

TITLE OF LESSON

English 2 Unit 1 Lesson 30 – *A Raisin in the Sun*, Act 2 Scene 1:
What's on the Inside/Outside of Race Identity?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3, 3.0, 3.3-12, W1.0-2, 1.4, 1.6-7, 1.9, 2.0, 2.2a-d, W/O1.0-5, L/S1.0-1, 2.4a-d

MATERIALS

Act 2 Scene 1, *A Raisin in the Sun*
Plot Diagram – Student Page
Butcher Paper
Markers

LESSON OBJECTIVES

- To effectively take a vocabulary quiz
 - To review constructs of race identity
 - To add constructs and ideas to character charts
 - To add Asagai to the characters they are studying and identify the constructs he may represent
 - To read Act 2 Scene 1 of *A Raisin in the Sun* out loud in groups
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EXPLANATION OF LESSON

Students will begin the period with a vocabulary quiz. Make sure you have chosen five words (any five from the beginning of the quarter until now) and created a sentence for each of them, being sure to leave blank where the vocabulary word would go. Then students will be reading *A Raisin in the Sun*, Act 2 Scene 1. Today, as before, they will be reading for constructs of race identity. They will be adding to their character charts and creating a new character chart for Asagai who was introduced in Act 1 Scene 2. Prepare one large sheet of butcher paper with Asagai's name written in the middle.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) **Vocabulary Quiz 2** – Have students clear their desk of everything but a sheet of paper and a pen or pencil. Have them title the quiz Vocabulary Quiz 2. Follow the same procedure as the last quiz. Begin your quiz as soon as the bell rings. Read your sentence twice only. Have students write the correct missing word. Remind them that spelling counts and of course, their knowledge of the words meaning. Any unexcused late students will just miss out on the quiz. Make sure to let excused absences and tardies know that they must make up the quiz on their own time.
- 2) **Vocabulary** – Post the new vocabulary word – assimilation. Have students add it to their vocabulary list. Tonight, they will define it, write the definition in their own words, create a sentence for it, and make a **flash card**.
- 3) **Homework Check** – Initial Novel Evaluations Draft 2, making sure they are complete before you place your initials on them. Collect their five most critical events they wrote out for Act 1 Scene 2. Pass back all graded assignments and have students place them in the appropriate section of their binders. Remind students their binder is due today at the end of the period. Have students copy the Daily Log below.
- 4) **Editing** – Post your **Editing Skills List**. Have students trade their Novel Evaluations with a partner and begin editing, following the instructions in the **Novel Evaluations Instructions** sheet. Tell them they will only have 20 minutes to edit the entire piece, so they need to stay focused.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
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				Act 2 Scene 1, <i>A Raisin in the Sun</i>	1. Write final draft of Novel Evaluation. 2. Create a flash card for new vocabulary word. 3. Finish reading Act 2 Scene 1.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Adding New Characteristics – Ask students if they noted any new characteristics for their characters. Take as many ideas as are given and have students add them to the character charts you have posted. Go through each character. Then ask if they remember the new character that was introduced in Act 1 Scene 2. Have each student think of one characteristic that should be listed for Asagai. Tell them they may use their notes and/or text from the novel. Call on each student to tell the characteristic he thought of. Have them write their idea on the butcher paper or make an image for it and place it where they think it should go. Ask if they can see any race identity constructs in him, especially in light of having watched the film *Ethnic Notions*. Have them list them. Be sure that all students are writing their own character chart so they have it in their notes.
2. Message – Ask if anyone has an idea of the message/s this author is trying to convey. Add them to their [Plot Diagram](#). Ask keep out their **Plot Diagrams**, as they will add to them while they read.
3. Reading – Act 2 Scene 1 of *A Raisin in the Sun*. In groups, students are to read this portion of the play exactly as they have been doing, out loud by role. Have them decide what roles are called for today. Then have them assign roles accordingly.
4. [Binders](#) – Collect student binders, to be graded this evening.

HOMEWORK

- 1) Write final draft of Novel Evaluation.
- 2) Create a flash card for new vocabulary word.
- 3) Finish reading Act 2 Scene 1.
- 5) Identify all race identity constructs.
- 6) Identify at least 5 significant events and explain why they are significant.
- 7) Identify the author's message/s.

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.

Illustrator – Your job is to draw any images your group decides on. It is not your job to think of the ideas for the image. However, it is your job to help group members generate ideas for images to use.

DOCUMENTATION FOR PORTFOLIO

- Evaluation Essay #1
- Evaluation Essay #2

Veils
What's On the Inside/Outside?

2:1:30:A Raisin in the Sun, Act 2 Scene 1:
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Project 2: Deconstructing Newspapers
Evaluation Essay #3
Project 3 – Planning Your First Image
Project 4 – Planning Your Second Image

