

Lesson Plan (*A Raisin in the Sun*)

Unit Title: Reading & Analyzing Fiction Text	Number of estimated days: 5
TEK(S): 2A, 2B, 5B	Resources: A Raisin in the Sun
Day 1	
Learning Intentions: Students will make connections between the various literary elements and the development of characters (5B) Students will understand how theme is affected by cultural and historical factors. (2A) Students will understand how an author represents universal human conditions. (2A) Students will make complex inferences about text and use text evidence to support understanding (Fig. 19B)	Opening Structure (5 min): 1. The teacher will display the term “American Dream” to students. 2. Students will jot down ideas that come to mind when they hear the term “American Dream” 3. Teacher will record student responses on chart paper (popcorn strategy). 4. Both teacher and student will categorize the responses. 5. Teacher and students will discuss the various responses and teacher will remind students to keep their answers in the back of their mind. Mini Lesson (10 min): 1. Teacher will briefly introduce who Langston Hughes was and the context in which he wrote his poetry. <i>Langston Hughes was known to be a writer during the Harlem Renaissance era. He typically wrote about the experiences of African Americans.</i> 2. Teacher will model for students (using the TPCASTT) how to annotate and analyze the language in the poem “A Dream Deferred” identify the characteristics of the speaker and how the language influences the theme. <i>How does this specific language show a mood? How does it contribute to the setting? What is the author trying to say? How do we know this? How does the historical context effect the meaning?</i> Work Time & Catch (30 min): 1. Students will read the poem “Dreams” 2. As students read, they will annotate and analyze the poem “Dreams” (using TPCASTT) 3. Students will complete the “American Dream Theme” handout. <i>Teacher will rotate and monitor student conversations and help guide discussion.</i> Possible “Catches”: Teacher rotates and monitors student conversations. Students may not understand how the mood is created by the different word choices <i>“what is the time period and what was going on...how does that make a difference in the word choice/mood?”</i> Debrief (5 min): How did the theme in “Dreams” relate to the idea of the American Dream? Explain your answer using text evidence. Formative Assessment(s): Teacher will review student work products and use as a reteach/opener for tomorrow’s lesson.
Success Criteria: I can annotate to identify a theme in “Dreams” using TPCASTT. I can explain how the writer uses culture and history to help me understand the theme. I can make an inference about the text and use text evidence to explain my rationale.	Day 2
Learning Intentions: Students will make connections between	Opening Structure (5 min): 1. Teacher will display a few student responses from yesterday’s exit ticket, “Dreams.” Students will relate to the idea of the America Dream.

<p>the various literary elements and the development of characters (5B)</p> <p>Students will understand how theme is affected by cultural and historical factors. (2A)</p> <p>Students will understand how an author represents universal human conditions. (2A)</p> <p>Students will make complex inferences about text and use text evidence to support understanding (Fig. 19B)</p> <p>Success Criteria:</p> <p>I can explain how the writer uses culture and history to help me understand the theme.</p> <p>I can identify words/phrases that develop characters.</p> <p>I can make a connection between character development and theme.</p>	<p>2. Students will read the responses and provide a statement(s) disagreeing or agreeing with their peers opinions.</p> <p>3. Teacher and student will discuss and clarify the responses.</p> <p>Mini Lesson (10 min):</p> <p>1. The teacher will introduce the author, Lorraine Hansberry (explaining the significance of her experiences and the time period in which the play was written).</p> <p>2. Teacher will read opening biography of the play.</p> <p><i>During the time in which this text was written, there were numerous events that influenced Lorraine to share the experience of African-Americans. Between the segregation of schools and housing of African Americans it was a challenge for many of them to realize the value of even having a dream...</i></p> <p>Work Time & Catch (30 min): Whole Group/Small Group/Shared Reading/Individual Work</p> <p>1. The students will begin reading <i>A Raisin in the Sun</i></p> <p>2. The students will collaborate with their peers to identify character traits of the main characters.</p> <p><i>Students will use a character analysis chart to help them track the characters in the play.</i></p> <p>Possible “Catches”:</p> <p>Teacher rotates and monitors student conversations. <i>Tell me why you noticed that specific text and what made it intriguing to you.</i></p> <p>Debrief (5 min):</p> <p>1. Students will respond to the following question in Padlet: “What has happened in the play so far to help you understand the characters’ quest for the American Dream?</p> <p>Formative Assessment(s):</p> <p>Teacher will review student work products and use as a reteach/opener for tomorrow’s lesson.</p>
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Day 3

<p>Learning Intentions:</p> <p>Students will make connections between the various literary elements and the development of characters (5B)</p> <p>Students will understand how theme is affected by cultural and historical factors. (2A)</p>	<p>Opening Structure (5 min):</p> <p>1. Teacher will display student responses Padlet “What has happened in the play so far to help you understand the characters quest for the American Dream.</p> <p>2. Students will turn and talk and discuss whether they agree or disagree with their peers’ responses.</p> <p>3. Teacher and students will discuss and clarify thinking.</p> <p>Mini Lesson (10 min):</p> <p>1. The teacher will model for students through an excerpt of <i>A Raisin in the Sun</i> how to identify literary elements and how those literary elements develop a character.</p> <p><i>What literary element is the author using here? What do we know about the character already? How does this element add to the development of the character?</i></p> <p>Work Time & Catch (30 min): Whole Group/Small Group/Shared Reading/Individual Work</p> <p>1. The teacher and students continue reading Act I, Scene I of <i>A Raisin in the Sun</i>.</p>
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<p>Students will understand how an author represents universal human conditions. (2A)</p> <p>Students will make complex inferences about text and use text evidence to support understanding (Fig. 19B)</p> <p>Success Criteria:</p> <p>I can read a play and identify a character's words, actions, and thoughts.</p> <p>I can identify a literary element in <i>A Raisin in the Sun</i>.</p> <p>I can explain how that literary element develops the character and theme.</p>	<p>2. The students will peer read Act I, Scene I of <i>A Raisin in the Sun</i>.</p> <p>3. The students will identify and explain the literary element that is used to develop the character Walter.</p> <p>Possible “Catches”:</p> <ol style="list-style-type: none"> 1. Teacher rotates and monitors student conversations. Teacher may ask individual students “<i>what does that literary element mean? How does it connect to the character? Provide evidence.</i>” 2. Students will do a brief (1 min) self-assessment on where they fall on the learning progression in relation to TEKS 2A, 5B, Fig.19B. <p>Debrief (5 min): Predict how Walter’s character will shape the theme of the play. Provide a brief explanation to support your thinking.</p> <p>Formative Assessment(s):</p> <p>Teacher will review student work products and use as a reteach/opener for tomorrow’s lesson.</p>
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Day 4

<p>Learning Intentions:</p> <p>Students will make connections between the various literary elements and the development of characters (5B)</p> <p>Students will understand how theme is affected by cultural and historical factors. (2A)</p> <p>Students will understand how an author represents universal human conditions. (2A)</p> <p>Students will make complex inferences about text and use text evidence to support understanding (Fig. 19B)</p>	<p>Opening Structure (5 min):</p> <ol style="list-style-type: none"> 1. Teacher will display a few responses from yesterday’s exit ticket. 2. Students will rotate around the room to read each response (gallery walk). 3. Students will stand by the response that “speaks to them the most” and explain why. 4. Teacher and student will discuss and clarify responses. <p>Mini Lesson (10 min):</p> <ol style="list-style-type: none"> 1. The teacher and students will complete a reading recap. 2. Teacher will clarify any misconceptions and confirm comprehension. 3. Class identifies 1-2 themes developed so far in the play. <p>Work Time & Catch (30 min): Whole Group/Small Group/Shared Reading/Individual Work</p> <ol style="list-style-type: none"> 1. The students will independently read Act I, Scene II of <i>A Raisin in the Sun</i>. 2. As students read they will make a journal entry response to the following prompt: <i>Make a personal connection to a scene/character from the reading today. How does it affect your idea of the American Dream from Monday?</i> <p>Possible “Catches”: Teacher rotates and monitors student reading and responding. <i>What about this character or situation is appealing to you?</i></p> <p>Debrief (5 min): Make a text-to-text, text to self, or text to world connection. Place your answers on the anchor chart provided.</p> <p>Formative Assessment(s):</p>
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<p>Success Criteria: I can read a play and identify a character's words, actions, and thoughts.</p> <p>I can make a connection to a human condition that is represented in the play.</p>	
Day 5	
<p>Learning Intentions: Students will make connections between the various literary elements and the development of characters (5B)</p> <p>Students will understand how theme is affected by cultural and historical factors. (2A)</p> <p>Students will understand how an author represents universal human conditions. (2A)</p> <p>Students will make complex inferences about text and use text evidence to support understanding (Fig. 19B)</p> <p>Success Criteria: I can assess my understanding of Act I of <i>A Raisin in the Sun</i> with at least a 70% or above.</p>	<p>Opening Structure (5 min): 1. Teacher will provide students with 10 Study! (ten minutes to review or study any of their class notes).</p> <p>Mini Lesson (10 min): 1. Teacher will provide students with directions for completing formative assessment for Act I.</p> <p>Work Time & Catch (30 min): Whole Group/Small Group/Shared Reading/Individual Work 1. Students will assess their understanding of the events/characters in Act I of <i>A Raisin in the Sun</i>.</p> <p>Possible “Catches”: Teacher rotates and monitors student. Ensures that students are on task.</p> <p>Debrief (5 min): How would you rate your performance on the formative assessment? Circle the correct emoji to demonstrate your feeling and explain?</p> <p>Formative Assessment(s): Teacher will review student work products and use as a reteach/opener for tomorrow's lesson.</p>