

American Dream Unit Resources

Student Resource	Location
Section 1: Lessons 1-2	
Text: Awakening the American Dream: Kevin Maggiacomo at TEDxOrangeCoast (video)	Digital Access
Text: Excerpt from <i>The Great Gatsby</i> by F. Scott Fitzgerald	Pages 4-5
Text: Excerpt from Prologue to <i>The Way to Rainy Mountain</i> by N. Scott Momaday	Page 6
Lesson handouts	Page 3
Section 2: Lessons 3-10	
Text: <i>The American Dream a Short History of an Idea That Shaped a Nation</i> by Jim Cullen	Purchased text
Lesson handouts	Pages 7-59
Section 3: Lessons 11-16	
Text: “Hollywood Dreams of Wealth, Youth, and Beauty” by Bob Mondello	American Dream Unit Reader
Text: <i>The Great Gatsby</i> by F. Scott Fitzgerald	Purchased text
Lesson handouts	Pages 60-71
Section 4: Lessons Lessons 17-20	
Text: “Volume II: Chapter XIII, Why the Americans are so Restless in the Midst of Their Prosperity” from <i>Democracy in America</i> by Alexis de Tocqueville	Pages 72-75
Text: <i>The Great Gatsby</i> by F. Scott Fitzgerald	Purchased text
Lesson handouts	Pages 76-81
Section 5: Lessons Practice CRT Lesson 21	
Text: “Ex-Basketball Player” by John Updike	American Dream Unit Reader
Text: “Grad Who Beats the Odds Asks, Why Not the Others?” by Claudio Sanchez	American Dream Unit Reader
Lesson handouts	Pages 82-87
Section 6: Lessons 22-25	
Text: <i>The Great Gatsby</i> by F. Scott Fitzgerald	Purchased text
Text: “The Fallacy of Success” by G.K. Chesterton	Page 94-99
Lesson handouts	Pages 88-93
Section 7: Lessons 26-30	
Text: <i>The Great Gatsby</i> by F. Scott Fitzgerald	Purchased text
Lesson handouts	Pages 100-103
Section 8: Lessons 31-33	
Text: “The Egg” by Sherwood Anderson	Pages 104-115
Lesson handouts	Pages 116-117
Section 9: Lessons 34-36	
Text: “I Hear America Singing” by Walt Whitman	Page 118
Text: “Quilt of a Country” by Anna Quindlen	American Dream Unit Reader
Lesson handouts	Pages 119-120
Section 10: Extension Task Lessons 37-39	
Text: Various research sources	Teacher Provided
Lesson handouts	Pages 121-128
Section 11: CRT Lessons 40-41	

Section 12: CWT Lessons 42-43	
Text: All unit texts	
Lesson handouts	Pages 129-133

Analyzing Structure in “Hollywood Dreams of Wealth, Youth, and Beauty”

Paragraphs 1-5

What central idea of Mondello's is supported by these paragraphs?	How do these paragraphs support this central idea?

Paragraphs 6-9

What central idea of Mondello's is supported by these paragraphs?	How do these paragraphs support this central idea?

Paragraphs 10-15

What central idea of Mondello's is supported by these paragraphs?	How do these paragraphs support this central idea?

Excerpt from Chapter 9 of *The Great Gatsby*

F. Scott Fitzgerald

Probably it was some final guest who had been away at the ends of the earth and didn't know that the party was over.

On the last night, with my trunk packed and my car sold to the grocer, I went over and looked at that huge incoherent failure of a house once more. On the white steps an obscene word, scrawled by some boy with a piece of brick, stood out clearly in the moonlight and I erased it, drawing my shoe raspily along the stone. Then I wandered down to the beach and sprawled out on the sand.

Most of the big shore places were closed now and there were hardly any lights except the shadowy, moving glow of a ferryboat across the Sound. And as the moon rose higher, the inessential houses began to melt away until gradually I became aware of the old island here that flowered once for Dutch sailors' eyes--a fresh, green breast of the new world. Its vanished trees, the trees that had made way for [his] house, had once pandered in whispers to the last and greatest of all human dreams; for a transitory enchanted moment man must have held his breath in the presence of this continent, compelled into an aesthetic contemplation he neither understood nor desired, face to face for the last time in history with something commensurate to his capacity for wonder.

And as I sat there, brooding on the old unknown world, I thought of [his] wonder when he first picked out the green light at the end of [her] dock. He had come a long way to this blue lawn and his dream must have seemed so close that he could hardly fail to grasp it. He did not know that it was already behind him, somewhere back in that vast obscurity beyond the city, where the dark fields of the republic rolled on under the night.

[He] believed in the green light, the orgastic future that year by year recedes before us. It eluded us then, but that's no matter--tomorrow we will run faster, stretch out our arms farther. . . . And one fine morning---

So we beat on, boats against the current, borne back ceaselessly into the past.

Excerpt from Prologue to *The Way to Rainy Mountain*

N. Scott Momaday

Read the following excerpt from a memoir. For each underlined section, summarize it and explain how it reflects ideas similar to the literary excerpt..

Text	Explanation of how the underlined part of the text reflects similar ideas to the previous text..
<p>"In one sense, then, <u>the [journey] to Rainy Mountain is preeminently the history of an idea, man's idea of himself, [. . .].</u> What remains is fragmentary: mythology, legend, lore, and hearsay--and of course the idea itself, as crucial and complete as it ever was. That is the miracle.</p>	
<p>"<u>The journey herein recalled continues to be made anew each time the miracle comes to mind, for that is peculiarly the right and responsibility of the imagination. [. . .]</u> And the journey is an evocation of three things in particular: a landscape that is incomparable, a time that is gone forever, and the human spirit, which endures. <u>The imaginative experience and the historical express equally the traditions of man's reality.</u> Finally, then, the journey recalled is among other things the revelation of one way in which these traditions are conceived, developed, and interfused in the human mind."</p>	

Vocabulary Chart

Keep a list of words you have learned throughout the unit.

Word	Part of Speech	My Definition	Synonyms, Antonyms, and Similar Words (Word Family)	Picture and Source Sentence

Word	Part of Speech	My Definition	Synonyms, Antonyms, and Similar Words (Word Family)	Picture and Source Sentence

Cullen Introduction Cornell Notes

Key Quotations	Notes
<p>“The term seems like the most lofty as well as the most immediate component of an American identity, a birthright far more meaningful and compelling than terms like “democracy,” “Constitution,” or even “the United States.”</p> <p>What does using the term “birthright” to refer to this term suggest about how Americans feel about the American Dream?</p> <p>“In the twenty-first century, the American Dream remains a major element of our national identity, and yet national identity is itself marked by a sense of uncertainty that may well be greater than ever Before.”</p> <p>What is problematic about the American Dream being part of our national identity?</p>	
What are Cullen’s claims about the American Dream?	

Cornell Notes

Key Quotations	Notes
"Indeed, one of the more remarkable things about the Dream is its hold on those one might think are most likely to be skeptical, even hostile, toward it."	
What seems to be ironic about the believers in the American Dream?	
"the Dream is neither a reassuring verity nor an empty bromide but rather a complex idea with manifold implications that can cut different ways."	
Use your dictionary to define unfamiliar words within this quotation. Then, paraphrase what the author is stating about the American Dream.	
What are Cullen's claims about the American Dream?	

Cornell Notes

Key Quotations	Notes	
<p>“Ambiguity is the very source of its mythic power, nowhere more so than among those striving for, but unsure whether they will reach, their goals.”</p> <p>According to this quotation, how is the very act of having a dream important to Americans? How does this quotation connect to the literary passage we read in class yesterday?</p> <p>“There is no <i>one</i> American Dream. Instead, there are many American <i>Dreams</i>, their appeal simultaneously resting on their variety and their specificity.”</p> <p>Based on this quotation, how do you think the author will structure the text?</p>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	
	What are Cullen’s claims about the American Dream?	

Cornell Notes

Key Quotations	Notes
<p>"This book explores a few varieties of the American Dream; their origins, their dynamics, their ongoing relevance. It does so by describing a series of specific American dreams in a loosely chronological, overlapping order."</p> <p>How does this quotation confirm or deny your previous answer? What, specifically, will the organization of this book look like?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
What are Cullen's claims about the American Dream?	

Cullen Chapter 1 Cornell Notes

Key Quotations	Notes
<p>“It is only because of their dream that those Americans who followed had theirs”(13).</p> <p>Explain whether you agree or disagree with this statement.</p>	
<p>“”The irreducible foundation of all varieties of Protestantism was this: a belief that the world was a corrupt place, but one that could be reformed. . . .This faith in reform became the central legacy of American Protestantism and the cornerstone of what became the American Dream”(15).</p> <p>Why is the belief in the possibility of reform so important to the idea of the American Dream?</p>	
What are Cullen’s claims about the American Dream?	

Cornell Notes

Key Quotations	Notes
<p>“Stoddard added that they ‘would not have left England merely for their own quietness; but they were afraid that their children would be corrupted there,’ From the very beginning, then, a notion that one’s children might have a better life has been a core component of the American Dream”(16).</p> <p>According to this quotation, how did fear and hope work together to motivate the Puritans?</p>	
What are Cullen’s claims about the American Dream?	

Cornell Notes

Key Quotations	Notes
<p>“Their confidence--in themselves, in their sense of mission for their children, and in a God they believed was on their side--impelled them with ruthless zeal to gamble everything for the sake of a vision. In the process they accomplished the core task in the achievement of any American Dream; they became masters of their own destiny”(18).</p> <p>What individual traits seem to be important in the attempt to accomplish an American Dream? How do you see these traits in modern Americans?</p>	
What are Cullen’s claims about the American Dream?	

Cullen Chapter 3 Part 1 Cornell Notes

Key Quotations	Notes
<p>“Like the American Dream broadly construed, this one of the good life exists in a series of variations” (59-60).</p> <p>What are some of the variations of the “good” life?</p> <p>“But there are other forms of mobility, too; tales of transformation through education. . . or people with modest resources who triumphed. . . or other realms of human aspiration. And like other American Dreams, the power of this one lay in a sense of collective ownership; anyone can get ahead” (60).</p> <p>What is the problem with the idea that “anyone” can get ahead, specifically in the time in American history prior to the Civil War?</p>	
<p>What are Cullen’s claims about the American Dream?</p>	

Cornell Notes

Key Quotations	Notes
<p>“It took a couple hundred years for the realities of American life to shape the Dream of Upward Mobility” (60) Explain what is meant by Upward Mobility.</p> <p>“Rarely, if ever, has any American been so upwardly mobile [as Benjamin Franklin]-- or more clear about the basis and meaning of his success. ‘I conceived my becoming a member would enlarge my power of doing good,’ he wrote to a friend of his election to the Pennsylvania Assembly in 1751” (64)</p> <p>Franklin was a good example of Upward Mobility, but what did he also see as evidence of success?</p>	
What are Cullen’s claims about the American Dream?	

Cornell Notes

Key Quotations	Notes
<p>“Slavery. . .was increasingly considered a threat to the Dream of Upward Mobility by a small but growing number of people. These people did not necessarily have any direct economic interest in slavery--nor, for that matter, did they always care whether it was wrong. What concerned them most was the way the peculiar institution compromised their view of themselves and their country”(74).</p> <p>According to some people, how did the institution of slavery affect the idea of America and, thusly, the American Dream?</p>	
What are Cullen’s claims about the American Dream?	

Cornell Notes

Key Quotations	Notes
<p>“I happen temporarily to occupy this big White House. I am a living witness that any one of your children may look to come here as my father’s child has. It is in order that each of you may have through this free government. . . an open field and a fair chance for your industry, enterprise, and intelligence; that you may all have equal privileges in the race of life” (74).</p> <p>What aspects of the American Dream does this quote from Lincoln represent?</p> <p>“Lincoln’s entire public persona--his homely looks and unkempt appearance, his celebrated sense of humor, the self-effacing modesty he repeatedly deployed while running for and holding office. . . was leveraged on his modest beginnings and what he had made of them. . . it was made, and heard, as a testament to how democracy could elevate Everyman” (76)</p> <p>Why would these parts of Lincoln’s character be so important to a voting public? How do they connect to the notion of the American Dream of Upward Mobility?</p>	
What are Cullen’s claims about the American Dream?	

Cornell Notes

Key Quotations	Notes
<p>“How did slavery corrode Lincoln’s American Dream. . .the first was economic. The presence of slavery impeded upward mobility not only of African Americans but also of European Americans, because the slave economy narrowed the prospects of men without the ever-greater amounts of capital necessary to invest in slaves.”</p> <p>How did slavery affect the Upward Mobility of whites and slaves?</p>	
What are Cullen’s claims about the American Dream?	

Cornell Notes

Key Quotations	Notes
<p>“And democracy, it almost went without saying, was for Lincoln the greatest form of government. . . Most <i>governments</i> have been based, practically, on the denial of equal rights to men. . .<i>Ours</i> began by <i>affirming</i> those rights. <i>They</i> said, some men are too <i>ignorant</i> and <i>vicious</i> to share its government. . . .We proposed to give <i>all</i> a chance; and we expected the weak to grow stronger, the ignorant, wiser; and all better, and happier together. We made the experiment, and the fruit is before us’”(86)</p> <p>How, according to Lincoln, is democracy related to the Dream of Upward Mobility?</p>	
What are Cullen’s claims about the American Dream?	

Cullen Chapter 3 Part 2 Cornell Notes

Key Quotations	Notes
<p>"The American Dream of Upward Mobility as both a beautiful promise and a moral imperative. 'I hold that while man exists, it is his duty to improve not only his own condition, but to assist in ameliorating mankind'" (94)</p> <p>In Lincoln's opinion, what are the two responsibilities that mankind has?</p>	
<p>What are Cullen's claims about the American Dream?</p>	

Cornell Notes

Key Quotations	Notes
<p>{Lincoln states] “This is essentially a People’s contest. On the one side of the Union, it is a struggle for maintaining in the world, that form, and substance of government, whose leading object is, to elevate the condition of men--to lift artificial weights from all shoulders--to clear the paths of laudable pursuit for all--to afford all, an unfettered start, and a fair chance, in the race of life” (96)</p> <p>What was the goal of the Civil War for Lincoln and how does it relate to the Dream of Upward Mobility?</p>	
What are Cullen’s claims about the American Dream?	

Cornell Notes

Key Quotations	Notes
<p>[Lincoln stated] “Nowhere in the world is presented a government of so much liberty and equality. To the humblest and poorest among us are held out the highest privileges and positions. The present moment finds me at the White House, yet there is as good a chance for your children as there was for my father’s” (97).</p> <p>How does Lincoln use his own situation to prove his premise about America? Do you think his statement was true during his time period? What about today? Explain your answer.</p>	
What are Cullen’s claims about the American Dream?	

Cornell Notes

Key Quotations	Notes
<p>“The impact of the Civil War on Lincoln: it revised. . . his notion of the American Dream. The principal form this chastening took was a growing skepticism over one of the key premises of the American Dream of Upward Mobility. . .the ability to shape one’s destiny. Perhaps, Lincoln was increasingly inclined to speculate, there was an invisible hand with objectives far removed from things like success in the marketplace” (97).</p> <p>According to Cullen, how did the Civil War affect Lincoln’s opinion about the “ability to shape one’s destiny:?”</p>	
What are Cullen’s claims about the American Dream?	

Cornell Notes

Key Quotations	Notes
<p>“In the classic formulation of the Dream of Upward Mobility, the past is irrelevant--except as a measuring stick for anticipated success. Now, however, the past is a source of hope in its own right” (99)</p> <p>How does the past act as a “measuring stick” for the future? How could this comparison affect one’s perception of their current situation?</p>	
What are Cullen’s claims about the American Dream?	

Cornell Notes

Key Quotations	Notes
<p>“In this brief address [Lincoln’s Second Inaugural Address]. . .Lincoln repeated some of the ideas he had been mulling over for the past three years: that the course of the war had not been desired or expected, that its course had been unpredictable, and that both sides had invoked God’s aid against the other. But, he said, God had his own idea about what this war was really about, and it seemed to be punishment for the sins of <i>both</i> sides” (100).</p> <p>How did Lincoln’s belief in God’s plan seem to contradict his former belief in a man’s ability to shape his own destiny?</p>	
What are Cullen’s claims about the American Dream?	

Cornell Notes

Key Quotations	Notes
<p>"If there was one redemptive element in all of this, it lay in something that Lincoln cared very deeply about: that the purview of the Dream be expanded as widely as possible. By the end of the twentieth century, it wasn't just Hans, Baptiste, and Patrick who were pursuing--and occasionally achieving--upward mobility, but Elizabeth,, Elena, and Kaneesha, too" (101)</p> <p>According to this quotation from Cullen, what was Lincoln's biggest contribution to the Dream of Upward Mobility?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
What are Cullen's claims about the American Dream?	

Cullen Chapter 4 Cornell Notes

Key Quotations	Notes
<p>“Freedom meant freedom to dominate and freedom from regulation. Equality, by contrast, was a base “leveling” instinct that restricted freedom by insisting that everyone, even those who were evidently superior, had to play by the same rules, respect the same limits. Any assertion that people should be <i>more</i> equal than they theoretically already were smacked of socialism--and socialism, like other “foreign” ideas, was thoroughly beyond the pale” (107).</p> <p>What is the difference, according to this quotation, between freedom and equality?</p>	
What are Cullen’s claims about the American Dream?	

Cornell Notes

Key Quotations	Notes
<p>“That’s because the American Dream depends on it. At some visceral level, virtually all of us need to believe that equality is one of the core values of everyday American life, that its promises extend to everyone. If they don’t then not everybody is eligible for the American Dream” (108).</p> <p>Why is equality a cornerstone of the American Dream?</p>	
<p>What are Cullen’s claims about the American Dream?</p>	

Cornell Notes

Key Quotations	Notes
<p>The notion that everyone has the hypothetical possibility of being equal in public life is a standard we consider practical, as opposed to equality of <i>condition</i>, which we typically do not. We can accept, even savor, all kinds of inequalities as long as we can imagine different outcomes” (108).</p> <p>What are some issues that may stand in the way of everyone having an equal “possibility” for equality?</p>	
	What are Cullen’s claims about the American Dream?

Cornell Notes

Key Quotations	Notes
<p>“In principle, even now there’s no reason why separate but equal couldn’t work--except that history shows that in the realm of race relations, it never has. And that’s because, as a practical matter, separate but equal was simply a legal fiction whose entire reason for existence was a reality of separate but unequal” (117).</p> <p>What is “separate but equal”? Why would some Americans be supporters of such a way of life?</p>	
What are Cullen’s claims about the American Dream?	

Cornell Notes

Key Quotations	Notes
<p>In society liberty for one may mean the suppression of liberty for others. The result of competition may be who got a head start and who is handicapped. In America, as everywhere else. . .liberty often provided an opportunity for the stronger to rob the weaker” (118).</p>	
<p>How does this vision of liberty in a society contradict the idea of the American Dream?</p>	
<p>“What these and other parents yearned for above all was a part of the American Dream: equal opportunities for their children. That is why schools. . .became some of the fiercest battlegrounds in conflicts between the races in postwar America”(118).</p>	
<p>Why is education so important in the struggle for both the American Dream and equality?</p>	
<p>What are Cullen’s claims about the American Dream?</p>	

Cornell Notes

Key Quotations	Notes
<p>“Inequalities of opportunity <i>and</i> condition have been central features of the American experience for women, and while this has changed to some degree in modern times, the American Dream remains problematic. It has largely been a male dream” (119)</p> <p>What are some ways that women have been prevented from obtaining the American Dream?</p>	
What are Cullen’s claims about the American Dream?	

Cornell Notes

Key Quotations	Notes	
<p>“[King] was a free man, but he was exercising his freedom in the most profound way a human being can; choosing to give it up by committing to something, or someone, else. And for what did King exercise his freedom? To a great extent, the answer is an American Dream of Equality”(125).</p> <p>What is the American Dream of Equality? How was King helping not only himself, but others?</p> <p>“[King stated] segregation and discrimination are strange paradoxes in a nation founded on the principle that all men are created equal (125).</p> <p>What is the “paradox” of equality in America?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
	What are Cullen’s claims about the American Dream?	

Cornell Notes

Key Quotations	Notes
<p>“‘I still have a dream,’ [King] said toward the end of the speech. . . ‘it is a dream deeply rooted in the American dream that one day this nation will rise up and live out the true meaning of its creed--we hold these truths to be self-evident, that all men are created equal’.”(126)</p> <p>King used words from the Declaration of Independence in this part of his speech. Why would that be an effective reference in a speech about civil rights?</p>	
What are Cullen’s claims about the American Dream?	

Cornell Notes

Key Quotations	Notes
<p>"[King stated] It's all right to tell a man to lift himself up by his bootstraps, but it is a cruel jest to tell a bootless man that he ought to lift himself up by his own bootstraps"(128).</p> <p>What is King stating about equality of opportunity and its relationship to the American Dream?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
What are Cullen's claims about the American Dream?	

Cornell Notes

Key Quotations	Notes
<p>“[James Baldwin stated} ‘This has everything to do, of course, with the nature of that [American] dream and the fact that we Americans, of whatever color, do not dare examine it and are far from having made it a reality. There are too many things we do not wish to know about ourselves. People are not, for example, terribly anxious to be equal (equal, after all, to what and to whom?) but they love the idea of being superior’” (129).</p>	
<p>What does Baldwin mean that people in 1963 are not anxious to be equal?</p>	
What are Cullen’s claims about the American Dream?	

Cullen Chapter 5 Cornell Notes

Key Quotations	Notes
<p>“‘The American Dream of owning a home,’ we call it. No American Dream has broader appeal, and no American Dream has been quite so widely realized. Roughly two-thirds of Americans owned their homes at the start of this century, and it seems reasonable to believe that many of the remaining third will go on to do so” (136).</p> <p>Why do you think owning a home is part of the idea of the American Dream?</p>	
What are Cullen’s claims about the American Dream?	

Cornell Notes

Key Quotations	Notes
<p>“For much of American history, in fact, land was a more practical and accessible financial instrument than cash, which was rare, and, given the lack of a national currency, difficult to use. While other goods could function as a medium of exchange. . .land was of particular importance very early in American history” (137).</p> <p>Why did land have value in early America?</p>	
What are Cullen’s claims about the American Dream?	

Cornell Notes

Key Quotations	Notes
<p>“From the beginning, then, in America not only was an abstraction such as money important, but so too was the development of a particular place where a variety of people could transform, acquire, or lose lives (137).</p> <p>Look up the definition of the word “abstraction.” How is land NOT an abstraction and why would this be important to early Americans?</p> <p>“Wherever they happened to live, Americans seemed united by an exceptional penchant for home ownership. It is notable, but perhaps not coincidental, that the greatest fervor appeared to come from immigrants” (148).</p> <p>Why do you think immigrants seemed to have a particular interest in owning a home?</p>	
What are Cullen’s claims about the American Dream?	

Cornell Notes

Key Quotations	Notes
<p>“The advent of the balloon frame house in the 1830’s in Chicago revolutionized American architecture by making housing far cheaper and simpler to construct” (149)</p>	
<p>How did advances in building technology help make the Dream of Homeownership attainable for more people?</p>	
<p>“[Cars] also hastened the decline of cities by decentralizing many of their social functions and by draining financial resources away from their infrastructure”(149)</p>	
<p>Why would the car and the decentralized city increase home ownership?</p>	
<p>What are Cullen’s claims about the American Dream?</p>	



Cornell Notes

Key Quotations	Notes
<p>“Literally and figuratively, the automobile embodied personal mobility, and as such was the perfect complement for the anchorage provided by a privately owned homestead”(150).</p>	
<p>How were the booms in the car and housing industry related?</p>	
<p>“The houses were constructed in twenty-seven steps by workers who specialized in particular jobs, aided by new electrically powered tools. . .at the height of production, thirty houses went up a day” (151)</p>	
<p>Why was this production method essential for the creation of the American Dream of Homeownership?</p>	
<p>What are Cullen’s claims about the American Dream?</p>	

Cornell Notes

Key Quotations	Notes
<p>“As little as 10 percent was all that was necessary for a down payment, and because the mortgage, interest, principal, and taxes were often less than rent, virtually all were owner-occupied”(151)</p>	
<p>Why was the cost of these homes important for accessibility of this American Dream of Home Ownership?</p>	
<p>“And yet, in important ways, the suburbanization of the United States realized a Jeffersonian vision of small stakeholders. It realized some of the less attractive dimensions of that vision as well: a wish that black Americans and other minorities would simply disappear” (151-2)</p>	
<p>How did homeownership create a nation of “small stakeholders”? How did it also perpetuate inequality?</p>	
What are Cullen’s claims about the American Dream?	

Cullen Chapter 6 Cornell Notes

Key Quotations	Notes	
<p>“The dream I’m talking about here has a strong western orientation. It is a dream with roots in the South. . .and one that traverses the mines, wheat fields, and deserts of the West. But its apotheosis is California. This American Dream is finally the dream of the Coast” (161).</p> <p>Why do you think California, specifically, be attached to the American Dream?</p> <p>“The California gold rush is the purest expression of the Dream of the Coast in American history. The notion that transformative riches were literally at your feet, there for the taking, cast a deep and lasting spell on the American imagination” (170).</p> <p>What is the Dream of the Coast?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
	What are Cullen’s claims about the American Dream?	

Cornell Notes

Key Quotations	Notes
“Yet even when the promise of the gold rush proved illusory. . . it continued to have enormous metaphorical power for generations of Americans, for whom California (a.k.a “the Golden State”) offered the potential for riches of many kinds” (170).	
What does this quotation mean by the phrase “metaphorical power”?	
“Millions of Americans became devotees of a fruit most had never seen a few years earlier. . .in a sense, they became even more devoted to the <i>image</i> that Sunkist promoted . Crates containing the oranges were illustrated with vivid, idyllic lithographs of Southern California landscapes” (171).	
How did image (versus reality) play a part in the creation of the American Dream of the Coast?	
What are Cullen’s claims about the American Dream?	

Cornell Notes

Key Quotations	Notes
<p>“More than the prospect of great riches per se, it was the idea of easy living that captured the national imagination. You would happily let the industrial barons divide the world among themselves if you could just simply enjoy yourself back at the ranch. By the turn of the twentieth century, California, north and south, had established itself as a kind of American Mediterranean--a haven of sorts from the hard-driving tenor of much of the rest of national life” (172).</p> <p>How was the Dream of the Coast a short-sighted one? What were people not seeing when they “saw” California?</p>	
What are Cullen’s claims about the American Dream?	

Cornell Notes

Key Quotations	Notes
<p>“One might say that Fairbanks and Pickford lived out a dazzling American Dream, but to leave it at that would obscure the way their lives reflected new currents in the Dream. . .the appeal of Doug and Mary rested less on what they did or what they acquired than on playing themselves. Simply being Doug and Mary was in itself perceived to be desireable” (177).</p> <p>How did the Dream associated with Pickford and Fairbanks differ from Dreams of the past?</p>	
What are Cullen’s claims about the American Dream?	

Cornell Notes

Key Quotations	Notes
<p>“For the Beautiful People, a work ethic does not mean deferred gratification, but rather gratification through novel and exciting work--work that can be talked about on talk shows or in magazine stories, or work not tethered to a clock the way most American jobs are” (178).</p> <p>According to Cullen, why was this Dream of the Coast so appealing to most “normal” Americans?</p>	
What are Cullen’s claims about the American Dream?	

Cornell Notes

Key Quotations	Notes
<p>“The values embodied in Pickfair are a fraud, and we all know it. Fairbanks and Pickford did not live happily ever after in a storybook romance. . . Franklin and Carnegie left behind libraries that remain with us; the principal legacy of Pickford and Fairbanks is made of deteriorating celluloid, fading pictures of a world that never was”(178)).</p> <p>What seems to be the author’s tone toward the dream that Pickfair (and those like them) created for Americans? What does Cullen do to create this tone?</p>	
What are Cullen’s claims about the American Dream?	

Cornell Notes

Key Quotations	Notes
<p>"I know that the culture of consumption that is finally at the heart of the Dream of the Coast preys on my worst impulses--greed, lust, gluttony. But every once in awhile there is good to be seized among the goods. . .Amid all the striving, some worthwhile and some appalling, the American Dream is most fully realized in works of art"(179)</p> <p>What does Cullen mean by the "culture of consumption"? How does California, in particular Hollywood, create this culture?</p>	
What are Cullen's claims about the American Dream?	

Cornell Notes

Key Quotations	Notes
	What are Cullen's claims about the American Dream?

Analyzing Central Ideas in *The American Dream: A Short History of an Idea that Shaped a Nation* by Jim Cullen

Chapter	Central Idea	Development	Evidence (Use quotations. Include page numbers.)
1			
1			
<p>How do these central ideas interact and build on one another?</p>			

3			
3			
3			
3			

How do these central ideas build and interact with one another?

4

4

How do these central ideas interact and build on one another?

5			
5			
How do these central ideas interact and build on one another?			
6			

6			
<p>How do these central ideas interact and build on one another?</p>			

Conversation Stems for Class Discussion

As you engage in class discussion, it is important to consider the other side, expressing understanding for those who have a different point of view. To do this, you can insert a **concession** in your comments. You can also use the templates in the chart to help frame your answers.

Concession Stems

- Although I grant that __, I still maintain that __.
- While it is true that __, it does not necessarily follow that __.
- On one hand I agree with X that __. But on the other hand, I insist that __.
- It cannot be denied that __; however, I believe__.
- Certainly __, but
- It goes without saying...
- Perhaps __, yet....

TO DISAGREE	TO AGREE--WITH A DIFFERENCE	TO QUALIFY
<ul style="list-style-type: none"> • I think X is mistaken because she overlooks _____. • X's claim that _____ rests upon the questionable assumption that _____. • I disagree with X's view that _____ because in the text, _____. • X contradicts herself. On the one hand, she argues _____. But on the other hand, she also says _____. • By focusing on _____, X overlooks the deeper problem of _____. 	<ul style="list-style-type: none"> • X is surely right about _____ because, as she may not be aware, recent studies have shown that _____. • X's theory of _____ is extremely useful because it sheds insight on the difficult problem of _____. • I agree that _____, a point that needs emphasizing since so many people believe _____. • Those unfamiliar with this school of thought may be interested to know that it basically boils down to _____. 	<ul style="list-style-type: none"> • Although I agree with X up to a point, I cannot accept his overall conclusion that _____. • Although I disagree with much that X says, I fully endorse his final conclusion that _____. • Though I concede that _____, I still insist that _____. • X is right that _____, but I do not agree when she claims that _____. • I am of two minds about X's claim that _____. On the one hand I agree that _____. On the other hand, I'm not sure if _____.

Feedback and Revision Tasks for Literary Analysis

1. Identify and underline the thesis or main claim of the essay.
2. Next to each body paragraph, write a one-sentence summary. Determine how the ideas of the body paragraph are connected to the main claim of the essay. Next to the thesis statement, write a brief summary describing the organization and connection between various ideas of the essay.
3. Underneath each summary sentence, list the evidence used in that paragraph (i.e., direct quotation, paraphrased quotation, key details from the text).
4. Assess the quality of the evidence and how well it supports the thesis and ideas of the paragraph. Place a plus sign next to relevant evidence and logical reasoning and a minus sign next to irrelevant evidence or false reasoning.
5. Review the sentence structure and use the Mentor Sentence Anchor Chart to offer suggestions for increasing the complexity by adding more phrases and clauses or varying syntax. Highlight and revise at least two sentences using the Mentor Sentences as models.
6. In another color, highlight strong vocabulary words in the text and note any unnecessary repetitions.
7. Edit the essay for spelling mistakes and use of proper punctuation.

Discussion Preparation

Each group member will locate, cite and copy one example of a passage from the text where the author develops *one* of the following elements: setting, tone, POV, characters. Record the passage in the first box. Annotate the passage in the second. Be sure the group has an example of all four elements represented in the passages.

Passage that develops setting and annotation (page number and paragraph number)

Identify the literary device(s) used. Interpret how the author used each device to develop setting.

Passage that develops tone and annotation. (page number and paragraph number)

Identify the literary device(s) used. Interpret how the author used each device to develop tone.

Passage that develops point of view and annotation. (page number and paragraph number)

Identify the literary device(s) used. Interpret how the author used each device to develop point of view.

Passage that develops character and annotation. (page number and paragraph number)

Identify the literary device(s) used. Interpret how the author used each device to develop character.

Setting Prewrite

Prompt: What is the impact of one of the settings--East Egg, West Egg, or Valley of the Ashes--on *The Great Gatsby*?

Prewriting

1. What setting will you be writing about?

2. Answer the following questions. Provide textual evidence to support your answer.

Question	Answer	Textual Evidence
How does this setting affect the characters?		
What tone is created in this setting?		
What specific word choices does Fitzgerald make when discussing this setting? What is the impact of these specific word choices on meaning?		

3. Create a thesis statement for this prompt:

The impact of the setting of _____ in *The Great Gatsby* is _____

4. Write your answer to the prompt on a separate sheet of paper.

Student Exemplar for Revision

In The Great Gatsby by F. Scott Fitzgerald, there are three distinct settings: West Egg, East Egg, and the Valley of the Ashes. Each setting is presented in a way that supports the development of the characters who live there, as well as the tone and themes of the text. West Egg, in particular, is a setting where the people and their surroundings are exaggerated to the point of unreality.

West Egg is “the less fashionable” of the two “Eggs.” Nick and Gatsby live in this setting which is filled with huge houses that “rent for twelve or fifteen thousand a season.” Gatsby’s house has “a tower on one side, spanking new under a thin beard of raw ivy, and a marble swimming pool and more than forty acres of lawn and garden.” Right away, the notion is planted that this setting is attempting to be something grander than it is surfaces. The description of Gatsby’s house contains a mocking tone, pointing out the attempts at creating the look of an established home when it is actually quite new. The “thin beard of raw ivy” and the “tower” both seem to imply that the owner wants his house to appear to be of another, more respectable time period. The use of a hyperbole in the description of the “forty acres of lawn and garden” also adds to this mocking exaggeration of grandeur. This theme of pretending to be something you’re not is in this text. This is reflected in the characters who stay in West Egg. This is also reflected in characters like Myrtle who live in other settings. Fitzgerald even uses the word “factual imitation” to reflect the paradox of this house and this setting. Nick’s own house, “a small eyesore” that “rented for eighty dollars a month” does not fit in with the landscape, much like Nick himself who is often as “overlooked” as his house is. Nick’s house offers a humble contrast to the colossal houses of West Egg. This makes the whole setting seem even more fake..

Each of the three main settings establish an important back story to the people who live in them. The setting of West Egg is important to the early development of the character of Gatsby and the tone surrounding him. This first introduction of his surroundings foreshadows a confusing and mysterious character who struggles with who he is and where he belongs.

Character Chart

As you read *The Great Gatsby*, maintain the chart below. In the first column, list the character name. In the second column, include descriptions of the character's appearance and actions, including words, phrases, and quotations from the text (defining unknown words in context and verifying the meaning). In the third column, interpret and explain the connotations of the words and phrases and any possible rationale for the character's actions or how the character feels about the events of the novel. In the fourth column, determine the author's attitude toward the character based on how the character is introduced and developed throughout the text.

Character	Appearance/Actions	Connotations/Rationale	Author's Attitude
Nick Carraway			
Tom Buchanan			
Daisy Buchanan			
Jordan Baker			
Jay Gatsby			
Myrtle Wilson			

George Wilson			
Meyer Wolfsheim			

Script Template

Your Scene: _____

List the characters in your scene in the first column of the chart below. In the second column, list 1-2 quotations from your section that help develop this character. In the third column, list the words/or phrases and the tone these quotations reflect.

Character	List quotations from your scene that help develop this character.	Identify the tone. List the words and/or phrases that reflect this tone.

Based on the chart above, what should you remember about the tone of your scene as you are writing the script?

What are some costumes or props that you may need to develop your characters?

List the Characters in this scene. Write the name of the student next to the character he/she will be playing.

- Narrator(Nick voiceover)

Setting of the scene: _____

:

:

:

:

:

:

:

:

[illegible]

Excerpt from *Democracy in America*

Alexis de Tocqueville

Chapter XIII:

“Why the Americans are So Restless in the Midst of Their Prosperity”

In certain remote corners of the Old World you may still sometimes stumble upon a small district that seems to have been forgotten amid the general tumult, and to have remained stationary while everything around it was in motion. The inhabitants, for the most part, are extremely ignorant and poor; they take no part in the business of the country and are frequently oppressed by the government, yet their countenances are generally placid and their spirits light.

In America I saw the freest and most enlightened men placed in the happiest circumstances that the world affords, it seemed to me as if a cloud habitually hung upon their brow, and I thought them serious and almost sad, even in their pleasures.

The chief reason for this contrast is that the former do not think of the ills they endure, while the latter are forever brooding over advantages they do not possess. It is strange to see with what feverish ardor the Americans pursue their own welfare, and to watch the vague dread that constantly torments them lest they should not have chosen the shortest path which may lead to it.

A native of the United States clings to this world's goods as if he were certain never to die; and he is so hasty in grasping at all within his reach that one would suppose he was constantly afraid of not living long enough to enjoy them. He clutches everything, he holds nothing fast, but soon loosens his grasp to pursue fresh gratifications.

In the United States a man builds a house in which to spend his old age, and he sells it before the roof is on; he plants a garden and lets it just as the trees are coming into bearing; he brings a field into tillage and leaves other men to gather the crops; he embraces a profession and gives it up; he settles in a place, which he soon afterwards leaves to carry his changeable longings elsewhere. If his private affairs leave him any leisure, he instantly plunges into the vortex of politics; and if at the end of a year of unremitting labor he finds he has a few days' vacation, his eager curiosity whirls him over the vast extent of the United States, and he will travel fifteen hundred miles in a few days to shake off his happiness. Death at length overtakes him, but it is before he is weary of his bootless chase of that complete felicity which forever escapes him.

At first sight there is something surprising in this strange unrest of so many happy men, restless in the midst of abundance. The spectacle itself, however, is as old as the world; the novelty is to see a whole people furnish an exemplification of it.

P1: The author discusses how, in some parts of the world, people can live among chaos and oppression and remain happy.

P2: The author claims that Americans, when put in happy circumstances, are often still unhappy

P3: The author claims that Americans are unhappy because they constantly think about what they don't have.

P4: The author describes the way in which Americans cling to material things.

P5: The author describes various examples of Americans being unable to be content with what they have.

P6: The author claims that this type of restless is not strange in Americans because it has always been the way that Americans behave.

Their taste for physical gratifications must be regarded as the original source of that secret disquietude which the actions of the Americans betray and of that inconstancy of which they daily ford fresh examples. He who has set his heart exclusively upon the pursuit of worldly welfare is always in a hurry, for he has but a limited time at his disposal to reach, to grasp, and to enjoy it.

The recollection of the shortness of life is a constant spur to him. Besides the good things that he possesses, he every instant fancies a thousand others that death will prevent him from trying if he does not try them soon. This thought fills him with anxiety, fear, and regret and keeps his mind in ceaseless trepidation, which leads him perpetually to change his plans and his abode.

If in addition to the taste for physical well-being a social condition be added in which neither laws nor customs retain any person in his place, there is a great additional stimulant to this restlessness of temper. Men will then be seen continually to change their track for fear of missing the shortest cut to happiness.

It may readily be conceived that if men passionately bent upon physical gratifications desire eagerly, they are also easily discouraged; as their ultimate object is to enjoy, the means to reach that object must be prompt and easy or the trouble of acquiring the gratification would be greater than the gratification itself. Their prevailing frame of mind, then, is at once ardent and relaxed, violent and enervated. Death is often less dreaded by them than perseverance in continuous efforts to one end.

The equality of conditions leads by a still straighter road to several of the effects that I have here described. When all the privileges of birth and fortune are abolished, when all professions are accessible to all, and a man's own energies may place him at the top of any one of them, an easy and unbounded career seems open to his ambition and he will readily persuade himself that he is born to no common destinies. But this is an erroneous notion, which is corrected by daily experience. The same equality that allows every citizen to conceive these lofty hopes renders all the citizens less able to realize them; it circumscribes their powers on every side, while it gives freer scope to their desires. Not only are they themselves powerless, but they are met at every step by immense obstacles, which they did not at first perceive. They have swept away the privileges of some of their fellow creatures which stood in their way, but they have opened the door to universal competition; the barrier has changed its shape rather than its position. When men are nearly alike and all follow the same track, it is very difficult for any one individual to walk quickly and cleave a way through the dense throng that surrounds and presses on him. This constant strife between the inclination springing from the equality of condition and the means it supplies to satisfy them harasses and wearies the mind.

It is possible to conceive of men arrived at a degree of freedom that should completely content them; they would then enjoy their independence without anxiety and without impatience. But men will never

P7: The author claims that American's restlessness stems from their desire for material goods.

P8: The author discusses how the short span of life, and therefore, the short time available to acquire material possessions, causes Americans to always feel anxious.

P9: The author claims that the fact that the possibility of social mobility creates restlessness.

P10: The author claims that people who strive for physical gratifications (Americans) will only do so if the effort to acquire those gratifications is not terribly uncomfortable.

P11: The author claims that equality may seem like it would allow more people to achieve goals; however, he claims that it actually causes more competition and fewer people can reach their goals.

establish any equality with which they can be contented. Whatever efforts a people may make, they will never succeed in reducing all the conditions of society to a perfect level; and even if they unhappily attained that absolute and complete equality of position, the inequality of minds would still remain, which, coming directly from the hand of God, will forever escape the laws of man. However democratic, then, the social state and the political constitution of a people may be, it is certain that every member of the community will always find out several points about him which overlook his own position; and we may foresee that his looks will be doggedly fixed in that direction. When inequality of conditions is the common law of society, the most marked inequalities do not strike the eye; when everything is nearly on the same level, the slightest are marked enough to hurt it. Hence the desire of equality always becomes more insatiable in proportion as equality is more complete.

Among democratic nations, men easily attain a certain equality of condition, but they can never attain as much as they desire. It perpetually retires from before them, yet without hiding itself from their sight, and in retiring draws them on. At every moment they think they are about to grasp it; it escapes at every moment from their hold. They are near enough to see its charms, but too far off to enjoy them; and before they have fully tasted its delights, they die.

To these causes must be attributed that strange melancholy which often haunts the inhabitants of democratic countries in the midst of their abundance, and that disgust at life which sometimes seizes upon them in the midst of calm and easy circumstances. Complaints are made in France that the number of suicides increases; in America suicide is rare, but insanity is said to be more common there than anywhere else. These are all different symptoms of the same disease. The Americans do not put an end to their lives, however disquieted they may be, because their religion forbids it; and among them materialism may be said hardly to exist, notwithstanding the general passion for physical gratification. The will resists, but reason frequently gives way.

In democratic times enjoyments are more intense than in the ages of aristocracy, and the number of those who partake in them is vastly larger: but, on the other hand, it must be admitted that man's hopes and desires are oftener blasted, the soul is more stricken and perturbed, and care itself more keen.

P12: The author claims that true equality can never exist because there will always be inequality of minds.

P13: The author claims that no democratic nation can ever achieve complete equality, but that they will continue to strive for it.

P14: The author discusses how both the French and Americans suffer from this discontent with life, despite "abundance."

P15: The author claims that democratic times cause people to have their "hopes and desires. . .blasted" more so than aristocratic times.

Interpreting Meaning in “Volume II: Chapter XIII, Why the Americans Are So Restless in the Midst of Their Prosperity”

Reread the text, “Volume II: Chapter XIII, Why the Americans Are So Restless in the Midst of Their Prosperity” by Alexis de Tocqueville. Highlight the words *gratifications*, *equality*, and *inequality*. Determine the connotative meaning of these specific words over the course of the text.

Central Idea:

Central Idea:

Paragraph	Connotative Meaning (gratifications)	Explain how this key term develops deTocqueville’s central idea(s).
4		
7		
10		
Paragraph	Connotative Meaning (inequality/equality)	Explain how this key term develops deTocqueville’s central idea(s).
11		
12		

13		
----	--	--

Practice Cold-Read Task Answer Key

1. _____ Part A

_____ Part B

2. _____

3. _____ Part A

_____ Part B

4. _____ Part A

_____ Part B

5. _____

6. _____ Part A

_____, and _____ Part B

Tone Words¹

Tone is the speaker's attitude toward the subject of a text and is revealed through the author's word choice, organization, choice of detail, and sentence structure. The tone of a text impacts meaning. Your understanding of the text, how you feel about the text, and how the text impacts you are all related to the tone.

The following are sample tone words, which can be used to describe the tone of a text.

Positive Tone	Neutral Tone	Negative Tone
<ul style="list-style-type: none"> • Eager, zealous • Imaginative, fanciful, whimsical • Humorous, playful, comical • Respectful, admiring, approving • Sincere • Powerful, confident • Complimentary, proud • Calm, tranquil, peaceful • Sentimental, nostalgic, wistful, bittersweet • Excited, exuberant, exhilarated • Happy, joyful, giddy, contented 	<ul style="list-style-type: none"> • Conversational, informal • Matter-of-fact • Reflective • Impartial, objective, indifferent • Scholarly, instructive • Practical, pragmatic • Subdued, restrained, low-key • Serious, formal, solemn • Uncertain • Straightforward, direct, candid 	<ul style="list-style-type: none"> • Accusatory, pointed • Cynical, bitter, biting, sharp • Satirical, critical • Condescending, arrogant, haughty • Contemptuous, scornful • Sarcastic, ironic, mocking, wry • Silly, childish • Sad, depressed, melancholy • Angry, indignant, harsh • Fearful, panicked, anxious • Demanding, insistent, urgent • Skeptical, dubious, questioning • Pretentious, pompous

¹ Adapted from

http://www.mhasd.k12.wi.us/cms/lib04/WI01001388/Centricity/Domain/123/Huge_list_of_tone_words_with_definitions.pdf

Analyzing Tone

Activity 1--Chapter 7 of The Great Gatsby

1) Record three quotations from Chapter 7 below that reveal Nick's changing opinions about the people and situations around him.

a.)

b.)

c.)

2) Use the Tone Words Handout to identify the tone that is created in each of these lines. Identify the tone next to the quotation. Highlight the portions of the quotation that create this tone.

3) What does the change in Nick's tone reveal about his opinion of high-society and the people who exist within it?

Activity 2--"The Fallacy of Success" by G.K. Chesterton

Read

(1) There has appeared in our time a particular class of books and articles which I sincerely and solemnly think may be called the silliest ever known among men. They are much more wild than the wildest romances of chivalry and much more dull than the dullest religious tract. Moreover, the romances of chivalry were at least about chivalry; the religious tracts are about religion. But these things are about nothing; they are about what is called Success. On every bookstall, in every magazine, you may find works telling people how to succeed. They are books showing men how to succeed in everything; they are written by men who cannot even succeed in writing books. To begin with, of course, there is no such thing as Success. Or, if you like to put it so, there is nothing that is not successful. That a thing is successful merely means that it is; a millionaire is successful in being a millionaire and a donkey in being a donkey. Any live man has succeeded in living; any dead man may have succeeded in committing suicide. But, passing over the bad logic and bad philosophy in the phrase, we may take it, as these writers do, in the ordinary sense of success in obtaining money or worldly position. These writers profess to tell the ordinary man how he may succeed in his trade or speculation—how, if he is a builder, he may succeed as a builder; how, if he is a stockbroker, he may succeed as a stockbroker. They profess to show him how, if he is a grocer, he may become a sporting yachtsman; how, if he is a tenth-rate journalist, he may become a peer; and how, if he is a German Jew, he may become an Anglo-Saxon. This is a definite and business-like proposal, and I really think that the people who buy these books (if any people do buy them) have a moral, if not a legal, right to ask for their money back. Nobody would dare to publish a book about electricity which literally told one nothing about electricity; no one would dare to publish an article on botany which showed that the writer did not know which end of a plant grew in the earth. Yet our modern world is full of books about Success and successful people which literally contain no kind of idea, and scarcely any kind of verbal sense.

Underline two places in the text that use repetition.

Summarize this paragraph.

What is the connotative meaning of the word "success" in this paragraph? Highlight the terms and phrases that the author uses to establish this connotation.

(2) It is perfectly obvious that in any decent occupation (such as bricklaying or writing books) there are only two ways (in any special sense) of succeeding. One is by doing very good work, the other is by cheating. Both are much too simple to require any literary explanation. If you are in for the high jump, either jump higher than any one else, or manage somehow to pretend that you have done so. If you want to succeed at whist, either be a good whist-player, or play with marked cards. You may want a book about jumping; you may want a book about whist; you may want a book about cheating at whist. But you cannot want a book about Success. Especially you cannot want a book about Success such as those which you can now find scattered by the hundred about the book-market. You may want to jump or to play cards; but you do not want to read wandering statements to the effect that jumping is jumping, or that games are won by winners. If these writers, for instance, said anything about success in jumping it would be something like this: "The jumper must have a clear aim before him. He must desire definitely to jump higher than the other men who

Underline two places in the text that use repetition.

Summarize this paragraph.

What is the connotative meaning of the word

<p>are in for the same competition. He must let no feeble feelings of mercy (sneaked from the sickening Little Englanders and Pro-Boers) prevent him from trying to do his best. He must remember that a competition in jumping is distinctly competitive, and that, as Darwin has gloriously demonstrated, THE WEAKEST GO TO THE WALL." That is the kind of thing the book would say, and very useful it would be, no doubt, if read out in a low and tense voice to a young man just about to take the high jump. Or suppose that in the course of his intellectual rambles the philosopher of Success dropped upon our other case, that of playing cards, his bracing advice would run—"In playing cards it is very necessary to avoid the mistake (commonly made by maudlin humanitarians and Free Traders) of permitting your opponent to win the game. You must have grit and snap and go in to win. The days of idealism and superstition are over. We live in a time of science and hard common sense, and it has now been definitely proved that in any game where two are playing IF ONE DOES NOT WIN THE OTHER WILL." It is all very stirring, of course; but I confess that if I were playing cards I would rather have some decent little book which told me the rules of the game. Beyond the rules of the game it is all a question either of talent or dishonesty; and I will undertake to provide either one or the other—which, it is not for me to say.</p>	<p>"success" in this paragraph? Highlight the terms and phrases that the author uses to establish this connotation.</p> <p>How does the capitalization of the word "success" contribute to the central idea of the text?</p>
<p>(3) Turning over a popular magazine, I find a queer and amusing example. There is an article called "The Instinct that Makes People Rich." It is decorated in front with a formidable portrait of Lord Rothschild. There are many definite methods, honest and dishonest, which make people rich; the only "instinct" I know of which does it is that instinct which theological Christianity crudely describes as "the sin of avarice." That, however, is beside the present point. I wish to quote the following exquisite paragraphs as a piece of typical advice as to how to succeed. It is so practical; it leaves so little doubt about what should be our next step—</p>	<p>What is the author inferring about the text he is referencing?</p>
<p>(4) "He had the money-making instinct. He seized his opportunities, the opportunities that were given by the application of the steam-engine to ocean traffic, and by the birth of railway locomotion in the wealthy but undeveloped United States of America, and consequently he amassed an immense fortune.</p> <p>(5) "Now it is, of course, obvious that we cannot all follow exactly in the footsteps of this great railway monarch. The precise opportunities that fell to him do not occur to us. Circumstances have changed. But, although this is so, still, in our own sphere and in our own circumstances, we can follow his general methods; we can seize those opportunities that are given us, and give ourselves a very fair chance of attaining riches."</p> <p>(6) Speaking about the instinct that makes people rich, the same writer remarks---</p> <p style="padding-left: 40px;">"In olden days its existence was fully understood. The Greeks enshrined it in the story of Midas, of the 'Golden Touch.' Here was a man who turned everything he laid his hands upon into gold.</p>	<p>Summarize what is stated in this referenced text.</p>

<p>His life was a progress amidst riches. Out of everything that came in his way he created the precious metal. 'A foolish legend,' said the wiseacres of the Victorian age. 'A truth,' say we of to-day. We all know of such men. We are ever meeting or reading about such persons who turn everything they touch into gold. Success dogs their very footsteps. Their life's pathway leads unerringly upwards. They cannot fail."</p>	
<p>(7) Unfortunately, however, Midas could fail; he did. His path did not lead unerringly upward. He starved because whenever he touched a biscuit or a ham sandwich it turned to gold. That was the whole point of the story, though the writer has to suppress it delicately, writing so near to a portrait of Lord Rothschild. The old fables of mankind are, indeed, unfathomably wise; but we must not have them expurgated in the interests of Mr. Vanderbilt. We must not have King Midas represented as an example of success; he was a failure of an unusually painful kind. Also, he had the ears of an ass. Also (like most other prominent and wealthy persons) he endeavoured to conceal the fact. It was his barber (if I remember right) who had to be treated on a confidential footing with regard to this peculiarity; and his barber, instead of behaving like a go-ahead person of the Succeed-at-all-costs school and trying to blackmail King Midas, went away and whispered this splendid piece of society scandal to the reeds, who enjoyed it enormously. It is said that they also whispered it as the winds swayed them to and fro. I look reverently at the portrait of Lord Rothschild; I read reverently about the exploits of Mr. Vanderbilt. I know that I cannot turn everything I touch to gold; but then I also know that I have never tried, having a preference for other substances, such as grass, and good wine. I know that these people have certainly succeeded in something; that they have certainly overcome somebody; I know that they are kings in a sense that no men were ever kings before; that they create markets and bestride continents. Yet it always seems to me that there is some small domestic fact that they are hiding, and I have sometimes thought I heard upon the wind the laughter and whisper of the reeds.</p>	<p>What is the effect of the author's use of parentheses in this paragraph?</p> <p>Summarize this paragraph.</p>
<p>(8) At least, let us hope that we shall all live to see these absurd books about Success covered with a proper derision and neglect. They do not teach people to be successful, but they do teach people to be snobbish; they do spread a sort of evil poetry of worldliness. The Puritans are always denouncing books that inflame lust; what shall we say of books that inflame the viler passions of avarice and pride? A hundred years ago we had the ideal of the Industrious Apprentice; boys were told that by thrift and work they would all become Lord Mayors. This was fallacious, but it was manly, and had a minimum of moral truth. In our society, temperance will not</p>	<p>What connotative meaning does the author suggest through his word choice? Highlight the terms and phrases that the author uses to establish this connotation.</p>

help a poor man to enrich himself, but it may help him to respect himself. Good work will not make him a rich man, but good work may make him a good workman. The Industrious Apprentice rose by virtues few and narrow indeed, but still virtues. But what shall we say of the gospel preached to the new Industrious Apprentice; the Apprentice who rises not by his virtues, but avowedly by his vices?	
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Activity 3:

- 4) In your own words, write a statement that communicates Chesterton's argument.
- 5) How does the structure of the text develop Chesterton's argument?
- 6) How does the author use and refine the word "success" throughout the course of this text?
- 7) What is similar about Nick's opinion of high-society in chapter 7 of *The Great Gatsby* and Chesterton's argument about success and successful people in "Fallacy of Success"?

Accountable Talk Sentence Stems¹

Stems for explaining your thinking

I believe ____ because ____.

I agree with ____ because ____.

I respectfully disagree with ____ because ____.

____, could you please clarify what you mean by ____.

On page ____, it says ____, so I think ____.

Stems to provide feedback to your partner

I understood that you said ____.

May I point out ____?

I would like to suggest ____.

Do you mind clarifying ____?

I am definitely interested in hearing more about ____.

In your (response), you suggest ____.

Let me add to what we have been discussing ____.

Stems for explaining your thinking

I believe ____ because ____.

I agree with ____ because ____.

I respectfully disagree with ____ because ____.

____, could you please clarify what you mean by ____.

On page ____, it says ____, so I think ____.

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I am definitely interested in hearing more about ____.

In your (response), you suggest ____.

Let me add to what we have been discussing ____.

¹ "Accountable Discussions." - *The Teacher Toolkit*. Region 13 Educator Certification Program, 3 Mar. 2013. Web. 01 July 2016.

***The Great Gatsby* Timed Write Planning Handout**

Directions: Answer the questions on the handout to help you plan your essay.

Prompt: In a multi-paragraph timed write that focuses primarily on the last six paragraphs of *The Great Gatsby*:

- Describe Gatsby's dream and its impact on the characters of the novel.
- How is Gatsby's dream representative of the American Dream?

1.) Describe Gatsby's dream.

2.) How does Gatsby's dream impact the characters in the novel? (hint: think about a general impact that it has on several different characters)

Answer:

Quote 1:

Quote 2:

3.) How is Gatsby's dream representative of the American Dream?

Answer:

Quote 1:

Quote 2:

Thesis statement template: Gatsby's dream was _____

and impacted the characters in the novel _____ ; however, it is
representative

of the American Dream because _____.

Script Template

Your Scene: _____

List the Characters in this scene. Write the name of the student next to the character he/she will be playing.

- Narrator

Setting of the scene: _____

_____	:	_____

_____	:	_____

_____	:	_____

_____	:	_____

_____	:	_____

[illegible]

Discussion Preparation

Question	Your answer	Evidence to support your claim
How do the last two chapters of the book help to finalize themes in the novel?		
What is the impact of Nick telling the story in flashback? What incidents or elements of the text appear to provide clues for future events?		
What is the tone of this section of the text? How does Fitzgerald create tone and how does the tone interact with other literary elements?		
Select two quotations from the novel that are particularly fresh, engaging, or aesthetically pleasing? Examine Fitzgerald's word choice including figurative and connotative meanings. What is the resulting tone? What is the impact of the tone on the meaning and effect of the novel?		
Using your character chart, choose at least two characters. Consider each character and how he/she is introduced and developed, and his or her impact on meaning and themes of the novel.	**Use Character Chart	**Use Character Chart

Based on the tone of the novel and the language used to describe the various characters, how does Fitzgerald seem to feel about the lifestyles he portrays in the novel?		
Choose one main event from the novel. Describe how Fitzgerald's choices (language, imagery, symbolism, tone, point of view, etc.) contribute to the impact and meaning of that event and how that event adds to the development of a theme.		

The Great Gatsby Reader's Theater Script Template

Scene you are adapting (include page numbers): _____

Characters in scene. (Include which student will play each character:)

-
-
-

Scene:	Dialogue	Text Citation
Character: Stage direction(s):		

Reader's Theater Peer Evaluation

Group	Division of Parts <ul style="list-style-type: none"> Did the group divide the script into a balance of narration and dialogue? 	Eye Contact <ul style="list-style-type: none"> Did the presenters make appropriate eye contact during the performance depending on their role? 	Speaking Voices <ul style="list-style-type: none"> Did the presenters speak loudly enough? Did the presenters use inflection and variation when necessary? Did the presenters speak slowly enough? 	Overall Evaluation <ul style="list-style-type: none"> What was the strongest part of this performance?(glow) What was the weakest part of this performance?(grow)
Group 1: Chapter 1, the party scene at Tom and Daisy Buchanan's (i.e., beginning with Nick's arrival at their home and ending with Daisy saying, "sophisticated—God I'm sophisticated!")				
Group 2: Chapter 2, the party scene in New York City (i.e., beginning with the "puppy scene" and ending with the narrator waiting for the 4:00 train).				
Group 3: Chapter 3, the first				

party at Gatsby's house (i.e., beginning with the narrator looking for the host of the party and ending with the butler announcing a phone call and Gatsby leaving to take it).				
Group 4: Chapter 4, the scene where Nick and Gatsby go to the city to meet Wolfsheim (i.e., beginning with Gatsby's car coming up Nick's driveway and ending with Gatsby leaving after meeting Tom).				
Group 5: Chapter 5, Gatsby and Daisy's reunion at Nick's house (i.e., beginning with Nick inviting Daisy to tea and ending with the "shirt scene").				
Group 6: Chapter 7, the last party at the Buchanans' and in the city (i.e., beginning with "the kiss" and ending with Daisy storming out of the party).				

“The Egg” Post-Reading Questions

1. What are two central ideas in this text?
2. Examine the author’s word choice and sentence structure throughout the text. What words contain strong connotations? Are there any patterns? What sentences are compelling or powerful? How does the structure of those sentences contribute to their power?
3. How does the author create tone in “The Egg”? Is the tone consistent throughout, or does it shift? How does the tone reveal the author’s attitude toward the American Dream and family relationships?
4. How do the narrator’s point of view, tone, and characterization contribute to the development of multiple themes?

“The Egg” Character Chart

Character Name	Character Description	Textual Evidence	Narrator’s Opinion	Textual Evidence
Father			Father probably would have been happier if he never pursued the American Dream.	‘My father was, I am sure, intended by nature to be a cheerful, kindly man.’
Mother				

“I Hear America Singing”
Walt Whitman

I hear America singing, the varied carols I hear,
Those of mechanics, each one singing his as it should be blithe
and strong,
The carpenter singing his as he measures his plank or beam,
The mason singing his as he makes ready for work, or leaves off 5
work,
The boatman singing what belongs to him in his boat, the
deckhand singing on the steamboat deck,
The shoemaker singing as he sits on his bench, the hatter singing
as he stands, 10
The wood-cutter’s song, the ploughboy’s on his way in the
morning, or at noon intermission or at sundown,
The delicious singing of the mother, or of the young wife at
work, or of the girl sewing or washing,
Each singing what belongs to him or her and to none else, 15
The day what belongs to the day—at night the party of young
fellows, robust, friendly,
Singing with open mouths their strong melodious songs.

This text is in the public domain.

“Quilt of a Country” by Anna Quindlen Evidence Chart

What is the thesis statement for this article? (quote it directly)

Paraphrase this thesis statement:

Interpret the author’s choices that contribute to the persuasiveness of the text. (Consider the use of language, information from sources, use of varied syntax, as well as rhetorical appeals.) In the chart below, record the effective quotations from the text in column 1. In column 2, identify the rhetorical appeal that is used. In column 3, analyze how the author uses language, varied syntax, or source information to develop the rhetorical appeal and contribute to the persuasiveness of the text.

Effective Quotation	Rhetorical Appeal Created	How does the author use language, varied syntax, or source information to create the rhetorical appeal?

The American Dream Extension Task Preparation Sheet

1. Thinking about the prompt.

Read the following prompt:

Conduct additional research on the meaning of the American Dream. Then write a research-based essay making a claim about how attainable you believe the American dream to be. You should support your argument with examples and counterexamples from the literature read throughout the unit as well as evidence gathered through your independent research (see links provided by your teacher).

- Underline the task.
- Rephrase what the prompt is asking you to do:

- What is your claim about this topic right now? Why do you feel this way?

- What are some texts that you have read in this unit that support your claim? (examples)

- What are some texts that would not support your claim? (counterexamples)

- Create a “working thesis,” the claim that you have as you begin your research:

The American Dream is _____ because _____.

2. Conducting research.

Your teacher has provided you with a list of sources. Use the chart below to help you organize evidence collected as you research. Remember, you are also going to use information gathered from the texts you read in the unit. Use a source citation generator such as Easy Bib or Bib Me to create an MLA citation for each source used.

Source Title and citation	Specific Evidence to Include in Paper Please include correct parenthetical citation with page number or paragraph number	How does this evidence support your claim?

Sources from the Unit		

3. After conducting research on your topic, has your claim changed? Make alterations to your “working thesis” here:
The American Dream is _____; this dream is (attainable/unattainable) because

4. Outlining

Write your thesis statement here. Use the following thesis statement from “Quilt of a Country” as your model:

“America is an improbable idea. A mongrel nation built of ever-changing disparate parts, it is held together by a notion, the notion that all men are created equal, though everyone knows that most men consider themselves better than someone.”

Your Thesis Statement: _____

****Remember to include claims and counterclaims in your body paragraphs**

Topic of Body Paragraph 1: _____
Texts discussed in this paragraph: _____

Topic of Body Paragraph 2: _____
Texts discussed in this paragraph: _____

Topic of Body Paragraph 3: _____
Texts discussed in this paragraph: _____

5. Creating Citations

Place the bibliographic citations for your sources in alphabetical order in the chart below.

MLA Citation

**These sources should be listed in alphabetical order on the Works Cited page in your paper.

6. Drafting.

- Complete a draft of your essay. Look over your outline of “Quilt of a Country” and the text itself as you write your draft. Use Quindlen’s language, varied syntax, and integration of sources as models for your own paper.

7. Peer Revision

- Trade papers with a classmate and complete peer revisions of your essays, using the steps below:
 - Identify and underline the thesis or main claim of the essay.

- Next to each body paragraph, write a one-sentence summary. Determine how the ideas of the body paragraph are connected to the main claim of the essay. Next to the thesis statement, write a brief summary describing the organization and connection between various ideas of the essay.
- In each paragraph, highlight the information used from the sources. Make sure that this source information supports the thesis. . Place a plus sign next to relevant evidence from sources and a minus sign next to irrelevant evidence or false reasoning.
- Review the sentence structure and use the Mentor Sentence Anchor Chart to offer suggestions for increasing the complexity by adding more phrases and clauses or varying syntax. Highlight (in a second color) sentences that need to be revised to vary syntax. Add suggestions for revisions to these highlighted sentences.
- Examine the vocabulary used in the paper. Circle words that could be replaced with more specific vocabulary. Make suggestions for revisions.
- Edit the essay for spelling mistakes and use of proper punctuation, Suggest one use of a hyphenated adjective in the paper.

8. Publishing

- Use available technology to publish your paper, making sure to include all revisions. When you have completed publishing, use the Extension Task Rubric to evaluate your finished product. Make any corrections needed.

Cold-Read Task Answer Sheet

1. _____

2. _____ Part A

_____ Part B

3. _____

4. _____

5. _____

6. _____ Part A

_____ Part B

7. _____ Part A

_____ Part B

8. _____ Part A

_____ Part B

9. _____

10.

Disillusionment with the American Dream	Economic Concerns with the American Dream	Historical & Cultural Context of the American Dream	Contemporary Political Use of the American Dream

11.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Culminating Writing Task

Prompt:

How do the various texts in the unit treat the topic of the American Dream as described by Cullen?

Write an explanatory essay in response to the question that conveys complex ideas clearly and accurately through the effective selection, organization, and analysis of the various texts. Be sure use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of strong and thorough textual evidence that is integrated while maintaining the flow of ideas and including proper citation.

1. Underline the main task(s) and highlight other directions of the prompt.
2. In your own words, what two things is this task asking you to do?
3. Look over the Cullen central idea analysis for Cullen's text. Read through your notes. List three of Cullen's central ideas in the space below.
 -
 -
 -
4. What texts from the unit will you connect to Cullen's central ideas?

5. Use your American Dream Anchor Chart to complete the chart below:

Central Idea from Cullen	Text that connects to this central idea	How does this text connect to Cullen's central idea? Use textual evidence to support your claim.
1.	•	• • •
2.	•	• • •
3.	•	• • •

6. Compose a working thesis:

In Cullen's book, *The American Dream: A Short History of an Idea that Shaped a Nation*, the author claims that _____; these ideas about the American Dream are also seen in _____

7. Organize your essay:

Introduction:

Interesting intro:

Thesis:

Body Paragraph 1 Topic: _____

Topic sentence:

Texts to discuss/Quotations to use:

Body Paragraph 2 Topic: _____

Topic Sentence:

Texts to discuss/Quotations to use:

Body Paragraph 3 Topic: _____

Topic Sentence:

Texts to discuss/Quotations to use:

Conclusion:

8. Draft your paper.

9. In your small groups:

- Trade papers with another student.
- Read one paragraph from his/her paper.
- Add one-two independent or dependent clauses that will add clarity to the paragraph.

- Find two places that lack cohesion. Make suggestions of words or phrases to add to the paragraph to increase cohesion.
- Switch papers with another student and repeat this process.

8. Self-Evaluation. Read your paper and ask yourself these questions:

Self- Evaluation Checklist	
Did I:	✓
fully discuss the text's meaning? Did I go beyond summarizing?	
include information that was stated in the text and information that was inferred?	
address the prompt?	
make a claim that was specific and precise?	
include support for my claim?	
balance information from various texts (i.e. did not include too much from one source)?	
include language that created cohesion (i.e. transitional words and phrases)?	
vary my syntax and use specific vocabulary?	
maintain a formal tone throughout the paper?	
maintain correct language conventions throughout my paper?	
use correct MLA citations throughout the paper?	
include a Works Cited page listing all of my sources?	

9. Make any corrections needed after your self-evaluation.

10. Write your final draft.

Student Editing Checklist

Problem	Symbol	Example	Self	Peer
Awkward wording	Awk	Middle school students have a lot of pressure on them being high achievers. Awk		
Fragment	Frag	Because the map shows us. Frag		
Run-on/Fused sentence	RO	I was hungry, the pie looked delicious. RO		
Verb tense problem	VT	If I went to school, I would have learned something. VT		
Begin new paragraph	¶	"I knew it," I said. ¶ I thought so," she replied.		
Spelling error	SP	Did you compleat your assignment? SP		
Add	^	I am good at math and he is good at English. ^		
Delete	~	The elephant's trunk is really loose. ~		
Transpose elements	~	He only picked the one he liked. ~		
Capitalize	≡	Is new York a state or a city? ≡		
Make lowercase	/	Mike and Rita are only friends. /		
Add a period	○	This is a declarative sentence. ○		
Close up this space	○	Jordan lost his favorite basket ball. ○		
Space needed	#	I have only threefriends: Ted, Raoul, and Alice. #		