

Lesson Guidance 16	
<b>Grade</b>	8
<b>Unit</b>	3
<b>Selected Text(s)</b>	A Raisin In The Sun Act Two Scene Three (110-119) <a href="#">A New Housing Program to Fight Poverty has an Unexpected History</a>
<b>Duration</b>	1 day

*Plan with guidance from the [ELA Instructional Expectations Guide](#)*

### Learning Goal(s)

Students will understand how the author uses irony to display how racism enforced housing segregation of the 1950s.

Students will also connect the play to the history of unfair housing policies and predict what the Youngers may face if they move to Clybourne Park.

#### CCSS Alignment

**RL 8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**RL 8.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**RL 8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

**RL.8.6** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

**SL.8.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly

**W.8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### **End of lesson task** *Formative assessment*

We often ask students to consider the “deeper meaning” of a text. In this assessment, we are asking students to reflect on the specific technique choices that an author makes and the effectiveness of those choices. In this specific case – students will look at Hansberry’s choice to use irony to reveal the deep-seated prejudice that was accepted as a social norm at the time of her writing.



	<p>Prompt:</p> <p>Throughout this scene, Hansberry uses irony to reveal the racism that the typical African American family faced in the 1950s. Analyze the impact of this choice in getting her message across. As part of your analysis, consider whether the impact of the irony is more significant on Black audiences or White audiences. Collect evidence to support your response.</p>
<p><b>Knowledge Check</b></p> <p><i>What do students need to know in order to access the text?</i></p>	<p><b>Background Knowledge</b></p> <ul style="list-style-type: none"><li>● <b>NAACP:</b> National Association for the Advancement of Colored People (NAACP), interracial American organization created to work for the abolition of segregation and discrimination in housing, education, employment, voting, and transportation; to oppose racism; and to ensure African Americans their constitutional rights. (<i>Britannica</i>)</li></ul> <p><b>Key Terms</b> <i>(domain specific terms to analyze the text)</i></p> <ul style="list-style-type: none"><li>● <b>Irony:</b> the opposite of what is expected</li><li>● <b>Verbal Irony:</b> character says one thing and means another</li><li>● <b>Juxtaposition:</b> placing two (or more) images or ideas close together to emphasize the contrast between them.</li><li>● <b>Stage Directions:</b> notes to actors or the director about the dialogue, setting, or action of the play</li><li>● <b>Staging and blocking:</b> purposeful movement of the actors on stage as planned by the director</li></ul> <p><b>Vocabulary Words</b> <i>(words found in the text)</i></p> <p><i>Explicit Instruction (before reading)</i></p> <ul style="list-style-type: none"><li>● <b>Exuberance:</b> the quality of being full of excitement and energy</li><li>● <b>Agitation:</b> a state of anxiety or nervous excitement</li><li>● <b>Oblivious:</b> not aware or concerned about what is happening around one</li></ul> <p><i>Implicit Instruction (while reading)</i></p> <ul style="list-style-type: none"><li>● <b>Raunchiness:</b> candidly sexual</li><li>● <b>Enunciating:</b> articulate; pronounce all syllables clearly</li></ul>

## Core Instruction

*Text-centered questions and ways students will engage with the text*

### Opening Activity:

Have students listen to [Rev. James Cleveland's "I Don't Feel No Ways Tired"](#) and then respond in their journal to the question:

How might this song reflect the feelings of the Youngers? Why?

[\(ELD Support\)](#)

### Explicit Vocabulary Instruction:

1. Introduce each word with these student-friendly definitions.



- a. **Exuberance:** the quality of being full of excitement and energy
  - b. **Agitation:** a state of anxiety or nervous excitement
  - c. **Oblivious:** not aware or concerned about what is happening around one
2. Model how each word can be used in a sentence.
  - a. The bride was **exuberant** on her wedding day.
  - b. The suspect was clearly **agitated** as he was being questioned by the police.
  - c. I was so involved in the plot of my book that I was **oblivious** to the news report on the television.
3. Vocabulary slide deck [here](#).
4. Active practice:
  - a. Would it be accurate to say that if you are **exuberant** then you are in a good mood?
  - b. Should you purposely **agitate** your siblings? Why or why not?
  - c. How is it different to state that you were **oblivious** as opposed to unconcerned?



**Background:**

Hansberry's family became one of the first to move into a white neighborhood, but Hansberry still attended a segregated Black public school. When neighbors struck at them with threats of violence, including throwing a cement brick through their window, and legal, the Hansberrys defended themselves. Hansberry's father successfully brought his case all the way to the Supreme Court.

## Content Knowledge:

At the start of Scene Three, the family is visited by Karl Linder, a resident of Clybourne Park. During this era, Northern states, including Illinois, had no official policy of segregation, but Chicago was a striking example of a city carved into strictly divided Black and White neighborhoods. This section highlights how housing segregation was enforced by harassment, violence, and in the case of the Younger family, outward bribery. This connects to Hansberry's own experience as referenced in Lesson 1.

## Shared Reading:

**Pages 110-113 (stop after "middle-aged white man in a business suit... small piece of paper")**

1. In the stage directions, Hansberry writes "a triumphant surge, a penetrating statement of expectations: "Oh, Lord, I don't feel no ways tired! Children, oh, glory, hallelujah!" What is the significance of this allusion? (Have students refer back to their journal entry from the opening activity.)
  - a. How does Hansberry honor her African American roots in the choice of song?
2. As students read, have them pay particular attention to the stage directions. How do the stage directions help support the change in mood of the play through the early part of this scene? Be sure to support your answer with specific evidence.
  - a. Repetition of the idea of "laughing throughout."
  - b. Walter "looking up and smiling."
  - c. Beneatha "smiling to herself."
  - d. Ruth "smiling again."
  - e. Diction: "triumphant," "hallelujah," "exuberant."
3. What does Walter and Ruth's "dance" show about the impact of the move on them as individuals and

as a couple?

As students read this section, ask them to track how Hansberry uses irony to reveal the racism that a typical African American family faced in the 1950s. Ask students whether this scene is or is not effective in getting her message across. Example below:

What Mr. Linder says...	What he really means:	Is his statement ironic?
"Well—it's what you might call a sort of welcoming committee, I guess."		
"and we also have the category of what the association calls—uh—special community problems..."		
"Friendly like, you know, the way people should talk to each other and see if we couldn't find some way to work this thing out. As I say, the whole business is a matter of caring about the other fellow."		

**Pages 113 - 115 (stop after "Girl, let the man talk.")**

4. At the end of our previous section of reading, Beneatha tells Walter that "sticks and stones may break my bones but .... Words will never hurt me!" How does this phrase contribute to the irony of Mr. Linder's visit?
5. As the conversation begins between Mr. Linder and Walter, what does Beneatha see that Walter does not? Notice how the stage directions help reveal her perceptions.
  - a. Ruth and Walter "innocently" offer him beverages, but Beneatha "watch(es)" him "carefully" and responds to him "drily."
  - b. "With appreciation of the two meanings, which escape Ruth and Walter."

**Pages 116-119**

6. Mr. Lindner wants to "explain to (the Youngers) in a certain way." Examine his dialogue for "ways" in which he reveals his prejudice.
  - a. "I am sure you people...."
  - b. "We have a unique type of organization.... We are trying to do something about it."
7. Beneatha refers to "thirty pieces and not a coin less!" What is the allusion to? Why is it significant? (This might need some background building).
  - a. This is an allusion to the Christian bible and refers to the betrayal of Christ
8. Linder takes a long time to essentially say what to the Younger family? Why doesn't he just say what he means from the beginning?

[Enrichment Activity](#)  
[\(ELD Support\)](#)

**Formative Assessment:**

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Prompt:

Throughout this scene, Hansberry uses irony to reveal the racism that the typical African American family faced in the 1950s. Analyze the impact of this choice in getting her message across. As part of your analysis, consider whether the impact of the irony is more significant on Black audiences or White audiences. Collect evidence to support your response.

### Fluency, Comprehension and Writing Supports

Fluency	<a href="#">Fluency Protocols</a>
Sentence Comprehension	<a href="#">Juicy Sentence Protocol</a>
Writing	<a href="#">Pattan Writing Scope and Sequence</a>

### Additional Supports

<a href="#">ELD Practices</a>	<p>Practices to promote Tier 1 access</p> <p><b>Preparing the Learner (Think-Write-Pair-Share):</b> Use the <a href="#">Think-Write-Pair-Share - ARITS - Welcoming Committee and the New N...</a> to prepare students for Mr. Lindner’s ironic welcoming to Clybourne Park.</p> <p><b>Interacting with the Text (Triple Entry Journal - Irony):</b> Use <a href="#">Triple Entry Journal - Pages 110-119 - Irony and Mr. Lindner in ARITS</a> to help students analyze Hanberry’s use of irony with Mr. Lindner.</p>
<a href="#">SpEd Practice</a>	Practices to promote Tier 1 access
<a href="#">MTSS Practices</a>	Practices to promote Tier 1 access
<b>Enrichment Practices</b>	<p>After shared reading students should watch the following video: <a href="#">A New Housing Program to Fight Poverty has an Unexpected History</a>. Students should respond to the following questions:</p> <ul style="list-style-type: none"> <li>Why did Valencia Morris want to leave her public housing project and use a Gautreaux Program voucher to relocate to an apartment in an all-white suburban neighborhood? What was the result of their move? How does this connect to the conversation the Youngers have with Mr. Linder, and what the family might face if they move to Clybourne Park?</li> </ul>