

How does Opportunity differ across different ethnic groups in America?

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Suggested Grade Level Range: 10-12th

Student Learning Objectives

- *I can using a variety of primary and secondary sources, evaluate and surmise the shared and unique experiences and hardships faced by three distinct ethnicities in search of the American Dream of Opportunity.*

Standards Addressed

- SS.9-12.IS.3. Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religion, gender).
- SS.9-12.IS.4. Determine the kinds of sources that will help answer compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
- SS.9-12.IS.5. Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.

Materials Used

- **Primary Source Analysis**
- **Youtube: “Far and Away”**
- **LoC: [Ethnic Population](#)**

<p>SQ1: What did Opportunity look like for White Americans in the late 19th century?</p>	<p>SQ2: What did Opportunity look like for African Americans in the early 20th century?</p>	<p>SQ3: What did Opportunity look like for Mexican immigrants in the mid-20th century?</p>
<ul style="list-style-type: none"> • Source A: American Progress • Source B: History DeKalb Co. • Source C: Illinois Settlement 1812 • Source D: Map of DeKalb Co 1860 	<ul style="list-style-type: none"> • Source A: Ethnic Population • Source B: Booker T. Washington comes to DeKalb • Source C: Jim Bailey 	<ul style="list-style-type: none"> • Source A: Boxcar People • Source B: Deportee/lyrics • Source C: There was some weeks we only make \$14

Procedure

Anticipatory Set/ Staging the Compelling Question

- Review the Five Ideals of America, asking what Opportunity means. Have students provide some examples of Opportunities that they may enjoy. [Use Chapter One of TCI](#)

Supporting Question 1: What did Opportunity look like for White Americans in the late 19th century?

- Using the [Primary Source Analysis](#), students will Observe, Reflect, and Question the painting [American Progress](#)
- Students will read either level A or B of [History DeKalb Co.](#) and Think, Pair, Share to reflect on how Opportunity played a role in the settlement of DeKalb County.
- Students will analyze [Illinois Settlement 1812](#) and establish three questions on how the map may illustrate Opportunity.
- Students will analyze [Map of DeKalb Co 1860](#) and establish three questions on how the map may illustrate Opportunity.
- Students will watch the “land boom” clip from [Far and Away](#) and offer insight into the supporting question.
- Formative performance: Students will create a word bank that describes what Opportunity looked like to white settlers of Illinois and the West.

Supporting Question 2: What did Opportunity look like for African Americans in the early 20th century?

- Students will analyze the [Ethnic Population](#) and create three questions on how the map reveals Opportunities for African Americans.
- Students will read and Think, Pair, and Share on how Booker T. Washington’s trip to DeKalb represents Opportunity.
- Students will watch and listen to Jim Bailey’s experience.
- Large Group Discussion to compare how Opportunity for African Americans looks different than Opportunity looks for early white settlers.
- Formative performance: Students will create a word bank that describes what Opportunity looked like to African Americans settling in northern cities.

Supporting Question 3: What did Opportunity look like for Mexican immigrants in the mid-20th century?

- Students will watch the clip Box Car People
- Students will describe the hardship and benefits the railroads offered Mexicans coming to the United States for work
- Students will listen to the song *Deportees* and identify stereotypes and prejudice regarding opportunities for migrant workers.
- After reading the article [There was some weeks we only make \\$14](#) students will create a word bank from all sources that describes what Opportunity looked like to Mexican immigrants

Summative Assessment (*students have a choice to construct an argument or complete the extension activity for their summative assessment*)

- Construct a Venn diagram that illustrates what the three groups of Americans experienced with regard to Opportunity in America.
- Extension: Using the word banks constructed through the three experiences, students will use AI to create a memorial dedicated to the American Dream of Opportunity as it relates to White, Black, and Hispanics searching for Opportunity in America. [Example](#)

Informed Action *(students will collectively engage in an action that applies learning to civic engagement. Need help? Read [this article.](#))*

- Wrap up class discussion on what opportunity means. Brainstorm some local examples of people seeking opportunities.
- Come up with ideas on how individually and as a class can help. Suggestions include volunteering at the local food bank, cooking meals for Safe Passage, and volunteering with local organizations such as Good Fellows, Rotary, and Interact.