



**Literacy Design
Collaborative**

"A Raisin in the Sun" Thematic Elements

★ TASK

by Lisa M. Copeland

In this module students will explore the themes of the play *A Raisin in the Sun* by analyzing the characters' relationships with each other, symbolism, references to the time period of the play, and attitude of the author.

As taught, this module is intended for implementation about midway through a semester, block schedule. With the timing of this module, the American Dream will have been discussed and explored in previous units and will be continued after this unit with a study of F. Scott Fitzgerald's *The Great Gatsby*. Students, by this point in the semester, have already been writing expository writings.

GRADES

11

DISCIPLINE

 **ELA**

COURSE

 **English
III**

PACING

 **N/A**

Section 1: What Task?

Teaching Task

Task Template 19 - Informational or Explanatory

How do Hansberry's characters and their dreams represent aspects of the society in which they live? After reading *A Raisin in the Sun* and informational texts on life in the 1930s - 1950s, write an essay in which you explain what each character's dream reveals about life in Chicago in the 1930s - 1950s when the play was written. Support your discussion with evidence from the text(s). What conclusions about Hansberry's attitude toward this society can you draw?

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

purpose, and audience.

W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.9

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

W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6

Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.10

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.

W.11-12.1.a

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1.b

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

W.11-12.1.c

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.1.d

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.1.e

Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2.a

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2.b

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.2.c

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2.d

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2.e

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2.f

Provide a concluding statement or section that follows from and supports the information or explanation

presented (e.g., articulating implications or the significance of the topic).

W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.


SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.


RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Texts


 A Raisin in the Sun
Assigned to each student.

 **"A Brief History of Bronzeville"**

 "Assimilation and Acculturation"
"Assimilation and Acculturation." Encyclopedia of Social Issues. Vol. 1. Ed. John K. Roth. 1997. Print.

 **Encyclopedia of Chicago: South Side**

 **"Housing Segregation in 1950s South Side Chicago"**

 Historical Background
"A Raisin in the Sun by Lorraine Hansberry. Literature and Its Times. Vol. 4. Ed. Joyce Moss and George Wilson. Detroit: Gale, 1997. Print.

What Happens to a Dream Deferred: Lorraine Hansberry and A Raisin in the Sun

Student Work Rubric - Informational or Explanatory Task - Grades 9-12

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Controlling Idea	Presents a general or unclear controlling idea.	Presents a clear controlling idea that addresses the prompt , with an uneven focus .	Presents and maintains a clear, specific controlling idea that addresses all aspects of the prompt and takes into account the complexity of the topic .	Presents and maintains a precise, substantive controlling idea that addresses all aspects of the prompt, takes into account the complexity of the topic and, where appropriate, acknowledges gaps in evidence or information .
Selection & Citation of Evidence	Includes minimal details from sources. Sources are used without citation.	Includes details, examples, and/or quotations from sources that are relevant to the controlling idea . Inconsistently cites sources.	Includes details, examples, and/or quotations from sources that support the controlling and supporting ideas . Consistently cites sources with minor formatting errors .	Includes well-chosen details, examples, and/or quotations from sources that fully support the controlling and supporting ideas. Consistently cites sources using appropriate format .
Development / Explanation of Sources	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explains ideas and source material to support the controlling idea , with some incomplete reasoning or explanations .	Accurately explains ideas and source material and how they support the controlling idea.	Thoroughly and accurately explains ideas and source material to support and develop the controlling idea.
Organization	Lacks an evident structure. Makes unclear connections among ideas, concepts, and information.	Groups ideas and uses transitions to develop the controlling idea, with some lapses in coherence or organization .	Groups and sequences ideas to develop a cohesive explanation . Uses transitions to clarify the relationships among complex ideas, concepts, and information .	Groups and sequences ideas in a logical progression in which ideas build to create a unified whole . Uses varied transitions to clarify the precise relationships among complex ideas, concepts, and information.
Conventions	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	Errors in standard English conventions sometimes interfere with the clarity of the writing. Uses language and tone that are sometimes inappropriate for the audience and purpose.	Consistently applies standard English conventions; minor errors , while noticeable, do not interfere with the clarity of the writing. Uses language and tone appropriate to the audience and purpose .	Consistently applies standard English conventions, with few errors . Demonstrates varied syntax and precise word choice . Consistently uses language and tone appropriate to the audience and purpose.
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

We have studied the idea of The American Dream from its inception to the modern interpretations of the concept. After studying the writings of Jefferson, Paine, Henry, and others we will move to a more modern interpretation of the dream with *A Raisin in the Sun*. Some of the questions we will explore in this play is what it means to be an American and is the American Dream attainable for all Americans. Hansberry's telling of one family's struggle to attain their different versions of the American Dream brings into question our own interpretations of the dream and when those dreams should be given up or pursued and at what cost we should pursue those dreams. These are ideas we will view again as we finish the play and begin reading *The Great Gatsby*.

Extension

Considering the relationship of the ideas explored in Hansberry's *A Raisin in the Sun* and in Fitzgerald's *The Great Gatsby*, if time allowed and if it were feasible it would be great to do some compare and contrast with the concept of the American Dream, the attitude toward the American Dream, the characters' pursuits of the American Dream, and the outcomes of those pursuits in the two works.

Section 2: What Skills?

Preparing for the Task

BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

CONTENT SKILL: Reading Comprehension

POST-READING > ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.

ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

POST-READING > ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

CONTENT SKILL: Reading Comprehension

POST READING: ENHANCING COMPREHENSION: Understanding key concepts

CONTENT SKILL: In Class Reading

CONTENT SKILL: In Class Reading

Transition to Writing

CONTENT SKILL: Collecting Historical Information

BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.

CONTENT SKILL: Organizing Activity

Writing Process


PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.

DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.




REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.


Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
20 mins	BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	ANTICIPATION GUIDE Read the following statements. Next to each, write an A if you agree with the statement; D if you disagree with the statement; and, U if you are undecided. On the lines provided under each statement, write an explanation of why you agree, disagree, or are undecided. Writing should be short, but written in a complete sentence.	Each question is answered and includes an explanation.	1. Direct students to appropriate workbook page. 2. Read with students the directions and ask students to respond. 3. Share answers and tally on the board. Ask for explanations of students as voting. 4. Within your group, discuss what you think the play will be about based on the statements in the Anticipation Guide. At the bottom of the page, write three prediction statements.
Additional Attachments:  RitS Anticipation Guide				
20 mins	TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	PROMPT AND RUBRIC INTRODUCTION As we read this play and work through the activities associated with the reading, we want to pay attention to the information associated with our writing task. Follow along as I read the task and take notes regarding the specific words and phrases that are key to our understanding of the task. How do Hansberry's characters and their dreams represent aspects of the society in which they live? After reading <i>A Raisin in the Sun</i> and informational texts on life in the 1930s - 1950s, write an essay in which you explain what each character's dream reveals about life in Chicago in the 1930s - 1950s when the play was written. Support your position with evidence from the texts.	Students will have highlighting, underlining, and an outline of the essay. Students may ask clarifying questions.	1. Direct students to the appropriate page of the workbook. Ask students to read along as the instructor reads the prompt. Students should highlight or underline key words from the prompt. 2. As a class, discuss key terms highlighted or underlined. Mark these on the board while viewing the prompt. (Transfer markings to the prompt that is on the class board and will remain posted until the essay is completed.) 3. Ask students to answer the question, "What information we will need to answer this prompt?" 4. Ask students share information and begin working their provided information into an outline for further reflection. 5. Direct students to the workbook page for the rubric. Review with students the skills that will be measured in their writing when submitted. Ask students probing questions to make clarifications and summarize the terminology of the rubric.





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		What conclusions about Hansberry's attitude toward this society can you draw?		
Additional Attachments:  RitS Rubric  RitS Prompt				
10 mins	TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	PLANNING SCHEDULE So that we have a clear idea of our responsibilities, let's turn to the planning schedule in the workbook. Fill in the scheduled due dates that you see posted on the board. These due dates are to be kept in the workbooks, but will also be posted on the Daily Board, your class, board, and outside the door. The due date indicates the date that you must have the assignment completed.	Due dates will be filled in on the planning schedule.	1. Direct students to the planning schedule in the workbook. 2. Students are to write in due dates for reading assignments. 3. Post due dates in the classroom, on the student daily board and on the class board.
Additional Attachments:  RitS Planning Schedule				
Reading Process				
1 hr	CONTENT SKILL: Reading Comprehension	IN CLASS READING Please listen and follow along as our students read aloud for pages 23-53, Act I, Scene 1. Before reading aloud we will review the reflection questions so that you may be making notes as we read.	No scoring necessary.	1. Read Reflection Questions for Act I before reading play aloud. 2. Choose students to read for characters, pages 23-53. As we read, students will take notes as needed. 3. Read the rest of Act I, p. 54-76, as homework and complete Reflection Questions for class discussion tomorrow.
Standards: RL.11-12.10 : By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently. RL.11-12.4 : Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)				
30 mins	POST-READING > ENHANCING COMPREHENSION: Ability to identify the	REFLECTION QUESTIONS Take a few minutes to review the questions and	Answers will be recorded in workbook and shared in class	1. After reading Act I, instruct students to answer the reflection questions for Act I. Remind students that answers are to have textual evidence for support. 2. Using questions as a basis from which to begin,

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	central point and main supporting elements of a text.	answers for Act I. Be sure to include specific evidence from the text.	discussion.	<p>lead students in a discussion of the main ideas of Act I and what we have established about the individual characters as well as the characters as a family.</p> <p>3. Students will also work in groups to identify each character's dream and how money will fulfill it. These will be compiled into class notes to be posted in the room and added to as we progress through the play.</p>
	<p>Standards:</p> <p>RL.11-12.3 : Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RL.11-12.1 : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>			
	<p>Additional Attachments:</p> <p> Act I Reflection Questions</p>			
30 mins	<p>POST-READING > ENHANCING COMPREHENSION:</p> <p>Ability to identify the central point and main supporting elements of a text.</p>	<p>CHARACTER NARRATIVE</p> <p>To better understand our characters we are going to write a narrative from the perspective of one character as we see them at the end of Act I.</p> <p>Let's look at the prompt before we begin.</p> <p>What are the dreams of the characters and how will the money fulfill it? After reading Act I on the characters of <i>The Raisin in the Sun</i>, write a narrative from the perspective of either Beneatha, Walter, Mama, or Ruth in which you explain the character's dream and how money will assist in the character successfully fulfilling this dream.</p>	Students will be scored using the Narrative Rubric.	<p>1. Review with students the prompt and what the prompt is asking of them.</p> <p>2. Review with students the rubric for the scoring of the narrative writing.</p> <p>3. Direct students to write the narrative for one character as we see him/her at the end of Act I.</p>
	<p>Standards:</p> <p>W.11-12.10 : Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>W.11-12.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.3.D : Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>W.11-12.3.A : Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>			





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	Additional Attachments:  RitS Narrative Rubric  RitS Character Narrative Prompt			
1 hr	ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.	SPRITE: LIVING CONDITIONS Reviewing our discoveries from the G-SPRITE we completed for homework, we want to make observations regarding the living conditions in the play and discuss those as a class.	Students will participate in small groups and will be observed during group discussion.	<ol style="list-style-type: none"> 1. Students will bring in completed G-SPRITE homework. 2. After breaking the class into seven groups and providing poster board and markers, students will be given one of the categories and asked to provide information from the homework regarding information we have collected from Act I. All answers will be recorded on the poster sheets. 3. The teacher will then lead a summary session where all information is collected on one large poster sheet with the evidence to support answers. 4. Direct students to complete the questions regarding their conclusions. Lead class discussion of answers. Students should record answers in workbooks.
	Standards: SL.11-12.2 : Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.			
	Additional Attachments:  RitS G-SPRITE			
30 mins	ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.	LITERATURE AND ITS TIMES PREZI To gather information regarding the historical background of the time period, complete your Cornell notes in the workbook as we discuss information from the presentation.	Students will record information on Cornell Notes.	<ol style="list-style-type: none"> 1. Lead a short lecture on the historical context of the play and its playwright as students take notes in Cornell notes. Answer questions as needed for clarification.
	Standards: SL.11-12.2 : Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.			
	Additional Attachments:  RitS Cornell Notes			
30 mins	POST-READING > ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.	CHICAGO'S LEGENDARY SOUTH SIDE Read the article "Chicago's Legendary	Visually check that students have completed the News Article Graphic Organizer.	<ol style="list-style-type: none"> 1. Assign each family group one of the questions and direct groups to provide answers and details. 2. Share as a class and discuss the relevance to the play and the unit prompt.




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		South Side" and complete the graphic organizer for a news article.		
	<p>Standards:</p> <p>RI.11-12.7 : Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>RI.11-12.2 : Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.1 : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Additional Attachments:</p> <p>🔗 "A Brief History of Bronzeville"</p> <p>🔗 News Article Graphic Organizer</p>			
30 mins	<p>ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.</p>	<p>VOCABULARY MAP: ASSIMILATION</p> <p>After reading the entry for <i>assimilation</i> complete the vocabulary map for the term.</p>	Students will share as a class and teacher will visually check as monitoring the class and answering questions.	<p>1. Allow students time to read the excerpt from <i>Encyclopedia of Social Issues</i>.</p> <p>2. Direct students to the Vocabulary Map in workbook. Students are to fill out the information using prior knowledge and information from the entry, citing where necessary.</p> <p>3. Using the properties and examples, discuss the relationship to the play and how the term relates to the characters.</p>
	<p>Standards:</p> <p>RL.11-12.4 : Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>Additional Attachments:</p> <p>🔗 Vocabulary Map</p>			
10 mins	<p>CONTENT SKILL: Reading Comprehension</p>	<p>IN CLASS READING</p> <p>Now that we have discussed the term <i>assimilation</i>, let's return to the play to see how the characters view the concept.</p>	Students will follow as teacher reads passage aloud.	<p>1. Read aloud the exchange between George and Beneatha, pages 96-97.</p> <p>2. Students will summarize the conversation.</p>
	<p>Standards:</p> <p>RL.11-12.4 : Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>RL.11-12.3 : Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>			
1 hr and	POST READING:	ARGUMENTATIVE	Students will be	1. Read and review the prompt and rubric.




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30 mins	ENHANCING COMPREHENSION: Understanding key concepts	WRITING: ASSIMILATION Who is right? Looking at the prompt on page 24 of your workbook. [Read the prompt.] To begin looking at the positions of the characters, we are going to work through the arguments ourselves.	scored using the Argumentative Rubric.	2. Place two wall post-its on the board, one with the statement "People should study their roots and honor them" and a second with the statement "People should try to blend in with the majority." As groups, students will come up with statements and examples to place on the two poster sheets. After 15 minutes, read and discuss the statements and examples posted on each, writing important statements and comments on the poster sheets. Give students 10 more minutes to relate statements and comments to the characters, placing post-it notes on the appropriate poster sheets. Discuss these comments, writing important conclusions on the poster sheets. 2. After the discussion, ask students to complete the planning guide for the writing assignment. 3. Students will then complete the writing.
Standards: W.11-12.9 : Draw evidence from literary or informational texts to support analysis, reflection, and research. W.11-12.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. W.11-12.1 : Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.				
Additional Attachments:  Building an Argument Graphic Organizer  RitS Argumentative Rubric  RitS Argumentative Writing				
1 hr	CONTENT SKILL: In Class Reading	IN CLASS READING Today we will continue reading the play, Act II, p. 110-30.	Student participation	1. Students will have read pages 96-109 as homework. 2. Students will be selected to read for characters for pages 110-130. 3. As we read, the teacher will make clarifications and ask questions to gauge student understanding and participation. 4. Students will complete Reflection Questions for Act II as homework for discussion in class tomorrow.
Standards: RL.11-12.5 : Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. RL.11-12.3 : Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). RL.11-12.2 : Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.				
Additional Attachments:  RitS Reflection Questions Act II				



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1 hr	CONTENT SKILL: In Class Reading	IN CLASS READING Today we will read aloud Act III, pages 131-151.	Student participation and visual check of responses.	<p>1. Review and discuss answers to student homework, Reflection Questions - Act II. Students are to discuss Conflict questions for characters.</p> <p>2. Choose students to read for characters, pages 131-151. As students read, stop for clarification and questioning for student understanding.</p> <p>3. Allow students time to respond to the reflection questions for Act III. Students are to discuss in small groups, adding and making changes as necessary. Group speakers are to answer in whole class discussion.</p>
<p>Standards:</p> <p>RL.11-12.5 : Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.11-12.3 : Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RL.11-12.2 : Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>Additional Attachments:</p> <p> RitS Reflection Questions Act III</p>				
Transition to Writing				
1 hr	CONTENT SKILL: Collecting Historical Information	HANSBERRY'S BIOGRAPHICAL FILM If you will turn to page 31 in your workbook you will find a T-chart on which to write notes while viewing the biographical film.	Teacher will visually gauge student product as monitoring the class.	<p>1. Students will view the biographical film and take notes. Teacher will stop film at various points to discuss.</p> <p>2. Teacher will allow students a few moments of reflection after the first showing of the film and answer questions.</p> <p>3. Students will within groups work to develop a list of information from the film relevant to answering the unit prompt. These will be shared with the class and displayed.</p>
<p>Standards:</p> <p>SL.11-12.2 : Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Additional Attachments:</p> <p> "What Happens to a Dream Deferred: Lorraine Hansberry and A Raisin in the Sun"</p> <p> RitS Biographical Film T-Chart</p>				
50 mins	CONTENT SKILL:	COLLECTING	The teacher will	1. Review with students the guidelines for annotating

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	Collecting Historical Information	HISTORICAL INFORMATION: ARTICLES Today we are going to read and annotate two articles that will add to our understanding regarding the historical context of the main conflict of the play.	visually monitor as students complete the reading and annotating.	the two articles. 2. Allow students time to read and annotate articles during class time. 3. When time has been called, students are to meet with family group to discuss findings regarding information that is relevant to answering the unit prompt. Share as a class.
Standards: RI.11-12.7 : Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. RI.11-12.1 : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.				
Additional Attachments:  "Housing Segregation in 1950s South Side Chicago"  Encyclopedia of Chicago: South Side  RitS Article Annotations Directions				
45 mins	BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.	POEM ACTIVITY In order to begin thinking about the overall themes of the play, we are going to look at two influential poems by poet Langston Hughes.	Student participation and recorded responses in workbook.	1. Allow students a few moments to read and answer questions regarding the first poem, "Dream Deferred." 2. Students will then be given a large sheet of paper with the poem posted in the middle. Students will each take a different colored marker and either answer one of the questions or build on another students response while marking evidence from the poem. 3. The teacher will then hear responses from each group marking the poem on the Promethean smart board. No responses will be discussed on the first pass. 4. Students will then take a second pass at the poem following the same procedure, only this time reflecting on the responses of the other groups and incorporating those responses into annotations. 5. The teacher will then hear responses from each group again and this time ask questions of their responses and allow discussion from the whole class. We will focus our understanding of the poem as a reflection of the ideas of the play. 6. Students will then be directed to answer questions for the second poem, "Dreams." Discuss answers as a class and focus on the poem as a reflection of ideas of the play. 7. After discussion of the two poems, return to the Anticipation Guide. Were our predictions true? Have our viewpoints changed regarding our responses? Did we change our views in response to characters, situations, etc.?
Standards:				

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<p>RL.11-12.6 : Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>RL.11-12.4 : Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>RL.11-12.2 : Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>				
<p>Additional Attachments:</p> <p> RitS Hughes Poems and Questions</p>				
<p>1 hr and 30 mins</p>	<p>CONTENT SKILL: Organizing Activity</p>	<p>ORGANIZING ACTIVITY [Reread the module prompt.] Reviewing the prompt, consider the questions in the following chart for each of the main characters. Think about what each character is representing about the society in which he/she lives.</p>	<p>The teacher will monitor as students work, asking probing questions and answering questions as needed.</p>	<p>1. Review the prompt with students and discuss any last questions or clarifications.</p> <p>2. Students are then to begin working on collecting information for each character using the play and the sources provided to them.</p> <p>3. The teacher will monitor as students work, asking probing questions and answering questions as needed.</p>
<p>Standards:</p> <p>W.11-12.9 : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.8 : Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.</p> <p>W.11-12.7 : Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.11-12.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.2 : Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>				
<p>Additional Attachments:</p> <p> RitS Organizing Activity</p>				
<p>Writing Process</p>				
<p>1 hr</p>	<p>PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.</p>	<p>THESIS STATEMENT AND INTRODUCTION Before we can begin writing our essay we first need to give our paper direction by writing the thesis statement.</p>	<p>Thesis statements must address the prompt, be one statement, indicate the student's claim. Introductions must be complete and appropriate and address the prompt</p>	<p>1. Discuss as a class the characteristics of a strong thesis statement.</p> <p>2. Determine as a class what question(s) the thesis statement will need to answer based on the prompt. Post these in the classroom on the board.</p> <p>3. Students are then to spend a few minutes writing the thesis statement for the essay.</p>

			and include the thesis.	<p>4. Students are then to trade statements with a neighbor and evaluate the thesis statement based on the questions we established for the prompt. Students should answer the following questions for the thesis statement: Does your partner's thesis statement answer the question(s) from the prompt? If so, how do you know? If not, what could your partner do to better answer the question(s)?</p> <p>5. Once students have finished the thesis statement evaluation, they are to retrieve their original papers and make corrections as needed.</p> <p>6. Once time has been given to make revisions to the thesis statement, discuss as a class the characteristics of a strong introduction. Post on the board.</p> <p>7. Students are then to write and submit the introduction to the essay.</p>
	<p>Standards:</p> <p>W.11-12.8 : Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.</p> <p>W.11-12.7 : Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.11-12.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.2 : Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>			
30 mins	<p>PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.</p>	<p>ESSAY PLANNING</p> <p>Before we begin writing, we have to spend some time planning this essay. Using the planning guide of your choice, begin to layout the order and structure of your essay indicating the source material and main ideas you will be using to organize your essay</p>	<p>Planning guides will be evaluated for completeness in addressing the prompt and including evidence.</p>	<p>1. Return student thesis statements with notations and address class-wide issues. Answer individual questions.</p> <p>2. Guide students to previously used planning guides in the class and instruct students to begin filling out their own planner for the essay. Students are to include the main topics of the essay and any source material that will be used to elaborate on the information.</p> <p>3. Students are to write questions on post-it notes and turn in questions and planners for review.</p>
	<p>Standards:</p> <p>W.11-12.8 : Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.</p> <p>W.11-12.7 : Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.11-12.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>			

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	<p>W.11-12.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.2 : Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>			
1 hr	<p>DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.</p>	<p>IN-CLASS DRAFTING Now that we have an idea of how we want to develop our ideas for the essay, we need to begin drafting the essay.</p>	<p>Student drafts will be evaluated for content, coherence, and adherence to Claim-Evidence-Commentary.</p>	<p>1. Students are to begin drafting essays using the planning guide created and reviewed by the teacher and using the organizing activity and source information in the workbook.</p> <p>2. Students will submit writings at the end of class for evaluation.</p>
	<p>Standards:</p> <p>W.11-12.8 : Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.</p> <p>W.11-12.7 : Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.11-12.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.2 : Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>			
1 hr	<p>DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.</p>	<p>IN-CLASS DRAFTING Today we will continue drafting the essay. I have made notations as needed on your drafts and answered questions as needed.</p>	<p>Student drafts will be evaluated for content, coherence, and adherence to Claim-Evidence-Commentary.</p>	<p>1. Students are to begin drafting essays using the planning guide created and reviewed by the teacher and using the organizing activity and source information in the workbook.</p> <p>2. Students will submit writings at the end of class for evaluation.</p>
	<p>Standards:</p> <p>W.11-12.8 : Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.</p> <p>W.11-12.7 : Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.11-12.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.2 : Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>			
30 mins	<p>REVISION, EDITING, AND COMPLETION > REVISION: Ability to</p>	<p>REVISION WORKSHOP Now that you have had a chance to write more of</p>	<p>The teacher will monitor and answer questions</p>	<p>1. Instruct students to turn to page 5 of the workbook and write names on the line for name. Students are then to highlight the sections for Development and for</p>

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	refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	your essay, we will work together to make sure we are answering the skill requirements of the prompt and rubric. Turn to page 5 of your workbook and write your name on the line for your name. Highlight the sections for Development and for Focus and Organization.	as students score essays.	<p>Focus and Organization.</p> <p>2. Review with the class the terminology of the rubric and what we should be looking for as we review our papers.</p> <p>3. Students are to switch papers and rubrics with neighbors to evaluate the draft. Students will need to mark the rubric according to the scoring.</p> <p>4. As students complete, ask that papers are returned to the original owners. Allow time for students to discuss findings and ask individual questions of the teacher.</p> <p>5. Address common questions for the class. Make the assignment for the next evaluation date.</p>
	<p>Standards:</p> <p>RI.11-12.8 : Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p> <p>RI.11-12.7 : Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>RI.11-12.5 : Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI.11-12.4 : Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RI.11-12.2 : Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>			
30 mins	<p>REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.</p>	<p>EDITING</p> <p>Today we will use the rubric one last time to evaluate and make corrections to the language and conventions of our papers.</p>	Teacher will monitor and answer questions as students score essays.	<p>1. Ask students to again find page 5 of the workbook. Students are to highlight the language and conventions sections of the rubric.</p> <p>2. Ask students to trade papers and rubrics with a neighbor. Students are to evaluate only the language and conventions and mark the appropriate scores in the Language and Conventions sections of the rubric.</p> <p>3. Once students have had a chance to score, ask that they discuss findings with partners. Monitor and answer individual questions as students discuss.</p> <p>4. Address whole class questions and issues.</p> <p>5. Make assignment for final due date.</p>
	<p>Standards:</p> <p>L.11-12.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>L.11-12.2 : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.1 : Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>RI.11-12.8 : Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p> <p>RI.11-12.7 : Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually,</p>			

quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.5 : Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.4 : Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.2 : Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

Approaches Expectations

 [Student 1 Rubric.pdf](#)

 [Student 4 Rubric.pdf](#)

 [Student Sample 1.pdf](#)

 [Student Sample 4.pdf](#)

Not Yet

 [Student 2 Rubric.pdf](#)

 [Student Sample 2.pdf](#)

Advanced

 [Student 3 Rubric.pdf](#)

 [Student Sample 3.pdf](#)

Meets Expectations

 [Student 5 Rubric.pdf](#)

 [Student Sample 5.pdf](#)

Teacher Reflection

After having taught this module in two separate semesters to both an Honors class and a regular level class, I have found that the only changes I have really had to make is in the pacing of the reading and writing. The Honors level courses worked a rate reflected in the pacing I have included in this module. With the regular level class, the pacing had to be extended in writing area to allow more class time to devote to questions and guidance.

I also plan to add an activity involving Jacob Lawrence's Migration Series prints for the next delivery of this module. I would love to have students view the prints and make observations after we have completed the Anticipation Guide in order to build an understanding of the hopes and dreams of Mama and Big Walter when they moved from the South to the North to pursue the dream of freedom and opportunity. I think the prints will allow students to build a better understanding of Mama's character and the family's lineage and pride.

All Attachments

- 🔗 "A Brief History of Bronzeville" : <https://s ldc.org/u/cffb40f4o5zaq5n1rq24kopp6>
- 🔗 Encyclopedia of Chicago: South Side : <https://s ldc.org/u/4uct0zfnnv14zm70knyu360g1r>
- 🔗 "Housing Segregation in 1950s South Side Chicago" :
<https://s ldc.org/u/11v79reizuvyhxgbggy4lnk4g>
- 🔗 What Happens to a Dream Deferred: Lorraine Hansberry and A Raisin in the Sun :
<https://s ldc.org/u/coe4ons2b3u0v0w5e1n43juae>
- 📄 Student 1 Rubric.pdf : <https://s ldc.org/u/byb54hpmgmmla83wk7361uxlgz>
- 📄 Student 2 Rubric.pdf : <https://s ldc.org/u/aw2l3vajavmhq4u4ysv9o9dcx>
- 📄 Student 3 Rubric.pdf : <https://s ldc.org/u/3o9eju6xtk3okbqquboim0ndv>
- 📄 Student 4 Rubric.pdf : <https://s ldc.org/u/dotykg5n5gewaaj5immsg6eufp>
- 📄 Student 5 Rubric.pdf : <https://s ldc.org/u/4z9ytm5il7eg31twkqcqphky7>
- 📄 Student Sample 1.pdf : <https://s ldc.org/u/6uh2khxk25vfq8u1od6nvi716>
- 📄 Student Sample 2.pdf : <https://s ldc.org/u/89wlmnswwsl1t9t6jz405qpjf7>
- 📄 Student Sample 3.pdf : <https://s ldc.org/u/8y7yv3esybm45i44emigqwrzn>
- 📄 Student Sample 4.pdf : <https://s ldc.org/u/5nfvnw45eo1d64yucqctmx4ip>
- 📄 Student Sample 5.pdf : <https://s ldc.org/u/3orgd2zpjfxh1w0i8yjt3p45p>