

Raisin in the Sun - Winter 2015

Subject/Grade: English 11

Course: American Literature

Unit Title: The Great Gatsby  
Length: 5 weeks

Stage 1 - Desired Results

**Content Standards:** *This section lists the secondary content standards that are addressed in the unit (e.g., CCSS, GSEs, NGSS, Industry Standards, etc.)*

**Assessed Standards:**

CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

CCSS.ELA-LITERACY.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

CCSS.ELA-LITERACY.RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses)

CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**Anchor Standards:**

CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

CCSS.ELA-Literacy.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**Essential Questions**

1. What is the American Dream, and who has access to it?
2. How do our dreams sustain, define, and/or destroy us?
3. What happens to a dream deferred?
4. How can art expose social inequity?

**Understanding: This section identifies the big, enduring ideas of the unit**

1. The American Dream conventionally refers to a life of social mobility and stability. Unfortunately, many did and do not have access to this dream due to systemic and personal prejudices.
2. Dreams can keep us going, determine who we are, and even crush us when we cannot achieve them.
3. A dream deferred lingers and affects individuals in a number of ways that make it difficult to move forward.
4. Art can be a powerful medium for exposing social inequities.

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<p><b>Students will know:</b> <i>This section identifies key concepts and knowledge students will acquire as a result of this unit</i></p> <ol style="list-style-type: none"> <li>1. The definition and brief history of colonialism and assimilation.</li> <li>2. Background information on discriminatory housing practices in Chicago.</li> <li>3. The 3 levels of questioning</li> <li>4. Discussion behaviors that promote civil discourse such as facilitation, building off of others' comments, referring to the text, asking questions, and making connections.</li> <li>5. Literary terms and their features such as monologue, voice, characterization, theme</li> <li>6. Reading strategies such as summarizing, clarifying, questioning, and predicting.</li> <li>7. Biographic Information about Lorraine Hansberry</li> <li>8. The details of the <i>Hansberry v. Lee</i> Court Case</li> </ol>	<p><b>Students will be able to:</b> <i>This section identifies what students should be able to do as a result of such knowledge. What skills do they now have?</i></p> <ol style="list-style-type: none"> <li>1. Explain the relevance of colonialism to <i>Raisin in the Sun</i> and its significance to race relations in the United States.</li> <li>2. Connect the experiences of the characters in the play to historical discriminatory housing practices and evaluate their impact on African American communities in Chicago and beyond.</li> <li>3. Ask and answer questions of all levels in response to complex texts</li> <li>4. Participate and facilitate text-centered discussions that follow the guidelines of civil discourse.</li> <li>5. Analyze artistic choices (such as use of monologue, voice, characterization, and theme) for their significance to a text as a whole and adapt in their own creative writing.</li> <li>6. Use a variety of strategies to decode complex texts</li> <li>7. Explain the connections and distinctions between Lorraine Hansberry's life and the play.</li> <li>8. Analyze the <i>Hansberry v. Lee</i> Court Case and explain its significance to the play as well as the time period.</li> </ol>
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### Stage 2 - Assessment Evidence

**Assessments:** *This section identifies assessment tasks that the teacher will employ to assess student performance on the content standards identified in this unit. This section may also identify the rubrics used for scoring each assessment task*

*Extended Dramatic Monologue (W 3 & 4, SL 3, 4 & 6)*  
*DBQ Essay (RL 1, RI 8)*  
*Level 1, 2, & 3 questions (RL 4, 5 & 6)*  
*Entrance/Exit Tickets (RL 1, 4, 5 & 6, W 1, 3, 4 & 9)*  
*Socratic Seminars (RL 1, 4, 5 & 6, SL 1)*  
*Quizzes & Tests (Content and Vocab) (RL 1, 4, 5 & 6, W 1, 4, & 9)*  
*Character Diaries/Journal Entries (RL 1, 4, 5 & 6, W 3 & 4)*  
*Comprehension Graphic Organizers per scene (RL 1, 4, 5 & 6)*  
*Film/Poem Comparison (RL 7, RL 9, W 4)*  
*Court Case Analysis (RL 9, RI 8, W 4)*

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<b>Stage 3 - Learning</b>	
<p><b>Learning Activities:</b> <i>This section lists suggested ENGAGING &amp; EFFECTIVE activities for students to demonstrate their competency in the standards identified in this unit</i></p> <p style="text-align: center;"><b>Note:</b> These activities are differentiated in order to best reach all levels &amp; types of learners:</p>	
<b>Activities for ALL students:</b>	<b>Supports Provided:</b>
<ol style="list-style-type: none"> <li>1. Freyer Squares for vocab acquisition</li> <li>2. Literature Circles</li> <li>3. Socratic Seminars</li> <li>4. Film vs Book Comparison</li> <li>5. Thematic Carousels</li> <li>6. Character Journals</li> <li>7. Four Corners</li> <li>8. Critical Theory Lenses</li> <li>9. Analysis of Focus Passages</li> <li>10. Grammar Exercises</li> <li>11. Scene Interpretations &amp; Performances</li> <li>12. Monologue Practice</li> <li>13. Audience Feedback</li> <li>14. Lost Scene Writing</li> <li>15. Dramatic Monologue Examples</li> <li>16. Colonialism DBQ</li> </ol>	<ol style="list-style-type: none"> <li>1. Graphic Organizers</li> <li>2. Modeling - Teacher &amp; Student Work Samples</li> <li>3. Group Work</li> <li>4. Multimodal options (using art, videos, etc as prompts)</li> <li>5. Directions presented in different ways (visually, audibly, etc)</li> <li>6. Explicit Instruction</li> <li>7. Organizational Systems (Notebook with Dividers for each section)</li> <li>8. Individual Conferences</li> <li>9. Collaboration with Inclusion Teacher &amp; Reading Specialist</li> <li>10. Use of Audiobook and Film to scaffold text comprehension</li> <li>11. Read Aloud/Think Alouds to model "close-reading"</li> </ol>
<b>Activities for MOST students:</b>	<b>Supports Provided:</b>
<ol style="list-style-type: none"> <li>1. Further analysis of major themes</li> <li>2. Peer editing and revision of writing assignments</li> <li>3. Hansberry v Lee Court Case analysis</li> </ol>	<ol style="list-style-type: none"> <li>1. Explicit Instruction</li> <li>2. Group Work</li> <li>3. Modeling with student samples</li> </ol>
<b>Activities for SOME students:</b>	<b>Supports Provided:</b>
<ol style="list-style-type: none"> <li>1. Leadership Roles within Group Activities (i.e. Socratic Seminars, Literature Circles, etc)</li> <li>2. Fine-tuning essay writings skills, in particular cultivating a distinct academic voice.</li> <li>3. Extended monologue practice</li> <li>4. Further Research on Discriminatory Housing policies</li> </ol>	<ol style="list-style-type: none"> <li>1. Modeling</li> <li>2. Explicit Instruction</li> <li>3. Targeted Feedback (in particular, voice, blending quotes, etc)</li> <li>4. Individual Conferences</li> </ol>
<p><b>Instructional Resources:</b> <i>This section of the unit lists instructional resources &amp; equipment available to teachers for this unit</i></p> <p>Notebooks  Copies of <i>Raisin in the Sun</i>  Daily Powerpoints  Computer Cart for research  Audiobook  Film Version of <i>Raisin in the Sun</i>  Excerpts from <i>To Be Young, Gifted, and Black</i>  "The White Man's Burden" by Rudyard Kipling and response poems  TED TALK: "Dangers of a single story"  Hansberry v. Lee Court Case  Dramatic Monologue from "Happy Anniversary, Punk!"  "Harlem: Dream Deferred" by Langston Hughes  Colonialism DBQ</p>	