



Rikki Arnold was born and raised here in St. Louis, MO. She graduated from Metro Academic and Classical High School and went on to attend college in Jackson, MS at Jackson State University. After graduating with a degree in English, Rikki remained in the Jackson area with no intentions on becoming a teacher or ever moving back home to St. Louis. Obviously, God had other plans for her life. Living in Mississippi gave her a real passion for helping people, especially African-Americans, gain more knowledge in order to be more successful in life. It is where her dream of starting a non-profit organization to assist African-American students with free ACT and SAT prep was born. She realized that she needed the background knowledge to be able to make this dream a successful reality, so she enrolled in school in August of 2009 and has been learning philosophies, adolescent psychology, and making lesson plans ever since. Working 40 hours a week, taking care of her 2 ½ year old son Gabriel, and being a full time graduate student keeps Rikki more than busy, but it will all be worth it in May of 2011 when she has completed her certification.

“ I will teach because I believe in them. I will teach because I want them to believe in themselves. I will teach because with knowledge everything is possible. And I will teach to open the doors, windows, and crawl spaces to those possibilities.” - Rikki

A Raisin in the Sun Unit

American Lit

Rikki Arnold

Spring 2011

Overview

Rationale: The purpose of this unit is to show students how a people's struggle is never-ending. Through the use of the play "A Raisin in the Sun" by Lorraine Hansberry with the African-American struggle for equality in America as a backdrop, students will understand the effects that struggle has on a people and how those effects remain salient for years and generations to come.

Summary: Students will be eased into the setting of the play and the racial climate of America through lecture and activities. Then they will read the play and apply what they learned to their reading and analyses of the play. Students will then be assigned a two part project as a summative assessment. The first part requires them to write an essay on a topic/question of their choosing, based on a theme, character, or symbol in the play. In the second part they will, in groups, compare and contrast the African American struggle in America to another group of people's struggle in any other country in the world.

Objectives:

Show Me Standards:

1. speaking and writing standard English (including grammar, usage, punctuation, spelling, and capitalization)
2. reading and evaluating fiction, poetry, and drama
4. writing formally (such as reports, narratives, and essays) and informally (such as outlines, notes)
6. participating in formal and informal presentations and discussions of issues and ideas

Length of Curriculum: 14 to 16 class 50 minute class periods

Materials and Resources:

School will provide: text, Internet, library

Teacher will provide: supplemental resources including, but not limited to film versions of the play, music of the time period, newspaper articles from the period, etc.

Students will provide: writing utensils, paper

Means of Assessment: Students will receive points for completing required readings, class participation, peer reviews

Formative Assessments: Mask Project, Theme Chart, Jigsaw Family Portrait.

Summative Assessment: the final essay and presentation to be graded by rubric.

Lesson Plan: Day 1

Teacher: Ms. Rikki Arnold

Subject: American Lit

Level: 11th Grade

Topic: Background of "A Raisin in the Sun"

Objectives: Using discussion, students will understand the setting (time and place) of the play and its importance.

Show Me Standards:

1. speaking and writing standard English (including grammar, usage, punctuation, spelling, and capitalization)
2. reading and evaluating fiction, poetry, and drama
6. participating in informal presentations and discussions of issues and ideas

Materials Needed: hard copies of "I Have a Dream" speech, pictures: compelling depictions (water hose and dog attacks, lunch counter sit-in photos, etc.) of the Civil Rights Movement, and audio: MLK "I Have a Dream" speech

Clarify Aims and Establish Set:

Do Now: Take a few moments to preview the pictures on the board. They are photos of some of the events and happenings during the Civil Rights Movement. After you look at them free write in your journals about them. Here are some questions to consider: What do you think of these pictures? Do you know who any of the people in them are? How do these pictures make you feel?

Transition: "I Have a Dream" speech

After about 5 minutes, I will pass out copies of Dr. King's speech and then play it for the students. As we listen to the speech students will be asked to highlight a particular section that they find most

interesting or compelling. After we are done listening, Students will be given another five minutes to jot down thoughts on the section they highlighted.

Transition: Reading texts from the period

Students will be broken up into groups of 3 to 5. They will “round robin” read their piece, select on e group member to summarize their text for the class and also jot down any thoughts they have about their piece.

Transition: Whole group discussion

We will quickly go around the room to share what pieces of text each group had and then students will be asked to share some of the thoughts they wrote down about the pictures, speech, or their reading. Using their thoughts as a springboard, I will move into a discussion about the Civil Rights Movement and the racial climate of the country in the late 1950s to 1960s. I will connect that time period of the play to the mindset of the main characters in the play. I will also give a brief synopsis of the play.

Transition: Check for understanding

Students will be asked to take out a sheet of paper and write down the answers to the following questions:

1. Describe the climate in America as the setting for “A Raisin in the Sun.”
2. Why is this important to the play?
3. What new information did you encounter today?
4. Did this new information change you or the way you see the world in any way?

These answers will be their exit ticket. It is worth 6 points.

Lesson Plan: Day 2

Teacher: Ms. Rikki Arnold

Subject: American Lit

Level: 11th Grade

Topic: Connection – African American's in today's society

Objectives: Students will understand how the African American struggle is an ongoing process.

Show Me Standards:

1. speaking and writing standard English (including grammar, usage, punctuation, spelling, and capitalization)
2. reading and evaluating fiction, poetry, and drama
4. writing formally (such as reports, narratives, and essays) and informally (such as outlines, notes)
6. participating in formal and informal presentations and discussions of issues and ideas

Materials Needed: copies of Paul Laurence Dunbar's "We Wear the Mask," mask templates, art supplies: scissors, crayons, markers, construction paper, glitter, and glue

Clarify Aims and Establish Set:

Do Now: Do you sometimes feel like you're wearing a mask and hiding your true feelings or your true self?

Transition: We Wear the Mask mini – project

I will pass out Dunbar's "We Wear the Mask" and then read it for the class. I will then ask them to jot down their first impressions of the poem and its meaning. After about 5 minutes I will ask them to share their interpretations. Using their thoughts, we will delve into an analysis of the poem as it relates to setting of "A Raisin in the Sun." Finally I will give the students 30 minutes to create a mask of their own. Using their thoughts from the "Do Now" they will create the mask they sometimes wear. On the back of

the mask they should write a paragraph explaining their creation. This project is intended to help students connect with the tone of the play as well as the feelings of the characters, once they start to read the play.

Transition: Sharing the masks

I will share with them my mask and then ask them to share theirs. I will close the project by showing the connection between the masks they wear and how it relates to struggles in their lives. Struggle is universal.

If there is time I will give them the handout for the summative assessment and discuss their final project. If not it can wait until next class period.

Lesson Plan: Day 3

Teacher: Ms. Rikki Arnold

Subject: English

Level: 11th Grade

Topic: Themes in “A Raisin in the Sun”

Advance Organizer: Theme Chart

Objectives: Using the advance organizer and discussion, students will know the three main themes of the play.

Show Me Standards:

1. speaking and writing standard English (including grammar, usage, punctuation, spelling, and capitalization)
2. reading and evaluating fiction, poetry, and drama
4. writing formally (such as reports, narratives, and essays) and informally (such as outlines, notes)

Materials Needed: advance organizer, copies of “A Dream Deferred”

Phase 1: Introduction: Clarify aims and establish set.

Do Now: What happens to a dream deferred (postponed or delayed)?

*select a student to read the poem

We will briefly discuss any thoughts on the “Do Now” as I pass out copies of Hughes “A Dream Deferred.” I will let them know that this poem is where the title of the poem came from and was much of an inspiration for the play itself. Dreams are a major theme of the play.

Transition: Poem discussion

The preselected student will read the poem aloud to the class and as a class we will briefly analyze and discuss the poem.

Transition: The two other major themes

The two other major themes of the play are racial discrimination – what we have been discussing for the past few class periods – and family.

Phase 2: Present the advance organizer (include and describe)

The advance organizer is just a simple chart of the themes with space for the students to write in specific scenes, pages, acts, etc. that relate to that theme.

Phase 3: Present learning materials (outline of content):

I will let the students know that this chart is for them to keep. It will help them to organize information that will most likely be very important to them when it comes time to start working on their final project for the unit. As we analyze each act of the play students will be asked to pull out the chart, share what they have written in and fill in any information that they find helpful that they did not find in the reading.

Lesson Plan: Day 10

Teacher: Ms Rikki Arnold

Subject : English

Grade Level: 11th Grade

Topic: Jigsaw character analysis

Objective(s): Using the Jigsaw format, students will analyze the major characters in the play.

Show Me Standards:

1. speaking and writing standard English (including grammar, usage, punctuation, spelling, and capitalization)
2. reading and evaluating fiction, poetry, and drama
4. writing formally (such as reports, narratives, and essays) and informally (such as outlines, notes)
6. participating in formal and informal presentations and discussions of issues and ideas

Materials needed: poster board for each group, markers, crayons, or colored pencils

Phase 1: Introduction: Clarify goals and establish set.

Today we will jigsaw in order to analyze the main characters of the play.

Phase 2: Present information (outline of content):

After you have met in your expert group you will then go to your home group and share the information that you learned about your character with them. Then each group will produce a creative

representation of your jigsaw. I want you to create a family portrait. Each of you will draw your character with a graphic representation of something significant about them on the same piece of poster board. I would also like a paragraph with at least 5 sentences from each group member explaining your character's portrait.

Phase 3: Organize students into learning teams:

I will break them up into two groups: 1 expert group and 1 home group. There will be one expert group for each main character: Walter Lee, Lena "Mama," Beneatha, Joseph Asagai. Then, together, one person from each expert group will form a home group. They will first meet in their expert groups in order to become experts on their character, and then meet with their home groups to share their knowledge and create their family portrait.

Phase 4: Assist team work and study:

I will visit and listen in on the groups throughout the class period to ensure the discussions are lively and on topic and also to check whether all group members are pulling their weight and fulfilling the assignment.

Phase 5: Test on the materials:

Their test on the materials will be a short individual quiz over the play to ensure they read it. It will cover basic ideas that anyone who read the play should know. The creative project will be to ensure their jigsaw was productive.

Phase 6: Provide team recognition:

Team recognition will be given after I have reviewed the projects. The students will receive certificates. All projects will be put on display in some area of the classroom and have a colored ribbon to signify what award the team members won.

Teacher Calendar

Day 1: Historical Background - Expose students to texts of the period; Listen to "I Have a Dream Speech," Give background info of play. **Did you reserve the computer lab?**

Day 2: Connection – short review on citing in MLA format; African Americans in today's society; Claude McKay "We Wear the Mask" project; discuss final project

Day 3: Introducing Themes – racial discrimination, family, and dreams: Langston Hughes "A Dream Deferred"

Day 4 - 5: Act I – review and analysis; "Eat Your Eggs" symbol – video (Portier version)

Day 6 – 7: Act II – review and analysis; Beneatha's hair as a symbol – video (P.Diddy version)

Day 8-9: Act III – review and analysis; Mama's plant as a symbol. **Did you organize the jigsaw groups?**

Day 10: Main Character Analysis - jigsaw; question creation for essay; group formations; work on individual essay

Day 11: Work on Individual essay; one on one conferences

Day 12: Work on Final Group Project

Day 13: Peer review essays; Further group project work

Day 14 - 16: Turn in essays, Presentations

Student Calendar: A Raisin in the Sun Unit



| Class Period # | Date | What are we doing? |
|----------------|------|--|
| 1 | | Historical background of the play from pictures and texts from the period. |
| 2 | | "We Wear the Mask" mini project. Instructions for your final project for the unit. |
| 3 | | Discussing the themes in the play |
| 4 | | Act I: Reading and analysis |
| 5 | | Act I cont'd |
| 6 | | Act II: Reading and analysis |
| 7 | | Act II cont'd |
| 8 | | Act III: Reading and analysis |
| 9 | | Act III cont'd |
| 10 | | Groupwork: Jigsaw for character analysis, Start working on final project; Theme chart Due |
| 11 | | Computer Lab Day: Work on essays for final project; One on one conferences |
| 12 | | Computer Lab Day: Groupwork: work on final project presentation; Rough Draft Due |
| 13 | | Peer review essays; more work on group presentation |
| 14-16 | | Presentations |

All of your hard work for this unit will be put on display for Parent/Teacher night. So be your creative best!





Themes: A Raisin in the Sun
Graphic Organizer

Name_____

Ms. Arnold
American Lit

Use this handout to jot down scenes, lines, etc. where you see these themes expressed in the play. This will be helpful to you in your final project for the unit.

| Dreams | Racial Discrimination | Family |
|--------|-----------------------|--------|
| | | |



| Dreams | Racial Discrimination | Family |
|--------|-----------------------|--------|
| | | |

Name _____

Ms. Arnold

Date _____

American Lit

Keep this handout in your notebooks to be sure you have the complete instructions for the project.

A Raisin in the Sun



The Final Act



Part 1: Individually

- After reading and analyzing the play, consider what of the themes, symbols, and characters we've discussed in class are still relevant today.
- Create a topic or question that you would like to answer or explore around one of those themes, symbols, or characters. Like, What is the African-American struggle like today? Or, How did the election of an African-American president change the social standing for Black America?
- Explore that topic or answer that question in an essay with at least five paragraphs using at least 3 different types of resources, including one peer interview.

Resources

Peer Interviews

Popular Music (Rap, R&B, etc.)*clean versions

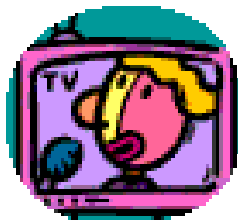
Newspaper articles

Blog sites

Newscasts

Novels written in the past 10 years

YouTube videos, Etc.



Part 2: In groups

- **Parallel the African American struggle for equality in America with any other group of people's struggle in any other country (East Indian's struggle for Independence, Haitian Independence, etc.).**
- **Prepare a 20 min presentation that includes a visual aid and at least 3 points of comparison.**
- **Every group member must present a portion of the presentation.**
- **You must use at least 3 different types of resources and turn in a MLA formatted bibliography page for them.**

Resources

Your history book

Internet *reliable sources only

The library

Interviews from immigrants of that country

Etc.



Group _____

Ms. Arnold

Date_____

American Lit

Group Work Log

Group Members present: _____

Major Decisions Made: _____

Individual Assignments: _____

Rubrics

Essay

| | 1-4pts | 5-8pts | 8-10pts | Comments |
|--------------------------------------|---|---|--|---|
| Mechanics and Usage | Many errors and typos | Some errors and typos | Very few errors and typos | Have several people edit your work for spelling, punctuation, and grammar mistakes as well as typos |
| Structure | Missing more than one structure requirement | Missing a structure requirement | At least five paragraphs, proper heading, spacing, and font size | |
| Flow | Essay is all over the place | Essay has a somewhat logical order. A few things seem out of place. | Runs seamlessly from one paragraph to another | |
| Topic Question | Basic topic question | Good topic question | Very Interesting topic question | |
| Exploration of Topic Question | Predictable avenues of exploration | Provides a new spin on old ideas | Insightful answers and new solutions | |
| Resources | Missing resources and citations | One resource or citation is missing. | Used and cited 3 different resources | Remember one must be a peer interview. If it is not there it is counted as a missing resource. |

Presentation

| Group | 1-7pts | 8-14pts | 15-20pts | Comments |
|----------------------------|--|--|---|----------|
| Content | Weak points of comparison, disorganized, frequent starts and stops during presentation | Most points of comparison were good, somewhat organized, a few breaks in between presenters to regroup | Solid points of comparison, well organized, flow from presenter to presenter was seamless | |
| Visual Aid | Visual aid did not bring value to the presentation. | Visual aid related to the presentation, but was not an integral part of the presentation. | Related directly to the presentation and was referred to often. Brought value to the presentation. | |
| Resources/ Bibliography | Several resources and citations missing, bibliography full of errors | A resource or citation is missing, some errors on bibliography | 3 resources used and cited during presentation, very few errors on bibliography | |
| Individual | | | | |
| Did you present? | No - 0 | | Yes | |
| Presentation style | Could not hear what you were saying, unsure of what you were talking about, fidgety. | Voice level was good, a few stumbles here and there, you seemed slightly uncomfortable | Projection of voice was good, seemed knowledgeable about what you were presenting, comfortable presence | |

Exit ticket day 1_____/6

Mask Project....._____/50

Theme Chart....._____/100

Jigsaw Family Portrait....._____/50

Final Essay

Rough Draft....._____/20

Peer Review....._____/20

Final Draft.....see rubric_____/60

Group Presentation.....see rubric_____/100

Class Participation (10pts per day/16 days)....._____/160

Total....._____/566pts