

**Wednesday, 03-25-15**

**11th Grade American Literature & Composition B.**

# CCGPS Standards:

# Bell Ringer: Wednesday, 03-25-15

*Take notes on characterization.*

Describe four different characters using textual evidence.

# Extra Credit Opportunity

If your parent/guardian emails me at : [swanson.joye@mail.fcboe.org](mailto: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: Wednesday, 03-25-15

**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 Chapters 2-3 of *The Great Gatsby*.
- Work on reading guides as you read!
- Quote project. . . "Bookmark" certain passages as you read!
- Discuss characterization/characters.
- **Analyze Chapters 2 & 3. Due: tomorrow.**
- Conference about essays today for those students who submitted in time for feedback. . . **Homework: Read Chapter 4.**
- A copy of the audio book along with a digital copy are available on my website.

# Characterization Review

**characterization** - the method used by a writer to develop a character. An author can use direct characterization or indirect characterization in this development.

**Direct characterization** is the use of: what a character looks like, how a character acts and reacts, what a character thinks, and what a character says and how it is said.

**Indirect characterization** is when an author uses other characters to give insight into a character through what other characters think and say about that character, how other characters react to that character. It can also be how a character acts, dresses, speaks, or comments about certain situations.

# Syntax

1. Syntax is an order of words and phrases to form proper sentences.
2. *An example of syntax is "I'm going to the movies" versus "to the movies I'm going."*



# 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>

# 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.