

Unit Guide: *A Raisin in the Sun* as a Response to the Civil Rights Era by Jeanne Lebow

Grade Level: 11 (Literary Arts/Creative Writing)

I. Overall Goals and Activities:

Lorraine  
conflict,  
imagery through  
discussion of the  
American  
discussion of  
clusters, and  
worksheet that  
analysis of  
matching  
based  
Jim Crow  
Civil Rights  
autobiographical  
issues of the  
Hughes and

Students will demonstrate increasing understanding of  
Hansberry's themes, characters/motivations, setting, plot,  
language/word choice, irony, allusion, foreshadowing,  
completion of the following activities:  
A. Introductory/motivational journal work and group  
meaning(s) of the American Dream as part of the  
Experience throughout history;  
B. Introductory reading of the Hughes poem and group  
its metaphors, the order/organization of the image  
application to the American Dream;  
C. Reading the play aloud;  
D. Additional journal work and discussion;  
E. Completing a basic character and theme analysis  
includes character motivation, observable qualities, an  
the "round" characters and their growth, as well as  
Hughes's image clusters to the characters in the play;  
F. Small group research and production of a PowerPoint  
on (1) general events in the Great Migration, (2) the  
laws, (3) the Emmett Till case, (4) other aspects of the  
Movement and the major laws that resulted, (5)  
and biographical material on Hansberry, (6) gender  
time, (7) comparative analysis of poetry by Langston  
Gwendolyn Brooks;  
G. Viewing of the PowerPoints;  
H. Viewing the DVD of a production of a film version of

*Raisin*;

background

analysis

PowerPoints;

and as a

well as its

*Louis Till* (DVD)

personal

unit;

an analysis of

historical

(2) how

techniques,

I. Journal work and discussion of the film/play including information from the PowerPoints;

J. Completing an advanced character/theme/language worksheet that includes information gained from the

K. Group discussion of what students gained individually group from the thorough analysis of the play itself as background;

L. Bonus: Screening of *The Untold Story of Emmett*

M. Additional journal work leading to each student writing a essay about his or her learning experiences with the

N. Follow-up on the term exam: Students will complete the unit's impact on (1) their understanding of how events influence writers' themes and other choices and their study helped them approach their own writing, applied, etc.

## II. Evaluation of Above Activities:

play

Till DVD;

20/100

A. Daily grades for journal writing, discussion, reading the aloud, viewing the play as well as the powerpoints and

B. The two character worksheets count as quiz grades;

C. The personal essay counts as two quiz grades;

D. The PowerPoint counts as a project grade;

E. Each of the two follow-up questions on the exam counts points.

## III. Specific State Objectives:

evaluate

A. The student will analyze, interpret, compare, contrast,

genres to literary elements in multiple texts from a variety of  
 them as recognize patterns and connections (2d).  
 which they were B. The student will analyze works of literature to evaluate  
 responses to the events of the historical period in  
 informative written (2e).  
 developed by C. The student will compose responses to literature in the  
 and sufficient mode clearly expressing a main idea thoroughly  
 as Power relevant supporting details which are well elaborated  
 in number (3c).  
 D. The student will compose functional documents, such  
 Point presentations (3f).  
 E. The student will compose personal statements (3g).

IV. Materials/Resources:

- anthologies
- A. *A Raisin in the Sun* in the classroom set of Norton
  - B. *A Raisin in the Sun*, DVD of the 1961 film
  - C. [www.poetryoutloud.org](http://www.poetryoutloud.org)
  - D. [www.pbs.org](http://www.pbs.org)
  - E. [www.facinghistory.org](http://www.facinghistory.org)
  - F. [www.jimcrowhistory.org](http://www.jimcrowhistory.org)
  - G. [www.chicagodefender.com](http://www.chicagodefender.com)
  - H. [www.law.umkc.edu/faculty/projects/ftrials/ftrials.htm](http://www.law.umkc.edu/faculty/projects/ftrials/ftrials.htm).famoustrials
  - I. <http://www.teachersdomain.org>
  - J. <http://www.historicalstockphotos.com> (free)
  - K. <http://afroamhistory.about.com/>
  - L. [www.sitinmovement.org/home.asp](http://www.sitinmovement.org/home.asp)
  - M. [http://memory.loc.gov/learn/features/civilrights/learn\\_more.html#civilrights](http://memory.loc.gov/learn/features/civilrights/learn_more.html#civilrights)
  - N. [www.poetryfoundation.org](http://www.poetryfoundation.org)