A Raisin in the Sun

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| Teacher / Class:  Mr. Griffin / English 2 | Text: play | | Date:  Friday mar. 4, 2016 |
| Instructional Objective: Understand characterization and setting as reflecting the family’s socio-economic circumstance, and thus the central conflict | | | |
| Connection to Larger Unit: Conflicting dreams | | | |
| CCLS Standards Addressed:  CCLS.ELA-Literarcy.RL.9-10.3  CCLS.ELA.Literacy.RL.9-10.5a  L9.4b parts of speech | | | |
| Learning Outcomes:  Students will   * Analyze how the conflicts of each character are reflected in their speech and actions * discuss coherently each character’s individual conflict as reflective of setting * write the character’s central conflict * Find evidence that shows development of conflict | | Connected Assessments:  Informal: teacher visits students during their individual and paired work to assess the quality of their interpretation of the text, assisting and clarifying as needed.  Rotation: Teacher rotates to make sure each student understands and is able to apply his or her learning.  Exit Ticket: article and poem? | |
| Materials:  Text  Chart for character | | | |
| Differentiation Plan - copies of notes for students who need them  Selected students will be called for one-on –one coaching based on prior and ongoing assessments | | | |
| |  | | --- | | Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class\_\_\_\_\_\_\_\_\_\_  Friday 3/4/16 Mr. Griffin [Jgriffi5@schools.nyc.gov](mailto:Jgriffi5@schools.nyc.gov)  <http://nycmsenglish.weebly.com>  Dn: What is your character’s central conflict?  Aim: How do we combine two secondary texts with the play to show development of a character’s conflict?  Homework due: annotations on Baldwin  Homework: essay due Thurs. Mar. 10  Instructions:   1. write char conflict 2. Find conflict in poem (evidence) 3. Find conflict in essay on play, Baldwin reading, times article, short essays on family, Ta-Nehisi Coates excerpt 4. Write a thesis statement 5. Write intro w thesis, titles and authors, lead in and transition 6. Write body paragraphs showing development of conflict in the play and the poem and essay 7. Write conclusion that shows how you have answered the question and suggests further thinking   Exit: What is your next step in preparing to or writing this essay?    Sample Intro - Conflict and intro –  “Hold fast to dreams, for if dreams die/life is a broken winged bird/that cannot fly” (Hughes “Dreams” 1-3).  Ruth’s conflict is that her family is falling apart and she feels powerless against it. Throughout the play, she suffers under the weight of reality. She is not getting along with her husband, she is pregnant and the apartment is already so crowded her son sleeps in the living room. Two texts that reflect her conflict are James Baldwin’s The Fire Next Time and the poem The Mother by Gwendolyn Brooks. These texts show that Ruth’s conflict is both personal and universal. That is to say, it is specific to Chicago in the 1950’s and reflective of everyone’s desire to escape from harsh conditions. Ruth, as a tough and solid character, tries to make a home out of a hell, but the question, even at the end of the play—though momentarily resolved by the fact that they are moving to Clybourne Park—remains unanswered. This essay will show that Ruth’s character is central to the family’s struggle and reflective of the universal struggle to have and “hold fast to [a] dream” (Hughes “Dreams”).  Essential Question(s):   * How can poetic language help answer difficult questions about society and family? * How does Hansberry deal with characters and   relationships in the play? What does she bring  out through these?   * How is the conflict about the check reflective of   the larger struggle to escape poverty and racism?   * Why is the Great Migration important to the play? * How do gender stereotypes affect the characters? | | | | |