

American Dream Project
Johnny Tremain by Esther Forbes
Mrs. Wright

Concept of English 2-3

Adapted version UbD unit for the 11th grade general education Curriculum

Essential Questions:

- What is the American Dream?
- Does it look the same to everyone? Why or why not?
- How do the fundamental values of American culture shape the individual?
- How do one's relationships with society (family, community, country) affect one's actions and decisions?

Curriculum Standards:

- Standard 9: Making Connections
- Standard 11: Theme
- Standard 12: Fiction
- Standard 13: Nonfiction
- Strand 16: Myth, Traditional Narrative, and Classical Literature

Benchmarks

- Explore the essential themes in literature
- Demonstrate the ability to listen to the ideas of others and contribute ideas in large and small discussion groups
- Research a topic relevant to the literary genre and complete a project based on that research

Common Core:

- context (e.g., the overall meaning of a sentence, paragraph, or text). **RL.9-10.3** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **W.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **W.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **L.9-10.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when

considering a word or phrase important to comprehension or expression. Use context; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Technology Benchmarks

Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- Use a variety of media to present information for specific purposes (e.g., reports, research papers, presentations, newsletters, Web sites, podcasts, blogs), citing sources.
- Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. (eg. Buzzword, Google docs, blogs)

Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- Use a variety of applications to plan, create, and edit multimedia products (e.g., slide presentations, videos, animations, simulations, podcasts).
- Design effective online presentations including Web sites and online multimedia tools.

Course Level: 10th and 11th grade students in a Concepts of English level class

Time Span of project: 9 months

In class portion: 75%

Student Learning: Students will explore how the environment (people, events, and the historical time period) affects the character in a literary work. The students will also learn to work in a small group, and collaborate to create a visual and written presentation of their learning.

Online Tools used: Google presentation, Edmodo, Google search engine

Software or hardware needed: Laptops for all students, in-focus to present the projects

9. Write **two paragraphs describing Johnny** at the end of the book. Did he change over time? Did he achieve his dream or did his dream change? (HW)

10. As a group create 2-3 slides describing how Johnny changed. (Start in class and finish for HW)

11. Write 1 paragraph describing what events or people caused him to change. Was this change positive or negative

12. Edit project—grammar, spelling, are your ideas clear, complete sentences.

13. Teacher conference
14. Make corrections (start in class and finish for HW)
15. Practice presenting (in class)
16. Present your project in class

Unit #4 Out of the DustUnit #1 The American Dream

1. Introduction to the American Dream Project and Google through American Dream Scrap book
2. Set up Edmodo and train students on using it; practice signing in
3. Assignment description and rubrics will be linked to Edmodo, and all due dates will be entered into the Edmodo calendar.
4. Special needs liaisons will be invited to Edmodo site
5. Search links will be listed on individual assignments
6. Graphic organizer handed out, brainstorm in class
7. Detailed description handed out and explained in class
8. Project broken into smaller chunks with individual due dates
9. Templates for paragraphs will be linked to assignment sheets for each paragraph
10. For homework, students type up paragraphs on their American Dream
11. Paragraphs edited in class; pictures of students taken in class
12. Learn to use Google presentation (in class)
13. Add a page about your dream (homework)
14. View scrapbook pages (in class)
15. Preview American Dream Scrapbook (in class)

Role of the ITS: Help students set up Edmodo and Google accounts

Assessment: Peer editing and teacher writing conferences for each completed paragraph;
Rubric for final Project

Unit #2 The Witch of Blackbird Pond

1. Make a Google presentation as a class for the novel of *The Witch of Blackberry Pond*. This experience will serve as an example for the project the students will complete individually for the book, *Johnny Tremain*.
2. Create a title page, and a background page as a class
3. Assign each student to write one paragraph about one or two characters in the book
4. Insert the paragraphs into the power-point and help student to insert pictures
- 5.

Unit #3 Johnny Tremain

1. As a class list 5-10 facts relating to Colonial Boston—dress, places, transportation, events
2. Write a paragraph describing the setting of the book (HW)

3. Create **one slide about the setting** of the book (Start in class and finish for HW)
4. Gather together 3- 5 details to describe Johnny Tremain (HW)
5. Write **one paragraph describing Johnny and his Dream** at the beginning of the book? (HW)
6. Create the next two or three slides in your power-point (start in class and finish for HW)
7. Write two paragraphs describing **two conflicts** that affected Johnny's pursuit of his dream.
8. As a group, create the next two slides in your power-point (start in class and finish for HW)