

Delta State University

NEH Landmarks Workshop
The Most Southern Place on Earth

Topic: *A Raisin in the Sun* in the context of the Great Migration

Grade Level: High School

I. Learner Outcomes

A. Students will:

1. Define the Great Migration
2. Understand the scale of the Great Migration
3. Explore the effects of the Great Migration on Chicago
4. Understand the effects of the Great Migration on characters in *A Raisin in the Sun*

II. Procedures

A. Introduction

1. Complete the lesson "A Sense of Place: References to the South in Chicago Blues"
2. Show PowerPoint presentation on Great Migration

B. Learning

1. Pass out maps of Bronzeville and West Side African-American neighborhoods
2. Distribute fact sheet on African-American population growth in Chicago during Great Migration
3. Have students calculate population density in Chicago's Black neighborhoods and compare to their own neighborhood today.
4. Discuss infant mortality and have students brainstorm other problems resulting from densely-populated poor neighborhoods.
5. Read and discuss *A Raisin in the Sun*.
6. Students analyze the play for evidence of where Mama lived before coming to Chicago and cite specific examples, including page number.

C. Culmination

1. Write a multi-paragraph essay exploring the problems a high school student would face living in the Youngers' neighborhood (specific to the neighborhood).
2. Or: Discuss how the pressures of living in Bronzeville affect the characters in *Raisin in the Sun*

III. Materials

- A. PowerPoint of images from the Delta, blues songs, population statistics

B. Maps of Chicago
 C. *A Raisin in the Sun*

IV. Evaluation

A. Rubric (at end)

Alan Cummings, Spotswood High School, Spotswood, NJ
 Dale Dassonville, John Hersey High School, Arlington Heights, IL

NAME:		PERIOD:	DATE:
<i>Raisin in the Sun</i> Rubric			
Criteria	5-4	3-2	1-0
English Skills: Frag/ROS/CU X1	Writer includes absolutely NO fragments, run-on sentences, or incorrect comma usage. Writer effectively utilizes semi-colons and colons.		Writer includes fragments, run-on sentences, or incorrect comma usage. Writer does not effectively utilize semi-colons and colons.
English Skills: SVA, PAA X1	Writer includes absolutely NO disagreeing subject and verbs and pronoun-antecedent agreement.		Writer includes disagreeing subjects and verbs and pronouns and antecedents.
Prepositions X1	Writer includes absolutely NO inappropriate prepositions.		Writer includes 1 or more inappropriate prepositions
Pronouns X1	Writer effectively uses pronouns.		Writer does not effectively use pronouns

Introduction (Judgment & Focus) X2	Writer effectively grabs the attention of the audience. Writer demonstrates clear purpose and a clear understanding of the prompt with clear connector and thesis statements. Writer provides clear focus for the essay.	Writer somewhat grabs the attention of the audience. Writer demonstrates purpose and an understanding of the prompt with connector and thesis statements. Writer provides clear focus for the essay.	Writer poorly or does not grab the attention of the audience. Writer demonstrates little or no purpose and poor or no understanding of the prompt with poor or nonexistent connector and thesis statements. Writer provides little or no focus for the essay.
Main Ideas (Focus, Position & Organization) X2	Writer selects important features or attributes of the items that can provide insight into the nature of those items being analyzed. Writer includes one main idea sentence per main body paragraph that clearly relates to the argumentative thesis and aids in the organization of the main points.	Writer selects characteristics that can provide for meaningful analysis. All main ideas present. One or more may need further development or stronger connection to thesis.	Writer selects characteristics that are not important and don't lead to insightful conclusions. Writer omits at least one main idea.
Evidence (Position) X4	Writer accurately selects evidence from a variety of sources. Writer includes specific, appropriate, sufficient, and accurate evidence to support his/her main ideas and thesis. All direct quotes and paraphrases are properly introduced and cited according to MLA.	Writer somewhat selects evidence from a variety of sources. Writer includes some specific, appropriate, sufficient, and accurate evidence to support his/her main ideas and thesis. All direct quotes and paraphrases are somewhat introduced and cited according to MLA.	Writer does not accurately select evidence from a variety of sources. Writer does not include specific, appropriate, sufficient, accurate evidence to support his/her main ideas and thesis. All direct quotes and paraphrases are not properly introduced and cited according to MLA.

Links & Analysis (Position) X4	With audience in mind, writer logically and thoroughly explains how evidence supports the main idea/thesis.	With audience in mind, writer somewhat logically and thoroughly explains how evidence supports the main idea/thesis.	With audience in mind, writer does not logically and thoroughly explain how evidence supports the main idea/thesis.
Concluding Paragraph (Judgments, Focus & Position) X2	Writer effectively echoes the thesis and attention-getter. Writer closes the essay with a good clincher statement.	Writer somewhat echoes the thesis and attention-getter. Writer somewhat closes the essay with a good clincher statement.	Writer does not effectively echo the thesis and attention-getter. Writer does not close the essay with a good clincher statement.
Using Language X1	Writer effectively uses audience-appropriate and concise vocabulary, grammar, and expression in order to enhance message and fulfill purpose of essay.	Writer somewhat uses audience-appropriate and concise vocabulary, grammar, and expression in order to enhance message and fulfill purpose of essay.	Writer does not use audience-appropriate and concise vocabulary, grammar, and expression in order to enhance message and fulfill purpose of essay.
Organizing Ideas X1	Writer uses clear and sensible transitions between each piece of evidence. Essay is coherent and logically organized. Writer uses a variety of modes effectively.	Writer somewhat uses clear and sensible transitions between each piece of evidence. Essay is coherent and logically organized. Writer somewhat uses a variety of modes effectively.	Writer does not use clear and sensible transitions between each piece of evidence. Essay is not coherent and logically organized. Writer does not use a variety of modes.
Works Cited Page X1	Writer's Works Cited Page is 100% correct.		Writer's Works Cited Page includes 1 or more errors.
MLA Outline X2	Outline has a proper heading and title. Outline is in keyword format. Outline includes introduction, body, and conclusion.		Outline has an improper heading and title. Outline not in keyword format. Outline does not include introduction, body, and conclusion.
Assignment Requirements X1	Double-spaced, 12 point standard font, black ink, 1 inch margins, and page numbers. See model paper in <i>The Bedford Handbook</i> (p.637-645).		Does not meet requirements
SUBTOTAL /120	LATE	FINAL SCORE /	GRADE: