

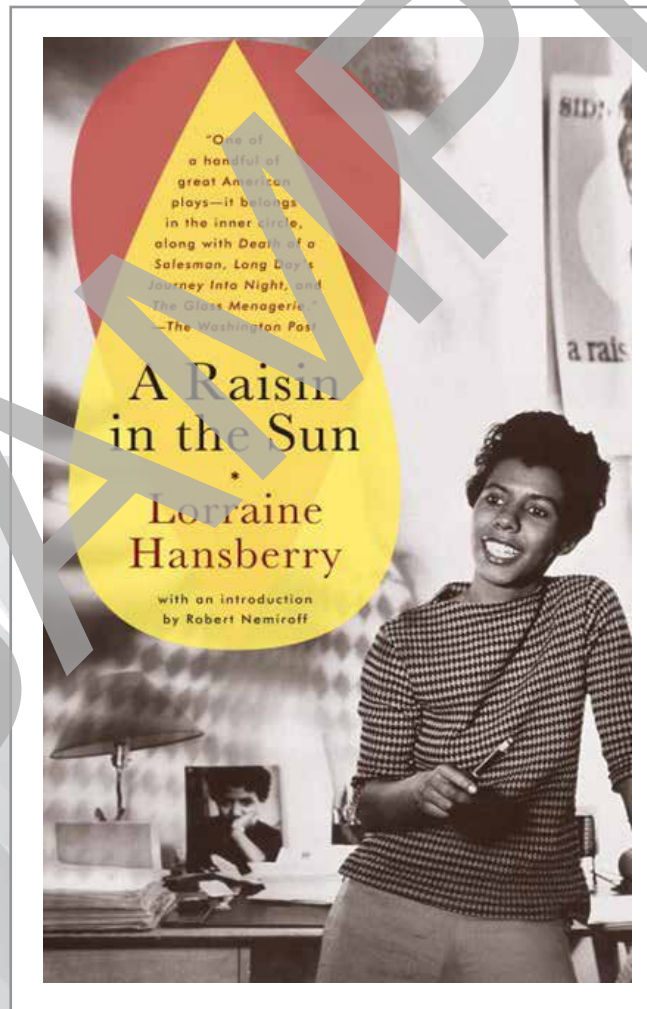


STUDENT PACKET

GRADES 9-12

A Raisin in the Sun

Lorraine Hansberry



READ, WRITE, THINK, DISCUSS AND CONNECT

A Raisin in the Sun

Lorraine Hansberry

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NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Name _____

A Raisin in the Sun
Activity #2: Vocabulary
Use During Reading
pages 23–53

indestructible
stupor
oriented
afterthought
vengeance
carriage
furtively

contradictions
disheveled
absently
graphically
clinically
doggedly
raucous

upholstery
erratic
mechanically
investment
defensively
self-righteously
shallow

uniformity
indictment
oppression
permeated
unobtrusively
tentatively

Directions: Choose one word from the list above and turn to the page on which it is used in the play. After examining how the word is used in context, complete the word map and explain your finished map to a partner and then to the class.

SYNONYMS

ANTONYMS

Word Chosen:

Definition in your own words:

Word used in a sentence:

Name _____

A Raisin in the Sun
Activity #8: Attribute Web
Use During/After Reading

Directions: Begin an attribute web for Mama.

HOW CHARACTER ACTS

HOW CHARACTER FEELS

CHARACTER'S NAME:

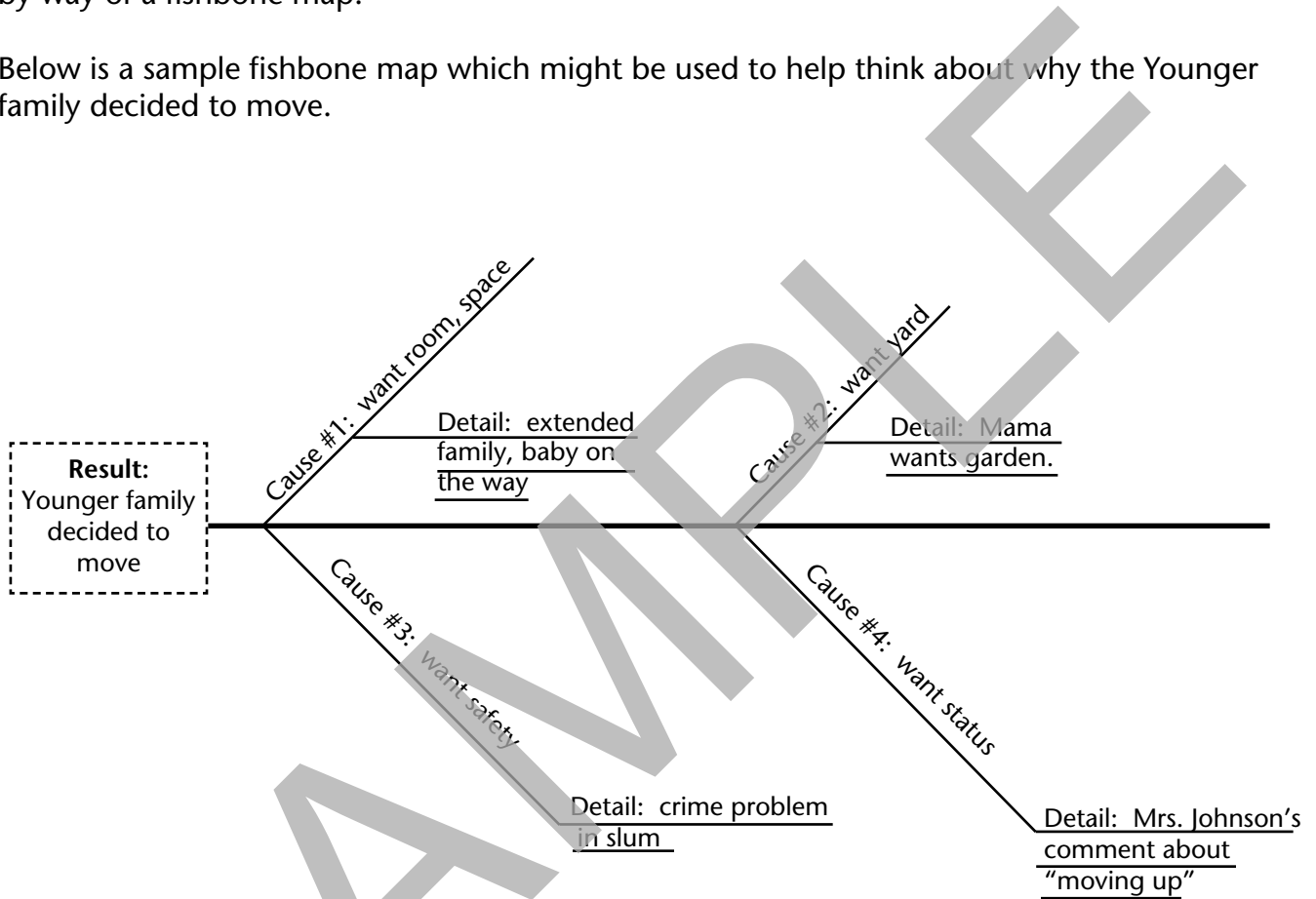
WHERE CHARACTER LIVES

HOW OTHERS FEEL ABOUT CHARACTER

Name _____

Several events may interact to produce an event (e.g., a move from one house to another) or phenomenon (e.g., prejudice). One way to show how these events are related to each other is by way of a fishbone map.

Below is a sample fishbone map which might be used to help think about why the Younger family decided to move.



Directions:

- a. The ongoing struggle of African-Americans is central to the story. Complete the fishbone map on the next page to show some of the reasons for that struggle. For each cause, list one specific detail from the story that illustrates that cause.

- b. Summarize what your graphic outline shows for other members in your small group. Listen as they react to your summary.

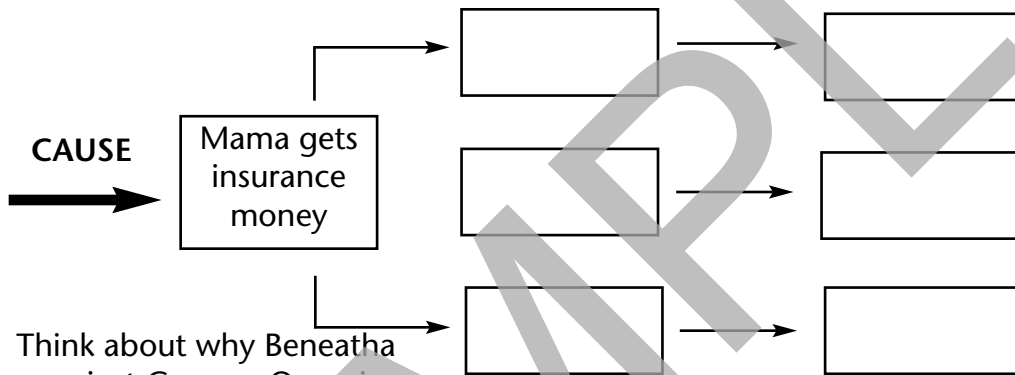
Directions: When examining the reason for events in a story, we often find that

- a) one cause has several results, or
- b) several causes lead to the same result.

Name _____

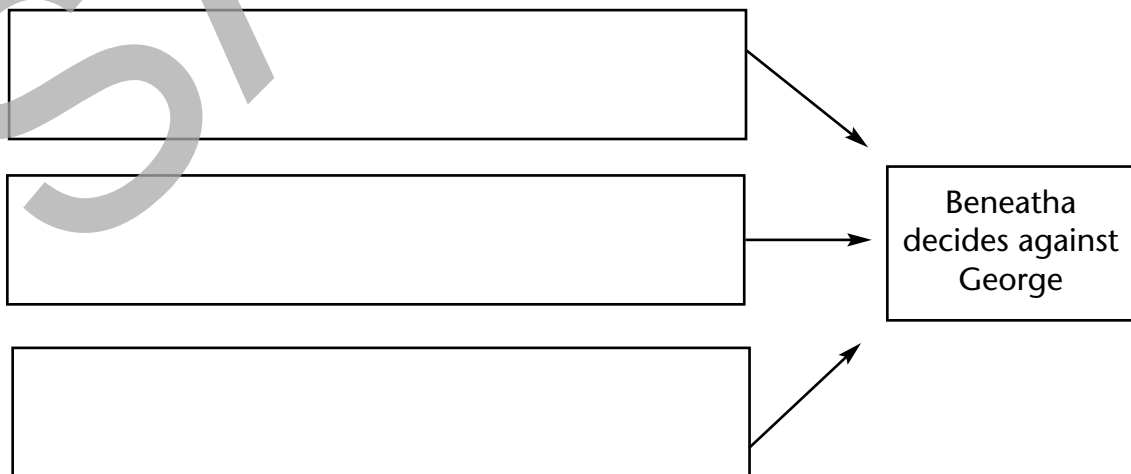
1. Think about the various effects the insurance money has on the family. Organize the chain of events it sets off within the map, below.

How does the insurance money affect the Youngers?



2. Think about why Beneatha decides against George. Organize some of these reasons (causes) within the map, below.

Why does Beneatha decide she could never marry George?



Name _____

Predictions Using If/Then Reasoning

In literature and drama, the plot often is carried along by the causes and effects of decisions made by the characters. Had the characters made an alternate decision, the plot would have turned in a different direction. Even small decisions can bring about later events. We know this is also true in our own lives where decisions have consequences.

Directions: Choose a particular situation in the play and a decision made about it. Describe both briefly, and indicate the decision's results. Then write an alternate decision (one that could have been made) and its probable results. Also, summarize how the alternate decision would have changed the plot.

DECISIVE PLOTS

Situation: _____

Decision in Play:

Alternate Decision:

Results:

Results:

Plot Changes as Result of Alternate Decision:

