

The American Dream



Visual Prompt: How does this image juxtapose the promise and the reality of the American Dream?

Unit Overview

In this unit you will explore a variety of American voices and define what it is to be an American. If asked to describe the essence and spirit of America, you would probably refer to the American Dream. First coined as a phrase in 1931, the phrase “the American Dream” characterizes the unique promise that America has offered immigrants and residents for nearly 400 years. People have come to this country for adventure, opportunity, freedom, and the chance to experience the particular qualities of the American landscape.

GOALS:

- To understand and define complex concepts such as the American Dream
- To identify and synthesize a variety of perspectives
- To analyze and evaluate the effectiveness of arguments
- To analyze representative texts from the American experience

ACADEMIC VOCABULARY

- primary source
- defend
- challenge
- qualify

Literary Terms

- exemplification
- imagery
- personification
- synecdoche

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Previewing the Unit

LEARNING STRATEGIES:

Think-Pair-Share, Skimming/Scanning, Marking the Text, Close Reading, KWHL Chart

My Notes

Learning Targets

- Preview the big ideas and vocabulary for the unit.
- Identify and analyze the skills and knowledge necessary for success in writing a definition essay.

Making Connections

In this unit, you will read a variety of texts and be asked to think about ideas and concepts that are “American.” For the first embedded assessment, you will define what it means to be an American. Some words, concepts, and ideas are too complex for a simple definition and require a multi-paragraph essay to define. Definitions also provide a writer the opportunity to clear up misconceptions about a concept or idea. You will learn to define a word or concept using four definition strategies: by example, by classification, by function, and by negation.

Essential Questions

Based on your current knowledge, how would you answer these questions?

1. How do we come to understand big concepts?

2. What is the “American Dream”?

Developing Vocabulary

Use QHT or another strategy to review the Academic Vocabulary and Literary Terms. Decide which ones you may know already and which ones will need additional study.

Unpacking Embedded Assessment 1

Closely read the assignment for Embedded Assessment 1: Writing a Definition Essay.

Your assignment is to write a multi-paragraph essay that defines your interpretation of what it means to be an American. This essay should use the strategies of definition and different perspectives from the unit to help you develop a complex and thoughtful definition. If possible, incorporate an iconic image in your essay.

With your class, create a graphic organizer as you “unpack” the requirements of Embedded Assessment 1. What knowledge must you have (what do you need to know) and what skills must you have (what must you be able to do) to be successful on this assignment?

Defining a Word, Idea, or Concept

Literary Terms

To use **exemplification** is to define by showing specific, relevant examples that fit the writer's definition.

My Notes

Definition by Exemplification

Successful extended definitions go beyond dictionary definitions to show the writer's personal understanding of the concept. To extend a definition, writers use a variety of strategies. One definition strategy is to **define by example**, which is showing specific, relevant examples that fit the writer's definition.

Preview

In this activity, you will read an essay by John McCain that serves as an extended definition of the word *patriot*.

Setting a Purpose for Reading

- Underline phrases that exemplify the author's definition of *patriot*.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

ABOUT THE AUTHOR

John Sidney McCain III was elected to be the United States senator from Arizona in 1986. He was the Republican presidential nominee in the 2008 United States election. McCain followed his father and grandfather, both four-star admirals, into the United States Navy, graduating from the U.S. Naval Academy in 1958. In October 1967, while on a bombing mission over Hanoi during the Vietnam War, he was shot down, seriously injured, and captured by the North Vietnamese. He was a prisoner of war until 1973.

Essay

VETERANS DAY: NEVER FORGET THEIR DUTY

Nov 10 2002

Originally appeared in the November 10, 2002 issue of the Milwaukee Journal Sentinel

- 1 Let me tell you what I think about our Pledge of Allegiance, our flag and our country. I want to tell you about when I was a prisoner of war.
- 2 I spent five years in the Hanoi Hilton. In the early years of our imprisonment, the North Vietnamese kept us in solitary confinement or two or three to a cell.
- 3 In 1971, the North Vietnamese moved us from these conditions of isolation into large rooms with as many as 30 to 40 men to a room. This was, as you can imagine, a wonderful change ... and a direct result of the efforts of millions of Americans, led by people like Nancy and Ronald Reagan, on behalf of a few hundred POWs, 10,000 miles from home.
- 4 One of the men moved into my cell was Mike Christian. Mike came from a small town near Selma, Ala. He didn't wear a pair of shoes until he was 13 years old. At 17, he enlisted in the U.S. Navy. He later earned a **commission**. He became a naval flying officer and was shot down and captured in 1967.

commission: the order that grants an officer's rank in the military

5 Mike had a **keen** and deep appreciation for the opportunities this country—and our military—provide for people who want to work and want to succeed.

6 The uniforms we wore in prison consisted of a blue short-sleeved shirt, trousers that looked like pajama trousers and rubber sandals that were made out of automobile tires. (I recommend them highly; one pair lasted my entire stay.)

7 As part of the change in treatment, the Vietnamese allowed some prisoners to receive packages from home. In some of these packages were handkerchiefs, scarves and other items of clothing. Mike got himself a piece of white cloth and a piece of red cloth and fashioned himself a bamboo needle. Over a period of a couple of months, he sewed the American flag on the inside of his shirt.

8 Every afternoon, before we had a bowl of soup, we would hang Mike's shirt on the wall of our cell and say the Pledge of Allegiance. I know that saying the Pledge of Allegiance may not seem the most important or meaningful part of our day now, but I can assure you that for those men in that stark prison cell, it was, indeed, the most important and meaningful event of our day.

9 One day, the Vietnamese searched our cell and discovered Mike's shirt with the flag sewn inside and removed it. That evening they returned, opened the door of the cell, called for Mike Christian to come out, closed the door of the cell and, for the benefit of all of us, beat Mike Christian severely for the next couple of hours.

10 Then they opened the door of the cell and threw him back inside.

11 He was not in good shape. We tried to comfort and take care of him as well as we could. The cell in which we lived had a concrete slab in the middle on which we slept and four naked light bulbs in each corner of the room.

12 After things quieted down, I went to lie down to go to sleep. As I did, I happened to look in the corner of the room. Sitting there, beneath that dim light bulb, with a piece of white cloth, a piece of red cloth, another shirt and his bamboo needle, was my friend, Mike Christian.

13 Sitting there, with his eyes almost shut from his beating, making another American flag.

14 He was not making the flag because it made Mike Christian feel better. He was making that flag because he knew how important it was for us to be able to pledge our allegiance to our flag and country.

15 Duty, honor, country. We must never forget those thousands of Americans who, with their courage, with their sacrifice and with their lives, made those words live for all of us.

keen: intense, strongly felt

My Notes

Defining a Word, Idea, or Concept

My Notes

Second Read

- Reread the essay to answer these text-dependent questions.
 - Write any additional questions you have about the text in your Reader/Writer Notebook.
1. **Key Idea and Details:** Using details from paragraphs 4–5, what inference can you make about how McCain feels about Mike Christian?
 2. **Craft and Structure:** In paragraph 14, McCain changes the noun “Pledge of Allegiance” to a verb, “pledge our allegiance.” How does the connotation change when he does this?
 3. **Key Idea and Details:** What is McCain’s definition of a patriot?

Check Your Understanding

Review your annotations. Create a list of words and phrases that exemplify the concept of *patriot*.

Writing to Sources: Explanatory Text

McCain’s essay is an extended definition of the word *patriot*. Write a brief response that explains how this extended definition has impacted your own understanding of the word. Be sure to:

- Begin with a clear thesis that explains your new understanding of the word.
- Include transitions between points.
- Include a statement that provides a conclusion.

Learning Targets

- Integrate information presented in two primary sources, an illustration and a speech.
- Cite evidence from multiple texts to define a concept.

Preview

In this activity, you will look at an illustration and read a speech that both describe the immigrant experience in the United States of America.

Setting a Purpose for Viewing

- When looking at a **primary source** such as this illustration, it is important to consider both the message and context of the source. What is the source of the illustration? Why is that important?
- Why might the date of the source be significant?
- What do you see in the illustration? What point is the source trying to convey?
- What feelings or thoughts do you think people might have looking at the Statue of Liberty for the first time as a new arrival to this country?



Source: "An ocean steamer passing the Statue of Liberty: Scene on the Steerage Deck," from *Frank Leslie's Illustrated Newspaper*, July 2, 1887. Reproduced by permission of Accessible Archives.

Setting a Purpose for Reading

- Underline phrases that describe America.
- Highlight phrases that describe the immigrants Roosevelt is referring to.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

ABOUT THE AUTHOR

Franklin Delano Roosevelt (1882–1945) was the 32nd president of the United States. He delivered the following address in 1936 to celebrate the 50th anniversary of the Statue of Liberty.

LEARNING STRATEGIES:
Previewing, Marking the Text,
Think-Pair-Share, SOAPStone

My Notes

ACADEMIC VOCABULARY

A **primary source** is an original document or image created by someone who experiences an event first hand.

America's Promise

GRAMMAR & USAGE

Placement of Modifiers

Writers are careful to place phrases as near as possible to the words they modify, especially when they are writing complex sentences with multiple-word modifiers. In this sentence from Roosevelt's speech, it's clear that the underlined phrase modifies *I*: "Looking down this great harbor I like to think of the countless numbers of inbound vessels that have made this port." Roosevelt is looking down into the harbor.

Look for other descriptive phrases in the speech and make sure you understand what is being modified in each case.

- strained:** used intense effort
- steerage:** section of a ship for low-fare passengers
- devotion:** loyalty, strong attachment
- retain:** continue to have
- affection:** fondness, liking
- destiny:** an experience in the future

My Notes

Speech

Address on the Occasion of the Fiftieth Anniversary of the Statue of Liberty October 28, 1936

by President Franklin D. Roosevelt

1 "... It is the memory of all these eager seeking millions that makes this one of America's places of great romance. Looking down this great harbor I like to think of the countless numbers of inbound vessels that have made this port. I like to think of the men and women who, with the break of dawn off Sandy Hook, have **strained** their eyes to the west for a first glimpse of the New World.

2 They came to us—most of them—in **steerage**. But they, in their humble quarters, saw things in these strange horizons which were denied to the eyes of those few who traveled in greater luxury.

3 They came to us speaking many tongues—but a single language, the universal language of human aspiration.

4 How well their hopes were justified is proved by the record of what they achieved. They not only found freedom in the New World, but by their effort and **devotion**, they made the New World's freedom safer, richer, more far-reaching, more capable of growth.

5 Within this present generation, that stream from abroad has largely stopped. We have within our shores today the materials out of which we shall continue to build an even better home for liberty.

6 We take satisfaction in the thought that those who have left their native land to join us may still **retain** here their **affection** for some things left behind—old customs, old language, old friends. Looking to the future, they wisely choose that their children shall live in the new language and in the new customs of this new people. And those children more and more realize their common **destiny** in America. That is true whether their forebears came past this place eight generations ago or only one.

7 The realization that we are all bound together by hope of a common future rather than by reverence for a common past has helped us to build upon this continent a unity unapproached in any similar area or population in the whole world. For all our millions of square miles, for all our millions of people, there is a unity in language and speech, in law and in economics, in education and in general purpose, which nowhere finds its match.

8 It was the hope of those who gave us this Statue and the hope of the American people in receiving it that the Goddess of Liberty and the Goddess of Peace were the same.

9 The grandfather of my old friend the French Ambassador and those who helped him make this gift possible, were citizens of a great sister Republic established on the principle of the democratic form of government. Citizens of all democracies unite in their desire for peace. Grover Cleveland recognized that unity of purpose on this spot fifty years ago.

10 He suggested that liberty enlightening the world would extend her rays from these shores to every other Nation.

11 Today that symbolism should be broadened. To the message of liberty which America sends to all the world must be added her message of peace.

12 Even in times as troubled and uncertain as these, I still hold to the faith that a better civilization than any we have known is in store for America and by our example,

LEARNING STRATEGIES:
Close Reading, Marking
the Text

My Notes

Learning Targets

- Analyze thematically linked poems to identify the relationship between tone, imagery, and diction.
- Support explanations with appropriate textual evidence.

Preview

In this activity, you will read two poems by celebrated American authors and analyze tone, imagery, and diction.

Setting a Purpose for Reading

- Underline phrases that activate your senses.
- Highlight words that seem to indicate tone.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

ABOUT THE AUTHOR

Walt Whitman (1819–1892), who did not attend college, worked as a journalist, carpenter, and building contractor before publishing a collection of his poems, *Leaves of Grass*, in 1855. He called himself the “people’s poet,” and his foundational work features free verse, uses common speech patterns, and celebrates the country’s working class and cultural diversity.

Poetry

I Hear America Singing

by Walt Whitman

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

blithe: happy, carefree

mason: a person who builds with
brick or stone

America's Voices

My Notes

Second Read

- Reread the poem to answer these text-dependent questions.
 - Write any additional questions you have about the text in your Reader/Writer Notebook.
3. **Craft and Structure:** What effect do the short lines in Hughes's poem have on its rhythm, as compared to the long lines in Whitman's poem?
 4. **Key Idea and Details:** What change does the speaker hint at in lines 8–10? How will life be different for the speaker after "Tomorrow"?

Working from the Text

5. Use the chart to compare tone, diction, and imagery in the two poems.

Title	Tone	Diction and Imagery That Reveal Tone
"I Hear America Singing"	Celebratory,	"Singing,"
"I, Too, Sing America"	Proud,	"But I laugh,"

Check Your Understanding

Note Hughes's very deliberate allusion to Whitman's poem. What does the speaker in "I, Too, Sing America" want us to know about the promise of America?

Writing to Sources: Explanatory Text

Write a short essay comparing and contrasting what the two poems "I Hear America Singing" and "I, Too, Sing America" mean in referring to singing. Think about both the denotative and connotative meanings of the word *sing*. In your writing, be sure to:

- Begin with a clear thesis that states your position about what the two poems mean by the word *sing*.
- Include examples of diction and imagery from both texts to support each specific claim you make about similarities and differences in meaning.
- Include clear transitions between points and a concluding statement that reinforces your thesis.



INDEPENDENT READING LINK

Read and Connect

Select a person in your independent reading who identifies an important symbol that keeps the American Dream alive. Compare this symbol to a symbol selected by an author of a reading in this unit. In your Reader/Writer Notebook, note similarities and differences.

Fulfilling the Promise

sterile: unable to grow or develop
drudgery: dull, boring work

My Notes

GRAMMAR & USAGE Quotation Marks for Effect

Writers sometimes place quotation marks around a word to suggest irony or sarcasm. Yeziarska does this with the word “American” in paragraph 11. By using quotation marks, she implies that her new employers are not really American. Overuse of ironic quotation marks, however, makes them lose their effect.

Study the author’s uses of quotation marks around *American* and *Americans* in paragraphs 39 and 40. What new tone do these words in quotations help to express?

6 In the golden land of flowing opportunity I was to find my work that was denied me in the **sterile** village of my forefathers. Here I was to be free from the dead **drudgery** for bread that held me down in Russia. For the first time in America, I’d cease to be a slave of the belly. I’d be a creator, a giver, a human being! My work would be the living job of fullest self-expression.

7 But from my high visions, my golden hopes, I had to put my feet down on earth. I had to have food and shelter. I had to have the money to pay for it.

8 I was in America, among the Americans, but not of them. No speech, no common language, no way to win a smile of understanding from them, only my young, strong body and my untried faith. Only my eager, empty hands, and my full heart shining from my eyes!

Chunk 2

9 God from the world! Here I was with so much richness in me, but my mind was not wanted without the language. And my body, unskilled, untrained, was not even wanted in the factory. Only one of two chances was left open to me: the kitchen, or minding babies.

10 My first job was as a servant in an Americanized family. Once, long ago, they came from the same village from where I came. But they were so well-dressed, so well-fed, so successful in America, that they were ashamed to remember their mother tongue.

11 “What were to be my wages?” I ventured timidly, as I looked up to the well-fed, well-dressed “American” man and woman.

12 They looked at me with a sudden coldness. What have I said to draw away from me their warmth? Was it so low for me to talk of wages? I shrank back into myself like a low-down bargainer. Maybe they’re so high up in well-being they can’t any more understand my low thoughts for money.

13 From his rich height the man preached down to me that I must not be so grabbing for wages. Only just landed from the ship and already thinking about money when I should be thankful to associate with “Americans.” The woman, out of her smooth, smiling fatness assured me that this was my chance for a summer vacation in the country with her two lovely children.

14 My great chance to learn to be a civilized being, to become an American by living with them.

15 So, made to feel that I was in the hands of American friends, invited to share with them their home, their plenty, their happiness, I pushed out from my head the worry for wages. Here was my first chance to begin my life in the sunshine, after my long darkness. My laugh was all over my face as I said to them: “I’ll trust myself to you. What I’m worth you’ll give me.” And I entered their house like a child by the hand.

16 The best of me I gave them. Their house cares were my house cares. I got up early. I worked till late. All that my soul hungered to give I put into the passion with which I scrubbed floors, scoured pots, and washed clothes. I was so grateful to mingle with the American people, to hear the music of the American language, that I never knew tiredness.

17 There was such a freshness in my brains and such a willingness in my heart I could go on and on—not only with the work of the house, but work with my head—learning new words from the children, the grocer, the butcher, the iceman. I was not even afraid

Fulfilling the Promise

My Notes



WORD CONNECTIONS

Etymology

In modern history, the word *ghetto* refers to crowded urban areas of minority groups. In seventeenth-century Italy, the ghetto was the part of a city in which Jews were required to live. The word's origin is uncertain, but it may come from the Yiddish word *get*, meaning "deed of separation." A similar Italian word, *borghetto*, means "a small section of town."

only a month here. Just came to America. And you already think about money. Wait till you're worth any money. What use are you without knowing English? You should be glad we keep you here. It's like a vacation for you. Other girls pay money yet to be in the country."

36 It went black for my eyes. I was so choked no words came to my lips. Even the tears went dry in my throat.

Chunk 3

37 I left. Not a dollar for all my work.

38 For a long, long time my heart ached and ached like a sore wound. If murderers would have robbed me and killed me it wouldn't have hurt me so much. I couldn't think through my pain. The minute I'd see before me how they looked at me, the words they said to me—then everything began to bleed in me. And I was helpless.

39 For a long, long time the thought of ever working in an "American" family made me tremble with fear, like the fear of wild wolves. No—never again would I trust myself to an "American" family, no matter how fine their language and how sweet their smile.

40 It was blotted out in me all trust in friendship from "Americans." But the life in me still burned to live. The hope in me still craved to hope. In darkness, in dirt, in hunger and want, but only to live on!

41 There had been no end to my day—working for the "American" family.

42 Now rejecting false friendships from higher-ups in America, I turned back to the Ghetto. I worked on a hard bench with my own kind on either side of me. I knew before I began what my wages were to be. I knew what my hours were to be. And I knew the feeling of the end of the day.

43 From the outside my second job seemed worse than the first. It was in a sweatshop of a Delancey Street basement, kept up by an old, wrinkled woman that looked like a black witch of greed. My work was sewing on buttons. While the morning was still dark, I walked into a dark basement. And darkness met me when I turned out of the basement.

44 Day after day, week after week, all the contact I got with America was handling dead buttons. The money I earned was hardly enough to pay for bread and rent. I didn't have a room to myself. I didn't even have a bed. I slept on a mattress on the floor in a rat-hole of a room occupied by a dozen other immigrants. I was always hungry—oh, so hungry! The scant meals I could afford only sharpened my appetite for real food. But I felt myself better off than working in the "American" family where I had three good meals a day and a bed to myself. With all the hunger and darkness of the sweat-shop, I had at least the evening to myself. And all night was mine. When all were asleep, I used to creep up on the roof of the tenement and talk out my heart in silence to the stars in the sky.

45 "Who am I? What am I? What do I want with my life? Where is America? Is there an America? What is this wilderness in which I'm lost?"

46 I'd hurl my questions and then think and think. And I could not tear it out of me, the feeling that America must be somewhere, somehow—only I couldn't find it—*my America*, where I would work for love and not for a living. I was like a thing following blindly after something far off in the dark!

47 "*Oi weh.*" I'd stretch out my hand up in the air. "My head is so lost in America. What's the use of all my working if I'm not in it? Dead buttons is not me."

Fulfilling the Promise

My Notes

63 Again I went to our factory teacher and cried out to her: “I know already to read and write the English language, but I can’t put it into words what I want. What is it in me so different that can’t come out?”

64 She smiled at me down from her calmness as if I were a little bit out of my head.

65 “What *do you want* to do?”

66 “I feel. I see. I hear. And I want to think it out. But I’m like dumb in me. I only know I’m different—different from everybody.”

67 She looked at me close and said nothing for a minute. “You ought to join one of the social clubs of the Women’s Association,” she advised.

68 “What’s the Women’s Association?” I implored greedily.

69 “A group of American women who are trying to help the working-girl find herself. They have a special department for immigrant girls like you.”

Chunk 5

70 I joined the Women’s Association. On my first evening there they announced a lecture: “The Happy Worker and His Work,” by the Welfare director of the United Mills Corporation.

71 “Is there such a thing as a happy worker at his work?” I wondered. Happiness is only by working at what you love. And what poor girl can ever find it to work at what she loves? My old dreams about my America rushed through my mind. Once I thought that in America everybody works for love. Nobody has to worry for a living. Maybe this welfare man came to show me the *real* America that till now I sought in vain.

72 With a lot of polite words the head lady of the Women’s Association introduced a higher-up that looked like the king of kings of business. Never before in my life did I ever see a man with such a sureness in his step, such power in his face, such friendly positiveness in his eye as when he smiled upon us.

73 “Efficiency is the new religion of business,” he began. “In big business houses, even in up-to-date factories, they no longer take the first comer and give him any job that happens to stand empty. Efficiency begins at the employment office. Experts are hired for the one purpose, to find out how best to fit the worker to his work. It’s economy for the boss to make the worker happy.” And then he talked a lot more on efficiency in educated language that was over my head.

74 I didn’t know exactly what it meant—efficiency—but if it was to make the worker happy at his work, then that’s what I had been looking for since I came to America. I only felt from watching him that he was happy by his job. And as I looked on the clean, well-dressed, successful one, who wasn’t ashamed to say he rose from an office-boy, it made me feel that I, too, could lift myself up for a person.

75 He finished his lecture, telling us about the Vocational Guidance Center that the Women’s Association started.

76 The very next evening I was at the Vocational Guidance Center. There I found a young, college-looking woman. Smartness and health shining from her eyes! She, too, looked as if she knew her way in America. I could tell at the first glance: here is a person that is happy by what she does.

77 “I feel you’ll understand me,” I said right away.

78 She leaned over with pleasure in her face: “I hope I can.”

Fulfilling the Promise



WORD CONNECTIONS

Roots & Affixes

The word *persistence* comes from the Latin prefix *per-* meaning “through, completely,” the root *-sist-* meaning “to stand,” and the suffix *-ence* meaning “the quality of.” Persistence is therefore “the quality of standing or lasting completely.”

My Notes

indomitable: incapable of defeat

98 Stripped of all illusion, I looked about me. The long desert of wasting days of drudgery stared me in the face. The drudgery that I had lived through, and the endless drudgery still ahead of me rose over me like a withering wilderness of sand. In vain were all my cryings, in vain were all frantic efforts of my spirit to find the living waters of understanding for my perishing lips. Sand, sand was everywhere. With every seeking, every reaching out I only lost myself deeper and deeper in a vast sea of sand.

99 I knew now the American language. And I knew now, if I talked to the Americans from morning till night, they could not understand what the Russian soul of me wanted. They could not understand *me* any more than if I talked to them in Chinese. Between my soul and the American soul were worlds of difference that no words could bridge over. What was that difference? What made the Americans so far apart from me?

100 I began to read the American history. I found from the first pages that America started with a band of Courageous Pilgrims. They had left their native country as I had left mine. They had crossed an unknown ocean and landed in an unknown country, as I.

101 But the great difference between the first Pilgrims and me was that they expected to make America, build America, create their own world of liberty. I wanted to find it ready made.

102 I read on. I delved deeper down into the American history. I saw how the Pilgrim Fathers came to a rocky desert country, surrounded by Indian savages on all sides. But undaunted, they pressed on—through danger—through famine, pestilence, and want—they pressed on. They did not ask the Indians for sympathy, for understanding. They made no demands on anybody, but on their own **indomitable** spirit of persistence.

103 And I—I was forever begging a crumb of sympathy, a gleam of understanding from strangers who could not understand.

104 I, when I encountered a few savage Indian scalpers, like the old witch of the sweat-shop, like my “Americanized” countryman, who cheated me of my wages—I, when I found myself on the lonely, untrodden path through which all seekers of the new world must pass, I lost heart and said: “There is no America!”

105 Then came a light—a great revelation! I saw America—a big idea—a deathless hope—a world still in the making. I saw that it was the glory of America that it was not yet finished. And I, the last comer, had her share to give, small or great, to the making of America, like those Pilgrims who came in the *Mayflower*.

106 Fired up by this revealing light, I began to build a bridge of understanding between the American-born and myself. Since their life was shut out from such as me, I began to open up my life and the lives of my people to them. And life draws life. In only writing about the Ghetto I found America.

107 Great chances have come to me. But in my heart is always a deep sadness. I feel like a man who is sitting down to a secret table of plenty, while his near ones and dear ones are perishing before his eyes. My very joy in doing the work I love hurts me like secret guilt, because all about me I see so many with my longings, my burning eagerness, to do and to be, wasting their days in drudgery they hate, merely to buy bread and pay rent. And America is losing all that richness of the soul.

108 The Americans of tomorrow, the America that is every day nearer coming to be, will be too wise, too open-hearted, too friendly-handed, to let the least lastcomer at their gates knock in vain with his gifts unwanted.

Fulfilling the Promise



INDEPENDENT READING LINK

Read and Respond

For many authors in this unit, the American Dream is found in daily life and work. Select a moment in your independent reading that reflects this idea. Write how the American Dream is reflected in small details.

My Notes

- Craft and Structure:** What impact do the following figures of speech from Chunk 6 have on the author’s tone: “All the light out of my eyes,” “dragged like dead wood,” “hit me on the head as with a club,” “desert of wasting days,” and “withering wilderness of sand”?
- Key Idea and Details:** What does the author’s study of American history help her understand about herself and her new country?

Working from the Text

- Read the following writing prompt. In a small group, share your annotations. Work together to craft a thesis statement and decide which details you noted are most relevant. Use the work you generated in your group to complete the writing task.

Language and Writer’s Craft: Quoting Original Sources

There are three ways to use someone else’s words in your own writing: summarizing, paraphrasing, and using direct quotations.

- **Summarizing:** restating the main idea in one’s own words
- **Paraphrasing:** briefly restating ideas from another source in one’s own words
- **Using quotations:** using the exact words of another in your writing

Quotation: “But the great difference between the first Pilgrims and me was that they expected to make America, build America, create their own world of liberty. I wanted to find it ready made.”

Paraphrased Example: By the example of the Pilgrims, the narrator begins to realize that in America she must assert herself and create her own path to success.

Writing to Sources: Explanatory Text

Timed Prompt: The tone of this short story changes and develops over the course of the narrative as the narrator has new experiences. Write an essay analyzing how the structure of this short story affects the evolution of tone in the narrative. Be sure to:

- Include a clear thesis that states how the tone changes over the course of the narrative.
- Support your explanation by citing specific examples and details from the story, including the narrator’s use of diction and imagery.
- Use summaries, paraphrases, and direct quotations, as appropriate, to support your claims, and introduce and punctuate all quotations correctly.
- Include clear transitions as you describe changes in tone over time and a clear and strong conclusion.

Analyzing Sentence Structure and Variety

Analyzing sentence structure when reading can help you improve your writing. Analyze a portion of the narrative you just read by completing the following chart as your teacher directs. Afterward, reflect on what the chart tells you about sentences in this particular text. What might using this chart tell you about your own writing?

My Notes

Sentence Number	First Four Words	Verbs	Number of Words per Sentence
1	As one of the	speak	9

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Varying Sentence Openings

This advice for varying sentence openings comes from Purdue University’s Online Writing Lab:

“If too many sentences start with the same word, especially ‘The,’ ‘It,’ ‘This,’ or ‘I,’ prose can grow tedious for readers, so changing opening words and phrases can be refreshing. [On the next page] are alternative openings for a fairly standard sentence. Notice that different beginnings can alter not only the structure but also the emphasis of the sentence. They may also require rephrasing in sentences before or after this one, meaning that one change could lead to an abundance of sentence variety.”

Fulfilling the Promise

My Notes

Example Sentence:

The biggest coincidence that day happened when David and I ended up sitting next to each other at the Super Bowl.

Possible Revisions:

- Coincidentally, David and I ended up sitting right next to each other at the Super Bowl.
- Sitting next to David at the Super Bowl was a tremendous coincidence.
- When I sat down at the Super Bowl, I realized that I was directly next to David.
- By sheer coincidence, I ended up sitting directly next to David at the Super Bowl.
- What are the odds that I would have ended up sitting right next to David at the Super Bowl?
- Though I hadn't made any advance arrangements with David, we ended up sitting right next to each other at the Super Bowl.
- Many amazing coincidences occurred that day, but nothing topped sitting right next to David at the Super Bowl.
- Unbelievable, I know, but David and I ended up sitting right next to each other at the Super Bowl.

Check Your Understanding

After completing the table and reviewing the various ways to start a sentence, review your Timed Writing with a partner. Analyze your sentences, looking specifically at the beginnings of your sentences. Select a few sentences and revise them by varying sentence beginnings and length.

Defining an American



WORD CONNECTIONS

Multiple Meanings

The word *asylum*, used in the first paragraph, means a safe haven or a sanctuary. But *asylum* has different meanings in other contexts. *Asylum* was once frequently used to refer to an institution offering shelter and support to people who were mentally ill. The protection granted by a nation to someone who has left his or her native country as a political refugee is also called asylum.

penury: extreme poverty

procured: gained

motives: reasons

metamorphosis: change

My Notes

province: part of a country

ABOUT THE AUTHOR

J. Hector St. John de Crèvecoeur (1735–1813) published his fictional *Letters from an American Farmer* to provide people in England and Europe a glimpse of life in the American colonies.

Letter

WHAT IS an American?

from *Letters from an American Farmer* (1781)

by J. Hector St. John de Crèvecoeur

1 In this great American asylum, the poor of Europe have by some means met together, and in consequence of various causes; to what purpose, should they ask one another, what countrymen they are? Alas, two thirds of them had no country. Can a wretch who wanders about, who works and starves, whose life is a continual scene of sore affliction or pinching **penury**; can that man call England or any other kingdom his country? A country that had no bread for him, whose fields **procured** him no harvest, who met with nothing but the frowns of the rich, the severity of the laws, with jails and punishments; who owned not a single foot of the extensive surface of this planet? No! Urged by a variety of **motives**, here they came. Every thing has tended to regenerate them; new laws, a new mode of living, a new social system; here they are become men: in Europe they were as so many useless plants, wanting vegetative mould, and refreshing showers; they withered, and were mowed down by want, hunger, and war: but now, by the power of transplantation, like all other plants, they have taken root and flourished! Formerly they were not numbered in any civil list of their country, except in those of the poor; here they rank as citizens. By what invisible power has this surprising **metamorphosis** been performed? By that of the laws, and that of their industry. The laws, the indulgent laws, protect them as they arrive, stamping on them the symbol of adoption; they receive ample rewards for their labours; these accumulated rewards procure them lands; those lands confer on them the title of freemen; and to that title every benefit is affixed which men can possibly require. This is the great operation daily performed by our laws. From whence proceed these laws? From our government. Whence that government? It is derived from the original genius and strong desire of the people ratified and confirmed by government. This is the great chain which links us all, this is the picture which every **province** exhibits, Nova Scotia excepted. There the crown has done all; either there were no people who had genius, or it was not much attended to: the consequence is, that the province is very thinly inhabited indeed; the power of the crown, in conjunction with the musketos, has prevented men from settling there. Yet some part of it flourished once, and it contained a mild harmless set of people. But for the fault of a few leaders the whole were banished. The greatest political error the crown ever committed in America, was to cut off men from a country which wanted nothing but men!

2 What attachment can a poor European **emigrant** have for a country where he had nothing? The knowledge of the language, the love of a few kindred as poor as himself, were the only cords that tied him: his country is now that which gives him land, bread, protection, and consequence: *Ubi panis ibi patria*,¹ is the motto of all emigrants. What then is the American, this new man? He is either an European, or the descendant of an European; hence that strange mixture of blood, which you will find in no other country. I could point out to you a man, whose grandfather was an Englishman, whose wife was Dutch, whose son married a French woman, and whose present four sons have now four wives of different nations. He is an American, who, leaving behind him all his ancient prejudices and manners, receives new ones from the new mode of life he has embraced, the new government he obeys, and the new rank he holds. He becomes an American by being received in the broad lap of our great Alma Mater.

3 Here individuals of all nations are melted into a new race of men, whose labours and posterity will one day cause great change in the world. Americans are the western pilgrims, who are carrying along with them that great mass of arts, sciences, vigour, and industry, which began long since in the East; they will finish the great circle. The Americans were once scattered all over Europe; here they are incorporated into one of the finest systems of population which has ever appeared, and which will hereafter become distinct by the power of the different climates they inhabit. The American ought, therefore, to love this country much better than that wherein either he or his forefathers were born. Here the rewards of his industry follow with equal steps the progress of his labour; his labour is founded on the basis of nature, self-interest; can it want a stronger allurements? Wives and children, who before in vain demanded of him a morsel of bread, now, fat and frolicsome, gladly help their father to clear those fields whence exuberant crops are to arise to feed and to clothe them all; without any part being claimed, either by a **despotic** prince, a rich **abbot**, or a mighty lord. Here religion demands but little of him; a small voluntary salary to the minister, and gratitude to God; can he refuse these? The American is a new man, who acts upon new principles; he must therefore entertain new ideas, and form new opinions. From involuntary idleness, servile dependence, penury, and useless labour, he has passed to toils of a very different nature, rewarded by ample **subsistence**. This is an American.

Second Read

- Reread the letter to answer these text-dependent questions.
- Write any additional questions you have about the text in your Reader/Writer Notebook.

1. **Key Idea and Details:** What are some experiences that define this “new race of men”?

emigrant: a person leaving his homeland

My Notes

despotic: authoritarian, oppressive
abbot: head of a monastery

subsistence: livelihood, earnings

¹ Where there is bread there is my country.

Defining an American

My Notes

2. **Key Idea and Details:** In paragraph 1, what opinion does the author express about a poor “countryman’s” place in Europe versus his place in America?

3. **Craft and Structure:** What does the word *kindred* mean in paragraph 2?

4. **Craft and Structure:** How does the meaning of the word *industry* change as the author uses it throughout the text?

Working from the Text

5. Create a graphic organizer to compare the new Americans to Europeans according to de Crèvecoeur.

Definition by Classification or Function

When you define by classification, you explain to what group or groups something belongs. De Crèvecoeur uses definition by classification to show which groups belong to America or have access to being Americans.

When you define by function, you show what something does or how it operates in the world. De Crèvecoeur uses definition by function to show what an American does.

Learning Targets

- Support the analysis of a text with appropriate evidence.
- Analyze and evaluate the effectiveness of the structure of an expository text.

Preview

In this activity, you will read an essay about being a “hyphenated American.”

Setting a Purpose for Reading

- Underline details that vividly indicate the author’s feelings about her Japanese heritage.
- Draw a dotted line under details that vividly indicate the author’s feelings about her American reality.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

ABOUT THE AUTHOR

Kesaya Noda (b. 1950) grew up in New Hampshire. As the grandchild of Japanese immigrants, she experienced the culture of the United States as well as the Japanese culture of her grandparents. In her essay, she talks about how both cultures have influenced her character.

Essay

Growing Up Asian in America

by Kesaya E. Noda

1 Sometimes when I was growing up, my identity seemed to hurtle toward me and paste itself right to my face. I felt that way, encountering the stereotypes of my race **perpetuated** by non-Japanese people (primarily white) who may or may not have had contact with other Japanese in America. “You don’t like cheese, do you?” someone would ask. “I know your people don’t like cheese.” Sometimes questions came making allusions to history. That was another aspect of the identity. Events that had happened quite apart from the me who stood silent in that moment connected my face with an incomprehensible past. “Your parents were in California? Were they in those camps during the war?” And sometimes there were phrases or nicknames: “Lotus Blossom.” I was sometimes addressed or referred to as racially Japanese, sometimes as Japanese-American, and sometimes as an Asian woman. Confusions and distortions abounded.

2 How is one to know and define oneself? From the inside—within a context that is self-defined, from a grounding in a community and a connection with culture and history that are comfortably accepted? Or from the outside—in terms of messages received from the media and people who are often ignorant? Even as an adult I can still see two sides of my face and past. I can see from the inside out, in freedom. And I can see from the outside in, driven by the old voices of childhood and lost in anger and fear.

LEARNING STRATEGIES:
Summarizing/Paraphrasing,
Marking the Text

GRAMMAR & USAGE

Hyphens

Writers often use **hyphens** to join two or more words into a single adjective or concept called a **compound adjective**. Hyphens in a compound adjective help readers see that two or more words are being linked together to function as one adjective: *third-generation, 90-year-old*. Hyphens also allow writers to combine the meanings of two or more words to create a new word that conveys a specific concept or idea. These words are usually used as nouns or adjectives and often include proper nouns: *Japanese-American, anti-Asian*. What different meanings does the author bring to the hyphenated word *Japanese-American*?

perpetuated: continued, sustained

My Notes

A Hyphenated American

My Notes

I AM RACIALLY JAPANESE

3 A voice from my childhood says: “You are other. You are less than. You are unalterably alien.” This voice has its own history. We have indeed been seen as other and alien since the early years of our arrival in the United States. The very first immigrants were welcomed and sought as laborers to replace the dwindling numbers of Chinese, whose influx had been cut off by the Chinese Exclusion Act of 1882. The Japanese fell natural heir to the same anti-Asian prejudice that had arisen against the Chinese. As soon as they began striking for better wages, they were no longer welcomed.

4 I can see myself today as a person historically defined by law and custom as being forever alien. Being neither “free white,” nor “African,” our people in California were deemed “aliens, ineligible for citizenship,” no matter how long they intended to stay here. Aliens ineligible for citizenship were prohibited from owning, buying, or leasing land. They did not and could not belong here. The voice in me remembers that I am always a *Japanese-American* in the eyes of many. A third-generation German-American is an American. A third-generation Japanese-American is a Japanese-American. Being Japanese means being a danger to the country during the war and knowing how to use chopsticks. I wear this history on my face.

5 I move to the other side. I see a different light and claim a different context. My race is a line that stretches across ocean and time to link me to the shrine where my grandmother was raised. Two high, white banners lift in the wind at the top of the stone steps leading to the shrine. It is time for the summer festival. Black characters are written against the sky as boldly as the clouds, as lightly as kites, as sharply as the big black crows I used to see above the fields in New Hampshire. At festival time there is liquor and food, ritual, discipline, and abandonment. There is music and drunkenness and **invocation**. There is hope. Another season has come. Another season has gone.

6 I am racially Japanese. I have a certain claim to this crazy place where the prayers **intoned** by a neighboring Shinto¹ priest (standing in for my grandmother’s nephew who is sick) are drowned out by the rehearsals for the pop singing contest in which most of the villagers will compete later that night. The village elders, the priest, and I stand respectfully upon the immaculate, shining wooden floor of the outer shrine, bowing our heads before the hidden powers. During the patchy intervals when I can hear him, I notice the priest has a stutter. His voice flutters up to my ears only occasionally because two men and a woman are singing gustily into a microphone in the compound, testing the sound system. A pre-recorded tape of guitars, **samisens**, and drums accompanies them. Rock music and Shinto prayers. That night, to loud applause and cheers, a young man is given the award for the most netsuretsu—passionate, burning—rendition of a song. We roar our approval of the reward. Never mind that his voice had wandered and slid, now slightly above, now slightly below the given line of the melody. Netsuretsu. Netsuretsu.

7 In the morning, my grandmother’s sister kneels at the foot of the stone stairs to offer her morning prayers. She is too crippled to climb the stairs, so each morning she kneels here upon the path. She shuts her eyes for a few seconds, her motions as matter of fact as when she washes rice. I linger longer than she does, so reluctant to leave, savoring the connection I feel with my grandmother in America, the past, and the power that lives and shines in the morning sun.

invocation: calling upon spirits
intoned: uttered in a singing voice
samisen: a guitar-like Japanese musical instrument



WORD CONNECTIONS

Multiple Meanings

The author uses the highly connotative word *alien* to describe how she felt other people viewed her, and how she learned to view herself. *Alien*, a Middle English word from the Latin term *alienus*, for “stranger” or “outsider,” can be used in several contexts. It can refer to someone who comes from another country. It can be used to describe a thing or experience that is strange and unfamiliar, sometimes to the point where it is too different to be desirable or acceptable. It can even be used to refer to the ultimate “other,” an extraterrestrial creature.

¹ traditional religion of Japan

A Hyphenated American

My Notes

angling: turn in a different direction

17 I had had no idea what it meant to buy this kind of land and make it grow green. Or how, when the war came, there was no space at all for the subtlety of being who we were—Japanese-Americans. Either/or was the way. I hadn't understood that people were literally afraid for their lives then, that their money had been frozen in banks; that there was a five-mile travel limit; that when the early evening curfew came and they were inside their houses, some of them watched helplessly as people they knew went into their barns to steal their belongings. The police were patrolling the road, interested only in violators of curfew. There was no help for them in the face of thievery. I had not been able to imagine before what it must have felt like to be an American—to know absolutely that one is an American—and yet to have almost everyone else deny it. Not only deny it, but challenge that identity with machine guns and troops of white American soldiers. In those circumstances it was difficult to say, "I'm a Japanese-American." "American" had to do.

18 But now I can say that I am a Japanese-American. It means I have a place here in this country, too. I have a place here on the East Coast, where our neighbor is so much a part of our family that my mother never passes her house at night without glancing at the lights to see if she is home and safe; where my parents have hauled hundreds of pounds of rocks from fields and arduously planted Christmas trees and blueberries, lilacs, asparagus, and crab apples; where my father still dreams of **angling** a stream to a new bed so that he can dig a pond in the field and fill it with water and fish. "The neighbors already came for their Christmas tree?" he asks in December. "Did they like it? Did they like it?"

19 I have a place on the West Coast where my relatives still farm, where I heard the stories of feuds and backbiting, and where I saw that people survived and flourished because fundamentally they trusted and relied upon one another. A death in the family is not just a death in a family; it is a death in the community. I saw people help each other with money, materials, labor, attention, and time. I saw men gather once a year, without fail, to clean the grounds of a ninety-year-old woman who had helped the community before, during, and after the war. I saw her remembering them with birthday cards sent to each of their children.

20 I come from a people with a long memory and a distinctive grace. We live our thanks. And we are Americans. Japanese-Americans. ...

Second Read

- Reread the essay to answer these text-dependent questions.
- Write any additional questions you have about the text in your Reader/Writer Notebook.

1. **Key Idea and Details:** In paragraph 4, what inference can you make about the author's feelings when she states, "A third-generation Japanese-American is a Japanese-American"?

LEARNING STRATEGIES:
Sketching, TP-CASTT

Literary Terms

Imagery is the descriptive language authors use to create word pictures. Writers create imagery through words and details that appeal to one or more of the five senses.

My Notes

 **WORD CONNECTIONS**

Content Connections

From the beginning of the poem, Hughes uses words commonly encountered in social studies contexts to forge iconic images of American history: the pioneer, the European kings and tyrants that Americans were trying to escape, the image of Liberty with her patriotic wreath, and the phrase “the homeland of the free.” These words form a kind of shorthand, evoking what America is supposed to stand for by referring to common images and concepts. Along with highly connotative words like *opportunity*, *equality*, and *freedom*, these words from history and social studies allow Hughes to evoke the concept of the American Dream before showing the ways in which that dream has not been realized for all people.

Learning Targets

- Analyze the use of **imagery** in a poem and a visual text.
- Investigate and explain the historical significance behind a iconic American image.

Preview

In this activity, you will read a poem and analyze iconic American images to expand your thinking about the idea, and reality, of “America.”

Setting a Purpose for Reading

- Underline words and phrases that evoke images.
- Notate the types of Americans mentioned.
- Put an explanation mark next to shifts in narrator or perspective.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

Poetry

Let America Be America Again

by Langston Hughes

Let America be America again.
Let it be the dream it used to be.
Let it be the pioneer on the plain
Seeking a home where he himself is free.

5 (America never was America to me.)
Let America be the dream the dreamers dreamed—
Let it be that great strong land of love
Where never kings connive nor tyrants scheme
That any man be crushed by one above.

10 (It never was America to me.)
O, let my land be a land where Liberty
Is crowned with no false patriotic wreath,
But opportunity is real, and life is free,
Equality is in the air we breathe.

15 (There’s never been equality for me,
Nor freedom in this “homeland of the free.”)
Say, who are you that mumbles in the dark?

Researching Images of America

My Notes



American Marines raising flag on Mount Suribachi, Iwo Jima, 1945, taken by Joe Rosenthal on February 23, 1945.

Working from the Text

5. Explain the strong emotional response that this image activates. What makes it an iconic American image?
6. Revisit your vocabulary tree and add details to your working definition of what it means to be an American.

Research Review

Review your familiarity with primary and secondary sources. For the essay you will write for Embedded Assessment 1, explaining your definition is central; the sources should support your explanation.

Primary sources are original documents containing firsthand information about a subject; e.g., letters or diaries. A *secondary source* is a discussion or commentary about primary sources, offering an interpretation about information gathered from a primary source; e.g., history books or encyclopedias.

To help ensure that you use substantial, accurate, and timely sources to support your position, it is important to consider each source's validity, reliability, and relevancy.

Validity: Does the information appear to be accurate and well documented? Is there a bibliography or list of sources? Does the information appear to be free from bias, or does it present only a single position?

Reliability: Are the author's name and qualifications clearly identified? Is the information from a respected institution (e.g., a university)? If it is an online resource, is the site listed as .gov, .edu, or .org rather than .com?

Relevance: Is the information closely related to your topic? Does it offer support with facts or other information you can quote to support your position?

Researching Images of America

My Notes

Presenting Your Image

After all images and descriptions have been added to the Gallery of America, prepare a brief presentation of your image for your peers. This presentation should introduce the image, provide some background knowledge, and explain the significance of the image and why you chose it.

In pairs, go through the exhibit listening to each presenter's brief explanation of his or her iconic image. After you have seen and heard all of the presentations, add additional thoughts and details to your vocabulary tree for defining the term "American."

Check Your Understanding

Review the presentations that you have seen, and select the two images you would add to the permanent exhibit of iconic American images. Write your choices and the reasons for your selection on a feedback card.

What Is Freedom?

factor: an influence that contributes to a result

My Notes

pension: money paid to a person who no longer works

accordance: agreement, conforming to

3 Certainly this is no time for any of us to stop thinking about the social and economic problems which are the root cause of the social revolution which is today a supreme **factor** in the world. For there is nothing mysterious about the foundations of a healthy and strong democracy.

4 The basic things expected by our people of their political and economic systems are simple. They are:

Equality of opportunity for youth and for others.

Jobs for those who can work.

Security for those who need it.

The ending of special privilege for the few.

The preservation of civil liberties for all.

The enjoyment—The enjoyment of the fruits of scientific progress in a wider and constantly rising standard of living.

5 These are the simple, the basic things that must never be lost sight of in the turmoil and unbelievable complexity of our modern world. The inner and abiding strength of our economic and political systems is dependent upon the degree to which they fulfill these expectations.

6 Many subjects connected with our social economy call for immediate improvement. As examples:

7 We should bring more citizens under the coverage of old-age **pensions** and unemployment insurance.

8 We should widen the opportunities for adequate medical care.

9 We should plan a better system by which persons deserving or needing gainful employment may obtain it.

10 I have called for personal sacrifice, and I am assured of the willingness of almost all Americans to respond to that call. A part of the sacrifice means the payment of more money in taxes. In my budget message I will recommend that a greater portion of this great defense program be paid for from taxation than we are paying for today. No person should try, or be allowed to get rich out of the program, and the principle of tax payments in **accordance** with ability to pay should be constantly before our eyes to guide our legislation.

Chunk 2

11 If the Congress maintains these principles the voters, putting patriotism ahead of pocketbooks, will give you their applause.

12 In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms.

13 The first is freedom of speech and expression—everywhere in the world.

14 The second is freedom of every person to worship God in his own way—everywhere in the world.

15 The third is freedom from want, which, translated into world terms, means economic understandings which will secure to every nation a healthy peacetime life for its inhabitants—everywhere in the world.

16 The fourth is freedom from fear, which, translated into world terms, means a world-wide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor—anywhere in the world.

17 That is no vision of a distant millennium. It is a definite basis for a kind of world attainable in our own time and generation. That kind of world is the very antithesis of the so-called “new order” of tyranny which the dictators seek to create with the crash of a bomb.

18 To that new order we oppose the greater **conception**—the moral order. A good society is able to face schemes of world domination and foreign revolutions alike without fear.

19 Since the beginning of our American history we have been engaged in change, in a perpetual, peaceful revolution, a revolution which goes on steadily, quietly, adjusting itself to changing conditions without the concentration camp or the quicklime in the ditch. The world order which we seek is the cooperation of free countries, working together in a friendly, civilized society.

20 This nation has placed its destiny in the hands and heads and hearts of its millions of free men and women, and its faith in freedom under the guidance of God. Freedom means the supremacy of human rights everywhere. Our support goes to those who struggle to gain those rights and keep them. Our strength is our unity of purpose.

21 To that high concept there can be no end save victory.

conception: idea, concept

My Notes

Second Read

- Reread the speech to answer these text-dependent questions.
- Write any additional questions you have about the text in your Reader/Writer Notebook.

1. **Key Idea and Details:** Summarize the “basic things” that Roosevelt says Americans expect from their political and economic systems.

2. **Knowledge and Ideas:** What is a fundamental belief that Roosevelt has about the need for freedom in the world?

3. **Craft and Structure:** What do you think the word *antithesis* means, based on how Roosevelt uses it in his speech?

4. **Craft and Structure:** Based on the conclusion of the speech, what is Roosevelt’s point of view about the role of American democracy in the world?

What Is Freedom?

My Notes

Working from the Text

5. Use the graphic organizer to track the four freedoms outlined in Roosevelt’s speech, then read the Bill of Rights and make connections between the two sets of freedoms. Add your notes about those amendments. Once you have completed this graphic organizer, revisit your vocabulary tree and add details to your working definition of what it means to be an American.

Four Freedoms	Notes from the Bill of Rights
The first is freedom of speech and expression everywhere in the world.	Amendment I: make no law ... abridging the freedom of speech, or of the press;

Setting a Purpose for Reading

- Use the margin to summarize in a few words the right outlined in each amendment.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

ABOUT THE DOCUMENT

The Constitution of the United States of America forms the basis of the U.S. government and outlines the rights of American citizens. Since its ratification, it has been amended 27 times. The first 10 amendments, written in 1791, are known as the Bill of Rights. The Preamble explains the purpose of the document.

What Is Freedom?

compulsory: required by law

My Notes

enumeration: complete and ordered listing

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have **compulsory** process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

Amendment VII

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX

The **enumeration** in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Second Read

- Reread the historical document to answer these text-dependent questions.
 - Write any additional questions you have about the text in your Reader/Writer Notebook.
6. **Craft and Structure:** Based on the language of the Preamble and the Bill of Rights, what issue was important to the framers of the Constitution?
 7. **Craft and Structure:** What is the meaning of the word *enjoy* as it is used in Amendment VI?
 8. **Key Idea and Details:** Why do you think the framers of the Constitution felt they had to include Amendment VIII in the Bill of Rights?
 9. **Knowledge and Ideas:** Explain the purpose of the Constitution.

LEARNING STRATEGIES:

Rereading, Note-taking,
Think-Pair-Share

My Notes

Learning Targets

- Identify and categorize the use of definition strategies in a text.
- Apply definition strategies to new writing to create an extended definition.

Definition by Negation

Negation is a definition strategy in which a writer defines what something *is* by showing what it *is not*. Negation helps to contrast a writer’s definition with others’ definitions. It also refines a definition by setting limits.

Preview

In this activity, you will read an extended definition of the concept of freedom and use it to focus your own definition essay.

Setting a Purpose for Reading

- Underline words and phrases that define *freedom*.
- In the margin, label definition strategies you find (exemplification=E, classification=C, function=F, negation=N).
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

ABOUT THE AUTHORS

Jerald M. Jellison, professor of psychology at the University of Southern California, specializes in theories of human social behavior. John H. Harvey, professor of social psychology at Vanderbilt University, recently co-edited a collection of studies in social behavior.

Definition Essay

WHAT IS Freedom?

by Jerald M. Jellison and John H. Harvey

1 The pipe under your kitchen sink springs a leak and you call in a plumber. A few days later you get a bill for \$40. At the bottom is a note saying that if you don’t pay within 30 days, there’ll be a 10 percent service charge of \$4. You feel trapped, with no desirable alternative. You pay \$40 now or \$44 later.

2 Now make two small changes in the script. The plumber sends you a bill for \$44, but the note says that if you pay within 30 days you’ll get a special \$4 discount. Now you feel pretty good. You have two alternatives, one of which will save you \$4.

3 In fact, your choices are the same in both cases—pay \$40 now or \$44 later—but your feelings about them are different. This illustrates a subject we’ve been studying for several years: What makes people feel free and why does feeling free make them happy? One factor we’ve studied is that individuals feel freer when they can choose between positive alternatives (delaying payment or saving \$4) rather than between negative ones (paying immediately or paying \$4 more).

4 Choosing between negative alternatives often seems like no choice at all. Take the case of a woman trying to decide whether to stay married to her inconsiderate, incompetent husband, or get a divorce. She doesn’t want to stay with him but she feels divorce is a sign of failure and will **stigmatize** her socially. Or think of the decision faced by many young men a few years ago, when they were forced to choose between leaving their country and family or being sent to Vietnam.

5 When we face decisions involving only alternatives we see as negatives, we feel so little freedom that we twist and turn searching for another choice with some positive characteristics.

6 Freedom is a popular word. Individuals talk about how they feel free with one person and not with another, or how their bosses encourage or discourage freedom on the job. We hear about civil wars and revolutions being fought for greater freedom, with both sides righteously making the claim. The feeling of freedom is so important that people say they’re ready to die for it, and supposedly have.

7 Still, most people have trouble coming up with a precise definition of freedom. They give answers describing specific situations—“Freedom means doing what I want to do, not what the Government wants me to do,” or “Freedom means not having my mother tell me when to come home from a party”—rather than a general definition covering many situations. The idea they seem to be expressing is that freedom is associated with making decisions, and that other people sometimes limit the number of alternatives from which they can select.

Second Read

- Reread the essay to answer these text-dependent questions.
 - Write any additional questions you have about the text in your Reader/Writer Notebook.
1. **Craft and Structure:** How do the authors answer the question, “What is freedom?” in the first three paragraphs of the essay?
 2. **Craft and Structure:** What synonym could the authors have used in place of the word *alternatives* without changing the meaning?
 3. **Key Idea and Details:** What do the authors conclude about what freedom means to most people?

My Notes

stigmatize: disgrace, denounce

Strategies for Defining Freedom

My Notes

Working from the Text

- With your partner, find an example of definition by negation in Jellison and Harvey’s extended definition and explain how negation adds to your understanding of freedom. Examples of negation should answer the question, What is freedom not?

Check Your Understanding

How would you define the concept of freedom? In a small group, brainstorm additional examples for each of the definition strategies—exemplification, classification, function, and negation—that prove or support your definition of “freedom.” Use the following graphic organizer to record your responses.

The Definition of Freedom	
Negation (What is freedom not?)	Function (What does freedom do?)
Freedom means not being controlled by a tyrant.	Demands decisions
Exemplification (What are some examples of freedom?)	Classification (What are types of freedom?)
Freedom of religion	Personal

Writing a Definition Essay

ASSIGNMENT

Your assignment is to write a multi-paragraph essay that defines your interpretation of what it means to be an American. This essay should use the strategies of definition and different perspectives from the unit to help you develop a complex and thoughtful definition. If possible, incorporate an iconic image into your essay.

Embedded Assessment Checklist

Use this Embedded Assessment Checklist to help guide your planning, drafting, revising, and editing.

Planning and Prewriting

- What prewriting strategy will help you define what it means to be an American (free writing, webbing, graphic organizer)?
- What pieces of writing from this unit connected strongly with you? How can they help to add depth and dimension to your definition?
- How can you share your ideas with a peer to help you select the strongest material to include in your draft?

Drafting

- How will you take the complex elements of your definition and work them into a clear, focused thesis statement?
- How can you sequence your ideas so that they work together to build a clear and convincing definition?
- What strategies of definition work well with your selected evidence and ideas?

Evaluating and Revising

- Does your essay have coherence—does it present ideas that tie together and flow smoothly, making the essay easy to follow for the reader?
- Does your essay have specific, varied diction and a variety of sentence patterns?
- Where can you add or revise transitions so that one idea smoothly leads to another?
- How can you use the Scoring Guide as a tool to evaluate your draft or to seek out feedback from others?

Editing and Publishing

- How will you check your writing for grammatical and technical accuracy?
- What sort of outside resources can help you to check your draft (e.g., a format guide, a dictionary)?
- What is an effective way to use the last read-through of your essay to make final adjustments (e.g., read it out loud or have a peer read it to you)?

Reflection

After completing this Embedded Assessment, think about how you went about accomplishing this assignment, and respond to the following:

- In what ways did the process of defining what it means to be an American cause you to rethink or reevaluate your own ideas?
- Did the material that you read in this unit have a role in this? Why or why not?

SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging	Incomplete
Ideas	<p>The essay</p> <ul style="list-style-type: none"> asserts a focused, clearly stated thesis develops and supports the thesis thoroughly with relevant, significant, and substantial facts and quotations synthesizes information on multiple, relevant perspectives. 	<p>The essay</p> <ul style="list-style-type: none"> asserts a clear thesis develops and supports the thesis with relevant facts and quotations incorporates information on various perspectives. 	<p>The essay</p> <ul style="list-style-type: none"> presents an unfocused or limited thesis attempts to develop and support the thesis with weak evidence that may not be appropriate inconsistently incorporates information on various perspectives. 	<p>The essay</p> <ul style="list-style-type: none"> asserts a weak thesis contains facts, quotations, or other information that may not develop or support the topic contains insufficient information on various perspectives.
Structure	<p>The essay</p> <ul style="list-style-type: none"> organizes complex ideas so that new elements build to create a unified whole creates an effective and engaging introduction and conclusion that articulate the significance of the topic uses a variety of definition strategies with skill and purpose uses a variety of meaningful transitions. 	<p>The essay</p> <ul style="list-style-type: none"> organizes ideas so that each new element builds on that which preceded it to create cohesion presents a clear and focused introduction and conclusion uses a variety of definition strategies effectively uses transitions to connect the larger ideas of the essay. 	<p>The essay</p> <ul style="list-style-type: none"> creates limited cohesion with inconsistent connections among the elements contains an underdeveloped or unfocused introduction and/or conclusion attempts to use definition strategies with limited success inconsistently uses transitions to connect ideas. 	<p>The essay</p> <ul style="list-style-type: none"> demonstrates limited cohesion; expected elements may be missing lacks an introduction and/or conclusion uses few or no definition strategies presents limited use of transitions.
Use of Language	<p>The essay</p> <ul style="list-style-type: none"> chooses precise diction and a variety of sentence types and structures to enhance the reader's understanding demonstrates superior command of conventions integrates and cites textual evidence smoothly. 	<p>The essay</p> <ul style="list-style-type: none"> uses diction and a variety of sentence types or structures that appropriately manages the topic demonstrates a command of conventions so that minor errors do not interfere with meaning integrates and cites textual evidence correctly. 	<p>The essay</p> <ul style="list-style-type: none"> uses diction that is inconsistent and provides little variety in sentence structure attempts to follow conventions, but errors in usage may cause some confusion uses textual evidence without smooth or correct integration. 	<p>The essay</p> <ul style="list-style-type: none"> uses diction that is inappropriate at times; shows little or no variety in sentence structure contains errors in grammar, punctuation, capitalization, or spelling that interfere with meaning contains little or no integrated textual evidence.

Previewing Embedded Assessment 2 and Synthesizing Ideas

LEARNING STRATEGIES:

Close Reading, Graphic Organizer, Quickwrite

My Notes

Learning Targets

- Reflect on concepts, essential questions, and vocabulary.
- Identify and analyze the knowledge and skills needed to complete Embedded Assessment 2 successfully.
- Compose a reaction statement that takes a specific position.

Making Connections

An important task of every critical thinker is to be able to read and understand the thinking of others. More importantly, as a critical thinker you must be able to gather together many ideas and sort through them to find what you can use and what you can discard in formulating your own thinking. This act of synthesis or combining often entails the creative act of constructing your own definitions of what is important to you. Synthesizing your own thoughts, your reading, and your research will lead to your own personal understanding of a complex idea such as the “American Dream.”

Essential Questions

You have constructed a personal definition of an American. Now write about your understanding of Essential Question 2: What is the American Dream?

Developing Vocabulary

Review the vocabulary from the first part of this unit. Include new words from texts you have read. Which words do you know thoroughly? Which do you need to spend more time learning?

Unpacking Embedded Assessment 2

Closely read the assignment for Embedded Assessment 2: Synthesizing the American Dream.

Your assignment is to synthesize at least three to five sources and your own observations to defend, challenge, or qualify the statement that “America still provides access to the American Dream.” This question requires you to integrate a variety of sources (three to five) into a coherent, well-written argumentative essay. Be sure to refer to the sources and employ your own observations to support your position. Your argument should be central; the sources and your observations should support this argument.

With your class, identify and analyze the knowledge you need (what do you need to know?) and the skills you must have (what must you be able to do?) to complete the assignment successfully. Create a graphic organizer as you “unpack” the requirements of Embedded Assessment 2.

LEARNING STRATEGIES:
Marking the Text, Quickwrite,
Paraphrasing

My Notes

Learning Targets

- Identify and evaluate the effectiveness of an author’s argument, claims, evidence, and call to action.
- Identify aspects of the “American Dream.”

Preview

In this activity, you will read an article to evaluate the author’s argument.

Setting a Purpose for Reading

- Put a star next to the author’s main arguments.
- Underline key evidence that supports those arguments.
- Use the margin to ask questions that clarify your understanding or challenge the author’s position or evidence.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

Article

from

Is the American Dream Still Possible?

by David Wallechinsky, *Parade*, October 2014

1 *To be “middle class” in America once meant living well and having financial security. But today that comfortable and contented lifestyle is harder to achieve and maintain. PARADE commissioned Mark Clements Research Inc. to survey Americans nationwide about their finances and outlook for the future. Contributing Editor David Wallechinsky—author of recent articles on where your tax dollars go and on pork-barrel spending—interprets the results.*

2 The traditional American Dream is based on the belief that hardworking citizens can better their lives, pay their monthly bills without worry, give their children a start to an even better life and still save enough to live comfortably after they retire. But many average Americans are struggling—squeezed by rising costs, declining wages, credit-card debt and diminished benefits, with little left over to save for retirement. (See the following statistics.)

3 Does the dream survive? Do most Americans still believe they can forge better lives for themselves?

4 PARADE surveyed more than 2,200 Americans, of whom fully 84% described themselves as belonging to the middle class, regardless of where they live (living costs are higher in some regions) or the size of their household.

5 For this report, we focused on U.S. households earning between \$30,000 and \$99,000 a year. Most of those surveyed describe themselves as married and having a family. More than 64% say they are employed full-time or part-time. Most say they

Annotating an Argumentative Text

My Notes

furlough: a period of time when an employee is told not to come to work and is not paid

fortitude: mental strength and courage

zealot: a person who is fanatical in pursuing political, religious, or other ideals

15 Who is responsible? One of the most intriguing results of the Parade survey is that 89% of the middle class believes that businesses have a social responsibility to their employees and to the community. Yet 81% believe that, in fact, American businesses make decisions based on what is best for their shareholders and investors, not what's best for their employees.

16 Randy Omark, 55, and Cherie Morris, 58, of Stroudsburg, Pa., husband and wife, are former flight attendants for TWA. Cherie took a buyout in the late 1990s—before American Airlines bought TWA in 2001. After the acquisition, Randy was put on “**furlough**” (as were about 4,000 other former TWA flight attendants) and never rehired. After 26 years with the two airlines, his pension was frozen and then taken over by the government. Now he gets \$324 a month in payments.

17 Today, despite having a college education, Randy works for \$9 an hour finding community jobs for mentally challenged adults. Cherie works for a greeting-card company for \$7.25 an hour.

18 “It used to be that if you stayed with your job, you would be rewarded,” says Cherie. “Now there is no guarantee.” As for retirement, Randy says, “Eventually, we will just downsize everything, sell our house and move into a smaller one.”

19 Is the dream changing? Simone Luevano, 46, and Miguel Gutierrez, 44, run a garage-door installation and repair business in Albuquerque, N.M. While the business grossed \$453,000 last year, they took home just \$50,000 net to live on. They have a daughter—Marilyn, age 7—who is deaf in one ear and goes to a private school that costs \$3600 a year.

20 Simone says that financial stress is part of their lives: “It comes from the ‘maybe, could be, should be’ nature of our business.” When the economy is down, people don’t buy a new garage-door system. The cost of gas at the pump is a major factor, she adds: “When the price of gasoline goes down, business goes up.”

21 Have they prepared for retirement? Simone laughs, then replies, “The words ‘retirement’ and ‘vacation’ are not in our vocabulary. You know that old Tennessee Ernie Ford song: ‘I owe my soul to the company store’? We don’t think about retirement. They’ll have to take me out of here with my high-top tennies on.”

22 “The American Dream is a bygone thing,” she adds. “It’s not the way life is anymore. I used to believe I was responsible for my own destiny. But it’s not that simple. Now it’s faith and **fortitude**.”

What Can You Do?

23 In this (and every) election year, many politicians rev up emotions that keep voters from focusing on the pocketbook and daily-life issues that truly matter. You know what really touches your family and life: The cost of milk, gas and prescription drugs. The quality of schools. The hope that the government will step in fully prepared to keep you safe and secure if a disaster hits your neighborhood.

24 Don’t leave decision-making and priority-setting to **zealots** who have an ax to grind—or to the blindly ambitious people who emerge in every generation. For more than 200 years, our system of government has encouraged power to the people. Be an active citizen.

Annotating an Argumentative Text

My Notes

Check Your Understanding

Quickwrite: In the first paragraph of the article, the author begins by defining the American Dream. How does it compare to your definition? How does Wallechinsky's "call to action" show another basic tenet of the American Dream?

Language and Writer's Craft: Transitions

Transition words and phrases are important for argumentative writing. As in other writing, transitions help the reader navigate through the text. Transitions like *however*, *still*, *despite*, and *yet* can signal that the writer is refuting opposing arguments.

Example: "Today, despite having a college education, Randy works for \$9 an hour finding community jobs for mentally challenged adults."

PRACTICE In the above example, what opposing argument is Wallechinsky refuting? Review the text and find two additional sentences in which the author uses transitions to refute opposing arguments. Underline these sentences and briefly explain which opposing arguments he is refuting.

Explain How an Argument Persuades

Write an essay that explains how Wallechinsky structures his essay to persuade his readers. How effective is the argument? Did he convince you to change or refine your definition of the American Dream? In your essay, be sure to:

- Identify Wallechinsky's claim and analyze how clear and direct it is.
- Explain what supporting evidence Wallechinsky uses and how counterclaims are addressed. Evaluate the effectiveness of the reasons, evidence, and refutations of counterclaims.
- Include multiple direct quotations from the text, introducing and punctuating them correctly.
- Include transitions between your points and a statement that provides a conclusion.

Learning Targets

- Analyze the Declaration of Independence for its purpose and rhetorical features.
- Evaluate the effectiveness of an argument.
- Analyze how English usage has changed since the 18th century.

Preview

In this activity, you will read the Declaration of Independence and analyze its effectiveness as a piece of argumentative writing.

Setting a Purpose for Reading

- Underline strong words and phrases that appeal to pathos.
- Highlight terms you have heard but are not used frequently anymore.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

ABOUT THE DOCUMENT

The Declaration of Independence, written primarily by Thomas Jefferson, was adopted by the Continental Congress on July 4, 1776. It announced to King George III of Great Britain that the 13 British colonies in North America had decided to become an independent nation. The colonies had been at war with Great Britain for over a year, fighting for their rights under the British Empire. By the summer of 1776, however, the colonists had decided that reconciliation would be impossible, and they needed to be entirely independent from Great Britain. Today, the declaration is considered a foundational document of the United States because it outlines the beliefs of the people who gave birth to the idea of America.

Historical Document

The Declaration of Independence

Chunk 1

1 When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which **impel** them to the separation.

2 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.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they

LEARNING STRATEGIES:

Marking the Text,
Quickwrite, Graphic
Organizer

My Notes

impel: to drive forward; force

unalienable: unable to be taken away

The Structure of an Argument

usurpations: acts of wrongfully taking over a right or power that belongs to someone else

despotism: a country or political system where the ruler holds absolute power

My Notes

are accustomed. But when a long train of abuses and **usurpations**, pursuing invariably the same Object evinces a design to reduce them under absolute **Despotism**, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

Chunk 2

3 He has refused his Assent to Laws, the most wholesome and necessary for the public good.

4 He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

5 He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

6 He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.

7 He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

8 He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.

9 He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

10 He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

11 He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

12 He has erected a multitude of New Offices, and sent hither swarms of Officers to harrass our people, and eat out their substance.

13 He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

14 He has affected to render the Military independent of and superior to the Civil power.

15 He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

Chunk 3

- 16 For Quartering large bodies of armed troops among us:
- 17 For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:
- 18 For cutting off our Trade with all parts of the world:
- 19 For imposing Taxes on us without our Consent:
- 20 For depriving us in many cases, of the benefits of Trial by Jury:
- 21 For transporting us beyond Seas to be tried for pretended offences
- 22 For abolishing the free System of English Laws in a neighbouring Province, establishing therein an **Arbitrary** government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:
- 23 For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:
- 24 For suspending our own Legislatures and declaring themselves invested with power to legislate for us in all cases whatsoever.

Chunk 4

- 25 He has **abdicated** Government here, by declaring us out of his Protection and waging War against us.
- 26 He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.
- 27 He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & **perfidy** scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.
- 28 He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.
- 29 He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.
- 30 In every stage of these Oppressions We have Petitioned for **Redress** in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

Chunk 5

- 31 Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and **magnanimity**, and we have conjured them by the ties of our common kindred to disavow these usurpations, which would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of **consanguinity**. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

GRAMMAR & USAGE**Diction**

Diction is a speaker's or writer's choice of words. Diction can be formal, informal, poetic, plain, and so on, depending on the writer's subject and purpose. In paragraph 24, for example, the framers of the Declaration choose strong—even violent—verbs to express their fury and outrage at the king: “He has *plundered* our seas, *ravaged* our Coasts, *burnt* our towns, and *destroyed* the lives of our people.”

Study the diction used in paragraph 30, the conclusion of the Declaration. Cite examples of words chosen by the writers and explain how these words advance the argument for independence.

arbitrary: based on unpredictable decisions rather than law

abdicated: failed to fulfill a responsibility or duty

perfidy: deceitfulness, treachery

redress: the correction of wrong; compensation

magnanimity: the condition of being high-minded; noble

consanguinity: having the same origin or ancestry

**WORD CONNECTIONS****Roots and Affixes**

The word *jurisdiction* contains two Latin roots. The first is *jur-*, which means “right, law.” The second is *dic-* or *dict-*, which means “to say.” The suffix *-ion* means “act of.” What then does *jurisdiction* mean?

The Structure of an Argument

rectitude: morally correct behavior or thinking

My Notes

32 We, therefore, the Representatives of the United States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the **rectitude** of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

Second Read

- Reread the article to answer these text-dependent questions.
- Write any additional questions you have about the text in your Reader/Writer Notebook.

1. **Key Idea and Details:** According to the text, what five truths are held to be “self-evident”?

2. **Craft and Structure:** Consider the Declaration as an argument. Analyze its structure. What is the claim? What concession is being made? What evidence is being presented?

3. **Craft and Structure:** What function do the grievances against the king listed in Chunks 2–4 serve in the argument?

4. **Craft and Structure:** What does the word *assent* mean, based on how it is used in this document?

5. **Knowledge and Ideas:** What rhetorical appeals does this foundational U.S. document make in paragraph 29?

My Notes

Working from the Text

- 6. Do you think that the unfamiliar words and phrasing make this text less meaningful? Should the United States consider revising the document with modern language?
- 7. Reread the text with a partner and note the elements of argumentation in the following graphic organizer.

Key Elements of an Argument	Details from the Declaration of Independence
<p>The Hook (Gets the reader’s attention)</p> <ul style="list-style-type: none"> • The hook grabs the reader’s attention and catches their interest. • It establishes a connection between the writer and the audience, anticipating audience knowledge and providing needed background information. • It can be, but is not limited to, an anecdote, an image, a definition, or a quotation. 	
<p>The Claim (The topic being argued)</p> <ul style="list-style-type: none"> • Usually comes in the opening section of your paper. • States your belief and what it is that you wish to argue. • Anticipates the audience’s knowledge, concerns, values, and possible biases and addresses them with evidence. 	
<p>Concessions and Refutations (Acknowledges counterclaims fairly and thoroughly, uses evidence to point out strengths and limitations and to refute claims)</p> <ul style="list-style-type: none"> • The writer recognizes counterclaims made by the other side. • This builds credibility by discussing strengths and limitations with fairness and objectivity. • The writer grants that the other side has some validity, then ... • The writer argues at length against the opposing viewpoint by proving that his or her claim has more validity. 	

The Structure of an Argument

Support (Presents facts to convince audience)

- Set out the reasoning behind your argument.
- Provide supporting evidence of your claim (data, quotes, anecdotes, etc.).
- Blend together logical and emotional appeals.

Call to Action (The final word)

- Draw your argument to a close and restate your claim.
- Make a final new appeal to values.
- Voice a final plea.
- Try not to repeat information, but sum up your argument with a few final facts and appeals.

My Notes

Check Your Understanding

Choose a sentence that struck you as particularly important or strong. Rewrite the sentence using modern English. Briefly note whether the new version carries the same weight and meaning.

Writing To Sources: Explanatory Text

Now that you have examined one of the foundational documents of American life and government, write an essay explaining how you think the ideas in this document, as well as those in the Preamble to the Constitution to the United States and the Bill of Rights, contribute to the idea of the American Dream. In your essay, be sure to:

- Begin with a clear thesis that defines the American Dream and identifies the role played by ideas in these documents in shaping that definition.
- Use evidence from the documents themselves as well as from your own experience of American life to support your definition of the American Dream and the connection between the documents and that definition.
- Incorporate some direct quotations from the texts. Introduce and punctuate all quotations correctly.
- Include transitions between points and a concluding statement that ties your essay together.



INDEPENDENT READING LINK

Read and Discuss

Meet with a partner or small group to discuss the independent reading you have completed so far. How do your readings challenge or support your definition of the American Dream? Do the subjects or narrators in your readings believe the American Dream is worth fighting for or no longer exists?

Coming to America

My Notes

Like millions of others,

15 I too come to this island,
nine decades the answerer
of dreams.

Yet only part of my blood loves that memory.

Another voice speaks

20 of native lands
within this nation.

Lands invaded
when the earth became owned.

Lands of those who followed

25 the changing Moon,
knowledge of the seasons
in their veins.

Second Read

- Reread the poem to answer these text-dependent questions.
- Write any additional questions you have about the text in your Reader/Writer Notebook.

1. **Key Idea and Details:** What is the central theme of the poem? What is the poem saying about the immigrant experience in the United States?

2. **Craft and Structure:** What two points of view does the author develop in the poem? How are they different?

ABOUT THE AUTHOR

Phillis Wheatley (1753–1784) was kidnapped in West Africa and transported aboard the slave ship *Phillis* to Boston in 1761. She was purchased by John Wheatley as a servant for his wife. Young Phillis quickly learned to speak English and to read the Bible with amazing fluency. She published her first poem in 1767 and, six years later, published a book, *Poems on Various Subjects*. That same year, John Wheatley emancipated her. Phillis Wheatley was the first African American, the first slave, and the third woman in the United States to publish a book of poems.

Poetry

On Being Brought from

Africa to America

by Phillis Wheatley

T’was mercy brought me from my *Pagan* land,
 Taught my **benighted** soul to understand
 That there’s a God, that there’s a *Saviour* too:
 Once I redemption neither sought nor knew.
 Some view our **sable** race with scornful eye,
 “Their colour is a diabolic die.”
 Remember, *Christians*, *Negros*, black as *Cain*,
 May be refind, and join th’ angelic train.

Second Read

- Reread the poem to answer this text-dependent question.
 - Write any additional questions you have about the text in your Reader/Writer Notebook.
3. **Key Idea and Details:** According to the poem, how does Phyllis Wheatley perceive her experience of being brought to the United States? How do her situation and perception contrast with that of Joseph Bruchac in “Ellis Island” and Langston Hughes in “Let America Be America Again” (from Activity 1.8)?
4. **Key Idea and Details:** Reread the last four lines of the poem. What is the message Wheatley leaves with the reader?

My Notes

benighted: a state of intellectual, social, or moral darkness; unenlightened

sable: black

Coming to America



WORD CONNECTIONS

Roots and Affixes

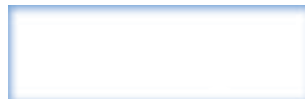
Knowing the meaning of Latin prefixes and roots can show the difference between *immigrant* and *emigrant*. The prefix *im-* means “in or into.” The prefix *e-* means “out or from.” The root *migr-* in both words means “to move from one place to another.” So an *emigrant* moves out of a country and becomes an *immigrant* by moving into a new country.

My Notes

ABOUT THE AUTHOR

David Ignatow was born in Brooklyn, New York, in 1914 to Russian immigrants. His poetry, which is written in straightforward language, often portrays urban life and the lives of the working poor. Ignatow won many prestigious awards for his poetry before he died in 1997.

Poetry



and America

by David Ignatow

My father brought the emigrant bundle
of desperation and worn threads,
that in anxiety as he stumbles
tumble out distractedly;

5 while I am bedded upon soft green money
that grows like grass.
Thus, between my father
who lives on a bed of anguish for his daily bread,
and I who tear money at leisure by the roots,

10 where I lie in sun or shade,
a vast continent of breezes, storms to him,
shadows, darkness to him, small lakes, rough channels
to him, and hills, mountains to him, lie between us.
My father comes of a small hell

15 where bread and man have been kneaded and baked
together.
You have heard the scream as the knife fell;
while I have slept
as guns pounded offshore.

Second Read

- Reread the poem to answer this text-dependent question.
 - Write any additional questions you have about the text in your Reader/Writer Notebook.
5. **Craft and Structure:** How does the author draw on the multiple meanings of the word *bed* to convey the father’s and the son’s different life experiences?

My Notes

Working from the Text

6. Images often have a powerful connotative effect. Identify the denotation and connotation of key images from the poem “Europe and America.” Discuss the effect that those particular words have on the reader. Choose some words or phrases of your own to analyze. Write them in your Reader/Writer Notebook or on a separate piece of paper.

Word or Phrase	Denotation	Connotation	Effect on the Reader
emigrant bundle of desperation	<p>emigrant: one who leaves the country of his or her birth</p> <p>bundle: a group of objects held together by tying or wrapping</p> <p>desperation: recklessness arising from losing all hope</p>	The father is associated with that which is negative, bringing all his hopelessness to the new world.	The words set up the reader to contrast the father’s experience with the son’s.
bedded on soft green money			
bed of anguish			
vast continent of breezes, storms to him			

Coming to America

My Notes

Check Your Understanding

Consider how the effect on the reader might change any of the key phrases in “Europe and America” were changed. Imagine that instead of “bedded on soft green money,” the poet were to have written “funded by filthy bills.” How does that change the effect of the imagery and the attitude conveyed by the diction?

Writing To Sources: Explanatory Text

Consider the three poems you have read and the connections between the speakers and how they present their experiences. Write an essay in which you use the poems to identify and analyze a common theme connecting the speakers’ experiences. What contradictions between their experiences and the American Dream do the writers present, and how do they resolve the conflict—if at all? How are those responses to that contradiction similar or different? In your essay, be sure to:

- Include a thesis that connects the experiences in all three poems, and the speakers’ responses to those experiences.
- Provide direct quotations and specific examples from all three poems to support each claim you make. Introduce and punctuate all quotations correctly.
- Include clear transitions between points and a concluding statement that reinforces your thesis.
- Use a variety of sentence beginnings.

Learning Targets

- Examine how a single topic is explored by multiple writers.
- Synthesize the ideas of multiple texts.

Money and the American Dream

Read and review the following quotations about money and write a brief explanation of each one in your own words. Think of a visual to go with each one.

“The love of money is the root of all evil.” (from the Bible)

“Remember that time is money.” (Benjamin Franklin)

“Put not your trust in money, but your money in trust.” (Oliver Wendell Holmes)

“A good reputation is more valuable than money.” (Pubilius Syrus)

“If money be not thy servant, it will be thy master.” (Sir Francis Bacon)

“The safest way to double your money is to fold it over twice and put it in your pocket.” (Frank McKinney Hubbard)

“Those who believe money can do everything are frequently prepared to do everything for money.” (George Savile)

“There’s no money in poetry, but then there’s no poetry in money, either.” (Robert Graves)

“Money cannot buy happiness.” (Anonymous)

“A fool and his money are soon parted.” (Benjamin Franklin)

“A penny saved is a penny earned.” (Benjamin Franklin)

LEARNING STRATEGIES:
Quickwrite, Think-Pair-Share, Visualizing

My Notes

Money and the American Dream

Literary Terms

Personification is a figure of speech used to describe an object as having human qualities.

Synecdoche is a figure of speech in which a part is used to represent the whole or vice versa, for example, “all hands on deck,” meaning sailors (part to whole, as hands are part of a whole sailor), or “America will win the America’s Cup this year” (whole to part, where all of America is the whole and the team who competes in the America’s Cup is the part).

My Notes

Preview

In this activity, you will read a poem and a scene from a seminal American play to analyze the relationship between money and the American Dream.

Setting a Purpose for Reading

- Highlight instances of personification.
- Underline instances of synecdoche.
- Take notes about the authors’ or characters’ attitude toward money.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

ABOUT THE AUTHOR

After 15 years in a business career, Dana Gioia became a full-time writer in 1992. He is a literary and music critic, poet, and radio commentator who has also served as the chairman for the National Endowment of the Arts. His essay “Can Poetry Matter?” is considered one of the most influential literary criticisms in the last quarter century.

Poetry

Money

by Dana Gioia

Money, the long green,
cash, stash, rhino, jack
or just plain dough.

Chock it up, fork it over,

- 5 shell it out. Watch it
burn holes through pockets.

To be made of it! To have it
to burn! Greenbacks, double eagles,
megabucks and Ginnie Maes.

- 10 It greases the palm, feathers a nest,
holds heads above water,
makes both ends meet.

Money breeds money.

Gathering interest, compounding daily.

15 Always in circulation.

Money. You don't know where it's been,
but you put it where your mouth is.
And it talks.

Second Read

- Reread the poem to answer this text-dependent question.
- Write any additional questions you have about the text in your Reader/Writer Notebook.

1. **Key Idea and Details:** How does the poet feel about money? Cite evidence from the text to support your ideas.

ABOUT THE AUTHOR

Lorraine Hansberry grew up in Chicago in an educated and successful activist family. Her father moved the family into a white neighborhood to challenge discriminatory housing practices. Her play, a huge literary and commercial success, was developed out of that experience.

ABOUT THE PLAY

A Raisin in the Sun is a play about an African American family that is set in Chicago sometime between World War II and 1959, when the play was first produced. The family is about to receive a large amount of money after the death of the father. Walter, the son, wants to invest the money in a liquor store, but his mother objects.

Drama

from **A Raisin in the Sun**

by Lorraine Hansberry

Characters:

Walter and Ruth Younger (husband and wife)
Lena Younger (Mama—Walter's mother)

MAMA: What was they fighting about?

RUTH: Now you know as well as I do.

MAMA (*shaking her head*): Brother still worrying hisself sick about that money?

RUTH: You know he is.

My Notes

Money and the American Dream

My Notes

MAMA: You had breakfast?

RUTH: Some coffee.

MAMA: Girl, you better start eating and looking after yourself better. You almost thin as Travis.

RUTH: Lena—

MAMA: Un-hunh?

RUTH: What are you going to do with it?

MAMA: Now don't you start, child. It's too early in the morning to be talking about money. It ain't Christian.

RUTH: It's just that he got his heart set on that store—

MAMA: You mean that liquor store that Willy Harris want him to invest in?

RUTH :Yes—

MAMA: We ain't no business people, Ruth. We just plain working folks.

RUTH: Ain't nobody business people till they go into business. Walter Lee say colored people ain't never going to start getting ahead till they start gambling on some different kinds of things in the world—investments and things.

MAMA: What done got into you, girl? Walter Lee done finally sold you on investing.

RUTH: No. Mama, something is happening between Walter and me. I don't know what it is—but he needs something—something I can't give him any more. He needs this chance, Lena.

MAMA (*frowning deeply*): But liquor, honey—

RUTH: Well—like Walter say—I spec people going to always be drinking themselves some liquor.

MAMA: Well—whether they drinks it or not ain't none of my business. But whether I go into business selling it to 'em is, and I don't want that on my ledger this late in life. (*stopping suddenly and studying her daughter-in-law*) Ruth Younger, what's the matter with you today? You look like you could fall over right there.

RUTH: I'm tired.

MAMA: Then you better stay home from work today.

RUTH: I can't stay home. She'd be calling up the agency and screaming at them, "My girl didn't come in today —send me somebody! My girl didn't come in!" Oh, she just have a fit ...

MAMA: Well, let her have it. I'll just call her up and say you got the flu—

RUTH (*laughing*): Why the flu?

MAMA: 'Cause it sounds respectable to 'em. Something white people get, too. They know 'bout the flu. Otherwise they think you been cut up or something when you tell 'em you sick.

RUTH: I got to go in. We need the money.

MAMA: Somebody would of thought my children done all but starved to death the way they talk about money here late. Child, we got a great big old check coming tomorrow.

RUTH (*sincerely, but also self-righteously*): Now that's your money. It ain't got nothing to do with me. We all feel like that—Walter and Bennie and me—even Travis.

Money and the American Dream

My Notes

Writing Prompts

Select one of the following writing options for synthesizing the ideas in multiple texts. In your essay, be sure to:

- Present a clear thesis statement or controlling idea.
- Engage directly with the texts and support your ideas with direct quotations that you introduce and punctuate correctly.
- Smoothly synthesize your ideas.
- Use a variety of sentence structures.

Prompt 1 (Explanatory Text): Write an essay using three separate quotations—one of the quotes about money, a line from the poem, and a statement from the excerpt from *A Raisin in the Sun*—as the basis for discussing the question, “How important is money to achieving the American Dream?”

Prompt 2 (Argument): Express a personal attitude toward money, incorporating quotations from one of the quotes about money, a line from the poem, and a statement from the excerpt from *A Raisin in the Sun* as either support for your position or a counterclaim that you take issue with.

Prompt 3 (Explanatory Text): Write an essay that views one of the quotes about money from the point of view of the speaker in Gioia’s poem and one of the characters in *A Raisin in the Sun*. Your essay might explain how the characters both agree or disagree with the idea in the quotation or how one would agree but the other would not. Be sure to analyze the ideas found in the quotation from the perspective of those characters, not your own.



INDEPENDENT READING LINK

Read and Connect

Review the time periods in which your independent readings and the unit readings were written. Compare and contrast how views of the American Dream were expressed in different time periods.

Learning Targets

- Analyze multiple texts to identify the development of a recurring idea or theme.
- Synthesize information to make text-to-text connections.

Preview

In this activity, you will read a poem and an essay to expand your thinking about the relationship between work and the American Dream.

Setting a Purpose for Reading

- Underline words and phrases that indicate the narrators' attitudes toward their work (tone).
- Highlight instances of vivid imagery.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

ABOUT THE AUTHOR

Martín Espada is an award-winning poet who was born in 1957 in Brooklyn, New York. He has a law degree from Northeastern University and teaches creative writing at the University of Massachusetts in Amherst.

Poetry

Who Burns for the Perfection of Paper

by Martín Espada

At sixteen, I worked after high school hours
at a printing plant
that manufactured legal pads:
Yellow paper

5 stacked seven feet high
and leaning
as I slipped cardboard
between the pages,
then brushed red glue

10 up and down the stack.
No gloves: fingertips required
for the perfection of paper,
smoothing the exact rectangle.
Sluggish by 9 PM, the hands

LEARNING STRATEGIES:

Quickwrite, Read Aloud,
Graphic Organizer,
TP-CASTT, SOAPStone,
Marking the Text

My Notes

Working Toward the Dream

My Notes

- 15 would slide along suddenly sharp paper,
and gather slits thinner than the crevices
of the skin, hidden.
Then the glue would sting,
hands oozing
- 20 till both palms burned
at the punchclock.
Ten years later, in law school,
I knew that every legal pad
was glued with the sting of hidden cuts,
- 25 that every open lawbook
was a pair of hands
upturned and burning.

Second Read

- Reread the poem to answer these text-dependent questions.
- Write any additional questions you have about the text in your Reader/Writer Notebook.

1. **Key Idea and Details:** What can you infer about the speaker based on the details in lines 1–21?

2. **Key Idea and Details:** How does the poet’s choice to order the events chronologically impact the meaning of the poem?

Working from the Text

3. After reading the poem, “Who Burns for the Perfection of Paper,” complete the following chart.

“Who Burns for the Perfection of Paper”

Choose a statement that reflects what the speaker learned from his work.	
Write out and create a visual of the last image of the poem.	
What do you think the title means?	
Write an interpretive statement about the speaker’s realization.	

My Notes

ABOUT THE AUTHOR
Studs Terkel (1912–2008), a famous Chicago radio broadcaster, interviewer, and writer, was born Louis Terkel in 1912 in New York. He wrote more than two dozen books but is probably most famous for his interviews and oral histories. In 1985 he was awarded the Pulitzer Prize for his book *The Good War: An Oral History of World War II*.

Nonfiction

“**Roberto Acuna Talks about Farm Workers**”

from *Working*

by Studs Terkel

1 I walked out of the fields two years ago. I saw the need to change the California **feudal** system, to change the lives of farm workers, to make these huge corporations feel they’re not above anybody. I am thirty-four years old and I try to organize for the United Farm Workers of America. ...

2 If you’re picking lettuce, the thumbnails fall off ’cause they’re banged on the box. Your hands get swollen. You can’t slow down because the foreman sees you’re so many

GRAMMAR & USAGE
Parallel Structure

Parallel structure is the repetition of words or phrases that have similar grammatical structures. Such repetition in writing creates rhythm and also emphasizes ideas. In the first paragraph, for example, Roberto Acuna repeats infinitive phrases—verbs with *to*: “I saw the need to change the California feudal system, to change the lives of farm workers, to make these huge corporations feel they’re not above anybody.” The overall impact of this repetition is to emphasize his commitment to improving the lives of farm workers. Study Acuna’s repetition of the verbs *can have* and *can’t* in paragraph 3. Describe the larger idea that this parallel structure emphasizes.

feudal: absurdly outdated; old-fashioned

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Working Toward the Dream

My Notes

subsidies: grants or sums of money

insulated: protected from heat and/or cold

stoop labor: agricultural labor performed in a squatting position

denounce: publicly declare to be wrong



WORD CONNECTIONS

Etymology

During the Middle Ages, peasants who worked the land essentially belonged to and were protected by the lord who had been granted the land as part of a feudal system. The origin of *feudal* can be found in Medieval Latin *feudalis* (“land granted”), Old High German *fihu* (“cattle”), and Middle English *feodary* (“one who holds lands in exchange for service”). *Feudal* is not related to *feud*, which means “hatred, hostility, vengeance.”

boxes behind and you'd better get on. But people would help each other. If you're feeling bad that day, somebody who's feeling pretty good would help. Any people that are suffering have to stick together, whether they like it or not, whether they be black, brown, or pink. ...

3 I began to see how everything was so wrong. When growers can have an intricate watering system to irrigate their crops but they can't have running water inside the houses of workers. Veterinarians tend to the needs of domestic animals but they can't have medical care for the workers. They can have land **subsidies** for the growers but they can't have adequate unemployment compensation for the workers. They treat him like a farm implement. In fact, they treat their implements better and their domestic animals better. They have heat and **insulated** barns for the animals but the workers live in beat-up shacks with no heat at all.

4 Illness in the fields is 120 percent higher than the average rate for industry. It's mostly back trouble, rheumatism, and arthritis, because of the damp weather and the cold. **Stoop labor** is very hard on a person. Tuberculosis is high. And now because of the pesticides, we have many respiratory diseases.

5 The University of California at Davis had government experiments with pesticides and chemicals. They get a bigger crop each year. They haven't any regard as to what safety precautions are needed. In 1964 and '65, an airplane was spraying these chemicals on the fields. Spraying rigs they're called. Flying low, the wheels got tangled in the fence wire. The pilot got up, dusted himself off, and got a drink of water. He died of convulsions. The ambulance attendants got violently sick because of the pesticide he had on his person. A little girl was playing around a sprayer. She stuck her tongue on it. She died instantly.

6 These pesticides affect the farm worker through the lungs. He breathes it in. He gets no compensation. All they do is say he's sick. They don't investigate the cause.

7 There were times when I felt I couldn't take it anymore. It was 105 in the shade and I'd see endless rows of lettuce and I felt my back hurting. ... I felt the frustration of not being able to get out of the fields. I was getting ready to jump any foreman who looked at me cross-eyed. But until two years ago, my world was still very small. I would read all these things in the papers about Cesar Chavez and I would **denounce** him because I still had that thing about becoming a first class patriotic citizen. In Mexicali they would pass out leaflets and I would throw 'em away. I never participated. The grape boycott didn't affect me much because I was in lettuce. It wasn't until Chavez came to Salinas where I was working in the fields, that I saw what a beautiful man he was. I went to this rally, I still intended to stay with the company. But something—I don't know—I was close to the workers. They couldn't speak English and wanted me to be their spokesman in favor of going on strike. I don't know—I just got caught up with it all, the beautiful feeling of solidarity.

8 You'd see the people on the picket lines at four in the morning, at the camp fires, heating up beans and coffee and tortillas. It gave me a sense of belonging. These were my own people and they wanted change. I knew this is what I was looking for. I just didn't know it before.

9 My mom had always wanted me to better myself. I wanted to better myself because of her. Now when the strikes started, I told her I was going to join the union and the whole movement. I told her I was going to work without pay. She said she was proud of me. (His eyes glisten. A long, long pause.) See, I told her I wanted to be with my people. If I were a company man, no one would like me anymore. I had to belong to somebody and this was it right here. She said, “I pushed you in your early years to try to better yourself and get a social position. But I see that's not the answer. I know I'll be proud of you.”

10 All kinds of people are farm workers, not just Chicanos. Filipinos started the strike. We have Puerto Ricans and Appalachians too, Arabs, some Japanese, some Chinese. At one time they used us against each other. But now they can't and they're scared, the growers. They can organize conglomerates. Yet when we try organization to better our lives, they are afraid. Suffering people never dreamed it could be different. Cesar Chavez tells them this and they grasp the idea—and this is what scares the growers.

11 Now the machines are coming in. It takes skill to operate them. But anybody can be taught. We feel migrant workers should be given the chance. They got one for grapes. They got one for lettuce. They have cotton machines that took jobs away from thousands of farm workers. The people wind up in the ghettos of the cities, their culture, their families, their unity destroyed.

12 We're trying to stipulate it in our contract that the company will not use any machinery without the consent of the farm workers. So we can make sure the people being replaced by the machines will know how to operate the machines.

13 Working in the fields is not in itself a degrading job. It's hard, but if you're given regular hours, better pay, decent housing, unemployment, and medical compensation, pension plans—we have a very relaxed way of living. But growers don't recognize us as persons. That's the worst thing, the way they treat you. Like we have no brains. Now we see they have no brains. They have only a wallet in their head. The more you squeeze it the more they cry out.

14 If we had proper compensation we wouldn't have to be working seventeen hours a day and following the crops. We could stay in one area and it would give us roots. Being a migrant, it tears the family apart. You get in debt. You leave the area penniless. The children are the ones hurt the most. They go to school three months in one place and then on to another. No sooner do they make friends, they are uprooted again. Right here, your childhood is taken away. So when they grow up, they're looking for this childhood they have lost.

15 If people could see—in the winter, ice on the fields. We'd be on our knees all day long. We'd build fires and warm up real fast and go back onto the ice. We'd be picking watermelons in 105 degrees all day long. When people have melons or cucumber or carrots or lettuce, they don't know how they got on their table and the consequences to the people who picked it. If I had enough money, I would take busloads of people out to the fields and into the labor camps. Then they'd know how that fine salad got on their table.

Second Read

- Reread the essay to answer these text-dependent questions.
 - Write any additional questions you have about the text in your Reader/Writer Notebook.
4. **Key Idea and Details:** Why does Acuna make the point that farm tools and farm animals are treated well by their owners?

My Notes

stipulate: demand or specify a condition

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Working Toward the Dream

My Notes

5. **Key Idea and Details:** Why does Acuna resist joining the farm workers union at first?

6. **Key Idea and Details:** According to Acuna, how should employers show respect for human farm work and workers?

7. **Key Idea and Details:** Why does Acuna want to “take busloads of people out to the fields”? How would their realization be like that of the poet Martin Espada in “Who Burns for the Perfection of Paper?”

Check Your Understanding

Create a Venn diagram with “Poem” on one side and “Essay” on the other. Compare and contrast the ideas in (and tone of) the two pieces.

Argument Writing Prompt

Write a short essay developing an argument on the difference between an immigrant’s and a citizen’s sense of opportunity in the United States. Discuss the similarities and differences in what the United States offers immigrants and native-born Americans in terms of opportunities to achieve the American Dream and how both groups view the future. In your essay, be sure to:

- Choose an audience and think about how to write your essay with their knowledge, concerns, and biases in mind.
- Write a thesis statement that clearly states your position.
- Paraphrase, summarize, and use direct quotations from the texts you have read to develop your claim fairly and thoroughly, acknowledging both its strengths and limitations.
- Acknowledge potential counterclaims fairly and provide enough reasons or evidence to convince your audience that those counterclaims are incorrect or that your claim is stronger.
- Provide an effective conclusion.

The Road to Success

GRAMMAR & USAGE Precise Language

Precise language makes use of exact nouns and vivid verbs to create strong images and make writing more understandable. Precise language can also create a specific tone in a piece of writing. In paragraph 3, for example, Barack Obama says his grandfather signed up on a specific day, “the day after Pearl Harbor.” Similarly, he says his grandmother worked “on a bomber assembly line.” His precise language gives us a clearer picture of events and also helps establish the down-to-earth, populist tone of the speech.

Find other examples of exact nouns and noun phrases in this address. How do they contribute to the tone of the speech?

My Notes

3 While studying here, my father met my mother. She was born in a town on the other side of the world, in Kansas. Her father worked on oil rigs and farms through most of the Depression. The day after Pearl Harbor he signed up for duty, joined Patton's army and marched across Europe. Back home, my grandmother raised a baby and went to work on a bomber assembly line. After the war, they studied on the G.I. Bill, bought a house through FHA, and moved west, all the way to Hawaii, in search of opportunity.

4 And they, too, had big dreams for their daughter, a common dream, born of two continents. My parents shared not only an improbable love; they shared an abiding faith in the possibilities of this nation. They would give me an African name, Barack, or “blessed,” believing that in a tolerant America your name is no barrier to success. They imagined me going to the best schools in the land, even though they weren't rich, because in a generous America you don't have to be rich to achieve your potential. They are both passed away now. Yet, I know that, on this night, they look down on me with pride.

5 I stand here today, grateful for the diversity of my heritage, aware that my parents' dreams live on in my two precious daughters. I stand here knowing that my story is part of the larger American story, that I owe a debt to all of those who came before me, and that, in no other country on earth, is my story even possible. Tonight, we gather to affirm the greatness of our nation, not because of the height of our skyscrapers, or the power of our military, or the size of our economy. Our pride is based on a very simple premise, summed up in a declaration made over two hundred years ago, “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among these are life, liberty and the pursuit of happiness.”

6 That is the true genius of America, a faith in the simple dreams, the insistence on small miracles; that we can tuck in our children at night and know they are fed and clothed and safe from harm; that we can say what we think, write what we think, without hearing a sudden knock on the door; that we can have an idea and start our own business without paying a bribe; that we can participate in the political process without fear of retribution, and that our votes will be counted—or at least, most of the time.

7 This year, in this election, we are called to reaffirm our values and our commitments, to hold them against a hard reality and see how we are measuring up, to the legacy of our forebearers, and the promise of future generations. And fellow Americans—Democrats, Republicans, Independents—I say to you tonight: we have more work to do. More to do for the workers I met in Galesburg, Illinois, who are losing their union jobs at the Maytag plant that's moving to Mexico, and now they're having to compete with their own children for jobs that pay seven bucks an hour; more to do for the father I met who was losing his job and choking back tears, wondering how he would pay \$4,500 a month for the drugs his son needs without the health benefits he counted on; more to do for the young woman in East St. Louis, and thousands more like her, who have the grades, have the drive, have the will, but doesn't have the money to go to college.

8 Don't get me wrong. The people I meet in small towns and big cities, in diners and office parks, they don't expect government to solve all their problems. They know they have to work hard to get ahead and they want to. Go into the collar counties around Chicago, and people will tell you: They don't want their tax money wasted by a welfare agency or the Pentagon. Go into any inner city neighborhood, and folks will tell you that government alone can't teach kids to learn. They know that parents have to teach,

The Road to Success

My Notes

Second Read

- Reread the speech to answer these text-dependent questions.
- Write any additional questions you have about the text in your Reader/Writer Notebook.

1. **Key Idea and Details:** How does the speaker characterize America in his speech?

2. **Craft and Structure:** How does the speaker use rhetoric in paragraphs 5 and 6 to advance his point of view?

3. **Key Idea and Details:** According to the speaker, what is the relationship between the individualism that we Americans celebrate and a government that supports everybody's right to life, liberty, and the pursuit of happiness?

4. **Craft and Structure:** How does the speaker's choice to end the speech by stating a series of beliefs contribute to the speech's overall impact?

ABOUT THE AUTHOR

William K. Zinsser (1922–2015), American critic and writer, was born in New York and educated at Princeton. He wrote articles for many leading magazines and newspapers and authored 17 books. He taught writing at Yale University, the New School, and Columbia University Graduate School.

Essay

The Right to Fail

by William Zinsser

1 I like “dropout” as an addition to the American language because it’s brief and it’s clear. What I don’t like is that we use it almost entirely as a dirty word.

2 We only apply it to people under twenty-one. Yet an adult who spends his days and nights watching mindless TV programs is more of a dropout than an eighteen-year-old who quits college, with its frequently mindless courses, to become, say, a VISTA volunteer. For the young, dropping out is often a way of dropping in.

3 To hold this opinion, however, is little short of treason in America. A boy or girl who leaves college is branded a failure—and the right to fail is one of the few freedoms that this country does not grant its citizens. The American dream is a dream of “getting ahead,” painted in strokes of gold wherever we look. Our advertisements and TV commercials are a hymn to material success, our magazine articles a toast to people who made it to the top. Smoke the right cigarette or drive the right car—so the ads imply—and girls will be swooning into your deodorized arms or caressing your expensive **lapels**. Happiness goes to the man who has the sweet smell of achievement. He is our national idol, and everybody else is our national **fink**.

4 I want to put in a word for the fink, especially the teen-age fink, because if we give him time to get through his finkdom—if we release him from the pressure of attaining certain goals by a certain age—he has a good chance of becoming our national idol, a Jefferson or a Thoreau, a Buckminster Fuller or an Adlai Stevenson, a man with a mind of his own. We need **mavericks** and **dissenters** and dreamers far more than we need junior vice presidents, but we paralyze them by insisting that every step be a step up to the next rung of the ladder. Yet in the fluid years of youth, the only way for boys and girls to find their proper road is often to take a hundred side trips, poking out in different directions, faltering, drawing back, and starting again.

5 “But what if we fail?” they ask, whispering the dreadful word across the Generation Gap to their parents, who are back home at the Establishment nursing their “middle-class values” and cultivating their “goal oriented society.” The parents whisper back: “Don’t!”

6 What they should say is “Don’t be afraid to fail!” Failure isn’t fatal. Countless people have had a bout with it and come out stronger as a result. Many have even come out famous. History is strewn with **eminent** dropouts, “loners” who followed their own trail, not worrying about its odd twists and turns because they had faith in their own sense of direction. To read their biographies is always exhilarating, not only because they beat the system, but because their system was better than the one that they beat. Luckily, such rebels still turn up often enough to prove that individualism,

My Notes

lapel: folded flaps of cloth below the collar of a formal jacket or suit coat
fink: a person strongly disliked and viewed with contempt

maverick: an independent individual who does not conform to the group
dissenter: one who disagrees in matters of opinion and belief; a rebel

eminent: successful and respected

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The Road to Success

My Notes

though badly threatened, is not extinct. Much has been written, for instance, about the fitful scholastic career of Thomas P. F. Hoving, New York's former Parks Commissioner and now director of the Metropolitan Museum of Art. Hoving was a dropout's dropout, entering and leaving schools as if they were motels, often at the request of the management. Still, he must have learned something during those unorthodox years, for he dropped in again at the top of his profession.

7 His case reminds me of another boyhood—that of Holden Caulfield in J. D. Salinger's *The Catcher in the Rye*, the most popular literary hero of the postwar period. There is nothing accidental about the grip that this dropout continues to hold on the affections of an entire American generation. Nobody else, real or invented, has made such an engaging shambles of our “goal-oriented society,” so gratified our secret belief that the “phonies” are in power and the good guys up the creek. Whether Holden has also reached the top of his chosen field today is one of those speculations that delight fanciers of good fiction. I speculate that he has. Holden Caulfield, incidentally, is now thirty-six.

8 I'm not urging everyone to go out and fail just for the sheer therapy of it, or to quit college just to coddle some vague discontent. Obviously it's better to succeed than to flop, and in general a long education is more helpful than a short one. (Thanks to my own education, for example, I can tell George Eliot from T. S. Eliot, I can handle the pluperfect tense in French, and I know that Caesar beat the Helvetii because he had enough frumentum.) I only mean that failure isn't bad in itself, or success automatically good.

9 Fred Zinnemann, who has directed some of Hollywood's most honored movies, was asked by a reporter, when *A Man for All Seasons* won every prize, about his previous film, *Behold a Pale Horse*, which was a box-office disaster. “I don't feel any obligation to be successful,” Zinneman replied. “Success can be dangerous—you feel you know it all. I've learned a great deal from my failures.” A similar point was made by Richard Brooks about his ambitious money loser, *Lord Jim*. Recalling the three years of his life that went into it, talking almost with elation about the troubles that befell his unit in Cambodia, Brooks told me that he learned more about his craft from this considerable failure than from his many earlier hits.

10 It's a point, of course, that applies throughout the arts. Writers, playwrights, painters and composers work in the expectation of periodic defeat, but they wouldn't keep going back into the arena if they thought it was the end of the world. It isn't the end of the world. For an artist—and perhaps for anybody—it is the only way to grow.

11 Today's younger generation seems to know that this is true, seems willing to take the risks in life that artists take in art. “Society,” needless to say, still has the upper hand—it sets the goals and condemns as a failure everybody who won't play. But the dropouts and the hippies are not as afraid of failure as their parents and grandparents. This could mean, as their elders might say, that they are just plumb lazy, secure in the comforts of an affluent state. It could also mean, however, that they just don't buy the old standards of success and are rapidly writing new ones.

12 Recently it was announced, for instance, that more than two hundred thousand Americans have inquired about service in VISTA (the domestic Peace Corps) and that, according to a Gallup survey, “more than 3 million American college students would serve VISTA in some capacity if given the opportunity.” This is hardly the road to riches or to an executive suite. Yet I have met many of these young volunteers, and they are not pining for traditional success. On the contrary, they appear more fulfilled than the average vice-president with a swimming pool.

13 Who is to say, then, if there is any right path to the top, or even to say what the top consists of? Obviously the colleges don't have more than a partial answer—otherwise the young would not be so disaffected with an education that they consider **vapid**. Obviously business does not have the answer—otherwise the young would not be so scornful of its call to be an organization man.

14 The fact is, nobody has the answer, and the dawning awareness of this fact seems to me one of the best things happening in America today. Success and failure are again becoming individual visions, as they were when the country was younger, not rigid categories. Maybe we are learning again to cherish this right of every person to succeed on his own terms and to fail as often as necessary along the way.

Second Read

- Reread the essay to answer these text-dependent questions.
- Write any additional questions you have about the text in your Reader/Writer Notebook.

5. Key Idea and Details: How does the author's choice to consider real and fictional examples of "dropouts" impact his argument?

6. Craft and Structure: How does the author's mixture of slang, colloquialisms, and pop culture references—dropouts, hippies, "phonies," "plumb lazy"—with his formal tone and language contribute to the text's effectiveness?

Check Your Understanding

How do these pieces complicate, confirm, or challenge what you have learned about the American Dream? Can the American Dream be both failure and success?

Narrative Writing Prompt

Imagine Obama and Zinsser having a conversation about the American Dream. What would that conversation sound like? How would they view and respond to each other's ideas? Working in a small group, think about what ideas each of them would assert, what **qualifications** they would offer to the other's ideas, which of the other's ideas they would **challenge** or disagree with, and what responses they could have to **defend** their own ideas. As a group, write the dialogue they might have. In your dialogue, be sure to:

- Write the dialogue as though it were in a play, but without the stage directions.
- Develop each author's ideas based on the texts you have read, and represent those ideas fairly and fully.
- Paraphrase or use direct quotations from the texts. If you use direct quotations, make sure they are accurate.

vapid: dull or boring

My Notes

ACADEMIC VOCABULARY

To **defend** is to support the statement that has been made. To **challenge** is to oppose or refute the statement that has been made. To **qualify** is to consider to what extent the statement is true or untrue (i.e., to what extent you agree or disagree).



INDEPENDENT READING LINK

Read and Respond

From your independent reading, select a subject or author who is struggling to achieve what is believed to be the American Dream. Write how this character's dream may be made possible by the work of others or how his or her work may help someone else succeed.

LEARNING STRATEGIES:

Rereading, Note-taking, Prewriting, Drafting, Self-Editing, Peer Editing, Sharing and Responding

My Notes

Learning Targets

- Synthesize multiple sources in order to defend, challenge, or qualify a particular position.
- Collaborate to prepare a formal academic conversation asserting a claim, presenting evidence, and coming to a decision.

Structured Academic Controversy

In preparation for the writing you will do on Embedded Assessment 2, you will now participate in a small-group discussion model designed to achieve three goals:

- to gain a deeper understanding of an issue
- to find common ground
- to make a decision based on evidence and logic

The Issue: Does the United States still provide access to the American Dream for everyone?

In this activity, you will research and defend one side of the argument:

Side A

No, the American Dream no longer exists.

Side B

Yes, the American Dream is still a reality.

Conducting Research

1. With your partner, review the reading and thinking that you have done so far in this unit using the lens of your assigned position. What evidence do you have to support your position fairly and thoroughly? Research and organize evidence to support your side of the argument and write a statement of your position or answer to the question.

Types of Evidence

- Facts and Statistics
- Analogy (figurative or literal)
- Personal Experience or Anecdote
- Illustrative Example
- Expert/Personal Testimony
- Hypothetical Case

American Dream: Real or Imagined

My Notes

Reaching Consensus: Discussion

6. At this stage of the discussion, each side abandons its position and the group of four begins to work together to build consensus regarding the prompt, using evidence gathered during their initial conversation.

Publishing Your Position

7. Together, craft a position that states the group position and decide what evidence supports the consensus decision on whether the United States still provides access to the American Dream. Post all of the positions on the wall under one of two categories: Yes and No.

Getting Ready for the Embedded Assessment

8. Begin by reading and discussing the prompt from the Embedded Assessment and then brainstorming three different ways to respond to this type of prompt: by defending, challenging, or qualifying it.

Prompt: Defend, challenge, or qualify the statement, “America still provides access to the American Dream.”

Response 1 (Defend):

Response 2 (Challenge):

Response 3 (Qualify):

Check Your Understanding

As a group, review the texts you have read in Unit 1. Create lists of which texts you could use to defend, challenge, or qualify the prompt.



Independent Reading Checkpoint

After completing your independent readings, consider how these texts connect to the question of whether the American Dream is still alive and can be achieved. Synthesize in a short written statement how you think your readings respond to this question. Note which ones best support your stated position.

ASSIGNMENT

Your assignment is to synthesize at least three to five sources and your own observations to defend, challenge, or qualify the statement that America still provides access to the American Dream. This question requires you to integrate a variety of sources (three to five) into a coherent, well-written argumentative essay. Your argument should be central; the sources and your observations should support this argument.

Planning and Prewriting

- What are the elements of a strong synthesis paper, and how can you use these elements as a sort of “To Do list” for your planning?
- What texts from this unit provide relevant evidence for your own answer to the essay prompt?

Drafting

- How will you clearly voice your position on the topic without overlooking the nuances and complexities of the topic?
- What assumptions or beliefs are either spoken or unspoken in your sources?
- How do the ideas in your selected sources relate to your position? Do they agree, disagree, or offer a sort of qualification to your ideas?

Evaluating and Revising

- Do you consistently show how each selected quote from your sources relates to your central position?
- How can you make sure that your syntax is sophisticated and varied, especially the openings of your sentences?
- Are your ideas sequenced in the best way to guide your reader through your ideas and present a convincing argument? How could re-ordering some of your ideas improve this?

Editing and Publishing

- How will you check for grammatical and technical accuracy?
- What sort of outside resources can help you to check your draft (e.g., a style guide such as MLA, a dictionary)?
- How will you prepare yourself to present this essay to an audience?

Reflection

After completing this Embedded Assessment, think about how you went about accomplishing this assignment, and respond to the following:

- In what ways did your various sources validate your ideas about the American Dream, and in what ways did they add new elements or depth to your thinking?

Synthesizing the American Dream

SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging	Incomplete
Ideas	<p>The essay</p> <ul style="list-style-type: none"> effectively synthesizes sources to defend, challenge, or qualify the central claim of the prompt provides a strong thesis that anticipates audience needs uses convincing, thorough, and relevant evidence acknowledges and refutes counterclaims fairly and thoroughly. 	<p>The essay</p> <ul style="list-style-type: none"> adequately synthesizes sources to defend, challenge, or qualify the central claim of the prompt provides a straightforward thesis that briefly contextualizes the issue uses support that clearly connects the various source materials to the writer's position. 	<p>The essay</p> <ul style="list-style-type: none"> attempts to synthesize sources but inadequately defends, challenges, or qualifies the central claim of the prompt provides a thesis that attempts to contextualize the issue uses support that connects the source material but with lapses in accuracy or completeness. 	<p>The essay</p> <ul style="list-style-type: none"> tries to synthesize sources but does not defend, challenge, or qualify the claim of the prompt includes a weak thesis or one that is lost in a summary of sources includes support that paraphrases source material with no commentary or analysis.
Structure	<p>The essay</p> <ul style="list-style-type: none"> is organized to effectively reinforce the ideas of the argument moves smoothly with successful use of transitions that enhance coherence concludes by going beyond a summary of the thesis by illuminating how the writers' positions will continue to influence the reader. 	<p>The essay</p> <ul style="list-style-type: none"> is organized to support the ideas of the argument arranges ideas so they are easy to follow, using transitions to move between ideas includes a conclusion that is logical yet may be somewhat repetitive to the thesis. 	<p>The essay</p> <ul style="list-style-type: none"> follows a simplistic organization with lapses in structure or coherence arranges ideas in a confusing way and with an inconsistent use of transitions includes a conclusion that may be logical yet is too close to the original thesis. 	<p>The essay</p> <ul style="list-style-type: none"> shows a lack of organization that detracts from argument, making the ideas difficult to follow may jump too rapidly between ideas and lack transitions includes a conclusion that returns directly to the attempted thesis.
Use of Language	<p>The essay</p> <ul style="list-style-type: none"> demonstrates a mature style that advances the writer's ideas employs precise diction and skillful use of syntax, with keen attention to varied sentence openings, which helps to create a convincing voice follows standard writing conventions (including accurate citation of sources). 	<p>The essay</p> <ul style="list-style-type: none"> demonstrates a style that adequately supports the writer's ideas uses logical diction and syntax, with some attention to varied sentence openings, creating a suitable voice largely follows standard writing conventions (including accurate citation of sources); errors do not seriously impede readability. 	<p>The essay</p> <ul style="list-style-type: none"> demonstrates an inconsistent style that minimally supports the writer's idea unevenly uses diction and syntax to convey a suitable voice, with few varied sentence openings contains errors in standard writing conventions that may impede readability; some sources are inaccurately cited. 	<p>The essay</p> <ul style="list-style-type: none"> demonstrates a limited style that ineffectively supports the writer's ideas contains lapses in diction or syntax that may not allow a suitable voice to sustain throughout the essay; sentence openings may be repetitive contains errors that impede readability; sources may be inaccurately cited.