

# Unit 3: American Dream: Past, Present, and Future (Weeks 18-26)

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **9 Weeks**  
Status: **Published**

## **Unit 3: American Dream: Past, Present, and Future**

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The purpose of this unit is to help students understand how individuals strive to find acceptance in society and deal with the conflicts created by changing morals and values. They will understand the impact that a judgmental society has on an individual and how people struggle to achieve their American Dream. They will examine the interaction of personal ethics, materialism, racism, and modernism on characters, society and who they will become as young adults.

## **Essential Questions**

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What is the value of sacrifice?  
What is success?  
How do you become successful?  
How do social conditions affect your chances of success?  
How does class differentiation affect people?  
What is your American Dream

## **Pre-Assessments**

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CommonLit article  
Review of PSAT scores  
Survey of Student's "American Dream"

## **Instructional Plan**

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## **Modernism Background**

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### **Student Learning Intentions or We are learning to ... (WALT)**

WALT accurately interpret and cite strong and thorough textual evidence in support of what the text says

(means) explicitly and inferentially

### **Student Success Criteria ... “I can statements”**

I can cite strong evidence to support the central idea of the text

### **Instructional Strategies and Activities**

Background notes (student created) on Modernism

### **Formative Assessments**

Fast five quizzes

Quote quizzes

### **Instructional Materials and Resources**

Note taking

Class Discussion

Modeling

Mentor Texts

### **Reflections and Suggested Modifications**

## **War Poetry**

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### **Student Learning Intentions or We are learning to ... (WALT)**

WALT support analysis of what the text says explicitly as well as inferentially

WALT two or more themes interact and build on one another to produce a complex text

### **Student Success Criteria ... “I can statements”**

I can identify themes in poetry

## **Instructional Strategies and Activities**

War Poetry (the changing views of wars from Pre to post WW1 as seen in poetry)

## **Formative Assessments**

Poetry analysis group presentation

## **Instructional Materials and Resources**

Note taking

Class Discussion

Modeling

Mentor Texts

## **Reflections and Suggested Modifications**

## **Theme Tracking**

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### **Student Learning Intentions or We are learning to ... (WALT)**

WALT determine two or more themes or central ideas of a text

### **Student Success Criteria ... “I can statements”**

I can track themes throughout a text and explain how they develop to emphasize meaning

## **Instructional Strategies and Activities**

Model theme tracking

Literary lenses in Fairy Tales

Focused theme tracking - How does the author use (X) to create meaning

## **Formative Assessments**

Digital theme tracking

## **Instructional Materials and Resources**

Note taking  
Class Discussion  
Modeling  
Mentor Texts

## **Reflections and Suggested Modifications**

### **Prewriting/Drafting**

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#### **Student Learning Intentions or We are learning to ... (WALT)**

WALT accurately cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

WALT produce clear and coherent writing in which the organization is appropriate to task, purpose, and audience

#### **Student Success Criteria ... “I can statements”**

I can create written claims and back them up with evidence

#### **Instructional Strategies and Activities**

- \*Elements of a poetry essay identification
- \*Guided peer editing
- \*Teacher conferencing
- \*Rewrites

#### **Formative Assessments**

Poetry Analysis Paper

## **Instructional Materials and Resources**

Model student papers  
Model MLA paragraphs

Identifying the topic sentence, quote set up, quote, citation

## **Reflections and Suggested Modifications**

### **Theme Statements**

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#### **Student Learning Intentions or We are learning to ... (WALT)**

WALT determine two or more themes or central ideas of a text

WALT build on others' ideas and express our ideas clearly and persuasive

#### **Student Success Criteria ... "I can statements"**

I can write a theme statement using the correct formula

#### **Instructional Strategies and Activities**

Doodle notes on writes toolbox (teacher made notes of literary elements)

One pager- theme statements

Theme Tracking

#### **Formative Assessments**

One Pager

#### **Instructional Materials and Resources**

Identification of literary Terms read through quick theme identification quizzes

Theme charts

## **Reflections and Suggested Modifications**

## **Compare and Contrast**

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### **Student Learning Intentions or We are learning to ... (WALT)**

WALT build on others' ideas and express our ideas clearly and persuasively

### **Student Success Criteria ... "I can statements"**

I can compare literary elements of two complex texts

### **Instructional Strategies and Activities**

Teacher made notes on Drama and expressionism

Outline for compare contrast paper

### **Formative Assessments**

Compare and contrast majors character from *Death of a Salesman* and *Fences*

### **Instructional Materials and Resources**

Note taking

Class Discussion

Modeling

Mentor Texts

### **Reflections and Suggested Modifications**

## **Literary Analysis**

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### **Student Learning Intentions or We are learning to ... (WALT)**

WALT use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters

WALT use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)

## **Student Success Criteria ... “I can statements”**

I can write claims backed up with evidence in the literary analysis genre

## **Instructional Strategies and Activities**

Cause and effect charts showing understanding of how the author uses the device to create meaning

Identification of elements in passages.

Correcting MLA cited paragraphs

## **Formative Assessments**

Literary Analysis Paper

## **Instructional Materials and Resources**

Teacher modeling

Direct lecture

Directed practice

## **Reflections and Suggested Modifications**

## **Presentation**

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### **Student Learning Intentions or We are learning to ... (WALT)**

WALT consult a style manual (such as MLA or APA Style)

WALT in order to participate effectively in discussions, we must build on others’ ideas and express our own ideas clearly and persuasively.

## **Student Success Criteria ... “I can statements”**

I can collaborate to orally explain main claims and evidence

## **Instructional Strategies and Activities**

MLA review and models  
Group development of theme  
Group presentation and defense of theme

## **Formative Assessments**

Presentation

## **Instructional Materials and Resources**

Teacher modeling  
Direct lecture  
Directed practice

## **Reflections and Suggested Modifications**

## **Modifications and/or Accommodations**

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### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

## Special Education Students

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## Students with 504 Plans

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**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

## Gifted & Talented Strategies

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project

work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## Students at Risk of School Failure

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

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## **New Jersey Student Learning Standards: Content Area**

ELA.L.VI.11–12.4.C	Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
ELA.RL.CR.11–12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
ELA.RL.CI.11–12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
ELA.RL.IT.11–12.3	Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
ELA.RL.MF.11–12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).
ELA.RL.CT.11–12.8	Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

## **Integration of Career Readiness, Life Literacies and Key Skills**

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TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
TECH.9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

## **Integration of Computer Science and Design Thinking**

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CS.K-12.2.a	Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.
CS.K-12.2.c	Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.

## **Interdisciplinary Connections: NJSLS for ELA, Social Studies, Science and/or Math**

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“War as an agent of change”- SS6.1,SS6.2,SS6.3

\* The social and economic impact of WW1-SS6.1,SS6.2,SS6.3

\* The Gilman American History Guide- race and gender in a changing world -SS6.1,SS6.2,SS6.3

\* The 20 and lawlessness project (Fences)

\* Harlem Renaissance (poetry )

\*Tulsa massacre video (Fences)

\* Negro Baseball league (Fences)

SOC.6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
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## **21st Century Life and Career**

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## **Integration of Diversity, Equity and Inclusion, Climate Change, Informational and Media Literacy**

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See Crosswalks

## **SEL Competencies**

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SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills