

TITLE OF LESSON

English 2 Unit 1 Lesson 31 – *A Raisin in the Sun*, Act 2 Scene 2
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, 3.3-12, W1.0-2, 1.4, 2.2a-d, L/S1.0-1, 1.3-9, 2.0, 2.4a-d

MATERIALS

Act 2 Scene 2, *A Raisin in the Sun*
Plot Diagram – Student Page
Novel Evaluation Presentation Rubric – Student Page

LESSON OBJECTIVES

- To infer meaning for two words coupled as a single concept and to apply that meaning to the text
 - To identify most significant events in the play and provide solid reasoning and evidence that explains why
 - To add constructs and ideas to character charts
 - To read Act 2 Scene 2 out loud in groups
 - To create a one minute presentation of their novel evaluation
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EXPLANATION OF LESSON

Today, students will be turning in their Novel Evaluation Essays. You may want to have posted on the board the order you would like to have the drafts stapled together just as reinforcement. Post the new vocabulary word. This may be a concept that students are familiar with. However, please note the words are not found together in the dictionary which means students will have to figure out what it means when the words used together as a single thought. You may want to give them hints in terms of what it has to do with (economic status, socio-economic gains, etc.). You will also need a copy of the **Novel Evaluation Presentation Rubric** for the students, either individual copies or an overhead copy.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/Initial and collect all complete Novel Evaluation Essays. Be sure students have stapled them in the correct order.
- 2) **Daily Log** – Pass back graded binders and assignments. Have students place assignments in the appropriate section of their binders. Then ask them to copy the Daily Log below.
- 3) Vocabulary – Post the new vocabulary word – upward mobility. 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**.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
	7 – How does Act 2 Scene 2 reflect the idea of a dream deferred? Why is this important? 1 page			Act 2 Scene 2, <i>A Raisin in the Sun</i>	1. Create a flash card for new vocabulary word. 2. Finish reading Act 2 Scene 2. 3. Write Journal 6. 4. Create one minute SSR novel evaluation presentation-due lesson

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ACTIVITIES – INDIVIDUAL AND GROUP

1. Building Plot – In groups, have students take out their lists of important events from Act 1 Scenes 1 and 2 and Act 2 Scene 1. Tell students they will have ten minutes to decide what the five most important events have been so far in the play and why they are so significant. They should list them in order of occurrence on a sheet of butcher paper. All people in the group must agree. Have them assign roles (see Group Roles below) and then begin. Give them ten minutes to finish.
 2. Present – At the end of ten minutes, call time. Ask the presenter from each group to stand and present his group's agreed upon Plot Summary and the reasons they chose their five events as the most significant. Remind students that one group's opinions of what is the most significant may not be another group's as long as they are all able to support their opinions with logical reasoning and evidence.
 3. Character Charts – Ask if there are any new qualities or characteristics that should be added to each of the character charts posted. Have a student write them in.
 4. Reading – Act 2 Scene 2 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. Ask them to take out their [Plot Diagrams](#), as they should add to them while they read. Whatever they do not finish in class is reading homework tonight.
 5. Homework Review – Review tonight's homework assignment. Pass out copies of **Novel Evaluation Presentation Rubric** or post a copy on the overhead projector.
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HOMEWORK

- 1) Create a [flash card](#) for new vocabulary word. Study the rest of your vocabulary words.
 - 2) Finish reading Act 2 Scene 2.
 - 3) Write [Journal 7](#).
 - 4) Create a one-minute SSR Novel Evaluation presentation for the entire class – due in Lesson 34 (see **Novel Evaluation Presentation Rubric** for what must be included in your presentation and how you should present).
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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.

Presenter – Your job is to accurately present the ideas the group has come up with to the class. It is your job to explain all of the ideas thoroughly. So be sure you are paying attention.

DOCUMENTATION FOR PORTFOLIO

- Evaluation Essay #1
- Evaluation Essay #2

Veils
What's On the Inside/Outside?

2:1:31:A Raisin in the Sun, Act 2 Scene 2

Project 2: Deconstructing Newspapers
Evaluation Essay #3
Project 3 – Planning Your First Image
Project 4 – Planning Your Second Image

