**Learning Context**

**Purpose/Rationale for the Learning Experience:**

The purpose of this learning experience is to allow students the chance to create and develop a sequel scene to the play A Raisin in the Sun by Lorraine Hansberry; the activity/lesson will allow the students to further understand specific concepts and themes within the play, as well as connect those concepts to new and creative outside associations as a way to promote further understandings. The students were provided with the opportunity to creatively expand on their thinking skills, and develop new, connecting knowledge based on their prior knowledge of the plot and events within the play.

**Enduring Understanding:**

A story provides a snapshot into the times and events occurring, as the story is being told.

**Essential Questions:**

What events may have occurred if the play continued, or if A Raisin in the Sun II was

created?

Was the ending of A Raisin in the Sun happy or sad?

What questions are left unanswered?

Do dreams come true?

What if all of your dreams came true?

**Guiding Questions:**

What is a sequel?

How can sequels respond to unanswered questions?

In what ways does A Raisin in the Sun promote prediction strategies?

How can the development of sequel scenes identify unanswered questions within

the plots/events of other stories?

How can sequels be used to convey an individual’s opinion on the ending of a specific

story?

**Objectives:**

1. The students will be able to recognize and verbally explain the definition of a sequel.
2. The student will verbally discuss whether the ending of the play A Raisin in the Sun was happy or sad.
3. The students will verbally discuss some events that could occur if A Raisin in the Sun II was created.
4. The students will independently choose a sequel scene to draw.
5. The students will draw and color their picture diagram on a blank sheet of paper.
6. The students will independently write a paraphrase (in 3-4 sentences) about what is occurring within the sequel scene, representing their opinion on how the play ended.
7. The students will independently write a unique quote of what one of the characters would be saying.
8. The student will independently write a quote interpretation (in 3-4 sentences) based on the unique quote that was written.

**Grade Level/Ability**:

The Ninth Grade inclusion class involved in this learning experience:

1. Total of 17 students: 11 females and 6 males
2. Student with a disability of Autism: 1
3. Student in ESL: 1
4. Student identified as an “at-risk” student (was diagnosed as special ed., and parents took away the services): 1
5. Age range: 14-15 years
6. Students retained (held a year back): 2

**Overview of what the students need to know/be able to do in order to succeed**:

* Independently follow 4-step directions.
* Focus and remain on task.
* Remain attentive to the instructions.
* Successfully understand/be able to read a rubric.
* Ask for assistance if needed.

**Prior to Learning Experience**:

* Students should know what a paraphrase is/how to write a paraphrase.
* Students should know what a quote is/how to properly write a quote.
* Students should know what an interpretation is/how to properly interpret a quote.
* Students should know how to draw and color neatly.
* Students should know the elements of a heading.
* Students should know how to listen and follow directions.

**Key Subject-Specific Vocabulary**:

The students should have the basic knowledge of these key vocabulary terms prior to, during, and after the learning experience.

Prior Knowledge Vocabulary:

**Paraphrase Interpretation Sequel Events Heading**

**Interpret Quote Plot Title Opinion**

**Scene Summary Prediction Detail Rubric**

The students should have the basic knowledge of these vocabulary terms during and after the learning experience.

New Vocabulary:

**Flit-to move quickly, without much thought.**

**Heathenism- religion of the uncivilized.**

**Deferred- to put off until a later time.**

**Rigid- inflexible, unbending**

**Amid- among**

**Mutilate- damaged; harmed**

**Rebuff- to refuse; to reject**

**Uncle Toms- slang word; name for a African American who is trying to act “white.”**

**Insinuate- to imply; to suggest**

**Sarcastic- statement with an underlying, cruel meaning.**

**Menacingly- threateningly**

**Plunder- to rob; to steal**

**Gall- disrespectful arrogance**

**Martyr- someone who suffered for a cause; to die for a specific cause.**

**Epitaph- short statement written about someone.**

**Oppressive- tyrannical; authoritarian.**

**Peaked- sickly appearance; appearing weak and tired.**

**Exuberance- excitement; joyfulness**

**Plaintive- sorrowfully**

**Entrepreneur- someone who takes a risk with a business venture**

**Ludicrous- laughably ridiculous**

**Neurotic- mentally instable**

**Vindicated- justified**

**Sharecropper- someone who pays for rent by giving crops to a landowner.**

**Monologue- speech given by one person**

**Ominous- foreboding evil**

**Graft- reverse bribery; paying someone to do something.**

**Matriarch- female head of the household.**

**Patriarch- male head of the household.**

**Congruency Table (p. 10):**

Level: Commencement

Grade Level: Ninth

Standards Document Title: New York Teacher’s Desk Reference and Critical Thinking Guide- High School Grades 9-12: New York Educational Tools, Inc.

New York State Learning Standard: English Language Arts

Content Standard: Standard 1- Language for Information and Understanding- Students will read, write, listen, and speak for information and understanding. As listeners and readers, students will collect data, facts and ideas, discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

Key Idea: Writing

Performance Indicators: (j)- Use charts, graphs, or diagrams to illustrate informational text

(i)- Use paraphrase and quotation in order to communicate information most effectively

***Sequel Scene:* A Raisin in the Sun**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Indicators/Core Guide Information** | **Instructional Task** | **Learning Objectives** | **Student Work** | **Assessment Tool** |
| Use charts, graphs, and diagrams to illustrate informational text.  Use paraphrase and quotation in order to communicate information.  Use an illustrative **picture diagram** to **represent** a scene within a text A Raisin in the Sun.  **Paraphrase** what is occurring within the scene utilizing one **quote** to summarize and **represent** the overall scene. | Working independently, create a **picture diagram** to illustrate and **represent** a sequel scene of choice from A Raisin in the Sun.  Working independently, **paraphrase,** on a separate sheet of paper, what is happening between the characters in the scene.  Working independently, create a **quote** to **represent** the sequel scene of choice, and on a separate piece of paper, interpret the quote, and connect the importance of the quote to the scene, to the relationships between the characters, and to the text in general. | Independently create a colorful, artistic, and detailed **picture diagram**  that **represents** a specific sequel scene from A Raisin in the Sun that **represents** clear understanding of the concepts and generalizations within the overall text.  Independently create a 3-4 sentence paraphrase exemplifying the sequel **picture diagram** scene.  On a separate piece of paper, independently create a **quotation** anda **quotation interpretation** from the sequel scene of choice. | A colorful, artistic, and detailed **picture diagram represents** a specific sequel scene from A Raisin in the Sun, that **represents** a clear understanding of the concepts within the overall text.  Paraphrased statements between 3-4 sentences on a separate piece of paper that accurately describe and **represent** the **picture** **diagram** scene.  A creative, made-up **quotation** from the sequel scene of choice is completed on a separate piece of paper. The **quote interpretation** is 3-4 sentences, and directly relates to the sequel scene, and the characters involved. | **A four-point rubric** will be used to assess each student’s ability on the following aspects:  \*Neatness/Artistic/\*Attractiveness  \*Accuracy of Subject Concepts and General Understandings.  \*Title/Heading  \*Layout (a sheet of paper that includes the paraphrase and quote/ quote interpretation and a sheet of paper that includes the drawing of the scene).  \*Spelling, Grammar, Mechanics, Punctuation  \*Key Elements of Assignment |

Assessment Plan:

This learning experience includes assessments that are diagnostic, formative, and summative.

The diagnostic assessment includes informal pre/post tests. As a way to check for understanding and observe how much the students know about prediction/sequels/the play, I questioned the students about these concepts in an informal manner. In addition, the students discussed and predicted what they think might happen in Act III of the play (through small, informal writing assignments, and open, guided conversation).Some of the students knew what

these concepts were, and were able to openly express this in open conversation. In addition to the open conversations, I posted a prediction chart on the board that read “What is a sequel? Predict what will happen in Act III of the play. Summarize a scene in Act II, and state how this scene may have changed if there was A Raisin in the Sun II.” Each student was required to add something to each question; if they did not know something, they were required to answer the questions that they knew. Because this pre-test was completed together as a class, my post test allowed the class to complete the chart on the last day. Each row went up to the overhead to add in more information and complete the chart. I discussed with the students the differences between how the chart looked after the lesson in comparison to how the chart looked prior to the lesson. I measured student participation by keeping a tally chart of the names of the students who participated and how many times he or she added something to the pre and post test. In addition, I analyzed student work during class activity time to see if the students better understood the concept of a sequel, paraphrasing, quote interpretations, and prediction strategies. Along with this pre-test, I could have designed a pre-test matching worksheet to identify whether students knew and understood the varying concept terms/aspects of the play (if you think the play will have a happy or a sad ending, questions that you think may be unanswered at the end, paraphrase, sequel, quote interpretation, prediction, plot, rubric, etc.), and then distributed the post-test on the terms at the end of the lesson, as well; however, I would have asked whether the students were right in their first prediction about whether they thought the ending would be happy or sad, or if they had changed their opinion. In addition, I would have asked if the questions thought to be unanswered ended up being answered or not in the end of the play. This way, I would have a pretty good indication of whether concepts were understood throughout the lesson.

The formative assessment includes the completion of the play A Raisin in the Sun, and the in-depth conversation about whether the play had a happy or sad ending. The students had a a test that that required them to write about/summarize whether they thought the play had a happy or sad/ “bad” ending, or both, including explicit examples and details from the play (short answer essay). If the students wrote about why the ending was “bad,” they needed to back up their response with questions left answered, etc. In addition, this assessment also involved summarization and student opinions based on what events could have been further explained or continued.

The summative assessment contains the final product that the student completes. The final product includes a title for the scene, heading (name, date, period), colorful, detailed drawing of the sequel scene, a paraphrase of 3-4 sentences summarizing what is occurring in the scene, a “made-up” quote of one of the characters, and a quote interpretation of 3-4 sentences.

\*Classroom Rules and Procedures can be found through locating the page number found in the appendices.

**Student Work**

**Diagnostic Assessment Results**

**(Informal Pre-Test)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Number of Students | Level 4 (Distinguished)  Score: 14-15 | Level 3  (Proficient)  Score: 12-13 | Level 2  (Developing)  Score: 9-11 | Level 1  (Incomplete/  Unsatisfactory)  Score: 6-8 |
| 11 |  |  |  |  |
| 10 |  |  |  |  |
| 9 |  |  |  |  |
| 8 |  |  | + |  |
| 7 |  | + | + |  |
| 6 |  | + | + |  |
| 5 |  | + | + |  |
| 4 |  | + | + |  |
| 3 |  | + | + |  |
| 2 | + | + | + |  |
| 1 | + | + | + |  |
|  | 2 Students | 7 Students | 8 Students | 0 Students  (all students participated in the class chart pre-test.) |

\*As a class, students’ definitions of a sequel, their predictions on Act III, and their summarization of a scene in Act II, and how that scene would be altered if there was a Raisin in the Sun II, 2 students in my class were able to define sequel and summarize one scene in Act II/how the scene would be altered if there was a Raisin in the Sun II. These students were also able to predict what will happen in Act III, and/or what they *want* to happen in the play. In addition, 7 students were able to summarize a scene in Act II, and predict what will happen in the Act III, and/or what they want to happen in Act III; however, a few of the 7 students may have been able to define “sequel” or state how a specific scene in Act II might change if A Raisin in the Sun II was created. 8 other students were not able to define “sequel.” They may have been

able to accurately summarize a scene in Act II, but not able to state how the scene might change if there was A Raisin in the Sun II; however, these students were able to predict what might happen in Act III or what they would *want* to happen in Act III.

**Pre-Test**

**Collective Chart from Overhead**

The following represents the chart that was created on the overhead before reading Act III of A Raisin in the Sun and before the lesson on the “sequel scene” was introduced. The students went up to the board by rows to add information to the chart.

|  |  |  |  |
| --- | --- | --- | --- |
| **What is a sequel? Include examples of a sequel.** | **Summarize a scene from Act II.** | **How would the scene you wrote about be changed if A Raisin in the Sun II was created?** | **Predict what will happen in Act III or what you want to happen in Act III.** |
| A work that follows a previous piece of work. | Mama gives Walter $3,000 for himself, and $3,500 to put in the bank for Beneatha’s schooling. | Walter does not give to money to Willy Harris, so Willy never loses it, and Walter is able to start his liquor store business. Beneatha can be a doctor. | The Youngers will not move into the house because of Karl Lindner’s visit. |
| A book that has a second part to it, and the second part/book relates to the first book. | Karl Lindner enters, and discusses why the Youngers should not move in to Clybourne Park. Karl is racist. Walter kicks him out of the house. | The Youngers would not listen to what Karl Lindner says, and they would decide to move into Clybourne Park anyway. They would not even consider what he says, and move in that very day. | Maybe the Younger family will move in the day after Karl Lindner leaves to prove him wrong. |
| A book that continues with new scenes. | Beneatha embraces her cultural identity (dances to folk music and wears Nigerian robes) |  | Beneatha will begin to date Asagai and break up with George.  Beneatha will continue to start with George because he is rich. |
| An example:  Twilight- first book    New Moon-sequel book | Beneatha cuts her hair, and George Murchison makes fun of it. | Because George makes fun of Beneatha, and does not care about her intelligence, George is no longer a part of Beneatha’s life. He is not even a character in A Raisin in the Sun II. | I want George to pay for all of Beneatha’s schooling since he is so rich. |
|  | Mama decides to purchase a house in Clybourne Park (using the insurance money left from “Big Walter’s” death). |  | They will move in to Clybourne Park, and will get bombed, like Mrs. Johnson said. |
|  |  |  |  |
|  | Mrs. Johnson, the next door neighbor, visits, and tells the Youngers about African Americans being bombed in Clybourne Park. |  | The Youngers decide to move to a neighborhood with only African Americans. |
|  | Walter’s boss calls, and says Walter has not been to work in 3 days. |  | Walter should get fired from his job in Act III.  I don’t think Walter should get fired. He has a lot to deal with. His family does not support him. |
|  | Walter goes to the Green Hat everyday to drink away his problems. | There is no Green Hat now. Walter has stopped drinking and is happier now that they have moved into the new home. | Mama will make Walter go to Alcoholics Anonymous meetings in Act III. |
|  | Beneatha does not want to see George anymore. All he cares about is appearances/good looks and money. He does not care about female knowledge. |  |  |
|  | Mama receives gardening tools and a gardening hat from the family. |  | I hope that Mama ends up moving her family into Clybourne Park in Act III.  Mama will move into Clybourne Park with the family and make a huge garden. |
|  | Bobo comes over to tell Walter that Willy Harris, one of the business partners, ran off with the money that Mama gave Walter. (Walter trusted Willy with all of the money, and he ran off with it). |  | Walter will become greatly depressed and run away from his family for good.  I think Walter will become more motivated to prove Willy wrong.  Walter will cry first, and then realize that money is not everything. |

**Diagnostic Assessment Results**

**(Informal Post-Test)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Number of Students | Level 4  (Distinguished)  Score:14-15 | Level 3  (Proficient)  Score:12-13 | Level 2  (Developing)  Score:9-11 | Level 1  (Incomplete/  Unsatisfactory)  Score: 6-8 |
| 11 |  |  |  |  |
| 10 |  |  |  |  |
| 9 |  |  |  |  |
| 8 |  | + |  |  |
| 7 | + | + |  |  |
| 6 | + | + |  |  |
| 5 | + | + |  |  |
| 4 | + | + |  |  |
| 3 | + | + | + |  |
| 2 | + | + | + |  |
| 1 | + | + | + |  |
|  | 7 Students | 8 Students | 3 Students | 0 Students  (all students participated in class chart post-test) |

\*When student charts were completed, we went over the charts as a class. I allowed each row to go back up to the overhead to fill in missing sections of the chart. Each student was to add something new to the chart. 7 students were able to accurately add something new to each section of the chart. 8 students were able to add something new to almost every section of the chart, with maybe 1 section missing. 3 students were able to add new information to only 2 or 3 sections.

**Post-Test**

**Collective Completed Chart from Overhead**

The following represents the completed chart. After the students learned more about sequels, Act II, and effective prediction making, they were better able to complete the chart. The students went up to the board by rows to add information to the chart.

|  |  |  |  |
| --- | --- | --- | --- |
| **What is a sequel? Include examples of a sequel.** | **Summarize a scene from Act II.** | **How would the scene you wrote about be changed or elaborated on if A Raisin in the Sun II was created?** | **Predict what will happen in Act III or what you want to happen in Act III.** |
| A work that follows a previous piece of work. | Mama gives Walter $3,000 for himself, and $3,500 to put in the bank for Beneatha’s schooling. | Walter does not give to money to Willy Harris, so Willy never loses it, and Walter is able to start his liquor store business. Beneatha can be a doctor. | The Youngers will not move into the house because of Karl Lindner’s visit. |
| A book that has a second part to it, and the second part/book relates to the first book. | Karl Lindner enters, and discusses why the Youngers should not move in to Clybourne Park. Karl is racist. Walter kicks him out of the house. | The Youngers would not listen to what Karl Lindner says, and they would decide to move into Clybourne Park anyway. They would not even consider what he says, and move in that very day. | Maybe the Younger family will move in the day after Karl Lindner leaves to prove him wrong. |
| A book that continues with new scenes. | Beneatha embraces her cultural identity (dances to folk music and wears Nigerian robes) | Beneatha decides to move out of her house and move in with Asagai because her family fails to embrace the African culture. | Beneatha will begin to date Asagai and break up with George.  Beneatha will continue to start with George because he is rich. |
| An example:  Twilight- first book    New Moon-sequel book | Beneatha cuts her hair, and George Murchison makes fun of it. | Because George makes fun of Beneatha, and does not care about her intelligence, George is no longer a part of Beneatha’s life. He is not even a character in A Raisin in the Sun II. | I want George to pay for all of Beneatha’s schooling since he is so rich. |
| Harry Potter: The Sorcerer’s Stone  Harry Potter: The Hald Blood Prince | Mama decides to purchase a house in Clybourne Park (using the insurance money left from “Big Walter’s” death). | Mama ends up moving into Clybourne Park without Walter because Walter does not want to move. | They will move in to Clybourne Park, and will get bombed, like Mrs. Johnson said. |
| Nicholas Sparks books | Mrs. Johnson, the next door neighbor, visits, and tells the Youngers about African Americans being bombed in Clybourne Park. | Mrs. Johnson ends up moving into Clybourne Park as well to make the neighborhood more diverse. | The Youngers decide to move to a neighborhood with only African Americans. |
| Movies:  Superman 1  Superman 2 | Walter’s boss calls, and says Walter has not been to work in 3 days. | Walter now becomes the boss because he gets his act together in A Raisin in the Sun II. | Walter should get fired from his job in Act III.  I don’t think Walter should get fired. He has a lot to deal with. His family does not support him. |
| Movies:  Evil Dead 1  Evil Dead 2 | Walter goes to the Green Hat everyday to drink away his problems. | There is no Green Hat now. Walter has stopped drinking and is happier now that they have moved into the new home. | Mama will make Walter go to Alcoholics Anonymous meetings in Act III. |
| Movies:  Shrek 1  Shrek 2 | Beneatha does not want to see George anymore. All he cares about is appearances/good looks and money. He does not care about female knowledge. | Beneatha marries Asagai and they have a baby boy. George is completely out of her life because he moved to a different state. | I hope that Mama can forgive Walter for losing the money. |
| Movie that follows a previous movie and relates to the first movie. | Mama receives gardening tools and a gardening hat from the family. | Mama donates the gardening gifts to a family in need. | I hope that Mama ends up moving her family into Clybourne Park in Act III.  Mama will move into Clybourne Park with the family and make a huge garden. |
| Movies:  Big Momma’s House 1  Big Momma’s House 2 | Bobo comes over to tell Walter that Willy Harris, one of the business partners, ran off with the money that Mama gave Walter. (Walter trusted Willy with all of the money, and he ran off with it). | Walter and Bobo become closer from this experience. They become best friends, and their families get together on weekends. | Walter will become greatly depressed and run away from his family for good.  I think Walter will become more motivated to prove Willy wrong.  Walter will cry first, and then realize that money is not everything. |

**Formative Assessment**

**Results**

The following represents student scores on the short answer portion of the Act III test, which required the students to discuss why the ending was “happy” or “sad/bad,” questions that were left unanswered, and how those questions could be answered in a sequel to A Raisin in the Sun. The students were required to write 2 paragraphs on that topic, with each paragraph being 10 points. In order to get a 20/20, it was necessary that the students used specific scenes and character relationships in order to expand on their opinion and provide evidence for their claim; in addition, students were required to make predictions about what may happen, in a specific scene, or between two characters, if a sequel is created.

The short answer question was worth 20 points.

A score of 18-20 indicates that the student thoroughly comprehended the story, and fully understood the requirements. These students met the sentence number requirement for each paragraph, as they included 9-10 sentences in each paragraph. Students receiving this score would fall under the “distinguished” level. The students were able to take the content material and expand on it to answer any unanswered questions and expand on any character connections, themes, scenes, etc. These students used higher level thinking skills, and implemented details and description in their answer. The students clearly understood what it meant to predict; in addition, the students were capable of connecting and relating content material to events based on their opinions, as well as their knowledge of the content (the plot, events, specific scenes).

A score of 16-17 indicates that the student comprehended the story, and is proficient in understanding the plot, specific events, themes, and character connections/relationships in the book. The students’ paragraphs may have been lacking one or two sentences. Students with score fell under the “proficient” level, as they were able to use some details to explain their answer and “back up” their claim as to why the ending was “happy/good” or “sad/bad.” These students discussed what questions were unanswered and how those questions could be answered in a sequel to A Raisin in the Sun. Using their content knowledge, themes, specific scenes, and character relationships, these students produced two “proficient” paragraphs based on the short answer question.

A score of 14-15 indicates that the students failed to use detail and description to expand on their claim as to whether the ending was “happy/good” or “bad/sad.” The students’ paragraphs may have been lacking 4-5 sentences (requirement was 9-10), meaning both paragraphs lacked 2-3 sentences. These students were not able to “back up” their opinion or expand on their claims; therefore, the students did not express a full understanding of predictions, the plot, specific scenes, themes, and/or character connections. They were not able to expand on their claim/opinion using specific evidence from the book; in addition, the students did not explain, using predictions, content, and opinions, how certain unanswered questions (in the end of the book) could have been answered.

A score of 10-13 indicates that the student did not complete two paragraphs and/or had 4-5 sentences for each paragraph. These students did not meet the requirements for the short answer question and/or did not fully understand the play; hence, they were unable to write their opinion and/or elaborate on their opinion using content knowledge and/or predictions (character connections, the end of the play, themes, specific scenes, etc.).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Number of Students | Level 4  (Distinguished) | Level 3  (Proficient) | Level 2  (Developing) | Level 1  (Incomplete; unsatisfactory) |
| 11 |  |  |  |  |
| 10 |  |  |  |  |
| 9 |  |  |  |  |
| 8 |  |  |  |  |
| 7 | + |  |  |  |
| 6 | + | + |  |  |
| 5 | + | + |  |  |
| 4 | + | + |  |  |
| 3 | + | + | + |  |
| 2 | + | + | + |  |
| 1 | + | + | + | + |
|  | 7 Students | 6 Students | 3 Students | 1 student |

After grading the short answer portion on the Act III test, 7 students fell in the “distinguished” range, 6 students fell in the “proficient” range, 3 students fell in the “developing” range, and 1 student fell in the “incomplete/unsatisfactory” range. The 1 student in the “incomplete/unsatisfactory” range completed 1 paragraph with only 7 sentences; therefore, he did not meet the sentence number requirement or complete a second paragraph. This student is fully capable of meeting the expectations; however, he does not apply himself and fails to complete certain portions of assignments due to his laziness.

**Summative Assessment**

**Results**

The following represents student scores on the final product. The 9th Grade students created a sequel scene drawing to represent a scene that would be presented if there was A Raisin in the Sun sequel. The students were required to draw a detailed picture of the scene, write a 4-5 sentence paraphrase about what is happening in the scene, write a quote that one of the characters in their scene would be saying, and write a quote interpretation based on the “made-up” quote of one of their characters.

Student work is graded on a 4 point rubric. The rubric aligns directly to NYS Standards and Performance Indicators. The students were required to complete a picture diagram of a possible sequel scene. It was necessary that the picture look similar to a diagram, in that the students were not to draw any stick figures. All pictures needed to look realistic and detailed, with some 3-D drawings. Along with the visual scene, the students were required to write a paraphrase and a quote/quote interpretation to communicate information to the reader. As students read the play and listen to other students discuss the play, they are discovering character relationships, expanding on ideas, and making generalizations about specific scenes, character relationships, etc. Because the students are required to verbally participate during the readings, they are speaking for information and understanding. In addition, the pre and post test charts require the students to use “oral and written language to interpret and transmit information.” While each student writes down information using the overhead projector, he or she is transmitting content information to other students. Because the other students are required to fill in the information in their blank chart, they are provided with the opportunity to expand on ideas and generate new ideas based on the connections they make. Overall, in alignment with the performance indicators, students are communicating information through a visual and through a written portion of the assignment (paraphrase and quote/quote interpretation). This rubric is used in the context of other semester grades, as this assignment represented a large grade for the students. Because this was the last assignment I gave the students before completing this placement, I was not able to see how it was used in accordance with prospective semester grades; if my placement was a few weeks longer, I would have utilized more rubrics like this one to allow students the opportunity to meet all of the expectations and assess themselves based on other rubrics. I was unable to develop a rubric similar to this one because I only had a few days left at this placement. Because this assignment was a letter grade, it weighed heavily in the context of other semester grades. Not only were the students provided with the rubric, but I explained each aspect of the rubric to the students as they followed along. The students clearly understood the expectations for the assignment, as I explicitly explained what was needed to get a Level 4 score for each section. Before turning in their assignment, the students were provided with the opportunity to reflect on their work and self-assess each portion of the assignment using the rubric. Self-assessment is an essential facet of self-reflection, and because self-reflection is necessary for upper level education and self-improvement, this assignment really allowed the students to practice these methods that can later be transferred in other courses.

A score of 14-15 indicates that the student has thoroughly understood the requirements of the activity and the content within A Raisin in the Sun. These students are on the “distinguished” level, as they have clearly mastered the content and thoroughly understand the plot, events, and characters in the book, what a sequel is, what it means to predict, and how to write in a way that conveys their opinion on the ending of the book.

A score of 12-13 indicates that the student can create a sequel scene for A Raisin in the Sun and is proficient in content information (plot, events, characters, etc.) These students would represent the “proficient” level, as they are skilled at paraphrasing what is happening in the scene, developing a quote, and interpreting a quote in terms of character connections and relationships within the book.

A score of 9-11 indicates that the student cannot effectively draw a detailed and attractive picture of a sequel scene that relates to the characters and events in A Raisin in the Sun. Students that fall into this range met few of the expectations required for this assignment; these students did not successfully complete the paraphrase, quote, and/or quote interpretation. These students did not have a clear grasp on the content material, and/or did not follow the instructions for this assignment. Students with this score would represent the “developing” level.

A score of 6-8 indicates that the student may have turned in the assignment without a picture and/or without a paraphrase, quote, and/or quote interpretation. Elements of the assignment are missing.

This learning experience was assigned to 17 students in a 9th Grade Inclusion class.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Number of Students | Level 4  (Distinguished)  Score:14-15 | Level 3  (Proficient)  Score:12-13 | Level 2  (Developing)  Score: 9-11 | Level 1  (Incomplete/  Unsatisfactory)  Score: 6-8 |
| 11 |  |  |  |  |
| 10 |  |  |  |  |
| 9 |  |  |  |  |
| 8 | + |  |  |  |
| 7 | + |  |  |  |
| 6 | + |  |  |  |
| 5 | + | + |  |  |
| 4 | + | + |  |  |
| 3 | + | + |  |  |
| 2 | + | + | + | + |
| 1 | + | + | + | + |
|  | 8 Students | 5 Students | 2 Students | 2 Students |

After grading the students’ “sequel scene” pictures and written portion (paraphrase, quote, quote interpretation), 8 students, almost half of the class, fell into the “distinguished” range. 5 students fell into the “proficient” range. 2 students fell into the “developing” range because they may have failed to follow the directions, failed to color the picture, and/or demonstrated inaccurate content material that did not relate to or follow the events, plot, and/or character connections in

the book. 2 students fell into the “incomplete/unsatisfactory” range because they failed to turn in portions of the assignment or the entire assignment.

**Procedure:**

**Day One**

Anticipatory Set:

* Teacher will wait until all students are seated and the bell rings.
* Teacher will give the students a summary of what events will happen today.
* “Today, we will be doing an activity that will involve the entire class. Now, we have read all of Act II and a few pages of Act III. Tomorrow we will finish Act III since it is not that long. We are going to learn about sequels, predictions, and summaries to a greater extent today, but first, I want to know what you know so far.”
* With student participation in an open, informal conversation, review with the students what was read in Act II yesterday (Karl Lindner is introduced, and informs the Youngers that they do not belong in Clybourne Park because it would ruin how the whites feel about the area/would not feel safe, Mama receives gardening tools and a gardening hat from the family).
* The teacher will pass out the blank charts so that the students can fill in the answers while their peers are adding information to the charts on the overhead.
* “I am passing out a blank chart. You will be filling in the chart as we go along. When I call up your row, each person can write as much information as they can in each section of the chart.”

Input/Modeling:

* Using the overhead, the teacher will model an example of how each section of the chart should be filled in.
* The teacher will not model an example for the “Sequel Definition” section, as the students will come up with a definition themselves; instead, the teacher will inform the students to write what they think a sequel is in the boxes below.

Guided/Independent Practice:

* The teacher will call up students row by row to fill in the chart. The teacher will inform the students that if they do not know something, they do not need to fill in that section of the chart.
* The teacher will remind the students to stand in a line, and wait until it is their turn. The teacher will tell the students that once they have added information to the chart, they need to go back to their seat.
* The teacher will emphasize the fact that the students should not be crowded around the person who is writing at the overhead.
* The students will add information to the chart, using the overhead and the overhead markers.
* The teacher will remind the students to write neatly so that the other students can fill in the chart.
* The teacher will facilitate, summarize, and guide the students as they write their answers down.

Closure:

* The teacher will go through the chart with the students, summarizing what was written.
* The teacher will elaborate on the chart, continue to review Act II, and further discuss predictions for Act III.
* If time remains, students can continue to work on their chart with a partner and add pieces of information to the blank sections of the chart.
* Remind the students to keep adding to their chart as we finish A Raisin in the Sun.
* Remind the students to bring their chart to class everyday so that they can add information to their chart as we continue to read in class.

**Day Two**

Anticipatory Set:

* Wait until all students are seated and the bell rings.
* Tell students to take out their Act III study guides they receives 2 days ago.
* “The Act III study guide will be due tomorrow.” Write the date on the white board and remind the students to write it down.
* Have the students take out their A Raisin in the Sun books.
* Review what we did yesterday (the chart). Review what elements they filled in on the chart, and remind them that they need to work on the Act III study guide as we read Act III.
* Review what was read so far in Act III by making a list on the white board using student participation.
* Tell the students what page to turn to.
* Assign student readers to specific characters by calling on student volunteers.

Input/Modeling:

* Students will turn to the page number in Act III from where we left off.
* Students who are characters will read their parts.
* Teacher will jump in during the reading and discuss important aspects of the play as a way to influence comprehension and provide clarity for misunderstandings.
* Teacher will answer any questions that the students may have.
* Teacher will review what was just read, allowing students to add in their opinions about how they feel about the overall ending of the book.
* Teacher will ask the students whether they thought the ending was happy or sad and why? (open conversation)
* Teacher will ask the students their feelings on the book. (open conversation)
* With student participation, teacher will engage in discussion about what questions are left unanswered when the book ends.
* Review Act III, and some of the questions on the study guide, as the test is tomorrow.
* Inform students that they can stay after for Act III Review after school if they need extra help.

Guided/Independent Practice:

* Teacher will then announce that the students will be using their A Raisin in the Sun packet (vocabulary page) to make flashcards.
* Ask the students if they have any questions.
* Teacher will assign students to work in groups of 3.
* Name off the groups and allow students to get into their groups.
* Teacher will pass out markers and flashcards.
* Students will work on their vocabulary flashcards (A Raisin in the Sun vocabulary), using their A Raisin in the Sun packets.
* Announce that their vocabulary test will be a week from today.
* Write the date of the vocabulary test on the white board, and have the students write it down.

Closure:

* Teacher will wrap up the class by reminding the students that:

1. A Raisin in the Sun study guide for Act III is due tomorrow.
2. Vocabulary Test for A Raisin in the Sun is a week from today (write the date on the board) Remind them that they need to be working on their flashcards.
3. TEST on A Raisin in the Sun Act III is tomorrow. Remind students that they can stay after school today for extra review on Act III.

**Day Three**

Anticipatory Set:

* Wait until all students are seated and the bell rings.
* Announce that the students need to have a pen and a separate sheet of paper out.

Input/Modeling:

* *Before* passing out the test, model how the students should set up their test on a separate sheet of paper.
* Model each section (I, II, III, IV), and how they should number and label each section.
* The teacher will inform the students that they can write on the test, but all answers need to be written on the separate sheet of paper, as that is what is going to be handed in.
* Ask the students if they have any questions.
* Inform the students that when they are done with their test, they need to come up and hand it in quietly, and then work on other homework quietly.
* Hand out the tests and let the students begin. Inform the students that they will have all period to complete the test.

Guided/Independent Practice:

* Allow the students to complete the test.
* The students will have all period to work on the test.

Closure:

* Provide 10 minute, 5 minute, and 2 minute warnings to expose the students to a “work-in-progress” environment.
* Ensure that all students who have completed the test are working quietly.
* When all students have completed the test, remind them to continue working on their vocabulary flashcards.
* Remind the students of when the vocabulary test will be (refer to date on the board).
* Remind students to have their charts in class for tomorrow.
* Make sure that all students remain seated until the bell rings.

**Day Four**

Anticipatory Set:

* Wait until all students are seated and the bell rings.
* Recap/review how A Raisin in the Sun ended, and if students thought it was a “happy” or “bad/sad” ending.
* Ask the students what they think a “sequel” is. Call on student volunteers. Scaffold if necessary.
* Thoroughly explain to the students what a sequel is. Ask them to come up with some examples of sequels.
* Have students write down some examples of a sequel/what a sequel is.
* Have a mini-discussion on what a sequel is using student participation (a continuation of a book/part II of a book/ what would happen next).

Input/Modeling:

* When it seems like all students understand what a sequel is, the teacher will ask the class: If A Raisin in the Sun had a sequel, what are some scenes that we might find in the sequel?
* Scaffold and elaborate on student responses if necessary to provide for greater details/further explanation.
* Provide other examples of what may occur if A Raisin in the Sun had a sequel: Travis becomes a bus driver like he wanted, racism takes place when the Youngers move into Clybourne Park (do the Youngers move out?), Ruth has the baby- girl or boy?,

Walter invests in a different business, or continues to pursue the liquor store business, Travis ends up going to college, Mama ends up making the garden she always wanted, etc.

* Present the teacher exemplar model on the white board. Explain what is expected and go through the scene, the paraphrase, and the quote/quote interpretation in a clear and concise manner.
* Ask the students if they have any questions.
* Pass out the rubric to the students and go over each aspect of the rubric as the students follow along.
* Inform the students that they need to be working on this activity individually.
* Ask the students if they have any questions.
* Pass the teacher exemplar model around the classroom.

Guided/Independent Practice:

* Teacher will pass out computer paper for the scene drawing. The students will be responsible for using notebook paper to write their paraphrase, quote, and quote interpretation.
* Teacher will pass out crayons and markers.
* Students will work on this activity for the remainder of the class.
* Teacher will rotate around the room to monitor student progress and assist students that may need assistance.
* Walk around the room to make sure students are on task and actively focused on their work.

Closure:

* Remind students that they:

1. Need to complete their “Sequel Scene” by tomorrow if they did not finish it in class.
2. Need to bring their chart to class tomorrow.

3. Need to be completing their vocabulary flashcards.

4. Remind students when their vocabulary test is (refer to date on the white board).

**Day Five**

Anticipatory Set:

* Wait until all students are seated and the bell rings.
* Collect “Sequel Scenes.”
* Inform students that they need to have their charts out from the other day.
* Review what we did with the charts the other day. Review each section again.

Input/Modeling:

* Place the “work-in-progress” chart on the overhead.
* Model again how the chart was to be completed using the overhead.
* “Today, we are going to complete the chart as a class. We are going to do the same thing as last time. I am going to call up each row to go to the overhead. Each person has to add new information to each section if he/she can. Because we have finished the book, add what you had down for Act III predictions before we read the rest of Act III. Remember: Each person needs to stand in line behind the person adding information. Once you have added information, please go back to your seat.”

Guided/Independent Practice:

* The teacher will call up the students row by row to add information to the chart. The teacher will remind the students to stand in a line behind the person writing. The teacher will remind the students to go back to their seat after adding information to the chart.
* The students will add information to the chart, using the overhead and the overhead markers.
* The teacher will remind the students to write neatly so that the other students can fill in the chart.
* The teacher will facilitate, summarize, and guide the students as they write their answers down.

Closure:

* The teacher will review the new information posted on the chart.
* The teacher will compare how the chart looked before and how the chart looks now to indicate and represent learning progress.
* The teacher will remind the students to keep the chart as a study source for the A Raisin in the Sun essay.
* Remind the students:

1. When the vocabulary test is (refer to date on the board). Remind them to be studying their flashcards.

**Modification Table**

|  |  |  |  |
| --- | --- | --- | --- |
| Modification Task | Specific Modification | Rationale | Benefits |
| Environmental and Management | Use of preferential seating  Clear expectations for classroom rules and procedures  Consistently rotating around the room to monitor student progress, comprehension, and attention.  All assignments are to be handed in on the day they are due and passed up at the beginning of class. | Students with special needs are placed in close proximity to the teacher for extra guidance, re-direction, and further assistance.  Students know the classroom procedures/rules, and are well aware of the consequences if a rule/procedure is not followed. All consequences are followed through each time a rule/procedure is broken.  Some students have difficulty remaining on task, so circulating the room allows the teacher to further explain directions, re-direct/re-focus students, and/ or clarify content material. In addition, students are more likely to focus and work effectively if they know the teacher is constantly monitoring their progress.  Students with unexcused absences cannot hand in late work after the day it is due. Students who have a legitimate absence can turn in assignments up to 2 days after the due date. Students are well aware of this rule, and they know exactly what to expect regarding homework assignments. | Allows students to re-focus and remain on task. Allows for additional support when needed. Helps to reduce side conversations, as the actual activity is completed independently.  Students know what is expected of them. They are well aware of the consequences for intolerable behavior. They get right to work, remain on task, and pay attention to the lesson and instructions provided for any activities.  Allows for minimal distractions and/or disruptions. Students will have fewer side conversations, and will not have to walk over to the teacher each time assistance is needed, decreasing the number of distractions.  Students pass up their homework on time and in the beginning of each class. They know that if they have any questions about specific assignment due dates, they need to ask those questions at the end of the class period, so as not to waste time or cause disruptions. |
| Instructional | Thorough and detailed modeling of the specific skill and/or activity.  Step-by-step instructions in a clear, concise manner (picture scene, paraphrase, quote, quote interpretation)  Directions are repeated as necessary. | Students will be provided with a visual model for a specific activity/skill. Students will be provided with a teacher exemplar reference model so that they can receive visual and aural instruction (*see* and *hear* what is expected)  Students will be given directions in a sequential, clear, and organized manner so that they know exactly what to do in order to complete the task at hand.  Students, particularly students with special needs, will have the directions repeated as needed, in order to fully comprehend the task that is to be completed. | The pre and post-test chart work will be modeled (on overhead) before the pre test, as well as the post-test so that the students know exactly what to do.  The teacher exemplar will be modeled, explained, and passed around prior to and during the activity. It serves as a beneficial reference tool for students who are visual learners.  Allows students with processing problems and students in ESL to participate in the same lesson as their peers and complete task given the same directions.  Students with special needs (processing problems, ADD, ESL) are provided with the opportunity to *hear* and *see* the directions more than once so that they can effectively and successfully complete the task. |
| Content/Materials | Visual Models  Computer Paper/Crayons/Markers | Students will be provided with a visual model to complete the pre/post-test chart and a visual model to complete the “sequel scene” picture, paraphrase, and quote/quote interpretation.  Students will be provided with computer paper and ample amounts of crayons/markers. Both will be passed out prior to the “sequel scene” activity. | The visual model for the chart will be on then overhead for the students to refer to. The teacher exemplar will be passed around prior to and during the “sequel scene” activity. The students will have visual models to refer to so that they know exactly what the assignment entails and what is expected of them.  Pre-set, organized, and ample amounts of materials allow for more time on task. Time walking around and sharing materials is minimized. |
| Tasks | Set time limit for specific task completion.  Allow students extended time to complete the task. | Students will be given a specific amount of time to complete the activity in class.  All students (as several of the students in this class are “at risk”) will be given extra time to complete the task for homework, as this activity requires accuracy, mastery, and thoughtfulness. | Time limits expose students to a “work-in-progress” atmosphere. Students with attention deficit/hyperactivity disorder benefit the most from this modification because it requires them to remain on task, plan out their time in correspondence with the steps to complete the activity, and work toward the goal of completion.  Because students with processing problems, a learning disability, and/or Attention deficit/hyperactivity disorder often need extended time, allowing students to finish the activity for homework enables them to complete the task with accuracy and mastery. In addition, extended time limits decrease stress, and allow students to take their time and work to the best of their ability. |

**Resources and Materials Required for Instruction**

Resources:

* A Raisin in the Sun by Lorraine Hansberry
* Merriam-Webster’s Dictionary
* New York State Teacher’s Desk Reference and Critical Thinking Guide (9-12)
* [www.rubistar.com](http://www.rubistar.com)
* [www.readwritethink.org](http://www.readwritethink.org)

Supplies:

* A Raisin in the Sun by Lorraine Hansberry
* A Raisin in the Sun Information Packet (character list, vocabulary, Langston Hughes “Dream Deferred” poem, major assignments)
* A Raisin in the Sun Act III Study Guide
* A Raisin in the Sun Act III Test
* “Sequel Scene” assignment rubric
* Pre/Post-Test Charts
* “Sequel Scene” -Teacher Exemplar Model
* Notes for Act III readings and review discussions
* Computer paper
* Crayons/markers
* Overhead markers
* White board/white board markers

Technology:

* The students will be able to use the large overhead to add information to the pre/post-test chart prior to and after the lesson. The students are not required to type up the written aspect (paraphrase, quote, quote interpretation) of the assignment, but may use Microsoft Word to type up their written responses if desired.

Teacher Exemplar:

* The teacher exemplar for this learning experience includes a drawing of a sequel scene (Ruth Younger holding a baby) for the book A Raisin in the Sun. The picture is on computer paper and includes a heading (name, date, period) and a title. The written aspect of the assignment is stapled to the picture drawn on the computer paper and includes a heading (name, date, period) and paraphrase of what is going on in the scene, a quote that one of the characters would be saying ( a “made-up” quote from Ruth Younger), and a quote interpretation that explains why the character (Ruth Younger) is saying what he or she is saying.

Time Required:

* Planning: 3-4 hours due to:

1.)Drawing/coloring the picture model, writing the paraphrase, the quote, and the quote interpretation,

2.) Creating the blank pre/post-test chart.

3.) Developing Act II and Act III review/discussion notes for myself during instruction.

- Implementation: Two 40 minute lessons/periods

* Assessment:

1. At least 30 minutes for the Pre-Test: Prediction/Sequel Chart ( in class)
2. At least 30 minutes for the Post-Test: Prediction/Sequel Chart (in class)
3. At least 5-7 minutes per student for final product.

* Schedule:

This unit on A Raisin in the Sun lasts 4 weeks. This individual lesson fits in during the 4th week. Because the 4th week involved completing the pre/post test, completing the book, taking the Act III test, and completing the “sequel scene” activity/assignment, I provided background information on the book by having the students complete small writing activities about dreams/achievements, and if their dreams came true, or if they are still working toward them. After background information was provided during the first week, we started Act I of the book. For each Act, the students received a study guide, a due date for the study guide, and a date for the test; therefore, at the end of the unit, 3 study guides have been turned in and 3 tests have been taken. The first and second weeks focused on readings, activities, and a test revolving around Act I. The third week focused on readings, activities, and a test dealing with Act II, and the fourth week focused on completing Act III (Act III was only a few pages so it was not difficult to complete in that short amount of time). This fourth week focused on completing the pre and post test leading up to the summative assignment, completing the book, taking the test, and completing the summative assignment.

Reflection:

This learning experience was developed to teach students about the book A Raisin in the Sun, the connections and relationships between the characters, and events in the book that represent significance. The unit on A Raisin in the Sun is designed to expose students to varying human actions and relationships through the human desire to achieve a goal or a dream. The theme of the book represents how humans react to dreams being deferred, and whether they choose to continue fighting for their goal/dream or completely and entirely disregard the goal/dream. Through the readings, discussions, and the completion of the book, the students were able to develop their own, personal opinion on the ending, and discuss what questions were unanswered and what events in the plot could have been continued. The short answer question on the Act III Test (formative assessment) allowed the students to elaborate on their opinion as to whether the ending was “happy” or “bad/sad,” including what questions were unanswered, what events could have happened had the book continued, etc. The lesson was created to teach students about sequels, the importance and effective use of prediction strategies, and the use of opinions and personal interests to create a continuation for a book without a sequel. The students really enjoyed this activity lesson, as they were able to *choose* their own sequel based on their own, individual opinions on the ending of the book; in addition, this activity allowed the students to express their creativity and use their artistic abilities. Because most high school classes involve little to no coloring or artistic activities, the students delved into this activity with enthusiasm and experienced great pride for their sequel scene of choice. Because most English classes are consumed with writing, the students seemed to really enjoy this activity as it was hands-on, interactive, and allowed for coloring and drawing; therefore, I chose this activity because I wanted the students to use and express their knowledge of the characters and events in the book through a visual, creative, and unique assignment.

I was a little surprised by the pre-test results mainly because I was not expecting so many students to be in the “developing” range. Since they are in 9th Grade, most of them should have been exposed to summarization assignments and prediction discussions and assignments. I expected more students to be in the “proficient” range, as summarizing scenes and making predictions are part of the 7th and 8th Grade English curriculum; however, I was not surprised to see that only 2 students knew what a sequel was. Students in 9th Grade may not know what a sequel is, as the books they read in middle school may not have had a sequel; hence, students may have knowledge on how to develop continuations for stories, but may not know the term used to represent this. I was pleased to see the “distinguished” numbers increase when the rest of the chart was completed (post-test); there were only 3 students in the “developing” range, while 8 students were in the “proficient” range and 7 students were in the “distinguished” range. The numbers in the “distinguished” range drastically increased and the numbers in the “developing” range drastically decreased. This improvement in numbers represents student progress as a result of the continued readings and discussions of characters, events, predictions, etc. in Act III, the Act III study guide, and the short answer portion of the Act III test.

I was pleased with the students’ answers on the short answer portion on the Act III test. Most of the students took into account their own, personal opinions, the many scenes in the book, the ending of the book, and the connections between the book and a prospective sequel; hence, the students used their imagination and direct content material. This portion of the test required the students to go beyond opinion- like answers, and effectively discuss, using critical thinking and analysis, what questions were unanswered and how those questions could have been answered. It was necessary that the students used content material, specific scenes, and character connections to expand on their answer and “back up” their claims. I was pleased to see that 7 students fell into the “distinguished” range and 6 students fell into the “proficient” range. The 3 students that fell in the “developing” range were unable to clearly explain, with details and evidence, their reasoning behind their opinion on the ending. These students’ paragraphs often lacked content information, specific scenes, themes, character connections etc. The one student who fell in the “incomplete/unsatisfactory” range is fully capable of meeting the requirements; however, he does not apply himself, as he failed to complete 2 paragraphs, with 1 paragraph only being 7 sentences. Overall, I was happy with the results of the short answer portion of the test, as many of the students went above and beyond in terms of details, descriptions, and explanations. Because the short answer portion was weighed heavily in terms of the students’ entire grade, most of the students fell under the “proficient” and “developing” level on the Act III test as a whole.

I was pleased with the students’ “sequel scenes,” as they were able to effectively “think outside of the box,” and predict what they would want to happen if A Raisin in the Sun II was created. The students developed their own opinions about the ending of the book, and were able to connect content information to information predicted upon. The students seemed very interested in this assignment, as choice and creativity were involved; high school students are not often provided with the opportunity to color and express their artistic abilities. As a result, 8 students fell into the “distinguished” level, 5 students fell into the “proficient” level, 2 students fell into the “developing” level, and 2 students fell in the “incomplete/unsatisfactory” level. About half of the class did extremely well on this assignment, going above and beyond, in terms of attractiveness and effective, detailed writing. I was pleased that there were only 2 students who fell in the “developing” range. In addition, the 2 students that fell under the “incomplete/unsatisfactory” level either failed to turn in their assignment or completed certain portions of the assignment; for example, one of the students completed the picture, but did not color it in. This student also completed the paraphrase, but failed to complete the quote and the quote interpretation. Overall, I was pleased with the results, as the students’ excitement and interest over this activity resulted in detailed drawings and effective, skillful writing.

This lesson proved to be extremely beneficial for the students, in that they were able to use their imagination and the concepts that were learned to complete a fun activity/assignment; after reading and completing A Raisin in the Sun, having discussions about specific scenes, characters, and literary themes, learning about sequels, predictions, and opinions, the students were able to apply all of this information to the rest of the unit, particularly the Act III Test and the “Sequel Scene” assignment. This assignment benefitted both visual and imaginative (“outside of the box”) learners, as creative students were able to express their artistic abilities in the form of a picture. Drawing and coloring pictures has a very positive impact on visual learners, as they can visualize or “picture” what it is they want to write about; this enables them to base the writing portion off of the picture they draw. Visualizing and actually drawing the scene enables visual learners to write in a more efficient way; this is because they put the “puzzle pieces” together and organize their thoughts prior to writing the paraphrase, quote, and quote interpretation. The students were able to “see” and observe the scene before writing about it. Because students in high school English are often limited to solely writing, I wanted to switch it up and allow the students to draw and color, as well as write about what was drawn/colored. The students seemed to really like this activity, as it allowed them to *choose* their “sequel scene” and how they were going to go about representing that scene in an artistic way. In addition, I noticed that many of the students wrote more than the required amount for the paraphrase and quote interpretation; this showed me that the students were interested in their own, individual scene, and genuinely wanted to write about it. The fact that many of the students went above and beyond showed me that if I can develop a creative and unique activity, students will want to write and express their own thoughts and opinions. This learning experience has helped me realize that students can genuinely enjoy writing if the writing activity directly relates to them and their unique abilities.

Some extended activities that could have been incorporated into this lesson include:

1. Requiring the students to type up the written portion of the assignment.
2. Allowed the students to role-play their sequel scenes and/or a specific scene in the book.
3. Allowing the students to present their sequel scene to the class.
4. Creating sequel scenes for other books of interest.
5. Making predictions for other book endings.
6. Next time I do this lesson, I may have an extended the time limit to allow students to work on the activity in class the next day; this is so students are given more time to really focus on their scene. If they were given more time, I strongly feel that the students in the “developing” level and the students in the “incomplete/unsatisfactory” level would have been more able to write well-developed paragraphs with an ample amount of details and description.

Many of these concepts can be extended into other curricular areas and practiced throughout the whole year. Because making predictions promotes reading comprehension, and reading comprehension promotes a greater understanding of the content, these concepts need to be reinforced throughout the year. Because reading and writing are directly related and go hand-in-hand, reading comprehension is essential to being able to write effectively and successfully. Reading and writing are skills that students must be proficient in, particularly in order to graduate high school, attend college, get a job, etc. These skills are abilities that need to be consistently practiced and perfected in order to succeed in all content areas. Students need to know how to predict and summarize utilizing their own, personal opinions in order to succeed in English and do well in the “real-world.” For example, creating a resume requires constant paraphrasing and summarization; it is clearly impossible to write about *everything* and *anything* that was accomplished or experienced. Overall, reading and writing remain essential to students’ lives inside and outside of school; I have learned that promoting creative and enjoyable activities involving reading and writing encourages students to read and write, influences student interest, and influences student comprehension to a great degree.

After completing the learning experience, my lesson was reviewed by my peers on Tuesday, April 13 in the Education TRC on the third floor of Dun Scotus. The focus question from my peer review was based on assessment, as there were a few questions based on how I measured student participation during the pre and post test. The peer review was significantly helpful as the students in my group brought up a lot of good questions that I had not thought of; I learned a lot about my strengths as a teacher, as well as areas that I need to improve on. One of my peers stated “You provided many different teaching styles and multisensory activities to suit the many different learning styles. I really liked that you included a fun portion to the assignment, and linked the definition of a sequel to movies and books of interest as a way of connecting the content to the students’ real lives.” I modified my lesson based on my peers’ comments and suggestions to improve upon lesson planning. My peers asked how I measured student participation during the pre and post test, and I added this information (kept a tally chart) to my assessment section to clarify how I assessed both the pre and post test. In addition, a few questions were asked about the content and set-up of the Act III Test and the Act III Study Guide, so I decided to add those as attachments. My peers gave me some great ideas, and I have decided to have the students share their pictures, paraphrases, and quote/quote interpretations next time I do this lesson. I feel that the students’ confidence levels would increase if they were required to present their picture, as they would receive a greater sense of ownership for their work. There was a question during my peer review about whether I would consider showing age-appropriate sequel video clips; if I do this lesson again, I will definitely consider using video clips of movie/book sequels to provide visual examples for the students. I was pleased with the comments and suggestions from my peer review; my peers really liked the fact that I allowed the students to express themselves through pictures, while including the written component of the assignment. My peers stated that my pre/post test was very useful because it allowed the students to get up and move, which greatly influenced engagement and interest. The pre/post test was very hands-on and concrete, and I was definitely more of a facilitator and/or guide during this portion of the lesson. Overall, the peer review provided me with an opportunity to receive feedback from my peers, and I definitely feel that it was beneficial to me as I completed my learning experience. The positive comments I received increased my confidence as a teacher, and the thoughtful questions provided me with an ample amount of ideas to incorporate when I do this lesson again. Not only did I enjoy being peer reviewed and peer reviewing my peers, but the peer review practice allowed me to experience productive and dynamic peer review settings, which are essential in the field of education.

Appendices-Attachments:

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9. Teacher Exemplar- p. 51-52
10. Student Work/Summative Rubric:
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