

## Unit 4: A Raisin in the Sun

### Overview

#### Relevant Standards: **Bold indicates priority**

- 7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- 7.RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- 7.RL.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- 7.W.1 Write arguments to support claims with clear reasons and relevant evidence.
  - b. Support claim(s) with logical reasoning/relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic..
  - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- 7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- 7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 7.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Overview

After reading *House on Mango Street*, students read *A Raisin in the Sun*, by Lorraine Hansberry, tells the story of the Youngers, an African American family living on the South Side of Chicago in the 1950's. The play opens with the Youngers awaiting the arrival of a \$10,000 life-insurance payment, due to them after the death of the family patriarch Walter Younger. Tensions in the home rise as Walter Jr. and his mother conflict over how to best spend the money. In reading this classic play, students will continue to explore the importance of housing and homeownership to American identity, while also being introduced to the study of drama for the first time and also considering the role of generational conflict in the pursuit of the American Dream. Teachers may, with consultation of their supervisors, elect to substitute another similar text of their choosing to anchor this unit. Writing instruction in this unit continues to focus on expressing a depth of analysis through the repetition of key words/phrases.

#### Essential Question(s):

- What happens to a dream deferred?
- What does the American Dream mean to different people?
- What role does race, class, and gender play in a person's ability to achieve their dreams?

| Enduring Understanding(s):   |  |
|--|--|
| <ul style="list-style-type: none"> <li>Despite emancipation from slavery, black Americans faced decades of legal discrimination and oppression both in the Jim Crow South and the North</li> <li>Lorraine Hansberry's play was semi-autobiographical, influenced by Langston Hughes, and shaped perceptions of the Black experience in postwar America; it was both highly successful and controversial at the time of its debut.</li> <li>Generational ideals, experiences, and values often shape one's dreams and aspirations.</li> <li>A person's environment can have a powerful impact on their identity and also their opportunities in life.</li> </ul>  |  |
| Demonstration of Learning:   |  |
| <p>Summative Writing Prompts</p> <ul style="list-style-type: none"> <li>Props Analysis: Consider the different props (symbols) that are used in Hansberry's play: eggs, Mama's plant, the insurance check, Beneatha's robe and head wrap, Mr. Linder's business card, Mama's new gardening tools, or others. Choose 2-3 of these props and explain why their choices are significant or symbolic and how she develops their significance throughout the play.</li> <li>Analysis of Generational Conflict: What differentiates the beliefs and attitudes of the younger characters from the older characters in the play? Explain how these ideals create conflict between the characters.</li> <li>Influence of Langston Hughes: Hansberry was undoubtedly influenced by the poetry of Langston Hughes. Describe how the messages of Langston Hughes might have influenced the themes explored in her play.</li> </ul> |  |
| Connections to Prior Units:  | Connections to Future Units:   |
| <ul style="list-style-type: none"> <li>Like The House on Mango Street (7th), A Raisin in the Sun is also set in the South Side of Chicago.</li> <li>Students will have studied the concept of white flight and neighborhood segregation during The House on Mango Street, leading into the discussion of red lining in this unit</li> <li>The title of A Raisin in the Sun is an allusion to the poem "A Dream Deferred," by Langston Hughes, which students read at the start of this unit. Students will have previously read poetry by Langston Hughes in the opening unit of this course, specifically "Let America Be America Again," which gives voice to a number of people for whom the American Dream has been deferred.</li> </ul>   | <ul style="list-style-type: none"> <li>Students will read the Narrative of the Life of Frederick Douglass in the next unit, which allows for students to draw the through lines between enslavement and red lining</li> <li>This is the first play students study in their English classes in Bristol. Students will go on to read Romeo and Juliet (9th), The Crucible (10th), Fences (11th), and Macbeth (12th) in high school.</li> <li>Students will further explore generational conflicts when studying Romeo and Juliet in 9th grade and Kindred in 10th.</li> <li>Students will consider how a person's environment shapes them when studying Kindred, Of Mice and Men, and Fahrenheit 451 in 10th grade.</li> </ul> |
| Family Overview (link below)   | Pacing for Unit  |
| <ul style="list-style-type: none"> <li></li> </ul>   | <ul style="list-style-type: none"> <li>31 lessons, 6 weeks</li> </ul>  |

| Integration of Technology:  | Aligned Unit Materials, Resources, and Technology:  |
|---|---|
| <ul style="list-style-type: none"> <li>Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision</li> </ul>                          | <ul style="list-style-type: none"> <li>Reading Reconsidered Lessons</li> </ul>  |
| Opportunities for Interdisciplinary Connections:  | Anticipated misconceptions:   |
| <ul style="list-style-type: none"> <li></li> </ul>  | <ul style="list-style-type: none"> <li></li> </ul>  |
| Differentiation through <i>Universal Design for Learning</i>  |   |
| <b>UDL Indicator</b> <ul style="list-style-type: none"> <li>CHECKPOINT 8.4 Increase mastery-oriented feedback</li> </ul>  | <b>Teacher Actions:</b> <ul style="list-style-type: none"> <li>Provide feedback on writing lessons/CFAs that encourages perseverance, focuses on development of efficacy and self-awareness, and encourages the use of specific supports and strategies in the face of challenge</li> <li>Provide feedback on writing lessons/CFAs that emphasizes improvement and achieving a standard rather than on relative performance</li> <li>Use Show Call to provide feedback that is frequent, timely, and specific</li> <li>Use Show Call and/or Whole Class feedback to identify patterns of errors and wrong answers, and generate positive strategies for future success</li> </ul>   |
| Supporting Multilingual/English Learners  |   |
| <b>Related <i>CELP standards:</i></b> <ul style="list-style-type: none"> <li>6-8.4 An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence.</li> </ul> | <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>Level 1: I can verbally or nonverbally express an opinion about a familiar topic (my home or my family) using a limited number of acquired words and phrases.</li> <li>Level 2: I can construct a claim about a familiar topic (my home or family) and give a reason to support it.</li> <li>Level 3: I can construct a claim about the Youngers or their decision to move and provide several supporting reasons.</li> <li>Level 4: I can construct claims about the Youngers and their decision to move, provide several supporting reasons, and acknowledge opposing ideas</li> <li>Level 5: I can construct claims about the Youngers and their decision to move, provide several supporting reasons, and address the counterargument.</li> </ul> |

## Unit 4: A Raisin in the Sun

### Lesson Map

| Lesson | Text   | Learning Target  | Vocabulary                         | Knowledge   |
|--------|--|--|------------------------------------|---|
| 1      | <i>A Raisin in the Sun</i><br>pp. 23-30 &<br>“A Dream Deferred,” by<br>Langston Hughes | Describe how the Younger’s apartment reflects the state of their lives and aspirations.            | Weary<br>Uniformity<br>Pretense    | Setting<br>Symbolism  |
| 2      | <i>A Raisin in the Sun</i><br>pp. 30-39  | Consider how Walter’s view of his wife and sister are influenced by postwar gender roles.          | Domestic<br>Conformity             | Stage Directions<br>Props<br>Female Gender Roles in the 1950s |
| 3      | <i>A Raisin in the Sun</i><br>pp. 41-46  | Explain how Mama is a figure of the strength and suffering of black Americans in post-war America. |                                    |   |
| 4      | <i>A Raisin in the Sun</i><br>pp. 46-53  | Explain how the Mama, Ruth, and Beneatha’s relationship depicts generational conflict.             |                                    | Generation Gaps   |
| 5      | Writing Mini Lesson:<br><a href="#">Relevant Analysis</a>                              | I can add relevant analysis to my paragraph by repeating key words and/or synonyms from my claim   |                                    | Synonym   |
| 6      | Film Version of A Raisin in the Sun  | Evaluate the impact of changes made in the film adaptation of A Raisin in the Sun.                 |                                    |   |
| 7      | <i>A Raisin in the Sun</i><br>pp. 54-60  | Examine how cockroaches might be symbolic in Hansberry’s play.                                     | Heathen<br>Ignorant<br>Exotic      |   |
| 8      | <i>A Raisin in the Sun</i><br>pp. 60-66  | Analyze how Asagai influences Beneatha’s sense of identity.  | Assimilation<br>Ghetto<br>Mutilate |   |
| 9      | <i>A Raisin in the Sun</i><br>pp. 66-75  | Explain why Mama is conflicted over the arrival of the insurance check.                            |                                    | Blocking<br>Symbolism   |

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|----|--|---|--------------------------------|---|
| 10 | <i>A Raisin in the Sun</i><br>pp. 76-81                        | Compare Beneatha and George's conflicting perspective of their African heritage.                                      |                                | Allusion<br>Uncle Tom's Cabin             |
| 11 | Writing Mini Lesson:<br>Relevant analysis                      | I can add relevant analysis to my paragraph by repeating key words and/or synonyms from my claim                      |                                |   |
| 12 | <i>A Raisin in the Sun</i><br>pp. 82-89                        | Analyze George's effect on Walter.  |                                | Allusion<br>Prometheus                    |
| 13 | <i>A Raisin in the Sun</i><br>pp. 90-95                        | Evaluate the impact of Mama's revelation.   | Revelation<br>Jubilant         |   |
| 14 | <i>The Souls of Black Folk</i> ,<br>by W.E.B. DuBois           | Analyze W.E.B. Dubois' arguments about the divisions between the experiences of black Americans at the time he wrote. |                                | W.E.B Dubois<br>The Souls of Black Folk   |
| 15 | <i>A Raisin in the Sun</i><br>pp. 96-109                       | Explain how George and Mrs. Johnson represent common social views of the time.  |                                | Booker T. Washington<br>vs. W.E.B. DuBois |
| 16 | Brief Write CFA  | Given a weak body paragraph, students revise for deeper analysis, context, punctuation                                |                                |   |
| 17 | <i>A Raisin in the Sun</i><br>Langston Hughes Close<br>Reading | Explain how Hansberry's play might have been influenced by Langston's Hughes' poetry                                  |                                | Langston Hughes                           |
| 18 | <i>A Raisin in the Sun</i><br>pp. 110-124                      | Explain what Mr. Linder reveals about historical perspective of racial segregation                                    | Strident<br>Deplorable<br>Gall |   |
| 19 | <i>A Raisin in the Sun</i><br>pp. 125-130                      | Describe the meaning of Walter's response to Bobo's news.   |                                |   |
| 20 | <i>A Raisin in the Sun</i><br>pp. 131-143                      | Examine Hansberry's purpose for Asagai's visit to the apartment.  |                                | Allusion<br>Thirty pieces of silver       |
| 21 | <i>A Raisin in the Sun</i><br>pp. 143-151                      | Evaluate multiple interpretations of the ending of Hansberry's play.  |                                |   |

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| 22 | Seminar           | I can engage in a Socratic Seminar with my peers to explore essential questions and make connections between texts. |  |  |
| 23 | Assessment        |   |  |  |
| 24 | Summative Writing | I can plan my essay by organizing my ideas and choosing the most relevant evidence to support them.                 |  |  |
| 25 | Summative Writing | I can draft complete body paragraphs for my summative essay.  |  |  |
| 26 | Summative Writing | I can revise body paragraphs of my summative essay by ensuring my analysis is clearly tied to my claims.            |  |  |
| 27 | Summative Writing | I can add a brief introduction and conclusion to the draft of my essay.   |  |  |
| 28 | Flex              |   |  |  |
| 29 | Flex              |   |  |  |
| 30 | Flex              |   |  |  |
| 31 | Flex              |   |  |  |