

The American Dream Analysis

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Standards

IL-ISBE-ELA-CC-2010.5.R.I.2

Key Ideas and Details: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

IL-ISBE-ELA-CC-2010.5.R.I.3

Key Ideas and Details: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

IL-ISBE-ELA-CC-2010.5.R.I.6

Craft and Structure: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

IL-ISBE-ELA-CC-2010.5.R.I.9

Integration of Knowledge and Ideas: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Resources

The Library of Congress

Students will be using this weblink to do their research and guided reading. I also used this to look for my topic for this lesson.

Materials

The items below are materials needed for lesson:

- 25 computers (1 per child)
- White printer paper
- markers
- colored pencils
- crayons
- pen or pencil (per child)
- printer
- white board or chalk board
- expo marker or chalk
- The Library of Congress website: www.loc.gov

Objectives

1. Students will use technology to access The Library of Congress website.
2. Students, 5th graders, will break-up into groups, research and read about The American Dream by using guided reading.
3. Students will write about why The American Dream has changed over time, cause and effect.
4. Students will orally and visually, draw picture, present their own American Dream to the class.

Procedure

1. Teacher will introduce The Library of Congress website to the class and show how to use it.
2. Ask class if they've heard of The American Dream before, and if so, write down what the students say on the board.
3. Split students into groups, for research and guided reading about The American Dream, which they will use www.loc.gov.
4. Explain to the students that they will be doing research, with group, on The American Dream, from years 1929- year they were born.
5. Group of students need to write or type out what they have found about The American Dream. The document should be at least two pages in length. This will be submitted for evaluation.
6. Have students break out of group and work individually on their own American Dream, and have them draw a picture of what it is and write a brief description on it.
7. Students are allowed to present it to class or turn in, optional.
8. Teacher will show the class her own American Dream.
9. Teacher will display American Dreams around the room.

Adaptations: for Learning Disabilities

In this lesson, the students will be broken up into groups to work on guided reading and research on The American Dream. I will place someone who is a slower reader, in a group of kids who are stronger so the child can work on reading skills and if needs help to sound out a word, the other students will help. I'll make sure to place that student in a group of kids where he/she feels comfortable. Another thing, the students have the option to share their own American Dream to the class or turn it in. This doesn't single a student out and if the student is uncomfortable to read in front of class, they can turn it in without other students questioning.

Assessment

Rubric for Group research

	Pass (2 pts)	Fail (1 pt)
Writing and Discussing/Grand Conversations	Students write and discuss about what The American Dream is from the years 1929- year they were born.	Students discussed The American Dream briefly, not in date range.
Cause and Effect	Students identified the cause and effect of The American Dream over time and on people, with details.	Students did not identify about cause and effect of The American Dream, lack of details.
Written Report	The report is two written pages.	The written report is less than two pages.

Student Rubric for American Dream

	Pass (2 pts)	Fail (1 pt)
Summary	Student wrote a brief description on what their American Dream is, written out.	Student did not write a description about their American Dream.
Illustration	Completed their illustration of their American Dream.	Student did not complete their illustration of their American Dream.

Reflection