Freshman English CPA Unit Plan: Lorraine Hansberry’s *A Raisin in the Sun*

**Unit Summary:** Students will engage in pre-reading, during reading, and post-reading activities associated with Lorraine Hansberry’s *A Raisin in the Sun*. Students will learn about the Civil Rights Movement in terms of living in Chicago during the 1950’s, read the play, and write an array of short essays including open responses and opinion pieces.

**Unit Purpose:** The purpose of this unit is for students to build upon their middle school foundation of the Civil Rights Movement, effectively analyze poetry before comparing and contrasting it to other mediums, to gain an understanding of play structure, refine their grammar skills, learn difficult vocabulary, and flex their creative muscles with a post reading project of their choice.

**Essential Questions:**

1. The American Dream is rooted in the belief that everyone in America is free to live up to his or her abilities. How does this ideal shape our dreams and what does the Younger family show us about the American Dream?
2. In what specific ways does the dramatic structure of *A Raisin in the Sun* allow us to understand the “truth” of a segregated America?
3. Is the relation to art to the spectator and actors something that can be diversely interpreted, or, on the contrary, does it rigorously obey certain laws that make art deeply political?

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| **Pre-Reading Assignments & Activities** | **Formative & Summative Assessments** |
| Figurative Language Power Point Notes | For a class participation/class work grade, students will take power point notes on figurative language to prepare for an analysis of poetry and Martin Luther King’s “I Have a Dream Speech” |
| Dream Lesson I (3 Grades) | * For a CP/CW grade, students will be placed into small assigned groups to actively read one of the assigned Dream Poems, create a visual, and answer questions. * Students will orally present their Dream poem visual with their group members for a major grade. * For a CP/CW grade, students in the audience will take notes on their classmates’ presentations. |
| Dream Lesson II | For a CP/CW grade, students will actively read Martin Luther King’s “I Have a Dream” Speech while they listen to it on audio. They will be actively reading specifically for figurative language identification purposes and to prepare for an open response on the same material |
| “I Have a Dream” Open Response | Students will receive a major grade for answering the following open response prompt: |
| Jim Crow Era Background 🡪 Civil Rights Movement | Students will receive CP/CW grades for taking power point notes on the Jim Crow Era Background and the Civil Rights Movement |
| Housing in Chicago Open Response | Students will receive a major grade for actively reading an article on “Housing in Chicago” during the 1950’s, create a graphic organizer, and writing an open response |
| **During Reading Assignments** | **Formative & Summative Assessments** |
| “Mother to Son” Poetry & Play Comparison | For a major grade, students will write an AEA (Assertion, Evidence, Analysis) where they will compare “Mother to Son” to a portion of *A Raisin in the Son* in small assigned groups |
| During Reading Notes | Students will receive 3 homework grades for completing the during reading notes where they will track various components in the play from Beneatha’s hair to lighting and comment on what each component means in the world of the play |
| Act Quizzes | As formative assessments, students will view the play as we read the acts and complete three act quizzes that will feature open-ended questions, analysis questions, multiple choice, and short answer |
| Vocabulary Quizzes | As formative assessments, students will take three three-part vocabulary quizzes complete with a matching section, a categories section, and a using words from different angles section |
| Short Essays (2) | For two major grades, students will complete two short SAT-like essays where they will give their opinion on quotes and how these quotes relate to *ARITS* |
| ARITS Scene Comparative (2 Grades) | * For a CP/CW grade, students will view three of the same scenes from three different versions of *ARITS* and discuss which one was the best using criterion like acting, editing, soundtrack, etc. * For a major grade, students will post their responses to the class blog in the writing lab. |
| **Post Reading Assignments** | **Formative & Summative Assessments** |
| *A Raisin in the Sun* Creative Project | For a major grade, students will chose from an array of creative projects: Journal entries, The Next Act, or a poetry anthology/soundtrack for *A Raisin in the Sun*. They will complete their project following the criteria I set forth and present their artifact to the class. |
| *A Raisin in the Sun* Unit Exam | Unit Exam will be graded as a summative assessment and focus on vocabulary, novel content, and novel analysis |
| *A Raisin in the Sun* Core Work Index Card | Students will receive a CP/CW grade for completing this review of the novel for unit exam and state exam purposes. |

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| **Opener Samples** | **Closer Samples** |
| * Pop Quiz Sample Questions: List one JC Era law. Define simile & provide an example. Define metaphor & provide an example. * Journal Entry Sample Questions: What is your American Dream? What possible obstacles could stand in the way of you achieving that dream? * Review act & scene summaries from previous day | * Summary of the day’s lesson * Reactions to class material through brief discussions and quick writes * Status Reports * Preview of the next day’s lesson |

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| **BHS Literacy Objectives** |
| **Reading:** For content (both literal and inferential), to apply pre-reading, during reading, and post-reading strategies to all reading assignments, including determining purpose and pre-learning vocabulary, to research a topic, to gather information, to comprehend an argument, to determine the main idea of a passage, to understand a concept and construct meaning, and to expand one’s experience |
| **Writing:** To take notes, to explain one’s thinking, to argue a thesis and support ones thinking, to compare and contrast, to write an open response, to generate a response to what one has read, viewed, and heard, to convey one’s thinking in complete sentences, and to develop an expository essay with a formal structure |
| **Speaking:** To convey one’s thinking in complete sentences, to interpret a passage orally, to participate in class discussion, to make an oral presentation to one’s class & peers, to respond to what one has read, viewed, or heard, and to communicate in a manner that allows one to be both heard and understood |
| **Reasoning:** To identify a pattern, explain a pattern and/or make a prediction based on a pattern, to explain the logic of an argument or solution, and to use analogies and/or evidence to support one’s thinking |

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| **Common Core Standards** | |
| College & Career Readiness Anchor Standards for **Reading** | **Key Ideas & Details:**   1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.   **Craft & Structure:**   1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning. 2. Assess how purpose shapes the content and style of a text. 3. Assess how point of view or purpose shapes the content and style of a text.   **Integration of Knowledge & Ideas:**   1. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. 2. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 3. Analyze the meaning of literary texts by drawing on knowledge of literary concepts & genres. 4. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.   **Range of Reading & Level of Text Complexity:**   1. Read and comprehend complex literary and informational texts independently and proficiently. |
| College & Career Readiness Anchor Standards for **Writing** | **Text Types & Purposes:**   1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write personal reflections that demonstrate awareness of literary concepts and genres.   **Production & Distribution of Writing:**   1. Produce clear and coherent writing in which the development, organization, and style are appropriate for the task, purpose, and audience 2. Develop and strengthen writing as needed by planning. 3. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   **Research to Build and Present Knowledge:**   1. Conduct short research projects based on focused questions, demonstrating understanding of the subject under investigation. 2. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 3. Draw evidence from literary and informational texts to support analysis and reflection.   **Range of Writing:**   1. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single siting or a day or two) for a range of tasks, purposes, and audiences. |
| College & Career Readiness Anchor Standards for **Speaking & Listening** | **Comprehension & Collaboration:**   1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally. 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.   **Presentation of Knowledge & Ideas**   1. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 2. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 3. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| College & Career Readiness Anchor Standards for **Language** | **Conventions of Standard English:**   1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.   **Knowledge of Language:**   1. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. 2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 3. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |