The teacher may brainstorm the question "What is the American Dream?" so that students can begin exploring their own perspectives on the concept.

The teacher may present various quotes and informational texts (e.g. infographics) related to the American Dream so that students can begin to consider multiple perspectives around the concept.

The teacher may present founding documents (e.g. the U.S. Constitution, Declaration of Independence) so that students can analyze the language and ideas in those texts as they relate to the American Dream. [Understanding text, responding to text]

The teacher may present nonfiction texts related to or written at the time of the American Civil War (e.g. Walt Whitman’s “I Hear America Singing”) so that students can understand that authors intentionally use language and images to convey ideas related to concepts or themes (i.e. the American Dream). [Understanding text, responding to text]

The teacher may present literary and nonfiction texts related to the time of the Civil Rights era (e.g. “I, Too, Sing America”) so that students can understand that authors intentionally use language and images to convey ideas related to concepts or themes (i.e. the American Dream). [Understanding text, responding to text]

The teacher may use literary and nonfiction texts related to the Great Depression (e.g. “The Egg” by Sherwood Anderson) so that students can understand that authors intentionally use language and images to convey ideas related to concepts or themes (i.e. the American Dream). [Understanding text, responding to text]

The teacher may use literary and nonfiction texts related to or written during the period of European Immigration (e.g., “America and I” by Anzia Yezierska) so that students can understand that authors intentionally use language and images to convey ideas related to concepts or themes (i.e. the American Dream). [Understanding text, responding to text]

The teacher may use literary and nonfiction texts related to or written during the period of the American Dream. [Understanding text, responding to text]

The teacher may present contrasting speeches (e.g. Lincoln’s “Gettysburg Address,” Martin Luther King’s “I Have a Dream Speech,” and JFK’s inaugural address) so that students can understand that authors intentionally use language and images to convey ideas related to concepts or themes (i.e. the American Dream). [Understanding text, responding to text]

The teacher may present and revisit various poems around the topic of the American Dream (see previous Learning Experiences) so that students can use figurative language to convey a particular concept or theme. [Producing text]

The teacher may introduce a multi-genre project on American Dream concepts that is a synthesis of texts studied so far and topics so that students can use the communicative potential of a multi-genre project. [Teacher note: This learning experience begins the writing process for the students’ own multi-genre exploration of the American Dream.] [Producing text]

**PERFORMANCE ASSESSMENT:** You and a classmate are a documentary team that has been hired to develop a project revealing modern day perspectives on the American Dream. Your project should be a multi-genre representation that relies on words, photographs, and images to express your understanding of the American Dream.

**Role:** a photographer/artist or a writer

**Audience:** PBS viewers

**Format:** a multi-genre representation of their definition of the American Dream

**Topic:** the American Dream

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit [http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples](http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples).