

Writing the American Dream

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American Literature- Grade 10

Monday, Wednesday, and Friday 9 am to 9:55 am

Duration: 4 weeks

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Unit Goals:

- SWBAT appreciate how authors use the American Dream as the canvas for telling their stories.
- SWBAT relate their own personal goals and their idea of the American Dream as it relates to stories, songs, and poems.
- SWBAT to differentiate how the American Dream evolves through these works.
- SWBAT identify how the dream changes with each new genre.

Unit Objectives:

- SWBAT assess how characters pursue the American Dream and the feasibility of their goals.
- SWBAT use the text to support their assessment of the characters who are in pursuit of these dreams.
- SWBAT identify relevant devices (foreshadowing, allusions, symbolism, irony etc), and demonstrate how the author uses these to create meaning.
- SWBAT use pre-writing, drafting editing and other composing strategies to strengthen their written arguments.
- SWBAT identify and persuade an audience with an advertisement (print or recorded) about the merits or the fallacy of the American Dream.

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Common Core Standards

Reading Standards

RL.9-10.1. 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.

RL.9-10.2. 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

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Writing Standards

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. 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.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

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c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from and supports the argument presented

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.5. 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.

Speaking and Listening Standards

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. 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.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Unit Background and Rationale:

The idea of America Dream is rooted in the Declaration of Independence, political speeches, art, and music. American authors like F. Scott Fitzgerald, John Steinbeck and Philip Roth have also tried to capture the idea of what it means to be American and, most importantly, the American Dream by using seemingly ordinary characters who are thrust into extraordinary situations. This unit will seek to explore the idea of the dream as it is represented through poems, drama, songs, articles and the novel. First, we have to ask ourselves what the American Dream means. We also have to ask why it is even important.

In answering the first question, we have to remember that the American Dream goes beyond attaining financial and material wealth. While these two goals are important, it is also important for students to think of the American Dream in its totality: personal liberty, freedom of religion, the opportunity of upward mobility, and the freedom to pursue the path to personal growth and fulfillment. The latter is forever enshrined in the Declaration of Independence which, among other things, recognizes a man's right to "pursue happiness." As we can see the American Dream goes as far back as the beginning of our nationhood and is central to our identity as Americans. It is particularly appropriate to use this theme now as the idea of the dream has come under renewed fire in the past few years. Starting with the mortgage crisis that began in 2008 and the ensuing financial recession, we have, as a nation, been forced to examine the sustainability of the dream or even to question if the dream is only accessible for a select few (the proverbial one percent). Even worse, the national dialogue surrounding the dream speculates whether it is attainable for the present youth or future generations. As young people poised to enter the workforce or college, this unit is appropriate for students to think about their personal goals and how those goals have been shaped, in part, by a national ideal.

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In addition to the timeliness of this theme, I propose this theme to mirror the concerns and aspirations of students who are both native born or naturalized residents. More and more of our students will come from first generation immigrant families. Some of our students will come from homes where they are the first to become American citizens. The promise of a better life is what brought me and millions more to these shores. For these students, the American Dream is not some abstract dream—it is something they understand intimately. While their parents may have moved to have a better quality of life, first generation (even second generation students) have to decide for themselves what this “quality of life” should look like. This also holds true for students I describe as “firsts”: the first in their family to complete high school, the first to attend college, the first to become citizens.

In order to give students some background on how the recent economic crisis has changed our idea of the American Dream, I have chosen Louis Uchitelle’s piece on the hardships facing the American middle class. However, in order to track the literary evolution of the American Dream over time, I have selected Steinbeck’s *Of Mice and Men*, “A Dream Deferred” by Langston Hughes, *A Raisin in the Sun* by Lorraine Hansberry, and “Empire State of Mind” by Jay Z. The latter artist has at several times asserted that he is the embodiment of the American Dream. By examining his and other song lyrics, I want students to consider if his level of success is attainable for most. If it is, then how does one get there? The historical perspective provided by Vanity Fair contributor David Kamp is unique because it also includes a pictorial depiction of the dream as seen by Kodak ad campaigns from the 1950s, 1960s and 1970s.

The aim of this unit is not to persuade or dissuade students for or against the American Dream nor is it meant to be a comprehensive history lesson. The aim, rather, is to give students a

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platform for examining how writers have used this theme to tell stories about our collective dreams.

Texts and Materials:

Of Mice and Men by John Steinbeck

“To a Mouse” by Robert Burns

“A Dream Deferred” by Langston Hughes (epilogue to *Raisin in the Sun*)

A Raisin in the Sun by Lorraine Hansberry (play script and excerpts from movie production)

“Empire State of Mind” by Jay Z

Adbusters (print or webpage access)

“American Dream is elusive for new generation” by Louis Uchitelle in the *New York Times*

“The Way We Were: Rethinking the American Dream” by David Kamp in *Vanity Fair*

The American Experience footage (excerpts) from PBS

Class blog site

Overhead projector linked to teacher laptop or television unit with DVD player.

At least 30 cut outs of full page advertisements from magazines

Grade Distribution

The total possible points for this unit are 500 points.

Assignment	Points
Attendance and Participation (including workshop participation)	50
Journals	50 (4 journal entries in total. Each journal entry

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	is worth 12.5 points)
Quizzes	75
Essay	200
Presentations and Advertisement project	125
Total	500

Grades:**A 450-500 points****B 400-449 points****C 350-399 points****D 300-349 points****F 0-299 points****Unit Outline****Week 1**

Day 1	Content	Activities	Materials
15 minutes	Introduce the lesson with “Empire State of Mind.” Ask students what they think about the song. Teacher will then introduce the topic and of the American Dream unit. The teacher will also discuss the activities for the next few weeks, and then post the lyrics of the song	The class will discuss how the song deals with the dream ideal.	Sound file with “Empire State of Mind” Projector Hand out of unit activities and due dates (Appendix C)

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	on the overhead projector.		
30 minutes	Relate the American Dream to personal experience of students.	Students will give other songs and song lyrics that speak to the Am. Dream. Students will write briefly about their personal idea of the American dream. What does the dream look like for them?	<ul style="list-style-type: none"> • Notebooks
10 minutes	Teacher will review journal entry prompt	For homework, students will read chapter 1 <i>Of Mice and Men</i> and respond to week 1 journal prompt. (Appendix A)	

Day 2	Content	Activities	Materials
15 minutes	Introduction of Steinbeck's <i>Of Mice and Men</i> including pictures from the WPA. Talk about how there was also a focus on putting artists to work to document the depression. Talk about how it forced many people to seek work away from home.		<ul style="list-style-type: none"> • Computer and footage from PBS website • Student copies of <i>Of Mice and Men</i>
20 minutes	Teacher will administer Quiz number one and go over some of the student responses (Appendix A)	Discussion. Do you identify with the dream? What obstacles does the author put in place for George and Lennie? How will these obstacles prevent these men/	

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		slow them down as they pursue the dream.	
15 minutes	Relate the American Dream to personal experience of students.	Students will share some of their journal entries explaining how the concept of the dream has changed within their families, and within family generations.	
5 minutes	Teacher will go over reading assignment from David Kamp and explain how the chronological order of the piece will provide important background for the current texts and upcoming texts.	For homework students read <i>Of Mice and Men</i> chapter 3 and 4	

Day 3	Content	Activities	Materials
15 minutes	Introduction to final unit essay and advertisement project.	Hand out rubrics for essay and presentations. (Appendix A)	<ul style="list-style-type: none"> • Essay rubric and presentation rubric. (Appendix A) • Student copies of <i>Of Mice and Men</i>
20 minutes	Explain the connection between the debate and persuasive writing.	In preparation for their persuasive essay students will break into two teams and do a mock debate. One student will be designated the moderator. Should George leave Lennie to pursue his dream? Give your reasons.	

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15 minutes	Teacher will show how cluster diagrams lead to the development of ideas, and helps to identify the focus for a paper	Model cluster diagram based on examples of statements. Students will create their own cluster diagrams with examples from the text.	
5 minutes	Teacher will remind students of reading homework and journal entries.	Homework: read chapter 5 and work on cluster diagram. Read “The Way We Were”	

Week 2

Day 1	Content	Activities	Materials
10	Teacher will ask students if any of them could have foreseen the events in chapter 5. What clues did the writer give?	Find instances of context clues or examples of foreshadowing in the text.	Student copies of <i>Of Mice and Men</i>
15	Using the Kodak ads from the reading as a starting point, the teacher will talk briefly about advertisements and how they have shaped/reflect the American Dream.	Students will discuss how the Kodak ads market the American Dream? Who is the audience for this ad? What groups are left out? What devices do the ad creators use to sell their product?	Copy of “The Way We Were”
25	Teacher will conduct a Think-Pair-Share Exercise. Teacher will begin by sharing a few advertisements on the overhead projector. She/He will ask students about audience, and persuasive devices of the ad creator.	Students will begin by discussing the ads as a class and then group off in pairs. Each pair will be given 6 ads and given the following prompts: <ul style="list-style-type: none"> • Identify audience • Name persuasive devices 	<ul style="list-style-type: none"> • Copies of page length advertisements from magazines. • Overhead projector

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		<ul style="list-style-type: none"> Assess whether the ad was effective. Why or why not? <p>Students will then report the findings of the most effective ads from their groups (pairs).</p>	
5 minutes	Teacher will end class by explaining how the elements of professional advertisements can be used for the class project (students should be able to identify alliterative devices, appeal to gender stereotypes etc.)	Homework: Read final chapter of <i>Of Mice and Men</i>	

Day 2	Content	Activities	Materials
15 minutes	Teacher will administer quiz	Students will take no more than 10 minutes to take quiz. After the quiz class will discuss the quiz answers, and answers from the journal (Appendix A)	Pen and paper. Print out of a few journal answers or computer display unit
25 minutes	Teacher will moderate discussion of the final chapter <i>Of Mice and Men</i>	<p>The title of the poem comes from the Robert Frost poem “To a Mouse.”</p> <p>Students will work in pairs to analyze the poem (a translation of it) and answer the following questions:</p> <ul style="list-style-type: none"> What is Burns saying about the nature of human aspirations? Why does he choose the 	<p>Copies of <i>Of Mice and Men</i></p> <p>Copies of Robert Burns’s Poem “To a mouse”</p>

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		<p>image of a mouse?</p> <ul style="list-style-type: none"> • How might the poem shed some light on the events that took place in the last chapter or all the ensuing events in <i>Of Mice and Men</i>? 	
10 minutes	Teacher will introduce the concept of anti-ads and explain that satires require the same key awareness of audience and persuasion.	Students will look for the same elements of persuasion in the anti-ads that they looked for in conventional ads.	Print copies or webpage access to <i>Adbusters</i> website.
5 minutes	Remind students about the first draft.	For homework students will read the introduction and Act 1 scene one of <i>A Raisin in the Sun</i>	

Day 3	Content	Activities	Materials
10 minutes	Teacher will introduce <i>A Raisin in the Sun</i> with a clip from the movie (or Act 1 Scene 1 of the Play)—where Beneatha and Walter start arguing.	Students will watch the clip and pick out important details from the scene (setting, word choice etc.)	Video Clip of <i>A Raisin the Sun</i> and a copy of the play
20	Teacher will ask for volunteers to act out a portion of scene 1 (After Walter and Travis leave to the end of the scene)	<p>Students will re-enact a portion of the scene.</p> <p>Students already discussed the role of providence as it relates to human plan from the previous text. Students will be asked to following questions about the re-enactment of this scene:</p> <p>How do the characters see the role of God as they pursue their</p>	

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		dreams? What do you think are the expectations of women like Beneatha at this time?	
20	Teacher will ask students to separate into groups of three for workshop.	Students will workshop the papers of two classmates (appendix B)	Workshop guide sheet (Appendix B)
5 minutes	Teacher will remind students to keep the comments they received for workshop since it should be part of their final submission. Teacher will also go over homework and ask students to bring in class appropriate copies of magazine advertisements (each student should bring in a minimum of three)	For homework: students should work on revising their papers and read Act 1 Scene 2 of <i>A Raisin in the Sun</i> .	

Week 3

Day 1	Content	Activities	Materials
25 minutes	Teacher will ask students to work in pairs to create their own Anti-ad.	Students will work in groups to produce an anti-advertisement. They will use existing ads as a template for creating their own ads. The anti-ad must have a clear message and a clear audience. Students will then share their creation with the rest of the class	Poster boards Glue, scissors, cut outs of magazine advertisements <i>Adbusters</i> print edition or website
20 minutes	Teacher will facilitate discussion on how the American Dream is	Does the fact that you are male or female affect what dream you	Copies of <i>A Raisin in the Sun</i>

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	shaped by gender.	pursue or the path you may take to reach that dream? What does it mean for Walter to pursue the American Dream as a black man? What do you think it means for a young woman, at this time, to pursue her dreams?	
10	Teacher will administer freewrite and remind students of homework.	Students will respond to the following freewrite prompt: <ul style="list-style-type: none"> • What devices (symbols, foreshadowing etc.) does the author use to represent the people or events in the play? How does the author use these devices? For homework students will read Act 2 Scene 1 of <i>A Raisin in the Sun</i> and respond to the journal prompt by next class	

Day 2	Content	Activities	Materials
10 minutes	Teacher will administer quiz number 3 (Appendix A).	Students will answer quiz questions and discuss answers.	Quiz 3 (Appendix A)
5 minutes	Teacher will select a few journal entries and go over the responses in class. (Appendix A)	Students will respond, add to, or discuss selected journal entries.	Print out of a few journal answers or computer display unit
25 minutes	Teacher will facilitate Socratic Seminar.	Students will be divided into two groups: responders and observers. Responders will sit in	Copies of <i>A Raisin in the Sun</i>

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		<p>an inner circle and the observers will sit on the outside of the circle. Responders will discuss the prompt first and observers will critique how the responders answer the questions. After the first prompt is discussed, students will switch places.</p> <ol style="list-style-type: none"> 1. In order for the Younger family to achieve their collective dream, some individual dreams had to be sacrificed. Which dreams were sacrificed? Do you think it was right for these characters to give up their individual dreams? 2. If everyone in the family received exactly what he/she wanted, would that make them a strong family? 	
15 minutes	<p>Freewrite exercise. Teacher will remind students of homework assignment</p>	<p>Freewrite prompt: In Act 2 scene 1 Walter gets furious at George for dismissing him. Why do you think the author introduces George's character at this point in the play?</p> <p>For homework students will read Act 2 Scene 2 of <i>A Raisin in the</i></p>	

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		<i>Sun</i>	
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Day 3	Content	Activities	Materials
15 minutes	Teacher will introduce clip of Act 2 scene 2	Students will view clip	Film clip and play copy of <i>A Raisin in the Sun</i>
15 minutes	Teacher will facilitate discussion about characters and the differences between the film and print edition.	Students will discuss the following questions: <ol style="list-style-type: none"> 1. How does the director's decision to cast Sean Combs and other famous actors change or not change the play as you view it? 2. What are some key differences you have experienced in reading the play and viewing it? Is everything same? What is different? 	
20 minutes	Teacher will ask students to separate into groups of three for workshop.	Students will workshop the papers of two classmates (appendix B)	Workshop guide sheet (Appendix B)
5 minutes		Transition from workshop. For homework students will read Act 2 Scene 3 and Act 3 and Louis Uchitelle's article	

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Week 4

Day 1	Content	Activities	Materials
10 minutes	Teacher will give instructions for freewrite exercise	<p>Students will answer the following prompt and discuss some of their responses:</p> <ul style="list-style-type: none"> • What obstacle do you think will impede your journey to realizing your dreams? How might you avoid or get over these hurdles? 	Copies of <i>A Raisin in the Sun</i>
25 minutes	Teacher will facilitate Think-Pair-Share exercise	<p>Student will first write for 5 minutes on the prompt. Then they will partner with another student to create give one response for each question. At the end of the exercise, the pairs will share their findings with the rest of the class:</p> <ul style="list-style-type: none"> • Based on the economic prospects in Louis Uchitelle's piece, what do you think are the economic prospects for the American Middle Class? • In <i>Raisin</i> what obstacles does the author put in the way of the characters that could, potentially, prevent them from 	

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		achieving their goals? How do the characters overcome these goals?	
18 minutes	Teacher will show clip of Linder trying to convince the family to take the money and not move into Clybourne Park.	The clip will last about 10 minutes. Afterwards students will discuss Walter's response to Mr. Linder. What role did Walter take at that moment? How has his character changed since the beginning of the play?	Film clip of <i>A Raisin in the Sun</i>
3 minutes	Housekeeping. Teacher will remind students about journal response for next class	For homework students should answer the 4 th journal entry.	

Day 2	Content	Activities	Materials
15 minutes	Teacher will administer quiz (Appendix A)	Students will answer and then discuss quiz question	Quiz 4 (Appendix A)
10 minutes	Teacher will discuss a few journal responses. (Journal entry week 4 – Appendix A)	Students will discuss some of the journal entries and respond to their peers.	Journal entries for week 4 printed out or placed on computer display unit.
25 minutes		Students will have time to meet with their partners and work on their presentations.	
5 minutes	Teacher place slips of paper in a bag that are numbered one to ten	Each pair of presenters will choose one slip of paper with a number. This will determine the order of presentations for the next class.	Slips of paper

Day 3	Content	Activities	Materials
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55 minutes	Teacher will remind students of time limit on presentations. Teacher will also collect final essay at the beginning of class.	Students will present their advertisements in pairs.	Presentation rubric (Appendix A)
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Appendix 1**Journal Entries**

Entry number	Prompt	Total possible points
Week 1	How do you think that the idea of the American Dream has changed from the time of your parents or grandparents until now? What has changed? What has remained the same?	12.5
Week 2	The photos in David Kamp's article shows Kodak envisioned the American Dream over a period of time. Critique these photos. When put in chronological order, how do they change? How are they similar?	12.5
Week 3	Why do you think that Lorraine Hansberry used Langston Hughes poem as the epigraph to her play?	12.5
Week 4	In Steinbeck's work some characters are completely left on the fringes. In Hansberry's play, the Younger family also operates on the fringes. How are some groups excluded/ or not excluded from pursuing the American Dream	12.5

Quizzes

Number	Question	Total possible points
1	The book begins with an idyllic scene. How does the author's opening scene prepare you or not prepare you for Lennie or George?	19
2	How does David Kamp portray the concept of the American dream as it shifted under Franklin Delano Roosevelt?	19
3	Why does Beneatha call her brother "a nut" for his dream? Why do you think she does not have confidence in Walter?	19
4	What struggles do the American middle class face in Louis Uchitelle's piece?	18

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Unit Essay Questions and Rubric

Answer one of the following questions. Your response should be at least 700 words or 2 to 3 pages in length. Your essay must have a title, a clear position or argument, show the development of your ideas, and end with a thoughtful conclusion.

Question 1

- David Kamp in his essay “The Way We Were” states that “...the American Dream is not fundamentally about stardom or extreme success; in recalibrating our expectations of it, we need to appreciate that it is not an all-or-nothing deal.” In light of Kamp’s statement about the American Dream, assess how the Younger family succeeds or does not succeed in achieving their dream.

Question 2

- The characters from Steinbeck’s *Of Mice and Men* and Hansberry’s *A Raisin in the Sun* share some similarities. Both texts highlight people who live on the fringes, but who are trying to improve themselves. In the pursuit of their goals, they make decisions that have far reaching consequences. Identify a character from both texts (2 in total), describe the decisions they make in pursuit of their dreams and evaluate how their actions hinder or help them in their pursuit.

Rubric

Grade	Organization 60 points or 30%	Focus 60 points or 30%	Textual Support 60 points or 30%	Mechanics 20 points or 10%
170-200 (A)	Clear and developed introduction, support arguments and	Writer has a stated focus and does not deviate	Writer uses the applicable quotes or summaries	Few grammatical and punctuation errors.

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	conclusions.	from it throughout the essay.	from the text to support claims	
140-169 (B)	Develops his ideas and has some structure to his/her essay	Has a focus, but the focus is sometimes lost as the author develops his/her idea.	Writer uses some textual support but does back up every claim.	Some grammatical and punctuation errors.
110-139 (C)	Has some semblance of an idea. However, the writer does not develop his ideas, nor does he introduce or conclude his essay.	There is a focus but it is not immediately clear to the reader. The writer does not develop his focus.	Writer makes claims but does not use any textual support.	Grammar interferes with reading the essay.
80-109 (D)	Writer made some effort to compose essay but there is no clear idea.	Writer does not have clear focus	Writer makes claims completely based on opinion without any reference to the text.	Grammar interferes with reading the essay.
0-79 (F)	Writer did not make any attempt develop his ideas.	Writer did not make any attempt to identify a focus.	Writer makes claims completely based on opinion without any reference to the text.	Grammar interferes with reading the essay.

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Advertising Project and Presentation

Instructions to students:

Students will get into pairs and come up with an idea of how they would advertise the American Dream. Conversely, students can come up with an anti-advertisement that satirizes the American Dream. In order to do this project successfully, students will have to identify a target audience and use devices that will appeal to that audience. For example, a pair may want to appeal to potential high school graduates who are uncertain about their future prospects. How might one appeal to high school graduates? What resources should these graduates use? What do you think may be an important dream for these graduates? Advertisements come in many forms so students can choose from a variety of genres: television commercial, public service advertisement, print advertisement, recorded radio advertisement, flyers, or promotional materials like brochures and booklets. On the final day of the unit, students will present their advertisements. The presentation will last between 5-6 minutes and shall include the following elements:

- An explanation of the advertisement.
- Identification the target audience and how the elements of the ad speak to this audience.
- Identification of the type of dream you envision for this audience (homeownership, college degree, etc).
- Students will provide an explanation of the resources that are available for target audience

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Scoring Rubric for the Advertisement and Presentation

Scores are given from 5 to 25, for each task, with 25 being the highest. The maximum number of points that any group can receive is 125 points. Please use this rubric as a guide as you build your presentation.

	5	10	15	20	25
Knowledge (explanation of advertisement)	Student cannot explain his advertisement.	Student could hardly explain his ad.	Student could explain his ad in general but could not go into any detail	Students could explain the ad and could go into some detail about its elements	Student could provide an excellent explanation about the ad, and provide details about how he selected its elements.
Identification and interpretation of material for audience	Student did not identify the target audience for his ad.	Student had a loose concept of an audience for his ad.	Student identified his target audience, but the ad did not appear to speak to that audience	Student identified his audience, but his ad did not clearly speak to that audience	Student had a specific audience for his ad, and the elements of the ad clearly applied the audience
Identification of the Dream	Student did not identify the specific dream of his intended audience.	Student identified several dreams but none were specific to his audience	Student identified some dreams but only a few were specific to his audience	Students could clearly identify a dream/s, but it was not very specific to his audience	Student could clearly identify the dream for his intended audience
Resources available to help your target audience	Students did not identify any resources that could be beneficial to their audience.	Students identified some sources but they were not relevant to the intended audience	Students identified some resources but they were only loosely relevant to his audience.	Students could identify the resources but did not make a clear enough connect to how they connected to his audience	Student could clearly identify the potential resources and made a clear connection as to how these would be beneficial to his audience.

Writing the American Dream

Appendix B

First Draft Workshop Sheet

Writer's Name: _____

1. Does the student have a clear focus for his essay? What is it?

2. What evidence does the student give to support his focus/claim?

3. What suggestions can you give this student to help him develop his idea?

Writing the American Dream
Second Draft Workshop Sheet

Writer's Name: _____

1. In what ways does the student support his claim with evidence from the text?

2. Is the paper clearly organized? If not, what suggestions can you give the writer?

3. Can you follow the writer's focus throughout the entire essay?

4. What mechanical errors (grammar and punctuation) should the writer fix?

Appendix C

Important Dates

Assignments	Due Dates
Essay and workshop responses (those that were given to you)	Last Friday of the unit (at the beginning of class)
Presentation	Last Friday of the unit
Journal Entries	Wednesday of every week
Quiz	Wednesday of every week