1. <u>Declaration of independence</u>
STUDENT WORKSHEET
Have a look at the picture and answer the questions:
a) what does the declaration resemble (formally)? *clue: what does it start/finish with?
b) can you describe the political arrangement/system in the US at that time? *clue: who is declaring? whom is the declaration addressed? whose signature is at the end?
c) where exactly can we find the hard copy of the document (see it for real)? what other documents might be there? *clue: study the source/website properly

TEACHER ANSWER-SHEET
A) a formal letter (place, date, senders/authors....subject...signature); it has typical features of an official document
B) before 1776 it was a British colony (the British Crown was the Head of the states - those were subordinated, had to pay taxes etc., the King (George III) was represented by appointed royal governors) X after the Declaration (1776) and Constitution (1789): a constitutional, federal republic with a Congress (federal government) and the President as the head of the states (and government)
C) in Washington: the Library of Congress/the Rare Book and Special Collections Division; the same division offers e.g. the Constitution of the US (also available in digital form on the same website)
***knowledge/skills: formal letter, political system of US + vocab., resources (Library of Congress - digital library)**

2. <u>Harriet Beecher-Stowe Center</u>
STUDENT website PROJECT (internet in classroom)
Study the website in detail and decide WHERE (which section?) would you find the following information:
- information on staff and employment opportunities
- description of the Center's "mission"
- activities offered to students/teachers
- summary of the plot of *Uncle Tom's Cabin*
- information on upcoming events
- Stowe's letters, manuscripts and diaries
- The price of the Stowe Center Gifts
- Admission fees and opening hours

TEACHER ANSWER SHEET
1. "About Us"
2. "Home" or "About Us"
3. "School programs/resources"
4. "Uncle Tom's Cabin"
5. "Calendar" or "What's new"
6. "Collections"
7. "Visit"
8. "Visit" (under "admission"/"hours")
***knowledge/skills: students learn how to find out the required information/ understand the "website" vocabulary and common expressions; also they can learn a lot more about slavery and Stowe's work here + find other useful links**

3. Emerson: Self-Reliance

STUDENT WORKSHEET (Listening and filling the gaps/missing information- 6mins)

1.*Self-Reliance* was published in his first book of essays (together with *Nature*) in the year.....

2. The essay is, primarily, the expression of Emerson's .....

3. Emerson's opinions were so candid and.....that they were originally met with much alarm.

4. He was also involved in the ..... movement.

5. In the end he was considered a sage and even a ..... by some.

6. Emerson was the key ..... of the transcendental movement.

7. Transcendentalist believe in the importance of .....over materialism, the value of nature and the importance of intuition and ..... as well as the necessity of solitude and .....

8. Emerson starts his essay with a latin quotation which basically means: don't seek yourself ..... yourself; or seek no opinion but ....

9. Emerson claims that man often doesn't believe his own thoughts until he sees them somewhere else, but if you belief that what is true for you in your own heart is also true for all men- that is .....

10. In the next section of the essay Emerson talks about ..... suggesting it is God-.....

11. Emerson thinks it is necessary to have courage; we must accept our transcend ..... not flee from it like cowards. Emerson can see those qualities in .....and young people who embody them.

12. The contrast between the young boy and adult man is that the boy is the master of society- ....., irresponsible, he doesn't worry about ....., he gives and independent, genuine verdict; the adult man in contrast is a ....., he cares about the ..... of others and the praise of his fellow men, he no longer has the unbribable innocence of his .....

TEACHER ANWER SHEET (youtube - radio programme (28min)X for this exercise: 6mins)

1. 1841 2. individualism 3. daring 4. abolitionist 5. prophet 6. spokesman 7. spirit/ imagination/meditation 8. outside 9. genius 10. individuality/ (God)-given 11. destiny/ children 12. independent/consequences/captive/opinion/innocence/youth

(THOSE INTERESTED might listen to the rest of the lecture)

***knowledge/skills: listening (specific topic/theme- lecture) + new/background information on transcendentalism and the content of Emerson's essay**

4. White Fang (trailer)

STUDENT WORKSHEET

SPEAKING: describe the scene : who appears there? what happens? what is the first encounter between the boy and the dog like?

TRANSLATION: have a look at the text bellow the video; read and translate

TEACHER ANSWERSHEET

possibly: pre-teach unknown vocabulary (frontier, fulfil, treacherous, miner, claim, kindred, tame, conquer)

***knowledge/skill: speaking (describing), translating + summary of J. London's novel**

5. <u>THE OLD MAN AND THE SEA in pictures</u>
STUDENT WORKSHEET
PAIR WORK: Have a look at the gallery and choose ONE picture that has caught your attention (do not tell your partner which one); describe it in detail (also whereabouts s/he can find it in the gallery) and let your partner guess which one it is (that you have chosen); swap your roles
TEACHER: observes, helps if necessary or takes part in guessing him/herself; pair work can be replaced by a different form of the "guessing game" (eg. one student chooses the picture, the rest of the class (possibly in 2-3 teams) asks YES/NO questions...the winner is the fastest to guess the right picture) etc.
***knowledge/skills: picture description, "location" language, questions, guessing words/expressions**

6. <u>ON THE ROAD quotes</u>
STUDENT WORKSHEET
1. Browse the quotations and mark the ones which have caught your attention
2. Read those you have marked once more and pick "top three" of them
3. Translate the quotes OR be able to re-tell them in your own words
4. ANALYZING/INTERPRETING: What is the meaning of the quote? What "message" does it carry? Does it somehow illustrate the Beat generation and its opinions/thoughts? Is the quote (in any way) relevant today or for you personally? What thoughts does it provoke - if any? Any other comments?

TEACHER: helpful in terms of vocabulary/translation + have his/her own 3 "top" quotes ready eg.

1. "Behind us lay the whole of America and everything Dean and I had previously known about life, and life on the road. We had finally found the magic land at the end of the road and we never dreamed the extent of the magic."
2. "What's your road, man?--holyboy road, madman road, rainbow road, guppy road, any road. It's an anywhere road for anybody anyhow."
3. "We turned at a dozen paces, for love is a duel, and looked at each other for the last time."

***knowledge/skills: choice-making, understanding literary text (or: translation), interpretation practice (looking for meaning), connecting literature with real life/ personal experience**