



The American Dream and its Corruption on Social Mobility and Identity

Unit of Study

Rationale

Canonical Text: The Great Gatsby by F. Scott Fitzgerald

YA Paring: The Hunger Games by Suzanne Collins

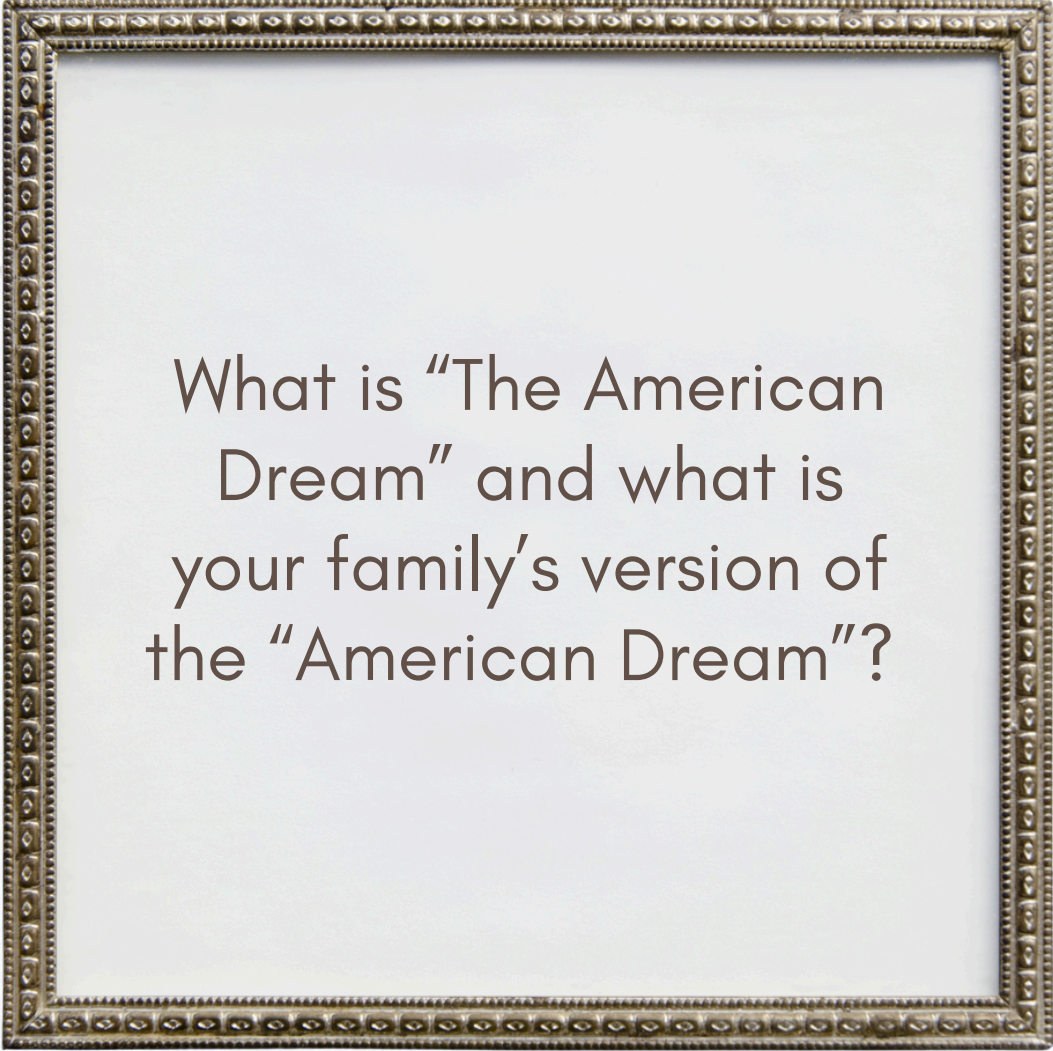
- **American Dream as rooted in ideals of freedom, opportunity, success, and a better life.**
- **The tension between the ideal of the American Dream and its reality.**
- **Adolescence is a key period for identity formation and understanding societal roles.**
- **This unit helps students connect their personal experiences to broader societal dynamics.**

Into the unit

Students will set up a journal which they will personalize and decorate. Students will use this journal to answer prompt questions, log journal entries, and book annotations.

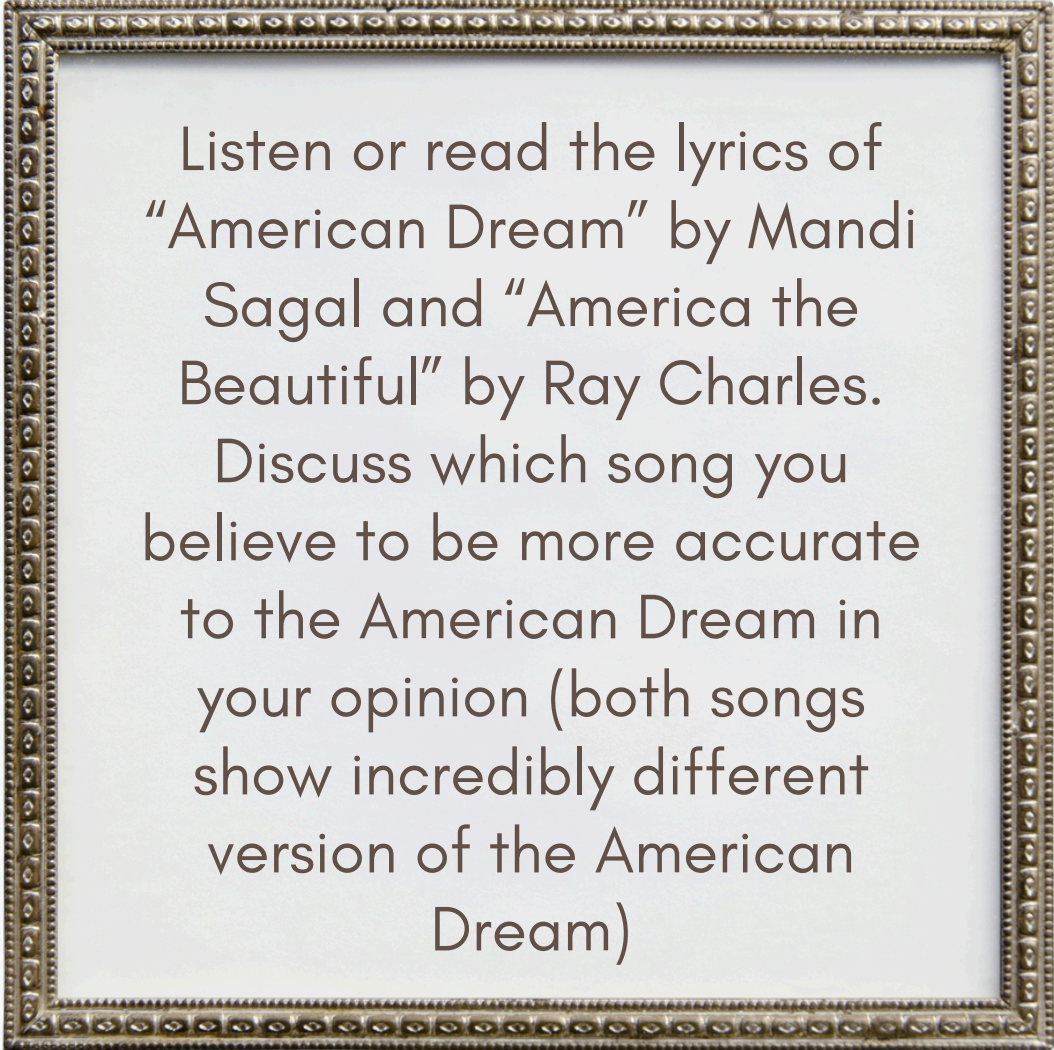
Students get 15 minutes of writing time and afterwards a discussion will open up for students to share their opinions and perspectives on these prompts.





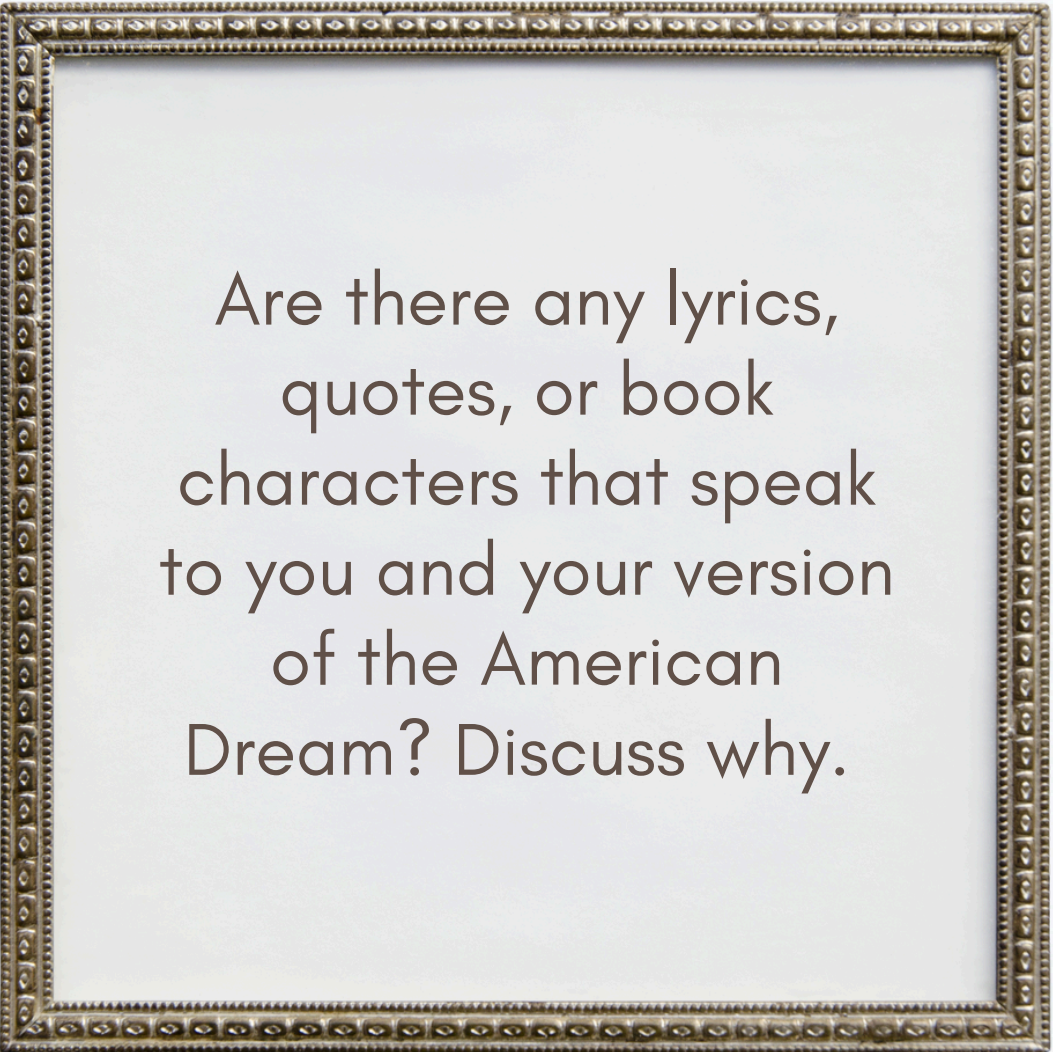
What is “The American Dream” and what is your family’s version of the “American Dream”?

Prompt 1



Listen or read the lyrics of “American Dream” by Mandi Sagal and “America the Beautiful” by Ray Charles. Discuss which song you believe to be more accurate to the American Dream in your opinion (both songs show incredibly different version of the American Dream)

Prompt 2



Are there any lyrics, quotes, or book characters that speak to you and your version of the American Dream? Discuss why.

Prompt 3

“Royals” by Lorde

- Students will analyze and annotate the lyrics of “Royals” by Lorde as homework, and during class-time they will be asked to share their thoughts and annotations in groups of 3 to 4 to further develop their understanding of themes such as identity, social mobility, and class.



“I, Too” by Langston Hughes

- Historical context lesson provided before presenting the poem.
- analyzing the “I, Too” poem.
- Students will create their own version of the poem regarding their perspective and experiences about the American Dream.
- Readers Theater



Through the Text

In Class

- Students will have in class reading time for *The Great Gatsby*.
- Annotation key + Journal entires for their thoughts and reflections.

At Home

- Students will independently read *The Hunger Games* (4 chapters a week).
- Following the same reading dynamic as *The Great Gatsby*.

Weekly discussions to seek clarification, provide any thoughts and perspectives on current chapters.



Annotation key

Yellow- Key passages that relate to the American Dream; class, identity, and social mobility.

Pink- Actions, dialogue, or descriptions that reveal important aspects about the character's identity, struggle, and growth.

Purple- Power dynamics; moments where power, privilege, and inequality are seen.

Blue- Symbols that represent larger ideas.

Green- Connection to other works seen in class.

Red- Powerful phrases and moments.



Activities to do While Reading These Books

Character Chart

Character chart that includes Name, Description, what was their American Dream, and if they accomplish it towards the end (Minimum 5 characters).

Vision/Dream Board + Rationale

Students will create a vision/dream board that represents the American Dream of a character of their choosing. They will present these in class as well as a rationale for why they picked this character to make a vision board for, answering the question; Why did their dream appeal to you?

Brown Bag Activity

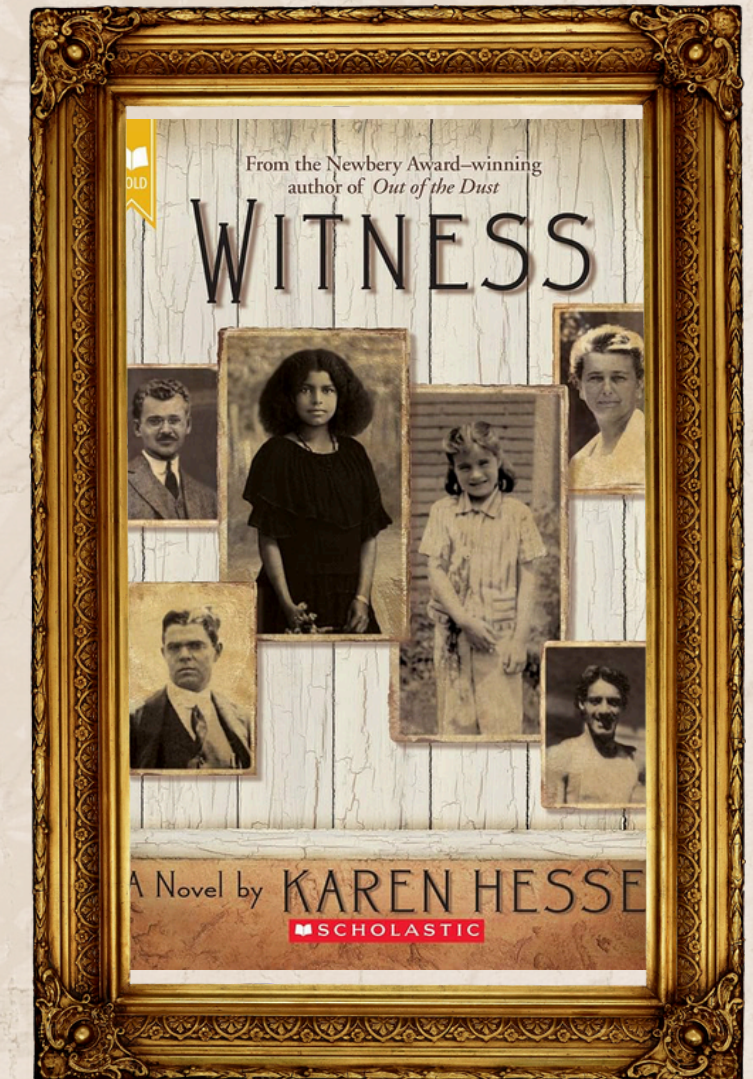
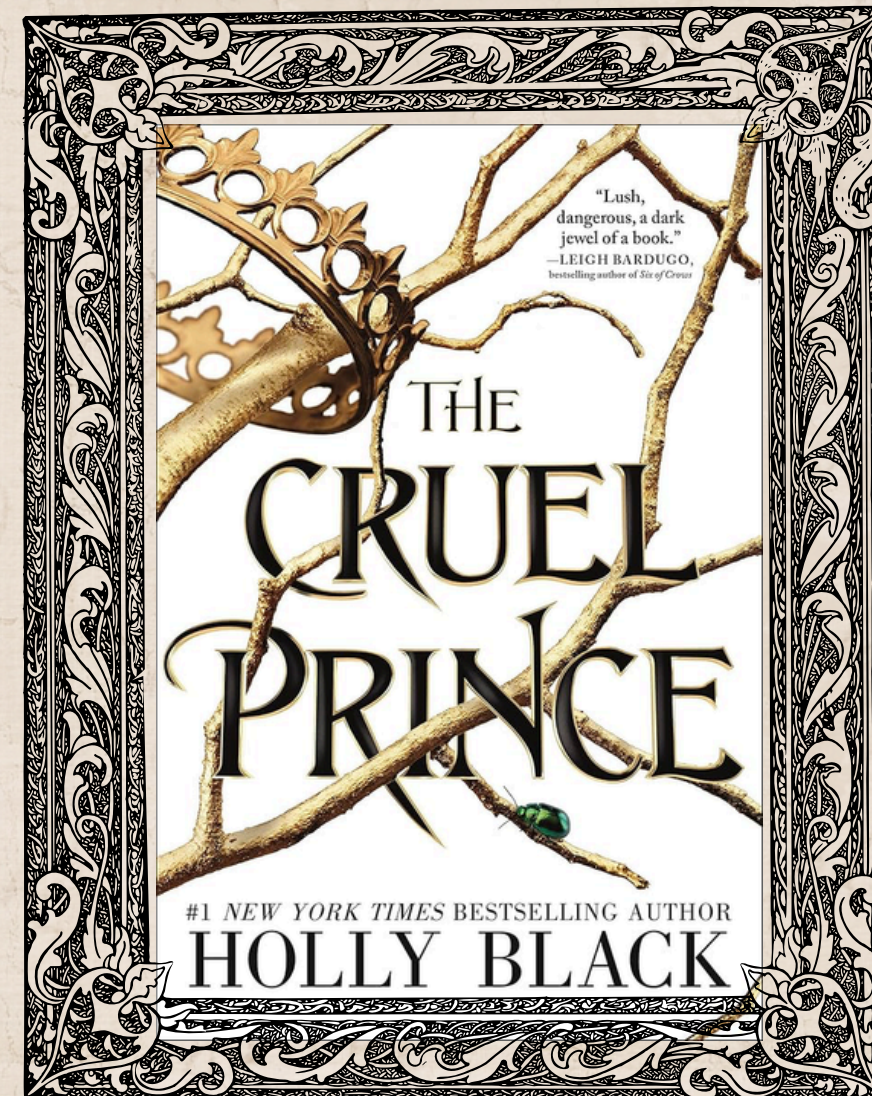
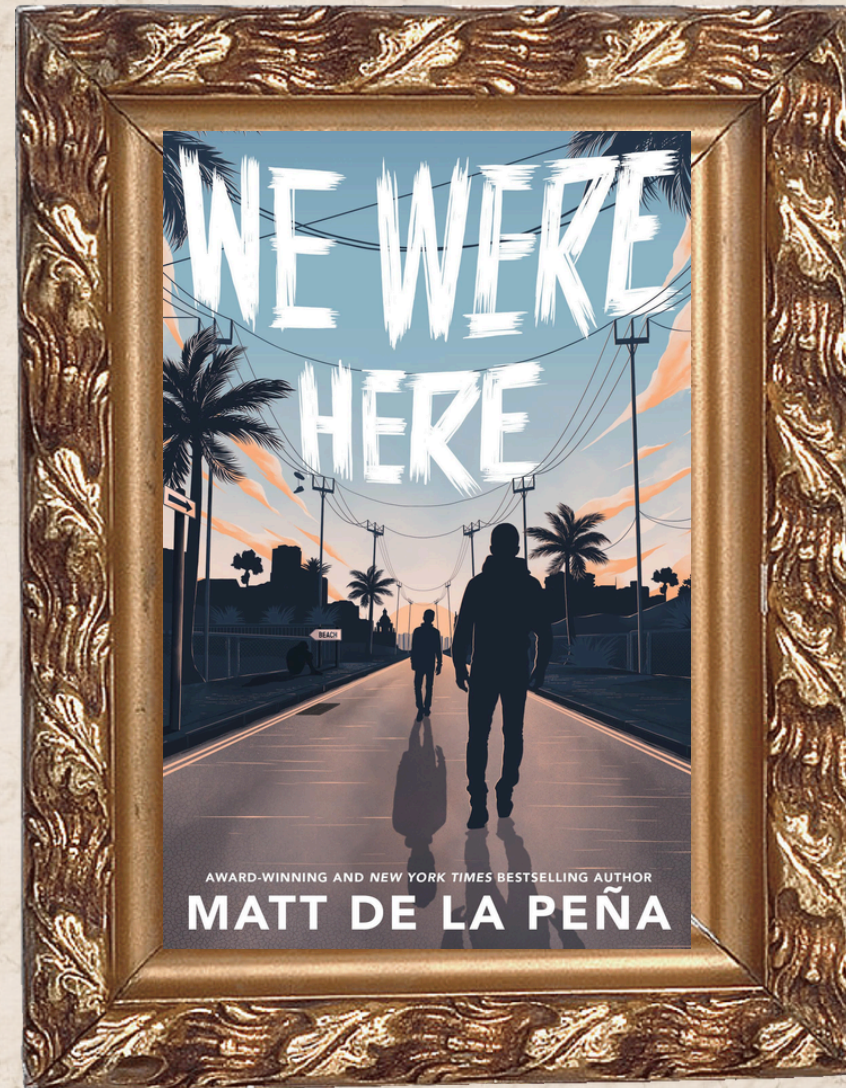
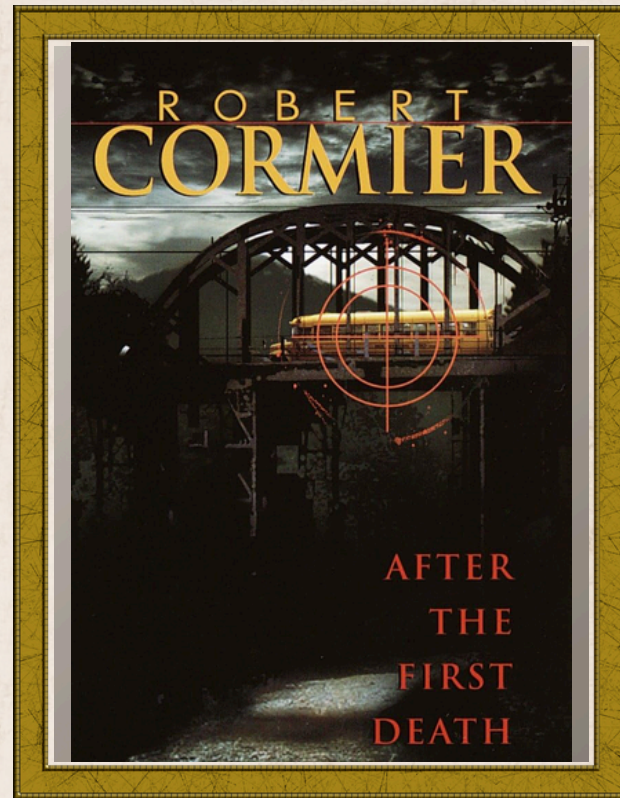
Students will choose three items they would like to put in a brown bag to represent chapters/characters alongside an explanation as to why they chose these specific items.



Ending the Unit

- 750 to 1,000 words essay.
- **“To what extent is the American Dream accessible to everyone, or is it an ideal reserved for a specific group of people? Provide specific examples from both *The Great Gatsby* and *The Hunger Games* to support your stance.”**

Beyond the Text





**Thank
you**