

Learning Activity Task	Lesson Plan
<p>Day 1</p> <p>Examine Dr. Martin Luther King's "I Have a Dream" Speech</p>	<p>Project pictures of Dr. Martin Luther King and ask students to share what they know about him.</p> <p>Most or all of us know of Dr. Martin Luther King and what he stood for, and we know that he was a great speaker and created the famous, "I Have a Dream Speech," but how many of you have actually read it or heard a recording of it in its entirety?</p> <p>Distribute a copy of the entire speech, and ask students to mark the text with post-it strips while listening to it. Mark sentences or sections that are impactful or powerful. Jot down notes and insights.</p> <p>Because it was meant to be heard, project a video of the speech: https://www.youtube.com/watch?v=I47Y6VHc3Ms</p> <ul style="list-style-type: none"> Share with students that hearing it is important. Without hearing his voice, we wouldn't get the full effect of his speech. What about his voice, inflection, rate, pitch, use of metaphor, repetition, etc... draws us in? <p>Think, pair, share ideas, and then individually write about 4 key examples from the speech. Write about their significance and what makes them impactful.</p> <p>Ask students to make a list of modern occurrences that still make this speech relevant today. Think broadly: you aren't limited to racial tensions or inequalities. Also discuss the 2nd question – what about the delivery made the speech so effective?</p> <p>Discussing the speech by page, share what was compelling and powerful and why. <i>In the middle of this, also start making connections to current times as well as the past. Talk about when slavery ended, and 100 years later, is it surprising that more progress hadn't been made? We're reading this speech 55+ years after it was delivered. Do we still need to work on these types of issues? Talk about the women's march that happened all over the nation in 2016, racial tensions in the US, police brutality that continues to occur, discrimination based on religion, Trump's idea about the "wall," etc...</i></p> <p>Share and then collect their writings/insights.</p>
<p>Day 2</p> <p>Draw personal connections about hopes and dreams</p> <p>Anticipation work prior to beginning the play</p> <p>Annotating a poem</p>	<p>Ask students to free write about the dreams they have for their own lives. If students are comfortable, they could share and discuss; if not, collect at the end of the hour.</p> <p>Write the title of the play on the board.</p> <p>In writing, have students brainstorm ideas about what the title <i>A Raisin in the Sun</i> implies about the play we are about to read.</p> <p>Read and annotate the poem "Harlem" by Langston Hughes. Underline, circle or highlight key aspects and write notes in the margins that reveal insights and understandings.</p> <ul style="list-style-type: none"> Then write about the significance of each stanza. What is Hughes accomplishing in each? Consider the imagery, diction (word choice), syntax (sentence structure) and how the poem progresses. What is the author conveying in this poem overall? <p>Or the following questions could be used with the poem as well:</p> <p><i>Harlem</i></p>

	<ul style="list-style-type: none"> • Why is the word deferred effective in the first line? Why might the author have chosen to use this word? • Comment on the choice of similes throughout. Why are they effective? Talk about each simile used. • Why include dashes? What do they do for us as readers? • Why are the images effective? Comment on the specific images used. • How is the middle stanza different? (the one that starts – Does it stink...) Significance? • The next stanza is the only one without a question. What is the effect of this? • Comment on the significance of the last line. Why is conveyed or implied? <p>Look back to your freewriting regarding your own dreams for this life. How does the poem impact the feelings you have about the hopes for your own life?</p> <p>What is meant by the American Dream? Has the meaning changed over time? If so, how? What needs to happen for the American dream to come true? Does the American dream differ for various groups of people in the US? If so, how?</p> <p>A possibility could be asking students to research the concept of the American Dream and examine how it has evolved over time.</p>
<p>Day 3</p> <p>Importance of detail and stage directions</p> <p>Begin reading and discussing</p>	<p>Distribute copies of the play. After reading pages 23-25, what is revealed and/or conveyed through the stage directions? What do we come to understand through these very specific details? Choose at least 4 aspects to comment on – think, pair, share.</p> <p>Begin reading the play together, pausing to discuss and address key aspects. For example, when Ruth asks Walter what kind of eggs he wants for breakfast, he replies with “Not scrambled” (26). Ruth then proceeds to scramble the eggs. That particular interaction implies a lot about them as people and as a couple.</p> <p>The following reading parts are needed today: Ruth, Walter Lee, Mama, Beneatha, Travis. Emphasize the importance and necessity of reading with variation and the proper emotion.</p> <p>Finish Act 1 Scene 1.</p> <p>Personal connection and Journal response:</p> <ul style="list-style-type: none"> • What does “family” mean to you? What have you come to understand or learned through being a part of a family? What are some positive and possibly some negative aspects about being a member of a family? Or- How can being part of a family be challenging at times? Rewarding? In what way(s) can you connect to the play at this point?
<p>Day 4</p> <p>Small group analysis of a section</p>	<p>To refresh from yesterday’s reading, ask the following questions regarding Act 1 Scene 1:</p> <p>Describe what Mama is like. Give at least 1 example to justify your idea.</p> <p>How much \$ is coming in a check tomorrow?</p> <p>What does Mama tell Ruth she is going to do with the \$? (44)</p> <p>What happened that really hurt “Big Walter”? (45)</p> <p>Who is George Murchinson? And why is the conversation about him important? Or...How does Beneatha feel about him and why?</p> <p>What does Beneatha want to do with her life?</p>

Finish reading Act 1.

Have students get into small groups of 4-5 and distribute the handout of key elements from pages 53-75. In the small groups, focus on the significance of the topics. Do not merely summarize. Address the impact and purpose.

A Raisin in the Sun: Act 1, Scene 2

Comment on the significance of the following underlined topics. Page numbers are listed first if you'd like to refer back to the text.

54 – insecticide – Why include this section of the play?

56 – Asagai – comment on the importance of his character. What is revealed through him? Why does it matter?

57 – Beneatha says to her mother about Asagai, "Don't ask him a whole lot of ignorant questions..." Significance? What is implied or revealed?

57-58 – Ruth is pregnant – Significance? Why does it matter? What does it help us to further understand?

58-59 – rat – Why include this? Why does it matter?

61 – Nigerian robes / records / mutilated hair – Significance?

63 – assimilation / identity – What is the author conveying about these topics through Beneatha and the other characters?

64 – Beneatha tells Asagai, "I'm not interested in being someone's little episode..." Comment on the significance of the conversation Beneatha and Asagai have here. Why does it matter?

65 – Alaiyo – Comment on the nickname given to Beneatha. "So what"?

68 – the check arrives – Talk about how the characters react and why it matters.

70 – "that woman" – What? Significance?

70 – Walter Lee says, "WILL SOMEBODY PLEASE LISTEN TO ME TODAY!" Significance?

71 – Mama says, "I don't aim to have to speak on that again" to Walter Lee. Significance?

72 – "my biggest mistake" – What? Significance?

72 – "Something eating you up like a crazy man. ...you always tied up in some kind of knot about something." Comment on Mama's lines at this point.

73 – "Mama, a job?" Comment on Walter Lee's question. Significance?

74 – Comment on the following statement: "Money is life."

	<p>75 – <u>“When the world gets ugly enough—a woman will do anything for her family.”</u> <i>Comment on the significance of this to the play overall.</i></p> <p>75 – <u>“...son, I’m waiting to hear you say something...”</u> <i>Significance?</i></p> <p>Come together as a large group and talk about the topics as well.</p> <p>Personal connection and Journal response:</p> <ul style="list-style-type: none"> • What expectations do others have for you? (family, friends, other adults) <ul style="list-style-type: none"> ○ Are the expectations that others have for you realistic? • What expectations do you have for yourself? <ul style="list-style-type: none"> ○ Do you feel your personal expectations are realistic? • Are the expectations of others and the expectations that you have for yourself similar? If not, what do you do? • Comment on how this concept is crucial to the play. <p>Watch the film of Act 1. For homework, write about the most alluring moment or scene in the film thus far. What choices were made by the director to make this such an impactful moment?</p>
<p>Day 5</p> <p>Written commentary</p> <p>Create a discussion handout</p>	<p>At the completion of Act 1, ask students to write as if they were one of the major characters in the play. Have students draw character names out of a hat, so that all of the major characters are covered and the majority of student writing isn’t based on just one character.</p> <p><u><i>A Raisin in the Sun</i></u> <i>Choose a character from the play and write as if you were that character, answering the following the questions as completely as possible.</i> <i>What are you most afraid of or worried about? What is making you anxious? Describe the person, objects, or event that bothers you. Talk about what specifically concerns you. Why are you worried? What is the worst thing that can happen? What do you hope will occur? How do your fears or worries relate to the things that have happened so far?</i></p> <p>Have someone who has written from Walter, Ruth, Mama, Travis and Beneatha’s perspectives share their insights.</p> <p>Continue reading together or individually, depending on the class’s preference: Act 2, Scene 1, p 76-95.</p> <p>Ask students to create a discussion handout that mimics the one given yesterday. As they read, students should use post-its to mark key elements and once finished reading, go back and type their handout in preparation for tomorrow’s class.</p>
<p>Day 6</p> <p>Allusions, Symbols, Language, Character Development</p>	<p>Using student created discussion sheets (yesterday’s assignment), engage in small group discussions.</p> <p>Continuing in the same small group, ask students to choose 3 key quotes from the text. Prepare each of the 3 quotes to present to the class as the character would deliver it to the audience. Stand and deliver the quote with as much feeling and character voice as possible. Share why each quote was selected, what it implies, and</p>

	<p>why it was read in the manner that it was read. What about Hansberry's language is crucial?</p> <p>Come together for a whole group discussion on this entire section as well. Address symbols, allusions, use of language or word choice, and character development.</p> <p>Topics (with page numbers) to supplement the conversation if needed:</p> <p><i>A Raisin in the Sun</i>: Act 2, Scene 1 p 76-95</p> <p>76 Enough of this assimilationist junk</p> <p>78 I am much warrior! ... (<i>he is a leader</i>)</p> <p>80 what have you done to your head</p> <p>80 ashamed of his heritage</p> <p>81 Uncle Toms</p> <p>82 bombs</p> <p>83 white shoes</p> <p>84 invest big, gamble big, hell, lose big if you have to... Man, I got me some ideas</p> <p>84 <i>with boredom</i></p> <p>84 they teaching you how to be a man?</p> <p>85 ain't nobody with me!</p> <p>86 Prometheus</p> <p>87 people who care about the things I got on my mind</p> <p>87 a race of people... but moan, pray and have babies</p> <p>87 who even cares about you</p> <p>88 what else can I give you?</p> <p>91 bought you a house</p> <p>91 grandfather ... give you the house – in his way</p> <p>92 yard – flowers</p> <p>92 a difference in a man when he can walk on floors that belong to him</p> <p>92 Clybourne Park</p> <p>94 whole lot of sunlight</p> <p>94 seen my family falling apart today ... do something different</p> <p>95 butchered up a dream of mine</p> <p>Show a video regarding Prometheus:</p> <p>https://www.youtube.com/watch?v=U_u91SjrEOE</p> <p>The myth of Prometheus - Iseult Gillespie</p> <p><i>(Prometheus shaped the first humans. Zeus declared they had to be mortal, but Prometheus envisioned his creature as better – he wanted to give them an advantage. Prometheus tricked Zeus – Zeus was so outraged he forbade fire on earth. Prometheus wouldn't be denied, so he hid flames and gave it to the people. Fire allowed man to dominate and care for themselves, but also wage war. As punishment, he was chained to a cliff for eternity in perpetual agony as a bird continually eats his liver. Prometheus did not regret his rebellion. He was a hero rebel trickster who captured the power of nature.)</i></p> <p>Why does Hansberry include the allusion to Prometheus in the play? Why does George call Walter Prometheus? How can the myth of Prometheus fit Walter's character? Please take into account as much as the myth as you can.</p> <p>Visit the following website that interactively shows how the New Deal and HOLC (Home Owners Loan Corporation) impacted housing in areas of the US in the 1930s and 1940s: https://dsl.richmond.edu/panorama/redlining/#loc=5/36.721/-96.965</p> <p><i>Mapping Inequality-Redlining in New Deal America</i></p> <p>Especially examine the Chicago area.</p> <p>Read Act 2, Scene 2: pages 96-109</p>
<p>Day 7</p> <p><i>All in the Family</i></p> <p><i>The Jefferson's</i></p> <p>Prejudice</p>	<p>Look back to the two references to "The Jeffersons" on pages 32 – reference to Walter's friend being very successful as a dry cleaning business man -- and 99 "moving on up". Walter wanted to invest with that friend too. Address the influence</p>

Expectations	<p>of this play on the concept of the TV show <i>The Jeffersons</i>. Listen to the opening theme song and project the lyrics while the song is playing.</p> <p>https://www.youtube.com/watch?v=5bHh8VAb_BQ: The Jeffersons Season 1 Epsidoe 1 <i>Movin' on Up</i> (Theme Song from <i>The Jeffersons</i>) Ja'Net DuBois Well we're movin on up, To the east side. To a deluxe apartment in the sky. Movin on up, To the east side. We finally got a piece of the pie.</p> <p>Fish don't fry in the kitchen; Beans don't burn on the grill. Took a whole lotta tryin' Just to get up that hill.</p> <p>Now we're up in the big leagues Gettin' our turn at bat. As long as we live, it's you and me baby There ain' nothin' wrong with that.</p> <p>Introduce the TV sitcom “All in the Family” with the following blurb from Wikipedia:</p> <p><i>All in the Family</i> is an American sitcom that was originally broadcast on the CBS television network from January 12, 1971, to April 8, 1979. <i>All in the Family</i> revolves around the life of a working-class bigot and his family. The show broke ground in its depiction of issues previously considered unsuitable for U.S. network television comedy, such as racism, homosexuality, women's liberation, rape, religion, miscarriage, abortion, breast cancer, the Vietnam War, menopause, and impotence. Through depicting these controversial issues, the series became arguably one of television's most influential comedic programs, as it injected the sitcom format with more realistic and topical conflicts.^[2]</p> <p>Watch the episode: https://www.youtube.com/watch?v=TOc5O1ISgcY : All in the Family -- Lionel Moves In</p> <p>Go back to page 92 in <i>A Raisin in the Sun</i>, and discuss what Mama did with the money – she made a down payment on a house in Clybourne Park. Address the significance of this play, and how it connects to this particular episode of <i>All in the Family</i>.</p> <p>Talk about what the word bigot means – explain that after viewing the episode, we will discuss why the show includes a character like Archie. Consider when the episode wavers between comedy and racism. After viewing, talk about the racism, why the show was ground breaking in the 70s, and most importantly, how do we know the show is supporting tolerance? What made the episode “acceptable”?</p> <p>Have students free-write about it and then discuss: How does the show actually encourage tolerance?</p> <p>Topics/Quotes to discuss from the last reading:</p> <p><i>A Raisin in the Sun</i>: Act 2, Scene 2 p 96-109 96 I’m trying to talk to you (Beneatha to George) Don’t mind it sometimes... 97-98 George is a fool (Beneatha to Mama) Better not waste your time with no fools</p>
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	<p>Thank you For understanding me this time 98+ Mrs. Johnson 99 ready to “move on up a little higher” I’m just soooo happy for y’all 100 bombed out their place out there? Wonderful ... folks keeps on pushing out 101 keep on having babies Brother, he always know how to have a good time 102 y’all’s names in papers – NEGROS...CLYBOURNE PARK...BOMBED Don’t have much to say to nobody... ain’t got time to pass the time of day w/nobody ain’t been to college 103 There’s plenty wrong with it (being a chauffeur – Mama to Mrs. Johnson) 104 you were rude ... don’t like it 105 you’re going to lose your job 106 I helped do it to you, haven’t I son? ... wanted nothing that wasn’t for you 107 for you to decide Son, what do you want to be when you grow up? 108 it ain’t big enough 109 just name it, son... hand you the world</p> <p>Personal connection and written response: What does the phrase “my time” mean? Create a short poem titled “My Time” that conveys what this phrase means to you. Consider the positive and negative connotations that could be associated with that phrase.</p> <p>Read pages 110-130, Act 2, Scene 3.</p>
<p>Day 8 Characterization Theme Development</p>	<p>With a partner, discuss and write about the impact and significance of the following topics:</p> <p>The characterization and inclusion of George (p 96-99) The characterization and inclusion of Mrs. Johnson (p 98+) Mama’s guilt (p 106-107) Walter’s conversation with Travis (p 107-109) Mr. Lindner and the Younger family reactions (p 114-121) Lost \$ (p 125-130)</p> <p>Discuss and then share ideas.</p> <p>Additional quotes/ topics with page numbers to supplement the whole class discussion: <i>A Raisin in the Sun</i>: Act 2, Scene 3 p 110-130 111 that man (Walter) – done changed so ‘round here (Ruth to Beneatha) 112 <i>his happiness is deep in him</i> 114 Karl Lindner Rep. of the Clybourne Park Improvement Association 115 welcoming committee Special community problems 116 (<i>Ruth still innocently</i>) 116 people just don’t sit down and talk to each other 117 we don’t try hard enough ... to understand to other fellow’s problem</p>

	<p>Today everybody knows what it means to be on the outside of something Kind of community they want 118 happier...in own communities Generous offer 119 get out of my house, man (card on table) 120 giggle / laughter Understanding (Mama) Did he threaten us? 121 fixing my plant ... won't get hurt none on the way 123 gifts to Mama 125 Where's Willy, man? 126 <i>Ruth stands stiffly ... somehow she senses death</i> Wasn't as much as we told you (what Bobo put in) 128 no road maps Don't let it be true – that money is made out of my father's flesh 129 Beneatha's money too? 129 killing himself ... you give it all away in a day 130 strength</p> <p>Watch the film of Act 2. Write about the most alluring moment or scene in the film thus far. What choices were made by the director to make this such an impactful moment? Consider close-ups, pan shots, or camera angles, background details, scenery, etc...</p> <p>Finish reading the last 20 pages of the play (Act 3).</p>
Day 9 Characterization	<p>After having students draw a character name out of a bucket and forming character groups in that manner, complete the following assignment:</p> <p><i>A Raisin in the Sun</i> Starting from the beginning, go back through the play and focus on your assigned character. What do we come to understand through the development of your character? Consider what your character says, what is revealed about your character through others, your character's gestures or reactions, stage directions, key props, etc...</p> <p>Choose 8 of the most important aspects of the play regarding your character. Write down your selections along with page numbers and explain the significance of each selection thoroughly.</p> <p>Serving as the experts, share your selections and address why they are crucial to the character's development.</p> <ul style="list-style-type: none"> • In preparation for sharing, ask students to list the top 8 elements with page numbers on a document that can be projected, take notes on what they want to say, and then share with the class their perspectives and explanations. Students must be familiar enough with what they want to share that they don't simply pass a paper around and read to the class... <p>Watch the film version of the remainder of the play. How effective was the final scene of the film? Comment on choices made by the film director that justify your perspective.</p>
Day 10	<p>In small groups, respond to the following questions: <i>A Raisin in the Sun Discussion Questions</i></p>

Symbolism
Characterization
Theme Development

1. *Why do you think all of the scenes take place in the family's apartment? Please don't comment on the fact that it may simply be easier to not have to change sets, or it is cheaper. Symbolically, why does every scene take place in the apartment?*
2. *What are the greatest strains on Walter and Ruth's marriage?*
3. *How does Walter change from the beginning of the play? Significance?*
4. *Why do you think Mama changes her mind and gives Walter the insurance money? Significance?*
5. *What does the new house signify to each of the Youngers?*

Mama:

Walter Lee:

Ruth:

Travis:

Beneatha:

6. *Who is the main character in the play? Explain.*
7. *Which character(s) represents Hansberry's voice? Explain.*
8. *The play was written and produced over 50 years ago. To what extent do you think that conflicts and issues presented in the play are still relevant?*

Come together and discuss as a large group as well.

Additional quotes or topics (with page numbers) to supplement the conversation if needed:

A Raisin in the Sun: Act 3 Scene 1 p 131-151

132 he made an investment! With a man even Travis wouldn't have trusted...

132 Me? ... Me, I'm nothing... Me.

133 That that was what one person could do for another, fix him – sew up the problem, make him alright again. This was truly being God...

133 used to matter. I used to care

133 it doesn't seem deep enough, close enough to what ails mankind! It was a child's way of seeing things – or an idealist's.

133 you still think you can patch up the world

134 Don't you see there isn't any real progress .. our own little mirage that we think is the future

134 people went out and took the future right out of my hands!

135 now you can give up the ailing human race

136 come home with me

137 *Walter...feverishly looking for something*

138-139 *Mama...is lost, vague, trying to catch hold... former command of the world... goes to her plant...takes it to the window-sill... closes the window*

139 remember people saying ... Lena Eggleston, you aims too high all the time Me and big Walter just didn't never learn right.

139 We gotta go (Ruth)

140 I sees things differently now (Mama)

...so that we forget trouble ever come... Sometimes you just got to know when to give up some things... and hold on to what you got...

141 the man

141 (life is divided up) Between the takers and the 'taken.'

142 the show

143 he who takes most is smartest

143 we are dead now. All the talk about dreams and sunlight that goes on in this house. It's all dead now. (Beneatha)

	<p>143 I didn't make this world! It was give to me this way!</p> <p>144 You what supposed to be my beginning again. You—what supposed to be my harvest.</p> <p>145 Have you cried for that boy today? ...time to love somebody the most</p> <p>147 You teach him good</p> <p>148 we have decided to move into our house</p> <p>149 ... where's my plant?</p> <p>151 He finally came into his manhood today, didn't he? Kind of like a rainbow after the rain...</p> <p>151 grabs her plant</p> <p>A possible activity: Assign students to small groups. Have each group create a short skit that conveys what happens to an assigned character in the future.</p> <ul style="list-style-type: none"> • Does Walter Lee ever find contentment? Did he let go of the liquor store? How is he doing with his family? • How is Ruth doing with the baby? Has she found the happiness she was hoping for in a new environment? Has her marriage survived? • Is Lena's garden growing? What has changed for her? What has remained the same? How does it impact her? • Did Beneatha stay in school? Did she go to Africa? Did she revert back to George? Has she found contentment in her life? • What is Travis's role in the family? How have the changes impacted him? • Are the neighbors hostile to the Youngers? Has Mr. Lindner's attitude changed at all?
<p>Day 11 Theme Writing Analysis</p>	<p>Determine themes: Based on student suggestions, create a list of what the play is about on the board. Then have students turn those topics into statements. What is Hansberry saying about x in this play? What point is she making about it?</p> <p>To model: Share a list of topics and then thematic statements created by prior students from <i>Romeo and Juliet</i> as samples.</p> <p><i>Love</i> <i>Impulsiveness</i> <i>Honor</i> <i>Family</i> <i>Feuds</i> <i>Sacrifice</i></p> <p><i>True <u>love</u> is a powerful force.</i> <i>While exciting at times, <u>impulsiveness</u> can have dire consequences.</i> <i><u>Love</u> can be sustaining while at the same time shattering.</i> <i><u>Honor</u>, while noble, can also cause unforeseen heartache.</i> <i>True <u>love</u> can be blinding.</i></p> <p>Once students have a first draft of a thematic statement regarding Hansberry's play, ask them to revise and rewrite their original theme statements and elevate them. Make them as sophisticated as possible. Hand in thematic statements for 3 different topics.</p>

Explore the American Masters website focused on Lorraine Hansberry and watch video clips: <http://www.pbs.org/wnet/americanmasters/lorraine-hansberry-sighted-eyesfeeling-heart-film/9846/?eptitle=1>

Distribute the paper prompt options:

A Raisin in the Sun

In 1959, Lorraine Hansberry's play A Raisin in the Sun, debuted on Broadway. Her play broke new ground and became a significant milestone in American literature, and the play remains powerful as it captures the universal quests for the American dream from an individual and family perspective.

In an essay, respond to one of the following prompts:

- 1. Select a symbol (or multiple symbols) found within in the play, and write an essay that reveals the significance of these symbols. Address how the symbolism highlights or enhances a thematic point within the play.*
- 1. Choose a character from the play and write an essay about that character's dream. Share his/her original individual dream, why the dream was deferred, and how the dream was altered. What impact did this have? What point is the author conveying through this?*
- 3. Several minor characters have a major impact on the story and serve an important function within the play. Choose minor characters and show their significance and how they serve to further elevate a theme. Consider George Murchison, Joseph Asagai, the neighbor, Mrs. Johnson, Mr. Karl Linder, and/or Willy Harris.*
- 4. As a complementary writing assignment, compare Walter Lee, Beneatha, and Lena as rebels. How are the young people really like their mother?*
- 5. Examine the women in Walter Lee's world. Show how each of these women shape him while conveying a theme of the play.*
- 6. Write about Asagai, the "modern" black man. How are his values and those of the more traditional Lena surprisingly alike?*
- 7. Choose a character from the play and examine how Hansberry develops a theme through the development of that character.*
- 8. In an essay, discuss the different values represented by Lena, Walter, George Murchison, Beneatha, and Asagai. What is Hansberry's purpose in including these differing values?*

Distribute and go through the rubric for the paper.

Distribute brainstorming guides and give students time to work.

1st Paragraph Focus:

- Jot down notes and ideas regarding your topic here:

2nd Paragraph Focus:

	<ul style="list-style-type: none"> • Jot down notes and ideas regarding your topic here: <p>3rd Paragraph Focus:</p> <ul style="list-style-type: none"> • Jot down notes and ideas regarding your topic here: <p>Collect and compile and thematic statements while students are working. Share (project) and discuss aspects that work and areas that could improve in sample statements. Or – one could have students examine the thematic statements in small groups, make edits and share revised statements too.</p> <p>Review expectations for an OEA (Observation, Evidence and Analysis) paper. Share sample body paragraphs from past student papers and talk about aspects that are effective and what could be improved.</p> <p>Project a sample “bare bones” outline (or multiple outlines) and discuss:</p> <p><i>A Raisin in the Sun</i> Outline Sample</p> <p>Thesis statement:</p> <p>In the play, Hansberry uses symbols to reveal the necessity of maintaining a hope for a new beginning.</p> <p>Paragraph 1 – Topic Sentence: Throughout the play, Mama cares for a “raggedy-looking old” plant which represents Mama’s dreams and aspirations for her family.</p> <ul style="list-style-type: none"> • Quote/ Support #1: <ul style="list-style-type: none"> ○ Tie plant to her children • Quote / Support #2: <ul style="list-style-type: none"> ○ Will be able to make a little garden in the yard • Quote / Support #3: <ul style="list-style-type: none"> ○ Always wanted a garden – this plant is as close as I got <p>Paragraph 2 – Topic: Liquor Store – Walter’s ambition</p> <ul style="list-style-type: none"> • Quote/ Support #1: <ul style="list-style-type: none"> ○ Money is life • Quote / Support #2: <ul style="list-style-type: none"> ○ I’ll say, ‘Hello Jefferson, how are you this evening?’ • Quote / Support #3: <ul style="list-style-type: none"> ○ Hang some real pearls <p>Paragraph 3 – Topic: new house – need for growth, move forward</p> <ul style="list-style-type: none"> • Quote/ Support #1: <ul style="list-style-type: none"> ○ Rat trap • Quote / Support #2: <ul style="list-style-type: none"> ○ Grandfather ...give you the house • Quote / Support #3: <ul style="list-style-type: none"> ○ Came into his manhood
Day 12 Writing	Distribute outline form:
	Which essay prompt did you choose? What is the focus of your paper?

	Thesis – Write a sentence that states the overall point of your paper (include a subject + thematic point):
	Point #1 (Topic Sentence—State what point you will prove in this paragraph):
	Quote #1 from the play that supports your point – INCLUDE THE PAGE NUMBER FROM YOUR BOOK: <u>Analytical commentary</u> or <u>insight</u> that ties this quote to your overall point (or topic sentence):
	Quote #2 from the play that supports your point – INCLUDE THE PAGE NUMBER FROM YOUR BOOK: <u>Analytical commentary</u> or <u>insight</u> that ties this quote to your overall point (or topic sentence):
Day 13 Writing	
	Quote #3 from the play that supports your point – INCLUDE THE PAGE NUMBER FROM YOUR BOOK: <u>Analytical commentary</u> or <u>insight</u> that ties this quote to your overall point (or topic sentence):
	<i>The outline form simply repeats for the additional body paragraphs.</i>
	Work time on planning, outlining, and drafting.
	Conference one-on-one with students while they are working.
Day 14 Writing	Review introductory paragraphs and hooks. <i>Introductory Paragraph</i> <i>Formula for an introductory paragraph:</i> <ol style="list-style-type: none"> 1. <i>Hook (or lead-in) – intrigue your reader; it's a broad introduction to your topic.</i> 2. <i>Transition – connect your broad hook or lead-in to the literature studied.</i> 3. <i>Introduce the title and author, and overview your main concept(s).</i> 4. <i>End with your thesis statement.</i> Share student sample introductory paragraphs and examine what is effective and what could be improved. Students continue to work on paper. Continue conferencing one-on-one with students.
	Review concluding paragraphs and again share and examine past student samples. <i>Concluding Paragraphs</i>

	<p><i>Formula for a concluding paragraph</i></p> <ol style="list-style-type: none"> 1. <i>Begin with a transition</i> 2. <i>Reiterate your thesis with new phrasing</i> 3. <i>Review your main points</i> 4. <i>End with a thought-provoking sentence</i> <p>Completed rough drafts are due tomorrow as students will do peer and self-reviews.</p> <p>Students continue to work on paper. Continue conferencing one-on-one with students.</p>
<p>Day 15 Revising and Editing Writing</p>	<p>Engage in Peer and Self-Reviews of drafts Work time to make improvements</p> <p>Read “For Everyone” by Jason Reynolds to the class. In small groups, respond to the following: What sections of the poem were most powerful for you? What spoke to you? Explain. Why is poetry powerful? Make connections to Hansberry’s play.</p> <p>View <i>Dear Dreamer</i> – Jason Reynolds: video -- https://vimeo.com/338777680 A description of the video: <i>“Dear, Dreamer” is a lyrical portrait of the life and work of rising literary star Jason Reynolds. Best known as a New York Times Best-Selling author and mentor to young adults, this short documentary finds Jason in the writer’s room preparing for the release of his next book. Here we catch a rare glimpse of a singular artist and thinker as he traverses the schools and landscapes of modern-day America. “Dear, Dreamer” is a testament to our shared experiences and the power of seeing yourself in books. It was produced in collaboration with the hardworking students, educators and dreamers of Atlanta who are dedicated to the written word.</i></p> <p>Engage in freewriting about your own life, thoughts, and dreams. What is important to you? What would you like to express? What do you want to say to the world? Or what do you want the world to know about your reality? This is so important to me</p> <ul style="list-style-type: none"> • I wish • “X” is so important to me • To me “x” feels invisible • I celebrate “x” about me • “x” is an issue on my mind • I have overcome <ul style="list-style-type: none"> ○ Etc... <p>Just like Hansberry and Reynolds, write about dreams. Create your own poem about dreams.</p>