

Heroes and the American Dream

Teacher's Reference Material

Program Terminology

These terms are listed in the "Terms to Define" section of the Student Guide:

Vocabulary

- archetype
- celebrity
- charisma
- hero
- media
- role model

Organizations and Institutions

- Basketball Hall of Fame
- Country Music Association
- Grammy Awards
- Martin Luther King, Jr. Center
- Morehouse College
- National Basketball Association
- National Book Award
- Princeton University
- Stuyvesant High School

Integration Guidelines

The program content and the pre- and post-explorations guides address the following disciplines and topics:

Communication and Critical Thinking Skills

- research of print materials
- research using the internet and other media
- assessment of information
- drawing conclusions
- oral presentations
- writing

Literature and Writing

- the theme of the American dream in literature
- the concepts of celebrity and role model in literature
- the archetype of the hero
- character and authorship
- style and personality

History and Politics

- principles of American democracy and freedom
- Martin Luther King, Jr. and the Civil Rights Movement
- Irish history, politics, and economics
- Irish immigration to America
- Charles Lindbergh as American celebrity and hero

Psychology

- the influence of parenting on achievement
- current parenting theories
- family communication
- nurturing the next generation

Sports, Entertainment, and Media

- institutionalized support for the sports and entertainment professions
- the effect of celebrity on the individual
- the issue of celebrity in the American media

Correlation to National Standards

(The following abbreviated Standards for Grades 6–12 are from [Content Knowledge: the Mid-Continent Regional Educational Laboratory, A Compendium of Standards and Benchmarks for K-12 Education, Language Arts](#) by John S. Kendall and Robert J. Marzano. These standards statements are a synthesis of several sources, including the general statements of NCTE/IRA and the more specific statements of *Texas: English Language Arts and Reading* and *Commonwealth of Virginia: Standards of Learning*.)

Standard 1: Demonstrates competence in the general skills and strategies of the writing process

- Prewriting: Uses a variety of prewriting strategies
- Evaluates own and others' writing
- Writes expository compositions

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- Writes fictional, biographical, autobiographical, and observational narrative compositions
- Writes reflective compositions
- Writes in response to literature

Standard 4: Gathers and uses information for research purposes

- Gathers data for research topics from interviews
- Uses a variety of resource materials to gather information for research topics

Standard 5: Demonstrates competence in the general skills and strategies of the reading process

- Recognizes the effectiveness of writing techniques in accomplishing an author's purpose
- Understands influences on a reader's response to a text (e.g., personal values, perspectives, and experiences)
- Identifies and analyzes the philosophical assumptions and basic beliefs underlying an author's work

Standard 6: Demonstrates competence in the general skills and strategies for reading a variety of literary texts

- Knows the defining characteristics of a variety of literary forms and genres
- Identifies specific questions of personal importance and seeks to answer them through literature
- Recognizes complex elements of plot (e.g., cause-and-effect relationships, conflicts, resolutions)
- Recognizes devices used to develop characters in literary texts (e.g., character traits, motivations, changes, and stereotypes)
- Makes connections among literary works based on theme (e.g., universal themes in literature of different cultures, major themes in American literature)
- Understands the effects of complex literary devices and techniques on the overall quality of a work (e.g., tone, irony, mood, figurative language, allusion, diction, dialogue, symbolism, point of view, style)
- Understands historical and cultural influences on literary works
- Makes abstract connections between his or her own life and the characters, events, motives, and causes of conflict in texts

- Relates personal response to the text with that seemingly intended by the author

Standard 8: Demonstrates competence in speaking and listening as tools for learning

- Identifies strategies used by speakers in oral presentations
- Listens to and understands the impact of nonprint media on media consumers
- Identifies the ways in which language differs across a variety of social situations

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