Character Based Literacy Program Lesson Plan
A Raisin in the Sun, Introduction

Summary

A Raisin in the Sun by Lorraine Hansberry was first performed in New York City in 1959. *A Raisin in the Sun* is about a struggling African American family living in urban Chicago. This play was a precursor to both the civil rights and women's liberation movements.

The Younger family consists of Mama, her adult children (Walter and Beneatha), Walter's wife (Ruth), and their son (Travis). Walter is dissatisfied with his job as a chauffeur, and Beneatha is frustrated by a world that laughs at her un-ladylike goal of becoming a doctor. When Mama receives a sizeable life insurance settlement after her husband's death, each member of the family sees it as an opportunity to no longer live paycheck to paycheck; however, each member has a different idea of how to do that. They face racism, theft, and the mockery of their neighbors in their quest for change.

Content Warnings

A Raisin in the Sun is a play about real life, and some serious issues are discussed. Ruth is pregnant, and considers abortion. A busybody neighbor mentions racially motivated bombings, and uses the word "nigger." The family also has to deal with a white neighborhood association that's against them purchasing a house in a formerly all-white neighborhood.

Map

For this novel, it might be helpful to use a map of Chicago to trace the events. The entire play is set in the apartment, so we suggest you build a 2 or 3 dimensional set to track characters' movements as the enter and exit the stage.

Community Connection

This is a great opportunity to study housing rights – an issue the students will be exposed to throughout their lives. The U.S. Department of Housing and Urban Development has many informational resources available on its website at http://hud.gov.

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English Learning Connections/Support

Many English learners will relate to the difficult living situation of the Younger family. Acting out the play will prove useful. A setting map will orient EL students with the frequent entrances and exits of the characters.

Film Resources

Two film versions are available. The original 1961 version stars Sydney Poitier as Walter, and is not rated. There is a 2008 made-for-TV version starring Sean 'P. Diddy' Combs. It is rated PG-13, and well-reviewed; however, the 1961 version follows the original play more closely. Both are available on amazon.com.

Final Writing Assignment

The final writing product is a summary of an additional scene of 'A Raisin in the Sun.' In order to provide context for their scene, students will research the racial/political climate as well as social and economic movements underway at the time of the play's publication. Also, students will upload their summaries to an online forum and share their finished work with the teacher and classmates.

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Character Based Literacy Program Lesson Plan
A Raisin in the Sun, Day 1

Outcomes for Today

Standards for Writing:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any source and following a standard form for citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What was Southside Chicago like in the 1950s?

The Great Migration of the 1920's brought thousands of African Americans from the South to Chicago. They came to work in the industrialized city's steel and meatpacking plants, and escape the growing oppression they faced in the South. When they arrived in Chicago, however, they discovered that racism was present there as well, and strict zoning ordinances restricted them to specific segregated neighborhoods in Chicago's Southside. As the automobile became increasingly affordable, the phenomenon of "white flight" began, as white families moved to suburbs further to the west.

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Despite that, the area was not always a slum. Both federal housing projects and private development ensured that there was adequate housing for workers and their families; however, as industry started to move out of the Southside in the late 1950's, the quality of housing declined. This likely explains why Hansberry paints the Younger apartment as a place that was once proud, but now well lived in and depressing.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

accommodate (23)	indifference (26)	abruptly (28)	sullen (29)	gruffness (30)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 23-31 (ending when Travis exits)

Setting	Characters	Pages
Friday morning, the Younger living room	Ruth, Travis	23-25
	Ruth, Walter	25-27
	Ruth, Walter, Travis	27-28
	Ruth, Travis	28-30
	Ruth, Travis, Walter	30-31

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline.

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map – Create a class map of Chicago, Illinois. Identify the major natural features of the area, and locate the Southside, where the Younger family lives. Use an online or print version of an atlas or map to aid research.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Setting Floor plan – Based on the information provided, draw a floor plan of the Younger apartment. Refer to pages 23 and 24, especially. What is glaringly missing from the apartment?

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8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What is the living situation of the Younger family?
2. How does Ruth feel about her husband and son?
3. What do you think is the cause of the tension between Ruth and Walter?
4. How does Ruth feel when she has to refuse to give her son fifty cents?
5. Why does the Younger family have to rush to the bathroom in the morning?
6. Is Younger family's bathroom struggle a small kind of injustice the family is faced with? Why or why not? How does it affect their mood or lifestyle?
7. Who do you think is the better parent: Ruth or Walter?
8. Why is Travis excited about the mysterious check?
9. How would you feel if you were a member of the Younger family?
10. What does the detailed setting, described on pages 23 and 24, reveal about the Younger family?
11. What do you think will be the primary conflict in the play?

9. Analyze Analyze the key paragraph.

Key Paragraph

> *The* YOUNGER *living room would be a comfortable and well-ordered room if it were not for a number of indestructible contradictions to this state of being. Its furnishings are typical and undistinguished and their primary feature now is that they have clearly had to accommodate the living of too many people for too many years – and they are tired. Still, we can see that at some time, a time probably no longer remembered by the family (except perhaps for* MAMA*), the furnishings of this room were actually selected with care and love and even hope – and brought to this apartment and arranged with taste and pride (23.)*

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

In the first paragraph of Act I, Scene One, Hansberry's setting becomes a character in itself. The apartment that houses the Younger family reflects the state of their lives, and exemplifies the hopelessness that some of the characters have started to feel about life.

How does a home reflect a family? What can we learn about a person by examining where he or she lives?

In a paragraph respond to this statement: "The Youngers are a happy, middle-class family; all members of the family get along with one-another." In your response, argue in favor of your personal opinion, while keeping in mind that we haven't seen two of the main characters, MAMA and BENEATHA. What can we discern from the characters' environment before we meet them?

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11. Close Close by extending today's lesson to life and the world.

Community Connection – Housing Rights

Everyone has to deal with housing in her or his life. During this unit, focus on teaching students about housing. How does one apply for an apartment? What rights do renters have? What criteria can a prospective landlord use when choosing tenants? How do you qualify for a home loan? What steps must you take to buy your own home? What are homeowners' associations and what power do they have?

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Character Based Literacy Program Lesson Plan
A Raisin in the Sun, Day 2

Outcomes for Today

Standards for Writing:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim)s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

Why does the Younger family share a bathroom with other apartments?

The play begins with each Younger making a dash for the bathroom, trying to beat out another family. While most apartments today have private bathrooms, early tenement housing had shared bathrooms. There may have been only one bathroom per floor, which all the residents shared. This is still common around the world, though it is going out of practice in the United States. Even in college dormitories, where students have traditionally shared bathrooms with their entire floor, the current trend is to have bathrooms "en suite", shared between only a few students.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

vigorously (33)	vengeance (35)	intently (36)	pursuing (37)	invest (38)

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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 31-39 (ending when Walter exits)

Setting	Characters	Pages
Friday morning, the Younger living room	Ruth, Walter	31-35
	Ruth, Walter, Beneatha	35-38
	Ruth, Beneatha	38-39
	Ruth, Walter, Beneatha	39

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline.

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map - Apartment Floor Plan – Possibly using the floor plans students drew yesterday, create a large wall map of the Younger Apartment. Create visual representations of the characters that you can place around the apartment to represent their locations as you read the play.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

1g6 Setting Chart Complete a 1g6 Setting Chart for the Younger home. Essentially, the entire play is set in the same time and place, so the setting is a character in itself.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. In what business does Walter want to invest?
2. Do you think Walter's idea is a good one?
3. Beneatha's opinion of Walter's plan is obvious; what does Ruth think about it?
4. Why is Beneatha's career choice unusual, considering factors like her gender and race?
5. What is the primary conflict between Beneatha and Walter?
6. In your opinion, who's right: Beneatha or Walter?
7. What jobs do Ruth and Walter have?

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8. Why is Mama getting a large check?
9. If you were Mama, what would you do with the money?

9. Analyze Analyze the key paragraph.

Key Passage

WALTER Who the hell told you you had to be a doctor? If you so crazy 'bout messing 'round with sick people – then go be a nurse like other women – or just get married and be quiet…

BENEATHA Well – you finally got it said… It took you three years but you finally got it said. Walter, give up; leave me alone – its Mama's money.

WALTER *He was my father, too!*

BENEATHA So what? He was mine, too – and Travis' grandfather – but the insurance money belongs to Mama. Picking on me is not going to make her give it to you to invest in any liquor stores – *(Under breath, dropping into a chair)* – and I for one say, God bless Mama for that! (38.)

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Walter and Beneatha disagree about how their father's life insurance money should be spent. Walter thinks his mother should invest in a liquor store. Beneatha says that her mother should spend it however she wants, but hopes that her mother will spend some of it on her medical education. Walter thinks that kind of education is wasted on a woman.

Pretend you are *either* Walter or Beneatha. Write a short letter that provides an argument as to why your mother should help you with your plan. Be sure to outline your plan, and explain how your idea will benefit everyone in the family. Appeal to Mama's love for her family and provide concrete reasons to show her why your idea is the best. Use the Internet and various other resources to research the success, pros, and cons of the two options, and use that information to support your argument.

11. Close Close by extending today's lesson to life and the world.

Community Connection – Housing Rights

Everyone has to deal with housing in her or his life. This unit, focus on teaching students about housing. How does one apply for an apartment? What rights do renters have? What criteria can a prospective landlord use when choosing tenants? How do you qualify for a home loan? What steps must you take to buy your own home? What are homeowners' associations and what power do they have?

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1g6 Setting Chart

Where	When
Time	**Weather**

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Character Based Literacy Program Lesson Plan
A Raisin in the Sun, Day 3

Outcomes for Today

Standards for Writing:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim)s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any source and following a standard form for citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What does Ruth mean when she tells Mama to "have yourself a ball" (43)?
Ruth suggests that Mama spend the money on herself, take a trip and enjoy herself. The phrase "have a ball" literally refers to enjoying oneself at a party or dance. It is often used to describe a person having a lot of fun.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

inclined (39)	meddling (40)	reflective (44)	gesture (45)	vain (46)

READ

3. Review Review the timeline from the beginning every day.

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4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 39-48 (ending after BENEATHA says "I don't expect you to understand.")

Setting	Characters	Pages
Friday morning, the Younger living room	Ruth, Beneatha, Mama	39-41
	Ruth, Mama	41-46
	Ruth, Beneatha, Mama	46-48

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline.

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Chicago Map – On your class map of Chicago, identify Morgan Park, where Mama and her husband originally planned to buy a house.

Map - Apartment Floor Plan – Use your floor plan to represent characters' locations as you read the play.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait – Create an Open Mind Portrait for Mama. What is she planning to do with her money? Are there any options she hasn't thought of yet? What does she think of Walter, Ruth, Beneatha, and Travis?

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What kind of woman is Mama?
2. What does Ruth think of Mama as a mother-in-law?
3. What has gone wrong in Mama's life?
4. What kind of man do you think Mama's husband, "Big Walter", was?
5. Is the Younger family a "normal" family? Why or why not?
6. How did the family end up living in the apartment for over 30 years, when they were originally planning on staying no more than a year?
7. Did external factors outside of the Younger family's control (i.e. race) or internal obstacles (i.e. income level, cooperation) prevent the family from moving out?
8. Do you know anyone like Beneatha, who's always interested in something new?
9. What does Beneatha mean when she's trying to "experiment with different forms of expression"? (48)

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9. Analyze Analyze the key paragraph.

Key Paragraph

MAMA I ain't rightly decided. *(Thinking. She speaks now with emphasis)* Some of it got to be put away for Beneatha and her schoolin' – and ain't nothing going to touch that part of it. Nothing. *(She waits several seconds, trying to make up her mind about something, and looks at* RUTH *a little tentatively before going on)* Been thinking that we maybe could meet the notes on a little old two-story somewhere, with a yard where Travis could play in the summertime, if we use part of the insurance for a down payment and everybody kind of pitch in . I could maybe take on a little day work again, few days a week –

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

For the first time, Mama shares her plan for the ten thousand dollars she is about to receive. She plans to save for Beneatha's education, and put the rest toward buying a home for the family.

Pretend you are Mama. Write an argumentative note to Walter that claims that by supporting Beneatha and working towards a family home, your plan for the money is the best, and most just use of the inheritance. Tell your son that your plan is better than his, and will be best for the family. Use logic or commonly accepted belief to back up your assertions.

Also, research the idea of the common good by using Internet or authoritative print sources and use this concept in your argument. How will a home and a doctor in the family help the Younger family?

11. Close Close by extending today's lesson to life and the world.

Community Connection – Housing Rights

Everyone has to deal with housing in her or his life. This unit, focus on teaching students about housing. How does one apply for an apartment? What rights do renters have? What criteria can a prospective landlord use when choosing tenants? How do you qualify for a home loan? What steps must you take to buy your own home? What are homeowners' associations and what power do they have?

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Character Based Literacy Program Lesson Plan
A Raisin in the Sun, Day 4

Outcomes for Today

Standards for Writing:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim)s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is a neurotic?

No longer a scientifically used term, a "neurotic" is an emotionally unstable person. Beneatha calls her brother an "elaborate neurotic," meaning that his emotions were constantly changing.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

express (48)	elaborate (49)	drily (50)	precision (51)	profound (52)

READ

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3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 48-53

Setting	Characters	Pages
Friday morning, the Younger living room	Mama, Ruth, Beneatha	48-52
	Ruth, Beneatha	52
	Mama, Ruth	52-53

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline.

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map - Apartment Floor Plan – Use your floor plan to represent characters' locations as you read the play.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Story Prop – Draw a picture of Mama's plant.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why does Beneatha date George Murchison if she isn't really serious about him?
2. What do Mama and Ruth think of George?
3. What kind of girl is Beneatha?
4. Why are Mama and Ruth shocked that Beneatha is considering not getting married?
5. Why doesn't Beneatha believe in God?
6. What is Mama's attitude toward Beneatha's beliefs?
7. Do you agree with Mama's style of parenting, considering how she treats Walter, Travis, Ruth, and Beneatha?
8. What does Mama's plant symbolize?
9. What do you think caused Ruth to collapse?

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9. Analyze Analyze the key paragraph.

Key Paragraph

BENEATHA Get over it? What are you talking about, Ruth? Listen, I'm going to be a doctor. I'm not worried about who I'm going to marry yet – if I ever get married.

MAMA *and* RUTH *If!*

MAMA Now, Bennie –

BENEATHA Oh, I probably will… but first I'm going to be a doctor, and George, for one, still thinks that's pretty funny. I couldn't be bothered with that. I am going to be a doctor and everybody around here better understand that! (50.)

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

This play, set sometime between the end of WWII and 1958, was written in a time when most middle-class women didn't pursue professional careers. Both Mama and Ruth work, but they are still shocked by the idea that twenty-year-old Beneatha is choosing to focus on a professional goal rather than marriage and a family.

As Beneatha, write a paragraph arguing in defense of your decision to pursue a career as a doctor. Why, as a woman do you have the right to be a doctor? Why do you want to do it? Why is it more important to you than being a wife or mother? Draw on research (conducted through reliable internet and/or authoritative print sources) concerning the gender norms of the time and explain how you plan to challenge them. Upload your finished product to an online forum (blog, Google Docs, etc.).

11. Close Close by extending today's lesson to life and the world.

Community Connection – Housing Rights

Everyone has to deal with housing in her or his life. This unit, focus on teaching students about housing. How does one apply for an apartment? What rights do renters have? What criteria can a prospective landlord use when choosing tenants? How do you qualify for a home loan? What steps must you take to buy your own home? What are homeowners' associations and what power do they have?

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Character Based Literacy Program Lesson Plan
A Raisin in the Sun, Day 5

Outcomes for Today

Standards for Writing:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim)s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

Where is Nigeria?

Nigeria is a country in western Africa. During the setting of the play, it was technically a British colony in the process of moving toward independent government. Nigeria achieved independence in 1960, but suffered from warring ethnic groups and dissention in its electorate, as well as accusations of corruption. Nigeria's history was intertwined with the slave trade, and Asagai represents this connection to the Youngers' slave past. One of the essential questions of the play is "What does freedom mean?" To Asagai, it means independence from British domination in the present. To the Youngers, it means freedom from the discrimination and bigotry in the American past.

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2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

ignorant (57)	disturbed (60)	mutilated (61)	assimilation (63)	identity (63)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 54-66 (ending after Asagai exits)

Setting	Characters	Pages
Saturday morning, the Younger living room	Mama, Beneatha, Travis	54
	Mama, Beneatha, Travis, Walter	54-55
	Mama, Beneatha, Travis	55
	Mama, Beneatha	55-57
	Mama, Beneatha, Ruth	57-59
	Mama, Beneatha, Ruth, Travis	59
	Mama, Beneatha, Ruth	59-60
	Beneatha, Asagai	60-64
	Beneatha, Mama, Asagai	64-66

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline.

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map - Apartment Floor Plan – Use your floor plan to represent characters' locations as you read the play.

Chicago Map – Asagai is studying in Canada, according to Beneatha. Using either a digital map or atlas, locate the Midwestern United States and determine how far Canada is from Chicago.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Story Sketch – Sketch the Nigerian robes that Asagai gives to Beneatha, as described on page 61. What do you think they would look like?

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8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. In the beginning of the scene, what do you think is wrong with Ruth?
2. Why is Travis exempt from chores around the house?
3. What is the nature of Walter's mysterious phone call?
4. Why is Beneatha afraid her mother will embarrass her in front of her friend?
5. What are the pros and cons of Ruth's pregnancy?
6. Why is Mama suspicious when Ruth refers to a female doctor?
7. What is Ruth planning to do about her pregnancy?
8. How does Asagai feel about Beneatha, and how does she feel about him?
9. Why is Beneatha offended when he calls her an assimilationist?
10. In what ways is Asagai different from George Murchison? Which character would you prefer Beneatha to be with and why?
11. Why is "Alaiyo, One for Whom Food is not Enough," an appropriate nickname for Beneatha?
12. What do you think Beneatha hungers for besides food? Justice? Equality?

9. Analyze Analyze the key paragraph.

Key Paragraph

BENEATHA Did you plan it, Ruth?

RUTH Mind your own business.

BENEATHA It is my business – where is he going to live, on the roof? *(There is silence following the remark as the three women react to the sense of it)* Gee – I didn't mean that, Ruth, honest. Gee, I don't feel like that at all. I – I think it is wonderful.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

When Ruth announces she is pregnant, the three women react in different ways. Mama sees a new life as a blessing, and congratulates her. Beneatha is more practical, and worried about how the family is going to house yet another person. Ruth is clearly upset, and the audience isn't sure how she feels about the news.

Imagine you are Ruth. **In a diary entry, write a few paragraphs arguing why you should/should not keep the baby.** Take a definite stance regarding how you feel about the pregnancy. In your entry, provide a counter-argument to your claim. Consider the financial costs and spatial obstacles involved. Conversely, how could a baby bring renewed life and joy to the Younger family?

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11. Close Close by extending today's lesson to life and the world.

Community Connection – Housing Rights

Everyone has to deal with housing in her or his life. This unit, focus on teaching students about housing. How does one apply for an apartment? What rights do renters have? What criteria can a prospective landlord use when choosing tenants? How do you qualify for a home loan? What steps must you take to buy your own home? What are homeowners' associations and what power do they have?

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Character Based Literacy Program Lesson Plan
A Raisin in the Sun, Day 6

Outcomes for Today

Standards for Writing:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim)s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

Who was Chaka?

When the author refers to Chaka, she is most likely referring to Shaka Zulu, a leader who lived in what is now South Africa, and ruled at the beginning of the 19th Century. Shaka Zulu is sometimes credited with uniting the Zulu people. He is known for being both brilliant and cruel. Since American slaves usually came from western Africa, and the slave trade slowed after the 18th Century, it is unlikely that Walter is literally a "descendent of Chaka."

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

commence (66)	bitterly (75)	heritage (80)	cliché (82)	scrutinizing (83)

READ

3. Review Review the timeline from the beginning every day.

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4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 66-85 (ending when Beneatha enters)

Setting	Characters	Pages
Saturday morning, the Younger living room	Mama, Beneatha	66
	Beneatha	66
	Beneatha, Travis	66
	Mama, Beneatha, Travis	66-67
	Mama, Beneatha	67
	Mama, Ruth	67
	Mama, Ruth, Travis	67-68
	Mama, Ruth	68
	Mama, Ruth, Travis	68-69
	Mama, Ruth	69-70
	Mama, Ruth, Walter	70-71
	Mama, Walter	71-75
	Mama, Walter, Ruth	75
Later on Saturday, the Younger living room	Ruth, Beneatha	76-77
	Ruth, Beneatha, Walter	77-79
	Ruth, Beneatha, Walter, George	79-80
	Ruth, Beneatha, George	80-81
	Ruth, George	82
	Ruth, George, Walter	82-85

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline.

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map - Apartment Floor Plan – Use your floor plan to represent characters' locations as you read the play.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

2g6 Beginning Middle End Chart – Complete a 2g6 Beginning Middle End chart for Act I. List all of the important events chronologically.

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8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why does Mama get so angry when the neighbor sends a message that she doesn't have much kitchen cleanser to spare?
2. Why is Walter angry with Mama?
3. How has Walter been dealing with his problems? Is this a good solution?
4. In Mama's life view, what are the important things in life?
5. According to Walter, what will make his life better?
6. Why is Ruth planning to have an abortion?
7. Why does the author include the scene of Beneatha and Walter dancing to Nigerian music? What does this reveal about these characters?
8. Why do Walter and George dislike each other?

9. Analyze Analyze the key paragraph.

Key Paragraph

WALTER *(Intently, almost quietly, between the teeth, glaring at the boy)* And you – ain't you bitter, man? Ain't you just about had it yet? Don't you see no stars gleaming that you can't reach out and grab? You happy? – You contented son-of-a-bitch – you happy? You got it made? Bitter? Man, I'm a volcano. Bitter? Here I am a giant – surrounded by ants! Ants who can't even understand what it is the giant is talking about (85.)

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Walter is a bitter, angry man. Instead of being happy with what he has, he obsesses over what he wants and cannot have. When his mother refuses to give him money for a liquor store, he goes out and gets drunk. He won't talk about his wife's pregnancy, or take any responsibility with making a decision about the baby. He lashes out at everyone around him, even Beneatha's date.

Write a typed, argumentative letter to Walter, claiming that his behavior must change in order for it to promote justice in the Younger home. Taking a stance on the situation and construct a plan he can follow in order to act justly. Why should he follow your advice? What would you advise Walter to do? Provide reasons you believe your plan is the most effective option. Remember: Justice Requires Restraint. How can Walter treat his wife, his family, and himself with Justice in this situation? What would be the best course for the family to pursue at this time?

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11. Close Close by extending today's lesson to life and the world.

Community Connection – Housing Rights

Everyone has to deal with housing in her or his life. This unit, focus on teaching students about housing. How does one apply for an apartment? What rights do renters have? What criteria can a prospective landlord use when choosing tenants? How do you qualify for a home loan? What steps must you take to buy your own home? What are homeowners' associations and what power do they have?

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2g6 Beginning-Middle-End Chart

Beginning	Middle	End

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Character Based Literacy Program Lesson Plan
A Raisin in the Sun, Day 7

Outcomes for Today

Standards for Writing:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim)s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

Who was Prometheus?

Prometheus is a character from Greek mythology. He was a god who stole fire from Zeus, and gave it to man. In the myth, Zeus punished him with eternal torture. In essence, he is credited with giving knowledge to human beings at the expense of the gods. When George calls Walter Prometheus he is being sarcastic – Walter thinks his ideas are new and his situation unique. George thinks he is just bitter.

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2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

inspect (85)	plaintively (86)	revelation (91)	tentatively (92)	exuberant (93)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 85-95

Setting	Characters	Pages
Saturday evening, the Younger living room	Walter, Beneatha, Ruth, George	85-86
	Walter, Ruth	86-89
	Walter, Ruth, Mama	89-90
	Walter, Ruth, Mama, Travis	90-91
	Walter, Ruth, Mama	91-94
	Walter, Mama	94-95

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline.

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map - Apartment Floor Plan – Use your floor plan to represent characters' locations as you read the play.

Chicago Map – Locate Clybourne Park on your map of Chicago.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

4g6 Character Profile Chart – Complete a 4g6 Character Profile chart for Walter Younger. List the four traits that you feel best describe his character, and give two quotes or examples from the text for each. Be sure to list both positive and negative character traits. In your opinion, which character traits does Walter seem to have more of at this point of the play: positive or negative?

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8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why is Walter angry when George calls him Prometheus?
2. What is the problem between Ruth and Walter?
3. What has Mama done with her money?
4. How does Ruth react to Mama's news?
5. How does Walter react to Mama's news?
6. What is the problem with Mama's house?
7. What do you think will be the result of Mama buying a house in a white neighborhood?
8. How did Mama "butcher" Walter's dream?

9. Analyze Analyze the key paragraph.

Key Paragraph

MAMA Four o six Clybourne Street, Clybourne Park.

RUTH Clybourne Park? Mama, there ain't no colored people living in Clybourne Park.

MAMA *(Almost idiotically)* Well, I guess there's gonna be some now.

WALTER *(Bitterly)* So that's the peace and comfort you went out and bought for us today!

MAMA *(Raising her eyes to meet his finally)* Son – I just tried to find the nicest place for the least amount of money for my family.

RUTH *(Trying to recover from the shock)* Well – well – 'course I ain't one never been 'fraid of no crackers, mind you – but – well, wasn't there no other houses nowhere?

MAMA Them houses they put up for colored in them areas way out all seem to cost twice as much as other houses. I did the best I could.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Ruth and Walter are shocked and concerned that the house Mama bought is in a white neighborhood, but Mama seems content: she bought it because it is the nicest house she could afford. What might the repercussions of her choice be?

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Pretend you are Mama. Write a word-processed letter to the citizens of Clybourne Park, arguing that your family will be a positive influence in the neighborhood. What can you do to make sure you are treated with justice? How can you combat the deeply entrenched social, economic and racial prejudices that existed at the time the play was written? Demographic and historical research from authoritative print and reliable Internet sources may be appropriate to further your argument. Try to maintain a formal tone in your letter, and when you re done, upload your letter to an online forum (i.e. Google docs, blog, etc.).

11. Close Close by extending today's lesson to life and the world.

Community Connection – Housing Rights

Everyone has to deal with housing in her or his life. This unit, focus on teaching students about housing. How does one apply for an apartment? What rights do renters have? What criteria can a prospective landlord use when choosing tenants? How do you qualify for a home loan? What steps must you take to buy your own home? What are homeowners' associations and what power do they have?

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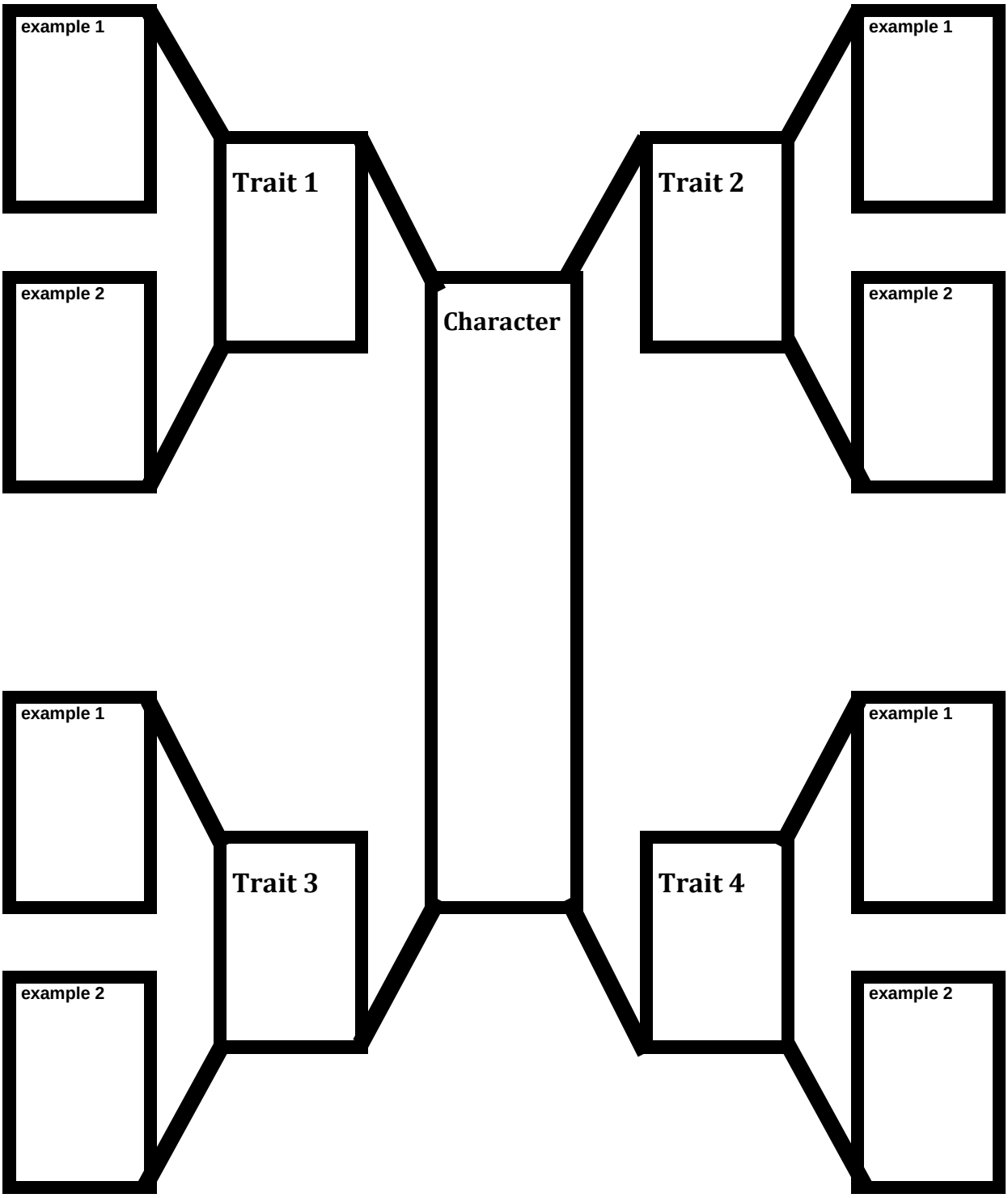
4g6 Character Profile Chart



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Character Based Literacy Program Lesson Plan
A Raisin in the Sun, Day 8

Outcomes for Today

Standards for Writing:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim)s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What were race relations like in Chicago?

Mrs. Johnson comments that Chicago is starting to feel like Mississippi in terms of race relations. Despite being part of the more progressive North, Chicago had a long history of racial tension. Segregation was not as ingrained in the legal system as it was in the Deep South, but it existed in more subtle forms. Even in the 1950's, people were haunted by the race riots of 1919 that killed dozens and injured hundreds. An uneasy truce existed between whites and blacks, and many argued that racial peace depended on separate neighborhoods, relegating most African Americans to Chicago's poorer Southside.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

sophisticated (96)	oddly (97)	preparation (99)	insincere (100)	emphasis (101)

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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 96-102 (ending after Beneatha enters)

Setting	Characters	Pages
Friday night, a few weeks later, the Younger living room	Beneatha, George	96-97
	Beneatha, George, Mama	97-98
	Mama, Ruth	98
	Mama, Ruth, Mrs. Johnson	98-102

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline.

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map - Apartment Floor Plan – Use your floor plan to represent characters' locations as you read the play.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Newspaper Front Page – Mrs. Johnson muses about possible headlines that will appear in the future regarding the Younger family's move to Clybourne Park. Create your own front page, including a positive headline relating to the Younger move. Write and illustrate a story about the family that will present a positive image to their future neighbors.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What do George and Beneatha fight about?
2. What does George believe women's role in society should be?
3. How is George different from Asagai?
4. In what way has the relationship between Mama and Beneatha changed since we last saw them?
5. Why do you think Mama has changed her opinion of George?
6. What do Ruth and Mama think of Mrs. Johnson? How do you know?

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7. Why do you think Mama doesn't allow the word "nigger" to be used in her home?
8. What dangers do the Youngers face with their move to Clybourne Park?
9. What characters/situations stand in the way of the Younger family's dreams?
10. Why do you think the scene with Mrs. Johnson was eliminated from early productions of this play? (Digital/print Research into race-related tensions in the Deep South at the time of this play's publication may be helpful).

9. Analyze Analyze the key paragraph.

Key Paragraph

JOHNSON Ain't it something how bad these here white folks is getting here in Chicago! Lord, getting so you think you right down in Mississippi! *(With a tremendous and rather insincere sense of melodrama)* 'Course I thinks it's wonderful how our folks keeps on pushing out. You hear some of these Negroes 'round here talking 'bout how they don't go where they ain't wanted and all that – but not me, honey! *(This is a lie)* Wilhelmina Othella Johnson goes anywhere, any time she feels like it! *(With head movement from emphasis)* Yes I do! Why if we left it up to these here crackers, the poor niggers wouldn't have nothing – *(She clasps her hand over her mouth)* Oh, I always forgets you don't 'low that word in your house (101.)

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Mrs. Johnson, too insecure to share her real thoughts, couches her opinion by repeating the words of others. She disapproves of the Youngers' plan to move to Clybourne Park, but doesn't want to tell them. Instead, she gossips about what people in the neighborhood are saying behind their backs. Mama and Ruth treat her with politeness, though they'd obviously like to say more.

Pretend you are Mama. Write a 3-paragraph argumentative note to Mrs. Johnson. In one paragraph, tell her what you really think of her manners. Remember the incident with the cleaning powder, how felt when she used bad language in your house, and her opinion that you shouldn't try to move to Clybourne Park. In a second paragraph present a counterargument in which you address some of the cons associated with moving. In a third paragraph, **argue against her plea for your family to stay instead of moving.** Why do you have a right to move? What opportunities could you – and your family - gain from having your own house? Use language that Mama would use – and remember, she is a proud and noble lady.

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11. Close Close by extending today's lesson to life and the world.

Community Connection – Housing Rights

Everyone has to deal with housing in her or his life. This unit, focus on teaching students about housing. How does one apply for an apartment? What rights do renters have? What criteria can a prospective landlord use when choosing tenants? How do you qualify for a home loan? What steps must you take to buy your own home? What are homeowners' associations and what power do they have?

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Character Based Literacy Program Lesson Plan
A Raisin in the Sun, Day 9

Outcomes for Today

Standards for Writing:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim)s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What does Mama mean when she says "is this the harvest of your days"? (106)
This quote comes from the poem "Harvest" by Ellen Mackay Hutchinson Cortissoz. It is an allegorical description of life, and ends with the idea that the important harvest of life should be knowledge and personal relationships. When Mama cries out to her dead husband, she is upset that Walter, who Mama has worked to help all her life, doesn't represent these things. The text of the poem is included at the end of today's lesson plan.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

satisfied (103)	ignorance (104)	desperation (107)	conferences (108)	gathering (108)

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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 102 - 109

Setting	Characters	Pages
Friday night, a few weeks later, the Younger living room	Mama, Mrs. Johnson, Ruth, Beneatha	102
	Mama, Mrs. Johnson, Ruth	102-104
	Mama, Ruth	104
	Mama, Ruth, Beneatha	104
	Mama, Ruth	104
	Mama, Ruth, Walter	104-105
	Mama, Walter	106-107
	Walter, Travis	107-109

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline.

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map - Apartment Floor Plan – Use your floor plan to represent characters' locations as you read the play.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Budget – Write a budget for the Younger family as they move to a new home. What will their personal expenses be, and how can they best manage their money? Remember to include the $150 mortgage payments, as well as Beneatha's tuition and college expenses. Use Microsoft Excel to create a table and input different expenses. Upon completion, upload your table to an online forum (i.e. Google Docs, blog, etc.)

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why does Mrs. Johnson think Beneatha isn't very friendly to her?
2. Why is Beneatha really not friendly to Mrs. Johnson?

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3. Why does Mama think being a chauffeur is a bad job for Walter?
4. What do Mama and Mrs. Johnson disagree about?
5. Do you agree that "'Education has spoiled many a good plow hand'"?
6. What does Beneatha mean when she says that African American people have to overcome the KKK and Mrs. Johnson?
7. Why do you think Walter has been skipping work?
8. Who is Mama talking to when she asks "is this the harvest of your days"?
9. Why does Mama decide to give Walter the money?
10. How has she 'been doing what the rest of the world [has] been doing' to Walter? Is this treatment just?
11. Would you trust him with your money?
12. Do you think Walter's aspirations of becoming a big businessman are realistic?
13. What do you think Walter is going to do with the money?

9. Analyze Analyze the key paragraph.

Key Paragraph

MAMA Listen to me, now. I say I been wrong, son. That I been doing to you what the rest of the world been doing to you. *(She turns off the radio)* Walter – *(She stops and he looks up slowly at her and she meets his eyes pleadingly)* What you ain't never understood is that I ain't got nothing, don't own nothing, ain't never really wanted nothing that wasn't for you. There ain't nothing as precious to me… There ain't nothing worth holding on to, money, dreams, nothing else – if it means – if it means it's going to destroy my boy. *(She takes an envelope out of her handbag and puts it in front of him and he watches her without speaking or moving)* I paid the man thirty-five hundred dollars down on the house. That leaves sixty-five hundred dollars. Monday morning I want you to take this money and take three thousand dollars and put it in a savings account for Beneatha's medical schooling. The rest you put in a checking account – with your name on it. And from now on any penny that comes out if it or that go in it is for you to look after. For you to decide. *(She drops her hands a little helplessly)* It ain't much, but it's all I got in the world and I'm putting it in your hands. I'm telling you to be the head of this family from now on like you supposed to be (106-7.)

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Walter finally has what he wants – some of Mama's money to spend as he sees fit. His dream is to open a liquor store.

Write a paragraph arguing either in favor of or in opposition against Walter's plan. Do you think that opening a liquor store is the best and most just use of the inheritance money? How would this choice impact the rest of the Younger family? If you were in Walter's shoes, what would you chose to do with the money?

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11. Close Close by extending today's lesson to life and the world.

Community Connection – Housing Rights

Everyone has to deal with housing in her or his life. This unit, focus on teaching students about housing. How does one apply for an apartment? What rights do renters have? What criteria can a prospective landlord use when choosing tenants? How do you qualify for a home loan? What steps must you take to buy your own home? What are homeowners' associations and what power do they have?

HARVEST

Ellen Mackay Hutchinson Cortissoz [?-1933]

Sweet, sweet, sweet,
Is the wind's song,
Astir in the rippled wheat
All day long,
It hath the brook's wild gayety,
The sorrowful cry of the sea.
Oh, hush and hear!
Sweet, sweet and clear,
Above the locust's whirr
And hum of bee
Rises that soft, pathetic harmony.

In the meadow-grass
The innocent white daisies blow,
The dandelion plume doth pass
Vaguely to and fro, -
The unquiet spirit of a flower
That hath too brief an hour.

Now doth a little cloud all white,
Or golden bright,
Drift down the warm, blue sky;
And now on the horizon line,
Where dusky woodlands lie,
A sunny mist doth shine,
Like to a veil before a holy shrine,
Concealing, half-revealing, things divine.

Sweet, sweet, sweet,
Is the wind's song,
Astir in the rippled wheat
All day long.
That exquisite music calls
The reaper everywhere -
Life and death must share.
The golden harvest falls.

So doth all end, -
Honored Philosophy,
Science and Art,
The bloom of the heart; -
Master, Consoler, Friend,
Make Thou the harvest of our days
To fall within Thy ways

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Character Based Literacy Program Lesson Plan
A Raisin in the Sun, Day 10

Outcomes for Today

Standards for Writing:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim)s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is the NAACP?

The NAACP (National Association for the Advancement of Colored People) was founded in 1909 to promote equal rights and help protect the civil rights of minorities. It is still an influential organization today. Walter teases Beneatha, implying that she is even more serious about civil rights than the NAACP. Little did he know that fate would soon knock on the door in the form of a white man, making the Youngers a perfect example of what the NAACP tries to accomplish. More information on the NAACP can be found on their website, http://www.naacp.org.

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2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

penetrating (110)	association (114)	appreciation (115)	genuine (117)	regarding (117)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 110 – 118 (ending after "… buy the house from you at a financial gain to your family.")

Setting	Characters	Pages
Saturday, moving day, one week later, the Younger living room	Ruth, Beneatha	110-112
	Ruth, Beneatha, Walter	112-113
	Ruth, Beneatha, Walter, Lindner	113-118

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline.

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map - Apartment Floor Plan – Use your floor plan to represent characters' locations as you read the play.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Suitcase Bookmark – Moving can be expensive, and families often have to pick and choose what they move, especially over long distances. Pretend you are Travis, and make a suitcase bookmark showing what you will move to your new home. You only have one suitcase… what will you take?

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What evidence does the author include to convey Ruth's excitement over the move?
2. Why does Ruth think her relationship with Walter has improved?
3. Why do you think Ruth and Walter's relationship has really improved?
4. Why does Beneatha call Ruth and Walter "old-fashioned?"

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5. Do you agree with Walter that Beneatha has brainwashed herself?
6. Why is Beneatha's statement that "sticks and stones may break my bones but… words will never hurt me" (113) ironic?
7. What does the Youngers' initial treatment of Mr. Lindner reveal about their attitude toward white people?
8. How does Mr. Lindner try to convince the Youngers' that he is there for their benefit?
9. How do you think the Youngers will respond to the offer from Mr. Lindner?
10. How would you respond to Mr. Linder's offer?
11. Is this proposal just or unjust, from the Younger's perspective?

9. Analyze Analyze the key paragraph.

Key Paragraph

LINDNER Well – you see our community is made up of people who've worked hard as the dickens for years to build up that little community. They're not rich and fancy people; just hard-working, honest people who don't really have much but those little homes and a dream of the kind of community they want to raise their children in. Now, I don't say we are perfect and there is a lot wrong in some of the things they want. But you've got to admit that a man, right or wrong, has the right to want to have the neighborhood he lives in a certain kind of way. And at the moment the overwhelming majority of our people out there feel that people get along better, take more of a common interest in the life of the community, when they share a common background. I want you to believe me when I tell you that race prejudice simply doesn't enter into it. It is a matter of the people of Clybourne Park believing, rightly or wrongly, as I say, that for the happiness of all concerned that our Negro families are happier when the live in their *own* communities (117-8.)

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Mr. Lindner, in the paragraph above, describes what he believes is an ideal community. He believes that his community is good because people are hard-working, have dreams for their children, and have a common background. Oddly enough, this describes the Youngers. Like Mr. Lindner, the Youngers are hard working, have dreams for their children, and have a middle-class educational background; however, they still don't fit into this particular picture of an ideal community.

What is your ideal community? **Type an argumentative paragraph that describes what your idea of an ideal community is, using a word processing program**. Why is it the perfect place to live? Who would live there? What would it look like? What community services would be available? Authoritative print and/or digital online sources may be used to research the idea of a 'Utopia'. Try to incorporate the concept of a utopia to introduce your argument. Finally, publish your finished product in an online forum (i.e. blog, Google Docs, etc.).

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11. Close Close by extending today's lesson to life and the world.

Community Connection – Housing Rights

Everyone has to deal with housing in her or his life. This unit, focus on teaching students about housing. How does one apply for an apartment? What rights do renters have? What criteria can a prospective landlord use when choosing tenants? How do you qualify for a home loan? What steps must you take to buy your own home? What are homeowners' associations and what power do they have?

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Bookmark: Suitcase Bookmark

Materials:

- pieces of stiff paper [like oak tag] 6-10 inches wide and 5-10 inches long
- some combination of pencil, pen, crayon, or marker
- construction paper, scissors and glue sticks if desired

Step One: Make a list of things you would take with you if you in a suitcase.

1. Imagine that you are going to be moving around from place to place for the next few years. What are the most important things you have? What are the things you would always want to have with you? Everything you take has to fit in one suitcase.
2. Make a list of the things you would take.

Comment: This suitcase is filled with things you actually have and that are important to you. Of course, because you are a responsible person, it does not include any weapons, drugs, alcohol, or anything else illegal.

Step Two: Make a bookmark like a suitcase full of things you would take.

1. Make a bookmark about 6-10 inches wide and 5-10 inches long, and then fold in half.
2. Make the items on your list out of construction paper and glue them inside the suitcase. Make the outside of the suitcase look like a real suitcase.

Step Three: As you read the story you can add things to your suitcase.

Variations of this Bookmark

1. Draw the items inside the suitcase with a marker instead of gluing construction paper.
2. Make a bigger suitcase – even life-size if you want, or wall size, or 3D.

Variations for Writing

3. Write a paragraph describing yourself packing a suitcase and deciding what to bring and why.
4. Pick one important item in your suitcase and write a paragraph explaining why it is important to you.

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Character Based Literacy Program Lesson Plan
A Raisin in the Sun, Day 11

Outcomes for Today

Standards for Writing:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim)s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

Who was Mrs. Miniver?

Mrs. Miniver was the title character in a 1942 Academy Award-winning film based on the book by Jan Struther. The *Minivers* were portrayed as a middle-class family living an ordinary life during the first few months of WWII. The character was a strong matriarch who led her family through a series of difficult trials, always thinking of their well being before her own. Although Beneatha makes fun of Travis for giving Mama a wild hat, this is ironic, because "Mrs. Miniver" is worried over her purchase of an extravagant hat in the opening scenes of the film.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

hostile (119)	overwhelmed (121)	amused (123)	fiercely (124)	jubilance (125)

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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 118-125

Setting	Characters	Pages
Saturday, moving day, one week later, the Younger living room	Ruth, Walter, Beneatha, Lindner	118-119
	Ruth, Walter, Beneatha, Mama, Travis	119-125
	Ruth, Walter, Mama, Bobo	125

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline.

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map - Apartment Floor Plan – Use your floor plan to represent characters' locations as you read the play.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

6g6 Venn diagram – Complete a Venn diagram comparing and contrasting Walter and Beneatha. As brother and sister, what do they have in common? How are they different? Be sure to mention their goals, aspirations, family situations, and relationships with their mother.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. How does Walter respond to Mr. Lindner's offer?
2. Is Mr. Lindner right when he says "You just can't force people to change their hearts, son"? (119)
3. Why does Beneatha refer to Mr. Lindner as "The Welcoming Committee" when she talks to Mama? How is the use of this phrase ironic?
4. What are the white people in Clybourne Park worried about?
5. What is special about the gifts the younger people give to Mama?
6. Why do Walter, Beneatha, and Ruth laugh at Travis's gift?
7. What does Walter mean when he says "'Cause sometimes it hard to let the future begin"? (125)
8. What does the author use to foreshadow coming events?
9. Despite Mr. Lindner's visit, what is the mood of the scene thus far?

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9. Analyze Analyze the key paragraph.

Key Paragraph

LINDNER *(Looking around at the hostile faces and reaching and assembling his hat and briefcase)* Well – I don't understand why you people are reacting this way. What do you think you are going to gain by moving into a neighborhood where you just aren't wanted, and where some elements – well – people can get awful worked up when they feel that their whole way of life and everything they've ever worked for is threatened.

WALTER Get out.

LINDNER *(Almost sadly regarding* WALTER*)* you just can't force people to change their hearts, son.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Mr. Lindner appears to truly believe that he is acting in the best interest of everyone, including the Youngers. He is concerned that some of his neighbors might lash out at the Youngers, and he doesn't want to see conflict in his community. He is sympathetic with Walter, and tries to give him advice, even though it is somewhat misguided.

Are Mr. Lindner's words - motivated by the suspicions of the residents of Clybourne Park - just or unjust? **Write an argumentative letter, claiming that Mr. Lindner is/is not acting with justice.** Do his words and actions visit 'uphold the rights of all?' Should he have refrained from visiting the Youngers with his offer? Publish your letter on an online forum (i.e. blog, Google Docs, etc.).

11. Close Close by extending today's lesson to life and the world.

Community Connection – Housing Rights

Everyone has to deal with housing in her or his life. This unit, focus on teaching students about housing. How does one apply for an apartment? What rights do renters have? What criteria can a prospective landlord use when choosing tenants? How do you qualify for a home loan? What steps must you take to buy your own home? What are homeowners' associations and what power do they have?

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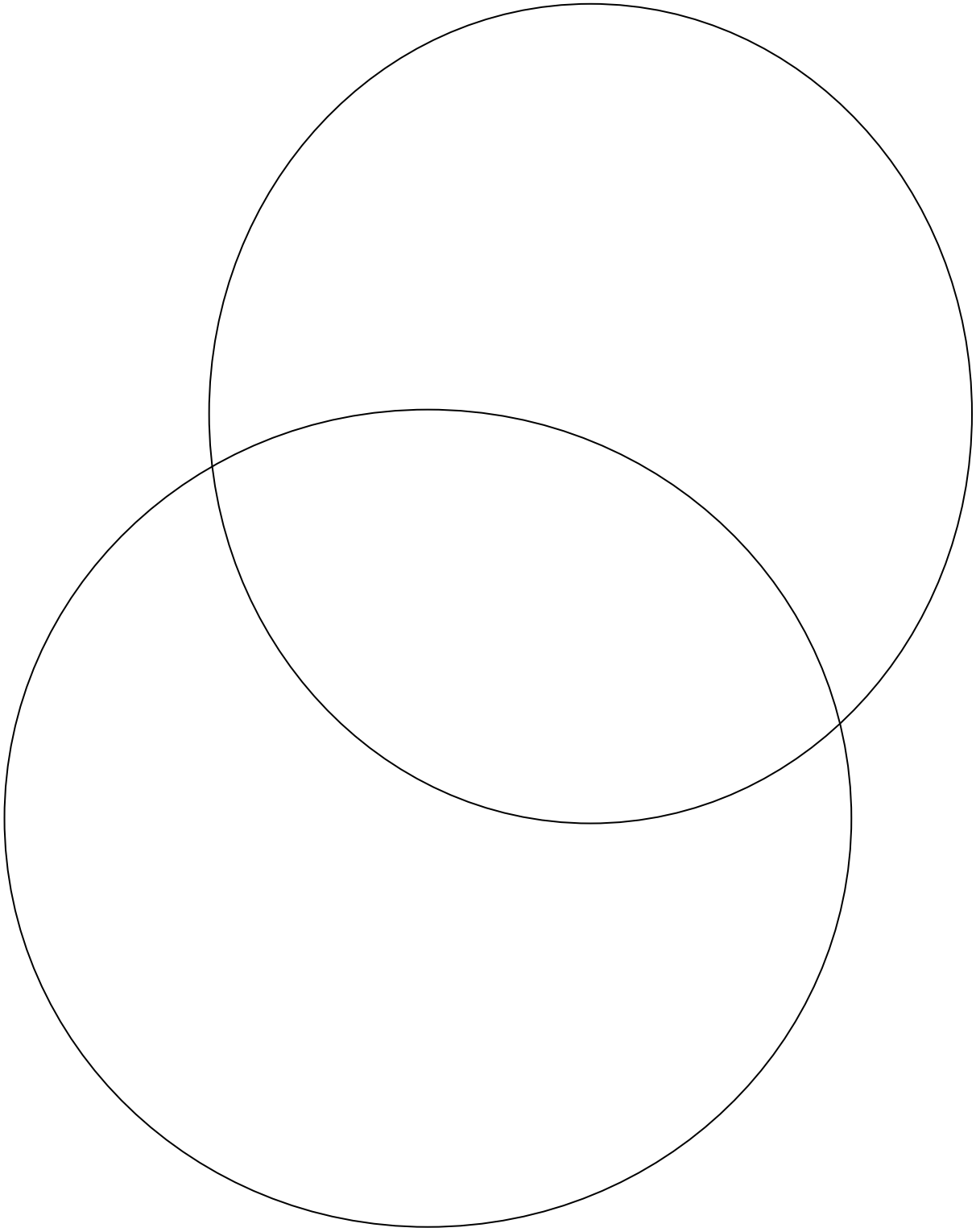
6g6 Venn Diagram Chart



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Character Based Literacy Program Lesson Plan
A Raisin in the Sun, Day 12

Outcomes for Today

Standards for Writing:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim)s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

Why would Willy and Bobo be going to Springfield?

No, it's not a reference to *The Simpsons*. Springfield is the capitol city of Illinois. It is the seat of state government, and presumably where one would go to obtain a liquor license in Chicago, Illinois. The plan is to show government officials a good time, and encourage them to treat Willy, Bobo, and Walter well in return by giving them their liquor license so they can open their store.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

agitation (126)	crumple (128)	senselessly (12)	forlornly (129)	vaguely (129)

READ

3. Review Review the timeline from the beginning every day.

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4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 126 - 130

Setting	Characters	Pages
Saturday, moving day, one week later, the Younger living room, about 2 pm	Walter, Bobo, Ruth	126-128
	Walter, Bobo, Ruth, Mama, Beneatha	128-129
	Walter, Ruth, Mama, Beneatha	129-130

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline.

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map - Apartment Floor Plan – Use your floor plan to represent characters' locations as you read the play.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

11c12 Cubing an Action – Cube Walter's actions and the results. What are the events that led up to his mistake, and what will happen to the family because of his choices?

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What clues does the author give the reader to reveal Bobo's character?
2. Why do you think Ruth knows something is wrong as soon as she sees Bobo?
3. What were Willy and Bobo planning to do in Springfield?
4. Did Walter show justice or restraint to his family?
5. Why do you think Walter violated his mother's trust?
6. Why does Beneatha stop Mama from beating Walter?
7. What is Mama most upset about?
8. How do you think Beneatha will react to the loss of her college fund?
9. What will the family do next?

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9. Analyze Analyze the key paragraph.

Key Paragraph

MAMA I seen… him… night after night… come in… and look at that rug… and then look at me… the red showing in his eyes… the veins moving in his head… I seen him grow thin and old before he was forty… working and working and working like somebody's old horse… killing himself… and you – you give it all away in a day – *(She raises her arms to strike him again)*

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

In three pages, the Youngers go from jubilant to defeated. By giving his money to an untrustworthy friend, Walter has killed not only his dreams, but the dreams of his mother, wife, sister, and son. What should be the punishment for killing someone's dream?

In an argumentative letter, describe and justify a punishment for Walter. Why should Walter be punished? Should he be forgiven? Keep in mind that justice requires restraint. How could Walter's decisions and actions jeopardize the well being of the entire family? Is this just behavior? What should be the punishment for killing someone's dream?

11. Close Close by extending today's lesson to life and the world.

Community Connection – Housing Rights

Everyone has to deal with housing in her or his life. This unit, focus on teaching students about housing. How does one apply for an apartment? What rights do renters have? What criteria can a prospective landlord use when choosing tenants? How do you qualify for a home loan? What steps must you take to buy your own home? What are homeowners' associations and what power do they have?

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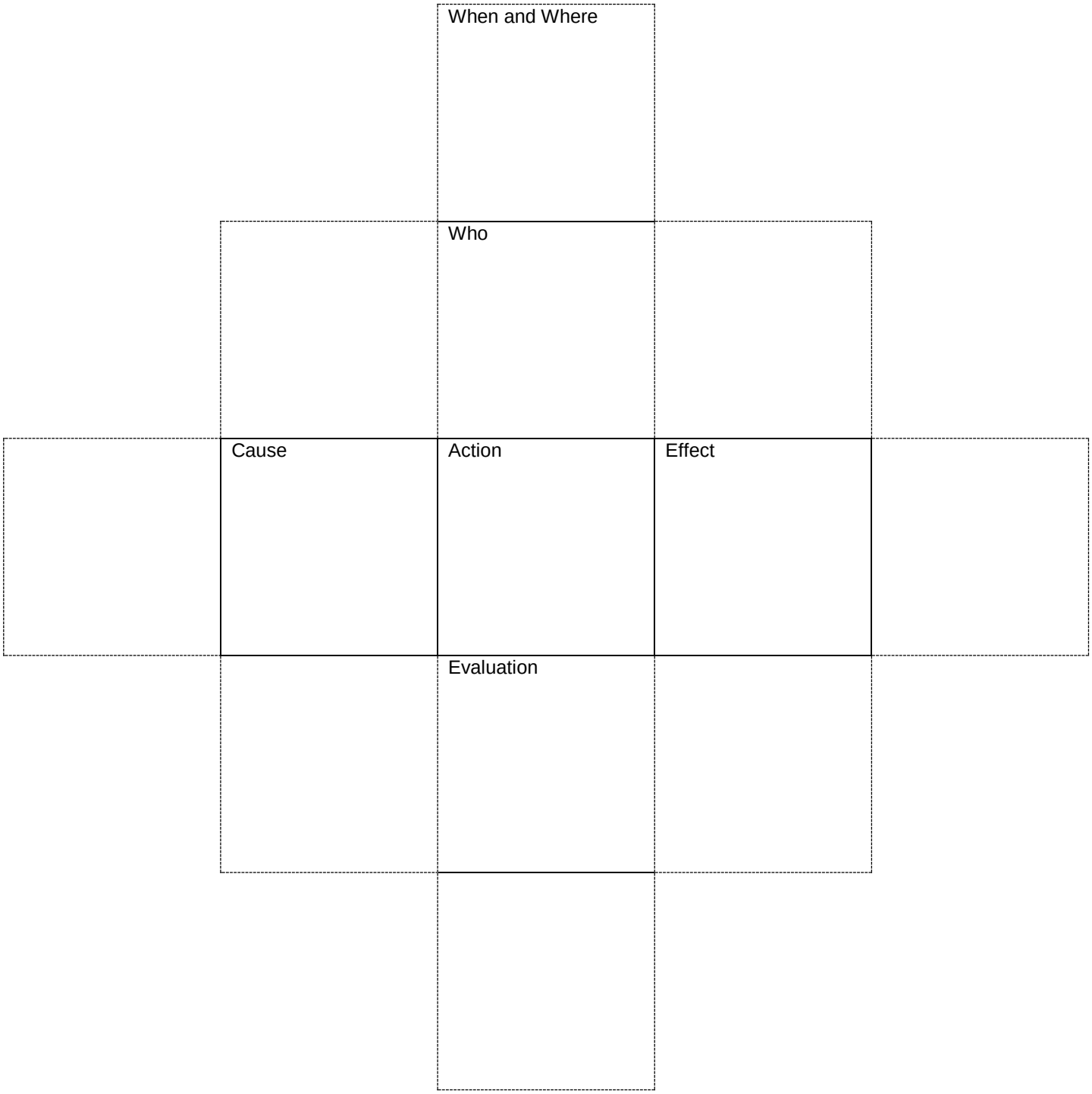
11c12 Cubing an Action



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Character Based Literacy Program Lesson Plan
A Raisin in the Sun, Day 13

Outcomes for Today

Standards for Writing:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim)s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is colonialism?

Colonialism is the act of one country or group, taking over another country, nation, or ethnic group for the purpose of controlling their government and resources for the benefit of the controlling country. In the 18th and 19th Centuries, countries in Western Europe, especially France and Great Britain, competed for colonial power in Africa. Many nations remained under Europe's colonial control until after World War II. At the time of *A Raisin in the Sun*, Asagai's home country of Nigeria was just gaining its independence from Great Britain.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

expectation (131)	ails (133)	idealists (133)	independence (134)	exceptional (135)

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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 131-136 (ending after Asagai says "… tell me what you plan to do."

Setting	Characters	Pages
Saturday, moving day, an hour later	Asagai, Beneatha	131-136

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline.

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map - Apartment Floor Plan – Use your floor plan to represent characters' locations as you read the play.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

2g6 Beginning Middle End Chart – Complete a 2g6 Beginning Middle End Chart for the entire play. What were the most important events of the story? You will use this on Day 15 to complete a Plot Profile Chart.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why does Asagai like to see packing crates?
2. What is Asagai's role in the play? Why does the author include this character?
3. Would you give up hope in Beneatha's situation?
4. What are Asagai's goals for the future?
5. Why is Beneatha attracted to Asagai?
6. What do you think Beneatha should do?
7. Is life a circle, as Beneatha says, or a straight line, as Asagai says? Who do you agree with?
8. What are the advantages of being an idealist?

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9. Analyze Analyze the key paragraph.

Key Paragraph

ASAGAI Then isn't there something wrong in a house – in a world – where all dreams, good or bad, must depend on the death of a man? I never thought to see *you* like this, Alaiyo. You! Your brother made a mistake and you are grateful to him so that now you can give up the ailing human race on account of it! You talk about what good is struggle, what good is anything! Where are we all going and why are we bothering! (135.)

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

At least temporarily, Beneatha has given up on the human race. Her brother's selfish actions have made her lose faith that good things are possible. Now, she sees everyone around her as corrupt and dangerous, except for Asagai. Still, she is lost, and isn't sure what her future has in store for her after this devastating loss.

Write an argumentative paragraph taking an idealist stance about Beneatha's future. Although the situation is less than favorable, what are other feasible options Beneatha has? Remember: Justice Requires Restraint, not only in how we treat others, but in how we treat ourselves. How can Beneatha overcome this setback, and still help promote Justice in the world? Publish your paragraph using an online forum (blog, Google docs, etc.).

11. Close Close by extending today's lesson to life and the world.

Community Connection – Housing Rights

Everyone has to deal with housing in her or his life. This unit, focus on teaching students about housing. How does one apply for an apartment? What rights do renters have? What criteria can a prospective landlord use when choosing tenants? How do you qualify for a home loan? What steps must you take to buy your own home? What are homeowners' associations and what power do they have?

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2g6 Beginning-Middle-End Chart

Beginning	Middle	End

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Character Based Literacy Program Lesson Plan
A Raisin in the Sun, Day 14

Outcomes for Today

Standards for Writing:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim)s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is U.S. Steel?

U.S. Steel was founded in 1901 by some of the most famous businessmen in America, including Andrew Carnegie, J.P. Morgan, Charles Schwab, and Elbert H. Gary. At its inception, it was the largest company ever to exist in the United States. Many argued that a company that large was inherently unfair to other businesses, which led to historic anti-monopoly laws. Beneatha sarcastically implies that Walter's dearest ambition is to be part of impersonal big business, of which U.S. Steel is an iconic example. Ask students to research the impact of U.S. Steel in the lives of middle-class and blue-collar workers during the mid-19th century. Did this company have a positive or negative impact? Were its actions just?

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2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

exasperation (136)	flippancy (137)	eccentricity (138)	frantically (138)	generations (143)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 136-143

Setting	Characters	Pages
Saturday, moving day, an hour after Walter has lost the money	Beneatha, Asagai	136-137
	Beneatha, Walter	137-138
	Beneatha, Ruth	138
	Beneatha, Ruth, Mama	138-140
	Beneatha, Ruth, Mama, Walter	140-143

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline.

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map - Apartment Floor Plan – Use your floor plan to represent characters' locations as you read the play.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

5g6 Character Interaction Chart – Complete a 5g6 Character Interaction illustrating how Mama, Beneatha, and Walter interact. How do these three characters relate to one another?

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What does Asagai suggest Beneatha should do?
2. Do you think Beneatha will follow his advice?
3. What does Beneatha now think about her brother?
4. Why does Mama decide not to move to the new house?

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5. Why do you think Ruth is so desperate to get out of the apartment?
6. What does Walter decide to do?
7. Why are Mama, Ruth, and Beneatha against taking Lindner's money?
8. What would you do in the Youngers' situation?

9. Analyze Analyze the key paragraph.

Key Paragraph

MAMA Son – I come from five generations of people who was slaves and sharecroppers – but ain't nobody in my family never let nobody pay 'em no money that was a way of telling us we wasn't fit to walk the earth. We ain't never been that poor. *(Raising her eyes and looking at him)* We ain't never been that – dead inside.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

After the loss of their savings, Mama decides not to move to the house, thinking they can no longer afford it. Walter calls Mr. Lindner to accept his deal. Even though she isn't planning to move to the house now, Mama is against the plan. In her mind, accepting the money is admitting that her family isn't good enough to live in Clybourne Park.

In this situation, who do you think is right? Should the Younger family accept the money? **Take a side and write an argumentative paragraph providing reasons why the Younger family should or should not take the money.** Remember: Justice Requires Restraint. Is it right to accept money not to move into Clybourne Park if you're not going to move there anyway? What implications are tied with taking the money? Do you agree with Mama that taking the money would mean the Youngers are 'dead inside?'

11. Close Close by extending today's lesson to life and the world.

Community Connection – Housing Rights

Everyone has to deal with housing in her or his life. This unit, focus on teaching students about housing. How does one apply for an apartment? What rights do renters have? What criteria can a prospective landlord use when choosing tenants? How do you qualify for a home loan? What steps must you take to buy your own home? What are homeowners' associations and what power do they have?

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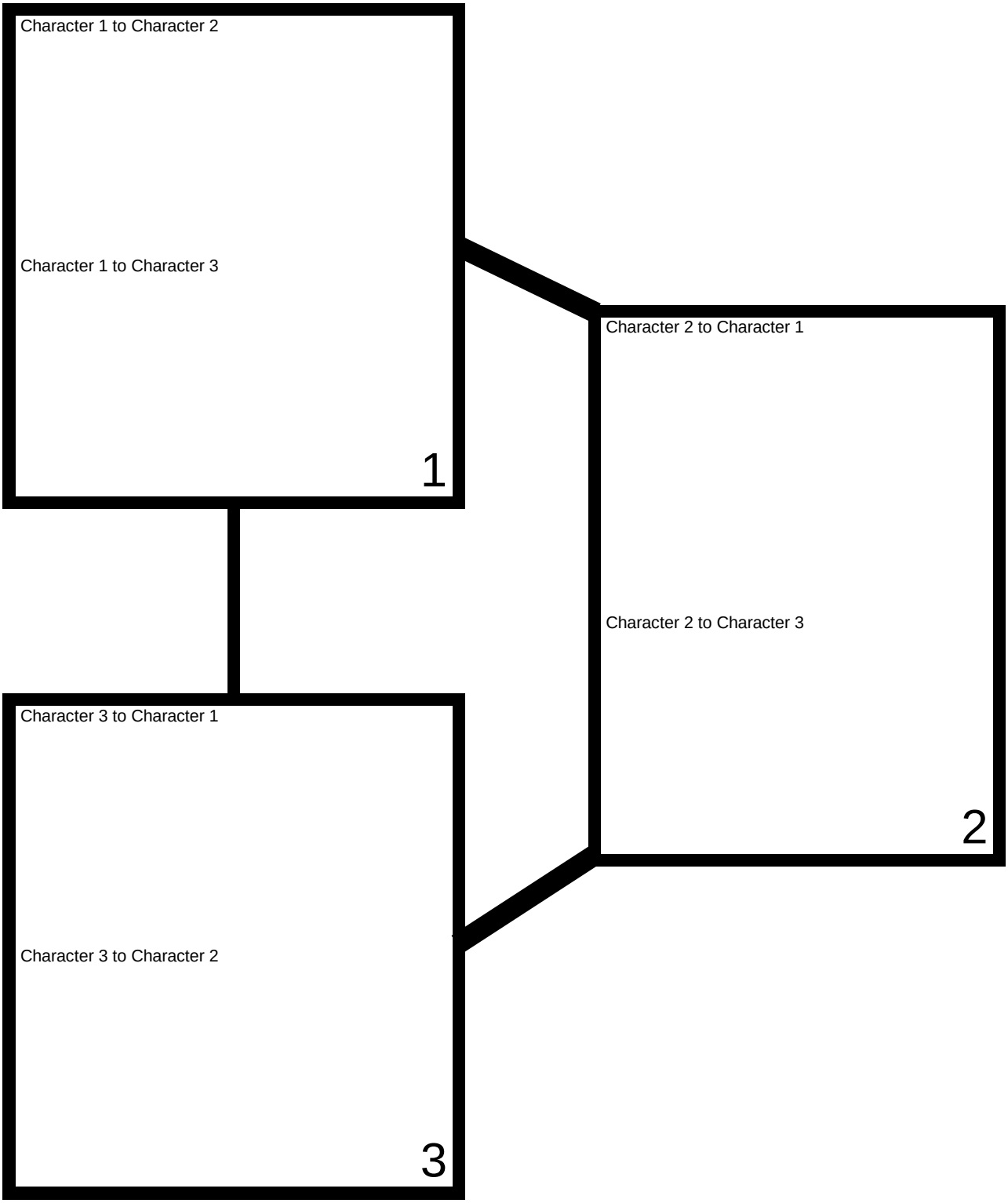
5g6 Character Interaction Chart



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Character Based Literacy Program Lesson Plan
A Raisin in the Sun, Day 15

Outcomes for Today

Standards for Writing:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim)s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

Where does the title *A Raisin in the Sun* come from?

The title comes from the poem "A Dream Deferred" by Harlem Renaissance poet Langston Hughes. The poem reads:

What happens to a dream deferred?

Does it dry up
like a raisin in the sun?
Or fester like a sore--
And then run?
Does it stink like rotten meat?

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Or crust and sugar over--
like a syrupy sweet?

Maybe it just sags
like a heavy load.

Or does it explode**?**

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

anguished (144)	mourning (144)	intensity (147)	bustling (149)	distracted (150)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 144-151

Setting	Characters	Pages
Saturday, moving day	Mama, Walter, Beneatha, Ruth	144
	Mama, Beneatha, Ruth	144-145
	Mama, Beneatha, Ruth, Walter, Travis, Lindner	146-149
	Mama, Beneatha, Ruth, Walter, Travis	149-150
	Mama, Ruth	150-151
	Mama	151

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline.

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map - Apartment Floor Plan – Use your floor plan to represent characters' locations as you read the play.

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EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

3g6 Plot Profile Chart – Complete a Plot Profile Chart for *A Raisin in the Sun*. What are the ten most significant events in the play?

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. How will Walter feel if he accepts the money from Mr. Lindner?
2. Why does Beneatha say Walter is no brother of hers?
3. Why does Mama tell Beneatha she should still love her brother?
4. Why does Walter tell the story of his father almost killing a man for calling him a bad name?
5. Why do you think Walter changes his mind?
6. Do you think that Walter's actions in this scene would have made his father proud?
7. Do you think Beneatha will move to Africa with Asagai?
8. How does Mama feel when she leaves the apartment where she's lived for so long?
9. What does the plant symbolize in the play?

9. Analyze Analyze the key paragraph.

Key Passage

WALTER *(Really like a small boy, looking down at his shoes and then up at the man)* and – uh – well, my father, well, he was a laborer most of his life…

WALTER *(A beat; staring at him)* and my father – *(With sudden intensity)* my father almost *beat a man to death* once because this man called him a bad name or something, you know what I mean?...

WALTER *(A beat. The tension hangs; then Walter steps back from it)* Yeah. Well – what I mean is that we come from people who had a lot of *pride*. I mean – we are very proud people. And that's my sister over there and she's going to be a doctor – and we are very proud – …

WALTER What I am telling you is that we called you over here to tell you that we are very proud and that this – *(Signaling to TRAVIS)* Travis, come here. *(TRAVIS crosses and WALTER draws him before him facing the man)* This is my son, and he makes the sixth generation our family in this country. And we have all thought about your offer – ….

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WALTER And we have decided to move into our house because my father – my father – he earned it for us brick by brick. *(MAMA has her eyes closed and is rocking back and forth as though she were in church, with her head nodding the Amen yes)* We don't want to make no trouble for nobody or fight no causes, and we will try to be good neighbors. And that's *all* we got to say about that. *(He looks the man absolutely in the eyes)* We don't want your money. *(He turns and walks away)*

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

To the surprise of his family and Mr. Lindner, Walter refuses to accept the money from Mr. Lindner, and decides the family will move to Clybourne Park. He decides that his father's sacrifice and his family's pride are more important than his personal dreams. What happens to a dream deferred?

Read Langston Hugh's poem 'A Raisin in the Sun.' **Write a paragraph arguing either in favor of or opposition against this title for the play.** Are the Younger family's dreams withered like a 'raisin in the sun,' or do they live on? What do you think this family has gained from the events of this play? Cooperation?

11. Close Close by extending today's lesson to life and the world.

Community Connection – Housing Rights

Everyone has to deal with housing in her or his life. This unit, focus on teaching students about housing. How does one apply for an apartment? What rights do renters have? What criteria can a prospective landlord use when choosing tenants? How do you qualify for a home loan? What steps must you take to buy your own home? What are homeowners' associations and what power do they have?

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3g6 Plot Profile Chart

10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
Intensity Description										
Event	1	2	3	4	5	6	7	8	9	10

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Character Based Literacy Program Lesson Plan
A Raisin in the Sun, Final Writing Task

Outcomes for Today

Standards for Writing:
W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

As the Younger family embarks on a new, hopeful journey in their lives, they face huge obstacles. They are moving to Clybourne Park fully aware that the community does not welcome their presence. There is a distinct possibility that they will be met with violence and opposition. However, this move also marks a new start, filled with exciting opportunities for the family.

What do you think happens next? Using authoritative print or digital sources, research the racial and political tensions, as well as the economic and social movements underway at the time the play was written. Drawing on this information, and information provided in the text, **create a summary of an additional scene or epilogue of the play**. If the Younger family is faced with opposition, how do they plan to overcome it? How can their family be a beacon of justice in the new neighborhood? What does Beneatha decide to do? Is Ruth's baby born? How are Mama, Walter and the rest of the family coping with the new house and environment? Upload your complete scene summary to an online forum of your choice (blog, Google Docs, etc.). Present the link to your teacher and classmates so your work can be shared.

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