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**INDIÁNI V UČEBNÍCH MATERIÁLECH -  
STEREOTYPY VERSUS REALITA**

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**Thesis**

**NATIVE AMERICANS IN TEACHING MATERIALS -  
STEREOTYPE VERSUS REALITY**

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**Plzeň 2012**

Prohlašuji, že jsem práci vypracoval/a samostatně s použitím uvedené literatury a zdrojů informací.

*V Plzni dne 26. června 2012*

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## **ABSTRACT**

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The thesis deals with the problem of stereotypes, their definition, recognition, origin, role, and types. Further, it focuses on Native American stereotypes in particular and on stereotypes in teaching materials. Based on the theory, there was a research conducted analyzing the presence of the topic of Native American in chosen teaching materials for lower and upper secondary schools. The placement and context of the topic of Native Americans mentioned in the book are analyzed and, finally, the results are summarized and presented.

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## I. INTRODUCTION

In our everyday lives we encounter stereotypes. Sometimes we may not even realize that we have met one. Consequently, it is very important to realize what stereotypes are, where we can meet them, how we can distinguish them, and most importantly how we can fight or prevent them.

There are many situations in which we can be exposed to stereotypes and stereotypical thinking. Either it can be a completely personal situation in which stereotypes can sometimes hurt us very painfully, or it can be in more formal contexts as at work, or at school. As teachers, we should specifically be aware of stereotypes and not only we should try to choose teaching materials that are not overly stereotypical but we should be coming up with ideas how to educate students in a way that refuses stereotypes.

It is not only necessary to understand the definition of stereotypes but also to understand their role and place in a society. It is always easier to fight something that we have good knowledge about. Therefore it is crucial to learn about different types of stereotypes and other features connected with them. We should never be satisfied with what we have already done. On the contrary, we should always be looking for better solutions and results.

In the first chapter of the Theoretical background chapter, there is a definition of stereotypes provided along with the origin of stereotypes. Stereotypes are divided into several types and there is more information offered about each of them. Next, the role of stereotypes and their consequences are described. The following section of the Theoretical background chapter focuses on Native Americans and stereotypes widely connected with them, from both the historical and the modern point of view. The last chapter of the Theoretical background chapter is devoted to Stereotypes in teaching materials and a way to avoid them. In the

chapter called Research Methodology, attention is paid to an analysis of textbooks for lower and upper secondary schools. First, the textbooks used are described and then the method of the analysis is explained, informing readers about different factors that were taken into consideration in process of analysis. The next chapter Findings concentrates on the results of the analysis, including commentaries and a summary of the results. Finally, the thesis is concluded and the final results of the research are presented.

## **II. THEORETICAL BACKGROUND**

The objective of the theoretical chapter is to introduce the term of stereotypes, their definition, their origin, their types, the role of them, Native American stereotypes, and finally stereotypes in teaching materials. Initially, there is a definition of stereotypes, which specifies and explains what we can understand under the term “stereotypes”. Next, the origin of stereotypes is revealed to show that there are more things influencing stereotypes and if we are not aware of them, it might be harder to fight them. As its next step, the chapter focuses on different types of stereotypes: gender, race and culture, and age. The specific types of stereotypes are described along with examples of them and a warning of the negative effects that they could have on students. Later, the role of stereotypes is explained and also the consequences that they can have. Following, there is a section dedicated to the stereotypes that concern Native Americans in particular. Native American stereotypes can also be further divided on those touching on their past and those concerning their present day status. There are many of them and it is shame that often people do not even realize that what they believe to be true about Native Americans might only be a stereotype. The last part of the chapter deals with stereotypes in teaching materials and is followed by a research of the emergence of the Native American topic in textbooks for teaching English at lower and upper secondary schools and an analysis of Native Americans being presented either stereotypically or objectively.

### **Stereotypes**

#### **Definition of Stereotypes**

There are many possible definitions of stereotypes; one of them has been offered by Brown (1999) : “A stereotype is a fixed or conventional notion or concept (as of a person, group or idea) held by a number of people. It allows for no individuality or critical judgment”

(p. 23). Stereotypes occur when we classify all individuals of one group as if they were all identical (Brown, 1999, p. 23). Stereotypes are usually passed from one generation to another, while being constantly interpreted. They can also be national, in which case they are a sign of collective thinking and can be very durable. However, it depends on an individual how he or she applies stereotypes and if he or she accepts them quickly or prefers to think about them first and make his or her own opinion (Cimpová, 2005, p. 15-16).

### **Origin of Stereotypes**

Stereotypes originate from generalizations which form a part of natural learning process. However, when these generalizations and from them resulting stereotypes are aimed at people, they can become quite dangerous. Stereotypes can arise from our own experience, from what we have read or heard, or from experience of our friends or family. Very often we create stereotypes about groups of people with which we have not had a firsthand contact and sometimes we are afraid of them for some reason (Dieu, 1999-2005). It can be also said that creation of stereotypes about people is dependent on our inability or unwillingness to find necessary information about a group of people (Grobman, 1990). When we talk about stereotypes, we might imagine something negative and unwanted. It needs to be pointed out that stereotypes can also be positive. Nevertheless, even if stereotypes are positive; they can be harmful and threatening because they are still unfair and they lead to ignorance of human`s complexity, diversity, and multidimensionality. Though stereotypes are often hard to recognize, it is necessary to discover them and fight against them. It is the only way to create a civil society fair to everyone (Dieu, 1999-2005).

### **Types of Stereotypes**

There are several types of stereotypes; they can be gender aimed, age aimed, cultural, or racial, for example. (Brown, 1999, p. 14). All the types of stereotypes can cause big harm

and none of them should be overlooked if we want the stereotypical images to diminish and eventually disappear.

**Gender stereotype.** One of the most widely spread types of stereotypes is the gender stereotype. Although the modern world tries to move forward and abandon the stereotyped roles and characteristics of men and women, they still exist in some people`s minds. There is still the feeling that boys are supposed to play with cars and guns, go to war, be strong, etc. Furthermore, they should not show their feelings too often, as it would make them look girlish. On the other hand, girls should like dolls, pink color, and they should not be too ambitious. On the contrary, it needs to be pointed out that there are people who are trying to change the ancient structures and raise their children to believe in gender equality and not to be afraid to like some of the things that are typical for the other gender. Increasingly, it can be seen that girls and women are gaining a better position in these melting stereotypes. Whatever point of view we agree with, it is necessary to realize, that we should not be overly concerned with the ancient stereotypical roles of men and women and let our children be happy the way they choose. Naturally, the same approach should be kept on mind while dealing with adults, not only with children (Wenig, 2011).

**Race and culture stereotype.** Other stereotypes are also very common. The ones that concern race and culture can often be treated together as they are mostly connected historically and geographically. People are judged according to their color of skin, their cultural roots, or their nationality. For example, since the 11<sup>th</sup> September 2001 many people, particularly Americans, are afraid of people from Iraq, Afghanistan, and others that resemble them physically (Ervin, 2009). To tell the truth, as much as I am trying not to stereotype people; whenever I am on a plane, especially to the USA, I do not feel quite comfortable when I see people resembling the stereotypical picture of a terrorist on the plane. Although I am aware of the fact that not all of them are terrorists and that even a person from Europe, for

example, could be as dangerous as anyone else; I cannot help the strange feeling of anxiety. It is a typical example of a stereotype that is brought to us by experience and through media. When I focus on the Czech Republic, in my opinion, there are two main groups that are being stereotyped the most frequently: the Roma people, and the Vietnamese. Concerning the Vietnamese, most of the inhabitants of the Czech Republic regard them as market sellers, clothes store or grocery owners. According to the Czechs, the Vietnamese are a submissive nation. In fact they can seem to be submissive because they are overly polite. Concerning their career, it is true that most of the Vietnamese who immigrated into the Czech Republic work as market sellers, shop assistants etc., but it does not implicate that they want the same for their children. Most of the Vietnamese students are very hardworking and intelligent. Furthermore, their parents motivate them to study and to gain their chance to have a good occupation in future, as for example, to become doctors, teachers, or lawyers (Kocourek, 2005). Regarding the Roma people, stereotypes have mostly a negative connotation since they regard the Roma people as people disobedient to law, aggressive, dangerous, inclining to crime, dirty, and not respecting any rules. However strange they can seem to us; it is important to realize that they have different roots and traditions, which can lead to misreading their actions and moreover, they also consist of many individuals and should not be regarded as a unit (Mýty a stereotypy o Romech, 2007).

**Age stereotype.** Another category of stereotypes that deserves attention are the stereotypes that are age-based. Especially when talking about teenagers, there are many stereotypes surrounding them. Older people usually do not like the way they dress and behave. It might be true that they have encountered a teenager who was dangerous and rude; but it is not a reason to believe that all the teenagers are the same, as with any other stereotype. The older generations think that they used to be different but it is mostly the world that has changed and consequently people behave differently today than fifty years ago, not

only teenagers, but all the people. However, teenagers are not only being stereotyped; they also like to stereotype among themselves. Being a lower and upper secondary school student is certainly not an easy position. If somebody is intelligent and likes to work at school, he or she is automatically a “geek” for most of his or her classmates. If somebody wears old fashioned clothes, he or she is automatically poor and definitely not “cool” (Poole, 2006). Old people are also stereotyped. Most people regard them as being passive, always complaining, and ill people. Certainly there might be old people who do not live actively, have bad health, and usually are not in a good mood. On the other hand, we can see many old people who still conduct an active life, do sports, smile, do not go to the doctor unless necessary, etc (Seniors Network, 2000-2011). To conclude, it is important to realize that everyone can be stereotyped and everybody probably stereotypes someone else. Perhaps it is inevitable but there has to be some boundaries that give room for critical thinking and we can only hope that people will start thinking about themselves and about others in a new way.

### **Role of Stereotypes**

There are many roles that stereotypes can take on. As in the case of general effects of stereotypes, the roles can also be positive or negative. The role of stereotypes can be fixed for the whole society but stereotypes can also have personal implications, as they can differ according to the specific person who is interpreting them at the precise moment.

Regarding the positive roles of stereotypes, they can serve as a tool to order ideas and opinions. The concept of current society can seem chaotic and undefined. Stereotypes can therefore help people understand the structure and hierarchy of the society. Nevertheless, it is very important not to rely solely on stereotypes as they may be erroneous and too general. To take advantage of stereotypes might also seem as the easier and simpler way to understand a problem, a person, or decide about a particular problem. Still, it needs to be emphasized that

although stereotypes may give us the impression of a faster way to evaluate a situation, it should not be forgotten that many of the situations and problems that we are dealing with are more complex and complicated than we realize. Stereotypes are considered a general view of society on a particular group of people or a specific situation. When we look deeper into the subject, we can however find out that this impression of stereotypes being a general view of society may uncover certain negative implications. We should ask who is meant by the society. If we take our distance, it is obvious that people who are considered as belonging to a society are not stereotyped by it; whereas people who do not belong to a society become the objects of stereotyping, which can in certain cases lead to discrimination and categorization of these people (Dyer, n.d.).

Stereotypes also have an undeniable role in decision making; again their role can be perceived as negative or positive depending on circumstances. Stereotypes can sometimes prove useful while making decisions, especially medical decisions. There are other features regarding stereotypes which can have positive effects on decision making and not only medically. Some stereotypes may be accurate enough in order to let our decision be influenced by them. Nonetheless, the accuracy of stereotypes should never be overestimated. Depending exclusively on stereotypes, we could arrive at erroneous decisions. It is therefore necessary not to let ourselves be influenced by stereotypes excessively. It should always be kept on mind that each situation is different and when we are making a decision, particularly an important one; we should always be careful what we build our decision on. Sometimes, we might not even realize that we are stereotyping someone or something. It is natural that people better remember situations affirming their stereotypes instead of the ones denying them. Consequently, we may start believing stereotypes that we hold are in fact true and reliable (Chiu, 2009).

## **Native American Stereotypes**

### **Description of Native American Stereotypes**

Concerning the stereotypes about Native Americans, there are certainly many of them and most of them are also deeply established and even believed to be true by many people. These stereotypes have been developing and have been being encouraged for the past 200 years at least, it is consequently understandable that people who are not educated in the field might believe in them (Brown, 1999, p. 23). In the minds of most people, there are only two typical images that emerge when talking about Native Americans. One of them is the portrayal of a tall, young, muscular, bronze, long haired man riding a horse or shooting an arrow. The other one is of an old white haired man, a representation of wisdom. Both these images were artificially created by literature, visual media, and most importantly by Europeans or Euro-Americans (Brown, 1999, p. 11).

**No change.** It is not unusual that people who are not well acquainted with Native Americans believe that nothing has changed about the way they live since the colonial times. When people are asked to describe a Native American, they usually answer that they hunt buffalo, live in tipis, and wear feathers. People talk about Native Americans in present tense as if Native Americans have not changed their ways of life since the encounter with Europeans. People poorly educated in this matter could be surprised to discover that Native Americans live just like anyone else; they go shopping to supermarkets, they eat in fast foods, they go to school, they live in regular houses, they wear modern clothes, and they resemble people of any other race. However, there is one interesting fact about Native Americans which can distinguish them from other races. Although they live modern lives like anyone else, they have strong ties to their cultural heritage and to their mythical past. Certainly we cannot talk about all the individuals as about one person, but it is quite common that though Native Americans become lawyers, doctors, and teachers, they also see themselves as chiefs,

storytellers, or healers. However, even though they believe in more traditions and ceremonies than some other people, their lifestyle has certainly changed and we cannot regard them as living in the past or being extinct (Brown, 1999, p. 24).

**Identical.** Another widespread stereotype concerns the belief that Native Americans are all the same. It is not taken into consideration that Native Americans comprise of many very different tribes that lived in different ways, ate different food, had different ceremonies and habits, and simply were nothing close to being all the same (Brown, 1999, p. 24). Even if we look at the present Native Americans, it is impossible to say that we can identify them according to their look. Certainly there are so called typical physical features as dark hair and high cheekbones but there are blond-haired Native Americans with blue eyes, as well. No conclusions should be drawn solely from what is visible to us at the first sight (Fleming, 2006, p. 3).

### **Types of Native American Stereotypes**

If we think about the stereotypes that are usually attributed to Native Americans, they can be divided into two main groups: the ones that concern the history of Native Americans and the ones that refer to Native Americans currently. However, it needs to be pointed out that in some cases this division is not so simple to be done as the history and the present are very tightly connected and it is therefore difficult to recognize which stereotypes belong to the historical group and which ones should rather belong to the current group. Generally, there are many stereotypes and it is impossible to discuss all of them. Consequently, the most frequent and obvious ones were chosen to be treated.

**Historical stereotypes.** Thinking about the historical type of stereotypes, it can be said that they are mostly aimed at the way Native Americans lived in the past and at their traditions. It is important to realize that although we are talking about stereotypes that might

not be touching Native Americans living today; they still have influence on their lives because being true or not, they are a part of their history or of what is believed to be their history. It might also be true that people who do not live in America and do not have any knowledge about Native Americans can think about these stereotypes as of the present ones as they have no information about the real current stereotypes which Americans are certainly more aware of.

***Feathers.*** Firstly, wearing weathers, which comes to one`s mind as a stereotypical image when talking about Native Americans, has never been as common as it is thought of. Wearing feathers is a religious matter in most of the tribes that cherish the tradition. However, not all the tribes wore feathers and even those, which did, have rules for wearing them. A man had to deserve the right to wear feathers, women usually wore them only for ceremonial purposes, and children were not allowed to wear them at all. It is far from truth that feathers were worn daily; they were destined for specific occasions only. At present, wearing feathers is also only occasional. Possession of prey feathers is even forbidden by the American government but Native American tribes were granted an exception thanks to the traditional and cultural importance of feathers in their history. Even though, it is not common for Native Americans to wear feathers every day. A different situation can be encountered when talking about powwows (Brown, 1999, p. 25). Powwows are traditional meetings of tribes where many dances and traditions take place. Often, they are referred to as gatherings of nations (Page, 2003, p. 406). At a powwow we can see many Native Americans dressed in feathers, even children. Nevertheless, it is still true that some tribes, especially from Great Plains, are strictly against children wearing feathers because of religious reasons. What is very interesting is the fact that at powwows we can even see some tribes wearing feathers in whose traditions feathers never appeared. Some tribes today wear them for economical reasons, to gain money from tourists (Brown, 1999, p. 25).

**Tipis.** Secondly, it is believed by many people that Native Americans live in tipis. It is true that tribes from the Northern Plains lived in tipis, which were shelters in the shape of cone covered with animal skin. However, tribes in different parts of the country did not use this particular type of accommodation. According to Brown (1999), “Other groups lived in log cabins, plank houses, bark-covered longhouses, mat-covered wigiwas, adobe pueblos, stone and log hogans, sodcovered earth lodges, or waddle and daub homes, to name only a few” (p. 25). The type of lodging is dependent on natural resources of the specific area and also on the importance of possible quick relocation. There is one thing more incredible than the fact that many people believe that all the Indian tribes lived in tipis; that they still live in them. Tipis are not typical houses of contemporary Native Americans. They live in the same types of lodging as anyone else, for example: brick houses, apartments, mobile houses, etc. On the other hand, tipis are occasionally used even presently. Indian Americans use them as campsite lodgings, or as shelters at powwows or other cultural tribal gatherings (Brown, 1999, p. 25-26).

**Buffalo hunting.** Yet another belief is that all Native Americans hunted buffalo and were dependent on buffalo meat. Similarly to the tipis concept, there certainly were tribes that hunted buffalo and were mostly surviving on its meat. Once again these were the tribes from the area of the Great Plains where great herds of buffalo could be found. Native Americans who lived in different parts of the country were fishermen, farmers, gatherers, or hunters of small game (Brown, 1999, p. 26). The stereotypical image of an Indian sitting on a horse, shooting an arrow at a buffalo is also erroneous to some extent, at least. Even if only the tribes that had access to buffalo are taken into consideration; it is important to mention that before the arrival of Europeans, Native Americans did not ride horses. Consequently, they could not have hunted buffalo on horseback. The first techniques were distinctly different, as driving buffalo off a cliff or towards corrals, then choosing a single animal and driving a spear

through its ribs into the heart (Page, 2003, p. 41-43). Contemporary Native Americans do not usually include buffalo into their diet. There are not many herds of buffalo left at present. Native Americans are trying to help at their rescue even though they are not responsible for their nearing extinction. However, they feel responsible for helping them as they have sacred meaning in their traditions (Brown, 1999, p. 26).

**Savages.** The last specific historical stereotype to be treated concerns the belief that all Native Americans are savages, they kill and scalp people, and they are cruel. It has become a typical image of an American Indian in books and movies - an Indian fighting, shooting an arrow, scalping someone, etc. All these acts might have happened but they are taken out of the context. It seems not to be important why they had to fight so fiercely, but they were forced to fight for their property, their cultural heritage, and even for their lives. Furthermore, they were definitely not the only ones fighting cruelly. The arriving Europeans acted in the same way. Maybe they were even more aggressive and offensive than the natives. If we think about present Native Americans, they are not different from any other culture. There are mean people among them as well as the nice ones; just as in any other race, culture, or nation. Their past should be separated from the present, because as has been already mentioned; their lives have changed; they are not static figures from the past (Brown, 1999, p. 26-27).

**Current stereotypes.** Current stereotypes might seem to be more threatening than the historical ones, because they are touching present-day topics that can be very sensitive. Though historical stereotypes should not be underestimated, it is probably wise to pay more attention to current stereotypes that influence present people's minds. These stereotypes are more common in America because, for example, people in the Czech Republic do not usually have so much information about the political and cultural situation in the USA, Canada, and other countries where Native Americans form an important part of the population. The present

stereotypes might, therefore, be more important for the American citizens and people who are well informed about the situation and who are concerned about it.

*Name.* To begin with, one of the topical questions concerns the proper way to call Native Americans. The common stereotype is that Native Americans like to be called “Native Americans.” Fleming (2006), who is a Native American himself, says in his study the following:

“Native American” seems to be the preference in academic circles. In my own writing or lectures, I am accustomed to using “Native American” in reference to the first peoples of this country (although in conversation I’m more likely to use “American Indian” or “Indian” (p. 2)).

As we can see, it is not so important if we use the term “Native American”, “American Indian”, “Indian” or “Native”. It is more important to use the terms with respect. It also depends on the circumstances. When we are beginning a new topic on Native Americans, it is probably important to call them “Native Americans” or “American Indians” as using the other two above mentioned terms could cause confusion about which “Indians” we have on mind (Asian or American) and the term “Natives” is even vaguer, as every country has its own “Natives”. On the other hand, when we are in a situation where it is perfectly clear who we are talking about, there is no problems with these shorter names, as neither of them is offensive. To be accurate, it is true that some Native Americans do not feel good about the expression “Indian” as it is a reminder of Christopher Columbus’s mistake but there is no need to be worried that we would deeply offend someone by calling him an “Indian”. What is probably even more important is that all these terms even though being inoffensive and correct are very general. It is as if we were referring to the Czechs, to the French, and to the

English simply as to Europeans. It is consequently more appropriate to use tribal names if possible (Fleming, 2006, p. 2).

***Special privileges.*** Another heated topic is that a lot of people believe that Native Americans are getting special privileges from the American government. The problem is that this information is very vaguely presented by the media, which makes it seem as something to be jealous of. What is probably meant by the media when talking about special privileges is: education, medical care, and money for free. First of all, none of this is really given to Native Americans for free. All the benefits that they gain have been paid by cession of millions of acres of their land. Treaties have been signed ensuring education, medical care, and financial aid to Native American in exchange for their land. These privileges should, therefore, be rather seen as treaty obligations. Furthermore, according to recent data, 63% of undergraduate students in the United States of America have been provided some kind of a financial aid in forms of scholarships, grants, subsidized loans, etc. Obviously, most of these students are non-natives. It is true that Native Americans might get scholarships from their tribes and as low income families, but all these advantages are in exchange for the above mentioned cession of land. As we can see, there is no reason to blame Native Americans for getting education for free. Some people also complain that Native Americans do not have to pay taxes. This information is also inaccurate. There are certain cases where Native Americans do not pay state taxes, namely those who live and work on reservations because reservations are not official parts of the state in which they are placed; but they still pay other taxes, as federal income tax, for example (Fleming, 2006, p. 2-3).

***Dying race.*** Many people also believe in the stereotype that Native Americans are a dying race. These assumptions arise from outdated information. According to census data from 1900, there were only 237,000 Native Americans, Eskimo, and Aleut people which was the smallest number since 1820. It could have seemed as the race was dying then but if we

look at the current census information gathered in 2003, there were 4.4 million of the race, which is definitely far from a sign of a dying race. On the contrary, it seems that Native American numbers are being elevated (Fleming, 2006, p.3). However, though it is hard to estimate the exact number of Native Americans before the contact with Europeans, it is sure that the number was far greater than 4.4 million. On the other hand, the current number is much higher than it was 100 years ago as we can see, so the population of Native Americans can be regarded in a positive light and certainly not as a dying race (Page, 2003, p. 2).

***Reservations.*** It is also very common that many people think that all Native Americans live on reservations. It is similar as in the case of tipis. The tipis are rather a historical type of stereotypes whereas living on reservations is more a current stereotype. Most of people might understand that Native Americans do not live in tipis anymore, but a lot of them believe that they all live on reservation. According to the U.S. Census Bureau, 57% of Native Americans and Alaska Natives live in metropolitan areas. Consequently, it cannot be said that Native Americans live on reservations. However, it has to be kept on mind that the situation also depends on geographical area. If we are situated in the west of the United States, it is possible that we will encounter more Native Americans living on reservations whereas in the east, they will be mostly living in metropolitan areas (Fleming, 2006, p.3).

***Intuitive culture knowledge.*** The last current stereotype to be treated is the notion that Native Americans and their children naturally know everything about their culture and history. If a teacher has a Native American child in her class, she might be often tempted to let him or her present his or her culture and tribal history to the class. However, even having good intentions, the teacher can put the student into an uncomfortable situation. The feeling that Native American children know everything about their culture might come from the spirituality that we connect them with but it does not mean that they do not have to learn about the history and culture of their tribe, as any other child has to. Therefore, if a teacher

unexpectedly wants them to tell the class something, it can lead to a very embarrassing moment. The reasons for their lack of knowledge can be diverse. They might be too young having a lot to learn still, their parents might be from different tribes, or their parents do not even know their culture and history themselves being a result of boarding schools (Fleming, 2006, p. 3). In the 1870s the American government began policy of assimilation. Native American children were taken away from their parents and tribes and they were put into boarding schools of poor quality where European style of thinking and speaking was forced on the children, resulting in them forgetting their roots and traditions. Moreover, they did not even obtain a first-rate education. They only studied for half of the day and the other half of the day they worked to maintain the schools (Reyhner, 2006, p. 5-8). Nonetheless, whatever the reason for not having knowledge about their culture is, the children can be put into an unpleasant situation if a teacher expects them to know everything. Furthermore, even if Native American children have the knowledge, some of the tribes have very strict rules about not revealing the tribe secrets to outsiders and most of Native Americans have it in their character to teach their children not to outshine their classmates. Unintentionally, a teacher can create a very difficult situation for a Native American child by asking him or her about his or her tribe's culture and history (Fleming, 2006, p. 3). The intention of this paragraph is not to discourage teachers from letting Native Americans speak about their culture. Only, teachers have to be very careful what they ask about and it might be better to ask the child in private first, what he or she would feel comfortable to speak about in front of the class, if anything, and give him or her time to prepare the presentation beforehand.

## **Stereotypes in Teaching Materials**

### **Gender Stereotypes**

It might not be something that authors and editors of teaching materials would like to admit, but there are still many stereotypes that can be found in modern teaching materials. Concerning the Czech Republic, the majority of stereotypes to be found are gender stereotypes. The presence of stereotypes in teaching materials can be either intentional or unintentional. It may seem that there has been much innovation done in teaching materials recently but not so much in the case of gender stereotypes, unfortunately. The constant presence of stereotypes in teaching materials can have different sources. One of the possible sources is traditional division of school subjects into subjects more suitable for boys and subjects more suitable for girls (Knotková, Smetáčková-Moravcová, & Decarli Valdřová, 2004, p. 10). It is very usual that craft classes are divided for older students. Boys usually learn to work with tools, with wood, in the garden etc. Girls usually cook, sew, clean etc.

**General concept of subject.** Gender stereotypes affect the general concept of a specific subject, the choice of the subject matter, illustrations and examples, and language of books. Concerning the overall concept of the subject, the problem is that teaching materials are created by a group of experts and it depends on them how much they allow gender stereotypes to appear in their materials. Since books reflect the image of the world, it is very important to have objective experts to choose the content of books. For example, the subject of History is traditionally full of dates, wars, battles etc. In all these events, it is mostly men who are at the center of attention. There is very little space dedicated to everyday ordinary life, the one in which women played the most important role (Knotková et al., 2004, p. 10-11).

**The Choice of the subject matter.** The problem of the choice of the subject matter is very closely related to the previous one. Most of the teaching materials present men in roles of heroes and place women in positions to sacrifice themselves, their lives, or careers for men. The content of books plays an important role when children are deciding what their future job will be. When the traditional distinction of male and female jobs is presented in a book, it can lead children to choose a profession according to it. It is not only important to see what is in a book but also what is missing there and much attention should be paid to the choice of anti-stereotypical subject matter (Knotková et al., 2004, p. 11-13).

**Illustrations and examples.** When deciding what kind of illustrations and examples to include in a book, it is important that they are close to students. It should also be kept on mind that examples and illustration should be various to be close to broad public, so it does not result in discriminating a certain group. If a student felt discriminated by a book, it could lead to his or her lost of interest in the subject and consequently in studying generally. For example, in the books for Physics, when there is an example of a person, it is mostly a male figure. It should not be forgotten that technical subjects are not exclusively designed for men (Knotková et al., 2004, p. 13-14).

**Language of books.** Language of books can influence relationships between genders. It can have positive or negative effects, depending on the language, writing style, and objectivity of the authors. There is a problem in using the generic masculine form. Some experts defend it, stating that it is has nothing to do with the male gender. However, it can still be perceived as gender stereotyping. It is therefore recommended to use the generic masculine forms as little as possible to avoid problems. There are also fixed expressions that refer to women as to the weaker more emotional gender, and to men as to the stronger rational gender. These expressions should also be omitted from teaching materials if possible (Knotková et al., 2004, p. 15-16).

## Research in Teaching Materials

A research study in early 90s showed that some of the stereotypes can truly be found in teaching materials, especially gender ones. Probably this stereotype is still inevitable nowadays. Although there exist attempts to diminish stereotyping; it is still obvious that many books, that we open, include some kind of a stereotype, more or less visible. We can see examples of typical male or female roles. Girls are introduced as sensitive beings, models, wearing pink color etc. Boys are the sports lovers, tough guys, and they never show their feelings. On the other hand, in many books we can see tendencies to overcome these stereotypical points of view. For example, in some books there are boxes with questions which should provoke a discussion about stereotyping (Sharp, 2011). However, probably the younger the children that we impose to stereotypes are, the more harm can be done. It is therefore alarming that especially in some of the books that are designed for the youngest learners we can find an enormous amount of stereotypes. It is obvious that these books have been written in a manner that did not take anti-stereotypical measures in consideration. Many of the women that are presented to children are mothers, grandmothers, or daughters practicing activities that are stereotypically believed to be connected with females, such as cleaning, washing dishes, sewing, cooking, etc. On the other hand, many of the men introduced to children are men who practice stereotypically male types of work, such as wood cutting, repairing, driving, etc. To give some real examples, a copy of *Slabikář* has been examined. Concerning the role of women; they are portrayed as: a mother doing typical house chores, precisely: cooking, washing the floor, and ironing (Vrbová & Janáčková, 1993, p. 9), an old cleaning lady (Vrbová & Janáčková, 1993, p. 13), a teacher wearing glasses (Vrbová & Janáčková, 1993, p. 35), and a mother sewing clothes that her son has torn (Vrbová & Janáčková, 1993, p. 61). The other extreme of typical male stereotypes is also presented in the book, for example: a man sitting by a table making telephone arrangements (Vrbová &

Janáčková, 1993, p. 18), boys playing soccer (Vrbová & Janáčková, 1993, p. 32), a father and a son sitting at a high seat in a forest, watching animals (Vrbová & Janáčková, 1993, p. 53), and a brave fireman (Vrbová & Janáčková, 1993, p. 66). As we can see, children are confronted with stereotypes from very low age, which can have very negative effects on their social development.

Stereotypes have been examined from many different points of view, they were defined and their specific types were analyzed, their role was distinguished, and there was attention paid particularly to Native American stereotypes. The last part of the theoretical chapter was dedicated to the presence of stereotypes in teaching materials and it will now be further developed in a research into textbooks for teaching English lower and upper secondary school students. The research focuses on the presence of the Native American topic and its objective is to determine whether Native Americans are presented stereotypically or objectively in selected English teaching materials.

### III. RESEARCH METHODOLOGY

It is shown in the theoretical background that stereotypes may still occur in current teaching materials and can play a distinctive role in education and the social development of students. Presentation of Native Americans in teaching materials is to be researched in teaching materials intended for lower and upper secondary school students aiming to analyze if Native Americans are presented stereotypically or from a modern point of view.

#### Textbooks

There were chosen textbooks from different publishers, of different years of publishing, and of different levels with the intention to show objectively the way the topic of Native Americans is presented to the students. The books were examined and their accurate sections were analyzed in detail to distinguish differences in approaches towards the topic of Native American topic and how they are depicted in teaching materials. The following chart provides information on the analyzed textbooks.

<b>Publisher</b>	<b>Name</b>	<b>Level</b>	<b>Author(s)</b>	<b>Year of Publishing</b>	<b>Number of Native Americans` Mentions</b>
Cambridge University Press	English for Schools	2	Littlejohn A., & Hicks D	1996	1
Cambridge University Press	English for Schools	3	Littlejohn A., & Hicks D	1997	5
Cambridge University Press	English in Mind	2	Puchta H., & Stranks J.	2004	1
Pearson Education Limited	Friends	2	Skinner C.	2003	1

Pearson Education Limited	Challenges	4	Harris M., Mower D., & Sikorzyńska A.	2007	1
Pearson Education Limited	Challenges	3	Harris M., Mower D., & Sikorzyńska A.	2007	1
Oxford University Press	Open Doors	1	Whitney N.	1994	1
Oxford University Press	Twist	3	Nolasco R.	2001	1
Oxford University Press	English Plus	3	Wetz B., & Pye D.	2011	1

### **Method**

The textbooks for lower and upper secondary school students by three different publishers were searched through and the information found about Native Americans in them was analyzed. There were more categories analyzed: where the mention appears, what the context is like, if the mention is visual, or verbal; and what implications it has. In one of the books, specifically in English for Schools 3, there were more examples of Native American topic found and each of them was analyzed separately.

### **Categories**

As it has been already mentioned above, there were different categories taken into consideration while analyzing the textbooks. In some of the books, all the categories played significant roles; in others, however, some of them did not have any importance. Especially, the visual part of the material was not covered in certain textbooks. Consequently, it had to be omitted from the analysis.

**Where.** While analyzing each book, it was always necessary to specify where the discovered information about Native Americans appeared in the book, specifically speaking in what section, unit, part, etc. If it was a kind of a special part of the book such as culture aimed etc. it was crucial to emphasize it.

**Context.** It was not only described where exactly the mention was found in the book but what the context of it was, as well. Placement of the information in a special section focusing on culture is definitely one of the important factors. Other factors that need to be considered are the amount of information provided, what other information it is connected with, placement in an article only or also in follow-up exercises, etc.

**Verbal mention.** If there was information provided about Native Americans in an article, or in an exercise, it was analyzed what kind of information it is, if it is simply factual or evoking deeper thoughts of students, if there is some information that should be added to the present one to ameliorate the impression of the exercise or the article.

**Visual mention.** Often there were pictures provided with the articles and exercises, sometimes even only pictures unaccompanied by any verbal information. Pictures and photos were analyzed from several points of view: what they were depicting, if they were showing a situation from the past or a contemporary one, or if the pictures corresponded well with the article, or exercise, for example.

**Implications.** When all the previous factors were combined together, the article or exercise gave a certain impression, either fully stereotypical, or a more hopeful one trying to fight against stereotypes. In some of the materials, interesting questions were asked aiming for directing students towards thinking harder about the problems. It was always important to see the connection between the verbal and the visual part of the material if there was one and if

there were specific features which should not appear in modern non-stereotypical teaching materials, it was necessary to emphasize them.

The analysis was conducted in the following way. First, I looked into the books intended for lower and upper secondary students and searched for mentions of Native Americans. After I have collected enough samples to analyze, I looked closer into the treatment of the topic and took notes. Next, I went through the books and my notes again and started to prepare a more detailed analysis of the material. Finally, I was able to describe important points, approaches, and to find out what the books had in common and where they were different concerning Native Americans.

## IV. FINDINGS

In the following section, the analysis of Student`s Books for lower and upper secondary school students is presented. There is described in what form the topic of Native Americans appears in the book, where it is placed, what approach is used, and if the impact of the material provokes stereotypical or anti-stereotypical way of thinking.

### Findings

#### Cambridge: English for Schools 2

The topic of Native Americans appears in the Unit 16, p. 78-79, in the section called *Culture Matters*. These sections can be found repeatedly throughout the whole book. The Unit 16 forms a part of a theme called *Back in time*. The concerned article is called *The history of the USA* and it deals with important points in the American history. Among these most important events, there is included the information about Native Americans being the original inhabitants of the continent and about their number. The next mention is of many battles that occurred between Native Americans and European settlers. Although Native Americans are acknowledged as the original people on the continent, they are not further mentioned besides the battles between them and Europeans. In the first paragraph, it is said that there were millions of Native Americans before Europeans arrived. However, there is no word said about the number of Native Americans falling fast after the many battles and emergence of diseases they were not immune against. In the second paragraph, the Battle of Little Big Horn is mentioned and it is stated that the Sioux won the battle and kept their land. However, historically, this was only one of the many battles, and it could be even said that their victory was an exception. It might be fairer to mention another battle as the one at the Wounded Knee, that resulted in a terrible massacre of Native Americans. Also, there is no explanation,

why Native Americans had to fight for their own land, which might put them into a wrong light if all the reasons and circumstances are not well explained. Native Americans are not mentioned further in the article as if the battle mentioned above was the last important moment touching on their history within the USA. What is even stranger is that the information about Native Americans does not make a part of a follow-up exercise; they are only mentioned in the main article. Regarding the visual part of the material, there are two historical pictures of Native Americans. The first one is of a battle between Native Americans and Europeans. Native Americans are portrayed there on horsebacks, shooting guns, with feathers in their hair, and wearing war colors. The second one is of a Native American village of teepees with naked or almost naked Native Americans and women working buffalo skins (Littlejohn & Hicks, 1996, p. 78-79).

### **Cambridge: English for Schools 3**

There are several parts of this book that deal with Native Americans. Each mention is treated separately in the following paragraphs.

**Mention 1.** Native Americans are treated in this book in Unit 3 called Exploration, p. 16-17. The article's name is *The first people in America* and it forms a part of an exercise called *All about... Exploration*. The whole unit deals with the topic of traveling and exploring new countries. The article about Native Americans is one of more articles about several explorations. There is a detailed description of how they got to the American continent and when it all happened. The article is strictly geographical and historical, only facts are presented, therefore it cannot be assumed that it could lead to any stereotyping; it is simply an article about the first inhabitants of America coming to the continent. What is worth commenting on is that the topic is further pursued in a follow-up exercise. There is an exercise where the task of the students is to say how the presented explorations changed the world. Regarding the visual part of the material, there are only two maps of the American

continent, one from the ice age, the second one present. There is no portrayal of Native American people (Littlejohn & Hicks, 1997, p. 16-17).

**Mention 2.** Another mention of Native Americans in the same book is a poster an opening of Theme C called *The world of music and film*. It is an opening double page for the whole theme and on the page 52, there are examples of posters, one of them being an invitation for an exhibition of Native American art and music. There is information about the theme of the exhibition, opening times, the place where it is held, and a note that admission is free. The picture that is used to represent the exhibition is a famous photo of the chief Sitting Bull, which is not written anywhere on the poster. It is simply used as a picture of a typical Native American of the past, wearing a feather in his hair and having them plaited. Depending on what kind of art and music the exhibition concentrates on, the picture can be either accurate or inaccurate. If it is the traditional art and music, the picture fits perfectly. However, if the exhibition presents modern Native American art and music, the picture is misleading. Not having been provided any further details, it is impossible to decide which case it is (Littlejohn & Hicks, 1997, p. 51).

**Mention 3.** The following part dedicated to the Native Americans is rather long. It is two whole pages focusing on Native Americans. It is precisely in Unit 15, p. 62-63, once again in the section *Culture Matters* as in the volume 2 of this book. The section *Culture Matters* is again present throughout the whole book repeatedly. The article is called *Native Americans in the USA*. The first exercise is bringing up the question if students have seen some ‘cowboy and Indian’ films, stating that much that we think we know about Native Americans comes from these movies. There are several questions to be answered by students regarding Native Americans and their life style in the past and today. In the next exercise, it is revealed that most of the ideas that we have about Native Americans from the above mentioned type of movies is completely wrong. In the second part of the exercise, the students

are motivated to talk about fairness or unfairness of what happened to Native Americans. It is a type of question that supports anti-stereotypical point of view, as students are directed to think about the problem deeper. The next exercise presents a listening task, where a Native American boy who works at a university speaks about Native Americans` life today. Students are asked to listen for specific pieces of information such as number of Native Americans today, number of reservations etc. The main article is a description of different life styles of different tribes, various types of food they depended on, many cultures and languages that can be found among Native American tribes. The second part of the article describes their history, the encounter with Europeans, and also the battles. However, the history is depicted objectively, emphasizing why the battles had to happen and telling everything, not only the information that is generally given to the broader public. Regarding the pictures, there is a lot of them, half of them historical and the second half from present days. In the present days` pictures we can see a Native American boy, a student, dressed in casual T-shirt as any other student today; an old woman holding a gun; two children eating fruit; and an Inuit fishing. The other half of the pictures is historical showing Sitting Bull once again, a Native American village consisting of teepees, the encounter with Europeans, the battle at Wounded Knee, and a Native American on horseback fighting a European settler. Generally the article and tasks connected with it are trying to fight the stereotypes and they are designed to make students think about the events and information they have about them in a way that they have not probably before (Littlejohn & Hicks, 1997, p. 62-63).

**Mention 4.** The next reference to Native Americans present in this book is placed in Unit 20, p. 82-83 and it is again in the section *Culture Matters*. The unit is called *USA – a melting pot* and it describes the USA as a multinational and multicultural country. Native Americans are included in this topic among other cultures and races. In one of the opening exercises, the students are asked to think about the percentages of different races in the USA.

There are some pictures to help them remember a lot of different races and cultures that can be found throughout the USA. Further in the main article, Native Americans are mentioned in the beginning, particularly their number today and how they came to the continent. The topic of Native Americans is not further developed in the follow-up exercises. Concerning the pictures, there is an Inuit baby and a Native American girl on horseback in the Monument Valley. Especially, the picture of the girl is rather stereotypical. According to her clothes, it is not a historical picture, it is a modern one but following the well known stereotype (Littlejohn & Hicks, 1997, p. 82-83).

**Mention 5.** The last mention of Native Americans in this book is in Unit 30, p. 122-123, once more in the section *Culture Matters*. The unit is called *Discover Canada* and it deals predominantly with the geography and history of Canada, including its first inhabitants, Native Americans. The unit starts with an introduction into the Canadian history and geography. Students are asked several questions about Canada, some of which already concentrate on Native Americans. In the main article, there are not only mentioned Native Americans in general, but one specific tribe, the Blackfoot. The procedure of them hunting buffalo over the cliff is described and there is a story told of a young Blackfoot who wanted to see the buffalo falling over the cliff so he hid there but at the he was killed by the mass of buffalo that fell on him. Regarding the visual portrayal of Native Americans, there is a picture going along with the story, showing Native Americans driving buffalo off the cliff (Littlejohn & Hicks, 1997, p. 122-123).

### **Cambridge: English in Mind 2**

The topic of Native Americans is covered in Unit 1 called *Explorers*, p. 8. The main article is focused on the famous *Oregon Trail* that the European settlers were using to travel west. It is described in the article what the trail looked like, what problems the settlers could have encountered, and also the notion from the western movies making us believe that the

biggest problem of the travelers were attacking Native Americans, killing thousands of people. It is explained in the article that it is not entirely truth, that in fact some Native Americans were even helping settlers on their journey. Visually speaking, there is a picture of a Native American, wearing feathers, war colors, and other tribal symbols. Since the article is mainly historical, this picture is quite accurate. It should be emphasized that the article itself is confronting one of the common stereotypes of Native Americans being cruel, and attacking settlers without a reason (Puchta & Stranks, 2004, p. 8).

### **Pearson: Friends 2**

The topic of Native Americans appears in *Culture Corner*, after the fourth section of the book, p. 50-51. *Culture Corners* can be found throughout the whole book, always after four units and a revision. This specific *Culture Corner* focuses on Canada. In the main text, information about Native Americans can be found in the beginning of the text. There are few tribes named, including Inuits. In the second exercise, there is a totem pole described, its design and functions. The third exercise concentrates on Inuits and the description of their life style. It is a very good article, as it is not only said what the life of Inuits looked like in the past but also what it looks like today. On the other hand, it is also mentioned which habits stayed unchanged, as some of Inuits making their own clothes. Pictures that we can see also show both, the past and the present. First of all there is a map with drawings of a totem pole and a Native American, wearing traditional clothes, and feathers; and also of an Inuit in the north. In the second exercise, there is a photo of an actual totem pole. The most interesting may be the pictures in the third exercise as they are showing pictures of the past life of Inuits, such as igloos and kayaks; and of their current life, for example snowmobiles and dogsleds (Skinner, 2003, p. 50-51).

### **Pearson: Challenges 4**

The topic of Native Americans appears in the section called *Across Cultures* p. 12-13, which appears repeatedly in the book. This is the first *Across Cultures* section to appear in the book and the article is called *Keeping in Touch*. The article deals with different ways of communication, which are not very common. Concerning Native Americans, smoke signals are described. It is emphasized that smoke signals are well known to us thanks to many Hollywood wild west movies and it is explained how smoke signals work in reality, including the information that they can only be used for transmitting short messages, not for any details and what is even more important, they are definitely not suitable for sending secret messages, as everyone in the area can see them. However, it is not said in the article that smoke signals are not actually used anymore today; they are rather an ancient traditional way of communication. Regarding the visual part of the material, there is a picture of Native Americans using smoke signals in the Monument Valley (Harris, Mower, & Sikorzyńska, 2007, p. 12-13).

### **Pearson: Challenges 3**

Native Americans are mentioned in this book in Module 3, Unit 7, p. 26-27. The unit is called *Disease* and it focuses on disease that were mostly encountered in the past and brought high numbers of deaths as their consequence. There are also mentioned diseases that were brought to America by European settlers and Native Americans were not immune to them. Consequently, many Native Americans died because of these diseases. There is no visual portrayal of Native Americans in the book (Harris, Mower, & Sikorzyńska, 2007, p. 26-27).

### **Oxford: Open Doors 1**

Native Americans are treated in the Unit 5, p. 41 in the book in a section of the book called *English across the curriculum*. This section appears repeatedly throughout the whole

book in each unit. The topic of this particular section is houses and homes. There are several typical traditional houses showed, among which a teepee and an igloo can be found. In comparison, there are modern types of houses and homes. The task of the students is to assign correct names to both traditional and modern homes. However, it is nowhere explained that the majority of inhabitants of the traditional homes does not live in such homes anymore, that most of Native Americans occupies the same houses and apartments as we do nowadays. Regarding the pictures, there are two photos of traditional Native American homes, a teepee and an igloo, as has been already mentioned above (Whitney, 1994, p. 41).

### **Oxford: Twist 3**

The topic of Native Americans is covered in Unit 6 called *Explorers*, p. 60. The article's name is *When different worlds meet* and it deals with the history of people arriving onto the American continent. There is a description of what has happened to Native Americans since the arrival of Columbus. There are many things that Europeans brought to Native Americans, both positive and negative, and quite surprisingly both of these two types are presented in the article. There were many animals, food, and inventions that Native Americans have not seen before the arrival of Europeans, which definitely ameliorated their lives but there were also negative things brought to them as unknown aggressive diseases or alcohol. The authors of the article do not also forget to mention the things that were taken from Native Americans, particularly their land. It is objectively noted in the article that, at first, Native Americans were mostly friendly and helpful towards Europeans as they thought there was enough land and food for everyone. However, they found out tragically that not everybody thought the same and had the same friendly intentions. Graphically speaking, there are two pictures, the first one is depicting an encounter between Europeans and Native Americans, and the second one is showing one of many battles. These two pictures can be

seen as a contrast of a peaceful beginning of one meeting and a painful end of it (Nolasco, 2001, p. 60).

### **Oxford: English Plus 3**

The topic of Native Americans in this book can be found in the *Cumulative Review* for Unit 4, p. 47. The Unit 4 focuses on celebrities and one of the famous people presented in the *Cumulative Review* is Taylor Lautner, one of the actors from the *Twilight Saga* which is very famous nowadays. It is particularly interesting because Taylor Lautner is of Native American ancestry. He is not only a Native American, in his blood there is a mixture of Dutch, French, and German heritage also but his looks are very Native American like. Furthermore, in the *Twilight Saga* he plays one of the Quileute tribe members and it is understandable that fans may identify him with Native Americans more than it is truly in his blood. However, he is still a good example of a Native American, or at least someone with their ancestry, being successful (Wetz & Pye, 2011, p. 47).

### **Summary**

The majority of the articles and exercises concerning Native Americans analyzed have been written from a rather historical point of view. Some of them are purely historical, stating facts, not taking any cultural or stereotypical matters into consideration. However, some of the articles are trying to compare the historical way of life of Native Americans with the present one. In one of the articles in English for Schools 3, there have been interesting provoking questions posed. Similar questions may help students to think about the problem of Native Americans from several points of view, not only from the well known stereotypical one. Similar questions might lead to interesting discussions which can reveal hidden thoughts and more questions that would not have been asked anyway. On the other hand, some of the historical articles present stereotypical approaches towards the history of Native Americans

presenting them as cruel creatures fighting in battles. Nevertheless, in such articles it is nowhere explained why Native Americans were forced to fight for their land. The history is greatly simplified and events are taken out of the context.

Many of the materials focus on one particular moment from the Native American history, i.e. their arrival to the continent. Although there emerged some doubts about the possibility of Native Americans truly coming to the continent by the Bering Strait, this theory is currently accepted by most of the scientists and historians. Consequently, there is a little that can be said against articles describing the way of ancient Native Americans to the continent and this topic seems to be very popular among textbook authors.

Other articles try to present Native Americans as present day inhabitants of the USA. The articles usually mention some important points from the history. Nonetheless, they do not forget to explain that these points are purely historical and that Native Americans usually live in a completely different way today. Some of the articles even show us excerpts from present day lives of Native Americans. One of the articles was accompanied by a photo of a Native American student, wearing modern clothes, sitting at his desk at school, showing us that most of the present day Native Americans live the same lives as we do.

Some of the articles also refer to the western movies in which we could have seen Native Americans and where we received a lot of ideas about them from. Nonetheless, it needs to be acknowledged that many of the impressions that we get from this type of movies is completely wrong. For example, in the article about the Oregon Trail it is written that although we think the settlers had to deal with attacking Native Americans on their way all the time, the truth is that Native Americans were rarely the attackers; on the contrary many of them were helping the settlers. It does not mean that the settlers did not have any problems in their way but it would be very unfair to blame Native Americans for their troubles. It is,

therefore, very useful when textbooks are trying to fight off these stereotypes gained from watching western movies.

Other articles concentrate more on the racial and cultural distinction of Native Americans, either stating numbers or percentages of Native Americans in the American society, or describing some cultural points, habits, and ceremonies of Native Americans. For instance, there was an article depicting smoke signals, the way they are formed, what they can mean, and how they were used. Another article dealt with totem poles, once again describing their look and function. Most of the articles touched on the cultural note at least minimally as culture is closely connected to history, current life, and many other factors.

Finally, some of the articles are not only comparing the historical traditional life of Native Americans and their present life, but they are even concentrating on the modern life. For example, if we look at the material where Taylor Lautner is presented as one of the main stars of the *Twilight Saga*, we may realize that his success can help to show that Native Americans can belong among the rest of the people and can be successful and famous. As has been already mentioned in the analysis of the material, he is not 100% Native American, but he has Native American ancestry thanks to his mother and most importantly, he acted a Native American in the *Twilight Saga*, so many children and teenagers know him that way.

What is slightly alarming is the wrong conception of connecting present day events with traditional historical Native American features. Talking about the poster inviting for an exhibition of Native American art and music, which presents the famous chief Sitting Bull, it is not clear of the exhibition is of historical or modern art and music of Native Americans. As has been already mentioned in the analysis, in this case it is very important in what way the exhibition is held. If it is a historical exhibition, the picture is accurate, if it is the other case, then it might be misleading.

## **IV. DISCUSSION**

The results that emerged from the analysis of teaching materials for lower and upper secondary schools have shown that a topic can be seen and presented in many different ways and from various points of views. The topic of Native Americans appears in the book at the different places and in different context. It is also presented to students in various ways. However, it is also visible that the most common approach is to present the historical facts about Native Americans concerning either their arrival to the continent or their encounter and further relationship with European settlers.

### **Implications**

When thinking about actual real teaching, it is important to realize that we do not always have a chance to choose the material for teaching that we would desire the most. Sometimes we have to work with books that we are told to work with. However, even if we are presented with a book which does not concentrate on fighting stereotypes, there is always a chance to work with it slightly in a different way and change the effects. For example, if there is an article about Native Americans but we think that it does not show students how they live nowadays and how their lives changed, we can still use the article but come up with additional follow-up exercises that would lead students to think about what they have read and if it is really accurate. Depending on the level of students, discussions can arise and the topic will be treated in a very interesting way. There is also the possibility to use the internet as a source of information, as the information found online is the most recent one. There are many things teachers can do to ameliorate their working with books, especially with the ones that do not follow anti-stereotypical approaches; it is up to teachers how they choose to work.

## **Limitations of Research**

After having analyzed some textbooks intended for lower and upper secondary schools students, it can be assumed that if another broader research was conducted more information could be summoned, probably confirming the uncovered information and possibly deepening the information. Definitely more textbooks could be examined by different publishers. It would be interesting to see if different publishers than the most common ones, which were analyzed in the research, showed the same results or if there could be found different information and results.

More attention could be also paid to particular analysis of the types of exercises in which the mention of Native Americans appear. The distinction could be made between open question, filling gaps exercises, reading tasks for specific articles etc. It could be also examined if the types of exercises support anti-stereotypical efforts or if they ignore them and incline to stereotypical points of view.

Other textbooks intended for different subjects could be also analyzed to see if the information included in books for teaching English contrast or correspond with textbooks for teaching different subjects such as History, Geography, etc. The results might either confirm the current trend of some of the books which are trying to fight stereotypes, or they might confirm the stabilized traditional conception of some subjects.

Another interesting research that could be conducted would be to compare the number of mentions of Native Americans in textbooks for elementary schools, lower and upper secondary school, and universities. We might be able to see an increasing number of mentions, since the more advanced students are in a language; the more they are able to discuss interesting but demanding topics.

Certainly, there exist many other approaches and ways how to analyze the topic of Native Americans and their stereotypical presentation in some of the teaching materials besides the above mentioned ones. This possibility should stay opened for a further research that may be conducted in future.

## V. CONCLUSION

After examining stereotypes, their definition, origin, different types, role, and other important features; it needs to be concluded that we truly are meeting stereotypes every day without even realizing it sometimes. It is hard to predict if stereotypes can be eliminated completely, or at least, diminished as much as possible, but it is with no doubts essential to keep trying to do the most we can to fight them because they are certainly threatening the society and children`s development.

When teaching, the first and most important thing to do is to educated children in a way that they not only learn to recognize stereotypes if they are exposed to them, but they also try to fight them and not let them get influenced by them. To be able to defend ourselves against stereotypes, it is surely necessary to see them and realize what stereotypes can mean and do to our opinion on the world.

This thesis had the objective to reveal details about stereotypes, to describe them, and to enable students, teachers, and any other public see them, recognize them, and if possible to do something against them. The research has shown that many of the books used for lower and upper secondary students do not try to avoid or fight stereotypes. Some of the materials only speak about the past of Native Americans but do not offer any information about their present life. However, it needs to be pointed out that there are some books that are trying to show Native Americans in a different light, for example, as students and generally said as participants of regular modern life. Although the aim is not an easy one to achieve, it is very important not to surrender and always try. If we know we have done what we could against stereotypes, it is then up to those who were listening to us how they cope with the problem.

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## APPENDICES

# 16

## Culture matters The history of the USA

The history of the USA

WB Unit 16:

Help yourself with pronunciation

### 1 The history of the USA

#### 1.1 What do you know?

What do you know about the history of the USA?  
What famous people in history were from the USA?  
What famous events do you know in American history?  
How old is the USA?  
What people lived there before it became the USA?  
Tell the class your ideas.



Brainstorming;  
reading

#### 1.2 Some important events in American history

Work in pairs. Look at the pictures from American history.  
Can you match them with the descriptions?

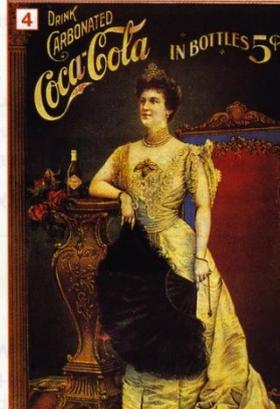
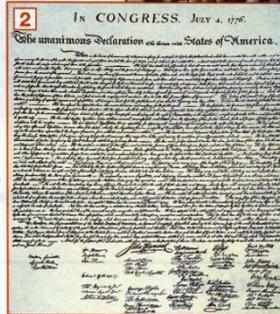
**Before 1620** Before the English and other Europeans arrived in America, there were already millions of Native Americans there.

**1620** These are the first people from England who arrived in America. They left England because of religious problems.

**1773** At the 'Boston Tea Party' Americans threw tea into the sea because they did not want to pay tax to the British government.

**1776** After a war with Britain, America became an independent country. Americans wrote the Declaration of Independence and designed a new flag – the Stars and Stripes.

**1861-65** For four years there was a civil war in the USA between the northern and the southern states. The war was about the slaves who worked on the cotton and sugar farms. The south lost the war, and the government stopped slavery.



**1876** The Native American tribes lived in America before Europeans arrived. There were many battles between the European settlers and the Native Americans. The Sioux won the Battle of Little Big Horn and kept their land.

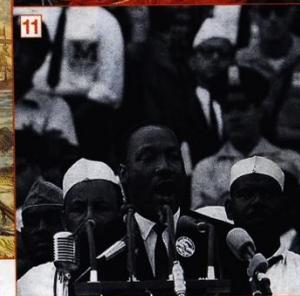
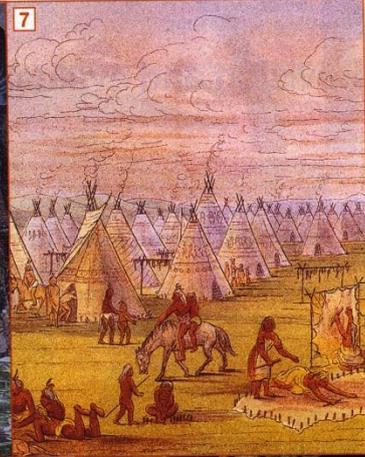
**1886** Dr Pemberton made one of the most famous drinks in the world 'to help the brain'.

**1909** An American, Henry Ford, produced the first car: the Model T Ford.

**1963** Martin Luther King, the leader of the black Civil Rights movement in the USA, gave his famous speech, 'I have a dream ...'. He wanted black people and white people to be equal at school and at work in the USA.

**1965-75** America fought in Vietnam for ten years to help South Vietnam against North Vietnam. South Vietnam and the Americans lost the war.

**1969** The first people on the moon were three American astronauts: Neil Armstrong, Buzz Aldrin and Ed Collins.



You can hear the texts on the cassette.

## 2 What is it?

Listen. You can hear some sounds from American history. What do you think they are?

- 1969** The first people on the moon.
- 1909** The first Model T Ford.
- 1965-75** The war in Vietnam.



- 1886** The most famous drink in the world.
- 1963** Extract from Martin Luther King's speech, 'I have a dream ...'.
- 1620** The first people from England arrive in America.

## Listening

**8 Fluency**

WB Ex. 1, 5

**9 a Writing**

b Writing

**10 Language use**

WB Vocabulary

map 1

**8 All about ... exploration**

**8.1 Search!**

Look at the pictures and the texts. Can you find answers to these questions?

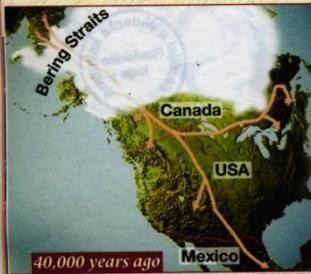
- 1 How many people lived in Australia in 1642?
- 2 Why are there pyramids in Latin America, according to Thor Heyerdahl?
- 3 Who used a 'land bridge'? Where did they go?
- 4 Why do people speak Portuguese in Brazil today?

Write some more 'search' questions for other students.

**8.2 When did it happen?**

Read through each text and make a note of the dates. Can you put the information in chronological order? For example:

40,000 years ago: People arrived in America.  
12,000 years ago:



**The first people in America**

The first people in America probably arrived there about 40,000 years ago, during the ice age. Because of the ice, the sea level was lower than it is today and there was dry land between Asia and North America. People crossed over the land and travelled south into North and South America. Later, the climate changed and the ice melted. The level of the sea rose and the 'land bridge' disappeared.



**Pyramids in Egypt and in America – why and how?**

Did people travel from Egypt to America 4,000 years ago? Thor Heyerdahl, a Norwegian explorer, thinks so. To test his idea, Heyerdahl made a simple boat, similar to the ancient Egyptian boats. Then, with eight men on his boat, he sailed from Africa. Two months later he arrived in Barbados. Heyerdahl showed that it was possible for the ancient Egyptians to cross the Atlantic. He thinks that this might explain why there are pyramids in Egypt and Latin America.

Pyramids in Egypt



Pyramids in Mexico



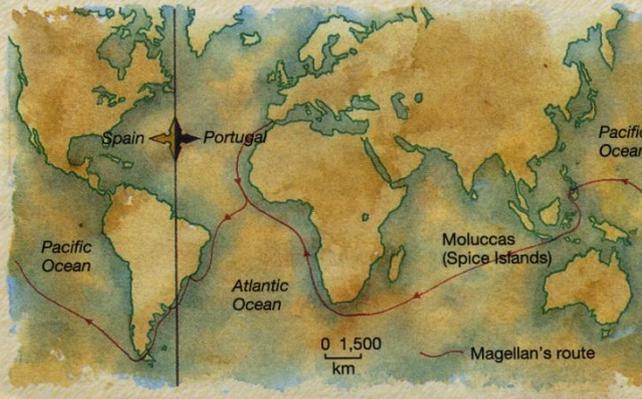
Heyerdahl's boat, Ra II



**The first journey around the world**

Most explorations were for two reasons: power and money. In 1494, Spain and Portugal agreed to divide the non-Christian world between them. They drew a line on a map and said that everything to the west belonged to Spain, everything to the east belonged to Portugal. (For this reason, people in Brazil speak Portuguese today.)

The King of Spain wanted the Moluccas (or 'Spice Islands') so he sent Ferdinand Magellan to prove that they were in the west. Magellan found a way around South America into an enormous ocean. He called the ocean the 'Pacific'. His ships then continued back to Spain. They became the first ships to go all around the world.



# WHAT'S ON *this week?*

## ★ STAR MULTICINEMA ★



**A TEXAS COWBOY**

Cliff Watson's latest western. Also starring: Derek Jackson, Deni Kass, Su Lee Han. The story of one man's search for gold.



**MURDER IN THE NIGHT**

Lena Gomez stars as Det Sgt Black in a spine-chilling story of murder



**Spacewalk**

There is something in space that we don't know about ... The year is 2100. A routine trip to the moon goes wrong – is this the beginning of the end for Planet Earth?

Helen Juniski  
Tony Wallis  
Elli Mrindoko



**CRAZY CATS**

Another action-packed adventure with the two terrible cats! Kids will love it!

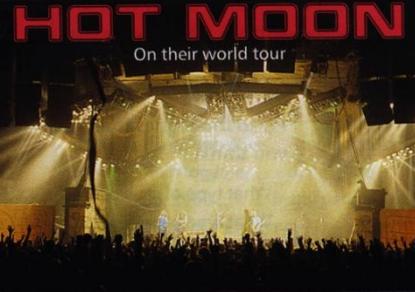


**THE VAMPIRE**

Midnight ... the air is cold, the wind is still, and you are asleep in your bed. There's a noise at the window ... Sean Vandibilt and Ursula Romani star in the story of horror... You'll never want to be alone again!

All films start at 10.00, 14.00, 16.00, 18.00, 20.00  
 Tickets for performances 10.00–16.00: £4.50.  
 Tickets for performances at 18.00 and 20.00: £6.50

The City Concert Hall presents tonight for one night only



**HOT MOON**  
 On their world tour

Tickets £20 - £15 - £12 - £8      8.00PM

**City Exhibition Centre**

**Native American Art and Music**

A special exhibition

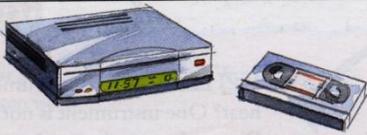
Open 10.00 – 19.00  
 Admission free.



**The Sports Centre**

Open daily 8.00am – 8.00pm  
 Special reduced prices Monday–Thursday.

- Swimming
- Tennis
- Aeroball
- Squash
- Badminton
- Weight-lifting
- Fitness-training and more!



Also visit our new VIDEO CAFE

- 1 Discussion
- 2 Reading
- 3 Listening
- 4 Research and writing

# 15 Native Americans in the USA

## Culture matters

### 1 Cowboys and Indians?

Have you seen any 'cowboys and Indians' films? Many of the ideas that we have about Native Americans in the United States of America come from films about 'cowboys and Indians'. Note down your answers to these questions:

- Why do you think people call them 'Indians'?
- Where in North America did they live?
- How did they live? What did they eat?
- Why did they fight white people?
- Where do they live today? How do they live?
- How many Native Americans are there?

Discuss your ideas with other students in your class.

### 2 The Native Americans

#### 2.1 Are you right?

Many of the stories about American 'Indians' in the films are completely wrong. Read about the history of the Native Americans. Which questions from Exercise 1 can you answer now? Which questions can't you answer?

#### 2.2 What do you think?

Do you think what happened to the Native Americans is fair? What do you think should happen today?

### 3 The Native Americans today

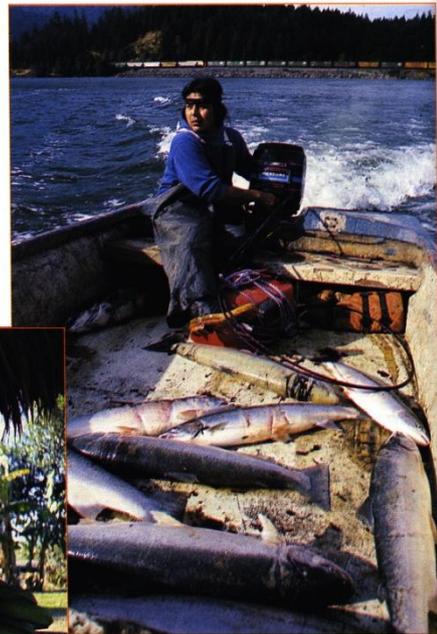
#### 3.1 On the reservations

 David Mulgee is a Native American who now works at the University of California. He is talking to Lyndsey Ban about the Native Americans today. Listen. Can you answer the last three questions in Exercise 1?

#### 3.2 Listen again

 Copy this list and listen to the conversation again. Can you complete the information?

- Number of Native Americans today:
- Number of reservations:
- Most reservations have their own:
- Industries on the reservations:
- Problems on the reservations:



# THE NATIVE AMERICANS

## BEFORE COLUMBUS



When Columbus arrived in the Caribbean in 1492, he thought he had landed in the East Indies in Asia, so he called the people there 'Indians'. In fact, they were Native Americans, who had arrived in the Americas over 40,000 years before him.

At that time, Native Americans lived all over North America. Many of them lived in small groups of about 20–50 people. Most of them were very peaceful people, who lived by hunting and collecting food. Other Native Americans lived in small villages where they had farms. The

Europeans trading with the Native Americans

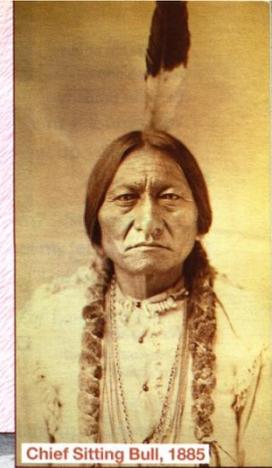


Native Americans were the first people to cultivate many of the plants that we now eat: potatoes, beans, maize, tomatoes, pineapples, cacao and many more. There were thousands of different languages and tribes, each with its own culture.

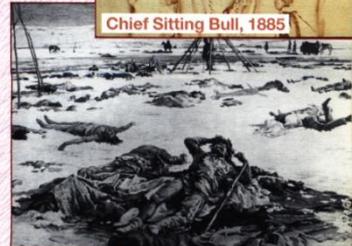
## THE ARRIVAL OF THE EUROPEANS

When the Europeans arrived, they tried to take land away from the Native Americans and there were many wars. Millions of Native Americans also died from the diseases that the Europeans brought with them. As the Europeans took control over the eastern part of North America, the Native Americans had to move to the west in order to survive.

After the United States became independent, white Americans moved



Chief Sitting Bull, 1885



Wounded Knee, 1890



further west into the lands where Native Americans lived, and there were many battles – as we can see in the 'cowboys and

Indians' films. Then, starting in 1830, the US Government forced the Native Americans to move even further west into 'reservations'. The Native Americans fought against this, and for many years there were wars against the white Americans, ending with the massacre of Sioux men, women and children at Wounded Knee in 1890.

### 4 Decide ... Across cultures



Choose **a** or **b**.

#### a Native inhabitants of your country

Who were the original inhabitants of your country? Are there descendants of those people alive today? Find out about where they live, and what they do today. Collect some pictures and write about them.

#### b From America to your country

Here is a list of many things that Native Americans first farmed. Can you find out when they first arrived in your country and who brought them there?

potatoes beans maize tomatoes  
pineapples cacao chilli peppers cashews  
squashes artichokes sweet potatoes  
turkeys tobacco rubber

The peoples of the United States  
WB Unit 20:  
Fluency practice

- 1 A writing game
- 2 Reading
- 3 Listening and discussion
- 4 Research and writing

# 20 USA – a melting pot

Culture matters

## 1 What do you know?

Play a quick game about the United States. Work in a small group. You have four minutes. Write down as much as you know under each heading.

Cities: *Washington*  
States: *Colorado*  
Natural features: *Mississippi river*  
Famous people:  
Recent events:  
Industries:

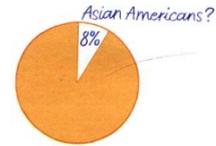
When the time is finished, compare with other groups.

## 2 The Americans

### 2.1 Who lives in the United States?

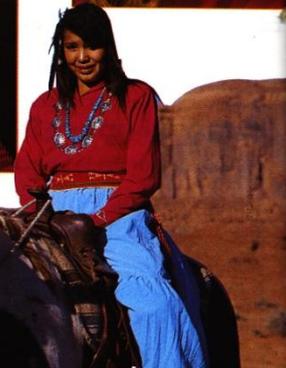
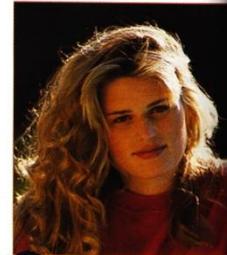
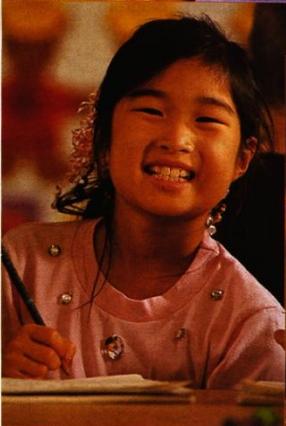
Look at the photographs of the people. Which countries do you think they or their ancestors came from originally? Make a list.

Today, there are about 250 million Americans. Guess! Draw a pie chart and write the percentages of people from each country.



### 2.2 A melting pot

Are you right? Read about the population of the United States. Draw another pie chart and fill in the information in the article.



## A melting pot

The United States of America has probably one of the most 'mixed' populations in the world. This is why it is often called 'a melting pot'.

The first Americans were the Native Americans – there are about 2 million of them today, about 0.8% of the population. Their ancestors came to America over a 'land bridge' from Asia 40,000 years before Columbus.

### The Europeans arrive

Many, many years later, in the 1600s, people arrived from Europe. The first groups came from England and France. Today about 32 million Americans (about 13%) have English ancestors from over 300 years ago.

The Europeans also took people by force from Africa to work for them in the 'New World'. As slaves they had a very hard and difficult life, and many of them died during the journey to America or on tobacco and cotton farms. There are about 30 million black Americans (about 12% of the population) in the



United States today and most of these are descendants of slaves.

More recently, people have come to the United States from other parts of the world. Between 1820

and 1860 many people came from Germany and Ireland – about 58 million (about 23%) of Americans have German ancestors, and about 39 million (15%) have Irish ancestors. From 1860 to 1920 many more people came from other European countries including Russia, Poland, Greece, Turkey and Italy.

### The USA today

Today, the fastest growing group in the United States is Hispanic. There are about 25 million Hispanics (about 9% of the population) in the United States who come from Spanish-speaking countries such as Cuba, Mexico and Puerto Rico. There are also large numbers of people from Asian countries, including China, Japan, Korea and the Philippines. In total, there are about 7.5 million Asian Americans (about 3% of the population).

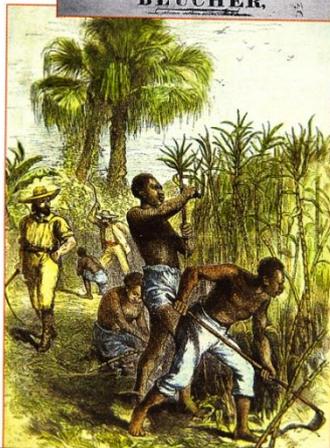
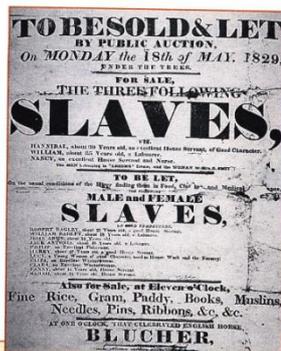
## 3 Slavery, a crime against humanity

### 3.1 The life of a slave

Read about slavery in the United States.

Slavery existed in the United States for hundreds of years, until 1865. Slaves had no rights at all – they were the property of their owners. They lived in very bad conditions, received minimal amounts of food and were treated very badly. Many slaves tried to escape but, if they were caught, they were punished very hard.

Look at the pictures. How would you feel if you were a slave? What would you do?



### 3.2 A long journey

Many black Americans are now trying to find where their ancestors came from. Listen. Janis Harvey is talking about her family history. What happened on these dates? Work with a partner. One of you choose list A, the other list B. Note down your answers.

List A: 1985 1845 1865

List B: 1870 1834 1996

Listen again. Check your partner's notes.

## 4 Decide ... Across cultures

Choose **a** or **b**

### a The population of your country

Find out about different groups of people in your country. Where did they come from? Where do they live? What languages do they speak? Can you make pie charts to show your information?

### b Your country and the United States

Have many people from your country gone to live in the United States? Where did they go? What did they do there? Ask your friends, family and teachers. Write about what you discover.

Famous places in your country and in Canada  
WB Unit 30:  
Fluency practice

# 30 Discover Canada!

## Culture matters

- 1 Discussion
- 2 Reading
- 3 Listening
- 4 a Speaking  
b Writing

### 1 Famous places in your country

If some visitors came to your country, which places would you take them to see? Why? Which places in your country would *you* like to visit? Tell the class your ideas.

### 2 Famous places in Canada

#### 2.1 Places to visit

Look at the pictures of the famous places in Canada on these pages. Which places would you like to visit? Why?

#### 2.2 Places and stories

Every picture tells a story, but one place can tell us hundreds of stories. Read some stories about some of Canada's parks.

Which parks would you visit if you wanted to:

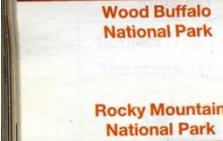
- hear stories about the Blackfoot culture?
- see a village that is over 1,000 years old?
- see a bear?
- see tepees?
- see the first metal tools in North America?
- see high waterfalls?



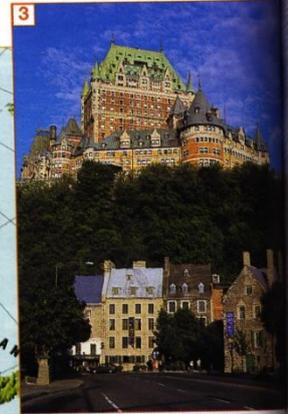
Anthony Island Provincial Park



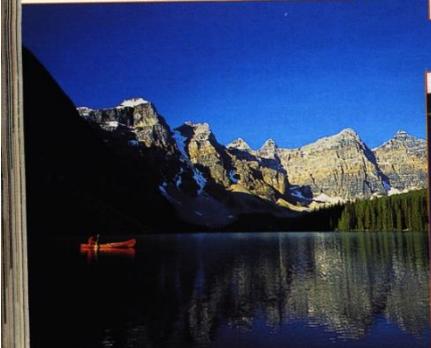
Wood Buffalo National Park



Rocky Mountain National Park



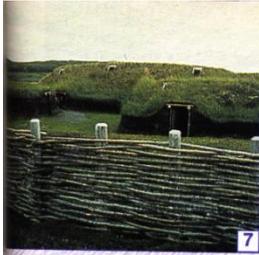
Quebec City



Kluane National Park



Dinosaur Provincial Park



### L'Anse aux Meadows

On a summer's day nearly 1,000 years ago, a ship from Greenland arrived in Newfoundland, Canada. Leif Eriksson, the captain and his crew liked the warm climate and they decided to stay. They called the region 'Vinland' – the land of wine.

#### L'Anse aux Meadows

The Skraelings, who were probably Native Canadians, came to fight the Scandinavians. The Scandinavians left the region and moved to another part of Newfoundland – L'Anse aux Meadows – where they built houses and workshops. This was the first time that metal was made in the 'New World'. We don't know when they left but with time, grass grew over their houses and workshops.

In 1960, a Norwegian explorer – Helge Instad – found the 'village' and many things which were made by the Scandinavians. Today archaeologists are still discovering more about life here 1,000 years ago.

#### Head Smashed-In

For over 10,000 years the Native Canadian people and the buffalo lived together in the plains of Alberta. The Blackfoot was one of the Native Canadian tribes. They used the buffaloes for meat, clothes and for making tepees. They hunted the buffaloes by chasing them over high cliffs.



Head Smashed-In

About 150 years ago, a young Blackfoot wanted to watch the buffalo falling over the cliff so he stood in a small space inside the cliff. The pile of dead buffaloes became higher and higher. The young man couldn't move from his small space and he was killed. When the other men moved the buffaloes they found the young Blackfoot between the cliff and the buffaloes, with his head smashed in.

### 3 Where are they?

 Listen. A Canadian tourist guide is talking about some more places in Canada. What does she say you can do in each park? Make some notes about each place.

Quebec City: see soldiers' uniforms from 300 years ago

L'Anse aux Meadows:

Gros Morne Park:

Nahanni National Park:

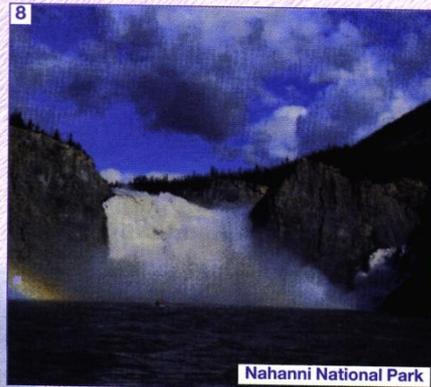
Kluane National Park:

Rocky Mountain Park:

Wood Buffalo Park:

Anthony Island:

Which activities would you like to do?



### Nahanni National Park

The South Nahanni River runs for 322 kilometres. It has many high waterfalls and dangerous rapids. It is a river of legends. Nearly a hundred years ago many people came here to look for gold. It was a dangerous place. Bears and wolves live in the valleys and the rapids can carry people away in seconds. Many people died mysteriously when they were looking for gold in the river – some disappeared in the river mist. When other adventurers found headless bodies in the river they called the area 'Deadmen Valley' and 'Headless Creek'.

### 4 Decide ... Across cultures



Choose **a** or **b**.

#### a Be a tourist guide

Which activities can you do in famous places in your country? Imagine you are a tourist guide. Where can you tell tourists to go to do these activities? Give your talk to the class.

#### b A quiz about Canada and your country

Do some research about Canada. Write some quiz questions. For example, you could ask:

*How far is it to Canada from your country?  
How big is Canada? What is the capital of Canada?*

Write some answers for each question:

*What is the population of Canada?  
a 40 million b 20 million c 5 million  
d 26 million*

Give your quiz to other students to answer.

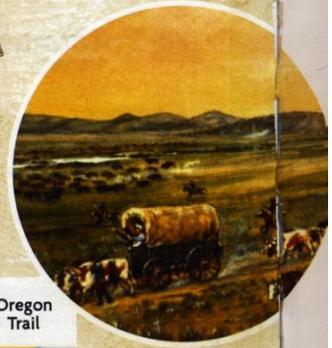
## 5 Read and listen

- a** Look at the pictures and answer the questions.
- Which states did the Oregon Trail go through?
  - How long was the trail, do you think?
  - How long do you think a journey took along the Oregon Trail?
  - What problems do you think people had on the journey?
- b** Read the text and check your answers.
- c** Listen to Karen and Mark talking about an accident that happened on the Oregon Trail. What happened? How did it happen?
- d** Complete the summary. Then listen again and check your answers.

The accident happened in the year <sup>1</sup>.....  
 The settlers were in the boat because they wanted to <sup>2</sup>....., but the boat was too full and it turned over and sank.  
<sup>3</sup>..... people died.  
 Too many people were on the boat because the people who had the boats wanted to make <sup>4</sup>.....  
 The settlers paid <sup>5</sup>..... each to get in the boat.

## THE OREGON TRAIL

In the 19th century, millions of Europeans emigrated to the USA because they wanted to find a better life. Many of them couldn't find work in cities like New York, so they left and went to find farmland in the west. The people, called settlers, travelled west through the mountains on the 'Oregon Trail'.



Some of these people hoped to find gold in California. The journey sometimes took more than a year. There are a lot of films, called 'Westerns', about the settlers on the trail. In most of the films, we see the Native Americans ('American Indians') attacking the settlers, and the 'Indians' kill thousands of white people. But the truth is that the Native Americans were not the biggest problem for the settlers. In fact, most of them were very helpful to the settlers.

It is true that the settlers' journey was extremely difficult. Many of them walked 3,200 kilometres, the whole length of the trail. They had wagons, but the wagons were often too full, so people could not travel in them. Many parents also had to carry their small children. The people were very poor and many did not even have shoes – they walked the whole trail barefoot, in extremely cold temperatures.

More than 50,000 people, including many women and children, died on the trail. A lot of people died from illnesses like cholera, because the drinking water wasn't clean. There were also a lot of accidents. Many people died under the wheels of wagons, for example, and from accidental gunshots.





# Culture Corner



## Reading

1 Read and tick the topics from the text.

- |                   |                                     |               |                          |
|-------------------|-------------------------------------|---------------|--------------------------|
| a population      | <input checked="" type="checkbox"/> | f the weather | <input type="checkbox"/> |
| b houses          | <input type="checkbox"/>            | g the people  | <input type="checkbox"/> |
| c schools         | <input type="checkbox"/>            | h food        | <input type="checkbox"/> |
| d the countryside | <input type="checkbox"/>            | i animals     | <input type="checkbox"/> |
| e languages       | <input type="checkbox"/>            |               |                          |

Among the native peoples of Canada are the Crees, Mohawks, Haida, Iroquois and Sioux. There is also a big population of the Inuits in the north of the country.

The first immigrants from Europe arrived in Canada in the 15th century. They were mainly from England and France, so now people speak English and French in Canada.

Canada is a huge country. It is bigger than India, China or the USA, but it has a smaller population than these countries because forests cover most of it. Not many people live in the countryside but the Canadians enjoy having their summer holidays there. Some people have summer houses near lakes and rivers. Others enjoy camping in the National Parks. There are thirty-nine National Parks in Canada.

Canadian winters are long and very cold so there are lots of winter sports. The most popular are skating and ice hockey. Many families put water on their gardens so it freezes and then they have their own ice rink!

## Listening

**2** Do with your partner.

- Look at the map and find British Columbia.
- Look at the photo and read. What are totem poles?

The Native Canadians of British Columbia carved giant totem poles from trees. The paintings and carvings on totem poles tell stories of their families, leaders and animals.



**3** Listen to an interview with Daphne. Tick  true. Cross  false.

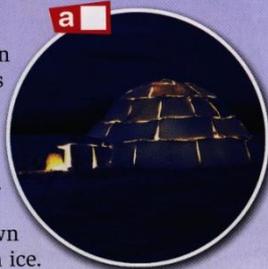
- 1 Daphne lives in a village.
- 2 Daphne is British.
- 3 The tourists tell the stories of their families.
- 4 There are many symbols on totem poles.
- 5 Totem poles aren't difficult to understand.

## Reading

**3** Read and match.

The Inuits were the first people in the north of Canada. Many Inuits still live in the Arctic Circle but life there is very difficult. The winters are very long and cold. The summers are short and cool. There's always a lot of snow. In the past the Inuits made their own

houses from ice. They were called <sup>1</sup>igloos. They used <sup>2</sup>kayaks for hunting seals, their main food, and they travelled on <sup>3</sup>a dog sledge. They made their clothes from animal skins. Now most Inuits live in houses and travel by <sup>4</sup>snowmobiles but many of them still hunt and make their own clothes.



## Speaking

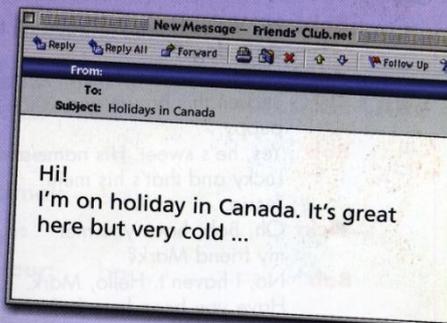
**5** Are there any similar things about Canada and your country? Are there many different things? Discuss with your partner. Then talk to the rest of the class about your ideas.

*There are a lot of National Parks in our country.*

*The summers are very hot in our country.*

## Writing

**6** You are spending your winter holiday in Canada. Write an email to your friend from England about it.



## Project

- 1 Make a totem pole of your class. Stick cardboard boxes of different sizes together to make a pole.
- 2 Write stories about your classmates and class on pieces of paper and stick them on the pole.
- 3 Illustrate the stories. Stick drawings, paintings and photos about your class on the pole too.
- 4 Make a classroom display of your work.

# Across Cultures

# 1



## Keeping In Touch

In the dark days before mobile phones, people had different ways of communicating over long distances. Lucy Marr looks at some of these methods.

**Smoke signals** are well-known from Hollywood wild west films. They started in North America and China hundreds of years ago. By passing a blanket over a fire, you can make a puff of smoke. If you are **careful**, you can control the size and shape of the puffs to create signals. However, you can only send simple, **short** messages such as 'everything is okay', 'danger' or 'help!'. Smoke signals can be seen from a long way

off but they are **useless** if you want to keep something secret. Everybody in the area knows what you're saying – it's a bit like listening to people on their mobile phones on the bus!

**Talking drums** can send quite **complicated** information. And they're **loud** – you can hear them up to eight kilometres away. They were first used in West Africa. When Europeans were first exploring the forests there, they were surprised to find the natives knew they were coming. The use of drums spread to South America and the Caribbean during the slave trade. In fact, talking drums were banned because slaves were using them to communicate in a secret code.

**Whistling languages** are very **rare**. People whistle messages to each other on the Canary Island of La Gomera. The origins of the language are **unknown** but it probably came from the Berber people of Morocco. Until recently, it was dying out but now children on the island have to learn it at school. Silbo sounds a bit like a bird song and has a vocabulary of over 4,000 words! People originally used it to communicate over the steep hills and valleys of the island but now it has other uses. Juan Cabello, a resident of the island, says: 'I use it for everything – to call my wife, to tell my kids something, or to find a friend in a crowd. It's useful for just about everything but not very good for romance – everyone on the island would hear what you were saying!'

### Warm-up

1 Look at the photos and guess if these sentences are true (T) or false (F).

- Smoke signals started in North America and China.
- You can send detailed information with smoke signals.
- You can hear 'talking drums' twenty kilometres away.
- Communicating with drums began in South America.
- Some children learn how to whistle messages at school.

### Reading

2 Read the text and check your guesses from Exercise 1.

3 What are the advantages and disadvantages of each type of communication?

4 Look at the Word Builder. Complete it with the words in yellow from the text with the opposite meaning.

#### Word Builder

well-known	1 _____
long	2 _____
simple	3 _____
careless	4 _____
useful	5 _____
quiet	6 _____
common	7 _____



5 Write sentences about four of these things using words from the Word Builder.

- an animal • heavy music • a street • a singer
- a maths problem • a calculator • a carpenter

#### Example

*Giraffes have got long necks. They are common in Africa.*

6 **Adjective Quiz** Work in pairs. Test your partner on the opposites of the words in the box.

→ Word Bank, page 125

#### Example

A: *What's the opposite of 'correct'?*

B: *'Incorrect'. What's the opposite of ...*

correct, hard-working, patient, happy, kind, outgoing, dangerous, tidy, tall, pleasant, strong, experienced, comfortable, lucky, healthy, fair, rich

## Speaking

7 Work in pairs. Ask and answer these questions.

- 1 How many foreign languages can you understand a bit of?
- 2 How many languages can you say 'hello' in?
- 3 What other foreign language would you like to learn? Why?
- 4 Have you ever made up a secret code? If so, how did it work?
- 5 Are there any words that only you and your friends use?
- 6 If you spoke a secret language, when would you use it?

#### FOR YOUR PORTFOLIO

### Project: An article

- 1 Work in groups. Choose an important type of communication for each student (see the Key Words on page 4).
- 2 Find out more details about your type of communication and make notes.
  - say when and where it started
  - show an example of it
  - explain the advantages and disadvantages
- 3 Write your article and ask your group to check it.
- 4 Give your article to other students to read.

The ancient Egyptians had a system of picture writing called hieroglyphs. Each hieroglyph represented a thing or an idea. For example, this hieroglyph  represented ...

# 7 Disease

## Warm-up

- 1 Look at the Key Words. Which of these diseases are common in your country? Which are dangerous?

**Key Words: Diseases**

AIDS, chicken pox, cholera, malaria, measles, mumps, the plague, polio, rabies, smallpox, tuberculosis (TB), whooping cough

## Reading

- 2 Look at the pictures and read the factfile and the text. Choose the best title.

- a) **NEW DISEASES**
- b) **FIGHTING DISEASE**
- c) **AVOIDING INFECTIONS**

- 3 In what ways do diseases spread? How can we avoid them? Make two lists.

## Grammar: The passive

- 4 Find the sentences in the text and complete them with the correct verb forms.

**Present Simple passive**

Nowadays, people 1 \_\_\_\_\_ against many common diseases.

How is an infection **passed** on?

AIDS **isn't spread** by coughing or kissing.

**Past Simple passive**

Sick people 2 \_\_\_\_\_ from healthy ones.

When was penicillin **discovered**?

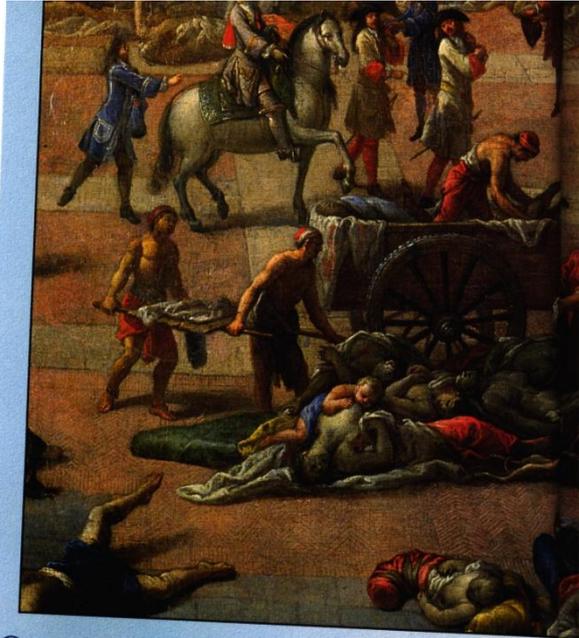
Vaccines **weren't known** until the fifteenth century.

- 5 Find more examples in the text. Complete the rule.

To form the passive, we use the verb \_\_\_\_\_ + the 3rd form of the main verb.

- 6 Match the sentences (1–2) with the meanings (a–b).

- 1 Bacteria kill many people.
- 2 Bacteria are killed by antibiotics.
- a) bacteria are passive (they don't do anything)
- b) bacteria are active (they do something)



For thousands of years, there were no epidemic diseases. However, when people started living in towns, infections could spread more easily. When traders and armies travelled from city to city, they brought bacteria and viruses with them and spread infections to new populations. Children were in the greatest danger: in the nineteenth century, 50% of children died before the age of five.

Most infections are spread in the same way: bacteria or viruses are passed on by coughing, sneezing or by touching food with infected hands. People began to understand this as early as the 1300s. During the plague in Milan, the streets were regularly cleaned and the clothes of plague victims were burned.

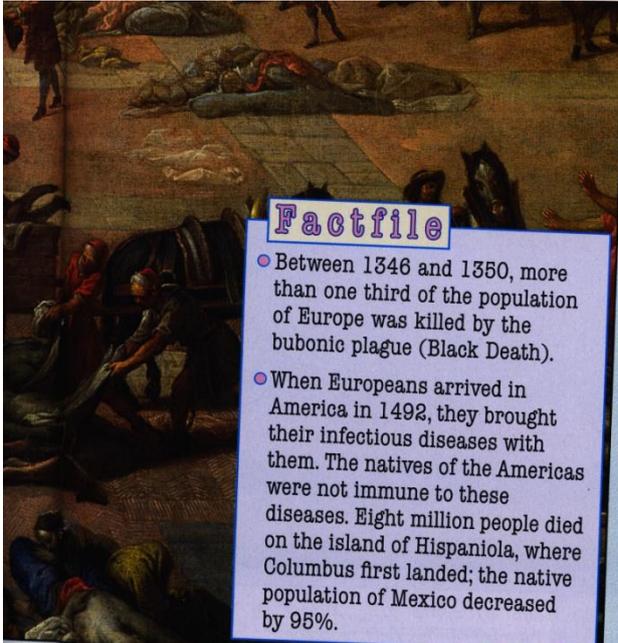
In the nineteenth century, Ignaz Semmelweiss observed that infection was spread by doctors' dirty hands and recommended washing hands before touching patients.

- 7 Read the sentences (1–2) and match them with the uses of the passive (a–b).

- 1 Infection was spread **by doctors' dirty hands**.
- 2 The clothes of plague victims **were burned**.

We use the passive:

- a) when we don't know or we don't want/need to say who did something.
- b) when we want to stress who or what did something.



## Factfile

- Between 1346 and 1350, more than one third of the population of Europe was killed by the bubonic plague (Black Death).
- When Europeans arrived in America in 1492, they brought their infectious diseases with them. The natives of the Americas were not immune to these diseases. Eight million people died on the island of Hispaniola, where Columbus first landed; the native population of Mexico decreased by 95%.

Another early way of avoiding disease was quarantine – sick people **were isolated** 25 from healthy ones.

Vaccines were first used in the eighteenth century. In 1796, Edward Jenner vaccinated people against smallpox. Nowadays, in many countries, people **are vaccinated** against many common diseases, such as measles or TB. 30



## Practice

- 8 Use the verbs in brackets to complete the sentences in the Present Simple or Past Simple passive.
- More people \_\_\_\_\_ by infectious diseases than by anything else. (kill)
  - When \_\_\_\_\_ antibiotics \_\_\_\_\_? (discover)
  - About 40 million people in the world \_\_\_\_\_ with HIV. (infect)
  - Malaria \_\_\_\_\_ by male mosquitoes. (not transmit)
  - How \_\_\_\_\_ flu \_\_\_\_\_ on from person to person? (pass)
  - The plague in Florence \_\_\_\_\_ by Boccaccio in *Decameron*. (describe)
  - Many infectious diseases \_\_\_\_\_ by mice and rats. (spread)
  - HIV \_\_\_\_\_ on by sneezing, coughing or touching. (not pass)

- 9 Complete the text with the passive forms of the Present Simple or Past Simple.

Infections caused by bacteria and viruses 1 \_\_\_\_\_ (treat) differently. People with bacterial infections 2 \_\_\_\_\_ (give) antibiotics. The first antibiotic, penicillin, 3 \_\_\_\_\_ (discover) by Alexander Fleming in 1929 but it 4 \_\_\_\_\_ (not use) until the early 1940s. During the Second World War, penicillin 5 \_\_\_\_\_ (produce) on an enormous scale to treat wounded soldiers.

Infections caused by viruses 6 \_\_\_\_\_ (not treat) with antibiotics. The patient 7 \_\_\_\_\_ (tell) to drink a lot, stay at home and take painkillers to bring down the temperature. The cure 8 \_\_\_\_\_ (leave) to the patient's own immune system. We can avoid some viral diseases, such as measles or mumps, if we 9 \_\_\_\_\_ (vaccinate). Before we travel to foreign countries we 10 \_\_\_\_\_ (give) vaccinations to protect us from diseases, such as cholera.

## Your Turn

- 10 Work in pairs. Make questions in the passive.

► Student A, page 105 ► Student B, page 106

→ **TIMEOUT!** Page 111, Exercise 7

## English across the curriculum

### Cross-cultural studies: houses and homes around the world

**1** Traditional homes. Match the words with the pictures.

igloo  
tepee  
tent



**Modern homes. Match the words with the photos.**

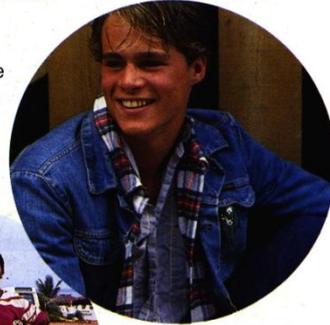
farm  
flats  
house



**2** Read about three young people, then answer the questions.

- 1 Who lives in a large city?
- 2 Who lives in the country?
- 3 Who lives by the sea?

Kirk is American. He lives on a farm. It is near a small town.



Mary is Nigerian. She lives in a large house. It is near the Atlantic Ocean.



Peter is Hungarian. He lives in a small flat. It is in Budapest.

**3** Listen. Copy and complete the table.

Name	Kirk	Mary	Peter	
Nationality	American	Nigerian	Hungarian	
Type of home	farm	house	flat	
Inside	Number of rooms	seven	6	9
	Number of bedrooms	three	3	2
Outside	Is there a garden?	Yes	Y	N
	Is there a garage?	Yes	N	N
Place	Country	Yes	N	N
	Sea	No	Y	N
	City	No	N	Y

# When different worlds meet

## WARM UP

1 How do you think the arrival of the Europeans changed the lives of the Native Americans?



## READING

2 Read the article and put in the missing sentences.

- a The change was greater for the Native Americans.
- b The reason is that Columbus was the first to make a serious impact.
- c Columbus did not discover America in 1492.
- d The Western invasion was huge and sustained.
- e After Columbus, life changed for people in both hemispheres.
- f Inevitably, there were terrible problems.

3 What did the Native Americans lose because of the arrival of the Europeans in America? What did they gain? Read the text again and put the words in the right columns.

tomato cattle pigs cocoa corn wheel  
written language sugar tobacco smallpox  
guns horses land Christianity

things taken from the Native Americans	things brought to the Native Americans

New World America  
Norsemen Scandinavian people also known as Vikings

## When different worlds meet

<sup>1</sup>..... He was not the first outsider to set foot in the New World. That distinction belongs to the original human settlers, who probably crossed from Asia tens of thousands of years ago. After them came a series of other 'discoverers'. The best known of these early explorers was Leif Eriksson and the Norsemen who landed on the American continent about the year 1000. So, why is it only Columbus who is so widely remembered today?

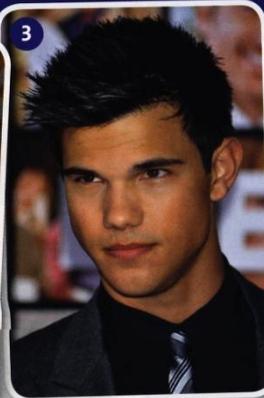
<sup>2</sup>..... After Columbus, European settlers and animals arrived in America to stay. He brought native people and vegetables back to Europe. He told tales of rich lands and treasure and encouraged many explorers and adventurers to head west. In short, Columbus changed the world.

<sup>3</sup>..... Before his arrival, people in Europe hadn't eaten the tomato, the potato, cocoa or corn. They hadn't smoked either. Tobacco was a gift from the New World to the Old.

<sup>4</sup>..... They had hunted on foot. They had never used guns or horses. They had never known about sugar, cattle and pigs. The arrival of the wheel, which the Native Americans had only used in children's toys, changed the way they worked and travelled. The Europeans also introduced writing to a culture that hadn't written much down before.

<sup>5</sup>..... The Europeans brought diseases that the Native Americans had not met before. Smallpox alone killed millions. There were also terrible conflicts. In the beginning, most Native Americans had been friendly to the Europeans. They thought there was plenty of land and food for everyone. After a while, however, they had to fight to keep and protect their lands and way of life.

<sup>6</sup>..... There were missionaries, businessmen and soldiers. Young people were encouraged to leave home and seek a fortune in the New World. There is no doubt that these invaders fundamentally changed a Native American society that we admire today for being so well-adapted to the environment. But isn't change inevitable when different worlds meet?



**Listening**

- 1** Look at the photos and answer the questions.
- Who are the celebrities?
  - Why are they famous?
  - What films have some of the people been in?
  - Which person do you like best? Why?
- 2** 2:10 Listen to a conversation. Which celebrity in the photos do Joe and Liza not mention?
- 3** 2:10 Listen again and complete the sentences.
- Joe and Liza saw a good \_\_\_ on TV last night.
  - Joe \_\_\_ Angelina Jolie because she's the most \_\_\_ woman in the world.
  - Liza admires Jolie because she helps \_\_\_.
  - \_\_\_ gave a lot of money to help people in Haiti.
  - \_\_\_ favourite celebrity is David Beckham because he has done a lot for \_\_\_ people.
  - Liza thinks Beckham is a \_\_\_ choice.
  - Liza admires Leonardo DiCaprio because he works with \_\_\_ groups.
  - Joe says Leonardo DiCaprio isn't as \_\_\_ as Beckham.

**Speaking**

- 4** Work in pairs and prepare a conversation about a celebrity you like. Imagine you have seen an interview with the celebrity on TV. Answer these questions.
- Who did you see on TV?
  - What does he / she look like?
  - What has he / she done?
  - What other celebrities do you like? Why?
  - Who is your all-time favourite celebrity? Why?

- 5** Have a conversation. Use your ideas in exercise 4 and the chart below to help you. One of you is **A** and one of you is **B**. Change roles.

<p><b>A</b> Did you see (name of celebrity) on ... ?</p>	<p><b>B</b> Reply.</p>
<p><b>A</b> Comment on appearance. He / She's looks ...</p>	<p><b>B</b> Comment on personality. I think he / she is a ... person because ...</p>
<p><b>A</b> Mention another celebrity. Another person I ... I admire him / her because ...</p>	<p><b>B</b> Disagree.</p>
<p><b>A</b> Ask about B's favourite celebrity. Who is ... ?</p>	<p><b>B</b> Reply.</p>
<p><b>A</b> Disagree.</p>	<p><b>B</b> Reply.</p>

**Writing**

- 6** Write a description of a person who you think is a good role model. Describe the person's appearance and character. Say what the person has done and why you admire him / her. Begin like this:
- I've chosen ... as my role model. He / She is a ... person. I really admire this person because ...*

## SHRNUTÍ

Diplomová práce se zabývá problémem stereotypů, jejich definicí, rozeznáváním, původem, rolemi a typy. Dále se soustřeďuje na stereotypy o amerických indiánech a na stereotypy v učebních materiálech. Na základě teorie byl proveden praktický výzkum, který zanalyzoval přítomnost tématu amerických indiánů ve vybraných učebnicích. Je zanalyzováno umístění a kontext tématu amerických indiánů zmíněného v učebnicích a nakonec jsou výsledky shrnuty a prezentovány.