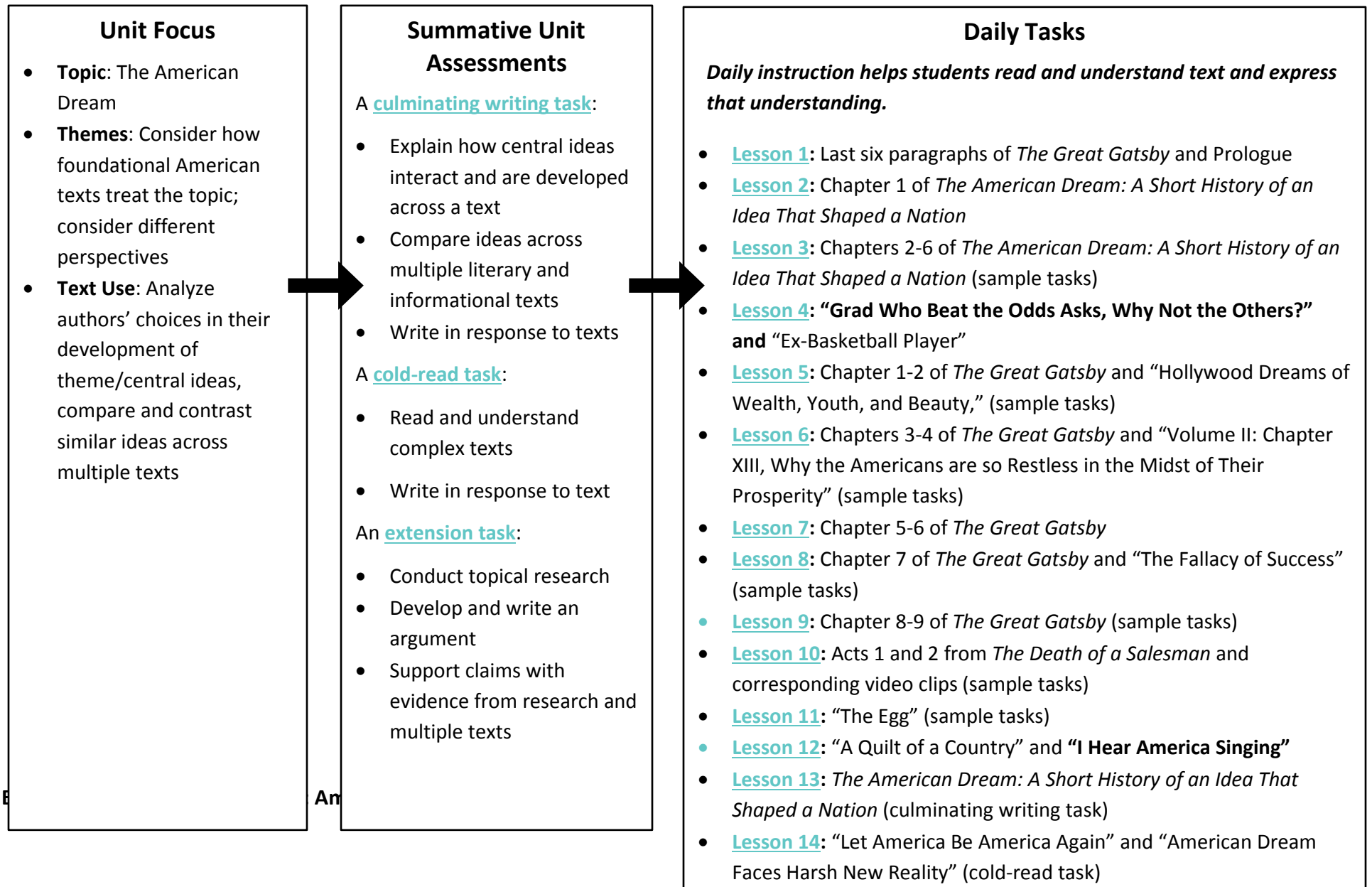


UNIT: AMERICAN DREAM

<p>ANCHOR TEXT</p> <p><i>The American Dream: A Short History of an Idea That Shaped a Nation</i>, Jim Cullen (Informational)</p> <p>RELATED TEXTS</p> <p><i>Literary Texts</i></p> <ul style="list-style-type: none"> • The Great Gatsby, F. Scott Fitzgerald (eBook) • “Ex-Basketball Player,” John Updike • Acts 1 and 2 of The Death of a Salesman, Arthur Miller • “The Egg,” Sherwood Anderson • “I Hear America Singing,” Walt Whitman • “Let America Be America Again,” Langston Hughes <p><i>Informational Texts</i></p> <ul style="list-style-type: none"> • “Volume II: Chapter XIII, Why the Americans Are So Restless in the Midst of Their Prosperity,” Alexis de Tocqueville • “The Fallacy of Success,” G. K. Chesterton • “A Quilt of a Country,” Anna Quindlen • “American Dream Faces Harsh New Reality,” Ari Shapiro <p><i>Nonprint Texts (e.g., Media, Website, Video, Film, Music, Art, Graphics)</i></p> <ul style="list-style-type: none"> • “Hollywood Dreams of Wealth, Youth, and Beauty,” Bob Mondello (Text and Audio) • “Grad Who Beat the Odds Asks, Why Not the Others?,” Claudio Sanchez (Text and Audio) 	<p>UNIT FOCUS</p> <p>Students learn about the American Dream through various texts. They explore how foundational American literature treats the topic and consider different perspectives.</p> <p>Text Use: Analyze authors’ choices in their development of theme/central ideas, compare and contrast similar ideas across multiple texts</p> <p>Reading: RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.7, RL.11-12.7, RL.11-12.10, RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.7, RI.11-12.10</p> <p>Writing: W.11-12.1a-e, W.11-12.2a-f, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.7, W.11-12.8, W.11-12.9a-b, W.11-12.10</p> <p>Speaking and Listening: SL.11-12.1a-d, SL.11-12.2, SL.11-12.3, SL.11-12.4, SL.11-12.5, SL.11-12.6</p> <p>Language: L.11-12.1a-b, L.11-12.2a, L.11-12.3a, L.11-12.4a-d, L.11-12.5a-b, L.11-12.6</p> <p>CONTENTS</p> <p>Page 343: Text Set and Unit Focus</p> <p>Page 344: <i>The American Dream</i> Unit Overview</p> <p>Pages 345-348: Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task</p> <p>Page 349: ELA Instructional Framework</p> <p>Pages 350-365: Text Sequence and Use for Whole-Class Instruction</p>
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The American Dream Unit Overview



SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK¹

Discuss the American Dream as described by Cullen and relate his ideas to at least two other texts from the unit. What are two central ideas Cullen develops in *The American Dream*? How do the ideas interact and build on each other over the course of the text? How do the various texts in the unit treat the topic of the American Dream as described by Cullen? (RL.11-12.9, RI.11-12.2, RI.11-12.3, RI.11-12.9)

Write an essay responding to the prompt above that conveys complex ideas clearly and accurately through the effective selection, organization, and analysis of text. Be sure to demonstrate a strong command of the conventions of standard English grammar and usage when writing. (W.11-12.2a-f, L.11-12.1, L.11-12.2a-b, L.11-12.3a)

Teacher Note: Students should write an essay that explains how Cullen develops the central ideas of his text and compares the central ideas across multiple texts of the unit. Students must cite strong and thorough textual evidence, organize reasons and evidence logically, and create cohesion and style by using grade-appropriate words, phrases, and varied syntax. (RL.11-12.1, W.11-12.2a-f, W.11-12.4, W.11-12.9a-b, W.11-12.10, L.11-12.3a, L.11-12.6) The completed writing should demonstrate command of conventions of grammar, usage, punctuation, and spelling. (L.11-12.1, L.11-12.2a-b) Use peer and teacher conferencing as well as small-group writing time to target student weaknesses in writing and to improve student writing ability. (W.11-12.5)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts? <ul style="list-style-type: none"> • Topic: The American Dream • Themes: Consider how foundational American texts treat the topic; consider different perspectives • Text Use: Analyze authors' choices in their development of theme/central ideas, compare and contrast similar ideas across multiple texts 	What shows students have learned it? <p>This task assesses:</p> <ul style="list-style-type: none"> • Explaining how central ideas interact and are developed across a text • Comparing ideas across multiple literary and informational texts • Writing in response to texts 	Which tasks help students learn it? <p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 3 (sample tasks included) • Lesson 6 (sample tasks included) <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 1 (sample tasks included) • Lesson 5 (sample tasks included) • Lesson 8 • Lesson 9 (sample tasks included) • Lesson 11 (sample tasks included) • Lesson 12 (sample tasks included) • Lesson 13 (use this task)

¹ Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

COLD-READ TASK²

Read “[Let America Be America Again](#)” by Langston Hughes and “[American Dream Faces Harsh New Reality](#)” by Ari Shapiro independently and then **answer** a combination of multiple-choice and constructed-response questions³ about the text and in comparison to the other texts in the unit, using evidence for all answers. Sample questions:

1. What are two themes established by Hughes in “Let America Be America Again,” and how does the tone of the poem contribute to the development of those themes? (RL.11-12.2, RL.11-12.4, W.11-12.9a, W.11-12.10)
2. Explain what Shapiro describes as “uniquely American” in “American Dream Faces Harsh New Reality.” (RI.11-12.2)
3. Explain how the central ideas of “American Dream Faces Harsh New Reality” interact and connect over the course of the text. Then explain how this structure contributes to Shapiro’s argument. (RI.11-12.3, RI.11-12.5)
4. How do these two authors portray the American Dream? Evaluate the effectiveness of each text in achieving the intended purpose. (RL.11-12.1, RL.11-12.2, RL.11-12.9, RI.11-12.1, RI.11-12.2, RI.11-12.6, W.11-12.1a-e, W.11-12.4, W.11-12.9a-b, W.11-12.10, L.11-12.1, L.11-12.2a-b, L.11-12.3a)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<p>What should students learn from the texts?</p> <ul style="list-style-type: none"> • Topic: The American Dream • Themes: Consider how foundational American texts treat the topic; consider different perspectives • Text Use: Analyze authors’ choices in their development of theme/central ideas, compare and contrast similar ideas across multiple texts 	<p>What shows students have learned it?</p> <p>This task focuses on:</p> <ul style="list-style-type: none"> • Reading and understanding complex texts • Writing in response to text 	<p>Which tasks help students learn it?</p> <p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 2 • Lesson 3 (sample tasks included) • Lesson 6 (sample tasks included) • Lesson 7 • Lesson 10 (sample tasks included) <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 5 (sample tasks included) • Lesson 9 (sample tasks included) • Lesson 12 (sample tasks included) • Lesson 13 (use this task)

² Cold-Read Task: Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. Additional assessment guidance is available at <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments>.

³ Ensure that students have access to the complete texts as they are testing.

EXTENSION TASK⁴

Have students conduct additional research on the meaning of the American Dream. (**W.11-12.7, W.11-12.8**) Then have students write a research-based essay making a claim about how attainable they believe the American dream to be. Students should support their argument with examples and counterexamples from the literature read throughout the unit as well as evidence gathered through independent research. Some possible resources are:

- http://learning.blogs.nytimes.com/2012/02/16/teaching-death-of-a-salesman-with-the-new-york-times/?_php=true&_type=blogs&_r=0
- <http://learning.blogs.nytimes.com/2013/04/25/teaching-the-great-gatsby-with-the-new-york-times-2/>
- <http://www.cnn.com/2013/10/29/opinion/sutter-lake-providence-income-inequality/>
- <http://www.loc.gov/teachers/classroommaterials/lessons/american-dream/students/thedream.html>
- [http://memory.loc.gov/cgi-bin/query/r?ammem/nfor:@field\(DOCID+@range\(90000027+90000028\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/nfor:@field(DOCID+@range(90000027+90000028)))
- <http://theweek.com/article/index/253821/do-americans-still-believe-in-the-american-dream>
- http://articles.chicagotribune.com/2013-09-29/marketplace/sns-201306072000--tms--realestmctnig-a20130614-20130614_1_american-dream-northwestern-mutual-job-offer

Students should evaluate the credibility of sources, corroborating information and verifying data to include in their essays. (**SL.11-12.2, W.11-12.8**) When writing the essay, ensure students integrate information into the text selectively to maintain the flow of ideas, while avoiding plagiarism and overreliance on any one source. Ensure students use a standard format for citation. (**RL.11-12.9, RI.11-12.7, W.11-12.1a-e, W.11-12.10, SL.11-12.2, SL.11-12.4, SL.11-12.5, SL.11-12.6**)

To strengthen student writing, use this process:

- Students identify their writing task from the prompt provided.
- Students conduct research and gather evidence. Remind students to use any relevant notes they compiled throughout the unit. An evidence chart has three columns: (1) Evidence: quote or paraphrase, (2) Page number, (3) Elaboration/explanation of how this evidence supports ideas or argument. (**RL.11-12.1, RI.11-12.1, W.11-12.1a-e, W.11-12.9a-b**)
- Once students have compiled their evidence, have student pairs (or the teacher) review each other's evidence chart and offer feedback. (**W.11-12.5**)
- Have students develop a specific thesis statement.⁵ (**W.11-12.1a-b**)
- Have students generate multiple drafts of their essays, responding to feedback from the teacher and peers to produce clear and coherent claims, evidence, and commentary that are appropriate to the task, purpose, and audience. (**W.11-12.4, W.11-12.5**) Depending on student writing ability,

⁴ Extension Task: Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

⁵ Resources for developing thesis statements: <http://owl.english.purdue.edu/owl/resource/545/01/> or http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml.

determine the necessary support during the writing process (i.e., providing an organizational frame, modeling, showing models of strong and weak student work and providing descriptive feedback, sharing work as students go, etc.).

- Require students to vary syntax for effect. **(L.11-12.3a)**
- If time allows, have students produce their final drafts using technology. **(W.11-12.6)**

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topic: The American Dream • Themes: Consider how foundational American texts treat the topic; consider different perspectives • Text Use: Analyze authors’ choices in their development of theme/central ideas, compare and contrast similar ideas across multiple texts 	This task focuses on: <ul style="list-style-type: none"> • Conducting topical research • Developing and writing an argument • Supporting claims with evidence from research and multiple texts 	Read and understand text: <ul style="list-style-type: none"> • Lesson 3 (sample tasks included) • Lesson 4 • Lesson 6 (sample tasks included) Express understanding of text: <ul style="list-style-type: none"> • Lesson 5 (sample tasks included) • Lesson 10 (sample tasks included) • Lesson 15 (use this task)

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)⁶ to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student’s reading level, exposure to grade-level texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for advanced readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for advanced writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.



⁶ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
<p>LESSON 1:⁷</p> <p>Last six paragraphs of <i>The Great Gatsby</i>, F. Scott Fitzgerald</p> <p>“Prologue”⁸ from <i>The Way to Rainy Mountain</i>, N. Scott Momaday (from the <i>Undaunted Courage</i> unit)</p>	<p>TEXT DESCRIPTION: Even though this is the end of the novel, this passage from <i>The Great Gatsby</i> can stand on its own. It describes both the failure and the continued longing and searching that make up the American Dream. The “Prologue” from <i>The Way to Rainy Mountain</i> describes a similar journey about “man’s idea of himself.”</p> <p>TEXT FOCUS: Both of these texts present the abstract idea of the American Dream. The excerpt from <i>The Great Gatsby</i> will be read again toward the end of the unit. Reading these texts together allows students to begin to understand that the American Dream is more than just owning a house or striking it rich—the American Dream is about the human spirit, the journey, the need for discovery of something better—a pervasive theme throughout American literature and foundational US documents. (RL.11-12.9, RI.11-12.9)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read the texts and write brief summaries. Students respond in writing to comprehension questions about the texts.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Read aloud the last six paragraphs of <i>The Great Gatsby</i> while students follow along. Then have students reread the text independently. (RL.11-12.10) <i>Teacher Note: If possible, do not share that this is the end of The Great Gatsby.</i> • Have students write a brief summary of the passage. • Ask students to underline or circle any words and phrases with strong connotations or multiple meanings (i.e., literal and symbolic). Then have them review the annotated words and phrases to determine a tone of the passage. • Have students reread the “Prologue” from <i>The Way to Rainy Mountain</i> independently. (RI.11-12.10) • As they read the text, ask students to underline or circle any words and phrases that reflect ideas similar to the passage from <i>The Great Gatsby</i>.

⁷ **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

⁸ http://books.google.com/books?id=TJZh1puQmJMC&printsec=frontcover&source=gb_s_ge_summary_r&cad=0#v=onepage&q&f=false

TEXT SEQUENCE	TEXT USE
	<p>EXPRESS UNDERSTANDING</p> <ul style="list-style-type: none"> • Have students respond to the following questions in writing. (W.11-12.9a-b, W.11-12.10, L.11-12.1, L.11-12.2a-b, L.11-12.3a, L.11-12.6) They will return to these questions at the end of the unit. <ul style="list-style-type: none"> ○ According to both texts, what connections exist between the past and the present? Explain how the past motivates individuals to act in the present. (RL.11-12.2, RL.11-12.9, RI.11-12.2, RI.11-12.3) ○ Define and describe the American Dream as it is explained in each text. (RL.11-12.2, RL.11-12.9, RI.11-12.2, RI.11-12.9)
<p>LESSON 2:</p> <p>Chapter 1 of <i>The American Dream: A Short History of an Idea That Shaped a Nation</i>, Jim Cullen</p>	<p>TEXT DESCRIPTION: In the introduction, Cullen describes the origination of the “American Dream” concept and offers an overview of how it has developed over time.</p> <p>TEXT FOCUS: As this text presents Cullen’s claims about the American Dream (how it came into being and what it means for Americans), it guides the remainder of the unit, as students consider how various foundational American literature and additional informational texts present similar or opposing ideas. Students can determine central ideas and evaluate Cullen’s claims. (RI.11-12.2, RI.11-12.5, RI.11-12.8)</p>
<p>LESSON 3:</p> <p>Chapters 2-6 of <i>The American Dream: A Short History of an Idea That Shaped a Nation</i>, Jim Cullen</p>	<p>TEXT DESCRIPTION: In each of these chapters, Cullen provides a history of the American Dream as seen by different groups at various periods through history.</p> <p>TEXT FOCUS: This text continues to build on the claims established in the first chapter, allowing students to consider in depth the development of the American Dream prior to examining how various texts treat the topic. (RL.11-12.9)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students examine the various viewpoints of the American Dream utilizing the jigsaw protocol and develop a multimedia presentation to present their findings to the class.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Have students read chapters 2-6 independently. • Break students into roughly equal sections (for four groups total). Assign each group 1 chapter of the chapters included in this lesson (chapters 2-6). Have students reread their assigned chapter to prepare for a jigsaw.⁹ • As they read, prompt students to complete the following:

⁹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Use Cornell notes¹⁰ (first column should be notes students take as they read, and second column should be their reflection/commentary on what they've read) to summarize their section. (RI.11-12.2) Work with others in their group to clarify and support their notations. ○ Based on their summary and notes, have students determine two or more central ideas of a text. Discuss as a small group how the ideas interact and build on one another. (RI.11-12.3, SL.11-12.1a-b) Add any additional key points, evidence, or reflections to the Cornell notes. (RI.11-12.2) ○ Have students explain the structure of their section based on how each paragraph relates to the central idea(s). Does the structure support the central ideas of the section and make them clearer, more convincing, or more engaging? (RI.11-12.5) ○ Reread the text and highlight or circle words and phrases that reveal the author's attitude toward the subject of the text and where the author's unique style or content contributes to the effectiveness of the text. (RI.11-12.4, RI.11-12.6) ○ Determine an author's point of view or purpose in their section. How does Cullen attempt to convince the audience of his purpose? Note any places in the text in which the rhetoric is particularly effective. (RI.11-12.6) <ul style="list-style-type: none"> ● Have each group develop a multimedia presentation that showcases Cullen's thoughts on the American Dream as presented in the group's assigned chapter. Present the information and supporting evidence clearly while making use of digital media. (SL.11-12.4, SL.11-12.5, L.11-12.1, L.11-12.2a-b, L.11-12.3a) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ● Have each group formally present the summary, tone, central ideas, and author's purpose of their assigned section, citing evidence from the text to support their analysis of the text. (SL.11-12.1a-b, SL.11-12.4, SL.11-12.5, SL.11-12.6) ● After all four presentations, conduct a whole-class discussion in which students use accountable talk¹¹ to pose questions, draw connections between sections, and integrate information from the other sections to develop an understanding of the American Dream as Cullen sees it. (RI.11-12.7, SL.11-12.1c-d, SL.11-12.2) Note: Students must be held accountable for all of the information, since they will apply this knowledge later in the unit assessments.

¹⁰ <http://coe.jmu.edu/learningtoolbox/cornellnotes.html>

¹¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • Have students review their written responses from Lesson 1 and write an initial personal reflection about the American Dream, their knowledge of it, and its significance to them. As they write, have them record various questions they have about the topic based on Cullen’s interpretations and the group presentations. (RI.11-12.7, W.11-12.7, W.11-12.9b, W.11-12.10) • Create a two-column class chart tracing the various definitions of the American Dream across the unit. In the chart have students record words, phrases, and quotations from <i>The American Dream</i> and other texts in the proper column, making sure to use correct citations. Have students work in their previous groups to begin building in examples from the texts read up to this point. Use the following guidance for each column: <ul style="list-style-type: none"> ○ Title Column 1 “Attainable.” Within this column students should include notes and citations from texts that illustrate that the American Dream is attainable for everyone. ○ Title Column 2 “Not attainable.” Within this column students should include notes and citations from texts that illustrate the challenges with, or lack of attainability of that the American Dream.
<p>LESSON 4:</p> <p>“Grad Who Beat the Odds Asks, Why Not the Others?” Claudio Sanchez</p> <p>“Ex-Basketball Player,” John Updike</p>	<p>TEXT DESCRIPTION: The article describes how a student from an impoverished background attained an education. The poem tells the story of a former basketball player whose dreams didn’t come to fruition.</p> <p>TEXT FOCUS: Each of these texts presents the American Dream as just that—a dream or goal for personal betterment. Some see the American Dream as abstract—a driving force for the human spirit that has no defined outcome. As students read these texts, prompt them to consider what the authors are saying about the pursuit of the American Dream. Have them continue to reflect on their own personal definition and fill out the class chart begun in lesson 3 based on the various definitions provided throughout the texts read in this and previous units. Students can analyze the word choice and literary devices utilized to convey the author’s perspective. (RI.11-12.4, RI.11-12.4)</p>
<p>LESSON 5:</p> <p>“Hollywood Dreams of Wealth, Youth, and Beauty,” Bob Mondello</p> <p>Chapters 1-2 of The Great Gatsby, F. Scott Fitzgerald (eBook)¹²</p>	<p>TEXT DESCRIPTION: Mondello’s article argues that Hollywood’s depiction of the American Dream is a myth. The first chapters of <i>The Great Gatsby</i> introduce readers to the narrator as well as the main characters and settings.</p> <p>TEXT FOCUS: These two texts consider similar ideas of the American Dream. Mondello’s perspective is reflected within the first chapters of <i>The Great Gatsby</i>. Reading the article before the chapters presents the opportunity to apply the argument expressed to the concepts presented in the literary text. Fitzgerald’s language and resulting tone throughout the first chapters of <i>The Great Gatsby</i> help to establish the setting and introduce the characters. (RI.11-12.3) Symbolism of colors, objects, and names is significant in <i>The Great Gatsby</i> and is important for students to notice and trace throughout the novel. (L.11-12.5a)</p>

¹² Additional resources for *The Great Gatsby*: <http://learning.blogs.nytimes.com/2013/04/25/teaching-the-great-gatsby-with-the-new-york-times-2/>

TEXT SEQUENCE	TEXT USE
	<p><u>MODEL TASKS</u></p> <p>LESSON OVERVIEW: Students read and listen to “Hollywood Dreams of Wealth, Youth, and Beauty.” After evaluating the presented argument, students read <i>The Great Gatsby</i> in pairs. Then they analyze how each text relates and continue to refine their definition of the American Dream. Lastly, students analyze the first two chapters of <i>The Great Gatsby</i> and write a literary analysis about the setting.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Listen to the audio recording of “Hollywood Dreams of Wealth, Youth, and Beauty” while students follow along with the text. • In pairs, have students outline Mondello’s argument, using the following prompts: (RI.11-12.8, RI.11-12.9) <ul style="list-style-type: none"> ○ Select and analyze the construction of various sentences in the text.¹³ Identify the various clauses and phrases and rearrange the sentences to study the effects on meaning. Evaluate how different sentence structures clarify, support, emphasize, or confuse Mondello’s point. (RI.11-12.6) ○ Then compose original sentences¹⁴ for the writing assignment in this lesson. Use the analyzed sentences as models for effect in all assigned writings. (L.11-12.2a-b, L.11-12.3a, L.11-12.6) ○ Identify at least two central ideas discussed in the article. (RI.11-12.2) ○ Next to each paragraph, paraphrase or summarize the content. (RI.11-12.2) ○ How do the central ideas connect in the text? Identify three quotations from the text to support your argument. (RI.11-12.1, RI.11-12.2, RI.11-12.3) ○ Explain the structure of Mondello’s argument based on how each paragraph relates. Does the structure support his argument and make it clearer, more convincing, or more engaging? (RI.11-12.5) For example, reread paragraph 11 beginning with “Never mind that the storyline is telling you....” How does the use of repetition make Mondello’s argument more convincing or engaging?

¹³ For example: “Tinseltown didn’t invent the American dream, but it sure put it out there for the world to see—a dream lit by the perpetual sunshine of Southern California, steeped in the values of the immigrant filmmakers who moved there in the early 1900s and got enormously rich.” Or “In big-sky Westerns, every man was his own boss; in organized-crime flicks, entrepreneurs turned to bootlegging, where life was short but glamorous; and in the Depression, was the Hollywood musical depressed?” Or “By the time he gets to Ellis Island, traveling in steerage, he’s figured out that these are false hopes. But then he sees Manhattan’s skyscrapers glinting in the sun. Someone calls them “golden houses 100 floors high,” and his face lights up again. That is the power of the American dream.”

¹⁴ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ How does Mondello appeal to his audience to convince them of his purpose? (RI.11-12.6, SL.11-12.3) • Have students read chapters 1-2 in <i>The Great Gatsby</i> in pairs. • Ask each pair to locate evidence in <i>The Great Gatsby</i> that supports or contradicts Mondello’s argument in “Hollywood Dreams of Wealth, Youth, and Beauty.” Then answer the following question in writing: How does Mondello define the American Dream? Do you agree or disagree with his interpretation? (RI.11-12.1, RI.11-12.1, RI.11-12.2, W.11-12.1a-b, W.11-12.9a-b, W.11-12.10, L.11-12.3a) • When students are finished writing, have them share evidence from both Mondello’s piece and <i>The Great Gatsby</i> to record on the class chart begun in lesson 3. • Ask students to reread chapters 1-2 in <i>The Great Gatsby</i> independently. (RI.11-12.10) • While students independently read <i>The Great Gatsby</i>, have them create and maintain a character graphic organizer to analyze the development of the characters in <i>The Great Gatsby</i>. Include three columns: <ul style="list-style-type: none"> ○ Column 1—descriptions of the character’s appearance and actions, including words, phrases, and quotations from the text (defining unknown words in context and verifying the meaning). ○ Column 2—interpret and explain the connotations of the words and phrases and any possible rationale for the character’s actions or how the character feels about the events of the novel. ○ Column 3—determine the author’s attitude toward the character based on how the character is introduced and developed throughout the text. (RI.11-12.3; L.11-12.4a, c-d; L.11-12.5b; L.11-12.6) <p>Students will continue to use the graphic organizer throughout the unit. The information in the graphic organizer can be used to support students in discussion and writing tasks.</p> <ul style="list-style-type: none"> • Conduct a whole-class discussion, prompting students to draw evidence from their character graphic organizers; focus the discussion on Fitzgerald’s use of literary devices to establish the setting, tone, and point of view, and to develop the characters. (RI.11-12.3, RI.11-12.4, RI.11-12.5, RI.11-12.6, SL.11-12.1a, c-d) <ul style="list-style-type: none"> ○ From what point of view is the story told? Who is the narrator? What is the impact of Nick telling the story in flashback? What incidents or elements of the text appear to provide clues for future events? (RI.11-12.3, RI.11-12.5) ○ What is the tone of this section of the text? How does Fitzgerald create tone, and how does the tone interact with other literary elements? Identify words, phrases, or quotations that stand out as fresh, engaging, or aesthetically pleasing. (RI.11-12.4)

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Describe the characters who have been introduced thus far. What techniques does Fitzgerald employ to introduce those characters? (RL.11-12.3) For example, read aloud (as students follow along) the passage in chapter 1 beginning with “We walked through a high hallway into a bright rosy-colored space...” until “Then there was a boom as Tom Buchanan shut the rear windows and the caught wind died out about the room and the curtains and the rugs and the two young women ballooned slowly to the floor.” Then ask: What is the significance of this description and imagery? Why might Fitzgerald choose to focus Nick’s attention on such specific details of the setting? What details about Tom, Nick, and Daisy does this passage reveal? How might this passage foreshadow potential conflicts? (RL.11-12.4, L.11-12.5a-b) ○ Identify emerging symbols (colors, objects, names, events, people, places, etc.), what they represent, and their significance. When considering symbolism, focus on what repeats or what is emphasized in the novel (i.e., appears at key moments in the story or Nick interrupts his storytelling to focus reader attention on something). (RL.11-12.4, L.11-12.5a) ● Ask students to work in pairs to reread and analyze sections of chapters 1 and 2 focusing on Fitzgerald’s language choices (including vocabulary) as he presents West Egg, East Egg, and the Valley of Ashes. (RL.11-12.3, RL.11-12.4, L.11-12.4a-d, L.11-12.5a-b, L.11-12.6) Prompt students to annotate the text¹⁵ by noticing patterns in language (i.e., similar connotations or imagery) and underlining or circling words and phrases they consider significant for meaning. Beside each annotated piece of text, prompt students to write their interpretations. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ● Have students write an analytical essay in response to the following prompt: What is the impact of the setting of <i>The Great Gatsby</i>? Evaluate the meaning of East Egg, West Egg, and the Valley of Ashes based on Fitzgerald’s language choices, tone, and the characters he introduces or emphasizes in each location. (RL.11-12.3, RL.11-12.4, W.11-12.1a-e, W.11-12.4, L.11-12.3a, L.11-12.5b, L.11-12.6) Cite strong textual evidence to support your analysis. Prompt students to consider the evidence they collected while marking the passage. (RL.11-12.1) When students are finished writing, have them swap their essay with a peer, who will review the written response for the following: <ol style="list-style-type: none"> 1. Identify and underline the thesis or main claim of the essay.

¹⁵ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ol style="list-style-type: none"> 2. Next to each body paragraph, write a one-sentence summary. (RI.11-12.2) Determine how the ideas of the body paragraph are connected to the main claim of the essay. Next to the thesis statement, write a brief summary describing the organization and connection between various ideas of the essay. 3. Underneath each summary sentence, list the evidence used in that paragraph (i.e., direct quotation, paraphrased quotation, key details from the text). 4. Assess the quality of the evidence and how well it supports the thesis and ideas of the paragraph. Place a plus sign next to relevant evidence and logical reasoning and a minus sign next to irrelevant evidence or false reasoning. 5. Review the sentence structure and offer suggestions for increasing the complexity by adding more phrases and clauses or varying syntax. (L.11-12.1, L.11-12.3a) 6. Circle strong vocabulary words in the text and note any unnecessary repetitions. (L.11-12.6) 7. Edit the essay for spelling mistakes and use of proper punctuation. (L.11-12.2a-b) 8. Return the essays to their owners and have students review the feedback. Allow students to rewrite their essays, revising sentences and strengthening their arguments based on the feedback. (W.11-12.4, W.11-12.5)
<p>LESSON 6:</p> <p>Chapters 3-4 of The Great Gatsby, F. Scott Fitzgerald (eBook)</p> <p>“Volume II: Chapter XIII, Why the Americans Are So Restless in the Midst of Their Prosperity,” Alexis de Tocqueville</p>	<p>TEXT DESCRIPTION: Chapters 3 and 4 allow readers deeper into the story as Fitzgerald depicts one of Gatsby’s lavish parties, introduces new characters, and provides additional insight into Gatsby. In his piece, Tocqueville discusses how Americans often gain prosperity yet still aren’t content.</p> <p>TEXT FOCUS: After reading the Tocqueville piece, have students look for his presented ideas as they read through chapters 3 and 4 of <i>The Great Gatsby</i>.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read chapters 3-4 of <i>The Great Gatsby</i> outside of class and independently read “Why the Americans Are so Restless in the Midst of Their Prosperity” in class. Students evaluate both texts and continue to refine their understanding of the American Dream. Students also examine the characters in the text and present information about the secondary characters and their interactions with Nick and Gatsby.</p>

TEXT SEQUENCE	TEXT USE
	<p>READ THE TEXT:</p> <ul style="list-style-type: none"> Have students read chapters 3 and 4 of <i>The Great Gatsby</i> outside of class and read the essay by Tocqueville independently during class. (RI.11-12.10, RI.11-12.10) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> As students read the chapters from <i>The Great Gatsby</i>, have them continue to add to the character chart from lesson 5 to record the introduction and development of the main characters in <i>The Great Gatsby</i>. (RI.11.12.1; RL.11-12.3; L.11-12.4a, c-d; L.11-12.5b; L.11-12.6) Have students read Tocqueville’s essay multiple times to outline his argument, focusing on the following questions (RI.11-12.8, RI.11-12.9): <ul style="list-style-type: none"> Read the text once and determine the meaning of words and phrases as they are used in the text (e.g., <i>vortex, unremitting, felicity, disquietude, inconstancy, trepidation, prevailing, enervated, perturbed</i>). Analyze how Tocqueville uses <i>gratifications</i> and <i>inequality</i> over the course of the text. What is the effect of their repetition? (RI.11-12.4, RI.11-12.6, L.11-12.4a-b, L.11-12.5b) Identify at least two central ideas discussed. What is Tocqueville’s stated purpose? Next to each paragraph, paraphrase or summarize the content. (RI.11-12.2) How do the central ideas interact over the course of the text? Identify three quotations from the text that support the relationship between the ideas. What ideas are left unsupported or need additional information to verify the credibility of Tocqueville’s claims? (RI.11-12.1, RI.11-12.2, RI.11-12.3) Explain the structure of Tocqueville’s argument based on how each paragraph relates. Does the structure support his argument and make it clearer, more convincing, or more engaging? (RI.11-12.5) Circle words or phrases that reveal Tocqueville’s attitude toward the American desire for wealth. What is Tocqueville’s tone? What meaning and purpose does Tocqueville’s tone reveal? (RI.11-12.4) How does Tocqueville appeal to his audience to convince them of his purpose? (RI.11-12.6, SL.11-12.3) Ask each pair to locate evidence in <i>The Great Gatsby</i> that supports or contradicts Tocqueville’s argument. Does Fitzgerald portray his characters as Tocqueville described? Then answer the following question in writing: How does Tocqueville define the American Dream? Do you agree or disagree with his interpretation? (RI.11-12.1, RI.11-12.1, RI.11-12.2, W.11-12.1a-b, W.11-12.9a-b, W.11-12.10, L.11-12.3a) When students are finished writing, have them share evidence from both Tocqueville’s essay and <i>The Great Gatsby</i> to record on the class chart begun in lesson 3. (RI.11-12.1, RI.11-12.2, RI.11-12.9, RI.11-12.1, RI.11-12.2, RI.11-12.9)

TEXT SEQUENCE	TEXT USE
	<p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> Divide students into groups. Assign each group two secondary characters: Daisy, Jordan, Tom, Myrtle, Wilson, Mrs. McKee, Catherine, Mr. McKee, or Gatsby’s party-goers. Ask students to review the first four chapters of the novel. Have each group list key attributes of its characters, including identifying possible symbolism related to the characters. Based on the tone of these chapters and the language used to describe the various characters, how does Fitzgerald seem to feel about the lifestyles he portrays in the novel? (RL.11-12.4, L.11-12.5b) Prepare a presentation that documents moments when these characters bring out reactions from Nick. What do these characters teach Nick about himself? What do we learn about Gatsby? (RL.11-12.3, SL.11-12.4, SL.11-12.6)
<p>LESSON 7:</p> <p>Chapters 5-6 of The Great Gatsby, F. Scott Fitzgerald (eBook)</p>	<p>TEXT DESCRIPTION: Chapters 5 and 6 reveal what Gatsby wants and depict the obstacles that hinder his attainment of his dream.</p> <p>TEXT FOCUS: In this section, students should pay close attention to Fitzgerald’s treatment of the setting (i.e., using the weather to mirror tone). (RL.11-12.3, RL.11-12.4) How does Fitzgerald play with the idea of time throughout this section? Students should continue analyzing <i>The Great Gatsby</i> for its symbolic meanings and character development and should continue adding evidence to the class chart to further refine their understanding of the American Dream.</p>
<p>LESSON 8:</p> <p>Chapter 7 of The Great Gatsby, F. Scott Fitzgerald (eBook)</p> <p>“The Fallacy of Success,” G. K. Chesterton</p>	<p>TEXT DESCRIPTION: Chapter 7 reveals some of Gatsby’s odd behaviors. This section of the novel functions as the climax. The article describes the notion that it isn’t possible to learn how to be a success by watching the actions of others.</p> <p>TEXT FOCUS: The events of chapter 7 relate to Chesterton’s argument. Nick, once enamored of Gatsby, begins to notice Gatsby’s shortcomings. Students can discuss and/or write how Chesterton’s perspective is illustrated by Nick’s changing opinion of both Gatsby and the society around them. Students should continue analyzing <i>The Great Gatsby</i> for its symbolic meanings and character development and should continue adding evidence to the class chart to further refine their understanding of the American Dream.</p>
<p>LESSON 9:</p> <p>Chapters 8-9 of The Great Gatsby, F. Scott Fitzgerald (eBook)</p>	<p>TEXT DESCRIPTION: These chapters wrap up the novel. Chapter 8 shows how the tragic accident in chapter 7 results in Gatsby’s death. In chapter 9, the focus is on Nick in the aftermath of Gatsby’s death.</p> <p>TEXT FOCUS: The last passage of the novel is one of the most widely analyzed passages in American literature. Students read it once at the beginning of the unit as an introduction to the American Dream and its connection to our spirit and history as a nation. <i>The Great Gatsby</i> presents the idea that the American Dream is fleeting, but its power to motivate and move us to action is steadfast.</p>

TEXT SEQUENCE	TEXT USE
	<p><u>MODEL TASKS</u></p> <p>LESSON OVERVIEW: Students read chapters 8-9 of <i>The Great Gatsby</i> independently and participate in a reader’s theater to review and demonstrate their understanding of the events of the novel. Then they analyze and discuss the last passage of the novel and finish by writing a timed essay.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Have students read Chapters 8-9 of <i>The Great Gatsby</i> independently. (RL.11-12.10) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • As students read the chapters from <i>The Great Gatsby</i>, have them continue to add to the character chart from lesson 5 to record the introduction and development of the main characters in <i>The Great Gatsby</i>. (RL.11-12.1; RL.11-12.3; L.11-12.4a, c-d; L.11-12.5b; L.11-12.6) • During class, ask students to participate in reader’s theater.¹⁶ Divide students into groups and assign each group a different scene from <i>The Great Gatsby</i>. Then have each group develop a script and oral interpretation of the scene. (RL.11-12.5, SL.11-12.4, SL.11-12.6) <ul style="list-style-type: none"> ○ Group 1: Chapter 1, the party scene at Tom and Daisy Buchanan’s (i.e., beginning with Nick’s arrival at their home and ending with Daisy saying, “sophisticated—God I’m sophisticated!”) ○ Group 2: Chapter 2, the party scene in New York City (i.e., beginning with the “puppy scene” and ending with the narrator waiting for the 4:00 train). ○ Group 3: Chapter 3, the first party at Gatsby’s house (i.e., beginning with the narrator looking for the host of the party and ending with the butler announcing a phone call and Gatsby leaving to take it). ○ Group 4: Chapter 4, the scene where Nick and Gatsby go to the city to meet Wolfsheim (i.e., beginning with Gatsby’s car coming up Nick’s driveway and ending with Gatsby leaving after meeting Tom). ○ Group 5: Chapter 5, Gatsby and Daisy’s reunion at Nick’s house (i.e., beginning with Nick inviting Daisy to tea and ending with the “shirt scene”) ○ Group 6: Chapter 7, the last party at the Buchanans’ and in the city (i.e., beginning with “the kiss” and ending with Daisy storming out of the party)

¹⁶ This task is based on http://streaming.discoveryeducation.com/teacherCenter/lessonPlans/pdfs/9-12_EngLangArts_UsingReadersTheaterToUnderstandTheGreatGatsby.pdf.

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • Conduct a whole-class discussion based on the following questions. Prompt students to use accountable talk¹⁷ and draw evidence from their character timelines. (RL.11-12.1, SL.11-12.1a-d) <ul style="list-style-type: none"> ○ What is the impact of Nick telling the story in flashback? What incidents or elements of the text appear to provide clues for future events? (RL.11-12.3, RL.11-12.5) ○ What is the tone of this section of the text? How does Fitzgerald create tone and how does the tone interact with other literary elements? (RL.11-12.4) ○ Examine Fitzgerald’s word choice throughout the novel including figurative and connotative meanings. (RL.11-12.4, L.11-12.5b) What is the resulting tone? What is the impact of the tone on the meaning and effect of the novel? (RL.11-12.2) Select words, phrases, or quotations that are particularly fresh, engaging, or aesthetically pleasing and explain why those were selected. ○ Describe the characters, how they are introduced and developed, and their impact on meaning and themes of the novel. (RL.11-12.2, RL.11-12.3, RL.11-12.4) ○ Based on the tone of the novel and the language used to describe the various characters, how does Fitzgerald seem to feel about the lifestyles he portrays in the novel? ○ Summarize the main events of the novel. Describe how Fitzgerald’s choices (language, imagery, symbolism, tone, point of view, etc.) contribute to the impact and meaning of each event and the development of a theme. (RL.11-12.2, RL.11-12.4, L.11-12.5a) • Ask students to reread the final six paragraphs of the novel to trace Fitzgerald’s commentary on the American Dream: How does Fitzgerald define the American Dream? How does the American Dream continue to motivate us to action? Why does it continue to motivate us? Have students annotate the text,¹⁸ underlining or circling words, phrases, and instances of symbolism that reveal Fitzgerald’s tone and meaning. (RL.11-12.4) Conduct a discussion in which students share their thoughts and record evidence on the class chart begun in Lesson 3. (RL.11-12.1, RL.11-12.2, RL.11-12.9, RI.11-12.1, RI.11-12.2, RI.11-12.9, SL.11-12.1a-d, SL.11-12.4, SL.11-12.6) <p>EXPRESS UNDERSTANDING:</p>

¹⁷ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹⁸ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> Have students write a timed essay in response to the following prompt focused around the last six paragraphs of the novel: Describe Gatsby’s dream and its impact on the characters of the novel. How is Gatsby’s dream representative of the American Dream? Allow students to refer back to their initial writing in Lesson 1 as a starting point for their essay. (RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.9, W.11-12.2a-f, W.11-12.4, L.11-12.1, L.11-12.2a-b, L.11-12.3a, L.11-12.5a-b, L.11-12.6)
<p>LESSON 10:</p> <p>Acts 1 and 2 from The Death of a Salesman, Arthur Miller¹⁹</p> <p>Corresponding video clips</p>	<p>TEXT DESCRIPTION: Act 1 introduces Willy as a believer in the American Dream who is stuck in the past while act 2 shows him unable to deal with his harsh reality. The video clips provide another medium through which to view Miller’s perspective.</p> <p>TEXT FOCUS: As the excerpts are read, special attention should be given to the comparison between Willy and his embodiment of the American Dream from act 1 to act 2. Additionally, students should then view the video clips to compare and contrast the written text with the performances. (RL.11-12.7)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read excerpts from <i>The Death of a Salesman</i> and view corresponding video clips to evaluate how each version interprets the source text.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> Have students read aloud the excerpt from the play in pairs or small groups. While reading, ask students to use Cornell Notes²⁰ to summarize the acts and record their observations of how themes and characters are introduced and developed. (RL.11-12.2, RL.11-12.3) Prompt students to pay special attention to Willy’s words and actions in both acts to be able to compare and contrast the text with the video clips. Once students have read the text in its written form, view multiple performance clips of the first two acts as a class. Have students evaluate how each performed version interprets the written text, noting on their Cornell notes where the performed versions stay true to or alter the written text. Ensure students consider the placement of actors, their delivery of lines, and any adaptations to the text that are made and the resulting effect or impact. (RL.11-12.7) Teacher Note: Prompt students to refer back to their experience in developing an oral interpretation for the reader’s theater as they analyze the choices made in the various productions.

¹⁹ Additional resources for *The Death of a Salesman*: http://learning.blogs.nytimes.com/2012/02/16/teaching-death-of-a-salesman-with-the-new-york-times/?_php=true&_type=blogs&_r=0

²⁰ <http://coe.jmu.edu/learningtoolbox/cornellnotes.html>

TEXT SEQUENCE	TEXT USE
	<p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Have students develop a claim in which they state the interpretation of the story that was most effective and why. Use the notes from your reading and viewing to support your writing. (RL.11-12.7, W.11-12.1a-e, W.11-12.9a, W.11-12.10) • Have students answer the following question in writing: How does <i>Death of a Salesman</i> define the American Dream? Do you agree or disagree with this interpretation? (RL.11-12.1, RI.11-12.1, RI.11-12.2, W.11-12.1a-b, W.11-12.9a-b, W.11-12.10, L.11-12.3a) When students are finished writing, have them share evidence from <i>Death of a Salesman</i> to record on the class chart begun in Lesson 3. (RL.11-12.1, RI.11-12.2, RI.11-12.9, RI.11-12.1, RI.11-12.2, RI.11-12.9)
<p>LESSON 11:</p> <p>“The Egg,” Sherwood Anderson</p>	<p>TEXT DESCRIPTION: This short story describes a father chasing the American Dream until it becomes an obsession.</p> <p>TEXT FOCUS: The point of view and use of irony in this text create a humorous tone, which shifts as the narrator describes interactions with his father. (RL.11-12.4, RL.11-12.6) Students examine how the author introduces and develops the characters, themes about family, and the American Dream. (RL.11-12.2, RL.11-12.3, RL.11-12.9)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read the text in pairs. Students make meaning of the text by using a graphic organizer to analyze each key character and engage in a class discussion. Students complete the lesson with a short writing prompt.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Have students read the text in pairs. (RL.11-12.10) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Instruct students to use a graphic organizer to record the development of the mother and father: First column—provide a description of the character; second—provide textual support for your description including proper citation; and third column—the narrator’s opinion of each. (RL.11-12.3, RL.11-12.6) • Reread paragraph 5 aloud as students follow along. Then, with a partner, have students identify the tone of the selection and how the point of view of the narrator is revealed through the language. (RL.11-12.4) Prompt students to annotate the text,²¹ underlining or circling specific words, phrases, or sentences that reveal the tone and narrator’s point of view. (RL.11-12.6)

²¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • Have students reread the text in pairs to locate additional evidence that establishes the tone and reveals the narrator’s point of view over the course of the text. (RL.11-12.4, RL.11-12.6) Prompt them to consider the narrator’s opinion of the American Dream and his family. • Conduct a whole-class discussion in which students draw evidence from their graphic organizers and annotations to discuss how Anderson uses tone, point of view, and characterization to develop at least two central ideas. (RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.6, SL.11-12.1a) Possible discussion questions: <ul style="list-style-type: none"> ○ Examine the author’s word choice and sentence structure throughout the text. What words contain strong connotations? Are there any patterns? (RL.11-12.4, L.11-12.5b) What sentences are compelling or powerful? How does the structure of those sentences contribute to their power? (L.11-12.3a) ○ How does the author create tone in “The Egg”? Is the tone consistent throughout, or does it shift? (RL.11-12.4, RL.11-12.6) How does the tone reveal the author’s attitude toward the American Dream and family relationships? (RL.11-12.2) ○ How do the narrator’s point of view, tone, and characterization contribute to the development of multiple themes? (RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.6) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Have students answer the following question in writing: How does “The Egg” define the American Dream? Do you agree or disagree with this interpretation? (RL.11-12.1, RI.11-12.1, RI.11-12.2, W.11-12.1a-b, W.11-12.9a-b, W.11-12.10, L.11-12.3a) When students are finished, have them share evidence from “The Egg” to record on the class chart begun in lesson 3. (RL.11-12.1, RL.11-12.2, RL.11-12.9, RI.11-12.1, RI.11-12.2, RI.11-12.9)
<p>LESSON 12:</p> <p>“A Quilt of a Country,” Anna Quindlen</p> <p>“I Hear America Singing,” Walt Whitman</p>	<p>DESCRIPTION: The Quindlen piece is about the different people in the United States with different backgrounds and no specified reason to live together other than that they are Americans. She discusses how this “mongrel” nation is very evident after the attacks on 9/11. The Whitman poem is also about the melting pot concept of America.</p> <p>TEXT FOCUS: Both pieces address the idea of the varied backgrounds of Americans, introducing the idea that the American Dream might not be the same for all Americans. As students read these texts, prompt them to consider what the authors are saying about the pursuit of the American Dream and continue to reflect on their own personal definition and fill out the class chart begun in Lesson 3. “A Quilt of a Country” can also be used as a model for student writing, as the language, varied syntax, integration of quotations and research, and style are particularly effective. Provide opportunities for students to analyze the word choice, syntax, and rhetorical devices that convey Quindlen’s perspective and then emulate the language and sentence structure in their own writing for the unit assessments. (RL.11-12.4, RI.11-12.6, W.11-12.4, L.11-12.2a-b, L.11-12.3a)</p>

TEXT SEQUENCE	TEXT USE
<p>LESSON 13:</p> <p><i>The American Dream: A Short History of an Idea That Shaped a Nation</i>, Jim Cullen (Informational)</p> <p>Other unit texts of students' choice</p>	<p><u>MODEL TASK</u></p> <p>SAMPLE SUMMATIVE TASK: Culminating Writing Task</p>
<p>LESSON 14:</p> <p>“Let America Be America Again,” Langston Hughes</p> <p>“American Dream Faces Harsh New Reality,” Ari Shapiro</p>	<p><u>TEXT DESCRIPTION:</u> Both of these texts discuss the shortcomings of the American Dream but also the potential to realize it.</p> <p><u>MODEL TASK</u></p> <p>SAMPLE SUMMATIVE TASK: Cold-Read Task</p>
<p>LESSON 15:</p> <p>Various texts for independent research</p>	<p><u>MODEL TASK</u></p> <p>SAMPLE SUMMATIVE TASK: Extension Task</p>