

POR A Raisin in the Sun

Content Area: **English Language Arts**
Course(s): **English Literacy 2, Language Arts Literacy II Honors**
Time Period: **1 marking period**
Length: **1 marking period**
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

racism, integration, segregation, deferred, American Dream

Learning Goal 1

Student will analyze the historical background and themes prior to reading *A Raisin in the Sun*.

Objective 1 - Levels 1 and 2

SWBAT:

Read about and discuss historical background to the novel, prologue poem ("A Dream Deferred"), and complete pre-reading activities such as an anticipation guide discussing themes of poverty and racism.

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.9-10.5	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.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.9-10.10b	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

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 2 - Levels 3 and 4

SWBAT:

Determine theme of text and how it develops throughout the course of the play by reading, discussing, and answering comprehension questions.

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.9-10.10b	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.SL.9-10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
LA.SL.9-10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
LA.SL.9-10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

Objective 3 - Levels 1,2,3,4

SWBAT

Identify literary elements and analyze how they contribute to theme and author's purpose by reading, discussing, and answering comprehension questions.

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.

Learning Goal 3

Students will be able to write grade appropriate informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis of content.

Objective 4- Level 3 and 4

Students will 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.9-10.1	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.9-10.5	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.9-10.2.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.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Summative Assessment

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

Proficiency Scale

21st Century Life and Careers

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

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

- Allow students to highlight key points in the play
- Audio Version of Play
- Provide bulleted list of notes/key information of the plot
- Provide larger print of the play
- Resources for further research on racism, poverty
- Use live reader; exempt from reading aloud before peers

Unit Resources

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