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Units of Study on Eight American Patriotic Holidays

Nina Pearson

School for International Training

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Units of Study on Eight
American Patriotic Holidays

Nina Pearson
B.S. The King's College 1971

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for the Master of Arts in Teaching degree at the
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Date 9/24/81 Principal Adviser Michael Gerald

Project Adviser/Reader: Bonnie Menzies

Abstract

This materials development project consists of information and lesson plans related to eight patriotic holidays in the United States. It is intended to be used by English as a Second Language teachers in intermediate classes. Each unit consists of background information on a specific holiday, a lesson plan which includes culture and grammar points, and follow-up activities. Each lesson includes three objectives: a sociolinguistic/cultural objective, a linguistic objective, and an interpersonal objective, which deals with the atmosphere in which the learning takes place. Similar interpersonal objectives are stated in each lesson and emphasize the importance of a supportive, non-threatening learning atmosphere where students are encouraged to help each other instead of compete with each other.

Table of Contents

Introduction	1
Unit 1--Abraham Lincoln's Birthday	4
Unit 2--George Washington's Birthday	20
Unit 3--Memorial Day	31
Unit 4--Independence Day	41
Unit 5--Labor Day	54
Unit 6--Columbus Day	64
Unit 7--Veterans Day	71
Unit 8--Thanksgiving Day	80
Notes	97
Bibliography	99

- Introduction

This project is designed for the ESL teacher of intermediate ESL students. The idea of preparing materials for teaching American patriotic holidays came to me over this past year while teaching high school and adult ESL students. In my teaching situation there was a lack of materials providing lessons and activities related to American holidays.

I feel that holidays and their celebrations should be studied in the ESL classroom because they are an important part of culture. Culture and language are closely integrated and should be taught together.

My students this past year showed an interest in comparing American culture to their countries' cultures, and in particular comparing the holidays of these countries. This inspired me to take a closer look at American holidays.

I chose to prepare material on American patriotic holidays as opposed to more general holidays, such as Christmas, Easter, and New Year's Day, because I wanted to focus on holidays that were particularly American, and on holidays of which students would have the least previous knowledge.

The information in this project can be used in its entirety or can be adapted to more generalized learning situations. With modifications, it can be used effectively in beginning and advanced ESL classes.

The project is divided into eight units. Each unit contains general background information on how a particular holiday originated, past celebrations of the holiday, how the holiday is celebrated today, and its significance to American culture. A detailed lesson plan and follow-up activities are also included.

Each lesson includes three objectives: a sociolinguistic/cultural objective, which deals with the language and its integration with culture; a linguistic objective, which deals with the use of the language in written and oral form; and an interpersonal objective, which deals with the atmosphere in which students learn and their interaction with each other during the learning process.

The format of each lesson is as follows: (1) Introduction to the holiday, in which the background information is presented and discussion questions about the information are also presented. (2) Introduction to a particular grammar topic and step-by-step procedures for teaching the grammar topic, which is integrated with information related to the holiday. (3) A list of follow-up activities to encourage the students to learn more about the holiday and American culture in general.

The information for this project came from a variety of sources, such as ESL textbooks, magazines, reference books, encyclopedias, tourist brochures, discussions with staff members in the Master of Arts in Teaching department at The School for International Training, other Americans, personal experiences and memories of celebrating these holidays, and my travel experiences in the United States. The material I chose is both factual

and personal in nature. My intention for choosing this particular material was to provide basic information about the holidays and also to give insight into some Americans' expressions of their sentiments about their country and its holidays through the use of speeches, prose, poetry, songs, and interviews.

Abraham Lincoln's Birthday

Abraham Lincoln, the sixteenth president of the United States, is one of the most popular figures in American history. He was born in Kentucky on February 12, 1809. In 1816 his family moved to Indiana, and in 1830 they moved to Illinois.

Abraham Lincoln acquired his education on his own by reading the Bible, Shakespeare, Aesop's Fables, various other classics, and law books.

His numerous achievements are impressive. At the age of twenty-three, Lincoln was appointed captain of a volunteer company to do service in the Black Hawk Indian War. He was also a partner in a general store, a postmaster, and a general surveyor. At the age of twenty-five, he was elected to the Illinois state legislature. In 1837 he entered into a law partnership in Illinois. He gained some local fame and was a member of the House of Representatives in Washington from 1847 to 1849. He was defeated in the senatorial election of 1858 by Stephen A. Douglas. Their debates gave Lincoln national prominence and he gained many supporters throughout the country. Lincoln was elected president and took office on March 4, 1861. He advocated a protective tariff, a homestead law allotting a fair-sized farm to anyone willing to work it, and the exclusion of slavery from the territories.

His election caused a series of secessions from the Union; and on April 12 Fort Sumter in Charleston Harbor, South Carolina, was hit by Confederate batteries. That was the start of the Civil War, which claimed 360,000 Union lives and 258,000 Confederate lives. President Lincoln was determined to save the Union and in the end, the Union was victorious.

The most important achievement of his presidency was the issuance of the Emancipation Proclamation, which abolished slavery and proclaimed equality for all men.

On April 14, 1865, President Lincoln and his wife were watching a play at Ford's Theater in Washington. Near the end of the third act, John Wilkes Booth slipped into the presidential box and shot President Lincoln in the head. The President died the next morning.

Many years have passed and the nation continues to remember him. The first formal celebration of Lincoln's birthday occurred on February 12, 1866. President Johnson and many government officials met to honor him on that day. In 1892, Illinois became the first state to legalize Lincoln's birthday, February 12, as a holiday.

In 1909, the one hundredth anniversary of Lincoln's birth, there were numerous speeches, parades, and ceremonies throughout the country. Because of the renewed interest shown in 1909 in the memory of this distinguished Civil War president, Congress passed a bill proposing the erection of a Lincoln memorial in the nation's capital.

Today, Lincoln's birthday is celebrated less formally. It is a day to remember this great man who contributed so much to the United States.

Schools usually have special programs which include readings from poems about Lincoln, short plays about his life, reading of the Gettysburg Address, singing "The Battle Hymn of the Republic," and "The Star-Spangled Banner," and speeches about Lincoln. In Washington, D.C., a wreath is officially placed in front of the Lincoln statue. Republican party organizations and patriotic groups hold annual Lincoln Birthday banquets.

Since 1923 the National Council of Churches has been observing Race Relations Sunday on the Sunday nearest to Lincoln's Birthday, to stress the importance of Christian love toward all men of all races, color, and creed.¹

Schools, banks, and government offices are usually closed on Lincoln's birthday and many stores often have "Lincoln Birthday Sales."

Abraham Lincoln's Birthday/Yes-No Questions

I. Objectives:

- A. Sociolinguistic/Cultural Objective: The students will gain an understanding of who Abraham Lincoln was and why his birthday is remembered every year. The students will also be able to use yes/no questions correctly in generating questions and answers based on facts about Abraham Lincoln and the holiday honoring him.
- B. Linguistic Objective: The students will be able to correctly utilize, both verbally and in written form, yes/no questions.
- C. Interpersonal Objective: Each student will be an active participant in the class. Each student will learn in a relaxed and comfortable setting and will be supported by the teacher and other classmates. Each student will have the opportunity to help other students and use his/her creativity in generating sentences.

II. Procedure:

- A. Introduction to Abraham Lincoln: Students take turns reading aloud background information on Abraham Lincoln, which the teacher distributes. The class discusses the following questions:
 - 1. Who was Abraham Lincoln?
 - 2. Why do Americans honor him every year?
 - 3. Explain his contribution to the abolition of slavery.

4. How do Americans remember Lincoln each year?
5. Compare Abraham Lincoln to a famous person in your country.

B. Introduction to Yes/No Questions: The teacher hands out copies of the following information and then explains the information:

1. A question is referred to as a yes/no question when a person responding to it usually answers "yes" or "no" instead of supplying new information in answering a question, such as "What is today's date?".
2. Yes/no questions in English have only one auxiliary to the left of the subject noun phrase and this auxiliary marks the tense of the question.
3. If there is no auxiliary, then the verb "Be" should be fronted and carry tense.
4. If there is no auxiliary of "Be" verb to carry tense, then "do" must be introduced in initial position to serve this function.²

C. The teacher presents sample sentences of is/are/was/were questions and possible answers on the blackboard.

1. Is February 12 Lincoln's birthday? Yes, it is.
2. Are those poems written about Abraham Lincoln?
Yes, they are. No, they are not. No, they aren't.
3. Was Abraham Lincoln the sixteenth president of the United States? Yes, he was.
4. Were Lincoln's speeches against slavery enthusiastically received? Yes, they were. No, they were not. No, they weren't.

- D. Students take turns reading the questions and answers aloud. The teacher or other students answer any questions the students have.
- E. The teacher groups the class into pairs. Each student asks his or her partner the following questions (which will be written by the teacher beforehand on cards). Students give the appropriate answers to each other.
1. Is Abraham Lincoln a national hero?
 2. Was a famous American president born in Kentucky?
 3. Is your birthday on February 12, too?
 4. Were your parents born in February?
 5. Are their birthdays holidays?
 6. Was Abraham Lincoln president during the Civil War?
 7. Are there any monuments erected in memory of Abraham Lincoln?
- F. Written Exercise: The students make ten yes/no questions based on the information in any of the following poems, speeches, essays that follow this lesson. They write long or short responses, as appropriate. Students take turns reading aloud some of their sentences.
- G. Further Activities:
1. If feasible, the class can take a field trip to Washington, D.C., and visit the Lincoln Memorial and Ford's Theater.
 2. Students can interview Americans and ask them questions about their knowledge of Lincoln:
 - a. What significance do you think Lincoln has for Americans?

- b. Why do you think he was assassinated?
 - c. How do you celebrate his birthday?
- 3. Have a class discussion comparing Lincoln to statesmen in the students' own countries or other statesmen in the United States.
- 4. Have the students do research on Lincoln's position on slavery and the role he played in its abolishment. Have them present the information to the class.
- 5. Students can read poetry and prose about Abraham Lincoln and tributes to him and answer the following questions:
 - a. What was the author trying to say?
 - b. What feelings do you have about Lincoln after reading the poem, prose, or tribute?
- 6. Students can write their own poetry about Lincoln and read it to the class.
- 7. Students can sing "The Battle Hymn of the Republic" and discuss their interpretations of the song.

The Night I Met Lincoln

Washington, Jefferson, Franklin--those names were large ones for me as I journeyed to the United States for study. But to me--a foreign student--the most exciting American personality was Abraham Lincoln. It was through him that I came to know better his country today.

Hitch-hiking about the United States, I had visited the Lincoln homeland. I had visited his log-cabin birthplace in Kentucky and his finer home in Springfield, Illinois. For the climax of my pilgrimage, I had to walk across the Arlington Memorial Bridge. As I approached the Memorial, all I could see was the enormous structure silhouetted in the moonlight. I walked through the wide, empty avenue and up the deserted steps. To my disappointment, halfway up the long steps, a sign, barely legible in the night, warned visitors that entrance was allowed only at certain hours.

Suddenly the beam of a guard's flashlight fell upon me. "What are you doing here this time of the night?" he asked, approaching me. He was a big Negro in a neat uniform.

"Sorry, fellow," he said, when he heard my stammered reply.

"But we're closed now. Come back tomorrow morning."

"Can I sit here on the steps for a while?" I asked. "I've carried this suitcase a long way."

"Sure." In the bright moonlight he noted the college sticker on my suitcase. "I see you're a student. I'm saving some money myself to go to school--law school," he went on, "by taking care of Old Abe."

We chatted for a few minutes and when he learned that I was a stranger to his country, he said, "There's a lot of talk in other lands about the Negro problem here in the United States--about discrimination and prejudice. And yet, there's no single minority group in the whole world that has made as much progress in a hundred years as we have. The people of this country have made that progress possible. Other nations expect us to settle our problems overnight. They can't seem to accept that a slow understanding is much more permanent."

The guard looked at the place where the monument stood enshrouded by darkness. "Lincoln here, he freed my grandfather, who was a slave. I take care of Lincoln now and he's going to put me through law school. It's all part of our system, and it works out pretty well. There's a certain dignity about Lincoln," he added, "which is our own heritage; something that has lasted and has become a part of all us Americans, regardless of the color of our skins; something very good that can't ever be taken away from us. All those who come here sense that and they leave better human beings than when they came. Maybe if other foreigners like yourself would come here, maybe they'd understand."

"I will tell my friends abroad what you've just told me," I said, getting ready to leave. I bade him good-bye, picked up my suitcase, and was about to descend the steps when he called:

"Guess Old Abe won't mind a foreign student visitor. Come with me and meet him."

I followed the guard, passing the massive columns, through the portal, and into the spacious darkness.

"Stay here," he said, "while I put on the lights. Look up, boy--you're gonna have the treat of your life!"

I stood quietly, waiting in the stillness.

And the lights shone first on Lincoln's head, casting the shadow of his full stature on the wall and leaving the rest of the chamber in a strange twilight, and then the brighter lights fell upon him. His presence filled the structure with such an aura of greatness and human warmth as I had never experienced.

Long I stood there awed by all the serene humbleness of the man who now sat in stony silence but whose voice and deeds had guided his nation. I wondered about the people who had made such a nation possible. In the spell of Lincoln's presence, the spirit of their million joyous voices answered, ringing all in unison all the wondrous words of liberty!

Andrés Berger-Kiss

Hands

I hold that if the Almighty had ever
made a set of men that should do
all the eating and none of the work,
He would have made them
with mouths only and no hands;
and if He had ever made another class
that He intended should do
all the work and no eating,
He would have made them with
Hands only and no mouths.

Abraham Lincoln

Abraham Lincoln Walks at Midnight

It is portentous, and a thing of state
That here at midnight, in our little town
A mourning figure walks, and will not rest,
Near the old courthouse pacing up and down.

Or by his homestead, or in shadowed yards.
He lingers where his children used to play,
Or through the market, on the well-worn stones
He stalks until the dawn-stars burn away.

A bronzed, lank man! His suit of ancient black,
A famous high-top hat and plain worn shawl
Make him the quaint great figure that men love,
The prairie lawyer, master of us all.

He cannot sleep upon his hillside now.
He is among us;--as in times before!
And we who toss and lie awake for long
Breathe deep, and start to see him pass the door.

His head is bowed. He thinks on men and kings.
Yea, when the sick world cries, how can he sleep?
Too many peasants fight, they know not why,
Too many homesteads in black terror weep.

The sins of all the war-lords burn his heart.
He sees the dreadnoughts scouring every main.
He carries on his shawl-wrapped shoulders now
The bitterness, the folly and the pain.

Vachel Lindsay

The Gettysburg Address

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

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

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

Abraham Lincoln
November 19, 1863

O Captain! My Captain!

O Captain! my Captain! our fearful trip is done,
 The ship has weather'd every rack, the prize we sought is won,
 The port is near, the bells I hear, the people all exulting,
 While follow eyes the steady keel, the vessel grim and daring;
 But O heart! heart! heart!
 O the bleeding drops of blood,
 Where on the deck my Captain lies,
 Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;
 Rise up--for you the flag is flung--for you the bugle trills.
 For you bouquets and ribbon'd wreaths--for you the shores a-crowding,
 For you they call, the swaying mass, their eager faces turning;
 Here, Captain! dear father!
 This arm beneath your head!
 It is some dream that on the deck,
 You've fallen cold and dead.

My Captain does not answer, his lips are pale and still,
 My father does not feel my arm, he has no pulse or will,
 The ship is anchor'd safe and sound, its voyage closed and done,
 From fearful trip the victor comes in with object won;
 Exult, O shores, and ring, O bells!
 But I with mournful tread,
 Walk the deck my Captain lies,
 Fallen cold and dead.

Walt Whitman

Abraham Lincoln

This man whose homely face you look upon
Was one of Nature's masterful great men,
Born with strong arms that unfought victories won.
Direct of speech, and cunning with the pen,
Chosen for large designs, he had the art
Of winning with his humor, and he went
Straight to his mark, which was the human heart.
Wise, too, for what he could not break, he bent;
Upon his back, a more than Atlas load;
The burden of the Commonwealth was laid;
He stooped and rose up with it, though the road
Shot suddenly downwards, not a whit dismayed.
Hold, warriors, councilors, kings! All now give place
To this dead Benefactor of the Race.

Richard Henry Stoddard

Tributes

Now he belongs to the ages.

Edwin M. Stanton, 1865

In President Lincoln we mourn a fellow citizen. There are no longer any countries shut up in narrow frontiers. Our country is everywhere where there are neither masters nor slaves. . . .

Address by Students in Paris, 1865

If one would know the greatness of Lincoln one should listen to the stories which are told about him in other parts of the world. I have been in wild places where one hears the name of America uttered with such mystery as if it were some heaven or hell. . . .but I heard this only in connection with the name Lincoln.

Leo Tolstoy (1828-1910)

Abraham Lincoln. . .was at home and welcome with the humblest, and had a spirit and a practical vein in the times of terror that commanded the admiration of the wisest. His heart was as great as the world, but there was no room in it to hold the memory of a wrong.

Ralph Waldo Emerson, 1876

A greater work is seldom performed by a single man. Generations yet unborn will rise up and call him blessed.

Reverend James Reed, 1865

He (Lincoln) is the true history of the American people in his time. . . . Step by step he walked before them; slow with their slowness, quickening his march to theirs, the true representative of this continent; an entirely public man. . .the pulse of twenty millions throbbing in his heart, the thought of their minds articulated by his tongue.

Ralph Waldo Emerson

Battle Hymn of the Republic

Mine eyes have seen the glory of the coming of the Lord;
He is trampling out the vintage where the grapes of wrath are
stored;
He hath loosed the fateful lightning of His terrible swift sword;
His truth is marching on.

I have seen Him in the watchfires of a hundred circling camps;
They have builded Him an altar in the evening dews and damps;
I can read His righteous sentence by the dim and flaring lamps.
His day is marching on.

I have read a fiery gospel, writ in burnish'd rows of steel;
"As ye deal with my contemners, so with you my grace shall deal;
Let the Hero, born of woman, crush the serpent with His heel,
Since God is marching on."

He has sounded forth the trumpet that shall never call retreat;
He is sifting out the hearts of men before his judgment seat;
Oh, be swift, my soul, to answer Him! be jubilant my feet!
Our God is marching on.

In the beauty of the lilies, Christ was born across the sea,
With a glory in His bosom that transfigures you and me;
As He died to make men holy, let us die to make men free,
While God is marching on.

Chorus:

Glory! glory! Hallelujah! Glory! glory! Hallelujah!
Glory! glory! Hallelujah! His truth is marching on.

Julia Ward Howe

George Washington's Birthday

George Washington is one of the most honored men in the history of the United States of America. He was born on February 22, 1732, in Westmoreland County, Virginia. At the age of sixteen, George went to live at Mt. Vernon, on the shores of the Potomac River. He became a successful surveyor; and at the age of nineteen, he was a prosperous landowner.³

His achievements were numerous. He served in the Virginia militia from 1752 to 1758 and was commander-in-chief of the Continental Army from 1775 to 1783. Under his command the Continental Army gained victory over England during the Revolutionary War. He was a member of the Virginia House of Burgesses, Justice of Fairfax County, Delegate to the First and Second Continental Congresses, and President of the Constitutional Convention. He became the first President of the United States of America on April 30, 1789, and served until March 3, 1797.⁴

Washington was annually honored during his years of presidency. The first public celebration of his birthday occurred in New York. In 1789 the Tammany Society, which was an organization of veterans of the Revolution, celebrated the day and resolved that February 22 be commemorated as the birthday of George Washington.

Washington died December 14, 1799. Soon after, Congress passed a resolution that February 22, 1800, would be observed as a day of mourning. The second president of the United States, John Adams, carried out an official celebration of the day. Thomas Jefferson, the third president, held no observances. Recognition of the birthday became occasional and politically partisan.

The centenary of Washington's birthday in 1832 broadened observance of the day. It became an occasion for patriotic speeches.

After the Civil War, the greatest period of Washington praise ended. Elaborate ceremonies and balls declined in popularity since then. However, the two-hundredth anniversary in 1932 was very special. At this time, a commission was formed by Congress to plan festivities which were to last from February 22 to Thanksgiving.

Today, Washington's birthday is a legal holiday in every state. In schools across the country, short plays are often presented, usually depicting incidents in Washington's life. At Mount Vernon, Virginia, Washington's home, there is a wreath-laying ceremony. Often there are re-enactments of historical moments in his military life at the actual scenes, such as at Valley Forge, where Washington and his troops survived the terrible winter of 1777-1778 during the Revolutionary War. Washington's Farewell Address is read in the United States Senate each year on his birthday.⁵

There are various myths concerning Washington. One of them explains why Americans may celebrate his birthday with cherry pies and paper hatchets. According to the story, as a child, George had received a shiny new hatchet from his father with which he had cut down a newly planted cherry tree. When asked about it, he is supposed to have said, "Father, I cannot tell a lie. I did it with my little hatchet."⁶ In recent years department stores have taken advantage of these myths by using them in advertising "Washington Birthday Sales."

George Washington's Birthday/The Five Kinds of Adverbials

I. Objectives:

- A. Sociolinguistic/Cultural Objective: The students will be able to use the adverbials in generating factual sentences about George Washington and the holiday honoring his birthday. The students will gain a better understanding of the English language and its relation to American culture through exposure to written material and pictures about a famous American. They will also understand that adverbials are an integral part of the English language and can be used in all types of conversation.
- B. Linguistic Objective: The students will be able to correctly utilize, both verbally and in written form, the five kinds of adverbials.

II. Procedure:

- A. Introduction to George Washington: The students take turns reading orally the background information which the teacher hands out on George Washington and the holiday that celebrates his birthday. The students answer the following questions in a discussion:
 - 1. What were some of Washington's achievements?
 - 2. Why do Americans celebrate his birthday?
 - 3. Explain how Americans celebrated his birthday in the past and now in the present.

- B. Introduction to the Five Kinds of Adverbials: The teacher hands out copies of list of adverbials and sample sentences. The teacher explains that in conversation adverbials are used often because they are needed in many sentence structures that ask questions. This lesson deals with five adverbials--adverbials that tell: where? (place), how? (manner), when? (time), how often? (frequency), and why? (reason).⁷
- C. Sample sentences using adverbials:
1. Where was the prime memorial to George Washington erected? The prime memorial to George Washington, which is the Washington Monument, was erected in Washington, D. C.
 2. How do Americans today celebrate George Washington's birthday? Americans today celebrate George Washington's birthday in many ways, such as giving speeches, marching in parades, presenting plays depicting incidents in his life, laying a wreath at his grave, having "George Washington's Birthday Sales" in stores, closing schools and many government offices, banks, and post offices.
 3. When was George Washington's Birthday first celebrated publicly? George Washington's Birthday was first celebrated publicly on February 22, 1784, according to a newspaper account.
 4. How often was George Washington honored during his years of presidency? George Washington was annually

honored during his years of presidency, from 1789-1796.

5. Why is George Washington one of the most honored men in the history of the United States of America? George Washington is one of the most honored men in the history of the United States of America because of his tremendous achievements, which included: Commander-in-Chief of the Continental Army, presiding officer at the Continental Convention of 1787, and the first president of the United States, and for his reputation for being honest and known as "The Father of our Country."

- D. The class is grouped into pairs. Each student asks his or her partner the following questions (which will be written on cards) and gives the appropriate answers.

1. Where was George Washington born?
2. How did the rise of the folk-hero figure of George Washington begin?
3. When did George Washington die?
4. How often is George Washington's Farewell Address read in the United States Senate?
5. Why is the cherry tree associated with George Washington?

- E. Follow-up Game: Students play a concentration card game matching isolated adverbial types to a statement sentence which can be made into a question with the use of a particular adverbial.

Where?

George Washington was born in Virginia.

How?

George Washington became a prosperous landowner at 19 years of age by buying up land with his earnings as a surveyor.

When?

How often?

George Washington became the first president of the United States on April 30, 1789.

Why?

George Washington is called the "Father of His Country" because he was its first president.

George Washington's birthday is celebrated every year.

F. Further activities:

1. The class can take a field trip to Washington, D. C. and visit the Washington Memorial and Mount Vernon.
2. The students can collect information on presidential elections in the United States and compare them to those in their countries. Later they can discuss their findings in class.
3. The students can read poetry about George Washington and answer the following questions:
 - a. What is the author's opinion of this man?
 - b. What feelings do you have about George Washington after reading the poem?
 - c. Compare a poem about Washington to a poem about a famous person in your country.
4. The students can interview Americans about their ideas and feelings about George Washington. They can ask the following questions:
 - a. What do you consider to be his greatest achievement?
 - b. Why and how is he honored?

Washington

Soldier and statesman, rarest unison;
 High-poised example of great duties done
 Simply as breathing, a world's honors worn
 As life's indifferent gifts to all men born;
 Dumb for himself, unless it were to God,
 But for his barefoot soldier eloquent,
 Tramping the snow to coral where they trod,
 Held by his awe in hollow-eyed content;
 Modest, yet firm as Nature's self; unblamed
 Save by the men his nobler temper shamed;
 Not honored then or now because he wooed
 The popular voice, but that he still withstood;
 Broad-minded, higher-souled, there is but one
 Who was all this and ours and all men's--Washington.

James Russell Lowell

Washington

O noble brow, so wise in thought!
 O heart so true! O soul unbought!
 O eye so keen to pierce the night,
 And guide the ship of state aright!
 O life so simple, grand and free;
 The humblest still may turn to thee.
 O king uncrowned! O prince of men!
 When shall we see thy like again?

Mary Wingate

The Great Virginian

Never to see a nation born, hath been given to
 mortal man,
 Unless to those who on that summer morn
 Gazed silent when the great Virginian
 Unsheathed the sword whose fatal flash
 Shot union through the incoherent clash
 Of our loose atoms, crystallizing them
 Around a single will's unpliant stem,
 And making purpose of emotions rash.
 Out of that scabbard sprang as from its womb,
 Nebulous at first, but hardening to a star,
 Through mutual share of sunburst and of gloom,
 The common faith that makes us what we are.

James Russell Lowell

Washington

Long are the years since he fell asleep
 Where the Potomac flows gently by,
 There where Mt. Vernon's green stretches sweep
 Under the blue Virginia sky.
 Warrior and statesman and patriot true,
 Well had he wielded both sword and pen.
 Truly, they said as they laid him to rest,
 "First in the hearts of his countrymen."

Long are the years--and the land he loved
 Stands among nations, grown strong and great;
 True to his vision of long ago,
 Proud of the hand that so shaped her fate.
 Time but adds splendor to fame so fair,
 Years but test greatness--and now as then
 Sleeps he in peace on Mt. Vernon's hill,
 "First in the hearts of his countrymen."

B. Y. Williams

Inscription at Mt. Vernon

Washington, the brave, the wise, the good,
Supreme in war, in council, and in peace.
Valiant without ambition, discreet without fear,
confident without assumption.
In disaster calm, in success moderate; in all,
himself.
The hero, the patriot, the Christian.
The fater of nations, the friend of mankind,
Who, when he had won all, renounced all, and sought
in the bosom of his family and of nature, retirement,
and in the hope of religion, immortality.

Memorial Day

The observance of Memorial Day began shortly after the Civil War. Its purpose was to honor the war dead of both North and South. As time passed and the United States fought other wars, Memorial Day became the day for honoring all Americans who died in war.

The village of Waterloo, New York, has legally established its claim as the birthplace of Memorial Day. Henry C. Welles, a resident of the village, suggested in 1865 that the dead of the Civil War should be remembered by decorating their graves with flowers. On May 5, 1866, the flags of the village were flown at half-staff. A parade of veterans, civic, and fraternal groups marched to the cemeteries where speeches were given.

The May 5 observance was repeated the next year. In accordance with the nationwide Decoration Day ceremonies sponsored by the Grand Army of the Republic, the people of Waterloo paid their respects to the dead heroes on May 30, 1868, and continue to do so every year.

Governor Nelson Rockefeller of New York, on March 7, 1966, formally proclaimed Waterloo as the original site of Memorial Day. The United States House of Representatives passed a resolution on May 17, 1966, giving official recognition to the "Birthplace of Memorial Day."

It has never been documented just why May 30 was selected as the day for Memorial Day. However, it was roughly the anniversary of the surrender of the last Confederate Army of the Civil War. Since the months of April and May 1865 marked the coming of peace--a time of national rebirth--it was a natural time to commemorate the men who died to save the Union.

As in later years, in 1868 there were ceremonies at the National Cemetery in Arlington, Virginia. The first state to legalize Memorial Day was New York in 1873, and most of the other states followed.

Many of the tributes paid to our military dead on Memorial Day have taken place at Arlington National Cemetery and on Civil War battlefields. The seventy-fifth anniversary of the Battle of Gettysburg in 1938 was attended by one hundred and fifty thousand people, including eighteen hundred Civil War veterans.

The Tomb of the Unknown Soldier in Arlington National Cemetery received the coffins of two unidentified servicemen of World War II and the Korean War on Memorial Day 1958. The caskets lay in state in the rotunda of the Capitol for one day and then were taken to their final burial, accompanied by a military escort and members of the government and diplomatic corps. The site was then officially renamed the Tomb of the Unknowns.

On Memorial Day throughout the United States today, there are parades, usually sponsored by veterans' organizations and often featuring military and National Guard units. Groups of

children from schools, the Boy and Girl Scouts, drum and bugle corps, and civic clubs march. Many of the observances center around wreath-laying ceremonies at commemorative sites and monuments. Official flags are flown at half-staff. Main streets of cities and towns, as well as homes display the flag. Ceremonies are held on military posts where a twenty-one-gun salute is fired in memory of lost comrades. The sea is showered with flowers from American ships in remembrance of those who gave their lives in naval combat. The thousands of Americans who lie in overseas graves are also remembered and their graves honored.

In some areas Memorial Day is still called Decoration Day. This is in reference to the decorating of graves with flowers.

A popular annual Memorial Day attraction is the five-hundred-mile race at the Indianapolis Motor Speedway. Millions of Americans travel to beaches and other resorts for the three day Memorial Weekend. Schools, banks, post offices, government buildings are closed on Memorial Day. A few days before Memorial Day, Veterans of Foreign Wars sell imitation poppy flowers to collect money for disabled veterans.⁸

Memorial Day/Idioms

I. Objectives:

- A. Sociolinguistic/Cultural Objective: The students will acquire an understanding of the history of Memorial Day, how it is celebrated, and why it is an important American holiday.
- B. Linguistic Objective: The students will understand the meanings of several English idioms and will be able to use them correctly in written and oral language.
- C. Interpersonal Objective: Each student will be an active participant in the class. The students will interact in a supportive, relaxed atmosphere.

II. Procedure:

- A. Introduction to Memorial Day: Students take turns reading aloud background information on Memorial Day. The class discusses the following questions:
 - 1. Why was Memorial Day made a holiday?
 - 2. How was it celebrated in the past?
 - 3. How is it celebrated today?
 - 4. Why do Americans celebrate this holiday?
 - 5. Do you have a similar holiday in your country and, if so, explain it.

Students look at pictures from magazines depicting Memorial Day celebrations. They answer the following questions:

1. Why are the people dressed the way they are?
2. What organizations are participating in this celebration?
3. How are the people celebrating?
4. Do people in your country celebrate any holiday in this fashion? Explain to the class.

B. The teacher gives each student a list of several idioms. The teacher explains the definition of an idiom--peculiar but customary way of saying something, the mode of expression of a language. Students take turns reading aloud the list of idioms, definitions, and sample sentences.

1. to look forward to: to expect, anticipate usually pleausrably. Examples: We are looking forward to celebrating Memorial Day. He says he has nothing to look forward to because he cannot visit me on Memorial Day.
2. to have time off: to have free time, not to have to work. Examples: We have time off from school on Memorial Day. Do you have Memorial Day off?
3. to take part: participate. Example: John was sick and could not take part in the celebrations.
4. to live it up: to live in luxury, spend freely. Example: Everyone likes to live it up on the Memorial Day weekend.
5. to have a good time: to enjoy oneself, pass a period of time pleasantly. Examples: Everyone had a good time at the picnic. Did you have a good time on your vacation?

6. to drop in or drop in on: to call on or to visit unexpectedly. Examples: If you are in town over the holiday weekend, be sure to drop in on us.
Drop in tonight, if you can.
 7. to go without saying: to be perfectly clear without the necessity of mentioning. Example: It goes without saying that most Americans enjoy themselves on Memorial Day.⁹
- C. The class works together generating sentences using idioms. The teacher lists the idioms on the board. Volunteers write sentences using those idioms. Classmates or the teacher corrects any mistakes. Volunteers read the sentences aloud.
- D. Students work in pairs, writing sentences about Memorial Day which contain idioms. They read the sentences to each other and correct any mistakes. The teacher moves from group to group giving assistance if asked.
- E. Further Activities:
1. Students can find out why poppies are sold by Veterans of Foreign Wars on or before Memorial Day by visiting a V.F.W. organization or by inviting members to visit the class.
 2. Students can watch a Memorial Day parade and answer the following questions:
 - a. Who marches in the parade?
 - b. What ceremonies take place before or after the parade?

- c. Why is Memorial Day celebrated with parades, speeches?
 - d. Compare parades in your country to American parades.
3. Students can read and discuss poetry about Memorial Day. The following questions may be considered:
- a. What was the author trying to say?
 - b. What are your feelings after reading the poem?
 - c. Compare the poem to a similar poem in your language.

Unknown Soldier

Flowers for you, O Glory's Son, War's prey!
How long, how long since you were laid
To guarded rest where a nation's shrine is made!
Nor care nor fighting touch you there.

A pretty spot, Soldier, above your head,
But you, brave Lad, are dead. . .are dead.
And in this world you gallantly forswore
Already leer and snarl the wolves of War,
While Folly, Hatred, Lust and Greed
Contend much as before.

Courage and the high heart were yours.
Then shall we patriots supinely heap
Your tomb with wreaths of fame
(Your price for Peace now half forgot), and weep
Old tears that Hero is your only name
We know? Nay, Lad! We valiant rise to keep
The faith with you and all youth, lest War number
All lovely things of life and dear
With sons he's sent to fatal slumber!

Alta Booth Dunn

Memorial Day

A day of tender memory,
A day of sacred hours,
Of little bands of marching men,
Of drums and flags and flowers.

A day when a great nation halts
Its mighty, throbbing pace,
It pays its meed of gratitude
And love with willing grace.

A day when battles are retold,
And eulogies are said,
When dirges sound, and chaplains read
The office for the dead.

A day when fairest, sweetest blooms
Are laid upon each grave,
And wreaths are hung on monuments,
And banners, half-mast wave.

A day to keep from year to year
In memory of the dead;
Let music sound, and flowers be laid
Upon each resting-bed.

Emma A. Lent

Memorial Day

To all the heart-wounds touched afresh this day
As on the Soldier's resting place we lay
Thy flowers, Christ, in tender memory,
Give healing thou,
This eventide.

And for the sorrowing ones who yet remain,
To whom the heart-break and the bitter pain
Come like the memory of an old song's sad refrain,
Have pity thou,
This eventide.

For all the losses of the lonely years--
For all the weight of shed and unshed tears,
For all forebodings, and all coming fears,
Give quietness,
This eventide.

By all the flower of youth in battle slain,
By all the woman's heritage of pain;
The prayer that it may not have been in vain.
We leave with thee,
This eventide.

Everette H. Dunning

Independence Day

The Fourth of July, Independence Day, is the greatest patriotic holiday of the year in the United States. On the Fourth of July the birthday of the United States of America is celebrated. It is the day in 1776 when the Continental Congress, patriots who represented the thirteen colonies, adopted the Declaration of Independence, which cut the tie with England and established the United States of America.

Ever since that day in 1776 when the Liberty Bell called the people of Philadelphia (the capital then) to the State House to hear the Declaration of Independence read out, the Fourth of July has been a joyous American holiday.¹⁰

The first July Fourth celebration took place in Philadelphia in 1777 with ringing bells, bonfires, and fireworks. Thirteen-gun salutes were fired and houses were illuminated with candles in the windows. Congress adjourned for the day and continued to participate in the celebrations every year of the Revolutionary War.

Dr. David Ramsey, of Charleston, South Carolina, claimed to have delivered the first Fourth of July speech in 1778. Speeches became the focal point of any Independence Day celebration ever since that first speech.

The many ways of observing the day were the same everywhere. There were firecrackers, military reviews, barbecues, parades, the flying of flags, and speeches. For a number of years after the Revolution, the effigy of Benedict Arnold (a traitor) was hung or burned on the Fourth of July in Philadelphia and New York. The presentation of John Daly Burk's play Bunker Hill was often included in Independence Day festivities of the early nineteenth century.

The semicentennial of Independence Day 1826 was a special occasion. Throughout the country plans were made for private and public dinners, large parades, picnics, fireworks, speeches, and a reading of the Declaration of Independence.

Two days after the Fourth of July in 1826, word reached the capital that Thomas Jefferson had died on Independence Day. Two days later it was learned that John Adams had also died on the Fourth of July. Five years later to the day, James Monroe died. These deaths struck the country as being more than accidental and were regarded as signs of Divine Providence.

In the following years the Fourth of July became a day for groups of citizens to protest. Temperance societies frequently made strong showings in parades. The anti-slavery movement protested on this day. In 1834 riots broke out at a Fourth of July anti-slavery meeting in New York City.

Centennial celebrations began as early as 1874 in Pennsylvania and Massachusetts. The most important centennial observance was held in Philadelphia in 1876, where the first American international exposition was sponsored.

The Bicentennial celebrations were the most elaborate of all. The theme for the Bicentennial in 1976 was "The Festival of Freedom." Its goal was to make a new national commitment and a new spirit for 1976 during the year.

All groups within American society were encouraged to participate in the many activities in order to expand their knowledge of the United States and to extend a welcome to visitors from other countries.

The Bicentennial celebration, which lasted the entire year of 1976, was greatly successful in promoting strong feelings of national pride.

Today, the Fourth of July is celebrated by parades, picnics, speeches, and fireworks, much the same as it has been in the past.¹¹

Independence Day/Writing a Personal Letter

I. Objectives:

- A. Sociolinguistic/Cultural Objective: The students will be able to describe several events that take place on the Fourth of July and explain the significance of this holiday and the history of it. They will understand that personal letter writing is a popular method of communication in the United States.
- B. Linguistic Objective: The students will be able to write a personal letter using correct punctuation, spelling, word usage, and letter form.

II. Procedure:

- A. Introduction to the Fourth of July: Students take turns reading aloud background information on the Fourth of July. They also look at pictures and booklets about this holiday. The class discusses the following questions:
 - 1. Why was the Fourth of July made a holiday?
 - 2. How was it celebrated in the past?
 - 3. How is it celebrated today?
 - 4. Compare this holiday with a similar holiday you have in your country.
- B. Introduction to Writing a Personal Letter: The teacher explains to the class that when writing a personal letter there is a certain form to follow. There is the

date, salutation, body of the letter, and the closing. The teacher writes a sample letter on the blackboard and labels each part of the letter. The teacher gives each student a copy of the following information: In a personal letter, the salutation (Dear Mary) is usually followed by a comma (,) rather than a colon (:). Contractions are common in personal letters. (I'm, you're, didn't, I'd, haven't, we'll.) Personal letters can be short or long in length. They may be written or typed. Personal letters are written to relatives and friends. Closing expressions are usually very personal. "Sincerely" is a common closing--being neither very formal nor very informal. "Affectionately" is warm but somewhat impersonal. "Yours," "As ever," "Love," "Always," "Love always" are other common closings.¹²

- C. Students read the information silently and then the teacher answers any questions.
- D. Students take turns contributing to a personal letter to a mutual friend. The teacher and students will analyze the completed letter and make any corrections.
- E. Each student writes a personal letter inviting a friend or relative to visit him/her over the Fourth of July weekend. The letter will incorporate descriptions of typical Fourth of July activities they will participate in. Each student will read his/her letter aloud to the class. Classmates are free to correct any mistakes they hear in grammar, pronunciation.

F. Further Activities:

1. Students can interview Americans on how they celebrate Independence Day and what significance the holiday has for them.
2. Students can collect pictures, post cards, booklets or other paraphernalia on the Bicentennial celebration and share them with the class.
3. Students can watch a fireworks display and later in class compare it to fireworks in their countries.
4. Students can listen to patriotic songs about the United States or have a singing session and discuss their interpretations of the songs.
5. Students can read and discuss poetry about the Fourth of July and answer the following questions:
 - a. What was the author trying to say?
 - b. What feelings of patriotism are evident in the poem?
 - c. Compare the poem to a similar one in your language.

Sample Letter

June 15, 1981 } Date

Salutation { Dear Carolyn,

How are you enjoying Maryland? It must be quite different from Connecticut.

Everything is going well in New Jersey. I'm teaching English to high school students and adults.

Body
of the
Letter

School will be finished in a few days. I'd really like you to visit me during July and August. We haven't seen each other in a year! We'll have a wonderful time at the Fourth of July picnic and fireworks display. Maybe we can go to the shore for a few days and visit a few of my friends.

Please write soon and let me know if you will be able to come for a visit.

I hope to see you soon.

Closing

Love,

Nina

A Curious Ode to Independence Day

Squeak the fife and beat the drum,
Independence Day is come!
Let the roasting pig be bled,
Quick twist off the rooster's head,
Quickly rub the pewter platter,
Heap the nut cakes fried in butter,
Set the cups and beaker glass,
The pumpkin and the apple sauce.
Send the keg to shop for brandy;
Maple sugar we have handy. . .
Moll, come leave your witched tricks,
And let us have a reel of six--
Father and Mother shall make two;
Sall, Moll, and I stand all a row. . .
Come, foot it, Sal: Moll figure in,
And, mother, you dance up to him. . .
Thus we dance and thus we play,
On glorious Independence Day.

Author Unknown

America the Beautiful

O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!
America! America!
God shed his grace on thee
And crown thy good with brotherhood
From sea to shining sea!

O beautiful for pilgrim feet,
Whose stern, impassioned stress
A thoroughfare for freedom beat
Across the wilderness!
America! America!
God mend thine every flaw,
Confirm thy soul in self-control,
Thy liberty in law!

O beautiful for heroes proved
In liberating strife,
Who more than self their country loved,
And mercy more than life!
America! America!
May God thy gold refine
Till all success be nobleness
And every gain divine!

O beautiful for patriot dream
That sees beyond the years
Thine alabaster cities gleam
Undimmed by human tears!
America! America!
God shed His grace on thee
And crown thy good with brotherhood
From sea to shining sea!

Katharine Lee Bates

I Am An American

"I am an American.
 My father belongs to the Sons of the Revolution.
 My mother to the Colonial Dames.
 One of my ancestors pitched tea overboard in Boston harbor,
 Another stood his ground with Warren,
 Another hungered with Washington at Valley Forge.
 My ancestors were Americans in the making.
 They spoke in her council-halls,
 They died on her battle-ships,
 They cleared her forests.
 Dawns reddened and paled.
 Stanch hearts of mine beat fast at each new star
 In the nation's flag.
 Keen eyes of mine foresaw her greater glory--
 The sweep of her seas,
 The plenty of her plains,
 The man-hives of her billion-wired cities.
 Every drop of blood in me holds a heritage of patriotism.
 I am an American!"

Then the Russian Jew speaks--
 "I am an American.
 My father was an atom of dust,
 My mother a straw in the wind,
 To His Serene Majesty.
 One of my ancestors died in the mines of Siberia,
 Another was killed defending his home during the massacres.
 The history of my ancestors is a trail of blood
 To the palace gates of the Great White Czar.
 But then the dream came--
 The dream of America.
 In the light of the Liberty torch
 The atom of dust became a man,
 And the straw in the wind became a woman,
 For the first time.

'See,' said my father, pointing to the flag that fluttered near,
 'That flag of stars and stripes is yours.
 It is the emblem of the Promised Land.
 It means, my son, the hope of humanity.
 Live for it, die for it.'
 Under the open sky of my new country
 I swore to do so,
 And every drop of blood in me
 Will keep that vow.
 I am proud of my future.
 I am an American!"

Elias Liebermann

The Star-Spangled Banner

O say! can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars, thro' the perilous flight,
O'er the ramparts we watch'd, were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof thro' the night that our flag was still there.
Oh, say, does that Star-Spangled Banner yet wave
O'er the land of the free and the home of the brave?

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

Oh, thus be it ever when free men shall stand
Between their lov'd homes and the war's desolation!
Blest with vict'ry and peace, may the heav'n rescued-land
Praise the Pow'r that made and preserved us a nation!
Then conquer we must, when our cause it is just,
And this be our motto: "In God is our trust!"
And the Star-Spangled Banner in triumph shall wave
O'er the land of the free and the home of the brave!

Frances Scott Key

America

My country, 'tis of thee, Sweet land of liberty,
Of thee I sing; Land where my fathers died,
Land of the Pilgrim's pride, From ev'ry mountain side,
Let freedom ring.

My native country, thee, Land of the noble free,
Thy name I love; I love thy rocks and rills,
Thy woods and templed hills, My heart with rapture thrills,
Like that above.

Let music swell the breeze, And ring from all the trees
Sweet freedom's song; Let mortal tongues awake,
Let all that breathe partake, Let rocks their silence break,
The sound prolong.

Our fathers' God to Thee, Author of liberty,
To Thee we sing; Long may our land be bright
With freedom's holy light, Protect us by Thy might,
Great God, our King.

S. F. Smith

America

Far, we've been traveling far without a home, but not without a star.

Free, only want to be free. We huddle close, hang onto a dream.

On the boats and on the planes, they're coming to America. Never looking back again, they're coming to America.

Home, don't it seem so far away, oh, we're traveling light today in the eye of the storm, in the eye of the storm.

Home, to a new and a shiny place, make our bed and we'll say our grace, Freedom's light burning warm, freedom's light burning warm.

Everywhere around the world, they're coming to America.

Every time that flag's unfurled, they're coming to America.

Got a dream to take them there, they're coming to America.

Got a dream they've come to share, they're coming to America.

They're coming to America, they're coming to America.

They're coming to America, they're coming to America.

Today, today, today, today, today.

My country 'tis of thee, today.

Sweet land of liberty, today.

Of thee I sing, today.

Of thee I sing, today, today, today, today.

Neil Diamond

Labor Day

Labor Day is the day in which Americans celebrate an important American belief: the importance and necessity of hard work to achieve success.

Labor Day was once a holiday tied to the Labor movement. Now the day honors all who work--laborers and skilled workmen in steel mills and coal mines; technical and professional people in offices, hospitals, and schools; wives and mothers at home. Although the causes that led to the first Labor Day celebration were relevant only to the growing "working class"--men and women in factories running machines resulting from the Industrial Revolution--it has become one of the greatest holidays for all Americans.

The founding of Labor Day grew out of the idea to establish a holiday at which time all of American society might acknowledge the contributions of labor to life in the United States.

Peter J. McGuire was the founder of Labor Day. He was one of the leaders of the Knights of Labor and also president and founder of the United Brotherhood of Carpenters and Joiners of America. He suggested to the Central Labor Union of New York City that a day be set aside especially to honor labor.

On September 5, 1882, the Central Labor Union had the first Labor Day parade and celebration. Over 10,000 workers marched

around Union Square in New York City. There were also picnics, dancing, fireworks, and speeches.

In 1884 a resolution was passed by the General Assembly of the Knights of Labor designating the first Monday of September as Labor Day. The choice of the day has no historic significance. It was chosen to fill a wide gap in the order of legal holidays, and because it would come at a pleasant season of the year, nearly midway between the Fourth of July and Thanksgiving.

Oregon was the first state to recognize Labor Day officially on February 21, 1887. On April 8 of that year New Jersey approved the celebration and New York did the same on May 6, 1887. By 1893 thirty states had approved the holiday. On June 28, 1894, Labor Day became a legal holiday in the District of Columbia. By 1928 only Wyoming had not legalized the day. Today, all fifty states and the District of Columbia observe the holiday.

As labor and management moved closer together and the United States workingman's standard of living rose above that of any in the world, the tie between Labor Day and labor unions gradually ended. Special church services have become traditional on Labor Day or the Sunday nearest to it. The holiday has become the last big celebration of summer. The festivities usually last over a three-day weekend. Americans may take trips, have picnics, or attend sporting events during the weekend. Public beaches and swimming pools usually close after this weekend.¹³

It is a day for togetherness and a time for remembering the abilities and contributions that made the United States the great country it is today.

Labor Day/Regular Order of Adverbials

I. Objectives:

- A. Sociolinguistic/Cultural Objective: The students will be able to explain the significance of Labor Day, its history and how Americans celebrate this holiday. They will gain an understanding of how some Americans think about their jobs. They will be able to generate sentences concerning Labor Day and employment, using adverbials correctly.
- B. Linguistic Objective: The students will know the rule concerning the regular order of adverbials and they will be able to generate sentences using the correct order of adverbials.
- C. Interpersonal Objective: Each student will be an active participant in the class. Each student will feel relaxed and comfortable and will be supported by the teacher and other members of the class. Each student will have the opportunity to help other students and also use his or her creativity in generating sentences. Students will have conversations with Americans regarding their jobs.

II. Procedure:

- A. Introduction to Labor Day: The class listens to a tape previously made by the teacher about the history of Labor Day, why it is celebrated and how it is celebrated.

They answer the following questions orally:

1. Why is Labor Day a holiday?
2. How was it celebrated in the past?
3. How is it celebrated today?
4. Do you have a similar holiday in your country?
5. Compare your country's holiday with Labor Day.

The class listens to previously taped conversations between Americans discussing their jobs. They answer these questions in a class discussion:

1. How do you think these Americans feel about their jobs?
2. Do people have similar jobs/pay in your country?
3. Explain what you know about these jobs in your country.

B. Introduction to the Regular Order of Adverbials:

Teacher explains order in which adverbials appear in sentences through the following:

1. Jim arrives ¹ here ² daily ³ at 9:00 a.m. ⁴ every day
⁵ because he is employed with this company.

2. The teacher explains that each part underlined is called an adverbial.

3. The teacher asks the students:

- a. What does number 1 describe? (where--place)
- b. What does number 2 describe? (how--manner)
- c. What does number 3 describe? (when--time)
- d. What does number 4 describe? (how often--frequency)
- e. What does number 5 describe? (why--reason)

4. Students work in pairs generating their own sentences containing scrambled adverbials. Each student unscrambles his or her partner's sentences. Students can also write parts of sentences on cards, and their partners put the cards in the correct order. The teacher gives assistance if needed.¹⁴

C. Further Activities:

1. Students can interview people concerning their jobs and collect information to present to the class. From the information students can also generate sentences about the people and their jobs using the correct order of adverbials (orally or written).
2. Students can read sections of the book Working by Studs Terkel and compare what they learned about working in the United States with their own countries in a class discussion.
3. Students can role-play people working in different jobs. They can also pantomime jobs and classmates guess the jobs. Students role-play a job interview.
4. Students can fill out job applications.
5. The class can discuss unemployment benefits and other job-related topics such as fringe benefits, sick-leave, pay scale, vacation time, overtime, finding jobs in classified advertisements in newspapers. They can compare how these topics are dealt with in their countries to the United States.

6. The students can read and discuss poetry about Labor Day. The following questions may be considered:
 - a. What is your interpretation of the poem?
 - b. How does the poem reflect Americans' attitudes toward labor?

I Hear America Singing

I hear America singing, the varied carols I hear,
Those of mechanics, each one singing his as it
should be blithe and strong,
The carpenter singing his as he measures his plank
or beam,
The mason singing his as he makes ready for work,
or leaves for work,
The boatman singing what belongs to him in his boat,
the deckhand singing on the steamboat deck.
The shoemaker singing as he sits on his bench, the
hatter singing as he stands,
The wood-cutter's song, the plowboy's on his way
in the morning, or at noon intermission or at
sundown,
The delicious singing of the mother, or of the young
wife at work, or of the girl sewing or washing,
Each singing what belongs to him or her and to none
else,
The day what belongs to the day--at night the party of
young fellows, robust, friendly,
Singing with open mouths their strong melodious songs.

Walt Whitman

The Coming American

Bring me men to match my mountains,
Bring me men to match my plains,
And new eras in their brains.
Bring me men to match my prairies,
Men to match my inland seas,
Men whose thoughts shall pave a highway
Up to ampler destinies,
Pioneers to cleanse thought's marshlands,
And to cleanse old error's fen,
Bring me men to match my mountains--
Bring me men!

Bring me men to match my forests,
Strong to fight the storm and beast,
Branching toward the skyey future,
Rooted on the futile past.
Bring me men to match my valleys,
Tolerant of rain and snow,
Men within whose fruitful purpose
Time's consummate blooms shall grow,
Men to tame the tigerish instincts,
Of the lair and cave and den,
Cleanse the dragon slime of nature--
Bring me men!

Bring me men to match my rivers,
Continent cleansers, flowing free,
Drawn by eternal madness,
To be mingled with the sea--
Men of oceanic impulse,
Men whose moral currents sweep
Toward the wide, infolding ocean
Of an undiscovered deep--
Men who feel the strong pulsation
Of the central sea, and then
Time their currents by its earth throbs--
Bring me Men.

Sam Walter Foss

The Master's Man

My Master was a worker
With daily work to do,
And he who would be like Him
Must be a worker, too;
Then welcome honest labor
And honest labor's fare,
For where there is a worker
The Master's man is there.

My Master was a comrade,
A trusty friend and true,
And he who would be like Him
Must be a comrade too;
In happy hours of singing,
In silent hours of care,
Where goes a loyal comrade,
The Master's man is there.

My Master was a helper,
The woes of life He knew,
And he who would be like Him
Must be a helper too;
The burden will grow lighter,
If each will take a share
And where there is a helper
The Master's man is there.

Then, brothers, brave and manly,
Together let us be,
For He, who is our Master,
The Man of men was He;
The men who would be like Him
Are wanted everywhere,
And where they love each other
The Master's men are there.

William G. Tarrant

Song of Christian Workingmen

Our Master toiled, a carpenter
 Of busy Galilee;
 He knew the weight of ardent tasks
 And ofttimes, wearily,
 He sought, apart, in earnest prayer
 For strength, beneath His load of care.

He took a manly share of work,
 No thoughtless shirker He.
 From dawn to dusk, before His bench,
 He labored faithfully.
 He felt just pride in work well done
 And found rest sweet, at setting sun.

His father worked, and He rejoiced
 That honest toil was His
 To whom was given grace to know
 Divinest mysteries:
 And shall not we find toiling good
 Who serve in labor's brotherhood?

Thomas Curtis Clark

Work

Work thou for pleasure.
 Paint or sing or carve
 The thing thou lovest,
 Though the body starve.
 Who works for glory
 Misses oft the goal,
 Who works for money
 Coins his very soul.
 Work for the work's sake,
 Then, and it might be
 That these things shall
 Be added unto thee.

Kenyon Cox

Columbus Day

Christopher Columbus was the Italian explorer who crossed the Atlantic Ocean and established a permanent link between Europe and the New World. He was one of the greatest seamen and navigators of all time. His goal was to reach the East by sailing west. He wanted to find a short sea route to the Indies. The Italian government, as well as the Portuguese and English governments, refused to finance his voyage; but in 1486 King Ferdinand and Queen Isabella of Spain agreed to finance him.

On October 12, 1492, Columbus and his crew landed on an island he named San Salvador in the Bahamas. He believed this was an island of the Indies near Japan or China and died believing that.

Unfortunately, Columbus missed the great honor of having the new lands he discovered named after him. Credit for originating the word "America" goes to Martin Waldseemüller, who in a short geography book published April 25, 1507, wrongly identified the discoverer of the New World as Amerigo Vespucci, an Italian explorer.

The first actual celebration of the discovery of America was held by the Tammany Society, or Columbian Order, on October 12, 1792, in New York City. At present, nothing is known of any additional observances between 1792 and the four-hundredth

anniversary in 1892. There was increased recognition of Columbus; and many towns, schools, and areas were named after him. The nation's capital was named the District of Columbia. Columbia was a name even applied to the nation in such songs as "Hail, Columbia! Happy Land!" and "Columbia, the Gem of the Ocean."

A statue of Columbus was mounted in Fairmount Park, Philadelphia, during the grand Centennial Exhibition held there in 1876. The Italian citizens of Philadelphia provided the funds for this undertaking. The first Catholic fraternal group, the Knights of Columbus, was organized February 2, 1882. The efforts of the knights were instrumental in having Columbus Day proclaimed a legal holiday.

The celebration of the four-hundredth anniversary of Columbus' landing aroused a national desire to have Columbus Day observed annually. The House of Representatives, on February 24, 1890, selected Chicago to house the World's Columbian Exposition of 1892.

The first legal celebration of Columbus Day in New York State was on October 12, 1909. A large parade marched to Columbus Circle. On the Hudson River, replicas of Columbus' ships, the Niña, the Pinta, and the Santa María, were on view.

In 1934 President Franklin Delano Roosevelt urged a nationwide observance of the day, and in 1937 he proclaimed each October 12 as Columbus Day.

In New York City a parade up Fifth Avenue, with up to three hundred bands and seventy-five thousand marchers, presently marks Columbus Day. It is a legal holiday throughout the United

States. Most schools hold programs and special events. Banks and government offices are closed.¹⁵

People honor him today for the same reasons as in the past. He had not only discovered a new world, but he encouraged other discoverers and gave great knowledge to the world.

Columbus Day/Map Reading

I. Objectives:

- A. Sociolinguistic/Cultural Objective: The students will acquire an understanding of the history of Columbus Day, how it is celebrated, and why it is an American holiday.
- B. Linguistic Objective: The students will understand the terminology related to maps and will be able to use the words correctly in sentences. They will be able to read maps.
- C. Interpersonal Objective: Each student will be an active participant in the class. The students will interact in a supportive, relaxed atmosphere.

II. Procedure:

- A. Introduction to Columbus Day: The students take turns reading aloud background information on Columbus Day, and the class looks at a map of Columbus' voyage route. The following questions will be considered:
 - 1. What were some of Columbus' accomplishments?
 - 2. Why is Columbus Day a holiday in the United States?
 - 3. How was it previously celebrated and how is it celebrated now?
 - 4. Compare this holiday with a similar holiday in your country.
 - 5. Explain the route Columbus took to the New World.
 - 6. What are some terms associated with maps?

- B. Introduction to Map-Reading: Each student receives a copy of a list of map terms and definitions. The teacher or students read the terms aloud. The teacher displays a map of the United States on the wall and the students locate different terms, symbols on the map. The following terms will be discussed:
1. General reference map: shows general information such as continents, countries, rivers, cities, and other features.
 2. Transportation map: shows roads, towns. Example: automobile road map. Transportation maps are also designed especially for soldiers, hunters, prospectors, and hikers. Maps used by airplane pilots and ship captains are usually called charts.
 3. Scale: shows how much of the actual earth's surface is represented by a given measurement on a map.
 4. Symbols: represent man-made or cultural features of the landscape such as highways, railroads, farms, dams, and cities. Others represent natural features such as mountains, lakes, and plains. The symbols may be lines, dots, circles, squares, triangles, words, letters, colors, or combinations of these. The symbol often looks like or suggests the feature it represents.
 5. Legend: explains what each symbol means. It usually is a square containing information about the symbols.¹⁶
- C. The class practices using these terms correctly in sentences by taking turns writing sentences on the board and reading the sentences aloud.

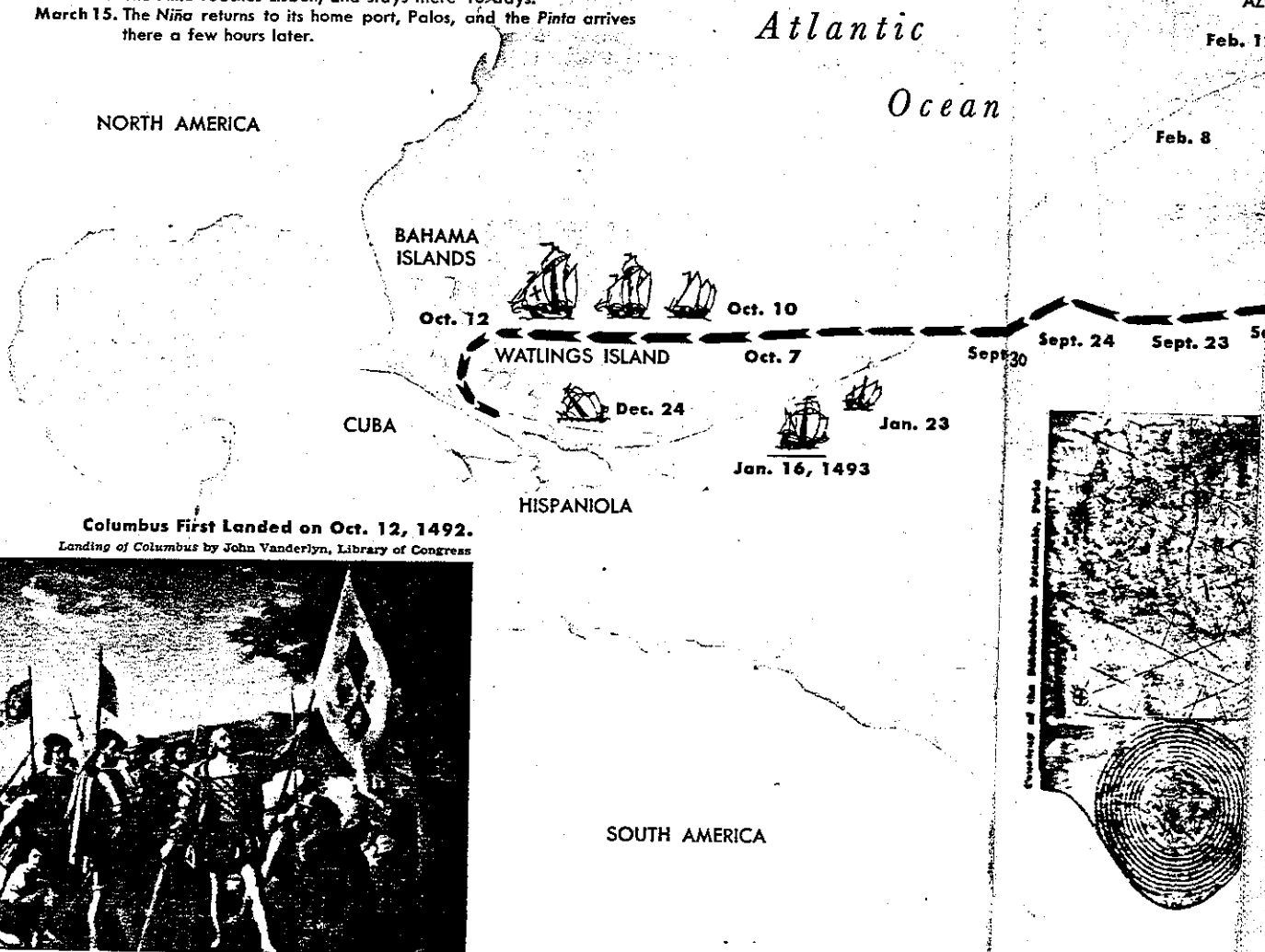
D. Students work in pairs, reading transportation maps and locating different places on the maps.

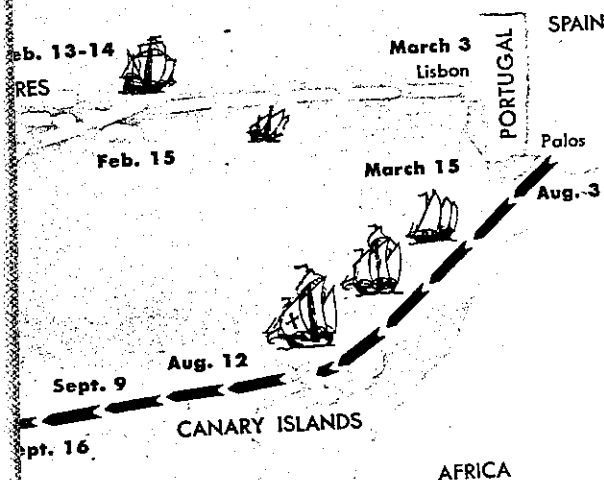
E. Further Activities:

1. Students can map out a route for a cross-country trip in the United States.
2. Students can plan trips using maps of each others' countries.
3. Students can design their own map of an imaginary place.
4. Students can compare Columbus to a hero in their countries through a class discussion.
5. Students can have a debate as to whether Columbus is overhonored in the United States since he didn't really discover the United States.
6. Students can find out who "discovered" America before Columbus.
7. Students can do research on other explorers from their countries, or on sailors such as the Vikings.
8. Students can interview Americans on how they celebrate Columbus Day and what they feel about this man-- American hero or overrated explorer.
9. Students can do research on early map-making in Europe and in America and present it to the class.

Columbus' First Voyage 1492

- Aug. 3, 1492. *Santa Maria*, *Niña*, and *Pinta* sail from Palos, Spain.
- Aug. 12. The ships reach San Sebastian in the Canary Islands; and stay there until September 6.
- Sept. 9. Sailing westward, the fleet loses sight of land at nightfall.
- Sept. 16. Crewmen see the first patches of floating seaweed in mid-ocean.
- Sept. 23. A "dove" is sighted.
- Sept. 24. The fleet meets variable winds and calms. Sailors believe they sighted land, but find they are mistaken.
- Sept. 30. Ships complete three weeks with no sight of land. This was the longest voyage yet made out of sight of land.
- Oct. 7. Another mistaken shout of "Land Ho!" creates great disappointment.
- Oct. 10. The sailors are on the point of mutiny, but agree to sail on for two or three more days.
- Oct. 12. Columbus discovers America when land is sighted. He goes ashore on San Salvador (now Watlings Island) in the Bahamas.
- Dec. 24. Columbus' flagship *Santa Maria* is wrecked off Cap-Haitien.
- Jan. 16, 1493. The *Niña* and *Pinta* begin their homeward voyage. Columbus sails on the *Niña*.
- Jan. 23. The two ships cross the path of their outbound voyage.
- Feb. 8. The ships meet strong headwinds.
- Feb. 12. A great storm endangers the *Niña*.
- Feb. 13-14. The *Niña* and the *Pinta* are separated during the night by the storm.
- Feb. 15. The *Niña* arrives at Santa Maria island in the Azores. After waiting 10 days, the *Niña* sails without the *Pinta*.
- March 3. The *Niña* reaches Lisbon, and stays there 10 days.
- March 15. The *Niña* returns to its home port, Palos, and the *Pinta* arrives there a few hours later.





The Sailors on the Voyage
found the Indians of the West Indies using sleeping nets they called *hamacos*. These nets were so comfortable the sailors began using them on their ships.



The Santa Maria Compared with a Modern Ocean Liner.
The *Santa Maria*, the flagship on which Columbus sailed, was only about 90 feet long. It carried a crew of 40 men and took 36 days to cross the Atlantic. Some modern liners used today are about 1,000 feet long and can carry more than 10,000 persons. Some cross the Atlantic in less than five days.

Columbus, the Map Maker, drew the map of the Cape of Good Hope, left, on parchment. He probably made the map about the time of his first voyage of discovery to the New World.

Veterans Day

On November 11, 1918, World War I came to an end. The news of Germany's surrender caused great celebration in the United States. Sirens wailed, boat and factory whistles blew, bonfires were lit, people marched in the streets weeping and laughing, and riots broke out in the large cities.

One year later the day was remembered and many people felt that some commemoration should be established in honor of the occasion. There were many celebrations that day. Services were held in churches and veterans paraded. For two minutes at 11:00 a.m., just at the time when the war ended the year before, activities and traffic stopped in honor of the nation's dead soldiers.

On November 11, 1921, an American unknown soldier was placed in a marble tomb in Arlington National Cemetery facing the nation's capital. Every hour on the hour there is a changing of the guard conducted in a dignified silence at the tomb.

For many years the chief Armistice Day (former name for Veterans Day) ceremonies were held at the tomb. Throughout the nation veterans' organizations, such as the American Legion, programmed the day's activities featuring memorial parades and quiet observances. The two minutes of silence and meditation was honored everywhere at 11:00 a.m.

In 1927 President Calvin Coolidge proclaimed that the Flag of the United States should be displayed on all government buildings on November 11 and encouraged the people of the United States to observe the day in schools, churches, or other suitable places with appropriate ceremonies expressing gratitude for peace and a desire for the continuation of friendly relations with all other people.

Armistice Day was made a legal holiday in the District of Columbia on May 15, 1938. World War II shortly followed, and the new veterans and those families of soldiers recently killed did not often think about the victims of World War I. Each year the day was observed, although with less and less personal involvement. The President still laid his annual wreath at the Tomb of the Unknown Soldier.

A movement began to incorporate the dead of all American wars into the observance. This was first done in Emporia, Kansas, on November 11, 1953, where the day was referred to as Veterans Day. By then another 54,246 men had died in the Korean War. Armistice Day became officially known as Veterans Day on June 1, 1954.

On Memorial Day 1958 the bodies of two more unknown soldiers, one from the Second World War and the other from the Korean War, were buried in the tomb at Arlington Cemetery. The Tomb of the Unknown Soldier became the Tomb of the Unknowns. Each year the President or a representative participates in a memorial service at the tomb at 11:00 a.m. on Veterans Day.

The Sunday nearest Veterans Day is observed by the National Council of Churches in America under the name of "World Peace Sunday." Church services use scripture readings, music, and prayers to express the world peace theme. The council tries to relate contemporary issues to religion and provides study materials related to world peace.¹⁸

Before World War II it was customary for each community to hold veterans' parades and public ceremonies; but at present, most people spend the day as they wish. Those families who have lost sons or daughters in war may attend memorial services. It is a day for people to focus their thoughts to the avoidance of future wars.¹⁹

Veterans Day/Contractions

I. Objectives:

- A. Sociolinguistic/Cultural Objective: The students will acquire an understanding of the history of Veterans Day, why it is an American holiday, and how it is celebrated.
- B. Linguistic Objective: The students will be able to use given contractions correctly in written and spoken sentences.
- C. Interpersonal Objective: Each student will be an active participant in the class and will learn in a relaxed and supportive atmosphere. Each student will use his or her creativity in generating sentences. Students will have conversations with Americans.

II. Procedure:

- A. Introduction to Veterans Day: The class listens to a tape previously made by the teacher, about the history of Veterans Day, why it is celebrated, and how it is celebrated. They answer the following questions orally:
 - 1. How are veterans remembered on Veterans Day?
 - 2. Explain in your own words the history of Veterans Day.
 - 3. Compare it to a similar holiday you may have in your country.
- B. Introduction to Contractions: The teacher explains the use of contractions. Contractions are customary in

conversational English. They are generally acceptable in all but very formal writing and speaking. Each student receives a copy of contraction rules. The teacher asks the students if they can make any generalizations about how contractions are formed.

List of Contractions:

1. Pronoun and "be" or auxiliary:

I'm	he's	she's	it's
I'll	he'll	she'll	it'll
I've	he's	she's	it'-
I'd	he'd	she'd	--
we're	you're	they're	
we'll	you'll	they'll	
we've	you've	they've	
we'd	you'd	they'd ¹	

¹d=had, as in I'd (he'd, she'd, we'd, you'd, they'd) better go; or would, as I'd (he'd, etc., rather go).

2. "Be" or auxiliary and "not":

isn't	aren't	wasn't	weren't
doesn't	don't	didn't	can't
hasn't	haven't	hadn't	
couldn't	won't	wouldn't	

3. Auxiliary and "have":

could've would've should've might've must've

In spoken English, is frequently contracts with a preceding noun, and the vowel in are is often dropped. These pronunciations are not ordinarily represented in written English.

Written English

Spoken English

My vacation is in June.

"My vacation's in June."

Their vacations are in July. "Their vacations're in July."²⁰

- C. Students take turns using contractions in spoken sentences generated by themselves.
- D. Students work in pairs practicing speaking with and writing contractions in sentences about Veterans Day. Teacher hands out card game to each pair of students. Students play a concentration game matching contractions with the longer form.

I'll

I will

Don't

Do not

They'd

They would

E. Further Activities:

1. If feasible, the class can take a field trip to Washington, D. C., and visit Arlington Cemetery.
2. Students can discuss the military in the United States and compare it to the military in other countries.

3. Students can interview war veterans from World War II and the Viet Nam war. Questions to ask:
 - a. How did the war change your lifestyle, way of thinking?
 - b. What was your hardest adjustment to the military and then to civilian life?
 - c. What is your opinion of the draft?
 - d. How did you benefit from being in the military service?
 - e. What are your thoughts about war?

Students can have a discussion about what they learned from the veterans.

4. Students can visit a Veterans of Foreign Wars organization or American Legion Post and talk with the members. They can find out how and why the organization started, its functions, and they can compare it to a similar organization in their own countries.
5. Students can visit a Veterans Administration hospital and talk with some of the patients about their war experiences and life in the hospital.
6. Students can read and discuss poetry about Veterans Day. Questions to consider:
 - a. What was the author's message in the poem?
 - b. What feelings did you have after reading the poem?
 - c. Compare the poem to a poem written in your language.

In Flanders Fields

In Flanders Fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders fields.

Take up our quarrel with the foe:
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders fields.

John McCrae

Taps in Not Enough

Soldier: Blow, bugles, we have won a victory--
But not a war. Blow down the myth of race,
The arrogance of states, the pride of self.
Blow down the fragile barriers of creed,
The lust for power over other men.
Speak for our brave, now lying where they fell.
Say for them what their deaths have said already:
"We paid in the bright currency of life,
And we shall not be swindled. We have bought
The right to ask, right to demand, of you
To keep the faith in which we fought and bled--
The faith that men shall one day live as brothers,
And nations, too, throughout a peaceful world."
Blow bugles, blow the stirring joyous Charge--
The enemy is reeling. Strike, you soldier,
In the name of all your comrades in their graves!
They know you will not let their deaths be vain.
Their spirits join us in the last assault,
They shall be with us when our lines advance,
Take the last flaming, shell-torn town and stand--
Mankind triumphant, in a world set free.

Carl Carmer

Thanksgiving Day

Thanksgiving was first celebrated in 1621 by English settlers of the Plymouth colony in Massachusetts. The settlers, who were later called Pilgrims, had left their native England because they had been denied the right to worship God in their own way. In 1620 they sailed to America on a ship called "The Mayflower." There were 102 passengers aboard. Their original destination was Jamestown, Virginia, but storms blew them north; and after a very difficult two-month voyage, they landed at Plymouth.

During their first winter, over half of the settlers died of starvation or epidemics, but the courageous survivors were able to found a permanent colony.

A tribe of Patuxet Indians befriended the Pilgrims and helped them plant corn, hunt, and locate other food. To thank the Indians for their help, the Pilgrims invited them to a feast. There was a variety of food, such as deer, turkeys, geese, lobsters, oysters, berries, corn, plums, and cherries. On that first Thanksgiving Day in 1621, the settlers gave thanks for their freedom to worship God as they chose.

The following year there was a small harvest and trouble with the Indians, which gave no cause for Thanksgiving. But in 1623, after a long drought, the Pilgrims' prayers for rain had been answered. Governor Bradford ordered that July 30 be a day of public

thankfulness. Some authorities claim that this was the real beginning of the modern Thanksgiving since it included both religious and social celebrations.

After 1623 Thanksgiving Days were celebrated irregularly and on a regional basis. By the middle of the eighteenth century, Thanksgiving had become an annual holiday in Massachusetts and a generally accepted day for family reunions and celebrations.

A national Thanksgiving Day came only after the thirteen colonies had been united and George Washington became president. He set Thursday, November 26, 1789, as the First National Thanksgiving.

Later presidents did not encourage its observance, and controversy continued over the date. In 1846 Mrs. Sarah Josepha Hale campaigned to make Thanksgiving a national festival. After nine years she finally accomplished her goal just as the Civil War was threatening to destroy the Union. On October 3, 1863, in the midst of the Civil War, President Lincoln issued the first National Thanksgiving Proclamation since that of George Washington in 1789.²¹

Today, Thanksgiving is celebrated on the fourth Thursday in November. Thanksgiving's significance to many Americans is that it is a day to give thanks for their many blessings, and it is a day when families make a special effort to be together at home to enjoy a traditional Thanksgiving dinner of turkey with all the trimmings and to enjoy each other's company.

In Plymouth, Massachusetts, there is a full-dress re-enactment of the first Thanksgiving. The citizens march to the Burial Hill,

the cemetery of the victims of the first winter in Plymouth, and hold a memorial and Thanksgiving service.

Schools and church classes around the country also use the Thanksgiving theme as a basis for plays to educate the children in American history.

In some cities large parades are held. The most famous of these parades is Macy's New York City Thanksgiving Day Parade. It features giant balloons, floats, and marching bands. Thousands of people watch the parade every year.

Since 1909, in St. Patrick's Catholic Church in Washington, D. C., a mass is attended by the representatives of the Latin American countries to thank God for the union of these nations.²²

Schools, government offices, banks, post offices, and most stores are closed on Thanksgiving Day. Many churches have special services. High school and college football games are part of the day's activities.

Church and civic organizations often provide a Thanksgiving dinner for those less fortunate; and several days before Thanksgiving, these groups collect food donations to give to the needy so they, too, will be able to partake in a Thanksgiving dinner.

Thanksgiving/Abbreviations in Recipes

I. Objectives:

- A. Sociolinguistic/Cultural Objective: The students will have an understanding of the history of Thanksgiving, how it is celebrated, and why Thanksgiving is an important part of American tradition.
- B. Linguistic Objective: The students will know the abbreviations presented and their related words. They will also be able to read recipes containing abbreviations.
- C. Interpersonal Objective: Each student will participate actively in preparing one or more Thanksgiving dishes. Each student will learn in a relaxed, supportive atmosphere.

II. Procedure:

- A. Introduction to Thanksgiving Day: The teacher hands out copies of background information on the holiday. Each student reads the information silently. Students also look at pictures from magazines, booklets about this holiday. They answer the following questions:
 - 1. How did Thanksgiving begin and why?
 - 2. How do Americans celebrate Thanksgiving today?
 - 3. Why is a turkey dinner a traditional part of Thanksgiving?
 - 4. Compare Thanksgiving to a similar holiday in your country.
- B. The teacher hands out lists of abbreviations and the words they stand for to the class. These abbreviations are

related to cooking. The following are presented:

tsp. - teaspoon	lb. - pound
tbsp. - tablespoon	F. - fahrenheit
c. - cup	av. - average
fl. oz. - fluid ounce	diam. - diameter
pt. - pint	med. - medium
qt. - quart	sq. - square
gal. - gallon	pkg. - package
hr. - hour	doz. - dozen
min. - minutes	o - degrees
in. - inches	

- C. The teacher explains the meaning of any unfamiliar words after the students read the list silently.
- D. The teacher writes sample sentences on the board using the abbreviations. Students take turns reading the sentences aloud.
- E. The students work in pairs taking turns generating their own sentences orally and in written form. They correct each other when necessary, and the teacher also assists when asked.
- F. The teacher hands out copies of recipes to each pair of students and explains that the class will follow these recipes in preparing a Thanksgiving dinner. The students discuss the vocabulary and directions in the recipes and the teacher answers any questions.
- G. The class divides into groups, and each group plans how they will shop and prepare the food.

- H. The class discusses when and where they will have their class Thanksgiving dinner, decorations, guest list.
- I. On a designated day, the class partakes in preparing and eating a Thanksgiving dinner.
- J. The class has a discussion about the Thanksgiving dinner they participated in. Questions to consider:
 - 1. What did you learn from this experience of planning, cooking, and eating a Thanksgiving Dinner?
 - 2. What thoughts do you have about the significance of Thanksgiving to Americans?
 - 3. What, if any, significance does it have for you?
 - 4. Compare this holiday to a similar one in your country.
- K. Further Activities:
 - 1. The class can take a field trip to Plymouth, Massachusetts, where the Pilgrims first celebrated Thanksgiving, or they can take a trip to Sturbridge Village, Massachusetts (colonial village).
 - 2. Students can write for further information, pictures on Plymouth. Address:

Plymouth Area Chamber of Commerce
85 Samoset Street
Plymouth, Massachusetts 02360
 - 3. Students can watch the Thanksgiving Day parade from New York City on television or take a field trip to New York to watch the parade.
 - 4. Students can role-play Pilgrims and Indians celebrating Thanksgiving.

5. Students can interview Americans about how they celebrate Thanksgiving. The following questions can be asked:
 - a. What food do you prepare?
 - b. Who usually eats Thanksgiving Dinner with you?
 - c. What is the significance of this holiday for you?
6. Students can visit various churches and other organizations and ask them about preparing food baskets for needy people during the Thanksgiving season. The following questions can be asked:
 - a. Who receives the basket?
 - b. Who donates the food?

Describe any community Thanksgiving dinners for the needy.
7. Students can attend a high school or university football game on Thanksgiving.
8. Students can attend various church services during the Thanksgiving season.
9. Students can read poetry about Thanksgiving and answer the following questions:
 - a. From reading the poem, what are some essential elements of the Thanksgiving celebration?
 - b. What feelings do you get from the poem?
10. Students can sing a traditional Thanksgiving hymn and discuss its theme.

Recipes for Thanksgiving Dinner

Fresh-Cranberry Sauce

Makes 1 quart

- | | |
|--------------------------------|----------------------------|
| 4 c. (1 lb.) fresh cranberries | 2 c. boiling water |
| 3 c. sugar | 1 tbsp. grated orange peel |

1. Wash cranberries; drain, and remove stem.
2. Combine with remaining ingredients in 3½-qt. saucepan; let stand five minutes.
3. Simmer, covered, 5 min. Remove from heat. Let stand 5 min.
4. Simmer, covered 5 min. longer. Remove from heat.
5. Cool; then refrigerate until well chilled--several hrs. or overnight.

Glazed Sweet Potatoes

Makes 6 servings

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|--------------------------------|-------------------------|
| 6 sweet potatoes (about 2 lb.) | ½ c. light-brown sugar, |
| Boiling water | firmly packed |
| ¼ c. butter or margarine | ¼ c. chopped pecans |
| ½ tsp. salt | |

1. Wash potatoes. Place in large saucepan; cover with boiling water; bring back to boiling. Reduce heat; simmer, covered, 30 min., or until tender.
2. Drain; let cool. Peel, and halve lengthwise.
3. In large skillet, combine butter, salt, sugar, and ¼ c. water; stir, over low heat, until butter melts and sugar is dissolved. Then boil, uncovered, 3 min.
4. Reduce heat. Add potato halves and pecans; simmer, uncovered, 5 min., basting often with syrup.
5. Serve potatoes with syrup and nuts spooned over them.

New England Sage Dressing

- | | |
|----------------------------|--------------------------|
| ¾ c. butter | 2 tsp. poultry seasoning |
| 1 c. chopped onion | 1 tsp. dried sage |
| 1 c. chopped celery | 2½ tsp. salt |
| 10 c. day-old bread crumbs | ¼ tsp. pepper |

1. Melt butter in large deep pan.
2. Saute onions and celery until tender.
3. Add bread and seasoning.
4. Heat, stirring frequently.
5. Do not brown. For more moist stuffing slowly add ½ to ¾ c. giblet broth or water.

Roast Turkey

To stuff: Prepare stuffing and stuff just before roasting. Sprinkle salt inside bird. First fill neck cavity and pin neck skin over back to cover opening. Then stuff body cavity lightly--stuffing expands in cooking. Use poultry pins to draw opening together; lace light twine around pins to hold. Tie drumsticks together and tie to tail. Twist wing tips over back so wings lie flat and tips hold neck skin.

To roast turkey: Place turkey breastside up on rack in shallow pan. If you have a meat thermometer, insert it in the inside thigh muscle next to body. Rub skin with oil or soft shortening and place piece of aluminum foil or buttered cheesecloth loosely over top. Roast in slow oven (325° F.) about 5 to 5½ hrs. or to an internal temperature of 185°F. to 190°F. (12 to 16 lb. turkey). When done, drumstick meat should feel soft and drumsticks move up and down easily. During cooking lift foil several times and baste turkey with pan drippings. If breast is not browning well, remove foil during last hour of roasting. Also, cut string between drumsticks. Stuffed turkey should be roasted completely--not started one day and finished another. The stuffing should be served hot. After serving, promptly remove it from the bird.

Honey-Spice Acorn Squash

Makes 6 servings

3 med. acorn squash
¼ c. butter or margarine,
melted
¼ tsp. cinnamon

½ tsp. salt
¼ tsp. ginger
1/3 c. honey

1. Preheat oven to 375°F.
2. Scrub squash. Cut in ½ lengthwise; remove seeds and stringy fibers.
3. Arrange, cut side down, in shallow baking pan. Surround with ½ in. hot water.
4. Bake 30 min.
5. Combine remaining ingredients. Pour off excess liquid from baking pan; turn squash cut side up.
6. Pour sauce into cavities; bake 15 min., basting now and then with sauce.

Plum Pudding

Makes 8 to 10 servings

- | | |
|-----------------------|-----------------------------|
| 2 c. chopped suet | 3 c. sifted enriched flour |
| 2 c. seedless raisins | 1 tsp. soda |
| 1 c. chopped apple | $\frac{1}{4}$ tsp. salt |
| 1 c. currants | 2 tsp. cinnamon |
| 1 c. light molasses | $\frac{1}{2}$ tsp. cloves |
| 1 c. cold water | $\frac{1}{2}$ tsp. allspice |

1. Combine suet, fruits, molasses and water.
2. Sift flour, soda, salt, and spices; add to fruit mixture. Mix well.
3. Fill greased med. custard cups $\frac{2}{3}$ full; cover tightly and steam three hrs. on rack in covered container, using small amount of boiling water. Serve hot with hard sauce.

Hard Sauce for Plum PuddingMakes 1 $\frac{2}{3}$ cups

- | |
|--------------------------------------|
| $\frac{1}{2}$ c. butter or margarine |
| 2 c. sifted confectioners' sugar |
| 1 tsp. vanilla |

1. Thoroughly cream butter and sugar; add vanilla.
2. Vary flavor with lemon or orange juice and grated peel.

Cranberry Mince Pie

- | | |
|-------------------------------|-----------------------------------|
| 3 tbsp. quick-cooking tapioca | $1\frac{1}{2}$ c. moist mincemeat |
| 1 c. sugar | Pastry for two-crust 9-in. pie |
| $\frac{1}{2}$ tsp. salt | |
| 2 c. cranberries | $\frac{3}{4}$ c. water |

1. Combine tapioca, sugar, salt, cranberries, water, and mincemeat in saucepan.
2. Cook and stir over med. heat until mixture comes to a boil. Cool, stirring occasionally.
3. Use half of pastry for bottom crust. Roll $\frac{1}{8}$ in. thick.
4. Fit into 9-in. pie pan and trim edges. For top crust, roll remaining pastry $\frac{1}{8}$ in. thick and cut 2-in. slits or a fancy design near center.
5. Pour filling into pie shell. Moisten edge of bottom crust.
6. Fold top crust in half or roll loosely on rolling pin to lift and center on filling.
7. Open slits to let steam escape during baking.
8. Trim top crust $\frac{1}{2}$ in. larger than pan.
9. Fold this edge under bottom crust and press together with fork or fingers.
10. Bake in hot oven (425°F.) for 45 to 50 min., or until syrup boils with heavy bubbles that do not burst. Serve slightly warm.

Flaky Pastry for 2-Crust Pie (Cranberry Mince Pie)

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|-------------------------------|------------------------|
| 2 c. sifted all-purpose flour | 3/4 c. shortening or |
| 1 tsp. salt | 2/3 c. lard |
| | 4 to 5 tbsp. ice water |

1. Sift flour with salt into med. bowl.
2. With pastry blender, using a short, cutting motion, or 2 knives, cut in shortening until mixture resembles coarse cornmeal.
3. Quickly sprinkle ice water, 1 tbsp. at a time, over all of pastry mixture, tossing lightly with fork after each addition and pushing dampened portion to side of bowl; sprinkle only dry portion remaining. (Pastry should be just moist enough to hold together, not sticky.)
4. Shape pastry into a ball; wrap in waxed paper, and refrigerate until ready to use. Divide in half; flatten each half with palm of hand.

Pumpkin Pie

Makes 8 servings

Filling:

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|-------------------------|----------------------------|
| 2 eggs, slightly beaten | 1 can (1 lb.) pumpkin |
| 3/4 c. sugar | 3 tbsp. molasses |
| 1 1/2 tsp. cinnamon | 2 cans (6 oz. size) |
| 1/2 tsp. nutmeg | evaporated milk, undiluted |
| 1/2 tsp. ginger | 9-in. unbaked pie shell |
| 1/4 tsp. allspice | 1 egg white, unbeaten |
| 1/4 tsp. cloves | |
| 1/2 tsp. salt. | |

1. Preheat oven to 400°F.
2. Make filling: In large bowl, combine eggs, sugar, spices, salt, pumpkin, molasses, and evaporated milk. Stir, with wooden spoon, until mixture is smooth.
3. Lightly brush pie shell with egg white. Fill with pumpkin mixture.
4. Bake 55 to 60 min., or until tip of sharp knife inserted in center comes out clean.
5. Let cool on wire rack. Serve garnished with whipped cream, if desired.

Flaky Pastry for 1-Crust Pie (Pumpkin Pie)

1	c. sifted all-purpose flour	1/3	c. plus 1 tbsp. short-
1/2	tsp. salt		ening or 1/3 c. lard
		2	to 2 1/2 tbsp. water

1. Sift flour with salt into med. bowl.
 2. With pastry blender, using a short, cutting motion, or 2 knives, cut in shortening until mixture resembles coarse cornmeal.
 3. Quickly sprinkle ice water, 1 tbsp. at a time, over all of pastry mixture, tossing lightly with fork after each addition and pushing dampened portion to side of bowl; sprinkle only dry portion remaining. (Pastry should be just moist enough to hold together, not sticky.)
 4. Shape pastry into a ball; wrap in waxed paper, and refrigerate until ready to use. Flatten with palm of hand.
-
1. On lightly floured surface, roll out pastry to an 11-in. circle, rolling with light strokes from center to edge and lifting rolling pin as you reach edge. As you roll, alternate directions, to shape an even circle.
 2. If rolled piecrust is too irregular in shape, carefully trim off any bulge and use as patch. Lightly moisten pastry edge with several light strokes of the rolling pin.
 3. Fold rolled pastry in half; carefully transfer to 9-in. pie plate, making sure fold is in center.
 4. Unfold pastry, and fit carefully into pie plate, pressing gently with fingertips toward center of plate. This eliminates air bubbles under crust and helps reduce shrinkage.
 5. Fold under edge of crust, and press into upright rim. Crimp decoratively.
 6. Refrigerate until ready to fill and bake.

Thanksgiving Day

Over the river, and through the wood,
To grandfather's house we go;
The horse knows the way,
To carry the sleigh,
Through the white and drifted snow.

Over the river, and through the wood--
Oh, how the wind does blow!
It stings the toes,
And bites the nose,
As over the ground we go.

Over the river, and through the wood,
To have a first-rate play.
Hear the bells ring,
"Ting-a-ling-ding!"
Hurrah for Thanksgiving Day!

Over the river and through the wood
Trot fast, my dapple-gray!
Spring over the ground
Like a hunting-hound!
For this is Thanksgiving Day.

Over the river and through the wood,
And straight through the barn-yard gate.
We seem to go
Extremely slow,--
It is so hard to wait!

Over the river and through the wood--
Now grandmother's cap I spy!
Hurrah for the fun!
Is the pudding done?
Hurrah for the pumpkin-pie!

Lydia Maria Child

Father, We Thank Thee

For flowers that bloom about our feet,
 Father, we thank Thee,
For tender grass so fresh and sweet,
 Father, we thank Thee,
For song of bird and hum of bee,
For all things fair we hear or see,
 Father in heaven; we thank Thee.

For blue of stream and blue of sky,
 Father, we thank Thee,
For pleasant shade of branches high,
 Father, we thank Thee,
For fragrant air and cooling breeze,
For beauty of the blooming trees,
 Father in heaven, we thank Thee.

For this new morning with its light,
 Father, we thank Thee,
For rest and shelter of the night,
 Father, we thank Thee,
For health and food, for love and friends,
For everything Thy goodness sends,
 Father in heaven, we thank Thee.

Ralph Waldo Emerson

Pilgrims and Puritans

The Pilgrims and the Puritans
Were English to the bone
But didn't like the English Church
And wished to have their own
And so, at last, they sailed away
To settle Massachusetts Bay.

And there they found New England rocks
And Indians with bows on
But didn't mind them half as much
(Though they were nearly frozen)
As being harried, mocked and spurned in
Old England for the faith they burned in.

The stony fields, the cruel sea
They met with resolution
And so developed, finally,
An iron constitution
And, as a punishment for sinners,
Invented boiled New England dinners.

They worked and traded, fished and farmed
And made New England mighty
On codfish, conscience, self-respect
And smuggled aqua-vitae.
They hated fun. They hated fools.
They liked plain manners and good schools.

They fought and suffered, starved and died
For their own way of thinking
But people who had different views
They popped, as quick as winking,
Within the roomy local jail
Or whipped through town at the cart's rail.

They didn't care for Quakers but
They loathed gay cavaliers
And what they thought of clowns and plays
Would simply burn your ears
While merry tunes and Christmas revels
They deemed contraptions of the Devil's.

But Sunday was a gala day,
When, in their best attire,
They'd listen with rejoicing hearts,
To sermons on Hell Fire,
Demons I've Met, Grim Satan's Prey,
And other topics just as gay.

And so they lived and so they died,
A stern but hardy people,
And so their memory goes on
In school house, green and steeple,
In elms and turkeys and Thanksgiving
And much that still is very living.

For, every time we think, "Aha!
I'm better than Bill Jinks,
So he must do just as I say
No matter what he thinks
Or else I'm going to whack him hard!"
The Puritan's in our backyard.

But, when we face a bitter task
With resolute defiance,
And cope with it, and never ask
To fight with less than giants
And win or lose, but seldom yell
--Why, that's the Puritan, as well.

Rosemary and Stephen Vincent Benet

Prayer of Thanksgiving

We Gather Together

We gather together to ask the Lord's blessing,
He chastens and hastens His will to make known;
The wicked oppressing cease them from distressing,
Sing praises to His name, He forgets not His own.

Beside us to guide us, our God with us joining,
Ordaining, maintaining His Kingdom divine,
So from the beginning the fight we were winning,
Thou, Lord, wast at our side, the glory be Thine.

Chorus:

We all do extol Thee, Thou Leader in battle,
And pray that Thou still our Defender wilt be.
Let Thy congregation escape tribulation;
Thy name be ever praised, O Lord, make us free!
Lord, make us free!

Dr. Th. Baker

Notes

¹ Robert J. Myers, Celebrations: The Complete Book of American Holidays (New York: Doubleday and Company, Inc., 1972), pp. 39-47.

² Marianne Celce-Murcia and Diane Larsen-Freeman, An English Grammar for Teachers of English as a Second or Foreign Language (California: UCLA Department of English--ESL Section, 1977), pp. 58-60.

³ United States Information Service, Holidays USA: A Resource Book for Teaching English as a Second Language (Washington, D.C.: GPO), p. 24.

⁴ American Heritage Book of the Presidents and Famous Americans (New York: Dell Publishing Co., Inc., 1967), p. 59.

⁵ Myers, pp. 64-69.

⁶ U.S. Information Service, p. 28.

⁷ Celce-Murcia, pp. 10-11.

⁸ Myers, pp. 159-64.

⁹ Robert J. Dixon, Essential Idioms in English (New York: Regents Publishing Company, Inc., 1971), pp. 35-36.

¹⁰ U.S. Information Service, pp. 36-37.

¹¹ Myers, p. 197.

¹² Dorothy Danielson and Rebecca Hayde, Using English: Your Second Language (New Jersey: Prentice-Hall, Inc., 1973), p. 261.

- 13 Myers, p. 209.
- 14 Celce-Murcia, pp. 10-11.
- 15 Myers, pp. 238-46.
- 16 World Book Encyclopedia (Illinois: Field Enterprises Educational Corporation, 1970), XIII, 134-45.
- 17 World Book Encyclopedia, IV, 694-95.
- 18 Myers, pp. 266-70.
- 19 U.S. Information Service, p. 49.
- 20 Danielson, p. 3.
- 21 U.S. Information Service, pp. 50-52.
- 22 Myers, p. 282.

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