

NOTE: You will need a class set of *A Raisin in the Sun* for Lessons 25 – 37.

TITLE OF LESSON

English 2 Unit 1 Lesson 25 – An Introduction to *A Raisin in the Sun*:
What's On the Outside/Inside of Race Identity?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3, 3.0-2, 3.12, W1.0-2, 1.4, L/S1.0-1

MATERIALS

A Raisin in the Sun by Lorraine Hansberry (class set)
overhead projector

LESSON OBJECTIVES

- To introduce the play as another forum by which people construct race identity truths
 - To effectively introduce the play, *A Raisin in the Sun*
 - To read and discuss the Introduction
 - To identify preconceived notions of America and African-Americans in the late 1950's and early 1960's
 - To determine if environment shapes/transforms race identity constructs
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EXPLANATION OF LESSON

Today, students will first be studying the vocabulary using their flash cards. They will be building a vocabulary base for their studies that they will be quizzed on in lesson 30. Then they will explore ideas about how environment shapes/transforms race identity constructs.

They will explore their own preconceived ideas of the environment in America during the late 1950's and early 1960's and compare them to the ideas in the Introduction to *A Raisin in the Sun*. You will need to make sure you have a class set of the play so that students can take them home, if they need to (and they will need to).

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Initial vocabulary flash cards, if they are complete.
- 2) [Daily Log](#) – Have students copy the Daily Log below.
- 3) Vocabulary Word – Have students add the following vocabulary word to their list: segregation. Have them look up the definition, write it down, re-write the definition in their own words, create a sentence for it, and make a flash card of it tonight for homework.
- 4) [Vocabulary Flash](#) – Pair up students with a group member. Have them take out their flash cards. Ask them to decide who will be partner A and who will be partner B. Tell them partner A will be “flashed” first. Have partner B take partner A's flash cards (students should be looking at their own because they may have created cards that will help them to remember the definitions and because their definitions are in his own words). Have partner B quiz partner A. Each correct response should be placed in the correct pile and an incorrect response should be placed in an incorrect response pile. Tell students a correct response will be the correct spelling and the correct definition. Tell partners not to hold the flash cards up, but to read the word. They may give hints today. Tell them they will have five minutes to flash partner A. At the end of five minutes, call time. Ask for the number of words correct. Record them in your grade book. Then have partner A flash partner B in the same manner. At the end of five minutes, call time. Record the number correct in your grade book.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
	4-Does environment shape/transform a person? Why or why not? Would environment be considered something that belongs on the outside of race identity? Why or why not? 1 page	Perceptions of America/African-Americans in 1959 and the early 1960's	1. Journal 2. Brainstorm perceptions 3. Group Reading	<i>Introduction to A Raisin in the Sun</i>	1. Finish reading Introduction 2. Take notes on significant points that indicate the circumstances in the America and the lives of African-Americans surrounding the writing of this novel 3. Continue reading your novel. 4. Look up new word, write in own words, create a flash card. 5. Study your flash cards.

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Journal 4** – Post the journal below on the board for students. Remind students that a journal means they write for 10 minutes straight without stopping. Spelling, punctuation, and grammar do not count. It is their ideas that count. The more ideas they can get on paper, the better their journals will be. It must be at least a page long.

Does environment shape/transform a person? Why or why not? Would environment be considered something that belongs on the outside of race identity? why or why not?

2. **Group Reading** – At the end of ten minutes call time. Ask students to read their journals to their group members or tell them the main points (making sure that students are seated in their groups). Give them five minutes. At the end of five minutes, call time. Randomly, call on one student from each group to summarize the ideas presented in their group. Collect student journals. Tell students to keep their ideas of environment in mind, as they begin to read *A Raisin in the Sun*.
3. **Perceptions of America/African-Americans in 1959 and the Early 1960's** – Ask students to take out a sheet of paper and title it Perceptions of American/African-Americans in 1959 and the Early 1960's. Have them split their papers in half. On the left side, have them title it My Perceptions. Have them leave the right side blank for now.

Ask them to take two minutes to **brainstorm** as many things as they can think of that they know about America and African-Americans in 1959 and the Early 1960's. What was going on in America at that time? Have them list as much as they know. At the end of two minutes, call time.

On an overhead projector or the front board, write out their ideas. Call on one student at a time and have them give you two things from their lists that are different than any already on the board. Do this until everyone has offered at least two things. Then ask if there are any new ideas that have not been listed. List them. Remind students that when you are writing, they should be writing too. Any ideas you list that are not already on their brainstorm, they should add to their list.

When you are done, tell them you are going to begin to study images of African-Americans through the eyes of Lorraine Hansberry, a playwright. So far, they have looked at how people have constructed race identity through poetry, short story, essays, images, and newspapers. And they have become authors of race identity constructs themselves through their writing and images. Now, they will look at how authors of plays do the same thing. First, they will read the Introduction to the play for some background information in order to begin to look at how the environment surrounding the writing of the play may have contributed to the author's constructs.

4. Giving Circumstances/Events a Title – In the right hand column of their paper, they will record the events/circumstances surrounding the writing of the novel (what was happening in America and what was going on with African-Americans). Ask them to think about what they might title this column. Ask them to think hard about whether or not circumstances/events are also clouded by perceptions and biases. Tell them their decision on a title will carry with it their opinion. Then, in their groups ask them to decide on a title for the right hand column. Tell them they must all agree and they must give clear reasons for their decision. Give them five minutes.
 5. Presenting – At the end of five minutes, call time. Randomly, call on a member from each group to present. Be sure you ask them for their reasons.
 6. Reading – Pass out *A Raisin in the Sun*. Ask students to decide in their groups how they will read the Introduction. Call on each group to tell you before they begin reading. Tell them they will have the rest of the period to read the Introduction. Whatever they do not finish in class is homework tonight. As they read, they should list in the right column what they believe are significant ideas that explain circumstances in America or in the lives of African-Americans at the time the play was written.
 7. Homework Review – At the end of the period, if any students have finished reading the introduction and making notes in the right column, ask them to turn them in. Otherwise, they should finish it for homework tonight. Remind them of their homework.
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HOMEWORK

- 1) Finish reading Introduction
 - 2) Take notes on significant points that indicate the circumstances in the world around the writing of this play
 - 3) Continue reading your novel.
 - 4) Look up new word, write in own words, create a flash card.
 - 5) Study your flash cards.
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GROUP ROLES

Facilitator – Your job is to keep the group focused on the task at hand and to help them generate as many ideas as possible. It is not your job to come up with the ideas. It is your job to encourage/help other group members to come up with the ideas.

Time Keeper – Your job is to keep track of the time and make sure your group accomplishes their assignment in the time given. You are to help the facilitator keep everyone focused, reminding them of the time they have left to finish.

Note Taker – Your job is to write out the words that the group gives you. It is not your job to generate all of the ideas. It is your job to help others to give you as many ideas as possible to write.

DOCUMENTATION FOR PORTFOLIO

- Evaluation Essay #1
- Evaluation Essay #2
- Project 2: Deconstructing Newspapers
- Evaluation Essay #3
- Project 3 – Planning Your First Image