

## THS 2021-22 9<sup>th</sup> Grade HONORS Summer Reading Assignment:

*A Raisin in the Sun* - Lorraine Hansberry

**DUE DATE: By 3:30 p.m., Monday, August 30<sup>th</sup>, for BOTH FALL and SPRING HONORS & AP STUDENTS! (You can bring it in early to open house or give it to your respective teacher once school is started.)**

**PDF FREE ACCESS: (There are also copies in the library.)**

[https://docs.google.com/document/d/1LR\\_utAWd4gTzkbdoRoY29VeB5gviVGkPL5\\_4tg2x01Y/edit?usp=sharing](https://docs.google.com/document/d/1LR_utAWd4gTzkbdoRoY29VeB5gviVGkPL5_4tg2x01Y/edit?usp=sharing)

**Note: Your summer reading assignment grade will count for 10% of your 1st 9 weeks grade.**

Before you begin the play, make yourself familiar with the themes outlined for you in this assignment. As you read the play, try to notice how these thematic ideas are developed by the plot, characters, and images.

Keep track of these prominent themes by making notes of where you see them occurring. You will need these notes later for our class work so make sure you include page numbers.

In addition to reading, you will write a series of journal entries in which you analyze 10 QUOTES from the novel that relate to one of the themes outlined in the assignment (see the sample entry below) and 5 QUOTES that you will personally respond to for a **TOTAL of 15 QUOTES** and entries.

Instructions for journal entries:

1. BEFORE you begin reading, consider the THEMES explained or listed in this assignment (DREAMS, RACE, GENDER,
2. AS you read, choose 10 different quotes from the novel that illuminate some aspect of the one or more of the themes. INCLUDE PAGE NUMBERS when you take notes!
3. AFTER you have finished the book, WRITE your 10 theme quotes and analysis as indicated below. YOUR PAPER MUST BE HANDWRITTEN.
4. INCLUDE 5 more quotes that you PERSONALLY respond to in some way. You will have a total of 15 quotes with analysis! Below is a sample journal entry for *A Raisin in the Sun*:

THEME EXAMPLE from <i>Lord of the Flies</i> : Loss of Identity	
Quote	Analysis/Commentary
"He knelt, holding the shell of water. A rounded patch of sunlight fell on his face and a brightness appeared in the depths of the water. He looked in astonishment, no longer at himself but at an awesome stranger... Beside the pool his sinewy body held up a mask that drew their eyes and appalled them. HE began to dance and his laughter became a bloodthirsty snarling. He capered toward Bill, and the mask was a thing on its own, behind which Jack hid, liberated from shame and self-consciousness. The face of red and white and black swung through the air and jiggled toward Bill. Bill started up laughing; then suddenly he fell silent and blundered away through the bushes. Jack rushed toward the twins. 'The rest are making a line. Come on!' 'But—' '—we—' 'Come on! I'll creep up and stab—' The mask compelled them" (page 63)	<b>CONTEXT:</b> In this quote, "he" is Jack, who has just painted his face with "dazzle paint" like soldiers or hunters use to camouflage their identities. After this, Ralph leads the other boys hunting for a boar.  <b>ANALYSIS:</b> This quote is important because it gives a physical example of the loss of identity that the boys experience as they descend into an animalistic mentality, first in order to survive and eventually with the intent to massacre each other. Jack is the leader of the "hunters," whose initial role of providing food for all the boys leads to one of power-hungry control over them all. This moment, where he paints his face like a savage, symbolizes his giving up on civilization, restraint and discipline—all the things that form the identity of the English schoolboys at the start of the story. Hiding behind this mask, Jack controls the other boys, "compelling" them to behave like savages.

Adapted from LitCharts.org and *HB Woodlawn School, 2010*

## Thematic Guide

Use this thematic guide to make notes where you see these themes being developed by the story. Create a color key and choose a different color to mark each with. If you are using a library book, keep track of these themes on post –it notes on the pages or on separate pieces of papers. Be sure and note down page numbers for where you notice these themes in the story as you read.

### DREAMS/HOPES/PLANS

Dreams possess great importance in *A Raisin in the Sun*, with the play's name coming from a 1951 Langston Hughes poem titled *Montage of a Dream Deferred*. In the poem, part of which serves as the play's epigraph (a quotation at the beginning of a book that elaborates on its major themes) the poet asks, "What happens to a dream deferred?" pondering whether it shrivels up "like a raisin in the sun" or explodes. Hughes' open question forms the basis of Hansberry's work, with the intertwined and conflicting ambitions of the Youngers driving the play's plot. Each character clings to distinct dreams, which have long been deferred due to socioeconomic limitations placed on the family by racism. The persistence of these dreams lends the play a pervasive sense of hope, despite the conclusion's foreshadowing of coming struggles for the family in Clybourne Park.

### RACE/DISCRIMINATION/ASSIMILATION

In 1959 much of the United States, including Chicago, remained *de facto* segregated, meaning that racial segregation persisted in education, employment, and housing even though the Supreme Court had overturned segregation that was established by law as unconstitutional. Set in *de facto* segregated Chicago, Hansberry's play draws on stories from the author's own life, such as her family's experience with housing discrimination in 1930s Chicago. After moving to a house in an all-white neighborhood, Hansberry's family endured legal battles and physical threats not unlike the "bombs" that [Walter](#), [Ruth](#), and Mrs. Johnson reference in the play. Despite the suggestion by [Karl Lindner](#) that "race prejudice simply doesn't enter into" Clybourne Park's offer to buy back the Youngers' home, he hints at the very real dangers that accompany the family's decision to relocate to a white neighborhood.

### GENDER ROLES

*A Raisin in the Sun* anticipates the massive changes in gender relations – principally, the rise of feminism that would transform American life in the 1960s. Hansberry explores controversial issues like abortion (which was illegal in 1959), the value of marriage, and morphing gender roles for women and men. Each of the Youngers takes a different attitude towards shifting gender roles, and the characters' perspectives shed light on their identities. [Beneatha](#), who Hansberry said was partly based on herself, holds the most modern views, pursuing her dream to become a doctor (a male-dominated profession at the time) and telling a shocked [Mama](#) and [Ruth](#) that she isn't concerned about marriage—and that she might not ever get married at all. Beneatha's brother, [Walter Lee](#), repeatedly criticizes his sister's ambition to become a doctor, suggesting that she "just get married." Beneatha's conviction to her modernized worldview highlights her unique brand of strength, perhaps also serving as an indirect expression of Hansberry's own opinions.

### PRIDE/DIGNITY

A central virtue in the Younger household, dignity exerts a unifying force throughout the play. Mama expresses pride in her family's background and tries to instill in her children a sense of respect for their ancestors, who were Southern slaves and sharecroppers. Although some characters, such as [Mrs. Johnson](#), criticize the family as "one proud-acting bunch of colored folks," the family holds fast to its ancestral dignity, an inheritance it considers to be greater than gold. At the play's climax, the Youngers' sense of pride gives them the strength to reject Karl Lindner's dehumanizing offer to buy back their new home because, as Mama says, "Ain't nobody in my family never let nobody pay 'em no money that was a way of telling us we wasn't fit to walk the earth." Despite the family's dire financial situation following Walter Lee's misguided investment, the Youngers resolutely refuse to forfeit their dignity in pursuit of economic gain.

**ALSO CONSIDER: CHOICES, SACRIFICE, FAMILY, MONEY, and DISSATISFACTION**

## Double-Entry/Dialectical Journal Rubric for: *A Raisin in the Sun*

<b>A</b>	<ul style="list-style-type: none"> <li>● Detailed, meaningful passages and quotations</li> <li>● Thoughtful interpretation and commentary about the text; avoids clichés</li> <li>● Includes comments about literary elements such as diction, imagery, syntax, and how these elements contribute to the meaning of the text</li> <li>● Makes insightful personal connections and asks thought-provoking, insightful questions</li> <li>● Coverage of text is complete and thorough</li> <li>● Journal is neat, organized and professional looking; student has followed directions in the organization of journal</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>● Less detailed, but good quotations</li> <li>● Some intelligent commentary; addresses some thematic connections</li> <li>● Identifies and interprets many literary elements, but does not explain they contribute to the meaning</li> <li>● Some personal connection; asks pertinent questions</li> <li>● Adequately addresses all sections of reading assignment</li> <li>● Journal is neat and readable; student has followed directions in the organization of journal</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>● Several relevant details from the text</li> <li>● Most of the commentary is vague, unsupported, or plot summary/paraphrase</li> <li>● Some listing of literary elements; virtually no discussion on meaning</li> <li>● Limited personal connection; asks few, or obvious questions</li> <li>● Addresses most of the reading assignment; there are gaps in coverage</li> <li>● Journal is relatively neat; may be difficult to read; did not follow all directions in journal organization</li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>● Few relevant details from the text</li> <li>● Most notes are plot summary or paraphrase</li> <li>● Few literary elements, virtually no discussion of meaning</li> <li>● Limited personal connections; no good questions or too many questions</li> <li>● Limited coverage of the text; sections with few entries or not covered</li> <li>● Did not follow directions in organizing journal; difficult to read or follow; evidence of having been hurriedly done in one sitting.</li> </ul>
<b>F</b>	<ul style="list-style-type: none"> <li>● Incomplete/Does not meet the standards above</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>● Failure to bring in by the due date</li> </ul>

