1. **The 1920s: The Real Deal By Kevin Rayburn**

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| **Template Overview** | **Reading Rhetorically** | |
| Prereading | Getting Ready to Read   * KWL Chart – List anything that you know about the 1920s.   Introducing Key Concepts   * What are some contradictions that existed in the 1920s?   Surveying the Text   * Consider the two quotes that began the article. What do you think they mean?   Making Predictions and Asking Questions   * Based on the quotes, what do you think will be in the article?   Introducing Key Vocabulary   * customary (adj.) * emergence (n.) * illicit (adj.) * hooch (n.) * unprecedented (adj.) * endemic (adj.) * ascendency (n.) * reeled (v.) * insular (adj.) * dubious (adj.) * eradicate (v.) * mores (n.) * populace (n.) * flouting (n.) |
| Reading | First Reading   * As you lead, think about why the author began the article with the statement, “It is customary for writers to cast a rose-colored glasses-eyed view to the 1920s, as though looking though a dreamy D.W. Griffith iris camera shot of the period.” * What are some of the interesting and salacious events that happened during the 1920s?   Looking Closely at Language   * Who do you think this article’s primary audience is? Why? |
| Postreading | Summarizing and Responding   * Complete your original KWL chart.   Thinking Critically  Based on the article that you read, answer the following question.   * If you were living in the 1920s America, what would you find the most morally appalling and why? What did you find the most interesting? |

1. **the Prestwick Articles**

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| **Template Overview** | **Reading Rhetorically** | |
| Prereading | Getting Ready to Read   * Quickwrite –What is your idea of the American Dream? Do you think it is still relevant and application today? Do you believe in the American Dream? Why or why not?   Introducing Key Concepts   * Discussion – Why were the young people in 1920s considered the “Lost Generation?” As we discuss the topic of the Lost Generation and the American Dream, we will discuss how people of the 1920s described and felt about the American Dream.   Surveying the Text   * Look at the titles of the three articles: “What is the American Dream?” “The So-Called American Dream” and “Redefining the American Dream.”   Making Predictions and Asking Questions   * What do you think about the title, “The So-Called American Dream” and “Redefining the American Dream.”? What do you think the articles are going to be about? Do you think you will like the articles? Why or why not? * Why do you think it is important to understand the term, “The American Dream?” How is that relevant today?   Introducing Key Vocabulary  *from* “What is the American Dream?   * aspiration (n) * prosperous (adj.) * codifying (adj.) * attainable (adj.) * tantalizingly (adv.)   from “The So-Called American Dream”   * ravenous (adj.) * rampant (adj.) * futilely (adv.) * oblivious (adj.) * obsolete (adj.) * elixir(s) (n.) * misanthropic (adj.) * vortex (n.) * imbecilic (adj.) * impotent (adj.) * luminescent (adj.)   *from* “Redefining the American Dream”   * consumerism (n.) * epiphany (n.) * paradox (n.) * consumptive (adj.) * insatiable (adj.) * cohesive (adj.) * cornucopia (n.) |
| Reading | First Reading  As you read, answer the following questions.  *from* “What is the American Dream?”   * According to the article, what is the “American Dream?” * According to the article, what happened to the concept during the Great Depression? Why? * What are some criticisms of the idealistic vision of the American Dream?   *from* “The So-Called American Dream”   * According to the article, what did the simple pursuit of the American Dream lead to? * According to the article, what force Americans into “a life of envy, lust, and lowered expectations?” Do you agree with the author? Why or why not?   *from* “Redefining the American Dream”   * Describe the economic trend in the United States. Is this a positive or a negative trend? List three pieces of evidence to support your assessment.   Looking Closely at Language  *from* “The So-Called American Dream”   * Why do you think the author titled the article, “The So-Called American Dream?” What evidence does he provide to make his point? * Why are we no longer “citizens of a free society?” * How do the words such as “ravenous,” “obsolete,” “misanthropic,” “imbecilic” or “impotent” contribute to making the author’s point?   Rereading the Text   * Underline the thesis statements in the three articles. * Based on what you highlighted, describe what the common theme is among the three articles. Do you agree with these authors? Which article do you think is the most convincing to you? Why?   Analyzing Stylistic Choices  *from* “What is the American Dream?”   * Considered the phrase, “The American Dream may always remain tantalizingly out of reach for some Americans, making it more like a cruel joke than a genuine dream.” As you read *The Great Gatsby*, find the evidences that support this argument.   *from* “The So-Called American Dream”   * Consider the phrase, “The two-story Colonial in the suburbs becomes less and less a Dream and more a Nightmare. What will happen, though, when the sleepers awaken?” As you read *The Great Gatsby*, find the evidences that support this argument.   Considering the Structure of the Text  *from* “What is the American Dream?”   * Though it looks as though it is an informational text, the author of the first article offer opinions on the topic. Underline all the sections that offer the author’s opinion. Should the author offer his opinions? Why or why not?   *from* “The So-Called American Dream”   * The author a couple of rhetorical asked questions to make his point. Do you think it is effective to end a persuasive essay with a question? Why would an author do it? What do you think is the danger in doing so? Do you think it was effective in this essay? Why or why not?   *from* “Redefining the American Dream”   * Rather than incorporating the statistics into a paragraph, the author chose to list them. Do you think it is effective to do so? Why or why not? |
| Postreading | Summarizing and Responding  After reading the article, summarize the articles.  Thinking Critically  Questions about Logic   * Does this article convince you? Why or why not? * Are there claims in the article that are weak or unsupported? What are they? * Has the author left out an argument on purpose?   Questions about Ethos   * What does the author’s style and language tell you about him or her? * Is this author knowledgeable? Smart? Successful? * Do you trust this author? Why or why not?   Questions about Pathos   * Do you think the author is trying to manipulate your emotion? How? * Do your emotions conflict with your logical interpretation of the arguments? * Does the author use humor? How does this affect your acceptance of his or her ideas? |
| **Connecting Reading to Additional Reading**  Read *The Great Gatsby*  Read “It’s a Flat World After All.” | |

**3) The Great Gatsby by F. Scott Fitzgerald**

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| **Template Overview** | **Reading Rhetorically** | |
| Prereading | Getting Ready to Read   * Quickwrite – Based on what you have read about the 1920s and the American Dream, describe the reasons why Americans from this period are typically considered “The Lost Generation.” What caused them to become “The Lost Generation” and what did they lose?   Introducing Key Concepts   * The Great Gatsby is considered a book about the Lost Generation and the Jazz Age. While reading the novel, students should think about why the novel is considered as such.   Surveying the Text   * How many chapters do you see? Read Chapter 1 and see who the narrator is. Is he the major part of the story? If not, why? If so, why?  1. At this point, students should figure out that Nick, the narrator, is telling a story of Jay Gatsby. Students should be able to see that having a narrator who doesn’t really know what Gatsby is really thinking is done intentionally to enhance the theme of the unattainable dream and the frustration that many Americans felt during the 1920s.   Making Predictions and Asking Questions   * Based on the themes that we have been discussing, how do you think the book will end? Why?   Introducing Key Vocabulary   * **I will be utilizing *Prestwick The Great Gatsby Unit* *and the Enote Unit Plan* for reading comprehension portion of this module.** |
| Reading | First Reading  Looking Closely at Language  Analyzing Stylistic Choices  Considering the Structure of the Text |
| Postreading | Summarizing and Responding  After reading each chapter, summarize the chapter and answer the questions.  Thinking Critically   * Gatsby personifies the ever-elusive American Dream and its price for pursuing it; however, one might argue that he did achieve a portion of the American Dream including a nice house and a fancy car. Unfortunately, many sociologists began arguing that Americans can no longer achieve the American Dream due to the fierce global economic competition. As you read the next article, please keep in mind why achieving the American Dream might no longer be possible and what we can do to solve that problem. |
| **Connecting Reading to** | |

**4) “It’s a Flat World After All” by Thomas L. Friedman**

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| **Template Overview** | **Reading Rhetorically** | |
| Prereading | Getting Ready to Read   * Quickwrite –What is your idea of the American Dream? Do you think it is still relevant and application today? Do you believe in the American Dream? Why or why not?   Introducing Key Concepts   * Thomas L. Friedman speaks of the “flatism.” What does he mean? Do you agree with his assessment of the danger that is coming toward Americans in this new “flat world?”   Surveying the Text   * Friedman effectively incorporates anecdotes throughout his article to make his point. As you read, please highlight all anecdotes and discuss their effectiveness. * Friedman also uses hyperboles to drive his point home. As you read the article evaluate the intensity of his argument on a scale: 1 would be no alarming at all, 3 would be somewhat alarming, 5 would be alarming, 7 would be very alarming, and 10 would be seriously alarming. As you give a score, notice how he whether he is successful in intensifying his argument with each anecdote.   Making Predictions and Asking Questions   * After reading the first paragraph, predict what he means by: “The world is flat!” Does “flatism” exist? What do you think “flattened” the world? What do you think is the implication of the “flatism” for Americans? What is the antidote against the flatism?   Introducing Key Vocabulary   * disaggregate (v) * culmination (n) * definitively (n) * computational (adj.) * genomic (adj.) * fray (n.) * silo (n.) * complementarities (n.) * convergence (n.) * suffice (v.) * obsolete (adj.) |
| Reading | First Reading  As you read, answer the following questions.   * When did Friedman first realize that he was living in a “flat” world?  1. “I was visiting the Indian high-tech capital, Bangalore, working on a documentary for the Discovery Times channel about outsourcing. In short order, I interviewed Indian entrepreneurs who wanted to prepare my taxes from Bangalore, read my X-rays from Bangalore, trace my lost luggage from Bangalore and write my new software from Bangalore.”  * Describe how the playing field is being leveled. What has caused this?  1. A massive investment in technology occurred, especially in the bubble era, when hundreds of millions of dollars were invested in putting broadband connectivity around the world, undersea cables. At the same time, computers became cheaper and dispersed all over the world, and there was an explosion of e-mail software, search engines like Google and proprietary software that can chop u any piece of work and send one part of Boston, one part to Bangalore, and one part to Beijing, making it easy for anyone to do remote development.  * What caused Globalization 1.0 (1492 to 1800), Globalization 2.0 (1800 to 2000), and Globalization 3.0?  1. Globalization 1.0 was cause by building of caravels and development of the compass and the quadrant, which “shrank the world from a size large to a size medium, and the dynamic force in that era was countries globalizing for resources and imperial conquest.” Globalization 2.0 was caused by the development of the radio, the television, the train, and the airplanes, which “shrank the world from a size medium to a size small, and it was spearheaded by companies globalizing for markets and labor.” Globalization 3.0 was cause by the Internet and its power to empower individuals.  * According to the author, what is the most exciting part of Globalization 3.0?  1. the fact that we are now in the process of connecting all the knowledge pools in the world together  * What happened when Netscape went public?  1. First, it brought the Internet alive by giving us the browser to display images and data stored on Web sites. Second, the Netscape stock offering triggered the dot-com boom, which triggered the dot-com bubble, which triggered the massive overinvestment of billions of dollars in fiber-optic telecommunications cable.  * In Freidman’s opinion, which country benefited the most from the Netscape moment and how?  1. No country accidentally benefited more from the Netscape moment than India. In sum, what the Netscape revolution did was bring people-to-people connectivity to a whole new level. Suddenly more people could connect with more other people from more different places in more different ways than ever before.  * Why did Michael Mandelbaum, a foreign-policy analyst at Johns Hopkins, say Y2K should be a national holiday in India?  1. The fact that the Y2K work could be outsourced to Indians was made possible by the first two flatteners. Along with a third, which I call ''workflow.” According to the author, Microsoft Windows 3.0 Operating System and the Netscape browser was the first, and the intercontinental underground fiber-optic telecommunications cable was the second.  * According to the author, what are additional six so-called flatteners?  1. Outsourcing, offshoring, insourcing, supply-chaining, and informing.  * According to the author, what was the 10th flattener?  1. Political freedom being allowed and experienced in countries such as China, India, Russia, Eastern Europe, Latin America and Central Asia, which allowed more individuals to participate in the Globalization.  * How does Globalization 3.0 threaten people in America?  1. Even if 10% of the people in China and India participate in the global economy, you have twice the size of the American work force and they come “with rich educational heritages.”  * What do the author’s description of the story regarding Microsoft’s hiring practices in China and Rajesh Rao, a young Indian entrepreneur, demonstrate?  1. The intensity of competition that is ahead of American people.  * What solution does Rao offer? Why do you think the author agrees with him?  1. Instead of complaining about outsourcing, Rao said, Americans and Western Europeans would ''be better off thinking about how you can raise your bar and raise yourselves into doing something better. Americans have consistently led in innovation over the last century. Americans whining -- we have never seen that before.''  * What is a “quiet crisis”? According to the author, what created it?  1. One that is slowly eating away at America's scientific and engineering base. First is an “ambition gap.” Second, we have a serious numbers gap. We are not producing enough engineers and scientists. Finally, we are developing an education gap. [CEOs] are not just outsourcing to save on salary. They are doing it because they can often get better-skilled and more productive people than their American workers  * According to Bill Gates, what is happening to America’s education?  1. America’s falling behind.     Looking Closely at Language  Friedman uses a variety of humorous statements. Please highlight some of the language that he uses.  ex) In Globalization 3.0, you are going to see every color of the human rainbow take part.  ex) We are about to see creative destruction on steroids.  ex) So in 30 years we will have gone from ''sold in China'' to ''made in China'' to ''designed in China'' to ''dreamed up in China'' -- or from China as collaborator with the worldwide manufacturers on nothing to China as a low-cost, high-quality, hyperefficient collaborator with worldwide manufacturers on everything.  ex) As a person who grew up during the cold war, I'll always remember driving down the highway and listening to the radio, when suddenly the music would stop and a grim-voiced announcer would come on the air and say: ''This is a test. This station is conducting a test of the Emergency Broadcast System.'' And then there would be a 20-second high-pitched siren sound. Fortunately, we never had to live through a moment in the cold war when the announcer came on and said, ''This is a not a test.''  ex) Indeed, the hot line, which used to connect the Kremlin with the White House, has been replaced by the help line, which connects everyone in America to call centers in Bangalore….. No, that voice has none of the menace of Nikita Khrushchev pounding a shoe on the table at the United Nations, and it has none of the sinister snarl of the bad guys in ''From Russia With Love.'' No, that voice on the help line just has a friendly Indian lilt that masks any sense of threat or challenge. It simply says: ''Hello, my name is Rajiv. Can I help you?''  Analyzing Stylistic Choices  As a journalist, Freidman uses techniques such as question-and-answer format as well as numbered lists. He also uses short paragraphs to emphasize his points. As you read the article, point out the effectiveness of his technique.  Considering the Structure of the Text  Identify the thesis statement, and create a reverse outline. |
| Postreading | Summarizing and Responding  After reading the article, summarize the articles.  Thinking Critically  Questions about Logic   * Does this article convince you? Why or why not? * Are there claims in the article that are weak or unsupported? What are they? * Has the author left out an argument on purpose?   Questions about Ethos   * What does the author’s style and language tell you about him or her? * Is this author knowledgeable? Smart? Successful? * Do you trust this author? Why or why not?   Questions about Pathos   * Do you think the author is trying to manipulate your emotion? How? * Do your emotions conflict with your logical interpretation of the arguments? * Does the author use humor? How does this affect your acceptance of his or her ideas? |
| **Connecting Reading to Writing**  Writing to Learn  Using the Words of Others  Negotiating Voices  Compare and contrast the American Dream in the 1920 and 2010. What has changed and what has not? In which era would you have had a better chance of achieving the American Dream and why?  (Alternate Writing Prompts)  Do you agree with Thomas Friedman’s assessment of the crisis that America is facing? Why or why not?  Based on what you learned about the “flatism,” what do you think will take to achieve the American Dream in the new decade? Do you think you are prepared? Or do you think that your dream will be dashed as Gatsby’s dream was dashed? | |
| **Writing Rhetorically** | |