

**Using Internet Primary
Sources to Teach
Critical Thinking Skills in
World Languages**

*GRETE PASCH
KENT NORSWORTHY*

GREENWOOD PRESS



**Using Internet Primary
Sources to Teach
Critical Thinking Skills in
World Languages**



**Recent Titles in
Greenwood Professional Guides in School Librarianship**

Special Events Programs in School Library Media Centers: A Guide to Making Them Work

Marcia Trotta

Information Services for Secondary Schools

Dana McDougald and Melvin Bowie

The Internet and the School Library Media Specialist: Transforming Traditional Services

Randall M. MacDonald

Creating a Local Area Network in the School Library Media Center

Becky R. Mather

Collection Assessment and Management for School Libraries: Preparing for Cooperative Collection Development

Debra E. Kachel

Using Educational Technology with At-Risk Students: A Guide for Library Media Specialists and Teachers

Roxanne Baxter Mendrinos

Teaching Electronic Literacy: A Concepts-Based Approach for School Library Media Specialists

Kathleen W. Craver

Block Scheduling and Its Impact on the School Library Media Center

Marie Keen Shaw

Using Internet Primary Sources to Teach Critical Thinking Skills in History

Kathleen W. Craver

100 More Research Topic Guides for Students

Dana McDougald

Curriculum Partner: Redefining the Role of the Library Media Specialist

Carol A. Kearney

Using Internet Primary Sources to Teach Critical Thinking Skills in Geography

Martha B. Sharma and Gary S. Elbow



Using Internet Primary Sources to Teach Critical Thinking Skills in World Languages



**GRETE PASCH
and KENT NORSWORTHY**

Greenwood Professional Guides in School Librarianship
Harriet Selverstone, Series Adviser



GREENWOOD PRESS
Westport, Connecticut • London

Library of Congress Cataloging-in-Publication Data

Pasch, Grete, 1961–

Using internet primary sources to teach critical thinking skills in world languages /
Grete Pasch and Kent Norsworthy.

p. cm.—(Greenwood professional guides in school librarianship, ISSN 1074–150X)

Includes bibliographical references and index.

ISBN 0–313–31259–1 (alk. paper)

1. Language and languages—Study and teaching—Computer network resources. I.
Norsworthy, Kent. II. Title. III. Series.

P53.285.P37 2001

418'.00285'4678—dc21 00–034117

British Library Cataloguing in Publication Data is available.

Copyright © 2001 by Grete Pasch and Kent Norsworthy

All rights reserved. No portion of this book may be reproduced, by any process or technique, without the express written consent of the publisher.

Library of Congress Catalog Card Number: 00–034117

ISBN: 0–313–31259–1

ISSN: 1074–150X

First published in 2001

Greenwood Press, 88 Post Road West, Westport, CT 06881

An imprint of Greenwood Publishing Group, Inc.

www.greenwood.com

Printed in the United States of America



The paper used in this book complies with the Permanent Paper Standard issued by the National Information Standards Organization (Z39.48–1984).

10 9 8 7 6 5 4 3 2 1

Contents

Acknowledgments	ix
Part I The Internet, Primary Sources, and Critical Thinking	
The Internet and World Language Teaching	1
Primary Sources in World Language Teaching	6
Selection Criteria	7
Overview of Critical Thinking	9
The Need for Critical Thinking	15
Part II World Languages	
Chinese, with Yuwu Song	27
The Yangtze's Wrath	27
Travel China Guide	30
Confucius <i>Lun Yu (Analects)</i>	32
<i>Dao De Jing (Tao-te-Ching)</i>	34
Wisdom of China	35
The Ballad of Mulan	36
Chinese Cultural Studies: Marco Polo	38
The Palace Museum	39

French	42
Dossier sur la Photographie	42
Zvi Har'El's Jules Verne Collection	43
Epicuria, le serveur de la gastronomie française	46
Secrétariat d'Etat à l'Outre-mer	47
Le Louvre	49
La Tour Eiffel	51
Site Internet du Premier Ministre Français	53
Les Rendez-vous de la Francophonie	55
German	58
Neuland Entdecken: Deutschland	58
Nineteenth-Century German Stories	59
Germans to America: The German Migration to America	61
Entartete Kunst	63
Berlin.de	66
Deutsche Welle	68
The German Way and More	70
10,000 Deutsche Volkslieder	72
Japanese, with Jeffrey T. Adams	75
Schauwecker's Guide to Japan: History	75
Hiroshima Peace Site	76
Haiku for People!	79
Tea Hyakka	80
Rolling Your Own Sushi	81
Introduction to Sumo	83
byun byun Shinkansen	84
Kids Web Japan	86
Latin, with Richard Pelton	88
KET Distance Learning	88
Latin Teaching Materials at Saint Louis University	89
The Classics Page at Ad Fontes Academy	91
Classical Studies in Kentucky	93
Perseus Project	94

Late Antiquity in the Mediterranean	96
Bibliotheca Augustana	98
De Imperatoribus Romanis	99
Russian, with Andriy Adaryukov	101
An Online Russian Reference Grammar	101
The Voice of Russia	103
Revelations from the Russian Archives	105
M. V. Lomonosov Moscow State University	107
Orthodox Christianity in Russia	109
All about St. Petersburg for Tourists	111
The State Hermitage Museum	113
Little Russia in San Antonio, Texas	115
Spanish	118
La Idea del Icono	118
La Cocina Mexicana	119
Macondo: A Gabriel García Márquez Web Site	121
Los Balcones de San Juan	123
Radio Televisión Española	124
Juan Luis Guerra y su 4:40. Letras	126
Telenovelas Internet	127
Diego Rivera: Museo Virtual	129
Bibliography	131
Index	133
About the Editors and Contributors	137

Acknowledgments

Many individuals played an important role in helping us see this project through to the end. For their contributions to specific chapters in the book, we are grateful to Richard Pelton (Latin), Jeffrey T. Adams (Japanese), Andriy Adaryukov (Russian), and Yuwu Song (Chinese). Special thanks to Harriet Selverstone, Greenwood Series Adviser, and to Debby Adams and David Palmer at Greenwood Publishing Group for assistance at all stages of the project. A heartfelt *¡muchas gracias!* goes to Dr. Joanna Fountain for encouraging us to undertake this project.

Kent would like to include special thanks to Yolanda, for her boundless enthusiasm and support, and to Marcelo, Nelson, and Oscar, and the wonderful teachers they have had. Their commitment to the learning enterprise has always been a source of inspiration.

Grete would like to thank Rodrigo for lending his perspective and for sharing her delight every time she discovered a great website. She dedicates this work to Herr Eduard Wagner, the unforgettable high school teacher who patiently introduced her to the *Lesender Klosterschüler* so many years ago.

THE INTERNET, PRIMARY SOURCES, AND CRITICAL THINKING

I

THE INTERNET AND WORLD LANGUAGE TEACHING

The proliferation of primary source data on the Internet has opened up vast new possibilities for secondary school world language teachers. Instruction of world languages has traditionally been limited by the difficulties imposed on sparking and maintaining student interest in global cultures and languages when the two main sources of exposure were words and pictures in a textbook, and the sound of the instructor's voice or that of a language lab recording. Exposure to and immersion in other cultures and languages at school is now possible on a heretofore unimaginable scale, thanks to the ubiquity of the Internet. At the click of a mouse, a student of French can take a virtual tour through the galleries at Le Louvre, listen to an interview with the prime minister of France, or watch a video clip of the fireworks display at the Eiffel Tower from New Year's Eve 2000. This level of access to multimedia primary sources in a foreign language would have been costly and time-consuming for schools and teachers just five years ago.

Today, given sufficient Internet access in the classroom, at the library, or in a school computer lab, students can access these content-rich resources with no additional or incremental costs to the schools. And, whereas the amount of available material on the Internet varies by language and geographic region, our research for this book suggests that for the major world languages, there is no shortage of such material. Indeed, while in the mid-1990s, the growth of Internet users and sites was largely confined to the wealthy, industrialized countries, and the overwhelming majority of content was in English, by the end of the

decade the fastest growing components of the Internet were in Asia and Latin America, and the overall proportion of English-language content as a percentage of the total was on the decline.

But increasing student interest in foreign language learning is only one advantage brought forth by the global proliferation of the Internet. Research has long demonstrated that the ideal setting for language learning is immersion in the cultural milieu. Ideally, the language student physically travels to a part of the world where that language is spoken, as is the case in a language or cultural exchange or study abroad program. While we would not propose that accessing primary source material on the Internet is pedagogically superior to direct physical immersion, we do suggest that it provides a far richer learning environment than secondary source language textbooks and limited collections of audio material. The problem is one of how to “tame the beast,” how to impose some of the structure and organization of the textbook onto the anarchy of the Internet. That is what we have tried to accomplish through the lesson plans contained in this book.

Internet primary source material provides a superior “immersion by proxy” experience because of the sheer volume and scope of material available (not just on Spain and Mexico, but anywhere in the Spanish-speaking world, for example, in the case of the Spanish language classroom) and because it offers a wider range of integrated media, including text, graphics, audio, and video, all available in varying degrees of interactivity. The key attribute at work in this regard is digitization: it is the advent of digital media, including but not limited to their diffusion via the Internet, that has ushered in fundamentally new possibilities in foreign language teaching. The key here is the transformation from static media, for example words on a printed page or sound on an audio recording, to changeable or malleable media in the case of digital. This opens up the possibility for those studying a foreign language to learn by *doing*, as opposed to learning by merely following prepackaged instructional sequences. Students can manipulate target language information not only within a given format, but beyond that transform it into a different format, or even multiple formats. They can literally recreate that which they are presented with on the computer screen, be it through CD-ROM or other storage media or through the Internet, and whether it takes the form of text, graphics, video, or audio or a multimedia combination.

The key distinction is this: traditional media in the language classroom invariably cast students in the role of “passive consumers” of prepackaged content, content that equally invariably follows the conventions and functions of the specific medium at hand. In the age of digital multimedia, the barriers that separate and distinguish media forms are broken down, allowing for a far more active and creative role on the part of

both student and teacher. Summing up the vast new possibilities opened up for foreign language teachers by the advent of digital technologies, one group of authors concluded:

Technology represents possibilities to break from tradition in many respects. With these powerful tools, we can create new contexts, new approaches, and new ways of thinking about the craft of teaching languages. The combination of malleable media and powerful tools to manipulate them translates into active student participation and investment in the learning process, as well as a high degree of control and opportunity for creativity on the part of teachers. Technology presents an opportunity to reconceive the notion of what it is to learn another language and the best practices to meet that end. (Bush and Terry 1997: 74)

What kinds of primary source material for language learning can be found on the Internet? Here is a sample of some of the types of sites we have included among the lesson plans in this book:

Literary sites. These are some of the best sources of material for the world language teacher, since they expose students to both the language, in one of its “purest” expressions, and the culture, through original cultural artifacts. Sites can be organized by author, by time period, by genre, or by other means. Contents can include, in addition to the full text of literature itself, author biographies, photos or drawings of the author or related to the text, and critical reviews of the texts. Examples:

19th-Century German Stories, <http://www.vcu.edu/hasweb/for/menu.html>

Macondo: Gabriel García Márquez, <http://www.TheModernWord.com/gabo>

Zvi Har’El’s Jules Verne Collection, <http://JV.Gilead.org.il/>

Online museums or galleries. Along with literature, museum sites are among the most content-rich sites on the Internet for those studying world languages, again, because they usually include digital reproductions of large amounts of original cultural artifacts, primary source material that allows the student to have a direct experience with the language or culture under study. These materials can include works of art, items of historical interest, artifacts from prehistoric times, and so on. Most museum sites accompany their digital displays with textual explanations regarding the significance of the material. Examples:

Russia's State Hermitage Museum, <http://www.hermitagemuseum.org/>
The Idea of the Icon, <http://cr1.NMSU.Edu/Research/Projects/retablos/>
Le Louvre, <http://www.louvre.fr/>

Sites about a particular place. Ranging from a hamlet or town, to a district or county, to a region or country, geographic- or place-defined Internet sites are common among all the language groups included in this book. While sites on literature, historical figures, and museums often tend to focus on individuals and/or events of major significance, one of the advantages of sites about places is that they tend to be elaborated more from, and focus more on, the perspective of common people and situations from everyday life. These sites are often rich in descriptive detail, providing “a slice of local life” in the best of cases and incorporating primary source material in the form of text, images, audio, and sometimes video. Examples:

Berlin Virtual Tour, <http://www.berlin.de/>
Los Balcones de San Juan, <http://members.aol.com/ednj/>
All about St. Petersburg for Tourists, <http://travel.spb.ru/>

Historical figures or events. If one of the advantages of Internet sites with primary source material for studying world languages is their ability to allow the student to “step into another culture,” then even more advantage can be gained by accessing sites that cover major historical figures or events from the perspective of that culture, since this also allows the student to “step back in time.” The historical record is full of primary source “evidence” regarding influential figures and specific events, and around the world individual ethnic groups as well as entire nations have placed a high priority on digitizing these primary source materials and placing them online so as to increase awareness of their unique heritage. While most of the historical sites are primarily text-based, in researching this book we were able to find many sites that also included drawings or photographs, maps, and even audio clips. Examples:

Entartete Kunst, <http://rzserv2.fh-lueneburg.de/u1/gym03/expo/jonatur/geistesw/zwischen/entartet/entartet.htm>
Hiroshima Peace Site, <http://www.pcf.city.hiroshima.jp/peacesite/>
Chinese Cultural Studies: Marco Polo, <http://acc6.its.brooklyn.cuny.edu/~phalsall/texts/marcopolo.html>

Online newspapers, magazines, and radio stations. Since the inception of the Internet, sites that produce news and analysis of current events, or sites that are produced by existing mass media enterprises, have constituted a major portion of the content on the Web and have consistently attracted large numbers of visitors. These tendencies have continued to hold as the Internet has spread around the globe. Indeed, in many countries, the very first large-scale Web site to emerge was that of a daily newspaper or magazine. As in their print or broadcast form, mass media Web sites are excellent places to turn for primary source data in foreign languages. Advantages of Web-based media sites over their offline counterparts include timeliness (students can follow breaking news developments as they happen, as opposed to reading about them weeks or months later), greater in-depth and supplemental coverage, and, in some cases, the incorporation of audio and video components. Examples:

Deutsche Welle, <http://www.dwelle.de/dpradio/Welcome.html>

The Voice of Russia, <http://www.vor.ru/>

Language instruction sites. Although less likely to contain large amounts of primary source material, Internet sites that focus explicitly on foreign language instruction can also be very useful tools. Like an online textbook, these sites typically contain vocabulary lists and explanations of grammar. Taking full advantage of the interactive capabilities of the medium, some instruction sites also include features such as “translator assistants,” where the student can type in a text in English and have it translated “on the fly” into a target language; verb conjugators; and audio-based pronunciation aides. Examples:

Latin Teaching Materials, <http://www.slu.edu/colleges/AS/languages/classical/latin/tchmat/tchmat.html>

An Online Russian Reference Grammar, <http://www.departments.bucknell.edu/russian/language/>

Sites about food and cuisine. Issues of food and diet provide another content-rich window into global cultural diversity, as well as an exciting way to approach a language. As described above in the case of sites focused on history, we found that groups from around the world have gone to great lengths in constructing attractive Web sites designed to highlight their cultural culinary traditions. While some of these sites are focused primarily on the publication of recipes, many provide a wealth of related data linking food to history, the economy, and social issues. Examples:

Rolling Your Own Sushi, <http://www.rain.org/~hutch/sushi.html>

Epicuria, le serveur de la gastronomie française, <http://www.epicuria.fr/>

PRIMARY SOURCES IN WORLD LANGUAGE TEACHING

What constitutes a primary source for world language teaching? Certainly any and every text in the Russian language cannot be considered a primary source in that language. At the same time, we would argue that nontarget language material *about* the given language or culture also plays a key role in language learning, and in some cases could be considered primary source material. The point is, the language of the material is not the sole or the main determinant as to whether or not it is a primary source.

There is no “litmus test” that is valid across the board; rather, it depends on the type of material under consideration. For example, primary source material about a person or a historical figure must include at least some direct products of that person’s work. A Web site about Diego Rivera that included reproductions of his paintings and essays penned by Rivera would be a primary source, but a scholarly journal article, in Spanish or in English, *about* Rivera would be a secondary source. A site about a town in the French countryside with photos taken in the town, interviews with local farmers, and music clips from the region would be a primary source, even if some of the material has been translated into English. A section about the same town in an online encyclopedia, even if it is in French, would be a secondary source. The original writings of Confucius, whether in Chinese or in translation, would be a primary source. A discussion about the relevance of Confucius’ thought to modern day China by a group of Chinese students, even if the dialogue were posted on the Internet in Chinese, would not truly be a primary source.

The key is that the material provide exposure for the student to the target language or culture in a direct, unmediated manner. In this sense, the main advantage of this type of material for language instruction is the sense of immediacy and direct contact that students feel when using these types of sources. It is important to fully appreciate the link between world language acquisition and an appreciation for the cultural context of the language, for it is often the direct contact with this context that is so richly provided by way of primary source material. According to the National Standards in Foreign Language Education Project: “through the study of other languages students gain a knowledge and understanding of the cultures that use that language and, in fact, cannot truly master the language until they have also mastered the cultural contexts in which the language occurs.”¹

SELECTION CRITERIA

In the process of researching and writing this book, the authors reviewed hundreds of Web sites from around the world. In the end, only a handful were chosen for inclusion. Here, we would like to elaborate on the selection criteria that were used to arrive at the list of sites that are included here.

The first thing we would like to point out is that we have tried to pick out what we saw as the best or the most appropriate sites for the purposes of this book. As we address below, critical thinking skills applied to the information-based environment of the Internet include the ability to distinguish between strong evidence and weak evidence; between high information quality and poor information quality; and, ultimately, between “good Web sites” and “bad Web sites.” That said, some of the elements we looked for in determining whether or not a Web site was worthy of inclusion here include:

- Fixed or stable address. For many of the sites reviewed here, we were able to locate several addresses with similar information. Typically, the larger the number of subdirectories a site is buried under, the less stability it is likely to have, over time. On the other extreme, most sites that are at the top level of a domain name (for example, www.dwelle.de for the Deutsche Welle) tend to be more stable. We have also found that the type of hosting institution also tends to impact stability. For example, we have used many university-based sites and have tried to steer away from sites hosted on free personal page services. When faced with a choice, we always went with the sites that appeared to have a greater chance of survival over time.
- Age of site and frequency of updates. Related to the above point, one way to judge the quality of a site is to try and find out when it was first established and when the most recent content updates were done. Sites that have been around for years and have been consistently updated by the author(s) are typically of higher quality than their short-lived counterparts. While content updates are obviously more important at an online newspaper site than a historical archive, still one can learn a lot about the strength of a site by investigating the origin date and the update schedule. Even if a site does not publicly post the date of the most recent updates, frequency of site maintenance can often be determined on the basis of how many broken links a site contains.
- Due to the nature of this book, we selected only those sites that contain a significant amount of primary source material. While this is not a sign of quality in and of itself, the fact that someone has made the effort to digitize content and post it on the Internet reveals something about his or her level of interest in the subject at hand.
- Original content. Particularly when searching for sites related to the main lesson plan sites, we found numerous examples of plagiarism, where entire sec-

tions of other sites were copied verbatim. These sites were immediately discarded.

- **Content-rich.** We were specifically looking for Web sites that host large amounts of content, be it in the form of text, images, audio, or other formats. We encountered many sites that were well designed, and at first glance looked promising, but upon closer inspection turned out to consist mainly of filler content and lists of links to other sites.
- **Authority of site authors.** We tried to look carefully at who is responsible for publishing or maintaining the site and what their relationship to the content at hand was.

A couple of final thoughts on site selection: In the case of several of the languages, French and Spanish among others, we intentionally included some sites that are located outside the territories where these languages are “native.” In the case of French, for example, you will find sites representative of the French overseas territories; in the case of Spanish, there is one site from New Mexico and another from Puerto Rico, a commonwealth associated with the United States. We feel that the richness of the world language experience can be enhanced by expanding the scope in this manner. Where possible or in cases where we were presented with a choice, we selected sites that included content in both the target language and in English. It is our belief that these sites better lend themselves to pedagogical uses at this level of instruction. Finally, the reader will note that we have almost exclusively remained within the realm of Web sites for this book. Teachers and media specialists should be aware, however, of the tremendous potential in the language classroom of other Internet applications, such as E-mail, interactive chat, videoconferencing, and so on.²

You may want to complement the sites included in this book by conducting your own searches on the Internet. In doing so, we encourage you to use the list below as a guide to more focused primary source types, specific types of texts or objects one might focus on in trying to locate additional material beyond the scope of this book.

- **Literary texts:** This would include both online versions of print texts, as well as hypertext versions that take fuller advantage of the medium. Look for poems, short stories, novels, and so on in the target language or in translation.
- **Newspapers:** In any target language, you can find online versions of print newspapers or electronic publications that do not exist in the print world. Access to archived issues tends to be limited, but ample material can be found in the current and most recent editions.
- **Travel essays:** Many travelers to various countries have taken to publishing accounts of their journeys on the Web, and these are often rich in descriptive detail about places and customs.

- Speeches: Many governments around the world have digitized collections of both historical and contemporary speeches by local leaders. In some cases, you can find both a textual transcription in the target language and an audio recording of the speech online.
- Historical documents: For a particular epoch, event, or place, these would include texts such as treaties, journals, letters, photographs, legal documents, and so on.
- Works of art: Search for a specific artist or work of art, by name or by genre.

OVERVIEW OF CRITICAL THINKING

In every field of knowledge, every answer generates more questions, so that the more we know, the more we recognize we don't know.
(Paul 1992)

Critical thinking is a somewhat elusive concept, one that often seems to mean different things to different people. Part of the difficulty lies with the fact that critical thinking cannot be reduced to a discrete set of facts or skills; it is rather a whole way of approaching knowledge and the thought process itself. But part of the problem also lies with the tendency to view critical thinking as a fad that has somehow suddenly popped onto the scene. In reality, the roots of critical thinking can be traced centuries back. In this section, we would like to discuss how critical thinking emerged so that we can gain a deeper understanding of what this concept is all about. We will also address the thorny question of how to define critical thinking and then touch on some of the reasons for the importance of introducing critical thinking into the classroom of the twenty-first century.

Critical thinking, as we know it today, has a long intellectual heritage, one that can be traced all the way back to the days of Socrates and Plato.³ Indeed, it was Socrates who is credited with discovering a method for using “deep questions” as a way of challenging various claims to knowledge. Using this method, Socrates sought to force people to accept the fact that individuals in positions of power and prestige in society were not always right, and that they sometimes made decisions based on irrational thought processes. Thus the basic notion underlying the genesis of the critical thinking tradition was that all ideas must be put to the test of deep or Socratic questioning before they can be accepted as “true” or worth believing in.

The Socratic tradition asks that we essentially catalog our beliefs into two separate categories. On the one hand are those ideas that can withstand the tests of reason and logic, that are found to hold up under “deep questioning.” On the other hand are those that fail these tests, even

though they may have been widely accepted as “true” or correct for long periods of time. A typical example of the latter would be orthodoxies that serve vested interests or long-standing power structures.

The critical thinking foundation laid by Socrates was expanded by many who followed him, including Plato, Aristotle, and the Greek skeptics. These philosophers established the notion of the gap that often separates appearance and reality, the idea that things not only have a superficial appearance, but also a deeper reality that lies beneath the surface. These thinkers believed that many things were in fact not what they appeared to be, and that only by applying deep and critical thinking to them could the “real” or beneath-the-surface reality be apprehended.

Like Socrates, Plato, and Aristotle many years before him, the English philosopher Francis Bacon believed that people commonly fall prey to “mental traps.” Bacon cataloged these “bad habits of the mind” into a series of specific problems, one of which is directly related to teaching and learning and which would become a cornerstone of the critical thinking critique: that the thinking is circumvented and undermined when it is based on the blind adoption of rules.

The French philosopher René Descartes carried Bacon’s contributions in the area of critical thinking further still. Like Aristotle, Descartes was a strong proponent of the need for systematic training or disciplining of the mind in order to achieve precision in thought. Foreshadowing one of the core elements of the critical thinking tradition, Descartes insisted that each and every part of our thinking must be constantly and permanently doubted, questioned, and tested.

The ensuing Renaissance period saw the application of these basic critical elements to different domains of human thought and society—Sir Thomas More in the area of social systems; Machiavelli in politics; Hobbes and Locke in the area of citizenship; Robert Boyle and Sir Isaac Newton in the natural sciences. While these thinkers differed on many issues, they shared a basic notion, one which is at the core of the critical tradition: prevailing systems of thought, of organization, even of power, can and must be subject to systematic questioning. Nothing should be accepted just because it has always been so.

It is upon this rich historical tradition that notions of critical thinking were first brought to the field of teaching and education. In the early 1900s, the American sociologist William Graham Sumner wrote about critical thinking in relation to education and the institutional role of the school in society. Sumner addressed two points that are crucial to this volume. First, he wrote at length about the tendency of the human mind to think *ethnocentrically*. This means that people tend to think along lines that predominate in the society and the culture where they grew up, often oblivious to the existence of alternate ways of thinking or ways of knowing used by humans in other times or from other parts of the world.

Ethnocentrism often entails the belief that one's own cultural group, and its way of doing things, is superior to all others. This notion would later be expanded upon by the Swiss psychologist Jean Piaget in his work in the areas of cognitive and intellectual development. The idea is that good critical thinking must strive to get away from egocentrism and ethnocentrism. Herein lies one of the primary rationales for promoting world language training as part of the education process. By exposing students to a language and culture different from their own through an approach grounded in critical thinking, we open up the possibility that they will be able to reason, to apply their thinking skills, within multiple points of view. Put another way, in order to "learn Japanese," it is imperative that we strive to have students understand, and ideally be able to view things from the perspective of, the Japanese mindset. This leads to a direct undermining of ethnocentric tendencies and helps to build cultural awareness and sensitivity.

Second, Sumner wrote about the need to promote critical thinking in the context of an explicit critique of the prevailing function of school in society: indoctrination. For Sumner, students who were able to gain exposure to and proficiency in the use of critical thinking skills would not allow themselves to fall prey to the perpetuation of orthodoxies that he saw taking place through traditional pedagogical methodologies. Sumner called for the integration of critical thinking not only into education, but as a lifelong project that people should carry with them long after finishing their formal schooling.

John Dewey, an American philosopher and educator, rejected authoritarian teaching methods. Dewey and others of the pragmatist tradition wrote at great length about the role of education in a democracy as a tool that could be used to enable citizens to integrate culture and vocation usefully. For Dewey, language, education, and democracy had to be conceived of as part of a unified process; he was very much opposed to the atomization of these different elements in the context of education. Dewey called for radical pedagogical and curricular reforms to implement his proposals.

As we can see from this brief historical survey, those wishing to employ critical thinking today can draw on a long line of thinkers who have applied different critical elements to a wide variety of disciplines and domains of human activity and thought. While there are today many different, even competing, definitions of critical thinking,⁴ there are a number of basic elements that arise again and again in both the historical and contemporary literature:

- critical thinking must be based on the systematic monitoring of thought;
- ideas must not be taken at their face value but must be interrogated as to their clarity, accuracy, relevance, and logical soundness;

- reasoning itself is not universal but always takes place within the context of a specific point of view or frame of reference;
- reasoning is, likewise, never value-free but has as its point of departure specific goals and objectives; and
- data, when used as part of the reasoning process, cannot make a case in and of itself but must always be interpreted by way of concepts. In turn, all concepts entail assumptions. Likewise, inferences used in the thought process are never neutral; they always have implications of which we must be aware.

Critical thinking is not simply a set of tools, nor does it consist of a specific set of concepts or ideas that can be taught as a discrete part of the curriculum. It is, rather, a whole way of thinking, a way of approaching questions, problems, and data. An essential part of critical thinking is internalizing and becoming comfortable in exhibiting the attitude and disposition of a critical thinker. Critical thinking implies curiosity, skepticism, and reflection, and it encourages us to explore questions about beliefs, claims, evidence, conclusions, and even actions. The critical thinker will feel driven to persist even when a solution is not at hand, or may require breaking a problem down into a number of steps.

Critical thinking approaches are often based on the notion of constructivism, where the learner is at the center of a dynamic learning process. Where previous, instructor-centered models of learning focused on the passive absorption of knowledge by the learner, progressive approaches are based on learners who actively construct knowledge as part of a broad and ongoing or lifelong educational process.

At school, critical thinking is best applied across the curriculum, in the context of specific content areas that are being studied, as opposed to in separate, discrete instructional units. In large measure, this is because the most appropriate lessons that incorporate critical thinking are those that integrate content or specific subject matter with cognitive strategies and skills. In the critical thinking tradition, learning is not seen as a linear progression based on the sequential acquisition of specific skills or competencies, but rather an ongoing and recursive process based on the interplay of skills and content-area knowledge. Thus, a certain level of content familiarity, awareness of subject-specific facts and concepts, is a prerequisite. While each subject or discipline has its own set of critical thinking skills, its own set of evaluation criteria, and so on, the honing of these skills in one area of study will typically facilitate the learning and application, or transfer, of critical thinking skills in other subject areas. Equally as important, by practicing critical thinking skills in varied subject areas at school, students will increase the likelihood of successful application of these skills in their lives outside of, and beyond, school.

On a more applied level, this means, for example, that history teachers can move beyond approaching history as primarily a body of facts

(dates, names, places, etc.) to be imparted, and move toward teaching the process of historical reasoning. Likewise, in the language classroom, teachers can expand beyond having students memorize grammar rules and vocabulary lists and talk about the worldview and alternative points of reference from other cultures and the ways that language is an expression of these. Note that we suggest that teachers can “expand beyond” grammar and vocabulary: we are not proposing that critical thinking should displace other aspects of the curriculum but that it should be used to complement them. Just as the trumpet player will always need to practice scales in order to become a good musician, there will always be a place in the foreign language classroom for basic, textbook grammar and vocabulary.

In examining the literature on critical thinking as part of the curriculum, two distinct camps can be identified. In the first are those who would employ many of the techniques and competencies associated with critical thinking but would not go so far as to evaluate or question the basic values by which they or their students make judgments. In other words, they would impart critical thinking skills within the context of the conventional frames of reference of their society or culture. The other camp espouses a more profound view, one in which students are encouraged to evaluate the very frameworks or sets of criteria by which judgments are made. We would argue that, for instance, while numerous methodologies can be successfully employed to help students memorize foreign language grammar and vocabulary, the deeper appreciation and understanding of other cultures necessary for more substantive language acquisition require this type of challenge to ethnocentric or doctrinaire judgments and questioning of fundamental assumptions and standards.

Richard Paul and Linda Elder are among the proponents of this second view. Paul and Elder assert that there are two key components of their thinking that students need to work on in order to become better critical thinkers. First, they need to be able to externalize, foreground, or identify and make explicit the constituent *parts* of their thinking. Once this is done, they need to become fluent in the tools and techniques used to evaluate their use of these parts of thinking. Paul and Elder assert that the parts of thinking that can be identified are based on the recognition that all reasoning

- has a purpose;
- is an attempt to figure something out, to settle some question, to solve some problem;
- is based on assumptions;
- is done from some point of view;
- is based on data, information, and evidence;

- is expressed through, and shaped by, concepts and ideas;
- contains inferences by which we draw conclusions and give meaning to data;
- leads somewhere, has implications and consequences.⁵

Richard Paul has been a forceful advocate in favor of a set of “intellectual standards” that can be used to assess or evaluate thinking based on the above criteria. According to Paul, “To think well is to impose discipline and restraint on our thinking—by means of intellectual standards—in order to raise our thinking to a level of ‘perfection’ or quality that is not natural or likely in undisciplined, spontaneous thought. The dimension of critical thinking least understood is that of intellectual standards” (Paul 1992).

Paul asserts that there are different standards depending on the specific context in question, but that some standards can be seen as practically universal: clarity, precision, accuracy, relevance, depth, breadth, and logic. According to Paul, in order to think critically, the student must have command of these standards. The role of the teacher, in this regard, should be to pose questions that actively and explicitly probe student thinking and that seek to hold students accountable for their thinking. The goal is that by repeatedly using these questions in the classroom setting, students internalize them and begin to view them as questions that they should be asking themselves. Paul and Elder provide this list of questions as a point of departure for teachers:

- Clarity: Could you elaborate further on that point? Could you express that point in another way? Could you give me an illustration? Could you give me an example?
- Accuracy: Is that really true? How could we check that? How could we find out if that is true?
- Precision: Could you give more details? Could you be more specific?
- Relevance: How is that connected to the question? How does that bear on the issue?
- Depth: How does your answer address the complexities in the question? How are you taking into account the problems in the question? Is that dealing with the most significant factors?
- Breadth: Do we need to consider another point of view? Is there another way to look at this question? What would this look like from a conservative standpoint? What would this look like from the point of view of . . . ?
- Logic: Does this really make sense? Does that follow from what you said? How does that follow? But before you implied this and now you are saying that; how can both be true?⁶

THE NEED FOR CRITICAL THINKING

[S]tudents now enter . . . a world in which ideas are continually restructured, retested, and rethought, where one cannot survive with simply one way of thinking, where one must continually adapt one's thinking to the thinking of others . . . a world in which job skills must continually be upgraded and perfected, even transformed. . . . Education has never before had to prepare students for such dynamic flux, unpredictability, and complexity, for such ferment, tumult, and disarray. (Paul 1992)

We have seen what critical thinking is and where it came from. But what is the rationale for incorporating this approach into the classroom? Is critical thinking really something that students need, or is it a pedagogical luxury? It seems to us that there are two compelling sets of arguments in favor of bringing critical thinking skills to the forefront of world language teaching. One has to do with the critique of traditional pedagogical methods and the current state of education in the United States, the other with changes in the global economy, society, and technology.

Over the course of the past ten to fifteen years, a long list of reports has documented the growing need for instructional practices that seek to improve the thinking process among students. The trend has been described as an "undesired outcome" of the curriculum "back to basics" movement: while students may have become better able to memorize certain sets of core elements from different subjects, their ability to reason, to think independently, and to use higher-order skills has declined accordingly. At the same time, numerous cross-national comparative studies have documented how U.S. students lag behind their counterparts from other regions in this regard (Halpern 1997: 2–3).

Our second imperative stems from a series of fundamental changes in the world in which we live that have taken place in recent years. We refer above all to the emergence of the so-called information economy and attendant processes in the economic, political, and cultural spheres known as "globalization." In a 1994 address, President Bill Clinton declared, "We know that the average American, because of changes in the economy at home and abroad, will change work seven or eight times in a lifetime. . . . If that is true, it is clear that we need an agenda as a people for lifetime learning" ("Clinton's Message," 1994: 6A). A cursory review of current job postings will quickly reveal that in today's globalized economy, many companies are looking for potential employees who have the thinking skills necessary to adapt quickly to these changes.

The other crucial ability necessary to survive not just in the job market

of the twenty-first century, but in many other aspects of life as well, is the ability to deal effectively with information and, more specifically, with information overload. Students who are not prepared to cope with the rapidly proliferating information with which we are constantly bombarded will have a hard time surviving, much less getting ahead, in the world they will face beyond school. A few short years ago, the key skills in terms of information dealt with how to find what we needed from a limited universe of possible sources. Today, in many respects, we face the opposite problem: how to wade through the glut of information on the Internet and other electronic or digital sources to find what we need. For those with Internet access, from the comfort of our homes, we can access real time stock quotes, read the current day's newspapers from around the world, check local TV listings, consult encyclopedia entries, look up a book in one of thousands of online library catalogs, take a virtual tour through a museum, or read an essay on Shakespeare. The challenge is how to confront this mass of data and how to avoid being overwhelmed by it. Specifically, students must learn the skills necessary to handle information, to select it, evaluate it, digest it, and apply it outside of the context in which they find it.

Many have described the need for developing Internet competencies among today's students in terms of "information literacy," the ability to find and use information.⁷ We believe that the use of critical thinking skills in the context of Internet-based exercises in the language classroom can, should, and must be viewed as a key vehicle in promoting information literacy among students.

In their 1998 edition of *Information Power: Building Partnerships for Learning*, the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology set forth nine principal Information Literacy Standards, defined as the ability to:

1. Access information efficiently and effectively;
 2. Evaluate information critically and competently;
 3. Use information accurately and creatively;
 4. Pursue information related to personal interests;
 5. Appreciate literature and other creative expressions of information;
 6. Strive for excellence in information seeking and knowledge generation;
 7. Recognize the importance of information in a democratic society;
 8. Practice ethical behavior in regard to information and information technology;
 9. Participate effectively in groups to pursue and generate information.
- (AASL 1998: 8–9)

Let us now turn to a discussion of some specific skills and strategies for bringing critical thinking into the language classroom. You will find many of the examples below employed in the lesson plans throughout the book. Examples of the types of skills we have in mind for building competency in critical thinking through world language education would be: the use of analogies or other types of relationships between pieces of information; assessing the relevance, veracity, and validity of information that could be used for interrogating or solving a problem; discovering and evaluating alternative strategies for confronting a problem. In addition to specific skills such as these, we would also suggest the use of some of the following strategies:

- Promoting “active learning” styles, where students are protagonists. According to Brazilian literacy scholar Paulo Freire, students who actively share in the learning process are empowered by a critical consciousness of themselves as meaning makers. Development of critical thinking skills requires continuous practice by students. While direct teaching or lecturing may be a useful way to introduce some of these skills, the ultimate goal is to stimulate students to think critically on their own, and this can only be done through repeated practice as part of actual assignments. Most of the lesson plans included in this book lend themselves to this type of activity. Another example would be the use of group projects. While most of the lesson plans here were designed to be done by students working individually, with minor modifications many of them could be adapted to group projects, further enhancing the active and interactive components.
- The use of open-ended questions or problems, ones that do not necessarily have a single “right answer.” You will find that most of the lesson plans include at least one open-ended question. These questions encourage the student to explore and experiment more with the language, with regard to reading, thinking, and writing or speaking.
- Give students ample time to reflect on the question or problem before being required to provide an answer. Students should come to understand that critical thinking typically does not rely on knee-jerk responses, but on careful reflection and analysis.
- Category-building exercises have proven very effective for building a number of critical thinking–related competencies. The key is to design exercises that require the student to sort through written or audio primary source material in order to discover patterns, categories, or typologies in the language or some aspect of the target culture. There are several examples of this type throughout the book, each designed to encourage students to apply inductive reasoning to help them categorize information by discovering the rules themselves, instead of simply being given the rules and asked to memorize them.

Another way of looking at the core competencies involved in critical thinking is provided by building on three of the elements from Bloom’s

Taxonomy: Analyzing, Synthesizing, and Evaluating. Here, we provide a set of examples in each of these three categories, with suggestions on how to integrate primary source data from the Internet into practical exercises for building these competencies.

1. Analyzing

Identifying Main Ideas. Concept identification and retention are both facilitated by the process of identifying the main ideas from a paragraph or passage. Select a key paragraph from a primary source text and ask students to identify the main idea. What is the paragraph about? What is the main point that the author is trying to get across about the subject at hand? What examples does the author give to help explain the main idea? Alternately, provide a list of several main idea candidates and ask the students to discuss which one they think best fits the actual main idea and why.

Distinguish Relevant from Irrelevant Information. The ability to separate out relevant from extraneous information has long been a hallmark of critical thinking. This could also be considered a core competency for Web browsing as well, given the overwhelming amount of information available, and the proliferation of sites of dubious quality.

For a particular world language site or page with primary sources, you could identify the main idea of the site and state it explicitly, then ask the students to decide whether or not the information contained on the site actually defines or describes that main idea. Which information is related to the main idea, and which is irrelevant?

Pose a specific question, and then ask students to figure out if the information on the site is relevant or irrelevant for finding the answer. They must be able to explain in what way the information is relevant. For example, if the question is “What is the top speed of the Japanese Bullet Train?” the assertion that bullet trains in Japan are faster than the ones in Germany would be irrelevant.

Approaching the same problem from a different angle, ask the students to find specific pieces of information on the site that they feel are interesting or intriguing but that may not be relevant to the main topic, as stated in the site’s title or mission statement.

Identifying Cause and Effect. Among the Web sites that can be useful for world language teaching are those in the target language that provide historical or ongoing coverage of political, social, or economic events. These sites will often present a body of information and then draw conclusions about contemporary real life situations or conditions. One example would be a Web site that contains information about political instability in Central America, with the conclusion that this instability

has caused a rise in the number of illegal immigrants in the United States. For sites of this type, you can list some of the “causes” that appear on the site and ask the students to write about the “effects” they feel might have resulted from each of these causes. A variation of this would be to ask the students to identify one cause-and-effect relationship from the text at the site and explain how the effect follows the cause. In addition to the effects listed by the authors of the site, what other possible effects can be identified for this cause? A more challenging exercise is to place the student in the role of critic: “Do you think the causes listed on the site sufficiently explain the effects?”

Identifying the Author’s Purpose or Motivation. Students should be encouraged to interrogate the motives of authors. Why did he or she write this text? What motivated him or her to create this Web site? Ask students to identify the purpose behind a specific piece of material on the Web—for example, an audio file of a song, with a text transcription of the lyrics. Is the purpose mere entertainment, is it to provide information or instruction for a specific purpose, or is it asking the listener for some type of response? Do the authors simply state the facts, or do they try and persuade you as well?

Making Comparisons. Comparing and contrasting is another core competency that has been widely used in critical thinking and that readily lends itself to the World Wide Web medium. Ask the students to compare facts provided at a site with something they can relate to from their own lives. For example, if a Bolivian Web site states that the plaza in a typical town in the Altiplano is x meters long by y meters wide, ask them to provide specific examples from their daily life of spaces that share approximately the same dimensions. Have students compare the life of two historical figures by extracting the information from their biographies for certain milestones in their lives. Alternately, compare two works of art, or two poems, or two buildings from different time periods.

Differentiating Fact and Opinion. This is another widely used skill that has taken on greater importance with the proliferation of information online, where it can be much harder to track down or identify the source of information than in the print world. A sophisticated user of the Web should be able to quickly separate out fact from opinion, verify the veracity of purportedly factual information, and seek out contrary or countervailing opinions at other sites. Have students visit a specific site that contains a text passage, report, or article, and have them make a list of the facts they find stated and the opinions. Which list is longer? Apart from the number of facts versus opinions, which seem to have more weight in the text? For sites that contain numerous clearly stated facts, ask students to select a number of facts and then corroborate them by searching at other sites. Examples of places to look would be an online

encyclopedia, newspaper archives or databases, historical text archives, among others. For sites that express strong opinions, have the students cite some of the opinions from the text and declare whether they agree or disagree, and why. Or have them search for sites that offer a different opinion on the same subject.

Point of View. As discussed above, the ability to identify and recognize the importance of point of view is one of the cornerstones of critical thinking. In the context of world language learning, the ability to locate point of view in a text and to envision “the same story” told from a different point of view is paramount in confronting ethnocentrism and allowing students to “step into” another culture through reading. A closely related skill is empathy, or the ability to view things from a point of view or perspective other than one’s own. Send students to a site that describes some event from the clear point of view of one of the protagonists or from that of an observer. Have them search for accounts of the same event from a different point of view, or simply have them list and explain what possible alternate points of view might exist for that event. For example, in a Russian class, read an account of the offensive in Chechnya by someone in the Russian Army, and another account by a Chechen civilian or a Chechen rebel. In a German class, have one group of students seek out accounts of the fall of the Berlin Wall from the perspective of citizens of West Germany, and another group from the perspective of citizens of East Germany. The two groups can then compare findings and discuss them in light of point of view.

Identifying Unstated Assumptions. Ethnocentric accounts or descriptions are typically laced with unstated assumptions about the superiority of one’s own culture or way of doing things. In the language classroom, the ability to identify such unstated assumptions and to recognize how they can influence one’s opinions and conclusions is crucial to gaining an insight into different cultures. Students can be asked to read an online text and identify examples of unstated cultural assumptions from it. Conversely, they can be given a list of unstated assumptions and asked to find examples of these in one or more texts.

2. Synthesizing

Drawing Conclusions, Making Inferences, and Predicting Consequences. This skill set is designed to help students to become explicitly aware of the reasoning and thinking processes by which they identify the facts presented in a text, how they evaluate those facts, and how they draw conclusions from them. Have students make a list of facts that they can identify in a given text. They should then be asked to think of personal experiences that they have had that somehow relate to those facts.

Have them make an inference based on a combination of the facts and their experience. The inference should then be examined: Is it sound? Is it reasonable? State a conclusion, then ask the students if the conclusion can be sustained by the information contained in a given text or if they can infer that it is correct based on their own experiences. Provide a list of specific questions, the answers to which would consist of conclusions that could be drawn based on material in the given text.

Generalizations. The ability to make generalizations is a key skill for processing or synthesizing large amounts of new information. A good generalization should be true for all facts or examples on which it is based. Have students identify or locate generalizations in a text, then ask them to think of situations where these would not apply. In other words, have them test the validity of the generalization beyond the scope of the text under consideration. Again, this can be particularly useful in a cross-cultural context, as many generalizations are culture-bound. Provide students with a list of statements extracted from a passage, and have them come up with a generalization for those statements. The generalization can then be evaluated on the basis of several criteria. Locate generalizations in a passage, and after having the students read the passage, ask them to describe specific situations in their experience where these generalizations have been applicable.

3. Evaluating

As we stated above in the case of fact versus opinion, the ability to critically evaluate information and assertions has gained increasing importance in the age of the Internet. In the case of world language teaching, the proliferation of primary source materials on the Web makes it imperative for students to develop evaluation skills that will allow them to discern between the good and the not so good, decisions which in the far more limited universe of print resources were often made by the teacher.

Evaluating the Strength of an Argument. An argument is a claim that an author supports with reasons, proof, or facts. A good argument is one in which there is a tight fit between claim and facts. A weak argument is one where insufficient facts are brought to substantiate the claim, or the facts are not directly relevant to the claim.

Identify a claim on a Web site, and have students find the reasons used to support it. Is this argument a solid one? What factors make it a solid one or not? If not, what reasons could the author have invoked to bolster the claim. Alternately, give the students a claim, and have them search the Web to find reasons that would support it.

Evaluating Alternative Solutions. Critical thinkers recognize that

many problems have not one but many possible alternative solutions, and that the search for answers to most problems consists of evaluating these alternatives and choosing the most appropriate one. Indeed, for many problems, there is no “best solution” in the abstract, but rather a series of alternative courses of action, each of which gives rise to a unique set of advantages and disadvantages.

For a text that poses a problem and suggests a single solution, ask students to propose several alternative solutions. Identify some of the advantages and disadvantages of the different alternatives. Under what circumstances might one solution be more appropriate than another? Conversely, under what circumstances might one solution not be feasible or advisable?

Evaluating Web Resources. As we have pointed out, evaluating information on the Web is both important and challenging, in that the task can require a different set of skills than those used to evaluate print resources. If a site contains an eyewitness account of some event, try to find out if the author actually saw firsthand what occurred, or is the author reporting what others saw? What are the qualifications of the author? Has the author written on the topic at hand before? In the case of world language material, is the author a native speaker of the language? Does the author have firsthand experience with the customs and beliefs of the country or culture in question?

Other questions to ask in order to evaluate the potential quality of a Web site include: When was the document or file written or produced? When was it last updated or maintained? Where is it hosted, in what country, at what type of institution or firm? What is the intended audience? What level of involvement did the author have in producing the page?

NOTES

1. From the Standards for Foreign Language Learning: Preparing for the 21st Century, Final Report of the National Standards in Foreign Language Education Project, Draft 8–11–95, cited in Gerhard Fischer, *E-mail in Foreign Language Teaching: Toward the Creation of Virtual Classrooms* (Tubingen, Germany: Stauffenburg Verlag, 1998), p. 4.

2. For more of these alternatives, see Peter A. Lafford and Barbara A. Lafford, “Learning Language and Culture with Internet Technologies,” in Michael D. Bush and Robert M. Terry, eds., *Technology-Enhanced Language Learning* (Lincolnwood, IL: National Textbook Company, 1997), pp. 215–262. For a probing account of the many uses of E-mail in the language classroom, see Fischer (1998).

3. Much of the material for this historical section is based on information gleaned from Center for Critical Thinking, “A Brief History of the Idea of Critical Thinking,” at <http://www.criticalthinking.org/University/cthistory.nclk>.

4. See, for example, Harvey Siegel, *Educating Reason: Rationality, Critical Thinking, and Education* (New York: Routledge, 1988), pp. 5–31 for an overview of different definitions of critical thinking. Also see “In Search of a Definition of Critical Thinking,” in Cerise Oberman and Dennis Kimmage, eds., *Russian-American Seminar on Critical Thinking and the Library*, Occasional Papers 200/201, October 1995, Graduate School of Library and Information Science, University of Illinois at Urbana-Champaign, 1995, pp. 60–65; and “A Working Definition of Critical Thinking,” in Diane F. Halpern, *Critical Thinking Across the Curriculum: A Brief Edition of Thought and Knowledge* (Mahwah, NJ: Lawrence Erlbaum Associates, 1997), pp. 4–5.

5. Cited in Richard Paul and Linda Elder, “Helping Students Assess Their Thinking,” at <http://www.criticalthinking.org/K12/k12library/helps.nclk>.

6. The list was adapted from Linda Elder and Richard Paul, “Universal Intellectual Standards,” at <http://www.criticalthinking.org/K12/k12library/unistan.nclk>.

7. Others have defined this concept in terms of “electronic literacies.” See, for example, Mark Warschauer, *Electronic Literacies: Language, Culture, and Power in Online Education* (Mahwah, NJ: Lawrence Erlbaum Associates, 1999).

WORLD LANGUAGES



CHINESE with Yuwu Song

1. THE YANGTZE'S WRATH

URL: http://www.pbs.org/newshour/bb/asia/july-dec98/flood_8-12.html

SITE SUMMARY: The Yangtze, one of the three longest rivers in the world, occupies an important place in Chinese history. It can be beautiful and peaceful, but its periodic floods cause much destruction. Also the great Three Gorges dam that is being built on the Yangtze has generated much international controversy. This PBS program documents the 1998 Yangtze floods and discusses the issues surrounding the construction of the dam. It is presented both in text and audio format, with a few photographs, and links directly to a good report on the construction of the dam and its advantages and disadvantages. For ease of access it is also possible to go to the PBS homepage (1a) (<http://www.pbs.org>) and search for "Three Gorges" to find these pages.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Click on "background report." You can also listen to the story in Real Audio format. What were the flooding problems caused by the Yangtze during 1998? Listen to the panel of experts. Compare the magnitude of this disaster with similar flooding problems in the United States. What are the options available to the Chinese government for preventing similar disasters in the future?
2. Click on the October 8, 1997, report on "China's new dam" (1b)(direct URL: http://www.pbs.org/newshour/bb/asia/july-dec97/gorges_10-8.html). The "Big Dig" page reports on the Three Gorges project. What are the Three Gorges? What are the reasons for building the dam? What will the effects be? How many people will have to move and why? Read the related site "The Pulse of China" to gain an additional perspective on the effect of the dam on the daily life of the Chinese people along the river. Make a list of the positive and the negative outcomes of the project. If it was in your hands to give the go ahead or stop the project, what would you do and why?

3. Go to the related site “Hydroelectric and Other Renewable Energy.” Read the first section. What are the options for power generation? What issues are involved in selecting an option? What is hydroelectric power generation, and what are its advantages? Scroll down to the “Asia” section and read about the Three Gorges project. How long is the project expected to last, and what will be its benefits? Then scroll down the page, and notice who prepared this page and when it was last updated. Do you consider this a reliable source of information? Why?
4. The PBS “Big Dig” page (see activity 2 for directions) has a section titled “Their record of dam building is very bad.” Read it and consult the related sites listed under “Construction Problems.” What are the main engineering and administrative concerns related to building this dam? What problems occurred already, and what is being done to prevent them from happening again?
5. Many groups outside of China have opposed the project from its beginnings. First, visit the related site “Yangtze River Three Gorges Tour” to learn about the touristic value of the Three Gorges and see photographs of the Yangtze. You can also see photographs of the actual construction in the related site “Construction of the Three Gorges Dam.” Next, visit the related sites listed under “Controversy.” As you read through the arguments presented by each group, write down the opinions expressed and the facts given to support these opinions. Are their arguments based on sufficient evidence? Discuss the reasons that move each group. What are their objectives? What are their main concerns, and how do they justify their conclusions?
6. Because of its size, the environmental and social concerns, and the political controversy surrounding it, funding for the Three Gorges project was difficult to arrange. Consult the related sites listed under “Funding Issues.” This is a complex issue, thus, write a report summarizing what you learned from your readings and state what areas you think you would need to research further.

RELATED SITE(S)

The Pulse of China: As Unstoppable as the Flow of the Yangtze

(1c) http://www.time.com/time/magazine/1998/dom/980629/world.the_china_summit.t4.html

Alternate access point: (1d) <http://www.time.com/> and search for “Three Gorges.” Select “Pulse of China” article.

A 1998 *Time* magazine report about China, its economy, and the Three Gorges project, from China by Terry McCarthy for *Time* magazine.

Hydroelectric and Other Renewable Energy

(1e) <http://www.eia.doe.gov/oiaf/ieo96/hydro.html>

The Energy Information Administration of the U.S. Department of Energy prepares an annual International Energy Outlook (IEO) report. The first report available online is for 1995. It is recommended that activity number 3 be supplemented with the information available in the most current report. See available reports from the IEO's homepage,

(1f) <http://www.eia.doe.gov/oiaf/ieo.html>

Construction Problems

China Uses Foreigners for Dam Project.

(1g) http://www.chinareporter.com/Business_News/body_business_news_0.html

Dam Project Runs into Rough Water.

(1h) <http://www.smh.com.au/news/9903/19/world/world4.html>

The Three Gorges Project on the Defensive? U.S. Embassy in China Report.

(1i) <http://www.usembassy-china.org.cn/english/sandt/>

Yangtze River Three Gorges Tour

(1j) <http://www.chinavista.com/travel/yangtze/main.html>

Photographs of the Yangtze, highlights along its banks, including the Three Gorges.

Construction of the Three Gorges Dam

(1k) <http://www.ambassadors.com/threegorges/construction.asp>

From the People to People Ambassadors program, with background information about the Three Gorges project, photographs of the construction, and a report from the 1998 civil engineers delegation that visited the site.

Controversy

Sierra Club.

(1l) <http://www.sierraclub.ca/prairie/gorges.html>

Three Gorges Dam Puts Beijing on the Spot.

(1m) http://www.oneworld.org/ips2/june99/05_23_010.html

Friends of the Earth Applaud Decision.

(1n) <http://www.foe.org/act/3gorges1.html>

International Rivers Network Campaign.

(1o) <http://www.irn.org/programs/threeg/index.shtml>

Hydro Quebec Stands Alone in Its Attitude to China's Dam.

(1p) http://www.tibet.ca/wtnarchive/1995/1/18-2_1.html

Funding Issues

Transcript of "Three Gorges" Press Briefing on Board Meeting.

(1q) <http://www.exim.gov/t3gorges.html>

U.S. Decides Not to Fund Controversial Chinese Dam Project.

(1r) <http://www.defenders.org/pr053096.html>

The United States, China and the Three Gorges Dam: Toward a Sounder Foreign Environmental Policy.

(1s) <http://www.wws.princeton.edu/~jpia/8.html>

35 Environmental Organizations Condemn German Export Financing for China's Three Gorges Dam.

(1t) http://www.edf.org/pubs/newsreleases/1996/nov/a_gorges.html

The Yangtze Dam: Feat of Folly?

(1u) <http://www.washingtonpost.com/wp-srv/inatl/longterm/yangtze/yangtze.htm>

2. TRAVEL CHINA GUIDE

URL: <http://www.travelchinaguide.com/>

SITE SUMMARY: “China’s not a country—it’s a whole different world!” This Web site contains both background information about China and practical travel advice. Sample travel plans are listed, including individual China tours, city packages, mountains and rivers, city guides with detailed information about main cities, a list of Chinese embassies, hotels, travel essentials, climate information, and a map of China. “Lonely Planet” guide’s Web version of this guide to China highlights the popular tourist spots.

DISCUSSION QUESTIONS AND ACTIVITIES

1. What are China’s gifts to the West? Go to the “China Introduction” page. Read the introduction, the history section, and any other sections that might help you find the answer. Use also the related site “China’s Gifts to the West.” Choose one of these “gifts” and report on China’s contribution in discovering and using it, and how the West found out about it.
2. From the “China Introduction” page, read “The Offspring of the Dragon.” What is meant by the “dragon culture”? In the related site “Chinese Architecture,” select the link to “Royal Palaces.” Describe the dragons pictured there. What does the dragon symbolize in this architectural context? Do dragons also appear in European or American legends?
3. Go to the “China Introduction” page and read the section on “Language.” What are the various Chinese languages? How is Chinese written and why? What are the problems involved in using Chinese characters in a computerized environment? What is “Pinyin”?
4. Go to the “China Introduction” page and read the section on “Religions.” Which religions are predominant in China? Is Protestantism or Catholicism mentioned? “Falun Gong” is a spiritual movement that has been banned by the Chinese government. Read the related sites on “Religion in China.” Write a few paragraphs about the status of

other religions that are not mentioned on the Travel China Guide Web site. Why do you think these religions were omitted?

5. From the homepage click on "Individual China Tours." Browse through the tours that are offered, and make a list of the places you would like to visit. Use the "China City Guide" pages and the related site "World Heritage in China" to help you research your selected destinations. Select one or more of the tours. On a map of China, mark the route that your tour would follow, and prepare to describe what your tour would be like to other class members.
6. From the homepage go to "Travel Essentials." As you prepare for your trip to China, you need to be aware of some practical travel aspects. Read through the advice given on this page, then make a "packing list." Include all items you would need to prepare or buy in advance.

RELATED INTERNET SITE(S)

China's Gifts to the West

(2a) <http://www.easc.indiana.edu/pages/easc/curriculum/china/1996/EACPWorkBook/gift/intro.htm>

Full text version of the booklet prepared by Derk Bodde for the University of Pennsylvania in 1942. Information about silk, tea, porcelain, paper, printing, gunpowder, the compass, the origin of poker, and more.

Chinese Architecture

(2b) <http://www.sec.nl/persons/stals/nns97/grp03/htdocs/chinese/Architecture.html>

Temples, palaces, residential homes, and recreational structures, with photographs.

Religion in China

Falun Gong: Cult or Just Cultivating?

(2c) http://www.asiasource.org/news/at_mp_02.cfm?newsid=5308

Falun Dafa & Falun Gong: What It Is, What It Does, and Why the Chinese Government Is So Terrified of It.

(2d) <http://www.religioustolerance.org/falungong.htm>

Full Text of New Chinese Legislative Resolution Banning Cults and Official Guidelines for Enforcement.

(2e) http://www.cesnur.org/testi/falun_005.htm

Vatican Appeals for Religious Freedom in China.

(2f) http://www.nandotimes.com/newsroom/ntn/world/062998/worldt_23655_S9_body.html

Chicoms Jail more Christians—30 Protestant Leaders Arrested in Henan Province, China.

(2g) <http://www.freerepublic.com/forum/a37c599f9019c.htm>

World Heritage in China

(2h) <http://china-window.com/heritage/indexe.html>

Lists endangered architectural treasures, with photographs and a brief description of each.

3. CONFUCIUS *LUN YU* (ANALECTS)

URL: <http://www.confucius.org/maine.htm>

SITE SUMMARY: The *Lun Yu* contains the sayings of Confucius, as collected by his students. Here, Confucius deals with the practical aspects of human relationships in everyday life. According to him, a ruler must be benevolent, and his subjects must be loyal in return. Similarly, a husband should behave correctly, and his wife should show respectful obedience to him. For over 2,000 years, Confucius' ideas helped shape Chinese culture and build one of the world's most durable ethical systems. This Web site offers a new and concise translation of the *Lun Yu* into sixteen languages, including traditional and simplified Chinese, English, French, Spanish, Japanese, German, and others, all of which are accessible from the main homepage (3a) (<http://www.confucius.org/main01.htm>)

DISCUSSION QUESTIONS AND ACTIVITIES

1. From the homepage, click on "Confucius: A Biography." You may wish to use the related sites to supplement your reading. When was Confucius born? Under what circumstances did he grow up? What did he consider his life's mission to be?
2. "Confucius" is the Western version of Kung Ch'iu or Kung Fu-tzu. With the help of a related site, find out what his name means. What qualities of Confucius do you think might have made him a good teacher? Do you think he would still be considered a good teacher if he were alive today in our own society? Why or why not?
3. Go to "Pictures Archive" and load "Plate 1." Read through the English text and peruse the Chinese version. Pretend you are a ruler during the time of Confucius. Would you have accepted his suggestions about government? Why? If you were a ruler today, would you accept his suggestions about government? If so, what do you think could be helpful to you? If not, what are some of the most important problems you find in his perspective?

4. Click on "Full Text of Lun Yu," and select chapter 15, verse 23 (3b) (direct URL: <http://www.confucius.org/english/ed1523.htm>). Study both the Chinese text and the English translation. This famous Confucian maxim is known as the "Golden Rule" in Christianity and constitutes an important principle in many other religions and philosophical systems. Consult the related sites to read more about the "Golden Rule" and the ethics of reciprocity. Discuss the validity of this maxim in one or more of the following modern situations: you are listening as a fellow student presents her final project; you are participating in a sports team; you are driving through a big city during rush hour; you are managing a corporation that employs thousands of workers; and you are serving as the president of a powerful country.
5. Select one of the twenty chapters listed in the "Full Text of the Lun Yu." Read through all verses in your selected chapter and summarize the main thoughts presented. Can you point out any similarities or differences between your reading and the major principles of another religious tradition, for example, nonaction in Taoism, charity in Christianity, social responsibility in Judaism, or compassion in Buddhism?
6. The philosophy outlined by Confucius has guided the lives of millions of people. Would people in your country be willing to follow such prescriptive guidelines? While you may agree with the notion that everybody should behave in a certain way, would you be less confident establishing and enforcing a standard of behavior? Would it be possible for the entire society to decide on what was to be correct behavior, especially if people disagreed?

RELATED INTERNET SITE(S)

Shared Belief in the "Golden Rule": Ethics of Reciprocity

(3c) <http://www.religioustolerance.org/reciproc.htm>

Presents related passages from religious texts and situations where the ethics of reciprocity have failed.

Confucius

(3d) <http://www.friesian.com/confuci.htm>

Spellings of Confucius' name, biography, bibliography, the "Golden Rule" in Chinese characters, and a section on "The Six Relationships and the Mandate of Heaven."

Chinese Philosophy: Confucius

(3e) <http://www.wsu.edu:8080/~dee/CHPHIL/CONF.HTM>

A one-page summary of Confucius' philosophy and its effect on culture and society. Part of Washington State University's "World Civilizations" Web-based learning modules.

4. DAO DE JING (TAO-TE-CHING)

URL: <http://www.chinapage.com/gnl.html>

SITE SUMMARY: This Web site hosts both an English and a Chinese version of the *Dao De Jing* or *Tao-te-Ching*. This work is attributed to the founder of Taoism, Lao Tzu (604–531 BC). The central focus of Taoism is the *Tao*, that is, the force of life that brings balance and harmony to all things in the universe. The two opposing forces are the *Yin* and the *Yang*. The *Yin* is the dark side, the breath that formed the earth. The *Yang* is the light side, the breath that formed the heavens. This is a well-known pair that symbolizes all opposites, such as good and bad, male and female, and light and dark. Our goal is seeking the *Tao* by practicing moderation and compassion. Like Confucianism, Taoism helped shape Chinese character and thought.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Taoists believe in the art of *wu-wei*, meaning nonaction. It is the practice of going against the stream not by struggling against it, but by standing still and letting the stream do all the work. To familiarize yourself with this principle, read chapters 3 (Without Action), 43 (Overcoming), 48 (Inaction), 57 (Conquer with Inaction), and 63 (Difficulty). As you read each chapter, load the Chinese version to practice reading the Chinese texts. How and why does Lao Tzu believe *wu-wei* will work? Do you agree or disagree?
2. Read chapter 66, “Lead by Following.” What is Lao Tzu’s advice to rulers? Do you think his strategy would work? If you were appointed class president, would you be willing to follow this advice?
3. Read chapter 5. In your opinion, what are the qualities of a sage? How do you explain Lao Tzu’s statement that “the sage is not kind”?
4. According to Lao Tzu, one should consider each action carefully before moving ahead. Read chapters 64a (Care at the Beginning) and 64b (Care at the End). Think of a situation in your life where planning is important, for example, writing a term paper or deciding what to study in college. According to Lao Tzu, what should be your frame of mind in order to deal with this situation “with care”?
5. Henry David Thoreau, the nineteenth-century American writer and philosopher, lived for two years in the woods by Walden Pond. His goal was “to drive life into a corner” and find out what is really worthwhile and what life essentially means. Read something by Tho-

reau, for example, "Solitude," which is available in a related site. Do you think Thoreau was somewhat influenced by Taoism? If yes, in which way?

6. On the basis of what you have read, what do you think are the strengths of Taoism as a philosophy of life? What are its weaknesses? Are there aspects of human life in which Taoism might be more practical or effective than Confucianism? If you think Lao Tzu's philosophy could be improved, how would you modify it? If you think there is a fundamental flaw in his perspective, how would you characterize it?

RELATED INTERNET SITE(S)

"Solitude," Chapter V in *Walden* by Henry David Thoreau

(4a) <http://www.vcu.edu/engweb/eng385/walden/wald5.htm>

This is one of several study texts prepared by Ann Woodlief. The full text appears in the left frame, while helpful annotations appear in the right frame.

5. WISDOM OF CHINA

URL: http://www.public.asu.edu/~ysong/wisdom_of_china.htm

SITE SUMMARY: This Web page provides a selection of famous Chinese sayings, both classic and modern, reflecting a wide range of Chinese ideas. The sayings were compiled and translated by Yuwu Song, a Chinese historian, and are organized by subject (e.g., "futility," "learning," or "success"). In English.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Compare and contrast the various observations on marriage. Is their tone cynical, pessimistic, enlightening, sarcastic, humorous, or a combination of these?
2. Chuang Tzu believed that we are often blinded by confusion or ignorance and, as a result, have trouble distinguishing good from evil. Read Chuang Tzu's sayings on contentment, death, familiarity, folly, goodness and duty, knowledge, perfection, reality, Taoism, and work. What commonalities can you identify as running through Chuang Tzu's advice?

3. The sayings listed under “Government” have had tremendous influence on Chinese political thinking. How are these views of government different from or similar to modern American views?
4. Read the “Books” and “Knowledge” sections. What is your opinion on these Chinese views on books and knowledge? Which saying do you agree or disagree with, and why? Which saying impresses you the most? List similar sayings from your own culture.
5. Translate the following Confucian saying into Chinese: “The strength of a nation is based on the integrity of its homes.” Comment on Confucius’ suggestion that people who are deeply respectful of parents and family members are likely to act as a stabilizing influence in society.
6. Read the sections on “Unhappiness” and “Success.” Do you agree with these sayings? In your opinion, what constitutes success, and what constitutes unhappiness? Make up one or two sayings about unhappiness and success and share your work with your classmates.

6. THE BALLAD OF MULAN

URL: <http://www.chinapage.com/mulan.html>

SITE SUMMARY: The ballad of Mulan tells the story of Hua Mulan, China’s most famous female warrior, who lived and fought in the fifth century AD. Her legend is well known throughout Chinese history and has provided much inspiration for artistic creation. The original ballad is beautifully written; movies and operas also tell Mulan’s moving story. The most recent rendition of her story is the animated film by Disney, *Mulan*, which became a blockbuster movie.

DISCUSSION QUESTIONS AND ACTIVITIES

1. This Web site has the “Ballad of Mulan” available in three formats: Chinese text, calligraphy, and English translation. Read the first sixteen verses of the full text version. What are Mulan’s feelings at this point? Finish reading the text. How does Mulan feel by the end of the ballad? How do her male comrades feel?
2. Use the “Mulan FAQ” site and the related site on Chinese characters to research and report on the spelling and the meaning of the name “Hua Mulan.”
3. Was Mulan a real-life person or was she imagined by a poet? Click on “Disney Movie—Mulan FAQ.” Read the section titled “Who Is

Mulan?" Click on "Story of Mulan (English)" and read the discussion about the history and legend of Mulan. Research Mulan's life in other sources, such as related Web sites, encyclopedias, and history books. How long ago was this poem written? From your research, do you think there is enough evidence to prove the existence of Mulan? Why or why not?

4. Compare and contrast the original poem and the Disney version of Mulan. Watch the movie, then compare its story to the ballad. How truthful is the Disney version to the original poem? Read the section on "Inside Jokes, Anachronisms, and Mistakes" in the "Mulan FAQ," with special attention to factual problems. Write a movie review that attempts to set the historical record straight.
5. Think of other heroine-warriors with whose life you are familiar (e.g., Joan of Arc, Molly Pitcher, Kara Hultgreen) or consult a related resource for lists of women in the military. Select one of these notable women. Research her life and prepare a report summarizing your findings and contrasting her life with Mulan's.
6. The ballad tells us surprisingly little about how Mulan was able to hide her true identity for so long and how she survived on the battlefield. Read the section titled "How Was the Story Changed?" including the "Interesting Variations" in the "Mulan FAQ" site. You are a scriptwriter writing a Mulan-like story set in the present time. Make a list of the elements in the Mulan story you wish to keep, then flesh out your story.

RELATED INTERNET SITE(S)

The Mulan FAQ

(6a) <http://www.geocities.com/Hollywood/5082/mulanfaq.html>

Written and maintained by Angela Kuo. Contains general information about Mulan, the girl, and detailed information about *Mulan*, the Disney movie.

Chinese Characters and Culture

(6b) <http://zhongwen.com>

Click on a character, and find out its definition, etymology, and relation to other characters. You can also "hear" the pronunciation and watch the characters being drawn. Includes a dictionary, tutorials for drawing characters, readings, and much more.

Distinguished Women of Past and Present

(6c) <http://www.DistinguishedWomen.com/>

Created in 1995 and constantly updated by Danuta Bois. Hundreds of female leaders from all ages are listed either alphabetically or by field of activity. An excellent resource.

100 Celebrated Chinese Women(6d) <http://www.span.com.au/100women/>

“A glimpse of China’s past . . . seen through the experiences, often tragic and violent, of women.”

7. CHINESE CULTURAL STUDIES: MARCO POLO

URL: <http://acc6.its.brooklyn.cuny.edu/~phalsall/texts/marcopolo.html>

Alternate URLs: (7a) <http://www.fordham.edu/halsall/source/polo-kinsay.html>

(7b) <http://www.fordham.edu/halsall/source/mpolo44-46.html>

SITE SUMMARY: “The Travels of Marco Polo” recounts the adventures of this famous thirteenth-century Italian adventurer, including the seventeen years he claimed to have spent serving the Kublai Khan in China. The site presents a brief overview of Polo’s life and two sections from his book: “The Tartars” and “Description of Kinsay.” The creator of this Web page is Dr. Paul Halsall, a historian and editor of the *Internet History Sourcebooks*.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Read chapter 46, “The Tartars.” Summarize in your own words the custom described there. Describe similar funerary customs in other cultures (e.g., ancient Egyptians, Mayans, Vikings, etc.).
2. Read the description of Kinsay. Approximately how large an area did the city occupy, and how many people lived there? Use the information provided by Marco Polo to draw a chart of Kinsay City. Make a list of those features that you are unable to include in your chart. In your opinion, is all information provided credible? Why or why not?
3. Scroll down to the subsection entitled “Treating of the Great Yearly Revenue that the Great Kaan Hath from Kinsay.” What was the total yearly revenue from salt? How much would that gold be worth today? See a related site for current gold prices.
4. Make a list of the societal groups that Marco Polo mentions in his description of Kinsay. Describe the lifestyle of each group. Do you think life was like this in the rest of the empire?
5. Draw a timeline that shows the starting and ending dates for the following events or eras: Leif Ericson sees the North American mainland; the Crusades; Marco Polo in China; Friar Giovanni da Piano

Carpini's journey to Mongolia; John of Montecorvino in China; the discovery of printing in Europe; and the discovery of America by Christopher Columbus. See a related site for dates and additional information.

6. Your assignment is to compile a short and truthful biography of Marco Polo that answers at least the following questions: When was Marco Polo born? When did he die? Did he really reach China? Besides his years in Asia, where else did he go? Consult all of the Web sites listed below under "About Marco Polo." Do all sites provide the same information? Do you notice any discrepancies? How do you decide which information to use in your assignment?

RELATED INTERNET SITE(S)

Discoverer's Web, by Andre Engels

(7c) <http://www.win.tue.nl/~engels/discovery/>

This page links to pages about world explorers, starting 5,000 years ago. The site is organized into sections, including: the Romans and before, the Middle Ages, the age of discovery, America, Asia, Africa, the Pacific, the Polar regions, and nonwestern explorers.

KitCo Inc. Precious Metals

(7d) <http://www.kitco.com/>

Current gold prices.

About Marco Polo

The introduction to the "Chinese Cultural Studies: Marco Polo" Web page HyperHistory site.

(7e) http://www.hyperhistory.com/online_n2/people_n2/persons5_n2/marco.html

The Mariner's Museum.

(7f) <http://www.mariner.org/age/biohist.html#Marco>

ThinkQuest Jr. Great Explorers award-winning page.

(7g) <http://tjunior.advanced.org/4034/polo.html>

Marco Polo Never Saw China, New Book Claims.

(7h) <http://www.usatoday.com/life/enter/books/leb282.htm>

Compton's Online Encyclopedia.

(7i) http://www.optonline.com/comptons/ceo/03817_A.html

Who Was Marco Polo?

(7j) <http://www.marcopolos.com/whowas.htm>

Marco Polo in China?

(7k) http://www.suite101.com/article.cfm/oriental_history/19942

8. THE PALACE MUSEUM

URL: <http://www.npm.gov.tw/>

SITE SUMMARY: The Palace Museum in Taiwan houses a collection of traditional Chinese artwork that is second to none. The museum's hold-

ings include paintings, calligraphy, prints, sculpture, ceramic, bronze, jade, lacquer, textiles, screens, and decorative arts. Items are displayed in the permanent collection galleries and temporary exhibition areas, as well as virtually through this Web site. In addition, the site includes information about the museum's publications, services, and activities such as a children's program and the international volunteer program.

DISCUSSION QUESTIONS AND ACTIVITIES

1. From the homepage (in either the Chinese or English version) go to the "Museum History" page. When was this museum established? Where is it located? How many items does it hold? How old are these items? Select a museum located in or near your city and find out when it was founded and what kinds of objects it holds. How is this museum similar and/or dissimilar to the Palace Museum?
2. Click on "Exhibitions" and scroll down to the "Permanent Exhibitions" area. Browse the "Bronze Ritual Vessels," "Porcelain from the Sung to the Ch'ing," and the "Chinese Jade" pages. Can you find something in common in the artistic themes, styles, use, and characteristics of these objects?
3. Jade symbolizes peace and friendship in the Chinese culture. Jade ornaments were also worn by government officials and used in sacrificial rites. Read the introduction to the 1999 "Collectors' Exhibition of Archaic Chinese Jades" (8a) (direct URL: <http://www.npm.gov.tw/cexhib/jade/english/introduction.htm>), and see also the related sites for additional information. What does jade symbolize in your culture? In other cultures? What symbolizes peace and friendship, and what are precious ornaments made of in your culture?
4. Click on "Collections" and select "Paintings." Browse down the list of paintings, and select at least five that interest you. Read the detailed information about each of your selected paintings, and study each image carefully. Can you tell what impact Chinese history, philosophy, religion, and/or popular culture had on traditional Chinese art?
5. There are five main categories of Chinese calligraphy: the seal script, the official or clerical script, the regular script, the running hand, and the cursive hand. Study a related site for additional information on each style. Then, from the Palace Museum homepage, click on "Collections" and select "Calligraphy." Browse through the thumbnail images and view several samples in detail to familiarize yourself with the different writing styles. Then, sort as many of the samples as you can according to style.

6. What seems to you to be unique to Chinese art? Can you identify some intercultural influences on art, namely Chinese influences on worldwide art (cloisonne objects, embroidered silks, lacquer, and so on used in other countries) or vice versa?

RELATED INTERNET SITE(S)

Chinese Handicrafts

(8b) <http://lymaxtour.com/handicrafts.htm>.

Illustrations and information about Chinese cloisonne, jade carving, embroidery, and lacquerware.

Chinese Culture

(8c) <http://www.taipei.org/info/culture/culture.html>

Detailed information about thirty traditional Chinese arts and crafts, including jade, calligraphy, porcelain, pottery, and more.

Calligraphy: China Vista

(8d) <http://www.chinavista.com/experience/calligraphy/calligra.html>

Describes the main five styles of Chinese calligraphy, with examples.

1. DOSSIER SUR LA PHOTOGRAPHIE

URL: <http://www.multimania.com/fa1unn/dossier.html>

SITE SUMMARY: A straightforward compilation of information from various sources. Presents a brief history of photography, with descriptions of the very first photographs created in France by Joseph Nicéphore Niépce and Louis Jacques Mandé Daguerre, and the inventions of George Eastman and Oscar Barnack. In French only.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Scroll down to the “Quelques mots de vocabulaire” section, which contains about ten photography-related terms and definitions, all in French. Read the definitions and write the equivalent of each term in English. Which terms would no longer be used in relation to modern-day photography? For those terms that are still in use, write a sentence in French that uses the term in the right context.
2. Read through the short section titled “La chambre obscure.” Who invented this device? What does it do? With the help of the “Pinhole Photography” site, draw a plan for building a “chambre obscure” and label its parts and their functions in French.
3. Read sections 2 (“Les inventeurs”) and 3 (“Le daguerréotype”). Who are the two inventors mentioned here? Consult the “Biographie” section toward the end of the page as well as the “History of Photography” site, and gather additional information about them. What did they accomplish? Were they rivals?
4. You will be visiting the Harry Ransom Humanities Research Center in Texas, where you expect to see the “World’s First Photograph.” Before your trip, read the related site. Based on the information you find there, create a list of at least three questions that you would like to ask the curator of this photographic exhibit.
5. Read section 5 (“Le créateur de l’appareil à film”). List all steps in the process for making photographs with George Eastman’s first camera. What important improvement did he come up with for subsequent models? Compare his first camera to today’s popular “one use” cameras. How are both technologies similar? How are they different? Use

your conclusions to write a short essay titled “Plus Ça Change, Plus C’est La Même Chose!”

6. Read sections 6 (“Le réalisateur du petit format”) and 7 (“Le Polaroid”). How did traditional photography evolve? How is digital photography different from paper-based photography? Use a related site to research the capabilities, advantages, and disadvantages of digital photography. In your opinion, what will photographic cameras look like in twenty years? What kind of functionality will they offer?

RELATED INTERNET SITE(S)

A History of Photography, from its beginnings till the 1920s

(1a) <http://hello.to/photohistory> or <http://www.kbnet.co.uk/rleggat/photo/>

By Dr. Robert Leggat, British educator and photographer. The site contains an introduction to early photography, a bibliography, and brief biographies of “significant people” involved in the beginnings of photography.

The World’s First Photograph

(1b) <http://www.lib.utexas.edu/hrc/photography/wfp/wfpmain.html>

Various reproductions of Niepce’s first “heliograph” can be seen on this Web page. The original is housed at the Harry Ransom Humanities Research Center on the University of Texas at Austin campus.

Pinhole Photography

(1c) <http://www.airtime.co.uk/pinhole/>

Created and maintained by John Malcolm, an expert in pinhole photography. Background information on pinhole photography, instructions for constructing and using a simple camera obscura, and a gallery of images.

Group Digital

(1d) <http://www.group-digital.fr/francais/base.htm>

French dealers of digital equipment. Their site offers information on digital technologies, including question-and-answer pages (“Le Guide Conseil”) that include a section on digital photography. In French only.

2. ZVI HAR’EL’S JULES VERNE COLLECTION

URL: <http://JV.Gilead.org.il/>

SITE SUMMARY: Zvi Har’El teaches mathematics at the Technion, Israel Institute of Technology. His Jules Verne Web site is an outstanding resource, current and well organized. Among its unique features: an original, accurate bibliography of Verne’s works; an active mailing list with up-to-date, searchable archives; a “digital library” containing various versions of novels, stories, interviews, and essays in French and En-

glish; and direct links to relevant articles in the online version of the *Encyclopedia Britannica*.

DISCUSSION QUESTIONS AND ACTIVITIES

1. You are planning a trip to your local public library, where you hope to pick up a work by Verne to read over the weekend. Click on “The Complete Jules Verne Bibliography,” then select “Voyages Extraordinaires.” Read the introduction, then scroll down the list of titles. Which of these works have you already read? Have you seen any movies based on these works? From this list of titles, can you tell what types of extraordinary voyages Verne was fond of? List three titles that you would be interested in reading and explain why.
2. This group activity will help you explore Verne’s motivation to be a great and prolific writer. First, print out the page “A Chronology of Jules Verne” by William Butcher. Read through it, and underline or highlight the events that seem to you to have nurtured his imagination and his commitment. Next, go back to the site homepage and click on “Jules Verne Virtual Library.” Scroll down to the “Interviews” section. Select the “Jules Verne at Home” interview by Robert H. Sherard, either in English or French. This interview has six sections: (1) Introduction, (2) The Residence of the Novelist, (3) How He Was Educated, (4) The Beginning of Literary Success, (5) The Self-Dissatisfaction of Genius, and (6) An Underpaid Writer. Divide the class up into six groups, and assign a section of the interview to each group. Each group should read and study their assigned section carefully and compare Verne’s perception of the important events in his life with the events listed by Butcher in the “Chronology.” Groups will then present their findings and discuss them with the other groups.
3. In the “Jules Verne Virtual Library,” find the “De la Terre à la Lune” link. Select one of the versions of the work, preferably one in French. Read chapter XII, “Urbi et Orbi.” Verne saw the launching of man into space and toward the moon as a cooperative venture among nations. Can you think of reasons why he thought so? How did it actually happen? Why? Today, several countries are engaged in building and operating a space station. Do you foresee any political problems that could disrupt this cooperation?
4. Verne was able to accurately predict many details of space travel one hundred years before it was even possible. In a related site, read “The Man Who Invented the Future” (2a) (direct URL:<http://vesuvius.jsc>

nasa.gov/er/seh/julevent.html) and the “Early Science Fiction Concepts” (2b) (direct URL: <http://vesuvius.jsc.nasa.gov/er/seh/earllysf.html>). What type of predictions did Verne make accurately? Where did he fail, and for what possible reasons?

5. This activity will require several weeks of work, but it will be well worth it. In the “Jules Verne Virtual Library,” find the “Le tour du Monde en quatre-vingts jours” list of hypertexts. We recommend the illustrated French hypertext by John Walker—bookmark it for ease of access. The entire work has thirty-seven chapters, therefore, if you read one chapter per day during weekdays, you would be done in less than two months. Before you start reading, arm yourself with a map of the world, and as the trip develops, mark on it the route Verne’s travelers take. Then, find out how and how fast they could traverse those same routes using modern commercial modes of transportation. How many days would the trip take today?
6. Does science fiction predict or influence the development of technology? Using the related resources, read about Robert Goddard and Hermann Oberth. How did Jules Verne’s writings impact each of them? Describe a book or a movie that you have really liked and that has inspired you to study that field or pursue a certain dream.

RELATED INTERNET SITE(S)

Biographical Information for Hermann Oberth and Robert Goddard

The Space Web, by Randy Culp.

(2c) <http://www.execpc.com/~culp/>

Robert Hutchings Goddard.

(2d) <http://www.spaceline.org/history/22.html>

Hermann Oberth, Father of Space Travel.

(2e) <http://www.kiosek.com/oberth/>

Hermann Oberth.

(2f) <http://www3.northstar.k12.ak.us/schools/ryn/spacerace/People/oberth.html>

The Interactive from the Earth to the Moon

(2g) <http://vesuvius.jsc.nasa.gov/er/seh/index1.htm>

Part of an excellent NASA Web site entitled “The Space Educator’s Handbook: *One Small Click for All Mankind*.” Includes a brief biography of Verne and the full text of “From the Earth to the Moon,” in English, with illustrations. There is also a “Space Educator’s Handbook” with pictures of a Lego model of the *Columbiad*, an animated morph sequence from Verne’s to an actual space capsule, and helpful aids for discussing Verne’s work and its feasibility.

3. EPICURIA, LE SERVEUR DE LA GASTRONOMIE FRANÇAISE

URL: <http://www.epicuria.fr/>

SITE SUMMARY: This site provides well-organized information on a variety of food- and wine-related topics, including regional products, recipes, gastronomic tours, hotels, restaurants, and news about trade fairs and other regional events. It is produced in France by “former computer scientists, computer graphics experts, draftsmen and gastronomers.” The English version of the site is useful, but it tends to lack the detailed and up-to-date information available only in French. Thus, we recommend using the French version for all of the following activities.

DISCUSSION QUESTIONS AND ACTIVITIES

1. From the homepage, select “Les produits régionaux” (“Regional Products”), then select the “Notre carte” (“Our map”) link. Click on the “Champagne-Ardenne” region. Browse through the descriptions of the various champagne producers. What do these wineries seem to have in common? What distinguishes one from another? What can you tell about what is important in the production of champagne? Go to a related site to find information about the characteristics of “real” champagne. What is the “AOC”? How does this relate to the qualities of the wineries you read about?
2. From the homepage, select “Les produits régionaux” (“Regional Products”), then select the “Les produits salés” (“Salted Products”) link. What is *foie gras*? What are *truffes*? If you have ever tried *truffes* or *foie gras*, describe them to the rest of the class. If not, would you eat them? Why, or why not?
3. Select one of the French regions. You have been hired to help publicize the gastronomic events of this region. Use the “L’actualité” (“News”) and the related sites to help you select one of this region’s upcoming food or wine festivals. What would you expect to see and taste at the festival? What makes the festival unique? Prepare an illustrated poster, in French and English, that will help advertise the festival.
4. From the homepage, select “Les Recettes” (“Recipes”). Scroll down the list of recipes until you find the “Fricassee d’escargots au champagne et aux champignons.” What is the name of this recipe in English? Translate the recipe and create a shopping list for the necessary ingredients. You will have to convert the amounts needed into mea-

surements you are familiar with; you may also have to substitute some of the ingredients with locally available items. Is this a dish you think you would enjoy? Why?

5. From the homepage, select “Les Recettes” (“Recipes”). Scroll down to the section entitled “Les Viandes,” which lists over sixty different recipes in alphabetical order. The editors of the Web site wish to publish a book that contains all of the recipes in this particular section, but they don’t want to present the recipes in alphabetical order. Devise a more appropriate way of organizing the recipes for publication in book form.
6. You are planning a trip to France, and you are interested in building some interesting gastronomic stops into your schedule. From the homepage, select “Les itinéraires.” These are schedules for gastronomic tours in several French regions. Select one of these itineraries and read it carefully. On a detailed map of France, mark the route that this tour would follow. How many miles would you travel? What local foods would you have a chance to sample? What historical and cultural sites would you have a chance to visit?

RELATED INTERNET SITE(S)

Epicurious: Deciphering a Champagne Label

(3a) http://www3.epicurious.com/d_drinking/d04_champagne/deciphering.html

Information about the “Appellation d’Origine Contrôlée” (AOC) for champagne.

Events in France

(3b) <http://www.france-pub.com/eevents.htm>

This brief “Events” page is part of the France-Pub site. In English.

Globalfest: French Festivals in France

(3c) <http://www.globalfest.com/>

Database of over 5,000 French festivals by date, region, and category. In English and French.

ViaFrance—Fetes, Festivals, Expos, Salons en France

(3d) <http://www.viafrance.com/>

Searchable database of events in France. In French and English.

4. SECRÉTARIAT D’ETAT À L’OUTRE-MER

URL: <http://www.outre-mer.gouv.fr/>

SITE SUMMARY: The French government maintains this site with information about territories managed by France around the world. The

site presents up-to-date press releases, speeches delivered by the Overseas Department officials, projects and action plans, and practical information about each territory for travelers, residents, and businesses. In French only.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Click on “Présentation du Secrétariat d’Etat.” How did “Le Ministère de l’Outre-mer” come to be? What are its tasks? Does the United States have a similar ministry or department? Why?
2. Click on “Bienvenue” or on the images of stamps in the upper right-hand corner. This will take you to the “Les DOM TOM” page (4a) (direct URL: <http://www.outre-mer.gouv.fr/domtom/>). What does “Les DOM TOM” stand for? What is meant by the phrase “La Respiration de la France dans le Monde”?
3. Go to “Les DOM TOM” page (see question 2 for directions.) Make a list of all French territories, in French and English. Note the administrative/political status of each. Are you aware of other countries holding similar territories around the world? How are those territories managed? Use the related sites for help on equivalent names and references to territories.
4. Go to “Les DOM TOM” page (see question 2 for directions.) Find and mark each territory on a map of the world. Do you think their locations are of strategic and/or economic importance to France? Why?
5. Go to “Les DOM TOM” page (see question 2 for directions.) Make a list of all French territories. Note the area (square miles or kilometers) occupied by each and its current population. Consult an atlas of the United States. For each French territory, find a state with a similar size and population. What is the total area covered by the French territories? What is their total population, and what percentage is this of the total French population?
6. From the homepage, go to the “Revue de presse” page. Read the current press releases and select one that seems interesting to you. Read more about the history of the affected territory in the “Les DOM TOM” section. Then, write a brief report, in French, about the effect of the news item you read on the status of that territory.

RELATED INTERNET SITE(S)

Geographic Names Cross-Reference Table
 (4b) <http://www.entisoft.com/gazette.htm>
 A one page list of names.

The Getty Thesaurus of Geographic Names

(4c) http://shiva.pub.getty.edu/tgn_browser/
Searchable database of over 900,000 records.

5. LE LOUVRE

URL: <http://www.louvre.fr>

SITE SUMMARY: This is the official Web site of the famous Louvre museum. It provides an overview of the museum's history, collections, and expositions. Practical information for prospective visitors, including a ticket booth, are also included. One of the most interesting features of the site is the "Virtual Visits," which show 360-degree views of the main exhibit halls and exteriors of the museum. In French, English, Spanish, and Japanese.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Click on "Histoire du Louvre," and select "Le Palais." Write a brief history, in French, of the Louvre buildings. What is the total area occupied by the museum? What is the "Grand Louvre" project, and what is its approximate cost? Express this amount in current U.S. dollars.
2. Click on "Histoire du Louvre," select "Le Palais," then "Les travaux du *Grand Louvre*," and finally, "La pyramide" (5a) (direct URL to unframed page: <http://www.louvre.fr/francais/palais/grandlou/pyramide.htm>). What is the purpose of this pyramid, and who designed it? From the homepage select "Mode d'emploi" under "Informations," and explore the "Espaces sous la pyramide." What services are located there? Go back to the homepage, click on "Visite Virtuelle," and browse the "Vues Architecturales." Compare the architectural style of the "Pyramid" with that of the surrounding buildings. Consult the related sites to read opinions about the controversy it generated. What is the effect that the pyramid creates, and what is your opinion about it?
3. Click on "Collections," then on "Antiquités égyptiennes." Read the general information about this collection, then click on "Les œuvres majeures," and from there, "La religion égyptienne." Scroll down until you see the "Momie recouverte de ses *cartonnages*" (5b) (direct URL to unframed pages: http://www.louvre.fr/francais/collec/ae/n2627/ae_f.htm). How old is this mummy? What are the *cartonnages*? This is one of thousands of funerary remains that have been unburied by

archaeologists around the world and moved into museums. For example, see a related site about the recovery of Inca mummies. Do you feel it is right to disturb burial sites, or do you see strong reasons for not doing so?

4. Click on “Collections,” then on “Peintures.” Go on to the Mona Lisa page by clicking on the painting (5c) (direct URL to unframed pages: http://www.louvre.fr/francais/magazine/joconde/jocon_f.htm). What is the meaning of the painting’s title, “Les visages de la Joconde”? Who painted it and when? Read about the “mystery” of this painting. What is it all about? What does the painting show? What does the painting say to *you*?
5. From the homepage, click on “Visite Virtuelle,” then on “Salles de Peintures.” Scroll down to the list of views for the “1er étage,” and click on “Salle des Etats, La Joconde (Mona Lisa)”. Look around a few times. Can you tell where the Mona Lisa is? What distinguishes its setup from that of other paintings in the same room? Now, imagine it is the middle of the summer and hundreds of tourists are in this same room, all trying to get a glimpse of the painting—see the “Seeking Mona Lisa” related site. In that case, would you think that a virtual visit (combined with a closer view of the painting—see activity 4) would be better than being there? Read the related site “Art on the Net.” What are some advantages of virtual visits? What are some disadvantages?
6. You are going to Paris this summer and, naturally, you are planning a visit to the Louvre. Thanks to the Internet, you can find out what other travelers have experienced. Consult the writings listed as related resources under “Louvre Travel Experiences,” or search for similar accounts using a search engine or directory. Make a list of their experiences and advice. How can the Louvre Web site and other Internet travel sites help you avoid the negative experiences and make the most of your trip? (For example, to find out how to get your tickets in advance and avoid the long entry lines, click on “Vente de billets”).

RELATED INTERNET SITE(S)

Pyramid du Louvre

(5d) http://www.greatbuildings.com/buildings/Pyramide_du_Louvre.html

The “Great Buildings Collection” is a “gateway to architecture from around the world and across history.” This page contains photographs, architectural information, and brief comments about the controversial pyramid. In English.

I. M. Pei, Mandarin of Modernism

(5e) http://www.washingtonpost.com/wp-srv/style/longterm/books/chap1/im_pei.htm

A long, excellent article about Francois Mitterrand's "Grand Louvre" project, its political implications, the role played by I. M. Pei, and the ensuing pyramid controversy. In English.

Inca Mummies found on Volcano in Argentina

(5f) <http://www.nationalgeographic.org/events/99/mummies>

The 500-year-old mummies were taken from the ceremonial site and carried down the mountains to a laboratory for further study. The National Geographic site presents the facts and a video of the excavation. The March 2000 issue of the magazine carries letters from readers who find the disturbing of these tombs objectionable.

Seeking Mona Lisa

(5g) http://www.smithsonianmag.si.edu/smithsonian/issues99/may99/vidcams_jpg.html

See the "tourists, thronged around Leonardo da Vinci's masterpiece."

Life on the Internet: Art on the Net

(5h) <http://www.pbs.org/internet/stories/vg/index.html>

A visit to the Louvre, or a visit to www.louvre.fr? As tourists discover the online museums, artists also try to get their work noticed online.

Louvre Travel Experiences.

There is no need to read the whole travel account. Go directly to the specific sections about the Louvre museum by repeatedly using the browser's FIND function (Ctrl-F key combination) and searching for "Louvre."

The Holy Cross Rector's Trip.

(5i) <http://www.holycross.net/newpage1.htm>

Brad's England Journal—January Entries.

(5j) <http://graphics.stanford.edu/~bjohanso/england/january.html>

Mark Twain's "An American's View of Europe from Innocents Abroad (1869)."

(5k) <http://www.fordham.edu/halsall/mod/1869twain-oneurope.html>

Café Metropole, Paris.

(5l) <http://www.metropoleparis.com//backissues/70728230/cafe230.html>

Paris in Sites—Louvre Museum Tip.

(5m) <http://www.parisinsites.com/tips.html>

Destinations: Paris in Springtime.

(5n) <http://www.travellersbookstore.com/features/parisdest2.html>

Letters.

(5o) http://www.smithsonianmag.com/smithsonian/issues98/nov98/letters_nov98.html

6. LA TOUR EIFFEL

URL: <http://www.tour-eiffel.fr/>

SITE SUMMARY: The official site of the Eiffel Tower. The site is organized into four main sections: discovering the tower, chronology, search

engine, and summary information. There is also a page about the “Peace Wall” and the “Worldwide Observatory for the Year 2000,” including artists’ projects, events, streaming videos of the amazing Y2K fireworks display, an area where visitors can “paint” the tower, and more. In English and French.

DISCUSSION QUESTIONS AND ACTIVITIES

1. On the homepage, click on “La Tour Eiffel,” then on “Sommaire.” Select “Histoire & Documentation” and read “La Tour en chiffres” (6a) (direct URL to unframed page: http://www.tour-eiffel.fr/teiffel/tour_fr/histodoc/page/) and “La Structure de la Tour” (6b) (direct URL to unframed page: http://www.tour-eiffel.fr/teiffel/tour_fr/structure/page/sommaire.html). Who built the tower? When did construction start, and when was it inaugurated? How tall is it? What is it built of? How much does it weigh? Who owns it? How many visitors has it received?
2. After you do activity 1, visit the related sites “Tokyo Tower” and the “Tokyo and Eiffel Tower WebCams.” How is the Tokyo tower similar to the Eiffel Tower? How is it different? On a large sheet of paper, make a drawing of both towers, to scale, placing them side by side. On your chart, mark the most important features that differentiate these two structures.
3. On the homepage, click on “La Tour Eiffel,” then to “Sommaire” and click on “Histoire & Documentation.” Select “Dossiers” and read all pages in the section “Débats et polémique sur la Tour Eiffel” (6c) (direct URL to unframed page: http://www.tour-eiffel.fr/teiffel/tour_fr/fichedoc/page/pg_debat_1.html). What were some of the criticisms against the design of the tower? Scroll down the “Sommaire” page, click on “VR Vue de Paris” (6d) (direct URL to unframed page: http://www.tour-eiffel.fr/teiffel/tour_fr/gene/page/fd_film665.html) and enjoy the 360-degree view from the top. What would a visitor have felt 100 years ago, in an era when there were few tall structures?
4. On the homepage, click on “La Tour Eiffel,” then on “Découverte de la Tour.” Use the information given here to plan a visit to the tower. Where will you start? Is there an entrance fee? How will you go to the top? What do you expect to see? Can you take your pet parakeet? How long can you stay?
5. Where is the Eiffel Tower located in relation to other Paris landmarks? Consult the related site “The Top Ten Monuments in Paris” to help

you plan a detailed one-day itinerary that includes a visit to the Eiffel Tower and some of the other important monuments.

6. On the homepage, click on “La Tour Eiffel,” then on “Chronologie.” Read about Gustave Eiffel’s life and work, in particular “Gustave Eiffel constructeur.” Consult also the related sites with information about his life and work. What was his background? What was his technical specialty? What other great works did he create?

RELATED INTERNET SITE(S)

Tokyo Tower

(6e) <http://www.tokyotower.co.jp/>

Tokyo and Eiffel Tower WebCams.

To find more webcams, try (6f) www.earthcam.com or (6g) www.webcamsearch.com

Eiffel Tower TF1 Bouge Livecam.

(6h) <http://www.tf1.fr/livecam/index.html>

Aboard Eiffel Webcam.

(6i) <http://www.andreani.net/webcam/>

ArtDay—Eiffel Tower in daily photographs.

(6j) <http://www.artday.com/>

Tokyo Tower around the clock.

(6k) <http://kids.glocom.ac.jp/misc/Tower/index.html>

Nihon Unisys (with partial view of Tokyo Tower).

(6l) <http://www.unisys.co.jp/weather/weather.html>

The Top Ten Monuments in Paris

(6m) <http://www.france.com/top10/parismonuments.html>

Summarized information for the Eiffel Tower, Arc de Triomphe, Notre-Dame, Sacré Coeur, Les Invalides, Opéra Palais Garnier, Place de la Concorde, Place Vendôme, Le Trocadéro, and Le Pantheon.

structurae: Gustave Alexandre Eiffel

(6n) <http://www.structurae.de/DataEnglish/des0009.html>

Chronology of Eiffel: life, works, bibliography. With links to other related sites. In English.

Gustav Eiffel

(6o) <http://www.cee.cornell.edu/casestdy/images/billington/eiffel/eiffel.htm>

Images of Eiffel’s designs, from a series of lectures by Dr. David P. Billington.

7. SITE INTERNET DU PREMIER MINISTRE FRANÇAIS

URL: <http://www.premier-ministre.gouv.fr>

SITE SUMMARY: The French prime minister shares in the responsibilities of initiating legislation, seeing to it that the laws are applied, and

facilitating the work of the president and other branches of the government. The purpose of this Web site is to inform the citizens of the ministry's activities. There are also statistics ("France in Few Figures"), resolutions about governmental use of the Internet, a European Union section, information about the Hôtel Matignon, and a history summary. In French, with some pages in English, German, and Spanish.

DISCUSSION QUESTIONS AND ACTIVITIES

1. On the homepage, quickly browse the titles appearing under "Actualités" and "Les Dossiers." This will give you an idea for the current events occupying the prime minister's office. Click on "Le Premier ministre," and select "Communiqués de presse." Again, browse the titles of the press releases. What are the current events that the prime minister has addressed? Go back to the "Le Premier ministre" page, and click on "Vidéotheque." Select a current video and watch it. What is the video about, and what is the purpose of the presentation it documents, in view of the current events that are of concern to the French government?
2. Click on "Le Premier ministre," and select "Vidéotheque." Click on the year 1999, and select the "20 décembre 1999: entretien du Premier Ministre sur Eurosport," an interview with Prime minister M. Lionel Jospin. Watch part 1, "Accueil et introduction." What is the purpose of the interview? What sport does he practice, and what is his personal and official interest in sports? Watch the full interview, or at least watch one more section (*basket, athlétisme, football, tennis, voile, or rugby*). Write a brief report of the interview for your school newspaper, in French.
3. On the homepage, click on "Junior," and go on to "Spécial jeu de rôle: les questions á te poser avant d'accepter le job de premier ministre." Read through the list of questions, and select two that intrigue you. Translate each question into English. Before reading the answer, try to come up with an answer. Then, read the answers, and summarize each in English.
4. From the homepage, click on "Histoire," then on "La Déclaration des Droits de l'Homme et du Citoyen." First, read the introduction. What does it say about the relationship between this document and the "American" rights declarations? When was it drafted and adopted? When was the American Bill of Rights adopted, and what was it based on? With the help of the related sites, study at least three points in which these two important documents agree.

5. For this activity, have students work in five groups. From the homepage, click on “Histoire.” In the section “Les symboles de la République,” you will find information about the tricolor flag, the gallic rooster, Marianne, the seal of the Republic, and the Marseillaise. Each group will be assigned one of these symbols, read the information provided, conduct additional research (online or at the library), and prepare a poster (on paper or electronic, as a Web page) that explains how the symbol originated and what its meaning is.
6. From the homepage, click on “Histoire” and select “Le 14 juillet.” Why is this date a national holiday? How do the French celebrate it? Read the related sites, which discuss the bloodshed that occurred during the French Revolution. In your opinion, should this event be celebrated? Why or why not?

RELATED INTERNET SITE(S)

The Charters of Freedom

(7a) <http://www.nara.gov/exhall/charters/charters.html>

The National Archives and Records Administration (NARA) virtual exhibit includes the Bill of Rights, the Constitution, and the Magna Carta.

La Déclaration de droits de l'homme et du citoyen (1789)

(7b) <http://www.elysee.fr/instit/txtdhc.htm>

From the French president's Web site. Includes current engagements, texts of his speeches, and historical information. In French, English, German, and Spanish.

A Tale of Two Revolutions, by Robert A. Peterson

(7c) <http://www.self-gov.org/freeman/8908pete.htm>

French Revolution—Robespierre, and the Legacy of the Reign of Terror

(7d) <http://www.rjgeib.com/thoughts/french/french.html>

8. LES RENDEZ-VOUS DE LA FRANCOPHONIE

URL: <http://www.rendezvousfrancophonie.com>

SITE SUMMARY: Canada has two official languages: English and French. This Web site contains information about the Canadian regions that use French, lists other countries where French is spoken, and maintains a database of related francophone events. In English and French.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Enter the French version of the site and click on the icon labeled “Francophonie,” or click on “Education” and scroll down until you see the link labeled “Le Canada et la Francophonie canadienne” (8a) (direct URL: <http://www.rendezvousfrancophonie.com/francais/fiche1.html>). Why does Canada have two official languages? How many French speakers are there? Transfer the numbers of French and English speakers from the illustrated map to a spreadsheet, and translate the numbers into percentages. According to these data, what percentage of the total population speaks French? Where is the largest concentration of French speakers in Canada?
2. Go to the “Francophonie” page (see activity 1 for directions). Scroll down until you see the section titled “La francophonie canadienne.” Study these flags and the accompanying texts. Make a list of the various symbols used and their meanings. Where do most of these symbols originate? Why do these groups have their own flags? What does this tell you about the feelings of these groups toward their French heritage?
3. Go to the “Francophonie” page (see activity 1 for directions) and scroll down until you see the link labeled “Le Canada et la Francophonie internationale” (8b) (direct URL: <http://www.rendezvousfrancophonie.com/francais/fiche2.html>). Read the first section. How many countries have French speakers? What is “La Francophonie”? For additional information, browse the Francophonie “Summit 1999” related Web site.
4. Make this a group activity, in which each student gets to work on one or two countries. Go to the “Le Canada et la Francophonie internationale” page (see activity 3 for directions). Browse through the list of countries and select the country (or countries) that you would like to research. Using an online encyclopedia and related Web sites, and/or your library resources, find out where this country is located, when the French language was introduced there, and if it still has French as an official language. Summarize the findings in class.
5. Enter the site, and click on “Calender” (“Calendar”). Search for events for the current month in all regions and cities. Browse through the list of results. What kind of events are listed here, and what is their stated purpose?
6. The issue of having two official languages is controversial, to say the least. Visit the related site “OLD: Official Languages.” Click on “Policies,” then on “Policy on Official Languages,” and from there, go to

“Introduction to the Official Languages Program” (8c) (direct URL: http://www.tbs-sct.gc.ca/pubs_pol/hrpubs/OffLang/INTRO_e.html). This is a lengthy legal document, but read at least the “Legal background” and “Individual rights and institutional obligations.” Now, turn your attention to the “Alliance Quebec” Web site. What kind of organization is this? What is its position? Discuss the types of conflicts there seem to be between the official government and the “Alliance Quebec.”

RELATED INTERNET SITE(S)

VIIIe Sommet de la Francophonie

(8d) <http://www.sommet99.org/>

The official site for the 1999 Francophonie Summit, with information about this international organization, a program of events, and more. In French and English.

OLD: Official Languages

(8e) <http://www.tbs-sct.gc.ca/ollo/>

This is the Web site of the Official Languages Division (OLD), a division of the Human Resources Branch of the Treasury Board of Canada Secretariat. The purpose of the OLD is to ensure that equality of service is provided for both English and French speakers. It develops policies, monitors programs, and prepares statistics. The Web site contains pertinent legislation in full text form, policies, statistics, links to French- and English-speaking communities, listings of events, and news. From the indicated URL, select either “French” or “English” to enter the site.

Alliance Quebec

(8f) <http://www.aq.qc.ca/>

This group is “committed to the preservation of the English-speaking communities and institutions within Quebec.” The Web site contains news, lists of events, reports on meetings, and an introduction into the issues that this group addresses.

1. NEULAND ENTDECKEN: DEUTSCHLAND

URL: <http://www.deutschland-tourismus.de>

SITE SUMMARY: This is the official Web site of the German National Tourist Board. Information is updated daily, with listings and a database of cultural and local events for major cities and regions. There are suggested itineraries, highlights, weather information, and much more. In German and English.

DISCUSSION QUESTIONS AND ACTIVITIES

1. You need to find out the exact dates for the famous Oktoberfest. What city is famous for its celebration of this festival? Click on "Reiseziel," then select the correct region where this city is found. Browse that city's page until you find what you are looking for. The information may be on this site or on a site linked from it. To make the most of your trip, search for other events happening around the time of the Oktoberfest. For this, go to "Events" from the homepage or the navigational bar, and use the "Eventsuche" function. Write down a schedule for your visit.
2. Click on "Kultur" and select "Burgen & Schlösser." What are "Burgen," and what are "Schlösser"? Why is this a special travel destination? Browse through the list of "Burgen & Schlösser" and select one to read about in detail. Consult also the related site "Die Burgenstrasse." The site states that "Burgen & Schlösser waren eine sprudelnde Quelle für Mythen und Märchen." Why would this be?
3. Go to "Kultur" and select "Historic Highlights of Germany." On the animated image menu, wait for "Bremen" and click on it. What is this city best known for? Find a good source that talks about this legend, read about it, and retell it in your own words.
4. Go to "Info Center" and select "Deutschland Info." Select one of the categories of practical information for travel in Germany, and report back to the class on the differences you found as compared to your own country, city, or school.
5. Johannes Gutenberg, the inventor of movable type, was declared the "Man of the Millennium" by the international contributors to the book

1000 Years—1000 People. You are visiting Germany and you would like to follow in Gutenberg's steps. Do a search ("Suche") for "Gutenberg," and find out where Gutenberg was born, and what there is to see and do related to him and his work.

6. On the homepage, click on "Reiseart" and then on "Vitaurlaub." Germany is famous for its "Badekurorte." What are "Moorheilbäder," "Seeheilbäder," and "Kneippheilbäder"? Make a list of the different types of "Bäder" and their purported beneficial effects.

RELATED INTERNET SITE(S)

Die Burgenstrasse—Castle Road

(1a) <http://germannews.com/burgenstrasse/>
Information about the romantic "castle route."

2. NINETEENTH-CENTURY GERMAN STORIES

URL: <http://www.vcu.edu/hasweb/for/menu.html>

Alternate index page: (2a) <http://www.vcu.edu/hasweb/for/>

SITE SUMMARY: Jacob and Wilhelm Grimm's collection of 210 German folk tales first appeared in 1822 under the title "Haus- und Kindermärchen" (Household and Nursery Tales). Since then, their stories have undergone changes in style and substance. For example, this site contains the full text of the original (second edition) "Cinderella," which varies significantly from the Disney version most of us are familiar with. Other German main characters found here are Struwwelpeter, Max und Moritz, and "Taugenichts." There are dozens of German stories in full text (with illustrated and English versions) plus audio clips and exercises (questions, keyword completion, word ordering, etc.). This excellent site is maintained by Robert Godwin-Jones, a professor of world languages at Virginia Commonwealth University.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Scroll down the homepage, and click on "Struwwelpeter." Start by reading the "Vorwort." Select the "Text and dictionary" version, and use the dictionary feature when you need to. Move on to "Struwwelpeter." Again, use the "Text and dictionary" version. Read the short poem. This popular rhyme was intended to be read by parents to their children. What kind of message were the children supposed to re-

ceive? On the same page, scroll down and take the quiz. Then, read the three available English translations. Which one do you like best? Why? Write your own translation into English, but use terms and perhaps behaviors that today's kids (or adults) can identify with.

2. From the homepage, click on "Max und Moritz." Read the "Vorwort," then go to as many of the "tricks" as you wish. Concentrate on the "Sechster Streich." Use the dictionary version, and read it aloud, preferably taking turns with another student. This will help prepare you for the audio-clip quiz, which you should attempt next.
3. Scroll down the homepage until you reach the "Die Brüder Grimm" section, and click on "Haus- und Kindermärchen." In the "Fairy Tales by the Grimm Brothers" page, click on "Aschenputtel." Select one of the German versions and read it. You can also listen to the story by selecting "Audio." For most of us who are familiar with the Disney version of Cinderella, this story may seem too grim, and the plot may even be difficult to follow. What were some of the differences between this story and the Cinderella story you may have heard before? What parts did you like in this version? What shocked you the most? Why?
4. Read the "Aschenputtel" story (see activity 3 for directions.) Why was the child called "Aschenputtel" by her sisters? Make a list of all the characters (dead and alive, human and not) appearing in the story, and note the role they play. Do any of these characters have names? Can you think of any reasons why this is so? Aschenputtel's stepsisters are described in the following way: "schön und weiss von Angesicht . . . aber garstig und schwarz von Herzen." What else are we told about their appearance and manners? Pretend you are in charge of casting for a new movie based on this original story. Which actresses and actors would you select for each role? Why?
5. Variant versions of the "Aschenputtel" (Cinderella) story appear in many other cultures around the world. The protagonist is always an innocent, young girl who gets mistreated, but with the help of an advocate, overcomes evil and lives happily ever after. The male characters usually do not have much influence on the outcome of the story, although the happy ending usually includes marrying a young prince or a king. Was Aschenputtel in love with the young prince? If not, why would marrying a powerful man be so desirable? Rewrite the story to make it fit your own definition of a happy ending.
6. For this activity, work in a small group. Scroll down the homepage until you reach the "Die Brüder Grimm" section, and click on "Haus- und Kindermärchen." Browse the list of titles. Which of these are you familiar with? Did you read the story, watch a movie, or listen to a play? Make a list of the stories you already knew. Then, let each stu-

dent in your group select a story from the list and read the original version on this Web site. Fairy tales always have an element of magic. For example, in the modern version of Cinderella, magic is embodied in the fairy godmother, who grants Cinderella's wishes. What is the source of magic in the Aschenputtel story?

3. GERMANS TO AMERICA: THE GERMAN MIGRATION TO AMERICA

URL: <http://artsci.wustl.edu/~langproj/gslides/amerwander/>

SITE SUMMARY: A very accessible introduction to the topic of Germans in America. The texts were prepared by a specialist in German emigration, the images were provided by the Goethe Institute in St. Louis, and the Web site was put together by the Language and Instructional Media Center at Washington University in St. Louis. The "Germans to America" site contains about ten illustrated pages presented in chronological order. The main page for the "Collection of German Slides" (3a) (direct URL: <http://artsci.wustl.edu/~langproj/gslides/>) offers twenty-five additional topics related to Germany and the German language (e.g., "Eating Habits," "Christmas," "Climate," etc.). From the URL given above, select "English" or "deutsch."

DISCUSSION QUESTIONS AND ACTIVITIES

1. Read the "Introduction" and chapter 1, "The Founding of Germantown in 1683." When did the first Germans arrive in America? What percentage of the U.S. population has at least partial German ancestry? Compare this to the data given in the related sites for "German Immigration." Do the numbers coincide? Which site provides the most detailed information?
2. Read chapters 2 ("Expectations of the Emigrants"), 3 ("The Crossing"), and 4 ("Arrival in America"). Why did Germans migrate to America? How long did the trip take from Germany to America? What were the dangers involved? Go to the related "NAUSA" site, click on "Ferner thue ich euch zu wissen. . . ." You will see a series of welcoming screens. Continue until you reach the "Briefe" section (3b) (direct URL: <http://www.uni-oldenburg.de/nausa/zuroev/briefr.htm>). Read Johann Heinrich zur Oeveste's letter for May 19, 1834. Does his account confirm or deny the information provided by the "Germans to Amer-

ica" site? Read the letter for May 7, 1837. Does Johann feel that the journey was worthwhile?

3. Read chapter 6 ("German American Craftsmen . . ."). Pay special attention to the names of the engineers and entrepreneurs that are mentioned. What influence did Germans have on American industry? Why did Mr. Steinweg change his name to Steinway? Besides Heinz and Pabst, can you think of other popular, everyday products or perhaps tools, equipment, or other instruments named after the original German manufacturers? Use the related site for the Kade institute under "German Immigration" for help with identifying German names (3c) (direct URL: <http://www-lib.iupui.edu/kade/nameword/apend-a.html>).
4. Is your family of German origin? If so, do you know where your German ancestors came from and when? Today, genealogical research is aided by a variety of Internet resources. Start with the related site "German Ancestors" to find out if your surname or the surname of someone you know is of German origin. Select one of these surnames or any surname you find in the "German Ancestors" list, then use one of the databases listed in the German category of "Cindy's List" to research the history of one of the families with that name.
5. Read chapter 7 ("German Americans as Soldiers"). Who was Friedrich Wilhelm von Steuben? Consult the related sites for further information about his life. Was he controversial in any way? What was his contribution to the American war effort?
6. German immigrants often had trouble learning English. Go to the related NAUSA site and click on "Fundstücke." Scroll about two-thirds down the page or do a browser-find for the word "Lengevitch." You will see a poem titled "Die Schönste Lengevitch." Say "Lengevitch" out loud, pronouncing it as if it were a German word. Did it sound like the English word "Language"? This poem contains many similar puns, mixing German and English in comical ways. Read the poem aloud, and as you do so, highlight the words that are actually "adapted" English words. What other types of "mistakes" does the speaker make? Who do you think wrote this poem: a native-German speaker who does not speak English very well, a native English speaker purposely making fun of the German speakers, or someone with full domain of both languages? Why?

RELATED INTERNET SITE(S)

German Immigration

German Society of Pennsylvania.

(3d) <http://www.libertynet.org/gsp/>

The mission of this group is to help preserve the German heritage in Pennsylvania.

The Germans in America.

(3e) <http://lcweb.loc.gov/rr/european/imde/germany.htm>

A chronology of German immigration by the Library of Congress.

Seven Million Germans Were Once "Foreigners."

(3f) <http://www-lib.iupui.edu/kade/adams/chap1.html>

The first chapter in the book *The German Americans: An Ethnic Experience*, available in full text at the Kade Institute Web site.

Max Kade German-American Center at the Deutsche Haus-Athenaeum, Indianapolis

(3g) <http://www-lib.iupui.edu/kade/>

The Kade research center is part of the German Department of Indiana University–Purdue University Indianapolis. This Web site contains many valuable resources, including: a searchable bibliography of German-Americana, full text resources, links to other online resources, and a "German-American Teaching Resources and Units" page with syllabi and useful teaching materials.

Forschungsstelle Niedersächsische Auswanderer in den USA (NAUSA)

(3h) <http://www.uni-oldenburg.de/nausa/>

The NAUSA is housed at the Carl von Ossietzky Universität in Oldenburg, Germany. This center studies German migration. The letters sent by Johann Heinrich zur Oeveste to his family are available here in full text form. You will also find maps of Germany, and "Fundstücke," a page with interesting findings related to the German-speaking immigrants.

German Ancestors up to the Middle Ages

(3i) <http://www.worldroots.com/ged/max/>

This database compiled by Max Gschneidinger lists over 3,500 German last names.

Cindy's List

(3j) <http://www.cindyslist.com/germany.html>

"Cindy's List" is a great resource for genealogical researchers. The "Germany" page lists almost 300 sites and other resources to help you track German names and ancestors.

Friedrich Wilhelm von Steuben

(3k) <http://www.coda.de/city-infos/biografisches/steuben/steuben.html>

Image and brief biography of von Steuben.

Baron von Steuben

(3l) <http://www.ushistory.org/valleyforge/served/steuben.html>

A longer bio and detailed information about von Steuben's contribution in the war.

4. ENTARTETE KUNST

URL: <http://rzserv2.fh-lueneburg.de/u1/gym03/expo/jonatur/geistesw/zwischen/entartet/entartet.htm>

SITE SUMMARY: Adolf Hitler's dislike of modern art, particularly expressionism, caused the destruction of many works of art. Artists were

ridiculed and banned from painting and writing; musicians were told what to compose and perform. Many fled the country. These pages about “Entartete Kunst” (“decadent art” or “degenerate art”) contain important primary materials related to the development of this movement, including full texts and images of banned works of art. The site forms part of a large, ambitious project undertaken by the faculty and students of the “Gymnasium Johanneum” in Lüneburg. Their project, inspired by the topic of “nature as an invention of man,” was selected to be included for participation in the Hannover World Expo 2000 in Hannover (see [4a] <http://expo2000.de>). In German.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Scroll down the front page and read the “Entartete Kunst als EXPO Projekt.” Read also the background information in the related site “Entartete Kunst—German Culture.” What was “Entartete Kunst”? Summarize Hitler’s motives and his methods for banning this type of art.
2. Instead of simply destroying the “decadent” works of art, Hitler organized two simultaneous exhibits: the “Ausstellung Entartete Kunst” and the “Große Deutsche Kunstausstellung,” both showing at the Haus der Deutschen Kunst in Munich in 1937. From the site’s front page, click on “Kunst” to see examples of “Entartete Kunst.” Browse through the pages of the various artists. What styles did the banned artists work in? Now, turn to the “Nazi Art” related site. Browse through these pages, and characterize the style of these works. What do they portray? How? What would you say was the effect of these parallel exhibits on the Germans? Do you agree that there has to be a strict distinction made between “good” and “bad” art? Why would such a distinction be justifiable?
3. On the front page, click on “Ideologie, Institutionen und Maßnahmen der Nationalsozialisten.” Click on “Bücherverbrennung.” Read the page. What was the purpose of burning these books? Which authors were banned? To get a feeling of what this ritual was like, watch the video available at “Die Bücherverbrennung” related site, and follow the words that the “Rufer” cries out. From the expression on onlookers’ faces, can you tell what impact the ritual had on them? Why did they go through with it? What impact does it have on you?
4. Click on the image of the reading monk or on its caption, “Sansibar oder der letzte Grund.” This is the title of a famous novel written by Alfred Andersch after World War II. Ernst Barlach, the sculptor who created the figure, was prosecuted by the Nazis. Read “Die sechste Romanfigur: *Der Lesende* von Barlach” to find out what the story is

about. Now, take a closer look at the sculpture. See a related resource for a better color photograph. What is he doing, but most important, how is he doing it? What does the figure mean to you? Now, concentrate on reading the “Interpretationen dieser Skulptur durch Gregor, eine Romanfigur.” Here, Andersch first describes Gregor’s feelings of empathy with the “Klosterschüler.” However, Gregor suddenly understands something that makes him shift his point of view. What is it that he realizes about the figure? How is the little monk really reading? Is he simply “absorbing” everything he reads? What important lessons can you learn from this reading?

5. Study the “Entartete Musik” poster shown on the front page. What does it depict? Why was this image chosen to symbolize “Entartete Musik”? Click on the poster, then “Ausstellung Entartete Musik” and read about the exhibit. When did it take place, and what was its purpose?
6. Go to the “Entartete Musik” page. In the section “Beispiele für entartete Musik” read about Friedrich Hollaender and the “Comedian Harmonists.” Listen to the clips of their music, available from various sites listed under “Entartete Musik” samples. Why would the Nazis consider this music decadent?

RELATED INTERNET SITE(S)

Entartete Kunst—German Culture

(4b) <http://germanculture.about.com/culture/germanculture/library/weekly/aa072599.htm>

By Tatyana Gordeeva, the about.com guide to German culture.

Die Bücherverbrennung

(4c) <http://www.dhm.de/lemo/html/nazi/innenpolitik/buecher/>

LeMO (Lebendiges virtuelles Museum Online) is a project of the German Museum of History (DHM), in cooperation with the Fraunhofer Institut für Software- und Systemtechnik (creators of the mp3 audio format) and the Haus der Geschichte der Bundesrepublik Deutschland. The “Bücherverbrennung” page forms part of a larger exhibit on Nazi Germany.

Nazi Art

(4d) <http://www.skidmore.edu/academics/fl/obrien/naziart.html>

From the online teaching materials of Professor Mary-Beth O’Brien, Department of Foreign Languages and Literatures at Skidmore College.

Ernst Barlach: Der Lesende Klosterschüler

(4e) <http://www.avermiddig.de/barlach/Klostersch.html>

Three views of the Ernst Barlach sculpture that inspired Alfred Andersch to write “Sansibar oder der letzte Grund.”

“Entartete Musik” Samples

Sally Martin.

(4f) <http://www.allaboardmusic.com/audio.html>

Audio clips include “Falling in Love Again,” that is, “Ich bin von Kopf bis Fuss auf Liebe eingestellt,” composed by Friedrich Hollaender.

Die Herren Wunderlich.

(4g) <http://www.wunderlich.at/>

Click on “HörBar,” and then on “Mein kleiner, grüner Kaktus” to hear this famous song.

Cabaret songs.

(4h) <http://www.cdnow.com/>

Do an album title search for “Berlin Cabaret Songs.” Try the Ute Lemper recording, which includes songs like “I’m a Vamp,” “Peter, Peter,” and “It’s All a Swindle.”

5. BERLIN.DE

URL: <http://www.berlin.de>

SITE SUMMARY: This extensive site is a cooperative venture between an Internet service provider and the office of the mayor of Berlin. The main information categories include background information about the city and its government, politics, tourism (with virtual city tours), economy, education, sports, computers, health, weather, and business. There is also a special section dedicated to “communities,” with chatrooms, auctions, personal homepages, gay and lesbian information, pages for children, and pages for the handicapped.

DISCUSSION QUESTIONS AND ACTIVITIES

1. From the homepage, click on “Tourist Center,” and from there, click on to the “Virtuelle Bootstour.” The tour starts at the Reichstag and ends at Humboldthafen. There are sixteen stops, all showing 360-degree panoramic views of the city and providing additional information about each view. A fast network connection is recommended for viewing ease and best image quality. When you are done with the tour, go back to your favorite stop. You will create an “electronic postcard” to send to your family. Use “print screen” to capture the view that you would like to send, and adjust the captured image using PhotoShop or PhotoPaint. Read the information related to this view, and write a few paragraphs describing your virtual visit, what you saw, and what you learned about Berlin. Combine your image (or images) and text into a Web “postpage” and post it or E-mail it to a friend or relative.

2. Browse the German version of the homepage. What kind of cultural events are currently featured? Pretend you are in Berlin with your best friends, and today you get to decide what you will do. First, find the "Veranstaltungsvorschau" link on the homepage (5a) (direct URL: <http://www.berlin.de/eventSearch/search/>). Browse the list of event types and check those that could interest you and your friends. Next, enter today's date at the bottom of the form. Be careful to enter the date in the format that is commonly used in Europe, that is day.month.year. When you get back a list of events, select the one you would like to attend. Send an E-mail to your friends explaining what you expect to do and see.
3. From the homepage, click on "Wetter." On this site, the weather information for Berlin is updated every hour. Take a look at today's forecast ("Heute") and read the available forecasts. Create a list of the meteorology-related terms that are used, with English translations. Go to the "Intellicast" related site and compare both forecasts. What differences or similarities do you see in the presentation and contents of both sites? Which one seems more reliable to you?
4. In "Weitere Themen," click on "Computer & Internet." Scroll down until you see the "Treffpunkt Internetcafe" information, which includes a list of informative pages on the various Internet cafes available in Berlin. Browse through a few of these pages. What is an Internet cafe? Who would find it useful? Make a list of the different services offered by various cafes. How much do they charge for each service? Use the related "Currency Site" to convert these prices from *deutschemarks* (DM) into U.S. dollars. How much would you be willing to pay for similar services?
5. In the left-hand frame, select "Tourist Center," then "Gestern & Heute," and finally, "Mauerfall" (5b) (direct URL: <http://www.berlin.de/new/TC/BerlGestHeute/Mauerfall/>). On this page, find the "Überblick" link (5c) (direct URL: http://www.berlin.de/new/HSB/PartnerBerlin/gic_mauerfall/). This section of the site provides a good overview of the Berlin Wall, including its history, statistics, maps, photographs, and a short video of its fall. Use this information to prepare a report explaining what the purpose of the Wall was. What effect did it have on Berliners then, and how is it still affecting them?
6. U.S. presidents John F. Kennedy and Ronald Reagan both visited Berlin and delivered important speeches at historical sites. Listen to Kennedy's speech, available from the JFK Library Web site. What is the key message that he was delivering? While you listen, write down any phrases in German that he used. What kind of reaction did he get from the audience when he spoke a German phrase? Then, read

Reagan's speech on a related site. What German phrases did Reagan use in his speech? Why? What kind of reaction did he get? Compare the speeches. What was the tone of each speech? What was the purpose of inserting these German phrases?

RELATED INTERNET SITE(S)

OANDA Currency Converters

(5d) <http://www.oanda.com/>

OANDA is an econometric research firm based in Zurich. Their Web site provides historical and current exchange rates for all major currencies. Fast and easy to use. In English.

Intellicast Weather for Europe

(5e) <http://www.intellicast.com/LocalWeather/World/Europe/>

Clickable maps provide access to up-to-date weather forecasts for cities around the world, including Berlin.

John F. Kennedy's Remarks in the Rudolph Wilde Platz

(5f) <http://www.cs.umb.edu/jfklibrary/j062663.htm>

John F. Kennedy's 1963 original speech in Berlin, in Real Audio (nine minutes), with a transcript. Many Kennedy speeches are available in audio format at the John F. Kennedy Presidential Library Web site.

Ronald Reagan's Presidential Address at the Brandenburg Gate

(5g) <http://www.nara.gov/nara/searchnail.html>

The National Archives and Records Administration holds several digital versions of this speech. Two are of particular importance for this activity. To find them, go to the main search page given above, and select the "NAIL Digital Copies Search" form. Enter the document identifying code (given below) in the "Enter Keywords" field, and click on the "Submit Search" button. The thumbnails you will see can be enlarged, and the enlarged images should be printed out for ease of reading and studying.

An annotated draft of the speech. Document code/keyword for searching: NLS-WHORM-SF-SP-SP1150-501964(7)-SP1150(6).

Reagan's actual speaking copy with interesting annotations and guidance for German pronunciation (e.g., "VIRT-SHOFTS-VUN-DER" for "Wirtschaftswunder"). Document code/keyword for searching: NLS-WHORM-SF-SP-SP1150-501964-SP1150.

6. DEUTSCHE WELLE

URL: <http://www.dwelle.de/dpradio/Welcome.html>

SITE SUMMARY: The Deutsche Welle is the official German news service. At the time of this writing, its homepage offers "News and information in 29 languages." The Web site contains the full text of current and archived news, audio files, live radio and television feeds, a "Kalen-

dar” of past and present historical events, an award-winning “European magazine,” and more.

DISCUSSION QUESTIONS AND ACTIVITIES

1. What kind of radio station is the Deutsche Welle? Scroll down the homepage and click on “Service & Information.” Read the “Wir über Uns” page. What is DW’s mission? How is it funded? Go back to “Service & Information” and read “Wir für Sie” and other sections that seem related to DW’s programs. What kinds of services does the DW provide? Is it purely radio programming, or does it employ other media as well?
2. You are interested in starting a career in journalism. Go to the “Service & Information” page and select “Wir über Uns.” Scroll down and click on “Journalistische Ausbildung: Hörfunk/Fernsehen.” What training opportunities does DW provide? Read about their “Volontariat,” “Praktikum,” and “Hospitantz” programs. What are the differences between these programs? What would it take to get chosen to participate?
3. On the homepage, click on “DW Radio Deutsch,” and click on “DWradio Live” to listen to the live radio program. You may use the “Nachrichten & Programm” audio version to see also a list of upcoming programs. Listen closely. What type of program is being broadcast right now? What is it about? Using a related site, listen to other German radio stations broadcasting live over the Internet. What kinds of programs are being broadcast? Devise a set of categories and classify these radio stations.
4. On the homepage, click on “Nachrichten,” then again on “Nachrichten” to reach today’s news page (6a) (direct URL: <http://www.dwelle.de/today/nrdeu.htm>). Find the “Sendung Online” or similar icon to launch the audio version of the news. Listen to the newscast. What are today’s top stories? Compare these with the news items printed on the front page of your local newspaper or on the homepage of its online version (see a related site for listings). Which stories are being reported by both media? Why do you think that is so?
5. Go to today’s news page (see activity 3 for directions). Click on “DW-tv Live as Video” or a similar icon to launch the live television feed of the DW newscast. You will need a fast network connection to get a good quality image. What programs are available today? Watch the newscast for at least thirty minutes. What is the local time in Germany, and who would be watching this program now, and where?

What main differences and similarities do you notice between this broadcast and the usual American television programming?

6. Scroll down the homepage and click on “KalenderBlatt.” This page keeps track of events that happened on specific dates. By default, it shows you an event for today’s date. What is the featured event or personality? What are “Geburtstage” and “Gedenktage”? In the search box, enter your date of birth. Use the standard European date format, that is, for example, 6.1.1961 for January 6, 1961. Select an event that happened in Germany on that day, research it further using the related resources listed, and prepare a report on it.

RELATED INTERNET SITE(S)

Radioweb’s Deutschsprachige Internet Radios

(6b) <http://www.radioweb.de/livesender.html>

A list of Internet radio stations in Germany, Switzerland, and Austria.

Yahoo: News Media: Newspapers

(6c) http://dir.yahoo.com/News_and_Media/Newspapers/By_Region/

Yahoo’s directory of newspapers, by country and region.

7. THE GERMAN WAY AND MORE

URL: www.german-way.com/german

SITE SUMMARY: The German way of life in the German-speaking countries (Austria, Germany, and Switzerland), with information about books; education; cinema; food; travel; religion; humor; biographies of famous Austrians, Germans, and Swiss; information for expats; a penpal service; and more. The “German Way List” provides a discussion forum; archives are available for browsing. A special section for teachers lists related links and teaching tips. In English.

DISCUSSION QUESTIONS AND ACTIVITIES

1. From the homepage, click on “The German Hollywood Connection.” Scroll down the page and click on “Introduction.” According to the author, what are the three waves of German influence on Hollywood cinema? Click on “Film People,” and browse through the list of names. Select one that interests you, and research his or her connection to Germany. Write a report on your findings.

2. Students should work in small teams for this activity. First, select the "Site Map" link, scroll down to the list of "Topics from the book," and select "Dining." Write down a summarized list of tips so that you will not forget the "Dos" and "Don'ts." Next, use the related sites listed under "Restaurant Menus" to research the types of food served in German, Austrian, and Swiss restaurants. Describe the most common main dishes. What do their names mean? What kinds of drinks are available? What about desserts? Write down what you would order at one of these restaurants. Then, enact the scene at the restaurant by having one student play the role of the waiter or waitress, while the rest of the team members properly order and pay for their meals.
3. From the homepage, click on "The German Way," and then click on "Photos." Scroll down the page. Select the "Autobahn" link (7a) (direct URL: <http://www.german-way.com/german/autobahn.html>). What is the Autobahn system? What are "Tempolimits"? Scroll down and read the "Driving in Germany" page. From these readings, report on the main differences between the Autobahn system and the U.S. highway system.
4. From the homepage, click on "Site Map." Click on the "Education (Bildung)" link. What does "kindergarten" mean, and whose idea was it? What is a typical school day like for German students? What are some of the criticisms about higher education? Now go back to the homepage, and click on "Interview." Go to the "Previous Interviews" (archives) section. Find the interview with Regina Netterfield, and read Part 1. How does her opinion reflect or contradict the information given in the "Education" article? What are the main differences that she sees between the German and the U.S. educational systems? What impresses you the most about her experiences living as a student in Germany?
5. From the homepage, go to the "Site Map" and select "Language" (7b) (direct URL: <http://www.german-way.com/german/gerlang.html>). This page lists German words and expressions commonly used by English speakers and vice versa. Find the "German slang and colorful expressions" section, and read through it. Then select five German proverbs ("Sprichwörter") from a related site. First, literally translate the proverb into English. You will probably come up with something that makes no sense, but at least it will be funny! Then, think of a proverb in English that conveys a similar message to the original German proverb.
6. Go to the "Language" page (see activity 5 for directions) and read the "English in German" section near the top of the page. Then, go back to the homepage and select "Travel." Find the "Internet and Modem tips." This page links to various Internet Service Providers (ISPs) in

Germany. Visit the homepages of these ISPs, and read their contents. Be on the lookout for English phrases and terms and the context in which they are used. From your research, can you tell if German speakers are adapting English terms or are creating new “German” words for Internet and computer-related situations?

RELATED INTERNET SITE(S)

Restaurant Menus

You can find similar sites by using your favorite search engine with keywords like “menu,” “german or deutsch*,” “restaurant,” and some specific names of dishes or specialties.

Go to the “Site Map” and click on “Dining.”

(7c) <http://www.german-way.com/german/dine.html>

Hotel Schwarzwaldhof Hinterzarten.

(7d) <http://www.sbo.de/schwarzwaldhof/menuevorschlaege.htm>

Old Germany Restaurant.

(7e) <http://www.oldgermany.com/>

Lugano Swiss Bistro.

(7f) <http://www.swissbistro.com/menu.html>

Cafe Lutz.

(7g) <http://www.lutzcafe.com/menu3.html>

Berliner Kindl.

(7h) <http://berlinerkindl.com/>

Chalet Fondue.

(7i) <http://www.windham-area.com/chaletfondue.htm>

Austria Hof Restaurant.

(7j) <http://www.max-image.com/austriahofmenu.htm>

Chicago Brauhaus.

(7k) <http://www.chicagobrauhaus.com/>

Bayern Brewing.

(7l) <http://www.bayernbrewery.com/>

The Global Gourmet/Germany: Menu Guide.

(7m) <http://www.globalgourmet.com/destinations/germany/germmenu.html>

Deutsche Sprichwörter

(7n) [http://www.evcc.ctc.edu/instruct/language/german/\\$prover1.htm](http://www.evcc.ctc.edu/instruct/language/german/$prover1.htm)

Sixty-four proverbs and twenty-one tongue-twisters! Prepared by the German Department at Everett Community College. In German.

8. 10,000 DEUTSCHE VOLKSLIEDER

URL: <http://www.ingeb.org/Volksong.html>

SITE SUMMARY: This Web site lists thousands of folk songs and hymns from Germany and other countries, most with lyrics, and many with

MIDI melodies. The songs are organized in alphabetical order, by title or first verse. The site also has genealogical and travel information.

DISCUSSION QUESTIONS AND ACTIVITIES

1. German love-songs are frequently sad. Listen to “Horch was kommt von draußen ‘rein” and sing along. While the melody is upbeat, would you say the same about the lyrics? Next listen to “Heiß ist die Liebe” (“Rote Husaren”) and “Jägers Liebeslied,” and read the lyrics. What type of love is being expressed in these songs, and how?
2. Find the song “Die Gedanken sind Frei,” read the lyrics, and listen to the melody. Then, listen to the version of this song in the related “Burschenschaft Hilaritas” site. What is the main message of the song? Under what circumstances would it be sung? Can you think of songs with similar themes, created by other cultures?
3. Beer and drinking songs go hand in hand in the German culture. In the related site “German Language Song Index” find the following songs, read about them, and listen to the audio files: “In München steht ein Hofbräuhaus” (see and hear also the “Das Hofbräuhaus” related site), “Bier Her, Bier Her,” and “Ein Prosit.” Next, find “Ergo Bibamus,” written by Wolfgang von Goethe in the “Burschenschaft Hilaritas” related site. What is the spirit of these songs? Where were they sung, and by whom?
4. The joy of “Wandern” is a part of German folklore, and there are many songs dedicated to it. Try the classical “Das Wandern ist des Müllers Lust” and a few of the following: “Wanderlied” (with lyrics by W. Goethe); “Wandern, ach Wandern” (from the operetta “Der Rattenfänger von Hameln”); “Wanderschaft” (“Burschenlust”); or “Der Schwalben Wanderlied.” What elements do these songs have in common? What do these songs celebrate? What is the ideal life that they portray? Is it realistic, or wishful?
5. The German national anthem became controversial during World War II. Find it under “Einigkeit und Recht und Freiheit.” Read the text and listen to the melody. Next, go to the related “Hiberitas” site, where the song is listed under “Lied der Deutschen.” Read about this song and listen to the “Vokalensemble” version. Finally, visit the “German Language Song Index” site, where you will find it under “Deutschland, Deutschland über alles.” Who composed this song? When? What is its history? What is your opinion about the controversy that surrounds it?

6. Find the popular children's song "Backe, Backe Kuchen." Read the lyrics and listen to the melody. Then go to the related site "Backe backe Kuchen, oder Das Geheimnis des Safrans." Study the lyrics and listen to the song. Consult a related site to find out what "Safran" is used for. What two musical styles has Martin Auer mixed together? What effect has he achieved by doing so?

RELATED INTERNET SITE(S)

Backe backe Kuchen, oder "Das Geheimnis des Safrans"

(8a) <http://www.t0.or.at/~lyrikmaschine/KINDER/gartschl/03safran.html>

This page is part of Martin Auer's extensive site. This song appears in the "Lieblich klingt der Gartenschlauch" book by Auer, Klaus Trabitsch, and Jutta Bucker.

Safran: Das teuerste Gewürz der Welt

(8b) <http://www.tali.de/tali/safran.html>

With photographs of saffron plants and information about origin and usage. In German.

Jetzt wolln mir eins singen

(8c) <http://home.isnet-ev.de/wbenz/mad-lied.htm>

Wolfram Benz has researched the Allgäu-Schwäbischen Musikarchiven and published this work with much information about German folk songs. From this homepage, click on "Soldaten- und Kriegslieder" to see information about "Die Gedanken sind Frei."

Burschenschaft Hilaritas

(8d) <http://www.uni-stuttgart.de/STUDInfo/hilaritas/LIEDER/lieder.html>

The "Burschenschaft" is a cooperative of students. Their Web site provides information about their organization, activities, a link to the national "Burschenschaft" site, photographs, and "Das Liederbuch," a collection of songs with lyrics, audio files, and some additional information about each song.

Das Hofbräuhaus

(8e) http://www.hofbraeuhaus.de/g/panorama_k2.html

See a 360-degree view of the famous beer house in Munich, while you listen to the song "In München steht ein Hofbräuhaus."

German Language Song Index

(8f) <http://argo.acronet.net/~robokopp/Volksong.html>

Searchable archives of German songs, including hunting songs, drinking songs, hiking songs, hymns, and low German songs. In German with some English translations.

JAPANESE

with Jeffrey T. Adams

1. SCHAUWECKER'S GUIDE TO JAPAN: HISTORY

URL:<http://www.japan-guide.com/e/e641.html>

SITE SUMMARY: The history of the Japanese people started thousands of years ago, with groups of rice farmers who adopted elements of the Chinese culture. Soon they developed their own way of thinking. Their intensely focused culture eventually led to many years of isolation, until Japan was forced open and quickly became a dominant Asian power. After its defeat in World War II, Japan rebuilt itself into one of the largest economies in the world. This site summarizes the most important events in the history of Japan, from the Jomon period (8000 B.C. to 300 B.C.) to our day. Each section contains text with hyperlinked definitions for key terms as well as links to related sites. The site is part of a large site (1a) <http://www.japan-guide.com>) that offers “about 200 pages with illustrated, general, information about most aspects of modern and traditional Japan,” including art, computers, food, tourism, and more. All pages are available in English and German.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Click on the “Overview” button. Read down the list of events that have affected Japan’s history. Classify these events into groups, according to the type of event. Click on the “Jomon” link and read about early Japan. Now, use your imagination to create your own country. Start by describing the geographical setting. Draw a map. What is the climate like? What kinds of basic resources are available? What kind of society would you have? Where would the capital be placed? Who would rule your country, and how? What would your relations with neighboring countries be like? Write an overview of the first 500 years of history for your country, in the form of significant events and their outcomes.
2. Select the “Nara and Heian Periods” link. During this time Japan began to develop its own ideas. What is the meaning of the term “Japanize”? Do you think “Japanization” still happens in modern-day Japan?

3. Click on the "Postwar History" button. Who were the "Allied Powers"? You are a Japanese government official during this time. What are some of the things going through your mind? Think about having the Allied Powers occupying your country. Are you for or against this, or do you have mixed feelings about it? Why? Now think beyond the seven years of occupation. Have your views about the Allied Powers changed? If so, how and why?
4. Click on the "Religion" link. After reading the contents of this page, click on "Shinto," "Buddhism," and "Confucianism." Compare and contrast the information given about these three religions. How does each differ from or relate to your own beliefs?
5. Click the "Samurai" link. What was the role of the samurai? Why do you think a samurai would choose suicide? How do samurais compare with the "warrior" class from other societies or cultures, such as the knights of early England?
6. Click on the "Emperor" link. How did the Japanese emperors legitimize their position and power? Can you think of other countries with a similar type of government? What is the current status of the Japanese emperor? See a related site for additional information about Japanese emperors. Describe the advantages and disadvantages of having an emperor ruling a country.

RELATED INTERNET SITE(S)

The History of Japan (Main Page)

(1b) <http://loki.stockton.edu/~gilmorew/consorti/1ceasia.htm>

This page is part of a global history resources site housed at the Richard Stockton College of New Jersey. The History of Japan page, prepared by William J. Gilmore-Lehne (associate professor of History), presents a chronological overview of Japanese history, with many links to related sites for each era.

The Embassy of Japan in Denmark

(1c) <http://www.embjapan.dk>

The "Spotlight" section contains many pages with information about Japan, including: "The Emperor of Japan and the Imperial Institution" (1d) (direct URL: http://www.embjapan.dk/spotlight/Emperor_history.htm) and "The Imperial Family of Japan" (1e) (<http://www.embjapan.dk/spotlight/The%20Imperial%20Family.htm>).

2. HIROSHIMA PEACE SITE

URL: <http://www.pcf.city.hiroshima.jp/peacesite/>

SITE SUMMARY: The first atomic bomb was dropped on Hiroshima in 1945, causing death and destruction of a magnitude that had never be-

fore been witnessed. This web site contains information on how the bomb was built and the effect that the explosion had on millions of Japanese. Hiroshima's ongoing appeal for world peace and the elimination of nuclear weapons is thoroughly detailed in "The Will to Create Peace" section. In English and Japanese.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Click on "The Reality of the A-bomb Disasters" icon and then "Enter." This will bring you to a page with four pictures that are icons. Click on the picture before "Testimony Files." This will give you a choice of twenty-eight different files to look at. The first twenty are photographs of various objects affected by the blast. Look at all of these items, and select four that were located at various distances from the hypocenter. Who do you think owned each object? What happened to each object as a result of the explosion? Write a journal entry describing your feelings and the impact that viewing these items has had on you.
2. From the homepage, click on the "link" button and then click on "*A-bomb survivors recollect and try to express what happened in Hiroshima (25 languages available)." Read through these pages. Then go to the "A-Bomb WWW Museum" (one of the related sites) and read some of the testimonials in any of the related sections: "Voices of A-Bomb survivors," "Miyoko's Room: Let's Talk about Peace," "A Child's Experience," or "Children of Hiroshima." Based on your readings, become a citizen of Hiroshima on that day. Where are you? What are you doing at the time of the blast? What are your feelings? What are your worries or concerns? What are your injuries? How did you get them? Where are your family members? Do you know their condition? If so what is it?
3. From the homepage, select "The Reality of the A-bomb Disasters" icon and then "Enter." Click on "The Dropping of the Bomb," and find out why the bomb was dropped on Hiroshima. What were the two reasons given for using the bomb on Hiroshima? Do you agree with these reasons? What do you think were some alternatives to dropping the bomb? Did the bombing have the desired effect?
4. Click on "The Will to Create Peace" in the main menu, and then select "Enter." Every year the mayor of Hiroshima gives a declaration of peace. These speeches can be seen by clicking on the "Peace Declarations" button. Select the "1999 Peace Declaration," delivered by Tadatashi Akiba. You can watch the six-minute video of the speech and read a transcription in English, using the clickable annotations to clar-

ify the meaning of key phrases and terms. Who are the *hibakusha*? What are their “three accomplishments” according to Mayor Akiba, and what does he urge his listeners to do? What motivates his speech, and do you agree with him? Do you think nuclear weapons will ever be abolished? Why or why not?

5. Click “The Will to Create Peace” in the main menu, and then “Enter.” Click on the “Commitment to Peace” button, and read the “Hiroshima of Hope” speech delivered in 1995 by Takashi Hiraoka, mayor of Hiroshima, at American University (Washington, DC). What are some of the reasons the mayor feels he needs to give this speech? What are the reasons he gives for the Japanese fighting the war? What is his definition of war? Do you agree or disagree? Why? What lessons does the mayor give for abolishing nuclear weapons?
6. Go to the related site “The Atomic Age at Fifty.” Have students work in four groups. Each group will read one of the articles, and prepare for a class discussion by first answering the following questions: Who is the author of your assigned article, and why is he qualified to write about this topic? What are the main points that the author makes about the impact of the atomic bombs on present-day society? Do you agree or disagree with his arguments? How do you feel about nuclear weapons?
7. The paper crane has become a symbol of peace in Japan. Do you know of any other bird or animal that is a symbol of peace? Why were these animals chosen to represent what they do? Make a set of cranes like the ones found by selecting “Testimony Files.” Display them in an area that you often see, and see the “World Peace Project for Children” website for related project ideas.

RELATED INTERNET SITE(S)

A-Bomb WWW Museum

(2a) <http://www.csi.ad.jp/ABOMB/>

The A-Bomb project was started in 1995 by Mitsuru Ohba and John Benson with the objective of documenting the impact of the first atomic bomb. The main contribution of this site consists of interviews with survivors, memories, and discussions where a wide range of opinions is expressed. In English and Japanese.

World Peace Project for Children

(2b) <http://www.sadako.org/>

The story of Sadako Sasaki (a victim of the Hiroshima bombing) and her paper cranes. Instructions for folding paper cranes and sending them to Japan, and information about the “World’s Largest Paper Crane” project.

The Atomic Age at Fifty

(2c) <http://www.techreview.com/articles/aug95/atomic.html>

Twenty-one experts reflect on Hiroshima and Nagasaki. Originally published by the journal *Technology Review*.

3. HAIKU FOR PEOPLE!

URL:<http://www.toyomasu.com/haiku/>

SITE SUMMARY: This page was created by Kei Grieg Toyomasu in 1995. It contains a clear definition of haiku, a “how to write haiku” section, plus many examples of traditional and modern haiku.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Read “What is Haiku?” and “How to write Haiku-poems.” What does “haiku” mean, and what is a “haiku”? Read a few haikus. What do the haikus mean to you? Do you agree that this a great form of poetry? Why?
2. Scroll down to the “Basho, Matsuo” section. Read about Basho, then read his haiku. Select one and study its structure. Does it follow the rules for a “correct” haiku? Now read it several times. What images does it bring to your mind? What feelings does it cause?
3. Select one of the topics (e.g., computers, Christmas, food, etc.) in the “Haiku written by PEOPLE!” section, and check out the related sites to read other examples of contemporary haiku. How are these haiku different or similar to the Japanese poems?
4. Working in a small group, decide on an aspect of nature to write about. Then have each group member write one or several related haiku. Compare what each of you wrote. You may also wish to create an illustration to accompany your best haiku. Then, share your haikus with the rest of the class. Vote on the best haikus, and offer them for publication to your school or local newspaper, or publish them on a site like the “Children’s Haiku Garden.”
5. On a related site, read the biographies of the three most famous haiku poets: Basho, Buson, and Issa. When and how did each poet live? What led each of them to haiku?
6. With the help of a related site, find out what were some of the influences in the historical development of haiku. How does haiku continue to develop in our day?

RELATED INTERNET SITE(S)

An Introduction to Haiku

(3a) <http://www.geocities.com/Tokyo/Island/5022>

Summarizes information from various sources related to the history of haiku and the biographies of Basho, Buson, and Issa, with their most famous poems.

Children's Haiku Garden

(3b) <http://www.tecnet.or.jp/~haiku/>

Haiku written and illustrated by children from Japan, Canada, and England. Maintained by Ryo Suzuki.

The Art of Haiku Poetry

(3c) <http://www.lsi.usp.br/usp/rod/poet/haiku.html>

By Rodrigo de Almeida Siqueira. Create your own pseudo-Haiku, haiku in Brazil, sounds for Haiku inspiration, links, and more.

jwa@play

(3d) <http://members.aol.com/joewabbott/index.html>

Joseph W. Abbott personal page, featuring his haiku on current events.

4. TEA HYAKKA

URL: <http://www.teahyakka.com>

SITE SUMMARY: The tea ceremony (*chado*) has become one of Japan's cultural symbols. This Web site, in both English and Japanese, was created by a group of "tea enthusiasts." The texts explain what the tea ceremony is, how it was developed, how to perform it, how it relates to Japanese beliefs, and what it means in Japan's relations with other countries. The site presents pictures of the instruments, fabrics, materials, and tea rooms used for conducting this ceremony. The site also contains the full text of "A Hundred Poems," written by Sen Rikyu, Japan's most famous historical tea master. Rikyu explains how to perform a tea ceremony and, most important, what attitude the performer should exhibit.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Go to "Tea Mind, Zen Words" by Sen Shoshitsu Oiemoto. What are his views on the exchange of a cup of tea? Can you think of similar traditional customs or everyday acts that we could share with visitors from other countries to convey the same feelings?
2. Click on "Tea Room." Do you think it would be difficult to perform a tea ceremony because of the ritual? Why? Select "tatami." Why do you think there are different sizes for tatami? Why do you think ta-

tami changes with the seasons? Do you know of other cultural activities that change with the seasons? Compare these. Read the part about the “rodan.” How would social or economic status affect the material that is used in making the rodan, or do you think it would?

3. Click “Chaji.” List the main steps in the tea ceremony. Notice the clothing that is used. Is this a formal or an informal occasion? How did the hostess substitute for things she didn’t have? Would it be difficult to find the necessary furniture and foods where you live? In what cities or areas in your country or around the world would it be easy to hold a tea ceremony, and where would it be hard? Why?
4. Go to the “History” page, and read about Rikyu. What was his contribution to the tea tradition? How and why did he die?
5. Click “A Hundred Poems.” What kind of poetry is this? What is its purpose, its form, its contents? Do you think it would be difficult or easy to remember these lines while you are preparing tea?
6. Click on “Yin Yang & Five Elements.” How have these principles affected the preparations for and the execution of the tea ceremony? What is accomplished by following these principles?

RELATED INTERNET SITE(S)

The Urasenke Konnichian Web Site

(4a) <http://www.urasenke.or.jp>

Information about tea in Japan, with an emphasis on the grand masters and the Urasenke tea rooms. The Urasenke Foundation was created by Sekiso So-shitsu (Tantansai), fourteenth-generation tea master in the Urasenke lineage, in which Sen Rikyu (1522–1591) was the first generation. In English and Japanese.

The Book of Tea

(4b) <http://www.teatime.com/tea/okakura.html>

This history of tea in China and Japan was written by Kazuko Okakura, and published in 1906. The full-text of this work is freely available via Project Gutenberg or through this nicely structured Web site. The work includes extensive descriptions of Japanese tea rooms, the functions of tea masters, the role of flowers, and more.

5. ROLLING YOUR OWN SUSHI

URL:<http://www.rain.org/~hutch/sushi.html>

SITE SUMMARY: This site by Mark Hutchenreuther was one of the first Web sites providing information about sushi. It quickly attracted many visitors and won several awards. As of this writing, the site has not been

updated since December 1996. Still, it contains timeless and interesting information about this form of food art, as seen through American eyes. It also offers easy-to-follow, step-by-step recipes, from selecting utensils and foodstuffs, to preparing rice, making different sushi rolls, and many useful hints and tips. *Itadakimasu! (Bon appetit!)*

DISCUSSION QUESTIONS AND ACTIVITIES

1. Click on "Sushi History." How did sushi originate and develop into its current form? Go back to the homepage, and click on "The Sushi Bar." In what ways is a sushi shop similar to an American fast food place? Use the related sites for additional information and photographs to compose a Web essay that addresses these two questions.
2. From the homepage, select "Equipment needed." What special tools are necessary to make sushi? Compare the equipment needed for making sushi to the tools required for the tea ceremony (see "Tea Hyakka" site and activities). Which is stricter? Why do you think this is so?
3. Select the "Foodstuffs" page. Do you think it would be difficult to find these ingredients where you live? In California? In New York? Why? How are these foodstuffs similar to or different from most American food? Can you think of dishes in other countries that are prepared using some of these ingredients?
4. Click on "Rice." Why would it matter what kind of rice you used to make sushi? Go to your local supermarket and write down a list of all the varieties of rice that are available to you. Research these types of rice with the help of a related site. According to your readings, would any of these work well for sushi preparation?
5. Select "Mayonnaise." How is Japanese mayonnaise different from American mayonnaise?
6. Split up into small groups and assign one type of sushi roll per group. Study the recipe for the roll. Are all ingredients available where you live? Find out the price for each ingredient and calculate the cost of making one batch of this recipe. How many rolls will it yield? Consult the related sites as well as any other Internet pages you can find for different versions of the same recipe. Did the other recipes you found vary significantly from the recipe you started with? Which one would you say is the most traditional? Which one is easiest to make?

RELATED INTERNET SITE(S)

Inside Sushi

(5a) <http://www.learn-sushi.com>

Recipes illustrated with photographs, streaming videos of sushi preparation, a glossary, and general information about sushi.

What Is Sushi?

(5b) <http://sushi101.com>

Sushi history, vocabulary, etiquette, and recipes, with an emphasis on making sushi at home.

The Cook's Thesaurus

(5c) <http://www.switcheroo.com/Rice.html>

6. INTRODUCTION TO SUMO

URL: http://www.wnn.or.jp/wnn-t/nyumon/nyumon_e.html

SITE SUMMARY: Along with sushi and the tea ceremony, sumo is uniquely identifiable as a Japanese tradition. This Web site provides information about the latest sumo tournaments, current wrestler rankings, and an interesting biographical section with videos of the *yokunuza* (grand champions). Information is organized in three main sections: a "Beginner's Guide to Sumo"; the "Kimarite Menu," which explains the various wrestling positions; and the "Sumo Culture" pages. The site is maintained by the Nihon Sumo Kyokai, the official organization of sumo in Japan. It can be read either in Japanese or English.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Click on the "Beginner's Guide to Sumo" button. Read sections 1 through 6 to gain an understanding of this sport. How much do sumo wrestlers weigh? Compare sumo with either boxing or American wrestling, and discuss the similarities and the differences that you find.
2. As you read the "Beginner's Guide to Sumo" pages, write down the influences of the Shinto religion and the samurai culture on the development of sumo clothing, ceremonies, and so on. Why did Shinto have such an influence on sumo? Can you think of other sports, past or present, that have been impacted in a similar way?
3. Click on the "Kimarite Menu" button. Compare and contrast six wrestling moves. What is the impact of each move on the opponent? Carefully demonstrate these with a partner.
4. Read the "Sumo Culture" page. What is the "Yagura-daiko," and what is it used for? What role do musical instruments play in other sports?

5. Put on a pretend-sumo tournament in your class adapting to school regulations! Plan the costumes. Determine who the *gyoji* is and set up the rankings of wrestlers. Go through the ceremonies and other traditions. What are your role and duties in the tournament? What did you learn during this project? Write a report of your participation.
6. Go to the related site and read a “Rikishi Report” or one of the “Essays.” Use the “Glossary” if you need help with special terms. How do you feel about sumo? What are your opinions on the sport? If you could change certain aspects of sumo, what would those changes be?

RELATED INTERNET SITE(S)

SumoWeb

(6a) <http://www.sumoweb.com>

Daily reports on sumo action by dedicated sumo experts, a glossary, an introduction to the sport, and essays by fans from around the world.

7. BYUN BYUN SHINKANSEN

URL: <http://www2.neweb.ne.jp/wc/dolittle/byunbyun/>

SITE SUMMARY: The *shinkansen* (“new main line”) train system has been in operation since 1964. This site presents the *shinkansen*'s history, along with dozens of photographs, descriptions of its routes and services, speed comparisons, maintenance details, full text of related reports and articles, a bibliography, and a list of links. The site opened in August of 1996 and is updated regularly by its author, train enthusiast Dave Fossett.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Go to the “Shinkansen Types” page and peruse the “Photo Gallery.” Read about the various types of *shinkansen*. Why do you think these are known as “bullet trains”? Think of other possible names or adjectives you could use to describe the *shinkansen*. Why would you choose these?
2. Consult the “Route Map” and the “Routes and Services” page. Using this information to plan a trip from Hakata to Aomori. List the names of the *shinkansen* branches used and the main cities along each leg of the route. What is the total distance to be traveled, in kilometers and

in miles? How long will the trip last? Use a related site to find out approximately how much your trip would cost.

3. What is it like to travel on the *shinkansen*? Read the short articles in the “Journey and Event Reports” section. See also the “Japanese Railways Page.” Now, imagine yourself traveling on the *shinkansen* during both a busy time and a quiet time. What was each trip like? What new experiences did you have? Write a journal entry describing each trip.
4. Study the “Routes and Services” page. Can you see any trends in the creation and planning of new lines? If so, what are those trends? Go to the “Acela” related site. Read about the plans for high-speed rail in the United States. Compare the plans of both countries.
5. Use the related sites to research the high-speed trains of Germany and France, and compare their characteristics to those of Japan’s *shinkansen*. List the strengths of each country’s trains, and dream up the perfect high-speed train.
6. Use the related sites to find information about the status of high-speed trains in America and around the world. Make a list of countries where high-speed trains are common, with the names of the trains and their speeds. Are high-speed trains common in your country? What environmental and economic factors would influence a country’s decision to create rail-based transportation systems?

RELATED INTERNET SITE(S)

The High Speed Train Webring

(7a) <http://www.webring.org/cgi-bin/webring?ring=speedtrain;list>

Brings together sites (seventeen at the time of this writing) dedicated to presenting information and discussing high-speed trains around the world. Site topics include: the French TGV trains, the Talgo in Spain, the Australian Tilt Train, the German InterCity Express, and more.

Japanese Railways Page

(7b) <http://www.geocities.com/TheTropics/Cove/5750>

Cost of train travel, planning a trip, scenic travel, travel anecdotes, bulletin board, and links to travel resources.

Acela

(7c) <http://www.aceia.com/>

The Amtrak site for “high-speed” rail projects. See also (7d) www.amtrak.com, the official Amtrak site, and (7e) intercity.amtrak.com for intercity service.

8. KIDS WEB JAPAN

URL: <http://www.jinjapan.org/kidsweb>

SITE SUMMARY: This thought-provoking, easy-to-use, and exciting site covers all the basics about Japan. Created by the Tokyo Metropolitan Government, it presents dozens of Web pages in seven different languages and provides insights into many aspects of Japan from a young person's point of view. Read about the latest fashion trends, learn how to do calligraphy (*shodo*), review history and geography, or find out what middle school life is like in Japan. Each page has a "Q&A" (question and answer) section with additional factual information. The "Kids Web Japan" site is part of the "Japan Information Network" (8a) (www.jinjapan.org) service, a rich site offering full coverage of Japanese geography, history, culture, arts, society, news, government, technology, education, and even crossword puzzles and other interactive games.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Click on "Daily Life" and read about Japanese homes, diet, and clothing. Can you find any similarities between the Japanese way of life and your own? What differences are there?
2. Read the "Schools" and "Outside the Classroom" pages. Write down your current daily schedule. Then write down the typical schedule for a student in Japan. Compare both schedules. Would you like to be a student in Japan? Why or why not?
3. Read the "Protecting the Environment" page. What are the main environmental concerns in Japan? How are these being addressed? Are there any issues that in your view are not being taken into account?
4. Scroll down the homepage, and click on the "Folk Legends" button. Read "Urashima-Taro," and write a summary of this story. Is this similar to folk tales from America or from other countries?
5. On the homepage, scroll down and click on "What's Cool." Read about the latest and biggest fads among Japanese students. Are any of these similar to current fads in America? What are your views about these trends? What are some current American trends that a Japanese student might find extraordinary?
6. On the homepage, scroll down and click on the "Annual Calendar" button. Go through the listings of holidays for each month, and as you do so, classify the various holidays into categories. When you are done, discuss the similarities and differences between holidays in Ja-

pan and those in the United States. What are some of the holidays that both Japan and the United States celebrate? Are these holidays celebrated in the same fashion in both countries?

RELATED INTERNET SITE(S)

Japan Thru Young Eyes

(8b) <http://www.wnn.or.jp/wnn-tokyo/english/young>

The purpose of this site, as stated in the homepage, is to “show that Japanese culture is not necessarily old and crusty, but is, on the contrary, always new, young, and fresh.” It is organized into three main sections: living traditions, survival information, and young Tokyo. The site is edited by Setsuko Watanabe and maintained with the help of her English language students at Kanda University of International Studies and Bunkyo Women’s Junior College.

1. KET DISTANCE LEARNING

URL:<http://www.dl.ket.org>

SITE SUMMARY: The Latin courses on the Kentucky Educational Television (KET) Distance Learning site form part of a distance education project by the state of Kentucky that demonstrates the benefits of a developing trend in the marriage between education and new technologies. For example, in addition to satellite transmission and video conferencing, this project offers Internet-accessible streaming audio for reading comprehension exercises. A large portion of the Latin courses is open to the public, including three specific modules (Latin 1, Latin 2, and Latin 3), a section on Latin literature and culture, practice areas, and study aids.

DISCUSSION QUESTIONS AND ACTIVITIES

1. In the “Latin 1” section, go to the “Grammatica” page from the side resource menu. According to this section, what are the eight parts of speech? Define these and give examples of each part of speech. Next, write a paragraph (at least ten sentences in length) in Latin that discusses your experiences in learning and using Latin: why you are studying Latin, who your teacher(s) is, what web resources you have found useful, and so on. After completing this, go through the paragraph and identify the various parts of speech of the words you used in the paragraph. Explain how the specific parts of speech function in your paragraph.
2. Go to the “Mythology” page in the side section of the Latin resources. The mythology of the Ancient World assumed an important role in the society and culture of the Roman world. Read the three sections in *From Creation to the Twelve Olympians*: “What Is a Myth,” “Creation and the First Gods,” and “Titans.” Complete the two activities included in that section. Then, make a list of the gods that you have read about. How were these gods related to each other? What was their place in the heavens and their astronomical presence? From where did the Romans derive their mythology?

3. Within the "Latin 1" section, consult the "Fabulae" pages. Browse through the various chapter pages. Choose one of the twenty-seven available stories, and listen to it at least twice. Write a brief summary (three to five sentences) of the story you selected. What happens in the story? What is the context of the events that occur?
4. Within the "Latin 2" section, go the "Customs" page. What are the roles of the following elements in the culture of the Roman world: mail, military, money, shopping/trading, and Roman technology? Did these subjects become inalienable aspects of Roman history and society? How can these aspects benefit the study of Latin language and literature? Provide examples of writings and texts of the Ancient World that deal with these subjects.
5. In the "Customs" page, select "Law & Government," then click on "Legal Latin." Scan the list of "Latin Phrases Used in Legal English." Select three of these phrases. Using the full-text or phrase searching capabilities of a general purpose search engine (e.g., Altavista.com or Google.com), locate some texts in English that use each phrase. Select one of the results, save the URL, and print out or transcribe the full sentence where you find the phrase. Explain the meaning of the phrase in the context in which you found it.
6. The link between history and literature in the tradition of the Latin language is supported ubiquitously through the writings of the Roman world. From the categories offered on the "Historia" page of the "Latin Literature" section of this Web site, choose one historical aspect and provide explanations of how these historical events were integrated into literary works. In relation to the Latin language, what is the difference between a literary tradition and a historical tradition? Why do the borders between these two phenomena tend to disappear over time?

2. LATIN TEACHING MATERIALS AT SAINT LOUIS UNIVERSITY

URL: <http://www.slu.edu/colleges/AS/languages/classical/latin/tchmat/tchmat.html>

SITE SUMMARY: A rich resource for those interested in finding Latin language and culture materials in an online format. This Web site provides grammar aids, exercises, reading materials, and instructional plans for students of all ages. It is divided into the following areas: grammar and vocabulary helps, elementary Latin readers, acceleration readers, paedagogica, latest developments, and related sites. Each area provides an accessible format for many levels of practice and study.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Within the “Grammar and Vocabulary Helps” section, go to the “Summarize Particular Verbs: All Conjugations” page, and study the five verbs that are presented in the active voice. What is the meaning of each verb in English? Choose one of the verbs and compose a sentence that uses it in an actual context, starting with the present indicative. Then, transform your sentence to use different conjugation forms. For each variation, write a brief comment on the function of the specific conjugation form of the verb and what meaning it gives to the sentence.
2. Within the “Grammar and Vocabulary Helps” section, go to “The idea of case in Latin” page, and study its contents. What is the “case” of a word, and how does it function etymologically and grammatically? Is it related to the meaning of the word? Does it pertain to a specific part of speech in the Latin language? How does “case” differ from “number” and “gender?” Give a summary of the information provided on this page. Comment on the benefits of understanding the concept of “case” when studying Latin language and literature.
3. Go to the “Elementary Latin Readers” section of the site. Read over the “Secundum Bellum Punicum” from Lhomond’s “De Viris Illustribus.” What is the history of this war? Who was involved and why did it occur? According to Lhomond’s text, can we tell if this war had the support of the Roman people? Describe the relation between this war and between the wars that precede and follow this second war. Also, discuss the main issues that caused this war and the reason that they could not be resolved to initiate a time of peace.
4. Go to the “Acceleration Readers” section of the site. The “Tusculan Disputations I” refers to a pivotal time in the history of Cicero’s presence in the Early Roman empire. Provide a brief synopsis of this piece, then address the following questions: What was the origin of these disputations? How is Cicero trying to affect the audience or the reader? Is he trying to defend his cause, or is he trying to persuade the audience/reader to support him? Give your opinions on the possible outcomes of these disputations.
5. Go to the “Acceleration Readers” section of this site. The “Letters I” and “Letters II” of Pliny the Younger provide a personal insight into the life of this writer of the Ancient World. Read over both of these readings, and explain what the subject matter and content of these letters often tends to be. What are the author’s attitudes and feelings about Rome and the Roman citizens? What kind of tone does Pliny

the Younger use in these letters? Is it typical of correspondence, or does it resemble another type of writing? To whom does he seem to address his letters: a friend, a family member, or an anonymous reader? Explain your answers with specific textual references.

6. Many believe that since it is an ancient language, Latin has no place in classrooms of language and literature learning today. What do some of the resources of the "Paedagogica" section ascertain about this issue? More specifically, read the article "Upgrading Latin Pedagogy" by Claude Pavur. What does Pavur consider the role of Latin instruction in schools and colleges to be? How does he differentiate his opinions from those of other scholars writing about the use of Latin in academia? After answering these questions, discuss your opinions regarding the benefits and drawbacks of studying Latin language and literature.
7. The debate over how to teach Latin in schools and universities today has received a wide variety of suggestions. Within the "Paedagogica" section of this site, what is the "GRASP method for promoting the acquisition of Latin," and what are its benefits to students and teachers? How is this method integrated into the classroom and studying techniques? Describe the way in which this method is used and how it encourages Latin language acquisition. Finally, give your opinions on the effectiveness of GRASP and how it can be integrated into the classrooms of schools and universities.

3. THE CLASSICS PAGE AT AD FONTES ACADEMY

URL: <http://patriot.net/~lillard/cp/>

SITE SUMMARY: At this comprehensive online library, one can easily find texts from both Greek and Roman authors. From both the main page and the library page, a pull-down menu provides direct access to more than sixty-five areas of Latin text, including authors such as Augustine, Caesar, Catullus, Cicero, Ovid, and Propertius as well as areas of interest such as medieval Latin and Neo-Latin. The useful "Quid Novi?" (What's New?) announcements guide visitors to the most recent additions. There is also a list of Latin texts, most of which are found at other Web sites, and general links that provide connections to a wide variety of classical and contemporary issues related to both the Latin language and the study of various cultures and civilizations of the ancient and medieval periods of history.

DISCUSSION QUESTIONS AND ACTIVITIES

1. From “The Latin Library” page, “jump directly” to the contents provided for the writer Horace. Briefly look over the six categories of works that are included in these pages. What does the name of each category mean? Focus on one category, and examine one of its works more closely. Write a summary of this work.
2. *The Aeneid* of Vergil is an important work in the history of literature. In the section devoted to Vergil, choose the first of the twelve books of *The Aeneid* (3a) (direct URL: patriot.net/~lillard/cp/verg.aen1.html), and read as much of this work as you can (at least fifty verses). How does Vergil use language and metaphor? What are the subjects that Vergil uses in his writing? Could Vergil’s poetry still be considered timely or relevant today? Provide explicit reasons and examples when expressing your opinions.
3. In the “The Latin Library,” see the list of works by Tacitus. Six *Annales* and five *Historiae* are available. What is the difference between an *annal* and a *historiae*? At what point in the history of the Roman empire was Tacitus writing, and what perspective does he give on the subject matter of his works? How are his works linked to specific moments in Roman history? Choose one work from each category, and discuss Tacitus’s development of historical perspective.
4. In “The Latin Library,” see the list of works by Seneca. What are the six different genres he uses, and how are they different from one another? Peruse the list of “Proverbs.” Select six of these proverbs, and translate each into English. Are these proverbs current, that is, are these or similar proverbs in use today? Can you find modern equivalents for your selected proverbs?
5. The writings of Ennius that can be found in “The Latin Library” are fragments of poems. Why do you think only fragments of these particular poems remain? Would a poem have been purposely written as a fragment? Choose one fragment, and describe the subject matter, tone, and literary constructions that can be found in it. Finally, use your analytical and creative interpretations to construct a completed version of the fragmented poem.
6. Within the “The Latin Library,” go to the pages on Neo-Latin. In relation to what you read from previous pages in “The Latin Library” or other Latin resources, how does the language of this work differ from that of works of earlier periods of the Latin language? Is the subject matter of the writings of the Neo-Latin period different from that of other writings that you have read? Choose four specific writers

of this period, and focus on one writing by each of these writers. What can you infer about the author of these works in relation to subject matter and language style of this piece? After reading these examples of Neo-Latin writing, what comments can you make about these forms of Latin in general?

4. CLASSICAL STUDIES IN KENTUCKY

URL: <http://www.uky.edu/ArtsSciences/Classics/>

SITE SUMMARY: Based at the Classics Department of the University of Kentucky, the “Classical Studies in Kentucky” Web site offers a plethora of opportunities for online study and research. Most notably, the site offers the following five resources: “Diotima,” materials for the study of women and gender in the Ancient World; “Lupa,” a search engine directed toward the classics and classical studies; “Quaere,” a list of more than forty search engines and web tools; *Retiarius*, a Latin journal of commentary on classical issues and present-day events; and “Stoa,” a consortium for electronic publication in the humanities. Throughout the many pages of this site, learners of all levels and ages can find many beneficial resources for improving their knowledge and comprehension of Latin and the Ancient World.

DISCUSSION QUESTIONS AND ACTIVITIES

1. “Lupa” is a searchable database on different aspects of Antiquity and classical times. From the “Classical Studies in Kentucky” homepage, click on the “Lupa” link. Study the scroll-down window on the first page of “Lupa.” Which subject headings are relevant to ancient or classical Rome? Select “Coins” and click on “Quaere” to do a search. How many of the results listed contain information about Roman forms of money? Search on “Law,” “Maps,” “Mythology,” “Science,” and “Volcanoes.” Generalizing the results of your searches, characterize the types of sites and information that the “Lupa” database offers to those interested in ancient and classical Rome.
2. *Retiarius* is an online journal providing articles and discussions entirely in Latin. Browse through the most recent topics of *Retiarius*. Are these pieces related to academia, culture, history, or society? Is Ancient Latin, Medieval Latin, or Neo-Latin primarily discussed? Choose one article, read it, and write a summary of the points discussed (in Latin and English).

3. In many cases, the writings of Pliny the Elder can be viewed as social commentary. From the “De Feminis Romanis” (Latin Readings on Roman Women) section of the “Diotima” page, select the “Remarks on Statutes of Women.” In relation to these statutes concerning women, how does Pliny the Elder view these laws and their effect on the social condition of women? How would you describe Pliny the Elder’s commentary on these statutes?
4. From the “Diotima” page go to the “Courses and Teaching Materials” page. Find at least three examples of Roman laws concerning women, and provide short commentaries on these laws in the same style employed by Pliny the Elder.
5. In the “De Feminis Romanis” section of the “Diotima” page, go to the page that presents Livy’s “The Rape of Lucretia and the End of the Monarchy.” In this excerpt, a historic scene of barbaric vulgarity of ancient Rome is closely depicted. How does Livy describe the Romans in the first part of the excerpt? What are the exact words used in this description, and what sense or connotation do they convey? How are women described by the Romans, and why are the Roman men describing them in this particular fashion? How would you describe the character of Lucretia? In what way does Livy present her, and how does her character develop in this particular part of Livy’s literary work?
6. Many forms of Roman art were either borrowed or derived from those of ancient Greek art. The same can also be said of Roman literature and writings. One area of interest is how Romans viewed Greek literature is the work of Greek women poets. In general, how did the classical Roman scholar or literary enthusiast look upon the works of ancient Greek writers and poets? Did men and women poets receive equal responses from the Roman literary tradition? While women poets made important contributions to the poetry of ancient Greece, what kind of effect did women have in the tradition of literature and poetry in different periods of classical Rome? How can the differences between the role of women poets in the ancient Greek world and the ancient Roman world be explained?

5. PERSEUS PROJECT

URL: <http://www.perseus.tufts.edu/>

SITE SUMMARY: The Perseus Project is a digital library focusing on the ancient world. Dating from 1985, this project has produced two CD-ROMs and the online Perseus Digital Library, which consists of textual

and visual materials in reference to many elements of ancient times, including periods of both Greek and Roman civilization. As part of its online presence, the Perseus Project Web site offers many areas of interest, such as “Art and Archaeology,” “Texts and Translations,” “Text Tools and Lexica,” “Historical Overview,” and a series of help pages. Numerous primary Latin texts with English translation are also included. Thus, this site can be very useful for students and teachers of classical studies, including the great expanses of both ancient Greek and Latin language, history, and culture.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Click on “Texts.” This will take you to the “Texts and Translations” page. Select “Latin Texts” to see the page “Primary Text Index: Latin Texts” (5a) (direct URL: http://www.perseus.tufts.edu/Texts/latin_TOC.html). Go to the writings of Cicero, and read “To the citizens after his return.” Cicero commends the people of Rome for the enthusiasm shown on his return. From this reading, can you understand why Cicero had to leave? What kind of tone does Cicero take in his address to the people of Rome? What do you think some of the people listening to the speech might have commented? Create at least five replies (of a few sentences each) that people of Rome might have made directly to Cicero.
2. From the list of Cicero’s writings, go to “In the Senate after his return.” In contrast to the events that led up to his speech to the people of Rome, Cicero’s speech to the Senate is much more political. In relation to this speech, discuss the point of Cicero’s departure and his return to Rome. To what does the context of his speech allude? Why do you think he had to leave?
3. A series of events play an important role in Cicero’s departure and return to the city of Rome. Who or what played an important role in these developments? Why and how did Cicero affect the political/social situation of Rome and the Roman empire? Do a brief search through the other writings of Cicero and find other works that may contribute to a better understanding of his departure and eventual return to Rome. Compose a short history of events that led to Cicero’s departure, and explain the importance of these events in classical Roman history.
4. With all the information that you have collected regarding these events in classical Rome, compose a short journalistic blurb (at least one paragraph and in Latin) that might have appeared in a type of magazine or newspaper of that time. In this exercise, refer to Cicero’s

return and the speeches that he makes to the Senate and the public. Try to condense the necessary information into a concise report of the pertinent events.

5. From the list of Latin texts, go to Caesar's "Gallic War." Read over the first part of this work in Latin. How is Gaul described by Caesar? What words and phrases does Caesar use to create an image for the reader of Gaul's beauty and magnificence? According to Caesar's text, what were the events that led up to the Gallic War? Do you think there was any way that the war could have been prevented? Does Caesar's text seem to justify the necessity of war?
6. Imagine that in this classical period a type of United Nations had existed. What would the Security Council of the Ancient World have mandated in the case of the Gallic War? Who would have been reprimanded? Who would the international community of tribes and city-states have supported? Provide answers to these questions in Latin.

6. LATE ANTIQUITY IN THE MEDITERRANEAN

URL: <http://www.unipissing.ca/department/history/orb/LT-ATEST.HTM>

SITE SUMMARY: Late Antiquity is a period of great change and transition. During this time, the Roman empire undergoes a major transformation, while the balance of power in the Mediterranean shifts drastically toward the East. The "Late Antiquity in the Mediterranean" Web site explores the many developments that occurred in this historic epoch. Some of the main components of this extensive online resource are "An Overview of Late Antiquity," "A Visual Tour through Late Antiquity," and extensive links to related sources. With such diverse areas of study as the life of Constantine, the New Roman Empire, and the growth of Arab dominance in the seventh century, Late Antiquity provides many opportunities for study and research, especially on the impact that these historical and cultural shifts had on the Latin language.

DISCUSSION QUESTIONS AND ACTIVITIES

1. The collapse of the Roman empire was an event of great importance in the history of the Ancient World. Within the "Late Antiquity in the Mediterranean" page, we find various reasons as to why this collapse occurred. What were some of the trends in politics and commerce that

led to the decline of the Roman empire? Do modern historians tend to put the blame on the political or on the military leaders of the Late Roman world? Was the end of the Roman empire an event that resulted from internal events or from events originating outside of the empire?

2. Review the images of Justinian and Theodora presented in the “A Visual Tour through Late Antiquity” page. How are the emperor and empress of the Roman world presented? Can we see something around them that signifies their status? How are these images different than those of previous leaders of the Roman empire? Do the concepts of supreme authority or religious conviction appear in these images? Discuss how these images reflect the historical developments in Late Antiquity.
3. Dating approximately from the third to the seventh century, Late Antiquity represents a period of great transition for the Roman empire and for the entire Ancient World. Within the “A Visual Tour through Late Antiquity” page, look over the different images that are presented. Go to the image representing the ivory portrait of Stilicho. How is he presented? From this and other images of this time, what can you tell about the difference between the civilized world and the barbarian world in 400 A.D.?
4. An important theme in the history of the Late Roman army is the “barbarization” of the army. How do historians define this term? Who were the allies of the Roman empire that supplied troops to the Roman army? What aspects of Roman political or military policymaking allowed “barbarization” to happen? What effect did this “barbarization” have on the collapse of the Roman empire? What types of barbarians, or foreign groups, entered the ranks of the Roman army, and what effect did they have on the Late Roman army?
5. The emperor Constantine selected Constantinople as the new seat of the New Roman empire. How was this empire different from the Late Roman empire? What was the role of the Imperial Church? What are the major characteristics of society and culture in this New Roman empire? Was this series of changes due simply to the rule of Constantine, or was this transformation an integral part of a dynamic era?
6. What factors led to the dissolution of the Roman empire and the Ancient World? In what ways were the typical manifestations of government and society in old Rome incompatible with the new Roman world of the fifth and sixth centuries? What changes occurred in the composition and activities of the urban world of that time? What effect did the Arabs have on the new sense of urban civilization and the New Roman empire?

7. BIBLIOTHECA AUGUSTANA

URL: <http://www.fh-augsburg.de/~harsch/augusta.html>

SITE SUMMARY: The Bibliotheca Augustana page is a rich online resource for classical and early languages. This site contains an electronic library in Latin, Greek, German, English, and French. In the Bibliotheca Latina pages, there are three main categories: Roman Latin, medieval Latin, and New Latin. The works of many writers and orators of great importance are present in the pages of this site, including those of Cicero, Caesar, Copernicus, Columbus, Thomas Aquinas, and Spinoza. Texts are presented in the particular language of the category, so the pages that are entirely in Latin act as an extensive resource for reading comprehension and practice for those studying Latin. Additionally, since Bibliotheca Augustana offers many works in the medieval and New Latin categories, those interested in Latin are able to read and work with texts that extend far beyond ancient Latin and the Roman world.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Augustus is an important figure in the Early Roman period of the Latin language. What works by Augustus are available in the Bibliotheca Augustana online library? After providing the titles and brief summaries of the works, explain why this particular writer was chosen to be included in the Bibliotheca Augustana.
2. The writings of Nepos are extremely important in the period of the Early Roman empire. What works are available of this writer in the Bibliotheca Augustana online library? Where did Nepos live, and in what period did he write?
3. The writings of Isidorus date from the period of Late Antiquity in the Ancient World. What works of this writer are available in the Bibliotheca Augustana? How do his writings relate to today's culture and society?
4. The writings of Ekkehardus I are important in the medieval period of the Latin language. What works of this writer are available in Bibliotheca Augustana online library? If Ekkehardus I were writing in the present day, how do you think the original text would change?
5. The writings of Dante are extremely important in the history of language and literature. List the works by Dante that are included in this site. Choose an excerpt (at least two paragraphs) from one of these works, and rewrite it, in Latin, as if he were composing the piece in

the present time. Be sure to use references to modern social or cultural aspects.

6. The writings of Thomas Aquinas represent the peak of theological and philosophical writings of the thirteenth century. What works of this writer are available in Bibliotheca Augustana online library? Is this writer important on a social, political, or cultural scale?

8. DE IMPERATORIBUS ROMANIS

URL: <http://www.salve.edu/~romanemp/startup.htm>

SITE SUMMARY: The *De Imperatoribus Romanis* (DIR) Web site presents an online encyclopedia of the Roman empire and its rulers. Covering a historical era that spans more than a millennium, the pages of this Web site confer textual and visual information from the period of Augustus (27 B.C. to 14 A.D.) to that of Constantine XI Palaeologus (1449 to 1453). The DIR encyclopedia contains the following elements: an index of all the emperors who ruled during the 1,500 years of the Roman empire, biographical essays on the individual emperors, “stemmata” of important imperial dynasties, an index of significant battles in ancient and medieval Roman history, concise descriptions and maps of these battles, and also maps of the Roman empire at various times during its existence. The images found on these pages allow those studying Latin to have an online visual resource to accompany readings and texts.

DISCUSSION QUESTIONS AND ACTIVITIES

1. The “Imperial Index” page of the DIR is very useful because it offers both a chronological and an alphabetical listing of the emperors during the various periods of the Roman empire. Split the class into groups. From the chronological listing of this index, review the emperors that ruled in the first 200 years of the united Roman empire. Assign one of these emperors to each group, and have them read about his life. Did he have an important effect on the development and history of the Roman empire during his lifetime? In your opinion, what did this leader do (or not do) for the united Roman empire? What effect did this particular leader have on the entire history of Rome and the empire? Use the DIR indices and informational pages to support your ideas. Have the groups compare and contrast the attributes of the different emperors.

2. In 395, the united Roman empire was severed into the western Roman empire and the eastern Roman empire. From the chronological listing of the “Imperial Index” page, review the emperors that ruled the western Roman empire. Upon doing this, choose six emperors that you believe had an important effect on the development and history of the western Roman empire. In your opinion, what did these leaders do (or not do) for western Rome? What effect did these particular leaders have on the entire history of Rome and the empire? Use the DIR indices and informational pages to support your ideas.
3. The “Imperial Stemmata” pages provide useful information regarding the lives of the rulers of the Roman empire. Within these pages, what is meant by the “stemmata” of a particular dynasty? What does the word *stemmata* mean, and from where does it originate? After reviewing all the various stemmata of the Roman dynasties, choose one and discuss its importance in relation to the breadth of the entire Roman empire. Which stemmata do you consider to be the most interesting? Which one seems to be the most powerful? Support your ideas with information from the particular biographies presented in these pages.
4. The “Imperial Battle Index” pages offer information in relation to the different battles that occurred throughout the Roman empire. Which battles seem to be most pivotal in the history of the Roman empire? Why? Which battles lasted the longest? Why did they continue for so many years? Select one of these battles and collect data about it from the “Imperial Battle Description Index” and “Imperial Battle Map Index.”
5. Go to the “DIR and ORB Ancient and Medieval Atlas” page, and look over the city and topographical maps of the Roman empire. In reviewing these maps, what can you determine about the way that urban areas were developed in the Ancient World? How did most of the people live, and how did they get the necessary essentials for survival? Does there appear to be any kind of city planning in these areas of the Roman empire? Provide specific references from which maps you are drawing your conclusions.
6. On the “DIR and ORB Ancient and Medieval Atlas” page, study the maps of Europe from 100 to 1500. There may be only minor changes in each map, but what are the most notable shifts over these 1,400 years? How would you characterize the visual transformation of the Roman empire as seen in these maps? Choose five of these maps, and explain why they are particularly effective in demonstrating a major shift or change that occurred in the history of the Roman empire.

RUSSIAN with Andriy Adaryukov

1. AN ONLINE RUSSIAN REFERENCE GRAMMAR

URL: <http://www.departments.bucknell.edu/russian/language>

SITE SUMMARY: This site is dedicated to the practical study of Russian grammar. It contains basic information that you can use to get started, from instructions on installing Russian fonts on your computer, to lessons on different parts of speech and reading exercises. The site is divided into seven main sections: verbs, nouns, adjectives, pronouns, prepositions, conjunctions, and a list of links to related resources. Professor Robert Beard, a member of the Linguistics Program at Bucknell University, authored and maintains these pages.

DISCUSSION QUESTIONS AND ACTIVITIES

1. From the "Preliminaries" section, click on the link labeled "The Cyrillic Alphabet." You will see two columns of simple Russian words, each with a humorous English translation. With the help of your teacher, and drawing on your knowledge of basic Greek characters, read each word. Start with the first row in column one. As you work through the list, write down the letters you encounter. How many letters did you identify? How many consonants? How many vowels? Are there any letters that do not have corresponding sounds? What function do those silent letters perform? By what means is this function fulfilled in your own language? Finally, are the words in these columns listed in alphabetical order?
2. Follow the link at the bottom of the "Cyrillic Alphabet" page to the "Russian Signs" page at Tom Beyer's "Russia Today" site (1a) (direct URL: <http://www.middlebury.edu/~beyer/RT/pages/signs/signs.shtml>). Browse through the photographs of actual street signs. Make a list of the signs that advertise foreign products or corporations. Check your list for automobile brands that are being advertised. Can you also name some popular Russian car brands? The arrival of foreign products in Russia is one of the aspects of the phenomenon known as "globalization." What is your position regarding globalization? How do you think the Russian people feel about this? Would

any differences of opinion relate to a person's socioeconomic status, or would it depend on other personal characteristics?

3. List five common English words. Select three of the English-Russian dictionaries listed in the "Russian On-line Dictionaries" page. Search for your chosen words in each dictionary, and write down the definitions that you find. Do all dictionaries give identical definitions for the same words? Discuss any differences, and think of reasons that may cause them.
4. Read the "Verbal Aspect" page, which you will find linked from the "Russian Verb" section. What are the major structural differences between Russian and English? Discuss how these languages use different means to express the same concepts. For example, think about the Russian "Verbal Aspects" and the system of verbal tenses in the English language, that is, "went"—"have gone"—"had gone"—"was going," and so on.
5. The second section of the "Russian Pronunciation" page deals with features of pronunciation peculiar to certain geographical areas within Russia. Cite a few examples of regional variations of pronunciation in the English language. Are there social dimensions to such variations? Do you think the same is true for Russia? Can you find any evidence one way or another? Writers often use peculiar pronunciation (expressed through spelling) as a means of characterization. Find one Russian and one English example to illustrate this phenomenon.
6. Go to the related site "Intermediate Reading Texts." Read the "Objectives" and "Reading Activities." The site contains a sample text in Russian. Go to "Sample Reading." Read the "Background," work through the various activities, and listen to the sound recording. Create and play out a dialog between American and Russian parents of high-school students. The discussion should center on the prospects of higher education for their children.

RELATED INTERNET SITE(S)

Russia Today

(1b) <http://www.middlebury.edu/~beyer/>

Tom Beyer, professor of Russian at Middlebury College, helps students take a look at Russian language, culture, and places.

Intermediate Reading Texts by Irene Thompson

(1c) <http://nts.iii.hawaii.edu/irene/>

This page presents a sample strategy-based reading lesson prepared by Irene Thompson for the University of Hawaii.

2. THE VOICE OF RUSSIA

URL: <http://www.vor.ru>

SITE SUMMARY: The Voice of Russia (VOR) is a state-owned radio company. VOR has been broadcasting in Russian and in many foreign languages since October 29, 1929. This multilingual Web site lists hundreds of feature programs that give listeners around the world an insight into various aspects of life in Russia. The daily news programs are available in Real Audio format in six languages. The site also contains information about Russian culture, the economy, current events, science, and technology. Information about many notable Russians is easily accessible from the direct URL: (2a) <http://www.vor.ru/culture/>.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Read the page "About Voice of Russia" (2b) (direct URL: <http://www.vor.ru/pb.html>). How many languages does the VOR broadcast in? What is the size of its audience? Most important, what is its stated purpose? Go to the program guides and schedules, which are linked from the menu of languages located on the left-hand side of the page. For example, select "English" to see a list of worldwide programs broadcast in English (2c) (direct URL: <http://www.vor.ru/world.html>). Browse through the programming guide. How would you characterize the scope, focus and direction of the VOR programming? What are the general policies regarding the content that is broadcast? If you own a shortwave radio, try picking up some of the listed programs. Based on these activities, report on your impression of what is newsworthy to Russians and what this tells you about the Russian way of thinking.
2. From the homepage, click on one of the links for the Russian version of the site. You will see a link labeled "Our Real Audio." This will take you to the list of programs available in Real Audio format (2d) (direct URL: <http://www.wrn.org/ondemand/russia.html>). Listen to the programs available in Russian. Do you notice any peculiarities in the language style of the news program? How is this journalistic style different from other styles, such as conversational, literary, or official (bureaucratic) styles? Write down any clichés or expressions used in the program that seem specific to this journalistic style. Do these expressions have English equivalents?

3. From the “Our Real Audio” page, select the current news program in Russian. While you listen, write down the title or a one-sentence description of each news item. Now, go to the Voice of America Web site (2e) (<http://www.voa.gov>). Click on “WEBCASTS” to reach the “VOA Internet Broadcasting” page. Once there, scroll down until you find the “Russian” link (2f) (direct URL: <http://www.voa.gov/stream/russian.html>). Listen to the latest “on demand” news program. Again, write down the titles of the featured stories. When you are done, compare both lists. Did both broadcasts carry the same news? Were you able to detect a difference in focus between both sites, or a different emphasis on certain aspects of the stories? If so, what do you think are the underlying cultural, political, or historical reasons that would cause these differences?
4. The Russian expression *malaya rodina* (small motherland) refers to much more than one’s place of birth. In the Russian experience, this is where you are raised and where you live all your life. When you die, you are buried in the same cemetery as your parents, grandparents, and several generations of ancestors. From the homepage, click on the category “Outside the Capital” (2g) (direct URL in the English version: http://www.vor.ru/outside/outside_f.html). Select an article from this page or from the “Archive” that is linked from there (e.g., “Great Novgorod Marking the 1140th anniversary of the ancient city,”) “The glorious history of the Irkutsk convent,” or “A third birth of the Ryazan Kremlin?”). Use a map of Russia to find the location of the town or region that the story refers to. How far is it from Moscow? Try putting yourself in the situation of someone whose family and roots are in that location. How would you feel about the story that you read? Would you feel a personal connection to these events? Contrast these experiences with the phenomenon of modern mobility in countries like the United States, where it is not uncommon for families to move from city to city every few years. Do you think Americans in big cities share the Russian feeling of history? How about Americans in small towns? How do you think these feelings affect people’s overall worldview?
5. Russia recently celebrated the 200th anniversary of the birth of Alexander Sergeevich Pushkin, perhaps the most famous Russian poet and an integral part of Russian self-identity. From the homepage, select the “Russian Culture Navigator” (2h) (direct URL in the English version: http://www.vor.ru/culture/culture_eng.html). Here, click on the icon labeled “To mark the 200th Pushkin’s birth anniversary” or search the archives for “Pushkin anniversary” (2i) (direct URL: http://www.vor.ru/culture/pushk200_eng.html). Read “PUSHKIN, THE QUINTESENCE OF RUSSIAN SPIRIT,” by historian Aleksei Anikin. Describe the importance of Pushkin’s work.

6. Find the page “To mark the 200th Pushkin’s birth anniversary” (see question 5 for directions), and read the article “ST. PETERSBURG OF ALEXANDER PUSHKIN.” When was Pushkin first brought to St. Petersburg? Which Russian emperor did Pushkin describe as “the most romantic”? Why? List in chronological order all emperors mentioned in the article and their connection with Pushkin’s life. Think about the relationship between the ruler (the power) and the poet. Can you think of another example from history of this type of relationship?

RELATED INTERNET SITE(S)

Voice of America, Russian programming

(2f) <http://www.voa.gov/stream/russian.html>

This page lists the Voice of America Real Audio programs in Russian. The VOA also has a Russian service section available at (2j) <http://www.voa.gov/russian/>.

3. REVELATIONS FROM THE RUSSIAN ARCHIVES

URL: <http://www.loc.gov/exhibits/archives>

SITE SUMMARY: Take a walk on the dark side of the internal workings of the Soviet system. This Library of Congress exhibit presents twenty-five original Soviet documents, most of them accompanied by full English translations. The first part of the exhibit, “Internal Workings of the Soviet System,” summarizes the activities of the totalitarian regime that began with Lenin and gained its greatest strength with Stalin. The second part of the exhibit is entitled “The Soviet Union and the United States” and attempts to chronicle relations between the U.S.S.R. and the United States during the twentieth century. The texts and images of these documents were made available on the Internet in 1992, making this the first exhibit ever to open simultaneously in a library and in virtual space. Read the “Acknowledgments” and the “Transcript of Exhibit Conference” for additional information on the purpose of the exhibit and how it was made possible.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Read the “Internal Workings of the Soviet System” page. What was the basic philosophical premise regarding individual versus collective interests that was underlying the totalitarian methods of the Soviet rulers? How was this premise reflected in the political, economic,

and administrative structure of the U.S.S.R.? What is the guiding principle of your country's government? What is your personal opinion on what constitutes the best balance of individual and collective interests?

2. Read the "Repression and Terror" and the "Hanging Order" pages, and the related site "And They All Confessed." What role did the murder of Sergei Kirov play in Stalin's rise to power? Who were Stalin's four main political opponents? Did Stalin see them as threats to his absolute authority? Why? What happened to them? Read Rykov's letter and Bukharin's speech. What were these men feeling, and what were they trying to accomplish? In your opinion, were they guilty or innocent?
3. Read the "Secret Police" and "GULAG" pages. What characteristics of the Soviet state made the existence of such an organ not only logical but absolutely indispensable? What characteristics of the police itself made its own demise inevitable? What was the GULAG and what were the economic and political justifications for its creation? Discuss the corrupting nature of unbridled power using other historic examples similar to the Soviet secret police and the GULAG.
4. The "Collectivization and Industrialization" and "Ukrainian Famine" pages deal with the breakdown of agriculture in the Soviet Union in the 1920s and 1930s and the tragedy that ensued. What were the overt economic and hidden political reasons behind rapid collectivization and industrialization? When was the First Five-Year Plan adopted, and what were its goals?
5. Read the "Anti-Religious Campaigns" and "Attacks on Intelligentsia" sections. Why do you think the destruction of religion was such an important goal for every Soviet ruler, starting with Lenin? What other countries have had similar "cultural revolutions" with the purpose of eliminating the intelligentsia? Discuss the importance of freedom for the existence of a true democracy.
6. Using the information found in the "Soviet Union and the United States" section of the exhibit, create a timeline of Russian-American relationships. Mark on it the leaders of the two countries and the most significant historical events (treaties, crises, proxy wars, etc.). Compare and contrast the Soviet and American political systems, societies, and people. What events led to tension between both countries? What has led or could lead to greater cooperation and understanding?

RELATED INTERNET SITE(S)

And They All Confessed

(3a) http://art-bin.com/art/amosc_preeng.html

Gudrun Persson, a Swedish historian, recounts the terror that reigned under Stalin.

4. M. V. LOMONOSOV MOSCOW STATE UNIVERSITY

URL: <http://www.msu.ru/english/>

SITE SUMMARY: Moscow State University is one of the oldest and most important institutions of higher education in Russia. The university's official site contains a wealth of information about the history, traditions, and present-day structure and functions of the university. The English version of the site contains much information, but several sections are available in Russian only.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Select the "General" section, and click on "History." When was Moscow State University founded? Why and when was it named after M. V. Lomonosov? Lomonosov is sometimes called the Russian Benjamin Franklin or a Leonardo da Vinci because he distinguished himself in the sciences and liberal arts. He was also an astute politician. Do you think the emergence of this type of generalist scholar would be possible in today's world? Why, or why not?
2. MSU was founded at a time when the majority of the population did not have access to higher education. Using the "History" page in the "General" section and a related site about Lomonosov, discuss the changes that this university introduced. For example, what was the significance of the fact that the Russian language was used alongside Latin in the teaching process? Was a person's social status considered a factor in the admission process? Which fact from Lomonosov's biography would logically make him a passionate advocate for disregarding the system of birth privileges? What other famous historical figures do you know who were of low social status by birth? Discuss the importance of universal access to education in terms of a country's ability to progress and develop.
3. Read the "Admission Rules for Undergraduates," available from the Russian version of the site (4a) (direct URL: <http://www.msu.ru/russian/stud/priem/rul-gen.html>). Compare this system of admissions with that of American universities. List some similarities and differences. What do you think are the pluses and minuses of the two approaches? Notice the rather widespread use of oral examinations. This is common at all educational levels in Russia. What do you think

are the differences between an oral exam and a written exam or a multiple-choice test? Which of these modes of communicating or proving your knowledge would you prefer? Why?

4. The development of the Internet has been slower in Russia than in Europe and the United States. The report titled "Russian Internet in Numbers and Facts" is available in the Russian version of this site. Select the "Current Condition and Problems of the Development of the Russian Internet" (4b) (direct URL: <http://www.msu.ru/russian/book99/RIiFaN-4.html>). According to the research conducted in December 1998, how many unique Internet Protocol (IP) addresses were registered in the domains .ru and .su? The twenty-five largest Internet service providers (ISPs) accounted for what percentage of the total number of hosts in the Russian segment of the Internet? In what Russian cities were these ISPs concentrated? Why do you think this would be the case? Which two distinctive sectors did the authors see dominating the Russian segment of the Internet? What was the significance of this distinction? What did the authors see as the important immediate and long-term goals for the development of the Russian segment of the Internet? You will also find useful summaries in the "Conclusions" page (4c) (direct URL: <http://www.msu.ru/russian/book99/RIiFaN-9.html#Fin>).
5. From the homepage, hit the "Campus Life" button. You will see a list of departments under "Students' Home Pages." Start by selecting the link for the "Faculty of Philology" (4d) (direct URL: <http://www.philol.msu.ru/rus/ind/dosdom.htm>), where language and literature are studied. Visit some of the student homepages. Move on to other departments, and continue visiting student pages. Are most of the pages in English, in Russian, or in both languages? Select one that you like, and read it carefully. What kind of information did this student post to his or her homepage? Is it mostly personal or related to lectures and homework? What did you learn about this student's life, background, and aspirations? What else can you tell about him or her from any photographs or additional information present on the page? What questions would you ask him or her if you had the chance? If the student has listed an E-mail address or an ICQ or similar number, try contacting her or him and report back to the class when you establish contact.
6. A separate server hosts the Mass Media Center of MSU. Here you will find the electronic edition of the student newspaper *Moscow University* as well as video and audio news. Listen to the latest audio news, watch a video news segment, and browse the current issue of the newspaper. What are the current issues that are being reported by the media at Moscow University and that are affecting students and fac-

ulty members? Use this information as the basis for a brief report titled "A Day in Life of Moscow University."

RELATED INTERNET SITE(S)

Two Letters of Mikhail Vasilevich Lomonosov (1711–1765) to his Patron, I. I. Shuvalov

(4e) http://www.shsu.edu/~his_ncp/Lomonos.html

One of the few pages with primary material by Lomonosov. These letters were excerpted from a 1902 anthology of Russian literature and posted by Nicholas C. J. Pappas, Associate Professor of History at Sam Houston State University.

Mass Media Center of MSU

(4f) <http://massmedia.msu.art.ru/>

This server provides access to MSU's publications. In Russian.

5. ORTHODOX CHRISTIANITY IN RUSSIA

URL: <http://www.or.ru>

SITE SUMMARY: Eastern Christianity has been part and parcel of Russian culture for over one thousand years. Naturally, it has had a profound impact on Russian literature, music, art, architecture, and the everyday experience of the Russian people. This Web site, created and maintained by the "Russian Initiative for Culture" Foundation, serves as a good introduction to the Orthodox form of Christianity practiced in Russia. The site's sections are accessed by clicking on the icons shown in the homepage, which represent (from top to bottom): calendar, news, Moscow Patriarchate, worship, Bible, catechism, media, history, Christian resources, and dictionary.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Use the English or Russian version of the site. Go to the "History" page, and read "The Baptism of Russia: IX–XI Centuries." The widow of a ruler was the first Russian to be baptized into the Christian faith. What were their names? When and where did the baptism take place? Who was her godfather? What were her reasons for accepting Christianity? Were they entirely spiritual? Discuss how nonreligious aspects can play major roles in the events that are supposed to be exclusively religious. Cite examples. How do people of faith explain such discrepancies?

2. Go to the “History” page, and browse through the various periods into which the history of the Orthodox Church is subdivided. Select one that appeals to you, and read that page. Did Christianity experience a rise in popularity during this period, or did it languish? Was it an integral part of Russia’s spiritual life? What political, social, or economic events influenced the importance of Christianity during this period?
3. What is Orthodox Christianity? Go to the “Catechism” page (5a) (direct URL: <http://www.or.ru/catech>). Read the introductory text. What is “Catechism” or “Catechesis,” and what is its role in the life of the Orthodox believer? What are the two ways of teaching it? Why do you think oral transmission is assigned such importance? What other sacred traditions and religions of the world employ oral transmission as the primary means of knowledge transfer?
4. Women often have a limited role in religious rituals and governance. What are the reasons for this? Go to the “Catechism” section, and scroll down the list of topics on the right-hand side. Find and read the “Women in the Church” page. What is the role of women in the Orthodox Church? Why is it so? Are any changes in sight? Contrast this to the situation in other religions you are familiar with.
5. From the homepage, click on to the “Calendar” page. Note that here, dates are given according to two calendars, one of which is the Julian calendar. What is the name of the other calendar system? Consult a related site for information about these two calendars. When were the two calendars differentiated? What do their names mean? Write down your date of birth and today’s date using both calendars. Can you describe different systems for timekeeping used by other cultures?
6. Go to the “News” page, preferably in the Russian version. Read through the current news items, and select one. Pretend that you are a journalist who needs to report this news. Your worldwide audience may not know any of the personalities mentioned, nor have the background information (places, events, dates, etc.) to place it all into context. Supply the necessary background data in a succinct manner, and convey the crux and the significance of the news.

RELATED INTERNET SITE(S)

World Council of Churches/Russian Orthodox Church

(5b) <http://www.rondtb.msk.ru>

Information about the Church, newsletters, social programs, and other resources. In Russian and English.

Russian Orthodox Church/Moscow Patriarchate

(5c) <http://www.russian-orthodox-church.org.ru>

The official Web server of the Moscow Patriarchate. In Russian.

The Julian and Gregorian Calendars

(5d) http://www.magnet.ch/serendipity/hermetic/cal_stud/cal_art.htm

Peter Meyer, an enthusiast of “hermetic systems,” maintains this great page on calendar studies.

6. ALL ABOUT ST. PETERSBURG FOR TOURISTS

URL: <http://travel.spb.ru/>

SITE SUMMARY: This site serves as a good source of information for students of Russian history and geography. It can also help you plan a trip to St. Petersburg. The homepage contains lists of links organized by topic: travel information, events, hotels, and travel agencies. Information is available in English and Russian.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Scroll down to the “General Information” section, and click on the “St. Petersburg: The guide, information” link. Browse through the St. Petersburg guide, reading several passages. Pay attention to the language, and note any mistakes in the use of English grammar, punctuation, and style. Two good starting places are the “St. Petersburg” section (specifically the “History” pages) and the “Sightseeing” section (“Museums” page). Select and copy two paragraphs that contain some language problems. Edit each paragraph, trying to give it a smoother, more native-English style. In your opinion, were these pages originally written in English, or were they translated from Russian? Were they prepared by a native English speaker?
2. The role of St. Petersburg within the country and even the city’s name have been altered a number of times. Use the “Legendary Petersburg” and the “Sankt Petersburg” pages (linked from the “Complete Guide of St. Petersburg—in Russian only”) as a reference. When was the city of St. Petersburg founded and by whom? What is the most common misconception about the origin of the city’s name, and what is its real origin? What are the two poetic names often associated with the city? How many times has the city been renamed? List all the names and the reasons behind each change, in chronological order. Have any streets been renamed as well? Discuss the phenomenon of renaming cities and public spaces. What are its positive and negative aspects? Have any cities in your country ever been renamed? If yes, why?

3. Turn to the “Religious St. Petersburg” page within the “Complete Guide of St. Petersburg, in Russian” and the “Religion” section on the “What Is What” page. What highest administrative office of the Russian Orthodox Church was situated for 200 years in St. Petersburg? Which tradition used to embody the interconnectedness between important historic events and the life of the Russian Orthodox Church? How many Orthodox churches existed in St. Petersburg at the beginning of 1917? How many are functioning now? What are the basic rules of behavior in today’s church? How does the author feel about the rise of religious sentiment among the people of Russia in general and St. Petersburg in particular and the government’s increased support for the Orthodox Church?
4. Some of the most tragic pages in St. Petersburg’s history were written during its siege by the German forces in the Great Patriotic War, when the city was known as Leningrad. Due to the nature of tourist guides, there is not much information about this subject on the Web site. However, some facts can be found on the following pages: the fourth “History” page in the “St. Petersburg: the guide, information” section; and in the “Sankt Petersburg” and “History of St. Petersburg” pages in the “Complete Guide of St. Petersburg” (in Russian only) section. Review these pages and relevant related sites to answer the following questions. When did the siege (*blokada*) start, and when did it end? How many lives were lost during that time? What are the two monuments that commemorate this ordeal? What is “the road of life”? A famous Russian composer created a symphony that was first performed in the starving Leningrad, as a symbol of its steadfastness. What is the name of the composer and the title of the symphony?
5. There are so many historical and cultural sites in St. Petersburg that tour organizers have a hard time deciding which sites should be shown to visitors. However, over time a consensus has developed as to which sites are absolute “must-sees.” Start at the homepage, and click on the “Tours” link near the top of the page. Make up a list of sites mentioned in the various tour options. Why do you think these particular sites have been selected? What is their significance? Imagine that you are organizing a tour of St. Petersburg for you and your friends. Which sites would you select? Why? What types of activities that you would enjoy are not listed in the St. Petersburg tours? Do you think these activities would be available there?
6. Many writers and poets have celebrated the beauty and importance of St. Petersburg, but F. M. Dostoevsky’s life and work are particularly intertwined with the character of this city. Find the “Petersburg of Dostoevsky” page, linked from the “Complete Guide of St. Petersburg, in Russian only” (6a) (direct URL: <http://www.travel.spb.ru/>

lpf/spb/ex9-r.htm). Read the information presented, and discuss the following questions. What were the organizing criteria for this city tour? Which particular part or parts of the city did Dostoevsky reflect most thoroughly in his novels? How is the choice of sites connected to the writer's outlook, the circumstances of his life, and the major literary goals he pursued? Using a related site, find out which novel by Dostoevsky has the same title as a natural phenomenon for which St. Petersburg is famous (it refers to the unusual behavior of the sun during the night).

RELATED INTERNET SITE(S):

The 900-Day Siege of Leningrad (Blokada)

(6b) <http://www.cityvision2000.com/history/900days.htm>

This page is part of the "History of St. Petersburg," a clearly organized site about the history of this city.

The Fresh Guide to St. Petersburg

(6c) <http://www.online.ru/sp/fresh/>

History, museums, culture, and touristic information. In English and Russian.

The Dostoevsky Research Station

(6d) <http://www.kiosek.com/dostoevsky/>

Dostoevsky's life, bibliography, and more, maintained by Christiaan Stange. In English.

7. THE STATE HERMITAGE MUSEUM

URL: <http://www.hermitagemuseum.org>

SITE SUMMARY: Under the often low, grey, and drizzling skies of St. Petersburg stands the Hermitage Museum, a magnificent palace that houses an incredible art collection from all over the world. Visitors to the Hermitage's Web site can get detailed information on the museum, its collections, and exhibits; admire high quality images of art objects; and learn about special events and membership opportunities. This state-of-the-art Web site was designed and built by IBM as part of a project that began in January 1997, and for which special technologies were developed, including the "Zoom View" Java-based technology and the QBIC Search (Query By Image Content). The result is a truly elegant, functional, and content-rich site. In Russian and English.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Use the Russian version of the Hermitage Web site to plan your first visit to this museum. First, go to the homepage and click on “Information.” Browse through the various sections on this page: visitor information, contact information, friends club, departments, sponsors, and so on. Print out the pages that you consider most important for your purposes. Why did you select them, and how would you use them to plan your visit? On each page, highlight the most informative data.
2. You are preparing a report on the use of malachite in Russian art. Malachite is a semiprecious, bright, dark green stone. Visit the related “Malachite Sites” to see some specimens in raw form. What are the characteristics of malachite? Where can it be found? What is it used for? From the Hermitage homepage, click on the “Virtual Tour” icon, and select number 20, “The Malachite Room,” on the first floor. Watch the video. How is malachite used in this room? Now, from the top of the page, do a “Quick Search” for the word “malachite,” and learn about other pieces in the museum that use this material. Create a report detailing your findings.
3. You have been selected to show the Hermitage museum to a group of American architects. After you enter the English or Russian version of the Web site, click on “Hermitage History,” then select the “Timeline” link. Browse the list of dates and important events in the Hermitage’s history. Write a script of about five paragraphs that gives the most important background information about the museum. Emphasize its architectural characteristics, such as the two architectural styles that are present in its design, the building dates, the original function of the first building, who commissioned it, who designed it, and so on.
4. From the “Hermitage History” page, go to the “Timeline.” There were at least three periods of great calamity for the Hermitage: the fire in the Winter Palace in 1837, World War I and the subsequent events of the revolution of 1917, and World War II. One might also add to this list the recent political and economic instabilities that befell Russia after the disintegration of the Soviet Union. Select one of these four periods and prepare a brief report about it. Use this report as a starting point for a discussion on the role of art in society. What are the pros and cons of privately and commercially subsidized art versus government patronage?
5. From the “Hermitage History” page, go to “Views of the Modern Hermitage” and select “Palace Interiors.” Choose the view that im-

presses you the most. Study it carefully, and describe it, in Russian. What can you see in the room? What was this room originally used for? What would you feel if you were there? Combine a detailed description of the picture with the emotions that the room invokes in you.

6. From the homepage, go to "Virtual Exhibitions." In the archive, find the "The images of female beauty" exhibition. Read the Shakespearean sonnet. What does it tell you about the subjectivity of beauty? Now, browse the images presented on the page. Start with "Woman in Blue." Pay special attention to her expression. Read the description. What is she probably feeling? Now, use the "zoom" feature to examine her features more closely. What makes her eyes, her mouth, and her hands so expressive? Go back to the "The images of female beauty" exhibition page, and click on the "Portrait of Lydia Delectorskaya." Study her features. What does her expression tell you? Is this painting less or more expressive than "Woman in Blue"? Study the other paintings in a similar way, and discuss your impressions in class.

RELATED INTERNET SITE(S)

Malachite Sites

The Mineral Malachite.

(7a) <http://galleries.com/minerals/carbonat/malachit/malachit.htm>

Everything about precious stones.

(7b) http://www.klammer.com/Edelsteine/Malachit_e.htm

Malachite.

(7c) <http://www.calvin.edu/academic/geology/samples/non/malachit.htm>

Malachite CloseUp.

(7d) <http://www.theimage.com/mineral/malachite/malachite3.html>

Precious Stones: Lapis Lazuli, Turquoise, Malachite.

(7e) <http://www.geology.wisc.edu/~jill/Lect16.html>

8. LITTLE RUSSIA IN SAN ANTONIO, TEXAS

URL: <http://russia.uthscsa.edu>

SITE SUMMARY: This site was created in 1994 and is constantly updated by an international group of volunteers interested in promoting Russian culture. The site is organized by area of interest. The "Children's Page" presents Russian fairy tales in Real Audio, songs from popular Russian cartoons, and fairy tale illustrations by famous Russian artists.

“What’s Cooking” contains recipes from different regions (now in many cases independent countries) of the former U.S.S.R. The “Musical Treasures of Russia” section offers a treasure of Russian folk songs in Real Audio format. There are also pages on architecture, art and literature, computer games and fonts, and Russian jokes.

DISCUSSION QUESTIONS AND ACTIVITIES

1. “Mezen” and “Palekh” are two characteristic Russian art forms. Click on the “Russian Art” link from the site’s homepage, and read the Mezen and the Palekh pages. Compare and contrast both styles using as many criteria as you can think of. Here are some starting points, but see if you can think of additional questions to ask: How did each style get its name? When, where, and under what circumstances did it originate? In what period and location did it flourish? Did it have a practical application? What themes and aesthetic means of expression are characteristic of it? Is it well known in Russia and/or outside its borders? Which style appeals more to you, and why? Do you think these styles are similar or different?
2. Follow the link labeled “. . . the symbols meaning . . .,” which appears halfway down the “Mezen paintings” page (8a) (direct URL: <http://russia.uthscsa.edu/Art/Mezen/symbol.html>). This will take you to the “Symbolism of Mezen Traditional Art” page, where you can learn what the Mezen symbols mean. What would you see as a modern symbol of spiritual wealth? Which animal would you pick to symbolize family happiness? Study the illustrations, and use them as models to create your own simple design in the Mezen style.
3. The Palekh style is often cheaply imitated and sold to those looking for something “very Russian.” The author of the article on Mezen paintings also mentions several unsuccessful attempts by modern artists to introduce new, more “fashionable” features into the Mezen style that are “more pleasing” to today’s consumers but that, in his opinion, are corruptive to the style itself. Russian folk art has also been impacted by the need of artists to survive during difficult times and by the balance that exists between useful and merely decorative pieces. See also a related site for additional information. In your opinion, can art suffer from excessive commercialization and stereotyping? Are you aware of any images from your own culture that are imitated and/or exploited?
4. Follow the “What’s Cooking” link from the homepage until you reach the “Russian Cuisine” page (8b) (direct URL: <http://russia.uthscsa.edu/Cuisine/Dadiani/ruindex.htm>). Work in groups of at least four

students. Each group organizes a different Russian dinner. First, read the list of recipes, and make sure you understand and can correctly pronounce the Russian names for the various dishes listed on this page. Then, select at least one appetizer, a soup, an entree, and a dessert. Write down a menu, in Russian and English, that you would present to your guests. Check each recipe carefully. Are any of the necessary ingredients unfamiliar to you? Compare your menu choices with the choices made by other groups of students. Do our preferences in food reflect our own cultural background and individual personality traits?

5. From the homepage, click on “Musical Treasures of Russia” and scroll down until you find the section entitled “Russian Folk Songs.” Read the quote by Nikolai V. Gogol’. It is a deeply felt description of the role of music in everyday Russian life. Click on the “Russian Folk Songs” link, and listen to as many of the songs listed there as you can. What are the prevailing themes and moods of the songs on this page? Find at least ten adjectives to describe this music (e.g., thoughtful, bright, flowing, etc.), and think of how it would relate to the Russian way of life.
6. Find the link to the “Russian Romantic Songs” on the “Musical Treasures of Russia” page. Once there, click on the link for the song “I don’t regret, don’t call, don’t cry” performed by Nadezhda Kadisheva. Read along the lyrics as you listen to the song, then translate the song into English. Go back to the “Musical Treasures” page. Select a song in any of the categories. While you play it, try to write down the words. When you have a satisfactory transcription, prepare an English translation.

RELATED INTERNET SITE(S)

All-Russia Museum of Decorative-Applied and Folk Arts

(8c) <http://moscow.lv1.ru//culture/museum/decprikl/edecprikl.html>

Information about Russian folk art, including the Palekh style.

Russian Craft: What’s To Be Done?

(8d) <http://www.kitezh.com/texts/russian.htm>

An essay by Kevin Murray, an Australian curator. Here he analyzes the precarious development, adaptation, and survival of Mezen, Palekh, and other Russian folk art.

Dancing About Architecture, Writing About Music

(8e) (<http://www.stanford.edu/class/music118b/ln.htm>)

An essay by Kristina Batiste about liner notes and the challenges of using words to describe music.

1. LA IDEA DEL ICONO

URL: <http://crl.nmsu.edu/Research/Projects/retablos/>

SITE SUMMARY: The University Art Gallery at New Mexico State University (Las Cruces) is home to one of the largest collections of Mexican *retablos* in the world, with over 1,700 pieces. A sampling of the collection has been digitized and is on display at this site. The *retablo*, a form of religious folk art which usually takes the form of a small painting, first appeared in Mexico after the Spanish conquest as part of the transfer of beliefs from traditional pagan images to Roman Catholic ones. Themes and images include popular religious figures and saints as well as folk tales and other themes from everyday life. *Retablos* are invoked for protection. The *retablos* at this site can be viewed either as a slide show or individually selected from an index. Each *retablo* includes a brief description of its significance. There is also a brief history of the *retablo* available at the site.

DISCUSSION QUESTIONS AND ACTIVITIES

1. *Retablos* in many ways are representative of the process of cultural syncretism, the blending of traits or values when two belief systems clash or encounter each other. Discuss cultural syncretism in relation to the *retablo* of Nuestra Señora de Guadalupe.
2. Browse through the collection and find the one that represents the patron saint of the Mexican city of Zacatecas. What is the name of this saint and for what is it invoked?
3. Browse through the collection and find the *retablo* that represents the patron saint of prisoners. Identify this saint by name, and briefly discuss the origin of this legend.
4. Look for the *retablo* of San Ysidro Labrador. Based on your understanding of the basic economic and social context during the period when *retablos* were popular in Mexico, why do you think that San Ysidro would have been a figure that many people could relate to? Would this tend to be a popular image in modern Mexico as well? Why, or why not?

5. One of the many recurring themes in *retablos* is the Mano Poderosa. This collection includes two depictions of the Mano Poderosa, one of which also includes the images of holy family members María, Jesús, José, and María's parents, Ana and Joaquín. The holy family members are painted on top of another element that is frequently seen in many different *retablos*. What is this element, and what does this symbolically represent?
6. The collection includes two examples of the Ex-Voto, a specific kind of *retablo* that seeks to give thanks for a miracle. Describe the origin of the Ex-Voto as a cultural practice and the process by which it came to be used by the popular classes in nineteenth-century Mexico. Look at the image in Ex-Voto #1. Based on your understanding of the role Ex-Votos play in society, what do you think the author or painter of this specific Ex-Voto was trying to say?

RELATED INTERNET SITE(S):

Mexican Migration Project

(1a) <http://lexis.pop.upenn.edu/mexmig/>

Click on "Expressions," then "Retablos Gallery" for an extensive gallery of *retablos* on themes related to immigration. In English and Spanish.

Andanzas al Web Latino

(1b) <http://lib.nmsu.edu/subject/bord/latino.html>

Extensive collection of annotated links to resources related to the U.S.-Mexico border and the Latino/Hispanic community in the United States.

2. LA COCINA MEXICANA

URL: <http://mexico.udg.mx/cocina/>

SITE SUMMARY: In addition to hundreds of recipes for every kind of Mexican food imaginable, this site offers a wealth of additional information. Included are a glossary of related terms, a directory of specialty dishes from every state in Mexico, a bibliography, and a section on the history and evolution of cooking and food in Mexico. The site is maintained and frequently updated by the University of Guadalajara and includes information in both English and Spanish.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Corn was the primary ingredient in most foods in preconquest Mexico. In fact, during this period, many aspects of everyday life were organized around the growing, harvesting, processing, storing, cook-

ing, and eating of corn. Read about corn in the section on “Food in Ancient Mexico.” There, you will see that if even a single grain of corn fell to the floor, the nearest person would pick it up and say a prayer, asking forgiveness to the gods for this waste. Discuss at least three reasons why people considered corn to be so important. Can you think of a food item that occupies such a central role in your culture or in another country?

2. In the “Food in Ancient Mexico” section, read about the *maguery*, a type of succulent. See also the related site about “Agave.” Identify at least six different items (food or nonfood) that the indigenous people of preconquest Mexico made from the maguery. Which of these might still be made from the maguery in modern Mexico?
3. Modern-day Mexico City is the most populated urban area in the world. One of the great intractable problems that urbanization has brought to Mexico City is a chronic shortage of potable water. In preconquest times, however, the Valley of Mexico, where Mexico City is now located, had water all around. What was one of the main uses that the indigenous population had for this water? What do you think are some of the causes that have led to the disappearance of water reserves from this area?
4. While the corn tortilla remains one of the central parts of the Mexican diet, it has increasingly been displaced in the modern Mexican diet by bread products made from wheat. Read the section on food in postindependence Mexico. From which part of the world can you trace the introduction of bread to Mexico? What piece of technology helped to create the conditions for the large-scale production of bread and pastry products?
5. Read the section titled “Maíz y Trigo.” Based on this description of the differences in Mexico between corn and wheat, describe a few characteristics that might differentiate a Mexican who likes bread and pastry from one who prefers tortillas and tamales. Next, pick a pair of food items or groups from your own culture, and describe the differences among those who prefer each item or group.
6. Chocolate is one of the great gifts from the Americas to the rest of the world. Read the related “Chocomania” site to learn about the history of chocolate. How was chocolate used by the Mayas? Browse the “desserts” section of the “Cocina Mexicana” site and read the recipes that use chocolate. Do these recipes seem similar to the ones you are familiar with? Now go back to the homepage and select the section of recipes by region. Click on “Puebla” and read the recipe for “Mole Poblano.” This is a sauce that accompanies chicken and other foods. How is chocolate used in this recipe?

RELATED INTERNET SITE(S):

Agave

(2a) <http://www.botany.com/agave.htm>

Botanical description of succulent varieties, with potting, propagation, and brief use information.

Comida Mexicana, from Mexico Desconocido

(2b) <http://www.mexicodesconocido.com.mx/comida/2070.htm>

Hundreds of recipes for Mexican food organized by state. Also includes several essays on Chile, as well as a lengthy glossary of Mexican juices and drinks.

Sabores de Mexico

(2c) <http://www.mexflavours.com.mx/>

Recipes and information about Mexican cuisine in English and Spanish from Bancomex.

Mexican, Tex-Mex, and Southwestern Recipes

(2d) <http://www.ebicom.net/~howle/page/mexidx.htm>

This site includes recipes not only for Mexican food, but also for its Texas-based adaptation, called Tex-Mex, as well as recipes from around the southwestern United States, such as Arizona and New Mexico.

La Mejor

(2e) http://lamejor.com/html/recipes/enchiladas_etc.htm

Corn tortillas, flour tortillas, and tamales, with pronunciations of some difficult words like *tortilleria*.

Lindt: Chocomania

(2f) <http://www.lindt.com/mania/corpo.htm>

The Swiss view of chocolate history.

3. MACONDO: A GABRIEL GARCÍA MÁRQUEZ WEB SITE

URL: <http://www.TheModernWord.com/gabo/>

SITE SUMMARY: This site contains a wealth of information from and about the life of one of Latin America's best known contemporary authors, Gabriel García Márquez. There is a lengthy section with a biography and timeline of the author's life, as well as a bibliography, and a digital gallery of his photographs, paintings, and book covers.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Read the site's biography and timeline of Gabo's life. Throughout this text, a number of international authors are mentioned as having an

influence on García Márquez's writing. Name at least five of these authors. One book is cited as having fundamentally changed Gabo's approach to writing, thus paving the way for his long and illustrious career. Identify the book and its author, and explain in what ways it changed Gabo's approach to literature. Describe in general terms how you think the experience of reading a book can have such a profound effect on a person's life.

2. The period known as La Violencia has had a lasting effect on nearly all aspects of Colombian life and society. Describe La Violencia, including how and why it came about. Name at least two aspects or characteristics of present-day life in Colombia, and explain how they might be linked to La Violencia.
3. García Márquez frequently mentions that the most important figures in his formative years were his grandmother and his aunts, among other reasons because of their gift for storytelling. Describe some of the characteristics of the stories these women would tell to the young García Márquez and how this had an impact on his later writings. Can you identify someone from your childhood, or perhaps that of your parents or a close relative, who had a similar kind of impact?
4. Read the text of García Márquez's Nobel Prize lecture. In it, he declares, "Why is the originality so readily granted us in literature so mistrustfully denied us in our difficult attempts at social change?" Explain what he is referring to in this passage, and give some examples of this from Latin America's relations with the outside world either around the time of this lecture (1982) or from current times.
5. From the historical sketch of Colombia in the Biography, the country is described as being divided into peoples from two distinct geographical regions. Describe the traits that set these two groups apart. Which group was García Márquez associated with? Give an example of how this association was manifested in his writing.
6. We learn from the biography that García Márquez worked during different parts of his life as a journalist. From what you know about this author, what reasons can you cite for why he might have been content with this profession? Conversely, name some things about being a journalist that someone like García Márquez might have disliked.

RELATED INTERNET SITES(S)

Cambio

(3a) <http://www.revistacambio.com/>

A Colombian magazine owned by García Márquez.

One Hundred Years of Solitude

(3b) <http://www.geocities.com/Athens/Aegean/9181/main.html>

Site devoted exclusively to this book by García Márquez.

Un Manual para ser Niño

(3c) <http://www.icfes.gov.co/mineducacion/man-nino.html>

Excerpts, in Spanish, of one of García Márquez' books.

4. LOS BALCONES DE SAN JUAN

URL: <http://members.aol.com/ednj/>

SITE SUMMARY: Built around a series of photographs of balconies in San Juan, Puerto Rico, this site contains a wealth of historical and cultural information about “el Viejo San Juan.” In addition to the galleries of photos, the site contains several “special exhibits” and a list of related links. Most of the site is in English.

DISCUSSION QUESTIONS AND ACTIVITIES

1. From the “Introduction” section, read about the history of Old San Juan. Who founded the original settlement and in what year? A different site was ultimately chosen as the site for Old San Juan. Describe some of the characteristics of this site and why they were important given the original plans for the city.
2. Old San Juan has a number of specific features that represent links between the Old World (Spain) and the New World in the Americas. Identify and describe one of these features.
3. Study the photographs of the balconies. List at least three things you can see in common among them, and three things that make some balconies different from each other.
4. Describe the facilities the Spaniards constructed in the 1500s and 1600s to protect San Juan. From what adversaries were they seeking protection?
5. Old San Juan has four major plazas. Study the pictures and read the text about the plazas, and then describe two historical and two modern-day uses of these plazas.
6. Puerto Ricans have long been divided over the issue of relations with the United States. From the section on Puerto Rican stamps, read about Luis Muñoz Marín. What was Muñoz Marín’s position on this issue? Give some reasons that you can think of as to why this is such a contentious issue on the island.

RELATED INTERNET SITE(S)

The World of 1898: Puerto Rico

(4a) <http://lcweb.loc.gov/rr/hispanic/1898/puertorico.html>

Part of the Library of Congress's "American Memory" project. "The World of 1898" documents the Spanish American War, with an overview essay, maps, a chronology, and a bibliography.

El Viejo San Juan

(4b) <http://www.eng.miami.edu/~rrivera/SanJuan/HomePage.html>

Photographs by Carmen Rivera, showing the streets, courtyards, squares, and the Wall of San Juan.

Welcome to Puerto Rico

(4c) <http://welcome.topuertorico.org/>

A beautiful site by Magaly Rivera. Sections include geography, history, economy, government, culture, exploring Puerto Rico, cuisine, and so on. There is a guestbook, and a glossary that allows for context-sensitive help with terms like *batey*, *guagua*, and *santeria*.

5. RADIO TELEVISIÓN ESPAÑOLA

URL: <http://www.rtve.es/>

SITE SUMMARY: Spain's Radio Televisión Española, or RTVE, is one of the largest media conglomerates in the world. RTVE's holdings include a number of Spanish radio and television networks, a record label, a symphony orchestra and chorus, and Spain's Official Institute for Radio and Television. RTVE has also contributed to the production of many award-winning feature films produced in Spain. The RTVE Web site contains information about each of these holdings. In Spanish.

DISCUSSION QUESTIONS AND ACTIVITIES

1. From the RTVE homepage, click on "canales temáticos." You will find links to six different theme-based networks. Read the descriptive statement about each one, and read some of the program information to familiarize yourself with the types of shows that are broadcast on each of these networks. Write a report comparing the types of programming on Spain's theme-based networks with that of some of the major cable networks in the United States.
2. From the RTVE home page, click on "Televisión Española," or TVE. Here you will find a list of programs that are currently being broad-

cast on this network, under the heading “programas.” Each link contains a set of Web pages about that particular show, with detailed descriptions, reviews, interviews, and, in some cases, descriptions of previous episodes. Go through the list and find a show that is similar in terms of genre and profile to one that you watch or are familiar with from your own television viewing experience. Describe what elements in the Spanish program are the same or similar to your program and what elements are different. Give some possible explanations for the differences based on your understanding of Spanish culture.

3. Click on “Radio Nacional de España” (RNE), Spain’s equivalent of the Voice of America. Browse through the site to find out how many different languages RNE broadcasts in. Make a list of the languages and explain why you think the RNE executives chose these languages for their broadcasts.
4. From the main “Radio Nacional de España” page, click on “radio en vivo” to listen to RNE’s live broadcast over the Internet. Now go to the Voice of America’s Internet Broadcasting Spanish Programs page (5a) (direct URL: <http://www.voa.gov/stream/spanish.html>) and listen to some of their programming. Compare the two broadcasts in terms of pronunciation, content, and so on. Describe the type of audience you think each broadcast is trying to reach.
5. You are a radio reporter who has been asked to write a five-minute segment to be broadcast, in Spanish, over Radio Nacional de España. Write the script for this segment. You may choose the topic, but it must fit in with the format and type of programming you know that RNE broadcasts based on exercises 3 and 4 above.
6. You are interested in a career in radio or television. From the RTVE home page, click on IORTV, the Instituto Oficial de Radio y Televisión. Read through some of the material behind the links to “Formación Abierta,” “Formación Permanente,” and “Formación Externa,” the main training programs sponsored by IORTV. Describe three different training programs you might like to apply for and list some of the entrance requirements.

RELATED INTERNET SITE(S)

Spanish radio networks with live Internet broadcasts in Real Audio:

Cadena COPE

(5b) <http://www.cope.es/>

Cadena SER

(5c) <http://www.cadenaser.es/>

6. JUAN LUIS GUERRA Y SU 4:40. LETRAS

URL: <http://www-unix.oit.umass.edu/~urena/jlg/index.html>

SITE SUMMARY: Few things can be said to express a peoples' culture more vividly than music. This is certainly the case with the Spanish language. From the flamenco music of Spain, to the Mexican corrido, and the vallenato of Colombia, there is an incredibly rich tradition of musical genres that reflects the cultural diversity of the Spanish-speaking world. Juan Luis Guerra, a classically trained musician from the Dominican Republic, singlehandedly revolutionized the merengue style of dance music, raising it to a new level. He also researched and introduced other native rhythms that had not been explored by other musicians. This Web site contains an exhaustive list of Guerra's song lyrics, organized by album. An alphabetical index by song title includes links to a glossary of *dominicanismos*, words that have a particular meaning in the Dominican Republic. In Spanish.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Go to the alphabetical list of songs and read the lyrics to "El Niágara en Bicicleta." From the lyrics and the linked items in the glossary, summarize the story that the song is telling. What happens to the protagonist, and what situation does he encounter? Then, describe what you think the the main idea of the song is. What does "El Niágara en Bicicleta" refer to? What is the social message that this song is trying to convey?
2. One of the hallmarks of Juan Luis Guerra's songs is the creative use of *dominicanismos*. Read the words to the song "Mi PC" ("My Personal Computer"). Identify the two main themes that run throughout the song. From the song's chorus, what is the main message that Juan Luis is trying to convey? In terms of his audience, explain why you think he would make reference in the chorus to Cindy Crawford, Burger King, and Shaquille O'Neal's shoes.
3. Another common feature in many of Juan Luis's songs is the use of metaphors. See how many metaphors you can identify in one of his most popular songs, "Ojalá que llueva Café." Translate three of these metaphors into English. Do the translations make sense? Provide an explanation as to why it might be difficult to express the true meaning or significance of a metaphor in another language.
4. You have been asked to write a movie script based on the theme song "Si saliera petróleo," by Juan Luis Guerra. After studying the lyrics

to this song, describe what the plot of your movie will be. Describe a few of the scenes from the movie and some of the main characters.

5. Look at the related site “Juan Luis Guerra, poeta y músico del pueblo” and find out what a *yola* is. Describe a *yola* and what it is used for. Now go to the “Letras” site and find at least two of Juan Luis’s songs that address the issue raised by the *yola*. Imagine that you are from the Dominican Republic and you found yourself in this situation. Explain your reasons for undertaking this journey.
6. Go to the related site “Juan Luis Guerra, poeta y músico del pueblo” and read the biography of Juan Luis. Identify three traits or characteristics of Juan Luis, and describe how you think they have had an impact on his music.

RELATED INTERNET SITE(S)

Juan Luis Guerra, poeta y músico del pueblo

(6a) <http://www.grupoplata.com.mx/biografias/jlguerra.html>

A biography of Juan Luis Guerra, information about his life, studies, beliefs, family, and efforts for helping his country. In Spanish.

Juan Luis Guerra—Página Oficial

(6b) <http://www.juanluisguerra.com.do/>

Song lyrics, list of links, and a sampling of sounds from his latest CD in Real Audio format.

7. TELENOVELAS INTERNET

URL: <http://www.rinconlatino.com/>

SITE SUMMARY: The literal translation of *telenovela* is “soap opera.” But Latin American *telenovelas* are very, very different from their U.S.-produced counterparts. This site has a wealth of information about current and past *telenovelas* from many countries. The major sections are “Foros,” with interactive, threaded discussions; “TV Guía,” a listing of *telenovelas* that are currently being broadcast; “Fotogalería”; and “Archivo,” which contains links to dozens of interviews with people connected with the world of *telenovela* production. The site contains a mixture of information in English and in Spanish.

DISCUSSION QUESTIONS AND ACTIVITIES

1. From the main page, click on “Índice” or Index. This will take you to an alphabetical list of hundreds of *telenovelas* that have been broadcast

since the 1950s. Scroll through the list looking at the titles and the countries and years in which they were produced. Pick three *telenovelas* from three different countries (a total of nine), and read their summaries. Create a classification scheme based on the content of the *telenovelas* site, and place the nine you picked into the categories. What conclusions can you draw based on the results?

2. One of the production characteristics that sets some *telenovelas* apart from others is the location where they are filmed: some are filmed entirely indoors; others have a mix of outdoor scenes and indoor scenes. Using the Index from activity 1, scroll through the list and read some summaries looking for *telenovelas* that you think, based on the description, might have included substantial outdoor scenes. List some elements that these *telenovelas* have in common.
3. The Latin American *telenovela* is often used as a vehicle for commentary about contemporary social or political affairs. As such, the genre has changed with the times. Using the Index from activity 1, compare a group of *telenovelas* from the 1970s to a group from the 1980s and another from the 1990s. List three elements in common across all three decades and at least one element that you think is unique to the *telenovelas* from each decade.
4. *Telenovelas* from Latin America have become an immensely popular export product to all corners of the globe. Go to the “TV Guía” or TV Listings section. There you will see a list of *telenovelas* currently being broadcast in countries around the world. How many *telenovelas* would you be able to watch right now if you were in Greece? In the Philippines? In Russia?
5. Go to the section marked “Archivo” or Archive. Read some of the interviews. Based on what you have read, which one do you think would be your favorite *telenovela* actor or actress? What is it about them that you find most appealing?
6. From the related site “Telenovelas in Latin America,” read the descriptions of *telenovelas* from Brazil, Colombia, Mexico, and Venezuela. Write a report describing the major characteristics that define this genre in each of these countries. Choose which of the four countries you would prefer to watch *telenovelas* from, and explain why you picked that country.

RELATED INTERNET SITE(S)

Telenovelas in Latin America

(7a) <http://www.zonalatina.com/Zldata70.htm>

Information about individual *telenovelas*, actors and actresses, authors, theme music with Real Audio, what's showing, a chat area, newsletter, and more.

Telenovelas Argentinas

(7b) <http://www.telenovelas.com.ar/>

8. DIEGO RIVERA: MUSEO VIRTUAL

URL: http://www.diegorivera.com/diego_home.html

SITE SUMMARY: Diego Rivera, one of the most influential painters of the twentieth century, was born in Guanajuato, Mexico, in 1886. Rivera is best known for his efforts to project his realist style onto the public stage through the painting of huge murals on walls and buildings in major urban areas. Much of the content of Rivera's work dealt with the common folk and scenes from everyday life. The "Museo Virtual" site includes a gallery of Rivera's work, on canvas as well as murals; links to books about Rivera and his work; and several film clips, some of which include actual footage of Rivera and his wife, Frida Kahlo.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Rivera was born in Mexico, and large parts of his career were spent there. But he has always been known as an international artist, and he spent extended periods of time abroad, both studying and painting. Name three countries besides Mexico where Rivera painted, and describe the types of paintings he created.
2. In 1932, Rivera was commissioned by Nelson Rockefeller for a large-scale mural project on the walls of the RCA Center in New York City. The following year, a controversy erupted over the depiction of events from Soviet Russia. Nelson Rockefeller demanded that Rivera remove the face of one individual from the depiction. Who was this individual, and why do you think Rivera chose to paint him? Who did Rockefeller suggest replacing that individual with? What was Rivera's proposed alternative? What finally was done with the mural, and do you think it was the right decision?
3. Rivera's work reflects his concerns about the Mexican society, including the unequal distribution of wealth. Who are the different types of people present in the "Reparto de Tierras" painting ("Murales" page) (i.e., are they artists, scientists, teachers, etc.), and what are they doing? What reasons might explain why some of the faces seem content and others angry or disappointed?

4. Describe the facility that takes up the largest part of the mural on the South Wall at the Detroit Institute of Arts. What is the job of the two men standing in the lower right-hand corner of the mural? How does Rivera portray here the relationship of man to industrial machinery?
5. Rivera was a member of the Communist party. How did this affiliation influence his work and his national and international recognition? Rivera's murals were displayed in public buildings, and therefore tended to be seen by large numbers of people. This tended to generate more controversy. Should artists stay away from politics and/or avoid expressing political sentiments publicly through their work?
6. In 1957, Rivera died of heart failure. What is the name, in Spanish, of the site where Rivera was buried? Before his death, Rivera had expressed his wishes regarding burial at this site. What were those wishes, and how can they be explained?

RELATED INTERNET SITE(S)

Museo Mural Diego Rivera

(8a) <http://www.arts-history.mx/museomural.html>

Based in Mexico City, this site contains extensive material on the history of Rivera and his murals.

The Diego Rivera Mural Project

(8b) <http://www.riveramural.com/>

This site, hosted at the City College of San Francisco, has an extensive collection of Diego Rivera-related image and text items. In Spanish and English.

Bibliography

- American Association of School Librarians (AASL) and Association of Educational Communications and Technology. *Information Power: Building Partnerships for Learning*. Chicago: American Library Association, 1998.
- Bush, Michael D., and Robert M. Terry, eds. *Technology-Enhanced Language Learning*. Lincolnwood, IL: National Textbook Company, 1997.
- Center for Critical Thinking. "A Brief History of the Idea of Critical Thinking," <http://www.criticalthinking.org/University/cthistory.nclx>.
- "Clinton's Message to USA's Students: Learn to Earn." *USA Today International Edition*, February 24, 1994, p. 6A.
- Fischer, Gerhard. *E-mail in Foreign Language Teaching: Toward the Creation of Virtual Classrooms*. Tubingen, Germany: Stauffenburg Verlag, 1998.
- Halpern, Diane F. *Critical Thinking Across the Curriculum: A Brief Edition of Thought and Knowledge*. Mahwah, NJ: Lawrence Erlbaum Associates, 1997.
- Hester, Joseph P. *Teaching for Thinking: A Program for School Improvement Through Teaching Critical Thinking Across the Curriculum*. Durham, NC: Carolina Academic Press, 1994.
- Oberman, Cerise, and Dennis Kimmage, eds. *Russian-American Seminar on Critical Thinking and the Library*. Occasional Papers 200/201, October 1995, Graduate School of Library and Information Science, University of Illinois at Urbana-Champaign.
- Paul, Richard. Interview with *Think* magazine, April 1992, reproduced at <http://www.criticalthinking.org/University/questions.nclx>.
- Raths, Louis E., Selma Wassermann, Arthur Jonas, and Arnold Rothstein. *Teaching for Thinking: Theory, Strategies, & Activities for the Classroom*. New York: Teachers College Press, Columbia University, 1986.
- Siegel, Harvey. *Educating Reason: Rationality, Critical Thinking, and Education*. New York: Routledge, 1988.
- Warschauer, Mark. *Electronic Literacies: Language, Culture, and Power in Online Education*. Mahwah, NJ: Lawrence Erlbaum Associates, 1999.

Index

The numbers in parentheses refer to a specific activity.

Andersch, Alfred, 64–65

Aristotle, 10

Architecture, 41(6), 49(2), 52(3), 114(3–4)

Art, 40(4,5), 64(1,4), 116(1–3), 118(1), 129(2)

Audio-based primary sources: radio broadcasts, 69(3,4), 103(2,3), 108(6), 125(4); songs, 65(6), 73–74(1–6), 117(5,6); speeches, 67(6); stories, 60(2,3), 89(3)

Bacon, Francis, 10

Cicero, 95–96

Confucius, 32–33

Comparisons: artistic expression, 37(4), 40(1,3), 60(3), 116(3); customs, 38(1), 76(5); food and drink, 80(1,2), 81(3,6), 82(2,3,5), 116(4), 120(2,5); media, 69(5), 103(1), 104(3), 124(1,2); philosophies, 34(5); sports, 83(1,3,4); way of life, 48(5), 58(4), 71(3,4), 86(1,2,5,6), 89(4), 98(3), 122(3); women in society, 37(5), 60(5), 94(3–6), 110(4), 115(6)

Constantinople, 97(5)

Critical thinking, and information processing skills, 16; core competencies, 18–22; definition of, 9, 11–12; integrating into the curriculum, 12–13; rationale for incorporating into the classroom, 15–16; roots of, 9–11; skills and strategies for bringing into the classroom, 17–22

Daguerre, Louis Jacques Mandé, 42–43

Dante, 98(5)

Descartes, René, 10

Dewey, John, 11

Dostoevsky, F. M., 112–113

Eiffel Tower, 51–53

Elder, Linda, 13

Ethnocentrism, 10–11

García Márquez, Gabriel, 121–123

Genealogy, 62–63

Grammar exercises, 88(1), 90(1,2), 102(4)

Grimm, Jacob & Wilhelm, 59–61

- Guerra, Juan Luis, 126–127
 Gutenberg, Johannes, 58–59
- Haiku, 79–80
 Hiroshima, 76–79
- Historical events: Berlin Wall, 67(5);
 French Revolution, 55(6); German
 migration, 62; World War II, 63–66,
 76–79
- Hitler, Adolf, 63–64
 Horace, 92
- Image-based primary sources: art
 64(4), 65(5), 115(5,6), 116(2),
 118(2,4), 119(5), 123(3,5), 129(3),
 130(4); historical figures, 32(3),
 40(2,4,5), 49(3), 50(4), 97(2–3); maps,
 100(5,6); street signs, 101(2)
- Information evaluation and organiza-
 tion, 61(1); charts, 38(2,5), 42(2),
 46(3), 52(2); classification, 47(5),
 128(1)
- Information literacy, 16
- Internet: advantages of using in
 world language teaching, 1, 2, 6; re-
 source selection, 7–9; use and de-
 velopment, 67(4), 71(6), 108(4)
- Jospin, M. Lionel, 54
- Kennedy, John F., 67–68
 Kinsay City, 38
- Lao Tzu, 34–35
 Lomonosov, Mikhail Vaselevich, 107
 Lucretia, 94
- Márquez, Gabriel García, 121–123
 Moscow State University, 107–109
 Mulan, Hua, 36–38
 Multimedia, advantages of, 2, 3
 Muñoz Marín, Luis, 123
- Museums, Diego Rivera: Hermitage,
 113–115; Le Louvre, 49–51; Museo
 Virtual, 129–130; Palace Museum
 (Taiwan), 39–41
- Niépcé, Joseph Nicéphore, 42–43
- Paul, Richard, 13–15
 Pei, I. M., 50–51
 Philosophy and Religion, 30(4), 32–35,
 49(3), 76(4), 106(5), 109–111, 112(3),
 118–119
- Plato, 10
 Pliny the Elder, 94
 Polo, Marco, 38–39
 Primary sources in world language
 teaching, definition of, 6
 Pronunciation, 102(5)
 Pushkin, Alexander Sergeevich,
 104(5), 105(6)
- Reagan, Ronald, 67–68
 Researching, 36(3), 42(3), 43(6), 46(1),
 82(4), 83(2), 85(4,5), 86(3), 93(1),
 100(4), 110(5), 114(2)
- Rikyu, Sen, 80–81
 Rivera, Diego, 129–130
 Rockefeller, Nelson, 129
- Selection criteria for Web sites, 7–8
 Seneca, 92
 Socrates, 9–10
 Spain, 124–125
 Special group and fun projects, 44(2),
 46(4), 55(5), 56(4), 60(6), 62(4), 66(1),
 71(2), 78(7), 82(1,6), 84(5), 96(6),
 99(1), 102(6), 108(5), 111(2), 116(4)
- St. Petersburg, 111–113
 Stalin, Joseph, 106–107
 Sumner, William Graham, 10–11
 Sumo, 83–84
 Sushi, 81–83
- Tacitus, 92
 Taiwan, 39–41
 Taoism, 34–35
- Text-based primary sources: classical
 texts, 33(4), 34(1–4), 92(6), 98(1–5);
 historical accounts, 90(3–4), 92(3),
 95(2,3), 96(1,5), 109(1), 110(2); inter-
 views, 54(3), 128(5); letters, 61(2),
 90(5); lyrics, 126(1–4); novels, 44(3),
 45(5), 64(4); official documents,
 54(4), 106(2–6), 107(3); papers, 78(6),
 91(6), 93(2); poems, 33(5), 79(1–4),

- 81(5), 92(2); proverbs, 35(1,2), 36(3–6); speeches, 67(6), 78(5), 122(4); stories and legends, 36(1), 58(3), 60(6), 86(4), 88(2); travel and regional descriptions, 27–30, 38–39, 50(6), 58(2), 84(6), 85(3), 104(4)
- Thomas Aquinas, 99(6)
- Thoreau, Henry David, 34–35
- Tokyo Tower, 52–53
- Translation, 46(2,4), 54(3), 59(1), 67(6), 98(5), 111(1); computer terms, 71(6), 79(3); dictionaries, 102(3); metaphors, 126(1,2,3); names, 36(2), 48(2); proverbs, 36(5), 71(5), 92(4)
- Travel planning, 31(5,6), 52(5), 58(4), 66(1,2), 84(2); specific sights and events, 42(4), 47(6), 50(6), 52(4), 58(1), 67(2), 112(5), 114(1); virtual tours, 50(5), 66(1)
- Vergil, *The Aenid*, 92
- Verne, Jules, 43–45
- Video-based primary sources, 52(2,3), 54(2), 64(3), 69(5)
- Vocabulary and expressions, 42(1), 58(2), 59(6), 62(6), 72(6), 84(1), 89(5), 101(1), 104(4)
- Voice of Russia (VOR), 103–105
- von Steuben, Friedrich Wilhelm, 62–63
- Writing exercises: biographies, 39(6), 45(6), 58(5), 79(5), 81(4), 100(3), 107(1), 121(1), 127(6); historical overviews, 38(1), 49(1), 75(1), 79(6), 89(6), 95(1,3); movie scripts, 37(6), 60(4), 125(5); opinion, 33(4), 42(5), 44(1), 50(5), 76(3), 84(6), 90(4), 91(7), 96(6), 105(1), 106(6), 129(1); poems and stories, 60(5), 79(4), 92(5); proverbs, 36(6); reporting, 48(6), 66(5), 67(5), 70(6,1), 85(3), 85(6), 95(4), 108(6), 110(6), 114(4), 125(5), 128(6); summaries, 94(4), 98(1), 104(3), 125(6), 128(1); tours, 114(3)
- Yangtze River, 27–30

About the Editors and Contributors

JEFFREY T. ADAMS has a degree in secondary school education from Southern Connecticut State University with a focus on history. He teaches English at all levels for the Japan Exchange & Teaching (JET) Program in Tokyo.

ANDRIY ADARYUKOV earned a degree in language teaching in Russia, where he taught English and Russian. He is currently working on a graduate degree in library and information science.

KENT NORSWORTHY is the Associate Content Director for the Latin American Network Information Center at the University of Texas at Austin. He has worked as a researcher, writer, and editor.

GRETE PASCH, MLIS, is the Library Technology Consultant for the Texas State Library and an Instructor for the University of Texas, where she designed and teaches a web-based Internet course.

RICHARD PELTON is fluent in Latin, Greek, Spanish, Portuguese, and English. He is an experienced teacher of English as a second language and is pursuing graduate work in Latin American studies.

YUWU SONG moved from China to pursue a Ph.D. in History from Clemson University and is an instructional systems and technology librarian with Arizona State University.