

TITLE OF LESSON

English 2 Unit 1 Lesson 35 – Wrapping Up *A Raisin in the Sun*

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, L/S1.0-1, 2.0, 2.2a-f, 2.4a-d

MATERIALS

None

LESSON OBJECTIVES

- To employ good study habits to take a vocabulary quiz
 - To set goals for their next piece of writing
 - To read silently for a sustained period of time
 - To trace the idea of a dream deferred through the entire play and understand its meaning
 - To identify race identity constructs in *A Raisin in the Sun* and begin to think about how the concepts of inside and outside race identity may fit together as one perspective
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EXPLANATION OF LESSON

Students will begin the lesson taking a vocabulary quiz that you design using five of their vocabulary words from the entire list. They will be getting their Evaluation Essays back, setting their goals for their next essay, and placing the Evaluation Essays in their portfolios. Then they will begin [Silent Reading](#), keeping in mind their next books should be finished by Lesson 10 of unit 2, which gives them 20 days in class to finish. Students will discuss their journals from last night, come up with a group answer, and present their answers to the class. Finally, if there is time, students will begin their journals.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) [Vocabulary Quiz 3](#) – Have students clear their desks of everything but a sheet of paper and a pen or pencil. Have them title the quiz Vocabulary Quiz 3. Follow the same procedure as with the last quiz. Begin your quiz as soon as the bell rings. Read your sentences twice only. Have students write the correct missing words. Remind them that spelling counts. Any unexcused late students will miss the quiz and get a zero. Make sure to let excused absences and tardies know that they must make up the quiz on their own time.
- 2) Homework Check – Initial all complete homework assignments. Make sure all students have a new novel to read for Silent Reading. Remind them that if they did not bring a novel today, they must get one for tomorrow and they will be marked off one point for every day they are late. You may want to have books available in the classroom.
- 3) [Daily Log](#) – Have students copy the Daily Log below.
- 4) [Goal Setting](#) – Pass back all graded Evaluation Essays. Ask students to take out the **Evaluation Rubric** or post it on an overhead. Have students look at the grades they received and compare them to the grades they said they would like to earn (you should have a list of the grades they were aiming for, as they gave them to you the last time they did goal setting). Ask them to take out another sheet of paper, write their names and the date on it, and decide what grades they would like to aim for in their next essays. Have them look at the **Evaluation Rubric** and the Grading Procedure at the end of the **Novel Evaluation Instructions** sheet to decide what they have to improve in order to get the grades they say they would like to earn. Then ask them to write specifically what they will work on to get the grades they have targeted. It could be that they need to work on turning their work in on time, writing second drafts, getting their papers edited properly, making sure to include 3 reasons that back up their thesis statements, or having at least 2 pieces of supporting

evidence with quotes from the text. Have them choose at least 2 specific things they can do to earn the grades they are shooting for. Collect their goals and have them place their Evaluation Essays in their portfolios.

- 5) **Silent Reading** – Read silently for 15 minutes with the students. At the end of 15 minutes, call time. Ask students to describe a great hook (the opening of a novel that should grab the reader’s attention). If no one volunteers, you describe your novel’s hook (remember you are reading with them). Be sure to tell whether or not you think the hook is a good one and why. Tell students that often what keeps readers reading is a really good hook. Tell them whenever they read, they should look for the hook, keeping in mind that sometimes the hook isn’t in the very first paragraph, and that some novels start slow and build to become interesting. You can skim to a place you find interesting to demonstrate this to the class.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
	11- After having studied different perspectives of race identity and decided which belong inside and which belong outside, explain how the outside and the inside might fit together. List as many ways as you can think of to make them fit together and be sure to explain why they fit in the manner you describe. 1 page		Vocabulary Quiz 3 Goal Setting Creating an Image of Race Identity that demonstrates the relationship between the inside and outside images		1. Bring your silent reading novel to class. 2. Write Journal 11.

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Journal Read Around** – Have students take out **Journal 10**. In their groups, have them pass them to the person sitting on their right. Then read them. When they have finished, have them pass them to the right and read them. Continue the process until each person’s journal has been read by group members and the author has his own. Then ask students to decide on a group answer to the journal question. Give them five minutes. At the end of five minutes, call time. Randomly call on a member of each group to present the group decision. Collect their journals.
2. **Discussion** – So far students have been studying perceptions of race identity constructs. They have talked about what may be on the inside and the outside of race identity. Ask students to look at the character charts they have created for the play. How have they interpreted the author’s ideas of race identity in the characters? Because human beings are complex and authors strive to create complex characters, would they say that Lorraine Hansberry has succeeded? Why or why not? Issues of race identity are complex as well because they are not only a part of our perceptions, but, frequently subconsciously, they guide our actions, words, and behavior. In order to create a round, more complex version of race identity, it is important to figure out how the inside and the outside interact. How do the ideas of the outside of race identity and the ideas of the inside of race identity interact in *A Raisin in the Sun*? Take as many answers as possible. Does that interaction create a new perspective all its own? If so, what does it look like?
3. **Ethnic Notions** – Ask students to take out the **Ethnic Notions** handout. Now that they have finished reading the novel, ask them to fill in the rest of the handout. Give them the rest of the period to work on it in their groups. Be sure to collect it, when the bell rings.
4. If there is time, have students begin their journals in class.

HOMEWORK

- 1) Choose your next silent reading novel. Purchase or borrow it and bring it to class.



2) Write **Journal 11**.

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

Project 2: Deconstructing Newspapers

Evaluation Essay #3

Project 3 – Planning Your First Image

Project 4 – Planning Your Second Image

Novel Evaluation