

Art of English

UNIT 5



CLASH OF CULTURES



Practice and enrich ELA skills
through **models** of American

ART, CULTURE & *History*

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Welcome to the Art of English, Unit Five: Clash of Cultures

This unit introduces you to a new way of learning English through activities based on the art, culture and traditions of 19th century America, a time when the centuries old native cultures and the practice of slavery were challenged.

Art of English is a multi-layered approach to learning language. It connects models of art, music, poetry, drama and historical writings to learning reading, vocabulary, pronunciation, writing and comprehension skills.

Art of English uses three little verbs: Model, Practice, Enrich to guide you into learning a second language the way you learned your first. It engages your senses and evokes feelings. Our first activity will demonstrate...

MODEL: WRITE. Study the picture on the front of this unit. Write down as many words as you can to describe what you see! These are literal descriptions. Examples: 1) man watching others (2) man on horse chasing Indian . Second, Study the picture again and write down as many ideas as you can that come to mind. Examples: (1) Lincoln watching slave auction (2) settler fighting Indian for western land.. These are interpretations.

LITERAL DESCRIPTIONS

INTERPRETATIONS

PRACTICE: WRITE. READ. SPEAK. LISTEN. Write down your favorite description and interpretation on the board. Listen to the instructor pronounce each word/phrase and repeat what you hear. After all the students have written on the board, discuss the similarities and differences in the descriptions and interpretations.

ENRICH: READ.WRITE. Choose 3 descriptions or interpretations you like best from the list on the board. Add a verb and arrange the three into a three line stanza to make an original *poem*. Write the *poem* here then read it to the class. Example: (1) angry man stands / slave woman weeps / angry man waits

SPEAK. LISTEN: Read your *poem* to the class. Listen to others read their poems. **Discuss:** What makes your writing a poem. What new vocabulary words did you learn from listening to others? What language skills did you learn from this lesson?



CHAPTER FIVE: CLASH OF CULTURES

Historic Time Line: Historic events, Arts and Letters

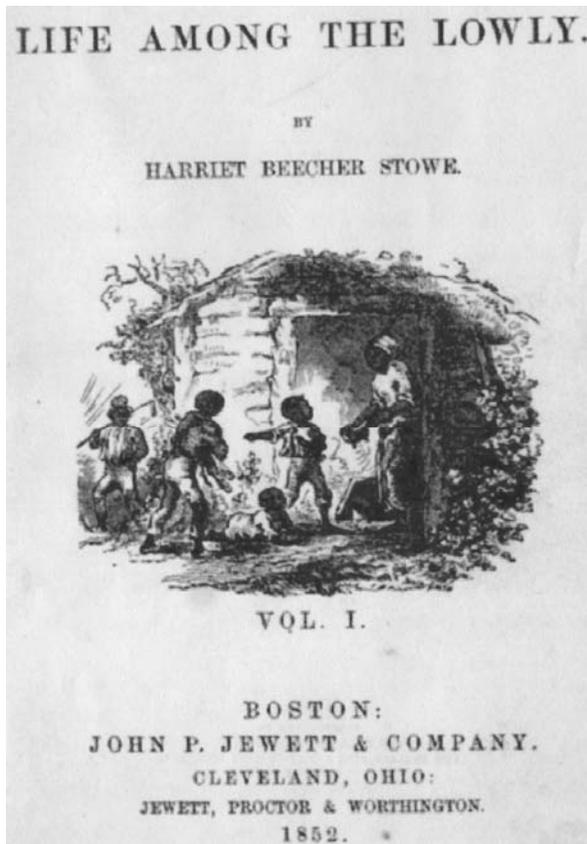
North America+++++++1850-1900+++++++Western Europe

- 1852 Harriet Beecher Stowe's *Uncle Tom's Cabin*
- 1854 Kansas-Nebraska Act allows slavery – protests bloody.
- 1854 Thoreau's *Walden* + 1855 Walt Whitman's *Leaves of Grass* published
- 1857 Dred Scott decision: slave not a citizen (Supreme Court) Financial crisis in Europe
- 1859 John Brown raids Harper's Ferry Darwin's *Origin of the Species*
- 1861 U.S. Civil war begins, Lincoln inaugurated. Serfs emancipated in Russia.
- 1865 Lee surrenders to Grant at Appomattox, Lister-antiseptic surgery; Mendel's law
- Lincoln assassinated. *Alice in Wonderland* – Carroll
- 1868 14th amendment gives civil rights to blacks
- 1869 1st U.S. continental railroad Franco Prussian war to 1871
- 1871 Chicago Fire: Apaches fight in west
- 1876 Sioux kill Custer at Little Big Horn; Alexander Graham Bell patents the telephone
- 1877 Chief Joseph forced to surrender; Thomas Edison patents phonograph
- 1881 Garfield assassinated
- 1886 Statue of Liberty dedicated
- Apache chief Geronimo surrenders
- 1888 Blizzard in northeast U.S.; Kodak camera Jack the Ripper in London
- 1889 Oklahoma territory opened for settlement Eiffel Tower built for exhibition-Paris
- 1890 Chief Sitting Bull arrested, killed by police; U.S. troops kill 200 Sioux-*Battle of Wounded Knee*
- Congress passes Sherman Anti-Trust law.
- 1894 Railroad workers strike; Edison kinetoscope 1895 Lumiere motion picture-Paris
- 1898 Spanish American war begins Curies discover uranium

AMERICAN PRESIDENTS 1852-1901

- 14. Franklin Pierce 1852-1856
- 15. James Buchanan 1856- 1860
- 16. Abraham Lincoln 1860-1865 *A
- 17. Andrew Johnson 1865-1868
- 18. Ulysses S. Grant 1868-1876
- 19. Rutherford B. Hayes 1876-1880
- 20. James Garfield 1880-1881 *A
- 21. Chester A. Arthur 1881-1884
- 22. Grover Cleveland 1884-1888
- 23. Benjamin Harrison 1888-1892
- 24. Grover Cleveland 1892-1896
- 25. William McKinley 1896-1901 *A

MODEL: READ, LISTEN, SPEAK: Read the following about one of the most famous literary works in American culture. Examine the copy of the novel's original cover illustration and discuss what ideas about slavery the illustration suggests.



American school children never read **Uncle Tom's Cabin** in school, but they are taught that this **melodramatic** novel, written and published by northerner Harriet Beecher Stowe in 1852, was one of the major causes of the American Civil War (1860-1865). Two of the novel's main characters: **Uncle Tom** and **Simon Legree** have become metaphors for the two extremes used to dramatize the life of slaves in America: **Tom**, the **simpering, acquiescent** African slave; **Simon**, the cruel, **tyrannical** white slave owner (master).

PRACTICE: READ, SPEAK, LISTEN: The novel's emotional power is revealed in these excerpts that show four different

reactions to slavery in the United States of the 19th century. Listen to the instructor read them. Then follow the words as the instructor reads a second time, underline any unfamiliar words. Then take turns reading for meaning and pronunciation.

Female Slave owner:

I'm **principled** against **emancipating**, in any case. Keep a negro under the care of a master and he does well enough and is respectable; but, set them free and they get lazy, and won't work and take to drinking and go all down to be mean, worthless fellows. I've seen it tried, hundreds of times. It's no favor to set them free.

Simon Legree; (*threatens to beat Uncle Tom for not giving information about escaped slaves*): **Hark** ye (*you*), Tom! Ye think 'cause I've let you off before, I don't mean what I say, but this time, I've made up my mind and counted the cost. You've always stood it out against me; now, I'll conquer ye or kill ye! One or the other. I'll count every drop of blood there is in you and take 'em one by one till ye give up.

Uncle Tom :*(standing up to Simon Legree):*

Mas'r (**Master**) if you was sick, or in trouble, or dying, and I could save ye, I'd give ye my heart's blood; and if taking every drop of blood in this poor old body would save your precious soul, I'd give 'em freely, as the Lord gave his for me. O, Mas'r! Don't bring this great sin on your soul! It will hurt you more than it will me. Do the worst you can, my troubles'll be over soon, but if you don't **repent**, yours'll never end.

Male Slave owner: *(after the death of Uncle Tom)*

Witness, eternal God, that from this very hour, I will do what one man can to drive out the **curse** of slavery from my land. *(To the slaves that are listening to him and whom he has just emancipated)* So, when you rejoice in your freedom, think that you owe it to this good old soul, and pay it back in kindness to his wife and children. Think of your freedom every time you see Uncle Tom's Cabin and let it be a memorial to put you all in mind to follow in his steps and be as honest and faithful and Christian as he was.

PRACTICE: READ, WRITE: Answer the following questions about the excerpts from **Uncle Tom's Cabin**.

1. Who is Uncle Tom? _____
2. What is Simon Legree mad about? _____
3. What does Simon threaten to do to Tom? _____

4. When does the male slave owner decide to free his slaves? _____

5. Why does the slave owner want the other slaves to make Tom's cabin a memorial? _____

6. Which characters use similar speech patterns in the excerpts from the novel? Why? _____

PRACTICE: READ. WRITE. Define the following words from the readings and answer the questions that relate to the new words.

1. principled (adj) _____
2. emancipated (v) _____
3. hark (v.) _____
4. repent (v.) _____
5. curse (n.) _____
6. Break down the word 'emancipated' into prefix, root and suffixes.
Prefix _____ Root _____ Suffix (1) _____ (2) _____
7. What do mani, mano mean in Latin, Spanish, Italian, Portugese? _____

ENRICH:  **SPEAK, LISTEN,**

SING. This is a photograph taken of slaves in cotton fields in *antebellum* (pre-war) Georgia.

Read the words of the 3 slave songs. Practice pronouncing the words in rhythm, Finally, listen to a recording of the melodies and sing the songs together.



WORK SONG:
PICK A BALE OF COTTON

Oh, Lordy, pick a bale of cotton.
Oh, Lordy, pick a bale a day. *(Repeat)*

Gonna jump down, turn around,
pick a bale of cotton.

Gonna jump down, turn around, pick a bale a day.

Gonna picka, picka, picka, picka, pick a bale of cotton.

Gonna picka, picka, picka, picka, pick a bale a day.

NEGRO SPIRITUALS:

SWING LO, SWEET CHARIOT

Swing lo, sweet chariot
Comin' for to carry me home.
Swing lo, sweet chariot.
Comin' for to carry me home.
I looked over Jordan and what did I see?
Comin' for to carry me home.
A band of angels comin' after me.
Comin' for to carry me home.

SOMETIMES I FEEL LIKE A MOTHERLESS CHILD

Sometimes I feel like a motherless child.
Sometimes I feel like a motherless child.
Sometimes I feel like a motherless child.
A long way from home,
A long way from home.
Sometimes I feel like a feather in the air.
Sometimes I feel like a feather in the air.
Sometimes I feel like a feather in the air.
A long way from home, *(Repeat)*

ENRICH: SPEAK. LISTEN: Discuss how the three songs from slavery days in the Southern United States reflect the different attitudes of the slaves.

MODEL: READ, LISTEN, SPEAK: Listen and mouth the words while the instructor reads this first person narrative written by **Frederick Douglass**, a man born in slavery in Maryland in 1817.

I have no accurate knowledge of my age, never having seen any authentic record containing it. By far the larger part of the slaves know as little of their ages as horses know of theirs, and it is the wish of most masters within my knowledge to keep their slaves thus ignorant. I do not remember to have ever met a slave who could tell of his birthday. They seldom come nearer to it than planting-time, harvest-time, cherry-time, spring-time, or fall-time. A want of information concerning my own was a source of unhappiness to me even during childhood. The white children could tell their ages, I could not tell why I ought to be deprived of the same privilege. I was not allowed to make any inquiries of my master concerning it. He deemed such all such inquiries on the part of a slave improper and impertinent, and evidence of a restless spirit.



My mother was named Harriet Bailey. She was the daughter of Isaac and Betsey Bailey, both colored, and quite dark. My mother was of a darker complexion than either my grandmother or grandfather.

My father was a white man. The opinion was also whispered that my master was my father, but of the correctness of this opinion, I know nothing. My mother and I were separated when I was but an infant – before I knew her as my mother. It is a common custom, in the part of Maryland from which I ran away, to part mothers from their children at a very early age. Frequently, before the child has reached its twelfth month, its mother is taken from it, and hired out on some farm a considerable distance off, and the child is placed under the care of an old woman, too old for field labor.

I never saw my mother, to know her as such, more than four or five times in my life; and each of these times was very short in duration and at night. She made her journeys (about 12 miles) to see me in the night, traveling the whole distance on foot, after the performance of her day's work. She was a field hand and a whipping is the penalty of not being in the field at sunrise. She would lie down with me, and get me to sleep, but long before I waked, she was gone. Very little communication ever took place between us. Death soon ended what little we could have while she lived, and with it her hardships and suffering. I received the tidings of her death (when I was about seven) with the same emotions I should have probably felt at the death of a stranger.

PRACTICE: READ, SPEAK, LISTEN, WRITE: Define each word, list its part of speech and use in a new sentence.

1. accurate _____
2. by far _____
3. masters _____
4. deprived _____
5. thus _____
6. deemed _____
7. tidings _____
8. whispered _____
9. seldom _____
10. want (n) _____
11. ought _____

PRACTICE: READ. WRITE. Write a question for each answer. Example: Frederick Douglass – *What is the person’s name who wrote a narrative of his life as a slave?*

1. Harriet Bailey _____
2. Isaac and Betsey Bailey _____
3. A white man _____
4. His father was also his master _____
5. Twelve months of age _____
6. An older woman _____
7. A field hand/ worker _____
8. Twelve miles _____
9. at sunrise _____
10. a whipping _____
11. about seven years old _____

PRACTICE: SPEAK. LISTEN: Douglass questions reasons for separating a slave mother and child in another passage from his narrative when he writes, “*For what this separation is done, I do not know, unless it be to hinder the development of the child’s affection towards its mother and to blunt and destroy the natural affection of the mother for the child.*” Discuss what you think the reasons **might have been**.

ENRICH: SPEAK, LISTEN: Look at the photograph of the field hands on a previous page. Compare the experiences of the mothers and children in that situation to that of Frederick Douglass and his mother. Then discuss the words to the Negro Spiritual “*Sometimes I Feel Like a Motherless Child*”. Discuss the differences and similarities.



THE CIVIL WAR 1861-1865

*Order
Number 11.*
By George Caleb
Bingham

Lawrence,
Kansas,
August, 1863
150 killed
180 buildings
destroyed.

“This is a picture that talks.” Bingham’s picture shows a raid against neutral Kansas civilians by guerillas led by William Quantrill whose **“raiders”** included future **outlaw** Jesse James. Artist Bingham, a **Union** soldier, painted this to protest a Union army Order No. 11 following the **raid** that all those living in the area must declare their loyalty to the Union or give up their homes.

MODEL: READ, SPEAK, LISTEN: Listen to instructor read the following essay about the American Civil War. Do related activities on second reading.

In the South it was called “The War Between the States”, in the North, “The War of Rebellion”. No matter what it was called, the Civil War was the bloodiest ever fought: 2.5 million fought, .5 million died. What could have caused such a war when the new nation called the United States was less than a century old ?

In the early 19th century, the United States **underwent** dramatic changes: its boundaries grew from the Atlantic to the Pacific into an area larger than the established union of states. In the North, a **flood** of immigrants from Europe and rural areas **poured** into the newly industrialized and urban areas; in the South, an aristocratic, **agrarian** tradition held strong supported by the centuries old institution of slavery.

Because of the different ways in which the North and South were developing, each one had different ideas as to how to control the new territories to the West. Some wanted to **abolish** slavery, mostly northerners; while others, mostly southerners, wanted some form of slavery to be allowed in the western territories. This rivalry also **split** the United States geographically as to whether the federal government should control the new territories or whether each state should control its own destiny.

PRACTICE: READ. SPEAK. LISTEN: Read each of the following paragraphs that describe the events that led up to the Civil War. Practice pronouncing the words that are unfamiliar to you and read each paragraph until you feel comfortable.

THE KANSAS-NEBRASKA ACT (1854)

This legislation called for the right of each new state to determine whether or not it would be a slave state. The territories in the Midwest, like Kansas and Nebraska, were flooded with groups from both side of the slavery issue. Anti-slave groups tried to transport anti-slavery settlers into the area and pro-slave forces did the same. The pro-slave forces won and the Kansas-Nebraska Act became law.



THE DRED SCOTT DECISION (1857)

"No word can be found in the Constitution which gives Congress a greater power over slave property, or which entitles property of that kind to less protection than property of any other description.

The only power conferred is the power coupled with the duty of guarding and protecting the owner in his rights."

The decision of Chief Justice Roger B. Taney against slave **"property"** Dred Scott.

JOHN BROWN RAIDS HARPER'S FERRY ARSENAL (1859)

John Brown was a Northern abolitionist. He had a plan to march south, arm the slaves, establish a black republic in the Appalachian mountains and wage war against the South. On October 16, 1859, he and 18 other men including his three sons, attacked Harper's Ferry, a federal arsenal in Virginia near Washington, D.C. He was captured, tried, convicted and hanged for treason. At his execution he said, *"I am quite certain that the crimes of this guilty land will never be purged away but with blood."*



ENRICH: SPEAK. LISTEN. Let's try using the native American Talking circle tradition by discussing the issue that led to The Civil War. Agree or disagree with the following topic: ***Each state has the right to decide whether or not to have slaves.***

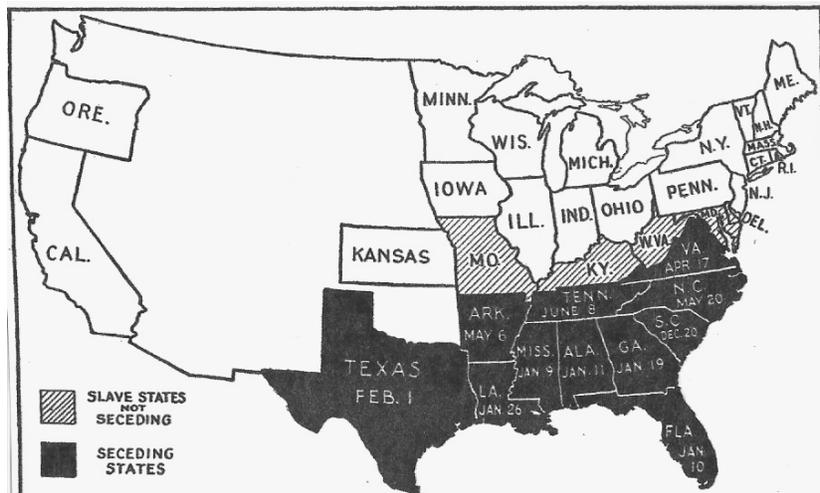
1. Everyone sits in a circle. This is so you can see the facial expressions and read the body language of the person talking.
2. An object is chosen which each person will hold in his/her hand while he/she talks. It will be passed to the next person when the speaker is finished.
3. One person talks at a time until he/she is finished with everything he/she wants to say. No interruptions. No questions.
4. After everyone has a chance to speak, the group comes to a **consensus** (*an agreement of the majority*) on the topic. Make a statement all can agree to.
5. No one's opinion is considered more important than another's. All are equal.

MODEL; READ. SPEAK. LISTEN. Listen to the instructor read the following information. Read it a second time and follow the words while it is being read.

LINCOLN'S ELECTION AND THE LEAD UP TO THE CIVIL WAR

Between the election of anti-slavery candidate Abraham Lincoln in November 1860 and his inauguration in March 1861, seven southern states **seceded** from the union and formed their own government (the **Confederacy**) under the presidency of Jefferson Davis. Although the establishment of the Confederacy happened when James Buchanan was U.S. president, the newly elected Lincoln anxiously tried to negotiate with the leaders of the confederacy in this February 1861 letter...*"I fully appreciate the present **peril** the country is in and the weight of responsibility is on me. Do the people of the South really entertain fears that a Republican Administration would, directly or indirectly, interfere with the slaves?... If they do, I wish to assure you as, once a friend, and still, I hope, not an enemy, that there is no cause for such fears. The South would be in no more danger in this respect as it was in the days of Washington. I suppose, however, this does not meet the case. You think slavery is right and ought to be **extended**, while we think it is wrong and ought to be **restricted**. That I suppose is **the rub**. It certainly is the only substantial difference between us."*

After all attempts at compromise failed, war broke out on April 12, 1861 when rebel forces fired on the **Union's** Fort Sumter in South Carolina. This was closely followed by the **secession** of four more states; Tennessee was the last secede in June, 1861. (see map below) The first battles of the Civil War were won by the Confederacy even though the Union armies had better arms and a network of railroads allowing them to move troops and supplies to battlefields faster and more **efficiently**.



List the states that were part of the **Confederacy**: _____

By the summer of 1863, the **tide** of the war started to turn against the Confederates when they were defeated at the Battle of Gettysburg, Pa. (July 1-3) This was followed by a Union victory at Vicksburg on the Mississippi River which **split** the Confederacy in two and a **heroic assault** by the “Negro Troops” of the 54th Massachusetts Infantry under Colonel Robert Shaw on Confederate troops at Fort Wagner, South Carolina in which half of the 600 man **regiment** was killed.

Lewis Douglass, one of Frederick Douglass’s two sons serving in the 54th, wrote this letter to his **fiancée** describing the first day’s assault **on Fort Wagner**. *“This regiment has established its reputation as a fighting regiment, not a man flinched, though it was a trying time. Men fell all around me. A shell would explode and clear a space twenty feet. Our men would close up again, but it was no use, we had to retreat, which was a very hazardous undertaking. . . My Dear girl I hope again to see you, I must bid you farewell should I be killed. Remember if I die in a good cause, I wish we had a hundred thousand colored troops – we would put an end to this war.”* He survived.

On April 9, 1865, after being surrounded by Union troops, Confederate General Robert E. Lee surrendered to Union General Ulysses S. Grant at Appomattox Courthouse in central Virginia. Lee’s men had not eaten in more than a week; Grant’s first act of victory was to give 25,000 **rations** to the southern troops. Less than a week later, the Union victory was sadly **tempered** by the assassination of President Abraham Lincoln by southern **sympathizer**, actor John Wilkes Booth, at Ford’s Theater in Washington, D.C.

It was more than ten years before the South’s economy **regained** the level it had before the war. Although it was victorious, the North also had to **reconstruct** its economy, and **absorb** thousands of **emancipated, unskilled** workers into its industrialized, **non-agrarian** workplaces.

PRACTICE: READ, LISTEN, SPEAK. Listen to the instructor pronounce each of the following vocabulary words, define all unfamiliar ones, then use in new sentences.

<u>Adjectives</u>	<u>Nouns</u>	<u>Verbs</u>
heroic	assault	assault
split	regiment	split
trying	fiancée	trying
hazardous	undertaking	flinched
emancipated	rations	emancipated
unskilled	sympathizer	regained
agrarian/non-agrarian	Confederacy	reconstruct
aristocratic	outlaw	underwent
efficiently (adverb)	tide	tempered
infamous	secession	secede
immeasurable	peril	abolish
	flood	extended
	raid/raiders	restricted

PRACTICE: READ. SPEAK. LISTEN. Read the following and discuss.

It was more than ten years before the South's economy regained the level it had before the war. Although it was victorious, the North also had to reconstruct its economy and absorb thousands of emancipated, unskilled workers into its industrialized, non-agrarian workplaces.

ENRICH: READ. WRITE. SPEAK. LISTEN: Write **eight** questions about the Civil War based on your reading and using as many of your new vocabulary words as possible. Ask the questions to a partner and put the answers on the lines below. Form 2 or 4 teams, create a Trivia Game using the questions. Compete against each other until there is a winner.

1. _____

Answer: _____

2. _____

Answer: _____

3. _____

Answer: _____

4. _____

Answer: _____

5. _____

Answer: _____

6. _____

Answer: _____

7. _____

Answer: _____

8. _____

Answer: _____



MODEL:
READ,
LISTEN,
SPEAK:
Artist
Winslow
Homer's
"Prisoners
from the
Front"
shows

Confederate prisoners with their Union captors. The uniforms were the only things that distinguished the South (grey) from the North (blue). Listen to the instructor read these excerpts from Stephen Crane's classic war novel "Red Badge of Courage" which gives a realistic account of a young man's first taste of battle.

The battle flag in the distance jerked about madly. It seemed to be struggling to free itself from an agony. The billowing smoke was filled with horizontal flashes.

Men running swiftly emerged from it. They grew in numbers until it was seen that the whole command was fleeing. The flag suddenly sank down as if dying. Its motion as it fell was a gesture of despair.

Wild yells came from behind the walls of smoke. A sketch in gray and red dissolved into a mob-like body of men who galloped like wild horses.

The youth shot a swift glance along the blue ranks of the regiment. The profiles were motionless. Here and there were officers. . . striking about them with their swords and with their left fists, punching every head they could reach. They cursed like highwaymen. A mounted officer displayed the furious anger of a spoiled child. He raged with his head, his arms and his legs. Another, the commander of the brigade, was galloping about bawling. His hat was gone and his clothes were awry. He resembled a man who has come from bed to go to a fire.

PRACTICE: READ, LISTEN, SPEAK, WRITE: Re-read the account out loud; identify all unfamiliar words. Then answer the questions about the account.

Vocabulary Development: List all unfamiliar words and define:

_____	_____
_____	_____
_____	_____
_____	_____

PRACTICE: READ. WRITE. Write the answers to all questions in full sentences:

1. The narrator was a Union army soldier, which "battle flag" did he see in the distance? _____

2. What do the descriptions: "billowing smoke" and "horizontal flashes" represent?

3. Which army was "a sketch in grey and red"? _____

4. What army was "the blue ranks"? _____

5. Whose officers were "striking about with their swords"? _____

6. Complete this sentence: The _____ (North, South) won the battle described because _____

ENRICH: READ, SPEAK, LISTEN: Listen to the instructor read the following poem. Define the **bold** words. Then, practice reading the following excerpts which is part of poet Walt Whitman's elegy to Lincoln .

"When Lilacs Last in the Dooryard Bloomed"

I saw as in noiseless dreams hundreds of battle flags

Borne through the smoke of the battles and **pierced** with **missiles** I saw them,
And carried **hither and yon** through the smoke and torn and bloody,
And at last but a few **shreds** left on the **staves** (and all in silence),
And the **staves** all **splintered** and broken.

I saw battle corpses, **myriads** of them...

But I saw they were not as I thought,
They themselves were fully at rest, they suffered not,
The living remained and suffered, the mother suffered,
And the wife and the child and the **musings** comrade suffered,
And the armies that remained suffered.

DISCUSS: 1) The similarities and differences between Whitman's view of war and Stephen Crane's writing from the novel "*Red Badge of Courage*".

2) Whitman worked as a journalist and was an eyewitness to the events of the Civil War, discuss how this is apparent in his point of view.

3) A Civil War song stated, "*Mine eyes have seen the glory of the coming of the Lord. He is marching through the vintage where the grapes of wrath are stored.*" Do these words connect to Whitman's? Crane's? The way we feel today?

ENRICH: SPEAK, LISTEN, WRITE: This painting by Winslow Homer is called “*Near Andersonville*”. Andersonville was the name of an **infamous** Confederate prison in which many Union soldiers were mistreated and died of starvation and neglect. Look



at the painting carefully. Write a **literal description** listing all nouns, adjectives that describe what you see. _____

Make short sentences using the same nouns, adjectives from above by adding a verb. Example: *young slave woman + watching*

WRITE: Write adjectives, nouns and verbs from students work on the board. Compare similarities and differences. Compose a 3 line class poem using the words “collected” from the students.

STUDENT POEM INSPIRED BY WINSLOW'S 'NEAR ANDERSONVILLE'

Black woman standing.
 Standing inside of the house listening.
 Listening to the soldiers marching.
 Marching direct to death.

But she is not only listening,
 the way she is grabbing her apron.
 She is worried, her sight lost in space.
 While with patience, she is waiting.

Waiting maybe for freedom
 For the chains to be broken,
 The chains could be broken,
 but not her past.

Waiting maybe for freedom.
 For the chains to be broken.
 The chains could be broken.
 But not her past.

Because her past and her future
 always will be chained with the past.

Felix Moran '05



MODEL: READ, SPEAK, LISTEN: Read the three quotes from contemporaries of Lincoln and discuss

ABRAHAM LINCOLN, storyteller
(1809-1865)

“If Washington is the most revered, Lincoln is the most loved man that ever trod this continent.”

“Lincoln, with all his foibles, is the greatest character since Christ.”

“Many of Mr. Lincoln’s stories were as apt and instructive as the best of Aesop’s Fables.”

PRACTICE: READ, SPEAK, LISTEN: Read Lincoln’s three stories for pronunciation practice and fun. Act out each one using the characters in the stories.

When Abe Lincoln wanted to make a strong point he would say, “Now that reminds me of a story” and everyone listened. Nearly all of Abe’s stories were humorous, but always contained a moral or lesson, something every good story should have. Here are three of the best...

Lincoln was surprised one day when a man with a terrible countenance (a really ugly man) pointed a gun in his face. “What seems to be the matter?” Lincoln asked with as much calm as he could. “Well,” the man replied, “some years ago, I swore that if I ever met an uglier man than myself, I’d shoot him on the spot. “ Lincoln sighed a sigh of relief “Shoot me,” he said to the stranger, “for if I’m uglier than you I don’t want to live”

One day a man came into Lincoln’s law office. He saw Lincoln sitting with one leg stretched across his desk. “Why, Mr. Lincoln,” said the man, “that’s the longest leg I’ve ever seen!” “Here’s another one just like it,” said Lincoln. And he put his other leg across the desk.

Lawyer Lincoln was walking along a dusty road. A farmer came by driving a wagon to town. Lincoln asked him, “Would you be good enough to take my coat to town for me?” The farmer replied, “Glad to, but how will you get it back again? “No trouble at all,” said Lincoln, “I’m going to stay right inside it.

Address delivered at the dedication of the
Cemetery at Gettysburg.

ENRICH: READ, WRITE. Copy
Lincoln's Gettysburg Address here.

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

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

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

Abraham Lincoln.

MODEL: READ, SPEAK, LISTEN: Listen to the instructor read Lincoln's political autobiography written before his 1860 election. Read it several times and discuss.

I was born February 12, 1809 in Hardin County, Kentucky. My parents were both born in Virginia, of undistinguished families – second families, perhaps, I should say. My mother, who died in my tenth year, was of a family of the name Hanks, some of whom now reside in Adams, and others in Macon County, Illinois. My paternal grandfather, Abraham Lincoln, emigrated from Rockingham County, Virginia, to Kentucky about 1781 or 1782, where a year or two later he was killed by Indians; not in battle, but by stealth, when he was laboring to open a farm in the forest. His ancestors, who were Quakers, went to Virginia from Berks County, Pennsylvania. An effort to identify them with the New England family of the same name ended in nothing more than a similarity of Christian names in both families, such as Enoch, Levi, Mordecai, Solomon, Abraham, and the like.

My father, at the death of his father, was but six years of age, and he grew up literally without education. He removed from Kentucky to what is now Spencer County, Indiana, in my eighth year. We reached our new home about the time the State came into the Union. It was a wild region, with many bears and other wild animals still in the woods. There I grew up....

I was raised to farm work, which I continued till I was twenty-one. At twenty-one I came to Illinois, Macon County. Then I got to New Salem, at the time in Sangamon, now in Menard County, where I remained a year as a sort of clerk in a store. Then came the Black Hawk War, and I was elected a captain of volunteers, a success which gave me more pleasure than any I have had since. I went to the campaign, was elected, ran for Legislature that same year (1832) and was beaten – the only time I have ever been beaten by the people. The next and three succeeding biennial elections I was elected to the Legislature. I was not a candidate afterward. During this legislative period I had studied law, and removed to Springfield to practice it. In 1846, I was once elected to the Lower House of Congress. Was not a candidate for reelection. From 1849 to 1854 practiced law more assiduously than ever before. Always a Whig in politics and generally on the Whig electoral tickets, making active canvasses, I was losing interest in politics when the repeal of the Missouri Compromise aroused me again. What I have done since is pretty well known.

If any personal description of me is thought desirable, it may be said that I am, in height, six feet four inches, nearly; lean in flesh, weighing on the average one hundred and eighty pounds; dark complexion, with coarse black hair and grey eyes. No other marks or brands recollected.

PRACTICE: READ, WRITE: SPEAK, LISTEN: Read each of the following words found in Lincoln's political autobiography, pronounce each one carefully, define and use in new sentences.

1. undistinguished _____
2. stealth _____
3. literally _____
4. region _____
5. clerk _____
6. biennial _____
7. afterward _____
8. assiduously _____
9. Whig _____
10. canvasses _____
11. repeal _____
12. Missouri Compromise _____

PRACTICE: READ. WRITE: Write the answers to each of the following questions:

1. When and where was Lincoln born? _____
2. When did Lincoln's mother die? _____
3. What was Lincoln's mother's maiden name? _____
4. What was Lincoln's grandfather's name? _____
5. What happened to Lincoln's grandfather? _____
6. Where did Lincoln move to when he was eight? _____ 21? _____
7. Which job gave Lincoln "more pleasure than any I have had since"? _____
8. During what time did Lincoln leave politics? _____
9. What was Lincoln's profession? _____
10. How tall and heavy was Lincoln? _____
11. Describe how Lincoln saw himself _____

GRAMMAR CHECK: READ, WRITE: Use of prepositions. Locate the different ways in which the following prepositions are used in the autobiography and list them.

1. in _____
2. to _____
3. at _____
4. for _____
5. by _____

Write down any generalization (rule) you can make about the use of these prepositions.



ENRICH: READ, WRITE, SPEAK . LISTEN: Read these historical accounts about **Lincoln and His Women.** Discuss each one and compare.

In Lincoln's life there were three women-**Ann Rutledge**, **Mary Owens** and **Mary Todd**. **Ann**, the blond, blue-eyed girl of New Salem who died in her early twenties, made her romance with Lincoln an immortal legend. **Mary Owens**, older and independent, took warning from Lincoln's awkward love-making and rejected him. **Mary Todd** (pictured at 21 when he met her) walked to the altar with him, but whether she found truth in the

words inscribed on the ring Lincoln gave her, "**Love is Eternal**" is an open question.

Lincoln's words to friends weeks after Ann was buried (1835) "*I can't bear to think of her out there alone. The rain and the storm shan't beat on her grave.*"

Letter to Mary Owen's friend after she had rejected him ((1838) "*...so I mustered my resolution and made the proposal to her direct; but shocking to relate, she answered, No...My vanity was deeply wounded by the reflection that I had so long been too stupid to discover her intentions...also, that she, whom I had taught myself to believe nobody else would have, had rejected me with all my fancied greatness.*"

Letter to his law partner, after Lincoln's break-up with Mary Todd (1841) "*I am now the most miserable man living. If what I feel were equally distributed to the whole human family, there would not be one cheerful face on the earth. Whether I shall ever be better I cannot tell...To remain as I am is impossible. I must die or be better, it appears to me.*"

To a friend, 5 days after his wedding to Mary Todd (1842) "*Nothing new here, except my marrying, which, to me is a matter of profound wonder.*"

WRITE: Write an essay that agrees or disagrees with the statement: **Lincoln was a melancholy man most of his life. Many historians say that it was what made Lincoln a compassionate and strong leader.**

STUDENT WRITING ABOUT LINCOLN AS A MELANCHOLY MAN.

Abraham Lincoln's melancholy started when he lost his mother as a boy and this made him a strong leader. All his personal tragedies helped him to understand other people's needs and suffering because he experienced them himself.

He came from a poor family and he knew what it felt like not to have a good education. He tried to help others. He liked to tell stories to people the same way his mother probably would have told him.

In the Gettysburg address he showed respect for the soldiers who fought to keep the U.S. together. He also showed loyalty to the government. This is from one of his speeches, "I have the most solemn oath to preserve, protect and defend the County." Lincoln was also very smart and this is shown when he said, "You can fool all of the people some of the time, you can even fool some of the people all the time, but you can't fool all the people all the time."

I think Lincoln started feeling depressed after his mother's death. He was looking for a mother image in his relationship with women. He was looking for protection and trying to feel secure. I also think he married Mary Todd without being in love with her. I support this idea from the letter he wrote to his law partner Only five days after he married Mary Todd. He was supposed to be feeling like a person on his honeymoon. They were newlyweds, but he wrote, "nothing new here except my marrying which is a profound wonder."

I don't think Abraham Lincoln was a happy person. He looks sad in his pictures probably because the deaths of his mother and the love of his life made him a very self-protective person. At the end of the war he freed the slaves because he did not want other children to grow up motherless as he did. A.T.

Lincoln came from a poor farm family. His ancestors had a profound religious formation. The work in the fields permitted him to receive a strong feeling about social reality and impacted him. The suffering in his growing years produced a feeling, a harvest.

It was probably the cause of his feeling about slavery. The Christian and his social impact strengthened his thoughts. Beyond his weakness in loving relationships history and its profound contradictions carried his leadership toward a path covered by desolation and tragedy.

Lincoln never was an excellent president nor a war master, but he acted with precision in the right moment. The Civil War signified for humanity the victory of human rights over human cruelty. M.I.

MODEL: READ, SPEAK, LISTEN, WRITE: Listen to the instructor read the following information about President Abraham Lincoln. Mouth the words as they are being read.

ABRAHAM LINCOLN, President (1860-1865)

“In your hands, my dissatisfied fellow-countrymen, and not in mine, is the momentous issue of civil war. The government will not assail you. You can have no conflict without yourselves the aggressors.

You have no oath registered in heaven to destroy the government, while I shall have the most solemn one to “preserve, protect and defend it.”

(First Inaugural Address: March 4, 1861)

Abraham Lincoln was elected 16th president of the United States on November 6, 1860. His presidency was one of the most violent in history. In April, 1861, one month after his inauguration, the Civil War started with the Confederate attack on Union Fort Sumter in South Carolina. Confederate victories dominated the first year causing Lincoln to petition Congress for 500,000 fighting men by July.

The Lincoln family experienced personal tragedy when 11 year old Willie, one of Lincoln’s four sons, died of a fever in February 1862. In March, the Confederate ironclad ship “Merrimac” sank two wooden Union ships adding to the South’s advantage and causing Lincoln to relieve McClellan as general-in chief, and to take over command of the Union armies. On September 17th, 26,000 men were dead, wounded or missing in the battle Antietam, Maryland. By the end of the bloodiest year in American history, Confederate General Robert E. Lee a West Point graduate, stated, *“It is well that war is so terrible, we should grow too fond of it.”*

Lincoln’s second year in office began with the Emancipation Proclamation: *“all persons held as slaves within any State are forever free.”* Lincoln gave many speeches and visited many battlefields within the next two years. His most famous speech was the Gettysburg Address delivered at the Pennsylvania battlefield four months after the Union army had defeated the Confederates on that site. He was suffering from a mild form of smallpox when he wrote and delivered the speech.

By 1864 the tide of the war had shifted dramatically in favor of the Union army under the command of General Ulysses S. Grant and Lincoln was re-elected president (against former Union commander, General McClellan) on November 8th with 55% of the popular vote and 212 of 233 electoral votes. On January 31, 1865 the 13th amendment abolishing slavery was passed by Congress. Lincoln was inaugurated for his second term on March 4, 1865, the South surrendered on April 9th and the Union flag was raised over Fort Sumter on April 14th

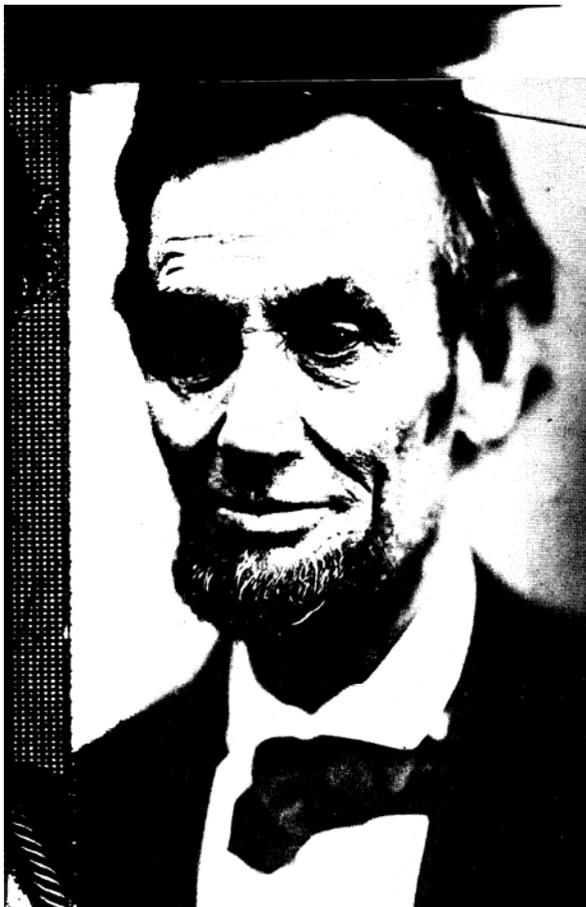
The same night, Lincoln and his wife went to Ford’s Theater to see a play and at 10:13 p.m., southern sympathizer John Wilkes Booth shot him in the head. He died the following morning. Lincoln is buried in Springfield, Illinois.

PRACTICE: READ, WRITE: Define the following words taken from the essay about Lincoln's Presidency. Identify the part of speech and use each one in a new sentence.

1. petition _____
2. ironclad _____
3. relieve _____
4. fond _____
5. emancipation _____
6. proclamation _____
7. site _____
8. smallpox _____
9. tide _____
10. shifted _____

Write **True** or **False** for each of the following statements:

1. Abraham Lincoln was killed before the South surrendered. _____
2. Confederate General Robert E. Lee was fond of war. _____
3. Lincoln's Emancipation Proclamation freed the slaves. _____
4. The Gettysburg Address is Lincoln's most famous speech. _____
5. Lincoln defeated General Ulysses S. Grant in his second election. _____
6. Lincoln's wife was with him the night he was assassinated. _____
7. The first year of the Civil War was the bloodiest in U.S. history. _____
8. Lincoln was elected president of the United States twice. _____



ENRICH: READ, SPEAK, LISTEN:

Read Lincoln's words out loud and discuss. **ABRAHAM LINCOLN, writer, philosopher, mystic.**

This is the last photograph taken of Lincoln, April 1865

*"Abraham Lincoln
his hand and pen
he will be good
but god knows when."*

Written as a young boy on his schoolwork

"It is true that you may fool all the people some of the time; you can even fool some of the people all the time, but you can't fool all of the people all of the time."

DICTATION: LISTEN. WRITE. Use the two quotations as dictation exercises.

MODEL & PRACTICE: READ. SPEAK. LISTEN.

IN LINCOLN'S WORDS

Read the following Lincoln quotations aloud for pronunciation practice and for comprehension. Discuss each quotation's meaning and historical importance.

“As I would not be a slave, so I would not be a master. This expresses my idea of democracy. Whatever differs from this, to the extent of the difference, is no democracy.” After hearing about the Missouri Compromise. Before his 1860 election

With malice toward none, with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow and his orphan – to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.

Second Inaugural Address March 4, 1865.

“Mary, we have had a hard time of it since we came to Washington, but the war is over and with God's blessing we may hope for four years of peace and happiness and then we will go back to Illinois and pass the rest of our lives in quiet.” Afternoon: April 14, 1865

PRACTICE & GRAMMAR CHECK: Define each **verb** or **noun** and identify its part of speech. Look up where the word is used in the text. If the word is starred, change it into a new form. If it is a **noun**, change it into a **verb**; if a **verb**, change it into a **noun**.

1. malice _____
2. charity _____
3. firmness _____
4. resentments _____
5. dispatches* _____
6. slumber* _____
7. stillness _____
8. sobs* _____
9. mourners* _____
10. distress * _____
11. throng * _____
12. strive _____
13. bind up _____
14. achieve* _____
15. cherish _____
17. extinguish _____
18. grieving * _____

ENRICH: READ, SPEAK, LISTEN, WRITE: "TRUTH IS STRANGER THAN FICTION"
Abraham Lincoln is one of America's most mythical characters. Lincoln's dream which is written here seems to have been prophetic, but there are even stranger coincidences when you compare the assassinations of Lincoln with that of President John F. Kennedy almost a century later. Read the following information, then discuss and write about what you think of these *stranger than fiction* coincidences.

LINCOLN'S DREAM reported by Ward Hill Lamon in 1865. Lamon wrote it down soon after Lincoln told it to Mary and him.

Lincoln:

About ten days ago I retired very late. I had been up waiting for important dispatches from the front. I could not have been long in bed when I fell into a slumber, for I was weary. I soon began to dream. There seemed to be a death-like stillness about me. Then I heard subdued sobs as if a number of people were weeping. I thought I left my bed and wandered downstairs. There the silence was broken by the same pitiful sobbing, but the mourners were invisible. I went from room to room. No living person was in sight, but the same mournful sounds of distress met me as I passed along. It was light in all the rooms; every object was familiar to me; but where were all the people who were grieving as if their hearts would break? I was puzzled and alarmed. What could be the meaning of all this? Determined to find the cause of the state of things so mysterious and so shocking, I kept on until I arrived at the East Room, which I entered. There I met with a sickening surprise. Before me was a catafalque, on which rested a corpse wrapped in funeral vestments. Around it were stationed soldiers who were acting as guards; and there was a throng of people, some gazing mournfully upon the corpse, whose face was covered, others weeping pitifully. "Who is dead in the White House?" I demanded of one of the soldiers. "The President," was the answer, "he was killed by an assassin. Then there came a loud burst of grief from the crowd, which awoke me from my dream. I slept no more that night; and although it was only a dream, I have been strangely annoyed by it ever since."

Mrs. Lincoln:

That is horrid! I wish you had not told it. I am glad I don't believe in dreams, or I should be in terror from this time forth.

Lincoln:

Well, it is only a dream, Mary. Let us say no more about it and try to forget it

THE ASSASSINATIONS OF LINCOLN & KENNEDY

EERIE COINCIDENCES??

ABRAHAM LINCOLN

Elected president in 1860
Concerned with abolition of slavery

Killed on Friday in presence of wife.

Shot from behind in back of head.

Succeeded by southern Democrat
named Johnson, born in 1808
His name has 13 letters.

John Wilkes Booth was born in 1839
Booth was a southerner favoring
unpopular ideas

Booth shot Lincoln in a theater and
escaped to a warehouse (a barn)

John Wilkes Booth was killed before
he could be brought to trial.

Name of Lincoln contains 7 letters.

Lost a child (a son) while president.

Lincoln's secretary, named Kennedy,
warned him not to go to the theater.

JOHN F. KENNEDY

Elected president in 1960
Concerned with civil rights

Killed on Friday in presence of wife.

Shot from behind in back of head.

Succeeded by southern Democrat
named Johnson, born in 1908.
His name has 13 letters.

Lee Harvey Oswald was born in 1939
Oswald was a southerner favoring
unpopular ideas.

Oswald shot Kennedy from a warehouse
and escaped to a theater.

Lee Harvey Oswald was killed before
he could be brought to trial.

Name of Kennedy contains 7 letters.

Lost a child (a son) while president.

Kennedy's secretary, named Lincoln,
warned him not to make trip to Dallas.

JOURNAL: WRITE. Write your feelings about the "Stranger than Fiction" section on
Lincoln and Kennedy. _____

MODEL: SPEAK, LISTEN: Study these 19th century illustrations of Lincoln's life and discuss how each one relates to *THE CLASH OF CULTURES* they depict.



PRACTICE:  **SPEAK, LISTEN: DRAMATIC IMPROVISATIONS:** Create a living version of each illustration with students taking the parts of the different characters. When the characters are in place, make them come to life with dialogue and action.



MODEL: READ, SPEAK, LISTEN: Listen to the teacher read this essay out loud.

The Indian Nations after America's Independence

By 1776, when the United States was established, about 100 Indian nations had survived the slaughter of the 15th, 16th, 17th centuries and some two to five million Indian people (**depending upon** whose **estimate** you **accept**) were living in the "lower 48" states, speaking more than 750 distinct languages.

From the late 18th century to the late 19th centuries, the United States made 370 formal **treaties** with Indian nations, following the same **procedure** of congressional and presidential approval that was followed for **treaties** with France or Great Britain. The fact that we **violated virtually** all of these Indian **treaties** resulted from our feeling that we could get away with such **violations**.

In 1830, 30 million **bison roamed** the North American plains, but by the turn of the century only a few hundred were left in the West. **Unrestrained** hunting by new settlers brought by the transcontinental railroad, completed in 1869, caused the dramatic **demise** of this animal which had been the chief source of food, clothing, shelter and other essentials for centuries of plains Indian people.

Between 1776 and the late 1800s, Indian land **holdings** were reduced by about 95 percent, from about three million square miles to 200,000. This was accomplished in a variety of ways, from massacres to **duplicitous** treaties. Usually the Indians were driven off because the settlers wanted gold or farmland or mineral or railroad rights. Wherever there was **resistance**, the **cavalry insured compliance**.



After Custer, the U.S. government changed its methods from violent **assault** to 'legal **manipulation**. One example is a government policy which was designed in 1870 to Americanize or Christianize young Indian children, forcing them to go to schools in the East away from the families. (Note: The picture of this young man at the Carlisle School in

Pennsylvania) Then there was the Dawes Act of 1887 which provided that individual Indians could now own their own **plot** of land. Although **hailed** as liberal reform when it was introduced, its real purpose and effect was to break the communal-tribal ownership of land. Tribes were rarely, if ever, **willing** to sell land to individuals.

PRACTICE: READ, WRITE: Define these words from the essay, then use them in sentences. Finally, re-read the essay one paragraph at a time.

1. treaties (n.) _____
2. procedure (n.) _____
3. violated (v.) _____
4. virtually (adv.) _____
5. bison (n.) _____
6. roamed (v.) _____
7. unrestrained (adj.) _____
8. demise (n.) _____
9. holdings (n.) _____
10. duplicitous (adj.) _____
11. resistance (n.) _____
12. cavalry (n.) _____
13. insured (v.) _____
14. compliance (n.) _____
15. assault (n.) _____
16. manipulation (n.) _____
17. plot (n.) _____
18. hailed (v.) _____
19. willing (v.) _____

PRACTICE. READ. WRITE. Write the answer for each question in a full sentence.

1. How many Indians were living in the United States in 1776? _____

2. What procedure was followed for the government's treaties with Indian nations?

3. Why did the government violate their treaties with the Indians? _____

4. What caused the demise of the bison? _____

5. What caused Indians to lose their land? _____
6. How did the government policy change after Custer? _____

7. What does the picture tell you about the government's attitude toward Indians?

ENRICH: SPEAK, LISTEN, WRITE: Look at this Currier and Ives print from the late 1800's. What does it tell you about the lives of the people as it relates to their new and popular means of transportation?



LITERAL: Write all the words you can think of to describe what you see.

INTERPRETIVE: Write what you think is happening in the picture and why.

 **READ, SPEAK, LISTEN, SING:** Read the words below, pronounce them carefully, speak them in rhythm. Finally, listen to a recording and sing along.

I've been working on the railroad all the live-long day.

I've been working on the railroad just to pass the time away.

Can't you hear the whistle blowing? Rise up so early in the morn.

Can't you hear the captain shouting? Dinah blow your horn.

Dinah, won't you blow? Dinah, won't you blow? Dinah, won't you blow your horn, your horn. (Repeat)

Someone's in the kitchen with Dinah. Someone's in the kitchen, I know.

Someone's in the kitchen with Dinah strummin' on the old banjo.

Singin' Fee-fi- fiddle-y-io, Fee-fi-fiddle-y-io -o-o-o. Fee-fi-fiddle-y -i-o

Strummin' on the old banjo.

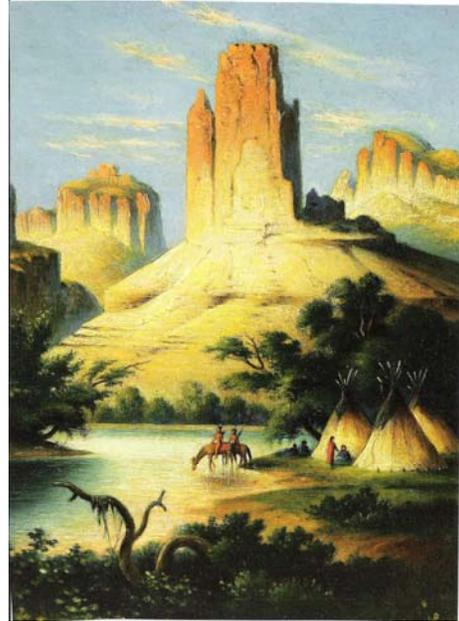


FIG. 55 ANDREW JOSEPH RUSSELL, *TEMPORARY AND PERMANENT BRIDGES AT GREEN RIVER, Wyoming, c. 1869*, albumen photograph

MODEL: SPEAK, LISTEN: Describe the black and white photograph of Green River, Wyoming taken in 1869. **What do you think happening in the photo?** Check the *Timeline* at the beginning of this chapter for a clue.

Now look at the painting of Green River, Wyoming. **What is happening in the painting?** *Believe it or not, the painting was done the same year the photograph was taken.*

DISCUSS: 1. Why you think the artist changed reality so dramatically in his painting.
2. What message it gives about 19th century America's view of its native people.
3. How these contrasting pictures represent the "clash of cultures" during this era.

PRACTICE & ENRICH: WRITE: Write two journal entries from the points of view of two of the following : a native American, an Irish immigrant railroad worker, a railroad executive, a Chinese immigrant railroad worker, a western settler, the painter, the photographer.

JOURNAL ENTRY #1

Person _____

JOURNAL ENTRY #2

Person _____



MODEL: READ, LISTEN:

Listen to the instructor read the following speech given by **Chief Joseph of the Nez Perce** who went to the Washington in 1879 to appeal to Congress to allow what was left of his tribe to return to their old territory in the state of Washington.

“If the white man wants to live in peace with the Indian he can live in peace. There need be no trouble. Treat all men alike.

Give them the same law. Give them all an even chance to live and grow... You might as well expect the rivers to run backward as that any man who was born free should be contented penned up and denied liberty to go where he pleases. If you tie a horse to a stake, do you expect he will grow fat? If you pen an

Indian up on a small spot of earth and compel him to stay there, he will not be contented nor will he grow and prosper.

I have asked some of the Great White Chiefs where they get their authority to say to the Indian that he will stay in one place, while he sees white men going where they please. They cannot tell me. I only ask of the government to be treated as all other men are treated. If I cannot go to my own home, let me have a home in a country where the people will not die so fast.

I know that my race must change. We cannot hold our own with white men as we are. We only ask an even chance to live as other men live. We ask to be recognized as men. We ask that the same law shall work alike on all men. If an Indian breaks the law, punish him by the law. If a white man breaks a law, punish him also.

Let me be a free man, free to travel, free to stop, free to work, free to trade where I choose, free to choose my own teachers, free to follow the religion of my fathers, free to think and talk and act for myself— and I will obey every law or submit to the penalty.”

PRACTICE: READ, SPEAK, LISTEN: Read Chief Joseph’s speech several times until every one has an opportunity to practice pronouncing the words. Identify any unfamiliar words, list here and define. Discuss the ideas in Chief Joseph’s speech.

ENRICH: READ, SPEAK, LISTEN:

Read their wise, prophetic views of Native American leaders over three centuries. Discuss each one's meaning. How do their words relate to *The Pursuit* by 19th century artist Arthur Tait? How do they relate to us in the 21st century?

Adario, a Huron chief in the 17th century: *Who gave you all the countries that you now inhabit, by what right do you possess them? They always belonged to the Algonquins before. In earnest, my dear brother, I'm sorry for thee from the bottom of my soul. Take my advice and turn Huron, for I see plainly a vast difference between thy condition and mine. I am Master of my condition and I am Master of my own body. I do what I please. I fear no man and only depend upon the Great Spirit. Whereas, thou have not the liberty of doing what thou have a mind to; thou are afraid of robbers, false witnesses, assassins, and thou depend upon an infinity of persons whose places have raised them above thee. Is it true or not?*

Red Jacket, a Seneca chief in the 18th century: Brother, you say there is but one way to worship and serve the Great Spirit. If there is but one religion, why do you white men differ so much about it? Why not all agree, as you can all read the book? Brother, we do not understand these things. We are told that your religion was given to your forefathers, and has been handed down from father to son. We also have a religion which was given to our forefathers, and has been handed down to us, their children. We worship in that way. It teaches us to be thankful for all favors we receive; to love each other and be united. We never quarrel about religion because it is a matter which concerns each man and the Great Spirit.



Crazy Horse, Oglala Sioux Chief in the 19th century:

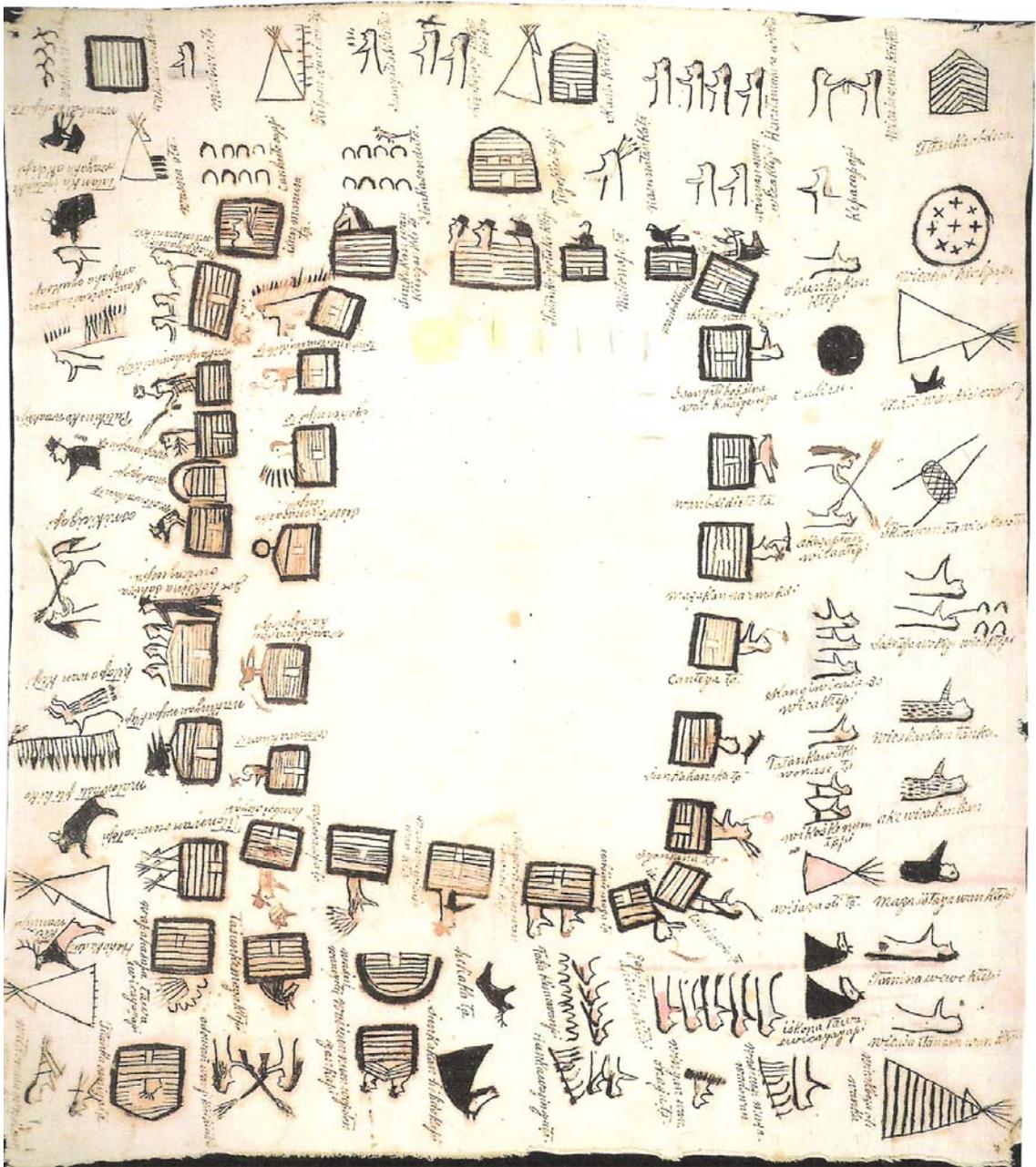
We did not ask you white men to come here. The Great Spirit gave us this country as a home. You had

yours. We did not interfere with you. The Great Spirit gave us plenty of land to live on and the buffalo, deer, antelope and other game. But you have come here; you are taking my land from me; you are killing off our game, so it is hard for us to live. Now, you tell us to work for a living, but the Great Spirit did not make us to work, but to live by hunting. You white men can work if you want to. We do not interfere with you, and again you say, why do you not become civilized? We do not want your civilization! We would live as our fathers did and their fathers before them.

MODEL: READ, LISTEN, SPEAK: Read the following information, examine the picture, then discuss.

Pictographs: A Sioux Winter Count

This is a picture of a *Winter Count*. A *Winter Count* is a **pictograph** calendar painted on buffalo hide that records the history of each year through specific painted images. The image selected to stand for that year each winter is chosen by a committee of members of the tribe. This *Winter Count* records at least two generations of history related to the Sioux Nation (1823-1911) in South Dakota. “Read” each **pictograph** from the lower right corner and spiral inward.



PRACTICE: READ. WRITE

WORD ANALYSIS

Answer the following questions and practice analyzing word structure.

1. What is a pictograph? _____
 - a. what does picto mean? _____
List other words that use picto _____
 - b. what does graph mean? _____
List other words that use graph _____
2. a. + b are called word families. Explain what you think that means.

3. Put the two roots (picto +graph) together. What is its meaning?

PRACTICE: READ, DRAW, WRITE:

Draw pictographs and answer the following questions about the *Winter Count*.

- | | |
|---|---|
| 1. Draw the pictograph for 1823.
“They left the bad corn standing.” | 2. Draw the pictograph for 1833
“the stars fell” |
| 3. Draw the pictograph for
“They tore off the Crow’s headdress
with their hands.” | 4. Draw the pictograph for the
first year they moved to a
government reservation. |
| 5. Draw the pictograph for the
smallpox epidemic? | 6. Draw the pictograph for
an eclipse of the sun |
| 7. How many years was the smallpox epidemic? _____ | |
| 8. How many years show native people fighting white men? _____ | |
| 9. How many years show other diseases such as measles? _____ | |
| 10. How many years were the Sioux on a reservation? _____ | |

ENRICH: WRITE: Choose one of the pictographs and write a story or a poem about the year it represents from the point of view of a Sioux man or woman.

MODEL: READ, LISTEN,

Thomas Alva Edison (1847-1931)

SPEAK: Read about a few of the amazing inventions of Thomas Alva Edison who said “*Show me a thoroughly satisfied man and I will show you a failure.*” (He is shown left with friends William Burroughs, Henry Ford and Harvey Firestone

Edison was born in Ohio on February 11, 1847.

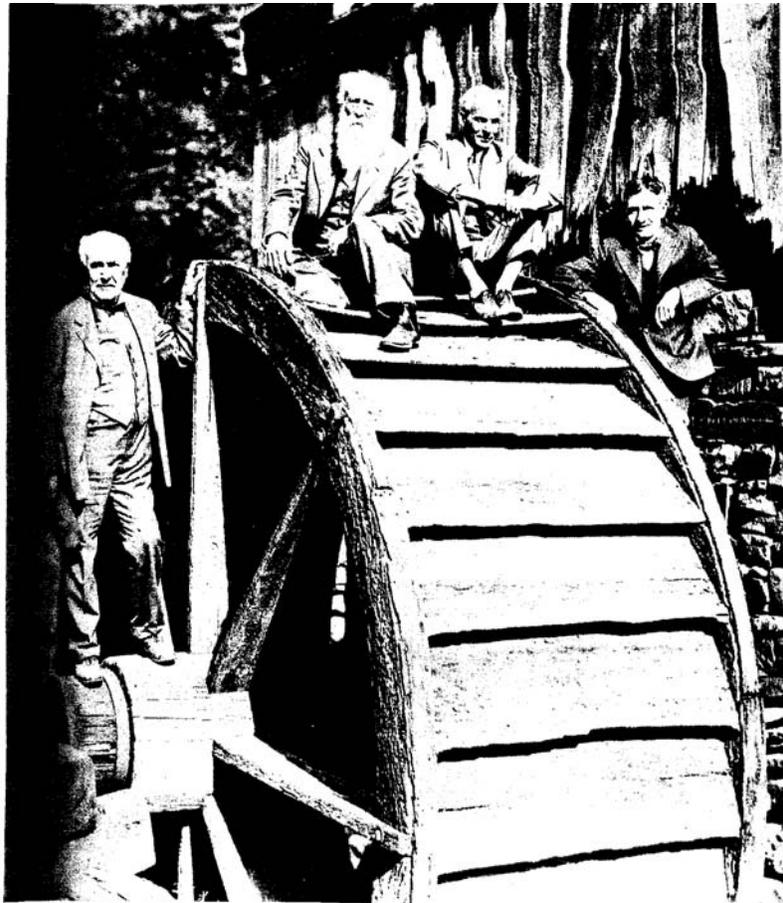
Set up a chemical lab in cellar of his home – 1857

Worked as telegraph operator 1863-1868

First patented invention Electrical Vote Recorder 1868. Politicians rejected it; it was ahead of its time.

Moved to New York City, penniless and in debt 1869.

Received first check for an invention 1870, sent money home to parents



1872-1876- Worked on and patented most important inventions: the automatic telegraph system, paraffin paper, electric pen, forerunner of mimeograph machine .

1876-1877 - Invented transmitter “button” making microphone and early radio possible. Invented the phonograph – “*Of all my inventions, I like the phonograph best!*”

1879 - Invented the first commercially practical incandescent electric lamp. On December 31, demonstrated first public use of electric lighting system in streets in Menlo Park, New Jersey.

1891 – Invented, patented the motion picture camera. Invented fluoroscope (x-ray)

1900 – 1931 - Invented steel alkaline storage battery, dictating machine, disc phonograph, kinetophone (talking motion picture) early sonar, radar devices.

Edison died on October 18, 1931, the anniversary of his invention of the light bulb.

PRACTICE: READ, SPEAK, LISTEN, WRITE

WORD ANALYSIS

Analyze each of the following words and write the meanings based on that analysis.

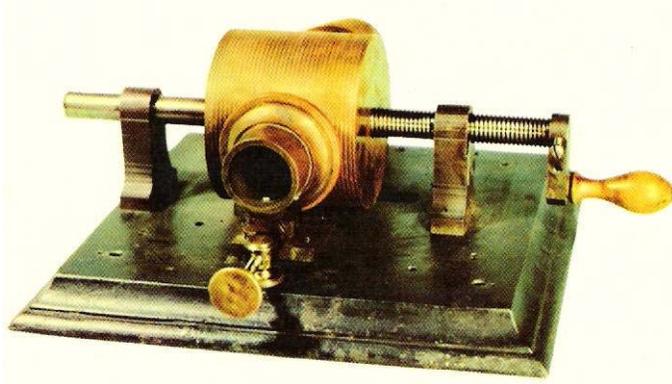
- 1. telegraph: tele _____ + graph _____ = _____
- 2. mimeograph: mimeo _____ + graph _____ = _____
- 3. microphone: micro _____ + phone _____ = _____
- 4. transmitter: trans _____ + mitter _____ = _____
- 5. phonograph: phono _____ + graph _____ = _____
- 6. incandescent: in _____ + candescent _____ = _____
- 7. fluoroscope: fluoro _____ + scope _____ = _____
- 8. kinetophone: kineto _____ + phone _____ = _____

PRACTICE: READ. WRITE. Write a question for each of the following answers:

- 1. Ten years old _____
- 2. An electrical vote recorder _____
- 3. New York City _____
- 4. 1870 _____
- 5. The phonograph _____
- 6. Menlo Park, New Jersey _____
- 7. On the anniversary of his invention of the light bulb. _____

PRACTICE: WRITE: JOURNAL: Edison’s inventions provided the basis for almost **all** of today’s media. Write a short paragraph that completes the idea... *“if it weren’t for the inventions of Thomas Alva Edison, I would never be able to.....*

This is one of Thomas Edison’s inventions. Which one do you think it is? Why?



ENRICH: READ, WRITE:

What sort of man was Thomas Edison?

Like Benjamin Franklin, his 18th century counterpart, Edison was a complex, energetic man with no formal schooling. He slept 4-5 hours a night, patented more than 1,000 inventions and socialized with the rich who openly adored him: Henry Ford and Harvey Firestone were among best friends.

Get to know him by reading his clever words. Write your responses next to them.

Genius is one per cent inspiration and ninety-nine per cent perspiration.

If we all did the things we are really capable of doing, we would literally astound ourselves

Show me a thoroughly satisfied man and I will show you a failure.

If parents pass along enthusiasm to their children, they will leave them an estate of incalculable value.

The dove is my emblem...I want to save and advance human life, not destroy it. I am proud of the fact that I have never invented weapons to kill.

I believe that we are now (at the turn of the century) a-tremble on the verge of vast discoveries – discoveries so wondrously important they will upset the present trend of human thought and start it along completely new lines.

The memory of my mother will always be a blessing to me.

PICTOGRAPHS

Create 5 pictographs for 5 of the events listed that occurred from 1850 - 1900.

Then show your work to a classmate and ask him/her to identify the events pictured.

1. Harriet Beecher Stowe publishes Uncle Tom's Cabin - 1852
2. The Dred Scott decision says a slave is property - 1857
3. Abraham Lincoln is elected president - 1860
4. The South forms a Confederacy and a Civil War begins - 1861
5. Lincoln delivers the Gettysburg Address - 1863
6. Lincoln is re-elected president - 1864
7. Robert E. Lee surrenders to Ulysses S. Grant ending the Civil War - 1865
8. John Wilkes Booth assassinates Lincoln - 1865
9. The first continental railroad opens - 1869
10. Thomas Edison gets his first patent for electric vote counters - 1870
11. Sioux Indians defeat General Custer at the Battle of Little Big Horn - 1876
12. Chief Joseph is forced to surrender to U.S. government - 1879
13. Thomas Edison demonstrates use of electric light system in New Jersey - 1879

VOCABULARY DEVELOPMENT: *Multi- purpose words. Five of the words studied in this chapter can be used as either noun, verb or adjective. Use each one in three separate sentences as a Noun, Verb, Adjective without changing its form.*

1. **emancipated** _____ N.
 _____ V.
 _____ Adj.
2. **assault** _____ N.
 _____ V.
 _____ Adj.
3. **holding** _____ N.
 _____ V.
 _____ Adj.
4. **insured** _____ N.
 _____ V.
 _____ Adj.
5. **flood** _____ N.
 _____ V.
 _____ Adj.

Adjectives with Negative prefixes and suffixes: Add the right negative prefix to each adjective and use the word in a meaningful sentence.

1. _____ proper _____
2. _____ pertinent _____
3. _____ skilled _____
4. _____ famous _____
5. _____ measurable _____
6. _____ distinguished _____
7. _____ restrained _____

Add the right negative suffix to each adjective and use the word in a meaningful sentence.

8. rest _____ Sentence: _____
9. mother _____ Sentence: _____
10. fear _____ Sentence: _____

Antonyms: Choose *five* of the adjectives above and write an antonym for each one.

1. _____
2. _____
3. _____
4. _____
5. _____

CHAPTER 5 – CLASH OF CULTURES

REVIEW TEST P.3

READ. Read the following selections and answer the questions that follow.

I was not about twelve years old and he thought of being a slave for life began to bear heavily upon my heart. Just about this time, I got hold of a book entitled “The Colombian Orator”. Every opportunity I got I used to read this book. Among much of the interesting matter, I found in it a dialogue between a master and a slave. The slave was represented as having run away from his master three times. The whole argument in behalf of slavery was brought forward by the master, all of which was disposed of (*thrown away*) by the slave. The slave was made to say some very smart as well as impressive things in reply to his master – things which had the desired though unexpected effect; for the conversation resulted in the voluntary emancipation of the slave on the part of the master. (*Frederick Douglass*)

1. What began to bear heavily on his heart when Douglass was twelve years old?

2. What did Douglass discover in “The Colombian Orator”?

3. Who spoke on behalf of slavery? _____

4. Whose argument was ‘very smart and impressive’? _____

5. How many times had the slave in the book run away from his master? _____

Executive Mansion

Washington, Nov. 21, 1864

To: Mrs. Bixby, Boston, Mass.

Dear Madam,

I have been shown in the files of the War Department a statement of the Adjutant General of Massachusetts that you are the mother of five sons who died gloriously on the field of battle. I feel how weak and fruitless must be any word of mine which should attempt to beguile (*influence*) you from the grief of a loss so overwhelming. But I cannot refrain from tendering (*giving*) you the consolation that may be found in the thanks of the republic they died to save. I pray that our Heavenly Father may assuage (*take away*) the anguish (*great sorrow*) of the loved and the lost, and the solemn pride that must be yours to have laid (*put down*) so costly a sacrifice upon the altar of freedom.

Yours very sincerely and respectfully,

A. Lincoln

1. Who is the letter written to? _____

2. Who wrote the letter? _____

3. When was the letter written? _____

4. How many sons did Mrs. Bixby have? _____

5. What happened to Mrs. Bixby’s sons? _____

6. Where did Mrs. Bixby live? _____

CHAPTER 5 – CLASH OF CULTURES

REVIEW TEST P.1

Nouns and Verbs: Select eight (8) nouns and eight (8) verbs and combine them in 4 sentences that relate to the topics studied: *Slavery, The Civil War, Abraham Lincoln, The Railroad, Native American leaders and/or Thomas Edison.*

Nouns: clash, curse, hardship, regiment, sympathizer, Confederacy, plot, peril, bale, want, source, rations, raid, raiders.

Verbs: deprived, deemed, underwent, abolished, relieved, seceded, accepted, hired out, hindered, restricted, repented, extended, shifted, emancipated

1. _____

2. _____

3. _____

4. _____

WRITE: Write a paragraph that tells about your favorite part of this unit. Give three reasons why you like the part you chose.



WORDS, WORDS, WORDS.*Unit Five Vocabulary List***READ. WRITE. SPEAK. LISTEN.**

- 1. Pronunciation Practice:** Listen to the instructor pronounce each word, Repeat the proper pronunciation until it feels comfortable.
- 2. Grammar Check:** Note the part of speech for each word. * words can be used as more than one part of speech. Be sure you understand how this works.
- 3. Writing Practice:** Use each word in a sentence.

Example: *The Confederacy seceded from the Union to insure its agrarian economy.*

ADJECTIVES/ADVERBS	NOUNS	VERBS
principled	masters	emancipated*
accurate	tidings	hark
by far	want	repent
seldom	assault*	curse*
heroic	regiment	deprived
split*	fiancée	deemed
trying*	undertaking	whispered
hazardous	rations	flinched
unskilled	sympathizer	regained
agrarian	Confederacy	reconstruct
non-agrarian	outlaw	underwent
aristocratic	tide	tempered
efficiently	secession	secede
infamous	peril	abolish
immeasurable	flood	extended
musings*	raid/raiders	restricted
undistinguished	missiles	pierced
literally	shreds	repeal*
biennial	staves	relieve
afterward	myriads	shifted
fond	address*	strive
assiduously	stealth	bind up
ironclad	clerk	achieve
grieving*	Whig	cherish
unrestrained	canvasses*	extinguish
duplicious	petition*	violated
	proclamation	roamed
NOUNS:	site	insured
mourners	smallpox	hailed
throng	malice	willing*
procedure	charity	
bison	resentments	
demise	slumber	
holdings	firmness	
resistance	stillness	
cavalry	sobs*	

WORD STRUCTURE:

PREFIXES, ROOTS, SUFFIXES:

1. List four regular **past tense** verbs that could also be used as adjectives:

2. List four nouns that can also be used as verbs: _____

3. Change the following adjectives into adverbs by adding a suffix:

- a. accurate _____ b. heroic _____ c. hazard _____
d. aristocratic _____

4. Change the following adverbs into adjectives:

- a. efficiently _____ b. assiduously _____
c. literally _____

5. List as many words as you can find that use the prefix **under**:

List as many words as you can find that use the prefix **un**

What is the meaning of the prefix **under**? _____

Write two other words that use this prefix: _____, _____

What is the meaning of the prefix **un**? _____

Write two other words that use this prefix: _____, _____

6. Analyze the following nouns. They provide two ideas in one. Explain the ideas.

- a. undertaking _____
b. outlaw _____
c. smallpox _____

7. Analyze the structure of the nouns "sympathizer", "raider" and "mourner".

- a. What suffix do they share? _____ What do you think it means? _____

Before you answer write other words that use -er as a suffix:

- b. What verb is used in each of the three nouns *sympathizer* _____

raider _____ *mourner* _____

- c. Analyze the word Confederacy by separating it into three parts:

prefix = _____ root = _____ suffix = _____

meaning _____ meaning _____ meaning _____

Word's meaning = _____
