

# Title: *A Raisin in the Sun* by Lorraine Hansberry

Grade Level: 11-12

Subject(s): English Language Arts

Keywords: Theme, Characterization

<b>Lesson Plan:</b>	<i>A Raisin in the Sun</i> by Lorraine Hansberry
<b>Subject:</b>	English Language Arts
<b>Grade(s):</b>	11-12
<b>Description/ Abstract of Lesson</b>	Students will study the play <i>A Raisin in the Sun</i> by Lorraine Hansberry, exploring the connection between theme and technique and identifying central ideas in the play.
<b>LAFS.1112.RL.1.1</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
<b>LAFS.1112.RL.1.2</b>	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
<b>LAFS.1112.RL.1.3</b>	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
<b>LAFS.1112.RL.2.5</b>	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
<b>LAFS.1112.W.4.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>LAFS.1112.SL.1.1</b>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
<b>Objective(s):</b>	Students will be able to: <ul style="list-style-type: none"><li>● identify central ideas in the text</li><li>● analyze and interpret the connection between theme and technique in the play</li><li>● understand how Hansberry's choice to dramatize certain events on-stage and off stage helps to determine the play's focus</li></ul>
<b>Materials:</b>	<ul style="list-style-type: none"><li>● <a href="#">Biography of Lorraine Hansberry</a></li><li>● <a href="#">Biography video of Lorraine Hansberry (2:17)</a></li><li>● <a href="#">"Harlem: A Dream Deferred" by Langston Hughes</a></li><li>● <a href="#">Biography of Langston Hughes</a></li><li>● <a href="#">A Raisin in the Sun</a></li></ul>
<b>Duration:</b>	<ul style="list-style-type: none"><li>● 6-8 class periods</li><li>● Block Scheduling (90 min.) 1 class period</li></ul>
<b>Lesson Lead In/ Opening:</b>	1. Students complete warm-up journal entry to answer the prompt: Do you think having dreams for the future is vital to success? Explain. Write at least one pager.

	<ol style="list-style-type: none"> <li>2. Students engage in a think: pair: share. They share their journal entries with at least three classmates. Then the class debriefs with volunteers discussing what they wrote and the class engaging in dialogue about dreams: personal, academic, family, community-wide, societal.</li> <li>3. Tell students that you will be reading a play by Lorraine Hansberry called <i>A Raisin in the Sun</i> about an African American family's dreams. The play begins with a poem by Langston Hughes "Harlem: A Dream Deferred."</li> <li>4. Share the <a href="#">biography video on Lorraine Hansberry</a> and provide key biographical information on Langston Hughes.</li> </ol>
<b>Activity 1:</b>	Read " <a href="#">Harlem: A Dream Deferred</a> " with students. Ask students to work with a partner to write a three-sentence summary of the poem's message to readers. Then debrief as a class, highlighted Hughes' use of similes and imagery to convey the meaning of the poem.
<b>Activity 2:</b>	<p>Read and discuss Act I of the play. Students complete a 10-item summary of Act I.</p> <p>Sample Guiding Questions for Act I are as follows:</p> <ul style="list-style-type: none"> <li>● How does Walter's dream for the future differ from Mama's?</li> <li>● How does Beneatha's identity compare/contrast to Mama's? Ruth's?</li> <li>● How does living in one household impact the Younger family's relationship?</li> </ul> <p>After reading Act I, students identify and explain four sources of tension/conflict in the play (egs. Walter v. Mama; Mama v. Beneatha; Walter v. Ruth).</p>
<b>Activity 3:</b>	<p>Read and discuss Act II and Act III of the play. Students complete various activities while reading:</p> <ul style="list-style-type: none"> <li>● Complete a five-item summary of a scene. Identify, write down, and explain two significant quotes. For each quote, note the speaker, Act and Scene, what's happening in the play, and the impact of the quote on the plot.</li> <li>● Choose a main character and write a diary entry from his/her point of view about what's happened in the play so far.</li> <li>● Write a journal entry on the role of children in the play.</li> <li>● Write a journal entry on George Murchison v. Joseph Asagai. What role does each young man have in her life?</li> <li>● Write a journal entry on two central ideas in the play. How does Hansberry use literary techniques (egs. characterization, symbolism) to develop each idea?</li> <li>● How does Walter change throughout the play?</li> </ul>
<b>Activity 4:</b>	As a culminating activity, students complete a <a href="#">one-pager</a> on <i>A Raisin in the Sun</i> . Students present their one-pagers in small groups. Then the class creates a display of its one-pagers on the bulletin board.
<b>Higher Order Thinking Questions:</b>	<ul style="list-style-type: none"> <li>● What approaches does Lorraine Hansberry use to develop character and plot over time in the play? Provide at least three examples from the text with parenthetical citations to support your answer.</li> <li>● What approaches does Hansberry use to reveal social/historical values that embody the play? Provide at least three examples from the text with parenthetical citations to support your answer.</li> <li>● What symbols contribute to the meaning of the play? Name at least three symbols, and discuss how they help to communicate the meaning of the play. Provide at least three examples from the text with parenthetical citations to support your answer.</li> <li>● How does Hansberry's choice in dramatizing certain events on stage and others off stage help determine the play's focus? Provide at least three examples from the text with parenthetical citations to support your answer.</li> <li>● How does the poem, "Harlem: A Dream Deferred" by Langston Hughes, found at the beginning of the play, relate to <i>A Raisin in the Sun</i>? Provide at least three examples from the text with parenthetical citations to support your</li> </ul>

	<p>answer.</p> <ul style="list-style-type: none"> <li>● What do you think is the theme of <i>A Raisin in the Sun</i>? Explain. Provide at least three examples from the text with parenthetical citations to support your answer.</li> <li>● Discuss two literary techniques Hansberry uses to convey the theme of the play, and explain their impact on the text. Provide at least two examples per literary technique to support your answer.</li> <li>● What are three central ideas in the play? How does Lorraine Hansberry convey them throughout the text? For each central idea, provide at least three examples from the entire play to support your answer.</li> </ul>
<p><b>Suggested Book:</b></p>	<p><i>Looking for Lorraine: The Radiant and Radical Life of Lorraine Hansberry.</i> (2018). Imani Perry. Beacon Press.</p>
<p><b>Web Resources</b></p>	<p><a href="#">The Autobiographical Roots of A RAISIN IN THE SUN</a>  <a href="#">Full Audio of A RAISIN IN THE SUN</a></p>