

People and Culture in America

『VOA ニュースで読むアメリカの人と文化』



VOICE OF AMERICA

Edited with Notes by
Tutomu Akiba
Kaori Hoshi
Motoyasu Noguchi



EIHOŠHA

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はしがき

このテキストを作成するにあたり次のような点に特に留意した。まず第一に、題材はアメリカの文化や歴史を紹介したものであり、しかもアメリカの歴史の中で特に著名な人物を紹介し、それらの人物がアメリカ社会や文化に果たしている役割について理解できるものであること。従って、取り扱う題材は、アメリカのみならず世界中で知られているアメリカ人とアメリカの文化・歴史を紹介するものであること。基本的には第1章から第15章までの配列は、アメリカの歴史の流れに沿うように工夫している。たとえば、第1章では Pocahontas について学ぶだけでなく、アメリカの植民地時代（17世紀）についても学ぶことができるし、第2章ではアメリカの独立戦争当時のこと（18世紀）を学び、第3章では Babe Ruth を知るばかりではなく、アメリカン・ドリームや1920年代のアメリカの歴史、スポーツなどについても学習できるようにしている。そして、最終章では Obama 大統領について言及されているが、これによって他の章で取り上げられているアメリカの移民問題、差別問題、公民権運動などの問題との関連からも論じることができる。アメリカの短期間にわたる一過性の文化や人物を取り扱うのではなく、過去から現在まで、またこれから先も必ず論じられると思われる題材を選んだ。

第二に、テキストに使用されている英語の難易度である。題材はすべて VOA (Voice of America) からの抜粋であるが、その利点はインターネットを通して、学生たちが口語体の英語を聞くことができること、そこに使用されている表現がすぐに日常の会話に応用できる平明な英語であることである。

第三に、各章には、(1) 語彙力を養うために本文中に用いられている単語の意味を確認する問題、(2) 熟語、連語などを正確に理解し使用できるようにする問題、(3) 本文の読解力を確認したり、聴解力を高めるための問題、(4) 表現力を養うための問題をそれぞれ用意した。従って、このテキストを学習することによって英語を総合的に理解できるように構成されている。

著作権の関係上、写真、絵画、音楽、イラストなど使用できないものが多数あるため、万全のものができたとは言い難いが、このテキストを通して、学生たちに少しでもアメリカの文化や歴史に興味をもってもらい、このテキストに不足しているところを自主的にさらに研究をする機会を与えることができれば幸いである。

最後に、テキスト作成にあたり、(株)英宝社の皆様には多大なるご協力をいただきました。心より感謝申し上げます。

(執筆者代表 秋葉 勉)

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Lesson 1

Pocahontas, 1595-1617: An Important Player in Early Jamestown

T **Pocahontas** 「ポカホンタス」

T **Jamestown**
「ジェームズタウン」ヴァージニア州ジェームズ川のジェームズ島にあった村。

2 **Powhatan** 「ポウハタン族」ヴァージニア州東部にいたアルゴンキン語系のインディアン部族。

3 **Indian** Native American のこと。最近では、PC(political correctness) すなわち、人種や性別などの差別を含むことばであるかが問題になる。

5 **the Virginia company**
「ヴァージニア会社」1606年、米国における植民地開拓の特許をイギリス王室から与えられた冒険商人たちが設立した会社。

6 **colonists** 「入植者」

14 **Algonquian** 「アルゴンキン族」カナダのオタワ川流域及びケベック地方に住むインディアン。

17 **squash** 「かぼちゃ」

Pocahontas was born in fifteen ninety-five. She was one of twenty children of Chief **Powhatan**. Powhatan ruled a group of more than twenty **Indian** tribes in territory that is now the eastern state of Virginia.

In sixteen-oh-seven, **the Virginia company** in England sent **colonists** to settle the land that later became the United States of America. The leader of the English settlers was John Ratcliffe. He claimed the land for King James of England. He named the new colony Jamestown, Virginia. The English colonists did not know that the area already was settled by Indians.

The Powhatan Indians lived in the area where the English colonists landed. They were part of a large group of American tribes who spoke the **Algonquian** language. The Powhatans had lived in the area for almost one thousand years. They built villages. They grew beans, corn, **squash** and melons. They created a strong political system, led by powerful chiefs like Powhatan. His power and wealth were evident. Women of the tribes controlled the houses and the fields. They made clothing of animal skins and containers of clay. Men hunted and fished for food. Both men and women wore earrings and other objects made of shells, pearls and copper.

The young Pocahontas often visited Jamestown during the colony's first months. She was about twelve years old. The colonists knew her well. She became an important link between the colonists and her father, Powhatan.

3 **mis-**
understandings
「誤解」
5 **explorer** 「探検家」

The Indians' culture was very different from that of the English settlers. The two groups did not understand each other. The **misunderstandings** led to hostile incidents between the colonists and the Indians. John Smith was an **explorer**, soldier and a leader of the Jamestown colony. He was captured in sixteen-oh-seven by the followers of Powhatan. Captain Smith wrote about this incident in a book that was published in sixteen twenty-four. He wrote that Pocahontas saved him from being executed by Powhatan. This story has been repeated for hundreds of years. This is what most people know about Pocahontas.

16 **took place**
(=happened)
「(事件などが) 起こった」

Most historians, however, do not believe that Pocahontas saved the life of John Smith. Some believe that Captain Smith invented the story after reading about a similar event that **took place** in Florida. That event involved a captured Spanish explorer, an Indian chief and the chief's daughter.

Some historians do not believe that John Smith's life was in danger. They say that what Captain Smith thought was to be his execution was really an Indian ceremony. The ceremony was meant to show that Powhatan accepted Smith as part of his tribe. Historians say the Indian chief wanted to make the English colonists his allies.

After Captain Smith's capture, the Indians and the colonists agreed to a truce. Pocahontas visited Jamestown more often. She may not have really saved John Smith's life. But most experts agree that Pocahontas helped the colonists. She brought them corn when they were starving. She once was said to have warned the colonists about a surprise attack by the Indians.

35 **broke out** 「(戦争などが) 起こった」

John Smith had been wounded during his capture. He returned to England. Hostilities once again **broke out** between the Indians and the English settlers. In sixteen eleven, Thomas Dale became acting governor of the

colony. He started a new aggressive policy toward the Indians. Two years later, an English soldier, Samuel Argall, kidnapped Pocahontas. She was about eighteen years old. The colonists kidnapped her because they wanted to prevent more attacks by the Indians. They also wanted to force chief Powhatan to negotiate a peace agreement. 5

Pocahontas lived as a hostage in the Jamestown settlement for more than a year. A colonist, John Rolfe, taught her English. He also taught her the Christian religion. Pocahontas was the first Native American to become Christian. She changed her name to Rebecca. In sixteen fourteen, she married John Rolfe in the church in Jamestown. She was the first Indian woman to marry a white man. Her husband believed that their marriage would be good for the colony. John Rolfe said he married Pocahontas “for the honor of our country, for the glory of God.” 10 15

Governor Dale immediately opened negotiations with Powhatan. The result was a period of peace that lasted for about eight years. Pocahontas’ husband was a tobacco grower. She taught him the Indian way of planting tobacco. This method improved the tobacco crop. Tobacco later became America’s first successful crop. 20 25

In sixteen fifteen, Pocahontas and John Rolfe had a son. They named him Thomas. The next year Pocahontas and her family sailed to England for a visit. In London, she was treated like a famous person. She was officially presented to king James the First. She also met John Smith again. 30

The Virginia Company said her visit proved that it was possible to have good relations between the English colonists and the Indians. The company urged more people to move from England to the Virginia colony. 35

Pocahontas had her picture painted while visiting England. She is wearing the clothes she wore when she

met the King. They are the kind of clothes that were popular in England in the sixteen hundreds. This picture is the only one that really is of her.

Pocahontas and her family stayed in England for seven months. They prepared to return to Jamestown. 5

6 **smallpox**「天然痘」

But Pocahontas became sick with **smallpox**. She died from the disease. She was buried in **Gravesend**, England. She was twenty-two years old.

7 **Gravesend**「グレーヴズエンド、またはグレーブゼンド」
イングランド南西部ケント州トマス川河口に位置する。

Her son, Thomas Rolfe, was raised in England. When he was twenty, he returned to Virginia. He lived as a settler in his mother's native land. He married and had a daughter. Through Thomas Rolfe, a number of famous Virginians have family ties to Pocahontas. These families are proud to claim their ties to Pocahontas. They call her "Virginia's First Lady." 10 15

Pocahontas left no writings of her own. The only reports about her from the time were written by John Smith. His reports may not all have been true. Yet the story of her rescue of Captain Smith became a popular folk story. 20

21 **played a part in** ~
「～で役割を果たした」

Americans know that Pocahontas **played a part in** the early history of Virginia. They remember her bravery and friendship. Americans also remember her for what she represented as a Native American: the hope of close relations between the white people and the Indians. 25

26- **the United States Capitol building**
「米国連邦議会議事堂」

Pocahontas is honored in **the United States Capitol building** in Washington, D. C. There are three art works of her in the large, round, main hall of the Capitol. There are more representations of her than any other American except for the nation's first president, George Washington. The three art works show the popular stories about Pocahontas. One is a painting of Pocahontas taking part in a religious ceremony in which she became a Christian. Two others show her saving the life of Captain John Smith. 30 35

Many different American groups have used the name and some version of a picture of Pocahontas. Whale

- 1- **named ships after Pocahontas** 「船をポカポントスにちなんで命名した」
 2 **in honor of** 「～に敬意を表して」
 4 **the confederate forces**
 (= the Confederate Army) 「(南北戦争時) 南部同盟軍」
 4- **the Union forces (= the Federal Army)**
 「(南北戦争時) 北部連邦同盟軍」
 9 **warship** 「軍艦」

hunters in the nineteenth century **named ships after Pocahontas in honor of** her bravery. They also put small statues of her on their ships.

Both **the confederate forces** in the South and **the Union forces** in the North used her name or picture during the American Civil War. A picture of Pocahontas was on the flag of a division of Confederate forces called the Guard of the Daughters of Powhatan. Union forces named a **warship** after the Indian woman.

Many American writers have written about Pocahontas. The Walt Disney company produced a popular children's movie about her.

Today, visitors to the Jamestown settlement in Virginia can see what life was like there in the sixteen hundreds. They can see copies of the ships that brought the English settlers. And they can see statues of three of the people important in early America: John Smith, Chief Powhatan, and his daughter - Pocahontas.

Exercises

問 1 本文中に使われている次の語の意味と最も近い語を一つ選び、その番号を答えなさい。

1. evident
 ① dubious ② obvious ③ strong ④ uncertain ()
2. hostile
 ① friendly ② peaceful ③ pleasant ④ unfriendly ()
3. execute
 ① create ② kill ③ perform ④ sign ()
4. starving
 ① extremely hungry ② very sad ③ thirsty ④ planting ()
5. negotiate
 ① arrange ② discuss ③ regain ④ transfer ()

- 問2** 本文中に用いられている次の語句の中から最も適当なものを一つ選び、必要な場合には適当な形に直して英文 (1) ~ (5) の空欄の中に入れ英文を完成しなさい。

break out except for take part in name after in honor of

- (1) The city is expected to put up a bronze statue () its famous popular singer from the city.
- (2) The town was () a long ago first settler.
- (3) The newspaper says that an epidemic of measles has () in Japan this past week.
- (4) The CEO had been sick since last week and could not () the meeting today.
- (5) The student is very pleased that her term paper is finished () the conclusion.

- 問3** CD を聴いて () 内に適当な1語を入れて英文を完成させ、本文の内容と一致するものを (a) ~ (c) の中から一つ選びなさい。

- (1) What did Pocahontas' () do?
(a) He was working for John Ratcliffe.
(b) He was an explorer in the new colony.
(c) He was a chief of Native Americans around the settlement.
- (2) What was Pocahontas () to do for John Smith?
(a) She taught him how to plant tobacco.
(b) She saved him from being killed by the Native American.
(c) She became the first Christian.
- (3) By whom was Pocahontas ()?
(a) Thomas Dale
(b) Samuel Argall
(c) John Rolfe



- (4) Why was Pocahontas kidnapped by the ()?
(a) To make a peace agreement with her father.
(b) To force her to marry a white man.
(c) To teach her Christian ways of living.
- (5) Who was Thomas ()?
(a) He was a son of Pocahontas.
(b) He was the first white man to marry a native woman.
(c) He was a tobacco grower.

問4 次の日本語に合うように、語句を並び替えて英文を完成しなさい。ただし、文頭にくる語も小文字で表記している。

- (1) 天才と狂気は紙一重である。
[a hairbreadth / are / away / but / each other / from / genius and madness]

- (2) 提案された計画に同意できるか検討させていただきます。
[agree to / find out / if / it is possible / the plan / you proposed / to]

I'd like to _____

Lesson 2

Celebrating July Fourth at the Statue of Liberty

2 **Independence Day**
「米国の独立記念日」

3- **Declaration of Independence** 「米
国独立宣言」英国
からの自由・独立
を主張した宣言。

8 **The Statue of Liberty** 「自由の女
神像」

11 **Liberty Enlightening the World**
「世界を照らす自
由」自由の女神像
の正式名称。女神
像は左手にこの名
前を刻んだ石板を
持っている。

24 **gemstones** 「宝石の
原石」

26 **plaque** 「記念銘板」

28 **pedestal** 「台座」

28- **The New Colossus**
「新しき巨像」自
由の女神の別称。

Later this week, Americans will celebrate the nation's **Independence Day**. On July fourth, seventeen seventy-six, colonial leaders approved the final **Declaration of Independence** for the United States.

This year, the city of New York will also celebrate the opening of part of an important symbol of America that has been closed to the public for the past eight years.

The Statue of Liberty has stood in New York Harbor for more than one hundred years. It was a gift from the people of France in eighteen eighty-four. Its full name is “**Liberty Enlightening the World.**” The Statue of Liberty is forty-six meters tall from its base. It is made mostly of copper. Throughout history, images of liberty have been represented as a woman. The statue is sometimes called “**Lady Liberty.**”

The Statue of Liberty's face was created to look like the sculptor's mother. Her right arm holds a torch with a flame high in the air. Her left arm holds a tablet with the date of the Declaration of Independence - July fourth, seventeen seventy-six. On her head she wears a crown of seven points. Each is meant to represent the light of freedom as it shines on the seven seas and seven continents of the world. Twenty-five windows in the crown represent **gemstones** found on Earth. A chain that represents oppression lies broken at her feet.

In nineteen oh three, a bronze **plaque** was placed on the inner wall of the statue's support structure or **pedestal**. On it are words from the poem “**The New**

1 **Emma Lazarus** 米国の詩人(1849-87)。自由の女神の台座に書かれた詩の作者。

Colossus” written by **Emma Lazarus** in eighteen eighty-three. The plaque represents the statue’s message of hope for people seeking freedom. These are some of its best known words:

6 **huddled** 「群れ集まった」 huddle の過去分詞形。
yearning to~ 「しきりに(切に) ~ したがっている」 yearn の現在分詞形。

Give me your tired, your poor,
Your **huddled** masses **yearning to** breathe free,
The **wretched** refuse of your **teeming** shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!

5

7 **wretched** 「不幸な、悲惨な、惨めな」
teeming 「実り豊かな、肥沃な」
8 **tost** 「揺さぶられた」 toss の過去・過去分詞形。

The United States and France have been friends and allies since the time of the **American Revolution**. France helped the American colonial armies defeat the British. The war officially ended in seventeen eighty-three. A few years later, the French rebelled against their king.

11 **American Revolution** 「米国独立革命」

A French historian and political leader, **Edouard-Rene Lefebvre de Laboulaye**, had the idea for the statue. In eighteen sixty-five, he suggested that the French and the Americans build a monument together to celebrate freedom. Artist **Frederic-Auguste Bartholdi** immediately agreed to design it.

15 **Edouard-Rene Lefebvre de Laboulaye** フランスの上院議員。独立宣言 100 周年を記念して自由の女神を送ることを提案した。

19 **Frederic-Auguste Bartholdi** フランスの彫刻家。自由の女神像を制作した。

In eighteen seventy-five, the French established an organization to raise money for Bartholdi’s creation. Two years later, an American group was formed to raise money to pay for a pedestal to support the statue. American architect **Richard Morris Hunt** was chosen to design this support structure. It would stand forty-seven meters high.

25 **Richard Morris Hunt** 米国の建築家。

In France, Bartholdi designed a very small statue. Then he built a series of larger copies. Workers created a wooden form covered with plaster for each part. Then they placed three hundred pieces of copper on the forms. This copper skin was less than three centimeters thick.

35 **Alexandre Gustave Eiffel** フランスの土木技師。エッフェル塔の建築者でもある。

The statue also needed a structure that could hold its weight of more than two hundred tons. French engineer **Alexandre Gustave Eiffel** created this new technology.

1 **Eiffel Tower** 「エッフェル塔」パリにある巨大な鉄塔。

Later, he would build the famous **Eiffel Tower** in Paris. Eiffel and others worked in Paris to produce a strong iron support system for the statue. The design also needed to permit the statue to move a little in strong winds.

5

France had wanted to give the statue to the United States on the one hundredth anniversary of the Declaration of Independence — July fourth, eighteen seventy-six. But technical problems and lack of money delayed the project. France finally presented the statue to the United States in Paris in eighteen eighty-four. But the pedestal, being built in New York, was not finished. Not enough money had been given to complete the project.

10

15 **Joseph Pulitzer** (1847-1911)。米国のジャーナリスト・新聞経営者。

The publisher of the New York World newspaper came to the rescue. **Joseph Pulitzer** used his newspaper to urge Americans to give more money to finish the pedestal. His efforts brought in another one hundred thousand dollars. And the pedestal was finished.

15

In France, workers separated the statue into three hundred fifty pieces, put them on a ship and sent them across the ocean. The statue arrived in New York in more than two hundred wooden boxes. It took workers four months to put together the statue on the new pedestal. President **Grover Cleveland** officially accepted the statue in a ceremony on October twenty-eighth, eighteen eighty-six. He said: “We will not forget that Liberty has here made her home; nor shall her chosen **altar** be neglected.”

20

24 **Grover Cleveland** 第22、24代米大統領 (1885-89, 93-97)。

25

28 **altar** 「祭壇」

The Statue of Liberty became a symbol of hope for immigrants coming to the United States by ship from Europe. More than twelve million people passed the statue between eighteen ninety-two and nineteen fifty-four on their way to the immigration center on nearby **Ellis Island**.

30

34 **Ellis Island** かつて移民局施設のあった島。

More than forty percent of Americans have an ancestor who passed through Ellis Island. Through the years, millions of people continued to visit the Statue of

35