LinguaForum TOEFL® *i*BT

# Core Topic Guide

## Vol. 1

# History & the Arts

잉글리쉬라이프 ENGLISH LIFE
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## Vol. 1

# History & the Arts

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# Core Topic Guide

VOLUME 1 History & the Arts

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*Core Topic Guide* is a four book series designed to provide intermediate to advanced English language learners with essential background knowledge for all major subjects appearing on the Next Generation TOEFL® (*i*BT) test.

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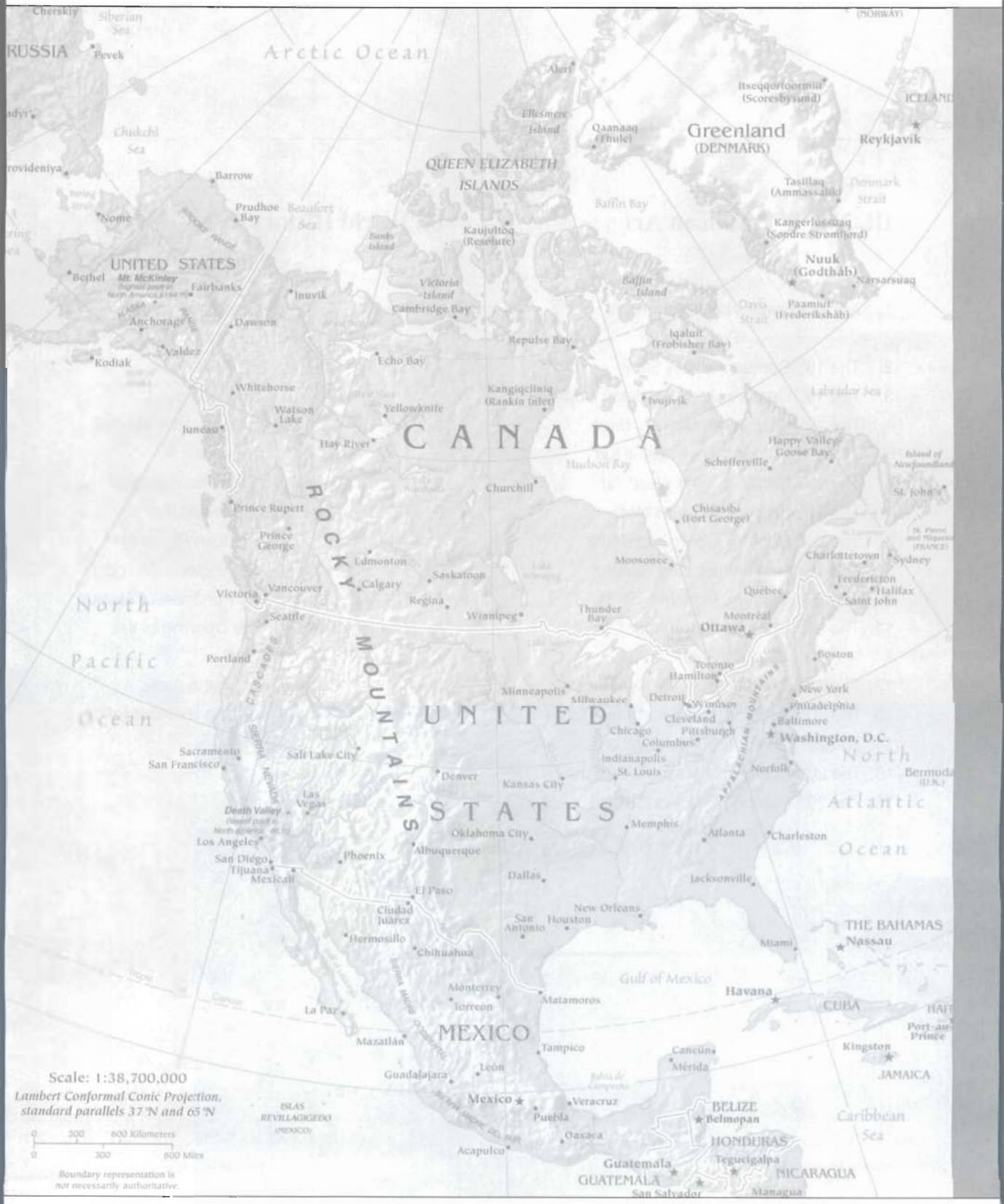
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RUSSIA
Cherskiy
Siberian Sea
Pevek
Chukchi Sea
Provideniya
Barrow
Prudhoe Bay
Beaufort Sea
Nome
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Mt. McKinley
Fairbanks
Inuvik
Anchorage
Dawson
Valdez
Kodiak
Whitehorse
Watson Lake
Yellowknife
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Guatemala
GUATEMALA
San Salvador
NICARAGUA
Managua
Caribbean Sea
JAMAICA
Kingston
Port-au-Prince
HAITI
THE BAHAMAS
Nassau
Miami
Jacksonville
Charleston
Atlanta
Memphis
St. Louis
Indianapolis
Columbus
Chicago
Cleveland
Pittsburgh
Detroit
Toronto
Hamilton
Minneapolis
Milwaukee
Boston
New York
Philadelphia
Baltimore
Washington, D.C.
Norfolk
Bermuda (U.K.)
North Atlantic Ocean
Ottawa
Montréal
Québec
Fredericton
Halifax
Saint John
Charlottetown
Sydney
St. John's
Moosonee
Chisasibi (Fort George)
Schefferville
Happy Valley-Goose Bay
Island of Newfoundland
Churchill
Hudson Bay
Kangiqcliniq (Rankin Inlet)
Ivujivik
Repulse Bay
Iqaluit (Frobisher Bay)
Echo Bay
Cambridge Bay
Victoria Island
Banks Island
Kaujuitoq (Resolute)
QUEEN ELIZABETH ISLANDS
Ellesmere Island
Alert
Qaanaaq (Thule)
Baffin Island
Baffin Bay
Greenland (DENMARK)
Itseqqortoormiit (Scoresbysund)
Nuuk (Godthåb)
Narsarsuaq
Paamiut (Frederikshåb)
Kangerlussuaq (Søndre Strømfjord)
Tasiilaq (Ammassalik)
Davis Strait
Denmark Strait
Reykjavik
ICELAND
(NORWAY)
Labrador Sea
ROCKY MOUNTAINS
CASCADE
SIERRA NEVADA
APPALACHIAN MOUNTAINS
North Pacific Ocean
UNITED STATES
CANADA
Scale: 1:38,700,000
Lambert Conformal Conic Projection, standard parallels 37°N and 65°N
0 300 600 Kilometers
0 300 600 Miles
Boundary representation is not necessarily authoritative.

# I. North American History

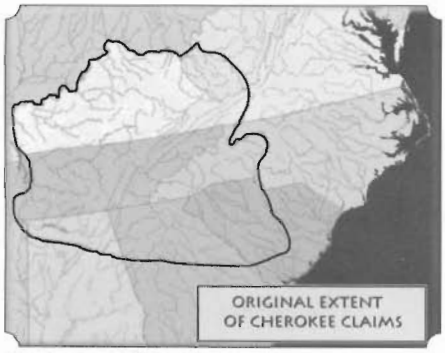
## THE UNITED STATES WITH DATE OF ENTRY INTO THE UNION

*Note:* For the original 13 states the order in which they ratified the Constitution is given.

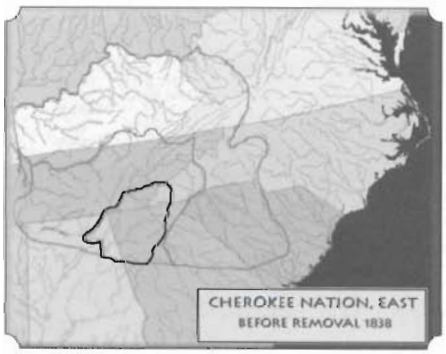
# 1.1 The 17th Century: The Cherokees, Native Americans

When Europeans started to arrive in North America, they met the native peoples. Once called "Indians," these peoples are more accurately called "Native Americans❶." They were there long before the first Europeans arrived, and fought to keep their land as the Europeans invaded. Eventually, European-Americans won the war against Native Americans, took their land, and destroyed much of Native American culture.

❶ In modern American society, Native American is a more socially acceptable word than Indian.




*Original Cherokee Lands*




*Eastern Cherokee Lands 1838*

Still, Native Americans and parts of their culture survive. One of the most famous groups of Native Americans is found in North Carolina❷. These are the Eastern Cherokees. They live in the Smoky Mountains. Another branch of the Cherokee nation lives in the western United States.

One of the first Europeans to meet the Cherokees was the Spanish explorer Hernando de Soto, in 1540. When Britain's colonies in America fought the British for independence between 1776 and 1781, the Cherokees supported the British but did not actually join the war against the colonies.

In the early 19th century, European-Americans respected the Cherokees. The Cherokees were known as the Cherokee Nation and had their own system of government. Marriage between whites and Cherokees was common. Then gold was discovered on Cherokee land, and European-Americans decided to drive away❸ the Cherokees and take their gold and territory. Many Cherokees were removed by force from their land and relocated to the west.

❷ See U.S. map on page 7.

❸ To *drive away* means to chase away or force someone to leave an area.

About one in every four Cherokees died during this removal. Not all the Cherokees moved to the west then. Some went instead to North Carolina and Tennessee. Thus, the two branches of the Cherokee people – eastern and western – originated.

Many Americans today have Cherokee ancestry. Humorist Will Rogers was a famous American with Cherokee ancestors. Also, many places in the United States are named after the Cherokee people. The most famous Cherokee is Sequoyah, who invented the Cherokee alphabet❹. Despite centuries of **aggression** from Europeans and European-Americans, the Cherokees have kept their identity as a Native American people.

❹ Prior to 1821, the Cherokee, like most Native Americans, had no system of writing.

Cherokee [tʃérəkìː]
Hernando de Soto [həːrnándou də sóutou]
Sequoyah [sikwóiə]

**WORDS FOR HISTORY**

- ✓ ancestry
- ✓ branch
- ✓ Cherokee
- ✓ colony
- ✓ culture
- ✓ explorer
- ✓ identity
- ✓ independence
- ✓ invade
- ✓ nation
- ✓ Native American
- ✓ originate
- ✓ relocate
- ✓ removal
- ✓ territory

## Questions

**01** Where is the original home of the Cherokees?

**02** When did the Cherokees first meet Europeans?

**03** Why did the relationship between the Cherokees and the European-Americans worsen in the 19th century?

**04** Why are there two Cherokee nations (Eastern and Western)?

**05** Look at the word **aggression** in the passage. What do you think **aggression** means in this context?

# 1.2 The 17th Century: The Story of Pocahontas

*Pocahontas saving the life of Captain John Smith*

Perhaps the most famous Native American woman is Pocahontas❶. She lived during the early 17th century in what is now the state of Virginia❷. Her father was King Powhatan. Although her real name was Matoaka, the king called her Pocahontas, meaning "to play" because she liked playing with toys.

There is a well-known story about Pocahontas. She is said to have saved the life of the Englishman Captain John Smith❸ when her people were about to kill him during a war with the English. Later, Smith left Virginia to return to England, and the English settlers took Pocahontas prisoner.

While a captive, she fell in love with an Englishman named John Rolfe. They were married in 1614. The marriage ended the war between the English and Powhatan's people, and Pocahontas moved to England with Rolfe. The king and queen of England treated

❶ Pocahontas became especially famous after Walt Disney made an animated movie about her.

❷ See U. S. map on page 7.

❸ Captain John Smith was an important leader of the Virginia Colony, one of the first English colonies in America.

Pocahontas as **royalty**, because they saw her as a princess. She fell ill and died while in England. With Rolfe, Pocahontas had a son, Thomas Rolfe, who settled in Virginia and became famous there.

Many untrue stories are told about Pocahontas today❹. She was a real person, however, and is still remembered in both the United States and England. A lake near her original home in Virginia was named Lake Matoaka in her honor.

❹ Many Native Americans feel that the accepted European version of her life is largely inaccurate.

Lake Matoaka [leik matóuka]
Pocahontas [pòukəhántəs]
Powhatan [páuhatæ̀n]

**WORDS FOR HISTORY**

- ✓ captive
- ✓ honor
- ✓ Native American
- ✓ original
- ✓ royalty
- ✓ settle
- ✓ settler
- ✓ treat

## Questions

**01** Why did Matoaka's father give her the nickname Pocahontas?

**02** What was the second way in which Pocahontas helped the colonists?

**03** Look at the word **royalty** in the passage. What do you think **royalty** means in this context?

# 1.3 The 17th-18th Century: Pirates

Colonial America could be a dangerous place. Pirates did much to make it so. The most famous pirate was Blackbeard. His real name was Edward Teach. Huge and extremely strong, he had a long black beard and wore a bright red coat. He also carried many swords, knives, and pistols with him into battle. Blackbeard captured more than 40 ships in his years of piracy.

*Blackbeard was one of the most feared pirates.*

Blackbeard's ship was off the coast of North Carolina❶ one day in 1718 when a naval force sent by the governor of Virginia met and fought Blackbeard and his crew. The navy men won, and Blackbeard was killed. They cut off his head and took it back to Virginia, where it was put on public display. According to one story, his skull was taken later to a museum as an exhibit.

❶ See U.S. map on page 7.

Although Blackbeard was the most famous pirate in colonial America, he was not the first. An earlier pirate was Roger Michael. Born in England around the year 1645, he sailed to Virginia when he was in his teens. He had trouble with the authorities there at age 19, when he had to pay a fine for breaking the law in 1663. (The fine was 50 pounds of tobacco❷, which served then as money.) Four years later, he was in trouble again. This time he had to pay 500 pounds of tobacco. He also kept getting involved in lawsuits.

❷ Tobacco was the most valuable crop of the colonies and the reason many of the colonies were formed.

Although he apparently became a successful farmer for a while, Roger Michael also had large debts. He lost his farm. In 1681, he vanished for a short time. Then he reappeared as a pirate!

As part of a pirate gang, Roger Michael attacked Native Americans and European-American settlers along the shores of Chesapeake Bay. There, he and his pirates captured a ship full of tobacco in 1685. He freed the ship's crew but left them to find their own way to safety.

Roger Michael and his men were skilled at their business. They used small boats that could travel in shallow water. There, they could escape when someone in a bigger boat tried to catch them.

The pirates struck again and again along the Virginia coast. Roger Michael's raids continued until the governor of Virginia sent men to capture him. Then Michael moved to North Carolina. Apparently, that was where he died.

Later, the governor of North Carolina said that some pirates had been caught, and their leader had been killed. If that dead man was Roger Michael, then he died at age 42 after a brief but violent career in piracy. Like Blackbeard, Roger Michael remains **notorious** long after his death.

Chesapeake Bay
[tʃésəpi:k bei]
Roger Michael
[rádʒər máikəl]

**Words for History**

- ✓ authority
- ✓ capture
- ✓ colonial
- ✓ fine
- ✓ governor
- ✓ lawsuit
- ✓ notorious
- ✓ piracy
- ✓ pirate
- ✓ pistol
- ✓ settler
- ✓ vanish

## Questions

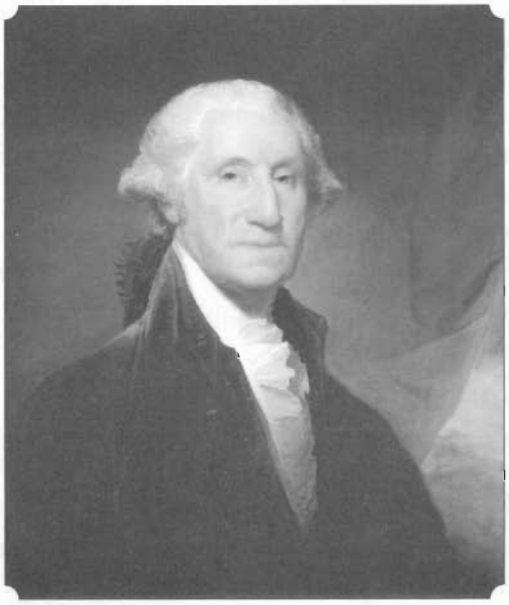
**01** Based on what you read in the passage, describe Blackbeard's appearance in your own words.

**02** What happened to Blackbeard?

**03** How was Roger Michael able to escape when ships chased him?

**04** Look at the word **notorious** in the passage. What do you think **notorious** means in this context?

# 1.4 The 18th Century: George Washington



George Washington

Most Americans think George Washington was the first president of the United States. That is not completely true. Washington was the first president *under the U.S. Constitution*❶. There was, however, one president before him. That man was John Hanson.

❶ The United States declared independence from England in 1776, but the Constitution was not written until 1787.

A congressman from Maryland❷, Hanson was elected president for one year by Congress in 1781. He served that term despite poor health. Then he left office, and Washington became president. Today, John Hanson is almost forgotten.

❷ See U.S. map page 7.

Some Americans wanted to make Washington a king rather than a president. In 1782, a military officer, Colonel Lewis Nicola, proposed making the newly independent U.S. a kingdom with Washington as its monarch, King George I of the United States.

Nicola thought a monarchy❸ would be better than a republic❹ because he believed a republic would be too weak. "The experience of the war" Nicola said, "must have shown to all ... the weakness of republics."

Washington, however, immediately put an end to all talk about making him a king. He told Nicola to "**banish** these thoughts from your mind" because the idea of having an American king was too painful for him to consider. After all, the American colonies had just finished fighting a war against another King George – George III of England.

So, George Washington became President Washington, and not King George I.

❸ A *monarchy* is a kind of government with a king as the head of the government.

❹ A *republic* is a government controlled by elected officials.

Colonel Lewis Nicola
[kə́:rnəl lú:is nikóulə]

**Words for History**

- ✓ banish
- ✓ congressman
- ✓ constitution
- ✓ elected
- ✓ independent
- ✓ kingdom
- ✓ monarchy
- ✓ republic
- ✓ serve
- ✓ term

## Questions

**01** The passage says that George Washington was the first president under the Constitution. What does this mean?

**02** How did the war for independence affect Americans' thinking about government? Can you infer anything from Nicola's opinion?

**03** Why didn't Washington want America to be a monarchy?

**04** Look at the word **banish** in the passage. What do you think **banish** means in this context?

# 1.5 The 19th Century: The Growth of Newspapers

The *MARYLAND* GAZETTE,
E X P I R I N G:
In Hopes of a Resurrection to LIFE again.

*A penny paper from the 1800s*

The early 19th century witnessed tremendous growth in the number and circulation of newspapers in the United States. Previously, American newspapers had had both limited appeal and small circulation❶ because their audience was a well-educated minority with particular interests such as literature and politics. The inexpensive "penny papers" introduced in the 1830s, however, represented a dramatic shift in both the content and circulation of newspapers in the United States. Now, newspapers could reach a mass audience, not merely a minority.

There was limited intellectual appeal in the penny papers. They focused on sensation and scandal. They drew their material from crime, social injustice, and the activities of groups which in the 20th century came to be known as cults❷. The penny papers appealed to the hearts of readers. From the start, they were a **resounding** success. Their growth was dramatic. The number of newspapers in the U.S. increased by about 200%, from just over 1,000 to 3,000, between the early 1830s and the early 1860s. A single paper might have 100,000 subscribers – a respectable circulation at any time, but a fantastic number for the mid-19th century.

The first commercially successful penny paper to appear in the United States was the *New York Sun*, in 1833. Publisher James Gordon Bennett introduced his *New York Herald* in 1835. Later, Horace Greeley founded the most powerful mass-circulation paper of them all, the *New York Tribune*. Greeley had a good understanding of what the public liked and wanted to read. Accordingly, his paper emphasized "human interest" stories❸, not dry news or commentary. Greeley became one of the most influential editors in America and took a particular interest in the settlement of the American West. A famous piece of advice to ambitious young men, "Go west, young man❹," is attributed to Greeley.

❶ *Circulation* is the number of copies a newspaper or magazine sells.

❷ *Cults* are small religious groups which often have unusual beliefs. There were a great number of cults in the U.S. during the 19th century.

❸ *Human interest stories* are news articles about the lives of everyday people. They often focus on an unusual or strange situation in a person's life.

❹ During the 19th century, the U.S. was expanding into the western area of America. Many people moved west seeking their fortune in the new territories.

Greeley's success prepared the way for other publishers such as William Randolph Hearst, who led the great Hearst chain of newspapers, known for their sensational style and patriotic appeal. Mass-market newspapers of the 19th and early 20th centuries, by emphasizing the tastes of the average reader, also provided the basis later for much of electronic journalism – that is, radio and television news.

Horace Greeley
[hɔ́:rəs gri:li:]
James Gordon Bennett
[dʒeimz gɔ́rdən bénet]

**Words for History**

- ✓ attribute
- ✓ influential
- ✓ mass
- ✓ minority
- ✓ patriotic
- ✓ politics
- ✓ public
- ✓ settlement
- ✓ social injustice

## Questions

**01** Why were the "penny papers" so successful? Explain the reasons for their success.

**02** Look at the word **resounding** in the text. What do you think **resounding** means in this context?

**03** What was the first successful penny paper?

# 1.6 The 19th Century: State vs Federal Authority

Much of American history is about the conflict between state and federal[1] authority – that is, the state governments (of Texas, Virginia, and the other states) versus the nation's federal government based in Washington, D.C.

[1] *Federal* refers to a national government.

The federal government has some lawful authority over the states. When there is a conflict between federal law and state law, for example, federal law takes priority. The federal government wishes to make itself as strong as possible, to carry out duties ranging from "emergency preparedness" to airline safety.

At the same time, the states argue that they are granted certain rights and authority by the Constitution of the United States, and that the federal government has no right to take away those rights. The states fear the federal government will become too strong and eliminate the rights of states.

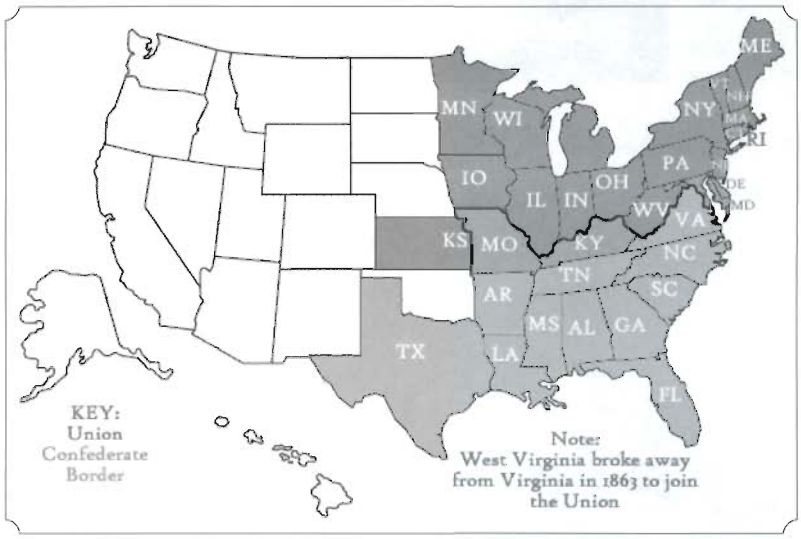
States complain especially about the cost of programs required by the national government. When the federal government requires states to do something, such as starting a program to protect the environment, they may be required to pay for carrying out that program, even though they had no choice in making it. In effect, the federal government says to the states: "We order you to do this, whether you wish to do it or not, and you will pay for it too." States say that this situation is unfair and unreasonable.

In the 19th century, this conflict between state and federal authority in the U.S. led to the War Between the States[2], which lasted from 1861 to 1865. The war was fought over the issue of whether or not states were free to leave the U.S. (that is, declare their own independence) if they disagreed strongly with federal policies. South Carolina[3] started the war by **seceding** in 1861. Other states joined South Carolina and created the Confederacy, or league of southern states.

[2] This is also known as the Civil War, or the War Between the North and South.

[3] See U.S. map on page 7.

The federal government in Washington used military force to bring the states back into the U.S. Although it is widely believed that the war was fought over the issue of slavery in the southern states, slavery really was not the main reason for the war. The War Between the States was just an unusually violent conflict over federal versus state authority.




*The Civil War divided the states largely between the North and South.*

### Words for History

- ✓ authority
- ✓ Confederacy
- ✓ conflict
- ✓ federal
- ✓ grant
- ✓ independence
- ✓ policy
- ✓ priority
- ✓ secede
- ✓ slavery
- ✓ state

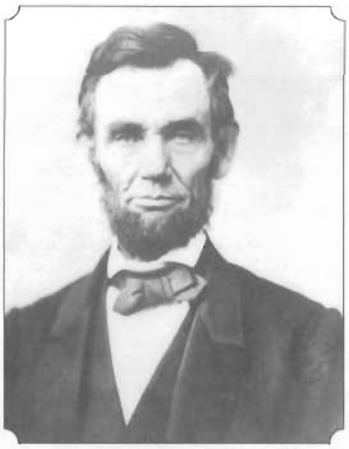
## Questions

**01** How has the conflict between state and federal authority affected American history?

**02** Why do states fear federal authority?

**03** Look at the word **seceding** in the passage. What do you *think* ***seceding*** means in this context?

# 1.7 The 19th Century: President Lincoln's Brain



*Abraham Lincoln's head injury may have caused his sadness.*

❶ Abraham Lincoln is also famous because he freed the slaves, and he was the first American president to be assassinated.

❷ Brain damage can often affect a person's mood and personality.

❸ *Presume* means to believe something to be true.

❹ *Fractured* means that a bone has been broken.

Abraham Lincoln❶ was president of the U.S. during the War Between the States, from 1861 to 1865. He led the nation in wartime despite serious mental trouble including extreme sadness. He also had trouble with his muscles and eyesight.

What made Lincoln such a sick and **miserable** man? There is evidence that Lincoln suffered from brain damage❷ as a result of a head injury when he was a boy.

At age 10, Lincoln one day was driving a horse in a mill for grinding grain. The horse was moving slowly. Irritated, Lincoln struck her with a stick. The horse's response was a kick that hit Lincoln in the forehead and left him unconscious for hours. No medical care was available because the nearest doctor was far away. Although at one point Lincoln was presumed❸ to be dead, he recovered.

After healing, Lincoln's wound left a dent on his forehead above the left eye. The dent may be seen clearly in a mask made of Lincoln's face in 1860, just before the war began. This shows where his skull was fractured❹.

How did Lincoln's injury affect him later in life? No clinical study of Lincoln's head wound and its effects appears to have been made during his lifetime. Today, we could use x-rays to look for brain injury, but the first x-ray images were not made until many years after Lincoln died.

Still, we can tell much about Lincoln's brain injury just by looking at his pictures. A 20th-century doctor, Edward J. Kempf, examined photographs of Lincoln's face and found evidence that the head wound and brain damage had a serious effect on Lincoln's appearance and muscle system.

Lincoln's left eye, for example, was higher than the right and tended to turn upward. In one photo, the left eye is also plainly out of focus. Kempf thought this condition was due to weakness in muscles that move the eyeball.

There was something unusual about Lincoln's lips as well. The left half of the upper lip appeared less active than the right. Also, the right half of the lower lip extends notably outward, drawn in that direction by cheek muscles.

These and other unusual features of Lincoln's face may not prove that he had brain damage. If he had such damage, however, then it might help to explain why Lincoln was such a gloomy and troubled man.

Edward J. Kempf
[édwərd dʒei kempf]

**WORDS FOR HISTORY**

- ✓ affect
- ✓ available
- ✓ damage
- ✓ effect
- ✓ evidence
- ✓ injury
- ✓ nation
- ✓ presume
- ✓ recover
- ✓ wartime

## Questions

**01** What evidence do we have that Lincoln suffered from brain damage? List four things that suggest Lincoln might have had brain damage.

**02** Look at the word **miserable** in the passage. What do you think **miserable** means in this context?

# 1.8 The 19th Century: Clipper Ships

*Sailing route of the 19th century*

In the mid-19th century, U.S. shipbuilders produced a kind of ship never seen before or since: the fast, long-hulled clipper ship. It was designed to sail at high speed between the Atlantic and Pacific coasts of the United States. In the mid-1800s, there was no direct and reliable means to cross the continent overland, although such a route would soon be possible, thanks to railroads.

Clipper ships were not rapid by modern standards. They might take almost four months to sail from New York or Boston around Cape Horn, at the southern tip of South America, and northward from there to San Francisco. Nonetheless, a 110-day trip was considered rapid at that time, and so the clipper ship became **emblematic** of speedy transportation, much as jet aircraft would become in the mid-20th century.

The clipper ship was built for speed and very little else. It could not carry large amounts of cargo. Clippers had tremendous sails, to take full advantage of every bit of wind. A clipper ship under full sail was an unforgettable sight. Because of their speed, clipper ships charged high rates. A single voyage from New York to California might pay back the entire cost of building a ship.

America's most famous builder of clipper ships was Donald McKay, of Boston. His ship *Sovereign of Seas* reportedly was able to travel at

22 knots, or almost 40 km per hour. That was a respectable speed even for 20th-century steamships, but almost unbelievable in the days of sail.

Though they were impressive, clipper ships ruled the seas only briefly. They had serious weaknesses. Wooden construction made them vulnerable to fire, as McKay's splendid clipper ship *Great Republic* demonstrated when it burned at New York in 1853. Also, even as the speedy clipper ships raced across the seas, the railroad was about to make the clipper ship obsolete, only a few years after the first clipper set sail.

*A 19th century clipper ship*

**Words for History**

- ✓ cargo
- ✓ continent
- ✓ obsolete
- ✓ reportedly
- ✓ voyage

## Questions

**01** Look at the word **emblematic** in the text. What do you think **emblematic** means in this context?

**02** What is this passage mainly about? Summarize the passage in a single sentence.

**03** What can you infer about railroads from this passage? List three things you can infer about them.

**04** Why was the sight of a clipper ship impressive?

# 1.9 The 19th Century: Outlaws

As European-Americans moved west across North America in the 19th century, beyond the eastern mountains and into the Great Plains❶, a western frontier❷ developed. This frontier is sometimes called the "Wild West" because it was often a violent place. Guns were used to settle arguments, and outlaws robbed and killed people.

❶ *The Great Plains* refers to the middle area of the United States including states like Kansas and Idaho.

❷ A *frontier* is the boundary between an explored and unexplored area.

Many legends of the 19th-century "Wild West" are fantasy, but the legend of the outlaw is basically true. These robbers and killers were indeed "outside the law." That is why they were called "outlaws."

Several things let outlaws arise and operate freely on the frontier. Law enforcement was often ineffective, when it existed at all. Also, there was a lot of money to attract robbers. Finally, there were areas of wilderness where a **fugitive** could hide while waiting for his next opportunity to strike.

In short, the West was ideal for this kind of criminal. It had many such men. Lawless, greedy, and without conscience, they left a trail of blood everywhere, and their careers often ended in violence.

Outlaws would shoot almost anything that moved. No matter what crimes the outlaws committed, however, the outlaws did not see themselves as bad men or their deeds as crimes. On the contrary, they thought their murders were justified. One outlaw, for example, said his job was protecting people from "thieves, outlaws, and murderers"!

Some outlaws – Jesse James, Billy the Kid, and others – are still well known long after their deaths. Others are relatively unknown despite their vicious careers. Consider the gunman Allison Clay. Born in 1840, he was a farmer until he became a "hired gun❸" for owners of large ranches. Thereafter, Clay committed one crime after another.

❸ A *hired gun* is a person who sells his skills as a gunfighter for money.

One night during dinner with another gunman, Clay saw the man move as if reaching for his gun. Clay shot him dead. Then, Clay calmly finished his dinner while the man's body was removed. According to one report, Clay used the barrel of his gun to stir his coffee.

Clay spread terror and destruction in small towns. Once, it is said, he got drunk and ran along the main street of a town in Texas, shooting out windows for fun. One might expect such a man to die by gunfire. Instead, he died by accident. One day in 1877, he was riding a wagon while drunk. He fell off and was crushed to death when the wagon rolled over him.

One way or another – accidents, gunfire, drinking, or hanging – all the outlaws met their end. They left behind many colorful legends. Though often inaccurate in their details, those legends illustrate a fact of frontier life in 19th-century America: the presence of a heartless and murderous criminal element❹.

*Outlaw Jesse James*

❹ A *criminal element* refers to the people in a society who commit crimes.

**WORDS FOR HISTORY**

- ✓ Great Plains
- ✓ legend
- ✓ outlaw
- ✓ settle
- ✓ wagon
- ✓ western frontier
- ✓ Wild West

## Questions

**01** What is this passage mainly about? Summarize it in one sentence.

**02** How did the term outlaw originate?

**03** Look at the word **fugitive** in the passage. What do you think **fugitive** means in this context?

**04** Why were there so many outlaws in the American West? Give three reasons.

**05** How did Clay start his life as an outlaw?

# 1.10 The 20th Century: American Cities in the Early 1900s

*Trolleys were common sights in 19th century cities.*

Technology in America during the 20th century developed with amazing speed and affected daily life greatly. Now, it is hard to imagine a time when Americans were not surrounded by televisions, computers, washing machines, and microwave ovens.

Yet, many such "essentials" of modern living appeared only recently. Even radios were still in the future when America entered the 20th century. Most "modern" technology had not yet appeared. To illustrate, let us look at a typical American city in 1900.

This city has about 50,000 people. One thing about it is striking. There are no tall buildings. Nothing stands taller than five stories. Buildings then could not rise much taller than that.

❶ A *trolley* is a small, one car train that travels along the street. Trolleys are especially famous in San Francisco.

Also, streets have few motor vehicles. Mass-produced buses and automobiles were not yet available then. A trolley❶ runs on rails down the middle of the street to provide public transit. Except for railway trains, America in 1900 had no transportation faster than a horse. Moreover, air transportation did not exist in 1900. The first powered flight was still several years in the future. So, the skies over the city are free of aircraft, and the modern expression "jet noise" would be meaningless here.

*A 19th century ice wagon*

In this city, there are horse-drawn vehicles. They include "ice wagons," which deliver large blocks of ice for refrigeration. The "iceman," lifting big blocks of ice with special, sharp-tipped tongs❷, is as familiar a sight as the policeman and the grocer. The kitchen refrigerator will not be introduced for about another 20 years.

❷ *Tongs* look like a pair of curved scissors and are used to grip things.

One never hears a radio program, nor a stereo playing loudly, because neither of those machines exists yet. Likewise, satellite dishes and television antennas are unknown in this city. The first television broadcast is still decades away.

Although the familiar, high-tech sounds of our time cannot be heard, this is not to say that the city is quiet. On the contrary, it is a noisy place. One hears barking dogs, the "clop-clop" of horses' hooves, the rumble of wagon wheels, the clang of trolley bells, and the cries of children playing. There is also much shouting. Often, the only way to communicate is a loud voice.

In short, the American city of 1900 did not differ much from that of 1850 or even 1800. The technology revolution of the 20th century was about to begin, however, and soon would change American cities into something **unimaginable** to the people of 1900.

**Words for History**

- ✓ revolution
- ✓ tongs
- ✓ transportation
- ✓ trolley

## Questions

**01** How did an American city in 1900 differ from an American city today? List three major differences.

**02** Why were ice trucks necessary in 1900?

**03** What sounds existed in 1900 instead of the modern sounds of today?

**04** Look at the word **unimaginable** in the passage. What do you think **unimaginable** means in this context?

# 1.11 The 20th Century: The Car Culture Arrives

*Ford's car changed life in America.*

In the 19th century, railroads brought about a revolution in transportation in the United States. That revolution continued in the 20th century with the development of the private automobile and a nationwide system of highways designed for cars.

American manufacturer Henry Ford❶ transformed the automobile into an everyday vehicle, produced by the millions, which even consumers with modest incomes could afford. He made the automobile indispensable❷. In turn, automobiles transformed America by carrying the transportation revolution a giant step farther.

❶ Founder of Ford Automotive Company

❷ *Indispensable* means extremely important or necessary.

Railway trains in the 1800s had provided a means to move large numbers of people from one place to another. Now automobiles supplied a way to give individuals greater mobility than ever before because an automobile could travel almost anywhere suitably firm, level ground existed.

This new kind of transportation had both economic and social effects. At first, the automobile was a symbol of status. An automobile advertised an individual's importance and wealth. The automobile also had a major influence on professions and business. A doctor making house calls❸ by automobile became a familiar sight. A farmer with a truck could carry his crops to the city before they spoiled.

❸ A *house call* means a doctor's personal visit to a patient at home.

Automobiles provided a quick, easy, and reliable way to travel all the way across a large city, or between the city and the country. The automobile did not get sick or suffer exhaustion❹, as a horse might. Replaceable parts made repairs fast and easy. In short, the private

❹ *Exhaustion* is an extreme form of tiredness.

automobile made Americans the most mobile people in history. The **car culture** had arrived.

By the 1930s, it was possible to travel across much of the U.S. by car on paved highways. Yet the success of automobiles created a problem of congestion. The expression "traffic jam" entered the American language as automobile traffic increased. By the 1950s, the U.S. government could see that the nation faced a crisis in highway travel. A new highway system was needed, and the federal government took the lead in providing it.

**Words for History**

- ✓ congestion
- ✓ crisis
- ✓ development
- ✓ federal
- ✓ revolution
- ✓ transportation
- ✓ vehicle

## Questions

**01** Look at the expression **car culture** in the passage. What do you think **car culture** means in this context?

**02** How are cars and railroads compared in the passage?

**03** How did the automobile change American society? Explain the social changes that automobiles caused.

**04** How did the automobile affect the American language? Find one example in the text.

# 1.12 The 20th Century: Television in the 1950s

Many people think little happened in America during the 1950s. In fact, however, the nation changed fast. One of the biggest and fastest changes was the growth of television. Just as radio changed U.S. society a generation earlier, television made America in the 1950s much different from what it had been 10 or 20 years before.

Bob Smith of the Howdy Doody Show

Early TV programs look silly today, but television seemed amazing to viewers in the 1950s. It was no longer necessary to visit a theater, or "movie house," to see entertainment on screen. Now, shows could be delivered to homes, taverns, or anywhere else a TV set existed. Fascinated, America watched.

Almost at once, TV changed American society deeply. For example, a new program for children, a puppet show called *Howdy Doody*, appeared. Children loved the show. It became very popular. Mothers saw that they could depend on TV to keep children entertained and quiet. Thus, television became "the nation's babysitter."

The program's host, Bob Smith, became famous almost overnight. *Howdy Doody* also served as a training ground for other famous entertainers, including Bob Keeshan, who played a clown. From *Howdy Doody*, Keeshan went on to create *Captain Kangaroo*, one of the most successful and honored children's programs of all time.

Other TV entertainers like comedians Jackie Gleason and Milton Berle also rose quickly to fame in the early 1950s. Berle became so popular on TV that he was called "Mr. Television."

In only a few years, American became a "television society." As entertainment changed, so did news reporting. By the mid-1950s, thanks to TV, one actually could see news as it was being made. "Real-time" TV reporting had arrived.

Twenty years earlier, moviegoers had watched "newsreels❶" at theaters days or weeks after the events in the newsreels took place. Now, on the TV screen, a nation could see events as they happened. How **influential** this new kind of reporting could be, Americans would learn a few years later, when television helped to unify – and divide – the American people as never before.

❶ A *newsreel* was a short movie that showed news from around the world. Because it took time to make a newsreel, the news on them was usually several months old.

Bob Keeshan [bɑb ki:ʃən]
*Howdy Doody* [háudi dú:di]
Jackie Gleason [dʒǽki glí:sən]
Milton Berle [míltən bə:rl]

**Words for History**

- ✓ generation
- ✓ influential
- ✓ newsreel
- ✓ society
- ✓ unify

## Questions

**01** What was entertainment like in America before television? How was it different from the entertainment television provided?

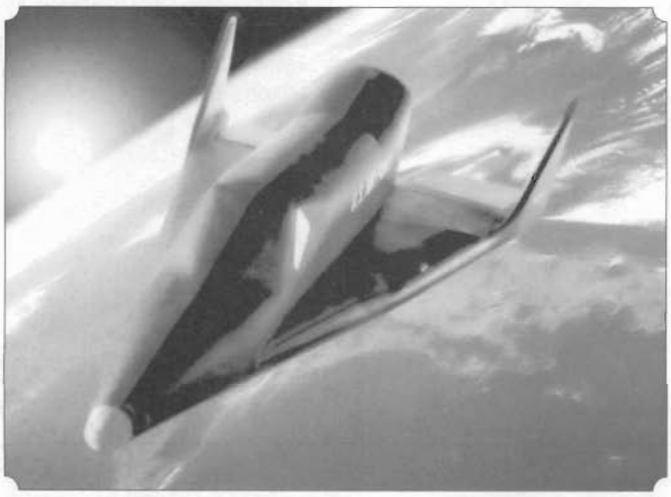
**02** What was one way TV changed American society in the 1950s?

**03** Look at the word **influential** in the passage. What do you think **influential** means in this context?

**04** Why was *Howdy Doody* such an influential program?

# 1.13 The 20th Century: The Dyna-Soar Spaceship

In the early 1960s, U.S. engineers made many plans for manned spacecraft. Rockets then could lift only small vehicles into space. So, engineers had to design small, lightweight spacecraft. Among these was an Air Force project called "Dyna-Soar." The name was a short form of "Dynamic Soaring." Dyna-Soar was a winged spacecraft that could fly through the atmosphere like an airplane on its return to Earth after a mission in space.

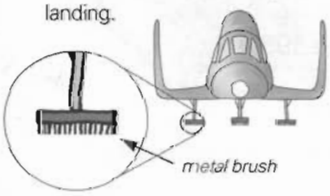


*The U.S. Dyna-Soar Project*

About the size of a small private jet, Dyna-Soar would have been launched atop a liquid-fuel rocket. Dyna-Soar had a flat belly and a triangular wing. A heat-resistant nose protected the spacecraft from high temperatures during re-entry into the atmosphere.

In space, Dyna-Soar would use small rockets to maneuver. On re-entry, Dyna-Soar would elevate its nose and enter the atmosphere belly forward, using its broad, flat wing to slow its descent. In the atmosphere, the pilot could guide the spaceship to a gentle landing. Instead of wheels, Dyna-Soar had a set of metal brushes❶ for **landing gear**.

❶ A *metal brush* is a brush-like device with strong metal wires to slow down the spaceship on landing.

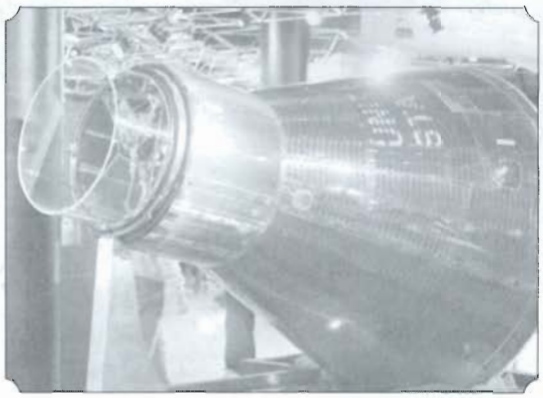



Dyna-Soar was designed to be used again and again. It was also a military spaceship and was related to an earlier German design❷, the "space bomber," from World War II. The German spaceship was never built, but plans called for it to take off from Europe and bomb targets in North America, then return to Europe for a landing.

❷ Much of the technology in the U.S. space program was based on earlier German rockets.

Dyna-Soar was never built, either. It was canceled because the U.S. chose to develop wingless capsules rather than winged spacecraft in

the 1960s. Later, America introduced a winged spaceship – the space shuttle. If Dyna-Soar had been developed fully, the U.S. might have had something like the space shuttle almost 20 years before the shuttle made its first flight in 1981.



*Mercury Space Capsule*

**WORDS FOR HISTORY**

- ✓ descent
- ✓ develop
- ✓ landing gear
- ✓ launch
- ✓ maneuver
- ✓ manned spacecraft
- ✓ military
- ✓ mission
- ✓ space shuttle
- ✓ World War II

## Questions

01 Look at the phrase **landing gear** in the passage. What do you think **landing gear** means in this context?

02 How was Dyna-Soar related to the "space bomber"?

03 Why was Dyna-Soar never built?

04 In what ways was Dyna-Soar similar to the space shuttle today?

# 1.14 The 21st Century: Are We Changing Too Fast?

At the end of the 20th century, Americans looked back on 100 years of rapid change. Between 1900 and 2000, Americans witnessed the development of airplanes, mass-produced automobiles, atomic weapons, spaceships, and electronic computers. America changed as much in the 20th century as in all the previous centuries combined.

Indeed, change at the start of the 21st century was happening so quickly that many people wondered if American society could adjust. Nothing illustrated this problem better than changes in technology and their effect on society.

Microcomputers, for example, had transformed society completely in only 20 years. Satellite communications, though unimaginable in 1900, were now essential to running the country. Every few years, a new generation of technology arrived, with profound effect on society and daily life. Changes which once occupied 50 or 100 years now took place in five years or less. Sometimes, they took only months.

*Industrial robots have replaced many workers in factories.*

Were humans really equipped to live with such rapid change? Not everyone thought so. The world was changing so fast and so thoroughly that the human mind and social institutions apparently could not adapt. To make matters worse, there was no way to reduce the pace of change. One might wish to say "Stop!" – but change would not stop. One advance led to another so quickly and easily that the process could not **halt** or even slow down.

As a result, Americans of the early 21st century found themselves running as fast as they could (so to speak) just to stay in place. One result was that large numbers of Americans found themselves useless to, and discarded by, their society.

In the early 20th century and before, there was almost always some work a person could do. Even an uneducated man could dig earth or push a wheelbarrow. 20th-century technology, however, eliminated much of the need for such labor – and for the workers who once had performed it. So, by the year 2000, millions of Americans no longer had any purpose in society, and no way to make a living. Unemployed and impoverished, they had no jobs, no useful skills, and no future.

Moreover, their numbers were growing; and there was no way of returning to the earlier, simpler time of George Washington or Abraham Lincoln. Yet something had to be done soon to alleviate the problems that ever-accelerating change was bringing to American society.

The question was, how could society respond?

One could hardly train the illiterate and unemployed to program a computer or perform statistical analysis. On the other hand, one could not merely make those unemployable people go away. Though unwanted and unneeded, they were here. America had to deal with them somehow. Yet no one knew how to do so; and even as that task became more urgent, change was proceeding faster and faster, making the task even more difficult.

As the 21st century opened, then, "progress" – which Americans once thought would make their future brighter – had become a seemingly uncontrollable threat. Where would it all end?

**Words for History**

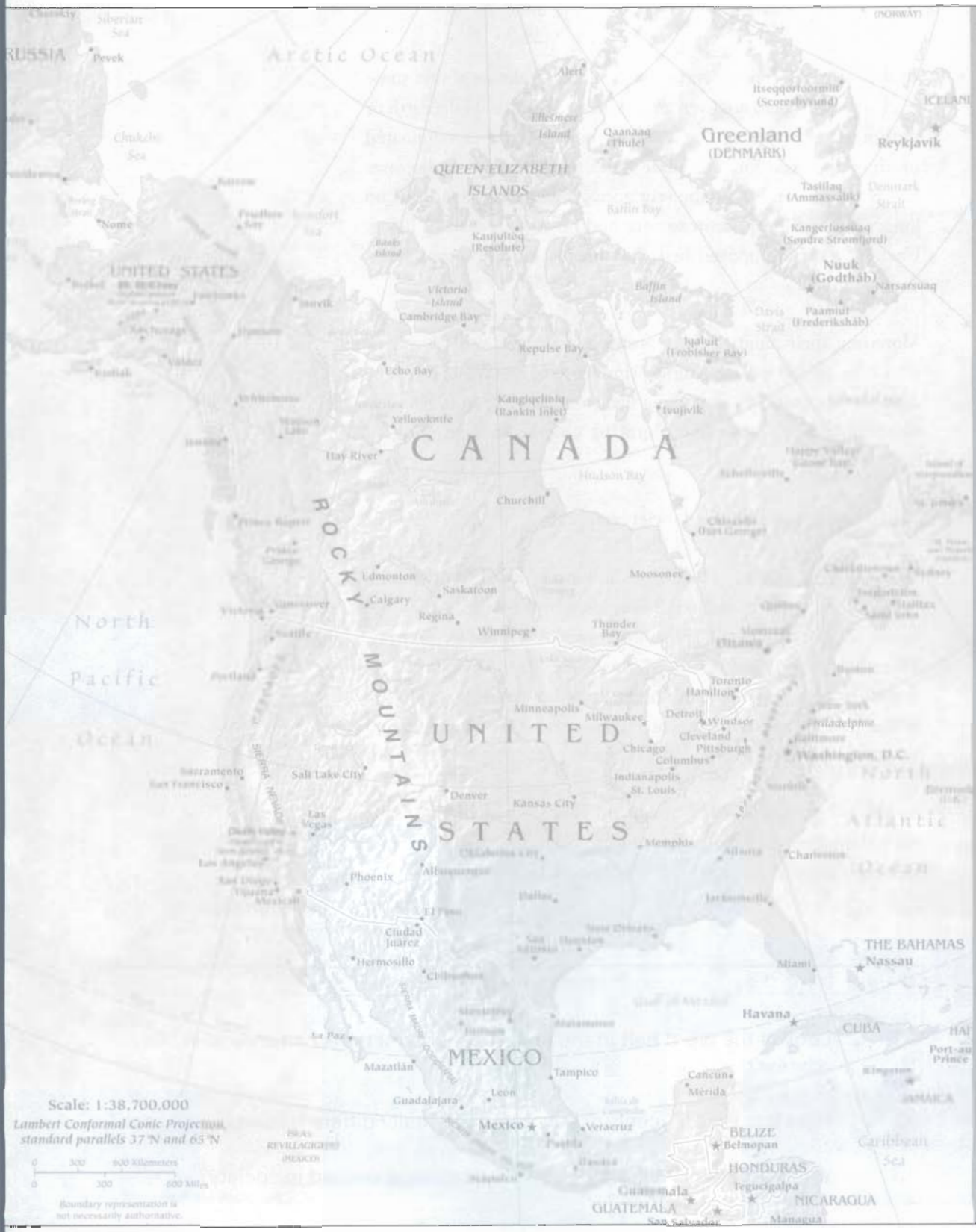
- ✓ development
- ✓ progress
- ✓ social institution
- ✓ transform

## Questions

**01** Look at the word **halt** in the text. What do you think **halt** means in this context?

**02** How has the 20th century been fundamentally different from earlier eras?

**03** What problems has the rapid pace of change created in society?


Arctic Ocean
RUSSIA
Pevek
Chukchi Sea
Nome
UNITED STATES
Alert
Ellesmere Island
Qaanaaq (Thule)
Greenland (DENMARK)
Itseqqortoormiit (Scoresbysund)
ICELAND
Reykjavik
QUEEN ELIZABETH ISLANDS
Baffin Bay
Tasiilaq (Ammassalik)
Denmark Strait
Kangerlussuaq (Søndre Strømfjord)
Nuuk (Godthåb)
Narsarsuaq
Paamiut (Frederikshåb)
Davis Strait
Kaujuittoq (Resolute)
Victoria Island
Cambridge Bay
Baffin Island
Iqaluit (Frobisher Bay)
Repulse Bay
Echo Bay
Kangiqliniq (Rankin Inlet)
Ivujivik
Yellowknife
Hay River
CANADA
Hudson Bay
Churchill
ROCKY MOUNTAINS
Edmonton
Calgary
Saskatoon
Regina
Winnipeg
Thunder Bay
Moosonee
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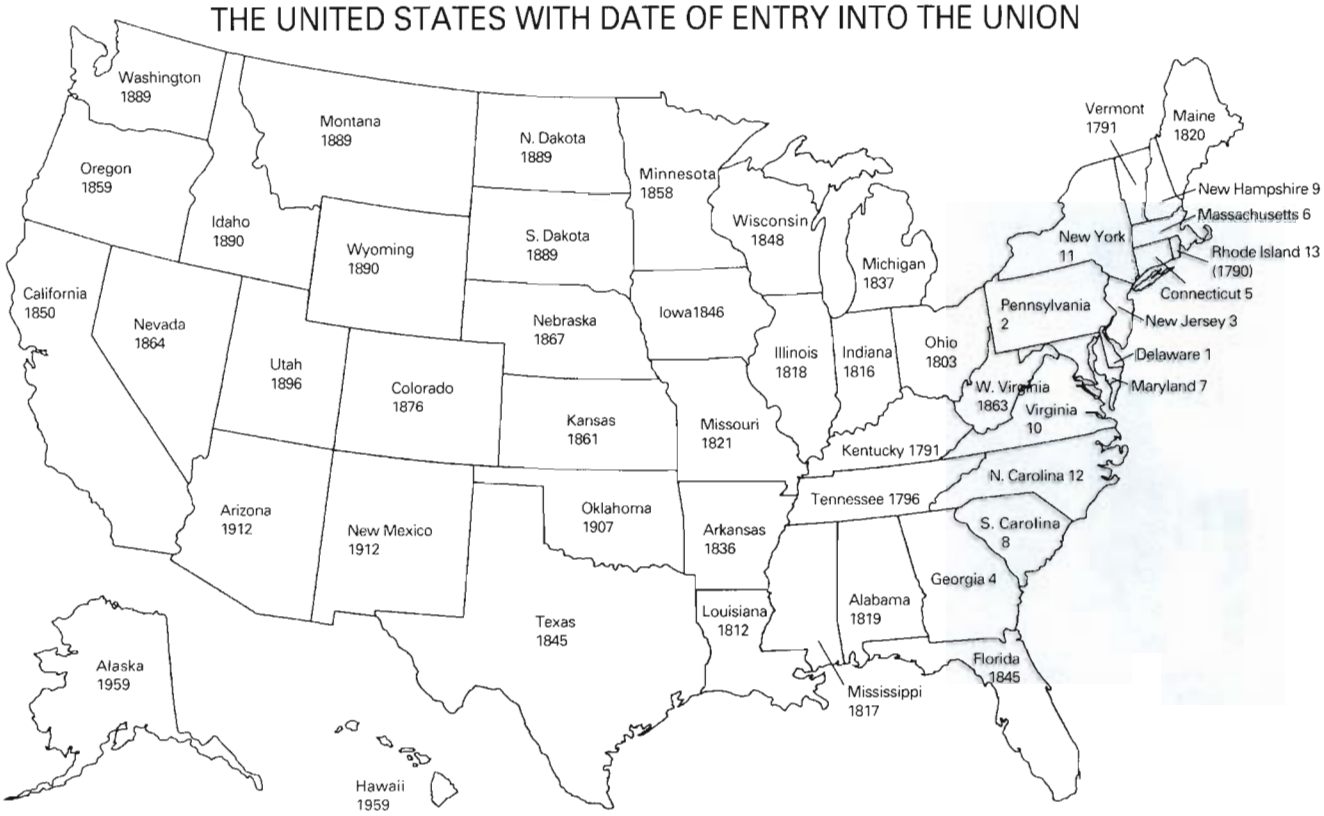
Pittsburgh
Columbus
Washington, D.C.
Indianapolis
St. Louis
Kansas City
Denver
Salt Lake City
Sacramento
San Francisco
Las Vegas
Los Angeles
San Diego
Phoenix
Albuquerque
El Paso
Dallas
Memphis
Atlanta
Charleston
Jacksonville
Miami
UNITED STATES
North Pacific Ocean
North Atlantic Ocean
Portland
Seattle
Victoria
Vancouver
Ciudad Juárez
Hermosillo
Chihuahua
La Paz
Mazatlán
MEXICO
Tampico
Cancún
Mérida
Guadalajara
León
Mexico
Veracruz
Puebla
THE BAHAMAS
Nassau
Havana
CUBA
Port-au-Prince
JAMAICA
BELIZE
Belmopan
HONDURAS
Tegucigalpa
NICARAGUA
Managua
Guatemala
GUATEMALA
San Salvador
Caribbean Sea
Scale: 1:38,700,000
Lambert Conformal Conic Projection, standard parallels 37°N and 65°N
0 300 600 Kilometers
0 300 600 Miles
Boundary representation is not necessarily authoritative.

# II. North American Literature

THE UNITED STATES WITH DATE OF ENTRY INTO THE UNION




*Note:* For the original 13 states the order in which they ratified the Constitution is given.

# 2.1 Ancient Times: Native American Legends

Americans have a well-known expression, "to set the world on fire." It means to achieve dramatic results or great success. Native American folklore includes a story from the Cree people❶ about a boy who literally set the world on fire.

❶ The Cree were a Native American tribe in the far northern parts of the U.S. and in Canada.

According to the story, the boy's father disliked him and abandoned the boy on an island. Alone and **despondent**, the boy wept. His weeping drew the attention of a passing walrus. "Why are you crying?" the walrus asked. "My father abandoned me," the boy explained. "Will you help me get to shore?" The kindly walrus agreed❷. The boy climbed on his back, and they set out for the mainland.

❷ Like most Native American tribes, the Cree had great respect for animals and nature. Animals often play important roles in their legends.

After the boy reached shore, he met a mysterious old woman who warned him that he would face obstacles and dangers before he returned to his home. To help him, she gave him an unusual gift: the skin of a white weasel.

*Animals played a huge role in Native American religion and legends.*

The dangers the woman mentioned did not take long to materialize. The first threat took the form of two blind old women. They were vicious and wanted to kill the boy. Although they could not see him, they knew that he was near. He tricked them into attacking each other. Each old woman thought the other was the boy. "I've got him!" the old women each cried. Soon they both lay dead, and the boy went on his way.

The next danger was at a camp where the people had big dogs. They also had an alarm: dry bones hung so that they rattled if anyone touched them. The boy thought he could dig a tunnel under the hanging bones to avoid setting off the alarm. As he dug the tunnel, however, he shook the bones by accident, and they made noise.

At once, the big dogs ran to see what was happening. The boy stuck the head of the weasel skin out through the tunnel's mouth. "It's only a weasel," the people said, and the boy was saved again.

At last, the boy arrived home. His father was astonished to see him. That evening, the boy sang, "I am going to set the world on fire! The forest will burn, and the lakes and rivers will boil!"

His father was frightened and tried to stop him, but without success. The boy shot two arrows into the air. The first landed in the woods and set them on fire. The second arrow landed in the water, which began to boil.

"How can we escape?" asked the desperate father. A basket stood nearby. "Climb into that basket," the boy told his father. The basket was no protection, however, and the father was burned up with it. For Native Americans and European-Americans too, this story has a powerful message: *Be kind to your children!*



**Words for Literature**

- ✓ desperate
- ✓ dramatic
- ✓ folklore
- ✓ legend
- ✓ literally

## Questions

**01** Look at the word **despondent** in the passage. What do you think **despondent** means in this context?

**02** Why do you think the author quotes a well-known American expression at the start of the passage? Explain.

**03** In your own words, describe the obstacles the boy faced and how he overcame them.

# 2.2 The 17th-18th Century: Puritan Writers

*Cotton Mather was one of the most famous of the Puritan writers.*

The Puritans, a religious minority in England, came to Massachusetts in North America to start a colony and a new society based on their religion. This attempt to make a religious society failed. Too many factors worked against Puritanism in America. Their religion was rigid and cold, and it could not adjust to changes in society. Also, people did not like restraints placed on them by their leaders, and thought their leaders had too much power. Sometimes the Puritan government treated people harshly. "Dissenters," who disagreed with the way the Puritan colony was run, arose and caused divisions in society. Family structure grew weaker. As some people grew rich in the colony, they ceased to practice Puritan religion seriously. These and many other factors meant Puritanism could not last as a social order, and it collapsed.

While it lasted, however, Puritan society in America produced a remarkable literature. The Puritans were highly literate❶ and wrote in a clear style. Some of the most famous writers of America's colonial period were Puritans. They included the following authors.

❶ The Puritans were highly literate because they placed great importance on reading the Bible. Thus it was important that every person learned to read.

*William Bradford* (1590-1657) was one of the Puritan leaders. He recorded the history of early Massachusetts. His most famous book is *History of Plymouth Plantation,* 1620-1649.

*John Winthrop* (1588-1649) helped to start the Massachusetts colony. He also served as its governor. His journal is an important piece of American Puritan literature.

*Anne Bradstreet* (1612?-1672) is widely considered the first American poet. Her first book of poetry was published in 1650 in London.

*Samuel Sewall* (1652-1730) is remembered for the diary he wrote over more than 50 years. It is an important source of information about social life in the colony.

*Cotton Mather* (1663-1728) belonged to a powerful family in the colony. A **prolific** writer, he produced more than 400 volumes of writing.

*Anne Hutchinson* (1591-1643) was one of the dissenters mentioned earlier. She thought the Puritan leaders had too much power. They, in turn, thought she had dangerous ideas. She annoyed them so much that they cast her out❷ of the Massachusetts colony. After that, she helped start a more liberal colony in nearby Rhode Island. Hutchinson died by violence. In 1643, Native Americans killed Hutchinson, her family, and their servants, leaving only one survivor.

Though their colony and social order failed, the Puritans had a strong influence on later American literature. For example, their idea that they were a special people, with a mission to perform in America❸, survived and reappeared later in the form of "manifest destiny❹" – the idea that European-Americans had a special "destiny," or purpose, to conquer North America.

❷ To *cast out* means to banish or expel a person from a community.

❸ Early Puritans believed that their job was to create a new society in America which would prepare the world for the kingdom of God.

❹ The concept of *manifest destiny* was used by the Americans to justify their seizure of Native American lands and their steady expansion westward.

Anne Hutchinson [æn hátʃinsən]
John Winthrop [dʒɑn wínθrəp]
Samuel Sewall [sǽmjuəl súːəl]

**Words for Literature**

- ✓ author
- ✓ journal
- ✓ literate
- ✓ prolific
- ✓ Puritan
- ✓ record
- ✓ restraint
- ✓ volume



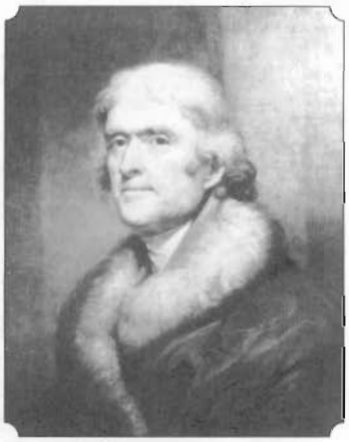
## Questions

**01** What flaws and troubles did Puritanism have? Name two and explain why they caused problems.

**02** Why was Puritan literature important even though the Puritan colony failed? Explain.

**03** Look at the word **prolific** in the passage. What do you think **prolific** means in this context?

# 2.3 The 18th Century: Thomas Jefferson's *Notes on the State of Virginia*



*Thomas Jefferson*

One of the most important literary works of 18th-century America was *Notes on the State of Virginia*, Thomas Jefferson's classic description of his state. Written in 1781 in response to an inquiry from a French diplomat about information on Virginia, the book includes accounts of the geography, biology, population, and politics of the state during the late 1700s.

The third president of the United States, and author of the Declaration of Independence, Jefferson began work on the book soon after François de Barbé Marbois, a member of the French legation to the U.S., sent requests to American officials for information about the 13 newly independent states❶. One of the French diplomat's requests was forwarded to Jefferson, who complied by writing an entire book.

What Jefferson wrote, however, was more than a mere guidebook. Jefferson also included observations on topics such as slavery. Jefferson thought slavery was a horrible practice that hurt families greatly, and he wondered how it might be ended❷.

Jefferson wrote *Notes on the State of Virginia* during a difficult and dangerous year. On June 4, 1781, only a few weeks after Jefferson received Marbois' request for information, British troops invaded Virginia. Jefferson had to flee his home at Monticello. Afterward, he found himself under investigation by the Virginia legislature, which thought he might have neglected his duty by running away from the British. In addition, his wife came close to dying in childbirth that year. Despite everything, Jefferson compiled his *Notes on the State of Virginia* for Marbois and sent portions of the manuscript to him from time to time.

Jefferson was not entirely pleased with the results of his work. He thought the notes were inadequate and said he had sent them only out of respect for Marbois. Because he was **preoccupied** with

❶ Americans had good reasons to give France information about their new nation because the French were helping them in their war against England.

❷ Although Jefferson was worried about the effects of slavery, he owned slaves as well. Jefferson disapproved of slavery, but he saw it as an economic necessity.

other things, Jefferson did not finish writing the book until 1784.

At last, the work was ready for publication. Publishing it, Jefferson knew, would be expensive in the U.S. So, Jefferson intended to print only 20 or fewer copies to be given as gifts to friends. After he was appointed minister to France in 1784, however, he had 200 copies printed there, because printing costs in France were much lower than in America. An unauthorized French translation soon appeared. Jefferson was angry when he saw the translation. He thought the translator had "mutilated" his work.

More than 200 years after its publication, Jefferson's book is still widely read and often quoted. Though written for an earlier century, it has much to tell readers today. It also gives readers a look at the old Virginia which disappeared forever in the 19th century.

François de Barbé Marbois [frán∫wa də ba:béi ma:rbwá]
Monticello [màntitʃélou]

**Words for Literature**

- ✓ account
- ✓ compile
- ✓ description
- ✓ guidebook
- ✓ literary work
- ✓ manuscript
- ✓ observation
- ✓ publication
- ✓ quote
- ✓ translation



## Questions

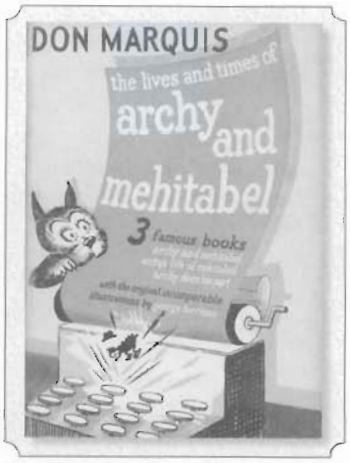
**01** Why did Thomoas Jefferson write *Notes on the State of Virginia*?

**02** Look at the word **preoccupied** in the passage. What do you think **preoccupied** means in this context?

**03** What makes *Notes on the State of Virginia* more than just a report on the American states? What else did Jefferson include in his writing?

**04** When and where was Jefferson's book published? What problems were there in publication?

# 2.4 The 18th-20th Century: American Humorists




*Don Marquis was a popular American humorist in the early 1900s.*

Humorists have an important place in American literature. Novelist William Faulkner❶ considered humor a "universal trait" of Americans. Perhaps that is why the United States has produced so many successful humorists, from 18th-century writer Benjamin Franklin, who teased Europeans with fantastic tales of whales leaping up Niagara Falls, to 20th-century author James Thurber, who wrote bitter but amusing fables about animals such as rabbits, birds, and butterflies.

Many humorists have been writers. S.J. Perelman made fun of Hollywood. Robert Benchley could find humor in anything from a day at the beach to his own mustache. Mark Twain perfected the art of saying something absurd with a straight face❷. Leo Rosten described what happened when European immigrants came up against the American educational system. Columnist Art Buchwald developed his own formula for poking fun at❸ America's most powerful institutions.

But artists have been humorists too. American cartoonists such as Al Capp (creator of the comic strip *Li'l Abner*), Walt Kelly (*Pogo*), and Mort Walker (*Beetle Bailey*) combined art with humor on the "funny pages" of American newspapers. In short, Americans like to laugh, and they have never lacked humorists to keep them laughing.

Sometimes, artists and writers worked together on stories. Newspaper columnist Don Marquis in 1916 created two of the best-loved characters in American humor: a cockroach who typed stories by jumping on the keys of a typewriter, and a cat❹. Their adventures were published in 1927 as a book. Marquis had the help of the brilliant comic-strip artist George Herriman, who provided unforgettable images of the cat and roach.

❶ William Faulkner is considered one of America's greatest novelists. He mostly wrote about the American South in the years after the Civil War.

❷ To *say something with a straight face* means to say something (usually a joke) in a serious manner.

❸ To *poke fun at* something means to tease.

❹ The characters, Archy and Mehitabel, lost their popularity as Walt Disney's characters became more popular in the 1930s.

Marquis put **perceptive** comments into the mouths of his talking animals and created a memorable set of fables. Not everything Marquis wrote was amusing. He also tried serious fiction, but he achieved his greatest success as a humorist. His serious work is forgotten now, while his stories about the comic cat and cockroach are still read and enjoyed.

- Al Capp [æl kæp]
- Art Buchwald [ɑːrt bʌ́kwəld]
- Don Marquis [dɑn mɑːrkwɪt]
- James Thurber [dʒeimz θə́ːrbər]
- Leo Rosten [liːou róustən]
- *Li'l Abner* [lil ǽbnər]
- Robert Benchley [rɑ́bərt béntʃli]
- S.J. Perelman [es dʒei pə́ːrlmən]



### Words for Literature

- ✓ adventure
- ✓ character
- ✓ columnist
- ✓ comment
- ✓ fable
- ✓ fiction
- ✓ humorist
- ✓ memorable

## Questions

**01** According to the passage, what similarities are there in the work of American humorists?

**02** How did artists become humorists?

**03** Look at the word **perceptive** in the passage. What do you think **perceptive** means in this context?

# 2.5 The 18th-20th Century: American Essayists

*Joyce Carol Oates was sometimes critical of American society.*

Although Americans did not invent the essay, they have shown plenty of talent in writing it.

In the 18th century, Benjamin Franklin, in his brief essay "The Way to Wealth," wrote a concise set of guidelines for leading a happy and productive life. One might call Franklin's essay an early "self-improvement" manual. Around the same time, Judith Sargent Murray put her thoughts about child-raising into her essay "On the Domestic Education of Children."

Mark Twain❶, in the 19th century, put his sharp humor to work as an essayist and literary critic. In his essay "Fenimore Cooper's Literary Offenses," for example, he criticized the adventure novels of James Fenimore Cooper and showed how far they were from what really happened on the frontier.

In the 20th century, America produced many great essay writers. Some, such as John Steinbeck❷, were best known as authors of novels but also wrote memorable essays. Steinbeck's collection of essays, *America and Americans*, is an informative and often disturbing analysis of his country and its people.

Among the essays of 20th-century novelist Saul Bellow is "Literary Notes on Khrushchev," a study of the Soviet leader Nikita Khrushchev❸. In the essay, Bellow wondered if, in a dictatorship, the dictator takes all the powers of creativity into himself and leaves the rest of his society unable to create anything.

E.B. White, a New York writer famed for children's books such as *Charlotte's Web*, wrote about events on his farm with a clarity that made even small events memorable. His essays on **rural** life ("Once More to the Lake," "The Death of a Pig," and others) describe even the small events of country life in a way that one cannot forget after reading them.

❶ Mark Twain, whose real name was Samuel Clemens, is most famous for his novel *Huckleberry Finn*.

❷ Steinbeck was a fierce critic of the inequalities he saw in America, especially the difference between the rich and the poor.

❸ Khrushchev was a Russian leader during the 1960s.

Many American scientists have been skilled essayists as well. Lewis Thomas's essays on biology in the late 20th century gave many Americans a better appreciation of the life sciences. Meanwhile, astronomer Carl Sagan's essays did for astronomy what Thomas's work did for biology.

The sharp but sympathetic observations of Joyce Carol Oates make her essays memorable. In her essay "They All Just Went Away," for example, she uses the sad story of former neighbors to illustrate the troubles of families in rural America.

Another essayist, Joan Didion, wrote about her time in New York City. In her essay "Goodbye to All That," she described how she came to New York from California, fell in love with the city, then gradually fell *out of* love with New York, until she simply had to move away. Her essay captures both the pleasant and unpleasant sides of life in America's greatest city during the 1950s and early 1960s. Didion brings to mind not only the sights of New York then, but also its odors, from perfumes to the cooking of seafood.

Some American essayists write to entertain. Others write to praise or criticize. Whatever their purpose in writing, American essayists have added greatly to the essay as an art form and have given readers around the world much to think about.

- James Fenimore Cooper [dʒeimz fénimɔ̀:r kú:pər]
- Joan Didion [dʒoun didiən]
- John Steinbeck [dʒɑn stáinbek]
- Joyce Carol Oates [dʒɔis kǽrəl outs]
- Judith Sargent Murray [dʒúdiθ sárdʒənt mə́:ri]
- Nikita Khrushchev [nikí:tɑ krú/tʃef]
- Saul Bellow [sɔ:l bélou]



### Words for Literature

- ✓ adventure novel
- ✓ appreciation
- ✓ clarity
- ✓ concise
- ✓ criticize
- ✓ essayist
- ✓ illustrate
- ✓ literary critic
- ✓ manual
- ✓ observation
- ✓ sympathetic

## Questions

**01** Based on the information in the passage, how do essays differ from novels?

**02** What similarities do you see in the essays of John Steinbeck and Joyce Carol Oates?

**03** Look at the word **rural** in the passage. What do you think **rural** means in this context?

**04** How did the earliest essays by Franklin and Murray differ from later American essays?

# 2.6 The 19th Century: James Fenimore Cooper

*Novels like **Deerslayer** glorified the danger of the American frontier.*

Americans like adventure novels. Many such novels become bestsellers because readers love stories of adventure in faraway places, with lots of action and colorful❶ characters. The history of the American adventure novel can be traced back to James Fenimore Cooper, one of the most popular American novelists of the 19th century. He specialized in stories about the sea and the western frontier, and he wrote distinctively American novels that were very different from the English fiction of his day.

Cooper was born in 1789 in Burlington, New Jersey. His parents had 13 children, but only seven of them lived beyond their childhood. In 1790, the Coopers moved to New York State, where they started a community called Cooperstown. Then, Cooperstown was on the frontier, which later became the setting of many of Cooper's novels.

Cooper went to Yale University❷ but was expelled for misbehavior. His father decided to send him to sea. Cooper served at sea for almost a year and became a midshipman❸. After he joined the U.S. Navy, he was stationed in New York. There, he met Susan DeLancey, whom he married in 1811.

After he left the Navy, he was short of money. To make matters worse, his five brothers all died, and he had to support their families. He succeeded, through the unlikely career of writing novels.

His first novel, *Precaution*, published in 1820, was unsuccessful. Reviewers said it was just English fiction, not truly American fiction. Americans were trying to make their literature different from England's, just as their country had become independent from England a few years before.

Cooper took up the challenge to write genuine American fiction. The results were two novels. *The Spy*, published in 1821, was a story

❶ When *colorful* is used to describe a person, it means interesting and unconventional.

❷ Yale was one of the first American universities, and is now a top university in the U.S.

❸ A *midshipman* is a lower rank in the Navy, and is about the same as a sergeant in the Army.

of the American Revolution. *The Pioneers* appeared in 1823 and was about the frontier, where Cooper had grown up. Both books sold well, and Cooper thus started a tradition: the American author of bestselling adventure novels. The money from these books freed Cooper from his financial troubles.

Cooper became best known for a series of historical novels that included *The Pioneer* (published in 1823), *The Last of the Mohicans* (1826)❍, *The Prairie* (1827), *The Pathfinder* (1840), and *The Deerslayer* (1841). His colorful stories of frontier life influenced many later American authors. Cooper's sea stories dealt with pirates, smuggling, and other **thrilling** topics. His novel *The Pilot* (1824) made the sea novel a new genre in American literature. Cooper's writings also included a history of the United States Navy, published in 1839. He died in 1851.

❍ *The Last of the Mohicans* is one of Cooper's most famous novels. In it, the last chiefs of a great Native American tribe, the Mohawk, work to save two young American women.

Cooper's fiction was not always realistic or accurate in its details, and some of his attitudes seem strange and even offensive to modern readers. But Cooper remains one of the most famous American authors and is seen as the inventor of the truly American novel.

**Words for Literature**

- ✓ action
- ✓ adventure novel
- ✓ character
- ✓ distinctively
- ✓ fiction
- ✓ genre
- ✓ genuine
- ✓ reviewer
- ✓ setting
- ✓ trace



## Questions

**01** In what ways were Cooper's early years difficult? Explain.

**02** Why did Cooper's first novels fail?

**03** Why do you think Cooper's later books were popular? What were they about? Why would this have been appealing to Americans?

**04** Look at the word **thrilling** in the passage. What do you think **thrilling** means in this context?

# 2.7 The 19th Century: Charlotte Perkins Gilman

*Gilman's "The Yellow Wallpaper" portrayed her own depression.*

One of the most famous female authors in America during the late 19th and early 20th centuries, Charlotte Perkins Gilman was a well-known social critic, satirist, and novelist. She suffered from depression, was hospitalized for a time because of it, and is remembered for her literary description of emotional illness.

Gilman was born in 1860. Although she had very famous ancestors❶, her family was poor, and her formal education lasted only four years. She married in 1884. The marriage quickly produced a daughter. After the baby was born, however, Gilman developed a severe depression that continued for years❷.

At that time, treatment for depression was crude by modern standards. Gilman went into a hospital in Philadelphia for a treatment called the "rest cure." In this treatment, a patient was supposed to remain as quiet as possible, both physically and intellectually❸. After a month in the hospital, Gilman was released, but soon she was ill again. This time, she left her husband and moved with her daughter to California. There, she recovered. She went on to write many books. She was diagnosed with breast cancer in 1932 and died three years later at age 75.

Gilman is best known for her autobiographical short story "The Yellow Wallpaper," about a woman with depression. The narrator spends much of her time looking at the pattern of the wallpaper in a room. At one point, she imagines eyes are staring at her from the wallpaper. Of the patterns in the paper, she wrote, "Up and down and sideways they crawl, and those ... **unblinking** eyes are everywhere." She even imagined a woman was moving around behind the wallpaper, shaking it and trying to climb through the pattern. Later she wrote that she had actually seen the woman. "I cry at nothing, and cry most of the time," Gilman wrote in the story. She added that "these nervous troubles are dreadfully depressing."

❶ Her great aunt was Harriet Beecher Stowe, another famous American female novelist and abolitionist.

❷ Gilman suffered from post-partum depression, a medical condition in which a mother becomes depressed after having a child.

❸ The causes of depression and other mental illnesses were poorly understood at the time. Modern psychology wasn't developed until the early 1900s.

Magazine editors felt the same way about Gilman's story. They rejected it as too depressing. It was published, however, in *New England Magazine* in 1892. Now it is remembered as a powerful account of mental illness in the days before special drugs were invented to help relieve patients' suffering.



Charlotte Perkins Gilman
[ʃárlət pə́rkinz gílmən]

**WORDS FOR LITERATURE**

- ✓ account
- ✓ autobiographical
- ✓ depression
- ✓ description
- ✓ editor
- ✓ hospitalize
- ✓ literary
- ✓ narrator
- ✓ satirist
- ✓ social critic

## Questions

**01** What did Gilman write about?

**02** Why were Gilman's books and articles unpopular at the time?.

**03** Look at the word **unblinking** in the passage. What do you think **unblinking** means in this context?

# 2.8 The 19th Century: Louisa May Alcott

***Little Women*** *is a moving story about four sisters.*

Author of *Little Women*, one of the best-known American novels for and about children, Louisa May Alcott was born in 1832 near Philadelphia, Pennsylvania. Her family was very poor, and she went to work at an early age as a seamstress and servant.

Her first book, *Flower Fables*, published in 1854, was a set of stories she invented to entertain a friend's daughter. In 1860, she started writing for a magazine, *The Atlantic Monthly*❶. During the War Between the States, she served as a nurse at Union Hospital in Washington, D.C., but became ill from typhoid. The medicine used to treat her illness actually hurt her health, and she never recovered completely from the medicine's effects.

❶ *The Atlantic Monthly* is a well-known magazine in the U.S., and many great writers have published their first works in it.

While she was a nurse, she wrote letters to her family. The letters were published in 1863 as a book called *Hospital Sketches*, which brought her to the attention of reviewers.

Alcott visited Europe in 1865. While there, she was offered a job as editor of *Merry's Museum*, an American magazine that printed stories for children. Alcott took the job and contributed greatly to the magazine and to children's literature.

Alcott achieved her greatest fame with *Little Women*, the story of four girls in the fictional March family. Published in 1868, the novel is one of the best-known fictional accounts of girls growing up in 19th-century America. In *Little Women*, the character of Jo March is based on Alcott herself. *Little Women* was one of several in a series about the March family. Other novels in the series are *Good Wives* (published in 1869), *Little Men* (1871), and *Jo's Boys* (1886). These novels were highly successful and remain popular even today.

Alcott's other novels include *Work* (1873), which was based on her experience working to support her family. Some of her novels were written under the name "A.M. Barnard." Not all her stories were published during her lifetime. Some did not appear in print until the late 20th century.

Alcott's work has been criticized for weak plots and **faulty** structure, but her understanding of the psychology of children is admired. She died in 1888.

Louisa May Alcott
[luːizə mei ɔ́ːlkət]



**WORDS FOR LITERATURE**

- ✓ account
- ✓ contribute
- ✓ criticize
- ✓ editor
- ✓ fable
- ✓ fictional
- ✓ plot
- ✓ psychology
- ✓ publish
- ✓ reviewer

## Questions

**01** How did Alcott begin writing?

**02** At what point did Alcott begin to have success as a writer?

**03** According to the passage, what are the strengths and weaknesses in Alcott's writing?

**04** Look at the word **faulty** in the passage. What do you think **faulty** means in this context?

# 2.9 The 19th Century: Emily Dickinson

*Emily Dickinson was one of America's most influential poets.*

One of America's most famous poets, and probably its most famous female poet, Emily Dickinson is remembered as much for her strange life and habits as for her writing.

Perhaps the most unusual thing about her was that she rarely left her home. She did not like to have visitors, and she spent much of her time alone. Nonetheless, she had good friends and loved them deeply. She wrote highly original poetry which is still widely read, and she acquired a worldwide audience without traveling.

Dickinson was born in Amherst, Massachusetts, in 1830. Her father was a prominent lawyer. Her mother was a mysterious woman who avoided social contacts. Likewise, much of Emily Dickinson's life is a mystery. For some reason, when she was 23, she retreated from society and spent the rest of her life in seclusion. Some people think she hid at home after the failure of a love affair, but it is also possible that she simply preferred solitude to company.

Whatever motive she had for staying at home, she used the years alone to write hundreds of poems. She sewed them together, by hand, into booklets. Nearly all her poems were unpublished during her lifetime. Apparently, she was satisfied just to write her poems and had no wish to put them into print.

After Dickinson died in 1886, more than 1,000 of her poems were found inside a wooden box in her bedroom. Her sister Lavinia published several volumes of Dickinson's work between 1890 and 1896. Dickinson was recognized at once as a brilliant poet.

What made Dickinson so brilliant? Again, we are not sure. Perhaps her childhood – in a secure home, with many books around her – gave her the right environment to become a poet.

Before she withdrew from society, Dickinson went to school at Amherst Academy and spent one year at Mount Holyoke Female Seminary❶. Her poems impressed teachers and other students. She became known as a brave young woman who was also very sensitive and had a fantastic imagination.

❶ Both Amherst and Mount Holyoke were well-known schools at the time.

Dickinson's poems look strange to readers who are used to ordinary punctuation. Instead of commas, periods, and other punctuation marks, she often used a dash. As a result, her poems have an odd, breathless style, as if she were **gasping** for air. Maybe it is no surprise that such an unusual person would have such an unusual style as a poet.

Amherst [æmhərst]
Lavinia [ləvíniə]
Mount Holyoke [maunt hóuliouk]



**Words for Literature**

- ✓ audience
- ✓ booklet
- ✓ breathless
- ✓ brilliant
- ✓ motive
- ✓ poetry
- ✓ prominent
- ✓ retreat
- ✓ seclusion
- ✓ solitude
- ✓ unpublished
- ✓ volume
- ✓ withdraw

## Questions

**01** What is one possible explanation for Dickinson's withdrawal from society?

**02** When and how did Dickinson achieve fame as a writer?

**03** In what way is Dickinson's writing style odd?

**04** Look at the word **gasping** in the passage. What do you think **gasping** means in this context?

# 2.10 The 19th Century: Dime Novels

*Dime novels did much to glorify life in the West.*

In the early 19th century, adventure stories like the novels of James Fenimore Cooper gave Americans a taste for fast-paced, exciting tales of danger and heroism in distant places. At the same time, the growth of newspapers for the general public created a market for inexpensive publications aimed at a wide audience. These two conditions led, in the 1840s, to the **emergence** of a new kind of literature: the "dime novel."

The dime novel was a short work of fiction, cheaply printed and often crudely written, about the adventures of a hero or heroine. A copy commonly sold for 10 cents, or a dime: hence the name. The first dime novel, printed in 1839 in *The Ladies' Companion,* was *Malaeska, the Indian Wife of the White Hunter*, by Ann S. Stephens. Twenty years later, the publishing firm of Beadle and Company reprinted *Malaeska* as the initial title in its series of books, Beadle's Dime Novels. Less than 150 pages long, *Malaeska* sold 300,000 copies the first year. A new era in American literature had begun.

The American frontier was a popular setting for dime novels. Characters included scouts, explorers, and Native Americans. As the frontier moved westward, legendary figures like Wild Bill Hickok and Buffalo Bill❶ became prominent in dime novels. Though dime novels were usually pure fantasy, they provided readers with an escape from the boredom of everyday life, and helped create the popular image of outlaws, lawmen and cowboys as romantic and even heroic figures. The books had violent covers with scenes such as a frontiersman fighting an Indian.

❶ Wild Bill Hickok and Buffalo Bill were famous gunfighters and adventurers in the American West.

Not all dime novels were set on the western frontier. Mysteries were also popular. The greatest detective in dime novels was the fictional Nick Carter. Beginning in the 1880s, the Street & Smith publishing company in New York issued more than 1,000 Nick Carter stories by numerous authors. These stories were the ancestors of works by the great mystery writers of the early and mid-20th century, such as

Dashiell Hammett and Raymond Chandler. Science fiction was an important element of dime novels too. One popular series of stories was about Frank Reade Jr., a young inventor whose adventures involved flying machines and electric horses.

A dime novel writer named Horatio Alger Jr. made a specialty of success stories, starting in 1867 with a novel called *Ragged Dick*. In Alger's novels, a poor boy became a success through ambition and hard work. Later, the expression "a Horatio Alger story" was used to describe anyone who had climbed from poverty to prosperity.

Men and boys enjoyed dime novels, but the stories were favorites with women as well. Street and Smith took advantage of this market with its "Eagle Library" of fiction for women. Authors such as Bertha Clay and Effie Rowlands entertained a vast female audience with works like *All for Love of a Fair Face* and *The Unseen Bridegroom*.

Dime novels kept Americans amused and excited for more than half a century. By the 1890s, however, the dime novel was in decline. "Pulp magazines," so called because they were printed on cheap "pulp" paper, were becoming popular and taking the place of dime novels in America. Soon, the expression "pulp fiction" would be used to describe the kind of reading that dime novels had once provided.

Today the dime novel is gone, but not forgotten. Its powerful influence is still visible in entertainment ranging from cowboy movies to stories of space travel, and in bestsellers including high-tech thrillers and romance novels. The lesson here is: even cheap books can have a great effect.

Dashiell Hammett [dæʃíːl hǽmit]
Horatio Alger Jr. [həréiʃiòu ǽlgər dʒúːnjər]
James Fenimore Cooper [dʒeimz fénimɔ̀ːr kúːpər]
*Malaeska* [malaéska]



**Words for Literature**

- ✓ boredom
- ✓ detective
- ✓ dime novel
- ✓ fantasy
- ✓ figure
- ✓ heroine
- ✓ heroism
- ✓ initial
- ✓ legendary
- ✓ outlaw
- ✓ prominent
- ✓ publish
- ✓ pulp fiction
- ✓ reprint
- ✓ romance novel
- ✓ setting
- ✓ thriller

## Questions

01 How did dime novels get their name?
02 Look at the word **emergence** in the passage. What do you think **emergence** means in this context?
03 What were the most common topics in dime novels?
04 How did writers adjust dime novels to make them more appealing to women?
05 What caused dime novels to become unpopular?

# 2.11 The 19th-20th Century: American Detective Fiction

American detective fiction has a long and colorful history. Edgar Allan Poe❶ is often given credit for inventing detective fiction with his story "The Murders in the Rue Morgue," published in 1841. For this story, Poe created the great detective Dupin. Poe's work led in turn to the invention of Sherlock Holmes❷ by British author Arthur Conan Doyle in 1887.

❶ Poe was a famous writer and poet in the mid 1800s. He wrote mysteries and horror stories. His most famous works include *The Raven, The Telltale Heart,* and *The Pit and the Pendulum.*

❷ Sherlock Holmes is probably the most famous fictional detective.

Following in the tradition of Poe and Doyle, many authors devised American versions of the "great detective" who solved crimes by powerful intelligence. Such fictional detectives include Professor Van Dusen, the "thinking machine," created by Jacques Futrelle, who died in the sinking of the famous liner *Titanic* in 1912. Another character, Philo Vance, appeared in 1926 and figured in a highly successful series of detective novels by W.H. Wright, who wrote under the pen name of S.S. Van Dine.

*Sherlock Holmes*

About the time Philo Vance appeared, a new, more rugged, and less intellectual kind of detective took his place in American popular fiction. This was the tough private detective, or "private eye," who depended more on guns and fists than on thinking to solve crimes. The first character of this kind was Race Williams, who was introduced in 1923 in a story by Carroll John Daly.

A few weeks later, mystery writer Dashiell Hammett created a detective called the "Continental Op," whose name was never given. The Continental Op worked for a detective agency in San Francisco. He was soon joined by another of Hammett's characters, private detective Sam Spade, who made his first appearance in the novel *The Maltese Falcon* in 1929. *The Maltese Falcon* later became a famous motion picture with Humphrey Bogart❸ in the role of Spade. Hammett's heroes set the pattern for many other fictional detectives to follow.

❸ Humphrey Bogart was a famous actor and American icon in the 1950s.

Another giant of American detective fiction was Hammett's

contemporary Raymond Chandler, who wrote a series of novels featuring detective Philip Marlowe. Chandler's novels, such as *The Big Sleep* (1939), included a vivid portrayal of life in California in the 1940s and are still widely read.

Detectives such as Spade and Marlowe led in turn to still tougher characters, such as Mike Hammer, created by Mickey Spillaine. Hammer first appeared in the novel *I, the Jury* (1947). Hammer's adventures became extremely popular and are known for violence.

Less violent are the works of two mystery writers named MacDonald. Ross MacDonald (real name Kenneth Millar) wrote novels about detective Lew Archer in California. Archer's cases are known for their psychological aspect. John D. MacDonald created the colorful detective Travis McGee, whose adventures were set in Florida.

More than 150 years after its creation, the American detective story remains a popular **genre** of literature. Its influence has extended far beyond the United States. Japan's popular *krimi* ("crime") novels, for example, owe much to the model provided by American mysteries brought to Japan following World War II.



- Carroll John Daly [kǽrəl dʒɑn déili]
- Jacques Futrelle [ʒɑːk fuːtrél]
- Lew Archer [luː áːrtʃər]
- Mickey Spillaine [míki spiléin]
- Philip Marlowe [fílip márlou]
- Rue Morgue [ruː mɔːrg]
- Travis McGee [trǽvis məkgíː]
- Van Dusen [væn dúːsən]

**WORDS FOR LITERATURE**

- ✓ character
- ✓ credit
- ✓ detective fiction
- ✓ devise
- ✓ genre
- ✓ liner
- ✓ pen name
- ✓ portrayal
- ✓ role
- ✓ vivid

## Questions

**01** Whom did detective novels originate with?

**02** Look at the word **genre** in the passage. What do you think **genre** means in this context?

**03** What made Dupin and Sherlock Holmes different from later characters in American detective fiction? Explain.

**04** How and when did detective novels start to influence Japanese literature?

# 2.12 The 20th Century: Robert Frost

*Robert Frost was often called "America's Poet."*

One of America's most popular poets, Robert Frost wrote about "New England," or the northeastern United States, where he lived. Many of his poems describe New England's cold winters and rocky soil.

His poem "Stopping by Woods on a Snowy Evening," about a traveler who pauses on his way home to watch snow fall in the woods, is one of the most famous American poems. Some of Frost's poems are serious. Others are amusing, such as "Brown's Descent," about a farmer who slips and slides all the way down a mountain covered with ice.

Though Frost was a New Englander, he was born in San Francisco, in 1874. His father died of tuberculosis in 1885. The family was left with only eight dollars. Frost finished high school at the top of his class. He went to Harvard University but did not get a degree there. From 1912 to 1915, he was in Britain, where he published two books of poems, *A Boy's Will* and *North of Boston*. Those books made him famous outside the U.S. After he returned to the United States, he continued writing about New England.

Frost usually wrote in simple language, and he had a sharp eye for detail. One of his poems, for example, describes how important it is for a house to have a well-designed chimney. In another poem, he talks about making walls out of rocks and concludes that a good fence means good relations with neighbors. Frost also includes animals – from ants to deer – in his poems and uses them to illustrate aspects of human life.

Frost had some **curious** experiences. One of the strangest was the time he decided to explore the Dismal Swamp in Virginia. He left New England and traveled by train and boat to Virginia. There, he walked deep into the swamp at night. In the swamp, he met

boatmen who agreed to take him to North Carolina. After visiting islands off North Carolina's coast, he returned by train to New England.

Frost received the Pulitzer Prize❶ three times, in 1924, 1931, and 1937. The United States Senate honored Frost with a citation of honor in 1950s, and he received honorary doctorates from Cambridge and Oxford Universities. He recited one of his poems at the inauguration of President John F. Kennedy in 1961. Frost died in 1963.

❶ The Pulitzer Prize is one of the most important awards in literature.



**WORDS FOR LITERATURE**

- ✓ citation
- ✓ describe
- ✓ illustrate
- ✓ poem
- ✓ poet
- ✓ recite

## Questions

**01** What difficulties did Frost have during his lifetime?

**02** What are some of the characteristics of Frost's writing?

**03** Look at the word **curious** in the passage. What do you think **curious** means in the context of the passage?

# 2.13 The 20th Century: Theodore Dreiser

*Theodore Dreiser's writing was often controversial.*

Theodore Dreiser is remembered for his realistic and lengthy novels about America in the early 1900s. Some of his novels were highly controversial in their time. Dreiser had a heavy, boring style of writing, and his works now are seen mainly as required reading for college courses. In their time, however, they represented a significant trend toward realism in American fiction. In his novels, Dreiser also wrote about inequalities in society.

Dreiser was born in Terre Haute, Indiana, in 1871. His early years were difficult. His father's factory had burned down two years before Theodore was born, and the family was **ruined** financially. He became a journalist and worked in Chicago and New York City. His first novel was *Sister Carrie*, published in 1900. The novel told the story of Carrie, a girl who moves from the country to a big city and has an affair with a businessman❶. The man's love for Carrie leads him to make poor decisions, and his career is ruined, while Carrie goes on to become a success.

❶ At the time, it was not socially acceptable to write about women having affairs.

The story was controversial, and Dreiser was criticized strongly for writing it. Moreover, the book did not sell well. Dreiser's long and detailed descriptions made the book tiresome to read. Many years passed before another novel by Dreiser appeared. That novel was *Jennie Gerhardt*. Published in 1911, it was more successful than *Sister Carrie*. More novels followed, including *An American Tragedy* (1925), Dreiser's most important novel.

*An American Tragedy* is the story of a young man who plans to murder a young woman who could prevent his rise in social status. He does not carry out his plan to kill her. She dies by accident. It appears, however, the young man really did murder her. He is arrested, put on trial, convicted, and sentenced to death. Dreiser based the story on an actual murder trial that took place in 1906. *An American Tragedy* was made into a motion picture, but Dreiser was

not happy with the film. He even went to court to have it changed or withdrawn, but he lost the lawsuit.

In many ways, Dreiser was an unlikely novelist. He did not come from the literary culture that dominated writing and publishing in America then. That culture was largely British-American. By contrast, Dreiser was a German-American❷. Also, he did not write about "approved" topics – that is, the kind of stories that many editors and readers liked. He preferred to show life as it really was: that is, very ugly at times.

Dreiser died in 1945. He had come close to dying in 1912, when he was returning to the United States from Europe. He thought about sailing on the liner *Titanic*, but decided against it because it was too expensive.

❷ In the mid-1800s, there was a large influx of immigrants from Germany. Prior to that, almost all Americans were of British ancestry.

*Jennie Gerhardt* [dʒéni gə́ərhɑːrt]
Terre Haute [térə hout]
Theodore Dreiser [θiːədɔ́ːr dráisər]



**Words for Literature**

- ✓ controversial
- ✓ criticize
- ✓ description
- ✓ journalist
- ✓ literary
- ✓ realism
- ✓ realistic
- ✓ represent

## Questions

**01** What were some of the main characteristics of Dreiser's writing?

**02** Why was Dreiser's first novel unpopular?

**03** In what way is the plot of *An American Tragedy* ironic? Explain.

**04** Look at the word **ruined** in the passage. What do you think **ruined** means in this context?

**05** In what ways was Dreiser different from earlier American novelists?

# 2.14 The 20th Century: Eugene O'Neill

*Eugene O'Neill based much of his writing on his own experiences.*

❶ To *live on the edges of society* means to live in a way that is not really acceptable in society. The expression is often used with lower class people and can also be used to describe people who are forgotten by their society.

One of the greatest American playwrights of the 20th century, Eugene O'Neill is given credit for improving the reputation of American theater around the world. In most of his plays, the characters live on the edges of society❶. They have hopes and plans for a better life, but the hopes prove false, and the characters are left in despair.

O'Neill was born in a hotel room in New York City in 1888. The O'Neill family was connected with the theater. O'Neill's father, James O'Neill, was a very successful actor, and Eugene spent much of his early life on tour with him.

Eugene O'Neill went to Princeton University briefly in 1906 but did not get a degree there. He married in 1909 and had a son. The marriage lasted only three years. He worked with newspapers for a while and then became a sailor. His voyages took him to Africa and Australia. He also visited Honduras and worked for a while there, looking for gold.

O'Neill's career as a sailor ended after he developed tuberculosis. While recovering from the disease in a hospital, he decided to start writing plays. Many of O'Neill's most famous plays were written between 1920 and 1930. These included *The Emperor Jones, Anna Christie,* and *The Hairy Ape*. Among his other plays were the 1933 comedy *Ah, Wilderness*, and his 1946 drama *The Iceman Cometh*. He wrote *The Iceman Cometh* over a period of 12 years. In 1936, he was awarded the Nobel Prize for literature. He was the first American playwright to receive the prize.

He kept writing plays until 1944, when he developed a disease of the brain. O'Neill died at a hospital in Boston in 1953. After his death, he won a Pulitzer Prize for his play *Long Day's Journey into Night*, about the sufferings of a family named Tyrone.

*Long Day's Journey into Night* was produced in 1956 and is O'Neill's most famous play. The fictional Tyrone family closely resembles O'Neill's own family during his early years. In the play, one son develops tuberculosis, is sent to a hospital for treatment, and hates his father for sending him there. Drugs destroy his mother's life, and his brother is ruined by alcohol.

There were three periods in O'Neill's career as a playwright. In the first period, he practiced realism in his dramas. These plays drew on O'Neill's own experiences, especially from his time as a sailor. He turned away from realism during the 1930s. Instead, he based his plays on themes from psychology and philosophy. He was also influenced strongly by Swedish dramatist August Strindberg.

Later, O'Neill **reverted** to realism. Once again, he drew on his own experiences for material. The plays from this final period are widely considered his best.

- August Strindberg [ɔ́ːgəst stríndbəːrg]
- Eugene O'Neill [juːdʒíːn ounílː]
- Honduras [hɑndjúərəs]
- tuberculosis [tjuːbə̀ːrkjulóusis]

**Words for Literature**

- ✓ award
- ✓ character
- ✓ dramatist
- ✓ playwright
- ✓ realism
- ✓ theme
- ✓ tuberculosis
- ✓ voyage



## Questions

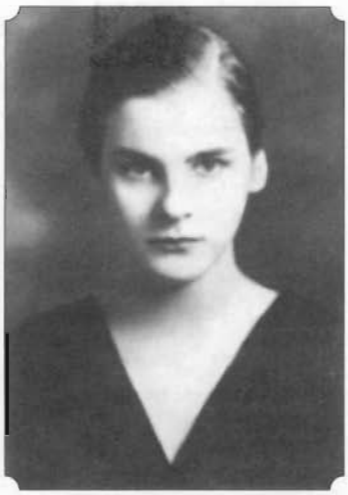
**01** O'Neill used his own experiences as the basis for much of his writing. Give one example of this.

**02** What usually happens to the characters in O'Neill's plays?

**03** Other than his own experiences, what else did O'Neill use to write his plays?

**04** Look at the word **reverted** in the passage. What do you think **reverted** means in this context?

# 2.15 The 20th Century: Mary McCarthy



*Mary McCarthy*

Many well-known American authors of novels have also written essays. One of these authors was Mary McCarthy. Much of her writing was about intellectuals and how they responded to problems in politics and morality.

Never afraid of controversy, McCarthy was known for her irony and sharp wit. She made a clear distinction between good and bad deeds and said it usually was easy to tell which was which, either at the time or just afterward. "Realistic," she thought, was in some cases a synonym for "bad❶." She also saw life from the perspective of fiction. Once, she explained that we are all the heroes of our own stories.

In her essays, McCarthy wrote about subjects ranging from politics to the theater. Some of her most famous writing was about herself and her intellectual development over the years. One of McCarthy's most famous essays, "My Confession," is the story of how, though she was a leftist❷ in the 1930s, she became an anti-communist after seeing what happened in the Soviet Union during Stalin's reign❸.

In another well-known essay, "America the Beautiful," published in 1947, she looked at "consumerism❹" – that is, the modern American consumer economy – and its effect on society. She thought consumerism had led not to equality among Americans, but instead to a false "equality" which applied to things, not people. During the 1970s, she wrote against the U.S. war in Vietnam.

McCarthy was born in Seattle, Washington, in 1912. When she was six years old, both her parents died in the terrible flu **epidemic** of 1918. After that, she was raised by her grandparents. She went to Vassar College in New York. She graduated with honors.

During the 1930s, she worked as an editor at *Partisan Review* magazine, which she also served as drama critic for 24 years, from

❶ This means that she did not believe in compromising her values to accomplish a goal.

❷ A *leftist* is a person who believes in socialist or communist ideals.

❸ Stalin was the brutal ruler of the Soviet Union in the 1940s and 1950s. Under his direction, many Russians were imprisoned and executed.

❹ *Consumerism* describes an ideology in which people need to buy things in order to be considered important.

1938 to 1962. She was married twice and received honorary degrees from several universities. McCarthy taught at schools including Beard College, Sarah Lawrence College, and Vassar. Her novels included *The Group*, published in 1963, about a group of Vassar graduates and their lives after college. Between 1962 and 1989, McCarthy spent much of her time in Paris. She died in New York, of cancer, in 1989.



Mary McCarthy [méəri məkárθi]
Vassar [vǽsɑːr]

**WORDS FOR LITERATURE**

- ✓ controversy
- ✓ critic
- ✓ distinction
- ✓ honorary
- ✓ intellectual
- ✓ irony
- ✓ morality
- ✓ perspective
- ✓ wit

## Questions

**01** Look at the tone of this passage. Is it positive, negative, or neutral? Do you think the author admires Mary McCarthy, dislikes her work, or has no clear opinion? Explain.

**02** Why did McCarthy change her views about communism?

**03** Look at the word **epidemic** in the passage. What do you think **epidemic** means in this context?

**04** Explain McCarthy's objections to consumerism in America.

# 2.16 The 20th Century: Science Fiction and the American Mind

*The attitudes and concerns of the characters in **Star Trek** mirrored those of Americans in the 1960s.*

For much of the 20th century, science fiction was largely an American phenomenon. American writers such as Robert Heinlein, Clifford Simak, Ray Bradbury, and Isaac Asimov wrote about adventures in outer space and on other planets.

America's science fiction writers did more, however, than just write exciting stories. The authors also made readers think about important questions. How exactly do you define a human? How can you tell what is real, and what is only illusion? How would we and our behavior look to a visitor from another planet? Are we giving machines too much power❶? Stories that explored questions like these helped to shape the thinking of many young Americans in the 20th century.

Science fiction, then, was reflected in many Americans' thinking. At the same time, science fiction reflected the American mind. Many science fiction stories set in the distant future and on faraway worlds were actually about the United States in the 20th century❷.

A good example is the original *Star Trek* television series from the 1960s. Many elements of *Star Trek* were reflections of the U.S. in the second half of the 20th century. The United Federation of Planets❸, for example, stood for the Western alliance❹. Just as the U.S. led that alliance, the starship *Enterprise* was commanded by an American, Captain Kirk. The *Enterprise* itself was named after a series of famous American warships.

America's enemies in the 1960s, the Soviet Union and China, **corresponded** to the hostile alien races on *Star Trek*, the Klingons and Romulans. The *Enterprise* crew was multi-racial, like the United States. Even the worries of Captain Kirk and his crew were much

❶ These authors raised these questions by writing stories in which, for example, robots had human brains or computers took over the world.

❷ This was because the pace of technology was rapidly increasing at this time. People were simultaneously very optimistic and very worried about what kinds of changes new technology would bring. Writers used their science fiction stories to express their concern about the kinds of changes they saw taking place in society.

❸ In *Star Trek*, this is the government of the humans and the aliens that are friendly with the humans.

the same as those of Americans in 1968. Was technology getting out of control? That question had many Americans concerned in the 1960s. It also provided the basis for *Star Trek* episodes.

In some ways, *Star Trek* was like an American Western movie, set in outer space. In such a movie, European-Americans on the frontier often had a Native American for company[5]. On *Star Trek*, that role was filled by the alien science officer, Mr. Spock. Half human and half Vulcan, he was like many characters of mixed ancestry – half European-American, half Native American – in American Westerns. *Star Trek* even had gunfights in the Western movie tradition, only using "phasers[6]" instead of rifles or revolvers.

American science fiction, then, is more than stories about the future. It also tells us much about America here and now!

[4] The Western alliance, or NATO, was a group of nations including Britain, France, and the US that opposed the Soviet Union.

[5] In cowboy movies, Native Americans often serve as guides and loyal servants for a western hero.

[6] On the *Star Trek* TV show, phasers are like laser guns.

Isaac Asimov [áizək ǽzəmɔ̀:f]
Klingons [kliŋənz]
Robert Heinlein [rábərt háinlain]
Romulans [róumjuləns]
Vulcan [vʌ́lkən]

**Words for Literature**

- ✓ adventure
- ✓ correspond
- ✓ define
- ✓ episode
- ✓ illusion
- ✓ reflect
- ✓ reflection
- ✓ science fiction



## Questions

**01** What issues did science fiction attempt to deal with? How were these issues relevant to life in the 1960s?

**02** How did the *Star Trek* series mirror the political situation in the 1960s?

**03** Why does the author mention American Western movies in this passage?

**04** Look at the word **corresponded** in the passage. What do you think **corresponded** means in this context?

# 2.17 The 20th Century: Techno-Thrillers

Americans like technology. They fall in love with computers and new inventions. Americans also like adventure stories that are full of suspense and excitement. Many such "thrillers" become bestsellers because readers love an exciting story.

So, Americans have a special liking for the "techno-thriller," an exciting novel in which new technology plays an important part❶. Techno-thrillers have been around for a long time, though not always under that name. Many popular "dime novels" of the 19th century were techno-thrillers about flying machines, submarines, and other amazing inventions. Later, "pulp fiction" continued this tradition with stories about space travel and trips through time.

❶ Modern techno-thrillers differ from science fiction in that they focus on technology that actually does exist, or is currently being developed.

The so-called golden age❷ of American science fiction in the mid-20th century included techno-thriller stories. One of the most famous was the novel *When Worlds Collide*, by Edwin Balmer and Philip Wylie. Published in 1933, the novel describes how small groups of people escape in spaceships when Earth is destroyed by another planet passing through our solar system. Around the same time, the "Skylark" novels by Edward E. Smith provided an early look at what space travel might be like. Smith, Balmer, and Wylie had a strong influence on later science fiction.

❷ A *golden age* refers to the time when something is at its best.

In the late 20th century, the techno-thriller as we know it appeared. One techno-thriller of the early 1960s was *Fail-Safe*, a novel by Eugene Burdick and Harvey Wheeler. In *Fail-Safe*, a computer failure leads to an accidental nuclear attack on Russia.

Also in the 1960s, the American space program was getting started. Space exploration and space technology contributed to some techno-thriller stories. In Michael Crichton's 1969 novel *The Andromeda Strain*, for example, a space mission returning to Earth brings with it a deadly microbe❸ which humans must isolate and neutralize.

❸ A *microbe* is a germ.

In the 1970s, Clive Cussler combined techno-thrillers with sea stories in his novel *Raise the Titanic!* The novel describes a fictional project to raise the sunken liner *Titanic* from the ocean bottom and recover a valuable mineral from inside the wreck.

Military techno-thrillers became popular in the 1980s, largely through the novels of Tom Clancy, author of the 1984 bestseller *The Hunt for Red October*, about the search for a stolen Soviet submarine. The book was later made into a motion picture starring Sean Connery. Clancy's attention to technology – especially the technology submarines use to track and destroy each other – made the book exciting and highly popular.

Now, techno-thrillers are extremely successful. They become bestsellers. There are many different **scenarios** for techno-thrillers. Some involve spacecraft in trouble. Others involve intelligent computers that pose a threat to humans. Still others describe the imaginary threat from "nanobots," or very tiny machines.

Michael Crichton [máikəl kráitn]
Philip Wylie [fílip wáili]

But all techno-thrillers have one thing in common. They explore an important issue: how our machines affect us. And as new technologies appear every few years, techno-thriller writers have trouble keeping up with them. In many ways, technology is moving faster than writers' imaginations!

**WORDS FOR LITERATURE**

- ✓ contribute
- ✓ dime novel
- ✓ isolate
- ✓ neutralize
- ✓ pulp fiction
- ✓ scenario
- ✓ suspense
- ✓ techno-thriller

## Questions

**01** What are techno-thrillers about, basically? Explain in one sentence.

**02** What were some of the first techno-thrillers?

**03** How did early techno-thrillers differ from the techno-thrillers of today?

**04** Look at the word **scenarios** in the passage. What do you think **scenarios** means in this context?

# 2.18 The 20th Century: John Steinbeck

*John Steinbeck's writing was often very critical of American society.*

Many American authors wrote about the Great Depression of the 1930s, but none wrote about it more memorably than novelist John Steinbeck. His 1939 novel *The Grapes of Wrath* describes the struggles of a fictional family, the Joads, as they travel from Oklahoma to California seeking work there❶. *The Grapes of Wrath* is an unforgettable portrait of America's poor during the 1930s.

Steinbeck is also famous for other novels, including *Of Mice and Men* (published in 1937), *Cannery Row* (1945), and *The Winter of Our Discontent* (1961). Steinbeck liked to take the titles of his books from famous works of British literature. Scottish author Robert Burns' poem "To a Mouse" supplied the title for *Of Mice and Men*, and the title of *The Winter of Our Discontent* comes from Shakespeare's *Richard III*.

❶ In the Great Depression, many people did actually travel to California looking for work. But conditions in California were terrible for the workers and their lives were very hard. This problem serves as the basis for *The Grapes of Wrath*.

Steinbeck's work is notable for its humor and realism. Sometimes, the realism of his books made people uncomfortable. He is remembered, for example, for his depiction of life in California, especially the Salinas Valley. (He was born in Salinas in 1902.) The stories he told about the region did not **endear** him to everyone there. In fact, many people there disliked him because he wrote about the ugly side of life. His work impressed critics, however, and he won the Nobel Prize for literature in 1962.

In addition to his novels, Steinbeck wrote much nonfiction and social criticism. His 1962 nonfiction book *Travels with Charley in Search of America* is an account of his trip by car around the United States with his poodle Charley. In *Travels with Charley*, Steinbeck described his amusing, colorful, and sometimes disturbing encounters with people in various parts of the U.S.

In 1966, Steinbeck's book *America and Americans* was published. The book expressed Steinbeck's deep concern about the future of the

U.S. He was especially concerned about what he saw as America's moral decay. He thought Americans had lost their sense of morality. He suggested that human life had become "cheap" in America – that is, less precious – as America's population and prosperity increased.

To explain, he cited a law of economics. According to the law of supply and demand, the value of something falls as its supply increases. Americans were reproducing so fast, Steinbeck suggested, that the increase in "supply" (that is, population) had reduced the value of a person's life.

Steinbeck's work was criticized for its emphasis on morality. Sometimes his complaints about injustice and immorality bothered readers. On the other hand, he called attention to very poor people whom society had forgotten, such as the Joads in *The Grapes of Wrath*. Without a strong sense of morality, would Steinbeck have written that story, one of the greatest American novels?



**Words for Literature**

- ✓ account
- ✓ criticism
- ✓ depiction
- ✓ nonfiction
- ✓ portrait
- ✓ realism
- ✓ struggle

## Questions

**01** What were Steinbeck's main topics? What did he write about?

**02** What aspects of Steinbeck's writing made him unpopular?

**03** Why was Steinbeck worried about the future of America? Explain his concerns in your own words.

**04** Look at the word **endear** in the passage. What do you think **endear** means in this context?

# 2.19 The 20th Century: Sinclair Lewis

*Sinclair Lewis is best remembered for his portrayals of small town life.*

In 1898, an American boy named Harry Sinclair Lewis ran away from his home in Sauk Center, Minnesota. He wanted to become a drummer in the Spanish-American war. Lewis did not succeed in becoming a drummer. He did succeed, however, as a novelist, writing as "Sinclair Lewis." He won both the Nobel Prize and the Pulitzer Prize for his fiction, and today he is remembered as one of the most **prominent** U.S. novelists.

His fame rests largely on three books: *Main Street* (published in 1920), *Babbitt* (1922), and *Arrowsmith* (1925). *Main Street*, his first commercially successful novel, was about life in a small American town in the early 20th century. In the story, Lewis captured the character of small-town life in the American Midwest.

*Babbitt* was the story of a fictional American businessman, George Babbitt, who represented the optimistic, pro-business attitude of Americans in the early 20th century❶. Babbitt contributed a new expression to the American language. After the book was published, small-town businessmen in American became known as "Babbitts."

❶ This optimism was crushed in 1929 when the stock market crashed and the Great Depression began. It is partly this contrast that makes *Babbitt* such a powerful novel.

*Arrowsmith* was about a young doctor's education and career. (Lewis' father was a doctor.) For *Arrowsmith*, he was awarded the Pulitzer Prize. Lewis wrote many other novels as well. Perhaps his most controversial novel was *Elmer Gantry*, the story of a corrupt evangelist.

Lewis was known to friends as "Red" because of his red hair. He liked to travel and went to Paris in the 1920s. There, he visited many famous writers and artists. Lewis' love of travel was reflected in his 1929 novel *Dodsworth*, about an American traveling in Europe.

Lewis' novels have strong, memorable characters. He used detail to good effect in describing life in small towns. He was not very good, however, at writing plots for his novels. *Arrowsmith*, for example,

hardly has any plot at all. It is basically just a series of episodes.

Though best known for his fiction, Lewis also wrote much nonfiction and literary criticism. He was critical of American life in many ways and tried to tell Americans that they had a narrow, unrealistic view of the world. He drank heavily and died in 1951 of alcoholism.

Lewis' popularity declined in the second half of the 20th century, as the America he depicted in his novels faded into the past. His books remain in print, however, and his influence as a sharp-eyed observer of American life can be seen in many later novels by other authors.



Dodsworth [dɑ́dzwərθ]
Harry Sinclair Lewis [hǽri sínkləər lúːis]

**Words for Literature**

- ✓ depict
- ✓ episode
- ✓ literary criticism
- ✓ nonfiction
- ✓ plot
- ✓ reflect
- ✓ represent

## Questions

**01** Look at the word **prominent** in the passage. What do you think **prominent** means in this context? Explain.

**02** What kind of stories did Lewis write? Describe his work in a single sentence.

**03** What was the major strength of Lewis' writing? What was its major weakness?

**04** What aspects of America did Lewis disapprove of?

# 2.20 Ancient Times-Present: American Folk Heroes

*Daniel Boone became an American folk hero after his death.*

Every culture, apparently, has its folk heroes. These are unusually big, strong, or clever people whose doings are told and retold in colorful, imaginative stories.

America has many folk heroes. There is Paul Bunyan, the giant logger. There are Davy Crockett and Daniel Boone, men of the western frontier. The railroad engineer Casey Jones is another well-known folk hero.

Sometimes a folk hero is a real person whose reputation increases with time. Davy Crockett, Daniel Boone, and Casey Jones are examples. Other folk heroes are completely invented. A folk hero may even be an animal who, in stories, is given human abilities such as speech.

Native Americans had animal folk heroes such as Coyote❶. He had unusual abilities, but at times he went too far. In a story about the origin of the Columbia River in what is now the northwestern U.S., Coyote learns that wishes can have unpleasant results.

❶ A *coyote* is a wild dog found in the western United States. Here, Coyote is a character in folklore.

Coyote is walking on a hot day and wishes a cloud would appear to give him shade. A cloud does so. Coyote then wishes for more clouds, and soon the sky is covered with them. When Coyote wishes for rain, he gets very heavy rain. Soon the rain creates a flood. Coyote is swept away.

At last, Coyote is cast onto the land. He does not move. Two vultures see him and wonder if he is dead. Then Coyote awakens and sees the vultures. "I am not dead!" he says to them. The vultures fly away.

That, the story goes, is how the Columbia River was formed. There is a moral here, too: be careful what you wish for, because you might get it!

Another Native American folk hero is Rabbit. He is very clever. One story tells how Rabbit frees men who have been swallowed alive by a hill. The men walk into the hill's open mouth, thinking it is a cave. Then the hill swallows them.

Rabbit sets out to rescue the men. He tricks the hill into swallowing him too. Inside, he finds the men. How can he free them and himself? Rabbit has an idea.

He finds the heart of the hill and attacks it with a knife. In pain, the hill casts up Rabbit and the men it had swallowed. Now free again, the men thank the **resourceful** Rabbit, and he returns home.

Rabbit appears in other folk tales too. Today, all Americans know Rabbit well because he reappeared during the 20th century as a famous folk hero❷ in animated cartoons.

❷ As the cartoon character Bugs Bunny.

Daniel Boone [dǽniəl buːn]
Davy Crockett [déivi krɑ́kit]
Paul Bunyan [pɔːl bʌ́njən]



### Words for Literature

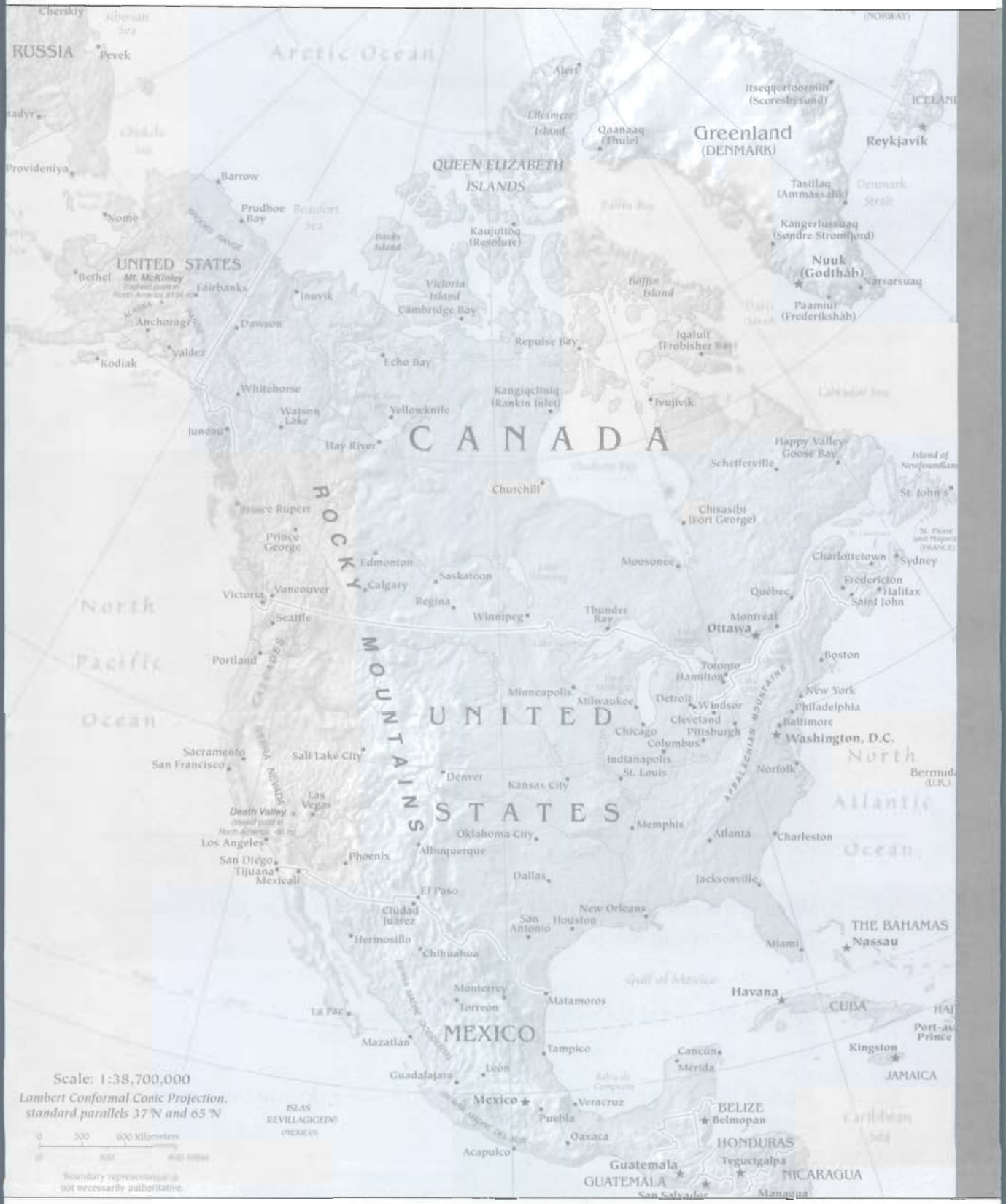
- ✓ folk hero
- ✓ folk tale
- ✓ imaginative
- ✓ moral
- ✓ reputation
- ✓ shade
- ✓ trick
- ✓ unusual
- ✓ vulture

## Questions

**01** What is the major difference between European-American folk heroes and Native-American folk heroes?

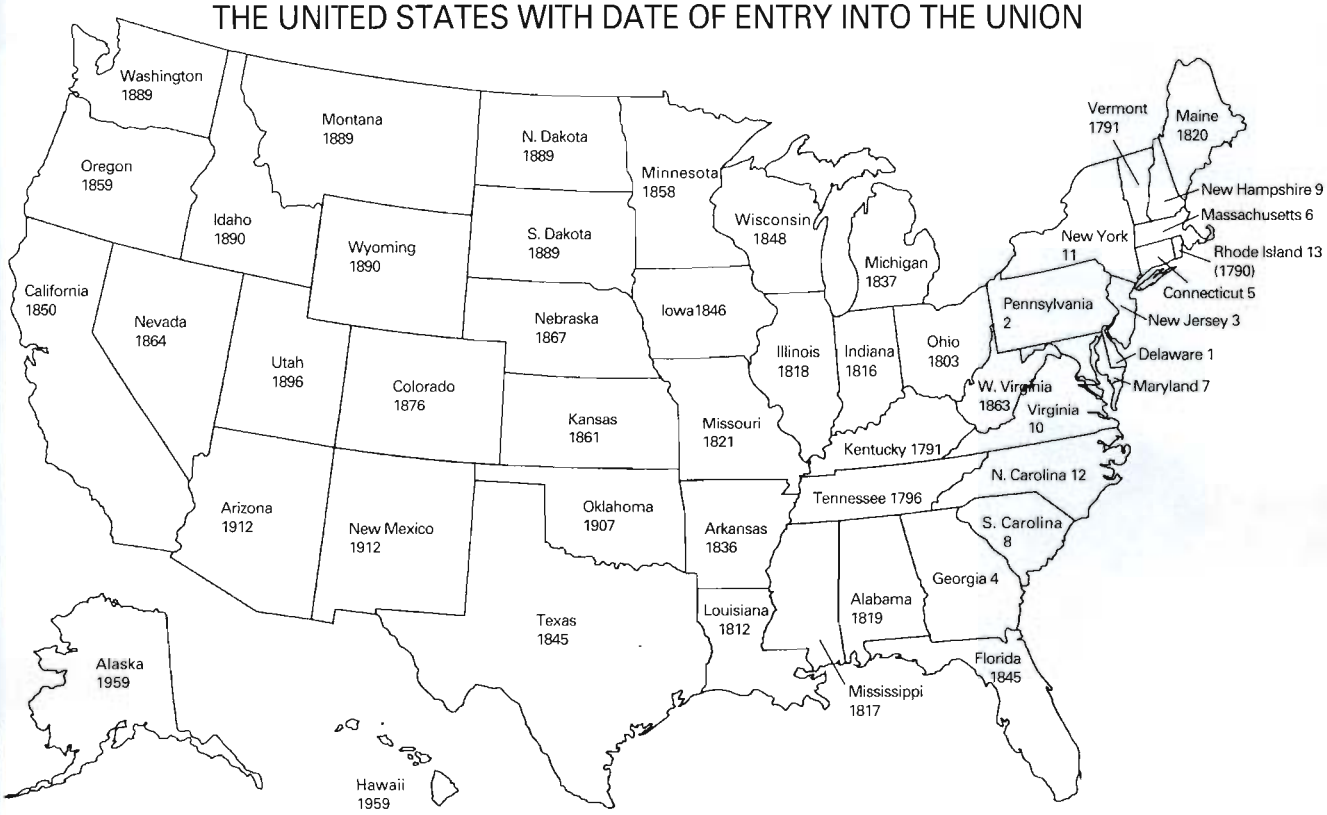
**02** What is the moral of Coyote's story in the passage?

**03** Look at the word **resourceful** in the passage. What do you *think* **resourceful** means in this context?


Arctic Ocean
RUSSIA
Cherskiy
Siberian Sea
Pevek
Anadyr
Okhotsk Sea
Provideniya
Nome
Barrow
Prudhoe Bay
Beaufort Sea
Brooks Range
UNITED STATES
Bethel
Mt. McKinley
Fairbanks
Inuvik
Anchorage
Dawson
Valdez
Kodiak
Whitehorse
Watson Lake
Yellowknife
Juneau
Hay River
Alert
Ellesmere Island
Qaanaaq (Thule)
Greenland
(DENMARK)
Itseqqortoormiit (Scoresbysund)
ICELAND
Reykjavik
QUEEN ELIZABETH ISLANDS
Banks Island
Victoria Island
Cambridge Bay
Kaujuitoq (Resolute)
Baffin Bay
Baffin Island
Tasiilaq (Ammassalik)
Denmark Strait
Kangerlussuaq (Søndre Strømfjord)
Nuuk (Godthåb)
Narsarsuaq
Paamiut (Frederikshåb)
Iqaluit (Frobisher Bay)
Repulse Bay
Echo Bay
Kangiqcliniq (Rankin Inlet)
Ivujivik
Labrador Sea
CANADA
Churchill
Happy Valley-Goose Bay
Schefferville
Island of Newfoundland
St. John's
Chisasibi (Fort George)
Prince Rupert
Prince George
ROCKY MOUNTAINS
Edmonton
Calgary
Saskatoon
Regina
Winnipeg
Moosonee
Charlottetown
Sydney
Fredericton
Halifax
Saint John
Québec
Montréal
Ottawa
Victoria
Vancouver
Seattle
Portland
CASCADES
Thunder Bay
Toronto
Hamilton
Boston
Minneapolis
Milwaukee
Detroit
Windsor
Cleveland
Pittsburgh
Chicago
Columbus
Indianapolis
St. Louis
New York
Philadelphia
Baltimore
Washington, D.C.
Norfolk
APPALACHIAN MOUNTAINS
North Pacific Ocean
UNITED STATES
Sacramento
San Francisco
Salt Lake City
SIERRA NEVADA
Denver
Kansas City
Las Vegas
Death Valley
Los Angeles
Oklahoma City
Memphis
Atlanta
Charleston
Phoenix
Albuquerque
San Diego
Tijuana
Mexicali
Dallas
Jacksonville
El Paso
Ciudad Juárez
New Orleans
San Antonio
Houston
Hermosillo
Chihuahua
Miami
North Atlantic Ocean
Bermuda (U.K.)
THE BAHAMAS
Nassau
Gulf of Mexico
Monterrey
Torreón
Matamoros
Havana
CUBA
La Paz
MEXICO
Mazatlán
Tampico
Cancún
Mérida
Port-au-Prince
Kingston
JAMAICA
Guadalajara
León
Mexico
Veracruz
Puebla
Oaxaca
Acapulco
ISLAS REVILLAGIGEDO (MEXICO)
BELIZE
Belmopan
HONDURAS
Tegucigalpa
Guatemala
GUATEMALA
San Salvador
NICARAGUA
Managua
Caribbean Sea
Scale: 1:38,700,000
Lambert Conformal Conic Projection, standard parallels 37°N and 65°N
0 300 600 Kilometers
Boundary representation is not necessarily authoritative.

# III. North American Art

## THE UNITED STATES WITH DATE OF ENTRY INTO THE UNION




*Note:* For the original 13 states the order in which they ratified the Constitution is given.

# 3.1 Ancient Times: Native American Petroglyphs

*Many Native American petroglyphs portray bizarre or eerie shapes.*

Native Americans had many kinds of art and made it from many kinds of materials. Some of their art was carved into rock. These "rock pictures," or "petroglyphs❶," survive at many places in the United States. Many of the pictures are preserved in the southwestern United States.

These pictures were created because the Native Americans in North America, as a rule❷, had no written language. Still, they had stories and traditions that they passed along from one generation to another. How could they do this if they had no written language? Petroglyphs helped them. The pictures illustrated the traditions and stories that storytellers and elders talked about.

Petroglyphs show many things about Native American life. They show hunters and the animals they hunted. They show people, handprints, and footprints. They also show geometric designs.

Some Native American art was not carved into the rock. It was painted or sprayed on the surface instead. The colors came from minerals❸. This kind of art is called "pictography," or "picture writing." Pictographs were delicate. They would wash away if it rained. So, they were painted in sheltered places where the pictures would be protected. That is how they were preserved over so many years.

Pictography has been used all over the world, but in Native American cultures, it took a very vivid and sometimes mysterious form. Many images in petroglyphs and pictographs are easy to identify. We can see hunters, dancers, and even musicians. Deer, birds, snakes, and sea animals can be seen too. Here and there, one sees a flute player.

But some figures do not look familiar at all. There are, for example, drawings of strange beings with wide, staring eyes. What are they

❶ A *petroglyph* is a picture made on rock by carving or painting.

❷ In this context, *as a rule* means in general.

❸ Different minerals have different colors. The Native Americans ground minerals into dust and used them as an early form of paint.

supposed to be? Were those drawings supposed to represent the ghosts of dead ancestors? Whatever they show, some of these drawings look very strange and **eerie** to people today.

Native Americans were not the only people who made petroglyphs and pictographs. They can be found all over the world. But Native American pictographs are unique. No one else in ancient times recorded exactly what the Native Americans saw, or recorded it in exactly the same way. That is why these pictures on rock are valued highly. They give us a look at a world that vanished long ago, before anyone had a written language to tell about it.

petroglyph [pétrəglif]

**WORDS FOR ART**

- ✓ carve
- ✓ elder
- ✓ footprint
- ✓ generation
- ✓ geometric
- ✓ handprint
- ✓ hunter
- ✓ mineral
- ✓ preserve
- ✓ represent
- ✓ shelter
- ✓ spray
- ✓ storyteller
- ✓ tradition
- ✓ vivid



## Questions

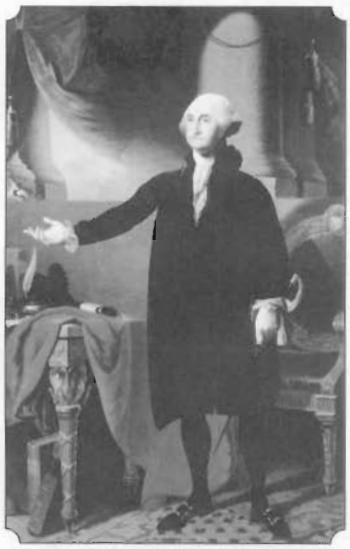
**01** Why did Native Americans make their pictures in sheltered places?

**02** Why were rock drawings made? What explanation does the passage give?

**03** Look at the word **eerie** in the passage. What do you think **eerie** means in this context?

**04** In what ways are the Native American pictographs special?

# 3.2 The 18th Century: Gilbert Stuart



*The second of Stuart's famous portraits of Washington*

We have no photographs of George Washington, first president of the United States. He lived before cameras and photography were invented. But we have a famous portrait of him. It shows his head and shoulders. In the picture, Washington's face is complete, but the artist did not quite finish the bottom of the painting. You probably have seen this picture before – or rather, a copy of it. A version of this painting became the picture of George Washington on the U.S. one-dollar bill.

The artist was Gilbert Stuart. He was the most famous portrait painter in the early United States, and he painted three pictures of George Washington. Stuart was born in Rhode Island in 1755. He showed skill at drawing while he was still very young. He studied art for a while with Cosmo Alexander, an artist from Scotland who was visiting America. He also studied with Alexander in Scotland for a time, then returned to America after Alexander died in 1773. When Stuart came back to America, however, the colonies were going to war against England.

To avoid the war, Stuart sailed to England. He lived in London and studied art with the great artist Benjamin West. While in London, Stuart had many of his paintings shown at the Royal Academy of Arts❶. He and his work became famous. But Stuart had problems too. He spent a lot of money and therefore was always in debt. At last, he returned to America a second time. This time, he stayed there.

❶ The Royal Academy of Arts is one of Britain's most prestigious art institutions.

The war was over by then, and Stuart settled in Boston❷, where he became known as the greatest portrait painter of the time. His first portrait of Washington was painted in 1795. It showed Washington's head and shoulder and the right side of Washington's face. Many copies of this portrait were made.

❷ Boston is a city in New England.

Stuart's second portrait of Washington was a full-length portrait and was painted in 1796. The picture shows Washington standing, dressed in black, with his right arm outstretched.

The third, "unfinished" portrait of Washington was painted for Martha Washington, George Washington's wife. She commissioned it from Stuart in 1796. But she did not get the original portrait. Stuart kept the original and gave Martha Washington a copy.

If you look at the portrait carefully, you will see that Washington's mouth looks strange. His lips look as if he is holding something inside his mouth. This is because Washington had false teeth. In his later years, Washington had lost almost all his teeth, and so he had a set of false teeth made. They fitted poorly. That is why Washington's mouth looks odd in his most famous portrait.

Stuart died in 1828. There is an exciting story about his full-length portrait of Washington. When the British invaded the U.S. and burned the nation's capital in the War of 1812, Dolley Madison, wife of then President James Madison, refused to leave the White House until she had taken down Washington's portrait for **safekeeping**!



**Words for Art**

- ✓ commission
- ✓ original
- ✓ photography
- ✓ portrait

## Questions

01 Why did Stuart leave America for England?

02 What were Stuart's most important portraits?

03 Why does Stuart's third painting of Washington look odd?

04 Look at the word **safekeeping** in the passage. What do you think **safekeeping** means in this context?

05 How did Dolley Madison save Washington's portrait?

# 3.3 The 18th Century: John Singleton Copley

*Copley's famous picture made people terrified of sharks.*

Who was colonial America's greatest painter? Some people think that honor should go to John Singleton Copley. He was famous for painting portraits in a realistic style, and he painted some of the most important people in America.

Copley was born in 1738 in Boston. We know little about his childhood. It appears that he chose a career in art while he was still young. His stepfather was an engraver, a person who cuts images in metal plates to be printed on paper. Copley was skilled at drawing by age 20. Indeed, he was the most skilled artist in America at that time.

Copley specialized in portraits. He used a portrait style like that of an English painter named Blackburn, but added to Blackburn's style his own great skill and imagination.

In his portraits, Copley liked to show people with the tools they used in everyday work. When he painted the portrait of American patriot and silversmith Paul Revere❶, for example, Copley showed him with the tools of his trade.

❶ Revere is primarily famous for his ride to warn the people of Lexington and Concord of the coming British army just before the start of the American Revolution.

Copley was a success in Boston. He received commissions from wealthy people. But Copley wanted to do more. He wanted to go to Europe and compete with world-famous artists there.

He started by showing one of his paintings, *Boy with a Squirrel*, in London. People there were impressed. Even the great British artist Sir Joshua Reynolds praised Copley's work.

Copley also had another reason for wanting to live and work in Europe. War was coming to America. The American colonists were angry at Britain and wanted independence.

As war approached, Copley left America in 1774. He never returned. Copley settled in London. His wife and children joined him a few months later.

In London, Copley wanted to do more than just paint portraits. He also wanted to paint scenes from history. He started in a **spectacular** way in 1778, with a thrilling picture called *Watson and the Shark*.

*Watson and the Shark* was based on a true story. A 14-year-old boy named Brooke Watson was swimming in the harbor at Havana, Cuba, one day in 1749 when a shark attacked him. His shipmates tried to rescue him. Watson survived and became a merchant, but he lost a leg in the shark attack.

In the painting, a huge shark is about to bite Watson, who is in the water, trying to escape. As his shipmates in a boat try to save him, the shark is only a second away from biting him. The painting had much the same effect that the motion picture *Jaws*, about a giant shark, had on Americans almost 200 years later.

Copley was a great success in London. In 1779, he was elected to the Royal Academy. He continued painting almost to the end of his life, although his portraits no longer were as interesting as those he painted in Boston years before.

In his final years, Copley's health failed, and he was very worried about money. He had many debts, and he had lost money on the sale of his property in Boston. He died in London in 1815.



John Singleton Copley [dʒɑn síŋgltn kápli]
Paul Revere [pɔːl riviər]
Sir Joshua Reynolds [səːr dʒáʃuə rénəldz]

**Words for Art**

- ✓ commission
- ✓ engraver
- ✓ portrait
- ✓ realistic
- ✓ silversmith

## Questions

**01** What were Copley's motivations for moving to Europe?

**02** How did Copley's art change when he left America?

**03** Look at the word **spectacular** in the passage. What do you think **spectacular** means in this context?

# 3.4 The 19th Century: Audubon's Birds

*Audubon's pictures raised interest in American wildlife.*

When someone says the name "Audubon," Americans think of birds. This is because John James Audubon (1785-1851) became perhaps the most famous painter of birds in American history. His great collection of paintings, *Birds of America*, made him one of the most **celebrated** Americans. He even gave his name to an American society dedicated to birds – the Audubon Society.

Audubon was born in what is now Haiti. His father was a French sea captain. Audubon grew up in France and, as a boy, was very interested in birds and in drawing. When he was 18 years old, he sailed to America to escape war in Europe❶. In the U.S., he stayed at his family's estate near Philadelphia. There, he met Lucy Bakewell, who would marry him.

❶ At the time, France, under the control of Napoleon, was at war with much of Europe.

Though he was fascinated by birds and is best remembered for his paintings of them, Audubon was actually a businessman for much of his life. He lived on the western frontier and ran a store in Henderson, Kentucky. In his free time, he continued drawing birds. He was very successful in business for a while. After his business failed, however, he went to jail for a short time in 1819 for bankruptcy.

When he got out of jail, Audubon had nothing to do except❷ draw and paint birds, and so that is what he did. He traveled down the Mississippi, recording with his art the birds he found. He sailed to England in 1826 with part of his collection of drawings and paintings. In England, he became famous. Europeans were delighted with his colorful pictures of American birds. Audubon found a printer in London for his *Birds of America*, the work for which he would be remembered.

❷ Here, *except* is used as a conjunction and means besides or other than.

Audubon's final bird picture was published in 1838. His art had made him a financial success. Audubon made several trips through the United States in search of birds. He settled in New York City. In

1843, he made a final visit to the western frontier. Eight years later, he died and was buried in New York.

Birds were not the only animals Audubon painted. He also produced pictures of North American mammals. His birds, however, made him famous for centuries to come.

Moreover, Audubon did more than just paint pictures of birds. He studied their lives too. In fact, he carried out one of the first scientific studies of bird migration in America. He tied strings to the legs of birds called "Eastern phoebes." The strings let him identify the birds when he found them later❸. He discovered that the birds returned to the same places every year to build their nests.

Audubon did not start the Audubon Society, although it bears his name. One of the society's founders in the late 19th century, George Grinnell, was taught by Audubon's widow, Lucy. To honor Audubon's work, Grinnell named the society after him. Now it is one of the world's leading organizations for protecting and preserving birds. And although America has produced other great artists who painted birds, there is still only one John James Audubon.

❸ This process, called tagging, is still used by scientists today, although scientists now use electronic tags instead of string.

Georgia Grinnell
[dʒɔ́:rdʒə grinél]
John James Audubon
[dʒɑn dʒeimz ɔ́:dəbən]



**Words for Art**

- ✓ celebrated
- ✓ collection
- ✓ dedicated
- ✓ mammal
- ✓ string

## Questions

**01** Why did Audubon start to draw and paint birds for a living?

**02** According to the passage, where did Audubon's paintings first become popular?

**03** In addition to painting and drawing them, how did Audubon study birds?

**04** Look at the word **celebrated** in the passage. What do you think **celebrated** means in this context?

# 3.5 The 19th Century: The "Yellow Kid"

*Outcault's "Yellow Kid"*

Readers of American newspapers in the 20th century enjoyed the "funny pages": a section of comic strips and cartoons that appeared in newspapers on Sundays. Newspaper comics actually started, however, in the late 19th century, when an artist named Richard Outcault created a character called the "Yellow Kid."

Outcault was born in Ohio in 1863 and studied art for three years in Cincinnati❶. Several years later, he went to work for inventor Thomas Edison, who needed good illustrations and hired Outcault to make them. Edison liked Outcault's work and sent him to Paris for the World's Fair in 1889. When he returned to New York, Outcault joined a magazine and sold cartoons to other magazines, including one called *Truth*.

❶ Cincinnati is a city is southern Ohio.

There, in Outcault's cartoons about children in the poor sections of New York, a character called the "Yellow Kid" appeared in 1894. A little boy with a hairless head, dressed in yellow, he appeared in the company of other characters like "Mickey the Artist" and "Little Rosilla McGraw." The Yellow Kid's words were printed on his shirt.

The cartoons from *Truth* were reprinted in the New York *World*, a newspaper run by the great Joseph Pulitzer. As the cartoons became popular, the Yellow Kid's adventures were soon so widely read that another newspaper **baron**, William Randolph Hearst❷ of the New York *Journal*, hired Outcault to draw the Yellow Kid for his newspaper at a higher salary.

❷ Hearst and Pulitzer were rivals in the newspaper business, and the two main figures in New York's newspaper wars, a fierce competition for subscribers.

But Pulitzer was not willing to give up the comic strip, and another artist began drawing the Yellow Kid for the *World*. At one point, both the *World* and the *Journal* were printing Yellow Kid comics, drawn by different artists. The *World* and *Journal* were called the "Yellow Kid Papers."

The Yellow Kid appeared in the newspapers for only three years, between 1895 and 1898. In that short time, however, he became extremely successful. His picture was used to advertise many products. His adventures also marked the start of the comics section, or "funny pages," in American newspapers.

Since that time, U.S. newspapers have printed countless comic strips and cartoons. Some of their characters became famous. They all had their origin, however, in cartoons of a strange-looking little boy in a magazine during the 1890s, drawn by one of Thomas Edison's employees. Outcault went on to create many more comics and characters before his death in 1928. None of them, however, had the same importance as "The Yellow Kid" – the beginning of a colorful new era for U.S. newspapers.



Richard Outcault
[ritʃərd áutkɔːlt]

**Words for Art**

- ✓ cartoon
- ✓ character
- ✓ comic strip
- ✓ illustration
- ✓ reprint

## Questions

**01** How did Outcault get his start in drawing professionally?

**02** What role did the Yellow Kid play in NewYork's newspaper wars?

**03** Look at the word **baron** in the passage. What do you think **baron** means in this context?

# 3.6 The 19th Century: "Wild West" Art

*Much of "Wild West" art romanticized life of the frontier.*

As European-Americans made their way westward across North America, they sent back reports of what they found. They told of everything from bizarre rock formations to hostile Native Americans. One visitor to the West reportedly saw fossilized logs and described them as "a petrified forest with petrified birds sitting in the trees, singing petrified songs!"

These stories, in turn, gave rise to lively but often inaccurate pictures of the American West. Such images were due in part to "dime novels," cheap stories in booklet form that were set in the West – **or rather, in some author's imaginary picture of the West**. Illustrators showed handsome, romantic men of the frontier fighting fierce natives, fending off attacks by bears, or hunting bison.

Other illustrators created scenes such as a train climbing a mountain at an impossibly steep angle. The reality of life in the West was colorful enough, but illustrators added a whole new layer of fantasy to it.

Another factor was involved, too: a man named William F. Cody, better known as "Buffalo Bill." A frontier scout who went into show business, Cody in 1883 started "Buffalo Bill's Wild West Show," a fanciful traveling circus that was thought to show how life in the West really was.

Featuring live buffalo and real Native Americans, the show was extremely popular, lasted some 30 years, and performed in both Europe and North America. At the Columbian Exposition, or world's fair, in Chicago in 1893, the Wild West Show was one of the top **attractions**. Buffalo Bill's influence made the "Wild West"

seem wilder than it was in fact, but the show helped give the American West the image of a big, noisy carnival.

A more realistic but still romantic influence was the work of artist Frederick Remington. A New Yorker, he moved west to capture images of life on the frontier before it disappeared completely. His paintings and drawings of soldiers, Native Americans, cowboys, and horses made him a famous artist. He was especially well-known as the illustrator of Owen Wister's classic 1902 Western novel, *The Virginian*, which became a popular television series about 60 years after its publication. (Though the book became a bestseller, Remington did not like it. He thought the story was too sentimental!)

Frederick Remington [frédrik rémington]

In the 20th century, Western movies and television shows added even more to the old, romantic image of the American West. Even in the second half of the 1900s, however, these shows and movies still owed much to 19th-century artists' paintings and drawings of a West that actually never existed.

**WORDS FOR ART**

- ✓ bizarre
- ✓ capture
- ✓ carnival
- ✓ exposition
- ✓ illustrator
- ✓ imaginary
- ✓ realistic
- ✓ romantic
- ✓ scout



## Questions

**01** How does this phrase **or rather, in some author's imaginary picture of the West** change the meaning of its sentence?

**02** In what ways was much of "Wild West" art inaccurate? Give two examples that support your explanation.

**03** How does the work of Frederick Remington differ from that of other "Wild West" artists?

**04** Look at the word **attractions** in the passage. What do you think **attractions** means in this context?

# 3.7 The 19th Century: Thomas Nast

*Nast took special pleasure in targeting Tweed, the fat and corrupt boss of New York.*

Myths have arisen around many famous Americans. A good example is 19th-century newspaper artist Thomas Nast, who lived from 1840 to 1902. He was one of the most famous cartoonists of his time. His cartoons in *Harper's Weekly*, a leading magazine of the time, were so vicious that some people thought the word "nasty" – meaning hostile, mean or spiteful – came from Nast's name!

In fact, "nasty" came from a Dutch word meaning "filthy." But the story is still told because Nast's work was nasty indeed. His drawings made him one of the most feared men in New York. Even one of New York's most powerful politicians was afraid of Nast!

The politician was William M. Tweed. He was corrupt and very fat. Someone like that made an ideal target for Nast. So, the artist went after Tweed in a series of cartoons that made Tweed look both evil and absurd. Once, Nast drew Tweed as a fat vulture.

Tweed became scared. He knew Nast's pictures were dangerous because they made his corruption clear to everyone. Even if New Yorkers could not read about his wrongdoing, they could understand Nast's pictures!

At last, Tweed fell from power in New York. His rivals produced evidence that got him convicted for his crimes. Tweed fled from the United States but was arrested abroad and sent back to the U.S., where he went to jail. He died in prison. Today, he is remembered mainly because of Nast's drawings of him.

Nast is famous, however, for more than just his cartoons of Tweed. He also invented two great symbols of American politics – the donkey and the elephant.

In one cartoon, Nast drew the Republican Party as an elephant and the Democratic Party as a donkey❶. Those animals remained the symbols of the two parties. Even now, more than 100 years after Nast drew that picture, artists still use the donkey to represent the Democrats and an elephant to represent the Republicans.

❶ The Republican and Democratic Parties are the two major political parties in the U.S.

The image of "Uncle Sam" – the **personification** of the United States as a tall, thin man with a beard and striped trousers❷ – is also largely the work of Thomas Nast. His Uncle Sam was basically the same image that cartoonists have used ever since. Once, Nast even drew a picture of himself getting scolded by Uncle Sam after Nast had gone too far with his cartoons!

❷

*Uncle Sam*

So, Nast's name did not contribute an adjective to the American language, after all. The story was only a myth. But Nast's contribution to American culture was greater than a single word. He created many classic cartoons and showed newspaper readers in 19th-century America how powerful a drawing can be!



**Words for Art**

- ✓ myth
- ✓ personification
- ✓ represent
- ✓ vulture

## Questions

**01** Why did people fear Nast?

**02** How did Nast influence politics?

**03** Look at the word **personification** in the passage. What do you think **personification** means in this context?

**04** According to the passage, what myth surrounds Nast? Why?

# 3.8 The 20th Century: Georgia O'Keefe

*O'Keefe's paintings of flowers made her famous.*

Some artists succeed by painting small things on a big scale. That was the case with American artist Georgia O'Keefe (1887-1986). She looked at the flowers of the southwestern U.S., painted their images on big canvases, and opened a new world of imagery to Americans. Her paintings of flowers and Southwestern scenes became favorites of American art collectors and the public in general.

O'Keefe was born in Wisconsin and received art training at home while she was still a child. Already a skilled artist at age 17, she studied at the Art Institute of Chicago. While still in her twenties, she knew what she was going to do with her art. She was going to show people what they ordinarily did not notice. O'Keefe said that people rarely took time to look closely at flowers, but she would paint flowers on such a big scale that people would stop to look at them!

That was exactly what she did. In pictures of flowers, such as her famous *Light Iris*, she painted floral beauty in almost abstract images. They were so big and yet so delicate that people stopped, looked at them, and liked what they saw.

❶ A *big break* is an important chance.

O'Keefe had a big break❶ when she moved to New York to attend college just before the First World War. The owner of an art gallery saw her work. He liked it and put some of her paintings on display. His name was Alfred Stieglitz. He and O'Keefe became friends, and they married after the war.

It was a wonderful situation for O'Keefe. Her husband was one of the most important gallery owners in New York. So, she had a great opportunity to show her work to the public. She commuted between New Mexico and New York, bringing images of the

Southwest to the big Eastern city.

In view of her success, it is ironic that O'Keefe once said success was not important. What counted, she said, was taking something unknown and making it known. She also said that she could not actually paint something like a flower. She could only use the colors of paint to convey to the viewer what she felt about the flower as she was painting.

Stieglitz died in 1946. O'Keefe thereafter spent more time in the Southwest, at a ranch house she had bought in New Mexico in 1940. She kept working into her old age, but her eyes began to fail. When **deteriorating** eyesight forced her to stop painting in the 1970s, she kept drawing and painting in watercolor. She also worked in clay. O'Keefe hoped to live to be 100 years old, and almost did so. She died at age 98.

Alfred Stieglitz
[ǽlfred stí:glits]
Georgia O'Keefe
[dʒɔ́:rdʒə oukí:f]



**Words for Art**

- ✓ abstract
- ✓ art gallery
- ✓ collection
- ✓ convey
- ✓ imagery
- ✓ ironic
- ✓ watercolor

## Questions

**01** Why did O'Keefe decide to paint flowers? What was different about her paintings of flowers?

**02** How did O'Keefe's marriage help her career?

**03** Look at the word **deteriorating** in the passage. What do you think **deteriorating** means in this context?

# 3.9 The 20th Century: Edward Hopper

*Hopper's paintings focus on lonely people.*

Late at night, two men and a woman meet at an all-night coffee shop. The lighting inside the shop is bright, and the figures can be seen clearly through the big window. One of the men is talking to a waiter behind the counter. No one else can be seen. The street is empty.

That paragraph describes one of the best-known American paintings, *Nighthawks*. Almost everyone has seen reproductions of it. In a single image, it stands for a part of American city life between the first and second world wars. These are people who stay up all night, when everyone else is asleep.

The artist who painted this picture was Edward Hopper. A realist, and one of America's leading 20th-century artists, he made a career of painting lonely scenes and lonely people. He said an artist was his work. To know an artist's work, then, one had to know about the artist. And Hopper's life reveals much about his painting.

Hopper was born in Nyack, New York, in 1882. His father owned a store. Before his 18th birthday, Hopper decided that he wanted to become an artist. At first, he studied commercial art❶ because that kind of work seemed secure. What he really wanted, however, was to study art in Paris. He had that opportunity in 1906. In 1909 and 1910, he visited Europe again. In Amsterdam, he saw Rembrandt's famous painting, *The Night Watch*. (Later, of course, he would paint another famous "night" picture, *Nighthawks*.) Rembrandt's painting, and Europe in general, impressed Hopper greatly.

❶ *Commercial art* is the business of producing images for use in advertisements.

Hopper found it hard to readjust to life in the U.S. when he returned. But he turned to American subjects rather than European ones, and became a success by painting American scenes.

His paintings did not sell at first. He had to work as a commercial artist for his living. But he found a way to make money from his paintings too. He made reproductions, or "prints," of them. Prints cost much less than the original paintings and sold in large numbers. When he switched

from oil painting to watercolor, his prints sold even more copies.

Hopper married Jo Nivison, another artist, in 1924. They had a **tempestuous** marriage. They disagreed on many things. Sometimes, their quarrels became violent. Yet, they stayed together for more than 40 years, and she was the model for all the women in his paintings.

Marriage also marked the start of a new period in Hopper's work. His paintings became more developed and began to sell. He started painting the kind of works that would make him famous: pictures of isolated places with isolated buildings – in many cases, old-fashioned buildings, the kind Hopper loved to paint.

Hopper also painted scenes in cities, but the people in them looked lonely, as if the city around them did not exist. Many of his paintings were about travel and transportation. One of his most famous paintings shows a gasoline station on a country road.

Even during the Great Depression of the 1930s, Hopper made a good income from his art. Later in his career, however, Hopper had trouble painting. Good subjects became hard to find. Meanwhile, the world of art was changing. Hopper's realistic style went out of fashion.

Hopper died in 1967. By that time, he seemed as lonely a figure as any in his paintings. Jo died less than a year later. But her image survives in her husband's art. And if an artist really is his work, as Hopper said, then we can still see much of Edward Hopper, the man and the artist, in the paintings he left behind.

Edward Hopper [édwərd hápər]
Jo Nivison [dʒou nívisən]
Nyack [náiæk]

**Words for Art**

- ✓ commercial art
- ✓ figure
- ✓ model
- ✓ print
- ✓ realist
- ✓ reproduction
- ✓ reveal
- ✓ subject



## Questions

01 According to the passage, what is an important element in most of Hopper's art?

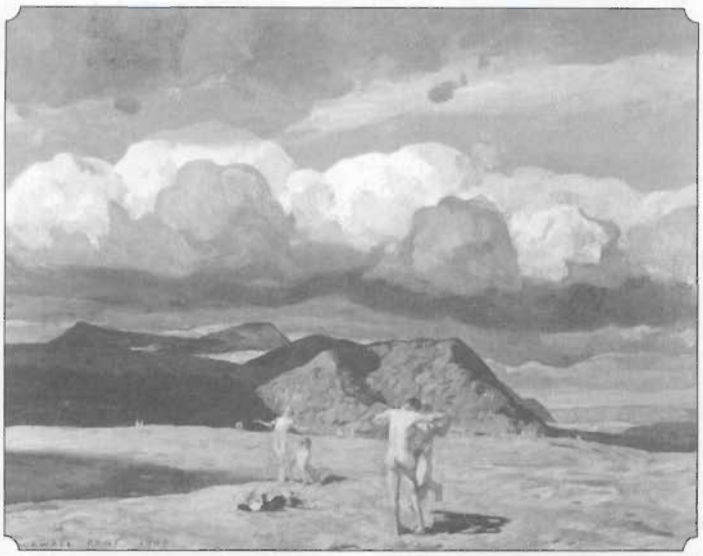
02 What did Hopper do to make more money as an artist?

03 In what ways did the subject material for Hopper's art differ from his own life experience?

04 Look at the word **tempestuous** in the passage. What do you think **tempestuous** means in this context?

05 Why did Hopper have difficulties late in his career?

# 3.10 The 20th Century: Rockwell Kent



*Kent's landscapes were some of his most successful paintings.*

Born in 1882 in Tarrytown, New York, Rockwell Kent became one of the prominent artists of the 20th century. He painted and drew in a realistic style and became one of America's most famous illustrators. His best-known work is possibly the set of illustrations he drew for an edition of Herman Melville's novel *Moby Dick*, about a sea captain's hunt for a white whale. His other work includes illustrations for the works of William Shakespeare❶.

❶ Shakespeare was a great English poet and playwright in the 16th century.

Energetic and **prolific**, Kent produced so many pictures that one of his friends said Kent seemed like an organization rather than a single man. He illustrated books, made architectural drawings, and designed fabrics and even jewelry. His other activities included dairy farming, catching lobsters, and building houses.

His favorite art, however, was painting. Early in his career, he produced fine paintings of Monhegan Island in Maine. Over the years, he traveled widely, visiting places including Alaska, South America, and Greenland to make paintings of their scenery. He also produced beautiful pictures of mountains in New York State in the U.S.

In 1926, a publisher wanted Kent to illustrate *Two Years Before the Mast*, a story of a sea voyage by American author Richard Henry Dana. Kent wanted to illustrate *Moby Dick* instead. That project was a great success. When *Moby Dick* was published in 1930 with Kent's illustrations, the book sold out at once. Later, a less expensive edition with the same illustrations was issued. Kent's edition of

*Moby Dick* helped to make it an American classic. If *Moby Dick* really is "the great American novel," as some people think, then part of the credit should go to Rockwell Kent and his illustrations.

Kent also wrote about his travels in different parts of the world. *Wilderness: A Journal of Quiet Adventure in Alaska* described his time there. His visit to Tierra del Fuego, at the far southern tip of South America, was the subject of *Voyaging Southward from the Strait of Magellan*. In *N by E*, Kent described his attempt to sail from Greenland to New York.

Kent's popularity declined in his later years. The realistic style he preferred was no longer popular. He died in 1971.

In recent years, there has been new interest in Kent's work. If he had drawn or painted nothing else, however, his illustrations for *Moby Dick*, by themselves, would make him one of America's greatest artists.

Herman Melville [hə́:rmən mélvil]
Monhegan Island [mɔ:nhí:gən áilənd]
Tierra del Fuego [tiéra del fu:égou]

**WORDS FOR ART**

- ✓ architectural
- ✓ describe
- ✓ fabric
- ✓ illustration,
- ✓ illustrator
- ✓ landscape
- ✓ prominent
- ✓ scenery
- ✓ subject



## Questions

**01** What kinds of things did Kent paint?

**02** In what ways was Kent multi-talented?

**03** What effect did Kent's illustrations have on the popularity of *Moby Dick*?

**04** Look at the word **prolific** in the passage. What do you think **prolific** means in this context?

# 3.11 The 20th Century: Newspaper Comic Strips

***Li'l Abner*** *was one of the most popular comic strips of its day.*

One can read the history of America during the 20th century in many different ways. One can read books about it. One can look at photographs. One can even read U.S. history in "comic strips," the illustrated stories that became popular in American newspapers early in the 1900s.

The comic strip was different from a cartoon or a comic book. A comic book was a booklet sold in stores. It was not part of a newspaper. A cartoon was a single drawing in the newspaper. Cartoons often were comments on events of the day.

Comic strips, however, told a story in a series of drawings. The story was often a part, or "episode," of a longer story. Each day's comic strip told a new episode in the story.

Newspaper comic strips developed into many different forms. There were stories about animals. Some comic strips were about families and their problems. Comic strips could be realistic or fantastic, funny or serious, crude or elegant.

Sometimes, comic strips were just illustrated jokes. But some comic strips went beyond simple humor. They became satire, a kind of literature that points out society's problems and weaknesses in an amusing way.

Several comic strips were famous for their satire. One was *Pogo*, by Walt Kelly. It was a fable about animals living in a swamp. The main character was an opossum named Pogo. His friends included an owl, a turtle, and an alligator.

The animals' adventures were funny **commentaries** on events in the news. Thinly disguised as animals, famous people would appear in *Pogo*. Satire made *Pogo* one of the most popular comic strips ever.

Pogo even ran for president of the U.S. in 1952, but he lost to Dwight Eisenhower❶.

Another comic strip that used satire was *Li'l*❷ *Abner*, by Al Capp. Its stories were about a family, the Yokums, who lived in a tiny town in the mountains. One member of the family was Abner, a tall and strong young man who was also innocent. Abner's innocence made the corruption around him look obvious – and funny. As in *Pogo*, famous people often appeared in *Li'l Abner*, though sometimes they were only seen from behind.

Satire in comic strips like these could be very sharp. Not everyone liked it. But it made comic strips like *Pogo* and *Li'l Abner* very successful. Today, many years later, people still read the old comic strips and see them as amusing lessons in history.

❶ During the election year, Kelly drew a series of comics in which Pogo ran for president.

❷ *Li'l* is a shortened form of *little*. It is not proper English. It is slang.

AL Capp [æl kæp]
Dwight Eisenhower [dwait áizənhàuər]
*Li'l Abner* [lil ǽbnər]
*Pogo* [póugou]
Yokums [jókʌmz]

**Words for Art**

- ✓ booklet
- ✓ comic strip
- ✓ commentary
- ✓ fable
- ✓ illustrate
- ✓ photograph
- ✓ realistic
- ✓ satire



## Questions

**01** How does a comic strip differ from a cartoon or comic book? Explain.

**02** Look at the word **commentaries** in the passage. What do you think **commentaries** means in this context?

**03** In what ways were comic strips used as social commentary? Give at least one example and explain it in your own words.

# 3.12 The 20th Century: Editorial Cartoonists

Since the 19th century, many American newspapers have used the editorial page (that is, the opinion page) to run❶ an "editorial cartoon." This is a drawing, often but not always humorous, commenting on events of the day. Editorial cartoons have done much to influence public opinion in the U.S., and some editorial cartoonists have become important figures.

❶ When used in the context of a newspaper, the verb *run* means to publish.

A cartoon starring "Willie and Joe"

Cartoonists often use familiar symbols in their work. In many cartoons, the Republican Party appears as an elephant, and the Democratic Party appears as a donkey. That tradition started with the great 19th-century cartoonist Thomas Nast.

"Uncle Sam," a white-bearded man who stands for the United States, also appears in many cartoons. During the presidential election of 1904, for example, one famous cartoon by Homer Davenport showed Uncle Sam endorsing Theodore Roosevelt for president. "He's good enough for me!" Uncle Sam said in the picture.

Artist Bill Mauldin became one of the greatest editorial cartoonists in American history during and after World War II. During the war, his characters "Willie" and "Joe," two ordinary American soldiers, provided a funny and often critical view of life in the U.S. armed forces. Though unshaven and ragged, Willie and Joe became favorites with American soldiers and with the public in general.

For many years, the *Washington Post* had a cartoonist who signed his name "Herblock." Herblock's cartoons could deliver a powerful message without using words at all. After the Soviet Union developed its own nuclear bomb, Herblock drew a cartoon that showed America's atomic bomb as Robinson Crusoe on an island❷. "Crusoe" is amazed and frightened to see someone else's footprint

❷ In the early 1950s, the Soviet Union built its first nuclear bomb. The United States responded by building more nuclear weapons and a nuclear arms race ensued between the two nations.

on the sand. Without a word, Herblock pointed out how different the world would be with *two* nuclear powers, not just one.

A few cartoonists have added something extra to their cartoons: a comment by some smaller figure in a corner of the drawing. This let editorial cartoons offer a whole new level of commentary – a commentary on the commentary that the cartoon provided. Cartoonist Fred Seibel of the Richmond (Virginia) *Times-Dispatch*, for example, used a crow for this purpose. For many years, Seibel's crow supplied his own observations on the news, in addition to the cartoonist's. Other cartoonists have used the same practice. They have put a little animal (in many cases, a bird) or human at the edge of a drawing to deliver a **cutting** remark.

American newspapers have changed greatly over the last 150 years, but the editorial cartoon has survived. When done well, it conveys huge amounts of information to readers in an instant. It can also deliver a powerful message. That is why many newspaper readers look first at the editorial cartoon when they come to the editorial page.

Bill Mauldin [bil mɔ́:ldin]
Homer Davenport [hóumər dǽvənpɔ̀:rt]
Fred Seibel [fred sáibəl]

**Words for Art**

- ✓ character
- ✓ commentary
- ✓ editorial cartoon
- ✓ endorse
- ✓ stand for
- ✓ symbol



## Questions

**01** How does a cartoonist convey a message to readers? Explain briefly what must go into an editorial cartoon.

**02** What is the primary objective of an editorial cartoon?

**03** What are some of the innovations that people have added to editorial cartoons over the years?

**04** Look at the word **cutting** in the passage. What do you think **cutting** means in this context?

# 3.13 The 20th Century: Andy Warhol

*Andy Warhol was one of the most influential artists of the 20th century.*

One of the best-known American artists of the 20th century was Andy Warhol. He became famous by making serious art out of ordinary things like cans of soup. A colorful personality as well as a famous artist, Warhol was easy to recognize. He was thin and pale and wore shaggy white hair. He was surrounded by fans. Though he died before age 60, he enjoyed fame and success for many years.

What do people think of when they hear the name "Warhol"? Maybe they think of his most famous work – a picture of a soup can. Perhaps they think of his portraits of celebrities. Maybe they think of his sculptures of household products. Or possibly they think of the words "pop art." The pop art movement in the 1960s made works of art out of ordinary things like comic strips and soap boxes. Warhol was a leader in the pop art movement and became as famous as many movie stars.

Andy Warhol was born in 1928 in Pittsburgh, Pennsylvania. His original name was Andrew Warhola. Later, he dropped the second "a" in his family name and became Warhol.

He worked in the 1950s as a commercial artist. He was very good at that job. For advertisements, he drew pictures of products such as shoes. Warhol had a lively style that caught people's attention. He also drew pictures of superheroes for window displays at a store on Fifth Avenue❶ in New York City.

❶ Fifth Avenue is famous for its expensive and fashionable stores.

A few years later, in the early 1960s, he moved into pop art. The pop art movement looked for beauty in seemingly **humble** things, such as products sold at a supermarket. People all over the world took notice as Warhol turned everyday objects into works of art. Not everyone liked his work, but he was praised in many countries.

Warhol took up pop art just at the time when artists and the media were getting new ideas about what "art" might mean. Could something like a soft drink bottle be art? Warhol gave it a try. He succeeded because people were ready for a new definition of "art."

Warhol was a good businessman as well as a successful artist. He applied "mass production" to art. He used commercial methods to make many identical prints of a work. Then he varied colors to make each print look different from the rest. Thus, he could produce a lot of unique pictures in a short time.

But fame and success can be dangerous too, as Warhol found one day in 1968. A woman walked into Warhol's studio and shot him! He almost died. But he recovered and lived 19 years more. He died in 1987 after surgery. He was 59 years old.

Warhol left behind a great reputation. Some people think he had more influence than any other American artist in the second half of the 1900s. At the very least, he showed that "art" can be made from even ordinary things.

**Words for Art**

- ✓ celebrity
- ✓ commercial artist
- ✓ ordinary
- ✓ pop art
- ✓ portrait
- ✓ sculpture
- ✓ studio



## Questions

**01** The passage mentions several things that made Andy Warhol a success. List two and explain how they contributed to his success.

**02** What was unusual about Andy Warhol's idea of art? Explain in a single sentence.

**03** Look at the word **humble** in the passage. What do you think **humble** means in this context?

**04** What is pop art? Explain in your own words.

# 3.14 The 20th Century: Comic Books Grow Up

*MAUS is the only graphic novel to have ever won a Pulitzer Prize.*

In the early 20th century, short books of illustrated stories appeared. This was the start of the comic book. Comic books were not uniquely American. Artists and writers in other countries made them too. But American writers and artists gave their country's comic books contents and style that set them apart from other, foreign comics.

Early comic books were basically humorous. That was why they became known as "funny books." Many stories involved children and animals. These comic books were light, innocent reading.

Quickly, different kinds of comic books developed. Dick Tracy, the comic-book detective, began hunting criminals. Superheroes such as Batman made their appearance too. Comic books also made good use of science fiction, with its exciting stories of adventures on other worlds.

Soon, stories in comic books became more violent. Some were horror stories. People began to worry about how such works might affect children. In the 1950s, the U.S. responded to violence and horror in comics by restricting their content. For a few years after that, only certain "safe" themes could be used in comic books. The result, in many cases, was bland humor. Sometimes, even "adventure" comics seemed to have the same old stories, told over and over.

Regardless, comic books then had a lot to say. Science fiction comics, for example, dealt with topics ranging from time travel to life on other planets. These comic books had a strong influence on movies and television years later. *Star Wars* and *Star Trek* were descendants of such comic books.

During the 1960s and 1970s, many artists and writers became tired of limits on the content of comic books. They no longer wanted to

write and draw stories only about things that were "safe" for children. They wanted to do something more serious with comic books.

In the 1980s, then, comic books changed. They became longer, more serious, better written, and better drawn. They got a new name, too. No longer were they called "comic books." Now they were "graphic novels."

That new name described a new kind of literature – something between a comic book and a written story. It could tell serious stories, not just funny tales for children.

What is more, a graphic novel could make a serious story even stronger with pictures❶. An artist could tell a story in ways that were impossible for a writer using words alone. At the same time, a writer's words could add new depth and meaning to an artist's pictures.

In graphic novels during the late 1900s, the old superheroes took on fresh characters and personalities. In particular, one superhero **assumed** a very different personality❷. A meaner, darker side to him appeared. Then, suddenly, his adventures were no longer just for children.

❶ One such graphic novel, *Maus*, which portrays the plight of Jews in Nazi Germany, won the Pulitzer Prize.

❷ Batman is a much darker character in graphic novels than he is in comic books.



**Words for Art**

- ✓ comic book
- ✓ describe
- ✓ graphic novel
- ✓ illustrated story

## Questions

**01** How did America react when comics became more violent in the 1950s?

**02** Explain the essential differences between a graphic novel and a comic book.

**03** Look at the word **assumed** in the passage. What do you think **assumed** means in this context?

# 3.15 The 20th Century: Norman Rockwell

*Rockwell's paintings captured the hearts of Americans.*

One of the most beloved artists in 20th-century America was Norman Rockwell. For many years, his paintings of life in the United States appeared on the cover of the *Saturday Evening Post*, a weekly magazine. Rockwell produced more than 300 cover paintings for the magazine.

Rockwell's paintings were sometimes amusing and sometimes sentimental. Some people found them *too* sentimental. But most Americans loved Rockwell because he presented a picture of America as Americans wanted it to be: honest, modest, democratic, patriotic, and strong.

Rockwell himself looked like a figure from his paintings. Tall and lean, with wavy hair, he stood almost 2m in height and weighed less than 70kg. He wore everyday clothes and smoked a pipe. He resembled a farmer or storekeeper, and many of the models for his paintings were in fact his **down-to-earth** neighbors.

Almost everyone could feel sympathy for people in a Rockwell painting because he showed ordinary people in their daily lives. When Americans say that someone is "a Norman Rockwell character," they usually mean that person shows the virtues of honesty, thrift, hard work, and love for country.

Rockwell could turn an ordinary American into a powerful symbol. During World War II, when many American women went to work in factories, Rockwell painted a famous picture of a muscular young woman – "Rosie the riveter" – taking her lunch break at a factory❶. In one unforgettable image, Rockwell symbolized the growing power of women in the American work force.

❶ During World War II, many women worked in factories to produce planes and weapons while the men were in the military. *Rosie the Riveter* became a symbol not only of the emerging power of women, but also of national unity in a time of need.

One of Rockwell's best-known paintings was "Triple Self-portrait." It showed three images of Rockwell as he painted his self-portrait while looking in a mirror.

Born in New York City in 1894, Rockwell started going to art school at age 16. His early work included illustrations for children's magazines. In 1912, he illustrated a book of nature stories. He went on to work for the *Saturday Evening Post* and many other publications. He died at age 84.

Why was Rockwell such a success? Perhaps one reason was this. He provided a link between America's past and its future.

Rockwell lived in a time when the old, familiar America of small towns and simple living was disappearing. Many Americans were sorry to see it go. They felt uneasy about the future and wanted to think that the America of earlier days was still alive and would continue living. Rockwell's art reminded them of that older America for which they felt nostalgia – even though the sweet, cozy America he painted never really existed.



**Words for Art**

- ✓ amusing
- ✓ character
- ✓ democratic
- ✓ illustration
- ✓ modest
- ✓ ordinary
- ✓ patriotic
- ✓ publication
- ✓ self-portrait
- ✓ sentimental

## Questions

**01** What were some of the reasons Rockwell's art was popular with Americans? In what way did the time in which Rockwell lived help to make him popular?

**02** In what ways was Rockwell himself similar to the subjects of his paintings?

**03** Look at the expression **down-to-earth** in the passage. What do you think **down-to-earth** means in this context?

# 3.16 The 20th Century: Theodor Geisel (Dr. Seuss)

An elephant tries to hatch a bird's egg. A turtle thinks he can rule the world. A thief tries – but fails – to steal a holiday. Welcome to the world of Theodor Seuss Geisel, better known to readers around the world as Dr. Seuss.

For more than half a century, Dr. Seuss entertained children and adults with his stories, told in rhyming verse, about animals and people who see and do fantastic things.

A great **fabulist**, Dr. Seuss wrote and illustrated many books of fables. His stories helped teach several generations of Americans how to read, and his characters (Horton the elephant, the Grinch, Yertle the turtle, and others) are favorites of young and old readers both.

Dr. Seuss was born in Massachusetts in 1904. He got a degree from Dartmouth College and then went to study in England. He had the idea for his first book while on a ship. The result was *To Think that I Saw It on Mulberry Street*.

Though now a classic, the book did not get off to a good start. Forty-eight publishers rejected it! But at last, in 1937, Dr. Seuss found a publisher. The rest, as the saying goes, is history.

Dr. Seuss' biggest success came in the 1950s. His publisher read a magazine article about illiteracy among American children. They were not learning to read in school. The publisher contacted Dr. Seuss and asked him to write a book for children, using a vocabulary of only 250 words. Dr. Seuss went to work and wrote his best-known story, *The Cat in the Hat*. The book was a great success.

A few years later, someone made a wager with Dr. Seuss. He bet 50 dollars that the author could not write a whole book for children using a vocabulary of only 50 words! Dr. Seuss proved him wrong.

With that tiny vocabulary, he wrote one of his most famous books, *Green Eggs and Ham*.

Though Dr. Seuss wrote funny stories, sometimes he had a serious message. In *Yertle the Turtle*, for example, a turtle wants to rule the world and starts planning to do it. But one little thing – another turtle's burp – ruins all his plans. The message was clear: don't think you are too important.

There was another reason for Dr. Seuss' success, too. He did not talk *down to*❶ children. Instead, in his stories, he talked *to* them, on their level, in words they could understand. That is why children loved his books and read them again and again.

❶ To *talk down to* means to speak to someone as if they are less intelligent than you. The result of this is usually an insulting or condescending tone.

Dr. Seuss wrote stories about many subjects. His fable *The Lorax* was about the need to protect the environment. *The Butter Battle Book* showed how wars are absurd. *Oh, the Places You'll Go!* was about travel. Just before he died in 1991, Dr. Seuss published his last book, *You're Only Old Once!* It was Dr. Seuss' story of how it feels to get old!

He also had a successful career in the U.S. Army (he was a captain) and in motion pictures (he won three Academy Awards). But to millions of readers, he is the man who gave the world Horton, Yertle, the Grinch, the Cat in the Hat, and countless other characters. There was no other writer like Dr. Seuss before, and there probably will be no other writer like him again.

Grinch [grintʃ]
Horton [hɔ́rtən]
*Lorax* [lɔ́uræks]
Theodor Seuss Geisel [θi:ədɔ:r su:s gáisəl]
Yertle [jə́:rtl]

**Words for Art**

- ✓ absurd
- ✓ entertain
- ✓ illiteracy
- ✓ illustrate
- ✓ rhyme
- ✓ verse



## Questions

**01** Look at the word **fabulist** in the text. What do you think **fabulist** means in this context?

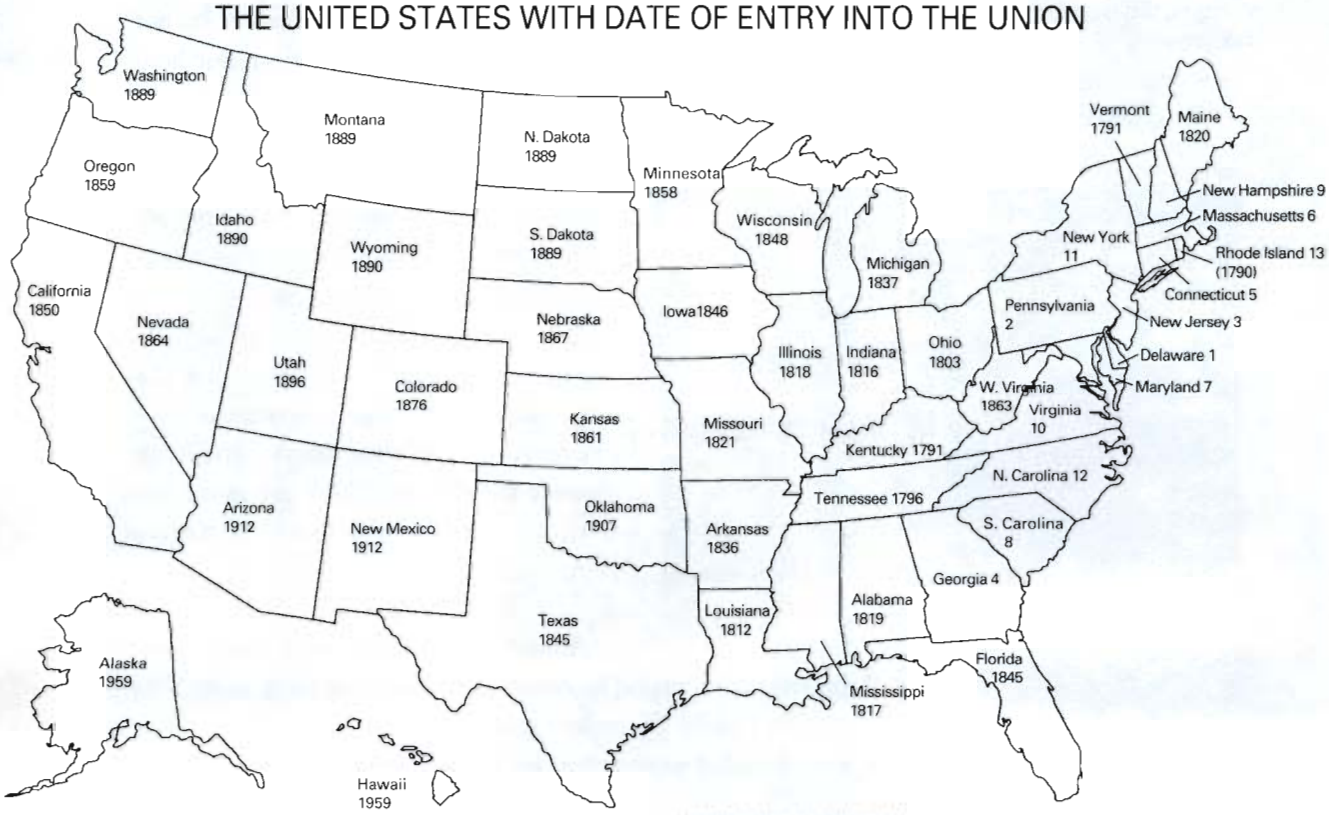
**02** Dr. Seuss wrote some of his books to meet an educational need. What need was that, and how did he meet it? Explain.

**03** Dr. Seuss's books also sought to teach social values. Give two examples of this and the social values the books tried to teach.

Arctic Ocean
Beaufort Sea
Alaska
US
Queen Elizabeth Islands
Parry Islands
Banks Island
Victoria Island
King William Island
Devon Island
Ellesmere Island
Greenland
Denmark
Baffin Sea
Baffin Island
Greenland Sea
Svalbard Islands Norway
Spitzbergen
Barents Sea
Norwegian Sea
NORWAY
ARCTIC CIRCLE
ICELAND
Reykjavik
SWEDEN
FINLAND
Helsinki
Oslo
Stockholm
Gulf of Alaska
Queen Charlotte Islands
Vancouver Island
CANADA
Hudson Bay
Labrador Sea
Newfoundland
Ottawa
UNITED STATES
Washington
North Atlantic Ocean
UNITED KINGDOM
DENMARK
Copenhagen
IRELAND
Dublin
London
POLAND
BELARUS
Minsk
Warsaw
GERMANY
Berlin
Prague
Kiev
UKRAINE
Paris
FRANCE
AUSTRIA
Vienna
Budapest
ROMANIA
Bucharest
Bay of Biscay
ITALY
Rome
Corsica
Sardinia
PORTUGAL
Lisbon
Madrid
SPAIN
GREECE
Athens
Mediterranean Sea
Algiers
Tunis
TUNISIA
Tripoli
Crete
Strait of Gibraltar
Rabat
MOROCCO
Canary Islands
ALGERIA
LIBYA
Cairo
EGYPT
Gulf of Mexico
BAHAMAS
Nassau
MEXICO
Greater Antilles
Havana
CUBA
TROPIC OF CANCER
WESTERN SAHARA
Mexico City
Caribbean Sea
JAMAICA
Kingston
Port-au-Prince
DOM
Santo Domingo
Puerto Rico US
Lesser Antilles
MAURITANIA
MALI
NIGER
CHAD
SUDAN
Khartoum
Nouakchott
CAPE VERDE
Dakar
SENEGAL
Niamey
Ouagadougou
GUINEA
Conakry
NIGERIA
Abuja
Lagos
N'Djamena
CENTRAL AFRICAN REPUBLIC
Bangui
Caracas
VENEZUELA
TRINIDAD AND TOBAGO
Georgetown
Paramaribo
French Guiana
SURINAME
GUYANA
Santa Fe de Bogota
COLOMBIA
Quito
ECUADOR
Galapagos Islands Ecuador
IVORY COAST
Abidjan
LIBERIA
CAMEROON
Yaoundé
Bata
CONGO
Libreville
DEMOCRATIC REPUBLIC OF CONGO
EQUATOR
Gulf of Guinea
GABON
Brazzaville
Luanda
ANGOLA
ZAMBIA
Lusaka
ZIMBABWE
Harare
NAMIBIA
Windhoek
BOTSWANA
Gaborone
Pretoria
LESOTHO
SOUTH AFRICA
TROPIC OF CAPRICORN
BRAZIL
PERU
Lima
BOLIVIA
La Paz
Brasilia
PARAGUAY
Asunción
Easter Island Chile
URUGUAY
Montevideo
Santiago
Buenos Aires
ARGENTINA
South Atlantic Ocean
Falkland Islands UK
South Georgia UK
Drake Passage Sud
South Orkney Islands UK
South Shetland Islands UK
ANTARCTIC CIRCLE
Archipiélago Juan Fernández Chile

# IV. World History

## THE UNITED STATES WITH DATE OF ENTRY INTO THE UNION




*Note:* For the original 13 states the order in which they ratified the Constitution is given.

# 4.1 The 11th Century: Norsemen in North America

❶ Christopher Columbus reached North America in 1492.

Most people think Columbus❶ was the first European to visit North America. Actually, many others made the trip before him, and they left evidence of their presence. They were Norsemen, the people commonly known as Vikings, from northern Europe. The Norsemen were great sailors, and their long wooden ships were able to travel across the Atlantic Ocean.

Around 1000 A.D., a Norseman named Leif Erikson led an expedition to what is now eastern Canada. The Norsemen settled briefly in Newfoundland, a big island. They called the land "Vinland." The Norsemen built houses in Vinland and spent a winter there, but they had to leave because Native Americans were **hostile** to them. In the 1960s, solid❷ evidence of the Norsemen's settlement in Newfoundland was discovered. So, Columbus was not the first explorer to reach North America. Sailors from northern Europe made the journey long before he did.

❷ *Solid* can be used to describe something that is sure or undoubted.

*An early Viking map. Vinland is marked with an arrow.*

Did other explorers reach America even before the Vikings did? Some people think so. They think perhaps Irish sailors visited North America around 500 A.D. One reason is that some carvings on rocks in modern West Virginia look like writing in the ancient Irish language. Not everyone, however, thinks Irishmen made the carvings. The carvings are also thought to be the work of Native Americans.

According to another story, sailors from Wales may have landed in America in the 12th century, more than 300 years before Columbus sailed. An expedition from Wales reportedly sailed westward across the Atlantic Ocean in 1170. Some

people think the sailors landed near what is now Mobile, Alabama.

What evidence is there for this story? In the 1600s, a man reported finding Native Americans who understood Welsh, the language of Wales. Other expeditions in the late 18th and early 19th centuries, however, found no Welsh-speakers among Native Americans. The story of Welsh-speaking natives, then, does not prove that sailors from Wales visited Alabama long ago.

Is there any other evidence for Welsh visitors in the 12th century? Some ancient buildings found in Alabama and other nearby states of the U.S. look like what the Welsh built many hundreds of years ago. But this does not prove that Alabama had visitors from Wales 800 years ago, either.

There are many theories about who visited America first. Maybe the first visitors from abroad were Irish, or Welsh, or even Chinese. Many people in Europe and Asia had good ships and knew how to sail them across an ocean. But proof of these theories is hard to find. In any case, even the Norsemen were not the first to settle in America. Native Americans were there already!

Leif Erikson [li:f ériksən]
Newfoundland [njú:fənlənd]

**Words for World History**

- ✓ ancient
- ✓ Atlantic
- ✓ expedition
- ✓ North America
- ✓ settle
- ✓ settlement



## Questions

**01** Look at the word **hostile** in the text. What do you think **hostile** means in this context?

**02** What group of European explorers *definitely* discovered America before Columbus?

**03** What groups of European explorers *may* have discovered America before Columbus?

**04** What evidence is there for each group of explorers?

# 4.2 The 15th Century: The Columbus Controversy

Most Americans were taught in school that Christopher Columbus, an Italian navigator, "discovered" America in 1492. Traditionally, Columbus❶ has been a hero to Americans. Statues of him are everywhere in the modern United States, and his name appears all over the map of the U.S. Cities and streets are named after Columbus. America itself is sometimes called "Columbia" in his honor.

❶ Columbus Day is a national holiday in the United States.

*Traditional European history has portrayed Columbus as a hero, but not everyone agrees.*

In recent years, however, a great controversy has arisen around Columbus' reputation and achievements because the great explorer's record looks very different depending on one's viewpoint. Many well-known "facts" about Columbus have been proven wrong. Much of what we "know" about Columbus is not "fact" at all. Instead, it is either false information or merely personal opinion.

For example, did Columbus really "discover" America, as many people believe? Columbus himself apparently did not think so. He never claimed that he had found a new continent. Although he did land on the shores of Central America and South America, he never reached the North American mainland (that is, the modern United States). On his first voyage, he landed in what we call the Bahamas❷, although which island there he reached is not certain; it may have been San Salvador or the nearby island of Samana Cay, or several other possible locations. That was the closest he came to what is now the U.S.

❷ The Bahamas is a group of islands that stretches out between the southeast coast of Florida and into the Caribbean Sea.

Was Columbus the first European to reach the Americas? Certainly, he was not. Archeologists have shown that Norsemen, from northern Europe, reached North America hundreds of years before Columbus. Though the Norsemen did not stay there for long, they left behind enough evidence to show that Columbus was not the first European visitor.

Also, was Columbus really Italian? We are not certain of that, either. Most historians think Columbus was from Genoa, Italy, but some people think he was born on the island of Corsica in the Mediterranean Sea.

Perhaps the biggest controversy about Columbus, however, is about what his arrival meant to Native Americans – the people who were already living in America when Columbus landed❸. Columbus' critics point out that the arrival of the first Europeans led to the **slaughter** of Native Americans and the destruction of their culture. According to this viewpoint, Columbus was not a great explorer finding a new land. Rather, he was an invader who started the conquest of America – and its native peoples – by brutal newcomers from Europe. People who have this opinion of Columbus think he was a criminal, not a hero.

Was Columbus a hero or a villain? Does he deserve to be called a "discoverer" at all? Where did he come from in the first place? The controversy over Columbus shows that someone is not necessarily a hero just because someone says he is a hero, and "fact" is not necessarily fact just because it is taught as fact.

❸ This is part of a larger debate about the traditional American view of history. Traditional American history has tended to focus on the accomplishments of white settlers and ignore the effect their arrival had on Native Americans.

Genoa [dʒénouə]
Samana Cay [səmǽnə kei]
San Salvador [sæn sǽlvədɔ̀ːr]

**Words for World History**

- ✓ archeologist
- ✓ conquest
- ✓ controversy
- ✓ critic
- ✓ destruction
- ✓ discover
- ✓ explorer
- ✓ historian
- ✓ invader
- ✓ navigator
- ✓ villain
- ✓ voyage

## Questions

**01** What is this passage mainly about? Summarize it in one sentence.

**02** What are two common misconceptions about Columbus?

**03** Why do some people look on Columbus as a villain rather than as a hero?

**04** Look at the word **slaughter** in the text. What do you think **slaughter** means in this context?

# 4.3 The 16th Century: Oñate and the Spanish Conquest

*Native American warriors were no match for the armored conquistadores.*

In the 16th century, Spain began its conquest of the Americas. The Spanish came to take gold from the land, convert the Native Americans to Roman Catholicism, and, in general, take possession of as much land as possible for Spain. The legions of Spain arrived in the Americas with the attitude of conquerors. That is the translation of their name, *conquistadores*. They were determined to enslave the natives and use them as forced labor. Well-armed, well-trained, and ready to shed as much blood as necessary (perhaps even more), the conquistadores knew their business well and were completely equipped to perform it. From the beginning, then, there was little doubt what the outcome of the invasion would be. The natives resisted the invasion, but not successfully, and not for long. Their weapons were all but useless against the firearms of the invaders❶.

In a ceremony on the banks of the Rio del Norte (later called the Rio Grande), the river that divides present-day Mexico from the United States, a conquistador named Don Juan de Oñate took possession, for Spain, of all the land north of the river. He also claimed authority over everything in that territory – even the sand in the rivers and the leaves on the trees. Of course, all this was to be done for the "betterment" of the conquered natives❷.

In Oñate's path were the Puebloan peoples, who had no idea of the horror that was about to **befall** them. They lived comfortably in houses several stories tall, farmed the land, raised animals, and carried on trade with their neighbors. One Spaniard described the Puebloans as quiet, good-looking, and intelligent. The Spaniards destroyed their culture, took their land, and made them slaves, on the excuse that the conquest was actually for the natives' benefit. When the Spaniards did not find the large amounts of gold that they had expected, they took whatever else they could find.

A few Puebloans tried to resist the Spanish conquest. In what is now central New Mexico, a group of natives killed a small number of

❶ The diseases that the Europeans brought to the American also killed a great many people. Between the violence of the Europeans and the spread of new diseases, some scientists estimate that 90% of the Native American population in South America died within 100 years.

❷ The Europeans justified their invasion of the Americas by claiming that they were coming to bring Christianity to the Native Americans.

Oñate's troops late in 1598. The Spaniards struck back, viciously. About 1000 Puebloans are thought to have been killed in a three-day battle, in which only two Spaniards died. Several hundred more natives were taken as slaves. As punishment, Oñate had the Spaniards cut off one of the feet of every surviving man over 25 years of age. Twenty-four men were mutilated in this way.

About 400 years later, an event in El Paso, Texas, brought Oñate's brutal record to mind. Native Americans cut the right foot off a bronze statue of Oñate, just as Oñate had had the feet of Puebloans cut off centuries earlier. The statue was repaired, but an important point had been made.

conquistador [kankwistəd3:r]
*conquistadores* [kankwistəd3:rez]
Don Juan de Oñate [dan hwan də oujáte]
Puebloan [pwéblouən]
Rio del Norte [ri:ou del nɔ́:rte]

**Words for World History**

- ✓ conqueror
- ✓ conquest
- ✓ conquistador
- ✓ convert
- ✓ enslave
- ✓ invader
- ✓ invasion
- ✓ legion
- ✓ resist
- ✓ territory

## Questions

**01** Why did the Spanish call themselves *conquistadores*?

**02** How did the Spanish explain their violent actions?

**03** Look at the word **befall** in the passage. What do you think **befall** means in this context?

# 4.4 The 16th Century: "Northwest Passage"

When Europeans began to explore North America, they came looking for gold and many other natural resources. They also came looking for a direct sea route between Europe and Asia❶. It would be much easier and safer to reach Asia if ships did not have to go all the way around South America❷.

❶ Columbus was actually looking for a passage to India when he discovered the Americas.

❷ The seas around the southern tips of Africa and South America are extremely dangerous for ships.

That is why Europeans looked at North America in the hope of finding a "northwest passage" that would take ships to China. From the beginning, however, there was a problem. Ice covered much of northern North American waters all year. Icy waters made travel by ship difficult, if not impossible. Still, Europeans knew the passage would be of great value, if it existed. That was why the search was undertaken, even at great risk and expense. It would continue for three centuries and have a heavy cost in money and human life.

*The northern passage is actually locked in ice year round.*

In the late 1400s, around the time Columbus made his first voyage to the Americas, English explorer John Cabot stimulated interest in the search for the northwest passage. During the 1500s, the hunt for the passage began. One early English explorer was Martin Frobisher. Between 1576 and 1578, he explored the waters in what is now northern Canada, seeking a sea route westward. He failed to find it. In fact, his efforts were so unsuccessful that he almost was sent to prison after he returned to England.

Explorer Henry Hudson had an even worse experience on his 1609-1611 expedition. A mutiny took place on his ship. The crew set Hudson, his son, and several other members of the expedition adrift in a little boat. Hudson and his companions were never seen or

heard from again. Most of the expedition's remaining members died before they could return to England. Only eight returned. The huge Hudson Bay in Canada is named for Henry Hudson. So is the Hudson River, which runs through New York City.

The most **tragic** expedition was that of John Franklin in the early 19th century. He and most of his men died of cold, murder, bad food, and starvation. For many years, people in England did not know what happened to Franklin and his men. Franklin's wife, Jane Franklin, spent much of her time trying to find out whether her husband was dead or alive. Several expeditions went to look for Franklin. They finally learned of his death and went back home to give Jane Franklin the sad news.

Slowly, one expedition at a time, Europeans gathered knowledge about the far north. They learned about its islands and waters, and about the dangerous ice. At last, they found what they looked for, but it was not what they hoped to find. They found that there really was a northwest passage, but it was difficult and dangerous and could not provide an easy route to Asia. In 1954, a Canadian icebreaker (a ship designed to break through ice) sailed through the passage. In 1960, a U.S. submarine completed the passage too. But the dream of an easy northwest passage to Asia was only that – a dream.

John Cabot [dʒɑn kǽbət]
Martin Frobisher [mɑ́ːrtən fróubiʃər]

**Words for World History**

- ✓ expedition
- ✓ explore
- ✓ natural resource
- ✓ passage
- ✓ sea route
- ✓ voyage

## Questions

**01** What is the northwest passage? Explain.

**02** Why was the search for the northwest passage so important? Explain.

**03** Why did the search for the northwest passage take so long? Explain.

**04** Look at the word **tragic** in the passage. What do you think **tragic** means in this context?

# 4.5 The 18th Century: France and the American Revolution

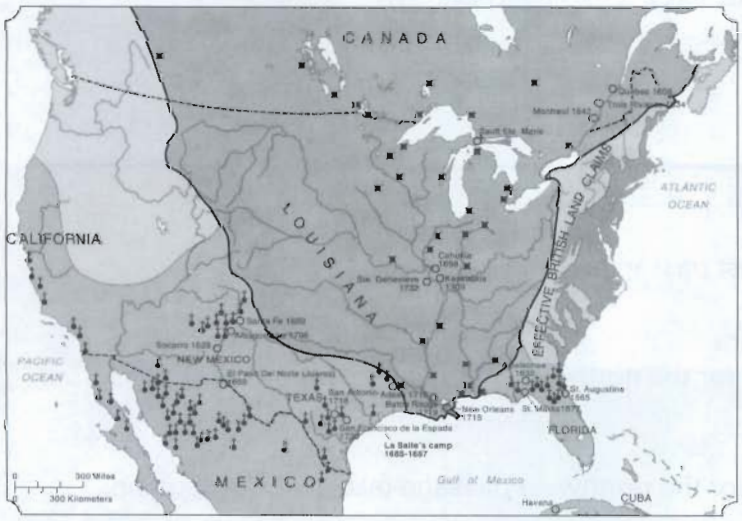
France played a major role in the American Revolution. Indeed, without French help, the colonies might not have won independence from Britain. How did this seemingly unlikely relationship between ancient France and young America begin❶?

❶ It seemed unlikely because the colonists, then British subjects, had fought a war against the French colonies in America just 20 years earlier.

It began, in part, because of the old hatred in France for the British. French dislike against Britain was already centuries old in 1776, the year of the Declaration of Independence. Moreover, Britain was France's rival as a colonial power, and France was in favor of almost anything that would annoy or harm the British.

So, as colonists tossed British tea into Boston harbor to protest the hated Stamp Act❷, the French watched and waited hopefully for an uprising in America against King George III and British rule. Already, the Americans were sending representatives to France with requests for help in fighting the British.

❷ This was called the Boston Tea Party and was one of the events that preceded the American Revolution.




*The French controlled a huge amount of territory in North America.*

France's hopes were raised by the observations of Beaumarchais, a well-known French author and politician with many contacts in London. In 1775, the year before the American Revolution, Beaumarchais was in contact with the British opposition to the British king. Beaumarchais thought a rebellion in America might do more than merely set off a war. It might also, he imagined, start a rebellion against George III.

In other words, an American revolution might lead to an English revolution that would topple King George and put a democratic

government in power. What could be more favorable to France than the overthrow of the British monarchy?

In a letter to the Count de Vergennes, minister to the king of France, Beaumarchais wrote something like this: "The Americans will win, but we must help them in their fight. So, let us send help secretly to the Americans." Thus, France quietly entered the struggle on the side of the Americans, in the hope of dealing Britain's monarchy a deadly wound.

Encouraged by reports that France would be happy to aid the American rebels, the American Congress in 1776 sent Benjamin Franklin❸ as its representative to the French court. Franklin had instructions to tell the French that they should take the Americans' side openly and as soon as possible, to help the American Revolution. If the rebellion failed, then the American colonies would be rejoined with England and would be able to help Britain in any war against France.

The French, then, smiled on❹ the American fight for independence. They had no way of knowing that **fervor** for revolution would not remain confined to America, but instead would cross the ocean to Europe after America won its independence. When that happened, only a few years after America's Declaration of Independence, France itself would suffer the horrible events that the French had hoped to bring about in England❺.

❸ Benjamin Franklin was one of the great American leaders of the time and worked on the Declaration of Independence.

❹ To *smile on* something is an expression which means to show favor to something or help in some way.

❺ The French Revolution started in 1789 and brought years of chaos and death to France.

Beaumarchais [bòumɑːrʃéi]
Count de Vergennes [kɑunt də vɛərdʒén]

**Words for World History**

- ✓ American Revolution
- ✓ colonist
- ✓ colony
- ✓ Declaration of Independence
- ✓ democratic
- ✓ monarchy
- ✓ opposition
- ✓ overthrow
- ✓ rebel
- ✓ rebellion
- ✓ representative



## Questions

**01** What were two reasons why France wanted to help the American Revolution? Explain.

**02** How did the Americans seek to force the French to help them when they sent Franklin to France? Explain?

**03** Look at the word **fervor** in the text. What do you think **fervor** means in this context?

**04** How did their support of the Americans negatively affect the French?

# 4.6 The 18th Century: Washington's Warning

*For years, neutrality was the basis of American policy.*

Today, the United States has alliances with other nations. But this was not always the case. Certainly, it was not what George Washington, first president of the United States, wanted for the country.

Washington was suspicious of alliances with other countries. He thought such alliances were dangerous and could lead the new country into trouble. That was why, in his "farewell address," or final speech, in 1796, he warned America against "entangling alliances."

He thought such alliances could tie the United States too closely to other nations and lead the U.S. to make poor – even perilous – policies. Let other nations make alliances if they wish, Washington said. But let the United States go its own way!

Why did Washington fear alliances? There were many reasons. One was that France and British were at war then. Although France had helped the U.S. greatly during the revolution a few years before, Washington did not want the newly independent United States drawn into the new war by an alliance with France.

In other words, Washington thought the best policy was **neutrality**. "Observe good faith and justice toward all nations," he said. "Cultivate peace and harmony with all." It was all right to have commercial relations with other countries, Washington explained, but it was not a good idea to have political ties to other countries because those ties could pull America (so to speak) in the wrong direction.

Washington's advice had great influence for many years after his death. American leaders listened to his wisdom and tried to keep America free from alliances with other countries. In fact, avoiding alliances was the most important part of America's policy toward other countries all through the 19th century and the first part of the

20th century. Most Americans wanted nothing to do with Europe's wars, or anyone else's❶.

The middle third of the 20th century, however, changed all that. America entered World War II as one of the Allied powers❷. The U.S. had a close alliance with Britain to fight against Germany, Italy, and Japan. After the war, America kept its alliances with other countries. The U.S., for example, became part of NATO, the North American Treaty Organization, which was formed to oppose communism in Europe❸. After many years of neutrality, the United States was entangled in foreign alliances, contrary to George Washington's advice.

Of course, Washington's advice was meant for America in the 18th century. He did not live in the 20th century, when the United States became a powerful nation, and alliances became important to U.S. policy. Would Washington have given different advice if he had known what would happen in the future? We cannot tell.

This much, however, is certain. The warning in his farewell speech guided American foreign policy for about a century and a half afterward. That makes Washington's brief speech one of the most important in American history.

❶ This policy was called isolationism. In addition to being a product of the American desire to stay out of foreign wars, it was a product of the simple fact that the Americans were still busy building their own country.

❷ The U.S. had also entered World War I, but played a relatively small role in that war.

❸ This was the start of the Cold War, a period of intense rivalry between the United States and the Soviet Union.

**WORDS FOR WORLD HISTORY**

- ✓ alliance
- ✓ communism
- ✓ cultivate
- ✓ neutrality
- ✓ policy

## Questions

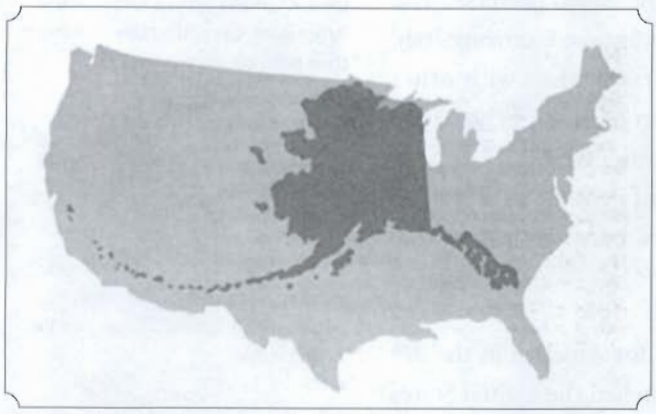
**01** Why did Washington warn the country against making alliances?

**02** What effect did Washington's advice have on U.S. policy?

**03** What event changed U.S. policy?

**04** Look at the word **neutrality** in the passage. What do you think **neutrality** means in this context?

# 4.7 The 19th Century: The Purchase of Alaska



*The new Alaskan territory was roughly 25% the size of the continental U.S.*

The biggest state of the United States, and the farthest north, is Alaska. It lies on the Arctic Circle and is very close to Russia. Only a narrow stretch of water separates Russia from Alaska. In fact, Alaska once belonged to Russia. The Russians sold Alaska to the United States in 1867 for about 7 million dollars. Today, a single building may cost 7 million dollars. So, that may not seem like much money. In 1867, however, 7 million dollars was a very big price to pay, even for the U.S. government. Here is the story.

In the 1860s, the Russian government wanted to raise money. One way to do that was to sell Russian territory. Alaska seemed like a good thing to sell. The Russians were having trouble there. Food was hard to find. The weather was **inhospitable**. Russian fur traders in Alaska faced strong opposition from well-armed Native Americans and competition from the Americans and British. What is more, Russians in Alaska were far from home. In short, Alaska did not seem attractive. If Russia did not need Alaska, then why not sell it?

At the same time, the United States was hungry for land. Americans wanted to have a big empire that reached far to the west and north❶. When the American secretary of state❷, William Henry Seward, heard that Russia was willing to sell Alaska, he met with the Russians to talk about a sale price. The Russians and Americans agreed on a price of 7.2 million dollars. Seward persuaded the U.S. Congress to approve money for the purchase, and Alaska became American territory. At a ceremony in Sitka, Alaska, on October 18, 1867, Alaska became American territory. The Russian flag was lowered, and the American flag was raised in its place.

❶ This was a product of the doctrine of Manifest Destiny. The idea of Manifest Destiny originated with the Puritans and basically said that European-Americans were destined to rule all of North America.

❷ The *secretary of state* is a high-level government position. This person advises the president on foreign policy.

Not all Americans approved of the purchase. In 1867, 7 million dollars was a huge amount of money. (There were times in the 1860s when the whole U.S. treasury held no more than 100,000 dollars❸.) What use could America have for this big, cold land where walruses lived? Some Americans even called Alaska "Walrussia❹" as a joke. They made fun of Seward and his giant "icebox."

But a few years later, things looked different. Though it seemed an expensive purchase at the time, Alaska was one of the best investments the United States made in the 19th century. The land had great mineral wealth❺. Before long, Russia wanted Alaska back!

Seward always knew the purchase of Alaska was a wise move. Once, someone asked him what the most important thing he did as secretary of state was. "The purchase of Alaska," Seward replied. He knew it would take years for people to see how valuable Alaska was. But at last, history proved Seward right.

❸ This was largely due to the expenses of the Civil War.

❹ A mix of two words: walrus, an Arctic animal similar to a large seal, and Russia.

❺ Gold was discovered in Alaska in 1896.

Walrussia [wɔ́ːlrʌʃə]
William Henry Seward [wíljəm hénri súːərd]

**Words for World History**

✓ empire
✓ inhospitable
✓ territory

## Questions

**01** Look at the word **inhospitable** in the text. What do you think **inhospitable** means in this context?

**02** What were some of the reasons the Russians were eager to sell Alaska?

**03** Why did the Americans want to buy Alaska?

**04** What made Seward's decision to buy Alaska an especially good one?

# 4.8 The 19th Century: "The Opening of the West"

*A typical American homestead*

Much of U.S. history in the 19th century represented aggression by Americans (mostly Americans of European descent) against the native peoples of North America. A similar process occurred in Central America and South America. In every case, it was a brutal business, disguised in later histories by gentle words.

Western North America's conquest by European-Americans, for example, is sometimes called "the opening of the west," as if describing a single event as harmless as the opening of a door. In fact, it was not a single event, and certainly not harmless. Instead, it was a set of many different crimes, betrayals, wars, murders, and robberies.

One of the most dramatic events in the west's "opening" was the Oklahoma land rush. The Oklahoma territory was a beautiful area of woods and grasslands. Originally, it had been home to Native Americans. Government policy, however, was to clear to the territory of its natives and then to open up the land for settlement by European-Americans.

There was tremendous public interest in the western lands, which were divided into **parcels** called "homesteads." On April 22, 1889, the homesteads were made available in a dramatic "land rush" that took only one day. The rules were simple. Whatever you could take, was yours. All you had to do was get there and claim the land before anyone else did.

A mob of settlers waited on April 22 for the signal to proceed. When a bugle sounded, thousands of settlers rushed forward. Some rode horses. Others rode bicycles. Still others marched on foot or even rode on a crowded railway train. The train carried so many people that some travelers had to sit on top of the cars.

Men on horseback usually had an advantage in the land rush, but not always. One of the best pieces of land went to a man who ran 10 km down the railway track and reached the spot he wanted in only an hour. Some settlers took land illegally. They hid in the woods in the Oklahoma territory before the signal to start was given. Then they rushed out of hiding and claimed land. Sometimes a rider on a fast horse would arrive at a parcel of land and find it already settled!

The following day, sad evidence of the wild rush could be seen everywhere. One man wrote later that after making his claim, he saw dead horses and smashed wagons along the route. Beautiful horses, he reported, had been run to death. Not all the dead were horses. Several persons had been killed and others badly injured.

Within hours after the bugle's signal, cities of tents formed in places such as Oklahoma City, Stillwater, and Norman. The town of Guthrie was built in a single afternoon. On the morning of April 22, the site of Guthrie was uninhabited. By evening, it was a community of 10,000.

Guthrie [gʌ́θri]

This was only the first land rush in the Oklahoma territory. Several more followed in the next few years. As European-Americans took their land, Native Americans were pushed steadily toward the west – and very close to extinction. The "opening of the west" was also the destruction of Native Americans' society, culture, and way of life, as the new American nation moved westward onto stolen land.

**Words for World History**

- ✓ aggression
- ✓ brutal
- ✓ claim
- ✓ conquest
- ✓ descent
- ✓ extinction
- ✓ homestead
- ✓ mob
- ✓ settlement
- ✓ uninhabited



## Questions

**01** What attitude does the author take toward the Oklahoma land rush? List two things that tell what the author's opinion is.

**02** Look at the word **parcels** in the text. What do you think **parcels** means in this context?

**03** What were the effects of the land rush on the Native Americans?

**04** How did people seek to cheat during the land grab?

# 4.9 The 19th Century: Lost in the Arctic

Many explorers were lost in northern North America during the 19th century. One of them was American explorer Charles Francis Hall, who died in the far north under mysterious circumstances that looked much like murder.

Hall seemed an unlikely person to become an Arctic explorer. He was a blacksmith, not a sailor, and he had never been to the Arctic when he decided to carry out an expedition there in 1860. Regardless, he aimed to find out what had happened to the great British explorer Sir John Franklin, whose expedition had vanished in the Arctic years earlier.

Hall's first expedition to the Arctic, in 1860, was a failure. Hall left with only a small amount of supplies. His ship was wrecked in a storm. He had to spend a year in the Arctic, living with the native people, the Inuit[1]. He did not learn what happened to Franklin's expedition, but he did learn much about living in the Arctic and made an accurate chart of a coastline there. When he returned to the United States, he began organizing another expedition.

[1] The Inuit are sometimes called Eskimos. They are experts at living in Arctic conditions.

Hall's second expedition almost failed as well. He was not a good leader, and his crew came close to rebellion, or mutiny, because Hall treated them badly and was unable to pay them. Still, he completed the expedition and returned home after finding relics of Franklin's expedition. Now, he was well known as an Arctic explorer.

On the basis of his second expedition's achievements, Hall received $50,000 from Congress in 1871 to sail to the north pole. No one had been there before, and reaching the north pole first was something Americans wanted very much to do. That same year, Hall left on his third expedition. He and his crew sailed on the ship *Polaris*.

This expedition also had serious troubles. Crew members did not get along well. The science officer thought Hall was not qualified as

a scientist. Another crew member had a drinking problem. In short, Hall had the wrong group of men for this expedition.

Despite this situation, *Polaris* sailed farther north than anyone had gone before. The ship could not go all the way to the pole, however, and had to take shelter for the winter at an inlet. The science officer and the crewman with the drinking problem thought this was a bad plan, but Hall proceeded with it anyway.

The expedition spent months at the inlet. One day after drinking a cup of coffee, Hall complained of an upset stomach. Then he became very ill. He thought someone was poisoning him. Soon, he died. The ship's doctor said Hall had died of "apoplexy," or a burst blood vessel in the brain. The crew wrapped Hall's body in an American flag, placed the body in a coffin, and buried Hall in the icy ground.

No one was convicted of murdering Hall, but suspicions **persisted** about the strange circumstances of his death. In 1968, almost 100 years after his death, Hall's body – still wrapped in the flag – was dug up and examined. Samples of his hair and fingernails were taken and analyzed. The analysis showed that Hall really had been poisoned, with arsenic. Whoever poisoned Hall is dead by now too, so we are left with a sad mystery about how a famous explorer was lost in the Arctic.

**Words for World History**

- ✓ Arctic
- ✓ circumstance
- ✓ convict
- ✓ expedition
- ✓ explorer
- ✓ relics



## Questions

**01** Why did Hall first decide to become an explorer?

**02** Why did Hall have such trouble on his Arctic expeditions? Give two reasons.

**03** Why did Congress fund Hall's third expedition?

**04** Look at the word **persisted** in the passage. What do you think **persisted** means in this context?

**05** Who are two likely suspects in Hall's murder? Why?

# 4.10 The 20th-21st Century: The Hispanic Influx

One dramatic change in American society during the late 20th and early 21st centuries has been the "Hispanic **influx**." This expression refers to large numbers of Spanish-speaking people moving into the United States, many of them illegally.

Much of the Hispanic influx has occurred along the border between the United States and Mexico. The border is long and is not guarded as closely as many other nations' borders. Much trade takes place between Mexico and the U.S. along that border. That is why so many Spanish-speaking people from countries such as Mexico have found it easy to enter the U.S. Some swim across the Rio Grande, the big river between the two countries. Others ride into the U.S. in cars and trucks. Smuggling illegal immigrants into the U.S. has become a big – and profitable – business.

So, millions of Hispanic people have come to live in the United States. There are especially big groups of them in southern California, but they have settled in many other states as well. Many of these people speak only Spanish. They do not know English, the main language of the United States. Also, many of these illegal immigrants are very poor. Their poverty, combined with their large numbers, puts a strain on schools, hospitals, and other services in the U.S.❶

❶ Nevertheless, these illegal immigrants provide an essential workforce in many parts of the United States. This is because the illegal immigrants are not protected by labor laws and work for lower wages than American workers.

What is more, U.S. government policy has worked in favor of the Hispanic influx. Consider the case of "anchor babies." These are babies born in the U.S. to Hispanic parents who are not U.S. citizens. Under American law, however, those babies are U.S. citizens because they were born in the United States. The babies, then, serve as "anchors" for families that want to stay in the U.S., just as a ship's anchor keeps a ship in place.

At the same time, the U.S. government has done little to stop illegal immigration. According to the government's view, Hispanic immigrants actually benefit the United States because many of the

Hispanics are poor and therefore are willing to do necessary jobs that Americans do not want to perform. Not everyone, however, accepts this view. Many Americans are looking for jobs and feel resentful to see so many jobs going to illegal immigrants.

Finally, Mexico has not really tried to halt the influx. Mexicans have long memories and still remember how (from their point of view) the United States stole large portion of Mexican land in the Mexican War during the 19th century. Much of the United States was once part of Mexico❷. Mexicans are painfully aware of that fact and smile at anything that might help "retake" that land for Mexico. In fact, Mexicans often speak in favor of such a "retaking": in Spanish, "*reconquista*."

❷ Texas was originally part of Spanish Mexico.

The result is a huge and growing Hispanic presence in the United States, especially the southwestern U.S. This presence creates big political problems in the U.S. Hispanics have arrived in large numbers and apparently are there to stay. More arrive every day. Their culture is very different from that of non-Hispanic Americans, and friction between the two cultures is increasing.

*reconquista* [rēikɔŋkistə:]

The outcome is uncertain. Americans know that their country is largely a nation of immigrants, and that the U.S. has absorbed many waves of immigrants in the past, from Ireland, Germany, Italy, and other countries. But the modern Hispanic influx is huge, and it comes at a time when Americans are especially sensitive to illegal immigration and the problems it causes. What will happen eventually? These days, that thought makes many Americans uneasy.

**Words for World History**

- ✓ border
- ✓ immigrant
- ✓ settle
- ✓ immigration
- ✓ Hispanic
- ✓ strain

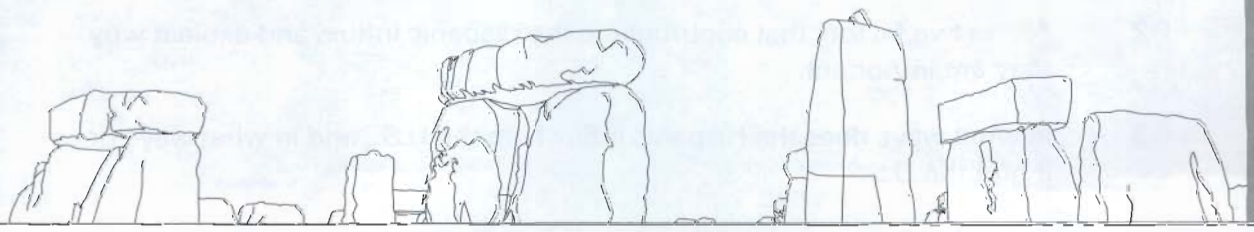


## Questions

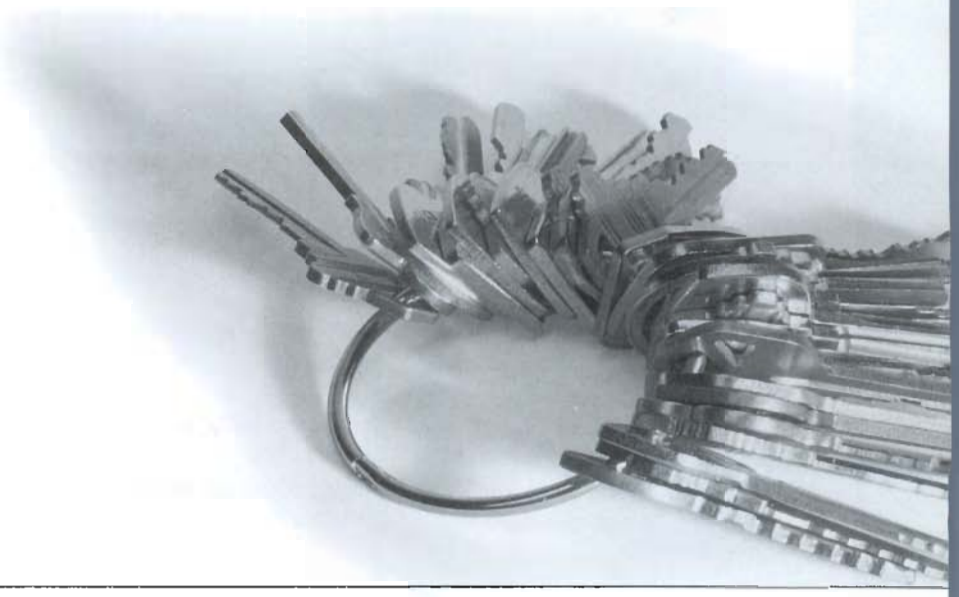
**01** Look at the word **influx** in the passage. Can you think of another word for **influx**?

**02** Name two factors that contribute to the Hispanic influx, and explain why they are important.

**03** In what ways does the Hispanic influx help the U.S., and in what ways does it hurt the U.S.?



# Answer Key



# I. North American History

## 1.1 The 17th Century: The Cherokees, Native Americans p.09

01 The original home of the Cherokees extended through what is now North Carolina, Tennessee, and parts of Georgia. This is shown in the map marked "Original Cherokee Lands."

02 The Cherokees first met Europeans in 1540, when Hernando de Soto landed in North America.

03 When the European-Americans discovered gold on Cherokee lands, they began to push the Cherokees off their land to get the gold.

04 There are two Cherokee nations because not all of the Cherokee people agreed to go west when the U.S. government took their original lands.

05 Aggression is a noun meaning the use of force, or hostility.

## 1.2 The 17th Century: The Story of Pocahontas p.11

01 Her nickname, which means "to play," reflected her love of toys as a child.

02 Her marriage to John Rolfe ended the war between her tribe and the settlers.

03 Royalty refers to people of noble class, specifically someone related to the king or queen of a country.

## 1.3 The 17th-18th Century: Pirates p.13

01 Sample answer: Blackbeard was a large man with a big black beard. He wore a long red coat and carried many weapons.

02 He was caught and killed by the Navy, and his head was brought back to Virginia.

03 He used smaller ships which could sail into places where the larger Navy ships could not go.

**04** Notorious means famous, but in a bad way; usually for doing something bad.

## 1.4 The 18th Century: George Washington p.15

**01** The United States was independent from England before the Constitution was written. John Hanson served as a sort of temporary president while the Constitution was being written. George Washington was the first president after the Constitution was written.

**02** During the war, the Americans saw that Britain's monarchy was organizationally stronger than their republic. You can infer this from Nicola's comment. If the war showed the weakness of republics, it must have been the new U.S. republic, since Britain was a monarchy. As a result, the Americans decided to create a republic with a strong federal government.

**03** Washington did not want the U.S. to be a monarchy because he had just fought a war to free the U.S. from a monarchy.

**04** Banish means to send something away forever. In this context, the phrase "banish these thoughts" means to forget.

## 1.5 The 19th Century: The Growth of Newspapers p.17

**01** Penny papers were successful because they wrote about things people were interested in, such as scandals, gossip, and other stories about the personal lives of people. They were also cheap.

**02** Resounding means great or very good.

**03** The *New York Sun* was the first commercially successful penny paper.

## 1.6 The 19th Century: State vs Federal Authority p.19

**01** The conflict between state and federal authority directly led to the Civil War.

**02** States fear federal authority because if the federal government has too much authority, it can force the states to do things that they may not wish to do. In addition, the states may have to pay for those things.

**03** The word secede means to break away or leave.

## 1.7 The 19th Century: President Lincoln's Brain p.21

**01** Lincoln's depression suggests that he may have suffered a brain injury. Lincoln also had a dent in his forehead. He also lacked some muscle control over his facial muscles, a common indicator of brain injury. Finally, Lincoln had trouble focusing his left eye, another common indication of brain injury.

**02** Miserable means extremely unhappy.

## 1.8 The 19th Century: Clipper Ships p.23

**01** The word emblematic describes something that is representative of something else. For example, many people consider baseball and apple pie emblematic of America. That is, these things represent the concept of American life.

**02** This passage is about the history and significance of clipper ships.

**03** You can infer that railroads were faster and cheaper than clipper ships because they replaced clipper ships. You can also infer that railroads provided transportation across the country because they could not have replaced the clipper ships if they didn't.

**04** Clipper ships were impressive because they had huge sails. You know this because the passage says that "a clipper ship under full sail was an unforgettable sight."

## 1.9 The 19th Century: Outlaws p.25

**01** The passage is mainly about outlaws, criminals that terrorized the West during the 19th century.

**02** The term came from the fact that there was very little law enforcement, so these criminals were "outside the law." That is, they could not be punished.

**03** A fugitive is a person hiding from the police.

**04** There were a large number of outlaws because law enforcement in the West was ineffective, there was a lot of money for them to steal, and it was easy for them to hide.

**05** He worked as a hired gun for a cattle baron.

## 1.10 The 20th Century: American Cities in the Early 1900s p.27

**01** American cities had different sounds: fewer mechanical sounds and more human sounds. They were also smaller, and they had no tall buildings.

**02** Ice trucks were necessary because there were no refrigerators yet.

**03** In 1900, there were more human sounds, such as people yelling or riding horses. There were also no mechanical sounds like cars or jets.

**04** The word unimaginable describes something that is so different that it cannot be imagined.

## 1.11 The 20th Century: The Car Culture Arrives p.29

**01** Car culture describes a culture in which owning a car has become an essential part of life. For example, in most parts of America owning a car is a part of growing up. Getting your first car is a sign of adulthood, and driving is a part of daily life. This is the car culture.

**02** Cars and trains are compared in terms of the changes they caused in American life. Both cars and trains greatly increased the mobility of people.

**03** Automobiles made people far more mobile. They also became symbols of wealth and status.

**04** Automobiles led to the word "traffic jam."

## 1.12 The 20th Century: Television in the 1950s p.31

**01** Prior to television, people could listen to the radio or go to the movies. If they listened to the radio, there was no visual element, and they had to imagine the action based on what they heard. If they went to the movies, they had to leave their homes. With TV, they had to do neither of these things.

**02** One change was that TV became "America's babysitter." Another change was that

a whole new group of TV superstars emerged.

**03** Influential describes something that has the power to cause change.

**04** The show was one of the first extremely popular children's shows. In addition, the stars of later children's shows, like *Captain Kangaroo*, got their start on the *Howdy Doody Show*.

## 1.13 The 20th Century: The Dyna-Soar Spaceship p.33

**01** Landing gear refers to the equipment (usually wheels) that a plane lands on. In the case of the Dyna-Soar, the landing gear was a set of metal brushes instead of wheels.

**02** Like much of the early American space program, the Dyna-Soar came from earlier German space projects. The space bomber project was the inspiration for the Dyna-Soar.

**03** The Dyna-Soar was never built because the Americans decided to build a space capsule instead.

**04** The Dyna-Soar and the space shuttle have similar designs. Both are shaped like a plane and were designed to glide back to Earth during re-entry.

## 1.14 The 21st Century: Are We Changing Too Fast? p.35

**01** To halt means to stop something.

**02** Because of the rapid pace of technology, change has occurred much faster than in earlier decades.

**03** The main problem is that technology has replaced many of the jobs once done by people. So, now there are many people with no jobs or place in society. Another problem is that technology is changing society faster than people can adapt to the changes.

# II. North American **Literature**

## 2.1 Ancient Times: Native American Legends p.39

**01** Despondent means sad and hopeless.

**02** The author mentions the expression to provide an interesting introduction and to provide a link between European-American and Native-American culture.

**03** First, the boy was attacked by two evil women, but he tricked them into attacking each other. Then, he had to sneak past a village with large dogs, but he made too much noise. So, he used his weasel skin to trick the dogs into thinking it was only a weasel.

## 2.2 The 17th-18th Century: Puritan Writers p.41

**01** One major flaw in Puritanism was that it was too rigid and placed too much control on the lives of its citizens. Another flaw was that Puritan society treated those who disagreed with its ideas very harshly. These problems caused divisions in the Puritan society which caused it to collapse.

**02** The Puritan society produced a great deal of literature in a relatively short time. In addition, Puritan literature influenced later American writers. One example of this would be the idea of manifest destiny, which originally came from Puritan society.

**03** Prolific describes something that is very productive.

## 2.3 The 18th Century: Thomas Jefferson's *Notes on the State of Virginia* p.43

**01** Thomas Jefferson wrote *Notes on the State of Virginia* to answer French requests for information on the newly independent American colonies.

**02** Preoccupied means to be worried about other things and therefore unable to concentrate on something.

**03** In addition to factual information, Jefferson included his own observations and thoughts on the social issues confronting the American states.

**04** Jefferson's book was published both in the U.S. and in France. In the U.S., the main problem was the cost of printing, which was very high. In France, the problem was that an unauthorized translation was made, and Jefferson was unhappy with the translation.

## 2.4 The 18th-20th Century: American Humorists p.45

**01** Many American humorists mixed social criticism into their humor. For example, Leo Rosten used his humor to comment on the lives of European immigrants in America and the quality of education.

**02** Artists drew comic strips for newspapers that served many of the same purposes as written satire.

**03** Perceptive means to be observant or to notice things. In this context, a perceptive comment would be one that points out an important issue or fact.

## 2.5 The 18th-20th Century: American Essayists p.47

**01** While novels tell a story, essays are a collection of the author's thoughts on a certain subject.

**02** Both Steinbeck and Oates wrote essays that were critical of their society, especially about how the poor were treated in America.

**03** Rural describes an area in the country.

**04** While Franklin's and Murray's essays dealt mostly with practical advice for everyday life, later American essays focused mostly on social commentary.

## 2.6 The 19th Century: James Fenimore Cooper p.49

**01** Cooper's early years were difficult because he had problems in school. In addition, after his brothers died, he had the responsibility to support their families.

**02** Cooper's first novels failed because people felt they were too much like British novels. At the time, most Americans wanted to be different from the British.

**03** One reason that Cooper's later books were popular were that they dealt with subjects that were uniquely American (such as life on the frontier).

**04** Thrilling means exciting.

## 2.7 The 19th Century: Charlotte Perkins Gilman p.51

**01** Gilman wrote about her own personal experiences with mental illness.

**02** People felt that her writing was too depressing.

**03** Unblinking means staring without a stop.

## 2.8 The 19th Century: Louisa May Alcott p.53

**01** Alcott first began writing stories for a friend's daughter.

**02** Alcott first began to have real success as a writer after her family published her letters to them about life in the hospital.

**03** The major strength of Alcott's writing is that it appeals to children and she understands children very well, but the plot lines in her stories are often weak.

**04** Faulty describes something that has problems.

## 2.9 The 19th Century: Emily Dickinson p.55

**01** Some people suspect that Dickinson withdrew from society after a failed relationship.

**02** Dickinson became famous as a writer after her death, when her family found hundreds of her poems.

**03** Dickinson uses odd punctuation, which gives her poetry a strange rhythm and feel.

**04** Gasping describes the kind of breathing you would do if you were out of breath.

## 2.10 The 19th Century: Dime Novels p.57

01 Dime novels got their name from the fact that they usually cost a dime.

02 Emergence means appearance.

03 Dime novels typically featured stories about the West, but mysteries and science fiction were also popular.

04 Authors of dime novels made books, usually about romance, especially for women readers.

05 Dime novels became unpopular when they were replaced with pulp magazines, which were even cheaper than dime novels.

## 2.11 The 19th-20th Century: American Detective Fiction p.59

01 Edgar Allan Poe is usually given credit for creating the first detective novels.

02 Genre describes a style of novel or movie, for example, the adventure genre or the romance genre.

03 Dupin and Sherlock Holmes were different because they were more intelligent and less violent than the characters in later detective novels.

04 Detective novels began to influence Japanese literature after World War Two, when American forces occupied Japan. Japan made "krimi" novels, which were similar to detective novels.

## 2.12 The 20th Century: Robert Frost p.61

01 Frost's father died when he was young, and the family was left with very little money.

02 Frost's writing focuses on descriptions of the natural surroundings of New England. In addition, he uses very simple language.

03 In this context, curious means interesting or unusual.

## 2.13 The 20th Century: Theodore Dreiser p.63

**01** Dreiser's writing is often long and somewhat boring because he adds lots of description. In addition, his stories often deal with controversial topics and have unhappy endings.

**02** His first novel was unpopular because it dealt with a socially unacceptable topic, a young woman having an affair.

**03** The plot is ironic because the man plans to murder the girl but she dies by accident before he can kill her. Then, he is blamed for her death.

**04** Ruined means destroyed or severely damaged. To be financially ruined means to be bankrupt.

**05** Unlike earlier writers, Dreiser wrote about the ugly side of American life. In addition, he came from a different ethnic background; he was German-American instead of British-American.

## 2.14 The 20th Century: Eugene O'Neill p.65

**01** The family in *Long Day's Journey into Night* closely resembles O'Neill's own family. In addition, like one of the sons in the play, O'Neill had tuberculosis.

**02** The characters in O'Neill's play usually have sad lives and at the end of the play are left in terrible, hopeless situations.

**03** O'Neill also based some of his plays on themes from psychology and philosophy. He was also influenced by Swedish author August Strinderg.

**04** Revert means to change back to something.

## 2.15 The 20th Century: Mary McCarthy p.67

**01** The tone of the article is mostly neutral, and the author does not say much that would reveal his or her own opinion regarding McCarthy. Perhaps the only place where we could guess the author's attitude would in the section where he or she writes that McCarthy was "never afraid of controversy." This would seem to indicate some level of admiration for McCarthy.

**02** Seeing the effect of Stalin's control over communist Russia made her change her opinions.

**03** An epidemic is when a disease spreads quickly over a large area.

**04** She thought that consumerism had not brought about an equal society in America.

## 2.16 The 20th Century: Science Fiction and the American Mind p.69

**01** Science fiction attempted to deal with issues such as what exactly human life is, and the role of technology in society. These were important questions because technological change was causing people to ask these questions about American society in the 1960s.

**02** The races and alliances in *Star Trek* were very similar to the political situation, with the conflict between NATO and the Soviet Union, that existed in the 1960s.

**03** The author mentions American Western movies to illustrate the connections between science fiction and the larger American culture.

**04** Corresponded means matched or was similar to.

## 2.17 The 20th Century: Techno-Thrillers p.71

**01** Techno-thrillers are exciting novels in which technology plays a very important role.

**02** Some of the dime novels of the 19th century closely resembled techno-thrillers. But the first true techno-thrillers (ones that focused on existing technology) emerged in the 1960s.

**03** Early "techno-thrillers" were actually more like science fiction, because they focused on technology that did not exist at the time. Later techno-thrillers focused on existing or newly emerging technology.

**04** A scenario is a hypothetical (imaginary) situation.

## 2.18 The 20th Century: John Steinbeck p.73

**01** Much of Steinbeck's writing deals with the plight of the poor in American society and what he saw as the moral decay of America.

**02** Many people felt that Steinbeck spent too much time talking about moral issues and that he was too judgmental.

**03** Steinbeck felt that as the population of the U.S. grew, people were losing respect for the value of human life.

**04** Endear means to make someone like another person.

## 2.19 The 20th Century: Sinclair Lewis p.75

**01** Prominent means well-known or important.

**02** Lewis wrote about small town life in America.

**03** Lewis was very good at creating and describing characters, but he was not very good at making plots.

**04** From having traveled overseas, Lewis felt that many Americans had a narrow and unrealistic view of the world.

## 2.20 Ancient Times-Present: American Folk Heroes p.77

**01** Native-American folk tales tend to feature animals as their characters, and European-American folk tales tend to feature either real or imaginary people as their characters.

**02** The moral of Coyote's story is to be careful what you wish for because your wish may have unintended consequences.

**03** Resourceful describes a person who can always think of a way to solve problems.

# III. North American **Art**

## 3.1 Ancient Times: Native American Petroglyphs p.81

**01** They made their pictures in sheltered places, like caves, so that the rain would not wash away the pictures.

**02** The passage suggests that the drawings were perhaps a way for the Native Americans to remember their stories.

**03** Eerie means spooky or creepy.

**04** The Native American pictographs have images that are unlike the images on other pictographs.

## 3.2 The 18th Century: Gilbert Stuart p.83

**01** Stuart left America to avoid the Revolutionary War.

**02** Stuart's most important portraits were of George Washington.

**03** The painting looks odd because Washington had a set of false teeth that did not fit him well.

**04** Safekeeping is a noun that means guarding or protecting something.

**05** When the British invaded and burned Washington D.C. during the war of 1812, she refused to leave until Washington's portrait had been saved.

## 3.3 The 18th Century: John Singleton Copley p.85

**01** Copley left America to avoid the Revolutionary War.

**02** When Copley left America, he didn't do as many portraits and started doing more pictures of historic events.

**03** Spectacular means amazing or really good.

## 3.4 The 19th Century: Audubon's Birds p.87

**01** Audubon started drawing birds for a living because his business failed and he had no money.

**02** Audubon's painting first began to attract attention in Europe.

**03** Audubon studied the movements of birds by tying bits of colored string to their legs.

**04** As an adjective, celebrated means famous, praised, or acclaimed.

## 3.5 The 19th Century: The "Yellow Kid" p.89

**01** Outcault got his professional start as an artist working for Thomas Edison.

**02** The "Yellow Kid" was an extremely popular comic, and both Hearst and Pulitzer used it to try to boost their newspaper sales.

**03** In this context a baron refers to an extremely powerful businessman in a particular industry.

## 3.6 The 19th Century: "Wild West" Art p.91

**01** It changes the meaning because it shows that this was not a true or realistic picture of the American West. It also shows the author's skepticism or disapproval of these exaggerations.

**02** The Buffalo Bill art depicted the West as a big, noisy carnival. Similarly, many artists portrayed the settlers in the West as brave, handsome, and heroic. This was not often the case.

**03** Frederick Remington's art, while still sentimental, is more accurate than most Wild West art.

**04** In this context, an attraction is a show or event, usually at a fair or festival.

## 3.7 The 19th Century: Thomas Nast p.93

**01** People feared Nast because his pictures were very influential and he used his pictures to criticize many people.

**02** Nast created the drawings of the elephant and the donkey that we now associate with the Republican and Democratic parties.

**03** A personification is a character that represents an abstract idea or thing. For example, cupid is the personification of love.

**04** People believe that the word nasty comes from his name because he was often so cruel in his drawings.

## 3.8 The 20th Century: Georgia O'Keefe p.95

**01** O'Keefe decided to paint flowers because she thought they were something that people saw every day but didn't notice. O'Keefe painted her flowers in huge sizes to draw people's attention to them.

**02** O'Keefe's husband was a influential gallery owner in New York, so she had lots of chances to show her work at his gallery.

**03** Deteriorating describes something that is getting worse and worse.

## 3.9 The 20th Century: Edward Hopper p.97

**01** Hopper's art features lonely people in the city. This is probably the most important feature of his art.

**02** Hopper made many prints of his paintings. The prints were less expensive than the original painting, but he could sell many of them.

**03** Hopper lived in Europe for a while, and when he came back he found it difficult to adjust to American life. Despite this, his work focused on essentially "American" scenes.

**04** Tempestuous means stormy. In this context, it describes a relationship filled with troubles and arguments.

**05** Later in his career, Hopper found it more and more difficult to find good themes for his paintings.

## 3.10 The 20th Century: Rockwell Kent p.99

**01** Kent did illustrations for famous books, including *Moby Dick*. Kent also painted landscapes of Alaska, South America, and other remote places.

**02** In addition to being a painter, Kent designed jewelry, built houses, and wrote about his travels.

**03** Kent's illustrations helped make *Moby Dick* one of the most popular novels in American literature.

**04** Prolific describes someone or something that produces a great deal.

## 3.11 The 20th Century: Newspaper Comic Strips p.101

**01** A cartoon is a single picture in a newspaper. A comic strip is a series of pictures in a newspaper which tells a story or part of a story. A comic book is much longer than a comic strip and is not published in a newspaper.

**02** A commentary is a person's opinion on a subject. In this case, the adventures of the animals in the comic strip were used by the author to express his opinions about different things.

**03** The characters in comic strips were often drawn to resemble important people of the time. In another example, Li'l Abner's innocence was often used to comment on the dishonesty of society.

## 3.12 The 20th Century: Editorial Cartoonists p.103

**01** Most of the message in an editorial cartoon is delivered through the picture. The pictures often use widely recognized symbols, such as Uncle Sam. In addition, the pictures are often closely related with the events of the time.

**02** The primary objective is to express the illustrator's opinion about a certain event.

**03** One major innovation was the addition of a small character at the bottom of the illustration which would comment on the illustration. This added another chance for the illustrator to make his or her opinion known.

**04** When used with language, cutting means cruel or sarcastic.

## 3.13 The 20th Century: Andy Warhol p.105

**01** One element to Warhol's success was good timing. Warhol began producing a new kind of art just when people began to question what exactly was art. In addition, Warhol used prints to make many copies of his paintings, but he changed the colors to make each print unique.

**02** Warhol believed in taking ordinary objects of everyday life and turning them into art.

**03** In this context, humble means ordinary or not important.

**04** Pop art was an artistic movement which sought to make art out of everyday objects.

## 3.14 The 20th Century: Comic Books Grow Up p.107

**01** When comics began to get more violent in the 1950s, the industry began to restrict their content so that there would be less violence in the comic books.

**02** Graphic novels are longer, have better drawing and writing, and are more serious than comic books.

**03** Assumed in this context means to take on a certain role or set of characteristics.

## 3.15 The 20th Century: Norman Rockwell p.109

**01** One reason Americans liked Rockwell's art was that it reminded them of their past. This was especially important to Americans at the time because they were unsure of the future of their nation. Rockwell's art was also popular because the people in his paintings looked like normal Americans.

**02** Rockwell was a lean and rugged man, and in that sense he also looked like a normal American.

**03** Down-to-earth describes a practical, everyday person.

## 3.16 The 20th Century: Theodor Geisel (Dr. Seuss) p.111

**01** A fabulist is a person who creates fantastic and far-fetched stories.

**02** Dr. Seuss wrote many of his books to promote literacy among small children. He therefore wrote his books using a small vocabulary that children would find easy to read.

**03** Some of Dr. Seuss's books taught social values, such as the stupidity of war or the need to protect the environment.

# IV. World History

## 4.1 The 11th Century: Norsemen in North America p.115

**01** Hostile means unfriendly and usually describes a group that attacks another group.

**02** The Norsemen definitely reached North America before Columbus.

**03** The Welsh and the Irish may also have reached North America before Columbus.

**04** We know the Norsemen reached Greenland because we have found the remains of their winter camp. The Irish may have reached North America because there are carvings similar to Irish carvings in West Virginia, but they may not have been made by the Irish. Finally, the Welsh may have reached North America because one explorer reported meeting a group of Welsh-speaking Native Americans, and some Native American houses in Alabama were similar to Welsh houses.

## 4.2 The 15th Century: The Columbus Controversy p.117

**01** The passage is mainly about the controversy over how the history of Columbus is interpreted.

**02** Columbus was not the first European to reach the Americas, and he did not discover North America, because he only reached the Bahamas.

**03** Some people view Columbus as a villain because his reports from the Americas prompted European nations to conquer the Americas and led to the deaths of millions of Native Americans.

**04** Slaughter refers to killing on an extremely large scale. It is typically used to refer to the killing of farm animals for food. But when used with people, it refers to a particularly violent and brutal act.

## 4.3 The 16th Century: Oñate and the Spanish Conquest p.119

**01** *Conquistador* means conqueror in Spanish. The Spanish explorers took this name because that is what they did, conquer the Native Americans and take their land.

**02** The Spanish explained their actions by claiming that they where actually helping the Native Americans by bringing them the Christian religion.

**03** Befall means to happen to. It is always used to describe a bad or unlucky event that happens to someone.

## 4.4 The 16th Century: "Northwest Passage" p.121

**01** The northwest passage is a sea route from the Atlantic Ocean to the Pacific Ocean in North America.

**02** Finding the northwest passage was very important because traveling around the bottom of South America in order to get to the Pacific Ocean took a long time and was very dangerous.

**03** Finding the northwest passage took a long time because the northwest passage is actually frozen all year round. So, crossing the northwest passage wasn't actually possible until icebreakers were invented in the 20th century.

**04** Tragic describes something that is very sad or unfortunate.

## 4.5 The 18th Century: France and the American Revolution p.123

**01** The French wanted to help the American colonies because the French were long-time enemies of the British and wanted to do anything they could to damage the British Empire. In addition, the French hoped that the start of a revolution in the colonies might also start a revolution in Britain itself.

**02** The Americans had Franklin remind the French that if the colonists lost the revolution, they would again be subjects of England and therefore available to help in any war Britain fought against France. This helped pressure the French into helping the colonists.

**03** Fervor means excitement or enthusiasm for a cause. It is usually used to describe

enthusiasm for a political or religious objective.

**04** The French revolted against their own king just a few years after the American Revolution.

## 4.6 The 18th Century: Washington's Warning p.125

**01** Washington warned the country against making alliances because he did not think the US should get involved in the wars of other countries.

**02** For years after his death, the U.S. followed Washington's policy of neutrality and avoided alliances and involvement in foreign wars.

**03** U.S. policy began to change in World War I, the first real foreign war that the US got involved in. But the major change came in World War II, after which the U.S. became heavily involved in world politics.

**04** Neutrality describes the state of not taking sides in a dispute.

## 4.7 The 19th Century: The Purchase of Alaska p.127

**01** Inhospitable describes conditions which are extremely difficult or impossible to live in.

**02** The Russians were eager to sell Alaska because their government needed money. In addition, they were having problems with the Native Americans living in Alaska. Finally, the Russians in Alaska were far from their homes.

**03** The Americans were eager to expand their country. The doctrine of Manifest Destiny told the Americans that they should control all of North America.

**04** A few years after the purchase of Alaska, gold was discovered in Alaskan territory.

## 4.8 The 19th Century: "The Opening of the West" p.129

**01** The author takes a very negative attitude towards the land rush. The author describes the opening of the West as a set of "crimes, betrayals, thefts, murders," and the land rush was a part of the opening of the West. In addition, the author spends a great

deal of time describing the negative aspects and effects of the land rush.

**02** A parcel is a plot, or piece, of land.

**03** The land rush pushed the Native Americans off their land and largely destroyed their way of life.

**04** Some people hid in the territory before the start of the land grab so that they could beat other people to the best pieces of land.

## 4.9 The 19th Century: Lost in the Arctic p.131

**01** He wanted to learn what had happened to the English explorer Sir John Franklin.

**02** One reason was that on his first expedition, Hall did not have any experience as a sailor or as an Arctic explorer. Another reason was that Hall did not have the respect or trust of his men.

**03** The Americans wanted to be the first nation to reach the North Pole.

**04** The word persist means to continue.

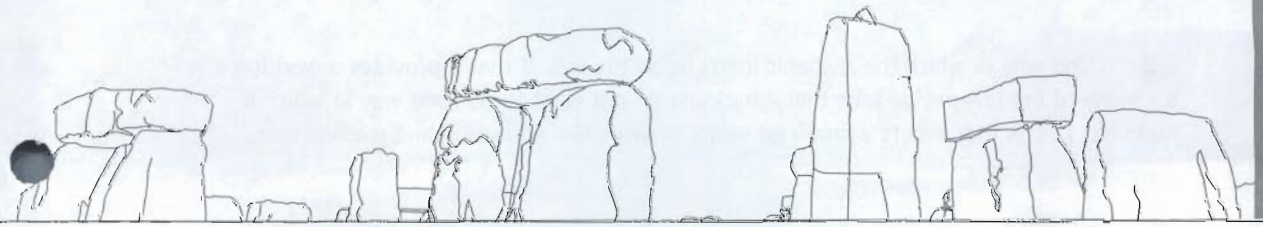
**05** The science officer would be one suspect because he disliked Hall and thought he was unqualified. Another suspect would be the crewman with the drinking problem because he opposed Hall's plan to spend the winter in an inlet.

## 4.10 The 20th-21st Century: The Hispanic Influx p.133

**01** An influx is a large number or people or things coming in from a different area.

**02** One factor in the Hispanic influx would be that the United States and Mexico have a long border that is almost impossible to monitor. This makes it easy for illegal immigrants to cross into America from Mexico. Another factor would be that U.S. law considers any child born in the U.S. a U.S. citizen. This means that when illegal immigrants have a child in the U.S., they can use the child's citizenship to remain in the U.S.

**03** One way in which the Hispanic influx helps the U.S. is that it provides a workforce for many of the low-paying jobs that Americans do not want to do. One way in which it hurts the U.S. is that it puts a strain on social services like education and medical care.



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