

Note: If you have chosen to create an electronic collage, you will need to sign up for the computer lab.

TITLE OF THE LESSON

US History Unit 1 Lesson 7 – American Drive
What Drives the American Dream?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

National Council for the Social Studies: Curriculum Standards for the Social Studies

I. Culture

c. apply an understand of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, and values, and behavior patterns.

III. People, Places & Environments

g. describe and compare how people create places that reflect culture, human needs, government policy , and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like.

j. analyze and evaluate social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought.

IV. Individual Development & Identity

h. work independently and cooperatively within groups and institutions to accomplish goals.

VII. Production, Distribution, & Consumption

h. apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues.

NETS for Students 1-5

MATERIALS

Question Series Lesson 7—Teacher Page

Workin’ Sketch Guide (sketch #8)—Teacher Page

Computer lab and image processing program (for electronic collages)

assorted magazines (for poster collages)

manila envelopes (for poster collages)

poster board (for poster collages)

PRINTED MATERIALS

Springboard 7—Student Page (Avery Label #8160)

Workin’ Sketch Page (sketch #8)—Student Page

Workin’ Shoes: Gary, Indiana— Reading: Primary Resource

Workin’ Shoes: Dust Bowl— Reading: Primary Resource

Element Collage Instructions—Student Page (on overhead or printed)

Element Collage Rubric Assessment—Assessment Page (on overhead or printed)

LESSON OBJECTIVES

- To learn the role of hard work and luck in reaching American dreams
 - To realize the complexity of the emergence of American industries, including the challenges and hardships faced by individuals within American industries
 - To begin plans for the creation of an Element Collage which represents a Compelling Element
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

SPRINGBOARD: “The WOW Toy”—Write a diary description of the trendiest toy you remember wanting when you were younger. Include a description of the toy as well as an explanation of why it was so appealing.

1. Greet and Instruct—As students enter the classroom welcome them and hand each student “The WOW Toy” Springboard sticker (**Springboard 7**). Instruct them to place the sticker in any empty space available on the front of the **Workin’ Sketch Page** located at their desks. Encourage students to draw or attach a picture to their sketch page tonight to complete their Springboard. You may wish to offer extra credit for the addition.
2. Homework Check—Have students take their sketchbooks out and place them on their desks. While students are writing, walk around the room recording a completion grade for sketch 7.
3. Garden Care—Check and water quads’ planted seeds, once gardening pairs have finished the Springboard.

COMPELLING WHY

SUBJECT REASON: Discovering What it Means to Be Human

UNIT STRAND: The Value of Individuality

What is the role of the individual in society and how has that role changed over time?

COMPELLING WHY THREAD: *What enables people to reach their American Dream?*

CONCRETE CONNECTIONS: sport performance and grade improvements

LEADING THE DISCUSSION

1. Question Series—Lead students through **Question Series Lesson 7**.
 2. Enduring Impression—As the Compelling Why draws to a close, reinforce the roles of hard work, supporting environment, luck, and cooperation in reaching American dreams.
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ACTIVITIES – INDIVIDUAL AND GROUP

LEARNING ACTIVITY #1—WORKIN’ SHOES Multiple Intelligence (MI)—Linguistic

TIME FRAME—20 MINUTES

1. Preparation—If you plan on printing the workin’ brochures, take note that they are designed to be printed front-to-back. **Workin’ Shoes: Gary, Indiana** is designed to be folded as a 3-panel brochure. Pages 1-2 should be copied front to back; 3-4 front to back as well. **Workin’ Shoes: Dustbowl** is designed to be printed as a half-fold brochure. Pages 1-2 should be copied front to back, 3-4, 5-6, and 7-8. Page 1-2 should be positioned as the outermost page; 7-8 as the innermost page. If you are planning to have students access the documents online, remind them to read the panels according to the number found on the bottom of the panels.
2. Distribute Materials – Provide each student with a copy of the two workin’ brochures (or if possible, have them access the documents online): **Workin’ Shoes: Gary, Indiana** and **Workin’ Shoes: Dust Bowl**.
3. Explain Sketch—Instruct student to turn their attention to the **Workin’ Sketch Page** they have been given. Provide students with an overview of how to complete the sketch, as detailed in the **Workin’ Sketch Guide**.
4. Examine Text—Instruct students to read through the workin’ brochures individually or in pairs. As students read the materials they should also be recording their conclusions onto the **Workin’ Sketch Page**.
5. Share Ideas – After allowing students 15 minutes to examine the brochures, randomly select students to share their recorded sketch ideas on the industries described. You may wish to have 2-3 student responses per section to ensure all students participate in the discussion. Be sure to ask students for evidence from the readings, as well as their own knowledge, that supports their responses.
6. Determine Impact—Ask class to explain why the growth and collapse of industries have so much influence on American culture. How influential is hard work in ensuring success? Luck? The supporting environment which creates or develops around an industry is hugely effected by the industry’s success. Ask students to identify examples where culture and economic class have personalized the structure of an industry. Why is it so risky to attach complete identity to an industry’s success? How does a culture move on if the industry fails? What is lost? What is gained? How do adaptations change the industry and surrounding environment?

7. Transition Topics—After students’ ideas have been shared, draw their attention to the diverse topics identified by students. Modern, operating industries have emerged because of the integrated growth of physical industry space, individual work, business ideals, and community guidance. As such, industries are models of life collages. The separate components of an industry can be identified, but the immense accomplishment of the industry is more effectively seen when the components are intertwined. Encourage students to consider their Compelling Elements to be collages, where individual components of the element can be isolated, but the power of the element in action is difficult to separate into its mechanics.

LEARNING ACTIVITY #2—ELEMENT COLLAGE
Multiple Intelligence (MI)—Spatial

TIME FRAME—35 MINUTES

1. Preparation—In this LA, students will begin designing an Element Collage of the Compelling Element they have selected. The US History Unit 1 project is supportive to the creation of an electronic collage or a traditional poster collage. Select the collage type most suitable to your resources and teaching goals.
2. Discuss Instructions—Distribute copies of the **Element Collage Instructions** to students and orally review the instructions and ideas provided within the instruction sheet. Add suggestions of your own to the sheet. If you are asking student to create a poster collage, you will need to provide students with a manila envelope in which to store their collage materials. If you are asking student to create an electronic collage, lead students to the computer lab. Students should be familiar with Photoshop from past classes, or you may wish to orient students to another image processing program. If needed, provide a short review of the skills needed to use the program you have selected. You may also want to set guidelines on Internet searching for collage materials.
3. Locate Materials—Instruct student to begin searching for collage materials, through Internet or magazine searches. Remind student to refer to their **Element Collage Instructions** sheet often in order to ensure variety in their collage materials.
4. Clean Up—Tell students to stop working several minutes before the class period ends. Instruct students to clean up quad space or computer lab areas. You should instruct students to take their collage materials with them or store them in a specific area of the room. Tell students their collage work will continue in the next class period. Encourage students to locate materials outside of class that could help create their element collage.

HOMEWORK

- 1) Complete Workin’ Sketch Page.
- 2) Continue to plan Element Collage and search for additional collage materials.
- 3) Remember that Dreams Mobiles will be presented in Lesson 9, so you should continue to design and build your mobile.

GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Sketchbook:

Workin’ Sketch Page (#8)
Eyes of the Designer Odyssey Reflection
Dreams Sketch Page (#7)
Historian Rail Trail 1
Skeleton Key Imprint Essay (draft 1)
Skelton Key Sketch Page (#6)
Byte 1 Driving License
Tragedy Imprint Essay (draft 1)
Haunted House Sketch Page (#5)
Elements Continuum Sketch Page (#4)
Emotions Abound Odyssey Reflection
Expressions Honeycomb Sketch Page (#3)

Formal Portfolio:

None



Garden Plot Sketch Page (#2)
Sketchbook Rules Sketch Page (#1)
Springboard 1