



J. SELYE UNIVERSITY

FACULTY OF EDUCATION

The Culture and History of the United States of America

A workbook for university students
of English as a foreign language

Renáta Lengyel-Marosi

2022

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Komárom
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Last but not least, I wish to thank all my students who motivated me to design the activities of this workbook.

Renáta Lengyel-Marosi

Introduction

The objectives of the workbook are manifold. First, the priority is to familiarize university students of English language and literature with the culture and history of the USA. The second purpose of the book is to provide information about the geography, holidays, sports, and customs of the USA. Also, at the same time, the textbook aims at helping teacher trainees develop their language proficiency (speaking, reading, writing, and listening skills) along with their problem-solving, and decision-making skills, as well as their creativity through various interactive exercises on the topics above. The exercises are available for students with a wide range of language levels from A2 to B2.

The workbook is mostly meant for first-year university students of English language and literature who want to pass their course entitled *History and Culture of the USA* successfully. The book might also come in handy for secondary grammar teachers of English, who prepare their students for the GCSE, or for English/History teachers teaching at bilingual (English-Slovak, English-Hungarian) high schools. Finally, the workbook might also be helpful for everyone who is eager to find out more about the culture and history of the United States of America.

As for the content of the workbook, Chapter 1 and Chapter 2 deal with the geography of the USA as it is necessary to locate the states whose culture and history the students have to get to know. Chapter 1 takes a closer look at the borders and important geographical features (regions, mountains, rivers, and lakes) with the help of blind maps. Chapter 2 introduces significant places of interest: historical monuments (e.g., the Statue of Liberty, the Lincoln Memorial, and the Washington Monument) and other attractions (e.g., the Grand Canyon, Niagara Falls, and Mount Rushmore).

Chapter 3 consists of reading and writing exercises on Native Americans with a special focus on an Iroquois creation myth. In Chapter 4, the listening and writing exercises aim at acquiring knowledge of the historical background of Thanksgiving Day. Further, exercises of Chapter 4 and Chapter 5 focus on the Colonial Period,

on the everyday lives of the settlers (e.g., Salem Witch Trials). Chapter 6 contains writing exercises on the birth of the United States (e.g., the Declaration of Independence, the first colonies).

Worksheets of Chapter 7 deal with the twentieth-century US. (The 17th, 18th, and 19th centuries not discussed in the previous chapters will be reviewed from cultural, political, and historical perspectives in later chapters.) In addition, writing, listening, and reading exercises bring the students' attention to two significant historical and cultural periods, such as the Prohibition and the Hippy Movement. They also have the opportunity to learn about the history of the American film industry with its classic films and notable actors and actresses.

Worksheets (based on writing, reading, and speaking exercises) of Chapter 8 help students study US politics: US presidency and elections, famous American presidents, and the US government. Reading, writing, listening, and speaking activities from Chapter 9 aid learners in taking a closer look at American national symbols such as the Great Seal, the flag, and the anthem. Chapter 10 includes worksheets on federal holidays with speaking, writing, and reading exercises.

In Chapter 11 students can widen their vocabulary by learning and practicing new phrases that are used in everyday conversations in American English.

Finally, the answers to the exercises are written in a separate chapter (Chapter 12), so the learners can practice effectively: do the exercises on their own, then check their answers in the back of the workbook. The sources of each exercise are also marked in the last chapter.

1. GEOGRAPHY OF THE USA

1.1. Borders and important geographical features with blind maps

1) Label the borders of the U.S.:

Map of North America



Figure 1

- Pacific Ocean (W)
- Atlantic Ocean (E)
- Canada (N)
- Mexico and the Gulf of Mexico (S)

2) Label the United States of America.

3) Use the numbers to label the mountains, rivers, and lakes on the map. Write each number next to its name.

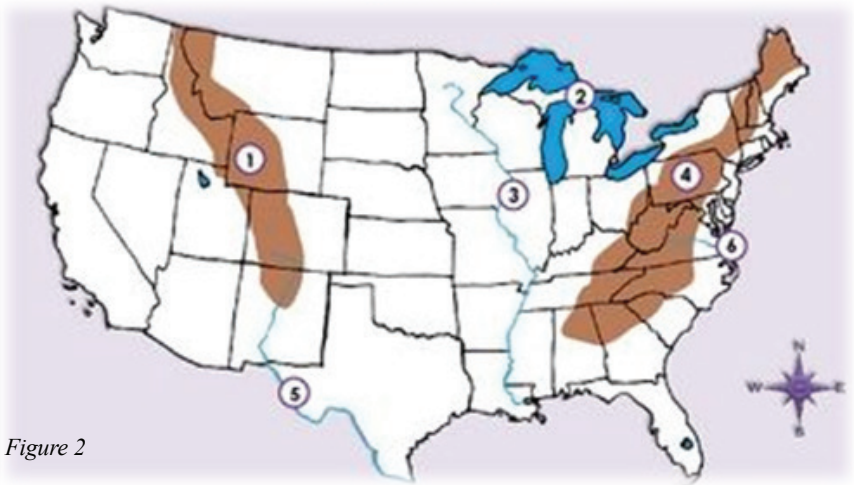


Figure 2

_____ Great Lakes _____ Rio Grande _____ James River
 _____ Mississippi River _____ Rocky Mountains _____ Appalachian Mountains

4) Label the rivers on the map.



Figure 3

5) Use the numbers to label the regions of the U.S.

- ____ New England ____ the Midwest ____ the West
____ the mid-Atlantic ____ the Southwest ____ the South



Figure 4

1.2. The States of the United States of America

1) The United States of America consists of 50 states. 48 states are located in North America, one in the Mid-Pacific Ocean, and one in the northwest corner of North America. **Can you name the states of the USA based on their abbreviations?**



Figure 5

2) Complete the chart with the proper letters to get the names of the states, capitals, and the biggest cities.

State	Capital	Largest city
Ala_a_a	Montgomery	Birmingham
A_ask_	Juneau	Anchorage
Arizona	Phoenix	P_o_ni_
Arkansas	Little Rock	Li_ _le Roc_
California	S_cra_ent_	Los Angeles
C_l_r_d_	Denver	Denver
_on_ecti_ut	Hartford	Bridgeport
Delaware	D_ve_	Wilmington
Florida	Tallahassee	Ja_ _ son_ille
Georgia	A_ _ anta	Atlanta
Ha_a_i	Honolulu	Honolulu
Idaho	Bois_	Boise
Illinois	Springfield	C_ica_o
In__ana	In_iana_olis	Indianapolis
_o_a	Des Moines	Des Moines
K_ns_s	Topeka	Wichita
Kentucky	Frankfort	Lo_is_ill_
Louisiana	Baton Rouge	N_w_ _rlea_s
Main_	Augusta	Portland
Mar_lan_	Annapolis	Baltimore
Massachusetts	Bo_ _ on	Boston
Michigan	Lansing	De_ _oit
Mi_nes_ta	St. Paul	Minneapolis
Mis_i_s_ppi	Jackson	Jackson
Missouri	Jefferson City	Kansas_it_
M_n_ana	Helena	Billings
Nebraska	_in_oln	Omaha
Nevada	Carson City	L_ _ Vegas
New Hampshire	Concord	_ancestor

N_w_ersey	Trenton	Newark
New Mexico	Santa F_	Albuquerque
New York	_lb_ny	New York City
Nor__Ca_olina	Raleigh	Charlotte
North Dakota	Bismarck	Fargo
_h_o	Columbus	Columbus
Oklahoma	Oklahoma City	Oklahoma City
Oregon	S_l_m	Portland
Pe_ns_lvan_a	Harrisburg	Philadelphia
Rhode Island	Providence	Providence
South Carolina	Columbia	Columbia
South Dakota	Pierre	Sioux Falls
T_nne_see	Nashville	Memphis
Texas	Austin	Houston
U_ah	Salt Lake City	Salt Lake City
Vermont	Montpelier	Burlington
V_rg_n_a	Richmond	Virginia Beach
Washington	Olympia	S__ttle
West Virginia	Charleston	Charleston
Wisconsin	Madison	Milwaukee
W_oming	Cheyenne	Cheyenne

2. PLACES OF INTEREST

1) Fill in the missing place names based on the descriptions: *Niagara Falls (NY), Yosemite National Park (CA), The Mississippi, Death Valley, Grand Canyon (AZ), Florida Everglades, Kilauea Volcano, Denali National Park (AK), Redwoods (CA), Yellowstone National Park (WY, MT, ID)*

- a.: A section of the Mojave Desert; it is the lowest, driest, hottest place in North America.
- b.: on the Big Island of Hawaii, it sends streams of lava pouring into the Pacific Ocean. According to Hawaiian tradition, the fiery lava lake in Halema'uma'u Crater is the home of Pele, goddess of fire and volcanoes.
- c. is not just one, but three waterfalls that gush along the US-Canada boundary between New York and Ontario: Horseshoe Falls, American Falls, and Bridal Veil Falls. They are not the USA's tallest waterfalls, but together these powerful cascades have a bigger water flow than any others on the planet.
- d.The tallest trees on the planet hide out in a few remaining tracts of Northern California's old-growth coastal forests. These trees can reach a height of 379 ft, taller than the Statue of Liberty in NYC, and live up for two millennia.
- e.is a steep-sided canyon carved by the Colorado River in Arizona, United States. The Pueblo people considered it a holy site and made pilgrimages to it. The first European known to have viewed this geographical place was García López de Cárdenas from Spain, who arrived in 1540.
- f.: This monster river system drains 31 US states and is the fourth-longest in the world.
- g.it means 'the high one,' which is fitting because it is North America's highest peak (20,310 ft)
- h.: it is the USA's oldest national park and is a wonderland of unique geology and wildlife.
- i.Declared a UNESCO World Heritage Site for its unique geological features carved by glaciers. It takes its name after North America's highest waterfall.
- j.: are a 60-mile-wide, super-slow-moving subtropical river covering the tip of Florida.

2) Match the descriptions (a-f) and the pictures (Figure 1-6). Then, recall what you have learnt.

- a) **Statue of Liberty:** stands in the middle of New York City's harbour; a magnificent copper gift from France and a giant symbol of freedom. *Figure ____*
- b) **Lincoln Memorial:** marble columns surrounded by greenery, part of a design inspired by ancient Greek temples. There are 36 columns, each representing one state in the U.S. at the date of President Lincoln's death. The memorial itself is 190 feet long and 119 feet wide and reaches a height of almost 100 feet. On the inside: There, etched into the wall, is a memorable quote: "In this temple, as in the hearts of the people for whom he saved the Union, the memory of Abraham Lincoln is enshrined forever." Below the quote sits a 19-foot tall, 175-ton statue of President Lincoln. To the left of the statue is Lincoln's great speech, the Gettysburg Address, one of the most famous in U.S. history. *Figure ____*
- c) **Mount Rushmore:** Chiselled into Mount Rushmore are four of the most recognizable faces in American history: George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln. Between 1927 and 1941, roughly 400 artists (led by sculptor Gutzon Borglum) created this piece of natural art that has become synonymous with the nation itself. *Figure ____*
- d) **Washington Monument:** a 169-m-high obelisk on the National Mall in Washington, D.C., built to commemorate George Washington, once commander-in-chief of the Continental Army (1775–1784), in the American Revolutionary War and the first President of the United States (1789–1797). It is east of the Lincoln Memorial. *Figure ____*
- e) **Fort McHenry National Monument and Historic Shrine:** a historical American coastal pentagonal bastion fort located in the Locust Point neighbourhood of Baltimore, Maryland. It was first built in 1798 and was used continuously by the U.S. armed forces through World War I and by the Coast Guard in World War II. *Figure ____*
- f) **Thomas Jefferson Memorial:** is a presidential memorial built in Washington, D.C. between 1939 and 1943, under the sponsorship of President Franklin D. Roosevelt. For Roosevelt, it was a suitable memorial to one of the Founding Fathers of the United States. *Figure ____*



Figure 1



Figure 2



Figure 3



Figure 4



Figure 5



Figure 6

3) Can you recognize the famous tourist attractions of the USA (Figure 7-15) from the fragments of pictures?



Figure 7



Figure 8



Figure 9



Figure 10



Figure 11

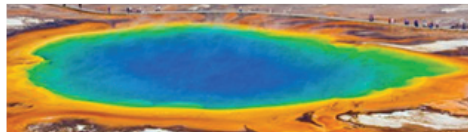


Figure 12



Figure 13



Figure 14



Figure 15

3. NATIVE AMERICANS

Iroquois Creation Myth

1) Complete the origin story below with the following words. The letters of each word are scrambled. First, you have to unscramble them.

lyqueit, sniwt,, Dislan, lohe, mdu, nolovca,, teurtl, stasr, doog, sprign, warte, litgh, dedestroy, ndasses

Long before the world was created, there was an, floating in the sky, upon which the Sky People lived. They lived and happily. No one ever died or was born or experienced However, one of the Sky Women realized she was going to give birth to She told her husband, who flew into a rage. In the centre of the island, there was a tree that gave to the entire island since the sun had not been created yet. He tore up this tree, creating a huge in the middle of the island. Curiously, the woman peered into the hole. Far below, she could see the waters that covered the earth. At that moment, her husband pushed her. She fell through the hole, tumbling towards the waters below.

..... animals already existed on the earth, so far below the floating island, two birds saw the Sky Woman fall. Just before she reached the waters, they caught her on their backs and brought her to the other animals. Determined to help the woman, they dove into the water to get from the bottom of the seas. One after another, the animals tried and failed. Finally, Little Toad tried, and when he reappeared, his mouth was full of mud. The animals took it and spread it on the back of Big The mud began to grow and grow and grow until it became the size of North America.

Then the woman stepped onto the land. She sprinkled dust into the air and created Then she created the moon and sun. The Sky Woman gave birth to twin sons. She named one Sapling. He grew to be kind and gentle. She named the other Flint and his heart was as cold as his name. They grew quickly and began filling the earth with their creations.

Sapling created what is He made animals that are still useful to humans. He made rivers that went two ways, and he put fish without bones into these. He made plants that people could eat easily. If he was able to do all the work himself, there would be no suffering.

Flint much of Sapling's work and created all that is bad. He made the riv-

ers flow only in one direction. He put bones in fish and thorns on berry bushes. He created winter, but Sapling gave it life so that it could move to give way to He created monsters that his brother drove beneath the earth. Eventually, Sapling and Flint decided to fight till one conquered the other. Neither was able to win at first, but finally, Flint was beaten. Because he was a god, Flint could not die, so he was forced to live on Big Turtle's back. Occasionally his anger is felt in the form of a

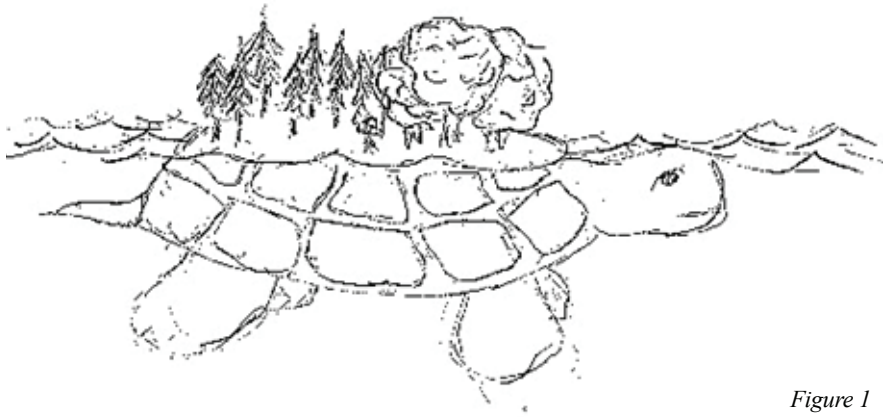


Figure 1

2) Decide if the statements are true or false.

- a. The Sky Woman's husband was happy when he learnt about his wife's pregnancy.
- b. A magic cherry tree gave light to the Sky People.
- c. The Sky Woman fell through the hole that her husband had made when uprooting the tree in his anger.
- d. Various water animals fetched mud from under the sea.
- e. The Sky Woman landed on a toad's back.
- f. The Sky Woman created the stars.
- g. The Sky Woman gave birth to two girls.
- h. Flint was the good boy who created nice things.
- i. Sapling created spring.
- j. Finally, Flint was beaten in a battle, and his anger is felt in the form of a geyser.

3) Write a summary of the origin story above.

4) Native American Hunting Songs

In traditional Native American cultures, poems (more properly called „songs”) were usually created for tribal occasions such as initiation rites, healings ceremonies, and planting or hunting rituals. The songs could also be used to pass on tribal history, standards of ethical conduct, and religious beliefs to other members of the tribe. Usually, the songs were rhythmically chanted or sung in a tribal context to drums or musical accompaniment.

Source: K. L. Nichols: “Introduction: Native American Oral Poetry.” <http://arcadiasystems.org/academia/songs.html>

Read the following hunting song. Work in groups¹. Your task is to compose music for the hunting song. You can make any sounds (e.g., clap hands, click fingers) and use any ‘props’ (e.g., sound effects from your smartphones; ‘drums’ or other instruments). Some have to read the lyrics loudly while the others accompany them with music.

Hunting Song (Navajo)

Comes the deer to my singing,	Through the flower dew-drops,
Comes the deer to my song,	Coming, coming now,
Comes the deer to my singing.	Comes the deer to my singing.
He, the blackbird, he am I,	Through the pollen, flower pollen,
Bird beloved of the wild deer.	Coming, coming now,
Comes the deer to my singing.	Comes the deer to my singing.
From the Mountain Black,	Starting with his left fore-foot,
From the summit,	Stamping, turns the frightened deer,
Down the trail, coming, coming now,	Comes the deer to my singing.
Comes the deer to my singing.	Quarry mine, blessed am I
Through the blossoms,	In the luck of the chase.
Through the flowers, coming, coming now,	Comes the deer to my singing.
Comes the deer to my singing.	

¹ It is better with groups up to 10

Comes the deer to my singing,
Comes the deer to my song,
Comes the deer to my singing.

Source: from George W. Cronyn. *The Path on the Rainbow*, p. 142.

4. DISCOVERY OF AMERICA

1) Match each name with an expedition.

(1) Christopher Columbus (1492)	a) He established Virginia colony on Roanoke Island (named after the Virgin Queen).
(2) Amerigo Vespucci (1499)	b) He led the first expedition around the world, sailing through the Straits of Magellan and entering the Pacific Ocean
(3) Fernand Magellan (1519)	c) He demonstrated that the New World was not Asia but a previously-unknown fourth continent.
(4) Sir Walter Raleigh (1585)	d) He was searching for a new trade route to China. He thought he is in India instead of finding new land.

2) The Pilgrim Fathers and the Story of the American Thanksgiving

Watch and listen to the video. Try to remember as many details as you can in order to circle the correct answers in the text below.

Early in the 17th century, a group of people called the Great Fathers/ Pilgrims wanted to reform and purify England/Scotland's Churches. However, because of their efforts, they were awarded/persecuted. At first, they decided to sail to the Netherlands/Scandinavia in order to live in democracy/religious freedom. They spent 12/20 years there, but they left because Dutch society attacked them/ they struggled to make a living. They wanted to live in a society that matched their social/religious ideals. The refugees could travel to the New World with the help of the London Bank / London Stock Company. In 1630/1620, 102/201 passengers set sail from London/Plymouth on a ship called the Nightingale / Mayflower. The journey took 65/165 days. Many passengers were cold/wet and damp because of the bed and stormy weather. On 11 December/November 1620, the Pilgrim landed at Plymouth Rock. They chose this place because it had an excellent port/ good weather and a big forest /a large lake.

3) Decide if the statements are true or false.

1. The Pilgrims built their houses by March 1621.
2. The house building went on without any difficulties.

3. Nearly three-quarters of the Pilgrims died in that first winter.
4. The Native American Indians attacked them.
5. Samoset and Squanto, the local Indians, welcomed the settlers in English.
6. Samoset helped the settlers survive.
7. Squanto showed them how to tap the maple trees for sap, plant Indian corns, and other crops, and recognize the poisonous and the healing plant.
8. The settler celebrated their successful settling and that they had survived their first winter in the New World.
9. The Pilgrims gave thanks to King James for their survival.
10. Two years later, 29 November was proclaimed a day of thanksgiving.
11. Now Thanksgiving Day is celebrated on the 3rd Thursday of November.
12. It became an annual observance only in the 19th century.
13. On this special day, people watch professional tennis and parade.
14. Turkey, stuffing, mashed potatoes with gravy, sweet potatoes, cranberry sauce, sweet corn, and pumpkin pie are traditional meals on Thanksgiving Day.

5. THE SALEM WITCH TRIALS

1) Write each word to its description.

Apparitions, Witchcraft, fervour, scapegoating, Salem, fits, prickling skin, sentence, amended, afflict, fungus, Accusation, Confession, Puritans, Repentance

- a) _____: the activity of performing magic to help or harm other people.
- b) _____: a statement saying that someone has done something morally wrong, illegal, or unkind, or the fact of accusing someone.
- c) _____: the act of admitting that you have done something wrong or illegal.
- d) _____: the fact of showing that you are very sorry for something bad you have done in the past, and wish that you had not done it.
- e) _____: strong and sincere beliefs.
- f) _____: a member of an English religious group in the 16th and 17th centuries who wanted to make church ceremonies simpler and who believed that it was important to work hard and control yourself and that pleasure was wrong or unnecessary.
- g) _____: a city in Massachusetts, famous for its witch trials.
- h) _____: the spirit of a dead person appearing in a form that can be seen.
- i) _____: to make someone or something suffer physically or mentally.
- j) _____: sudden attack of uncontrolled movements.
- k) _____: If part of your body prickles, it feels as if a lot of sharp points are touching it because you are frightened or excited.
- l) _____: a punishment given by a judge in court to a person or organization after they have been found guilty of doing something wrong.
- m) _____: to change the words of something written, esp. a law or a legal document.
- n) _____: a plant without leaves, flowers, or something that lives on other plants or on decaying matter.
- o) _____: the act of blaming a person or group for something terrible that has happened or that someone else has done.

2) Salem Witch Trial: A Quiz

Watch the video carefully and circle the correct answer.

1. In Salem, an intensive witch hunt had begun inand lasted until.....

- a. May 1693...February 1699
- b. May 1692...February 1693
- c. May 1962...February 1963

2. The accused people were the victims of

- a. a disease called fungus
- b. an unjust justice system, puritanism, and fear of the supernatural
- c. a corrupt justice system, puritanism, and paranoia about the supernatural

3. Salem was settled in...

- a.1626
- b.1622
- c.1623

4. Which statement is false for seventeenth-century Salem?

- a. They suffered battles with Native American neighbours and groups of French settlers.
- b. They suffered battles with Native American neighbours and groups of Dutch settlers.
- c. People feared starvation and disease.
- d. There was one of the coldest winters on record in 1692.

5. What were the assumed signs of witchcraft?

- a. stammering and tormenting children
- b. limping
- c. having fits and conjuring apparitions

6. The first victims were all...

- a. mothers
- b. outsiders
- c. born in Salem.

7. Who was Sarah Good?

- a. She had been long absent from church and was suing the family of one of her accusers.
- b. She was an enslaved woman.
- c. A pregnant mother of a young daughter.

8. Who was Sarah Osbourne?

- a. She had been long absent from church and was suing the family of one of her accusers.
- b. A pregnant mother of a young daughter.
- c. She was an enslaved woman.

9. Who was Tituba?

- a. She was an enslaved woman.
- b. She had been long absent from church and was using the family of one of her accusers.
- c. A pregnant mother of a young daughter

10. Who was the only one that did not die after being accused of witchcraft?

- a. Tituba
- b. Sarah Osbourne
- c. Sarah Good

11. How many people were executed?

- a. 20
- b. 14
- c. 6

12. The Salem Witch Trials remain a cautionary tale of the dangers of

- a. human's narrow-mindedness.
- b. groupthink and scapegoating, and the power of fear to manipulate human perception.
- c. the power of fear to control human perception.



Figure 1

3) Story writing

Imagine you are accused of witchcraft in the 17th century, and you are sentenced to be burnt alive. This is your last day before the execution. You have to record your thoughts and feelings in your imaginary diary. Write 150-200 words. Work in groups of 3.

6. BUILDING A STATE

6.1. The American Revolution Timeline

Put the following events of the American Revolution (1765–1776) in chronological order (1-12).

_____ **British Troops Sent to Boston:** Troops arrived to keep order.

_____ Parliament passed a tax on imports of glass, lead, paints, paper, and tea (**Townshend Acts**). As a result, colonists refused to import British goods.

_____ Parliament repealed (=to be valid no more) the Townshend Acts except for the tax on tea.

_____ British Parliament passed a series of acts responding to the Boston Tea Party.

_____ **Boston Tea Party:** Bostonian Patriots, called the Sons of Liberty, threw 298 chests of tea into the sea.

_____ **Battle of Bunker Hill:** British took the hill outside Boston but lost many more soldiers than the American defenders.

_____ **Declaration of Independence:** Second Continental Congress declared independence from Britain.

_____ **First Continental Congress:** All the colonies except Georgia sent delegates to organize against British policy. Congress adjourned (=close for some time) but promised to meet again if British policy was not changed.

_____ **Second Continental Congress:** John Hancock was elected president of the Congress and George Washington was appointed Commander-in-Chief of the Continental Army.

_____ Paul Revere rode to warn the Sons of Liberty that British soldiers were marching to Lexington. The first shots were fired at **Lexington**, and the Patriots forced the British to retreat to Boston after the battle at Concord.

6.2. Towards building a state

“The Bostonians paying the excise-man, or tarring and feathering”

In January 1774, in Boston, John Malcolm argued with a Bostonian over Malcolm's rough treatment of a boy in the street. Malcolm struck Hewes with his cane and fled the scene. The Bostonians congregated at Malcolm's home, eventually dragging him outside. He was thrown into a cart and driven through the city streets. The crowd had Malcolm stripped and covered first with tar and then feathers. Finally, the mob drove on past the Liberty Tree, where they threatened to hang Malcolm. They put a rope around his neck, tied him to the gallows, and beat him with clubs. Malcolm, severely injured, was eventually driven back to his home and unceremoniously rolled off the cart. The attack on Malcolm took place four weeks after the Tea Party.



Figure 1: Philip Dawe: *The Bostonians paying the excise-man, or tarring and feathering*

1) Match the words with the proper description.

- a) noose b. excise c. feather d. tar e. caption

1. an internal tax levied on the manufacture, sale, or consumption of a commodity
2. a dark brown or black bituminous, odorous viscous liquid
3. the covering of the body of a bird
4. an explanatory comment accompanying a pictorial illustration
5. a large loop at the end of a rope that gets smaller when you pull the rope, and that is used to hang people

2) Does the cartoon have a caption?

3) What is it?

4) What are the people pictured in the cartoon doing?

5) What do the four hatted men's facial expressions say to you?

6) What is the man (who is being insulted) wearing? What does it symbolise?

7) What can you see right behind the men? What do they symbolise?

- a)
- b)
- c)

On 14 August 1765, a crowd gathered in Boston under a large elm tree (later known as the Liberty Tree) at the corner of Essex Street and Washington Street, originally called Orange Street, to protest the hated Stamp Act. Patriots who later called themselves the Sons of Liberty had hung in effigy Andrew Oliver, the colonist King George III chose to impose the Stamp Act in the branches of the tree. Up in the tree with the effigy hung a British cavalry jackboot. Inside the boot was a devil-like doll holding a scroll marked "Stamp Act."

8) What is happening in the background? Which historical event is depicted?

6.3. The Declaration of Independence

In the summer of 1776, the Continental Congress asked a committee to write a formal document that would declare American independence. Committee members included: Thomas Jefferson, Benjamin Franklin, Robert Livingston, Roger Sherman, and John Adams. Although he was the youngest, Thomas Jefferson was asked to do the writing.

a. **What document formally announced that Great Britain no longer controlled the colonies?**

b. **When was the declaration written?**

c. **Who wrote the Declaration of Independence?**

Like most formal documents, the Declaration of Independence started with a preamble. A preamble acts as an introduction to the document, explaining the purpose. Jefferson broke up the Declaration of Independence into three main parts or arguments. The first part focused on the notion of natural rights.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.

d. **What are natural rights?**

e. **What natural rights were described in the Declaration of Independence?**

f. **According to the statement, who is supposed to protect the rights of citizens?**

The second part of the Declaration of Independence focused on how Great Britain and King George III had ruled the colonists.

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince, whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

g. **According to the statement, how did the colonists initially attempt to address British oppressions?**

h. **How did Jefferson describe King George III in the Declaration of Independence?**

The final part of the Declaration of Independence formally declared the colonies' independence from Great Britain by announcing that the colonies were the United State of America. In July 1776, the Declaration of Independence was read to the entire Conti-

mental Congress. It was officially adopted on July 4, 1776.

That these united Colonies are, and of Right ought to be Free and Independent States, that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do.

How did the colonies name their territory?

What was the colonies' opinion about further cooperation with Great Britain?

What rights had the States instituted from then on?

6.4. The 13 colonies

Write the full name of the colonies to the abbreviations.

- a. New England colonies: NH, MA, RI, CT
- b. Middle colonies: PA, NJ, DE, NY
- c. Southern colonies: VA, NC, ST, GA, MD



Figure 2

7. THE USA IN THE 20TH CENTURY

7.1. Prohibition

1) Prohibition: A short quiz

Watch the video about the USA in the 1920s and circle the correct answers.

1. What is Prohibition?

- a. The 18th Amendment to the U.S. Constitution, which banned the manufacture, transportation, and sale of intoxicating liquors.
- b. The 21st Amendment to the U.S. Constitution, which limited the manufacture, transportation, and sale of intoxicating liquors.
- c. The 18th Amendment to the U.S. Constitution, which limited the manufacture, transportation, and sale of intoxicating liquors.

2. When did Prohibition take place?

- a. 1918-1928
- b. 1920-1929
- c. 1919-1933

3. What was the first unintentional consequence of Prohibition?

- a. On January 17, 1920, less than two hours after spirits had become illegal throughout the United States, armed men robbed a Chicago freight train and made off with thousands of dollars' worth of whiskey.
- b. On January 17, 1920, less than one hour after spirits had become illegal throughout the United States, armed men robbed a Chicago freight train and made off with thousands of dollars' worth of whiskey.
- c. On January 17, 1920, less than one hour after spirits had become illegal throughout the United States, armed men robbed a Michigan freight train and made off with thousands of dollars' worth of whiskey.

4. Secret illegal bars during the Jazz Age were called:

- a. Speakeasies
- b. Flappers
- c. Bee Hive

5. The prohibition of alcohol could not last forever. Risky investments led to the Stock Market Crash of.....

- a. 1925
- b. 1929
- c. 1933

6. During the Great Depression, the government needed tax revenue from alcohol sales. They believed that lifting Prohibition would

- a. only increase poverty
- b. stimulate the economy.
- c. led to riots.

7. The 21st Amendment the 18th Amendment.

- a. confirmed
- b. cancelled
- c. repealed

2) Read the headlines a-j and the texts 1-8. Find the best headline for each text. Each headline can be used only once. There are two extra headlines, which you do not need to use.

- A. A complex social concern without a solution.
- B. Working towards the same goal in the USA.
- C. The USA follows a European pattern.
- D. Illegal consequences of Prohibition.
- E. The Period of flourishing private entrepreneurship
- F. The History of Prohibition
- G. Loopholes
- H. Alcohol: a common enemy.
- I. Failure of the 18th Amendment.
- J. A complex social issue needs another solution.

1. Less than one hour after spirits had become illegal throughout the United States, the robbers made off with thousands of dollars' worth of whiskey.

2. The nationwide ban on the production and sale of alcohol in the United States came on the heels of a similar ban in Russia that started as a wartime measure during World War I.

3. But the view in the Western world of alcohol as a primary cause of social ills was much older. It first gained traction during the Industrial Revolution as new populations of workers poured into cities and men gathered in saloons to drink.

4. Women's organizations were active participants from the beginning, arguing that alcohol made men neglect their families and abuse their wives. Religious authorities, especially Protestants, denounced alcohol as leading to temptation and sin. Progressive labour activists believed alcohol consumption harmed workers' ability to organize. Governments weren't strangers to the idea of prohibition, either. In the United States and Canada, white settlers introduced hard liquors like rum to Native communities, then blamed alcohol for disrupting these communities.

5. The Amendment took effect a year later under the Volstead Act. Since the act did not ban personal consumption, wealthy people took the opportunity to stock up while restaurants and bars rushed to sell their remaining supplies.

6. Workers lost their jobs as distilleries, breweries, and wineries closed down. Meanwhile, organized crime groups rushed to meet the demand for alcohol, establishing a lucrative black market in producing, smuggling, and selling illicit liquor. People could also make alcohol at home for their own consumption or obtain it legally with a doctor's prescription or for religious purposes.

7. But by the late 1920s, it was clear that Prohibition had not brought the social improvements it had promised. Instead, it contributed to political corruption and organized crime and was flouted by millions of citizens.

8. Members of the temperance movements believed that alcohol was the root of society's problems, but the reality is more complicated. And while banning it completely didn't work, the health and social impacts of alcohol remain concerns today.

7.2. Hollywood: the History of the American Film Industry

1) Read the text carefully and decide if the statements are true or false. If false, justify your decision.

The end of World War I ushered the United States into a cultural boom, a new industry centre was on the rise: Hollywood, the home of motion pictures in America. According to industry myth, the first film made in Hollywood was Cecil B. DeMille's *The Squaw Man* in 1914 when its director decided last-minute to shoot in Los Angeles, but *In Old California*, an earlier film by DW Griffith had been filmed entirely in the village of Hollywood in 1910. Notable actors of this period include Charlie Chaplin. The 1920s were when the film industry began to truly flourish, along with the birth of the "movie star". In 1923, four brothers, Harry, Albert, Sam, and Jack Warner used money loaned by Harry's banker to officially incorporate their company Warner Brothers Pictures....

The 1930s was considered the Golden Age of Hollywood, with 65% of the US population attending the cinema on a weekly basis....

The early 1940s were a tough time for the American film industry, especially after the attack on Pearl Harbor by the Japanese. However, production saw a rebound due to advances in technology such as special effects, better sound recording quality, and the beginning of colour film use, all of which made movies more modern and appealing. During the war, Hollywood was a major source of American patriotism by generating propaganda, documentaries, educational pictures, and general awareness of wartime needs....

In the post-war United States, instead of traditional, idealized portrayals of characters, filmmakers started creating tales of rebellion and rock n' roll. This era saw the rise of films featuring darker plot lines and characters played by "edgier" stars like James Dean, Marlon Brando, Ava Gardner, and Marilyn Monroe. To adapt to the times [by 1950, an estimated 10 million homes owned a television set], Hollywood began producing films for TV in order to make the money it was losing in movie theatres. This marked the entrance of Hollywood into the television industry...

The 1960s saw a great push for social change. Films during this time focused on fun, fashion, rock n' roll, societal shifts like the civil rights movements, and transitions in cultural values.

By 1970, this caused a depression in the film industry that had been developing over the past 25 years. A few studios still struggled to survive and made money in new ways, such as theme parks like Florida's Disney World. Because of financial struggles, national companies bought out many studios. The Golden Age of Hollywood was over....

Hollywood's financial trouble was somewhat alleviated with the then-shocking success of films like *Jaws* and *Star Wars*, which became the highest-grossing films in film history (at that time). This era also saw the advent of VHS video players, laserdisc players, and films on videocassette tapes and discs, which greatly increased profits and revenue for studios. However, this new option to view films at home once again caused a decrease in theatre attendance....

The 1980s is recognized as the introduction of high concept films that could be easily described in 25 words or less, which made the movies of this time more marketable,

understandable, and culturally accessible. In addition, films such as *Return of the Jedi*, *Terminator*, and *Batman* were met with unexpected success...

The economic decline of the early 1990s caused a major decrease in box office revenue. The use of special effects for violent scenes such as battlefield scenes, car chases, and gunfights in high-budget films (such as *Braveheart*) was a primary appeal for many moviegoers...

The film industry has already seen achievements and inventions in the 2000s, such as the Blu-ray disc and IMAX theatres....

Source: Benjamin Hale: "The History of Hollywood: The Film Industry Exposed." History Cooperative, 12 November 2014. <https://historycooperative.org/the-history-of-the-hollywood-movie-industry/>

- a. American film industry started to flourish in Hollywood at the outbreak of WWI.
F: at the end of WWI.
- b. Cecil B. DeMille's film entitled *In Old California* is considered the first film made in Hollywood. F: The film was not made by Cecil B. DeMille.
- c. Charlie Chaplin was a notable actor of the 1920s. T
- d. In 1922, the Warner brothers founded their company Warner Brothers Pictures.
F: 1923.
- e. The 1930s was considered the Golden Age of Hollywood, only 35% of the population missed the opportunity to attend cinemas every week. T
- d. During WWII, the American film industry had improved technologically. T
- e. By generating propaganda, Hollywood helped the army recruit civilians for WWII. T
- f. By 1960, the Golden Age of Hollywood was over. F: by 1970
- e. The highest-grossing 1970s films in film history (at that time) were *Jaws* and *Star Wars*. T
- f. *Return of the Jedi*, *Terminator*, and *Batman* were released in the early 1990s. F: in the 1980s
- g. The film industry has already seen achievements and inventions since the millennium, such as the Blu-ray disc and IMAX theatres. T

2) Match the film classics and the date of their release.

- | | |
|------------------------|--------|
| 1. Sound of the Music | a.1972 |
| 2. The Pianist | b.1990 |
| 3. The Wizard of Oz | c.1939 |
| 4. 12 Angry Men | d.2013 |
| 5. Psycho | e.1960 |
| 6. The Godfather | f.1965 |
| 7. Edward Scissorhands | g.2008 |
| 8. Gravity | h.2022 |
| 9. The Dark Knight | i.1980 |
| 10. Cruella | j.2021 |
| 11. Uncharted | k.1997 |
| 12. The Shining | l.2002 |

- | | |
|-----------------------------|--------|
| 1. Mary Poppins | a.1959 |
| 2. Ferris Bueller's Day Off | b.2000 |
| 3. Grease | c.1978 |
| 4. Some Like It Hot | d.1952 |
| 5. Cast Away | e.1986 |
| 6. Roman Holiday | f.1977 |
| 7. Pan's Labyrinth | g.2006 |
| 8. Star Wars | h.2020 |
| 9. Black Panther | i.2022 |
| 10. The Terminator | j.2018 |
| 11. Sonic the Hedgehog | k.1984 |
| 12. Titanic | l.1997 |
| 13. Marry me | m.1964 |
| 14. Singin' in the Rain | n.1953 |

3) Can you recognize the famous actors and directors? Name them.



Figure 1



Figure 2



Figure 3



Figure 4



Figure 5



Figure 6

7.3. The Hippie Movement

Read the text about the Hippie Movement. 6 sentences have been removed from the text. Choose from sentences 1-7 the one which fits each gap A-F. There is one extra sentence, which you do not need to use.

How the Vietnam War Empowered the Hippie Movement

On March 8, 1965, two battalions of U.S. Marines landed on the beaches of Da Nang, marking the first official engagement of American troops in the Vietnam War. Over the next several years, as the United States escalated its ill-fated involvement in that conflict, hundreds of thousands of Americans joined in mass protests across the country, repulsed and outraged by the terrible bloodshed taking place in Southeast Asia. _____ A _____

The hippie counterculture, which emerged in the late 1960s and grew to include hundreds of thousands of young Americans across the country, reached its height during this period of escalation of American involvement in the Vietnam War, and subsided as that conflict drew to a close. _____ B _____

The hippies preferred to call themselves “freaks” or “love children.” They listened to folk and rock music; they dressed flamboyantly, in bright colours. _____ C _____ By wearing their hair long and growing beards (for the men), taking drugs, and exploring spirituality outside of the confines of the Judeo-Christian tradition, hippies sought to find more meaning in life—or at least have a good time.

On a growing number of rural communes, hippies joined disaffected political radicals and Vietnam draft dodgers in embracing back-to-the-land living, including free love, organic farming, vegetarianism, holistic medicine, and a lot of marijuana use.

Among the various groups that made up the vibrant ‘60s counterculture in the United States—including the civil rights movement, the Black Panthers, gay rights and women’s liberation activists, anarchists and other political radicals—hippies stood out for their relative lack of a distinct political ideology. Hippie politics was more a “politics of no politics,” Rorabaugh says. _____ D _____

_____ E _____. Advertised as “three days of peace, music, and love,” Woodstock “brought both political people and counterculture people together,” Rorabaugh says. Indeed, somewhere between 300,000 and 400,000 people, far more than its organizers originally expected, flocked to upstate New York to hear artists like Joan Baez, The Grateful Dead, Jimi Hendrix, Janis Joplin, Jefferson Airplane, The Who, Crosby, Stills, Nash & Young and Creedence Clearwater Revival play the music that fueled the hippie movement.

By the time U.S. participation in the Vietnam War ended in 1973, the media had largely lost interest in the hippie movement, even though many of the hippies’ formerly radical style choices (beards, sideburns and long hair on men, for example) had been adopted by mainstream American culture. _____ F _____.

(Source: SARAH PRUITT 14 Sept 2018. <https://www.history.com/news/vietnam-war-hippies-counter-culture>)

_____ 1 The vast majority of hippies were young, white, middle-class men and women who felt alienated from mainstream middle-class society and resented the pressure to conform to the “normal” standards of appearance, employment, or lifestyle.

_____ 2 But hippies’ rejection of mainstream American culture, and their distinctive brand of rebellion—including their long hair and beards, colourful style, psychedelic drug use, love of rock music, and eco-conscious lifestyle—would leave a lasting impact on the nation in the decades to come.

_____ 3 Though the anti-war movement had begun on college campuses at the dawn of the 1960s, more and more people joined in opposition to the war in the latter half of the decade, as television brought images of its atrocities into American homes in a new level of excruciating detail.

_____ 4 In many ways, the hippies of the 1960s descended from an earlier American counterculture: the Beat Generation.

_____ 5 In addition to the Summer of Love, that hippie heyday in 1967 when some 100,000 people from around the country converged on Haight-Ashbury, the most famous celebration of hippie counterculture occurred in August 1969 at the Woodstock Music Festival.

_____ 6 “One of the things hippies said was ‘you should do your own thing, you should do whatever you feel like doing.’”

_____ 7. But the communes, which endured until the mid-’70s and even longer, in some cases, would be the source of many of the hippies’ lasting legacies, including pro-environmental attitudes and practices that are still very much in force today

8. POLITICS

8.1. American presidents

1) Remix the letters to get the names of the American presidents.

EGOEGR OTWHASINGN: _____

ABMARHA NLINCO: _____

NFRLIAKN TLEVESOOR: _____

NJONH FYNKNEED: _____

KBACRA BOMAA: _____

RIDCHAR XONIN: _____

BLLI TONCLIN: _____

YRRHAMTRUAN: _____

LDONDA MPUTR: _____

2) How many presidents and first ladies can you recognize from the photos?



Figure 1



Figure 2



Figure 3



Figure 4



Figure 5



Figure 6



Figure 7



Figure 8

Figure 1:

Figure 2:

Figure 3:

Figure 4:

Figure 5:

Figure 6:

Figure 7:

Figure 8:

3) Inauguration Day Events

a. From 1 to 9, order the events of Inauguration (= a ceremonial induction into office)

- ___ Inaugural Parade
- ___ Procession to the Capitol
- ___ Vice President's Swearing-in Ceremony
- ___ Inaugural Ball
- ___ Morning Worship Service
- ___ The President's Swearing-in Ceremony
- ___ Inaugural Address
- ___ Inaugural Luncheon
- ___ Departure of the Outgoing President

b. Match each event (1-8) to its description (a-).

- (1) Morning Worship Service –
- (2) Procession to the Capitol –
- (3) The President's Swearing-in Ceremony –
- (4) Inaugural Address –
- (5) Departure of the Outgoing President –
- (6) Inaugural Luncheon –
- (7) Inaugural Parade –
- (8) Inaugural Ball –

- a) President's speech before members of Congress and other dignitaries (e.g. "And so my fellow Americans: ask not what your country can do for you – ask what you can do for your country." JFK, 1961).
- b) An event planned by the Presidential Inaugural Committee (in Smithsonian Arts and Industries Building, National Building Museum)
- c) attending a church

- d) the former president and first lady leave the Capitol (helicopter)
- e) taking an oath: "I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect and defend the Constitution of the United States."
- f) dinner in the Statuary Hall (U.S. Capitol)
- g) moving/travelling forward the home of the United States Congress (in a carriage, on foot, in a car)
- h) President and Vice President leading a procession of ceremonial military regiments, citizens' groups, marching bands, and floats to the White House.

4) Who is speaking?

Joe Biden, Franklin, D. Roosevelt, Thomas Jefferson, George Washington, Abraham Lincoln, Woodrow Wilson, Ronald Reagan, James Garfield, John F. Kennedy, Barack Obama, Theodore Roosevelt

- a) _____ I was the first president of the States (1789-1797). I led the American army during the American Revolution and took part in writing the American Constitution. I was born on 22nd February. This day was a national holiday for many years. Now, my and Lincoln's birthdays are observed together on the third Monday of February each year, irrespective of the actual date. This was part of a movement to increase the number of 3-day weekends during the year.
- b) _____ I was the third president of the States (1801-1809) and the main author of the Declaration of Independence. I increased the size of the United States by buying a vast area of land from the French (this is called the 'Louisiana Purchase'). I spoke five languages.
- c) _____ I was the 16th President of the United States (1861-1865). I am best remembered for leading the nation through the American Civil War and abolishing slavery throughout the country. I was assassinated while watching a play.
- d) _____ I was the 26th American president and a keen hunter of grizzly bears. Once on a hunting trip, I refused to kill a bear in cold blood. This refusal was reported, and Teddy's bears were marketed in 1907, which led to the popularization of tales of bears (e.g., Winnie-the-Pooh and Paddington).
- e) _____ I was the 28th President (1913-1921). I made several reforms, such as campaigning for votes for women. I won re-election with a policy

of keeping America out of the First World War, but a year after re-election I declared war against Germany. I was awarded the Nobel Peace Prize for my work in setting up the League of Nations.

f) _____ I was the 32nd President of the United States, the only President to have been elected for more than two terms (1933-1945). I launched the New Deal programme to bring America out of the Great Depression (financial crisis) and led the country through the Second World War. I died a few months before the final victory.

g) _____ I was the 35th president of the US (1961-1963). I was assassinated in Dallas while being driven through Dallas. My brother was killed during WWII; my sister had intellectual disabilities; it is believed I had a secret affair with Marilyn Monroe.

h) _____ I was the 40th President of the United States (1981 to 1989). I had been a sports commentator and film actor before becoming a politician. I became the first President to survive an assassination attempt and easily won re-election for a second term.

i) _____ I was the 44th President of the United States, and the first African-American President (2009-2017). I started my time in office with efforts to improve relations with other countries and was awarded the Nobel Peace Prize in 2009.

j) _____ I am the 46th president of the United States. I served as the 47th vice president from 2009 to 2017 under Barack Obama. My colleague is the first female vice president and the highest-ranking female official in U.S. history, as well as the first African American and first Asian American vice president (Kamala Harris).

8.2. Elections

A Quiz

1. When George Washington was elected as the first president in 1789, only
 - a. six percent of the U.S. population could vote.
 - b. two percent of the U.S. population could vote.
 - c. ten percent of the U.S. population could vote.

2. In most of the original 13 states, only landowning men
 - a. over the age of 18 had the right to vote.
 - b. over the age of 21 had the right to vote
 - c. over the age of 25 had the right to vote

3. Today, the U.S. Constitution guarantees that all U.S. citizens over the age of can vote in federal (national), state and local elections.
 - a. 21
 - b. 16
 - c. 18

4. The American president must be a natural-born U.S. citizen, reside in the States for 14 years, and s/he has to be at least
 - a. 30 years old.
 - b. 35 years old.
 - c. 25 years old.

5. The vice president must be at least 35 years old, a natural-born U.S. citizen; reside in the U.S. for 14 years before the election, and reside in state the president.
 - a. the same state as
 - b. a different state..... than
 - c. it is not important.

6. A senator must be at least 30 years old, reside in the States from which elected, and must be a U.S. Citizen for
 - a. nine years
 - b. fourteen years
 - c. ten years

7. The presidential election is held every
 - a. four years and takes place on the Tuesday after the first Monday in November.
 - b. five years and takes place on the Tuesday after the first Monday in January.
 - c. two years and takes place on the Monday after the first Friday in October.

8. In 1951, the 22nd Amendment to the U.S. Constitution was ratified, which prohibits anyone from being elected president of the United States more than

- a. three times
- b. twice
- c. four times

9. The and have been the symbols of the Democrats and the Republicans since the 19th century.

- a. eagle and donkey
- b. eagle and bear
- c. donkey and elephant

10. The members of the U.S. House of Representatives serve terms, while U.S. senators serve terms.

- a. 6 4
- b. 2 6
- c. 4..... 5

11. The White House in Washington D.C. has been the official office residence of the president since

- a. 1800
- b. 1789
- c. 1914

8.3. The U.S. Government

What can you see in the picture? Write it down in your own words.



Figure 1

9. NATIONAL SYMBOLS

9.1. The Great Seal of the USA



Figure 1. Obverse side of the Great Seal



Figure 2. Reverse side of the Great Seal

- (1) What bird is on the Seal?
- (2) Do you know when it was chosen as the emblem of the United States of America?
- (3) Describe the bird. What does it (look) like?
- (4) What is the bird holding in its right and left talons?
- (5) What do they symbolise?
- (6) What is covering the breast of the bird?
- (7) Describe the shield.
- (8) What does the shield symbolise?
- (9) What is above the bird? What is it holding in its beak?
- (10) How many arrows, stripes on the shield, and stars above its head can you see?
- (11) What does the number of arrows, stripes, and stars symbolise?
- (12) What words is the crest bearing?
- (13) What does it mean in English?
- (14) What was its original message?
- (15) What does it mean to Americans in the 21st century?
- (16) What do you see on the reverse side of the Seal?
 - a.
 - b.
- (17) What is written on it?
 - a.
 - b.
- (18) What do they mean in English?
 - a.
 - b.
- (19) What numerals can you see? What does this year signify?

9.2. The American flag

It was originally adopted on 14 June 1777. The U.S. flag has undergone many changes since the first original flag in 1777. According to the tradition, in June 1776, G. Washington asked Betsy Ross to sew a flag for the new country. She designed the stars in a circle over a blue field.

1) There are many parts of a flag. Here you can see the description of each part. Based on the descriptions, label the parts on the flag above.²

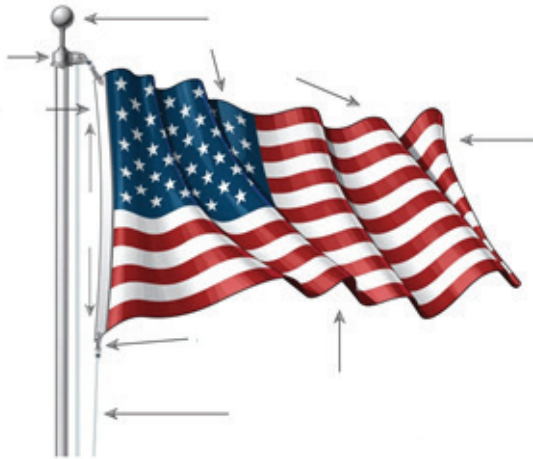


Figure 3

Flagpole/Flagstaff – a pole on which to raise a flag

External Halyard – a rope or tackle for hoisting and lowering something

Finial (Peak/Ornament) – an element marking the top of some object.

Snap Hook – A small metal device for preventing slipping off.

Truck – a small wooden cap at the top of a flagpole.

Canton (Union) – the top inner quarter of a flag

Hoist – the height of a flag when viewed flying; the vertical width of a flag.

Fly – the horizontal length of a flag.

Field – The background of a flag; the colour behind the charges.

² https://www.flagandbanner.com/customer_service/glossary-flag-terms.asp

2) **The shape, colour, and form of the U.S. flag are specified by the Flag Act of 1777. Have a look at the flag and answer the following questions:**

- a. What colours does the flag consist of?
- b. What does each colour symbolise?
- c. What are the colours of the stripes?
- d. How many stripes are on the American flag?
- e. What does this number refer to?
- f. What can you see in the blue background? What colour do they have?
- g. How many stars can you see?
- h. What does the number refer to?

3) The U.S. Flag Code

What is Flag Code? What does it regulate?

The Flag of the United States of America is a symbol of freedom and liberty to which Americans pledge their allegiance by standing at attention, facing the flag with their right hand over the heart, and reciting: „*I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all.*”

9.3. The American anthem

1) **Listen to the song and look at the lyrics below Can you recognize it?**

FRANCIS SCOTT KEY

Defence of Fort M’Henry

O! say can you see, by the dawn’s early light,
What so proudly we hail’d at the twilight’s last gleaming,
Whose broad stripes and bright stars through the perilous fight,
O’er the ramparts we watch’d, were so gallantly streaming?
And the rockets’ red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there —
O! say, does that star-spangled banner yet wave
O’er the land of the free, and the home of the brave?

On the shore, dimly seen through the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze o'er the towering steep,
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines on the stream —
Tis the star-spangled banner, O! long may it wave
O'er the land of the free, and the home of the brave.

And where is that band who so vauntingly swore
That the havoc of war and the battle's confusion
A home and a country should leave us no more?
Their blood has wash'd out their foul foot-steps' pollution,
No refuge could save the hireling and slave,
From the terror of flight or the gloom of the grave;
And the star-spangled banner in triumph doth wave
O'er the land of the free, and the home of the brave.

O! thus be it ever when freemen shall stand
Between their lov'd home, and the war's desolation,
Blest with vict'ry and peace, may the heav'n-rescued land
Praise the power that hath made and preserv'd us a nation!
Then conquer we must, when our cause it is just,
And this be our motto — "In God is our trust!"
And the star-spangled banner in triumph shall wave
O'er the land of the free, and the home of the brave.

2) Now you have 5 minutes to read through the poem. Think about the content and message. Then, answer the questions below.

- a. Could you figure out what the title means?**
- b. Can you summarize the plot in a few sentences?**
- c. Underline all the metaphors for the American flag.**
- d. What is the USA called in the poem?**
- e. What does the flag symbolise?**

- f. Some politicians and scholars have tried to replace “The Star-Spangled Banner” as the national anthem due to the violent imagery in the poem. Find the violent imagery in the poem.
- g. Is the content of “The Star-Spangled Banner” appropriate for being a national anthem?
- h. Find three examples of alliteration in the poem. How does alliteration affect the poem?
- i. Imagery is the use of words that create a picture. Francis Scott Key uses many adjectives to help create a concrete image in the reader’s mind. Go through the poem and find the words or phrases that Key uses to “paint a picture” with words.
- j. Find an example of personification in the poem and explain why Key could have used personification in his poem.
- k. What is the rhyme scheme of the poem?
- l. Whom do you think Key is trying to address?

10. FEDERAL HOLIDAYS

1) Name the holidays based on the pictures.



Figure 1



Figure 2



Figure 3



Figure 4



Figure 5



Figure 6

2) Match the holidays and their original dates.³

Birthday of Martin Luther King, Jr.	9 October
Washington's Birthday	4 July
Memorial Day	10 November
Independence Day	16 January
Columbus Day	29 May
Veterans Day	20 February

3) Guess which famous historical figures are 'speaking' based on the descriptions below.

*George Washington, Rosa Parks, Martin Luther King Jr,
Henry Ford, Christopher Columbus, Amelia Earhart*

a. _____ I was an American soldier, statesman, and Founding Father who served as the first President of the United States from 1789 to 1797. Appointed by the Continental Congress as commander of the Continental Army, I led the Patriot forces to victory in the American Revolutionary War. I also presided at the Constitutional Convention of 1787, which established the Constitution of the United States and a federal government. I have been called the "Father of the Nation" for my manifold leadership in the formative days of the country.

b. _____ I was a Baptist minister. Under my leadership, the African-American citizens organized many demonstrations for their civil rights. I was imprisoned two times; however, through my activism and inspirational speeches, I played a pivotal role in ending the legal segregation of African-American citizens in the United States. I was the main leader of the civil rights movements in many towns. I encouraged the African-Americans with songs and prayers. My "I have a dream" political speech on 28 August 1963 was held for two reasons. On the one hand, people celebrated the 100th anniversary of the signing of the Emancipation Proclamation by Abraham Lincoln, which declared the freedom of the slaves. The other purpose of this peaceful demonstration was that in the 1960s in the USA, the discrimination and segregation of black people were still on stage.

³ Many of these holidays were moved to Mondays so as to create 3-day weekends and are no longer observed as holidays on their fixed original dates. Only Independence Day and Veterans' Day are still observed on 4 July and 11 November.

c. _____ I was an Italian explorer and navigator who completed four voyages across the Atlantic Ocean, opening the way for the widespread European exploration and colonization of the Americas. My expeditions, sponsored by the Catholic Monarchs of Spain, were the first European contact with the Caribbean, Central America, and South America.

d. _____ I was an African-American activist in the civil rights movement best known for my pivotal role in the so-called Montgomery bus boycott (she refused to surrender her seat to a white person). The United States Congress has honoured me as “the first lady of civil rights” and “the mother of the freedom movement.” In 2015, Missouri declared my Day a legal holiday.

e. _____ I was an American industrialist, business magnate, founder of the Ford Motor Company, and chief developer of the assembly line technique of mass production. By creating the first automobile that middle-class Americans could afford, I converted the automobile from an expensive curiosity into an accessible conveyance that profoundly impacted the landscape of the 20th century. People ride on my historic Model T at Christmas Holiday Nights in Greenfield Village.

f. _____ I was an American aviation pioneer, the first female aviator to fly solo across the Atlantic Ocean. I was one of the first aviators to promote commercial air travel, wrote best-selling books about my flying experiences, and was instrumental in forming The Ninety-Nines, an organization for female pilots. In June and July 2017, Brian Lloyd flew his Mooney M20K 231 around the world to commemorate my attempted circumnavigation 80 years earlier.

11. AMERICAN ENGLISH IN EVERYDAY USE

Look at the following idioms and write a definition to each in your own word. Then, prepare a short dialogue with these words and practice it with your partner.

What's the matter? –

Hi. What's the matter?

Brush up on –

These private lessons will give them a chance to brush up on their technique.

Go to pieces –

My friend went to pieces after his dad's death.

Foot the bill –

The couple were left to foot the bill after their claim was declined by their travel insurers.

Go Dutch –

We went Dutch on dinner.

Putting the Cart before the Horse –

Investing in company X before doing your research is really putting the cart before the horse.

Hit the Books –

I've got a big exam tomorrow so I'm going to go hit the books.

Get Your Ducks in a Row –

Before you go on vacation, you need to get your ducks in a row.

Under the Weather –

I'm sorry I missed class yesterday but I was feeling under the weather.

Do you remember last night at the bar at all? You were really under the weather!

Think Outside the Box –

I think as we approach this project, we really need to think outside of the box.

Playing Hardball –

I want that deal to get done and I'm not afraid to play hardball.

A Dime a Dozen –

Software engineers are a dime a dozen out in Silicon Valley.

Piece of Cake –

"Can you get this project done by Friday?"

“Sure I can, it’s a piece of cake.”

Hit the Nail on the Head –

That’s right, Amanda, you’ve hit the nail on the head.

Costs an Arm and a Leg –

Going on Spring Break in Mexico costs an arm and a leg.

12. ANSWERS

Geography

Part 1: Borders and important geographical features with blind maps

Exercises 1 and 2⁴



⁴ https://www.nationsonline.org/oneworld/usa_map_small.htm

Exercise 3:⁵

1 Great Lakes, 2 Rio Grande, 3 James River 4 Rocky Mountains 5 Mississippi River
6 Appalachian Mountains

Exercise 4:⁶



5 <https://www.pinterest.com/pin/412853490814831559/>

6 <https://www.mathworksheets4kids.com/social-studies/united-states-maps/color/label-rivers.pdf>

Part 2: The 50 States

Exercises 1⁷



4 https://www.nationsonline.org/oneworld/usa_map_small.htm; <https://assets.ltkcontent.com/files/US-State-Abbreviations.pdf?mtime=20210310113157&focal=none>; <https://www.50states.com/cap.htm>

Alabama AL
Alaska AK
Arizona AZ
Arkansas AR
California CA
Colorado CO
Connecticut CT
Delaware DE
Florida FL
Georgia GA
Hawaii HI
Idaho ID
Illinois IL
Indiana IN
Iowa IA
Kansas KS
Kentucky KY
Louisiana LA
Maine ME
Maryland MD
Massachusetts MA
Michigan MI
Minnesota MN
Mississippi MS
Missouri MO

Montana MT
Nebraska NE
Nevada NV
New Hampshire NH
New Jersey NJ
New Mexico NM
New York NY
North Carolina NC
North Dakota ND
Ohio OH
Oklahoma OK
Oregon OR
Pennsylvania PA
Rode Island RI
South Carolina SC
South Dakota SD
Tennessee TN
Texas TX
Utah UT
Vermont VT
Virginia VA
Washington WA
West Virginia WV
Wisconsin WI
Wyoming WY

Exercise 2:

State	Capital	Largest city
Alabama	Montgomery	Birmingham
Alaska	Juneau	Anchorage
Arizona	Phoenix	Phoenix
Arkansas	Little Rock	Little Rock
California	Sacramento	Los Angeles
Colorado	Denver	Denver
Connecticut	Hartford	Bridgeport
Delaware	Dover	Wilmington
Florida	Tallahassee	Jacksonville
Georgia	Atlanta	Atlanta
Hawaii	Honolulu	Honolulu
Idaho	Boise	Boise
Illinois	Springfield	Chicago
Indiana	Indianapolis	Indianapolis
Iowa	Des Moines	Des Moines
Kansas	Topeka	Wichita
Kentucky	Frankfort	Louisville
Louisiana	Baton Rouge	New Orleans
Maine	Augusta	Portland
Maryland	Annapolis	Baltimore
Massachusetts	Boston	Boston
Michigan	Lansing	Detroit
Minnesota	St. Paul	Minneapolis
Mississippi	Jackson	Jackson
Missouri	Jefferson City	Kansas City
Montana	Helena	Billings
Nebraska	Lincoln	Omaha
Nevada	Carson City	Las Vegas
New Hampshire	Concord	Manchester
New Jersey	Trenton	Newark

New Mexico	Santa Fe	Albuquerque
New York	Albany	New York City
North Carolina	Raleigh	Charlotte
North Dakota	Bismarck	Fargo
Ohio	Columbus	Columbus
Oklahoma	Oklahoma City	Oklahoma City
Oregon	Salem	Portland
Pennsylvania	Harrisburg	Philadelphia
Rhode Island	Providence	Providence
South Carolina	Columbia	Columbia
South Dakota	Pierre	Sioux Falls
Tennessee	Nashville	Memphis
Texas	Austin	Houston
Utah	Salt Lake City	Salt Lake City
Vermont	Montpelier	Burlington
Virginia	Richmond	Virginia Beach
Washington	Olympia	Seattle
West Virginia	Charleston	Charleston
Wisconsin	Madison	Milwaukee
Wyoming	Cheyenne	Cheyenne

Places of interest⁸

Exercise 1:

A – Death Valley, B – Kilauea Volcano, C – Niagara Falls, D – Redwoods, E – Grand Canyon, F – The Mississippi, G – Denali National Park, H – Yellowstone National Park, I – Yosemite National Park, J – Florida Everglades

Exercise 2:

Figure 1: Statue of Liberty, Figure 2: Thomas Jefferson Memorial, Figure 3: Lincoln Memorial, Figure 4: Washington Monument, 5. Fort McHenry National Monument and Historic Shrine

Exercise 3:

Figure 7 – San Francisco – Golden Gate Bridge, Figure 8 – The Grand Canyon, Figure 9 – Las Vegas, Figure 10 – New Orleans, Figure 11 – Orlando, Figure 12 – Yellowstone National Park, Figure 13 – Seattle – Space Needle, Figure 14 – St Lois Arch, Figure 15 – Boston – Old State House

Native Americans: Iroquois Creation Myth⁹

Exercise 1:

Long before the world was created there was an **island**, floating in the sky, upon which the Sky People lived. They lived **quietly** and happily. No one ever died or was born or experienced **sadness**. However one day one of the Sky Women realized she was going to give birth to **twins**. She told her husband, who flew into a rage. In the centre of the island there was a tree which gave **light** to the entire island since the sun hadn't been created yet. He tore up this tree, creating a huge **hole** in the middle of the island. Curiously, the woman peered into the hole. Far below she could see the waters that covered the earth. At that moment her husband pushed her. She fell through the hole, tumbling towards the waters below.

8 For more details, read Patricia Schultz. 1,000 Places to See in the United States and Canada Before You Die. Workman Publishing Company, 2016; <https://travel.usnews.com/rankings/best-usa-vacations/>; <https://www.attractionsofamerica.com/travel/most-iconic-places-visit-united-states.php>

9 https://www.cs.williams.edu/~lindsey/myths/myths_12.html

Water animals already existed on the earth, so far below the floating island two birds saw the Sky Woman fall. Just before she reached the waters they caught her on their backs and brought her to the other animals. Determined to help the woman they dove into the water to get **mud** from the bottom of the seas. One after another the animals tried and failed. Finally, Little Toad tried and when he reappeared his mouth was full of mud. The animals took it and spread it on the back of Big **Turtle**. The mud began to grow and grow and grow until it became the size of North America.

Then the woman stepped onto the land. She sprinkled dust into the air and created **stars**. Then she created the moon and sun.

The Sky Woman gave birth to twin sons. She named one Sapling. He grew to be kind and gentle. She named the other Flint and his heart was as cold as his name. They grew quickly and began filling the earth with their creations.

Sapling created what is **good**. He made animals that are useful to humans. He made rivers that went two ways and into these he put fish without bones. He made plants that people could eat easily. If he was able to do all the work himself there would be no suffering.

Flint **destroyed** much of Sapling's work and created all that is bad. He made the rivers flow only in one direction. He put bones in fish and thorns on berry bushes. He created winter, but Sapling gave it life so that it could move to give way to **Spring**. He created monsters which his brother drove beneath the Earth.

Eventually Sapling and Flint decided to fight till one conquered the other. Neither was able to win at first, but finally Flint was beaten. Because he was a god Flint could not die, so he was forced to live on Big Turtle's back. Occasionally his anger is felt in the form of a **volcano**.

Exercise 2:

- a. The Sky Woman's husband was happy when he learnt about his wife's pregnancy *F (he was angry)*
- b. A magic cherry tree gave light to the Sky People. *F (the story does not specify what tree gave light to the Sky People)*
- c. The Sky Woman fell through the hole that her husband had made when uprooting the tree in his anger. *T*
- d. Various water animals fetched mud from under the sea. *F (It was a little toad*

that fetched mud).

e. The Sky Woman landed on a toad's back. *F (She landed on a turtle's back)*

f. The Sky Woman created the stars. *T*

g. The Sky Woman gave birth to two girls. *F (She gave birth to two boys)*

h. Flint was the good boy who created nice things. *F (He destroyed the nice things)*

i. Sapling created spring. *T*

j. Finally, Flint was beaten in a battle, and his anger is felt in the form of a geyser. *F (Flint's anger is felt in the form of a volcano)*

Exercise 3:

The Sky Woman lived with her husband in perfect peace and happiness until she got pregnant. In his anger, the husband uprooted the tree giving light to their world and pushed his wife through the hole, which had been made when removing the tree. With the help of animals, she landed on a turtle's back onto which a toad carried mud. It grew into North America. The Sky Woman created the celestial bodies and gave birth to Sapling (the good boy who created pleasant things) and Flint (later destroying all the good things his brother had created). Finally, in a battle, Sapling won and, according to the myth, Flint's anger is felt in the form of a volcano.

Exercise 4:

Optional

Discovery of America

Exercise 1:¹⁰

Christopher Columbus (1492) - He was searching for a new trade route to China. He thought he is in India instead of finding a new land.

Amerigo Vespucci (1499) - He demonstrated that the New World was not Asia but a previously unknown fourth continent.

Ferdinand Magellan (1519) - He led the first expedition around the world, sailing through the Straits of Magellan and entering the Pacific Ocean.

Sir Walter Raleigh (1585) - He established Virginia colony on Roanoke Island (named after the Virgin Queen).

¹⁰ For more details, read Cox, Caroline, Ken Albala. *Opening Up North America, 1497-1800*. Revised Edition. Chelsea House Publishers, 2010.

Exercise 2¹¹:

a.

Early in the 17th century, a group of people called the **Pilgrims** wanted to reform and purify **England** Churches. However, because of their efforts, they were **persecuted**. At first, they decided to sail to the **Netherlands** in order to live in **religious freedom**. They spent **12** years there, but they left because **they struggled to make a living**. They wanted to live in a society that matched their **religious ideals**. The refugees could travel to the New World with the help of the **London Stock Company**. In **1620**, **102** passengers set sail from **Plymouth** on a ship called the **Mayflower**. The journey took **65** days. Many passengers were **cold** and damp because of the bed and stormy weather. On 11 **December** 1620, the Pilgrim landed at Plymouth Rock. They chose this place because it had an **excellent port** and **a large lake**.

b.

1. The Pilgrims built their houses by March 1621. *T*
2. The house building went on without any difficulties. *F (storms, cold weather)*
3. Nearly three-quarters of the Pilgrims died in that first winter. *F (half of them died)*
4. The Native American Indians attacked them. *F (They helped to survive)*
5. Samoset and Squanto, the local Indians, welcomed the settlers in English. *T*
6. Samoset helped the settlers survive. *F (It was Squanto)*
7. Squanto showed them how to tap the maple trees for sap, plant Indian corns and other crops, and recognize the poisonous and the healing plant. *T*
8. The settler celebrated their successful settling and that they had survived their first winter in the New World. *T*
9. The Pilgrims gave thanks to King James for their survival. *F (They gave thanks to God)*
10. Two years later, 29 November was proclaimed a day of thanksgiving. *T*
11. Now Thanksgiving Day is celebrated on the 3rd Thursday of November. *F (on the 4th Thursday of November)*
12. It became an annual observance only in the 19th century. *T*
13. On this special day, people watch professional tennis and parade. *T*

11 <https://www.youtube.com/watch?v=-BQSOkkoDjc>

14. Turkey, stuffing, mashed potatoes with gravy, sweet potatoes, cranberry sauce, sweet corn, and pumpkin pie are traditional meals of Thanksgiving Day. *T*

The Salem Witch Trials¹²

Exercise 1:

a) Witchcraft, b) Accusation, c) Confession, d) Repentance, e) fervour, f) Puritans, g) Salem, h) apparitions, i) afflict, j) fits, k) prickling skin, l) sentence, m) amended, n) fungus, o) scapegoating

Exercise 2:

1. b. (May 1692...February 1693), 2. B (an unjust justice system, puritanism, and fear of the supernatural), 3. a. (1626), 4. b. (They suffered battles with Native American neighbours and groups of Dutch settlers), 5. c. (having fits and conjuring apparitions), 6. b. (outsiders), 7. c (Sarah Good was a pregnant mother of a young daughter), 8.a. (Sarah Osbourne had been long absent from church and was using the family of one of her accusers), 9. a. (Tituba was an enslaved woman), 10. a. (Tituba), 11. a. (20), 12. b. (The Salem Witch Trials remain a cautionary tale of the dangers of groupthink and scapegoating, and the power of fear to manipulate human perception).

Exercise 3:

Optional

Building a State

Exercise 1:¹³

- 1) Parliament passed a tax on imports of glass, lead, paints, paper, and tea (**Townshend Acts**). Colonists refused to import British goods.
- 2) Parliament repealed (=to be valid no more) the Townshend Acts except for the tax on tea.
- 3) **British Troops Sent to Boston:** Troops arrived to keep order.
- 4) **Boston Tea Party:** Bostonian Patriots, called the Sons of Liberty, threw 298 chests of tea into the sea.

12 Pavlac, Brian A. What really happened during the Salem Witch Trials, <https://www.youtube.com/watch?v=NVd8kuufBhM>

13 <https://www.nps.gov/subjects/americanrevolution/timeline.htm>; <https://www.britannica.com/list/timeline-of-the-american-revolution>

- 5) British Parliament passed series of acts responding to the Boston Tea Party.
- 6) **First Continental Congress:** All the colonies except Georgia sent delegates to organize against British policy. Congress adjourned (=close for a period of time), but promised to meet again if British policy was not changed.
- 7) Paul Revere rode to warn the Sons of Liberty that British soldiers were marching to Lexington. The first shots were fired at **Lexington** and the Patriots forced the British to retreat to Boston after the battle at Concord.
- 8) **Second Continental Congress:** John Hancock elected president of the Congress and George Washington appointed Commander-in-Chief of the Continental Army.
- 9) **Battle of Bunker Hill:** British took the hill outside Boston but lost many more soldiers than the American defenders.
- 10) **Declaration of Independence:** Second Continental Congress declared independence from Britain.

Exercise 2:¹⁴

Part 1

- a) noose - 5 (a large loop at the end of a rope that gets smaller when you pull the rope and that is used to hang people)
- b) excise - 1 (an internal tax levied on the manufacture, sale, or consumption of a commodity)
- c) feather - 3 (covering of the body of a bird)
- d) tar - 2 (a dark brown or black bituminous, odorous viscous liquid)
- e) caption - 4 (an explanatory comment accompanying a pictorial illustration)

Part 2

- 2) **Does the cartoon have a caption?** Yes, it does.
- 3) **What is it?** The Bostonians paying the excise-man, or tarring and feathering.
- 4) **What are the people pictured in the cartoon doing?** They are torturing a man.
- 5) **What do the four hatted men's facial expressions say to you?**
They are angry and satisfied by taking revenge.
- 6) **What is the man (who is being insulted) wearing? What does it symbolise?**
He is wearing feathers, which symbolises humiliation.

¹⁴ Source of image: <https://www.britishtars.com/2017/07/bostonians-paying-excise-man-or-tarring.html>

7) **What can you see right behind the men? What do they symbolise?**

- a) Liberty tree
- b) Stamp act
- c) Noose

8) **What is happening in the background? Which historical event is depicted?**

The Boston Tea Party is depicted in the cartoon. Men dressed in Indian clothes are throwing chests of tea into the ocean.

Exercise 3:¹⁵

a. What document formally announced that Great Britain no longer controlled the colonies? – The Declaration of Independence

b. When was the declaration written? – 4 July, 1776

c. Who wrote the Declaration of Independence? – Thomas Jefferson

d. What are natural rights? – Rights that are guaranteed to people at birth.

e. What natural rights were described in the Declaration of Independence? – life, liberty and the pursuit of happiness

f. According to the statement, who is supposed to protect the rights of citizens?
– The government is supposed to protect the rights of citizens.

g. According to the statement, how did the colonists initially attempt to address British oppressions? They petitioned for redress.

h. How did Jefferson describe King George III in the Declaration of Independence? – He is called a tyrant.

i. How did the colonies name their territory? – The colonies named their territory free and independent states.

j. What was the colonies' opinion about further cooperation with Great Britain?
– The colonies thought that the cooperation with Great Britain had to be dissolved.

k. What rights had the States instituted from then on? – The States instituted the following right independently: the right to make war and peace, alliances, and establish their own commercial relations.

¹⁵ David Armitage. The Declaration of Independence: A Global History, Harvard University Press, 2007, pp. 165-171.

Exercise 4:¹⁶

- a. New England colonies: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island
- b. Middle colonies: Delaware, New Jersey, New York, Pennsylvania
- c. Southern colonies: Virginia, Carolina, North and South Carolina, Georgia, Maryland

The USA in the 20th century

Part 1: Prohibition¹⁷

Exercise 1

1. a. (The 18th Amendment to the U.S. Constitution, which banned the manufacture, transportation, and sale of intoxicating liquors), 2. c. (1919-1933), 3. b. On 17 January, 1920, less than one hour after spirits had become illegal throughout the United States, armed men robbed a Chicago freight train and made off with thousands of dollars worth of whiskey, 4. a. (Speakeasies), 5. b. (1929), 6. b. (stimulate the economy), 7. c. (repealed)

Exercise 2:

- 1 – d, (Illegal consequences of Prohibition), 2 – c (The USA follows a European pattern), 3 – f (The History of Prohibition), 4 – h (Alcohol: a common enemy), 5 – e (The Period of flourishing private entrepreneurship), 6 – g (Loopholes), 7 – i (Failure of the 18th Amendment), 8 – a (A complex social concern without a solution).

Part 2: Hollywood

Exercise 1

- a. American film industry started to flourish in Hollywood at the outbreak of WWI. ***F (at the end of WWI.)***
- b. Cecil B. DeMille's film entitled *In Old California* is considered the first film made in Hollywood. ***F (The film was not made by Cecil B. DeMille.)***
- c. Charlie Chaplin was a notable actor of the 1920s. ***T***
- d. In 1922, the Warner brothers founded their company Warner Brothers Pictures.

¹⁶ <https://www.pinterest.com/pin/267753140319409194/>; <https://www.pinterest.com/pin/330873903870938319/>

¹⁷ Phillips, Rod. "Prohibition: Banning alcohol was a bad idea," <https://ed.ted.com/lessons/what-happened-when-the-united-states-tried-to-ban-alcohol-rod-phillips> (Accessed: 20 Dec 2021)

F (1923)

e. The 1930s was considered the Golden Age of Hollywood, only 35% of the population missed the opportunity to attend cinemas every week. **T**

d. During WWII, the American film industry had improved technologically. **T**

e. By generating propaganda, Hollywood helped the army recruit civilians to WWII. **T**

f. By 1960, the Golden Age of Hollywood was over. **F (by 1970)**

e. The highest-grossing 1970s films of the film history (at that time) were *Jaws* and *Star Wars*. **T**

f. *Return of the Jedi*, *Terminator*, and *Batman* were released in the early 1990s. **F (in the 1980s)**

g. The film industry has already seen achievements and inventions since the millennium, such as the Blu-ray disc and IMAX theatres. **T**

Exercises 2:

1.

2. Sound of the Music - 1965

3. The Pianist - 2002

4. The Wizard of Oz - 1939

5. 12 Angry Men - 1997

6. Psycho - 1960

7. The Godfather - 1972

8. Edward Scissorhands - 1990

9. Gravity - 2013

10. The Dark Knight - 2008

11. Cruella - 2021

12. Uncharted - 2022

13. The Shining - 1980

- 1.
2. Mary Poppins - 1964
3. Ferris Bueller's Day Off - 1986
4. Grease -1978
5. Some Like It Hot - 1959
6. Cast Away -2000
7. Roman Holiday - 1953
8. Pan's Labyrinth - 2006
9. Star Wars - 1977
10. Black Panther - 2018
11. The Terminator - 1984
12. Sonic the Hedgehog - 2020
13. Titanic - 1997
14. Marry me - 2022
15. Singin' in the Rain - 1952

Exercises 3

From left to right: Charlie Chaplin, Marilyn Monroe, Fred Astaire, Marlon Brando, Katharine Hepburn, Audrey Hepburn,

Part 3: The Hippie Movement¹⁸

A – 3, B -2, C -1, D -6, E -5, F -7

American Politics

Part 1

Exercise 1:

George Washington, Abraham Lincoln, Franklin Roosevelt, John F. Kennedy, Barack Obama, Richard Nixon, Bill Clinton, Harry Truman, Donald Trump

¹⁸ Pruitt, Sarah. "How the Vietnam War Empowered the Hippie Movement." 14 September 2018, <https://www.history.com/news/vietnam-war-hippies-counter-culture> (Accessed 15 Dec 2021).

Exercise 2:

Figure 1 – Donald Trump; Figure 2 – Abraham Lincoln; Figure 3 – J. F. Kennedy; Figure 4 – Joseph Robinette Biden, Jr.; Figure 5 – Melania Trump; Figure 6 – Barack Obama; Figure 7 – Jill Tracy Biden; Figure 8 – Michelle Obama

Exercise 3:¹⁹

a – George Washington, b – Thomas Jefferson, c – Abraham Lincoln, d – Theodore Roosevelt, e – Woodrow Wilson, f – Franklin D. Roosevelt, g – J. F. Kennedy, h – Ronald Reagan, i – Barack Obama, j – Joe Biden

Exercise 4:²⁰

a.

1. Morning Worship Service
2. Procession to the Capitol
3. Vice President's Swearing-in Ceremony
4. The President's Swearing-in Ceremony
5. Inaugural Address
6. Departure of the Outgoing President
7. Inaugural Luncheon
8. Inaugural Parade
9. Inaugural Ball

b.

- 1) Morning Worship Service – c (attending the church)
- 2) Procession to the Capitol – g (travelling to the home of the Congress)
- 3) The President's Swearing-in Ceremony – e (taking an oath)
- 4) Inaugural Address – a (president's speech)
- 5) Departure of the Outgoing President – d (the former president and first lady leaves)
- 6) Inaugural Luncheon – f (dinner)
- 7) Inaugural Parade – h (a ceremonial procession)
- 8) Inaugural Ball – b

19 For more details, read Henry F. Graff. *The Presidents. A Reference History*. MacMillan Publishing Company, 1997.

20 <https://www.inaugural.senate.gov/inaugural-events/>

Part 2:

1 – a (6% of the USA population could vote) , 2 – b (over the age of 21 had the right to vote), 3 – c (18), 4 – b (35 years old), 5 – b (a different state), 6 – a (9 years), 7 – a (four years and takes place on the Tuesday after the first Monday in November), 8 – b (twice), 9 – c (donkey and elephant), 10 – b (2 and 6), 11 – a (1800)

Part 3: The U.S. Government

“The Constitution of the United States divides the federal government into three branches to make sure no individual or group will have too much power:

- Legislative—Makes laws (Congress, comprised of the House of Representatives and Senate)
- Executive—Carries out laws (president, vice president, Cabinet, most federal agencies)
- Judicial—Evaluates laws (Supreme Court and other courts)

Each branch of government can change acts of the other branches:

- The president can veto legislation created by Congress and nominates heads of federal agencies.
- Congress confirms or rejects the president’s nominees and can remove the president from office in exceptional circumstances.
- The Justices of the Supreme Court, who can overturn unconstitutional laws, are nominated by the president and confirmed by the Senate.

This ability of each branch to respond to the actions of the other branches is called the system of checks and balances”.²¹

National symbols of the USA

Part 1: The Great Seal of the U.S.

(1) **What bird is on the Seal?** A bald eagle is on the seal.

(2) **Do you know when it was chosen as the emblem of the United States of America?** The bald eagle was chosen on 20 June, 1782 as the emblem of the United States of America.

²¹ An official website of the United States government, <https://www.usa.gov/branches-of-government>

(3) Describe the bird. What does it (look) like? It has great strength and majestic looks. The eagle represents freedom.²²

(4) What is the bird holding in its right and left talon? The eagle is holding a bundle of arrows in one talon and an olive branch.

(5) What do they symbolise? The olive branch and the arrows denote the power of peace and war.²³

(6) What is covering the breast of the bird? A shield is covering the breast of the bird.

(7) Describe the shield. The shield has red and white stripes.

(8) What does the shield symbolise? The shield, or escutcheon, is “born on the breast of an American Eagle without any other supporters to denote that the United States of America ought to rely on their own Virtue.” “The colors are adopted from the American flag: “White signifies purity and innocence, Red, hardiness & valour, and Blue, the colour of the Chief, signifies vigilance, perseverance & justice.”²⁴

(9) What is above the bird? What is it holding in its beak? There is a crest above the eagle’s head, with a cluster of thirteen stars surrounded by bright rays organized in a ring of clouds; and a banner, held in the eagle’s beak.

(10) How many arrows, stripes on the shield and stars above its head can you see? There are 13 arrows in its talon, 13 white and red stripes on the shield and 13 stars above its head.

(11) What does the number of arrow, stripes and stars symbolise? The number 13 denotes the 13 original States.

(12) What words is the crest bearing? The banner is bearing the words *E pluribus unum*.

(13) What does it mean in English? It means “Out of many, one.”

(14) What was its original message? It expresses the union of the 13 States: out of many states (or colonies) emerges a single nation.²⁵

(15) What does it mean to the Americans in the 21st century? Out of many peoples, races, religions, languages, and ancestries has emerged a single people and

22 <http://www.baldeagleinfo.com/eagle/eagle9.html>

23 The Great Seal of the United States, 6.

24 <http://www.baldeagleinfo.com/eagle/eagle9.html>

25 The Great Seal of the United States. U.S. Department of State. Bureau of Public Affairs, 2003, 6. <https://2009-2017.state.gov/documents/organization/27807.pdf>

nation – illustrating the concept of the melting pot.²⁶

(16) What do you see on the reverse side of the Seal?

- a. a pyramid
- b. an eye

(17) What are written on it?

- a. Annuit Coeptis
- b. Novus Ordo Seclorum

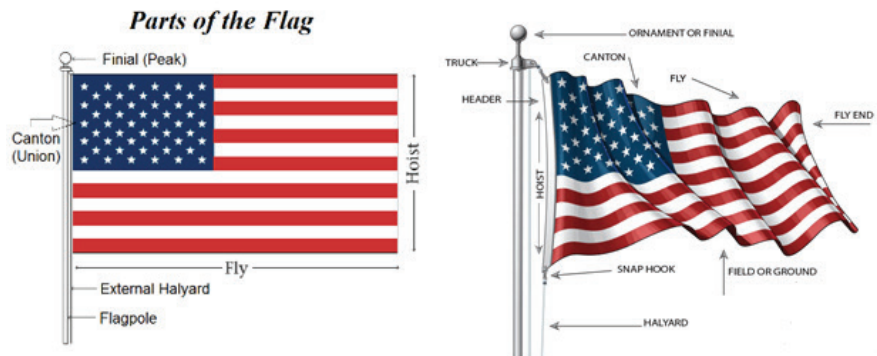
(18) What do they mean in English?

- a. He [God] has favoured our undertakings
- b. A new order of the ages

(19) What numerals can you see? What does this year signify? The year is 1776, which signifies the beginning of the new American era.²⁷

Part 2: The American flag²⁸

Exercise 1:



Exercise 2:

The shape, the colour and the form of the U.S. flag is specified by the Flag Act of 1777. a. What colours does the flag consist of? The flag's colours are red, white, and blue.

²⁶ <http://www.baldeagleinfo.com/eagle/eagle9.html>

²⁷ The Great Seal of the United States, 15.

²⁸ <https://www.pinterest.com/pin/308778118179857206/>; https://www.flagandbanner.com/customer_service/glossary-flag-terms.asp

b. What do the colours symbolise? Red is a symbol for valour, or bravery. Blue is a symbol for vigilance, perseverance, and justice. White is a symbol for purity and innocence.²⁹

c. What are the colours of the stripes? There are red and white stripes on the American flag. The top and bottom stripes are red.

d. How many stripes are on the American flag? There are 13 stripes on the flag.

e. What does this number refer to? The 13 stripes represent the original 13 colonies: Delaware, Pennsylvania, New Jersey, Georgia, Connecticut, Massachusetts, Maryland, South Carolina, New Hampshire, Virginia, New York, North Carolina, and Rhode Island.

f. What can you see in the blue background? What colour do they have? There are white stars in the blue background.

g. How many stars can you see? – There are fifty white stars against a blue background.

h. What does the number refer to? Each star represents one of the fifty states in the country. Whenever a new state is added to the USA, a new star is added to the flag. In 1818, President James Monroe ordered that a new star would be added to the flag for each new state of the United States. 1960, Hawaii's star was the final one added to the flag.³⁰

Part 3: The American Anthem

Francis Scott Key Defence of Fort M'Henry³¹

O! say can you see, by the dawn's early light, A
What so proudly we hail'd at the twilight's last gleaming, B
Whose **broad stripes and bright stars** through the **perilous fight**, A
O'er the ramparts we watch'd, were so gallantly streaming? B
And the **rockets' red glare, the bombs bursting in air**, C
Gave proof through the night that our flag was still there — C

29 Ayers, Edward L and Samuel S Wineburg, American Anthem: Modern American History. Holt, Rinehart, and Winston, 2007, 844.

30 Sturm, Jeanne. The American Flag. Rourke Educational Media, 2014. 2014, 20-21.

31 <https://www.poetryfoundation.org/poems/47349/defence-of-fort-mhenry>

O! say, does that star-spangled banner yet wave D
O'er the land of the free, and the home of the brave? D

On the shore, dimly seen through the mists of the deep, A
Where the **foe's haughty host in dread silence reposes**, B
What is that which the breeze o'er the towering steep, A
As it fitfully blows, half conceals, half discloses? B
Now it catches the gleam of the morning's first beam, C
In full glory reflected now shines on the stream — C
'Tis the star-spangled banner, O! long may it wave D
O'er the land of the free, and the home of the brave. D

And where is that band who so vauntingly swore A
That the havock of war and the battle's confusion B
A home and a country should leave us no more? A
Their **blood has wash'd out their foul foot-steps' pollution**, B
No refuge could save the **hireling and slave**, C
From the **terror of flight or the gloom of the grave**; C
And the star-spangled banner in triumph doth wave C
O'er the land of the free, and the home of the brave. C

O! thus be it ever when freemen shall stand A
Between their lov'd home, and **the war's desolation**, B
Blest with vict'ry and peace, may the heav'n-rescued land A
Praise the power that hath made and **preserv'd** us a nation! B
Then conquer we must, when our cause it is just, C
And this be our motto — "In God is our trust!" C
And the star-spangled banner in triumph shall wave D
O'er the land of the free, and the home of the brave. D

a. Could you figure out what the title means? "The Star-Spangled Banner" means a flag glimmering with stars.

b. Can you summarize the plot in a few sentences? In the first stanza, Key asks if the flag still waves after a night of bombing. The next stanzas reveal that in the

morning light, one could still see that the flag still waves and the American cause has not been lost. Key also describes the rocket's red glare, the haughty enemy, and the blessing of victory (*blest with vict'ry and peace*.) Key contrasts the bravery of the Americans with the cruelty of the British. He emphasizes the just cause of Americans in defending the fort from British devastation. He describes the British with unflattering words such as foe, haughty, foul, and pollution (*foul footsteps' pollution*.) The line "O'er the land of the free and the home of the brave" suggests the special nature of the United States and the courage of the people who defended the nation's freedoms.

c. Underline the symbols in the poem. Flag (national honour), blood (sacrifice and courage), and home (national unity). The flag's survival symbolised the survival of the nation and the cause of liberty and freedom.³² The symbols are underlined.

d. Underline all the metaphors for the American flag. The metaphors are underlined.

e. What is the USA called in the poem? – It is called the land of the free, and the home of the brave.

f. What does the flag symbolise? The flag itself is a symbol of the United States and the ideas of liberty, freedom, patriotism and justice that the nation embodies.³³

g. Some politicians have tried to replace "The Star-Spangled Banner" as the national anthem due to the violent imagery in the poem. Find the violent imagery in the poem. These parts are marked in red.

h. Is the content of "The Star-Spangled Banner" appropriate for the national anthem? Optional answers.

i. Find three examples of alliteration in the poem. How does alliteration affect a poem? These parts are marked in green. Alliteration emphasises the message of the poem and its importance.

j. Imagery is the use of words that create a picture. Francis Scott Key uses many adjectives to help create a concrete image in the reader's mind. Go through the poem and find the words or phrases that Key employs to "paint a picture" with words. E.g. the dawn's early light; twilight's last gleaming; perilous fight; rocket's red glare.

32 Sturm, J. The American Flag, 6, 8, 28.

33 Sturm, J. The American Flag, 6, 8, 28.

k. Find an example of personification in the poem and explain why Key could have used personification in his poem. E.g. Bombs bursting in air Gave proof; breeze... half conceals, half discloses. It creates a livelier image, which shows the nation's bravery and steadfastness.

l. What is the rhyme scheme of the poem? AB AB CC DD

m. Whom do you think Key is trying to address? The poem was addressed to his nation.³⁴

Federal Holidays³⁵

Exercise 1

Figure 1: Birthday of Martin Luther King, Jr; Figure 2 Washington's Birthday, Figure 3 Memorial Day, Figure 4 Independence Day, Figure 5 Columbus Day, Figure 6: Veterans Day

Exercise 2

Birthday of Martin Luther King, Jr – 16 January; Washington's Birthday – 20 February, Memorial Day – 29 May, Independence Day – 4 July, Columbus Day – October 9; Veterans Day – 11 November

Exercise 3

a. George Washington, b. Martin Luther King, Jr; c. Christopher Columbus, d. Rosa Parks, e. Henry Ford, f. Amelia Earhart.

American English in everyday use

What's the matter? – What is going on (with someone or something)? What is wrong or the problem (with someone or something)?

Brush up on – to refamiliarize oneself with a topic or issue (also to improve the appearance of something)

Go to pieces – 1. If someone goes to pieces, they are so upset that they cannot control their emotions or deal with the things that they have to do. 2. If something such

34 Based on: The Star - Spangled Banner project. Smithsonian National Museum of American History. https://amhistory.si.edu/starspangledbanner/pdf/SSB_Anthem_6_8.pdf

35 https://en.wikipedia.org/wiki/Federal_holidays_in_the_United_States; Federal Holidays: Evolution and Current Practices. Congressional Research Service. www.fas.org. Congressional Research Service. May 9, 2014. Archived (PDF) from the original on September 24, 2015. Retrieved June 15, 2015.

as your work or a relationship goes to pieces, it becomes very bad.

Foot the bill – to pay for something; to pay for a bill

Go Dutch – to divide a check or bill so that each person contributes to it

Putting the Cart before the Horse – to do things out of the proper order

Hit the Books – to study, often intensively.

Get Your Ducks in a Row – to take action to become well-organized, prepared, and/or up-to-date.

Under the Weather – 1. Mildly ill. 2. Drunk. 3. Suffering from a hangover.

Think Outside the Box – To think of something that is outside of or beyond what is considered usual, traditional, or conventional; to think innovatively.

Playing Hardball – To be ruthless, aggressive, or harsh (with one) in order to achieve a certain result, especially compared to previous, less aggressive tactics.

A Dime a Dozen – Ubiquitous; as abundant or common as to hold little or no value.

Piece of Cake – A very easy task or accomplishment.

Hit the Nail on the Head – 1. Literally, to strike a nail on its head (the flat, circular end). 2. To be correct or accurate.

Costs an Arm and a Leg – To be very expensive. A noun or pronoun can be used between “cost” and “a” to indicate the person spending the money.³⁶

³⁶ <https://idioms.thefreedictionary.com/>

<https://www.studyinternational.com/news/10-american-phrases-you-need-to-know-before-studying-in-the-usa/>

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Renáta Lengyel-Marosi

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