**(H)ENGLISH LANGUAGE ARTS (ELA) 2022-23 April 13, 2023**

**Today’s Agenda (Day 143)**

1. Homework Check:

🡪 **JOURNAL PROMPT #16**

1. Class Activity:

🡪 RAISIN IN THE SUN PLAY QUIZ #2 [Act 2, Scene 2 - Act 3, Scene 2]

🡪TERM 4 ESSAY: Begin preparation of outline

HOMEWORK:

* STUDY: Raisin in the Sun Vocabulary Quiz AND Quiz # 2
* **TERM ESSAY #4:** Write a narrative essay telling us about your journey (or your family's) towards the "American Dream" (or equivalent). Are your experiences similar/different from those depicted by the literary works? Ponder the following issues listed below in your narrative essay:

1. While doing so, examine how these literary works relate to the American Dream. Cite evidence from the literary works.
2. Consider if there is one "American Dream" or are there many different ones? Explain. Cite evidence as appropriate.
3. Discuss the literary works' parents' acceptance (or lack thereof) of the American lifestyle; do they support of their children’s choice of lifestyles? Explain. Compare and contrast with YOUR parents' acceptance (or lack thereof) of the American lifestyle. Do they support YOUR choice of lifestyle? Explain.
4. What do these literary works say about the Americans and their dreams? What is YOUR perspective of the contemporary American and their dreams?

* Term 4 Essay to be written in class: **April 18 & 19**

Raisin in the Sun – Vocabulary

[https://www.verbalworkout.com/t/t1606a.htm]

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| --- | --- | --- | --- | --- | --- | --- |
| bastion | beseechingly | blues | Booker T. Washington | cliche | conspicuously | contract |
| contradictions | convention | coquettishly | credulous | deferred | dejected | deplore |
| disinterested | doggedly | eludes | entrepreneur | enunciate | epitaph | facetious |
| fester | flippancy | fly-by-night | forlorn | furtively | futile | gall |
| graft | groveling | idealists | illiterate | inclined | indictment | indignantly |
| insinuate | Ku Klux Klan | laity | Langston Hughes | Liberia | ludicrous | martyr |
| melodrama | monologue | neurotic | New World | nonplussed | oppress | pantomimes |
| permeate | plaintively | plunder | precise | prejudice | pretense | promenade |
| rapt | raucous | rebuff | reflectively | retrogression | revelation | savor |
| self-righteously | stifle | strident | stupor | subtle | understated | unobtrusively |
| upkeep | utter | vigor | vindicate | wrought |  |  |

REMINDERS:

* ~~RAISIN IN THE SUN PLAY QUIZ #2 [Act 2, Scene 2 - Act 3, Scene 2] 🡪 April 13~~
* RAISIN IN THE SUN PLAY VOCABULARY QUIZ 🡪 April 17

**(H)ENGLISH LANGUAGE ARTS (ELA) 2022-23 NOVEL ACTIVITY**

**A Raisin in The Sun – Lorraine Hansberry**

## PART 3 – Act 2, Scene 1

## Discussion Question 9

## Chicago is a large city, unique in the United States. In preparation of creating a travel brochure about Chicago, list important landmarks or places of interest [minimum 10]. Find and include photographs of the city.

## Discussion Question 10

## While Ruth and Mama clean the kitchen they listen to blues on the radio. Research the popular music of the 1950s. Create a playlist of music from that period, especially jazz and blues [minimum 7 pieces].

## Discussion Question 11

The time setting for this play is the 1950s. You may be unfamiliar with the daily household tasks from that period. Make a list of all the chores that Ruth and Beneatha do in this play. Find advertisements

which show domestic tools and costumes. Briefly show and describe no less than 3 items from that period.

Ask your parents or grandparents about their memories of household chores when they were children. What sorts of chores did they do? What tools did they use? Describe these in a paragraph and compare and contrast them with those performed by the Younger family. Is there any significance to the idea that only the female characters do chores? What does that say about the time period of the play?

## PART 4 – Act 2, Scene 2

## Discussion Question 12

## Although Travis Younger doesn't have as many lines as the older characters, he is important in showing the future of the family. Discuss the purpose of Travis's character in the play. What does he contribute to the story of this family? What would be missing if his part were written out?

## Discussion Question 13

## Mama is the strong, central character in the play with a focus on how her dreams, her convictions and her strength affect her family. Mama expresses her feelings toward each character in her verbal exchanges. Pick out lines where these feelings are revealed. Then, address a blank greeting card to Ruth, Beneatha or Travis. Write a message from Mama expressing her special feelings toward them.

## In the previous scene Mama exercises her matriarchal power over Walter Lee. In this scene she makes a decision to give him the rest of the insurance money, a symbol of power. What other symbols of power do we use to "pass on?" Think of other examples and "present" a symbol to another student with a brief explanation of its meaning. (For instance, a graduation certificate, or a badge, or a scepter).

## Discussion Question 14

## The author uses a line from a Langston Hughes poem as the title of this play. She also quotes the entire poem at the beginning of the published play. What does this poem mean to the characters and to the audience? What is Hughes saying about dreams? Does his poem have special resonance to the African-American community? If so, what?

## In a paragraph or two, discuss the American Dream. What do most people hope to do with their lives. What do the Youngers hope to accomplish in their lives? What is preventing them from achieving their desires?

## PART 5 – Act 2, Scene 3

## Discussion Question 15

## Mr. Lindner's entrance, his character, appearance and intentions contrast sharply with the hilarity just enjoyed by the family. How does Mr. Lindner's offer disguise his full intent?

## The Youngers had read about a racially motivated bombing in the newspaper, yet never related it to themselves. At what point does Mr. Lindner indicate they could face acts of hatred? Answer this question and then make a list of annoying, destructive or violent acts that have happened recently in your community.

## Discussion Question 16

## When Mr. Lindner leaves, the family discusses his visit and decides how they will handle his offer. Imagine that you are the Younger family. Write formal business letters to the Clybourne Park Improvement Association giving your reasons for accepting/rejecting the real estate offer.

## Beneatha has been quick to grasp the intent of the house purchase offer. The real estate offer is obviously an incentive, or bribe to keep the Youngers out. Are bribes always bad, or do they serve a purpose in society? Are the Youngers wise to dismiss Karl Lindner's offer so quickly? Discuss these issues in a paragraph.

## Below is an image of Norman Rockwell’s painting, "Moving Day." Write a short story based on the image.

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## PART 6 – Act 3, Scene 2

## Discussion Question 17

## Mama's plant is a symbol of her hope in the future. Explore the meaning of this symbol in the play. What does the spindly plant symbolize? What is the importance of the plant to Mama and to the message of the play. Why does Mama spend so much time on a plant that is "spindly?" What does the plant mean to Mama? Write down a list of images, thoughts, and words associated with the plant and discuss how these can be applied to the play.

## Discussion Question 18

## The story of the Youngers continues after the curtain comes down. Contemplate Beneatha’s dilemma whether to marry Joseph Asagai, George Murchison, or remain single. How will her goal of becoming a doctor impact her decision? Speculate on whether or not Beneatha does become a doctor and the obstacles she might face. Also think about Walter Lee and determine whether or not he'll remain working as a chauffeur.

## Write a Christmas letter from Mama from ten years in the future. What will she tell her friends about the family and their doings?