

Tuesday, 03-24-15

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.

Bell Ringer: Tuesday, 03-24-15

None today

Extra Credit Opportunity

If your parent/guardian emails me at : swanson.joye@mail.fcboe.org **by this Thursday, 03/26/15**, stating that he/she has seen your **9 ½ week progress report and current gradebook**, I will award you with a few extra credit points.

In the email, please have your parent/guardian state the following:

- 1) Student's first and last name (preferably in the "Subject Line"),
- 2) which class period he/she is in, and
- 3) that you have seen the student's progress report *and* current gradebook **& state what those grades are.**

Upcoming/Important Dates:

- Vocabulary quiz #3 SAT List 15 next Friday, 04/03/15
- Expect pop quizzes over *The Great Gatsby*!

Agenda: Tuesday, 03-24-15

Essential Question(s): What is "the American Dream"? Is it a reality or an illusion?

- Continue copying SAT list 15 vocabulary.
- Last night's homework: Read Chapter 1 of *The Great Gatsby*.
- 2nd Period: Watch trailer & read notes.
- Work on reading guides as you read!
- Quote project. . . "Bookmark" certain passages as you read!
- Conference about essays today for those students who submitted in time for feedback. . . Read Chapters 2 & 3 in class independently.
- A copy of the audio book along with a digital copy are available on my website.

Background for *The Great Gatsby*

The Great Gatsby is set in the mid-1920s, a prosperous time at home and abroad. The United States had joined World War I in 1917, three years after its eruption. The 1919 Peace of Paris established accord between nations that ended the war. Many considered American intervention the best way to a decisive and quick Allied victory. Prohibition at home led to a growing world of organized crime, as the sale of alcohol went underground. Even the 1919 World Series was affected, as members of the White Sox (the team favored to win) decided to “throw” the series, creating larger profits for those gambling against the Sox. In Harlem, the northern migration of African Americans created an artistic expansion of literature, music, plays, political tracts, and visual art. And around the country, technology produced new opportunities for Americans, including radio, motion pictures, automobiles, and electric appliances.

Movie Trailer

[https://www.youtube.com/watch?
v=8ud6haTTfFY](https://www.youtube.com/watch?v=8ud6haTTfFY)

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:

- 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.