

Unit: "Boom and Bust"

Topic: 1920's and The American Dream

Learning Goals

Students will practice the following historical thinking skills within this particular Unit:

- Sourcing a primary source to determine its reliability.
- Contextualizing primary sources to understand the historical time period through multiple perspectives.
- Corroborating primary sources to understand how documents may support or oppose a certain argument.
- Close reading to understand how the author uses the language to make his or her argument.

Big Idea(s)

BI 1: Everyone can achieve the American Dream.

BI 2: Economic and political activity impacts who can access the American Dream.

Essential Questions

EQ 1 Who has access to the "American Dream"?

SQ 1 To what extent do America's founding principles influence the American Dream?

SQ 2 To what extent does culture influence the American Dream?

SQ 3 To what extent does the American Dream influence culture?

Learning Objectives

I can...

- identify the social, political, and economic changes that took place during the 1920's.
- evaluate documents to determine their reliability.
- use primary sources to justify a historical argument.

Standards

NCES

AH2.H.1 Apply the four interconnected dimensions of historical thinking to the United States History Essential Standards in order to understand the creation and development of the United States over time.

AH2.H.2 Analyze key political, economic and social turning points in United States History using historical thinking.

AH2.H.3 Understand the factors that led to exploration, settlement, movement, and expansion and their impact on United States development over time.

AH2.H.5 Understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States.

AH2.H.8 Analyze the relationship between progress, crisis and the "American Dream" within the United States.

Literacy Standards

RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

Lesson Sequence

Brief Outline of the 3-Lesson Sequence of lessons.

KEY: **Skills** are in bold. Content is underlined. *Assessment* is italicized.

	NCES	CCSS	Lesson (include assessment)	EQ	SQ	SQ	SQ		
				1	1	2	3	BI 1	BI 2
1)	AH2.H.1, AH2.H.2, AH2.H.3, AH2.H.5, AH2.H.8	RI.11-12.7	Analyze the <u>Declaration of Independence</u> and the founding ideas of the <u>American Dream</u> . Define the “American Dream” how it differs between various groups (i.e. ethnicity, socioeconomic, gender, immigrants), <i>Complete <u>Evolution of the American Dream</u> image analysis, including individual interpretation of the 2017 American Dream.</i>	x	x			x	x
2)	AH2.H.1, AH2.H.2, AH2.H.3, AH2.H.5, AH2.H.8	RI.11-12.8 , RI.11-12.9	Analyze a video and texts about regarding <u>economic and political ideas that shaped the American Dream culture</u> and consider the ways in which social, political, and economic status impacted access to the American Dream. <i>Complete text analysis of <u>Sharecropping Contract</u> excerpt.</i>			x	x		x
3)	AH2.H.1, AH2.H.2, AH2.H.3, AH2.H.5, AH2.H.8	RI.11-12.7 , RI.11-12.9	Discuss and analyze the attainability of the American Dream within the current social, political, and economic culture. Students will compare and contrast current ideas of the American Dream to past generations' ideas. <i>Create a short response paragraph defining the American Dream citing evidence from provided sources.</i>	x	x			x	

Lesson Plan 1 – The “American Dream”

Learning Goals & Objectives:

I can develop a definition of the American Dream.

I can identify the rights, liberties and opportunities that come with the American Dream.

Big Idea: Economic and political activity influences the American Dream.

Essential Question(s): Who has access to the "American Dream"?

I. “Focus & Review” (prior knowledge & possible misconceptions)

Prior Knowledge: knowledge of the existence of the American Dream, Individual rights (Bill of Rights), immigration, segregation

Misconceptions: Students may think that the American Dream is the same for everyone and that individuals will obtain it at the same rate.

II. Introductory Activity/Bell-ringer or “Statement”

Students will:

- Answer the question “*What is the American Dream?*” by completing handout [1.1 What is the American Dream](#) from the [NC Civic Education Consortium](#) (*original source:* <http://civics.sites.unc.edu/files/2012/04/AmericanDream.pdf>)
- Watch the following clip, “Defining the American Dream”: <https://nyti.ms/2urn7Xo>

III. Teaching Procedures

Once students have written their definition the students will share and we will:

- Discuss the similarities between definitions
- Create a list on the board.
- Watch the video titled “Defining the American Dream” and revisit their definition.
- Review handout and revise responses by adding or changing responses based on new information.

IV. Guided Practice

- In small groups of 3, analyze the political cartoon on **page one** of [1.2 Evolution of the American Dream](#). Students will analyze the political cartoon to provide justification for what the American Dream is and how it has changed over time. Guided questions will lead them to circle evidence and write their response. Groups shall be created by the teacher based upon strengths and weaknesses of their peers (i.e. accommodated students shall have the opportunity to work with upper level students).
- In whole group, at least 3 students will share their responses to: “I circled ____ because _____” (the evidence they circled and explanation).
- Students will complete **page two** of the political cartoon [1.2 Evolution of the American Dream](#). Students will: source the document to determine its reliability; identify the author’s message; and infer how different groups might have reacted to this political cartoon. Once students complete the guided questions, they will illustrate what they think American Dream looks like today using the space provided on the sheet. *Students should be able to show a change in the American Dream since 1800 using the what they have learned about the American Dream and their experience of the world today.*

V. Independent Practice

- Partners evaluate the [1.3 Declaration of Independence](#) and identify founding principles that align to the American Dream by circling three words in the quote they think are important to the American Dream.
- Partners, will discuss whether they think this quote was for all people or specific groups of people.
- In whole group, students will share the words they circled and their responses to Q5: What claim can you make (about the American Dream) based on your responses? At least 3 students will share and support their answers.

VI. Closure

- Whole class discussion of the last question on **page two** of [1.2 Evolution of the American Dream](#).
- (if time) Students will share their illustrations of the "American Dream of 2017" and explain their rationales.

Suggested options for sharing: Gallery Walk- have students volunteer to post their work for all to walk around and observe.

Present- have select students explain their image. Partner Share – have students share their illustration with a partner.

Lesson Plan 2 – Culture of the 1920’s and the American Dream

Learning Goals & Objectives:

I can explain how culture, economic, and political activity influence the American Dream.

Big Idea(s): Economic and Political activity influences the American Dream.

Essential Question(s): Who has access to the "American Dream"?

I. “Focus & Review” (prior knowledge & possible misconceptions)

Prior Knowledge: knowledge of the existence of the American Dream, Individual rights (Bill of Rights), immigration, segregation

Misconceptions: everyone was prosperous, gangsters were glorified, everyone went to speakeasies, there were no racial issues in this era, the American Dream was/is attainable for everyone in this time period.

II. Introductory Activity/Bell-ringer

Watch video clip: Men who built America-Carnegie. Ask students How does Carnegie’s life exemplify the idea of the American Dream of the early 1900s?

III. Teaching Procedures

- Discuss the ways in which Carnegie did or did not exemplify the American Dream.
- Compare and contrast the video to the political cartoon from prior lesson.
- Evaluate in whole class discussion who would have had access to the American Dream in the 1920s.

IV. Guided Practice

Students will:

- Work in small teams to read “**Letters from an American Farmer**” excerpt and answer the historical thinking questions.

Once done teams will combine with another team to:

- Discuss answers and what they learned about the American Dream from the American farmers. Then class will revisit the question "Who had access to the American Dream in the 1920s?"

V. Independent Practice

Students will:

- (independently?) Analyze the Farmer’s Predicament political cartoon and complete the historical thinking questions and claims.
- Whole Class will discuss answers and explain why they chose a support from cartoon. (I.e. Students should be expected to cite evidence from cartoon to support their claim.)

Assessment

- Students will read the excerpt from sharecropping contract and answer the historical thinking questions. independently?

VI. Closure

Students will now re-evaluate their idea/definition of American Dream to include what have learned today about farmers.

Lesson Plan 3 – Is American Dream Attainable?

Learning Goals & Objectives:

I can explain that the idea of the American Dream is not the same for every American

I can identify some of the barriers that may impede the American Dream

Big Idea: American Dream may not be obtainable for all Americans.

Essential Question(s):

Who has access to the "American Dream"?

I. "Focus & Review" (prior knowledge & possible misconceptions)

Prior Knowledge: The American Dream from view of farmers, immigrants, founding fathers, and sharecroppers.

Misconceptions: Students may think that the American Dream is the same for everyone and that individuals will obtain it at the same rate.

II. Introductory Activity/Bell-ringer or "Statement"

Watch a clip from The Great Gatsby <https://www.youtube.com/watch?v=hkY6Y2ALqrM> and as students watch have them consider the following questions: What was life like for young Gatsby?, What was his vision of the American Dream?, How do you think he achieved the American Dream?, How is Gatsby's road to the American Dream different from Andrew Carnegie?

III. Teaching Procedures

Teacher will discuss clip with class focusing on how the American Dream can be achieved in different ways and can be different based on the individual. Students will conduct a close reading of [the poem from "'American Dream' Literature."](#) The class will work together or in teams to complete the Historical Inquiry Questions on the poem.

IV. Guided Practice

Student teams will [read the essay excerpt from the same Literature document](#) discuss it and answer the Historical Inquiry Questions. Next the groups will [reflect on the two pieces](#) and finish the questions by looking for similarities and differences. Groups shall be created by the teacher based upon strengths and weakness of their peers (**i.e accommodated students shall have the opportunity to work with upper level students**) most likely the same groups will be kept for all three days. Students will share out with the teacher once finished.

V. Independent Practice

Students have looked at political cartoons before so now they will be [analyzing the American Dream Game cartoon](#). They should follow previous procedures for analyzing cartoons. Struggling students may be allowed to work with someone or the teacher may choose to work more closely with them while they use the graphic organizer on political cartoons from Lesson 1. Students will answer the questions on the cartoon.

Assessment

The students will provide examples from the readings, political cartoons, class discussions, and video clips of how culture influenced the American Dream and the opposite on how the American Dream influenced the culture of the 1920s. Students will be graded on their ability to provide examples for both that will be graded by rubric (included in final assessment rubric).

Accommodations/Modifications

graphic organizer on political cartoons

guided questioning

VI. Closure

In preparation for the final assessment, students will now go back to the question "What is the American Dream? and determine an answer. Students responses may be shared with class or written on sticky notes to be posted for viewing.

Attachments

Graphic organizer for analyzing political cartoon:

<https://drive.google.com/open?id=0B1EpJc41VqnTQkdpS1BQdGZXTHc>

and <https://drive.google.com/open?id=0B1EpJc41VqnTMkp6TG1qSG14bDg>

[Assessment](#)

Students have provided examples from the lessons on how accessible the American Dream was for different groups. Students must provide examples (past or present) of accessible the American Dream is or is not for all people.

[Scoring Guide](#)

[Short Answer response rubric](#) and a student checklist is in the team folder