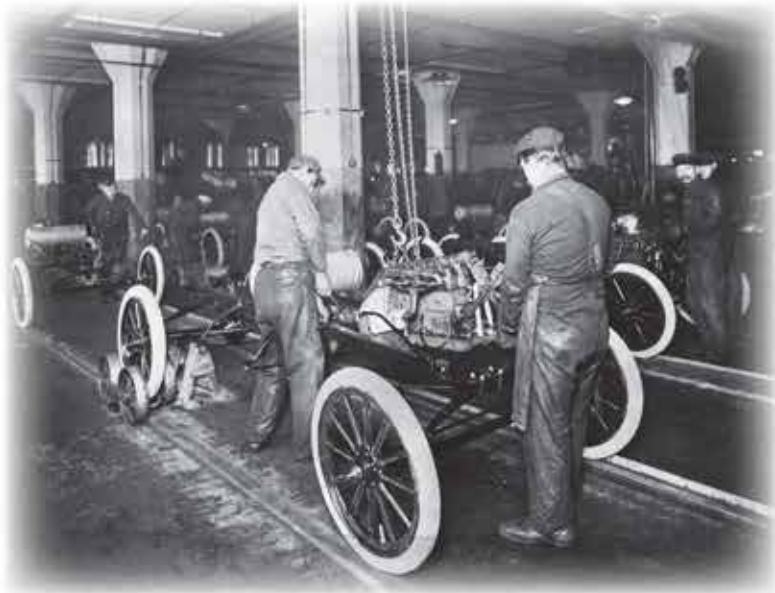


## Card 5: 1890s – Industrial Revolution



**Background Information:** American ingenuity sparked new inventions, from the light bulb to the telephone. These inventions created jobs and provided economic efficiency for workers.

**Source:** *Cynicism and the Evolution of the American Dream* by Wilbur W. Caldwell, 2006

**Quote:** “When Thomas Jefferson became president in 1800, America was a nation of farmers... But as the new century unfolded, strong winds of change began to blow in the North.

*The Industrial Revolution had arrived in America, and with it came a new kind of American Dream.*

*The new dream was material to the core, and it promised enormous wealth. Here was Horatio Alger’s ‘rags to riches’ dream... The new industrial myth rewarded more than just hard work; it put great store in entrepreneurial spirit, risk-taking, moxie, ruthlessness and cunning.”*

**Significance:** The Industrial era created enormous wealth for some and encouraged others to dream of their own rags-to-riches stories. However, with the creation of unprecedented wealth, America saw an increase in poverty and a widening of the gap between rich and poor. For those who aspired to tremendous financial success, the Industrial Revolution offered a new version of the American Dream.



## Card 6: Early 1900s – Immigration



**Background Information:** After the depression of the 1890s, immigration jumped from a low of 3.5 million in that decade to a high of 9 million in the first decade of the new century. New immigrants made the journey to America to escape religious, racial, and political persecution, or to seek relief from a lack of economic opportunity or famine.

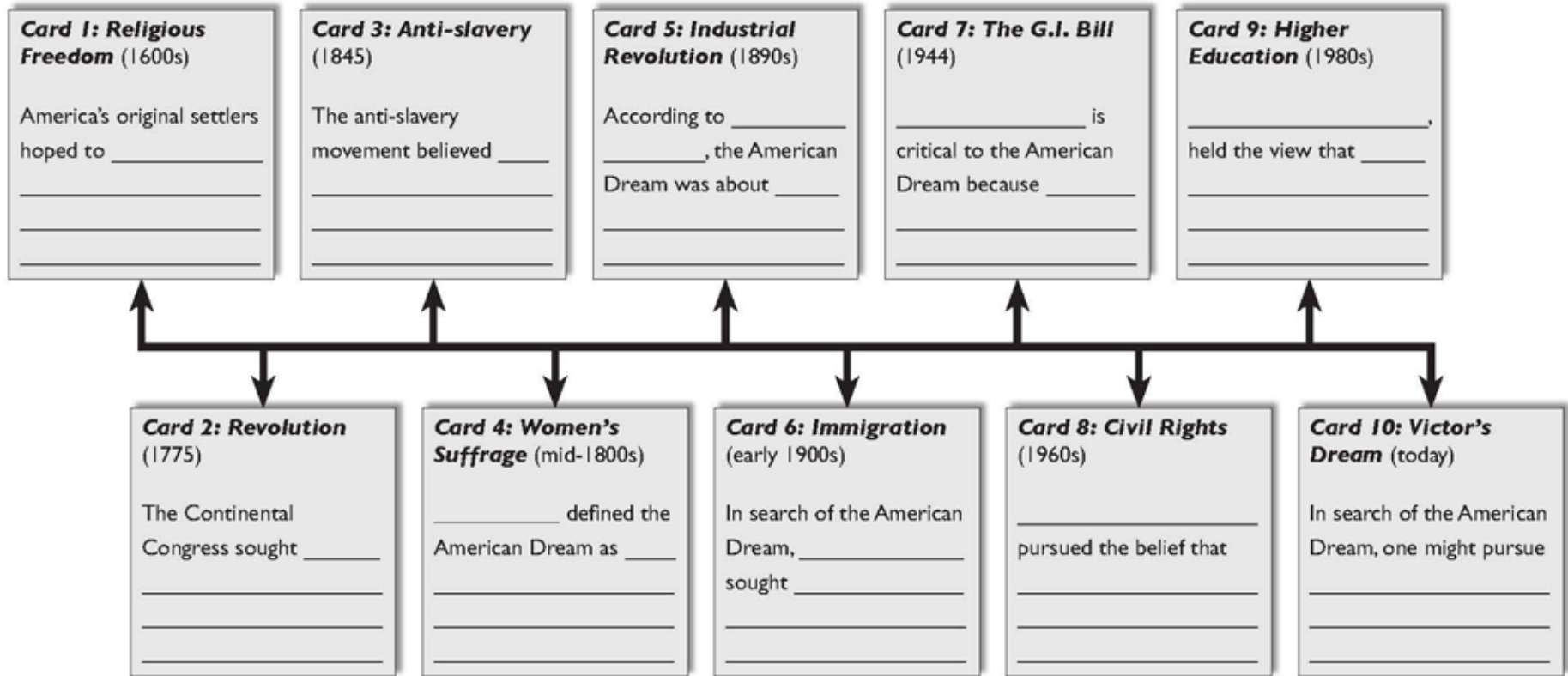
**Source:** *Epic of America* by James T. Adams (1931)

**Quote:** “But there has been also the American dream, that dream of a land in which life should be better and richer and fuller for every man, with opportunity for each according to his ability or achievement. It is not a dream of motor cars and high wages merely, but a dream in which each man and each woman shall be able to be recognized by others for what they are, regardless of birth or position... The American dream, that has lured tens of millions of all nations to our shores in the past century, has not been a dream of merely material plenty. It has been much more than that. It has been a dream of being able to grow to fullest development as man and woman.”

**Significance:** Historian James Truslow Adams popularized the phrase “American Dream” in 1931. Adams gave a name to what each immigrant group had been doing and continues to do today: pursue a life that is grander in some way than the one from which they came.

## Timeline Note Taker

### An Evolving Ideal



#### SENTENCE FRAMES FOR COMPLETING THE TIMELINE

1. \_\_\_\_\_ sought/believed/hoped to \_\_\_\_\_.
2. According to \_\_\_\_\_, the American Dream meant/involves/was about \_\_\_\_\_.
3. \_\_\_\_\_ is/is not critical to the American Dream because \_\_\_\_\_.
4. \_\_\_\_\_ held the view that \_\_\_\_\_ was essential/necessary to achieving/attaining the American Dream because \_\_\_\_\_.
5. In search of the American Dream, one might seek/pursue \_\_\_\_\_.

## Text-to-Text Dream in Danger Note Taker 3

Excerpt from <b>“Youth Optimism Hits Historic Low”</b> by Amanda M. Fairbanks	Text-to-Text Analysis		
	<b>“Making It in America”</b> by Adam Davidson	<b>“The Age of Mediocrity”</b> by Charles Payne	<b>“College Has Been Oversold”</b> by Alex Tabarrock
<p>Noelle Aldrich never planned on moving back in with her parents after graduating from college.</p> <p>For the time being, Aldrich, who owes about \$50,000 in student loans, is doing her best to remain positive. She is willing to relocate to whichever state will offer her a teaching job and has a color-coded map of cities where she either knows people or states that offer loan forgiveness for individuals that elect low-paying professions. Aldrich says that “it’s not about extra comforts. I just want financial security.”</p>			
<p><b>Frames for analysis</b></p> <p>_____ and _____ share the belief that _____.</p> <p>_____ and _____ agree that _____.</p> <p>_____ disagrees with _____ regarding _____.</p> <p>_____ raises/brings up a similar/different point when she/he mentions _____.</p> <p>Both _____ and _____ suggest _____.</p> <p>_____ builds on the ideas of _____ by _____.</p> <p>_____ furthers the position of _____ by _____.</p>			
Synthesis of analysis		Frames for synthesis	
		<p>Despite their differences, the authors agree on/that _____.</p> <p>From the readings, we can conclude that _____.</p> <p>Upon reflection, the analysis reveals that _____.</p> <p>Based on the arguments, it can be assumed that _____.</p> <p>There is little doubt that, according to the authors, _____.</p>	