

ALBUM THE AMERICAN DREAM (EMPHASIS ON AFRICAN AMERICAN VIEWPOINT)

Album Description

My inquiry project was on the American Dream and if it truly does exist. I focused on African Americans in particular in connection the Civil Rights Movement.

This inquiry project was created to be used in an Advanced English II class to supplement the readings of the current unit. Currently my unit involves nine short stories that do not really fit well together. Instead, I have decided to focus on four short stories: Tolerance, Montgomery Bus Boycott, Harrison Bergeron, and Interlopers. This unit will allow students to dig deeper into the stories as well as build skills.

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AMERICAN DREAM PRESENTATION

Teaching Notes:

This presentation explains my inquiry project as well as a survey I did along side of it. I have include a voice over so that you can truly understand what I found. Enjoy!

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DESCRIPTION OF THE INQUIRY PROJECT

Teaching Notes:

A deeper look into my project in terms of where I started and where it ended up. I also included my next steps as to where this project will go in the future.

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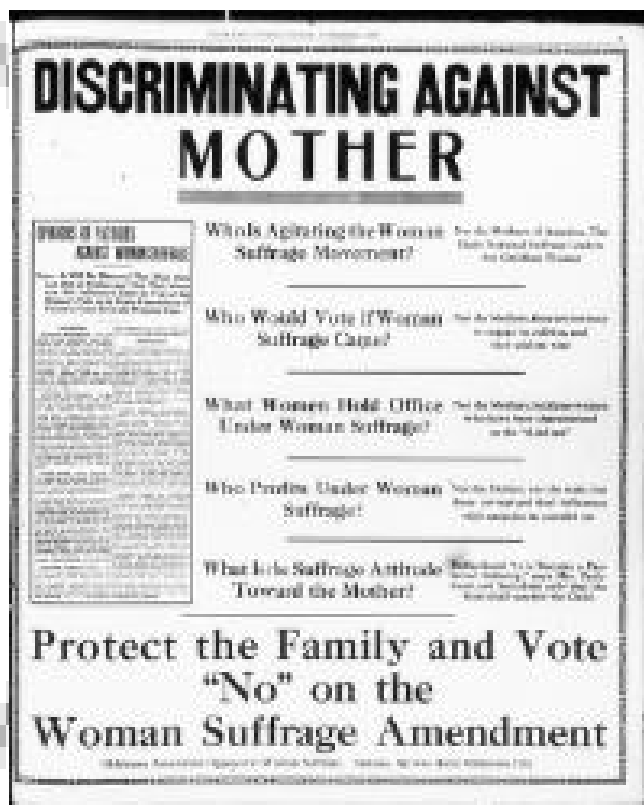
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SOAPSTONE

Teaching Notes:

This document includes a breakdown of all the primary and secondary sources I have included in this project.

TULSA DAILY WORLD. [VOLUME], NOVEMBER 03, 1918, CLUB NEWS AND PERSONALS, PAGE 9, IMAGE 31



Teaching Notes:

This article will be used to show students the point of view that some individuals had about women's suffrage. It will allow them to have context knowledge into the ideals of society during the 1910s.

Reference Link: <https://chroniclingamerica.loc.gov/lccn/sn85042344/1918-11-03/ed-1/seq-31>

Newspaper: Tulsa daily world. [volume] (Tulsa, Indian Territory [Okla.]) 1905-1919

Newspaper Link: <https://chroniclingamerica.loc.gov/lccn/sn85042344/1918-11-03/ed-1/seq-31>

Image provided by: Oklahoma Historical Society

PDF Link: <https://chroniclingamerica.loc.gov/lccn/sn85042344/1918-11-03/ed-1/seq-31.pdf>

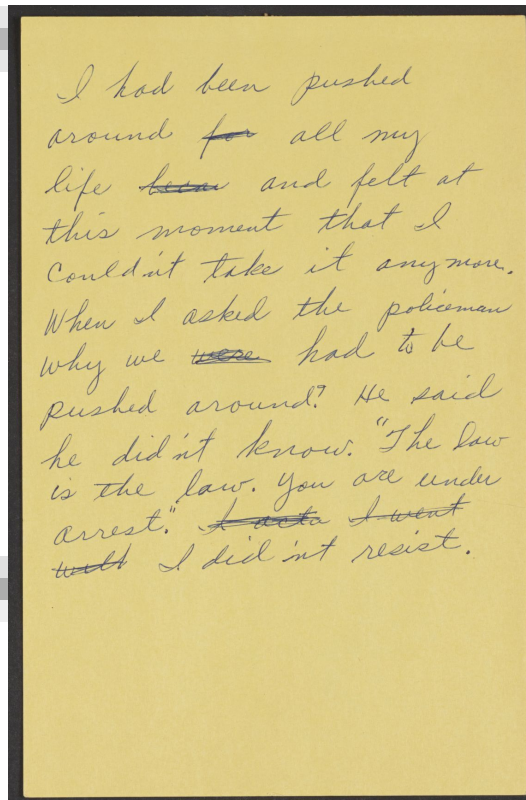
MARTIN LUTHER KING



Teaching Notes:

I love to include Martin Luther King Jr.'s "I have a Dream" speech into my unit every year. This year in addition to the audio of the speech, it will be helpful to show this photograph. Since we talk about Tone in this unit, they will be able to expand on that from his speech because students can observe his body language in the photograph.

IMAGE 27 OF ROSA PARKS PAPERS: WRITINGS, NOTES, AND STATEMENTS, 1956-1998; DRAFTS OF EARLY WRITINGS; ACCOUNTS OF HER ARREST AND THE SUBSEQUENT BOYCOTT, AS WELL AS GENERAL REFLECTIONS ON RACE RELATIONS IN THE SOUTH, 1956-CIRCA 1958, UNDATED; FOLDER 2



Teaching Notes:

I want to show my students this diary entry of Rosa Parks because it shows them that racism was (and is) so engrained in our society that they didn't really know why African Americans were being "pushed around".

Reference Link: <http://www.loc.gov/resource/mss85943.001810/?sp=27&r=-0.908,-0.084,2.816,1.682,0>

Contributor Names: Parks, Rosa, 1913-2005.

Created / Published: 1956 - 1998

Subject Headings: - Civil rights--United States

- African Americans--Civil rights
- African Americans--Religion
- African Americans--Segregation
- African Americans--Social conditions
- Civil rights demonstrations--United States
- Civil rights movements--United States
- Montgomery Bus Boycott, Montgomery, Ala., 1955-1956
- Race discrimination--Southern States

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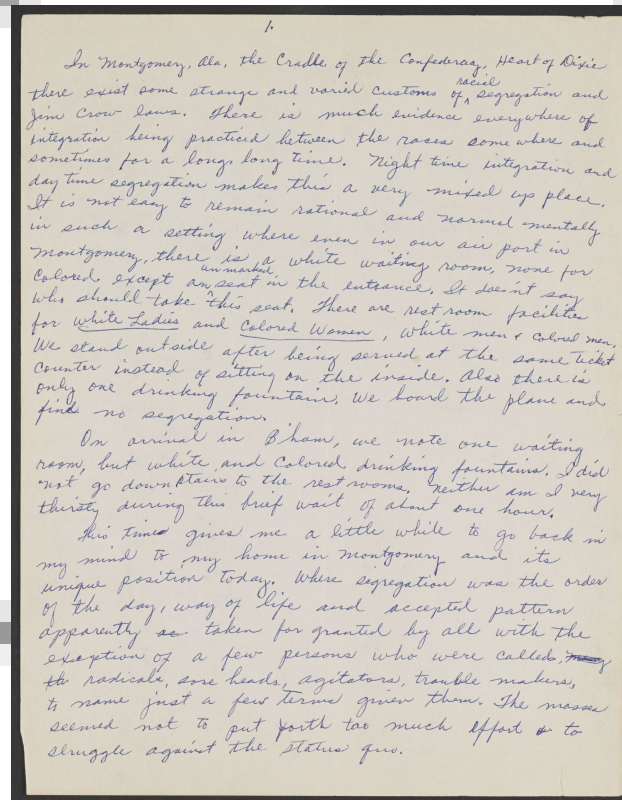
- Race discrimination--United States
- Segregation--Southern States
- Segregation--United States
- Southern States--Race relations
- Southern States--Social conditions
- United States--Race relations
- United States--Social conditions
- Civil rights activists
- Manuscripts
- United States

Genre: Manuscripts

Repository: Manuscript Division

Digital Id: <http://hdl.loc.gov/loc.mss/ms014094.mss85943.0226>

IMAGE 14 OF ROSA PARKS PAPERS: WRITINGS, NOTES, AND STATEMENTS, 1956-1998; DRAFTS OF EARLY WRITINGS; ACCOUNTS OF HER ARREST AND THE SUBSEQUENT BOYCOTT, AS WELL AS GENERAL REFLECTIONS ON RACE RELATIONS IN THE SOUTH, 1956-CIRCA 1958, UNDATED; FOLDER 2



Teaching Notes:

Rosa Parks wrote about how it was hard to stay silent in the current state African Americans were leaving in. She was tired of being told where she can sit and what water fountain she could drink from. This was not the way life was supposed to be and she knew it! This document allows students to imagine what it was like living during this time period. Some students will be able to relate to how Parks was feeling when she wrote this entry.

Reference Link: <http://www.loc.gov/resource/mss85943.001810/?sp=14&r=0.042,-0.037,0.948,0.573,0>

Contributor Names: Parks, Rosa, 1913-2005.

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- Segregation--United States
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- Southern States--Social conditions
- United States--Race relations
- United States--Social conditions
- Civil rights activists
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- United States

Genre: Manuscripts

Repository: Manuscript Division

Digital Id: <http://hdl.loc.gov/loc.mss/ms014094.mss85943.0226>

THE DAY BOOK. [VOLUME], APRIL 06, 1917, LAST EDITION, IMAGE 8



Teaching Notes:

This article describes how minorities were viewed in various neighborhoods. Minorities were practically shunned from various parts of the city because they were truly not welcomed there. People would do anything to remove them from the neighborhoods or do everything possible to prevent them from coming in the first place.

The purpose of this article is to share how having negro families move to the south side is causing problems for those who currently lived there. For instance, property values were decreasing and banks were no longer lending money.

Reference Link: <https://chroniclingamerica.loc.gov/lccn/sn83045487/1917-04-06/ed-2/seq-8>

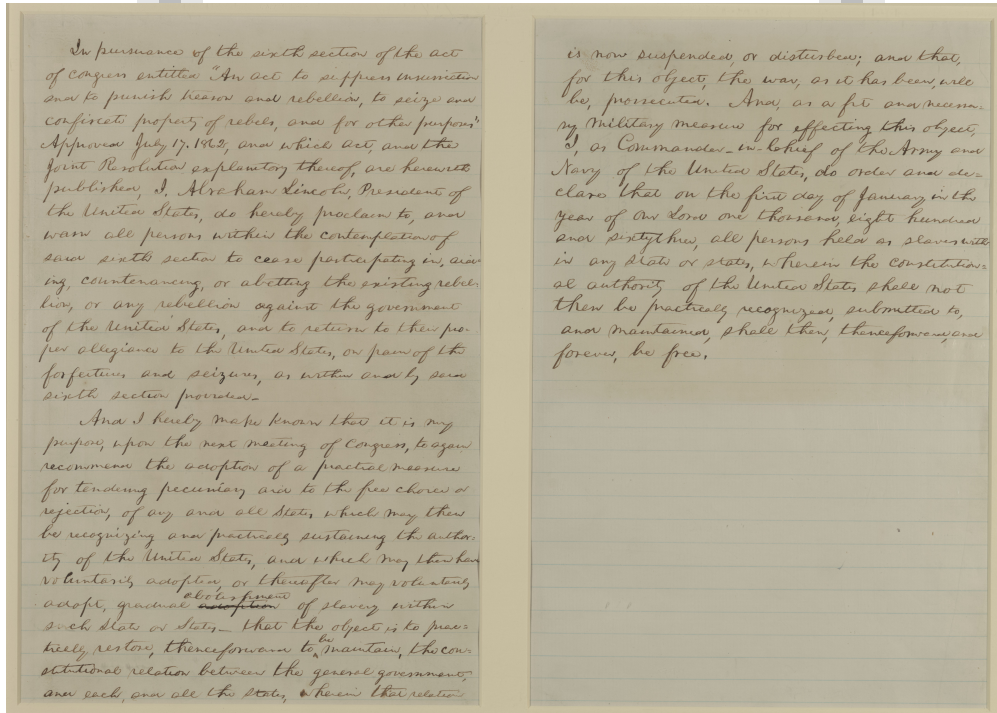
Newspaper: The day book. [volume] (Chicago, Ill.) 1911-1917

Newspaper Link: <https://chroniclingamerica.loc.gov/lccn/sn83045487/1917-04-06/ed-2/seq-8>

Image provided by: University of Illinois at Urbana-Champaign Library, Urbana, IL

PDF Link: <https://chroniclingamerica.loc.gov/lccn/sn83045487/1917-04-06/ed-2/seq-8.pdf>

**ABRAHAM LINCOLN PAPERS: SERIES 1. GENERAL CORRESPONDENCE. 1833-1916:
ABRAHAM LINCOLN, TUESDAY, JULY 22, 1862 (PRELIMINARY DRAFT OF
EMANCIPATION PROCLAMATION)**



Teaching Notes:

This document is the preliminary draft of the Emancipation Proclamation in which slaves were freed from their bondage. We will be analyzing this document primarily to look at the style of writing, but it is also an important piece of our timeline.

Reference Link: <http://www.loc.gov/resource/mal.1723200/?r=-0.056,-0.066,1.111,0.844,0>

Contributor Names: Lincoln, Abraham, 1809-1865

Created / Published: July 22, 1862

Subject Headings: - United States--History--Civil War, 1861-1865

- United States--Politics and government--1861-1865

- Presidents--United States

- Manuscripts

Genre: Manuscripts

Notes: - Preliminary Draft of Emancipation Proclamation

Repository: Manuscript Division

Digital Id: <http://hdl.loc.gov/loc.mss/ms000001.mss30189a.1723200>

THE CITY UPON A HILL SPEECH

Teaching Notes:

We, Americans, are a country full of great responsibility to do what is right whether that be in leading our people or just being a good human. John F. Kennedy states what he will guide our country into a new era in which we will be better than ever before. Students will listen to his speech and we will discuss if we believe those items he mentioned has occurred or not.

S.596 — 96TH CONGRESS (1979-1980)

Teaching Notes:

This act is about ending the practice of changing the voting strength that neighborhoods have by redistricting them. By ending this practice, neighborhoods would now receive more accurate representation based on the number of people that live in that district.

With this document, we will also look at redlining and how those to actions were similar in their affect on minority communities. To bring it close to home, we will be looking at neighborhoods in St. Louis, more specifically Delmar and the Delmar Divide.

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Teaching Notes:

Thank you!

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Teaching Notes:

This was very interesting. Lots of great primary sources! The American Dream has been so far out of reach for African Americans. Hopefully, with more knowledge learned by projects like yours, it will become a reality instead of a dream.

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Teaching Notes:

Thank you!

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Teaching Notes:

This is a very interesting inquiry project. Well done.

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Teaching Notes:

Thank you! I plan on expanding on it in the future to include the viewpoints of immigrants and Native Americans.

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Teaching Notes:

These primary sources are great for the African American point of view you were looking to gain. This project sounds so interesting in terms of the American Dream in view of African Americans. I think this view of the dream differs from that of white Europeans and it is a necessary lesson for our students, especially during this time of civil unrest. Great lesson!