

A Unit on A Raisin in the Sun

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Play/Course Information

NAME OF COURSE/GRADE LEVEL: English 11

DESCRIPTION OF COURSE: American Literature

NAME OF UNIT: A Raisin in the Sun

DESCRIPTION OF UNIT: It is a play set in 1950's about African Americans in Chicago.

Themes include: dreams, poverty, discrimination, heritage, family

TITLE OF PLAY: A Raisin in the Sun

NAME OF AUTHOR: Loraine Hansberry

NAME OF PUBLISHING COMPANY: McDougal Littell Inc.

COPYRIGHT DATES: 1997

Comment [h1]: Develop this description. This is really vague.

Reading Philosophy

STANDARDS: CORE STANDARDS

- **11-12.RL.7** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
- 11-12.RL.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

*others embedded in lessons

IMPORTANCE:

This play is important in the English 11 classroom because it incorporates many themes and relates to other concepts the students will study. Some of these include African American civil rights, poverty, and the importance of heritage and culture. By reading this play, students will broaden their knowledge of important aspects of American life.

PHILOSOPHY:

Reading in an English class is essential because it is the way the students understand literature. Being a proficient reader is a life skill that all people need throughout their lives. Studying English helps students become better readers, because the class is centered around reading and analyzing texts. In order to be successful in an English class, the students need to understand the content by reading the literature.

By reading American Literature, the students can better understand how America was formed, and better relate the history of our nation. It is important to understand the past before one can view the present and future with an open mind. The only way to properly interpret this history is to read accounts from people of the time. I understand that students have different reading levels, but any way that a student can read and understand this text will benefit them not only in the class but in their lives.

Comment [h2]: Space

Comment [h3]: This is pretty vague

Annotated List of Trade Books for English

A Raisin in the Sun

Angelou, M. (1969) *I know why the caged bird sings*. New York, New York: Random House Inc.

This is the first in a series of the autobiography of Maya Angelou. It is about her coming of age in a racist environment in the South. She and her brother are abandoned by their parents, and live with their grandmother. It is about the struggles of overcoming racism and persecution.

Armstrong, W. (1969). Sounder. New York, New York: HarperCollins Publishers.

Sounder is a dog beloved by an African American family. The owner of the dog is sent to jail, and his young son must support his family while enduring persecution from the people of the town. The boy searches for Sounder, who was shot and comes up missing. The boy finds salvation, however, on his journey to him.

Bloom, J. (1970). Iggie's house. Seattle, Washington: Bradbury Press.

Iggie's House is the story of Winnie, whose best friend Iggie has moved away. An African American family moves into her house, and Winnie befriends the three children. The neighbors in the community try to get the Garbers to move, and Winnie must stand up for them against the racism that comes from all sides, even her own parents.

Lee, H. (1960). To kill a mockingbird. Philadelphia, Pennsylvania: J. B. Lippincott and Co.

This novel is a classic that discusses race from the perspective of a young girl, Scout. Her father, Atticus, is a lawyer who defends Tom Robinson, an African American man accused of raping a white woman. Scout learns compassion throughout the novel with help from her father and Boo Radley.

Sherman, W. C. (1958). Killing color. Corvallis, Oregon: CALYX Books.

This book is a collection of short stories about African American life. The stories represent African American community, ranging from homelessness to the practice of African religions. Much of the language is African American vernacular. The collection of stories represents a way of thinking about living in America yet still being tied to African roots.

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LESSON PLAN by Megan Stephens

Lesson: An Introduction to A Raisin in the Sun (Lesson 1)

Length: 50 minutes Age or Grade Intended: 11th grade English

Academic Standard(s): Core Standards

11-12.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- **11-12.SL.1** Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the

Performance Objectives:

The students will reflect in their journals for five minutes given directions to connect the poem "Harlem" and the trailer for the 2008 film version of the play as verified by the teacher for completion.

Given instructions for group work and discussion, the students will brainstorm prior knowledge of 20th century African American life, each expressing ideas and building on others' for participation points.

Given a scenario, the students will establish roles to discuss the effects of money and family while resolving contradictions that may arise as verified by the teacher for participation points.

Assessment:

To prove mastery in this standard, all students will be required to turn in their journal entry. They will also be awarded participation points for discussion. I will be monitoring students as they discuss to make sure each student is contributing to the discussion by voicing their own ideas and building on others'.

Advanced Preparation by Teacher:

- _ Put the poem "Harlem" on the chalk board.
- _Have the movie trailer for A Raisin in the Sun ready on the smart board

http://www.youtube.com/watch?v=Hip2vqM7Wdg

- _ Have a list of students placed in groups.
- _ Set up my computer and the smart board so that I can put each group's Prior Knowledge together for them to see.
- _Have a class list handy for the entire class to check off students for participation points

Procedure:

Introduction/Motivation: (10 minutes)

When the students walk into the classroom, they will see the poem "Harlem" by Langston Hughes on the chalk board. Ask the students to read the poem. Tell the students that we are beginning the unit on \underline{A} Raisin in the Sun, about an African American family living in Chicago in the 1950's. Read the poem out loud and explain to the students that the title phrase for the play is from this poem. Also, show the trailer of \underline{A} Raisin in the Sun on the smart board.

(5 minutes) In their journals, have the students do a quick write where they predict what they think the play will be about based on the video and the line in the poem. (Gardner: Verbal/Linguistic)

<u>Fishers: Thought Provoking Questions</u>: Who wants to share? What do you predict the play will be about? (Bloom's: Comprehension) Why would you predict that based on the poem and the video? (Bloom's: Intrapersonal)

Step-by-step Plan:

Today, we are starting a unit over <u>A Raisin in the Sun</u> by Lorraine Hansberry. We are going to start thinking of the important concepts of the play.

- (10 minutes) Each of you need to get out your journals and something to write with. You will
 write in their journals reflecting on your prediction of the play based on the initial information
 you have received.
- 2. To get an idea of what we already know about Modern African American History, we are going to get into groups of three or four and brainstorm (Garner: Interpersonal).

- 3. (15 minutes) In your groups, you will share what you know about Modern African American life in the 20th Century. After you discuss this with one another, put the top five facts in a word document and I will put them together on the Smart board. (Verbal/Linguistic/Spatial)
- 4. Read them all together. How is this related to our last unit on <u>Huckleberry Finn</u>? Do you think the topic of racism changed from the 19th Century to the 20th Century? How? (Bloom's Analysis)
- 5. (15 minutes) Now I want you to think of your groups as your "families." <u>A Raisin in the Sun</u> is about an African American family living in Chicago in the 1950's. I want you to imagine that your "family" has just won one million dollars. How will your "family" spend the money? What conflicts will arise from this and how will you solve them? (Bloom's: Application) Choose a solution among your "family" and we will discuss them together.
- 6. Bring the class back together. Have one person from each group talk about their discussion. Encourage other groups to add information and connect their discussions to one another. Ask them which solution is the best (Bloom's: Synthesis).

Closure: (3 minutes)

(Hopefully) We had a great discussion about African American History we are beginning to think about \underline{A} Raisin in the Sun. Tomorrow, we will be doing an activity involving the vocabulary terms I want you all to know before we begin reading the play. Wednesday after you have the vocabulary words and definitions back, we will begin reading Act One together.

Self-Reflection:

Did I effectively ease into the new Unit? Do the students have enough background knowledge of African American History in the 20th century? Did the discussions go well? Did I incorporate enough writing? Do they seem to know enough about the background to understand Act One?

"Harlem"

By: Langston Hughes

.

What happens to a dream deferred?

Does it dry up

like a raisin in the sun?

Or fester like a sore—

And then run?

Does it stink like rotten meat?

Or crust and sugar over—

like a syrupy sweet?

Maybe it just sags

like a heavy load.

Or does it explode?

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LESSON PLAN by Megan Stephens

Lesson: Vocabulary for A Raisin in the Sun (Lesson 2)

Length: 50 minutes Age or Grade Intended: 11th grade English

Academic Standards: Core Standards

- **11-12.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Performance Objectives:

Each student will use context to define and explain one vocabulary word from <u>A Raisin in the Sun given</u> access to dictionaries and thesauruses with 100% accuracy.

Assessment:

I will assess the students as they present their definition to the class. They will get their participation grade by correctly defining the word, using it in a sentence correctly, and giving a correct synonym and antonym for the word.

Advanced Preparation by the Teacher:

- -Make a word map for each of the eighteen vocabulary words, put in a word document on the smart board, giving each map its own page
- -Create a vocabulary sheet listing the eighteen vocabulary words, giving enough space for the students to take notes under each word

-Be prepared to know which of the definition is correct for each word in case the students have difficulty

Procedure:

Introduction:

Today we are continuing our unit on <u>A Raisin in the Sun</u> by Lorraine Hansberry. Yesterday you brainstormed what you know about African Americans. Today, we are going to look at the vocabulary words for the entire play today, which will help you with your reading. We are looking at these words in the context of the play. You will each become experts in one of these words so you can teach them to the rest of the class.

Step-by-Step:

- Here is the worksheet with the vocabulary words from all three acts of <u>A Raisin in the Sun</u>. We are going to define these terms and make a word map for each of them so that we better understand how these words are used in the context of the play. I will be collecting these at the end of the period so make sure you are all filling out your worksheets (Gardner: Verbal/Linguistic).
- 2. Each of these words will be on the smart board as part of a word map. Everyone will be assigned one word that they need to become the expert of, so you can tell the class what it means.
- Start at the front of the class and assign numbers, working toward the back until everyone has a vocab word.
- 4. If you want to work with a partner you may, but you will need to look up both of the words and come up to the smart board together (Gardner: Interpersonal and Intrapersonal).
- 5. Each student will be in charge of
 - a. Finding the word in the play (page numbers are given) and copying the sentence
 - b. Defining the word (use the dictionaries, either on the bookshelf or dictionary.com)
 - c. Coming up with your own definition by *paraphrasing* (Bloom's: Comprehension)
 - i. Who can remind us how to paraphrase? (Bloom's: Knowledge)
 - ii. Do not use ANY of the same words as the dictionary definition
 - d. Using the word in a sentence (Bloom's: Comprehension)
 - e. Coming up with a synonym and antonym for the word (using thesaurus)
- 6. This is very important. I want you to look up the page number for your word and read the sentence. Many of these words have multiple definitions. I want you to look at the *context clues* to figure out the correct definition. Who can recall what *context clues* are? (Bloom's: Knowledge)

(10 minutes)

7. Now I will give you ten minutes to familiarize yourselves with your assigned word, and afterwards we will come back together to share.

(10 minutes)

- 8. On the smart board, each word is already set up with its own word map. We will start with number one and work our way to number eighteen. Everyone needs to come up and fill in each of the boxes on the smart board, and read them to the class. While they are doing this, the rest of the class needs to fill in their worksheets. All of these words will be on the Unit test over <u>A Raisin in the Sun</u>, so it is important for everyone to write on their own worksheets. Definitions will do for credit of the assignment, but I recommend taking notes on the rest of the information, as it will all be helpful for you.
- 9. The rest of the period will consist of the students individually coming to the smart board to fill in the word maps, until all words are completed (Gardner: Kinesthetic).

(25 minutes)

Closure:

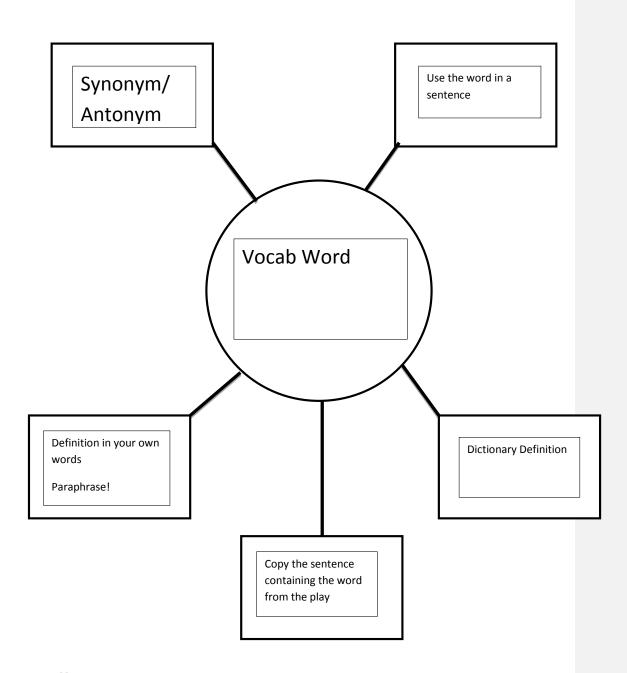
Once everyone is finished writing, I will collect the vocabulary worksheets. I will give these back to you tomorrow so that you can look at them as you read and study for the test. Here is a post-it note for everyone to keep in their books. If you come across other words that you do not know, write them down so that we can learn these also. Tomorrow we will begin reading in class, and I will assign the rest of Act One as homework and give you a worksheet to do as you read.

(5 minutes)

Self-Reflection:

Was everyone able to do the task I asked of them? How did I do as far as time restraints? Does this seem helpful to all of the students? Do the students seem to understand all of the words or do I need to further explain them when we read the sections containing these words?

There will be eighteen of these in a word document (one per page) on the smart board. The students will fill them out. They will be numbered 1 through 18.



Name:

Vocabulary

- *Define the following words from A Raisin in the Sun.
- *Make sure to list whether it is a noun, verb, adjective, or adverb.
- *If there is more than one definition, look up the word on the page number provided and look at the *context clues* to decide which definition is correct.

Act One

- 1. Carriage (page 21): A: n. the manner in which one's body is held; posture
- 2. Clinically (page 17): A: adv. Objectively; coldly
- 3. Dusky (page 6): A: adj. dark colored
- 4. Furtively (page 26): A: adv. Sneakily
- 5. Graft (page 15): A: n. gaining profit through buying influence
- 6. Graphically (page 15): A: adv. vividly; powerfully
- 7. Neurotic (page 31): A: n. a person suffering from an emotional disorder
- 8. Squinch (page 47): A: v. to squeeze together

Act Two

- 9. Coquettishly (page 57): A: adv. in a flirting manner
- 10. Facetiousness (page 93): A: n. a joking manner
- 11. Incredulity (page 72): A: n. disbelief
- 12. Resignation (page 67):A: n. passive acceptance

Act Three

- 13. Entrepreneur (page 110)A: n. a person who starts a business
- 14. Epitaph (page 118): A: n. an inscription on a tomb
- 15. Flippancy (page 109): A: n. speaking in a light or disrespectful manner
- 16. Precariously (page 122): A: adv. unsteadily; unsafely
- 17. Reverie (page 121): A: n. a dream; vision
- 18. Wrought (page 110): A: v. made; brought into being

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LESSON PLAN by Megan Stephens

Lesson: A Raisin in the Sun Act I (Lesson 3)

Length: 50 minutes Age or Grade Intended: 11th grade English

Academic Standard(s): Core Standards

- **11-12. Key Ideas and Details:** 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **11-12.W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Performance Objectives:

The students will draw their vision of the setting of Act One Scene One of <u>A Raisin in the Sun</u> given materials and supplies that matches the set description of the author as verified by teacher for completion.

Given a worksheet, the students will produce clear and appropriate writing concerning the central idea of *dreams* in A Raisin in the Sun with supporting details with 80 % accuracy.

Assessment:

To prove mastery in this standard, all students will be required to turn in their worksheet. They will also be awarded participation points for drawing their set design and reading or actively listening to Scene One of the play.

Advanced Preparation by Teacher:

_ Have materials and supplies (blank sheets of paper, colored pencils, markers, etc) available and ready for students

_Create a "Dreams" worksheet with each of the characters on it

Procedure:

Introduction/Motivation: (20 minutes)

Today we will begin reading <u>A Raisin in the Sun</u>. First we are going to do an activity involving the setting of Scene One. The setting is always an important part of any story, but especially a play. Can anyone explain why the setting is particularly important to a play? (Bloom's: Knowledge)

Most plays include stage directions, which are instructions for the director, performers, and crew. These directions also may describe the scenery; decorations, props, or lighting that help create the setting. Hansberry uses her stage directions to describe the Younger's apartment.

Open to Page Four. I will read this description of the Younger's apartment. Afterward, I want each of you to draw a picture of what you think the apartment should look like as seen on a stage. Pretend you are the directors and it is up to you how the stage looks according to Hansberry's descriptions.

Step-by-step Plan:

We are going to do an activity involving the setting of Scene One, which is the Younger's apartment. Then we are going to read the beginning of Act One together.

- 1. Read aloud Page four and five.
- 2. Here is a sheet of paper for everyone. You are all going to draw a picture of the apartment. There are markers and colored pencils in the student station. You have ten minutes to draw the opening scene (Gardner: Visual/Spatial)
- 3. Now I want you to post your drawings on the chalkboard using the magnets, and look at how your interpretation of the setting is similar and different from everyone else's (Gardner: Bodily/Kinesthetic).
- 4. What can you tell me about the similarities or differences among your interpretations of the apartments? How do you think this activity connects with how different adaptations of the play are set up? (Bloom's: Application)
- Now we will begin reading the play. I will read aloud the stage directions, which are in
 parenthesis, and I will pick students to read each of the parts. One student can read the
 introduction, and someone will need to play the characters: Ruth, Walter, Travis, Beneatha,
 Mama
- 6. (Ask for volunteers, but assign reading to those students who need to be actively engaged in the reading)
- 7. Before we start, I want to mention the dialect of the characters. Does anyone know what dialect is? (Bloom's: Knowledge) Dialect is the particular variety of language spoken a. in one geographical location and b. by a distinct group of people. It includes vocabulary and expressions. The dialect in this play is pretty thick, but it helps to reveal the characters, as we will discuss later.
- 8. (As a class, read Scene 1) (20 minutes) Gardner: Verbal/Linguistic
- 9. I am now giving you a worksheet that I want you to begin working on in the last ten minutes of class. If you want you can work with a partner, but each of you need to fill out your own worksheet. On this worksheet, the directions say to fill out the chart below describing each character's dream and how the insurance money will make that dream a reality. I am asking for one or two sentences in each of the eight boxes. If you do not finish this assignment before the

bell rings, it is assigned as homework. This needs to be completed for class tomorrow, as we will be discussing it as it is one of the major themes of the play.

Closure: (1 minute)

You did a great job reading aloud today. Tomorrow, we will continue to read and we will watch some of the film version of the play (the one we watched the trailer for yesterday). We will also begin discussing the themes of the play. I plan on getting started with the reading of the play together, but later on you will be asked to read for homework, so be prepared for that.

Self-Reflection:

How did the reading go? Was it good that one student had their own character or should I have done the Round Robin approach? Were all of the students engaged? Do the students seem to follow along? Were they all able to draw the set design? Was the reading comprehension well enough that they will be able to talk about themes and motifs later?

Adaptations/Enrichments: ADD:

This lesson works well for students with ADD. The introduction to the lesson is very hands on, and engages students through an artistic medium, which helps students with ADD to be actively involved. For the student(s) with ADD, I would assign them a part to read aloud so that they are participating in what is going on which should prevent distractions. I would also ensure that the student(s) with ADD are paired with a student who is exemplary and is able to answer their questions and get them off to the right start with their worksheet. Depending on the student and the situation, I could give them a printed summary of Act One so that they do not fall behind if they cannot keep up with the reading going on in class.

Name:

Fill in the chart below describing each character's dream and how the insurance money will help them make that dream a reality (one or two sentences in each box). Make sure to give examples.

Walter's Dream:
How money will fulfill it:
The will find the state of the
Beneatha's Dream:
Beneatna's Dream:
How money will fulfill it:
How money will fulfill it:
Mama's Dream:
Mama's Dream:
Mama's Dream:
Mama's Dream:
Mama's Dream: How money will fulfill it:
How money will fulfill it:
How money will fulfill it:
How money will fulfill it:
How money will fulfill it:
How money will fulfill it: Ruth's Dream:
How money will fulfill it:
How money will fulfill it: Ruth's Dream:
How money will fulfill it: Ruth's Dream:
How money will fulfill it: Ruth's Dream:

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LESSON PLAN by Megan Stephens

Lesson: A Raisin in the Sun Act I Continued (4)

Length: 50 minutes Age or Grade Intended: 11th grade English

Academic Standard(s): Core Standards

11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Performance Objectives:

Given specific questions, the students will get into pairs and analyze the ideas presented in Act I of *A Raisin in the Sun*, relating how individual characters and events interact and develop through the act.

Assessment:

The students will earn participation points for discussing the ideas presented to them in pairs. I will walk around and try to join in each conversation to get everyone talking about this. They will also hand in what they wrote down from their discussion, which I will grade for completion.

Advanced Preparation by Teacher:

Have the YouTube vio		

_Have a sheet of paper per group with the definitions for conflict, motivation, and symbol for those students with learning disabilities.

_Be prepared to discuss symbols, character motivations, and conflict from Act I of A Raisin in the Sun

_Have a guide for the students to complete as they watch the film

Procedure:

Introduction/Motivation: (5 minutes)

When the students walk into the class, they will hear Nigerian music coming from my computer. I will explain to them that the music is African, and represents African heritage, which is present in Act I and II

of *A Raisin in the Sun*. I will replay it as the bell rings, but allow the students to watch the dance on the YouTube video on the smart board (Gardner: Visual/Spatial)

http://www.youtube.com/watch?v=p8h-yBFBl08

Questions: How is this an example of African heritage? (Bloom's: Analysis)

What do you think of this dance/music? What do you like/dislike about it? (Bloom's:Evaluation)

Step-by-step Plan:

- 7. First, I will collect the dreams assignment from yesterday.
- 8. (20 minutes) We are going to discuss some important concepts from Act One. We will get into pairs and discuss how the characters interact and how events and conflicts develop in Act I.
- 9. Write these on the board.
 - a. What is the main conflict of the play so far? (Bloom's: Comprehension)
 - i. A: The insurance check and what to do with it; everyone has different ideas
 - ii. How does this relate to each characters dreams (from the worksheet)? (Bloom's Application)
 - b. What are the character's motivations? (Bloom's: Comprehension)
 - A: Mama: religious convictions, Walter: envy of other's success, Beneatha: college, Travis: school
 - c. What are some possible symbols in Act I that you think will present themselves later in the play? What could these symbols mean? (Bloom's: Evaluation)
 - i. The insurance money, Mama's plant, African politics
- 10. You will be writing down what you discuss in your pairs (read the directions on the paper aloud, including a refresh of the definitions of the terms)
- 11. Ask some students to share and discuss their ideas (Garder: Linguistic)
- 12. Please bring me what you wrote about in your pairs.
- 13. After discussing these elements from $Act\ I$, we will watch part of $Act\ I$ of the film.
- 14. (25 minutes) Watch about half of Act I to the part where Mama and Beneatha are cleaning the house.

Closure: (1 minute)

Do you like this version of the play? Do you think this matches up with what you envisioned the play to be like? (Bloom's: Evaluation) Tomorrow we will finish watching and discussing Act I. Have a nice day

Self-Reflection:

How did the discussions go in the pairs? Did they stay on task the entire time? Did everyone participate and discuss either in their pairs or out loud during the class discussion? Did the paired discussion before the group discussion help everyone think about their ideas before presenting them?

Adaptations/Enrichments: Learning Disabled:

Students with learning disabilities will benefit from the paired discussions, where they can bounce ideas off of someone else (who will have a better grasp of the elements we are discussing). I will make sure they are paired with a student who is exemplary. On the worksheet will be a review of what a conflict, motivation, and symbol is, specifically for students with learning disabilities who cannot recall what these are. The video is will also help these students because they can see and hear Act I, which should help them with comprehension.

Names:	
Conflict: The internal/external struggles of the characters	
Motivation: The reason a character acts the way he/she does	
Symbol: A symbol is a person, place, or thing comes to represent an abstract idea or concept	

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LESSON PLAN by Megan Stephens

Lesson: A Raisin in the Sun Act I Continued (5)

Length: 50 minutes Age or Grade Intended: 11th grade English

Academic Standard:

11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Performance Objective:

Given a note card with the beginning of a sentence, each student will complete the sentence and explain what they mean relating to the elements of the first act of A Raisin in the Sun.

Assessment:

I will assess the students based off how they finished their statement from the card. On a five point scale as follows: 1 point for participating, 2 points for giving a specific example from Act I, and 2 points for relating to the story.

Advanced Preparation By Teacher:

*Make notecards for the students

*make a graphic organizer (story chart) so the students can begin filling it out

Lesson Plan:

- 1. (5 minutes) When the students enter the classroom...
- 2. Today we are going to finish watching Act I of <u>A Raisin in the Sun</u>. Afterwards, we are going to do an activity where you are all going to give your own opinion about the author's choices for the play.
- 3. (25 minutes) Watch the remainder of Act I
- 4. Now we will give our final thoughts with the end of Act I still in our minds.
- 5. (15 minutes) Here is a note card for everyone with the beginning of a statement on it. I want you to think about the statement and how you want to finish this. You are all going to finish your

statement in front of the class and explain *why* you said this. I want you all to give a *specific* example from the play in your answer, and I want you to *relate* it to the play as much as possible. You will be getting a participation grade for this assignment, so be very thoughtful in your responses. Take a couple of minutes and think up your response, and you can write it on the notecard to reference if you want.

- 6. Now we will go around the room and finish your statements.
- 7. Great job with your statements © Here is a Story Chart for A Raisin in the Sun. This will be due on the day after we finish reading and watching the play. I will not be giving you specific time in class to do this, but since we are reading most of the play and you do not have much other homework, I expect you to complete this on your own time. It would be a good idea to do this as we go along, and I will tell you that you already know enough to complete the *beginning*, the *setting*, and 6 or 7 lines of the rising action. (5 minutes)
- 8. See you all tomorrow, where we will start reading Act II.

Adaptations: Gifted and Talented:

Gifted and talented students often require enrichments aside from what the rest of the class is learning. I would differentiate with the notecard statements, separating those for gifted and talented from the average and below average students. The gifted and talented students would be required to finish statements that display higher levels of Bloom's taxonomy. This should enrich their learning, and even teach the rest of the class something new, as they are reading their statements out loud in class.

The final activity once the class finishes reading the play would be somewhat different for the gifted and talented students. The entire class will have choices in what they want to write about, and I will give them three choices. The choices for the gifted and talented students would be different than the rest of the class. These students would know during this time to think more creatively about what they are reading, since they will have to do something involving deeper thinking.

In terms of class discussions, I will probably ask the students labeled gifted and talented to answer questions I pose. This helps them think of the deeper concepts, and introduces such concepts to the rest of the class. They will help me teach in a sense, since they are more capable of higher level thinking. The other students will probably be more apt to listen to the points they make, so everyone benefits.

The notecards will have the following statements.

IN ACT I

*(Lower My favorite character was...because...

Ability) My least favorite character was...because...

My favorite part was...because...

*(Average If I could talk to...I would say/ask...because...

Ability) Based off of this, I predict that...

The most dramatic part was...because...

What happened was very realistic because...

What happened was very unrealistic because...

It made me think/realize that...because...

If I were...I would/wouldn't have...because

In my opinion, the most important line is...because...

The play was similar to ...(something else you have seen or read) because...

When I finished this, I still wondered...because...

I admire...because...

The strongest character is...because

I think the title is a good/bad choice because...

If I could be any character in the play, I would be...because...

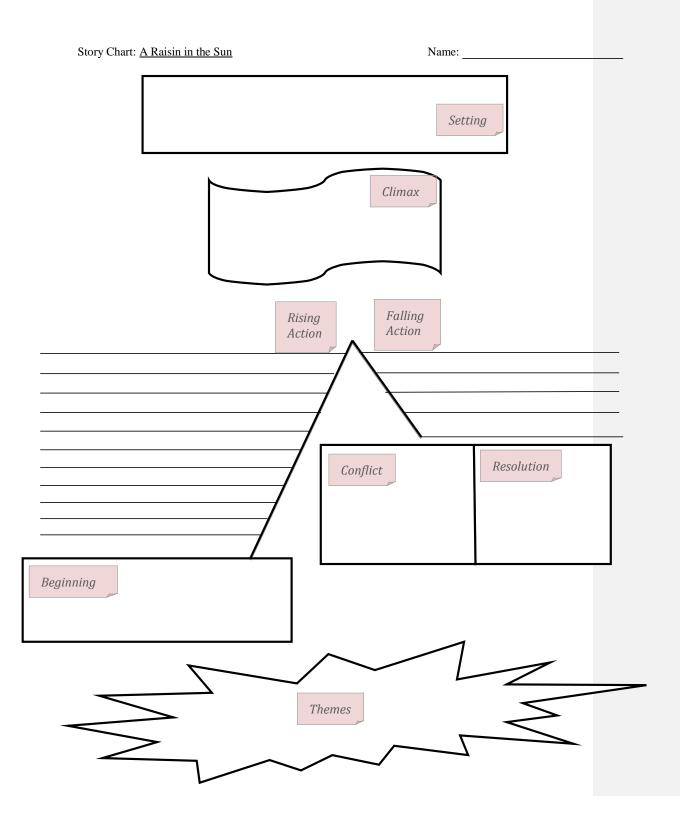
I was surprised when...because...

*(Gifted I think the main thing the author was trying to say was...

and One thing I have noticed about the author's style is...

Talented) I like how the film version of the play interpreted...because...

I liked the way the author did...because...



Department of Education

LESSON PLAN by Megan Stephens

Lesson: A Raisin in the Sun Act II (6)

Length: 50 minutes Age or Grade Intended: 11th grade English

Academic Standard:

11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Performance Objective:

Given a time frame of ten minutes, the students will reflect on Act I of <u>A Raisin in the Sun</u> by writing continuously for ten minutes, as graded for completion.

Given time to think and talk with a partner, the students will discuss the development of the action and characters as a class as it relates to Act I of A Raisin in the Sun.

Assessment:

I will assess the students based on their participation in class. This participation grade will come from active discussion among pairs of students as well as contribution in the class discussion.

Advanced Preparation by Teacher:

*Have a piece of paper for every student for sustained silent writing

*Write the essential questions on the chalkboard for Think/Pair/Share activity

Lesson Plan:

- First of all today, I want you to some sustained silent writing about A Raisin in the Sun. We will be reading Act II today in class, but I want you to reflect on the readings, film, and activities we have done regarding Act I. Here is a sheet of paper, and I would like you to write about your thoughts and predictions, as well as the characters and the author's style. You will write for ten minutes, and I just want you to put some thoughts on your paper. Do not worry so much about organization; I just want you to write. We will use this later for another activity after we have finished the play.
- [Sustained Silent Writing] (10 minutes) Writing to Learn: Fisher and Frey

- Now we will read Act II of the play. I want you to get in groups of four or five. You will read
 aloud in your groups, so that everyone is their own character. There are eight characters in Act II,
 so every person can play two characters. I suggest changing your voice somewhat to distinguish
 between your two characters.
- [Have the students read Act II] (30 minutes)
- Good job of reading in your groups. Now we are going to do an activity called Think/Pair/Share.
 First I want you to take a couple of minutes and think about these questions:
 - How has the relationship between Mama and Walter changed from their relationship in Act I? How are the other characters affected by these character's feelings towards each other? (2 minutes)
- Now I want you to get with a partner. The person next to you will work fine. I want the two of you to talk about the question. How you might answer the question? What do you think will happen in Act III with these characters? (3 minutes)
- Now we are going to get back together as a group. Who wants to share what you know about Mama and Walter's relationship?
 - Possible responses: Walter telling Mama she "butchered up" his dream. Mama giving him the remainder of the insurance money. How their arguments over the money gets heated but they still love each other. The other characters feel that they must choose sides.
 - Relate this to rising/unresolved conflict. (8 minutes)
- Now we have made it through Act II. For homework, I want you to finish the play and read Act
 III. It is only 21 pages long, so it should not take you very long. I will give you a small quiz
 tomorrow, so make sure you read it © You will also need to fill out the Story Chart by two days
 from now, as it will be due.

Adaptations:

This lesson involving Think/Pair/Share works well with students with behavioral disorders. Often, these students act out when they feel anxious about school work. Having the opportunity to think alone, then talk with a partner before discussing the questions in class should reduce their anxiety, making them feel more at ease in the classroom. For the students with depression, hopefully the involvement in the out loud reading of Act II will keep them engaged and occupied, which should reduce any outbreaks that can occur if they are too bored. The lesson is full of multiple activities, which should keep these students engaged, which is ultimately the best for them. If there are any problems, I will take these students aside and talk to them about any issues they have (maybe with reading aloud or speaking to peers) but I will probably encourage them to participate instead of make other accommodations, unless they need this, in which case they could sit and read by themselves.

Department of Education

LESSON PLAN by Megan Stephens

Lesson: A Raisin in the Sun Act II (7)

Length: 50 minutes Age or Grade Intended: 11th grade English

Academic Standard:

11-12.RL.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Performance Objective:

Given a lecture on internal and external conflict in A *Raisin in the Sun* Act II, the students will analyze how the author's choice to incorporate a specific conflict contributes to Act II overall.

Assessment:

I will assess the students by grading their paragraph about internal/external conflict. They will receive full points for discussing the author's structure in terms of the conflict they choose, and relating how this particular conflict contributes to the play.

Advanced Preparation by the Teacher:

- -Create a conflict visual to fill in as the class discusses the conflicts in Act II
- -Have the film version of the play ready to view (in the correct place one hour into film)
- -Know the notes for the discussion/lecture of conflict

Lesson Plan:

- (5 minutes) Today we are going to talk about the conflicts in Act II. First I want to ask you some questions. You can raise your hands. I want to know who has ever faced a conflict. Who has ever felt that a decision you had to make seemed like it would affect your whole life? Does anyone want to share? If so, how did you respond?
- (5 minutes) The structure of ACT II, like many stories, centers around the conflicts of the characters
 - O What are some of the conflicts in Act II?
 - Which ones were presented in Act I? Which one's do not appear until Act II?
 - A: Act I: Insurance money, parent/child relationships, men/women relationships, personal fulfillment
 Act II: Discrimination, stolen insurance money
 - [type these up on the conflict document on the Smart Board]

- The conflicts are what make the play interesting. The development of these makes us want to know what will happen next. They often surprise us. (see notes).
- There is a difference between internal and external conflict. (see notes)
- I want you to think about how Hansberry's choices concerning the structure of the conflicts cause rising and falling action. What impact do certain conflicts have on the meaning of the characters and their situations? I also want you to think about how these conflicts contribute to the play aesthetically. How would you feel watching this play? Would you feel connected to these characters because of their conflicts? Could you relate to them? Do their conflicts make them seem more real?
- You will choose one of the conflicts and write a paragraph analyzing how Hansberry's decision to incorporate this into the play reflects it overall.
- You may log onto your computers.
- Before you discuss the conflict, describe what conflict you are writing about. Explain the
 character situation, and decide whether the conflict is internal or external. Then analyze this
 conflict in terms of how it affects Act II as a whole or the play that we have read so far.
- (15 minutes) [Let the students write their analysis]
- · Now we are going to watch half of the second Act of Act II
- (25 minutes) [Watch Act II of the play up to the part where Mama gives the remainder of the insurance money to Walter]
- Great job today. For homework tonight I want you to read Act III of A Raisin in the Sun. It is not very long, so it should not be a problem for anyone. Make sure this is read because we are going to do an activity tomorrow before we watch Act III of the film, and you will not be able to do this if you have not read. Have a good day ©

Adaptations: Autism

This lesson is adapted to students with Autism mainly because the lecture/discussion in class is accompanied by a visual. The conflict document on the board will be completed as we discuss the different conflicts in class. This should aid students with autism because they tend to benefit from visuals. If I had a student with autism in my class, I would have a schedule with visuals depicting what they do throughout the day.

The choice I give for the writing assignment should help them own their work, which will hopefully keep them on task. The individual writing assignment is probably best for the student with autism because they struggle with social interactions. I will also make sure that I encourage these students and praise their work if they are doing what I ask them to.

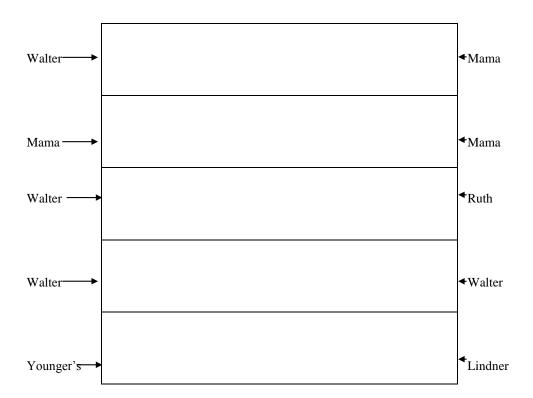
Notes:

- *As Act II unfolds, the *plot* rises and falls several times as it moves toward the *climax*
- *We might think that Linder's visit is the climax.
- *From this, we might think that the Younger's refusal to accept his offer provides a resolution *Hansberry undercuts this with the sudden reversal
 - *the loss of the insurance money
- *This signals that the true climax is yet to come.
- * Conflict can be divided into two different categories: internal and external. Internal conflict is the kind of conflict that occurs inside of us. Notice that Internal begins with the prefix "in." That should help you to remember that it occurs inside. External conflict occurs outside of us. One of the meanings of the prefix "ex" is outside, like "exit," which should help you to remember.

Example: Internal: Miss Stephens could not decide which flavor of ice cream to get. External: Miss Stephens kicked the refrigerator in her frustration

Conflict- Internal and External

(these are samples, the students will tell the conflicts they discovered, but I will add more as necessary)



Department of Education

LESSON PLAN by Megan Stephens

Lesson: A Raisin in the Sun (8)

Length: 50 minutes Age or Grade Intended: 11th grade English

Academic Standard:

11.4.1 Discuss ideas for writing with classmates, teachers, and other writers.

Performance Objective:

Given a choice of essay topics (and the freedom to create their own), the students will discuss ideas for writing with classmates and the teacher, as observed by the teacher and evident in the note cards with topic ideas.

Assessment:

The students will get participation points for actively discussing important concepts in the play relating to ideas for essay topics.

Advanced Preparation by the Teacher:

- -Write possible topic ideas in document and have it ready on Smart Board
- -Have the video ready at the correct place (1 hr 30 min into film)

Lesson:

- The first thing we are going to do today is to write about the following prompt: What are the Top Ten things to remember about *A Raisin in the Sun*?
 - You can describe characters, quote their words, name key dramatic moments, note themes, note conflicts, or any other main idea from the play.
 - o Possible modification: If ten is too many for struggling students, require them to do 5
- (5 minutes) [Students write for prompt] Writing to Learn Fisher and Frey
- (15 minutes) Now we will get into groups of three and read off our Top Ten lists, and talk about why we think these parts are the ones we should remember.
- You will also start writing an essay tomorrow about A Raisin in the Sun. We will talk more about
 what I want this essay to include tomorrow. For today in your groups, I want you to discuss ideas
 for what you might want to write your essay about. I am giving you choices in this assignment. It
 would be a good idea to think about you Top Ten lists, and see if you can come up with a topic

from there. I will walk around also and talk about your ideas with you and give you some feedback

- Here are some samples (on the smart Board)
 - How a character develops throughout the play (Walter, Mama, Beneatha, Ruth)
 - How a character reacts to conflict
 - How a character is motivated to act the way they do
 - How the topic of discrimination is portrayed in the play
 - The historical context of the play (Africa, civil rights, poverty in the 50's)
- Did any groups notice they had any of the same things? What were they?
- We have finally finished reading the play! Let's talk about it.
 - O What did you think about the ending?
 - o How would you have ended it if you were Hansberry?
 - o Who was your favorite character in the end? Why?
- Now we will finish watching the film. This means that tomorrow you're Story Charts are due. You might want to think about yesterday's discussion of conflict as it relates to this, since the conflicts and their resolution make up the rising and falling action on the Story Charts.
- (30 minutes) Watch the end of the film
- Here is a note card. For tomorrow, I would like you to come up with three topics that interest you that you might want to write your essay about. We will also look at some readings that we can connect to A Raisin in the Sun. Have a great day ©

Adaptations: Mental Retardation:

Mental retardation is fairly simple to adapt to. As far as writing prompts, these students may not be able to write as quickly as the rest of the students, because they may need more time to formulate their ideas. In this lesson plan, I ask the students to come up with a Top Ten list about the most remembered parts of the overall play. With the students with mental retardation, I would ask them to only come up with five, and hopefully be available to talk to them about their ideas as the class is writing.

Students with mild mental retardation should benefit in this lesson because they will be able to discuss with classmates ideas for writing their essay. They should be able to talk about important elements of the play with their classmates and myself, which should further help them comprehend their reading. Hopefully, during the discussion, I will be able to teach them in the small-group setting. I will be able to guide these students in the right direction as far as coming up with possible essay topics that they should be able to expand on, and will not be too difficult.

Department of Education

LESSON PLAN by Megan Stephens

Lesson: A Raisin in the Sun (9)

Length: 50 minutes Age or Grade Intended: 11th grade English

Academic Standards:

11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) ans reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

Performance Objective:

Given a choice of topics, the students will write an essay that makes a claim about *A Raisin in the Sun* backing this up with evidence from the text, as graded for completion and coherence.

Assessment:

I will assess the students using a rubric when the essay is completed. They will be graded on the quality of their ideas and how well they are able to support their claim with evidence.

Advanced Preparation by the Teacher:

- -Be ready to explain essay
- Have a rubric to give them highlighting my expectations
- -Be ready to help students further brainstorm

Lesson:

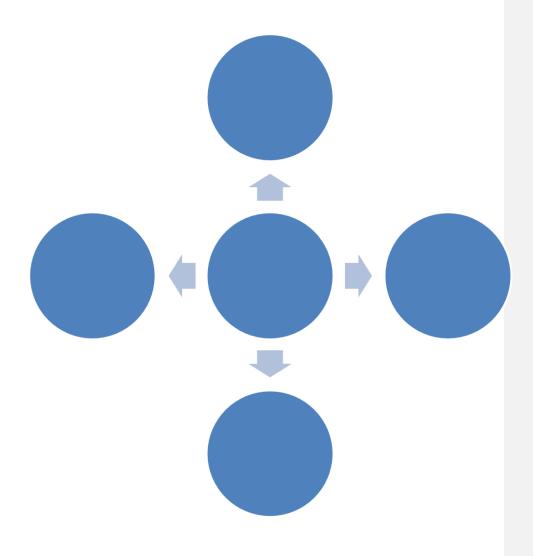
- 1. Yesterday we began brainstorming ideas for a topic for your essay over A Raisin in the Sun. Does anyone know what they want to write about already? Does anyone have a general idea that they are thinking about?
- 2. Today I want you to come up with a topic and begin writing and finding passages in the play that support the claim you want to make. Remember in writing an essay you must have a thesis and be able to back it up with evidence.
- 3. Here is the rubric I will be using to grade you.
- 4. Since I am sure we are all on different levels, today is going to be a work day. I will be available to help anyone who needs it, whether to talk about an idea or to help with the beginning stages of writing.
- 5. This essay will be at least 3 pages long, and it will be due next week.
- 6. We will also be having a Unit Test over A Raisin in the Sun next week. You will receive a study guide for this later.
- 7. I am handing you a graphic organizer to help you keep track of your ideas.
- 8. Great job of working diligently today. Everyone has a topic and should be getting moving on their paper. You are welcome to take it home and continue working on. Tomorrow, we will be continuing this paper and the next day we will have a peer review day. Have a good day ©

Adaptations:

The students with hearing or visual impairment may have difficulty in understanding directions, so I would make sure to double check with them to ensure that they know what they are to be doing. Visually impaired students may have difficulty typing or seeing a computer monitor, so I would look at his/her I.E.P. to see what accommodations they may need, whether there is a different computer system they may be able to read or to see if they need to structure an essay-type response out loud to me. The graphic organizer will hopefully help these students if they have trouble seeing small print, as they can write as largely as they need to. The student with a hearing impairment should only have problems understanding directions, so I could give him a hard copy emphasizing what I say in the class.

Graphic Organizer: Word Web

Name:_____



Unit Test: A Raisin in the Sun Name:
I. True/False
In the space provided, mark each true statement T and each false statement F.
1. Before the play begins, Walter, Lee, Bobo, and Willy discuss buying a liquor store.
 2. George Murchison encourages the Younger's to take a greater interest in African history and culture. 3. Mama uses part of the money from Big Walter's insurance policy to buy a house in an all-white neighborhood. 4. The remainder of the money is lost when Willy swindles Walter.
5. Lindner returns to the Younger's apartment because he wants to offer them more money not to move.
II. Multiple Choice Circle the letter of the best answer of the following items.
6. A conflict takes place in Act I when
a. Walter Lee struggles to keep his job as a chauffeur.
b. Walter Lee struggles with other family members over money.
c. Travis struggles to keep up his grades in school.
d. Mama struggles with Ruth for control of the household.
7. Walter would like to see his family's life change in many ways. More than anything else, though, he wants to
a. buy Ruth nice things and live with her and Travis in a bigger house.
b. send Travis to a private school.
c. own a drycleaning business, like Charlie Atkins.
d. own a liquor store with some friends.
8. Joseph Asagai does not give Beneatha
a. money for her medical training.

- b. Nigerian records and clothing.
- c. a Yoruba name
- d. a lecture on assimilation
- 9. When Mama finally decides what to do with the insurance money, she
 - a. puts \$3,500 down on a house and gives the \$6,500 to Walter to use as he wishes.
 - b. puts aside \$3,500 for a European vacation, puts aside \$3,500 for Beneatha's medical schooling, and gives the rest to Walter and Ruth.
 - c. puts aside \$3,500 for a European vacation and asks Walter to decide how to spend the rest.
 - d. puts \$3,500 down on a house, gives the rest to Walter to manage, and tells him to set aside \$3,500 for Beneatha's medical schooling.
- 10. Mama decides to continue with the move to the house when
 - a. she learns of Walter's plan to sell out to Lindner.
 - b. she opens the present of gardening tools.
 - c. she sees Travis cry at the thought of staying in the apartment.
 - d. she finds out that Walter has managed to save some money.

III Short Answer

- 11. What is the difference between what George Murchison wants for Beneatha and what Joseph Asaigai wants for her?
- 12. Think about how the scene that opens Act I inspires Walter and Beneatha to take pride in their heritage. How does that same kind of pride inspire both characters again near the end of the play?

13. What is the symbolism of Mama's plant? What theme does it represent?

IV Essay

14. In his review of *A Raisin in the Sun* on its opening in 1959, critic Brooks Atkinson wrote that the play is "about human beings who want, on one hand, to preserve their family pride and, on the other hand, to break out of the poverty that seems to be their fate." Think back over the play. Then explain, briefly, the point that *A Raisin in the Sun* makes about these major and minor themes. (1 to 2 sentences on each)

*family pride *humor *pain

Answers:

I.

- 1. True
- 2. False
- 3. True
- 4. True
- 5. False

II.

- 6. B
- 7. D
- 8. A
- 9. D
- 10. A

III.

- 11. George Murchison wants Beneatha to look good for him (and thus to make him look good) but not to try to change him in any way. Joseph Asagai wants Beneatha to become all she can be; in particular, he wants her to "live the answer" to the problems that seem to stand in the way of her dreams, as he does with his own problems.
- 12. Walter talks about the family's pride in its members and tells Lindner that Travis is the sixth generation of the family in the United States (a reminder that the family's origins are in Africa). He then turns down the buyout offer out of faithfulness to the memory of his father, who earned the house for them "brick by brick." Walter's pride in his heritage makes him "come into his manhood" at this pivotal moment. Inspired by Walter's example, Beneatha also recaptures her dream of helping others. She ends the play with a revised dream, of taking the skills she will learn back to Africa, the land of their heritage.
- 13. The plant represents the importance of enduring. As Mama manages to keep it alive, despite less than ideal circumstances, the Younger's manage to stay together as a family and see some of their dreams come true. The plant also represents growth, and several of the characters in the play (Walter, Mama, Beneatha) mature as they work through their problems.

14.

Family pride:

*pride in heritage and present generation

*problems can spin out of control when family members are driven by wrongful pride

Escape from poverty:

*it takes great courage to escape from poverty

*the chance to escape may cause people to reassess their values

Humor:

*if you look, you can find humorous moments throughout the day

*humor can diffuse a tense situation

Pain:

*we would get along better if we understood each other's private pain

*sometimes the people who give us the greatest joy cause us the deepest pain

The influence of environment on character:

*people who have to do without for a long time might act out of character to change their situation

*if a person lives in an environment where dreams are lovingly encouraged, that person will make dreams come true

Unit Test: A Raisin in the Sun (2) Name:
. True/False
n the space provided, mark each true statement T and each false statement F.
1. Before the play begins, Walter, Lee, Bobo, and Willy discuss buying a liquor store.
2. George Murchison encourages the Younger's to take a greater interest in African history and culture.
3. Mama uses part of the money from Big Walter's insurance policy to buy a house in an all-white neighborhood.
I. Multiple Choice Circle the letter of the best answer of the following items.
5. A conflict takes place in Act I when
a. Walter Lee struggles to keep his job as a chauffeur.
b. Walter Lee struggles with other family members over money.
7. Walter would like to see his family's life change in many ways. More than anything else, though, he wants to
a. own a drycleaning business, like Charlie Atkins.
b. own a liquor store with some friends.
3. Joseph Asagai does not give Beneatha
a. money for her medical training.
b. a Yoruba name
9. When Mama finally decides what to do with the insurance money, she
a. puts aside \$3,500 for a European vacation and asks Walter to decide how to spend the rest.

b. puts \$3,500 down on a house, gives the rest to Walter to manage, and tells him to set

aside \$3,500 for Beneatha's medical schooling.

10. Mama decides to continue with the move to the house when
a. she learns of Walter's plan to sell out to Lindner.
b. she opens the present of gardening tools.
Tell me what you know about the following themes from A Raisin in the Sun:
Family pride:
Escape from poverty:
Humor:
Pain:
The influence of environment on character:

Answers (2)

- 1. True
- 2. False
- 3. True
- 4. b
- 5. b
- 6. a
- 7. b

8. Family pride:

*pride in heritage and present generation

*problems can spin out of control when family members are driven by wrongful pride

Escape from poverty:

*it takes great courage to escape from poverty

*the chance to escape may cause people to reassess their values

Humor:

*if you look, you can find humorous moments throughout the day

*humor can diffuse a tense situation

Pain:

*we would get along better if we understood each other's private pain

*sometimes the people who give us the greatest joy cause us the deepest pain

The influence of environment on character:

*people who have to do without for a long time might act out of character to change their situation

*if a person lives in an environment where dreams are lovingly encouraged, that person will make dreams come true

For the student with learning disabilities, I shortened the Unit test over *A Raisin in the Sun*. I gave them enough so that I am able to assess them, but he/she should not feel overwhelmed. I cut out true/false questions and only gave them two possible multiple choice questions. I still included the essay, but I restructured it so it would seem less daunting for them. Depending on their required modifications, would let them use a dictionary to look up words they did not know. They could also have the test read aloud to them by me or a special education teacher.

Comment [h4]: Extra space....

Reflection

In English, reading is arguably the most important aspect of the class. In order for the class to grasp important concepts, themes, and relationships everyone needs to be able to comprehend what they read and be able to make connections to other stories they have read. As a teacher, it is my responsibility that all of my students are able to read what I assign them, because only then can they succeed in my classroom.

This unit over *A Raisin in the Sun* is a great unit to do because it is so easy to become connected to the characters and sympathize with their difficult living situation. In comparison to other things we must read in the English 11 classroom, *A Raisin in the Sun* is meant to be enjoyed although it touches on often difficult subject matter. I think that finding pleasure in reading is an essential step for learners to take, and this text definitely has this possibility for many students.

The structure of the play itself is fairly easy to read and easy to follow along with. Pretty much the only reading is dialogue, so I feel that students should not get too bored as they might with page-long descriptions of scenery and other mundane descriptions often present in many novels. I found that it is more enjoyable and easy to follow along if the students read the play out loud and I assign each character to a different person. This way they seem to have some ownership of their reading and are more likely to follow along.

Finding different avenues to get students reading is essential. Novels are most common, but plays can bring in more because they are meant to be performed. The students can easily understand this, and seem to embrace this by adding emphasis to the dialogue.

Finding different strategies for reading in class is important because reading is a large part of the standards in an English class. It is my job as a teacher ensure that these students are reading. I read most of this play in class to guarantee that the students are reading some of it, and hopefully the plot and characters are interesting enough that they want to take home the play and read more. That is my goal.

Comment [h5]: Good point. I imagine your students will enjoy this piece of literature.

Comment [h6]: What are some of those strategies?

Make sure you pull from our class (readings and discussions as well as field experience). Discuss exceptional learners and specific strategies.