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1 History and Politics

US History

Early Settlement to Civil War

Forfatter: Eli Huseby, Åse Elin Langeland, Engelsk for videregående (Vega)
Early Settlement to Civil War (87325)

Columbus, Cowboys and Turkey

Over the years you have learned bits and pieces about American history. Most things from school – hopefully – but don't underestimate the information you have picked up by watching films, news and TV series, listening to music and partaking on social media sites. As Norwegians we take some pride in Leiv Eriksson and his claimed discovery of America. However, we are constantly reminded that only Columbus is taken into account in this context. And did he really discover America? Didn't he just meet a bunch of people that he mistakenly called Indians, since he thought he had arrived in India?

The event of Thanksgiving and turkey seem important to most Americans. Apart from thanking God, of course, isn't this a way of thanking the Indians that they survived? Who were "they" – wasn't there something about Pilgrims and the Mayflower? And speaking of traditions, don't they celebrate July 4th as their Independence Day, independence from whom?

The Wild West, the handsome, tough cowboy, the villain (often a "Gringo"), and the lonely hero that protects "the law out there" – the sheriff, this is also familiar territory, isn't it?
And you probably haven't missed the part about the President that gave the slaves their freedom either, and that the issue of slavery almost tore the union between the North and the South apart, have you?

Ever heard the expression " Wish I had a rich uncle in America"? Did you know that the likelihood that you have relatives in the USA is very high? They may be more remote than uncles, but more than 5 million Americans are of Norwegian origin. Whether they are rich is another matter…

Check your understanding of these words before you read the text. You'll find a dictionary in the link collection.

exploitation, initiative, involved, constitution, expanded, federal, imposed, incident, reinforcement, undertaking, civil, decades, eventually, expansion, grant, impose, whereas

Early Settlement

Leiv Eriksson and the Vikings had been in North America already around the year 1000, and almost 500 years later, in1492, the famous explorer Christopher Columbus also sailed across the Atlantic Ocean to discover America. The adventurous Columbus and his crew sailed from Spain to find a new seaway to Asia. However, they reached an island close to the coast of Florida instead.

Lakota Warrior
Fotograf: Andy Clark

Columbus' undertaking was not really a discovery, since the American continent was already populated with around 18 million Native Americans. The estimated number in North America was 2.5 million. Columbus called them Indians, because he believed Guanahani to be an island off the coast of India. Living close to nature for 500 years or more, and hunting buffaloes to cover their basic needs, the natives had their own distinct culture. Their deep spiritual beliefs, together with the view of the earth as being a sacred place belonging to everybody, were quite different from those of the new settlers. As the idea of ownership of the land was unfamiliar to the Indians, the newcomers would freely claim large areas.

Compared to countries such as Britain and Norway and in terms of recorded history, the US is a young country. This is not to say that the people who lived in America before the European settlers did not have their own history; it simply means that these people never wrote anything down. Tales, myths and stories were passed down orally from one generation to the next. Unfortunately, a lot of this material has been lost. However, if you want to get an impression of this rich cultural heritage you should check out Native Americans - Ancestral Voices

Jamestown 1607 and Plymouth 1620

Immigration from Spain and France began in the early 1600s. The Spaniards settled in the southwest (now Arizona and California) and the French in the area around the Mississippi and the Great Lakes. The earliest English settlement was in Jamestown, Virginia in 1607. One of the settlers was Captain John Smith, whose life later is said to have been saved by Pocahontas. Even if Walt Disney's film version of the lives and destinies of Pocahontas and John Smith is not 100% historically correct, you may recall this incident. If you want to get more reliable information about Captain John Smith, his journey from England to Jamestown and the founding of the settlement, you should watch this On the Trail of Captain John Smith.

Historical Interpreter in Colonial Clothing
Fotograf: Tim Wright

In 1620, the first successful British colony, Plymouth, was established in Massachusetts Bay, in what is now New England. These settlers, a group of English Protestants escaping religious oppression in England, became known as the Pilgrims or the Pilgrim Fathers. The Pilgrims' story of seeking religious freedom has become a central theme of the history and culture of the United States. Their ship was called the *Mayflower.* The *Mayflower* has a famous place in American history as a symbol of early European colonization of the future United States. In 1621, the Pilgrims held a harvest feast at the Plymouth Plantation after a successful growing season and the modern Thanksgiving holiday traces its origins from this celebration.

The American Revolution and the Declaration of Independence 1776-1783

In the years between 1690 and 1770 the population of America increased tenfold. Thirteen English colonies were established, successfully developed and expanded. That is why if you count the stripes on the present flag, you'll end up with the number 13 – a reminder of the first colonies along the Eastern coast. A local government in each of the colonies made the laws and managed the colony. After some time, the colonists began to find it unfair that England constantly imposed new taxes on them. The Stamp Act (1765) was particularly hard to swallow, and in the winter of 1773 the colonists rebelled against England. They dressed up as Indians and threw the valuable tea cargo of several ships overboard into Boston Harbor. This incident, called the Boston Tea Party, marked the beginning of the War of Independence and the American Revolution (1776–1783). On the fourth of July 1776, representatives from each of the thirteen colonies proclaimed independence from Britain by signing the Declaration of Independence. Finally in 1783, after a long and hard struggle with Britain and a rather surprising military victory, the colonists won their independence. The turning point came after the Paris Peace Treaty in the same year, when France had joined the Americans in their fight against Britain, thus providing much needed reinforcements. The colonists, under the command of George Washington, a rich landowner from Virginia, remained loyal to the cause during extreme hardship. The former colonies were united in a federal republic, the USA, under the American Constitution of 1787. Washington was elected the first president of the United States in 1789.

The Boston Tea Party

Fotograf: akg-images

Manifest Destiny and the Westward Move 1840s-1890

The borderline between settled and wild areas in the new territories was called "the frontier", and many say that he frontier was the line of most rapid and effective Americanization. The settlers had to adjust and learn how to survive in their new surroundings. Long distances, harsh climates and unfamiliar landscapes challenged the settlers who went beyond this line. To survive, they had to develop qualities like determination, inventiveness and courage; they had to learn to collaborate with others. The pioneers on the Frontier tended to become self-reliant, individualistic and full of initiative. Can we recognize any of these qualities today? Is there a connection between the Americans of the past and those of the present?

When the frontier reached Illinois, forests ended and the prairie began. In the beginning, the settlers thought the treeless prairie had poor soil, and many of them traveled straight across it to go north and further west. Travel across the prairie and later expansion led to conflicts with the Indians. In 1848, gold was discovered in California and the westward migration increased. The Gold Rush of 1849 attracted many immigrants. Later in 1862, the Homestead Act gave as much as 160 acres of free land to settlers, and this attracted even more people. When the USA won Oregon from Britain, the Oregon Trail from Missouri to Oregon became a route westwards for the pioneers. In 1869, the transcontinental railroad made traveling easy for the newcomers. By 1880 most of the conflicts with the Indians had passed, and in 1890 the government declared the country settled and the "frontier" closed. It comes as a surprise to many people that the famous era of cowboys lasted for only about forty years, with the 1880s as its heyday.

John Wayne

Fotograf: AP

The rapid expansion of America from the East and into the West is often referred to as America's Manifest Destiny and has a prominent place in American history. The American character, the American spirit, the American way of thinking, can all better be understood by studying the advance of the frontier, the men who grew up under these conditions, and the political, economic, and social results of it.

The story of many of the settlers who came to America was one of success. For others who were pushed westward by the newcomers, moved, chased and massacred – like the Native Americans – the story was different. For them, it was one of suffering and injustice.

> The famous movie, *Dances with Wolves*, is set on the Frontier. Watch the trailer to get an impression of time and place. What do you think is implied when the protagonist (played by Kevin Costner) states that he wants to see the Frontier "before it's gone"?

The Civil War 1861-1865

There were conflicting interests between the nation's southern and northern states both culturally, politically, and economically. The aristocratic South produced tobacco, rice, sugar and cotton on large plantations depending on the manpower of slaves, whereas in the north people survived by farming and fishing, and by trade and commerce. The Southeners often referred to the Northerners as Yankees. By the end of the 18th century the need for slave labor in the South was tremendous, and a conflict developed over the question of whether slavery should be allowed in the new territory or not. Northerners protested against this. Another conflicting interest was taxation.

The South, which was more dependent on import than the North, wanted free trade with Britain. The North, on the other hand, stressed financial independence and wanted to impose taxes on imported goods. These disagreements caused the South to decide to break out of the Union and form their own confederation. The strong desire to keep the Union together made the Republican president, Abraham Lincoln, who took office in 1861, choose civil war.

Abraham Lincoln Memorial
Fotograf: Åse Elin Langeland

The northern side eventually proved superior in the war that followed, because of a larger population and better financial resources. The Yankees were also superior at sea and in the arms industry. General Robert E. Lee and the Confederate (southern) Army surrendered to General Ulysses S. Grant in a Virginian village, April 1865.

Halfway through the war, in 1863, President Lincoln proclaimed that the slaves were freed (the Emancipation Proclamation Act). However, it would take more than a century before all African Americans could enjoy the same civil liberties as their fellow white Americans.

Video Lecture

Khan Academy has made a video lecture giving an overview of major events in this period. Listen to the lecture, take notes and answer the multiple choice comprehension questions in the link collection.

US History Overview I / video
http://ndla.no/en/node/88863

Tasks and Activities

Comprehension

Early Settlement - Comprehension / amendor_ios_task
http://ndla.no/en/node/92244

Vocabulary

Early Settlement - Vocabulary / amendor_ios_task
http://ndla.no/en/node/91067

Early Settlement – Synonyms and Antonyms

Early Settlement to Civil War - Antonyms / amendor_ios_task
http://ndla.no/en/node/91068

Tasks

Early Settlement to Civil War - Tasks

Further Reading

Native Americans - Ancestral Voices

Abraham Lincoln - An Icon?

Film Recommendations

Dances with Wolves

Trailer provided by Video Detective

Abraham Lincoln

Early Settlement to Civil War / fagstoff

http://ndla.no/en/node/87325

Reconstruction to WWII

Forfatter: Karin Dwyer Løken, Engelsk for videregående (Vega)
Reconstruction to World War II (87986)

reinforcements, volunteer, commit, consume, decade, depression, invested, legislation, involvement, isolationism, trenches, decent, prosperity, urbanization, doctrine, expansionism, influence, enfringe, codify, innovation, asset, intermarriage

Reconstruction and Jim Crow

The period following the Civil War is often referred to as the Reconstruction (1865-1877), meaning the reconstruction of the South. Having won the war, the North occupied the South and installed their own politicians. In this period, the US passed the so-called Reconstruction Amendments. The 13th Amendment (1865) abolished slavery, the 14th Amendment (1868) made every man born in the US an American citizen, and the 15th Amendment (1870) gave all free men the right to vote. In 1877 the Reconstruction and the occupation of the South formally ended.

Colored Entrance
Fotograf: akg-images

After the American Civil War, most states in the South passed laws requiring the separation of whites from “persons of color” in public transportation and schools. These laws enforced racial segregation. The segregation principle was extended to parks, cemeteries, theatres, and restaurants. In many states, intermarriage was prohibited. These laws became known as the Jim Crow laws. They were codified on local and state levels and, most famously, with the “separate but equal” decision of the U.S. Supreme Court in 1898. These laws lasted until the 1960s and the Civil Rights Movement.

Immigration and Industrialization

In 1865, the population in the US was 31 million, but due to a constant surge of immigrants, the population increased rapidly, and by 1920 the population reached 105 million. These new immigrants were very important to the expanding American industry, which needed cheap labor. The immigrants were needed to literally build the nation. Some of the immigrants worked at home in the textile industry; others worked building and maintaining the railroads. But throughout the latter half of the 19th century and the first half of the 20th century, increasingly more immigrants were working in factories.

The big factories were usually located in the cities, which therefore attracted the factory workers. From 1870 to 1920, the number of people living in cities grew from 10 million to 54 million. The United States, traditionally a mainly agrarian society, was rapidly becoming an urbanized society. The industrial workers moved into old, dilapidated buildings, converted warehouses or into purposely built tenements, turning the inner city areas into industrial ghettos. Most factory jobs were both dirty and dangerous, and they yielded very low wages, rendering life in the ghettos very far from the American Dream.

Spanish-American War

Although isolationism had been a cornerstone in US foreign policy, the country became involved in a conflict with Spain due to the latter's colonial interests. The Spanish-American War (1898) ended Spanish colonial rule in the Americas and the victorious US acquired territories in the western Pacific and Latin America (Cuba, Guam, the Phillippines and Puerto Rico). The United States of America, founded in opposition to the idea of imperialism, was now an imperial power. Whether they wanted it or not, this would give the country not only a determining role in the future affairs of Europe, but a new stake in international politics in general.

World War I

"We will not take sides," said President Woodrow Wilson when the First World War broke out in 1914, thereby taking an isolationist position in relation to international affairs. However, when German submarines sank the Lusitania, a British passenger ship, killing nearly 2000 passengers, among them 123 Americans, anti-isolationists argued that the US had to take sides. In 1917, the US finally entered the war, very much because of the German submarine warfare, and helped the British break the German submarine blockade. Germany was forced to surrender in 1918, and had to sign a peace treaty in which they accepted the entire blame for the war in addition to impossible financial penalties. The Treaty of Versailles did not bring lasting peace; rather, it became an important cause of the tension that eventually culminated in World War 2.

President Wilson

During the war, foreigners in the US faced hard times, especially Americans of German descent. They were looked upon with suspicion in many American neighborhoods. In 1917, restrictions were imposed upon about 250,000 German-born men residing in the USA. In 1918, the same restrictions were extended to German-born women.

Prosperity, Depression and the New Deal

In the 1920s, America experienced a period of economic growth and prosperity. It was a period of further urbanization and industrialization, new technology and unreserved optimism. People had more money and more leisure time than earlier generations. "Prosperity forever" was the slogan.

Prosperity
Fotograf: The Granger Collection

However, the prosperity did not last forever; it all came to an end in the following decade. With the 1930's came the Great Depression, both as a result of speculation and the fact that the country produced more than it could consume or export. On "Black Thursday", October 9, 1929, the Stock Market on Wall Street crashed and billions of stocks were wiped out. Businessmen went bankrupt and many committed suicide. Many people lost every cent of their life savings. The country experienced depression, poverty and starvation. One in four Americans were unemployed.

As in the Scandinavian countries, liquor was prohibited in the 1920s and this lasted until 1933. In the United States, the manufacture and sale of alcohol was prohibited; there was no law against drinking it. Thus, smuggling alcohol became a profitable trade for organized crime. It was in this period the Mafia asserted their influence.

The Great Depression became a turning point in American history. "The best government is that which governs least," had been the accepted motto. Now, however, many people realized that government involvement was necessary, not only to regulate the economy, but to care for its people. Thus, in order to bring the depression to an end, President Franklin D. Roosevelt and the Democratic Party introduced the New Deal. This consisted of a series of economic measures which focused on what historians have later called the "3 Rs": relief, recovery, and reform. It was a progressive, political program that invested in industry and business, giving new life to the economy by regulating both prices and wages. The programs used federal money to provide jobs and immediate help, like rural welfare programs. Many public projects were started, such as road and dam building. This legislation contributed to a rise in employment and an improvement in agriculture. For the first time, the federal government also showed concern for the sick, the old and the unemployed, and the New Deal established a social security system. However, it was not until World War II that the depression was completely over.

New Deal
Fotograf: The Granger Collection

Shmoopsterpiece Theater has made this video (2:43) about the New Deal.

World War II

Pearl Harbor

Fotograf: The Granger Collection

The Japanese attack on Pearl Harbor, an American naval base in Hawaii, on the 7th of December 1941, came as a shock to Americans. As in the First World War, the country had tried to remain outside the conflict in Europe, but the attack on Pearl Harbor made this impossible. By 1943, 65 million Americans were in uniform or worked in the war industry; the economy boomed. At last there were jobs for everyone.

American armies fought both in Europe and Asia, as well as in Africa. The US entered the war on the agreement that defeating Germany would be the main priority of the allied nations. However, they also played an active role in the defeat of Japan.

Although the US was not one of the war arenas, many civilians became victims of the war. For Japanese-Americans in particular, life was very difficult. Most of them were placed in internment camps, suspected of being spies. Their civil freedoms were violated and many were treated with extreme cruelty. In 1990, however, the United States Government apologized to the 60,000 survivors of these camps and their heirs. Each was given $20,000 in reparations. Many German-Americans and Italian-Americans were also interned, but on a much smaller scale.

On the 6th of June 1944, the Allies landed on the beaches in Normandy, and on the 8th of June 1945, Germany surrendered. Japan fought on, however, but the dropping of atomic bombs on Hiroshima and Nagasaki, killing and injuring millions, finally put a brutal stop to the Pacific War. The Japanese surrendered

Video Lecture

Khan Academy has made a video lecture giving an overview of this period. Listen to the lecture and take notes.

US History Overview II / video
http://ndla.no/en/node/88864

Tasks and Activities

Reconstruction to World War II – Tasks

American History After 1945

Forfatter: Åse Elin Langeland, Eli Huseby
American History after 1945 (99175)

The following articles provide a historical overview of the American post-war era, taking you through the last half of the 20th century and into the new millennium. Each article lists additional sources and activities which should help you gain a better understanding of the challenges facing the US after WWII including those in the present day.

Post-War America

Opphavsmann: Åse Elin Langeland

The Cold War Era – A Precarious Peace

The Fifties and the Sixties

The Seventies and the Eighties

The 1990s – The Electronic Age

Into a New Millenium

Film Recommendation

Forrest Gump is a film based on a novel by the same name. It was directed by Robert Zemeckis in 1994, and Forrest, portrayed by Tom Hanks, immediately became one of the most popular film characters ever. In the film we get to meet the physically and mentally disabled boy Forrest who was born in Alabama in 1944. We are admitted to his life story from his birth until his beloved Jenny dies in 1982. As a backdrop to his extraordinary life, we are witnesses to many historical events and “hot” social issues from the 50s right up to the early 80s.

See Forrest Gump - Revisited.

Scrap Book

Make a digital scrap book where you provide five pictures/photos that illustrate crucial events in one decade of American post-war history. Add brief subtitles. You should also decorate by using scrap book props, i.e. symbols, emoticons, posters, slogans and pieces of art.

You may take prints and display the posters in your class room.

Comprehension and Vocabulary

We recommend the digital tool mytask.no to make multiple choice questions and vocabulary tests for these articles. Let the students make these "tests" themselves, sharing and challenging their classmates.

Word Clouds

Word clouds are collections of words from a document or documents that show the frequency of word use by their size, and are often designed in a unique manner. (See the word cloud at the top of this page.) Reading through the articles on American history you can create word clouds using the application Wordle Create. These word clouds are useful tools for reflection. You can compare your word cloud with those of other students and discuss choice and frequency of words. You can also print them to decorate your classroom or embed them on your website.

The Cold War Era

Forfatter: Engelsk for videregående (Vega), Karin Dwyer Løken, Åse Elin Langeland
The Cold War Era – A Precarious Peace (88361)

Post-War Reconstruction

Until 1939, the USA had a modest army, having practiced a policy of isolationism: avoiding involvement abroad. After the war, this was no longer an option. In the course of World War II, the USA had become a leading world power. Most of the fighting had taken place on European soil and, though the Allies had won the war, they had suffered extensive damage. In 1945, the US had an industry and an oil production that was virtually untouched by the war, making it the world's richest nation. In addition, it had established a position as a superior military force. No post-war depression occurred, on the contrary; the rebuilding of Europe and the fight against communism kept American industry growing rapidly.

Copy of the colored stars and stripes emblem which was stamped on every relief package sent abroad under the European Recovery Program so Europeans would know where the help was coming from.

The United Nations - An Attempt to Enhance World Peace

New international developments in the post-war period strengthened America's leading position. After two world wars within a period of thirty years, the international community sought a way to avoid wars in the future and to secure world peace through negotiations. This was a continuation of the League of Nations from the years after World War I and the basis for the formation of the United Nations in 1945, for which the US was one of the driving forces.

The Fear of Communism

At the same time, political and ideological tension between the US and the Soviet Union intensified. In an attempt to prevent the spread of communism, President Harry S. Truman introduced the Truman Doctrine in 1947, announcing "the policy of the United States to support free people who are resisting attempted subjugation by armed minorities or by outside pressures." This was also the object of the Marshall Plan of 1948. On the surface, the goal was to help post-war Europe back on its feet. In reality, it would kill two birds with one stone by securing international markets for US industry at the same time as it would maintain economic and political bonds between the US and the participating countries. The American fear of Soviet communist influence in Eastern Europe was also the reason why the NATO alliance was created in 1949. By the end of the 1940s, the USA had taken upon itself to play the role of "world police".

The Cold War

During the years immediately following WWII, mutual distrust between the USA and the Soviet Union increased. Both countries wanted to become the leading nuclear power - the nation to control the world. During the latter half of the 1940s and into the 1950s, the whole world watched this rivalry, later known as the Cold War or the" balance of terror", with fear and apprehension.

Women Strike for Peace

The aim of the USA was to contain communism – to keep it within a limited area and to prevent it from spreading. The Americans feared that their own position would be threatened by Soviet expansion; and they considered themselves the main protectors of world freedom and democracy.

The USA and the USSR never engaged in outright war with each other – both nations feared the consequences of a nuclear war. The two super powers did, however, fight a number of "proxy wars": taking part in conflicts in other parts of the world by giving economic or military support to groups or countries that opposed the other superpower.

The Cold War reached a climax in 1962, when the Soviet Union began to build bases for nuclear missiles in Cuba, a close neighbor of the USA. The situation became extremely tense, and for thirteen days the world held its breath while President Kennedy did his best to handle the situation peacefully. The situation was finally resolved when the Soviet leader, Nikita Khrushchev, agreed to remove the Soviet bases. In return, the Kennedy administration promised to remove US nuclear missiles from Turkey. In 2002, when previously classified documents were released, it became clear that during those 13 days in 1962, the world had actually teetered on the brink of nuclear disaster.

Although the Cold War did not end until the internal collapse of the Soviet Union in 1991, it never reached quite such a threatening climax again. By the end of the 1960s, both sides had accumulated massive amounts of nuclear weapons and missiles. Each side had enough weapons to be able to destroy the other side.

The Cold War decades were years of international unrest and insecurity. On the home front, these same decades consisted of an immense economic growth, social and political change and the most wide-spread cultural revolution the world has ever seen.

Tasks and Activities

Revising the Text

1. The text above contains many significant words and concepts. In order to recapitulate the main contents in the three first paragraphs, you should focus on the listed clues. Use each word/concept and make ONE sentence which puts the word/-s in the right context.

   isolationism
   leading world power
   the Allies
   the World's richest country
   military power
   fight against communism
   rebuilding Europe
   American industry
   world peace

The United Nations
political and ideological tension
The Truman Doctrine
The USA vs. the Soviet Union
The Marshall Plan
The NATO
world police

2. In order to revise main clues about the Cold War, you should watch thispresentation from GSCE Bitesize listing causes of the Cold War. You will have to answer multiple choice questions as you watch.
3. Americans told the world that they were doing them a service through the Truman Doctrine and the Marshall Plan. History paints a more complex picture.
   - What was the US getting out of the aid and support they were giving?
   - How might some people conclude that the USA started the Cold War through these two programs?
4. Watch Billy Joel sing "Leningrad" on YouTube. Listen to the lyrics or find them on the Internet. What story does this song tell? What do you think is the message of this song? What does "Leningrad" imply is one reason for conflict between nations? How do you think the music and the lyrics complement each other?

Vocabulary

Cold War Jargon / amendor_ios_task
http://ndla.no/en/node/100152

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Further Reading

The Cold War
Causes of the Cold War
Causes of the Cold War Terms
Thirteen Days in October - The Cuban Missile Crisis

School History – Truman & Marshall

Film Recommendation

Thirteen Days (2000) is a docudrama portraying President John F. Kennedy and his advisor, his younger brother Robert, and how they handled the Cuban Missile Crisis during the critical 13 days. You may watch and work with the film trailer here Thirteen Days in October - The Cuban Missile Crisis

Useful Sources

Digital History
Hippo Campus

The Fifties and the Sixties

Forfatter: Engelsk for videregående (Vega), Karin Dwyer Løken, Åse Elin Langeland
The Fifties and the Sixties (99064)

unprecedented, suburban, pillar, embark, subversion, shatter, reprimand, cease-fire, disgrace, segregation, unconstitutional, discontent, approach, claustrophobic, acquaint, integral, subculture, demeanor, resentment, humiliate, turmoil, promiscuous, disintegrate

The Nifty Fifties

Baby Boom

After World War II, Americans were eager to return to normal conditions. The demand for luxury products like cars, TVs and kitchen appliances fueled American industry, resulting in an unprecedented economic growth. Add to this the fact that 79 million babies were born between 1945 and 1964 - the Baby Boom – and we can understand this period's extensive suburban development.

Shumard family 1955
Opphavsmann: Seattle Municipal Archives

Home and Church

The move to the suburbs brought with it a growing religious interest in the population. It was a different kind of life, and people wanted to return to the safe American values of the home and the church. In fact, family and religion became the pillars of everything considered secure and respectable.

The Red Scare

As it turned out, however, many Americans felt anything but safe during the fifties. Distrust of communism had gradually turned into mass hysteria. Senator Joseph McCarthy played an important role in this development by claiming that American society and government were infiltrated by communists. He then embarked on what became a witch-hunt to rid America of all communists and communist sympathizers. His methods were controversial, and the term "McCarthyism" is now an accepted term used to describe "the political practice of publicizing accusations of disloyalty or subversion with insufficient regard to evidence." (The American Heritage Dictionary) This communist hysteria, or "Red Scare", as it was commonly called, ruined careers, destroyed friendships and shattered families. In 1954, McCarthy was officially reprimanded, and died two years later.

Red Channels
Opphavsmann: Counterattack

Wars in Korea and Vietnam

The years from 1945 to 1952 have been called the Truman Years, after President Harry S. Truman. The US was involved in the Korean War from 1950 to 1953, but this war ended in a rather unsatisfactory cease-fire. The next President of the USA, Dwight D. Eisenhower, worked for peace throughout his two presidential terms, but he could not prevent American involvement in yet another Asian war in 1955 – the Vietnam War. This involvement would escalate through the 1960s until they were forced to withdraw in disgrace in 1973. They went on supporting South Vietnam with weapons and money until the end of the war in 1975.

Democracy

Opphavsmann: Carlos Latuff

The Civil Rights Movement

Domestically, the 1950s brought the beginning of the civil rights movement and the dawn of better opportunities for African Americans. Although President Eisenhower has since been criticized for not doing enough to combat the problem of segregation, it was during his presidential period that the Supreme Court ruled that racial segregation in public schools was unconstitutional. This represented the beginning of the end of the “separate but equal” doctrine that had formed the legal basis for racial segregation since the 1890s.

Rock & Roll

This decade of dramatic change has also gone down in history as one of the world’s most culturally influential periods. The 1950s saw the rise of the Beat Generation, introducing a culture that included experimentation with drugs, increasing acceptance of homosexuality and a rejection of materialism. Writers Allen Ginsberg and Jack Kerouac marked this distinctive period. The 1950s also gave us Elvis Presley and rock and roll music, along with Andy Warhol and pop-art. Today’s literature, music and art all have their roots in this exuberant decade.

The Groovy Sixties

Richard Nixon and John F. Kennedy on Television
Fotograf: Corbis

The first year of the new decade was dominated by a presidential campaign that was unlike any previous campaign. Television coverage of political events was now a matter of course, and the 1960 presidential campaign received more coverage than any before it. This may have been the reason why the young, good-looking Democratic candidate, John F. Kennedy, won the presidency over the older and much more experienced Republican candidate, Richard M. Nixon.

By 1960, the American standard of living was the best in the world, and there was no reason to doubt that this prosperity would continue. Focus on family values, faith in God, and the American work ethic were looked upon as the foundation of the American way of life. Everything seemed picture-perfect; but beneath the surface lurked discontent. The baby-boomers were approaching adulthood, and for many of these young people, the strict moral code of suburbia seemed claustrophobic. Through television and increasing travel, young Americans were becoming acquainted with new cultures and new life styles.

Protest

The rebellious rock and roll music of the fifties and the liberal lyrics of the popular music paved the way for the protest songs of the sixties. The Beat Generation's distaste of an increasingly materialistic lifestyle evolved into the Hippie subculture. The hippies stood for peace and love among all human beings, one of their favorite slogans being, "Make love, not war!" They felt that materialism had alienated them from their inner selves, and in an attempt to "find themselves", they encouraged free sex and experimented with drugs. They looked to astrology and to eastern religions for guidance rather than to the Christian churches of their parents. Both folk and rock music were an integral part of hippie culture; the lyrics often expressing the ideals of the movement in protest songs. The youth of the 1960s were self-aware, and they were equipped with the ability to identify what was wrong with their society and the self-confidence to protest against it. Despite the peaceful demeanor of the hippies, however, the USA was becoming a steadily more violent society. The increasing drug abuse among young Americans contributed to the situation.

The Kennedy-era

The Kennedy administration worked to improve medical care and education in addition to promoting the Civil Rights Bill to ensure civil rights for African Americans equal to those of the white population. President Kennedy also supported women's rights. John F. Kennedy's presidency foreshadowed a new deal in American society. Unfortunately, his work was cut short when he was shot and killed in Dallas, Texas in November 1963. Kennedy's successor, President Lyndon B. Johnson, continued Kennedy's work to advance medical care and education. It was during his period in office that the US intensified their involvement in the Vietnam War, spurring deep resentment and mass protests both at home and abroad.

African Americans and Civil Rights

Rosa Parks

Fotograf: UPI

Another source of discontent was the continued racial discrimination against the African American population. Anti-racist protests took many forms. Rosa Parks went down in history when she refused to give up her seat on the bus to a white man who had no seat. She was arrested and jailed, and although she was bailed out the next day, her brave action drew massive support – both black and white - for the Civil Rights Movement. Martin Luther King was the charismatic leader of this movement, and stood for a peaceful approach to equal rights. He received the Nobel Peace Prize for his work in 1964 – the same year that the Civil Rights Act was passed, outlawing both racial- and gender discrimination. Though a big step in the right direction, true racial equality was still long in coming; demonstrated by the race riots in the latter part of the decade. Unfortunately, Martin Luther King did not live to see the fruits of his labor – he was assassinated in Memphis, Tennessee in 1967.

The Space Race

Apollo 11 astronaut Edwin Aldrin walking on moon

Fotograf: Science Photo Library

The 1960s was also a decade of great technological advances; in particular within space technology. In 1957, the USSR had managed to send Earth's first artifical satellite into orbit. Humiliated, the Americans entered into what became known as the "space race." This race culminated with the Apollo 11 launch in 1969. On July 21, Neil Armstrong became the first human being to walk on the moon, making history with the words, "That's one small step for man, one giant leap for mankind."

The Legacy of the Sixties

By the end of the sixties, the United States was a nation in the clutches of turmoil. The older generation did not understand the way of life of the younger generation, which they considered immoral and promiscuous. Nor did they know how to live on equal terms with the African American population. Men did not know how to handle women who were demanding to live their lives as they chose. The basis of life as they knew it – family and religion – was in the process of disintegrating.

Video Lecture

Khan Academy has made a video lecture giving an overview of major events from WWII to the Vietnam War. Listen to the lecture, take notes and make multiple choice questions using mytask.no. Challenge a friend in class.

US History Overview III / video
http://ndla.no/en/node/88865

Tasks and Activities

Tasks and useful sources The Fifties and Sixties

Video Lectures

The Korean War and The Vietnam War.

Further Reading

The Civil Rights Movement and Black Power.

Suggested Literature

Tim O'Brian; "The Ambush" (short story, The Vietnam War)

Kathryn Stocket: *The Help.* Adapted to film in 2011.

See The Help and A Study of The Help

The Civil Rights Movement

Forfatter: Karin Dwyer Løken
The Civil Rights Movement and Black Power (109405)

insurmountable, obstacle, plight, encompass, gross, race-induced, doctrine, enforce, disobedience, enfranchise, disenfranchise, franchise

Two Ways to a Common Goal

Political change can take a long time. Sometimes it is so slow in coming that those who stand to gain from such change decide to help expedite the process of political decision-making. One hundred years after the Emancipation Act of 1863, African Americans in the US, especially in the South, were still at the receiving-end of gross racial injustice. A “separate but equal” doctrine was enforced in 1896-97, when the Supreme Court ruled that segregation was not discrimination. Some Southern states followed up by passing legislation that prohibited most African Americans from voting. African Americans were not only economically and politically oppressed, but were also often subject to race-induced violence.
In 1954, the “separate but equal” doctrine received its death blow in the Brown v. Board of Education case of 1954: “…We conclude that, in the field of public education, the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal…” This legislation was, however, very vague as to when it should be enforced. And by now, Black Americans were tired of waiting. The next decade would see the emergence of two different approaches to gaining civil rights for all: a non-violent and a violent approach.

The Civil Rights Movement: the Non-Violent Approach

In the 1950s and 1960s, most of the African American population was concentrated in the South; thus it was in these states that racial inequality was most blatant. Since Brown v. Board of Education of 1954 did not stipulate any time limit, educational segregation existed well into the 1960s. This represented an almost insurmountable obstacle to economic opportunity for African Americans – and young African Americans were impatient for change. African Americans had struggled for civil rights ever since Emancipation, but it wasn't until the Supreme Court decision in Brown v Board of Education, that the plight of African Americans was brought into the general public eye – not only in the U.S, but also internationally. Now the Civil Rights Movement emerged as an organized fight to secure basic rights and privileges for all U.S. citizens. It turned into a mass popular movement, including both African Americans and Whites; it encompassed a wide range of small, local groups and nation-wide organizations like the NAACP (National Association for the Advancement of Colored People), CORE (Congress of Racial Equality), the SNCC (Student Nonviolent Coordinating Committee) and the SCLC (Southern Christian Leadership Conference).

Civil Rights Leader Rosa Parks
Fotograf: Bettmann

With its roots in religion and its meeting places very often in the Black churches of the South, the Civil Rights Movement was a non-violent movement, employing non-violent protest and civil disobedience to achieve their goals. One of the most prominent leaders of the Civil Rights Movement was the Reverend Martin Luther King Jr., who was inspired by Gandhi's non-violent struggle to gain independence for the Indian people under British rule. An early example of this peaceful form of protest was the Montgomery Bus Boycott in 1956 - a direct reaction to the arrest of Rosa Parks for refusing to give up her seat on the bus to a white person.

Martin Luther King Jr. at March on Washington
Fotograf: Hulton-Deutsch Collection

The SNCC came into being as a result of the Greensboro sit-ins in North Carolina in 1960, when a group of African American students sat down in the restaurant at their local Woolworth's and asked to be served. They were refused and asked to leave, but they remained seated until the restaurant closed. This action led to 54 similar sit-ins all over the South.

The Freedom Rides of 1961 were a protest against the fact that segregation of public transportation was still the rule despite its being declared unconstitutional the year before. Seven Blacks and six Whites boarded buses in Washington D.C. that were headed for the segregated areas of the South. They were met with severe violence and even jail sentences. But their actions inspired new freedom rides at train stations, airports and other bus stations across the South.

March on Washington

Fotograf: The Granger Collection

In 1963, Martin Luther King Jr. and the SCLC organized a massive rally in Birmingham, Alabama, including boycotts, sit-ins and a march of over a thousand high school students – called the “Children’s Crusade.” The non-violent movement reached its peak later that summer, when the SCLC, NAACP, SNCC and CORE joined forces and organized the March on Washington. The goal was to influence Congress to pass President Kennedy’s Civil Rights Bill. More than 200 000 people, both Black and White, gathered peacefully at the Lincoln Memorial, where King gave his legendary “I Have a Dream” speech.

The Black Power Movement: The Violent Approach

While non-violence helped bring about such important legislation as the Civil Rights Act of 1964 and the Voting Rights Act of 1965, many activists were becoming increasingly discontented with the slow pace of progress. Like the activists of the Civil Rights Movement, their goal was complete racial equality. The main difference between the two movements was that supporters of Black Power were prepared to use violent methods to achieve these goals. Proponents of the Black Power Movement did not constitute a homogenous group. They divided themselves into two main groups: the pluralists and the nationalists. Those who believed in integration and that it was possible for all races to live together peacefully were called pluralists. The nationalists, however, believed that the dominant White culture was bound to oppress Black culture, therefore, they wanted to withdraw from American society and develop their own society. Some thought it would be a good idea to do this in Africa. Others hoped for a separate black nation within the USA. The man who popularized the term “black power,” Stokely Carmichael, started out as a pluralist, but eventually became a nationalist.

Black Power

Fotograf: The Granger Collection

Stokely Carmichael

Fotograf: Flip Schulke

Part of the foundation for Black Power had already been laid in the first half of the 1960s, when Malcolm X preached black supremacy and black separatism. The idea behind this was that it was impossible for Blacks to advance in a society dominated by a white majority. Therefore, Blacks should have their own institutions, run by Blacks. “You don’t have a peaceful revolution. You don’t have a turn the cheek revolution. There’s no such thing as a non-violent revolution.(1963)” This remained his view until the last year of his life, when he returned home after a pilgrimage to Mecca with a more trusting attitude toward the White Americans who were fighting for civil rights. Malcolm X worked not only to change legislation, but also to instill African Americans with a pride in their heritage – hence the expression “’Black is beautiful”. He was assassinated in 1965.

A year later, Bobby Seale and Huey P. Newton formed the Black Panther Party, which became one of the most influential groups of the Black Power Movement. They claimed that the non-violent movement had failed, and that only a socialist revolution could bring about real change. The Ten Point Plan listed their demands; and they were ready to employ violent means to achieve these demands. Working towards better conditions for African Americans, the Black Panthers also instigated a number of successful “survival programs” throughout the country. Still, the FBI considered the BPP a great threat to security. Neither did they gain much support from the American public. At its peak, in 1967, there were about 10 000 members; by 1980 there were only 27. Nevertheless, they kept the struggle for civil rights alive and in the public eye. This, in turn, worked towards developing more understanding between the races.

Malcolm X

Fotograf: Bob Adelman

Tasks and Activities

The Civil Rights Movement and Black Power – Tasks

The Seventies and the Eighties

Forfatter: Åse Elin Langeland, Engelsk for videregående (Vega), Karin Dwyer Løken
The Seventies and the Eighties (99065)

subculture, wane, dissension, disillusionment, preoccupied, subsequent, self-awareness, community awareness, coin, recession, herald, expenditure, accumulate, yuppies, economic recession

The 1970s – the Me Decade

The hippie subculture continued to live a life of free sex, drugs and rock and roll well into the seventies, but the movement waned towards the end of the decade. Perhaps as a reaction to the free-spirited life of the hippies, the Moral Majority, an organization formed to help Americans live a morally sound life, was formed in 1979. The protest music of the 60s had to give way to a completely different sound: disco music. Still, the hippies had exercised a lasting influence on culture at large, seen, for example, in more relaxed attitudes toward sex, in a new concern for the environment, and in a widespread lessening of formality.

Hippies on Farmhouse Porch

After two decades of steady economic growth, the number of people living below the poverty line in the US dropped from 22.2% in 1960 to 11.7% by 1979. However, the economy had slowed down, inflation was high and unemployment was increasing. Calculated in today's money, the Vietnam War alone had cost about $690 billion dollars. The previous decade's race to the moon had also cost billions of dollars.

The Nixon Era - Exit Vietnam; Enter Scandal and Disillusionment

President Richard M. Nixon put an end to US involvement in the Vietnam War in 1973. This war made a deep impact on Americans, many of whom had lost their fathers, brothers or sons. Thousands of the soldiers returning home had been mutilated for a cause many of them did not even believe in. This war had caused dissension within the US between those who were for and those who were against involvement in overseas conflicts. It also changed the international opinion of the USA. After the two world wars, the USA was generally considered a friendly nation, but now an increasing number of people all over the world looked upon the US as an interfering, imperialist nation capable of extreme cruelty in order to get their own way.

President Nixon also had his hands full handling the Watergate scandal. During the election campaign in 1972, some of Nixon's key associates had been involved in a break-in at the Democratic Party headquarters in the Watergate office building in Washington DC. The burglary and Nixon's involvement was revealed by two young reporters in *The Washington Post*. Nixon's subsequent attempt at a cover-up led to his downfall. He was forced to leave office in 1974. The greatest challenge facing President Gerald R. Ford, who took office in 1974, was people's disillusionment with the country's politicians – including the presidency.

Watergate Scandal

This disillusionment might explain why Americans, by the middle of the decade, were becoming more preoccupied with their inner selves rather than society; with self-awareness rather than community awareness; with psycho-analysis rather than political activism. Hence the label, the "Me Decade", coined by author Tom Wolfe.

Jimmy Carter - Peanut Farmer and President

The decade's last president, Jimmy Carter, a former peanut farmer from Georgia, who was elected president in 1976, had to deal with inflation, unemployment and a serious energy shortage. By this time, it was also becoming clear that the rapid development of industry and transportation was taking its toll on the environment, and President Carter emphasized this problem. He also did a good job in promoting both civil and human rights, by securing social services and by appointing women, African Americans and Hispanics to government jobs. But the difficulties the United States was facing proved to be insurmountable for President Carter. The country and the world were in an economic recession, and the result of the 1980 election heralded a new direction in American politics and society.

The Greedy Eighties

The Reagan Revolution

In January 1980, the newly elected, extremely popular President Ronald Reagan – a former star of numerous B-movies - stepped off his Hollywood B-horse and brought life back to the idea of the American pioneer spirit; he flashed his grandpa-smile and told people to take pride in America, in traditional values, and in the family.

Ronald Reagan

Opphavsmann: Ronald Reagan Library

During his two terms in office he accomplished what is known as the "Reagan Revolution", an innovative program to ensure peace and prosperity. Decreased unemployment, lower taxes, and lower government expenditures, a strengthened national defense and falling inflation – all led to progress, economic growth, and optimism. One notable downside was the budget deficit, however, which quickly accumulated and was not eliminated until under President Clinton in the 1990s. A result of this was a rise in the number of poor and homeless. In foreign policy the doctrine was "peace through strength", and he fought relentlessly against international terrorism and communism.

The Yuppie Generation

By this time, the baby-boom generation had grown up, and many were reconsidering the anti-establishment views of their hippie period. These young adults were beginning to see the merits of financial power and economic security. They had become a generation of young people who were intent on making careers for themselves in business and who came to be known as yuppies (young urban professionals). They were usually between 24 and 39 years old, had professional or management jobs and ranged economically from very well-to-do to rich. They were the trendsetters of their decade, paying close attention to outer appearance. They were great consumers of brand-name clothing, fine foods and wines, high-tech gadgets and health spa facilities.

President George Bush Sr. - in Charge of the World's Only Superpower

The last president of the 1980s, President George Bush Senior, continued the policies of his Republican predecessor, emphasizing law and order. He made education an issue of priority, he worked against abortion and he declared war on drugs. But the USA still had a problematic economy, and unemployment rose even higher. More money was spent on paying interest on foreign loans than on domestic areas like health, education and the environment. Politically, however, the USA left the '80s as the world's number one superpower.

Tasks and Activities

Make a Presentation

1. President Nixon lost the presidency to John F. Kennedy in the 1960 presidential election. This was not the end of Nixon's political career; he won the 1968 presidential election. Less than two years later, he was faced with the threat of impeachment as a result of the Watergate Scandal, and decided to resign the presidency. Give a presentation of the Watergate Scandal. Include information like: What was the Watergate Scandal? How did the public become aware of the scandal? What was Nixon's reaction to the revelations? Did he do what he could to assist the ongoing investigation? What finally forced Nixon to resign office? How did the Watergate Scandal affect future American politics? Include anything else you find especially interesting.
2. Ronald Reagan's solution to the economic problems in the US was dubbed "Reaganomics" by the press. What were the main ideas of this economic policy?

What were the positive/negative effects of the policy?
3. Choose one of the presidents from this period and make a presentation. Comment on important events taking place during "your" president's time in office. Feel free to include relevant anecdotes and fun facts. You might want to make the presentation as a Glogster.

Watch the Film, All the President's Men (1976)

The film is based on the non-fiction book of the same name by Bob Woodward (Robert Redford) and Carl Bernstein (Dustin Hoffman), the two journalists investigating the Watergate scandal for *The Washington Post*. If you do not want to watch the entire film, watch a trailer here *All the President's Men*

1. Based on the film/or film trailer give a short, oral presentation where you outline the highlights of the scandal.
2. Discuss the role the two reporters had in uncovering the scandal and the role of investigative journalism in general.
3. Woodward and Bernstein's primary source was nicknamed "Deep Throat". His identity was concealed until 2005. Find out who he was. Why do you think his name was kept a secret for so many years? Why is the right to protect their sources often claimed by journalists?
4. Discuss what impact the Watergate scandal had on American politics and on Americans in general.

Recommended Novel

American Psycho is a novel (also adapted to film) by Bret Easton Ellis. The protagonist is the 26 year old Patrick Bateman, who is the incarnation of a yuppie, i.e. he works on Wall Street as an investment banker, he is extremely attractive and incredibly rich. On the other hand, he is also immensely shallow, a sex addict, self-absorbed - and a psychopath and a serial killer.

Whenever Bateman meets a new person, this person is not depicted according to his her personality or interests, but merely by what they are wearing. Here is a description of one character:

"He's wearing a linen suit by Canali Milano, a cotton shirt by Ike Behar, a silk tie by Bill Blass and cap-toed leather lace-ups from Brooks Brothers. I'm wearing a lightweight linen suit with pleated trousers, a cotton shirt, a dotted silk tie, all by Valentino Couture, and perforated shoes by Allen Edmonds." (quotation from *American Psycho*)

1. How do you think Patrick Bateman conforms with the description of the Yuppie Generation?
2. Discuss what you think were the driving forces behind the development of this generation.

Useful Sources

Watergate.info

Hippo Campus

Digital History

The 1990s

Forfatter: Karin Dwyer Løken, Engelsk for videregående (Vega), Åse Elin Langeland
The 1990s – The Electronic Age (99066)

tantamount, siege, affluence, decrease, impeachment

The last decade of the 20th century – and of the second millennium – began with two major international events. In August 1990, Iraqi troops invaded Kuwait. This marked the beginning of the Gulf War. The UN responded by authorizing a coalition force from 34 nations, led by the United States, to wage war on Iraq.

The next year brought the collapse of the Soviet Union and the emergence of fifteen independent states. This was tantamount to the end of the Cold War, which had defined the USA as one of the world's two superpowers. This left the USA as the world's only superpower, and through the 1990s, political, economic and military alliances all over the world started shifting.

Acts of Violence

At home, the US was hit by some of the most devastating acts of violence in its history. In 1993, authorities attempted to carry out a search of the compound of a religious sect called Branch Davidian, grounded on reports of different kinds of firearms being delivered to the compound. This was the beginning of a 50-day siege, ending violently and tragically when a fire in the compound killed 76 people – among them 25 children. Two years later, Timothy McVeigh set off a bomb in Oklahoma City, killing 168 people, among them nineteen children, and injuring 450 others. The end of the decade brought the Columbine Tragedy, when two students entered Columbine High School in Colorado and shot twelve students and one teacher before shooting themselves.

Columbine High School

Fotograf: Eric Gay

The Electronic Age

This last decade of the 20th century – and of the second millennium – also brought technological development and is often called the "Electronic Age" or the "Information Age." Although the World Wide Web had already existed for two decades, it was not until 1991 that it was made available to the general public – and the world entered a communications revolution. By the end of the decade, 5.8% of the world's population had internet access. Today the number is 32.7% and rising.

World wide web, conceptual artwor

One of the most popular of the American presidents, Bill Clinton, served throughout most of the 1990s. He will be remembered for many things, among these being his strong commitment to fighting

racism. Growth and affluence, employment, a decrease in crime and violence rates, lower teenage pregnancy and abortion rates – all these gains are part of President Clinton's era. But Clinton will probably also be remembered as the president whose career came close to being ruined through impeachment. However, in spite of what many people might – at best – characterize as examples of poor judgement, he miraculously remained standing.

The American Century

The fall of the Soviet Union left the U.S. as the world's only superpower, and as such, it played an important part in several international conflicts. The country also continued playing its role as "world-police" during the 1990's. Regardless of how people feel about this, nobody can dispute the enormous influence American culture, literature, art, music, television, and mass media have had upon the 20th century. For this reason, the century has been referred to as the "American Century".

Tasks and Activities

Comprehension

1. Which issues were at stake in the Gulf War and who fought in it?
2. What marked the end of the Cold War?
3. Who is considered the Super Power?
4. What is the Columbine Tragedy?
5. Why are the 90s called the Electronic Age?
6. Which incident is referred to as an example of Clinton's "poor judgment"?
7. Why is the 20th century named the American Century?

Make these questions into a multiple choice test using mytask.no and challenge one of your classmates.

Glossary Test

Use mytask.no to make a glossary test and challenge one of your classmates.

Write a Text

Write a text in answer to one of the following questions:

1. Which decade after World War II do you find the most exciting, interesting or important? What makes this decade stand out?
2. Why do you think sociologists and other researchers break people down into generational groups like "The Silent Generation", "The Baby Boomers" and "Generation X"? Who might find such generalizations of the different age groups useful? What is your opinion about categorizing people in this way?
3. How do you notice the impact of American culture in your life? Discuss the positive and negative aspects of American cultural influence in your country.

Recommended Film

Bowling for Colombine

Useful Sources

Hippo Campus

Digital History

Shmoop

Into a New Millenium

Forfatter: Karin Dwyer Løken, Engelsk for videregående (Vega)
Into a New Millenium (99062)

mind-boggling, stark, resilience, vulnerability, foreshadow, devastating, scandalous, deem, immense, unethical, corporate, epoch-making

Every new year is met with great hopes and expectations, and is duly celebrated all over the world. Entering a new millennium, however, is a mind-boggling experience; a stark reminder of the resilience of the human race as well as its vulnerability, inspiring feelings of both awe and fear. On New Year's Eve 1999, airports around the world were unusually quiet. People feared everything from a breakdown in the global air traffic control system to terrorism. But the new millennium arrived without any ado. Unfortunately, this peaceful beginning did not foreshadow peaceful times to come.

On 9 September 2011, the world sat shocked in front of their TVs and watched as hijackers crashed two planes into the Twin Towers of the World Trade Center in New York City. A third plane crashed into the Pentagon, while a fourth crashed into a field in Pennsylvania. All in all, nearly 3,000 innocent people died in these terrorist attacks that came to have a profound effect on both America and the rest of the world. Watch this 9/11 timeline (4:54 min).

President George W. Bush, who had won the presidential election of 2000 by only 537 votes, launched and led the War on Terror; an international, military campaign against terrorism. In
October 2001, the US, the UK and their allies invaded Afghanistan, who they accused of hiding those responsible for the 9/11 attacks; the leaders of al-Qaeda; in particular Osama bin Laden. A year later, the US convinced some of their allies that Iraq was in possession of weapons of mass destruction and therefore constituted a serious threat to the world. The Iraq War began in March 2003, with the intention of disarming the country and removing their long-time leader, Saddam Hussein, from power.

Al Gore, An Inconvenient Truth
Fotograf: Yuriko Nakao

These first years of the millennium have also been characterized by a number of natural disasters all over the world, increasingly believed to be a result of man-made climate changes. In 2005, Hurricane Katrina, the largest natural disaster in the history of the United States, took almost 1,500 lives and left the city of New Orleans in ruins. It also had a devastating effect on the lives of the thousands of people who lost their homes and everything they owned. Americans criticized their government for a scandalously late and inefficient response to the disaster. Al Gore's award winning documentary about global warming and its effects, *An Inconvenient Truth*, premiered less than a year later. The message of the documentary was deemed of such immense importance that Gore was awarded the 2007 Nobel Peace Prize for his commitment to the struggle against climate change.

2007 also brought a global economic crisis that lasted until 2009. In the US, millions of people lost their jobs, their savings and their homes. Businesses went bankrupt, and it became clear that the government would have to intervene to prevent major banks from doing the same. A government appointed commission concluded that the crisis could have been avoided and that it had been caused by, among other things, insufficient financial regulation and corporate leadership, along with unethical practices at all levels of corporate America.

This was the situation during the epoch-making 2008 presidential election, when Barack Obama became the first African American president of the United States. President Obama became a symbol of hope and change in America.

Obama - "hope"
Opphavsmann: Anthony Baker

International opinion of the United States has changed over the years. Although it is the world's only superpower, the rest of the world is no longer willing to accept the US in the role of "world police". The "American Century" is over. Still, the US is an enormous political and economic power, and their decisions regarding how to use this power touches the lives of people all over the world. Therefore, the international community eagerly follows American presidential elections; and most nations were quite satisfied when President Obama was sworn in for his second term as President of the United States in January 2013.

Tasks and Activities

Make a Televison Show

Divide the class into groups of three to five. Imagine that each group is a television news team. Your assignment is to put together a show summing up the events of the past decade after 2012: national affairs, international affairs, climate development and the entertainment world. The show is to be aired on January 1st, 2020. You can choose whether you want to film your show or present it live to the class. But remember: live presentations require practice!

Recommended Novel

Jonathan Safran Foer: *Extremely Loud & Incredibly Close*

Recommended Films

The Hurt Locker

Inside Job

An Inconvenient Truth

The Social Network

More film recommendations here.

Further Reading

Challenges for the US in the 21st Century.

Past Exam Questions Related to This Topic

Exam Spring 2012 (Task 2, Short answer)

Read the text [...] below. Based on the quotes and the information [...], write two or three paragraphs in which you reflect on the conflict between safety and liberty.

The American debate on civil liberties

After 9/11, the United States has introduced new laws such as the Patriot Act and the Homeland Security Act that give the police extended rights to use surveillance and arrest citizens. Some Americans feel this is necessary for their safety and protection while others see it as a threat to their civil liberties and human rights.

"It's an important tool for us to continue dealing with an on-going terrorist threat."

Barack Obama (2011) commenting on the Patriot Act

"They who would give up essential liberty to obtain a little temporary safety deserve neither liberty nor safety."

Benjamin Franklin (1775) commenting on the value of liberty

Exam Fall 2010

1. American presidents are judged very much by what they accomplish in their first two years in office, which is the half-way point in their appointed term. At the time of this examination there have just been elections for the Senate and the House of
   Representatives. Write an essay in which you discuss the state of American politics today and look at President Obama's record so far. [...]
2. The growing toll of British, American and civilian casualties in international conflicts, such as in Iraq and Afghanistan, has left many critics questioning the justification of foreign military intervention. Write an essay in which you discuss the issue of foreign military intervention and give your own view on British and/or American military involvement in foreign countries.

Eksempeloppave/Eksempeloppgåve 2008

“Here is the truth: Fighting a war without end will not force the Iraqis to take responsibility for their own future. And fighting in a war without end will not make the American people safer. So when I am Commander-in-Chief, I will set a new goal on day one: I will end this war. Not because politics compels it. Not because our troops cannot bear the burden -- as heavy as it is. But because it is the right thing to do for our national security, and it will ultimately make us safer.”
Barack Obama, Clinton, Fayetteville, North Carolina. 19.03.2008.
http://www.barackobama.com/issues/iraq/ (15.08.2008).

Last month, at a town hall meeting in New Hampshire, a crowd member asked McCain about a Bush statement that troops could stay in Iraq for 50 years. "Maybe 100," McCain replied. "As long as Americans are not being injured or harmed or wounded or killed, it's fine with me and I hope it would be fine with you if we maintain a presence in a very volatile part of the world where Al-Qaeda is training, recruiting, equipping and motivating people every single day."
http://edition.cnn.com/2008/POLITICS/02/14/mccain.king/ (15.08.2008)

Write a text in which you discuss the reasons for America’s military involvement in Iraq, and whether Obama’s or McCain’s approach is the best proposal for a future American foreign policy.

Sailing to Philadelphia

Forfatter: Morten Serkland
Sailing To Philadelphia - the Cradle of the USA (117077)

Michael is from Philadelphia, USA. He has a keen interest in American history, and in this interview he shares his knowledge with us.

The title is taken from the song "Sailing to Philadelphia" by Mark Knopfler.

Philadelphia is the largest city in the state of Pennsylvania and has about 1.5 million inhabitants. It was founded in 1682 by William Penn to serve as the capital of the Pennsylvania colony. The city was the country's capital for a period and was the birthplace of the Declaration of Independence and the Constitution.

Before listening to the interview, you should find out:

The Statue of Liberty
Fotograf: Morten Serkland

The UN building in New York
Fotograf: Morten Serkland

Washington D.C. became the capital city
Fotograf: Eli M. Huseby

Global Human Rights

Fotograf: Morten Serkland

The American Flag

Fotograf: Morten Serkland

- The name Philadelphia is a combination of two Greek words. What do the words mean?
- How many colonies did Britain have along the eastern coast?
- When was the Declaration of Independence signed?
- When was the Constitution signed?
- It was only men that signed these documents. What were they called?
- What is the name of the most famous bell in Philadelphia?
- What is the Pledge of Allegiance?

Philadelphia / audio
http://ndla.no/en/node/117100

Tasks and Activities

Historical Domuments and Their Significance

Liberty Bell and Declaration of Independence

Fotograf: The Granger Collection

Look at these quotes:

"We hold these truths to be self-evident, that all men are created....."

(Declaration of Independence)

"We the People of the United States, in Order to form a more perfect Union, establish....."

(The Constitution)

- Try to complete the sentences with the exact wording.
- Make a list of the values represented in these two quotes.
- Why do you think the Founding Fathers focused on these particular values?
- Compare and contrast these values with Article 1 of the Universal Declaration of Human Rights (see picture below)
- When the Universal Declaration of Human Rights was adopted in 1948, it was ratified by 48 countries. Explain why these values are considered so fundamental.

The Universal Declaration of Human Rights

Fotograf: Eli M. Huseby

"Sailing To Philadelphia" by Mark Knopfler

1. Listen to the song (there are several recordings on YouTube) and look up the lyrics on the web. Find out what is meant by the following words/expressions:
   - Geordie
   - The coaly Tyne
   - A stargazer
   - The Mason-Dixon line
   - They'd cut me out for baking bread
   - Royal Society
   - Iroqouis
   - Gullible
   - Surveyor
   - The Capes of Delaware
2. Write a blog entry or a text where you analyze the lyrics by means of one of these two approaches:
   - **Either:**
     "You talk of liberty
     How can America be free
     A Geordie and a baker's boy
     In the forest of the Iroquois..."
     Why are the Iroquois mentioned here? What claims do indigenous people have to their land?
   - **Or**
     "It was my fate from birth
     to make my mark upon the earth"
     What creates history? Fate or free will?

Digital Stories

Make a digital story based on Michael's information and other internet sources. Use programs like Moviemaker or Photostory. Focus on one of the following topics:

1. Mason and Dixon drawing the Mason Dixon line.
2. Betsy Ross played a central role in the creation of the U.S. flag. Find out more about this and consider why a flag is such a fundamental symbol.
3. From the point of view of the Liberty Bell. Give an account of its story and central historical events it has witnessed over the years.

Abraham Lincoln - An Icon?

Forfatter: Eli M. Huseby
Abraham Lincoln - An Icon? (114820)

Steven Spielberg has brought Abraham Lincoln, America's 16th President, and his effort to end slavery, to the screen. The film has received an enthusiastic welcome from critics as well as audiences in many countries. What is it about Abraham Lincoln that makes people line up to see the film?

If Norwegian students were to rank their favorite subjects in past English lessons, it is unlikely that American presidents would be on the list. Still, if you remember *one* president, Abraham Lincoln might be the one. Take the Lincoln quiz to check your memory.

MyTask - Click icon to open task!
Forfatter: Amendor

What is it about Abraham Lincoln that continues to fascinate people?

Watch the film trailer. What do you think it was about Abraham Lincoln that makes him one of the most admired American presidents?

Abraham Lincoln - An Icon? / fagstoff

http://ndla.no/en/node/114820

Is it his humble background?

Obama, Lincoln and Washington
Fotograf: Pete Souza, The Obama-Biden Transition Project

Lincoln Campaign Button

Lincoln at the battlefield
Fotograf: The Granger Collection

Viewing the Gettysburg Address

Fotograf: Pete Souza, The Obama-Biden Transition Project

Daniel Day-Lewis as President Lincoln

Fotograf: David James

Death of Lincoln

Abraham Lincoln Memorial

Fotograf: Åse Elin Langeland

Americans love stories that contain elements of the rise from rags to riches and the self-made man. Lincoln, who was raised in a log cabin and lacked formal education, really lived this dream when he became a lawyer and eventually America's 16th President. But this cannot be the only reason, can it?

Is it his physical appearance?

In modern presidential campaigns, which to a great extent are a battle contested in the media, we have seen that appearance is important. A youthful, attractive candidate will pick up more votes. In the 1860s modern media were not even invented, of course, but this is how the German born Carl Schurz describes his first glimpse of Lincoln;

> *his head was "towering far above those surrounding him", his face was "homely, deeply furrowed, swarthy, haggard...", whereas his eyes were "deep-set, melancholy... from time to time illuminated with a merry twinkle".*

The overall impression was according to Schurz bizarre. Lincoln's face and appearance aroused strong feelings. Some journalists insisted that he was just too ugly to serve as president, whereas others felt deep affection and sympathy. His looks inspired artists and in particular, cartoonists, who loved making caricatures of his haggard, furrowed face.

What about his political views?

Lincoln became the first Republican president when he was elected president in 1860. The Democratic Party had dominated the political scene since the 1820s and had recruited all the presidents since then. When the Republican Party was formed in 1854 by people who wanted to abolish slavery, it soon challenged the aristocratic Democratic South. The slave owners in the South dreaded the Abolitionists, and threatened to withdraw from the Union. When Lincoln, who was known as one of the detested Abolitionists, won the election in November 1860, the warning bells chimed all over the South. One by one, the Southern states pulled out of the union, causing the newly-elected President to declare secession illegal. The Civil War was a fact. In a speech in 1858 Lincoln had used the Biblical words, "A House Divided Against Itself Cannot Stand", referring to the present government's futile efforts to endure while there were slave states in the South and freed slaves in the North. Now the House was shaking, and the issue was slavery.

Is it his role in the Civil War?

Wars are difficult and hard, and a war between brothers is even harder. When Lincoln, with firm conviction, declared war, the North had some advantages; it consisted of populous states - 21 million people vs. the South with 9 million, of which 3.5 million were slaves. In addition to manpower, the Northerners had factories that could produce weapons, railroads and ships and a "modern" money economy, and they had the President. Whereas the rural south had its crops of tobacco and cotton and was heavily dependent on slaves in the fields. The war lasted for four years and caused more than 600,000 casualities - more human lives than any war Americans have been engaged in since. Thus - apart from a few weeks - Lincoln was a war President for his entire presidency. A victory called upon political and military skills, as well as abilities to enhance the democratic principles embedded in the Constitution. When the Southerners surrendered in April 1865, Lincoln had managed to save his House.

Is it his fight to abolish slavery?

To start with Lincoln was not among the fiercest Abolitionists. To meet complaints about being too slow on the emanicipation, he explained:

> "I would save the Union. I would save it the shortest way under the Constitution. The sooner the national authority can be restored; the nearer the Union will be "the Union as it was". ... My paramount object in this struggle is to save the Union, and is not either to save or to destroy slavery. If I could save the Union without freeing any slave I would do it, and if I could save it by freeing all the slaves I would do it; and if I could save it by freeing some and leaving others alone I would also do that." (Letter to Horace Greeley, August 22, 1862)

Still, when in 1863 he signed the Emanicipation Proclamation, giving all slaves in states that were not under Union control, their liberty, he reportedly said: "I never, in my life, felt more certain that I was doing right, than I do in signing this paper". It is without doubt Lincoln's efforts that assured the adoption of the 13th Amendment in 1865, and thus closing centuries of the inhumane practice of slavery in all the states. Is it his iconic death? Peace treaties were not officially signed yet, when Lincoln was assassinated in Washington DC on the evening of Good Friday, April 14, 1865. A stage actor entered the President's box at the theatre causing no alarm since he was an actor and fired his gun. On the following day President Abraham Lincoln died. The assassin, John Wilkes Booth, was a passionate Confederate and anti-abolitionist.

Is it his rhetoric skills?

In 1860, Abraham Lincoln met potential voters in New York. He had announced his candidacy and had attracted a demanding audience, which no doubt was curious about this man straight from the prairie. His speech was to the point and his style was poignant and eloquent. By referring to the issue of slavery, he convinced his listeners: "Let us have faith that right makes might, and in that faith, let us, to the end, dare to do our duty as we understand it.” His speeches are historical and rhetorical treasures. One of the most notable is his speech after the Battle of Gettysburg in 1863, the Gettysburg Address.

Is it his impact on the history of the United States and its people?

Soon after his death Abraham Lincoln became immortalized by artists. One of them was the poet Walt Whitman with his commemoration poem from 1865, "O Captain! My Captain". Not only African Americans, but the whole nation should embrace Lincoln for his effort to make Article I in the Declaration of Independence, "All men are created equal", a bit closer to the truth. Abraham Lincoln's victory and the abolition of slavery secured the position of the Republicans, and the party dominated the political scene up to the 1930s

Tasks and Activities

Lincoln - Tasks

Read more

Early Settlement to Civil War

Political Parties in the US

Joe Hill – American Working-Class Icon

Forfatter: Jan-Louis Nagel, Åse Elin Langeland
Joe Hill – American Icon (98804)

I dreamed I saw Joe Hill last night,
Alive as you or me
Says I, "But Joe, you're ten years dead,"
"I never died," says he
"I never died," says he

There are many reasons why labour movements and unionism have never been established and influential institutions in the USA. Most important is that the cornerstone of American identity is the strong belief in individual freedom, which ideologically has paved the way for a liberal and capitalist society. Besides, labour organising and the fight for workers' rights are in the USA associated with political systems most Americans would reject. But throughout history there have been activists who saw how workers were exploited by their employers, and stood up for their rights. One of them was a 23-year-old, poor immigrant from Sweden who landed on Ellis Island in 1902 with his brother Paul. His name was Joel Emmanuel Hägglund, which he some years later changed to Joe Hill.

Strikes and Agitation

Joe Hill arrived in America without practical education and speaking poor English, like the millions of other immigrants who became the wheels of the big machinery that was needed to build America. The two first decades of the 20th century saw an explosive development in nearly every field of industry and enterprise. The expansion of the nation would not have been possible without a close to unlimited supply of manual labour. During this period Joe Hill went from being just another unskilled immigrant to becoming one of the world's most famous working-class activists, feared by powerful capitalists as well as presidents. He became one of the leading figures of International Workers of The World, and was agitating for workers' rights in rallies all over the American continent. He was also a protest singer who inspired other radical artists such as Woody Guthrie and Bob Dylan. However, such activity often comes at a cost in capitalist America.

Joe Hill after the Arrest in Salt Lake City 1914.
Fotograf: NTB scanpix

The Arrest

Joe Hill had moved to California where he took part in strikes and rallies, such as the San Pedro dock strike in 1911. Hill's socialist activity made him a marked man, and he was unable to find work in California. In 1912 he moved to Utah where he helped organising a strike at the United Construction Company in Salt Lake City. He was used to being attacked and beaten up, and during his stay there he went to see a doctor about a bullet wound. The doctor reported Hill's visit to the police who arrested him because he refused to explain how he got the wound. The Utah police contacted the San Pedro police in California who had once arrested Hill for vagrancy and subversive activity. They said that Hill was "an undesirable citizen" and that he belonged behind bars.

Framed

While Hill was staying with friends in Salt Lake City, there was a double murder of a former police officer and his son. Hill was accused of the crime, and even though it was fairly evident that he had nothing to do with the murder he was found guilty and sentenced to death. He was executed in November 1915. There are several elements around the murder and the trial against Hill that seem to indicate that he was framed. It is a fact that there were many influential people who wanted him out of the way. There was another suspect who had a long criminal record, and based on the circumstantial evidence it was more or less obvious that he was the culprit. The 14-year-old daughter of one of the victims had witnessed the shooting and testified in court that she did not recognise Hill as the killer. The court claimed that Hill's bullet wound was from the shooting incident, but the bullet that had gone clean through Hill's body was never found at the place of the murder, nor was any of his blood. Most historians who have looked into the case agree that it is a grave example of miscarriage of justice. They claim that Hill was clearly framed and eliminated for his radical activity. If so, it is not the only time labour activists have been forcefully silenced in America. After his funeral, which was attended by 30,000 mourners, his ashes were spread over all the states in America.

The Legacy

Today trade unions are a more accepted and visible part of American work life. After all, the right for workers to organise is manifested in basic human rights. But still unionism is frowned upon in the USA, and many employers are hesitant if not unwilling to hire organised job applicants, a fact that may explain why only one third of American workers are organised. The booming industrial development in the southern states during the 80s and 90s is an illustration of the situation; many big companies established their enterprises there because in this region the unions were known to be weaker and the tradition to organise was not as established as in the northern states.

The Rebel Girl

Opphavsmann: Joe Hill

In 2011, a new biography about Joe Hill was published in the USA; its full title reads: *The Man Who Never Died. The Life, Times and Legacy of Joe Hill, American Labor Icon.* The title indicates that Joe Hill's political work and visions are today perhaps more than ever manifested in the call for regulated working conditions for millions of exploited workers all over the world.

Tasks and Activities

Genre

Watch this video where Billy Bragg sings about Joe Hill. Do the lyrics agree with the information given in the article above? Compare how Hill's biography is presented in these two genres (lyrics and article) and explain similarities and differences in language, content and presentation.

Joe Hill – American Icon / fagstoff

http://ndla.no/en/node/98804

I Dreamed I Saw Joe Hill Last Night

1. Read the lyrics of 'I Dreamed I Saw Joe Hill Last Night" and compare with the last paragraph of the article.
2. Listen to Joan Baez performing the song for Occupy Wall Street. Why is this song still relevant? Why would Baez sing at an Occuppy Wall Street rally.

Joe Hill – American Icon / fagstoff

http://ndla.no/en/node/98804

Comprehension and Research

1. Why is there no tradition for labour unions in the USA?
2. Another union activist in the USA was Jimmy Hoffa. Search the net for information about what happened to him, and compare with Joe Hill.
3. Use the Internet to find some examples of big American companies that have established themselves in the South over the last 30 years.
4. See if you can find information about the union policy of some big American companies, e.g. Wal-Mart. What happens when these companies establish themselves abroad where there may be different traditions for workers organising?

Vocabulary

Explain in English the meaning of the following words / expressions:

- Exploited
- Expansion
- Rally
- Vagrancy
- Subversive activity
- Behind bars
- Criminal record
- Circumstantial evidence
- Miscarriage of justice

- Mourners
- Legacy
- Frown upon

- Exploited – taken advantage of, misused
- Expansion – growth, extension
- Rally – a public gathering to support or protest, a protest action
- Vagrancy – loitering or being a tramp without address
- Subversive activity – plotting or conspiring against the authorities
- Behind bars – in prison
- Criminal record – a list of felonies and / or criminal acts
- Circumstantial evidence – elements that connect a suspect to a crime scene, but are not direct proof
- Miscarriage of justice – when someone is wrongly convicted
- Mourners – those who grieve at a funeral
- Legacy – what someone (famous) leaves behind, like an inheritance
- Frown upon – to disapprove of something

Useful Sources

The Joe Hill Project

Joe Hill Biography

Rosa Parks - a Voice Heard

Forfatter: Morten Serkland
Rosa Parks - a Voice Heard (131469)

Here you can see a wax model of Rosa Parks in Madame Tussauds in New York. In this gallery there are a lot of famous Americans on display. These are people who have been influential in their time, and have contributed to a change in society. Do you know any reasons why Rosa Parks has got her place here? Look closely at her face and posture. How would you describe her personality from what you observe?

The grandchild of Rosa Parks?

The Statue of Liberty

Hands

Rosa Parks

Rosa Louise McCauley Parks was born in the state of Alabama on February 4, 1913. She was born into a society where segregation of colored people was common in many everyday activites. It could be separate sections in buses, separate schools, rest rooms and drinking fountains. During the 1950s more and more people realized how unreasonable this system was, and civil disobedience proved an effective method to achieve a change. At the age of 42, on December 1, 1955, Rosa Parks refused to give up her bus seat to a white person, even though the bus driver commanded her to do so. This took place in Montgomery, Alabama. Rosa Parks was arrested, an event that ignited the sparks of discontent, and resulted in a massive bus boycott in Montgomery. This boycott lasted until December 20, 1956, when the US Supreme Court decided that laws allowing segregated buses were unconstitutional. Numerous other activists protested in the same way as Rosa Parks did, but she became one of the front figures in the Civil Rights Movement. She collaborated with leaders in the NAACP (National Association for the Advancement of Colored People), among them Martin Luther King Jr. Later in life Rosa Parks moved to Detroit, and died there in 2005. She received several honorary rewards for her efforts and influence.

Tasks

Writing

1. Imagine that the man in the picture (column to the right) is Rosa Parks' grandson. He has been asked to give a 15 minute lecture at a New York high school about his grandmother. Write his manuscript, and explain why you chose the events and facts you did.
2. On a plaque inside the pedestal of the Statue of Liberty in New York Harbor is a poem by Emma Lazarus. Some of the lines go as follows:
   "Give me your tired, your poor, your huddled masses yearning to breathe free, the wretched refuse of your teeming shore. Send these, the homeless, tempest-tost to me. I lift my lamp beside the golden door."
   These lines welcome newcomers of all kinds to the USA, but as we see from the segregation policy in the 1950s, there is a huge gap between theory and practice. In what way can Rosa Parks be characterized as a "Lady Liberty" for the Colored People? Write an article where you consider this, and also show how civil disobedience can be a "lifted lamp".
3. On the picture in the column to the right you see the hands of a Norwegian school class, traveling by subway in New York. How would the picture change if there was one colored hand placed in between all the white? Write down your reflections.

Oral

1. The voices of the civil rights activists were scattered and rare in the beginning, but became a more and more unanimous and strong choir as the years passed. Pretend that you are in Montgomery in 1956, right after the segregation laws have been declared unconstitutional. Set up a class debate between two groups, one side is the white authorities protesting against this Supreme Court decision, the other side Rosa Parks and other civil rights activists who are happy about it, and see more victories ahead. Do some research, and try to find as realistic arguments as possible before you start your debate.
2. Look up facts about NAACP. Choose 5-7 important events in the history of the organization, and give reasons for your choices. Walk around in class to compare and discuss your priorities with some of your fellow students.

Literature

1. Langston Hughes is one of the most influential colored writers. Look up some facts about him, and find out why he became so important. Langston Hughes – The African American Poet
2. Read the poem by Langston Hughes called "Harlem" or "A Dream Deferred"here. Write an analysis of the poem, and link the theme(s) to what you know about civil rights activism.

Thirteen Days in October - The Cuban Missile Crisis

Forfatter: Karin Søvik, Åse Elin Langeland
Thirteen Days in October - The Cuban Missile Crisis (90921)

In October 1962, the Americans discovered that the Russians were secretly deploying offensive nuclear missiles in Cuba. After considering different options, President Kennedy decided on a quarantine to prevent Soviet ships from bringing additional missiles to Cuba, and he demanded publicly that the Soviets remove the weapons. The US and the rest of the world could follow the Russian ships with the missiles hour by hour, day by day, as they were approaching Cuba. The television, which gradually had become publicly accessible in the USA and Europe in the early 60s, added a new dimension in the news coverage. The crisis was solved after two nerve-wracking weeks when Kennedy struck a deal with the Soviet Prime Minister, Nikita Khrusjtsjov. The world has never – before or since – been closer to a nuclear war.

Aerial View of Cuban Missile Launch Site

Video Lecture

Khan Academy has made a video lecture on the Cuban Missile Crisis. Listen to the lecture and take notes.

Cuban Missile Crisis: Overview of the Cuban Missile Crisis

Thirteen Days in October - The Cuban Missile Crisis / oppgave

http://ndla.no/en/node/90921

/>

Tasks

A.

Enter the site John F Kennedy and the Cuban Missile Crisis. Read the article and answer the questions.

1. What events initiated the Cuban Missile Crisis?
2. What was ExComm?
3. Kennedy and his staff discussed different options to dealing with the conflict. Mention some of them. What was the final result of their discussion?
4. In the article a parallel conflict in Germany is mentioned. Why are the two conflicts interconnected?
5. What happened on the 22nd of October?
6. On the 26th of October, Kennedy received a message from Khrushchev. What was his demand?
7. John F. Kennedy's brother Robert Kennedy played an important role during the crisis. In what way?

B.
Choose at least 3 of the people below and find out more about who they were and what role they played during the crisis.

McGeorge Bundy, Nikita Khrushchev, Fidel Castro, Robert Kennedy, Theodore Sorensen, C Douglas Dillon, Dean Acheson, Llewllyn Thompson, Robert McNamara, Lyndon B. Johnson, Anatoly Dobrynin

After studying the roles these characters played, make out fictional conversations that might have taken places during the Crisis. Choose two opposing characters (e.g. Khrushchev vs. Sorensen), make a few lines that characterize their rhetorical contributions in the Crisis and act out their conversation.

C.
On Monday, the 22nd of October, Kennedy held a televised speech where he informed the nation about the conflict and the possible outcome. Listen to the first 8 minutes of the speech before you discuss the questions below. You can read and listen to the speech here.

Discuss

1. What was the political situation between the US and the USSR before the Crisis started?
2. In what way does Kennedy convey the seriousness of the situation? (language, voice, presented facts, his appearance on TV, etc.)
3. How does Kennedy describe the US as a nation? Do you agree with his description?
4. What impression of the Russian government does he convey?
5. Imagine that you are an ordinary American citizen. How would you have reacted to this speech? You should have in mind that television as a means of media was in its early start.
6. The US has played an important role in the world for a long time. Considering the USA's role in the Cuban Missile Crisis, if you compare it with its current position in the world, has its role changed in any way?
7. Even though the nuclear threat is less imminent today, there are still countries that may pose a danger to world peace. Do you know of any countries or areas where nuclear weapons still create a danger?
8. During the Cold War, the world feared a nuclear war. What is our greatest fear today?

D.
Thirteen Days (2000) is a docudrama about the Cuban Missile Crisis of 1962, seen from the perspective of the US political leadership. It features Bruce Greenwood as President John F. Kennedy and Kevin Costner stars as Kennedy's aide, Kenneth O'Donnell. Steven Culp portrays President Kennedy's younger brother, Robert, who was appointed as US Attorney General. Watch the trailer, use the background information about the Crisis and answer the questions afterwards. *Thirteen Days*

1. Which parts of the USA were most exposed to the threat of the missiles?
2. How many American people was it estimated would be killed by the weapons in just five minutes?
3. Which words were the only ones that the Soviets respected according to the President's aide?
4. Identify the three men that are portrayed under the heading: "The only thing that can be counted on is the bond between good men". What do you think is implied in that?
5. What is "the only option" according to the US General and most of the military staff?
6. How do the military leaders generally perceive the Kennedys? Give reasons for their view.
7. What seems to be the President's dilemma?
8. What makes public media appearance difficult for the President?
9. What appears to be at stake for the two Kennedy brothers, politically and personally?
10. Apart from avoiding a nuclear war, why do you think the Kennedy administration's solution was considered a success?

For Further Study

Videos

The Cuban Missile Crisis
Ambassador Stevenson speaking in front of the UN Security Council regarding the USSR Nuclear Missiles in Cuba

Bay of Pigs Invasion (video lecture from Khan Academy)

Articles

BBC 28 October 1962

The Missile Crisis: An Overview

Cuban Missile Crisis - World on the Brink

The Missile Crisis: Your Memories

Waves of Immigration

Forfatter: Drew Rodgers
Waves of Immigration (50210)

Immigration to the United States was influenced by both push and pull factors. The push factors were what drove the immigrants from their country such as religious persecution, political oppression and poverty. The pull factors were those which attracted immigrants to America such as civil rights, freedom of expression, religion and speech and economic opportunity. America was seen as the promised land by the oppressed and exploited masses.

Use the dictionary to check the meaning of the words you are unsure of.

influence, persecution, oppression, civil rights, exploited, deny, failure, eventually, decade, lumber, linen, woolen mills, craftsmen, fertile, indenture, rural, starvation, tenement, deplorable, exploit, complain, deport

Puck magazine (USA) Oct 3, 1888

Thus, the freedom, opportunity, and civil rights that were denied Europeans throughout centuries, and at the same time guaranteed to the immigrants, became the basis of the American value system and dream. The dream was that individuals would be given the opportunity through hard work to succeed. However, opportunity to succeed was all that was promised. The individual would be responsible for his own success or failure, and, in the latter case, often be left to himself to survive.

Religious Freedom

To better understand immigration, let us look at the four major waves. The colonial period was from 1607-1680 and established the basic division that eventually led to the Civil War. The first immigrants were called colonists because they founded the first colonies in America. There was a great difference between the types of colonies. In the northern colonies such as Plymouth, Massachusetts, Pennsylvania and Rhode Island, many colonists came for religious freedom. In addition, they had small farms and were what we would call middle-class. Many were well educated and through the decades developed industries, such as lumber, linen and woolen mills and shipbuilding, opened small shops, got involved in trading or became craftsmen. Their society was much more middle-class.

Plantations

However, in the South, there were large plantations due to the mild climate and fertile soil. The original intention of the first southern colonies was profit. The first settlers in Virginia, for example, were fortune seekers looking for gold and trade routes. When those ideas failed, they turned to farming. They had enough capital to buy large sections of land, which formed the basis of a plantation economy based on large crops of cotton, tobacco and indigo. The plantations were like mini-societies where slaves or indentured servants did most of the work. There wasn't much opportunity to develop a middle-class. The ideas of equality and opportunity were non-existent for the slaves and not as widespread in the South as in the North. The existence of slavery the "American tragedy" and along with the treatment of the Indians form the darkest chapters in American history. The question of slavery so divided the United States that it eventually led to conflicts, which would end in the Civil War.

European Waves

The next period, called the first wave of immigration, was from 1680 to about 1776 where Scots-Irish and Germans were the major immigrant groups. After, the War of Independence, there was not much immigration until 1820.

The second wave of immigration from 1820 to 1890 was a period where America went from being mainly a rural and agricultural society to the beginnings of an industrial society. It was during this second wave, that many Irish and Norwegians emigrated. The Irish were highly dependent on the potato and when the potato crop failed in the 1840's many either emigrated or faced starvation. Emigration was largely to Northern England or the United States.

Most of the Norwegians emigrated to the Midwest drawn by the promise of free land (the Homestead Act of 1862). By settling, building housing and farming the land, they were granted 160 acres (about 600 mål) of fertile soil, a farm that would make their former landlords' farms seem like peanuts. They could write home to family and friends and brag about being large landowners.

During the latter part of this period, the United States grew to a major industrial nation and this growth continued on into the third wave, which was from 1890 to about 1930. During the third wave, the United States received a whole new type of immigrant. They mostly came from Eastern and Southern European cities and moved into American cities and worked in industry. The promised land began to seem less and less promising as immigrants were stuffed into tenement buildings in over-crowded cities and forced to work in factories under deplorable conditions. The immigrants soon discovered that American streets were not paved with gold. Nevertheless, immigrants poured into the United States where at least they felt that they had a chance. This wave continued until the Great Depression and World War II.

Asian and Latin America Waves

The United States is now experiencing the fourth wave of immigration which is a mixture of Asians (Koreans, Vietnamese, Cambodians, Chinese and Japanese,) and Hispanics, people who speak Spanish. The Asians, as a rule, are successful. The Asians' success can be explained by two factors. First, many of them, particularly the Chinese and Koreans arrive with money and invest it wisely. They often start businesses and shops and work long hours. Secondly, family honor is an important factor and their children study hard, get into good universities and get good jobs.

Hispanics have not been as successful as the Asians. They are often poor when they arrive and for some reason do not stress the importance of education. In addition, a number of them are illegal and can be exploited. They often work for less money and won't complain about the working conditions for fear of being caught and deported. However, it looks like Mexican-Americans are starting to get established and working their way into the middle class.

In thirty years, it is predicted that Hispanics, and Mexican-Americans will be the largest ethnic group in California, including whites. A Hispanic group which has been successful is the Cubans, most of whom live in southern Florida. They are generally well educated, middle class, politically conservative and anti-Castro. Two Hispanic groups which have not done very well, are Puerto Ricans and Dominicans who primarily live in East Coast inner cities.

Tasks and Activities

Comprehension

Waves of Immigration - Drag and Drop / h5p_content
http://ndla.no/en/node/56950

Vocabulary

Vocabulary - Waves of Immigration / h5p_content
http://ndla.no/en/node/125152

You may want to check this one Synonym Dictionary for synonyms while solving the task.

Writing

Paste these text sections into your own text document and create a fluent text based on as many of them as possible.

- (. . .) push and pull factors.
- (. . .) The push factors religious persecution, political oppression and poverty.
- (. . .) The pull factors civil rights, freedom of expression, religion and speech and economic opportunity.
- (. . .) the freedom, opportunity, and civil rights that were denied Europeans throughout centuries became the basis of the American value system and dream.
- (. . .) In the northern colonies such as Plymouth, Massachusetts Bay, Pennsylvania and Rhode Island, religious freedom. middle-class. Many were well educated
- (. . .) in the south, there were large plantations The original intention of the first southern colonies was profit.
- (. . .) no opportunity to develop a middle-class. The ideas of equality and opportunity were non-existent for the slaves and not as widespread in the South as in the North for the rest of the population.
- (. . .) the first wave of immigration, was from 1680 to about 1776 where Scots-Irish and Germans were the major immigrant groups.
- (. . .) The second wave of immigration from 1820 to 1890
- (. . .) many Irish and Norwegians emigrated.
- (. . .) Norwegians drawn by the availability of free land. By settling, building housing

and farming the land
- (. . .) During the third wave mostly came from Eastern and Southern European cities and moved into American cities and worked in industry.
- (. . .) less and less promising as immigrants were stuffed into tenement buildings to work in factories under deplorable conditions.
- (. . .) the fourth wave of immigration which is a mixture of Asians (Koreans, Vietnamese, Cambodians, Chinese and Japanese,) and Hispanics, people who speak Spanish.

Further Research

- Wikipedia: Illegal immigration to the United States
- Wikipedia: Immigration to the United States

James Dean - An American Icon

Forfatter: Jan-Louis Nagel
James Dean - American Icon (67593)

James Dean / video
http://ndla.no/en/node/66567

Comprehension

1. When was James Dean an actor in Hollywood?
2. How did James Dean die?
3. Why were the two retired police officers interviewed?
4. Explain the irony in the little studio interview with James Dean?
5. In the video you see a road sign indicating where the accident happened. Find it on the map.

Discussion

1. James Dean is described as an “icon”. What does that mean? (Why are the little symbols on your desktop called icons?)
2. Watch this clip from *The James Dean Story*:

   ### James Dean - American Icon / fagstoff

   http://ndla.no/en/node/67593

   - What does it imply about James Dean's personality?
   - Why did he decide to become an actor?
   - How is his acting career and life symbolised?
   - How would you describe the atmosphere created in this clip?
3. What does James Dean have in common with Marilyn Monroe, Janis Joplin, Jimi Hendrix, and Jim Morrison? (Find out about these artists if you don’t know who they are).
4. Look closely at the images of James Dean in the video, both the close-ups and the studio interview. How would you describe his posture and charisma? Discuss how this might have increased his popularity with young fans?
5. One of James Dean’s few movies was called *Rebel without a Cause*. What does the title mean? Why do you think young people were able to relate to James Dean in that particular movie?
6. Give examples of elements of American youth culture in the 1950s which you see in this video.

Elvis Presley - the King of Rock and Roll

Forfatter: Morten Serkland, Eli M. Huseby
Elvis Aaron Presley (130839)

Elvis Aaron Presley became an idol for many young people in the 50s and 60s and is still famous today, long after his death. "The King of Rock and Roll" is one of the most celebrated musicians of the last century and one of those who has sold most albums worldwide.

Elvis Presley

His Life - Some Facts and Turning Points

Elvis was born on January the 8th, 1935, in Tupelo, Mississippi. Since his identical twin brother was stillborn, Elvis grew up as an only child. In 1948, the little family moved to Memphis, Tennessee. With the aid of Sun Records his music career took off in 1954. His first record "Heartbreak Hotel" became a No. 1 hit in the USA.
Until the 1950s there was no specific culture that young people could relate to.The young generation had no particular idols or arenas to identify with, and they were on the outlook for a framework of their own. This was also a time when racial tension was at its peak in the USA, and the Civil Rights Movement was emerging. Gospel music traditionally was a way by which the blacks could express their agony, frustration and longing. Thus, Elvis, through his music became the spokesman of the young generation's frustrations and dreams.

Resources:

Elvis Presley

Youth Culture (NDLA article)

Elvis Exhibition (From Museum in Liverpool)

Elvis Fan Page (The Official site of the "King")

The Catcher in the Rye

Elvis's music picked up all these currents in Memphis in the 50's, and he incorporated both traditional music expressions and contemporary trends. His music became a blend of pop, country, gospel and black R&B. By 1956 he was a sensation worldwide. He was soon recognized as the "King of Rock and Roll" or for short, "The King". He died at his Graceland home in 1977. His legacy, however, lives on.

J.D. Salinger

The Catcher in the Rye - Spark Notes

Tasks

Find Out

1. Why did Elvis have an enormous appeal to young people? Some key words to consider:

- Identification
- Stage performance
- Lyrics
- Musical style
- Clothing and style
- Films
- His voice
- Counter-reaction

The protagonist, Holden Caulfield, in J.D. Salinger's novel, *The Catcher in the Rye*, is one of the most famous literary youth rebels from the 50's. In many ways he became the spokesman for the awakening of the young generation's new search for identity. Find and read excerpts from the novel and find out in what ways Holden is a rebel.

Quotes on Elvis and the Beatles

Based on the two quotes by John Lennon to be found here:

"Before Elvis, there was nothing."
"Without Elvis, there would be no Beatles"

Write a blog entry where you discuss one of the statements.

"In the Ghetto"

Look up the lyrics of the hit from 1969 and listen to Elvis's interpretation. Make a collage of pictures available on Flickr, Google or deviantART where you portray the boy from childhood up to manhood in the ghetto in the 60's. Then, imagine possible future outcomes for the new baby who is "born" in the last stanza. What do you think may be his/her destiny?

Elvis is Dead

Imagine that you are a TV talk show host in 1977 and you have recently learned that Elvis has died. You are going to host a program following the news of his death and are preparing your introductory script where you comment on his life style and include the latest events that led up to his death. You should also comment upon his significance as a musician and idol.
Record the opening of the program.

The Catcher in the Rye and Holden Caulfield

Based on your research in the Find Out assignment on Holden Caulfield from *The Catcher in the Rye*, create Holden's "fake" Facebook-profile from the 50's. What would he "like", who would be his friends, whom would he admire/whom would he dislike, his interests and personalia? "Post" three entries where he communicates his views.

The Death Penalty – A Brief History

Forfatter: Carol Dwankowski
The Death Penalty in the USA – A Short History (103196)

deterrent, abolitionist, gallows, repeal, capital crime, penitentiary, correctional facilities, abolish, treason, discretionary, enact, lethal, confine, Prohibition era, atrocities, arbitrary, impartiality, void, mandatory, aggravating, mitigating, reinstate, retain, juvenile

Early History

The history of the death penalty in the USA may be traced back to colonial times in the 1600's. It is claimed that the first recorded death sentence and execution by firing squad was carried out in the British colony of Jamestown, Virginia in 1608. Captain George Kendall was executed for spying for the Spanish government. Public hangings from the gallows took place during the 1600's and most of the 1700's.
Later, when the *Declaration of Independence* was signed (1776), many of the signers, such as Dr. Benjamin Rush (Founder of the Pennsylvania Prison Society), Benjamin Franklin and Philadelphia's Attorney General William Bradford, believed that the death penalty was not a deterrent for certain crimes and that it actually increased criminal behavior. It was in 1794 that Pennsylvania, the first state to consider degrees of murder, repealed the Death Penalty for all offenses except first degree murder.

Slave Execution
Fotograf: The Granger Collection

The Nineteenth Century

During the early part of the nineteenth century, the move to abolish the Death Penalty was seen in many states as a result of the "*Jacksonian era,*" which condemned the use of the gallows and proclaimed a more humane treatment of criminals. Not only were the number of capital crimes reduced, but state penitentiaries were built. In 1834, Pennsylvania became the first state to move executions into correctional facilities and out of the public eye. Some states, such as Michigan, abolished the death penalty for all crimes except treason in 1846, while others, i.e. Rhode Island and Wisconsin, abolished the death penalty for all crimes. Many more states began to abolish the death penalty, but still administered capital punishment for capital offenses, such as those committed by slaves. A great reform and victory for the death penalty

Rules with regards to the death penalty varied from colony to colony. Crimes ranging from stealing food, trading with the Indians, witchcraft, and heresy, to the murder of masters by slaves or the murder of husbands by wives all warranted the death penalty. According to many colonies, the death penalty was to be viewed as a deterrent. It was only through the writings of European theorists such as Montesquieu, Voltaire, Bentham, and the English Quakers John Bellers and John Howard that the abolitionist movement took hold. The movement gained momentum when, in 1764, Italian jurist and philosopher, Cesare Beccaria, wrote an essay, *On Crimes and Punishment*. He claimed that there was no justification for a state to take a man's life.

abolitionists was seen when Tennessee in 1838, and later Alabama, enacted discretionary death penalty statutes: the circumstances of the crime were to be taken into consideration. Opposition of the death penalty dwindled during the Civil

War due to the conflict between the North and South. It did not take long before new methods of execution were developed, i.e. the electric chair, New York (1888).

The Twentieth Century

A *"Progressive Period"* of reform took place during the first half of the Twentieth Century. Between 1907 and 1917, six states outlawed the death penalty, and three others limited it to crimes of treason and first degree murder of law enforcement officials. This reform was short- lived. When US capitalism was challenged by socialists influenced by the Russian Revolution, US citizens panicked. The US was also entering into World War I (1914-1918). As a reaction, by 1920 five of the six abolitionist states had reinstated the death penalty.

Some states tried to find a more humane method of execution than hanging or electrocution; therefore, lethal gas was given to a prisoner in the confines of a gas chamber in Nevada in 1924. With the Prohibition era of the 1920's and the *Great Depression* of the 1930's, leading criminologists claimed that the death penalty was a most needed social deterrent. More executions took place during the 1930's in the US than during any other decade in American history. After World War II, many turned their backs on the death penalty as a result of the atrocities that had taken place during the war. During the 50's and early 60's, *The American Civil Liberties Union* (ACLU) and the *National Association for the Advancement of Colored People* (NAACP) Legal Defense Fund concentrated their efforts on tying up court cases by appealing death penalty cases. The 1950's witnessed a decrease by about half the number of executions in the United States.

Challenging the Constitutionality of the Death Penalty

The legality of the death penalty was challenged in the 1960's. At the time, it was suggested that the death penalty was unconstitutional under the Eighth Amendment and seen as *"cruel and unus*ual" punishment, *Torp vs Dulles* (1958). From this period on, abolitionists challenged the Supreme Court at various trials, forcing it to adjust the arbitrary manner in which the death penalty was administered. During the late 60's and 70's, many court cases were brought before the Supreme Court which focused on the role of the jury and its discretion, recommendations, reservations or impartiality to the death penalty, *U.S. v. Jackson* (1968), *Witherspoon v. Illinois* (1968).

The Death Penalty is Suspended and Reinstated

The famous *Furman v. Georgia* (1972) court cases set the standard for many years to come in the USA.The Supreme Court concluded that giving the jury total discretion when deciding on the death penalty for murder was "*cruel and unusua*l" punishment and in violation of the Eighth Amendment, especially if it did not fit the crime. On June 29, 1972, the Supreme Court voided forty death penalty statutes, thereby altering the sentences of 629 inmates on death row and suspending their sentences. Since not ***all*** death penalty laws were voided, the Supreme Court had given individual states in favor of the death penalty, i.e. Florida, the option of making new laws.

Sentencing Guidelines

While some states tried removing all of the jury's discretion by making capital punishment mandatory for those convicted of capital crimes, others tried limiting jury discretion through the establishment of sentencing guidelines. For example, the guidelines would allow for aggravating and mitigating factors to be introduced when sentencing. These guideline statutes were approved by the Supreme Court in *Gregg v. Georgia* (1976) .The new death penalty laws enacted in pro death penalty states such as Florida, Georgia and Texas were now constitutional; therefore, the death penalty was reinstated in these states.

Death Penalty Reinstated

Executions resumed with the execution of murderer Gary Gilmore, in front of a firing squad, on January 17, 1977 in Utah. Oklahoma adopted lethal injection as a means of execution the same year. Although the abolition of the death penalty was increasing in Europe, the US still retained it.

Limitations on Capital Punishment

From the 70's and up to the 90's, the Supreme Court held that certain crimes were not punishable by death and the death penalty was therefore considered unconstitutional and in violation of the Eighth Amendment. In the cases of crimes such as rape of female victims if they were not killed, crimes committed by the mentally challenged and crimes committed by juveniles under the age of sixteen, *Thompson v. Oklahoma* (1988), the death penalty was unconstitutional.

The Death Penalty and Juveniles

Although the execution of juveniles under the age of sixteen was considered unconstitutional in some states, restrictions still existed. In states lacking a minimum age limit in its death penalty statute, juveniles under the age of sixteen at the time the crime was committed could still be executed. In 1989, the Supreme Court maintained that the Eighth Amendment did not prohibit capital punishment for crimes committed by sixteen year olds, *Stanford v. Kentucky*, and *Wilkins v. Missouri*. In 1992, the United States ratified Article 6(5) of the *International Covenant on Civil and Political Rights,* which required that the death penalty would not be used on juvenile offenders under the age of eighteen. Nevertheless, while many other countries have no reservations to this article, the US still reserves the right to do so.

Claiming Innocence

Another issue which the Supreme Court had to address in 1993,at the *Herrera v. Collins* trial, was the constitutionality of the execution of an accused who claimed actual innocence. The Supreme Court gave support to the possibility that the Constitution prohibits the execution of any persons who conclusively demonstrate his or her innocence. At the same time, the court held that as long as there were no other constitutional violations, "new evidence of innocence was not reason enough for a federal court to order a new trial". Instead, the Court's majority recommended that those who could prove their innocence seek executive clemency from the governor of the state. Nevertheless, seeking clemency was somewhat prohibited when the appeals process was changed due to the Anti-Terrorism and Effective Death Penalty Act of 1996. It became much more difficult for Death Row inmates to get a conviction overturned.

Since then, the concern regarding the execution of innocent people has been the mainstay for anti-death penalty debates. The first official conference to bring this to public attention was the *National Conference on Wrongful Convictions and the Death Penalty* in Chicago, Illinois in 1998. Then, in 1999, a resolution was passed by the *UN Commission on Human Rights* (UNCHR). It called on all states that still upheld the death penalty to "progressively restrict the number of offenses for which it may be imposed with a view to completely

abolishing it."

Worldwide pressure against the death penalty along with increasing expenditure on appeals and court cases may be some of the reasons why this decade has seen a radical decrease of public support for capital punishment. History has shown that time and circumstances change opinion. While there are many states that uphold capital punishment, battles for justice will continue to be fought in local and federal courts. For a more extensive historical overview on the death penalty see The Death Penalty Information Center.

Tasks and Activities

Comprehension

1. The Death Penalty in the USA - True and False / h5p_content
   http://ndla.no/en/node/103265
2. What main changes to the death penalty are evident throughout history?
3. How have the methods of execution changed over the decades?

Discussion

- The only punishment for violent crimes resulting in murder is the death penalty.

- Capital punishment should never be used, no matter what the crime is.
- Sentencing in capital murder cases should be totally up to the discretion of the jurors.

Research and Class Presentation

1. Click on US Historical Documents and look up the *The American Bill of Rights*. What rights are protected by the Bill of Rights, and what powers are limited?
   - Which Amendment deals with the death penalty?
   - Which Amendment deals with fair trials?
   - Which Amendment deals with the death penalty and juveniles?
   - Which Amendment deals with the death penalty and the mentally challenged?
2. Click on UN - The Universal Declaration of Human Rights. Out of the 30 Articles of Human Rights,
   - Which Article deals with the death penalty?
   - Which Article deals with fair trials?
   - Which Article deals with the death penalty and the mentally challenged?

Compare The American Bill of Rights to The UN's Universal Declaration of Human Rights. Are there any differences between the two regarding capital punishment? Sum up your findings and present it in a short talk to the class.

Writing

Choose ONE of the following:

1. Go online and research the *Gary Gilmore* trial of 1976. Write a report covering the trial and its outcome.
2. Go online and research the *Herrera v. Collins* trial from 1993. Write a report covering the trial and its outcome.

Further Reading

Views on Today's Death Penalty in the USA

Useful Sources

US Historical Documents

UN - The Universal Declaration of Human Rights

The Death Penalty Information Center

9/11 – The Neighbor that Disappeared

Forfatter: Morten Serkland, Eli M. Huseby
9/11 - The Neighbor That Disappeared (99791)

Can you think of a day that changed your way of thinking, your attitudes and experiences? What happened, and what did it do to you?

O'Hara's, the Irish pub close to where the Twin Towers stood as an important milestone in New York's history, had such a day on September 11, 2001. The manager and the staff came to work in the morning, totally unaware of the dramatic events that were about to take place. In the following interview with the manager of O'Hara's Bar, we learn about actions taken, emotions and reactions when a close neighbor suddenly disappears in such a tragic way.

Pre-listening

1. Locate O'Hara's in New York here:Bar on Ground Zero. Which streets, places and buildings do you recognize in the bar's neighborhood? What kind of district is this? Note down and compare.
2. Before you listen to the interview (ab.12 min.), have a look at the words and expressions below. While you are listening, note down in which contexts these words and expressions are used. Compare your notes with one or two of your fellow students, and see if you have made the same observations.

The Twin Towers on September 11th

- the crane broke
- 16 acres
- scrapbook
- The North Tower
- Wall Street
- The Pentagon
- autopilot
- tourists
- construction site
- 1983
- memorial
- stereotype
- blue collar

Listen to the Interview

Ground Zero / audio

Discussion

- in class or in groups:

- How did the character of O'Hara's Bar change?
- What influence did 9/11 have on the new identity?
- The manager describes his reactions. Do you think you would have reacted in a similar way?
- If you were to interview the manager, what would you have asked him about?
- Can you think of any other dramatic incidents internationally that might have changed a neighborhood in a similar way?

Close Listening/Observation

The following task will give you more experience in listening carefully, observing closely, comparing and contrasting.

Listen to the audio recording again, and then watch and listen to this YouTube clip with the manager of O'Hara's The Neighbor That Disappeared

How does the YouTube clip differ from the audio recording when it comes to what is being presented, and how? In what ways do they complement each other? Which presentation was most useful for you? Give reasons.

Make a survey in class: How many prefer the audio and how many prefer the YouTube clip? Discuss your findings in class.

Writing

Write 1 - 2 pages on one of the following topics:

1. What are typical panic reactions, and why do these happen? Give examples.
2. Describe how the delayed effect of a crisis might influence a person emotionally and psychologically? Give specific examples.
3. Pretend that you were one of O'Hara's staff, working there on 9/11, 2001. Write a report for a newspaper where you include the actual incidents seen from the bar.
4. Pretend that you were one of O'Hara's staff, working there on 9/11, 2001. Write a blog text, about the day and your experiences, where you describe and evaluate your own reactions and emotions.

Make a Scrapbook

In O'Hara's Bar there is a thick scrapbook that the manager collected and organized after 9/11, including photographs, newspaper texts and personal reflections.

Make your own scrapbook from 9/11, 2001 and the period after. Find material on the web, and print out pictures and clippings from texts. Before you start, discuss in groups what you think might be important to include in your scrap book. Put your scrap book on display where it is accessible for other students.

UK History

English Spreading World Wide

Forfatter: Engelsk for videregående (Vega), Anne Scott Hagen
English Spreading Worldwide (9166)

Stamp 1

Stamp 3

Stamp 4

Stamp 2

English spreading worldwide / audio
http://ndla.no/en/node/47601

During the last 400 years, Britain has won and lost an Empire. At one time, the British Empire was so large that you could walk from Cape Town to Cairo and not leave British territory. Now only the language remains a superpower.

In the reign of Elizabeth I (1558-1603), the seas were dominated by British ships which were sent to trade with other parts of the world. By 1800, Britain had colonies from India to Canada and exported goods all over the world. Consumer goods like sugar, tea and coffee became common in Europe. Gold and ivory were shipped from Africa and traded for Indian cotton, tea, china, silk and spices in Asia. Native Africans were taken prisoner and traded for British goods on the African West Coast, and then sold as slaves on the other side of the Atlantic, in the West Indies and America. Throughout the 19th century, Britain dominated the world and spread the English language to all corners of the globe. Words from Asian and African languages were also adopted into English. Here is Bill Bryson on the spread of English.

17th Century American English / audio
http://ndla.no/en/node/15190

World Leadership

World leadership passed to the United States in the course of the two world wars. With the spread of films, radio, television and globalisation, English has attained an even more dominant position as a world language. Technical development and international communication has confirmed the position of English in the world.

Today, there are about 400 million people who have English as their first language or mother tongue. More than this have English as their second language. These are mainly people living in former British colonies, people who also often have a native tongue. Being so widespread, English picks up words from other languages. English has, as opposed to French, always been willing to adopt words. Listen to these examples from 'Journeys in English' by Bill Bryson.

English Adopting Words / audio
http://ndla.no/en/node/15188

A Lingua Franca

English is used as a means of international communication, a lingua franca, by others who have learned English as a foreign language. The United Nations and the International Olympic Committee are two examples of organizations which use English as one of their official languages.

Perhaps in the future, the English language will change, as suggested by the linguist Sir David Crystal. The English-speaking countries will have their own national versions of English and there will be an international version for communication with the rest of the world.

Examples of foreign loan words which have become part of the English language:

- German: **kindergarten**
- African: **apartheid, safari**
- Indian: **verandah, pyjamas**
- Arabic languages: **mattress, zero**

Tasks

1. Match the loan word with its country of origin:

Drag loan words to correct origin / h5p_content
http://ndla.no/en/node/14732

Vocabulary 9166 / h5p_content
http://ndla.no/en/node/123802

The English Speaking World: countries where English ia a majority language are dark blue; countries where it is an official but not majority language are light blue. English is also one of the official languages of the European Union.

The Rise and Fall of the British Empire

Forfatter: Jan Erik Mustad
The Rise and Fall of the British Empire (93538)

"The sun never sets on the British Empire."
To what extent is this expression true?

The British Empire is no doubt the largest empire history has ever seen. In the early 1920s, it covered one fourth of the globe. Britain had colonies on all continents - Europe, America and the Caribbean, Asia and Africa and all the colonies had English as their official language.

the Renaissance, singular, regain, empire, imperial, imperialistic, colonial, decolonialisation, triangular trade, expansionist, instability, infrastructure, disintegrating, dismantling, pivotal, commerce, commercial, mutiny, discourage, scramble

The Empire came about as a result of long historical processes, stretching from the Renaissance in the 16th century to 1997, when Hong Kong was given back to China. Hence, when we talk about the British Empire, we normally distinguish between **the first Empire** and **the second Empire**, although the British Empire in singular, often refers to the second Empire.

There is a correlation between the Empire and the contemporary composition of British society. Mass immigration to the United Kingdom began in the decades when most of the colonies were in the process of regaining their independence in the latter part of the 20th century. (See texts on Multiculturalism in Britain and Post-War Immigration to Britain).

Watch this video to get a brief introduction to the history of the British Empire.

The Rise and Fall of the British Empire / fagstoff

http://ndla.no/en/node/93538

Questions

Try the interactive task to test your knowledge regarding the British Empire. The task is based on the video.

The British Empire / h5p_content
http://ndla.no/en/node/98539

Before doing the tasks below, read more about the different stages of the British Empire in these articles.

The First Empire – From Queen Elizabeth I to Queen Victoria

The Second Empire - From Queen and Empress Victoria to Queen Elizabeth II

The Dismantling of the Empire

The Legacy of an Empire

Tasks and Activities

The Rise and Fall of the British Empire – Tasks

Useful Resources

The British Empire, an Overview

The British Empire

The First Empire

Forfatter: Jan Erik Mustad
The First Empire – From Queen Elizabeth I to Queen Victoria (98522)

Early Settlement

Queen Elizabeth I
Opphavsmann: George Gower

During the English Renaissance (1509-1603) the world changed considerably. New methods of navigation, the compass and a new worldview opened the seas for European countries, among them England (Britain from 1707). Explorations and discoveries led to opportunities never available before and England, with King Henry VIII (1509-1547) and his daughter Elizabeth I (1558-1603) on the throne, began to take advantage of trade, both for commercial and political reasons. Henry made himself King of Ireland in 1541 and imported products like wine and cheese from France, and Elizabeth sent an expedition to Virginia (named after Elizabeth who was called the Virgin Queen) in America in 1584. The Colony of Virginia was established in 1607 and the general notion in the 17th century was that trade would be far more productive and commercially profitable if colonies were founded.

The American War of Independence and New Colonies

The thirteen American colonies formed the core of Britain's first empire. But when the colonies gained independence from Britain after the American War of Independence in 1776, Britain had to look elsewhere for replacement territories. During the 17th and 18th centuries Australia and New Zealand gradually came under British control. Canada remained loyal to the British crown despite American independence.

Trade, Economic and Industrial Development

Trade and foreign contacts brought changes to Britain as well. In the late 18th century, the textile industry of Lancashire propelled British industrialisation forward and paved the way for what is normally referred to as the Industrial Revolution. Industries, some based on foreign products traded around the world, emerged in British cities, and vast numbers of Britons moved into towns to seek work in the newly established factories. Change in the social fabric and new living patterns created hardships for many people, but the rapidly expanding industrial society also produced endless opportunities for the commercially oriented population.

Triangular Trade - Trade in Goods and People

Towards the end of the 18th century, the Triangular Trade evolved between Britain, the West Coast of Africa and the Caribbean/America. Slaves were an important part in this trade. They were captured, kidnapped and bought in West Africa to be brought across the Atlantic Ocean to work in the plantation sector. In the 1750s, Olaudah Equiano (11) and his little sister were among the 12 million that were kidnapped from their home, which was located in present-day Nigeria, and brought to Barbados, the oldest sugar-producing British colony in the New World. He was one of the few lucky ones that was allowed to buy his freedom in 1766, whereupon he wrote down his gripping story. To listen to his story and get an understanding of the Triangular Trade, it is strongly recommended that you read this article about the British Slave Trade.

Triangle Trade

Opphavsmann: Simon Pulsifer

Plantations produced cotton, sugar and tobacco and the products were sent back to Britain for refinement and further sale. The Triangular Trade turned out to be hugely profitable for British traders and industrialists, and the accumulated capital was redistributed into new factories and businesses at home. Into the 19th century, the British home market demanded more and more goods to continue its growth and traders realised that closer control of overseas production lines would pay off. Moreover, to protect markets from European competitors, it became necessary for Britain to take territorial control in order to discourage interest from other nations.

Further Reading

The Second Empire - From Queen and Empress Victoria to Queen Elizabeth II
The Dismantling of the Empire
The Rise and Fall of the British Empire

The Second Empire

Forfatter: Jan Erik Mustad
The Second Empire - From Queen and Empress Victoria to Queen Elizabeth II (98530)

The White Man's Burden

In 1851 Britain decided to celebrate itself in the Great Exhibition, an exhibition that displayed the nation's achievements and prosperity. It turned out to be a manifestation of success and progress and it took place inside a huge iron and glass construction called Crystal Palace in London's Hyde Park. It showed the world that Britain truly was "the workshop of the world" and that its expansionist nature was highly rewarding. Thus, much of the Victorian culture evolved around the ideas of trade and economic development, in which overseas territories continued to play central roles.

In the decades following the Great Exhibition, it was not only trade that became pivotal for Britain, but also the so-called civilised countries themselves where they traded and had settled. There were ideas in the 19th century that supported bringing the English language and British civilisation to every corner of the world and to make sure that countries could benefit from this kind of "education." Terms like "The White Man's Burden" and "Social Darwinism" took hold of the Victorian mind and were convincingly used for colonising purposes.

The Raj

In the sense that the thirteen American colonies were central for the first Empire, it is no exaggeration to claim that India was "the jewel in the crown" in the second. The East India Company had been set up already in 1600, under Queen Elizabeth I, showing the long and successful trading history with India and the Far East. With the East India Company firmly established on the Indian subcontinent, India became the centre of trade in the area, and Britain had trading posts in China, Ceylon and on the sea route to India, especially along the African coast. In the mid-19th century tension in India increased, and in 1857 Indian soldiers organised a mutiny. In fear of losing markets and commercial interests, Britain decided to take full control of the vast country by setting up an Indian administration on behalf of the British government. The British Indian administration was called "The Raj" and Queen Victoria (1836-1901) became the "Empress of India" in 1876.

Victoria – Empress of India
Opphavsmann: Ukjent

The Four Cs

Though many areas in the East, the Far East, the Caribbean and North and South America had changed hands between the Portuguese, the Spanish, the Dutch and the British throughout the centuries, Africa had attracted less interest from European powers. The continent was enormous, regarded as impenetrable and full of fatal diseases. Therefore, European trading posts had been established on the coast in order to avoid the African interior, and African middlemen were used, for example during the peak of the slave trade in the 18th century. But in the mid-Victorian period, Africa commenced to attract more and more attention, and a typical embodiment of many of the Victorian values was David Livingstone, the missionary and explorer. As a man of his time, he advocated the four Cs: Christianity, Commerce, Colonialisation and Civilisation. Missing in Africa, he became famous for his rescuer, Henry Morten Stanley's, phrase, “Dr. Livingstone, I presume?”

Dr. Livingstone, I Presume?

Dr. Livingstone, I Presume?
Opphavsmann: Ukjent

The Scramble for Africa

During the Scramble for Africa, launched in the wake of the Berlin Conference in 1884/5, Britain along with the other European nations determined to take what they saw as the civilised approach to the colonisation of Africa. In Berlin, the present European heads of state carved up Africa and divided the continent between them, without any Africans being present. Under the slogan “Cape to Cairo”, Britain expanded their possessions in Africa and aimed at constructing a railway line from Cairo in Egypt in the north to the Cape Province in the south. At the same time, the French sought to safeguard trade along the east-west axis, causing the two most powerful European colonial nations to meet head-on. And they did in Fashoda, in the Sudan, in 1898.

From Cairo to Cape Town
Opphavsmann: Edward Linley Sambourne

The territorial disputes nearly ended in warfare, but were eventually solved diplomatically to Britain’s benefit. Britain did, however, shelve its ambition of a north-south railway as too many political, geographical and economic obstacles proved the project too ambitious. Cecil Rhodes, a British imperialist and one of the foremost spokesmen for colonial Africa and an enthusiastic defender of the railway line, was the personification of the British dream scenario in Africa. He was a good example of a business magnate who made fortunes in diamond mining in southern Africa.

The Victorian Age and the British Empire

Forfatter: Engelsk for videregående (Vega)
The Victorian Age and the British Empire (97490)

Queen Victoria, with her 63 years on the throne, is up until now the longest reigning British monarch. In 1877 she was also proclaimed as Empress of India. Her reign from 1837 to 1901 is named the Victorian Era or Victorian Period. This period coincides with the peak years of the British Empire.

Colonisation – the Empire

The Howard Vincent map of the British Empire

Throughout the Middle Ages, England was a medium-sized, moderately wealthy country. When the New World was discovered, Britain used its naval advantage to establish colonies and assist trading companies wherever they sought foothold.They became the number one world power. Whole groups of citizens were exported to populate foreign parts of the world. North America, Australia, South Africa and Ireland are examples of settler colonies. In addition, trader colonies such as India, Nigeria and Jamaica were established. One trading company of great importance to the Empire was the East India Company. It was founded in 1599 and secured India as a colony, actually governing there until 1858. During the industrialisation of Britain, the trading colonies developed into providers of cheap raw materials for her industries.

The Empire peaked around 1900. Britain ruled about a quarter of the world, in both land and population. It was the biggest empire the world had ever seen, and it was said that the sun never set on the British Empire.

Britain was the cradle of the Industrial Revolution which started in the late 1700s. Queen Victoria reigned during a time when industrialisation made the country the richest in the world. Britain had an advantage since they were first off the mark. Countries like the USA and Germany, however, soon caught up.

Victoria – Empress of India

Victoria's reign can be seen as the Golden Age of Empire although there were conflicts in many of the colonies. The new industries at home demanded huge amounts of raw material much of which was taken from Britain's colonies around the world, without the local people seeing much of the riches that accumulated at the centre of the Empire.

Victorian Society - a Divided Society

British society, just as other industrial societies, changed markedly in this period.

Working Class

A working class emerged and urbanisation increased as people moved from farms to cities to work in factories. In the cities they faced poor and overcrowded accommodation with no sanitary facilities and unregulated and often dangerous working conditions in factories and mills.

Child labour was common in Victorian England

Crime and prostitution flourished in the growing underworld of the cities.

Middle Class

At the same time another group emerged in increasing numbers, the middle class; factory owners, proprietors and business men. Many were hardworking, thrifty and frugal family men with high moral standards, living in moderate luxury according to the standards of the age. Queen Victoria and her dear Albert coined the virtous morality and values which applied for all aspects of Victorian living.The Victorians were, like their Queen, in favour of strict morals, hard work and correct behaviour. Perhaps this is why the English have a reputation for being uptight, always keeping a stiff upper lip?

The Happy Mother - a Victorian ideal

The middle class could read and write and also afford to buy newspapers, magazines and novels. In the current media and elsewhere they increasingly challenged the leadership of the aristocracy / upper class in setting the political and economic agenda.

At the Bottom

At the bottom of the system there were the unemployed and destitute people in the city slums, who either ended up in the workhouse or on the street trying to make a living in the so-called criminal classes; thieves, pick-pockets and prostitutes. Writers like Charles Dickens stirred the social conscience of the Victorians by attacking the injustices of the industrial society. The orphans Oliver Twist and David Copperfield first appeared in monthly publications which were bought and read by the middle class.

Front Cover of Oliver Twist by Charles Dickens

One could say that the Victorian period definitely defined and cemented the class system that has characterised English society since then. However, like Dickens, many Victorian writers intended to give the bourgeoisie a bad conscience about how poor workers were treated by mean factory owners and how orphans were neglected and abused in workhouses.

Queen Victoria - the First Media Monarch

When her husband, Prince Albert died in 1861, Victoria isolated herself for a couple of years in mourning. She attended few public appearances and spent most of the time on the Isle of Wight and in the Scottish Highlands, where her closest companion was a Scottish servant, John Brown. The press saw this as an excellent opportunity for making money off a royal scandal, (sounds familiar?) and the papers started implying that they were “more than friends“ referring to the Queen as “Mrs Brown”, as well as criticising her absence from public view.

Queen Victoria eventually reappeared on the public scene, but she continued wearing black to mourn her Albert for the remaining part of her life.

Tasks

Animation

Watch and listen to this animation about the Victorian period. It also brings up how the Victorian period influenced American literature.

- On the basis of this presentation and the text above, make a brief survey of the Victorian Period. You may just provide key words.
- Why do you think this period was named after Queen Victoria?

The Victorian Period / video
http://ndla.no/en/node/104201

Film

Watch this 2011 film version of *Jane Eyre* (2 hrs.), based on Charlotte Brontë's popular novel from 1847 by the same name. The novel soon became Queen Victoria's favourite reading. In the film Jane is portrayed by Mia Wasikowska and Edward Rochester by Michael Fassbender. *Jane Eyre* is a kind of Cinderella story but without the same happy ending.

Charlotte Brontë and her two sisters, Emily and Anne grew up in a remote house on the windswept Yorkshire moors. By watching the film you will become acquainted with this landscape and Victorian ideals and values.

The Victorian Age and the British Empire / fagstoff

http://ndla.no/en/node/97490

After watching the film you should list what you consider as Victorian features concerning:

- Social class issues
- Gender roles
- Children
- Love
- Courtship
- Marriage
- Dress
- Education
- Morality
- Ideals
- Values

Read More

The Victorian Period - An Introduction

The Industrial Revolution

Oliver Twist's Story

The Dismantling of the Empire

Forfatter: Jan Erik Mustad
The Dismantling of the Empire (98531)

Moving into the 20th century, the world was about to go through many changes, changes that would affect Britain's position in the world and the way people viewed the rulers and the ruled. The century was dominated by two world wars that changed the world order.

The Aftermath of World War I - Colonies with a New Status

In the peace negotiations after World War I in Versailles 1919, Germany was forced to surrender the country's foreign territories to the allied forces. Britain, being one of them, gained colonies in Africa and these additions made the British Empire reach its peak in the early 1920s. However, the Empire had begun to disintegrate as the colonies with dominion status, Australia, Canada and New Zealand, had become independent in the first decades of the century. In 1931 The Commonwealth of Nations was founded by Britain, Australia, Canada, South Africa and Newfoundland to secure friendly, diplomatic and trade relations between the former colonies and the mother country.

The British Empire – Map
Opphavsmann: The Red Hat of Pat Ferrick

World War II - East vs. West

But it was World War II that changed the world order profoundly. The emergence of the two new superpowers, the United States and the Soviet Union, changed the world's power balance. In the tension that arose between the east and the west, the USA urged the colonial powers of the west, and particularly allied Britain, to get rid of their empire. The presumed anti-imperialistic stance created a new climate in the late 1940s and having colonies around the world did not fit the political agenda anymore. All of a sudden, Britain looked like a country of the past while America represented the future. Furthermore, maintaining the Empire became a costly affair for Britain, as finances were difficult after the war. Britain needed loans from America to invest in its own health and infrastructure, and hence money could not be ploughed into the far-flung empire.

The Aftermath of World War II - the Indian Example

When the Indian subcontinent regained its independence in 1947, it was divided into Pakistan (Muslim) and India (Hindu). Independence and partition created a domino effect and in 1957, Ghana, in West Africa, was the first African colony to become independent. Britain realised that it was only a matter of time before the British Empire disappeared and provided for the former colonies through the Commonwealth of Nations. In some colonies independence came quietly while in others there were periods of unrest and violence. In fact, many former colonies still grapple with political, economic and social instability. A example is modern day Nigeria.

Partition of India
Opphavsmann: McMullen

The Commonwealth of Nations

It took centuries to build up the British Empire, even though the second empire came about rapidly from the late 19th to the mid-20th century. After World War II, decolonialisation also occurred swiftly, but the Commonwealth helped maintain the ties with the former colonies. Today, the Commonwealth consists of 54 member countries, all former colonies with the exception of Rwanda and Mozambique.

Britain, with a glorious past, was in the post-war period reduced to a medium-sized west European country, both in terms of influence and power.

Further Reading

The Rise and Fall of the British Empire

The Right to Decide

Forfatter: Karin Dwyer Løken, Åse Elin Langeland
The Right to Decide (92884)

Young women today have many life choices to make: what profession to work in, whether or not to marry and so forth. They take part in politics and have careers like men. Today we take these equal rights for granted. But many women fought a long, hard battle to gain the franchise and thereby the possibility to influence the course of their own lives.

intrinsically, feature, franchise, vow, intervention, beneficial, enforce, attitude, extend, disrupt, duration, gratitude, enfranchise, implement, regardless

Victorian Women

In Victorian England, women were considered the property of men. Women were expected to marry and have children, and those who did not were pitied by society. Once a woman married, she was at the mercy of her husband, who not only took ownership over all her material belongings, but also over her body. In the marriage ceremony, the woman vowed to obey her husband. While most men treated their wives with respect, those who did not were able to abuse their power without intervention.

Victorian Lithograph of The Happy Mother
Fotograf: Bettmann

Not having the franchise meant not having any political rights. Nor did women have legal rights. Through the 19th century, some laws were passed that were beneficial for women; for instance, in 1839, a law was passed giving women custody of children under the age of seven in case of a separation. In 1857, women were given the right to divorce husbands who were cruel or had abandoned them. In 1870, women were allowed to keep money they, themselves, had earned. Although these were important laws for women, they were seldom enforced. The Victorian attitude towards women was that their place was at home, looking after their husband and children. Queen Victoria, herself, said, “Let women be what God intended, a helpmate for man, but with totally different duties and vocations.”

For upper and middle-class women, it was unthinkable to have a career. Servants did all the physical work for them. Their days were supposed to be spent embroidering, visiting friends and family, perhaps writing letters. These girls were educated by governesses, who taught them reading, writing and arithmetic, and sometimes some French. Being a governess was one of the only positions a middle-class woman was allowed to have. They were poorly paid and often poorly treated.

Domestic service was the only career option open to working-class women, besides working in a factory or as a farm labourer. Working-class women led lives of strife, often giving birth to at least eight children and having to work 14-hour days – in addition to having sole responsibility for all the cooking and house work.

Print Depicting Workers at a Textile Factor
Fotograf: Bettmann

What women of all social classes had in common was their lack of opportunity to carve out their own paths in life. Without the franchise, women had no chance of changing their position in society – or that of their daughters. Women’s suffrage therefore became the most important goal for women of the nineteenth and twentieth centuries.

The English Campaign for Women’s Suffrage

The organized campaign for women's suffrage in England began in 1867, when the philosopher John Stuart Mill presented a petition in Parliament calling for inclusion of female enfranchisement in the Reform Act of the same year. The Reform Act was passed without this inclusion; but the idea had been voiced by a highly respected man in Parliament. That same year, Lydia Becker founded the first women's suffrage committee in Manchester. In the course of the next few years, several such committees were formed, and in 1897, they came together in the National Union of Women's Suffrage Societies (NUWSS), with Millicent Fawcett as its leader.

Real change was, however, slow in coming. Every attempt to pass a bill to extend the franchise to women was defeated. Frustrated by the situation, some women adopted more militant methods of protest, and in 1903, Emmeline Pankhurst and her daughters, Christabel and Sylvia, founded the Women's Social and Political Union (WSPU). Along with their followers, called Suffragettes, they disrupted political meetings, staged protest marches, smashed windows in shops and in government buildings; they even set fire to buildings. Suffragettes who were arrested drew more attention to their cause by going on hunger strikes; the authorities did what they could to avoid creating martyrs by force-feeding them. In 1913, a young woman named Emily Davison threw herself in front of King George V's horse at the Epsom Derby and was killed, thereby providing the Suffragettes with the martyr they believed they needed.

The poster shows artificial feeding of suffragettes in prison, ca. 1905
Fotograf: Bettmann

By this time, members of both the peaceful NUWSS and the militant WSPU believed that the 1914 election would result in government backing of their common cause. However, the First World War broke out that same year, and both organizations ceased all political activity. For the duration of the war the women of Britain concentrated on the war effort – many of them doing the jobs that men had done before they went off to war.

On February 6, 1918, Parliament passed the Representation of the People Act, giving women of property over the age of 30 the right to vote. It has been assumed that this act was passed in gratitude for the role women had played during the war. It is, however, probable that the suffrage movement constituted a significant reason for passing the act: Britain was exhausted from the war, and the authorities wanted to avoid a return to the violence instigated by the pre-war suffrage movement.

In 1928, the government extended the franchise to include all women over the age of 21, regardless of property.

The International Movement

The fight for women's suffrage was not just a British phenomenon. It is inextricably linked to the American movement, which began as early as in 1848, when Elizabeth Cady Stanton, Lucretia Mott and three other women organized the first women's rights convention in Seneca Falls, New York. In 1920, the Nineteenth Amendment to the American Constitution granted American women the right to vote. Throughout these years, American and British suffragists had close relations, visiting each other and encouraging and helping each other. Some European countries were early to enfranchise their female population: Finland in 1906, Norway in 1913 and Denmark and Iceland in 1915. Switzerland, however, did not give women the vote until 1971, and Lichtenstein was the last country in Europe to follow suit in 1984. Throughout the twentieth century, countries all over the world implemented universal suffrage. Only two countries, Saudi Arabia and Kuwait, have yet to do so. The 7th UN Secretary-General, Kofi Annan, once commented that "…gender equality is critical to the development and peace of every nation." The 2011 Nobel Peace Prize was awarded to Ellen Johnson Sirleaf and Leymah Gbowee from Liberia and Tawakkol Karman from Yemen, "for their non-violent struggle for the safety of women and for women's rights to full participation in peace-building work." Having achieved the right to vote, increasingly more women all over the world are participating in both national and international politics. Who knows: perhaps peace on Earth isn't such a far-fetched idea after all?

Women's Suffrage March
Fotograf: Bettmann

Tasks and Activities

What do you know about Women's Rights? Try this quiz from BBC Women's Rights Quiz

The Right to Decide – Tasks

Further Reading

The Glass Ceiling

Post War Immigration to Britain

Forfatter: Jan Erik Mustad, Eli Huseby
Post-War Immigration to Britain (90712)

Emigration? Immigration? Integration? Multiculturalism? Push and pull factors? Refugees? Asylum seekers? What do these words mean, and more importantly, what do they imply?

Choose ONE of the terms and make a word cloud with your associations to this word using Wordle Create, before you start working with the text.

social unrest, contemporary, refugees, adventurers, labour migrants, asylum seekers, flux, decolonisation, scapegoat, humiliation, indigenous

Immigration to Britain

Britain has a long history of immigration and emigration. Over the centuries many groups from all over the world have come and settled in Britain. Many immigrants have come from European countries, notably Ireland, Britain's western neighbour. The Potato Famine in Ireland in the 1840s and social unrest were the main causes. More recently Eastern Europeans have tended to seek their fortune in Britain. Yet, the term *immigrant* in contemporary British public debates has come to be understood as a person coming from a poorer country, often with a different skin colour.

Refugees, adventurers, labour migrants, asylum seekers are all terms used to categorise the flux of people entering a country like Britain. Often they overlap, but sometimes the terms, and what they mean, are used interchangeably creating a muddled picture. Immigrants has thus been used as the all-encompassing term to describe groups of people entering Britain.

Post-War Immigration

During World War II British cities were bombed to pieces by Adolf Hitler's Nazi Germany. Although Hitler never managed to invade Britain, the Blitz left urban areas in ruins. After the war, Britain needed both economic and labour assistance to rebuild society. The British got financial help from America, but they had to actively invite people from abroad to get the necessary manual labour. For this, they turned to their colonies, and especially the Caribbean islands. In 1948, the British Nationality Act gave, in practice, UK citizenship to people of the colonies, which meant that they, and people from Commonwealth countries, could enter Britain freely. This is referred to as "The Open Door Policy" where Britain literally opened their borders, and the first group of Caribbean people – 492 Jamaicans – came to Tilbury on the river Thames just south of London in 1948. This arrival is seen symbolically both as the beginning of Black Britain and the start of mass immigration to Britain. In her novel, *Small Island,* Andrea Levy uses her Jamaican parents' story from their encounter with England in 1948 as a source of inspiration. Watch a clip from BBC's TV adaption of the novel here *Small Island,* BBC .

Jamaican Immigrants to Britain in 1948

Fotograf: Corbis

The Need for Labour – Skilled and Unskilled

Not only did Britain need unskilled labour, but also skilled labour, particularly in connection with the newly established Welfare State – a system that would provide free healthcare for a needy population. The National Health Service (NHS) was in need of doctors and nurses and they were actively recruited, especially from Asian countries. In addition, many immigrants began working in the London Transport system. However, in 1962, through the Commonwealth Immigrants Act, access to Britain was restricted and immigration regulations were further tightened up in 1968 and 1971 due to increased opposition among a number of British political organisations.

Brick Lane

Fotograf: Sang Tan

In her novel, *Brick Lane*, Monica Ali, who is of Bangladeshi descent, portrays Nazneen who leaves Bangladesh in 1980 as an 18 year old knowing just two words of English, in order to marry Chanu, a man 20 years her senior. Chanu and his best friend, Dr. Azad, are examples of educated Asian immigrants who were more than welcome in the British labour force before the restrictions. Watch a clip from the film version – *Brick Lane* Trailer .

From Where to Where?

During the first decades of post-war immigration, many settlers came from the West Indies, from India, Pakistan and Bangladesh in Asia, and from Kenya, Uganda and Nigeria in Africa. Both skilled and unskilled workers settled down where there was work to be found, notably the mill towns of North West England, industrial towns in the Midlands and in London's East End. Mill towns like Bradford, Manchester and Leeds were legacies of the industrialisation of the textile industry in the early 19th century, and thus attracted many Asians, as many of them had been involved in textile industries in their homelands. Many Africans and people from the West Indies settled in and around London, and all these areas swiftly became multicultural. The Notting Hill Carnival was first established in 1959, when it was held indoors in St Pancras Town Hall. It was widely seen as a response to the generally worsening race relations of the late 1950s and more specifically to the Notting Hill Riots which took place the year before. 1958 had seen violent clashes between white Britons and people from the West Indian community living in and around Notting Hill. The carnival tradition displayed the colourful community and became an annual event, and has in recent years been a celebration of London's multicultural diversity.

Notting Hill Carnival in London
Fotograf: Simon Dawson

New Empire Within Britain

Portrait of a Changing Nation
Fotograf: Gideon Mendel

Even though the immigrants who came to Britain had British passports, and were legally British, it took a long time before they felt British. The Indian-born Indian-British writer Salman Rushdie coined the term the "New Empire within Britain" referring to immigration as the other side of the British Empire. Britain historically colonised large parts of the globe, and then in the process of decolonisation people moved the opposite way, to the mother country. Britain thrived as a colonial power, but when the majority of the immigrants came not only to work but to stay and settle, the white Britons changed their tune. Increased levels of hostility between black and white Britons led to oversimplified reactions from the authorities and further restrictions were called for at many levels.

Increasing Hostility

The underlying hostility became clearer with the fall of the traditional industries in the 1960s and 70s, when full employment was no longer guaranteed. In such circumstances, white Britons tended to define immigration as a problem and used it as a scapegoat, blaming immigration for all of society's ills. The "problem", however, was not one of immigration as such – thousands of Irishmen, Americans, Australians and Europeans kept coming to Britain – but the arrival of non-white immigrants from former colonies. Competition for jobs, housing and positions in society, combined with the visible differences, created unrest in many inner city areas and politicians gradually moved their focus away from immigration control to regulation of race relations.

We witness this hostility in *Sumitra's Story,* a novel by Rukshana Smith. Here we meet Sumitra, a young girl of Indian descent, who was born in Uganda, where her family led a comfortable upper middle class life. In the early 1970s, however, Idi Amin, the infamous Ugandian dictator, chased all the foreigners out of his country. The refuge of Sumitra's family became England. Here the family's pride is severly challenged, they are despised as "Pakis" and they have to face social degradation and humiliation .

In *This is England* we see rising hostility due to the social unrest in the early 1980s from the point of view of a young indigenous British boy, growing up "somewhere" in the Midlands. Watch a clip – *This is England* Trailer .

Contribution to Society

Immigrants have contributed greatly to the development of British society. Asians helped to expand the textile industry, music like reggae and calypso was brought in from the Caribbean, and food from all the different corners of the world came to Britain's cities. In fact, Britain's national dish is considered to be curry, and Chinese and Bangladeshi immigrants have created cultural festivals and practices in and around their Chinatowns and Banglatowns. In recent years, the Notting Hill Carnival has mobilised huge crowds of people, both white and black Britons. In contemporary British society the term "immigrant" is somewhat misleading as most Black Britons today were born in Britain. Although it has taken members of ethnic minorities a long time to feel British, all statistics indicate that more and more of them now feel that way. Hopefully, this trend will continue in the future.

Tasks and Activities

Vocabulary

Post-war Immigration Cloze / h5p_content
http://ndla.no/en/node/95230

Post-war Immigration Synonyms / h5p_content
http://ndla.no/en/node/95237

Tasks

Post-War Immigration to Britain – Tasks

Further Reading

The Rise and Fall of the British Empire
British Values and Identity

Multiculturalism - A Challenge?
Multicultural Britain

Film and Literature Recommendations

East is East (film)

Small Island (novel and film)

1964 (short story)

Liverpool – A Melting Pot

Forfatter: Eli M. Huseby, Morten Serkland
Liverpool - a Melting Pot (88744)

Listen to this interview with a genuine Scouser. Confused? If you listen carefully, you'll become familiar with Scousers in general, and Christina, supervisor at a hotel in Liverpool, in particular. Prepare for an accent that might sound a bit incomprehensible to start with...

Before you start listening to the interview (ab. 14 min.), look up Liverpool on a map. How do you think its location by the sea has been important for the development of the city, its accent and identity in the past and present?

Liverpool Interview / audio
http://ndla.no/en/node/91421

Tasks and Activities

Comprehension

1. Liverpool - a Melting Pot / h5p_content
   http://ndla.no/en/node/88771

   (Interactive)
2. What, according to Christina, has formed the characteristic Scouse accent?
3. Why is the metaphor of Scouse, or Irish stew, suitable to describe how the accent has developed?
4. How does she describe the relationship between Liverpool and Manchester?
5. What makes Liverpool different from other cities in the UK, according to Christina?
6. Christina emphasises that she thinks there are many parallells and links to Norway and Norwegians. In which areas does she draw these parallells?

Find Out

A Liverpudlian is commonly called a Scouser and the accent is called Scouse. It is compared to Irish stew. Check out the etymological meaning of the Norwegian word "lapskaus", Lapskaus on Wikipedia. Do you see any parallells? What does the dish and the Scouse accent have in common?

Make a Timeline

Christina characterises Liverpool as a multicultural city that has changed a lot over the years, but still has kept its identity. Have you ever played the board game "Cluedo"? Let's see if you can use the clues below to make a chronological timeline with a very brief outline of the main events or groups of people that constitute Liverpool's cultural identity. This link might be useful, Liverpool World Heritage (scroll to get access to Liverpool's numerous museums). Also, check out our articles about Liverpool from Engelsk VG1.

Clue 1

Liverpool as a transit city for emigrants. When was the city a departure point for European immigrants on their way to the Promised Land? A Norwegian emigrant on his way to America in the early 1890s describes Liverpool in a letter to his parents.

Liverpool letter 1

Opphavsmann: Eli M. Huseby

Kjere forældere

Jeg skal i dag sende derre et par ord og forttele at jeg gott og vel er ankommen hid til Liverpol vi reiste i gaar formiddag ifra Hull med jernbane hid og vi bliver her til torsdag føren vi gaar videre nu er vi paa et Emigranthotel og har det noksaa bra vi har tid at se os om i denne her store by hvor der vrimeler av menesker men jeg ønsker at jeg skulde vere paa mit bestemelsted men der gaar vist over fjorten dage føren jeg er der vi hade meget fint vejer over Norsøen jeg var ikke søsyg men det var mange som var meget syge av emigranterne jeg skal ikke glemme at takke dig saa meget for di penger som du lånte mig og alle mine bestrebelser skal gaa du paa at skaffe dig pengerne tilbage kjere Fader saasnart som det er mig mulig de skal faa høre fra mig naar jeg kommer til Minapolis

Hjerteli hilset ifra Deres Søn Carl Torp

Clue 2

What was Liverpool's role in the transportation of people from West Africa to the USA and the Caribbean? When was the city involved in this traffic?

A Liverpool slave ship

Fotograf: Media Centre International Slavery Museum

Clue 3

How has this group contributed to attract tourists from all over the world, do you think? When did they start their career?

The Beatles

Fotograf: Dan Grossi

Clue 4

Liverpool as an industrial hub. When was this machine invented

and how did this mark the beginning of a new era for the city?

Steam engine parts

Clue 5

Find out when the famous sports club was founded. It has definitely had its day in the shaping of Liverpool's cultural identity.

Football

Opphavsmann: Ed g2s

Clue 6

This lady by the nickname, the Iron Lady, led a strict government policy that led to lots of strikes and riots (some claimed that they were race related, others that they occurred due to unemployment) in Liverpool and all over the UK. When did this period of decay and social unrest occur?

Margaret Thatcher

Fotograf: Tore Kristiansen

Clue 7

Many immigrants from the west rushed to Liverpool due to failing crops of this vegetable. Who were they and when did they settle in Liverpool?

Potatoes

Fotograf: Jan Petter Lynau

Oranges and Sunshine

Forfatter: Grethe Mahan
Oranges and Sunshine (110528)

"*At a time when empty cradles are contributing woefully to empty spaces, it is necessary to look for external sources of supply. And if we do not supply from our own stock we are leaving ourselves all the more exposed to the menace of the teeming millions of our neighbouring Asiatic races*."

His Grace the Archbishop of Perth, welcoming British child migrants shipped to Australia, August 1938

relocate, childcare, orphanage, orphan, unwed, deem,appalling, deprived, reclaim, reunite

Australian Child Migrants
Opphavsmann: Theirhistory

Orphans Who Were Not Orphans at All

Many countries have relocated children, but Great Britain has used child migration as a significant part of its childcare strategy over several centuries, not just as a last resort during times of war. Particularly during the 1940s and 1950s and as late as 1970, as many as 130,000 children were removed from orphanages and group homes in Britain and deported to various countries in the Commonwealth. They were sent to Canada, Rhodesia, New Zealand, South Africa, and thousands were sent to western Australia.

Most of the children had been taken from their parents or unwed mothers, who had been deemed temporarily unfit. The children were often told that their parents had died, and when the mothers came looking for their children, they were often told that the children had died or been adopted by another family. The children were stripped of their citizenship, their paperwork was ”lost”, and they were put on ships headed for another part of the world. Only a few were adopted, since orphanages and group homes received money to care for the children and wanted to keep them there. Many were physically and sexually abused, and all of them wondered about where they came from and why they had been sent away.

Australian Child Migrants 1950

Opphavsmann: Theirhistory

There were many reasons behind the policy of child migration. Several countries in the Commonwealth had need of labour. Some of them felt they needed to increase their population so that other nations would leave them alone. A common logic for these nations was that they preferred to populate their countries with Brits, and it was important to get them while they were young, so that they could more easily adapt to their new nation. Only healthy Caucasian children were desirable.

Britain was sensitive to the needs of countries in the Commonwealth, and in addition saw child migration as a way to empty the orphanages and group homes in Britain; a way to save money. It cost an estimated £5 a day to pay for a child in an orphanage in Britain, but only about the equivalent of £0.50 in Australia.

Many child migrants received appalling standards of care, deprived of formal education. Children as young as seven years old were set to work on various construction projects. Since the children thought they had no one to return to, they were forced to endure their situation until they became adults.

Perhaps the most amazing aspect of this story is the fact that the public at large was unaware of the scale of child migration, and most people were not aware of child migration at all. It wasn’t until the late 1990s, when the work of social worker Margaret Humphrey began to be known, that people became aware of the scale of child migration in Britain.

Child Immigrants to Australia

Fotograf: Hulton-Deutsch Collection

Margaret Humphrey was a social worker in Nottingham, England. She first became aware of child migration from Britain in 1986, when a former child migrant contacted her from Sydney, Australia, trying to find her British family. She told Margaret that she remembered being placed alone on a boat bound for Australia. She had been told that her mother had died, but still wanted to find out about her family in England. Margaret was able to locate the woman’s mother, still alive. At first Margaret thought that this must have been a lone case, but soon found others who longed to reunite with their children or parents.

Margaret Humphrey spent years trying to reunite families, or at least to be able to tell them what happened to their loved ones. At first the policy of the governments of both Australia and Britain was official denial. It wasn't until 2009 (23 years after Margaret began to reunite child migrants and their families) that the Australian government apologised for the deportation of children to Australia. Gordon Brown, then prime minister of Britain, apologised on behalf of the British government in 2010. Margaret Humphrey has founded the Child Migrants Trust, working to reclaim the identity of child migrants and, when possible, reunite them with their families. She has received many awards for her work, including the Medal of the Order of Australia and an honorary Doctor of Laws degree by the University of Nottingham. To earn money for the Child Migrants Trust, Margaret wrote a book about her work, *Empty Cradles* (also called *Oranges and Sunshine*). It has been made into a movie.

Watch this video, *Oranges and Sunshine*, to learn more about child migration from Great Britain to Australia.

Tasks and Activities

The Book

Read the prologue to *Empty Cradles* and use the Ribbon game (see below) to work with the following tasks:

1. How is it possible that the forced migration of thousands of children was kept secret for so long?
2. Australia and England both actively agreed to send a certain number of children from England to Australia. Why then do you think Australia and England reacted so differently to Margaret Humphrey's research into who the orphans were and where they came from?
3. Many parents and children were deceived by governmental organisations. In what situations do you think it is defensible for a government to lie to its citizens?
4. Margaret Humphreys has worked for many years to try to bring justice to the "orphans" sent out of England in the 20th century. Identify two of the challenges of our time that will require dedication and hard work to try to pursue justice.
5. What aspects of the story resonated with your experiences or experiences of others that you have heard about?

Ribbon game: Divide the class into four or five groups. Every pupil in each group is given a coloured ribbon that they tie around their finger or wrist. The ribbon colours help pupils identify the different groups. The colour of the ribbon is matched to a specific question. For example, one group might have yellow ribbons. Pupils with yellow ribbons are to work with question number 1. The pupils are to go around the classroom individually and conduct mini-interviews with four people, one from each group, and write down two sentences from each mini-interview. At each mini-interview, the pupils can take turns interviewing each other.

After the pupils have conducted the mini-interviews, all the pupils with a red ribbon sit at one table, pupils with a blue ribbon sit at another table, and so on. The groups then discuss the question or task they were to explore.

The activity rounds off by having a short classroom discussion where the groups share their findings with the rest of the class.

Vocabulary

Create words by adding prefixes:

Add Prefix 1 / h5p_content
http://ndla.no/en/node/55650

The Film

Oranges and Sunshine / fagstoff

http://ndla.no/en/node/110528

If you want to watch and work with the film, you can find a study guide here.

Northern Ireland - Trouble and Conflict

Forfatter: Jan Erik Mustad, Eli Huseby
Northern Ireland - Trouble and Conflict (90019)

Most of you have heard U2's legendary song *Bloody Sunday,* you may also recall something about the symbolic meaning of the colours orange and green, perhaps you vaguely remember the letters IRA and you might visualise walls with a lot of grafitti.

You're on the track...we're talking Northern Ireland!

To help your memory further, listen to the song

The Orange and the Green, Folk Song / audio
http://ndla.no/en/node/11752

After listening to the song, you will be able to add Protestants from Ulster (Orange) and Catholics from the Irish Republic (Green) to the picture you are building up, and you cannot avoid seeing that the combination of the two means Trouble - and not only for the poor boy in the song. Conflict associated with this issue has marred relationships in the British Isles for centuries. It is a difficult problem since, as you learn from the song, it is about values and identity.

To get the general picture, we recommend you revise Northern Ireland – The Troubles

approximately, assignment, civil, constitutional, contradicting, contribute, cooperate, exclusive, framework, implement, incidents, integrate, intense, intensified, interpretations, isolated, justify, mutually, options, prime, restore, significance

In this English social studies course, we are going to focus more closely on this conflict.

Unionist-Protestants and Nationalist-Catholics

Many find the conflict in Northern Ireland incomprehensible. But in principle the picture is relatively easy to understand. There are two groups of people – the Unionists who are mainly Protestants (also referred to as Loyalists) and the Nationalists who are mainly Catholics (also referred to as Republicans) – fighting over the same land. On a global scale, this is the most common source of territorial conflict, and the nature of the Northern Ireland conflict is similar to what we have seen and see in, for example the Middle East, Sri Lanka, Sudan and the Balkans. Most of the problems in Northern Ireland have come about as a result of the two groups' contradictory political aims. The Unionists would like the province to remain part of the United Kingdom (that explains why they are commonly called Loyalists) while the Nationalists would like Northern Ireland to be reunited with Ireland (which explains why they often are termed Republicans). Both groups claim to have a majority supporting their view; the Unionists on the grounds of being in the majority in Northern Ireland and the Nationalists on the grounds of being in the majority on the island of Ireland. Therefore, the two groups' views do not only differ, they are mutually exclusive.

Republican Mural
Fotograf: PETER MORRISON

History Unites and Separates

The people of Northern Ireland, regardless of affiliation, do not necessarily disagree about historical incidents, but their interpretations of them differ greatly. Different historical accounts, which have been passed down from generation to genereation, have intensified the level of conflict and kept the groups isolated from each other. The two groups have used the past in an attempt to explain the present, but also with regard to winning the argument for the future. Past grievances are used in the present to justify claims for control of the province's future. In other words, in addition to actual fighting, including killings, uprisings, violence and revenge, the two sides in the conflict have been locked in a propaganda "war of words" battle.

England and "The Irish Question"

Mural Belfast

Fotograf: Åse Elin Langeland

Northern Ireland came into existence in 1921 as a result of centuries of conflict between the English, and later the British, and the Irish. In 1541, the English king, Henry VIII proclaimed himself King of Ireland. After the English Reformation, Henry was afraid that Ireland would be used as a springboard for an invasion from Catholic France and Spain of the then Protestant England. Henry averted that threat, and to take control of Ireland, Henry and later monarchs sent, or "planted", settlers to colonise parts of Ireland (this policy is referred to as plantation). It was particularly the North, called Ulster, that was attractive because of the fertility of the land. During the 17th and 18th centuries many English and Scottish settlers (Protestants) settled in Ireland and gradually took full political control of the country. But the Irish fought a continuous battle to keep the British out. In 1801, the British included Ireland in the Union, consisting of Wales, England and Scotland. The London Parliament thought that the “Irish problem” would disappear if Ireland came into the Union, but they were wrong. Ireland never wanted to give up the fight for self-control and independence. Throughout the 19th century, the Irish fought for Home Rule, and an internal parliament in Dublin. Many British Prime Ministers struggled with the Irish question, which in fact was twofold. Firstly, what sort of relationship should Ireland have with the Union? Secondly, what about the relationship between the Protestants in Ulster and the rest of Catholic Ireland? After the Irish Independence War of 1919-1921, the divisions in Ireland became clearer between those who wanted Home Rule for Ireland and those who wanted to remain part of the Union.

Eire and Ulster

The Peace Treaty after the Irish Independence War divided the island of Ireland in two political parts – an independent Irish Free State (Eire) and Northern Ireland (Ulster) that was to remain part of the United Kingdom due to a majority of Unionists in Ulster. The division followed religious lines; within Northern Ireland there was a majority of approximately 60 % Protestants compared to over 90% Catholics in the Irish Free State. The division of Ireland is commonly referred to as the Partition.

The Troubles

There is no doubt that the Unionist-Protestants in N. Ireland took advantage of their majority, as they in the following five decades systematically discriminated against the Nationalist-Catholic minority. By the late 1960s, there was a feeling among the minority that they had been pushed into the margins of society and turned into second-class citizens. Inspired by the Civil Rights Movement in America, the Catholics took to the streets to demonstrate against suppression and bad treatment. The marches got out of hand and there were intense and bitter clashes between radical elements from both sides. The years of 1968 and 1969 have later been called the beginning of the period known as “The Troubles” – a thirty year long civil war between Republicans and Loyalists. In 1969, the British government sent in troops to restore order on the streets of Northern Ireland, but the violence just escalated. The arrival of British troops angered the Republicans as they viewed the troops as another force sent in to keep them down. It also provoked the militant wing of the Irish Republican Army (IRA) – the Provisional IRA – a paramilitary Republican organisation that fought for freeing Northern Ireland from British control. For the next thirty years the province was thrown into a “Long War” where people lived with terror, threats and violence.

Mural Bobby Sands
Fotograf: Åse Elin Langeland

The Good Friday Agreement

In 1998, the political parties in Northern Ireland and the two governments of the Republic of Ireland and the United Kingdom signed a peace treaty called the Belfast Agreement (Good Friday Agreement) which brought relative peace to the province. But it turned out that the Agreement was difficult to implement and a renegotiated agreement was signed in 2007. It is this agreement, the St Andrew’s Agreement, that forms the basis for Northern Ireland’s political framework, still as an integrated part of the Union.

It is often said that the conflict in Northern Ireland is religious, especially since most of the Catholic minority want to be reunited with Catholic Ireland and that most of the Protestant majority aspire to remain part of the mainly Protestant Britain. However, the modern conflict, although containing religious arguments and terminology, is not primarily religious. It is rather about two different political identities seeking two different options with regard to constitutional belonging. Even though many Catholics are still unhappy about the situation, there is now much more equality in the region. Moreover, there are many attempts to integrate the two traditions both in sports, education and even politics, something that will contribute to build a better future. Since 2007, Northern Ireland has had a stable internal government (Stormont) where former enemies now cooperate to make sure that the province will avoid falling into the pitfalls of the past. Without a doubt, the most important desire for the future is peace, whether the province remains part of the Union or whether it is reunited with Ireland.

Stormont
Fotograf: Åse Elin Langeland

Tasks and Activities

Northern Ireland - Tasks

Useful Sources

CAIN Webservice - Conflict and Politics in N. Ireland

Walls of Shame

Forfatter: Anne Scott Hagen
Walls of Shame – Belfast (118555)

Walls and fences are used in many places, e.g. on farms, around gardens, along borders. Can you think of other places where you might find a wall. What is the purpose of a wall?

Before watching the video, "Walls of Shame: Belfast", what does the title convey to you? What do you think will be discussed in the video?

Walls of Shame – Belfast / fagstoff

http://ndla.no/en/node/118555

Comprehension

1. What is Ulster?
2. Summarise what you know about the Troubles.
3. What is another term for the Unionists? What is their religion and their main goal?
4. What is another term for the Nationalists? What is their religion and their main goal?
5. When was the peace agreement for Northern Ireland signed?
6. "Not so much peace as absence of conflict." Explain what the situation was like in Belfast at the time the video was made.
7. There are approximately 41 barriers across Belfast. Is the number increasing or decreasing?
8. What is the Short Strand?
9. Explain the expression, "us and them mentality".
10. How do the Protestant communities view the developments and the support of their politicians since the peace process?
11. What are the attitudes of Protestant and Republican politicians to the situation, to each other, and what are their goals for the future?
12. One of the people interviewed says, "Walls aren't just built of bricks and mortar they can be built of legislation, laws, and you know, prejudice." Explain.
13. When were the first dividing walls built in Ireland? Search the Internet and find out what the Pale was.

Discuss

Based on the comments from the people in the video, do you think that there is hope for a lasting peace in Northern Ireland in the near future?

Find Out

1. This video was made in 2007. Find out if there has been any change in the situation in Northern Ireland since then.
2. What other walls do you know of that were built to separate warring groups? Here you will find some links to information about other walls: Modern Dividing Walls.

Presentation

Choose one of the walls in the task above and find out more about it and the reasons why it exists. Make a multimedia presentation.

Further Reading

Walls of Shame, Part 2

The Falkland Islands Dispute

Forfatter: Karin Søvik
The Falkland Islands Dispute (118688)

At its peak, the British Empire was the largest formal empire that the world had ever seen. Overseas colonies such as America and India brought great wealth to the British Crown, and the expression "the sun never sets on the British Empire" was indeed true for almost two centuries.

Today, Britain is stripped of all colonial power and their strong political and military influence is gone. However, there are still 14 Overseas Territories that are under the jurisdiction of the United Kingdom[1]. All of these territories retain their relationship to the United Kingdom based on the free will of the people living there. They share the British monarch as Head of State, but they all have their own internal leadership, and most of them are self-governed.

jurisdiction, dispute, remnant, relic, proximity, self-determination, mount, dispatch, naval, amphibious, task force, vessel, contingency plan, ad-hoc, referendum, fend off, point-blank

The Falkland Islands

The British Overseas Territories are all small and most of them are of no great political importance in the world today. However, one of these territories has in fact played an important role in international politics during the last 30 years: the Falkland Islands, a windswept group of islands in the South Atlantic Ocean.

The history behind the Falklands is quite complex. During the last 400 years, the group of islands has belonged variously to France, Spain, Argentina and Britain. The Falklands were claimed by the British in 1833, and a permanent British settlement was then established. Since then, the islands have been administered by Britain. However, the status of the Falkland Islands has long been disputed. Today, the isolated and sparsely populated islands remain the subject of a sovereignty dispute between Britain and Argentina, where they both claim jurisdiction over the islands. So, what is the core of the conflict and the competing claims?

Claimed by Argentina

Argentina has always claimed the islands for itself. They regard Britain's control of the Falkland Islands as the remnants of British imperialism and an absurd relic of a colonial past. Argentina argues that Spain acquired ownership of the Falklands / Malvinas, and upon its independence from Spain that title was automatically inherited by Argentina. There is no reason why the Falklands / the Malvinas should not be a part of Argentina today, since it has never renounced jurisdiction of the islands. Another important argument on which Argentina bases its claim is the islands' proximity to the Argentinian mainland.

A Few Facts about the Falkland Islands

The Falkland Islands

- The Spanish name for the islands is the Malvinas.
- The Falkland Islands is one of 14 British Overseas Territories and consists of two large islands (West and East) and about 200 smaller islands.
- On East Falkland, you find the capital, Port Stanley, which claims to being the southernmost capital in the world.
- The islands are about 300 miles (480 km) off the coast of Argentina and about 8,000 miles (13,000 km) from Britain.
- The population is about 3000 (2008), almost all of British descent.

Claimed by Great Britain

Britain, on the other hand, claims that the Spanish settlement withdrew in 1811, leaving the islands without inhabitants and any form of government. Britain has had jurisdiction over the islands since 1833, thus arguing its case on its long-term administration of the Falkland Islands. Moreover, the vast majority of the population is of British descent and many of them can trace their ancestors back to the very first settlers. Many of the islanders regard themselves as British citizens who just happen to live 8,000 miles away from their mother country. The principle of self-determination is important for the British; should the residents not be allowed to decide for themselves?

- The main economic activities are fishing and sheep farming.
- The primary export is wool and sheepskins.
- The islands also have a small tourist industry. About 40,000 cruise ship passengers arrive every summer mainly to see the penguins that breed there in millions.
- The islanders are financially self-sufficient in all areas except defense.

The Falklands War

On Friday, 2 April, 1982, the long-standing dispute over the sovereignty of the islands eventually resulted in an armed conflict between Britain and Argentina. After months of saber rattling Argentine forces mounted an attack on the Falkland Islands in order to retrieve the islands from the British. The islands were captured in two days, and the invasion led to a brief, but bitter war.

British Prime Minister Margaret Thatcher in cover of Argentine newspapers during the Falklands War
Fotograf: Alain Nogues

Britain responded by dispatching a naval and amphibious task force to retake the islands. The task force sailed from Portsmouth between April 5 and April 9, and the first elements of the fleet arrived on April 29. All in all, 28,000 British troops and 127 ships were involved in the operation. Argentina, on the other hand, had only about 12,000 soldiers on the islands and about 40 vessels. On May 2, the Argentine cruiser General Belgrano was sunk, killing 368, and this resulted in the first major loss of lives. Two days later, HMS Sheffield, a British destroyer was sunk, and 20 UK soldiers lost their lives.

After short, but fierce naval and air battles, British troops landed on the islands on May 21. By June 14, the Argentinian occupiers were forced to surrender. After only 74 days of conflict, the Falkland Islands were returned to British control, and on June 20, the British declared a formal end to military activity. All in all, 255 British and 649 Argentinian military personnel were killed. In addition, 3 Falkland Islanders died.

HMS Antelope Explodes
Fotograf: Martin Cleaver

The attack came as a massive surprise to the United Kingdom and to British Prime Minister Margaret Thatcher. British officials had as early as 1976 predicted that the Argentinians might invade the islands, but in 1982 the attention of London was elsewhere. In fact, before the war few people in Britain even knew where the Falklands were located. Even former Defense Secretary John Nott admitted that he had to consult a globe in his office to find the exact geographical position of the islands. "I was a bit horrified to see how far away they were," he once said.[2]

In October 1982, only a few months after the war, Thatcher gave evidence to the Falkland Islands Review Committee and stated: " I never, never expected the Argentines to invade the Falklands head-on. I thought that it would be so absurd and ridiculous to invade the Falklands that I did not think it would happen."[3] There was, in fact, no contingency plan to retake the islands in case of an attack. Britain was not prepared for a war and the plan can best be described as ad-hoc. Thatcher did indeed take a great chance when dispatching the task force for retaking the Falklands.

For Thatcher, the victory on the Falklands was more than a military victory, it also secured her victory in the parliamentary election that followed. Her political career was on the line, and she would most likely not have had a chance to win the next election if she had not managed to recover the islands. As it turned out, Margaret Thatcher – the Iron Lady – won a solid election victory in 1983, much due to the successful military actions on the Falkland Islands.

Watch this video for an overview of the war.

The Falkland Islands Dispute / fagstoff

http://ndla.no/en/node/118688

30 Years After the Conflict....

In 1990, diplomatic relations between the UK and Argentina resumed, but differences remained. Three decades after the Falklands War, tensions between the UK and Argentina have again resurfaced, and Argentina has become increasingly aggressive in its remarks about the islands. President Cristina Fernandez de Kirchner has repeatedly asked for discussions around ownership of the islands, but her demands have not been met. In 2010, a British company started searching for oil off the Falkland Islands, resulting in accusations against Britain for stealing Argentinian resources. The prospects of an oil boom is reviving the tension, and has strained the relationship between the two countries even further.

In January 2013, President Kirchner sent an open letter to Prime Minister Cameron which was published in several British newspapers, accusing the British government of "colonialism". [4] The letter sparked immediate reactions from Prime Minister Cameron, who made it very clear that he was not willing to peacefully hand back the Falklands to Argentina. He also stated that he would do everything he could to protect the islanders' desire to remain British. The future of the Falkland Islands should be determined by the Falkland Islanders themselves, and not by Argentina or Britain. Dr Barry Elsby, Member of the Legislative Assembly of the Falkland Islands, also responded to the letter stating that "We are not a colony. Our relationship with the United Kingdom is by choice".[5]

Britain-Argentina/Falklands

Fotograf: Marcos Brindicci

On March 11, 2013, this choice was made clear for the world to see as the Falklanders went to the polls giving their opinion on the matter in a referendum. This was to demonstrate that the locals remain solidly in support of British ties and to fend off aggressive Argentinian claims over the islands. They were asked to vote yes or no to the question: "Do you wish the Falkland Islands to retain their current political status as an Overseas Territory of the United Kingdom?" The referendum had a 92% turnout and the result was an overwhelming 99,8 % in favor of remaining British. Only 0,2% - 3 people - voted against British sovereignty.

Argentina, describing the voters as "implanted people", has responded by rejecting the referendum out of hand, claiming that it does not comply with international law. It has, according to Argentinian officials, "no value" and does not change the Argentinian position on this matter. Cameron responded, not surprisingly, in a far more positive way, stating that "the Falkland Islands may be thousands of miles away but they are British through and through and that is how they want to stay."[6] However, according to Argentina, the question is about whether the territory is Argentine or British, not the people themselves.

With the discovery of potential oil reserves and the increasingly aggressive arguments between Britain and Argentina, speculation about a new armed conflict between the two countries has surfaced. In the eventuality of a new conflict, Britain will not be caught off-guard like they were in 1982, and a contingency plan is today in place. British officials have stated that in their opinion there is no credible military threat to the islands from the Argentine Navy or Air Force. However, they also add that "If there is a threat preparations would be made very quickly. We are confident that the Argentinians could not land even a fishing boat on the islands. But it's important to show we are serious about our obligations."[7]

Tasks and Activities

The Falkland Islands Dispute – Tasks

Role Play: The Falkland Islands Dispute

References

1 UK Treaties

2 Britain pledges to defend distant cousins on Falkland Islands

3 Falklands invasion 'surprised' Thatcher

4 Cristina Fernández de Kirchner's letter to David Cameron

5 Falklands row: Cameron vows to defend Islanders

6 Britain pledges to defend distant cousins on Falkland Islands

7 Flashpoint Falklands

The Queen's English and Anyone's English

Forfatter: Åse Elin Langeland
The Queen's English and Anyone's English (83684)

How do you understand the concept "A Global Language"?
Why is English called a Global Language?

Global English

"**A language becomes a global language because of the power of the people who speak it.**" According to David Crystal, why has English become a global language. Do you agree?

The Queen's English and Anyone's English / fagstoff

http://ndla.no/en/node/83684

Which English?

David Crystal argues that it is important that students are exposed to varieties of English. Do you agree with him? Why/Why not?

The Queen's English and Anyone's English / fagstoff

http://ndla.no/en/node/83684

Should English Be Taught as a Global Language?

David Crystal explains why he encourages teaching a variety of English - Global English, or International English if you like. Explain how this may relate to the course you are taking in International English. Why does he divide language learning into "production" and comprehension? Do you share his views? Why/Why not?

The Queen's English and Anyone's English / fagstoff

http://ndla.no/en/node/83684

21 Accents

Amy Walker is telling you her name, her age and where she is from in 21 different accents. Her exaggeration makes it easier to decide where she is supposed to be from. Decide on five different accents and explain what is typical of them.

Little Bee/The Other Hand

Listen to an excerpt from the first chapter of the novel *Little Bee/The Other Hand* by Chris Cleave. Little Bee arrived Essex from Nigeria and she has spent two years in an immigration detention center. Here she has learned English from books and newspapers. She explains why it is so important that she learns the Queen's English. Explain her arguments. What is your opinion?

The Queen's English and Anyone's English / fagstoff

http://ndla.no/en/node/83684

If you want to read the complete first chapter, it is available here The Other Hand

Further Reading

1. Global English
2. Languages, Dialects, Pidgins and Creoles

David Beckham - a Football Legend

Forfatter: Morten Serkland
David Beckham - a Football Legend (131452)

Ever heard the phrase: Bend It Like Beckham? What does it refer to? What made David Beckham a football legend?

Class Quiz

1. Where and when was David Beckham born?
2. How old was he when he started playing for Manchester United?
3. How many times has he won the Premier League title?
4. Which Spanish team did he play for?
5. When did he marry Victoria Adams?
6. Which American team did he play for?
7. How many years was he the captain for England's National Team?
8. What kind of scandals has he been involved in?
9. When did he retire as a football player?
10. What is his present job?
11. What UN organization is he a Good Will Ambassador for?

1. In London in 1975
2. 17 years old
3. 6 times
4. Real Madrid
5. 1999
6. Los Angeles Galaxy
7. 6 years
8. Infidelity
9. 2013
10. Fashion, charity
11. UNICEF

David Beckham and Sir Alex Ferguson

Discuss

1. We have legendary football players like Pelé, Maradona and Ronaldo, but David Beckham is in a league of his own. Why is that?
2. Some maintain that Beckham's accomplishments off pitch are just as important as his football career. What is referred to, and what is your opinion?
3. As an explanation of Beckham's fame, it might be said that he has done everything "right" in his career, and has always been the center of attention wherever he is. In your opinion, what has he done right, and what could he have done differently?
4. Is David Beckham a good role model for young people, or is he just a superficial icon?

Bend It Like Beckham

To a great extent the story of David Beckham is a rags to riches story. As a poor London boy he was not predestined for fame and success. In this respect he might be a source of inspiration for many unprivileged young kids around the world. In this film clip you'll meet a young British girl of Indian descent who has David as her great idol. Watch the clip.

David Beckham - a Football Legend / fagstoff

http://ndla.no/en/node/131452

1. What kind of obstacles does the protagonist in the film, Jessminder, have to fight?
2. Why are role models such as David Beckham vital for Jessminder and other less fortunate children?

David Beckham as a UNICEF Ambassador

Interview and Speech

In connection with his charity work, David Beckham stated:

> *I want to see children be involved in sports, not just playing sports, but it could be coaching or helping out in different ways.*

- Do some research on David Beckham's charity work and make an interview with him where you focus on his commitment and achievements.
- You have been asked to join the UN Youth Assembly Young UN Ambassadors and you are going to give a speech (duration: 5 minutes) where you focus on sports as a source of inspiration and hope for unprivileged young people.

Additional Work

Watch the film, *Bend It Like Beckham,* and try out the tasks related to the movie Bend It Like Beckham

US Political System

British and American Politics - A Comparison

Forfatter: Jan Erik Mustad, Åse Elin Langeland
British and American Politics (89062)

There are both similarities and differences between the American (USA) and British political systems. A major difference is that the American system was designed for "the New World" and the thirteen independent states that appeared after the American Revolution in 1776 while the British system had evolved over centuries, earning the nickname – “The Mother of Parliaments”. Prior to independence, America was a British colony and one of the ideas of breaking free from old European ties, was to create a political system that distanced itself from models in “the Old World”.

adapt, evolve, alternate, amendments, confine, consist, judicial, executive, legislative, constitute, convention, emerge, flexible, indicate, integrate, prior, remove, similarity, unconstitutional, appoint, approve, inherit.

Monarchy vs. Federalism

House of Lords
Fotograf: Richard Pohle

As Britain was, and still is, a constitutional monarchy, America made a system that based itself on federalism, equally distributing power between the original 13 states. A written constitution formed the glue between the three branches of power – the legislative, the judicial and the executive (see below). In Britain, there is in fact no written constitution, even though there is a constitution, consisting of several sources and not only **one** like in the USA. The American Constitution is flexible as it has Amendments added to it, making it possible to change as time goes by. The first ten Amendments constitute what is called the Bill of Rights, and the American Constitution is one of the oldest written constitutions still in use. In Britain, one of the strongest components in the constitution is convention, defining British law now as they have done before. (Convention is what we in Norway refer to as "sedvane")

USA Power Sharing 1 / flashnode
http://ndla.no/en/node/21263

Two Dominant Political Parties

Two political parties dominate in government on both sides of the Atlantic, but especially in America. The American president comes from the Democratic or the Republican Party, while in Britain, which has a multi-party system, the Labour Party and the Conservative Party are the only parties which have formed the government for the last 90 years. However, the 2010 Election produced what is called a hung Parliament where no single party was in majority, and the largest party, the Conservatives, had to form a coalition alliance with the third largest party, the Liberal Democrats.

There is another similarity with regard to the legislative branch of government, i.e. Congress in America and Parliament in Britain. They are both bi-cameral (meaning that they have two chambers), consisting of the House of Representatives and the Senate in the USA and the House of Commons and the House of Lords in Britain. While both chambers are elected in America, it is only the House of Commons that is elected in Britain. Members of the House of Lords (called peers) are appointed to serve for their lifetime, because they possess certain personal qualities that are useful in the work going on in the Lords. Until quite recently (1998), sons of peers could inherit their father's seat in Parliament without any election process or any other evaluation of suitability.

The Donkey and the Elephant – Party Symbols of the Democrats and the Republicans
Fotograf: JACQUELINE ROGGENBRODT

Separation of Powers

Due to their past experience from "the Old World" with greedy and abusive kings and nobility, the Founding Fathers made sure that the American Constitution provided for a separation of powers between the three branches of government. Checks and Balances is a system that prevents one branch from becoming too powerful, and in principle, it protects the minority from the majority. Moreover, the system regulates the branches and one branch can limit the power of another. An illustrating example is when America wants to go to war against other countries. The President (Chief Executive) is the Commander in Chief of the US Armed Forces, but he cannot go to war without the approval of Congress (the legislative branch). This dual process came about in order, among other things, to avoid hasty and personal (presidential) decisions without taking the whole nation's interests into consideration.

USA Power Sharing 3 / flashnode
http://ndla.no/en/node/21265

Two Chambers

State of the Union

Fotograf: Jim Young

Separation of powers is also to be found in Britain, but in a weaker form. This is often referred to as Fusion of Powers. Here the three branches are more intermingled and integrated into each other. The Prime Minister (PM) sits in the House of Commons i.e. the Chief Executive is a member of the legislative branch. Until 2009, the highest court of appeal in Britain was the House of Lords, meaning that the final arbiters of judicial disputes were Law Lords (peers) in the unelected Upper House. In 2009, the Law Lords were removed from the Lords and put into a new Supreme Court, somewhat separating the judicial and legislative branches. While the Supreme Court in America can declare a new law as unconstitutional (going against the intentions of the Constitution) the British Supreme Court's role is confined to judicial reviews.

Government

Due to the ways the two systems of government are designed, the American President has more limitations to his power than is the case of the British PM. A Democratic president might have a Republican majority in Congress making it difficult for the President to get his policies through. In such a situation, Congress can vote down every suggestion from the President. In Britain there is no systematic limitation on the PM's power, but the political room for manoeuvre depends on his party's majority in the House of Commons. The larger the majority, the more policies the PM and the government can get through, without any branch or other institution interfering. PMs with a strong majority can therefore make huge changes to British society in the course of the years his/her party is in power. In Britain, there is no limit as to how many times a PM can be re-elected while in America a president can serve for the maximum of two periods (8 years).

Division of Power

The President and the Prime Minister

Being elected president is a long and costly affair. Presidential candidates are nominated at the two parties' national conventions and the different nominees fight it out in the presidential primaries to see who is going to represent the two parties in the actual presidential election. As opposed to America, the British PM is normally the leader of the political party he/she represents. The PM is called "first among equals", indicating that the PM needs to be elected to the House of Commons in general elections just like his/her fellow Members of Parliament (MPs). In other words, a PM needs to be an MP too.

"The Special Relationship"

The relationship between Britain and America is often referred to as "The Special Relationship", indicating long historical relations dating back to pre-US independence times. Many people from the British Isles emigrated to America, and the cultural, social, religious and political exchanges have been many over the centuries. After World War II, the nature of the relationship changed as a result of the new world order emerging after the war. Britain, that used to be the senior partner, was overtaken by America's new global position and had to adapt to being America's junior brother. This was much to the dismay of the imperial power, Britain, that used to rule the waves of the world. At the beginning of the 21st century, Britain has come to terms with the nature of the relationship and often operates as America's most important ally. Anglo-American relations are also important for Europe and the EU, as Britain seeks to keep one leg in America and one in Europe.

The House of Commons
Fotograf: AP

Tasks and Activities

- *The article above contains information on a core subject in your curriculum this year; British and American political systems . To memorise the information and to make notes that might prove useful for the written exam (keep in mind that you are entitled to use your notes and books for the exam), it might be a good idea to work with this text in the following way:*

1. Read through the text once. Then make a table with two columns one for the USA and one for the UK and seven rows one for each of the headings in the text above (Monarchy vs. Federalism and so forth). Start by filling out the points you remember from each paragraph. Try to single out differences and similarities. Then work with a partner and exchange information. When done, make groups where you gather all your points together. Eventually the class can make ONE document that you can store in your archive.
2. Work in pairs or in groups.
    1. Look up the origin of the world "parliament" or "parlament" hereParliament on Wikipedia. What is the original meaning of the word? Then explain the term "The Mother of Parliaments".
    2. What is meant by "Checks and Balances"? Why did the Founding Fathers introduce this system?
    3. Describe the functions of the House of Lords. Why has the Upper House been the subject of political debates recently?
    4. Discuss the American President's position within the American political framework. What are the limitations to his power? And what sort of duties does he have?
    5. Compare and contrast the powers of the British Prime Minister and the American President.

Useful Resources

UK

A Short Guide to the British Political System

UK Parliament and Government: An Overview (video)

About Parliament

US

A Short Guide to the American Political System

Checks and Balances

Forfatter: Engelsk for videregående (Vega), Christine Varadian Johnsen
Checks and Balances (6410)

Pre-reading: Discuss the following in small groups.

- What do you think it means to balance power?
- Is the President the most powerful man in the US?

You can find and easy version of the text here: Checks and Balances – Text in Brief

USA Checks and Balances / audio
http://ndla.no/en/node/48631

The US government is divided into three branches: The Executive (The President), The Legislative (Congress) and The Judicial (The Supreme Court). Each branch has its own specific duties. The division of power is part of what is called the system of "checks and balances" which was established to prevent any one single branch from doing anything without the approval or check of at least one of the other two. In this way balance is obtained. This system provides citizens with a comfort that actions and decisions, even as drastic as declaring war, will be discussed, debated and properly approved by the elected officials.

The following video clip (12:05), produced by the US Government, focuses on the history and founding of the US nation. It presents the important rights and responsibilities of US citizenship.

A Promise of Freedom (12:05) / video
http://ndla.no/en/node/15178

"Checks and Balances"

To understand the division of powers between the executive, legislative and judicial branches of government, one must also be familiar with the term "checks and balances". Decisions are not so easily made, and certainly not made by one person, not even the President. This is for a reason.

The three branches, forming a triangular shape, connect with one another, yet have their separate corners. They each have a main role/duties specific to their branch.

- The Executive Branch: The President carries out the laws, and he also proposes and lobbies for new legislation in Congress.
- The Legislative Branch: It is up to Congress to make and pass the laws.
- The Judicial Branch: When a law has been passed, the Supreme Court examines it to control that no part of it is unconstitutional.

No single branch of government can do anything without receiving the approval, or check, of at least one of the other two. In this way balance is obtained. Here are some examples:

- The courts can declare actions of the President, or his/her subordinates, unconstitutional.
- Congress can also check the federal courts. It has the power to remove a judge from office.
- If Congress passes a law that the President does not approve, he/she can block or veto it. However, Congress can override his/her veto, providing that two-thirds of both houses vote against the President.

- The President has executive privilege to withhold information from Congress, and Congress can mount an investigation to obtain information from the President.
- Congress can check the President by removing him/her from office.
- If a war is to be declared, Congress needs to approve. But in an emergency, the President can “press the button”. This is one of the President’s emergency powers.

The system of checks and balances provides citizens with a comfort that actions and decisions, even as drastic as declaring war, will be discussed, debated and properly approved by the elected officials that they have put their faith in.

USA Power Sharing 1 / flashnode
http://ndla.no/en/node/21263

USA Power Sharing 2 / flashnode
http://ndla.no/en/node/21264

USA Power Sharing 3 / flashnode
http://ndla.no/en/node/21265

Tasks and Activities

Comprehension

Study the 3 diagrams above and then try the inteactive tasks in the link collection.

Discussion

What reasons would the Founding Fathers of the Constitution have had in creating three branches of government?

Writing

Write one paragraph in which you explain the term "checks and balances." Include its purpose and provide one example.

Presidential Elections

Forfatter: Eli Huseby, Karin Dwyer Løken, Åse Elin Langeland
Presidential Elections (93540)

Every four years, the eyes of the world turn to the United States, when Americans elect their president. Why does the American election attract more attention than any other presidential election? Is it because what happens in the USA has an impact on the entire world? Or, might it be that the American elections at times can look more like entertainment than politics? What do YOU think? What do you remember from the last presidential election?

The attain, convention, core, impact, primary, proportional, elector, enterprise, resident, caucus, inauguration,pledge, poll,electoral college

Unlike Norway, the United States has a two-party electoral system, the two dominant parties being the Democrats and the Republicans. Because there are just two obvious options, the two parties generally have to reflect broader voter interests and goals than the political parties in Norway. If you have an idea of the main policies that separate the two parties, it is easier to comprehend what values are at stake whenever the Americans elect a new president. While the Republicans have a firm belief in private enterprise, the Democrats tend to grant more power to federal and state authorities.

The Democrats choice of the donkey as their party symbol, in contrast to the Republicans' elephant, sends a lot of signals regarding core values. What ideas come to mind when you think of a donkey and an elephant?

Watch the brief clip, where Obama in his last State of the Union address before the 2012 election, kick-starts his campaign to defeat the Republicans. What does Obama say about the tax system? How does this challenge the views of the Republicans?

You need to have the Adobe Flash Player to view this content.
Please click here to continue.

Electoral Process

Watch the video below to get a better understanding of the U.S. electoral process. The video follows the chronological steps from voting to election day, focusing on each state's role, including comparisons of popular vote vs. state votes, the impact of state population on the number of electors, how electors are counted and what is required for a president to be elected.

Presidential Elections / fagstoff

http://ndla.no/en/node/93540

What strikes you as the main difference between the Norwegian and the American election system?

Who Can Run for President?

The President is elected every four years. He must be at least 35 years old and a natural-born citizen of the United States. While he may have lived abroad, he must have been a resident of the USA for at least the last 14 years. The President may run for re-election only once.

Democratic Donkey and Republican Elephant

Kunstner: DonkeyHotey

Who Can Vote?

Any US citizen who is at least 18 years old and who meets the resident requirements of their state can vote. It is worth noting that citizens of the American territories can also influence the presidential election since voters in Puerto Rico, the Virgin Islands, Guam and American Samoa are allowed to vote in the primary elections.

The Election Procedure

The Election Procedure can be divided into different stages.

- January of election year: the primaries and caucuses
- Summer of election year: the national party conventions
- Fall: the election campaigns
- Tuesday after the first Monday in November: Election Day
- December: The Electoral College elects the President
- January 20 the following year: Inauguration Day, the new President takes office.

Primaries and Caucuses

In January of election year, the parties of each state hold either primary elections or caucuses where they select delegates to send to their party's national convention which is held in the summer. These delegates will vote for who should be their party's presidential candidate.

Most states hold primary elections. In open primaries, anyone who is a registered voter can vote in any party primary, no matter which party they belong to; but they can only vote in one of the primaries. In closed primaries, voters can only vote in the primary of the party to which they belong. In both cases, voters use secret ballots.

Iowa Caucus Rally
Fotograf: Rick Wilking

Some states, however, hold caucuses, which are similar to primaries in that they have the same purpose: to select delegates to the national conventions. Here, however, the voting is done publically: voters divide themselves physically into groups according to who they want to be their presidential candidate. Speeches are given in support of the different candidates, and some voters change groups in the course of the caucus. At the end, voters in each candidate's group are counted.

Most delegates for both parties are pledged to vote for a particular candidate; but some delegates are free to vote for whom they please.

Since 1972, Iowa has been the first state to vote for their presidential candidate.

The National Party Conventions

The National Party Conventions mark the conclusion of the parties' nomination process and the beginning of the race for the presidency. Although it has, by this time, become clear who will be the two presidential candidates, this is where the party formally announces their presidential ticket – who they want for president and vice-president (often referred to as running mate). It is also where they make known the party's platform.

Democratic National Convention

Today's conventions function mainly as pep-rallies for those who attend them and as party advertisements for those who view them on TV; thus the semblance of an entertainment event. All political debates and the important speeches are televised on prime-time TV, the most important one being the presidential candidates' pre-written

acceptance speeches.

The Election Campaign

When the presidential candidates have been elected, the actual election campaign begins. The temperature in the election process increases by many degrees, and the fun starts. During the election campaign it is now important for each party's presidential candidate to gain the support of those who voted for the other candidates. One would think that they would automatically congregate around the winner, but this is not a matter of course. First of all, one effect of the two-party system is that some people will vote more for a candidate than for a party. Another effect is that both parties have to appeal to very many people, resulting in moderate policies. This makes it less dramatic to switch sides. Finally, the two-party system also tends to polarize issues. For instance, some people will vote for the party whose stance on a particular issue – like abortion, gay marriage or the health system – is most similar to their own. Therefore, time is spent on redefining the parties' platforms in order to attract as wide a spectrum of voters as possible.

The campaign slogan of Barack Obama
Fotograf: Peter Dejong

During the election campaign, the presidential candidates travel around the country, give speeches, talk to crowds and to groups of people and take part in televised debates. A lot of money is spent on expensive media campaigns.

Election Day

Finally, on the Tuesday after the first Monday in November, Election Day arrives. Voters gather at the polls to vote for the presidential ticket of their choice. However, the president is not chosen by direct popular vote. Voters are actually selecting "electors" who will formally elect the president and the vice-president on their behalf. In most cases, they will vote for the candidate that won the popular vote in their state. They are, however, not legally bound to do so.

The Electoral College

The number of electors in each state is the same as the number of senators and representatives they have in Congress: 535 in all, in addition to three electors who represent Washington D.C. These 538 electors form the Electoral College, and they meet in December to cast their ballots for president and vice-president. A candidate has to receive at least 270 electoral votes in order to win the presidency.

Signing of electoral votes
Fotograf: MARK FOLEY

The Electoral College is a "winner takes all" system: the candidate who leads the popular vote in each state receives all the electoral votes from that state. This means that a candidate who won millions of votes in a particular state on Election Day may receive no votes in the Electoral College. The result of the Electoral College vote usually reflects that of the popular vote, but not always. In the 2000 election, Al Gore won the popular vote, but did not win the presidency. George W. Bush won most of the electoral votes and became president.

Listen to this video lecture from Khan Academy to learn more about the Electoral College.

The Inauguration

The new President of the United States is sworn into office on January 20 at an official ceremony called the Presidential Inauguration. The main event of the inauguration is when the president-elect takes the oath-of-office and becomes the President of the United States: "I do solemnly swear that I will faithfully execute the office of the President of the United States, and will to the best of my ability, preserve, protect, and defend the Constitution of the United States." (The United States Constitution, Article 2, Section 1)

U.S. President Barack Obama - Inauguration Ceremony
Fotograf: Brian Snyder

When the newly elected president gives his first speech, the Inaugural Address, the entire world pays attention. Some of the most memorable addresses are rhetoric masterpieces.

You will find more information about the Presidential Election 2012 here.

Tasks and Activities

Comprehension

The American Presidential Election / h5p_content
http://ndla.no/en/node/95239

Vocabulary

US Politics - Vocabulary

Tasks

Presidential Elections - Tasks

Useful Resources

How the President Gets Elected
Caucuses and Primaries
How Political Conventions Work 1
How Political Conventions Work 2
How the Electoral College Works 1
Electoral College Voting

Political Parties

Forfatter: Karin Dwyer Løken
Political Parties in the US (114384)

Political parties are considered an intrinsic part of any democracy, serving four main functions: They nominate candidates for public office. They work to educate and involve as many people as possible in the political process. The party that wins the election runs the government as long as they are in office and the opposition monitors the party in power.

The American Constitution does not mention the establishment of political parties. Nevertheless, the first political parties came into being as early as the presidency of George Washington.

intrinsic, monitor, intention, rational, consensus, ratification, mere, viable, deviate, retain, ballot, procure, petition, spectrum, ensure, decrease, expenditure, reluctant, faction, laissez-faire, maintenance

The Founding Fathers

The Founding Fathers of the United States were opposed to political parties. They believed that politics should be discussed rationally with the intention of finding a solution that is for the common good of the people. The competitive nature of political parties - or “factions”, as they were called - would get in the way of the common good by competing with each other and setting voters up against each other.

George Washington: Inaugeration

Fotograf: The Granger Collection

However, it soon became clear that it was very difficult to arrive at a consensus regarding what the common good was. People simply had different ideas about what was best for the country; and in a democracy, everyone is entitled to give voice to their views. This is the essence of a true democracy. Thus, a mere decade after the ratification of the American Constitution, political parties had become a part of American political life.

The Two-Party System

A great number of third parties and independent candidates ran for the presidency in the 2012 election. However, the US has, in effect, a two-party system with only two viable competing parties: the Democrats and the Republicans. This is mainly due to the fact that each congressional district elects only one single candidate to represent them in Congress. In other words, only parties that can win more than 50% of the votes in their district have a chance at winning a seat in Congress. And the candidate that wins the most votes will be his/her district’s only representative in Congress.

Another factor that works for the two-party system is the fact that most Americans, and thereby also the two major parties, agree on the fundamental principles of running their country; for instance, that the US has, and should continue to have, a free-market economy based on capitalism, or that it is right to spend money on maintaining a strong national defense. Parties that deviate from these principles do not stand much of a chance.

Although the Democrats and the Republicans are bitter competitors for the power in the US, they both agree on one thing: it is best for them that the country retains the two-party system. Happy to dominate the political process, they have even worked together to pass legislation that makes it difficult – sometimes impossible - for minor parties to even be included on the ballot. The governing parties at both state and federal levels are either Democratic or Republican – and they make the rules. One of these rules is that in order for a party to qualify for federal funding of a campaign, they must have received at least five percent of the votes in the previous election. It is also a rule that while the Democratic and Republican Parties, because of their sheer size, automatically go on the voting ballot, third parties are required to procure thousands of signatures on petitions in order to be included on the ballot. Rules like these do not encourage a change in the two-party system.

So who are these two parties that have dominated American politics throughout most of the country's history?

The Democratic Party

Democratic Party Symbol

Fotograf: dbking

The Democratic Party was founded in 1824, though it has roots back to the Democratic-Republican Party in the 1700s. It was not called the Democratic Party until under President Andrew Jackson in 1928.

The Democratic Party is considered the more liberal of the two main parties, leaning to the left of the political spectrum. They believe in active government involvement in both the economy and in society in general. This will ensure the greatest good for the greatest number of citizens.

One of the main focuses of the Democrats is equal rights and opportunities for all citizens – men and women, regardless of religion, race or sexuality. They claim that abortion is legal and should continue to be so. They are also for gay rights, and are working towards allowing same-sex marriages.

It is important to the Democratic Party today to secure a strong middle class and decrease poverty. One way of achieving this is by introducing progressive taxes; in other words, taking more taxes from the wealthy to create public programs for the less fortunate, for instance, in health care, drug rehabilitation or poverty. Another way to secure a better income for more people is by setting a minimum wage that employers have to pay their employees.

To Europeans, the Democratic Party seems like the more peaceful of the two parties. Although they are for securing a strong military defense, they want to keep expenditure as low as possible. They are also the more reluctant of the two parties to use military force against other nations. At home, the Democratic Party has the biggest faction of people who favor stricter gun control laws as well as a great number of members who are against the death penalty.

The Democratic Party has the most diverse party composition of the two main parties. More than a third of the members are non-white. Ideologically, most members are liberal or moderate, while only a few are conservative. In the 2012 election, President Obama also received a great number of votes from women and young people.

The Republican Party

The Republican Party was founded in 1854. Their main focus at this time was to prevent the spread of slavery into the western territories. Abraham Lincoln was elected the first Republican president in 1860. The Republican Party is also called the GOP – the "Grand Old Party".

American Republican Symbol of the Elephant
Fotograf: Bettmann

Today, this is considered the conservative, "right-wing" party, attracting mostly non-Hispanic, white Americans. By far most of the Republican voters claim to have a conservative ideology. A great many Republican voters define themselves as deeply religious. In the 2008 election, about half of the Republicans were non-Hispanic whites who attended church at least once a week. And while the Democrats received many votes from women and young people in the last election, the Republicans attracted most of their votes from middle-aged and older men.

The Republicans want to keep the political power close to the people, with more power to state and local governments and less to the federal government. In fact, they are for as little government intervention in the economy as possible, making room for a completely capitalistic economic system, often called a "laissez-faire" system. They want as little government spending as possible, which is one reason why they are against a government-run health care system. The idea is that the less the government spends, the lower taxes people have to pay – which is another Republican goal .

One of the things the Republican Party believes the government should spend money on – if necessary, a lot of money – is the maintenance of a strong military. Domestically, they are against any form of gun control. They also support the death penalty, making the US one of the few western countries where it is practiced.

Republican conservatism is also apparent in their attitude to abortion, which most of them believe should be either illegal or, at least, very restricted. Neither do they support gay rights, being in strong opposition to same-sex marriages.

After having lost two consecutive presidential elections, many political analysts are predicting that the Republican Party will be gathering their think tank in order to plan a strategy to attract new groups of voters before the next presidential election.

Tasks and Activities

1. Look up John Stuart Mill and Jeremy Bentham and explain what is meant by “the common good”.
2. Look up some of the third parties and independents who ran for the presidency in the 2012 elections. Who were they, and what did they stand for? Pick out one of them and present it to the class. Useful websites: US Political Parties 2012 and 15 Third-Party Presidential Candidates
3. Look up history of the Democrats and the Republicans and explain how and why they were founded. Useful websites: Two Parties Emerge (US History), The Origins of the Republican Party (US History), The Republican Party (Britannica), The Democratic Party (Britannica)
4. Explain the symbols, the donkey and the elephant, of the two parties.
5. Compare the American two-party system with Norway’s system of proportional representation. Which do you think is the fairer system? Why? Which do you think is the more efficient? Why?
6. Arrange a class debate where you divide the class into two groups. One group will represent the Democratic Party while the other group will belong to the Republican Party. Decide on some issues that you will discuss, e.g. Health, Economy, Immigration, Gun Control, Gay Marriage, Abortion. See Democrat vs Republican for suggestions.

Further Reading

The Rise of the Republican Party

Useful Sources

The Democrats

The Republicans

Democrat vs Republican

The Rise of the Republican Party

Forfatter: Alf Tomas Tønnessen
The Rise of the Republican Party (96326)

This article uses the presidential election results of 1944 and 2004 as frames to explain the rise of the Republican Party and conservatism in American political history from the mid-1940s to the mid-2000s. The shift has been from liberal, almost social-democratic politics in the 1930s to conservative, free market ideas around 2000.

In 1944 Franklin D. Roosevelt from the Democratic Party, won his fourth straight victory with strong support from all the southern states. The states in the South had backed FDR all four times. By contrast, in 2004, the Republican Party won the South. A victory in the South was important for the Republicans because of a major population increase in this region. This has given the Republicans many extra votes in the electoral college.

There are 538 votes in the electoral college. This number is based on the 100 seats in the Senate, 435 seats in the House of Representatives, and three votes representing the District of Columbia, which is a federal area and not a state. A presidential candidate needs a majority of the electoral votes to win. Each state has the same number of electoral votes as its number of senators and congressmen combined.

Electoral College 1944
Opphavsmann: Wikipedia

There is a federal census every decade (1990, 2000, 2010 etc) that counts the number of people in the U.S. and where they live. After each census there is a redistribution of seats in the House of Representatives based on population changes. This redistribution directly affects the number of electoral votes each state receives. Florida and Texas are among the big states in the South that have gained many congressional seats and electoral votes since 1944, whereas the states of New York, Pennsylvania and Ohio have lost seats and votes correspondingly because relatively fewer people have moved there and many have left these states and moved to the South and Southwest instead.

Electoral College 2004
Opphavsmann: Wikipedia

Task: Try to find out how many people lived in Florida in 1944 and how many live there now. What about Texas?

There are several reasons why the Democrats lost the South and why the Republican Party and the conservative movement have changed American politics during the last six decades. Lets look at some of them.

Votes against the 1964 Civil Rights Act

African Americans had a very difficult time in the South between the end of Reconstruction (1877) and the 1960s. Many blacks had supported the Republicans because this was the party of Abraham Lincoln, the Civil War president who had freed the blacks. By contrast, the Democratic Party had strong support among the whites. However, in the 1960s, when Presidents Kennedy and Johnson started listening to Martin Luther King and wanted to give civil rights to blacks and end discrimination, many southern whites became angry and decided to support the Republican Party instead. In 1964, Barry Goldwater, a senator from Arizona, became the Republican presidential candidate. He voted against the Civil Rights Act, because he did not think the federal government in Washington had the right to force the states to do what Washington said. Goldwater became popular in the South because of this, even though he lost the election which President Johnson won by a landslide. Johnson correctly predicted that the Democrats would lose the South for a long time because of their support of the Civil Rights Act.

African Americans Rallying for Civil Rights in 1960

Republicans Strong in the Sunbelt

Barry Goldwater represented a geographical shift of the Republican Party from the Northeast and the Midwest to the Sunbelt, a term that refers to the South and the Southwest. Republican Presidents Richard Nixon, Ronald Reagan, George H. W. Bush and George W. Bush have all represented the Sunbelt, where the Republican Party has become very strong and popular after World War II. This part of the United States is the most important area for the military and new high-tech industries. Here, the federal government has created many jobs at military camps and bases and people want to preserve these jobs. Old Testament religious values are particularly strong in the South, with the belief in «an eye for an eye», and this may also serve as an explanation why southerners to a greater extent than other Americans, emphasize the importance of a powerful defense to strike back if others attack first. Thus the Republican Party which favors a strong defense system is an attractive alternative to many people who live in the Sunbelt.

The Sunbelt States

Opphavsmann: Wikimedia

Democrats Divided by the Vietnam War

The Vietnam War is an important factor in the development of American political history. In 1968, Lyndon B. Johnson decided not to seek reelection, and the Democratic Party became divided between presidential candidates like Hubert Humphrey, who wanted to continue the war, and Eugene McCarthy, who wanted to end it. Support for the Democrats remained divided in the early 1970s between the working class and the middle class.

Student Anti-Vietnam Rally, 1968
Fotograf: Bettmann

However, many working class whites still supported the military and thought the war was important to prevent the spreading of communism, and therefore, they disagreed with the 1972 Democratic candidate, George McGovern, who was so strongly against the war. By contrast, a coalition of liberal, white professionals, blacks, and Hispanics, generally opposed the war and wanted to expand anti-poverty programs. McGovern was almost like a Social Democrat and further to the left than earlier Democratic presidents. He even supported the busing of school children to promote integration. He suffered defeat in the 1972 presidential election. Republican President Richard Nixon received the votes of those working-class whites who generally supported the Vietnam War. Nixon had been Eisenhower's vice-president for eight years in the 1950s and now promised peace with honor in Vietnam.

Nixon: "Law and Order"

Importantly, Nixon also wanted to restore law and order within the United States. Many adults in the U.S., the so called "Silent Majority," were tired of the 1960s racial riots, hippies, and anti-war protestors, and considered Nixon to be a strong politician who would advocate traditional American values of hard work and patriotism.

A main goal of the Republican Party was to attract working-class white voters, who had supported Franklin D. Roosevelt and Harry Truman, but who did not like a Social Democrat such as McGovern. Slogans such as "law and order" and "patriotism" could help Republicans mobilize new voters and build a new majority coalition (a diverse group of voters, including middle-class whites and working-class whites). Nixon won new white supporters in 1968 and 1972 who had previously supported the Democrats. He did so partly because he opposed busing and advocated tougher police measures against crime and violence.

Business Groups Support Reagan

Many American business leaders in the 1970s were afraid of competition from other nations. They disliked federal government control and wanted more independence. They called this deregulation and said it would make them more competitive. Industrial leaders were disappointed when the environmental protection agency was created in 1973 during the Nixon administration because environmental regulations can make it more difficult for businesses to grow. Business leaders wanted a new president who was more conservative, more positive towards the free market than Presidents Nixon, Ford, and Carter. Therefore, they supported Ronald Reagan in 1980. After he had won, Reagan famously claimed that "government is not the solution to our problems – government is the problem." This is what business leaders wanted to hear.

In many ways, the main story of American history during the last 40 years has been the mobilization of businesses to weaken labor unions and change the American people's perception of government. Chief Executive Officers of the largest companies in the United States started cooperating to strengthen businesses and weaken the labor unions. In order to compete with other nations, businesses had to keep wages low. New businesses were established in the Sunbelt where the labor unions had less influence and therefore workers did not have to be paid so much as in the North. Many of the industrial jobs in the northern states had been lost and the textile industry had moved to Asia, therefore, many people moved and hoped to find jobs in the Sunbelt instead, and in Florida, Texas or California, where many IT-companies had their main offices. This, in turn, would give the Sunbelt more power in presidential elections due to the increasing number of electoral votes. This would help the Republicans.

Christians Help Reagan and Bush (Father and Son)

Another factor that would help the Republicans was the rise of the Religious Right in the late 1970s. Many Christians were provoked when the Supreme Court gave women abortion rights in the 1973 Roe v. Wade decision. They felt that abortion was immoral and also that Hollywood values of sexual promiscuity and women's liberation were threats to traditional family values. Evangelicals fought the force of secularization (absence of God), which they considered to be linked to European socialism and Soviet communism. Christians believed that it was important to preserve American religious values. Republican candidate Ronald Reagan embraced this group in his 1980 presidential campaign. Since 1980, the Religious Right has been very important for the Republican Party in many elections. Opposition to gay marriage was an central issue that helped Bush win reelection in 2004.

Anti-abortion demonstrators

Fotograf: Kevin Lamarque

Republican Success

The Republican Party has remained strong partly because of cooperation between conservative business groups and religious groups. The coal and oil industries, led by Koch Industries, have been important supporters of the Tea Party movement, which played a significant role in the midterm elections of 2010, when the Democrats lost control of the House of Representatives.

During the last fifty years, the Republican Party has become stronger than it was when Franklin D. Roosevelt and Harry Truman were presidents. One reason is that the Republicans have taken over a majority of the electoral votes in the South from the Democrats. Important effects of Republican victories are lower taxes and deregulation of business. This is great for corporate America.

However, the gap between rich and poor has widened over the last thirty years. Recently, President Barack Obama accused the Republicans of believing in social Darwinism, meaning the survival of the fittest people in a world with less welfare. Social Darwinism is first and foremost associated with the period of the Gilded Age in the late 1800s when there was no federal safety net to help the poor and unfortunate. The Republican Party, led by vice-presidential candidate Paul Ryan, wants to reduce spending on the poor in order to try to balance the budget. Ryan also argues that it is important that Americans take more responsibility for their own lives. He is inspired by the ideas of the author Ayn Rand.

Tasks and Activities

The Rise of the Republican Party

Further Reading

Political Parties in the US

US Politics - Vocabulary

Forfatter: Knut Inge Skifjeld
US Politics - Vocabulary (84214)

Political Vocabulary

Test your vocabulary with the hangman activity. You can look at the table below for hints.

US Politics - Vocabulary Hangman / flashnode
http://ndla.no/en/node/84212

Writing

Use our dictionary in the link collection to look up the words/expressions you are unsure of in the table below. Use at least ten of these words/expressions in a paragraph on US politics. (To search for definitions WikiAnswers)

ambassador	general election	progress
blanket primary	government	public office
campaign	the Administration	regulations
candidate	impeachment	speech
caucus	inaugural address	suffrage
citizen	majority	summit
closed primary	minority	supporter
to contest election	national convention	the Electoral College
debate	open primary	the political process
delegate	opinion poll	to cast a vote
election	party in government	to defeat
electoral register	party leader	to nominate
electoral system	party member	to run
electorate	policy	to support someone
electors	politician	to vote
eligible	politics	turnout
embassy	presidential candidate	two-party system
federal	primary	voter

UK Political System

Devolution – How United Is the Kingdom?

Forfatter: Anne Scott Hagen
Devolution – How United Is the Kingdom? (90396)

What is a devolved parliament? Look up *devolve* in the dictionary and find out what this means with respect to the government of a country.

Devolving the powers of the central government is what the UK Parliament did in 1999; they transferred more legislative powers from London to the Welsh Assembly and even more to Scotland's Parliament. England has no devolved parliament.

sovereign, incorporated, set forth, inherited, abolish, legislative, agitate, referendum

History

The UK or, in full, the United Kingdom of Great Britain and Northern Ireland, consists of the four countries, England, Scotland, Wales and Northern Ireland with the centre of government in London. The UK became a unified sovereign state in 1707 as set forth in the Acts of Union. This Union was between the countries of England (including Wales) and Scotland and would now be administered from the Parliament of Great Britain based in London. In 1800, the Kingdom of Ireland was added and the United Kingdom of Great Britain and Ireland formed. After the establishment of the Irish Free State, the UK officially became the United Kingdom of Great Britain and Northern Ireland in 1927.

The Union Jack flag flies near Big Ben, the Houses of Parliament

Fotograf: Toby Melville

Wales

Wales was conquered by Edward I of England in
1282 though there were several uprisings against the English after this. Wales was fully incorporated into England in the reign of Henry VIII with the Laws in Wales Acts, 1535 and 1542. Wales now had representation in the English Parliament and English law was extended into Wales. There were, however, some areas of the law which were peculiar to Wales. Still the Welsh language now became secondary to English which was to be the official language; everyone in public office had to use it.

Scotland

Scotland and England had been united under the same king from 1603, when King James VI of Scotland inherited the English throne on the death of Queen Elizabeth I and became James I. The two countries maintained their own political, administrative and cultural institutions. After the Act of Union in 1707, which united the parliaments of the two countries, Scotland retained separate systems of law, church and education.

Ireland

Ireland was under English domination for centuries, but had its own parliament and legislative independence until 1800. This parliament was exclusively Protestant; Catholics were widely discriminated against. After campaigns and rebellions by the Irish to end British domination, the British acted to end Irish independence. With the support of the Protestant Irish Parliament, this was agreed in 1800, and the Irish Parliament abolished. Part of the agreement was Catholic Emancipation which was later blocked by the English king and only became law in 1829. Ireland continued to agitate for independence until the Irish Free State, later the Republic of Ireland, was eventually created in 1921, first as a British Dominion within the Commonwealth and since 1949 politically independent. The 6 northern counties remained within the United Kingdom. The Parliament of N. Ireland, which was created in 1921, was abolished after the start of the Troubles in the 1960s and a Northern Ireland Assembly formed in 1973. This has been suspended in periods throughout the latter part of the 20th and the beginning of the 21st century due to unrest. Today a devolved government is in power in N. Ireland. It cooperates both with the central UK government in London and with the Government of Ireland. Policing and justice powers are transferred to the Assembly.

Referendum

On 11 September 1997, the anniversary of the Battle of Stirling Bridge in 1297, where the Scots, led by William Wallace, won a victory over the English, a referendum was held in Scotland which resulted in an overwhelming majority vote to establish a devolved Scottish Parliament. Wales voted for a Welsh Assembly two weeks later. These changes came into effect in 1999.

After Devolution

Devolution has created a situation where MPs in the UK parliament, including the MPs who represent Scotland and Wales, can vote on matters which only affect England, while on similar matters in Scotland and Wales, England has no say. "Is this fair?" is the question asked by many Englishmen and Scots. A commission has been set up to look into this problem. What the result will be no one knows. Will England also get a devolved parliament and the UK parliament only deal with issues which affect the whole of the UK or will independence be the next step, signalling the end of the United Kingdom?

Tasks and Activities

Comprehension

1. Devolution - Comprehension / amendor_ios_task
   http://ndla.no/en/node/91359

2. According to the text, why did these countries become part of the United Kingdom?

- Scotland
- Wales
- Ireland
- N. Ireland

Discuss

1. Can you think of any other reasons apart from those mentioned here, that may have influenced the countries in their decision to become part of the Union? British History Timeline
2. What may have influenced the increased demand for devolution of the UK government's powers in the 1980s and 1990s? What was the situation in Britain at this time? British History Timeline
3. What are the pros and cons of devolution? Do you think devolution will be beneficial for the UK?
4. How do you see the United Kingdom by the middle of the 21st century?

Tasks

The Devolved Parliaments - Tasks

Parliament and Government in the UK

Forfatter: Anne Scott Hagen
Parliament and Government in the UK (96153)

In a parliamentary democracy, the government of the country is elected by the people (from the French, parler - to speak and the Greek, demo - people and kratia - rule of). The UK is a parliamentary democracy, which started with the Magna Carta in 1215.

This amusing presentation on British political history will give you an overview of the history of the British Parliament and politics.

Parliament and Government in the UK / fagstoff

http://ndla.no/en/node/96153

Here you can find more information about the Magna Carta, The Magna Carta.

The UK Parliament

Today, the seat of the UK government is the Houses of Parliament at Westminster in London, but many powers for regional government have been devolved to Wales, N. Ireland and especially Scotland (see The Devolved Parliaments - Tasks). The main units of the UK Parliament are the House of Commons, the House of Lords and the Monarch.

Watch the video below for a brief explaination of parliament and government in the UK.

Parliament and Government in the UK / fagstoff

http://ndla.no/en/node/96153

The House of Commons is the seat of the Members of Parliament (MPs), who are elected by the people. Each MP represents one area of the country called a constituency and most belong to a political party. The few who do not are called "independents". There were 650 seats in the House of Commons, but this is now being reduced to 600.

The House of Lords is under restructuring. At the moment, there are about 753 members. These are the Lords Spiritual (2 archbishops and 24 bishops) and the Lords Temporal (peers). Some of the peers are hereditary peers. These are fewer than before and they are no longer able to pass on their seat to their descendants. Life peers are appointed by the Queen on the advice of the Prime Minister. They are individuals who have in some way made an important contribution to society.

Since 2009, the UK has had a Supreme Court, which is the final court of appeal for all civil cases and for criminal cases in Wales, England and N. Ireland. Judicial authority has been transferred from the House of Lords to this new Supreme Court. It has twelve Justices.

The Monarch: What are the duties of the monarch with respect to the UK Parliament? Does she/he have any power? Go to The Monarch and Parliament and note down the duties and powers of the monarch.

The UK Government

The government is formed by the party which wins a general election and it is led by the Prime Minister and his Cabinet. The Cabinet consists of government ministers. Each minister is responsible for one area of government administration, such as the Foreign Secretary (Secretary of State for Foreign and Commonwealth Affairs), the Home Secretary (Secretary of State for the Home Department), the Chancellor of the Exchequer (finance), the Secretary of State for Health, Chief Whip (makes sure party members vote as the party desires), etc. Members of the ruling party who are not in the government are called backbenchers.
The political party/parties which do not form the government are called the Opposition. It has a parallel Shadow Cabinet, Shadow ministers and backbenchers.

The Work of Parliament

As shown in the video about parliament and government, the main work of the Parliament is to make laws and to discuss topical issues and how to spend our taxes.

Watch the videos about the process of making laws and answer the questions.

Parliament and Government in the UK / fagstoff

http://ndla.no/en/node/96153

1. Who proposes new laws?
2. Which pressure groups are shown in the video?
3. Which new laws are mentioned?

1. A political party, a single MP or someone outside Parliament with a sponsor.
2. Jamie Oliver, Greenpeace
3. In connection with terrorism, driving and mobile phones

Parliament and Government in the UK / fagstoff

http://ndla.no/en/node/96153

1. What is a bill?
2. What different types of bill are there?
3. What is a White Paper?
4. What are the stages a bill must go through to be approved?
5. What is Royal Assent?
6. After a law is approved by the Monarch, what is it called?

1. A written proposal for a new law
2. Public bills (government bills and private members bills) and private bills
3. The basis of a bill which is introduced into Parliament
4. First and second readings, vote, commitee, report, third reading in each House, then backwards and forwards between the Houses until both approve, and finally to the

monarch
5. Approval of the monarch
6. Act of Parliament

Elections

In a general election the people choose whom they would like to govern the country. A general election takes place every 5 years, in May, but Parliament can decide to have one earlier than this. The three largest political parties in the UK are the Conservative Party, the Labour Party and the Liberal Democrats. Before a general election, each party presents its policies and then the candidates from each party campaign across the country, each in his/her own constituency, where they do their best to persuade the people to vote for them and their party's policies.

Watch the videos about voting and then explain the terms.

Parliament and Government in the UK / fagstoff

http://ndla.no/en/node/96153

- electorate
- constituency
- MP
- dissolve parliament
- Conservatives
- Labour
- Liberal Democrats
- Green Party
- UK Independence Party
- election manifesto

Parliament and Government in the UK / fagstoff

http://ndla.no/en/node/96153

- polling station
- electoral register
- ballot paper
- ballot box
- Downing Street
- House of Commons
- Cabinet
- minister

For more information: UK Parliament - online resources

Vocabulary

Try the interactive tasks in the link collection.

Research

Find out about the present UK government. Work in pairs/groups and make a radio interview with either the present Prime Minister and/or the leader of the Opposition. You could include information about the last election, the composition of the government, the Opposition, political parties, the Cabinet, the most important ministers and some of the main issues and bills under discussion. You can record the interview using audacity.

Wikipedia and Home page of the UK Parliament are useful sources of information.

Politics - Vocabulary

Forfatter: Anne Scott Hagen, Knut Inge Skifjeld
UK Politics - Vocabulary (95055)

Test your vocabulary with the hangman activity. You can look at the table below for hints.

UK Politics - Hangman / flashnode
http://ndla.no/en/node/95057

Fill in the correct word

Use our dictionary in the link collection to look up the words/expressions you are unsure of in the table below. You can also search for definitions and explanations at these links: WikiAnswers, British Politics.

Now try to fill in the correct word in MyTask glossary.

MyTask - Click icon to open task!
Forfatter: Amendor

Writing

Use at least ten of these words/expressions in a paragraph on UK politics.

ballot paper	general election	Plaid Cymru
British Constitution	habeas corpus	political party
Cabinet	Home Secretary	polling booth
campaign	House of Commons	polling station
candidate	House of Lords	polls
Chancellor of the Exchequer	Houses of Parliament	Prime Minister
civil servant	hung parliament	proportional representation
committee	Labour Party	question time
Conservative Party	legislation	referendum
constituency	Liberal Democratic Party	Scottish National Party
debate	Lords Temporal	Sein Fein
devolution	Lords Spiritual	Speaker of the House
election	mandate	Supreme Court of the United Kingdom
electoral system	Member of Parliament	The Royal Prerogative
electorate	ministers	voter
first past the post	opinion poll	whip
Foreign Secretary	Opposition	

2 Society and Economy

Economy

A New World Order

Forfatter: Anne Scott Hagen, Drew Rodgers, Catharine Ruud
A New World Order (71100)

Centers of growth and power in the world have changed and shifted throughout the centuries. Rich and powerful empires have come and gone. Can you name any of them? Where do you think the world's power centers will be in 20 or 50 years time?

Make sure you understand these words before you read the text. Use the dictionary in the link collection to look up new words:

1. affected
2. benefits
3. constitutes
4. cooperation
5. distributed
6. emerge
7. establishing
8. estimated
9. financing
10. infrastructure
11. investments
12. investor
13. involves
14. major
15. shift
16. process
17. purchasing
18. region
19. research
20. resources
21. shifting

Changing Power Centers

A New World Order / audio
http://ndla.no/en/node/93688

Chinese flag with Pudong skyline, Shanghai in background

There is a major shift in the balance of power in the world. While the industrialized countries such as the United States and Europe are suffering from the recent financial crisis, countries in other parts of the world which were not as affected are gaining economic power.

The United States faces a national debt of over $14 trillion and the problems it involves in financing it. China, has about $3 trillion in capital reserves which it is using to buy up what it needs in terms of infrastructure and natural resources. It is estimated that by 2030 China will be the #1 economic power in the world. They are in the process of establishing relations around the world through their purchasing power and their investments. An example is Brazil, where China has replaced the United States as the leading investor.

Many people are concerned about this as China often plays by different rules than those which govern western companies. China is not concerned about human rights and the question of corruption to the same degree. China has also shown an arrogance in international forums by blocking agreements which they oppose, such as environmental treaties which limit the use of coal, their main source of energy.

Another sign of change is the economic growth in both African and Latin American countries. All this means that we are rapidly emerging into a multi-polar world where both economic and political power is being shared. The United States is losing its role as the only major super power. The question is, what will emerge as the new order? Will the power be evenly spread or will one region, such as Asia, or more specifically China, take over?

Economic Changes

The world is going through the greatest economic changes since the Industrial Revolution (The Industrial Revolution) A combination of technological developments such as the Internet and advancements in other forms of communication has brought countries closer together allowing cooperation across borders unheard of twenty years ago.

A good example is outsourcing. Products can be produced much quicker due to employees in many different countries cooperating 24/7 toward a final goal. While employees in one country are sleeping, employees in other countries, working on the same product, are at the office. The result is communicated to the main office thus reducing production time. In addition, costs are reduced by outsourcing production to low cost countries. This is good news for the owners, but bad news for the production employees in industrialized countries. (A Pew Research Center study showed that 25% of all jobs in the United States could be outsourced.) Many of the jobs which are outsourced are entry level office jobs or manufacturing jobs. This constitutes a problem for those who lose their jobs but do not have advanced degrees to qualify for the new jobs in the high-tech fields.

Outsourcing India

The Future

One thing is for certain, the balance of power is shifting from North America and Europe to the rest of the world. Thus, we are becoming a multi-polar world. The question is what will emerge as the new world order and how evenly will world power and economic benefits be distributed.

Tasks and Activities

Explain in English

- a multi-polar world
- the national debt
- purchasing infrastructure and natural resources
- a major shift in the balance of power

- capital reserves
- plays by different rules

- several different centers of, for example, power
- money that the country owes to some other country/countries
- buying into the services, facilities, mineral wealth, energy resources, etc. in a country
- a big change in how the power in the world is shared
- money which is available for use
- does something in a different way to that which you are used to; a way which you consider negative

Vocabulary Task

Write a paragraph about economy which includes at least 5 of the words in the vocabulary list in the introduction.

Discuss

This is a quotation from a Pew Research Center Survey Jan 9, 2007, A Portrait of "Generation Next" *How Young People View Their Lives, Futures and Politics.*

"They are more comfortable with globalization and new ways of doing work. They are the most likely of any age group to say that automation, the outsourcing of jobs, and the growing number of immigrants have helped and not hurt American workers."

Why do you think young people who have a whole working life ahead of them are more positive to outsourcing and other changes in working life?

Find Out

1. Watch this video excerpt, The Other Side of Outsourcing and find out:
    - what kind of job is outsourced
    - why it is popular to get this type of job.
    - what kind of employee do they look for?
2. Watch the movie trailer Outsourced - movie trailer
    - What is the plot of the movie?
    - Where does the main character come from?
    - What does he think of India at the start?
    - What are some of the problems he encounters?
    - What advice is he given? Is it good advice?

Consumerism

Forfatter: Anne Scott Hagen
Consumerism (132119)

Consumerism - what does it mean? Is it a positive or negative concept or can it be both? What drove the development of the consumer society and how has our society changed as a result of it?

Definition

Consumerism – how can we define it? If one consults a dictionary or encyclopedia there are two aspects of consumerism.

The first is consumerism meaning a social and economic state that encourages more and more buying of goods and services. It is often used negatively to refer to the overconsumption of goods or to purchasing more for the satisfaction of owning than from a need.

The second is a movement to look after the consumers' interests and work towards making sure that products and services are covered by regulations that guarantee the rights of the consumer.

The first definition is the one we are interested in here. What drives us to go shopping for more and more? Can we continue to consume at the rate we do today?

Shopping

Internet shopping - eBay

History

Consumerism - how and when did the urge for more material goods develop? There are various theories, but it is a fact that consumption grew at the end of the 17th century, at the time of the Industrial Revolution, which, as you have learned, first took place in Britain. Society was changing with the emergence of a middle class who had the means to attain more luxury items. Buying patterns changed as goods became more easily available, including exotic goods from the colonies. Keeping up with new fashion trends stimulated consumption, not only in clothing but also in ornamental goods. Mass production created more goods for sale and cheaper prices and therefore goods were available and affordable by a wider range of people in society.

After WWII

In the 20th century, the consumption of goods increased at a tremendous rate powered by politics, media and culture.
After WWII marketing experts planned to stimulate the US economy. There was a lot of money available from war income and new ways of spending it emerged: holidays, domestic equipment, cars and housing.
In the late 1940s and early 50s, new products appeared: TVs, transistor radios, polaroid cameras, freezers, new fabrics, plastic goods such as Tupperware (1948). And computer technology developed.

TV advertising fuelled the demand for goods. Advertisers convinced people to buy more and more goods and services and the economy boomed.

Here is a quote from a Victor Lebow, a US economist, in 1955.

Poster advertising the Plymouth Special de Luxe Sedan, 1950.

Advertisement for Motorola TV

American advert for Westinghouse refrigerators, 1954.

"Our enormously productive economy demands that we make consumption our way of life, that we convert the buying and use of goods into rituals, that we seek our spiritual satisfaction and our ego satisfaction in consumption. The measure of social status, of acceptance, of prestige, is now to be found in our consumptive patterns. [-----] The greater the pressures upon the individual to conform to safe and accepted social standards, the more does he tend to express his aspirations and his individuality in terms of what he wears, drives, eats- his home, his car, his pattern of food serving, his hobbies. [-----] We need things consumed, burned up, worn out, replaced and discarded at an ever-increasing pace." (Victor Lebow, 1955 Journal of Retailing)

Was Lebow advocating consumerism or being ironic about it?

The amount spent on household goods and services globally, passed $20 trillion in 2000, four times more than in 1960. (Worldwatch Institute)

Resources

More About Consumerism

- Consumerism Today
- Anti-Consumerism
- Consumerism - Tasks

Videos and Film

- The Story of Stuff - Introduction , Extraction , Production , Distribution
- The Story of Stuff - Consumption , Disposal
- Inequality for all (documentary film)

Economy

- The Fifties and the Sixties
- Multinational Corporations
- Global Marketing and Brand Building

Protest

- Occupy Wall Street
- Two Raging Grannies

Environment

- Climate Change and Global Warming
- James Lovelock on Climate Change
- Wasting Our Future?

Project

Consumerism - Project

Project: Consumerism

Forfatter: Anne Scott Hagen
Consumerism - Project (133844)

Consumerism is the social and economic system on which our western society is based i.e. the consumption of goods and services drives industry in our society.

Our ever-increasing consumption besides keeping the wheels of industry turning can have other less desirable effects, such as those that extraction of resources and pollution can have on the environment. The increasing gap we see today between the rich and the poor is another negative effect.

An Introduction to Project Work

Competence Aims

- drøfte spørsmål knyttet til sosiale og økonomiske forhold i noen engelskspråklige land
- drøfte aktuelle debattema i den engelskspråklige verden

Project

You are a member of a protest group. The group is going to stage a public protest against our society's shopping culture. Present your plans and ideas to the class.

Here are some links which may be useful:

Texts

Consumerism

Consumerism Today

Anti-Consumerism

Occupy Wall Street

Public Protest – Action and Reaction

Project Tools

An Introduction to Project Work

Verktøy til tekstproduksjon

Oral Presentation

Working with Projects - Oral Presentation Checklist / veiledning
http://ndla.no/en/node/72876

Oral Presentation / video
http://ndla.no/en/node/127979

Project: Multinational Corporations

Forfatter: Anne Scott Hagen
Multinational Corporations - Project (134267)

When you hear the word «corporation», what do you think of? Does it have positive or negative associations? Companies like McDonald's, Nike and Apple, for example, are a vital part of the global economy. There are many aspects to these multinational companies which can form the basis for an in-depth project on a topic from International English or Social Studies English.

An Introduction to Project Work

Competence Aims

Suggested competence aims from the programme for **International English**:

- presentere et større fordypningsarbeid med emne fra internasjonal engelsk eller et annet fag innen eget programområde og vurdere prosessen
- drøfte noen internasjonale og globale utfordringer

Suggested competence aims from the programme for **Social Studies English**:

presentere et større fordypningsarbeid med emne fra samfunnsfaglig engelsk og vurdere prosessen

drøfte spørsmål knyttet til sosiale og økonomiske forhold i noen engelskspråklige land

Depending on the approach you choose you will be able to include other competence aims.

Project

Before choosing an approach to the topic, study these three videos about corporations, and discuss and answer the questions which follow.

The Corporation Part 1 - What Is a Corporation?

Multinational Corporations - Project / oppgave

http://ndla.no/en/node/134267

Questions

1. Define a corporation
2. What did a corporation do?
3. Approximately when were the first corporations started?

4. What was a chartered corporation?
5. What was the role and purpose of a corporation?

The Corporation Part 2 - Advertising and Image

Multinational Corporations - Project / oppgave

http://ndla.no/en/node/134267

Questions

1. What does advertising aim to do for people generally?
2. What does advertising for a corporation tell us?
3. What is perception management?
4. What kind of image do corporations try to create for themselves?

The Corporation Part 3 - Multinationality and Power

Multinational Corporations - Project / oppgave

http://ndla.no/en/node/134267

Questions

1. What did President Roosevelt try to do with respect to corporations?
2. What reactions did this inspire?
3. Who was involved?
4. How have corporations developed today?
5. How has this affected the position of governments vs. corporations

Suggested Topics

Here are a few aspects of multinational corporations. Choose your approach to the subject and make an oral or written presentation:

- Development and power
- Monopoly
- Advertising and image
- Ethics - sweatshops, environment, corruption
- Consumerism

Suggested Resources

Texts

A New World Order

Multinational Corporations

Global Marketing and Brand Building

Consumerism

Poverty in the Midst of Riches

Video

The Story of Stuff - Introduction

Links

Center for Research on Multinational Corporations

Multinational Corporations - Wikipedia

Project Tools

Verktøy til tekstproduksjon

Oral Presentation / video
http://ndla.no/en/node/127979

(video)

Public Protest

Forfatter: Jan-Louis Nagel
Public Protest – Action and Reaction (92885)

These words and expressions appear in the text. Check that you know them all:

in the wake of, foreclosures, retiremnent, walk of life, assets, snappy, objection, evoke, detention, vague, facility, to urge

In the wake of the economic crisis in 2011, many people have questioned the leadership of politicians and financial institutions. The crisis has brought down the governments in Italy and Greece, and ordinary people have taken to the streets to protest. Their everyday situation with increasing unemployment, foreclosures, raised retirement age, and a poorer public service in general has made them speak out against their government and the uneven distribution of wealth.

Poverty and Wealth

Occupy Wall Street

The movement, *Occupy Wall Street,* started in September 2011 as a spontaneous initiative by activists who literally occupied Wall Street, the financial core of America. The protesters gathered in the parks on lower Manhattan to send a message to the authorities about what they saw as an unfair system. The idea caught on and soon spread to many major cities in the USA and also to Europe. There was a revolutionary spirit in the air; people from all walks of life united in this protest against the system that had turned the common man into a loser. The movement got massive media attention and was supported by both celebrities and trade unions who want a more extensive regulation of banks and financial institutions. They also called themselves *The 99 Percent Movement* indicating the unbalanced distribution of wealth in the USA, where one per cent of the population owns more than 40% of the country's total assets. The media tried to label the phenomenon as a left-wing response to *The Tea Party Movement*, but commentators claim that the movement will never represent any political influence because it is too badly organised and too spontaneous. They seem to have no unifying leadership and to outsiders they may look more like the hippie movement reborn, with singing, pamphlets, balloons and snappy slogans. Still, the movement represents a signal from the people, and should as such be paid attention to by those in power. The spread of wealth in America is a direct result of the country's liberal economic politics, so the work has to start in that arena rather than in the parks on lower Manhattan.

Abigail Garrett, 6, of Hamden, Connecticut holds a sign during an *Occupy Wall Street* protest.
Fotograf: JESSICA RINALDI

The Authorities Strike Back

The activists of the *Occupy Wall Street* movement were met brutally by the police, who used pepper spray, water cannons and mass arrests to control the protesters. Most people were shocked by the brutality, and even within the police force there were objections: “This is not why I joined the force” was the statement from an Afro-American US marine in Oakland. “If the cops want to fight they should go to Iraq or Afghanistan”. The police action was coordinated in all the biggest cities; it was obvious that the authorities wanted to stop this movement effectively before it turned into a revolution. Some senators even compared it to terrorism, a word that evokes strong associations in the American people, but it seemed a bit far-fetched to call these people terrorists. However, the Senators were serious. In December 2011, the Senate passed the National Defense Authorization Act, which opens for the detention of anyone, American citizen or not, who is defined by the government as a possible terrorist. The vague definition would in fact include many of the activists behind the *Occupy Wall Street* movement and similar protest organisations. The enforcement of the law is left in the hands of the military, which again opens for indefinite detention without trial on the grounds of suspected terrorism. This is the crucial issue – to give the military the power to investigate and interrogate, which is the same as granting it political power. The detention camps are already there, currently established for the deportation of migrant workers, but the facilities are easily turned into so-called “emergency environments”. As early as in 2006, the Homeland Security (the domestic security department in the USA) arranged for the establishment of multi-use facilities for the Immigration and Customs Enforcement, as part of the US-Mexican border control.

Occupy Wall Street
Fotograf: Rob Sheridan

Many Americans see the new National Defence Authorization Act as a threat to civil liberties in The USA. The American establishment, particularly the Republican wing, looks very anxiously on movements like *Occupy Wall Street* and is ready to take harsh action to abort them, even if it means defining them as terrorists. The American writer, Mark Twain, once said: “To a man with a hammer, everything looks like a nail.”

The liberal opposition now urges President Obama to veto the new act. However, after some revision of the act the White House has announced that the President’s advisors do not recommend a veto.

Tasks and Activities
Vocabulary

Public Protest, Vocabulary - Drag and Drop / amendor_ios_task
http://ndla.no/en/node/93358

Comprehension and Discussion

1. Do you think it is only fair that people have to share the cost when their leadership has brought their country into debt?
2. Would you have joined a movement like *Occupy Wall Street* ? Why / why not?
3. In what way does The National Defence Authorization Act imply a threat to constitutional American rights?
4. Explain the Mark Twain quote at the end of the article.
5. Do you think the article and the links listed as sources give an unbiased presentation of the issue? If not, search the net for further information that presents the issue from different angles. For example, how is the new act officially presented by the White House?

Suggested Reading

Social Media and Political Change

Useful Sources

Greatest Threat to Civil Liberties

The Loyal Opposition

Obama Drops Veto Threat

Youth Unemployment

Forfatter: Anne Scott Hagen, Hege Røyert
Youth Unemployment (115812)

How do you see your future?

What plans do you have for getting a job?

Do you recognize these words? Try matching the English and Norwegian words and phrases.

Bokmål	Nynorsk
MyTask - Click icon to open task!	MyTask - Click icon to open task!

You have probably seen news reports about unemployment in the countries which have been hardest hit by the economic crisis. Everyone is affected, and not only in these countries, and young people are affected most of all. Worldwide, young people are three times more likely to be unemployed.

Youth Unemployment / fagstoff

http://ndla.no/en/node/115812

In connection with the World Day of Social Justice, 20 February 2013, several young people are talking about social justice. Listen to what they say and then answer the questions below.

(*pass with flying colours = bestå med glans*)

1. What does social justice mean to them?
2. What does social justice mean to you?
3. What does the right to work have to do with social justice?

Little has changed in the levels of youth unemployment in recent years and little is expected to change up to 2017 according to the International Labour Organization (ILO). Over 75 million young people between 15 and 24 are unemployed and many are worried about the future.

Tasks and Activities

Youth Employment Crisis

Watch the video.

(*International Labour Office = Internasjonal arbeidskontor* International Labour Office)

1. Which countries do the 4 young people come from?
2. What are the feelings expressed by them?
3. Based on the youth unemployment information in the video, make 5 comprehension questions and ask another student to find the answers.

Youth Unemployment / fagstoff

http://ndla.no/en/node/115812

Youth Employment Outlook

1. Study the article from the ILO, Global Employment Outlook, and make your own glossary of important words usingmytask.no
2. Study the statistics on youth unemployment rates forecasts and find out:
    - Will unemployment decrease in any of the areas?
    - Which area will have the greatest increase?
    - Which area will have the second greatest increase?
    - Use the data in the table to make charts. Show the relationship between youth unemployment rates in the different countries in 2012 and in 2017, and the trend in youth unemployment rates from 2012 to 2017. Check about using statistics and charts here.
3. What does NEET stand for?
4. The article calls for: “Schemes using employment guarantees and an emphasis on training ..” What advantages are mentioned in connection with such schemes?

Discuss

1. What are some of the reasons for high youth unemployment?
2. Which problems are associated with youth unemployment?
3. What do you think it would be like to be unemployed?
4. Are you worried about the future?
5. What kind of challenges do young people face in the job market and the workplace?
6. What could be done internationally to alleviate the situation for unemployed young people?
7. What could young people do themselves to meet the challenges?

Photo Contest

The ILO Youth Employment Programme is organizing a photo contest, "Work4Youth" focusing on young people at work and the challenges they face. Click here and find out more about it.

Writing

1. Whether you get a job or not could depend on the job application and CV you send in; not just your formal qualifications, but also your additional skills and the way you formulate your application. What does it take for **you** to be the successful applicant? Write the "world's best job application".
2. Write a letter of recommendation to the prospective employer for one of your fellow students who has applied for a job.

Oral Group Work

Make a programme about the future with respect to jobs and opportunities for young people. It could be a radio programme, a debate programme or a roleplay sent "live" from a studio. Some points to consider might be:

- How do you see the future?
- What do you dream about?
- Will getting a job be a problem?
- Will the job situation affect your choice of further education?
- Will young people in Norway have to worry about unemployment?

Bill Gates - a Modern Day Renaissance Man

Forfatter: Morten Serkland
Bill Gates - a Modern Day Renaissance Man? (131531)

If you ask young people whom we *should* remember from our century, many would come up with Bill Gates. A confirmation of his significance is the fact that he is on display in Mme Tussauds in New York. Look at the picture of the model. What is it about this man that makes him one of the most influential of our time?

Questions

1. In many ways Bill Gates is the living image of the American Dream. How would you characterize hi
   Is he a pessimist or an optimist, do you think? Try to find five different words that describe him
   based on what you see.
2. Bill Gates is often referred to as a modern day Renaissance Man. What is implied in the concept Re
   Gates have in common with Leonardo da Vinci and Michelangelo?
3. What do you associate with Microsoft?

Microsoft Office logo

Biography

Leonardo da Vinci:The Human Body

Leonardo da Vinci

Microsoft

Steve Jobs

Steve Jobs' Graduation Speech to Students at Stanford University

Stay Hungry – Stay Foolish

The Great Gatsby

Bill Gates (1955 -)

Bill and Melinda Gates and UN Secretary-General Ban Ki-moon

For many years Bill Gates was ranked as the wealthiest man on earth. Born into an academic family in Seattle, his interest in computers started in his teens, when he was a student at Lakeside Preparatory School. He showed extraordinary talents, and was enrolled at Harvard University at the age of 18. He did not graduate, however, because he saw the unique opportunity to start his own computer company together with Paul Allen. The adventure was about to start, and in 1975 Micro-Soft was established. One year later the hyphen was dropped, and Microsoft appeared in its familiar form. After Microsoft he and his wife Melinda established a charitable fund - Bill & Melinda Gates Foundation. As their credo the couple has chosen:

We seek to unlock the possibility inside every individual. We see equal value in all lives. And so we are dedicated to improving the quality of life for individuals around the world. From the education of students in Chicago, to the health of a young mother in Nigeria, we are catalysts of human promise everywhere.

Tasks

Titles

Bill Gates has had many titles. Look up the following, and explain in your own words in English what they imply:

- Business magnate
- Investor
- Programmer
- Inventor
- Philanthropist
- CEO
- Chief software architect
- Technology advisor

Make a Survey

Make a survey at your school, using the following statements.The interviewee answers yes or no. Make a table showing the information you collect.

1. A man who has the nickname Bill often has the real name William.
2. Bill Gates was born and grew up in New York.
3. He went to a private preparatory school.
4. When he was 18 he was enrolled at Harvard.
5. He dropped out of Harvard.
6. Microsoft was first written with a hyphen.
7. Bill's wife is called Melinda.
8. Bill stepped down as Chairman of Microsoft in 2014.
9. Bill Gates has a private collection of original Leonardo da Vinci manuscripts.
10. The list naming the richest persons in the world is published in FORBES magazine.

The American Dream

1. Bill Gates is a passionate reader, and it is said that on the ceiling of his library he has a quote from*The Great Gatsby*. If you don't know this story, look up summaries and facts. Do you see any features Bill Gates and Jay Gatsby may have in common?
2. In 1987, Gates was listed as the world's youngest self-made billionaire. In this way he fulfills something that has been a part of the American Dream for centuries. Find two other examples of people who have succeeded in America, show how their contributions have made a change in society.
3. "People always fear change. People feared electricity when it was invented, didn't they? People feared coal, they feared gas-powered engines... There will always be ignorance, and ignorance leads to fear. But with time, people will come to accept their silicon masters". Discuss this quote by Bill Gates. How did the computer revolution create fear and uncertainty? How has this changed over the last 4 decades?

Bill & Melinda Gates Foundation

Study Bill & Melinda Gates Foundation's homepage here

1. How do they describe:
    - Who they are?
    - What they do?
    - How they work?
2. What is your overall impression? Do you think this foundation is able to make a difference? Why, or why not?
3. They also say something about what they do NOT fund. Mention some examples.
4. What might be their reasons for rejecting these groups/interests?

A Renaissance Man

The expression Renaissance Man originated in Italy in the 1400s which was a period of great cultural change and development and it signifies "a man that can do all things if he will". The Renaissance ideal was humanism, and humans replaced God in the center of the universe. Humans were seen as limitless when it came to their capacity for development, and it was considered an obligation to further these talents and gifts as fully as possible. Leonardo da Vinci is a notable example of a Renaissance Man from this period of time. Today we tend to use the term about men or women that have a few of these characteristics:

- a prodigy
- multi-talented
- proficient in many skills
- excel in many areas of life
- cultured and educated
- wide variety of interests
- humanist

To what extent do you think Bill Gates qualifies for the charaterization: A Modern Renaissance Man? Use the information in this article and what you can find on the web and comment on each individual quality listed above.

Bill Gates and Steve Jobs

Compare Bill Gates and Steve Jobs. What do they have in common, and what is different. You will find information about Steve Jobs in the frame to the right.

Cultural Diversity

Multiculturalism - A Challenge?

Forfatter: Carol Dwankowski, Jan Erik Mustad, Åse Elin Langeland
Multiculturalism - A Challenge? (91578)

pluralistic, anti-imperalistic, multi-ethnic, multi-faith, imminent, accommodating, scourge, approach, expulsion, complex, fuel, concept, contemporary, emerge, ethnic, integration, legislation, subsequent, visible, vulnerable, hemisphere, homogenous, bigotry

Movement of people has throughout history created pluralistic societies. Even though the term multiculturalism was coined in 1957 in Switzerland, it goes without saying that countries like Britain, America and other European countries had been multicultural for centuries. The 20th century changed the global power balance, and especially World War II created a new order where two new super powers emerged, at the expense of the European colonial powers like France, Germany, Spain, Portugal and Britain. Both America and the Soviet Union declared themselves as being anti-imperialistic and, in the Western World, America urged Britain to get rid of the Empire.

Multiculturalism

In the post-war years, the concept of multiculturalism took on a new phase as it was linked to the immigration to European nations, particularly those with a former colonial history. Multiculturalism is a complex issue and can be approached from many different angles. In contemporary debates, it has come to be seen as a collective term for societies that are multi-ethnic and multi-faith, containing several groups of people with different ancestry.

Multiculturalism and Immigration

Most scholars agree that multiculturalism is a result of past and present immigration. After World War II, the need for labour was pressing as a result of war damage in European countries. The economy was generally poor in most of Europe, but fared much better on the other side of the Atlantic where there had been little or no war action. Since the post-war period, war has been one of the major push factors for people emigrating to other countries. For example, during the 1970s (1975-1981) there was a massive outpouring of Vietnamese refugees and boat people from Southeast Asia due to the Vietnamese invasion of Cambodia and the defeat of the Communist Khmer Rouge regime. Refugees fled to France, the USA, Canada and Australia. Under the dictator Idi Amin in the 70s, Uganda went through a scourge of ethnic cleansing leading to the expulsion of Asians, mostly Indian born. Refugees fled to Britain, Canada and America. Moreover, in the 90s the Western World witnessed the break-up of Yugoslavia with the subsequent war on the Balkans that led to a mass departure of refugees.

Multiculturalism

In recent decades, those traditionally referred to as immigrants have rather been labelled asylum seekers and refugees as they often leave their home country due to famine, war or other natural disasters. Immigrants were frequently invited to or were able to settle in countries that did not have strict immigration controls.

Multiculturalism as Official Policy

Many countries have multiculturalism high up on the political agenda. Integration has played a vital role in policy making and politicians in several countries have passed race relations acts in an attempt to create equal opportunities for all, regardless of background. This is visible in education, in recruitment to public employment, in the media and other areas where there has been a political motivation to display diversity. On the other hand, it should be mentioned that there have been fierce political debates in some countries regarding, for instance, visible clothing like the hijab, the turban and the building of mosques, churches and temples. In France, the hijab debate provoked bitter resentment among ethnic minorities and white French, and in 2004 the French Parliament voted for forbidding the wearing of the hijab and other visible articles like Christian crosses and Jewish kippas.

Today's Global Challenges

It can be argued that multiculturalism and plurality has brought with it a number of challenges both on a global scale and in countries with high contingents of ethnic minorities. Some of the challenges lie in accommodating everybody and protecting vulnerable groups from racism, prejudices and discrimination and at the same time giving newcomers a fair treatment. With larger gaps between people on a global scale, there is a tendency that people from the southern hemisphere try their fortunes in the northern. That creates problems in Europe, America, certain countries in Asia, in Canada and Oceania.

Notably, this has led to a competition for jobs, the spread of ghettos, poverty, unemployment and race riots. In some areas in the richer Western nations, there is much talk of a new, poor underclass of both first and second-generation immigrants. In Britain for example, this competition has been visible and strongly felt in some inner city urban areas where many people in the traditional working classes have been out of work for generations. There the competition for status, rank and employment has resulted in direct confrontations between black and white Britons. In such areas, with a high unemployment rate, it is easy to recruit people to extremist organisations and in Luton, just north of London, there have in recent years been severe clashes between members of extreme Muslim organisations and members of the right wing fascist English Defence League.

Members of the English Defence League March in Luton

Fotograf: Paul Hackett

Trends

Trends in recent years seem to suggest a twofold approach to multicultural policies. On the one hand, there is an urge to maintain the specialities of the different ethnic groups' distinctiveness, while on the other hand, there seems to be an appeal for all groups in given societies to assimilate and embrace the country's traditions, values and national identity. Many Western countries seem relaxed about the notion of double identity; that there is no problem in keeping the identity from your home country and, at the same time, developing a sense of national identity in the country of habitat.

At the beginning of the 21st century, the multicultural debate took a new turn; from ethnic and visible differences to more concealed and hidden cultural and religious practices. Particularly after 9/11, multicultural diversity was in some countries seen as a threat, not only to Western values, but also to Western civilisation. There was much talk of the 'Clash of Civilisations', a term used in an article by Samuel P. Huntington from 1993, to describe a new phase of world politics. Terrorism, as it occurred in America in 2001, in Madrid in 2004 and London 2005, has fuelled a negative debate where the centre of attention is fundamentalism represented by the few and not the many. The subsequent debate about human rights, free speech and democracy has hampered clearer national policies on multiculturalism and the War on Terror and anti-terror legislation combined with the invasions of Iraq and Afghanistan have further fostered scepticism rather than openness and tolerance.

As global citizens we rationally know that acts of terrorism and the views that they represent belong to a small minority and not the majority. Ethnic groups have for a long time contributed vastly to different societies making them richer in all sorts of ways. Multiculturalism is based on the diversity found in ethnic groups. Ethnic groups are not homogenous and are made of individual people who should be treated with respect and tolerance. Compassion and decency must never lose out to fear and bigotry.

Tasks and Activities

Vocabulary

Multiculturalism - A Challenge - Vocabulary / amendor_ios_task
http://ndla.no/en/node/92120

Multicultural Societies Explained

Multicultural Societies Explained / video
http://ndla.no/en/node/104197

Discuss Cross-cultural Issues

The US and the UK are both multicultural societies. However, there are considerable differences between them. Gina Yashere, who is British-Nigerian, often talks about cross-cultural issues - either on an individual level or collectively. Watch her funny presentation of these issues and consider why the police officer said "I'm sorry Ma'am. I thought you were black."

Reading Statistics

Use this UN Census Statistics to document changes in ethnic composition in the USA, the UK and Australia.

Note that this document is very long and you will need to use the search features for pdf documents. The search window is located in the top menu bar. You should be able to copy parts of the document into a word processor by marking certain areas of the document.

- For each country pick **three ethnic groups**. Use the oldest census statistics for each country as your starting point. Then **make a comparison to the newest census figures** for the same ethnic groups. Present your key figures in a table. Note that some of the ethnic groups are not listed in all the censuses, make sure those that you pick are traceable in both censuses.
- Comment on any changes. Base your reasoning on historical and political changes and trends in the period in question.
- Finally use your text processor or a spreadsheet to create a graphic representation of your findings. Search on YouTube or other similar sites for guides on how to do this.
  Search for :
  OpenOffice Writer, insert and modify chart
  Making a graph in Microsoft Word

See also Numbers and Statistics to learn more.

Suggested Literature

Waldemar Ager: On the Way to the Melting Pot (Novel Excerpt)

Suggested Films

Crash

East is East

Further Reading

Multicultural Societies in a Historic Perspective
Multiculturalism in Britain
Post-War Immigration to Britain
David Cameron's Munich Speech on Multiculturalism
'Crash' and Multiculturalism

Multicultural Societies in a Historic Perspect..

Forfatter: Lars Aunaas
Multicultural Societies in a Historic Perspective (89615)

Pre-reading activity: Discuss the origin of food, music and films that you enjoy regularly. Can you define a certain country or culture as originator or has it originated in the integration and transformation of many cultures?

Try this vocabulary task before you read the text. You can try it both from English to Norwegian and vice versa.

Bokmål

MyTask - Click icon to open task!
Forfatter: Amendor

Nynorsk

MyTask - Click icon to open task!
Forfatter: Amendor

Benefits and Challenges in a Multicultural Society

When several cultures exist within one society (multiculturalism), this is a situation that may evolve in many different ways. Important benefits can be reaped from cultural diversity such as enhanced gastronomy, increased cross-cultural competencies, mental flexibility and tolerance in the population, artistic blossoming, social and political innovations, economical growth factors and much more. However, it may also present important challenges, such as discrimination, conflicts and a feeling of alienation – especially if the human tendency to spoil perfectly good opportunities is given free rein. This leads to the need for societies that include different cultures to make certain choices concerning how they wish to respond to this situation: the stakes are high, and indecision represents too great a risk. Traditionally, multicultural societies have chosen between three models.

A Multicultural Society

Three Models for a Multicultural Society

A) Segregation

The different populations are kept separate, or stay apart, either geographically or by having very few relations, even though they may live in the same area.

In extreme cases, for instance, in South Africa during the Apartheid regime, until the beginning of the 1990s, and during the Segregation, in the southern states of the US, until the 1960s, certain groups (based upon race in the examples above) will not have access to the same professions, civil rights, public services etc. as the rest of the population. In such cases there is usually one group, the one in power, that is receiving better treatment than the other(s).

Colored Waiting Room, Jackson, Mississippi.

In other situations, where segregation also seems to be involved, although in a less radical and institutionalized manner, people tend to live in ghetto-like areas. Their social networks consist mainly of people from their own minority culture, and they do not have much contact with the majority culture or language in the country where they live. They could find themselves choosing from a reduced number of professions that are mostly occupied by people from the same culture as themselves.

In such cases, there may not be any laws preventing people from moving to other areas, choosing other jobs or becoming members of the greater society, but very efficient boundaries exist nevertheless – in people's heads. This may be equally true for people who are part of the majority culture, and who don't necessarily invite people in from the outside, and for people from minority cultures that don't feel welcome or don't feel comfortable outside the cultural group that they identify as their own.

B) Assimilation

People from minority cultures adopt the majority culture. In turn, the majority culture may adopt certain elements from the minority cultures it has absorbed (vocabulary, dishes, certain beliefs and values…), making them part of a unified whole.

Children in New York with roots in many different cultures saluting the American flag

The assimilation model has traditionally been influent in the US, at least up until the 1960s, when the intellectual landscape changed radically under the influence of countercultures and liberal political philosophy. Successive waves of immigrants were absorbed and made part of the new country. To a large extent they were welcome, but they were expected to conform to the American way of life. Sometimes, parts of their original cultures became part of the common culture.

The melting pot is a common metaphor for the assimilation model: the imagery has its origin in containers used for heating up and mixing different metals, with a new metal as the result. Some have claimed that American culture is more like a pizza. The crust, its basis, is made up of British, German and other Western European cultures that gave American culture its original form, and the topping representing the traces of other cultures, giving the pizza-culture an appearance of diversity on the surface, but all the while being quite homogeneous.

Critics have claimed that assimilation as a model may lead to cultural minorities feeling discriminated against, as a result of what may be seen as a lack of tolerance and respect. Moreover, one may wonder whether a radically assimilationist society does not risk experiencing cultural stagnation if it does not conserve a certain openness towards contributions from other cultures. However, others have claimed that cultural homogeneity and a strong national identity contribute to social harmony, with everything this entails.

C) Integration

Proponents of the integration model, also called multiculturalism, consider that cultural minorities are allowed, and to some extent expected and encouraged, to keep their distinctive traits (values, worldview, habits…), as long as they adapt to a common and more or less minimal framework of norms and values that guarantee a well-functioning society (e.g. democracy, respect for human dignity through the observance of human rights, tolerance…). In other words, integration as a model for multicultural societies sports respect for cultural differences as a central value.

Multicultural Britain. In a UK street you will find evidence of many different cultures.

Fotograf: Knut Inge Skifjeld

The integration model has had a lot of influence in the UK, where cultural diversity is far from being a new phenomenon and where it has been seen as a way of promoting social peace through respect for the different populations' cultural differences. After the 1960s, integration has also been an influential model in the US and Canada. Australia and New Zealand also seem to have adopted it to some extent, at least as far as their native populations are concerned.
As far as imagery is concerned, integration is represented by the Salad Bowl metaphor: like a salad, society is composed of a large variety of elements that are all the more delicious because they keep their specificity. In Canada, one often talks about the cultural mosaic – a whole composed of distinct parts.

In this context, it happens that people from a majority culture experience a feeling of alienation – as if they were foreigners in their own country. However, considering that it is highly unlikely that cultural diversity will disappear anytime soon (and that it is debatable whether culturally homogenous societies ever were the norm), the most potent criticism towards the integration model seems to be that it too easily may develop into some sort of spontaneous segregation – different communities living side by side without communicating in any productive manner at all. This may lead to tensions: if cultures don't communicate, they cease to understand each other let alone give each other anything of value..

Tasks and Activities

Multicultural Societies Explained

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Comprehension

1. The author lists a number of advantages and challenges of a multicultural society, what are they? Can you think of any others?
2. List the main characteristics of each of the three models for a multicultural society.
3. Give examples of one or more countries which follow/have followed each model.
4. What is the common expression used for a society based on the assimilation model?
5. Where does the expression come from?
6. Explain the difference between the above image and the pizza image.
7. Which positive effects are claimed by supporters of the assimilation model?

8. Which image represents a society based on the integration model? Is this a good representation? Why?/Why not?
9. What is the criticism of the integration model?

Discuss

Segregation, assimilation and integration may also be understood, respectively, as manifestations of fundamentalist, conservative and liberal views of culture. Use the dictionary Merriam-Webster dictionary to find the definitions of *fundamentalist, conservative* and *liberal*. Based on the definitions, explain why persons with these views would follow the courses of *segregation, assimilation* and *integration*, respectively.

Find Out

Search the Internet and find other examples of countries where *segregation* is practised in the world today.

Make a Poster

The first picture in the text represents a multicultural society. Do you think it is a good representation? Make your own picture, poster or Glogster representing a multicultural society and present it to the class.

Make Wordles

Use Wordle Create to make three different word clouds illustrating Assimilation, Segregation and Integration. Simply type in all the words you associate with the different terms. Compare with a classmate, decorate your classroom and/or post on your class blog.

Further Reading

Multiculturalism - A Challenge?

Multicultural Britain

Forfatter: Jan Erik Mustad, Åse Elin Langeland
Multicultural Britain (90460)

Contemporary Britain is often referred to as a multicultural and multi-faith society. A multicultural nation consists of two or several cultures, meaning that Britain is clearly multicultural even without its ethnic minorities. But the term has clearly come to mean a society with cultures, including ethnic minorities, living side by side. Multicultural Britain is irrevocably tied to immigration, and even more so, to post-war mass immigration from certain parts of the former British Empire.

multi-faith, multicultural, ethnic, minority, irrevocably, pluralistic, demography, correlation, xenophobia, segregation, indigineous, street rallies, antagonism, integration, polarization, alienation, core values

London Bombings July 7 2005
Fotograf: Sang Tan

The history of multiculturalism can be told from many perspectives, but for contemporary Britain perhaps the most interesting perspectives are to investigate to what extent a pluralistic society is a threat to the identity of Britishness and how it affects demography. Moreover, at the beginning of the 21st century, the multicultural debate took a new turn, from race relations to religion, religion clearly seen in a cultural context. Interestingly, this was further seen in correlation with the two terror attacks on America and Britain in 2001 and 2005. 9/11 and 7/7, the London bombings, changed many Britons' perceptions of people from the ethnic minorities and created a feeling of xenophobia. Focus changed from noticeable differences like the colour of skin to differences not so easily detectable like cultural and religious practices. The debate revolved around Islam and its extreme fundamental forms, and the debate sought to highlight reasons for immigrants ending up in terror cells. In the years after 2005, the debate led to an increased polarisation between white Britons and members of ethnic minorities.

The widening gap has caused more segregation and fear in many communities, and has also led to more radical organisations being visible on both sides. The British National Party, a far-right wing political party that restricts its membership to what they call “indigenous Brits”, has had some success in areas with a high density of ethnic minorities. In addition, the English Defence League (EDL) has recruited many members in similar areas and the organisation is famous for its street rallies and demonstrations where they protest against what they see as Islamic extremism and the spread of Sharia laws. At many of their gatherings, there have been violent clashes between different groups with different sympathies, some representing Muslim communities.

A Demonstrator from the English Defence League (EDL)
Fotograf: Toby Melville

Multiculturalism is more an English phenomenon than it is a British one. That is because the majority of ethnic minorities live in England, and more precisely in inner city areas of the former industrial cities. Migration is not so frequent among ethnic minorities and many have lived in these inner city areas for generations. Ethnic minorities constitute about 8 % of the total UK population (60 million) and 9 % of the English population (50 million). The largest groups are Indians and Pakistanis, two groups of people who used to belong to the British Empire, an Empire that went through a process of decolonisation in the post-war period. Immigrants settled in cities where they could find manual work, therefore places like Oldham, London, Manchester, Luton, Birmingham and Bradford, among others, have huge contingents of ethnic minorities.

But when traditional industry lost its footing in these areas in the 1960s and 70s, many of the immigrants became unemployed. In the working class areas, there was fierce competition for work and while white Britons moved out, most of the ethnic minorities stayed. Hence, this resulted in segregated communities where many, especially working class members of ethnic minorities never felt the need to participate in mainstream British society. Especially women were affected by this marginalisation as they often had few contact areas in society at large. A development like this has initiated talks of alienation and parallel societies, which has fostered more intercultural antagonism than dialogue.

Afternoon Tea
Fotograf: Mike Fleming

It should be noted, however, that many black Britons, particularly in the middle classes, live within the conventional norms of society and have never felt this kind of “otherness”. They have a good education, safe jobs and stay in areas in which these issues are irrelevant. It is often the middle classes, whether white or black Britons, that feel they gain something from a multicultural society while relations may often be more strained in the working classes, as there is more direct competition and confrontation in that part of the social hierarchy.

Multiculturalism indicates a plurality of cultures and hence, identities. In the mid 1980s, Hanif Kureishi wrote in *The Rainbow Sign* (1986) that white Britons had to learn a new way in which to be British, and that being British is not what it used to be. Immigrants, 2nd and 3rd generations of first comers, became part of British society and claimed their right to be British as they came from former colonies with British passports. Britishness as a national identity therefore has to be constantly reassessed, adopted to changing circumstances. Many black Britons have struggled to become British, they have found themselves caught between a homeland culture, for example Asian, African or Caribbean, and Britishness. Being an "in-between" has created a variety of problems for black Britons, and many feel pushed to the periphery of society especially after 9/11 and 7/7.

Multicultural Birmingham
Fotograf: Darren Staples

Politicians generally find it difficult to grapple with the complex issue of multiculturalism. In a 2011 speech in Munich, Prime Minister David Cameron claimed that British state multiculturalism had failed and that the political initiatives had encouraged segregation rather than integration. He said that many Britons, regardless of background, did not recognise their own country. Cameron was both praised and criticised for his brave speech, although many ethnic minorities felt he blamed them for lack of integration. The danger with such speeches, even though it is important to address the issues, is the backlash effect, that all the different groups making up Britain take refuge in their trenches. Then one ends up with the opposite effect of what is intended, namely increasing polarisation rather than the attempt to embrace some core values that could be looked upon as British, whether you are a white or a black Briton.

Tasks and Activities

Discuss

Discuss and take notes in pairs or in groups

1. Define multiculturalism and account for reasons why Britain became such a pluralistic society.
2. Discuss how multiculturalism is related to the notion of class.
3. Find out more about ethnic minorities and education. What sort of challenges can be encountered in this area?
4. Try and map out the benefits of living in a pluralistic society? What has Britain gained from being multicultural?
5. Racism has been a huge problem within sports. Make a project on how to tackle racism in sports and suggest measures that could be taken for this to be reduced.

Further Reading and Research

David Cameron's Speech On Terrorism and Multiculturalism

Multiculturalism: What Does It Mean?

Multiculturalism - A Challenge?

David Cameron on Multiculturalism

Forfatter: Åse Elin Langeland, Carol Dwankowski
David Cameron's Munich Speech on Multiculturalism (89540)

In February 2011, David Cameron held a speech on multiculturalism at the Munich Security Conference. In his speech he criticised "state multiculturalism" claiming it had failed and arguing that the UK needed a stronger national identity to prevent people from turning to all kinds of extremism. The speech created a row and angered some Muslim groups, while others questioned its timing amid an English Defence League rally in the UK.

Listen to his speech below. A transcript of his speech is to be found here.

David Cameron's Munich Speech on Multiculturalism / oppgave

http://ndla.no/en/node/89540

Tasks and Activities

Comprehension

1. What are Great Britain's three aims when it comes to its defence against terrorism?
2. David Cameron considers terrorism carried out by UK citizens the biggest threat to Great Britain's security. How does he characterise these terrorists?
3. What measures does David Cameron support to combat terrorism?
4. How does he distinguish between Islamist extremism and Islam as a religion, in other words political ideology and religion?
5. He accuses the "hard right" of fuelling Islamophobia. How?
6. David Cameron states that the "soft left" does not distinguish between the ideology of extremism and Islam. What does he mean by this?
7. What are some of David Cameron's arguments against the "soft left"?
8. What does he consider the root of terrorism?
9. What are the main reasons why young Muslims are drawn to extremist ideology?
10. Why does he blame multiculturalism for this?
11. What does David Cameron suggest that governments around the world do to make it impossible for extremists to succeed?
12. What practical things should governments do to promote local identity?

Discussion

- Non-violent extremists are just as dangerous as violent ones.
- Universities are bastions of freedom of speech and democracy; therefore, all ideologies no matter how extreme should be allowed to be taught.
- Multiculturalism separates groups of people from each other, assimilation should be encouraged.

Research

Go online and check out the reactions to this speech. Note down some of the comments and who made them. What are some of the most compelling arguments? Write your own blog according to your convictions.

Suggested links:

Multiculturalism: What does it mean?

Cameron on multiculturalism: Blaming the victims

State multiculturalism has failed, says David Cameron

Row over David Cameron multiculturalism speech timing

Further Reading

Multicultural Britain

Multiculturalism - A Challenge?

Indigenous People

Forfatter: Eli M. Huseby
Indigenous People (132112)

This is an outline of various ways to approach the following curricular themes in International English:

- Elaborate on and discuss various aspects of multicultural societies in the English-speaking world
- Reflect on how cultural differences and dissimilar value systems can affect communication

We have chosen to suggest an abundance of tasks in such a way that the learning/teaching may be relevant, varied and meet individual needs. The idea is that you'll get extensive and significant knowledge, even if you choose to skip some of the tasks.

Indigenous People

Estimates indicate that there are about 370 million indigenous people around the world.
This is just an estimate, since the term "indigenous" is controversial.

Inuit Boys

Ponder

- What do you associate with indigenous people?
- Can you name any indigenous peoples?
- Can you mention any cultural characteristics associated with the peoples you have listed?
- Why do you think the definition of "indigenous" is so controversial?

Find Out

Here is one website describing how the term "indigenous" can be understood Indigenous People Fact Sheet. Look up this and other website definitions. Based on what you read, how does this affect your understanding of the term?

Make an Oral Presentation

1. Based on the sources you have looked up, choose **one** indigenous group and find out about their distinctiveness when it comes to:
    - Pre-colonial period
    - Territory/natural resources
    - Socioeconomic conditions
    - Language and culture
    - Minority status
    - Emphasis on ancestry and continuity
2. Below we have acknowledged a few issues that could be highlighted in relation to the indigenous group you have chosen to focus on. Use the resources listed below or search the web to explore more about your group concerning **one** of these issues:

a. Identity and self-identification

Maori Warrior

b. Relationship to majority

Majority vs. minority

c. Injustice

Injustice

d. Recognition

Sorry Day

e. Future

Footprints

f. Languages

Aboriginal Symbols

g. Myths and legends

Dreams

Resources

How to Make an Oral Presentation

Focus on Maori Culture

Challenges for Aboriginal Cultures

Once Were Warriors (related to the film)

Whale Rider Film Review (related to the film)

Focus on Native American Culture

Native Americans - Forced Removal

Native Americans - The Trail of Tears

Native Americans - Current Situation Native Americans - Ancestral Voices

Dances with Wolves (film trailer)

The Absolutely True Diary of a Part-Time Indian (excerpt from novel)

Tony's Story (short story)

Focus on Aboriginal Australians

Aboriginal Australians - Australia's Indigenous People

The Lost Generation of Aboriginals
The Aboriginal Australians - Video and Tasks

Rabbit-Proof Fence – Study Guide (related to the film)

Issues

AIDS in Sub-Saharan Africa

Forfatter: Karin Søvik
AIDS in Sub-Saharan Africa (105497)

epidemic, transmit, suppress, impoverished, prematurely, sibling, rampant, orphan, succumb, dire, gross domestic product, stigma, condemnation, pharmaceutical, prevalence, acknowledge, consensus, viral infection, nourishment, alleviation, vigilant

AIDS in Sub-Saharan Africa

Top five countries with the highest % of adults (15-49) living with HIV/AIDS (2009)

1	Swaziland	25.9%
2	Botswana	24.8%
3	Lesotho	23.6%
4	South Africa	17.8%
5	Zimbabwe	14.3%

You are either affected or infected with HIV/AIDS
Opphavsmann: Jon Rawlinson

No region of the world is more affected by HIV and AIDS than Sub-Saharan Africa. About 22.9 million people are living with HIV in this part of the world. This accounts for about two-thirds of the total HIV infected persons on the planet, even though this region contains little more than 12 percent of the world's population. In 2010, about 1.2 million people died from AIDS in Sub-Saharan African countries, while 1.9 million people became infected with HIV. According to the CIA World Fact Book, the first 23 countries on the list of adults living with HIV/AIDS are all Sub-Saharan African countries, and the percentage of people infected increases the further south you go. In no other country in the world are there more AIDS related deaths than in South Africa. In 2009, about 310,000 adults and children - about half of all those who died in this country - died of AIDS.

But what is AIDS? And what is the difference between HIV and AIDS? AIDS was first identified in the early 1980s, and has since caused a global epidemic of immense proportions. AIDS stands for Acquired Immune Deficiency Syndrome. This is a disease that makes it difficult for the body to fight off infectious diseases. It is caused by the HIV virus, which most commonly is transmitted from one person to another through unprotected sex. The virus gradually attacks immune system cells, and as HIV progressively damages the cells the body becomes more vulnerable to infections. A person is diagnosed with AIDS when he is too weak to fight off these infections in the body. If left untreated, a person can live with the HIV virus in his body for up to 10 years before the immune system collapses and AIDS develops. There is still no cure for AIDS. However, there are drugs on the market (ARV – antiretroviral drugs) which suppress the HIV virus.

Consequences of HIV/AIDS

HIV and AIDS have a widespread impact on many parts of African society, and the social and economic consequences of the AIDS epidemic are today widely felt. In the countries most heavily affected, it has become by far the most important factor in slowing down social and political development, and although no part of the population is unaffected by HIV/AIDS, it is often those in the poorest part of society that are most vulnerable and for whom the consequences are most severe. It is believed that the AIDS epidemic will continue to have devastating consequences for decades to come for virtually every sector of society.

Aids
Opphavsmann: Science Photo Library

AIDS affects segments of society in different ways and poorer households are often more severely affected than better-off households. The loss of a family breadwinner can for many families be financially devastating. Also, the medical costs may increase dramatically since there are many AIDS-related illnesses that have to be treated. Very often AIDS pushes households into poverty, and households that are already poor may become further impoverished.

Also, the education sector has felt the impact of the HIV/AIDS epidemic. In many Sub-Saharan African countries the epidemic has resulted in a shortage of teachers, which again has led to a decrease in the quality of the education offered. Moreover, many children in AIDS-affected households leave school prematurely, primarily as a result of lack of money and an inability to pay the required school fees. Moreover, many are needed at home to look after sick parents or siblings after the death of their parents. They are often forced into the role of being the main caregiver, and this will subsequently affect the child's education. Too many children leave school, and the decline in school enrolment is one of the most visible effects of the epidemic. Schools play a vital role in reducing the impact of AIDS, through HIV education and support, and educating the next generation is essential if a country is to get the epidemic under control. As Peter Piot, Director of UNAIDS put it: "Without education, AIDS will continue its rampant spread. With AIDS out of control, education will be out of reach."

Aids Campaigners
Fotograf: George Mulala

Another serious consequence of the epidemic is the still increasing number of children who become orphans as parents succumb to AIDS. In fact, in Sub-Saharan African countries about 14.8 million children have lost one or both parents to AIDS since the epidemic started. Long before the appearance of HIV/AIDS, child fostering was common in many African societies. However, even though fostering orphans is a common cultural practice, the rapid rise in the number of orphans is today overwhelming the traditional support system of the extended family. The burden of raising the children is often put on the shoulders of elderly grandparents or other remaning family. Many of the households that are taking in orphans are themselves poor, and taking in orphaned children represents a significant financial burden, leading them even deeper into povertry than they were before.

AIDS also affects the productivity and economic growth in the country. The vast majority of people living with HIV and AIDS in Africa today are in the prime of their working lives, between the ages of 15 and 49. It is in this group we find the main workforce. When the workers contract AIDS they become an expense for the company, productivity falls, and this eventually affects the economy of the country as a whole. It is difficult to measure the impact that HIV and AIDS has had on the economies of African countries, because the epidemic has aggravated an already dire situation in this region. However, it is believed that the impact of HIV and AIDS on the gross domestic product (GDP) of the worst affected countries is a loss of around 1.5% per year. This means that after 25 years the economy would be 31% smaller than it would otherwise have been.

What Can Be Done?

There are different ways of fighting the epidemic and dealing with the disease. The best way is to reduce the number of people being infected with the virus. However, this is much more difficult than it sounds. The disease still carries a stigma and is something that many people will try to hide for as long as possible. Many HIV carriers don't even know they are infected because they have never been tested, thus continuing to spread the virus. To get the disease under control, people have to be willing to get tested and to take the consequences if the test turns out to be positive. However, this is not likely to happen if people know that a positive HIV test will lead to condemnation and perhaps even exclusion from the community. The fight against AIDS is impossible to win if there is not sufficient openness around the disease. Education and information are key words in the battle against AIDS; it has to be dealt with in an open way to reduce the stigma and make people aware of the dangers.This is essential if the number of HIV infected people is to be reduced.

Road Sign
Fotograf: Nik Wheeler

Uganda was one of the first countries in Sub-Saharan Africa to experience the devastating impact of HIV/AIDS, and it was also one of the first countries in Africa to address the AIDS issue. There was no money for drugs, but a high-level political commitment to HIV prevention and care was made to educate the population on how to protect themselves and their partner. Sex education programs in schools and on the radio became common, HIV testing was quick and confidential and advertisments for the use of condoms and safe sex became a common sight in the streets. As a result, they managed to reverse the tide of HIV/AIDS already in the early 1990s, and UNAIDS reported that the program was a success.
For people who are already infected by HIV, ARV drugs (antiretroviral drugs) are the best option. These drugs are not a cure, but can stop the HIV virus from developing into full-blown AIDS. Antiretroviral drugs are so far the only effective way to treat HIV, and they have been made widely available for many years in the developed countries. However, they are expensive, and therefore they have been denied to millions of people in the developing world. Many of the big pharmaceutical companies have been reluctant to lower the prices of their products, arguing that it would compromise their ability to research and develop new alternatives. However, international pressure has forced them to reconsider, and cheaper drugs are now being made available on the market. Still, many African countries struggle to afford the drugs, even at a reduced price.

South Africa

South Africa is regarded as having the most severe HIV epidemic in the world with one of the world's highest HIV rates. The country tops the list of people dying from AIDS, and it is on the list of the top five countries with the highest HIV prevalence in the world, with 17.5% of the population estimated to be infected. This counts for about 5.3 million people, including 220,000 children under the age of 15 years.

In spite of the severity of the problem, South Africa was for many years accused of ignoring it. Nelson Mandela came into office in 1987 just at the beginning of the epidemic. But his attention was not on the growing HIV/AIDS epidemic, but on the the huge challenge of taking over the political control of a divided country. He acknowledged after leaving office that his government had not acted swiftly or decisively enough to address the crisis.

HIV infection, artwork
Fotograf: Science Photo Library

His successor, Thabo Mbeki, turned his back on the scientific consensus that AIDS was caused by a viral infection. According to Mbeki, the cause of AIDS was not a virus, but poverty, bad nourishment and general ill-health. He also challenged the view that the disease could be combated, though not cured, by sophisticated and expensive drugs. The solution to the AIDS problem was not expensive western medicine, but the alleviation of poverty in Africa. He refused to provide medication for people with HIV, claiming that it had no effect and that the country could not afford it. Also, pregnant women were left untreated, in spite of the fact that treatment with ARV during a pregnancy reduces the chance of mother-to-child transmission with more than 50%.

Mbeki's views on the causes of AIDS, in particular the link between HIV and AIDS, and the treatment of AIDS were much criticised. His lack of response to the AIDS crisis is believed to have caused the death of more than 330,000 people. It is also estimated that 35,000 HIV-infected babies, who could have been protected from the virus, were born during his presidency. It was not until 2008, when Mbeki fell from power that the fight against AIDS was back on track.

In 2009, President Jacob Zuma introduced some radical changes to the country's AIDS policy, showing a political will to fight the problem. The number of people receiving ARV drugs today has more than doubled since 2008. Also, there is a 30% increase in the number of pregnant women receiving ARV, and the treatment starts much earlier in the pregnancy. The drugs make it possible for more HIV infected people to live normal lives and provide for their families since the infection never develops into AIDS. South African leaders have gone from ignoring the problem to playing an active role in combating the dicease, and the country now runs the world's largest anti-retroviral program.

Despite this positive development, AIDS remains South Africa's leading cause of death, mainly due to the fact that South African leaders were not vigilant enough from the very beginning. In the future it is important that the government stays committed to the AIDS program and that they are still willing to put in the effort and the money to fight the epidemic. Lack of commitment will again lead South Africa into a downward spiral.

Tasks and Activities

Aids in Sub-Saharan Africa

Challenges for the United States in the 21st century

Forfatter: Alf Tomas Tønnessen
Challenges for the US in the 21st Century (103554)

Like most Western nations, the United States faces profound challenges at the beginning of the 21st century. In this article, we will highlight some of these challenges that American society, specifically elected politicians, must deal with in the years to come. Among these are jobs and education, economic inequality, an aging population with health problems, and climate change and energy needs.

profound, transition, outsourcing, tuition costs, interlinked, stagnate, decline, average, interest rate, significantly, retiree, current, maintain, obesity, draught, crop, infrastructure, currency, devaluate, crucial

Jobs and Education

The transition from an industrial to a postindustrial economy is difficult in any society. Factory jobs are now being replaced by jobs in the knowledge industry and service sector. A few decades ago, many young boys followed in the footsteps of their fathers and worked at the local factory. Jobs there did not necessarily require that you were a skilled worker. It was possible for young people to find good jobs that actually paid well, even for those who did not have higher education. Many of these jobs have disappeared, partly due to outsourcing and globalization. Young people with grades below average may have difficulties completing degrees at universities and colleges, and this will strongly affect their lifetime earnings. Americans without higher education earn relatively little compared to Norwegian workers without higher education. Many of these workers earn only about $20,000 in a full-time job. Therefore, they often have a hard time makings ends meet due to rising costs of healthcare and housing. Furthermore, rising tuition costs at universities have recently made it increasingly more important that parents start early saving money for their children's higher education. In light of these interlinked challenges regarding jobs and education, it is important for the United States to improve the skills and competence of the workforce to qualify for demanding jobs in the 21st century. There is a strong competition between countries in our globalized economy. In some Asian countries, the competence in math and other hard sciences is higher than in the United States and other Western nations, and the United States must try to bridge this gap.

Bridging thoughts

Fotograf: Science Photo Library

Economic Inequality

The decline of well-paid manufacturing jobs and the rise of low-paid jobs in the service sector, such as jobs in Wal-Mart and McDonald's, have contributed to increasing economic inequality. During the last thirty years, the richest one percent of Americans have increased their share of the economic pie considerably compared to the rest of society. Today, the richest one percent controls about 23 percent of all income and about 40 percent of all wealth. Meanwhile, the average American has seen stagnating real wages since the 1970s. The economic crisis of 2008, due to irresponsible behavior by banks, affected both the rich and the poor and average Americans. Partly because of falling housing prices, there has been a dramatic decline in average family wealth in the United States. There was a reduction from $126,400 in 2007 to $77,300 in 2010. This is a 39 percent drop in only three years. The decline in wealth has disproportionately affected African Americans and Hispanics, but many whites also suffer. When people have less money to spend, there is too little demand in the economy, and many companies cannot sell enough of their products. Many people have compensated by using several credit cards; but it is not smart to spend more money than you have, and the interest rate on credit card debt is very high.

Baby Boomers Retire

Large groups of people in the United States, like in Norway, were born in the post-war period. People were happy then that the war was over, and celebrated this by having kids. These people are now in their mid-60s and have begun retiring. There are now significantly fewer workers per retiree than a few decades ago, and this poses economic challenges for the United States. This means that relatively fewer workers pay into the Social Security “pie” that more and more retirees will share. Consequently, people are encouraged to save money in their own pension plans so they can receive extra money in addition to what they get from Social Security when they retire. It is positive that many people live longer, but a rising number of elderly people leads to more need for health care. The current Medicare program that covers people above 65 will be difficult to maintain, because it will be very expensive in the years to come. Also health costs in general will grow partly because of lifestyle problems, including inactivity and obesity.

Climate Change

The weather has always caused many problems all around the world, but the weather and the problems it causes have become more extreme in recent years. New York Times reporter Thomas Friedman has referred to this as “global weirding.” We see extreme heat and drought in some areas, whereas elsewhere heavy rainfall and flooding is destroying crops. In the coming decades, the world will witness intensive struggles for resources in order to meet an increasing demand for energy. Access to clean water may become a challenge in new places.

Carbon footprint label
Fotograf: Science Photo Library

Having the largest economy in the world, the United States has a great responsibility in the global fight against dangerous climate change. However, President Barack Obama has not succeeded in passing a major climate bill. He faces considerable opposition from members of both parties, but mainly from the Republican Party. Since 2010, there has been a sharp decline among conservatives who accept climate change, and the coal and oil industries have strong lobbying groups that work against stricter environmental regulations. Among the big players in this game to prevent more effective regulations are Exxon Mobil, which is the largest oil company in the world, and Koch Industries, an energy company that is led by two of the richest Americans, Charles and David Koch. There are strong connections between the energy industry and the Republican Party, and it may be impossible to pass a landmark bill soon that would significantly curb emission of CO2. Rich companies have too much political power in the U.S. today.

The United States in Decline?

There is a debate as to whether economic problems may lead to a decline in American global power. Large empires have collapsed before, as Yale historian Paul Kennedy pointed out in his book *The Rise and Fall of the Great Powers* in the late 1980s. The U.S. budget deficit is very high, and the public debt has increased to about a hundred percent of the Gross Domestic Product. The American infrastructure – roads, bridges, railways, schools, etc. - desperately needs modernization. Some people argue that the so-called BRIC-countries – Brazil, Russia, India, and China - will become more dominant in the future. China now has the world’s second largest economy after the United States and has a modern infrastructure. Unlike the European nations that are members of the Euro-zone, the United States has its own currency, and this is an advantage because it is possible to devaluate – make money worth less - to help the export industry.

The United States is not as economically powerful now compared to the rest of the world as it was right after World War II. Still, it is arguably important for the world that the United States remains powerful. Few people in the Western world want China or Russia to replace the United States as the dominant world power, and there are no other nations in the Western world that can take over the role of the United States as the defender of the ideas of freedom, democracy, and human rights. Therefore, it is crucial that the U.S. deals with the challenges that are discussed in this article, and that the U.S. succeeds as a nation.

Tasks and Activities

1. Understanding Concepts. Multiple Choice

MyTask - Click icon to open task!

Forfatter: Amendor

2. Vocabulary – Drag and Drop

Challenges for the USA - drag and drop / amendor_ios_task
http://ndla.no/en/node/106009

3. Questions

1. Which of these challenges do you see as most important and/or most difficult to deal with? Why?
2. What is meant by baby boomers?
3. Find out what the difference between deficit and national debt is?
4. What are the effects of devaluating a country's currency?
5. Explain the term 'Gross Domestic Product'!
6. How may the use of several credit cards affect your economic situation?
7. What is meant by the BRIC countries, and how may these affect the US economy?

4. Challenges for the US in the 21st Century - Tasks

Challenges for the US in the 21st Century

Child Soldiers

Forfatter: Karin Søvik
Child Soldiers (99878)

rebel group, recruit, enlist, war-torn, abduct, arbitrary, army cadres, atrocity, stigmatize, combat / combatant, alleviate, rite, cleanse, substance, vocational, demobilization, disarmament, reintegration, inadvertently, ratify, durable

It is impossible to accurately calculate the number of children involved in armed conflicts in the world today. According to the United Nations there are about 280,000 children under the age of 18 serving in government forces or armed rebel groups. Most child soldiers are aged between 14 and 18. However, in some countries, children as young as seven have been involved in armed conflicts.

Child Soldiers
Fotograf: Karel Prinsloo

Child soldiers are often associated with armed conflicts in African countries, such as Burundi, Chad, Somalia, Sudan, DR Congo and Uganda. The UN estimates that at least 200,000 of today's child soldiers operate on the African continent. However, the fact is that this is not solely an African problem, but a universal one. Child soldiers are used in all regions of the world, and on the list of countries using child soldiers today you will find countries like Afghanistan, Colombia, Burma, Nepal, Iraq, Thailand and Indonesia. Since 2001, the participation of child soldiers has been reported in 21 on-going or recent armed conflicts in almost every region of the world.

How Are They Recruited?

Children are recruited in different ways. Some enlist as a result of poverty and lack of work, and often it is the last alternative to surviving in war-torn regions after family, social and economic structures have collapsed. Children are most vulnerable if they are poor, separated from their families, displaced from their homes and living in combat zones. A military unit can in fact be something of a refuge, serving as a kind of surrogate family for a child who has no family. The military group may seem a secure place for a child and they may join if they believe that this is the only way to guarantee regular meals, clothing or medical attention. Jacques from the Democratic Republic of Congo was only 10 years old when he joined the army:

I remember the day I decided to join the mayi-mayi. It was after an attack on my village. My parents, and also my grand-father were killed and I was running. I was so scared. I lost everyone; I had nowhere to go and no food to eat. In the mayi-mayi I thought I would be protected, but it was hard. I would see others die in front of me. I was hungry very often, and I was scared. Sometimes they would whip me, sometimes very hard. They used to say that it would make me a better fighter. One day, they whipped my [11-year-old] friend to death because he had not killed the enemy. Also, what I did not like was to hear the girls, our friends, crying because the soldiers would rape them.[1]

Some have witnessed family members tortured or killed by government forces or armed groups, and join up as a result of this, while others are brutally abducted by armed groups and forcibly recruited. There are many examples of recruits who are arbitrarily seized from their homes, the streets, or even from schools and orphanages, when armed militia or army cadres roam the streets, picking up anyone they encounter. Sometimes children are even forced to kill their parents or commit other atrocities against their family or neighbors. Such practices help ensure that the child is "stigmatized" and unable to return to his or her home community; in this way the military group will have a loyal soldier for years to come. A 17-year-old Columbian boy who was only 7 years old when he joined a paramilitary group explained what he had to do to survive:

They give you a gun and you have to kill the best friend you have. They do it to see if they can trust you. If you don't kill him, your friend will be ordered to kill you. I had to do it because otherwise I would have been killed. That's why I got out. I couldn't stand it any longer.[2]

The Life of a Child Soldier

A child soldier may be involved in any part of the battle. Once recruited, child soldiers may serve as cooks, guards, messengers or spies, and often they are reduced to being mere slaves for their commanders. The children might start out in indirect support functions, but it does not take long before they are pressed into combat and forced to the front line. In this position, their inexperience and lack of training leave them particularly vulnerable. Sometimes they are sent into minefields ahead of the older soldiers and their leaders, and there are also numerous examples of children who have been used for suicide missions. This has happened several times in Afghanistan and on the West Bank, and we know that children as young as 6 have been used as bomb carriers.

Child Soldiers

Fotograf: Karel Prinsloo

About 40% of all child soldiers are reported to be girls. The girls are often given many of the same military tasks as the boys. In addition, they also become victims of sexual abuse, and in many cases they are given to military commanders as "wives." A Honduran girl gave this account of her experiences as a child soldier:

At the age of 13, I joined the student movement. I had a dream to contribute to make things change, so that children would not be hungry.... Later I joined the armed struggle. I had all the inexperience and the fears of a little girl. I found out that girls were obliged to have sexual relations to alleviate the sadness of the combatants. And who alleviated our sadness after going with someone we hardly knew?... There is a great pain in my being when I recall all these things.... In spite of my commitment, they abused me, they trampled my human dignity. And above all, they did not understand that I was a child and that I had rights.[3]

Children make good soldiers since they are often fearless and easily manipulated. They have still not learnt the difference between right and wrong and they are emotionally and physically immature. Often they do not understand the consequences of what they do. Alcohol and drugs reinforce these qualities and are often used to subdue and manipulate the children. It also has a double effect since it makes the child dependent on the group which has recruited him or her.

After the Conflict – What Then?

Once a conflict is over, new challenges stand in line for the child soldiers. For many, the return to civilized society can be more difficult than the actual act of becoming a child soldier. After a conflict, many soldiers struggle with nightmares, anxiety attacks and strong feelings of guilt, and all these things have to be processed before they can move on in life. A 16-year-old girl from Central Africa describes her troubled feelings in this way:

A Group of Child Soldiers

Fotograf: Antony Njuguna

I feel so bad about the things that I did. It disturbs me so much that I inflicted death on other people. When I go home I must do some traditional rites because I have killed. I must perform these rites and cleanse myself. I still dream about the boy from my village that I killed. I see him in my dreams, and he is talking to me, saying I killed him for nothing, and I am crying.[4]

Also, many children have become dependent on alcohol or narcotic substances that they have received from their military leaders, and they need help to rid themselves of the addiction. Another challenge is that many children have lost contact with their families and need help to relocate them. They also need help to get back to school or receive vocational training.

Demobilization, disarmament and reintegration (DDR) programs specifically aimed at child soldiers have been established in many countries with the aim of assisting former child soldiers to re-enter civilian life. However, many children have no access to these programs. The programs often lack funds and adequate resources, and sustained long-term investment is needed if they are to be effective. Also, many of the children are prevented from returning home since families and friends do not want anything to do with them. This leaves them very vulnerable and without support, and many are at risk of re-recruitment.

This is especially a problem for the girl soldiers. During conflicts, they are frequently subjected to rape and other forms of sexual violence, which again leads to shame and stigmatization by their home communities when they return. This situation is complicated even further for the girls who have become married or pregnant. Unfortunately, they are very often not even categorized as soldiers, and are often deliberately or inadvertently excluded from these rehabilitation programs.

What Can Be Done?

The majority of the countries in the world today accept that the issue of child soldiers needs to be addressed, and the United Nations has for many years fought for the rights of children in different ways. In 1989, the United Nations General Assembly adopted the Convention on the Rights of the Child. This was a landmark for human rights, since for the first time there was a treaty that addressed the particular needs of children. Up to today, all the members of the United Nations have signed the treaty, with the exception of the USA and Somalia.

Child Soldier
Opphavsmann: Gilbert G. Groud

In May 2000, the United Nations took it one step further, adopting an Optional Protocol to the Convention on the Rights of the Child. The purpose of this protocol was to particularly address the involvement of children in armed conflicts and to further protect the rights of children in combat zones. The Protocol sets 18 as the minimum age for direct participation in hostilities, for recruitment into armed groups and for compulsory recruitment by governments. Today, more than 100 nations have signed and ratified the convention.

The use of child soldiers in armed conflicts is extremely harmful for the development of poor countries. These countries need a young generation that can work, build and develop the nations. They are the building blocks of future generations. Instead, military conflicts leave these children traumatized and many are also killed as a result. The healing process for the individual child will take decades, and the long-term consequences for the countries involved are devastating. After a conflict is over it may take years to re-build the trust between the population groups, and as a result durable peace, security and development within these countries suffer. We see that the world has a long way to go before we can say that the problem of child soldiers has been solved. Most likely a new generation will have to grow up before we can declare these countries safe for all children.

Tasks and Activities

Child Soldiers – Tasks

Recommended Film and Literature

Blood Diamond
A Long Way Gone

1 "Stories from Children Associated with Fighting Forces." Amnesty International. 5 June 2012

2 "Coercion and Intimidation of Child Soldiers to Participate in Violence" Human Rights Watch. April 16 2008

3 "Child Soldiers: An Affront to Humanity" 5 June 2012

4 "Coercion and Intimidation of Child Soldiers to Participate in Violence" Human Rights Watch. April 16 2008

Food

Forfatter: Morten Serkland
Food (132831)

Here we will discuss various issues related to food. Obviously it is a source of life and is linked to our basic needs. For some it is scarce, while for others the supplies are too plentiful. Food can define culture and can be a path opener in a global context. In the western world food is often wasted, whereas in other parts of the world getting hold of food is a daily effort. Food is a source of income for the poor farmer as well as for big international corporations. In this respect the consumption and the production of food raise many ethical issues.

Food Culture

Cultural Differences

Food traditions vary from country to country and culture to culture. What is typical food for an Italian, would not be typical for a Chinese.

1. Think of one or two of these countries and define what its inhabitants prefer on the table.
   - The United Kingdom
   - The USA
   - China
   - Norway
2. How have the specific food traditions developed? Look at these clues and decide which you think match the food traditions you have defined in one or two of the countries above.
   - Colonies
   - Immigration
   - Availability
   - Climate
   - Poverty
   - Business
   - Neighbouring countries

Cultural Traditions

1. Whenever food is eaten, we call it a meal. It can be for one person or a group of persons. Make a list of what you find most valuable with meals. Discuss your list with some of your fellow students.
2. Food traditions often develop out of social occasions. Choose two of the following occasions and find out what is served. Try also to find out why this particular food/dish is on the table.
   - Christmas
   - Bar Mitzvah
   - Thanksgiving
   - Eid
   - Carneval

Scarcity and Poverty

The Potato Famine and Emigration

Harvester Pub

Tea Room

Fish and Chips

Sushi

In the 1840s, the potato crops in Ireland failed seven years in a row. Read how the famine affected Ireland and its population and how it led to mass emigration Ireland - Introduction

The Biafra Crisis - a Media Event

Throughout history minority groups have tried to break away from their mother country and create their own nation. Some have succeeded, others have failed. In 1967, a tribe in south-eastern Nigeria proclaimed their own nation, Biafra. This initiated a civil war, and had enormous consequences for the civilians. Pictures of skeleton-like children were broadcasted all over the world, and international aid was sent. Still, more than one million people in Biafra died because of military actions or from hunger. In 1970, there was a cease-fire between Nigeria and Biafra. Due to television, this was the first humanitarian crisis that reached the public on a broad scale.

The Ethiopian Famine - Live Aid

In 1984, BBC broadcasted reports from Ethiopia where over 400,000 people in the northern part of the country starved to death. Drought played a big part in the famine. A civil war and the abuse of human rights, though, made the consequences fatal. The BBC report caused Bob Geldof and Midge Ure to release the charity record "Do They Know It's Christmas?". In 1985, this initiative was followed up by Geldof's colleagues in the music business and it sparked big Live Aid concerts and charity records.

Find out reasons for food scarcity and link them to specific incidents. You may choose among:

Reasons

- oppression
- war
- boycott policy
- climate changes
- natural disasters
- overproduction
- blight and pest
- exploitation
- the soil
- drought
- fertilizers

Incidents
Potato Famine (1840s), Biafra Crisis (1967), famine in concentration camps (1940 - 45), Russia (1921), in Somalia (2011) and North Korea (1990s)

Food and Globalization

The production of food and food habits are global, and it's not a new phenomenon. You have read about the East India Company (1600 - 1874) and how goods were produced on the demand of the colonial powers. Coffee, tea, sugar and spices found their way to tables in Europe in the 1600s. Today, you are likely to find Coca-Cola and MacDonald's everywhere in the world, and to such an extent that it is a concern that these big brands might wipe out local food and traditions.

Read about the global food industry and take a quiz here

Food and Waste

Potato

Biafrakrisen i 1968

The Biafra Crisis

Bob Geldof in Ethiopia

Starvation

It is estimated that more than 40% of the food in the USA is wasted. A lot of food is rejected due to minor imperfections before you can even buy it in the supermarket, whereas tons of food are tossed out because of "best before" or expiry dates.

South Korea with a population of 50 million is particularly concerned about food waste. The traditional food is mostly based on soup, which is based on fermented ingredients. It has to be disposed of quickly because of the smell. The solution is to charge the residents per kilo of waste. Waste disposal is a public service, though, and very inexpensive.

The Swedes deal with the matter of food waste in quite another way. In 2011, it was made a national target to turn food waste into biogas by 2018.

Read more about food and waste in the USA, South Korea and Sweden here

Starvation on a Global Scale

According to the UN's World Food Programme 842 million people in the world are exposed to hunger and malnutrition. This means that starvation is claiming more victims than malaria, AIDS and tuberculosis combined. Look up the WFP's statistics of hunger here

In 2012, the UN held a world conference in Rio, Brazil on sustainable development, proclaiming:

> It is time to rethink how we grow, share and consume our food (The UN, Rio, 2012)

You can read the UN report about the production and distribution of food here

Obesity

Whereas 1 in 7 lacks food, other parts of the world face another problem - people are getting bigger and bigger. We used to think of obesity as an American phenomenon. Now, every parent in Britain and Ireland is reminded by huge posters that their offspring needs at least one hour or more of physical activity per day to avoid obesity. Obese children have an 80% chance of staying obese as adults. Read Obesity - Introduction

Ethical Food

You have probably heard the saying: Tell me what you eat and I will tell you what you are.

Money and food production are inextricably tied to one another. Food producers are constantly tempted to take "short cuts" to increase their income. The outbreak of Creutzfeldt-Jakobs disease in the UK (1996) was one of the incidents that turned many meat-lovers into "veggies". The demand for ecological food has also increased over the last decades.

Since 1989 Ethical Consumer, a UK alternative consumer organisation, has kept an eye on food companies and their products. The organisation makes its findings and records public. Check their survey Ethical Consumer Guide

Literature and Film About Food

1. Read Douglas Adams' comic science fiction novel, *The Hitchhiker's Guide to the Galaxy*. It consists of three parts. The last part is *The Restaurant at the End of the Universe*. In Chapter 16, p. 82 you will find a scene where the dish of the day presents itself The Restaurant At the End of the Universe. *The Hitchhiker's Guide to the Galaxy* was adapted to film in 2005.
2. Read an excerpt from Elizabeth Gilbert's novel, *Eat, Pray and Love.* The protagonist sets off on a journey of self-realization. The first part is dedicated to exploring the famous Italian cuisine. The novel was adapted to film in 2010. Read an excerpt from chapter 26 where the protagonist discovers that food and eating out is an inextricable part of Italian culture, Eat, Pray and Love - Excerpt.
3. Read the Irish dean and author Jonathan Swift's highly satirical essay from 1729 about his contemporary poverty-stricken country. Swift

attempts to stir the public conscience by suggesting that the rich ladies and gentlemen should eat Irish children: "a young healthy child well nursed, is, at a year old, a most delicious nourishing and wholesome food, whether stewed, roasted, baked, or boiled; and I make no doubt that it will equally serve in a fricasie, or a ragoust." A Modest Proposal

Tasks

You will find tasks related to this topic here

Malala

Forfatter: Morten Serkland, Eli M. Huseby, Nina Bell Rui Aadna
Malala (131138)

Malala Yousafzai is a young Pakistani teenager whose fight for the right of girls to receive an education has inspired admiration all over the world.

Nobel Peace Prize Winner 2014

Malala's won the 2014 Nobel Peace Price. Here is her acceptance speech from Oslo.

Malala / fagstoff

http://ndla.no/en/node/131138

Pakistan

Have a look on the map and consider the location of Pakistan and its neighbours. What do you know about Pakistan? Pakistan is a scenic, densely populated country. Since it became independent after the partition of India in 1947 due to the Hindu - Muslim conflict, it has been a scene of conflicts and terrorism.

The Taliban

The cradle of the Taliban, an Islamic, fundamentalist movement, was in Pakistan. It eventually spread to Pakistan's neighbour to the west, Afghanistan. In 1996 - 2001 they came to power in Afganhistan and ruled the country with strict Sharia laws. The Taliban regime was collectively condemned for their brutal treatment of women.

Malala

Malala quotes:

"I want to serve. I want to serve the people. I want every girl, every child, to be educated."

"I don't mind if I have to sit on the floor at school. All I want is education. And I'm afraid of no one."

"We realize the importance of our voice when we are silenced."

Malala, born in 1997, comes from the Swat Valley in Northwest Pakistan. In this valley the Taliban has at times banned girls from attending schools. Already from when she was 11 years old, Malala promoted her strong view that girls should be educated.She advocated her views through her own blog which was published on BBC's Urdu website.On the 9th of October, 2012, a gunman entered the school bus asking for Malala. She identified herself by saying: "I am Malala." The gunman fired three shots against her head. She was mortally injured, but she recovered enough to be transferred to Queen Elizabeth Hospital in Birmingham. Suddenly, she became the most famous teenager in the world.

Pakistan - Map

Task 1

Malala

Make an Oral Presentation

Candles lit by Malala supporters

We have provided two paragraphs with biographical information about Malala. You have been asked to give an oral presentation with important biographical facts and events from Malala's life. Which facts and events would you focus on, and why?

Your biographical presentation should not exceed 10 minutes.

Task 2

A Voice Heard

Make a Speech

Girls and Education

Listen to Malala's Speech in the General Assembly in the UN.

BBC4 Radio: Malala's Diary

Malala wants to be a voice heard on behalf of all these millions of uneducated girls in the world.
Make a speech (3 - 5 minutes) where you consider:

- To what extent she has succeeded. Give reasons for your views.
- There is often a gap between words and action. How can words become reality in this matter?

When you plan your speech, you should focus on what rhetorical devices to use. Give your speech in front of an audience.

Task 3

Education

- **Write**
- **Debate**
- **Discuss**

Nelson Mandela on Education

1. Read Article 26 and sum up the main contents in your own words.
   UN - The Universal Declaration of Human Rights, United Nations
2. Based on the Mandela quote above and Article 26, make a posting on a social media site with the title:
   Why Education Matters (maximum 700 characters)
3. Debate pro et contra the following quotes from Article 26:
   - "Education should be free at least in the elementary and fundamenal stages"
   - "Elementary education shall be compulsory"
   - "Parents have a prior right to choose the kind of education that shall be given to their children."

4. Discuss the Mandela quote.
   In what way can education be a weapon?

Task 4

Gender Issues

Find Out and Discuss

1. Browse through the Universal Declaration of Human Rights. These articles apply for all humans in every part of the world. Choose at least three fields where women are left behind. Sugggest what measures could be taken to reach the goal of equality.
2. This UN survey, UN statistics and indicators on women and men, displays gender inequalities among the UN member countries.
   - Compare Norway to one or two other countries of your choice. Focus on all the fields of concern.
   - Make a table where you compare your findings.
   - Discuss your findings.

The Universal Declaration of Human Rights

Supply and Demand (short story)

Forfatter: Jan-Louis Nagel
Supply and Demand (114878)

Have you thought about organ donation? If you are involved in a fatal accident you may save the life of another person in need of a vital organ, like a liver, a kidney or even a heart. Considering these things may feel a bit uncomfortable, but if you look at the hard facts it actually makes sense. Organ donation is encouraged by the health authorities, and the demand exceeds the supply by far. The demand is in fact so big that there are opportunities for those who see the potential for profit.

Read the following short story and discuss the questions.

surplus, impeccable, lucrative, insatiable, merchandise, shady, diversion, extension, exceed, inventory

Supply and Demand
By W B Jenkins

It was not a nasty business. He never thought about it like that. Perhaps there were some shady proceedings from time to time, but no – he wouldn't call it nasty at all. In fact, quite the contrary.

He turned to his monitor. There was something fishy about this. He was not at ease with this new Belarus contact. He had been in the business long enough to be alert if he sniffed something rotten. The network was big, in fact too big to keep the full overview of what was going on. Still, he was safe as long as he could stick to his old connections. New ones had to be approached with caution. And in this case he had this indefinable feeling of uncertainty. He had been doing business with Belarus before, but the connection then was somebody he knew, and had even met. Now there seemed to be some new guy managing things over there, and he just had this uneasy feeling about it. He checked his watch; it was getting late.
He was running a Manchester based export / import business doing all sorts of international trade, from bicycles to underwear, or second-hand spare parts. Usually some cheap goods from a surplus store somewhere that would make a little profit. The books and inventory were in perfect order; the men from the ministry had nothing to complain about. The company was even in line for a quote on the stock exchange. He was doing all right. It was a safe business – but not very lucrative.

Then some years back he had had an invitation to a sales seminar, which turned out to be just as boring as he had expected. These fresh academy yuppies in their impeccable grey suits with matching ties, presenting the same graphs and figures were simply tiresome. What did they know? It was a two-day seminar, but he had decided to leave after the first day. Still he ended up in the bar in the afternoon, and over a pint had joined in a conversation with two blokes he knew slightly from a similar event. After another pint or two they had gone to a hotel room to continue their chat which was getting very interesting. There he was introduced to a third guy who seemed to be waiting for them. In short, this had been the turning point. He suddenly found himself in big business with fat money, and the market was insatiable. The business was perhaps not that safe – but it was very, very lucrative.

Healthy liver, artwork

Fotograf: Science Photo Library

Since then it had all been a stroll down yellow brick road. Big, bad and beautiful. Not that bad, really – just a bit on the side of what most people would call clean business. When he thought about the poor fellows involved in really dirty business, like drugs and trafficking – that was bad. They were using people and ruining lives. He would never go down that road. There were, in fact, many positive aspects of what he was doing, he kept telling himself.

And his company was the perfect cover. He had developed a network of safe connections mainly in Eastern Europe, but also in some Arab countries and even in the Far East. The demand by far exceeded the supply, and he was amazed by what some people were able to come up with when it came to cash. And that was another advantage of having an established business – no whitewashing was needed. It all went into the books, neat and tidy. Ask no questions, tell no lies.

But this new Belarus contact was unsettling for some reason. He was fully aware of the risk involved. One wrong step and it was goodbye yellow brick road. He knew that. With eyes on the monitor and hand on the mouse he hunted for information to justify his suspicion, but came up with nothing.

His mobile buzzed. He checked the display before answering. After a “Yeah” and a short silence he just said “OK”. Shit! He never did that. He never did any delivery himself, he had never had to. In his regular business he often had to step in to hand over some merchandise, or drive one of his trucks to the airport. But in this connection he totally relied on his couriers. So far that had been no problem. They did what they were paid for, and that was it. No questions. But now he had to get on his bike and do it himself – and like always, it was urgent.

Urgency was the mantra of this business. Special delivery, high priority. It was a matter of life and death, literally. He had a list full of wanted items, so whenever something popped up he had to push the button. And so far it had never failed. He didn't always know where the stuff came from, but he didn't really care as long as he could deliver and keep his customer satisfied. But somehow, this was the shady part of it. Somebody was doing the dirty work out there, and he took the profit. Most of it, anyway. But the other direction was even shadier. When there was some item coming his way, he had no way of knowing how the merchandise had turned up. He didn't particularly like to think about that, but no matter, he was only a small pawn in a gigantic network and if he didn't do it, somebody else would.
Now for the first time he had to get out there and personally get the stuff underway like any shipping clerk. He had a bad feeling about this.

It was dark and the roads were wet, but he knew where he was going. His black Honda was purring like a playful kitten between his legs. Not much traffic and no police in sight. It took him a quarter of an hour or so, and when he got there they were waiting for him. As he slid the little canister into the bag he thought he heard the word liver mentioned. But he didn't really care what it was. As long as it brought home some bacon, he didn't mind.

Speeding through the Darkness
Fotograf: Corbis

Then through the dark streets on the outskirts of Manchester again. Though he hadn't done the actual transport before, the business from here was quite straightforward. The goods would go as a disguised express cargo shipped to the destination he had been given. The routine was simple.

His bike was like an extension of himself, like an extra part of his body that came to life when it was called for. Shooting through the dark streets. He was well above the speed limit, but the thrill of it made him smile behind the tinted visor of his helmet. And as he calculated the profit of the deal that was going down, it made him smile even more.

Roadblock ahead: Diversion. He slowed down and carefully passed the flashing lights and followed the signs. Probably a road accident. Whenever he came across situations like that, or read about them in the paper he couldn't help but think of the potential there. He lifted a hand to the men in fluorescent vests as he passed. The diversion had caused some congestion and would probably slow him down a little. Traffic was directed closer to the city centre which would mean more lights and more delays. He was getting impatient. Then there was a crossing where he had to slow down, he overtook some cars in front of him and accelerated into the next street. His helmet slightly blocked his side vision, so he had to turn his head a fraction of a second to get a clear view up the street. And that was enough. The crash was unavoidable. He went full speed into a van that was backing into the street right in front of him.

After some long and silent minutes the ambulance and police came flashing through the night. The paramedics went about their business and the officers talked to the driver of the van.

“Not much blood here; if he survives he can thank his helmet,” one of the paramedics remarked. The other one was silent. Then the black bundle of a biker was loaded onto a stretcher and off they went, the sirens singing their wailing song through the dark and empty streets of Manchester.

At the casualty ward they were ready for him, and he was on the operating table less than thirty minutes after the crash. It didn’t take the doctors long to find out that his liver was smashed and he would die if they didn’t get a new one pretty soon. But there was no liver to get hold of.

In the street the police were cleaning up after the accident.

Tasks and Activities

Discuss

1. At what point in the story did you understand that the protagonist was into illegal organ trafficking?
2. What does the protagonist really think about his business? Explain your answer.
3. The crash was unavoidable, and perhaps also predictable in the story. What is the point the writer is trying to make by that?
4. Comment on the irony of the story.
5. What is the “dirty work” somebody is doing out there?
6. What can it imply that “he had no idea of how the merchandise turned up”?
7. If we assume that the theme of the story is “karma” – what does that mean?

Find Out

1. Use the Internet to find out how you sign up for organ donation.
2. Search the Internet for information about the market for illegal organ trafficking.
3. Find out why Belarus is mentioned in particular.

Literary Analysis

1. In what way do the setting and the plot complement each other?

   In a short story the plot and the setting are usually carefully connected. Here, the protagonist is alone with his computer in his office late in the evening. He is driving through the dark and wet streets of suburban Manchester with “no police in sight”. It is dangerous, and he is running a shady business that belongs in the darkness.

2. Sum up the plot as briefly as possible.

   This can be a bit tricky since in a plot summary one tends to include too many unnecessary details. A brief summing up of the plot here may be: A man is into dealing with human organs illegally, and when he is transporting a liver he crashes on his motorbike and dies because his liver is smashed.

3. How would you characterize the protagonist?

Characterization is an important element of a narrative; we base our impression of the characters on what they say, think or do. In this story the protagonist is continually convincing himself that what he is doing is not a nasty business, which indicates that he knows that is exactly what it is. He also makes excuses for himself by thinking that "if he didn't do it, somebody else would". Consequently, at the end we think that he got what he deserved.

4. What is the narrative angle?

The narrative angle here is a limited 3rd person view. We only have information about what goes on and what the protagonist thinks and does.

5. What do you suggest as a theme of the story?

The obvious theme is illegal organ trafficking. Another suggestion may be karma, since he has to pay for his ill-doings.

6. Where are the turning point and the climax of the story?

Don't mix turning point and climax. The turning point of a story is when the plot takes an unexpected turn. Here it is when he gets the phone call and has to do the delivery himself. The climax is when something dramatic happens that turns the tables completely, in this case the crash.

7. Comment on the composition of the story.

After a brief exposition, we get background information in a short flashback, the rest is told chronologically. Note that we do not get information about what actually goes on until mid-way through the story, still we have a growing feeling that something fishy is going on. This works well to build up suspense in the plot.

8. Comment on the title of the story. (Can you think of an alternative title?)

The title of a story will usually not make any sense until after you have read it. In this case the title indicates that it is something about buying and selling, which it is – but in a rather different sense than what one might expect. Other suggested titles might be: Instant Karma, What Goes Down, Spare Parts

Useful Sources

Human Trafficking: Organs for Sale
Trafficking for Organ Trade

Surveillance

Forfatter: Eli M. Huseby
Surveillance (134149)

According to Merriam-Webster Dictionary, *surveillance* is "the act of carefully watching someone or something in order to prevent or detect a crime." Examples given are: "government surveillance of suspected terrorists" and "the bank robbery was recorded by surveillance video cameras".

Here we suggest surveillance as a theme in classes in International English and Social Studies English.

Vocabulary

Before you start reading it is a good idea to be familiar with these words:

transparency, surveillance, monitoring, data privacy, dystopian, alienation, totalitarian, censorship, dissenters, whistle-blower, hacking, artificial intelligence, interception, supervision, CCTV camera

- What do you associate with these words?
- What kind of connotations do they carry?
- Make sentences which illustrate the meaning of each word. You may use more than one of the words per sentence.

Big Brother Is Watching You

The purpose of watching and recording the behaviour or activities of people, might be to protect, influence and manage vital interests. Surveillance may include methods where technology does not play an important role such as using human agents. Electronic equipment, however, is often employed to observe suspects. It might involve CCTV cameras and interception of internet use and telephone calls.

It goes beyond saying that surveillance is a useful tool for governments to preserve social control of their subjects. In his science fiction novel *Nineteen Eighty-Four,* George Orwell describes such a society and names the leader of the ruling party Big Brother. What if Big Brother - represented by the regime - is totalitarian and non-democratic and uses the technology to brainwash its citizens?

Nineteen Eighty-Four

Nineteen Eighty-Four is a dystopian science fiction story about such a nightmare society.The novel depicts a state controlled by rulers who abuse the available technology to repress the population. George Orwell's *Nineteen Eighty-Four* (1948) scared the wits out of contemporary readers in the 20th century. The only comfort was that a Big Brother society ruling out all individual thinking and the subsequent alienation experienced by the protagonists in the novel, seemed unlikely to happen in the near future.

The question is now, however, after turning the millennium:

- How much do we recognize from the dystopian society depicted in the novel?
- Do we recognize a Big Brother? If so, who?

- Does all the technology rule out our individual freedom?
- Are we in charge of our own lives?

Read one paragraph from the opening of George Orwell's novel, *Nineteen Eighty-Four.*

Front Cover of George Orwell's Nineteen Eighty Four (1949)

Outside, even through the shut window pane, the world looked cold. Down in the street little eddies of wind were whirling dust and torn paper into spirals, and though the sun was shining and the sky a harsh blue, there seemed to be no color in anything except the posters that were plastered everywhere. The black-mustachio'd face gazed down from every commanding corner. There was one on the house front immediately opposite. BIG BROTHER IS WATCHING YOU, the caption said, while the dark eyes looked deep into Winston's own. Down at street level another poster, torn at one corner, flapped fitfully in the wind, alternately covering and uncovering the single word INGSOC. In the far distance a helicopter skimmed down between the roofs, overhead for an instant like a blue-bottle, and darted away again with a curving flight. It was the Police Patrol, snooping into people's windows. The patrols did not matter, however. Only the Thought Police mattered.

(George Orwell, *1984,* Ch. 1)

- Describe the mood.
- How does the author create the mood?
- Why do you think this was scary reading in the decades after World War II?
- Is it still scary?
- Do we have a Thought Police? If so, who are the Thought Police?

surveillance

Berlin Wall and the Cold War

Orwell Ninety Eighty-Four

Twin Towers 9/11

George W. Bush and 9/11 Address

WikiLeaks

Edward Snowden

Big Brother is watching you

Mass Surveillance

The need to protect what is considered as citizens' rights is as old as human civilization. Modern electronic devices have opened up new possibilities when it comes to surveillance of populations.

According to the British magazine CCTV Image, it is estimated that the number of cameras in the UK is 1.85 million.The magazine bases this estimate on a survey of private and public cameras carried out in 2011. This number implies that the average person in the UK would be watched by 70 CCTV cameras every day.

If we also take into consideration all the digital footprints we leave behind, the balance between citizens' rights and national security is very delicate.

The Cold War and the Red Scare

After World War II, the period that is known as the Cold War evolved. The USA's former enemies - the Germans and the Japanese - were replaced by the communist Soviet Union. The Soviets possessed the nuclear bomb and quickly expanded communism to other continents. Left-wing parties in the USA became primary suspects. The FBI tracked them down, while the Truman Doctrine of 1947 inspired, and even financed, foreign governments to fight communism within their own countries. In 1952, President Truman established the top secret National Security Agency (NSA) whose primary function was analysis of communications intelligence information and protection of the U.S. national security systems. One year later, senator Joseph McCarthy became chairman of the Senate Committee on Government Operations, and the crusade against communism accelerated. The suspicion - often referred to as the Red Scare - of leftist sympathizers was persisent well into the 1970s, with FBI surveillance of Civil Rights workers and anti-Vietnam protestors.

Surveillance After 9/11

Before the terrorist attacks in September 2001 most Americans thought that terrorism and suicide bombing was something that occured other places in the world. Not since Pearl Harbor in 1941, had the USA experienced a foreign attack on their country. In the wake of 9/11, President Bush signed the first Patriot Act. The Act adds a new layer of security to prevent terrorism by easing surveillance regulations. President Barack Obama extended parts of the Patriot Act for four more years in 2011.

The surveillance measures imposed by the Patriot Act involve:

- Telephone Wire Tapping
- Internet Activity Tracking
- Email tracking
- Increased Airport Security
- Security Cameras
- Surveillance Credit Card and Banking History Access

The Patriot Act has been highly controversial in the USA. Many Americans welcome strict protection from terrorists while others abhor the limitation of civil liberties.

In 2005, there were sensational headlines in *The New York Times* about federal surveillance of thousands of Americans.The newspaper found conclusive evidence of wiretapping of internet and phone traffic since 2002.

In 2010, WikiLeaks started publishing classified military documents, many of which were related to the warfare in Afghanistan and Iraq. Their primary source turned out to be Private Bradley Manning. In 2013, he was sentenced to 35 years in prison for violation of the Espionage Act.

In May 2013, Edward Joseph Snowden, an infrastructure analyst working for NSA (see above), revealed details about a massive internet and phone surveillance programme initiated by American and British governments. Most notably, the German Chancellor Angela Merkel, a supposed friend, not an enemy of the USA, was among the persons who had been subjected to phone tapping. Snowden's leak of classified information made him one of the most wanted men in the world. He currently lives in refuge in Russia, and Putin, the Russian president, has characterized him as a champion for human rights. Snowden, the whistle-blower is one of the causes of US - Russia relations, that had improved since the Cold War, being strained at the moment.

Suggested Reading: Science Fiction Novels

George Orwell's novel, *Nineteen Eighty-Four* (1949), depicts an all-powerful society named Oceania where political dissent, sex and any form of indviduality are illegal. Violation of the rules are severly punished. Big Brother is the leader of the government and he keeps an eye on his people in Oceania. Read Excerpt from *1984* by George Orwell.

Margaret Atwood's novel, *The Handmaid's Tale* (1985), deals with a totalitarian society, the Republic of Gilead (formerly the United States of America), which was founded in response to social threats like increasing pollution and rising infertility rates. In Gilead, state and religion are one, and women are severely oppressed, having lost most of their rights – they are not allowed to work, vote, or even read or write. Even their fertility is regulated by the state. Read an excerpt *The Handmaid's Tale*.

In Aldous Huxley's novel *Brave New World* (1932) we meet yet another totalitarian state which executes strict control of its subjects to maintain power. Whereas the government in Orwell's novel uses torture, surveillance and the Thought Police, the power in *Brave New World* is preserved by technological interventions that spoil the citizens to such an extent that they feel so happy and superficial that they become stripped of their moral standards. Read the novel here.

All the novels are adapted into movies.

Discuss

- In what ways have the events of 9/11 led to restrictions on individual freedom?
- What are the pros et cons regarding surveillance?
- How can we combine the need for security with individual freedom?

Read More

Edward Snowden - Hero Or Traitor?

Edward Snowden - Hero or Traitor

Forfatter: Eli M. Huseby
Hero or Traitor? (134382)

While many Americans blame him for putting their lives at risk by revealing secret information, others view him as a hero for making them aware of how human rights, such as the right to privacy, are violated.

Who Is Edward Snowden?

Edward Snowden

In June 2013, this face appeared on screens and front pages all over the world. A few weeks earlier Edward Joseph Snowden (b. 1983) had met with two reporters. One of the reporters was Glenn Greenwald. In Hong Kong, Snowden decided to hand over classified documents from his employer, a company with close links to the American National Security Agency (NSA). In his work as an infrastructure analyst Snowden had come across a massive internet and phone surveillance program initiated by the American and British governments.

Most notably, the German Chancellor Angela Merkel, a supposed ally, not an enemy of the USA, was among the persons who had been subjected to phone tapping. Snowden's leak of classified information made him one of the most wanted men in the world. He currently lives in refuge in Russia, and Putin, the Russian president, has characterized him as a champion for human rights. Snowden, the whistle-blower, is one of the reasons why US - Russia relations, that had improved since the Cold War, are strained at the moment.

Useful Words

transparency, surveillance, monitoring, data privacy, dystopian, alienation, totalitarian, censorship, dissenters, whistle-blower, hacking, intelligence, interception, supervision, CCTV camera

Interview With Edward Snowden

In this interview (35 min.) recorded in March 2014, Edward Snowden reflects on his revelation of classified material. What made him do it? Has he committed a crime? Has he put the security of nations at risk? Was it a brave and admirable thing to do? Watch the interview. It is recommended to use the English subtitles.

Hero or Traitor? / fagstoff

http://ndla.no/en/node/134382

After watching the video, answer these questions:

1. How does he characterize himself? Does he recognize himself as a whistle-blower, traitor or hero?
2. Interpret what he might mean by stating: "I am an American.."
3. How did he get access to the classfied material?
4. What does he answer when asked what propelled him to leak the information?
5. Snowden remarks that intelligence does things that are good and things that should not be done. What things is he referring to that are good and bad respectively?
6. Why did he not go to Congress with the information he had?
7. He ended up trusting the information to journalists? Why?
8. In what respect does he mention the 1st Amendment?
9. What was the intention behind the PRISM program?
10. Why did he see PRISM as a severe attack on human rights?
11. What does Snowden say about cyber hacking?
12. In what context is Snowden talking about Google and Yahoo?
13. Snowden compares the use of surveillance in the USA and Russia. Why is his conclusion alarming?
14. What measures is Snowden suggesting to secure a free and open Internet?
15. How does Snowden characterize the anti-terror programs initiated by the USA?
16. It is maintained that whether people tend to see Snowden as a hero or traitor, does not depend on political views. What aspect do they think is more relevant? Why?
17. What references are given to Orwell's dystopian novel *Nineteen Eighty-Four* and Big Brother?
18. Snowden winds up the interview by giving a message. Which?

President Obama About the Mass Surveillance Programs

After the leak of sensational information about programs monitoring internet and telephone communication among supposed enemies and allies alike, President Barack Obama had to make a statement. Watch a video clip from his speech in June 2013.

Hero or Traitor? / fagstoff

http://ndla.no/en/node/134382

After watching the clip, answer these questions:

1. Why was the President sceptical when he got to know about the programs?
2. What made him change his mind?
3. How does he defend the programs?
4. Explain the point he is making about finding a balance.
5. How does he try to convince the audience? Does he succeed, do you think?

Make a Talk Show

Famous TV hosts like Ellen DeGeneres and David Letterman would see an interview with Edward Snowden as *the* major achievement in their career.

Pretend you are a TV host and have made the great catch - an interview with Edward Snowden and President Barack Obama. Due to Snowden's current asylum, he has to be interviewed by means of a network television transmission.

Resources:

How to make your own talk show

A TV host has to do a lot of research:

- Listen to the interviews above and answer the questions.
- Watch First interviews with Edward Snowden

Make a Demonstration Poster

A committee called, *Give Us the Internet Back,* has planned a big demonstration. You are supposed to make the posters. What headlines would you make? Make a digital collage of your posters.

Oral

- Make a conversation where one student asks questions about deleting the footprints he/she makes online and another student gives relevant advice.
  Use "delete me", "erase me" or "slett meg" as search words and find relevant information before you start the conversation.
- Make a class debate where one half supports the views of President Barack Obama and many of his fellow Americans and the other half favors Snowden's views. Prepare well by studying arguments pro et con before starting the debate.

Discuss

- Is Edward Snowden a hero or traitor?
- In what way does mass surveillance represent a threat against human rights?

Interview

Demonstration

President Barack Obama

Delete

Terrorism – A Violent Alternative

Forfatter: Lars Aunaas
Terrorism - a Violent Alternative (91159)

Pre-reading activity: Discuss the following quote:

> "Nonviolence is the answer to the crucial political and moral questions of our time; the need for mankind to overcome oppression and violence without resorting to oppression and violence. Mankind must evolve for all human conflict a method which rejects revenge, aggression, and retaliation. The foundation of such a method is love." *(Martin Luther King Jr.)*

1. Explain what King means in your own words.
2. Martin Luther King made the above statement when he was awarded the Nobel Peace Prize in 1964. Considering what has happened since then, why do you think it has been difficult to follow his recipe?

Before reading the text, try the vocabulary task below.

English/Bokmål

MyTask - Click icon to open task!

English/Nynorsk

MyTask - Click icon to open task!

A Violent Alternative

The 9/11 attacks, the London bombings in 2005 and Utøya in 2011 have all left terrible, indelible imprints on our memories. Reports of suicide bombers in Afghanistan, Iraq, Israel and many other countries are a frequent occurrence in our news media. Such incidents have become an incontrovertible part of our modern world.

TwinTowers 9/11

Definitions of Terrorism

There are several definitions of terrorism. Even though it may seem a bit confusing, this diversity is rather useful - it helps us formulate a set of important criteria that may help us identify this complex phenomenon.

1. “the calculated use of unlawful violence or threat of unlawful violence to inculcate fear; intended to coerce or to intimidate governments or societies in the pursuit of goals that are generally political, religious, or ideological.” (US Department of Defense)
2. "Terrorism is the unlawful use of force and violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives." (FBI)
3. "premeditated politically-motivated violence perpetrated against non-combatant targets by sub-national groups or clandestine agents, usually intended to influence an audience" (U.S. Department of State)
4. "An anxiety-inspiring method of repeated violent action, employed by (semi-) clandestine individual, group or state actors, for idiosyncratic, criminal or political reasons, whereby - in contrast to assassination - the direct targets of violence are not the main targets." (UN)
5. "…the use of violence for political ends, and includes any use of violence for the purpose of putting the public, or any section of the public, in fear." (UK government)
6. "the use of violence and threats to intimidate or coerce, especially for political purposes".
7. "a terroristic method of governing or of resisting a government."
8. "the systematic use of terror especially as a means of coercion"
9. "the use of violent acts to frighten the people in an area as a way of trying to achieve a political goal "

10. "the use of terror as a means of achieving a goal"
11. "Common definitions of terrorism refer only to those violent acts which are intended to create fear (terror), are perpetrated for a religious, political or ideological goal, and deliberately target or disregard the safety of non-combatants (civilians).

[Sources - Terrorism Research (1-5), Dictionary Definition of Terrorism (dictionary.com) (6,7), Definition of Terrorism (merriam-webster) (8-10), Description of Terrorism (wikipedia)(11)]

Task

1. Make a list of the elements present in terrorism based on the above definitions. Consider: purpose, method, motives, targets, by whom. What tactics do terrorists often use?
2. Discuss why the definitions vary so much.

Elements present in definitions of terrorism:

1. Method: creating fear (through the use of violence – or the threat thereof).
2. Purpose: retaliate, intimidate and coerce.
3. Motives: agendas of a political, religious or ideological nature. In other words, terrorists come from very different horizons: over the last century, there has been right-wing and left wing terrorism, nationalist terrorists, Christian, Jewish and Muslim terrorists…
4. Targets: quite diverse – whoever one wants to force to do certain things or strike with fear. However, a central trait of terrorism is that it's either indifferent when it comes to harming innocent bystanders or that it harms them intentionally in order to achieve their goals.
5. Exercised by: individuals, groups and governments
6. Tactics: bombing, hostage-taking and extortion, assassinations, armed attacks, torture and maiming, hijacking, hacking.

State Terrorism

There is a lot of focus on individuals and groups committing acts of terrorism. However, such strategies and tactics have also been used by states, for instance in the context of cultural revolutions – totalitarian attempts to homogenize the population ideologically (Examples: France during la Terreur, Stalinist USSR, China during Mao's Cultural Revolution, Cambodia under Pol Pot, etc.)

There are also cases where states find it in their interest to fund terrorist groups.

Resistance Movements and Freedom Fighters

There is no shortage of terrorist movements which claim that they merely and legitimately fight for freedom or resist oppression. Conversely, the word "terrorism" having such a negative connotation, it is often used rhetorically in order to discredit groups or individuals that one disagrees with. During the Second World War, for instance, the Norwegian resistance movement was qualified as terrorists by German propaganda.

Democracies Faced with Terrorism

Terrorism represents a dilemma for democratic societies. How should they react? In 2001, to protect America's free, democratic society, George Bush chose to use America's military might first in Afghanistan and later in Iraq to fight what he termed the Axis of Evil. He also introduced legislation which threatened the civil liberties of American citizens. In contrast, after Utøya, the Norwegian response has been openness and solidarity. As Prime Minister Jens Stoltenberg said on the first anniversary of the attacks in Norway, "*The world has no better protection against terrorism than openness, democracy and humanity.*" On the one hand, a democracy has to ensure its continued existence and to protect its inhabitants against aggression from without or within – if necessary by the use of force. On the other hand, they are defined by their commitment towards human dignity and the human rights that this belief entails. Terrorism may force them to choose between staying true to their ideals and using all means deemed necessary to fight attempts to harm their population and threaten their stability.

Rose Procession. The Norwegian Reaction to Terrorism, Oslo, July 2011

Counterterrorism Through International Cooperation

There are many ways to fight terrorism. Aiming at less hate and extremism at home and abroad, for example by education, debate and deserving the moral high ground, may be a good place to start. However, this will not always be enough, and in such situations one needs all the protection that the police and the intelligence community or, indeed, the armed forces are able to provide.

Since terrorism is a global phenomenon, it has been necessary to establish international cooperation in order to cope with it. Countries may work together case by case through the exchange of information, joint police or military operations, etc., may cooperate on the basis of formal bi- or multilateral agreements and may join forces by establishing and/or supporting international organizations.

Has Terrorism Ever Been an Efficient Means to an End?

The answer to this question depends upon which end one pursues. Indeed, if the goal is to create suffering and a cycle of violence, terrorism has been highly effective.

Gandhi once said: "*I object to violence because when it appears to do good, the good is only temporary; the evil it does is permanent*". Indeed, it is difficult to find examples of situations where terrorism has actually contributed to build anything. When the temptation to lash out, kill one's enemies, seek vengeance etc. is strong enough, some sort of satisfaction might result from giving in to it. However, this kind of gratification comes at a very high price: the day one is taken by the desire to reach for what one loves and wants instead of destroying what one hates, chances are that there are only ashes, dried blood and corpses left to build on.

Tasks and Activities

Discuss and Find Out

1. Why is it so difficult to determine whether a movement should be considered a freedom movement or a terrorist movement? Which criteria do you consider to be the most important? Is it the sheer use of violence – be it sabotage, assassinations or less specifically aimed violent acts?
2. During the Second World War, both sides in the conflict deliberately bombed civilian areas in Norway and other countries. Find out where such bombings took place and discuss whether this bombing, in order to seek vengeance or to

lessen the population's will to fight, could be considered as state terrorism.

3. Following 9/11, the CIA and the US Army developed "enhanced interrogation techniques". Find out what techniques were employed in order to force people who were being interrogated to reveal information.

   waterboarding, sleep deprival, being kept naked and wet in a cold room, hard slaps on the abdomen or in the face, being kept for a long time in uncomfortable positions, dogs used to threaten, endless interrogations, being yelled at or shaken physically

4. Look up the following keywords and find out what they are and how they are assosciated with terrorism: Guatanamo Bay Detention Center, Abu Ghraib, Bradley Manning and WikiLeaks.
5. Read the following article: Waterboarding. How does the author support the claim that waterboarding is a form of torture?
6. Many countries have passed new anti-terrorism legislation in recent years, e.g. in the UK Terrorism Acts. Find out which increased powers have been given to the police, the courts and the government.
7. The introduction of anti-terror laws always creates discussion because they may come into conflict with democratic principles and the rights of the individual. Norwegian anti-terror laws are relatively moderate compared to some other countries. Read this article from February 2012, Anti-Terror Laws in Norway. Do you agree with the author? What type of anti-terror laws do you deem necessary.

The UN and Counterterrorism

Browse through the web pages that are dedicated to the UN's counterterrorist action UN Action to Counter Terrorism and find out what the UN does in order to fight terrorism? Take notes and share what you found with fellow students.

Prefixes – Interactive Task

Prefixes Terrorism Vocabulary / amendor_ios_task
http://ndla.no/en/node/102263

Writing/Presentation

1. Write an essay about one resistance group or individual freedom fighter. Include information about their background, ideals, purpose, motives, methods and present your arguments for the individual/group being a freedom fighter rather than a terrorist. This task could also be done as a multimedia presentation.

The Glass Ceiling

Forfatter: Karin Søvik
The Glass Ceiling (94208)

Have you heard the term "glass ceiling"? Look at the picture below and discuss with a partner what it suggests.

decade, corporate, transparent, invisible, maternity leave, assert, dedicate, senior management, aspiration, nurture, regulation, commitment, board room, compulsory, sentiment, in compliance with, legislation, quota, affirmative action, follow suit

The Invisible Barrier

Fannie Hurst, an American writer, once stated, “a woman has to be twice as good as a man, to go half as far.” This may still be true, but less so than a mere decade or two ago. What Fannie Hurst described is something that later has become known as the glass ceiling. Often, when we read about women in professional life, we come across this expression. It is a metaphorical term. Nevertheless, many women who find themselves bumping their heads on it find it very real indeed. But what does it mean?

The “glass ceiling” refers to an invisible barrier that prevents women and minorities in society from achieving professional success and reaching the upper levels of the corporate ladder. It is a way of describing whatever keeps women from achieving power and success equal to that of men. The “ceiling” implies that there is a limit as to how far someone can climb the corporate ladder. Furthermore, it is made of glass, implying that it is transparent, enabling a woman to see the people above her in more powerful positions. However, when trying to achieve the same success, she is stopped by invisible forces that prevent her from rising further.

The Glass Ceiling
Opphavsmann: Abominatron

The Barrier in Practice

In theory, nothing prevents women from rising as high as men. In practice, on the other hand, the ceiling has turned out to be a tough barrier to shatter. In professional life, women have had to stumble over hindrances that never existed for their male counterparts. One of the practical glass ceiling problems has for example been that many traditional male jobs have been slow to open up to women. Only 20 years ago you would not find many female electricians or car mechanics, let alone stock brokers or pilots. Today, even though they are still a minority, the numbers are slowly increasing and girls are encouraged to enter into this male dominated universe. Also, some organizations have operated with unequal pay rates for men and women, even though this is illegal by law (Equal Pay Act: USA, 1963 and Britain, 1970). A related problem is that women often feel that they lose out on professional opportunities if they take maternity leave. Staying away from work for weeks, months or even years will often affect both pay and responsibilities in the work place.

Career vs. Children

Some women activists tend to put all the blame for the gender gap in working life on men, claiming that there is a male conspiracy to keep women out of top positions. They assert that men feel threatened by up-and-coming women with a high level of education and high ambitions. However, this is challenged by others who claim that the glass ceiling exists mostly because women choose to focus more of their time on family. This makes it impossible to dedicate as much time to their career. Many women feel the pressure of combining childcare with career aspirations. This is not something that employers can expect women to change – after all, women will continue to have children in the future. However, some people have suggested that if the large organizations want to nurture the talents of their best female employees, they may have to take a good look at some of the regulations, traditions and unwritten rules among senior management in their companies. In most modern families today both parents work, and in most of these families women still have the greatest responsibility when it comes to childcare commitments. But since few senior positions offer flexibility around working hours, a woman's career is often restricted. Flexible hours is one of the things that could help women on their way up the corporate ladder.

Ambition and Gender

A UK survey from 2011 showed that 73% of female managers believed that the glass ceiling still existed for women seeking senior management and board-level positions. In contrast, only 38% of men believed that such a barrier existed. The same survey showed that the managerial career aspirations among men were much higher at every stage of working life than those of women. For example, among the under 30s, 45% of men and 30% of women said they expected to become managers or leaders some time during their career. This gap in ambition was obvious in all age groups that were represented in the study. (Report from *The Guardian* Glass Ceiling Still Exists).

Women Decision Makers

Another problem is that very few women are represented on corporate boards around the world. This is where strategic decisions are made and where the members have a chance to influence the future direction of the company. It is believed that corporate boards perform better when they include the best people with a range of perspectives and backgrounds. It is therefore important that the boards are made up of highly qualified people with a mix of skills, experiences and backgrounds. Today, many boardrooms around the world mainly consist of middle-aged men, and very few women are present. The number of female board members in the largest companies in the USA is 15% (Female Board Members, US 2010), in Britain 13% (Female Board Members, UK 2011), while the average number for Europe as a whole is 12% (Female Board Members, Europe 2010).

But things are happening. In Norway, a new law was introduced in 2008, making it compulsory for all public companies that were listed on the Oslo stock exchange to appoint at least 40% women to their management boards. Companies that did not comply with this new law of positive discrimination, risked being shut down. Sentiments have been strong, but today most companies are in compliance with the law. Spain and France have also introduced new legislation, demanding a 40% quota within 2015 and 2018 respectively. This kind of affirmative action has provoked a vital debate about women and work in many countries, but so far there are few signs that the USA or Britain will follow suit in the near future.

Tasks and Activities

The Glass Ceiling - Tasks

Further Reading

The Right to Decide

The Right to Bear Arms

Forfatter: Karin Søvik
The Right to Bear Arms (96279)

> **A well regulated militia being necessary to the security of a free State, the right of the People to keep and bear arms shall not be infringed**.
>
> – Second Amendment to the US Constitution

to infringe, intricacy, current, divisive, militia, standing armies, insurrection, supplement, to level, to revere / revered, viable, to lobby / a lobby, to deter, zealous, shooting spree, federal, legislation, measure, feeble

As the only modern urban industrial nation the United States has a Constitution which sets forth the “right of the people to keep and bear arms.” This is a right every American has enjoyed since the first colonies were established about 400 years ago, and they have traditionally exercised this right with few restrictions. Throughout much of American history the right to own and use guns has been regarded as a cornerstone of American liberty. According to many Americans, this is a right which belongs to all free citizens and cannot be taken away from them.

Second Amendment Activists
Fotograf: Rich Pedroncelli

However, today many will argue that “the right to keep and bear arms” has gone from being a blessing to being a curse. Over 30,000 Americans are killed every year as a result of gun violence, and few other countries have experienced a similar crime rate. This has fueled the gun control controversy which has been in the forefront of public debate for the last 40 years.

Historical Background

In order to understand the world we are living in today, we often explain the present by pointing to the past. This is also important when it comes to the American gun debate. Without a historical basis, it would be impossible to understand America’s love affair with firearms. Consequently, it would also be impossible to comprehend the intricacy of the current debate and the divisive effect it has on the people. Watch this video for an introduction:

As the pioneers settled in America and slowly filled up the East Coast, the gun became more and more essential for their existence. They needed it for hunting, but also for protection against Native Americans. In addition, the military defense of America was based on a militia system where every citizen was a soldier, and every soldier was obliged to provide his own gun. Standing armies were believed to be dangerous to liberty, because too much power would be concentrated in only a few hands. A militia consisting of the whole population would prevent this. In other words, the whole security of the country depended upon the individual arming of citizens. Also, the symbolic effect of the gun was significant. In Europe, the citizens had been politically and religiously oppressed. In order to avoid popular insurrection and resistance to the government, different measures were often used to disarm certain elements of the population. As a result, the first European settlers of America brought with them a constant suspicion of government and central authority. They had been restricted from owning weapons back in the Old World. In the New World, the settlers with their new-won freedom, fiercely rejected such restrictions. The pioneers strongly believed that the armed citizen constituted the foundation of a free republic. They had to be able to protect themselves, not only against foreign powers, but also against their own rulers, or they would lose their liberty. The right to own and use weapons had become a symbol of their rejection of everything they did not want to bring with them from the Old World. It had also become a necessity for survival. Thus, when the Bill of Rights was written as a supplement to the Constitution in 1789, the individual's right to bear arms was never questioned by the Founding Fathers.

Deadlocked Debate

Individual gun ownership was not a controversial issue until the 1960s. During that decade urban America seemed to explode in violence, and the gun became by far the most popular weapon among criminals. In addition, the gun was leveled against some of the most revered political and social leaders, such as John F. and Robert F. Kennedy and Martin Luther King.

The gun control debate has continued up to today. Nevertheless, the United States has still not come up with a viable solution to the problem of gun violence. This is partly a result of the debate itself which at times appears to be more a battle of words than a public debate. It has become an exchange of extreme opinions, and the supporters and opponents of gun control are equally convinced that their view is the correct one. In a discussion where the premises are taken so much for granted as they are in the gun control debate, it becomes difficult to reach a sound and viable solution to the problem.

This polarized battle has divided America into two distinct camps with two dominant organizations which stand out as the leading powers in the debate. On the one hand, you have those who support gun control and who believe that the existing laws do not go far enough. They work for better registration of guns, licensing of handgun owners, and some even want to ban handguns altogether.

The Brady Campaign is the most important organization working for gun control. It is a non-profit based organization that lobbies Congress, state legislatures, and local governments in order to have new laws put into effect which will prevent gun violence and keep handguns out of the wrong hands. It was founded in 1974 under the name Handgun Control, Inc. In 1981, it changed its name to the Brady Campaign after James Brady, an assistant to President Ronald Reagan, who was permanently disabled as a result of an assassination attempt on the President. The organization has today about 1 million members.

Activists with Brady Campaign for Gun Control
Fotograf: YURI GRIPAS

On the other side of the debate, you find a group of people who believe that the Second Amendment to the Constitution guarantees every American citizen the right to own a gun. In their opinion, private gun ownership deters crime and helps reduce the number of homicides in the USA. The National Rifle Association (NRA) with its 4.3 million members has been the most visible political power behind gun supporters. The NRA is a zealous defender of gun ownership, and its ultimate goal is to prevent any gun control law to pass through Congress. They claim that "Guns don't kill, – people do." Whenever there is talk about the Second Amendment and gun ownership in the USA the NRA will be there to comment on and influence decisions.

The Situation Today

April 20, 1999, Littleton, Colorado: Twelve students and one teacher killed in a shooting massacre at Columbine High School.

April 16, 2007: The Virginia Tech massacre. 32 people killed and 25 wounded. The massacre is the deadliest shooting incident by a single gunman in U.S. history.

January 8, 2011: Six people died after a shooting in Tucson, Arizona. Representative Gabrielle Giffords is shot in the head but survives.

Guns
Fotograf: JESSICA RINALDI

These are only 3 of a long list of shooting sprees that have taken place in the USA during the last 40 years. Again and again, Americans have woken up to nightmarish episodes of this kind, and every time the debate about the gun situation in the United States has become a little more intense.

Since the early 1960s the United States has been in the grip of a crime wave of huge proportions. City streets have become flooded with unregistered and untraceable handguns, available for anyone of any age with a bit of cash. Thousands of people are killed every year as a result of gun violence, and the number of gun-related homicides in America is among the highest in the world.

However, there are also signs of an encouraging development when it comes to gun related homicides. In fact, according to the FBI, murders in the United States have decreased steadily since 2006. Firearms murders, which made up 67 percent of all murders in 2010, have followed this trend, decreasing by 14 percent. This is good news for Americans, and hopefully this trend will continue. But despite this positive development, gun violence in the United States is still among the highest in the world. We only need to take a quick look at some facts and figures to comprehend the magnitude of the American gun problem.

Facts

- Over 1 million people have been killed by firearms since 1968.
- In 2010, 5,285 children under 15 were killed by firearms. For comparison, as of August 2010 the United States had lost 4,680 soldiers in Iraq and Afghanistan since the wars began in 2001.
- On an average almost 100,000 people are shot with a gun every year. Out of these, about 32,000 are killed. (This number includes homicides, suicides and accidents.)
- There are about 80 - 90 gun deaths and 200 - 300 injuries every single day.
- About 18,000 people commit suicide by using a gun.
- 600 people are killed unintentionally.
- Nobody knows the exact number of guns in private hands in America today, but the FBI believes that there are at least as many guns as there are people (about 310 million). However, due to a lack of registration in most states, the numbers are not certain.

With a gun in the home:

- the chance of getting killed increases by 72%
- it is 6 times more likely for an abused woman to be killed
- it is 22 times more likely that it will be used for suicide, homicide or accidental shooting than for self-defense
- it increases the risk of suicide by 5 times
- the risk of a homicide is tripled

The numbers and statistics are taken from the Brady Campaign – Facts on Gun Violence. Why is it important to know where the information is taken from? What is the aim of this organization? Are facts always facts?

A Patchwork of Gun Control Laws

One problem for the USA in solving their “gun-problem” is that there are so many diverse laws regarding ownership and purchasing of guns, and they differ from state to state, and also from county to county. This is of course due to the fact that the USA is a federal republic. They have to tackle 50 different state laws, and thousands of different local laws. With all these state and local laws, the U.S. consists of a patchwork of different gun control legislations.

The gun control measures which have been introduced so far have proved to be rather feeble, inadequate and to a large extent ineffective. Americans have a long way to go before they can point to a national gun policy which effectively regulates the purchase and use of firearms. If America is going to get its gun problem under control, an effective federal gun policy must be introduced. However, there are no signs so far that this will happen in the near future.

Tasks and Activities

Vocabulary

Guns and Democracy,Vocabulary - Drag and Drop / h5p_content
http://ndla.no/en/node/67637

Tasks

The Right to Bear Arms - Tasks

Role Play

The Right to Bear Arms - Role Play

Recommended Films

The Man Who Shot Liberty Valance (1962)
Bowling for Columbine (2002)
American Gun (2005)

The Writing on the Wall

Forfatter: Jan-Louis Nagel
The Writing on the Wall – Political Graffiti (101052)

In times of conflict or occupation, the free press will usually be censored by those in power. They want to filter the information to the people to protect their own interests. Then people must find other channels to express their opposition to the system, and one way to do so is simply to write it on a wall for everyone to see. But also in a democratic society with freedom of speech, there are groups that do the same to set focus on a certain issue and reach a large audience. The writing on the wall deserves attention, because it is the word of the people.

Bold but Risky

Political graffiti has become a mouthpiece for opponents all over the world who want to express their disapproval of either the political situation or to promote any other just cause. This way of stating an opinion is certain to draw the attention of the public; the snappy and explicit statement or flashy illustration meets the eyes of the passers-by and makes them reflect for a moment. The point of political graffiti may not primarily be to convince people; it is more a way to give vent to an opinion and to provoke people to take a stand. A famous example of political street art is the picture of Soviet President Leonid Brezhnev and East German leader Eric Honecker kissing, which was painted on the Berlin Wall during the period before Germany was reunited.

Brezhnew and Honecker on the Berlin Wall.
In front an East German Trabant
Fotograf: Kennet Havgaard

But this way of communicating a political position may, in certain situations, be quite risky. During WWI, anyone writing negative things about Hitler and the Nazis on the wall would most certainly be arrested and treated as an enemy of the Reich. In the same way, the authorities in totalitarian regimes today will react with reprisals to this kind of unwanted political activity.

An Open Channel

Graffiti with a political message
Fotograf: DARKO VOJINOVIC

The political slogans written on a wall will, in many cases, be a cry for freedom and independence. For example, on the Canary Island of Tenerife, someone has painted “Free Tenerife” in bold white letters on a grey brick wall, reminding tourists that the island belongs to Spain and that there are activists who want to claim the independence of the island. Freedom is certainly a cause well worth fighting for; but the wall may also give room for more questionable attitudes. In the suburbs of many big cities in Europe, one may spot slogans declaring open hostility to immigrants and asylum seekers. And it is a fact that this medium is widely used by extremist groups that have no other way to promote their stand. But that is the nature of this channel: it is open to anyone, no matter what political view they want to advocate – there is no censorship of the word on the streets.

Northern Ireland

The conflict in Northern Ireland is probably the best example of a situation which brought on street art with a strong political message. Both sides, the IRA and the Loyalists, produced graffiti and street art which today are tourist attractions in Belfast and Londonderry. The message could be a simple “Brits out!” or “IRA”, or it could be an elaborate mural covering an entire wall. The mural could depict a local incident, for example a tribute to imprisoned Bobby Sands, who starved himself to death in protest against the way he was treated by the British, or it can be a historical celebration of Oliver Cromwell, put up by the sympathisers of British rule.

Wall mural in Belfast in memory of Bobby Sands
Fotograf: PETER MORRISON

The biggest political party in Northern Ireland, Sinn Fein, works for a united Ireland, a goal which is shared by many of the Catholic population. The open conflict between the Catholic minority and the Protestant Loyalists has calmed down after more than fifty years of turmoil and terrorism. But the murals and political graffiti are still there to remind us of a history of bloodshed and sacrifice, and to sustain the hope of a united Ireland.

Art with an Agenda

Tagging and graffiti are, to many people, just an eyesore; some will even call it vandalism. But gradually, graffiti has become a more or less accepted part of urban youth culture and creativity, and many graffiti artists have gained both status and respect for their colourful street art. But tagging and graffiti as urban decoration is not the same thing as the painting of politically motivated slogans and images. Some slogans are just a line, randomly put up on the wall, like the one in Tenerife; others are truly street art, but with an agenda. The writing on the wall is a sign of the times, and it is there to remind us of an issue that some activists want to bring to our attention.

Tasks

Discuss

Why do you think the mural is chosen as a means of communicating a political standpoint? Do you think this is an effective means of communication?

Design a Mural

In the classroom stretch a roll of paper on the wall and make a mural. Discuss and find a suitable topic. Choose a cause that interests you (e.g. environment, politics, local issue, school issue) and design a mural which communicates your point of view.

Further Reading

Walls of Shame, Part 1

Walls of Shame, Part 2

Views on Today's Death Penalty in the USA

Forfatter: Carol Dwankowski
Views on Today's Death Penalty in the USA (103200)

denounce, adage, retribution, heinous, child molester, deterrence, incarceration, induce, jurors, inherently, embroil, appeal, perjury

Capital Punishment Controversy

Demonstrations against the Death Penalty
Fotograf: David Goldman

Capital punishment has always been a controversial issue in the US. Throughout history a large majority of Americans has been in favor of it, especially in cases dealing with murder; however, this has also varied from decade to decade. It must also be mentioned that several international human rights treaties denouncing capital punishment have been drafted over the last 60 years, such as the *Universal Declaration of Human Rights* (Adopted by the UN in1948), *European Convention on Human Rights* (ECHR) (drafted in 1950), *The International Covenant on Civil and Political Rights* (ICCPR) adopted by the United Nations General Assembly in 1966), *the American Convention on Human Rights* (adopted in 1969); all of which stipulate a right to life and a fair trial. There is no denying that the number of death sentences in the US has declined since 1999; nevertheless, in 2012 there are still 33 states that retain the death penalty as opposed to the 17 states which do not.

In Favor of the Death Penalty

Previous pro-death penalty attitudes were based on the old religious adage *"an eye for an eye"* or retribution for heinous crimes. One of the reasons why so many families of past murder victims have been present at their murderers' executions is to bring about a feeling of closure for the loss of a loved one. There is also the argument that punishment should fit the crime, which gives rise to the question whether capital punishment is really cruel and unusual punishment for child molesters, serial killers, rapists who kill, terrorists etc. Those who favor capital punishment believe that it is a moral deterrence, that execution will stop future criminals from killing. Some feel that lifelong incarceration is a much worse punishment than death because it preys on the physical and mental health of the criminal.

Good Behavior and Appeals

Another argument for the death penalty is that through good behavior and by appeals, criminals may be paroled. This may be due to the fact that political leaders change over time, and may be induced to reduce sentences or give amnesty. Then there is the argument that a prisoner is just too dangerous to keep alive. Here we have the classic example of a terrorist, war criminal or an organized crime leader - who all have links with other outside terrorists, war criminals or members of a criminal organization equally dangerous to society.There is the fear that jurors and family members may be threatened or criminal activities continue, if such an infamous criminal were to be kept alive in prison.

An argument which can be used either for or against capital punishment is based on the use of DNA. Before this scientific discovery, one of the main arguments against the death penalty was the fear of putting an innocent person to death. Today, scientific technology has been able to prove if a person is guilty of crime or not. And there is, of course, the argument that lifelong incarceration costs the tax payer money. Here it is important to refer to not only living expenses in prisons but also soaring medical expenses for aging or terminally ill inmates.

Against the Death Penalty

According to the Death Penalty Information Center, 61% would choose an alternative method of punishment, life in prison without parole, for capital crimes than capital punishment.

As mentioned above, the USA, as well as other countries that still practise the death penalty, has been subject to pressure by international human rights organizations.

Cruel and Unusual Punishment

In America, the *American Civil Liberties Union* (ACLU), established in 1920, aimed at defending and preserving the individual rights and liberties guaranteed to every person by the Constitution and US laws. For the past 50 years, they have represented individuals and organizations in lawsuits that violate the Constitution. One of its current issues is the opposition to the death penalty. Their main arguments against the death penalty mirror the many American views. The belief is that the death penalty inherently violates the constitutional ban against cruel and unusual punishment. Although it is believed that everyone should be judged fairly and given protection, this is not always the case. Famous court cases have shown that the death penalty system is often dependent on the income of or the race of the accused, the skills of the attorney, as well as where the crime took place.

Financial costs of capital punishment to the taxpayer very often become much higher than incarcerating someone in prison for life. Funds that could be used on crime prevention, solving crimes etc. are instead used on death penalty cases embroiled in endless appeals, legal battles and court procedures.

Capital Punishment and Crime Deterrence

Another argument against capital punishment is that the death penalty does not deter crime. Some believe that if quickly employed, such punishment would be an effective deterrent and influence on criminal behavior. This has been proven to be impossible today due to the fact that the amount of time between sentencing and execution is long. Murder trials take a long time to process, as well as post-conviction appeals. Many crimes are non-premeditated, but have been committed in the heat of the moment. The death penalty would not prevent such crimes. Furthermore, the death penalty is no threat to political terrorists whose acts of terrorism are meticulously premeditated and based on ideology. Martyrdom is their final goal, i.e. The Oklahoma Bomber, Timothy Mc Veigh (executed 2001). Lastly, there is always the inevitability of error and the chance of an innocent victim being put to death. Faulty eyewitness identification, perjury, and legal errors may lead to wrongful convictions.

The USA is an ever developing multicultural, multiethnic society. Its social structure is so diverse that public opinion will continue to change according to domestic, as well as historical, catastrophes taking place. Solving domestic social problems like poverty, race relations, mental health issues, unemployment, and the use of guns etc. that lead to murder will, of course, decrease the number of people sentenced to death. However, no matter what the views are on the death penalty, our humanity will forever be questioned; nothing will ever bring back the innocent victims killed.

Tasks and Activities

Discussion

- The death penalty works as a crime deterrent.
- Enforcing the death penalty puts us on the same level as the killer/s who commit/s the crime/s.
- Terrorists are an exception to the rule and should be executed no matter what.
- It is unrealistic to think that a worldwide abolition of the death penalty will ever become the international norm.

Research

After dividing the class into groups, go online to [The Death Penalty Information Center - Fact Sheet] and research the following:

1. How many Americans are FOR the death penalty?
2. How many Americans are AGAINST the death Penalty?
3. Which states still carry out the death penalty?
   a. What are the statistics for this decade (2000-2013)?
   b. Where in the USA have most executions taken place?
4. How does race influence the death penalty in the USA?
5. What are the most common methods of execution still being used today?
6. Which political groups are for the death penalty? What are their arguments?
7. What political groups are against the death penalty? What are their arguments?

Present your findings through graphs and pictures to the class.

Writing

Write a Report

Choose ONE of the following:

1. Go online and find a famous court case where the accused/defendant was sentenced to death. Write a report on what happened, the outcome of the case and whether the sentence was actually carried out.
2. Go online and find a famous court case where the accused/defendant was actually innocent of the crime. Write a report on what happened, the outcome of the case and whether the sentence was actually carried out.

Write an Essay

In many discussions relating to the death penalty, the victims of homicide seem to be forgotten. Write an essay in which you explain what organizations and society can do to help the families of murder victims. See How to Write a Five Paragraph Essay.

Write an Editorial

1. Write an editorial for a newspaper where you discuss in detail the methods of capital crime prevention possible in today's society.
2. Worldwide terrorism strikes at the heart of all of us. Write an editorial for a newspaper where you discuss methods of prevention in today's changing, multicultural society.

Write a Manuscript for a TV interview

1. Write an interview for a famous TV talk show where you discuss the alternatives to the death penalty. Make your own YouTube version.

Further Reading

The Death Penalty in the USA – A Short History

Film Recommendations

Dead Man Walking (trailer)

The Green Mile (trailer)

Values and Beliefs

British Values and Identity

Forfatter: Jan Erik Mustad
British Values and Identity (93539)

The UK, Great Britain, Britain and England are often randomly used to refer to the same geographical area. Yet, these terms carry vitally different denotations and meanings; not to mention connotations and feelings. A Scot or a Welshman would be offended if you referred to him/her as English. The terms do not only denote specific geographical areas, but each represents a different blend of national cultural identities and values.

denotation, connotation, entity, misleading, annex, partition, current, oppose, conjunction, significant, awareness, superimpose, aspiration, bond, commerce, furthermore, fortify, code of conduct, strike a chord, falter, scepticism, focal point

The United Kingdom

The United Kingdom of Great Britain and Northern Ireland is the official name of the geographical entity we normally call Britain. The Union came about in four stages, and it consists of four nations: Wales, Scotland, England and Northern Ireland. The term Britain is often misleadingly replaced with England. The UK refers to the whole Union, while Great Britain only refers to the British mainland, excluding Northern Ireland.

The Union Jack. What does the design of the flag symbolise?
Fotograf: buggolo

In 1707, the two countries Scotland and England were politically united. Already in the 1530s, Wales had been annexed by England and Ireland was taken into the Union in 1801. When Ireland was partitioned in 1921, Northern Ireland remained part of the Union while the south gained its independence. This historical development accounts for the current official name of the Union and it underlines that the four nations all have their separate histories with their own values and identities. Thus, when examining British national identity, it is necessary to locate issues, features or events that have bound the four nations together. In other words, factors which have contributed to building up and strengthening the bond between Britons in the four nations as opposed to or in conjunction with the individual national identities.

Britishness and the Union

Interestingly, there are many important issues, both social and political, relating to the Union as a whole. It is worth noting that the formation of the British identity was, in the Union's early phase, just as significant as the creation of the political unit. Historical events have therefore contributed directly to an awareness around the idea of Britishness and what the term in itself came to convey. Furthermore, modern factors like decolonialisation, post war immigration, joining Europe and the close relationship to America have affected what it means to be British. Thus, Britishness has developed and changed over time.

A common notion among several historians is that Britishness was something that was superimposed as a national identity in the early phase of the Union. Already a century before the political union when King James VI of Scotland became King James I of England and Scotland in 1603, he began a project of trying to unify the Scots and the English, attempting to create a union of "hearts and minds". He made flags and coins in his aspiration to have the two nations bond. But King James' Britishness project failed. Identity was something the population of the two nations had to feel passionately for and not be told to feel for. Nevertheless, there were a few unifying forces that could be labelled truly British as the centuries wore on and Britain began to make a mark in the world.

Forces Determining National Identity

Values and identity are often connected to large, often abstract issues that can contribute to create certain sentiments in a population. For Britons, history and the country's former greatness certainly form the basis of contemporary British national identity.

Protestantism was apparently the strongest point of identification for Britons since they saw themselves as being different from their continental Catholic neighbours, first and foremost France. And this means Protestantism in a wide sense, not only in a religious context, but equally much the ways in which Protestantism shaped British people's lives and values. At the same time, it helped Britons to identify their enemies, suggesting that Britain could measure itself against a Catholic axis, from Ireland to Spain, France and Italy. Standing together against this 'outer enemy' strengthened Britain's national identity. There is no doubt that this inner strength helped Britain survive and triumph in two world wars, even though the enemy in the wars was never Catholic.

Trade and commerce was regarded as a typical British activity and the ways in which profits were invested gave Britain a commercial image that very much became part of British society. A liberal attitude towards market forces and direct encouragement of entrepreneurship led to a 'monied' interest that drove Britain towards industrialisation. Furthermore, trade, profits and a general increase in wealth resulted in a new infrastructure that tied the nations of Britain closer together, increasing the feeling of a British togetherness at the expense of national interests.

London Custom House, historical artwork. It was at the centre of the worldwide trade of the British Empire.
Fotograf: Science Photo Library

By the time of "The Great Exhibition" in 1851, which in itself was a landmark of British pride and identity, Britons directed much of their Britishness into the evolving Empire. The extended use of symbols, flags and other emblems around the world fortified the British identity and towards the end of the 19th century, the British people considered it important to bring their values out into the world. British relative greatness and their own assumptions about themselves indeed strengthened the feeling of what it meant to be British and their code of conduct was something they felt should be copied by others.

Britishness into the 20th Century

But as we move into the 20th century, it is reasonable to argue that Britishness changed, especially after World War II. The two world wars held the Union together and enforced the bonds between its inhabitants. In World War II, Prime Minister Winston Churchill used political rhetoric and symbolic power of language that struck a chord with the British population. In one of his famous speeches he pays tribute to the men of the Royal Air Force (RAF) who were currently fighting the Germans in the Battle of Britain: "Never was so much owed by so many to so few."

In the mid-war years, however, the prime symbol of Britishness, the Empire, had begun to falter. Hence, national identity changed after 1945 and two of the most important reasons may be seen as two sides of the same issue: the dissolution of the Empire and the beginning of mass immigration. Immigration changed the face of British society and white Britons had to accept new interpretations of Britishness, not always without difficulty. This is demonstrated in Andrea Levy's *Small Island*, a novel and BBC adaption. In the story we meet Gilbert, a Jamican immigrant, who rushes to the rescue of what he terms his "mother country" during the Battle of Britain by signing up for - to freely quote Churchill - "the few who helped so many", the RAF. His efforts are not met with the gratitude that one might expect.

British passport
Fotograf: Science Photo Library

Patriotic feelings binding Britons together got a new boost, though, in 1982, when Prime Minister Margaret Thatcher declared war against Argentina over the supremacy of the Falkland Islands in the South Atlantic. The war lasted for two months and was considered a great victory for Britain, which regained control of the islands. Thirty years after the war, though, the controversy between the two countries seems to have reached a new height. The prospect of oil reserves in the ocean surrounding the islands has stirred patriotic sentiments once again. Read more The Falkland Islands Dispute.

The physical location of Britain – as a nation of islanders – has had and still has an impact on their relations to other countries and thus their feeling of Britishness. One thing is their “cousin”, the United States of America, but their neighbours on the continent are another matter. Even if Britain joined the European Union (EU) as early as in 1973, “Euroscepticism” towards their continental family is quite prevalent. In their relations with the EU, Britian is often considered as “the reluctant bride”, with their fierce resistance to join the monetary union as the predominant example.

However, the institution of the Monarchy has survived all the changing notions of national identity and Britishness. Both historically and today, the Monarchy has been a consolidating factor for the Union and the Monarch is viewed particularly as a focal point of common British reference. Britons identify both positively and negatively with the Monarch, making the institution a stable force in the country’s changing times.

Royal Wedding
Fotograf: Jonathan Short

Tasks and Activities

British Values and Identity - Tasks

Further Reading

The Rise and Fall of the British Empire
Post-War Immigration to Britain

Films and TV Series

- *This is England*
- *The Remains of the Day*
- *Brassed off*

- *Britain's Burning*
- *The Iron Lady*
- *Black Adder*
- *Yes, Minister*

Literature

Small Island

1964

Speech

Winston Churchill – We Shall Fight on the Beaches

British Values and Identity / fagstoff

http://ndla.no/en/node/93539

Racism

Forfatter: Eli M. Huseby
Racism (131963)

What is racism? There are no straightforward answers to that question, because the concept "race" is highly controversial. By highlighting racism, we will also have to have a look at prejudice and how it finds an outlet in discrimination based on skin colour and ethnicity. However, we will try to settle some definitions and facts and will refer to literature and films that might enlighten us about the issue.

If you look up *racism* in dictionaries, you will most likely find a definition that goes like this:

Apartheid in South Africa

Journeys - Apartheid Museum

Slaves on a sugar cane plantation

Jews

Racism is the beliefs and practices, or systems that politcially or socially treat races,ethnic or national groups differently, i.e. discrimination. This is based upon the presumption that one race might have characteristics or qualities that are considered inferior or superior.

Ponder

Consider how the following correspond with the definition above (who are/were involved, who were superior/inferior, in what way was discrimination effected?) Is it always the majority who suppresses a minority?

- The import and use of African slaves to America and the Caribbean
- The segregation policy in the Southern United States
- The apartheid policy in South Africa
- The Holocaust
- The treatment of Aborigines in Australia
- The Assad regime in Syria

What is Racism?

Racism is a difficult concept, since scholars neither agree about the meaning of the "race" concept nor about what constitutes discrimination.

For a long time researchers attempted to reason that the race concept was inextricably linked to biology. They measured skulls to scientifically justify discrimination. Even if biology was generally dismissed from the the race concept in the 1930s, the Nazis continued attempting to find biological proof that the Aryan race was superior to Slavs, Jews and Gypsies.

Today, however, scholars agree that there is no scientifc reason to divide people into races. Race is not considered a biological phenomenon, but a social and political construction. Culture, languages and religion commonly constitute a basis for discrimination. Many consider the issue of culture to be the current race concept, and this might have implications for our future definition of racism.

Prejudice

Even if it is difficult to agree upon a common definition of racism, the phenomenon is no doubt founded in prejudice.Do you remember what prejudice is?

An opinion or feeling (often negative) that you form beforehand and which is not based on knowledge or actual experience.

You are prejudiced if you emphasize skin color in your judgment of other persons. Most people are aware of their opinions about other people. However, it is likely that you subconsciously favor one group of people above other groups. American psychologists have developed a test to reveal your hidden prejudices. In order to take this test (10 min.) you have to provide some information about your gender, nationality, age and education. Test about prejudices

Read more here: Where Do Racism and Prejudice Come From?

Recommended Films

African-Americans

Mississippi Burning

12 Years a Slave
Amistad Trailer
American History X Trailer
The Help - Trailer

Indigenous People

Once Were Warriors

Whale Rider Film Review
Rabbit-Proof Fence – Study Guide

Jews

Watch the entire film:

Sarah's Key

Racism in General

Crash

Avatar
Hotel Rwanda Study Guide

Armadillo - Trailer

Recommended Literature

Autobiography

Twelve Years a Slave - a memoir

Novel Excerpts

The Tortilla Curtain

The Boy in the Striped Pyjamas

The Absolutely True Diary of a Part-Time Indian
The Help

Short Stories

The Moment Before the Gun Went Off

Tony's Story
Indian Camp by Ernest Hemingway

Poetry and lyrics

Strange Fruit

Changes - Tupac

Speeches

Dr. Martin Luther King Jr. - I Have a Dream
Malcolm X: Who Taught You To Hate Yourself?

Subject Material

The Lost Generation of Aboriginals
African Americans, from Slavery to the Present Day – Text in Brief

Where Do Racism and Prejudice Come From?

Forfatter: Eli M. Huseby
Where Do Racism and Prejudice Come From? (133522)

In the article about racism we have tried to define racism and concluded that it is a difficult concept to come to terms with. Maybe we can find out more about racism if we start with children and ask ourselves why we become prejudiced from an early age?

This was a question that researchers in the USA started asking in the 1940s; a period when African Americans were victims of the segregation policy in the South. In 2008, Obama took office as the first colored president of the USA. Have attitudes changed?

Read about Racism here.

Ebony and Ivory - in Perfect Harmony?

Hands

Who teaches children to fear and hate someone of another race?

Children might fear new and strange things and situations. However, they should not be prejudiced when it comes to race. They must somehow be taught these attitudes.

Whom or what do you think teaches a child to hate and fear other people?

- The parents
- Peers
- Society
- The local community
- Politicians
- Role models
- The media
- School

Read more

The definition of Racism

Slaves on a sugar cane plantation

African Americans, from Slavery to the Present Day – Text in Brief

African Americans Today

African-American Civil Rights timeline

African American Freedom Fighters

Dolls

Kenneth Clark (1914 - 2005) and his wife conducted over a period of two decades a psychological study concerning African American children between three and seven years old and how segregation in the southern USA affected their self-perception. The research was carried out in a period when the segregation policy was prevalent in the South.The researchers developed a so-called "Doll Test", with similar dolls but with different skin colors and asked which doll the children identified themselves with and which doll they preferred. The results of their research came as a shock to the scientists as well as the public.

Find out more about the Doll Test and how it affected the termination of segregation in the south Doll Test and Brown vs. Board of Education

The Doll Test

Find Out

Read this article about the Clarks' Doll Test, Doll Test and Brown vs. Board of Education, and watch this video Doll Test

- What did the Clarks find out regarding the black children's self-perception?
- Why was the result alarming?
- How did the researchers explain the results?
- Why was this study important?

The fact that white children developed racist attitudes was self-evident, but the researchers found the self-hatred experienced by the black children highly alarming. The research concluded that the segregation policy taught children race perception. Parents, friends and media had a direct impact on small children's self-perception and esteem.

One might object that the Doll Test was outdated and that the results from the 1940s and 50s did not apply for attitudes today. In 2005, the African American director Kiri Davis repeated the experiment in Harlem in New York. She asked 21 African American children which doll they preferred. 71% answered that the white doll was the prettiest. The experiment is a part of her documentary "A Girl Like Me".

Documentary about the Doll Test and Race Perception

Watch Kiri Davis' documentary. Choose "A Girl Like Me" from the **playlist** in the left hand corner (duration: 7 min.)

"A Girl Like Me"

After watching the documentary you should discuss:

- What are the beauty "standards" for African American teenage girls? Give examples.
- How do they think they comply with these "standards"?
- Why do the girls consider these "standards" as more attractive? Which reasons do they give?
- How would you describe these girls' self-perception?
- What is their point about lacking a culture? Explain.

The Doll Test on "Good Morning America"

In 2009, Obama had entered office as the USA's first colored president. It was time to reintroduce the Doll Test. "Good Morning America" (a popular program on the TV channel, ABC) posed the question:

The first family

"With a black first family and fewer people citing racism as a "big problem," just how much have the country's race relations changed?"

- What results do you think the producers of the program expected?
- What do *you* think they found out?

Read about the findings The Doll Test on ABC News and answer the questions:

- How many children took part in the experiment?
- How did the answers between boys and girls differ?
- How many girls found the white doll most attractive?
- How did this experiment differ from the original one?
- Has anything improved when it comes to racial perception?

Further Work

You will find more about racism and prejudice here: Racism and Racism and Prejudice

You may work with an in-depth task about racism and film here.

Racism and Prejudice

Forfatter: Eli M. Huseby
Racism and Prejudice (133974)

What makes people hate someone of another race? Kenneth Clark and his wife studied attitudes among African Americans and whites in a segregated America in the 1940s and 50s. They concluded that racist attitudes are taught from parents and society from an early age.
Malcolm X also posed the question in 1962: "Who Taught You to Hate Yourself" is one of his most famous speeches.

Continued from Where Do Racism and Prejudice Come From?

Malcolm X and "Who Taught You To Hate Yourself"?

Malcolm X

Malcolm was born Malcolm Little in 1925 in Nebraska. His father was an ardent civil rights activist. When Malcolm was 6, his father was killed. The police ruled the incident as an accident. Due to their mother's mental breakdown, Malcolm and his siblings had to spend their childhood in foster care. In 1946, he was charged with burglary and he served 7 years in prison. While in prison he converted to Islam and he dismissed his original surname because he considered it a slave name. He chose "X" to emphasise his new identity. In the 1960s he was asked to participate in debates concerning civil rights, racial relations and black supremacy. With very controversial views, he soon became a media magnet, with many friends as well as enemies. His enemies got the upper hand, and in 1965 he was shot to death.

In Harlem, New York, in 1962, Malcolm X held one of his most famous speeches "Who Taught You To Hate Yourself?". He had just arrived from a pilgramage to Mecca. This is from the first part of the speech:

> "Who taught you to hate the color of your skin? Who taught you to hate the texture of your hair? Who taught you to hate the shape of your nose and the shape of your lips? Who taught you to hate yourself from the top of your head to the soles of your feet? Who taught you to hate your own kind? Who taught you to hate the race that you belong to so much so that you don't want to be around each other?.."

- Who do you think he blamed?
- Why do you think he was so upset about the African Americans' general self esteem?
- Why do you think he chose to focus on this subject in his speech?

Further Work

1. Malcolm X's speech from May 5, 1962: "Who Taught You To Hate Yourself?" By following this link you'll find glimpses of his speech Malcolm X and the Doll Test and you may listen to the entire speech on YouTube.
   Analyze the speech:
   - what is the context?
   - how is it performed?
   - what is the message?
   - how does he convince the audience?
   - what rhetorical devices are used?
2. Read about Malcolm X and find biographical information. Make a collage to illustrate his life and career. Choose pictures and illustrations that demonstrate what is/was typical for African Americans and their general life conditons and to document what made Malcolm stand out in the crowd. Be artistic!
3. When Alexander Murray Palmer Haley's novel *Roots - the Saga of an American Family* was released in 1976 it became an immediate success, especially among African Americans. A TV series based on the novel the year after confirmed and increased its popularity.You may read an excerpt here.
   - Use the web and find out why African Americans embraced *Roots*.
   - Why are sagas like this important?
   - Make references to the findings of the Doll Tests and Malcolm X.
4. Find information about Michael Jackson. Discuss to what extent he might illustrate the points about African Americans' race and self-perception.

Racism and Film

Forfatter: Eli M. Huseby
Racism and Film (133871)

Choose an American film aimed at young people and examine attitudes involving race, ethnicity and gender.

John Travolta og Samuel L. Jackson in Pulp Fiction - a favorite from the 1990's

Do you have a favorite among American films? If not, you may use some of the suggestions below:

- *The Hunger Games*
- *Twilight*
- *Save the Last Dance*
- *Nancy Drew*
- *Captain America*
- *Pirates of the Caribbean*
- *Bamboozled*

Make a Presentation

Study these links Racism and Where Do Racism and Prejudice Come From? and use the information provided there as a resource when working with the tasks.

1. Examine the film of your choice closely to find examples of stereotyping and prejudice.
2. Analyze "your" film by focusing on the attitudes revealed regarding differences in attitudes to: jobs, sex, the opposite sex, interests, education, how they demonstrate feelings, strengths, how they communicate, what they talk about, formal positions as leaders or workers
3. Comment on:
    - Gender roles
    - Ethnic groups
    - Religious groups

- How do the unpopular characters differ from the popular ones?
- Does this film contribute to prejudice? If so, how?
- Does this film contribute to diminish prejudice? Is so, how?
- Relate what you have found out about "your" film to issues you have learned are important when it comes to racism.
- How and why your characters are prejudiced.

Resource

How to Make an Oral Presentation

Religious Diversity and Identity

Forfatter: Eli M. Huseby
Religious Diversity and Identity (111575)

Religious diversity is a common feature of modern, multicultural societies. To many people religion is integral in defining their identity. For some religion means belonging to a denomination, a community, and being a part of a huge entity. Whereas religion for others, might originate from a deep personal conviction, something that defines you as a person. This might give your life dimensions that are vital for your personal identity. Here, we are going to discuss religious identity and diversity and some of the challenges involved.

Religious Faith

Life of Pi Poster

The Restauration brought the first group of Norwegian immigrants to America in 1825

Church

Cultural and religious diversity

Demand for Sharia Laws

Demonstrating against "Innocence of Muslims"

The Twin Towers

Dalai Lama was awarded Nobel Peace Prize in 1989

Mahatma Gandhi was an advocate for peace

There are no grounds for going beyond a scientific explanation of reality and no sound reason for believing anything but our sense experiences…God does not exist.
—Life of Pi, Chapter 7 (statement by Mr. Kumar)

In Yann Martel's novel, *Life of Pi*, and the film adaptation directed by Ang Lee we meet a young Indian boy called Pi. Raised as a Hindu, Pi is challenged by his biology teacher's atheistic view claiming that God does not exist. Finding himself stuck in a life and death situation on a lifeboat on the open sea, Pi finds comfort in **all** the main religions - Christianity, Islam and Hinduism.

Life of Pi

Religion as a Unifying Force and Mark of Identity

Religion might be something that we turn to, not only as in Pi's case, when we encounter mortal danger, anxiety and depression. In a multicultural society we often find that immigrants or people with a foreign ethnicity or culture, tend to seek the company of people with a common background. Religion might be the common ground which unites people.

When Norwegians rushed across the Atlantic in the big immigrant wave in the 1880s, congregations and churches popped up in the Midwest where they tended to settle. Many of these immigrants were not devoted Christians when they left Norway, but the congregations offered a precious opportunity to talk in their own language and exchange news from back home and share common settler experiences.

Nowadays, we can witness the same phenomenon with many immigrant groups. Muslims with an immigrant background might not have been very frequent mosque visitors or very devoted worshippers before they left their native country or region. In a foreign country, however, it is natural to seek the company of people with the same cultural background. Subsequently, religion can become an important matter. Even if their mothers did not wear a hijab, a lot of girls might choose to wear one to signal that they consider themselves devoted Muslims. Thus the hijab becomes a mark of identity.

Religion as a Battleground

Politicians and philosophers have traditionally believed that enlightenment and science would challenge religions and eventually make them “extinct”. In Eastern Europe and in the old Soviet Union it was prohibited to practise your religion in public. However, in spite of the opposition, religions have not disappeared, neither in the east nor the west. On the contrary, they have ignited unrest and rebellions. Recent examples are the Muhammed film and the drawings that made furious crowds set fire to flags and embassies. Innocence of Muslims

In 1996, the political scientist Samuel Huntington published *The Clash of Civilizations*. Here he explains religious identity as clashes between groups that comprise millions and even billions of people. Huntington contrasts Western, Muslim and Hindu civilisations and claims that current and future conflicts must be considered as clashing views of the world.

Religion as a Peacemaker

We should not forget, though, that religion has also been a positive source of inspiration, for example, to demand civil rights and democracy. It is maintained that religions have become an essential symbol of civilisations.

One of Huntington's fiercest opponents, is the Indian born Nobel Prize winner in economy, Amartya Sen. He insists that we have multiple identities. Basically people can choose which identity they will prioritise and which parts of their identity they would like to emphasise according to the situation and in various relations. By assigning religious identities, Christian, Hindu, Muslim and so forth, the role of a person's primary identity, Sen thinks we tend to forget about the plurality of our identities and the freedom of choice we possess. He maintains that we can choose which identity we would like to expose in a particular situation. What makes Amartya Sen's views particularly interesting, is the fact that he is Indian. When the British colony was dissolved in 1949, people were sorted by their religious beliefs. India was divided between Muslims and Hindus. The Muslims were assigned Pakistan and Bangladesh, while the Hindus should remain in India. This separation due to religious identity led to the death of thousands of people in the subsequent turmoil.

Amartya Sen gives an account of an incident that illustrates his point. His family, who are Hindu, lived in Bengal. During the turmoil a Muslim, mortally injured, appeared in their garden asking for water. Amartay, who was 11 at the time, yelled to his parents, and they took the man to hospital. They did not hesitate to help the man, even if they differed in religious beliefs. Their identity did not merely have one dimension. For his family they were all Bengalis, they spoke the same language and shared the same history and culture. They felt that it was fundamentally wrong to sort people on the basis of one identity only: religion.

This example can serve as a reminder; it is necessary to be cautious when it comes to focusing on just one or a few marks of identity. Pi in *Life of Pi* demonstrates this when he "just wants to love God" and starts to follow three religions simultaneously. When we generalise on the basis of religious beliefs, we are inclined to focus on negative things, like crime, molesting of women and violation of human rights. The Holocaust and the harassment of Muslims after 9/11 are just two of the sad examples.

Source: Øyvind Dahl, NDLA Religiøs identitet

Tasks and Activities

1. Look at the pictures that illustrate this text. Which points are highlighted in the individual illustrations? On the basis of this, discuss the main points in the text.
2. In *Life of Pi*, the author explains that he met an old man that told him Pi's story. The old man promised him a story that was so fantastic that it would make him believe in God. Watch the trailer and the film clip, *Life of Pi* - about Religion , and discuss the fundamental questions about life and faith raised in the story.
3. In this trailer, *Life of Pi* - about World Religions , the theme of religion is strongly emphasised. What does it say about the importance of religion and which elements do you recognise from Christianity, Islam and Hinduism?

Film and Novel Recommendation

Watch the film *Life of Pi* and work with assignments on *Life of Pi* - Film Education. Read excerpts from the novel, *Life of Pi* - Excerpt.

They Said "No" - Project

Forfatter: Eli M. Huseby
They Said "No" - Project (134703)

Some people have changed the world by standing up for human rights and challenging restrictions on freedom of expression. On our website you will find information about some of the courageous persons that have had an impact on the development of human rights. The means have varied from civil disobedience, political and social activism, blogging, protecting victims, whistleblowing, demonstrations, artistic work to journalism, but the goal has been the same - to fight for what they believe is a better world.

Work on a project based on the accomplishments of one or more of the persons suggested (or do you have favorites of your own?) and/or contrast and compare the ways they have accomplished what they did.

An Introduction to Project Work

Competence Aims

You should be able to elaborate on a topic that is curricular in this Social Studies English course:

- presentere et større fordypningsarbeid med emne fra samfunnsfaglig engelsk og vurdere prosessen

(From the Teaching Plan in Social Studies English)

By choosing a wide approach to your project you should include other competence aims as well.

Suggested Persons

Check the links provided and look up information on the web. Following the pictures you will find a list of suggested topics.

Malala

Malala Yousafzai winner of the Sakharov prize 2013

Malala - Biography

Pussy Riot

Feminist Punk Rock Protest Group

News Article on Pussy Riot (in Norwegian)

Edward Snowden

Whistle-blower

Edward Snowden - Hero Or Traitor?

Erin Gruwell

From the film about Freedom Writers

Erin Gruwell and the Freedom Writers

Nelson Mandela

President in South Africa

A Great Man Has Passed Into History

Tawakkol Abdel-Salam Karman

Nobel Peace Prize winners pose with their awards

Find information about Tawakkol Abdel-Salam Karman on The Right to Decide

Waris Dierie

From the movie "Desert Flower"

Information about the film on Film Recommendations

Paul Rusesabagina

Paul Rusesabagina and "Hotel Rwanda"

Information about the film on Film Recommendations

Rosa Parks

Civil Rights Leader Rosa Parks

Rosa Parks - a Voice Heard

Martin Luther King

Nobel Prize Winner and Civil Rights Leader

M.L.K - a short biography

Mahatma Gandhi

Father of the Indian Independence Movement

Gandhi biography

Allen Ginsberg

Beat Generation Poet

Allen Ginsberg and "Howl"

Joe Hill

Fighter for Worker's Rights

Joe Hill - An American Icon

Emmeline Pankhurst

Suffragette

Information about Emmeline Pankhurst and the Suffrage movement here

Abraham Lincoln

America's 16th president

Lincoln - An Icon

Harriet Beecher Stowe

Uncle Tom's Cabin

Find information about the novel Resources about slavery

Charles Dickens

Victorian Novelist

An Introduction to Dickens and His Novels

Suggested Topics

- Civil disobedience
- Human rights
- Democracy
- Freedom of speech
- The pen as a sword
- Freedom fighters and cultural diversity
- Discussion of this statement: Their greatness is just as much the result of **how** they won as the fact that they succeeded in achieving their goals
- Compare and contrast accomplishments and the means they used to succeed
- Personal sacrifices it would take to make an impact on society

Uisge Beatha - Water of Life

Forfatter: Morten Serkland
Uisge Beatha - Water of Life (93116)

A Scottish Terrier in whisky shop on Edinburgh's Royal Mile

Did you know that whisky is the best known of Scotland's manufactured exports? Today the whisky industry creates

41,000 jobs. Whisky distilling was first introduced to Scotland by their neighbours in the west, the Irish. Ironically, whisky was first used in monasteries where it was prescribed for medical purposes, whereas today the focus is on the health damage caused by excessive whisky drinking.

Whisky Experience

Listen to this recording where one of the guides in the Scotch Whisky Experience Center gives us the essence of what a visitor to the Center learns about whisky by taking part in a tour.

Whisky guide tour / audio
http://ndla.no/en/node/93765

Tasks and Activities

Comprehension

Whisky Experience - Comprehension / h5p_content
http://ndla.no/en/node/93953

Find out

1. According to Wikipedia Scotch Whisky contributes 800 million pounds to the Scottish economy every year.
2. Use the following four search words: *Scotch + whisky + exports+ economy* and find out:
   - the top ten markets for exports of Scotch whisky
   - put your findings into a table
3. Try to compare the importance of whisky production to other sources of income in Scotland. What impact does it seem that whisky has on the Scottish economy?
4. Use the following search words on sites such as the BBC, The Guardian, The Herald and The Scotsman: *Scottish economy + UK economy + independence + devolution*. What is the current debate regarding Scottish independence from the UK? What role does economy have in this discussion?

Discuss

1. Whisky might have been produced for as many as 1500 years in Scotland. It is closely linked to Scottish identity. Discuss the reasons for this. You may find these websites useful The Scotch Whisky Experience and History of Scotch Whisky.
2. Scotch Whisky is a globally recognised brand, and the whisky industry has succeeded in their marketing campaigns. Does this raise ethical issues? Discuss what problems might be concealed behind the façade?

3 Hot Spots and Media

Regional and International Conflicts

Crossing Dangerous Borders

Forfatter: Eli M. Huseby
Crossing Dangerous Borders (87877)

Thirteen Dangerous Borders

Crossing Dangerous Borders / audio
http://ndla.no/en/node/93687

In *Foreign Policy* the editorial researcher Philip Walker has submitted an article about the most dangerous borders in the world. This is his approach to the issue:
“Far removed from the pie-in-the-sky talk of a borderless planet, the real world boasts hundreds of national borders -- many of them contested and some of them deadly. While the root cause of each conflict is distinct -- and some of them may be frozen in time, waiting for a spark -- the world's most dangerous borders share one trait in common: You don't want to be stuck there." (*Foreign Policy* June 24, 2111) *Foreign Policy* about dangerous borders

US - Mexico Border Fence

In the article he sums up thirteen places that should not be on your reading schedule.

Discuss

1. Which borders do you think are on his list? Do you know why these borders are considered dangerous?
2. What does a national border really signify?

Crossing the Border Between the USA and Mexico

One of the borders that rank on top of Philip Walker’s list of the most dangerous borders in the world is the long border between the United States and Mexico.
Watch this *Washington Post* video about the border and answer the questions afterwards.

1. What is the Mexican nickname of the border?
2. What makes it so attractive for Mexicans to cross the border?
3. Mexico borders four American states. Which?
4. How many people cross the border each year legally and illegally?
5. Why is the border controversial?
6. What is implied in the statement that “Fortunes are made overground and underground”?
7. How many illegal immigrants in the USA are of Mexican descent?

Why is Crossing "La Linea" Dangerous?

By June 2011, it was estimated that about 40,000 people were killed over the last four years in Mexico, almost half of the killings took place by or around the Mexican-American border. Most of these deaths are drug-related. When the Mexican president Felipe Calderón declared war on the drug cartels, the violence simply exploded on both sides of the conflict. This has forced hundreds of thousands of desperate immigrants to leave their Mexican homes and seek refuge in the USA with relatives who had already settled in California, Texas, New Mexico or Arizona.

Facts about "La Linea"

- More than 300,000 people cross the border every day. You usually have to wait three hours in order to cross.
- Ciudad Juárez, a border city in Mexico, is considered "the most violent zone in the world outside of declared war zones." It has earned this reputation partly because of more than 370 female homicides and rapes (*Amnesty International*) that have taken place over the last decade.
- More than 80% of the weapons used by the drug cartels are bought legally in the USA (*NBC News)*
- According to *urbandictionary.com* a Border Jumper is: “Anybody of Mexican descent. The name was given to them because many of the non-English speaking Mexicans came into this country illegally, in other words, "jumped the border" thus earning them the nickname Border Jumper”
- Mexicans represent a cheap labor force for Americans. So-called “Maquiladoras” are small workshops or assembly plants that produce parts and products that are exported without taxes and customs being charged to the USA. It is estimated that more than one million people work in maquiladoras in the Mexican border cities.

Further Reading

1. Find out more about *La Linea* and the current drug war on Larry Ferlazzo's blogLarry Ferlazzo about the Mexican drug war
2. Read this caption addition from Associated Press. Find out about "El Diego"'s role in the current drug war in the Mexican border cities.

Associated Press

CAPTION ADDITION

**ADDS MORE INFORMATION ABOUT JOSE ANTONIO ACOSTA HERNANDEZ ** - Jose Antonio Acosta Hernandez, 33, is presented to the media by federal police officers in Mexico City, Sunday July 31, 2011. According to federal officials, Acosta, nicknamed "El Diego," is a key drug cartel figure, who acknowledged ordering 1,500 killings. He is also a suspect in last year's slaying of a U.S. consulate employee near a border crossing in Ciudad Juarez. Authorities identified Acosta as head of La Linea, a gang of hit men and corrupt police officers who act as enforcers for the Juarez Cartel. (AP Photo/Marco Ugarte)

SCANPIX

El Diego - a drug cartel leader

3. Read more about the Mexican Drug War onMexico - Drug War

Novel and Film Recommendations:

1. Cormac McCarthy’s novel, *No Country for Old Men*, is set along the USA – Mexican border. We meet Sheriff Ed Tom Bell on his lonely crusade against moral decline and the drug traffic that had just recently started in the 1980s. Read an excerpt from the novel here *No Country for Old Men*
   The novel was adapted to film in 2007 by Ethan and Joel Coen. You can watch the

film here.
2. Cecilia Samartin's novel, *Tarnished Beauty,* about the young girl Jamilet and her effort to escape her destiny in a poor Mexican village by illegally crossing the border and creating a new life in Los Angeles.
3. One of the plots in Alejandro González Iñárritu's multiplot film *Babel* narrates the captivating story of the Mexican nanny Amelia and her encounter with the US border police Babel - Film Analysis

Borders "where you do not want to be stuck"

Apart from the Mexican border, these are the borders that Philip Walker considers most dangerous: *Foreign Policy* about dangerous borders

- India and Pakistan
- Sudan and Southern Sudan
- Afghanistan and Pakistan
- Cambodia and Thailand
- Democratic Republic of Congo and Angola
- India and Bangladesh
- North Korea and South Korea
- Venezuela and Colombia
- Chad and Sudan
- Saudi Arabia and Yemen
- China and North Korea
- Israel and Syria

Tasks

Make a presentation.
Choose one of the borders on Walker's list (above) and explore why it is included in his list, its background and history. You may use the presentation of the USA – Mexican border (above) as a guide.
Useful websites:
Human Rights Watch homepage
Foreign Policy about dangerous borders
Flashpoints - A Guide to World Conflicts

Guantanamo Bay

Forfatter: Karin Søvik, Åse Elin Langeland
GITMO - Guantanamo Bay (90195)

The Guantanamo Bay Detention Camp is a detainment and interrogation facility located within Guantanamo Bay Naval Base. It was established in 2002 by the Bush Administration with the purpose of holding detainees from the war in Afghanistan and later Iraq. The camp has been controversial both in the US and the rest of the world. Critics maintain that the prisoners are being denied basic human rights and justice by being held for so long without trial. Also, they claim that the interrogation techniques used in the camp must be defined as torture. Prisoners have reported severe beatings, mock execution, and near asphyxiation from water (water boarding). Other techniques used to extort information from the detainees have been sleep deprivation, forced positions, exposure to extreme temperatures and forced nudity.

Detainees sitting at Naval Base Guantanamo Bay
Fotograf: STR

Pentagon officials have acknowledged that the interrogation techniques at times have been more arduous than normal. However, they insist that there has been no torture authorized at Guantanamo, and that the prisoners are treated humanely.

Opponents of the camp refer to the Bill of Rights (1791) in their fight to close the camp. The 6th Amendment states that every prisoner is entitled to a “speedy and public trial” while the 8th Amendment concludes that no one shall be exposed to “cruel and unusual punishment”. In other words, the actions in the camp are in violation of the US Constitution. Also, they are in breach of the Geneva Convention. This treaty specifies the rules regarding “proper” or “civilized” conduct in warfare, and it specifies how prisoners of war are to be treated.

End Guantanamo
Opphavsmann: jezobeljones

The defenders of the camp on the other hand, claim that Guantanamo Bay has been a success. They believe it has helped keeping America safe, and interrogations have brought invaluable information which has prevented further attacks on American soil. The prisoners are treated humanely and in accordance with the Geneva Convention. The US government has classified them as “unlawful combatants”, and they are therefore denied prisoner-of-war status (POW), which means they can be kept indefinitely without a trial. They also fall outside the protection of the US Constitution since the detainees never have been within territory over which the US has sovereignty, thus they have no access to American courts.

When Barack Obama was elected President in 2009 he promised that the Detention Centre would be closed within a year, but after over two years in office this has proven to be a very difficult promise to keep. Today, there are about 170 prisoners left in the detention camp, and no one knows when or if they will ever be released.

Tasks and Activities

Discuss

Nightmare at Guatanamo Bay.

Watch this video from CBS news (13:20) and discuss the questions below. In this interview an innocent man held as a terror detainee for years tells Scott Pelley how Americans tortured him in Afghanistan and then at Guantanamo Bay.

1. According to Murat Kurnaz’s lawyer, there are many prisoners in Guantanamo that are in the same situation. What is your reaction to this?
2. The USA has admitted that the interrogation techniques at Guantanamo Bay have, at times been “tough” and “arduous”. In extreme situations, can this be defended?
3. For a long time, the detainees did not have access to lawyers, and many were held for years without a trial. In your opinion, how

far can a country go in exercising its powers against individuals who may be suspects of serious crimes?
4. In retrospect, could the USA have acted differently at the beginning of the war?
5. What solution do you see for the USA and for the Guantanamo Bay prisoners?

Reading for Information

Work together in groups of three. Read one article each and take notes as you read.
Compare notes afterwards.

- BBC News: Guantanamo Bay
- VOA: US Lawmakers on Guantanamo
- BBC News: Q&A Guantanamo Detentions

Writing

1. Write an informal letter to an American friend where you express your opinion about the Detention Centre, whether or not the US can justify their policy, and what you think should be done with the camp.
2. Use the text you have written, make it formal and change it into a Letter to the Editor.

You can read about style here.

Watch the animation How to Write a Letter to the Editor

Letter to the Editor / flashnode
http://ndla.no/en/node/91484

Reading Statistics

Study and discuss the statistics from 2009 below.

1. Which country has the most positive view on torture?
2. Which country has the most negative view on torture?
3. What is US public opinion on torture?
4. Are there any numbers here you find surprising?
5. In what way do the European countries stand out?
6. Norway is not on the chart. If it had been, which country do you think we could best compare it with?
7. Imagine the Norwegian police were expecting a terrorist attack in Norway, and the time and place could only be revealed through torture of a suspect. In your personal view, would torture then be acceptable?

Views on Torture
Opphavsmann: World Public Opinion

Further Reading

The Cuban-American Relationship
The Cuban-American Relationship: Historical Outline

Human Trafiicking

Forfatter: Celia Suzanna Sandor
Human Trafficking (20544)

The American poet and thinker Ralph Waldo Emerson (1803 - 1882) was a strong critic of American slavery. He witnessed the abolishment of slavery in America in 1865. What can we learn from his statement below?

Human Trafficking / audio
http://ndla.no/en/node/48600

> "I do not see how a barbarous community and a civilized community can constitute a state. I think we must get rid of slavery or we must get rid of freedom."

The roots of slavery reach as far back as history itself. There were slaves in the time of the Egyptian pharoes, Greek philosophers and Roman emperors. The forced migration of 12 million Africans to the New World between the 17th and the 19th centuries is another grim chapter in the history of slavery.

Sex Slaves

Human trafficking is slavery in a modern form. When a human being is lured or forced into leaving their home (often being relocated to a different country) and made to work under slavelike conditions - for example in domestic or sexual servitude (as a maid or sex worker), their freedom taken away - then that person has become a slave. By human trafficking we understand the illegal trade of human beings for the purposes of reproductive slavery, commercial sexual exploitation or forced labour (Wikipedia).

Consider the case of Gun, a young woman from Thailand, who was forced to serve as a sex worker in Japan:

> "It is impossible to describe how horrible and miserable my life was. For six and a half months, I was totally controlled by her. Every day I had to go out and sleep with men. I had no physical or spiritual freedom. She threatened that wherever I escaped to, I would be traced and killed and so would my parents in Thailand.What I did was the only way to set me free from her. There was no other alternative.
>
> I was told by an acquaintance to work at his restaurant in Japan. I decided to accept his offer as I thought my family might improve their life if I sent them my salary. Soon after my arrival in Japan, I realized that I was sold. My life since then has been like that of an animal.
> I was sold three times. I begged my last owner to let me go home but she said I owed her lots of money that I had to pay back by sleeping with customers. I was always scolded and forced to do all kinds of terrible things." (Source: captivedaughters.org)

Tasks and Activites

Comprehension

1. Why is human trafficking considered a form of slavery?
2. How did Gun become a victim of human trafficking?
3. How did Gun's captors threaten her into staying?

Speaking Exercise - Choose One

1. Retell Gun's story in your own words. You can choose the first person "I" or the third person "she".
2. Imagine that Gun has been set free, and make up a dialogue between Gun and a social worker in which she tells about what happened to her, and act it out.

Research

Unfortunately, Gun's story is all too typical.Trafficking in human beings is a crime on a global scale, on par with arms trafficking and the illegal drug trade. Do some research and find statistics that show

- how many people fall victim to traffickers each year
- what percent of these people end up in the illegal sex industry.

Further Study

There is a video/task under "Related content" below for further study (sex slaves). This video may be a bit disturbing to watch. However it is important to understand the level of cold blooded cruelty in this trade. There is no graphic abuse in this video - but images of children being sold.

Further Reading

Man goes undercover to combat child sex slavery

Social Media and Political Change

Forfatter: Eli Skogerbø, Eli M. Huseby, Åse Elin Langeland
Social Media and Political Change (90730)

Can social media cause political change? Discuss with a partner.

biased, ballot, visible, immense, complement, toll, recession

The Arab Spring, London Riots and Occupy Wall Street

Tahrir Square in Cairo
Fotograf: Steve Crisp

2011 saw a series of upheavals in several parts of the world. The governments of Tunisia, Egypt and most dramatically, Libya, were overthrown, and there have been huge demonstrations and harsh fighting in several other Arab countries during the so-called “Arab Spring”. In Europe, several cities in Britain experienced massive street riots and the financial district around Wall Street in New York was occupied by protesters. All of these events received extensive coverage from the news media, online as well as in their print and broadcast formats, and were for many weeks part of the daily news menu that was consumed in Norway as well as globally. In the course of a few months, the political world map had to be redrawn and it is still too early to say what the final outcome will be. Nevertheless, we can say that politics and social media were central in all of these events; all of which were the voicing of political protest. The most clearly formulated political demands were seen in the Arab countries where the opposition would settle for no less than new and democratic governments. In Britain and the USA the objectives for the demonstrations were less clear, but increasing social inequality, increasing unemployment and increasing poverty clearly lay behind the unrest.

Mobile and Social Media

Mobile and social media played an important role in the upheavals. Sometimes it is argued that social media caused the riots and revolutions, simply by being available, but this is too simple a perspective. Technologies very rarely are the sole reason for social and political change; they should rather be looked upon as one of several forces that interact with each other. In order to describe the roles that online and social media played in these upheavals, at least three different uses could be noted.

A mural depicting a man in shackles and the Facebook logo and a mobile phone is seen on the wall of the University of Helwan Arts Academy along with other murals commemorating the revolution that overthrew Hosni Mubarak in the Zamalek neighborhood of Cairo. They painted icons of the protests, including Facebook, which activists used to organize protests, and symbols of Muslim-Christian unity.

Fotograf: Manoocher Deghati

Mobilization

First, online and social media, such as blogs, Facebook, Twitter, email and many other networks were used to mobilize and network people. Announcements and news about demonstrations were shared and distributed very fast by means of mobile telephones, websites, Facebook, blogs and the like. Secondly, they were used not only to get the attention of people and urge them to participate in demonstrations and riots, they were also used to call on specific types of assistance needed, for instance doctors and transport.

Documentation

Another important function was documentation of events. Handheld digital cameras and mobile phones were used to document events in situations where journalists were banned or not present for other reasons. Amateur videos and pictures taken by mobile telephones have become increasingly used in news journalism and are particularly important for reporting from places where political and press freedom do not exist. A recent example is Syria, where it proved almost impossible for journalists to get access to the ongoing protests and fighting, and where images taken by hidden cameras and sent by mobile telephones were in many instances the only documentation of what was going on. Sometimes the stories and images sent out, for instance by the opposition army in Libya, showed horrible violence.

Documenting History
Fotograf: Corbis

Distribution and communication of the stories to news media around the world contribute to the important function that these media have played in the upheavals. Without the Internet and mobile communications, many images and pictures would not have been shown and stories not told or they would have been told differently.

Political Change

The presence of online and social media has thus provided opposition movements in authoritarian states with tools that assist their struggle for political change. However, the documentation and reporting that they are used for, pose challenges not only for dictators, but also for media editors and political leaders in democracies. In situations where professional journalists are not present, the news media increasingly have to judge whether amateur videos, images, recordings and stories, sent to them or posted on websites, are trustworthy, truthful and can be used in their own news reporting. Or whether images taken by a mobile phone showing horrible pictures can be shown on a national television channel in prime time. Political leaders in democratic states, have also noted the mobilizing effect of online and social media, as social inequality, economic recession and increasing unemployment take their toll on the everyday lives of their own citizens.

Task and Activities

Social Media and Political Change

Watch the video Social Media and Political Change (approx. 6 min.) released by NATO. Here various experts are asked if social media can cause political change. After watching, you should try to outline their answers to the following questions:

1. Which political events are referred to in the video?
2. Is social media the driving force behind these events?
3. Is it appropriate to call the Arab Spring a Facebook Revolution?
4. Which possibilites and which limitations does social media have as a political changemaker?
5. One of the experts does not credit the Arab Spring to Facebook and Twitter, but to the cell phone. Why?

Lina Benn Mhenni, a Tunisian blogger

One of the nominees for the 2011 Nobel Peace Prize was a Tunisian girl, Lina Benn Mhenni, whose blog, A Tunisian Girl, played an important role in the uprising in her mother country. Find information about her, the uprising in Tunisia in 2011 and her blog entries.

1. Make a photo story, or a visual presentation, where you make a chronological survey of the event and the role played by Mhenni and her blog. You may use Google Translate to convert one of her blog entries from Arabic to English.
2. To which extent do you think her blog and her efforts contributed to the uprising in her country?

The London Riots and Occupy Wall Street Movement

1. According to the author, the protest movements in the Arab countries and those in London and New York happened for slightly different reasons. What did these movements have in common and what was different?
2. Find two pictures on the web that you think capture what the London Riots and Occupy Wall Street Movement were about. Add explanatory subtitles.

Write an Essay

Social Media - a Political Changemaker?

See How to Write a Five Paragraph Essay.

Class Survey

Do a class survey. Decide on questions. Here are some suggestions:

1. Which SoME do you use?
2. How much time do you spend on SoME daily?
3. How do you use your different SoMe? (to stay in touch with friends, to find new friends, for school work, to find out what is happening in the world, to advocate your views)

Use your information to make a graphic representation of the survey (Table, chart, diagram etc.) See Numbers and Statistics to learn more. Discuss the result.

Making a Difference

Are you concerned about the Arab Spring, the Economic Recession the increasing use of SoMe or is there another issue that concerns and engages you? Do you have a cause worth fighting for? Discuss with a friend and share your ideas in class. Explore how you can use social networking to promote your views and gain support of your cause. What kind of social media do you think would be most suitable? Explain why. If you have time, try it out.

A funny example of this kind of marketing is Alexis Ohanian: How to Make a Splash in Social Media. Watch Mister Splashy Pants rise to Web stardom.

RSS

How do you keep up with all the interesting things that are happening on the Internet? Watch this video to learn how you easily can subscribe to your favorite pages. Then set up your own Google Reader.

Social Media and Political Change / fagstoff

http://ndla.no/en/node/90730

Further Reading

Mediatization and Politics
Public Protest – Action and Reaction
Occupy Wall Street
UK Debates Social Media Closure in Crises

The Cuban-American Relationship

Forfatter: Karin Søvik, Åse Elin Langeland
The Cuban-American Relationship (90872)

embargo, sanctions, substantially, remittance, resume, unilateral, predecessor, prolong, friction

For more than 50 years a Castro – first Fidel and today Raul – has governed Cuba. And for the duration of this period, Cuba and the United States have been in conflict. Since 1959, in all 11 different presidents have governed the US, and prolonged economic sanctions have been one of their means to bring down Castro. However, this has not substantially weakened Castro's rule. In February 2008, Fidel formally resigned from office. This was sixteen months after transferring many powers to his brother Raul due to illness.

Since 1961, the official US policy toward Cuba has been two-sided: economic embargo and diplomatic isolation. In reality, this means that there is no trading, no travelling and no diplomatic contact between the two countries. In fact, anyone engaging in trade with Cuba or entering the country without US consent may risk long prison sentences and heavy fines. In 2002 for instance, James Sabzali, and two American company executives were found guilty of trading with an enemy of the United States by selling water purification chemicals to Cuba.

A Motorist Drives past a Mural in Havana
Fotograf: DESMOND BOYLAN

Public opinions differ on whether or not the US should resume relations with the Cuban government, even among the Cuban exiles in Florida. Some believe in loosening the strict limitations on travel and remittances, while others do not want to resume relations with Cuba until Castro and the Communist regime have been removed. Recent polls, however, have shown that support for Cuban isolation is diminishing among Cuban exiles, and among the American people as a whole it is at an all-time low.

Opinions in Congress are also mixed. Some, especially within the Republican Party, are strongly anti-Castro, while others favor improving relations with Cuba. Many high profile politicians have recently recommended that the United States takes some unilateral steps to end the sanctions. However, the removal of sanctions would be just one step in the process of normalizing relations between the two countries, and no doubt, such a process is sure to be controversial. At the moment, there are several bills before Congress that aim to lift travel restrictions, but whether or not these will pass is uncertain.

The three most important issues preventing normalization of US-Cuba relations include the following:

- For the US to repeal the trade embargo, Cuba has to do something about human rights. Government critics continue to be imprisoned, and many report that they are beaten during arrest. Restriction on freedom of expression is widespread, and the government limits freedom of association and assembly.
- Guantanamo Bay was established in 1903 and was a product of the Platt Amendment; an agreement that was forced on the new Cuban government at the time. It is today the oldest existing US military base outside US territory. The US Navy occupied the site, and leased it from the Cuban government. The current government of Cuba regards the US presence in Guantánamo Bay as illegal, and the base has become a

constant source of friction between the two countries.

- The Cuban-American community in southern Florida traditionally has had a strong influence on US policy with Cuba. Both the Democrats and the Republicans fear alienating a strong voting bloc in an important swing state in presidential elections. Even though the Cuban Americans only constitute about 3% of all Hispanics in the US, their lobby has been a strong one that has always been treated with respect from the politicians.

A Man Cycles past a Cuban Flag in Havana

Fotograf: ENRIQUE DE LA OSA

The major question now is whether Barack Obama and Raul Castro are able and willing to create a better political climate than their predecessors. While the George W. Bush administration strongly enforced the embargo and strengthened travel restrictions, Obama seems to be the first American president to realize what the rest of the world has seen ages ago: the trade embargo has not worked. The relationship to Cuba became a very central theme in Obama's presidential campaign. He stated that he very much wanted to sit down with Raul Castro in order to find solutions that could improve the relationship between the two countries. He has stated that the US is willing to look at their stern policy towards Cuba, but not before he receives signals from Havana of democratic change. The release of political prisoners and guarantees of human rights are issues that have to be met before the trade embargo can be lifted. There has been some policy softening under President Barack Obama, but many still believe that it will take many years before the U.S.-Cuba relations are normalized.

Raul Castro, on the other hand, has signaled his intention to reconsider the structure of the Cuban government and the country's economic system. Several changes related toagriculture, including a decision in 2008 to give individuals land for farming and allowing farmers to have unlimited salaries, were meant to spur food production on the island. Also, he has authorized the unrestricted sale of computers, DVD and video players and other appliances. Reforms like these are cheered in Cuba, and regarded as good signs from the US. However, most experts agree that Raul Castro is unlikely to introduce significant economic reforms in the near future. He has also made it clear that he wants to ensure that Cuban communism continues after the current leadership. And the democratic changes that Obama is looking for are still lacking.

Raul Castro

Fotograf: Javier Galeano

Tasks and Activities

Comprehension

Cuba - USA, True or False? / h5p_content
http://ndla.no/en/node/91999

Vocabulary

Work together in pairs. Take turns explaining the background and meaning of the keywords below and their relevance for the topic of the text.

- Communism
- Trade embargo
- Diplomatic isolation
- Public opinion
- Travel restrictions
- Remittance
- Human rights
- Guatanamo Bay
- Exile-Cubans
- Political reforms

Writing

Write a Letter to the Editor where you express your opinion about the trade embargo and what must be done to improve the relationship between the US and Cuba. Choose your political perspective (for or against the embargo).

See How to Write a Letter to the Editor.

Letter to the Editor / flashnode
http://ndla.no/en/node/91484

Further Reading and Research

The Cuban-American Relationship: Historical Outline

Thirteen Days in October - The Cuban Missile Crisis

The Mariel Boatlift

Elian Gonzalez

GITMO - Guantanamo Bay

Walls of Shame, Protest

Forfatter: Anne Scott Hagen
Walls of Shame, Part 2 (118603)

Below you can study the second video dealing with walls and a divided society in Belfast. This is about protest.

The first part of the video shows parades in Belfast e.g. the Protestant parade on 12 July to celebrate the Protestant victory at the Battle of the Boyne in 1690. What do you know about such parades in Belfast?

1. Video 0 - 4:30min.

Watch the first part of the video, 0 - 4:30min.

Discuss

Walls of Shame, Part 2 / fagstoff

http://ndla.no/en/node/118603

1. The speaker asks if these parades are a "celebration or provocation". What do you think? Give reasons for your answer.
2. What is given as the reason for the continuation of these celebrations?

2. Video from 4:30min.

Watch the rest of the video from 4:30min and then try the tasks below.

Comprehension

1. Who are Danny Devenny and Mark Ervine and what is their background, and what are they doing?
2. Where did Devenny get his inspiration from?
3. What were the murals in Belfast used for earlier, during the Troubles?
4. What are Devenny and Ervine trying to do with the murals today?

Discuss

1. Why do you think the mural is chosen as a means of communicating a political standpoint? Do you think this is an effective means of communication?
2. Compare the two means of communicating one's political point of view, parades and murals. Make a table with positive and negative aspects of both.

Design a Mural

In the classroom stretch a roll of paper on the wall and make a mural. Discuss and find a suitable topic. Choose a cause that interests you (e.g. environment, politics, local issue, school issue) and design a mural which communicates your point of view.

Further Reading

The Writing on the Wall – Political Graffiti
Walls of Shame: Belfast, Part 1

Working with International Conflicts

Forfatter: Anne Scott Hagen, Knut Inge Skifjeld
Working with International Conflicts (70135)

Below you will find a set of tasks that highlight international and global conflicts. Use the suggested web sites, and others you may know of, and answer the questions (below) in writing. Choose *one* conflict as your area of focus.

As you work with various internet sources you need to assess their credibility. Here are some useful questions that may help you do this:

- What is the agenda of the web site?
- Who owns the web site?
- Is the information updated?
- Are the sources used in articles listed or not?
- Does the site offer a broad variety of views on an issue?

Right-click to open in new tab/window

1. Human Rights Watch
2. Amnesty International
3. Wikipedia: List of Military Conflicts
4. B's Independent Pro-Peace Initiative
5. The World at War (globalsecurity.org)
6. UN Peacekeeping Operations
7. Foreign Policy about Dangerous Borders
8. Flashpoints - A Guide to World Conflicts

Sources which are mostly Norwegian-speaking:

1. NUPI
2. FN-sambandet Norway
3. Globalis Norway

Questions

1. Who are involved in the conflict?
2. In which area of the world does this conflict occur and how long has it been going on?
3. Are the involved parties countries or independent organisations/groups?
4. Explain what the conflict is about (natural resources, borders, religion, minorities, ideology, politics)
5. Are any of the involved parts democratic?
6. Do major powers, such as China, the USA, Russia, have interests in the area?
7. Is the conflict hot (armed conflict) or cold?
8. Has the UN or other international organisations been involved in mediating the conflict?
9. What are some of the concessions that would reduce the conflict? (border regulations, cultural rights, democratic rights, rights to protest)
10. What is your view on the conflict?

Child plays outside a war-ravaged building in Somalia

Presentation

Choose one conflict and make a presentation.

- How to Make an Oral Presentation
- How to Make a Visual Presentation

Further Work

1. A project in Norwegian about **international conflicts**: Internasjonale konflikter
2. Study why **crossing national borders** in some parts of the world may be very dangerous.Dangerous Border Crossings

Project: Conflicts

Forfatter: Eli M. Huseby, Wilma Eielsen, Anne Mette Raanås
Conflicts – Project (121172)

The word conflict is derived from the Latin word conflictio, which means clash. It might involve a clash of interests or basic values. On a personal level, it means that your needs and interests are obstructed by your social relations. This often happens if you and your relations have clashing views on subjects that really matter to you and/or your relations. It would be puzzling if you have never been involved in conflicts with family or friends. From the experience you would know that conflicts are difficult to handle because your innermost emotions are challenged.

What then if countries or regions are in conflict? Do these conflicts differ from the ones you have experienced? Well, basically not. These conflicts also involve clash of interests and values and revolve around status, resources and emotions. The consequences, however, are another matter. In contrast to your personal conflicts, international and regional conflicts might affect thousands, even millions of people.

Mural Bobby Sands

TwinTowers 9/11

Child Soldiers

End Guantanamo

La Linea

British Prime Minister Margaret Thatcher on cover of Argentine newspaper during the Falklands War

[An Introduction to Project Work]

Task

During the next few weeks you will be working on an in-depth project about a regional or international conflict. You choose the topic, but it must be approved by your teacher. Choose a conflict that interests and challenges you. You may work alone or in pairs/groups (max. 3). Your task is to present a regional or international conflict involving at least one English-speaking country.

Content

Present the conflict:

- the history of the conflict (who, what, where, when)
- the causes of the conflict (why)
- the current and future consequences of the conflict
- possible solutions to the conflict

Remember to cite your sources.

Presentation Format

Length: 5 min. per student

You may use PowerPoint or another presentation tool.

See How to Make an Oral Presentation and How to Make a Visual Presentation

Suggested Topics

The Troubles in Northern Ireland
See Northern Ireland - Trouble and Conflict

The Mexican-American Border
See Crossing Dangerous Borders

Human Trafficking (in the USA or the UK)
See Human Trafficking

The War on Terror (Operation Enduring Freedom)
See Terrorism - a Violent Alternative

The War on Drugs
See Mexico - Drug War

The Cuban-American Relationship
See The Cuban-American Relationship

Child Soldiers
See Child Soldiers

The Falkland Islands Dispute
See The Falkland Islands Dispute

Useful Sources

Working with International Conflicts
Flashpoints – Guide to World Conflicts
NUPI
Human Rights Watch

Media

Mediatization and Politics

Forfatter: Eli Skogerbø
Mediatization and Politics (97604)

Where is real politics carried out? In parliament? In the government? In the UN? Or, in the media?

municipality, interdependence, mediatize, mediatization, bias, potential, overthrow, accessible, nevertheless, furthermore

Most formal official political decision-making is carried out in parliaments, in municipality councils, in the UN, and many other forums. On an everyday basis, however, most of us are likely to meet politicians more often through the media than in real life. We read about the local politicians in the local newspaper, watch the Prime Minister on television, write on the wall of a local candidate on Facebook, follow a politician on Twitter, and consume political news in a variety of online media.

Mediatization and Politics

The interdependence between politics and the media is strong. We may talk about mediatized politics, i.e. a situation where politicians, parties and organizations adapt their communications so that they fit with the timetables and priorities of the news media. In times of elections such strategies can be easily observed. Since the parties and candidates compete for visibility as well as for votes, they seek to attract media attention in a number of different ways.

A political journalist updates on Twitter during the live leadership debate involving Britain's Prime Minister Gordon Brown, Conservative leader David Cameron and Liberal Democrat leader Nick Clegg

Fotograf: Simon Dawson

If you study the news coverage of the 2012 U.S. Presidential Election, how do the candidates try to attract attention? Do they advertise their plans for the day on Twitter? Do they announce press conferences just in time for the main newscast on one of the major television channels? Do they host TV shows? Do they write blogs? As American politics is the most mediatized in the world, you are likely to find many examples of how the candidates depend on the media. President Obama's strategy of using social media in his former campaign to convince the grass roots and, most importantly, young people, is considered the main ingredient in his success.

A Matter of Giving and Taking...

The media on their part cover the election and use it in many different ways. They present and confront politicians with the promises they make in their party programmes; they stage debates between party leaders; they make news items based on political issues; invite politicians to entertainment programmes, talk shows and reality shows and much more. In this way, the election campaign is a way of staging politics in the public arena, that is, making the objectives, issues, and actions of parties and politicians visible to the voters, so that they can freely get information about the alternatives before they choose where to cast their ballot. It is difficult, if not impossible, to imagine an election campaign taking place without the media. Nevertheless, the media are sometimes criticized for being too sensational, biased and contributing to reducing politics to a form of entertainment. However, although there are obviously examples of sensationalism and populism in the media, it would be misleading to say that this is the dominant way of presenting politics.

U.S. President Barack Obama takes off his jacket as he attends a town hall meeting at Facebook headquarters with CEO Mark Zuckerberg in Palo Alto,
Fotograf: Jim Young

Web 2.0 and Politics

In our part of the world, there are many different media with widely different profiles. The news media, as we know them from newspapers, television and radio, remain important for communicating politics. They are also complemented by an immense number of online and social media. Social media or Web 2.0 are, in principle if not always in practice, accessible for everyone anywhere and can also to an increasing degree be used with mobile technologies. They have been shown to be important in situations of political change. As mentioned above, when Barack Obama became the USA's first African American president, he owed much of his success to social media. Furthermore, in 2011, we saw the potential of the new media, when governments were overthrown in what was later termed the "Arab Spring". This has made it increasingly important for politicians and regimes to enter the new media channels, not only to be accessible and to harvest sympathy and votes, but also to supervise, control, and in some cases, censor their citizens' web 2.0 activities.

Obama on Twitter
Fotograf: Lionel Bonaventure

Tasks and Activities

Topics for Discussion

1. Why is it correct to term the relationship between politicians and the media as a matter of giving and taking?
2. How important is it for a modern politician to reach out to his/her voters or potential voters on web 2.0?
3. Is this statement true: The new media shape politics?
4. Web 2.0 and freedom of expression - a challenge?

Find Out and Discuss

1. Enter The White House and list in what ways President Barack Obama and the White House use mass media. Which of his/the House's media approaches might be ranked as "social media"? In what ways is it possible for common people to communicate with Obama or his staff?
2. In what ways do modern media enable people to have their say through comments, polls, newsfeeds, tweets, Facebook likes and shares, opinion pages, etc.? Compare and contrast e.g. *Washington Post*, *New York Times*, Fox News and Reuters. Discuss in what ways mass media have developed from primarily one-way communication into two-way communication?
3. Find a definition of mass media. Why is it difficult to come up with an exact definition? Is your cell phone considered as a mass media device?

Tweeting

1. Write a tweet (140 characters) about one of the following topics:
    - New media and political transparency
    - Web 2.0 and freedom of expression
    - Your favorite politician
    - Social Media (#SoMe)
2. If you do not have a Twitter account already, create one and use the account to discuss the topics above or a topic that concerns you. Watch the video Twitter in Plain English to learn more. If you already have a Twitter account you can watch the video Twitter Search in Plain English to learn more about searching for persons and topics you find interesting. In class, you can decide on a hashtag (#) for your posts so that everybody can easily follow the discussion.

Social Media

Forfatter: Knut Inge Skifjeld
Social Media - Introduction (19536)

There are many different types of social media on the internet, which are user generated and where we can share opinions and ideas with other people all over the world. What we often forget is that this is a public arena with the potential to spread our information to undesirable people. You can create your own profile, so you can be whoever you like on the internet, but do you consider the implications of what you say and do in the social media arena?

Pre-reading

Watch the YouTube video below. What do you think the person behind this animation feels about social media himself? Do you agree with him?

Social Media - Introduction / fagstoff

http://ndla.no/en/node/19536

User Generated Sites

Social Media Introduction / audio
http://ndla.no/en/node/94295

Social Media are internet arenas that allow users to create various profiles to meet up with other people or share information in a network. There has been huge increase in the number of these social media. Facebook, YouTube and Wikipedia are among the most widespread today. Social media are by definition user-generated sites. So there are many types of social media, and they grow fast and may disappear quickly. They all require you to log in and establish some kind of user account. Actually, a social media may be interwoven in a traditional news media – like with all the discussion forums found at the end of news articles.

YouTube and Wikipedia are, as indicated, also social media - but while Facebook focuses on people and what they do, Wikipedia and YouTube focus on sharing information and media contents. What they have in common is that they are user-generated and allow sharing of opinions and ideas. There are user-generated sites for most activities, like creating music, developing software, pruning grapes and pretty much every imaginable topic. They vary from the all-encompassing sites where you share everything about yourself to *What do I do when things turn green?* - sites.

Facebook is very popular at the moment, but may be gone in a few years. What they all have in common is a lot of fine print with legal statements. Did you know that you by default give Facebook copyright for all your pictures? You may think that just because many use Facebook, it is safe and sound – but how many read the legal texts?

Twitter is yet another variant of social media. But this is text based and fast. Using Twitter, you may keep people updated as to what you are doing. Twitter is excellent at sharing specific information during specific events – like sports events, concerts and so on.

Your Alter Ego?

There are numerous fun aspects of social media. You can meet people from all over the world and you can pretend to be what you always dreamed of becoming. You may get advice from others who don't know your real name, which leaves it a bit safer to explain intricate or touchy problems. Basically, it is a virtual world where you can model and shape your profile according to your own desires.

Many of us prefer to use rather cryptic user names on social arenas, and we may take on various personalities, like in a carnival. Others just want to share their lives and what they experience with others.Of course, if you want to stay in touch with friends and family on e.g. Facebook, you need to be recognizable. But then you also expose yourself, and there are quite a few over-curious souls out there who just like to pry into other people's lives. Fortunately, none of us are like that.

Sadly, there is a lot of evidence that people slip up or do things they regret. They may think they're untouchable behind the screen in their own room and fail to recognize that once they push 'enter' the text or imagery is out there for everyone to manipulate and abuse. Many young girls have experienced that pictures taken in a private setting have become public overnight. The Internet is very unforgiving in such matters: precisely because it provides and spreads information unimaginably fast, it may be very destructive.

What You Share Is Public

Though it may be fun to pretend to be some cartoon figure or celebrity or just a crazy, self-absorbed character, the downside of social media is that you run the risk of getting involved with people who may turn out to be hustlers or child predators. Their façade may be that of a school counselor or a young, innocent boy. You just don't know. Giving away personal information or hooking up with people based on virtual meetings is therefore potentially unsafe. Some enjoy the excitement of not knowing what they are getting involved in, but there's a high price to pay if you hook up with the wrong crowd. Just keep in mind that strangers may not be what they claim to be, and what you share on the Internet is public – in other words, out of your control.

Anonymous = Irresponsible?

The possibility to create your own identities has been criticized by some because it allows people to act crazy and irresponsible. An expert on Internet safety suggested that it would be a lot safer if everyone had to get out there with their real names; then everything would be traceable, and thereby safer. One suggestion is that, like with a cell phone, there should be a number and a personal account for every Internet entry.This would leave each individual responsible for what he/she has said and done. Though this may be a very good idea for tracking down criminals, it contradicts the very essential idea of being anonymous on the Internet.

Tasks and Activites

Social Media - Tasks

Online Citizenship Explained

Social Media - Introduction / fagstoff

http://ndla.no/en/node/19536

Protecting Reputation Online

Social Media - Introduction / fagstoff

http://ndla.no/en/node/19536

In the News

The Democratic National Convention

Forfatter: Karin Dwyer Løken
The Democratic National Convention (104373)

The Democratic National Convention was held September 4 – 6 in Charlotte, North Carolina. As expected, Barack Obama and Joe Biden were re-elected as the Democratic Party's candidates for President and Vice-President.

Barack Obama and Joe Biden

Three days after the convention, the polls read 49% for Barack Obama and the Democrats and 45% for Mitt Romney and the Republicans (Gallup.com).

Tasks

1. Watch President Obama's speech and answer the questions below:
   - What kinds of decisions will be made in Washington in the near future?
   - How does Obama describe what the Democratic Party is fighting for?
   - What does he believe the goals of the country should be?
   - Does he promise that this will be an easy road to take/process for Americans?
   - What does he say about:
     - employment
     - taxes
     - energy (gasoline; oil; natural gas)
     - climate change
     - education
     - foreign policies
     - the American military and the soldiers
     - health care, Medicare, insurance and Social Security
     - Romney's experience with foreign policy
     - people's rights and responsibilities
     - gay marriages and abortion
   - Obama, like Romney, uses patriotic expressions like "the greatest nation on Earth" and "the strongest military the world has ever known". Discuss whether the two candidates use these expressions in the same way.
   - Romney claims that Obama has not kept his promises. How does Obama repudiate this?
   - After having listened to both candidates' speeches, what would you say are the biggest differences in
     - The content of the speeches
     - The impression you are left with of the two parties
2. Bill Clinton's speech at the Democratic National Convention is considered by many to be the best speech given so far during the campaign – not just for Barack Obama in particular, but also for the Democratic Party in general. Watch Clinton's speech and answer the question below:
   - In Norwegian class, and possibly in English, you have learned about the three elements of rhetoric: ethos, logos and pathos. Discuss how Bill Clinton implements these three elements of rhetoric in his speech.
3. Another speaker at the Democratic National Convention was Hollywood Star Scarlett Johansson. Watch her speech and answer the the questions which follow. Speeches at Democratic Convention. (Scroll through the videos to find Scarlett Johansson's speech.)
   - What is the main message of Ms Johansson's speech?
   - Do you think Scarlett Johansson did a good job delivering this speech? Why/why not?
   - How would you compare it with Clint Eastwood's speech at the Republican National Convention?
   - Discuss your views on the relevance of inviting entertainment stars to speak at political events.

The Republican National Convention

Forfatter: Karin Dwyer Løken
The Republican National Convention (104188)

The Republican National Convention was held August 27 – 30 in Tampa, Florida. On the last day, the delegates to the convention nominated Mitt Romney as their candidate for president and Paul Ryan for vice-president.

Romney and Ryan, National Convention 2012
Fotograf: ADREES LATIF

The convention has proved to be a boost for the Republican Party so far; on September 1, the polls were showing 46.2% for Obama and 45.7% for Romney.

Tasks

The keynote address, held by the parties' presidential nominees, is considered one of the most important speeches of the presidential campaign. Go to the Republican National Convention's YouTube page here. Watch Mitt Romney's keynote address and do the following tasks:

1. Take notes on what he says about:
   - the American people
   - how Americans have changed their outlook on the future
   - the reason for this change
   - religion
   - business
   - himself and his background
   - the five steps to change the American economy
   - family values
   - abortion
   - taxes
   - military power
   - foreign policy
2. Look at these phrases from Romney's speech:

   "…the greatest country in the history of the world"; "…when the world needs someone to do the really big stuff, you need an American"; "…the richest country in the history of the world"; "…Mr. Putin will see less flexibility and more backbone"; "…preserve a military so strong that no nation will dare to test it."

   - What kinds of feelings in the American people is Romney appealing to in this speech?
   - How do these utterances make you feel?
3. Which groups of potential voters does Romney appeal especially to in this speech?
4. According to Mitt Romney, what are Obama's greatest weaknesses?
5. Clint Eastwood's speech at the convention has been criticized by many. The speech has been called incoherent, the ramblings of an old man, even bizarre. Take a look at it here. Do you agree with Eastwood's critics? Why/why not?

The Presidential Election 2012

Forfatter: Karin Dwyer Løken, Åse Elin Langeland, Eli Huseby
The Presidential Election 2012 (93541)

Have a go at this glossary test before you read the text. (esc = exit)

Bokmål

MyTask - Click on icon to open task!

Nynorsk

MyTask - Click icon to open task!

The 2012 American Presidential Election is upon us. Every day until Election Day on Tuesday, November 6, national and international news will be full of the latest information on the presidential candidates, on the election process and on the polls. Listen to this rap naming 44 former presidents chronologically. Who do you think is going to be the next President of the United States?

The Presidential Election 2012 / fagstoff

http://ndla.no/en/node/93541

The Democratic Candidates

President Barack Obama is the only viable candidate for the Democratic Party. This is mostly because there is a tendency within the parties to support their incumbent president. The other reason is that Randall Terry, Obama's contender for his party's nomination, is a pro-life activist whose platform will be considered somewhat narrow by most voters.

The Republican Candidates

The Republican National Convention was held August 27 – 30 in Tampa, Florida. On the last day of the convention, the delegates to the convention nominated Mitt Romney as their candidate for President and Paul Ryan for Vice-President.

Read more about the Republican Candidates 2012.

The Primaries and Caucuses

First out was the Iowa Caucus on January 3, where Mitt Romney won by a narrow margin over Rick Santorum. On January 10, Romney won the New Hampshire Primary, this time with Ron Paul coming in second. Primaries and caucuses are scheduled through the winter and spring, the last being in June.

Read more about the scheduled primaries and caucuses at 2012 Republican Primary/Caucus Schedule and 2012 Presidential Primaries, Caucuses, and Conventions.

The National Coventions

The Republican National Convention was held August 27 – 30 in Tampa, Florida. On the last day of the convention, the delegates to the convention nominated Mitt Romney as their candidate for President and Paul Ryan for Vice-President.

The Democratic National Convention was held September 4 – 6 in Charlotte, North Carolina. As expected, Barack Obama and Joe Biden were re-elected as the Democratic Party's candidates for President and Vice-President.

Read more about the conventions at 2012 Democratic National Comvention and 2012 Republican National Convention.

The Presidential Election

This year, the presidential election will fall on Tuesday, November 6.

Read more about the presidential candidates at 2012 Presidential Candidates and CNN Election Center.

The Electoral College

This year, the Electoral College will meet to carry out the actual election of the United States President and Vice-President on December 17.

Read more about How the Electoral College Works and Electoral College Voting.

New President in Office

The new President of the United States will be sworn into office on 20th January 2013 at an official ceremony called the Presidential Inauguration. Who do you think it will be?

The Electoral Process

Watch this video to get a better understanding of the U.S. electoral process. The video follows the steps from voting to election day chronologically, focusing on each state's role, including comparisons of popular vote vs. state votes, the impact of state population on the number of electors, how electors are counted and what is required for a president to be elected.

Questions to Ponder

1. The former Republican candidate, Michele Bachmann, was a Tea Party member. What is the Tea Party Movement about?
2. Why are the National Conventions of the two parties important in the election process?
3. Who is actually elected on Election Day? Is it the President, or is it the ones that are going to elect the President?
4. Unlike many other democratic countries, the President of the USA is not elected directly by the people, but by Electorates. Why do you think they have this extra step in the electoral process?

The Candidates

Find out more about the different candidates for the presidency. Work in groups. Your teacher will assign a candidate to each group. Make a brochure, create a slogan and prepare your candidate for a debate on economy, gun control, immigration and health.

The National Conventions

The keynote address, held by the parties' presidential nominees, is considered one of the most important speeches of the presidential campaign. Watch and discuss Mitt Romney's keynote address here and President Barack Obama's keynote address here.

Names of Presidents

Can you complete the names of the U.S. presidents? (esc = exit)

MyTask - Click icon to open task!

Make Your Own Election Video

Why should the candidates have all the fun? How come regular folks never get to sidestep questions, stick to the party line or blame the other team? Make your own animated election video using GoAnimate: Put Some Zing in the West Wing.

Your Own Quiz

Create your own quiz here: mytask.no Share it with someone in class.

Suggested topics: historic events, political leaders, U.S. presidents, political expressions

Olympic Games in London - Watch and Identify People and Symbols

Forfatter: Catharine Ruud, Knut Inge Skifjeld
Olympic Games in London - Watch and Identify People and Symbols (103607)

- Opening Ceremony of the 2012 Summer Olympic Games in London - Highlights
- Olympics Torch arrival by David Beckham

1. Watch the clips above and identify: people (celebrities, politicians, etc.), buildings, items and symbols that you associate with the United Kingdom. Write a list of your findings and share it with the class.
2. Why do you think the monarch, an actor and a football player were chosen to represent the UK in the opening ceremony?
3. Compare the two clips. How do they reflect different parts of British culture? Which one do you think appeals most to young people?
4. British music was an important part of the entire opening ceremony. Do you recognise the music in the sequence with the Queen above? How do you think the music contributes to the atmosphere?
5. The Britons are renowned for their sense of humour. Judging from the Queen sequence, can you name some characteristics of this humour?

A performer waves the national flag of Britain during the Closing Ceremony at the 2012 Summer Olympics

Discuss

1. Watch various clips on the Internet from the opening ceremony. Then discuss what you think of the opening ceremony in general. Do we get a realistic and representative impression of the United Kingdom?
2. A Conservative MP called the opening ceremony "leftie multicultural crap" in a tweet. What do you think he refers to? Why do you think this tweet sparked fury and indignation?
3. Discuss if it is an advantage or disadvantage for a city like London to host gigantic sports arrangements. Make a list of pros and cons.

Quizzes

1. Fun Trivia: Quizzes: Sports: Summer Games: 2012 London
2. Fun Trivia : Quizzes : Sports : Olympic Games : Summer Games

22 July – Darkness at Noon

Forfatter: Knut Inge Skifjeld, Anne Scott Hagen
22 July – Darkness at Noon (98326)

"In this essay, South African author André Brink describes the pain he felt when terror struck Norway last July, and the pride he felt for a nation that came together and rose up amid the sorrow."

Read the whole article from NRK Nyheter, 15 April 2012, and do the tasks.

"Darkness at Noon" by André Brink

About the Text

1. "Darkness at Noon" is the title of the essay. Explain the choice of title.
2. What does the first part of the essay deal with? How does this emphasise how terrible the terror attack 22/7 was?
3. What images of Norway does André Brink use? Do they give a realistic picture of the country?
4. How does he compare and contrast Norway and South Africa?
5. How have South African politics changed in the last twenty years according to the author?
6. This is a personal essay. What makes it personal? Find examples.

Flowers to Commemorate the Victims of 22 July Massacre

Vocabulary

MyTask - Click icon to open task!

Speaking

Read the information about André Brink's background and in pairs retell each other what he is renowned for.

Write a Caption

Write a caption (bildetekst) for each picture in the picture gallery associated with the article.

Discuss

1. Can an individual person have a long lasting influence on the development of society in a country? Name some examples
2. Discuss the following statement and why you think it made such an impression internationally: "If one man can show so much hate think how much love we could show standing together."
3. Consider the quotation: "--- the response to it should not be hate but, instead, «more democracy, more openness»." Is this what has happened in Norway or is the reality more complex?
4. André Brink says, "It is the king. Every inch a king." What do you think the author means by "Every inch a king"?
5. How does the style and personality of the Norwegian king compare to royalty in other countries?
6. “While elsewhere, in our own poor, dark, narrow world, the small local king and his many wives must crouch in lies and sham and subterfuge.” Might he be referring to a particular person/s here? Who do you think that might be?
7. "Finding ourselves in South Africa, some ten thousand kilometres away from our friends and the scene of the massacre, made the whole experience quite unbearable." Why do you think this was so?

The Iron Lady

Forfatter: Eli M. Huseby
The Iron Lady (95029)

The Iron Lady is a film that portrays Margaret Thatcher, Britain's first female prime minister. She was controversial, both as Leader of the Conservative Party and as Prime Minister, an office that she held for 11 years. Thus, it comes as no surprise that the film, where Thatcher (Meryl Streep) as an old woman suffering from dementia looks back on her eventful life, has been met with both acclamation and fury.

Margaret Thatcher (1925 - 2013) was 86 years old when the film was released. To a large extent the film renders a pitiful picture of a lonely, hallucinating old woman. Critics thought that its release could have waited. What do *you* think; was it disrespectful to present Britain's most powerful person for an entire decade in this way, while she still was alive? How do you think her family felt about it? Lady Thatcher died from a stroke two years later.

Film Trailer

To get an impression of the career of one of the most influential women in the 20th century, you should take a look at the film trailer, The Iron Lady .

After watching it, reflect on:

- What prejudice did Margaret Thatcher have to fight?
- In which sense was Margaret Thatcher an outsider?
- What did she have to sacrifice? How did her family respond to this, do you think?
- Judging from the trailer, how did she earn the nick-name "The Iron Lady"?
- What made her controversial?
- Do you recognise any political events that she had to handle as a Prime Minister?

Interview with Meryl Streep

Watch a clip from the interview with Meryl Streep about how she prepared for the role.
BBC interview with Meryl Streep

- What was Meryl Streep's perception of Margaret Thatcher before she started playing the role?
- How did she prepare for the role?

Vocabulary

Before you watch the film, it is a good idea to revise these terms and expressions:

MP
constituency
The Conservative Party
The Tories
The Labour Party
parliamentary system
The House of Commons
The House of Lords
Cabinet
general election

trade unions
Chancellor

Find Out

1. To complement the picture of Margaret Thatcher as one of the most admired, and at the same time, one of the most hated leaders of all time, read a few of these entries from people who experienced what is commonly known as the Thatcher era. BBC on the Thatcher era What are some of the reasons given for:
   - praising her?
   - critcising her?
2. Study this timeline, Margaret Thatcher timeline.
   - What was there in Margaret Roberts' (later Thatcher) family background that made it very unlikely that she should become the leader of the Conservative Party?
   - When did the Falklands War occur? What did she accomplish by this war?
   - How was her relationship to the US president, Ronald Reagan?
   - What was her characterisation of the Soviet Union leader, Mikail Gorbachev, when they met in Moscow in 1987?

Discuss

1. Why was it sensational that the UK should get a female prime minister in 1979?
2. There is a joke which goes like this: "Whatever women do they must do twice as well as men to be thought half as good." Did this apply to Margaret Thatcher do you think? Do you think she adopted the tough appearance, which earned her the "Iron Lady" label, because of this?
3. If you watch the film, discuss how Margaret Roberts (Thatcher) is met by men before she takes office as Prime Minister.
4. Check out recent news regarding the Falklands. How does the current official British policy regarding these islands compare with Mrs. Thatcher's policy?

Writing

Norwegian female politicians have recently come forward with experiences of sexually offensive and patrionising words from male party colleagues."My little girl" and "young miss" being some of the less offensive examples. Does this correspond to what Margaret Roberts (Thatcher) experienced? Why are women treated like this?

Make a "tweet" (140 characters).

4 Literature and Film

Novels and Short Stories

A Long Way Gone

Forfatter: Karin Søvik
A Long Way Gone (99873)

My new friends have begun to suspect I haven't told them the full story of my life.
"Why did you leave Sierra Leone?"
"Because there is a war."
"You mean, you saw people running around with guns and shooting each other?"
"Yes, all the time."
"Cool."
I smile a little.
"You should tell us about it sometime."
"Yes, sometime."

A Long Way Gone (2007) is a profoundly moving book that was written by Ishmael Beah, a young man from Sierra Leone. The story Beah tells is a true story about his life as a child soldier during the civil war in his home country. This is a story that will stay with you long after you have finished the book.

12-year-old Ishmael Beah lives a fairly happy life in Sierra Leone until the civil war breaks out and he is forced to run for his life. He is alone, separated from his family, and he wanders a land rendered unrecognizable by violence.

By the age of thirteen he is forcefully recruited by the government army. During the next two years Beah, a gentle boy at heart, finds that he is capable of truly horrendous acts. He is trained to kill his enemies in the most brutal ways; something that at first seems impossible but later becomes a habit.

In the book we follow Beah through the years as a child soldier in Sierra Leone. We also see him through the period after he is released by the army and sent to a UNICEF rehabilitation center. Here a new struggle begins; the struggle to re-enter civilian life and to regain his humanity. And finally we follow him to the USA where he now lives. He is today a student, writer and a human rights activist.

This NRK interview (13 min) introduces you to Ishmael Beah, his previous life and his present life.

A Long Way Gone – Excerpt

A Long Way Gone

Working with the Book

After having read the first few pages of the book, what was your first impression? As you continued to read the story, did your first impression about the book change? If so, why?

1. Comment on the meaning of the title:*A Long Way Gone: Memoirs of a Boy Soldier.*
2. Where and when does the action take place? How does the setting change throughout the book? Describe the social and political context of the book.
3. Ishmael Beah is a dynamic character. Describe how he changes during the book, and comment on the development he goes through.
4. What does he remember about his father, mother, brothers, grandfather, grandmother, and other relatives? In what context do these memories occur? What do these memories tell us about Beah himself and about his culture?
5. Who does Beah consider to be important to him on his journey through Sierra Leone and in New York? Why are these people important? There are some people that Beah can never forget. Who are they?
6. Why are there so many boys and men mentioned in Beah's memoir, and so few girls and women?
7. Are the government soldiers and the RUF members ever described in a positive way? If so, how? What stands out in Beah's memory about these people?
8. How would you describe the basic plot of the memoir? Describe at least one event in the novel that made an impression on you. Why do you remember this particular part so well?
9. Does the narrative progress chronologically? When does it diverge from a straightforward, linear progression?
10. Comment on the language Beah uses. Can you say anything about his vocabulary, use of imagery or tone / feeling of the story?
11. The book's graphic depictions of violence are numerous and unsettling. What is your emotional response to reading about so much violence? We often see violence in films, video games and on the evening news. What do you think is most disturbing: seeing it on film or reading descriptions of it by the person who committed the atrocities?
12. Why do you think Beah is so detailed in his description of the violence that colored his life for 3 years? If he had spared the details, how would that have changed your perception of the book?
13. In your view, what is the main message of the memoir? What do you think Ishmael Beah is trying to teach us?
14. Explore these themes and explain in what way they are relevant to*A Long Way Gone*.

- Family and community
- Loss and suffering
- Redemption
- Death and life
- Friendship
- Hatred and revenge
- Forgiveness and compassion
- Happiness
- Survival
- Growth and growing up
- Governments and politics
- Leaders and followers
- Remembrance and memories
- The present, the past and the future
- Nature, the Natural World, Mother Nature

See also Working with Novels

Useful Sources

A Long Way Gone – Macmillan . Study Guide, excerpt from audiobook, about the writer.

A Modest Proposal

Forfatter: Eli M. Huseby
A Modest Proposal by Jonathan Swift (133253)

"A Modest Proposal" is a satirical text written by the Irish author and minister Jonathan Swift. It was published under a pseudonym in 1729. Swift was appalled by how the Irish people were subdued by the English government and its local representatives.

Jonathan Swift (1667-1745) was a master of irony and satire. He was a Protestant minister in Dublin and witnessed how the English colonists treated the Irish population, particularly the Catholics. He wanted to alert the public about pompous and self-important aristocrats and politicians whose practice brought misery on the common people. His most famous work is *Gulliver's Travels* (1726).

Jonathan Swift

In his essays and pamphlets he wanted to reveal the vanity and often immoral practice of the rich and powerful, including the church. His writing was sharp and his method was satire. Satire is a particularly bold way of exposing blameworthy or suspect phenomena in public affairs. Satire and irony are difficult literary devices, as the writer runs the risk of being misunderstood. In the following essay Swift reveals his satirical agenda already in the title, "A Modest Proposal*". (Read the full version or an abridged version.)*

Abridged Version

Read the abridged version of Jonathan Swift's essay from 1729. The full title is *A Modest Proposal for preventing the Children of poor People in Ireland from being a Burden to their Parents or Country; and for making them beneficial to the Public.*

While reading ponder what **is** Jonathan Swift's proposal*?*

A Modest Proposal

By Jonathan Swift

I am assured by our merchants that a boy or a girl, before twelve years old, is no saleable commodity, and even when they come to this age they will not yield above three pounds, or three pounds and half a crown at most on the Exchange, which cannot turn to account either to the parents or to the kingdom, the charge of nutriment and rags having been at least four times that value.

I shall now therefore humbly propose my own thoughts, which I hope will not be liable to the least objection.

I have been assured by a very knowing American of my acquaintance in London, that a young healthy child well nursed is at a year old a most delicious, nourishing, and wholesome food, whether stewed, roasted, baked, or boiled, and I make no doubt that it will equally serve in a fricassee, or a ragout.

I do therefore humbly offer it to public consideration, that of the hundred and twenty thousand children, already computed, twenty thousand may be reserved for breed, whereof only one fourth part to be males, which is more than we allow to sheep, black-cattle, or swine, and my reason is that these children are seldom the fruits of marriage, a circumstance not much regarded by our savages, therefore one male will be sufficient to serve four females. That the remaining hundred thousand may at a year old be offered in sale to the persons of quality and fortune throughout the kingdom, always advising the mother to let them suck plentifully in the last month, so as to render them plump, and fat for a good table. A child will make two dishes at an entertainment for friends, and when the family dines alone, the fore or hind quarter will make a reasonable dish, and seasoned with a little pepper or salt will be very good boiled on the fourth day, especially in winter.

I have reckoned upon a medium that a child just born will weigh 12 pounds, and in a solar year if tolerably nursed increaseth to 28 pounds.

I grant this food will be somewhat dear and therefore very proper for landlords, who, as they have already devoured most of the parents, seem to have the best title to the children.

It is important that you understand these words and expressions:

modest proposal=beskjedent forslag, vær også oppmerksom på at proposal kan bety frieri/ver óg merksam på at proposal kan tyde frieri
merchant=kjøp-/handelsmenn
commodity= råvare/ landbruksprodukt som handelsvare nutriment=næring
rags=filler/fillar
aquaintance=bekjent three pounds and half a crown=eldre valuta; vil i dag tilsvare ca. 270 pounds
ragout=en slags lapskaus/ein slags lapskaus
breed=avl
fore or hind quarter=for-og baksiden av kroppen/for-og baksida av kroppen på et/eit dyr
increaseth=(eldre uttrykk) vil øke/vil auke
solar year= et år med mye sol/eit år med mykje sol

Read the Full Text

A Modest Proposal

Tasks

Language

Find words and expressions related to:

- Food and dishes

- Economy and money
- Animals

1. What connotations do the words related to food and dishes have?
2. Why do you think Swift makes all these references to food, money and animals?

Friccasse

Oliver Twist asks for more food

The Republic of Ireland today

The Proposal

1. Look up the meaning of the word proposal in the dictionary.
2. How is the word ambiguous?
3. Why do you think Swift chose to characterise his suggestion as a "proposal"?
4. What is he actually proposing?
5. Is the proposal modest, do you think?
6. Why did he call his proposal modest?
7. Why do you think he chose to focus on children?
8. Discuss an interpretation of the last paragraph of the text.
9. What do you think he wants to achieve by his "modest" proposal?

The Addressees

1. To whom is Swift making his proposal?
2. What do you think he feels about his addressees?
3. How does he reveal his feelings about them?
4. How do you think this text was received by Swift's readers in the 1700s?
5. Would the reaction be any different today?

Satire and Irony

1. Why do you think Swift chose to convey his proposal by means of satire?
2. What do you think motivated Swift to write this text?
3. Is this satirical essay a way to avoid the contemporary limited freedom of expression?
4. What is the difference between satire and irony?
5. Why would we call this text satirical, and not ironical?
6. Do you know any modern examples of the use of satire in media, literature, music, films or art?
7. If you were upset and committed about a particular issue, how would you express this if you wanted to go public?
8. Discuss how satire might be a way to challenge authorities in countries where freedom of expression is limited?

Find Out

What in his contemporary Ireland infuriated Jonathan Swift and made him accuse the English of eating Irish children? Have a look at an Irish Timeline from the 18th century here

- What were the relations between the Irish and the English like?
- What was the relationship between Protestants and Catholics like?
- Describe the social, economic and political conditions.
- Do you think Swift exaggerated?

Write

1. Rap artists like Eminem make use of satire as a literary device. If Swift should make a rap about his concerns for his starving people, what would it look like?
   Transform "A Modest Proposal" into a rap.
2. Make a fictional posting on Twitter where you as a citizen in a poor country blame people in the Western World for taking advantage of people in the Third World. Use the #shameonyou. (Remember 140 characters.)

Amundsen

Forfatter: Eli M. Huseby
"Amundsen" - a Short Story by Alice Munro (131104)

When the Nobel Committee awarded the 2013 Nobel Prize in Literature to the Canadian writer Alice Munro, they described her as "the master of the contemporary short story". Throughout her writing career, which extends over more than 60 years, she has produced numerous short stories. The American author and Munro fan, Ben Dolnick, compares picking which Munro story to read to choosing "what to eat from an enormous box of chocolates." Here we have chosen to focus on "Amundsen" from her latest collection *Dear Life* (2012).

Amundsen

Many of Munro's stories can be traced to her childhood in a small town in Huron County, Ontario, Canada. The story "Amundsen", however, is set in an even more remote place; a place far from Toronto, but which is accessible by rail. The climate is unfriendly and cold, and the inhabitants are unaccustomed to strangers. As Norwegians we are puzzled by the name Amundsen. Is Amundsen referring to our polar explorer Roald Amundsen? A lot of places in the vast country of Canada are named after our national hero. If you look closely at a map, you will even find a small place in Northwest Ontario by that name. Perhaps it was this place which inspired the author.

Tuberculosis and Sanatoriums

One day, towards the end of World War II, a new female teacher from Toronto, arrives at the remote settlement in the middle of winter. In those days turbercolosis - a serious infectious lung disease - held a nasty grip, especially on the young generation. Sanatoriums were set up to treat those infected and to isolate them in order to prevent the disease from spreading. These sanatoriums were often placed in far-away places. Young Vivien (Vivi) is going to teach the hospitalized children. The prospects for the recovery of the children do not seem too good, and the new teacher is met by a hospital atmosphere, with an air of sadness and defeat.

Read the Story

"Amundsen" by Alice Munro

Task 1

Setting

Alice Munro - Short Stories

Alice Munro

Canada

Roald Amundsen

The Sick Child. Edvard Munch

Answer the questions by making references to the text:

- What kind of place is Amundsen?
- Read the introductory scene. Describe the young woman's first encounter with the place.
- How is the misinterpretation with "Sam" for "San" significant?
- World War II and the deadly disease of tuberculosis make a sinister frame for the story. How?
- The gender gap is apparent in the story. How is this revealed?
- What makes Vivi stand out as an outsider in this community?

Task 2

Characters

Answer the questions by making references to the text

Amundsen as perceived by Vivi

Vivi

- Make a characterization of Vivi
- What makes Vivi from Toronto apply for the vacant position as a teacher in this far-away place, do you think?
- Is she lonely?
- Do you believe her when she says she has a boyfriend? If not, what might be her reasons for making him up?
- What makes Vivi attracted to Doctor Fox?
- Does she really love him?
- What flaws does she see in his character?
- In spite of these flaws, she wants to marry him. Why do you think?
- In what ways is the male world inaccessible to Vivi? How does she feel about it?
- Does she bond with the other women?
- Is she a reliable narrator, do you think?

Doctor Fox

- Make a characterization of the doctor.
- What makes him so powerful in this community?
- Why is he generally admired by the women in this place?
- Why does he propose to Vickie, do you think?
- What makes him cancel the wedding?
- Does he exploit her?
- What might be his reasons for bullying Mary?

- Describe how he bonds with the males.
- Is he an all-bad character?
- Might his name be symbolic? How?

Task 3

The Conclusion and Your Review

Discuss

Munro writes:
"It still seemed as if we would make our way out of that crowd, as if in just a moment we would be together. But it was just as certain, also, that we would carry on in the directions we were going, and so we did." Munro goes on to describe how Vivi walks home; "feeling the same as when I'd left Amundsen...Nothing changes, apparently, about love."

- What is your interpretation of this?
- Do you think the relationship between Vivi and Dr Fox was about love, or something else? If so, what?
- In your view, is this a love story?
- "It was just as certain, also, that we would carry on in the directions we were going, and so we did." Considering the story, could this also refer to the separate worlds of women and men and how we communicate?

Write

Chocolate box

Ben Dolnick, who is a devoted Munro fan, compared deciding which short story to read to making up your mind about which chocolate to taste from an enormous chocolate box, he goes on:

" -- and, while you're very likely to choose something delicious, there is the slight but real possibility of finding yourself stuck with, say, raspberry ganache."

*ganache=glaze, filling

Do you think this characterization applies for this short story? Did you like the story? Write a brief review of "Amundsen".

In your review you might also consider:

- Do you think the persistent focus on gender, as it appears in the story, is irrelevant today?
- Would Doctor Fox stand out as admirable to women today?
- Will women always be fascinated by powerful men?

Further Work

Alice Munro and her literary work Alice Munro - Writing Her Life

Auggie Wren's Christmas Story

Forfatter: Åse Elin Langeland
Auggie Wren's Christmas Story (63372)

"I heard this story from Auggie Wren. Since Auggie doesn't come off too well in it, at least not as well as he'd like to, he's asked me not to use his real name. Other than that, the whole business about the lost wallet and the blind woman and the Christmas dinner is just as he told it to me."

Auggie Wren's Christmas Story

In November 1990 Paul Auster received a phone call from the editor of the Op-Ed page in *The New York Times*. He told Auster that he had been toying with the idea of commissioning a work of fiction for the Op-Ed page on Christmas Day, and wondering if Auster was willing to write it. Auster had never written a short story, and was not sure he would be able to come up with an idea, so he had to think about it.

A few days went by and just when he was about to give up, he opened a tin of his Schimmelpennicks, the little cigars he liked so well, and started thinking about the man who sold them in the cigar shop in Brooklyn. He started thinking about the kinds of encounters you have in New York with people you see every day but don't really know. And little by little the story began to take shape in his mind. It literally came out of a tin of cigars.

Smoke

Auggie Wren's Christmas Story was published 25 Decemeber 1990 in *The New York Times*.

In this Audio recording from NPR you can listen to Paul Auster reading Auggie Wren's Christmas Story.

You can read the short story at Auggie Wren's Christmas Story

(If you want to listen while you read, right-click and open the links in separate windows.)

Tasks and Activities

Comprehension

Auggie Wren's Christmas Story - Multiple Choice / h5p_content
http://ndla.no/en/node/123841

Discuss

1. How would you characterize a traditional Christmas story? Which elements would you expect to find?
2. How does this short story comply with the Christmas story genre?
3. Since Auggie does not come off too well in the story, he does not want to reveal his real name. What do you think? Is truth always for the best?
4. The story is set in Brooklyn. What can be said about the setting? In which way is the setting typical American – or is it?
5. An important theme in the story is time. How is this expressed?
6. Paul Auster is well-known for telling many stories within one story. In many ways his stories are like a Chinese box. How is this evident in this narrative? What function does such a narrative technique have?
7. Paul Auster worked with Wayne Wang to make the story into a film,*Smoke*. Watch the actual Christmas story in black and white footage which was played along the credits at the end of the film. Although not a word is said, we understand the story. Tom Waits sings “Innocent When You Dream,” and we get the good Merry Christmas feeling, or do we?

Auggie Wren's Christmas Story / fagstoff

http://ndla.no/en/node/63372

Frog Pond

Forfatter: NRK, Åse Elin Langeland
Frog Pond (4835)

Chelsea Quinn Yarbro has made a successful and long career writing modern supernatural fiction. She has worked in a wide variety of genres, from science fiction to westerns, from young adult adventure to historical horror.This is an adapted version of her apocalyptic short story "Frog Pond."

"Frog Pond" is one of many examples of what we call “post-apocalyptic literature” – stories dealing with life after nuclear war, plague or some other general disaster has destroyed the world we know. Post-apocalyptic fiction is set in a world or civilization after such a disaster. One of the common themes or ideas running through this literature is the question of how people can survive, and create a new life from the ruins of the old one.

Frog

In "Frog Pond" a young girl, Thorny, has been warned not to go to catch frogs in the creek. Still, she disobeys and goes there. The reader thinks that her parents are simply anxious that she might drown. However, little by little we notice details that let us understand that things are far from normal. (Here you can read more about the author and the story: Frog Pond - Introduction)

Listen to the story. You might have to listen more than once or do close reading to discover the secrets.

Frog Pond - audio / audio
http://ndla.no/en/node/7101

Frog Pond / flashnode
http://ndla.no/en/node/62727

Mr Thompson: You have a big mouth, Thorny. Too big.
Thorny: Yes, Mr Thompson. Sorry.
Mr Thompson: So, what have you got to learn? *(She doesn't answer)* Thorny...?
Thorny: I gotta learn to keep my mouth shut.
Mr Thompson: *(Prompting)* When strangers are around.
Thorny: Right, not in front of strangers.
Mr Thompson: There's too much to lose here, Thorny. What your Dad and I have achieved. And you... you're so special to us. The first, in every way.

Thorny: Sorry, I really will try.
Mr Thompson: The more things get better here, the more people will come and try to take it from us. You understand that, don't you?
Thorny: Sure, I really do. I've got the message, Mr Thompson. I've got a big mouth and I have to learn to keep it shut when strangers are around. Can I go now? It's a really nice day.
Mr Thompson: Sure, Thorny. Go and play. And Thorny, you're not to go down to the creek any more. Understand?
Thorny: Aw...
Mr Thompson: We've all told you. It's too dangerous.
Thorny: It ain't dangerous. You just have to stay away from the pink water spots.
Mr Thompson: That's not the point. You're bright, Thorny. Later on, you might carry on your Pop's work. We can't afford to have anything happen to you.
Thorny: Yeah, but Mom is sure grateful when I catch fish in the creek.
Mr Thompson: The answer is no. In any case, you have to go past the Baxter place, and something's wrong there.
Thorny: I know, Pop says maybe some sick people moved onto their property. But I know a long way round. I don't go near the Baxter's, not by miles.
Mr Thompson: Thorny, the creek is a no-go area. Got that?
Thorny: Sure. I'm going to play.

Thorny: *(Internal)* Rotten Log Hollow. My very own creek. It's not dangerous. No fish though. None as I can see. Aw, but there'll be frogs. There's always frogs going.

(Putting on waders)

Thorny: And you pull your waders right up, Thorny. You mustn't let your legs get wet. Ain't done that in years, Pop. Heck, a little water can't kill me. Not even that pink water. Now... Okay, frogs. Don't take no notice of little ole Thorny. I might look big and frightening, but I aint. No sir, I just want something nice and easy for my supper. Ooh, you're a nice fat one. Just stay there with your boyfriend while Thorny comes over to say hi. Gently... *(Scared)* What's that?!

(Crashing of undergrowth. Rocks and grass rolling down bank into water)

Stan: *(Distant. Losing his balance on the steep bank)* AAAaaaaaghhh!
Thorny: Oh shoot!

(Stan hits outfall pipe)

Stan: *(Blowing out water, and generally half drowning)*
Thorny: Hey mister, don't do that!
Stan: *(Scared out of his wits)* Wha - Who's that. No, no-ooo!
Thorny: The way he's going on, anyone'd think I was the Civil Defence or something.
It's just me, mister, down in the creek.
Stan: *(Gasping, but calming down)* You - you on your own...?
Thorny: You're scaring the frogs, mister.
Stan: Scaring the frogs?
Thorny: Yeah, I'm trying to catch some. Can you just sit there a minute and not move?
Stan: *{Pondering the strange situation. He's worn out with fear)* Sit? For a minute? Sure . . .
Thorny: A city guy... There's three frogs over there, and if I don't catch them, it'll

be your fault, mister. - Got you! One... -Two and three! Hey, there's a fourth –
Stan: Listen, where am I?

(Water plop as frog jumps)

Thorny: *(Exasperated)* Aww! *(To Stan)* Rotten Log Hollow. An' you just lost me a frog.
Stan: Where's Rotten Log Hollow?
Thorny: Mister, if you wanna talk, you come along the bank, closer to me.
Stan: If you say so.
Thorny: *(To herself)* I do say so.
Stan: Is it dangerous here?
Thorny: *(To Stan)* You just gotta keep your voice down.
Stan: *(Approaches)* Right. You don't want anyone to hear us?
Thorny: I don't want to scare the frogs!
Stan: Right. Uh...
Thorny: Hi.
Stan: Hi... Uh, what's your name?
Thorny: *(Internal)* Do I tell him? He seems friendly enough. *(Dad voice)* There ain't no such thing as a friendly stranger, Thorny. *(Ordinary voice)* No, Dad. Hell, I can handle this guy. *(Politely, to Stan)* My name is Althea. But mostly my friends call me Thorny. Who are you?
Stan: *(obviously lying)* Uh... Stan! Yeah, Stan. Just call me Stan.
Thorny: *(Internal*) Stan, right! (*To Stan)* Hi Stan.
Stan: You like this place?
Thorny: Yeah, I come here lots of times.
Stan: You live around here, then?
Thorny: *(Internal)* Dumb question! *(To Stan)* This is the country, mister. No subways, no transport. So I can't live noplace else. *(Internal)* Uh-oh, shouldn't have said, that, Pop, should I? *(To Stan, covering up)* I mean... Look, I live at the Baxter place.
Stan: *(Fear starting again)* Is that near here?
Thorny: Bout a mile. That way.
Stan: *(Part relieved)* A mile... Do a lot of people live there at the Baxter place?
Thorny: About six or seven. Why, you planning on moving in, mister?
Stan: *(Nervous, almost hysterical, laugh)*
Thorny: *(Internal)* It wasn't that funny, what I said! Hey, this guy is deep-down scared! Uh-oh, so he should be, he's standing in the green stuff! *(To Stan)* Hey mister, you better get away from there.
Stan: *(Panicky, moving sideways fast)* Where? Why?
Thorny: That green stuff coming out the pipe is bad for you. Gives you burns if you're not used to it. Well, burns some people.
Stan: What is it?
Thorny: Just stuff comes out the pipe, ever since the Santa Rosa pumping station got blown up. You know, couple of years ago? Ever since then, the pipe drips green gunk all the time.
Stan: *(Jumpy)* Oh, right...
Thorny: It won't hurt you if you don't touch it.
Stan: *(More nervous)* Oh, cool.
Thorny: *(Touch of pride)* Never burns me. Not even the first time I came here.
Stan: Right.
Thorny: Selective adaptations, that's what Mr Thompson says. Adapting to the new demands of the environment.
Stan: Adaptations!
Thorny: He's a geneticist, Mr Thompson. *(Internal)* Uh-oh. My big mouth. *(Change the subject, to Stan)* I bet you're from Santa Rosa, right?

Stan: What makes you say that?
Thorny: Nothing. Santa Rosa's the first big city south of here. I just figured you probably had to come from there. Or maybe Sonoma or Napa, but those aren't too likely.
Stan: Why not?
Thorny: Simple. The big highway north is still open, but not the one between Sonoma and Napa.
Stan: Yes, yes of course. That would be why. Sorry, Thorny, I guess I'm jumpier than I thought.
Thorny: That's okay.
Stan: Say, is there anyone needing some help on their farms around here? Anyone you know of?
Thorny: No. No more people are needed round here.
Stan: Maybe a school, somewhere that needs a teacher? You kids probably don't have too many good teachers.
Thorny: Huh! *(Internal)* That's a spooky thing to say! What can a guy from Santa Rosa teach us! *(To Stan)* We don't need teachers. But my Pop teaches at the high school. Maybe he could help you find work.
Stan: Were you born round here?
Thorny: Nope. Over at Davis.
Stan: On a farm?
Thorny: Sort of...
Stan: I've always wanted to live in the country. Maybe now I can.
Thorny: I wouldn't sit there, mister. There's snakes.
Stan: *(Jumping up)* Snakes?!
Thorny: They only bite if you hurt 'em or scare 'em.
Stan: Oh, right. Is any place safe on this bank.
Thorny: Oh, it's all safe enough. But just keep an eye out for the snakes. You'll recognize them easy. About two feet long and sort of red. The colour of the pine needles.
Stan: Dear God, how long have the pine needles been that colour?
Thorny: Five or six years. The smog does it.
Stan: Smog? There's no smog out here.
Thorny: Can't see it or even smell it. Mr Thompson says there's too much smog everywhere, so we don't notice it anymore. But the trees know it. And turn red.
Stan: They'll die.
Thorny: Maybe. Maybe not. They've changed.
Stan: Changed ?
Thorny: Sure. These pines haven't died yet, and maybe they aren't going to.
Stan: What's so special about them?
Thorny: Well, see - *(About to explain, stops. Then internal)* My big mouth again. *(To Stan)* Oh, we learn all about this in school. It's no big deal. Mr Thompson tells us in Biology class.
Stan: Biology? At your age?
Thorny: Look, mister, I know I'm small, but heck, so are lots of kids these days. I'm thirteen, and that's plenty old enough to know about Biology. Just because this is a long way from Santa Rosa, don't think kids here can't read, okay?
Stan: Hey, cool it! I was just surprised you have such good schools here.
Thorny: Yeah, and you think there's a MacDonald's the other side of the creek.
Stan: Hey, don't give me such a hard time.
Thorny: So what do they teach where you come from?
Stan: Oh, history, language, art... Nothing about survival. You know, last semester, a group of students requested courses on useful things, like forestry, basket-weaving, animal breeding, that kind of thing, and what happened? The administration called in the Civil Defence. There was a riot. But we got those guys, in an ambush. Hung a couple up from lamp-posts. That showed 'em. You

see, Thorny, if you want a chance, you gotta learn to beat the System. And that means knowing how the System works, right?
Thorny: *(Getting nervous herself)* Right. Maybe. I don't know.
Stan: The System's doing terrible things. Soldiers everywhere, martial law, searches without warrants, confiscations, people disappearing. And then there's the gangs -robbing and killing. And the murder clubs. They kill people just for fun - for doing nothing!
Thorny: Sure, we know all about that. *(Internal)* How do I get rid of this guy?
Stan: How are things North of here?
Thorny: *(Here's a chance to get rid of him)* North of here? Oh, not too bad. Not too bad at all. In fact Humboldt County is doing pretty good.
Stan: Thorny. Do you think you could tell me how to get to Humboldt County.
Thorny: *(Internal)* This guy is so dumb. He only has to keep going up the old Highway 101! Or else he's trying to trap me, to find out who he can steal food from. But I ain't so easy to trap. (To Stan) You can keep going up the main highway...
Stan: That'd be cool.
Thorny: Of course there might be Civil Defense guarding it.
Stan: Oh.
Thorny: No, I'd cut over to the coast road, and just follow it up. That'd be safer.
Stan: Yes, yes, that would work. Thanks, Thorny.
Thorny: Hold on, there's a couple of frogs down there. Good, fat ones... *(Takes breath)*

(Swirl of water as Thorny dips under, then splashier swirl as she emerges)

Thorny: Two big'uns, right?
Stan: This is such a waste. You should be learning about society. About all that's wrong with it. You should learn about the People's rights, and their right to attack the System when it's against their freedom.
Thorny: I learn all I need to know from Mr Leventhal in school.
Stan: But you could learn so much more. Before it's too late. You should be in school right this minute, Thorny.
Thorny: I should not. We have school two whole days a week. This is my free time.
Stan: And you're spending it catching frogs!
Thorny: Sure I'm catching frogs.
Stan: Eucchh! You're skewering them on that stick!
Thorny: It's my collecting stick. This way they stay fresh till I get home and Mom cuts 'em up.
Stan: You mean you eat them?
Thorny: Of course we eat them. They're meat, ain't they?
Stan: But frogs! How can you eat frogs?
Thorny: They taste real good. Mom fixes 'em up with batter and fries "em.
Stan: You've gotta be hungry to eat frogs. And how do you catch them in that muddy water?
Thorny: Easy. You saw me.
Stan: Yeah, but I've sworn in water like that. You can't see a thing.
Thorny: You can't maybe. I can.
Stan: How's that?
Thorny: I been adapted.
Stan: Adapted?
Thorny: Sure. Look in my eyes, mister. Membranes, see? I got membranes come up over my eyes like eyelids. But see-through ! I was engineered for water.
Stan: *(Growing horror)* Engineered! You're a mutant!
Thorny: *(Indignant)* I ain't no mutant! That's just science fiction. I've been

genetically modified.
Stan: Oh no! AAAaaaggghhh! This is too much. I gotta get outta here –

(Receding crashes through the undergrowth as Stan rushes away; slipping and stumbling)

Thorny: Well, thank you, Stan. All the frogs'll have swum upstate by now. No point in staying here.

Mr Thompson: *(Angry)* Thorny, where you been?
Thorny: *(Internal)* Uh-oh. Trouble.
Mr Thompson: You've been to Rotten Log Hollow, haven't you? There's no place else you could have caught those kind of frogs.
Thorny: Sorry.
Mr Thompson: We've told you how dangerous it is over there. Besides, strangers might see you.
Thorny: Uh.
Mr Thompson: Did any stranger come by?
Thorny: An older guy. Bout twenty-five. Only the one.
Mr Thompson: One is all it needs. We've got to keep what we have here a secret. So we can survive.
Thorny: Sorry.
Mr Thompson: You didn't show him anything, did you?
Thorny: *(Starts sobbing)*
Mr Thompson: You didn't, did you?
Thorny: I only showed him my membranes, that's all.
Mr Thompson: That's all! Thorny, once people know you've got the membranes,
they'll guess straightaway what we're doing. They'll take it all away. And take you too, most likely.
Thorny: *(Breaking, it's all been too much)* Shut up, shut up, shut up! I can't listen to
any more.
Thorny: *(Internal. It's a bit later and she's calmer)* He's always going on, Mr Thompson. Him and Pop. Jeepers. It's only one little flap of skin they've bred into me. To hear them carry on, you'd think they'd changed the whole world!

Tasks and Activities

After reading and listening to the story, you may try these activities Frog Pond - Tasks

or this interactive task

Frog Pond / amendor_ios_task
http://ndla.no/en/node/61640

Indian Camp

Forfatter: Morten Serkland
Indian Camp by Ernest Hemingway (132493)

"Indian Camp" is a short story by Ernest Hemingway. It was released in 1925 in Hemingway's very first collection of stories. This is one of the first stories where the protagonist and narrator Nick appears. In this story young Nick acquires new knowledge about where babies come from.

Hemingway

For Whom the Bell Tolls by Ernest Hemingway

Meet Nick in one more Hemingway short story (dramatized)

The Killers

Resources

Ernest Hemingway

Analysis of Indian Camp

Ernest Hemingway

Ernest Hemingway (1899 - 1961) started his writing career as a seventeen-year-old reporter in a Kansas City newspaper. During the First World War he volunteered as an ambulance driver in Italy. He was severely injured and spent a long period stuck in a hospital bed. This incident provided the setting for one of his most famous novels *A Farewell to Arms.* The wounded, courageous hero disillusioned by the war and the brutality of modern society soon became Hemingway's trademark. His preoccupation with bullfighting and deep sea fishing is also evident in his stories. As a war correspondent during the Spanish Civil War and a reporter, he developed a particular style of writing characterized by spare dialogues and understatements.

The protagonist, Nick, is with his young and vulnerable appearance, one of Hemingway's favorite characters. He appears in many stories in which he is often exposed to cruelty that he has to find a grown-up way to cope with. In this short story he is on his way to an Indian camp where one of the women is going to give birth. If Nick ever thought babies were delivered by storks, his experience this night crushes the illusion. This is also the night where he learns how fragile life is.

Indian Camp by Ernest Hemingway / fagstoff

http://ndla.no/en/node/132493

Tasks

About Genre

1. The story opens like this:
   "At the lake shore there was another rowboat drawn up. The two Indians stood waiting."
   What effect does this opening have? What do we call this kind of opening? Why do short stories often open in this way?
2. Typical for Ernest Hemingway's writing is his ability to express essential matters in very few words. Read the text closely, and give

some examples. What effect does this technique have on the reader?
3. If you read about his personal background, do you think there is anything in his life that inspired this minimalistic style?
4. Poets are often obliged to use a concise writing style. How does this text differ from a poem?
5. The story has many common features with a blog. What is similar and what is different?

About Point of View

- What is Hemingway's point of view in "Indian Camp"? How do you think a different point of view would have changed the story?
- How would the story differ if the story was narrated by Nick's father or Uncle George?
- Choose one paragraph and rewrite it by replacing the point of view. Does it make the story more interesting?

About Theme

1. Here are some words that may describe possible themes in "Indian Camp". Have a look at them and rank them according to how important you find them:
    - new life
    - relationships
    - safety
    - growing up
    - suffering
    - death
    - gender roles
    - cultural differences
2. Give reasons for your ranking. Compare your list with the ranking of some of your fellow students. Discuss the differences.
3. How do the grown-ups in the story look upon the Native Americans? Do Nick's father and Uncle George act differently? Find examples in the text to illustrate your points.

Role Play

Sit in groups of three. One of you is Nick, the others are friends who ask Nick questions about what happened that night. When answering the questions, Nick should include actual events, his emotions and reactions.
After you have talked together in the role play, go out of your roles and analyze the following:

- Was there anything that was difficult to talk about?
- Is Nick's experience a good way to learn about life and death?
- What did you learn about cultural differences in this story?
- Explain Nick's feelings at the end of the story.
- Give a characterization of Nick's father
- From whom and how do children and young people learn attitudes and values?

Writing

1. Make a blog entry where you post your thoughts about a defining moment where you as a child realized what the adult world was about. Suggested title: No Child Any More
2. Find other Hemingway stories where Nick appears as a protagonist and narrator. What do the stories have in common? How would you characterize Nick? Why do you think Hemingway uses Nick to convey his message? Is Nick any different from teenagers today? Write an essay.

On the Way to the Melting Pot

Forfatter: Åse Elin Langeland
On the Way to the Melting Pot (2962)

You are probably familiar with the term "the melting pot". The term was coined by Israel Zangwill in his famous play The Melting-Pot in 1908. Zangwill illustrated how people from different nations were melted together and born again as Americans. Thus, the melting pot became the image of an assimilated American – a person who had discarded his ethnic identity to become American.

The Melting Pot

Waldemar Ager was much opposed to the common conception of America as a melting pot. He knew that the immigrants had to work and raise their children in America, but he thought it important to that they should hold on to their ethnic identities as Norwegians. In 1917 Waldemar Ager wrote Paa veien til smeltepotten (On the Way to the Melting Pot) as a protest against cultural assimilation.

The following excerpt is taken from the opening chapter of the novel. We are at the Omley's. Mrs Omley is preparing dinner and waiting for her guests to arrive. The experienced housewife is rather nervous. She knows little English and needs to consult her daughter Sophie to read the cookbook.

On the Way to the Melting Pot / h5p_content
http://ndla.no/en/node/125091

Comprehension

1. Why did Mrs Omley need her daughter's assistance?
2. What is Mrs Omley cooking?
3. What are they celebrating?
4. Mrs Omley is from Norway. What do you think her Norwegian last name is?
5. Which language does Sophie speak when she is angry? What does her mother think of this?
6. Characterize Mrs Omley and Sophie. What can be said about their relationship?
7. *On the Way to the Melting Pot*is called a satirical novel. Ager ridicules Norwegian Americans because they try so hard to become Americans and in doing so they discard the best qualities of their old cultural heritage. How is Ager's view revealed in this excerpt?
8. The novel was published in Norwegian. Why do you think Ager used the term "smeltepotten" and not "smeltedigelen" in the title?

Background

Norwegian Immigration

The Melting Pot.

Small Island

Forfatter: Eli M. Huseby
Small Island (92384)

When Andrea Levy's novel Small Island was released in 2004, she created a new literary world for her readers. Inspired by her Jamaican parents' stories from their first encounter with England in the immediate years after World War II and the Jamaican British diaspora's experience, she brings to life the young school teacher Hortense and the RAF sergeant Gilbert. Thus she gives a voice to the Afro-Caribbean immigrants in post-war UK. World War II transformed the lives of the English couple Queenie and Bernard and the Jamaican couple Hortense and Gilbert. This is a novel depicting lives that are mysteriously intertwined and with huge culture clashes, but in spite of everything, new options open up which bring hope for a brighter future.

Andrea Levy
Fotograf: Rukhsana Hamid

Before you start working with the novel, you should be able to answer the following questions:

What is the RAF? Which role did the RAF play in World War II?
Which group of people do the term Afro-Caribbeans apply to?
Why are Afro-Caribbeans sometimes referred to as West Indians?
What is meant by the term diaspora?

Andrea Levy and Small Island

If you follow this link you will find an interview the Guardian Book Club did with the author in January 2011. Read an extract from the Interview with Andrea Levy and listen to the podcast version of the interview. Even if it is quite extensive (45 min.), you should spend a few minutes listening to the author giving life to her characters by demonstrating their Jamaican English accent.

The Main Characters

Read about the main characters before you read the extract.

The first part of the extract is dedicated to Hortense, the Jamaican female protagonist. She has just arrived in England and is about to knock on her prospective landlady, Queenie's door. Obviously she takes great pleasure in recapitulating how she and her friend, Celia Langley, used to imagine how grand England was. She is now ready for her new country and for reunion with Gilbert, her husband, whom she barely knows. Through her marriage with him, she gets access to the land of her dreams. The question is, though, how does post-war Britain correspond with her ideals?

In the second part we are introduced to yet another Jamaican narrator, Gilbert, whose dream is to help what he terms the Mother Country, i.e. England, by fighting Hitler in the war. Young men like Gilbert from the numerous British colonies, were enlisted in the RAF and were trained in the USA. Even if he thinks he looks good in his uniform, he misses Jamaica, and in particular - the food.

The third narrator is Queenie, who eventually becomes Gilbert's and Hortense's landlady. London and its inhabitants are suffering through the Blitz. Queenie's husband, Bernard, serves in the British army in India. Much to the dismay of her neighbours in the all-white community, Queenie starts taking in Jamaican lodgers, to make a living for her father-in-law and herself. In this extract Queenie explains the origin of her name and reveals her family background.

Extract from Small Island

Read an Extract from Small Island.

After reading the introduction and the extract try the multiple choice task in the link collection.

Literary Analysis

1. Read Hortense's narration in the extract. Choose 4 adjectives that you think might describe her personality: *submissive, introvert, outspoken, observant, impertinent, arrogant, humble, self-confident, intelligent, insecure.*
2. Pinpoint examples from the text to illustrate your characterisation of Hortense.
3. Look at the adjectives listed in #1 again. What qualities would we expect in an immigrant on the first day in her new country? Choose 4 adjectives.
4. Study the paragraph where Hortense is on Queenie's doorstep. Who do you think speaks "funny"– Hortense or Queenie? Characterise the different ways in which the two characters speak. Why is communication between them so difficult?
5. Study Hortense and Gilbert's narratives. List the culture clashes you find. How do these culture clashes contribute to the mood in the story?

outspoken, observant, self-confident, intelligent

Hortense is very perceptive and notices details around her (e.g.the state of Queenie's house), she matches all her impressions with her presumptions from Jamaica and makes conclusions that make sense to her. She speaks her mind and very quickly concludes that Queenie is "funny", because she does not speak "proper English" (even if she is the native speaker)

submissive, humble, introvert, insecure

Discuss

1. Do we make stereotypical presumptions regarding immigrants? How does Hortense correspond with these stereotypes? Does Andrea Levy challenge us by coining a different picture of an immigrant? And why would she do that?
2. Queenie provides lodging for Jamaican immigrants. According to her, Mr. Todd, the man next door, makes the following accusation aganist her: "Darkies! I'd taken in darkies next door to him...His concern, he said, was that they would turn the area into a jungle!" The indigenous British population saw the wide-scale immigration of Caribbeans in the years after WWII as a huge menace towards British culture and values. Discuss Mr. Todd and the general British indigenous population's attitudes towards the new immigrants. Why were they worried, do you think? Do you see any parallells to current attitudes towards immigrants?
3. Both Hortense and Gilbert are self-confident characters and proud of their Caribbean culture. They also admire the colonial power, England, and have a sincere wish to contribute and help the British population to defeat Germany and help rebuild the country after the war. How do you think they were met by the Britons? And how do you think this affected them and their values?

Act Out

1. The novel was adapted for BBC television in 2009. Watch a clip fromSmall Island BBC.
2. Practise Jamaican English (listen to the accent in the video clip). Now, act out the scene from where Hortense presses Queenie's door bell (as described by Hortense in the extract).
3. After the role play, discuss what is demonstrated in this scene.

Read the Novel

According to the English curriculum you are supposed to: "interpret at least one major work of fiction [...] from the 1900s up to the present." *Small Island* might be a good choice, as it also provides you with curricular information about multicultural Britain.

We recommended that you listen to the full version of the podcasted interview (above) and work with the novel in one of the ways suggested.

Working with Novels
How to Analyze a Novel

Terrorist

Forfatter: Morten Serkland
Terrorist by John Updike (132313)

What makes an 18-year old become a terrorist? In the novel *Terrorist,* the American author, John Updike, gives a portrait of a young boy on his way to become a suicide bomber and jihadist. Read an excerpt from the novel and work with related tasks.

John Updike

John Updike (1932 - 2009) was born in Pennsylvania, USA, but spent most of his life in New England. He is famous for his novels, short stories and poems. What characterizes him as a writer is his ability to capture his contemporary period and demonstrate that ordinary lives are worth writing about.

More information about the author and his works

Check out SparkNotes.com

Read more

Religious Diversity and Identity

Terrorism - a Violent Alternative

Terrorism

The novel *Terrorist* was released in 2006. In the story we meet Ahmad Ashmawy Mulloy, an American Muslim teenage boy, his counselor at school, Jack Levy, who has a Jewish background and Ahmad's Irish-Catholic mother. In the background lurks Ahmad's Egyptian father, who left the family when Ahmad was three. This complexity of characters demonstrates the plurality of the U.S. society. In this novel Updike explores a young man's development from a regular high school boy and his way into fundamentalism and terrorism.

Ponder

What do you think motivates some young people to become terrorists?

Read the Excerpt

Terrorist - novel excerpt

Tasks

1. "Devils, Ahmad thinks. These devils seek to take away my God. All day long, at Central High School, girls sway and sneer and expose their soft bodies and alluring hair. Their bare bellies, adorned with shining navel studs and low-down purple tattoos, ask, *What else is there to see?*" This is the introduction from the excerpt.
    - What is the point of view?
    - How does this introduction affect the reader?
    - How typical do you think his attitudes are for an 18 year-old boy?
    - What seems to be his inner struggle?
    - Can we trust Ahmad as a reliable narrator?

2. What elements do you recognize from films, sit-coms and literature about a high school setting?
3. Choose five adjectives that you think are central. How do these adjectives illuminate the character of Ahmad?
4. Choose 3 words that indicate how Ahmad looks upon:
    - Girls
    - Other boys
    - Teachers
    - His imam
5. Which words do you associate with Islam and which words do think of as Christian? Are they specifically Muslim or Christian, or do they have something in common?
6. Do the words that you have picked carry positive or negative connotations? What do these words reveal about Ahmad's attitudes?
7. Explore the term "Haram" and what it means for Muslims. What is "Haram" for Ahmad? How do you think these "sins" motivate Ahmad's frustration and alienation?
8. The chapters of the Qur'an are called suras. The imam explains sura 104 to Ahmad. What impact does his explanation have on Ahmad? What is the difference between the imam's and Ahmad's interpretations of the sura?
9. How do you think Ahmad's closing comment: "I don't care about that. I don't want to be liked" reveals his distance from his peers? Do you believe him, or is it just a defense mechanism? What makes this attitude necessary in fundamentalistic thinking?

The Absolutely True Diary of a Part-Time Indian

Forfatter: Åse Elin Langeland
The Absolutely True Diary of a Part-Time Indian (48500)

What is it like to be an American Indian today? *The Absolutely True Diary of a Part-Time Indian* is a novel written by Sherman Alexie who is well known for his novels and short stories about life on the reservation and the challenges that the USA's native population face today. In his work he draws upon his own experiences.

Read the first two chapters from Alexie's novel and meet fourteen year old Arnold Spirit – based on a young version of the author himself.

Sherman Alexie, the author of *The Absolutely True Diary of a Part-Time Indian,* grew up on the Spokane Indian Reservation in Wellpinit, in the state of Washington.

In the novel we meet Arnold Spirit Jr., a fourteen-year-old Indian. The character is partly based on Alexie's own experiences. Arnold or Junior as he is often called, is the reservation outcast – an outsider – and he is routinely bullied and beaten up. His parents are alcoholics and the family poor. At times, poverty is just terrible and thus Arnold sometimes wishes that he could draw "a fist full of twenty dollar bills, and perform some magic trick and make them real".

Sherman Alexie

Arnold, like Sherman Alexie, makes a choice to leave the reservation and attend the white school 22 miles away in Reardan. Considered a traitor, Arnold is caught between two worlds: his home on the reservation and the white high school he attends.

Check these words before you read/listen to chapter 1:

rez=reservat
cerebral=som tilhører/tilhøyrer hjernen
spinal fluid=spinalvæske
grease=olje
orbit=jordklode
retard=tilbakestående/tilbakeståande
seizure=anfall (ofte om epilepsi)
purchase=kjøp
brain damage=hjerneskade
stutter=stamme
lisp=lespe
cartoon=tegneserie/teikneserie
mini-hoover= en liten støvsuger/ein liten støvsugar

Chapter 1: The Black Eye of the Month Club

Chapter 1 starts with the narrator "I" being Arnold Spirit and what happened at his birth - he is not like everybody else. How so? What is it like not being one of the crowd? Read the first chapter, "The Black Eye of the Month Club", to find out: *The Absolutely True Diary of a Part-Time Indian*. You can also listen to the first chapter of the book below.

The Absolutely True Diary of a Part-Time Indian (chapter 1) / audio
http://ndla.no/en/node/113124

Chapter 2: Why Chicken Means so Much to Me

Growing up in poverty means that you may go hungry, and that sleep is the only thing you have for dinner. What do *you* think is the worst thing about being poor? According to Arnold, what *is* the worst thing about being poor? Read Chapter 2, "Why Chicken means so Much to Me", to find out. *The Absolutely True Diary of a Part-Time Indian* .

Tasks and Activities

The Absolutely True Diary of a Part-Time Indian – Tasks

Interview with Sherman Alexie. In this interview, Sherman Alexie talks about *The Absolutely True Diary of a Part-Time Indian* and relates the story of his own life. He tells about his health problem as a child, life on the reservation, how alcoholism touched his family and the decision that would change his life forever - the decision to leave the reservation.

Native Americans - Current Situation

The Bastard of Istanbul

Forfatter: Eli M. Huseby
The Bastard of Istanbul - a Novel by Elif Sharak (85181)

Do we take freedom of expression and speech for granted? This right is a cornerstone in democratic societies.Turkey is among the countries that have consistently violated this fundamental right, and authors and publishers that have dared to bring up controversial issues, are often met with prison sentences. One of these controversial issues is the Armenian Genocide (1915 - 1919). *A Bastard of Istanbul* is a novel in which this genocide is highlighted. Read an excerpt.

One of the issues that official Turkish authorities traditionally have put a ban on is to discuss the Armenian Genocide (1915 - 1919). In *A Bastard of Istanbul*, Elif Shafak's fictional character, Armanoush, had a grandfather that was murdered in the genocide. Because of this the author was put on trial for offending "Turkishness". Read an excerpt from the novel. Meanwhile, ponder why you think it was found offensive by Turkish authorities.

Elif Shafak, the author of "The Bastard of Istanbul"

Even if **Elif Shafak** (born in 1971) was born in France and has spent parts of her life in Spain, Jordan, Germany and the USA, she has firmly stated that Turkey raised her. She was brought up in Turkey by her modern, career-oriented mum and her devotedly religious and traditional grandmother. Some of her background might be reflected in the excerpt from her novel, *The Bastard of Istanbul (2006)*, that you are about to read. To find out more about the author you should take a look at her website.

Elif Shafak's official Homesite

One of the two main characters in the novel, is the Turkish Asya (19), who has no idea who her father is. She is raised by her affectionate aunts (one of them being her mum) and her grandmother in a grand house in Istanbul. We get to know Asya through Armanoush (19), an Armenian-American girl with an all-American mum, a Turkish stepdad and a biological dad of Armenian ancestry. To find out more about her Armenian family and the genocide that killed more than 1 million Armenians in Turkey, among them her grandfather, Armanoush decides to search for her roots in Istanbul. By this she opposes her Armenian- American friends and family. Since Turkey has continued to deny the genocide, most Armenians in exile consider it both risky and provocative to visit Turkey. Nevertheless, when **we** meet Armanoush she is in Istanbul and she is with Asya in her Turkish stepfather's family home.

Vocabulary

Before you start reading, you should be familiar with these words.

These are words that you should be familiar with:

1. Genocide
2. Bastard
3. Borough
4. Cosmopolitian
5. Give birth to a child out of wedlock
6. Reciprocal
7. Diaspora
8. Poignant
9. Contemplate

http://ndla.no/en/node/85687

The Bastard of Istanbul / flashnode

Tasks

1. Interactive vocabulary test

   The Bastard of Istanbul - Vocabulary True or False? / h5p_content
   http://ndla.no/en/node/85304

2. Interactive comprehension test

   The Bastard of Istanbul - Comprehension / h5p_content
   http://ndla.no/en/node/85333

Further Tasks

The Bastard of Istanbul - Tasks

The Catcher in the Rye

Forfatter: Morten Serkland
[The Catcher in the Rye (132828)]

J. D. Salinger (1919 - 2010) is first and foremost known for his novel *The Catcher in the Rye*, which was published in hard cover in 1951. The novel has been a best seller for decades and created a whole new trend of writing.

The Catcher in the Rye stands out as the most iconic novel about a new type of protagonist - the young and disillusioned Holden Caulfield. We meet him in New York City and at Pencey Prep School in Pennsylvania during a long weekend.

The Emergence of a Youth Culture

Up until the 1940s and early 50s there was no specific culture that the young could identify with. Youth was just a transition phase between childhood and adulthood. The youngsters were seen as small adults and had no alternative to the culture enjoyed by their parents. After World War II this gradually changed, and the change first took place in the USA. There was no specific literature defining how to be a teenager. The 17-year-old Holden Caulfield in *The Catcher in the Rye* breaks with this tradition and dismisses the adult world as *phony*.

The opening of the novel goes like this:

Who am I?

Holden hates materialism

Resources

Are you phony? Take the quiz and read about the novel

[The Catcher in the Rye - Quiz]

[The Catcher in the Rye - Spark Notes]

"If you really want to hear about it, the first thing you'll probably want to know is where I was born, and what my lousy childhood was like, and how my parents were occupied and all before they had me, and all that David Copperfield kind of crap, but I don't feel like going into it, if you want to know the truth."
(The Catcher in the Rye, J D Salinger, 1946)

Just opening a novel like that was quite shocking in the post-war period. Can you see why?

Read an Excerpt

Read a few pages from the opening of the novel.

The Catcher in the Rye - excerpt

J

Tasks

Phoniness

- What do you associate with the word "phony"?
- From reading the opening of the novel, what was it about the adult world, do you think, that Holden would characterize as phony? Make a list.
- Do you think the list is any different from what a teenager would rank as phony today? Explain.
- With what modern words today would we replace the connotations related to "phony"?

Holden as Protagonist and Narrator

Holden is a first-person narrator and as readers we have to depend on him to reveal the story. However, Holden admits that we cannot trust him: "I'm the most terrific liar you ever saw in your life. If I'm on the way to the store to buy a magazine, even, and somebody asks me where I'm going, I'm liable to say I'm going to the opera. (*The Catcher in the Rye, J D Salinger, 1946, 3.1*)

- So - Holden is a liar! How does this proclamation affect you as a reader?
- Even if we cannot trust Holden, try to find out who Holden Caulfield is. Make a characterization of his inner and outer world.
- Afterwards, try to sum up how you were able to explore his character.

The Title

The title of the novel is based on a poem/song by the Scottish poet Robert Burns (1759 - 1796)

Field of rye

Comin thro' the Rye

O, Jenny's a' weet poor body,*
Jenny's seldom dry:
She draigl't a' her petticoatie,*
Comin thro' the rye!

Comin thro' the rye, poor body,
Comin thro' the rye,
She draigl't a' her petticoatie,
Comin thro' the rye!

Gin a body meet a body*
Comin thro' the rye,
Gin a body kiss a body,
*Need a body cry?**

Gin a body meet a body
Comin thro' the glen
Gin a body kiss a body,
Need the warl' ken?**

Gin a body meet a body
Comin thro' the grain;
Gin a body kiss a body,
*The thing's a body's ain.**

Ilka lassie has her laddie,
Nane, they say, ha'e I
Yet all the lads they smile on me,
When comin' thro' the rye.

*weet – wet, draigl't – draggled, gin – if, should cry – call out [for help], warl – world, ken – know, ain – own

The Catcher in the Rye is a novel about growing up and how hard it is to face the adult world. The person Holden admires and loves more than anyone else - is his little sister Phoebe. He wants her to keep her innocence and illusions for ever, so that they can go on playing in the rye fields. He wants to catch her and all children before they become grown up and phony. In the poem Burns writes about a field of rye.

- However, what does Burns really write about?

- Somehow Holden misinterprets the poem. Find out how, and how his misinterpretation is significant.

Themes

Sex

One of the illusions you have as a child is the way you yourself are conceived. Sex is a delicate matter. With time the topic is not as controversial as it used to be. In the early fifties, however, a teenager would rather die than discuss sex with his parents. Holden is painfully aware of what is happening to his body, and that he is in the transition period before he becomes a fully grown man.

- If you look at the opening pages of the novel, in what way do you see sex as a topic?
- Look at Burns' poem. How is the matter of sex highlighted? In what way?
- Why do you think the very thought of sex troubled Holden so much?

Alienation

Holden is expelled from his school, he is hospitalized and in every way apart from the world around him. As we read on, we also notice that by characterizing the others as phony, he uses his alienation to cope with his fear of growing up and as a way of protecting himself.

- Find examples in the excerpt where you think Holden emphasises how "different" he is from other people, and how "different" other people are from himself.
- Why do you think he makes a point of this?

Writing Style

- From reading the first pages, how do you think this works as an opening of a novel?
- A lot of slang is used. Find examples. Why do you think Salinger chose to characterize his protagonist by means of slang? How do you think the public and critics responded to this back in the early 1950s?
- The writer lets the protagonist address the reader in a direct and personal manner. How does this dialogue style work?
- What does the style reveal about the protagonist?

The Handmaid's Tale

Forfatter: Celia Suzanna Sandor
The Handmaid's Tale (21102)

Today the world faces a serious threat from environmental pollution. One of the consequences of pollution is decreased fertility - fewer babies being born. Imagine if a new, strict world order was created just to ensure the birth of new generations. What would that be like?

Red stencil Walkers

Margaret Atwood (b. 1939) is one of the greatest Canadian writers living today, having received numerous honours for her novels as well as short stories and poetry.

Written in 1985 but set in the future, *The Handmaid's Tale* can be called a science fiction novel. It deals with a totalitarian society, the Republic of Gilead (formerly the United States of America), which was founded in response to social threats like increasing pollution and rising infertility rates. In Gilead, state and religion are one, and women are severely oppressed, having lost most of their rights – they are not allowed to work, vote, or even read or write. Even their fertility is regulated by the state. In this way the book can also be called a work of feminist fiction.

In this excerpt, from the beginning of the novel, we are thrust into an unusual setting which is difficult to make sense of. The narrator, Offred, is a handmaid (servant) for an infertile couple. Her job is to become pregnant with her “Commander”, Fred (her name means “of Fred”) and bear a child for him and his wife. In chapter one, Offred offers us a glimpse of her past, when she slept on a cot in an old school gymnasium, under the surveillance of strict "aunts" or matrons. Chapter two brings us to Offred’s present situation, living in the Commander’s house.

Before you read the excerpt below you should see the trailer from the film (The Handmaid's Tale, 1990) based on Atwood's novel. What has happened? Why are a lot of people sterile? Who are the women dressed up in blue? Who are the ones in red garments? What are they called, and why? Describe the mood in the trailer.

The Handmaid

(The Handmaid's Tale, O.W. Toad Ltd, copyrighted)

The Handmaid's Tale / flashnode
http://ndla.no/en/node/63779

Tasks and Activities

The Handmaid's Tale - Tasks

The Help

Forfatter: Carol Dwankowski, Åse Elin Langeland
A Study of The Help (95812)

About the Novel

Kathryn Stocket has explained that the idea behind *The Help* (2009) was born in the aftermath of 9/11. Living in New York, she was unable to reach her family in the South, because of the impaired phone and mail services. She was really homesick and started thinking about the maid she had had when she was growing up.

Kathryn Stockett

The Help focuses on the stories of three dynamic women dealing with the problems of segregation and race relations in Jackson, Mississippi in the 1960s. The African-American Civil Rights Movement and the momentous historical events taking place at this time create a backdrop for a tale of loving compassion and sacrifice. A young, white woman, Eugenia Phelan, and two black maids, Aibileen Clark and Minny Jackson, speak out against inequality, institutionalized racism, cruelty and the lack of human rights. With the threat of isolation and brutal violence hanging over their heads, they choose to cross lines and tear down the old barriers between blacks and whites, built up from the time of slavery and the establishment of the rigid Jim Crow Laws. The personal lives and backgrounds of these three women unfold parallel to the social upheaval of the 1960s. Midst protests and non-violent sit-ins, NAACP Field Secretary Medgar Evers is gunned down by the KKK. In one of the most racially segregated states in the USA, Eugenia "Skeeter" Phelan, a novice journalist, alienates herself from her childhood friends. She rebels against old Southern etiquette, by gathering interviews from the black maids on what it is like to work for white employers. The publication of the book of interviews demonstrates not only personal courage but also the phenomenal changes that are taking place in a society where lynchings, beatings and other forms of oppressive cruelty have become part of everday life.

The novel was made into a movie in 2011.

If you do not plan to read the entire novel, you can read an excerpt and watch the movie trailer in this article about The Help.

Working with the Novel

Having read *The Help*, you can work with the novel in several ways. Students are traditionally asked to analyze a literary work and thus you will find tasks providing such an opportunity below. You will also find suggestions for writing topics. If you enjoy making interviews and radio programs, we also have a suggestion for you. Or what about making a board game? We also suggest a project work about the historical setting of the novel. In this way you will learn more about the 1960s and the Civil Rights Movement as well.

Literary Analysis

The Help Book Cover

Setting

1. Where and when does the story take place?
2. Kathryn Stockett juxtaposes historical and political events with the everyday lives of the characters. Why is this significant?
3. Why does she pay so much attention to seasonal changes and the weather?

Characterization

1. Make a character table using the character traits below of the following characters: Aibileen Clark, Eugenia "Skeeter" Phelan, Elizabeth Leefolt, Hilly Holbrook, Minny Jackson, Celia Foote, Mrs Charlotte Phelan, Stuart Whitworth, Constantine Bates.
    - Age and physical appearance
    - Personality traits
    - Language patterns
    - Stereotype
    - Static character
    - Developing character
2. Discuss with a partner why you think a character may be put into the category of stereotype, static or developing.

Plot and Structure

1. Sum up the plot of the story
2. How is the plot structured?
3. There are many small turning points in the novel that Stockett uses to stir our interest. For example, in chapter 7, Robert Brown is beaten and at the same time Skeeter decides to persuade Aibileen to be interviewed. Can you find other such examples? What chapter would you consider as THE turning point or climax of the novel? Why?

Narrators and Point of View

1. Who are the narrators of the story?
2. How does their storytelling differ?
3. Does the author speak through them?

Theme

1. Many of the themes in *The Help* revolve around the story of human suffering and the social grievances of African-Americans in the 1960s. Discuss themes and exemplify how they are developed in the novel. You can read more about themes here.

Style

1. Kathryn Stockett belongs to a Southern oral tradition of storytelling where the protagonists use rich dialects to tell their narratives. What is characteristic of the way the three protagonists use language? Can you find any stock phrases or expressions that are individual to our narrators? Listen to Aibileen.
2. Minny's chocolate pie in Chapter 2, and the azalea bush and mimosa tree in Chapter 4 are symbols we find in the novel. What do you think they symbolize? Can you find other symbols?
3. Irony is a manner of expression where the author says one thing but means the exact opposite. Can you find any examples of this in the book?

The Title

1. What do you think about the title? What does it mean?

Further Information: You can read more about analyzing the novel here.

Historical Names and Events

Drag and Drop - Historical Names and Events in The Help / amendor_ios_task
http://ndla.no/en/node/96970

Writing

1. Using your character table, write a character portrayal of two of your favorite characters. Discuss how their family backgrounds have influenced their actions, what they symbolize and what it is that you like or dislike about them.
2. The Jim Crow Laws in the South were examples of institutional discrimination enacted in the USA from 1876-1965. They supported the "separate but equal" status of American blacks. Equally discriminatory is the ignorant prejudice we find in the novel. Read through the novel and pick out examples and write an essay where you discuss the concept of ignorant prejudice. What must be done to change people's opinions and attitudes towards racism?
3. Many of the themes in *The Help* revolve around the story of human suffering and the social grievances of African-Americans in the 1960s. Write an essay where you discuss the themes in the novel. Exemplify how the themes are developed. You can read more about different themes here.
4. Rewrite a scene from the novel and let Hillary narrate the story.
5. Write a news article about an important event from the book.
6. Watch the movie. Write an essay comparing and contrasting the book and the movie.

Radio Program

Select a character from the novel and make a radio program where you interview her/him. Include music and and other prompts to make it real. You might even consider questions from your listeners. Work with a partner and record the interview using audacity. You can download audacity here. Click here for tutorials.

Board Game

Create a board game in which the game pieces represent the characters and the board shows the plot sequence/main events of the entire novel. This must include rules and be playable. You might want to consider games like Life, Monopoly, Clue, or Taboo.

You can find more information about making a board game on this page where you will also find templates to download in the link collection.

Project Work

Go online and find material on the history and conditions for African-Americans during the 1950s and 1960s. Make a digital presentation of your findings. Include music of the times and historical photos from magazines and newspapers. These suggestions might be helpful:

• The Civil Rights Movement
• the bus boycotts – Rosa Parks
• school segregation – Little Rock Arkansas
• demonstrations and non-violent action
• protests against Jim Crow laws
• Martin Luther King, Jr.
• The March on Washington D.C.
• The Civil Rights Act
• The Voting Rights Act
• Black Power

Useful Resources

The Help-Study Guide
Kathryn Stockett's homepage
Working with Novels

The Moment Before the Gun Went Off

Forfatter: Åse Elin Langeland, NRK
The Moment Before the Gun Went Off (3555)

Nadine Gordimer

The South African policy of apartheid, of separating whites, blacks and coloured, gradually came to an end in the early 1990s and Nelson Mandela became the first president in the new South Africa based on majority rule. As a system of political oppression apartheid existed for more than 50 years. The system was put under pressure from the outside and it was fought from inside South Africa. Militant blacks were one group fighting it. Another grouping consisted of radical and liberal whites who openly voiced their criticism. Among these, Nadine Gordimer played a prominent part in her writing. Her political visions of a post-apartheid South Africa led to the banning of several of her books. However, despite the censorship of South Africa she received the Nobel Prize for Literature in 1991.

In the following short story by her, set in the years preceding the fall of apartheid, Marais van der Vyver, a white South African, shoots one of his black farm labourers and kills him. The death attracts considerable publicity, and Marais soon discovers there are a lot of people who have their own interpretation of the events. But there is one fact they could never guess - and which he can never tell them.

The Moment Before the Gun Went Off / audio
http://ndla.no/en/node/7107

The Moment Before the Gun Went Off / h5p_content
http://ndla.no/en/node/125078

Tasks and Activities

The Moment Before the Gun Went off - Fill In / h5p_content
http://ndla.no/en/node/128229

Prepositions - crime / h5p_content
http://ndla.no/en/node/123870

The Tortilla Curtain

Forfatter: Eli Huseby, Carol Dwankowski
The Tortilla Curtain (97944)

What do you associate with tortilla? What comes to mind? Where in the world are we? And how about curtains? The Tortilla Curtain is a metaphor of course - but of what? Read on....

The Tortilla Curtain

The Tortilla Curtain (1995), which refers to the border between California and Mexico, is set in Topanga Canyon, California during the 1990s. It is written by T.C. Boyle and is considered one of his most controversial books with its focus on illegal immigration, middle class values and how the two groups interpret the American Dream. It deals with two couples, Delaney and Kyra Mossbacher, a yuppie American family, and Cándido and América Rincon, Mexican illegals living in the bushes on the outskirts of the city. Boyle focuses on the hardships and brutality illegal immigrants experience at the hands of unscrupulous “patróns” or Mexican and American employers once they get over the border.

The Tortilla Curtain was published at the same time California voted on and rejected Proposition 187 which restricted illegals from public resources such as health care and public education. The novel brings up the questions of illegal immigrants’ rights to work, health care, schooling and protection.

In *The Tortilla Curtain* Cándido and 17 year old América, pregnant with his child, are Mexican illegals with little or no work skills, and little or no English. Their dream is for a better life. After paying the “coyote” to smuggle them over the border to California, they are forced to live a dirt existence on the outskirts of the city in the bushes with only a make-shift roof over their heads. This leaves them unprotected from the elements as well as vandals and vagrant criminals. In desperation they are willing to work for almost nothing and are at the mercy of evil men who exploit them at the labor exchange. At the same time, we have the American, middle class Delaney, a columnist for a nature magazine, *Wild Open Space*, and Kyra, a real estate agent, who are living the American Dream in a wealthy community. They too work very hard to get where they want and acquire the things they have. The irony is based on the fact that they are also idealists who want to live close to nature and protect the environment and natural surroundings. What is paradoxical is that they have bought into a huge housing complex called Aroyao Blanco Estates. This community has ultimately encroached on the environment and destroyed indigenous animal habitats. Their fear of foreigners, to them burdensome vagrants and criminals, is so great that they live within a gated community and in the end erect a huge wall to protect themselves.

Questions

1. The interview is introduced by giving reasons why *The Tortilla Curtain* is recommended reading among the members in the Silicon Valley Read Experience. Which reasons are given?
2. Boyle is asked about "the genesis" of his book. What is his reply?
3. Where did Boyle grow up? Considering this, why is it puzzling that he chooses Southern California as a geographical setting?
4. From where did he get the voices in the book?
5. How does he explain that some critics slaughtered his book?
6. Why do enviromentalists, materialists, liberals, Mexicans and racists all consider the author as their advocate?
7. How does he explain the novel's title?
8. Boyle states that it does not make sense to talk about ethnicities and borders any more. What does he refer to?
9. To which extent is this book dealing with environmental issues?
10. The author compares recent immigration to the mass immigration in the early 1900s. What parallells does he see? Why does he mention Swedes as an example?
11. Boyle's characters all have flaws. How does he explain that?

Discuss

1. Boyle strongly rejects that a novel should

To get an idea about *The Tortilla Curtain* and what it is about, you should listen to this interview with T. C.Boyle. It is recorded in connection with an event where the Silicon Valley Read Experience recommends the novel as a good read to its members. The interview is extensive, but you should spend about 19 minutes to get the highlights and see if this might be a good read for you too. Answer the questions afterwards to explore the novel.

The Tortilla Curtain / fagstoff

http://ndla.no/en/node/97944

2. advocate anything. What does he mean by that? What do *you* think?
Have you read novels that have "seduced" you? Discuss how and why you were seduced.
3. In the last part of the interview Boyle mentions hit-and-run drivers. In what context does he mention this? What would *you* have done if you had hit a pedestrian with your car? What if the one you hit is considered a social outcast - does that change anything?

Read an Excerpt:

Meet one of the four major characters, Delaney Mossbacker, as he, who considers himself a "liberal humanist", hits Mexican Candido with his newly polished car. This excerpt is from the opening of the novel.

Read the Complete Novel

According to the English curriculum you are supposed to read a novel. *Tortilla Curtain* might be a good choice, as it also provides you with curricular information about illegal immigration to the U.S.

Having read the novel, we recommend you do the tasks on Working with The Tortilla Curtain

Useful Resources

Tortilla Curtain Reading Guide (Penguin)

Two Short Stories by Doris Lessing

Forfatter: Anne Scott Hagen
Doris Lessing (129384)

Doris Lessing

Doris Lessing comes fifth in The Times list of the 50 greatest British writers since 1945.

The British author, Doris Lessing, was born in Iran to British parents on 22 October 1919 and died 17 November 2013. Her family moved to the former colony of Southern Rhodesia, today's Zimbabwe, when Doris was six years old, and she grew up in Africa. After two failed marriages, she moved to London, England in 1949.

Her novels and short stories cover a wide range of themes, such as communism, social issues, feminism and psychology: "They ranged from the problems of post-colonial Africa to the politics of nuclear power, the emergence of a new woman's voice and the spiritual dimensions of 20th century civilization." (*The Guardian*, Sunday 17 November 2013) She won the Nobel Prize for Literature in 2007.

You can read more about Doris Lessing and listen to some interviews she gave to *The Guardian* at the following links:
The Guardian Books - Doris Lessing
Doris Lessing, Five Best Novels

Here are links to two of her short stories:

"No Witchcraft for Sale" by Doris Lessing

"Through the Tunnel" by Doris Lessing

No Witchcraft for Sale

Forfatter: Anne Scott Hagen
No Witchcraft for Sale by Doris Lessing (133535)

"No Witchcraft for Sale" is a short story by Doris Lessing. It was first published in 1951 in a collection of stories, *This Was the Old Chief's Country.* Lessing lived in Southern Rhodesia (now Zimbabwe) from 1925, when she was six years old, until 1949.

Doris Lessing grew up on a farm in an isolated area where her father tried growing maize. She draws on her experiences from her own life in Africa in this story. It deals with racial differences, pride and traditions.

The Farquar family are farmers and have only one child, Teddy. Teddy and the family's native cook, Gideon, are good friends from the time Teddy is a baby. Gideon is also highly valued by Teddy's parents. As Teddy grows older, he learns to look down on the Africans, but still loves Gideon. However, Gideon accepts that the close relationship between an African servant and a white child will change and begins to treat Teddy more formally.

Then one day when a snake spits in Teddy's eyes, Gideon uses his knowledge of native healing to treat him and save his eyesight. This eventually leads to a conflict between Gideon and African traditions and the white people's desire to exploit Gideon's knowledge.

Read the story. No Witchcraft for Sale

Vocabulary and tasks are listed below.

South African Landscape

Women hoeing a field of maize, South Africa, c1923.

Tree Snake

Harvesting medicinal plant leaves

Vocabulary

kraal = an enclosure for cattle within an African settlement, often used to refer to the whole settlement (from Afrikaans)

piccanin = short for piccaninny - a black child - often used in a negative sense (from Afrikaans)

permanganate = a solution of potassium permanganate in water used as a disinfectant or on skin conditions like eczema (violet colour)

veld = wide open flat area covered in grass or low scrub.

sundowner party = social event around 5-8pm (sundown) where friends get together for cocktails

salting the tail = supposedly if one put salt on a bird's tail it was easy to catch it. Here the scientist is hoping to "catch" the secret of the native healing plant.

baas = master (from Afrikaans)

mealie field = a field of maize

kaffir = black person - now used offensively

Tasks

Make a Summary of the Story

No Witchcraft for Sale - Summary / h5p_content
http://ndla.no/en/node/134022

Setting

Where and approximately when is the story set, do you think? What do you learn about the area from the story?

Climax

Is there a climax in the story?

Characters, Cultural and Social Differences

1. How are the cultural and social differences illustrated at the beginning of the story? Find examples.
2. Who is the protagonist in the story?
3. What similarities are there between the Farquars and Gideon?
4. Describe the relationship between:
   - Teddy and Gideon
   - Mrs Farquar and Gideon
     In what way does this change throughout the story? Quote examples from the text.
5. What is the scientist's attitude to:
   - the Farquars
   - Gideon
6. How does Gideon react to the Farquars' and the scientist's questions about the healing plant? How does this compare with his usual behaviour? How many adjectives can you find in the story which are used to describe his reaction? Make a list.
7. How do the Farquars react to his behaviour?

Discuss

- There are several places in the story where Gideon sadly refers to Teddy growing up. What is Gideon thinking of here?
- Why do you think Gideon refuses to reveal how he saved Teddy's eyes?
- Why did he walk the Farquars and the scientist around for such a long time?
- Could this story have taken place today? Why/why not? What differences would there be?

Find Out

1. The author Doris Lessing lived in Africa for many years. Find out why she spent so many years on this continent and the social conditions at that time. Why do you think she kept writing about Africa?
2. In the introduction we read about the Farquars:
   "The Farquar family are farmers and have only one child, Teddy. Teddy and the family's native cook, Gideon, are good friends from the time Teddy is a baby. Gideon is also highly valued by Teddy's parents. As Teddy grows older, he learns to look down on the Africans, but still loves Gideon."
   Relate Teddy's attitudes to the Africans to the Doll Test carried out by Kenneth Clark and his wifeDoll Test. From where does Teddy learn to look down on the Africans?

Writing

While Gideon was leading the Farquars and the scientist around, no one spoke very much except to ask if it was much further to walk. Write a short text using a stream of consciousness technique based on the thoughts of one of the following:

- Gideon
- Mrs Farquar
- the scientist

Film and Theatre

Babel

Forfatter: Eli M. Huseby
Babel - Film Analysis (119647)

Babel (2006) is a multi-plot film by the Mexican director Alejandro González Iñárritu set in Morocco, Japan, the USA and Mexico. This film really proves how globally connected - and disconnected we are. Above all, this is a narration of how difficult it is to communicate across borders, no matter if they are physical, geographical, cultural or psychological. The film with Brad Pitt and Cate Blanchett as the American couple, Richard and Susan Jones, was nominated for seven Oscars.

It is a good idea to analyze the film by assigning one topic to one or two students. The students may present their research and findings to the class, e.g. in a Power Point Presentation. Make sure that all the topics are covered. The students may evaluate each other, and their presentations might be used as a common resource for exams and tests.

Pre-watching

The film is called *Babel*. What do you associate with Babel? Take a look at this explanation of the term from NDLA's site in Culture and Communication Generativ grammatikk.

Now, jot down some key words related to Babel and what it might symbolize.

Then, watch the trailer, *Babel* - Trailer.

Tasks to the Trailer

US - Mexico Border Fence

Market in Marrakech old town, Morocco

Tokyo, Japan

> *We talk about the border as a place only, instead of an idea. I believe that the real borders are the ones that exist within us.*

(Alejandro González Iñárritu, director of *Babel*)

1. What kind of borders are indicated in this trailer?
2. The settings vary: Morocco; the USA; Mexico; Japan.
   Write down impressions you get from each setting. How are the various scenes from these countries different? Do they have something in common?
3. Which references are made to Babel in the trailer? How do you think Babel might be linked to the theme and plot in the film?

Tasks to the Film - Analysis

Vocabulary

After watching the film, you should make a vocabulary list to make sure that you are familiar with words and expressions, such as:

> alienation, intercultural communication, stereotypes, terrorism, media coverage, prejudice, peer pressure, gender issues, the Third World, culture clash, Americanization and imperialism

The Opening Scene

1. How does the rifle shot in the desert connect and disconnect cultures and countries on three continents and also people's destinies?
2. Many see Babel as a film about breakdown of communication. Why do you think the director chose a rifle shot to illustrate this? Do you think it works as a powerful start to the narrative?
3. How is the rifle "a vehicle" in the narrative?

The Settings

1. Why are the settings so important in this film?
2. Do the settings make the theme more global?
3. How are the settings different?
4. The scene shots may be seen as having the same dialogue, only from different perspectives. How so?
5. Do they seem authentic?
6. What effect do the different settings have on us as an audience?
7. Find out about the director. How do you think his cultural background has affected the choice of settings?

The Characters and Characterization

1. Describe the main characters:
   - Are there any "good guys" or "bad guys" in the narrative?
   - Do the characters appear authentic, flat, stereotypical, static or dynamic?
   - Are they likeable or not?
2. Focus on ONE of the pairs listed below. Describe the relationship between them. In what ways is communication a challenge for these characters? What seems to be the "Tower of Babel" built by these characters?
   - Susan and Richard Jones

- The Moroccan brothers
- Amelia and her son
- Amelia and Mr. and Mrs. Jones
- Chieko and her dad Chieko and her peers
- Chieko and the police investigator

The Plots

Babel is a multi-plot film with interrelated stories. Some of the main plots may be seen as:

- Borders (physical, geographical, cultural, social and psychological)
- Clashes (cultural, national, gender, socioeconomic, interpersonal and ethnical, political, global and local, urban and rural)
- Stereotypical thinking and prejudices (Arabs, terrorism, Americanization, physical and psychological impairments, poverty)

Choose ONE of these plots and relate it to the film. Make comments and explain.

The Themes

The main themes may been seen as related to communication.

1. The title and the actions in the film strongly indicate that communication and lack of communication, or rather breakdown of communication is a main theme. Discuss and explain how this is reflected in the film.
2. Another theme related to this might be intercultural communication and challenges represented by globalization. Why is it so difficult to reach out to each other across cultures? Discuss and explain by referring to the film. You may focus on:
   - Japanese vs. Western culture
   - Mexican vs. American culture
   - American vs. Arab culture
3. Yet another theme related to communication might be loneliness. How is this reflected in the film? Give examples and explain.

The Title

1. Find out what an allegory is.
2. In which sense is the Tower of Babel an allergory?
3. In the Bible the story of the Tower of Babel might be seen as a warning from God. To distract the people, he created confusion. In the film we see a lot of confusion. Which connections do you see to the Biblical version?
4. Are there any indications in the film as to how these Towers of Babel can be torn down?

Useful Resources

Guide to Mexican Culture

Travel Guide to Arab Culture

Guide to Japanese Culture

Guide to Understanding Deaf Culture

Worldwatch

Crossing Dangerous Borders

Working with International Conflicts

Unemployment and Unrest in Developing Countries

Religious Diversity and Identity

Other Tasks

Babel - Assignment

Blood Diamond

Forfatter: Karin Søvik
Blood Diamond (99876)

Set during the Sierra Leone Civil War in 1992-2002, the film, *Blood Diamond*, shows a country torn apart by the struggle between government soldiers and rebel forces. The film tells the story of Danny Archer (Leonardo DiCaprio), a South African mercenary and Solomon Vandy (Djimon Hounsou), a local fisherman and a loving husband and father. Both men are African, but the their lives could not be more different.

Blood Diamond Poster

During the civil war, Solomon is captured by the Revolutionary United Front (RUF) and put to work as a diamond miner. During his work in the mines he one day recovers an enormous pink diamond. He hides it, hoping that he one day will be able to come back for it. Archer finds out about Solomon and the diamond, and he realizes that this could be his ticket out of Africa and the rough life he is living. Archer locates Solomon and offers to help him find his family, if he agrees to lead him to the diamond. A dramatic pursuit for this valuable diamond starts.

Tasks

1. Find and watch a trailer of Blood Diamond on youtube.

- What is your first impression of Danny Archer and of Solomon Vandy?
- What information are you given about Sierra Leone?

2. Read the following article, What Are Blood Diamonds?, and find out:

- What are blood diamonds?
- What role did Charles Taylor and the RUF play in the trade of blood diamonds?
- What is the Kimberly process?

3. Before you watch the film, find out some basic facts about it:

- The title of film
- Production year
- Nationality
- Names of actors
- Name of director
- Genre

Working with the Film

1. Write a film analysis where you include the following:
    - Introduction: a brief description of the issues that will be addressed in your text.
    - Facts about the film: title, year of production, director, main actors, nationality, genre.
    - Plot and main conflict: How are we introduced to the conflict in the film? Are the first few scenes important in that respect?
    - Setting: Where and when does it take place?
    - Main characters: Are they dynamic or static? Positive or negative? How are they portrayed? How well do the actors portray the characters?
    - Climax: Which scene is the most important? How does this scene solve the main conflict in the film? Are there more than one climax?
    - Is the film chronological? Are there any flash backs?
    - Film technique: what can you say about camera angles, music, sound, special effects, symbols, colour and light / darkness… Do these things add to the film? In what way?

    - What is the mood of the film?
    - Theme: Does the film have a clear message?
    - What is your opinion of the film. Make sure to give reasons for your view.
2. You are working for an international magazine and you have been given the chance to interview one of the people below. Write the interview, than play it out with a partner.
    - Salomon Vandy
    - His son
    - Danny Archer
    - The commander in the diamond mine where Vandy worked

Further Reading

Child Soldiers

Bowling for Columbine

Forfatter: Christine Varadian Johnsen, Catharine Ruud
Bowling for Columbine (74231)

One of the 13 doves released for the 13 victims of the massacre at Columbine High School is released at the conclusion of a memorial service to mark the 10th anniversary of the killings in the southwest Denver suburb of Littleton, Colo., on Monday, April 20, 2009.

Why does America have a love/hate relationship with guns? Why is there so much violence and crime in a prospering and stable country like the US? Why does the Constitution still allow us to bear arms when 11,000 people a year die because of them? What makes a student go into school and massacre classmates? These are just a few of the questions that Michael Moore opens up in his award-winning documentary from 2002, *Bowling for Columbine.*

The Massacres

The title of the film refers to the first high school massacre in America, Columbine High School in Colorado in 1999. Two students killed 12 students, one teacher and wounded many others. The entire country watched in disbelief and shock as the events unfolded on their televisions and radios.

Moore Asks Why

Michael Moore dared to look for the answers to questions that many were afraid to even ask. He interviews students, parents, politicians, National Rifle Association members, corporations and more, trying desperately to make sense out of the blood that falls from victims of gun-related deaths, daily in America. He explores American culture, history and civil rights and even questions the cherished American Constitution.

Critics

Many people applauded him for bringing the issue of gun control and violence out to the American public, while others criticized him for stretching the truth and misrepresentation. Whether supporter or critic, most will admit that this film sent out a “wake-up call” to most of America.

Watch the trailer and answer the comprehension questions below.

Bowling for Columbine / fagstoff

http://ndla.no/en/node/74231

Tasks and Activities

Comprehension (Trailer)

1. What is a "whistle blower"?

2. What type of bank account was Micheal Moore asking to open?
3. What law did the town of Virginia in Utah pass?
4. What comparison does he try to make between the production of missiles and the killings at Columbine High School?
5. Charlton Heston raises a rifle in the air in front of a crowd of people and states: "from my cold dead hands". What do you think he means? Who is he representing? And what is Michael's comment on this?
6. What adjectives did critics use to describe this film? Can you add your own adjectives to describe the trailer?
7. What is the double meaning in: "this film will have you up in arms" ?

Discussion

1. The second amendment in the Bill of Rights in the US Constitution states people have "the right to keep and bear arms". Do you think Americans should have this right when there is so much gun violence in society today?
2. What do you believe are the causes related to gun violence? Who might you blame? (media: television, Hollywood films, the US government, parents, gang members, the person who pulls the trigger, gun owners, gun manufacturers..)
3. How do you think gun violence can be controlled, lessened or stopped?

Role-Play

The Right to Bear Arms - Roleplay

Further Reading (Advanced)

The Right to Bear Arms

Film Resources

Bowling for Columbine Study Guide (Michael Moore)

Forrest Gump - Revisited

Forfatter: Eli M. Huseby
Forrest Gump - Revisited (89718)

All of you are probably familiar with Forrest Gump and Tom Hank's memorable interpretation of the disabled, yet multi-talented guy with an I.Q. presumably below 80. What you might not remember, though, is how packed the film is with historical events.

By following Forrest Gump and his achievements you can refresh your memory of three significant decades that helped shape American society and culture.

A Brief Plot Summary

Forrest Gump is a film based on a novel by the same name. It was directed by Robert Zemeckis in 1994, and Forrest, portrayed by Tom Hanks, immediately became one of the most popular film characters ever. In the film we get to meet the physically and mentally disabled boy Forrest who was born in Alabama in 1944. According to his mother, who is portrayed by Sally Field in the film, his father is “on vacation”. When Forrest asks her what “vacation” means, she explains that it is when you go away and never come back. In spite of his considerable handicaps, Forrest succeeds in many walks of life, he even excels! We are admitted to his life story from his birth until his beloved Jenny dies in 1982. As a backdrop to his extraordinary life, we are witnesses to many historical events and “hot” social issues from the 50s right up to the early 80s. Before you start watching the trailer or the movie, answer the following questions.

Forrest Gump

Fotograf: Brave Heart

Find Out

1. What is implied in the protagonist's name. Start by looking up the word "gump". What does it mean?Dictionary reference - gump
   What about his first name, Forrest? Here is a quote from the film:

   > Now, when I was a baby, Momma named me after the great Civil War hero, General Nathan Bedford Forrest...She said we was related to him in some way. And, what he did was, he started up this club called the Ku Ku Klux Klan. They'd all dress up in their robes and their bedsheets and act like a bunch of ghosts or spooks or something.....And anyway, that's how I got my name. Forrest Gump. Momma said that the Forrest part was to remind that sometimes we all do things that, well, just don't make no sense.

   Find out who General Nathan Bedford Forrest was and how "Momma's" remark: "sometimes we all do things that, well, just don't make no sense" has a deeper meaning.
   So - what is implied in the name Forrest Gump?
2. Where is Alabama? In which part of the USA is Alabama located? What do you associate with this state? Why do you think Alabama was chosen as a location?
3. Animated Atlas Timeline Use the bar and scroll sideways until you arrive at the late 1950s up to the start of the 1980s. Focus on the orange bar – society. What are the main events in these decades?

Watch the Trailer

Forrest Gump - Revisited / fagstoff

http://ndla.no/en/node/89718

1. Forrest gets to meet a lot of famous historical persons. How many do you recognize from the trailer?
2. Which historical events do we get to see in the trailer?

Find Out

Use the web to look up key words to the incidents or concepts listed below. Remember to relate the concept to the USA. *Elvis and Rock n'Roll; Segregation and desegregation; the Civil Rights movement; the Supreme Court and Brown v. Board of Education; KKK; the Cold War; the moon landing; the Black Panther Movement; the assassination of John F. Kennedy; the Vietnam War; the Hippie Movement; the Watergate Scandal; the outbreak of HIV/AIDS*.

Make a table in your text editor, like this:

Concept/Incident	When did it happen?	What happened? Why did it happen?	Consequences/present status

Forrest Gump - table

Forfatter: Eli M. Huseby

Discuss

1. Forrest Gump sums up his involvement in the Vietnam War in this way: "I got to see a lot of countryside. We took these long walks. And we were all looking for a guy called Charlie.." Find out what is implied in this. What do you think of this way of wrapping up the message?
2. Dan, Bubba and Forrest relate to the Vietnam War in different ways. Explain which ways, and discuss if any of them represent the established opinion (war as a patriotic deed), the critics or the victims. Do you see any parallells to the involvement in current wars?

Further Studies

On Forrest Gump on Film Education you'll find a study guide to the film and background material about American history and discussion points.

Project Work

Many historical events and moments from the 50s up through the 70s are highlighted in the movie.

1. You are present on one of the historical US occasions/moments depicted in the film. Make a blog posting where you relate what happens, your impressions and thoughts. Add pictures and/or soundtracks or videos.
2. Study the sound track list provided on this link Wikipedia - Forrest Gump Soundtrack and make an oral presentation of how the music clips you have chosen from the film highlight issues and events in ONE of the decades depicted in Forrest Gump. Choose music that particularly highlights what you think is important and show how it defines "your" decade (the 50s, 60s or the 70s).

Freedom Writers

Forfatter: Jan-Louis Nagel, Eli M. Huseby
Freedom Writers - Film Analysis (56834)

The first encounter between students and teachers is always exciting. Erin Gruwell, the new teacher at Wilson High, is met with hostility from her Hispanic, Asian and African American students. One of the students even states that she hates her because she is white.

> Erin Gruwell: You hate me? You don't even know me.
>
> Student: I know what you can do. I saw white cops shoot my friend in the back for reaching into his pock his pocket! I saw white cops come into my house and take my father away for no REASON except th feel like it! Except because they can! And they can, because they're white.
> So I HATE white people on sight!

Freedom Writers is an American film produced in 2007 with Hilary Swank in the part of the young and idealistic high school teacher, Erin Gruwell. The film is based on a true story as it is recounted in the diaries of Miss Gruwell and 150 “unteachable” and “at-risk” students in Long Beach, California.

In the film dancing bridges the gaps between the gangs in the classroom *Freedom Writers*

Not What She Expected

In the 1980s, Woodrow Wilson High School was recognized as a high-achieving school. However, in the early 90s the school launched an integration program where teaching discipline and obedience was a primary concern. On her first day, Miss Gruwell enthusiastically expects to be met by motivated and keen students. Instead, she is confronted by hostile teenagers segregated in racial groups in the classroom.

Rising to the Challenge

The new high school teacher miraculously manages to grab the attention of the tough teenagers by making them see what segregation and racism led to during the Second World War. On a visit to the Holocaust section in the Museum of Tolerance in Los Angeles they are introduced to the story of the young Dutch Jewish girl, Anne Frank, and her destiny as a Holocaust victim. They detect many parallels to their own suburban lives as members of dysfunctional families and rough gangs.

The Diaries

This revelation inspires them to keep diaries that offer a more healthy way of giving an outlet for their frustration and anger than gangbanging and violence. The diaries were compiled in the book, *The Freedom Writers Diary*, on which the film is based. The title of the project is a word play on the term “Freedom Riders” referring to the 1961 civil rights activists that rode the state buses into the Southern States to demonstrate against their segregation policy.

Tasks and Activities

Comprehension

Watch a trailer from the film. Trailer - Freedom Writers

1. From the information in the trailer, what do you think is the theme and the plot?
2. Which teaching methods are demonstrated? Do they work, do you think?
3. There are many scenes where violence is evident. What effect do you think these scenes have?

Research

Find out how the story of Anne Frank is important in the film? (Search words: Anne Frank video blog)

Anne Frank blog

Make a brief character analysis on ONE of these characters: Erin (Miss G); Erin's father; Erin's husband; Erin's colleague; Eva; Andre; the principal; Miep Gies.

- List the values and culture clashes you find in the film.
- “The Line Game” is a turning point in the movie. Describe the game and explain its purpose. How is it a turning point for the class?
- Comment on the camera shots, music, props and other effects.
- Does this film have a so called false ending?

Discussion

1. What is Miss G's motivation? How would you explain her dedication? Compare with the Freedom Riders. Use the link to find information: http://library.thinkquest.org
2. Why does Miss G's husband choose to leave her?
3. One of the goals of the English curriculum is to assess and evaluate your progress in learning English. Think of all of the learning methods that have been used in English class throughout the year and find out which ones work best (for you), and why.

Find Out

What are the ideas behind the Diary Project (Freedom Writing) and what does Erin Gruwell say about her experiences?

Listen to the pod cast recording and/or read the transcript from a conversation with the "real" Erin Gruwell on this link: Erin Gruwell and Freedom Writers Podcast

Writing

This is Crystal's film "review" posted in a blog:

"This movie I think shud make ppl apperciate wat u have now cuz the kids dat diz happened to probably lost a lot to gang violence or jus becuz someone felt like shootin u cuz u were a different race from dem. And if that teacher had't believed in them they wud have probably been dead or doin nothin with there lives" (Crystal, 2010)

Write a "review" after watching the film. Make it appropriate for posting in a blog.

In the Name of the Father

Forfatter: Morten Serkland
In the Name of the Father (22708)

The 1970s was a period of conflicts and riots in Northern Ireland - troubles that also spread to England and other parts of the UK. Many people lived in fear, and many innocent people were killed, threatened and imprisoned. Maybe the most shocking and unbelivable story from this period is the story about the Guilford four. Gerry Conlon, Paul Hill, Paddy Armstrong and Carole Richardson were accused of planning and carrying out the bombing of a pub in Guilford outside London. Along with Gerry, the main character in the film, his father Giuseppe was arrested. The same thing happened to Gerry's aunt and other family members.Giuseppe died in prison, and Gerry's life task became to defend his father's innocence. In the name of the father.

In the Name of the Father

Watch the following extracts from the film, and discuss in groups.

Extract 1

In the Name of the Father, Clip 1

1. This story takes place in the 1970s. How do the setting and the appearance of the characters - the clothes, etc. - show us that?
2. In the scenes you see here, what is your impression of the the English police/court system?
3. In several scenes you observe people suffering from mental and physical exhaustion. How do they reach this stage?

Extract 2

Now watch the following introduction to the film.

In the Name of the Father, Clip 2

Topics for Discussion

There are sharp contrasts in what you see here between the colours and liveliness of the hippie movement and life in prison.

1. How do the film makers manage to present these contrasts to us as viewers?
2. There are traces of hope and love all through the movie. Do you find particular examples of that in what you just saw?
3. Try to analyse your emotions after watching this introduction to the film. Which film effects influence our emotions?

Extract 3

In this short cut you see the opening scenes of the film. Watch it and discuss it in groups.

In the Name of the Father, Clip 3

1. In what ways do you think this bombing affected the lives of the people who were involved?
2. What are your reactions to this bombing without warning? Give reasons.
3. Is violence in general a way to solve problems and conflicts? Give reasons.

Watch the Film

You may now want to watch the whole film and share in the lives of these young people called the Guilford Four. After you have watched the film, discuss it in groups or in class.

1. What do you learn here about the conflict in Northern Ireland? Make a list of keywords.
2. Find out more about the IRA. Were bombings without warning a typical method for them?
3. What happened to Gerry, Paul, Paddy and Carole after they were released from prison?

Suggested Further Activity

Northern Ireland Resources - Overview

Mississippi Burning

Forfatter: Christine Varadian Johnsen
Mississippi Burning (63036)

If you just want to work with the film trailer, you can find resources here.

Historical Background

The mysterious circumstances surrounding a case in 1964 of the disappearance and eventual murders of three civil rights workers is the backdrop for this powerful film produced in 1988. James Chaney, age 21 (black), Andrew Goodman, age 20 (white) and Michael Schwerner, age 24 (white) headed south to Mississippi, as volunteers for a program called Freedom Summer. The program focused on voter registration for blacks in the "closed" state of Mississippi. Immediately after their arrival they were arrested by the local police and later found shot to death.

MISSING CALL FBI

THE FBI IS SEEKING INFORMATION CONCERNING THE DISAPPEARANCE AT PHILADELPHIA, MISSISSIPPI, OF THESE THREE INDIVIDUALS ON JUNE 21, 1964. EXTENSIVE INVESTIGATION IS BEING CONDUCTED TO LOCATE GOODMAN, CHANEY, AND SCHWERNER, WHO ARE DESCRIBED AS FOLLOWS:

	ANDREW GOODMAN	JAMES EARL CHANEY	MICHAEL HENRY SCHWERNER
RACE:	White	Negro	White
SEX:	Male	Male	Male
DOB:	November 23, 1943	May 30, 1943	November 6, 1939
POB:	New York City	Meridian, Mississippi	New York City
AGE:	20 years	22 years	24 years
HEIGHT:	5'10"	5'11"	5'9" to 5'10"
WEIGHT:	150 pounds	135 to 140 pounds	170 to 180 pounds
HAIR:	Dark brown; wavy	Black	Brown
EYES:	Brown	Brown	Light blue
TEETH:		Good; none missing	
SCARS AND MARKS:		1 inch cut scar 2 inches above left ear.	Pock-mark center of forehead, slight scar on bridge of nose, appendectomy scar, broken leg scar.

SHOULD YOU HAVE OR IN THE FUTURE RECEIVE ANY INFORMATION CONCERNING THE WHEREABOUTS OF THESE INDIVIDUALS, YOU ARE REQUESTED TO NOTIFY ME OR THE NEAREST OFFICE OF THE FBI. TELEPHONE NUMBER IS LISTED BELOW.

DIRECTOR
FEDERAL BUREAU OF INVESTIGATION
UNITED STATES DEPARTMENT OF JUSTICE
WASHINGTON, D. C. 20535
TELEPHONE, NATIONAL 8-7117

June 29, 1964

FBI Missing Poster

As this was a time of great tension and unrest, due to the advancement of the Civil Rights Movement, there was massive media coverage and the FBI was called in to investigate. For the next six weeks the story unfolds revealing racism, hatred and corruption on all levels. The director, Alan Parker released the film as a dramatization of these events.

A Northerner and a Southerner

The two FBI agents (Gene Hackman and Willem DaFoe) couldn't be more different from one another and their approaches to solving the murders set them apart. Agent Alan Ward (DaFoe) is portrayed as a younger, "by the book" agent from the north, who is naive of race relations in the south, while Agent Rupert Anderson (Hackman), having been a former Mississippi sheriff, has first-hand experience, including the unspoken rules of the south. They often disagree on their methods, yet manage to learn from one another and solve the case together.

Tasks and Activities

Discuss

1. What were your first thoughts after having seen the film in its entirety? This film triggers many emotions. Write down some key words and share with another student.
2. Would you recommend this film to others and why?
3. Towards the end of the film Agent Anderson re-visits the Deputy Sheriff's wife. The Deputy Sheriff is a racist while his wife remains neutral. Her role is the dutiful wife. In this quote she seems to be facing her reality.

Mrs. Pell: *"It's ugly. This whole thing is so ugly. Have you any idea what it's like to live with all this? People look at us and only see bigots and racists. Hatred isn't something you're born with. It gets taught. At school, they said segregation is what's said in the Bible... Genesis 9, Verse 27. At 7 years of age, you get told it enough times, you believe it. You believe the hatred. You live it... you breathe it. You marry it."*

Discuss this quote in small groups. Do you agree with Mrs. Pell? Do you sympathize with her? Who is responsible for bigotry and racism? Do we copy other people's actions? Can racist people change?

Comprehension

1. From the moment we are introduced to the local sheriff's office we get a feel for which side they are on. What impressions did you have? Could you give any examples to support your thoughts?
2. In a conversation between the two agents they discuss their admiration for the missing boys, yet Agent Anderson says that he feels that they were "being used". Why and what does this imply?
3. Agent Anderson visited the men's barbershop twice in the course of the film. The first was at the start of the investigation and the second toward the end. How were these two scenes different?
4. Agent Anderson: "You can talk to them but they won't talk to you." Why were black people afraid to speak with the FBI agents? Can you give examples of events in the film to support your answer?
5. What did Agent Anderson notice in Mrs Pell's wedding photograph?
6. Why was a shot fired into the hotel room of the two agents and what was the significance of the burning cross outside?
7. Why were the three men who were tried in court for arson not sentenced to prison? And why was there a rampage of fires afterwards?
8. After viewing the burned home and barn of Aaron's family, Agent Anderson says: "At least we know who did this." Why does Agent Ward respond: "We did."?
9. At what point in the film does Agent Ward change his tactics and let Agent Anderson take over and why?
10. Who called the KKK meeting and why?
11. Why was the sheriff acquitted at the end of the film?

Writing Tasks

1. Setting: the setting of this film is central to the story. Write a short text explaining how and why the setting is of importance in this particular film. Use any previous knowledge you have of the Civil Rights Movement and from this film to support your text. You may want to do a bit of research on the state of Mississippi. (Please note that Jessup County used in the film is a fictional county modeled after Neshoba County where the real murders took place.)
2. FBI missing poster: study the faces of the three men and imagine you are one of them. All three had their youth and their desire to work for a cause, in common. They chose to devote a summer to working for the civil liberties of blacks. Tragically, their humanitarian desires cost them their lives. Choose one of the young men and write a letter to his friend/family telling about his summer plans to visit Mississippi to register black voters. Mention his strong interest in working for this civil rights cause.

Research

1. Many of the southern states had segregation laws referred to as "Jim Crow" laws. Learn more about these laws and write a summary of what you find. Include some examples by stating the law, the state in which the law was written and the year. Can you recall any examples of Jim Crow in the film?
2. The national attention brought on by this case helped advance the Civil Rights Movement. Two historic acts were passed in the US government, the Civil Rights Act of 1964 and the Voting Rights Act of 1965. Learn about these two acts and how they brought blacks one step closer to equality.
3. Does the KKK still exist today? Find information on the internet about the KKK organization and write a brief summary about their existence.

Once Were Warriors

Forfatter: Eli M. Huseby, Jan-Louis Nagel
Once Were Warriors (53491)

Why is the encounter with modern society and big cities so brutal for the aboriginal people in many countries around the world? Watch the movie *Once Were Warriors* about the Maoris, New Zealand's indigenous people, to find out.

Once Were Warriors is a 1994 film based on Alan Duff's debut novel about the highly dysfunctional family, the Hekes. Beth Heke, the mother of five children, is proud of her Maori background, whereas Jake, her husband, thinks it is difficult to come to terms with his Maori slave descent and subsequently turns to violence and alcohol as a refuge. When the pair started to see each other 18 years ago, Beth's family who could boast ancestry with royal Maoris, did everything in their power to stop the alliance. However, Beth made a choice, some would say that it was fatal; she chose love over family concerns, broke all ties with her Maori family and the village, and moved to the capital Wellington with Jake. When Beth confronts Jake with the following words: "***If my spirit can survive living with you for eighteen years, then I can survive anything,"*** it reveals a lot about their marriage. In this heartbreaking movie you'll see how merciless life in the city suburb is, not only for Beth and Jake, but also for their children, Grace, Boogie and Nig.

Maori Warrior Source

Watch the trailer (01:56 minutes) and the footage video with interviews with the director, the author of the screenplay and the actors (12:26 minutes) on this link: Once Were Warriors - Trailer

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Tasks and Activities

Translation

En gang var vi krigere

Filmen er fra New Zealand og handler om dagens sosiale forhold for Maoriene - landets urbefolkning. Hverdagslivet er preget av arbeidsløshet, alkohol og vold. Beth og Jake har vært gift i atten år og har fem barn. Hun stammer fra en Maoristamme, mens hans forfedre var slaver.

Dette har gitt Jake et mindreverdighets-kompleks som han prøver å kompensere for ved å bruke vold, både mot sin kone og andre som kommer i veien for ham.

Barna deres blir vitne til både vold og fyll, men prøver å holde sammen trass i de ekstremt dårlige forholdene. Sønnen Boogie blir sendt på et guttehjem, en annen sønn forlater familien og slår seg sammen med en gjeng Maori-aktivister med tatoveringer i ansiktet.

Da datteren Grace blir voldtatt av sin onkel og begår selvmord, bestemmer moren seg for å forlate Jake i sin elendighet. Hun reiser til sin familie for å leve sammen med sine egne, og finne igjen Maorienes stolte tradisjoner fra den gang de var krigere.

Filmen er et sterkt uttrykk for Maorienes situasjon i dag, og kan være en påminnelse om hva de hvite inntrengerne har påført den innfødte befolkningen både i USA, Australia og New Zealand.

Ein gong var vi krigarar

Filmen er frå New Zealand og handlar om dagens sosiale tilhøve for Maoriane - urfolka i landet. Kvardagslivet er prega av arbeidsløyse, alkohol og vald. Beth og Jake har vore gifte i atten år og har fem barn. Ho nedstammar frå ei Maori-stamme, medan forfedrane hans vore slavar.

Dette har gitt Jake ei mindreverdskjensle som han freistar å kompensere for ved å bruke vald, både mot kona si og andre som kjem i vegen for han.

Barna deira blir vitne til både vald og fyll, men prøver å halde saman trass dei ekstremt dårlege tilhøva. Sonen Boogie blir sendt til ein guteheim, ein annan son forlet familien og slår seg saman med ein gjeng Maori-aktivistar med tatoveringar i andletet.

Då dattera Grace blir valdteken av onkelen sin, bestemmer mora seg for å forlate Jake i elendet sitt. Ho reiser til familien sin for å leve saman med sine eigne og finne igjen dei stolte tradisjonane til Maoriane frå den gongen dei var krigarar.

Filmen er eit sterkt uttrykk for situasjon til Maoriane i dag, og kan vere ei påminning om kva dei kvite inntrengjarane har påført urfolka både i USA, Australia og New Zealand.

The film is from New Zealand and deals with today's social conditions for the Maori – the country's native population. Everyday life is characterized by unemployment, alcohol, and violence. Beth and Jake have been married for eighteen years and have five children. She is descended from a Maori tribe, while his ancestors were slaves who were brought to the island by the English. This has given Jake an inferiority complex which he tries to compensate for by using violence, both against his wife and anyone who comes in his way.

Their children witness both violence and drunkenness, but try to stick together in spite of the extremely bad conditions. Their son Boogie is sent off to a boys' home, another son leaves the family and joins a mob of Maori activists with tattooed faces.

When their daughter Grace is raped by her uncle and commits suicide, her mother decides to leave Jake in his misery. She goes to her family to live with her own and recapture the proud Maori traditions from the time when they were warriors.

The film is a strong expression of the Maori situation today, and can be a reminder of what the white intruders have brought upon the native population of both the USA, Australia, and New Zealand.

Analyze the Film

1. Describe Jake's situation in the beginning of the movie, and what symbolic effect it has?
2. Nig leaves the family to join a group of seemingly violent mobsters. How is he taken into the group? Are there examples of how similar rituals occur in other cultures?
3. What kind of a group is the one that Nig joins? What is their identification, and what is the cultural significance of this community?
4. Towards the end of the movie Nig asks Boogie if he wants to join his group and have a tattoo – Boogie says: "I've got mine on the inside" What does he mean by that?
5. Where do we meet white people in the film – and what roles do they play? (Is this deliberate from the director?)
6. Can you spot examples of the use of contrasts in the film?
7. What is Jake's background? In what way is that important? Is he a complex character?
8. What is Beth's background, and what does it mean in her relationship to Jake?
9. Grace's friend Toot (the kid living in the car wreck) dreamed about getting old enough to get social benefit. What does that indicate?
10. What is Jake's general attitude towards other people, and how does he show it? (What is his real problem?)
11. Are these people happy sometimes? ("Beth: I'm not drunk, I'm happy") Where do you see traces of love in the film?
12. How does the boys' home turn out to be so important to Boogie?
13. There is some quite explicit violence in the film. (Why all the violence and alcohol?) However, if we step back and see the film in a thematic perspective, we will also see the structural violence that is there. What does that mean?
14. Where do we meet Maori culture and tradition in the film?
15. Mention some tragic elements of the film.

16. Comment on the title of the film, and discuss thematic approaches.
17. In what way does the setting (both social and material) relate to the theme(s) of the film?

Arrange a Debate in Class

You need a leader of the debate and a secretary.

These are some of the words that you will need in the debate. Look them up in the dictionary.

* (commit) suicide * domestic violence * culture crash * majority * minority * arranged marriage * countryside * urban * social welfare * on the dole * unemployment * assimilation * dysfunctional family * tribal culture * bridging cultures * ethnic groups * Maori * community * alienation * juvenile detention * abusive relationship * rebel groups * predestination/predestined/destiny/fate * inferiority complex

Divide the class into several groups. Each group is assigned a viewpoint (no matter what the members actually think). The members go together to prepare their "views" and how to defend them.

Each group adopts one of these viewpoints about whom/what to blame:
JAKE
SOCIETY
BETH
FATE
ALCOHOL AND DRUGS

Outsourced

Forfatter: Catharine Ruud
Outsourced (73840)

How would you feel if you were suddenly told that you had lost your job due to outsourcing? Plenty of companies have chosen to move the production of goods, customer services and/or other tasks to cheaper locations or to other countries in order to cut costs and make more money.

If you just want to work with the film trailer, you can find resourses here

Outsourced is a light-hearted, romantic comedy that was released in 2006.

Todd Anderson (Josh Hamilton) suddenly finds out that his job, along with the rest of the department, has been outsourced to a call center in India. To make matters worse, Todd is manipulated by his boss into traveling to India against his will to train his replacements.

Outsourced

Although things get off to a bumpy start in the bustling city of Bangalore, Todd slowly but surely finds his way to the heart of Indian culture, and Indian working life. He also takes an unexpected journey into his own heart.

Outsourced presents a humorous look at how the American and Indian cultures clash in terms of language, societal norms, gender roles, music and dance, and business culture. Todd, or "Mr. Toad" as he is called by his new colleagues, learns a lot about his new surroundings by trial and error. But his most important lesson is learned when he realises that in order to get the call center up to American standards, he must learn more about India; *he* must surrender to *their* culture.

After watching the film, work on the following questions and tasks.

Characterisation

1. What does Mr Todd do to learn about India?
2. How does Todd's character develop during his stay?
3. How would you describe Asha's character? Would you characterise her as typically Indian?

Setting and Plot

1. List some of the contrasts between the 2 settings (India and the US) in the film.
2. The film has a false ending. What effect does this have, and in your opinion is it a good way to end the film? Why?

Themes

1. What are the main themes of this film?

Culture

1. The film presents many cultural clashes not only during Todd's arrival but also throughout his stay (celebrations, table manners, marriage traditions, family relations, etc). Describe some of them.
2. What does the movie tell you about India's social classes?
3. While the employees of the call centre speak British English, Todd speaks American English. What misunderstandings occur because of this? How do these misunderstandings affect business?

4. What kind of measures does Todd introduce to improve the working environment at the call centre?
5. Why is the identity of the Indian workers to be disguised?
6. Describe the celebration of Holi?
7. What is the American take on the phenomenon of outsourcing and what is the Indian?
8. Why is the call centre in Bangalore further outsourced to China and what statement does it make about American corporate values around money and employees?

The Constant Gardener

Forfatter: Åse Elin Langeland
The Constant Gardener (76056)

The Constant Gardener by John le Carré

Pre-reading: Read the following lines from the film. How would you answer Tessa? The people she refers to are in a desperate situation and they are poor.

Justin Quayle: We can't involve ourselves in their lives, Tessa.
Tessa Quayle: Why?
Justin Quayle: Be reasonable. There are millions of people, they all need help. It's what the agencies are here for.
Tessa Quayle: Yeah, but these are three people that we can help.

Justin Quayle (Ralph Fiennes), a British diplomat, finds his wife Tessa (Rachel Weisz) murdered and seeks to uncover the reasons behind her death. In doing so he discloses high level corruption between goverment officials and multinational companies. On his quest to unveil the truth, Justin realizes that he really didn't know the woman he married and that the people he trusted shouldn't be.

The film, *The Constant Gardener* (2005) is an adaption of a novel by the British writer John le Carré. It was directed by the Brazilian Fernando Meirelles. Meirelles told *The Independent* that the chance to take on the pharmaceutical industry was one of three elements that made him want to direct *The Constant Gardener*, as was the chance to shoot in Kenya. The film is a conspiracy thriller, criticizing the involvement of a large pharmaceutical company in testing drugs in Africa. However, it is also a passionate love story.

The Constant Gardener

Working with the First Chapter of the Novel

The Constant Gardener - From Chapter One

Read from the first chapter of the novel. As you read, write down the names of the characters and the jobs/positions they have. Afterwards you could write a summary or take on the slightly more challenging task of answering the questions below.

1. The story is told from Sandy Woodrow's point of view. What do we get to know about him?
2. What has happened to Tessa Quayle and Arnold Bluhm?
3. What were Tessa and Arnold doing by Lake Turkana?
4. When talking to Sandy, Wolfgang, the owner of Oasis, says: "Listen, I'm Galileo. Put me in prison, I'll swear she never came to the Oasis." What is implied here?
5. What impression is given of Tessa?
6. How does Sandy react when he hears that Tessa has been murdered?
7. How does Justin react when he is informed about Tessa's death?
8. How is the theme of gardening introduced literally? How can gardening be understood figuratively?
9. What are we told in flashbacks?
10. How does the writer create suspense in this chapter?
11. How is this chapter dealt with in the film? Which adaptations have been made? Make a comparison.

Working with the Trailer

Watch the trailer and answer the questions below.

1. How does the opening scene comply with the rest of the trailer?
2. What impression do you get of Justin?
3. What do we get to know about Tessa?
4. Why do you think Tessa has been murdered?
5. Compare the way village people are portrayed to the way Britsih diplomats are depicted in these clips. Pay attention to filmatic devices in your comparison.
6. Justin says that the pharmaceutical industry is "right up there with the arms dealers." What does he mean?
7. "Some very nasty things live under rocks, especially in foreign gardens." How do you understand this quotation?
8. Why do you think the film is called *The Constant Gardener*?

Kothbiro

Kothbiro is the name of the song we hear at the beginning of *The Constant Gardener* and a recurring theme in the film. Listen to "Kothbiro" by Ayub Ogada and discuss how his music influences our emotions and thus the way we perceive the pictures. Do you know what it means? Why do you think the director chose this theme?

Working with the Film

Film Education has developed a study guide offering background tasks and research opportunities for *The Constant Gardener*. See *The Constant Gardener* - Study Guide .

Making a Difference

The Constant Gardener raises issues regarding how large multinational companies, "Big Pharma", test and sell drugs in the Third World. Is this an issue that concerns and engages you, or do you have a different cause worth fighting for? Discuss with a friend and share your ideas in class. Explore how you can use social networking to promote your views and gain support of your cause. What kind of social media do you think would be most suitable? Explain why. If you have time, try it out.

A funny example of this kind of marketing is Alexis Ohanian: How to Make a Splash in Social Media . Watch Mister Splashy Pants rise to Web stardom.

The King's Speech

Forfatter: Eli M. Huseby
The King's Speech (70204)

When Albert, Duke of York, asked Lady Elizabeth Bowes-Lyon for her hand in marriage in 1922, she readily accepted. She was confident that her husband would never assume the throne. He was second in line to the British throne and as he was suffering from a severe speech impediment, she thought he was considered unfit to become king. She was wrong....

Edward and Mrs. Simpson

In 1936, when the ritual phrase, "The King is Dead. Long Live the King!" was declared at George V's deathbed, Albert's elder brother, Edward, was expected to ascend the throne. However, he was deeply in love with an American divorcèe, Mrs. Wallis Simpson. As the King of England, he would also become the head of the Church of England, and a marriage between the two lovebirds would be out of the question. In the 1930s, their love affair was considered a great scandal and the British government was deeply concerned that it might threaten the monarchy. For others, it became the love story of the century when Edward decided to abdicate after spending a few months as the King of Great Britain, Ireland, the British Dominions beyond the Seas and Emperor of India.

Albert - Next in Line to the Throne

Elizabeth had never imagined her husband as king. Yet, after Edward's abdication, Albert, had to stand up and accept his responsibility. Since he had had a stammer from the age of four or five, he had cleverly avoided all public speaking in his adult life. In the movie, Colin Firth excels in his role as the reluctant king. First, Albert had to accept his transformation from a family man that could have a private life with his wife and two girls (one of them Elizabeth, the future queen), into King George VI and a life in the public eye. Furthermore, he had to face what he dreaded more than anything; to speak in public.

Colin Firth

Royal Duties

In 1936, when Albert reluctantly had to ascend the British throne, Hitler was successfully capturing German hearts and minds as a great orator and propagandist. With the help of a highly unorthodox speech terapist, the Australian Lionel Logue , the newly appointed George VI barely passed the test as an orator in his inauguration speech. In 1939, there was a great deal at stake; Britain had declared war against Hitler and Germany and the occasion called for a speech to be broadcast in the media of the day, the radio. With the mental and practical help of his devoted therapist, the king delivered a flawless speech when it really mattered.

Watch the Trailer

The King's Speech - trailer

Questions

1. What do you think about the speech therapist's methods?
2. How do you think the King copes with his problem?

Discuss

How are stammering and self confidence intertwined?

Working with the Film

The King's Speech (film)

Work with tasks provided on this website: The King's Speech Lesson Plan

12 Years a Slave

Forfatter: Eli M. Huseby
12 Years a Slave (131852)

The Oscar winning movie *12 Years a Slave* is based on a memoir by a black man who was born free but kept as a slave for twelve years.

You may watch the entire film and work with assignments related to it on this site.

In the 2014 Academy Awards, it was awarded the prize for Best Picture along with prizes for Best Screenplay and Best Supporting Actress.

Uncle Tom's Cabin

Abraham Lincoln

Signing of the Peace Treaty after the Civil War

The Universal Declaration of Human Rights

Slaves on a sugar cane plantation

12 Years a Slave narrates the story of Solomon Northup who was born as a free man in New York. In 1841, however, he was tricked into a fatal trap. Solomon was a renowned violin player, and under the pretense of a tour and the prospect of earning a good deal of money, he accompanied, what turned out to be traffickers, to Washington, D.C. There he was captured, sold off at the slave market and shipped to Louisiana to labor in the cotton and sugar cane fields. After toiling 12 years for more or less brutal and abusive plantation owners, his contacts in New York came to his rescue.

Watch the Movie Trailer

12 Years a Slave - Trailer

- In what ways is Northup stripped of his humanity? How many severe violations of basic human rights do you see?
- Ponder how Northup survived to tell his story.

Watch the Entire Movie (2hrs 8min.)

12 Years a Slave / fagstoff

http://ndla.no/en/node/131852

African Americans and Civil Rights in the 1800s

Solomon Northup was kept as a slave from 1841 until 1852. To understand the historical context, you should study the period ranging from 1830 - 1870. Use the provided resources:

African-American Civil Rights timeline

African Americans, from Slavery to the Present Day – Text in Brief

- Describe the status and development of civil rights for African Americans in this period of time in a brief summary. Use your own words.
- In what way was the Amistad case important?
- What purpose did the Underground Railroad serve?
- How could Northup be a free man in New York?
- Why was the slave market in Washington, D.C. illegal?
- How could the plantation owners look at Northup and their other slaves as "property"?
- In what way was *Uncle Tom's Cabin* significant?
- What impact did the election of Abraham Lincoln as the Union's president and the Civil War have?

Racism

- Look up a definition of racism.
- Name some racist acts.
- What makes the plantation owners see their slaves as "property"?
- The plantation owners often refer to the Bible and the Scripture. For what purpose? What do you think about that?
- The wives of the plantation owners do not execute physical violence. However, they are still racist. How?
- There are numerous incidents of physical violence in the movie. The whites, however, also demonstrate other ways to denigrate the blacks, like calling the grown up male slaves "boy". How is that offensive?
- One of the few respectable whites in the movie is Samuel Bass (Brad Pitt). Much to the plantation owner's dismay, he has to hire Samuel to help out as a carpenter. To show his lack of respect for Samuel, he calls him "yankee". What kind of attitude did that signify?
- Solomon Northup's credo was :"Everyone deserves not just to survive but to live". How is Northup's story a statement of this legacy?
- Even if Northup was encouraged to revolt and fight back, he chose to submit and obey his oppressors. He even gave up his identity and name and concealed the fact that he was a literate and educated man. Why did he do that? Was he unmanly and a coward? Explain why this was a difficult choice.
- Ellen DeGeneres, the famous American talk show hostess, commented on the nomination of *12 Years a Slave*: "Possibility number one: *12 Years a Slave* wins best picture. Possibility number two: You're all racists." What did she mean?

Is the Pen Mightier than the Sword?

The book, *Twelve Years a Slave,* was published one year after *Uncle Tom's Cabin*, Harriet Beecher Stowe's anti-slavery novel, which some regard as the book that started the Civil War by making the Northerners more aware of the cruel slave practice in the South. Even if *Twelve Years a Slave* became a bestseller when it was published in 1853, it has in no way competed with *Uncle Tom's Cabin* in popularity. Steve McQueen, who has directed the movie, has dusted the book off and put it on the shelf again.

- Discuss in what ways a book can be a more effective tool than physical violence.

- Can movies like *12 Years a Slave* influence attitudes and make people more aware of racism?

Violence

The movie, *12 Years a Slave,* insists on showing us detailed scenes of flogging, hanging and rapes. Some of the members of the Academy admitted that it was too upsetting to watch. Still, they voted for it.

- Is it necessary to rub it in the way we witness in the movie, or should some things be left to our imagination? What do you think?
- Why do you think the Academy members voted for it without seeing it?

If you want to read the book, you can have a look here

- Do you think all the violence in the movie is justifiable when you read the book?
- If not, what might be the reasons for the director and script writer to dwell on all the brutality?

Poetry and Lyrics

American Tune

Forfatter: Randi Hadland
American Tune (72618)

Paul Simon is an American songwriter who has gained wide recognition for his ability to compose songs that somehow both convey personal experiences at the same time as they may contain political and social themes. He is probably best known for being one part of the successful duo Simon & Garfunkel who are behind songs like “Bridge over Troubled Water”, “Mrs. Robinson” and “The Sound of Silence”.

Paul Simon

Watch a video of Paul Simon performing his song "American Tune" on a live TV-show in 1975 and work on the tasks below. Right-click to open. American Tune - Paul Simon - TV Show

- If you need the lyrics you can find them atAmerican Tune - Lyrics
- If you want to listen to the song, you can do so on Spotify,American Tune - Spotify

Understanding the Song

1. How do you interpret the title “American Tune”?
2. What kind of experience is described in the first four lines of this song?
3. What sort of dreams do you think the lyrical “I” refers to when he says “I don’t know a dream that’s not been shattered/or driven to its knees”?
4. In the third verse, the Statue of Liberty is mentioned. What type of symbol is the Statue of Liberty, what kind of values does it represent?
5. The famous ship, the Mayflower, is mentioned in the 4th verse. Do you know which group of immigrants it transported to the US and when?
6. What does the lyrical “I” dream about at the end of the song?
7. What kind of challenges can an immigrant face when settling in a new country?
8. What kind of emotions does this song express all in all?

Tasks

Quiz

American Tune - Lyrics Quiz / h5p_content
http://ndla.no/en/node/72637

Vocabulary

American Tune - Vocabulary - Fill In / h5p_content
http://ndla.no/en/node/72635

American Tune - Vocabulary - Drag and Drop / h5p_content
http://ndla.no/en/node/125950

Bob Dylan and Leonard Cohen - Rock Poets

Forfatter: Jan-Louis Nagel
Bob Dylan and Leonard Cohen - Rock Poets (90256)

The ultimate synthesis between rock music and lyrics can be a tricky one. The two expressions must complement each other in some kind of balance. Most rock productions tend to lean more on the music than the textual expression, while some singer / songwriters put more emphasis on the poetic choice of words in their songs. Bob Dylan and Leonard Cohen belong in the last category; their literary contribution to rock and pop over half a century ranks them among the greatest modernist and contemporary poets.

Music and Poetry

Bob Dylan
Fotograf: Corbis

Critics have claimed that the voices of Dylan and Cohen are obstructive elements in their message. They say that none of the two has a talent for singing; Dylan's rough nasal pitch, his peculiar intonation and his endless whining harmonica simply stand in the way, they claim; and the same goes for Cohen's slow, often monotonous melodies and his total lack of song talent. Cohen's self-irony is striking: *"I was born like this, I had no choice, I was born with the gift of a golden voice."* ("The Tower of Song") The critics may well have a point, but with both Dylan and Cohen one must embrace the whole concept – the melodies, the lyrics, and their voices. But what is more important than their musical shortcomings is their abundant production of poetry. It is a fact that Cohen and Dylan brought poetry into the culture of an audience that otherwise never read or cared for poetry at all. Cohen said about Dylan that "he put the word back into the jukebox," signifying the intrusion of art into popular culture. Dylan's rich imagery and often surreal texts and Cohen's silent and sharp poetic observations certainly were, and still are read and listened to by an increasing audience all over the world. The songs are personal, often political but always original.

Fans and Followers

The American political scene of the sixties was one of turmoil and unrest with the assassinations of great leaders, race riots, civil rights rallies, the Vietnam War, the Cuba Crisis, student riots, anti-communism and cold war – to list some of the key factors that characterised American society at the time. Like many of the modernist artists, Cohen and Dylan were more into their art than what was going on around them. After songs like "A Hard Rain's A-Gonna Fall" and "Masters of War" Bob Dylan was embraced as a protest singer by the anti-war activists, who wanted to make him the voice of their generation. Admittedly, "Hard Rain" was spontaneously written during the Cuba Crisis, and he certainly is aware of political malpractice and injustice. But Dylan never wanted to be labelled and put into any specific category, and when he later left his acoustic concept and turned to a loud electric performance of his songs, there was uproar among his fans – accusing him of betraying their cause. But Dylan let them down and went his own unpredictable ways like he has always done.

Leonard Cohen never intended to become a singer at all. His ambition was to make a living out of his talent for writing. He published some novels in the early sixties that did not catch on very well, so he learned fingerpicking guitar and decided to put his poems into songs. This (probably much to his own surprise) went down with the bohemian beatniks of Greenwich Village, who cared more for a profound and mystic piece of poetry than a glittering stage act and loud music.

Leonard Cohen
Fotograf: Erik Thorberg

Imagery and integrity

Bob Dylan did not set out to be a poet; his ambition was to become a folk singer in the tradition of Woody Guthrie. Leonard Cohen had studied poetry and was more conscious about his poetic project. Hence their poetic approaches are quite different and must be dealt with distinctively. What unifies the two is their integrity and devotion to their work. It is hard to pick representative examples of their massive production that spans over half a century, but the following quotes could be a small sample that may tease the appetite for a more in-depth study of their songs and poetry.

Unlike most modernist poets Cohen's and Dylan's poetry has a distinct rhythm and rhyme, which of course is because the poetry was meant for singing.

Bob Dylan's Poems

One of Bob Dylan's most famous songs is "**Mr Tambourine Man**" from which these poetic lines are taken:

Yes, to dance beneath the diamond sky
With one hand waving free
Silhouetted by the sea, circled by the circus sands
With all memory and fate driven deep beneath the waves
Let me forget about today until tomorrow

"Desolation Row" is another long poem stacked with enigmatic imagery and references to Shakespeare, Einstein and the Bible; this is the first stanza:

Desolation Road (Bob Dylan)
They're selling postcards of the hanging
They're painting the passports brown
The beauty parlor is filled with sailors
The circus is in town
Here comes the blind commissioner
They've got him in a trance
One hand is tied to the tight-rope dancer
The other is in his pants
And the riot squad, they're restless
They need somewhere to go
As Lady and I look out tonight
From Desolation Row

Bono (of U2) said about the following lines: "I don't have a clue about what it means, but it is beautiful":

I Want You (Bob Dylan)
The guilty undertaker sighs
The lonesome organ grinder cries
The silver saxophones say I should refuse you
The cracked bells and washed out horns
Blow into my face with scorn
But it's not that way
I wasn't born to lose you

The lines are quite surreal; Dylan paints images and creates suggestive associations that stir the curiosity of his audience.

Leonard Cohen's Poetic Voice

Leonard Cohen's poetry is more subtle and low-voiced as he in this poem speaks of how love appears where you least expect it to. Note the poetic and evocative juxtapositions (birthmark / stain, snowman / rain etc.)

Love Calls You By Your Name (Leonard Cohen)
You thought that it could never happen
To all the people that you became,
Your body lost in legend, the beast so very tame.
But here, right here,
Between the birthmark and the stain
Between the ocean and your open vein,
Between the snowman and the rain
Once again, once again
Love calls you by your name.

The woman in your scrapbook
Whom you still praise and blame
You say they chained you to your fingernails
And you climb the halls of fame.
Oh, but here, right here
Between the peanuts and the cage
Between the darkness and the stage
Between the hour and the age
Once again, once again
Love calls you by your name

These are the two first stanzas of a beautiful song included on one of his early albums, *Songs of Love and Hate* (1971). The next example is an excerpt from a more recent poem, included on *The Future* (1992).

Anthem (Leonard Cohen)
The birds they sang
At the break of day
Start again
I heard them say
Don't dwell on what
Has passed away
Or what is yet to be

Ah, the wars they will
Be fought again
The holy dove
She will be caught again
Bought and sold
And bought again
The dove is never free

Ring the bells that still can ring
Forget your perfect offering
There is a crack in everything
That's how the light gets in

In his humble way Leonard Cohen has said about this poem that "it is probably the one I am most pleased with." And indeed, the last two lines sum up much of Cohen's poetry beautifully; his melancholy way of pointing out that despite, or even because of our defects we can see our blessings and the bright sides of life. Like the title of one of his novels also indicates – we are *Beautiful Losers*.

Bob Dylan was born in 1941 and Leonard Cohen in 1934. They are still active producing music and poetry, and they are both still touring.

Bob Dylan and Leonard Cohen - Tasks and Activities

Changes - Tupac

Forfatter: Eli M. Huseby
Changes - Tupac (20154)

"Change" and "Yes, You Can!" were some of the most striking slogans in Barack Obama's 2008 presidential campaign. What do you think inspired him to choose these slogans?

"Changes" is a hip hop song by the late Tupac Shakur originally recorded between 1995-96. It is one of his most notable and popular songs. It was released posthumously on his album, *Greatest Hits*. In the lyrics he pays tribute to Huey P. Newton, one of the founders of the Black Panthers (an African-American organization to promote Black Power and self-defence) who was killed in 1989.

One of the last pictures of Tupac Shakur. Here with actor Mikcey Rourke

Tupac Shakur was born in 1971. His mother, Afeni Shakur, was an active member of the Black Panther Party in the late 1960s and she was imprisoned for conspiring to instigate a race war. Tupac was raised in Harlem, New York. At age fifteen he became interested in rap and started writing lyrics. By the time he was twenty, he had been arrested eight times. He often claimed that he expected to “die by the sword” before he turned thirty. In 1994 he survived five gun shots by thieves who made off with his jewellery. However, two years later at the peak of his musical career, he was killed in a drive-by shooting in Las Vegas.

To listen to Tupac's performance search for Tupac Changes or 2pac Changes on YouTube or use music applications such as Spotify or Wimp.

Find the lyrics on this link: Tupac - Changes (lyrics)

Comprehension

1. What does he ask himself when he wakes up in the morning?
2. How do the police regard blacks in this song?
3. What generally happens when the children are handed drugs?
4. In which context is Huey P. Newton mentioned?
5. What could blacks do to change their destiny?
6. Why can’t things be like they used to be when they were kids?
7. How does he explain racism?
8. When is the only time blacks and whites are OK?
9. Why isn’t the USA ready for a black president?
10. Why do people turn to the “dope game"?
11. What kind of war does he think that the authorities should focus on?

Compare

1. In “In the Ghetto,” Elvis sang about the hungry little child in the Chicago ghetto who would need “a helping hand” to prevent him from ending up with “a gun in his hand.” Find the lyrics on the web and watch a clip on YouTube, keywords: Elvis In the Ghetto.
2. In many ways Tupac and Elvis convey the same message, but what is the difference?
   Compare Nas' “ Yes We Can” with Tupac’s “Changes”. What do the songs have in common?

Discuss

1. Why do you think Tupac states: “We ain’t ready to see a black President..”? Who was elected President in 2008. How was this possible?
2. Find YouTube clips using these key words: Barack Obama, 2pac, Changes and Yes We Can. Discuss the mood and atmosphere in the clips you find. Is there optimism, anger etc.

Research

“…the penitentiary’s packed, and it’s filled with blacks…”. Is Tupac right about this?
Check statistics:

1. How many blacks are imprisoned? (Some key search words:*race and prison, incarceration by race*.)
2. It is often maintained that there are more black teens in prisons than in American colleges. Is this correct?

Literary Analysis

1. How do you interpret the mood in the song? Is Tupac optimistic about the future for blacks in the USA?
2. Use the Poetry Vocabulary List and find examples of:
    - assonance
    - alliteration
    - allusion
    - metaphors
    - contrasts
    - rhyme
    - repetitions

Chicago

Forfatter: Eli M. Huseby
Chicago (6709)

Carl Sandburg (1878 – 1967). By the middle of the 19th century Scandinavian immigrants started arriving through American ports in huge numbers. Among them were Carl Sandburg's Swedish parents. When Carl was born in 1878 in Illinois, he was in many ways a typical child for this period of mass immigration. The humble cottage where little Carl was raised, is preserved and mirrors how immigrant families lived. The Sandburg family counted nine members, and Carl had to quit school and start working from an early age.

His various temporary jobs and travelling experiences from his days as a hobo in the West, stirred his interest for folk songs and poetry. By working part time as a fireman, he could finally afford to start college studies in his home state. His college years ignited his socialist political views as well as his literary talent. In 1904 while working as a reporter for Chicago Daily News, he published his first poems. The poem "Chicago" from the collection "Chicago Poems" appeared 10 years later. His poetry clearly reflects his commitment to to Chicago and its citizens. Chicago was recognized as the city with "Broad Shoulders", a working class and immigrant city.

Chicago, Carl Sandburg, 2:22 / audio
http://ndla.no/en/node/53028

Chicago from the Chicago Poems

Carl Sandburg, 1916

HOG Butcher for the World,
Tool Maker, Stacker of Wheat,
Player with Railroads and the Nation's Freight Handler,
Stormy, husky, brawling,
City of the Big Shoulders:

They tell me you are wicked and I believe them, for I
have seen your painted women under the gas lamps
luring the farm boys.
And they tell me you are crooked and I answer: Yes, it
is true I have seen the gunman kill and go free to
kill again.
And they tell me you are brutal and my reply is: On the
faces of women and children I have seen the marks
of wanton hunger.
And having answered so I turn once more to those who
sneer at this my city, and I give them back the sneer
and say to them:
Come and show me another city with lifted head singing
so proud to be alive and coarse and strong and cunning.
Flinging magnetic curses amid the toil of piling job on
job, here is a tall bold slugger set vivid against the
ittle soft cities.

Fierce as a dog with tongue lapping for action, cunning
as a savage pitted against the wilderness,Bareheaded,
Shoveling,
Wrecking,
Planning,
Building, breaking, rebuilding,
Under the smoke, dust all over his mouth, laughing with
white teeth,
Under the terrible burden of destiny laughing as a young
man laughs,
Laughing even as an ignorant fighter laughs who has
never lost a battle,
Bragging and laughing that under his wrist is the pulse.
and under his ribs the heart of the people,
Laughing!
Laughing the stormy, husky, brawling laughter of
Youth, half-naked, sweating, proud to be Hog
Butcher, Tool Maker, Stacker of Wheat, Player with
Railroads and Freight Handler to the Nation.

Chicago wertheim

Comprehension

1. Who/what do you think is referred to as "you" in the poem?
2. List the names that Chicago is recognized by in the poem.
3. In which ways is Chicago brutal?
4. Why do a lot of people criticize Chicago?
5. How does Sandburg defend his city?
6. What is "the painted women under the gas lamp" all about?
7. How do the young people reveal that they are proud of their city?

Noun or Adjective

Noun or Adjective? / h5p_content
http://ndla.no/en/node/125145

Discussion

1. Look at Carl Sandburg's biography. What makes him a "typical" second-generation immigrant in the late 19th century?
2. Sandburg was attached to his home town. Are you proud of yours? Why or why not?
3. Where do first-generation immigrants feel that they belong? What about their children?
4. America is a nation of immigrants. Does this help newcomers feel more at home? Compare to Norway.

Literary Analysis

Use the Poetry Vocabulary List to analyze the poem.

1. Chicago is personified in many ways in the poem. Give examples.
2. The poet compares his favorite city to a dog: "Fierce as a dog...". What do we call this literary device? Which effect do these comparisons have?
3. Make a table with two columns. In the first column you list all words with positive connotations and in the second you list words with negative connotations.
4. How does Sandburg reveal his commitment to workers and immigrants in 'Chicago'? How do you as a reader respond to Sandburg's message?
5. What do we call words that are associated with sounds? How many "sound words" can you find? Give examples.

Writing

1. Make a simple poem using this "recipe":
    - Get ideas from studying "*Chicago".*
    - Use these topics as a basis: your home town, your school and your favorite season.
    - **HINTS**
        a. Look at the picture. Make similar personifications attached to the topics above.
        b. There are numerous similes in 'Chicago'. Make similes attached to the topics above.
        c. Try to pair your topics up with words with positive and negative connotations.
        d. Use your personifications, similes and words with various connotations to make contrasts.
        e. Make some repetitions of what you want to emphasise in your poem.
        f. To conclude, try to sum up what you think is important and provide a title that you think fits what you want to convey.
2. Make a travel brochure in e.g. Microsoft Publisher where you promote Chicago as a tourist site. Use information provided on this site: Explore Chicago and Sandburg and 'Chicago' as a basis.

"Howl" by Allen Ginsberg

Forfatter: Eli M. Huseby
"Howl" by Allen Ginsberg (134712)

The writings of the so-called Beat Generation became standard reading for the Hippie Generation of the 1960s. The literature evolved around "sex, drugs and rock 'n' roll" and pointed its finger at controversial issues in contemporary America. Some of the cultural issues - homosexuality for example - are considered controversial even today. Many of the books belonging to the Beat Generation were banned because they were explicit and seen as encouraging immoral behavior in young people. Allen Ginsberg's poem "Howl" is considered the cornerstone of this literary movement.

Read the poem and watch a film clip about the poem and the legal process against it.

Suggested Tasks

Discuss the meaning of these words:

- Blasphemy
- Obscenity

Make a project about issues related to "Howl"

See: They Said "No" - Project

Resources related to the poem

"Howl" - literary resources

"Howl"

Along with the American writers Jack Kerouac and William S. Burroughs, **Allen Ginsberg** (1926 - 1973) is among the leaders of the Beat Generation of the 1950s. The epic poem "Howl" is considered to be his signature work. There is no better way to promote a book than to ban it, and much of the publicity around the poem was attained by the obscenity trial in 1957.

Before writing "Howl", Ginsberg had left his family home where he grew up with a mentally unstable mother to travel the world. He had been expelled from school for obscene writing, spent time in jail and a psychiatric ward, come out of the closet as gay and tried his hand at many drugs. Nevertheless, he had graduated from Columbia University with a degree in literature. "Howl" mirrors all these events.

"Howl" (1955/56)

The publication and public reading of the poem in 1955 is considered one of the most important events in the literary history of the 20th century, and the publisher had to meet in court to face charges of selling and publishing obscene writing. Many of the issues discussed in the poem are seen as controversial even today. In order to mark the 50 years that had passed since the obscenity trial in 1957, a radio station in New York wanted to record a reading of the poem. Due to worries about the "dirty words" and the prospect of receiving fines, they cancelled the reading.

At first glance "Howl" appears as a poorly organized and confusing poem. This is far from true. It is divided into three sections elaborating on specific subjects. The poem in its entirety is dedicated to Carl Solomon (a fellow writer and friend from the psychiatric hospital).

In the opening line of the poem, we are told that the speaker has witnessed that "the best minds" of his generation have been destroyed. One could assume that what he refers to are scientists, lawyers and scholars. That is far from correct, however; "Howl" is an outcry addressed to a society that Ginsberg believes has destroyed his best friends; the ones on the lowest steps of the social ladder. In section 1, we are not yet told what destroyed them, but we are provided with many clues (look at the introduction).

For Carl Solomon

1

I saw the best minds of my generation destroyed by madness, starving hysterical naked,
dragging themselves through the negro streets at dawn looking for an angry fix,
angelheaded hipsters burning for the ancient heavenly connection to the starry dynamo in the machinery of night,...

("Howl" by Allen Ginsberg)
Read the entire poem: "Howl" - the poem

Watch a Film Clip

In the film you may listen to the poem recited, learn what inspired Allen Ginsberg to compose it and through the legal process about censorship see why the poem agitated and provoked the Establishment. Even today it raises questions; are the issues discussed still controversial, what is blasphemy, and what is not, and should there be any limitations to the freedom of speech?
Here is a clip from the introduction of the film.

"Howl" by Allen Ginsberg / fagstoff

http://ndla.no/en/node/134712

Missed Connections

Forfatter: Åse Elin Langeland
Missed Connections (56297)

“Missed Connections” written by Sherman Alexie.

A. Missed Connections

-at the Santa Barbara Airport

Descending, in our forty-seat airplane,
I saw an older man had parked his car
At the edge of the runway. He waved
At us, so I waved, . . .

This is the opening of the narrative poem “Missed Connections” written by Sherman Alexie. Considering the title, what do you think the poem is about?

Read the poem and see if you were right. Then do this multiple choice quiz,

Missed Connection

Missed Connections / h5p_content
http://ndla.no/en/node/56282

before continuing with the questions below. You should also explore different usages of the expression “Missed Connections”

Questions

1. What did you think the poem was about? Were you right? Why/Why not?
2. What is the poem about? Write a summary.
3. This is a narrative poem. What makes it different from a short story?
4. Why is the poem called "Missed Connections"?
5. The narrator understands that he has misinterpreted the woman on the plane. Still he concludes:
   ” I'll repeat the myth because it's more impressive
   Than something as tender as the truth.”
   What does he mean?

Writing

Write the poem into a short story.
Write a short story called “Missed Connections”

B. Missed Connections

The expression Missed Connections is explained in Wikipedia - Missed Connection

Find examples of:

1. Missed Connections
2. Common missed connections locations
3. Common reasons for missed connections

C. Missed Connections

Through the use of publications and websites some people seek to reconnect with their missed connections, for instance, "To the girl with the Feather Earrings: We saw each other on the 22 on May 28th - Find me on Facebook - Alexander Crane."

I heart Alexander Crane

Jennifer Lee has written an article about The Missed Connection Category called “Romance beckons (in Case You Missed It)” in the New York Times - Romance Beckons. Read the article and write a summary.

D. Missed Connections

Sophie Blackall has tried to pin down some of the funny, sad, beautiful, hopeful, poetic posts on Missed Connections websites on her blog, illustrating the messages.

Browse through some of her blogposts. Choose one and write the story leading up to the notice, or the story succeeding it.

Still I Rise by Maya Angelou

Forfatter: Anne Scott Hagen, Eli M. Huseby
"Still I Rise" by Maya Angelou (134538)

Maya Angelou (April 1928 - May 2014) was an American authoress and poet, who had also been a dancer and singer. She was extremely productive in many areas: autobiographies, essays, poetry, plays, movies, television shows and had many honorary doctoral degrees. She was active in the Civil Rights Movement in the 60s, and since 1982, she had held a professorship in American Studies at Wake Forest University in North Carolina.

"Still I Rise"

Her well-known poem "Still I Rise" reflects her African American heritage.

Vocabulary

Before reading the poem check the meaning of the following words: *sassiness, gloom, haughtiness*

The Poem

Read the poem here and then follow it again as you listen to Maya Angelou reciting it.

"Still I Rise" by Maya Angelou / fagstoff

http://ndla.no/en/node/134538

Tasks

Discuss and Analyse

Speaker

1. Who is speaking in the poem?
2. Who is he/she addressing?
3. Describe the tone of the poem? What is the attitude of the speaker?
4. How does the speaker describe herself. List the words she uses. What impression do these give of the speaker?
5. The speaker compares her behaviour to material riches like oil wells etc. Why does she choose this comparison do you think? What does it tells us about the person/s she is addressing?

Theme

1. What theme/s do you find in the poem?
2. Consider the poem's title: "Still I Rise". What does it convey?
3. Comment on the repititions in the poem. Why are they important?

Symbolism

1. There are a number of similes and metaphors in the poem. What does she compare herself to? What do they symbolise? (

   Metaphor and Simile / video
   http://ndla.no/en/node/126794

)
2. She invites the reader to: "shoot me with your words", "cut me with your eyes", "kill me with your hatefulness". What do these statements imply?

Rhythm and Rhyme

1. Where in the poem does the rhythm change? Why is this change significant?
2. Describe the rhyme pattern in the poem.

Discuss

1. Maya Angelou said:
   "All my work, my life, everything I do is about survival, not just bare, awful, plodding survival, but survival with grace and faith. While one may encounter many defeats, one must not be defeated"
   How does this fit with the message in the poem?
2. Is this a typical poem about African Americans or could it also describe other peoples who have been oppressed? Why / why not?

Find Out

1. Search for information about Maya Angelou's life and family background. Do you find any resemblance to the character of the person speaking in the poem?
2. Search for a picture on the Internet that you think fits the speaker in the poem.
3. Maya Angelou died recently and she was mourned by people all over the world. On Facebook and Twitter the news of her death got a lot of attention. Why do you think she is mourned by so many people?

Strange Fruit

Forfatter: Eli M. Huseby
Strange Fruit (19700)

The American South is associated with a fertile climate. The prospect of owning huge tobacco and cotton plantations attracted European immigrants from the early 1600s. Plantation owners used slaves to labour in the vast fields.

Having this in mind, what are your thoughts when you ponder the title "Strange Fruit"?

Strange Fruit / audio
http://ndla.no/en/node/48626

Strange Fruit

In 1937, the Jewish schoolteacher, Abe Meeropol, saw a photograph of a lynching of two African Americans, Abram Smith and Thomas Shipp, that had taken place in Indiana seven years before. According to Meeropol, the photograph kept haunting him, and he could not rest before he had written the poem “Strange Fruit”. He also put music to it.

Southern trees bear a strange fruit,Blood on the leaves and blood at the root,Black body swinging in the Southern breeze,Strange fruit hanging from the poplar trees.Pastoral scene of the gallant South,The bulging eyes and the twisted mouth,Scent of magnolia sweet and fresh,And the sudden smell of burning flesh!Here is a fruit for the crows to pluck,For the rain to gather, for the wind to suck,For the sun to rot, for a tree to drop,Here is a strange and bitter crop.

Fear of Communism and Racism

Two girls still behind bars at the Old Goose Creek Plantation in Charleston, South Carolina. This is photographed around 1905, 45 years after slavery was abolished in the USA. Study the picture and give your

Meeropol was a member of the American Communist Party, and he had to use a pen name to release his poem.This was a time when communist beliefs were regarded as anti-American because they could upset the capitalist system that was so deeply rooted in the American society. At the same time, racism was as persistent as ever, particularly in the South. The KKK had strengthened its hold during the 1920s. From 1882 to 1968 there were 4.743 documented cases of lynching throughout the USA, with Mississippi topping the list. 80% of the victims were African Americans and they were hanged just on suspicion. In 2005, James Cameron, who survived a lynching, witnessed the American Senate's apology for not enacting laws to stop the lynching. The 16-year-old Cameron worked as a shoeshine boy in the 1930s. Along with his two friends, he was accused of raping a white girl and murdering her boyfriend. While his friends were hanged, Cameron waited with the rope around his neck. He was released since someone among the spectators cried that he was innocent.

interpretation.

Billie Holiday

In 1939, the African American jazz singer, Billie Holiday, was persuaded to perform the song "Strange Fruit". She said that the song reminded her about how her father had died, and it took an effort to perform it. It soon became her signature song, but the song, which was considered a protest song, angered a lot of people. For the succeeding two decades, many clubs and radio stations refused her to perform it, and to get anyone to record it proved even more difficult.

Here you can study a mural painting from Greenwich Village, New York. The artist has portrayed Billie Holiday in a characteristic way. While performing, she often wore magnolia flowers in her hair, and she interpreted the songs with an outstanding intensity and compassion.

Today "Strange Fruit" is considered one of the most influential songs of the 20th century.

Mural painting - Billie Holiday

Kilde: YouTube

Comprehension

Are the statements true or false?

1. "Strange Fruit" is about a public lynching.
2. The setting of the poem is the American South.
3. The poem was composed by an African American poet.
4. The poet was inspired by a photograph.
5. Communists were prosecuted in the USA.
6. The KKK was very dominant in the Northern states.
7. In 1905, the American Senate apologized for not enacting laws to stop the lynchings.
8. Billie Holiday was flattered when she was asked to perform the song.
9. The song instantly became a hit.
10. "Strange Fruit" is among the most influential songs from the 20th century.

1.”Strange Fruit” is about a public lynching. (T)
2. The setting of the poem is the American South. (T)
3. The poem was composed by an African American poet. (F)
4. The poet was inspired by a photograph. (T)
5. Communists were prosecuted in the USA. (T)
6. The KKK was very dominant in the Northern states. (F)
7. In 1905 the American Senate apologized for not enacting laws to stop the lynchings. (F)
8. Billie Holiday was flattered when she was asked to perform the song. (F)
9.The song instantly became a hit. (F)
10.“Strange Fruit” is among the most influential songs from the 20th century. (T)

Discuss

1. Find the picture that inspired the poet of “Strange Fruit”. Key words: Abram Smith, Thomas Shipp, lynching. Why do you think this photograph influenced him to write “Strange Fruit”?
2. Do you know if there are other pictures (photographs or paintings) that have inspired artists to compose songs or poems? Find examples. You may want to search for photographs/paintings that inspired the world/artists/singers.
3. Look for key words on the Internet: protest songs, Marvin Gaye, Bob Dylan, John Lennon, Bob Marley, R.E.M., Patti Smith, the Vietnam War, the Civil Rights movement, the Iraq War. These artists have all made popular protests songs. Discuss whether songs can change attitudes.

Literary Analysis

1. Make a table with two columns where you list words generally associated with negative and positive connotations. E.g. blood (negative)
2. List words and ideas in the poem that you think are associated with the American South.
3. Explain these metaphors: strange fruit, pastoral scene, strange and bitter crop.
4. Explain how contrasts are used in the poem.
5. Why do you think the song was considered a protest song?

The Road Not Taken

Forfatter: Åse Elin Langeland
The Road Not Taken (17324)

By

The Road Not Taken

Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I--
I took the one less traveled by,
And that has made all the difference.

Click on the link to listen to the poem

The Road Not Taken -Poem

Tasks and Activities

The Road Not Taken - Tasks

Poetry Project about Epitaphs

Forfatter: Eli M. Huseby
Poetry Project about Epitaphs (134660)

Here we suggest an in-depth project based on work by the two poets **Edgar Lee Masters** (1868 - 1950) and **W. H. Auden** (1907 - 1973). Masters is renowned for his collection of epitaphs in *Spoon River Anthology* (1915) and among Auden's extensive literary work, we find the poem "Epitaph On a Tyrant" (1940).

Epitaphs are texts written or performed to commemorate a deceased person, e.g. an inscription on a tombstone or a brief statement by which the dead person might be characterised.

Famous Epitaphs

Scottish tombstone epitaph

"Consider, friend, as you pass by: As you are now, so once was I. As I am now, you too shall be. Prepare, therefore, to follow me."

The English Poet John Keats

"Here lies One whose Name was writ in Water"

Epitaph for the Unknown Soldier (written by W. H. Auden)

"To save your world you asked this man to die:
Would this man, could he see you now, ask why?"

The American poet Dorothy Parker

"Excuse my dust."

Sir Winston Churchill

"I am ready to meet my Maker. Whether my Maker is prepared for the great ordeal of meeting me is another matter."

[An Introduction to Project Work]

Competence Aims

If you read a selection of English language literature from the 1900s (e.g. the poems listed below) and choose to elaborate on a topic that is curricular in this Social Studies English course, you will combine these two aims.

- tolke minst ett større skjønnlitterært verk og en film og et utvalg av annen engelskspråklig litteratur fra 1900-tallet og fram til i dag
- presentere et større fordypningsarbeid med emne fra samfunnsfaglig engelsk og vurdere prosessen

(From the Teaching Plan in Social Studies English)

A project should be an extensive work, and depending on your approach, you may also include other aims from the teaching plan.

Epitaphs

William Shakespeare's Grave

The word epitaph is derived from Greek *taphos* meaning "tomb". In an epitaph we expect a short text crediting a dead person. It might be an inscription on their tombstone, or it might be used more figuratively. On some occasions the deceased has specified the epitaph in advance, or it is chosen by family and friends after the burial. As for style it might be in form of a verse with rhyme or it might be free verse without a fixed rhyme pattern. Literary devices such as alliteration, aphorisms, puns, allusions (especially to the Bible) and anagrams are commonly used.

Whereas the tradition of epitaphs goes back to ancient Greece, it became exceedingly popular for notable people in the Renaissance to have an epitaph, of which William Shakespeare's is a good example (picture above).

As for contents, what do we expect in an epitaph? While most list name, date of birth and death, some also record achievements. Others warn the living about the fact that they also are going to die one day (Memento Mori).

Edgar Lee Masters and W. H. Auden have both written epitaphs of fictional characters. Exactly how fictional they are, might be questioned, though. There is no question about the reality in their epitaphs. This reality is something that you can explore in the suggested project work.

Edgar Lee Masters grew up in Lewistown, Illinois. The local churchyard, the residents and the nearby river, were sources of inspiration to his major work - *Spoon River Anthology* (1915).The anthology which comprises monologues from deceased townspeople, soon became one of the most notable poetry books in the history of American literature. Through the epitaphs Masters reveals the nature of 244 local small town citzens from all walks of life in contemporary America. The poems are delivered by the dead themselves in a free verse style. As one would expect, they talk about their past experiences and essential turning points in their lives, though most of them do not reveal how they really died. For once they can speak their minds, since they do not have to be afraid of the consequences any more - they are already dead.

Edgar Lee Masters

The Spoon River Anthology by Edgar Lee Masters

In the first poem in the anthology Masters introduces us to the cemetery (possibly inspired by the local churchyard - Oak Hill) and the major deceased characters.

"The Hill"
Where are Elmer, Herman, Bert, Tom and Charley,
The weak of will, the strong of arm, the clown, the boozer, the fighter?
All, all are sleeping on the hill.
One passed in a fever,
One was burned in a mine,
One was killed in a brawl,
One died in a jail,
One fell from a bridge toiling for children and wife—
All, all are sleeping, sleeping, sleeping on the hill.

Where are Ella, Kate, Mag, Lizzie and Edith,
The tender heart, the simple soul, the loud, the proud, the happy one?
— All, all are sleeping on the hill.
One died in shameful child-birth,
One of a thwarted love,
One at the hands of a brute in a brothel,
One of a broken pride, in the search for heart's desire;
One after life in far-away London and Paris Was brought to her little space by Ella and Kate and Mag
— All, all are sleeping, sleeping, sleeping on the hill.
Where are Uncle Isaac and Aunt Emily, And old Towny Kincaid and Sevigne Houghton,
And Major Walker who had talked With venerable men of the revolution?
— All, all are sleeping on the hill.
They brought them dead sons from the war,
And daughters whom life had crushed,
And their children fatherless, crying—
All, all are sleeping, sleeping, sleeping on the hill.
Where is Old Fiddler Jones Who played with life all his ninety years, Braving the sleet with bared breast,
Drinking, rioting, thinking neither of wife nor kin,
Nor gold, nor love, nor heaven?
Lo! he babbles of the fish-frys of long ago,
Of the horse-races of long ago at Clary's Grove,
*Of what Abe Lincoln said
One time at Springfield.
(archive.org)

* What did Abraham Lincoln say to his fellow residents in Springfield, Illinois when he left for Washington for his inauguration? On February 11, 1861, he delivered this farewell address:

"My friends, no one, not in my situation, can appreciate my feeling of sadness at this parting. To this place and the kindness of these people, I owe everything. Here I have lived a quarter of a century, and have passed from a young to an old man. Here my children have been born, and one is buried. I now leave, not knowing when, or whether ever, I may return, with a task before me greater than that which rested upon Washington. Without the assistance of that Divine Being who ever attended him, I cannot succeed. With that assistance I cannot fail. Trusting in Him who can go with me, and remain with you, and be everywhere for good, let us confidently hope that all will yet be well. To His care commending you, as I hope in your prayers you will commend me, I bid you an affectionate farewell."

You may access all the epitaphs in *Spoon River Anthology* here

W. H. Auden was born in England, but later he moved to the USA. Many consider him to be one of the most notable, but also one of the most controversial writers of the 20th century. In his poetry he often explores the nature of love and religious, ethical and political themes. One of his poems, "Funeral Blues" ("Stop All the Clocks"), has been immortalized in the movie *Four Weddings and a Funeral*.

W. H. Auden

"Epitaph on a Tyrant" was dated January 1939, and there may be many allusions to contemporary tyrants, e.g. Franco, Mussolini, Hitler and Stalin.

Epitaph on a Tyrant by W. H. Auden

The poem starts like this:

"Perfection, of a kind, was what he was after,
And the poetry he invented was easy to understand;
He knew human folly like the back of his hand,"

Read the poem here

Suggested Topics

- Social and cultural differences in epitaphs
- Poetry as social commentary
- Epitaphs as poetry
- What we could learn from the dead
- The messages in epitaphs
- The choice and the potential of the epitaph form

Based on some of the *Spoon River* epitaphs (e.g. the ones represented by Margaret Fuller Slack, Trainor the druggist, Deacon Taylor, Amanda Barker and Mrs. Benjamin Painter or Elizabeth Childers) you may elaborate on:

- Ethics
- Turn-of-the-century America (19th/20th Century)
- Gender issues
- Life in small towns
- The American Dream

Based on "Epitaph on a Tyrant" you may dwell on:

- Dictators and tyrants
- Wars and international conflicts
- Democracy and freedom of expression

Resources

If you want to work further with the texts of W. H. Auden and Masters, it is a good idea to check online resources such as Shmoop, CliffsNotes and Sparknotes.

Resources

A Young Approach to Biographies - Resources

Forfatter: Eli Huseby, Morten Serkland
A Young Approach to Biographies - Resources (131259)

We asked an English Social Studies class at Skien Upper Secondary School the following question:

> Who are the most memorable and influential persons in the last two hundred years? Choose a person that has played a role in the English-speaking world or globally, and who has accomplished something you admire. Give reasons for your choice and show how you, as a young person, would approach the task of finding out more about his/her life.

Below you will find links to teaching resources based on the lives of some of the people the students found memorable and interesting.

- Elvis Aaron Presley
  The students gave the following reason for choosing Elvis
  We chose Elvis Presley because he was a famous idol for many. It is amazing that a regular boy can become this famous, and be recognized by many long after his death. Even though he died before we were born, we have listened to many of his songs. The fact that his songs are still played a lot, shows that he was a great musician and a legend that will never be forgotten. He still has a lot of fans, and museums raised to memorize and honor him all over the world.
- Malala
- David Beckham - a Football Legend
- Rosa Parks - a Voice Heard
- Bill Gates - a Modern Day Renaissance Man?
- Nelson Mandela - A Great Man Has Passed Into History
- Alice Munro - Writing Her Life

Alice Munro - Writing Her Life

Forfatter: Eli M. Huseby
Alice Munro - Writing Her Life (130798)

In the article about biographies ("Life on Record - Biographies" at ndla.no/en/node/95700) we stated that getting an insight into a writer's life may give us a broader appreciation of the work of the author. What influenced the author either on a personal or a social level during life will most likely be reflected in the work produced.

The Canadian writer, Alice Munro, is recognized as a "master of the modern short story". In 2013, she was awarded the Nobel Prize in Literature. Her stories are reputed to draw heavily upon her own personal experiences. In this project work we will study how her life has been a source of inspiration in her work.

Project Work

The Mother - Daughter Relationship

Read Alice Munro's biographical essay "Dear Life - A Childhood Visitation" here and watch the interview with the author (8 min).

In the last part of the interview she focuses on the mother and daughter relationship.

Alice Munro - Writing Her Life / oppgave

http://ndla.no/en/node/130798

Ponder these Questions:

- Compare her biographical essay to her statements about her relationship to her mother in the interview.
- Which issues in their relationship are highlighted?
- To which extent do you think the essay elaborates on her personal feelings towards her mother?

Write an Essay

Read the dramatization of the short story Red Dress

In Rex Murphy's interview with Alice Munroe, he describes how her stories appear to be analyses of the "the keenest of relationships" - the one between a mother and her daughter.

On the basis of what you have studied about Alice Munro, her life and fiction, write an essay where you discuss how you think the relationship to her own mother is reflected in her work.

Alice Munro - Online resources:

Alice Munro

Alice Munro - Guardian Article

Alice Munro - Wikipedia

About Alice Munro - The Star

Canada

The Local Village

To The New York Times, Alice Munro declared that her Canadian hometown, Wingham in Huron County, was "the most interesting place in the world". Robert Thacker, her biographer, describes how Munro excels in transforming the ordinary place and its inhabitants into art.

Read how the local villagers feel about being a place on the world's literary map and how her hometown tends to be the setting of the stories Where She Found Her Stories and watch the video.

Ponder these Questions:

- How does Munro explain why the small village and its residents play such a big part in her stories?
- Even if the people in Wingham acknowledge Alice Munro and her work, some feel exposed and humiliated. Why do you think?
- The article "Where She Found Her Stories" states that Alice Munro has had to live with the duality of pleasing and provoking people for decades. It refers to one family that still holds a grudge against her for revealing a tragedy going back to the 1930s. How does this illustrate the dilemma of the biographical author?

Make a Collage

Read one of Munro's short stories. You will find a selection of her short stories here, e.g. "Free Radicals" or "Amundsen". From the short story, the interview and the article, "Where She Found Her Stories", make a collage. (Choose pictures from Google, Flickr, Deviantart or similar sources.) Call it "Alice Munro and Her Universe". Try to portray the small Canadian village and some of the "locals" that Alice Munro brings to life.

Ernest Hemingway and Short Stories - Project

Forfatter: Eli M. Huseby
Ernest Hemingway and Short Stories - Project (134610)

Even if **Ernest Hemingway** published many novels, he earned his reputation as one of the greatest authors of all time because of his short stories. He was just 22 years old when his alter ego, Nick Adams, appeared in his first short story. Nick is the protagonist in more than twenty stories and he draws on Hemingway's own experiences as a young man in Chicago and North Michigan and his service as an ambulance driver in Italy in WW1. The stories we suggest below are stories of adolescence and young experience that may make an interesting basis for an in-depth assignment.

Ernest Hemingway

Ernest Hemingway (1899 - 1961) started his writing career as a seventeen-year-old reporter in a Kansas City newspaper. During the First World War he volunteered as an ambulance driver in Italy. He was severely injured and spent a long period stuck in a hospital bed. This incident provided the setting for one of his most famous novels, *A Farewell to Arms*. The wounded, courageous hero disillusioned by the war and the brutality of modern society soon became Hemingway's trademark. His preoccupation with bullfighting and deep sea fishing is also evident in his stories. As a war correspondent during the Spanish Civil War and a reporter, he developed a particular style of writing characterized by spare dialogues and understatements. He was awarded the Nobel Prize for Literature in 1954.

An Introduction to Project Work

Competence Aims

If you read a selection of English language literature from the 1900s (e.g. the texts listed below) and choose to elaborate on a topic that is curricular in this Social Studies English course, you'll combine these two aims:

- tolke minst ett større skjønnlitterært verk og en film og et utvalg av annen engelskspråklig litteratur fra 1900-tallet og fram til i dag
- presentere et større fordypningsarbeid med emne fra samfunnsfaglig engelsk og vurdere prosessen

(From the Teaching Plan in Social Studies English)

A project should be an extensive work, and depending on your approach, you may also include these aims:

- drøfte hvordan sentrale historiske hendelser og prosesser har påvirket utviklingen av det amerikanske og det britiske samfunnet
- drøfte spørsmål knyttet til sosiale og økonomiske forhold i noen engelskspråklige land
- analysere en regional eller internasjonal konflikt der minst ett engelskspråklig land er involvert
- drøfte aktuelle debattema i den engelskspråklige verden

(From the Teaching Plan in Social Studies English)

Short Stories

The first story where **Nick Adams** appears is in "Indian Camp" from 1925. He appears in many stories in which he is often exposed to cruelty that he has to find a grown-up way to cope with. In this short story he is on his way to an Indian camp where one of the women is going to give birth. If Nick ever thought babies were delivered by storks, his experience this night crushes the illusion. This is also the night where he learns how fragile life is.

Indian camp

Indian Camp by Ernest Hemingway

The short story "The Killers" was written in 1926, at a time when American prohibition against the production, distribution and consumption of alcohol was at its height. This gave rise to the American mafia and criminal activity which flourished in particular in Chicago, where gangster leaders such as Al Capone ruled. "The Killers" is set against this backdrop.

Scene from the film *The Killers* (1947)

The Killers

Love is complicated - get ready to meet a couple at the very crisis in their relationship. If things are complicated with you and your partner any place could be the "battlefield", couldn't it? In this story a railway station provides the setting. In such a public place someone might eavesdrop on your conversation. At this station in a remote place in Spain there is someone observing a young American couple having a row, or are they really quarelling?

Baby

Hills Like White Elephants by Ernest Hemingway

Suggested Topics

Based on these stories you may:

- Compare and discuss initiation and young experience in the 1920s and 30s with growing up in the USA today.
- Ernest Hemingway belonged to the "Lost Generation". Does this generation have anything in common with young people today?
- Compare and discuss crime in the USA in the 1920s and 30s with crime in the suburbs today. (e.g. as depicted in *The Wire*)
- Read biographical details about Ernest Hemingway. To what extent is Nick Adams his alter ego? (You may read all the Nick Adams stories online)
- Discuss abortion.
- Discuss gender issues.
- Discuss his heroes. Are they heroes and antiheroes?
- Discuss issues related to Native Americans.
- Discuss attitudes towards indigenous people.
- Discuss the American Dream.
- Discuss issues related to Ernest Hemingway's characteristic writing style. He demands a lot from his readers by asking them to fill in the gaps.
- Hemingway is renowned for his economical style. According to a legend about him, he was challenged to write a short story in just six words. He wrote the following: "For sale: baby shoes, never worn." What makes a short story?

Based on many of his short stories (not displayed here) and novels, you might also focus on:

- young people taking part in international conflicts
- World War 1 experience
- the making of an American soldier
- the USA as a World Policeman
- the policy of isolationism and expansion
- patriotism

It would be a good idea to compare and contrast with all sorts of texts. (e.g. TV series and blogs)

Resources

If you want to work further with Hemingway's texts, it is a good idea to check online resources such as Shmoop, CliffsNotes and Sparknotes.

How to Analyze a Film

Forfatter: Carol Dwankowski, Catharine Ruud, Celia Suzanna Sandor
How to Analyze a Film (10649)

Characteristics

Film Shoot

Films are similar to novels or short stories in that they tell a story. They include the same genres: romantic, historical, detective, thriller, adventure, horror, and science fiction. However, films may also include sub-groups such as: action, comedy, tragedy, westerns and war. The methods you use to analyze a film are closely related to those used to analyze literature; nevertheless, films are multimedial. They are visual media made for viewers. Films take command of more of our senses to create special atmospheres, feelings or to bring out emotions.

Along with the literary elements such as plot, setting, characterization, structure, and theme, which make up the text or screenplay, there are many different film techniques used to tell the story or narrative. Attention is paid to sound, music, lighting, camera angles, and editing. What is important is to focus on how all the elements are used together in making a good film.

Below is a list of elements and questions to help you when analyzing films.

Film Contents

Special Effects

Film Facts:

- Title of film
- Year film was produced
- Nationality
- Names of the actors
- Name of director

Genre:

- What main genre does the film fall under? - romantic, historical, detective, thriller, adventure, horror, and science fiction.
- What sub-grouping does the film fall under? - action, comedy, tragedy, war and westerns.

Setting:

- Setting is a description of where and when the story takes place. Does it take place in the present, the past, or the future?
- What aspects of setting are we made aware of? - Geography, weather conditions, physical environment, time of day.
- Where are we in the opening scene?

Plot and structure:

- What are the most important sequences?
- How is the plot structured?

- Is it linear, chronological or is it presented through flashbacks??
- Are there several plots running parallel?
- How is suspense built up?
- Do any events foreshadow what is to come?

Conflict:

Conflict or tension is usually the heart of the film and is related to the main characters.

- How would you describe the main conflict?
  - Is it internal where the character suffers inwardly?
  - is it external caused by the surroundings or environment the main character finds himself/herself in?

Characterization deals with how the characters are described.

Characterization:

- through dialogue?

- by the way they speak?
- physical appearance? thoughts and feelings?
- interaction - the way they act towards other characters?
- Are they static characters who do not change?
- Do they develop by the end of the story?
- What type of characters are they?
- What qualities stand out?
- Are they stereotypes?
- Are the characters believable?

Narrator and point of view:

- The narrator is the person telling the story. Is there a narrator in the film? Who?
- Point of view means through whose eyes the story is being told.
- Through whose eyes does the story unfold?
- Is the story told in the first person “I” point of view?
- Is the story told through an off-screen narrator?

Imagery:

- In films imagery are the elements used to create pictures in our minds.
- They may include:
- Symbols – when something stands not only for itself (a literal meaning), but also stands for something else (a figurative meaning) e.g. The feather in the film *Forrest Gump* symbolizes his destiny.
- What images are used in the film? e.g. color, objects etc.
- Can you find any symbols?

Theme:

- What are the universal ideas that shine through in the film (in other words, what is it about, in general)?

Cinematic Effects

Soundtrack:

- includes both dialogue and music, as well as all the other sounds in a film.
- enhances the atmosphere of the film (what effect does the choice of music have? Does it suit the theme?)
- Are any particular sounds accentuated **(fremhevet)**

Use of the camera:

- A camera shot is based on the camera’s distance from the object.
- The four basic shots used in films are:
  - a close-up – a very close shot where the camera lens focuses on some detail or the actor’s face.
  - medium shot – a shot where the camera lens picks up some background or upper half of the actor.
  - full shot – a shot where the camera lens has full view of the actor.
  - long shot – shot taken at a distance from an object.
- What camera shots can you identify in the film? How are they used?
- A camera angle is how the camera is tilted while filming.
  - straight-on angle – The camera is at the same height as the object.
  - high angle – The camera is filming from above the object.
  - low angle – The camera is looking up at the object.

    - oblique angle – The camera is tilted sideways.
- Does the way in which the camera is held say anything about the character?

Lighting:

- Lighting focuses the audience's attention on the main character or object in a film.
- It also sets the mood or atmosphere.
- While high-key lighting is bright and illuminating, low-key lighting is darker with a lot of shadows.
- What special lighting effects are used during the most important scenes?
- Filters are often used to soften and reduce harsh contrasts. They can also be used to eliminate haze, ultraviolet light or glare from water when shooting outside.
- Using color like red or orange can be used to enhance the feeling of a sunset.
- Can you find any examples where a filter has been used in the film?
- What effect did using a filter have on the scene?
- What colors are most dominant?

Editing:

- Editing is the way in which a film editor together with the director cuts and assembles the scenes. The way the scenes are joined together creates the rhythm of the motion picture. Scenes can be long and drawn out or short and choppy.
- Can you see a pattern to how the scenes are cut?
- How would you describe the pace/tempo of the film?

Poster

Conclusion

When analyzing films for school work or projects, you may be asked to use some or all of the characteristics above. Link those elements together that seem most logical. Try to think of the film as a whole and how the elements mentioned above work together to bring out the main message of the film.

Go to: **Literature, Film and Music** in our top menu to find our suggested films for further study.

How to Write a Film Review

Forfatter: Lars Aunaas
How to Write a Film Review (99995)

What should a film review tell you and what should it not tell you?

Preparing a Review

Here are some suggestions on how to write a film review. You will find information about the different elements to consider when reviewing or analysing a film here.

Watching the film
Take notes while you watch the movie. Concentrate on specific things that you like, e.g. the acting and dislike, e.g. the music.

Give examples, such as:

> In this or that climatic scene the actress playing the antagonist was so convincing that she sent shivers down my spine.
> *or*
> The music was completely inappropriate – who would even imagine accompanying a scene where a mother reunites with her long lost child by thrash metal?

Writing a Review

1. **Introduction**
   This should include:
   - a hook, in order to capture the reader's or listener's attention, e.g. a representative quote, a compelling scene, a strong opinion, an anecdote.
   - basic information about the movie you are about to review: title; cast; relevant production details (which year it came out, director/author/producer); is the story an original work of fiction; is it based upon real events or does it come from a book; etc.
   - a short analysis of the story, for instance through its main components, such as theme(s), setting, main characters, short plot description (without giving away how the story ends). Keep it short, however, - approximately 20% of the length of your entire text ought to suffice.
2. **Main body**
   Here you should express your opinions. Is it a good story? Is it well told?
   - Be careful not to talk exclusively about your feelings, for example, "I found this movie to be boring/touching/delightfully shocking." Even though your emotional response is not without interest, you are, first and foremost, supposed to exercise your judgement. Take sides as objectively as possible, i.e. on the basis of the elements available to you, namely things you noticed while watching the movie.
   - What exactly was good or bad about the movie, and why?
     - the actors
     - setting and scenery
     - the way the story was structured
     - how the dialogues were written
     - what the movie had to say about its main theme(s), etc.
   - In short, you should show interest in the actual movie that you have watched, what you liked and disliked, instead of just talking about yourself (the feeling you had of liking or disliking). This is where the notes you took while watching the movie might come in handy.

     For instance, you should say something along the lines of:

     > One thing that nearly ruined this story, for me, was that I could not help thinking that it was badly structured. It reaches its climax only halfway through, which makes it easy to lose interest in the second half of the movie. Indeed, the real issue in this movie isn't the way the two boys build their tree-hut together – nail by nail, like in an instructional video – but how they are able, by reaching a real understanding of each other, to overcome their differences and become friends.

rather than saying:

> This movie bored the living daylights out of me – especially the second half. Even though the first part was sort of interesting, what was to follow nearly took away my will to live.

3. **Conclusion**
   Would you recommend this movie to someone else? To whom? It may be useful to recapitulate, succinctly, the most important points of your main body, in order to justify your recommendations.
   Example:

> I would recommend this movie to anyone who likes to watch cute actors, as long as they have a high tolerance for unoriginal plots, badly written dialogue and racist undercurrents.

You can search for examples of film reviews at Rotten Tomatoes.

Recommended Films

Forfatter: Åse Elin Langeland, Eli M. Huseby
Recommended Films (93230)

This list of films may be used to teach essential topics in Social Studies English. For each film there is a brief description of contents and theme as well as links to relevant websites.

From an educational point of view the use of films in class may be a good way of combining entertainment with learning. Films may broaden students' perspectives and inspire to further reflection, learning and research. The list of films you see below may be used in teaching *English Social Studies*. The suggestions are based on recommendations of teachers and students over many years. However, the list is in no way complete; we will update and revise it with new films and documentaries as they are released. To make this site a useful tool, we would appreciate your tips and recommendations.

Old camera

Opphavsmann: Wikimedia Commons

The list of films below may be used to teach essential topics in Social Studies English. For each film there is a brief description of contents and theme as well as links to relevant websites. We would also like to remind you that Film Education offers an alphabetical list of films and suggests suitable ways of working with them. There are other websites that offer resources suggesting suitable ways of working with films, but you often need to subscribe and/or pay for their service. However, your school or library may agree to take out a subscription for the Norwegian online site Filmrommet. This site offers a variety of films and documentaries related to many of the topics in our course. (Most of the subtitles are in Norwegian.) NDLA now has permission from Filmrommet regarding the use of some films. We have indicated in the review of each individual film if you are able to view the entire film on this licence. It might also be a good idea to watch some of the film trailers. You may search for trailers, films and actors on such sites as MovieClips and Video Detective.

Films Released in 2009 - 2013

A Thousand Times Good Night (2013) Rebecca is one of the world's top war photographers. While documenting a group of female suicide bombers in Afghanistan she is severely injured. While recuperating at her home in Ireland, we understand that her job as a top war photographer comes at a cost. Her husband admits that he is unable to live with the uncertainty of ever seeing her again each time she leaves on a mission and thus forcing her to choose between covering war zones, or prioritizing her family. Watch the film trailer.

Jobs (2013) is a biographical film based on the life of Steve Jobs, the founder of Apple Inc. It covers the period from when he was a student in 1974 until 2001. The film received mixed reviews. Joe Neumaier in the New York daily News said that it takes "...a sharp look at the late Steve Jobs and the technological and cultural changes he brought about..." Watch the film, Jobs. You will find more information about Steve Jobs here: The Legacy of Steve Jobs, Stay Hungry – Stay Foolish.

12 Years a Slave (2013) is a historical drama about Solomon Northup a free- born African American who was kidnapped and sold into slavery in Louisiana. He worked on the plantations there for twelve years before his friends secured his release. The film is an adaption of the memoir written by Northup in 1853. Work with the film at 12 Years a Slave .

Lincoln (2012) Steven Spielberg's film about the 16th American President, Abraham Lincoln, was released in January 2013. It deals with Lincoln's fight to end slavery. What is it about Lincoln that makes people line up to see the film? Watch the film trailer here. Here you can find out more about Lincoln and work with tasks: Abraham Lincoln - An Icon? .

The Iron Lady (2011) portrays Margaret Thatcher (Meryl Streep), Britain's first female Prime Minister. She was controversial, both as Leader of the Conservative Party and as Prime Minister, an office that she held for 11 years. Follow this link to watch the *The Iron Lady* trailer. Work with tasks here

The Help (2011) is the filmatization of Katryn Stockett's novel by the same name. She has explained that the idea behind the novel was born in the aftermath of 9/11. Living in New York, she was unable to reach her family in the South, because of the impaired phone and mail services. She was really homesick and started thinking about the maid she had had when she was growing up. In the novel, she gives voice to the African American domestic maids in her hometown of Jackson, Mississippi, in the early 1960s, where the policy of segregation was merciless. Watch the trailer. You will find educational resources at *The Help* - Educational Resources.

Inside Job (2010) is an award-winning documentary that examines what caused the current financial crisis. Charles Ferguson, the director of the film, blames "the systemic corruption of the United States by the financial services industry and the corruption of that systemic corruption." *Inside Job* is divided into five parts, and it starts out with Iceland and how the country's banks were privatized. The film is narrated by Matt Damon. This website offers trailers, glossary and valuable educational resources regarding the economic recession. *Inside Job* resources.

Fire In Babylon (2010) is a documentary about the West Indian cricket team that was unbeaten in a series of test matches in the 1970s and 80s. The legendary team even knocked out their former masters - the British. The supremacy this team attained was symbolic in many respects, and had an impact on black politics and culture. Watch a trailer and read a review at *Fire In Babylon*.

The Social Network (2010) is the story behind the foundation of Facebook. It all started at Harvard University back in 2003 when the two students and friends Martin Zuckerberg (Jessie Eisenberg) and Eduardo Severin (Andrew Garfield) came up with the idea that sparked Facebook. Film Education on *The Social Network*

The King's Speech (2010) When King George V of England died in 1936, his son Albert, Duke of York, was quite unprepared mentally and physically to take over the throne after his father. He was second in line, and no one had expected his elder brother to abdicate. As a king, you have to talk to your people in public, something Albert dreaded more than anything due to an ufortunate stammer. Albert (as a King George VI) is played by Colin Firth. If you want to work with the film, follow this link, *The King's Speech* or work with assignments here. If you would like to watch the entire film you may watch it here.

Sarah's Key (2010) is a dramatic story revolving around the Vel' d' Hiv Roundup of Jews in German occupied Paris in 1942. It is based on the novel by Tatiana de Rosnay**.** The film alternates between two stories, one about Sarah Starzynski, a 10 year-old French Jew, and her experiences in 1942 and the second about a journalist researching the Vel' d' Hiv Roundup in 2009. You can search for a trailer on the web, or watch the whole film, Sarah's Key. A summary and discussion questions are available here.

Oranges and Sunshine (2010) Based on a shocking true story, *Oranges and Sunshine* stars Emily Watson as Margaret Humphreys, a social worker from Nottingham who uncovers a dark National secret. For decades, children in care were being forcibly deported from the UK to
Australia and Canada. Margaret Humphreys brought worldwide attention to
the case and reunited estranged families. Watch the trailer. A study guide is available at Film Education.

Howl (2010) In the film you may listen to the poem recited, learn what inspired Allen Ginsberg to compose it and through the legal process about censorship see why the poem agitated and provoked the Establishment of the 1950's. Even today the poem raises questions; are the issues discussed still controversial, what is blasphemy, and what is not, and should there be any limitations to the freedom of speech? Watch a clip from the film here and work with the poem here.

My Name Is Khan (2010) Rizwan Khan, a Muslim immigrant from India moves to San Francisco. Khan suffers from Asperger's disease. Much to the dismay of his parents, he marries Mandira. Then September 11 arrives, and attitudes towards Muslims undergo a dramatic change - for the worse. This creates a strain on his marriage as well, and in order to win his wife back, he wants to convince the president of the USA in person that the surname Khan is not synonymous with the word *terrorist.* Watch a trailer here. You may find resources here.

Armadillo (2010) was awarded a prestigious critics' prize at the 2010 Cannes Film Festival.The jury described the Danish film as: "a journey into the soldiers' minds and a unique film on the mythological story of man and war staged in its contemporary version in Afghanistan". We follow a troop of Danish soldiers from a few days before departure to their base (Armadillo) in Helmand Province in Afghanistan. In the film we meet the soldiers in their leisure time and on patrol, we see them handing out candies to the children and dealing with the civilians, and in fierce encounters with the Taliban. A lot of issues are raised in the film, but the statement by one of the soldiers who said that they:...." liquidated wounded people and piled up the dead to take pictures of ourselves as heroes" raised public anger. Many saw a parallel to soldier attitudes demonstrated in Abu Graib prison and demanded that the Danish troops should be withdrawn from Afghanistan altogether. Watch a trailer here.

Avatar (2009) James Cameron's science fiction epic about the Na'vi people on the planet Pandora was filmatized with the latest 3D technology available in 2009. The aboriginals on Pandora are exposed to human greed, as they have got something that people on Planet Earth really crave - a precious metal. The themes in this film are linked to curricular issues in our International English course; intercultural communication, the conditions of indigenous peoples, environmentalism and sustainability to mention a few. Follow the link to find educational resources Avatar - Unique Box Office Success.

Desert Flower (2009) is a film based on the Somali top model and human rights activist Waris Dierie's autobiography. The film debates culture clashes and female circumcision. Watch the trailer. Diere has dedicated the last twelve years to fighting against female genital mutilation as a UN Ambassador and as a founder of the The Desert Flower Organization.

Invictus (2009) Read *The Guardian*'s interview with Morgan Freeman who portrays Nelson Mandela in the film about the legendary South African leader. On the same link you can watch a trailer from the film. Morgan Freeman about *Invictus*

Films Released 2000 - 2008

The Hurt Locker (2008) builds on the accounts of the war reporter, photographer and director Mark Boal. In 2004, he joined up with an American bomb sqad that served in the Iraq War. His experiences are mirrored in the screenplay he wrote. On the release of the film, that he co-directed with Katryn Bigelow, he explained that they wanted it to be the first film from the Iraq War from the point of view of the soldiers. They wanted to expose things about a soldier's life "that you can't see on CNN." The film focuses on what makes certain personality types more ready to volunteer for certain conflicts than others, and how the bomb squad soldiers are motivated to attack, when everyone else wants to flee. It was awarded 6 Oscars. Watch the trailer**.** A study guide is available here.

Slumdog Millionaire (2008) is the filmatization of the Indian diplomat and author Wikam Swarup's novel, Q and A. In the film version we meet the young waiter Jamal Malik from the Mumbai slum. No question about it; Jamal, poorly educated and a former street child, is the definite underdog as a contestant in the fictionial quiz game Who Wants to Be a Millionaire? Against all odds, he answers all the questions correctly. When one question remains, though, he is interrogated by the police and accused of cheating. How can a "slumdog" know all the right answers? The film revolves around the explanation Jamal gives his lawyer. By revealing facts about his life in the slum, WE get to know all the answers, and above all, the message comes through: You should fight prejudice! Watch a trailer *Slumdog Millionaire* - Trailer or watch the entire film here. You will find resources here.

Into the Wild (2007) is a film drama based on John Krakauer's biographical book about the adventurer Christopher McCandless who abandoned everything and everyone and set off on a solitary trip to the Alaskan wilderness. By making this journey he highlighted essential existential questions: How does living in a civilized world restrict us? Is it possible to live without these restrictions? Why is the wilderness considered attractive? Do we need other people to give our lives meaning? And do we really need modern technology? Watch trailer. You will find educational material on this blog: *Into the Wild* educational resources.

Atonement (2007) is the fimatisation of Ian McEwan's novel. It is a gripping tale from its beginning in pre-war England to the nightmare of one of the protagonists, Robbie Turner, on the beaches of Dunkirk in 1940. Cecilia Tallis is the love of his life. For Robbie, as the son of a cleaning woman, Cecilia, the daughter of a wealthy estate owner, is considered far out of reach. In pre-war England class restrictions regulated most personal relationships. Their kindling romance is also forcefully interrupted by Cecilia's sister, Briony. She wrongly accuses him of raping a young girl. Briony has been an aspiring writer from an early age, and through her biased narration we perceive her efforts to come to terms with her feelings of guilt. Watch trailer. If you want to work further with the novel/film, take a look at *Atonement* Study Guide.

Outsourced (2006). Todd Anderson (Josh Hamilton) suddenly finds out that his job is outsourced to a call center in India. The film gives a humorous account of what happens when Todd goes to India to train his replacements. *Outsourced* - Working with the Film

This is England (2006) takes us back to 1983 and is based on the director Shane Meadow's own childhood experiences. He lost his father in the Falklands War and is looking for male role models. He finds them in a skinhead gang that harasses the ethnic minorities in the local community. *This is England* - Trailer. Look up educational material at Film Education on *This Is England*.

Babel (2006) Babel is a multi-plot film by the Mexican director Alejandro González Iñárritu set in Morocco, Japan, the USA and Mexico. Above all, this is a narration of how difficult it is to communicate across borders, no matter if they are physical, geographical, cultural or psychological. A main plot revolves around Mexican Amelia (played by Adriana Barazza), who works illegally as a maid and nanny for the Jones family (starring Brad Pitt and Cate Blanchett) in the USA. Amelia is in charge of their two children, when the couple sets off on a vacation trip to Morocco to save their faltering marriage. The Morocco vacation turns into a nightmare, and the couple are unable to return to the USA. This puts Amelia in a critical situation; she has to bring the children with her to her son's wedding in Mexico. The encounter with the US border police when crossing La Linea becomes devastating. Babel - Film Analysis, Babel - Trailer, Babel - Assignment.

House of Sand and Fog (2003). The screenplay builds upon Andre Dubus III's novel from 1999. Ben Kingsley stars in the role of the Iranian ex-colonel, Bahrani. The film portrays a tragic clash of cultures which revolves around the possession of a house located on a desolate beach in California. It gives a heart-rendering and disturbing picture of the vulnerability of a young "white-trash" American girl and a proud, hard-working Iranian immigrant and how much they have in common without realizing it. Watch the trailer.

Cold Mountain (2003), a mountain located in North Carolina that rises 6,030 feet above sea level, has given its name to Charles Frazier's novel and the film adaption. Through the eyes of the Confederate soldier, J.P. Inman (Jude Law), we see how the horrors of the American Civil War affect three different characters. In the film's opening scenes we are thrown right into a battle in Petersburg, Virginia, in 1864, when Inman is seriously injured. Abhorrence of the cruelty of the war and a longing for his sweetheart, Ada (Nicole Kidman), makes him decide to desert and start a long and perilous journey back to Cold Mountain. Watch the trailer. If you watch the entire movie, it is a good idea to compare how this novel excerpt is incorporated: *Cold Mountain* excerpt.

The Queen (2006) Helen Mirren stars in the role as Elizabeth II. The film takes us back to 1997. Tony Blair has just taken office as Britain's new Prime Minister, when Lady Diana tragically dies. England goes crazy with mourning. How do the new Prime Minister and the Queen deal with this situation? Watch the trailer. Further study at Film Education on *The Queen.*

Sicko is a Michael Moore documentary (2007) where he scrutinizes the US health care and insurance system along with the pharmaceutical industry. He compares the domestic health policy to that of other countries, e.g. Norway. In comparison, Norway's health care system appears "too good to be true". Watch the trailer.

There Will Be Blood (2007) is the adaption of Sinclair Upton's novel Oil! (1927). Like the novel, the film also focuses on the new era when oil was first found and extracted from the American soil. The former silver miner, Daniel Plainview, is turned into an oil man when he in 1898 accidentally stumbles across oil in the desert. The film debates greed and business as opposed to religion and family values, and gives a rare portrailt of the driving forces in the early shaping of American identity. Watch the trailer.

Revolutionary Road (2008) is based on Richard Yates' debut novel from 1961. The author has expalined the message in his novel as follows: "I think I meant it more as an indictment of American life in the 1950s. Because during the Fifties there was a general lust for conformity all over this country, by no means only in the suburbs - a kind of blind, desperate clinging to safety and security at any price". The novel depicts what is left of the American Dream, and has been characterized as *The Great Gatsby* of the Fifties. In the film adaption, we meet Kate Winslet and Leonardo DiCaprio as the Wheelers, a married couple in a Connecticut suburb, and through these characters the challenges of the post war generation come to life. Watch the trailer. If you watch the entire film, we recommend that you compare it to this excerpt from the novel. Discuss how this is adapted in the film. *Revolutionary Road* excerpt

Memoirs of a Geisha (2005) This is Steven Speilberg's adaptation of Arthur Golden's novel about a nine year old Japanese girl that, after her mother's death, is sold as a geisha in the early 1930s. The novel, as well as the film, follows Chiyo Sakamoto, who even if she is a fictional character, gives voice to an old tradition in Japanese culture and by this raises many issues about female destinies. Read an excerpt from the novel, *Memoirs of a Geisha* - Excerpt and find out how this is adapted in the movie.

Million Dollar Baby (2004) Is the American Dream attainable for everyone? What if you are a girl? Throughout history women have been regarded as second class citizens. To make it even more complicated; what if you are a white trash girl from Missouri who wants to excel in an all male sport? In *Million Dollar Baby* the waitress Margaret Fitzgerald (Hilary Swank), has to fight every imaginable prejudice in order to fulfil her dream. One of the toughest obstacles turns out to be her very own boxing trainer Frankie (Clint Eastwood). The film is based upon a short story by a former boxing trainer. A good way of working with *Million Dollar Baby,* is to study the way the short story is adapted to film. Watch the entire film here.

Hotel Rwanda (2004) is based on Hotel Manager Paul Rusesabagina's account of what happened during the bloody conflict between the Hutu and the Tutsi people, in Rwanda in the early 1990s. Estimates confirm that 77% of the Tutsi people were massacred (Human Rights Watch). The film also describes how the world decided to turn a blind eye to the genocide. You will find resources on Film Education on Hotel Rwanda.

Rabbit-Proof Fence (2002) is a film based on a true story. It depicts how three Aboriginal girls walked a distance of 1,500 miles and spent 9 weeks in the Australian outback to get back to their native village and their families. In 1931, they were, as a part of the official Australian policy aimed at forcing the Aborigines to adapt to the majority culture, kidnapped from their homes. The three small representatives of what is later known by the name "The Stolen Generation" were relocated and trained as domestic servants. Their story along with numerous other victims of this policy, made the Australian government make an official apology to the Aborigines in 2007. Watch *Rabbit-Proof Fence* - Trailer. Check *Rabbit-Proof Fence* – Study Guide.

Thirteen Days *(2000)* is a docudrama based on the thirteen days in 1962 when the world stood still, confronted with the potential outbreak of a new World War. The Cuban Missile Crisis was one of the most critical moments in the Cold War between the USA and the past superpower, the Soviet Union, and also the most challenging moment in John F. Kennedy's presidential career. The drama that took place inside the White House and behind the political scenes was a fight where also personal values were at stake. The placing of nuclear weapons in what the Americans considered as their "backyard", Cuba, was perceived as an act of war. Watch the *Thirteen Days* trailer. Study guide: *Thirteen Days* on Film Education.

Erin Brockovich (2000) is a biographical filmatization of a single mother's struggle in 1993 to defeat a powerful enemy, a US Gas and Electric company, in court. Erin Brokovich, played by Julia Roberts, accidentally finds out that the company is to blame for the contamination of the ground water in Hinkley, California, causing many residents to fall sick with cancer. Check out Erin Brockovich's website, Erin Brockovich Official Website.

Films Released before 2000

Snow Falling on Cedars (1999) is a film based on David Guterson's novel. The story brings us to a small fishing village in the state of Washington on the Pacific coast in 1951. A Japanese American fisherman is accused of murdering a white man. The case is brought to court and the suspect risks being innocently convicted. Since the attack on Pearl Harbor in 1941, there was a strong anti-Japanese sentiment in the USA. The storyline includes the "impossible" love between a white American and his Japanese American girlfriend, the Internment of Japanese Americans and how difficult it is to fight prejudice. Watch the trailer . Read this excerpt from the novel and find out how it is incorporated into the film: *Snow Falling on Cedars* excerpt.

Dead Man Walking (1995) portrays Matthew Poncelet (Sean Penn), a prisoner on death row, convicted of killing two teenage lovers, in Louisiana in the 1980s. The film depicts the Roman Catholic nun, Sister Helen Prejean's fight to make an appeal to obtain life imprisonment for Poncelet, but it also demonstrates how the nun is torn between her sympathy for the victims and their families and her urge to forgive. The film is based on Helen Prejean's non-fiction book where she speaks out against capital punishment. Sister Prejean has become one of the most fierce advocates for abolition of the death penalty in the USA. Watch the trailer, *Dead Man Walking*. Read more about Prejean's work here: Sister Helen Prejean. It is also a good idea to relate the film to Thomas Hardy's poem, *The Dead Man Walking,* and Bruce Springsteen's lyrics.

Forrest Gump (1994) Watch the film over again to highlight US history and events ranging from the 1950's to the 1980'sForrest Gump - Revisited

American History X (1998) is a merciless portrait of two brothers. Due to his strong personality and intellect, Derek Vineyard (Edward Norton), the elder brother, becomes the hero, not only for his younger brother, Danny, but for his family and the neo-Nazi-gang he comes to lead. The two boys are raised in a white family in Venice Beach, L.A., a multicultural community that has faced severe social and racial challenges. When the boys' father, a fireman, is killed by a black drug dealer, while he is trying to extinguish a fire, the latent hatred is ignited. Derek does not back down for anything, and eventually he kills two black gang members. While serving his term in prison, he is humiliated and victimized, something which gives rise to an increasing understanding of how prejudice blurs the mind. Now he starts his fight to save his little brother, who in the mean-time, has taken up the family tradition of revenge and the ideology of white supremacy. Watch the trailer. You should keep in mind that this film has traditionally been given as essay assignments and reports. Consequently, a search for this movie will come up with several "hits", but they may not be reliable. Due to its thematic link to racism, you should also check the ethical platform of your sources.

Amistad (1997) is a Steven Spielberg drama based upon an uprising in 1839 among the West African slaves that were captured on board the Spanish ship *La Amistad.* The storyline also includes the legal aftermath in the Supreme Court in Washington where former President John Quincy Adams (Anthony Hopkins) is a spokesman for the slaves and the abolition of slavery. Watch the trailer. You will find more resources at *Amistad* on Film Education .

The Green Mile (1999) is the film version of Stephen King's thriller of a novel. In retrospect, the former warden Paul Edgecomb (Tom Hanks), gives us his gripping account of an incident that happened among the inmates on Death Row in a Louisiana prison during the Great Depression. Even if his tale includes a demonstration of supernatural powers, it raises fundamental questions regarding innocently convicted prisoners and capital punishment, and it dissects the deep-rooted prejudice against the African Americans in the 1930s. Watch trailer.

The Great Gatsby (1974) is based on Scott Fitzgerald's legendary novel from 1925. The 1920s kindled a new social class in the USA, the ones that made quick fortunes on the stock market or on importing alcohol; liqor was strictly prohibited at the time. Jay Gatsby is an upstart. He is incredibly rich and buys a big estate on Long Island, but being newly rich, does not go down well among those with "old money". As a young boy he fell in love with the unattainable Daisy, a girl belonging to the elite. Now, with money in his pocket, he desperately wants an entry ticket to her fashionable circle and to her cold heart. With the 1929 Wall Street Crash looming "backstage", the novel and film give a portrayal of the Roaring Twenties. A new film edition with Leonardo DiCaprio starring in the role as Gatsby, will be released in December 2012. This site may be used to analyze the novel as well as the film: *The Great Gatsby* Analysis.

Of Mice and Men is the adaption of John Steinbeck's novel *Of Mice and Men* (1937), set in California during the Great Depression. It brings to life the two hobos and friends, George (the narrator) and the mentally retarded Lennie, who, as it turns out, has a fatal crush on furry pets. The story gives a moving and warm portrait of the two buddies as well as a harsh image of the social misery and working-class struggle in the 30s. Watch the trailer. Read about how the novel was adapted to the screen at *Of Mice and Men*.

To Kill a Mocking Bird is based on one of the most read novels in the USA, Harper Lee's Gothic story with the same title from 1960. It is based on her childhood experiences in the Deep South and a particular criminal act that occurred in a neighbouring city in 1936. This incident ignited the latent racism and hatred in the local community. As the narrator's father, the lawyer Atticus Finch, Gregory Peck performs one of his most memorable roles. Watch the trailer. To work with the film/novel you may use this link *To Kill a Mocking Bird* - Resources.

Recommended Reading

Forfatter: Eli M. Huseby, Åse Elin Langeland
Recommended Reading (100302)

This list of recommended books may be used in teaching Social Studies English. The list is in no way complete and we will update and revise it regularly. To make this site a useful tool, we would appreciate your tips and recommendations.

A more extensive list of literature can be found on Shmoop, a site which also offers learning guides with summaries, questions, description of characters, quotes, themes, quizzes, facts, essay questions, photos and more. GCSE Bitesize Literature offers study guides to prose fiction, short stories and dramas. The site also provides audio clips and videos.

A lot of students will be asked to write a novel report. If you are looking for other ways to work with novels, we recommend Working with Novels. If you are asked to analyze novels, you will find useful links at How to Analyze a Novel.

Alexie, Sherman: The Absolutely True Diary of a Part-Time Indian (2007)

What is it like to be an American Indian today? Arnold Spirit Jr. is a fourteen-year-old Indian growing up on the reservation. However, he is the reservation outcast – an outsider – and he is routinely bullied and beaten up. Arnold, like Sherman Alexie, makes a choice to leave the reservation and attend a white school. Considered a traitor, Arnold is caught between two worlds: his home on the reservation and the white high school he attends. You can listen to the first chapter and read the two first chapters from the book here.

Beah, Ishmael: A Long Way Gone (2007)

12-year-old Ishmael Beah lives a fairly happy life in Sierra Leone until the civil war breaks out and he is forced to run for his life. By the age of thirteen he is forcefully recruited by the government army and trained to kill his enemies in the most brutal ways.

In the book we follow Beah through the years as a child soldier in Sierra Leone. We also see him through the period after he is released by the army and sent to a UNICEF rehabilitation center. Finally we follow him to the USA where he now lives.

Read more about the novel, including an excerpt, and watch an interview with Beah on *A Long Way Gone*.

Boyle T.C.: The Tortilla Curtain (1995)

The Absolutely True Diary of a Part-Time Indian

Extremely Loud and Incredibly Close Poster

A Long Way Gone

The Tortilla Curtain is set in Topanga Canyon, California during the 1990s. The novel is considered one of Boyle's most controversial books with its focus on illegal immigration, middle-class values and how two different groups interpret the American Dream. It deals with two couples, Delaney and Kyra Mossbacher, a yuppie American family, and Cándido and América Rincon, Mexican illegals living in the bushes on the outskirts of the city. Boyle focuses on the hardships and brutality illegal immigrants experience at the hands of unscrupulous "patróns" or Mexican and American employers once they get over the border.

Read more about the novel, including an excerpt, and learn more about the writer on *The Tortilla Curtain*.

Cleave, Chris : The Other Hand (Little Bee) (2008)

The Other Hand also known as *Little Bee* is a story about Little Bee, a Nigerian asylum-seeker, and Sarah, a British magazine editor, who meet during the oil conflict in the Niger Delta, and are re-united in England several years later**.** The novel examines the treatment of refugees by the asylum system, as well as issues of British colonialism, globalization, political violence and personal accountability.

Waterstonescom has made this promotional video of the novel featuring Chris Cleave. *The Other Hand*

Douglas, Adams: The Hitchhiker's Guide to the Galaxy (1978)

Douglas Adams' comic science fiction novel consists of three parts. *The Hitchhiker's Guide to the Galaxy* was adapted to film in 2005 and there have been numerous adaptations for radio and TV. In all the versions we follow the adventures of the unlucky Arthur Dent, but we also get familiar with other major characters: Ford Prefect, Ford's relative the Galactic President, the robot Marvin, an alien from another small planet, and a researcher for the guidebook and Trillian, a woman who together with Arthur, is the only human who survived the destruction of the Earth. The last part is *The Restaurant at the End of the Universe*. In Chapter 16, p. 82 you will find a scene where the dish of the day presents itself. Read an excerpt here.

Foer, Jonathan Safron: Extremely Loud and Incredibly Close (2005)

Oskar is an extraordinary child in many ways. He loves French and one of his dearest idols is the physicist Stephen Hawkings. To cope with his feeling of guilt for not picking up the phone when his dad called from the Twin Towers and the loss of his best friend, his dad, he starts a quest to find a lock matching his dad's key. Oskar believes that the lock belongs to someone by the surname "Black" that can reveal more about whom his dad was.

Watch this video with Foer to learn more about the novel. Read an excerpt here.

Ford, Jamie: Hotel on the Corner of Bitter and Sweet (2009)

Hotel on the Corner of Bitter and Sweet is about the love and friendship between Henry Lee, a Chinese American boy, and Keiko Okabe, a Japanese American girl. They are both American citizens but their ethnic backgrounds impact their destinies in very different ways during WWII.

Kelko and her family are forced to leave Seattle and live in an internment camp because the government orders all persons of Japanese descent to evacuate their homes and submit to voluntary internment.

The Tortilla Curtain

The Help Book Cover

Life of Pi Poster

George Orwell's Nineteen Eighty Four (1949)

Forty years later, Henry is standing outside the Panama Hotel which has been boarded up for decades, hiding the belongings of Japanese families, left when they were rounded up and sent to internment camps. In the hotel's dark basement Henry begins looking for signs of the Okabe's belongings. Read an excerpt. You can find a study guide here.

Gilbert, Elizabeth: Eat, Pray and Love (2006)

In Elizabeth Gilbert's novel, *Eat, Pray and Love* the protagonist sets off on a journey of self-realization. The journey brings her to Italy, India and Bali. The first part is dedicated to exploring the famous Italian cuisine. The novel was adapted to film in 2010 featuring Julia Roberts as the protagonist. Read an excerpt from chapter 26 where the protagonist discovers that food and eating out is an inextricable part of Italian culture here.

Golding, William: Lord of the Flies (1954)

This legendary novel depicts a group of school boys that find themselves stranded on a deserted island. Soon after landing, the boys are split into two teams, one that we may describe as "the good guys", most notedly consisting of Piggy, the twins and their leader Ralph, and "the bad guys" led by Jack. The author clearly draws upon his experiences from the World Wars.

Read more about the novel and work with tasks here.

Hill, Lawrence: The Book of Negroes (Canada)/Someone Knows My Name (the USA, Australia, New Zealand) (2010)

The novel is inspired by a historical record of slaves, known as The Book of Negroes.Through his protagonist, Aminata Diallo, Hill recapitulates the abduction of people by British slavers from West Africa to labor on the plantations of the colonies in the Carribbean and America. In the mid-1700s eleven year old Aminata is kidnapped from her local village and brought to South Carolina as a slave. We follow Aminata on her way to freedom.This leads us to South Carolina via Nova Scotia, Canada and Sierra Leone and eventually ends up in London. Aminata's story has many parallells to the historical Olaudah Equianao, a freed slave that became one of the first black spokesmen for the abolition of slavery. Hill describes a memorable encounter between his fictional Aminata and the histroical Olaudah in London. Read Olaudah's own account and general information about the slave trade here.

On the author's home site you may gain general information about the novel, browse into the book and listen to an excerpt. Harper Collins has a very useful novel guide The Book of Negroes Study Guide.

Humphreys, Margaret: Empty Cradles (Oranges & Sunshine) (1994)

In 1986, Margaret Humphreys, a Nottingham social worker, received a letter from a woman who claimed that, at the age of four, she had been put on a boat to Australia by the British government. At first, Margaret Humphreys found this hard to believe, but soon discovered that this woman's story was just the tip of an enormous iceberg. As many as 150 000 children had been deported from Britain and shipped off to a new life in Australia, Rhodesia, New Zealand and Canada. Margaret Humphreys reveals how she gradually unravelled this shocking secret.

You can read the opening pages of the book here. The book has also been made into a film. Watch the trailer.

Kennedy, Douglas: The Pursuit of Happiness (2001)

At her mother's funeral Kate Malone observes a mourning woman that she does not recognize. Days later, however, she is accosted by this same mysterious woman named Sara Smythe. Sarah tells Kate that she knew her as a little girl and gives her a manuscript revealing how she knew Kate because she was close to her father. Upon reading Sara's story, Kate realizes that she hardly knew her father.

The funeral is set in the present time, while Sara's story is unraveled in postwar New York. The story gives an insight into how the nightmare of the McCarthy witch-hunts affected the lives of innocent people.

Read an excerpt. A reading guide can be found here.

Kidd, Sue Monk: The Secret Life of Bees (2002)

The setting is South Carolina in the American South, and the year is 1964, when civil rights for African Americans were being put into effect. We are introduced to the 14-year-old, motherless Lily and the black maid Rosaleen, who acts as her surrogate mother. As part of the application of the Civil Rights Act, African Americans were called to register in order to vote, and Lily accompanies Rosaleen to town. There she gets first-hand experience of the injustice of racism. The story also entails Lily's need to find out about her mother's destiny and from there - define herself as an individual and a young woman.

Study guides to the novel are found on such sites as sparknotes.com, enotes.com and cliffsnotes, and us.penguingroup.com has a good teacher's guide with some references to the film. A good way to work with the novel is exemplified at The Secret Life of Bees Wiki where Grade 10 students in Melbourne have created a wiki about their work with the novel.

Lee, Harper: To Kill A Mocking Bird (1960)

This novel is one of the most read novels in the USA.This Gothic story from 1960 is based on the author's childhood experiences in the Deep South and a particular criminal act that occurred in a neighbouring city in 1936. This incident ignited the latent racism and hatred in the local community.

To work with novel, you may use this link.

Levy, Andrea: Small Island (2004)

Inspired by her Jamaican parents' stories from their first encounter with England in the immediate years after World War II and the Jamaican British diaspora's experience, Levy brings to life the young school teacher Hortense and the RAF sergeant Gilbert. Thus she gives a voice to the Afro-Caribbean immigrants in post-war UK. World War II transformed the lives of the English couple Queenie and Bernard and the Jamaican couple Hortense and Gilbert. This is a novel depicting lives that are mysteriously intertwined and with huge culture clashes, but in spite of everything, new options open up which bring hope for a brighter future. Read more about the novel and work with tasks at here.

Martel, Yann: Life of Pi (2001)

"Jesus, Mary, Muhammad and Vishnu, how good to see you, Richard Parker! Don't give up, please. Come to the lifeboat. Do you hear this whistle? TREEEEEE! TREEEEEE! TREEEEEE! You heard right. Swim, swim! You're a strong swimmer. .." How does the protagonist Pi end up with a bengal tiger by the name of Richard Parker as his ship mate? The fantasy adventure novel, *Life of Pi*, highlights religious thinking and different beliefs and invites its readers to ponder existensial issues about life and identity. From his childhood years in India Pi started to reflect on religious issues and he soon ended up in an argument with his father about practising all the main religions at once. Read an excerpt here. You may also find resources about the film adaptation on Life of Pi Film Education.

Orwell, George: Nineteen Eighty-Four (1948)

Nineteen Eighty-Four is a dystopian science fiction story about a nightmare society.The novel depicts a state controlled by rulers who abuse the available technology to repress the population. George Orwell's *Nineteen Eighty-Four* (1948) scared the wits out of contemporary readers in the 20th century. The only comfort was that a Big Brother society ruling out all individual thinking and the subsequent alienation experienced by the protagonists in the novel, seemed unlikely to happen in the near future. Read an excerpt.

Salinger, J.D. : The Catcher in the Rye (1961)

The Catcher in the Rye has been a best seller for decades and created a whole new trend of writing. It stands out as the most iconic novel about a new type of protagonist - the young and disillusioned Holden Caulfield. We meet him in New York City and at Pencey Prep School in Pennsylvania during a long weekend. Read an excerpt from the opening of the novel and work on tasks.

Sharak, Elif: The Bastard of Istanbul (2006)

One of the issues that official Turkish authorities traditionally have put a ban on is to discuss the Armenian Genocide (1915 - 1919). In *A Bastard of Istanbul*, Elif Shafak's fictional character, Armanoush, had a grandfather that was murdered in the genocide. Because of the novel the author was put on trial for offending "Turkishness". Read an excerpt here.

Steinbeck, John: Of Mice and Men (1937)

George Milton and Lennie Small are migrant workers traveling together to find work on farms in California. They are best friends and hope that they one day will attain their dream of settling down on their own piece of land. However, although they are good workers, they seem unable to hold down jobs for long. This is mostly due to Lennie's urge to to pet "soft things," including, mice, rabbits, puppies, and…women. In this way they constantly get into trouble. In Soledad, however, everything seems to work out – until the inevitable happens. Shmoop offers a good study guide on Of Mice and Men Study Guide and on GCSE Bitesize you will find videos on plot, characters and theme.

Stocket, Katheryn: The Help (2009)

The Help focuses on the stories of three women dealing with the problems of segregation and race relations in Jackson, Mississippi in the 1960s. A young, white woman, Eugenia Phelan, and two black maids, Aibileen Clark and Minny Jackson, speak out against inequality and institutionalized racism. With the threat of isolation and brutal violence hanging over their heads, they choose to cross lines and tear down the old barriers between blacks and whites, built up from the time of slavery and the establishment of the rigid Jim Crow Laws. Read more about the novel, including an excerpt, on *The Help* . If you want to work with the complete novel, you will find a study guide here.

Updike, John: Terrorist (2006)

What makes an 18-year old become a terrorist? In the novel *Terrorist*, the American author, John Updike, gives a portrait of a young boy on his way to become a suicide bomber and jihadist. Read an excerpt from the novel and work with related tasks here.

Staging Short Stories

Forfatter: Åse Elin Langeland
Staging Short Stories (134490)

How about making a staged version of a short story? The teacher will divide you into groups and give you a short story to work with. Your job is to rewrite the story into a script making it possible to act it out. You may have to adjust the script to the number of people in your group.

You should learn your lines by heart and rehearse the dialogue with your group. Some props may add an extra flair to your performance.

The story could also be recorded as a radio play, using sounds and background music to set the atmosphere.

Suggested Short Stories

Doris Lessing: "No Witchcraft for Sale"

Ernest Hemingway: "Hills Like White Elephants"

Salman Rushdie: "Good Advice is Rarer than Rubies"

Pete Hamill: "Going Home"

Barry Rosenberg: "Dial 000"

Roald Dahl: "The Way Up to Heaven"

Alice Munro: "Amundsen"

Raymond Carver: "Popular Mechanics"

Patricia Highsmith: "The Snail-Watcher"

Working together

Theatre masks

Suspense

Ten Tips for Using Songs in English Lessons

Forfatter: Randi Hadland
Ten Tips for Using Songs in English Lessons (72292)

Black Eyed Peas

Why should we incorporate songs in English lessons? Well, why not? After all, songs could very well contain excellent examples of how to experiment with the English language and thus entail a brilliant opportunity to improve the vocabulary of the students. In addition, songs could of course offer thoughts on current or historical events in English-speaking countries. One could also argue that lyrics always have a personal touch, which in turn could make difficult topics more comprehensible for the students. Here follows a short list of tips for how to use songs in English lessons.

In order to access the links, you have to have Spotify installed on your computer. There is a free version of the program available on Spotify. An alternative is the Norwegian program Wimp, which you can access free for a month.

1. **Vocabulary Training:** Since most song lyrics are quite brief, it is possible for the students to translate the entire text into Norwegian, for instance. You could also give the students a copy of the lyrics but omit several words from it. The students would then have to listen carefully and try to fill in the gaps in the song. You can use almost any song for this purpose, for instance Sweet Home Alabama - Lynyrd Skynyrd or Where Is the Love? Black Eyed Peas
2. **Discussion:** Choose a song where it is obvious that the listeners are supposed to take a stand, and prepare questions for the students to discuss. The questions should include some vague hints about theme in order to get the students on the right track. Examples of such songs could be Sunday Bloody Sunday - U2 or Famine - Sinead O'Connor
3. **Musical Interlude:** Listening to music together in class could be an interesting experience, even if you do not prepare an entire set of tasks and activities. Choose a song that you think the students are able to relate to even if it is the first time they hear it, and simply ask them afterwards if they liked it and if someone could comment on what they think is the theme of the song. For instance, you could listen to The River - Bruce Springsteen & The E Street Band or Working Class Hero - John Lennon
4. **Introduction:** When you are a starting a new topic in class, you could find a suitable song to use as part of your introduction or presentation. Make sure it contains some references that you can comment on later. If you are going to work with American history (and patriotism), you can for instance use Ragged Old Flag - Johnny Cash . If you are going to work with Native American history, the song Indian Reservation - Paul Rever & the Raiders could be used.
5. **Writing:** In combination with factual texts about a topic, songs could be used as a basis for writing different kinds of texts, for instance articles. The tasks should be formed in a way that allows the students to combine their knowledge of the topic and at the same time include references to the songs they have listened to in class. There are many interesting songs about immigration to the United States that can be used in this connection, for instance Across the Borderline - Willie Nelson and Immigrant Eyes-2007 - Emmylou Harris .
6. **Research:** A song about a historical topic, like for instance the conflict in Northern Ireland, There Were Roses - Tommy Sands or the treatment of Aboriginal children in Australia,Took the Children Away - Archie Roach could be followed by specific research tasks for the students. Their job could be to find evidence for the information given in the songs, or to find answers to specific questions about the historical events or issues that the song deals with.
7. **Analysis:** Work with the lyrics in the same way you would approach a poem. Look at symbols, rhyming patterns, metaphors and other lyrical devices. Finally, the students could try to find and argue for what they think is the theme and message of the song. Example of a song that can be analyzed: In the Ghetto - Elvis Presley
8. **Interpretation:** An alternative to a full literary analysis, is to focus solely on the theme or message of the song. The students can for instance write texts about their understanding and interpretation of the song, and comment on whether they think the song is still relevant today. See for instance Man in Black - Johnny Cash or American Idiot - Green Day .
9. **Compare different songs:** Listen to two or more songs about the same topic, but with slightly different angles. If you make the students analyze, interpret and compare these, it will be a good

Billie Joe Armstrong, Green Day

exercise to see different kinds of argument.

10. **Sing:** If you choose to work with a song that the students have heard before, you can of course sing it together in class. In addition to being an amusing break from the usual writing tasks, the students will practice pronunciation and intonation. An example you could use in this connection is Imagine - John Lennon .

Already Made

We have already made some tasks related to a song called “American Tune” by Paul Simon, where some of the tips listed above are illustrated. See American Tune.

If you need more examples of songs that can be used U2 in the classroom, see the English Playlist on Spotify.

"The Book was Better." Literature and Film

Forfatter: Jan-Louis Nagel
"The Book was Better" - When Literature becomes Film (90714)

We have all at some time left a cinema theatre with a feeling of disappointment after having seen a filmed version of a book we have appreciated. Making a film out of a successful novel has tempted many film makers. But the transition from novel to film is not easy, and more than often the film comes out as a reduced and meagre adaption of a great story.

These words appear in the article; make sure you know them before you read the text.

casting, narrative, to counsel, previously, to perceive, adaption, feature film, to emphasize, to justify, diversity, to justify, diversity, to transfer, transition, identifiable, to approve, to distort

From Literature to Film

Camera crew film the piece called 'The Age of Bullshit 2010' by George Shaw
Fotograf: Scott Heppell

First the author will have to give his or her permission to transfer the literary work into a motion picture. Once the financial things have been sorted out and there is an official producer, the actual film work starts. First a script writer must write a film script based on the narrative of the book; it is a challenge to turn a piece of literature into a visual presentation. Script writers are professionals who know how to structure a story for film and how a narrative will work best as a filmic expression, but they are not authors. So in most cases they will have to counsel the writer as they go along, but many authors may also want to stay out of this process and leave it in the hands of the script writer. Then there are all the other aspects of a film production, casting, shooting, and editing. They shoot the same scene over and over until the director is satisfied, and the cutting and editing also will take a lot of work to complete. It is a very time-demanding process with a lot of different elements that have to come together before the final result is ready for release. And then there is the publishing and distribution process which has to do with marketing and promoting the film for the box office.

My Mind's Eye

We are all familiar with the phrase "I think the book was better" after one has seen the film version of a novel one previously has read. Let's reflect a bit on why this, in most cases, probably is a correct statement. First of all, the two media are perceived differently, but in some way they both end up as pictures, visually or mentally. The universe of a novel comes alive in the mind of the reader; he has to see the plot, the characters, and the setting in his mind's eye. However, when you watch a film these pictures are ready made for you; the director and the camera-crew present their own visualization of the same features. And if these images clash with your own pre-created pictures, which they more than often do, the film version will in most cases come out as "wrong", because our brain will react negatively to a new and different version. It is funny that the other way around it works a bit differently. If one picks up the book after having seen a filmed adaption, one will usually find that the images from the film are a supporting element for a visual understanding of the text.

Cut to the Chase

But there are other elements that make the film version come out as lacking compared to the literary text. One is the extent of the plot and the complexity of the universe the novel can offer. A book can take you to different settings and places just like that. The writer has only the limitation of his own imagination when he creates his literary universe, and many famous novels have a plot that develops over a long time span in many different settings. This will of course give the script writer and the director of a film a dilemma – what to leave out? To cover every detail in the novel is simply impossible for a regular two-hour feature film. Film makers tend to select the most dramatic scenes to capture the audiences, so they will often “cut to the chase” as they say in Hollywood. So your disappointment with the film may also be justified because so much has been left out. The film may be as good as any, but compared to the diversity of the book it simply does not add up. The structure and chronology may also be presented differently in a film version because the director and the editor will take liberties in giving the film their own personal artistic touch.

Less is More

On the other hand, there are a number of features of a film that the literary version cannot compete with. One of these is music and sound effects. They are there to complement the scenes and emphasize the tension or the development of the plot. Even the silent movies in the old days were accompanied by piano music performed live during the show. But the question is – how many effects and how much musical support does a film need to be appreciated? In some films, particularly in some Hollywood productions the music is a very important element of the total concept, and will set the mood of every scene like the icing on a cake. But if you watch e.g. a French or Italian film the music usually plays a much less dominant role, and the filmic effect is often better. Natural sounds and silence leave more attention to what goes on on the screen. Some Hollywood producers should perhaps remember that often “less is more”, particularly when it comes to “literary films”. Another feature which separates the way we perceive a film version and a literary text is how the film can manipulate by using lighting and camera angles. In that respect also we are in the hands of the director and the camera crew. Reading a book, on the other hand, is a silent and private process that takes place in the mind of the reader without supplementary effects of any kind.

Two Successful Lords

There are a number of examples of how literature has been put into film with disastrous results, but at the same time many novels have been so successfully transferred to the screen that they have become film classics. A successful transition from text to film has to preserve the epic elements of the book, and it must supplement the narrative positively. In some cases a film can even clarify certain obscure elements of a book and in that way add up to the way we understand the story. A brilliant example is Peter Jackson's extensive film version of J.R.R Tolkien's "The Lord of the Rings". There were many sceptics among the fans before the release of the first of the three films, but most of them were brought to silence by the spectacular scenes and the way the narrative was displayed on the screen. William Golding's "Lord of the Flies" is another good example of a successful transition from literature to film. It has been filmed twice with rather different filmic approaches. The first, black and white version from 1963 is quite true to the original text in Golding's novel and has managed to keep the disturbing atmosphere of the novel. The newest version (1990) tells the same story, but puts it in a more modern context, which is a venture that has flopped before, but in this case it works quite well. This film makes Golding's agenda even more evident and unsettling, because it gives the theme a more universal value and makes it more identifiable with a modern world.

The Lord of the Rings Cover
Fotograf: Berit Roald

Will the Author Approve?

To sum up, film and literature are two completely different ways of telling a story. They both have their advantages compared to the other. But when a film sets out to tell the same story that you have read in a book, there are certain elements that will define the outcome of such a transition. The result may be good or bad, but it certainly will be different. For many authors it is flattering to be asked and probably tempting to approve of a film version, since it is an opportunity to reach a bigger audience. But it is a fact that many authors have become quite dissatisfied with the way their literary work has turned out on the screen as a commercial light-version they hardly recognise. Perhaps that is why J.D. Salinger who wrote "The Catcher in The Rye" (1945) never allowed his famous novel to be turned into a movie, even though it is a very visual story, and many directors have wanted to do it. He probably did not want to let a film maker distort the images his book had created in the minds of his readers.

Comprehension

1. Explain the meaning of and difference between visual and mental images.
2. Explain the phrases "less is more" and "cut to the chase".
3. Why do you think "The Lord of the Rings" was such a succesful transition from literature to film?
4. List some of the main advantages and disadvantages of the two different media - literature and film.

Compare Book and Film

Wuthering Heights and The Constant Gardener

Read the first chapter of the novels. Then watch the beginning of the film (about 15 mins).
Do they start in the same way? How does the information received compare with respect to setting, characters, etc.?

- The Constant Gardener by John Le Carre The Constant Gardener - From Chapter One,
- Wuthering Heights by Emily Bronte Wuthering Heights - Chapter 1

These links are to the film trailers, but it would be more infomative to work with the actual feature films. The Constant Gardener - Trailer, Wuthering Heights 2009 - Trailer

Lord of the Flies

Do an in-depth study of *"Lord of the Flies"* where you compare the original novel by William Golding and the "updated" 1990 film version. Make a presentation where you point out differences and similarities between the two versions. Do you think Golding approved of the new film version? (He died in 1993.) You may even take this further: Watch the black and white version from 1963 as well and include that in your comparison. When you have read the book, and watched the film(s), search the net for information and inspiration for your presentation.

Working with Novels

Forfatter: Åse Elin Langeland, Eli Huseby
Working with Novels (96478)

Having read a novel, you are traditionally asked to analyze the book or write a book report, and an outline for such work can be found in the Skills and Tools menu. On this page, however, we have listed different ideas for working with a novel, hoping you may find some of them interesting and rewarding. Some of the projects are based on digital tools that can be downloaded or sites where you need a personal account. These tools are all free.

Board Game

Create a board game in which the game pieces represent the characters and the board shows the plot sequence or main events of the novel. The game must include rules and be playable. You might want to consider games like Monopoly, Brainstorm or Clue to get some ideas.

You can find more information about making a board game on this page: Create a Board Game. Here you will also find templates to download in the link collection.

Trailer

Movie previews always offer a quick sequence of the highlights in the movie to lure us into watching it. Having read a novel consider which moments you would include in a movie preview. Make a storyboard or narrate the scenes for your trailer. You might want to produce the trailer as well. If you do not want to be actors yourselves, you can use the digital tool GoAnimate. You need to create an account. Watch a tutorial here.

Act Out or Dramatize

Use puppets or finger puppets representing the main characters in the novel and act out the plot of the entire novel. Think of the setting when staging your play.

Dramatize a scene from the story with other students. You can also use puppets or the digital tool GoAnimate (see above).

Radio Program

Choose a character from the novel and make a radio program where you interview her/him. Include music and and other prompts to make it real. You might even consider questions from your listeners. Work in pairs/groups and use audacity to record it. Click here to download audacity. Click here for tutorials.

Talk Show

Host a talkshow. Students play the host, author, and cast of characters. Allow questions from the audience. You might want to record the show.

Digital Collage

Create a digital collage using words and images representing the entire novel, e.g. the main characters, major events, turning point, setting and themes. Use Glogster to make the collage. (You can watch a Glogster tutorial here.)

Comic Book

Re-write the entire novel in comic book form. Do not change the story and remain true to descriptions of characters and setting. You might find the digital tool Toondoo useful. You need to create an account.

Batman

Alphabetical Significance

Use the alphabet and write a word (noun, verb, adverb, or adjective) that is relevant to the book for each letter. Write at least one sentence explaining the significance of the different words.

Quotations

Choose a character from the book and select at least eight quotations from the text revealing the character's personality. Explain what each quotation reveals about the character. Include which page the quotation is taken from. Write a characterization of this person including at least two of the quotations in your running text showing that you know how to quote.

Brochure

Create a brochure or pamphlet with drawings, pictures and text that advertise or promote something in the novel. Use Publisher templates or equivalent.

Letters

Write a series of letters or chat messages that two main characters in the novel might have written to one another during the course of the novel.

Newspaper or Magazine

Create a newspaper or a magazine based on the book you are reading. Consider the different genres found in these kinds of publications and make sure they are included in yours. Use Publisher templates or equivalent.

Front cover

Crosswords

Make a crossword puzzle using words from your novel. Include character names, setting, and main ideas or terms from the book. You might find Hot Potatoes to be a useful tool.

Obituary

Write an obituary or a eulogy for one of the characters in the novel. Give all the important information such as birthplace, schooling, accomplishments, career and family. Consider how this person would have wanted to be remembered?

Story Pyramid

Use the The Story Pyramid to write about the novel.

Book Café

Time required: A double lesson.
The goal of this exercise is to study various characters in the novel. This is done by arranging the classroom into a "book café". Arrange the desks in groups and make it look like a café. The characters (students) are invited to drink tea and chat with the other characters (students). By taking a character's point of view and by chatting with the other characters, the students get the opportunity to explore the novel.

Step by Step

Step 1: Assign a character to each student. If we use Jane Austen's *Pride and Prejudice* as an example, the following characters might be considered: Elizabeth Bennet, Mr. Darcy, Mr. and Mrs. Bennet, Elizabeth's four sisters, Charles Bingley, Caroline Bingley and Mr. Wickham.
Step 2: This involves exploring relationships. To create meeting places for the characters, we go to the "book café". Here the students are going to find out more about "their" character and this character's relationship to another character in the novel (e.g Elizabeth vs. Mr. Darcy). The teacher decides which relationships should be explored.

1. Decide which relationships in the novel that you want the students to explore (e.g. Elizabeth vs. Mr. Darcy, Mrs. Bennet vs. Elizabeth, Mr. Darcy vs. Mr. Wickham and so forth). Each student is assigned a character and a relationship with one other character.
2. Make arrangements with your students before you start, to make coffee/tea, make name tags (Elizabeth Bennet, Mr. Darcy and so forth), and arrange tables and chairs in groups. Place labels or name tags on the tables - one character's name on each table.
3. **Part One**: For 30 min. all the Elizabeths, should be seated together, all the Mr. Darcys together and so forth in order to explore "their" character and make questions for their counterparts (the relationships that you want them to explore) on a sheet of paper.
4. **Part Two**: Welcome all "the characters" by checking their name tags and their tickets, i.e. the questions they are going to ask their counterparts, and lead them to the correct table. At least one representative of each character will always be at that character's table in order to answer questions.
5. Each character poses questions to the character with which they are matched and he/she tries to answer the questions. Spend approx. 30 mins. Each group (e.g. all the Elizabeths) should be prepared to sum up in class how talking to the different characters has contributed to "her" understanding of "herself".
6. Sum up in class and discuss if the café in any way contributed to further understanding of the characters and their motifs.

You are going to explore the characters in the novel by acting out conversations in a book café. Your teacher will assign a character to each of you, and you will meet your counterpart for a conversation to find out who did what and why.

Part One: Preparation

1. Bring a sheet of paper with your character's name on it.
2. Bring a name tag
3. Your role will be one of those listed below. On your sheet of paper write down key words concerning your own character. Also write down key words concerning the character listed in parenthesis (the character will be assigned by your teacher). Finally, write down five questions that you would like to ask this character. The questions should deal with conflicts or issues in the novel.
   Pride and Prejudice (an example)
   - Elizabeth (vs. Mr. Darcy)
   - Mr. Darcy (vs. Mr. Wickham)
   - Mrs. Bennet (vs. Elizabeth)
   - and so forth

Your Ticket

The sheet of paper with your questions to your counterpart will be your admittance to the café.

Part Two: At the café

Your teacher will organize the acting out of the converations in one of your English classes. It is essential that you use your imagination to identify with the characters.

Book Review

Write a book review. Check how to write and publish your book review here.

Evaluation of Student Work

Contrary to classical written or oral reports and presentations, it might be difficult to evaluate multimedia presentations, e.g. a cartoon or a radio show. Before making presentations, you should examine some criteria for good multimedia presentations and evaluation criteria together with your students. Together you may consider which criteria you find essential and make an evaluation form to hand out. When their fellow students perform, the class can then tick off their evaluation on the form. On this site you will find a very useful resource for evaluating multimedia presentations.

When working with their assignment, students should write notes where they reflect over their work and the choices they make. This provides a better basis for evaluating their work, and if it is group work, to consider each student's contribution.

We have suggested multiple ways to work with a novel. Book cafés, making brochures, board games and film trailers could be a good way to prepare students for doing final reports, essays and analysis work.

Sources

Daria Plumb: Teaching a Love of Reading

Weta: 103 Things to Do Before/During/After Reading
Scholastic: 25 Book Report Alternatives
Jørn Hoelstad Pettersen: Eksempelopplegg roman

5 Language and Learning

Building Vocabulary

Check Your Politcal Vocabulary

Forfatter: Jan-Louis Nagel
Check your Politcal Vocabulary (115259)

In the following sentences some words are left out. Copy the page into your word processor and fill in the missing words. Try to identify as many as you can, but if you are stuck, the "hints" will give you the words in a random order.

1. The politicians may in some cases call for a ..... , which is a direct vote by the population on a certain issue.
2. In England a member of the parliament is called an .....
3. A ..... is the head of a town or city council.
4. In England a ..... is an area whose inhabitants are represented by one Member of Parliament.
5. There are two ..... in the British Parliament.
6. A top diplomat representing his / her country abroad is called an .....
7. A ..... is the head of a government department.
8. Based certain criteria any person in the USA can ..... for the presidency.
9. To vote in an election you must turn up at a ..... to give your vote.
10. The ..... authorities in the USA don't interfere much in state affairs.
11. The Congress and the ..... are the two main bodies of the American political system.
12. A state ruled by a King or a Queen is called a .....
13. The votes, or ..... given in an election will be counted by officials.
14. A ..... is another name for a totalitarian system.
15. In Britain, MP and PM are common abbreviations. The MP is a Member of Parliament, and the PM is the .....
16. In the USA, the parties will nominate their presidential candidates at a meeting that is called the National .....
17. A ..... is usually the word used for a part of the national assembly; many countries have two of these.
18. The Supreme Court in the USA will secure the rights of the people according to the .....
19. A traditional name of the Conservative party in Britain is the .....
20. In the USA, the system of ..... and ..... is supposed to prevent abuse of power.

federal, checks and balances, referendum, houses, Tories, Senate, MP, ballots, Prime Minister, chamber, monarchy, mayor, polling station, dictatorship, the Constitution, ambassador, run, minister, constituency, Convention

1. referendum
2. MP
3. mayor
4. constituency
5. houses
6. ambassador
7. minister
8. run
9. polling station
10. federal
11. Senate
12. monarchy
13. ballots
14. dictatorship
15. Prime Minister
16. Convention
17. chamber
18. Constitution
19. Tories
20. Checks and Balances

Increase Your Vocabulary

Forfatter: Per Lysvåg
6 Extra Material on Vocabulary (20477)

The material on the following pages is intended to increase your active vocabulary. Norwegian-produced English often suffers from lack of preciseness and variation in the choice of words. Improvement in this area is bound to increase the quality of your writing.

Task 1

Match a word/phrase on the left with a word/phrase on the right with roughly the same meaning. On the whole, those on the right are somewhat more formal than those on the left.

serious	disclose
very interesting	vomit
by the way	coincide
careful	bashful
look after	grave
clear	absorbing
shy	transparent
be sick	be responsible for
tell a secret	cautious
happen at the same time	incidentally

KEY

serious	grave
very interesting	absorbing
by the way	incidentally
careful	cautious
look after	be responsible for
clear	transparent
shy	bashful
be sick	vomit
tell a secret	disclose
happen at the same time	coincide

Task 2

Put in a suitable word from the 20 listed below this piece into the twenty open spaces so that the text reads like idiomatic English.

We have grown used to their sirens _____ the peace of a sunny afternoon. Now, _____have found a new way to make themselves heard to householders: by shouting crime _____ advice through loudhailers.
Officers have been ordered to use megaphones to _____ residents who have left doors or windows open. They have even been instructed to enter unlocked _____ and wake up those asleep inside if their home is not _____
It is all part of an _____ by the Northamptonshire police to cut down on the number of summer _____. If _____, it could be copied by other forces.
The megaphone patrols have not gone____ well with residents, however, who have criticised them as patronising and _____. Shirley P.,75, said: " I don't want police officers coming into my house and _____ at me with a megaphone. They wouldn't get in anyway, because I am careful when I go to bed at night. All they are doing is waking my dog and setting him ____ barking at all hours."
The _____ began two weeks ago in the Thorplands and Lumbertubs areas of Northampton, which have seen a _____ of burglaries in recent weeks.
According to police, one in four of 30 recent burglaries was down to _____ failing to lock up their houses_____. Inspector Mike Grady said: " _____, a good proportion of burglaries in this ____ take place at homes that have been left _____.

Down, sadly, shattering, initiative, secure, intrusive, police, off, properly, county, insecure, properties, scheme, prevention, spate, alert, burglaries, successful, bellowing, tenants

KEY

Task 2
shattering, police, prevention, alert, properties, secure, initiative, burglaries, successful, down, intrusive, bellowing, off, scheme, spate, tenants, properly, sadly, county, insecure.

Task 3

Match each the 15 phrasal verbs on the left by a meaning equivalent on the right. Consult dictionaries if necessary. Then use each phrasal verb in a sentence in which the meaning becomes clear. You may want to use examples from the Internet or from dictionaries.

put something down to	take responsibility for
make up	avoid questions by telling lies
be on to something	interrupt
butt in	encounter somebody accidentally
crack down	unwillingly pay a lot
walk off with	explain something as
take on somebody	constitute
step in	extend, make longer
see to something	steal
put somebody up	convey/communicate successfully
run into somebody	suppress something
pad out	challenge somebody
fork out	intervene
put something across	accommodate somebody
fob somebody off	accept that somebody has a point

KEY

Task 4

Task 3

put something down to make up	explain something as constitute
be on to something	to have a good idea
butt in	interrupt
crack down	to take strong action against something
walk off with	steal
take on somebody	challenge somebody
step in	intervene
see to something	take responsibility for
put somebody up	accommodate somebody
run into somebody	encounter somebody accidentally
pad out	extend, make longer
fork out	unwillingly pay a lot
put something across	convey/communicate successfully
fob somebody off	avoid questions by telling lies

One aspect of impoverished English is that writers keep repeating their favourite words- sometimes referred to as lexical 'teddybears'- thereby creating a text which suffers under lack of variation.

The adjectives **interesting, good** and **nice,** and the verbs **get, be** and **have** are such overused words. The following are alternatives to one or the other of the six 'teddybears, but they are of course richer and more specific in meaning.

Possess, delightful, exist, receive, thought-provoking, include, take place, engaging, mean, constitute, catch, competent, compelling, enjoy, acquire, likeable, intriguing, outstanding, amount to, consist of, fascinating, represent.

Choose a suitable alternative from the list above to replace the underlined 'teddybears' in these sentences. In some cases more than one alternative is possible. Discuss your choices with a classmate.

She has a strong will. The discussion was profound and interesting. The committee has ten members. Watch out so you don't get a cold! The concert is tomorrow afternoon. That breach of promise is a threat to our good relationship. I must say you have a good family. Everybody in the office finds Bill a nice fellow. That initiative will get a lot of support among the local residents. The problem is only in your head. He made an interesting remark which left most of us puzzled. Accepting such behaviour is accepting that people can do whatever they like.

The new research group includes a number of very good programmers. The lecture was lively and interesting. We have considerable job security in our company. In the second half some of the home players were very good. There was good evidence for the boy's innocence. During my stay in the north I got a taste for smoked herring. Did you get a letter from the tax man the other day? All these cutbacks are a dramatic reduction in our services.

KEY

Task 4

She possesses a strong will.
The discussion was profound and thought-provoking/intriguing/fascinating.
The committee consists of ten members.
Watch out so you don't catch a cold!
The concert takes place tomorrow afternoon.
The breach of promise constitutes a threat to our good relationship**.**
I must say you have a delightful family.
Everybody in the office finds Bill a likeable fellow.
That initiative will receive a lot of support among the local residents.
The problem exists only in your head.
He made an intriguing remark which left most of us puzzled.
Accepting such behaviour means accepting that people can do whatever they like.
The new research group includes a number of very competent programmers.
The lecture was lively and engaging/fascinating.
We enjoy considerable job security in our company.
In the second half some of the home players were outstanding.
There was compelling evidence for the boy's innocence.
During my stay in the north I acquired a taste for smoked herring.
Did you receive a letter from the tax man the other day?
All these cut-backs represent/amount to a dramatic reduction in our services.

Task 5

When words occur together in authentic phrases and sentences, the combinations are not haphazard. There are patterns of more or less frequent combinations. For example, you are likely to have come across:

a disturbing development, inclement weather, sound advice, badly needed, water a lawn, be easily frightened, superbly qualified.
These are examples of collocations: <u>two (or more) words which often occur together</u>.

The following combinations are unlikely: *a mature development, likeable weather, clever shoes, badly frequent, roam a lawn, be easily ripe, superbly fine.*

They have the quality of unidiomatic English. In fact, a lot of odd English is odd precisely because the words used do not go well together. Bearing this in mind, attempt the following tasks:

<u>Sub-task A</u>
Find FIVE adjectives that go well (collocate) with *advice,* as in ***sound advice***

<u>Sub-task B</u>
Find five verbs that can replace *present* in this collocation: **present a report**

<u>Sub-task C</u>
Find five nouns that can replace *story* in this collocation: **a convincing story**

<u>Sub-task D</u>
Find five adverbs that can replace *sincerely* in this collocation: **I sincerely believe that…**

<u>Sub-task E</u>
Find five verbs that can replace *stated* in this collocation: **he stated that …**

Sub-task F
Find five adjectives that can replace *critical* in this collocation: **express a critical attitude to**

Sub-task G
Find five nouns that can replace *cut* in this collocation: **a dramatic cut in funding**

Sub-task H
Find five adjectives that can replace *major* in this collocation: **to play a major role in…**

Sub-task I
Find five adjectives that can replace *elegant* in this collocation: **an elegant hotel**

Sub-task J
Find five verbs that can replace *walked* in this collocation: **she walked across the street**

KEY

Task 5

Task 5 A: useful/legal/friendly/unhelpful/much-needed/	advice
Task 5 B: write/submit/draft/revise/finalise	a report
Task 5 C: a convincing explanation/result/argument/conclusion/win	story
Task 5 D: I honestly/frankly/whole-heartedly/naively/never	believe
Task 5 E: he claimed/announced/maintained/argued/insisted	that
Task 5 F: express a supportive/negative/constructive/familiar/conventional	attitude
Task 5 G: a dramatic reduction/increase/slash/cut-back/rise	in funding
Task 5 H: to play a central/minor/significant/important/comparable	role in
Task 5 I: an/a Victorian/crummy/impressive/expensive/central	hotel
Task 5 J: she rushed/hobbled/shuffled/dashed/staggered	across the street

Task 6

Match the words/phrases on the left with an appropriate synonym (a word/phrase with roughly the same meaning) on the right.

Link	generous
Absurd	Gotham (City)
Large	venue
Mix	prevent
Block	observe
Watch	premature
Unknown	admit
Stubborn	rewarding
State (without having proof)	recharge
Place (where something takes place)	plummet
Plaintive	obscure
Profitable	contribute
Own up	connection
Fall quickly	obstinate
Chip in	ludicrous
Too soon/early	recess

A short time ago	claim
Break/pause	sad
Be easily upset	sensitive
New York City	rewarding

KEY

Task 7

Match the

link	connection
absurd	ludicrous
large	generous
mix	mingle
block	prevent
watch	observe
unknown	obscure
stubborn	obstinate
state (without having proof)	claim
place where something takes place	venue
plaintive	sad
profitable	rewarding
own up	admit
fall quickly	plummet
chip in	contribute
too soon/early	premature
fill again	recharge
break/pause	recess
be easily upset	sensitive
New York City	Gotham City

word/phrases on the left with an appropriate antonym (word/phrase with roughly the opposite meaning) on the right.

Thick	careless
Urban	aggravate
Undercook	inappropriate
Undecided	predictably
Genuine	skinny
Suitable	determined
Facilitate	level-headed
False	overdo
Be a fanatic	fictitious
Surprisingly	rural
Prudent	genuine
Bumpy	handle well
Bungle	mismanage
manage	smooth
tender	underdone

KEY

Task 8

Put in a **suitable preposition** in the open s p a c e s in this text.

thick	skinny
urban	rural
undercook	overdo
undecided	determined
genuine	fictitious
suitable	inappropriate
facilitate	aggravate
false	genuine
be a fanatic	be level-headed
surprisingly	predictably
prudent	careless
bumpy	smooth
bungle	handle well
manage	mismanage

tender underdone The

constructions described _____ this book for the most part identify a ‘common core’ ___ English grammar- that is, features which will be found ____ virtually every situation where the language is used. However, it would be wrong to conclude that there is no systematic grammatical variation in English. Although grammar is the least noticeable dimension ____ language variation, several constructions have been affected ____ regional, social or historical change, and many varieties are distinguished stylistically ____ the frequency ____which particular grammatical features are used.

Caution

Regional variation is not a stable phenomenon. Dialects are always changing, and influence each other ____ sometimes unpredictable ways. Patterns ___ American English, ____ particular, have ____ some time been influencing the speech ____ people ___ other part ____the world, and several ____ the USAGE issues identified ____ this book have come _____ ____ this reason.

Not everyone likes it when they notice the emergence of different grammatical patterns ____ the ones they have themselves used _____childhood. Some people get angry, condemn the changes, and protest ____ them _____ anyone who will listen. Change is invariably considered to be ____ the worse. But no one has ever managed to stop the course ____ grammatical change, as can be seen ____ the way English grammar has steadily evolved ____ the centuries.

From David Crystal, Rediscover Grammar, Pearson-Longman, 2003

KEY

Task 8

In, of, in, of, by, by, with

Caution

In, of, in, for, of, in, of, of, in, about, for, from, since, against, to, for, of, from, over

Task 9

Rewrite these rather complicated and wordy sentences into briefer and more concise alternatives without changing the main point that is made in each.

1. Rewrite these rather complicated and wordy sentences into briefer and more concise alternatives without changing the main point that is made in each.
2. It is undeniable that a large majority of non-native learners of English experience a number of problems in attempting to master the phonetic patterns of the language.
3. Tea, whether of the Chinese or the Indian variety, is well known to be high on the list of those beverages which are most frequently drunk by the inhabitants of the British Isles.
4. My sister shows a distinct tendency to prefer the company of people who are no longer in their first flower of youth.
5. It is not uncommon to encounter sentences which, though they contain a great number of words and are constructed in a highly complex way, none the less turn out on inspection to convey very little meaning.
6. The evidence taken from the observation of the behaviour of apes and children suggests that there are three clearly separable groups of simple causes for the outbreak of fighting and the exhibition of aggressiveness by individuals.

Material partly based on Michael Swan, Inside Meaning, CUP,1988

KEY

Task 9 (suggestions)

A Rewrite these long sentences into shorter alternatives without changing their basic meaning.

B It is true that very many foreign learners of English have problems learning the sounds of the language.

C Tea, both Chinese and Indian, is among the most popular drinks in the UK and Ireland.

D My sister prefers the company of slightly older people.

E Often we come across very long and complex sentences which turn out to have little meaning.

F If we look at how apes and children behave, we see three simple reasons why they start fighting and become aggressive.

Learn New Words

Forfatter: Bjørn Helge Græsli
Learn New Words (92837)

Quizlet lets you create and share word sets, that is lists of words and their explanation or translation. These sets are turned into flashcards, various tests, and even a game, which means that you can choose what works best for you to learn. There are lots of existing sets on many topics for you to use as well, but you learn quite a lot by making them yourself.

If you want, you can download the sets you have made on a smart phone – that means you can learn new words wherever and whenever you like. You'll find Quizlet apps for the operating systems iOS (Apple) at Quizlet-Powered iPhone Apps and Android at Android Apps for Studying Quizlet Sets.

Words
Forfatter: Feuillu

Another site that may help you is Vocabulary. Based on your answer to a few questions, the site predicts which vocabulary words you don't know and teaches them to you. Through your user account you can also track your progress. It's like a vocabulary test, except there's no grade and no teacher breathing down your neck.

In addition, the site has a very helpful dictionary which reads the word aloud, gives you definitions, examples of how a word is used in real texts, synonyms, and explains how you can more easily remember the word. Have a look at the entry for hover, for instance.

Furthermore, you may find the Wordsmyth Now Widget useful. Find the link on the middle of the page and pull it to your bookmark bar – click the bookmark to open an instant search window in your browser for when you come across a new word on a website. You can choose between different dictionary levels. On the same page you can also find a glossary maker which has some useful features when you want to make your own word lists.

Finally, Merriam-Webster offers a dictionary, games, videos, lists and other things related to words.

Learn More about the Words You Already Know

As your vocabulary grows and you can say something about more and more topics and events, its time to increase the precision and depth of the dictionary in your head. This is where Thesaurus comes in handy. On this site you can put any word in the search field and get a list of possible synonyms and antonyms. You will also find a large set of ready-made flashcards that you can study and be quizzed about.

Play with Words

Forfatter: Bjørn Helge Græsli
Play with Words (92838)

Play with Words

If you just want to have some fun – or if playing helps you learn – there are many cool sites and services.

Do you know the word? Play freerice.com and donate rice to the United Nations World Food Program. Click on the right answer. If you get it right, you get a harder question. If you get it wrong, you get an easier question. For each answer you get right, 10 grains of rice are donated to the United Nations World Food Program.

Phoboslab z-type is a game where you have to shoot waves of words attacking you by typing the words. The game is quite addictive and helps you develop faster typing.

Storyman is a version of the classic game Hangman. It has hidden words and titles behind white squares. Reveal them by guessing letters. Storyman will allow six wrong guesses before he strolls off and takes 5 points off your score. You have 3 minutes…

Step up your vocab

Fotograf: bionicteaching

Speaking of Hangman, by the way, there is a Cheater Hangman in which the computer cheats… Can you figure out how?

In Word Search you must find hidden words among the letters on the board. There is a new one every day, and the topics vary greatly.

Word Confusion tests your knowledge about words that have similar spelling, for example “current” and “currant”.

You can also try to figure out which of the words on the list is not a word in Word Games. Looking them up in a dictionary is not cheating, but guessing may also be fun.

Perhaps you may want to take a stab at the Wordmaster game? You choose between three different levels and have to figure out which word is missing, hangman-style.

Or, if you are in that mood, maybe the Devil's Dictionary is something for you?

Whatever you choose to do, never stop picking up new words, or new meanings of words you already know. Your ability to understand others and express yourself depends heavily on how many words you know. Having few words at your disposal could make you appear to be a philistine.

Use Your Cell Phone

Forfatter: Bjørn Helge Græsli
Use Your Cell Phone (92836)

Your cell phone can be a powerful tool for learning words. There are apps that can help you. On Android-based phones, you can download one of the following apps:

PowerVocab has several word activities. You can select the correct definitions for words, work on the spelling of the words that appear and play word search games.

Words, Words, Words can either be used to familiarize yourself with the words or to quiz yourself. In addition the app offers audio to help you with pronunciation.

Vocab Builder offers two ways to play: match definitions to words or match words to definitions. The words in this app are fairly challenging.

Wordfeud
Fotograf: Claudio Bresciani

If you own an iPod touch, iPad or iPhone, the WordSeek HD app can be fun to play – find the words hidden in the jungle of apparently jumbled letters.

The app Wordfeud can be downloaded for free on Android and iOS devices. This is a Scrabble-style game that can be played against a friend or a random stranger. It's great fun and an excellent way of using and developing vocabulary skills.

Quizlet lets you create and share word sets, that is lists of words and their explanation or translation. These sets are turned into flashcards, various tests, and even a game, which means that you can choose what works best for you to learn. There are lots of existing sets on many topics for you to use as well, but you learn quite a lot by making them yourself. You can download the sets you have made on a smart phone – that means you can learn new words wherever and whenever you like. You'll find Quizlet apps for the operating systems iOS (Apple) at Quizlet-Powered iPhone Apps and Android at Android Apps for Studying Quizlet Sets.

Merriam-Webster and Dictionary.com both offer great free apps for Android and iOS that have many useful features that you will benefit from.

Vocabulary: Homophones

Forfatter: Jan-Louis Nagel
Vocabulary 3 (115311)

Pronunciation and Spelling

English is a peculiar language when it comes to spelling and pronunciation. Many words have the exact same pronunciation, but a different spelling and meaning. Such words are called homophones and come in pairs or even groups.
The words listed below all belong to a pair of homophones. Make a sentence with the missing word of the pair.

1. Nose
2. Through
3. Miner
4. Piece
5. Steak
6. Rain
7. Higher
8. Sauce
9. Sweet
10. Male
11. Blue
12. Cue
13. Flower
14. Idle
15. Stare
16. Board
17. Guest
18. War
19. One
20. Fair

1. He always *knows* best.
2. He *threw* it all away.
3. This is just a *minor* problem.
4. We should work for *peace* in the world.
5. There is much at *stake* here.
6. The *reign* of Queen Elizabeth I was the Golden Age.
7. We can always *hire* a car.
8. I have it from a reliable *source*.
9. At the hotel we had a large *suite.*
10. The letter came in the *mail* this morning.
11. The wind *blew* away the dead leaves.
12. Be patient and line up in a *queue*.
13. We need *flour* to bake bread.
14. Do you have an *idol*?
15. There is a *stair* leading to the first floor.
16. I think I'm *bored* to death.
17. I never would have *guessed*.
18. She *wore* the same dress yesterday.
19. Chelsea *won* by 2 to 1.
20. You have to pay a *fare* on the bus.

Vocabulary: Occupation

Forfatter: Jan-Louis Nagel
Vocabulary 1 (115160)

1 Occupations

What do we call a person who -

1. obtains coal from the ground
2. sells newspapers and magazines
3. writes for a newspaper
4. operates on sick people
5. sells fish
6. cuts people's hair
7. carries luggage
8. sells tools and metal goods
9. works with concrete and bricklaying
10. sells flowers

1) a coal miner, 2) a newsagent, 3) a reporter or journalist, 4) a surgeon, 5) a fishmonger, 6) a hairdresser, 7) a porter, 8) an ironmonger, 9) a mason, 10) a florist

2 Locations

What do we call the location where -

1. surgical operations are performed
2. horses can go within a fence
3. you go to have your car repaired
4. you go to find a taxi
5. can marry if you don't do it in a church
6. can go to live as a monk or a nun
7. the river meets the sea
8. you can play golf
9. in a house you find a washing machine, freezer etc
10. you reach the top of the stairs

1) an operating theatre, 2) a paddock 3) a garage 4) a taxi rank, 5) a registry office, 6) a monastery or convent, 7) an esturary, 8) a golf course, 9) a utility room 10) the landing

3 Positions

What do we call a person who -

1. is a top leader of a big company
2. attacks and scores goals in a football match
3. follows the tennis players to see that they play by the rules
4. runs a big kitchen e.g. in a hotel
5. was a servant for upper class people in the past, and whose job was to serve food, open doors etc.
6. is leading a committee or a board
7. in the past accompanied a young woman in public to see that she behaved decently
8. see to it that the footballplayers play by the rules
9. was the most important male servant for upper class people in the old days
10. writes reviews on books or films in a magazine

1) a managing director, 2) a striker, 3) an umpire, 4) a chef, 5) a footman, 6) a chairman, 7) a chaperone, 8) a referee, 9) a butler, 10) a critic

Vocabulary: Phrasal Verbs

Forfatter: Jan-Louis Nagel
Vocabulary 2 (115307)

Phrasal Verbs

A phrasal verb is a verb that will change its meaning when connected to different prepositions. Certain basic verbs combine easily with prepositions and the combinations give new and completely different meanings. Examples of basic verbs are: *get, make, set, take, do, come, put, go, look*. Combined with prepositions they change meaning, e.g. *look for, look after, look up,* and *get on, get by, get off*.
The term "phrasal" refers to the fact that these verb + preposition combinations make a phrase (i.e. a meaningful expression).
These expressions are widely used in spoken English. There usually is a more formal alternative expression in written English that will give the same meaning, e.g. to put in an application (to submit), to set up a new business (to establish).
Replace the expression in italics with a phrasal verb based on the verb in brackets. (You may have to change the word order or rearrange the sentence grammatically.)

1. I had to *postpone* my visit because of the weather. (put)
2. He *undertook* so much work that he simply couldn't finish it. (take)
3. She slowly *regained consciousness* after the accident. (come)
4. His request was *not approved*. (turn)
5. The work was *done* by a professional carpenter. (carry)
6. Please *come and see me* when you are in London. (look)
7. Do you *have a bed for me* tonight? (put)
8. She has a way with children; they seem to*like her* immediately. (take)
9. He *found* an old and valuable map in the attic. (come)
10. The police will *examine* the case thoroughly. (look)
11. His speech *was received* well by the audience. (go)
12. It seems that they are *becoming friends*. (get)
13. He *appeared* at the seminar two hours late. (turn)
14. A man should certainly *keep* his promise. (stand)
15. I didn't *have time to* visit all the attractions. (get)
16. How did you *get* such a funny name? (come)
17. You may *continue* with your work now. (carry)
18. I must *take care of* my little brother. (look)
19. We *don't have much* petrol *left*. (run)
20. It *appeared* to be more difficult than she thought. (turn)

1. Put off
2. Took on
3. Came round
4. Turned down
5. Carried out
6. Look me up
7. Put me up
8. Take to her
9. Came across
10. Look into
11. Went down well with
12. Getting along
13. Turned up
14. Stand by
15. Did not get round to visiting (Note the ing-form)
16. Come by
17. Carry on
18. Look after
19. Are running out of
20. Turned out

Language in Use

Compare and Explain

Forfatter: Jan-Louis Nagel
Compare and Explain (Usage) (115124)

These sentences look fairly similar, but if you take a closer look, there is a slight difference. Compare the sentences and explain the difference between them.

A. He didn't promise to attend the meeting.
B. He promised not to attend the meeting.

A. There was a chance that he might attend, but he didn't promise to.
B. He made it clear that he would not attend the meeting.

A. He even admitted that the tax was unfair.
B. He admitted that the tax was even unfair.

A. He went so far as to admit that the tax was unfair.
B. He admitted that the tax in addition to being heavy, was also unfair.

A. He was used to getting up early.
B. He used to get up early.

A. He didn't mind getting up early. It was routine.
B. When he was younger he had the habit of getting up early.

A. He must have had a new lock put on the door.
B. He must have a new lock put on the door.

A. Because I can't get the key to go in the lock. (done in the past)
B. Because his house was broken into by burglars with a false key. (must do now)

A. I'll pay you at the end of the month.
B. I'll pay you by the end of the month.

A. You'll get the money on January 31st.
B. You'll get the money some time before the end of January.

A. He's sure to be offered the job.
B. He's sure he'll be offered the job.

A. Most people think he will be offered the job.
B. He thinks so himself.

A. We will ship the

goods direct.
B. We will ship the goods directly.

A. The goods will go direct / straight from us to you.
B. The goods will be shipped immediately. A. I

don't particularly want to see him now.
B. I particularly don't want to see him now.

A. I don't feel like seeing him at the moment.
B. I don't feel like seeing him, especially now. A. In vain he tried to

prevent the work being done.
B. He tried to prevent the work from being done in vain.

A. He tried to prevent it, but did not succeed.
B. He tried to prevent it from being done to no purpose.

A. I remembered switching off the hotplate before I left.
B. I remembered to switch off the hotplate before I left.

A. I remember that I did it.
B. I remembered to do it.

Difference in Meaning

Forfatter: Per Lysvåg
5 Extra Material on Grammar (20476)

In the sentence pairs below there is a difference in grammar that brings about a difference in meaning.

Explain how the two sentences differ in meaning and try to relate this difference to whatever is different grammatically. This means that you have to draw on what you know about English grammar.

1
a I have been writing some letters.
b I have written some letters.

2
a We found it very easily.
b We found it very relaxing.

3
a She wasn't told.
b She wasn't too old.

4
a Do you think you could call her, Sofia?
b Do you think you could call her Sofia?

5
a Frankly, you've got to speak your mind.
b You've got to speak your mind frankly.

6
a In New York Norwegian students should visit its many wonderful museums.
b Norwegian students in New York should visit its many wonderful museums.

7
a The book is on the shelf in front of you.
b There is a book on the shelf in front of you.

8
a His job is making sure everything is properly fixed.
b He's making sure everything is properly fixed.

9
a She didn't want to go into detail.
b She didn't want to go into the basement.

10
a It was in New York that the Binghampton shootings took place.
b The Binghampton shootings took place in New York.

11
a We had a little white lamb.
b We had a little grilled lamb.

12
a Once you know the rules, you can play the game.
b Once you knew the rules and could play the game.

13
a Dr. Watts remains amazingly steadfast.
b Amazingly, Dr Watts, remains steadfast.

14
a I can't forget Susan, who used to be in the same class as me.
b I can't forget the Susan who used to be in the same class as me.

15
a The family next door enjoys entertaining guests.
b The family next door enjoys entertaining books.

16
a We have breakfast in the kitchen.
b We're having breakfast in the kitchen.

17
a We are so grateful to you for having taken her to the hospital.
b So, we are grateful to you for having taken her to the hospital.

18
a Which would you prefer?
b What would you prefer?

19
a The police officer looked calm to him.
b The police officer looked calmly at him.

20
a The dance meant a lot to him
b Dancing meant a lot to him.

Extra material on Grammar

1a/b

1a means that the speaker has recently been writing letters and may not have finished his letter writing. In 1b he/she has finished the letter writing. The first sentence includes the progressive form ('samtidsformen') in the verbal *have been writing*, which implies that the activity may have just stopped or may still be going on.

2a/b

In 2a the speaker says that it was easy for him/her to find something, while in 2b he/she thought some activity made her relax. *Found* means 'discovered' in 2a, and the sentence has this clause pattern: SVdOAdv. In 2b *found* means 'thought' and the sentence has this pattern: SVdOoP

3a/b

3a means that nobody informed the subject *she*, while 3b means that the subject *she* was not very old/young enough for something…. The two sentences look and sound fairly similar, but their grammar is still very different. 3a is in the passive voice and has this pattern SV. 3b is an active sentence with the subject *she* followed by the verbal *wasn't* and a subject predicative *too old*, inside which *too* is a degree modifier of the adjective *old.*

4a/b

4a is a question addressed to a hearer, Sofia, who is present. The speaker wants Sofia to ring the person referred to by *her*. In 4b we do not know who is being addressed, but we know that the sentence expresses a suggestion to give somebody the name Sofia.

Grammatically, it is the function of *Sofia* that distinguishes the two. In 4a *Sofia* is the name of the person spoken to. It is not the subject, but rather a form of address, technically a vocative; in 4b *Sofia*is the object predicative after the direct object *her.*

5a/b

In 5a the speaker signals that he/she is frank when advising the hearer to be honest.

When *frankly* is placed at the end after the phrase *speak your mind*, it refers to the way the hearer should speak, not how the speaker is, as in 5a. *Frankly* modifies the whole sentence in 5a, the phrase *speak your mind* in 5b.

6a/b

The position of *in New York* changes and thereby also the meaning. In 6a *in New York* is an adverbial with the meaning 'when they are in New York'; in 6b it is part of the subject and means 'Norwegian students who are in New York'.

7a/b

7a refers to a book which has already been mentioned, cf. the definite form *the book*, and tells us where it is. 7b introduces this book to the hearer by means of the anticipatory subject *there* and tells us where it is. Notice that we have *a book*, not as in 7a *the book*.

8a/b

While 8a defines what his job consists of, namely to make sure everything is properly fixed, 8b tells us what the person *he* is in the process of doing. So we can say that *making sure* in 8b is the progressive aspect (samtidsformen'), whereas *making sure* in 8a is the verbal noun 'det å passe på at alt er festet godt'.

9a/b

The difference in meaning in this pair depends on the meaning of *go into*. In 9b it has the literal meaning 'move into the basement', in 9a it is a phrasal verb, an idiom which means 'check/examine'. *Into the basement* in 9b tells us where she didn't want to go and is therefore an adverbial. In 9b we must treat *go into* as a phrasal verb with its object *detail.*

10a/b

It is a small shift of emphasis that distinguishes 10a from 10b. The first uses a cleft construction ('utbryting') to give extra emphasis to *in New York*; may be somebody has incorrectly claimed that it took place in LA. This special focus on the place is absent from the non-cleft in 10b.

11a/b
Here the word *grilled* suggests that we are talking about a dish, *white* that we are talking about an animal, but even *had* acquires different meanings; in 11a 'own', in 1b 'ate'.
More subtly, *a little* can be replaced by *some* and refers to quantity in 11b. In 11a *a* can be replaced by *one*, so here *lamb* is a countable noun ('tellelig substantiv').

12a/b
Once means 'as soon as' in 12a and is a subjunction. In 12b it means 'on one occasion' and is an adverbial. Note also that tense is different; in 12a we find the present tense *know*, in 12b the past tense *knew*.

13a/b
By moving *amazingly* about, 13a says that Dr Watts is so steadfast that it is amazing. In 13b the speaker is amazed that Dr Watts is steadfast. It sounds as if the speaker is surprised. For those who like syntax: 13a: Dr Watts (S) remains (V) amazingly steadfast (sP). 13b: Amazingly (Adv) Dr Watts (S) remains (V) steadfast (sP).

14a/b
The difference in meaning here is that 14b indirectly refers to more than one Susan and the speaker remembers the particular Susan in his class. In 14a we get to know one Susan and the speaker says two different things about her: he always remembers her and she was in his class. In terms of grammar we have a non-restrictive relative clause in 14a. It adds more information about the same girl. The restrictive relative clause in 14b helps us keep one Susan apart from others by the same name.

15a/b
The crucial difference here is in the interpretation of *entertaining*. In 15b it is an adjective that describes *books;* in 15 a, on the other hand, it may also mean that the family enjoys the activity of entertaining guests. Under that reading, *entertaining* means 'det å ha selskap/sosial omgang med venner'. It is a verbal noun, technically a **gerund.**

16a/b
The progressive form *are having breakfast* in 16b means that they are in the process of eating now. The simple present tense *have breakfast* means that they normally eat in the kitchen. That is their habit.

17a/b
Here the position of *so* changes the meaning. *So* in front of *grateful* is a degree modifier and means 'very grateful'; *so* at the beginning functions as an adverbial (a conjunct) which links this sentence to what has been said before. It means something like 'therefore we are grateful to you for…'

18a/b
The different interrogative pronouns *which* and *what* imply that there is a choice between many in 18b, between two or a few in 18a.

19a/b
Looked calm means that the police officer seemed to be calm. Here *look* is a copula/linking verb because it describes the subject. *Calm* is the subject predicative. In 19b *looked calmly* describes an action, how the police officer behaved when he watched him. That makes *calmly* an adverbial and the split verb *look at* a transitive verb, followed by its object *him*.

20a/b

The definite form *the dance* may well refer to a particular dance, say the tango, while *dancing* refers to the general activity of dancing , ‘(det) å danse’.

Text Cohesion

Forfatter: Anne Scott Hagen
Text Cohesion (56814)

What Is a Coherent Text?

A coherent text can be described as a text where the information is organised and connected together into a logically-connected unit with cohesive devices joining the parts so that the text makes sense.

One important cohesive device is the topic sentence. This is the sentence which introduces the subject of the text and usually occurs at the beginning of the text. (Open this link and scroll down to the table for information on how to organise a text.)

The continuity and organisation of the information is also an important factor in constructing a coherent text.

In addition, there are many words called linking words, which act as links between clauses and sentences in a text.

Examples of Linking Devices

Conjunctions

and, but, or, so, nor, for, yet, also, too

Other sentence connectors

- **Ordering:** firstly, secondly, next, in addition, furthermore, finally, in conclusion
- **Contrasting:** however, on the other hand, in contrast, in comparison, nevertheless
- **Drawing conclusions:** as a result, thus, therefore, consequently, in conclusion

Personal pronouns

I, he, she, it, we, you, they, them, us, etc.

Pointers

this, that, these, those

Clause connectors

(These connect clauses to form a sentence. They can come at the beginning or in the middle of the sentence.)

- **Comparing and contrasting:** while, whereas, although, though, even though, besides
- **Time:** after, before, when, until
- **Cause:** since, because, so that

Cause and Effect

- Because of
- Due to As
- Owing to
- Since
- Consequently
- Thus (formal)
- As a consequence
- As a result
- Therefore

Contrast

- In contrast to
- In comparison
- However
- On the contrary
- Even though
- Compared with/to
- While

Example of Text Cohesion

Compare these two texts and identify the linking devices in the second text.

Text 1

Bobby was a Skye Terrier.

Bobby roamed the streets of Edinburgh.

Bobby met John Grey in the 1850s. Grey worked as a

- Nevertheless
- On the other hand
- But
- Whereas
- Despite

Similarity

- Similarly
- Both
- Just as
- The same is true for
- In the same way
- The same can be said for

Purpose

- To
- So as to
- In order to
- For the purpose of
- So that

Addition and Amplification

- And
- As well as
- Moreover
- In addition
- Also
- Furthermore
- Indeed
- In fact
- Even

Giving Examples

- For example
- For instance
- Such as
- e.g.
- like

Clarification

- That is to say
- And by this I mean
- This shows
- This means
- In other words
- This indicates that

Reference and Introducing

- I would like to start by(-ing)
- What I want to discuss is
- I am going to discuss/write about…
- My objectives are

Quoting

- N.N. mentions that..
- N.N. claims that..
- According to N.N. ..
- What N.N. seems to think is ..

Turning to a New Topic

- Now I would like to turn to
- The next point I would like to deal with is..
- The next aspect I would like to present is ..
- Another point to consider is ..

Returning to a Point

- As I mentioned earlier..
- To return to what I wrote earlier ..
- As I said / wrote in the introduction ..

Drawing Conclusions

- It is quite clear that ..
- What this shows is ..
- As you can see ..
- It is evident that

Concluding

night watchman in the Edinburgh police. Bobby kept John Grey company. The winters in Edinburgh can be very cold. Grey fell sick with tuberculosis.

- So, to sum up ..
- I would like to conclude by (-ing)
- In conclusion ..
- Finally Finally, I could say that ..
- Eventually, I would say that ..

Attitude and Intention

- I believe that ..
- I think ..
- What I am trying to say ..
- In my opinion ..
- As far as I am concerned ..
- It seems to me that ..
- I feel ..
- The point I am trying to make ..
- As I see it ..
- What I feel is ..

Tuberculosis was a fatal disease back in the 1800s. On 15 February 1858, Grey died.

Bobby followed John Grey to his grave at Greyfriars Kirkyard in the old part of Edinburgh. Bobby did not leave the grave except for when he was hungry. Bobby did not leave the grave except for when he was very cold.
People started to notice the dog in the churchyard. People started worrying about Bobby. The City of Edinburgh had decided that ownerless dogs should be shot. The city council bought a licence for Bobby. Bobby could keep on watching his master's grave. Bobby survived his master by 14 years. He died in 1872. He was buried just inside the gate of the churchyard. He could not be buried together with his master. The church ground is sacred.

Text 2

Bobby was a Skye Terrier roaming the streets of Edinburgh in the 1850s until he met John Grey. Grey worked as a night watchman in the Edinburgh police and Bobby kept him company. The winters in Edinburgh can be very cold and one day Grey fell sick with tuberculosis. This was a fatal disease back in the 1800s and on 15 February 1858, Grey died.

Bobby followed him to his grave at Greyfriars Kirkyard in the old part of Edinburgh and he did not leave the grave except for when he was hungry or very cold.
People started to notice the dog in the churchyard and they started worrying about Bobby because the City of Edinburgh had decided that ownerless dogs sh,ould be shot. However, the city council bought him a licence and he could keep on watching his master's grave. Bobby survived his master by 14 years, and when he died in 1872 he was buried just inside the gate of the churchyard. He could not be buried together with his master, since church ground is sacred.

Tasks and Activities

Try the following tasks:

Text Cohesion - Linking Devices -Drag and Drop / h5p_content
http://ndla.no/en/node/56861

Text Cohesion, Linking Words - Drag and Drop / h5p_content
http://ndla.no/en/node/56871

Text Cohesion - Ordering Information / h5p_content
http://ndla.no/en/node/56878

Further Reading

Study this PowerPoint presentation,

The Given-New Principle / fil
http://ndla.no/en/node/107472

to learn more about text coherence.

6 Skills and Tools

Reading and Writing Skills

Argumentative Essays

Forfatter: Åse Elin Langeland
Argumentative Essays (131910)

Argumentative essays are written to convince the reader about something. For example, to discuss the following questions:

Should the Internet be regulated by the government?

or

Is the death penalty an effective deterrent to murder?

In order to convincingly present your point of view about such questions in writing, you would write an argumentative essay.

The argumentative essay requires research. You need to investigate the topic and collect and evaluate evidence. You must learn about and understand different points of view, choose a position and support it with evidence. Finally, you must establish a clear thesis statement.

It is also important that you are able to convince your reader. To be able to do this, you need to know how to build a convincing argumentation and understand rhetorical devices such as ethos, logos and pathos.

Thesis Statement

The thesis statement or main claim must be debatable. In other words, the thesis must be something that we can have differing opinions about. If your thesis is something that is generally agreed upon or accepted as a fact, there is no reason to try to argue or persuade people. Also your thesis statement should be narrow. Generally the narrower the thesis the more effective your argument will be. Thinking about how you want to approach your topic, i.e. what type of claim you want to make, is one way to focus your thesis statement.

Claims and Arguments

Both Sides of the Issue

How to Write an Argumentative Essay

Argumentative Essays / fagstoff

http://ndla.no/en/node/131910

How to Write a Thesis Statement

Present both sides of the issue. Having presented your own arguments, point out who might see the issue differently and why. Choose one of the strongest counter arguments or most common arguments against your position. Give your opposition a fair trial by explaining their point of view. Use words such as "while," "although," and "however" to introduce competing points of view.

Cause and Effect

Cause and effect is when one thing happens and then a second thing happens as a direct result of the first. These claims argue that one person, thing, or event caused another thing or event to occur.

Compare and Contrast

When you compare and contrast you find what is similar and what is different.

Essay Structure

Introduction: Set the context and state your thesis statement. Identify the controversy or debate you are addressing and define your position.

Main Body: Each paragraph must include evidence to support your thesis statement. Use facts and statistics (logos) to support your arguments. You should also include different opinions on the topic to show that you are familiar with other points of view, but explain why your arguments are better.

Conclusion: Readdress your thesis statement in the light of the evidence you have provided.

Argumentative Essays / fagstoff

http://ndla.no/en/node/131910

Both Sides of the Issue

Argumentative Essays / fagstoff

http://ndla.no/en/node/131910

Cause and Effect

Argumentative Essays / fagstoff

http://ndla.no/en/node/131910

Compare and Contrast

Argumentative Essays / fagstoff

http://ndla.no/en/node/131910

How to Write a Conclusion

Argumentative Essays / fagstoff

http://ndla.no/en/node/131910

Ethos, Logos and Pathos

Argumentative Essays / fagstoff

http://ndla.no/en/node/131910

Tasks and Activities

Write an Argumentative Essay on the Civil Rights Movement

Write an Argumentative Text

Past Exam Questions Where Argumentative Writing Can Be Used

Exam Fall 2013

In recent years there have been many serious shooting incidents in the USA and the issue of gun control has been hotly debated. The disagreement over gun control is not a new one; in fact, this complex issue dates back to the founding of the country and the American Constitution. In April 2013, the Obama administration proposed stricter gun control legislation in Congress, but the proposal was defeated.

Write a text in which you discuss why it seems to be difficult to implement stricter gun control laws in the USA. In your text, refer to the information provided in the box below.

Guns in the USA

310 million firearms in civilian circulation (current population in the US approx. 316 million)
55 million gun-owning voters in 2008
49% of US households have a gun
4.5 million Americans are members of the National Rifle Association

From *Time Magazine*, January 28, 2013

Useful Sources

How to Write a Five Paragraph Essay is often used as a method for writing argumentative essays.

Defining Argumentation

Argumentative Essays

Argumentative Writing

How to Analyze a Novel

Forfatter: Carol Dwankowski, Celia Suzanna Sandor, Catharine Ruud
How to Analyze a Novel (13288)

Setting

Setting is a description of where and when the story takes place.

street

Point of View

- What aspects make up the setting?
  - Geography, weather, time of day, social conditions?
- What role does setting play in the story? Is it an important part of the plot or theme? Or is it just a backdrop against which the action takes place?
- Study the time period which is also part of the setting
- When was the story written?
  - Does it take place in the present, the past, or the future?
  - How does the time period affect the language, atmosphere or social circumstances of the novel?

Characterization

Characterization deals with how the characters are described.

- through dialogue?
- by the way they speak?
- physical appearance? thoughts and feelings?
- interaction - the way they act towards other characters?
- Are they static characters who do not change?
- Do they develop by the end of the story?
- What type of characters are they?
- What qualities stand out?
- Are they stereotypes?
- Are the characters believable?

Plot and structure

The *plot* is the main sequence of events that make up the story.

- What are the most important events?
- How is the plot structured? Is it linear, chronological or does it move back and forth?
- Are there turning points, a climax and/or an anticlimax?
- Is the plot believable?

Narrator and Point of view

The *narrator* is the person telling the story.
Point of view: whose eyes the story is being told through.

- Who is the narrator or speaker in the story?
- Is the narrator the main character?
- Does the author speak through one of the characters?
- Is the story written in the first person “I” point of view?
- Is the story written in a detached third person “he/she” point of view?
- Is the story written in an “all-knowing” 3rd person who can reveal what all the characters are thinking and doing at all times and in all places?

Conflict

Conflict or tension is usually the heart of the novel and is related to the main character.

- How would you describe the main conflict?
  - Is it internal where the character suffers inwardly?
  - is it external caused by the surroundings or environment the main character finds himself/herself in?

Theme

The *theme* is the main idea, lesson or message in the novel. It is usually an abstract, universal idea about the human condition, society or life, to name a few.

- How does the theme shine through in the story?
- Are any elements repeated that may suggest a theme?
- What other themes are there?

Style

The author’s style has to do with the author’s vocabulary, use of imagery, tone or feeling of the story. It has to do with his attitude towards the subject. In some novels the tone can be ironic, humorous, cold or dramatic.

- Is the text full of figurative language?
- Does the author use a lot of symbolism? Metaphors, similes?
  An example of a metaphor is when someone says, "My love, you *are* a rose". An example of a simile is "My darling, you are *like* a rose."
- What images are used?

Your literary analysis of a novel will often be in the form of an essay or book report where you will be asked to give your opinions of the novel at the end. To conclude, choose the elements that made the greatest impression on you. Point out which characters you liked best or least and always support your arguments. Try to view the novel as a whole and try to give a balanced analysis.

How to Analyze a Short Story

Forfatter: Carol Dwankowski
How to Analyze a Short Story (9075)

What is a Short Story?

A short story is a work of short, narrative prose that is usually centered around one single event. It is limited in scope and has an introduction, body and conclusion. Although a short story has much in common with a novel (See How to Analyze a Novel), it is written with much greater precision. You will often be asked to write a literary analysis. An analysis of a short story requires basic knowledge of literary elements. The following guide and questions may help you:

Old Fence

A short story has a structure and a message. Can you analyze this picture in much the same way as a short story?

Setting

Read more

Setting is a description of where and when the story takes place. In a short story there are fewer settings compared to a novel. The time is more limited.

- How is the setting created? Consider geography, weather, time of day, social conditions, etc.
- What role does setting play in the story? Is it an important part of the plot or theme? Or is it just a backdrop against which the action takes place?

Study the time period which is also part of the setting.

- When was the story written?
- Does it take place in the present, the past, or the future?
- How does the time period affect the language, atmosphere or social circumstances of the short story?

Characterization

Read more

Characterization deals with how the characters in the story are described. In short stories there are usually fewer characters compared to a novel. They usually focus on one central character or protagonist.

- Who is the main character?
- Are the main character and other characters described through dialogue – by the way they speak (dialect or slang for instance)?
- Has the author described the characters by physical appearance, thoughts and feelings, and interaction (the way they act towards others)?
- Are they static/flat characters who do not change?
- Are they dynamic/round characters who DO change?
- What type of characters are they? What qualities stand out? Are they stereotypes?
- Are the characters believable?

Plot and structure

Read more

The plot is the main sequence of events that make up the story. In short stories the plot is usually centered around one experience or significant moment

- What is the most important event?
- How is the plot structured? Is it linear, chronological or does it move around?
- Is the plot believable?

Narrator and Point of view

Read more

The narrator is the person telling the story.
Is the narrator and the main character the same?

By point of view we mean from whose eyes the story is being told. Short stories tend to be told through one character's point of view

- Who is the narrator or speaker in the story?
- Does the author speak through the main character?
- Is the story written in the first person "I" point of view?
- Is the story written in a detached third person "he/she" point of view?
- Is there an "all-knowing" 3rd person who can reveal what all the characters are thinking and doing at all times and in all places?

Conflict

Read more

Conflict or tension is usually the heart of the short story and is related to the main character. In a short story there is usually one main struggle.

- How would you describe the main conflict?
- Is it an internal conflict within the character?
- Is it an external conflict caused by the surroundings or environment the main character finds himself/herself in?

Climax

Read more

The climax is the point of greatest tension or intensity in the short story. It can also be the turning point where events take a major turn as the story races towards its conclusion.

- Is there a turning point in the story?
- When does the climax take place?

Theme

Read more

The theme is the main idea, lesson or message in the short story. It is usually an abstract idea about the human condition, society or life.

- How is the theme expressed?
- Are any elements repeated that may suggest a theme?
- Is there more than one theme?

Style

Read more

The author's style has to do with the author's vocabulary, use of imagery, tone or feeling of the story. It has to do with his attitude towards the subject. In some short stories the tone can be ironic, humorous, cold or dramatic.

- Is his language full of figurative language?
- What images does he use?
- Does the author use a lot of symbolism? Metaphors (comparisons which do not use "as" or "like", similes (comparisons which use "as" or "like") ?

Your literary analysis of a short story will often be in the form of an essay where you may be asked to give your opinions of the short story at the end. Choose the elements that made the greatest impression on you. Point out which character/characters you liked best or least and always support your arguments.

How to Analyze Poetry

Forfatter: Carol Dwankowski, Catharine Ruud, Celia Suzanna Sandor
How to Analyze Poetry (14814)

Poetry is a form of expression. The poet uses his/her own personal and private language which leaves poetry open to different interpretations. Although the poet may have had one specific idea or purpose in mind, the reader's response may be completely different. Nevertheless, this does not mean that you may interpret poetry any way you wish. All interpretations must be supported by direct reference to the text. As with any type of literary analysis, you need a basic knowledge of the elements of poetry. The following guide and questions will help you.

Poetry

- Read the poem in its entirety to get a general impression.
- What is the poem about?
- What is the title of the poem?
- Who is speaker or narrative voice of the poem
- To whom is the speaker speaking?
- What is the purpose of the poem: to describe, amuse, entertain, narrate, inform, express grief, celebrate or commemorate?
- What is the tone of the poem? Sad, happy, melancholy, bitter?

For a more detailed study of poetry click here

- Language
- Rhythm (advanced)
- Sound
- Themes

How to Write an Article

Forfatter: Eli M. Huseby
How to Write an Article (98070)

You are asked to write an article. Exactly what is meant by that? An essay? A newspaper article? A project paper? Here is some general advice.

In your English course you may be asked to write articles about various issues. Furthermore, you might be expected to write an article for an exam.

How to Write an Article

In these tasks you are specifically asked to

- provide an introduction.
- give a presentation of the issue.
- discuss the issue.
- give a conclusion.
- make a suitable title.

Even if there is a great variety of article genres, they have in common that they should be fact-oriented, stick to the point and have a certain degree of formality and objectivity. They usually contain all the elements listed in the frame above. Utdanningsdirektoratet has provided examples of formats for articles on their web pages.

An article is a piece of writing on a particular subject which is written for publication in a magazine or newspaper. However, when asked to write an article at school or in an exam you are expected to write an essay or paper (in Norwegian, “a stil”) unless a particular type of article is specified e.g. a newspaper article . You might find this link useful if you are asked to write this type of article (i.e.paper or essay) How to Write an Essay.

If you are specifically asked to write a newspaper article, we suggest that you use this link

News Article / flashnode
http://ndla.no/en/node/91485

If you are asked to write a Letter to the Editor (leserbrev/lesarbrev), we suggest that you use this link:

Letter to the Editor / flashnode
http://ndla.no/en/node/91484

This site describes very simply and step-by-step how to go about writing all kinds of articles. It even allows you to submit your article and get feedback. How to write articles.

When writing articles and papers, you often have to do some research by consulting sources. Remember that your sources should be reliable. Furthermore, you must not forget that you should be as independent as possible of the wording in your source. In order to avoid being a "copycat", you should watch this video on Plagiarism.

If you want to know more about citing of sources, check this site (explanation in Norwegian) Kildebruk.

How to Write an Essay

Forfatter: Carol Dwankowski, Knut Inge Skifjeld
How to Write an Essay (9077)

Choose Your Topic

If your topic is not already assigned to you, choose one that really interests you.

Develop Your Approach to the Topic

Working

Once you have chosen a topic, think of an approach to the topic or thesis statement (Am. Eng.) This is your main idea that you will further develop throughout your essay. It states what the essay will be about and your position on the issue. Think of what angle you want to argue from. Your approach to the topic may, for example, be formulated as a question or a statement in one or two sentences. If your topic is to analyze Shakespeare's play, *Romeo and Juliet*, you might pose this rhetorical question: Does love conquer all? A statement might be: *Romeo and Juliet* is Shakespeare's most famous play.

The statement outlining your approach to the topic should be included both in the introduction to your essay and in its conclusion. Be clear, specific and concise.

Research Your Topic

Use the library or online academic data bases when researching your topic for central ideas. Jot down information and quotes, and always write down your sources and URLS.

Analyze

Search for and evaluate the evidence for and against your basic claims. Are there any alternatives to your reasoning? Be critical.

Brainstorming

Write down all your ideas on a sheet of paper. Try to be original. Ask yourself the following questions:

- What is the root of the problem?
- Am I being biased?
- Does my evidence support my claims?

The Writing Process

Outline Your Essay

Outline your essay by using your ideas from your brainstorming sheet. Make a mind map to visualize what you want to say. Use numbers 1,2,3, etc for headings (main ideas or topics) and a, b, c, for sub-topics. Remember that each heading will make up the main paragraphs in your essay. A good idea is to state your headings in sentence form. (See Example Essay - How to Write an Essay) We need to visualize this.

Introduction

The introduction to your essay introduces the main topic and your approach to it (thesis statement). It is a description of what you want to say. Start with some interesting information, fact, definition or quote that captures the attention of the reader. Don't be afraid to challenge the reader. Finish your introduction with a short summary of what your goal is for the essay.

Body of the Essay

Each paragraph should focus on one central idea, claim or argument. Use examples, facts, evidence or data to support each idea, claim or argument. You may want to begin each paragraph with the main topic or topic sentence from your outline that describes the point of the paragraph.

Use connecting phrases such as:

- firstly, secondly, thirdly...
- by comparison...
- likewise
- on the one hand.....on the other hand
- in addition
- however
- nevertheless
- therefore

Conclusion

A conlusion is a summary paragraph which summarizes the main points in your essay. It should recapitulate your introduction in an orignal way and restate the main idea of your essay. Final sentences might include the consequences or the implications of some action not being dealt with, a question, a future prediction or a call to act etc. Use phrases such as:

- In conclusion...
- to summarize
- as a result
- consequently

How to Write a Five Paragraph Essay

Forfatter: Karin Søvik
How to Write a Five Paragraph Essay (99692)

Many students find it challenging to write a good essay. Often the main challenge is to organize and develop the ideas and arguments in a clear and coherent way. Sometimes a step-by-step description can help students on the way and make essay writing a more manageable task.

Many students find it challenging to write a good essay. Often the main challenge is to organize and develop the ideas and arguments in a clear and coherent way. Sometimes a step-by-step description can help students on the way and make essay writing a more manageable task.

The five paragraph essay is often assigned to students to help them in this process. A good 5-paragraph essay is a lot like a triple-decker burger, and is therefore often called the hamburger essay. It requires a clear introduction and conclusion (the top and bottom bun) that hold the main body of the essay (the burgers) in place.

5 Paragraph Essay

Before you start writing an essay you need to get organized. Read through the task you are given several times, underlining important words that tell you what you are expected to do. Pay special attention to the verbs in the task you are given (discuss, summarize, give an account of, argue…). Make sure you do what you are asked and answer the whole question, not only parts of it.

Structure

Introduction

The introduction to a text is extremely important. A good introduction should accomplish three things:

- Firstly, it should capture the reader's interest and create a desire to read on and learn more. There are many ways to achieve this. For example, you can start with a good quote from a famous person or a short anecdote. You could also present some interesting statistics, state a startling fact or simply pose a challenging question.
- Secondly, you should inform the reader what the essay is about. In the introduction you should present your approach to the topic or thesis statement (Am. Eng.). The thesis statement is the main idea of the essay expressed in a single sentence. Make sure your thesis statement comes out clearly in your introduction.
- Thirdly, you should inform the reader how you have structured the text. After having read the introduction, the reader should have an idea of how you are planning on taking him through the topic.

Body

The body of the essay consists of three paragraphs (three hamburgers), each limited to one idea that supports your thesis. Each paragraph should have a clear topic sentence; a sentence that presents the main idea of the paragraph. The first paragraph should contain the strongest argument and the most significant examples of the topic, while the third paragraph should introduce the weakest arguments and examples. Include as much explanation and discussion as is necessary to explain the main point of the paragraph. You should try to use details and specific examples to make your ideas clear and convincing.

In order to create a coherent text, you must avoid jumping from one idea to the next. Always remember: one idea per paragraph. A good essay needs good transitions between the different paragraphs. Use the end of one paragraph and/or the beginning of the next to show the relationship between the two ideas. This transition can be built into the topic sentence of the next paragraph, or it can be the concluding sentence of the first.

You can also use linking words to introduce the next paragraph. Examples of linking words are: *in fact, on the whole, furthermore, as a result, simply put, for this reason, similarly, likewise, it follows that, naturally, by comparison, surely, yet, firstly, secondly, thirdly….*

Conclusion

This is your fifth and final paragraph. The conclusion is what the reader reads last and remembers best. Therefore, it is important that it is well written. In the conclusion you should summarize your main points and re-assert your main claim. The conclusion should wrap up all that is said before, without starting off on a new topic. Avoid repeating specific examples.
There are several ways to end an essay. You need to find a way to leave your reader with a sense of closure. The easiest way to do this is simply to repeat the main points of the body of your text in the conclusion. Another way to do it is to answer a question that you posed in the introduction or you could use a quote that sums things up.

A Few Notes Before You Hand in Your Essay

After you have finished, read through your essay with a critical eye. Does your thesis statement in the introduction match the discussion in the main body and the conclusive statements in the final paragraph? It is important that every sentence in your essay supports, proves and reflects your thesis.

You should also remember that a good writer of formal essays:

- Does not use abbreviations or contractions.
- Does not use first person pronouns, such as “I”, “me” and “my”. It is better to make your statements more general, using “it is commonly believed that”, “we tend to think”, “scientists argue that”…
- Does not engage in personal stories. Stories about your own life experiences, or the experiences of your friends or families do not belong in academic writing.
- Does not use a language which is too casual, such as sentences that begin with words like “well, sure, now, yes, no…”.
- Does not use slang. Words like “gonna” and “wanna” are not accepted in formal essays.
- Does not start sentences with conjunctions: “but, and, or, because…”.
- Uses Linking Words. This creates better logic and coherence in your text.

See also Argument Essay, How to Write an Essay and How to Write Articles.

Task

Below we have structured three short essays for you and given you the topic sentences for each paragraph. Choose one of them and write it as a full text. Add facts and reflections under each paragraph. Make sure there are good transitions between the paragraphs.

1) Introduction: The importance of learning English
2) Living in a multicultural world
3) International job market
4) A better travelling experience
5) Conclusion

1) Introduction: The importance of a good education
2) Competitive working market
3) Independence
4) Personal growth
5) Conclusion

1) Introduction: Living in a digital world
2) Important in working life
3) Important in communication
4) Part of our everyday lives
5) Conclusion

(Source: The Hamburger concept comes from: Sparknotes - Essay Writing)

How to Write a Project Paper

Forfatter: Åse Elin Langeland
How to Write a Project Paper (134855)

A project paper is a very formal piece of writing and aims at presenting and discussing the results of your in depth study. The following guidelines should be followed.

Organizing the Project Paper

The project paper must have an introduction, a main body and a conclusion. Before you start the writing process, you should make a detailed outline.

Introduction

The introduction must describe what the paper will be about and clearly state the approach to the topic as a question or statement. (thesis question (Am.)) The question/statement must be linked to at least one competence aim in the English curriculum and be addressable in about 1800 to 2000 words. The introduction must also present how you chose to solve the task i.e. what method(s) you have used to investigate the question/statement. What you write in the introduction will be decisive for what you write in the rest of the project paper.

Main Body

When you have stated your question/statement and explained how you will solve the task, you can start writing the main body of the project paper. The main body of the paper is your attempt to answer your question/statement. You should present and build up a structured argument about the research. By analyzing and interpreting the sources you have chosen to include in the paper, and supporting your arguments by referring to your sources, you are to reach your own personal conclusion with regards to the question/statement in the introduction. During the writing process, it is important to reread the introduction to be certain that you have accomplished what you set out to do. If you have not, you may choose to edit the introduction so that it matches the main body of the paper.

It is important to use correct terminology when you are writing. It increases the level of accuracy, and thus the standard of the paper. Where it is relevant, you may include illustrations and tables.

Conclusion

The conclusion should summarize the findings from the main body of the paper, and answer the question/statement. The conclusion should not come as a surprise to the reader, but be consistent with the arguments you have used. In some cases, the conclusion will raise new questions, which you can include to show that you have good insight into the topic you have chosen to write about.

Formal Presentation

We suggest that the length of the project paper should be between 1800 and 2000 words. The word count must be included in the paper and placed after the conclusion. The word count should not include the cover sheet, table of contents, illustrations or list of sources.

The project paper should be written using formal language. It should be in A4-format, include a coversheet, a table of contents, and a list of sources, in addition to the actual project paper. The coversheet is to include the title of the paper, your name, the subject, the name of the school, and the year. The title does not have to be identical to the question/statement about your approach to the topic. The table of contents should be placed immediately after the cover sheet, and include page numbers.

The left margin should be 3 cm, and the right margin 2.5 cm. Top and bottom margins should be 2.5 cm. The cover sheet is to be page 1, but there should be no page number written on the cover sheet. The page numbers can be placed at the bottom of the pages, either centered or at the right margin.

Paragraphs should all be treated identically in the research paper. Should you choose to show the start of a new paragraph by having an empty line above the new paragraph, you have to do that consistently throughout the paper (block paragraphs). Should you choose to use the tab to change the left margin every time you start a new paragraph, then that is how all paragraphs should be started (Indented paragraphs).

The font should be 12. Ariel or Times New Roman is a good font. Use line spacing 1.5. The bottom text should state the title of your paper.

Correct Use of Sources

It is important that you use the information you gather in an independent way. You should never pretend that something someone else has written was written by you. That is called plagiarism. That is why it is important that you cite and reference your sources correctly, so that the reader can find the sources you have used.

There are several methods for citing your sources. We have chosen the Harvard method for citations and list of sources.

Direct Quotations

- If the quotation is shorter than three lines, then the quotation is to be placed within your text and marked with quotation marks. It can look like this:

  Text Text Text Text Text Text Text Text Text Text Text Text Text Text Text Text Text Text Text "Quote quote quote quote quote quote quote quote quote quote quote" (Author, Year, Page). Text Text Text Text Text.
- A quotation that exceeds three lines, should be placed in its own paragraph. A long quotation should be in single-spaced lines, to clearly show that it is a quotation. For a long quotation, you should not use quotation marks:

  Text Text Text Text Text Text Text Text Text Text Text Text Text Text Text Text Text Text Text Text Text Text Text Text Text

  Quote quote (Author, Year, Page).

  Text Text Text Text Text Text Text Text Text Text Text.

Indirect Quotations

- If you use information from another source, but rewrite the text so that it is not a direct quotation, you will still need to cite the source. The indirect quotation should not be shown in any other way but by the reference, i.e. without quotation marks or any other graphical stress:

  Text Text Text Text Text Text Text Text Text Text Text Text Text Text Text Text Text Text (Author, Year, Page). Text Text Text Text Text Text Text.

How to Write a List of Sources

The list of sources should start on a new page at the end of the document. Note that the list of sources is not to be grouped according to the type of source, but should be organized alphabetically by the author's last name. Still, dependeing on type of source, the sources will differ in format. A novel for instance will be listed in a different format than an article.

You will find more information about sources here: Use, Evaluate and Cite Sources of Information and Harvard System.

Evaluation Criteria

The following table suggests evaluation criteria for a project paper and can be printed out as a Word document.

Evaluation Criteria for Project Paper / fil
http://ndla.no/en/node/134965

How to Use, Evaluate and Cite Sources of Information

Forfatter: Anne Scott Hagen, Hanne Nesset
Use, Evaluate and Cite Sources of Information (130829)

Using information sources correctly is a necessary skill when asked to prepare a report, write an essay or make a presentation. Books, newspapers, the Internet are all examples of information sources and it is important to be aware of the use and limitations of them. Below you will find a description of how to use, evaluate and cite sources of information, followed by an example of a reference list.

How to Use, Evaluate and Cite Sources of Information / h5p_content
http://ndla.no/en/node/130853

Referencing Styles

There are several styles of referencing. At upper secondary school, there are no rules as to which style should be used. What is important is that you stick to ONE style. Below is an example of a reference list.

Example of Reference List

Books

Include:

Author/s, (Publication year) *Title: Subtitle,* Place published: Publisher

For example:

James, P.D. (2011) Death Comes to Pemberley, London: Faber and Faber Ltd. In text: (James, 2011)
Munro, A. (2012) *Dear Life,* London: Chatto & Windus

In text: (Munro, 2012)

Skifjeld, K., Rodgers, D., Sandor, C., Huseby E., and Løken, K.D. (2007) *Global Paths,* N.W. Damm & Son AS.

In text: (Skifjeld et al. 2007, p. 48)

Website

Include:

Author/s / Organisation, (Year) *Title of article,* Date accessed at: full internet address

For example:

Sparknotes, Literature and Study Guides, (2013) *Pride and Prejudice,* Accessed January 8, 2014 at: http://www.sparknotes.com/lit/pride/

In text: (Sparknotes, Literature and Study Guides, 2013)

Journal / Magazine Article

Include:

Author/s of article, (Year) Article title, *Journal title,* volume(issue number), date, page number

For example:

Knowles, L. (2013) New beginnings: Stonehenge, *English Heritage,* October 2013, p. 18.

In text: (Knowles, 2013)

No author:

The Economist, (2013) The East is Grey, volume 408, (8848), August 10th - 16th, p. 17

Newspaper Article

Include**:**

Author/s of article, (Year) Title of article. *Newspaper title*, date, page number.

For example:

Ackerman, S. and Roberts, D. (2014) NSA phone surveillance deemed illegal, *The Guardian Weekly*, 31 January - 6 February, p. 9.

In text: (Ackerman and Roberts, 2014)

News / Newspaper Article from the Internet

Include**:**

Author/s of article, (Year) Title of article, *Newspaper title,* Date, Date accessed at: full internet address

For example:

Hurley, D. (2014) Can Reading Make You Smarter?, The Guardian (Culture), 23 January, Accessed 28 January 2014 at: http://www.theguardian.com/books/2014/jan/23/can-reading-make-you-smarter In text: (Hurley, 2014)
Osborne, M. (2013) Death Comes to Pemberley: Darcy takes on murder mystery, *BBC: News Entertainment and Arts,* 20 December, Accessed January 8, 2014 at: http://www.bbc.co.uk/news/entertainment-arts-25262352

In text: (Osborne, 2013)

Oral Source

DO NOT CITE IN REFERENCE LIST, ONLY IN TEXT.

For example:

In text: C. Gardiner, English Teacher, said in class on 15 January 2014 that English is a Germanic language.

Blog

Include:

Author. (Year) Article title, Blog title, web log post, date, accessed date at: full internet address

For example:

Michaelson, A. (2014) BBC News; Social media transforms the textbook classroom, *Teaching using web tools: Education, Lesson Plans, Technology blog*, web log post, 31 January, Accessed 6 February 2014 at: http://annmic.wordpress.com/ In text: (Michaelson 2014)

In text: (Michaelson, 2014)

Digital Photograph

Include:

Photographer/Institution, (Year) *Title,* Accessed at: internet address

For example:

Dawson, L. (2008) *RMIT University students show their collections at Melbourne Spring Fashion Week*, Accessed 28 January at: http://www.flickr.com/photos/rmit/2965084995/

Literary and Linguistic Animations

Forfatter: Knut Inge Skifjeld
A Collection of Literary Animations (87954)

Alliteration / flashnode
http://ndla.no/en/node/57637

Character and Characterization / flashnode
http://ndla.no/en/node/57639

Climax and Turning Point / flashnode
http://ndla.no/en/node/57640

Conflict / flashnode
http://ndla.no/en/node/57641

Metaphor and Simile / flashnode
http://ndla.no/en/node/57717

Novel / flashnode
http://ndla.no/en/node/57642

Plot / flashnode
http://ndla.no/en/node/57716

Poetry / flashnode
http://ndla.no/en/node/57643

Point of View / flashnode
http://ndla.no/en/node/57718

Protagonist / flashnode
http://ndla.no/en/node/57644

Setting / flashnode
http://ndla.no/en/node/57645

Symbols / flashnode
http://ndla.no/en/node/57646

Theme / flashnode
http://ndla.no/en/node/57647

Numbers and Statistics

Forfatter: Bjørn Helge Græsli
Numbers and Statistics (93494)

"**42.7% of all statistics are made up on the spot**" (Steven Wright)
"**There are three kinds of lies: lies, damned lies and statistics**" (Mark Twain)

What is inferred by these quotations? Can statistics be trusted?

What Are Statistics ?

Statistics are collections of data, often presented in the form of a table or a chart. When you write about a topic you may want to support your arguments or improve your work by referring to statistical facts, because that will make them more trustworthy (and, frankly, make your work look a whole lot cooler!). That involves doing several things: You must find the statistics, understand and evaluate them, and finally use them directly or through citation. This article takes you through those steps and provides you with some useful vocabulary in the process.

Finding Data

There are several sources for reliable data, some of them are listed at the bottom of this page.

In addition, newspapers will frequently include or refer to statistics in articles. You may of course refer to the newspaper, but generally the best idea is to look up the source itself to check if the numbers are correct. It will look more convincing to the reader, and you avoid building your arguments on false data.The key is finding a trustworthy source for your numbers and statistics rather than grabbing information off the Internet and taking it at face value.

Understanding and Evaluating

Bar charts and line diagram

Once you have found the data you want to use, you must try to determine if those data are relevant and reliable, i.e. if they are useful for your purpose and if they can be trusted. That means that you must understand some basics about the collection and representation of data. This is actually a rather complex process, so here you will only get a very brief introduction.

In principle, data is gathered by collecting information from available sources either by asking people (e.g. questonnaires, interviews or polls) or by finding numbers that are registered by the government or private businesses (information about births, number of people collecting social security benefits, people's salaries, etc.).

It is important to distinguish between subjective and objective data. Subjective data (the kind collected by asking people) is more likely to be biased, i.e. to be influenced by personal opinion, because of the way people answer or the way answers are interpreted by the researcher. This is why there is a whole science behind this kind of data collection, and that statistics based on such data are often debated or criticized.

Objective data might of course also be interpreted with a bias, and there could be errors in the systems that collect the data, but generally they are more trustworthy than subjective data. This is something you should keep in mind and consider when you have found an interesting statistic. In a footnote, you may want to give your opinion about the data or the source of the data, maybe something like this: "This table was found on the gapminder website, which is generally considered a reliable and unbiased source. It consists of data collected from the countries' official national statistics."

Pie chart

One illustrating example of bias is if the researcher hand-picks the people to be included in a study instead of using a random selection of people, then there´s a good chance the results will not be trustworthy. Let´s say you wanted to check how many percent of Norway´s population are on Facebook and decided to find out by asking all the students at your school, you would probably end up between 90 and 100%. Those data would be biased if you used them about the population in general because your selection of respondents is not representative.

Using Statistics

When you have found and made sense of your data, you probably want to include your findings in your work. One option is to express the data in writing, another to include a visual representation of them. You may want to know a couple of things about the various alternatives.

Writing

Sometimes it could be the best choice not to include the statistic at all, but simply mention it as further proof of your statements. This can be done in a number of ways:

According to the DHS, 49% of all refugees and asylum-seekers come from Asia or Europe (http://www.dhs.gov/files/statistics/publications/yearbook.shtm).

The Indian Ministry of Statistics reports that the literacy rate among Indians rose by 13 percentage points from 52% in 1991 to 65% in 2001. That equals a 25% increase. (http://mospi.nic.in/Mospi_New/upload/statistical_year_book_2011/SECTOR-5-SOCIAL%20SECTOR/CH-29-EDUCATION/Table-29.6.xls)

The Pew Research Center's Internet & American Life Project asked those in a survey how they preferred to be contacted on their cell phone and 31% said they preferred texts to talking on the phone, while 53% said they preferred a voice call to a text message. (http://pewinternet.org/Reports/2011/Cell-Phone-Texting-2011/Summary-of-Findings.aspx)

It is important that you remember to mention where you got your information. However, the complete links to the actual reports or statistics may of course be placed in a footnote or a list of references at the end of your text.

Graphic Representation

There are many different types to choose between. The following are perhaps the mot common ones.

Diagrams menu

Table

A table is a means of arranging data in rows and columns. The table normally shows the raw information in numbers, leaving it to the reader to find out how to interpret the data.

Chart

Charts are often used to ease understanding of large quantities of data and the relationship between different parts of the data. Charts can usually be read more quickly than the raw data that they are produced from.

Pie Chart/Sector Diagram

The pie chart looks like – well – a pie that is cut in different size slices depending on the data. For example, 50% equals half the pie. The pie chart or sector diagram is often used to visualize how large different factors in a statistic are in relation to each other. (illustration above)

Bar Chart

If you want to compare the number of various categories on a scale, the bar chart may be your best option. The bar chart has data put into bars and the length of the bar is decided by the data. (illustration above)

Line Chart

A line chart is often used to visualize a trend in data over intervals of time and the line is often drawn chronologically. (illustration above)

One final important point: Never use statistical data (or other sources for that matter) without commenting them. Graphs, tables or references that are included in a text without further mention are only acceptable in a few cases, normally when the text you write is informal. Using graphs merely as illustrations assuming they speak for themselves is never a good idea.

Summary

1. Find relevant information/data from a trustworthy source.
2. Make sure you have understood what the data say, to determine if you can use them the way you intended.
3. Include the data in your work in a suitable format.
4. Make appropriate comments/analyses of them.
5. Remember show where you found the data in a way that enables the reader to go back to the original data and check if you have used them correctly.

Sources for Reliable Data

Statistics Norway
UK National Statistics
Office for National Statistics
US Statistics
US Census Bureau
India Statistics
Official India Statistics
Statistics Canada

Real Time World Statistics

Gapminder

Reading Comprehension

Forfatter: Per Lysvåg
11 Reading Comprehension and Vocabulary (20482)

I Dirty tactics wheeled out as binmen go to war.

1. Binmen are being investigated by police after residents who complained about rubbish
2. collections in their local paper received threatening postcards.
3. George Mower, 62, wrote to the *Brighton Argus* to say CityClean staff were “not
4. doing their jobs properly”.
5. The cards threatened to stop collecting rubbish and put cat excrement through
6. letter boxes.
7. The card addressed to Mr Mower read: “We didn’t like the letter what you wrote to
8. the Argus. We don’t like been undermined. You might find we forget to collect your
9. rubbish this week. Please don’t complain again Mr Mower.
10. We would like to keep this amicable as you’re probably an old geezer.”

From The Daily Telegraph. May 2, 2009

Questions

1. Explain the meaning of the heading.
2. Why is the phrase *wheel out* appropriate in this context?
3. The card shows a couple examples of non-standard English. Identify them and replace them by equivalent standard wordings.
4. What is the meaning of *an old geezer*?
5. How would you characterize the style of this piece?
6. Write a two line summary of the article, using your own words as far as possible.

KEY

Dirty tactics wheeled out as binmen go to war.

1. Tactics that are filthy are rolled out (in dustmen’s containers) as they threaten to respond to people’s complaints. This heading is not easy to understand. It is almost like a poem because it needs to be interpreted at several levels.
2. *Wheeled out* is a clever and appropriate verb because dustmen wheel out the rubbish bins when they come to collect people’s garbage.
3. Correct and standard English would be: *We didn’t like the letter that you wrote…* In the next sentence correct English demands: *We don’t like being undermined.* In the next line it would be better to say: *You might find that we will forget to collect your rubbish.*
4. *Geezer* is an informal word which means something like: ‘an old irritable man’.
5. The style is fairly formal in the text written by the reporter, but becomes more informal - and non-standard - in the letter probably penned by the dustmen. *Geezer* is definitely an informal word.
6. No answer suggested.

II A taxi firm’s biddies and codgers backlash

1. A taxi firm’s attempt to create a humorous advertising campaign has backfired after
2. the pensioners it was pitching to took issue with the wording.
3. Retired people in the seaside town of Selsey in Sussex have expressed their
4. dismay at the advertisement describing them as “biddies and codgers”. Chichester
5. district council said it had started an inquiry after a complaint from Maribel French,
6. 66, a widow.
7. She said she felt “quite sick” when she picked up a leaflet from Area 24/7 taxis
8. offering a “Biddies and Codgers” scheme for travel anywhere in Selsey between 9 am
9. and 11 pm seven days a week for £2.50.
10. One dictionary describes a biddy as an “interfering old woman” and a codger an “old
11. eccentric man”.
12. Mrs French said: “I phoned them up and asked them who they classed as biddies and
13. codgers. I think the whole thing is disgusting. I might be an OAP or a senior citizen

14. but I'm certainly not a biddy. It's like being called an old hag. And if my husband,
15. Alfred, was alive I would certainly not dream of calling him an old codger. I will not
16. leave it. I feel really strongly about it."
17. Michael Ellerton, a partner in the cab firm, said: "We gave out around 7,000
18. leaflets and out of all of them we have received only two complaints. It's the talk of
19. the village – they love it. They talk about it at bingo. It's all good fun."
20. Gary Healy, the controller, added: "To me, if someone says 'old codger' they
21. mean it in a nice way, not nasty. If we were trying to insult people we would be
22. charging them £5 not £2.50".
23. Meanwhile, Selsey's most famous resident, astronomer Sir Patrick Moore, was
24. incredulous about the furore. He said: "Are you sure it's not April 1?" He added:
25. "You'd better put me down as an old coot."

Based on text in The Daily Telegraph, May 2, 2009

Questions

1. Look up the words *biddy, codger, hag* and *coot* in a dictionary – either a desk dictionary or an electronic dictionary - and write down its explanation of the meaning of these words. Does the dictionary add anything about possible offensive or old-fashioned usage?
2. Mrs French mentions two expressions that she accepts as neutral descriptions of her status. Which?
3. Rewrite the heading of the article in a way that makes it clear what it means.
4. Who says that the "biddies and codger" phrase is merely intended as a good-humoured comment?
   1) Sir Patrick Moore, 2) the Chichester district council, 3) Gary Healy, 4) Michael Ellerton, 5) Mrs Maribel French
5. Explain the meaning of *pitching to* (line 2), *dismay* (line 4), *incredulous about the furore* (line 25)
6. Write a five-line summary of this article using yor own words as far as possible.

KEY

A taxi firm's biddies and codgers backlash

1. *Biddy* is an offensive slang word which refers to a woman who is a fusspot, who complains
   a lot and tends to interfere.
   Codger is an offensive and insulting word for an elderly man who is eccentric and slightly
   amusing.
   Hag is a very offensive slang word for a woman, often advanced in years, that the user
   wants to insult.
   Coot; another informal and slightly offensive word for an old person who is weird and often stubborn.
2. Mrs French accepts the neutral terms *senior citizen* and *old age pensioner* (OAP).
3. A taxi firm receives complaints after it innocently referred to potential customers
   as 'biddies and codgers'. This rephrasing would not do as a heading because it is too long
   and does not have the snap of the original.
4. Gary Healy
5. *pitching to* means 'aim at/direct at/ sell to'; *dismay* means 'disappointment or discouragement', *incredulous about the furore* means 'regarded the uproar/excitement in disbelief'.
6. No answer suggested.

III Qatari rulers snub Prince's pleas to halt modern flats

1. The Prince of Wales has been **rebuffed/rejected** by Qatar's royal family in his battle
2. to stop a £1 billion modern flats development in a historic part of London.
3. The Qataries, who have been reported to be on the **edge/verge** of backing
4. down, have instead **recommitted/reaffirmed** their commitment to the development
5. on the site of the Chelsea Barracks.
6. The Prince had written to the prime minister of Qatar, **appealing/asking** to him
7. to scrap the modern steel and glass development. But Qatari Diar, the development
8. arm of the country's royal family, issued a statement yesterday confirming its
9. **commitment/obligation** to the scheme. The statement said: "The owner and
10. developer of the Chelsea Barracks site is concerned that several recent reports in the
11. media have either stated or **inferred/implied** that it is actively considering
12. **abandoning/leaving** the scheme. As a direct consequence of these reports, we have
13. written to Westminster city council confirming **wholehearted/fast** commitment to the
14. scheme."

15. The Prince may be regretting the timing of his **intervention/invitation** as he
16. wrote to the Qatari prime minister more than a week after the application was lodged
17. with Westminster city council. He proposed a more traditional design by one of his
18. favourite architects, Quinlan Terry. The Prince has described the design by Lord
19. Rogers as "unsympathetic and unsuitable" for the area.
20. The clash is a **rehearsal/rerun** of their battle over the proposed
21. **extension/width** of the National Gallery 25 years ago, when the Prince described
22. the design by Lord Rogers as a "monstrous carbuncle on the face of a much loved and
23. elegant friend".
24. The developers Nick and Christian Candy bought the 13-**acre/acres** site with
25. Qatari Diar in May 2006 for £959 million. The brothers have since agreed to sell their
26. stake to the Qataris.
27. Lord Rogers drew up plans for 552 flats in 17 blocks, more than half of them
28. nine **stories/storeys** tall. The development also includes a hotel and shops.
29. After the Prince intervened, there were formal discussions between the
30. developers and Sir Michael Peat, the Prince's private secretary, but the talks did not
31. **address/involve** members of the Qatar royal family.
32. An influential figure in architecture **attacked/assaulted** the Prince for
33. interfering. Paul Finch, the chairman of the 2012 Olympic design panel accused him
34. of having "lurched creaking from his cultural graveyard" to attack the "old enemy
35. modern architecture".

From The Daily Telegraph, May 2, 2009

Questions

1. Read the text above and explain the meaning of its heading.
2. Choose the better of the two alternatives in the fifteen cases where alternatives are given.
3. Who is the "old enemy" in Paul Finch's quote (line 34)?
4. Who reported that the Qataris were considering pulling out of the development plans?
5. Who is the Prince of Wales's favourite architect:
   - Paul Finch,
   - Quinlan Terry,
   - Christian Candy,
   - Sir Michael Peat?
6. Write a five-line summary of the article.

KEY

Qatari rulers snub Prince's pleas to halt modern flats

1. The rulers in Qatar refuse to listen to Prince Charles's strong request to stop building modern flats.
2. rebuffed, verge, reaffirmed, appealing, commitment, implied, abandoning, wholehearted,
   intervention, rerun, extension, 13-acre, storeys, involve, attacked.
3. The old enemy is modern architecture.
4. We read in two places (lines 3-5) and (lines 9-12) that the Qataris may be pulling out of the
   scheme, but we do not get to know who exactly is the source of these reports. The reason is
   that the first one is in the passive voice *(have been reported to..)*, and the other is a noun
   …several recent reports in the media…. Both constructions hide the identity of the source.
   of the report.
5. Quinlan Terry
6. No answer suggested.

****

Advanced Material!

IV Read the long excerpt below and answer the questions at the end.

1. There have been many controversial aspects to the presidential election of 2008, but
2. one thing is uncontroversial: that Obama's skill as an orator has been one of the most
3. important factors – perhaps the most important factor – in his victory. The sheer
4. numbers of people who have heard him speak live set him apart from his rivals –

and
5. indeed, recall the politics of ancient Athens, where the public speech given to ordinary 6
6. voters was the motor of politics, and where the art of rhetoric matured alongside
7. democracy.
8. Obama has bucked the trend of recent president – not excluding Bill Clinton – for
9. dumbing down speeches. Elvin T. Lim's book *The Decline of Presidential Rhetoric*
10. *from George Washington to George W Bush*, has analysed presidential oratory
11. statistically. He concludes that 100 years ago speeches were pitched at college reading
12. level. Now they are at 8th grade. Obama's speeches, by contrast, flatter their audience.
13. His best speeches are adroit literary creations, rich in allusion, his turn of phrase
14. consciously evoking lines by Abraham Lincoln, Martin Luther King, Woody Guthrie
15. and Sam Cooke. Though he has speechwriters, he does much of the work himself.
16. More than once, the adjective that has been deployed to describe Obama's oratorical
17. skill is " Ciceronian". Cicero, the outstanding Roman politician of the late republic,
18. was certainly the greatest orator of his time, and one of the greatest in history.
19. Oratory was the supreme political skill, on whose mastery power depended.
20. Unsurprisingly then, oratory was highly organised and rigorously analysed. The
21. Greeks and the Romans, in short, knew all the rhetorical tricks (and they put a name to
22. most of them). It turns out that Obama knows them too.
23. One of the best known of Cicero's techniques is his use of series of three to emphasise
24. points. It is called the tricolon. Here is an example: "Tonight we gather to affirm the
25. greatness of our nation, not because of the height of our skyscrapers, or the power of
26. our military, or the size of our economy…" The most enduring example of a Latin
27. tricolon is not Cicero's but Caesar's "Veni, vidi, vici" – I came, I saw, I conquered.
28. Obama also uses the technique of drawing attention to a something by saying that it is
29. not important. In the example above he says that the size of their economy is not
30. important for the greatness of the US, but in discounting it in this way, he manages at
31. the same time to subtly remind us of its importance.
32. Another of Obama's favourites is the way he uses indirect references to well-known
33. public figures. He used the phrase "a young preacher from Georgia" when he accepted
34. the Democratic nomination in August 2008. He did not mention Martin Luther King.
35. Another example of the same indirectness is when he used the phrase "a tall, gangly
36. lawyer from Springfield…" in another speech. This indirect reference to Abraham
37. Lincoln has the effect of flattering the audience. They are expected to understand the
38. reference. At the same time, in the minds of his listeners it puts him on a par with
39. people like King and Lincoln, two of his idols.
40. Obama likes to use the specifics of American place to locate his references. From his
41. Nov 4 speech "Our campaign …began in the backyards of Des Moines and the living
42. rooms of Concord and the front porches Charleston (another tricolon). In this way he
43. makes it easy for ordinary people to relate to what he is saying.
44. The ancient Greeks stated that good rhetoric should involve emotion, argument and
45. character (pathos, logos and ethos). This passage of Obama's combines all three: "I
46. am the son of a black man from Kenya and a white woman from Kansas. I was raised
47. with the help of a white grandfather who survived a Depression to serve in Patton's
48. army during WW2 and a white grandmother who worked on a bomber assembly line
49. at Fort Leavenworth while he was overseas. I've gone to some of the best schools in
50. America and lived in one of the world's poorest nations."
51. All these references show that in a sense, he personally embodies the American
52. dream. That is why his speech is all the more powerful. This excerpt from the speech
53. refers to the facts of his family background, and indirectly to the strength of his
54. character since he has risen from modest circumstances and they evoke emotional
55. reactions in the audience. That is pathos, logos, ethos for you. If there is no convincing
56. and truthful relation between the arguments in a speech and the character of the
57. speaker, then the speech may degenerate into empty rhetoric – a negatively loaded
58. word often associated with politicians.

Partly based on 'The New Cicero' by Charlotte Higgins, The

Guardian, Nov. 26, 2008

Questions:

1. Explain what is meant by the art of rhetoric (line 6). Does the phrase have a neutral meaning, or is it derogatory?
2. What is the meaning of the word *bucked* at line 8?
3. Give the meaning of the phrase *dumbing down* (line 9)
4. What is the meaning of the phrase *were pitched* at (line 11)?
5. How does the writer feel about Obama's speech to judge from this wording: *Obama's speeches, by contrast, flatter their audience* (line 12).
6. What does it mean to say that a speech is *rich in allusion* (line 13)?
7. Rephrase the formulation *consciously evoking lines by Abraham Lincoln…* (line 14).
8. Who are/were Woody Guthrie and Sam Cooke (lines 14 -15)?
9. Find a simple everyday word to replace *deployed* (line 16).
10. At lines 24-26 there is an example of the tricolon. Expand the tricolon in such a way that you use a full clause for each of three elements but change nothing of the meaning. Which wording is the better, yours or Obama's? Give your reasons.
11. Write a mini-speech, where you employ Obama's technique (lines 28-31) of mentioning something which is said to be insignificant , but where the very mention of it serves a purpose.
12. Invent an example modelled on material in lines 32-39 in which you refer to somebody important not by name but by some indirect characteristic.
13. Why do you think Obama combines 'backyards' 'living rooms' and 'porches' with the geographical locations Des Moines, Concord and Charleston, respectively?
14. Explain the three terms *pathos logos and ethos*. Check dictionaries if necessary.
15. Go back to line 27. Why would it be odd to reorder the three elements in this fashion: I conquered, I saw, I came.
16. Bill Clinton once said: "You campaign in poetry, you govern in prose." What did he mean by this?

KEY

President Obama as an orator.

1. In this context the phrase *the art of rhetoric* has a neutral implication. But in other contexts the word *rhetoric* often has the negative meaning 'grand, but empty talk'.
2. *Bucked* here means 'reversed, gone in the opposite direction'.
3. *Dumb down* means 'to lower/simplify one's level of language in order to be understood by the less well-educated.'
4. *Were pitched at (college reading level)* means that 'the language was aimed at those who had gone to college'.
5. This phrase means that Obama uses language which assumes a level of sophistication on the part of his listeners.
6. *Rich in allusions* means that the language indirectly refers to/hints at other people or events.
7. *Consciously evoking lines by Abraham Lincoln….Sam Cooke* means that 'his language reminds us of or refers indirectly to what these other great speakers have said'.
8. Woody Guthrie was a well-known American singer-songwriter who wrote songs about the average American worker and his place in the nation's development. Father of Arlo Guthrie. Sam Cooke was a famous American gospel singer and songwriter.
9. Used
10. ….(we gather to affirm the greatness of our nation. We don't do it because of the height of our skyscrapers, we don't do it because of the power of our military, we don't do it because of the size of our economy.This expanded version has the same tricolon. It is repetitive, but still effective.
11. No answer suggested.
12. No example suggested
13. It is possible that he wants us to associate *backyards* with scenes in rural, agricultural Iowa, *living rooms* with the more sophisticated urban environment in Concord, Mass, and *porches* with life in a southern town like Charleston. So he covers several geographical regions, each with its specific features.
14. *Pathos* means something that evokes sadness and pity, *logos* means words/ reason and *ethos* refers ethics/ moral values.
15. There are two reasons why the original order must be used. One is pretty obvious: the sequence must follow the order of the events; secondly, the longest and heaviest word is best in end- position.
16. Bill Clinton probably meant that governing is a mundane but rational activity (cf. logos), but campaigning is an activity that requires appeals to emotions (cf. pathos) to be persuasive.

Speaking Skills

How to Make an Oral Presentation

Forfatter: Carol Dwankowski
How to Make an Oral Presentation (12075)

Choose a Topic

Oral presentations, given before any audience, need preparation. Speaking about a topic that you are enthusiastic about will naturally awaken the interest and curiosity of others. A topic that lends itself to a visual presentation will make your task much easier, for example "Destination California – a Fourteen Day Journey".

California - Beach

Research the Topic

As with any report or presentation, research your topic by using data, statistics and information collected from the library, encyclopedia or online academic databases.

Take notes, and use only relevant information. Be sure to write down your sources, URLs and where you found any quotations. While researching, start thinking of what visual aids you will need and where to get them.

If you want to start out your presentation with a quote, such as: “The world is a book, and those who do not travel, read only one page” (St. Augustine), a good place to look is www.WorldofQuotes.com.

Outline the Topic

Write a rough outline of your presentation. Begin with main headings, and then add details afterwards. Be sure to develop your presentation in a logical manner. The easier a speech or oral presentation is to follow, the more the audience will remember what it is about.

Study an example of an outline: Outline

Write the Manuscript

Write the manuscript in the form of an essay (see: How to Write an Essay). Besides helping you to remember the progression and facts, it will also give you the self-confidence you need, if anyone should ask questions at the end. Once you have familiarized yourself thoroughly with the contents, make index cards using the headings from your outline. This way you will be forced to avoid reading from a manuscript,which easily becomes monotonous and boring.

Visual Aids

Make your oral presentation more interesting or amusing by using visual aids. We are all stimulated through our senses. Colorful PowerPoint demonstrations (See How to Make a PowerPoint), animations, short videos, pictures, audios can be used to support, demonstrate or emphasize your factual information.A good site to look for images and videos is: www.flickr.com.

A few rules of thumb to follow:

- Avoid reading long sentences from either an overhead or a PowerPoint slide.
- Speak freely, only using your index cards to keep you on track.
- Always check that any text which appears on a screen is readable by the audience.
- Always contrast text and background.
- Do not overload your presentation with visuals - they should underline something in your presentation, and should not overshadow you, the speaker.
- Find the best examples, and choose only those which are relevant to the theme.
- Videos or audios which take longer than a few minutes should not substitute for a lack of factual information.
- There are two schools of thought regarding hand-outs:
    - Do not to give out hand-outs too early, because the audiences will read them instead of listening.
    - Distributing hand-outs early helps the audience relax and listen more because they do not have to write everything down.

How to Make a Visual Presentation

Forfatter: Carol Dwankowski, Knut Inge Skifjeld
How to Make a Visual Presentation (19571)

Characteristics

Presentation

Today's generation of students are more visual than earlier generations and used to viewing visual media in all its forms. Therefore, it is only natural that speakers and lecturers make use of the visual possibilities PowerPoint or Impress have to offer.

Students and teachers who want to make their presentations available for others can move them directly to a website or one of the learning
management systems such as: Fronter or It's Learning. Here are some of the advantages to using PowerPoint or Impress.

Use PowerPoint or Impress

- to visually organize your talk and make it easier for the speaker as well as the audience to follow.
- to make your presentation more visually interesting by using colorful fonts, designs, graphics, and multimedia resources: external links, pictures, animations, video and sound.
- to emphasize important points and information.
- to illustrate explanations.
- to reach audiences with various learning styles.
- to keep the audience attentive and focused.

Less is More

One of the most common mistakes when using PowerPoint or Impress is overburdening (tynge ned) the presentation with too many visual elements: pictures, animations etc. It is a good rule of thumb to keep it simple. The rule, "less is more" should be applied to any presentation. Too much information and too many special effects can be confusing for an audience and distract from the main message. Write an outline first. (See Outline of an Oral Presentation) Never read everything you have to say from a PowerPoint/Impress slide, use bullets.

Know Your Audience

Always be sure you know to whom you will be giving your presentation. A common mistake is using the wrong visuals and audios in front of the wrong group. Giving a presentation in front of a class of teenagers, whom you already know, will be different than giving a talk in front of a group of parents or a special group of working professionals. One should gear the use of multimedia, graphics, design and audios/ visuals to the age group. Visual signals may differ from age group to age group. If the talk is supposed to be a serious one based on The Melting of the Ice Caps, you don't want to put in loud flashy fonts and funny graphics and clip-art. Design accordingly!

Principles of Good Design

Consistency
Choose the same color scheme, font size/s, type/s and bullet style on all the slides. Choose one design/layout on the master slide and keep to it. Too many font sizes, colors and types can make your presentation visually confusing where the audience has a hard time figuring out what is most important. Always think of what you want to organize (regular fonts) and what you want to emphasize (Bold, Italics, underline)

Keep it simple and concise
Be sure to limit the amount of information per slide.
- three to five slides with text per major heading
- one main heading per slide
- not more than six to seven words per line
- not more than six to seven lines per slide
- use bullet points under your major headings

Use big fonts
Depending on the room in which you will be giving your presentation, titles could be up to 36 -40 points in size and text 24 points in size. A common mistake is a presentation written in too small a font size where the audience cannot see the words from the back of the room.

Using big letters reduces the space available for graphics. Also remember that elements in your presentation do well with some space around them. Thus you should not use bigger text size than required.

Color contrast
You should always contrast text and background. Either use a light text on a dark background or a dark text on a light background. You may have to take the lighting in the room into consideration. In a bright room, for example, where you cannot close the curtains, use a light background and a dark text. Think visual balance!

Images, graphics and animation
Images , graphics and clip art should always compliment the text. A good idea is to limit the number of pictures, charts or graphs to one per slide. Pictures can easily be grouped together. Don't spread them out on all sides of the text. Be sure that the colors of the images match those of the background. And, of course, adjust the size of the image, graphic or clip art to the slide.

Animation
Remember that "less is more"; however, if you are going to use animation to highlight text, don't abuse it. Your audience may get caught up in a fast moving text transitions and miss the entire point of your message. Choose a transition speed that is easy to follow.

Movies and Sound
Movies and sound to demonstrate or support your information should always be chosen with care. To avoid any risks that an external link to a video or music website might not work on the day you are giving your presentation, it is a good idea to download both movie/video bits as well as sound clips directly to your computer. This way you can easily insert them into your presentation. It is also possible to synchronize sound clip and slide.

Rehearse Beforehand

As the old saying goes, “practice makes perfect” and presenting a presentation is no exception. A common mistake is thinking that quickly clicking through your slides at home the day before your presentation is sufficient preparation. It is necessary to time your presentation and make sure that each technical feature works according to plan. Talk through each slide as if you were giving the presentation. And by all means, make sure that the projector and cables in the room work correctly beforehand!

Stay Hungry – Stay Foolish

Forfatter: Åse Elin Langeland, Eli M. Huseby
Stay Hungry – Stay Foolish (120793)

Steven Paul "Steve" Jobs (1955 - 2011) was an American inventor, entrepreneur and the co-founder of Apple Inc.

In 2005 he held the Commencement Address at Stanford University. His speech has since then become iconic, and after his death it has been a great hit in social media.

What Makes a Good Speaker?

The main principle in good rhetoric is how you can appeal to your audience by using **ethos** – your credibility as a speaker, **pathos** – your ability to stir emotions, and **logos** – your ability to challenge common sense and reason.

A good speaker would also employ rhetorical devices such as repetition, metaphors or images, humor, contrasts, connotations, rhythm, irony and facts.

Another aspect that a speaker must always consider is the rhetorical situation, what we call **kairos**. A speaker has to ask himself: what is the context of the communication? What is it apt to say in the given situation? Who is the audience?

Listen to Steve Jobs' Commencement Address at Stanford University in 2005. What makes it iconic?

Stay Hungry – Stay Foolish / fagstoff

http://ndla.no/en/node/120793

Transcript of the commencement address

Steve Jobs - Connecting All the Dots

Fotograf: Wenn.com

Tasks and Activities

Analyze Parts of the Speech

1. When you start a speech, it is imperative to capture the attention of the audience.
    - How does Steve Jobs accomplish this in his speech?
    - Which rhetorical device does he use?
    - Why is it apt to use this device in the given rhetorical situation?
2. Jobs announces that he will tell three stories.
    - How does this announcement stir the interest of the listener?
    - What is the main content of these "stories"? In which sense do all the "stories" contain elements of pathos?
    - Which one do you find most moving? Why?
    - How does he avoid the trap of being too sentimental?
3. The first "story" is introduced in this way: "It is about connecting the dots..."
    - What does he mean by that?
    - In which sense is this a metaphor?
    - Why is this metaphor so powerful - and witty?
    - Is "connecting the dots" what he does with all the three "stories"?
4. Jobs closes the first "story" by stating: "You can't connect the dots by looking forwards, you can just look backwards." What does he mean, and how is this connected to his calligraphy class?
5. *Hungry, Foolish* and *Drop-out*
    - What connotations do these words normally carry?
    - How does Jobs twist these words?
    - In which way does Jobs establish ethos in spite of being a drop-out, foolish and hungry?
6. *Stay Hungry - Stay Foolish*
    - How is the message wrapped up in the appeal?
    - How is this appeal consistent with logos in the speech?
7. The first "story" is closed by many references to Robert Frost's poemThe Road Not Taken
    - Which references do you find?
    - What do you think Jobs refers to when he says: "And that has made all the difference"? Do you think it is the same as Robert Frost suggests?
    - Which effect does referring to a poem have on an audience.

Write a Blog Entry

1. There are many references to Robert Frost's poemThe Road Not Taken. Write a blog entry where you post your personal reflections on the theme in Jobs' speech and Frost's poem. The title should be: I took the road less traveled by - and that has made all the difference.
2. Look at the collage of Steven Jobs. Write a blog entry where you post your personal reflections regarding Steve Jobs and his life and work. The title should be: Connecting All the Dots.

Write a Commencement Speech

You are graduating from High School and the principal has asked you to give the commencement speech. Use what you have learnt about good speeches and rhetorical devices and make an iconic speech, a speech that will be remembered by your teachers and your classmates for years to come. Write the script and record it.

Further Reading

American Presidents and the Art of Rhetoric
Yes, We Can!
The Legacy of Steve Jobs
Jobs (film)

Barack Obama and Martin Luther King - Great Sp..

Forfatter: Knut Inge Skifjeld
Barack Obama and Martin Luther King - Great Speakers (19467)

Barack Obama's Inauguration Speech

Listen to and watch parts of Barack Obama's inauguration speech. Focus on his oratory skills.

Barack Obama and Martin Luther King - Great Speakers / fagstoff

http://ndla.no/en/node/19467

Discussion

- What are your first impressions?
- How does he strike you as a person?
- How does he appeal to the people?
- What words stand out?
- How important is his body language?

Dr. Martin Luther King Jr. at the Lincoln Memorial

On August 28, 1963, Dr. Martin Luther King Jr. told 250,000 supporters at the Lincoln Memorial of his dream of equal rights. King was assassinated less than five years later, but the "I Have a Dream" speech has lived on, expressing an ideal of racial harmony toward which America continues to struggle. Listen to and watch parts of his speech at the Lincoln Memorial. Focus on his oratory skills.

Martin Luther King Speech / video

http://ndla.no/en/node/19510

Discussion

- What are your first impressions?
- How does he strike you as a person?
- How does he appeal to the people?
- What words stand out?
- How important is his body language?

Writing

Come up with a title yourself.

1. Write an essay in which you discuss the following proverb:**The tongue of a man is his sword and effective speech is stronger than all fighting.** Make references to the speakers above in your text.
2. How important is it to have people like Martin Luther King to stand up and fight for common causes?
3. Martin Luther King was a pacifist, which means he did not accept the use of violence to reach his goals. His followers were often

subjected to violence. Do you think you would have responded in the same peaceful manner, or would you have fought back using violence?

Presentation

Choose a famous speaker, e.g. one of the two above, and make a Powerpoint/Impress presentation of him/her. Make sure you include why you think he/she is a great speaker. Do not just list facts about their lives, but tell relevant anecdotes and add pictures/audio/video to liven up your presentation.

Other suggested great orators:

- Winston Churchill
- Abraham Lincoln
- Oprah Winfrey
- Hillary Clinton
- Margareth Thatcher
- Nelson Mandela

Research

Sit in pairs. Find your favourite speech and show it to each other. Explain why you like it, and describe the occasion under which it was delivered.

Where to look:

- americanrhetoric.com/top100speechesall.html
- YouTube.com Search for **great speeches**.

American Presidents and the Art of Rhetoric

Forfatter: Eli M. Huseby
American Presidents and the Art of Rhetoric (89274)

Franklin Delanore Roosevelt
John F. Kennedy
Ronald Reagan
Barack Obama

Apart from being American presidents, what do you think they have in common?

These words are important in the text (see interactive task in the link collection to practise the vocabulary):

- *rhetoric*
- *orator*
- *persuasive*
- *inventio*
- *dispositio*
- *eloqutio*
- *memoria*
- *actio*
- *kairos*
- *decorum*

In a previous article we have seen that the art of communication - rhetoric - originated from politics and public speaking in ancient Sicily and Greece. Since democratic values were and are cornerstones in the American Constitution and politics, presidential candidates that cannot speak up for their interests do not stand a chance in the race for presidency.

The Five Corner Stones of a Good Speech

According to the Roman rhetorician Cicero (106 - 43BC), a successful persuasive speech relies on the following five cornerstones: inventio (you have to come up with arguments that support your view and you have to prepare for arguments that your audience or counterpart will come up with), dispositio (you have to plan how to arrange your arguments), eloqutio (you have to adopt style), memoria (you should know your manuscript very well and make your audience remember) and actio (you should plan how to deliver your speech).

Ethos
Fotograf: Brett Jordan

No doubt the above are the primary criteria, but we should not forget about the main principles in good rhetoric, i.e. how you can appeal to your audience by using ethos (your credibility as a speaker), pathos (your ability to stir emotions) and logos (your ability to challenge common sense and reason).

The Rhetorical Situation

Another aspect that you have to have in mind is the rhetorical situation, which is known as kairos. A speaker has to ask himself or herself: what is the context of the communication, what constraints and options do the time and place call for. Last but not least, the speaker has to consider who is the audience and decorum; what it is apt to say and how to say it in the given situation. If you had just confided a deep secret to your best friend, you would not have appreciated it if she burst out laughing!

Mass Media as a Communication Channel

Rhetoric

A long time has passed since public speakers had to deliver their speeches in ancient Greece. Whereas those speakers often delivered their speeches from a podium in the open air in Athens and their message could only reach the crowd that was within hearing distance, public speeches today will be broadcasted and instantly reach millions of people. Mass media permit any speaker who has a lot on his mind to reach his audience. Yet, the speaker has to be familiar with the possibilities as well as the limitations of the channel chosen to convey his message.

Four Presidents - Four Outstanding Orators

The American presidents Franklin D. Roosevelt, John F. Kennedy, Ronald Reagan and Barack Obama are all ranked among the world's greatest orators. Why? Certainly because they applied Cicero's five cornerstones (see above) in their speeches and their talent to perceive the rhetorical situation (kairos). Furthermore, they know how to exploit the media channels available in their contemporary time. Look at the examples below.

Roosevelt and His Fireside Chats

Franklin Delanore Roosevelt (1882 - 1945) had to lead his country through the Depression of the 1930s and World War II during his terms as President from 1933 to 1945. The times of crises called for action, and the President started to broadcast his Fireside Chats. The radio was the only channel at hand to reach his audience - the American people. Listen to one of his first speeches provided in transcript and audio recording (link collection) and then answer the tasks. Fireside Chat on the Banking Crisis

Franklin Roosevelt Delivers Radio Address

Fotograf: Corbis

TASKS

1. What is the rhetorical situation (kairos) that called for this speech?
2. Look at the word cloud (provided on the link above, scroll down to find it). Which words are repeated? What effect do these words have?
3. Find examples of the use of ethos, pathos and logos in the speech.
4. This message is conveyed over the radio. Which possibilites and which restrictions are implied in the radio as a media channel?
5. Today the world faces a new economic crisis, not very different from the one in the 1930s, would this Fireside Chat appeal to people today? Why or why not?

John F. Kennedy

Like Franklin D. Roosevelt, John F. Kennedy (1917 - 1963) also had to lead his people through hard times during his short presidency in the early 1960s. In the Cuban Missile Crisis, not only the USA, but the entire world, was on the brink of a nuclear war. On more domestic ground another battle took place - the call for Civil Rights for African Americans and the deep divide this demand caused between the North and the South. The situation was so tense that it caused the President to make an appeal to his people. This speech was delivered on television - a channel which was in its infancy in 1963. Watch the brief clip and answer the questions.

American Presidents and the Art of Rhetoric / fagstoff

http://ndla.no/en/node/89274

TASKS

1. What is the rhetorical situation (kairos) that called for this speech?
2. Make a word cloud (words that are repeated, count how many times they are repeated) from this short speech. What effect do these words have?
3. Find examples of the use of ethos, pathos and logos in the speech.
4. This message is conveyed through the television. Which possibilites and which restrictions are implied in the television as a media channel?
5. Do you think the President managed to move his audience? Why, or why not? Would this speech performed in the same manner (actio) work today? Why or why not?

Ronald Reagan

Ronald Reagan (1911 - 2004), a former actor, was President from 1981 to 1989. Among his chief accomplishments ranks his effort to start the process to terminate the Cold War. In this effort he could draw upon his considerable communicative skills.This earned him a reputation as "the great communicator". Ronald Reagan's Address on the Challenger Tragedy

TASKS

1. What is the rhetorical situation (kairos) that called for this speech?
2. Look at the word cloud (provided on the link above. Scroll down to find it). What effect do these words have?
3. Find examples of the use of ethos, pathos and logos in the speech.
4. If you compare John F. Kennedy's TV performance with Ronald Reagan's. What are the obvious differences?
5. With a former career as an actor, do you think the President profits from this in this speech?

Barack Obama

When Barack Obama entered office as the USA's 44th President on January 20, 2009, as an African American he was the first to break a chain of white Anglo-Saxon presidents and he was the first genuinely "digital" president. He used the potential of social media to its fullest in his presidential campaign and thus earned valuable votes from the young generation. On the official website http://www.whitehouse.gov/ with entries to Twitter, You Tube and Facebook, and blogs he and his staff continue to keep up the dialogue with the public. Apart from his awareness of the power of digital media, he is an outstanding orator. His Inauguration and Super Tuesday Speeches have become classical examples of good rhetoric. If you follow this link, you will find an extensive interview with You Tube's Steve Grove. In the interview you will see clips from Obama's most significant speeches. Watch 5 min. of the interview and answer the questions. Barack Obama's YouTube Interview

U.S. President Barack Obama speaks during a visit to Northern Virginia Community College in Alexandria

Fotograf: Kevin Lamarque

TASKS

1. What is the rhetorical situation (kairos) in this interview?
2. Who is the President's audience and how do you think he handles this communication? What is the symbolic value of this You Tube interview?
3. Is he persuasive? Does he sound convincing? Is he consistent? Do you find examples where he uses pathos? What about his crediability - ethos - is it weakened or strengthened?
4. How do you think he has planned his actio (look at how he has dressed, his tone, his words and his body language)?
5. Why do you think Obama is considered a good speaker?

Further Reading

Yes, We Can!

Barack Obama and Martin Luther King - Great Speakers

Yes, We Can!

Forfatter: Eli M. Huseby
Yes, We Can! (89221)

Below we have quoted four American presidents. Do the quotes seem familiar? Do you know which presidents we have quoted?

- President 1:
  "*Do not ask what your country can do for **you**, ask what **you** can do for your country!*"
- President 2:
  "*Change will not come if we wait for some other person or some other time. We are the ones that we've been waiting for. We are the change that we seek*."
- President 3:
  "*But there are advantages to being elected President. The day after I was elected, I had my high school grades classified Top Secre*t."
- President 4:
  "*Be sincere; be brief; be seated.*"

Rhetoric is an art of communication that can trace its roots back to the ancient Greek province, Sicily, where the very first idea of political democracy was coined. The word "democracy" is derived from old Greek; *demos* meaning *the people* and *kratein* meaning *to rule.* If you look at how the word is defined Democracy on Merriam-Webster, you'll see that freedom, elections and common people are core principles. This demands participation and accordingly elections were held and the citizens had to convince voters by public speaking. Thus it became a primary political skill to be a good speaker and the concept of rhetoric was initiated to develop effective public speaking.

I Believe in Democracy
Kunstner: Ryan2point0

So - the American presidents quoted above follow an ancient tradition in many respects. Clearly democracy is a core value in the American political system. Due to their past experience from Europe, the Founding Fathers feared, more than anything, tyrants and despotic aristocrats and kingship. To be elected President in the USA you had and currently have to speak up for your interests. There is no way to avoid the subject of rhetoric.

What do **you** think makes a good speaker? If you look at the quotes above, there is no doubt that they are good. The mere fact that they have survived to this day, confirms this of course, but what *makes* them good?

Rhetorical Analysis

Choose one of the quotes above and make a brief rhetorical analysis to see how the speaker wraps up his message. What devices are used; does the speaker implement:

- irony?
- humor?
- repetition?
- connotations?
- rhythm?
- contrasts?
- metaphors or images?
- alliteration?
- facts?

Rhetorical Analysis

Discussion

Study the four quotes and discuss what gives them the three core rheorical elements, pathos (appeal based on passion), logos (appeal based on logic and facts) and ethos (appeal based on the credibility of the speaker)?

Find Out

Use the following website Presidential quotes and look up information in an encyclopedia online.

Quote no. 1"*Do not ask what your country can do for **you**, ask what **you** can do for your country!*"

"Ich bin ein Berliner"
Fotograf: DPA

This picture is taken in Berlin where this president solemnly declared: "Ich bin ein Berliner." Quote no. 1 belongs to this president. Who is it? Find out the occasion when he encouraged his people to stand up for their country. What effect does the pronoun "you" have in this quote?

Quote no. 2 "*Change will not come if we wait for some other person or some other time. We are the ones that we've been waiting for. We are the change that we seek.*"

Obama - "hope"
Opphavsmann: Anthony Baker

This quote belongs to this president (see picture). Find out about the occasion behind these words. Focus on the words "change" and "hope". What kind of emotions do they stir (pathos)? Why were these words so effective?

Quote no. 3 "*But there are advantages to being elected President. The day after I was elected, I had my high school grades classified Top Secret.*"

Look at the picture. This is a memorial statue that was raised to commemorate this president's 100th anniverary. In contrast to the other presidents listed here, this president was Republican and he was the only president to this date that could look back upon a career as an actor before he took office in 1981. Find out who it is. If you study the quote, why are we so charmed by this? What does he appeal to? Do you think his former career was a pre for him as a public speaker?

Memorial statue

Fotograf: Jason Reed

Quote no. 4 "*Be sincere; be brief; be seated.*"

This president is inrrevocably associated with the Great Depression, the New Deal policy and World War II. A statue was erected in Oslo to commemorate this president. Who is it, do you think? The quote is presumed to be advice to his son about basic principles in a good public speech. Do you think he captures the essentials? What makes us remember the words?

Memorial statue in Oslo, Norway

Fotograf: Bjørn Brøymer

Further Reading

So far, we have just studied the actual wording of quotes. To become an outstanding speaker, there is more to it. On this site you can study how these presidents' most memorable speeches are performed. American Presidents and the Art of Rhetoric.

Digital Skills and Tools

Apps Explained

Forfatter: Anne Scott Hagen
Apps Explained (132064)

What is an app? Watch and listen to the explanation in the video by Common Craft (2min.43sec.) and then try the tasks which follow.

Apps Explained / fagstoff

http://ndla.no/en/node/132064

Tasks

Fill In

Apps - Fill In / h5p_content
http://ndla.no/en/node/132062

Class Survey
Carry out a class survey and find out which are the most popular apps. Make a list of the ten most popular.

Interview

In pairs, take turns at interviewing each other and find out:

- his/her two favorite apps
- why these are his/her favorites
- any disadvantages with these apps

Is the App Really a Trap?

Read this article, Angry Birds: Is the App Really a Trap?, and try the tasks associated with it.

Search Engines

Forfatter: Anne Scott Hagen
Search Engines (131887)

Search engines - what are they and how do they work?

When we want to find information on the Internet we use a search engine to help us get results. A search engine organizes all the information on the web to make it easier to find the information you need. Google, Bing, Ask.com and Yahoo are examples of search engines. Watch the video by Common Craft (3.10min.) to find out how search engines work.

Search Engines / fagstoff

http://ndla.no/en/node/131887

Now try the task below to check your understanding.

Task

Search Engines - Fill In / h5p_content
http://ndla.no/en/node/131856

Sources and Project Work

An Introduction to Project Work

Forfatter: Anne Scott Hagen, Eli M. Huseby
An Introduction to Project Work (134723)

An in-depth project is an extensive piece of work and it is important to plan your project and its presentation carefully. Here you will find some tips on how to work with a project. The tips should also be useful for the presentation which is part of the final oral exam.

In a project task you may be given or can choose a broad general topic or the teacher may have narrowed the topic down. In some cases the required competence aims from the English curriculum may be stated, or you may have to find the relevant competence aims yourself. Linking your project to the relevant competence aims is an important part of project work.

The Topic

Find a topic which interests you. Brainstorm ideas with partners, class and teacher.

Choose a broad topic to begin with, e.g. *The British Empire*.

Narrow it down, but not too narrow e.g. *The Legacy of the British Empire*.

Decide on your approach to the topic and make a question/statement (thesis statement in the US) to show exactly what you will be investigating in your project, e.g. *The legacy of the British Empire is both a gift and a burden for Englsih-speaking countries*.

Competence Aims

Which competence aims are you going to include or which aims have been set for the project?

For example in the suggested topic above, some of the competence aims from the curriculum for Social Studies English could be:

- tolke minst ett større skjønnlitterært verk og en film og et utvalg av annen engelskspråklig litteratur fra 1900-tallet og fram til i dag
- drøfte spørsmål knyttet til sosiale og økonomiske forhold i noen engelskspråklige land
- analysere en regional eller internasjonal konflikt der minst ett engelskspråklig land er involvert
- presentere et større fordypningsarbeid med emne fra samfunnsfaglig engelsk og vurdere prosessen

Research

Research your topic thoroughly using different reliable sources of information, e.g.:

- course material
- the Internet
- encyclopedia
- books, magazines, journals, newspapers
- films, documentaries
- interviews

Evaluate and cite your sources correctly: How to Use, Evaluate and Cite Sources of Information

Guidelines for Presentation

Your teacher will give you guidelines for your project and the assessment criteria, e.g.

- type of presentation (written, oral, oral + written, multimedia, group, individual, etc.)
- length of presentation
- additional hand-ins (e.g. project log)
- assessment criteria

Follow the guidelines carefully.

Below, you will find tips for working with different types of presentations:

Oral Presentation

Oral Presentation / video
http://ndla.no/en/node/127979

How to Make a Visual Presentation

Working with Projects - Oral Presentation Checklist / veiledning
http://ndla.no/en/node/72876

Written Project Paper

How to Write a Project Paper

Working with Projects - Grammar Checklist / veiledning
http://ndla.no/en/node/72856

Assessment

You may be required to hand in a log of your work on the project as part of the assessment:

Working with Projects - Log Entries / veiledning
http://ndla.no/en/node/72905

and perhaps make a final self-evaluation:

Working with Projects - Self Evaluation

The following indicate what the teacher may look for when assessing a presentation:

Evaluation Criteria for Project Paper / fil
http://ndla.no/en/node/134965

Assessment Form for Oral Presentations

Assessment Form for Written Task

Copyright and Creative Commons

Forfatter: Anne Scott Hagen
Copyright and Creative Commons (131877)

What do copyright and creative commons mean for work which is published?

Watch this video by Common Craft (3.48min.) and learn about the rules for copyright and creative commons. Here you will find information about the different types of licenses for publishing your own work and for using work published by others.

Copyright and Creative Commons / fagstoff

http://ndla.no/en/node/131877

You will find more information about creative commons licenses here.

Now try the tasks below to check if you have understood the licensing rules.

Tasks

1. Match the symbol with the license.

Creative Commons and Copyright / h5p_content
http://ndla.no/en/node/131723

2. Match the symbols with the licensing information.

Creative Commons Licenses / h5p_content
http://ndla.no/en/node/131760

3. Norwegian Copyright Law - Find Out

In Norway, how long is a work protected before it becomes free for anyone to use i.e. it is no longer protected by copyright? Norwegian Copyright Law

4. Public Domain

What does it mean if a work is in the public domain? (If you are not sure check here)

Plagiarism

Forfatter: Anne Scott Hagen
Plagiarism (131884)

What are the rules for using someone else's ideas? Passing on someone else's ideas as your own is called plagiarism.

Watch the video by Common Craft (2.40min.) and find out the rules for using someone else's ideas in your own work and giving credit to the original owner.

Plagiarism / fagstoff

http://ndla.no/en/node/131884

Task

Check what you have learned about plagiarism.

Plagiarism Quiz / h5p_content
http://ndla.no/en/node/131802

Web Search Strategies

Forfatter: Anne Scott Hagen
Web Search Strategies (131891)

Searching the web, some tips for better results.

The video below from Common Craft (2.30min.) will tell you how a web search works and how to get the results you want.

Web Search Strategies / fagstoff

http://ndla.no/en/node/131891

Tasks

1. Fill in the Missing Words.

Web Search - Fill In / h5p_content
http://ndla.no/en/node/131858

2. Search Using Two Different Search Engines, e.g. Google and Bing.

1. Search for *labrador*. Compare:
   - the first three alternatives which come up when you write the word in the search box
   - then press return and check if the results in the two search engines are the same or different
2. Search for a phrase:
   - the following phrase without quotation marks: *compares picking which Munro story to read to choosing what to eat from an enormous box of chocolates*
   - the same phrase with quotation marks: "*compares picking which Munro story to read to choosing what to eat from an enormous box of chocolates*"

7 Genre and Style

Genre

Comics and Cartoons

Forfatter: Jan-Louis Nagel
Comics and Cartoons (95333)

The word “literature” comes from Latin “littera” which means letter or character. Accordingly a comic strip will hardly qualify as literature since it has few letters, strictly speaking. Still a comic may have its literary qualities as a narrative in the combination of pictures and text. And it certainly is good entertainment. Who has not at one time enjoyed a comic strip or a cartoon? Comics are mandatory reading training for children, but many young people and also grown-ups enjoy comics and cartoons, and admit it openly…

Make sure you know these words and expressions before you read the article

mandatory, exaggerating, educational, legacy, cutlery, spin-off, heroism, albeit, to provide, hegemony, protagonist, credibility, alter ego, to recur, motif, sketch

Walt Disney

He called them “Silly Symphonies”, his little animated short films with “human” animals.
Mickey Mouse was the first (1928) and Donald Duck appeared six years later. It is not an exaggeration to claim that Walt Disney had a ground-breaking significance for the development of comics and cartoons. His characters are familiar and popular all over the world. His universe consists of funny animals with human qualities, and his stories are harmless and educational with a good moral. Clever Mickey Mouse is the hero for many children, while the short-tempered duck in his navy shirt and funny voice has many human qualities, which is probably why we love him. Disney’s cartoon versions of Cinderella, Bambi, and Snow White are classics that have been enjoyed for generations. The Disney Empire grew and became big business in America. The first Disneyland amusement park was opened in Los Angeles in 1955; later a similar park, Disney World was opened in Orlando, Florida (1971) and Euro Disneyland in France (1992).

Comics are Fun
Fotograf: Kerstin Mertens

Today the Disney industries employ several thousand people. Walt Disney’s partner Carl Barks contributed to the success by creating some of the characters and by writing and drawing some of the classic Donald Duck stories. Disney died in 1966 and Barks two years later, but their legacy is well taken care of. The Donald Duck magazine is still published weekly, and there are even special Disney channels on TV that present new (and old) Disney cartoons and feature films for children.The Disney spin-offs meet us everywhere – cutlery, blankets, wrapping paper, food, toys; there is no end to it.

American Values

Donald Duck and Mickey Mouse are American icons that have conquered the world. For a long time the comic and cartoon market was dominated by American productions. What we got was American values and qualities, and a dose of American heroism, like in the westerns. Strips about the classic Wild West heroes like Davy Crockett and Roy Rogers introduced many children to American history, albeit in a rather single-sided presentation. Usually the native population, the red Indians, were presented as savages who were rightfully hunted down by white, heroic freedom fighters. The Wild West provided loads of dramatic material for creative writers and drawers, and many boys have played cowboys and Indians inspired by what they had read in an American comic strip.
There is also a European comic tradition mainly represented by French authors such as Hergè (TinTin) and Goscinny / Uderzo (Asterix), but the comic market is still dominated by American comic production. An interesting and recent trend in the USA are the so-called "fusion comics" which combine elements from traditional super-hero comics with serious literary qualities and inspiration from French and Japanese comic tradition. These comics are published as hardback issues and not in the traditional magazine form. The Seattle-based Fantagraphics publishing company is fronting this ambitious trend of serious comics as an art.

The Cartoon

Watching Tom and Jerry leaves you with the question: Why don't they give up their endless fight and simply be friends? Well, the answer is simple – because then there would not be any cartoon about them. So it goes on and on with one deadly stunt after another. This is what cartoons are all about. The universe of a cartoon is not limited by credibility or the laws of physics. In a cartoon anything goes. This is most likely why children love this kind of entertainment, because whatever they might imagine is possible in a cartoon, and the protagonists always survive no matter what they are up against. An interesting new-comer was the combination of cartoon and real film in "Who Framed Roger Rabbit" in 1988 with British actor Bob Hoskins starring with cartoon figure Roger Rabbit. Traditionally cartoons have provided safe and harmless entertainment for kids, but times have changed. Digital animation has opened for new possibilities, such as fascinating "documentaries" about e.g. dinosaurs or dramatic disasters in a sci-fi setting. In a modern animated film it is in fact hard to tell if the actors are real and just badly made up, because the animations are so close to real-life figures. The future of animated film, with 3D effects seems to offer an even more "realistic" thrill, for example what we have seen in "Avatar".

Superheroes

Perhaps there is a human need to believe that if something awful is threatening the earth or a dangerous criminal is on the loose, someone will take action and save us. This has brought on the American super-heroes like Flash Gordon, Superman, Batman and Spiderman. These figures are ordinary men, but have the secret ability to turn into a superhuman that will come to rescue people in danger, bring the bad guys to justice and restore law and order. This kind of double-life or alter ego is a recurring motif in literature; two individual and opposite identities living within the same body. Victorian writer Robert Louis Stevenson's "The strange case of Dr Jekyll and Mr Hyde" is an example, albeit with a somewhat more disturbing development and ending than we see when Superman alias Clark Kent saves the world in his superman costume and cape. Superman was in 2011 ranked number one in an international rating of top 100 comic book heroes.

Batman
Fotograf: Jerry Robinson

Serious Fun

Traditionally a cartoon or a comic strip is pure fun and entertainment. But some creative authors and animators have entered the cartoon scene with a different approach. *The Simpsons* and *South Park* have become enormously popular TV-series with their satirical comment on topics or phenomena taken from real life. The drawings are more like sketches, but their universe and topics are clearly recognisable, and their ironic twist is both striking and sharp. The kids in *South Park* pick up elements in the news or in society in general and present them in a satirical and often provocative manner. It looks harmless because they are only children, but innocent as they may seem, beneath there is a serious message in both *South Park* and *The Simpsons*. For example – what does Homer Simpson imply with his remark: "I did nothing at work today, and I still got paid!"?

Comprehension

What is meant by the expressions "spin-off" and "a sci-fi setting"?

Discuss

1. Do you think comics should qualify as literature?
2. What is your favourite cartoon? Do you still enjoy cartoons? Why / why not?
3. Comment on the Homer Simpson remark in the last line of the article.
4. What is your opinion about the superhero tradition in comics and cartoons? Why is this tradition mainly American?

Presentation

1. What are your favourite episodes from *South Park* and *The Simpsons*? Find them on YouTube, play them for the class and explain why these are your favourites.
2. Analyse the episode with respect to stereotypes, attitudes, structure, etc.

Create a Cartoon

1. Create your own cartoon story. You can use your favourite novel, film, comic as a starting point or create your own setting and characters. You might find the digital tool Toondoo useful. You need to create an account (free).
2. What potential and limitations did you experience with the cartoon genre?

Crime - Disturbing, Dark, and Delightful

Forfatter: Jan-Louis Nagel
Crime - Disturbing, Dark, and Delightful (94684)

Why are we so fascinated by crime? Ever since Edgar Allan Poe's "The Murders in the Rue Morgue" (1841), which is claimed to be the first genuine crime story, the genre has been immensely popular with the reading audience. Is it because we have a secret desire for the dark and disturbing nature of man, or is it because we want to confirm our belief in the good forces in society that fight the evil? We feel safe when law and order are restored. Let us look a bit at the different sub-categories of crime stories (and films) and speculate a bit on our morbid fascination for criminal activity.

These words appear in the article, check that you know them all.

predictable, mandatory, delinquent, violation, protagonist, antagonism, narrative, to deploy, intricacy, deduction, counterpart, to obstruct, to complement, to enhance, hassle, unsettling

The Rules of the Genre

It is an interesting fact that crime literature never achieved any due respect or acclaim by literary scholars and critics. It is considered a simple and trivial genre without much literary merit. One reason may be that the universe of a traditional crime story is displayed within a fairly predictable framework. When you pick up a crime story you to some extent know what you will get. Certain elements are mandatory ingredients of the genre; number one is evident – there has to be a crime committed. Number two - there must be a criminal, and number three - there must be someone who goes after him. Within this basic framework there are a number of different approaches for a crime writer to create suspense and make the story a good read. The challenge is to include the expected elements and avoid too many structural clichés. The creative bit is the nature of the crime and how the police or the detective goes about to solve the case, the rest is more or less familiar elements. But it is hard to come up with an original and intricate plot and a credible story within the required cliché-like basics. One original twist could for example be to start with the crime and reveal the murderer; then the plot could focus on how the police or detective tries to figure out what we already know. But for a devoted crime-fan such an approach most likely would not work, since it would be a violation of the traditional rules of the genre. So the critics may have a point, the crime genre is a fairly fixed sort of literary universe, and, as we shall see – there are more recurring elements than just the basic narrative frame.

Pistol

Fotograf: Sindre Ellingsen

The Police Story

There are roughly two main categories of crime stories: The police story and the detective story. In the first category we usually follow an inspector and his partner in their investigation. Examples are the British Inspector Morse, the German Derrick, the French Maigrèt, and the Swedish inspectors, Martin Beck and Kurt Wallander. In real life this is not how it works. Solving a case takes team work often from an entire department. But even if a book or a film takes that into account, and present a team of investigators, there is usually some leading character that is in charge of the case, and who will be the protagonist of the narrative. Another usual element in the police story is the antagonism the investigating officer has to face from his boss, who wants results, both for the press and for his superiors. His boss will also in many cases disapprove of the methods deployed by the inspector, but he knows he has to trust him, since he has a good record. We will also in most cases be informed about the inspector's more or less sad private life; a broken marriage, alcohol, loneliness and so on.

The Detective Story

The detective story will to some extent follow the same lines, but the private detective is in most cases a loner, maybe a former police officer with a dodgy past. His private life is also usually a bit in the grey-zone with drinking, woman trouble, and kids from a broken marriage. In some cases he will cooperate with the police, but mostly he is a pain in the neck because he is in their way and also because he usually is smarter and solves the case before the police do. There are numbers of famous private detectives in crime fiction, from Raymond Chandler's Philip Marlow via Agatha Christie's Hercule Poirot, to Conan Doyle's Sherlock Holmes. Most of the private investigators work alone on a mission from some client who often will be unable to pay his fee in time. Poirot and Holmes are eccentric and highly intelligent detectives who

are able to figure out the intricacy of the plot by deduction and intuition. They both have been filmed, and some film versions of Sherlock Holmes show a detective with abnormal tendencies and with a drug addiction.
Both the police and the detective relentlessly fight the criminals time after time. There is always a new case, which is why these stories always appear in series. And as long as there are bad guys out there the crime writers will never run out of material.

Sherlock Holmes and Doctor Watson
Fotograf: Henrik Laurvik

The Partners

Traditionally the police inspectors work with a partner. These partners are not there only to assist the inspector in solving the case; they have a literary and narrative effect on the plot. In most cases the partner works as a counterpart and contrast to his boss, and the difference between them will cause communication problems and obstruct their cooperation. This is a good drive for the narrative because their different approaches eventually will complement each other in order to crack the case. If the inspector has a female partner, like for example in “The Inspector Lynley Mysteries”, there will often be romantic or sexual undertones in the relationship between them, which is an element that also will add to the narrative drive. But the partners also have another important role; they are there to ask “stupid” questions which, in turn, gives the inspector the opportunity to display his intelligence. Sherlock Holmes’s standard reply to these questions says it all: “Elementary, my dear Watson”, after which he in a somewhat patronising manner explains his deduction to an impressed Dr Watson. The same goes for the way Inspector Morse communicates with Sergeant Lewis. However, both Lewis and Watson contribute to the investigation brilliantly exactly because they think more simply and are more down-to-earth than their bosses.

Three Theories

Basically there are three theories that may explain the popularity of this kind of literature. One is that the crime story is a relaxing pastime and will put your mind off your everyday hassles. It provides action-filled and delightful entertainment. It will probably give you a thrill and a surprise ending, but in a way that you feel at home in the familiar universe of a crime story. Secondly, many like to read such stories to challenge their own intellect; they find it amusing to try and figure out “whodunit” before the detective or the inspector can come up with a solution. Some readers are so eager that they have to check the last page before they have read the whole story. The last theory is a bit unsettling, as it will claim that our attraction to stories about violence and crime rises from our secret affinity for the dark instincts and urges within ourselves. If so, it is a good thing that most of us can compensate by reading about violence and watching films about crime instead of practising it. In any case, it is good for our mental health to see and read about clever detectives and police inspectors who catch the bad guys and bring them to justice, which is actually what happens in the real world.

Comprehension and Discussion

1. What do you think is meant by "structural clichès"? (As opposed to verbal clichès.)
2. Can you come up with more examples of police or detective stories / films that are drawn along the same lines as in the article?
3. What is the narrative function of the police inspector's partner?
4. What is in your opinion the reason why crime is such a popular genre?
5. The article mentions two main genres of crime fiction, but there may be more (organised crime, mafia, poliitical thrillers, spy stories, corrupt police, investigating journalists) Can you think of typical elements of such genres?

Match Detective with Author

MyTask - Click icon to open task!

Forfatter: Amendor

Find Out

1. Choose one of the detectives and find out more about the character and his/her creator. (Most authors have their own website.) Make a short presentation. Include the following points:
   - setting of novel(s) (place, time)
   - background of main character
   - personality of main character
   - does he/she have a partner
   - titles of some of novels
   - author's background
2. One of the most famous detectives is Sherlock Holmes, created by Arthur Conan Doyle at the end of the 19th and beginning of the 20th century. What was special about Sherlock Holmes and his method of detection?
   A new BBC series, *Sherlock*, based on Conan Doyle's character, was first shown in 2010. Compare the new*Sherlock* with the original story (setting, characters, style, etc.) and make a short presentation. Here is a short trailer for the TV series, *Sherlock*. You can find more information about Sherlock Holmes and the novels at these links:
   - sherlockian.net
   - Sherlock Holmes

Humour - a Serious Matter

Forfatter: Jan-Louis Nagel
Humour - a Serious Matter (95203)

The use of humour in film and literature has many aspects, and its effect will largely depend on the context and the reader or viewer, because we respond differently to it. There is an old hospital joke that goes: “Does it hurt? Only when I laugh.” The joke has its subtle irony because humour can actually work like that; the distance between laughter and tears is often shorter than we think. Humour is a striking and powerful means for writers and film makers to get their message across, because we love a funny story or a good comedy.

Irony and Satire

Famous writers often use humour in their works, and they do it quite deliberately. For example, Charles Dickens often chose to highlight the comical sides of characters he wanted to criticise. Ridiculing certain characters or institutions is a skilful way of manipulating the readers. In general it is liberating to laugh at authorities, and in that way humour can be an effective literary technique. Both irony and satire are widely used by writers to make a point and to lead the readers to draw their own conclusions. Jonathan Swift, author of *Gulliver's Travels*, was a classic master of satire and humour. He had many friends, but his writing certainly made him some enemies as well. The ultimate aim of a satire is to present a certain phenomenon in a way that makes the readers laugh but at the same time respond to the serious issue behind the text. But for writers there is pitfall here, because humour may distort the thematic message in a text and move the readers’ focus and intellectual understanding of the text. So a writer with a message must pick his method carefully and will often have to make a choice – because being funny and serious at the same time is not easy.

Rowan Atkinson - Mr Bean
Fotograf: Mark Earthy

Black Humour

We call it black humour when we laugh at things that we know we should not laugh at, but in a certain setting it can be quite comical. An example of black humour is the famous car-scene in the Tarantino film *Pulp Fiction* when somebody is shot in the head by accident. To kill someone is not funny, but we laugh because the killer is just distracted and nervous and does not mean to shoot him. Tarantino is a master of black humour, mixing violence with unexpected and funny situations. But it is a dangerous mixture – because violence and crime are not a laughing matter, it takes some distance to see the absurdity in it and not be too emotionally influenced by such effects. Another example is the Stanley Kubrick movie *Dr Strangelove* which makes fun of the threat of nuclear war. Black humour is like balancing on a tight-rope, because it is very easy to step over the line. Most people will agree that there is a limit somewhere when it comes to making fun of things. Many comedians seem to want to push that line to the extent that they become provocative and end up hurting people's feelings. Both in literature and film there are many examples of this and in some cases it has caused the book or the film to be banned. Blasphemy is a usual inducement for such a reaction because religion is for many too sacred to make fun of. Monty Python's *Life of Brian* ended in that category and was banned for some years after it came out for being offensive to Christians. The war is another example that used to be a non-target for humour, because it was so closely associated with suffering and death. After the war it would for example be impossible to launch a comedy show like *'Allo, 'Allo*, and to make jokes about Jews would be most inappropriate. But in this respect times have changed. The line between what is comic material and what is not has moved over the years; many things that caused uproar some years ago will today be seen as ok to make fun of.

Human is Funny

In most cases humour is quite harmless. Laughing promotes good mental health, and making people laugh is a highly commendable mission. The interesting issue is what makes us laugh and why. In literary theory there are volumes of studies on the subject of comedy. The comic potential of a scene or a situation will depend on a combination of ingredients that in sum make us laugh. Shakespeare knew this, and so did Charlie Chaplin. If we take a closer look at some of Shakespeare's comedies or Chaplin's black and white films there will often be some recurring elements, for example a disguised character and a mistaken identity, or a clumsy protagonist who causes trouble for himself. The basic comical elements are to some extent timeless, we still laugh at the gags of classic comedies, and people have always found it amusing to see authorities ridiculed.

In the old days bodily defects and disabilities were laughed at and were common ingredients in comedy shows. This is fortunately not so usual today, but if it is done tactfully and with a certain amount of self-irony there is quite some comic potential in for example blindness. In the film *The Blues Brothers* there is a scene where blind Ray Charles notices that a little poster is upside-down, which is quite funny. The stuttering Michael Palin in the comedy *A Fish called Wanda* is another example where a handicap is used as a comical element. But in general we do not laugh at disabled people. But why do we laugh at Mr Bean or Basil Fawlty in *Fawlty Towers*? They certainly have some physical attributes, with their face and gestures, and their posture and body language are also rather quirky, to put it mildly. Rowan Atkinson and John Cleese most certainly have a talent for comedy, but there must be more to it than a funny face and a funny walk.

A comic figure has to be human. He must have some recognisable features that we can see as human qualities and in a way can identify ourselves with. We can recognise Mr Bean's meanness with money or Basil's talent for making a mess for himself because of his unfaltering belief in his own superiority. He is afraid of his wife, and he has a job he is totally unqualified for. Most people will be able to see themselves (or someone they know) in some of these features. Donald Duck would not have been funny if he did not possess all his familiar human qualities; he is short-tempered, unlucky, jealous, envious, and like Basil, he also has a talent for making a mess of things completely of his own accord.

John Cleese as Basil Fawlty
Fotograf: NTB scanpix

The setting and the combination of otherwise not-so-funny elements will often give a comic effect. A classic example is the final scene in Monty Python's *Life of Brian* where the crucified lot join in and sing "Always look on the bright side of life". On its own the song is a nice cheerful tune to whistle to, but not exactly funny; and a crucifixion certainly is no laughing matter, but the combination of the two elements is what makes the scene so hilarious. This combination technique is also what makes black humour work.

American humour is usually a bit louder than British comedy and perhaps slightly more overacted. But comedians like Chevy Chase and Jim Carrey certainly make us laugh, and there is no doubt that Jerry Seinfeld and his friends have a talent for creating great comedy out of everyday situations and familiar circumstances.

Making fun of things can be quite serious. A comic approach may open up for unwanted reactions because people respond differently and have a different sense of humour. To some the killing scene in *Pulp Fiction* is just appalling and tasteless, and there are many who react negatively to the humour in *Life of Brian*. But in general a good comedy is safe and harmless, and sets us in a good mood. So the old hospital joke may well work the other way round: "Do you laugh? Yes – only when it hurts."

Topics for Group Discussion

- Discuss your personal sense of humour. Explain to each other what makes you laugh and why.
- Do you agree that there is a limit for what one can make fun of? If so, where should we draw the line? Give examples.
- Can you mention other examples than those given in the article of comedies that use a handicap or disability as a comical element? What do you think of such a humour?
- Why does a comic figure have to human qualities?
- Search the net for examples of good and bad comedy acts and explain why one is good and the other one bad.
- Do you agree that there is in general a difference between British and American humour? Give examples that support your opinion.

Suggestions:

Black Adder - black humour

Match person and film/series

Film clip

Find out: British humour/American humour Why so different?

Life on Record - Biographies

Forfatter: Jan-Louis Nagel
Life on Record - Biographies (95700)

Biographies are an extremely popular genre. In general people are interested in other people's lives, a fact that may explain the popularity of talk shows where more or less famous guests are invited to talk about themselves. Actors, writers, film stars and musicians are all sought-after targets for this somewhat indiscrete and tabloid mission. This may also be why the biography is an all-time winner both in literature and on film. Ordinary people seem to have a secret desire to find out what lies behind the fame and success of these people.

appreciation, snooping, insatiable, approval, intriguing, profound, to pen, dodgy, impact, potent, casting, impersonation, posture

Facts – not Fiction

Caught Reading
Opphavsmann: Jayel Aheram

Strictly speaking a biography is no more than a record of a person's life, and is in literary terms classified as non-fiction. But the facts recorded may still be of value when we want to understand fiction, because getting insight into a writer's life may give us a broader appreciation of his writing. The circumstances that influenced the author during his life either on a personal or a social level will most likely be reflected in his writing. Much of the European fiction from the mid-1930s was, for example, heavily influenced by the rising Nazi movement in Germany and the overhanging threat of a new war. But one must remember that once a literary text has left the author, it is dead until its universe comes alive in the encounter with the reader; what made the author write it is in most cases of secondary interest. So in that respect a biography is only interesting as a documentation of someone's life. There are numerous biographies published every year about all kinds of celebrities, and they sell by the million. People look for intimate revelations and juicy details from the private lives of people that in some way have become famous. One reason for this rather snooping curiosity may be that people simply want to get more intimately acquainted with someone that means a lot to them and they feel they know, but only from a distance. Writing a full biography takes enormous research, but the work will probably pay off as the market seems insatiable. If the biography is unauthorized, that is if the person portrayed has not given the biographer his approval, the story will probably sell even more.

My own Story

The autobiography is a slightly more intriguing sub-genre of this kind of literature. When a person relates his own life it becomes even more intimate and personal. When some famous person wants to tell his own story we listen. The personal memoirs of famous people will not only include the biographical facts, but also private reflections which may lead to a more profound understanding of the artist or the politician behind their glamorous façade. But writing a good autobiography takes narrative talent, so often the "writer" will work with a professional author or journalist to pen his story. But that is not always the case. Rock stars like Bob Dylan (*Chronicles*) and Rolling Stones guitarist Keith Richards (*Life*) display surprisingly good narrative talent in their autobiographies. The memoirs of retired politicians may have the potential to be explosive as they may reveal dodgy dealings within the political system, such as corruption. But usually an experienced politician will know how to go about tactfully in order not to stir the opposition, and to preserve his own reputation and integrity.

Famous Figures on Film

Charlie Chaplin

We have seen them all – J.F. Kennedy, Picasso, Gandhi, Chaplin, Hitler, to mention a few. The filmed biography is in a way more potent than a written biography, because, first of all, film has in general a stronger impact than literature due to its visual effects, and secondly, seeing is believing. What we can see tends to become truer than what we read, even though we know that it is an enacted feature film and not a documentary. This leaves the film director with a huge responsibility; the way his protagonist is presented will go down in history as the truth. Many of these filmed biographies are heavily criticised afterwards; critics claim that they present the person in an either too flattering light or in a way that does not correspond with reality and historical facts. So the film director has the power to manipulate the audience and to rewrite history, which is a somewhat questionable project. And we must remember that if this is a Hollywood production, which it usually is, it has to comply with the rules of the trade to become a box office winner. This is probably why the film about Picasso was called *Picasso's Women* and the film about Chaplin focused more on his affairs with women than on his films and artistic talent. Another challenge for the makers of biographical films is the casting. For the film to be trustworthy it is crucial to find an actor whose physical features are as close to the "real McCoy" as possible. A true re-enacting of the face and figure of a historical person is essential for such a film to work and to be seen as the historical document it pretends to be. Ben Kingsley was a good Gandhi lookalike, and Robert Downing jr gave life to Charlie Chaplin in a most credible way. Other examples are Helen Mirren as Queen Elizabeth II and Meryl Streep as Margaret Thatcher. Stephen Fry as Oscar Wilde (*Wilde*) with his long hair and extravagant style is also a brilliant impersonation, and so is Bruno Ganz as Hitler in *Der Untergang*. The make-up crew on the film set really can work miracles, and when the actors do their job on deportment and accent, these films actually come close to good documentaries and are acclaimed both by the audience and the reviewers.

Comprehension

1. Why do you think an unauthorised biography would sell more than an authorised one?
2. Why is an autobiography more intriguing than a biography?
3. Do you know examples of political memoirs that have caused a stir when they were published?
4. What does it mean that a Hollywood production has to comply with “the rules of the trade”? What are these rules?

Research

1. Go on the net and find trailers or clips from film biographies of famous people, for example those mentioned in the article, and compare the looks of the artist to pictures of the real person. What do you think?
2. Check the net for reviews of the biographical films about Margaret Thatcher or J. Edgar Hoover. What do they say about the way these political figures are presented?

Literary Genres

Forfatter: Jan-Louis Nagel
Literary Genres (90724)

The word genre is originally French and means kind or type. In this connection genre is used to classify literary forms. There are a number of genres and subgenres that will identify a literary work by certain criteria. In literary science and criticism this is a handy tool for defining a literary work. This brief introduction will present the most common genres used in literary theory.

Epic Literature

In epic literature there is a narrative that unfolds a plot of some kind. Simply put one can say that it is a story which is told. There are many kinds of stories with different characteristics – a tale, a legend, a saga, a short-story and a novel, to mention some. For tools for analysis check related link, this will only list some of the most common criteria of some subgenres of epic literature.

The Novel

In literary history the novel is a fairly new form; scholars count *Don Quixote* by Miguel Cervantes (1605) as the first narrative that fits modern criteria of a novel. Usually a novel is defined by its length, or more precisely – the extension of its plot, which can span over longer time than e.g. a short-story. But that is not always the case; there are many famous (and long) novels where the narrative evolves over a very short span of time, for example a couple of hours or a day. In addition, a novel often has an extensive cast of characters, and the plot may take place in many different settings. There are a number of subcategories that will identify a novel more specifically.

Novel / flashnode
http://ndla.no/en/node/57642

The Short-Story

Like the novel, the length of the narrative is a common characteristic; however, some short-stories can be quite long – even longer than a short novel. Hence there are other characteristics that are more adequate to define a short-story. Firstly, the plot usually stretches over a relatively short time span, and will involve fewer characters than a novel. Secondly, a short story will have a certain structure with a turning point or climax which brings the plot in an unexpected direction. In most short stories there will also be a twist in the ending, which is supposed to sum up the theme and make the reader reflect.

Short Story / flashnode
http://ndla.no/en/node/97842

Epic Poetry

In ancient Greece and Rome it was common to write a narrative as a long poem. This was seen as a particularly artful way to tell a story; The Odyssey (Homer) is an example, the long narrative is divided into 24 songs. During the Middle Ages and well into the Renaissance heroic poems, often of a considerable length, were the dominating literary form. Not surprisingly the Enlightenment writers turned to other genres, but during the Romanticism the long epic poem was again seen as an adequate literary form. This genre is not so common in modern literature.

Drama

Drama is the literary form designed for theatre. The setting is created on a stage and a curtain separates the stage and the audience. Actors take the roles of the characters and act out the plot and lines in direct speech. A drama is structured in acts and scenes. In classic drama there were certain rules to be observed of how a drama should be composed, and many of these classic plays were written in verse or blank verse. There are many subgenres of dramatic literature – tragedy, comedy, melodrama, historical etc. A drama will be analysed using the same basic tools as epic literature (plot, setting, characters, and theme). It stands to reason that a drama is theatrical; the character often will think loudly to himself (soliloquy) or even address the audience directly.

Lyric Literature

A lyric text will often be in the form of a poem, but not necessarily. Line structure, meter and rhythm are after all just technical devices. So whether it is poetry or prose – it is the language and the mood of the text that classifies it as a lyric text. The text must have a certain poetic element that will evoke feelings in the reader. It is like a pastoral and idyllic painting that touches you emotionally. The language of a lyric text will usually have some of the characteristics of a poem – like symbols and a metaphors, but the form of the text does not define it as lyric.

Style

Compare Readabilty

Forfatter: Per Lysvåg
Exercise 7 - Compare Readability (55337)

Read the text below and answer the questions at the end.

Version 1

In a closed-door briefing for members of Congress, a senior BP executive conceded that the rupture of the oil well in the Gulf of Mexico could result in the spill of as much as 60,000 barrels of oil a day.

Amid growing uncertainty about the extent of the leak, and when it might be stanched, pressure on BP intensified on multiple fronts, from increasingly frustrated Gulf Coast residents to federal, state and local officials demanding swift action from the company.
(80 words)
Based on an article in *The New York Times*, May 5, 2010

Version 2

In a closed-door meeting a senior BP executive told members of Congress that as much as 60,000 barrels of oil could spill into the Gulf of Mexico from their broken oil well.

People are becoming more and more uncertain how serious the leak is and when it might be stopped. The pressure on BP is growing more intense on many fronts. Residents of the Gulf Coast are getting more frustrated and officials on the federal, state and local level are demanding that the company act swiftly. (87 words)

Questions

1. Which version is the easier to understand? Give reasons for your answer, referring to the way the language- vocabulary and grammar - is used.
2. The first version is copied from the article in *The New York Times.* What genre does it belong to?

1. We would think that most readers will find the first version more difficult to understand.
    - Version 1 has some quite difficult words, e.g. *conceded, rupture, stanched*. These have been replaced by simpler alternatives such as *tell, a broken well,* and *stopped* in version 2.
    - Version 1 consists of two very long sentences, with complex combinations of clauses. Version 2 is broken down into 4 clauses with less complex syntax, although even here a couple of them are fairly long.
    - Version 1 uses many nouns that have been replaced by verbs and adjectives in the second version.

Nominalisations such as *rupture, (could result in) the spill, uncertainty, (the extent of) the leak*, *swift action* have been rewritten into: *broken (well), could spill, uncertain, how serious (the leak is), act swiftly.*
It is generally easier to understand language which refers to persons and things by means of nouns, to actions by means of verbs and to qualities by means of adjectives.

Version 2 is quite typical of news reportage, with the characteristics mentioned above.
Version 1 is less typical of that genre, but could well have occurred as a news report.

From Spoken to Written English

Forfatter: Per Lysvåg
Exercise 3 - From One Genre to Another (55331)

Read the text below and answer the questions at the end.

The text is given in a version with hardly any punctuation marks; it has false starts, incomplete sentences and pause signals *(um). um):* It is an attempt to show that what was originally speech has been turned into written English.

I remember being on an aircraft when I was about five and I was with my parents coming back from a holiday in Greece and would you believe I mean it sounds ridiculous now but the aeroplane was being hit by lightening and um there was an aircraft above and an aircraft below and we were coming back and it was a massive storm and I can't remember a lot of it I was sat with my mum and my father was sat with my sister behind the lights went off and the air hostesses went absolutely wild everyone was strapped in

The pilot explained what was going on but don't panic and there were um a lot of Muslims coming back and they were all saying their prayers and going aiee aiee and I remember a lady standing up and saying we're all gonna die we're all gonna die and this lady stood up and smacked her across the face and said if we're all gonna die we don't want to listen to you and um afterwards I mean 'cos I was really young I didn't realise I realised there was panic going on in the plane and when we actually landed and the pilot came out and said you were lucky um

It was frightening though very frightening but it doesn't I think it was because I was so young that I've never been frightened of flying never I mean even when I get on an aeroplane now I'm not bothered.

From Ronald Carter et al. Working with Texts, Routledge, 2001

Questions

1. What kind of text is this? What genre does it belong to?
2. Turn this text into a short news text that could appear in the *News in Brief* section of a serious newspaper.
3. Explain briefly what elements from the original text you have decided to leave out or change in your news text.
4. Why have you made these changes?

1. The text can be called an oral narrative. The speaker tells a story about what happened in the aircraft. The false starts, incomplete sentences, etc. are meant to give an impression of what it sounded like when spoken, but it is impossible to recreate on the printed page the features of real speech.
2. This is just one possible version:

Drama in the Air
A BA airliner en route from Greece to the UK was hit by lightening in a terrible storm yesterday evening. Panic broke out in the plane with passengers, many of whom were Muslims, screaming out their fears and prayers. The pilot and the crew managed to restore calm in the situation and the plane landed safely in London about half-an-hour after schedule. Says five-year-old Sarah Brown: "I was there with my mum and dad, and it was really scary, but the pilot and the crew were great and I don't think I'll be afraid to fly again."

3. The first four lines of the news text focus on the where and when of the dramatic event and its outcome in fairly long and complex sentences. The simple language of the last two lines repeats Sarah Brown's own words. It is not uncommon to give a news report such a personal twist.
4. A news report has to be short and condensed and written in standard English, which means that features of the original suggested speech have to be changed. In terms of content, a news report will leave out a lot of details of a personal and subjective nature, but may include quotes, as shown above.

Internet English

Forfatter: Knut Inge Skifjeld, Eli Huseby
Chapter 9 - Internet English (85635)

The History of English in 10 minutes - Chapter 9 (OU)

Internet English / video
http://ndla.no/en/node/85592

Comprehension

1. When was the first e-mail sent?
2. When did the internet come into being?
3. What did the following words originally mean:
    - Toolbar
    - Firewall
4. Explain what these abbreviations (commonly called chat acronyms) mean
    - BTW
    - FYI
    - UG2BK
    - LOL (double meanings)
    - FAQ
    - MHO
5. How have chat acronyms, blogging, poking and chatting changed our way of communicating?

Discussion

1. Should written and spoken English freely adopt chat acronyms etc. from digital communication or not? Give reasons. Is it possible to avoid this?
2. How has digital communication affected your relationship to the English language?

Suggested Further Reading

1. The Origins of the English Language
2. Why So Much Variety in English?

Objective or Subjective 1

Forfatter: Per Lysvåg
Exercise 14 - Objective Report or Subjective Opinion (55359)

The following text is shortened from a text in *The Sun* on April 20th, 2010. Read it and answer the questions at the end.

FRUSTRATED Sarah Colwill has started speaking with a CHINESE accent in a bizarre reaction to severe migraines. Sarah, 35, has suffered from acute headaches for the past decade, but last month they suddenly became more intense. Since then her speech altered and she has no idea when it will return to her native West Country burr.

Sarah, of Plymouth, Devon, believes she has Foreign Accent Syndrome (FAS) — an extremely rare condition normally associated with strokes or other brain trauma. "I am frustrated to sound like this, I just want my own voice back, but I don't know if I will get it back. I have never been to China. I was born in Germany but I moved here when I was 18 months old so I have always spoken like this."

Sarah, an IT project coordinator, lives with husband Patrick and has been diagnosed with rare sporadic hemiplegic migraines. They cause the blood vessels in her brain to expand resulting in stroke symptoms including paralysis down one side of the body. After researching FAS on the Internet Sarah has been in contact with doctors from the US and Oxford University who are interested in studying her plight.

John Coleman, a professor of phonetics at Oxford University, said: "FAS is extremely diverse, almost certainly not 'one thing', not a well-defined medical phenomenon."

Experts believe FAS is triggered following a stroke or head injury, when tiny areas of the left side of the brain linked with language, pitch and speech patterns are damaged. The result is often a drawing out or clipping of the vowels that mimic the accent of a particular country, even though the sufferer may have had limited exposure to that accent. It is not actually a foreign accent, but the sufferer may lengthen syllables, alter their pitch or mispronounce sounds, which makes pronunciation sound similar to a foreign accent.

One of the first reported cases was in 1941 when a young Norwegian woman developed a German accent after being hit by bomb shrapnel in an air raid. As a result, she was shunned by her community, which falsely believed she was a German spy.

Questions

1. Does this text belong to the same genre as the one in exercise 11? If not, what is different? Which genre would you put this one in?
2. Do some research to find out what a *West Country burr* (paragraph 1) sounds like.
3. *The Sun* invites comments from their readers on their articles. These are two comments on the text above:
   - *Where is her migraine medication manufactured?*
   - *It's when she starts selling dodgy DVD's that there's a problem.*
     What is implied by each?

1. The text in exercise 11 is an **advertisement** for a job in the health care sector in North Yorkshire. The text in exercise 14 belongs to a different genre. It can be called **a personal story intended to amuse and intrigue.**
2. The descriptive label *West Country burr* refers to an accent feature often heard in counties such as Cornwall, Dorset and Devon (counties in the south-west of England).
   It is characterised by a long and noticeable 'r'-sound.
   The task text asks about "like a Janner". But it is not included in the answer.
3. Both comments are jokes, made 'tongue-in-cheek'. The first one implies that she suffers this speech defect because her medication is produced in China.

The second implies that we will not have a problem until she starts selling fake DVDs, the way the Chinese flood the market with their pirate copies.

Objective or Subjective 2

Forfatter: Per Lysvåg
Exercise 13 - Objective Report or Subjective Opinion (55348)

The following text appeared in *The Sun,* a British tabloid, on April 20th, 2010. Read the text and answer the questions at the end. (The lay-out has been changed)

The SUN Says
Change …Now!
DAVID Cameron showed good judgment last night in tackling the Nick Clegg threat head-on.
The Tory leader treated us as adults in his TV address. He didn't rubbish the Lib Dems or ignore their sudden success. Instead he spelled out clearly why HE is the real change we need. He made three points every voter should consider.

First, it was vital to be straight on the economy. Not just say what people wanted to hear.
Mr Cameron has been franker on the tough times ahead than Mr Clegg. His figures on the economy add up. Mr Clegg's do not.

Second, he emphasised strong leadership - the sort he showed over the MPs' expenses scandal. He axed greedy Tories. Mr Clegg dithered.
Among Mr Clegg's MPs are the likes of Lembit Opik and Chris Huhne. Mr Opik claimed £2,499 for a television and summoned an electrician from Wales to fix his lights in London, costing the taxpayer £1,791. Multi-millionaire Mr Huhne, who owns seven properties, claimed for a 79p packet of chocolate HobNobs. Both are standing again as senior members of Mr Clegg's team.

Mr Cameron's third point was about the importance of a game-changing idea.
Mr Clegg doesn't have one. But Mr Cameron does. His Big Society, where families and communities enjoy more freedom and responsibility, would replace Gordon Brown's bossy Big State.
As the Tory leader said, the worst result would be a hung Parliament with nobody in charge.
Some fed-up voters think we would be better off that way. We wouldn't. Britain has to make a clear choice. If not, we'll be doing all this again in the autumn.

Mr Clegg is the political equivalent of a holiday romance. An exciting fortnight's flirtation so long as you don't ask too many questions. We cannot gamble the nation's future like that.

As David Cameron says, honesty and leadership and vision are the change we need.
He can deliver that. Nick Clegg can't.

Questions

1. Write a five-line summary of the article. Use your own words as far as possible.
2. Choose material from the article to prove that this is not an objective news report.
3. What genre would you put it in?
4. Which political party do you think *The Sun* supports? Base your reasons on this text.
5. On a scale from 1 to 10 - where 1 is very simple and 10 is very complex – how would you characterise the language of the text? Refer to specific examples from both grammar and vocabulary when you justify your answer.
6. Explain the meaning of *to rubbish* (1. paragraph), *to dither* (3. paragraph), *game-changing idea* (4. paragraph), *a hung Parliament* (5. paragraph). What does …*all this again…* in paragraph 5 refer to?
7. The heading echoes a recent election campaign. Whose?

1. This is just one possible summary.

> David Cameron made a good impression in his television address last night. Unlike his opponent Nick Clegg, he was quite frank about the need for sorting out the economy; he took on the greedy MPs with their scandalous expense claims, and he talked straight about the necessary change from Gordon Brown's Big State to a state where people enjoy more personal freedom. David Cameron has the vision and the will to bring about change; Nick Clegg, whose ideas do not stand up to close examination, does not.

2. See 3 below
3. This is an editorial, a subjective comparison of the policies of David Cameron and Nick Clegg. In fact, the text says: *The Sun Says*, so we are in no doubt about the genre and the purpose of the text, viz. to influence readers.
4. It is common knowledge that *The Sun* supports the Conservative Party. This shines through in the way the editorial presents the political situation. It is done in one-dimensional black and white contrasts with the short pithy statements we find in the second part of these examples:
   - *His figures on the economy add up. Mr Clegg's do not.*
   - *He axed greedy Tories. Mr Clegg dithered.*
   - *Some fed-up voters think we would be better off that way. We wouldn't.*
   - *..the importance of a game-changing idea. Mr Clegg doesn't have one. But Mr Cameron does.*
   - *He can deliver. Nick Clegg can't.*
5. We would say it is around 4/5. On the whole, the sentences are short, written in simple syntax, with an unusual number of ellipses (see examples in 4 above). The words belong to the general vocabulary of most readers. Besides, the lay-out, with each main point given a separate paragraph, makes it easy to read. Words like *rubbish* (v), *axe* (v), *fed-up* (n) give it an informal flavour.
6. *To rubbish* = 'to treat like rubbish', 'something of little or no value'; *to dither* = 'to hesitate'; *game-changing idea* = 'an idea that would change the 'game of government''; *a hung Parliament* = 'a Parliament where no party has more representatives than the others added together (and therefore has limited political power)'; *do all this again* = 'we would have to go through another election again soon'.
7. The emphasis on change echoes Barack Obama's election campaign.

Personal and Informal

Forfatter: Per Lysvåg
Exercise 9 - Personal and Informal (55343)

Read the text below and answer the questions at the end.

Thomson Holiday Reviews

So you've read the brochure, seen the photos and it looks great. But what's it *really* like? If you want to know what other holidaymakers think of your choice of hotel, resort or destination, then you've come to the right place. Check out these honest holiday reviews from past travellers and get the low-down on the food, location and pretty much the whole shebang. You can also leave your holiday review once you've been there to help others make the right choice. So what are you waiting for?

Now's your chance to tell it like it *really* is. Write a holiday review of a recent destination you've visited and let others in on what they have in store.

Adapted from a text at *http:// www.thomson.co.uk/holiday-reviews*

Questions

1. What is the purpose of this text?
2. What genre would you put the text in?
3. Where would you place the style of this text on a scale from very formal (1) to very informal (5)? Refer to examples from the text (both grammar and vocabulary) to justify your answer.
4. Explain the exact meaning of *low-down* (line 4) and *shebang* (line 5)
5. Write your personal review of a place you've visited for the benefit of others who are considering going to the same spot. It could be an established holiday resort or simply any place you've spent some time on holiday.

1. The obvious purpose is to encourage holiday makers to write an honest review of a destination they have just been to, for the benefit of prospective travellers to the same spot. [Presumably the destination is one of Thomson's own, but that is not made explicit.]

   The indirect purpose is to create positive publicity for the Thomson destinations, since they would probably not publish negative comments.
2. The genre can be called an advertisement in disguise of a personal review/report.
3. The text is written in a fairly informal style; we'd say 3-4 on the scale given. Evidence for this is
   - the personal approach: consistent use of *you*
   - the contracted forms: *you've*
   - the simple language in terms of word choice and grammar
   - the use of interactive sentence types which address the reader directly: cf. the questions: *what's it really like?, so what are you waiting for?*
   - the informal expressions *low-down* (= truth about something), *the whole shebang* (=everything), the phrasal verb *let in on* (= *røpe noe*).
4. See 3e above.
5. No answer suggested.

Style

Forfatter: Per Lysvåg, Karin Dwyer Løken
Styles of Writing (14807)

We often refer to different ways of writing as **styles of writing** and distinguish between **formal, neutral, informal, colloquial and slang.** These styles have no clear break-off points, so the best illustration is to think of a continuum, like this:

very formal/formal --- neutral/informal --- informal/colloquial --- colloquial/slang

If a text has many of the typical features of the formal style, it qualifies as formal. Similarly, a text with many informal and colloquial features is informal. We become aware of the formality of a text once we start reading it, and should, when we write ourselves, use the level of formality that the situation requires. Good students are able to do just that.

Spontaneous speech is on the whole informal or colloquial; serious writing, e.g. news reportage and academic articles, has a formal style while most everyday writing is done in the neutral style.

Here are some characteristics of the four styles:

Grammartable 02 / flashnode
http://ndla.no/en/node/19057

Lexical Density

Compare these two sentences:

- *The committee's proposal caused deep resentment.*
- *The committee proposed a plan that people didn't like at all.*

They mean pretty much the same thing, but the first is more formal than the second. It is partly because it packs more information into fewer words, six in the first; eleven in the second, partly because the first uses the noun *resentment* based on the formal verb *resent*, while the other uses everyday words like *didn't like at all* to express the same meaning. The second is denser in terms of lexical words (nouns, verbs, adjectives and adverbs). We will look at this more closely below.

The Word Level
The Phrase Level
The Clause Level
The Sentence Level
The Text Level

Tasks and Activities

Tasks

Text Analysis

Forfatter: Per Lysvåg
Exercise 10 - Text Analysis (55340)

Read the text below and answer the questions at the end.

The Death of the Full-Time Job

1. Today's unemployment numbers are economically uninteresting - but socially
2. fascinating. They show the jobless numbers stabilising, as you'd expected, but the
3. really interesting stuff is hidden away in the details. They show what can only be
4. described as the death of the full-time job. Even as unemployment is stabilising, the
5. number of full-time jobs is still shrinking - and part-time jobs are very much on the
6. rise. And not because we want this new flexibility. The number of people saying that
7. they are working part-time because they couldn't find a full-time job is over 1 million –
8. an astonishing number. There's also quite a jump in the numbers simply opting out of
9. the labour market, especially the young, who self-describe themselves as students.
10. "Student" may well be a convenient euphemism for "unemployed", just as "resting"
11. often is for actors. Whether they will ever get to go on a course or get a job is a moot
12. point.
13. This all has long-term consequences for the nation, and I suggest it means an even
14. more divided, unequal society. Those who have traditional full-time secure jobs with a
15. pension are increasingly a blessed minority - the rest of the nation is scrabbling away
16. trying to get work where and when they can, with not even paid holidays, let alone a
17. final pension scheme. That also, by the way, means that they will be able to build up
18. less capital over their lives, and banks and building societies will be unwilling or
19. unable under tougher rules to offer mortgage to the newly casualised British worker.
20. And the poorer you are, the worse the life chances of your children, so these new,
21. deeper inequalities will echo down the generations. The Britain that leaves this
22. recession will look very different from the one that entered it.

Adapted from an article by Sean O'Grady in *The Independent,* Wednesday, 17 February 2010

Questions

1. In line 2 you find *as you'd expected*. Write this sentence without using the contraction.
2. In the first 12-line paragraph, there is a sentence fragment placed between two full stops. Identify it and turn it into the corresponding complete sentence.
3. Why are the words *student* and *resting* placed within inverted commas in line 10?
4. What does the author see as the similarity between *student* and *actor* (lines 10-11)?
5. Find the words and expressions in this text that mean the same as: *become fewer, increasing, choosing not to work, uncertain, fortunate/holy, move quickly about, downturn.*
6. Explain the meaning of *to offer mortgages to the newly casualised British worker* in simpler language (line 19).
7. Which word does *it* (line 22) refer back to?
8. Write a paragraph, based on this article, in which you explain why 'the death of the full-time job' will have important consequences for Britain in the future. Use your own words.

1. Here *you'd expected = you had expected.*
2. In line 6 we find: *And not because we want this new flexibility.* It consists basically of a sub-ordinate clause. The corresponding full clause would have to be something like: *And this is not because we want this new flexibility.*
3. The two words appear within inverted commas because they are not real students or actors. Such designations are used ironically to gloss over the unpleasant facts that they have no work.
4. Both words *students* and *actors* hide the brutal fact of their unemployment behind more acceptable names of categories in official statistics.
5. *become fewer = shrinking; increasing = on the rise; choosing not to work = opting out of the labour market; uncertain = a moot point; fortunate/holy= a blessed (minority); move quickly about = scrabbling away; downturn = recession.*
6. *to offer mortgages to the newly casualised British worker =to offer loans to workers who have recently been laid off*, (i.e. suffered that 'casuality').
7. *It = this recession*. Here is a more explicit version of the last sentence: *The Britain that leaves this recession will look very different from the Britain that entered this recession.*

Using Appropriate Language

Forfatter: Celia Suzanna Sandor
Using Appropriate Language (46059)

Joan Parker is a teenager who has just moved to Chicago with her parents. She has applied to a private high school in her new city. Part of the admissions process is an interview with the school's headmaster. Unfortunately, Joan needs to improve her formal conversation skills, as her language is highly inappropriate.

a) Read through the following interview (only the beginning and end are included) between Joan and the headmaster, and rewrite Joan's lines so that they are suitable for this type of formal conversation.

Headmaster: Hello, nice to meet you. I'm Garrett Bradley.
Joan: Hi Gary, I'm Joan. What's up?

Headmaster: I'm sorry, but I'm afraid I'm going to have to ask you to wait for five minutes while I make an urgent phone call. Something just came up and I need to deal with it immediately.
Joan: Whatever. No prob.

Headmaster: Well, then, let's continue where we left off. We asked you to come to the school today so that we could get a better sense of who you are. Could you tell us a bit about yourself?
Joan: Yeah, sure thing. …

(…They talk for a while …)

Headmaster: Thank you for coming in today. It's been nice meeting you.
Joan: No sweat.

Headmaster: You'll be hearing from us soon, then. Good bye.
Joan: OK, see you around.

Headmaster: Hello, nice to meet you. I'm Garrett Bradley.
Joan: Hello, Mr. Bradley, very nice to meet you, too. I'm Joan Parker.

b) What is wrong with

Headmaster: I'm sorry, but I'm afraid I'm going to have to ask you to wait for five minutes while I make an urgent phone call. Something just came up and I need to deal with it immediately.
Joan: Oh, I understand, Sir. It's no problem, I'll just wait here.

Headmaster: Well, then, let's continue where we left off. We asked you to come to the school today so that we could get a better sense of who you are. Could you tell us a bit about yourself?
Joan: Certainly, I'd be glad to …

(…They talk for a while …)

Headmaster: Thank you for coming in today. It's been nice meeting you.
Joan:, The pleasure is all mine, Sir, thank you for taking the time.

Headmaster: You'll be hearing from us soon, then. Good bye.
Joan: I'm looking forward to that, thank you. Good bye.

Joan's answers ? Provide some examples and explain why they are inappropriate.

First of all, she should not use the headmaster's first name, and certainly not shorten it to a nickname! In addition, "what's up" is a very informal expression only acceptable among peers. Her familiar tone and language are directly disrespectful.

c) What did Joan and the

Otherwise, expressions like "whatever, no prob(lem), sure thing, no sweat, see you around", etc. are slang-like and have no place in a setting like this one. They, too, show a lack of respect. She should also thank the headmaster, as it was he who was doing her a favour, and not the other way around!

headmaster talk about in between their opening and closing exchanges? Write the dialogue, but be sure to make Joan's language polite and respectful.

d) Re-write the dialogue to make it informal, between two peers. Replace the headmaster with Gary, a fellow student of Joan's and write Gary's lines so that they fit in with Joan's less refined responses. We have done the first one for you:

Gary: Hi there! You must be new here. I'm Gary.
Joan: Hi Gary, I'm Joan. What's up?

Now, continue the conversation (write the dialogue and act it out) using Joan's expressions, or similar ones: Whatever, no prob., yeah, sure thing, no sweat, see you around…

8 Planning and Teaching

Exams and Assessment

Oral Exam 2014, Social Studies English

Forfatter: Åse Elin Langeland
Oral Exam 2014, Social Studies English (134489)

Information from Udir concerning the 2014 oral exam can be accessed on Guidelines for the Oral Exam. The various counties, however, seem to have interpreted and organized the oral exams in a slightly different manner. Thus the following suggestions are based on the model most commonly used in Rogaland. More and different suggestions are most welcome.

A. Prior to the Exam

48 hours prior to their oral exam, the students will know in which subject they will be examined. At this point the students should be given a reading list that includes the topics and texts that have been covered during the year. The competence aims should be included.

24 hours prior to the exam the student will draw between 4-6 different topics/research questions. Relevant competence aims concerning topic and research question will be listed. Two and two students will be given the same topic.

B. Examination

30 minutes per student.

Part 1

The students will present the topic they were allotted in the preparation period. The presentation should last maximum 10 minutes (preferably 7-8 minutes). After the presentation, the examiner will ask questions pertaining to the presented topic.

Part 2

Based on the topic/competence aims drafted in the preparation period, the examiner will encourage the students to show their competence in the subject by discussing a broader part of the curriculum.

C. The Tasks

Examples of two tasks:

Task 1: American Immigration

Make a presentation where you compare the two texts and explain how immigration has been and still is at the center of American society. (See illustration 1 and illustration 2 in margin)

Task 2: The Legacy of the British Empire

Make a presentation where you comment on the two texts and discuss the legacy of the British Empire. (See illustration 3 and illustration 4 in the margin)

More Task Examples

The above tasks and other suggested tasks with associated competence aims can be printed out in the following Word document:

Suggested Tasks for Oral Exam / fil
http://ndla.no/en/node/134982

.

D. Assessment

The presentation should not be assessed in itself, but be a part of the overall assessment including the presentation, the examination and the discussion.

An Assessment Rubric like the following can be adjusted and used.

Assessment Oral Presentations / fil
http://ndla.no/en/node/134440

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exam

Illustration 1

Illustration 2

Illustration 3 From Cairo to Cape Town

Illustration 4 The British Empire

Competence Aims

Curriculum Social Studies English

Prep Oral Exam

Forfatter: Åse Elin Langeland
Prep for Oral Exam, Social Studies (123985)

To revise the material covered in English this year and to prepare for the oral exam, we suggest organizing the class in groups of three to practise speaking and assessment skills. We have suggested topics and questions based on competence aims, but these could of course be changed to better comply with what you have focused on.

Student Instructions

Work in groups of three – one examiner, one candidate and one external examiner.

The candidate draws a topic (see below) and gets 10 minutes to brush up on his/her knowledge. The examiner and external examiner will spend this time noting down questions. Remember, it is your job to get the student to show what he/she knows. Help them get started and ask questions to help them out when they are stuck, but the candidate should try to present what they know freely without being too dependent on the examiner's questions.

The examiner asks questions and tries to get the candidate to speak as much as possible. The external examiner evaluates the candidate – the level of knowledge, communication skills and vocabulary. Print out this table to help you in the evaluation Oral Assessment Form.

Each examination should last for about 5 minutes.

Change roles and repeat the exam so that all members of the group take turns to be the candidate, the examiner and the external examiner. Each candidate should get a different topic.

Topic 1: Key Historical Events in the USA

Explain how immigration has afffected the development of American society.

What is the melting pot?

Topic 2: Key Historical Events in the UK

Explain how the British Empire has afffected the development of British society.

What is the legacy of the Empire?

Topic 3: Political Issues and Systems in the US

Discuss gun control in the US.

Present and discuss the American political system.

Topic 4: Political Issues and Systems in Great Britain

Discuss devolution.

Present and discuss the Britsh political system.

Topic 5: Social and Economic Conditions

Present and discuss the Occupy Wall Street movement.

Discuss whether social media can cause political change.

Topic 6: Regional and International Conflicts

Present and discuss the Cuban-American relationship.

Give examples of other conflicts you find crucial. Explain why.

Topic 7: Literature and Film

Present and interpret a fictional text or film.

Explain how the text or film reflects on issues you have studied in English this year.

Occupy Wall Street

AK47 machine gun

End Guantanamo

Statue of Liberty

The Tortilla Curtain

Written English Exam

Forfatter: Knut Inge Skifjeld, Catharine Ruud
Written English Exam (45929)

On this page you will find links to past exam papers and tips on how to prepare for the exam.

Past Exams

Eksamensoppgaver for videregående
(You need to obtain a password from the school administrator to access these pages)

Assessment Guide

Vurderings- og sensorveiledninger (Use ctrl+f to search for subjects)

Dictionary of Educational Terms

Norsk - engelsk ordbok for grunnopplæringen

Tips to keep in mind

Yes You Can

1. Read through previously given exam papers and take note of what kind of questions are asked.
2. Download or print out relevant texts form NDLA and other internet resources.*Make sure you right-click on links if you want to print out pages.* Choose *open* in new window/tab from menu. Otherwise they will open as lightboxes and they cannot be printed out separately.
3. Take note of the common mistakes you have made throughout the year, when writing. Often the same type of mistake(s) pops up repeatedly.
4. Print out and review “How to” instructions about writing styles. Remember to include: newspaper articles, letters to the editor, essays, articles, reports, speeches, etc. (see below)
5. Review your reading list and make sure you have read a selection of texts from various genres.
6. Read instructions and tasks on the exam paper carefully.
7. Make notes along the way as ideas pop up in your mind.
8. Use your dictionary to clarify difficult words in the task.
9. Always reread your answer to
    - make sure that you have answered the question
    - ensure that you have used the correct genre / style
    - avoid spelling mistakes (Don’t rely on spellcheckers alone. Use your dictionary as well.)
    - check that your text is well organized
10. Use your time wisely and pace yourself. It is expected that students should use 5 hours to complete the exam. If you finish early, go back and make sure that you have answered all of the tasks.
11. Study these sites for handling footnotes and sources: Kildebruk and Kildehenvisninger and Litteraturliste

Good luck!

Tips and Advice

Preparing for the Written Exam (Nynorsk text) Tips and advice on sources and writing.
Preparing for the Written Exam (Bokmål text) Tips and advice on sources and writing.

Preparing for the Written Exam will take you through the topic "social equality" in Vg1/Vg2 which was the topic given for the exam in 2010.

Resources On Genres

Go to our main menu. Click on "Communiation and News" --> "Writing - How To" for more learning resources on various text genres.

These "how to" instructions will examplify and give advice on different writing styles.

Assessment

Forfatter: Åse Elin Langeland
Assessment (134428)

"So much depends upon a red wheelbarrow", Carlos William Carlos wrote in his famous poem. I am not sure it is the "red" or the "depends" that made me think of assessment, because: So much depends upon assessment.

Assessing students is a challenging and time-consuming task and as teachers we are always looking for new and improved ways to give our students feedback. In a busy classroom of 30 students it goes without saying that this is a demanding job.

Assessing our students means helping them on their learning journey, knowing where they are, where they are going and how they are going to get there. To do so, we need to give them formative and summative feedback. Thus we need to check progress and help them consider additional learning opportunities. However, in the end we have to assess their attainment and knowledge by awarding a grade.

We cannot do the assessments for you, but we would like to believe that this site will be of some help. We would also much appreciate feedback on our collection of ideas, sample texts and assessment rubrics as we are all learners.

Resources

Assessment Rubrics

Using rubrics when assessing students' work, may clarify what is actually being assessed and give the students and the teacher a common language to discuss the quality of the work. The students should of course be given the rubrics before solving the task so that they know what the teacher will be assessing. Assessment Rubrics

Sample Argumentative Essays

Working together

Assessment Rubrics

Assessment

Assessment

Assessment

When learning to write in different genres, studies show that students benefit enormously from studying sample texts. Thus reading sample texts to recognize the idiosyncratic traits of specific genres, could be a good strategy to improve text and writing competence. Sample Argumentative Essays

Feedback

Annotated Argumentative Essays

Assessing and commenting essays is definetly a challenge. How can we give feedback that will enhance the students' learning. The following two annotated essays might serve as examples.

Racial Inequality / fil
http://ndla.no/en/node/134424

Illegal Immigration / fil
http://ndla.no/en/node/134425

Video Feedback

Jaspreet Gloppen has written about video feedback on her blog. She explains how to download and use a screen capture program and offers a sample of an essay that she has assessed using video feedback.

Video Feedback

Further Reading

Vurdering for læring (Udir)

Formative and Summative Assessment

Assessment Rubrics

Forfatter: Åse Elin Langeland
Assessment Rubrics (99673)

Using rubrics when assessing students' work, may clarify what is actually being assessed and give the students and the teacher a common language to discuss the quality of the work.

The students should of course be given the rubrics before solving the ta
know what the teacher will be assessing. Below you will find a collectio
oral and written assignments. Some of the rubrics can be downloa
documents so that you can revise and adjust them to your needs – pref
with your students.

Assessing Speaking Skills

These assessment rubrics list what characterize speaking skills on
levels: high, medium and low.

Assessment Oral Presentations / fil
http://ndla.no/en/node/134440

Assessment Oral Presentations

Assessing Writing Skills

These assessment rubrics list what characterize essays on three different levels: high, medium and low.

Assessment Form for Written Task

Assessment Criteria - Essay / fil
http://ndla.no/en/node/134431

This assessment rubric lists characteristics of argumentative essays giving points on different criteria. Add up the points.

Argument Essay Rubric (points)

Assessment Rubrics

Whaam! Roy Lichtenstein

Marking Essay

Yes You Can

Assessment

These assesment rubrics will show the student what you will be looking at when you are assessing their essay. It leaves space to tick off for grade 1-6 and room for a brief personal comment

Assessment Criteria Essay 1-6 / fil
http://ndla.no/en/node/134430

Assessment Criteria - Literary Essay / fil
http://ndla.no/en/node/134432

Sources:

Kjennetegn på måloppnåelse ved sluttvurdering i SPR3010 / fil
http://ndla.no/en/node/134467

Common European Framework of Reference for Language Jaspreet Gloppen's Blog Correcto Ergo Sum

Further Resources

Sample Argumentative Essays

Sample Essays

Forfatter: Åse Elin Langeland
Sample Argumentative Essays (134423)

When learning to write in different genres, studies show that students benefit enormously from studying sample texts. Thus reading sample texts to recognize the idiosyncratic traits of specific genres, could be a good strategy for improving text and writing competence.

Below you will find a collection of sample argumentative essays. The essays we link to are not all good examples of argumentative texts. However, your students might find it rewarding to analyze and discuss these essays in class. What is it that makes one essay better than the other? How can the essays be strengthened? The students could use a rubric assessment form to enhance their learning on writing argumentative texts.

The essays having the names of the students that actually wrote them, are all well written essays marked 5 or 6. These essays also have a commented version, where the teacher has assessed the students' work.

Before you discuss the sample essays, your students should be familiar with argumentative writing. See Argumentative Essays and How to Write a Five Paragraph Essay.

5 Paragraph Essay

Writing essays

Pie chart, artwork

Ethos, Pathos, Logos

Argumentative Essays

Sample Essays

Two Sample SAT Essays – Up Close

Two Sample SAT Essays – Up Close

Graded Argumentative Essays

The Necessity of Immigration Reform

Racial Inequality in the US

Annotated Argumentative Essays

Illegal Immigration / fil
http://ndla.no/en/node/134425

Racial Inequality / fil
http://ndla.no/en/node/134424

Plans

Suggested Year Plan - Alternative 1

Forfatter: Åse Elin Langeland
Suggested Year Plan - Alternative 1 (99674)

This is a suggested year plan. The titles are clickable and will take you directly to texts and tasks. However, there is a lot more material to choose from. Browse through the menus for alternatives.

One of the competence aims of this course is to do an and make a presentation for the class. In our plan we project on conflicts just to exemplify how such a project could be organized.

The national curriculum also requires the students to one film. You will find suggestions for books and films li and Recommended Films.

By working with the tasks and activities linked to to the improve their reading, writing, listening, speaking and digital skills in English.

Week	Topic/Title	Node
	Current Debates – In the News	
	CNN Student News The English Blog	75477 69039
	US History and Events	
34	Early Settlement to Civil War On the Way to the Melting Pot (excerpt)	87325 2962
35	Reconstruction to World War II Fairytale in New York - Lesson Plan (song)	87986 92121
36	The Cold War Era – A Precarious Peace Thirteen Days in October - The Cuban Missile Crisis	88361 90921
37	The Fifties and the Sixties Strange Fruit (poem, song)	99064 19700
38	The Civil Rights Movement and Black Power Mississippi Burning (film)	109405 63036
39	The Help (excerpt) Into a New Millenium	78456 99062

Lakota Warrior

New Deal

Afro-Americans rallying for civil rights in 1960

Obama - "hope"

41	Mid-term Break	
	US Politics	
42	Checks and Balances Presidential Elections	6410 93540
43	Political Parties in the US Mediatization and Politics	114384 97604
44	American Presidents and the Art of Rhetoric	89274
45	Forrest Gump - Revisited (film)	89718
	UK History and Events	
46	The Rise and Fall of the British Empire The Dismantling of the Empire	93538 98531
47	Post-War Immigration to Britain	90712
48	Small Island (excerpt) Multicultural Britain	92384 90460
49	Oranges and Sunshine/Empty Cradles (excerpt) The Right to Decide	110528 92884
50	Choice of novel: Recommended Reading	 100302
51	Auggie Wren's Christmas Story (short story)	63372
	Novel	
1	Recommended Reading Working with Novels How to Analyze a Novel	100302 96478 13288
2	Novel	
3	Novel	
4	Novel	
	UK Politics	
5	Parliament and Government in the UK	96153
6	Devolution – How United Is the Kingdom?	90396

TwinTowers 9/11

Extremely Loud and Incredibly Close Poster

End Guantanamo

World Aids Campaign 2011 - Getting to zero

7	British and American Politics – A Comparison	89062
8	Mid-term Break	
	Project: Conflicts	
9	Project: Conflicts	121172
10	Project	
11	Project	
12	Project	
	Social and Economic Conditions	
13	AIDS in Sub-Saharan Africa The Constant Gardener (film)	105497 76056
14	Social Media and Political Change	90730
15	Public Protest – Action and Reaction Changes - Tupac (lyrics)	92885
16	Easter	
17	The Right to Bear Arms The Death Penalty in the USA	96279 103200
18	Multiculturalism - A Challenge?	91578
19	Supply and Demand (short story) Walls of Shame	114878 118555
20	Youth Unemployment Stay Hungry – Stay Foolish	115812 120793
21	Revision – Wrapping up	
22		
23		

A Collage of Steve Jobs' Many Creations

British Empire 1886

Occupy Wall Street

Forrest Gump Poster

Suggested Year Plan - Alternative 2

Forfatter: Morten Serkland
Suggested Year Plan - 2014 (134773)

This is a suggested year plan. The titles are clickable and will take you directly to texts and tasks. However, there is a lot more material to choose from. Browse through the menus for alternatives.

One of the competence aims of this course is to do an in-depth study of a chosen topic and make a presentation for the class. In this plan we have suggested making a project on political and civil activists. We have also suggested theme-based in-depth work.

The national curriculum also requires the students to interpret at least one novel and one film. You will find suggestions for books and films listed as Recommended Reading and Recommended Films. We have suggested many films. Most of these films, are available as trailers.

By working with the tasks and activities linked to to the different topics, the students will improve their reading, writing, listening, speaking and digital skills in English.

Week	Topic/Title	Node
	Current Debates – In the News	
	CNN Student News The English Blog Words in the News (BBC)	75477 69039 49810
	UK History and Events	
34	Self-assessment - Basic Language Skills / h5p_content http://ndla.no/en/node/125245 English Spreading Worldwide English-Speaking Countries - Task	125245 9166 20528
35	The Rise and Fall of the British Empire The Rise and Fall of the British Empire – Tasks "Good Advice is Rarer than Rubies" (short story)	93538 98228 7006
36	The Victorian Age and the British Empire *Jane Eyre* (film)	88361
37	Manchester - the Cradle of the Industrial Revolution (Interview)	110117

	Oliver Twist's Story (dramatized excerpt) or "London" - William Blake (poem) or A Modest Proposal by Jonathan Swift (essay)
38	The Dismantling of the Empire "Epitaph on a Tyrant" and other poems
39/40	Post-War Immigration to Britain Post-War Immigration to Britain – Tasks East is East - Working with the Film (Film)
41	Mid-term Break
	UK Politics and Events
42	The Iron Lady (film) The Falkland Islands Dispute
43	UK - Parliament and Government UK Politics - Vocabulary (task)
44	Devolution – How United Is the Kingdom? Northern Ireland - Trouble and Conflict
45	Northern Ireland - Tasks (with suggestions to films and literature) "The Orange and the Green" (song)
	Project Work
46	Introduction to Project Work: The Right to Decide The Glass Ceiling An Introduction to Project Work
47	They Said "No" - Project
48	They Said "No" - Project Working with Projects - Oral Presentation Checklist / veiledning http://ndla.no/en/node/72876

Victoria – Empress of India

Front Cover of Oliver Twist by Charles Dickens

Sir Winston Churchill

Margaret Thatcher

The Irish Flag

	Literature and Film
49	Terrorist by John Updike (novel excerpt) The Bastard of Istanbul (novel excerpt)
50/51	"Hills Like White Elephants" (short story) "Amundsen" (short story) "No Witchcraft for Sale" (short story) Staging Short Stories Recommended Films (or the Christmas films, *Love Actually*/*The Miracle on 34th*
	The USA - History and Events
1	"The Road Not Taken" (poem) "Stay Hungry – Stay Foolish" (speech) Early Settlement to Civil War Sailing To Philadelphia - the Cradle of the USA Waves of Immigration Suggested activities: 12 Years a Slave (biography excerpt and film) or Abraham Lincoln (film)
2	Reconstruction to World War II Tasks including "Brother, Can You Spare a Dime" (song) "Joe Hill" (song) Recommended Film (Great Gatsby)
3	American History after 1945 (Here are links to further texts from 1945 up to the p Forrest Gump - Revisited (Film)
4	The Fifties and the Sixties Rosa Parks (Civil Rights) Langston Hughes – The African American Poet (poetry)

Lakota Warrior

New Deal

Afro-Americans rallying for civil rights in 1960

Rosa Parks

President John F. Kennedy

Student Vietnam War Protesters

	Elvis Aaron Presley The Catcher in the Rye (novel excerpt) James Dean - American Icon (film) "Howl" by Allen Ginsberg (poem/film)
	US Politics
5	British and American Politics - A Comparison Check your Politcal Vocabulary Checks and Balances
6	Presidential Elections American Presidents and the Art of Rhetoric Rhetoric in American elections
7	The Cold War Era – A Precarious Peace Thirteen Days in October - The Cuban Missile Crisis (including link to film, T Days)
8	Mid-term Break
	Novel
9	Recommended Reading Working with Novels How to Analyze a Novel Check Your Literary Vocabulary
10	Novel
11	Novel
12	Practise writing exam papers Use, Evaluate and Cite Sources of Information Assessment Rubrics Language and Style Compare and Explain (Usage) Difference in Meaning Text Cohesion Style
	Themes
13	Surveillance Edward Snowden

Obama - "hope"

Twin Towers 9/11

End Guantanamo

World Aids Campaign 2011 - Getting to zero

	1984 (novel excerpt)(see also under Surveillance)
14	Consumerism Consumerism Today Anti-Consumerism Multinational Corporations - Project The Corporation Part 1, Part 2, Part 3 (film)(see also under Multinational Corpor Project)
15	Food Food - tasks The Hitchiker's Guide to the Galaxy (novel excerpt)(see also under Food -tasks) Eat, Pray and Love - Excerpt (novel excerpt)(see also under Food - tasks)
16	Easter
17	The Right to Bear Arms The Death Penalty in the USA
18	Multiculturalism - A Challenge? Racism Where Do Racism and Prejudice Come From? Racism and Film "Strange Fruit" (poem and song) "Still I Rise" (poem)
19	Indigenous People Avatar (film)
20	Preparing for oral and written exam Assessment Rubrics Oral Exam 2014, Social Studies English
21	Revision – Wrapping up
22	
23	

A Collage of Steve Jobs' Many Creations

Occupy Wall Street

Edward Snowden

Food - UN

Racism sucks

Consumerism

Writing exams

Teaching Ideas

Learning Blogs

Forfatter: Bjørn Helge Græsli
Learning Blogs (100702)

Today learning English can be much more than reading a textbook, writing texts, doing grammar exercises and talking in the classroom. Not that that cannot lead to language learning, but the Internet offers a host of intereresting alternative sources of useful information. The list below is a selection of them:

Useful Student Blogs

Presentation Tips

Making Presentations
Helpful list of tips if you are going to make a presentation in class.

Efficiency/Study Habits/Time Control

Study Habits
Large collection of useful strategies for learning, both in general and in specific subjects. You will find posts like "How to study for an exam" and "How to learn a foreign language".

Study Skills
This blog promises it will help you learn how to study better. It contains tips like "Some mental focusing techniques", "The use of music while studying" and "6 essential tips for effective writing".

Writing

Writing Skills
This blog is about "the art of writing, for non writers", i.e. for students and other people who are not professional writers. You will find thoughts about finding your own "voice" or style, tips about language choices, and ideas about what to do if you are stuck.

Writing Tips
This blog contains very many good tips about language, grammar and writing. Posts here will clear up if you should use "Wether, Weather or Whether", if "can not or cannot" is correct, and give you "10 rules for writing numbers", among many other things.

Learning Resources

BBC Learning English

The British Broadcasting Company (BBC) has a large section on their website dedicated to the learning of English and other subjects. You will find a grammar guide, games, quizzes and other interactive content like soundclips and videos.

Larry Ferlazzo Best of Series

Large collection of links to useful resources for learning about various topics.

One-minute World News (BBC)

BBC One-minute World News – great for staying up-to-date about what happens in the world and listening to English at the same time.

Grammar

Dirty Grammar Tips

Don´t be put off by the "dirty" part of this website´s name. It is a site dedicated to short and helpful tips about grammar. You can ask for help as well, by posting questions.

English Grammar Structures

Explanations of English grammar structures and forms including reference sheets for beginning, intermediate, upper and advanced level ESL/EFL English classes and learners.

Useful Teacher Blogs

Resources

Movie Segments to Assess Grammar Goals
Movie Segments to Assess Grammar Goals contains a series of movie segments and activities to assess or practice grammar points through fun, challenging exercises. Here you will find the movie segments, the lesson plans, printable worksheets with answer key for each activity, and the tips to develop your own grammar activities with the DVDs you have at home.

Grammar Teaching Tips
Grammar teaching tips from The English Blog.

BBC Teaching Resources
Teacher resources, lesson plans etc.

British Council Teaching Resources
On these pages you will find free teaching resources to use in your English lessons. There are lesson plans and activities, complete with worksheets to download, for primary, secondary and adult classes.

One-minute World News (BBC)
BBC One-minute World News for use in the classroom.

Learning Blogs (NYTimes)
Resources, lesson plans, tests, quizzes, student opinions.

Larry Ferlazzo Best of Series
Large collection of links to useful resources for teaching various topics.

A Year of Reading
Two teachers, who have a passion for reading, share many book lists for different grade levels, links and resources for literacy lessons.

Two Writing Teachers
Two passionate writing teachers run a well-organized blog sharing research, rubrics, samples of mentor texts, classroom reflections, units of study ideas, and much more.

National Archive Education Service
The National Archives Education Service brings history to life through an award-winning programme of taught sessions and online resources.

Gapminder News
Blog relating news about statistics and data from all over the world. The webside offers nice visualisations of official statistics and data.

Online Grammar Guide
Online grammar guide.

Paperless English
Comprehensive blog with tips and thoughts for ICT-based learning activities.

Smithsonian Education
Lesson plans from the Smithsonian.

Methods

An A–Z of ELT
Discusses a number of central concepts in language teaching from both a practical and theoretical point of view.

Teaching Unplugged
Blog with resources for teachers who want to try more student-centered teaching, using more conversation and less materials.

Jeremy Harmer's Blog
The methodology guru, Jeremy Harmer, shares his thoughts on ELT and EFL.

English Teachers Blogging

Teaching English Using Web 2.0
Norwegian English teacher at Sandvika near Oslo blogs about her practice and offers reflections and concrete tips.

Correcto Ergo Sum

Norwegian English teacher at Sotra vgs who shares her ideas on assessing English tasks effectively.

Top 100 High School Teachers Who Blog
List of 100 blogging high school teachers.

Writing Marathon

Forfatter: Åse Elin Langeland, Silje Elise Nising Sandvold
Writing Marathon (123542)

Below is a selection of opening sentences from well-known novels. In groups of 4, write a story starting with one of these sentences (allotted by the teacher). Choose a writer in your group. The writer will remain in the same spot throughout the whole writing process acting as a secretary. Tell him what to write. When the teacher says change (after 5 minutes), the rest of the group move on to the next writer who will read his story and ask them what to write next. When each group has contributed to all the stories, the writers will read their stories to the class.

You do not have to make your stories anything like the original – it's all up to you and your imagination!

1. It was a bright cold day in April, and the clocks were striking thirteen. (*1984*, George Orwell)
2. In my younger and more vulnerable years my father gave me some advice that I've been turning ov *Great Gatsby*, F. Scott Fitzgerald)
3. It was the wrong number that started it, the telephone ringing three times in the dead of night, and t someone he was not. (*The New York Trilogy,* Paul Auster)
4. Yesterday, I found Violet's letter to Bill (*What I Loved*, Siri Hustvedt)
5. I had just come to accept that my life would be ordinary when extraordinary things began to happen *Peculiar Children*, Ransom Riggs)
6. The week before I left my family and Florida and the rest of my minor life to go to boarding school ir throwng me a going-away party. (*Looking for Alaska*, John Green)
7. Most days I wish I was a British pound coin instead of an African girl. (*The Other Hand*, Chris Cleave)
8. I sent one boy to the gas chamber at Huntsville. (*No Country for Old Men*, Cormac McCarthy

Artwork

Haunted Castle