

**Monday,  
03/16/15**

11th Grade American Literature &  
Composition B.

# CCGPS Standards:

ELACC9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

ELACC9-10W4: 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.)

ELACC9-10W5: 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 9–10.)

ELACC9-10W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

ELACC9-10W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

ELACC9-10W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

ELACC9-10W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

# Upcoming/Important Dates:

- **Thursday, 3/12:** Research rough drafts were due by 11:59 p.m. to receive written teacher feedback; these must be submitted to turnitin.com.
- **Friday, 3/13:** Research rough drafts were due by 11:59 p.m.; there will be a ten point deduction per day the essays are not submitted to turnitin.com
- Wednesday, 3/18 guidance for advisement
- Vocabulary quiz #2 lists 13 & 14 this Friday, 3/20

## **Bell Ringer: 03-16-15**

- What is "the American Dream"? Define it for yourself, and record the real definition.

# Agenda: Monday, 03-16-15

- Turn in vocabulary practice sentences (not taking for half credit tomorrow)
- Essential Question: What is "the American Dream"? Is it a reality or an illusion?
- Take notes. . .
- Read the Historical Background: The American Dream: Illusion or Reality? pp. 820-822 in your textbooks, and take notes on important points.
- Examine different perspectives of the dream.
- Look at a clip from *West Side Story*. What are the conflicting ideas about the dream?
- Begin reading the short story, "America and I" by Anzia Yeziarska pp. 863-872, and answer corresponding questions. Due:

# Notes: What is the American Dream?

The idea of the "American dream" has been attached to everything from religious freedom to a home in the suburbs, and it has inspired emotions ranging from deep satisfaction to disillusioned fury. But one must know what the dream is and how it operates. One must know how America *really* works (Hochschild).

# Key Points:

- The American Dream is the idea that anything can happen and good things might. An essential element of the American Dream is the idea that anyone can be successful.
- The four tenets of success:
  1. anyone can pursue success,
  2. success is possible for anyone,
  3. success is achieved through hard work and prudence, and
  4. success is associated with virtue

# Key Points: (counterargument)

- Hochschild points out that:
  1. American society has erected social barriers to some (i.e., related to skin color, ethnicity, sex, sexual-orientation, and so forth),
  2. although it is fine to dream of success, not everyone can be rich and famous,
  3. hard work does not guarantee success (e.g., ask any Iowa farmer!), and
  4. the successful are no more virtuous and the unsuccessful are no less virtuous for being so.



# Key Points:

Possible personal & societal dysfunctions of adhering too closely to the ideology of the American dream.

1. The frustrations of the minority can escalate when the majority fails/refuses to acknowledge their privileged position.
2. When people realize that success might not be possible they experience "relative deprivation," a sense of failure compared with what they thought possible.
3. Lack of success can be especially devastating if one cannot achieve it despite a lifetime of hard work.
4. If outcomes do not match promise, then those who do not achieve success are deemed to be unworthy. Such perceptions can result in cruel and harsh societal penalties imposed upon those who did not have an equal chance for obtaining success.

# (Absent only) Vocabulary Practice:

In order to commit your vocabulary words to memory, choose any 15 vocabulary words from lists 13 and 14, and write 15 original sentences. . . For extra credit, write one sentence for all 20 words! *You never know when you might see these on a test or exam!*

List 13 begins with “paragon” and ends with “bootleg”.

List 14 begins with “diatribe” and ends with “camaraderie”.

- Either highlight or underline the vocabulary words.
- Due: TBA

# Vocabulary Sentences:

**No credit:** I feel melancholy.

*Why not?*

**Credit:** I feel melancholy seeing how today is September eleventh, knowing this was such a tragic day thirteen years ago today.

*Why?*