

**A RAISIN IN THE SUN:  
A UNIT PLAN**

*Second Edition*

Based on the book by Lorraine Hansberry  
Written by Mary B. Collins

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A FEW NOTES ABOUT THE AUTHOR  
LORRAINE HANSBERRY

HANSBERRY, Lorraine (1930-65). Playwright. Born in Chicago on May 19, 1930. Father, a real estate broker, fought for years against restricted housing. Before his Supreme Court victory, family integrated a white neighborhood. Still disillusioned with prospects for black equality, relocated in Mexico. Before moving to New York City in 1950, Hansberry studied painting in Chicago and Mexico. In 1959 'A Raisin in the Sun'-produced, directed, and performed by blacks-was the first Broadway play by a black woman. Adapted as 'Raisin', it won a Tony for best musical in 1974. Second Broadway play, 'The Sign in Sidney Brustein's Window' (1964). 'To Be Young, Gifted, and Black', based on her writings, was produced off-Broadway after her death in New York City on Jan. 12, 1965.

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## INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *A Raisin in the Sun* by Lorraine Hansberry. It includes eighteen lessons, supported by extra resource materials.

The **introductory lessons** introduce students to the historical background of the time just prior to the author's writing the play and to the main theme of having a dream of a better life. Following the introductory activities, students are given a transition to explain how the activity relates to the play they are about to read. Following the transition, students are given the materials they will be using during the unit. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice-matching-true/false version for occasional quizzes. If your school has the appropriate machinery, it might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the play. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have a good understanding of the words when they meet them in the text.

After reading the play, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the play.

After students complete reading the work, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the vocabulary review, a lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the play.

There is a **group activity** in which students work in small groups to discuss several important ideas brought out in the play. Using the information they have acquired so far through individual work and class discussions, students get together to further examine the text and to brainstorm ideas relating to these important ideas.

The group activity is followed by a **reports and discussion** session in which the groups share their ideas about the themes with the entire class; thus, the entire class is exposed to information about all of the themes and the entire class can discuss each theme based on the nucleus of information brought forth by each of the groups.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to inform (and to tie-in the introductory activity relating to Dr. King's "I Have a Dream" speech). Students compare *Raisin* to Dr. King's speech, finding ways in which the fictional play exemplifies many of the ideas Dr. King mentions in his speech. The second assignment is to persuade. Following the reports, discussion and library research, students pretend they are Dr. Martin Luther King, Jr. alive today and write the speech they believe he would deliver to America this year. The third assignment is to give students a chance to simply express their own opinions. They are to write a composition in which they express their own personal "dreams" and outline a plan by which those dreams could realistically be obtained.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related to *A Raisin in the Sun*. The three general groups of topics to be read include: the current status of the civil rights movement, the current status of the Afro-American family, and biographical portraits of important Black Americans, past and present. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make **oral presentations** about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice **public speaking**.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: short answer or multiple choice. As a convenience, two different tests for each format have been included. Also, there is an advanced short answer unit test for students who need more of a challenge.

There are additional **support materials** included with this unit. The **extra activities section** includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answerkeys** follow the **reproducible student materials** (which may be copied for classroom use without infringement of copyrights). No other portion of the units may be reproduced without the written consent of Teacher's Pet Publications, Inc.

## UNIT OBJECTIVES - *A Raisin in the Sun*

1. Through reading Hansberry's *A Raisin in the Sun*, students will gain a better understanding of the importance of one's own dreams and values and the history of the civil rights movement in America.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
3. Students will discuss common problems in families today.
4. Students will be exposed to a different era of American life, showing many of today's conflicts are not new; they are rooted in our American past.
5. Students will consider their own dreams and how to achieve them.
6. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
7. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *A Raisin in the Sun* as they relate to the author's theme development.
8. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
9. The writing assignments in this unit are geared to several purposes:
  - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas  
Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
  - b. To check the students' reading comprehension
  - c. To make students think about the ideas presented by the novel
  - d. To encourage logical thinking
  - e. To provide an opportunity to practice good grammar and improve students' use of the English language.



READING ASSIGNMENT SHEET - *A Raisin in the Sun*

Date Assigned	Reading Assignment	Completion Date
	Act One	
	Act Two Scene One	
	Act Two Scenes Two and Three	
	Act Three	

NOTE: Since *A Raisin in the Sun* is a play, it is really meant to be acted-out on the stage. If you and your students are so inclined and interested, a production with minimal props is possible. This unit is not planned for complete production. However, it is planned to have the parts spoken by various students during in-class reading. A list of characters needed for reading is provided, and a group reading practice is allowed for in Lesson Two.

If you have not graded students' oral reading this marking period, this would be an opportunity to do so. An evaluation sheet is included in this unit in case you wish to grade students.

UNIT OUTLINE - *A Raisin in the Sun*

<b>1</b> Introduction	<b>2</b> Introduction	<b>3</b> Part Assignments PV Act One	<b>4</b> Read Act One PV Act Two Scene One	<b>5</b> Read Act Two Scene One PV Act Two Scenes Two and Three
<b>6</b> Finish Reading Act Two PV Act Three	<b>7</b> Read Act Three	<b>8</b> Study Questions	<b>9</b> Writing Assignment 1	<b>10</b> Extra Discussion Questions
<b>11</b> Vocabulary	<b>12</b> Group Work & Discussion	<b>13</b> Library	<b>14</b> Reports	<b>15</b> Writing Assignment 2
<b>16</b> Family Day	<b>17</b> Guest Speaker	<b>18</b> Writing Assignment 3	<b>19</b> Review	<b>20</b> Test

Key: P = Preview Study Questions V = Vocabulary Work R = Read

# STUDY GUIDE QUESTIONS

## SHORT ANSWER STUDY GUIDE QUESTIONS - *A Raisin in the Sun*

### Act I Scene One

1. Why did Walter ask Ruth what was wrong with her?
2. Why was Ruth upset when Walter gave Travis the money?
3. Who are Willy and Bobo?
4. Walter said, "Damn my eggs . . . damn all the eggs that ever was!" Why?
5. Who is Beneatha?
6. Why was Mama getting a check for \$10,000?
7. Why did Beneatha say she wouldn't marry George?
8. What was Beneatha's attitude towards God?
9. What happened to Ruth at the end of Act I Scene One?

### Act I Scene Two

1. Who is Joseph Asagai?
2. What did Ruth find out at the doctor's office?
3. Why is Asagai's present to Beneatha appropriate?
4. Why is Asagai's nickname appropriate?
5. What does Mama say is "dangerous"?
6. Where did Ruth actually go instead of the doctor's office?
7. Why did Mama call Walter a disgrace to his father's memory?

### Act II Scene One

1. What was Beneatha's family doing when George came in?
2. What are "assimilationist Negroes"?
3. What did Mama do with her money?
4. What was Walter's reaction to Mama's purchase? Ruth's reaction?

### Act II Scene Two

1. How did Ruth find out Walter hadn't been going to work?
2. Where had Walter been going instead of to work?
3. What did Mama do for Walter?

### Act II Scene Three

1. Who was Karl Lindner, and why did he visit the Youngers' house?
2. What was Walter's reaction to Lindner?
3. What presents did Mama get?
4. What news did Bobo bring to Walter?

### Act III

1. Why didn't Beneatha want to be a doctor anymore?
2. How did Asagai define "idealists" and "realists"?
3. What does Asagai ask Beneatha to do?
4. What fault does Mama find with herself?
5. What solution does Walter have?
6. Why didn't Walter take the money Lindner offered?
7. Did the Youngers stay or move?

ANSWER KEY: SHORT ANSWER STUDY GUIDE QUESTIONS - *A Raisin in the Sun*

Act I Scene One

1. Why did Walter ask Ruth what was wrong with her?  
She was kind-of crabby and tired-looking.
2. Why was Ruth upset when Walter gave Travis the money?  
They didn't have money to spare. Also, Walter didn't back her up; he undermined her authority as a parent.
3. Who are Willy and Bobo?  
They are two "friends" of Walter who want him to go in partners with them in a liquor store.
4. Walter said, "Damn my eggs . . . damn all the eggs that ever was!" Why?  
He has been telling Ruth about his dream and she tells him to eat his eggs. He wants to talk and dream of a better life; she wants him to face reality and deal with his present world. This makes him frustrated, makes him feel like she doesn't support him.
5. Who is Beneatha?  
She is Walter's sister who wants to become a doctor.
6. Why was Mama getting a check for \$10,000?  
It was money coming from her husband's life insurance policy.
7. Why did Beneatha say she wouldn't marry George?  
She admitted that he was rich, but she thought he was shallow. She liked him well enough to go out with him, but she didn't love him.
8. What was Beneatha's attitude towards God?  
She said she did not accept the idea of God -- "there is only man and it is he who makes miracles."
9. What happened to Ruth at the end of Act I Scene One?  
She fainted.

Act I Scene Two

1. Who is Joseph Asagai?  
He is a school friend of Beneatha and an African intellectual.
2. What did Ruth find out at the doctor's office?  
She was pregnant.

3. Why is Asagai's present to Beneatha appropriate?  
He gave her clothing from Nigeria. She literally gets wrapped up in her current fad. It also foreshadows her putting on a new life.
4. Why is Asagai's nickname appropriate?  
It means "One for Whom Bread - Food - Is Not Enough." It is appropriate because he as well as Beneatha and Walter want more from life than just survival. They want a better quality of life.
5. What does Mama say is "dangerous"?  
She says it is dangerous "when a man goes outside his home to look for peace."
6. Where did Ruth actually go instead of the doctor's office?  
She went to see a woman about having an abortion.
7. Why did Mama call Walter a disgrace to his father's memory?  
He had become overly concerned with money and had lost his traditional family values, so much so that he didn't try to convince Ruth not to have an abortion.

#### Act II Scene One

1. What was Beneatha's family doing when George came in?  
Beneatha was in Nigerian dress. Beneatha and Walter were dancing and singing Nigerian songs. They looked rather crazy, and Walter was quite drunk.
2. What are "assimilationist Negroes"?  
"Someone who is willing to give up his own culture and submerge himself in the dominant, and in this case, oppressive culture."
3. What did Mama do with her money?  
She bought (made a down payment on) a home.
4. What was Walter's reaction to Mama's purchase? Ruth's reaction?  
Walter was very disappointed. Ruth was elated.

#### Act II Scene Two

1. How did Ruth find out Walter hadn't been going to work?  
Walter's boss called.
2. Where had Walter been going instead of to work?  
He had been driving and walking and watching people.

3. What did Mama do for Walter?

She turned the remaining money over to him. She said he should use \$3,000 for Beneatha's school, and that he could do whatever he wanted with the remainder.

### Act II Scene Three

1. Who was Karl Lindner, and why did he visit the Youngers' house?

He was from Clybourne Park Improvement Association. He was calling to ask the Youngers not to move into their white neighborhood. The association members were willing to pay the Youngers not to move in.

2. What was Walter's reaction to Lindner?

He told him to get out of their apartment.

3. What presents did Mama get?

She got gardening tools and a hat.

4. What news did Bobo bring to Walter?

He tells Walter that Willy took all of the money and left without a trace.

### Act III

1. Why didn't Beneatha want to be a doctor anymore?

She used to think that fixing people's ailments was the best thing to do. Now she thinks that physical ailments aren't the problem of society. People's hearts aren't true. She gives up on the human race and calls them "puny, small, and selfish." She sees no human battle worth fighting.

2. How did Asagai define "idealists" and "realists"?

"[Life] is simply a long line -- as in geometry, you know, one that reaches into infinity. And because we cannot see the end -- we also cannot see how it changes. And it is very odd but those who see the changes are called "idealists" -- and those who cannot, or refuse to think, they are the "realists."

3. What does Asagai ask Beneatha to do?

He asks her to marry him and return to Africa with him to live.

4. What fault does Mama find with herself?

She says she aimed too high -- had too-high dreams.

5. What solution does Walter have?

He thinks accepting the money from Lindner will solve their problem.



6. Why didn't Walter take the money Lindner offered?

Walter is a good, decent man underneath. His conscience and moral upbringing wouldn't let him ruin his family's pride.

7. Did the Youngers stay or move?

They did move.

MULTIPLE CHOICE STUDY GUIDE/QUIZ QUESTIONS - *A Raisin in the Sun*

Act I Scene One

1. Why did Walter ask Ruth what was wrong with her?
  - a. Her apron was on wrong side out.
  - b. She ran to the bathroom and vomited.
  - c. She was crabby and tired looking.
  - d. She burned his eggs and toast.
  
2. Why was Ruth upset when Walter gave Travis the money?
  - a. She was trying to save money for Beneatha's education.
  - b. They didn't have the money to spare.
  - c. She was mad at Walter anyway. The money was just an excuse to vent her feelings.
  - d. Travis was too young to get any money.
  
3. Who are Willy and Bobo?
  - a. Walter's future business partners
  - b. Two clowns at the zoo
  - c. Travis's friends
  - d. Travis's pets
  
4. Walter said, "Damn my eggs . . . damn all the eggs that ever was!" Why?
  - a. Walter was tired of Ruth's being sick all the time.
  - b. Walter was mad because Ruth had burned his breakfast.
  - c. Walter is tired of eating eggs.
  - d. Walter wants to dream of a better life and Ruth keeps pushing reality back at him.
  
5. Who is Beneatha?
  - a. Mama
  - b. Walter and Ruth's daughter
  - c. Travis's sister
  - d. Walter's sister
  
6. Why was Mama getting a check for \$10,000?
  - a. It was insurance money from her husband's life insurance.
  - b. She had won the lottery.
  - c. She had won a contest.
  - d. The bank was sending her a check for the amount in her account. Since she was old, she thought it was time to spend her money.

*Raisin* Multiple Choice Study/Quiz Questions Page 2

7. Why did Beneatha say she wouldn't marry George?
  - a. He was too conceited.
  - b. He was too poor.
  - c. He was too shallow.
  - d. She just didn't like him.
  
8. What was Beneatha's attitude towards God?
  - a. She was very religious.
  - b. She did not believe in God.
  - c. She thought he was an unjust God.
  - d. "God is dead."
  
9. What happened to Ruth at the end of Act I Scene One?
  - a. Walter hit her.
  - b. She burned herself while ironing.
  - c. She fainted.
  - d. She burst into tears.

Act I Scene Two

1. Who is Joseph Asagai?
  - a. Beneatha's African friend
  - b. Walter's business partner
  - c. Ruth's doctor
  - d. Beneatha's teacher from Africa
  
2. What did Ruth find out at the doctor's office?
  - a. She was pregnant.
  - b. Beneatha was pregnant.
  - c. She was suffering from depression.
  - d. She was exhausted and needed rest.
  
3. What is Asagai's present to Beneatha?
  - a. Books about assimilationism
  - b. Two kittens - Willy and Bobo
  - c. Clothing from Nigeria
  - d. An invitation to go to Nigeria with him
  
4. Why is Asagai's nickname for Beneatha appropriate?
  - a. It means "Doctor of the Future."
  - b. It means "Hopeful Beauty."
  - c. It means "One More Chance."
  - d. It means "One for Whom Bread - food - Is Not Enough."
  
5. What does Mama say is "dangerous"?
  - a. When a man goes outside his own home to look for peace
  - b. When a man goes to the South side of Chicago
  - c. When a girl brings foreigners into her home
  - d. When God is forgotten in the home
  
6. Where did Ruth actually go instead of the doctor's office?
  - a. To check up on Beneatha
  - b. To look for a new house
  - c. To see a woman about having an abortion
  - d. To find out where the money was

*Raisin* Multiple Choice Study/Quiz Questions Page 4

7. Why did Mama call Walter a disgrace to his father's memory?
- a. He had turned his back on God and had become an alcoholic.
  - b. He beat his wife and disgraced his mother.
  - c. He had become too concerned with money and had lost traditional family values.
  - d. He was too eager to spend the money Mama would receive from his father's insurance policy.

Act II Scene One

1. What was Beneatha's family doing when George came in?
  - a. Eating breakfast
  - b. Arguing
  - c. Dancing and signed Nigerian songs
  - d. Talking about the insurance money
  
2. What are "assimilationist Negroes"?
  - a. Negroes who do not believe in God
  - b. Negroes who have left Africa to go to American and become educated
  - c. Negroes who still live a tribal life in Nigeria
  - d. Negroes who give up their cultural heritage and take on the culture of a more dominant society
  
3. What did Mama do with her money?
  - a. Made a down payment on a home
  - b. Gave it all to Walter
  - c. Put it all away for Beneatha's education
  - d. Left it in the bank
  
4. What was Walter's reaction to Mama's purchase?
  - a. He was elated.
  - b. He was disappointed.
  - c. He was understanding.
  - d. He was too tired to care.

Act II Scene Two

1. How did Ruth find out Walter hadn't been going to work?
  - a. Walter's boss called.
  - b. Beneatha saw him.
  - c. Ruth saw him on her way back from the doctor's office.
  - d. Walter told her.
  
2. Where had Walter been going instead of to work?
  - a. The local bar with Billy and Bobo
  - b. Driving and walking and watching people and thinking
  - c. Looking for a new house
  - d. Looking for a better job
  
3. What did Mama do for Walter?
  - a. Covered for him by lying to his boss
  - b. Talked to Ruth to smooth things over
  - c. Gave him the remaining money
  - d. Moved out

Act II Scene Three

1. Who was Karl Lindner, and why did he visit the Youngers' house?
  - a. Walter's boss
  - b. Representative from the NAACP
  - c. Representative from the Clybourne Park Improvement Association
  - d. Ruth's doctor
  
2. What was Walter's reaction to Lindner?
  - a. He accepted Lindner's offer.
  - b. He told Lindner to leave their apartment.
  - c. He personally disliked Lindner but agreed in principle.
  - d. He liked Lindner and all that he stood for.
  
3. What presents did Mama get?
  - a. A plant and gardening tools
  - b. A plant and a hat
  - c. Gardening tools and a hat
  - d. A plant, gardening tools and a hat
  
4. What news did Bobo bring to Walter?
  - a. Willy died.
  - b. Walter got fired.
  - c. The Clybourne Park Improvement Association wanted to buy him out.
  - d. Willy took the money and ran.



Act III

1. Why didn't Beneatha want to be a doctor anymore?
  - a. She sees no human battle worth fighting; no human life worth saving.
  - b. She decided to go to Africa instead.
  - c. She doesn't want to have to treat the oppressors.
  - d. She's tired of school and intellectual ideas.
  
2. How did Asagai define "idealists"?
  - a. They are those who are also assimilationists.
  - b. They are those who see the changes in life.
  - c. They are the intellectuals.
  - d. They are those who refuse to think.
  
3. What does Asagai ask Beneatha to do?
  - a. Be more patient with Walter
  - b. Become a doctor in Nigeria
  - c. Continue her studies
  - d. Marry him and live in Nigeria
  
4. What fault does Mama find with herself?
  - a. She's been dependent on Walter too long.
  - b. She's been too critical of Walter.
  - c. She "aimed too high."
  - d. She lost her faith.
  
5. What solution does Walter have?
  - a. Accept the money from Lindner
  - b. Borrow money to put Beneatha through school
  - c. Find Willy
  - d. All move to Nigeria
  
6. Why didn't Walter take the money Lindner offered?
  - a. It wasn't enough money.
  - b. His conscience wouldn't let him ruin his family's pride.
  - c. Willy returned the money he took.
  - d. Mama wouldn't let him.
  
7. Did the Youngers stay or move?
  - a. Moved
  - b. Stayed
  - c. Can't tell from the story

ANSWER KEY: MULTIPLE CHOICE STUDY GUIDE/QUIZ QUESTIONS  
*A Raisin in the Sun*

Act 1 Scene 1

1. C
2. B
3. A
4. D
5. D
6. A
7. C
8. B
9. C

Act 1 Scene 2

1. A
2. A
3. C
4. D
5. A
6. C
7. C

Act 2 Scene 1

1. C
2. D
3. A
4. B

Act 2 Scene 2

1. A
2. B
3. C

Act 2 Scene 3

1. C
2. B
3. C
4. D

Act 3

1. A
2. B
3. D
4. C
5. A
6. B
7. A

# PREREADING VOCABULARY WORKSHEETS

Vocabulary - *A Raisin in the Sun*

Act One Scene One Part I: Using Prior Knowledge and Contextual Clues

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the underlined words mean on the lines provided.

1. It's furnishings are typical and undistinguished.

---

2. The boy gives her an exasperated look for her lack of understanding and eats grudgingly.

---

3. Travis jabs his spoon into his cereal bowl viciously...

---

4. ..the mood has changed and he is vindicated, he does not, however move toward her

---

5. This ain't no fly-by-night- proposition, baby. I mean we figured it out.

---

6. She closes the door with a sleepy vengeance and crosses to the table and sits down a little defeated.

---

7. She waits several seconds, trying to make up her mind about something, and looks at Ruth a little tentatively.

---

8. Studying her mother-in-law furtively and concentrating on her ironing...

---

Vocabulary *A Raisin in the Sun* Act One Scene One Continued

9. Dropping her hands in a futile gesture.

---

10. Everybody thinks it's all right for Mama to be a tyrant.

---

Part II: Determining the Meaning -- Match the vocabulary words to their definitions.

- |                        |   |
|------------------------|---|
| ___ 1. undistinguished | A. suggested plan                                     |
| ___ 2. exasperated     | B. with violence or fury                              |
| ___ 3. viciously       | C. stealthily; expressive of hidden motives           |
| ___ 4. vindicated      | D. useless  |
| ___ 5. proposition     | E. common; nothing special                            |
| ___ 6. vengeance       | F. irritated; provoked; irked                         |
| ___ 7. tentatively     | G. ruler who exercises power in a harsh, cruel manner |
| ___ 8. furtively       | H. violently; maliciously                             |
| ___ 9. futile          | I. cleared of accusation; blame, suspicion or doubt   |
| ___ 10. tyrant         | J. uncertainly  |

Vocabulary *A Raisin in the Sun* Act One Scene Two

Part I: Using Prior Knowledge and Contextual Clues

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the underlined words mean on the lines provided.

11. The radio is on and a Southside disk-jockey program is inappropriately filling the house with a rather exotic saxophone blues.

---

12. You mean save them from heathenism

---

13. Ruth comes in forlornly and pulls off her coat with dejection.

---

14. You wear it well...very well...mutilated hair and all.

---

15. Assimilationism is so popular in your country.

---

16. Insinuatingly to her daughter.

---

17. She sets the headdress on haphazardly.

---

Vocabulary *A Raisin in the Sun* Act One Scene Two Continued

Part II: Determining the Meaning

Match the vocabulary words to their dictionary definitions. If there are words for which you cannot figure out the definition by contextual clues and by process of elimination, look them up in a dictionary.

- |                         |  |
|-------------------------|--|
| ___ 11. mutilated       | A. unsuitably; improperly  |
| ___ 12. insinuatingly   | B. "religion" of those who don't believe in God and/or are uncivilized   |
| ___ 13. haphazardly     | C. looking pitiful, desperate or hopeless                                |
| ___ 14. inappropriately | D. maimed; damaged   |
| ___ 15. assimilationism | E. belief that minority cultures should dissolve into a dominant culture |
| ___ 16. heathenism      | F. with more meaning than the spoken word; implying                      |
| ___ 17. forlornly       | G. without care; characterized by chance                                 |

Vocabulary *A Raisin in the Sun* Act Two Scene One

Part I: Using Prior Knowledge and Contextual Clues

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the underlined words mean on the lines provided.

18. Coquettishly fanning herself with an ornate oriental fan.

---

19. With an arrogant flourish, turns off the good loud blues that is playing.

---

20. Oh, don't be so proud of yourself, Bennie - just because you look eccentric.

---

21. It means someone who is willing to give up his own culture and submerge himself completely in the dominant, and in this case oppressive culture.

---

22. If it's too hot or cold for you, just wait a minute and it'll change. (She smiles happily at this cliche of cliches.)

---

23. (To Walter, sarcastically), Good night, Prometheus

---

24. (Plaintively), Walter Lee - why don't we just try to talk about it...

---

25. Mama clamps her lips together, and Ruth advances toward her son menacingly.

---



Vocabulary *A Raisin in the Sun* Act Two Scene One Continued

Part II: Determining the Meaning

Match the vocabulary words to their dictionary definitions. If there are words for which you cannot figure out the definition by contextual clues and by process of elimination, look them up in a dictionary.

- |                       |   |
|-----------------------|---|
| ___ 18. coquettishly  | A. tyrannical   |
| ___ 19. arrogant      | B. in a manner using statements or implications<br>opposite to the underlying meaning |
| ___ 20. eccentric     | C. deviating from the established norm, model or rule                                 |
| ___ 21. oppressive    | D. threateningly  |
| ___ 22. cliché        | E. sorrowfully  |
| ___ 23. sarcastically | F. overbearingly proud; haughty   |
| ___ 24. plaintively   | G. in a manner befitting a woman who flirts with men                                  |
| ___ 25. menacingly    | H. trite or over used expression or idea  |

Vocabulary *A Raisin in the Sun* Act Two Scenes Two and Three

Part I: Using Prior Knowledge and Contextual Clues

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the underlined words mean on the lines provided.

26. Beneatha and George come in, presumably from an evening out again.

---

27. She rebuffs him again and he starts to leave.

---

28. Walter, you ain't been to work for three days. (This is a revelation to her.)

---

29. Finally, in a decisive gesture, he gets up, and, in mingled joy and desperation, picks up the money.

---

30. His happiness is deep in him; he cannot keep still with his new-found exuberance.

---

31. (Amiably, as he sits himself easily on a chair, leaning with interest forward on his knees and looking expectantly into the newcomer's face.)

---

32. ...and the hat is ludicrous and considerably oversized.

---

Vocabulary *A Raisin in the Sun* Act Two Scenes Two and Three Continued

Part II: Determining the Meaning

Match the vocabulary words to their dictionary definitions. If there are words for which you cannot figure out the definition by contextual clues and by process of elimination, look them up in a dictionary.

- |                     |  |
|---------------------|--|
| ___ 26. presumably  | A. some new information; news  |
| ___ 27. rebuffs     | B. having unrestrained high spirits; being overjoyed                     |
| ___ 28. revelation  | C. probably; reasonably supposed   |
| ___ 29. desperation | D. good naturedly  |
| ___ 30. exuberance  | E. laughably ridiculous  |
| ___ 31. amiably     | F. condition of being driven to take almost any risk<br>as a last resort |
| ___ 32. ludicrous   | G. bluntly refuses   |

Vocabulary *A Raisin in the Sun* Act Three

Part I: Using Prior Knowledge and Contextual Clues

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the underlined words mean on the lines provided.

33. In the living room Beneatha sits at the table, still surrounded by the now almost ominous packing carts.

---

34. Already, and after such a small defeat, you are worshipping despair.

---

35. What about all the crooks and petty thieves and just plain idiots who will come into power to steal and plunder the same as before.

---

36. "Ah-so this is what the New World hath finally wrought..."

---

37. Beneatha ignores the eccentricity of his actions and goes on with the monologue of insult.

---

38. The word "Man" has penetrated his consciousness; he mumbles...

---

39. You give him up for me? You done wrote his epitaph too-...

---

40. She flies to get it amid the general bustling of the family.

---

Vocabulary *A Raisin in the Sun* Act Three Continued

Part II: Determining the Meaning

Match the vocabulary words to their dictionary definitions. If there are words for which you cannot figure out the definition by contextual clues and by process of elimination, look them up in a dictionary.

- |                    |   |
|--------------------|---|
| ___ 33. ominous    | A. shaped; made   |
| ___ 34. despair    | B. long speech or talk made by one person                             |
| ___ 35. plunder    | C. inscription on a tombstone; summary of<br>a deceased person's life |
| ___ 36. wrought    | D. menacing; threatening  |
| ___ 37. monologue  | E. hopelessness   |
| ___ 38. penetrated | F. among; in the midst of   |
| ___ 39. epitaph    | G. to rob of goods by force; loot                                     |
| ___ 40. amid       | H. pierced; affected; diffused  |

VOCABULARY ANSWER KEY  
*A Raisin in the Sun*

Act I Scene 1

- 1. E
- 2. F
- 3. H
- 4. I
- 5. A
- 6. B
- 7. I
- 8. C
- 9. D
- 10. G

Act I Scene 2

- 11. D
- 12. F
- 13. G
- 14. A
- 15. E
- 16. B
- 17. C

Act II Scene 1

- 18. G
- 19. F
- 20. C
- 21. A
- 22. H
- 23. B
- 24. E
- 25. D

Act II Scene 2

- 26. C
- 27. G
- 28. A
- 29. F
- 30. B
- 31. D
- 32. E

Act III

- 33. D
- 34. E
- 35. G
- 36. A
- 37. B
- 38. H
- 39. C
- 40. F

# DAILY LESSONS

## LESSON ONE

### Objective

To familiarize students with the historical setting at the time Lorraine Hansberry wrote *A Raisin in the Sun*

### Activity #1

Have music from the 1950's playing (tapes or records) as students enter the room. Listen to students' comments about the music.

Optional: If you have access to a video library, find some footage of some old TV shows or commercials from the 1950's. Show a few minutes of them (10 minutes or so) so students will get an idea of how things looked and how people dressed etc. in the 1950's.

Get students' reactions to your musical and video presentations. Ask students what they think it would have been like growing up in the 1950's and discuss their responses. Bring out the idea that many people view the 1950's as a golden time, a simpler time, a more prosperous time for Americans.

### Activity #2

Using your opaque projector (or overhead if you have made transparencies) to show the "flip side of the coin." Show newspaper articles and photos of the Walk for Freedom in Montana in 1955-56, the federal troops in Little Rock, Arkansas in 1957 forcing high schools to become integrated, and other articles showing the racial tension in the United States during this period. People generally think of the 1960's as the decade of change in the United States, but students should realize that there was a long history of events which built up to the major changes witnessed in the 1960's.

Explain that these kinds of things were going on just prior to the time when Lorraine Hansberry wrote the play *A Raisin in the Sun* (copyrighted 1958).

Point out that racial issues were a major part of the reason for the Civil War in the 1860's. Following that, Lincoln's Emancipation Proclamation freeing the slaves began a long quest for freedom, equality and justice for Black people in America, a quest which continues today.

Ask students for other "milestone" events in history related to civil rights. Discuss their answers.



## LESSON TWO

### Objectives

1. To introduce the main theme of having a dream, a desire for a better life
2. To distribute the books and other materials necessary for the unit

NOTE: Prior to students' arrival in class, have written the following on the board:

"What happens to a dream deferred?

Does it dry up

Like a raisin in the sun?

Or fester like a sore--

And then run?

Does it stink like rotten meat?

Or crust and sugar over--

Like a syrupy sweet?

Maybe it just sags

Like a heavy load.

*Or does it explode?"*

-- Langston Hughes

### Activity #1

Explain to students that in the last class period you were discussing civil rights -- specifically the quest of Black Americans for freedom, equality and justice; this being the dream, the hope, for the future.

Ask students to look at what you have written on the board. Have a student read it orally for the whole class.

Ask students what they think this little poem means. Use their answers as a springboard for a short discussion.

Ask students what dreams they have had--what hopes for the future--that didn't come true. Ask students to describe how they felt when they realized that their dreams wouldn't come true. See how many responses tie back to the poem on the board.

### Activity #2

Play a recording of Martin Luther King, Jr.'s "I Have a Dream" speech. If no recording is available, read it orally to your students.

Ask students, "What was Dr. King's dream?" Briefly discuss students' answers.

"It has been over 30 years since Martin Luther King, Jr. made his speech. What has happened to Dr. King's dream? Has it come true?" Briefly discuss students' answers.

TRANSITION: "We are going to read about an ordinary man with a dream -- a dream of a better life for himself and his family."

### Activity #3

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Vocabulary Prior to reading a reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test.

Reading Assignment Sheet You need to fill in the reading assignment sheet to let students know by when their reading has to be completed. You can either write the assignment sheet up on a side blackboard or bulletin board and leave it there for students to see each day, or you can "ditto" copies for each student to have. In either case, you should advise students to become very familiar with the reading assignments so they know what is expected of them.

Extra Activities Center The Unit Resource portion of this unit contains suggestions for an extra library of related books and articles in your classroom as well as crossword and word search puzzles. Make an extra activities center in your room where you will keep these materials for students to use. (Bring the books and articles in from the library and keep several copies of the puzzles on hand.) Explain to students that these materials are available for students to use when they finish reading assignments or other class work early.

Books Each school has its own rules and regulations regarding student use of school books. Advise students of the procedures that are normal for your school.

## LESSON THREE

### Objectives

1. To assign students to various roles in the play
2. To familiarize students with the vocabulary in Act I
3. To familiarize students with study questions for Act I
4. To give students time to practice their oral reading assignments

### Activity #1

Following this lesson you will find a page with the speaking parts for each of the acts and scenes in *A Raisin in the Sun*. Assign one part to each of your students.

### Activity #2

Tell students that they have the remainder of this class period to do the prereading work for Act I; that is, to do the vocabulary worksheet and preview the study questions for Act I.

Tell students that if they finish early (and prior to the day they are due to read orally in class) they should read over and practice the lines they have been assigned to speak. (Refer students to the Reading Assignment Sheet for the reading schedule.)

PARTS TO BE SPOKEN  
*A Raisin in the Sun*

Act I Scene One:

Narrator	Ruth
Walter	Travis
Beneatha	Mama

Act I Scene Two:

Narrator	Travis
Mama	Beneatha
Walter	Ruth
Asagai	

Act II Scene One:

Narrator	Travis
Ruth	Beneatha
Walter	George
Mama	

Act II Scene Two:

Narrator	George
Beneatha	Mama
Ruth	Walter
Travis	

Act II Scene Three:

Narrator	Ruth
Beneatha	Walter
Man (Lindner)	Mama
Travis	Bobo

Act III:

Narrator	Asagai
Beneatha	Ruth
Mama	Walter
Travis	Lindner

## LESSON FOUR

### Objectives

1. To read Act I
2. To give students practice reading orally
3. To evaluate students' oral reading
4. To familiarize students with the vocabulary in Act II
5. To familiarize students with the study questions for Act II

### Activity #1

Have students read Act I of *A Raisin in the Sun* out loud in class.

If you have not yet completed an oral reading evaluation for your students this marking period, this would be a good opportunity to do so. A form is included with this unit for your convenience.

If students do not complete reading Act I in class, they should do so prior to your next class meeting.

### Activity #2

Tell students that prior to the next class period they should complete the vocabulary worksheets and preview the study questions for Act II.

ORAL READING EVALUATION - *A Raisin in the Sun*

Name \_\_\_\_\_ Class \_\_\_\_ Date \_\_\_\_\_

<u>SKILL</u>	<u>EXCELLENT</u>	<u>GOOD</u>	<u>AVERAGE</u>	<u>FAIR</u>	<u>POOR</u>
Fluency	5	4	3	2	1
Clarity	5	4	3	2	1
Audibility	5	4	3	2	1
Pronunciation	5	4	3	2	1
Characterization	5	4	3	2	1
_____	5	4	3	2	1

Total \_\_\_\_ Grade \_\_\_\_

Comments:

## LESSON FIVE

### Objectives

1. To read Act II Scene One
2. To continue the oral reading evaluations

### Activity

Have students read their assigned parts for Act II Scene One. Continue the oral reading evaluations.

## LESSON SIX

### Objectives

1. To read Act II Scenes Two and Three
2. To continue the oral reading evaluations
3. To familiarize students with the vocabulary in Act III
4. To familiarize students with the study questions for Act III

### Activity #1

Have students read their assigned parts for Act II Scenes Two and Three. Continue the oral reading evaluations.

### Activity #2

Tell students to complete the vocabulary worksheet and preview the study questions for Act III prior to the next class period.

## LESSON SEVEN

### Objectives

1. To read Act III
2. To complete the oral reading evaluations

### Activity

Have students read their assigned parts for Act III. Complete the oral reading evaluations.

## LESSON EIGHT

### Objectives

1. To review the main events and ideas of *A Raisin in the Sun*.
2. To begin discussing the play on a deeper than direct recall level.

### Activity #1

Give students a few minutes to review the study questions for *A Raisin in the Sun*. One way to do this quickly is to assign one question to each student. Give students about five minutes to develop (or look up) the answers.

Discuss the study guide questions for *A Raisin in the Sun* in detail. Have students give the answers to their assigned questions (if you chose to assign one per student). Write the "answers" on the board or overhead projector for students to copy down for study use later.

### TEACHER'S NOTE:

Depending on the students, let different students write the answers on the board or even ask the questions to lead the group. Jump in as necessary to guide the discussion. This works well to keep shy or problem students involved with the discussion. Use whatever techniques your particular students will handle best.

An alternate way of doing these questions is to make the people who spoke the parts of the scene responsible for answering the questions for their scene.



## LESSON NINE

### Objectives

1. To have students practice writing to inform
2. To show that although *Raisin* is a fictional play, the situation portrayed has a factual basis
3. To give students the opportunity to practice critical thinking skills
4. To give the teacher the opportunity to evaluate students' writing

### Activity #1

Make a copy of Dr. King's "I Have a Dream" speech available to all students. Distribute Writing Assignment #1, discuss the directions in detail and give students the remainder of the class period to work on this assignment. Collect the papers at the end of the class period.

### Follow - Up:

After you have graded the assignments, have a writing conference with the students. (This unit schedules one in Lesson Thirteen.) After the writing conference, allow students to revise their papers using your suggestions and corrections. Give them about three days from the date they receive their papers to complete the revision. I suggest grading the revisions on an A-C-E scale (all revisions well-done, some revisions made, few or no revisions made). This will speed your grading time and still give some credit for the students' efforts.

## WRITING ASSIGNMENT 1 - *A Raisin in the Sun*

### PROMPT

You have read *A Raisin in the Sun*, a play about one man's dreams for himself and his family. You have read Martin Luther King, Jr.'s "I Have a Dream" speech in which he speaks of the realities of life and his dreams for the future for all Americans.

Although *Raisin* is fiction and Dr. King's speech is non-fiction, one can find many similarities between the two. In many ways *Raisin* exemplifies the points Dr. King made in his speech.

Your assignment is to compare--find the similarities between--*A Raisin in the Sun* and King's "I Have a Dream" speech.

### PREWRITING

One way to begin is to look again at Dr. King's speech. Jot down on a piece of paper a little list of the main points he makes. Then, go down the list item by item. Next to each item write a note or two about ways in which the actions, characters, or ideas in *Raisin* are similar to Dr. King's points.

### DRAFTING

Write an introductory paragraph in which you introduce the idea that *Raisin* and Dr. King's speech do in fact have similarities.

Use your list and notes to develop your specific points using specific examples from both texts to give substance to your paragraphs.

Write a concluding paragraph in which you state any conclusions you can derive from your study and comparisons.

### PROMPT

When you finish the rough draft of your paper, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments, and make the corrections you think are necessary.

### PROOFREADING

Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.

## LESSON TEN

### Objectives

1. To discuss the play on a deeper than direct recall level
2. To focus on interpretation, critical analysis and personal response

### Activity #1

Assign one of the Extra Discussion Questions/Writing Assignments to each of your students. Give students about fifteen minutes to formulate answers to their questions. (Time needed will vary depending on the level of your students.)

### Activity #2

Discuss the students' responses to each of the Extra Discussion Questions you have selected. Be sure to guide the discussion so that no important points are left out. You may wish to jot down notes for students to copy (or have a sheet of notes already prepared for students to use for study purposes so they will pay attention and participate in the discussion without just copying from the board).

EXTRA WRITING ASSIGNMENTS AND/OR DISCUSSION QUESTIONS  
*A Raisin in the Sun*

Interpretive

1. What does the setting add to the story?
2. Are the characters in *A Raisin in the Sun* stereotypes? If so, explain the usefulness of employing stereotypes in the story. If they are not, explain how they merit individuality.
3. Describe the relationship between Ruth and Walter.
4. Describe the relationship between Mama and Walter.
5. Describe the relationship between Beneatha and Walter.
6. What function does the character of Travis serve in the play?
7. Explain how the names used in the play are appropriate.

Critical

8. Compare and contrast Bennie and Walter.
9. Compare and contrast Asagai and George.
10. Explain how the lyrics to the songs used in the play are appropriate.

Critical/Personal Response

11. Who is responsible for Walter's situation? Explain why.
12. Could anything have been gained by including more scenes from the time before the events of the story? If so, what could have been added and for what purpose? If not, explain why not.
13. Why did the author include the element of Ruth's pregnancy. What did it add to the story?
14. Who is the main character in the play? Justify your answer.
15. Walter and Beneatha and Asagai have dreams. What are their dreams? What are your dreams for the future?

*Raisin* Extra Discussion Questions Page 2

Personal Response

16. Is the story of *A Raisin in the Sun* believable? Explain why it is or isn't.
17. Suppose Walter would tell a friend about the events of this play fifteen years from the day they moved into the new house. What do you think he would say?
18. Define "successful."
19. Pretend you are Ruth. Write a letter about your family situation (prior to Walter's turning down Lindner's offer) to a friend of yours who has moved away.
20. What do you think happened to the Youngers after they moved to Clybourne Park?

Quotations

1. Baby, don't *nothing* happen for you in this world 'less you pay *somebody* off. Ii
2. Man say to his woman: I got me a dream. His woman say: Eat your eggs. Ii
3. Well--I *do*-- all right?--thank everybody . . . and forgive me for ever wanting to be anything at all . . . forgive me, forgive me. Ii
4. There simply is no blasted god--there is only man and it is he who makes miracles! Ii
5. It's how you can be sure that the world's most liberated women are not liberated at all. You all talk about it too much! Iii
6. Once upon a time freedom used to be life--now it's money. . . . No--it was always money, Mama. We just didn't know about it. Iii
7. Here I am a giant--surrounded by ants! Ants who can't even understand what it is the giant is talking about. Iii
8. . . . we all tied up in a race of people that don't know how to do nothing but moan, pray and have babies! Iii
9. Sometimes it hard to let the future begin. Iiiii

*Raisin* Extra Discussion Questions Page 3

10. I wanted to do that. I always thought it was the one concrete thing in the world that a human being could do. Fix up the sick, you know--and make them whole again. This was truly being God . . . III
11. Asagai, there is only one large circle that we march in, around and around, each of us with our own little picture--in front of us--our own little mirage that we think is the future. III
12. What you just said--about the circle. It isn't a circle--it is simply a long line--as in geometry, you know, one that reaches into infinity. And because we cannot see the end--we also cannot see how it changes. And it is very odd but those who see the changes are called "idealists"--and those who cannot, or refuse to think, they are the "realists." III
13. He finally came into his manhood today, didn't he? III

## LESSON ELEVEN

### Objective

To review all of the vocabulary work done in this unit

### Activity

Choose one (or more) of the vocabulary review activities listed below and spend your class period as directed in the activity. Some of the materials for these review activities are located in the Vocabulary Resource section in this unit.

### VOCABULARY REVIEW ACTIVITIES

1. Divide your class into two teams and have an old-fashioned spelling or definition bee.
2. Give each of your students (or students in groups of two, three or four) a *Raisin in the Sun* Vocabulary Word Search Puzzle. The person (group) to find all of the vocabulary words in the puzzle first wins.
3. Give students a *Raisin in the Sun* Vocabulary Word Search Puzzle without the word list. The person or group to find the most vocabulary words in the puzzle wins.
4. Use a *Raisin in the Sun* Vocabulary Crossword Puzzle. Put the puzzle onto a transparency on the overhead projector (so everyone can see it), and do the puzzle together as a class.
5. Give students a *Raisin in the Sun* Vocabulary Matching Worksheet to do.
6. Divide your class into two teams. Use the *A Raisin in the Sun* vocabulary words with their letters jumbled as a word list. Student 1 from Team A faces off against Student 1 from Team B. You write the first jumbled word on the board. The first student (1A or 1B) to unscramble the word wins the chance for his/her team to score points. If 1A wins the jumble, go to student 2A and give him/her a definition. He/she must give you the correct spelling of the vocabulary word which fits that definition. If he/she does, Team A scores a point, and you give student 3A a definition for which you expect a correctly spelled matching vocabulary word. Continue giving Team A definitions until some team member makes an incorrect response. An incorrect response sends the game back to the jumbled-word face off, this time with students 2A and 2B. Instead of repeating giving definitions to the first few students of each team, continue with the student after the one who gave the last incorrect response on the team. For example, if Team B wins the jumbled-word face-off, and student 5B gave the last incorrect answer for Team B, you would start this round of definition questions with student 6B, and so on. The team with the most points wins!
7. Have students write a story in which they correctly use as many vocabulary words as possible. Have students read their compositions orally! Post the most original compositions on your bulletin board!

## LESSON TWELVE

### Objectives

1. To study the play more closely.
2. To give students the opportunity to practice their personal interaction skills in a small group setting.
3. To give students the opportunity to practice their public speaking skills as they report their small group findings.

### Activity #1

Divide the class into five groups. Each group should be assigned one of the following topics:

1. Walter's development as a character
2. Beneatha's development as a character
3. Dream or ideal vs reality
4. Present vs future
5. Conflicts

Students may divide their groups into subgroups to divide up the workload where possible.

When the group members are done with their research, they should get together to discuss their findings. Based on their research, they should try to draw some conclusions about their topic.

### Activity #2

The groups will each report their findings and conclusions to the whole class. One student for each group should be appointed "spokesperson" to give the group's findings and conclusions.

Use these group reports as a springboard for discussion of the topic.

The teacher or a student should write down on the board or overhead projector all of the findings and conclusions. Students should copy down the notes for study purposes.



## LESSON THIRTEEN

### Objectives

1. To give students time to complete the non-fiction assignment that goes along with this unit
2. To broaden students knowledge about Black history and current issues facing Afro-Americans
3. To give students practice using the library's resources
4. To evaluate students' writing

### Activity #1

Take your class to the library. Divide your class into three groups.

Group One: Report on the current status of the civil rights movement in the U.S.

Each student should find at least two articles (written within the last five years) related to the quest for freedom, equality and justice. What is being done now to promote these ideals?

Group Two: Report on the current status of the Black American family.

Each student should find at least two articles about things currently causing problems for the Black community.

Group Three: Give a bibliographical portrait of important Black Americans, past and present.

Each student should find at least one article (two if possible) about the life of an important Black person. The person can be living or deceased.

After students find and read their article(s) they should fill out a Nonfiction Report Sheet for each article they have read. Students should prepare to give an oral summary of the information they have found.

Give students this class period to research and fill out their forms.

### Activity #2

While students are doing their library work, call each student over to a separate area of the library where you can have a writing conference using the student's first writing assignment. An evaluation form is provided following this lesson for your convenience.

WRITING EVALUATION FORM - *A Raisin in the Sun*

Name \_\_\_\_\_ Date \_\_\_\_\_

Writing Assignment #1 for the *A Raisin in the Sun* unit Grade \_\_\_\_\_

Circle One For Each Item:

Grammar:            excellent        good    fair    poor

Spelling:            excellent        good    fair    poor

Punctuation:        excellent        good    fair    poor

Legibility:            excellent        good    fair    poor

Strengths:

Weaknesses:

Comments/Suggestions:

NONFICTION ASSIGNMENT SHEET  
(To be completed after reading the required nonfiction article)

Name \_\_\_\_\_ Date \_\_\_\_\_

Title of Nonfiction Read \_\_\_\_\_

Written By \_\_\_\_\_ Publication Date \_\_\_\_\_

I. Factual Summary: Write a short summary of the piece you read.

II. Vocabulary

1. With which vocabulary words in the piece did you encounter some degree of difficulty?
  
  
  
  
  
  
  
  
  
2. How did you resolve your lack of understanding with these words?

III. Interpretation: What was the main point the author wanted you to get from reading his work?

IV. Criticism

1. With which points of the piece did you agree or find easy to accept? Why?
  
  
  
  
  
  
  
  
  
2. With which points of the piece did you disagree or find difficult to believe? Why?

V. Personal Response: What do you think about this piece? OR How does this piece influence your ideas?

## LESSON FOURTEEN

### Objectives

1. To widen the breadth of students' knowledge about the topics discussed or touched upon in *A Raisin in the Sun*
2. To check students' nonfiction reading assignments

### Activity

Ask each student to give a brief oral report about the nonfiction work he/she read for the nonfiction reading assignment. Your criteria for evaluating this report will vary depending on the level of your students. You may wish for students to give a complete report without using notes of any kind, or you may want students to read directly from a written report, or you may want to do something inbetween these two extremes. Just make students aware of your criteria in ample time for them to prepare their reports.

Start with reports from Group One. Follow with reports from Group Two and finish with reports from Group Three. That will help keep a continuity during the discussion of the reports.

## LESSON FIFTEEN

### Objectives

1. To give students the opportunity to practice writing to persuade
2. To encourage students' critical thinking skills
3. To have students integrate all the ideas presented in the unit so far
4. To give the teacher the opportunity to evaluate students' writing skills
5. To check students' comprehension of the ideas presented

### Activity #1

Distribute Writing Assignment 2. Discuss the directions in detail and give students the entire class period to complete this assignment. Collect the papers at the end of the class period.

### Follow - Up:

After you have graded the assignments, have a writing conference with the students. (This unit schedules one in Lesson Thirteen.) After the writing conference, allow students to revise their papers using your suggestions and corrections. Give them about three days from the date they receive their papers to complete the revision. I suggest grading the revisions on an A-C-E scale (all revisions well-done, some revisions made, few or no revisions made). This will speed your grading time and still give some credit for the students' efforts.

## WRITING ASSIGNMENT 2 - *A Raisin in the Sun*

### PROMPT

In his "I Have a Dream" speech, Martin Luther King, Jr. was trying to persuade Americans to move forward towards freedom, justice and equality as well as trying to send a message of hope to Black Americans.

If Dr. King were alive today and giving a speech at the Lincoln Memorial in Washington, D.C., what do you think he would say?

Pretend you are Dr. Martin Luther King, Jr. Write the speech you would deliver this year if you were addressing a gathering of people during a march in Washington for the first time since 1963.

Try to copy Dr. King's writing style as closely as possible. Notice how many graphic images he uses, metaphors, references to famous quotations, slightly altered cliches, etc.

### PREWRITING

Jot down a few notes considering these questions:

What has happened since you last addressed the nation 30+ years ago?

What progress has been made in the last 30+ years?

What problems are still facing Black Americans?

What would you propose to help solve those problems?

What advice would you give Americans?

What would you say specifically to Black (and other minority) Americans?

### DRAFTING

Write an introductory paragraph in which you make a few remarks about the time that has passed since your last speech.

Write one paragraph (or more if you need to) answering each of the above questions.

Write one paragraph in summary, stating your final remarks for the future.

### PROOFREADING

When you finish the rough draft of your paper, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments, and make the corrections you think are necessary. Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.

## LESSON SIXTEEN

### Objectives

1. To examine family relationships, problems that can occur in families, the function of a family, and problems influencing families today
2. To bring students' personal experiences into the discussions related to the play

### Activity #1

Pose this questions to students: "What is a family?" Write student responses on the board. Take time to briefly discuss each answer. Try to get students to come up with a definition for the word "family."

During your discussion, get students to give their own personal examples and be sure to use the Younger family from *Raisin* for examples for many of the following questions.

In a usual discussion, students start out with "your relatives" or "a mother, father & their kids" or some similar answer. Then the question comes, "How about people who don't live with parents, but live with friends or are adopted?" Stretch the definition of "family" to include these situations by then determining what factors determine who can be a member of one's family. Is the blood relationship the most important factor, or are there other factors that are more important?

What kinds of things happen in family relationships? Discuss husband/wife, parent/child, and sibling relationships.

From this point, try to get students to figure out why family units are important to a society. How are family units the building blocks of a society? What is the function of "the family" in society?

What kinds of things in society influence families? What are ways families deal with these influences?

### Activity #2

Tell students to write down on a piece of paper something (or things) that have occurred within their own family and ways in which they have dealt with the situation(s). You may get more honest and candid responses if you allow students to remain anonymous. Collect these responses. You could also handle this assignment by having students write a "Dear Abbey" letter signed "unhappy" or "relieved" or other adjectives.

## LESSON SEVENTEEN

### Objectives

1. To continue the discussion about families
2. To bring out several common problems that occur in families and get some professional advice about ways in which these problems can be handled
3. To let students know that friendly help is available for people and families who need it

### Activity

Invite a professional family counselor to come to your class to talk about families, common family problems, ways in which common problems can be resolved, and places one can go for help and more information.

It might be a good idea to give the counselor the papers collected in the last class period so that he/she will have some idea of some of the kinds of things going on in your students' lives before entering into a presentation.

Give students a chance for a question and answer session after the professional's presentation.

### Follow-up

Having students write a thank you note to the professional counselor would be good writing practice as well as good manners.

## LESSON EIGHTEEN

### Objectives

1. To give students the opportunity to express their personal ideas
2. To give students the opportunity to think about their own dreams and ways in which they could be realized
3. To give the teacher the opportunity to evaluate students' writing

### Activity

Distribute Writing Assignment 3. Discuss the directions in detail. Give students the remainder of the class period to complete this assignment. Collect the papers at the end of the class period.

### Follow - Up:

After you have graded the assignments, have a writing conference with the students. After the writing conference, allow students to revise their papers using your suggestions and corrections. Give them about three days from the date they receive their papers to complete the revision. I suggest grading the revisions on an A-C-E scale (all revisions well-done, some revisions made, few or no revisions made). This will speed your grading time and still give some credit for the students' efforts.

## LESSON NINETEEN

### Objective

To review the main ideas presented in *A Raisin in the Sun*

### Activity #1

Choose one of the review games/activities included in this unit and spend your class period as outlined there. Some materials for these activities are located in the extra activities section of this unit.

### Activity #2

Remind students that the Unit Test will be in the next class meeting. Stress the review of the study guides and their class notes as a last minute, brush-up review for homework.



## WRITING ASSIGNMENT 3 - *A Raisin in the Sun*

### PROMPT

Everyone has hopes and dreams for the future. We hope our lives will turn out in a certain way; we hope certain events will take place; we hope we will be able to live a certain lifestyle, and so on. Walter and Martin Luther King, Jr. each had dreams they wanted to have fulfilled.

Sometimes we're lucky and things just seem to work out without our doing anything to make them happen. More often, though, we can take certain steps to make our hopes and dreams more likely to come true. That doesn't mean that they will, but the chances of their coming true can be greatly increased.

Your assignment is to choose one of your hopes or dreams for the future, describe it, and make a detailed plan as to what you believe you can do to help make your hope or dream come true.

### PREWRITING

A good way to start is to think about your future. What would you like to have happen in the future more than anything else? Jot down what that is on a piece of paper. Make notes about the details of your dream.

Now, stop and think about what you can do to improve your chances of having that dream come true. Make a list of things you can do. Are there some things you should do first, followed by other things? Arrange your list in a logical or chronological order.

### DRAFTING

You should begin your paper with an introductory paragraph giving your reader some background describing your hope or dream. Use your notes about the details of your dream to help you get started.

The body of your composition should contain information about the things you can do to help yourself achieve your dream. Take each point that you jotted down and make each one into a topic sentence for a paragraph in the body of your composition. Fill out each paragraph by explaining how this point will help you achieve your goal or by explaining how you can do this thing that will help you achieve your goal.

Write a paragraph in which you conclude how likely it will be that you will actually be able to achieve your goal based on the facts you have presented.

### PROOFREADING

When you finish the rough draft of your paper, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments, and make the corrections you think are necessary. Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.

## REVIEW GAMES/ACTIVITIES - *A Raisin in the Sun*

1. Ask the class to make up a unit test for *A Raisin in the Sun*. The test should have 4 sections: matching, true/false, short answer, and essay. Students may use 1/2 period to make the test and then swap papers and use the other 1/2 class period to take a test a classmate has devised. (open book) You may want to use the unit test included in this unit or take questions from the students' unit tests to formulate your own test.
2. Take 1/2 period for students to make up true and false questions (including the answers). Collect the papers and divide the class into two teams. Draw a big tic-tac-toe board on the chalk board. Make one team X and one team O. Ask questions to each side, giving each student one turn. If the question is answered correctly, that students' team's letter (X or O) is placed in the box. If the answer is incorrect, no mark is placed in the box. The object is to get three marks in a row like tic-tac-toe. You may want to keep track of the number of games won for each team.
3. Take 1/2 period for students to make up questions (true/false and short answer). Collect the questions. Divide the class into two teams. You'll alternate asking questions to individual members of teams A & B (like in a spelling bee). The question keeps going from A to B until it is correctly answered, then a new question is asked. A correct answer does not allow the team to get another question. Correct answers are +2 points; incorrect answers are -1 point.
4. Have students pair up and quiz each other from their study guides and class notes.
5. Give students a *Raisin in the Sun* crossword puzzle to complete.
6. Divide your class into two teams. Use the *A Raisin in the Sun* crossword words with their letters jumbled as a word list. Student 1 from Team A faces off against Student 1 from Team B. You write the first jumbled word on the board. The first student (1A or 1B) to unscramble the word wins the chance for his/her team to score points. If 1A wins the jumble, go to student 2A and give him/her a clue. He/she must give you the correct word which matches that clue. If he/she does, Team A scores a point, and you give student 3A a clue for which you expect another correct response. Continue giving Team A clues until some team member makes an incorrect response. An incorrect response sends the game back to the jumbled-word face off, this time with students 2A and 2B. Instead of repeating giving clues to the first few students of each team, continue with the student after the one who gave the last incorrect response on the team. For example, if Team B wins the jumbled-word face-off, and student 5B gave the last incorrect answer for Team B, you would start this round of clue questions with student 6B, and so on. The team with the most points wins!

# UNIT TESTS

## LESSON TWENTY

### Objective

To test the students understanding of the main ideas in *A Raisin in the Sun*

### Activity #1

Distribute the unit tests. Go over the instructions in detail and allow the students the entire class period to complete the exam.

### NOTES ABOUT THE UNIT TESTS IN THIS UNIT:

There are 5 different unit tests which follow.

There are two short answer tests which are based primarily on facts from the novel. The answer key for short answer unit test 1 follows the student test. The answer key for short answer test 2 follows the student short answer unit test 2.

There is one advanced short answer unit test. It is based on the extra discussion questions and quotations. There is no key for the short answer questions and quotations. The answers will be based on the discussions you have had during class.

There are two multiple choice unit tests. Following each unit test, you will find an answer sheet on which students should mark their answers. Following each answer sheet is the appropriate answer key.

The short answer tests have a vocabulary section. You should choose 10 of the vocabulary words from this unit, read them orally and have the students write them down. Then, either have students write a definition or use the words in sentences.

Use these words for the vocabulary section of the Advanced Short Answer Unit Test:

despair	eccentric	sarcastically
futile	oppressive	ludicrous
revelation	proposition	cliche
amid	forlornly	mutilated

The answers to the Advanced Short Answer Unit Test will depend greatly on your class discussions and the level of your students.

### Activity #2

Collect all test papers and assigned books prior to the end of the class period.



II. Quotations: Explain the importance or significance of each of the following quotations.

1. Man say to his woman: I got me a dream. His woman say: Eat your eggs. ii
  
2. Once upon a time freedom used to be life--now it's money. . . .No--it was always money, Mama. We just didn't know about it. Iii
  
3. Here I am a giant--surrounded by ants! Ants who can't even understand what it is the giant is talking about. Iii
  
4. Sometimes it is hard to let the future begin. Iiiii
  
5. I wanted to do that. I always thought it was the one concrete thing in the world that a human being could do. Fix up the sick, you know--and make them whole again. This was truly being God . . . III
  
6. Asagai, there is only one large circle that we march in, around and around, each of us with our own little picture--in front of us--our own little mirage that we think is the future. III

III. Essay

What does Mama's insurance check mean for each member of the Younger family? Mama? Walter? Ruth? Beneatha? Travis? Write five complete paragraphs--one for each member of the family.

IV. Vocabulary

Listen to the vocabulary words and write them down. Then go back and write in the definitions next to the words.

1.

2.

3.

4.

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6.

7.

8.

9.

10.



KEY: SHORT ANSWER UNIT TEST #1 - *A Raisin in the Sun*

I. Short Answer

1. Why did Walter say, "Damn my eggs. . . damn all the eggs that ever was!"?  
He has been telling Ruth about his dream and she tells him to eat his eggs. He wants to talk and dream of a better life; she wants him to face reality and deal with his present world. This makes him frustrated, makes him feel as though she doesn't support him.
2. Why wouldn't Beneatha marry George?  
She recognized that he was rich, but he was shallow. She liked him enough to date him, but she didn't love him.
3. Why was Asagai's present to Beneatha appropriate?  
He brought her clothing from Nigeria. She literally wraps herself in her latest fad. Also, it foreshadows her putting on a new life.
4. Why did Mama call Walter a disgrace to his father's memory?  
He had become overly concerned with money and had lost his traditional family values so much so that he didn't try to convince Ruth not to have an abortion.
5. What did Mama do with her money?  
She made a downpayment on a house. Later, she gave the rest of her money to Walter to use as he saw fit.
6. Who was Karl Lindner, and why did he visit the Youngers' house?  
He was a man from the Clybourne Park Improvement Association who came to ask the Youngers not to move into their white neighborhood. The members of the association were willing to pay the Youngers not to move in.
7. What news did Bobo bring Walter?  
He told Walter that Willy had taken all of the money and left without a trace.
8. Why didn't Beneatha want to be a doctor anymore?  
She used to think that fixing people's ailments was the best thing one could do. Now she sees that physical ailments aren't the problem of society. People's hearts aren't true. She gives up on the human race and calls them "petty, small, and selfish." She sees no human battle worth fighting.
9. What fault did Mama find with herself?  
She said she aimed too high -- had too-high dreams.
10. Did Walter take Lindner's money? Why or why not?  
No, he didn't take it. He is a good, decent man even with all of his faults. His conscience and moral upbringing and his love for his mother will not let him ruin his family's pride.

II. Quotations: Explain the importance or significance of each of the following quotations.

ANSWERS WILL VARY DEPENDING ON YOUR CLASS DISCUSSIONS AND THE LEVEL OF YOUR CLASS.

III. Composition

What does Mama's insurance check mean for each member of the Younger family? Mama? Walter? Ruth? Beneatha? Travis? Write five complete paragraphs--one for each member of the family.

ANSWERS WILL VARY DEPENDING ON YOUR CLASS DISCUSSIONS AND THE LEVEL OF YOUR CLASS.

IV. Vocabulary Choose 10 of the vocabulary words. Read them orally for students to write down.

SHORT ANSWER UNIT TEST 2 - *A Raisin in the Sun*

I. Short Answer

1. Walter said, "Damn my eggs . . . damn all the eggs that ever was!" Why?
  
2. Why was Mama getting a check for \$10,000?
  
3. What was Beneatha's attitude towards God?
  
4. Why is Asagai's present to Beneatha appropriate?
  
5. Why is Asagai's nickname for Beneatha appropriate?
  
6. Why did Mama call Walter a disgrace to his father's memory?
  
7. What was Walter's reaction to Mama's purchase? Ruth's reaction?
  
8. What did Mama do for Walter?
  
9. Who was Karl Lindner, and why did he visit the Youngers' house?
  
10. Why didn't Beneatha want to be a doctor anymore?
  
11. Why didn't Walter take the money Lindner offered?

II. Quotations Explain the importance or significance of each of the following quotations.

1. Baby, don't *nothing* happen for you in this world 'less you pay *somebody* off. Ii
  
2. Man say to his woman: I got me a dream. His woman say: Eat your eggs. Ii
  
3. Once upon a time freedom used to be life--now it's money. . . .No--it was always money, Mama. We just didn't know about it. Iii
  
4. Here I am a giant--surrounded by ants! Ants who can't even understand what it is the giant is talking about. Iii
  
5. Sometimes it is hard to let the future begin. Iiiii
  
6. What you just said--about the circle. It isn't a circle--it is simply a long line--as in geometry, you know, one that reaches into infinity. And because we cannot see the end--we also cannot see how it changes. And it is very odd but those who see the changes are called "idealists"--and those who cannot, or refuse to think, they are the "realists." III
  
7. He finally came into his manhood today, didn't he? III

III. Composition

Explain in detail why the title *A Raisin in the Sun* is appropriate for this play.

IV. Vocabulary

Listen to the vocabulary words and write them down. Then go back and write in the definitions next to the words.

1.

2.

3.

4.

5.

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7.

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10.

KEY: SHORT ANSWER UNIT TEST 2 *A Raisin in the Sun*

I. Short Answer

1. Walter said, "Damn my eggs . . . damn all the eggs that ever was!" Why?  
He has been telling Ruth about his dream and she tells him to eat his eggs. He wants to talk and dream of a better life; she wants him to face reality and deal with his present world. This makes him frustrated, makes him feel like she doesn't support him.
2. Why was Mama getting a check for \$10,000?  
It was money coming from her husband's life insurance policy.
3. What was Beneatha's attitude towards God?  
She said she did not accept the idea of God -- "there is only man and it is he who makes miracles."
4. Why is Asagai's present to Beneatha appropriate?  
He gave her clothing from Nigeria. She literally gets wrapped up in her current fad. It also foreshadows her putting on a new life.
5. Why is Asagai's nickname for Beneatha appropriate?  
It means "One for Whom Bread - Food - Is Not Enough." It is appropriate because he as well as Beneatha and Walter want more from life than just survival. They want a better quality of life.
6. Why did Mama call Walter a disgrace to his father's memory?  
He had become overly concerned with money and had lost his traditional family values, so much so that he didn't try to convince Ruth not to have an abortion.
7. What was Walter's reaction to Mama's purchase? Ruth's reaction?  
Walter was very disappointed. Ruth was elated.
8. What did Mama do for Walter?  
She turned the remaining money over to him. She said he should use \$3,000 for Beneatha's school, and that he could do whatever he wanted with the remainder.
9. Who was Karl Lindner, and why did he visit the Youngers' house?  
He was from Clybourne Park Improvement Association. He was calling to ask the Youngers not to move into their white neighborhood. The association members were willing to pay the Youngers not to move in.
10. Why didn't Beneatha want to be a doctor anymore?  
She used to think that fixing people's ailments was the best thing to do. Now she thinks that physical ailments aren't the problem of society. People's hearts aren't true. She gives up on the human race and calls them "puny, small, and selfish." She sees no human battle worth fighting.
11. Why didn't Walter take the money Lindner offered?  
Walter is a good, decent man underneath. His conscience and moral upbringing wouldn't let him ruin his family's pride.

II. Quotations Explain the importance or significance of each of the following quotations.

ANSWERS WILL VARY DEPENDING ON YOUR CLASS DISCUSSIONS AND THE LEVEL OF YOUR CLASS.

III. Composition

Explain in detail why the title *A Raisin in the Sun* is appropriate for this play.

ANSWERS WILL VARY DEPENDING ON YOUR CLASS DISCUSSIONS AND THE LEVEL OF YOUR CLASS.

IV. Vocabulary Choose 10 of the vocabulary words. Read them orally for students to write down.



ADVANCED SHORT ANSWER UNIT TEST - *A Raisin in the Sun*

I. Short Answer

1. Describe the relationship between Ruth and Walter.
2. Explain how the names used in the play are appropriate.
3. Compare and contrast Beneatha and Walter.
4. Compare and contrast Asagai and George.
5. Who is responsible for Walter's situation? Explain why.
6. Why did the author include the element of Ruth's pregnancy. What did it add to the story?
7. Who is the main character in the play? Justify your answer.

II. Quotations Explain the importance or significance of each of the following quotations.

1. Man say to his woman: I got me a dream. His woman say: Eat your eggs. Ii
  
2. There simply is no blasted god--there is only man and it is he who makes miracles! Ii
  
3. Once upon a time freedom used to be life--now it's money. . . .No--it was always money, Mama. We just didn't know about it. Iii
  
4. Here I am a giant--surrounded by ants! Ants who can't even understand what it is the giant is talking about. Iii
  
5. Sometimes it is hard to let the future begin. Iiiii
  
6. I wanted to do that. I always thought it was the one concrete thing in the world that a human being could do. Fix up the sick, you know--and make them whole again. This was truly being God . . . III
  
7. What you just said--about the circle. It isn't a circle--it is simply a long line--as in geometry, you know, one that reaches into infinity. And because we cannot see the end--we also cannot see how it changes. And it is very odd but those who see the changes are called "idealists"--and those who cannot, or refuse to think, they are the "realists." III
  
8. He finally came into his manhood today, didn't he? III

III. Composition

Martin Luther King, Jr. said, "So we have come to cash this check. A check that will give us the riches of freedom and the security of justice."

Mama had a check for \$10,000. Compare Mama's literal check to Dr. King's figurative check.

IV. Vocabulary

Listen to the words and write them down. After you have written them all down, write a paragraph in which you use all of the words. The paragraph must relate in some way to *A Raisin in the Sun*.

MULTIPLE CHOICE UNIT TEST 1 - *A Raisin in the Sun*

I. Multiple Choice

1. Who are Willy and Bobo?
  - a. Walter's future business partners
  - b. Two clowns at the zoo
  - c. Travis's friends
  - d. Travis's pets
  
2. Walter said, "Damn my eggs . . . damn all the eggs that ever was!" Why?
  - a. Walter was tired of Ruth's being sick all the time.
  - b. Walter was mad because Ruth had burned his breakfast.
  - c. Walter is tired of eating eggs.
  - d. Walter wants to dream of a better life and Ruth keeps pushing reality back at him.
  
3. Who is Beneatha?
  - a. Mama
  - b. Walter and Ruth's daughter
  - c. Travis's sister
  - d. Walter's sister
  
4. Why was Mama getting a check for \$10,000?
  - a. It was insurance money from her husband's life insurance.
  - b. She had won the lottery.
  - c. She had won a contest.
  - d. The bank was sending her a check for the amount in her account. Since she was old, she thought it was time to spend her money.
  
5. Why did Beneatha say she wouldn't marry George?
  - a. He was too conceited.
  - b. He was too poor.
  - c. He was too shallow.
  - d. She just didn't like him.
  
6. What was Beneatha's attitude towards God?
  - a. She was very religious.
  - b. She did not believe in God.
  - c. She thought he was an unjust God.
  - d. "God is dead."
  
7. Who is Joseph Asagai?
  - a. Beneatha's African friend
  - b. Walter's business partner
  - c. Ruth's doctor
  - d. Beneatha's teacher from Africa

8. Why is Asagai's nickname for Beneatha appropriate?
  - a. It means "Doctor of the Future."
  - b. It means "Hopeful Beauty."
  - c. It means "One More Chance."
  - d. It means "One for Whom Bread - food - Is Not Enough."
  
9. Why did Mama call Walter a disgrace to his father's memory?
  - a. He had turned his back on God and had become an alcoholic.
  - b. He beat his wife and disgraced his mother.
  - c. He had become too concerned with money and had lost traditional family values.
  - d. He was too eager to spend the money Mama would receive from his father's insurance policy.
  
10. What are "assimilationist Negroes"?
  - a. Negroes who do not believe in God
  - b. Negroes who have left Africa to go to American and become educated
  - c. Negroes who still live a tribal life in Nigeria
  - d. Negroes who give up their cultural heritage and take on the culture of a more dominant society
  
11. What did Mama do with her money?
  - a. Made a down payment on a home
  - b. Gave it all to Walter
  - c. Put it all away for Beneatha's education
  - d. Left it in the bank
  
12. What was Walter's reaction to Mama's purchase?
  - a. He was elated.
  - b. He was disappointed.
  - c. He was understanding.
  - d. He was too tired to care.
  
13. What did Mama do for Walter?
  - a. Covered for him by lying to his boss
  - b. Talked to Ruth to smooth things over
  - c. Gave him the remaining money
  - d. Moved out
  
14. Who was Karl Lindner, and why did he visit the Youngers' house?
  - a. Walter's boss
  - b. Representative from the NAACP
  - c. Representative from the Clybourne Park Improvement Association
  - d. Ruth's doctor

15. What was Walter's reaction to Lindner?
  - a. He accepted Lindner's offer.
  - b. He told Lindner to leave their apartment.
  - c. He personally disliked Lindner but agreed in principle.
  - d. He liked Lindner and all that he stood for.
  
16. Why didn't Beneatha want to be a doctor anymore?
  - a. She sees no human battle worth fighting; no human life worth saving.
  - b. She decided to go to Africa instead.
  - c. She doesn't want to have to treat the oppressors.
  - d. She's tired of school and intellectual ideas.
  
17. How did Asagai define "idealists"?
  - a. They are those who are also assimilationists.
  - b. They are those who see the changes in life.
  - c. They are the intellectuals.
  - d. They are those who refuse to think.
  
18. Why didn't Walter take the money Lindner offered?
  - a. It wasn't enough money.
  - b. His conscience wouldn't let him ruin his family's pride.
  - c. Willy returned the money he took.
  - d. Mama wouldn't let him.

II. True or False?

1. Mama was a selfish old woman.
  
2. Ruth had an abortion.
  
3. Beneatha had made many sacrifices for the family.
  
4. The Clybourne Park Association did not want the Youngers to move in because they were Black.
  
5. Mr. Lindner ruined Mama's hopes for having a better home.
  
6. Walter was a lazy bum with no consideration for his family.
  
7. The Youngers moved to Clybourne Park.
  
8. Beneatha had no ambition.
  
9. Mama wanted to put money away for Beneatha's education.
  
10. Beneatha wanted to marry George, but Walter wanted her to marry Asagai.

III. Vocabulary

- |                     |  |
|---------------------|--|
| 1. SARCASTICALLY    | a. having unrestrained high spirits; being overjoyed                               |
| 2. EXUBERANCE       | b. maimed; damaged   |
| 3. OPPRESSIVE       | c. probably; reasonably supposed   |
| 4. LUDICROUS        | d. sorrowfully   |
| 5. PLUNDER          | e. cleared of accusations, blame, suspicion or doubt                               |
| 6. MONOLOGUE        | f. among; in the midst of  |
| 7. VENGEANCE        | g. with violence or fury   |
| 8. REBUFFS          | h. inscription on a tombstone; summary of a deceased persons life                  |
| 9. VINDICATED       | i. religion of those who don't believe in God and/or are uncivilized               |
| 10. PRESUMABLY      | j. unsuitably; improperly  |
| 11. HEATHENISM      | k. laughably ridiculous  |
| 12. MUTILATED       | l. tyrannical  |
| 13. INAPPROPRIATELY | m. long speech or talk made by one person  |
| 14. MENACINGLY      | n. suggested plan  |
| 15. EPITAPH         | o. to rob of goods by force; loot  |
| 16. PLAINTIVELY     | p. shaped; made  |
| 17. WROUGHT         | q. threateningly   |
| 18. PROPOSITION     | r. bluntly refuses   |
| 19. OMINOUS         | s. in a manner using statements or implications opposite to the underlying meaning |
| 20. AMID            | t. menacing; threatening   |



MULTIPLE CHOICE UNIT TEST 2 - *A Raisin in the Sun*

I. Multiple Choice

1. Who are Willy and Bobo?
  - a. Travis's friends
  - b. Two clowns at the zoo
  - c. Walter's future business partners
  - d. Travis's pets
  
2. Walter said, "Damn my eggs . . . damn all the eggs that ever was!" Why?
  - a. Walter was tired of Ruth's being sick all the time.
  - b. Walter wants to dream of a better life and Ruth keeps pushing reality back at him.
  - c. Walter is tired of eating eggs.
  - d. Walter was mad because Ruth had burned his breakfast.
  
3. Who is Beneatha?
  - a. Mama
  - b. Walter and Ruth's daughter
  - c. Walter's sister
  - d. Travis's sister
  
4. Why was Mama getting a check for \$10,000?
  - a. The bank was sending her a check for the amount in her account. Since she was old, she thought it was time to spend her money.
  - b. She had won the lottery.
  - c. She had won a contest.
  - d. It was insurance money from her husband's life insurance.
  
5. Why did Beneatha say she wouldn't marry George?
  - a. He was too shallow.
  - b. He was too poor.
  - c. He was too conceited.
  - d. She just didn't like him.
  
6. What was Beneatha's attitude towards God?
  - a. She did not believe in God.
  - b. She was very religious.
  - c. She thought he was an unjust God.
  - d. "God is dead."
  
7. Who is Joseph Asagai?
  - a. Beneatha's teacher from Africa.
  - b. Walter's business partner.
  - c. Ruth's doctor.
  - d. Beneatha's African friend.

8. Why is Asagai's nickname for Beneatha appropriate?
  - a. It means "Doctor of the Future."
  - b. It means "Hopeful Beauty."
  - c. It means "One More Chance."
  - d. It means "One for Whom Bread - food - Is Not Enough."
  
9. Why did Mama call Walter a disgrace to his father's memory?
  - a. He had turned his back on God and had become an alcoholic.
  - b. He had become too concerned with money and had lost traditional family values.
  - c. He beat his wife and disgraced his mother.
  - d. He was too eager to spend the money Mama would receive from his father's insurance policy.
  
10. What are "assimilationist Negroes"?
  - a. Negroes who do not believe in God
  - b. Negroes who have left Africa to go to America and become educated
  - c. Negroes who give up their cultural heritage and take on the culture of a more dominant society
  - d. Negroes who still live a tribal life in Nigeria
  
11. What did Mama do with her money?
  - a. Made a down payment on a home
  - b. Gave it all to Walter
  - c. Put it all away for Beneatha's education
  - d. Left it in the bank
  
12. What was Walter's reaction to Mama's purchase?
  - a. He was elated.
  - b. He was too tired to care.
  - c. He was understanding.
  - d. He was disappointed.
  
13. What did Mama do for Walter?
  - a. Covered for him by lying to his boss
  - b. Talked to Ruth to smooth things over
  - c. Moved out
  - d. Gave him the remaining money
  
14. Who was Karl Lindner, and why did he visit the Youngers' house?
  - a. Walter's boss
  - b. Representative from the Clybourne Park Improvement Association
  - c. Representative from the NAACP
  - d. Ruth's doctor

15. What was Walter's reaction to Lindner?
  - a. He accepted Lindner's offer.
  - b. He personally disliked Lindner but agreed in principle.
  - c. He told Lindner to leave their apartment.
  - d. He liked Lindner and all that he stood for.
  
16. Why didn't Beneatha want to be a doctor anymore?
  - a. She sees no human battle worth fighting; no human life worth saving.
  - b. She decided to go to Africa instead.
  - c. She doesn't want to have to treat the oppressors.
  - d. She's tired of school and intellectual ideas.
  
17. How did Asagai define "idealists"?
  - a. They are those who are also assimilationists.
  - b. They are those who refuse to think.
  - c. They are the intellectuals.
  - d. They are those who see the changes in life.
  
18. Why didn't Walter take the money Lindner offered?
  - a. It wasn't enough money.
  - b. His conscience wouldn't let him ruin his family's pride.
  - c. Willy returned the money he took.
  - d. Mama wouldn't let him.

II. True or False?

1. Mama was a generous, proud woman.
  
2. Ruth had an abortion.
  
3. Beneatha had made no real sacrifices for the family.
  
4. The Clybourne Park Association did not want the Youngers to move in because they were Black.
  
5. Mr. Lindner wanted to help the Youngers get a home at Clybourne Park.
  
6. Walter was a lazy bum with no consideration for his family.
  
7. The Youngers did not move to Clybourne Park.
  
8. Beneatha wanted to be a doctor because doctors were like Gods.
  
9. Mama wanted to put money away for Beneatha's education.
  
10. Beneatha wanted to marry Asagai, but Walter wanted her to marry George.

Raisin Multiple Choice Test 2 Page 4

III. Vocabulary

- |                     |  |
|---------------------|--|
| 1. PRESUMABLY       | a. with violence or fury   |
| 2. SARCASTICALLY    | b. threateningly   |
| 3. OPPRESSIVE       | c. inscription on a tombstone; summary of a deceased person's life                 |
| 4. VENGEANCE        | d. ruler who exercises power in a harsh, cruel manner                              |
| 5. MENACINGLY       | e. religion of those who don't believe in God and/or are uncivilized               |
| 6. ASSIMILATIONISM  | f. in a manner using statements or implications opposite to the underlying meaning |
| 7. TENTATIVELY      | g. pierced   |
| 8. MUTILATED        | h. irritated   |
| 9. PENETRATED       | i. belief that minority cultures should dissolve into a dominant culture           |
| 10. EXASPERATED     | j. uncertain   |
| 11. TYRANT          | k. suggested plan  |
| 12. PROPOSITION     | l. maimed; damaged   |
| 13. FURTIVELY       | m. stealthily; expressive of hidden motives  |
| 14. INAPPROPRIATELY | n. shaped; made  |
| 15. WROUGHT         | o. trite or overused expression or idea  |
| 16. HEATHENISM      | p. unsuitably; improperly  |
| 17. DESPAIR         | q. hopelessness  |
| 18. EPITAPH         | r. tyrannical  |
| 19. REBUFFS         | s. bluntly refuses   |
| 20. CLICHE          | t. probably; reasonably supposed   |

ANSWER SHEET - MULTIPLE CHOICE UNIT TESTS  
*A Raisin in the Sun*

I. Multiple Choice

1. (A) (B) (C) (D)
2. (A) (B) (C) (D)
3. (A) (B) (C) (D)
4. (A) (B) (C) (D)
5. (A) (B) (C) (D)
6. (A) (B) (C) (D)
7. (A) (B) (C) (D)
8. (A) (B) (C) (D)
9. (A) (B) (C) (D)
10. (A) (B) (C) (D)
11. (A) (B) (C) (D)
12. (A) (B) (C) (D)
13. (A) (B) (C) (D)
14. (A) (B) (C) (D)
15. (A) (B) (C) (D)
16. (A) (B) (C) (D)
17. (A) (B) (C) (D)
18. (A) (B) (C) (D)

II. True or False

1. (T) (F)
2. (T) (F)
3. (T) (F)
4. (T) (F)
5. (T) (F)
6. (T) (F)
7. (T) (F)
8. (T) (F)
9. (T) (F)
10. (T) (F)

III. Matching

1. \_\_\_
2. \_\_\_
3. \_\_\_
4. \_\_\_
5. \_\_\_
6. \_\_\_
7. \_\_\_
8. \_\_\_
9. \_\_\_
10. \_\_\_
11. \_\_\_
12. \_\_\_
13. \_\_\_
14. \_\_\_
15. \_\_\_
16. \_\_\_
17. \_\_\_
18. \_\_\_
19. \_\_\_
20. \_\_\_

ANSWER KEY - MULTIPLE CHOICE UNIT TEST 1  
*A Raisin in the Sun*

To make an overlay, make a copy of this page, cut out the columns next to the answers for the matching and vocabulary sections and take a hole punch and punch out the empty ( ) for the multiple choice and true/false sections.

I. Multiple Choice

1. ( ) (B) (C) (D)
2. (A) (B) (C) ( )
3. (A) (B) (C) ( )
4. ( ) (B) (C) (D)
5. (A) (B) ( ) (D)
6. (A) ( ) (C) (D)
7. ( ) (B) (C) (D)
8. (A) (B) (C) ( )
9. (A) (B) ( ) (D)
10. (A) (B) (C) ( )
11. ( ) (B) (C) (D)
12. (A) ( ) (C) (D)
13. (A) (B) ( ) (D)
14. (A) (B) ( ) (D)
15. (A) ( ) (C) (D)
16. ( ) (B) (C) (D)
17. (A) ( ) (C) (D)
18. (A) ( ) (C) (D)

II. True or False

1. (T) ( )
2. (T) ( )
3. (T) ( )
4. ( ) (F)
5. (T) ( )
6. (T) ( )
7. ( ) (F)
8. (T) ( )
9. ( ) (F)
10. (T) ( )

III. Matching

1. S
2. A
3. L
4. K
5. O
6. M
7. G
8. R
9. E
10. C
11. I
12. B
13. J
14. Q
15. H
16. D
17. P
18. N
19. T
20. F

ANSWER KEY - MULTIPLE CHOICE UNIT TEST 2  
*A Raisin in the Sun*

To make an overlay, make a copy of this page, cut out the columns next to the answers for the matching and vocabulary sections and take a hole punch and punch out the empty ( ) for the multiple choice and true/false sections.

I. Multiple Choice

1. (A) (B) ( ) (D)
2. (A) ( ) (C) (D)
3. (A) (B) ( ) (D)
4. (A) (B) (C) ( )
5. ( ) (B) (C) (D)
6. ( ) (B) (C) (D)
7. (A) (B) (C) ( )
8. (A) (B) (C) ( )
9. (A) ( ) (C) (D)
10. (A) (B) ( ) (D)
11. ( ) (B) (C) (D)
12. (A) (B) (C) ( )
13. (A) (B) (C) ( )
14. (A) ( ) (C) (D)
15. (A) (B) ( ) (D)
16. ( ) (B) (C) (D)
17. (A) (B) (C) ( )
18. (A) ( ) (C) (D)

II. True or False

1. ( ) (F)
2. (T) ( )
3. ( ) (F)
4. ( ) (F)
5. (T) ( )
6. (T) ( )
7. (T) ( )
8. ( ) (F)
9. ( ) (F)
10. ( ) (F)

III. Matching

1. T
2. F
3. R
4. A
5. B
6. I
7. J
8. L
9. G
10. H
11. D
12. K
13. M
14. P
15. N
16. E
17. Q
18. C
19. S
20. O

# UNIT RESOURCE MATERIALS



## BULLETIN BOARD IDEAS - *A Raisin in the Sun*

1. Leave a portion of the bulletin board for the students' best writing assignments.
2. Write out some of the significant quotes from the play on colorful construction paper. Cut out letters to title the board: Lorraine Hansberry's *A Raisin in the Sun*.
3. Take one of the word search puzzles and draw it (enlarged) on the bulletin board. Write the clue words to find to one side. Invite students to take pens and find and circle the words in the time before and after class (or perhaps if they finish their work early).
4. Place the names of important Black people on the bulletin board and make this the list of names from which students may choose to do their nonfiction reading assignment. After the nonfiction reading assignment is completed, post the completed assignment sheets under the appropriate names.
5. Title the board: A RAISIN IN THE SUN. Post pictures of ghetto life.
6. Title the board: DREAMS. Post pictures and articles about things people would dream to do or be. You could ask each of your students to bring in a picture representing his (her) dream for the future. Have each student explain his (her) picture and then post it on the bulletin board.
7. Do a travel bulletin board about Africa. (Your local travel agency may have some good materials to donate).
8. Title the board: A WAY OUT. Post pictures and articles about ways to improve one's station in life.
9. Write Martin Luther King, Jr.'s "I Have a Dream" speech up on the bulletin board.

## EXTRA ACTIVITIES

One of the difficulties in teaching a novel is that all students don't read at the same speed. One student who likes to read may take the book home and finish it in a day or two. Sometimes a few students finish the in-class assignments early. The problem, then, is finding suitable extra activities for students.

One thing that helps is to keep a little library in the classroom. For this unit on *A Raisin in the Sun*, you might check out from the school library other related books and articles about the civil rights movement, Nigeria, insurance, buying a home, living on a budget, financial planning, ways to achieve financial independence, or biographies of important African Americans.

Other things you may keep on hand are puzzles. We have made some relating directly to *A Raisin in the Sun* for you. Feel free to duplicate them.

Some students may like to draw. You might devise a contest or allow some extra-credit grade for students who draw characters or scenes from *A Raisin in the Sun* that if the students do not want to keep their drawings you may pick up some extra bulletin board materials this way. If you have a contest and you supply the prize (a record album or something like that perhaps), you could, possibly, make the drawing itself a non-refundable entry fee.

The pages which follow contain games, puzzles and worksheets. The keys, when appropriate, immediately follow the puzzle or worksheet. There are two main groups of activities: one group for the unit; that is, generally relating to the *Raisin* text, and another group of activities related strictly to the *Raisin* vocabulary.

Directions for these games, puzzles and worksheets are self-explanatory. The object here is to provide you with extra materials you may use in any way you choose.

### MORE ACTIVITIES - *A Raisin in the Sun*

1. Have students design a playbill for *A Raisin in the Sun*.
2. Have students design a bulletin board (ready to be put up; not just sketched) for *A Raisin in the Sun*.
3. Divide the class into groups of four students. Explain that they are a family of four. Each student should represent a family member -- a father, a mother or a child. The group may decide the age of the children. Their family income is \$25,000 per year. The group should make a list of the family's needs and wants. Then, they should make a budget to fit their needs and wants into the family income. They should make an itemized list of monthly expenses with the appropriate dollar amounts filled in. When students are finished, discuss how realistic the budgets were (or were not).
4. Use some of the related topics (noted earlier for an in-class library) as topics for research, reports or written papers, or as topics for guest speakers.
5. Do a group writing activity during which your class writes the sequel to *A Raisin in the Sun*.
6. *A Raisin in the Sun* was published in the late 1950's. Have your students compare the prospects for African Americans at that time with the prospects for African Americans today.
7. Do a complete production of *Raisin* on stage and invite other classes to come see it.
8. Do a mini-unit on "How to live on a budget."
9. Have students read their speeches from Writing Assignment 3 orally to the class.
10. Have a realtor come in to discuss how to buy a home.
11. Have students re-name the play and justify their choices.

WORD SEARCH - *A Raisin in the Sun*

All words in this list are associated with *A Raisin in the Sun*. The words are placed backwards, forward, diagonally, up and down. The included words are listed below the word searches.

W G K I M E G E H W Q S T B B P R L E R H Z Z V  
 Z A C T R A V I S W A L T E R O T C O D U M A N  
 W S W M A O R O Q F Y N N E U I N N H O O T H M  
 N C V S M H N R R X N E G Q K A B T A I H G H N  
 S I P S D Z F I Y D A N I J R N Y E Y L C C R W  
 I A G A S A C S A T A L C U G E O R G E P A S Z  
 S G P E N A L L H N I M S H N F L I N K I L G K  
 E H X M R O A A T N Z N A O E R S E T S R R G O  
 B A B Y O I K X D O I Y M M S C C J I A S S Y W  
 T P D T Y R A N B F L R P T L S K N E T C R Y S  
 S G D O O N E O C L H V S Y G S M P S F R U G W  
 D C C W Z R B X I B T I B H R D Q I H E Z C D L  
 S R R Z R R X W W W L O Q V M V L F B Z M M M E  
 J N B K T P B M W A U Y B W K A X S N B C D C B  
 N N H W X C C W E R Z M R Y E W N Z V W L Z F K  
 M Z H H G C V R N D J Z R D J A T B Z K H M K Q  
 T W K R K J X E D F F L I Z H G D D G C Y T X H

ACT  
 AFRICA  
 ALAIYO  
 ASAGAI  
 BABY  
 BENEATHA  
 BOBO  
 BRIBE  
 CHECK  
 CHICAGO  
 CLYBOURNE

DOCTOR  
 DROVE  
 EDUCATION  
 EGGS  
 GEORGE  
 GOD  
 HANSBERRY  
 HAT  
 IDEALISTS  
 INSURANCE  
 IRON

LINDNER  
 LIQUOR  
 MAMA  
 MAN  
 MARRY  
 MONEY  
 MOVE  
 NIGERIA  
 PEARLS  
 PLANT  
 PREGNANT

RAISIN  
 REALISTS  
 RUTH  
 SCENE  
 SCHOOL  
 TOOLS  
 TRAVIS  
 WALTER  
 WILLY  
 WORK

KEY: WORD SEARCH - *A Raisin in the Sun*

All words in this list are associated with *A Raisin in the Sun*. The words are placed backwards, forward, diagonally, up and down. The included words are listed below the word searches.

```

      I M E     E           B B P R L E R
    A C T R A V I S W A L T E R O T C O D U M A N
      A O R O     F           N E U I N N H O O T
N      M H N R R           E G Q   A B   A I H G H
    I   S           I Y D A N I   R N Y E   L C C R
I A G A S A C S A T A L C U G E O R G E P A S
    G   E   A L L H N I M S H N           I N   I L G
E      R O A A T N   N A O E           E T S R   O
B A B Y O I K   D O I Y M M S C C   I A S   Y
      T Y R A N B   L           T L S K N E T C R
      O O   E O   L           S Y           P S   R U
      W   R B   I           I B           I   E   D
              W           L O           L   B           E
              A U           A   S
              E R           E   N
              R N           D   A
              E           I   H
  
```

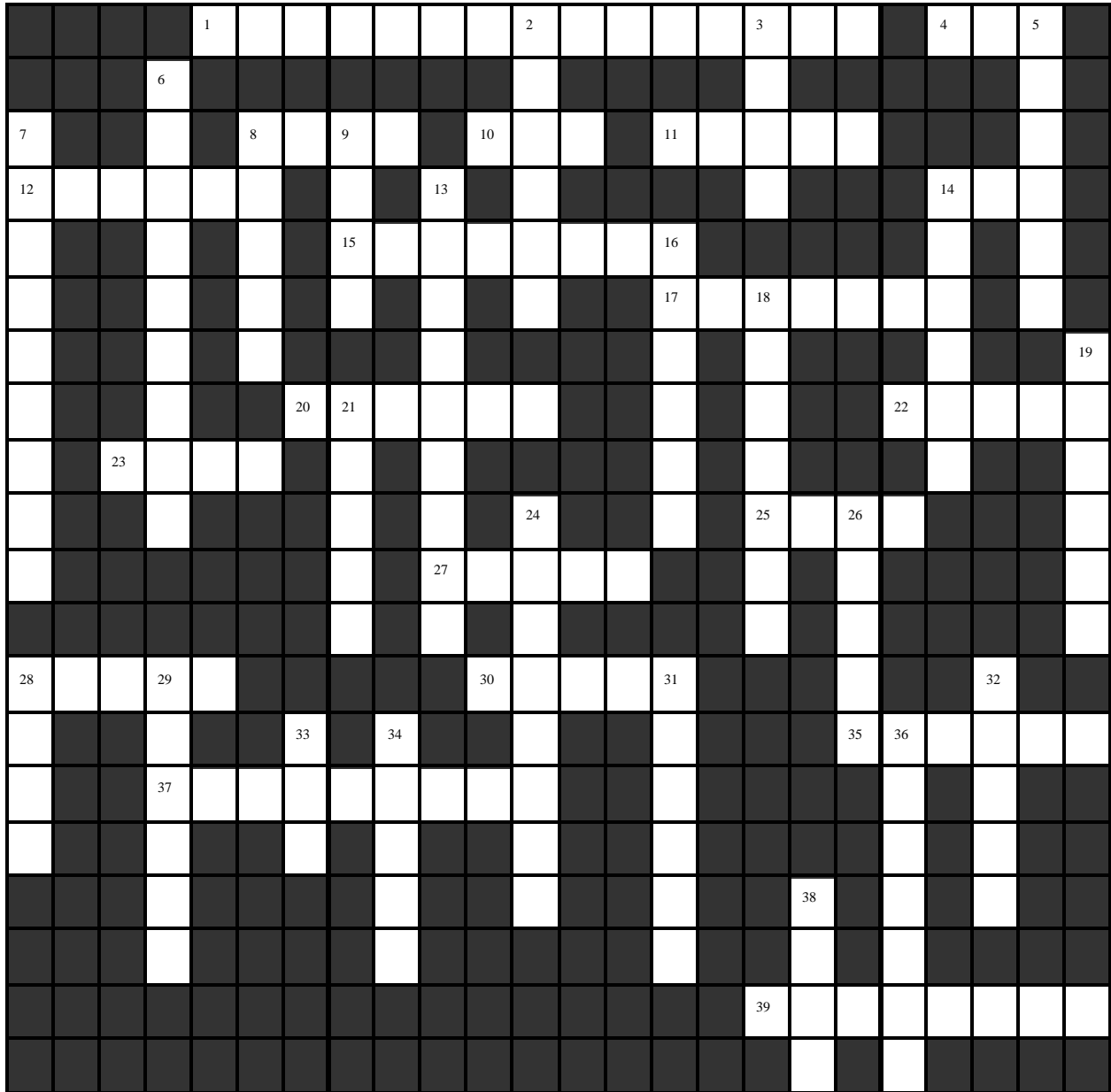
ACT  
AFRICA  
ALAIYO  
ASAGAI  
BABY  
BENEATHA  
BOBO  
BRIBE  
CHECK  
CHICAGO  
CLYBOURNE

DOCTOR  
DROVE  
EDUCATION  
EGGS  
GEORGE  
GOD  
HANSBERRY  
HAT  
IDEALISTS  
INSURANCE  
IRON

LINDNER  
LIQUOR  
MAMA  
MAN  
MARRY  
MONEY  
MOVE  
NIGERIA  
PEARLS  
PLANT  
PREGNANT

RAISIN  
REALISTS  
RUTH  
SCENE  
SCHOOL  
TOOLS  
TRAVIS  
WALTER  
WILLY  
WORK

CROSSWORD - *A Raisin in the Sun*



## CROSSWORD CLUES - *A Raisin in the Sun*

### ACROSS

1. Someone who is willing to give up his own culture and submerge himself in the dominant ...culture.
4. Beneatha did not believe in Him
8. He brought Walter bad news about the money
10. Travis's present to Mama
11. What Walter did on his day(s) away from work
12. Kind of store Walter wants to buy
14. Play division
15. Walter's sister
17. Representative from the Clybourne Park Improvement Assoc.
20. Beneatha wouldn't marry him because he was shallow
22. Act division
23. Relocate
25. Walter's wife
27. Financial document made payable to Mama
28. Asagai asked Beneatha to \_\_\_\_\_ him.
30. Last thing Mama takes from the apartment
35. Mama wanted to set money aside for Beneatha's
37. Those who see the changes in the long line of life
39. Ruth's with child condition

### DOWN

2. Beneatha's African intellectual boyfriend
3. Ruth did it to the clothes
5. What Beneatha wanted to study to be
6. Schooling
7. \_\_\_\_\_ Park
8. Pay-off; illegal money
9. Ruth was going to have one
13. Source of Mama's money
14. Asagai's home continent
16. One For Whom Bread-Food-Is Not Enough
18. Asagai's home country
19. Walter thought his wife should wear some \_\_\_\_\_ in this world.
21. Damn all the \_\_\_\_\_ that ever was!
24. Those who cannot see the changes or refuse to think
26. Mama got garden \_\_\_\_\_.
28. Walter's mother
29. A \_\_\_\_\_ in the Sun
31. Walter's son
32. Dollars
33. I tell you I am a \_\_\_\_\_!!
34. He ran off with the liquor store money
36. City where Walter and Ruth live
38. Daily job

MATCHING QUIZ/WORKSHEET 1 - *A Raisin in the Sun*

- |                   |   |
|-------------------|---|
| ___ 1. Scene      | A. Representative from the Clybourne Park Improvement Assoc.  |
| ___ 2. Baby       | B. Asagai asked Beneatha to ___ him                           |
| ___ 3. Nigeria    | C. He wanted to get more from life for himself and his family |
| ___ 4. Drove      | D. Asagai's home country                                      |
| ___ 5. George     | E. Travis's present to Mama                                   |
| ___ 6. Idealists  | F. Mama wanted to set money aside for Beneatha's              |
| ___ 7. Hat        | G. Those who see the changes in the long line of life         |
| ___ 8. Plant      | H. City where Walter and Ruth lived                           |
| ___ 9. Walter     | I. Ruth was going to have one                                 |
| ___ 10. Lindner   | J. Walter's son   |
| ___ 11. Marry     | K. Play division  |
| ___ 12. Pearls    | L. Author   |
| ___ 13. Act       | M. Act division   |
| ___ 14. Mama      | N. Pay-off; illegal money                                     |
| ___ 15. Hansberry | O. Last thing Mama took from the apartment                    |
| ___ 16. Travis    | P. Beneatha wouldn't marry him because he was shallow         |
| ___ 17. School    | Q. What Walter did on his day(s) away from work               |
| ___ 18. Bribe     | R. Beneatha did not believe in Him                            |
| ___ 19. Chicago   | S. Walter thought his wife should wear some ___ in life       |
| ___ 20. God       | T. Walter's mother  |



KEY: MATCHING QUIZ/WORKSHEET 1 - *A Raisin in the Sun*

- |                        |   |
|------------------------|---|
| <u>M</u> 1. Scene      | A. Representative from the Clybourne Park Assoc.              |
| <u>I</u> 2. Baby       | B. Asagai asked Beneatha to ___ him                           |
| <u>D</u> 3. Nigeria    | C. He wanted to get more from life for himself and his family |
| <u>Q</u> 4. Drove      | D. Asagai's home country                                      |
| <u>P</u> 5. George     | E. Travis's present to Mama                                   |
| <u>G</u> 6. Idealists  | F. Mama wanted to set money aside for Beneatha's              |
| <u>E</u> 7. Hat        | G. Those who see the changes in the long line of life         |
| <u>O</u> 8. Plant      | H. City where Walter and Ruth lived                           |
| <u>C</u> 9. Walter     | I. Ruth was going to have one                                 |
| <u>A</u> 10. Lindner   | J. Walter's son   |
| <u>B</u> 11. Marry     | K. Play division  |
| <u>S</u> 12. Pearls    | L. Author   |
| <u>K</u> 13. Act       | M. Act division   |
| <u>T</u> 14. Mama      | N. Pay-off; illegal money                                     |
| <u>L</u> 15. Hansberry | O. Last thing Mama took from the apartment                    |
| <u>J</u> 16. Travis    | P. Beneatha wouldn't marry him because he was shallow         |
| <u>F</u> 17. School    | Q. What Walter did on his day(s) away from work               |
| <u>N</u> 18. Bribe     | R. Beneatha did not believe in Him                            |
| <u>H</u> 19. Chicago   | S. Walter thought his wife should wear some ___ in life       |
| <u>R</u> 20. God       | T. Walter's mother  |

MATCHING QUIZ/WORKSHEET 2 - *A Raisin in the Sun*

- |                   |  |
|-------------------|--|
| ___ 1. Nigeria    | A. What Walter did on his day(s) away from work                  |
| ___ 2. Tools      | B. Financial document made payable to Mama                       |
| ___ 3. Mama       | C. Mama got garden ___   |
| ___ 4. Iron       | D. Ruth was going to have one                                    |
| ___ 5. Marry      | E. Dollars   |
| ___ 6. Eggs       | F. Asagai's home country   |
| ___ 7. Bobo       | G. Damn all the ___ that ever was!                               |
| ___ 8. Man        | H. He brought Walter bad news about the money                    |
| ___ 9. Travis     | I. Kind of store Walter wanted to buy                            |
| ___ 10. Clybourne | J. Daily job   |
| ___ 11. Pearls    | K. Play division   |
| ___ 12. Liquor    | L. Asagai's home continent                                       |
| ___ 13. Africa    | M. I tell you I am a ___!  |
| ___ 14. God       | N. Beneatha did not believe in Him                               |
| ___ 15. Money     | O. Ruth did it to the clothes                                    |
| ___ 16. Work      | P. Walter's mother   |
| ___ 17. Act       | Q. ___ Park  |
| ___ 18. Drove     | R. Walter's son  |
| ___ 19. Baby      | S. Walter thought his wife should wear some ___ in<br>this world |
| ___ 20. Check     | T. Asagai asked Beneatha to __ him                               |

MATCHING QUIZ/WORKSHEET 2 - *A Raisin in the Sun*

- |                        |  |
|------------------------|--|
| <u>F</u> 1. Nigeria    | A. What Walter did on his day(s) away from work                  |
| <u>C</u> 2. Tools      | B. Financial document made payable to Mama                       |
| <u>P</u> 3. Mama       | C. Mama got garden ___   |
| <u>O</u> 4. Iron       | D. Ruth was going to have one                                    |
| <u>T</u> 5. Marry      | E. Dollars   |
| <u>G</u> 6. Eggs       | F. Asagai's home country   |
| <u>H</u> 7. Bobo       | G. Damn all the ___ that ever was!                               |
| <u>M</u> 8. Man        | H. He brought Walter bad news about the money                    |
| <u>R</u> 9. Travis     | I. Kind of store Walter wanted to buy                            |
| <u>Q</u> 10. Clybourne | J. Daily job   |
| <u>S</u> 11. Pearls    | K. Play division   |
| <u>I</u> 12. Liquor    | L. Asagai's home continent                                       |
| <u>L</u> 13. Africa    | M. I tell you I am a ___!  |
| <u>N</u> 14. God       | N. Beneatha did not believe in Him                               |
| <u>E</u> 15. Money     | O. Ruth did it to the clothes                                    |
| <u>J</u> 16. Work      | P. Walter's mother   |
| <u>K</u> 17. Act       | Q. ___ Park  |
| <u>A</u> 18. Drove     | R. Walter's son  |
| <u>D</u> 19. Baby      | S. Walter thought his wife should wear some ___ in<br>this world |
| <u>B</u> 20. Check     | T. Asagai asked Beneatha to __ him                               |

JUGGLE LETTER REVIEW GAME CLUE SHEET - *A Raisin in the Sun*

<u>SCRAMBLED</u>	<u>WORD</u>	<u>CLUE</u>
EDLNIRN	LINDNER	Representative from the Clybourne Park Improvement Assoc.
SAELPR	PEARLS	Walter thought his wife should wear some _____ in this world.
ALIESTSR	REALISTS	Those who cannot see the changes or refuse to think
VIRTSA	TRAVIS	Walter's son
OTLSO	TOOLS	Mama got garden _____.
RGECEO	GEORGE	Beneatha wouldn't marry his because he was shallow
GGSE	EGGS	Damn all the _____ that ever was!
TIDEOANCU	EDUCATION	Schooling
ONELRCYUB	CLYBOURNE	_____ Park
OMEV	MOVE	Relocate
RONI	IRON	Ruth did it to the clothes
ODVER	DROVE	What Walter did on his day(s) away from work
LOCHSO	SCHOOL	Mama wanted to set money aside for Beneatha's
ECKHC	CHECK	Financial document made payable to Mama
AGNPRETN	PREGNANT	Ruth's with child condition
YOLAAI	ALAIYO	One for Whom Bread-Food is not enough
RLOQUI	LIQUOR	Kind of store Walter wants to buy
ANIISR	RAISIN	A _____ in the Sun
LATPN	PLANT	Last thing Mama takes from the apartment
HTRU	RUTH	Walter's wife
NMA	MAN	I tell you I am a _____!!
OYMNE	MONEY	Dollars
ITILASDSE	IDEALISTS	Those who see the changes in the long line of life
NAEBTHAE	BENEATHA	Walter's sister
OCORTD	DOCTOR	What Beneatha wanted to study to be
YBAB	BABY	Ruth was going to have one
YRAMR	MARRY	Asagai asked Beneatha to _____ him
ERYAHBRNS	HANSBERRY	Author
THA	HAT	Travis's present to Mama
ODG	GOD	Beneatha did not believe in him
CTA	ACT	Play division
ICAGHOC	CHICAGO	City where Walter and Ruth live

BIREB	BRIBE	Pay-off; illegal money
CEESN	SCENE	Act division
KRWO	WORK	Daily job
NRUNICAES	INSURANCE	Source of Mama's money
TEWARL	WALTER	He wanted to get more from life for himself and his family
SGIAAA	ASAGAI	Beneatha's African intellectual boyfriend

# VOCABULARY RESOURCE MATERIALS

VOCABULARY WORD SEARCH - *A Raisin in the Sun*

All words in this list are associated with *A Raisin in the Sun*. The words are placed backwards, forward, diagonally, up and down. The included words are listed below the word search.

V C W H E C X E E D G D D D M B F D N S N S X Z  
 F L A R V P H F Y L I J Y P X E Y F E I P D G C  
 W R U M R C I L F G I M C L M R N Q N S H S V T  
 V I N D I C A T E D E T A R E P S A X E P N H J  
 N I H L I A M G A H F X U B W V P S C R O A Z W  
 A T C P W C B L T P G C U F S P I C T I P M I E  
 Y R M I E R R L B X H F W B R T E T T H N S U R  
 O L R S O N O O Y L F M Y O E N N A A T M G M Y  
 Z M B O I U E U U S K G P L T R L Z N T O C L T  
 R H I A G N S T G S C R R R N E A A M L N E D Y  
 J S M N M A E L R H I K I E V R R N O H V E D T  
 K F Y W O U N H Y A T C L E D Y O N C I G Q T Z  
 T G J Z D U S T T P T W R L T N O L T E P Y C F  
 Q B C K B K S E P A Y E Y X M M U R R V H H K V  
 X L R C C P L L R V E K D Z W K U L S O T T F R  
 W M H T M Y H T L P Y H Y P L F C V P D F M D J  
 A S S I M I L A T I O N I S M U T I L A T E D C

- |                 |                 |            |             |
|-----------------|-----------------|------------|-------------|
| AMIABLY         | EXASPERATED     | LUDICROUS  | REBUFFS     |
| AMID            | EXUBERANCE      | MENACINGLY | REVELATION  |
| ARROGANT        | FORLORNLY       | MONOLOGUE  | TENTATIVELY |
| ASSIMILATIONISM | FURTIVELY       | MUTILATED  | TYRANT      |
| CLICHE          | FUTILE          | OMINOUS    | VICIOUSLY   |
| DESPAIR         | HAPHAZARDLY     | PENETRATED | VINDICATED  |
| ECCENTRIC       | HEATHENISM      | PLUNDER    | WROUGHT     |
| EPITAPH         | INAPPROPRIATELY | PRESUMABLY |             |

KEY: VOCABULARY WORD SEARCH - *A Raisin in the Sun*

All words in this list are associated with *A Raisin in the Sun*. The words are placed backwards, forward, diagonally, up and down. The included words are listed below the word searches.

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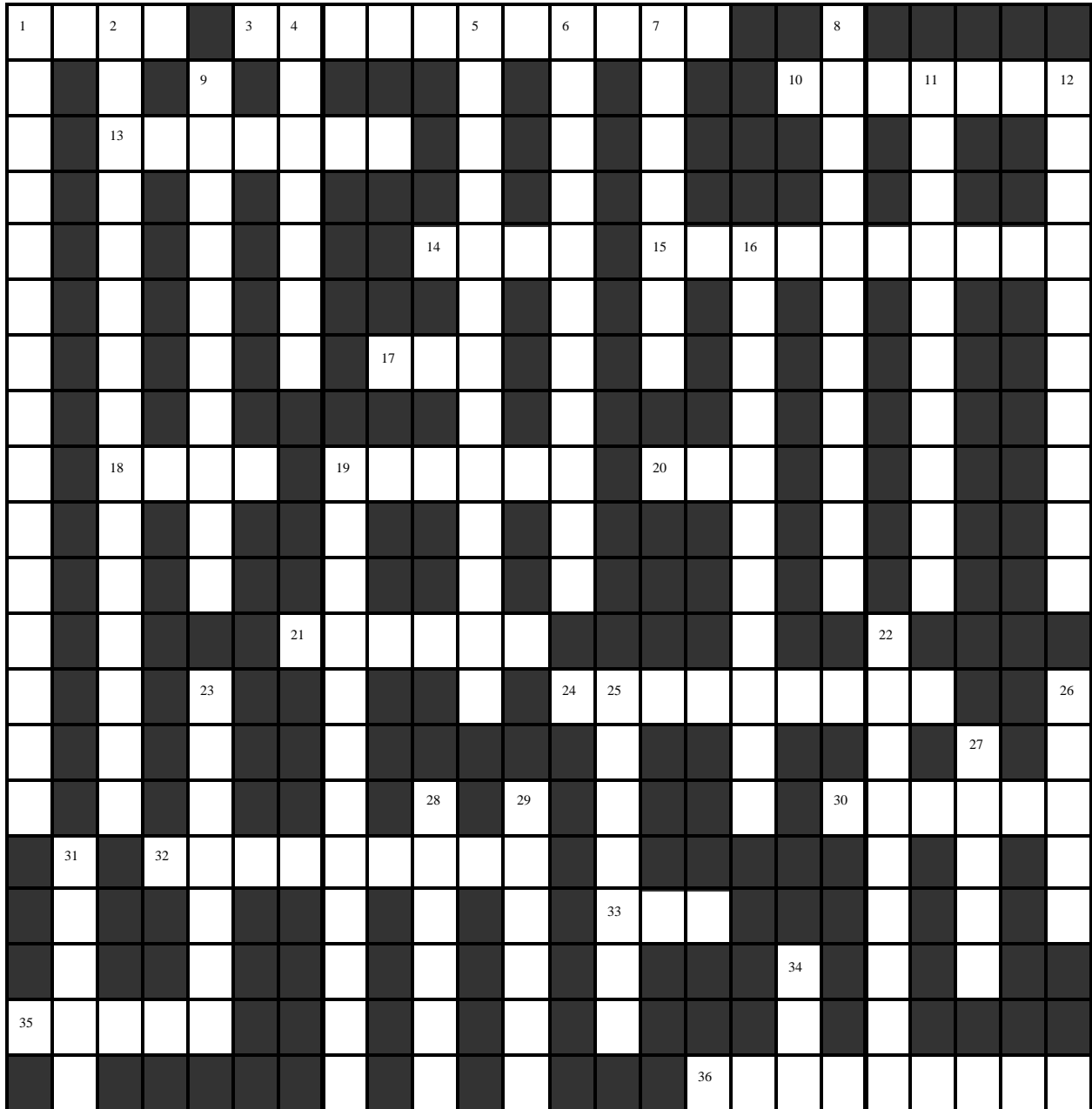
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    L A       P H       L I   Y       E       E I
      U M     C I           I M   L   R N   N S
V I N D I C A T E D E T A R E P S A X E P N H
    I   L I A       A       X U B   V P   C   O A
A   C P W C B       P       U F   P I C   I P   I E
Y R M I E R R L       H F   B R   E T T H N   U R
O L R S O N O O Y   F   Y O E N   A A T   G   Y
    M B O I U E U U S       P L T R L Z N T O   L
      I A G N S T G S       R R R N E A A   L N E   Y
        N M A E L R H I   I E V R R N O   V E
          O U N H Y A T C   E D Y O N C I       T
            U S T T   T   R L T N O L T E
              S E   A   E Y       M U R R
                L   R   E   D       U L   O
                  Y       P   H       F       P   F
A S S I M I L A T I O N I S M U T I L A T E D

```

AMIABLY	EXASPERATED	LUDICROUS	REBUFFS
AMID	EXUBERANCE	MENACINGLY	REVELATION
ARROGANT	FORLORNLY	MONOLOGUE	TENTATIVELY
ASSIMILATIONISM	FURTIVELY	MUTILATED	TYRANT
CLICHE	FUTILE	OMINOUS	VICIOUSLY
DESPAIR	HAPHAZARDLY	PENETRATED	VINDICATED
ECCENTRIC	HEATHENISM	PLUNDER	WROUGHT
EPITAPH	INAPPROPRIATELY	PRESUMABLY	



VOCABULARY CROSSWORD - *A Raisin in the Sun*



VOCABULARY CROSSWORD CLUES - *A Raisin in the Sun*

ACROSS

1. Among; in the midst of
3. Suggested plan
10. Hopelessness
13. Good naturedly
14. Walter's mother
15. Tyrannical
17. Travis's present to Mama
18. Walter's wife
19. Trite or overused expression or idea
20. I tell you I am a \_\_\_\_\_!!
21. Useless
24. With violence or fury
30. Beneatha wouldn't marry him because he was shallow
32. Stealthily; expressive of hidden motives
33. Play division
35. Last thing Mama takes from the apartment
36. Laughably ridiculous

DOWN

1. Belief that minority cultures should dissolve into a dominant culture
2. Unsuitably; improperly
4. Bluntly refuses
5. In a manner using statements or implications opposite to the underlying meaning
6. Uncertainly
7. Menacing; threatening
8. Condition of being driven to take almost any risk as a last resort
9. Cleared of accusations, blame or suspicion
11. Probably; reasonably supposed
12. Some new information; news
16. Sorrowfully
19. In a manner befitting a woman who flirts with men
22. Deviating from the established norm, model or rule
23. Shaped; made
25. Inscription on a tombstone; summary of a deceased person's life
26. Financial document made payable to Mama
27. Pay-off; illegal money
28. Walter thought his wife should wear some \_\_\_\_\_ in this world.
29. Ruler who exercises power in a harsh, cruel manner
31. He ran off with the liquor store money
34. Beneatha did not believe in Him

VOCABULARY WORKSHEET 1 - *A Raisin in the Sun*

- |                         |  |
|-------------------------|--|
| ___ 1. Exuberance       | A. Unsuitably; improperly  |
| ___ 2. Rebuffs          | B. Uncertainly   |
| ___ 3. Futile           | C. Useless   |
| ___ 4. Haphazardly      | D. Without care; characterized by chance                                 |
| ___ 5. Proposition      | E. Shaped; made  |
| ___ 6. Tyrant           | F. With more meaning than the spoken word                                |
| ___ 7. Heathenism       | G. Having unrestrained high spirits; being overjoyed                     |
| ___ 8. Assimilationism  | H. Religion of those who don't believe in God and/or are uncivilized     |
| ___ 9. Insinuatingly    | I. Overbearingly proud; haughty  |
| ___ 10. Monologue       | J. Hopelessness  |
| ___ 11. Arrogant        | K. Violently; maliciously  |
| ___ 12. Plaintively     | L. Long speech or talk made by one person                                |
| ___ 13. Desperation     | M. Sorrowfully   |
| ___ 14. Despair         | N. Ruler who exercises power in a harsh or cruel manner                  |
| ___ 15. Mutilated       | O. Maimed; damaged   |
| ___ 16. Wrought         | P. Condition of being driven to take almost any risk as a last resort    |
| ___ 17. Viciously       | Q. Suggested plan  |
| ___ 18. Inappropriately | R. Irritated; provoked; irked  |
| ___ 19. Exasperated     | S. Bluntly refuses   |
| ___ 20. Tentatively     | T. Belief that minority cultures should dissolve into a dominant culture |

KEY: VOCABULARY WORKSHEET 1 - *A Raisin in the Sun*

- |                              |  |
|------------------------------|--|
| <u>G</u> 1. Exuberance       | A. Unsuitably; improperly  |
| <u>S</u> 2. Rebuffs          | B. Uncertainly   |
| <u>C</u> 3. Futile           | C. Useless   |
| <u>D</u> 4. Haphazardly      | D. Without care; characterized by chance                                 |
| <u>Q</u> 5. Proposition      | E. Shaped; made  |
| <u>N</u> 6. Tyrant           | F. With more meaning than the spoken word                                |
| <u>H</u> 7. Heathenism       | G. Having unrestrained high spirits; being overjoyed                     |
| <u>T</u> 8. Assimilationism  | H. Religion of those who don't believe in God and/or are uncivilized     |
| <u>F</u> 9. Insinuatingly    | I. Overbearingly proud; haughty  |
| <u>L</u> 10. Monologue       | J. Hopelessness  |
| <u>I</u> 11. Arrogant        | K. Violently; maliciously  |
| <u>M</u> 12. Plaintively     | L. Long speech or talk made by one person                                |
| <u>P</u> 13. Desperation     | M. Sorrowfully   |
| <u>J</u> 14. Despair         | N. Ruler who exercises power in a harsh or cruel manner                  |
| <u>O</u> 15. Mutilated       | O. Maimed; damaged   |
| <u>E</u> 16. Wrought         | P. Condition of being driven to take almost any risk as a last resort    |
| <u>K</u> 17. Viciously       | Q. Suggested plan  |
| <u>A</u> 18. Inappropriately | R. Irritated; provoked; irked  |
| <u>R</u> 19. Exasperated     | S. Bluntly refuses   |
| <u>B</u> 20. Tentatively     | T. Belief that minority cultures should dissolve into a dominant culture |

VOCABULARY WORKSHEET 2 - *A Raisin in the Sun*

- |                        |  |
|------------------------|--|
| ___ 1. Undistinguished | A. Cleared of accusations, blame, suspicion, or doubt                              |
| ___ 2. Insinuatingly   | B. Ruler who exercises power in a harsh, cruel manner                              |
| ___ 3. Exuberance      | C. Looking pitiful, desperate or hopeless  |
| ___ 4. Cliche          | D. Having unrestrained high spirits; being overjoyed                               |
| ___ 5. Penetrated      | E. Religion of those who don't believe in God and/or are uncivilized               |
| ___ 6. Heathenism      | F. With more meaning than the spoken word; implying                                |
| ___ 7. Furtively       | G. Violently; maliciously  |
| ___ 8. Tentatively     | H. Irritated; provoked; irked  |
| ___ 9. Coquettishly    | I. Stealthily; expressive of hidden motives  |
| ___ 10. Proposition    | J. Suggested plan  |
| ___ 11. Desperation    | K. Overbearingly proud; haughty  |
| ___ 12. Arrogant       | L. In a manner using statements or implications opposite to the underlying meaning |
| ___ 13. Vindicated     | M. Without care; characterized by chance   |
| ___ 14. Haphazardly    | N. Pierced   |
| ___ 15. Exasperated    | O. Common; nothing special   |
| ___ 16. Viciously      | P. Trite or overused expression or idea  |
| ___ 17. Tyrant         | Q. In a manner befitting a woman who flirts with men                               |
| ___ 18. Forlornly      | R. Uncertainly   |
| ___ 19. Sarcastically  | S. Among; in the midst of  |
| ___ 20. Amid           | T. Driven to take almost any risk as a last resort                                 |

KEY: VOCABULARY WORKSHEET 2 - *A Raisin in the Sun*

- |                             |  |
|-----------------------------|--|
| <u>O</u> 1. Undistinguished | A. Cleared of accusations, blame, suspicion, or doubt                              |
| <u>F</u> 2. Insinuatingly   | B. Ruler who exercises power in a harsh, cruel manner                              |
| <u>D</u> 3. Exuberance      | C. Looking pitiful, desperate or hopeless  |
| <u>P</u> 4. Cliche          | D. Having unrestrained high spirits; being overjoyed                               |
| <u>N</u> 5. Penetrated      | E. Religion of those who don't believe in God and/or are uncivilized               |
| <u>E</u> 6. Heathenism      | F. With more meaning than the spoken word; implying                                |
| <u>I</u> 7. Furtively       | G. Violently; maliciously  |
| <u>R</u> 8. Tentatively     | H. Irritated; provoked; irked  |
| <u>Q</u> 9. Coquettishly    | I. Stealthily; expressive of hidden motives  |
| <u>J</u> 10. Proposition    | J. Suggested plan  |
| <u>T</u> 11. Desperation    | K. Overbearingly proud; haughty  |
| <u>K</u> 12. Arrogant       | L. In a manner using statements or implications opposite to the underlying meaning |
| <u>A</u> 13. Vindicated     | M. Without care; characterized by chance   |
| <u>M</u> 14. Haphazardly    | N. Pierced   |
| <u>H</u> 15. Exasperated    | O. Common; nothing special   |
| <u>G</u> 16. Viciously      | P. Trite or overused expression or idea  |
| <u>B</u> 17. Tyrant         | Q. In a manner befitting a woman who flirts with men                               |
| <u>C</u> 18. Forlornly      | R. Uncertainly   |
| <u>L</u> 19. Sarcastically  | S. Among; in the midst of  |
| <u>S</u> 20. Amid           | T. Driven to take almost any risk as a last resort                                 |

VOCABULARY JUGGLE LETTER REVIEW GAME CLUES - *A Raisin in the Sun*

<u>SCRAMBLED</u>	<u>WORD</u>	<u>CLUE</u>
HTAPEPI	EPITAPH	Inscription on a tombstone; summary of a deceased person's life
ECDITNIVAD	VINDICATED	Cleared of accusations, blame, suspicion or doubt
INYTLIALVPE	PLAINTIVELY	Sorrowfully
DIAM	AMID	Among; in the midst of
YAABIML	AMIABLY	Good naturedly
GNATAROR	ARROGANT	Overbearingly proud; haughty
TUTILCSHQYEO	COQUETTISHLY	In a manner befitting a woman who flirts with men
MINUSOO	OMINOUS	Menacing; threatening
LTIVTNTYAEE	TENTATIVELY	Uncertainly
LDRUPNE	PLUNDER	To rob of goods by force; loot
UOLCDUSRI	LUDICROUS	Laughably ridiculous
UGWTHOR	WROUGHT	Shaped; made
NRATTY	TYRANT	Ruler who exercises power in a harsh, cruel manner
FSFBREU	REBUFFS	Bluntly refuses
EOAINTLERV	REVELATION	Some new information; news
CTINECCER	ECCENTRIC	Deviating from the established norm, model or rule
EGOULONOM	MONOLOGUE	Long speech or talk made by one person
RVYIEFTUL	FURTIVELY	Stealthily; expressive of hidden motive
PDEESAXAERT	EXASPERATED	Irritated; provoked; irked
SATHEIMNEH	HEATHENISM	Religion of those who don't believe in God and/or are uncivilized
OLFRYRLNO	FORLORNLY	Looking pitiful, desperate or hopeless
PVEESIORSP	OPPRESSIVE	Tyrannical
DERTTENAPE	PENETRATED	Pierced
TSPOIOPNRIO	PROPOSITION	Suggested plan
AHDAYPLARZH	HAPHAZARDLY	Without care; characterized by chance
APIRES D	DESPAIR	Hopelessness
UTEFIL	FUTILE	Useless
EENCGENV	VENGEANCE	With violence or fury
UMDTEILAT	MUTILATED	Maimed; damaged
YELIAPINTL	PLAINTIVELY	Sorrowfully
YUIVLCIOS	VICIOUSLY	Violently; maliciously
IHCELC	CLICHE	Trite or overused expression or idea