Disposition: Critical Response & Stance 10th Grade

Big Ideas:

- Lack of abundance
- Trust
- Role of money
- Importance of Family support
- Social Inequality
- Human Motivation
- Dreams/Vision
- Race Relations

Essential Questions about dreams/visions:

- What is your dream for your life and tell how you plan to realize your dream?
- Are having a dream and working toward that dream important in life?

Anchor Text:

Raisin in the Sun by Lorraine Hansberry

Possible Linking Texts:

- *The Seven Habits of Highly Effective Teens*, Sean Covey, 1998, Franklin Covey (Informational/Self-Help) (S/T 7 or 8 copies should be available for use in the jigsaw.)
- *A Raisin In the Sun*, Lorraine Hansberry, 1958, Vintage (Drama) (S)
- Story Tech Technique (http://education.unm.edu/EdPA/People/Harkins.html)
- *A Psalm of Life* Henry Wadsworth Longfellow (Poetry) (A)
- *Oh, the Places You'll Go!* Dr. Seuss, 1990, Random House (Poetry) (T)
- *A Dream Deferred* and *Dreams* Langston Hughes(Poetry) (A)
- "What is the American Dream?" http://memory.loc.gov/ammem/ndlpedu/lessons/97/dream/thedream.html (A)
- Wikipedia on the American Dream, http://en.wikipedia.org/wiki/American_Dream (A)
- "Who Wants to Be a Millionaire" http://www.americansc.org.uk/Online/American_Dream.htm (A)
- *This I Believe*, Jay Allison and Dan Gediman, Editors, 2006, Henry Holt www.thisibelieve.org (A)
- Lorraine Hansberry Biography Information – (http://voices.cla.umn.edu/vg/Bios/hansberry-larraine.htm (and A)
- Langston Hughes Biography Information – (www.americaslibrary.gov/cgibin/ page.cgi/aa/hughes (and A)
- *Dr. Seuss and Mr. Geisel: A Biography* Judith and Neal Morgan, 1995, Random House (Biography) (T)
- *Our Greatest Fear* Marrianne Williamson (Poetry) (A)
- *Hope is a thing with feathers* –Emily Dickinson (Poetry) (A)
- *Sympathy* – Paul Laurence Dunbar(Poetry) (A)
- *Two Kinds (*excerpt from *The Joy Luck Club)* – Amy Tan, 1989 , Vintage House, (Novel) (A)
- *I Am Not My Hair* and *There's Hope* by India Aire, 2006 *Motown Records, Testimony*

Vol. I Life and Relationships (http://umrg.com/artist.aspx?aid=426)/ (http://music.aol.com/artist/indiaarie/475170/main) (A)

Links for Life=Risk

- Life=Risk video
- http://www.bluefishtv.com/ProductDetails.aspx?cid=1005&id=1378&f=s1m&cc=&csc=&ldr=&s=famous%20failures
- http://vnweb.hwwilsonweb.com/hww/shared/shared_main.jhtml?_requestid=79541
- www.history.com
- http://web.mel.org/SPT--BrowseResourcesNewMeL.php
- Below is a subscription site to Grolier online, ask you librarian for a password. http://auth.grolier.com/static/invalid_login.html
- Below is the link to the Internet Public Library. http://www.ipl.org/
- http://www.biography.com/

Links for Raisins to Reality

- www.remax.com
- http://www.bloomberg.com/invest/calculators/mortgage.html
- http://www.realliving.com/RC/Buyer/PotentialAdditionalCosts.aspx
- http://smallbusiness.yahoo.com/r-article-a-2315-m-1-sc-8-how_much_does_it_really_cost_to_start_a_franchise- i
- http://www.chicagoeducation.com/?WT.srch=1&WT.mc_n=edu_google_chicago_re_chi edu_200609
- www.careercrusing.com
- http://www.4woman.gov/faq/prenatal.htm
- http://www.aap.org/research/pedmedcostmodel.cfm
- http://www.extension.umn.edu/distribution/businessmanagement/DF5899.html
- http://www.womenshealth.gov/faq/prenatal.htm#b
- http://www.guidetohealthinsurance.org/HIWHY.HTM
- http://www.nutritionexplorations.org/educators/whyteach.asp

Possible Media Resources:
A Raisin in the Sun movie(s) – modern vs black and white
Pursuit of Happyness
The Blind Side

Possible Teacher Resources:
http://www.bmionline.com/pdf/raisininthesun.pdf (Online lesson plans, vocab, study questions)

Vocabulary: undistinguished, exasperated, viciously, proposition, vengeance, vindicated, tentatively, furtively, futile, tyrant, mutilated, insinuatingly, haphazardly, inappropriately, assimilationism, heathenism, forlornly, coquettishly, arrogant, eccentric, oppressive, cliché, sarcastically, plaintively, menacingly, presumably, rebuffs, revelation, desperation, exuberance, amiably, ludicrous, ominous, despair, plunder, wrought, monologue, penetrated, epitaph, amid

Content (specific to ELA): 1950's, Southside of Chicago, Lorraine Hansberry, treatment of blacks (racism), inflation, American Dream, poverty, matriarchal strength in a family

Academic (across the curriculum):voice inflection, tone, drama, stage directions/set design

Prior Knowledge (What do students need to know before beginning the unit?):

- Tone/Voice (10)
- Irony (10)
- Literary terms including literary elements, protagonist, antagonist, conflict, dialogue, character flaw
- How to form complete sentences
- Basic knowledge of relevant technology (Microsoft word, power point, internet)
- Paragraph structure
- Basic idea of how to edit (self and peer)
- An understanding of drama as a genre and how to read a play
- Basic sentence mechanics (capitalization and end punctuation)
- How to summarize and paraphrase
- Symbolism (9)
- Character Motivation
- Ideas/information about cost, attendance, motivation for college

Learning Targets (What "learning" is being assessed?)	**Formative Assessments (How will learning targets be assessed?)**
1. Expectations of women in the 1950's (in terms of jobs/schooling)	1. Anticipation guide 2.3.3, 3.2.5
2. Realizing or being aware of the American Dream as an idea as well as how it pertains to you	2. Pre-reading assessment 1.1.3, 1.3.2, 1.3.3, 2.3.3, 3.2.5, 4.1.5
3. Character analysis	3. 7 Habits 1.1.3, 4.1.5; character chart 2.1.4, 2.3.3, 2.3.5, 3.2.5
4. Connecting poetry to the story	4. Dream Deferred, Where I'm From poem, A Psalm of Life, Oh, the Places You'll Go, Dreams 2.1.4, 3.4.1, 4.1.5
5. Identification of self and how you relate to the world	5. "I Am Not My Hair" 2.1.4, 3.4.1, 4.1.5
6. Analysis of your own and others' American Dreams	6. American Dream Excerpts & chart (in unit) – Appendix 22a-c & 23d 1.1.3, 2.3.3, 3.3.1, 4.1.5
7. Understanding of how the world works, what things cost, decisions that need to be made in life, etc.	7. Raisins to Reality (in unit) 1.3.1, 1.4.4, 2.3.3, 3.3.1 8. Fair Housing Act 2.1.4, 2.3.4, 3.3.1, 3.4.1

3-Week Common Formative Assessment (How will I know which students need additional help to be successful on the Capstone Assessment?)

Students assume the role of a character in *Raisin* and can demonstrate knowledge of characterization by completing one of the following assignments:
(Ideas must be supported with evidence from the book.)
Discussion Board
Silent conversation
Twitter

Quick writes
Focus Questions

HSCE assessed: 1.1.3, 1.3.1, 2.1.4, 2.3.3, 2.3.5, 3.2.5, 4.1.5

Common/Capstone Assessment: (tie mastery HSCE to this assessment)
Apply what you know about the character and the play by making choices from the RAFT activity (see Appendix #38B)

In-depth analysis of character; put yourself in the character's shoes

RAFT=choose format; choose role character; choose audience; choose topic;
HSCE assessed: 1.1.3; 1.3.1; 2.1.4; 2.1.5 (?); 2.3.3; 2.3.5; 3.2.5; 3.3.1; 3.3.2; 3.3.4; 3.4.1; 4.1.5

Possible Teaching Strategies:

Possible Classroom Activities:
Johnson—Hierarchy of Needs
Tyzo—RAFT--in unit
Glenn—visually draw out a plant how it's growing symbolizing your growth
Cleland—Langston Hughes as one of the characters writing a letter to the characters
Grimm—American Dream compared—in unit
Tyzo—modern version of Dream Deferred—like writing about Brittany Spears and relate to poem
Cleland—Dreams Deferred—look up and highlight
Set design--in unit
Suessisms—comparing to 7 Habits; Wayne linked with poems
Tyzo—List of proactive & reactive; choose an activity from the story;
Comparison to 7 Habits=booklets, variety of ideas
Charts—track characters doing habit
Where I am From song—worksheet; "Diggable Planets"--write a poem about where from
American Dream Poem—in unit;
7 Habits Chart
Cleland--Intergenerational Interview—in unit
Dream > 7 Habits > lead to Creed
Raisins to Reality—in unit; Grimm has them presentation---Characters' Perspective—connect each character to a habit and why (assessment idea)
Show Pursuit of Happiness
Show A Class of His Own
Gold—unit online w/ anticipation guide
Grammar Activity
"Good Hair"--Chris Rock—video--Oprah's Website
Gold—Five Options: quiz, essay; writing a news story; Facebook profile for a character (12 items); type "Kimberly Duesing" in Google

Tyzo—Website—www.bmionline.com/pdf/raisininthesun.pdf

(vocab, study questions, unit test, lots of ideas)

MASTERY High School Content Expectations for Grade 10

Writing:

4.1.5 Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.

Friendly: SWBAT use appropriate elements of grammar such as comma, semicolon, and be able to combine sentences with sentence variety, subject/verb agreement, consistent verb tense and dialogue in their writing.

1.1.3 Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).

Friendly: SWBAT consider purpose (why), audience (who), and context (when & what type and/or format of communication) in order to select and use appropriate language.

1.3.1 Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).

Friendly: Create multiple written, spoken, and/or multimedia pieces that serve different purposes and use a variety of formats.

1.3.2 Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.

Friendly: SWBAT write essays that convey the author's message by using an engaging introduction (thesis statement, attention grabber), well-constructed paragraphs (topic sentence, supporting ideas and examples, clear and logical order, transition sentences), and a powerful conclusion.

1.3.3 Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.

Friendly: SWBAT write essays demonstrating: varied sentences (beginnings, length, type), precise word choice, creative use of literary devices (metaphor, analogy, description, imagery, five senses)

2.3.3 Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).

Friendly: SWBAT read and understand instructions.

4.1.5 Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.

Analysis & Synthesis:
2.1.4 Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.

Friendly: SWBAT find the important information and break down a text or speech to find the author's focus/thesis, argument, structure, and style in order to understand the theme or universal truth.

3.4.1 Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.

Friendly: SWBAT take a source from popular culture to determine what it says, how it says it, what it means, and why it's important.

4.2.1 Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).

Close and Critical Reading:
2.1.4 Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.

Friendly: SWBAT find the important information and break down a text or speech to find the author's focus/thesis, argument, structure, and style in order to understand the theme or universal truth.

2.3.5 Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.

Friendly: SWBAT self-evaluate themselves as readers, listeners, and viewers, while adjusting their process to overcome difficulties in grasping meaning.

3.2.5 Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.

Friendly: SWBAT respond to literature in a variety of ways by providing examples and making connections to their own lives and the world.

3.3.1 (H) AMERICAN Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g., Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced.

Friendly: SWBAT to determine how the time period (history, culture, society, and religion) affects the writing within American literature.

3.3.2 AMERICAN (H) Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.

SWBAT Read and analyze American literature and to understand why it mattered then and why it matters now.

3.4.1 (H) Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.

Friendly: SWBAT take a source from popular culture to determine what it says, how it says it, what it means, and why it's important.

Portfolio & Research:
1.4.4 Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.

Friendly: SWBAT take a source, find what is important, connect info to what is already known, and then determine if source is usable, credible, and relevant.

Undesignated Standards:
2.1.5 Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).

SWBAT (Read like a Writer)

2.3.4 Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).

SWBAT to read nonfiction documents and determine what it says, how it says it, what it means, and why it matters.

2.3.8 Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.

SWBAT create a way to assess a text based on personal knowledge, beliefs, and experiences.

3.3.3 Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).

Friendly: SWBAT analyze literature based on a variety of critical perspectives
NOTE: seems like a 12th grade HSCE

3.3.4 Demonstrate knowledge of American minority literature and the contributions of minority writers.

4.2.3 Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the

linguistic differences of other speech communities.

Friendly: SWBAT understand and appreciate different languages and dialects and respect the differences.

4.2.5 Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.

ACT College Readiness Standards:

(Areas of Coverage: 13-15=9th; 16-19=10th; 20-23=11th; 24-27=12th)

English ACT College Readiness Standards (16-19 range):
Topic Development in Terms of Purpose & Focus (TOD)

Organization, Unity, and Coherence (OUC)

Word Choice in Terms of Style, Tone, Clarity, and Economy (WCH)

Sentence Structure and Foundation (SST)

Conventions of Usage (COU)

Conventions of Punctuation (COV)

Reading ACT College Readiness Standards (16-19 range)
Main Idea and Author's Approach (MID)
- Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives.

Supporting Details (SUP)
- Locate simple details at the sentence and paragraph level in uncomplicated passages
- Recognize a clear function of a part of an uncomplicated passage

Sequential, Comparative, and Cause-Effect Relationships (REL)
- Identify relationships between main characters and uncomplicated literary narratives
- Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives

Meanings of Words (MOW)
- Use context to understand basic figurative language

Generalizations and Conclusions (GEN)
- Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages

Writing ACT College Readiness Standards (9-12 range)
Expressing Judgments

Focusing on the Topic

- Maintain a focus on discussion of the specific topic and issue in the prompt throughout the essay.
- Present a thesis that establishes a focus on the writer's position on the issue

Developing a Position
- Develop most ideas fully, using some specific and relevant reasons, details, and examples.

Organizing Ideas
- Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas

Using Language
- Show competent use of language to communicate ideas by
  - correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding
  - using some precise and varied vocabulary
  - using several kinds of sentence structures to vary pace and to support meaning

National Core Standards: