GRADE 8 -- NYS Engage Text Modules		Resource (copies)	TeachingBooks Link
8.1	Inside Out & Back Again / Thanhha Lai	SNAP (30 / 2 Audio)	http://www.teachingbooks.net/qlwcheo
	The Vietnam Wars / Tod Olson	PDF From Expeditionary Learning	
	Forgotten Ship: A Daring Rescue as Saigon Fell / Joseph Shapiro & Sandra Bartlett"	PDF From Expeditionary Learning	
	Panic Rises in Saigon, but the Exits Are Few / Fox Butterfield	PDF From Expeditionary Learning	
	Refugees: Who, Where, and Why / Catherine Gevert	PDF From Expeditionary Learning	
	Children of War / Arthur Brice	PDF From Expeditionary Learning	
	Refugee Transitions' World of Difference Benefit Luncheon / Til Gurung	PDF From Expeditionary Learning	
	Refugee Children In Canada: Searching For Identity / Ana Marie Fantino and Alic Colak	PDF From Expeditionary Learning	
8.2a	To Kill a Mockingbird / Harper Lee	SNAP (24 / 1 Audio)	http://www.teachingbooks.net/qlp2thv
	Equal Rights for Women / Shirley Chisholm	PDF From Expeditionary Learning OR Gifts of Speech	
	Ain't I a Woman? / Sojourner Truth	PDF From Expeditionary Learning OR Gifts of Speech	
	The Great Society / Lyndon Johnson	PDF From Expeditionary Learning OR American Rhetoric Text & Audio	
	To Kill a Mockingbird film 1962	SNAP (1 DVD)	
	Those Winter Sundays / Robert Hayden	PDF From Expeditionary Learning	
	Incident / Countee Cullen	PDF From Expeditionary Learning	
	Solitude / Ella Wheeler Wilcox	PDF From Expeditionary Learning	
8.2b	A Midsummer Night's Dream / William Shakespeare	SNAP (25 / 1 Audio) Gutenberg Project	http://www.teachingbooks.net/ql6xg89
	Excerpt of "Top Ten Reasons Shakespeare Did Not Write Shakespeare" from ebook "The Shakespeare Authorship Question by Keir Cutler	PDF From Expeditionary Learning	
	The Shakespeare Shakedown / Simon Schama	PDF From Expeditionary Learning	
	The Lure of Shakespeare / Robert W. Butler	PDF From Expeditionary Learning	
	Shakespeare's Universal Appeal Examined / Jonathan Bate	PDF From Expeditionary Learning	
8.3a	Riverside's Mine Okubo / Mary H. Curtin	Splinters-Splinters	
	The Life of mine Okubo / Expeditionary Learning	PDF From Expeditionary Learning	
	Mine Okubo / Chelsie Hanstad, louann Huebasch, Danny Kantar, Kathryn Siewert	Voices from the Gaps	
	Unbroken: A World War II Story of Survival, Resilience, and Redemption / Luara Hillenbrand	SNAP (18 / 2 Audio)	http://www.teachingbooks.net/qlcsmao
	Fourteen-Part Message / Japanese Foreign Ministry	PDF From Expeditionary Learning	
	The Fifth Column on the Coast / Walter Lippman	Densho Encyclopedia	
	War In the Pacific / Edison MacIntyre (Excerpt)	PDF From Expeditionary Learning	

GRADE 8 -- NYS Engage Text Modules (con't)		***Resource (copies)***	***TeachingBooks Link***
8.3a con't	Report on Japanese on the West Coast of the United States (The Munson Report) / Curtis b. Munson	**Denscho Encyclopedia**	
	Executive Order No. 9066 / Franklin d. Roosevelt	**Our Documents**	
8.3b	A Mighty Long Way: My Journey to Justice at Little Rock Central High School / Carlotta Walls LaNier	**SNAP(25/1 Audio)**	http://www.teachingbooks.net/qln8n5a
	Plessy v. Ferguson, Supreme Court case	**Our Documents**	
	Little Rock Girl 1957: How a Photograph Changed the Fight for Integration/ Shelley Tougas	**SNAP(25)**	http://www.teachingbooks.net/qljwnwp
	14th Amendment to the U.S. constitution	**Our Documents**	
	Video Overview: Plessy v. Ferguson / Christian Bryant	**About.com**	
	Jim Crow Laws / National Park Service	**National Park Service**	
	Address to the first Montegomery Improvement Associat (MIA) mass Meeting (Montgomery bus boycott) / Martin Luther King, Jr	**Kingencyclopedia.stanford.edu**	
	I have a Dream / Dr. martin Luther King, Jr.	**American Rhetoric**	
	John Chancellor reports on the integration at Central High School / BNC News	**NBC Learn**	
	Brown v. Board of Education	**PBS documentary**	
	The Editorial Position of the Arkansas Gazette in the Little Rock School Crisis / University of Arkansas Libraries	**University of Arkansas**	
8.4	The Omnivore's Dilemma / Michael Pollan	**SNAP (25) EReaders (48)**	**http://www.teachingbooks.net/qlnev8n**
Unit I: Reading Closely for Textual Details: We Had to Learn English			
Unit II: Making Evidence-Based Claims Unit: Truth, Chisholm, Williams			
Unit III: Researching to Deepen Understanding Unit: Human-Animal Interaction			
Unit IV: Building Evidence-Based Arguments Unit: E Pluribus Unum			

By the time American troops arrived on their shores, the Vietnamese had already spent centuries honing a warrior tradition in a series of brutal wars.

By Tod Olson

The Chinese Dragon
208 B.C.-1428 A.D.

In Vietnam, a nation forged in the crucible of war, it is possible to measure time by invasions. Long before the Americans, before the Japanese, before the French even, there were the Chinese. They arrived in the 3rd century B.C. and stayed for more than 1,000 years, building roads and dams, forcing educated Vietnamese to speak their language, and leaving their imprint on art, architecture and cuisine.

The Chinese referred to their Vietnamese neighbors as Annam, the "pacified south," but the Vietnamese were anything but peaceful subjects. Chafing under Chinese taxes, military drafts, and forced-labor practices, they rose up and pushed their occupiers out again and again, creating a warrior tradition that would plague invaders for centuries to come.

The struggle with China produced a string of heroes who live on today in street names, films, and literature. In 40 A.D., the Trung sisters led the first uprising, then drowned themselves rather than surrender when the Chinese returned to surround their troops. Two centuries later, another woman entered the pantheon of war heroes. Wearing gold-plated armor and riding astride an elephant, Trieu Au led 1,000 men into battle. As she faced surrender, she too committed suicide. In the 13th century, Tran Hung Dao used hit-and-run tactics to rout the Mongol emperor Kublai Khan. His strategy would be copied 700 years later against the French, with momentous results.

Finally, in the 15th century, a hero arose to oust the Chinese for good. Le Loi believed – as did generations of warriors to follow – that political persuasion was more important than military victories. According to his poet/adviser, Nguyen Trai, it was "better to conquer hearts than citadels." In 1428, Le Loi deployed platoons of elephants against the Chinese horsemen, and forced China to recognize Vietnamese independence. Gracious in victory, Le Loi gave 500 boats and thousands of horses to the Chinese and ushered them home. Except for a brief, unsuccessful foray in 1788, they did not return.

"Everything Tends to Ruin"
1627-1941

In 1627, a young white man arrived in Hanoi, bearing gifts and speaking fluent Vietnamese. Father Alexandre de Rhodes devoted himself to the cause that had carried him 6,000 miles from France to Vietnam: "saving" the souls of the non-Christian Vietnamese. He preached six sermons a day, and in two years converted 6,700 people from Confucianism to Catholicism. Vietnam's emperor, wary that the Frenchman's religion was just the calling card for an invasion force, banished Rhodes from the country.

Two centuries later, the French proved the emperor right. In 1857, claiming the right to protect priests from persecution, a French naval force appeared off Vietnamese shores. In 26 years, Vietnam was a French colony.

The French turned the jungle nation into a money-making venture. They drafted peasants to produce rubber, alcohol, and salt in slavelike conditions. They also ran a thriving opium business and turned thousands of Vietnamese into addicts. When France arrived in Vietnam, explained Paul Doumer, architect of the colonial economy, "the Annamites were ripe for servitude."

But the French, like the Chinese before them, misread their colonial subjects. The Vietnamese spurned slavery, and organized a determined resistance, using their knowledge of the countryside to outwit the French. "Rebel bands disturb the country everywhere," complained a French commander in Saigon. "They appear from nowhere in large numbers, destroy everything, and then disappear into nowhere."

French colonial officials made clumsy attempts to pacify the Vietnamese. They built schools and taught French culture to generations of the native elite, only to find that most Vietnamese clung proudly to their own traditions. When persuasion failed, the French resorted to brutality. But executions only created martyrs for the resistance and more trouble for the French. As one French military commander wrote with foreboding before returning home: "Everything here tends to ruin."

Life, Liberty, and Ho Chi Minh
1941-1945

Early in 1941, a thin, taut figure with a wispy goatee disguised himself as a Chinese journalist and slipped across China's southern border into Vietnam. In a secluded cave just north of Hanoi, he met with his comrades in Vietnam's struggle for independence. The time was ripe, he told them. In the tumult of World War II, the Japanese had swept through most of Southeast Asia, replacing the French in Vietnam with their own colonial troops. The Vietnamese, he said, must help the Western Allies defeat Japan. In return, the British and Americans would help Vietnam gain independence after the war. In the dim light of the cave, the men formed the Vietnam Independence League, or Vietminh, from which their fugitive leader took the name that would plague a generation of generals in France and the United States: Ho Chi Minh.

By 1941, Ho was known as a fierce supporter of Vietnamese independence. For 30 years he had drifted from France to China, to the Soviet Union, preaching Communism and nationalism to Vietnamese living abroad. When he returned to Vietnam, his frugal ways and his devotion to the cause won him an instant following.

With American aid, Ho directed guerrilla operations against the Japanese. In August 1945, Japan surrendered to the Allies. A month later, Ho mounted a platform in Hanoi's Ba Dinh Square, where lanterns, flowers, banners, and red flags announced the festive occasion. Quoting directly from the American Declaration of Independence, he asserted that all men have a right to "life, liberty, and the pursuit of happiness." Then, while the crowd of hundreds of thousands chanted "Doc-Lap, Doc-Lap" – independence – Ho declared Vietnam free from 62 years of French rule.

The Fall of the French
1945-1954

The Vietnamese, their hopes kindled by the excitement of the moment, soon found that independence would not come as easily as elegant speeches. In 1945, French troops poured into the country, determined to regain control of the colony.

Ho, meanwhile, consolidated power, jailing or executing thousands of opponents. He also appealed several times for U.S. help, but to no avail. Determined to fight on, Ho told French negotiators, "If we must fight, we will fight. We will lose 10 men for every one you lose, but in the end it is you who will tire."

In the winter of 1946-1947, the French stormed Hanoi and other cities in the North. Hopelessly outgunned, Ho's troops withdrew to the mountains. Led by General Vo Nguyen Giap, the Vietminh harassed the French soldiers with a ragtag array of antique French muskets, American rifles, Japanese carbines, spears, swords, and homemade grenades. Moving through familiar terrain, supported by a network of friendly villages, the Vietnamese struck, then disappeared into the jungle.

By 1950, the French war in Vietnam had become a battleground in a much larger struggle. China, where revolution had just brought Communists to power, and the Soviet Union were supplying the Vietminh with weapons. The U.S., committed to containing the spread of Communism, backed the French.

Even $2.5 billion of U.S. aid did not keep the French from wearing down, just as Ho had predicted. The final blow came in 1954, when General Giap surrounded 15,000 French troops holed up near the remote mountain town of Dien Bien Phu. After two months of fighting in the spring mud, the French were exhausted and Dien Bien Phu fell. Reluctantly, they agreed to leave Vietnam for good.

Doc-Lap at Last
1954-1975

The Americans cringed at the thought of a Communist Vietnam, and picked up where the French left off. A peace accord temporarily divided Vietnam in half, promising elections for the whole country by 1956. With Ho in full control of the North, the Americans backed a French-educated anti-Communist named Ngo Dinh Diem in the South.

As President, Diem managed to alienate everyone, arresting thousands of dissidents and condemning scores to death. In 1956, he was accused of blocking the elections, adding fuel to a growing brushfire of rebellion.

The U.S. responded by pumping money into Diem's failed regime and sending military "advisers," many of whom were unofficially engaged in combat. Then, on August 2, 1964, reports reached Washington alleging that three North Vietnamese boats had attacked the *U.S.S. Maddox* on patrol in Vietnam's Tonkin Gulf. The U.S. went to war, though the reports were later disputed.

In 1965, American bombers struck North Vietnam in a fearsome assault, designed to break the will of the people. But the North refused to surrender.

Meanwhile, in the South, Communist rebels, called the Viet Cong, operated stealthily under cover of the jungle. With aid from the North, they laid mines and booby traps, and built networks of secret supply routes. Like the French before them, U.S. troops – some 500,000 strong by 1968 – pursued their elusive enemy in ways that alienated the people they were supposed to be saving. They burned villages suspected of harboring Viet Cong and sprayed chemicals to strip the jungle of its protective covering. By 1968, 1 out of every 12 South Vietnamese was a refugee.

On January 30, 1968, the Vietnamese celebrated Tet, their New Year, with fireworks and parties. But as darkness fell, a surprise attack interrupted the revelry. More than 80,000 Viet Cong and North Vietnamese troops stormed major cities and even the U.S. Embassy in Saigon.

U.S. troops turned back the so-called Tet Offensive. But the American people, tiring of an expensive and seemingly fruitless conflict, turned against the war. President Richard M. Nixon took office in 1969 amid a rising tide of antiwar sentiment. He agreed to begin pulling out of Vietnam. It took four more years of fighting and thousands more casualties, but in March 1973, the last U.S. troops withdrew.

Two years later, on April 30, 1975, columns of North Vietnamese soldiers entered Saigon, meeting little resistance from the demoralized South Vietnamese army. The last American officials fought their way onto any aircraft available and left Vietnam to the Communists. Ho Chi Minh, who had died in 1969, did not live to see the moment. After years of struggle, Vietnam had been unified – but by force and at the cost of millions dead.

Transcript of "Forgotten Ship: A Daring Rescue As Saigon Fell,"
NPR's All Things Considered, August 31, 2010

MELISSA BLOCK, host: From NPR News, this is ALL THINGS CONSIDERED. I'm Melissa Block.

ROBERT SIEGEL, host: And I'm Robert Siegel.
When the Vietnam War ended and Saigon fell in April 1975, Americans got their enduring impression of the event from television…

But there was another evacuation that didn't get news coverage. U.S. Navy ships saved another 20 to 30,000 Vietnamese refugees.

BLOCK: The full scope of this humanitarian rescue has been largely untold, lost in time and in bitterness over the Vietnam War.
But correspondent Joseph Shapiro and producer Sandra Bartlett, from NPR's investigative unit, interviewed more than 20 American and Vietnamese eyewitnesses. And they studied hundreds of documents, photographs and other records, including many never made public before.
Here's Joseph Shapiro with part one of our report and the story of one small U.S. Navy ship.

JOSEPH SHAPIRO: On the morning of April 29, 1975, the USS Kirk and its crew stood off the coast of South Vietnam in the South China Sea.

(Soundbite of a 1975 tape)
Mr. HUGH DOYLE (Then-Chief Engineer, USS Kirk): I'm sure as you know by this time, Vietnam has surrendered and the mass panic - almost panic-stricken retreat has already taken place.

SHAPIRO: Sitting on his bunk, the ship's chief engineer, Hugh Doyle, records a cassette tape to send home to his wife, Judy.

(Soundbite of a 1975 tape)
Mr. DOYLE: I really don't know where to start. It's been such an unusual couple of days. Where we fit in was really interesting. You're probably not going to believe half the things I tell you. But believe me, they are all true.

SHAPIRO: Doyle's cassette tapes, which until now have never been heard publicly, provide one of the best accounts of one of the most extraordinary humanitarian missions in the history of the U.S. Navy.

The Kirk's military mission that day was to shoot down any North Vietnamese jets that might try to stop U.S. Marine helicopters, as they evacuated people from Saigon. The North Vietnamese planes never came. But the Kirk's mission was about to change, and suddenly. Doyle told Judy what he and his crewmates saw when they looked toward South Vietnam, some 12 miles away.

(Soundbite of a 1975 tape)
Mr. DOYLE: We looked up at the horizon, though, and pretty soon all you could see were helicopters. And they came and just was incredible. I don't think I'll ever see anything like it again.

Mr. PAUL JACOBS (Then-Captain, USS Kirk): It looked like bees flying all over the place. Yeah, trying to find some place to land.

SHAPIRO: Paul Jacobs was captain of the Kirk.

Mr. JACOBS: Every one of those Hueys probably had 15 or 20 on board. But they're all headed east, you know, trying to escape.

SHAPIRO: Kent Chipman, a 21-year-old Texan, worked in the engine room.

Mr. KENT CHIPMAN (Then-Crewman, USS Kirk): What was freaky and it's still - it gives me goose bumps till today, it'd be real quiet and calm and not a sound, and then all of a sudden you could hear the helicopters coming. They just - you can hear the big choop-choop-choo-choop, you know, the Hueys.

SHAPIRO: These were South Vietnamese Huey helicopters. Military pilots had crammed their aircraft with family and friends and flown out to the South China Sea. They were pretty sure that the U.S. Navy 7th Fleet was in that ocean somewhere. Now they were desperately looking for some place to land.

Here's Hugh Doyle speaking today.

Mr. DOYLE: Well, they were flying out to sea. Some of them were very low on fuel and some of them were crashing alongside the larger ships. They would crash in the water, and I don't know how many Vietnamese refugees were lost in all that.

SHAPIRO: But the helicopters flew past the Kirk. They were looking for a larger carrier deck to land. Jim Bondgard(ph), a radar man, was watching all the traffic dotting the radarscope when Captain Jacobs issued orders.

Mr. JIM BONDGARD (Crewman, USS Kirk): The skipper got real excited. He called down to us and said, you need to try to advertise and see if you can get these guys on the radio. Just announcing where our haul number and we have an open flight deck; if you want to come land on us, we can take you aboard, and that kind of thing. You know, just trying to encourage them to come in.

SHAPIRO: There was one problem: It wasn't clear that the pilots could land on a moving ship.

Don Cox was an anti-submarine equipment officer.

Mr. DON COX (Crewman, USS Kirk): Most of the Vietnam pilots had never landed on board a ship before. Almost to a man they were army pilots and they typically landed either at fire zones, they had little clearings in the brush, or at an airport. And the ship looks very, very small and the deck was very crowded.

SHAPIRO: Cox was one of the sailors who, not sure if those pilots would land or crash, stood on the flight deck to direct the helicopters in.
The first two helicopters landed safely, but then there was no more room. The Kirk was a destroyer escort. It was built to hunt submarines, not land helicopters. It had a landing deck about the size of a tennis court.

Mr. COX: I believe it was the third aircraft landed and chopped the tail off the second aircraft that had landed. There were still helicopters circling wanting to land. There was no room on our deck, so we just started pushing helicopters overboard. We figured humans were much more important than the hardware.

(Soundbite of a 1975 tape)
Mr. DOYLE: So we couldn't think of what else to do. And these other planes were looking for a place to land. And, you know, we would have lost people in the plane so we threw the airplane over the side. Yeah, really.

SHAPIRO: As one helicopter landed and the people scrambling off, dozens of sailors ran over to push the aircraft over the side and into the ocean.

But Kent Chipman says it wasn't easy. Vietnamese helicopters were heavy. And because they were designed to land in fields, they had skids instead of wheels.

Mr. CHIPMAN: The flight deck has non-skid on it. I mean, it's like real rough sandpaper. And the Hueys didn't have tires on. They had like skids.

And we had to just work it this way and work it that way, till we got it over to the edge. And then everybody there'd be like 30 people just fighting their way to get over there and try to help, you know.

SHAPIRO: With one final shove, the helicopter would totter over the edge of the ship, with its tail high in the air and then crash to the water below.

(Soundbite of a 1975 tape)
Mr. DOYLE: There were stories, horrible stories that I've heard from these refugees.

SHAPIRO: One Vietnamese pilot landed with bullet holes in his aircraft. Hugh Doyle saw he was in shock.

(Soundbite of a 1975 tape)
Mr. DOYLE: As he was loading his helicopter, had his family killed. They're standing waiting to get on the helicopter, his family was machine-gunned. He was just sitting in the helicopter. He was the pilot. He stood there and looked at them. They were all laying dead.

SHAPIRO: The crew of the Kirk fed the refugees and spread out tarps to protect them from the blazing sun.

Mr. DOYLE: We took the people up on to the 02-Level, it be just behind our stack, and we laid mats and all kinds of blankets and stuff out on the deck for their babies. And there were all kinds of - there were infants and children and women, and the women were crying. And, oh, it was a scene I'll never forget.

SHAPIRO: Kent Chipman.

Mr. CHIPMAN: These people were coming out of there with nothing - whatever they had in their pockets or hands. Some of them had suitcases. Some of them had a bag. You know, and you could tell they'd been in a war. They were still wounded. There were people young, old, army guys with the bandages on their head, arms - you could tell they'd been in a fight.

Some of the pilots and their families came from Vietnam's elite, and some of them carried what was left of their wealth in wafers of gold, sometimes sewn into their clothes. The captain locked the gold in his safe.

Then there was the helicopter that was too big to land.

Mr. CHIPMAN: This is when the big Chinook came out. And you could tell the sound of it was different; more robust, deep.

(Soundbite of a 1975 tape)
Mr. DOYLE: This huge helicopter called a Chinook. It's a Boeing. You know, remember them from my mother's house on Berthold Place? So you know those huge helicopters they made down there - those great big ones?

SHAPIRO: Doyle had grown up in Pennsylvania, near the factory that made those helicopters.

(Soundbite of a 1975 tape)
Mr. DOYLE: They came out and tried to land on the ship. Oh, we almost - the thing almost crashed on board our ship. So we finally got them to realize to wave them off, it was too big. You know, he just could not have landed. Well, he flew around us a couple of times and he was running low on fuel. Picture this: we're steaming along at about five knots and this huge airplane comes in and hovers over the fantail, opened up its rear door and started dropping people out of it. And this is about 15 feet off the fantail.

There's American sailors back on the fantail catching babies like basketballs.

Mr. CHIPMAN: The helicopter, it wasn't stationary. It'd come in and hover and, you know, trying to get close as they could. And I remember, at least twice, that he went back up - not real high, you know, 60 feet or so - and he'd slowly come back down.

The helicopter was probably eight to 10 foot in the air as - off the deck, as we were catching the people jumping out. Then we kind of scooch out to the door and just kind of drop down, you know, as easily as they could. This - I mean, juts the noise is tremendous. It's the biggest Chinook they make with the four sets wheels. The wind off this thing, it's like being in a hurricane.

SHAPIRO: One mother dropped her baby and her two young children toward the outstretched arms of the sailors below.

Mr. CHIPMAN: I remember the baby coming out. You know, there was no way we were going to let them hit the deck or drop them. We caught them. I was pretty small myself back then - weighed 130 pounds. Even as small as I am, you know, they come flying out and we caught them.

SHAPIRO: These were the Vietnamese army pilots' children. He'd saved the lives of his passengers, but now he was out of fuel and surrounded by

flat, blue ocean. Hugh Doyle saw him fly the huge helicopter about 60 yards from the Kirk. Doyle uses slang and calls it an airplane.

Mr. DOYLE: He took the airplane, hovered it very close to the water, took all his clothes off with the exception of his skivvies, all by himself, no co-pilot, took all his clothes off, threw it out the window. And then he got up on the edge of the window, still holding onto the two sticks that a helicopter has to fly with. He tilted it over on its side, still flying in the air, and dove into the water. The airplane just fell into the water. It hit the water on its right-hand side. The rotors just exploded.

Mr. CHIPMAN: There were small pieces, but there were also pieces, probably 10, 15 foot long, big pieces go flying out - it sounded like a giant train wreck, you know, in slow motion, and it's loud, it's, you know, wind blowing everywhere.

The Chinook ended upside down. He dove out the side of it, the thing flipped upside down, and then it was calm and quiet again like you turned off a light switch.

I'm thinking, man, this guy just died. I said this is crazy. And his little head popped out of the water. I said, he's alive. It was pretty cool.

SHAPIRO: The pilot's name was Ba Nguyen. He and his family were among some 200 refugees rescued from 16 helicopters. On the second day those refugees, more than half were women, children and babies, would be moved to a larger transport ship.

But the heroics of the Kirk would continue. Shortly before midnight, at the end of the second day, the Kirk's captain, Paul Jacobs, got a call.

Mr. PAUL JACOBS: And that's when I got a (knocking sound) on the shoulder from the XO. He says, hey, Seventh Fleet wants to speak to you now. It's urgent.

SHAPIRO: It was the admiral in charge of the entire rescue.

Mr. JACOBS: He says we're going to have to send you back to rescue the Vietnamese navy. We forgot them, and if we don't get them or any part of them, they're all probably going to be killed.

SHAPIRO: The Kirk was being sent back to Vietnam. The South Vietnamese government had fallen; the Communists were in control now. The Kirk would be headed into hostile territory by itself.

Mr. JACOBS: So I said: Am I going to get any support? No. Am I going to get any air cover? No. You're on your own. I said: What's the rules of engagement? He said, there are none.

SHAPIRO: The Kirk set out to save the South Vietnamese Navy, and it ended up rescuing tens of thousands of desperate Vietnamese refugees. We'll tell you that story tomorrow on ALL THINGS CONSIDERED. Joseph Shapiro, NPR News.

By Fox Butterfield
Special to The New York Times
April 24, 1975

Saigon, South Vietnam, Thursday, April 24—Panic is clearly visible in Saigon now as thousands of Vietnamese try desperately to find ways to flee their country.

There are few exits left, and most involve knowing or working for Americans. United States Air Force C-141 jet transports took off all day and night from the Tan Son Nhut air base, the lucky passengers heading for Clark Air Base in the Philippines or for Andersen Air Force Base on Guam.

Others, not so lucky, rushed to drug stores to buy quantities of sleeping pills and tranquilizers, with which they could commit suicide if the worst came to pass.

Still others, trying to get a seat aboard one of the planes, offered everything they had.

A young American-trained economist who works for the Deputy Premier in charge of economic development asked an American friend to marry his wife, who is three months pregnant, and take her to the United States with him. "I will pay you $10,000," the Vietnamese said.

Under South Vietnam's stringent **emigration** law, about the only legal way for a citizen to go abroad since the Communist offensive began last month is to be married to a foreigner.

A South Vietnamese Army captain succeeded in getting his young son aboard an American plane by forging a birth certificate and persuading a Vietnamese neighbor who was a secretary in the American Defense Attache's Office to take him as her son. The office has been evacuating its Vietnamese employees for a week and the embassy is doing the same today.

The captain later asked an American acquaintance to mail a letter to his sister, who is married to a former G.I. in Lodi, N.J. "Please take care of my son," he wrote. "Quan is the last drop of blood in our family. If you have time, pray for us."

Although anxiety over the fate of Saigon had been building with the Communists' **inexorable** advance down the length of the country since last month, real panic erupted only after President Nguyen Van Thieu's resignation Monday. It was fueled yesterday by reports of military clashes on the edge of the city and by new rumors about what the Communists will do when they take control.

According to military informants, a small Communist team attacked the Phu Lam communications base on the southern edge of Saigon yesterday. They reportedly did little damage to the large base, which is only four or five miles from the center of the city, but the police and soldiers guarding the area fled into Saigon.

In Saigon, three civilians were killed and three others were wounded last night when an explosion caused by a hand grenade ripped through a crowded food market. It was not clear whether Communist terrorists or renegade Saigon troops were responsible.

'This Is My Country'

Many Vietnamese repeated tales about what the Communists planned to do. One was that every unmarried girl would be forced to yield herself to ten "comrades." Another was that the Vietcong had issued warnings that 16 prominent writers would have to "cleanse their consciences with blood."

There were those among Saigon's two million to three million inhabitants—the already jammed city has been swollen by a vast, uncountable number of refugees just in the past month—who said they would remain and go about their lives.

"This is my country, I am a Vietnamese," a journalist remarked. "My pride in being a Vietnamese is greater than my concern about politics."

Though stores were still doing business and young people jammed the downtown movie theaters from 9 A.M. until the curfew at 8 P.M., there were widespread signs of fear.

The black-market rate for the American dollar jumped from 2,000 piasters to 3,800 against a legal rate of 755.
Some Vietnamese stopped Americans they had never seen before and pleaded for the affidavits of support required for visas from the United States Consulate.

Policy More Flexible

Under a flexible policy adopted over the past week, the consulate is granting visas to almost any Vietnamese who can produce evidence that an American will finance his transportation to the United States and his resettlement.

With a "guaranteed dependent status" form from the consulate, Vietnamese can then apply at the Defense Attache's office for a military flight to the United States. They can also pick up expedited exit permits from the Vietnamese Ministry of the Interior, which has opened a special branch at the American compound.

According to a spokesman for the embassy—one of the few still open—there are only 1,500 to 1,800 Americans left in Vietnam; there were 7,500 at the end of March.

About 300 of the Americans still here are believed to have arrived over the past week to pick up Vietnamese wives, friends and other dependents.

The embassy spokesman said he did not know how many Americans left yesterday, but he added that there had been at least 15 flights by the large Lockheed transports, which can hold 100 to 150 passengers depending on seating.

Most of those who left yesterday appeared to be Vietnamese. Hundreds of other Vietnamese milled about the entrance to Tan Son Nhut in the afternoon, standing in the broiling sun with small bags, holding their few belongings (**evacuees** were advised to carry only one small bag apiece).

The hasty departures of so many after three decades of war were accompanied by poignant scenes.

A South Vietnamese major stationed in Tay Ninh, northwest of Saigon, called the office of an American company for which his son-in-law worked to find out if his wife had been evacuated. When he found out that she and other members of his family had indeed left, he began to weep.

"I don't drink, I don't smoke, there is nothing else for me to do but cry," said the major, whose unit, the 25th Division, has been fighting heavily for six weeks.

"I called hoping that I could speak to her one more time," he added. "Now I will never talk to her again."

Attila the Hun invaded Western Europe, pillaging the Italian peninsula in A.D. 452. Thousands of inhabitants of the Italian countryside fled their homes and sought refuge on neighboring islands in the Adriatic Sea. This was certainly not the first example of people forced to flee their homes, and, unfortunately, it was not the last. Today, more than 14 million men, women, and children have been forced to flee their homes, towns, and countries because they are afraid to stay. We call these people refugees.

In 1951, the United Nations defined a refugee as a person who, "owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership in a particular social group, or political opinion, is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country." Refugees are also people just like us: grandparents, mothers, fathers, children, students, secretaries, store clerks, teachers, accountants, and doctors.

Refugees are protected by international law and have special rights, such as the right to safe asylum. In ancient times, churches and temples were often used as places of asylum; today, asylum is typically another country. In a country of asylum, refugees have the right to be treated the same as legal residents, and as such are entitled to basic civil rights, medical care, and schooling.

Today, half of all refugees worldwide come from three locations — Afghanistan, Iraq, and Palestine, currently occupied by Israel. Asia is the number one source of refugees, followed by Africa and Europe.

Many countries are hosts to large numbers of refugees. The largest numbers of refugees are found in Iran and Pakistan, with more than one million each. Germany shelters nearly one million refugees, and Tanzania hosts more than 620,000. The Palestinians, who represent one of the largest groups of refugees, are found in host countries throughout the world.

Once inside a host country's borders, refugees must find shelter, sometimes within another family's home, but more often in a refugee camp. Refugee camps are typically located outside cities or towns along the border of the host country.

Kakuma Camp, on the hot, dry border of Kenya, Sudan, and Ethiopia, provides shelter for more than 80,000 refugees. Refugees share small huts that are made of tree branches, mud, and plastic sheeting. Food and water are provided, but they are rationed. A hospital and several clinics provide health care, but these are overburdened with many patients; most refugees are sick and malnourished when they arrive. Schooling is provided for children, but classes are very overcrowded. Refugee camps are not meant to be permanent shelters, but they do provide asylum and protection, and take care of the basic needs of refugees.

Most refugees hope to return to their homes. As conflicts are resolved, many refugees undergo repatriation. During the 1980s, civil war erupted in Central America, causing more than two million people to flee their homes. In 1987, a regional peace agreement was signed ending the war and allowing thousands of people to return to their homes.

Some refugees cannot return home, nor can they stay in their country of asylum. They must resettle in a new country. Since World War II, millions of refugees have been successfully resettled in ten established resettlement countries, including Canada and the United States.

The United States has traditionally been a sanctuary for refugees. One of the first groups of refugees to arrive were the Pilgrims. In 1620, the Mayflower sailed into what is now Plymouth harbor carrying refugees from England. They had fled to America because of religious persecution in their homeland. Since then, millions of refugees have resettled in the United States. From 1975 to 2001, more than two million refugees were offered resettlement.

People become refugees for many reasons. The number one reason is war. Perceptions of unfairness, such as unequal treatment or denial of rights based on race, religion, economic status, or political thought, instigate war; so does unequal access to land, food, water, and other necessary resources. Another important trigger is the feeling of superiority over others; some individuals feel their system of belief, country, or ethnic background is superior to that of others. In 1991, Yugoslavia splintered into several independent states. One of these states, Bosnia, was an ethnic mix of Muslims, Serbians, and Croatians. The Serbians, who were predominantly Christian, decided that Muslims should not be allowed to live in their new country. They began an "ethnic cleansing" campaign, which killed thousands of innocent men, women, and children, and forced hundreds of thousands of people to seek refuge in neighboring countries.

Others are forced to flee their countries because of natural disasters such as floods, fires, and drought, although they are not considered refugees by the United Nations.

In January 2002, Mt. Nyiragongo in the Democratic Republic of the Congo erupted, sending tons of red-hot lava through the city of Goma. As buildings and villages burned, 400,000 people fled into neighboring Rwanda.

In Ethiopia, crop failures and livestock loss caused by drought conditions over the last several years have caused widespread famine. Thousands have fled into neighboring countries in search of food and water.

Since early times, large groups of people have been forced to leave their homelands because of persecution and the devastation of their lands. In today's world, we have the knowledge and tools to seek solutions to some of these issues. We must also consider and respect the human rights of every man, woman, and child. It may seem like an enormous task to some, but it is one we can all achieve.

Persecuted means oppressed or harassed, especially because of race, religion, gender, sexual orientation, or beliefs.
Repatriation is the process of returning to one's country of birth, citizenship, or origin.

Through Time — Refugees

- 1950 The United Nations High Commissioner for Refugees (UNHCR) is set up to help the more than one million Europeans displaced after World War II.
- 1956 Uprisings in Hungary force more than 200,000 people to become refugees.
- 1959 Algeria fights for its independence and 200,000 people flee the country.
- 1964 Rwanda, Mozambique, and Tanzania explode in conflicts for independence and thousands become refugees.
- 1971 More than ten million Bengalis flee to India, as Bangladesh becomes a nation.
- 1974 Nearly 400,000 refugees become homeless as the Greeks fight the Turks in Cyprus.
- 1978 About three million Asians escape to neighboring countries, including Thailand and Malaysia, during conflicts throughout Indochina.
- 1979 Six million Afghans flee their country.
- 1980s Violence in Central America results in more than 300,000 refugees. In Africa, many Ethiopians try to escape drought and war in Sudan.
- 1990s During the Gulf War, 1.5 million Iraqi Kurds become refugees. Civil war in West Africa causes 800,000 West Africans to flee their homes. War in the Balkans forces thousands to leave their homes as Yugoslavia breaks apart.
- 1991 Fighting in Somalia forces about 750,000 Somalis to seek shelter in Ethiopia.
- 1992 More than 1.5 million refugees return to their homes in Mozambique as part of repatriation program.
- 1993 Thousands of Cambodian refugees return home as part of a repatriation program.
- 1994 Widespread killing in Rwanda sends thousands to neighboring countries.
- 1999 More than one million people from Kosovo are forced to leave their homes.
- 2001 Thousands of people flee Afghanistan

SOCIOLOGY

Children of War

Four teenage refugees from Bosnia talk to UPDATE about the hardships of life during wartime, and the experience of escaping to America.

By Arthur Brice

The war in the Balkans has caused grievous suffering for millions of people. Since the war began two years ago, more than 200,000 people have been killed, while another 2 million have been driven from their homes. As in most wars, young people suffered their share, even though they didn't start the war and are too young to fight in it. A recent Harvard study estimates that 30,000 children have been killed. Tens of thousands more have been orphaned. And nearly 25 percent of all the refugees created by the war are between the ages of 10 and 17.

Although all ethnic groups in Bosnia have been affected by the war, the hardest hit have been Muslims. Today, tens of thousands of young Muslim war victims are languishing in refugee camps in Croatia, hoping eventually to make it to safety in another country. Last year, the U.S. admitted 3,000 of these refugees. In late February, *UPDATE* went to Stone Mountain, Georgia, near Atlanta, to talk to four recently arrived teenage Muslim refugees about their experiences and about life in their new country.

Seventeen-year-old Amela Kamenica and her 15-year-old brother, Emir, were born and raised in Sarajevo. Their father, an economics professor, was kidnapped and killed by Serb forces in 1992. They live with their mother.

Elma Brokovic, 14, is also from Sarajevo, and, with her mother, shares an apartment with the Kamenicas.

Emil Hadzic, 14, was born in Prijedor, Bosnia, and has lived in both Bosnia and Croatia. He lives with his father; his mother remains in Croatia.

All four teenagers arrived in the U.S four months ago, after spending a year in a refugee camp in Croatia. Today, they attend Clarkson High School in Stone Mountain.

What was life like before the war?

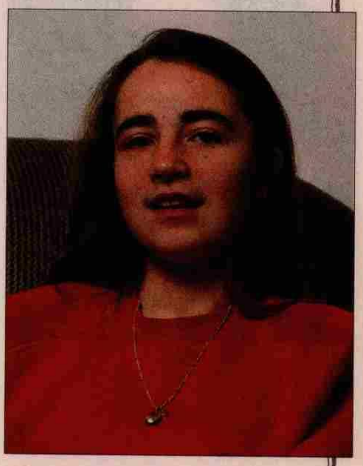
Amela: It was great. We could go out at midnight and walk the streets [of Sarajevo] freely, and nothing would ever happen to anybody. We would go skiing every winter and to the seaside every summer. In those days, there weren't any problems. You really could enjoy life.

Emir: Yes, before the war, life was good. My father had a good job and we had lots of money. Every year we would travel to foreign countries. We would go to Russia, Bulgaria, Hungary—all over.

Elma: It seemed like we had no worries. I had lots of friends and we would all go skiing in the mountains. It was safe in Bosnia in those days. Bosnia was a wonderful place to live.

How did the war change your lives?

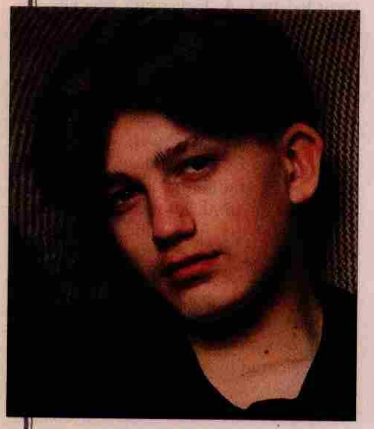
Emir: After the war started, you could not even go out of your house. I had to crawl through my apartment on my hands and knees or risk getting shot. I slept in the bathtub for days, because that was the only place where you



"After I found out about my father's death, everything seemed so useless. I couldn't see any future for myself. I wasn't the same person anymore."

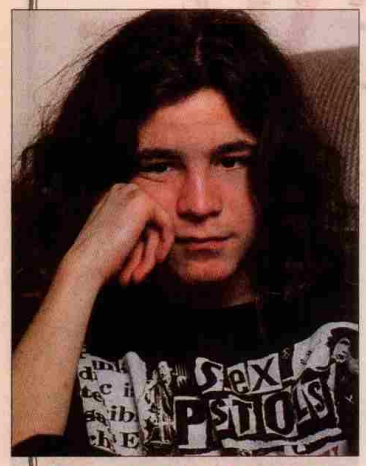
—Amela Kamenica, 17

Photos by Curtis Compton



"To me, the war just meant changing my friends and where I lived. But my father was affected much more. He was held in a concentration camp."

—Emil Hadzic, 14



"I learned to live for the moment. I would think to myself, 'If I don't get shot today, I'll live tomorrow.' You just want to survive this day."

—Emir Kamenica, 15

were totally safe from bullets. I learned to live for the moment. I would think to myself, "If I don't get shot today, I'll live tomorrow." You just want to survive this day.

Elma: Everything completely changed. One minute we had everything, then we had nothing.

Emil: To me, the war just meant changing my friends and where I lived. When war broke out in Croatia, I went to Bosnia with my father. When war broke out in Bosnia, I went to Croatia with my mother. But the war affected my father much more, because he was held for seven months in a concentration camp, and he went a little crazy.

Amela: Before the war I really enjoyed life. But after I found out about my father's death, everything seemed so useless. I couldn't see any future for myself. I didn't know where I was going. I wasn't the same person anymore.

How did your father die?

Emir: When the war started, the Serb army occupied part of the town we lived in. They came into our homes and said they had established a new government. They told us not to go out, and to leave our doors open so they could come in and search for weapons. That happened in April 1992. In May, my mom, my sister, and I tried to escape from that part of town while our dad stayed [behind at the house]. We were walking on this bridge over the river and [the Serbs] started shooting. So we ran away until we came to relatives who lived in another part of town. There was not much food there, so we decided we had to go to Croatia.

We got two letters from my dad. The [Serbs] had set up concentration camps where people lived in their own apartments but the whole day had to work for the Serbs. Then we got a letter from a lady in Serbia who was our contact with him, and she said he had been killed.

Amela: He was being watched for days before he was killed, and one day he went to work and didn't come back. The truth probably is that he tried to escape because he was beaten so many times. He was supposed to have his 45th birthday in January.

What are your lives like in the U.S.?

Amela: I like it better than being a refugee in Croatia. Here, people don't judge you by your religion. When I say that I'm a Muslim, they don't react like, "Oh, I don't want to be with you, I don't want to be your friend because you're Muslim." Some people here don't even know where Bosnia is, but they're really nice and try to help. Things are getting better because we can go to school. We couldn't go to school in Croatia because we are Muslims.

But I miss my friends in Sarajevo. They write me, telling me how they don't have anything to eat, and about their troubled lives. Sometimes I wish I'd stayed there, watching the war, rather than being here, safe, but without friends.

How does life here compare to life in Bosnia?

Emir: It's good now. It's not as good as it was in Bosnia, but better than Croatia. I lived under Communism for 14 years. Nobody I knew practiced religion. And then suddenly they tried to kill me because of religion. Here, I don't have that problem anymore.

Elma: I expected more.

Amela: She thought she would have a boyfriend and a good car. (*All laugh.*)

Emil: She thought she was going to live in Beverly Hills. (*Laughter.*)

Which were you thinking?

Elma: I was thinking about all of that. (*Laughter.*)

Emir: Every movie you watched was recorded in L.A. California beaches and girls. (*Laughter.*)

Amela: That's a fact. All you know about the U.S. is from the movies.

When you think of the future, what do you think?

Elma: I'm just hoping war will stop and I'll go to Bosnia soon.

Amela: My graduation is next year, so I have to think about college. I want to get my family here, or, if that doesn't happen, send them money because life is really hard there. I'm going back to visit to see my father's grave. But America is giving us a chance for a better future than we could have in Bosnia. ■

"It seemed like we had no worries. [Then] everything completely changed. One minute we had everything, then we had nothing."

—Elma Brokovic, 14

Refugee Transitions' "World of Difference Benefit Luncheon"
The City Club – San Francisco
November 3, 2010
Student Speech: Til Gurung

Good afternoon, my name is Til Gurung. I am a Community Navigator Intern with Refugee Transitions, where I help my community access important services and make a successful transition into their lives in the United States. For example, I help explain important documents and laws to my community members, help interpret at parent-teacher conferences and medical appointments, teach them about home safety, where to find our cultural foods in Oakland, how to use the bus, and how to drive.

I am a refugee from Bhutan. My community is Bhutanese, but we have a Nepali heritage and culture. Though we lived peacefully in Bhutan for many years, as our community grew, the Bhutanese government began to feel threatened. Thus, they initiated an ethnic cleansing program to force us from our homes. We suffered in our country Bhutan because we did not speak the language or practice the religion or culture of the royal family. Many of us were tortured and imprisoned. We had no choice but to flee to Nepal to save our lives. After twenty years in the Nepali refugee camps, we saw that there was no possibility of returning home. So we opted to apply for resettlement to the United States, hoping that we could begin our lives again.

But here in the United States, my community continues to struggle. We arrived in the U.S. when the economy was at its lowest point, so we struggle to find jobs. Many of us do not speak English, and lack of education makes it even more difficult for us to learn the language, here. Just this year, the Adult Education system in Oakland shut down; Refugee Transitions offers classes and tutoring in its place for people who have nowhere else to go. By providing this language training and other support services through the Community Navigators like myself, Refugee Transitions is filling a real need in our community.

As an example of the difference that tutoring makes in a person's life, I can talk about my wife. When we first arrived, my wife was unable to understand any English. Just taking the bus and going to the store was a challenge for her. Refugee Transitions assigned Mari to tutor my wife. After a year of tutoring, these things are no longer a big problem for her. Now she has more confidence and more language skills to help herself and our family.

Thank you Mari, thank you Refugee Transitions, and thank you to all of you who support Refugee Transitions to make these programs possible. Please continue to extend your support so that you can bring happiness to more families like mine.

y permission from Refugee Transitions.

Refugee and Immigrant Children: A Comparison

Refugee and immigrant children in Canada have significant similarities. Both groups must deal with migration, which represents a disruptive loss to one's life. Once in Canada, they both have to endure the "push-and-pull" forces of home and school, which often work in opposite directions. At school they share with other adolescents the desire to be accepted by their peer group. At home, both groups may experience a role and dependency reversal in which they may function as interpreters and "cultural brokers" for their parents. Both refugee and immigrant children may encounter society's discrimination and racism, and both have to accomplish the central task of childhood and adolescence – developing a sense of identity – while trying to bridge generational and cultural gaps. Perhaps the greatest threat to these children is not the stress of belonging to two cultures but the stress of belonging to none (Lee, 1988).

Successful adaptation can bring with it the opportunity for growth. How well children adapt is influenced by several factors, including age at arrival, individual resiliency, and reception by the host community and society. One key factor in determining success is the reception of newcomers by the host society. Settlement support services, schools, health and social services, and the community at large play a crucial role in assisting and supporting children to adjust and integrate into Canadian society (Task Force on Mental Health Issues Affecting Immigrants and Refugees, 1988).

Several key characteristics affect the adaptation of refugee children to a larger extent than immigrant children. First, refugee children often have experienced the tragedy and trauma of war, including persecution, dangerous escapes, and prolonged stays in refugee camps. Some have witnessed killings, torture, and rape – including atrocities against family members. Others have been forced to serve as soldiers. Some have lost many members of their families and many have lost everything that was familiar to them.

Typically, immigrants can, at least, envision the possibility of returning to their countries; most refugees cannot. It is not only natural that refugee children, along with their families, go through a process of mourning those losses. The grieving process in refugee children, however, is seldom recognized as such. This may be attributed to a long-held belief that children adapt quickly, bolstered by the tendency of children to not express their sadness and mourning in words. Although these children may not know the concept of being homesick; they feel it all the same. Although some would not talk about their experience for fear of upsetting their parents, perhaps it is also true that many do not talk because we do not listen.

"Refugee Children in Canada: Searching for Identity" by Ana Marie Fantino and Alice Colak (CHILD WELFARE, Vol. LXXX, #5, September/2001 Child Welfare October, © League of America; pages 587-596).

Equal Rights for Women

Washington, D.C., May 21, 1969

Shirley Chisholm

Mr. Speaker, P1

When a young woman graduates from college and starts looking for a job, she is likely to have a frustrating and even **demeaning** experience ahead of her. If she walks into an office for an interview, the first question she will be asked is, "Do you type?" P2

There is a calculated system of prejudice that lies unspoken behind that question. Why is it acceptable for women to be secretaries, librarians, and teachers, but totally unacceptable for them to be managers, administrators, doctors, lawyers, and Members of Congress? P3

The unspoken assumption is that women are different. They do not have executive ability, orderly minds, stability, leadership skills, and they are too emotional. P4

It has been observed before that society for a long time, discriminated against another minority, the blacks, on the same basis - that they were different and inferior. The happy little homemaker and the contented **"old darkey"** on the plantation were both produced by prejudice. P5

demeaning: humiliating

"old darkey": a derogatory and racist name for African-Americans used in the early 1900s

As a black person, I am no stranger to race prejudice. But the truth is that in the political world I have been far oftener discriminated against because I am a woman than because I am black. P6

Prejudice against blacks is becoming unacceptable although it will take years to eliminate it. But it is doomed because, slowly, white America is beginning to admit that it exists. Prejudice against women is still acceptable. There is very little understanding yet of the **immorality** involved in double pay scales and the classification of most of the better jobs as "for men only." P7

More than half of the population of the United States is female. But women occupy only 2 percent of the managerial positions. They have not even reached the level of **tokenism** yet. No women sit on the AFL-CIO council or Supreme Court. There have been only two women who have held Cabinet rank, and at present there are none. Only two women now hold ambassadorial rank in the diplomatic corps. In Congress, we are down to one Senator and 10 Representatives. P8

Considering that there are about 3 1/2 million more women in the United States than men, this situation is outrageous. P9

It is true that part of the problem has been that women have not been aggressive in demanding their rights. This was also true of the black population for many years. They submitted to **oppression** and even cooperated with it. Women have done the same thing. But now there is an awareness of this situation particularly among the younger segment of the population. P10

immorality: without moral principles
tokenism: a policy of making only a symbolic effort, but not really meaning it
oppression: unjust or cruel power

As in the field of equal rights for blacks, Spanish-Americans, the Indians, and other groups, laws will not change such deep-seated problems overnight. But they can be used to provide protection for those who are most abused, and to begin the process of **evolutionary** change by compelling the insensitive majority to reexamine it's **unconscious** attitudes. P11

It is for this reason that I wish to introduce today a proposal that has been before every Congress for the last 40 years and that sooner or later must become part of the basic law of the land - the Equal Rights Amendment. P12

Let me note and try to refute two of the commonest arguments that are offered against this amendment. One is that women are already protected under the law and do not need legislation. Existing laws are not adequate to secure equal rights for women. Sufficient proof of this is the concentration of women in lower paying, **menial**, unrewarding jobs, and their incredible scarcity in the upper level jobs. If women are already equal, why is it such an event whenever one happens to be elected to Congress? P13

It is obvious that discrimination exists. Women do not have the opportunities that men do. And women that do not conform to the system, who try to break with the accepted patterns, are stigmatized as odd and unfeminine. The fact is that a woman who aspires to be chairman of the board, or a Member of the House, does so for exactly the same reasons as any man. Basically, these are that she thinks she can do the job and she wants to try. P14

evolutionary: gradual
unconscious: unaware
menial: lowly, unskilled

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A second argument often heard against the Equal Rights Amendment is that is would P15
eliminate legislation that many States and the Federal Government have enacted giving special protection to women and that it would throw the marriage and divorce laws into chaos.

As for the marriage laws, they are due for a **sweeping** reform, and an excellent P16
beginning would be to wipe the existing ones off the books. Regarding special protection for working women, I cannot understand why it should be needed. Women need no protection that men do not need. What we need are laws to protect working people, to guarantee them fair pay, safe working conditions, protection against sickness and layoffs, and provision for dignified, comfortable retirement.

Men and women need these things equally. That one sex needs protection more P17
than the other is a male **supremacist** myth as ridiculous and unworthy of respect as the white supremacist myths that society is trying to cure itself of at this time.

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sweeping: broad, large

supremacist: believing in the superiority of a particular group

Shirley Chisholm. "Equal Rights for Women." Address To The United States House Of Representatives, Washington, DC: May 21, 1969. Public Domain.

Ain't I a Woman?
Sojourner Truth
1864

Well, children, where there is so much **racket** there must be something **out of kilter**. P1
I think that 'twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about?

That man over there says that women need to be helped into carriages, and lifted P2
over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ar'n't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ar'n't I a woman? I could work as much and eat as much as a man - when I could get it - and **bear the lash** as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?

Then they talk about this thing in the head; what's this they call it? [member of P3
audience whispers, "intellect"] That's it, honey. What's that got to do with women's

racket	out of kilter	bear the lash
noise	unbalanced	handle pain, but literally, in the context of slavery, surviving a whipping

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15 rights or negroes' rights? If my cup won't hold but a pint, and yours holds a quart, wouldn't you be mean not to let me have my little half measure full?

Then that little man in black there, he says women can't have as much rights as men, P4
'cause Christ wasn't a woman! Where did your Christ come from? Where did your Christ come from? From God and a woman! Man had nothing to do with Him.

20 If the first woman God ever made was strong enough to turn the world upside down P5
all alone, these women together ought to be able to turn it back and get it right side up again! And now they is asking to do it, the men better let them.

Obliged to you for hearing me, and now old Sojourner ain't got nothing more to say. P6

Sojourner Truth. "Ain't I a Woman?" 1863. Public Domain.

obliged to you		
I appreciate and owe you		

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Mid-Unit 1 Assessment:
Analyzing Excerpts from Lyndon Johnson's Speech "The Great Society"

Name:

Date:

Directions: Read the excerpts from President Johnson's speech, then reread the speech and write the gist of each part of the speech in the column to the right.

Excerpts from "The Great Society"

President Lyndon B. Johnson gave this speech at University of Michigan's graduation ceremony on May 22, 1964. He directs his speech primarily to the students who were graduating that day.

	Excerpts from Speech	Gist
Part 1	• Your imagination and your initiative and your indignation[1] will determine whether we build a society where progress is the servant of our needs, or a society where old values and new visions are buried under unbridled[2] growth. For in your time we have the opportunity to move not only toward the rich society and the powerful society, but upward to the Great Society. • The Great Society rests on abundance and liberty for all. It demands an end to poverty and racial injustice, to which we are totally committed in our time. But that is just the beginning. • So I want to talk to you today about three places where we begin to build the Great Society—in our cities, in our countryside, and in our classrooms.	

Mid-Unit 1 Assessment:
Analyzing Excerpts from Lyndon Johnson's Speech "The Great Society"

Name:

Date:

	Excerpts from Speech	Gist
Part 2	• Aristotle[3] said: "Men come together in cities in order to live, but they remain together in order to live the good life." It is harder and harder to live the good life in American cities today. The catalog of ills[4] is long: There is the decay of the centers and the despoiling[5] of the suburbs. There is not enough housing for our people or transportation for our traffic. Open land is vanishing and old landmarks are violated. Worst of all, expansion is eroding these precious and time-honored values of community with neighbors and communion[6] with nature. The loss of these values breeds loneliness and boredom and indifference. • And our society will never be great until our cities are great. Today the frontier of imagination and innovation is inside those cities.... New experiments are already going on. It will be the task of your generation to make the American city a place where future generations will come, not only to live, but to live the good life.	

[1] indignation: anger about something that is unfair
[2] unbridled: unrestrained
Lyndon Johnson. "The Great Society" Speech. Delivered in Ann Arbor, MI. May 22, 1964. Public Domain

Mid-Unit 1 Assessment:
Analyzing Excerpts from Lyndon Johnson's Speech "The Great Society"

Name:

Date:

	Excerpts from Speech	Gist
Part 3	• A second place where we begin to build the Great Society is in our countryside. We have always prided ourselves on being not only America the strong and America the free, but America the beautiful. Today that beauty is in danger. The water we drink, the food we eat, the very air that we breathe, are threatened with pollution. Our parks are overcrowded, our seashores overburdened. Green fields and dense forests are disappearing. • A few years ago we were greatly concerned about the "Ugly American." Today we must act to prevent an ugly America. • For once the battle is lost, once our natural splendor is destroyed, it can never be recaptured. And once man can no longer walk with beauty or wonder at nature, his spirit will wither and his sustenance[7] be wasted.	

Mid-Unit 1 Assessment:
Analyzing Excerpts from Lyndon Johnson's Speech "The Great Society"

Name:

Date:

	Excerpts from Speech	Gist
Part 4	• A third place to build the Great Society is in the classrooms of America. There your children's lives will be shaped. Our society will not be great until every young mind is set free to scan the farthest reaches of thought and imagination. We are still far from that goal. Today, 8 million adult Americans, more than the entire population of Michigan, have not finished five years of school. Nearly 20 million have not finished eight years of school. Nearly 54 million—more than one quarter of all America—have not even finished high school. • Each year more than 100,000 high school graduates, with proved ability, do not enter college because they cannot afford it.... Poverty must not be a bar to learning, and learning must offer an escape from poverty.	

[3] Aristotle: a famous philosopher
[4] ills: an evil or misfortune
[5] despoiling: ruining
[6] communion: a relationship with deep understanding
[7] sustenance: nourishment

Lyndon Johnson. "The Great Society" Speech. Delivered in Ann Arbor, MI. May 22, 1964. Public Domain.

Mid-Unit 1 Assessment:
Analyzing Excerpts from Lyndon Johnson's Speech "The Great Society"

Name:

Date:

	Excerpts from Speech	Gist
Part 5	• These are three of the central issues of the Great Society. While our government has many programs directed at those issues, I do not pretend that we have the full answer to those problems. But I do promise this: We are going to assemble the best thought and the broadest knowledge from all over the world to find those answers for America. • For better or for worse, your generation has been appointed by history to deal with those problems and to lead America toward a new age.... • So, will you join in the battle to give every citizen the full equality which God enjoins and the law requires, whatever his belief, or race, or the color of his skin? • Will you join in the battle to give every citizen an escape from the crushing weight of poverty? • Will you join in the battle to build the Great Society, to prove that our material[8] progress is only the foundation on which we will build a richer life of mind and spirit?	

Mid-Unit 1 Assessment:
Analyzing Excerpts from Lyndon Johnson's Speech "The Great Society"

Name:

Date:

	Excerpts from Speech	Gist
Part 5 (continued)	• There are those timid souls that say this battle cannot be won; that we are condemned to a soulless wealth. I do not agree. We have the power to shape the civilization that we want. But we need your will and your labor and your hearts, if we are to build that kind of society. • Those who came to this land sought to build more than just a new country. They sought a new world. So I have come here today to your campus to say that you can make their vision our reality. So let us from this moment begin our work so that in the future men will look back and say: It was then, after a long and weary way, that man turned the exploits[9] of his genius to the full enrichment of his life. • Thank you. Goodbye.	

[8] material: related to physical things
[9] exploits: heroic acts
Lyndon Johnson. "The Great Society" Speech. Delivered in Ann Arbor, MI. May 22, 1964. Public Domain

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"Those Winter Sundays"
by Robert Hayden

Those Winter Sundays

Sundays too my father got up early
and put his clothes on in the blueblack cold,
then with cracked hands that ached
from labor in the weekday weather made
banked fires blaze. No one ever thanked him.

I'd wake and hear the cold splintering, breaking.
When the rooms were warm, he'd call,
and slowly I would rise and dress,
fearing the chronic angers of that house,

Speaking indifferently to him,
who had driven out the cold
and polished my good shoes as well.
What did I know, what did I know
of love's austere and lonely offices? –

Structure Note-catcher:
"Incident"
Countee Cullen

Incident
(For Eric Walrond)

Once riding in old Baltimore,
  Heart-filled, head-filled with glee,
I saw a Baltimorean
  Keep looking straight at me.

Now I was eight and very small,
  And he was no whit bigger,
And so I smiled, but he poked out
  His tongue, and called me, "Nigger."

I saw the whole of Baltimore
  From May until December;
Of all the things that happened there
  That's all that I remember.

Solitude
Ella Wheeler Wilcox

Laugh, and the world laughs with you;
Weep, and you weep alone.
For the sad old earth must borrow its mirth,
But has trouble enough of its own.
Sing, and the hills will answer;
Sigh, it is lost on the air.
The echoes bound to a joyful sound,
But shrink from voicing care.

Rejoice, and men will seek you;
Grieve, and they turn and go.
They want full measure of all your pleasure,
But they do not need your woe.
Be glad, and your friends are many;
Be sad, and you lose them all.
There are none to decline your nectared wine,
But alone you must drink life's gall.

Feast, and your halls are crowded;
Fast, and the world goes by.
Succeed and give, and it helps you live,
But no man can help you die.
There is room in the halls of pleasure
For a long and lordly train,
But one by one we must all file on
Through the narrow aisles of pain.

First published in the February 25, 1883 issue of the New York Sun. Public Domain

	Text	Gist
Part 1	**The Real Shakespeare** There never was an Elizabethan playwright named William Shakespeare. There was an Elizabethan actor, theater manager and businessman by the name of William Shaxper or Shakspere born in Stratford-upon- Avon, England. When academics speak of the historical William Shakespeare they are referring to this person. There is no direct evidence to show that William Shaxper was a writer. There are no original manuscripts of the plays or the poems, no letters and only six shaky signatures, all in dispute. Both his parents, John and Mary, were illiterate signing documents with an 'X.' His wife Anne Hathaway was illiterate. His children seem to have been illiterate, which would make Shaxper the only prominent writer in history whose children are believed to have been illiterate.	

Mid-Unit 1 Assessment:
Analyzing an Author's Argument and Text Structure

	Text	Gist
Part 1	William from Stratford never went to college and as far as can be determined never had any schooling. There has been an attempt by Stratfordians to surmise that William Shaxper attended a grammar school in Stratford. No records of this exist and Shaxper made no mention of this school in his will, a startling oversight if this grammar school was single-handedly responsible for creating perhaps the most literate, scholarly man of all time. The lack of any letters written by William Shaxper is particularly significant. As a great writer, it is likely he would have written a large number. Voltaire's collected correspondence totals roughly 20,000 pieces. There are no surviving letters in Shaxper's or Shakspere's own hand.	

surmise: suppose something is true without actually having proof

Mid-Unit 1 Assessment: Analyzing an Author's Argument and Text Structure

	Text	Gist
Part 2	**His Vocabulary** The works attributed to Shakespeare contain one of the largest vocabularies of any single English writer. John Milton's *Paradise Lost*, for example has about 8,000 different words. The King James Version of the Bible, inspired by God and translated by 48 of Great Britain's greatest biblical scholars, has 12,852 different words. There are 31,534 different words in Shakespeare's Canon. There is a startling incoherence between the story of a young man, with at best a grammar-school education, wandering into London, getting involved in theatre, and then suddenly, even miraculously, possessing one of the greatest vocabularies of any individual who ever lived.	

incoherence: inconsistency

	Text	Gist
Part 3	**The Famous Doubters** The case against William Shakespeare's authorship is strong enough to have attracted many famous individuals. A partial list of the Shakespeare doubters include: Mark Twain, Walt Whitman, Sigmund Freud, Nathaniel Hawthorne, Malcolm X, and Helen Keller. Mark Twain, in his hilarious 1909 debunking of the Shakespeare myth titled "Is Shakespeare Dead?" points out that no one in England took any notice of the death of the actor William Shaxper.	

debunking: showing that something is wrong

Mid-Unit 1 Assessment:
Analyzing an Author's Argument and Text Structure

	Text	Gist
Part 4	**Not a Single Book** William Shaxper's will is three pages long and handwritten by an attorney. In these three pages there is no indication that he was a writer. The will mentions not a single book, play, poem, or unfinished literary work, or scrap of manuscript of any kind. The absence of books in the will is telling, since to write his works the mythical William Shakespeare would have had to have access to hundreds of books. The plays are full of expertise on a wide variety of subjects including contemporary and classical literature, multiple foreign languages, a detailed knowledge of Italy. Italian language and culture, the law, medicine, military matters, sea navigation, painting, mathematics, astrology, horticulture, music and a variety of aristocratic sports like bowls and falconry	

	Text	Gist
Part 5	**Multilingual** The writer of Shakespeare's plays had command of not only English, but Latin, Greek, French, Italian, and Spanish. His French in particular is not of the classroom but reflects the vulgar speech of ordinary people. The thousands of new words Shakespeare added to the English language were created from his multilingual expertise. There is no way of reconciling the immense scholarship shown in Shakespeare's works with William Shaxper, who from birth was surrounded by illiterate people, had little or no education, and is believed never to have traveled outside England.	

[1]vulgar: crude, crass, unrefined
reconciling: resolving, settling

Mid-Unit 1 Assessment: Analyzing an Author's Argument and Text Structure

	Text	Gist
Part 6	**Genius** "William Shakespeare was a genius." This answer is generally supplied to all questions relating to Shaxper's apparent lack of qualifications for the title of "world's greatest author." Genius however has its limitations. About one third of Shakespeare's plays are either set in Italy or make specific references to events and locations there. Genius may explain the literary skills in Shakespeare's works, but it does not supply knowledge of places never visited or languages never learned.	

	Text	Gist
Part 7	**Stratford** As with virtually everything associated with the "historical" Shakespeare, the tourist sites in Stratford are pure speculation. "It is fairly certain" that the house on Henley Street is where Shakespeare was born and brought up, complete with, as the birthplace website proudly states, "recreated replicas." The grammar school in Stratford has lost all records from the period, but "is almost definitely" where Shakespeare received his education. This institution even claims to have his original desk, which is "third from the front on the left-hand side." On and on the fantasy is created with an avalanche of qualifiers like, "most biographers agree," and "we are permitted to think," and "we have no reason not to assume," etc. No one knows for sure who wrote the works attributed to Shakespeare. What can be said with some certainty is that William Shaxper didn't.	

speculation: theory

The Shakespeare Shakedown

***Newsweek*, October 24, 2011**

Byline: Simon Schama

The new film 'Anonymous' says the Bard was a fraud. Don't buy it.

Roland Emmerich's inadvertently comic new movie, *Anonymous*, purports to announce to the world that the works we deluded souls imagine to have been written by one William Shakespeare were actually penned by Edward de Vere, the 17th Earl of Oxford. James Shapiro's fine book *Contested Will* chronicles the long obsession with depriving Shakespeare of authentic authorship of his works, mostly on the grounds that no manuscripts survive but also that his cultural provenance was too lowly, and his education too rudimentary, to have allowed him to penetrate the minds of kings and courtiers. Only someone from the upper crust, widely traveled and educated at the highest level, this argument runs, could have had the intellectual wherewithal to have created, say, Julius Caesar.

Alternative candidates for the "real" Shakespeare have numbered the Cambridge-schooled Christopher Marlowe (who also happens to have been killed before the greatest of Shakespeare's plays appeared) and the philosopher-statesman Francis Bacon. But the hottest candidate for some time has been the Earl of Oxford, himself a patron of dramatists, a courtier-poet of middling talent, and an adventurer who was at various times banished from the court and captured by pirates. The Oxford theory has been doing the rounds since 1920, when an English scholar, Thomas Looney (pronounced Loaney), first brought it before the world.

None of which would matter very much were there not something repellent at the heart of the theory, and that something is the toad, snobbery—the engine that drives the Oxford Ian case against the son of the Stratford glover John Shakespeare. John was indeed illiterate. But his son was not, as we know incontrovertibly from no fewer than six surviving signatures in Shakespeare's own flowing hand, the first from 1612, when he was giving evidence in a domestic lawsuit.

The Earl of Oxford was learned and, by reports, witty. But publicity materials for *Anonymous* say that Shakespeare by comparison went to a mere "village school" and so could hardly have compared with the cultural richness imbibed by Oxford. The hell he couldn't! Stratford was no "village," and the "grammar school," which means elementary education in America, was in fact a cradle of serious classical learning in Elizabethan England. By the time he was 13 or so, Shakespeare would have read (in Latin) works by Terence, Plautus, Virgil, Erasmus, Cicero, and probably Plutarch and Livy too. One of the great stories of the age was what such schooling did for boys of humble birth.

Inadvertently: accidentally
Provenance: background
rudimentary: basic or simple
incontrovertibly: certainly or undoubtedly

The Shakespeare Shakedown

How could Shakespeare have known all about kings and queens and courtiers? By writing for them and playing before them over and over again—nearly a hundred performances before Elizabeth and James, almost 20 times a year in the latter case. His plays were published in quarto from 1598 with his name on the page. The notion that the monarchs would have been gulled into thinking he was the true author, when in fact he wasn't, beggars belief.

The real problem is not all this idiotic misunderstanding of history and the world of the theater but a fatal lack of imagination on the subject of the imagination. The greatness of Shakespeare is precisely that he did not conform to social type—that he was, in the words of the critic William Hazlitt, "no one and everyone." He didn't need to go to Italy because Rome had come to him at school and came again in the travels of his roaming mind. His capacity for imaginative extension was socially limitless too: reaching into the speech of tavern tarts as well as archbishops and kings. It is precisely this quicksilver, protean quality that of course stirs the craving in our flat-footed celeb culture for some more fully fleshed-out Author.

That's what, thank heavens, the shape-shifting Shakespeare denies us. But he gives us everything and everyone else. As Hazlitt beautifully and perfectly put it, "He was just like any other man, but that he was like all other men. He was the least of an egotist that it was possible to be. He was nothing in himself, but he was all that others were, or that they could become."

By Simon Schama

Source Citation

quicksilver: changeable
protean: adjustable

The Lure of Shakespeare

by Robert Butler

From Past to Present

Many people consider Shakespeare the greatest writer in the English language. His legions of admirers point with awe to the rhythm of his words and the wide range of human emotions he portrays and evokes. But has Shakespeare always been so popular? And how did an Elizabethan actor-turned-playwright become a world-famous figure?

From the start, Shakespeare was popular among the English. Shortly after his death, his plays were published in a collection known as the First Folio (1623), with a poem by Ben Jonson included that featured the lines, "He was not of an age, but for all time!" The memory of Shakespeare remained strong among audiences as well, since his plays were produced regularly by many companies.

But in 1642. during the English Civil War, the theaters of London were closed by order of the Government and remained so for 18 years. By the time they reopened in 1660, styles had changed. The court of the new king wanted a more elegant, refined, classical world, and Shakespeare struck them as coarse in his language and careless in his plots. His comedies, in particular, fell out of favor as the years passed.

By the 1700s, however, a turnaround had begun. The first new edition of his plays in nearly a century, along with the first biography ever written, appeared in 1709 and immediately sparked a Shakespeare revival. Despite continuing questions about his style, which led many producers to cut or alter his plays (sometimes even writing new endings for them), audiences were enthusiastic. Great performances also helped. David Garrick, the greatest actor of the century, and Sarah Siddons, the greatest actress, were both enthusiastic

Shakespeare supporters and starred in many of his plays at the Drury Lane Theatre.

In the 1800s, Shakespeare's popularity soared. Multivolume editions of his plays were published, exuberant productions and extravagant sets supported stars such as Fanny Kemble and Edmund Kean, and touring companies brought small-scale versions of Shakespeare to towns and villages everywhere.

In the 20th century, Shakespeare remained as popular as ever, with actors such as Sir Laurence Olivier, Sir John Gielgud, and Kenneth Branagh bringing his characters to life. Students around the world now read Shakespeare in literature classes, and his plays are sometimes staged in modern-day costume to emphasize his significance to today's world.

The Lure of Shakespeare

by Robert Butler

More remarkable is the story of Shakespeare's popularity in other lands.

News of Shakespeare's talent spread even during his lifetime. Occasionally, a foreign merchant or diplomat saw a Shakespearean production. In 1601, the Russian ambassador was present when Twelfth Night was first performed. Traveling companies of English actors staged some of Shakespeare's plays in Germany and Poland while the playwright was still alive. But it was the great French author Voltaire who truly popularized Shakespeare beyond English shores in the 1730s. From that time onward, Shakespeare's works have been extensively studied and performed around the world.

In America, copies of the plays are believed to have circulated in the late 1600s, and the first performance was Romeo and Juliet in the early 1700s. A century later, Americans practically worshiped Shakespeare. Philosopher and poet Ralph Waldo Emerson called him "the first poet of the world." In the 1900s, Shakespeare's works were being translated and printed in India, Africa, China, and Japan.

In the 20th century, a new medium inspired countless variations on the Shakespeare canon: the movies. Some have been filmed as recreated plays, such us Romeo and Juliet (1968) or Henry V (1989). Others were adapted stories in modern settings such as West Side Story (1961) or Richard III (1995). Still others were transposed into stories in a completely different land and culture such as Ran (1985), a Japanese tale of samurai based mostly on King Lear.

Whether recorded or live, the performance of a major Shakespeare role is traditionally seen as the ultimate test of an actor's ability. From Richard Burbage in the 1500s to Ian McKellen and Judi Dench today, the greatest actors are those who are able to master Shakespeare. By itself, this is the most enduring tribute to the theatrical talent of William Shakespeare, the Bard of Avon.

Shakespeare's Universal Appeal Examined

Name:

Date:

Tuesday, Apr 24, 2012, 10:30 IST | Agency: Daily Telegraph
Jonathan Bate

Britain's greatest playwright has been embraced by every age and every nation. On the anniversary of the Bard's birth and death, **Jonathan Bate** explains why the world has claimed him for its own.

"After God," said the 19th-century novelist Alexandre Dumas, "Shakespeare has created most." No other body of writing in the history of world literature has been peopled with characters and situations of such variety, such breadth and depth. No other writer has exercised such a universal appeal.

My first date with my future wife was a production of *Richard III* in Romanian. We didn't understand a word of the dialogue, but the atmosphere in the little theatre in Manchester was electric. I have seen a mesmerising *Titus Andronicus* in Japanese and another that came straight from the townships of post-apartheid South Africa. One of the most influential modern books on the plays, entitled *Shakespeare Our Contemporary*, was by a Polish Communist. During the Iran-Iraq war, a general spurred his tanks into battle by quoting from *Henry V*. Half the schoolchildren in the world are at some point exposed to Shakespeare's work.

But what is the source of the universal appeal of this balding middle-class gentleman, born in a little Warwickshire market town in the reign of the first Queen Elizabeth? Why would the world's newest country, South Sudan, choose to put on a production of *Cymbeline*? Or Sunnis and Shias opt to relocate the story of *Romeo and Juliet* in Baghdad? What is it about *Richard III* that appeals to Brazilians, or *Othello* to the Greeks?

When his collected plays were published a few years after his death in the weighty book known as the First Folio, his friend and rival Ben Jonson wrote a prefatory poem claiming that Shakespeare was as great a dramatist as the classicists of ancient Greece and Rome, and that one day "all scenes of Europe" would pay homage to him. This proved prophetic: Shakespeare did indeed exercise a decisive influence on the cultural and political history of Europe in the 18th and 19th centuries, shaping key aspects of the Romantic movement, the Revolutionary consciousness, the rise of nationalism and the nation state, of the novel, the idea of romantic love, the notion of the existential self, and much more. In the 20th century, thanks to translation and film, that influence spread around the world.

Jonson's poem described Shakespeare in two contradictory ways, and in that contradiction is to be found the key to his universality. He was, says Jonson, the "Soul of the Age," yet he was also "not of an age, but for all time." Shakespeare recognised that human affairs always embody a combination of permanent truths and historical contingencies (in his own terms, "nature" and "custom"). He was "not of an age" because he worked with archetypal characters, core plots and perennial conflicts, dramatising the competing demands of the living and the dead, the old and the young, men and women, self and society, integrity and role-play, insiders and outsiders. He grasped the structural conflicts shared by all societies: religious against secular, country against city, birth against education, strong leadership against the people's voice, the code of masculine honour against the energies of erotic desire.

Yet he also addressed the conflicts of his own historical moment: the transition from Catholicism to Protestantism and feudalism to modernity, the origins of global consciousness, the conflict between new ideas and old superstitions, the formation of national identity, the growth of trade and immigration, the encounter with a "brave new world" overseas, the politics of war, new attitudes to blacks and Muslims, new voices for women and children.

Shakespeare endures because with each new turn of history, a new dimension of his work opens up before us. When King George III went mad, *King Lear* was kept off the stage—it was just too close to the truth. During the Cold War, *Lear* again became Shakespeare's hottest play, its combination of starkness and absurdity answering to the mood of the age, leading the Polish critic Jan Kott to compare it to Samuel Beckett's *Endgame* and inspiring both the Russian Grigori Kozintsev and the Englishman Peter Brook to make darkly brilliant film versions.

Because Shakespeare was supremely attuned to his own historical moment, but never wholly constrained within it, his works lived on after his death through something similar to the Darwinian principle of adaptation. The key to Darwin's theory of evolution is the survival of the fittest. Species survive according to their capacity to adapt, to evolve according to environmental circumstances. As with natural selection, the quality that makes a really successful, enduring cultural artifact is its capacity to change in response to new circumstances. Shakespeare's plays, because they are so various and so open to interpretation, so lacking in dogma, have achieved this trick more fully than any other work of the human imagination. Shakespeare's life did not cease with the "necessary end" of his death 398 years ago on April 23, 1616. His plays continue to live, and to give life, four centuries on, all the way across the great theatre of the world.

"Fourteen-Part Message"

Delivered by the Japanese Ambassador to the U.S. Secretary of State
December 7, 1941

Name:

Date:

What's the gist of this section?	1. The government of Japan genuinely wants to come to a friendly understanding with the Government of the United States so that the two countries may secure peace in the Pacific Area and contribute toward world peace. Japan has continued sincere negotiations with the Government of the United States since last April. 2. The Japanese Government wants to insure the stability of East Asia and to promote world peace and thereby to enable each nation to find its proper place in the world.
	negotiation: resolving a conflict using compromise
	According to this document, what are three of the Japanese government's goals?

"Fourteen-Part Message"
Delivered by the Japanese Ambassador to the U.S. Secretary of State
December 7, 1941

What's the gist of this section?	Ever since Japan's war with China, the Japanese Government has tried to restore peace. However, the United States has resorted to every possible measure to assist China and to obstruct peace between Japan and China. Nevertheless, last August, the Premier of Japan proposed to meet the President of the United States for a discussion of important problems between the two countries. However, the American Government insisted that the meeting should take place after an agreement of view had been reached on fundamental and essential questions. *Paraphrase: The leader of Japan proposed a meeting with the president of the United States to discuss their problems in the Pacific, but the American government insisted that Japan and the U.S. agree on some things before the two leaders met.*
	obstruct: to block *fundamental and essential questions: the most important, basic questions or issues*
	According to this document, what are two ways the American government made it difficult for the Japanese government to reach these goals?

"Fourteen-Part Message"
Delivered by the Japanese Ambassador to the U.S. Secretary of State
December 7, 1941

What's the gist of this section?	3. Subsequently, on September 25th, the Japanese Government submitted a proposal, taking fully into consideration past American claims and also incorporating Japanese views. Repeated discussions did not help produce an agreement. The present cabinet, therefore, submitted a revised proposal, moderating still further the Japanese claims. But the American Government failed to display in the slightest degree a spirit of conciliation. The negotiation made no progress. *Paraphrase: Japan tried to suggest ideas for compromise between itself and the United States, taking into account past conversations. The United States did not agree. Japan revised the compromise, but the American government would not compromise at all.*
	What does the document say is another way the American government made it difficult for the Japanese government to reach its goals?

"Fourteen-Part Message"
Delivered by the Japanese Ambassador to the U.S. Secretary of State
December 7, 1941

What's the gist of this section?	Therefore, the Japanese Government, trying to avert a Japanese-American crisis, submitted still another proposal on November 20th, which included: (1) The Government of Japan and the United States will not **dispatch** armed forces into any of the regions, excepting French Indo-China, in the Southeastern Asia and the Southern Pacific area.... (3) Both Governments will work to restore commercial relations. The Government of the United States shall supply Japan the required quantity of oil. The American Government, refusing to yield an inch, delayed the negotiation. It is difficult to understand this attitude of the American Government. *Paraphrase: Japan then made another attempt at a compromise that included:* *Neither Japan nor the United States will send any armed forces to Southeast Asia or the southern Pacific.* *The United States will stop its embargo of oil. (An "embargo" is when one country refuses to trade with another country.)*
	dispatch: send
	What two things did the Japanese Government ask for in its proposal?

"Fourteen-Part Message"
Delivered by the Japanese Ambassador to the U.S. Secretary of State
December 7, 1941

What's the gist of this section?	The Japanese Government wants the American Government to know: 1. The American Government **advocates**, in the name of world peace, ideas that are favorable to it. But the peace of the world may only be reached by discovering a **mutually** acceptable formula through recognition of the reality of the situation and mutual appreciation of one another's position. An attitude that ignores realities and imposes one's selfish views upon others will not **facilitate** successful negotiations…. *Paraphrase: The American government wants world peace, but only if it still gets what it wants. World peace will happen only through compromise. Making others accept one's selfish views will not help create agreements between countries.*
	advocates: supports, argues for *mutual: shared by both sides* *facilitate: enable, help with*
	Diplomacy is the term used to describe when two or more countries discuss and negotiate to come to agreement. According to the Japanese government, what is U.S. diplomacy like?

"Fourteen-Part Message"
Delivered by the Japanese Ambassador to the U.S. Secretary of State
December 7, 1941

What's the gist of this section?	3. The American Government objects to settling international issues through military pressure, but it uses **economic** pressure instead. Using economic pressure to deal with international relations should be **condemned**. It is, at times, more **inhumane** than military pressure. *Paraphrase: The U.S. government says not to use military attacks and wars to end international conflicts. Instead, the U.S. government uses economic pressure, which means that it tries to control other countries by refusing to trade with them. This kind of economic pressure should not be used because it can be even more cruel than a military attack.*
	economic: related to money or wealth *condemn: to call/name something wrong* *inhumane: cruel*
	Why do you think the authors of this message believe that using economic pressure against another country is worse than using military pressure?

"Fourteen-Part Message"
Delivered by the Japanese Ambassador to the U.S. Secretary of State
December 7, 1941

What's the gist of this section?	4. It is impossible not to reach the conclusion that the American Government desires to maintain and strengthen its dominant position in East Asia. The Japanese Government cannot tolerate that, since it directly runs counter to Japan's fundamental policy to enable each nation to enjoy its proper place in the world.... 7. Obviously the American Government's intention is to obstruct Japan's effort toward the establishment of peace through the creation of a new order in East Asia, and especially to preserve American interests by keeping Japan and China at war. This intention has been revealed clearly during the course of the present negotiation. *Paraphrase: The only possible conclusion is that the United States wants to continue having a lot of control in East Asia because of the way the American government has handled these negotiations. The United States wants to keep Japan and China at war with each other.*
	dominant: strongest, most powerful *counter: against, opposite*
	This document accuses the American government of interfering in Japan's relationship with China. Why does the Japanese government think the U.S. government is doing this? (In other words, what do they think America's goal is?)

"Fourteen-Part Message"
Delivered by the Japanese Ambassador to the U.S. Secretary of State
December 7, 1941

What's the gist of this section?	Thus, the **earnest** hope of the Japanese Government to preserve the peace of the Pacific through cooperation with the American Government has finally been lost. The Japanese Government regrets to have to notify the American Government that it seems it is impossible to reach an agreement through further negotiations.
	earnest: honest and serious
	The Japanese government says that it seems "impossible to reach an agreement through further negotiations." Make an inference: What did the Japanese government do next?

Japanese Note to the United States December 7, 1941. Delivered as telegram. December 7, 1941. Public Domain.

The Life of Miné Okubo

Written by Expeditionary Learning for Instructional Purposes

Miné Okubo was born in Riverside, California, on June 27, 1912, the fourth of seven children. Both of her parents were Japanese immigrants, also known as "Issei" (see box). Her father, who had studied Japanese history, named her after a Japanese creation goddess, Mine (pronounced "mee-neh"). Unfortunately, many people called her "Minnie" because they didn't know the sacred origin of her name.

Issei *(EE-say)*: Japanese people who had immigrated to the United States but were not U.S. citizens

Nisei *(NEE-say)*: First-generation Japanese-Americans born in the United States (the children of Issei)

Sansei *(SAN-say)*: Second-generation Japanese-Americans born in the United States (the children of Nisei)

As a Nisei child, Miné identified as an American citizen. Her parents, born in Japan, asked her if she wanted to go to a special school to learn how to speak Japanese. She responded, "I don't need to learn Japanese! I'm an American!" (Curtin).

Living up to her name, Miné was a creative, curious child. Her mother, a calligrapher, helped her develop her skills by giving Miné an art assignment: paint a different cat every day. Later, a teacher at Miné's high school encouraged her to illustrate for the school newspaper and become art editor of the yearbook.

While studying art at Riverside Community College, Miné thought about applying to the University of California at Berkeley, but she worried that her family would not be able to afford it. She applied anyway, and was awarded a scholarship to attend.

In 1938, after earning bachelor's and master's degrees from Berkeley, Miné received a fellowship to travel to Europe to study art. She bought a used bicycle in France and rode to and from the Louvre, a famous art museum in Paris. (She picked up an important "souvenir" in France, too—the accent mark over the letter "e" in her name, which she added to her signature.) She brought her bike with her across Europe and spent many days happily pedaling around with lunch and art supplies inside the bike's basket.

Meanwhile, in Germany, a new leader named Adolf Hitler and his National Socialist (Nazi) Party had risen to power. In 1934, Hitler had crowned himself Führer ("supreme leader") and was spreading his message about the superiority of the "pure," white German race (which he called "Aryan"). He wanted to spread the Aryan race by conquering other countries—and by "eliminating," or killing, Jewish people. Hitler called this the "Final Solution" to the Jewish "problem," but it is now known as the Holocaust. Hitler began secretly building up Germany's military and signing pacts with other

countries (including Japan and Italy) to prepare for war. In 1938, as Miné traveled around Europe studying art, Hitler was preparing for war by secretly building up Germany's army.

Miné's European odyssey was cut short when she received a telegram from Riverside in 1939. Her mother was sick, and she had to go home. Miné was lucky to find a spot on an American-bound ship; Hitler's army had recently invaded Austria and Czechoslovakia, and people were fleeing Europe in preparation for war. Miné boarded the last ship leaving France for America. On September 1, 1939, while Miné was at sea heading home, Hitler's army invaded Poland, Britain and France declared war on Germany, and World War II had officially begun.

Back in California, Miné was hired by the U.S. Army to create mosaic and fresco murals in San Francisco and Oakland. She worked with a famous Mexican artist named Diego Rivera.

In 1940, Miné's mother died. Miné remembered her in a painting, "Mother and Cat/Miyo and Cat," which she painted in 1941.

As war raged in Europe, Miné moved into an apartment with her younger brother, Toku. The United States had not officially entered World War II, although tensions between the U.S., Germany, and Japan were rising. Miné and Toku had no idea how drastically their lives were about to change.

"Mother and Cat/Miyo and Cat," 1941

On December 7, 1941, Japanese troops bombed an American naval base at Pearl Harbor, in Hawaii. One day after the Pearl Harbor attack, President Franklin Delano Roosevelt (FDR) declared war on Japan, launching the United States into World War II.

Suddenly, although Miné and Toku were American citizens, they were considered the enemy because of their Japanese heritage. Suspicion and fear about Japanese-American spies reached a fever pitch, despite a report published in the fall of 1941 to the contrary. The Report on Japanese on the West Coast of the United States, also known as the "Munson Report," assured America that "There is no Japanese 'problem' on the Coast. There will be no armed uprising of Japanese.... [The Nisei] are universally estimated from 90 to 98 percent loyal to the United States ..." (Niiya).

In spite of the Munson Report's claims, the U.S. government decided to take action against Japanese-Americans to "protect" America. Years later, Miné explained some of the "precautions" taken against Japanese-Americans: "Contraband such as cameras, binoculars, short-wave radios, and firearms had to be turned over to the local police.... It was Jap this and Jap that. Restricted areas were prescribed and many arrests and detentions of enemy aliens took place" (Okubo, 10).

On February 19, 1942, FDR signed Executive Order 9066, which stated, "the successful prosecution of the war requires every possible protection against espionage and against sabotage" (Exec. Order No. 9066). To this end, the order gave the government power to "relocate" Japanese-Americans (now considered "enemy aliens") to specially designated areas. This policy became known as internment. Within three months of this order, 110,000 people of Japanese heritage were moved into internment camps scattered throughout the western states.

On April 23, 1942, Miné and Toku were notified that they had three days to pack their belongings and report to an "assembly center" for relocation. The preparation orders said: "Evacuees must carry with them on departure for the Assembly Center, the following property:

Bedding and linens (no mattress) for each member of the family;
- Toilet articles for each member of the family;
- Extra clothing for each member of the family;
- Sufficient knives, forks, spoons, plates, bowls, and cups for each member of the family;
- Essential personal effects for each member of the family.

All items carried will be securely packaged, tied, and plainly marked...The size and number of packages is limited to that which can be carried by the individual or family group" (Thomas). Anything that internees couldn't carry with them when they reported to the assembly centers had to be left behind: precious family mementos, beloved pets, jobs, and friends. They left home unsure whether they would ever be allowed to return.

When Miné and Toku arrived at the assembly center (actually a church in downtown Berkeley) on April 26, they saw guards at every entrance and surrounding the building. "A woman seated near the entrance gave me a card with No. 7 printed on it and told me to go inside and wait," Miné wrote later. Then she was called into a room for a detailed interview. "As a result of the interview," she wrote, "my

family name was reduced to No. 13660. I was given several tags bearing the family number, and was then dismissed" (Okubo, 19). For the rest of their time in the internment camps, Miné and Toku were referred to by this number, not by their names. Guarded by soldiers with weapons, Miné and Toku boarded a bus and were driven to Tanforan, another assembly center. When they arrived at Tanforan, they were told to strip and then given a medical examination: "A nurse looked into my mouth with a flashlight and checked my arms to see if I had been vaccinated for smallpox," Miné wrote (Okubo, 31).

At Tanforan, a former horseracing track, Miné, Toku, and the other internees were housed in horse stables. Miné described the first time she saw her new home: "The place was in semidarkness; light barely came through the dirty window on either side of the entrance. A swinging half-door divided the 20-by-9-ft. stall into two rooms… Both rooms showed signs of a hurried whitewashing. Spider webs, horse hair, and hay had been whitewashed with the walls. Huge spikes and nails stuck out all over the walls. A two-inch layer of dust covered the floor …" (Okubo, 35).

Inadequate and dangerous conditions were common in the camps. Some internees reported being housed in cafeterias and bathrooms because the camps were overcrowded. The camps were designed to keep Japanese-Americans isolated from the rest of the country in remote areas. This often meant that they were located in the middle of the desert, exposing internees to searing heat during the day, freezing cold at night, and rattlesnakes at any hour. In addition, many of the camps had been built quickly, like Tanforan, and were not finished by the time the first internees arrived. Due to unfinished bathrooms, some internees had to use outhouses, which were unsanitary and afforded little to no privacy. Finally, the presence of armed guards in the camps led to tragedy in a few cases when internees were killed for not obeying orders.

Miné and Toku lived under strict rules at Tanforan. Anyone leaving or entering the camp was subject to a mandatory search, and internees could only see visitors in a special room at the top of the grandstand. Miné wrote, "We were close to freedom and yet far from it… Streams of cars passed by all day. Guard towers and barbed wire surrounded the entire center. Guards were on duty day and night" (Okubo, 81). Internees were not allowed to have cameras, but Miné wanted to document what was happening inside the camps. She put her artistic talent to use making sketches of daily life inside the fences.

After six months, Miné and Toku were transferred to Topaz, an internment camp in the Utah desert. As at Tanforan, Miné experienced isolation from the outside world, a near-complete lack of privacy,

and the feeling of being reduced to a number. She continued chronicling the internee experience, as well as writing letters to friends back home. She also taught an art class to children in the camp and illustrated the front cover of *Trek*, a magazine created by the internees. She took a chance by entering a Berkeley art contest through the mail, and she won.

As a result, across the country, the editors of New York's *Fortune* magazine saw some of Miné's artwork. They decided to hire her as an illustrator for a special April 1944 issue of their magazine featuring information on Japanese culture. But she had to act fast; *Fortune* had asked her to arrive within three days. She had to submit to extensive background and loyalty checks to get permission to leave Topaz. After being cleared to leave, she set off for New York, wondering how she would be able to readjust to life as a free person again.

"War in the Pacific"

Name:

Date:

	Text	Vocabulary Words and Definitions
1	THE BIG PICTURE In 1854, a U.S. naval squadron led by Commodore Matthew Perry arrived in Tokyo Bay, near the Japanese capital. For more than two centuries, Japan had avoided almost all contact with Europeans and Americans. Perry's visit helped reopen Japan to foreign trade, and the Japanese began to adopt European technology (such as steamships, railroads, and modern weapons) and many European-style institutions (schools, a national legislature, and an army and navy).	
2	The Japanese also adopted the policy of imperialism, or colonialism. Many Japanese believed that if Japan was to become wealthy and powerful, it needed to acquire industrially important colonies. In 1894, Japan went to war with China and a year later won Korea and the island of Formosa (now Taiwan). Over the next four decades, Japan seized territory in Asia and the Pacific from China, Russia, and Germany.	
3	By 1937, military leaders controlled Japan. In July, the Japanese launched an all-out war to take over China. The Japanese conquered much of eastern China, but by 1939, the two countries had fought to a stalemate. The United States sided with China against Japan, but most Americans did not want to go to war so far from home. Still, President Franklin D. Roosevelt threatened to cut American trade with Japan if it did not withdraw from China. In May 1940, he stationed the U.S. Pacific Fleet at Pearl Harbor, Hawaii, as a further warning to Japan.	

	Text	Vocabulary Words and Definitions
4	But the Japanese did not stop. By August 1940, Japanese troops occupied the northern part of French Indochina (now Vietnam). In September, Japan signed a treaty of cooperation with Germany and Italy, whose armies were busy overrunning Europe and North Africa. In July 1941, the Japanese occupied the southern part of Indochina. Roosevelt, busy aiding Britain in its war against Germany, ordered a freeze on trade with Japan.	
5	Japan had little oil of its own; without oil and gasoline from the United States, its army and navy could not fight. In October 1941, a new Japanese government, led by General Hideki Tojo, faced a dilemma. If Japan withdrew from China, American trade would resume, but the proud Japanese army would be humiliated. If the Japanese remained in China, Japan would need a new source of oil.	
6	Tojo and his advisors knew that the United States would have a big advantage over Japan in a long campaign. The United States had more people, money, and factories to manufacture weapons and war supplies. But the Japanese believed that the Americans and British, already deeply involved in the war against Germany, did not have the military strength to defend their Asian and Pacific territories. The Japanese had a large, modern navy and an army hardened by years of combat in China. They hoped that many quick victories over the Americans and British would force peace, leaving Japan in control of eastern Asia and the western Pacific.	

Overrunning: invading.
Campaign: a series of military actions

	Text	Vocabulary Words and Definitions
7	As the Japanese prepared for war, the Tojo government continued negotiating with the United States, hoping that Roosevelt might change his mind and resume trade with Japan. But the United States demanded that Japan withdraw from both Indochina and China. Roosevelt was confident that the Japanese would not risk attacking the powerful United States.	
8	As negotiations continued in the fall of 1941, the U.S. Army and Navy rushed to reinforce Hawaii and the Philippine Islands. U.S. military leaders warned Roosevelt that their forces would not be ready for war until the spring of 1942.	
9	On December 1, 1941, Tojo's government, with the consent of Japan's emperor, Hirohito, decided to end negotiations and attack U.S. forces on December 8 (December 7 in the United States). For strategic reasons, the Japanese planned a lightning strike on the huge naval force at Pearl Harbor. American leaders knew that Japan was about to strike (U.S. intelligence officials had broken the Japanese diplomatic code), but they did not know that Pearl Harbor would be a target.	