



Lesson Plan Template

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School: Whitmire Community School

Title of Activity	Civil Discourse: Respecting Diverse Beliefs and Opinions in a Partisan Society
Overview	Students will read <i>A Raisin in the Sun</i> by Lorraine Hansberry and will participate in a variety of activities using Primary Sources to discuss race, sex, religion, gender, and socio-economic bias and prejudice.
Essential Question	How do we engage in civil discourse to help us understand and respect each other's differences?
Audience	Ninth Grade English I College Prep
Time Required	6 weeks (Unit)
Goal	Students will learn to communicate, disagree, and debate in a civil manner while accepting that some people may have a different point of view.
Objectives	<p>Students will learn to</p> <ul style="list-style-type: none"> • differentiate between primary and secondary sources • examine and evaluate primary sources to further develop their understanding of a literary work • cite sources • discuss controversial issues in respectful manner • listen and articulate their points of view clearly and assertively • discuss the meaning of civil rights in respect to race, gender, sexual orientation, religion and socio-economic diversity
SC Standards	<p>Inquiry-Based Literacy Standards(I)</p> <p>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</p>

1.1 Use a recursive process to develop, evaluate, and refine questions to broaden thinking on a specific

idea that directs inquiry for new learning and deeper understanding.

Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

2.1 Analyze ideas and information from text and multimedia for formulating questions, proposing

interpretations and explanations, and considering alternative views and multiple perspectives.

Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through explorations, collaboration, and analysis.

3.1 Develop a plan of action by using appropriate discipline specific strategies.

3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.

3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.

3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.

Standard 4: Synthesize information to share learning and/or take action.

4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.

4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.

4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed actions.

Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding,

and guide actions, both individually and collaboratively.

5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.

5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to

guide future action.

5.3 Analyze the process to evaluate and revise plans and strategies; address successes and misconceptions; and apply learning to future inquiry.

Digital and Other Resources

Primary sources:

- *Image 5 of Jazz Alley, 50th and Langley, Chicago*. July 10, 1977, Metcalfe, Ralph H, and Jonas Dovydenas.
<https://www.loc.gov/resource/afc1981004.b52865/?sp=5>
- *Image 14 of Jazz Alley, 50th and Langley, Chicago*, Metcalfe, Ralph H, and Jonas Dovydenas.
<https://www.loc.gov/resource/afc1981004.b52865/?sp=14>
- *Image 24 of Jazz Alley, 50th and Langley, Chicago*, July 10, 1977, Metcalfe, Ralph H, and Jonas Dovydenas.
<https://www.loc.gov/resource/afc1981004.b52865/?sp=24>
- *A Negro Maid*. 1942? Photograph. Retrieved from the Library of Congress.
<https://www.loc.gov/item/fsa1998026424/PP/>
- *Negro Maid*. Delano, Jack, July. Photograph. Retrieved from the Library of Congress.
<https://www.loc.gov/item/fsa2000026339/PP/>
- *[Young boys harassing the Baker family, the first African American family to move into the all white Delmar Village neighborhood of Folcroft, Pennsylvania]*. Photograph. Retrieved from the Library of Congress.
<https://www.loc.gov/item/99402534>

Other resources:

- *Joe Riley at UofSC's 2015 winter commencement*, Jan 12, 2017, John Brunelli.
<https://www.youtube.com/watch?v=r4rDLxyggDk&feature=youtu.be>

	<ul style="list-style-type: none"> • <i>What is a Primary Source?</i> by Shmoop, Feb 19, 2015, Shmoop. https://youtu.be/Wlj7t0s4rok • <i>Teacher Resource: Inquiry & Primary Sources Overview</i>, November 19, 2015, Barbara Stripling. https://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=7037
Classroom Materials	<p>Classroom set of <i>A Raisin in the Sun</i></p> <p>Laptops or computer lab</p> <p>Paper, writing utensils, highlighters, sticky notes, dictionaries, thesauri</p> <p>Various handouts</p> <p>Thematic supplementary reading materials</p> <p>Pictures for Reflection and Discussion</p>
Preparation	<p>Create pre and post-assessments</p> <p>Create etiquette rules for discussions</p> <p>Create rubric for final project</p> <p>Develop PowerPoint for Introduction of Unit and teaching of Primary Sources</p> <p>Edit PowerPoint for use in district presentation</p>
Procedure	<p>Day 1: Pre-Assessment</p> <p>Introduction- Charleston shooting and Mayor video</p> <p>Lesson on Primary Sources</p> <p>Day 2: Discussion Etiquette</p> <p>Learning Communities</p> <p>Analyze Photographs and complete Primary Source Analysis Tool</p> <p>Day 3: Review rubric and begin reading selections</p> <p>“Dream Deferred” by Langston Hughes, “About the Author” (Lorraine Hansberry), a divided reading of the Introduction by Robert Nemiroff, various historical documents reflecting the setting, and the list of characters</p> <p>Day 4: Act I, Scene 1 (pages 24- 39)</p> <p>Day 5: (pages 40-53)</p>

Day 6: Act I, Scene 2 (pages 55-75) and draft a letter to a person of interest from the past*

Day 7: Act II, Scene 1 (pages 76-95)

Day 8: Act II, Scene 2 (pages 96-109) and draft a letter to a person of interest from the past*

Day 9: Act II, Scene 3 (pages 110-130)

Day 10: Act III (pages 131-151)

Day 11: Lesson on citations and begin Primary Source research

Day 12: Continue research and begin final project

Day 13: Continue work on final project

Day 14: Finalize project

*Letter 1: Explain how things have changed for the better or for the worse

*Letter 2: Explain how things have stayed the same

**Assessment
/ Reflection**

Students will take the post assessment and will discuss any changes in their personal biases.

Students will create a final project** addressing one of the following civil rights: race, gender, sexual orientation, religion, or socio-economic diversity. They will use primary source documents and passages from *A Raisin in the Sun* to support their thesis.

 * * Final Project (Choose one of the following; must include letters and information from research)

- A. Color-Coded Booklet
- B. Color-Coded PowerPoint
- C. Color-Coded Pamphlet

Rubric for Final Project

Criteria	Below Standard	Approaching Standard	Proficient
Content	Project includes multiple examples of inaccurate or misleading information, lacks textual support, and/or does not address at least two examples in each category.	Project includes one or two examples of inaccurate or misleading information, lacks clear textual support, and/or fails to address at least three examples in each category.	Project accurately addresses at least three examples of each category, providing clear textual support.
Organization	Project fails to adhere to color code provided, and lack of organization makes it difficult to follow.	Project usually adheres to color code, and organization makes it relatively easy to follow.	Project strictly adheres to the color code provided, and clear organization makes it easy to follow.
Appearance	Erasure marks, excessive white out, and ripped/worn pages make project unattractive. The font and background colors of digital material clash, making it very difficult to read and displeasing to the eye.	One or two erasure marks or little use of white out somewhat detract from the overall appearance of project. The font and background colors of digital material are somewhat difficult to read and/or displeasing to the eye.	Project contains no erasure marks, white out, ripped and/or worn work. The print and background colors of digital material are easy to read and pleasing to the eye.
Grammar	Countless grammatical errors appear in final project, severely detracting from the overall meaning of the project.	A number of grammatical errors appear in final project, sometimes detracting from the overall meaning of the project.	Few if any grammatical errors appear in final project, and none detract from the overall meaning of the project.
Historical and Literary Relevance	Project does not reflect the literary work and shows no relevance to primary sources used.	Project sometimes fails to reflect literary work and/or lacks relevance to primary sources used.	Project clearly reflects the chosen literary work and relevant primary sources used.

