

**Denman Diamonds**  
**UNIT 2 and 7 Waves of Immigration**

# AMERICAN DREAM VS. AMERICAN NIGHTMARE

<b>Think:</b>	What the American Dream is, how it is manufactured and maintained through propaganda, and how it overshadows the American Nightmare(s) of exploitation and violence that many BIPOC face.
<b>Feel:</b>	Indignant in how propaganda promises a better life for others, but does not welcome immigrants.
<b>Do:</b>	Create distinctions between what expectations are created based on the American Dream and what they can do to resist against them.
<b>Unit Enduring Understandings:</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> There are various factors that influenced Filipinx/o/as to immigrate to the United States.</li> <li><input type="checkbox"/> American Imperialism and its systems promised opportunities for Filipinx/o/a immigrants in the US.</li> <li><input type="checkbox"/> U.S. immigration and foreign policy influenced Filipinx/Asian immigration to the United States</li> <li><input type="checkbox"/> Filipina/o/x migrants often experienced racially-charged violence and economic hardship upon their arrival to the United States.</li> </ul>
<b>LESSON Guiding Questions:</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How does the American Dream affect notions of socioeconomic maneuverability to BIPOC's?</li> <li><input type="checkbox"/> What are some ways in which we resist overcoming these expectations?</li> </ul>
<b>LESSON Essential Skills:</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Critical thinking</li> <li><input type="checkbox"/> Communication</li> <li><input type="checkbox"/> Collaboration</li> <li><input type="checkbox"/> Dialogue</li> </ul>
<b><u>Cultural Wealth:</u></b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Resistant Capital</li> <li><input type="checkbox"/> Social Capital</li> <li><input type="checkbox"/> Navigational Capital</li> </ul>
<b><u>PEPagogies:</u></b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Social Justice Pedagogy</li> <li><input type="checkbox"/> Counternarrative/Storytelling Pedagogy</li> </ul>

	<input type="checkbox"/> Critical Performance Pedagogy (?)
<u>Ethnic Studies Principles Alignment:</u>	<ol style="list-style-type: none"> <li>1. Critique empire and its relationship to white supremacy, racism, patriarchy, and cis-heteropatriarchy.</li> <li>2. Challenge imperialist/colonial hegemonic beliefs and practices on the ideological, institutional, interpersonal, and internalized levels.</li> <li>3. Center and place high value on pre-colonial, ancestral, indigenous, diasporic, familial, and marginalized knowledge.</li> </ol>

## MATERIALS:

<a href="#">Slides</a> <a href="#">Padlet</a> <a href="#">CYA Planning Storyboard</a> <a href="#">CYA</a>	
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## Modifications, Accommodations, Resources for Multilingual Students :

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## MAIN CONCEPTS:

CRITICAL VOCABULARY	Definition and Rationale for choosing this word, phrase, or concept	Idea for pre-teaching or front-loading the concept.
American Dream	The American Dream is the belief that anyone, regardless of where they were born or what class they were born into, can attain their own version of success in a society where upward mobility is possible for everyone. The American Dream is achieved through sacrifice, risk-taking, and hard	

	work, rather than by chance.	
American Nightmare	The American Nightmare has been described as the reality that immigrants, Black, indigenous, people of color face in the United States. The American exceptionalism that is “achieved” through sacrifice, risk-taking, and hard work is weaponized against non-compliant BIPOCs who resist whiteness.	
Propaganda		

## C1: Cultural Ritual and/or Energizer

**Title of Cultural Ritual/Energizer:** CHOOSE YOUR OWN ADVENTURE (?)

**Description:**

How will you engage the students? This energizer contributes to setting the “culture” of the classroom while also connecting the main concepts of lesson plan to the students prior experiences/knowledge/interests. Please indicate if this ritual or energizer should be done daily, weekly, or just one time.

We encourage Ethnic Studies lessons start off with land and ancestor acknowledgement.

STEP	DESCRIPTION	TIME
Step 1	<b>Land &amp; Ancestor Acknowledgement; Wellness rating</b>	
Step 2	<b>Choose your own adventure (ate donks)</b> 8-10 slides (2 per teacher) 3-4 choices 2 endings (ALL TOGETHER NOW)	<b>Huona (facilitate the story)</b>
Step 3		
Step 4		
Step 5		

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## C2: Critical Concepts

**Title of Lecture, Slidedeck/Presentation, and/or Activity:**

**Description:** U can be a sweet dreeeeam or a beautiful nightmare

How will you present the critical concepts and vocabulary to the students? *Will you do an interactive lecture, video, text, or activity?*

STEP	DESCRIPTION	TIME
Slide/ Step 1	<b>What is the American Dream?</b>	<b>Arw mae</b>
Slide/ Step 2	<b>How is the American Dream proliferated thru propaganda?</b>	<b>Atre mae</b>
Slide/ Step 3	<b>What struggles do we face while trying to reach this “American Dream”?</b> - Tunnel of oppression visual	<b>Kuya Mongks</b>
Slide/ Step 4	<b>What does the American Dream mean to you? Is the American Dream realistic? (deescussion)</b> <b>(Padlet: migo will do it)</b>	<b>huona Kuya Mongks</b>
Slide/ Step 5	<b>Survival</b> <b>DA REALITY OF THE AMERICAN NIGHTMARE DUN DUN</b>  The reality of the American Nightmare that we’ve been discussing is the reality that many immigrant populations are living in. Even though we are here to work towards a better life for our family on the land with us or for family back home, they undergo through a lot of hardships; discrimination, racism, language barriers, accessibilities, support, and pride. So the American Nightmare is more about the American Reality because America was founded on all these oppressive -isms that we have been discussing.	<b>huona</b>
Slide/	<b>what’s da SOLUTION???? (segway to CP)</b>	<b>ate dunkin</b>

<b>Step 6</b>	Ate Dana will ask the students what they see as possible solutions to the American Dream/American Nightmare trap.  They will talk about the importance of studying history and current events from the side of oppressed people, and being critical of popular narratives.	<b>donuts</b>
<b>Slide/ Step 7</b>		
<b>Slide/ Step 8</b>		
<b>Slide/ Step 9</b>		
<b>Slide/ Step 10</b>		

### C3: Community Collaboration and/or Critical Cultural Production

**Title of Main Activity(ies):** BALAGTASAN

**Description:**

How will the students learn and apply the main concepts while also learning to create community in their classroom and participate in cultural production? *This may include interactive/multimedia lectures, activities, group interaction, writing, performing, presenting, project-based work, etc...*

*Make sure to include links to handouts and worksheets.*

STEP	DESCRIPTION	TIME
<b>Step 1</b>	Journal Prompt: Students will reflect to the ending of the <a href="#">Choose Your Own Adventure</a> that they were unable to achieve in class and answer the following on a google form:  <b>Based on the ending and what you know of the American</b>	

	Dream/American Nightmare, what are your initial reactions to the events leading up to this new ending? Were they fair? What aspects of the real world that you know are represented here? How does this fit into your understanding of the American Dream/American Nightmare?	
Step 2		
Step 3		
Step 4		
Step 5		
Step 6		
Step 7		
Step 8		
Step 9		
Step 10		

## C4: Conclusive Dialogue/Critical Circular Exchange

<p><b>Connection:</b> How is this relevant to students? How is it relevant to the unit? How do you bring back to the PURPOSE of the unit?</p>	
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**Assessment:** How will the students be assessed?

**Evaluation:** How will the effectiveness of this lesson plan be evaluated?

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### Resources and Notes

- Resources
  - [Ate Allyson's AAS 353 Slides](https://www.inklewriter.com/stories/49543)
  - <https://www.inklewriter.com/stories/49543>
- Notes
- Worksheets

Include Hard or Digital Copies of Background Information, Project Instructions, Tests, Handouts, Worksheets, and Images.

Lesson Plan Contributors: