cultures like to do multiple things at the same time. A manager's office in a polychronic culture typically has an open door, a ringing phone and a meeting all going on at the same time.

Problems

- German businessman cannot understand why the person he is meeting is so **interruptible** by phone calls and people stopping by. Is it meant to insult him? When do they get down to business?
- Similarly, the American employee of a German company is **disturbed** by all the closed doors -- it seems cold and unfriendly.

Future vs Present vs Past Orientation

Past-oriented societies are concerned with **traditional** values and ways of doing things. They **tend to be** conservative in management and slow to change those things that are **tied to** the past. Past-oriented societies include China, Britain, Japan and most Spanish-speaking Latin American countries.

Present-oriented societies include the rest of the Spanish-speaking Latin American countries. They see the past as passed and the future as uncertain. They prefer short-term benefits.

Future-oriented societies have a great deal of optimism about the future. They think they understand it and can shape it through their actions. They view management as a matter of planning, doing and controlling (as opposed to going with the flow, letting things happen). The United States and, increasingly, Brazil, are examples of future-oriented societies.

Quantity of Time

In some cultures, time is seen as being a **limited thing** that is constantly being used up. It's like having a bathtub full of water which can never be replaced, and which is running down the drain. You have to use it as it runs down the drain or it's wasted. In other cultures, time is more plentiful, if not infinite. In old **agricultural** societies, time was often seen as **circular**, renewing itself each year.

Problems

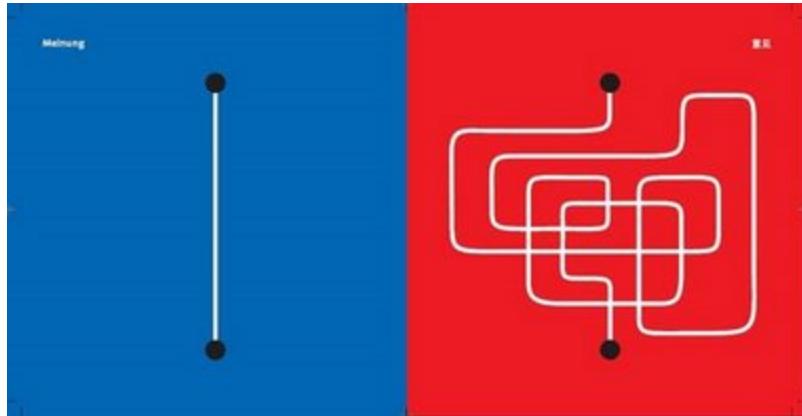
Lesson 1: Cultural Differences

- In societies where time is limited, **punctuality** becomes a **virtue**. It is insulting to waste someone's time, and the ability to do that and get away with it is an **indication** of superiority/status. Time is money. In cultures where time is plentiful, like India or Latin American, there is no problem with making people wait all day, and then tell them to come back the next day.
- Time-plentiful cultures tend to rely on trust to do business. Time-limited cultures don't have time to develop trust and so create other ways to replace trust (such as strong rule-by-law).

Comprehension Questions

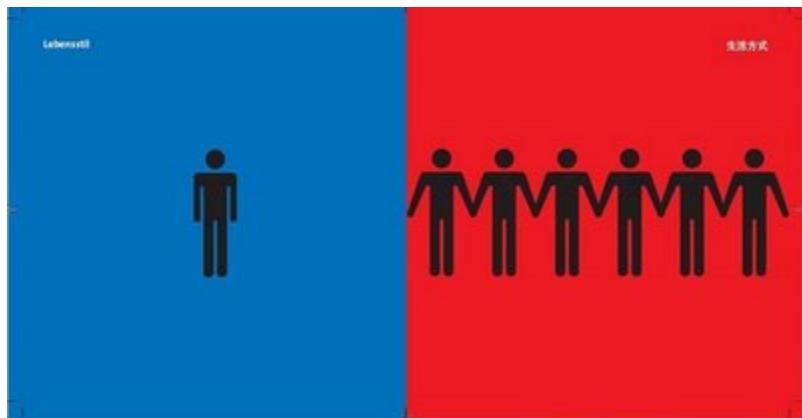
- 1.** Which of the following countries would be considered high context?
 - a. Germany
 - b. France
 - c. America
 - d. England
- 2.** In Chile my friend's use to tell me to meet 8:00, I knew that this really meant 9:00 because they were never on time. This is an example of what type of culture difference?
 - a. Monochronic vs. polychronic
 - b. Future Vs. Present Vs. Past Orientation
 - c. Quantity of Time
 - d. High Context Vs. Low Context
- 3.** My boss became frustrated with me because I answered my cell phone during our meeting as well as took notes about the days to come. This is an example of what type of culture difference?
 - a. High context vs. Low context
 - b. Future Vs. Present Vs. Past Orientation
 - c. Quantity of Time
 - d. Monochronic vs. Polychronic
- 4.** What would happen if you shook an American's hand for too long?
 - a. He/she will think you are very respectful.
 - b. He/she will think you are wimpy.
 - c. You are attracted to him/her.
 - d. You are trying to hurt him/her.
- 5.** Which country is NOT a past-oriented country?
 - a. Brazil
 - b. England
 - c. China
 - d. Japan

Lesson 1: Cultural Differences



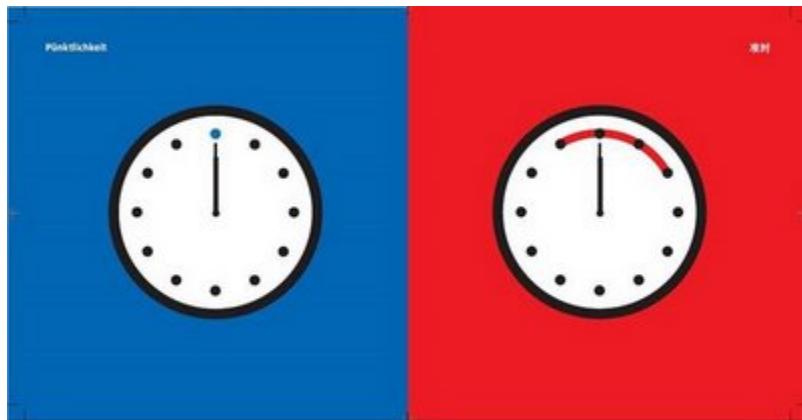
- A. What does this say about the differences between E and W when telling the “truth”?
- B. Do you agree or disagree?
- C. Have you ever encountered this in your life?
- D. If so, explain.

1. Telling the truth



- A. What does this image say about the differences between E and W way of life?
- B. Do you agree or disagree?
- C. Have you ever encountered this in your life?
- D. If so, explain.

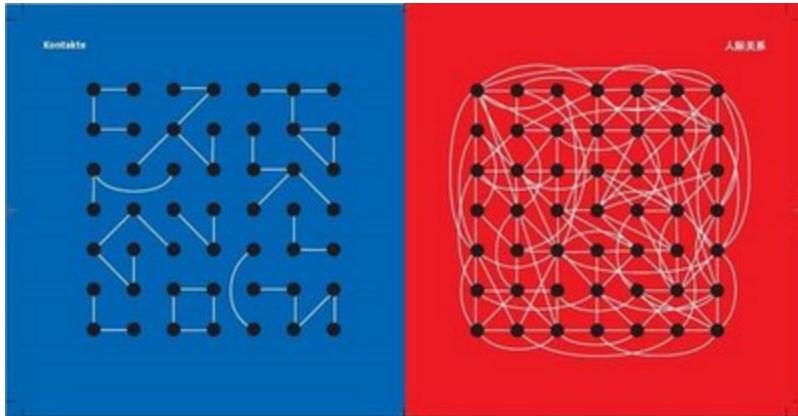
2. Way of life



- A. What does this image depict?
- B. Do you agree or disagree?
- C. Have you ever encountered this in your life?
- D. If so, explain.

3. Punctuality

Lesson 1: Cultural Differences



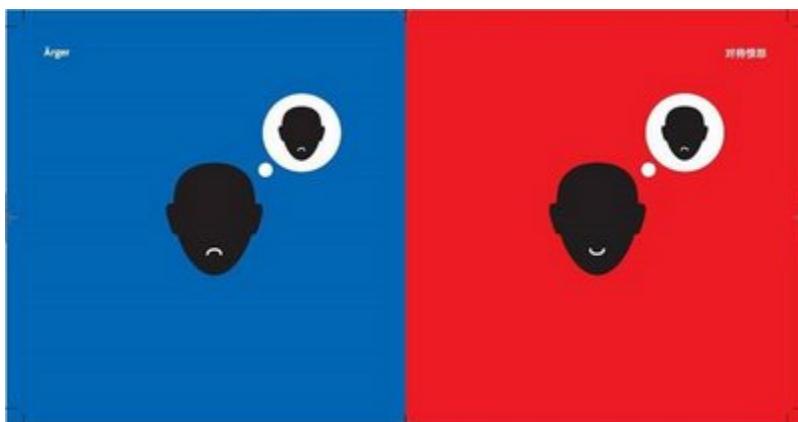
A. How do the contacts in W differ from the contacts in E?

B. Which do you think is better? Why?

C. Why do you think this difference exists?

D. Have you encountered this in your own life?

4. Connections and contacts



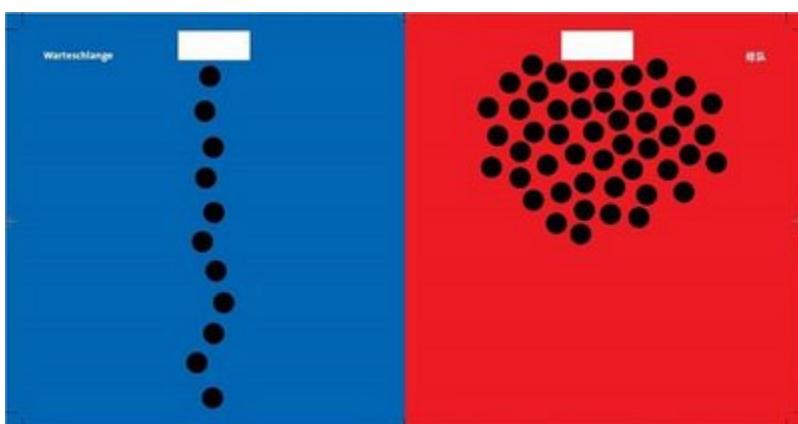
A. What does this image say about emotional expression?

B. Do you agree or disagree?

C. Have you ever encountered this in your life?

D. If so, explain.

5. Expression of anger



A. What does this image say about people standing in line?

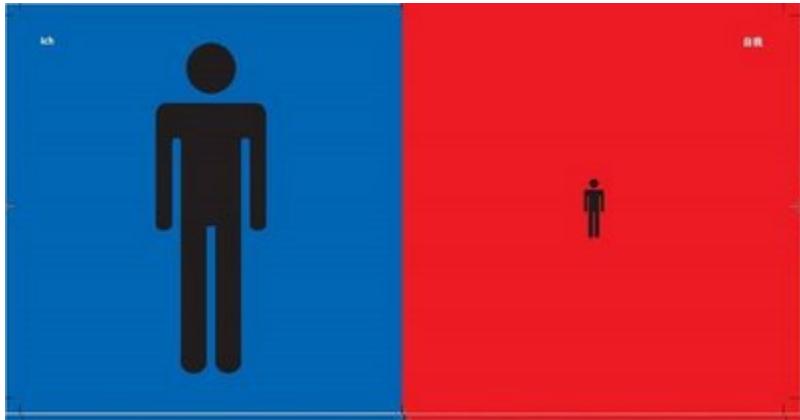
B. Why do you think this difference exists?

C. Have you ever encountered this in your life?

D. What are the advantages of standing in line? Disadvantages?

6. Standing in line

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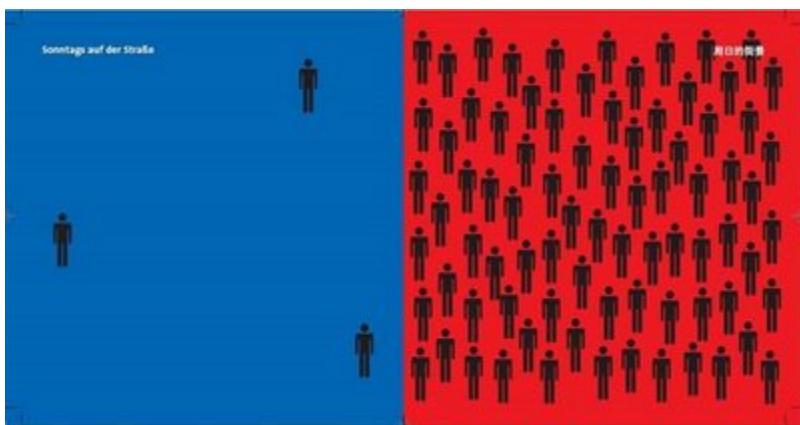
A. What does this image say about the differences between E and W's view of self?

B. Do you think it is true for all Asians? Westerners? Explain.

C. What are the advantages of having a small ego? Large ego?

D.

7. View of self (individual's ego)

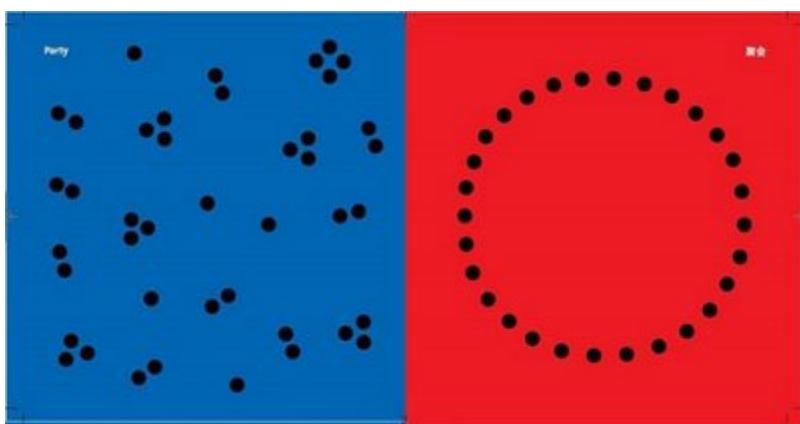


A. What does this image say about Sundays on the street?

B. Is this true in your experience?

C. Why do you think many W countries have fewer people on the streets on Sunday?

8. Weekend street scene



A. What does this image say about social interactions at parties?

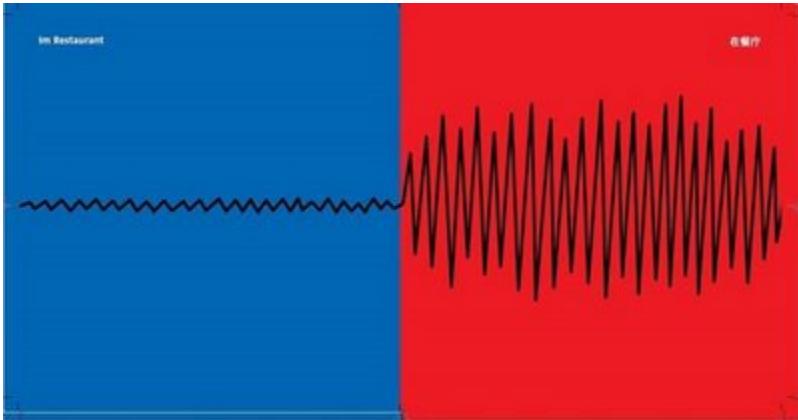
B. Do you agree or disagree?

C. Have you ever encountered this in your life?

D. If so, explain.

9. At a party

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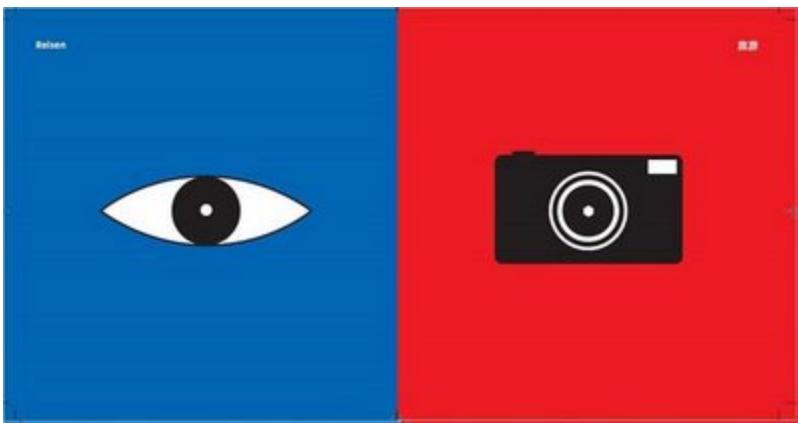
A. What does this image say about noise level in a restaurant?

B. Have you ever encountered this in your life?

C. If so, explain

D. Why do you think the noise level is different in E and W restaurants?

10. Noise level in restaurant



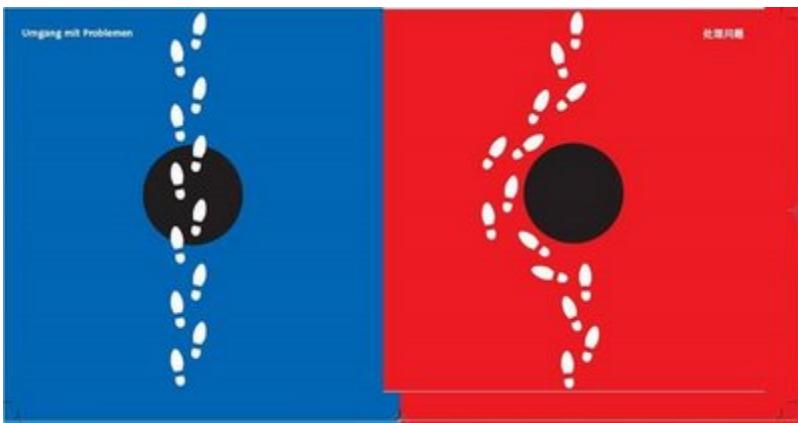
A. What does this image say about the differences between E and W when travelling?

B. Do you agree or disagree?

C. Have you ever encountered this in your life?

D. If so, explain.

11. Traveling and recording memories



A. What does this image say about E and W's approach to solving problems?

B. Do you agree or disagree?

C. Have you ever encountered this in your life?

D. If so, explain.

12. Problem solving approach

Lesson 1: Cultural Differences



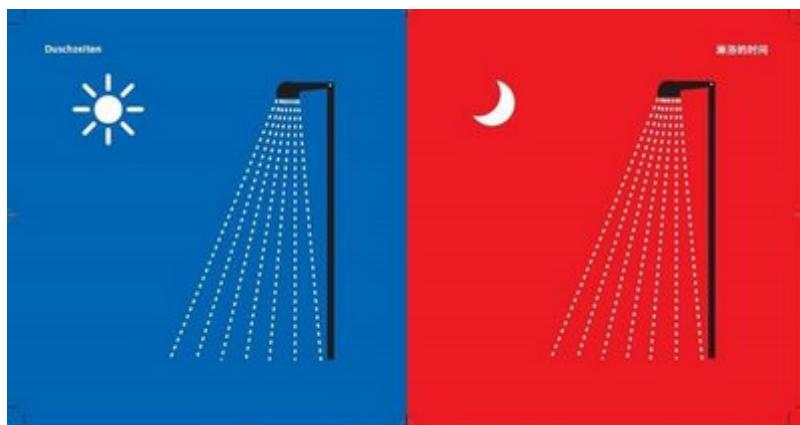
A. What does this image say about the differences between the life of the elderly in E and W?

B. Do you agree or disagree?

C. Why do you think it is this way?

D. If you could use any of the pictures above to explain this situation, which would you choose?

13. Life of the elderly



A. What does this image say about the times of day when people take showers?

B. Why do you think this is so?

C. Do you shower during the day or at night?

D. Explain your choice

14. Shower time



A. What does this image say about E and W attitudes towards the weather?

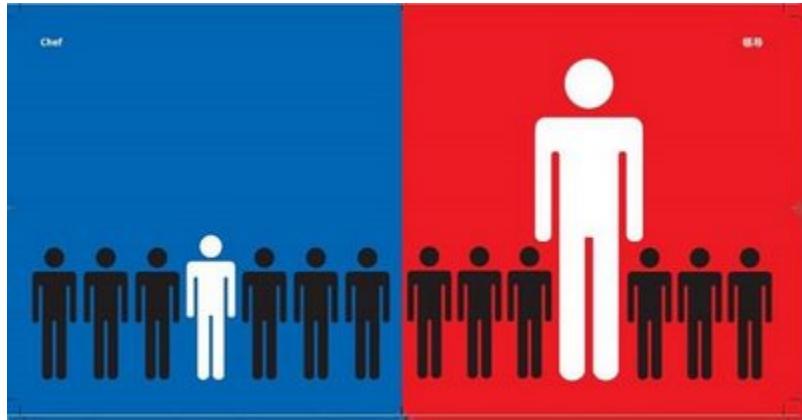
B. Do you agree?

C. If so, explain why

D. Is there any other information you learned in this lesson that could explain this phenomenon?

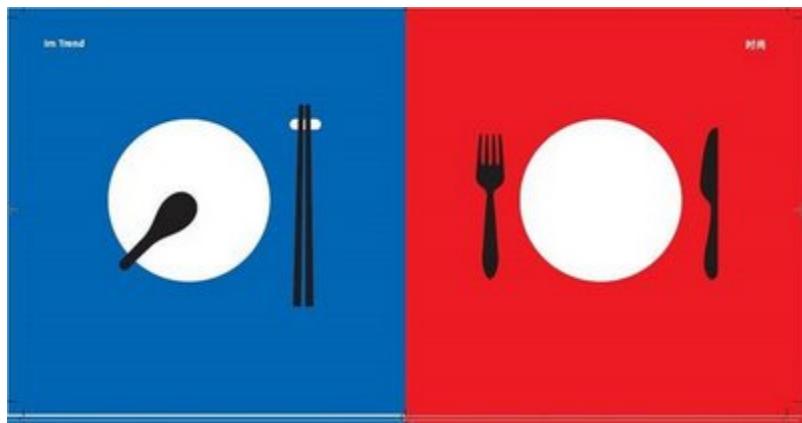
15. Attitude towards the weather

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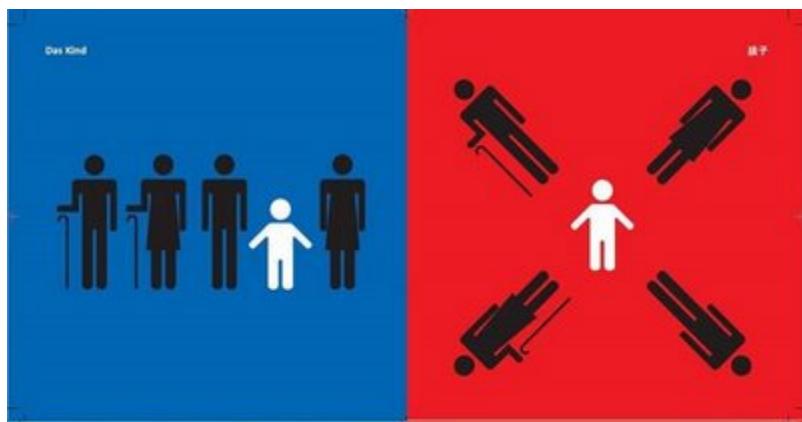
- A. What does this image say about the view of the boss in E and W?
- B. Have you ever encountered this in your life?
- C. If so, explain
- D. Why do you think this difference exists?

16. View of the boss



- A. What does this image say about the differences between what's trendy in E and W?
- B. What does trendy mean?
- C. Explain why you think this situation occurs?
- D. Do you think this is a question of culture or sophistication?

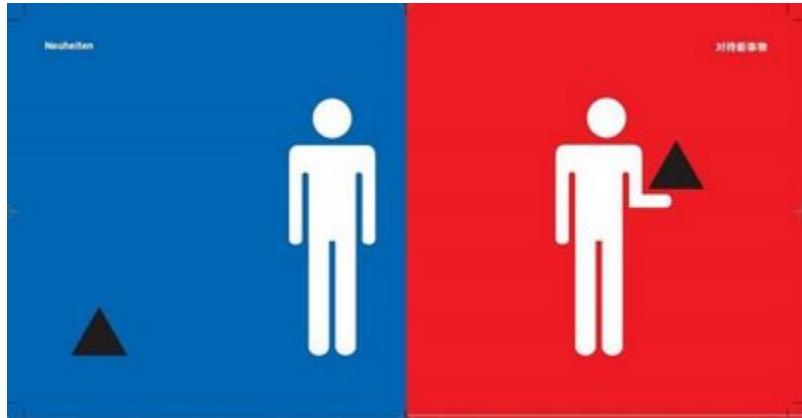
17. What's trendy



- A. What does this image say about the role of the child in the family?
- B. Have you ever encountered this in your life?
- C. If so, explain
- D. Why do you think the child holds such a strong position in the Chinese family?

18. Children

Lesson 1: Cultural Differences



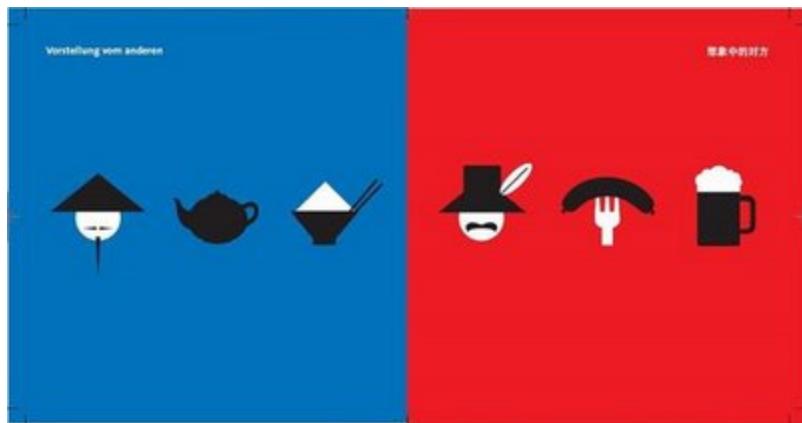
A. What does this image say about the way E and W reacts to something new?

B. Do you agree or disagree?

C. Explain your reasoning

D. If you agree, why do you think this happens?

19. Something new



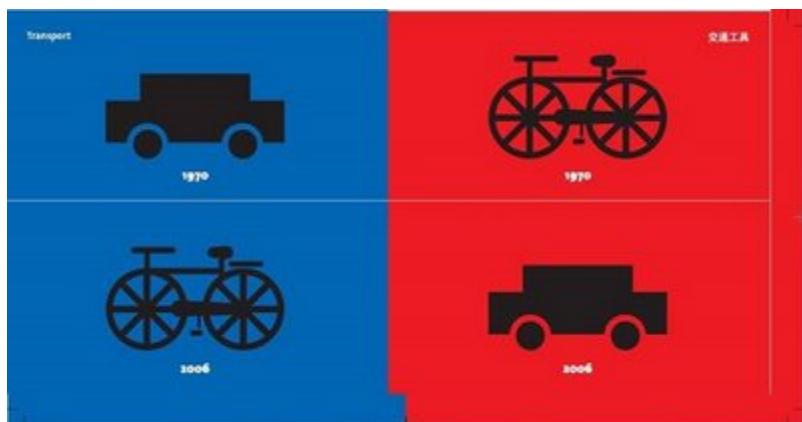
A. What does this image say about stereotypes and cross cultural perceptions?

B. Have you stereotyped people or been stereotyped by others?

C. If so, explain

D.

20. Perception of each other



A. What does this image say about the evolution of transportation in E and W over the last 30 years?

B. Do you agree or disagree?

C. Give reasons

D. Is having a car a symbol of status in China? The West?

21. The evolution of transportation over 30 years

Lesson 1: Cultural Differences

Additional Culture Questions

- 1) What are some things that define a culture? For example, music, language, ...
- 2) What do you think is interesting about your culture?
- 3) When people from other countries think about your culture, what do they usually think of?
- 4) What has surprised you when you've met people from other countries?
- 5) What do you like about your culture? What don't you like about your culture?
- 6) How do young people in your culture behave differently from older people?
- 7) Have you ever felt confused by the actions of someone from another culture?
- 8) How are your language teachers who are not from your country different from your other teachers?
- 9) Why do you think culture is important?
- 10) Would you ever consider marrying or dating someone from another culture?
- 11) What is considered rude in your culture? Polite?
- 12) If a group of people just came to your country from overseas, what advice would you give them?
- 13) What do you think is important when visiting another culture?
- 14) Do you think "when in Rome, do as the Romans do" is always good advice? Why or why not?
 - a) Have you ever been in a situation where you felt you had to "do as the Romans do"?
- 15) What is culture shock?
 - a) Have you ever experienced culture shock?
 - b) What is reverse, or re-entry, culture shock?

Writing Assignment (choose one)

1. Choose one of the comparisons made above that you disagree with. Write one page about why you disagree. Be sure to give examples.
2. Write one page about how you have experienced one or two of the above examples.

Lesson 2: Etiquette and Manners

Vocabulary

- | | |
|-----------------------------|-----------------------------------|
| 1. adamant 坚定 | 15. interact 互动 |
| 2. proper 适当 | 16. pockets 口袋 |
| 3. manners 来讲礼貌 | 17. second guessing 又一次的怀疑 |
| 4. disobedient 悖逆 | 18. smart-aleck –ask your teacher |
| 5. lacks 缺乏 | 19. presentable 像样的 |
| 6. methods 办法, 方法 | 20. engrained – ask your teacher |
| 7. behave 行为 | 21. discipline 纪律 |
| 8. aware 知道 | 22. punish 惩罚 |
| 9. chew 咀嚼 | 23. refusing 拒绝 |
| 10. slurp –ask your teacher | 24. exist 存在 |
| 11. reflex 反射 | 25. spanking 打屁股 |
| 12. whacked 重击 | 26. coexist 共存 |
| 13. reminded 被提醒 | 27. society 社会 |
| 14. stern 严格 | 28. deserve 应受 |

Reading A

A Story about Manners

When I was a child my father was very **adamant** about teaching me **proper manners**. For most American parents there is nothing more embarrassing than having a child who is **disobedient** and **lacks** proper manners. Even though parents choose use different **methods** to teach their children manners, the overall message is usually the same. Children should know how to sit at the dinner table, how to **behave** in front guests, and how to act in public.

I remember sitting at the dinner table as a child very **aware** of right and wrong. My father had taught me well—never **chew** with your mouth open, never **slurp** your food, and never reach across the table. I had no problem with these rules, but there was always one that gave me trouble—keeping my elbows off the table. Every time I would put my elbows on the table, my dad immediately, as if a **reflex**, **whacked** the side of my elbow with the knife. It was painful. Each time the **prick** of that knife **reminded** me to get my elbows of the table; I wanted to say something to him. However, I knew that if I even looked at him wrong, much less talked back; it would be a long night for me and my behind. I quickly learned how to simply smile and take my elbows off the table.

My father was also **stern** about teaching me how to **interact** with others, even strangers. He coached me on how to give a firm, respectable handshake and how to look directly at other's

Lesson 2: Etiquette and Manners

eyes when I talked to them. My father always said that people who don't look others in the eyes have something to hide. He also told me to never put my hands in my **pockets** when talking to others, though I was never really sure why. Nonetheless, I knew better than **second guessing** my father. I knew the consequences of being a **smart-aleck**.

As to being in public spaces, I had to make sure my clothes were **presentable** and orderly. I was taught the difference between an inside voice and an outside voice and how to keep my voice down at a respectable level when speaking as not to bother others. He also taught me how to be a true gentleman—letting others go before me and holding the door for women and my elders. This gentleman's code is deeply **engrained** in me and even to this day I feel strange about entering a door before others. In the west, we use the phrase "ladies first", this pretty much sums it up.

Today, the way that people **discipline** and teach their children manners is changing rapidly. There are many reasons for these changes. Perhaps the one parent household is one of the causes. However, it blows my mind when I see parents **refusing** to **punish** their kids when they don't behave properly in public. I guess it's that little boy still inside of me, that little boy who got whacked every time his elbows were on the table, that's telling me that this is a big mistake. Today I now know that the pain I experienced as a young child who lacked certain manners that my father thought were necessary to **exist** in the real world has saved me more pain and embarrassment as an adult in the real world. Although it's taken me years to realize it, I'm very thankful for each **spanking** I received because each spanking taught me a new set of rules and manners that have allowed me to **coexist** better in **society** and treat not only myself, but others as well, with the respect they **deserve**.

Vocabulary List 2 (discuss words with your teacher)

- | | | |
|--------------------|----------------------------|----------------------|
| 1. Chicken wings | 9. Sneezing | 16. Blowing nose |
| 2. Cigarette butts | 10. Addressing | 17. Public |
| 3. Spitting | 11. Pouring | 18. Picking nose |
| 4. Bone | 12. In-class
assignment | 19. Elderly |
| 5. Bill | 13. Permission | 20. Pregnant |
| 6. Server | 14. Cutting | 21. Disabled |
| 7. Grace | 15. Greeting | 22. Stare |
| 8. Tip | | 23. Service rendered |

Lesson 2: Etiquette and Manners

Discussion

Discuss with your teacher whether you think the items in the following list are considered appropriate or inappropriate in both America and China. Also discuss whether you think this is an Eastern (Chinese) or Western (American) characteristic. Remember, there is no right or wrong answer.

In restaurants

1. Talking loudly in a restaurant.
2. Men and women sitting at different tables in a restaurant or when eating.
3. Making noises when eating.
4. Using your hands to eat food, such as meat and fruit.
5. Throwing cigarette butts on the floor of a restaurant.
6. Spitting food, such as small bones, on the table.
7. Sharing the bill at a restaurant.
8. Yelling “waiter” or “waitress” to get the servers attention.
9. Saying grace at the beginning of a meal.
10. Pouring drink for people older or more important than you
11. Sneezing with your hand over your mouth.
12. Addressing servers by their first name.
13. Leaving a tip for good service.
14. Pouring someone else’s drink for them.
15. Taking food from another person’s plate.
16. Thanking the server for serving you.
17. Holding a bowl to your mouth while eating.
18. Cleaning your teeth while at the table.

In the classroom

1. Not participating in class discussions.
2. Calling the teacher by his/her first name.
3. Calling the teacher “teacher”.
4. Standing when the teacher walks into class.
5. Greeting the teacher when he/she walks into the classroom.
6. Copying off of a classmate’s exam.
7. Classmates working together to complete in-class assignments.
8. Eating in the classroom.
9. Going to the bathroom without permission.
10. Speaking to the teacher without first raising your hand.

Lesson 2: Etiquette and Manners

General

1. Cutting someone in line.
2. Greeting people or starting conversation with someone you don't know.
3. Blowing your nose in public.
4. Allowing body contact in public spaces.
5. Kissing in public
6. Saying God bless you when people sneeze.
7. Covering your mouth when you sneeze.
8. Blowing your nose in public.
9. Picking your nose in public.
10. Helping strangers in need.
11. Giving your seat to the elderly, pregnant, disabled, or children.
12. Staring at people you don't know.
13. Saying please and thank you to people you don't know.
14. Spitting on the ground.
15. Shaking hands.
16. Saying "thank you" for a service rendered.
17. Making eye contact with the speaker.
18. Looking at the ground when greeting someone.
19. Using only one hand to give a gift to someone.
20. Throwing trash on the streets.

Discussion

1. Why do you think different cultures have different notions of manners and etiquette?
2. What are some of the major differences between Chinese and Americans when eating at a restaurant?
3. Do you have any dinner habits that would be considered rude in America? Which ones?
4. Have your parents ever told you that you had bad Chinese table manners?
5. Have your parents ever told you that you hold your chopsticks or spoon the wrong way?
6. Do you think improper use of silverware at the dinner table is a big deal?
7. Is splitting the bill considered impolite in China? Why or why not?
8. What would happen if you were caught cheating on an exam by your teacher in China?
 - a. What do you think would happen in America?
9. If you were in class in America and your classmates were having a discussion, would you participate in it?
10. Why do westerners like lines so much?
 - a. If someone cuts you in a line, what do you do?
11. What are some other types of western manners that you have studied before?
12. Do you know of any manners that are important to Chinese but that foreigners don't understand or practice?

Lesson 2: Etiquette and Manners

13. What do you think is the most important custom or manner in China?
 - At the table?
 - In Public?
 - In the classroom?
14. How do you feel when you encounter people with bad manners? Do you ever want to tell them something about it?
15. If you were with a friend who had bad manners, would you confront him/her about it?
16. Americans do not like people in their personal space (about 50 centimeters). Yet, in China, the idea of personal space doesn't seem to exist. Give two reasons why Americans enjoy and cherish their personal space and two reasons why Chinese don't seem to have this concept.
17. Do you think it is strange to help a stranger? What would you do if you encountered a stranger who was hurt in a car or bike accident? Would you call the police? Keep walking? Stand and watch? Offer your services? Why?
18. What is the Good Samaritan Law? Do you think China should adopt this law?

Writing Assignment (choose one)

1. Write one page comparing and contrasting one custom that is different from your own country's custom.
2. Write one page about a custom that you wish you could change. Be sure to give examples of why you want to change it and how changing this custom would affect your society.

Lesson 3: Relationships in the U.S.

Vocabulary

Parent-Child relations

1. Advice 建议
2. Force 推动, 强迫
3. make sense 很有道理的
4. encourage 鼓励
5. debate 辩论
6. ridiculous 荒谬的
7. logic 逻辑
8. convince 说服
9. “live under one’s roof” – ask teacher
10. financially independent 经济独立
11. interference 干扰
12. embarrassing 尴尬, 不好意思
13. disappointing 令人失望的
14. approve 批准
15. can’t imagine something 无法想象的东西

Reading A: Parent / Child relationships (Cultural differences)

There are many differences in the relationship between children and their parents in Western and Eastern cultures.

In my opinion, I'd say that generally speaking the western style of parenting is like this:

A parent's dream is that their child will grow up to be independent, healthy, and happy. Some parents have dreams of their children becoming famous doctors, successful lawyers, or some other thing, but in our culture it is more important that a person choose their own life. Parents often say, "Do whatever makes you happy". Of course when a child is young, western parents look out for the child's safety and don't just simply allow the child to do anything. For example, a western parent wouldn't allow their 8 year old child to stay out very late at night by himself. It's too dangerous. As the child grows up, she gains more and more independence. Parents will give their **advice** but they usually won't try to **force** you to do something. They might tell you they don't really like your boyfriend or girlfriend, but they'd never say something like "you are not allowed to marry them". It doesn't **make sense** in our culture. Parents just want to give as much

advice as possible to their children so that hopefully the child makes good decisions. Western parents usually **encourage** open discussion. They want to hear the kid's ideas and opinions. They want to understand them. It's ok to argue and **debate** ideas as long as the child isn't being rude or disrespectful. It's ok to say, "Dad, I think you are completely wrong about this and these are my reasons for thinking this way". Then after hearing that the dad would probably try to explain why he thought his ideas made more sense. In the west, it is considered **ridiculous** for a parent to say something like, "I am your father. I have more experience than you so you should listen to me". The mother or father should try to use **logic** and reason to try to **convince** their child what is correct.

When the child is still living at his parent's house and is still depending on his parent's for money, the parents still have some control over what the child does. For example, most parents wouldn't allow their 18 year old kid to quit school and just stay at home watching TV. A common phrase in the west that parents say is "**as long as you are living under my roof** you will live by my rules". In other words, the

Lesson 3: Relationships in the U.S.

parents are still the boss until the child moves out of the house and pays for everything himself. When a child finally does move out of his parent's house and becomes **financially independent**, we generally consider the child to be an adult. As an adult they can totally make their own decisions without their parent's **interference**. My parents would probably be happier if I lived in America and closer to them, but they would never try to make me feel guilty for living in China. I'm encouraged to make my own decisions and create my own life. They are happy if they believe I am happy. They are comfortable that I can pay for myself and they don't expect me to pay for them when they get older. On the other hand, I can't ask them for money anymore either. If I really needed some they would give it to me, but it would be very **embarrassing** to ask and it would be **disappointing** for everyone if this happened. This would mean that I can't take care of myself, which isn't a good thing for a 28 year old.

My experience in China tells me that the situation here is quite different. My friends tell me that parents are becoming more open minded than before, but there are still some differences. I have several friends in their mid 20's in Shanghai who have pressure from their

Friendliness and openness

1. mere 仅仅
2. acquaintance 熟人
3. life-long intimate 终身亲密来讲
4. reluctance 勉强
5. casual 随意
6. revolve 旋转
7. political 政治
8. volunteer 志愿者
9. circumstances 情况下
10. burdening 负担的
11. counselor 顾问
12. professional 专业
13. mobile society 流动的社会
14. friendliness 友好
15. relatively 相对
16. international students 国际学生
17. superficial 肤浅的
18. temporary 临时
19. frustrated 挫败的
20. perseverance 毅力
21. Nonetheless 尽管如此
22. generalization 概括, 普遍化

parents to get married soon and have a baby. It seems to me that people here feel a lot of cultural pressure to follow their parent's wishes. They feel that they need to give them money when the parents are old, even if the parents don't need it. They feel they need to marry someone who their parents **approve** of. They often tell me that I am lucky because I don't have to worry about these things. They tell me that they would like to have freedom to do whatever they want but they feel that they have no choice. They have a hard time having an open and fair discussion with their parents.

It also seems more common in the east that even the extended family can influence decisions. It's not uncommon for me to hear of people's aunts, uncles, or grandparents giving someone pressure. In the west, this is very, very rare. I **couldn't imagine** my aunt or uncle telling me what I should do. Since I am an adult now, it would be just as silly for me to tell my aunt and uncle what they should do. It just doesn't happen. Since we are both adults, it doesn't matter who is older. We are both independent and are considered equal.

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Reading B: Friendliness and Openness

Different people have different ideas of who they would call a friend. In the U.S., "a friend" could mean anyone from a **mere acquaintance** to a **life-long intimate** friend. Americans have friendships that **revolve** around work, **political** activity, **volunteer** activities, special interests, etc., and different groups of friends may never meet one another. An American may have many friendships on a casual, occasional basis, but only a few deep, meaningful friendships that would last throughout life. People from other cultures sometimes see the large number of casual relationships that Americans have as their **reluctance** to become deeply involved with others. In some **circumstances** when a person in another culture would turn to a friend for help or support, an American may turn to a **professional** such as a **counselor**, because they feel they would be **burdening** friends with their problems.

When people visit the United States, they usually notice immediately the **friendliness** and openness of Americans and the extreme ease of social relationships. This casual friendliness should not be mistaken for deep or intimate friendships which are developed over a long period of time. Americans live in a **mobile society** and tend to move frequently; they therefore tend to be able to form friendships and give up friendships much more easily and less stressfully than people in many other cultures. **Casual** social life is especially evident in colleges and universities, because everyone is there for a **relatively** short period of time.

These easy or casual relations are sometimes troubling to international students. They have

left their own friends and family at home and are learning to live in a new place. They naturally are looking for new friends, and they sometimes find it very difficult to develop close relationships with Americans, because they cannot seem to get beyond a very **superficial** acquaintance with them. Occasionally it may be easier to relate to other **international students** who may have the same problems in developing friendships with Americans. In American culture casual, often **temporary** friendships are easily developed, but it is much more difficult to develop close, deep relationships. By contrast, in many other cultures, there are fewer casual friendships and people are much less open and friendly toward strangers. But once people have become friends, it is relatively easier to develop closer relationships. Some people coming to the U.S. get **frustrated** and give up making American friends, choosing only to have friends among other international students here. Others have said that they have been able to become good friends with Americans but that it took repeated efforts and **perseverance**.

As you meet more Americans and start to become aware of the individual characteristics of different people, you will find that, just as for your own culture and country, there are exceptions to any **generalization** about the culture and the people here. **Nonetheless**, the characteristics described here are a starting place for you to begin to understand Americans and American culture.

Lesson 3: Relationships in the U.S.

Work and Social Relations

- | | |
|-------------------|-------------------------|
| 1. distinction 区别 | 5. clients 客户 |
| 2. colleagues 同事 | 6. concentrate 集中, 全神贯注 |
| 3. tend 往往 | 7. cultivate 培养 |
| 4. formal 正式 | 8. transact 办理, 交易 |

Reading C: Work Relations and Social Relations

It is common for Americans to make a **distinction** between friends in their work or professional world and friends in their social world. Although Americans are friendly with their **colleagues**, they usually do not develop deeper relationships with them outside the office. Americans also **tend** to be rather **formal** with customers, **clients**, and professional colleagues. In a meeting for example, they may exchange brief greetings with each other but Vocabulary (Parent-Child)

then want to **concentrate** immediately on the business at hand. Therefore they may have difficulties functioning in cultures where you must **cultivate** a social relationship with someone first before they can **transact** business. It can be frustrating for Americans to have to develop a social relationship over some period of time before talking about more serious matters.

Reading Comprehension

1. What does the author of passage A says that **most** parents' dream is for their child?
 - a. that their child grows up to become a doctors and lawyers.
 - b. that their child will grow up to be independent, healthy, and happy
 - c. that their child will be able to play musical instruments
 - d. that their child always listens to them.
2. What does the phrase, "as long as you're living under my roof you will follow my rules" mean?
 - a. as long as I am your parent you will listen to me.
 - b. until you are 21 you will listen to me
 - c. as long as you depend on me financially you will listen to me
 - d. as long as we have a house you will listen to me
3. How would the author of passage A feel about asking his parents for money
 - a. nervous
 - b. scared
 - c. independent
 - d. embarrassed
4. Which is an example of extended family?
 - a. uncles and aunts
 - b. sisters and brothers
 - c. mother and father
 - d. son or daughter

Lesson 3: Relationships in the U.S.

5. Which of the following is a reason for the large number casual friendships in America?
 - a. many Americans don't like to socialize
 - b. they are too stressed in their daily lives
 - c. they love to party
 - d. they live in a mobile society and move frequently

Discussion questions

1. What are some common characteristics of Chinese parenting styles? American parenting styles?
2. What things do you like and dislike about American parenting styles? Chinese parenting styles?
3. Do you think it is good for children to depend on parents financially?
4. In the 1990s, the divorce rate in America rose sharply? What effects do you think this had on the relationships between American parents and children?
5. How is the Chinese parent/child relationship different from American parent/child relationship?
6. In your culture, when do children stop depending on their parents for money? Are there any exceptions?
7. In American culture, when do children stop depending on their parents for money? Are there any exceptions?
8. Why do you think the author of passage A says it would be embarrassing for him to ask his parent for money at 28 years old?
9. Other than custom, can you think of other social or economic factors that enable American children to be less financially dependent on their parents?
10. What are some possible negative side effects of becoming independent too early in life?
11. What are some possible negative side effects of depending on one's parents for too long?
12. At the end of passage A, the authors states that he feels that he and his uncle are equal because they are both independent. Explain your understanding of this? Do you agree or disagree?
13. In America, some children who are no longer in school depend on their parents for money even in their late 20s and above. However, many of these people would never tell their friends that the money they spend comes from their parents. Explain why you think this phenomenon exists.
14. Passage B states that one of the reasons that the quality of friendship has changed in America is because America is a mobile society. Explain what a mobile society means. Do you think China is a mobile society?
15. Why do you think many Americans, rather than turn to friends to help them solve their problems, depend on professional counselors. Which method do you think is better: friends or counselors? Why?
16. Reading C states that it is common for Americans to make distinctions between friends in their work or professional world and friends in their social world. Do you think that these two "world" should be separated? Is it similar to this in China? Explain?
17. In China, businessmen must develop relationships before they begin to cooperate and do business. Do you think this good or bad? Do you consider this type of friendship an actual friendship?
18. What is the typical relationship between students and teachers like in China? America?

Lesson 3: Relationships in the U.S.

19. How do you think are the characteristics of a good student in America is?
20. As a Chinese student studying in America, what do you think would be the most difficult aspect of developing a good relationship with your teacher?
21. In China, when developing friendships, some people give gifts to each other. However, many Americans feel uncomfortable with the custom of gift giving? Why do you think this is so?
22. What is the ideal Chinese friend like?
23. What do you think the ideal American friend is like?
24. Most Americans don't like it when people not very close to them ask questions about personal issues such as religion, politics, income, or family? Why do you think this is so?
25. Why do you think Americans separate their work friends from their social friends?
26. If you were in America, would you want to make friends with Americans? Do you think it would be easy? Why or why not?
27. A relationship, or "guan-xi," is not a very important factor in American social life? Why do you think something that is critical in China's social life is considered less important in America?

Lesson 3: Relationships in the U.S.

Extra Activity

Sample Advice Columns

In America, as well many other countries around the world, when people have problems solving relationship problems and need advice, they often turn to people called advice columnists for answers. The following problems were found on a website called *Dear Mrs. Web* and they address a few of the more common relationship problems found in America.

1. Dear Mrs. Web,

I have a boss that I just cannot stand! He was just recently made my boss and we just do not get along. I have been with the company much longer but he acts like he knows everything! He is always giving me more work than I can handle and even complains to other workers about me. I can't go to HIS boss because they seem like best buddies. I would quit, but I am just a few months from getting an excellent raise and some new benefits that I have been promised. If I left I would have to start all over at a new job at much less pay. What can I do?

2. Dear Mrs. Web,

This past summer, our neighbors told us they would like to put up a fence. We did not want it and told them to put it on their own property. Despite our objections, they put it our property line. We sold our house three months later and moved about 5 minutes away.

Today I received a telephone call from our former neighbor demanding \$300.00 for our side of the fence. My lawyer says we are not legally obligated to pay. These people have been friends of ours for the three years we lived together in the neighborhood. These people are also aware that things are financially tight for us right now. Should I let our friendship end over \$300.00?

3. Dear Mrs. Web,

I've been married 15 years, Two children, a son 8 years old, and a daughter 14 going on 30.

I have lost her, and she hates me. She won't look or talk to me. Why? Because I won't let her date an 18 year old. He's a nice kid but I think he is too old for her. My wife overruled me and permitted the relationship to continue. I strongly disapproved. When he came over to meet me, I tried to be nice but ended up threatening him. He drives my daughter and her girlfriends wherever they want to go.

Last month my daughter, the boyfriend, his brother, and another juvenile female, were arrested for shoplifting. My daughter denies any direct involvement. She has been lying, skipping classes, and sneaking around. I have grounded her, suspended all telephone privileges, and cut her allowance. I'm the meanest Dad around. My wife now agrees with me and supports me in my opinion that 18 is too old. How can I legally keep him away from my daughter?

4. Dear Mrs. Web,

I have a son who is such a perfectionist that he is afraid to try anything because he is afraid he will fail. He has always gotten good grades but now that he is going into high school he won't take the harder courses or join any clubs or teams that require work because he said he didn't like losing. He has ability and has always done very well in school. I don't think this is healthy.

5. Dear Mrs. Web,

My brother, I call him The Reptile, keeps snakes. He feeds them worms and toads he catches in the yard. It is disgusting. My parents don't see anything wrong with this. They think it's ok. I think it's gross. He has charts of what they eat and everything they do. When my parents are out he sometimes chases me with one or lets it loose in my room. What should I do?

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6. Dear Mrs. Web,

I am leaving for college this fall. My brother is two years ahead of me at a different college. My parents just put what I thought was our house on the market and have announced that they are selling out and will be buying a tiny one-bedroom cottage. They have even made jokes about not leaving a forwarding address. They are planning on traveling around the country in a motor home for the next few years. I am so upset over losing our family home. My mother's mom is in Florida in a retirement community and my only grandfather is in a nursing home on the other side of the country and has Alzheimer's. We have three aunts and uncles who live scattered around the world without children. My brother said that we could rent an apartment together next summer perhaps. I won't even have a place to go for Thanksgiving. What am I going to do?

7. Dear Mrs. Web,

I just joined a great company but I have found one flaw: a co-worker who works no more than 3 hours in an 8-hour workday. She spends time at lunch, shopping, personal phone calls, and chatting with other workers. Her behavior makes me think she has no respect for her fellow co-workers. I have to take up the slack. She has been here for two years and I just don't see how she keeps her job.

Should I make waves and complain about her performance, or go with the flow?

8. Dear Mrs. Web,

My wealthy in-laws have once again offered us money to finish another part of our unfinished house. I appreciate their offer, but feel as an adult, both my husband and I should be able without their help to financially support ourselves and our two children. My husband expects them to pay for a variety of things he wants and depends on them to bail him out of financial situations. This is an area where my husband and I strongly disagree. I would rather not accept their money (knowing that if we truly had a crisis, they could be a possible resource). My husband and I usually butt heads over this matter. Am I just being stubborn? Should I graciously accept their offer and let it go? Or should I stick to my guns and encourage my husband to be a responsible, independent adult?

9. Dear Mrs. Web,

My father is almost eighty years old. He has never had much to do with me or my sister. My family has maybe seen him four times in the last ten years. He lives in his old house in a reasonable neighborhood. He has been comfortable there, but he is beginning to be really frail and soon will need care-taking. I have tried to talk to him about this but he has been very closed-mouth about what he wants. Or his future plans or moneys or anything. I am worried that someday I will get a call that he is incapacitated and I am going to have a mess to deal with.

10. Dear Mrs. Web,

Dear Mrs. Web,

I love your columns! I am planning to marry the man of my dreams this August. Although his parents are wonderful, I'm a little concerned about the role that they still play in his life...particularly his mother. She still does my fiancé's laundry, cooks his lunches daily, and cleans his house. What do you think?

11. Dear Mrs. Web,

I always give a lot to my relationships, my husband, family members, and friends. I am starting to resent this because I don't get much back. I hardly ever get what I really want. What should I do?

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12. Dear Mrs. Web,

My boyfriend and I have dated over nine months now. We have a pretty steady relationship but at times it gets really bumpy. We don't really argue, but when we do it's over really stupid stuff. We talk about how serious we are and how we want to continue our relationship and make it our future (he's a few years older than me). But I'm not sure if I can't handle it any longer. What should I do? – Bethany, 15, Georgia

1. Label each type of problem as either
 - a. Work related
 - b. Parent-child related
 - c. Husband-wife/boyfriend-girlfriend related
 - d. Friendship related
 - e. Other
 2. Do people use advice columns in China when faced with problems? Why or why not?
 3. If you had a problem and needed advice, would you use this method?
 4. Have you or your family ever experienced any of the above problems? If so, explain.
-
1. Choose 6 of the 12 advice columns and discuss with your teacher what type of advice you would give each person.
 2. Of the 6 that you choose, explain how you think an American would offer advice. Then discuss how a typical Chinese would offer advice. Are there any differences or similarities between the advices you gave?
 3. Of the problems between parents and children, which one do you think is the most shocking? Why?

Writing Assignment (Choose One)

1. Write a one page in response to one of the readings.
2. Write one page giving advice to two of the problems above.

Lesson 4: School Life

Vocabulary #1 (discuss these words with your teacher)

- | | | |
|------------------|--------------------|-------------------|
| 1. elective 选修课 | 7. forgery 伪造 | 13. announced 宣布 |
| 2. subjects 科目 | 8. expulsion 驱逐 | 14. crowned 加冕 |
| 3. locker 储物柜 | 9. parade 游行 | 15. reversed 逆转 |
| 4. Cheating 作弊 | 10. anxiety 焦虑 | 16. encouraged 鼓励 |
| 5. prohibited 禁止 | 11. gowns 礼服 | 17. gymnastics 体操 |
| 6. plagiarism 剽窃 | 12. limousine 豪华轿车 | 18. Regardless 不管 |

Reading (Should be done before class)

American High School Life

High School

In America, after middle school comes high school, which includes grades 9 through 12. Students are required to take certain subjects like English, social studies, math, science, and physical education. In addition, they choose among **elective** subjects to complete their high school education. Electives include **subjects** in technology, music, art, and foreign languages.

Each student in the school has their own **locker** for books and personal items. This convenience saves students from carrying textbooks, and allows students a small space they can decorate with posters and favorite objects.

Cheating in any form is strictly **prohibited** in American schools. And in fact, high school students usually don't cheat. A student caught in **plagiarism**, **forgery**, or copying another student faces severe discipline, even **expulsion**.

School Activities

Each school holds certain yearly activities for the entire school body, such as homecoming, prom night, holiday celebrations, etc.

Homecoming is celebrated each fall, usually on a weekend, and events leading up to it may last all week. While homecoming is celebrated differently at each school, it usually includes a **parade** and the crowning of the Homecoming King and Queen, and ends with a football game and school dance.

The prom is a formal dance for students in grades 11 and 12, and is generally anticipated as the most important social event of the school year. It can also be a time of **anxiety**, as boys have to work up the courage to ask a date to the prom, and girls hope the right boy invites them. These couples dress in formal clothes—girls in long **gowns**, boys in suits. Some students even

Lesson 4: School Life

arrange a **limousine** and driver for their group of friends to arrive in style! At the prom, students dance, have snacks and drinks, and chat. Prom usually ends with a Prom King and Queen being **announced** and **crowned** on stage before an envious audience.

Besides hosting events for holidays such as the Fourth of July and Halloween, individual high schools often have their own special events. One day might be “Inside Out/Backwards Day,” where students and teachers should wear their clothes **reversed** all day, perhaps walk and speak backwards, and even go to classes in opposite order. And some schools hold contests where, if certain academic goals are met, the principal will kiss a pig, shave his mustache, or dress as a woman for the day.

Sports

Most high schools have at least one sports team that competes in local events, and all students are **encouraged** to be involved in athletics. Schools often offer football, baseball and softball, basketball, volleyball, tennis, and soccer. Some may even have sports like golf, swimming, **gymnastics** and cross-country skiing.

Jobs

Many high school students have part-time jobs by the age of 15 or 16, some even earlier. Their first jobs are often babysitting or cutting lawns, but later they will likely get a job at a fast-food restaurant, video store, or clothing shop.

Driving

Sixteen years old is legal driving age in most states, and students usually want to own a car as soon as they can. Some parents allow their children to drive a family vehicle, and may even buy a car as a graduation present. Others prefer that their sons and daughters earn enough to purchase a used vehicle. **Regardless**, many teenagers feel it's a necessity to own a car, and will do whatever it takes to be able to drive.

Comprehension Questions

1. What is Prom?
2. How old can students start to drive?
3. What happens to students who are caught cheating?
4. How are homecoming and Prom different?
5. What other activities might students partake in?

Discussion Questions #1

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1. How does the high school described above differ from the high school you currently attend? Which one seems better? Why?
2. Does your school have organized dances? If yes, what are they like? If no, would you be interested in going to a school dance?
3. Why do you think the school has organized so many activities for the students? Why do they have days such as backwards day?
4. Do you think getting a job at 15/16 is a good idea? Why or why not?
5. What is your opinion on kids driving at 16?

High School Clubs

- Art Club
- Book Club
- Community Service Club
- Dance Team
- Drama Club
- Fashion Club
- History Club
- Literary Club
- Math Team
- National Honor Society
- Newspaper Club (Journalism I)
- Science Olympiad
- Student Council
- Technology Club
- Varsity Club
- Video/Media Club
- Yearbook (Journalism II)
- Youth Alive

Discussion Questions

1. Which of the above High school Clubs interests you the most? Why?
2. Which of the above High School Clubs interests you the least? Why?
3. What is the purpose of having so many clubs?
4. What do you think clubs like Math Team or History Club would do in their clubs?
Pick 3 more clubs and describe what you think they might do.
5. Do you have any clubs like this in your school? If so, what are they? And Why do people join them?

Vocabulary #2

- | | |
|---------------------|--------------------------|
| 1. cutting class 跳课 | 15. curious 好奇 |
| 2. moral 道德 | 16. judgment 判断 |
| 3. involved 涉及 | 17. common sense 常识 |
| 4. pressure 压力 | 18. Inner strength 内在的力量 |
| 5. peers 同龄人 | 19. Firm 使坚定 |
| 6. influence 影响 | 20. resist 抵抗 |
| 7. deal with 处理 | 21. values 价值 |
| 8. handle 处理 | 22. advise 建议 |
| 9. solar system 太阳系 | 23. drugs 毒品 |
| 10. cool trick 酷伎俩 | 24. pal around with 阑尾 |
| 11. admire 佩服 | 25. guilty 内疚 |
| 12. convince 说服 | 26. counselor 顾问 |
| 13. shoplift 偷东西 | 27. bullies 恃强凌弱 |
| 14. fit in 融入 | |

Lesson 4: School Life

Reading #2

"Come on! ALL of us are **cutting math class**. Who wants to go take that quiz? We're going to take a walk and get lunch instead. Let's go!" says the coolest kid in your class. Do you do what you know is right and go to math class, quiz and all? Or do you give in and go with them?

As you grow older, you'll be faced with some challenging decisions. Some don't have a clear right or wrong answer — like should you play soccer or field hockey? Other decisions involve serious **moral** questions, like whether to cut class, try cigarettes, or lie to your parents.

Making decisions on your own is hard enough, but when other people get **involved** and try to **pressure** you one way or another it can be even harder. People who are your age, like your classmates, are called **peers**. When they try to **influence** how you act, to get you to do something, it's called peer pressure. It's something everyone has to **deal with** — even adults. Let's talk about how to **handle** it.

Defining Peer Pressure

Peers influence your life, even if you don't realize it, just by spending time with you. You learn from them, and they learn from you. It's only human nature to listen to and learn from other people in your age group.

Peers can have a positive influence on each other. Maybe another student in your science class taught you an easy way to remember the planets in the **solar system**, or someone on the soccer team taught you a **cool trick** with the ball. You might **admire** a friend who is always a good sport and try to be more like him or her. Maybe you got others excited about your new favorite book, and now everyone's reading it. These are examples of how peers positively influence each other every day.

Sometimes peers influence each other in negative ways. For example, a few kids in school might try to get you to cut class with them, your soccer friend might try to **convince** you to be mean to another player and never pass her the ball, or a kid in the neighborhood might want you to **shoplift** with him.

Why Do People Give in to Peer Pressure?

Some kids give in to peer pressure because they want to be liked, to **fit in**, or because they worry that other kids might make fun of them if they don't go along with the group. Others go along because they are **curious** to try something new that others are doing. The idea that "everyone's doing it" can influence some kids to leave their better **judgment**, or their **common sense**, behind.

Walking Away From Peer Pressure

It is tough to be the only one who says "no" to peer pressure, but you can do it. Paying attention to your own feelings and beliefs about what is right and wrong can help you know the right thing to do. **Inner strength** and self-confidence can help you stand **firm**, walk away, and **resist** doing something when you know better.

Lesson 4: School Life

It can really help to have at least one other peer, or friend, who is willing to say "no," too. This takes a lot of the power out of peer pressure and makes it much easier to resist. It's great to have friends with **values** similar to yours who will back you up when you don't want to do something.

You've probably had a parent or teacher **advise** you to "choose your friends wisely." Peer pressure is a big reason why they say this. If you choose friends who don't use **drugs**, cut class, smoke cigarettes, or lie to their parents, then you probably won't do these things either, even if other kids do. Try to help a friend who's having trouble resisting peer pressure. It can be powerful for one kid to join another by simply saying, "I'm with you — let's go."

Even if you're faced with peer pressure while you're alone, there are still things you can do. You can simply stay away from peers who pressure you to do stuff you know is wrong. You can tell them "no" and walk away. Better yet, find other friends and classmates to **pal around with**.

If you continue to face peer pressure and you're finding it difficult to handle, talk to someone you trust. Don't feel **guilty** if you've made a mistake or two. Talking to a parent, teacher, or school **counselor** can help you feel much better and prepare you for the next time you face peer pressure.

Powerful, Positive Peer Pressure

Peer pressure is not always a bad thing. For example, positive peer pressure can be used to pressure **bullies** into acting better toward other kids. If enough kids get together, peers can pressure each other into doing what's right!

Discussion Questions

1. Pick three common majors in College with your teacher. Then for each major choose some classes that you think would help someone who wanted to study those majors.
2. Are you interested in taking AP courses? Why or Why not?
3. Is it better to start taking college courses now or to wait?
4. Choose 5 of the above electives and discuss the skill that you think you may learn in these classes.

Writing Assignment (choose one)

1. Write one page on what is or would be your biggest fear about going to an American high school?
2. Write one page describing how your school and an American school is different.
3. Write one page describing an elective course and a club that you would be interested in joining. Explain why.

Lesson 4: School Life

High School Stereotypes (extra material for discussion)



The Nerd



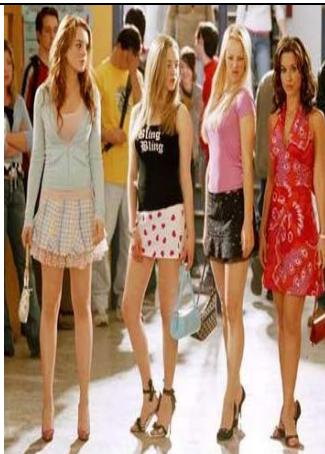
The Athlete/Jock



The Goth Kid



The Band Geek



The Hot/Mean Girls



The Stoner

Lesson 5: University Life

Vocabulary

- | | |
|--------------------------------------|--|
| 1. cite 引用 | 14. initiative 主动 |
| 2. burgers 汉堡 | 15. tempted 试探 |
| 3. fraternity 兄弟会 | 16. rude 粗鲁无礼 |
| 4. assumption 假设 | 17. laid back 轻松 |
| 5. offended 冒犯了 | 18. hookups –ask your teacher |
| 6. social climate 社会环境 | 19. sexual orientation 性取向 |
| 7. outspoken 直言不讳的 | 20. All's fair in love and war
a. 爱情的战争是不择手段的 |
| 8. passionate 热情 | 21. ill suited 不合适 |
| 9. condemn 谴责 | 22. grain of salt –ask your teacher |
| 10. oppressive 压迫 | 23. ambiguous 含糊不清 |
| 11. mumble 喃喃而语 | 24. interpretation 解释 |
| 12. insecure 安全感 | 25. play along-- ask your teacher |
| 13. handshake like a dead fish 握手像死鱼 | |

Reading A : (American Chinese Students Blog On America Universities)

Part 1 (University Life Style)

I go to Drexel, which is a University in Philadelphia, so I will mainly **cite** things from the urban lifestyle. In the city there are always things to do in your free time. It's usually cheaper to walk places than take a cab or train, so I take the time to walk to wherever I want to go. There are many good places to get food in Philadelphia, one of my favorites is a restaurant called **5 Guys Burgers** and Fries. To this day I have not found a place that makes better burgers they do.

In the city there are many museums and art galleries to go to. Many of them have student discounts so it works in my favor. There is also the world famous Philadelphia Zoo which is one of the top zoos in America. Being an urban school, Drexel does not have much natural scenery; however, there are many places for people to go biking.

As for nightlife, people usually party at the **fraternity** houses or go out to some of the bars around campus. As I mentioned before, bars usually look the other way when it comes to drinking, as long as you don't look too young.

In the end, it really depends on what you like to do. I know not all people enjoy museums and art galleries, it just happens to be something I like. There is also a mall in center city which I visit quite often on the weekends.

Part 2 (Race and Political Climate)

I believe the number one **assumption** that Asian people run into in America is as to what type of Asian they are. For instance I am half Chinese and half Korean and born in America. I have been asked if I am Chinese, Japanese, or Korean more times than I can count. So somewhere along the way, someone may think that you are Korean or Japanese, or ask if you are Korean or Japanese. I assume that most of you are mature, therefore this likely need not be said, but do not be **offended** by this. Most of the people you meet will not ask to be offensive, they are merely asking because they cannot tell the difference between the Chinese, Korean, and

Lesson 5: University Life

Japanese. A common joke in America is that “All Asians look alike.” However, as I said, most people will ask not to be offensive, rather they will ask so they do not offend you later.

More important than assumptions though, is the political and **social climate**. The difference between China and America is vast in this respect. On the whole, American people are much more **outspoken**. Everyone has an opinion. Almost every opinion differs in some way. This is because of the wonderful freedoms we are allowed in America, to say things, write things, that would get you imprisoned or worse in some countries. For this reason, many Chinese immigrants are often shocked or offended by Americans. It is one of my main worries when writing these articles, because I know that I grew up in a culture much different than the one I am writing for.

I find this to be of particular importance now, as China grows as a world power. The US is wary of China and China is wary of the US. You will find that many Americans your age are deeply **passionate** about the issues and politics in the world. Particularly many **condemn** China for its government which they see as **oppressive** and unfair. On the whole, Americans are much freer with their thoughts than Chinese people are and this can take some getting used to.

Lastly, the social aspect. When I see Chinese students come to America, they are often very shy and quiet. It is only natural, you are in a foreign country, with a different culture, and the people are very opinionated. Therefore here are just a few tips. Speak up, do not **mumble** or talk to the floor. You may be **insecure** about your English, but do not let that keep you from being heard. Make eye contact when speaking. Also when you meet people for the first time, it is polite to state your name and shake their hand firmly. Note that I mean firmly. If you have a **handshake like a dead fish**, you should put more power into it. Also do not expect the other person to always introduce themselves first or shake hands first. If nobody says anything, then take **initiative**. Say hello, say your name, say it’s nice to meet you, and then stick out your hand for a handshake.

Also one more thing. If you meet another Chinese student, you may be **tempted** to lapse into Chinese and talk with them entirely, thus ignoring the other people around you. I would advise you not to do this as it is kind of **rude**. The people will feel left out because they don’t speak Chinese. You are in America. Use this opportunity to speak English whenever you can, even if it is uncomfortable to you. There is nothing more annoying to see two people laughing and conversing in front of you and have no idea what they are saying.

Part 3 (Relationships)

My personal opinion is that for the most part, college students in the United States aren’t looking for girlfriend/boyfriend relationships. People tend to go out with each other on a basis of whether or not they like each other. I also noticed that many people ask my grandfather for advice and that they seemed concerned with finding an ideal life partner. I can tell you now with utmost certainty that very few American college students enter relationships with ANY thought of marriage. So I would say then that the attitude towards sex and relationships is more **laid back** and less serious. It is not uncommon for students to have “**hookups**” which can range from kissing to sex but purely for physical enjoyment. These hookups are not done for relationships or girlfriend/boyfriend, it is, as I said, supposed to be purely physical. The attitude is, you are young, you are trying new things, and it is too early to start thinking about marriage or long term relationships. So many students just try to sample what they can.

Another point I should make is that **sexual orientation** is broad in America. There are many openly gay, lesbian, and bisexual students. It takes an open mind, because even here, there are still many people who do not accept gays and lesbians. If you are uncomfortable with

Lesson 5: University Life

this, I would suggest you work it out or maybe go to a more conservative college. I am not here to judge one way or the other; it's just something to keep in mind.

Lastly, while I have said that the general attitude is pretty free in America, there are still people who do look for relationships in college. So if you are looking do not despair. I would advise that you just make sure from the start what you are getting into. It would be undesirable for someone to like someone else who sees the other merely as a casual encounter. But there are no set ground rules or definite advice that I can give you that will work in every situation. As they say, "All's fair in love and war."

Part 4 (Dealing with Bad Professors)

One of the most important factors in whether or not you will succeed in a class is the Professor. This is the person who will hand down your grades, explain the subject matter to you, and answer any questions you might have.

Normally, if a student does poorly in a class, they did not study hard enough. However, there are bad Professors, people who are **ill suited** to teach, but for one reason or another, still continue to. You cannot really do much about a bad teacher, but there are some ways you can avoid them. Asking students who have previously had that teacher is one way to get a feel for the teaching style. Websites such as ratemyprofessors.com provide details and testimonies about professors at various colleges. You can search by name or by school. When registering for courses online, you can see who is teaching that course ahead of time.

Obviously, you must take everything you read or hear with a **grain of salt**. Just as there are bad professors, there are also bad students who complain when in reality, the grade they got was the one they deserved. But that is not always the case. If there are many different people who dislike that teacher, there may be a reason for it. There are some bad teachers at every school, just like there are some good teachers at every school. I use the word bad, for lack of a better term. When I say bad, here are some of the things I mean:

- They do not explain things clearly
- They do not understand the material
- They do not encourage discussion
- They lead discussions that are flat and unhelpful

The last point is a big **ambiguous** so I shall explain. I have had teachers who believe in one **interpretation** of a text. They refuse all others, so basically if you do not agree with them, they grade you poorly. Any discussion on it is thus flat and unhelpful and merely restates what they already believe. In this case, you would just have to **play along** and write what they want to read.

Those are some of the problems I have run into during my school career. I believe that with a bad teacher, you cannot do as well as you are able to in a class. You will also not learn as much. It is worth considering who the instructor is, when picking your courses.

Lesson 5: University Life

Comprehension Questions

1. The author of this blog suggests what method of transportation.
 - a. Taxis
 - b. Personal car
 - c. Bicycle
 - d. Walking
2. In part 2 the author warns the reader to not take offense to what?
 - a. People laughing at you
 - b. People talking about you
 - c. People confusing your nationality
 - d. People bumping into you
3. In part 2 why does the author suggest not talking in Chinese with another Chinese person while other are around.
 - a. American will think you are being rude
 - b. Many people will know what you're saying
 - c. Because you should help others learn English
 - d. People will be afraid
4. In part 3 what does the author suggest about relationships in the university.
 - a. Students are looking for a marriage partner
 - b. Students are not looking for a relationship
 - c. If you kiss someone you have to date them
 - d. Relationships are the same as everywhere else
5. In part 5 what does the author say you should do about bad professors?
 - a. Research before hand, and avoid bad professors classes
 - b. Write a letter to the dean about the professor
 - c. Disagree with everything the professor says.
 - d. Agree with everything the professor says.

Other Topics to Discuss with your Teacher

1. How to register for classes?
2. Difficulties with roommates?
3. Should I live in the dorms or off campus?
4. How should I get around campus?
5. What do I do about paying bills?
6. What can I do for work?
7. How do I get involved in the social life?
8. Is drinking and drugs going to be a problem? How can I avoid this problem?
9. How can I find study groups?
10. Where do I wash my clothes?

If you have any other concerns feel free to ask here

Lesson 5: University Life

Discussion Questions (more questions to further understand university life)

1. What are the good and bad things about universities?
2. Are all of the universities in your country very good?
3. What would you like to study at university?
4. Is it important to go to university?
5. Is university life more about studying or having fun?
6. Camus said: "The true university of these days is a collection of books." Do you agree?
7. Do you think everyone should go to university?
8. Should university education be free?
9. Do you think university today is different from one hundred years ago?
10. Do you think there are many places that call themselves a university but aren't good enough to be universities?
11. How are the universities in your country different from each other?
12. What's the difference between college, school and university?
13. In what ways is life a university?
14. What university would you really like to study at and why?
15. Will all universities change over to distance learning one day?
16. Oscar Wilde said: "The exquisite art of idleness, one of the most important things that any university can teach." Do you agree?

Questions continued for those already in University

1. Describe a mistake or something you should not have done since being in university.
2. Can you explain the process of registering for a class/course?
3. What's the best advice you would tell a brother/sister or friend who is now entering college?
4. How has your life changed since beginning college?
5. How much note taking do you do in most of your classes?
6. How often do you reread or organize your notes from a professor's lecture?
7. What are some advantages in studying with sophomore/junior/senior students/friends or with older students?
8. If you wanted to, when could you fit in more study time?
9. What do you fear most about next semester's classes?
10. What was your biggest fear before you began your freshman year of college?
11. During classes, do you like working in student groups or working alone? Why?
12. What are some advantages of studying alone? Disadvantages?

Lesson 5: University Life

13. What are some advantages of studying in groups? Disadvantages?
14. Do you have easy access to your professors outside of class?
15. How often do you read ahead for your classes?
16. What can/do you do if you fall behind in your classes?
17. What's your biggest motivation for your university life?
18. What's your favorite spot on campus?
19. What do you miss most about your home and your hometown?
20. Are you a member of any student organization?
21. What extracurricular activities are you involved in?
22. If you were not attending college now, what would you be doing? Where? Why?
23. What are some qualities of a good student?
24. What are some qualities of a good teacher?
25. How can classes or classrooms be improved? What would be the effect?
26. If you became president of your university, what changes would you make?
Why?
27. What is the biggest difficulty in being a college student?
28. Why is a college education important?
29. How much is tuition do you pay?
30. What kinds of scholarships are there for students at your school?
31. What must you do to receive a college diploma?
32. Where is the best place for you to study? Why?
33. How many hours do you spend on homework or studying each night?
34. What do you do on campus when you're not studying?
35. Which class or subject is most important for your future job?
36. How many back-to-back classes do you have?
37. What is a disadvantage of back-to-back classes?
38. Why are you attending college?
39. After your grade point average (GPA), what is the 2nd most important thing in college?
40. Do most of your professors or instructors take attendance? Why?
41. Which do you prefer more, morning or afternoon classes? Why?
42. What time does your first class begin tomorrow?
43. The cost of university education is becoming very expensive in many countries.
How can we make the cost of education more affordable to the general public?

Writing Assignment (choose one)

1. Write one page about what you think your life will/would be like in an American University?
2. Write one page about the major you want to study and why you want to study it?
3. Write one page about the most surprising thing you learned today. Explain why is surprised you so much and how it is different from what you originally thought.

Lesson 6: America's 5 Regions

North East

North East Vocabulary

Proper Names

1. New England
2. Appalachian Mountains
3. Atlantic Ocean
4. Allegheny Mountains
5. Pocono Mountains
6. Adirondacks
7. Catskills
8. St. Lawrence Seaway
9. Great Lakes
10. Amish

11. Pennsylvania

Geography and General Words

1. fertile
2. glaciers
3. soil
4. valleys
5. rolling hills
6. crops
7. waterway

Geography

New England does not have fertile land suitable for farming. Long ago glaciers covered much of the land, and as they moved they wore down mountains and carried away the fertile soil. This part of the region has broad valleys and rolling hills, with a few low mountain ranges, part of the Appalachian Mountains. New England farmers must choose crops that work well in the rocky soil.



Most of the land in the Middle Atlantic States is a part of the Coastal Plain, the low land that stretches along the Atlantic Ocean. Crops grow well in this rich soil. There are several mountain ranges, including the Allegheny Mountains, the Pocono Mountains, the Adirondacks and the Catskills.

The most important waterway in the region is the St. Lawrence Seaway, which connects many inland ports on the Great Lakes.

Population and Culture

New Englanders are known for their hard work, shrewdness, thrift and ingenuity.

A group of people called the Amish live in Pennsylvania. They have an agricultural economy and also make most of the things that they use. Because of their religious beliefs, they do not use electricity or telephones in their homes, or use cars or tractors. They travel by horse and buggy.

North East Discussion Questions

1. What else do you know about the New England Region?
2. What famous sites are in the New England Region?

Lesson 6: America's 5 Regions

3. What do you think the weather is like in this region?
4. Do you know any crops that would grow well in rocky soil?
5. What do you think it would be like to live with the Amish?
 - a. Could you live with the Amish? For How Long?

South East

South East Vocabulary

Proper Names

1. **Virginia**
2. **North Carolina**
3. **Georgia**
4. **Louisiana**
5. **Everglades**
6. **Florida**
7. **Norfolk**
8. **New Orleans**
9. **Miami**
10. **English Protestants**
11. **The Bible Belt**
12. **William Faulkner**
13. **Thomas Wolfe**
14. **Tennessee Williams**
15. **Tex-Mex**
16. **Cajun**
17. **Creole**

18. Coca-cola

19. Dr. Pepper

Geography and General Words

1. **flat**
2. **agriculture**
3. **sandy**
4. **oak**
5. **pine**
6. **marshes**
7. **swamps**
8. **waterpower**
9. **religious**
10. **coal miners**
11. **limestone**
12. **iron**

Geography

This area is part of the Coastal Plain and is mostly **flat**. The soil is rich and crops have a long growing season, making it ideal for **agriculture**.



The Atlantic coast in this region is known for its beautiful **sandy** beaches. There are many rivers and **oak** and **pine** forests. Large coastal **marshes** form where the fresh water from the rivers mixes with the salt water from the ocean. The largest and best-known **swamps** in America are all in the Southeast, located in **Virginia**, **North Carolina**, **Georgia**, and **Louisiana**. The **Everglades**, a huge low, wet land, covers much of southern **Florida**.

The Southeast region contains many important shipping ports, including **Norfolk**, Virginia and **New Orleans**, Louisiana. The Port of **Miami** is known as "The Gateway of the Americas." To the north and west of this region lie the Appalachian Mountains. The foot of the mountains, the fall line, is a great source of **waterpower**.

Lesson 6: America's 5 Regions

Population and Culture

The South, also known as Dixie, was first settled by **English Protestants** who copied the ways of the English. The South is highly **religious**, often called "**The Bible Belt**" of America.

The people who live in the Appalachian Mountains have their own culture. Many are **coal miners**, or mine for other materials such as **limestone** and **iron**. They are known for their fine crafts and making things from wood.

It is also the birthplace of country music. The South gave us many great authors, including **William Faulkner**, **Thomas Wolfe**, and **Tennessee Williams**. The South is also known for its wonderful cuisine, home of **Tex-Mex**, **Cajun** and **Creole** cooking, as well as "soul food." **Coca-cola** and **Dr. Pepper** started in the South.

Because of its location, there are many people of Latin American decent, which has a large influence on the culture of certain areas, especially Miami, Florida.

South East Discussion Questions

1. What do you know about the South?
2. What do you think it would be like to live in the South East?
3. What do you think the weather is like in the south?
4. What kind of influence do so many people from Latin America have on the South?
5. What do you expect people from the "Bible Belt" to be like?
6. Before the civil war, the south was primarily comprised of Slave states, How do you think that affects the south today?

Midwest

Midwest Vocabulary

Proper Names

1. **Rockies**
2. **Kansas**
3. **Mississippi River**
4. **Ohio River**
5. **Erie**
6. **Huron**
7. **Michigan**
8. **Superior**
9. **Cleveland**
10. **Chicago**
11. **Milwaukee**
12. **Germans**
13. **Swedes**

14. **Norwegians**
 15. **Republican Party**
 16. **University of Michigan**
 17. **Northwestern University**
 18. **Notre Dame**
 19. **Motown**
 20. **Detroit**
 21. **Rock and Roll**
-
1. **Geography and General Words**
 2. **rolling land**
 3. **prairie**
 4. **rainfall**

Lesson 6: America's 5 Regions

Geography

Most of the Midwest is flat or **rolling land**, called the Central Plains. The grasses of this **prairie** help make the soil extremely fertile. The plains are surrounded on the east by the Appalachian Mountains and the **Rockies** on the west. There are many farms, especially throughout **Kansas** and Iowa. To the west of the Central Plains lie the Great Plains. Here the soil isn't as fertile, and there is less **rainfall**. The **Mississippi River** flows through this region, a great means of transportation. There are two other important waterways, the **Ohio River** and the network of routes within the Great Lakes. Four of the Great Lakes touch the Midwest, **Erie**, **Huron**, **Michigan** and **Superior**. Large ports on these lakes created major cities such as **Cleveland**, **Chicago** and **Milwaukee**.



Population and Culture

This region was settled by people of various nationalities, including **Germans**, **Swedes** and **Norwegians**, and is referred to as America's Heartland. The people are known to be open, friendly and straightforward, but also at times unsophisticated and stubborn.

The **Republican Party** started here to stop the spread of slavery in the new states. This was the first region in the country that was antislavery.

The region contains many top-ranking universities including the **University of Michigan**, **Northwestern University**, and **Notre Dame**. This area contributed greatly to the music industry with the birth of the **Motown** sound from **Detroit**. **Rock and Roll** music was first identified by a Cleveland radio DJ, and the Rock and Roll Hall of Fame is located there.

Discussion Questions

1. What kind of influence does the Mississippi River have on the region?
2. Why do you think this region is referred to as America's Heartland?
3. Where is China's Heartland?
4. What do you know about Chicago? Detroit?
5. A big portion of this region is good for farming, what kind of people like to be farmers?

Lesson 6: America's 5 Regions

South West

South West Vocabulary

Proper Names

1. **Gulf coast**
2. **Oklahoma**
3. **Texas**
4. **Rocky Mountains**
5. **New Mexico**
6. **Colorado Plateau**
7. **Arizona**
8. **Colorado River**
9. **Grand Canyon**
10. **Rio Grande River**
11. **Sonora Desert**
12. **Chihuahua**
13. **Painted Desert**
14. **America's Melting Pot**
15. **Mexico**
16. **Native-American people**
17. **Navajo**
18. **Hopi**

19. **Zuni**
20. **Apache**

Geography and General Words

1. **grasslands**
2. **pine forests**
3. **ranches**
4. **cattle**
5. **sheep**
6. **grazing**
7. **canyons**
8. **desert**
9. **nationalities**
10. **bordering**
11. **Indian reservations**
12. **tribes**

Geography

Outside of the cities, this region is a land of open spaces, most of which is **desert** and many areas of **grasslands**, or prairies. There are large cities and thick **pine forests** and even some mountains. One of the biggest problems of this region is a limited water supply.



The lowest lands are along the Texas **Gulf coast**, part of the Coastal Plain, with fertile soil. The Central Plains spread through central **Oklahoma** and into **Texas**. This area is home to farms and **ranches**. As the land gets higher you can see **cattle** and **sheep grazing** on the short grasses. The **Rocky Mountains** go north from **New Mexico**. The **Colorado Plateau** begins at the western edge of the Rocky Mountains, covering much of northern New Mexico and **Arizona**.

The **Colorado River** cut beautiful **canyons** in this area, including the magnificent **Grand Canyon**. The **Rio Grande River** brings much needed water to the area. There are three large deserts in this region, the **Sonora Desert**, the **Chihuahua** and the **Painted Desert** in northern Arizona, a beautiful place to visit.

Lesson 6: America's 5 Regions

Population and Culture

This region is known as **America's Melting Pot** because of all the different **nationalities** of its people. This land, now **bordering Mexico**, once belonged to Mexico and it continues to influence the culture of the region.

The Southwest has many Spanish-American and **Native-American people**. More American Indians live in the Southwest than in any other region of the United States. There are many **Indian reservations**, including the **Navajo**, the **Hopi**, **Zuni** and **Apache tribes**.

The population in this region is growing rapidly, partly because of its ideal climate.

Discussion Questions

1. Much of this area is covered in Desert, how do you think this affects the culture?
2. This area is very near to the Mexican border, with this in mind what would you expect to see if you went to this region?
3. What kind of people live in the Desert?
4. You may notice that many of the names in this region do not look like English names. Where do you think these names came from?
5. Many of the Native Americans in this area live on reservations. Are there reservations in your country? Do you think reservations are a good idea? Why or why not?
6. Much of this land used to be controlled by Mexico, until America took it by force early in the 19th century. How do you think America would be different today without this area?

West

West Vocabulary

Proper Names

1. **Pacific Ocean**
2. **Sierra Nevada**
3. **Cascades**
4. **Mount St. Helens**
5. **Mount Rainier**
6. **California**
7. **Oregon**
8. **Nevada**
9. **Utah**
10. **Mojave Desert**
11. **Sonoran Desert**
12. **Alaska**
13. **Colorado**
14. **San Andreas Fault**
15. **Hawaii**
16. **Salt Lake City**
17. **Denver**

Geography and General Words

1. **scenic**
2. **diverse**
3. **erode**
4. **volcanic**
5. **arid**
6. **Rain**
7. **Shadows**
8. **grassy plateau**
9. **fault lines**
10. **Tundra**
11. **sparse**
12. **Steep**
13. **cowboys**
14. **frontier towns**
15. **tolerance**

Lesson 6: America's 5 Regions

Geography

The West is a region of **scenic** beauty and is the most geographically **diverse**. All of its states are partly mountainous. The mountains in the west are newer than those in the east, and therefore higher. They have not had time to **erode** as much. To the west of the mountains, winds from the **Pacific Ocean** keep the land moist. To the east, however, the land is very dry. West of the Rockies are the **Sierra Nevada** and the **Cascades**, where you can find **Mount St. Helens** and **Mount Rainier**, the tallest peak. There are also many fertile valleys, especially in **California** and **Oregon**.



Beyond the valleys are the Sierra Nevada Mountains in the south and the Cascade Range in the north. These are the highest mountains in the United States. The Cascades are **volcanic**, a famous one, named Mount St. Helens, erupted explosively in 1980.

East of these mountain ranges is a vast, **arid** land, including most of **Nevada**, **Utah** and Arizona, including the **Mojave Desert** and the **Sonoran Desert**. **Rain Shadows** help to form deserts in this area.

Beyond the deserts lie the Rocky Mountains, hundreds of miles wide, and run from New Mexico to **Alaska**. Some of the tallest peaks are located in **Colorado**.

East of the Rocky Mountains begins the Great Plains, a vast **grassy plateau** sloping gradually down to the forests near the Mississippi River.

The Pacific Coast lies over many **fault lines**, which increases the dangers of earthquakes. The most famous is California's **San Andreas Fault**, which is more than 600 miles long.

Alaska and **Hawaii**, being detached from the other western states, are very different from the other states in this region, but are usually classified as part of the West. The northern part of Alaska is **Tundra**, frozen flat land. The Hawaiian Islands were formed from volcanoes, two of which are still active.

Population and Culture

Much of this region has a **sparse** population. **Steep** mountain slopes are not good places for cities to develop. The federal government owns much of the undeveloped land. The big cities in this area, such as **Salt Lake City**, Utah and **Denver**, Colorado, are built in valleys or plateaus between mountains.

Lesson 6: America's 5 Regions

This area includes Alaska and Hawaii, each with its own culture and native traditions. There are many Mexican-Americans and Asians in the West. This region contains much of the Native American population in the country with many large reservations.

When you think of the American West, you also think of the stories of the old west filled with **cowboys** and **frontier towns**. It was the birth place of country and western music and artists such as Georgia O'Keefe. Nowadays the people are known for their **tolerance** and a live-and-let-live attitude.

Discussion Questions

1. What image do you have of the West?
2. Do you know any famous places in the West?
3. What kind of influence do you think the Rockies have on the Region?
4. What kinds of people live in the mountains?
5. Some people say that someday the San Andreas Fault will cause all of California to break off. Do you think this is possible? What would be the consequences of something like this happening?

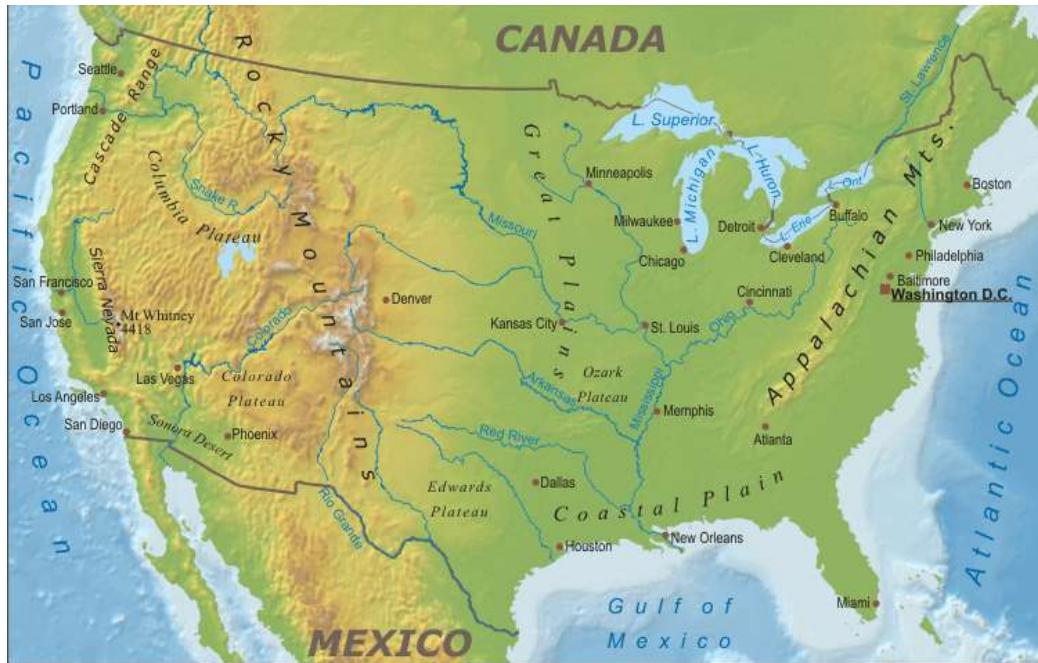
Comprehension Questions

- 1.** What region is sometimes referred to as the Bible Belt?
 - a. South West
 - b. West
 - c. South East
 - d. North East
 - e. Midwest
- 2.** What region is known for its hardworking attitude?
 - a. South West
 - b. West
 - c. South East
 - d. North East
 - e. Midwest
- 3.** What region can you find the Rocky Mountains
 - a. South West
- 4.** What was the first region to end slavery?
 - a. South West
 - b. West
 - c. South East
 - d. North East
 - e. Midwest
- 5.** What is the driest region?
 - a. South West
 - b. West
 - c. South East
 - d. North East
 - e. Midwest

Lesson 6: America's 5 Regions

Discussion Questions

1. Which region would you want to live in? Why? Give reasons explaining your answer.
2. Which region would you not want to live in? Why? Give reasons explaining your answer.
3. Do any of the regions remind you of places from your own country? Explain.
4. What region would be suitable for younger kids? The Elderly?
5. Does your country differ much from region to region? Give examples of how they are different.
6. What is the benefit of America being isolated from the world?
7. Can you see any other Geographical advantages America has?
8. Does your home country have any geographical advantages? If so, what are they?
9. Originally the United States did not own all of the territory it has. How would the US be different today if the western half of America were still divided between France, Spain, and England?



Writing Assignment (choose one)

1. Compare and contrast any two regions within the United States.
2. Compare and contrast a region from your home country with an American region.

Lesson 7: 10 Events that Shaped America

Vocabulary

- | | |
|-------------------|----------------------|
| 1. revolution 革命 | 13. echo 呼应 |
| 2. exploration 勘探 | 14. wounds 伤口 |
| 3. monumental 巨大 | 15. galvanized 镀锌 |
| 4. lumped 集总 | 16. committed 犯 |
| 5. migrations 迁徙 | 17. atomic bomb 原子弹 |
| 6. subjugated 沦陷 | 18. framework 框架 |
| 7. disease 疾病 | 19. ushered 迎来了 |
| 8. breed 繁殖 | 20. consciousness 自觉 |
| 9. wilderness 荒野 | 21. polarized 极化 |
| 10. bitterness 怨恨 | 22. citizenry 市民 |
| 11. plague 瘟疫 | 23. collapse 崩溃 |
| 12. racism 种族主义 | 24. innocence 清白 |

Reading

1) The American Revolution

Everything about America today started right here. You could point to any number of other events, such as Columbus' discovery of the New World, or the Mayflower, but America was going to be discovered sooner or later. However, it was the **Revolution** that actually created the United States.

2) The Lewis and Clark Expedition

These guys were the first to 'go where no man has gone before'. Their daring **exploration** of discovery was a **monumental** gamble. The fact that they returned alive was a miracle in itself. The information they brought back with them was the first step in settling the West.

3) The Western Migration and The California Gold Rush

I **lumped** these events together, because in many ways they are related. The offer of free land for settlers and the possibility of riches lying on the ground touched off one of the largest human **migrations** in history. Along the way, an entire race was **subjugated** and nearly wiped out by **disease** and outright murder. Cities, towns, states, and a new **breed** of Americans were created where only **wilderness** had existed previously. By the time it was over in the 1890's, America had become a nation with two coasts, Indian guilt, and a colorful history.

4) The Civil War

The War Between The States split America in two. The **bitterness** and divisions caused by the war still **plague** America today. Although slavery was ended by the war, **racism** became stronger afterward. A hundred and fifty years later, the effects of the war still **echo** throughout the country. The South was economically destroyed by the war, and many states have not completely recovered. America lost its arguably best

Lesson 7: 10 Events that Shaped America

President and hundreds of thousands of its citizens. It could take another century before all the **wounds** are healed.

5) The Inventors

The Industrial Revolution was already shaping the future of the country in the late 19th century, but it needed leaders to guide it into the 20th. American inventors such as Henry Ford, Thomas Edison, Samuel Morse, and Alexander Graham Bell helped create a new revolution - and a new America. Their work can be linked to everything that has happened in technology since.

6) Pearl Harbor

World War II was already in full swing on December 7, 1941. America would have entered the war eventually, but the nation would not have been **galvanized** to action to the degree it was without Pearl Harbor. Without Pearl, it is doubtful the United States would have **committed** so many resources to the development of the **atomic bomb**. But when we did, it changed our nation and the world forever.

7) Vietnam

The Vietnam War was a decade-long check-in at the Reality Hotel for America. Until Vietnam, it was assumed the United States could shape foreign policy in any way it wished, and in any place it wanted. The war changed our outlook on the world and made Americans realize there WAS a global community - and that we would have to make policy decisions within that **framework**.

8) The Moon Landing

When Neil Armstrong and Buzz Aldrin took their step for man and mankind, America began expanding beyond the planet. Although there have been a few missteps along the way, space has become a regular part of American life that continues today - and a major employer.

9) The Dawn of the Information Age

Bill Gates and company, the Internet, and the invention of modern computers changed not only America, but the world. As Andy Warhol predicted, everyone would become famous for fifteen minutes - and many did, because of the Internet. However, the Information Age also **ushered** in freedom and fear together. Freedom to communicate around the planet, and fear about the results of technology. The future, and where all of this will eventually lead, is still in doubt.

10) 9-11

September 11, 2001 brought the latest shift in **consciousness** and Americans' outlook on the world. The results were an unpopular war and **polarized** divisions within the **citizenry**. The **collapse** of the World Trade Center also brought home the uncomfortable realization that some people out there really hate America, and continue to do so. It was a wake-up call and a loss of **innocence**. For the first time, talk of freedom and the Bill of Rights faded a bit as the government responded to terror threats

Lesson 7: 10 Events that Shaped America

with non-Constitutional laws. Like the Information Age, the eventual results remain to be seen.

Comprehension Questions

1. What event was responsible for the annihilation of Native Americans?
 - a. Pearl Harbor
 - b. Vietnam
 - c. Western Migration
 - d. 9-11
2. Part 9 mentions the idea that everyone will have 15minutes of fame.
What does this mean?
 - a. People will take turns getting on TV.
 - b. All People will be very famous for 15 min. and then never again.
 - c. Everyone wants to be famous.
 - d. Technology makes it easier for normal people to be in the public's eye.
3. What event made Americans realize that there were countries that hated them?
 - a. Pearl Harbor
 - b. Vietnam
 - c. 9-11
 - d. Civil War
4. True or False: The effects of the Civil War are no longer significant today in America.
 - a. True
 - b. False
5. America's first war was _____.
 - a. The Revolutionary War
 - b. The Civil War
 - c. World War 1
 - d. The Vietnam War

Discussion Questions

1. With your teacher discuss each invent in more detail.
 - a. When did the event take place?
 - b. What happened?
 - c. Why is it important?
2. What other important events in American history do you know?

Lesson 7: 10 Events that Shaped America

3. Which of the above events do you think changed America the most?
 - a. Why?
4. Which of the above events do you think changed America the least?
 - a. Why?
5. Describe what the world would be like today if there had never been a revolutionary war.
6. Lewis and Clark explored the western half of America by themselves.
What do you think it was like for them? Is there anywhere in our world now that can be explored today? Would you want to explore this place? Why or why not?
7. Do you think Civil War was necessary? Why or Why not?
8. How could the Civil War have been avoided?
9. What advantages does a country have, if it has many inventors?
10. Who attacked Pearl Harbor? Why did they attack Pearl Harbor? Why was this, a surprise to Americans?
11. The Vietnam War was one of the first wars to be filmed and made public. What kind of effect do you think this had on popular opinion of the war?
12. Why did America lose the Vietnam War?
13. What is the importance of landing on the moon? When was the last time someone went to the moon? Why do so few people go to the moon now?
14. How did the invention of computers change the world? What would our world be like without computers? If America didn't invent computers when do you think they would have been invented?
15. After 9-11 attacks America changed in many ways. What things do you think changed after the attacks?
16. What five events shaped your country?
17. Has your country ever been attacked by another country? How did that experience change your country?
18. Has your country ever had a civil war? What were the effects of that?

Writing Assignment (choose one)

1. Write one page about the event that you think is the most important in America's history.
2. Write one page about the event that you think is the most important in your own country.

Lesson 8: American Government

Vocabulary

- | | |
|------------------------|-----------------------------------|
| 1. Constitution 宪法 | 21. right to remain silent 有权保持沉默 |
| 2. Congress 国会 | 22. speeding 超速 |
| 3. Supreme Court 最高法院 | 23. Legislative 立法 |
| 4. Amendment 修正案 | 24. Executive 行政的 |
| 5. Rights 权利 | 25. Judiciary 司法 |
| 6. Violate 违反 | 26. House of Representatives 众议院 |
| 7. Bill of Rights 人权法案 | 27. Senate 参议院 |
| 8. The Framers 立宪者们 | 28. district 区 |
| 9. The Convention 本公约 | 29. represent 代表 |
| 10. Compromises 妥协 | 30. issues 问题 |
| 11. Approved 批准 | 31. elect 选举 |
| 12. Ratify 批准 | 32. vetoes 否决权 |
| 13. free speech 言论自由 | 33. checks and balances 制衡作用 |
| 14. religion 宗教 | 34. accountable 有责任的 |
| 15. arrested 逮捕 | 35. federal courts 联邦法院 |
| 16. criticize 批评 | 36. interpret the law 解释法律 |
| 17. mayor 市长 | 37. unconstitutional 违反宪法 |
| 18. freedoms 自由 | 38. guilty 有罪的 |
| 19. testify 作证 | 39. trial by jury 由陪审团审判 |
| 20. court 法院 | 40. appeal 申诉 |

Reading (Should be done before Class)

The Basics

The **Constitution** is the highest law in the United States. All other laws come from the Constitution. It says how the government works. It creates the Presidency. It creates the Congress. It creates the **Supreme Court**. Each state also has a constitution. The constitutions of the states are their highest law for that state — but the United States Constitution is higher.

The Constitution can be changed. The Constitution is changed by an "**amendment**." Among the amendments is a list of the **rights** of the people. By listing these rights, they are made special. It is illegal for the government to **violate** those rights. As of 2006, there are 27 amendments. Not all of them involve rights, but many do. The first ten amendments are special. They are called the **Bill of Rights**.

History

The Constitution was written in 1787. Yes, it is over 200 years old. From May to September 1787 a group of men known as the **Framers** met. The Framers talked about what should be in the Constitution. The United States was a brand new country. The United States had a

Lesson 8: American Government

government that did not work very well. The Framers met to find a new way of running the country. This meeting is called **The Convention**. Some of the Framers are famous to us today. They include James Madison, Ben Franklin, and George Washington.

At that time there were only 13 states. The men came from all the states except Rhode Island. Each state had ideas for the new government. The Framers had many debates. They talked a lot. They made a lot of speeches. By talking about it, they came up with a plan that everyone could agree with. They had to have a lot of **compromises**. Only by agreeing could all the arguments be worked out. Ben Franklin said he was not sure if the plan was perfect. He said that it was probably as perfect as it could be.

After the Convention, the Constitution had to be **approved**. Actually, only nine states had to agree to, or ratify, the Constitution. But everyone wanted all 13 states to agree. Two states took a long time to decide to agree. These states were Rhode Island and North Carolina. In the end, they did agree. Once the first nine states agreed, we say the Constitution was "ratified." New Hampshire was the ninth state to **ratify**.

Amendments

When the Constitution was written, the Framers knew their creation was not perfect. They knew that other people would have good ideas for the Constitution. They wanted to be sure that it wasn't too hard to make changes. They also wanted to be sure that it wasn't too easy.

The Framers added an amendment process. An amendment to the Constitution is a change that can add to the Constitution or change an older part of it.

Originally, some people did not want to ratify the Constitution. One big reason was that it did not have a bill of rights. A bill of rights is a list of rights that belong to the people. The government is not allowed to break these rights. Some of these rights might sound familiar: the right of **free speech**; the right to practice your own **religion**; the right to be silent if you are **arrested**. The original Constitution had no bill of rights. Many of the Framers did not think it was needed. But many people wanted one. So, promises were made to add one, using the amendment process.

Soon, the new government started meeting. Congress proposed the Bill of Rights. A list of twelve changes was sent to the states. In 1791, ten of those changes were agreed to by the states. The ten changes were added to the Constitution. These ten changes are called the "Bill of Rights."

Other changes to the Constitution are discussed below. The last change to the Constitution was made in 1992. The 27th Amendment is actually one of the two left-over amendments from 1791. It is very unusual for an amendment to take that long to be accepted, but it is possible. Some, like the 26th Amendment, are accepted very quickly, in just 100 days. Most, though, take a little over a year to be ratified.

Lesson 8: American Government

The Bill of Rights

We already talked about the Bill of Rights. It was passed because some people were afraid that the government would have too much power. They were afraid that some important things could be made illegal. They wanted to be sure to keep those things legal.

For example, you can say whatever you want about the President. You can say that you don't like his hair. You can say you don't like his voice. You can say you don't like the war in Iraq. You can say you don't like his tax ideas. It seems normal to us to be able to say these things. We can **criticize** the President. We can criticize a member of Congress. We can criticize a **mayor**. We can say what things they do that we don't like. This is only possible because of the Right of Free Speech. The Bill of Rights protects Free Speech.

Imagine if there was no right to free speech. A law could be passed that says that if you criticize the President's hair, you can spend a day in jail. Or worse, criticizing the President's taxes can get you a year in jail. These are the kinds of laws that the Framers were afraid of. The Bill of Rights protects us from such laws. We cannot be put in jail because of our opinions.

The Bill of Rights protects a lot of other **freedoms**. For example, you can believe in any religion you want. The government cannot force you to believe in something. You cannot be forced to house soldiers in your home. The police cannot come into your home without a good reason. The police may not take your papers without reason. The police cannot force you **testify** against yourself in **court**. In fact, the police cannot force you to tell them anything at all. This is called the "**right to remain silent**". And you cannot be given unusual punishments. You cannot be given twenty years in jail for **speeding**.

How it all works

The Constitution sets up the government. It is split into three branches. The first is the **Legislative**. The second is the **Executive**. The third is the **Judiciary**. Each one has its own role in how the law is made and used.

The Legislature makes the law. The legislature is called the Congress. It is split into two parts. The first is the **House of Representatives**. The second is the **Senate**.

Each Representative comes from a **district** in one of the states. That person's job is to **represent** the people in that district. The people elect the Representative. They have the right to tell him or her how they feel about **issues**. There are 435 Representatives. Bigger states have more Representatives. Every state has at least one.

The Senate is made up of 100 Senators. There are two Senators from each state. The people **elect** Senators. Senators should represent the interests of all of the people.

When the Congress wants to pass a law, both the House and the Senate must agree to the exact same law. If they cannot agree, then the law cannot pass.

Lesson 8: American Government

The role of the Executive is mainly to make sure the law is carried out. The President heads the Executive. The Executive also includes the Vice President. The Secretaries of all the departments are also in the Executive. One department is the Department of Homeland Security. Another is the Department of Education. And one more is the Department of Defense.

Before a law becomes a law, the President must agree to it. If he does not agree, he rejects, or **vetoed**, the law. When he vetoes a law, he sends it back to the Congress. Congress can then try to pass the law again. The President can also refuse to sign a law — if he does, it will become a law any way. The government has lots of checks and balances. This is one example of the **checks and balances**. The Congress must pass laws the President will agree to. The President is **accountable** for his decisions regarding laws.

The last branch is the Judiciary. This includes all the **federal courts**, all the way up to the Supreme Court. States have their own court systems, too. The state courts are under the national courts. The role of the Judiciary is to **interpret the law**.

The law might say, "It is illegal to break into someone's home." If someone is caught breaking into a home, the courts will ask several questions. First, can the government make this illegal? If it cannot, the law is called "**unconstitutional**." Such laws are invalid. Next, the court will ask if the person is actually **guilty**. Usually, a jury will find someone guilty or not guilty. Sometimes just a judge decides this.

A **trial by jury** is a right. It means that other people from your area will decide if you broke the law. Sometimes juries, and courts, make mistakes. If someone is found guilty, they can "**appeal**." There is a set of special courts set up for appeals. The last court of appeal is the Supreme Court. Whatever the Supreme Court says is the end. There is no appeals court higher than the Supreme Court.

Comprehension Questions

- 1.** What is the highest law in America?
 - a. Veto
 - b. Bill of Rights
 - c. Constitution
 - d. Judicial Court
- 2.** How many branches of Government are there?
 - a. 2
 - b. 3
 - c. 4
 - d. 5
- 3.** What is a change in the constitution called?
 - a. Amendment
 - b. Ratify
 - c. Change
 - d. New Law
- 4.** What is the name given to the writers of the constitution?
 - a. Government Writers

Lesson 8: American Government

- b. Uncle Sam
 - c. The Great Ones
 - d. The Framers
- 5.** What branch of the Government interprets the constitution?
- a. The Executive Branch
 - b. The Judiciary Branch
 - c. The Legislative Branch
 - d. The Homeland Security Branch

Brief Overview of Party System

<p><u>Democratic:</u> Bigger government. Government guides the people</p>	<p><u>Republican:</u> Small government. The People guide the government</p>
<p><u>General viewpoints</u></p> <ul style="list-style-type: none">• Stricter gun control• Pro-choice (on abortion; it is always a woman's right to choose)• Strong anti-discrimination laws are necessary• Higher tax percentage for higher income• More government programs to aid society• Decrease military spending• No death penalty	<p><u>General viewpoints</u></p> <ul style="list-style-type: none">• Opposes more gun legislation (citing constitutional rights)• Pro-life (on abortion; that new life should only be taken if the mother's health/life are in danger or other more "justified" reasons)• Anti-discrimination is something that should come through better education and individual conscience• Lower taxes overall benefit the economy• Less government programs, but more community programs• Strong military is important• For death penalty

Lesson 8: American Government

Vocabulary (Discuss Vocabulary with teacher)

- | | |
|-------------------|----------------|
| 1. Stricter | 7. penalty |
| 2. abortion | 8. citing |
| 3. discrimination | 9. justified |
| 4. tax | 10. conscience |
| 5. aid | 11. economy |
| 6. military | |

Discussion Questions

1. How does your country's government differ from the United States Government?
2. What are the advantages of having a government with three branches based on checks and balances? What are the disadvantages?
3. What are the advantages of having one person rule a country? What are the disadvantages?
4. If you were making a country, what would you include in the Bill of Rights? Choose 10 most important Rights to you.
5. What do you think the role of Government should be?
6. Discuss more about the two parties in America.
7. What do you like about the Democrats? What do you dislike?
8. What do you like about the Republicans? What do you dislike?
9. What is good about a two-party system? What is bad about it?
10. How many parties does your country government have?
11. Do you think Government should be big or small?
12. If you were in charge of your government where would you spend the most money? Why? The least money? Why?
13. Do people discuss politics in your country? Do you like to discuss politics? Why or why not?
14. Do you think a flat tax or a progressive tax system is better?
15. What is the purpose of government?

Writing Topics for Homework (Choose one)

1. In one page describe the three branches of American government and how they work under a system of Checks and Balances.

Lesson 8: American Government

2. Do more research on one of the above parties, then explain why you think this is a good or bad party. Paper should be at least one page.
3. Write one page about a Law that you think should be added to every government's constitution. Explain why this law is important to you and the effect that this law will have on a country.

Lesson 9: Religion in America

Vocabulary

1. guarantees 保证
2. security 安全
3. persecution 迫害
4. affiliations 从属关系的
5. stable 稳定
6. identified 鉴定
7. secularists 世俗主义者

Reading A

The Decline of Christianity in the U.S.

The United States Constitution **guarantees** freedom of religion to all people, and for the last 200 years, people of all over the world have made America their home with the **security** of knowing they could practice their own religion free of **persecution**. Christians have, however, historically and currently account for the majority of all religious **affiliations** in America.

During the 20th century prior to 1990, the popularity of Christianity had been **stable** in the U.S. About 87% of adults **identified** themselves as Christians. The country then experienced a major change. Significant numbers of American adults began to disaffiliate themselves from Christianity and from other organized religions. By 2008, the percentage of Christians had reached 76% and is believed to be continuing its decline.

The former-Christians do not seem to have joined new religious movements or other world religions; they mostly left organized religion entirely and became **secularists**.

Since World War II, this same process had been observed in other countries, like the U.K., other European countries, Australia, Canada, and New Zealand.

Vocabulary

- | | | |
|------------------------------------|----------------------|-------------------------------|
| 1. Abrahamic 亚伯拉罕 | 7. Monotheistic 一神论 | 13. Roman Catholicism |
| 2. Christianity 基督教 | 8. Messiah 弥赛亚 | 罗马天主教 |
| 3. crucifixion 把...的手脚
钉在十字架上处死 | 9. prophesied 预言 | 14. Eastern Orthodoxy 东
正教 |
| 4. resurrection 复活 | 10. Old Testament 旧约 | 15. Protestantism 新教 |
| 5. Nazareth 拿撒勒 | 11. encompasses 包含 | 16. Anointed one 救世主 |
| 6. New Testament 新约 | 12. sects 教派 | 17. miracles 奇迹 |

Lesson 9: Religion in America

Reading B

What is Christianity?

Christianity is an **Abrahamic** religion based on the life and death by **crucifixion** and **resurrection** of Jesus of **Nazareth** as described in the **New Testament**. Although Christians generally characterize themselves as **monotheistic**, the one God is thought, by almost all Christians, to exist in three persons (Gr. Hypostasis), called the Trinity. Christians believe that Jesus is the son of God and the **Messiah** of the Jews as **prophesied** in the **Old Testament**. Christianity **encompasses** numerous religious traditions that widely vary by culture, as well as thousands of diverse beliefs and **sects**; over the past two millennia, Christianity has been grouped into three main branches: **Roman Catholicism**, **Eastern Orthodoxy**, and **Protestantism**. It is the world's largest single religion, with over 2.2 billion followers.

The term "Christ" is derived from the Greek noun Χριστός Khristós which means "**anointed one**," and is a translation of the Hebrew word Moshiach (Hebrew: מֶשִׁיחַ, also written "Messiah"). Christian means "belonging to Christ" or "of Christ".

Christianity is **characterized** by a high number of **miracles** attributed to Jesus and his followers. Even today, people get healings in his name, and numerous visions are reported.

Vocabulary

- | | |
|---------------------|--------------------------------|
| 1. faiths 信仰 | 14. Muslim 穆斯林 |
| 2. worshipped 拜 | 15. Buddhist 佛教 |
| 3. polytheistic 多神论 | 16. Mormonism 摩门教 |
| 4. Hinduism 印度教 | 17. Jehovah's Witnesses 耶和华见证人 |
| 5. smallpox 天花 | 18. Islam 伊斯兰教 |
| 6. measles 麻疹 | 19. prayed 祷告 |
| 7. converted 转换 | 20. ministers 部长 |
| 8. missionaries 传教士 | 21. Bible 圣经 |
| 9. Jewish 犹太 | 22. church 教堂 |
| 10. settlers 定居 | 23. Fundamentalist 原教旨主义 |
| 11. Puritans 清教徒 | 24. Evangelical 福音派 |
| 12. Baptists 浸信会教徒 | 25. Taoists 道教 |
| 13. Quakers 教友派 | 26. Atheists 无神论者 |

Lesson 9: Religion in America

Reading C

Brief History of American Religions

In 1500 AD, there were many different religious **faiths** across North America. Each group of people **worshipped** their own gods. All of these faiths did have some things in common though. All of them were **polytheistic** (they worshipped many gods). All of them thought of some of their gods as being representatives of natural things like rain or the sky or the earth. In these ways, these religions were like Chinese religion, or **Hinduism**, or African traditional religion, or Greek or Roman religion.

Once most of the people in North America had died of **smallpox** and **measles**, though, there were not very many people to carry on these traditions and worship these gods. And many people thought that the gods must be angry with them, or the gods must have left them and gone away, or why would so many people have died? During the 1500's AD, Spanish Catholic priests came from Europe to North America and **converted** some people in the south to Catholicism.

By 1630, many Pueblo people had converted to Catholicism. Around 1600 AD, Protestant **missionaries** began to come from Europe to North America to try to convert people to their own kind of Christianity. Some people did convert, while others decided to stick with their own religion. Meanwhile, more and more Christian **settlers** began to arrive in North America, especially on the East Coast and the West Coast. These groups included **Puritans**, **Baptists**, **Quakers**, and other Protestant groups. **Jewish** settlers also came to the East Coast, looking for freedom from persecution, in 1654.

In the 1700's, many more settlers came to North America. Most of them were Protestant Christians, but others were Catholic, Jewish, **Muslim**, or **Buddhist**. Some of the people from Africa who came as slaves were Muslims, and some followed traditional African faiths. When men wrote the Constitution of the United States at the end of the 1700's, the Bill of Rights said that all of these religions were allowed, and the United States government could not treat any religion better than any other religion.

During the 1800's, most of the African people who had been enslaved converted from **Islam** or their traditional African faiths to Christianity. Some became Catholics, but most of them became Protestants, especially Baptists. Also, more and more settlers came to North America from all over Europe and Asia. Many of the people who came from Ireland, Italy, and Poland were Catholics. There was a lot of fighting between the Protestant and the Catholic Christians in North America, but the Bill of Rights's call for religious freedom mostly prevented the government from getting involved. Also in the 1800's, several new religions began in North

Lesson 9: Religion in America

America. Some important ones were **Mormonism**, **Christian Science**, and the **Jehovah's Witnesses**.

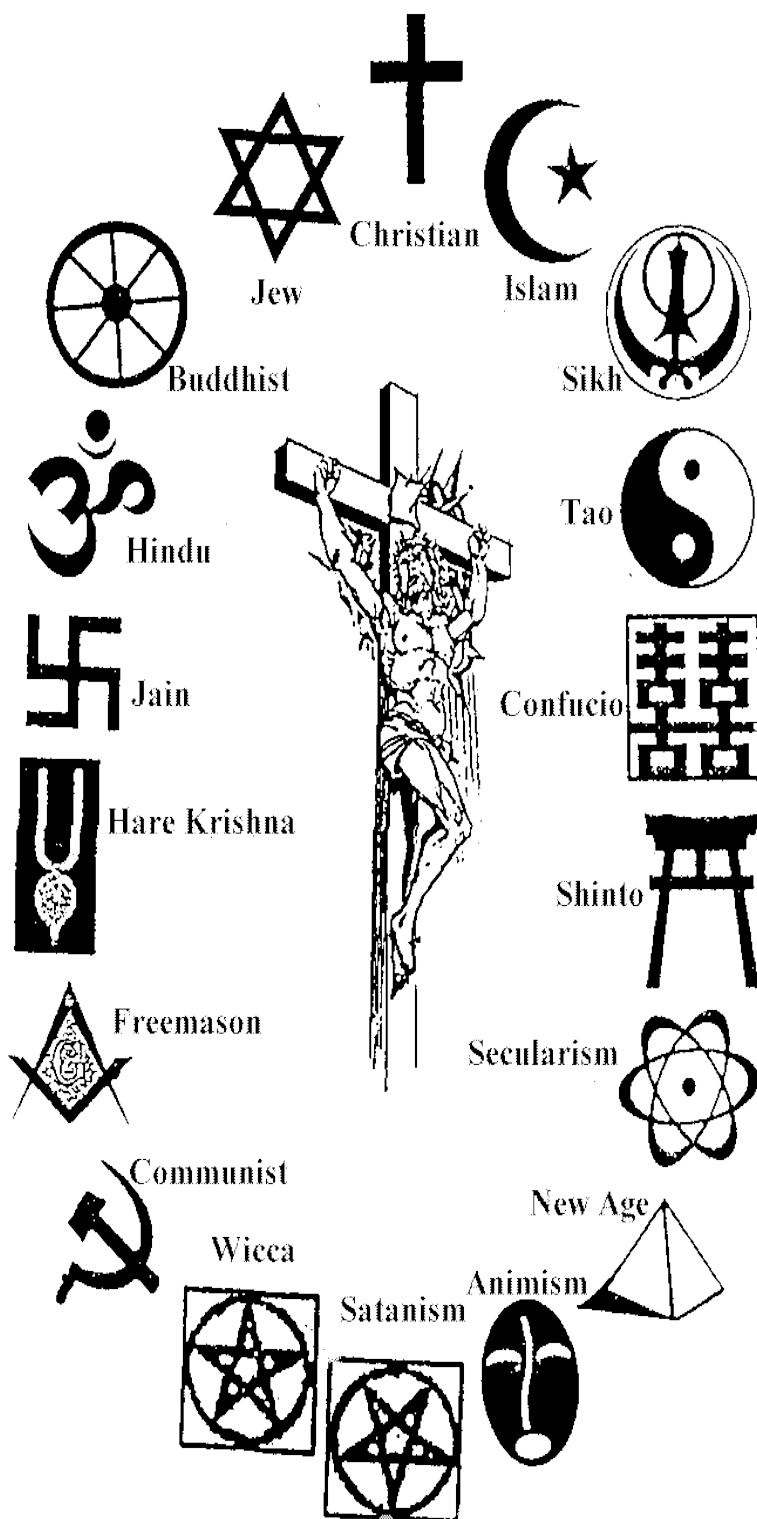
In the last part of the 1800's, as European and Asian settlers spread out and conquered all of North America, fewer and fewer people followed traditional North American religion. Most Native American people converted to Protestant Christianity. A lot of people followed Wovoka, a Paiute man who believed that he was the Messiah come to save the native people of North America through the Ghost Dance. At the same time, there were a lot of new movements within Protestant Christianity among the white people, where people tried to get closer to God with various different kinds of worship. Some examples are the Shakers and the Oneida community.

In the early twentieth century, as many young people moved away from their families and into the big cities to find work in the factories there, a lot of them also stopped going to church, or went less often than before. While religion was still very important to most people, many people **prayed** alone, at home, instead of in churches.

By the 1950's many Protestants began to try to get people to go back to **church** with new churches. At these new churches, the **ministers** said that what was really important was your own personal connection with God, and reading the **Bible**, but they organized Bible study groups and church meetings to help you do that. This movement became very popular, and many people did begin going to church more. This movement is often called **Fundamentalist** or **Evangelical** - "Fundamentalist" because it goes back to earlier versions of Christianity, and "Evangelical" because it tries to convert people and get them to go to church.

On the other hand, other people who had been Protestant converted to other religions. Many black people decided in the 1960's to go back to Islam or to traditional African religions. Many white people decided to become Buddhists or Hindus or **Taoists**. Generally, more people in the South and the center of North America became Fundamentalists or Evangelicals, while more people along the East and West coasts became Muslim, Buddhist, or Taoist, or became **atheists** and followed no religion at all.

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Major Religious Traditions in the U.S.

	Among all adults... %
Christian	78.4
Protestant	51.3
Evangelical churches	26.3
Mainline churches	18.1
Hist. black churches	6.9
Catholic	23.9
Mormon	1.7
Jehovah's Witness	0.7
Orthodox	0.6
Greek Orthodox	<0.3
Russian Orthodox	<0.3
Other	<0.3
Other Christian	0.3
Other Religions	4.7
Jewish	1.7
Reform	0.7
Conservative	0.5
Orthodox	<0.3
Other	0.3
Buddhist	0.7
Zen Buddhist	<0.3
Theravada Buddhist	<0.3
Tibetan Buddhist	<0.3
Other	0.3
Muslim*	0.6
Sunni	0.3
Shia	<0.3
Other	<0.3
Hindu	0.4
Other world rel.	<0.3
Other faiths	1.2
Unitarians and other liberal faiths	0.7
New Age	0.4
Native American rel.	<0.3
Unaffiliated	16.1
Atheist	1.6
Agnostic	2.4
Nothing in particular	12.1
Secular unaffiliated	6.3
Religious unaffiliated	5.8
Don't Know/Refused	0.8
	100

Due to rounding, figures may not add to 100 and nested figures may not add to the subtotal indicated.

* From "Muslim Americans: Middle Class and Mostly Mainstream," Pew Research Center, 2007

Lesson 9: Religion in America

Reading Comprehension

1. In the last decade, the population of people identifying themselves has
 - a. Increased
 - b. Decreased
 - c. Stayed the same
2. Christianity is a religion based on the life and death of?
 - a. Jesus
 - b. Moses
 - c. Mohammad
 - d. James Bond
3. When did Christianity first arrive in America?
 - a. The 1300 and 1400s
 - b. The 1500 and 1600s
 - c. The 1700 and 1800s
 - d. The 1800 and 1900s
4. Before Europeans began converting The Native Americans (Indians) to Christianity, they were
 - a. Polytheistic (believed in many gods)
 - b. Monotheistic (believed in only one god)
5. Which religion did the Africans believe in before they were brought to America?
 - a. Christianity
 - b. Judaism
 - c. Islam
 - d. Hinduism
6. Why did many people stop going to Church in the early 20th century?
 - a. They didn't believe in God
 - b. They were left home and were too busy
 - c. They didn't have enough money
 - d. There weren't enough churches in the city

Lesson 9: Religion in America

Discussion Questions

1. Why do humans have religion? What function does it serve?
2. What are some possible reasons for the decrease in Christianity in America in the last few decades? In the world?
3. Why do Christians try to convert people, such as the Native Americans, as well as other people across the globe, to Christianity? Why don't they just let people believe what they want to believe?
4. What are some of the reasons for the creation of other branches of Christianity?
5. What are some possible reasons for the drafters of the Constitution decided to allow freedom of religion in America?
6. Do you think every nation should be unified by a single religion, or do you think people should be free to practice any religion they wish?
7. Why do you think many black people returned to Islam in the 1960s?
8. Today in America and many western nations church attendance has gone down while in the Arab world religious worship has kept its popularity. Can you explain why?
9. Are the Ten Commandments out of date? Which rules do you think are needed for religion or society today?
10. Do people have free will to choose between right or wrong or are our choices determined by hereditary and environmental influences?
11. In modern China, many people have also become less spiritual over the course of the 20th century. Can you explain why?
12. What comes to mind when you hear the word 'religion'?
13. What does religion mean to you?
14. Do people choose their religion or do people's parents choose it?
15. If religion is all about love and peace, why are many of the world's conflicts and wars caused by religion?
16. In America, there is a big debate as to whether religion should be taught in schools. What do you think about this issue? What are the pros and cons?
17. Do you think people who believe in religion lead a happier life than non-believers?
18. Do you think people will eventually stop believing in religion?
19. What do you think of new religions?
20. What do you think of the argument that religion is really modern-day superstition?
21. Money is more important than religion and shopping malls are more popular than places of worship. What do you think about this?
22. If you were in America and your friends invited you to church, would you go with them?
23. How do you feel about people who try to push their religion on to others?
24. Although the Constitution guarantees religious freedom in America, the Christian majority still, in many cases, pushes believers of other religions to the side. Can you explain why you think this happens? What do you think about this situation? Is it a contradiction of the Constitution?
25. Which religion do you think is the strangest? The best?

Lesson 9: Religion in America

Extra Material

Writing Assignment

1. Read the following texts and then write one page comparing and contrasting two of the three religions.

Quakers	Mormons
<p>In 1648 AD, some people in England felt unhappy with the way Puritan Christians were praying to God, and they started to do things their own way. One early Quaker was a man named George Fox, but generally the Quakers (who call themselves the Friends) had no leaders, priests, or ministers, because they thought everyone ought to decide for himself or herself how to worship God, and they should worship directly, not through another person. So different Quakers might believe very different things about God.</p> <p>By 1677, these ideas led to many Quakers being arrested and sent to jail in England. Some of them, led by William Penn, decided to leave for North America, where they settled the state of Pennsylvania (where many Quakers still live today). There were also many Quakers in New Jersey, Rhode Island and North Carolina.</p> <p>Most Quakers lived by two main principles. They went to Quaker meetings, where people sat in silence, thinking and praying, and spoke if they felt God wanted them to. Both men and women could speak in meeting. Quakers showed their religion by action, trying to help the poor or make peace where there was war. Quakers also campaigned for women's rights and for the rights of the Native Americans.</p> <p>Because Quakers were very careful never to be dishonest in any way, people knew they could trust them, and so many Quakers did very well in business and banking and shipping, and became rich.</p> <p>This idea of taking action led the Quakers who had moved to North America to refuse to take sides in the American Revolutionary War in the 1700's. They did not believe that it was right to fight, no matter what the reason was. Some people thought that Quakers were traitors.</p> <p>Although in the 1700's some Quakers had owned African people as slaves, by the 1800's most Quakers decided that slavery was wrong, and so they helped many hundreds of people to escape to freedom on the Underground Railway. Because this was against the law, some Quakers went to jail or paid big fines for helping men and women escape from slavery. During World War I, again Quakers refused to fight, and some went to jail for it. In World War II, a few Quakers agreed to fight, while others worked in emergency medicine for wounded or sick soldiers. Many Quakers refused to pay some of their taxes, so that their money wouldn't be spent on fighting.</p>	<p>In 1820 AD, a boy named Joseph Smith, who was fourteen years old, lived in a small town in New York State. He was upset when he realized that different Protestant ministers in his town had different ideas about God and how to worship God - the Presbyterians thought one thing, while the Methodists said something else. He went into the woods to pray alone for God to tell him which was the right answer. But instead, God told Joseph that none of these ministers was right, and he should start his own church.</p> <p>Joseph waited until he grew up, and then in 1830, when he was 24 years old, he got together with 56 other men and women and he did start his own church, which he called the Church of Latter-Day Saints. They published a book of their beliefs called the Book of Mormon. According to Joseph, he and his friend Oliver Cowdery got the power to baptize people directly from appearances of ancient Christian figures like John the Baptist, Peter, and Elijah</p> <p>Joseph Smith, and the people who joined his church, believed that God wanted their church to go back to the way Christianity was in the time of Jesus. They thought that over time the teachings of Jesus had gotten mixed up with Greek philosophy and other new ideas, and so by now Christian churches were doing everything wrong, and God wanted the Mormons to go back and begin again.</p> <p>Other Christians living nearby didn't like being told that they were doing everything wrong, and they tried to get rid of the Mormon people. Sometimes Protestant people put Mormon people in jail or killed them. The Mormon people moved from town to town, going further and further west, trying to find a place where they could live in peace. When they were in Illinois (ill-inn-OY), in 1844, the police arrested Joseph Smith and put him in jail, and the angry people of the town broke into the jail and killed Smith. He was only 38 years old. (This sort of thing often happens to prophets of new religions: check out for example the life of Jesus, or Zoroaster, or Socrates, or Paul, or Confucius.)</p>

Lesson 9: Religion in America

Puritans

About 1563 AD, some people in England decided that they wanted to follow a way of life that they thought would be more according to what God wanted. They called themselves "the godly", but other people called them "Puritans."

If they lived this way, Puritan people thought it would help them get into Heaven. Mainly these people wanted to live quiet, simple lives, spending a lot of their time praying, reading the Bible (which had just been translated into English), and listening to sermons. Puritans wore plain clothes and lived in plain houses. They went to church a lot (all day on Sundays and often on other days too). They thought that God wanted them to work very hard and be very serious. Puritans did not have parties. They did not listen to music, or dance. They did not celebrate holidays, not even Christmas or Easter.

Like other people who had different religious ideas from their neighbors - for example the Quakers - , the Puritans got into trouble in England. Some of them were killed. So some of the Puritans decided to leave England and start a new town in North America. In 1620, the first Puritans came to Massachusetts in their ship, the Mayflower.

The Puritans didn't really know anything about farming, and especially not about farming in North America, but the Iroquois people who lived there showed the Puritans how to farm corn and beans, hoping that the Puritans would help them in their wars against each other.

The descendants of the Puritans today are called Congregationalists or Presbyterians.

Lesson 10: Controversial Issues

Vocabulary

- | | |
|-----------------------|-----------------------|
| 1. Tenure 终身所有权 | 6. unions 工会 |
| 2. controversial 有争议的 | 7. blamed 指责 |
| 3. protection 保护 | 8. removal 去除 |
| 4. political 政治 | 9. encourages 鼓励 |
| 5. administrators 管理员 | 10. discrimination 歧视 |

Should teachers get tenure?



Teacher **tenure** is the increasingly **controversial** form of job **protection** that public school teachers in all states receive after 1-7 years on the job. As of 2008, 2.3 million teachers have tenure.

Supporters of tenure argue that it protects teachers from being fired for personal or **political** reasons, and prevents the firing of experienced teachers to hire less expensive new teachers. They say that since school **administrators** give tenure, neither the teachers nor the teacher **unions** should be **blamed** for problems with the tenure system.

Opponents of tenure argue that this job protection makes the **removal** of bad teachers so difficult and costly that most schools end up keeping their bad teachers. They say that tenure **encourages** lazy teachers who do not fear losing their jobs, and that tenure is no longer needed given current laws against job **discrimination**.

Discussion Questions

1. Why do teachers want tenure?
2. Why do schools not want tenure?
3. Who do you think has more to gain from tenure? Why?
4. What do you think the long term effect of tenure is on education?
5. Would you become a teacher if you didn't have tenure?
6. Is there tenure in your country?
7. Is there any job that deserves tenure? Which jobs? Why?

Lesson 10: Controversial Issues

Vocabulary

- | | |
|-----------------------|---------------------------|
| 1. Congress 国会 | 9. organizations 组织 |
| 2. marijuana 大麻 | 10. dangerous 危险 |
| 3. Substances 物质 | 11. addictive 上瘾 |
| 4. medical 医学的 | 12. interferes 干扰 |
| 5. legalized 合法化 | 13. fertility 肥力 |
| 6. treatment 治疗 | 14. impairs 消弱 |
| 7. cite 引用 | 15. recreational use 娱乐使用 |
| 8. peer-reviewed 同行评议 | |

Medical Marijuana



In 1972, the US **Congress** placed **marijuana** in Schedule I of the Controlled **Substances** Act because they considered it to have "no accepted **medical** use." Since then, 15 of 50 US states and DC have **legalized** the medical use of marijuana.

Supporters of medical marijuana argue that it can be a safe and effective **treatment** for many illnesses. They **cite** dozens of **peer-reviewed** studies, famous medical **organizations**, major government reports, and the use of marijuana as medicine throughout world history.

Opponents of medical marijuana argue that it is too **dangerous** to use, lacks FDA-approval, and that various legal drugs make marijuana use unnecessary. They say marijuana is **addictive**, leads to harder drug use, **interferes** with **fertility**, **impairs** driving ability, and injures the lungs, immune system, and brain. They say that medical marijuana is a front for drug legalization and **recreational use**.

Discussion Questions

1. What is a drug?
2. What types of drugs do you know?
3. Are all drugs bad?
4. Is it ever ok to use drugs?
5. What drugs are addictive? What drugs are not addictive?
6. Have you ever taken pain medicine?
7. Do you think using marijuana for pain is ok? Why or why not?
8. Why do you think governments prohibit the use of marijuana?
9. Why are some drugs like cigarettes, alcohol, and pain medication legal, but other drugs like marijuana, opium, and cocaine illegal?

Lesson 10: Controversial Issues

Vocabulary

1. coalition 联盟
2. invaded 入侵
3. overthrew 推翻
4. occupied 占领
5. liberating 统治下解放出来
6. abuses 虐待
7. democracy 民主
8. enforcing 执行
9. mass destruction 大规模杀伤性
10. terrorism 恐怖主义
11. WMDs 大规模杀伤性武器 (Weapons of Mass Destruction)
12. administration 管理
13. violated 违反了
14. civilians 平民

Should the US have attacked Iraq?



On March 20, 2003, a US-led **coalition** of 49 countries **invaded** Iraq and **overthrew** the government within three weeks. The rebuilding of **occupied** Iraq continues through 2010 although the coalition no longer exists, and over 4,000 US soldiers and hundreds of thousands of Iraqis have died.

Supporters argue that **liberating** the people of Iraq from Saddam's human rights **abuses**, spreading **democracy** in the region, **enforcing** UN laws, finding suspected weapons of **mass destruction**, and making the US safer from **terrorism** in a post-9/11 world, all justify the war in Iraq.

Opponents argue that Iraq had no **WMDs** or connection to 9/11, and that the Bush **administration** just wanted Iraq's oil and any excuse to remove Saddam. They say the attack **violated** international law, killed countless **civilians**, wasted billions of dollars, and made the US less safe from terrorism.

Discussion Questions

1. Has your country ever invaded another country?
2. When do you think it's ok to invade another country?
3. What do you think life is like for the Iraqis?
4. "The end justifies the means" do you believe this?
5. If America had found WMDs would they have been justified?
6. What would you do if your country started a war that you didn't agree with?
7. What causes most wars?

Lesson 10: Controversial Issues

Vocabulary

1. gay marriage 同性婚姻
2. interspecies 中间杂交体
3. slippery slope 灾难性的急剧下滑
4. polygamous 一夫多妻的
5. threatened 威胁
6. unconstitutional 违反宪法的
7. heterosexual 异性恋的人
8. benefits 利益
9. public acknowledgment 公开承认
10. banning 禁止

Should gay marriage be legal?



As of Sep. 15, 2010, **gay marriage** is allowed in five US states (MA, CT, IA, VT, and NH) and the District of Columbia. 30 states have constitutional amendments **banning** gay marriage.

Supporters argue that same-sex couples should have access to the same marriage **benefits** and **public acknowledgment** enjoyed by **heterosexual** couples and that prohibiting gay marriage is **unconstitutional** discrimination.

Opponents argue that changing the traditional definition of marriage as between a man and a woman will further weaken a **threatened** institution and that legalizing gay marriage is a **slippery slope** that may lead to **polygamous** and **interspecies** marriages.

Discussion Questions

1. What is homophobia?
2. Do you know anyone that is gay?
3. How do people treat gay people in your country?
4. Are there any economic benefits of marriage in your country?
5. Why do people treat gay people differently?
6. Is homosexuality innate or is it learned?
7. What are gay stereo-types?
8. Do these stereo-types affect their life?
9. Should Gays be open about their sexuality?

Lesson 10: Controversial Issues

Comprehension Questions

1. What is Tenure?
 - a. Ten Years
 - b. A system that lets teachers work when they want
 - c. A retirement plan
 - d. A system that makes it difficult to fire a teacher
2. How many states have legalized Marijuana for Medical Use?
 - a. 3
 - b. 1
 - c. 0
 - d. 15
3. Which of the following is NOT a reason, for supporting Iraq war
 - a. Spread Democracy
 - b. Save people from human rights abuses
 - c. Possible Weapons of Mass Destruction (WMD)
 - d. Find Gold in Iraq
4. What is one reason that people oppose Gay Marriage?
 - a. Gay people smell funny.
 - b. Threaten the marriage institution
 - c. Cost too much money to marry so many people
 - d. Gay couples might raise Gay children
5. List three reasons that people say legalizing marijuana is a bad idea.
 - a. _
 - b. _
 - c. _

Look at the following controversial issues write pros and cons for each

Drug Testing in the Workplace:

Government Vouchers for Private Schools:

Lowering the Drinking Age:

Outsourcing Jobs:

Physician Assisted Suicide:

Sacrificing Civil Liberties in War Time:

Social Security Privatization:

USA's Role as World's Police:

Lesson 10: Controversial Issues

Structures to help express your opinion

Personal Point of View

- In my experience...
- As far as I'm concerned...
- Speaking for myself...
- In my opinion...
- Personally, I think...
- I'd say that...
- I'd suggest that...
- I'd like to point out that...
- I believe that...
- What I mean is...

Agreeing with an opinion

- Of course.
- You're absolutely right.
- Yes, I agree.
- I think so too.
- That's a good point.
- Exactly.
- I don't think so either.
- So do I.
- I'd go along with that.
- That's true.
- Neither do I.
- I agree with you entirely.
- That's just what I was thinking.
- I couldn't agree more.

Disagreeing with an opinion

- That's different.
- I don't agree with you.
- However...
- That's not entirely true.
- On the contrary...
- I'm sorry to disagree with you, but...
- Yes, but don't you think...
- That's not the same thing at all.
- I'm afraid I have to disagree.
- I'm not so sure about that.
- I must take issue with you on that.
- It's unjustifiable to say that...

Writing Assignment (Choose one of the following)

1. Choose one of the topics discussed today and write a one page essay explaining clearly why you support it.
2. Choose one of the topics discussed today and write a one page essay explaining clearly why you oppose it.
3. Choose one of the topics that you **DON'T** support, then pretend that you do support it and write a page paragraph about it.

Lesson 11: Immigration

Reading A Vocabulary

- | | |
|----------------------------|------------------------------|
| 1. destination 目的地 | 7. Approximately 大约 |
| 2. immigrants 移民 | 8. Predecessors 前辈 |
| 3. colonial era 殖民时代 | 9. peasants 农民 |
| 4. devastating 毁灭性的 | 10. declined dramatically 剧减 |
| 5. residents 居民 | 11. quota 配额 |
| 6. industrial economy 工业经济 | 12. exceeded 超过了 |

Reading A

Historical Overview

Throughout its history, America has served as the **destination** point for a steady flow of **immigrants**. During the **colonial era** most migrants came from northern European countries. Their numbers declined with the onset of the Revolutionary War during the 1770s, but immigration later picked up strongly again during the 1840s and 1850s. New arrivals came from several European countries during this period, but most came from Ireland and Germany, where **devastating** crop failures forced many residents to leave their homelands. Many settled in New York City, where the population increased from 200,000 **residents** in 1830 to 515,000 in 1850. By 1860, New York was home to over one million residents. More than half of the city's population at that time was immigrants and their American-born children.

After the Civil War, America's growing **industrial economy** required the addition of many more workers, and this need was filled once again by immigrants arriving from Europe. **Approximately** 25 million arrived between 1866 and 1915. While earlier immigrants had come mainly from northern European countries such as England, Germany, and the Scandinavian countries, by the 1880s most new immigrants were arriving from southern and eastern European countries such as Italy, Poland and Russia. Like their Irish **predecessors**, most of these new arrivals were poor and uneducated. Many were **peasants** from rural regions who were being pushed out by Europe's industrial revolution.

With the U.S. entry into World War I in 1919, immigration **declined dramatically**, and remained low through the Depression era of the 1930s and the World War II years of the early 1940s. The number of new arrivals began to increase again during the late 1940s, and has risen steadily since that time.

Recent Trends:

Today's immigrants arrive from all parts of the world. The current phase of immigration history began in 1965, when strict quotas based on nationality were eliminated. In 1978, the United States government set a single annual world **quota** of 290,000, and this ceiling was raised again in 1990 to 700,000. During the 1990s, immigrants have arrived at a pace that at times has **exceeded** one million new arrivals per year, and have settled in all parts of the country.

Lesson 11: Immigration

Reading B Vocabulary

- | | |
|--------------------------------|-------------------------|
| 1. Ellis Island 艾里斯岛 | 12. Grub 吃的 |
| 2. gateway 门户 | 13. Provisions 规定 |
| 3. declaring 宣布 | 14. mimicked 模仿 |
| 4. hodgepodge 大杂烩 | 15. Senate Bill 参议院议案的 |
| 5. profound 深刻 | 16. high gear 高齿轮 |
| 6. roots 根 | 17. detractors 批评者 |
| 7. ancient Celts 古代凯尔特人 | 18. principles 原则 |
| 8. commemorate 纪念 | 19. mass 大众 |
| 9. Americanized 美国化 | 20. framework 框架 |
| 10. Cinco De Mayo 五月五日 | 21. beacon of hope 希望之光 |
| 11. St. Patrick's Day 至圣帕特里克节的 | |

Reading B

The Social Effects of Immigration in the US

Ellis Island in New York was the **gateway** for millions of U.S. immigrants.

Officially **declaring** its independence in 1776, the United States has been, and continues to be, populated by immigrants from around the world. The **hodgepodge** of cultures and traditions has affected fundamental social interactions among U.S. residents and the rest of the world.

Holidays

U.S. immigrants have had a **profound** effect on the nation's holidays. Many holidays celebrated in the United States originated elsewhere. Beloved celebrations that take place once a year--such as Halloween--do not have **roots** in the United States. Halloween dates to the times of the **ancient Celts**. The holiday was first celebrated to **commemorate** the Celtic harvest. Halloween marked the end of summer, a time when spirits of the dead returned to "damage crops and play tricks on the living."

Over the centuries, such holiday festivities have been brought to the United States and observed by immigrants. Many such holidays have taken on their own **Americanized** version, Halloween, for example, has become more of a playful time of the year, celebrated with scary stories and sweet treats. Americans now also look forward to celebrating holidays that are clearly rooted in other areas of the world, such as **Cinco De Mayo**, **St. Patrick's Day** and Chinese New Year.

Cuisine

Modern U.S. cuisine varies by region. From Cajun to soul food, to Italian or Irish **grub**, to Mexican or Southwestern eats, meals originally brought by immigrants can be found throughout the United States. Immigrants have historically settled in areas

Lesson 11: Immigration

that were already populated by people with similar backgrounds. Eating meals together has traditionally been a social activity, and one that has been highly influenced by the customs and foods of immigrants.

The first immigrants to settle in the United States, however, would bring with them the **provisions** and cooking methods they were accustomed to in their home nations. Over time, U.S. residents began to adapt their cooking methods in ways that often **mimicked** the immigrants'. Many of America's favorite foods include the likes of Chinese, pizza and hamburgers, all of which can all be traced to China, Italy and Germany.

Policies

With the passing of Arizona's **Senate Bill 1070** in 2010, the social effects of immigration in the United States went into **high gear**. Supporters and **detractors** of Arizona's immigration law have created communities among themselves, displaying how immigration not only affects government and politics, but society. The nation's fundamental immigration **principles** were outlined in 1952's Immigration and Nationality Act, which is often called the McCarran-Walter Bill. Two years later, the doors to Ellis Island closed, "marking an end to **mass** immigration," according to Ellis Island Immigrants. Since then, many amendments and additional immigration acts have become law, though the McCarran-Walter Bill still provides the general **framework**. The United States is often deemed a controversial **beacon of hope** in accordance to immigration issues. Laws, such as those passed by the state of Arizona, will continue to have a deep effect on Americans and hopeful immigrants.

Reading C Vocabulary

- | | |
|----------------------------|-------------------|
| 1. illegal 非法 | 12. harvest 收获 |
| 2. poverty 贫困 | 13. dividends 股利 |
| 3. oppression 压迫 | 14. depressed 低迷 |
| 4. unemployment 失业 | 15. commission 佣金 |
| 5. passing a judgment 判断 | 16. prosecute 起诉 |
| 6. ensuring 确保 | 17. flee 逃跑 |
| 7. pool of consumers 一批消费者 | 18. disparity 差距 |
| 8. Contributions 贡献 | 19. inspiring 鼓舞 |
| 9. social security 社会保障 | 20. propagate 宣传 |
| 10. sales taxes 销售税 | |
| 11. real estate 房地产 | |

Reading C

Immigration is a hot topic in the U.S. When we speak about immigration, it is usually about **illegal** immigration. Illegal immigrants come to the U.S. looking for better life. These immigrants usually are running away from **poverty**, **oppression**, and **unemployment** that is widespread in their

Lesson 11: Immigration

own countries.

However, there are pros and cons on immigrants entering the U.S. and we should take both sides into account before **passing a judgment**.

Common Arguments for those who Support

- Immigrants help to keep the economy of a country going by **ensuring** that the lower paid jobs are filled
- Immigration creates a new **pool of consumers** for a vast number of goods and services
- **Contributions to social security** are often not claimed by illegal immigrants
- Immigrants pay **sales taxes**
- Immigrants who end up owning property pay **real estate** taxes
- Farmers use services of immigrants to be able to plant and **harvest** crops less expensively
- Many illegal immigrants open bank accounts that give interest and **dividends** to banks
- Most illegal immigrants end up renting properties in **depressed** areas where otherwise it would be hard to find renters
- As immigrants buy properties, **commission** is generated for real estate agents and brokers

Common Arguments for those who oppose

- Immigrants end up costing tax payers billions of dollars
- It is difficult to **prosecute** illegal immigrants if they **flee** the country
- There is a **disparity** between legal and illegal immigrants
- Illegal immigrants who succeed in the entering the country are constantly **inspiring** others to do the same
- Immigrants **propagate** the demand for cheap labor and low wages

Besides these listed, there are many other pros and cons on immigrants. Whether having immigrants in the country is good or bad is a debatable topic.

Lesson 11: Immigration

Comprehension Questions

1. According to Reading A why did many people emigrate to the US in between 1840-1850?
 - a. Because of crop failures in Europe
 - b. Political Oppression in Europe
 - c. To make more money
 - d. To buy a house
2. What is quota for immigrants allowed into the US each year as of 1990.
 - a. 260,000
 - b. 350,000
 - c. 700,000
 - d. 1,000,000
3. According to Reading B Halloween is originally from where?
 - a. Barbarians
 - b. Ancient Celts
 - c. Romans
 - d. Vikings
4. Which of the following is NOT an argument for illegal immigration?
 - a. Illegal immigrants still pay taxes
 - b. Illegal immigrants provide cheap labor
 - c. Illegal immigrants are good people
 - d. Illegal immigrants contribute to Social Security
5. Which of the following is NOT an argument against illegal immigration?
 - a. Illegal immigrants encourage other immigrants to come
 - b. Illegal immigrants can't be held responsible for their crimes if they return home
 - c. Illegal immigrants bring down the wages of skilled workers
 - d. Illegal immigrants can't speak English.

Discussion Questions

1. Why do people immigrate to other countries?
2. Is immigration from one country to another a problem? In what ways do you see it as a problem?
3. Do you think that immigrants are treated well in most countries?
4. Do you think there is a relation between immigration and crime?
5. Should any government limit the number of immigrants entering the country? What would be a good number?
6. Is local culture threatened by immigration?
7. How far should immigrants retain their culture?
8. Should immigrants have the same rights as native citizens?
9. Should immigrants have the right to vote? In which elections?
10. What should be done with the illegal immigrants entering a country?

Lesson 11: Immigration

11. Should the country of origin of illegal immigrants be held responsible?
12. Do immigrants have a good or bad reputation in your part of the country?
13. Should students be allowed to wear clothes with cultural or religious symbolism at school?
14. Do you know anyone that is married to an immigrant?
15. Do you know any people who have emigrated from your country?
16. Would you ever think of emigrating?
 - o Why would you think of emigrating?
 - o What would be some of the issues that would concern you about emigrating?
17. Do immigrants in your community isolate themselves into a certain area?
18. Should immigrants be required to learn the local language?
 - o How would you help an immigrant learn the local language?
 - o How would you encourage children of immigrants to become bilingual by maintaining the original language and becoming fluent in the local language?
 - o Should immigrants be educated in their original language or the local language?
19. To what extent should official documents be written in several languages to accommodate immigrants?
20. Are immigration regulations too strict? In what way should they be changed?
21. How long should immigrants be required to live in the new country before they can become naturalized?
22. What should be the requirements for naturalization?
23. How does an immigrant become a citizen in your country?
24. How does immigration affect the economic situation in your community?
25. To what extent has the culture of your community become richer by immigrants?
26. How is your community incorporating immigrants into the life of the community?
27. How would you define the word "home"?
28. Should employers who employ illegal immigrants be penalized?
29. Should illegal immigrants be deported?

Writing Assignment

1. Write one page in support or against illegal immigrants.
2. Write one page about the situation of illegal immigrants in your country.
3. Write one page about how America would be different without immigrants.

Lesson 11: Immigration

Countries of Birth of the Foreign-Born Population, 1850–2000

Ten leading countries by rank ¹	1850	1880	1900	1930	1960
1.	Ireland 962,000	Germany 1,967,000	Germany 2,663,000	Italy 1,790,000	Italy 1,257,000
2.	Germany 584,000	Ireland 1,855,000	Ireland 1,615,000	Germany 1,609,000	Germany 990,000
3.	Great Britain 379,000	Great Britain 918,000	Canada 1,180,000	United Kingdom 1,403,000	Canada 953,000
4.	Canada 148,000	Canada 717,000	Great Britain 1,168,000	Canada 1,310,000	United Kingdom 833,000
5.	France 54,000	Sweden 194,000	Sweden 582,000	Poland 1,269,000	Poland 748,000
6.	Switzerland 13,000	Norway 182,000	Italy 484,000	Soviet Union 1,154,000	Soviet Union 691,000
7.	Mexico 13,000	France 107,000	Russia 424,000	Ireland 745,000	Mexico 576,000
8.	Norway 13,000	China 104,000	Poland 383,000	Mexico 641,000	Ireland 339,000
9.	Holland 10,000	Switzerland 89,000	Norway 336,000	Sweden 595,000	Austria 305,000
10.	Italy 4,000	Bohemia 85,000	Austria 276,000	Czechoslovakia 492,000	Hungary 245,000

Lesson 11: Immigration

Ten leading countries by rank¹	1970	1980	1990	2000
1.	Italy 1,009,000	Mexico 2,199,000	Mexico 4,298,000	Mexico 7,841,000
2.	Germany 833,000	Germany 849,000	China 921,000	China 1,391,000
3.	Canada 812,000	Canada 843,000	Philippines 913,000	Philippines 1,222,000
4.	Mexico 760,000	Italy 832,000	Canada 745,000	India 1,007,000
5.	United Kingdom 686,000	United Kingdom 669,000	Cuba 737,000	Cuba 952,000
6.	Poland 548,000	Cuba 608,000	Germany 712,000	Vietnam 863,000
7.	Soviet Union 463,000	Philippines 501,000	United Kingdom 640,000	El Salvador 765,000
8.	Cuba 439,000	Poland 418,000	Italy 581,000	Korea 701,000
9.	Ireland 251,000	Soviet Union 406,000	Korea 568,000	Dominican Republic 692,000
10.	Austria 214,000	Korea 290,000	Vietnam 543,000	Canada 678,000

1. In general, countries as reported at each census. Data are not totally comparable over time due to changes in boundaries for some countries. Great Britain excludes Ireland. United Kingdom includes Northern Ireland. China in 1990 includes Hong Kong and Taiwan.

Read more: [Countries of Birth of the Foreign-Born Population, 1850–2000 — Infoplease.com](#) <http://www.infoplease.com/ipa/A0900547.html#ixzz1ESJHaRY0>

Source: <http://www.infoplease.com/us.html>

Lesson 12 Race/Ethnic Issues

Introduction

In the previous chapter we discussed immigration in America and the affect that it has on today's society. According to figure 1.1 (below), America currently homes more immigrants than any other country. America owes many of its successes and its current position as a world leader to their acceptance of such immigrants, however having such a large number of immigrants in an already culturally diverse country, will inevitably lead to problems. In this chapter we are going to discuss the race and ethnic issues that America has been dealing with since the beginning.

Rank	Countries	Amount
# 1	<u>United States:</u>	38,355,000
# 2	<u>Russia:</u>	12,080,000
# 3	<u>Germany:</u>	10,144,000
# 4	<u>Ukraine:</u>	6,833,000
# 5	<u>France:</u>	6,471,000
# 6	<u>Saudi Arabia:</u>	6,361,000
# 7	<u>Canada:</u>	6,106,000
# 8	<u>India:</u>	5,700,000
# 9	<u>United Kingdom:</u>	5,408,000
# 10	<u>Spain:</u>	4,790,000

Figure 1.1 Immigrant Population Count

Source: http://www.nationmaster.com/red/graph/imm_imm_pop_num_of_imm-immigration-immigrant-population-number-immigrants&b_printable=1

Note: Student should watch the Movie “Crash” before coming to class

Lesson 12 Race/Ethnic Issues

Vocabulary Reading A

- | | |
|-----------------------------|--------------------------------|
| 1. threaten 威胁 | 5. NAACP 全国有色人种协进会 |
| 2. incident 事件 | retaliation 报复 |
| 3. stirred 引起 | 6. Klan 三 k 党 |
| 4. racial tensions 种族间的紧张关系 | 7. banned 禁止 |
| | 8. blown out of proportion 十分夸 |

Reading A

Racial Tension Erupts in Small Alabama Town(MILLRY, Ala.) - A white girl talking to black boys: that's what parents of Millry students say caused a father to storm the school's gym last week and **threaten** black players on the basketball team.

"He said that if any contact was made to his daughter that he would kill him and his black friends," said Latisha Mitchell who's stepson is a member of the team. Mitchell says that her stepson and the young girl were only friends had been text messaging each other.

The **incident**, some say, has **stirred** long-standing **racial tensions** in the town, and now the **NAACP** is involved and hosted a meeting attended by several parents and students at the school Wednesday night.

"There's rumors in Millry that there's going be **retaliation** from the **Klan** and that they're gonna gather to come against us ...there's a lot of people backing down because their scared of what's gone happen," said Vanessa Wimble, at the meeting.

The school board has **banned** the father accused of making the threat from school property, but still some parents are outraged saying that more should be done and the father be arrested.

"If a black male stepped on campus and made that threat other action would have been taken it's just a matter of being fair," said Mitchell.

One Millry parent who did not attend the meeting tells LOCAL 15 News that there is no racial tension in Millry and that the incident was **blown out of proportion**.

Source: <http://www.local15tv.com/mostpopular/story/Racial-Tension-Erupts-in-Small-Alabama-Town/Ch9rkBT4XESdp6FpswHyPw.cspx>

Lesson 12 Race/Ethnic Issues

Vocabulary Reading B

- | | |
|------------------------|-----------------------|
| 1. suspended 咱令停止 | 9. vowed 发誓 |
| 2. cops 警察 | 10. buddies 好友 |
| 3. revelation 启示 | 11. inexplicably 莫名其妙 |
| 4. brothers in blue 警察 | 12. comply 遵守 |
| 5. revolted 背叛 | 13. belligerent 暴力 |
| 6. venomous 有毒的 | 14. pepper spray 胡椒喷雾 |
| 7. denounced 谴责 | 15. prejudice 偏见 |
| 8. dignity 尊严 | |

Reading B

BY Corky Siemaszko
DAILY NEWS STAFF WRITER

The Boston cop **suspended** for calling Harvard professor Henry Louis Gates a "banana-eating jungle monkey" in a mass e-mail was turned in by fellow **cops**.

The **revelation** that Officer Justin Barrett's **brothers in blue** were also **revolted** by his hateful words came as the police commissioner tried to repair the reputation of Beantown's police department.

"This type of **venomous** rhetoric is severely damaging," Boston Police Commissioner Ed Davis declared Thursday. "We will not allow the unacceptable actions of one member to define who we are."

Davis said he has apologized to Gates on behalf of the department and they are now checking whether Barrett had any run-ins with blacks while on the job.

Barrett is also not getting any love from the local police union, which has **denounced** his remarks as "offensive and hurtful."

"He's gone," Boston Mayor Tom Menino said of Barrett, who has already been suspended. "G-o-n-e. I don't care, it's like cancer. You don't keep those cancers around."

Barrett, 36, a cop for two years, has also been suspended by the National Guard, where he holds the rank of captain. Earlier, Barrett insisted he was not a racist and "did not mean to offend anyone."

"The words were being used to characterize behavior, not describe anyone," Barrett told WCVB-TV.

Barrett conceded it was a "poor choice of words."

Lesson 12 Race/Ethnic Issues

"I didn't mean it in a racist way," he added. "I treat everyone with **dignity** and respect."

Barrett said he was "just venting" about the July 16 arrest of Gates by a white Cambridge cop that became a national discussion about race when President Obama said the officers acted "stupidly."

"People are making it about race," said Barrett, who **vowed** to fight any attempt to fire him. "It is not about race."

But it may be about whether Barrett has any sense.

Barrett got into hot water after he fired off the note to his **buddies** on the force, in the Guard—and, **inexplicably**, The Boston Globe.

In the email, Barrett called the Globe story "jungle monkey gibberish" and wrote that Gates' "first priority should be to get off the phone and **comply** with police."

"For if I was the officer he verbally assaulted like a ... jungle monkey, I would have sprayed him in the face with OC deserving of his **belligerent** non-compliance," Barrett wrote.

OC is **pepper spray**.

Barrett went on to question Gates' credentials, called him a "God damned fool," and twice challenged the paper to "ax" him what he thinks.

"I am not a racist, but I am **prejudice** [sic] towards people who are stupid and pretend to stand up and preach for something they claim is freedom," Barrett wrote.

Source: <http://www.usnews.com/news/articles/2009/07/30/officer-suspended-for-calling-henry-louis-gates-a-jungle-monkey>

Vocabulary Reading C

- | | |
|---------------------|--------------------------|
| 1. ingrained 根深蒂固 | 10. fundamentalist 原教旨主义 |
| 2. upbringing 教养 | 11. perpetuated 延续 |
| 3. imbibe 吸收水分 | 12. nefarious 邪恶的 |
| 4. dispel 驱散 | 13. welfare 接受社会救济得 |
| 5. stereotypes 刻板印象 | 14. charity 慈善 |
| 6. generalized 广义 | 15. portrayed 描绘 |
| 7. Caucasians 白种人 | 16. snake charmers 要蛇者 |
| 8. ethnicity 种族 | 17. misers 守财奴 |
| 9. geniuses 天才 | 18. propagated 繁殖 |

Lesson 12 Race/Ethnic Issues

Reading C

List of Racial Stereotypes

There is no denying the fact that racial **stereotypes** are more often than not **ingrained** in our brains. They are generally a part of **upbringing**, something that we **imbibe** from our social environment. This is not to say that one cannot outgrow these stereotypes and **dispel** them. But more often than not it can be quite difficult to not think a certain way, when you meet people of a certain ethnicity for the first time. Regardless of the race you belong to, at some point of time or the other, you would have been the focus of racial stereotyping, of the type described. The stereotypes list gives examples of some of the most common, and **generalized** images of people of a certain race. While these stereotypes may not be politically correct, they do exist in correlation to people of certain racial backgrounds.

1. All African Americans are good at dancing, while **Caucasians** more often than not have no rhythm.
2. All people of Asian **ethnicity** are **geniuses** and driven to serve their employers well. They do exceedingly well in academics.
3. People of Hispanic origin do not have a good command over English and more often than not, are not fluent in the language.
4. Gambling is one of the favorite pastimes of Native Americans.
5. All African Americans are good at playing basketball. This stereotype emerges from the fact that a large percentage of professional players are of African American origin.
6. All Caucasians are racist and guilty of a racist attitude towards people of different ethnicity.
7. Everyone who belongs to the Middle East hates America and is a **fundamentalist**. This is one of the racial stereotypes that was **perpetuated** further in the wake of the 9/11 attacks.
8. African Americans are not very intelligent, tend to be involved in **nefarious** activities, and have big lips.
9. Natives of the African continent live in underdeveloped villages, in tiny huts, and wear very little clothing.
10. People from Latin countries are often dependent on **welfare** and **charity**, have many children, and are generally illegal aliens in the United States.
11. South Asians are often all portrayed to be from India, which is in turn **portrayed** as a country of elephants, **snake charmers**, extreme poverty, pestilence, and two million gods. This is one of the most common racial stereotypes in the media.
12. Jews are often stereotyped as a community of greedy **misers** who refuse to part with the money that they make.
13. A cultural, gender, and racial stereotype that refuses to die down is that of the dumb blond, who while attractive is often considered lacking in intelligence.
14. Another of the common racial stereotypes **propagated** by the media is that which portrays Italians as violent, politically corrupt, and ignorant.

Lesson 12 Race/Ethnic Issues

These are just some of the most common racial stereotypes in movies and media. There are many such stereotype examples that exist. Racial stereotyping can have a huge negative effect on society in general, if it results in discrimination. While avoiding stereotyping someone is not easy, falling prey to these images is not the smartest thing you can do. It can result in societal clashes and cause misunderstandings that are completely unnecessary.

Before Discussing the Movie first give a brief summary of the movie.

Movie Discussion Questions (Crash 2004)

1. Did you like the movie? Why or why not?
2. Discuss each character's relevance in the story.
3. Why do you think Rick, the District Attorney, wanted to cover up the fact that his car was stolen by two black men? Were his ideas for "handling" the situation appropriate? Why or why not?
4. Should Tommy (police officer) have done anything differently to stop Officer John Ryan from treating the Thayer's the way he did when he pulled them over? What should he have done?
5. Name the different stereotypes you heard in this movie? Are they ones you have heard before? Is stereotyping a bad practice? What are the reasons why people use stereotypes? Does everyone stereotype?
6. Have you ever been stereotyped? How did it make you feel?
7. Where do you think Officer John Ryan's feelings about black people came from?
8. What do you think pushed Officer John Ryan to risk his own life to save Mrs. Thayer?
9. What were the benefits to detective Graham Waters taking the DA's offer to lie in exchange for cleaning up his brother's police record? What were the consequences of his decision?
10. Reflect on the statement that television producer Cameron Thayer made to Anthony: "you embarrass me, you embarrass yourself." What do you think were Thayer's motives?
11. Do you believe that citizens should be able to purchase and possess guns? Why or why not? If so, what stipulations do you think there should be on purchasing and possessing a gun?
12. What could have happened in Jean's life that made her so angry? What made her realize that her housekeeper, Maria, was her best friend? What might have kept her from seeing this and treating her with respect all along?
13. What do you think made Anthony decide not to sell the refugees to the chop shop owner and release them to freedom?
14. Who was responsible for the death of Graham Waters' brother? Officer Hansen (Tommy)? Graham? His mother? Himself? Please discuss your reasons.
15. When the Thayer's were pulled over by Officer John Ryan, Mr. Thayer chose to apologize to avoid being arrested? What were the consequences? Do you think he made the right decision? Why or why not?
16. This movie is set in Los Angeles, a city rich in diversity? Do you think that an area with such diversity would be more open or close minded about

Lesson 12 Race/Ethnic Issues

- differences? Why?
17. Is it appropriate to ask someone their ethnic background? Why or why not? Would you prefer to have someone ask you about your background or assume it?
 18. What do you think caused Anthony to be so defensive about being black?
 19. What lessons, if any, did each of the characters learn? What lessons in life do you think teach people to be more accepting of others differences?
 20. Which character was the most unethical? Why?
 21. Which character was the most ethical? Why?
 22. What lesson did young Lara teach to Farhad when he tried to shoot her father for not fixing the lock and the store being vandalized? Do you think that opinions like Officer John Ryan can be changed? How?
 23. Which connection(s) between characters was most interesting? Please share your thoughts.
 24. What character(s) did you like the least? Why?
 25. What character(s) did you like the most? Why?
 26. How did language barriers create problems in this film? How can we help to prevent such misunderstandings?

Discussion Questions

Define Racism.

What images spring to mind when you hear the word 'racism'?

How much racism is there in your country?

Have you ever been the victim of racism?

What do you do when you see racism against others?

Have you ever done anything to help stamp out racism?

In which country do you think racism is worst?

Why are people racist?

Who is the biggest racist you know?

Is racism getting worse or disappearing in your country?

What kind of world would it be if there was no racism?

Do you ever have racist thoughts?

Do you think racism will ever disappear from this world?

How do you explain racism to a child?

What races do people in your country discriminate against?

What punishments should there be for those guilty of racism?

Lesson 12 Race/Ethnic Issues

What's the best way to stamp out racism?

What's the worst example of racism you've witnessed or experienced?

Do you think racism feels differently to black, white, Asian, Indian, Arab... people?

What adjectives would you use to describe racism?

What is worse, racism, sexism or homophobia?

Writing Assignment (choose one)

1. Write one page about a time that you experienced racism.
2. Write one page about where you think racism comes from.
3. Write one page about how we can end racism.
4. Write one page about a prejudice you have.

Lesson 13 Class and Gender

Reading A

- | | |
|--------------------|-----------------------------|
| 1. categorize 分类 | 8. Corporate America 美国企业界 |
| 2. cliché 老生常谈 | 9. inherited privilege 继承特权 |
| 3. wealth 财富 | 10. considerable 可观 |
| 4. income 收入 | 11. professionals 专业人士 |
| 5. capitalist 资本主义 | 12. consideration 考虑 |
| 6. consisted 包括 | 13. social hierarchy 社会等级 |
| 7. elites 精英 | 14. retail 零售 |

Reading A

Social scientists believe that it is indeed very difficult to **categorize** the social class within the United States in the **cliché** terms of the rich, the middle class and the poor. The fact is that American society is much more economically and culturally diverse. There are a lot of differences in people's **wealth**, **income**, education and occupation that one can claim there are dozens of social classes. Some sociologists such as Dennis Gilbert, William Thompson, Joseph Hickey and James Henslin have suggested distinct social classes. These social classes include an upper or **capitalist** class consisting of the rich, an upper middle class which is consisted of highly educated and well-paid professionals, a lower middle class which is **consisted** of semi-professionals, a working class consisting of clerks and blue collar employees whose work is filled with routines and a lower class consisting of people between the working poor and underclass.

Now, we are going to take a look at the most common definitions of each social class as briefly as possible.

Upper Class:

This term refers to a wide range of **elites** in the USA. They are also referred to as "the blue-blooded". There can be a division within this category and that is the upper-upper class and lower-upper class. The former referring to established upper-class families while the latter includes people of great wealth. According to statistics, less than five percent of Americans belong to upper class. **Corporate America** is mostly managed by those who are in this category.

One significant characteristics of this group is that of **inherited privilege**. In other words, people in this category do not have to work in order to keep their status. Their social status is passed on from a generation to another automatically.

Middle Class:

This group is generally talking about individuals who are between the extremes of wealth, regardless of **considerable** differences in income, culture, educational background and occupation. This category is consisted of two groups: the upper middle class and the lower

Lesson 13 Class and Gender

middle class. The former is used to describe a relative elite of **professionals** and managers who are highly educated, and are well-paid professionals with significant work autonomy. Lower middle class is consisted of semi-professionals and salesmen who have some college education and are mostly supervised more closely. Around 47% to 49% of the population of the US belongs to this category.

Working Class:

Sociologists estimate that around 32% to 45% of the US population belongs to working class. A distinctive characteristic of this group is that workers from this category only take orders. They are not awarded for their ideas and they are not taken into **consideration** when it comes to decision making process. So that means the working class is consisted of blue-collar workers, while lower middle class is consisted of non-professional white collar workers.

Lower Class:

Well, this term is applicable to those at the bottom of the **social hierarchy**. Around 13% of the US population falls in this category. They are mainly low-rung **retail** and service workers or people who are unemployed or are unable to work.

Reading B

Reading B

- | | |
|-------------------------------|----------------------------------|
| 1. poll 民意调查 | 8. brick mason 石匠 |
| 2. unprompted 自发的 | 9. assembling aircraft 组装飞机 |
| 3. conjures 想象 | 10. laboratory technician 实验室技术员 |
| 4. unionization 工会化 | 11. optician 眼镜商 |
| 5. collective bargaining 基本谈判 | 12. denotes 表示 |
| 6. latter 后者 | 13. perceptions 感知 |
| 7. former 前 | 14. disregard 漠视 |

What Is the Difference Between ‘Middle Class’ and ‘Working Classes’?

A new ABC News **poll** shows that 45 percent of Americans consider themselves middle class, a significant difference from other polls that find when asked **unprompted**, 80 percent of Americans self-identify as middle class. The difference: ABC asked people to identify as middle, working or upper-middle class.

What's the difference between “working class” and “low-income Americans”? It can be pretty significant. “Working class” often **conjures** up images of those who engage in physical labor for an hourly wage as opposed to office workers and service industry staffers; and yet, due to **unionization** and **collective bargaining**, the **former** often earn far more than the **latter**. For instance, a **brick mason** would probably proudly identify as “working class” instead of “middle

Lesson 13 Class and Gender

class” if given the option, but the mean salary for a brick mason is \$47,000 — certainly in the middle-income quintile (and pretty close to the median income). A worker **assembling aircraft** makes an average of \$43,000 a year — also in the middle quintile.

By comparison, a teacher’s assistant — a more “middle-class” job, if the distinction between working and middle class is physical labor and physical setting — makes an average salary of \$23,000. A **laboratory technician** makes an average of \$37,000 a year. An **optician** makes a mean salary of \$35,000 a year. Bookkeeping, accounting or auditing clerk will pull in an average of \$33,800 a year. All of those jobs require some amount of postsecondary education, don’t involve physical labor and place the people in them in the “lower-middle-class” income quintile. Very few of them would, however, likely identify as “working class” when “middle class” was offered as an option.

The problem with “working class” is that it **denotes** a class of labor and a particular social grouping, rather than a class of income, while middle and upper middle class — though obviously imprecise in the vernacular — connote a comparative income. The use of “working class” as a category, while obviously designed to overcome the questionable utility of a system by which 80 percent of Americans self-identify as middle class, creates a whole new host of problems for surveys that attempt to determine how income affects people’s **perceptions** — so much so that, in the middle of its own analysis, ABC News switches to using income-based definitions of the middle/working-class divide to tease out how concerned people are about the economy.

Interestingly, after people self-identify as working class, ABC’s survey stops caring about their opinions. Even though the survey designers are obviously aware that the middle/working-class divide is not about income — since they stop using it halfway through the survey — they still **disregard** the opinions of those who identify as working class. No wonder those who identify as working class think there’s some conspiracy among the “elites.”

Reading 3

- | | |
|----------------------|--------------------------|
| 1. workforce 劳动力 | 11. genetically 基因 |
| 2. shifted 转移 | 12. caretakers 保姆 |
| 3. gender roles 性别角色 | 13. fixation 固定, 定影, 定位 |
| 4. subsequently 随后 | 14. overemphasizing 超过强调 |
| 5. engage 使参加 | 15. can't hack it 做不了 |
| 6. contributing 起作用的 | 16. obtained 获得 |
| 7. factors 因素 | 17. willingness 意愿 |
| 8. gender gaps 性别差距 | 18. competitiveness 竞争力 |
| 9. debunk 揭穿 | 19. strive 努力 |
| 10. resentful 怨恨 | |

Lesson 13 Class and Gender

Reading C

Evolving Gender Roles Explored at Anne Roe Lecture

By Jill Anderson

Women have come a long way in the past 50 years. Today, women are getting married later and giving birth later in life; they make up 50 percent of the **workforce** and also have tremendously **shifted** the roles in families. "There have been dramatic changes in how men and women look at their lives and what they are doing," said Rosalind Chait Barnett, director of the Community, Families & Work Program at Brandeis University, speaking at HGSE after receiving the 2008 Anne Roe Award on November 17.

Barnett's lecture, "Women's Journey toward Equality: Where We are and the Path Ahead," discussed how traditional **gender roles** have changed, **subsequently** freeing women to **engage** in life outside the home. During her presentation, Barnett provided much data on men's family and work roles, women's multiple roles, quality of marital relationships, and what the future holds for women's equality.

"Women's lives today are dramatically different [from] those of their mothers and grandmothers. Women are making choices that will prepare them for longer lives, significant labor force participation with marriage and children, knowing that they are **contributing** to their own economic well-being, getting more education, and proving themselves in well-paying employment," Barnett says.

On the same note, men's roles have also changed in the past 50 years, she said. Men have more responsibilities in the home and in caring for the children - and the majority of men now rank having free time with family as one of the most important *factors* in [choosing] their employment. "There are very dramatic changes for men and women in how they look at their lives in terms of what's important and what they do with it," she said. "The changes have been positive but we still have a long way to go."

Barnett noted that, although many of the traditional *gender gaps* between men and women are closing, there are still many struggles that lie ahead. In particular, Barnett highlighted that women's salaries have yet to catch up to those of men, with women earning about 65 to 80 percent of what men earn today. But, she also noted that many areas like science, education, and media coverage tend to hold on to old notions of gender roles and stereotypes. Barnett shared dozens of studies with the audience that *debunk* popular gender myths like women aren't biologically predisposed to do well in science, that husbands are *resentful* of wives who earn more, and that men are *genetically* incapable of being sufficient *caretakers*.

Lesson 13 Class and Gender

Barnett focused on the media's role and *fixation* on "retro" gender stereotypes by routinely publishing stories about women choosing to be stay-at-home mothers or *overemphasizing* the notion that working women climb the corporate ladder only to jump off it into motherhood. "Seventy eight percent of mothers with graduate or professional degrees are in the workforce and three times as likely to work full-time or part-time," she said, noting that over the past 15 years, the majority of women with college degrees have not been out of work more than six months -- even following childbirth. Barnett said the media's coverage contains "proliferations that women *can't hack it*" despite the wide publications of studies proving otherwise.

In closing, Barnett shared results from a Gender Gap Report where the United States ranked 27 out of 130 countries in economic, legal, and social aspects between men and women. The results further demonstrated a continued need for America to advance in this area. However, she also highlighted many bright spots in gender like women's recent active role in politics, a growth in scientific research that is sound and provides real data on gender differences, and the fact that the U.S. ranks first in women's educational attainment.

"We expect these trends to continue into the future because of increased knowledge being *obtained* about gender similarities and gender differences...however the path ahead, like the path behind, is not likely to be a smooth one," she said, noting that this requires biological determinism and the media's *willingness* to report new discovered gender similarities as it does differences. "A nation's *competitiveness* depends significantly on whether and how it educates its female talent to maximize its competitiveness and development potential, each country should *strive* for gender equality."

Lesson 13 Class and Gender

Comprehension Questions

1. According to Reading A, blue-collar workers belong to which social class?
 - a. Lower Class
 - b. Working Class
 - c. Middle Class
 - d. Upper Class
2. According to Reading B, how does the middle class and working class compare in terms of salary?
 - a. They earn the same.
 - b. Middle Class earns more than working class on average
 - c. Working class earns more than middle class on average
 - d. It can't be compared
3. According to Reading B, if given the option between being "working class" or "middle class" many Americans will choose working class. In a short answer explain this.

a. _____

4. Short answer: give a few examples of how the men's role in society has changed over the years.

a. _____

5. Short answer: give a few examples of how women's role in society has changed over the years.

a. _____

Lesson 13 Class and Gender

Discussion Questions

Class Questions

- 1.** What is class?
 - a.** Is it economic?
 - b.** Is it cultural?
 - c.** Is it social?
 - d.** Is it something else?
- 2.** What is the class system like in your country? How many classes are there? What percentage of the population belongs to each class?
- 3.** What class do you belong to?
- 4.** How does class affect our daily lives?
- 5.** How do we change classes? Is it easy to change class?
- 6.** What problems does a distinction between classes cause?
- 7.** What do you think of people from the upper class/middle class/ lower class?
- 8.** Can you tell which class a person belongs to just by looking at them? How?
- 9.** Can you tell which class a person belongs to by hearing them talk? How?
- 10.** What other factors give away a person's class?
- 11.** Some people say the perfect society is a classless society. Do you agree with this? Is this possible?
- 12.** Are you friends with anyone outside of your class? If yes, do you ever have any conflicts related to your class difference?
- 13.** Would you ever date someone outside of your class?
- 14.** Do you know anyone that has changed classes? Did the person that changed classes change as a person as well? Explain.
- 15.** What are the stereotypes of the different classes in the media in your country? For example, in America the upper class is often portrayed as evil.
- 16.** Have you ever experienced a class related conflict? Explain.

Gender questions

- 1.** Do you see yourself as a typical man or woman? Why or why not?
- 2.** In your country are the responsibilities of a mother the same as the responsibilities of a father to their families?
 - a.** What are the responsibilities of a father to his family?
 - b.** What are the responsibilities of a mother to her family?
 - c.** Are fathers capable of carrying out the duties of a mother and vice versa?
- 3.** Are there different expectations for sons and daughters?
- 4.** What habits are deemed as appropriate for men but inappropriate for women?

Lesson 13 Class and Gender

5. What behaviors are deemed as appropriate for men but inappropriate for women?
6. What jobs are deemed as appropriate for men but inappropriate for women?
7. What things can either men or women do that the other cannot do and why?
8. What type of clothing do men wear?
9. What type of clothing do women wear?
10. Can men wear women's clothing or can women wear men's clothing? Why or why not?
 - a. Can men wear pink clothes?
11. Is it OK for men to cry?
12. Is it OK for women to cry?
 - a. What do people think of men or women crying?
13. What would people think of a man who backs down from a fight?
14. What would people think of two women involved in a fist fight?
15. Is it OK for men to appear sad?
16. Is it OK for women to appear angry?
17. Is it OK for men to appear weak?
18. Is it common for women and men to take part in sporting activities? Do they take part in the same type of sporting activities?
19. In your home, who does the cooking, cleaning and household chores?
20. Is it possible for women to join the army in your country?
21. Is it compulsory for men and women to join the army in your country?
22. Do women swear a lot?
23. Are there more male or female managers and executives? Why do you think this is?
24. Who is regarded as the head of the family?
25. Should boys and girls be brought up differently?
26. Should boys and girls be treated differently on the part of the parents?
27. What would happen if your parents changed their place for one day?
28. How would the world look like without men?
29. How would the world look like without women?
30. When a woman and a man are together, who does most of the talking? What makes you think so?
31. Do men/men friendships differ from women/men or women/women friendships? How?
32. Who do you think has life easier, girls or guys? Why?
33. Do you see yourself as a typical man/woman? Why or why not?
34. What things can men or women do that the other cannot do and why?
35. Who do the children go to for emotional support? For financial support?

Writing Assignments

1. Write one page describing the class system in your country.
2. Write one page describing a problem that you had that was directly related with class.
3. If you watch American movies or TV shows, describe a movie which had a class based conflict.

Lesson 14: American Slang

Introduction

The last few lessons in this course have been quite serious and intense. Therefore, this lesson will be a bit more laid back. As we look into American slang. A problem many students have when they arrive to America is they can't understand the slang. American high school students love to pick up new words from movies, songs, and many times they'll even invent new words. A big theme, you have no doubt noticed or already knew, is American's love to be unique. We are always looking for new and interesting ways to express old ideas. With this in mind we are going to spend a lesson looking into some of the most common slang expressions used today.

Reading

What is Slang?

Dr. Goodword (Robert Beard, PhD, Linguistics)

Slang is crucial part of a young person's '*coming of age*', one of the first detectable signs of their breaking away from their parents and their parents' values. It is a cheap second language that expresses the differences between a young person who is about to enter adulthood from his or her parents' generation.

Slang is actually not a language or a dialect at all, however. It is more a code in which one vaguely related or unrelated word or phrase is substituted for a more common one. The words that are replaced in slang are the most common ones: good (*cherry, boss, phat, da bomb*), bad (*icky, yucky, jankety*), crazy (*nuts, bananas, crackers, bonkers*), smart (*brainy, savvy, sharp*), fast (*scream, tear out, fly, like greased lightning*), slow (*dragging, poky, crawling, creeping*).

Each generation of slang has its word for those who are making the break from those who are not. People who are making the break are *hep, hip, with it, in, in the know, or cool*; they talk the talk and walk the walk. The 'in' people are part of what is often called the New Generation, even though it is usually only vaguely defined other than that it speaks a new generation of slang and listens to the newest fad in music.

Young people who do not talk the talk are more focused on their parents' values and their world must have names, too. They are *squares, cubes, dweebs, geeks, nerds, wonks*. These young people work hard in school to please their parents and in order to find a place for themselves in the established order. They are not trying to make a *radical break*.

Source: http://www.alphadictionary.com/articles/what_is_slang.html

Lesson 14: American Slang

Reading B (discuss these with your teacher)

Common Slang Today

1. Big deal- important event, or used sarcastically to refer to something not important
2. Blast or It's going to be a blast-
3. Bomb- to be unsuccessful or really fun
4. Blow it off-
5. Blue or have the blues- feel depressed
6. Bogus-
7. To book
 - a. To run fast
 - b. Make reservations
8. Born again- to hold strong Christian Beliefs
9. Bounce a check-
10. Broke- no money
11. Buddy-
12. Bum a cigarette-
13. Bummed out- depressed
14. Bummer-
15. Burned- rejected, insulted, or otherwise negatively treated
16. Dude-
17. Burned out
 - a. Exhausted
18. Busted-
19. Check out
 - a. Sign out materials from a library
 - b. To try and find out something
 - c. To fall asleep
20. Chill out or cool it-
21. Cop out- to not face the issue
22. Couch potato-
23. Cram- to study a lot the night before a test
24. Crash-
25. Cruising- diving around for pleasure with no place in mind
26. To have a crush on someone-
27. Cut it out- stop it
28. Dead-
29. Dork- unfashionable and awkward male
30. Dough-
31. Down in the dumps- depressed
32. Drop in-
33. Fire up- to motivate, to get started

Lesson 14: American Slang

- | | |
|---|--|
| 34. Fix up- | 54. John- toilet |
| 35. Fed up or sick of- disgusted with;
tired of | 55. Knock it off- |
| 36. Freak out- | 56. Lighten up- relax |
| 37. Geek- socially inept person, likes
computers a lot | 57. Loaded- too much to drink |
| 38. Get a kick out of something- | 58. Lose it- to lose control of oneself |
| 39. Get on someone's case- to annoy
someone | 59. Mind your own business- |
| 40. Give someone a break- to stop
criticizing or teasing | 60. On the house- |
| 41. Give someone a buzz, a ring- | 61. Pig out- overeat |
| 42. Goofing off- acting silly; doing
something that has no particular
purpose | 62. Put someone on- |
| 43. Go bananas- | 63. Take a rain check- post pone |
| 44. Gross- disgusting | 64. Raunchy – |
| 45. Hang in there- | 65. Rip off- steal, lie to someone to get
more money |
| 46. Hang up- fear ; phobia, worry | 66. Rowdy- |
| 47. Mooch- | 67. Scoop- gossip |
| 48. Hassle | 68. See eye to eye- |
| a. Problem or inconvenience | 69. Split- leave |
| b. Cause another person to
have a problem | 70. Spaced out- |
| 49. Hick – farmer, uneducated | 71. Tacky – in poor taste |
| 50. Hit the road- | 72. To be crazy about- |
| 51. Hit the sack- | 73. To be into something- to be very
interested in it |
| 52. In a nut shell- very briefly | 74. Touch base- |
| 53. Jerk- | 75. Touch luck |
| | 76. Turn over a new leaf |
| | 77. Wimp- |
| | 78. Zero in on- |
| | 79. Zonked- completely exhausted |
| | 80. Zip- nothing |

Lesson 14: American Slang

Reading C

Cool

Who hasn't used this word at least once in their life when speaking highly of something? This meaning of the word is relatively new in English, but not as new as you might think. The earliest record found so far is from 1884 in the phrase 'Dat's cool!'. After that the next is 1902 from the lyrics of a song from the Black and White minstrel show: "de way we dress is cooler".

Kick the Bucket

This means "to die". Many people consider the term to have come from a condemned man standing on an upturned bucket which was then kicked out from under his feet leaving him to hang, but there is no written evidence that this is the case. In fact, it is more likely from a different type of bucket entirely. In butchery, when a pig was slaughtered it would be hung from a piece of timber called the bucket beam. It is mostly likely that in his death throes, the pig's feet would bang against the rail to which they were tied. Therefore, kicking the bucket was a term referring to the last actions of the pig before he finally died

Comprehension Questions

1. In the first reading Dr. Robert Beard used several words to describe a cool person, which of the following was NOT mentioned.
 - a. Hip
 - b. With it
 - c. In the know
 - d. Fly
2. According to Dr. Robert which of the following words can be used for someone who is not cool.
 - a. Square
 - b. Upside Down
 - c. Bolty
 - d. Slippery
3. Which of the following Slang phrases means very tired?
 - a. Cranked

Lesson 14: American Slang

- b. Pig out
 - c. Burned Out
 - d. In a nut shell
4. What is the earliest recording of the word “cool”?
- a. 1857
 - b. 1884
 - c. 1902
 - d. 1976
5. Where does the term “kick bucket”?
- a. Turning over the bucket and emptying it out is like losing your life
 - b. Before a man was hung, he stood on a bucket, when the bucket is kicked the man dies.
 - c. When people die, an old tradition is to kick a bucket for good luck.
 - d. Before a pig died it kicked the bucket in old butcher houses.

Discussion

1. Why do people use slang?
2. What other slang words do you know that were not mentioned above?
3. Choose 5 of the slang phrases selected above and make up a story of where you think it came from.
4. Does your mother language have lots of slang?
5. When is it appropriate to use slang? When is it inappropriate to use slang?
6. What is the best way to study slang?
7. Do you think studying slang is useful? Why or why not?
8. What is the difference between slang, accent, and dialect?
9. Is slang the same for every generation? Why or why not?
10. Where do you think most slang terms come from today?

Writing Assignment

1. Choose at least 10 of the slang phrases/words from above and write a one page dialogue.

Lesson 15: American Inventions

Reading A

- | | |
|-------------------------------|---------------------------------|
| 1. communication devices 通讯装置 | 7. fibers 纤维 |
| 2. telegraph 电报 | 8. Manhattan Project 曼哈顿计划 |
| 3. atomic bomb 原子弹 | 9. vast arsenals 广阔的武器 |
| 4. cotton gin 轧花机 | 10. disarmament 裁军 |
| 5. moving assembly line 流水装配线 | 11. Cuban Missile Crisis 古巴导弹危机 |
| 6. steam engine 蒸汽机 | |

Reading A

Effects of Important Inventions on U.S. History

Important inventions that have had an impact on U.S. history include **communication devices** such as the **telegraph** (1837), the phone (1876), radio (early 1900s), film (1889), television (1927) and the Internet (1969), as well as military inventions such as the **atomic bomb** (1945). Manufacturing innovations such as the **cotton gin** (1793) and the **moving assembly line** (1908) and new transportation technologies, including the **steam engine** (1763) and the automobile (1885), also transformed the United States. The effects of these inventions include economic, social and political ramifications.

Economic

The cotton gin had enormous consequences for the United States. Prior to its invention, the short-staple cotton plant, which could grow in a wider variety of places than the long-staple type, was difficult to harvest because its **fibers** were hard to separate from the sticky seeds of the plant. Eli Whitney developed the cotton gin in 1793, which eased the separation of the fibers from the seeds, leading to the widespread cultivation of cotton throughout the South. As short-staple cotton became the economic backbone of the South, planters grew more dependent on slaves, to harvest the cotton. The influx of Southern cotton into New England also contributed to the nascent industrial revolution as textile mills were built to process the cotton.

Another significant invention that has affected the U.S. economy was Henry Ford's development of the moving assembly line in 1908, which enabled him to meet the demand for his automobile. The moving assembly line revolutionized manufacturing by increasing production and lowering costs by eliminating highly paid, skilled workers in favor of workers who performed one task repeatedly.

Social

Innovations in transportation such as the steam engine, which led to trains and steamboats and cars, made areas within the United States more connected and accessible than ever before. In addition to making it easier for farmers to sell their goods and encouraging industrialization, trains and automobiles also spurred the construction of suburbs, because it became easier for people to commute to work.

Communication technologies ranging from the telegraph to the Internet also made Americans more connected. News spread more easily, and families could remain in touch over long distances. These inventions also encouraged the development of a national culture, as people

Lesson 15: American Inventions

listened to the same radio programs and watched the same films and television shows. The Internet contributed to the globalization of American culture and business and changed the way Americans work.

Political

The atomic bomb has had profound political effects. The **Manhattan Project**, which included American and European scientists, developed the atomic bomb in 1945, and the Soviet Union of Socialist Republics (USSR) created its own atomic bomb in 1949. The result was a lengthy arms race between the United States and the USSR that included both sides building vast **arsenals** of nuclear weapons that by the 1960s could be delivered by missile. The arms race became a source of contention among politicians and inspired peace and **disarmament** movements in post-war America. Events like the **Cuban Missile Crisis** in 1962 kept Americans glued to their televisions as they feared the worst--an all-out nuclear war.

Reading B

1752 Lightning Rod

Benjamin Franklin's electricity experiments lead him to a valuable application -- the lightning rod, which when placed at the apex of a barn, church steeple, or other structure, conducts lightning bolts harmlessly into the ground.

1794 Cotton Gin

Eli Whitney patents his machine to comb and deseed bolls of cotton. His invention makes possible a revolution in the cotton industry and the rise of "King Cotton" as the main cash crop in the South, but will never make him rich. Instead of buying his machine, farmers built bogus versions of their own.

1836 Revolver

To finance the development of his "six shooter," Samuel Colt traveled the lecture circuit, giving demonstrations of laughing gas. Colt's new weapon failed to catch on, and he went bankrupt in 1842 at age 28. He reorganized and sold his first major order to the War Department during the Mexican War in 1846, and went on to become rich.

1843 Vulcanized Rubber

Rubber, so named because it could erase pencil, had long been considered a waterproofing agent, but in its natural state, it melted in hot weather and froze solid in the cold. After ten years of tireless work and abject poverty, Charles Goodyear perfects his process for "vulcanizing" rubber, or combining it with sulfur to create a soft, pliable substance unaffected by temperature.

1844 Telegraph

Samuel F.B. Morse demonstrates his telegraph by sending a message to Baltimore from the chambers of the Supreme Court in Washington, DC. The message, "What hath God wrought?," marks the beginning of a new era in communication.

Lesson 15: American Inventions

1873 Typewriter

Inspired by a Scientific American article featuring a British attempt at a typing machine, Christopher Latham Sholes invents his own. In 1873 he sells an improved prototype to Remington and Sons, gunsmiths, of Ilion, New York, who begin to mass produce the machines. Among the first works to be produced on a typewriter is Mark Twain's "Adventures of Tom Sawyer."

1877 Phonograph

Working with a team of engineers at his Menlo Park, New Jersey, laboratories, Thomas Alva Edison perfects a system of sound recording and transmission. The first recording replayed is a voice saying "Mary had a little lamb its fleece was white as snow."

1880 Hearing Aid

R.G. Rhodes improves on the ear trumpet with another primitive hearing aid. The device is a thin sheet of hard rubber or cardboard placed against teeth which conducts vibrations to the auditory nerve.

1882 Electric Fan

The world becomes a cooler place, thanks to the work of Dr. Schuyler Skaats Wheeler. His two-bladed desk fan is produced by the Crocker and Curtis electric motor company.

1885 Skyscraper

After the Great Fire of 1871, Chicago has become a magnet for daring experiments in architecture. William Le Baron Jenney completes the 10-story Home Insurance Company Building, the first to use steel-girder construction; more than twenty skyscrapers will be built in Chicago over the next 9 years.

1888 Kodak Camera

In Rochester, New York, George Eastman introduces a hand-held box camera for portable use. The camera is pre-loaded with 100 exposure film; after shooting the photographer returns the whole camera to the manufacturer for development and a reload.

1892 Gasoline-powered Car

In a loft in Springfield, Massachusetts, brothers Frank and Charles Duryea fabricate the first gasoline-powered automobile built in the United States. It will make its first successful run on the streets of Springfield in September, 1893.

1898 Submarine

The J.P. Holland torpedo boat company launches the first practical submarine, commissioned by the U.S. Navy. The test is successful. Holland gets orders for six more.

1902 Air Conditioning

Working as an engineer at the Buffalo Forge Company, Willis H. Carrier designs the first system to control temperature and humidity. He will go on to found his own company, the Carrier Corporation, to produce air-conditioning equipment.

Lesson 15: American Inventions

1903 Airplane

At Kitty Hawk, North Carolina, brothers Orville and Wilbur Wright break the powered flight barrier with their gasoline-powered "Flyer I." The first powered, sustained, and controlled airplane flight in history lasts 12 seconds. Wilbur pilots the machine. On a flight later that day, Orville will remain aloft 59 seconds and travel 852 feet.

1908 Model T

Car maker Henry Ford introduces his Model T automobile. By 1927, when it is discontinued, 15.5 million Models T's will be sold in the U.S. Ford owes much of his success to his improved assembly line process, which by 1913 will produce a complete Model T every 93 minutes.

1920 KDKA

The first regular commercial radio broadcasts begin when AM station KDKA of Pittsburgh delivers results of the Harding-Cox election to its listeners. Radio experiences immediate success; by the end of 1922, 563 other licensed stations will join KDKA.

1927 Television

Philo Farnsworth demonstrates the first television for potential investors by broadcasting the image of a dollar sign. Farnsworth receives backing and applies for a patent, but ongoing patent battles with RCA will prevent Farnsworth from earning his share of the million-dollar industry his invention will create.

1932 Defibrillator

Working at the research facilities at Johns Hopkins University, Dr. William Bennett Kouwenhoven develops a device for jump-starting the heart with a burst of electricity.

1939 Digital Computer

John Atanasoff and Clifford Berry of Iowa State College complete the prototype of the first digital computer. It can store data and perform addition and subtractions using binary code. The next generation of the machine will be abandoned before it is completed due to the onset of World War II.

1945 Atomic Bomb

A team led by J.R. Oppenheimer, Arthur H. Compton, Enrico Fermi and Léo Szilard detonates the first atomic bomb at the Los Alamos Lab near Santa Fé, New Mexico. Following the tests, the United States dropped two atomic bombs on Japan -- one at Hiroshima, one at Nagasaki -- that claimed more than 100,000 lives.

1953 Heart-lung Machine

Dr. John H. Gibbon performs the first successful open heart surgery in which the blood is artificially circulated and oxygenated by a heart-lung machine. This new technology, which allows the surgeon to operate on a dry and motionless heart, greatly increases surgical treatment options for heart defects and disease.

1957 Polio Vaccine

Lesson 15: American Inventions

Dr. Albert Sabin develops a polio vaccine using strains of polio too weak to cause infection but strong enough to activate the human immune system. His invention will put an end to the polio epidemics that have crippled thousands of children worldwide.

1960 Laser

Working at Hughes Research Laboratories, physicist Theodore H. Maiman creates the first laser. The core of his laser consists of a man-made ruby -- a material that had been judged unsuitable by other scientists, who rejected crystal cores in favor of various gases.

1964 Operating System

IBM rolls out the OS/360, the first mass-produced computer operating system. Using the OS/360, all computers in the IBM 360 family could run any software program. Already IBM is a giant in the computer industry, controlling 70% of the market worldwide.

1972 Video Game

Pong, one of the first mass-produced video games, has become the rage. Noland Bushnell, the 28 year-old inventor of Pong, will go on to found Atari.

1975 Microsoft

Old high school friends Bill Gates and Paul Allen form a partnership known as Microsoft to write computer software. They sell their first software to Ed Roberts at MIT, which has produced the Altair 8800, the first microprocessor-based computer. Gates soon drops out of Harvard.

1982 Artificial Heart

Dr. Robert Jarvik implants a permanent artificial heart, the Jarvik 7, into Dr. Barney Clark. The heart, powered by an external compressor, keeps Clark alive for 112 days.

1983 PC

In January "Time" names its 1982 "man" of the year -- the personal computer. PC's have taken the world by storm, dramatically changing the way people communicate. IBM dominates the personal computer market, benefiting both from the production of its own machines as well as "clones" produced by other companies.

1990 Hubble Telescope

The space shuttle Discovery deploys the Hubble Space telescope 350 miles above the Earth. Although initial flaws limit its capabilities, the Hubble will be responsible for numerous discoveries and advances in the understanding of space.

Lesson 15: American Inventions

Reading C

1. transcontinental telephone lines 横贯大陆电话线路
2. cordless phone 无线电话
3. photo phone 照片电话

Reading C

The First Telephone Call

March 10, 1876



What were the first words ever spoken on the telephone? They were spoken by Alexander Graham Bell, inventor of the telephone, when he made the first call on March 10, 1876, to his assistant, Thomas Watson: "Mr. Watson--come here--I want to see you."

Born in 1847 in Edinburgh, Scotland, Bell became an expert in sound and public speaking. His understanding of sound helped him to teach the deaf and then invent the telephone.

Bell was a man of vision. After the telephone's success, he wrote to his father about a future when "friends converse with each other without leaving home."

Inspired by his scientific curiosity, Bell went on to create other new inventions, including the **photo phone** in 1880. This first wireless telephone transmitted sound on a beam of light instead of electrical wires. It is the forefather of the **cordless phone** and 80% of today's telephone systems that use fiber optics.

Bell's first telephone call was so famous that he repeated the phrase in 1915 in the formal opening of the completed **transcontinental telephone lines** connecting America's East and West coasts. Picking up the phone in New York, Mr. Bell said, "Mr. Watson, come here, I want you." But this time Watson replied that it would take him a week; he was on the other end of the line in San Francisco.

Reading D

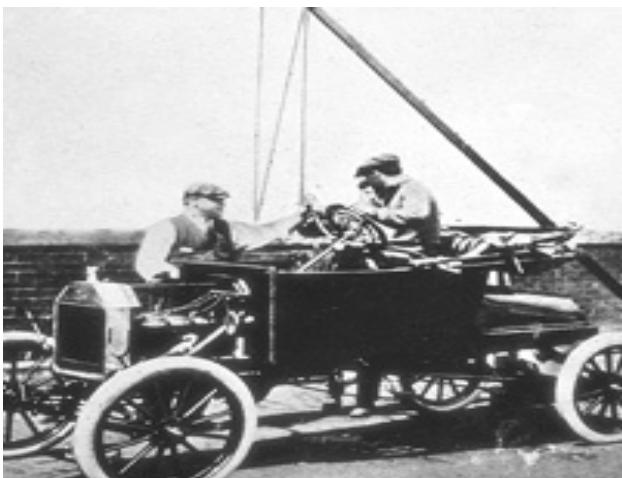
1. Detroit 底特律
2. Expert 专家
3. conveyor belts 转送带
4. rearview mirror 后视镜
5. pioneered 开创了

Lesson 15: American Inventions

Reading D

Detroit "Motor City," Michigan

Do you know why Detroit is known as "Motor City?"



Long recognized as the historic heart of the American automotive industry, **Detroit** took on the nickname "Motor City." The state's automotive industry provided the model for mass production that other industries later adopted. Henry Ford **pioneered** the use of the assembly line in manufacturing automobiles. Using **conveyor belts**, factory workers put different parts together quickly and relatively inexpensively -- like a mechanical puzzle. Ford's Model-T was the first car produced in this fashion, and it could be assembled more quickly and consistently

than had ever been possible before. Do you know why?

Each person who works on an assembly line is responsible for doing the same job on each car. For example, someone might be responsible only for attaching the **rearview mirror**. This person would do the task so many times that he or she would become an **expert** at it and be able to do it very quickly.

Comprehension

1. What was Henry Ford's greatest contribution to the 20th century?
 - a. invention of the model T Ford
 - b. implementation of the assembly line
 - c. creation of the Henry Ford college fund
 - d. fight against the emergence of monopolies
2. How did the steam engine change America?
 - a. it made it easier to navigate the Mississippi river
 - b. it made travelling more difficult
 - c. it made America more connected and accessible
 - d. it created suburbs
3. What was the Manhattan Project?
 - a. a project designed to improve the living conditions in Manhattan
 - b. a secret meeting of world leaders during WWII
 - c. the design of the first computer network
 - d. the development of the atomic bomb

Lesson 15: American Inventions

4. What were the first words ever spoken on the telephone?
 - a. Mr. Watson—come here—I want to see you.
 - b. It works! It really words!
 - c. This is Mr. Bell's office. How may I help you?
 - d. This is really cool. I need to get my girlfriend one of these for her house.
5. Which of these is not a reason for the assembly line's success?
 - a. It employed highly skilled laborers who made flawless products
 - b. it increased the rate of production
 - c. it was relatively inexpensive
 - d. it was faster and more consistent

Discussion questions

1. Why do you think so many of the world's most important inventions come from the U.S.?
2. What is a patent? How do you think patents encourage creative output?
3. What would you have said if you were Bell engaging in the first ever telephone call in history?
4. What do you think was the most important invention of the 19th century?
5. What do you think was the most important invention of the 20th century?
6. Which invention listed in reading 2 do you think had the smallest impact on the world?
7. How did the emergence of communication devices change America and the world?
8. What impact did mass production of the automobile have on America?
9. How did the increased number of automobiles in China affect society? Are there any similarities between America and China in this regard?
10. What were some important military inventions of the first and second world wars?
How did these inventions change the way wars are fought?
11. What are the advantages and disadvantages of the assembly line?
12. Which invention do you think is more important to the world: vulcanized rubber, the automobile, or the television?
13. How did radio and television transform American society? What were the effects of television on Chinese society? Are there any similarities?
14. Do you think invention is synonymous with progress? Explain.
15. What are some of the most important ancient inventions? Where did these inventions emerge?
16. What qualities do you think an inventor must have?

Extra Discussion Questions

1. What have the Chinese invented during their long history? Which invention is the most important?
2. Name some important inventions from other countries.

Lesson 15: American Inventions

3. Why are some people better at inventing things than other people? What does it take to be an inventor?
4. What are some of the newest world inventions? Have you used any of them?
5. What would you like to invent? How much do you think it would cost? Why do you think people would use it?
6. What does 'necessity is the mother of invention' mean? Do you agree with it?
7. What is the world's most useless invention?
8. Do you think the person who invented the atomic bomb was happy with his discovery?
9. What question would you like to ask an inventor?
10. What do you think an inventor's life is like?
11. What is the world's most dangerous invention?
12. What is the coolest invention ever?
13. Have you ever thought about inventing anything?
14. Which invention is better, the Internet or electricity?
15. How will science change the world in the next 100 years?
16. Do you think the stereotype of the 'mad scientist' is true?
17. Do you think technological advances are always good?
18. Do you think new inventions always make people rich?
19. What are the best and the most useful inventions of the mankind in the 20th and 21st centuries?
20. What famous inventors do you know? What were their inventions?
21. How did the invention of television change people's life?
22. What do scientists say about the influence of mobile phones on our health?
23. How did the Internet influence such things as communication, correspondence, and access to information?
24. Do you think that the Internet is the good or the evil?
25. What do you think is the worst invention of the mankind?
26. What is your attitude to human cloning? Do you think it should be prohibited?
27. What technologies has space exploration brought to our daily life?
28. Do you believe that one day people will live on the moon and on other planets?
29. What would you invent if you were a scientist?

Lesson 16: Most Influential Americans

Vocabulary

- | | |
|---|---|
| 1. Influential 有影响的 | 9. Contemporary 当代 |
| 2. bulk 散装 | 10. Gilded Age industrialists 镀金时代, 实业家 |
| 3. inventors 发明家 | 11. Founding Fathers 开国元勋 |
| 4. panelist 陪审员 | 12. Consensus 一致 |
| 5. legacy 遗产 | 13. Psychologically 心里 |
| 6. immigrants 移民 | 14. Spiritually 精神 |
| 7. Christian Science 基督教科学 | |
| 8. 'mutton-chopped' Victorian-ask teacher | |

Reading A

The Atlantic's 100 Most Influential Americans List

The Atlantic's 100 Most **Influential** Americans List begins in ranking order with Abraham Lincoln, George Washington, Thomas Jefferson, Franklin Delano Roosevelt, Alexander Hamilton, Benjamin Franklin, and John Marshall. Every **panelist** cast a vote for these seven figures, proving that a political career was the surest way to a historical **legacy**.

While we are still a country of **immigrants**, the native-born comprise the **bulk** of the list; just seven of the final 100 were born outside the continental United States. Also, the East Coast had a head start; 63 of the 100 were born in the original 13 colonies; and 26 in New England alone. The Atlantic's List of **inventors** included Thomas Edison, Alexander Graham Bell and Eli Whitney. Founding and leading a religion landed many on the List including Joseph Smith, Brigham Young, and **Christian Science** founder Mary Baker Eddy. And finally, more than 30 of the figures on the List are writers.

Panelists did vote for many 20th century figures - as well as many athletes, musicians, artists, and entertainers. For every vote for a '**mutton-chopped**' **Victorian**, at least one vote went to a more **contemporary** cultural figure, such as Marilyn Monroe, Bob Dylan, or Tiger Woods. But the **consensus** favored **Gilded Age industrialists** and our **Founding Fathers**.

One of the panelists, historian and Pulitzer Prize winner Doris Kearns Goodwin, looked "for public figures who changed the daily lives of people, both at the time and afterward. In particular, I looked for great public figures who made it possible for people to lead expanded lives - materially, **psychologically**, culturally and **spiritually**."

"The Atlantic, founded in 1857, and based in Washington, D.C., is the oldest continuously published magazine in the United States. The Atlantic covers politics, society, foreign affairs, science, literature, history, and more. Its readers are highly educated, with a deep interest and involvement in public affairs. For more information about The Atlantic visit www.theatlantic.com."

Lesson 16: Most Influential Americans

The Atlantic's 100 Most Influential Americans List

- 1 Abraham Lincoln: He saved the Union, freed the slaves, and presided over America's second founding.
- 2 George Washington: He made the United States possible—not only by defeating a king, but by declining to become one himself.
- 3 Thomas Jefferson: The author of the five most important words in American history: "All men are created equal."
- 4 Franklin Roosevelt: He said, "The only thing we have to fear is fear itself," and then he proved it.
- 5 Alexander Hamilton: Soldier, banker, and political scientist, he set in motion an **agrarian** nation's transformation into an industrial power.
- 6 Benjamin Franklin: The Founder-of-all-trades— scientist, printer, writer, diplomat, inventor, and more; like his country, he contained **multitudes**.
- 7 John Marshall: The defining **chief justice**, he established the Supreme Court as the equal of the other two **federal branches**.
- 8 Martin Luther King Jr.: His dream of racial equality is still **elusive**, but no one did more to make it real.
- 9 Thomas Edison: It wasn't just the light bulb; the Wizard of Menlo Park was the most prolific inventor in American history.
- 10 Woodrow Wilson: He made the world safe for U.S. **interventionism**, if not for democracy.

List Continued at end lesson

Vocabulary Reading B

- | | |
|---------------------------------|---|
| 1. stands tall 形象高大 | 16. French and Indian War 法印战争 |
| 2. diplomacy 外交 | 17. consensus 共识 |
| 3. staterooms 政府公寓 | 18. installment 分期付款 |
| 4. battlefields 战场 | 19. plan 计划 |
| 5. negotiating 谈判 | 20. nonviolent protest 非暴力抗力 |
| 6. adversity 逆境 | 21. pamphleteer 小册子作者 |
| 7. appellation 称谓 | 22. foment 李登辉 |
| 8. Wall Street 华尔街 | 23. Common Sense –paper by Thomas Paine |
| 9. oath of office 宣誓就任 | 24. incendiary tract 燃烧弹 |
| 10. Precedent 先例 | 25. advocate 提倡 |
| 11. Morals 道德 | 26. political liberalism 政治自由主义 |
| 12. Manners 礼貌 | 27. philosophy treatise 哲学论文 |
| 13. Virginia gentleman 维吉尼亚州的绅士 | 28. deism 自然神论 |
| 14. intertwined 纠缠在一起的 | 29. Marbury v. Madison 马布里诉麦迪逊 |
| 15. Commissioned 委托 | |

Lesson 16: Most Influential Americans

Reading B

Brief Introduction to Five Great Figures in American History

Benjamin Franklin

1. *"If you would not be forgotten, as soon as you are dead and rotten, either write things worth reading, or do things worth the writing."*
2. *"An investment in knowledge pays the best interest."*

Benjamin Franklin **stands tall** among a small group of men we call our Founding Fathers. Ben used his **diplomacy** skills to serve his fellow countrymen. His role in the American Revolution was not played out on the battlefields like George Washington, but rather in the halls and **staterooms** of governments. His clear vision of the way things should be, and his skill in both writing and negotiating, helped him to shape the future of the United States of America. Ben stands alone as the only person to have signed all four of the documents which helped to create the United States: the Declaration of Independence (1776), the Treaty of Alliance, Amity, and Commerce with France (1778), the Treaty of Peace between England, France, and the United States (1783), and the Constitution (1787). He actually helped to write parts of the Declaration of Independence and the Constitution. No other individual was more involved in the birth of our nation.

George Washington

1. *"Ninety-nine percent of the failures come from people who have the habit of making excuses."*
2. *"Be courteous to all, but intimate with few, and let those few be well tried before you give them your confidence. True friendship is a plant of slow growth, and must undergo and withstand the shocks of adversity before it is entitled to the **appellation**."*

On April 30, 1789, George Washington, standing on the balcony of Federal Hall on **Wall Street** in New York, took his **oath of office** as the first President of the United States. "As the first of everything, in our situation will serve to establish a **Precedent**," he wrote James Madison, "it is devoutly wished on my part, that these precedents may be fixed on true principles."

Born in 1732 into a Virginia planter family, he learned the **morals**, **manners**, and body of knowledge requisite for an 18th century **Virginia gentleman**.

He pursued two **intertwined** interests: military arts and western expansion. At 16 he helped survey Shenandoah lands for Thomas, Lord Fairfax. **Commissioned** a lieutenant colonel in 1754, he fought the first skirmishes of what grew into the **French and Indian War**. The next year, as an aide to Gen. Edward Braddock, he escaped injury although four bullets ripped his coat and two horses were shot from under him

Lesson 16: Most Influential Americans

Martin Luther King, Jr.

1. *"A genuine leader is not a searcher for **consensus** but a molder of consensus."*
2. *"A nation or civilization that continues to produce soft-minded men purchases its own spiritual death on the **installment plan**"*

Any number of historic moments in the civil rights struggle have been used to identify Martin Luther King, Jr. — prime mover of the Montgomery bus boycott, keynote speaker at the March on Washington, youngest Nobel Peace Prize laureate. But in retrospect, single events are less important than the fact that King, and his policy of **nonviolent protest**, was the dominant force in the civil rights movement during its decade of greatest achievement, from 1957 to 1968.

Thomas Paine

1. *"I love the man that can smile in trouble, that can gather strength from distress, and grow brave by reflection"*
2. *"The circumstances of the world are continually changing, and the opinions of man change also; and as government is for the living, and not for the dead, it is the living only that has any right in it."*

"If there must be trouble, let it be in my day, that my child may have peace"

Thomas Paine, intellectual, scholar, revolutionary, and idealist, is widely recognized as one of the Founding Fathers of the United States. A radical **pamphleteer**, Paine anticipated and helped **foment** the American Revolution through his powerful writings, most notably **Common Sense**, an **incendiary tract** advocating independence from Great Britain. An **advocate for political liberalism** and constitutional republican government, he outlined his political philosophy in *The Rights of Man*, written both as a reply to Edmund Burke's view of the French Revolution and as a general political **philosophy treatise**. Paine was also noteworthy for his support of **deism**, taking its form in his treatise on religion *The Age of Reason*, as well as for his eye-witness accounts of both the French and American Revolutions.

John Marshall

1. *"The power to tax is the power to destroy"*
2. *"No political dreamer was ever wild enough to think of breaking down the lines which separate the States, and of compounding the American people into one common mass"*

John Marshall: First important Chief Justice of the United States (beginning in 1801). He wrote many of the Supreme Court's first famous opinions, including **Marbury v. Madison**, *McCulloch v. Ogden*, and *Gibbons v. Ogden*. All of these opinions strengthened the power of the federal government. He served as Chief Justice until 1836. He had been a soldier in the Revolutionary War and had served with George Washington at Valley Forge.

Note: Marshall was actually the fourth Chief Justice. John Jay was the first. John Rutledge and Oliver Ellsworth came in between.

Lesson 16: Most Influential Americans

Comprehension Questions

1. Of the one hundred most influential Americans in history, the largest percent were born in
 - a. The American South
 - b. The American West
 - c. The mid-west
 - d. The North East
2. This ranking of the most influential people in American history came from which popular American magazine?
 - a. *Time*
 - b. *Playboy*
 - c. *Life*
 - d. *Atlantic*
3. Ben Franklin did all of these, except
 - a. Helped draft important documents, such as the Constitution and Declaration of Independence
 - b. Served as a diplomat
 - c. Invented things like the a stove and bifocal glasses
 - d. Served as a general in the American Revolution
4. Martin Luther King, Jr.'s GREATEST contribution to American society is his role in
 - a. Serving as a key figure in the Montgomery bus boycott
 - b. Speaking at the March on Washington
 - c. Creating a policy of nonviolent resistance
 - d. Being the youngest Nobel Peace Prize laureate
5. Chief Justice John Marshall's most lasting legacy to America was
 - a. Fighting as a soldier under George Washington in the American Revolution
 - b. Increasing the power of the Federal government
 - c. Increasing the power of states
 - d. Decreasing the power of the Supreme Court

Lesson 16: Most Influential Americans

Discussion Questions

1. Of the top ten most influential people in The Atlantic's article, who do you think is the most influential in American history? Why?
2. Do you think there are any people who aren't in the top ten but should be? Who?
3. Why do you think Abraham Lincoln is in the number one spot? Do you think he deserves the number one spot?
4. Who do you think is the most influential inventor in American history? Why?
5. Who do you think was the most influential politician in American history? Why?
6. Who do you think was the most influential writer in American history? Why?
7. Benjamin Franklin is perhaps one of the most important figures in the early stages of American history. However, he sits at number six, behind the likes of Franklin Roosevelt and Alexander Hamilton? What makes him unfit for the number 1 spot?
8. What is meant by Benjamin Franklin's first quote? Do you agree or disagree? Do you think Franklin lived up to his own words?
9. What is meant by George Washington's quote about friendship? How is friendship like a plant? Do you agree with this concept? Do you think attitude towards friendship is fitting for all cultures or just Americans?
10. Do you agree with Martin Luther King, Jr.'s quote about a "genuine leader" being a "molder of consensus" rather than a "searcher of consensus"? What do you think is the relationship between this statement and the circumstances of his generation? Who was he talking about? Who was he talking to? Do you agree that this is the ideal for a "genuine leader"?
11. Who is Thomas Paine addressing in his second quote about government? What situation was he addressing?
12. Do you think Paine was in favor of a monarchy? Why or why not?
13. What do you think John Marshall meant when he said, "the power to tax is the power to destroy"?
14. The five people discussed above were inventors, politicians, presidents, military leaders, philosophers, and activists. Which of these roles do you think has the greatest ability to influence a country, a society, a people?
15. Who do you think are the five most influential people in Chinese history?

Lesson 16: Most Influential Americans

Writing Assignment

Read the following passages about Benjamin Franklin, Thomas Edison, Franklin Roosevelt, and Martin Luther King, Jr. Choose **two** people whom you think contributed the most to American society. Briefly explain the contributions of each person and argue which one you think is more important.

Benjamin Franklin

Benjamin Franklin was one of the most famous people of his generation, his country, and his country's history. He lived longer than most men of his age and had far more influence on American and world affairs than just about any other American. His writings are legendary, as is his legacy. He was as close as Colonial America came to having a Renaissance man.

He was born in Boston on Jan. 17, 1706. He was the 15th of 17 children and the 10th son. It is perhaps not surprising that with so many children, the Franklin family didn't always have a lot of money. As one of so many children, Benjamin found that he had to fend for himself much of the time. This developed in him an independent and problem-solving nature that would serve him well for the rest of his life.

When he was 12, young Benjamin started working as an apprentice at the print shop of his brother James. He learned much about printing and writing and even wrote some of the articles himself. This was the New England Courant. Benjamin's articles were all published anonymously, since he and James thought that people wouldn't be interested in the writings of a teenage boy.

As would become a theme for his life, he became restless and ran away from home. He was 17, and he wanted to get away from his family to live his own life a bit. He went to Philadelphia. The very next year, he traveled to London, to take a job in a print shop there. Two years later, he returned to America; he didn't go back to his family, however: he went back to Philadelphia, where, two years later, he opened up his own print office.

When he was just 23, he bought the popular Pennsylvania Gazette. He planned to put all of his learning into making the Gazette be the best newspaper it could be.

A year later, he married Deborah Rogers. Beginning with their first son, William, in 1731, the Franklins had three children, two of whom survived to adulthood. Francis, born in 1732, died at age 4. A daughter, Sarah, whom people called Sally, was born in 1743.

Franklin hadn't slowed down to become a full-time family man, however. He was still writing and educating himself in many subjects. In 1732, he began to publish what became an annual product, Poor Richard's Almanack, under the name Richard Saunders. He continued to publish the Gazette as well, until 1748, when he sold it and retired from printing.

He also took an active role in his community, founding a volunteer fire company in 1736, becoming the city's postmaster the following year, and organizing the Philadelphia Militia in 1747. He also helped create Pennsylvania's first university. On the national front, he helped organize the country's first city hospital and also the country's first subscription library, both in Philadelphia.

He traveled around Great Britain as his city's representative for five years, beginning in 1757. He made several more trips to Britain and to France in the days leading up to the American Revolution. His opinion regarding the Stamp Act and its effect on Americans was instrumental in Britain's decision to repeal the controversial paper tax, in 1766.

Lesson 16: Most Influential Americans

Franklin was elected to the Continental Congress and was one of the signers of the Declaration of Independence. That same year, he went to France as the newly formed United States's official representative, the American Commissioner. He played a large role in securing France's eventual alliance with the U.S. in the Revolutionary War. He also went on a mission to Canada, to try to find support for America. It was one of the few times in his life when he failed something.

Franklin's stature at the time of the end of the war was such that he was one of the three Americans chosen to negotiate the peace terms. (The other two were John Adams and John Jay.) Franklin chose to stay in Europe after the United States gained its independence, and he negotiated treaties with other countries.

In 1787, Franklin returned to America, to serve as a delegate to the Constitutional Convention. He played a leading role at the convention; as the elder statesman, he brought a world view and a balanced perspective to the proceedings. This same year, he was elected president of the Pennsylvania Society for Promoting the Abolition of Slavery.

He was glad to see the United States win its independence and adopt its Constitution. Sadly, he died just three years after the new government was born.

It can be argued that both the new country and its new government would have had a far more difficult time coming into being without the steady, dynamic presence of Benjamin Franklin.

Thomas Edison

One of the most important people ever was born on February 11, 1847, in Milan, Ohio. His name was Thomas Alva Edison, and he, more than any other person, is responsible for the world as we know it today.

An inquisitive child, young Thomas didn't speak until he was 4. After that, neither his parents nor his teachers could shut him up. He was always asking "Why?" If people didn't know why, he would ask them, "Why not?" These two questions, more than anything else, help explain why Edison was the brilliant thinker that he was. He always had to know "Why," and he never wanted to hear "Why not?"

When he was 7, Thomas was thrown out of school for not playing nice with other children. Actually, he asked too many questions and didn't do his homework. His patient mother, Nancy, agreed to teach him at home. His father, Samuel, encouraged him to read famous books by paying him 10 cents for each one he finished reading.

Thomas proved to learn more quickly than his parents had anticipated, however, and they soon introduced him to the town library. At age 11, he had decided to read every book in the library. One of his favorites was the World Dictionary of Science. He also very much enjoyed reading the famous scientist Isaac Newton's famous book called the Principia. This book was confusing and rambling to all but the highest scientific adult minds, but young Thomas understood it and marveled at Newton's genius. Reading the Principia inspired young Thomas Edison to be like Newton, a man who delighted in proving things for himself through his own experiments.

By the time he was 12, Tom (as he wanted to be called by then) had a job selling newspapers as well as his own business selling fruits and vegetables. Two years later, he made a name for himself by distributing a newspaper, The Weekly Herald, to people riding on trains. This newspaper, in fact, was the first to be created and printed on a moving train. All of these enterprises earned him about \$10 a day (which in those days was very good money for a kid that age), and Tom used that money to buy chemical supplies that he used in experiments in his basement laboratory.

Lesson 16: Most Influential Americans

As a teenager, Tom came to grips with a childhood condition that was made much worse by a bout with scarlet fever: He lost most of his hearing. This, coupled with his great drive to improve himself and urge to know as much as possible as quickly as possible, led him to try inventing things.

He got a job at Western Union in Boston and worked there sending out telegraphs. In his spare time (and, increasingly, on work time), Tom worked on his inventions. He earned his first patent in 1868, for what he called an Electrical Voice Recorder. Not long after he moved to Boston, he moved on to New York, where he got a job repairing machines at a large finance company just because he was the only one who knew how to fix a stock-ticker machine that had broken. He continued experimenting on inventions and eventually sold one for \$40,000 (which at that time was a large amount of money). He also helped a friend of his perfect a new invention called the typewriter. A few years later, he invented the microphone and the transistor. Many of his inventions came out of his own brain, not from observing others. He was working on inventing a telephone when Alexander Graham Bell was granted the patent for the invention.

His first major invention was the phonograph, or record player. His favorite invention, this one came in 1877, after Edison had moved his laboratory to Menlo Park, N.J. A mere two years later, Edison invented the electric light bulb. The bulb that he turned on on October 21 burned for 40 hours.

He also invented things to improve the distribution of electricity, including sockets, switches, and insulating tape. Further cementing his reputation as the century's greatest inventor, he built on the light bulb idea four years later by unveiling a system for distributing electric light, heat, and power across a network. This meant that a large building, for instance, could run its electricity to many outlets from just one source, instead of having to install power sources at each individual light bulb or power station.

Edison wasn't done, though. He invented the motion picture (movie) in 1890. In 1903, he unveiled The Great Train Robbery, a 10-minute silent movie. He also invented the dictaphone and the mimeograph. When World War I began, Edison went to work for the U.S. Government, inventing new defensive uses of rubber and concrete.

Thomas Edison received his last patent when he was 83. It was patent number 1,093. Edison died on Oct. 18, 1931. Millions of people dimmed their lights or turned off their electric power for a time in honor of the great contributions of the once-young man who lost his hearing but never his desire to learn.

Today, it's hard to go anywhere without encountering something that Edison invented or inspired. His influence is truly far-reaching, both in time and space.

Franklin D. Roosevelt

Assuming the Presidency at the depth of the Great Depression, Franklin D. Roosevelt helped the American people regain faith in themselves. He brought hope as he promised prompt, vigorous action, and asserted in his Inaugural Address, "the only thing we have to fear is fear itself."

Born in 1882 at Hyde Park, New York--now a national historic site--he attended Harvard University and Columbia Law School. On St. Patrick's Day, 1905, he married Eleanor Roosevelt.

Following the example of his fifth cousin, President Theodore Roosevelt, whom he greatly admired, Franklin D. Roosevelt entered public service through politics, but as a Democrat. He won election to the New York Senate in

Lesson 16: Most Influential Americans

1910. President Wilson appointed him Assistant Secretary of the Navy, and he was the Democratic nominee for Vice President in 1920.

In the summer of 1921, when he was 39, disaster hit—he was stricken with poliomyelitis. Demonstrating indomitable courage, he fought to regain the use of his legs, particularly through swimming. At the 1924 Democratic Convention he dramatically appeared on crutches to nominate Alfred E. Smith as "the Happy Warrior." In 1928 Roosevelt became Governor of New York.

He was elected President in November 1932, to the first of four terms. By March there were 13,000,000 unemployed, and almost every bank was closed. In his first "hundred days," he proposed, and Congress enacted, a sweeping program to bring recovery to business and agriculture, relief to the unemployed and to those in danger of losing farms and homes, and reform, especially through the establishment of the Tennessee Valley Authority.

By 1935 the Nation had achieved some measure of recovery, but businessmen and bankers were turning more and more against Roosevelt's New Deal program. They feared his experiments, were appalled because he had taken the Nation off the gold standard and allowed deficits in the budget, and disliked the concessions to labor. Roosevelt responded with a new program of reform: Social Security, heavier taxes on the wealthy, new controls over banks and public utilities, and an enormous work relief program for the unemployed.

In 1936 he was re-elected by a top-heavy margin. Feeling he was armed with a popular mandate, he sought legislation to enlarge the Supreme Court, which had been invalidating key New Deal measures. Roosevelt lost the Supreme Court battle, but a revolution in constitutional law took place. Thereafter the Government could legally regulate the economy.

Roosevelt had pledged the United States to the "good neighbor" policy, transforming the Monroe Doctrine from a unilateral American manifesto into arrangements for mutual action against aggressors. He also sought through neutrality legislation to keep the United States out of the war in Europe, yet at the same time to strengthen nations threatened or attacked. When France fell and England came under siege in 1940, he began to send Great Britain all possible aid short of actual military involvement.

When the Japanese attacked Pearl Harbor on December 7, 1941, Roosevelt directed organization of the Nation's manpower and resources for global war.

Feeling that the future peace of the world would depend upon relations between the United States and Russia, he devoted much thought to the planning of a United Nations, in which, he hoped, international difficulties could be settled.

As the war drew to a close, Roosevelt's health deteriorated, and on April 12, 1945, while at Warm Springs, Georgia, he died of a cerebral hemorrhage.

Martin Luther King, Jr.

Martin Luther King, Jr. was born on Jan. 15, 1929. He was the son and the grandson of a pastor, so it is perhaps no surprise that he became a pastor as well. He also became a leader of the civil rights movements and one of the most famous people America has ever produced.

His name at birth was Michael, but he later changed it to Martin. When he was born, his grandfather was pastor of Atlanta's Ebenezer Baptist Church. When Martin was 2, his father took over the pulpit and served for a great many years.

Young Martin grew up in the segregated South. He attended, David T. Howard Elementary School and Atlanta University Laboratory School, which were full of African-American students, who at that time were not able to

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attend school with white children. Martin graduated from Booker T. Washington High School when he was just 15 and went right to college. Following in his grandfather's and father's footsteps, he attended Atlanta's important Morehouse College, graduating in 1948 with a degree in sociology. He then moved north to Pennsylvania to study religion at the Crozer Theological Seminary. (During his stay at the seminary, he studied the teachings of Indian spiritual leader Mohandas Gandhi, who cautioned against violence as a way to bring about social change.) The seminary classes included students of varying colors of skin, and Martin was elected president of his senior class, a class that had mostly white students in it. He received his seminary degree in 1951 and then moved on to Boston University, from which he graduated in 1955 with a doctorate degree.

It was in Boston that Martin met his future wife, Coretta Scott, a strong and powerful woman who cared deeply about civil rights. They were married soon after and eventually had four children, two sons and two daughters.

His doctorate in hand, King became pastor at the Dexter Avenue Baptist Church in Montgomery, Ala. He also was on the executive committee of the National Association for the Advancement of Colored People. A spiritual man who wanted to advance the cause of civil rights yet didn't want to use violence to do it, King found himself in a position of leadership when many African-Americans decided to boycott the buses in Montgomery. (This was not the first bus boycott, however. That took place in 1953 in Baton Rouge, La.) The Montgomery boycott, the spirit of which began with the refusal of Rosa Parks to sit at the back of the bus, lasted 382, more than a year. Not long after it ended, the Supreme Court ruled that laws requiring segregation on buses were illegal.

During the boycott and his increasingly public presence, King was arrested and was also the target of violence and threats on his life. After one of his arrest, he wrote the famous Letter from a Birmingham Jail, outlining his beliefs and his hopes for the future of America.

The Southern Christian Leadership Conference, a leading civil rights organization, elected him president in 1957. That year, Congress passed the Civil Rights Act of 1957, the first civil rights law passed since 1875. (A second Civil Rights Act came in 1960, with the most famous ones coming in 1964 and 1965.) From that time forward, King took his case directly to the American people. It is estimated that he traveled more than 6 million miles and spoke more than 2,500 times. He also wrote five books and numerous magazine and newspaper articles during this time.

In 1960, he accepted his father's offer and became co-pastor of the Ebenezer Baptist Church in Atlanta. He served in that role until his death eight years later.

One of his famous moments was a speech that he gave in Washington, D.C. On August 28, 1963, he delivered, as part of the 250,000-people strong March on Washington, a famous speech that has come to be called the "I Have a Dream" speech. Later that year, Time magazine named him Man of the Year.

In 1964, he became the youngest person ever to receive the Nobel Peace Prize. (He was 35.) King promptly announced that he would turn over all of the money he received along with the award (\$54,123) to help advance the civil rights movement. When he returned to the U.S. from Norway, where had accepted the Nobel award, he led a nonviolent march to promote voter registration that come to be known as the Selma-to-Montgomery Freedom March. More than 25,000 people took part.

As famous as he was, Martin Luther King, Jr. was not above or below anyone. What turned out to be his final protest march was a gathering of striking garbage workers in Memphis, Tenn. He was there on April 4, 1968, in order to participate in the protest march the next day, when he was shot dead.

His message of nonviolence was heeded by many and scorned by others. His hope for an America without color lines is still an ongoing pursuit, according to many people. But his name lives on as a symbol of freedom and determination. Just about everywhere you go in the world, you'll find someone who has heard his name. You can

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also find his name on street signs and schools around the United States. Right next door to the Ebenezer Baptist Church in Atlanta is the Martin Luther King Jr. Center for Non-Violent Social Change. The Lorraine Hotel, where he was shot, is now the National Civil Rights Museum. And his birthday, January 15, is recognized as a national holiday.

Most Influential List Continued:

- 11 John D. Rockefeller: The man behind Standard Oil set the mold for our **tycoons**—first by making money, then by giving it away.
- 12 Ulysses S. Grant: He was a poor president, but he was the general Lincoln needed; he also wrote the greatest political memoir in American history.
- 13 James Madison: He fathered the Constitution and wrote the Bill of Rights.
- 14 Henry Ford: He gave us the **assembly line** and the Model T, and sparked America's love affair with the automobile.
- 15 Theodore Roosevelt: Whether **busting trusts** or building canals, he embodied the "strenuous life" and blazed a trail for twentieth-century America.
- 16 Mark Twain: Author of our national epic, he was the most **unsentimental** observer of our national life.
- 17 Ronald Reagan: The **amiable** architect of both the **conservative realignment** and the Cold War's end.
- 18 Andrew Jackson: The first great **populist**: he found America a republic and left it a democracy.
- 19 Thomas Paine: The voice of the American Revolution, and our first great radical.
- 20 Andrew Carnegie: The original self-made man forged America's industrial might and became one of the nation's greatest **philanthropists**.
- 21 Harry Truman: An accidental president, this machine politician ushered in the Atomic Age and then the Cold War.
- 22 Walt Whitman: He sang of America and shaped the country's conception of itself.
- 23 Wright Brothers: They got us all off the ground.
- 24 Alexander Graham Bell: By inventing the telephone, he opened the age of telecommunications and shrank the world.
- 25 John Adams: His leadership made the American Revolution possible; his devotion to republicanism made it succeed.
- 26 Walt Disney: The quintessential entertainer-entrepreneur, he wielded unmatched influence over our childhood.
- 27 Eli Whitney: His gin made cotton king and sustained an empire for slavery.
- 28 Dwight Eisenhower: He won a war and two elections, and made everybody like Ike.
- 29 Earl Warren: His Supreme Court transformed American society and bequeathed to us the culture wars.
- 30 Elizabeth Cady Stanton: One of the first great American feminists, she

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- fought for social reform and women's right to vote.
- 31 Henry Clay: One of America's greatest legislators and orators, he forged compromises that held off civil war for decades.
 - 32 Albert Einstein: His greatest scientific work was done in Europe, but his humanity earned him undying fame in America.
 - 33 Ralph Waldo Emerson: The bard of individualism, he relied on himself—and told us all to do the same.
 - 34 Jonas Salk: His vaccine for polio eradicated one of the world's worst plagues.
 - 35 Jackie Robinson: He broke baseball's color barrier and embodied integration's promise.
 - 36 William Jennings Bryan: "The Great Commoner" lost three presidential elections, but his populism transformed the country.
 - 37 J. P. Morgan: The great financier and banker was the prototype for all the Wall Street barons who followed.
 - 38 Susan B. Anthony: She was the country's most eloquent voice for women's equality under the law.
 - 39 Rachel Carson: The author of Silent Spring was godmother to the environmental movement.
 - 40 John Dewey: He sought to make the public school a training ground for democratic life.
 - 41 Harriet Beecher Stowe: Her Uncle Tom's Cabin inspired a generation of abolitionists and set the stage for civil war.
 - 42 Eleanor Roosevelt: She used the first lady's office and the mass media to become "first lady of the world."
 - 43 W. E. B. DuBois: One of America's great intellectuals, he made the "problem of the color line" his life's work.
 - 44 Lyndon Baines Johnson: His brilliance gave us civil-rights laws; his stubbornness gave us Vietnam.
 - 45 Samuel F. B. Morse: Before the Internet, there was Morse code.
 - 46 William Lloyd Garrison: Through his newspaper, The Liberator, he became the voice of abolition.
 - 47 Frederick Douglass: After escaping from slavery, he pricked the nation's conscience with an eloquent accounting of its crimes.
 - 48 Robert Oppenheimer: The father of the atomic bomb and the regretful midwife of the nuclear era.
 - 49 Frederick Law Olmsted: The genius behind New York's Central Park, he inspired the greening of America's cities.
 - 50 James K. Polk: This one-term president's Mexican War landgrab gave us California, Texas, and the Southwest.
 - 51 Margaret Sanger: The ardent champion of birth control—and of the sexual freedom that came with it.
 - 52 Joseph Smith: The founder of Mormonism, America's most famous homegrown faith.
 - 53 Oliver Wendell Holmes Jr.: Known as "The Great Dissenter," he wrote Supreme Court opinions that continue to shape American jurisprudence.
 - 54 Bill Gates: The Rockefeller of the Information Age, in business and philanthropy alike.

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- 55 John Quincy Adams: The Monroe Doctrine's real author, he set nineteenth-century America's diplomatic course.
- 56 Horace Mann: His tireless advocacy of universal public schooling earned him the title "The Father of American Education."
- 57 Robert E. Lee: He was a good general but a better symbol, embodying conciliation in defeat.
- 58 John C. Calhoun: The voice of the antebellum South, he was slavery's most ardent defender.
- 59 Louis Sullivan: The father of architectural modernism, he shaped the defining American building: the skyscraper.
- 60 William Faulkner: The most gifted chronicler of America's tormented and fascinating South.
- 61 Samuel Gompers: The country's greatest labor organizer, he made the golden age of unions possible.
- 62 William James: The mind behind Pragmatism, America's most important philosophical school.
- 63 George Marshall : As a general, he organized the American effort in World War II; as a statesman, he rebuilt Western Europe.
- 64 Jane Addams: The founder of Hull House, she became the secular saint of social work.
- 65 Henry David Thoreau: The original American dropout, he has inspired seekers of authenticity for 150 years.
- 66 Elvis Presley: The king of rock and roll. Enough said.
- 67 P. T. Barnum: The circus impresario's taste for spectacle paved the way for blockbuster movies and reality TV.
- 68 James D. Watson: He co-discovered DNA's double helix, revealing the code of life to scientists and entrepreneurs alike.
- 69 James Gordon Bennett: As the founding publisher of The New York Herald, he invented the modern American newspaper.
- 70 Lewis and Clark: They went west to explore, and millions followed in their wake.
- 71 Noah Webster: He didn't create American English, but his dictionary defined it.
- 72 Sam Walton: He promised us "Every Day Low Prices," and we took him up on the offer.
- 73 Cyrus McCormick: His mechanical reaper spelled the end of traditional farming, and the beginning of industrial agriculture.
- 74 Brigham Young: What Joseph Smith founded, Young preserved, leading the Mormons to their promised land.
- 75 George Herman "Babe" Ruth: He saved the national pastime in the wake of the Black Sox scandal—and permanently linked sports and celebrity.
- 76 Frank Lloyd Wright: America's most significant architect, he was the archetype of the visionary artist at odds with capitalism.
- 77 Betty Friedan: She spoke to the discontent of housewives everywhere—and inspired a revolution in gender roles.

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- 78 John Brown: Whether a hero, a fanatic, or both, he provided the spark for the Civil War.
- 79 Louis Armstrong: His talent and charisma took jazz from the cathouses of Storyville to Broadway, television, and beyond.
- 80 William Randolph Hearst : The press baron who perfected yellow journalism and helped start the Spanish-American War.
- 81 Margaret Mead: With Coming of Age in Samoa, she made anthropology relevant—and controversial.
- 82 George Gallup: He asked Americans what they thought, and the politicians listened.
- 83 James Fenimore Cooper: The novels are unreadable, but he was the first great mythologizer of the frontier.
- 84 Thurgood Marshall: As a lawyer and a Supreme Court justice, he was the legal architect of the civil-rights revolution.
- 85 Ernest Hemingway: His spare style defined American modernism, and his life made machismo a cliché.
- 86 Mary Baker Eddy: She got off her sickbed and founded Christian Science, which promised spiritual healing to all.
- 87 Benjamin Spock: With a single book—and a singular approach—he changed American parenting.
- 88 Enrico Fermi: A giant of physics, he helped develop quantum theory and was instrumental in building the atomic bomb.
- 89 Walter Lippmann: The last man who could swing an election with a newspaper column.
- 90 Jonathan Edwards: Forget the fire and brimstone: his subtle eloquence made him the country's most influential theologian.
- 91 Lyman Beecher: Harriet Beecher Stowe's clergyman father earned fame as an abolitionist and an evangelist.
- 92 John Steinbeck: As the creator of Tom Joad, he chronicled Depression-era misery.
- 93 Nat Turner: He was the most successful rebel slave; his specter would stalk the white South for a century.
- 94 George Eastman: The founder of Kodak democratized photography with his handy rolls of film.
- 95 Sam Goldwyn: A producer for forty years, he was the first great Hollywood mogul.
- 96 Ralph Nader: He made the cars we drive safer; thirty years later, he made George W. Bush the president.
- 97 Stephen Foster: America's first great songwriter, he brought us "O! Susanna" and "My Old Kentucky Home."
- 98 Booker T. Washington: As an educator and a champion of self-help, he tried to lead black America up from slavery.
- 99 Richard Nixon: He broke the New Deal majority, and then broke his presidency on a scandal that still haunts America.
- 100 Herman Melville: Moby Dick was a flop at the time, but Melville is remembered as the American Shakespeare.

Lesson 17: Saturday Morning Cartoons

Reading

Doug Jim Jinkins (1991-1994)

This cartoon is about an 11 year old boy who moves to a new town called Bluffington. In this town he falls in love with a girl named Patti, makes friends with a blue boy named Skeeter, and has many *confrontations* with the *bully* of the school Roger. The show often starts and ends with Doug writing about his *awkward* day as a youth.



Animaniacs

Don't even bother trying to figure out what Animaniacs actually is, just know that the Warner Bros. *siblings* were a *blend* of the old school *wit* that was Bugs Bunny with pop culture references for all ages. Yakko, Wakko, and Dot provided comedy for kids that required *suspension* of disbelief or just a good moment of someone slipping on a *banana peel*. Anything with the title "Steven Spielberg Presents" is a sure thing. Not to mention those two mice with their hearts set on world *domination*. NARF!!!



Lesson 17: Saturday Morning Cartoons

The Smurfs Pierre Culliford a.k.a. Peyo and Hanna-Barbera Productions

Smurf storylines in both comic strip and *animated* form usually *concerned* various adventures the *troop* would have — these were usually simple in nature. Some characters were *archetypal*, such as Lazy Smurf or Sloppy Smurf, while others had names indicating their profession, such as Poet Smurf. The natural residence of the smurf is the deep forest, where he or she lives in a *communal* setting. All residents in the village tend to work *cooperatively*, with a few who don't get their work done in an *adequate* or timely action. There are a few female characters, such as Smurfette, but the cast of smurfs is *predominantly* male.



Scooby-Doo, Where Are You!

Joe Ruby, Ken Spears, Iwao Takamoto, Fred Silverman

The first of many cartoons to feature everyone's favorite *cowardly* talking *Great Dane*, this *undisputed* classic is formula genius. Four teens (*preppy* Freddie, *stunner* Daphne, *nerd girl* Velma, *hippie stoner* Shaggy) and Scooby-Doo are stranded somewhere with a ghost/monster problem when their van, the Mystery Machine, breaks down and they wind up investigating and unmasking some seemingly *innocuous deviant* who was dressing up and scaring people off to cover up a crime. It took on a whole different meaning to us when we got *hip* to the sweet cheeba and realized that Shaggy and Scooby, with their "Scooby Snacks," *insatiable* hunger, and jumpiness, are *high* all the time—and yet they still contribute to society in a positive way.



Lesson 17: Saturday Morning Cartoons

The Bugs Bunny/Road Runner Show (Loony Tunes)

Chuck Jones, Friz Freleng, Robert McKimson
1960-2000

Thirty-eight years. That's longer than anyone reading this (or working here) has been alive! Yet it's how long the Looney Toons world stayed on Saturday mornings (after two years of *primetime*-only in the early '60s), *influencing* just about anybody who grew up in any of the four decades. Bugs Bunny, Daffy Duck, Elmer Fudd, Yosemite Sam, Sylvester and Tweety, Wile E. Coyote and the Road Runner, Foghorn Leghorn, Pepe LePew...should we go on? Because we can.

There's simply not a television show that can *boast* that many lasting cultural symbols, and that many memorable moments, animated or otherwise.



Teenage Mutant Ninja Turtles

Kevin Eastman, Peter Laird (1987-1996)

If you were trying to build the perfect *franchise* for guys of all ages, you couldn't do any better than *TMNT*: four *skateboarding* turtles living in a sewer with their *grizzled rat sensei*, *munching* on pizza and hanging out with the hot TV reporter from Channel 6. Oh, and the best part? They're ninjas. Yes, the whole *enterprise* got a little *overplayed* once it entered the realm of lunch boxes and plush toys, but there was a time when Saturday mornings weren't anything without the turtles with the *Renaissance* names. And to think all the kids these days get is a cheesy CGI flick. *Cowabunga* to our youth!



Lesson 17: Saturday Morning Cartoons

The Jetsons

The Jetsons is a prime-time animated sitcom that was produced by Hanna-Barbera, originally airing from 1962–1963 and again from 1985–1987. It was Hanna-Barbera's Space Age counterpart to *The Flintstones*, a half-hour family sitcom projecting *contemporary* American culture and lifestyle into another time period. While the Flintstones live in a world with machines powered by birds and dinosaurs, the Jetsons live in a futuristic *utopia* in the year 2062 of elaborate robotic *contraptions*, *aliens*, *holograms*, and whimsical inventions.



(<http://www.tudou.com/programs/view/nB4q2t8zFKI/>)

Comprehension Questions

1. Which cartoon above is about a dog that helps his friends solve mysteries?
a. Doug
b. Loony tunes
c. Scooby Doo
d. Teenage mutant Ninja Turtles
2. Which cartoon above is about a futuristic family?
a. Doug
b. Animaniacs
c. The Smurfs
d. The Jetsons
3. Which cartoon above is about a village of workers who often work together to solve daily problems?
a. Looney Tunes
b. The Smurfs
c. The Jetsons
d. Animaniacs
4. Which cartoon has martial arts in it?
a. Loony Tunes
b. Doug
c. The Smurfs
d. Teenage Mutant Ninja Turtles
5. Which cartoon is about a boy who records his everyday life in a journal after he moves to another town?
a. Doug
b. Animaniacs
c. The Smurfs
d. Scooby Doo

Lesson 17: Saturday Morning Cartoons

Video 1: Doug: Can't Dance & Doug: Get's Busted

First review the following words/phrases that appear in the episode

Phrase/Words

Doug Can't Dance

- | | | |
|---------------------------------|------------------------------------|------------------------------|
| 1. Doug Funny –Main Character | 7. Pile of Manure | 15. Oh Brother, What a klutz |
| 2. The Dinks – Doug's neighbors | 8. Slug | 16. Sack of Dirty Socks |
| 3. Judy- Doug's older sister | 9. Paired up to Dance | 17. It's going to be a blast |
| 4. Skeeter – Doug's best friend | 10. Patty Mayonnaise | 18. Godzilla |
| 5. Pork chop- Doug's Dog | 11. Think about it Einstein?? | 19. Itch you can't reach |
| 6. Roger- Doug's arch enemy | 12. Let's face it, you can't dance | 20. Senior Prom |
| 25. | 13. Klutz | 21. Costume |
| | 14. Make a like a tree and leave | 22. Tools |
| | | 23. It's Hammer time |
| | | 24. Chickened Out |

Discussion Questions (Doug can't Dance)

- | | |
|---|--|
| 1. What is the plot of the episode? | 6. How does Doug feel about Patty? |
| 2. Why does Doug think he can't dance? | 7. What is Doug doing when the episode starts? |
| 3. What does this episode say about American culture? | 8. How does Skeeter teach Doug to dance? |
| 4. What kind of costume is Doug wearing? | 9. What is the lesson of the episode? |
| 5. How would you feel about going to a dance at that age? | 10. What happens at the end of the episode? |

Doug Get's Busted

- | | |
|---------------------------|---------------------------------|
| 1. Fugitive | 11. Freeze! You're Under Arrest |
| 2. Science Fair | 12. Auto Thieves |
| 3. Venus Fly Trap | 13. Sarcastic |
| 4. Super Nova | 14. Voila |
| 5. Assistant Principal | 15. Bandit |
| 6. Permission | 16. Permanent Record |
| 7. Violation of Fire code | 17. Outlaws |
| 8. Concentrate | 18. No Allowance |
| 9. Towering inferno | 19. I'll go quietly |
| 10. Innocent | 20. Hula Dance |

Lesson 17: Saturday Morning Cartoons

Discussion Questions (Doug get's busted)

1. What are the kids doing at the beginning of the episode?
2. What rule does the assistant principal feel he must uphold?
3. What do you think of the assistant principal?
4. Why does everyone think the Science lab burned down?
 - a. Why is this important?
5. How does Doug react to the news that he's in trouble?
6. How should he have reacted?
7. What kind of relationship does Doug have with his older sister, Judy?
8. When Doug pretends to be Jack Bandit, how does he change?
9. What happens at the end of the episode?
10. What is the message/ lesson of this episode?

Video 2: Scooby Doo: The Ghost of the Bad Humor Man

First review the following words/phrases that appear in the episode

Main Characters

1. Fred – Blonde-haired boy
2. Daphne- Red-haired girl
3. Shaggy- The tall, lazy looking boy, who likes to eat
4. Scooby-Doo- the dog
5. Thelma- the girl with glasses
6. Mr. Queen = Factory Owner

Phrases/ Words

- | | | |
|--|---------------------------------------|---------------------|
| 1. Periscope | 12. Skidded out of | 23. That Phantom is |
| 2. Black cat = bad luck | Control | nowhere in sight |
| 3. Spare tire | 13. Haunted Factory | 24. Zipper |
| 4. Tow Truck | 14. Last warning | 25. Scatter |
| 5. News Bulletin | 15. Mystery Machine | 26. Losing Altitude |
| 6. Armored Car | 16. Gobcicle | 27. Drown |
| 7. Bacon odor | 17. Vanished | 28. Paint |
| 8. Burned them to a
cinder | 18. Goose Pimples | 29. Hey Gang |
| 9. <i>Phantom (Chocolate,
Vanilla, Strawberry)</i> | 19. Matches | 30. Hijacker |
| 10. You are doomed | 20. Underground Garage | 31. Safe |
| 11. Banana Split | 21. Three is a crowd | 32. Phony costumes |
| | 22. That was too close
for comfort | 33. Road block |
| | | 34. Jail |

Lesson 17: Saturday Morning Cartoons

Discussion Questions

1. At the beginning of the episode where is Scooby-Doo and the gang?
2. How do they crash the Mystery Machine?
3. Where do they crash the mystery machine?
4. Each character has a special personality. Can you point out what each characters personality is?
 - a. Fred-
 - b. Daphne-
 - c. Thelma-
 - d. Shaggy-
 - e. Scooby-Doo-
5. What is happening with the Ice-Cream factory?
6. How do they catch the bad guys?
7. What were the bad guys trying to do?
8. What do you think of this type of cartoon?
9. Most cartoons teach kids a message. What do you think this cartoon's message is?
10. Are there any detective cartoons in your country? Does the detective ever not solve the case?

Writing Assignment

1. Write about your favorite cartoon.
2. Write a one page summary about one of the above cartoons.

Lesson 18: Sitcoms

*Note to Teacher: This lesson plan involves watching two sitcoms. The video file can be found in teacher material media file.

Vocabulary

- | | |
|--------------------|-------------------------|
| 1. genre | 10. gags |
| 2. dialogue | 11. story arcs |
| 3. narrative forms | 12. Terence and Plautus |
| 4. laugh track | 13. post-Renaissance |
| 5. stand-up comedy | 14. pratfalls |
| 6. sketch comedy | 15. Aristophanes |
| 7. vaudeville | 16. I Love Lucy |
| 8. episode | 17. The Honeymooners |
| 9. status quo | |

Reading A

A situation comedy, often shortened to sitcom, is a **genre** of comedy that features recurring characters in a common environment such as a home or workplace, accompanied with jokes as part of the **dialogue**. Such programs originated in radio, but today, sitcoms are found almost exclusively on television as one of its dominant **narrative forms**, and art forms.

A situation comedy may be recorded before a studio audience. Another feature is a **laugh track**.

Characteristics—As opposed to **stand-up comedy** and **sketch comedy**, a situation comedy has a storyline and ongoing characters in, essentially, a comedic drama. The situation is usually that of a family, workplace, or a group of friends.

Traditionally comedy sketches were presented within a variety show and mixed with musical performances, as in **vaudeville**. The emerging mass medium of radio allowed audiences to regularly return to programs, so programs could feature the same characters and situations each **episode** and expect audiences to be familiar with them.

Sitcom humor is often character driven and by its nature running **gags** often evolve during a series. Often the **status quo** of the situation is maintained from episode to episode. An episode may feature a disruption to the usual situation and the character interactions, but this will usually be settled by the episode's end and the situation returned to how it was prior to the disruption. There are exceptions to this. Some shows feature **story arcs** across many episodes where the characters and situations change and evolve.

History—Comedies from past civilizations, such as those of **Aristophanes** in ancient Greece, **Terence and Plautus** in ancient Rome, **Śudraka** in ancient India, and numerous examples including Shakespeare, Molière, the Commedia dell'arte and the Punch and Judy shows from **post-Renaissance** Europe, are the ancestors of the modern sitcom. Some of the characters, **pratfalls**, routines and situations as preserved in eyewitness accounts and in the texts of the plays themselves, are remarkably similar to those in

Lesson 18: Sitcoms

earlier modern sitcoms such as **I Love Lucy** and **The Honeymooners**. The first television sitcom is said to be Pinwright's Progress, ten episodes being broadcast on the BBC between 1946–1947. In the U.S., director and producer William Asher, has been credited with being the "man who invented the sitcom," having directed over two dozen of the leading sitcoms, including **I Love Lucy**, during the 1950s through the 1970s.

Reading Comprehension

1. What is the real meaning of sitcom
 - a. Sit and watch calmly
 - b. Situational drama
 - c. Situational comedy
 - d. www.sit.com
2. The situations found in sitcoms usually revolve around all of these except
 - a. A family
 - b. A group of enemies
 - c. A group of friends
 - d. A workplace
3. Sitcoms were first produced on television.
 - a. True
 - b. False
4. The problems presented to characters in sitcoms are usually never resolved by the end of the show.
 - a. True
 - b. False
5. Where was the world's first sitcom produced?
 - a. England
 - b. France
 - c. Germany
 - d. U.S.

Lesson 18: Sitcoms

Review Vocabulary with Teacher then Watch Sitcom

Vocabulary

- | | |
|---------------------------|-----------------------|
| 1. aired 播出 | 11. witty jabs 俏皮话 |
| 2. matriarch 女家长 | 12. Emmy awards 艾美奖 |
| 3. urban 城市的 | 13. Golden Globes 金球奖 |
| 4. working-class 工人阶级的 | 14. frustration 挫折 |
| 5. seldom 很少 | 15. fulfilling 完成 |
| 6. Domestic Goddess 家庭的女神 | 16. escape 逃脱 |
| 7. brassy humor 刺耳的幽默 | 17. episode 集 |
| 8. sensibilities 敏感性 | 18. innocence 无知的 |
| 9. hyper feminine 特别的女性的 | 19. truthfulness 真实性 |
| 10. wisecracks 俏皮话 | |

Sitcom # 1: Roseanne

ABC **aired** a grand total of 222 episodes of the TV series Roseanne from 1988 to 1997

The ABC series Roseanne was the first sitcom since "I Love Lucy" to feature the family **matriarch** as the main character. Unlike the fashionably **urban** Ricardos, however, the Conners represented **working-class** America in lovingly honest way **seldom** seen on network television. Referring to herself as a "Domestic Goddess," Roseanne" exuded a style of **brassy humor**, tough love, and blue-collar **sensibilities** that deviated from the **hyper feminine** history of TV moms. For almost a decade, the show portrayed an average working family in the Midwest handling their everyday problems with **wisecracks**, **witty jabs**, and classic sitcom togetherness. The series peaked by 1993 with multiple wins at the **Emmy awards** and the **Golden Globes**. Roseanne is fondly remembered in TV Guide's "50 Greatest TV Shows of All Time" and remains in **syndication**.

Roseanne episode summary

Roseanne celebrates her 37th birthday with a bit of **frustration** as she realizes she has grown old without **fulfilling** the youthful dream of becoming a writer. When her family learns of her unfulfilled dream, they give her an office in the basement so that she can **escape** the noisy house to write. However, she soon experiences writer's block and is unable to write anything she is satisfied with. At the end of the **episode**, when Roseanne puts her youngest child DJ to bed, she realizes her own self-worth as a writer thanks to the **innocence** and **truthfulness** of a young child.

Plot—fear of growing old without fulfilling your youthful dreams.

Lesson 18: Sitcoms

Useful Phrases (review with teacher before watching)

1. Someone's got "a special day" coming up—special day means birthday
2. (not supposed to say your wish out loud—bad luck)
3. "risk sticking her neck out for..."
4. Ok, Who are these guys? "Splitting Headaches" name of band
5. And what's the name of the song? "pounding"
6. So basically, we're listening to pounding by the splitting headaches
7. "Coming mother" this is a joke in reference to the way in which Roseanne calls Dan like a mother
8. "time warp"
9. I got a job, three kids, and you
10. Don't patronize me
11. This is a birthday thing (means a problem with age)
12. Would you like to get started on your second life right now? (means I'll kill you)
13. D: I don't snore. R: No dan. This is fiction
14. My own dungeon
15. Manuscripts
16. "now scram" scram means get out
17. I don't have any ideas.
18. I shouldn't start so big, by writing. I should start smaller by plagiarizing.
19. Police reports (Jackie is a police officer)
20. Pages are just pouring out...
21. 101 things to do with kids heads
22. Writing isn't easy. That's the truth, especially them H's—DJ's talking about handwriting. Not creative writing
23. Don't start getting down on yourself
24. Something comes into my head
25. I don't have any room for creating. All my compartments are full (means her brain is full)
26. Vocab Amazon
27. War toys
28. Intruders
29. Bec-dar two headed evil sister monster (a combination of the beginning of his two sister's names)
30. Did I ever tell you that you're my favorite son? He is her only son –so it's a joke
31. What's the matter with the office? Dan thinks she's not happy with it.

Discussion questions

Roseanne

1. How important do you think it is to fulfill youthful dreams?
2. How would you feel if you woke up one day at 37 years old and realized you didn't achieve the goals you set for yourself as a youngster?
3. Do you think Roseanne made the right decision to take care of her family before chasing her dream?
4. What is writers block? Have you ever experienced it?
5. Have your parents or anyone older than you ever told you the dreams they had as a youth? Did they achieve the goals they had set out for themselves? If not, how did they feel about it?

Lesson 18: Sitcoms

Vocabulary

- | | |
|----------------------|---------------------|
| 1. dubious 可疑 | 10. checkbook 支票本 |
| 2. old-fashioned 老式 | 11. adapts 适应 |
| 3. shatters 粉碎 | 12. indulgent 放纵的 |
| 4. sophisticated 高素质 | 13. simplest 最简单的 |
| 5. streetwise 街头智慧 | 14. abandoned 抛弃 |
| 6. dismay 使惊慌，沮丧 | 15. reveals 暴露 |
| 7. upper-crust 富豪 | 16. desire 欲望 |
| 8. conceited 自私，自负 | 17. semi-truck =大卡车 |
| 9. butler 男管家 | |

Sitcom#2: Fresh Prince of Bel Air

NBC aired a grand total of 148 episodes of the TV series Fresh Prince from 1990-1996

A wealthy family living in Bel-Air, California, receives a **dubious** gift from their poorer relations in Philadelphia when Grammy Award-winner Will Smith arrives as "The Fresh Prince Of Bel-Air". His mother wants him to learn some good **old-fashioned** values from his successful relatives. But Will **shatters** the **sophisticated** serenity of Bel-Air with his **streetwise** common sense, much to the **dismay** of his **upper-crust** uncle, Philip Banks (James Avery), Aunt Vivian (Janet Hubert-Whitten and Daphne Maxwell Reid) and three **conceited** cousins, Carlton (Alfonso Ribeiro), Hilary (Karyn Parsons) and Ashley (Tatyana Ali) - and even the **butler**, Geoffrey (Joseph Marcell). As the Banks family opens their home - and their **checkbook** - to their needy relative, Will **adapts** easily to their **indulgent** lifestyle. Yet, he reminds everyone that the **simplest** pleasures of family life can't be bought at any price.

Fresh Prince episode summary.

Will's father shows up 14 years after he **abandoned** him and his mother. After his father **reveals** his **desire** to get to know Will better, Will slowly accepts him back into his life. The two make plans to drive across the country for the summer in Will's father's **semi-truck**, but as Will enters the living room with his bags packed he learns that his father is walking out on him once again.

Plot—the people who care for you most will always be there.

Useful Phrases (review with teacher before watching)

- | | |
|--|---|
| 1. He's been <u>scoping me</u> ever since I got in here | 3. We all moved from the <u>hood</u> (ghetto/government funded housing) |
| 2. Turn yourself in, it's the only way. (a joke that Carl thinks he's wanted by the police) | 4. Thought I'd <u>stop by</u> |
| | 5. Stop by the <u>crib</u> (house) |
| | 6. <u>Rollercoaster of emotions</u> |

Lesson 18: Sitcoms

7. I thought it might be more fun this way (Geoffrey wanted to see the surprise of the family)
8. Will's father is a deadbeat who left will and his mom flat
9. Then why'd you run out on him (run out on someone)
10. Why should I spend my time wasting at the Peakcock when I could hit the road with my dad
11. The way you dissing my father
12. To hell with your father
13. Acts like nothing has happened
14. Wake up, will, this is the same guy who didn't think enough of you to pick up the damn phone
15. I had an accident at the mall. I'm ok, but I totaled your master card. (totaled means wrecked/destroyed)
16. Totaled here means maxed out the card, meaning she spent the limit of the card.
17. Phillip, stop moping.
18. Worked my ass off trying to keep him in line
19. Go head. Help yourself.
20. I guess you and Will better get a move on it
21. Will is going to be crushed
22. I ain't got time for no lecture
23. Bull (means you don't believe something)
24. Some business came up. We're going to have to put our trip on hold
25. Iron out the details
26. As soon as the summer comes the girls come to class wearing next to nothing
27. Shoot my first basket (basketball)
28. Got through my first day without him (day of school)
29. Marry me a beautiful honey
30. How come he don't want me man

Discussion questions

Fresh Prince

1. Do you think Will was selfish to disobey his uncle Phil to go on the trip with his father?
2. What do you think about father's who walk out on their children?
Do you agree with Uncle Phil's behavior towards Will's dad?
3. How do you think the experience Will had with his father at the end of the show will assist his development?
4. Do you know anyone who was abandoned by their parents? What was the reason?
5. Do you think that abandoning children is ever justifiable?

Lesson 18: Sitcoms

List of Most Famous American Sitcoms

#100 - "Family Guy" (1999-2002)

Has been said to have been 'one funniest animated sitcoms'.

#99 - "My Favorite Martian" (1963-1966)

A "fantasy" sitcom classic.

#98 - "Petticoat Junction" (1963-1970)

A Paul Henning Favorite.

#97 - What's Happening!! (1976-

1979/1985-1988)

Another Norman Lear Sitcom.

#96 - "California Dreams" (1992-1997)

Another teen sitcom.

#95 - "Rhoda" (1974-1978)

The most successful spin-off of the it's parent show.

#94 - "Here's Lucy" (1968-1974)

Stars America's First Lady of American Television, Lucille Ball. Was CBS's #1 show during the 1970-1971 season.

#93 - "The Many Loves of Dobie Gillis"

(1959-1963)

The cast included the pre-'Gilligan' Bob Denver.

#92 - "WKRP In Cincinnati" (1978-1982)

A classic in it's own right.

#91 - "Wings" (1990-1997)

Another successful 90's sitcom

#90 - "Coach" (1989-1997)

Another successful 90's sitcom.

#89 - "The King of the Hill" (1996-Present)

An original.

#88 - "The King of Queens" (1998-Present)

TV's most current successful spin-off.

#87 - "Newhart" (1982-1990)

Bob Newhart's most successful sitcom.

#86 - "The Nanny" (1993-1999)

Has proven to be one of Lifetime's most successful shows.

#85 - "Who's the Boss? (1984-1992)

Not one of your traditional gender shows.

#84 - "Hangin' with Mr. Cooper" (1992-1997)

The black version of "Three's Company".

#83 - "Good Times" (1974-1979)

Another highly successful Norman Lear sitcom.

#82 - "Charles in Charge" (1984-1985/1987-1990)

Stars Scott Biao, one of American's teen heart-throbbers.

#81 - "Dinosaurs" (1991-1994)

A pop culture classic. "Who's the mama?"

#80 - "ALF" (1986-1990)

ALF is one of great popular icons.

#79 - "Welcome Back, Kotter" (1975-

1979)

This show had one successful theme song.

#78- "Saved By The Bell: The New Class" (1993-2000)

Another classic teen sitcom.

#77 - "Futurama" (1999-2003)

Arguably, Matt Groening's most creative series.

#76 - "Boy Meets World" (1993-2000)

One of TGIF's most successful sitcoms.

Lesson 18: Sitcoms

#75 - "Sabrina, the Teenage Witch"

(1996-2003)

The most recent "Fantasy" sitcom.

#74 - "That Girl" (1966-1971)

This is the series that set the tone for future "independent" women sitcoms.

#73 - "Mister Ed" (1961-1966)

This show is the very first "fantasy" sitcom to be created. The show paved the way for future successful fantasy sitcoms such *Bewitched*, *I Dream of Jeannie*, and many others.

#72 - "The Donna Reed Show" (1958-1966)

A show that inspired other situation comedy families.

#71 - "Mork and Mindy" (1978-1982)

The Best "Alien" sitcom ever. This show features the talented comedian, Robin Williams.

#70 - "Make Room For Danny" / "The Danny Thomas Show" (1953-1964)

One of television's first shows to feature a family.

#69 - "The Lucy Show" (1962-1968)

Another classic sitcom featuring America's favorite funny lady, Lucille Ball. This is probably the very first American sitcom to feature a woman working outside of the home.

#68 - "Get Smart" (1965-1970)

Highly entertaining show.

#67 - "Maude" (1972-1978)

Behind *All In The Family*, this was the most controversial sitcom of the 1970's era.

#66 - "The Partridge Family" (1970-1974)

American's most music-loving family in a situation comedy.

#65 - "Taxi" (1978-1982)

Another sitcom considered to be well-written.

#64 - "Perfect Strangers" (1986-1992)

Another buddy sitcom.

#63 - "Family Affair" (1966-1971)

Another cute show from the 1960's.

#62 - "Gomer Pyle, U.S.M.C." (1964-1969)

One of television's first successful spin-offs. The first military sitcom to score high in the ratings.

#61 - "Family Matters" (1989-1998)

One of television's longest-running spin-offs.

#60 - "Mama's Family" (1983-1985, 1986-1990)

America's then-only spin-off series from a variety show.

#59 - "Family Ties" (1982-1989)

Ronald Reagan's then favorite show.

#58 - "The Bob Newhart Show" (1972-1978)

Considered to be one of Television's well-written shows.

#57 - "Diff'rent Strokes" (1978-1986)

This tv series had perhaps one of TV's most-popular catchphrases of all time.

#56 - "Malcolm In the Middle" (2001-Present)

Saluted as a future classic by TV Land.

#55 - "South Park"

Another groundbreaking sitcom.

Lesson 18: Sitcoms

#54 - "The Monkees" (1966-1968)

A one of a kind show.

#53 - "Dennis the Menace" (1959-1963)

TV's most adorable sitcom ever created. A very cute show.

#52 - "Growing Pains" (1985-1992)

A family classic from the start. A show not to be missed.

#51 - "Step By Step" (1991-1998)

Another show based on a concept of an older show; "The Brady Bunch" of the 1990's!

#50 - "Soap" (1977-1981)

Another groundbreaking sitcom of the late 1970's.

#49 - "The Adventures of Ozzie & Harriet" (1952-1966)

America's longest-running family sitcom.

#48 - "Murphy Brown" (1988-1998)

What can I say? It's the MTM of 1990's!

#47 - "The Facts of Life" (1979-1988)

At one point in time, this cleverly written sitcom was Nick-at-Nite's #1 Highest-Rated show.

#46 - "Green Acres" (1965-1971)

Paul Henning's absolute best sitcom ever created. This show had some of most wildest TV characters ever created.

#45 - "I Dream of Jeannie" (1965-1970)

A pure classic. Catchy theme song.

#44 - "Beavis and Butt-head" (1990's)

Gave the word 'cartoon' a new meaning. MTV's most popular sitcom during the 1990's.

#43 - "Married With . . . Children" (1987-

1997)

Fox's first successful sitcom.

#42 - "8 Simple Rules" (2002-Present)

A great family show of the 2000's decade.

#41 - "Everybody Loves Raymond" (1996-Present)

One of TV's most humorous shows.

#40 - "Laverne & Shirley" (1976-1983)

Garry Marshall's absolute best sitcom ever created. One of the first "buddy" sitcoms.

#39 - "My Three Sons" (1960-1972)

One of America's most longest-running sitcoms in the history of television.

#38 - "Saved By The Bell" (1990-1993)

One of the first sitcoms geared solely towards the teen audience. Great theme song.

#37 - "Frasier" (1993-2004)

Another well-written, highly-praised show.

#36 - "Home Improvement" (1991-1999)

A great family classic of the 1990's.

#35 - "Ren & Stimpy" (1991-1993)

The classic sitcom that took the word 'cartoon' to a different level. One of America's most popular culture shows.

#34 - "The Fresh Prince of Bel-Air" (1990-1996)

Starred one of American's most recognized personalities: Will Smith. 'Nuff Said.

#33 - "Chico and the Man" (1974-1978)

This show was perhaps American's first "Latino" sitcom. Nevertheless, it's truly a television innovator for classics after its time.

Lesson 18: Sitcoms

#32 - "The Jeffersons" (1975-1985)

Norman Lear's absolute best sitcom ever created.

#31 - "The Odd Couple" (1970-1975)

Another great classic that's well-remembered.

#30 - "Roseanne" (1988-1998)

Another groundbreaking show of the 1990's.

#29 - "Leave It To Beaver" (1957-1963)

A very tradition family-oriented show. This show showcased, perhaps, America's "Perfect" Family.

#28 - "M*A*S*H (1972-1983)

One of the most influential sitcoms in all of TV history.

#27 - "The Love Boat" (1977-1986)

One of American's most popular sitcoms throughout TV history.

#26 - "Cheers" (1982-1993)

A great classic. The show practically changed overnight: from a bomb to a run away hit.

#25 - "The Beverly Hillbillies" (1962-1971)

The most recognized "rural" sitcom. Very well-remembered.

#24 - "The Addams Family" (1964-1966)

The most oddest by spookiest family ever. Very clever show for it's time.

#23 - "Full House" (1987-1995)

A very heartwarming show that's often touching.

#22 - "The Golden Girls" (1985-1992)

An original.

#21 - "Seinfeld" (1990-1997)

A well-written TV show. Possibly, considered the best sitcom of 1990's.

#20 - "The Cosby Show" (1984-1992)

The show that's responsible for "reviving" the situation comedy.

#19 - "The Honeymooners" (1955)

A pure classic of the 1950's.

#18 - "Friends" (1994-2004)

The most caring group of friends ever seen in television history. A classic in it's own right.

#17 - "The Wonder Years" (1988-1993)

A very unique show. Almost anyone can relate to this classic.

#16 - "The Dick Van Dyke Show" (1961-1966)

A very smart comedy for it's time.

#15 - "The Flintstones" (1960-1966)

The first prime-time animated series. Set a high standard.

#14 - "The Munsters" (1964-1966)

The most loving family ever seen in television.

#13 - "Sanford and Son" (1972-1977)

If you ask me, this IS the first african-american sitcom. It set a very high standard for those black shows that followed.

#12 - "Will and Grace" (1998-Present)

The most recent groundbreaking sitcom. A show that had one of sitcom's firsts: a show based around a gay character.

#11 - "Bewitched" (1964-1972)

The Best special effects show of the 1960's. The longest-running fantasy sitcom.

Lesson 18: Sitcoms

#10 - "Three's Company" (1977-1984)
Yet, another groundbreaker of the 1970's.
Very funny show starring the late talented
John Ritter.

#9 - "Gilligan's Island" (1964-1967)
The most overplayed TV sitcom is
television history. Possibly the most
recognized.
Possibly, the world's most favorite sitcom.

#8 - "Mary Tyler Moore" (1970-1977)
Another groundbreaker of the 1970's.

#7 - "Ellen" (1994-1998)
The ultimate groundbreaker of the 1990's.

#6 - "The Simpsons" (1989-Present)
The longest-running animated sitcom. A
very smart show.

#5 - "Happy Days" (1974-1984)
The highlight of the 1970's in television
history. Truly a gem.

#4 - "The Andy Griffith Show" (1960-1968)
A show with very high morals. Anyone
could learn a lesson or two from this
highly-rated sitcom. Perhaps, America's
most beloved sitcom.

#3 - "The Brady Bunch" (1969-1974)
The number one cult classic. 'Nuff said.

#2 - "All In The Family" (1971-1979)
The most groundbreaking sitcom ever.
The show that changed television.

#1 - "I Love Lucy" (1951 - 1957)
The mother of all sitcoms, starred the
Queen of Comedy, gave birth to the rerun,
Need I say more?

Lesson 18: Current Fads and Pop Culture

Vocabulary

- | | |
|------------------|-----------------------|
| 1. behavior 行为 | 6. impact 影响 |
| 2. develops 发展 | 7. stepping stone 垫脚石 |
| 3. catch on 变得流行 | 8. blogging 博客 |
| 4. adopt 采用 | 9. society 社会 |
| 5. die out 消亡 | |

Reading A

Discuss the following Fads with your teacher. Ask about the fads that you haven't heard of.

What is a Fad?

A fad is any form of **behavior** that happens that **develops** over a large population and is continued for some period of time. This behavior usually begins because it is thought of as cool because it is new. A fad is said to “**catch on**” when the number of people that begin to **adopt** the behavior increases rapidly. The key to most fads is that they become popular very fast and then they **die out** very fast. Fads can gain popularity and die out several times throughout history and still remain a fad. Take the Yo-Yo for an example. The yo-yo was invented in the 1920's and then it became popular in the 1960's and then died and then came back again in the 1990's. Although fads may generally last a few months they can have a huge **impact** on a society. Take for example AOL. AOL is an online instant messenger that was very popular in the 90's, but if you ask today's generation about AOL most of them will say they have never heard of it. Even though AOL is dead today, many can argue that AOL was the **stepping stone** for things like **blogging**, myspace, facebook, twitter, and all of our other online chatting tools. Thus, understanding past and current fads allows people to have a deeper understanding of the culture in a particular **society**.

Below is a list of a few fads from the 2000's, fill in the information that you know about each, if you know nothing leave it blank and discuss it with your teacher.



High School Musical_____

YouTube_____

mini skirts with leggings_____

Lesson 18: Current Fads and Pop Culture

skinny jeans _____

iPods_____

American Idol_____

Emo Music & Emo Style_____

Suped Up Cars (like on Pimp My Ride)_____

Flare Jeans_____

Blogging_____

Napolean Dynamite_____

William Hung_____

Wide skate shoes with fat laces_____

Mentos and Coke_____

Dance Dance Revolution_____

Wikis_____

Robotic Pets_____

The Big Mouth Billy Bass_____

Metrosexuality_____

Reality TV Shows_____

Atkins / Low Carb Diets_____

Snoop Dogg speak_____

Energy Drinks_____

Razor Scooters_____

Lesson 18: Current Fads and Pop Culture

Japnese Anime_____

Texas hold 'em Poker_____

Tivo / DVR_____

Fantasy Leagues_____

Speed Dating_____

Flash Mobs_____

Thongs_____

Text messaging_____

Uggs (boots)_____

Vanilla Coke_____

Hannah Montana_____

Oversized sunglasses _____

Ring Tones_____

Gel pens_____

Hybrid cars_____

TV/DVD screens in cars_____

Using Online Slang In Speech_____

Crocs (shoes)_____

Pocket Bikes_____

Bluetooth_____

Lesson 18: Current Fads and Pop Culture

World of Warcraft_____

Jared the Subway Guy_____

P2P File Sharing_____

LiveSTRONG yellow wristbands_____

The Da Vinci Code_____

Low Rise Jeans_____

US flags on cars_____

Wireless Camera Phones_____

Bratz Dolls_____

Craigslist_____

Botox_____

Social Networks_____

Vlogs (video blogs)_____

Sudoku puzzles_____

Discussion Questions

Answer the following questions based on the fads above.

1. Have you heard of these fads?
2. Were any of these fads popular in China?
3. Which fad do you think is the strangest?
4. Have you been “sucked in” by any of these fads?
5. Where do you think these fads come from?
6. What does each of these fads say about American Society?
7. Do you know any other fads not mentioned above?
8. Are there any fads that you know exist in China but not in other countries?
9. Which fad do you think has had the biggest impact on American Culture? The last impact on American culture?

Lesson 18: Current Fads and Pop Culture

Extra Discussion Questions

1. Do you pay attention to fads?
2. What were some fads when you were in high school?
3. What are some fads now?
4. Are fads the same as popular culture?
5. Why do you think people pay attention to fads?
6. What fads influence your life the most?
7. What portion of the general population do you think creates or follows fads?
8. How do fads start and who starts them? Today? In the past?
9. What media influences how fads evolve?
10. If you wanted to start a trend, how would you go about it?
11. How long does it take for a fad to die out?
12. What are the current trends in fashion?
13. What are the current trends in electronics?
14. What are the current trends in music, books, or movies?
15. What are the current trends in dating/relationships?
16. Are there any current trends you don't like?
17. Are there any trends from the past you hope come back?
18. Are there any trends from the past you hope never come back?
19. What sorts of trends do you think will develop in the near future?
20. What is a fad diet? Can you name any?
21. Do your parents talk about fads "in their day"?

Writing Assignment (Choose one)

1. Write one page about why you think Fads come and go so quickly.
2. Write one page about a fad that you took part in.
3. Write one page about a fad that you hate.

Lesson 20: Chinese in America

Vocabulary

- | | |
|--|--------------------|
| 1. US Immigration Act of 1965 移民法案
的 1965 年 | 9. dialect 方言 |
| 2. Stereotyped 刻板印象 | 10. explicit 明确的 |
| 3. bookish 书生气 | 11. guru 特别擅长某方面的人 |
| 4. nerdy 书呆子 | 12. prestige 声望 |
| 5. assimilated 同化 | 13. patronize 惠顾 |
| 6. blue-collar 蓝领阶级的 | 14. mainstream 流行 |
| 7. statistics 统计 | 15. Buddhist 佛教徒 |
| 8. first-generation 出生在美国的第一代人 | |

Reading A

American-born Chinese

An American-born Chinese or ABC is a person born in the United States of Chinese ethnic descent. Many, but not all, are first generation born after the **US Immigration Act of 1965** relaxed limits on immigration from East Asia. Because their parents often came from academic or professional backgrounds, ABCs as a group, on average, tend to be better educated (with at least an undergraduate college degree) than the general population. As a result, they are often **stereotyped** from within the U.S. as **bookish and nerdy** (model minority), with an emphasis on talents in math and science. However, this stereotype overlooks the fact that there are also quite poor and **blue-collar** ABCs in the United States, and that older communities of Chinese have **assimilated** and have **statistics** more in line with the general U.S. population.

ABCs tend to be assimilated into the English language environment of the United States and often have more reduced facility in Chinese language than other members of the Chinese Diaspora. In many **first-generation** Chinese-American households, ABCs can often speak the Chinese **dialect** of their parents, but their ability to read Chinese is diminished. However, there are numerous Chinese schools, with the sole purpose of teaching Chinese language and culture to ABCs.

The connection ABCs have with the Chinese culture is varied, depending very much on the area where they live. Those who live on the East and West coasts tend to have Chinese communities to associate with, while those in middle-America tend to assimilate quicker.

One institution well-known among ABCs is the Overseas Chinese Youth Language Training and Study Tour to the Republic of China, almost always referred to as "the Love Boat." It is a

Lesson 20: Chinese in America

summer program sponsored by the Taiwanese government whose **explicit** purpose is to teach overseas Chinese about Chinese culture but, just as importantly, to allow ABCs the opportunity to establish romantic attachments with other ABCs.

Stereotypes

The stereotypes of many Chinese Americans are few, but they have exacted a toll by creating an image that many Asian Americans typically do not, and cannot conform.

The first stereotype is of the Chinese Americans as the "Model Minority." Chinese Americans tend to be labeled the smart, hard-working kids, more specifically, **gurus** of math and science just by virtue of that they are Chinese. Studies have shown that while many sons and daughters of Chinese immigrants tend to excel in school, subsequent generations have born Americans of Chinese descent with similar attributes and skills little different from the typical American.

The second stereotype is that they can play a musical instrument--typically the piano or the violin, instruments of professional and high **prestige**. Again, this is typically seen prominently only in sons and daughters of immigrants, the immigrants themselves holding the capability to play the violin and piano as symbols of the high-class living that they hoped for themselves or their children to achieve.

The third stereotype is that the children usually attend Chinese schools - Many Chinese American youth will attend Chinese school on their weekends, if they are not already going to a Chinese private school as an alternative to public education. Many times they are held at local churches.

The fourth stereotype is that all American-born Chinese can speak Chinese, and/or a variety of other languages, including Greek, Latin, French, etc. There is a certain dual perspective in this. Sometimes people will view Chinese Americans as slow and incapable of speaking English, so they will **patronize** them by speaking slowly. Other times, they may see Chinese Americans as typically over-achieving group of individuals who know everything, but are alien to popular, **mainstream**, American culture.

The fifth stereotype is that all Chinese Americans attend Christian churches, or if not, that they are **Buddhist**.

Lesson 20: Chinese in America

Vocabulary

- | | |
|-----------------------|--------------------------------------|
| 1. retreat 撤退 | 7. institutional discrimination 制度歧视 |
| 2. isolated 孤立 | 8. lawsuits 诉讼 |
| 3. laundry shops 洗衣商店 | 9. demeaning 贬低 |
| 4. instinctual 本能 | 10. perpetual 永久 |
| 5. prejudice 偏见 | |
| 6. exclusion 排除 | |

Reading B

The First Chinatowns

Because they were forbidden from owning land, intermarrying with Whites, owning homes, working in many occupations, getting an education, and living in certain parts of the city or entire cities, the Chinese basically had no other choice but to **retreat** into their own **isolated** communities as a matter of survival. These first Chinatowns at least allowed them to make a living among themselves. This is where the stereotypical image of Chinese restaurants and **laundry shops**, Japanese gardeners and produce stands, and Korean grocery stores began.

The point is that these did not begin out of any natural or **instinctual** desire on the part of Asian workers, but as a response to **prejudice, exclusion**, and **institutional discrimination** -- a situation that still continues in many respects today. Nonetheless, even in the face of this hostile anti-Chinese climate, Chinese Americans fought for not only their rights, but also for their dignity and self-respect. Although they were forbidden to become citizens and therefore to vote, they consistently challenged their unequal treatment and unjust laws directed at them by filing thousands of **lawsuits** at the local, state, and federal levels.

Even though much of their efforts would be unsuccessful, the actions demonstrated that above all else, they wanted to become Americans and be treated just like any other American. Rather than accepting the **demeaning** stereotype of them as **perpetual** foreigners, Chinese Americans showed that they wanted to assimilate into American society and contribute to its growth, prosperity, and culture.

Lesson 20: Chinese in America

Vocabulary

- | | |
|----------------------|--|
| 1. Angel Island 天使岛 | 10. punitive 惩罚性 |
| 2. Ellis Island 埃利斯岛 | 11. Chinese Exclusion Act of 1882 1882年排华法案的 |
| 3. detained 拘留 | 12. coolies 小工 |
| 4. assemblyman 议员 | 13. testify in court 在法庭上作证 |
| 5. Silicon Valley 硅谷 | 14. prominent 突出 |
| 6. ethnic group 民族 | 15. orchestras 管弦乐队 |
| 7. legislature 立法机关 | 16. backlash 反弹 |
| 8. resolution 决议 | |
| 9. discrimination 歧视 | |

Reading C

From nightmare to dream

Haunting Chinese poems speaking of pain are still visible on the faded walls of the old detention centre on **Angel Island** in San Francisco Bay. The island, today a state park, used to be the West Coast twin of **Ellis Island** in the east, and is the place where America showed a very different face to yellow newcomers than to white ones. Paul Fong's grandfather was **detained** there in 1939.

Today Mr Fong is a state **assemblyman** representing **Silicon Valley**, a place teeming with successful Chinese-Americans such as the co-founders of YouTube and Yahoo!. The Chinese in California are now arguably its most successful **ethnic group**, says Mr Fong. All the more reason for California to acknowledge what they overcame. This month, its **legislature** passed a **resolution**, co-sponsored by Mr. Fong, apologizing for a long history of **discrimination**.

In 1852, during the Gold Rush, California levied a **punitive** "foreign miners' tax" aimed at the Chinese diggers; whites paid nothing. In the following years, tens of thousands of Chinese blasted tunnels through the Sierra Nevada, with great loss of life, to build the western arm of the transcontinental railway. America said thank you by passing the **Chinese Exclusion Act of 1882**.

And so it went for much of the next century. Chinese **coolies** built California's tracks, levees and dams without the right to vote or **testify in court**, to marry whom they chose or to own property. The Chinese Exclusion Act was repealed only in 1943. California's constitution was only scrubbed of anti-Chinese discrimination in 1952.

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The less formal forms of discrimination lasted a few decades more, recalls John Chen, the boss of a technology company and chairman of the Committee of 100, a group of eminent Chinese-Americans such as the architect I.M. Pei and the cellist Yo-Yo Ma. But today the Chinese are **prominent** on the campuses of Stanford and Berkeley, in engineering labs and **orchestras**, if not yet in corporate board rooms and politics.

If Chinese-Americans as a group have a worry at all, says Mr Chen, it is that their success might create a **backlash**—there are, for instance, plans at some university campuses to tighten admissions policies for Asians. But viewed as a whole, the story of the Chinese in California should be inspiring to all.

Comprehension Questions

1. Why do ABCs who live in middle-America tend to assimilate quicker to American culture than those who live on the East and West coast?
 - a. They are smarter
 - b. They are not surrounded by large Chinese communities
 - c. They have more money
 - d. They go to better universities
2. Which of these is not a common stereotype towards ABCs?
 - a. They can play a musical instrument
 - b. They can speak English
 - c. They attend Chinese schools and speak Chinese well
 - d. They are the “model minority”
3. Why did the early Chinatowns develop?
 - a. Many Chinese immigrants couldn’t speak English, so living together made survival easier
 - b. Chinatowns and surrounding areas offered more jobs to Chinese immigrants
 - c. Chinese immigrants missed their homeland
 - d. They were forbidden from owning land and living in certain parts of the city
4. What happened to Paul Fong’s grandfather when he arrived in America?
 - a. He was given American citizenship
 - b. He immediately moved to a Chinatown and found work
 - c. He stayed in New York for a while before going to California
 - d. He was detained in a prison at Angel Island
5. Chinese immigrants assisted in all of these American projects except:
 - a. Painting the White House
 - b. Building the transcontinental railroad
 - c. Constructing dams

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- d. Searching for gold in California

Discussion Questions

1. What are several reasons contributing to the large number of Chinese immigrating to America in the 1800s?
2. Did the early Chinese in America have intentions of returning back to China? If you were in their shoes, would you have gone to America to start a new life?
3. Why did many Americans allow such a large influx of Chinese during the 1800s? What led to their change in policy in 1882?
4. The U.S. government repealed the Chinese Exclusion Act in 1943. What factors do you think led to this repeal?
5. Explain the primary factors for the emergence of Chinatowns across America? Across the world?
6. What were the common stereotypes of Chinese Americans in the 1800s? How were these stereotypes formed?
7. What are the common stereotypes of Chinese Americans today? How were these stereotypes formed?
8. Compare and contrast these two stereotypes and explain when this change occurred.
9. Describe the relationship between Chinese parenting style and the rate of most ABCs educational success. Are there any other factors that contribute to ABCs high rate of college graduation?
10. Why do you think Chinese Americans have the highest per household income than any other ethnicity in the U.S.? Does it mean that they work harder than other ethnicities?
11. The Chinese as an ethnicity have immigrated to almost every country in the world. Can you explain the leading causes of this mass immigration and its effect on the world?
12. What are the differences between American Chinese food and authentic Chinese food?
13. How do you think China's emergence as a world power has influenced the treatment of ABCs in the U.S.?
14. If you were an ABC, how would you feel if you encountered the stereotypes mentioned in reading 1? Would your feelings be different if you were not actually born in America but rather born in China?
15. In America, do you think you are more likely to make friends with other Chinese people studying in America, other international students, ABCs, or other Americans? Why?

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Further Reading

Chinese Americans: Dreams And Reality Diverge

Chinese Americans are the oldest and largest ethnic group of Asian ancestry in the United States. They have endured a long history of migration and settlement that dates back to the late 1840s, including some 60 years of legal exclusion. In the mid-19th century, most Chinese immigrants arrived in Hawaii and the U.S. mainland as contract labor, working at first in the plantation economy in Hawaii and in the mining industry on the West Coast and later on the transcontinental railroads west of the Rocky Mountains.

But few realized their gold dreams; many found themselves instead easy targets of discrimination and exclusion. In the 1870s, white workers' frustration with economic distress, labor market uncertainty, and capitalist exploitation turned into anti-Chinese sentiment and racist attacks against the Chinese called them the "yellow peril." In 1882, the U.S. Congress passed the Chinese Exclusion Act, and later extended to exclude all Asian immigrants until World War II. The number of new immigrants arriving in the United States from China dwindled from 123,000 in the 1870s to 14,800 in the 1890s, and then to a historically low number of 5,000 in the 1930s.

Legal exclusion, augmented by extralegal persecution and anti-Chinese violence, effectively drove the Chinese out of the mines, farms, woolen mills, and factories on the West Coast. As a result, many Chinese laborers already in the United States lost hope of ever fulfilling their dreams and returned permanently to China. Others, who could not afford or were too ashamed to return home, gravitated toward San Francisco's Chinatown for self-protection.

Still others traveled eastward to look for alternative means of livelihood. Chinatowns in the Northeast, particularly New York, and the mid-West grew to absorb those fleeing the extreme persecution in California. The gender imbalance for Chinese was nearly 27 males per single female in 1890. That dropped steadily over time, but males still outnumbered females by more than 2:1 by the 1940s.

Building A Community

In much of the pre-World War II era, the Chinese American community was essentially an isolated bachelors' society consisting of a small merchant class and a vast working class of sojourners (temporary immigrants who intended to return home after making money working in the U.S.). After the 1950s,

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when hundreds of refugees and their families fled Communist China and arrived in the U.S. and particularly since the enactment of the 1965 Hart-Cellar Act, the ethnic community has experienced unprecedented demographic and social transformation from a bachelors' society to a family community.

Contemporary Chinese immigrants have arrived not only from mainland China, but also from the greater Chinese Diaspora -- Hong Kong, Taiwan, Vietnam, Cambodia, Malaysia, and the Americas. They have also come from diverse socioeconomic backgrounds. Some arrived in the United States with little money, minimum education, and few job skills, which forced them to take low-wage jobs and settle in deteriorating urban neighborhoods. Others came with family savings, education and skills far above the levels of average Americans.

Nationwide, levels of educational attainment among Chinese Americans were significantly higher than those of the general U.S. population in both 1980 and 1990, and skill level increased over time. The 1990 Census showed that 41 percent of Chinese Americans (aged 25 to 64) have attained four or more years of college education, compared to 21 percent of non-Hispanic whites.

Immigrants from Taiwan displayed the highest levels of educational attainment with 62 percent having completed at least four years of college, followed by those from Hong Kong (46 percent) and from the mainland (31 percent). Professional occupations were also more common among Chinese Americans than among non-Hispanic whites (36 percent vs. 27 percent). The annual median family income for Chinese Americans was \$34,000 in 1989, compared to \$30,000 for the national median family.

Chinese Americans continue to concentrate in the West and in urban areas. One state, California, accounts for 40 percent of all Chinese Americans (1.1 million). New York accounts for 16 percent, second only to California, and Hawai'i for 6 percent. However, other states that have historically received fewer Chinese immigrants have witnessed phenomenal growth, such as Texas, New Jersey, Massachusetts, Illinois, Washington, Florida, Maryland, and Pennsylvania.

Among cities with populations over 100,000, New York City (365,000), San Francisco (161,000), Los Angeles (74,000), Honolulu (69,000), and San Jose (58,000) have the largest numbers of Chinese Americans. Traditional urban enclaves, such as Chinatowns in San Francisco, New York, Los Angeles, Chicago, and Boston, continue to exist and to receive new immigrants, but they no longer serve as primary centers of initial settlement.

Instead, many new immigrants, especially the affluent and highly skilled, are bypassing inner cities to settle into suburbs immediately after arrival. However, recent residential movements of Chinese Americans into ethnically concentrated suburban communities have tipped the balance of power, raising nativist anxiety of ethnic "invasion" and anti-immigrant sentiment.

Progress Through Different Paths

Social mobility among Chinese Americans also varies because of tremendous socioeconomic diversity. One pattern of social mobility is the time-honored path of starting at the bottom and

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moving up through hard work. This route is particularly relevant to those with limited education, few marketable job skills, and little familiarity with the larger labor market. However, in the post-industrial era, the globalized and restructured economy has fewer and fewer middle rungs in the mobility ladder. As a result, low-skilled workers starting at the bottom may well be trapped there with little chance of upward mobility even when they work hard.

The second mode is incorporation into professional occupations in the mainstream economy through educational achievement. It has become evident in recent years that Chinese American youths enroll in colleges and graduate with bachelor and master degrees in disproportionate numbers. While many college graduates may have an easier time gaining labor market entry, however, they often encounter a greater probability of being blocked by a glass ceiling as they move up into managerial and executive positions.

The third mode is ethnic entrepreneurship. Since the 1970s, unprecedented Chinese immigration, accompanied by the tremendous influx of human and financial capital, has set off a new stage of ethnic economic development. From 1977 to 1987, the U.S. Census reported that the number of Chinese-owned firms grew by 286 percent, and from 1987 to 1997, that number again grew at a rate of 180 percent. Chinese-American owned business enterprises made up 9 percent of the total minority-owned business enterprises nation-wide, but 19 percent of the total gross receipts, according to the 1997 Economic Census.

While ethnic entrepreneurship creates numerous employment opportunities for both entrepreneurs and co-ethnic workers, it also leads to problems that leave some workers behind in their pursuit of upward mobility. These problems include labor rights abuses, over concentration of jobs with low wages, few chances for promotion or advancement, poor working conditions and few, if any, fringe benefits.

Taken together, these trends suggest that the community is being transformed from a predominantly immigrant community to a native ethnic community at the dawn of the 21st century. While issues and challenges directly relevant to immigration and immigrant settlement continue to occupy a central place in community affairs, new issues and challenges concerning citizenship, civil rights, interethnic/interracial coalitions, and political incorporation have acquired a high degree of urgency.

The Chinese Image: Redefined with Kungfu Movies

The kungfu movie is the most dominant element of Chinese culture that China has exported to the world. Most Westerners begin to grasp Chinese culture through the movies of Bruce Lee,

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Jackie Chan and Jet Li, and the world began to notice China from movies such as The Chinese Connection to more recent epics such as Crouching Tiger, Hidden Dragon and the blockbuster Kungfu Panda. These movies and kungfu stars are constantly changing the stereotyped Chinese image, although they also bring along with them many misconceptions.

A recent online survey conducted by an American-run website indicated that the male Chinese image has been improved remarkably compared to before. Westerners now acknowledged that Chinese men are no longer like the villain Fu Manchu in Sax Rohmer's movies, or the geek Charlie Chan always babbling about Confucianism in the novels written by American Earl Derr Biggers. Thanks to the unremitting effort made by all kung fu movie practitioners.

Writing Assignment (choose one)

1. Write one page about how you think life will/would be in America now.
2. Today you read about some of the stereotypes that Americans have of the Chinese, What are some of the stereotypes that the Chinese have about Americans. Use one page to write your answer.