



**Literacy Design
Collaborative**

To Be Equal, or Not To Be Equal

★ TASK ★ LADDER

by Renita Sherrard and Danielle Robertson

We have talked about pride and how too much pride could be a "wonderful, terrible" thing. We have applied that to racial discrimination and injustice. After we analyze Dr. King's speech, investigate court rulings, and evaluate current issues, we will read and interpret the play *A Raisin in the Sun*, that addresses racial discrimination. After analyzation, students will write a literary analysis on a theme present in the work of literature.

GRADES

9 - 12

DISCIPLINE

 **ELA**

COURSE

Any

PACING

 **N/A**

Section 1: What Task?

Teaching Task

Task Template 21 - Informational or Explanatory

How does Lorraine Hansberry develop the theme of dreams deferred? After reading "A Raisin in the Sun", write an essay for your school's literature review magazine that addresses the question and analyzes literary elements, providing examples to clarify your analysis. What conclusion or implications can you draw? A bibliography is not required.

Standards

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

CCR.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCR.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR.R.6

Assess how point of view or purpose shapes the content and style of a text.

CCR.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

CCR.W.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCR.W.2

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

CCR.W.4

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

CCR.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCR.W.9

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

CCR.W.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 tasks, purposes, and audiences.

Texts

 **"A Raisin in the Sun"**

This is the primary text for the task.

🔗 **Trayvon Martin Pics (for extension)**

🔗 **Fox News Coverage of Trayvon Martin (for extension)**

🔗 **Michael Jackson "Black or White" (for extension)**

🔗 **Brown Vs Board of Education of Topeka Ruling (for extension)**

🔗 **Recording of MLK I Have a Dream Speech (for extension--After the students listen to his speech, they write their own and record it on easy speaks; the teacher provides the requirements and rubric)**

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

Students will complete a writer's notebook that can serve as guided instruction as before after and during just to guide their thoughts and build background knowledge. Additional texts can be used. Ex. Fair Housing Act of 1968, Hansberry Vs. Lee, Shelley vs. Kraemer, Declaration of Independence

Extension

This writer's notebook is an optional extension that does work with information that the students are going to study prior to reading A Raisin in the Sun. Teachers can add to or take away as they see fit. If you want to include informational texts and an assignment that incorporates the citing of those sources, you could have students write an editorial persuading the welcoming committee to reconsider their restrictions and provide information from the above mentioned texts.

Section 2: What Skills?

Preparing for the Task

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

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

Reading Process

TEXT SELECTION: Ability to identify appropriate texts

ACTIVE READING: Ability to identify the central point and main supporting elements of a text.

ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

NOTE-TAKING: Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

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

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

EDITING: Ability to proofread and format a piece to make it more effective.

COMPLETION: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
45 mins	TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns	NOTES What happens to a dream deferred?	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Students will complete a short constructed response after reading a poem. 	<ul style="list-style-type: none"> Students will look for the use of literary elements in the poem Students will discuss the effects of the author's word choice Students will write a short constructed response on dreams deferred <p>Notes: <i>Do this first.</i></p> <p>Accommodations and Interventions: <i>Guided instruction</i></p> <p>PACING: 1 day</p>
45 mins	TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns	NOTES Notetaking	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Students will practice a close reading exercise as guided practice 	<ul style="list-style-type: none"> Once we begin reading and analyzing the text, students will use close reading as a notetaking device. <p>Accommodations and Interventions: <i>Place students in pairs</i></p> <p>PACING: 1 day</p>
1 hr and 30 mins	TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	NOTES In a quick write, write your first reaction to the task prompt. Add some notes of things you know about this issue.	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Students will complete a thinking map providing textual evidence 	<ul style="list-style-type: none"> Students will review literary elements and provide examples of each We will discuss what themes are Students will complete a chart on what types of information they need to look for and the evidence needed <p>Accommodations and Interventions: <i>Provide guided practice.</i></p> <p>PACING: 2 class periods</p>
45 mins	TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	LIST In your own words, what are the important features of a good response to this prompt?	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Students will make a list or some type of cluster that shows how they will construct their essay and where the supporting evidence will be placed. 	<ul style="list-style-type: none"> Share examples of type of text students will produce (either from past students or from professional writers). Identify or invite students to identify key features of examples. Pair students to share and improve their individual bullets. Create a classroom list: Choose one student to share a few ideas on the board, and ask other to add to it. <p>Accommodations and Interventions: <i>Assist students as needed.</i></p> <p>PACING: 1 class period</p>

Reading Process				
45 mins	TEXT SELECTION: Ability to identify appropriate texts	NOTES Students will provide examples of the theme dreams deferred throughout the play	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Students will complete a thinking map providing textual evidence 	<ul style="list-style-type: none"> Students will review literary elements and provide examples of each in the play We will discuss the theme of dreams deferred and provide examples of how it is portrayed in the play We will apply it to current events and and share personal experiences where appropriate Students will complete a map that provides each character with his/her dream(s) and what happened to each dream <p>Accommodations and Interventions: <i>Provide guided instruction</i></p> <p>PACING: 1 day</p>
Additional Attachments: 📓 Writer's Notebook				
3 hrs and 45 mins	ACTIVE READING: Ability to identify the central point and main supporting elements of a text.	SHORT CONSTRUCTED RESPONSE What is the author trying to accomplish? Which parts of the text show you that? <ul style="list-style-type: none"> What competing arguments have you encountered or can you think of? What historical or current examples can you note that relate to the task prompt? 	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Answers questions with credible response. Comprehension check 	<ul style="list-style-type: none"> Invite students to brainstorm ways to figure out any author's intent. Invite students to share and discuss their answers for each text. After the discussion, allow them to add to their entries. <p>Notes: <i>There are many pages in the writers' notebook that address several topics of thought during the reading of the play. It helps them pull out important information and things they need to focus on as they read. Some pages are up to the instructor to use. Some assignments have them read short selections so they can make connections to informational texts and real-life situations.</i></p> <p>Accommodations and Interventions: <i>Provide guided assistance and place in think, pair, share groups as needed.</i></p> <p>PACING: 5 or more class periods</p>
Additional Attachments: 📓 Writer's Notebook				
Not provided	ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.	LIST In your notebook, list words and phrases essential to the texts. Add definitions, and (if appropriate) notes on connotation in this context.	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Lists appropriate phrases. Provides accurate definitions. 	<ul style="list-style-type: none"> After scoring, ask some students to share definitions of terms that others overlooked or misunderstood. After scoring, be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed.
Not	ACADEMIC	SHORT CONSTRUCTED	Student meets	<ul style="list-style-type: none"> Discuss respect for others' work to assemble

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<i>provided</i>	INTEGRITY: Ability to use and credit sources appropriately.	RESPONSE Define "plagiarism" and list ways to avoid it.	expectations if he/she does the following: <ul style="list-style-type: none"> Provides accurate definition Lists several appropriate strategies 	evidence and create texts. <ul style="list-style-type: none"> Discuss academic penalties for stealing others thoughts and words.
<i>45 mins</i>	NOTE-TAKING: Ability to read purposefully and select relevant information; to summarize and/or paraphrase.	NOTES Make a list of the elements that look most important for answering the prompt. Do what you need to do to avoid plagiarism. <ul style="list-style-type: none"> What implications can your draw? (Tasks 11,12) Why is it important in the process of inquiry to "identify gaps" or "unanswered questions" about the topic? 	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Identifies relevant elements. Includes examples from the text to support 	<ul style="list-style-type: none"> Teach a model format for note taking.(Cornell) Check that early student work is in the assigned format (or in another format that gathers the needed information effectively). <p>Accomodations and Interventions: <i>Guide and model</i></p> <p>PACING: <i>1 class period</i></p>
Transition to Writing				
<i>1 hr and 30 mins</i>	BRIDGING: Ability to begin linking reading results to writing task.	LIST In a quick write, write about what you know now that you've read about (content).	<i>None</i>	<ul style="list-style-type: none"> Discussion-based strategies, such as large group discussion. Small group discussion using question. <p>PACING: <i>1-2 class periods</i></p>
Writing Process				
<i>Not provided</i>	CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.	SHORT CONSTRUCTED RESPONSE Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Writes a concise summary statement or draft opening. Provides direct answer to main prompt requirements. Establishes a controlling idea. Identifies key points that support development of argument. 	<ul style="list-style-type: none"> Offer several examples of opening paragraphs. Ask class to discuss what makes them strong or weak. Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).
<i>Not</i>	PLANNING: Ability to	OUTLINE	Student meets	<ul style="list-style-type: none"> Provide and teach one or more examples of outlines

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<i>provided</i>	develop a line of thought and text structure appropriate to an information/explanation task.	Create an outline based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence.	expectations if he/she does the following: <ul style="list-style-type: none"> Creates an outline or organizer. Supports controlling idea. Uses evidence from texts read earlier. 	or organizers. <ul style="list-style-type: none"> Invite students to generate questions in pairs about how the format works, and then take and answer questions.
<i>Not provided</i>	DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.	LONG CONSTRUCTED RESPONSE Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. 	<ul style="list-style-type: none"> Encourage students to re-read prompt partway through writing, to check that they are on track.
<i>Not provided</i>	REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	LONG CONSTRUCTED RESPONSE Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. Improves earlier edition. 	<ul style="list-style-type: none"> Sample useful feedback that balances support for strengths and clarity about weaknesses. Assign students to provide each other with feedback on those issues.
<i>Not provided</i>	EDITING: Ability to proofread and format a piece to make it more effective.	LONG CONSTRUCTED RESPONSE Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Provides draft free from distracting surface errors. Uses format that supports purpose. 	<ul style="list-style-type: none"> Briefly review selected skills that many students need to improve. Teach a short list of proofreading marks. Assign students to proofread each other's texts a second time.
<i>Not provided</i>	COMPLETION: Ability to submit final piece that meets expectations.	LONG CONSTRUCTED RESPONSE Turn in your complete set of drafts, plus the final version of your piece	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Fits the "Meets 	Not Provided

			Expectations" category in the rubric for the teaching task.	
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Instructional Resources

Student Handout

 **Writer's Notebook**

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided

All Attachments

🔗 **Trayvon Martin Pics (for extension)** : <https://s ldc.org/u/22clp5api5efy1cz3xbfrop1y>

🔗 **Fox News Coverage of Trayvon Martin (for extension)** :
<https://s ldc.org/u/3o4970fwv29w6whj89uwmqqfe>

🔗 **Michael Jackson "Black or White" (for extension)** : <https://s ldc.org/u/8xte2gjbildg9ujgzlxymqw4q>

🔗 **Brown Vs Board of Education of Topeka Ruling (for extension)** :
<https://s ldc.org/u/332y7jwlr8vx9yi55v4gzcane>

🔗 **Recording of MLK I Have a Dream Speech (for extension--After the students listen to his speech, they write their own and record it on easy speaks; the teacher provides the requirements and rubric)**
: <https://s ldc.org/u/crvljw6ohq3trib65v01ssnbg>

📄 **Writer's Notebook** : <https://s ldc.org/u/8olvyo94hhsputez1txgzkm87>