

The American Dream: Illusion or Reality?

Stage 1 Desired Results

ESTABLISHED GOALS (CCSS)

--- *Emphasized standards (as all standards will be addressed in each unit)*

Reading Standards for Literature: 3 and 7.

3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

Reading Standards for Informational Texts: 2 & 9.

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.

9. Analyze seventeenth-, eighteenth-,

Transfer

Students will be able to independently use their learning to...

Analyze a variety of textual styles and create their own researched explanatory essay on the American Dream.

Meaning

UNDERSTANDINGS

Students will understand that...

- Definition of American Dream
- Definitions change over time
- Gender, race, ethnicity and age impact perception of American Dream
- Public safety and individual freedom are essential to discussion on American Dream

ESSENTIAL QUESTIONS:

- What is the American Dream and to what extent is it achievable for all Americans?
- In what ways does the American Dream mean different things for different Americans?
- How has the American Dream changed over time?
- What is the perspective of a given nature, culture, or region in regard to the American Dream and what factors create those perceptions?
- What is the ideal balance between individual freedom and public safety?

Acquisition

Students will know...

- Elements of Drama
- Elements of Film Analysis
- Narrative Structure
- Historical Context of Literature Studied (Cold War, Salem Witch Trials, Early 19th century working conditions, etc.)
- Literary terminology: Emphasis on Allegory, Dystopia, Theme and Allusion.

Students will be skilled at...

- Writing informative/explanatory essay on their perspective on the American Dream.
- Using textual evidence to help explain their views on the American Dream.
- Identifying and explaining thematic connections between multiple texts (play, personal narrative, film, novel, short story)
- Understanding Historical Context of Literature Studied (Cold War, Salem Witch Trials, Early 19th century working conditions, etc.)
- Explaining and providing examples of Allegory, Dystopia, Theme, and Allusion.
- Discussing, explaining and responding to ideas.

and nineteenth-century foundational U.S.

documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Writing Standards: 2 and 7.

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

7. 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.

Speaking and Listening Standard: 1.

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades*

<p>11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>		
--	--	--

Stage 2 – Evidence

Evaluative Criteria	Assessment Evidence			
<p>PERFORMANCE TASKS</p>	<p>CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS): Write informative/explanatory essay on their perspective on the American Dream. Use texts studied in class to defend and explain ideas. Essay may be written as a utopian view of their community. Students must research and use at least one outside source in their writing. Rubric used to grade and provide feedback.</p>			
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> - Discussion - Quizzes and Tests - Small groups identifying literary evidence in texts 			
<p>CLAIMS</p>	<p><u>CLAIM 1</u></p>	<p><u>CLAIM 2</u></p>	<p><u>CLAIM 3</u></p>	<p><u>CLAIM 4</u></p>
<p>DEPTH OF KNOWLEDGE LEVELS</p>	<p><u>DOK 1</u></p>	<p><u>DOK2</u></p>	<p><u>DOK 3</u></p>	<p><u>DOK4</u></p>
<p>ACHIEVEMENT LEVEL DESCRIPTORS</p>	<p><u>ALD 1</u></p>	<p><u>ALD 2</u></p>	<p><u>ALD 3</u></p>	<p><u>ALD 4</u></p>

Stage 3 – Learning Plan

<p>Summary of Key Learning Events and Instruction</p>	<ul style="list-style-type: none"> - Study will include a variety of textual forms <ul style="list-style-type: none"> o One to two novels (depending on length of study) o Non-fiction personal narratives (some located in textbook) o <i>The Crucible</i> – Play and Film version o Documentary film for historical context - Literary terms to highlight, review and assess <ul style="list-style-type: none"> o Allegory o Theme o Allusion o Dystopia - Assessment <ul style="list-style-type: none"> o Content quizzes o Small writing assignments o Discussion o Tests over larger textual pieces
--	--

	<p>- Final assessment: Informative/Explanatory Essay, with slight research.</p>
<p>Materials/Resources</p>	<p><i>The Crucible</i>; <i>The Crucible</i> Film; History Channel DVD; <i>Fahrenheit 451</i>; McCarthyism handouts - PPT; <i>The Scarlett Letter</i>; <i>The Great Gatsby</i>; <i>Of Mice and Men</i>; "Harrison Bergeron" (Short Story and Short Film); Textbook (<i>The Language of Literature: American Literature</i>): Emphasis on Unit 5, Part II, pages 820 – 920, but other selections from the textbook are appropriate as well; "The Lottery" (Short Story).</p> <p><i>Additional Resources:</i></p> <p>Symbolism in The Crucible & Similarities to McCarthyism</p> <p>http://www.brighthubeducation.com/homework-help-literature/52748-mccarthyism-and-the-crucible/</p> <p>Literary Devices: Allegory</p> <p>http://literarydevices.net/allegory/</p> <p>"Harrison Bergeron" (Short Story and Short Film)</p> <p>Full Text:</p> <p>https://archive.org/stream/HarrisonBergeron/Harrison%20Bergeron_djvu.txt</p> <p>Short Film:</p> <p>http://www.youtube.com/watch?v=-4-hEfqpxlg</p> <p>Salem Witch Trials History Channel Documentary:</p> <p>http://www.youtube.com/watch?v=cIMKPENbON0</p> <p><i>The Crucible</i> Teacher Resources:</p> <p>http://www.enotes.com/topics/crucible/teacher-resources</p>