

Carter G. Woodson Lesson Overview

Cabell County Schools & Marshall University

Title	Subject/ Level	Lesson Duration
"What Happens to a Dream Deferred?" by Amy Moore	English 11	3 class periods (50 minutes)
Lesson Summary		
<p>After the completion of this lesson, students will have a deeper understanding of the themes and motifs in Lorraine Hansberry <i>A Raisin in the Sun</i> and the barriers that African American's had/have to overcome to attain the <i>American Dream</i>.</p> <p>Formative Assessment Task:</p> <p><i>Class Discussion</i></p> <p><i>Creation of slide</i></p> <p><i>Presentation of Material</i></p> <p>Standards/ Learning Targets</p> <p><i>11.6 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the informational text and media.</i></p> <p><i>11.28 Draw evidence from literary or informational text to support analysis, reflection and research.</i></p> <p><i>11.30 Initiate and effectively participate in a range of collaborative discussion with diverse partners on 11th grade topics.</i></p> <p><i>11.33 Present information, findings , and supporting evidence conveying a clear and distinct perspective.</i></p> <p><i>11.34 Make strategic and engaging use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</i></p>		
Literacy Components	Engagement Strategies	Content Resources (Texts & Media)
<ul style="list-style-type: none"> ○ Reading ○ Writing 	<ul style="list-style-type: none"> ○ Learning/ Inquiry Centers 	<ul style="list-style-type: none"> • <i>List primary sources, articles/ texts, and media used in lesson.</i>

<ul style="list-style-type: none"> ○ Speaking/ listening ○ Presenting/ Viewing ○ Inquiry/ Research ○ Technology (authentic usage) 	<ul style="list-style-type: none"> ○ Rotating Stations ○ Active Reading/ Writing ○ Whole Group Discussion/ Learning ○ Small Group Discussion/ Learning ○ Other: 	<ul style="list-style-type: none"> ● African American Achievements/Achievers (Pick a topic) <ol style="list-style-type: none"> 1. African American Poets of the Harlem Renaissance <ul style="list-style-type: none"> ○ https://www.britannica.com/event/Harlem-Renaissance-American-literature-and-art/Poetry 2. 369th Infantry and African Americans during World War I <ul style="list-style-type: none"> ○ https://www.archives.gov/education/lessons/369th-infantry 3. Free Frank and New Philadelphia Illinois <ul style="list-style-type: none"> ○ http://www.freefrank.org/history-of-free-frank_introduction.shtml 4. Carter G. Woodson -The Man behind Black History Month. <ul style="list-style-type: none"> ○ http://www.history.com/news/the-man-behind-black-history-month 5. Madame CJ Walker - A successful business woman <ul style="list-style-type: none"> ○ http://www.madamcjwalker.com/bios/madam-c-j-walker/ 6. Paul Robeson- Who is he? <ul style="list-style-type: none"> ○ https://www.archives.gov/education/lessons/robeson ● Civil Rights (Pick a topic) <ol style="list-style-type: none"> 1. Brown v Board of Education <ul style="list-style-type: none"> ○ http://www.history.com/topics/black-history/brown-v-board-of-education-of-topeka 2. Woolworth's Lunch Counter Sit-In <ul style="list-style-type: none"> ○ http://www.history.com/topics/black-history/the-greensboro-sit-in 3. Freedom Riders <ul style="list-style-type: none"> ○ http://www.smithsonianmag.com/history/the-freedom-riders-then-and-now-45351758/ 4. Integration of the Armed Forces <ul style="list-style-type: none"> ○ https://armyhistory.org/executive-order-9981-integration-of-the-armed-forces/ 5. Memphis Sanitation Strike <ul style="list-style-type: none"> ○ https://www.archives.gov/education/lessons/memphis-v-mlk 6. The Selma to Montgomery Voting Rights March <ul style="list-style-type: none"> ○ http://www.history.com/topics/black-history/selma-montgomery-march ● Jim Crow (Pick a topic) <ol style="list-style-type: none"> 1. Jim Crow laws background <ul style="list-style-type: none"> ○ http://www.pbs.org/wgbh/americanexperience/features/freedom-riders-jim-crow-laws/ 2. Bronzeville: The Black Metropolis
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- <http://interactive.wttw.com/a/dusable-to-obama-explore-riots-to-renaissance-bronzeville-black-metropolis>
- 3. Jim Crow and Education
 - <http://abhmuseum.org/education-for-blacks-in-the-jim-crow-south/>
- 4. Baseball, the Color Line, and Jackie Robinson
 - <https://www.loc.gov/collections/jackie-robinson-baseball/articles-and-essays/baseball-the-color-line-and-jackie-robinson/>
- 5. Jane Addams and the birth of the NAACP
 - <http://www.u-s-history.com/pages/h1666.html>
- 6. The Murder of Johnnie Mae Chappell
 - <https://ferris.edu/HTMLS/news/jimcrow/witnesses/chappell.htm>

- **Reconstruction (Pick a topic)**

1. Abraham Lincoln and the Emancipation Proclamation
 - <http://www.history.com/topics/american-civil-war/reconstruction>
2. Andrew Jackson's Radical Reformation
 - <http://www.ushistory.org/us/35a.asp>
3. Black Codes and the Reconstruction
 - <http://www.history.com/topics/black-history/black-codes>
4. Credit Mobilier Scandal
 - <http://www.history.com/topics/credit-mobilier>
5. "Swing Around the Circle Speeches"
 - <https://muse.jhu.edu/article/420483/summary>
6. Resumption Act of 1875
 - <https://www.britannica.com/topic/Resumption-Act-of-1875>

- **Slavery (Pick a topic)**

1. Women, Contrabands, and the Civil War
 - http://library.mtsu.edu/tps/Women_and_the_Civil_War.pdf
2. Frederick Douglass: What to a Slave is the Fourth of July?
 - <https://www.thenation.com/article/what-slave-fourth-july-frederick-douglass/>
3. Underground Railroad
 - <http://www.history.com/topics/black-history/underground-railroad>
4. WV (and OH and KY) - A look at local stances on slavery
 - <https://wvcivilwar.com/tag/slavery/>
5. Booker T Washington: From Slavery to Success
 - <http://www.history.com/topics/black-history/booker-t-washington>

6. Songs of the Underground Railroad: Harriet Tubman

o <http://www.harriet-tubman.org/songs-of-the-underground-railroad/>

handouts attached

Lesson Guiding Question & Opener

Instructional Plan & Sequence

What is the American Dream? Can everyone attain the American Dream?

On the board, I will post these two questions. Students will brainstorm what they think comprises the American Dream and how the American Dream has changed. Can all Americans attain these things? Have they always been able to?

Day 1

Students will be divided into 5 groups with all students having access to a computer. The following groups are created:

- African American Achievements/Achievers
- Civil Rights
- Jim Crow
- Reconstruction
- Slavery

Each group member will have to choose a topic (from a given list that includes vetted sources) to research. This topic will fall under the general subject they were assigned.

Each student will create a slide on shared slide/ppt presentation that provides the other students in the class with background knowledge about their topic to introduce the idea of the American Dream in the play *A Raisin in the Sun* by Lorraine Hansberry.

Day 2

As slides are completed, students within the groups will take on a role in the presentation of the information.

The following roles are assigned:

- Organizer (This person makes sure the slides are in a good order for presentation, the slides have a similar format and the font and size of text are easy to read. This person also makes sure that each slide has enough information)
- Proofreader/Citation Checker (This person makes sure all the slides are grammatically correct and that all information gained from sources is cited on the slide and in the correct format (MLA 8) - this includes images)
- Introductory Presenter- (This person is in charge of introducing the topic the group was assigned at the beginning of the presentation. This should be included on an introductory slide created by the student)

- Concluding Presenter (This person is in charge of giving a proper concluding statement to the topic the group was assigned at the end of the presentation. This should be included on an conclusion slide created by the student)

Student presentations will take place with students not presenting taking notes specifically paying attention to the question “*Is the American Dream attainable for ALL Americans?*”

Day 3

Continue student presentations and discussions.

Give each group a poster size sheet of paper. Have them list how their topic contributed to African Americans attaining the American Dream. Share around the room with students sharing from and adding to their notes.

Handout Langston Hughes poem “Harlem” (the basis for the title of the play) and project the poem on the SmartBoard for the class to read as well.

Have students quickly scan the poem and circle words that evoke emotion. As students share their responses, ask them what this says about a dream deferred? What kind of statement is Hughes making? What are some possible reasons that Hansberry would choose lines from this poem as the title for her play?

Begin reading *A Raisin in the Sun*.