

TITLE OF LESSON

English 2 Unit 1 Lesson 26 – *A Raisin in the Sun*, Act 1 Scene 1:  
*What's on the Outside/Inside of Race Identity*

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TIME ESTIMATE FOR THIS LESSON

One class period

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ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3, 2.0-1, 3.0, 3.3-12, W1.0-1, 1.4, L/S1.0-1

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MATERIALS

**Plot Diagram** – Student Page  
Act I Scene I, *A Raisin in the Sun*

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LESSON OBJECTIVES

- To integrate study skills into their normal repertoire of daily activities (flash cards)
  - To compare and contrast their perceptions of America and African Americans in the late 1950's early 1960's to the information they found in the Introduction
  - To read Act I Scene I out loud in groups
  - To identify setting, characters, theme, rising action, and conflict
  - To identify race identity constructs in Act I Scene I
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EXPLANATION OF LESSON

Students will begin today's lesson with their new vocabulary words and a flash card session. Then they will compare and contrast their initial perceptions of America and African Americans in the 1950's and the 1960's to the information they found in the introduction. They will use this to further extend their ideas about how environment might influence how a text is written and how a reader interprets a text. Finally, they will read Act I Scene I out loud in their groups and begin to fill in a **Plot Diagram** for the play. Anything they do not finish in class together becomes homework tonight.

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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Initial students' completed homework from last night. Pass back all graded assignments and have students place them in the appropriate section of their binders. Remind them that their binders are due at the end of the period in Lesson 30; that means they have four days to make sure everything is in order according to date and section.
- 2) Vocabulary – Post the new vocabulary word: discrimination. Have students add it to their vocabulary list, write down the definition, write the definition in their own words, create a sentence for it, and make a flash card.
- 3) **Daily Log** – Ask students to copy the Daily Log below.
- 4) **Vocabulary Flash** – Pair 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 their 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. So 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
	5-Compare and contrast the two columns from your Perceptions of American/African Americans in 1959 and the Early 1960's. Why might the columns be similar? Why might the columns be different? 1 page		1. Journal 2. Reading	Act I Scene I, <i>A Raisin in the Sun</i>	1. Organize binder according to date and section. 2. Finish reading your novel. 3. Finish reading A Raisin in the Sun, Act I Scene I 4. Make a list of race identity constructs found in <i>A Raisin in the Sun</i>

ACTIVITIES – INDIVIDUAL AND GROUP

1. Comparing Initial Perceptions to the Introduction – Have students take out their homework from last night, Perceptions of American/African Americans in 1959 and the Early 1960's. Ask them to look at their initial perceptions in the left column and the information they found in the Introduction listed in the right hand column. Have them put a star next to the things that are similar. Then ask them to take out a sheet of paper and title it **Journal 5**. Ask them to journal about the following:

**Compare and contrast the two columns from your Perceptions of American/African Americans in 1959 and the Early 1960's. Why might the columns be similar? Why might the columns be different? 1 page**

2. Group Share – At the end of ten minutes, call time. Ask students to share their ideas with their group members. They can either read their journal or they can tell about their ideas. Give students five minutes to share.
3. Present – At the end of five minutes, call time. Randomly call on a member of each group to tell the ideas their group members talked about. Today, they will begin to look at how the circumstances of the time may have played themselves out in the text (no pun intended). Collect Journal 4.
4. Reading – Tell students that for the rest of the period they will be reading Act I Scene I of *A Raisin in the Sun*. This first scene is approximately 30 pages long and will definitely take them the entire period to get through. Because it is a play, the most effective way to read it is out loud, as plays are meant to be seen and heard. They will be reading in their groups. First, ask them to figure out the roles in the first scene (there are only 5). They can do this by skimming the pages. Second, have them assign roles (some students may have to play more than one part, depending on how many people are in their group). Third, remind them to read the opening italics. Ask them why reading the italics is important. They should be able to come up with the fact that the italicized text sets the scene. Finally, today they are reading to understand the plot. Hand out a Plot Diagram to each student. As they go along, they should fill in the parts of the **Plot Diagram**. They will not be able to fill it all out today because they are not reading the entire play. But they can start with the setting, the characters, possibly theme, some rising action, and maybe even the conflict. It will be up to their groups to decide on the important aspects of the play they can record.
5. Homework Review – Their homework will be to identify race identity constructs.

HOMEWORK

- 1) Organize your binder according to date and section. Due Lesson 30.
- 2) Finish reading your novel. Due tomorrow when you walk in the door.
- 3) Finish reading Act I Scene I of *A Raisin in the Sun*.

- 4) List as many constructs of race identity as you can find in Act I Scene I.
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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 ideas the group is giving 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.

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#### DOCUMENTATION FOR PORTFOLIO

Evaluation Essay #1  
Evaluation Essay #2  
Project 2  
Evaluation Essay #3  
Project 3 – Planning Your First Image