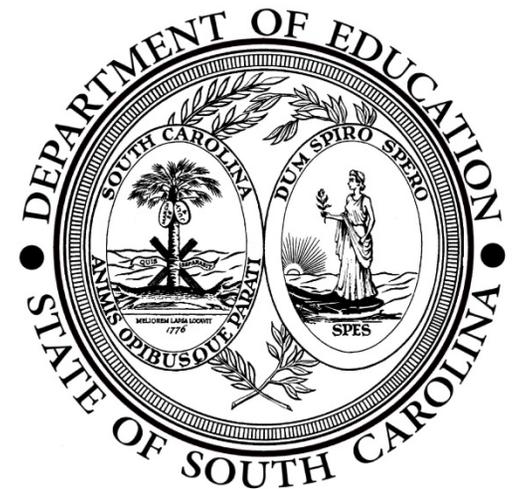


English 3

Informative/Explanatory Writing- Writing the American Dream and the Pursuit of Happiness

Instructional Unit Resource for the
*South Carolina College- and Career-Ready Standards for
English Language Arts*

South Carolina Department of Education
Office of Standards and Learning
August 2016



**English 3: Writing Informative/Explanatory:
The American Dream and The Pursuit for Happiness**

Unit Rationale

This unit is a student-centered inquiry-based unit centering on the themes of The American Dream and The Pursuit of Happiness. The purpose of this unit is for students to examine the themes of the American Dream and The Pursuit of Happiness in both literary and informative texts in order to craft an informative essay. The culminating project for this unit is a multi-genre research project which allows students to evaluate The American Dream and The Pursuit of Happiness through a variety of perspectives.

The Profile of the South Carolina Graduate (<http://ed.sc.gov/scdoe/assets/File/newsroom/Profile-of-the-South-Carolina-Graduate.pdf>) addresses three areas of importance for all high school graduates: World Class Knowledge, World Class Skills, and Life and Career Characteristics. World Class Knowledge and some World Class Skills are typically taught in the educational setting, but Life and Career Characteristics, commonly called soft skills, are equally important. These skills and traits include integrity, self-direction, global perspective, perseverance, worth ethic, and interpersonal skills; without these skills, the student, no matter how bright, will not be able to achieve his fullest potential. These skills will be enhanced through the use of the writing workshops as students develop their own multimedia portfolio that will require students to use inquiry, analysis, comprehension, writing, and synthesis skills at the highest levels of Bloom’s Taxonomy and Webb’s Depth of Knowledge. The activities and assignments students will complete will address many aspects of the Profile of the South Carolina Graduate in all three areas. Specifically, students’ analyses of speeches, texts, and photographs will hone the skills of critical thinking, problem solving, communication, information, and media and technology as outlined in the Profile of the South Carolina Graduate. Additionally, the assignments require students to collaborate with peers and adults Collaboration and teamwork are two of the most essential of the World Class Skills Students will improve their interpersonal skills, integrity, perseverance, and work ethic, as demonstrated in the completion of the culminating project.

Estimated time frame: five weeks.

Standards and Indicators

Targeted implies that these standards are the focus of the unit.

Embedded implies that these standards will be naturally integrated throughout the units.

Targeted Standards/Indicators

Inquiry

- E3.I.3 Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.**
- E3.I.3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.
- E3.I.3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.
- E3.I.4 Synthesize information to share learning and/or take action.**
- E3.I.4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.

Reading-Literary Text

E3.RL.5 Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

E3.RL.5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations.

E3.RL.6 Summarize key details and ideas to support analysis of thematic development.

E3.RL.6.1 Analyze the development of related themes across multiple texts, citing evidence to support analysis; provide an objective summary.

E3.RL.9 Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.

E3.RL.9.1 Analyze and interpret the impact of the author’s use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful.

Reading—Informational Text

E3.RI.5 Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.

E3.RI.5.1 Cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate multiple supported interpretations.

E3.RI.8 Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.

E3.RI.8.1 Determine the figurative, connotative, or technical meanings of words and phrases; analyze how an author uses and refines words and phrases over the course of a text.

Writing

E3.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

E3.W.2.1 Write informative/explanatory texts that:

- a. introduce a topic
- b. use relevant information from multiple print and multimedia sources
- c. organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole
- d. assess the credibility and accuracy of each source
- e. include formatting, graphics, and multimedia to aid as needed
- f. develop the topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic
- g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

- h. develop and strengthen writing as needed by planning, revising, editing, rewriting
- i. use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts
- j. use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic
- k. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline and
- l. provide a concluding statement or section that follows from and supports the information or explanation presented.

E3.W.4 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

E3.W.4.1

When writing:

- a. use verb, noun, prepositional, and verbal phrases to communicate different meanings;
- b. use independent, dependent, noun, relative, and adverbial phrases and clauses to convey shades of meaning and variety;
- c. demonstrate command of grammar and usage rules;
- d. apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested; and
- e. resolve issues of complex or contested usage, consulting references as needed.

Communication

E3.C.3 Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.

E3.C.3.1 Analyze how content influences choice of communication, and employ the appropriate mode for presenting ideas in a given situation.

E3.C.4 Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.

E3.C.4.1 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

E3.C.4.2 Analyze the speaker’s delivery of messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details.

E3.C.4.3 Evaluate the effectiveness of the speaker’s use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.

E3.C.5 Incorporate craft techniques to engage and impact audience and convey messages.

E3.C.5.2 Deliver messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well organized facts and details.

E3.C.5.3 Develop messages that use logical, emotional, and ethical appeals.

Embedded Standards/Indicators

Reading-Literary Text

E3.RL.7 Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.

E3.RL.7.1 Analyze the development of theme across diverse media, modality, and format.

E3.RL.7.2 Analyze how literary texts and related media allude to themes and archetypes from historical and cultural traditions.

Reading-Informational Text

E3.RI.6 Summarize key details and ideas to support analysis of central ideas.

E3.RI.6.1 Determine two or more central ideas of a text and analyze their development over the course of a text including, how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.

E3.RI.7 Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.

E3.RI.7.1 Analyze how the use of different mediums, modalities, or formats impacts the reader's understanding of events, topics, concepts, and ideas in argument or informative texts.

E3.RI.10 Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style.

E3.RI.10.1 Use context clues to determine the meanings of words and phrases.

E3.RI.11 Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.

E3.RI.11.1 Evaluate the effectiveness of the author's use of text features and structures to support a claim.

E3.RI.11.2 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Writing

E3.W.5 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

E3.W.6 Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.

E3.W.6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.

Communication

E3.C.1 Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

E3.C.1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.

E3.C.2 Articulate ideas, claims, and perspectives in a logical sequence, using information, findings, and credible evidence from sources.

E3.C.2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

E3.C.5 Incorporate craft techniques to engage and impact audience and convey messages.

E3.C.5.2 Deliver messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well organized facts and details.

E3.C.5.3 Develop messages that use logical, emotional, and ethical appeals.

Clarifying Notes and/or “I Can” Statements

Clarifying Notes

- This unit is designed thematically to teach literary texts, informational texts, and a variety of other media while teaching informational/explanatory writing skills. Reading and writing strategies should be interwoven in order to build student competency.
- The Learning Target instructional strategies are suggestions and should not be considered prescriptive.
- Teachers should incorporate all communication standards into daily lessons, discussions, and assessments.
- With the exception of the first lesson, the instructional strategies listed are not to be taught in any particular order.

“I Can” Statements

“I Can” statements are learning targets of what students need to know and be able to do as it relates to the standards/indicators.

- I can apply an examination of historical, social, cultural, or political context to broaden question-making abilities. (E3.I.3.3)
- I can evaluate a source for perspective, validity, and bias. (E3.I.3.)
- I can analyze relationships and patterns of evidence to critically support a conclusion. (E3.I.4.1)
- I can analyze a text for meaning and find multiple interpretations if present in literary text. (E3.RL.5.1)
- I can understand the development of plot structure, make predictions, and determine the author’s purpose. (E3.RL.6.1)
- I can analyze the use of word choice, including the figurative and connotative meanings of words and their effect on tone in a literary text. (E3.RL.9.1)
- I can use clues to determine the meaning of unfamiliar words and phrases in a literary text. (E3.RL.10.1)
- I can analyze how point of view impacts content, meaning, and style. (E3.RL.11.1)
- I can analyze text for meaning and find multiple interpretations if present in informational text. (E3.RI.5.1)
- I can determine and analyze the use of word choice, including the figurative and connotative meanings of words and their effect on tone in an informational text. (E3.RI.8.1)
- I can write expository/informative texts. (E3.W.2)
- I can demonstrate a command of the conventions of Standard English grammar and usage. (E3.W.4.1)
- I can, while presenting, manipulate the mode of communication to best convey context. (E3.C.3.1)
- I can evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. (E3.C.4.1)
- I can analyze a message to determine which types of emotional appeals and rhetorical devices are being used. (E3.C.4.2)
- I can understand that a speaker’s style of delivery will affect both the message and the audience. (E3.C.4.3)

- I can analyze how repetition, rhetorical questions, and style impact the message and the audience. (E3.C5.2)
- I can develop specific messages that use rhetorical appeals for a specific purpose. (E3.C.5.3)

Suggested Essential Question(s)

These are **suggested** essential questions that will help guide student inquiry.

- What is the American Dream?
- Is the American Dream achievable for all Americans?
- How has the American Dream changed over time?
- How does culture shape the American dream?
- In what ways does the American Dream manifest itself in American life?
- Does hard work guarantee success?

Academic Vocabulary

Some students may need extra support with academic vocabulary. Teaching vocabulary in an instructional context is recommended rather than teaching in isolation. An appropriate time to deliver explicit instruction is during the modeling process.

formal language
informal language
tone
rhetorical questions
claims
counterclaims
parallelism
juxtaposition
antithesis
ethos
pathos
logos

Prior Knowledge

Prior to this unit, students will need experience with:

- Identifying perspective, validity and bias in texts
- Analyzing meaning and author's purpose in literary and informational texts.
- Identifying and analyzing the figurative and connotative meanings of words and their effect on tone
- Analyzing how point of view impacts content, meaning, and style
- Identifying and analyzing specific arguments and claims across texts and mediums

- Identifying and analyzing rhetorical strategies across texts and mediums
- Writing and editing expository/informative texts
- Utilizing rhetorical strategies within their writing

Subsequent Knowledge

In English 4, students will be asked to expand upon concepts and skills learned in English 3. They will

- Evaluate historical, social, cultural, and political context of texts across mediums
- Analyze and evaluate common themes across multiple texts and mediums
- Analyze meaning and author’s purpose in literary and informational texts
- Analyze and evaluate how point of view impacts content, meaning, and style
- Analyze and evaluate rhetorical strategies across texts and mediums
- Write and edit expository/informative texts
- Utilize rhetorical strategies within their writing
- Evaluate specific arguments and claims across texts and mediums

Potential Instructional Strategies

This unit utilizes the workshop model. Although the times may vary slightly, the instructional components establish the rituals and routines for seamless classroom instruction. The workshop model framework can be found at <http://schools.nyc.gov/documents/d75/math/Workshop%20model.pdf>. For further information about the workshop model, literature circles, and student roles, please refer to the resources at the end of this unit.

Since multiple texts are suggested for this unit, we have also included links to analysis questions and novel units for each major work included. These links may be found in the resources at the end of this unit.

Instructional Strategy: Four Corners Debate

Learning Target: I can evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. (E3.C.4.1)

This strategy is a way to introduce the theme of the American Dream to your students and to allow them to determine how they define the American Dream. It is recommended that this strategy be used at the beginning of the unit.

A Four Corners Debate allows students to show their position on a specific statement or statements by standing in a particular corner of the room. It also requires all students to take a position. Teachers may also wish to use this introductory activity as a pre-writing activity.

See the following website for more information: http://learning.blogs.nytimes.com/2015/12/10/skills-and-strategies-the-four-corners-exercise-to-inspire-writing-and-discussion/?_r=0.

Procedure

Step 1: Label each corner of the room as “strongly agree,” “agree,” “disagree,” or “strongly disagree.” The handout [“Introduction to the American](#)

[Dream](#)” may be found in the Appendix. This handout contains a list of controversial statements related to the American Dream. Set the norms for having a respectful debate.

Step 2: Distribute the statements to students, and give them an opportunity to read them and respond to them in writing.

Step 3: After students have determined their personal response to the statements, read one of the statements aloud, and ask the students to move to the corresponding corner of the room.

Step 4: Once students are in their places, ask for volunteers to justify their positions. Encourage students to switch corners if something someone else says causes a change of mind. After a representative from each corner has defended his or her position, allow students to question each other’s evidence and ideas. Repeat the process with as many statements as you choose. To clarify main ideas, you may wish to chart the main arguments on the board.

Step 5: Allow students time to write their thoughts at the end of the four corners. This assignment may be carried out through journaling, a short one-page essay, or by completing the statement, “I used to think _____, but now I know _____.”

Note: What follows are suggested instructional strategies that can be used with a variety of texts. There is no prescribed order for these strategies.

Instructional Strategy: Analyzing A Poem

Learning Target: I can analyze a text for meaning and find multiple interpretations if present in literary text. (E3.RL.5.1)

For this instructional strategy, you may use “Harlem (A Dream Deferred)”

<http://fileserv.net-texts.com/asset.aspx?dl=no&id=2013>

Note:

This strategy can be applied to any appropriate literary text for this unit. For a detailed explanation of DIDLs, visit

<http://cbsd.org/cms/lib010/PA01916442/Centricity/Domain/1933/DIDLS%20chart.pdf>

- Begin by defining the terms diction, images, details, language, and sentence structure. See the [DIDLs Literary Analysis Template](#) located in the Appendix.
- Read the poem “Harlem (Dream Deferred).”
- As a class, complete the [DIDLs Literary Analysis Template](#) for this poem.
- Have students share what they learned from their analysis of the poem.

Assessment: To check for students’ understanding, assign another poem, short story, or novel excerpt and have them complete the [DIDLs Literary](#)

[Analysis Template.](#)

Instructional Strategy: Determining Meaning and Tone

Learning Target: I can analyze text for meaning and find multiple interpretations if present in literary or informational text. (E3.RI.5.1)

Students will need a copy of the article “American Dream Faces a Harsh New Reality.”

<http://www.npr.org/2012/05/29/153513153/american-dream-faces-harsh-new-reality>

Note:

This strategy can be applied to any appropriate informational or nonfiction text.

- Begin by defining the terms: diction, imagery, theme, and style. See the [DITS Tone Analysis Template](#) located in the Appendix.
- Read the text “American Dream faces a Harsh New Reality.”
- As a class, complete the [DITS Tone Analysis Template](#) for this article.
- Assign students another article or essay from this unit. Students may complete the analysis in small groups or individually.

Assessment: To check for students’ understanding, assign another poem, short story, or novel excerpt and have them complete the [DITS Tone Analysis Template](#) found in the Appendix.

Instructional Strategy: Researching Pathways to the American Dream

Learning Targets:

- I can apply an examination of historical, social, cultural, or political context to broaden question-making abilities. (E3.I.3.2)
- I can identify and analyze specific details and how they advance the development of a main/central idea over the course of the text. (E3.RI.6.1)
- I can write expository/informative texts. (E3.W.2.1)

In small groups, students should choose one of the following groups’ pathways to the American Dream: the Puritans, the Revolutionaries, or the Transcendentalists. Groups will research their pathway, using the handout “[Historic Pathways to the American Dream](#)” (located in the appendix). Students will then present their information in the form of a Power Point, Prezi, or poster.

Instructional Strategy: Analyzing Sentence Structure

Learning Targets:

- I can determine and analyze the use of word choice, including the figurative and connotative meanings of words and their effect on tone in an informational text. (E3.RI.8.1)
- I can develop and strengthen writing as needed by planning, revising, editing, and rewriting. (E3.W.2.1)

Provide students with a copy of “They Live the Dream” by Dan Rather

http://www.eisenhowerfoundation.org/docs/TheyLiveTheDream_Parade_Jun18-2001.pdf or another suitable informational text.

- Students will analyze the sentence structure of the informational text, using the [Sentence Analysis Template](#) located in the Appendix.
- Students will then use the Sentence Analysis Template to analyze a paragraph or two their own writing.
- After using the Sentence Analysis Template on a piece of their own writing, ask students to see if they see patterns in their writing. If so, what does that tell them about their writing?
- Ask students to revise their writing after using the Sentence Analysis Template.

Instructional Strategy: The American Dream and the Pursuit of Happiness Portfolio and Essay

Learning Targets:

- **I can synthesize information to share learning and/or take action. (E3.I.4)**
- **Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions. (E3.I.4.1)**
- **I can write expository/informative texts. (E3.W.2.1)**

Students will explore multiple perspectives of the American Dream and the Pursuit of Happiness. Students will analyze aspects of the Dream through a variety of lenses by collecting music, photographs, art, memes, speeches, and essays on what it means to be American and to pursue happiness in America. The students should then write an expository essay explaining how their collections represent the American Dream. This project may be completed individually or as a collaborative group. Students should create a portfolio or an eportfolio. See the Resources for information on eportfolios. See the Appendix for a copy of the [Final Project](#) handout.

Assessment Task

To check for students’ understanding, assign another poem, short story, or novel excerpt and have them complete the [DIDLs Literary Analysis Template](#). **(E3.RL.5.1)**

To check for students’ understanding, assign another poem, short story, or novel excerpt and have them complete the [DITS Tone Analysis Template](#). **(E3.RI.5.1)**

The American Dream and the Pursuit of Happiness Portfolio and Essay - Students will explore multiple perspectives of the American Dream and the Pursuit of Happiness. Students will analyze aspects of the Dream through a variety of lenses by collecting music, photographs, art, memes, speeches, and essays on what it means to be American and to pursue happiness in America. The students should then write an expository essay explaining how their collections represent the American Dream. This project may be completed individually or as a collaborative group. Students should create a portfolio or an eportfolio. See the Appendix for a copy of the [Final Project](#) handout. **(E3.I.1.1 E3.RL.6.1 E3.RL.7.1 E3.RL.11.1 E3.RI.7.1 E3.RI.10.1 E3.W.2.1)**

Resources

Suggested Texts:

- *The Right Stuff* by Tom Wolfe
- *The Glass Castle* by Jeannette Walls
- *The Secret Life of Bees* by Sue Monk Kidd
- *A Lesson Before Dying* by Ernest Gaines
- *How the Garcia Girls Lost their Accent* by Julia Alvarez
- *The Pursuit of Happyness* by Chris Gardner and Quincy Troupe
- *The Pact: Three Young Men Make a Promise and Fulfill a Dream* by Sampson Davis, George Jenkins, Rameck Hunt, Lisa Page

The Great Gatsby by F. Scott Fitzgerald

https://ebooks.adelaide.edu.au/f/fitzgerald/f_scott/gatsby/

Death of a Salesman by Arthur Miller

http://www.pelister.org/literature/ArthurMiller/Miller_Salesman.pdf

A Raisin in the Sun by Lorraine Hansberry

http://www.taghawaii.net/A_Raisin_in_the_Sun.pdf

Lesson Plans for *A Raisin in the Sun*

<http://edsitement.neh.gov/lesson-plan/raisin-sun-quest-american-dream>

Fences by August Wilson

<http://sonomavalleyhigh.org/home/CA49709534937256/.blogs/post15259/Fences%20script.pdf%20.pdf>

Nickel and Dimed: On (Not) Getting By in America by Barbara Ehrenreich

<http://swcta.net/moore/files/2013/03/Nickel-and-Dimed-Barbara-Ehrenreich.pdf>

Poetry:

“Indian Singing in Twentieth-Century America” by Gail Tremblay

“Ex-Basketball Player” by John Updike

<http://www.poetryfoundation.org/poems-and-poets/poems/detail/43489>

“I Hear America Singing” by Walt Whitman

<https://www.poets.org/poetsorg/poem/i-hear-america-singing>

“next to of course god america i” by e.e. cummings “Let America be America Again” by Langston Hughes
<https://www.poets.org/poetsorg/poem/let-america-be-america-again>

“I Have a Rendezvous with Life” by Countee Cullen
<http://allpoetry.com/I-Have-A-Rendezvous-With-Life>

“Harlem (A Dream Deferred)” by Langston Hughes
<http://fileservnet-texts.com/asset.aspx?dl=no&id=2013>

“Harlem” by Walter Dean Myers
<http://faculty.lagcc.cuny.edu/eiannotti/harlem/harlem.htm>

“Ellis Island” by Joseph Bruchac
<http://www.morganparkcps.org/ourpages/auto/2012/1/9/68939598/Ellis%20Island%20poem.pdf>

“Europe and America” by David Ignatow
<http://tscarjayzad.weebly.com/poetry-analysis.html>

Short Story:

“The Egg” by Sherwood Anderson
<http://www.eldritchpress.org/tales/egg.html>

“Winter Dreams” by F. Scott Fitzgerald
<http://mrgunnar.net/files/Winter%20Dreams%20Text.pdf>

“Mammon and the Archer” by O. Henry
https://americanenglish.state.gov/files/ae/resource_files/mammon-and-the-archer.pdf

Historical Documents:

The Declaration of Independence
<http://mrgunnar.net/files/Declaration%20of%20Independence.pdf>

Informational:

“Sayings of Poor Richard” by Benjamin Franklin
<http://www.sjaweb.org/ourpages/auto/2014/9/25/35062307/Sayings%20of%20Poor%20Richard.pdf>

“Moral Perfection” by Benjamin Franklin
http://www.ftrain.com/franklin_improving_self.html

“Hollywood Dreams of Wealth, Youth, and Beauty”

<http://www.npr.org/2012/06/19/154861194/hollywood-dreams-of-wealth-youth-and-beauty>

“American Dream Faces Harsh New Reality”

<http://www.npr.org/2012/05/29/153513153/american-dream-faces-harsh-new-reality>

“What Happens to the American Dream in a Recession?”

http://www.nytimes.com/learning/teachers/featured_articles/20090511monday.html?version=meter+at+12&module=meter-Links&pgtype=Blogs&contentId=&mediaId=&referrer=https%3A%2F%2Fwww.google.com%2F&priority=true&action=click&contentCollection=meter-links-click

“Testing the Resonance of the American Dream”

<http://www.nytimes.com/1996/06/23/style/testing-the-resonance-of-the-american-dream.html?version=meter+at+12&module=meter-Links&pgtype=Blogs&contentId=&mediaId=&referrer=https%3A%2F%2Fwww.google.com%2F&priority=true&action=click&contentCollection=meter-links-click>

“America Faces 1933’s Realities”

<http://www.nytimes.com/learning/teachers/archival/19330101AmericanDream.pdf?version=meter+at+13&module=meter-Links&pgtype=Blogs&contentId=&mediaId=&referrer=https%3A%2F%2Fwww.google.com%2F&priority=true&action=click&contentCollection=meter-links-click>

“They Live the Dream” by Dan Rather

http://www.eisenhowerfoundation.org/docs/TheyLiveTheDream_Parade_Jun18-2001.pdf

“The Right to Fail” by William Zinsser

<http://www2.d125.org/~rtompson/TheRightToFail.pdf>

“The American Dream is not Dead” by Jessica Dickler

<http://www.cnbc.com/2016/02/04/american-dream-is-not-dead.html>

“Is the American Dream Dead or Alive” a collection of videos, statistics, and articles from PBS

<http://www.pbs.org/wgbh/point-taken/american-dream-dead-alive/>

“Grad Who Beat the Odds Asks Why Not Others”

<http://www.npr.org/2012/06/06/154165729/grad-who-beat-the-odds-asks-why-not-the-others>

“Paradox and Dream” by John Steinbeck

<http://politicalsystems.homestead.com/ParadoxAndDream.html>

Speech:

Barack Obama’s 2004 Keynote Address

<http://obamaspeeches.com/002-Keynote-Address-at-the-2004-Democratic-National-Convention-Obama-Speech.htm>

Video:

“Defining the American Dream”

<http://www.nytimes.com/video/us/1194840031120/defining-the-american-dream.html>

Barack Obama’s 2004 Keynote Speech

<http://www.nbcnews.com/video/nbc-news/5530748#5530748>

Video Trailer for *The Pursuit of Happyness*

<https://www.youtube.com/watch?v=Mora00uTFVnWJMw>

McFarland, USA

<http://movies.disney.com/mcfarland-usa>

Infographic:

“The American Dream’s Rising Cost”

http://www.nytimes.com/imagepages/2007/03/17/business/20070317_DREAM_GRAPHIC.html?version=meter+at+13&module=meter-Links&pgtype=Blogs&contentId=&mediaId=&referrer=https%3A%2F%2Fwww.google.com%2F&priority=true&action=click&contentCollection=meter-links-click

Interactive Graphic: “Class Matters”

<http://www.nytimes.com/pages/national/class/index.html?version=meter+at+13&module=meter-Links&pgtype=Blogs&contentId=&mediaId=&referrer=https%3A%2F%2Fwww.google.com%2F&priority=true&action=click&contentCollection=meter-links-click>

The New Normal of the American Dream an infographic

https://www.prsa.org/bin/e/z/NewNormalAmericanDreamInfographic_email.pdf

Sizing Up the American Dream an infographic

<http://www.npr.org/2012/05/30/153942166/sizing-up-the-american-dream>

Portfolio:

Folio Spaces for students to create a free online ePortfolio

<https://www.foliospaces.org/>

Using EverNote to create an ePortfolio

<https://blog.evernote.com/blog/2012/02/28/how-to-create-a-portfolio-with-evernote-education-series/>

Creating an ePortfolio using Google Sites

<https://www.montclair.edu/media/montclair.edu/oit/documentation/eportfolios/Google-Sites-ePortfolio-3-13-PF-Final.pdf>

Video instructions for creating an ePortfolio using Google Sites

<https://www.youtube.com/watch?v=1j-x3-VbGVg>

Tips and Tools to Create an ePortfolio

<http://www.educatorstechnology.com/2013/01/great-tips-and-tools-to-create-digital.html>

A Guide to Understanding ePortfolios

<http://www.esc20.net/users/0026/docs/ProjectShare/K-12%20Digital%20Portfolio%20Programs%20for%20CCR%20in%20Project%20Share.pdf>

What is an ePortfolio?

<http://www.cte.cornell.edu/teaching-ideas/teaching-with-technology/eportfolios.html>

Samples of student ePortfolios:

<https://sites.google.com/site/mollycschall/reflections/eportfolioreflexion1>

<https://sites.google.com/site/marthawalterportfolio/>

English 3: Informative/Explanatory Writing
Writing the American Dream and the Pursuit of Happiness
DIDLS Literary Analysis Template

Title: _____

Author: _____

<p>Diction: the denotative and connotative meaning of words</p> <ul style="list-style-type: none"> -What words does the author choose? -Why did he choose this word over another? -Different words for the same thing suggest different attitudes (happy vs. ecstatic) -denotative vs. connotative (dead vs. passed away) -concrete vs. abstract -monosyllabic vs. polysyllabic -positive vs. negative -colloquial/informal/formal 	
<p>Images: Vivid appeals to understanding through the five senses</p> <ul style="list-style-type: none"> -What images does the author use? -How do the kinds of images the author includes or excludes reflect his style? -Are the images vibrant or plain? 	
<p>Details: facts that are included or omitted</p> <ul style="list-style-type: none"> -What details does the author include? -What do these details imply? -What details does the author choose to exclude? -What are the connotations of the choice of details? 	
<p>Language: the overall use of language, such as formal, clinical, informal, slang</p> <ul style="list-style-type: none"> -What is the overall impression of the language the author uses? -Does it reflect education? -A particular profession? -Intelligence? -Is it plain? Ornate? Simple? Clear? -Is it figurative or poetic? 	
<p>Sentence Structure: how the author's use of sentence structure affects the reader</p> <ul style="list-style-type: none"> -What are the sentences like? -Are they simple with 1 or 2 clauses? -Do they have multiple phrases? -Are they choppy? Flowing? -Is there parallel construction? -What emotional impression do they leave? 	

Reference Cited:

Effinger, S. (2016). *AP Acronyms*. [PDF document]. Retrieved June 16, 2016, from <http://mseffie.com/AP/Acronyms.pdf>

English 3: Informative/Explanatory Writing
Writing the American Dream and the Pursuit of Happiness
DITS Tone Analysis Template

Title: _____

Author: _____

<p>Diction refers to a writer's (or speaker's) word choice.</p> <ul style="list-style-type: none">-denotation-connotation	
<p>Imagery refers to mental pictures that a writer evokes in a reader.</p> <ul style="list-style-type: none">-colors, objects, weather, seasons, use of light and dark, symbols	
<p>Theme refers to the author's message or overarching idea.</p> <ul style="list-style-type: none">-What attitude comes through in the author's main point?	
<p>Style refers to the writer's use of language.</p> <ul style="list-style-type: none">-formal/informal-technical-Does the writer purposely omit information?-elements of characterization-feelings created by the plot-feelings created by the conflict-Is the conflict resolved?	

Reference Cited:

Effinger, S. (2016). *AP Acronyms*. [PDF document]. Retrieved June 16, 2016, Retrieved from <http://mseffie.com/AP/Acronyms.pdf>

English 3: Informative/Explanatory Writing
Writing the American Dream and the Pursuit of Happiness
Historic Pathways to the American Dream

In small groups, students should choose one of the following pathways to research. Groups should share their findings with the class. Students may choose to create and present their information in the form of a power point, Prezi, or poster.

The Puritans	Revolutionaries	Transcendentalists
What is their view of God? What are their values? How do they define truth? Do they have an optimistic or pessimistic view of life? Cite evidence. What are their views of work and worldly success? What is their view of society? Who is their authority? What is their view of education? Do they view man as inherently good, evil, or somewhere in between? Cite evidence.	What is their view of God? What are their values? How do they define truth? Do they have an optimistic or pessimistic view of life? Cite evidence. What are their views of work and worldly success? What is their view of society? Who is their authority? What is their view of education? Do they view man as inherently good, evil, or somewhere in between? Cite evidence.	What is their view of God? What are their values? How do they define truth? Do they have an optimistic or pessimistic view of life? Cite evidence. What are their views of work and worldly success? What is their view of society? Who is their authority? What is their view of education? Do they view man as inherently good, evil, or somewhere in between? Cite evidence.
Read the excerpt from <i>The New England Primer</i> . How widespread was reading meant to be? What is the image of God and religion presented by the primer?	Define <i>perfection</i> . Define <i>moral</i> . Do you believe it is possible for a person to achieve moral perfection? Write a paragraph in which you take a pro or con position.	Read the excerpt from "Self-Reliance." Pick two or three passages from the selection that state a strong opinion. Write a personal response to the passages.
Read "The Trial of Martha Carrier." What are the charges against Martha? What is the evidence against her? How is the Puritan sense of justice on trial in this scene?	Read "Moral Perfection." Discuss the qualities that Franklin chose in his autobiography and compare them to the details you included in your paragraph. Do you think trying to arrive at moral perfection is a worthwhile goal? If so, what does it show about a person who would try to do this?	Read the excerpt from <i>Walden</i> . As you read, underline or highlight specific examples of Transcendentalist philosophy. Write the connections in the margin. Summarize Thoreau's criticisms of society. Identify a facet of modern society that Thoreau would object to and explain why.
How would you define the American Dream according to the Puritans? Explain.	How would you define the American Dream according to the Revolutionaries?	How would you define the American Dream according to the Transcendentalists?

English 3: Informative/Explanatory Writing

Writing the American Dream and the Pursuit of Happiness

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The New England Primer

For more than a hundred years Puritan children received their first schooling from *The New England Primer*. Since the chief purpose of education in Puritan times was to enable people to read the Bible, it was natural that the alphabet rhymes chanted by the children should be based on Bible stories. The *Primer* is believed to have been in existence by 1688. Several versions have been printed, often with different verses for the letter.

The New England Primer introduced colonial children to their ABC's by means of pictures and rhymes such as these.



In Adam's fall
We sinned all.

Thy life to mend,
This Book attend.

The Cat doth play,
And after slay.

A Dog will bite
A thief at night.

An Eagle's flight
Is out of sight

The idle Fool
Is whipt at school.



As runs the Glass,
Man's life doth pass.

My Book and Heart
Shall never part.

Job feels the rod,
And blesses God.

Proud Korah's troops
Were swallowed up.

The Lion hold
The lamb doth hold.

The Moon shines bright
In time of night.



Nightingales sing
In time of spring.

The sturdy Oak, it was
the tree,
That saved his royal ma-
jesty.

Peter denies
His Lord, and cries.

Queen Esther comes in
royal state,
To save the Jews from
dismal fate.

Rachel doth mourn
For her first born.

Samuel anoints
Whom God appoints.



Time cuts down all,
Both great and small.

Uriah's lovely wife
Made David seek his life.

Whales in the sea
God's voice obey.

Xerxes the great did die,
And so must you and I.

Youth's forward slips
Death soonest nips.

Zaccheus did climb the
tree,
His Lord to see.

The Bible provided the inspiration for many of the rhymes, which often began with a different letter of the alphabet.

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from “The Trial of Martha Carrier” by Cotton Mather

- I. Martha Carrier was indicted for bewitching certain persons, according to the form usual in such cases, pleading not guilty to her indictment. There were first brought in a considerable number of the bewitched persons, who not only made the Court sensible of an horrid witchcraft committed upon them, but also deposed that it was Martha Carrier, or her shape, that grievously tormented them by biting, pricking, pinching, and choking of them. It was further deposed that while this Carrier was on her examination before the Magistrates, the poor people were so tortured that every one expected their death upon the very spot, but that upon the binding of Carrier they were eased. Moreover, the look of Carrier then laid the afflicted people for dead, and her touch, if her eye at the same time were off them, raised them again: which things were also now seen upon her trial. And it was testified that upon the mention of some having their necks twisted almost round, by the shape of this Carrier, she replied, It’s no matter though their necks had been twisted quite off.

- II. II. Before the trial of this prisoner, several of her own children had frankly and fully confessed not only that they were witches themselves, but that this their mother had made them so. This confession they made with great shows of repentance, and with much demonstration of truth. They related place, time, occasion; they gave an account of journeys, meetings, and mischiefs by them performed and were very credible in what they said. Nevertheless, this evidence was not produced against the prisoner at the bar, inasmuch as there was other evidence enough to proceed upon.

- III. III. Benjamin Abbot gave his testimony that last March was a twelvemonth, this Carrier was very angry with him, upon laying out some land near her husband’s. Her expressions in this anger were that she would stick as close to Abbot as the bark stuck to the tree, and that he should repent of it afore seven years came to an end, so as Doctor Prescott should never cure him. These words were heard by others besides Abbot himself, who also heard her say she would hold his nose as close to the grindstone as ever it was held since his name was Abbot. Presently after this he was taken with a swelling in his foot, and then with a pain in his side, and exceedingly tormented. It bred into a sore, which was lanced by Doctor Prescott, and several gallons of corruption ran out of it. For six weeks it continued very bad, and then another sore bred in the groin, which was also lanced by Doctor Prescott. Another sore then bred in his groin, which was likewise cut and put him to very great misery. He was brought until death’s door and so remained until Carrier was taken and carried away by the Constable, from which very day he began to mend and so grew better every day and is well ever since.

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Sarah Abbot, his wife, also testified that her husband was not only all this while afflicted in his body, but also that strange, extraordinary, and unaccountable calamities befell his cattle, their death being such as they could guess at no natural reason for.

- IV. IV. Allin Toothaker testified that Richard, the son of Martha Carrier, having some difference with him, pulled him down by the hair of the head. When he rose again, he was going to strike at Richard Carrier, but fell down flat on his back to the ground and had not power to stir hand or foot until he told Carrier he yielded: and then he saw the shape of Martha Carrier go off his breast.

This Toothaker had received a wound in the wars and now testified that Martha Carrier told him he should never be cured. Just afore the apprehending of Carrier, he could thrust a knitting needle into his wound, four inches deep; but presently, after her being seized, he was thoroughly healed.

He further testified that when Carrier and he sometimes were at variance, she would clap her hands at him, and say he should get nothing by it; whereupon he several times lost his cattle by strange deaths, whereof no natural causes could be given.

- V. V. John Rogger also testified that upon the threatening words of this malicious Carrier, his cattle would be strangely bewitched, as was more particularly then described.
- VI. VI. Samuel Preston testified that about two years ago, having some difference with Martha Carrier, he lost a cow in a strange preternatural, unusual matter: and about a month after this, the said Carrier, having again some difference with him, she told him he had lately lost a cow and it should not be long before he lost another, which accordingly came to pass: for he had a thriving and well-kept cow, which without any known cause quickly fell down and died.

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Moral Perfection by Benjamin Franklin

It was about this time I conceiv'd the bold and arduous project of arriving at moral perfection. I wish'd to live without committing any fault at any time; I would conquer all that either natural inclination, custom, or company might lead me into. As I knew, or thought I knew, what was right and wrong, I did not see why I might not always do the one and avoid the other. But I soon found I had undertaken a task of more difficulty than I had imagined. While my care was employ'd in guarding against one fault, I was often surprised by another; habit took the advantage of inattention; inclination was sometimes too strong for reason. I concluded, at length, that the mere speculative conviction that it was our interest to be completely virtuous, was not sufficient to prevent our slipping; and that the contrary habits must be broken, and good ones acquired and established, before we can have any dependence on a steady, uniform rectitude of conduct. For this purpose I therefore contrived the following method.

In the various enumerations of the moral virtues I had met with in my reading, I found the catalogue more or less numerous, as different writers included more or fewer ideas under the same name. Temperance, for example, was by some confined to eating and drinking, while by others it was extended to mean the moderating every other pleasure, appetite, inclination, or passion, bodily or mental, even to our avarice and ambition. I propos'd to myself, for the sake of clearness, to use rather more names, with fewer ideas annex'd to each, than a few names with more ideas; and I included under thirteen names of virtues all that at that time occur'd to me as necessary or desirable, and annexed to each a short precept, which fully express'd the extent I gave to its meaning.

These names of virtues, with their precepts, were:

1. TEMPERANCE. Eat not to dullness; drink not to elevation.
2. SILENCE. Speak not but what may benefit others or yourself; avoid trifling conversation.
3. ORDER. Let all your things have their places; let each part of your business have its time.
4. RESOLUTION. Resolve to perform what you ought; perform without fail what you resolve.
5. FRUGALITY. Make no expense but to do good to others or yourself; i.e., waste nothing.
6. INDUSTRY. Lose no time; be always employ'd in something useful; cut off all unnecessary actions.

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7. **SINCERITY.** Use no hurtful deceit; think innocently and justly, and, if you speak, speak accordingly.
8. **JUSTICE.** Wrong none by doing injuries, or omitting the benefits that are your duty.
9. **MODERATION.** Avoid extremes; forbear resenting injuries so much as you think they deserve.
10. **CLEANLINESS.** Tolerate no uncleanness in body, cloaths, or habitation.
11. **TRANQUILLITY.** Be not disturbed at trifles, or at accidents common or unavoidable.
12. **CHASTITY.** Rarely use venery but for health or offspring, never to dulness, weakness, or the injury of your own or another's peace or reputation.
13. **HUMILITY.** Imitate Jesus and Socrates.

My intention being to acquire the habitude of all these virtues, I judg'd it would be well not to distract my attention by attempting the whole at once, but to fix it on one of them at a time; and, when I should be master of that, then to proceed to another, and so on, till I should have gone thro' the thirteen; and, as the previous acquisition of some might facilitate the acquisition of certain others, I arrang'd them with that view, as they stand above. Temperance first, as it tends to procure that coolness and clearness of head, which is so necessary where constant vigilance was to be kept up, and guard maintained against the unremitting attraction of ancient habits, and the force of perpetual temptations. This being acquir'd and establish'd, Silence would be more easy; and my desire being to gain knowledge at the same time that I improv'd in virtue, and considering that in conversation it was obtain'd rather by the use of the ears than of the tongue, and therefore wishing to break a habit I was getting into of prattling, punning, and joking, which only made me acceptable to trifling company, I gave Silence the second place. This and the next, Order, I expected would allow me more time for attending to my project and my studies. Resolution, once become habitual, would keep me firm in my endeavors to obtain all the subsequent virtues; Frugality and Industry freeing me from my remaining debt, and producing affluence and independence, would make more easy the practice of Sincerity and Justice, etc., etc. Conceiving then, that, agreeably to the advice of Pythagoras in his Golden Verses, daily examination would be necessary, I contrived the following method for conducting that examination.

I made a little book, in which I allotted a page for each of the virtues. I rul'd each page with red ink, so as to have seven columns, one for each day of the week, marking each column with a letter for the day. I cross'd these columns with thirteen red lines, marking the beginning of each

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line with the first letter of one of the virtues, on which line, and in its proper column, I might mark, by a little black spot, every fault I found upon examination to have been committed respecting that virtue upon that day.

Form of the pages.

I determined to give a week's strict attention to each of the virtues successively. Thus, in the first week, my great guard was to avoid every the least offence against Temperance, leaving the other virtues to their ordinary chance, only marking every evening the faults of the day. Thus, if in the first week I could keep my first line, marked T, clear of spots, I suppos'd the habit of that virtue so much strengthen'd and its opposite weaken'd, that I might venture extending my attention to include the next, and for the following week keep both lines clear of spots. Proceeding thus to the last, I could go thro' a course compleat in thirteen weeks, and four courses in a year. And like him who, having a garden to weed, does not attempt to eradicate all the bad herbs at once, which would exceed his reach and his strength, but works on one of the beds at a time, and, having accomplish'd the first, proceeds to a second, so I should have, I hoped, the encouraging pleasure of seeing on my pages the progress I made in virtue, by clearing successively my lines of their spots, till in the end, by a number of courses, I should be happy in viewing a clean book, after a thirteen weeks' daily examination.

This my little book had for its motto these lines from Addison's Cato:

“

“Here will I hold. If there's a power above us
(And that there is all nature cries aloud
Thro' all her works), He must delight in virtue;
And that which he delights in must be happy.””

Another from Cicero,

“

O vitae Philosophia dux! O virtutum indagatrix
expultrixque vitiorum! Unus dies, bene et ex praeceptis
tuis actus, peccanti immortalitati est anteponeendus.”

Another from the Proverbs of Solomon, speaking of wisdom or virtue:

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“Length of days is in her right hand, and in her left hand riches and honour. Her ways are ways of pleasantness, and all her paths are peace.” iii. 16, 17.

And conceiving God to be the fountain of wisdom, I thought it right and necessary to solicit his assistance for obtaining it; to this end I formed the following little prayer, which was prefix'd to my tables of examination, for daily use.

“O powerful Goodness! bountiful Father! merciful Guide! increase in me that wisdom which discovers my truest interest. strengthen my resolutions to perform what that wisdom dictates. Accept my kind offices to thy other children as the only return in my power for thy continual favors to me.”

I used also sometimes a little prayer which I took from Thomson's Poems, viz.:

Father of light and life, thou Good Supreme!
O teach me what is good; teach me Thyself!
Save me from folly, vanity, and vice,
From every low pursuit; and fill my soul
With knowledge, conscious peace, and virtue pure;
Sacred, substantial, never-fading bliss!

The precept of Order requiring that every part of my business should have its allotted time, one page in my little book contain'd the following scheme of employment for the twenty-four hours of a natural day:

I enter'd upon the execution of this plan for self-examination, and continu'd it with occasional intermissions for some time. I was surpris'd to find myself so much fuller of faults than I had imagined; but I had the satisfaction of seeing them diminish. To avoid the trouble of renewing now and then my little book, which, by scraping out the marks on the paper of old faults to make room for new ones in a new course, became full of holes, I transferr'd my tables and precepts to the ivory leaves of a memorandum book, on which the lines were drawn with red ink, that made a durable stain, and on those lines I mark'd my faults with a black-lead pencil, which marks I could easily wipe out with a wet sponge. After a while I went thro' one course only in a year, and afterward only one in several years, till at length I omitted them entirely, being employ'd in

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voyages and business abroad, with a multiplicity of affairs that interfered; but I always carried my little book with me.

My scheme of ORDER gave me the most trouble; and I found that, tho' it might be practicable where a man's business was such as to leave him the disposition of his time, that of a journeyman printer, for instance, it was not possible to be exactly observed by a master, who must mix with the world, and often receive people of business at their own hours. Order, too, with regard to places for things, papers, etc., I found extremely difficult to acquire. I had not been early accustomed to it, and, having an exceeding good memory, I was not so sensible of the inconvenience attending want of method. This article, therefore, cost me so much painful attention, and my faults in it vexed me so much, and I made so little progress in and had such frequent relapses, that I was almost ready to give up the attempt, and content myself with a faulty character in that respect, like the man who, in buying an ax of a smith, my neighbour, desired to have the whole of its surface as bright as the edge. The smith consented to grind it bright for him if he would turn the wheel; he turn'd, while the smith press'd the broad face of the ax hard and heavily on the stone, which made the turning of it very fatiguing. The man came every now and then from the wheel to see how the work went on, and at length would take his ax as it was, without farther grinding. "No," said the smith, "turn on, turn on; we shall have it bright by-and-by; as yet, it is only speckled." "Yes," said the man, "but I think I like a speckled ax best." And I believe this may have been the case with many, who, having, for want of some such means as I employ'd, found the difficulty of obtaining good and breaking bad habits in other points of vice and virtue, have given up the struggle, and concluded that "a speckled ax was best"; for something, that pretended to be reason, was every now and then suggesting to me that such extrem nicety as I exacted of myself might be a kind of foppery in morals, which, if it were known, would make me ridiculous; that a perfect character might be attended with the inconvenience of being envied and hated; and that a benevolent man should allow a few faults in himself, to keep his friends in countenance.

In truth, I found myself incorrigible with respect to Order; and now I am grown old, and my memory bad, I feel very sensibly the want of it. But, on the whole, tho' I never arrived at the perfection I had been so ambitious of obtaining, but fell far short of it, yet I was, by the endeavour, a better and a happier man than I otherwise should have been if I had not attempted it; as those who aim at perfect writing by imitating the engraved copies, tho' they never reach the wish'd-for excellence of those copies, their hand is mended by the endeavor, and is tolerable while it continues fair and legible.

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“Sayings of Poor Richard” Benjamin Franklin

Poor Richard’s Almanack was Franklin’s biggest publishing success, and it continued to appear for over twenty-five years. Every house had an almanac. Almanacs calculated the tides and the phases of the moon, claimed to forecast the weather for the next year, and even provided astrological advice for those who believe in it. Many almanacs also supplied recipes, jokes, and aphorisms. “Poor Richard” was an imaginary astrologer, who had a critical wife named Bridget. One year Bridget wrote the maxims, to answer those her husband had written the year before on female idleness. Once, Bridget included “better” weather forecasts so that women would know the good days for drying their clothes. Franklin took Poor Richard’s wit and wisdom where he found it— from old sayings in other languages, from other writers, and from popular adages. He never hesitated to rework the texts to suit his own purposes. For example, for the 1758 almanac, Franklin skimmed all his previous editions to compose a single speech on economy. This speech, called “The Way to Wealth,” has become one of the best known of Franklin’s works. It has been mistakenly believed to be representative of Poor Richard’s wisdom. Poor Richard often called for prudence and thrift, but he just as often favored extravagance.

1. Love your neighbor; yet don’t pull down your hedge.
2. If a man empties his purse into his head, no man can take it away from him. An investment in knowledge always pays the best interest.
3. Three may keep a secret if two of them are dead.
4. Tart words make no friends; a spoonful of honey will catch more flies than a gallon of vinegar.
5. Glass, china, and reputation are easily cracked and never well mended.
6. Fish and visitors smell in three days.
7. He that lieth down with dogs shall rise up with fleas.
8. One today is worth two tomorrows.
9. A truly great man will neither trample on a worm nor sneak to an emperor.

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10. A little neglect may breed mischief; for want of a nail the shoe was lost; for want of a shoe the horse was lost; for want of a horse the rider was lost; for want of the rider the battle was lost.

11. If you would know the value of money, go and try to borrow some; he that goes a-borrowing goes asorrowing.

12. He that composes himself is wiser than he that composes books.

13. He that is of the opinion that money will do everything may well be suspected of doing everything for money.

14. If a man could have half his wishes, he would double his troubles.

15. 'Tis hard for an empty bag to stand upright.

16. A small leak will sink a great ship.

17. A plowman on his legs is higher than a gentleman on his knees.

18. Keep your eyes wide open before marriage, half shut afterward.

19. Nothing brings more pain than too much pleasure; nothing more bondage than too much liberty.

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“Self-Reliance” by Ralph Waldo Emerson

Educated at Harvard University, Ralph Waldo Emerson founded a new American movement called Transcendentalism. Fueled by strong optimism and the belief in the importance of the individual, Emerson helped to inspire social reforms in education, slavery, and the rights of women and Native Americans.

There is a time in every man's education when he arrives at the conviction that envy is ignorance; that imitation is suicide; that he must take himself for better, for worse, as his portion; that though the wide universe is full of good, no kernel of nourishing corn can come to him but through his toil bestowed on that plot of ground which is given him to till. The power which resides in him is new in nature, and none but he knows what he can do, nor does he know until he has tried....

Society everywhere is in conspiracy against the manhood of every one of its members. Society is a joint-stock company, in which the members agree, for the better securing of his bread to each shareholder, to surrender the liberty and culture of the eater. The virtue in most requests is conformity. Self-reliance is its aversion. It loves not realities and creators, but names and customs. Whoso would be a man must be a nonconformist. He who would gather immortal palms must not be hindered by the name of goodness, but must explore if it be goodness. Nothing is at last sacred but the integrity of your own mind....

A foolish consistency is the hobgoblin of little minds, adored by little statesmen and philosophers and divines. With consistency a great soul has simply nothing to do. He may as well concern himself with his shadow on the wall. Speak what you think now in hard words, and tomorrow speak what tomorrow thinks in hard words again, though it contradict everything you said today. “Ah, so you shall be sure to be misunderstood.” Is it so bad, then, to be misunderstood? Pythagoras was misunderstood, and Socrates, and Jesus, and Luther, and Copernicus, and Galileo, and Newton, and every pure and wise spirit that ever took flesh. To be great is to be misunderstood....

The civilized man has built a coach, but has lost the use of his feet. He is supported on crutches, but lacks so much support of muscle. He has got a fine Geneva watch, but he has lost the skill to tell the hour by the sun. A Greenwich nautical almanac he has, and so, being sure of the information when he wants it, the man in the street does not know a star in the sky. The solstice he does not observe; the equinox he knows as little; and the whole bright calendar of the year is without a dial in his mind. His notebooks impair his memory; his libraries overload his wit; the

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insurance office increases the number of accidents; and it may be a question whether machinery does not encumber ; whether we have not lost by refinement some energy, by a Christianity

entrenched in establishments and forms some vigor of wild virtue. For every Stoic was a Stoic; but in Christendom, where is the Christian?

“Where I Lived and What I Lived for” from *Walden* by Henry David Thoreau

Well educated and brilliant, Henry David Thoreau defied expectations to live an uncommon life of reflection and simplicity. As an experiment to reconnect with nature and discover the meaning of life, he lived for two years in a cabin in the woods of Massachusetts. He wrote about his experiences in Walden, one of the most well-known works in American literature.

When first I took up my abode in the woods, that is, began to spend my nights as well as days there, which by accident, was on Independence Day, or the Fourth of July, 1845, my house was not finished for winter, but was merely a defense against the rain, without plastering or chimney, the walls being of rough, weather-stained boards, with wide chinks, which made it cool at night. The upright white hewn studs and freshly planed door and window casings gave it a clean and airy look, especially in the morning, when its timbers were saturated with dew, so that I fancied that by noon some sweet gum would exude from them.

I was seated by the shore of a small pond, about a mile and a half south of the village of Concord and somewhat higher than it, in the midst of an extensive wood between that town and Lincoln, and about two miles south of our only field known to fame, Concord Battle Ground; but I was so low in the woods that the opposite shore, half a mile off, like the rest, covered with wood, was my most distant horizon. Every morning was a cheerful invitation to make my life of equal simplicity, and I may say innocence, with Nature herself. I have been as sincere a worshiper of Aurora as the Greeks. I got up early and bathed in the pond; that was a religious exercise, and one of the best things which I did. They say that characters were engraven on the bathing tub of King Tching-thang to this effect: “Renew thyself completely each day; do it again, and again, and forever again.” I can understand that. Mornings brings back the heroic ages. I was as much affected by the faint hum of a mosquito making its invisible and unimaginable tour through my apartment at earliest dawn, when I was sitting with door and windows open, as I could be by any trumpet that ever sang of fame. It was Homer’s requiem ; itself an Iliad and Odyssey in the air, singing its own wrath and wanderings. There was something cosmical about it; a standing advertisement, till forbidden, of the everlasting vigor and fertility of the world. The morning, which is the most memorable season of the day, is the awakening hour. Then there is least somnolence in us; and for an hour, at least, some part of us awakes which slumbers all the rest of the day and night. After a partial cessation of his sensuous life, the soul of man, or its organs

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rather, are reinvigorated each day, and his Genius tries again what noble life it can make. All memorable events, I should say, transpire in morning time and in a morning atmosphere. The

Vedas say, "All intelligences awake with the morning." Poetry and art, and the fairest and most memorable of the actions of men, date from such an hour. All poets and heroes, like Memnon,

are the children of Aurora, and emit their music at sunrise. To him whose elastic and vigorous thought keeps pace with the sun, the day is a perpetual morning. It matters not what the clocks say or the attitudes and labors of men. Morning is when I am awake and there is a dawn in me. Moral reform is the effort to throw off sleep. Why is it that men give so poor an account of their day if they have not been slumbering? They are not such poor calculators. If they had not been overcome with drowsiness, they would have performed something. The millions are awake enough for physical labor; but only one in a million is awake enough for effective intellectual exertion, only one in a hundred millions to a poetic or divine life. To be awake is to be alive. I have never yet met a man who was quite awake. How could I have looked him in the face?

We must learn to reawaken and keep ourselves awake, not by mechanical aids, but by an infinite expectation of the dawn, which does not forsake us in our soundest sleep. I know of no more encouraging fact than the unquestionable ability of man to elevate his life by a conscious endeavor. It is something to be able to paint a particular picture, or to carve a statue, and so to make a few objects beautiful; but it is far more glorious to carve and paint the very atmosphere and medium through which we look, which morally we can do. To affect the quality of the day, that is the highest of arts. Every man is tasked to make his life, even in its details, worthy of the contemplation of his most elevated and critical hour. If we refused, or rather used up, such paltry information as we get, the oracles would distinctly inform us how this might be done.

I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived. I did not wish to live what was not life, living is so dear; nor did I wish to practice resignation, unless it was quite necessary. I wanted to live deep and suck out all the marrow of life, to live so sturdily and Spartanlike as to put to rout all that was not life, to cut a broad swath and shave close, to drive life into a corner, and reduce it to its lowest terms, and, if it proved to be mean, why then to get the whole and genuine meanness of it, and publish its meanness to the world; or if it were sublime, to know it by experience, and be able to give a true account of it in my next excursion. For most men, it appears to me, are in a strange uncertainty about it, whether it is of the devil or of God, and have somewhat hastily concluded that it is the chief end of man here to "glorify God and enjoy him forever."

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Still we live meanly, like ants; though the fable tells us that we were long ago changed into men; like pygmies we fight with cranes; it is error upon error, and clout upon clout, and our best virtue has for its occasion a superfluous and evitable wretchedness. Our life is frittered away by detail. An honest man has hardly need to count more than his ten fingers or in extreme cases he may add his ten toes, and lump the rest. Simplicity, simplicity, simplicity! I say, let your affairs be as two or three, and not a hundred or a thousand; instead of a million count half a dozen, and keep your accounts on your thumbnail. In the midst of this chopping sea of civilized life such are the clouds and storms and quicksands and thousand-and-one items to be allowed for, that a man has to live, if he would not founder and go to the bottom and not make his port at all, by dead reckoning, and he must be a great calculator indeed who succeeds. Simplify, simplify. Instead of three meals a day, if it be necessary eat but one; instead of a hundred dishes, five; and reduce other things in proportion. Our life is like a German Confederacy, made up of petty states, with its boundary forever fluctuating, so that even a German cannot tell you how it is bounded at any moment. The nation itself, with all its so-called internal improvements, which, by the way are all external and superficial, is just such an unwieldy and overgrown establishment, cluttered with furniture and tripped up by its own traps, ruined by luxury and heedless expense, by want of calculation and a worthy aim, as the million households in the land; and the only cure for it, as for them, is in a rigid economy, a stern and more than Spartan simplicity of life and elevation of purpose. It lives too fast. Men think that it is essential that the Nation have commerce, and export ice, and talk through a telegraph, and ride thirty miles an hour, without a doubt, whether they do or not; but whether we should live like baboons or like men, is a little uncertain. If we do not get out sleepers, and forge rails and devote days and nights to the work, but go to tinkering upon our lives to improve them, who will build railroads? And if railroads are not built, how shall we get to heaven in season? But if we stay at home and mind our business, who will want railroads? We do not ride on the railroad; it rides upon us. Did you ever think what those sleepers are that underlie the railroad? Each one is a man, an Irishman, or a Yankee man. The rails are laid on them, and they are covered with sand, and the cars run smoothly over them.

For my part, I could easily do without the post office. I think that there are very few important communications made through it. To speak critically, I never received more than one or two letters in my life — I wrote this some years ago — that were worth the postage. The penny post is, commonly, an institution through which you seriously offer a man that penny for his thoughts which is so often safely offered in jest. And I am sure that I never read any memorable news in the newspaper. If we read of one man robbed, or murdered, or killed by accident, or one house burned, or one vessel wrecked, or one steamboat blown up, or one cow run over on the Western Railroad, or one mad dog killed, or one lot of grasshoppers in the winter — we never need read of another. One is enough. If you are acquainted with the principle, what do you care for myriad instances and applications? To a philosopher all news as it is called, is gossip, and they who edit and read it are old women over their tea. Yet not a few are greedy after this gossip. There was such a rush, as I hear, the other day at one of the offices to learn the foreign news by the last

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arrival, that several large squares of plate glass belonging to the establishment were broken by the pressure — news which I seriously think a ready wit might write a twelvemonth, or twelve years, beforehand with sufficient accuracy....

Shams and delusions are esteemed for soundest truths, while reality is fabulous. If men would steadily observe realities only, and not allow themselves to be deluded, life, to compare it with such things as we know, would be like a fairy tale and the Arabian Nights' Entertainments. If we respected only what is inevitable and has a right to be, music and poetry would resound along the streets. When we are unhurried and wise, we perceive that only great and worthy things have any permanent and absolute existence, that petty fears and petty pleasures are but the shadow of the reality. This is always exhilarating and sublime. By closing the eyes and slumbering, and consenting to be deceived by shows, men establish and confirm their daily life of routine and habit everywhere, which still is built on purely illusory foundations. Children, who play life, discern its true law and relations more clearly than men, who fail to live it worthily, but who think that they are wiser by experience, that is, by failure....

Time is but the stream I go-a-fishing in. I drink at it; but while I drink I see the sandy bottom and detect how shallow it is. Its thin current slides away, but eternity remains. I would drink deeper; fish in the sky, whose bottom is pebbly with stars. I cannot count one. I know not the first letter of the alphabet. I have always been regretting that I was not as wise as the day I was born. The intellect is a cleaver; it discerns and rifts its way into the secret of things. I do not wish to be any more busy with my hands than is necessary. My head is hands and feet. I feel all my best faculties concentrated in it. My instinct tells me that my head is an organ for burrowing, as some creatures use their snout and forepaws, and with it I would mine and burrow my way through these hills. I think that the richest vein is somewhere hereabouts; so by the divining rod and thin rising vapors I judge; and here I will begin to mine.

Reference

College Board. (2010). *Spring Board English Textual Power, Level 6*. Retrieved from <http://static.dpsk12.org/gems/montbello/FullUnitStudent.pdf>

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Writing the American Dream and the Pursuit of Happiness
Introducing the American Dream

.What is the American Dream?

Read the following and rank each statement as “strongly agree,” “agree,” “disagree,” or “strongly disagree.”

	Education is important primarily to increase one’s self-knowledge.
	Individuals’ rights are superior to the needs of society.
	Belief in God has been characteristic of the American experience.
	Mankind is basically evil.
	Education is important primarily to get a job.
	Truth is found in faith.
	Human beings are basically good and getting better.
	Individual liberties must always be controlled by government authority.
	A free press is important to equal rights for everyone.
	Truth can be found in science.
	The American Dream means making lots of money.
	Hard work equals success.
	Everyone can achieve the American Dream.
	The American Dream includes getting married and having children.

Reference Cited:

College Board. (2010). *Spring Board Textual Power, Level 6*. Retrieved from <http://static.dpsk12.org/gems/montebello/FullUnitStudent.pdf>

English 3: Informative/Explanatory Writing
Writing the American Dream and the Pursuit of Happiness
Sentence Analysis

Sentence Analysis: Part 2

Now that you have analyzed the sentences of another writer, it is time to analyze your own writing. You will need a recent sample of something you wrote for this class. Before you begin, number the sentences in your writing sample.

Sentence Number	First Four Words	Special Features: Figurative Language	Verbs	Number of Words Per Sentence

What differences do you notice between Mr. Rather's writing and your own writing?

What are some steps you can take to improve your writing?

Reference Cited:

College Board. (2010). *Spring Board Textual Power, Level 6*. Retrieved from <http://static.dpsk12.org/gems/montbello/FullUnitStudent.pdf>

English 3: Informative/Explanatory Writing
Writing the American Dream and the Pursuit of Happiness
Final Project

The American Dream means giving it your all, trying your hardest, accomplishing something. And then I'd like to add to that, giving something back. No definition of a successful life can do anything but include serving others. – George H.W. Bush

Task: To create a portfolio of art, photos, song lyrics, poems, memes, infographics, and facts surrounding the American Dream and pursuit of happiness.

Purpose: To examine and analyze aspects of the American Dream through use of art, non-fiction, and personal analysis.

Part 1: Images of the American Dream

Design a photo essay that depicts the American Dream. Show how the Dream has been affected by time, cultural influences, and significant historical events.

- This section must include at least 12 photographs or works of art depicting a vision of the American Dream.
- Photographs/Artwork must be presented in chronological order.
- For each photo, include 2-5 sentences explaining what aspect of the Dream is being represented and how it relates to that time period.
- Be sure to document each source; include a MLA citation beneath each image.

Part 2: Poetry of the American Dream

Create a poet's notebook that shows the American Dream and how it has been affected by time, cultural influences, and significant historical events.

- This section must include at least 5 poems or excerpts of poems highlighting the American Dream. Choose poems that come from a variety of time periods and perspectives.
- With each poem, include the title, author, and year written.
- For each poem, select 1 quote that best illustrates the speaker's view of the American Dream. Then, write 1-2 sentences explaining each quote.

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Part 3: Politics and the American Dream

Trace significant political events that have contributed to the shaping of the American Dream. You may want to look at such things as the women’s suffrage movement, the Civil Rights movement, the assassination of JFK, and the election of Barack Obama. Write an original speech that traces the political events that shape the American Dream today. Your speech should illustrate how the “Dream” has been affected by political influences, cultural influences, and significant historical events.

- Use the “SOAPSTONE for Writers” template to plan. This will help you identify your tone, audience, and purpose.
- In your speech, you must specifically refer to at least 2 significant political events. These events should relate to your topic.
- Appeal to your audience using a variety of rhetorical devices.
- Topics you may wish to consider: accepting refugees into the United States; deporting illegal immigrants; rising cost of student loan debt; voting for a specific presidential candidate; reforming health care; creating employment opportunities
- In addition to a written copy of your speech, include a video of you delivering it. Your speech should last approximately 2-3 minutes.

Part 4: The Sounds of the American Dream

What does the American Dream sound like? How has music reflected the changes of the American Dream? For this section, you are to gather a montage of song lyrics that illustrate the American Dream and how it has been affected by time, cultural influences, and significant historical events.

- Choose 5-7 songs that come from a variety of time periods and perspectives.
- Include the title, artist, and lyrics for each song. (Lyrics must be appropriate for school.)
- Upload an audio link to each song.
- For each song, write a paragraph explaining how the lyrics reflect that time period in American history.

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Part 5: The Pursuit of Happiness

In the *Declaration of Independence*, Thomas Jefferson stated, “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are Life, Liberty, and the pursuit of Happiness.” What exactly is happiness?

- Choose and upload three memes with quotes about happiness. Be sure to consider a variety of perspectives.
- Identify the author and/or source of the quote or meme.
- Briefly explain the meaning of happiness for each of your chosen memes. This can be done in 1-2 sentences.
- Write 2-3 paragraphs explaining what “the pursuit of Happiness” means to you.
- Create an original meme that gives a visual explanation of what happiness means to you. You may include a short quote. Be sure to include the author’s name.

Free online meme generators

<https://imgflip.com/memegenerator>

<https://makeameme.org/memegenerator>

English 3: Informative/Explanatory Writing
Writing the American Dream and the Pursuit of Happiness
Final Project

Part 6: Synthesizing the American Dream

Choose one of the following topics and write a well-developed essay exploring the American Dream. You must cite at least three texts that we have read in this unit and include one infographic. Your essay should be written in MLA format and include a works cited page.

Choice 1:

When our society talks about “The American Dream,” what do we mean? What are the key aspects of the American Dream today and where did they come from? How is this definition reflected in the various texts we have read and discussed in class? .

Choice 2:

As we have seen in various texts, not everyone achieves the American Dream, making it more a dream than a reality. What are some of today’s obstacles to achieving the American Dream? Which groups of people have or have had trouble attaining “The American Dream”? Why? Use at least three texts to support your ideas of which at least one must be a poem.

Choice 3: How has the American Dream both inspired and disillusioned generations of Americans? Use at least three texts to support your ideas of which at least one must be a poem.

Choice 4: “The American Dream is the shared spirit of optimism and endless possibility, which results in the belief that anyone can succeed with hard work in America.” Is this true? Use at least three texts to support your ideas of which at least one must be a poem.

Part 7: Reflecting on Your American Dream

What is your American Dream? Create a collage of images and words that best depict your vision of the American Dream and how you plan to achieve it.

Part 8: Sources, please

Create a works cited page of all sources used in your portfolio. Since your project will be available on the Internet, it is critical that you document all of your sources.

Part 9: Collaboration and Feedback

Throughout this project, you should seek and provide feedback from your peers. After projects are published, you must provide thoughtful comments and feedback on at least 4 of your peers’ projects. Please note that the project checklist requires peer feedback and collaboration throughout the process of the project.

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Creating an Electronic Portfolio to Showcase your Project

Professionals around the world use electronic portfolios (eportfolios) to demonstrate their abilities and achievements. The purpose of this portfolio is to showcase your work while allowing you to apply real-world skills to reach an authentic, real-world audience.

There are multiple platforms for you to use for this presentation. If your teacher does not specify a specific one, please consider one of these free sites:

- Foliospaces.org
- Evernote
- Live Binder
- Vizualize.me
- PathBrite
- Word Press
- Google Sites

Grading

This project is worth 500 total points.

450-500	A (90-100)
400-449	B (80-89)
350-399	C (70-79)
300-349	D (60-69)
0-299	F (0-59)

Comments:

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Politics and the American Dream
Speech Rubric

Name: _____

Topic: _____

Introduction (10 pts)					
Grabbed audience's attention	1	2	3	4	5
Stated thesis clearly/ previewed main ideas	1	2	3	4	5
Main Body (20 pts)					
Appropriate structure and organization	1	2	3	4	5
Sufficient supporting material	1	2	3	4	5
Effective use of rhetorical strategies	1	2	3	4	5
Refers (Alludes) to at least 2 political events	1	2	3	4	5
Conclusion (10 pts)					
Recap of main points and call to action	1	2	3	4	5
Memorable closing/ impactful	1	2	3	4	5
Delivery (15 pts)					
Eye contact	1	2	3	4	5
Vocal delivery (range in tone, energy, few fillers)	1	2	3	4	5
Appropriate facial expressions and gestures	1	2	3	4	5

Total Points _____ / 55

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Images of the American Dream Rubric

Name _____

Visual Appeal (15 pts.)					
Variety of visual images presented	1	2	3	4	5
Images are well-placed and visually pleasing	1	2	3	4	5
Minimum of 12 images are provided	1	2	3	4	5
Organization (15 pts.)					
Images are presented in chronological order	1	2	3	4	5
Audience can follow order without explanation from presenter	1	2	3	4	5
Images are consistent with theme	1	2	3	4	5
Writing (10 pts.)					
Each image contains an adequate 2-3 sentence explanation of how it relates to the time period	1	2	3	4	5
Writing is generally free from errors in spelling, mechanics, punctuation, and grammar.	1	2	3	4	5
Documentation (5 pts)					
Sources are documented beneath each picture using MLA format	1	2	3	4	5

Total Points _____ / 45

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Poetry of the American Dream Rubric

Name _____

Collection (15 pts.) Five poems depicting an aspect of the American Dream included	1	2	3	4	5
Poems represent a range of time periods	1	2	3	4	5
Poems differ in their perspective of the American Dream	1	2	3	4	5
Organization (10pts.) Poems are organized in an appealing manner	1	2	3	4	5
Poems include title, author, and year written	1	2	3	4	5
Reflection (15 pts.) An adequate quote from each poem is selected	1	2	3	4	5
Student analysis displays understanding of the quote/poem	1	2	3	4	5
Writing is generally free from mistakes in grammar, spelling, punctuation, and mechanics	1	2	3	4	5

Total Points _____/40

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Sounds of the American Dream Rubric

Name: _____

Collection (15 pts.)					
Five- Seven songs' lyrics depicting an aspect of the American Dream	1	2	3	4	5
Songs represent a range of time periods	1	2	3	4	5
Songs differ in their perspective of the American Dream	1	2	3	4	5
Organization (15pts.)					
Songs are organized in an appealing manner	1	2	3	4	5
Songs include artist, title, and year released	1	2	3	4	5
Link to audio of lyrics (partial or whole)	1	2	3	4	5
Reflection (20 pts.)					
Student analysis displays understanding of how the song's lyrics reflected the time period in which it was released	2	4	6	8	10
Writing is generally free from mistakes in grammar, spelling, punctuation, and mechanics	2	4	6	8	10

Total Points _____ / **50**

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The Pursuit of Happiness
Meme Rubric

Name: _____

Visual Appeal (15 pts.)					
Variety of visual images presented	1	2	3	4	5
Memes are well-placed and visually pleasing	1	2	3	4	5
Minimum of 3 memes with quotes are provided	1	2	3	4	5
Content (30 pts.)					
Each meme presents a different perspective of happiness	1	2	3	4	5
Images are consistent with theme	1	2	3	4	5
Student-created meme is original	2	4	6	8	10
Student-created meme aligns with student's definition of happiness	2	4	6	8	10
Writing (20 pts.)					
Student provides a thoughtful definition of happiness with supporting details/evidence	2	4	6	8	10
Writing is generally free from errors in spelling, mechanics, punctuation, and grammar.	2	4	6	8	10
Documentation (5 pts.)					
Sources are documented beneath each meme using MLA format	1	2	3	4	5

Total Points _____ / 70

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Synthesizing the American Dream Rubric

Name: _____

Ideas (40 pts.)					
Essay effectively synthesizes at least 3 sources	2	4	6	8	10
Writer addresses all aspects of prompt	2	4	6	8	10
Writer demonstrates a thorough comprehensive grasp of the text	2	4	6	8	10
Essay accurately and coherently provides specific textual evidence to support thesis and main ideas	1	2	3	4	5
Conclusion is logical and does not simply restate the thesis	1	2	3	4	5
Organization (20 pts.)					
Essay's organization is clear and supports the ideas of the argument	2	4	6	8	10
Ideas are easy to follow	1	2	3	4	5
Transitions are used to move between ideas	1	2	3	4	5
Use of Language (30 pts.)					
Essay demonstrates a mature style that advances or supports the writer's ideas	2	4	6	8	10
Essay uses logical diction and syntax, with attention to varied sentence openings	2	4	6	8	10
Writing is generally free from errors in spelling, punctuation, grammar, and mechanics	2	4	6	8	10
Format (10 pts.)					
In-text citations are accurate	1	2	3	4	5
Works cited page is accurately formatted	1	2	3	4	5

Total Points _____ / 100

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Reflecting on Your American Dream
Rubric

Name: _____

Reflection (30 pts.)					
Analyzes how the writer has considered various viewpoints	2	4	6	8	10
Reveals writer's thinking about the American Dream	2	4	6	8	10
Identifies a clear, well-thought vision of how to achieve the American Dream	2	4	6	8	10
Images (20 pts.)					
Variety of visual images presented	1	2	3	4	5
Images are well-placed and visually appealing	1	2	3	4	5
Images are consistent with theme	2	4	6	8	10
Writing (5 pts.)					
Writing is generally free from errors in spelling, mechanics, punctuation, and grammar	1	2	3	4	5

Total Points _____/55

English 3: Informative/Explanatory Writing
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The American Dream Project Checklist

Assignment	Due Date	Date Checked or Returned	Points Received/Points Possible	Feedback
Part 1: Images of The American Dream				
Photo Essay			/ 45	
Rubric w/ Feedback from 2 Peers			/ 5	
Part 2: Poetry of the American Dream				
Poet's notebook			/40	
Rubric w/ Feedback from 2 Peers			/5	
Part 3: Politics and the American Dream				
Speech			/55	
Rubric w/ Feedback from 2 Peers			/5	
SOAPSTONE Pre-writing			/ 10	
Part 4: Sounds of the American Dream				
Lyric Montage			/ 50	
Rubric w/ Feedback from 2 peers			/ 5	
Part 5: The Pursuit of Happiness				
Memes			/ 70	
Rubric w/ Feedback from 2 Peers			/ 5	
Part 6: Synthesizing the American Dream				
Essay			/100	
Rubric w/ Feedback from 2 Peers			/ 10	
Part 7: Reflecting on Your American Dream				
Collage			/ 55	
Rubric w/ Feedback from 2 Peers			/5	
Part 8: Sources, please				
MLA Works Cited for all parts of project			/ 15	
Part 9: Collaboration and Feedback				
Thoughtful posts on 4 peers' final electronic portfolios			/ 20	

Total Points: _____ / 500

English 3- Informative/Explanatory Writing
Writing the American Dream and the Pursuit of Happiness
References

- (2016). *Two-column note-taking. Facing History and Ourselves*. Retrieved from <https://www.facinghistory.org/resource-library/teaching-strategies/two-column-note-taking>
- College Board. (2010). *Spring Board Textual Power, Level 6*. Retrieved from <http://static.dpsk12.org/gems/montebello/FullUnitStudent.pdf>
- Effinger, S. (2016). *AP Acronyms*. Retrieved from <http://mseffie.com/AP/Acronyms.pdf>
- Instructional Lesson Plan Except Grade 10 Advanced/Gifted and Talented (GT) English Language Arts Unit Title: A World of Words*. (no date). Retrieved from http://mdk12.msde.maryland.gov/instruction/ccr_conferences/resources/H103/HS_GTELA_DiffCCRS_7_of_11.pdf
- South Carolina Department of Education. Profile of the South Carolina Graduate [PDF Document]. Retrieved from <https://ed.sc.gov/scdoe/assets/file/programsservices/59/documents/ELA2015SCCCRStandards.pdf>
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