

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"> The American Dream refers to the idea that anyone can achieve success in America through hard work, regardless of the circumstances they were born into. In reality, different people have different access to opportunities as a result of their class, gender, race, or other identifying categories. For Black Americans in the 1950s, the pursuit of the American Dream was complicated by a “blanket of oppression” restricting opportunities and access. Housing discrimination was one way in which racism limited Black Americans' ability to achieve the American Dream. 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. Generational ideals, experiences, and values often shape one’s dreams and aspirations. A person’s environment can have a powerful impact on their identity and also their opportunities in life. Reading a play is different than reading a novel or other genre of text. The playwright uses only dialogue and stage directions to build a world and tell a story, and we must also consider elements of stagecraft that might not be on the page. Actors, directors, and designers bring a play to life through blocking, set and costume design, lighting, and other choices. 	
Demonstration of Learning:	
<p><u>Summative Writing Prompts</u></p> <ul style="list-style-type: none"> Stage Directions Analysis: Choose one scene in which the stage directions are especially important to understanding the characters. Analyze how the stage directions contribute to this scene. 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. 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. Argumentative essay: Should the Youngers move into their new house? Use both the play and the non-fiction texts about the Great Migration, Redlining, and Jim Crow laws to help support your claim. 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> Like The House on Mango Street (7th), A Raisin in the Sun is also set in the South Side of Chicago. 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. 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 	<ul style="list-style-type: none"> 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 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. Students will further explore generational conflicts when studying Romeo and Juliet in 9th grade and Kindred in 10th. Students will consider how a person’s environment shapes them when studying Kindred, Of Mice and Men, and Fahrenheit 451 in 10th grade.

American Dream has been deferred.	
Family Overview (link below)	Pacing for Unit
•	• 31 lessons, 6 weeks
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision	• Reading Reconsidered Lessons
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
•	•
Differentiation through Universal Design for Learning	
UDL Indicator <ul style="list-style-type: none"> CHECKPOINT 8.4 Increase mastery-oriented feedback 	Teacher Actions: <ul style="list-style-type: none"> 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 Provide feedback on writing lessons/CFAs that emphasizes improvement and achieving a standard rather than on relative performance Use Show Call to provide feedback that is frequent, timely, and specific Use Show Call and/or Whole Class feedback to identify patterns of errors and wrong answers, and generate positive strategies for future success
Supporting Multilingual/English Learners	
Related CELP standards: <ul style="list-style-type: none"> 6-8.4 An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence. 	Learning Targets: <ul style="list-style-type: none"> 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. Level 2: I can construct a claim about a familiar topic (my home or family) and give a reason to support it. Level 3: I can construct a claim about the Youngers or their decision to

	<ul style="list-style-type: none"> move and provide several supporting reasons. Level 4: I can construct claims about the Youngers and their decision to move, provide several supporting reasons, and acknowledge opposing ideas Level 5: I can construct claims about the Youngers and their decision to move, provide several supporting reasons, and address the counterargument.
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Unit 4: A Raisin in the Sun

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	<i>A Raisin in the Sun</i> pp. 23-30	I can consider what descriptions of the Youngers' apartment suggest about the family.	Weary Uniformity Pretense contradict (p. 23) pretense (p. 24)	Setting Symbolism Personification
2	<i>Non fictional articles</i>	I can examine the historical context of the play's setting.	accommodate (p. 23) oppression (p. 29)	
3	<i>A Raisin in the Sun</i> pp. 30-39	I can analyze the impact of staging on the developing tension and conflict of the play.	permeate (p. 35) futile (p. 45)	Conflict Tension
4	<i>A Raisin in the Sun</i> pp. 39-46	I can consider the meaning of the American Dream and its impact on the Youngers.		symbolism
5	"Harlem" by Langston Hughes	I can analyze connections between Langston Hughes's "Harlem" and <i>A Raisin in the Sun</i> .		Simile Mood
6	<i>A Raisin in the Sun</i> pp. 46-53	I can analyze the dynamics of the relationships among the play's three central women.	raucous (p. 48) profound (p. 52)	

7	Writing Lesson: Relevant Analysis	I can add relevant analysis to my paragraph by repeating key words and/or synonyms from my claim		Synonym
8	<i>A Raisin in the Sun</i> pp. 54-60	I can examine how Hansberry intensifies conflict and raises the stakes in Scene Two.	bastion (p. 55) suppress (p. 59)	Conflict Stakes Exposition Rising action
9	<i>A Raisin in the Sun</i> pp. 60-66	I can consider influences on Beneatha's exploration of her identity.	liberate (p. 64) insinuate (p. 66)	
10	<i>A Raisin in the Sun</i> pp. 67-75	I can analyze the confrontation at the end of Act I.		
11	Writing Lesson: 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> pp. 76-81	I can analyze how imagining their African heritage impacts Beneatha and Walter.	heritage (p. 81) majesty (p. 79)	
13	<i>A Raisin in the Sun</i> pp. 82-89	I can explore Walter's understanding of what it means to be a man.		Allusion Prometheus
14	<i>A Raisin in the Sun</i> pp. 89-95	I can examine Mama's decision and its impact on the family.	radiant (p. 91) hostility (p. 92)	
15	<i>A Raisin in the Sun</i> pp. 96-109	I can consider the purpose and impact of visits from George and Mrs. Johnson.		
16	Brief Write CFA	Given a weak body paragraph, students revise for deeper analysis, context, punctuation		
17	<i>A Raisin in the Sun</i> Pp 104 - 109 "Mother to Son"	I can write a paragraph response analyzing Mama's choice and its impact on Walter.		
18	<i>A Raisin in the Sun</i> pp. 110-121	I can analyze Mr. Lindner's visit and its impact on the Youngers.	exuberant (p. 110) amiable (p. 114)	

19	<i>A Raisin in the Sun</i> pp. 121-130	I can Analyze the play's climax at the end of Act II.		
20	<i>A Raisin in the Sun</i> pp. 131-140	I can consider how the women of the family respond to the loss of the money.	idealist (p. 133) disillusioned (not in text)	
21	<i>A Raisin in the Sun</i> pp. 140-151	I can examine the resolution of the play.		
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			