

GRADE 11, Unit #2
UNIT LENGTH: 1 Quarter

UNIT TITLE/FOCUS: The American Dream

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STEP 1: DESIRED RESULTS

Essential Question: Does “The American Dream” exist?

Content Questions:

1. What is the “American Dream” and how has it evolved?
2. Are the ideas of the American Dream unique to the United States? Is the dream universal?
3. Why is the American Dream important to identity (society, family, individual, gender, and ethnicity)?
4. What are the means to achieve the American Dream? What role do ethics play in attaining the dream?
5. Identify successful role models who have achieved the American Dream.
6. How has the American Dream ideal been conveyed through art forms and media?
7. To what extent has advertising in print, radio and television contributed to and changed the American Dream?

Process Questions

1. What are the elements of a narrative? RL3
2. How are central conflicts quickly established in narratives? RL3
3. How is characterization developed? RL3
4. How is setting established? RL3
5. How do writers use elements and techniques to convey the conflicts and themes? W3b RL1
6. How can we establish setting/ stage directions, character’s voice and attitude?
7. How can we recognize, identify and apply different types of speaking in narrative writing? W3b
8. How does use of sensory language enhance characterization and setting? W3d
9. How do writers use a variety of techniques to sequence events? (mystery, suspense, growth)
10. How can we develop our own narratives?
11. How can we evaluate student-created narratives?

Metacognitive Questions:

1. What is my understanding of the American Dream?
2. Is the American Dream relevant to my dreams and goals?
3. To what extent are my dreams, goals, and identity influenced by the so-called ideals of the American Dream?
4. How and why might my dreams and goals differ from my parents and peers?
5. What elements of writing have I used to enhance my narrative?
6. How can I incorporate peer suggestions into my revision?

Standards:

READING LITERATURE

CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.ELA-Literacy.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

READING INFORMATIONAL TEXTS

CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

WRITING

CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.W.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.W.11-12.1e Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-Literacy.W.11-12.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-Literacy.W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 [here](#).)

CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

SPEAKING & LISTENING

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-Literacy.SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LANGUAGE

CCSS.ELA-Literacy.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.11-12.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.11-12.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).

CCSS.ELA-Literacy.L.11-12.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

CCSS.ELA-Literacy.L.11-12.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-Literacy.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.11-12.5a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

CCSS.ELA-Literacy.L.11-12.5b Analyze nuances in the meaning of words with similar denotations.

CCSS.ELA-Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STEP 2: ASSESSMENT EVIDENCE & TEACHING PLAN

Authentic Performance Task(s):

Students will write an Argumentative Essay addressing the American Dream. Possible topics may include: “Does the American Dream exist today?” “Is the American Dream achieved in the work of literature studied?” “Is the American Dream achievable”?

Students will...

1. Read texts that reflect the theme of the American Dream. (RL1, RI1, RL2, RI2)
2. Read informational texts (RI 1, RI 2, RI 3)
3. Analyze structure of argument essays (RI 4, RI5, RI^)
4. Discuss and assess (teacher-choice, formative) use of various aspects of language utilized to enhance the arguments:
 - a. Counterclaims, Argument
 - b. Diction/Word meanings (connotations) (L4,5)
5. Write the first draft of the argumentative essay. (formative) (W4, L6)
6. Peer editing with the aid of teacher- or student-generated rubric or checklist (W5) (optional formative assessment)
7. Edit draft W5
8. Submit final copy to teacher (summative).

Other Assessments (Diagnostic, Formative, Summative):

- Quizzes
- Essay
- Homework

STEP 3: RESOURCES

Resources and Technologies Needed:

*Digital projector (i.e. Smartboard) for presentations *optional

Books:

The Great Gatsby by F. Scott Fitzgerald

A View from The Bridge by Arthur Miller

Death of a Salesman by Arthur Miller

Fences by August Wilson

Brighton Beach Memoirs by Neil Simon

The Grapes of Wrath by John Steinbeck (excerpts from the book and movie)

Native Son by Richard Wright

Their Eyes Were Watching God by Zora Neale Hurston

The Story of My Life by Helen Keller

Non-fiction Informational Text:

“I Have a Dream” Dr. Martin Luther King Jr. (speech)

“Mother Tongue” by Amy Tan

“Straw into Gold the Metamorphosis of Everyday” by Sandra Cisneros

“Tin Lizzie” by John Dos Passos

“State of the Union Address” Franklin Delano Roosevelt (speech)

“The Spirit of Liberty” Leonard Hand (speech from the American Day Address)

“How It Feels to be Colored Me” by Zora Neale Hurston

Dreams From My Father by President Barack Obama

The Audacity of Hope by President Barack Obama

Web Sources:

“The American Dream: Phase II” by Allison Arieff – *The New York Times*

<http://opinionator.blogs.nytimes.com/2012/06/18/the-american-dream-phase-ii/>

“Rethinking the American Dream” by David Kamp – *Vanity Fair*

<http://www.vanityfair.com/culture/features/2009/04/american-dream200904>

“American Dream Faces Harsh New Reality” – by Ari Shapiro

<http://www.npr.org/2012/05/29/153513153/american-dream-faces-harsh-new-reality>

“Great Expectations and Some Hope of Meeting Them” – by N.P.R. Staff

<http://www.npr.org/2012/06/28/155835994/great-expectations-and-some-hope-of-meeting-them>

“My American Dream Sounds Like Prince” – by Miles Marshall Lewis

<http://www.npr.org/blogs/therecord/2012/06/14/154848630/my-american-dream-sounds-like-prince>

“My American Dream Sounds Like the White Stripes” - by Dream Hampton

<http://www.npr.org/blogs/therecord/2012/08/15/158772495/my-american-dream-sounds-like-the-white-stripes>

“Deepening the American Dream” – by Bill Moyers

<http://www.pbs.org/moyers/journal/americandream/index.html>

“Redefining the Dream” – <http://www.newdream.org/programs/redefining-the-dream>

Poetry:

“I Hear America Singing” by Walt Whitman
“I, Too, Sing America” by Langston Hughes
“The People, Yes” by Carl Sandberg
“Grass” by Carl Sandberg
“Chicago” by Carl Sandberg
“The American Dream” by Gary Hess
“Let America be America Again” by Langston Hughes
“Those Winter Sundays” by Robert Hayden
“Old Florist” by Theodore Roethke
“The New Colossus” by Emma Lazarus (“Give me your tired your poor your huddled masses yearning to breathe free...”)
“Dream Deferred” by Langston Hughes

Miscellaneous Additional Resources:

Citizen Kane (film)

Fifth of July (film)

The Deer Hunter (film)

The Four Freedoms – painting series by Norman Rockwell (based on F.D.R.’s State of the Union Speech)

“Movies that Epitomize the American Dream” – article by, Donald Shanahan,

www.Examiner.com

“America” – song by, Paul Simon and Art Garfunkel

“Coming to America” – song by, Neil Diamond

Speeches of Abraham Lincoln

“American Dream” – song from Miss Saigon

“President Obama Kills the American Dream” – by, Laura Rambeau Lee, Examiner

Dan Rather Interview – “The American Dream,” www.achievement.org

American Dream Museum- ad.museum.blogspot.com

Safari Montage – website accessed from inside building on Smartboard to access different media

Personal essays by Helen Keller

Folk music especially “Songs of Woody Guthrie” Bob Dylan