

Contents

	Academic track	iExplore 1
UNIT 1 P2 SOCIAL MEDIA and FRIENDSHIP	Sociology	VIEWING P3 READING P4 <i>Is true friendship dying away?</i> Share your ideas: The impact of social media on real-life relationships
UNIT 2 P20 EQ and CHARISMA	Psychology	VIEWING P21 READING P22 <i>Can emotional intelligence be learned?</i> Share your ideas: <ul style="list-style-type: none"> Improving emotional intelligence The importance of emotional intelligence in the Chinese context
UNIT 3 P38 SCIENCE and METHODS	Science	VIEWING P39 READING P40 <i>Characteristics of science</i> Share your ideas: <ul style="list-style-type: none"> Understanding science The importance of mathematics in doing science
UNIT 4 P56 HISTORY and MEMORY	History	VIEWING P57 READING P58 <i>Holocaust memorial museums in America</i> Share your ideas: <ul style="list-style-type: none"> The Americanization of the Holocaust The function of a history museum and its choice of exhibits
UNIT 5 P76 CHINA and THE WORLD	International politics	VIEWING P77 READING P78 <i>China goes global: The partial power</i> Share your ideas: <ul style="list-style-type: none"> China's pursuit of "comprehensive power" Voices on China's rise
UNIT 6 P92 LITERATURE and IMAGINATION	Literature	VIEWING P93 READING P94 <i>The period</i> Writing skills: Learn to use vivid language Share your ideas: The author's writing techniques and language
UNIT 7 P112 HUMANS and NATURE	Ecology	VIEWING P113 READING P114 <i>The planetary killer</i> Share your ideas: <ul style="list-style-type: none"> The human-nature relationship Darwin's theory of the "survival of the fittest"
UNIT 8 P134 CHINESE TRADITION and CULTURE	Sinology	LISTENING P135 READING P136 <i>The Way</i> Share your ideas: <ul style="list-style-type: none"> The Western ways of thinking Changes of the Chinese way of thinking

VOCABULARY P152

U 校园智慧教学云平台使用指南 P182

iExplore 2	iProduce
<p>VIEWING P10 READING P11 <i>Friends.com</i> Writing skills: Organize comparison and contrast essays Share your ideas: The advantages and disadvantages of online friends</p>	<p>UNIT PROJECT P16 Task: Conduct a mock debate Topic: Face-to-face friends vs. online friends</p>
<p>VIEWING P28 READING P28 <i>Charisma – The mysterious personality of charm</i> Share your ideas: <ul style="list-style-type: none"> • The charisma effect • EQ and charisma from an intercultural perspective </p>	<p>UNIT PROJECT P36 Task: Contribute an essay to <i>Youth Daily</i> Topic: Effective ways to enhance your personal image</p>
<p>VIEWING P46 READING P46 <i>Coffee stains</i> Writing skills: Analyze the linguistic features of scientific writing Share your ideas: Science education at college in China</p>	<p>UNIT PROJECT P54 Task: Make a group presentation Topic: Explaining a natural phenomenon in a scientific way</p>
<p>VIEWING P64 READING P65 <i>A war that never goes away</i> Share your ideas: <ul style="list-style-type: none"> • Hugo’s comment on “civil war” • Popularity of war-themed movies and TV series </p>	<p>UNIT PROJECT P72 Task: Make a speech Topic: Telling one episode in Chinese history</p>
<p>LISTENING P84 READING P84 <i>Wake-up call</i> Writing skills: Understand and imitate the author’s writing style Share your ideas: <ul style="list-style-type: none"> • Warning of China’s rise • Advanced innovation: Opportunity or challenge? </p>	<p>UNIT PROJECT P90 Task: Write a letter to <i>China Daily</i> Topic: Responding to the “China threat” theory</p>
<p>VIEWING P102 READING P102 <i>Alice Munro: In her own words</i> Share your ideas: <ul style="list-style-type: none"> • Stories you’ve read • Literature across time, gender and culture </p>	<p>UNIT PROJECT P108 Task: Complete a story from a story starter Topic: “How I met my husband”</p>
<p>VIEWING P122 READING P122 <i>How ignoring climate change could sink the US economy</i> Share your ideas: <ul style="list-style-type: none"> • The conflict between environmental protection and economic prosperity • Problems resulting from climate change </p>	<p>UNIT PROJECT P130 Task: Write a group report Topic: The three Cs (causes, consequences and control) of environmental problems</p>
<p>LISTENING P144 READING P145 <i>The Chinese writing system</i> Share your ideas: <ul style="list-style-type: none"> • Rote memorization • Emphasis on writing in traditional Chinese education </p>	<p>UNIT PROJECT P150 Task: Design a poster Topic: Introducing Chinese crafts to people from other countries</p>

History and Memory

iPrepare

Setting the scene

For many Chinese students, history consists of hard facts, the time and place of events that took place in the years far behind us. Seldom have we examined history beyond this. Are historical events that we've imprinted on our memory all true? Are we not creators as well as products of history? Does history justify the present or tell us about the future? Why must people register their crimes, wickedness, follies, and misfortunes? Why are people always ready to reopen the closed case? How could the living free themselves from the haunting nightmares of the dead?

In this unit, we'll read two episodes in Western history interpreted by Western scholars. We'll see how the Americans present, interpret and infuse fresh meaning into one of the darkest pages of human civilization, the massacre of the Jews during World War II. We'll see how the Americans commemorate and remember their Civil War, a war between brothers. Then we'll ponder our own history.

Learning objectives

Upon completion of this unit, you will be able to:

- expand your vocabulary about wars
- describe the Holocaust and the American Civil War, and the ways they are remembered
- enhance your understanding of how history can be understood from Western perspectives in relation to current reality
- discuss the significance of history to the future of humanity
- explore ways of commemorating and remembering history
- make a well-organized and well-developed speech on one major event in Chinese history



1 iExplore

VIEWING

The Holocaust – Hell on Earth

The word “holocaust” is originally derived from a Greek word, “holokauston,” meaning an animal sacrifice offered to a god in which the whole animal is completely burnt. Since 1945 it has gained a new and horrible meaning: the systematic state-sponsored killing of about six million Jewish men, women, and children and millions of others by Nazi Germany and its collaborators during World War II.



Watch a video clip about the Holocaust. Then discuss the questions.

- 1 According to the video, why did Hitler determine to eradicate the entire Jewish population and other unfortunate groups?
- 2 Can you describe the progress of the persecution of the Jews? What was done at different stages?
- 3 How do you feel about the Holocaust?

NEW WORDS

persecution /,pɜːsɪˈkjuːʃn/ *n.* (尤指因种族、宗教或政治信仰而进行的) 迫害, 残害

ghetto /ˈgetəʊ/ *n.* (以前的) 犹太人居住区

genocide /ˈdʒenəˌsaɪd/ *n.* 大屠杀; 种族灭绝

strip /stri:p/ *v.* 剥夺 (头衔、财产、权力等)

slaughter /ˈslɔːtə/ *v.* 屠杀, 杀戮, 残杀 (人)



YOU CAN REFER TO THE ONLINE COURSE FOR PREVIEW.

READING

History – Who is telling it and to whom?

Is history really gossip well told as some say? Is it just “his-story”? For example, is the Holocaust not a hard fact? Few have the greatness to bend history itself; but people may work to change a small portion of events, or produce a different meaning out of the same words in a different template. The Holocaust, which occurred on the continent of Europe more than 70 years ago, naturally constitutes a part of the Jewish history, German history and European history. But, how could it become a major chapter of American history?

HOLOCAUST MEMORIAL MUSEUMS IN AMERICA

James E. Young

- 1 The grandest Holocaust museum in America is the US Holocaust Memorial Museum in Washington, DC, set on the National Mall in view of the Washington Monument and the Jefferson Memorial, a neighbor to the National Museum of American History and the Smithsonian Institute. “What is the role of this museum in a country, such as the United States, far from the site of the Holocaust?” Charles Maier has asked. “Is it to rally the people who suffered or to instruct non-Jews: Is it supposed to serve as a reminder that ‘it can happen here’? Under what circumstances can a private sorrow serve simultaneously as a public grief?”
- 2 The official American justification for a national memorial in the nation’s capital came in former President Jimmy Carter’s founding statement for the US Memorial Council:

Although the Holocaust took place in Europe, the event is of fundamental significance to Americans for three reasons. First, it was American troops who liberated many of the death camps, and who helped to expose the horrible truth of what had been done there. Also, the United States became a homeland for many of those who were able to survive. Secondly, however, we must share the responsibility for not being willing to acknowledge 40 years ago that this horrible event was occurring. Finally, because we are humane people, concerned with the human

SHALL MAKE THEM KNOWN TO YOUR CHILDREN,
AND TO YOUR CHILDREN'S CHILDREN.

DEUTERONOMY 4:9

HERE LIES EARTH GATHERED FROM DEATH CAMPS,
CONCENTRATION CAMPS, SITES OF MASS EXECUTION
AND GHETTOS IN NAZI-OCCUPIED EUROPE, AND
FROM CEMETERIES OF AMERICAN SOLDIERS WHO
FOUGHT AND DIED TO DEFEAT NAZI GERMANY.

UNITED STATES
HOLOCAUST MEMORIAL
MUSEUM

rights of all peoples, we feel compelled to study the systematic destruction of the Jews so that we may seek to learn how to prevent such enormities from occurring in the future.

- 3 In creating the President's Commission on the Holocaust in November 1978, Jimmy Carter effectively introduced the destruction of the Jews in Europe into the heart of America's civic culture. Not only would this Museum depict the lives of "new Americans," but it would reinforce America's self-idealization as haven for the world's oppressed.
- 4 This is what the Museum's project director, Michael Berenbaum, has termed the "Americanization of the Holocaust." In Berenbaum's words, the Museum's story of the Holocaust is

told in such a way that it would resonate not only with the survivor in New York and his children in Houston or San Francisco, but with a black leader from Atlanta, a Midwestern farmer, or a northeastern industrialist. Millions of Americans make pilgrimages to Washington; the Holocaust Museum must take them back in time, transport them to another continent, and inform their current reality. The Americanization of the Holocaust

is an honorable task provided that the story told is faithful to the historical event.

- 5 Of course, as Berenbaum also makes clear, the story itself depends entirely on who is telling it — and to whom.
- 6 As a national landmark, the national Holocaust museum interprets the Holocaust according to the nation's own idealized matrix, its pluralist tenets. In the words of the Memorial Council, therefore, the Holocaust began "before a shot was fired, with persecution of Jews, dissenters, blacks, Gypsies, and the handicapped. The Holocaust gathered force as the Nazis excluded groups of people from the human family, denying them freedom to work, to study, to travel, to practice a religion, claim a theory, or teach a value. This Museum will illustrate that loss of life itself was but the last stage in the loss of human rights." In being defined as the ultimate violation of America's Bill of Rights and as the persecution of plural groups, the Holocaust encompasses all the reasons immigrants — past, present and future — ever had for seeking refuge in America.
- 7 The US Holocaust Memorial Museum defines what it means to be American by graphically

illustrating what it means not to be American. As a reminder of “the furies beyond our shores,” in one columnist’s words, the Museum would define American existence in the great distance between “here” and “there.” In effect, in its place on the National Mall, the Museum enshrines not just the history of the Holocaust, but American ideals as they counterpoint the Holocaust. By remembering the crimes of another people in another land, Americans would recall their nation’s own, idealized reason for being.

- 8 Memory of historical events and the narratives delivering this memory have always been central to Jewish faith, tradition and identity. Having defined themselves as a nation through commemorative recitations of their past, the Jews continue to depend on memory for their very existence as a people. Over time, the only “common” experience uniting an otherwise diverse community of Jewish Americans has been the vicarious memory of the Holocaust. Left-wing and right-wing Jewish groups, religious and secular, Zionist and non-Zionist may all draw different conclusions from the Holocaust. But all agree that it must be remembered, if to entirely disparate ideological ends. As a result, while Jewish day schools, research institutes and community centers run deficits, millions of dollars continue to pour into Holocaust memorial projects and museums.
- 9 By extension, Holocaust museums are increasingly becoming the centers for historical education, activism and fundraising. Consequently, instead of learning about the Holocaust through the study of Jewish history, many Jews and non-Jews in America learn the whole of Jewish history through the lens of the Holocaust. Without other kinds of museums to a Jewish culture, Holocaust memorials and museums tend to organize Jewish culture and identity around this one era alone. As a result not only will the Holocaust continue to suggest itself as center of American Jewish consciousness, but it will become all that non-Jewish Americans know about a thousand years of European Jewish civilization.

Source: James E. Young, “Holocaust memorial museums in America,” *Survey of Jewish Affairs*, edited by William Frankel. Blackwell Publishers, 1991.

NOTES

Charles Maier (1939 –): the Leverett Saltonstall Professor of History at Harvard University. He teaches European and international history at Harvard. In his book, *The Unmasterable Past: History, Holocaust, and German National Identity*, he commented on the Holocaust controversies.

Jimmy Carter (1924 –): the 39th President of the United States from 1977 to 1981. He was highly active after leaving the White House, conducting peace negotiations, observing elections, and advancing disease prevention. He was awarded the 2002 Nobel Peace Prize.

US Memorial Council (US Holocaust Memorial Council): the governing body of the US Holocaust Memorial Museum. It was established by the US Congress in 1980 to raise private funds for and to build the Museum. It has been the governing board of trustees of the Museum since the Museum opened in 1993.

Bill of Rights: the collective name for the first 10 amendments to the United States Constitution. It enumerates freedoms not explicitly indicated in the main body of the Constitution, such as freedom of religion, freedom of speech, a free press, free assembly, and the right to keep and bear arms.

Understanding the text

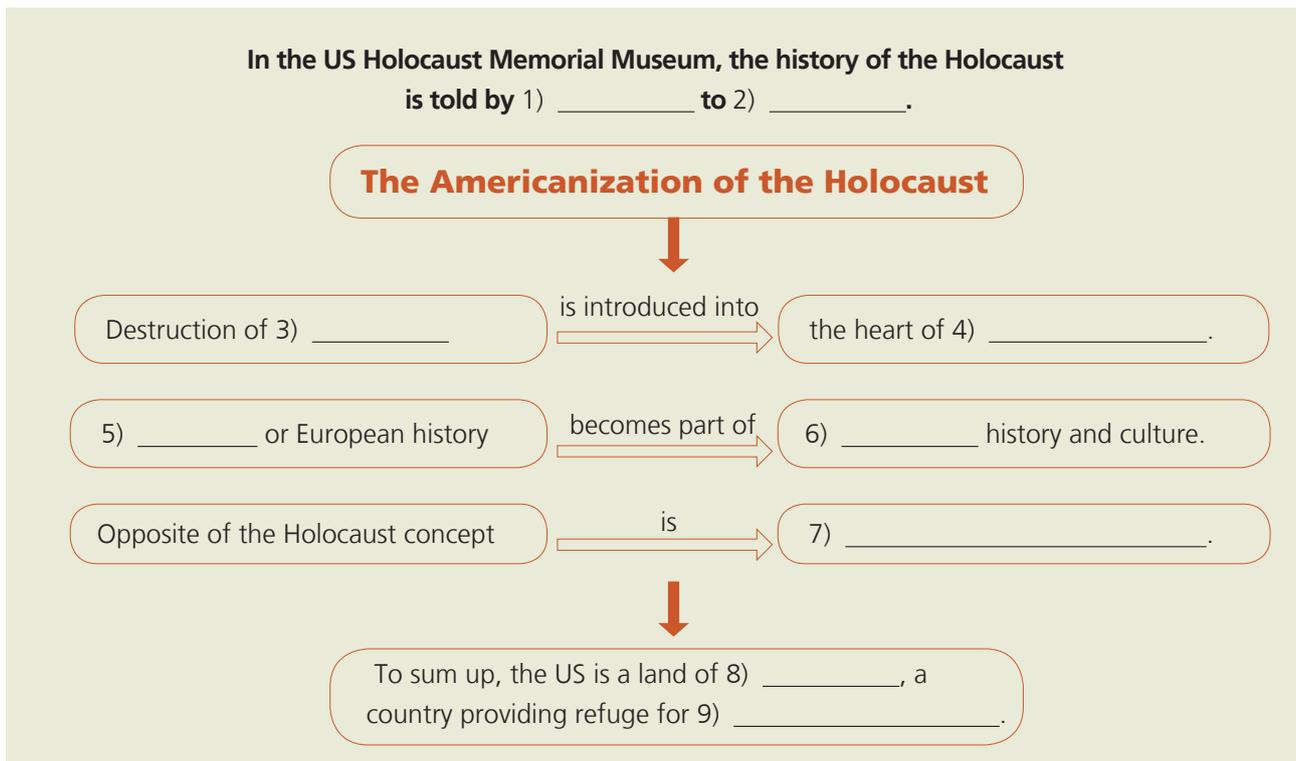
1 Check your understanding of the text by answering the following questions.

- 1 What is the author's intention of providing detailed information about the geographical position of the US Holocaust Memorial Museum at the beginning of the text?
- 2 In what sense is the US Holocaust Memorial Museum of fundamental significance to Americans as President Jimmy Carter stated?
- 3 What does the word "this" refer to in the sentence "This is what the Museum's project director, Michael Berenbaum, has termed the 'Americanization of the Holocaust'" in Para. 4?
- 4 Why does the Holocaust encompass "all the reasons immigrants — past, present and future — ever had for seeking refuge in America"?
- 5 Why does the author think it is important for the Americans to remember the crimes of another people in another land?
- 6 In what sense are Holocaust museums increasingly becoming the centers for historical education, activism and fundraising? Use your own words to explain.

2 Work in pairs. Read the statements from the text and discuss the questions.

- 1 Secondly, however, we must share the responsibility for not being willing to acknowledge 40 years ago that this horrible event was occurring. (Para. 2)
What does the sentence mean? Why should the Americans share the responsibility? Why do you think most people, including the Americans, other Europeans, German civilians and even generals and soldiers, chose to keep silent in the face of such crime during World War II?
- 2 ... the Museum's story of the Holocaust is "told in such a way that it would resonate not only with the survivor in New York and his children in Houston or San Francisco, but with a black leader from Atlanta, a Midwestern farmer, or a northeastern industrialist ..." (Para. 4)
What does the Holocaust have to do with "a black leader from Atlanta, a Midwestern farmer, or a northeastern industrialist"?
- 3 ... the Museum would define American existence in the great distance between "here" and "there." (Para. 7)
What do "here" and "there" refer to respectively? According to the author, how is American existence defined?

3 Check your understanding of the gist of the text by completing the following diagram.



Building your language

Theme-related words and expressions

Write down the words and expressions related to the Holocaust. You may refer to the text and also do some brainstorming. Start with the examples given below.

The Holocaust

When & Where	➔	<i>1940s</i> <i>Europe</i>
Who	➔	<i>Jews</i>
What? (Nouns & Verbs)	➔	<i>death camp</i> <i>suffer</i>
How?	➔	<i>horrible</i>

Collocations

1 Complete the following sentences with the collocations given in the box below. Change the form when necessary.

feel compelled to do sth. seek refuge in view of exclude ... from
pour into deny sb. sth. by extension share responsibility

- _____ the heavy flow of tourists, our visit to the US Holocaust Memorial Museum was finally canceled.
- The persecution was carried out in stages. Initially the German government passed laws to _____ Jews _____ civil society.
- In *Schindler's List* (《辛德勒的名单》), Oskar Schindler is a greedy German businessman who later _____ save his Jewish employees from the gas chambers.
- We can't put blame for the Holocaust on Hitler and the Nazis only. Those who shared the anti-Jewish hostility and kept silent about the Nazis' deeds must also _____.
- When the Nazi Party gained control of Germany, Jews were _____ the right to vote and to hold public office or civil service positions.
- During the Second World War, still a small number of Jews were able to _____ within Germany with courageous German families.
- The writing of Elie Wiesel, a Holocaust survivor and also a Nobel Peace Prize winner, led people to think about what the Holocaust did, not just to the Jews, but _____, to humanity.
- Thousands of refugees _____ over Syria's border _____ Iraqi Kurdistan, the UN says, in one of the biggest waves of refugees in the Syrian conflict.

2 The following passage contains incomplete collocations. Complete each collocation with the words given in the box below. Change the form when necessary.

to under public systematic for with
gather ultimate deliver expose private
honorable

The Holocaust and the US Holocaust Memorial Museum

When the *truth* about the death camps, gas chambers and mass shooting was gradually 1) _____ to the world after World War II, when reading the narratives 2) _____ that part of *memory*, humane people realized that the Holocaust was no longer a(n) 3) _____ *sorrow* but a(n) 4) _____ *grief*. Looking back, people can't understand how such persecution of the Jews could have 5) _____ *force*, why the majority at that particular time chose to remain silent, and above all 6) _____ what *circumstances* a state plotted 7) _____ *destruction* of a minority ethnic group, including its aged, its women and its children and infants.

The US Holocaust Memorial Museum was constructed not just to do a(n) 8) _____ *task* of telling the story faithful to the historical events, but also to condemn the massacre as the 9) _____ *violation* of America's Bill of Rights. As it would *resonate* 10) _____ not only the survivors and their children but also all those who are or may be oppressed, it reinforces America's self-idealization as a *haven* 11) _____ the world's oppressed. This is also why this part of Jewish history could become *central* 12) _____ the American history and culture.



Gems of the language

Read aloud the following sentences. Pay attention to such effective rhetorical strategies as parallel structure and contrast for achieving emphasis.

Under what circumstances can a **private sorrow** serve simultaneously as a **public grief**?

... the Holocaust Museum must **take them back in time, transport them to another continent, and inform their current reality.**

The Holocaust gathered force as the Nazis excluded groups of people from the human family, **denying them freedom to work, to study, to travel, to practice a religion, claim a theory, or teach a value.**

Sharing your ideas

Discuss in groups

1 The Holocaust is a multifaceted historical event, from which different people draw different conclusions. Who's telling it and to whom really matters. What do you think about the American way of presenting that part of history by means of the Holocaust museums? What conclusion do you draw from the event? What lessons do you think we can learn from it?

2 Many people believe that history museums should be "places where time is transformed into space." In regard to the exhibits, some say, "What a museum chooses to exhibit is sometimes less important than how such decisions are made and what values inform them." What do you think about the choice of exhibits and consequently the function of a history museum? Use examples to support your point.



YOU CAN REFER TO THE ONLINE COURSE FOR MORE EXERCISES.

VIEWING

A war between brothers

War seems to be a permanent theme in human history. But wars are different, having different causes, creating different impacts, evoking different feelings, and above all, stimulating different memories.

If the American War of Independence (1775 – 1783) gave birth to a new country, then the American Civil War (1861 – 1865) brought about a rebirth of the nation. No one denies the significance of the Civil War. Everybody agrees that it is the bloodiest conflict in which the United States has ever engaged. What memory does the American Civil War evoke? Why is it called a war between brothers?



NEW WORDS

the Confederacy /kən'fed(ə)rəsi/ (美国南北战争时南部诸州结成的) 南部联邦

confederate /kən'fed(ə)rət/ *a.* (美国内战期间) 南部联邦的

prestigious /pre'stɪdʒəs/ *a.* 受人尊敬的; 有威望的

exempt /ɪg'zempt/ *a.* 被免除 (义务) 的; 获豁免的

foe /fəʊ/ *n.* 敌人; 仇敌

valiantly /'væliəntli/ *ad.* (尤指在困境中) 勇敢地, 英勇地

vindictive /vɪn'dɪktɪv/ *a.* 报复 (性) 的; 怀恨在心的

1 Watch a video clip about the American Civil War. Then match the items on the left with those on the right.

The North

The South

the Confederacy

the Union

Mary Todd Lincoln

Robert E. Lee

Ulysses S. Grant

the Crittendens

2 Read the remarks made by the chief commanders from the opposing sides of the American Civil War, as you've just heard from the video clip. What similar feelings did they share?

I felt like anything rather than rejoicing at the downfall of a foe who had fought so long and valiantly, and had suffered so much for a cause, though that cause was, I believe, one of the worst for which a people ever fought, and one for which there was the least excuse.

—Ulysses S. Grant

I have fought against the people of the North because I believed they were seeking to wrest from the South its dearest rights. But I have never cherished toward them bitter or vindictive feelings, and have never seen the day when I did not pray for them.

—Robert E. Lee

READING

Memory – Refreshed and healed

The war passed long ago; yet it is never far away. For 150 years this war between brothers has been revisited in different ways by the American people from all walks of life. That part of history, though sometimes colored and romanticized, is by no means twisted. The refreshing of the painful memory is exactly the healing, because a healed memory is never a deleted memory.

Compare the memories of the American Civil War and that of the Holocaust. What do they have in common? And how are they different?



YOU CAN REFER TO THE ONLINE COURSE FOR PREVIEW.

A WAR THAT NEVER GOES AWAY

James M. McPherson

1 “Americans just can’t get enough of the Civil War.” So says Terry Winschel, historian of the Vicksburg National Military Park. Millions of visitors come to Vicksburg and to more than a dozen other Civil War national battlefields and military parks every year. More than 40,000 Civil War reenactors spend hundreds of dollars each on replica weapons, uniforms and equipment; many of them travel thousands of miles to help restage Civil War battles. Another 250,000 Americans describe themselves as Civil War buffs or “hobbyists” and



belong to one of the hundreds of Civil War round tables or societies, subscribe to at least one of the half-dozen magazines devoted to Civil War history, or buy and sell Civil War memorabilia.

- 2 Above all, Americans buy books on the Civil War. This has always been true. More than 50,000 separate books or pamphlets on the war have been published since the guns ceased firing a century and a quarter ago. In recent years some 800 titles, many of them reprints of out-of-print works, have come off the presses annually. Nearly every month a new Civil War book is offered by the History Book Club or the Book-of-the-Month Club, often as the main selection. Many bookstore owners echo the words of Jim Lawson, general manager of the Book 'N Card shop in Falls Church, Virginia. "For the last two years," he said, "Civil War books have been flying out of here. It's not [just] the buffs who buy; it's the general public, from high school kids to retired people."
- 3 I am often asked to explain what accounts for this popular interest in the Civil War. I have a few answers.
- 4 First, for Americans, the human cost of the Civil War was by far the most devastating in our history. The 620,000 Union and Confederate soldiers who lost their lives almost equaled the 680,000 American soldiers who died in all the other wars this country has fought combined. When we add the unknown but probably substantial number of civilian deaths — from disease, malnutrition, exposure, or injury — among the hundreds of thousands of refugees in the Confederacy, the toll of Civil War dead may exceed war deaths in all the rest of American history. Consider two sobering facts about the Battle of Antietam, America's single bloodiest day. The 25,000 casualties there were nearly four times the number of American casualties on D-Day, June 6, 1944. The 6,500 men killed and mortally wounded in one day near Sharpsburg were nearly double the number of Americans killed and mortally wounded in combat in all the rest of the country's 19th century wars combined — the War of 1812, the Mexican War and the Spanish-American War.
- 5 This ghastly toll gives the Civil War a kind of horrifying but hypnotic fascination. As Thomas Hardy once put it, "War makes rattling good history; but peace is poor reading." The sound of drum and trumpet, the call to arms, the clashing of armies have stirred the blood of nations throughout history. As the horrors and the seamy side of a war recede into the misty past, the romance and honor and glory forge into the foreground. Of no war has this been more true than of the Civil War, with its dashing cavaliers, its generals leading infantry charges, its diamond-stacked locomotives and paddle-wheeled steamboats, its larger-than-life figures like Lincoln, Lee, Jackson, Grant, and Sherman, its heroic and romantic women, its countless real-life heroines and knaves and heroes capable of transmutation into a Scarlett O'Hara, Rhett Butler or Ashley Wilkes. If romance is the other face of horror in our perception of the Civil War, the poignancy of a brothers' war is the other face of the tragedy

of a civil war. In hundreds of individual cases the war did pit brother against brother, cousin against cousin, even father against son. Who can resist the painful human interest of stories like these — particularly when they are recounted in the letters and diaries of Civil War protagonists, preserved through generations and published for all to read as a part of the unending stream of Civil War books?

6 Indeed, the uncensored contemporary descriptions of that war by participants help explain its appeal to modern readers. There is nothing else in history to equal it. Civil War armies were the most literate that ever fought a war up to that time, and 20th-century armies censored soldiers' mail and discouraged diary keeping. Thus we have an unparalleled view of the Civil War by the people who experienced it. This has kept the image of the war alive in the families of millions of Americans whose ancestors fought in it. When speaking to audiences as diverse as Civil War buffs, Princeton students and alumni, and local literary clubs, I have sometimes asked how many of them are aware of forebears who fought in the Civil War. I have been surprised by the large response, which demonstrates not only a great number of such people but also their consciousness of events that happened so long ago yet seem part of their family lore today.

Source: James M. McPherson, "A war that never goes away," *The Civil War: The Best of American Heritage*, edited by Stephen W. Sears. Boston: Houghton Mifflin Co., 1991.

NOTES

James M. McPherson (1936 –): American Civil War historian and

the George Henry Davis '86 Professor Emeritus of United States History at Princeton University. He received the 1989 Pulitzer Prize for *Battle Cry of Freedom*.

the Siege of **Vicksburg (May 18 – July 4, 1863):** one of the important military actions in the American Civil War, in which the Union armies and navies took over control of the Mississippi River from the Confederate forces

D-Day: a term used for the day set for a planned attack in the military. Here it is synonymous to June 6, 1944, the day of the Normandy landings.

Lee (Robert E. Lee) (1807 – 1870): the chief commander of the Confederate armies in the American Civil War from

1862 until his surrender in 1865

Jackson (Thomas Jonathan Jackson) (1824 – 1863): a Confederate general during the American Civil War, one of the best-known Confederate commanders after General Robert E. Lee

Grant (Ulysses S. Grant) (1822 – 1885): US general and commander of the Union armies during the late years (1864 – 1865) of the American Civil War

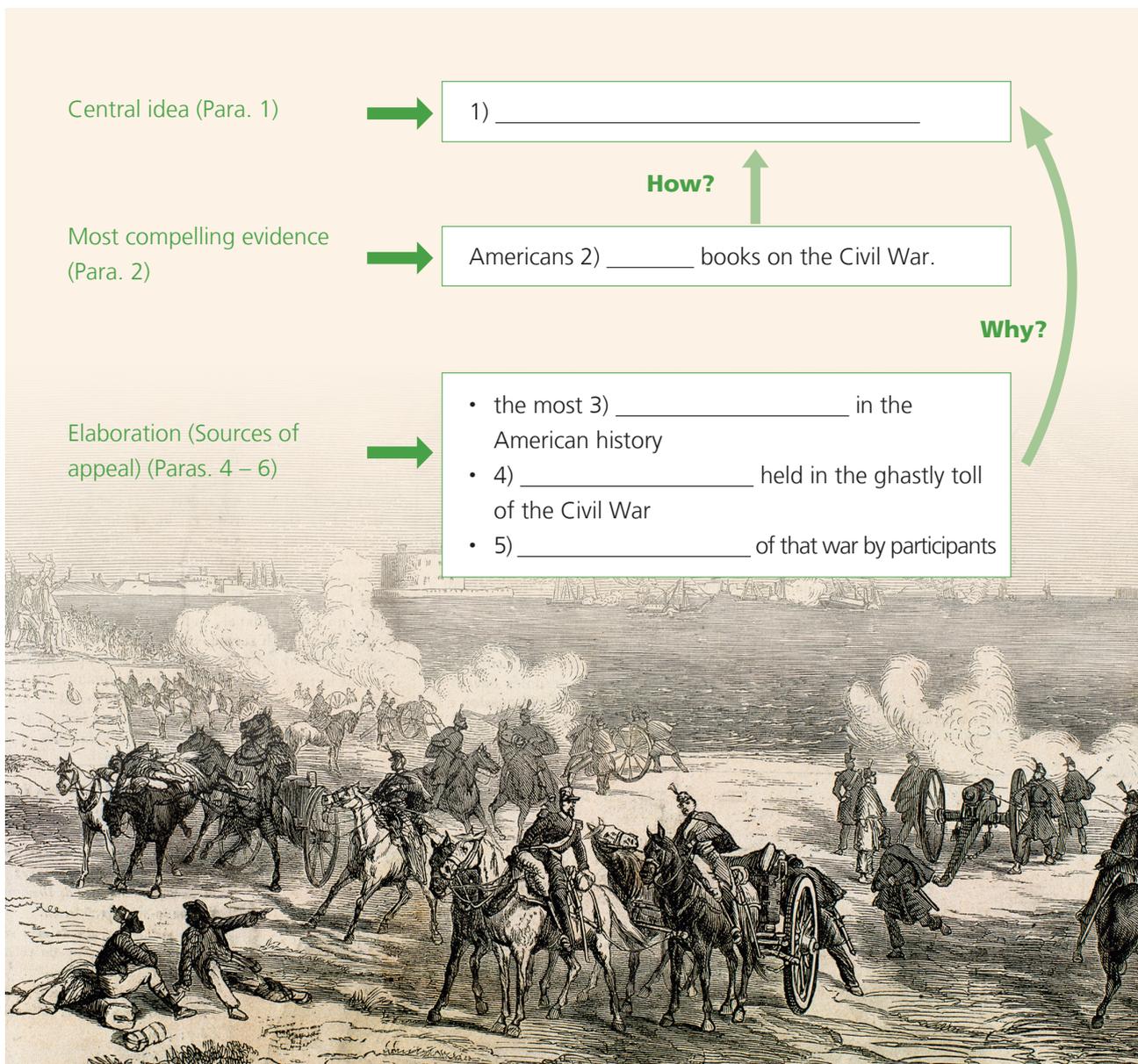
Sherman (William Tecumseh Sherman) (1820 – 1891): an important general in the Union armies and a major architect of modern warfare

Scarlett O'Hara, Rhett Butler, and Ashley Wilkes: the main characters in Margaret Mitchell's 1936 novel *Gone with the Wind*. The novel was adapted into a 1939 movie presenting an American epic historical romance during the Civil War.



Understanding the text

1 Check your understanding of the overall structure of the text by completing the following diagram.



2 Work in pairs and discuss the following questions.

- 1 What is the author's purpose of providing detailed descriptions of the Civil War reenactors and buffs?
- 2 What can we know from Para. 2 about the publication of books on the Civil War and about the readers? Why does the author give such information?
- 3 Why do you think people show irresistible interest in bloody wars?
- 4 Why do you think people tend to romanticize the cruel wars as described in Para. 5?
- 5 What is your understanding of Thomas Hardy's remark "War makes rattling good history; but peace is poor reading"?

Building your language

Theme-related words and expressions

Write down the words and expressions related to the ways of keeping the memory of the Civil War fresh. You may refer to the text and also do some brainstorming. Start with the examples given below.

Restaging the war

reenactors, Civil War buffs or "hobbyists"

Reading books

reprints of out-of-print works

Reading mail / diaries

uncensored contemporary descriptions

Collocations

1 Complete the following sentences with the collocations given in the box below. Change the form when necessary.

subscribe to out of print come off the press belong to account for
recede into get enough of appeal to

- 1 Many books about the American Civil War written years ago are _____ now, but you may still find some in the National Library of China.
- 2 *Gone with the Wind*, in which Margaret Mitchell narrates a story about a girl's "survival" during the American Civil War and Reconstruction Era, has become a top American fiction bestseller since the year it _____.
- 3 If you are interested in learning more about this period of history, I suggest that you _____ *The Civil War Monitor*, an online digital magazine devoted to the belief that popular history need not be superficial or sentimental.
- 4 To _____ why two brothers would fight on opposite sides of the Civil War is no easy task: It's difficult not to overestimate their motives.

- 5 As the Cold War and its popular culture _____ the past, it is helpful to have books like this to make people aware of the larger social context, particularly the aspects taken for granted at the time but nearly invisible now.
- 6 If Margaret Mitchell, author of *Gone with the Wind*, had only presented a serious treatment of a serious subject — the Civil War — from the Confederate standpoint, then what would have been its _____ audiences of the time?
- 7 War Between Brothers (*Lyrics*)
 This one's a father, and this one's a son
 One man was right and the other was wrong
 But both of them died in the maddening throng
 Carry them home, boys, _____ where they _____.
- 8 Once he started speaking on the stories about the Three Kingdom Period, he couldn't _____ it.

2 The following sentences contain incomplete collocations. Complete each collocation with the words given in the box below.

sobering restage alive general double substantial mortally

- 1 After a presentation is given about the positions and movements of the two sides as they engage each other in battle, Civil War reenactors will _____ the *battle* so we can see how it would have appeared in real life.
- 2 The exhibition of "Civil War Arkansas, 1861 – 1865" in memory of the Arkansas citizens who fought and died during the Civil War years is not mainly for experts but for the _____ *public*.
- 3 One-third of the soldiers who fought for the Union Army were immigrants. This _____ *fact* indicates that the Union Army was a multicultural force — even a multinational one.
- 4 With the issue of the Emancipation Proclamation (《解放奴隶宣言》), African-Americans — both free and runaway slaves — came forward to volunteer for the Union cause in _____ *numbers*.
- 5 Thomas Jonathan Jackson, popularly known as "Stonewall" Jackson, was accidentally shot down by his own men at a battle in 1863. Though not _____ *wounded*, the general died of complications from pneumonia about a week later.
- 6 The *number* of people aged 65 and older in the United States is expected to almost _____ by 2050, a shift that is expected to put pressure on its economy.
- 7 Reading the uncensored contemporary descriptions of the war by participants, such as mail and diaries, is an effective way to *keep* history _____.

Gems of the language

Read aloud the following quotes about the American Civil War. Try to feel how the simplicity of language produces powerful and inspirational ideas.

War is an option of difficulties.

—James Wolfe

There is a terrible war coming, and these young men who have never seen war cannot wait for it to happen, but I tell you, **I wish that I owned every slave in the South, for I would free them all to avoid this war.**

—Robert E. Lee

America has no north, no south, no east, no west. The sun rises over the hills and sets over the mountains, the compass just points up and down, and we can laugh now at the absurd notion of there being a north and a south. **We are one and undivided.**

—Sam. Watkins

Sharing your ideas

Discuss in groups

1 Victor Hugo notes, “Civil war? What does that mean? Is there any foreign war? Isn’t every war fought between men, between brothers?” Do you agree with Hugo? Do you think it is ridiculous to distinguish between a civil war and a war between countries? Why or why not?

2 War-themed movies and TV series have been very hot for producers and directors as well as audiences. In recent years in China, for example, TV series on the Anti-Japanese War and the Chinese Civil War before 1949 have been produced in large numbers. How do you react to these movies and TV series? How far do you think they faithfully restage history? How effective do you think they might be to keep history alive? Give reasons for your responses.



YOU CAN REFER TO THE ONLINE COURSE FOR MORE EXERCISES.

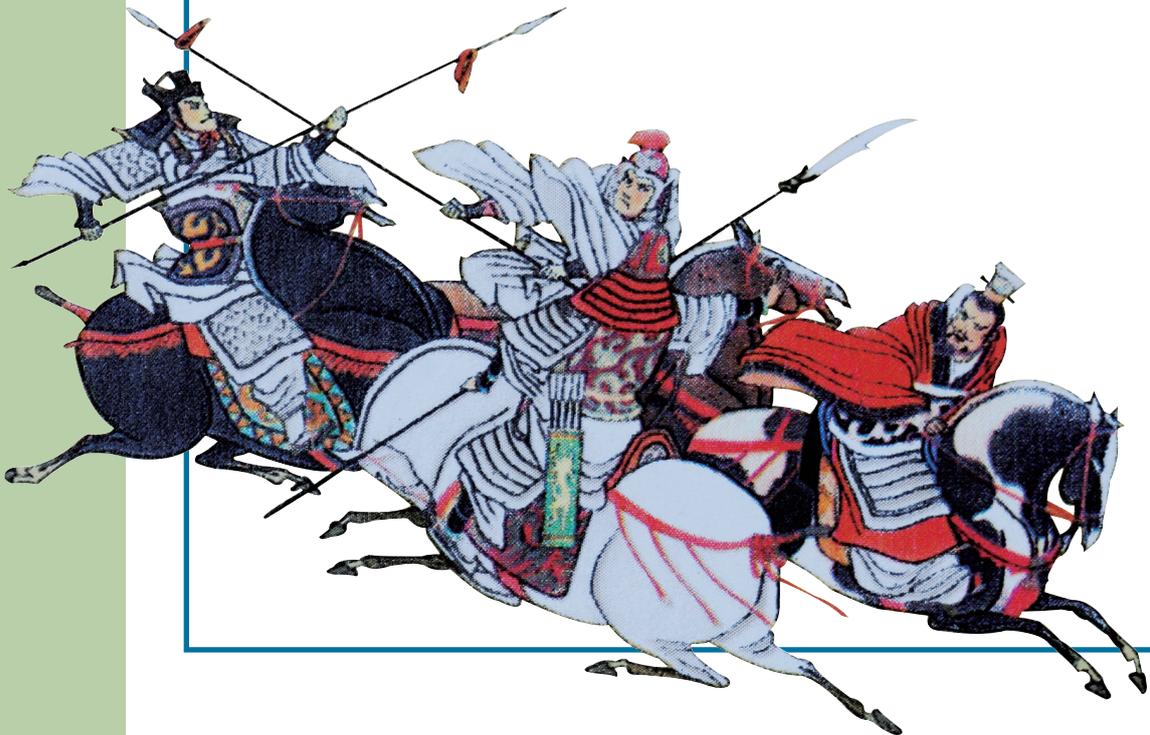
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UNIT PROJECT

Making a speech: Telling one episode in Chinese history

History, some say, often repeats itself across time and space because “we learn from history that man can never learn anything from history.” This radical statement may be better understood in reverse: Those who learn nothing from history are destined to repeat it. The point, therefore, is how we can make true history really relevant to us. In this unit, we read two episodes in Western history narrated, reviewed and commemorated by some Westerners. Now we are confronted with a grave question: How do we tell our own history properly?

In this section, you are going to make a three- to five-minute speech on one episode in Chinese history. You will have a chance to present your understanding of history, its truthfulness, its meaning to the present and the future, and the way of remembering it. Record your speech, and upload it onto Ustage at ustage.unipus.com, a platform to voice your wisdom, a stage on which you can show yourself and shine.



1

STEP

Select a topic

Work in groups. Brainstorm important events in Chinese history, famous wars or battles, for example. Select a topic for your speech. You may find the following topic list helpful, but please don't be confined to it. Events other than wars may also be interesting.

Famous wars in Chinese history

- The Anti-Japanese War
- The Chinese Civil War
- Opium Wars
- Battles at the end of the Eastern Han Dynasty
- ...

2

STEP

Collect information

Discuss in groups the details of the topic you've chosen and collect information from group members. Share what you know about the event. You may find the prompt cards below helpful, but don't be confined to the prompts.

The Anti-Japanese War

- Background
- The Nanjing Massacre
- Japanese attitude vs. Chinese attitude
- Relation to World War II
- ...

Useful expressions: *Imperial Japanese Army; the fall of Nanjing; mass murder; machine gun; Chiang Kai-shek ...*

The Chinese Civil War

- Background
- Two phases: 1927 – 1937; 1945 – 1949
- Result
- People's living conditions:
300,000–700,000 people died of hunger each year. The average lifespan was less than 45.
- ...

Useful expressions: *Kuomintang; the Communist Party; centralized government; landlord; heavy casualties; the Taiwan Strait ...*

Opium Wars

- Background
- Important figures
- Consequences and impact
- ...

Useful expressions: *trade imbalance; silk, porcelain and tea; Lin Zexu; Destruction of Opium at Humen (虎门销烟) ...*

Battles at the end of the Eastern Han Dynasty

- Major battles
- Important figures
- Causes and results of conflicts
- Historical position and influence
- ...

Useful expressions: *period of unrest; Yellow Turban Rebellion (黄巾起义); Battle of Guandu (官渡之战); Battle of Red Cliffs (赤壁之战); breakup and reunion; proclaim oneself emperor ...*

3

STEP

Collect your thoughts

In what way do we keep this part of history alive? And what does it mean to us? Collect thoughts through answering the following questions.

- Where did you first learn this part of history? How did you feel about it then?
- When and where is this historical event discussed as a hot topic? In books, plays, films? Or on some other occasions? In what way is its impact felt?
- Why can't the Chinese get away from this memory?
- What can we learn from it?

4

STEP

Organize your speech

- 1 Organize the body of your speech first. You may refer to the sample outline below which includes the description of the event, the way of remembering it and its implications. You are also encouraged to develop your ideas in a different way, for example, focusing on the things we learn from the event, or the proper ways to remember it.

Body

The event

Who? What? Where? When? How?

How people keep it alive

A. ...

B. ...

What it speaks to us

A. ...

B. ...

- 2 Organize the introduction and the conclusion of your speech. You may find the tips below helpful.

Tips

Introduction

- Reveal the topic.
- Attract attention (e.g. using a quote, asking a question, etc.).
- Relate the topic to the audience.
- Preview the body of the speech.
- Keep it brief.

Conclusion

- Signal the end.
- Reinforce the central idea.
- End with a dramatic statement, or a quote, or ...
- Be brief and concise.

You may find you need more information to support your point. Collect data from reliable sources after class. Draft your script and revise it.

Deliver (and upload) your speech

Deliver your speech and have it videoed. Repeat several times. Select the best video and upload it to Ustage.

5

STEP

CHECKLIST

OK Needs work

- | | | | |
|-----------------------|-----------------------|----|--|
| <input type="radio"/> | <input type="radio"/> | 1 | My topic can excite general interest. |
| <input type="radio"/> | <input type="radio"/> | 2 | I have related the topic to the audience at the beginning. |
| <input type="radio"/> | <input type="radio"/> | 3 | I have presented a detailed narrative of the historical event. |
| <input type="radio"/> | <input type="radio"/> | 4 | My points are clear enough. |
| <input type="radio"/> | <input type="radio"/> | 5 | My points are based on strong evidence from reliable sources. |
| <input type="radio"/> | <input type="radio"/> | 6 | The body of my speech is logically developed. |
| <input type="radio"/> | <input type="radio"/> | 7 | The conclusion of my speech is effective enough. |
| <input type="radio"/> | <input type="radio"/> | 8 | My voice is loud enough. |
| <input type="radio"/> | <input type="radio"/> | 9 | My pronunciation is easily intelligible. |
| <input type="radio"/> | <input type="radio"/> | 10 | I have made effective eye contact with the audience. |



YOU CAN UPLOAD YOUR SPEECH TO THE ONLINE COURSE AFTER FINISHING IT.