



DIGITALLY WRITING NEW HISTORIES

American Dream: Whose Dream?



1. How has the American Dream evolved over the history we've studied--1945 to now?
2. How has the Dream been inaccessible to some and How have groups worked to make the American Dream accessible to more people?
3. What IS the Dream now/what does the Dream look like to/for you and in what ways can you support equal access to the tangible aspects of "The American Dream"?

American Dream: Whose Dream?

Dreams: Lost and Found

Designed by:	Erika Sponsler
Unit Overview:	<p>**All handouts/documents can be found in this folder and are linked as used in the lesson below.</p> <p>Students will use this mini unit as a semester 2 ending reflection over the content of HS US History S2 which covers (at Western High School) Post WWII to the present.</p> <p>In my Sem 2 on-level US History class, students use the lens of “the American Dream—who achieves and who is left out?” throughout every unit and assignment. We start the semester reflecting on Sem 1 and looking at where students feel they ‘fit’ in US History and then intro this compelling question. Since this is a question they have used and answered in every unit leading up to the final reflection, this isn’t a ‘new’ concept for them.</p> <p>**Adaptations of this unit also included below**</p> <p>Questions:</p> <p>*[How do these decades reflect] the American Dream—who achieves and who is left out?</p> <p>--How has the American Dream evolved over the history we've studied--1945 to now?</p> <p>--How has the Dream continued to be inaccessible to some?</p> <p>--How have groups worked to make the American Dream accessible to more people?</p> <p>--What IS the Dream now/what does the Dream look like to/for you and in what ways can you support equal access to the tangible aspects of “The American Dream”?</p> <p>Units to pull together with new sources:</p> <p>--Birth of the Cold War (post WWII thru 1963)</p> <p>--Civil Rights (pre WWII thru the 1970s)</p> <p>--Rights, Reactions, Limits (Vietnam thru Ford)</p> <p>--Changing America (Carter thru 2005ish)</p> <p>Dreams: Lost and Found...song analysis (lyrics/music), visual analysis (advertising, pictures), and text work (speeches, articles, documents, and letters) used as review and reflection for sem 2 content.</p>

Grade Level(s):	high school (designed to be used with post WWII US History HS Benchmarks/content)
Connection to Primary Source Materials	Songs of the eras maps/data on red-lining and housing advertising articles video clips/commercials
Michigan Social Studies Standards Addressed:	<p>8.2.2 Policy Concerning Domestic Issues – analyze major domestic issues in the post-World War II era and the policies designed to meet the challenges by:</p> <ul style="list-style-type: none"> • describing issues challenging Americans, such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment. • evaluating policy decisions and legislative actions to meet these challenges. <p>8.3.1 Civil Rights Movement – analyze key events, ideals, documents, and organizations in the struggle for African-American civil rights</p> <p>8.3.4 Civil Rights Expanded – evaluate the major accomplishments and setbacks in securing civil rights and liberties for all Americans over the 20th century.</p> <p>8.3.5 Tensions and Reactions to Poverty and Civil Rights – analyze the causes and consequences of the civil unrest that occurred in American cities, by comparing civil unrest in Detroit with at least one other American city.</p> <p>9.2.2 9/11 and Responses to Terrorism – analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies.</p> <p>9.3.1 Make a persuasive argument on a public policy issue, and justify the position with evidence from historical a</p>

C3 Indicators

Historical Inquiry

D2.His.2.9-12. Analyze change and continuity in historical eras.

D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.

D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

D3.4.3-5. Use evidence to develop claims in response to compelling questions.

D4.1.3-5. Construct arguments using claims and evidence from multiple sources.

D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

D4.3.3-5. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

Disciplinary Literacy Essential Practices:	<ol style="list-style-type: none"> 1. Inquiry-based instruction 2. Diverse texts and abundant reading opportunities in the school 3. Intentional and standards-aligned instruction in disciplinary reading 4. Intentional and standards-aligned instruction in disciplinary writing 5. Higher-order discussion of increasingly complex text across varying participation structures 7. Intentional efforts to build vocabulary and conceptual knowledge 9. Community networking to tap into available funds of knowledge in support of developing students' social science knowledge and identities
Other Relevant Standards, Connections to the CCSS, or the Context for the Unit	<p>CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>Craft and Structure:</p> <p>CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p>

Compelling Question:		
[How do these decades reflect] the American Dream—who achieves and who is left out?		
Supporting Question 1	Supporting Question 2	Supporting Question 3
How has the American Dream evolved over the history we've studied--1945 to now?	How has the Dream been inaccessible to some? and How have groups worked to make the American Dream accessible to more people?	What IS the Dream now/what does the Dream look like to/for you and in what ways can you support equal access to the tangible aspects of "The American Dream"?

Lesson 1: The Changing American Dream

Supporting Question 1:	How has the American Dream evolved over the history we've studied--1945 to now?
Step 1	Read over the "What Is the American Dream" handout together in class --students should be thinking over the content we've studied and applied this semester --using active reading strategies such as underlining, highlighting, notating in preparation for brainstorming and short discussion
Step 2	How can we define The American Dream? On your own or with a partner...look back over our Post-WWII/Birth of the Cold War work from the semester. The war had ended, soldiers were returning home, industry was returning to peace-time rather than war-time production, the 1950s and the Baby Boom was in full swing... What does the Dream look like in the post-war US?
Step 3	Which do you think was most important in the creation of this modern idea of "The American Dream" in the 1940s/50s? Why? What evidence/examples can you use to demonstrate this American Dream? Historically--What IS/WAS "The American Dream"
Formative Assessment Task	On the appropriate page (for this part of the assignment it is page 1) in the "The American Dream--a Reflection" document students will answer the question(s). How students present their answer to these questions is up to them--choose a favorite format...write an essay, draw pictures and write captions, search for images from the era and collage them and write captions, etc...the only requirement is that it answers the questions and supports the answer with learned vocab from the lists AND new docs/artifacts

Lesson 2: American Dream Lost	
Supporting Question 2:	How has the Dream been inaccessible to some?
Step 1	<p>--students will receive/open the "American Dream Vocab Artifacts Dream Denied" document</p> <p>--students will look over the review content/vocab and choose one term from each list which shows how the American Dream either excluded people or failed certain groups over the course of this time period/this semester's content</p> <p>--think of an 'answer/thesis' to address the question</p>
Step 2	<p>--students will read and reflect on the primary sources included in the "American Dream Vocab_Artifacts Dream Denied" document (linked above)</p> <p>--when looking at the primary sources students should ask/think about:</p> <p>HIPPO (document)--Historical context, intended audience, point of view, purpose, and outside evidence/how it connects to other content</p> <p>--which of these sources do students want to use to support their argument of "the Dream Denied"</p> <p>--choose two sources to extend understanding and support the reflection and thesis/argument students are making about how the Dream has been denied/inaccessible across this era</p> <p>Documents are included in the above linked document:</p> <p>--Redlining in Jackson MI--HOLC (Home Owners Loan Corporation) *this can be switched using the web link on the document to be a map from your local area*</p> <p>--The Ballot or the Bullet--In 1964 Malcolm X</p> <p>--Justice Thurgood Marshall's Dissenting Opinion Milliken v. Bradley--bussing in Detroit</p> <p>--Silence=Death, AIDS activism poster</p>

Step 3	<p>--students will have a conversation with their partner on which documents they are thinking of using and how they connect to the content from previous units</p> <p>--students working solo can just share their ideas and discuss the documents with each other at their table</p>
Formative Assessment Task	<p>On the appropriate page (for this assignment it is page two) in the “The American Dream--a Reflection” document students will answer the question(s) and then use the vocab and docs/artifacts to support their answer. This can be:</p> <p>--essay response</p> <p>--images (drawn or actual from era) with captions</p> <p>--whatever format which conveys the answer to the question and uses content as supporting evidence</p> <p>..the only requirement is that it answers the questions and supports the answer with learned vocab from the lists AND new docs/artifacts as instructed</p>

Lesson 3: American Dream Found	
Supporting Question 3:	How have groups worked to make the American Dream accessible to more people?
Step 1	<p>**NOTE** this lesson is identical to the previous lesson but with different content</p> <p>--students will receive/open the “American Dream Vocab_Artifacts Dream Defended” document</p> <p>--students will look over the review content/vocab and choose one term from each list which shows how the American Dream either included or supported certain groups over the course of this time period/this semester’s content</p> <p>--think of an ‘answer/thesis’ to address the question</p>

Step 2	<p>--students will read and reflect on the primary sources included in the “American Dream Vocab_Artifacts Dream Defended” document (linked above)</p> <p>--when looking at the primary sources students should ask/think about:</p> <p>HIPPO (document)--Historical context, intended audience, point of view, purpose, and outside evidence/how it connects to other content</p> <p>--which of these sources do students want to use to support their argument of “the Dream Defended”</p> <p>--choose two sources to extend understanding and support the reflection and thesis/argument students are making about how the Dream has been made more accessible/inclusive across this era</p> <p>Documents are included in the above linked document:</p> <ul style="list-style-type: none"> --GI Bill of Rights --Voting Rights Act (1965) --Black Panther Party and support for Section 504 --”Small Town” Lyrics, John Cougar Mellencamp/Farm Aid
Step 3	<p>--students will have a conversation with their partner on which documents they are thinking of using and how they connect to the content from previous units</p> <p>--students working solo can just share their ideas and discuss the documents with each other at their table</p>
Formative Assessment Task	<p>On the appropriate page (for this assignment it is page three) in the “The American Dream--a Reflection” document students will answer the question(s) and then use the vocab and docs/artifacts to support their answer. This can be:</p> <ul style="list-style-type: none"> --essay response --images (drawn or actual from era) with captions --whatever format which conveys the answer to the question and uses content as supporting evidence <p>..the only requirement is that it answers the questions and supports the answer with learned vocab from the lists AND new docs/artifacts as instructed</p>

Lesson 4:	
Supporting Question 3:	What IS the Dream now/what does the Dream look like to/for you and in what ways can you support equal access to the tangible aspects of “The American Dream”?
Step 1	<p>--reading “The American Dream Is Alive and Well” opinion piece from 2019 asking people their thoughts on the American Dream--students will pull one quote from this article to use in their response to the questions on the final page of the Reflection document</p> <p>Opinion piece: Abrams, Samuel. "The American Dream Is Alive and Well." The New York Times, Feb 5, 2019.</p> <p>--using active reading strategies such as underlining, highlighting, notating in preparation for brainstorming and short discussion. Students should think about the content they agree with and the content they disagree with from this article as they read</p>
Step 2	<p>--students will have a conversation with their partner on the article and the quotes they marked</p> <p>--students working solo can just share their ideas and discuss the opinion piece with each other at their table</p> <p>--students should talk about what they agreed/disagreed with and why</p> <p>--students will choose a quote from the article to help explain: How has the Dream evolved since WWII? Explain what the Dream WAS like/expected to be (look at the first sheet where they defined it) and then explain what they/ students think the Dream is now for most Americans...</p> <p>--students will also describe and explain: What IS the Dream now/what does the Dream look like to/for you?</p>
Formative Assessment Task	<p>On the appropriate page (for this assignment it is page four) in the “The American Dream--a Reflection” document students will answer the question(s) and then use the article to support their answer or to argue against/counter. This can be:</p> <p>--essay response</p> <p>--images (drawn or actual from era) with captions</p> <p>--whatever format which conveys the answer to the question and uses content as supporting evidence</p> <p>...the only requirement is that it answers the questions and supports the answer with an argument constructed using a quote from the article</p>

Summative Assessment

The summative assessment for this will be the cumulative collection of documents created across the four lessons of this reflection unit.

Students should have answered all of these questions:

--How has the American Dream evolved over the history we've studied--1945 to now?

--How has the Dream continued to be inaccessible to some?

--How have groups worked to make the American Dream accessible to more people?

--What IS the Dream now/what does the Dream look like to/for you and in what ways can you support equal access to the tangible aspects of "The American Dream"?

In their answers to these questions, students should have supported their response using content vocabulary from the four units of study completed previously in the semester, new primary sources, and for their final task either supported or refuted an argument using the New York Times opinion piece.

This could also be extended as writing a "Letter to the Editor" style piece to talk about how 'we' collectively in the US can defend and support expanded access to the dream. Or students could create a 'take action' advertisement/PSA on how laws/government/access can be protected and enacted to help citizens be better able to achieve their dreams.

Students can present this in small group presentations to each other in a classroom setting, as a hall/gallery walk to share with others, or create mini Flipgrid presentations of their final arguments.

Assessing student responses:

This may vary based on how the teacher determines to use this/these assignment(s) either as an intro or as review/reflection and what adaptations are made to the level of learners (AP versus general/on-level)

For my purposes as a semester reflection I looked at student responses as a review and reflection on previously learning. I used a one-point rubric (in my room we call this a "light switch rubric"...it's either on or off, no in between) indicating that they had either Done/Not Done the following tasks.

Students needed to have:

- a claim to answer the question on each page of the Reflection document
- connect at least one previously studied vocabulary term from each previous unit to their proposed answer in each topic (Denied/Defended)--how does previously learned vocab support their argument
- connect at least two new primary sources to their proposed answer in each topic (Denied/Defended)--how does the new primary source support their argument
- use content of the opinion piece either in support of their claim on the final document page OR refute content of the opinion piece
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About the Inquiry Author



Erika Sponsler teaches students in grades 9-12 at Western High School in Parma, Michigan. She has taught US History and yearbook for 23 years, AP US History for 5 years, and sociology for 2. She has also taught English and law. Her favorite aspect of teaching social studies is getting students talking and engaged with each other and with the past in order to make connections to the present. She can be contacted at erika.sponsler@wsdpanthers.org

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