

A Raisin in the Sun

Content Area: **English Language Arts**
Course(s): **English Literacy 2**
Time Period: **4 weeks**
Length: **4 weeks**
Status: **Published**

Unit Overview

Student will read and analyze *A Raisin in the Sun* for literary devices and elements and historical context. Student will evaluate the historical and personal effects that racism and poverty have had on both individuals and American society and critique examples of racism and poverty in today's world.

Transfer

Students will be able to independently use their learning to...

- Evaluate the historical context of the play and relate to other texts and current events
 - Investigate the effects of racism and poverty both in history and text
 - Identify the effects of racism and poverty on individuals and families and society
 - Critique examples of racism and poverty in today's society
-

Meaning

Understandings

Students will understand...

- Events in history influence literary works
- Themes in fiction relate to current events
- Racism and poverty have profound emotional and physical effects on individuals and societies

Essential Questions

Students will keep considering...

- How are themes in literature relevant to today's society?
- What happens when someone does or does not stand up for what they feel is right?
- What kinds of poverty and racism exist in the United States?
- What solutions have worked to alleviate racism and poverty?
- What are ways to handle racism and poverty in the future?

Application of Knowledge and Skill

Students will know...

Students will know...

- Historical context of novel
- Plot details
- Character development
- Themes

Students will be skilled at...

Students will be skilled at...

- Reading with fluency and comprehension
- Identifying and examining literary elements

Academic Vocabulary

- Analyze
- Anticipate
- Background
- Bias
- Deduce
- Evaluate
- Historical Context
- Insight
- Integrate
- Interpretation
- Manipulate
- Perspective
- Specify

Learning Goal #1

Student will be able to analyze the development of a theme or central idea over the course of *A Raisin in the Sun*, including how it emerges and is shaped and refined by specific details.

Objective 1 - Level 4

SWBAT:

- Read about and discuss historical background to the novel, prologue poem.
- Complete pre-reading activities such as an anticipation guide discussing themes of poverty and racism.

LA.RL.9-10.9

Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

LA.RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

LA.RI.9-10.9

Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

Objective 2 - Levels 2 and 3

SWBAT:

Draw conclusions and respond to text/text, text/self, and text/world through a variety of organized and coherent writing pieces, journal writing, research based projects and writing tasks.

LA.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LA.W.9-10.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
LA.W.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.9-10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.9-10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.W.9-10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LA.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.W.9-10.3.A	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.9-10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple

plot lines, to develop experiences, events, and/or characters.

LA.W.9-10.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

LA.W.9-10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

LA.W.9-10.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

LA.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LA.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

LA.W.9-10.6

Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LA.9-10.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

Objective 3 - Levels 3 and 4

SWBAT:

- Determine theme of text and how it develops throughout the course of the text.
- Compare and contrast themes from this novel to other works of literature

LA.RL.9-10.1

Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

LA.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

LA.RL.9-10.6

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

LA.RL.9-10.7

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

Learning Goal #2

Student will be able to analyze a complex set of ideas or sequence of events and explain how specific

individuals, ideas, or events interact over the course of the novel.

Objective 4 - Levels 1,2,3,4

SWBAT:

- Identify literary elements in plot
- Demonstrate understanding of figurative language and word relationships in word meanings as used in the text.
- Analyze how literary elements contribute to theme and author's purpose.

LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
LA.W.9-10.9.A	Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]").
LA.L.9-10.5.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
LA.L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.

Objective 5 - Levels 1,2,3

SWBAT:

- Identify and describe major characters
- Identify setting of novel.
- Discuss the mood, tone, style, and dialect of text.

LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects

(e.g., mystery, tension, or surprise).

LA.W.9-10.3.A

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

LA.W.9-10.9.A

Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).

Summative Assessment

- Reading comprehension quizzes
- End of play test
- Project
- Essay
- Journal entries/free writes

Proficiency Scale

Attached to Learning Goals

21st Century Life and Careers

CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP4

Communicate clearly and effectively and with reason.

CRP.K-12.CRP6

Demonstrate creativity and innovation.

CRP.K-12.CRP7

Employ valid and reliable research strategies.

CRP.K-12.CRP11

Use technology to enhance productivity.

Formative Assessment and Performance Opportunities

Description

- 0x • Class discussion
- 0x • Comprehension questions

- 0x • Journal entries/free writes
- 0x • Reading quizzes
- 0x • Teacher observation
- 0x • Vocabulary quizzes

Accommodations/Modifications

Use the Lists tab.

- Audio Version of Play
- Character Project -A Raisin in the Sun
- Large print of the play
- Provide bulleted list of notes/key information of the plot
- Provide small group instruction of components in the play to enhance learning experience
- Use live reader; exempt from reading aloud before peers

Interdisciplinary Connections

- Discuss and analyze history of segregation in America
- Discuss Civil Rights Movement and it's influence in the play
- Discuss the life of Lorraine Hansberry and it's influence in the play
- Research and discuss the American Dream

SOC.6.1.12.A.13.a	Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.
SOC.6.1.12.D.13.a	Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
SOC.6.1.12.CS13	Postwar United States: Civil Rights and Social Change: The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.

Unit Resources

Use Lists and attach Documents.

- Copies of play
- Copy of film version of play
- Study Guides
- Supplemental Materials

