A RAISIN IN THE SUN:
A UNIT PLAN

Second Edition

Based on the book by Lorraine Hansberry
Written by Mary B. Collins

Teacher's Pet Publications, Inc.
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A Raisin in the Sun
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HANSBERRY, Lorraine (1930-65). Playwright. Born in Chicago on May 19, 1930. Father, a real estate broker, fought for years against restricted housing. Before his Supreme Court victory, family integrated a white neighborhood. Still disillusioned with prospects for black equality, relocated in Mexico. Before moving to New York City in 1950, Hansberry studied painting in Chicago and Mexico. In 1959 'A Raisin in the Sun'-produced, directed, and performed by blacks-was the first Broadway play by a black woman. Adapted as 'Raisin', it won a Tony for best musical in 1974. Second Broadway play, 'The Sign in Sidney Brustein's Window' (1964). 'To Be Young, Gifted, and Black', based on her writings, was produced off-Broadway after her death in New York City on Jan. 12, 1965.

--Courtesy of Compton's Learning Company
INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *A Raisin in the Sun* by Lorraine Hansberry. It includes eighteen lessons, supported by extra resource materials.

The **introductory lessons** introduce students to the historical background of the time just prior to the author's writing the play and to the main theme of having a dream of a better life. Following the introductory activities, students are given a transition to explain how the activity relates to the play they are about to read. Following the transition, students are given the materials they will be using during the unit. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice-matching-true/false version for occasional quizzes. If your school has the appropriate machinery, it might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the play. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have a good understanding of the words when they meet them in the text.

After reading the play, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the play.

After students complete reading the work, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.
Following the vocabulary review, a lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the play.

There is a **group activity** in which students work in small groups to discuss several important ideas brought out in the play. Using the information they have acquired so far through individual work and class discussions, students get together to further examine the text and to brainstorm ideas relating to these important ideas.

The group activity is followed by a **reports and discussion** session in which the groups share their ideas about the themes with the entire class; thus, the entire class is exposed to information about all of the themes and the entire class can discuss each theme based on the nucleus of information brought forth by each of the groups.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to inform (and to tie-in the introductory activity relating to Dr. King's "I Have a Dream" speech). Students compare *Raisin* to Dr. King's speech, finding ways in which the fictional play exemplifies many of the ideas Dr. King mentions in his speech. The second assignment is to persuade. Following the reports, discussion and library research, students pretend they are Dr. Martin Luther King, Jr. alive today and write the speech they believe he would deliver to America this year. The third assignment is to give students a chance to simply express their own personal "dreams" and outline a plan by which those dreams could realistically be obtained.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related to *A Raisin in the Sun*. The three general groups of topics to be read include: the current status of the civil rights movement, the current status of the Afro-American family, and biographical portraits of important Black Americans, past and present. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make **oral presentations** about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice **public speaking**.
The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: short answer or multiple choice. As a convenience, two different tests for each format have been included. Also, there is an advanced short answer unit test for students who need more of a challenge.

There are additional **support materials** included with this unit. The **extra activities section** includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** follow the **reproducible student materials** (which may be copied for classroom use without infringement of copyrights). No other portion of the units may be reproduced without the written consent of Teacher's Pet Publications, Inc.
UNIT OBJECTIVES - *A Raisin in the Sun*

1. Through reading Hansberry's *A Raisin in the Sun*, students will gain a better understanding of the importance of one's own dreams and values and the history of the civil rights movement in America.

2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.

3. Students will discuss common problems in families today.

4. Students will be exposed to a different era of American life, showing many of today's conflicts are not new; they are rooted in our American past.

5. Students will consider their own dreams and how to achieve them.

6. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.

7. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *A Raisin in the Sun* as they relate to the author's theme development.

8. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.

9. The writing assignments in this unit are geared to several purposes:
   a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas
      Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
   b. To check the students' reading comprehension
   c. To make students think about the ideas presented by the novel
   d. To encourage logical thinking
   e. To provide an opportunity to practice good grammar and improve students' use of the English language.
**READING ASSIGNMENT SHEET - *A Raisin in the Sun***

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**NOTE:** Since *A Raisin in the Sun* is a play, it is really meant to be acted-out on the stage. If you and your students are so inclined and interested, a production with minimal props is possible. This unit is not planned for complete production. However, it is planned to have the parts spoken by various students during in-class reading. A list of characters needed for reading is provided, and a group reading practice is allowed for in Lesson Two.

If you have not graded students’ oral reading this marking period, this would be an opportunity to do so. An evaluation sheet is included in this unit in case you wish to grade students.
## UNIT OUTLINE - *A Raisin in the Sun*

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**Key:**  
P = Preview Study Questions  
V = Vocabulary Work  
R = Read
STUDY GUIDE QUESTIONS
SHORT ANSWER STUDY GUIDE QUESTIONS - *A Raisin in the Sun*

**Act I Scene One**
1. Why did Walter ask Ruth what was wrong with her?
2. Why was Ruth upset when Walter gave Travis the money?
3. Who are Willy and Bobo?
4. Walter said, "Damn my eggs . . . damn all the eggs that ever was!" Why?
5. Who is Beneatha?
6. Why was Mama getting a check for $10,000?
7. Why did Beneatha say she wouldn't marry George?
8. What was Beneatha's attitude towards God?
9. What happened to Ruth at the end of Act I Scene One?

**Act I Scene Two**
1. Who is Joseph Asagai?
2. What did Ruth find out at the doctor's office?
3. Why is Asagai's present to Beneatha appropriate?
4. Why is Asagai's nickname appropriate?
5. What does Mama say is "dangerous"?
6. Where did Ruth actually go instead of the doctor's office?
7. Why did Mama call Walter a disgrace to his father's memory?

**Act II Scene One**
1. What was Beneatha's family doing when George came in?
2. What are "assimilationist Negroes"?
3. What did Mama do with her money?
4. What was Walter's reaction to Mama's purchase? Ruth's reaction?

**Act II Scene Two**
1. How did Ruth find out Walter hadn't been going to work?
2. Where had Walter been going instead of to work?
3. What did Mama do for Walter?

**Act II Scene Three**
1. Who was Karl Lindner, and why did he visit the Youngers' house?
2. What was Walter's reaction to Lindner?
3. What presents did Mama get?
4. What news did Bobo bring to Walter?
Act III
1. Why didn’t Beneatha want to be a doctor anymore?
2. How did Asagai define "idealists" and "realists"?
3. What does Asagai ask Beneatha to do?
4. What fault does Mama find with herself?
5. What solution does Walter have?
6. Why didn’t Walter take the money Lindner offered?
7. Did the Youngers stay or move?
Act I Scene One
1. Why did Walter ask Ruth what was wrong with her?
   She was kind-of crabby and tired-looking.

2. Why was Ruth upset when Walter gave Travis the money?
   They didn't have money to spare. Also, Walter didn't back her up; he undermined her authority as a parent.

3. Who are Willy and Bobo?
   They are two "friends" of Walter who want him to go in partners with them in a liquor store.

4. Walter said, "Damn my eggs . . . damn all the eggs that ever was!" Why?
   He has been telling Ruth about his dream and she tells him to eat his eggs. He wants to talk and dream of a better life; she wants him to face reality and deal with his present world. This makes him frustrated, makes him feel like she doesn't support him.

5. Who is Beneatha?
   She is Walter's sister who wants to become a doctor.

6. Why was Mama getting a check for $10,000?
   It was money coming from her husband's life insurance policy.

7. Why did Beneatha say she wouldn't marry George?
   She admitted that he was rich, but she thought he was shallow. She liked him well enough to go out with him, but she didn't love him.

8. What was Beneatha's attitude towards God?
   She said she did not accept the idea of God -- "there is only man and it is he who makes miracles."

9. What happened to Ruth at the end of Act I Scene One?
   She fainted.

Act I Scene Two
1. Who is Joseph Asagai?
   He is a school friend of Beneatha and an African intellectual.

2. What did Ruth find out at the doctor's office?
   She was pregnant.
3. Why is Asagai's present to Beneatha appropriate?
   He gave her clothing from Nigeria. She literally gets wrapped up in her current fad. It also foreshadows her putting on a new life.

4. Why is Asagai's nickname appropriate?
   It means "One for Whom Bread - Food - Is Not Enough." It is appropriate because he as well as Beneatha and Walter want more from life than just survival. They want a better quality of life.

5. What does Mama say is "dangerous"?
   She says it is dangerous "when a man goes outside his home to look for peace."

6. Where did Ruth actually go instead of the doctor's office?
   She went to see a woman about having an abortion.

7. Why did Mama call Walter a disgrace to his father's memory?
   He had become overly concerned with money and had lost his traditional family values, so much so that he didn't try to convince Ruth not to have an abortion.

**Act II Scene One**

1. What was Beneatha's family doing when George came in?
   Beneatha was in Nigerian dress. Beneatha and Walter were dancing and singing Nigerian songs. They looked rather crazy, and Walter was quite drunk.

2. What are "assimilationist Negroes"?
   "Someone who is willing to give up his own culture and submerge himself in the dominant, and in this case, oppressive culture."

3. What did Mama do with her money?
   She bought (made a down payment on) a home.

4. What was Walter's reaction to Mama's purchase? Ruth's reaction?
   Walter was very disappointed. Ruth was elated.

**Act II Scene Two**

1. How did Ruth find out Walter hadn't been going to work?
   Walter's boss called.

2. Where had Walter been going instead of to work?
   He had been driving and walking and watching people.
3. What did Mama do for Walter?
   She turned the remaining money over to him. She said he should use $3,000 for Beneatha's school, and that he could do whatever he wanted with the remainder.

**Act II Scene Three**

1. Who was Karl Lindner, and why did he visit the Youngers' house?
   He was from Clybourne Park Improvement Association. He was calling to ask the Youngers not to move into their white neighborhood. The association members were willing to pay the Youngers not to move in.

2. What was Walter's reaction to Lindner?
   He told him to get out of their apartment.

3. What presents did Mama get?
   She got gardening tools and a hat.

4. What news did Bobo bring to Walter?
   He tells Walter that Willy took all of the money and left without a trace.

**Act III**

1. Why didn't Beneatha want to be a doctor anymore?
   She used to think that fixing people's ailments was the best thing to do. Now she thinks that physical ailments aren't the problem of society. People's hearts aren't true. She gives up on the human race and calls them "puny, small, and selfish." She sees no human battle worth fighting.

2. How did Asagai define "idealists" and "realists"?
   "[Life] is simply a long line -- as in geometry, you know, one that reaches into infinity. And because we cannot see the end -- we also cannot see how it changes. And it is very odd but those who see the changes are called "idealists" -- and those who cannot, or refuse to think, they are the "realists."

3. What does Asagai ask Beneatha to do?
   He asks her to marry him and return to Africa with him to live.

4. What fault does Mama find with herself?
   She says she aimed too high -- had too-high dreams.

5. What solution does Walter have?
   He thinks accepting the money from Lindner will solve their problem.
6. Why didn't Walter take the money Lindner offered?
   Walter is a good, decent man underneath. His conscience and moral upbringing wouldn't let him
   ruin his family's pride.

7. Did the Youngers stay or move?
   They did move.
MULTIPLE CHOICE STUDY GUIDE/QUIZ QUESTIONS - *A Raisin in the Sun*

**Act I Scene One**

1. Why did Walter ask Ruth what was wrong with her?
   a. Her apron was on wrong side out.
   b. She ran to the bathroom and vomited.
   c. She was crabby and tired looking.
   d. She burned his eggs and toast.

2. Why was Ruth upset when Walter gave Travis the money?
   a. She was trying to save money for Beneatha's education.
   b. They didn't have the money to spare.
   c. She was mad at Walter anyway. The money was just an excuse to vent her feelings.
   d. Travis was too young to get any money.

3. Who are Willy and Bobo?
   a. Walter's future business partners
   b. Two clowns at the zoo
   c. Travis's friends
   d. Travis's pets

4. Walter said, "Damn my eggs . . . damn all the eggs that ever was!" Why?
   a. Walter was tired of Ruth's being sick all the time.
   b. Walter was mad because Ruth had burned his breakfast.
   c. Walter is tired of eating eggs.
   d. Walter wants to dream of a better life and Ruth keeps pushing reality back at him.

5. Who is Beneatha?
   a. Mama
   b. Walter and Ruth's daughter
   c. Travis's sister
   d. Walter's sister

6. Why was Mama getting a check for $10,000?
   a. It was insurance money from her husband's life insurance.
   b. She had won the lottery.
   c. She had won a contest.
   d. The bank was sending her a check for the amount in her account. Since she was old, she thought it was time to spend her money.
7. Why did Beneatha say she wouldn't marry George?  
   a. He was too conceited.  
   b. He was too poor.  
   c. He was too shallow.  
   d. She just didn't like him.

8. What was Beneatha's attitude towards God?  
   a. She was very religious.  
   b. She did not believe in God.  
   c. She thought he was an unjust God.  
   d. "God is dead."

9. What happened to Ruth at the end of Act I Scene One?  
   a. Walter hit her.  
   b. She burned herself while ironing.  
   c. She fainted.  
   d. She burst into tears.
Act I Scene Two

1. Who is Joseph Asagai?
   a. Beneatha's African friend
   b. Walter's business partner
   c. Ruth's doctor
   d. Beneatha's teacher from Africa

2. What did Ruth find out at the doctor's office?
   a. She was pregnant.
   b. Beneatha was pregnant.
   c. She was suffering from depression.
   d. She was exhausted and needed rest.

3. What is Asagai's present to Beneatha?
   a. Books about assimilationism
   b. Two kittens - Willy and Bobo
   c. Clothing from Nigeria
   d. An invitation to go to Nigeria with him

4. Why is Asagai's nickname for Beneatha appropriate?
   a. It means "Doctor of the Future."
   b. It means "Hopeful Beauty."
   c. It means "One More Chance."
   d. It means "One for Whom Bread - food - Is Not Enough."

5. What does Mama say is "dangerous"?
   a. When a man goes outside his own home to look for peace
   b. When a man goes to the South side of Chicago
   c. When a girl brings foreigners into her home
   d. When God is forgotten in the home

6. Where did Ruth actually go instead of the doctor's office?
   a. To check up on Beneatha
   b. To look for a new house
   c. To see a woman about having an abortion
   d. To find out where the money was
7. Why did Mama call Walter a disgrace to his father's memory?
   a. He had turned his back on God and had become an alcoholic.
   b. He beat his wife and disgraced his mother.
   c. He had become too concerned with money and had lost traditional family values.
   d. He was too eager to spend the money Mama would receive from his father's insurance policy.
**Act II Scene One**

1. What was Beneatha's family doing when George came in?
   a. Eating breakfast
   b. Arguing
   c. Dancing and signed Nigerian songs
   d. Talking about the insurance money

2. What are "assimilationist Negroes"?
   a. Negroes who do not believe in God
   b. Negroes who have left Africa to go to American and become educated
   c. Negroes who still live a tribal life in Nigeria
   d. Negroes who give up their cultural heritage and take on the culture of
      a more dominant society

3. What did Mama do with her money?
   a. Made a down payment on a home
   b. Gave it all to Walter
   c. Put it all away for Beneatha's education
   d. Left it in the bank

4. What was Walter's reaction to Mama's purchase?
   a. He was elated.
   b. He was disappointed.
   c. He was understanding.
   d. He was too tired to care.
Act II Scene Two

1. How did Ruth find out Walter hadn't been going to work?
   a. Walter's boss called.
   b. Beneatha saw him.
   c. Ruth saw him on her way back from the doctor's office.
   d. Walter told her.

2. Where had Walter been going instead of to work?
   a. The local bar with Billy and Bobo
   b. Driving and walking and watching people and thinking
   c. Looking for a new house
   d. Looking for a better job

3. What did Mama do for Walter?
   a. Covered for him by lying to his boss
   b. Talked to Ruth to smooth things over
   c. Gave him the remaining money
   d. Moved out
Act II Scene Three

1. Who was Karl Lindner, and why did he visit the Youngers' house?
   a. Walter's boss
   b. Representative from the NAACP
   c. Representative from the Clybourne Park Improvement Association
   d. Ruth's doctor

2. What was Walter's reaction to Lindner?
   a. He accepted Lindner's offer.
   b. He told Lindner to leave their apartment.
   c. He personally disliked Lindner but agreed in principle.
   d. He liked Lindner and all that he stood for.

3. What presents did Mama get?
   a. A plant and gardening tools
   b. A plant and a hat
   c. Gardening tools and a hat
   d. A plant, gardening tools and a hat

4. What news did Bobo bring to Walter?
   a. Willy died.
   b. Walter got fired.
   c. The Clybourne Park Improvement Association wanted to buy him out.
   d. Willy took the money and ran.
Act III
1. Why didn’t Beneatha want to be a doctor anymore?
   a. She sees no human battle worth fighting; no human life worth saving.
   b. She decided to go to Africa instead.
   c. She doesn’t want to have to treat the oppressors.
   d. She’s tired of school and intellectual ideas.

2. How did Asagai define "idealists"?
   a. They are those who are also assimilationists.
   b. They are those who see the changes in life.
   c. They are the intellectuals.
   d. They are those who refuse to think.

3. What does Asagai ask Beneatha to do?
   a. Be more patient with Walter
   b. Become a doctor in Nigeria
   c. Continue her studies
   d. Marry him and live in Nigeria

4. What fault does Mama find with herself?
   a. She’s been dependent on Walter too long.
   b. She’s been too critical of Walter.
   c. She "aimed too high."
   d. She lost her faith.

5. What solution does Walter have?
   a. Accept the money from Lindner
   b. Borrow money to put Beneatha through school
   c. Find Willy
   d. All move to Nigeria

6. Why didn’t Walter take the money Lindner offered?
   a. It wasn’t enough money.
   b. His conscience wouldn’t let him ruin his family’s pride.
   c. Willy returned the money he took.
   d. Mama wouldn’t let him.

7. Did the Youngers stay or move?
   a. Moved  b. Stayed  c. Can't tell from the story
### A Raisin in the Sun

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<thead>
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PREREADING VOCABULARY WORKSHEETS
Vocabulary - *A Raisin in the Sun*

**Act One  Scene One** Part I: Using Prior Knowledge and Contextual Clues

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the underlined words mean on the lines provided.

1. It's furnishings are typical and **undistinguished**.

2. The boy gives her an **exasperated** look for her lack of understanding and eats grudgingly.

3. Travis jabs his spoon into his cereal bowl **viciously**...

4. ..the mood has changed and he is **vindicated**, he does not, however move toward her

5. This ain't no fly-by-night- **proposition**, baby. I mean we figured it out.

6. She closes the door with a sleepy **vengeance** and crosses to the table and sits down a little defeated.

7. She waits several seconds, trying to make up her mind about something, and looks at Ruth a little **tentatively**.

8. Studying her mother-in-law **furtively** and concentrating on her ironing...
Vocabulary *A Raisin in the Sun*  Act One Scene One Continued

9. Dropping her hands in a **futile** gesture.

10. Everybody thinks it's all right for Mama to be a **tyrant**.

Part II: Determining the Meaning -- Match the vocabulary words to their definitions.

| ___ | 1. undistinguished | A. suggested plan |
| ___ | 2. exasperated     | B. with violence or fury |
| ___ | 3. viciously       | C. stealthily; expressive of hidden motives |
| ___ | 4. vindicated      | D. useless |
| ___ | 5. proposition     | E. common; nothing special |
| ___ | 6. vengeance       | F. irritated; provoked; irked |
| ___ | 7. tentatively     | G. ruler who exercises power in a harsh, cruel manner |
| ___ | 8. furtively       | H. violently; maliciously |
| ___ | 9. futile          | I. cleared of accusation; blame, suspicion or doubt |
| ___ | 10. tyrant         | J. uncertainly |
Vocabulary  *A Raisin in the Sun*  Act One Scene Two

Part I: Using Prior Knowledge and Contextual Clues

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the underlined words mean on the lines provided.

11. The radio is on and a Southside disk-jockey program is *inappropriately* filling the house with a rather exotic saxophone blues.

12. You mean save them from *heathenism*.

13. Ruth comes in *forlornly* and pulls off her coat with dejection.

14. You wear it well...very well...*mutilated* hair and all.

15. *Assimilationism* is so popular in your country.

16. *Insinuatingly* to her daughter.

17. She sets the headdress on *haphazardly*.
Vocabulary  *A Raisin in the Sun*  Act One Scene Two Continued

Part II: Determining the Meaning

Match the vocabulary words to their dictionary definitions. If there are words for which you cannot figure out the definition by contextual clues and by process of elimination, look them up in a dictionary.

___ 11. mutilated       A. unsuitably; improperly
___ 12. insinuatingly   B. "religion" of those who don't believe in God
                         and/or are uncivilized
___ 13. haphazardly     C. looking pitiful, desperate or hopeless
___ 14. inappropriately D. maimed; damaged
___ 15. assimilationism E. belief that minority cultures should dissolve into
                          a dominant culture
___ 16. heathenism      F. with more meaning than the spoken word; implying
___ 17. forlornly       G. without care; characterized by chance
Vocabulary  *A Raisin in the Sun* Act Two Scene One

Part I: Using Prior Knowledge and Contextual Clues

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the underlined words mean on the lines provided.

18. **Coquettishly** fanning herself with an ornate oriental fan.

19. With an **arrogant** flourish, turns off the good loud blues that is playing.

20. Oh, don't be so proud of yourself, Bennie - just because you look **eccentric**.

21. It means someone who is willing to give up his own culture and submerge himself completely in the dominant, and in this case **oppressive** culture.

22. If it's too hot or cold for you, just wait a minute and it'll change. (She smiles happily at this **cliche** of cliches.)

23. (To Walter, **sarcastically**), Good night, Prometheus

24. (**Plaintively**), Walter Lee - why don't we just try to talk about it...

25. Mama clamps her lips together, and Ruth advances toward her son **menacingly**.
Vocabulary  *A Raisin in the Sun*  Act Two Scene One Continued

Part II: Determining the Meaning

   Match the vocabulary words to their dictionary definitions. If there are words for which you cannot figure out the definition by contextual clues and by process of elimination, look them up in a dictionary.

   ___ 18. coquettishly  A. tyrannical
   ___ 19. arrogant    B. in a manner using statements or implications
                      opposite to the underlying meaning
   ___ 20. eccentric   C. deviating from the established norm, model or rule
   ___ 21. oppressive  D. threateningly
   ___ 22. cliche      E. sorrowfully
   ___ 23. sarcastically F. overbearingly proud; haughty
   ___ 24. plaintively G. in a manner befitting a woman who flirts with men
   ___ 25. menacingly H. trite or over used expression or idea
Vocabulary  *A Raisin in the Sun* Act Two  Scenes Two and Three

Part I: Using Prior Knowledge and Contextual Clues

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the underlined words mean on the lines provided.

26. Beneatha and George come in, presumably from an evening out again.

27. She *rebuffs* him again and he starts to leave.

28. Walter, you ain't been to work for three days. (This is a *revelation* to her.)

29. Finally, in a decisive gesture, he gets up, and, in mingled joy and *desperation*, picks up the money.

30. His happiness is deep in him; he cannot keep still with his new-found *exuberance*.

31. (Amiably, as he sits himself easily on a chair, leaning with interest forward on his knees and looking expectantly into the newcomer's face.)

32. ...and the hat is *ludicrous* and considerably oversized.
Vocabulary  *A Raisin in the Sun* Act Two  Scenes Two and Three Continued

Part II: Determining the Meaning

Match the vocabulary words to their dictionary definitions. If there are words for which you cannot figure out the definition by contextual clues and by process of elimination, look them up in a dictionary.

___ 26. presumably A. some new information; news
___ 27. rebuffs B. having unrestrained high spirits; being overjoyed
___ 28. revelation C. probably; reasonably supposed
___ 29. desperation D. good naturedly
___ 30. exuberance E. laughably ridiculous
___ 31. amiably F. condition of being driven to take almost any risk
      as a last resort
___ 32. ludicrous G. bluntly refuses
Vocabulary A Raisin in the Sun Act Three

Part I: Using Prior Knowledge and Contextual Clues

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the underlined words mean on the lines provided.

33. In the living room Beneatha sits at the table, still surrounded by the now almost ominous packing carts.

34. Already, and after such a small defeat, you are worshipping despair.

35. What about all the crooks and petty thieves and just plain idiots who will come into power to steal and plunder the same as before.

36. "Ah-so this is what the New World hath finally wrought..."

37. Beneatha ignores the eccentricity of his actions and goes on with the monologue of insult.

38. The word "Man" has penetrated his consciousness; he mumbles...

39. You give him up for me? You done wrote his epitaph too--...

40. She flies to get it amid the general bustling of the family.
Part II: Determining the Meaning

Match the vocabulary words to their dictionary definitions. If there are words for which you cannot figure out the definition by contextual clues and by process of elimination, look them up in a dictionary.

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<tr>
<td>33. ominous</td>
<td>A. shaped; made</td>
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<td>34. despair</td>
<td>B. long speech or talk made by one person</td>
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<td>35. plunder</td>
<td>C. inscription on a tombstone; summary of a deceased person's life</td>
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<td>36. wrought</td>
<td>D. menacing; threatening</td>
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<td>37. monologue</td>
<td>E. hopelessness</td>
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<td>38. penetrated</td>
<td>F. among; in the midst of</td>
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<td>39. epitaph</td>
<td>G. to rob of goods by force; loot</td>
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<td>40. amid</td>
<td>H. pierced; affected; diffused</td>
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<td>Act I Scene 1</td>
<td>Act I Scene 2</td>
<td>Act II Scene 1</td>
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DAILY LESSONS
LESSON ONE

Objective
To familiarize students with the historical setting at the time Lorraine Hansberry wrote *A Raisin in the Sun*

Activity #1
Have music from the 1950's playing (tapes or records) as students enter the room. Listen to students' comments about the music.

Optional: If you have access to a video library, find some footage of some old TV shows or commercials from the 1950's. Show a few minutes of them (10 minutes or so) so students will get an idea of how things looked and how people dressed etc. in the 1950's.

Get students' reactions to your musical and video presentations. Ask students what they think it would have been like growing up in the 1950's and discuss their responses. Bring out the idea that many people view the 1950's as a golden time, a simpler time, a more prosperous time for Americans.

Activity #2
Using your opaque projector (or overhead if you have made transparencies) to show the "flip side of the coin." Show newspaper articles and photos of the Walk for Freedom in Montana in 1955-56, the federal troops in Little Rock, Arkansas in 1957 forcing high schools to become integrated, and other articles showing the racial tension in the United States during this period. People generally think of the 1960's as the decade of change in the United States, but students should realize that there was a long history of events which built up to the major changes witnessed in the 1960's.

Explain that these kinds of things were going on just prior to the time when Lorraine Hansberry wrote the play *A Raisin in the Sun* (copyrighted 1958).

Point out that racial issues were a major part of the reason for the Civil War in the 1860's. Following that, Lincoln's Emancipation Proclamation freeing the slaves began a long quest for freedom, equality and justice for Black people in America, a quest which continues today.

Ask students for other "milestone" events in history related to civil rights. Discuss their answers.
LESSON TWO

Objectives
1. To introduce the main theme of having a dream, a desire for a better life
2. To distribute the books and other materials necessary for the unit

NOTE: Prior to students' arrival in class, have written the following on the board:

"What happens to a dream deferred?
Does it dry up
Like a raisin in the sun?
Or fester like a sore--
And then run?
Does it stink like rotten meat?
Or crust and sugar over--
Like a syrupy sweet?

Maybe it just sags
Like a heavy load.

Or does it explode?"

-- Langston Hughes

Activity #1
Explain to students that in the last class period you were discussing civil rights -- specifically the quest of Black Americans for freedom, equality and justice; this being the dream, the hope, for the future.

Ask students to look at what you have written on the board. Have a student read it orally for the whole class.

Ask students what they think this little poem means. Use their answers as a springboard for a short discussion.

Ask students what dreams they have had--what hopes for the future--that didn't come true. Ask students to describe how they felt when they realized that their dreams wouldn't come true. See how many responses tie back to the poem on the board.
Activity #2

Play a recording of Martin Luther King, Jr.'s "I Have a Dream" speech. If no recording is available, read it orally to your students.

Ask students, "What was Dr. King's dream?" Briefly discuss students' answers.

"It has been over 30 years since Martin Luther King, Jr. made his speech. What has happened to Dr. King's dream? Has it come true?" Briefly discuss students' answers.

TRANSITION: "We are going to read about an ordinary man with a dream -- a dream of a better life for himself and his family."

Activity #3

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides  Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Vocabulary  Prior to reading a reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test.

Reading Assignment Sheet  You need to fill in the reading assignment sheet to let students know by when their reading has to be completed. You can either write the assignment sheet up on a side blackboard or bulletin board and leave it there for students to see each day, or you can "ditto" copies for each student to have. In either case, you should advise students to become very familiar with the reading assignments so they know what is expected of them.

Extra Activities Center  The Unit Resource portion of this unit contains suggestions for an extra library of related books and articles in your classroom as well as crossword and word search puzzles. Make an extra activities center in your room where you will keep these materials for students to use. (Bring the books and articles in from the library and keep several copies of the puzzles on hand.) Explain to students that these materials are available for students to use when they finish reading assignments or other class work early.

Books  Each school has its own rules and regulations regarding student use of school books. Advise students of the procedures that are normal for your school.
LESSON THREE

Objectives

1. To assign students to various roles in the play
2. To familiarize students with the vocabulary in Act I
3. To familiarize students with study questions for Act I
4. To give students time to practice their oral reading assignments

Activity #1

Following this lesson you will find a page with the speaking parts for each of the acts and scenes in *A Raisin in the Sun*. Assign one part to each of your students.

Activity #2

Tell students that they have the remainder of this class period to do the prereading work for Act I; that is, to do the vocabulary worksheet and preview the study questions for Act I.

Tell students that if they finish early (and prior to the day they are due to read orally in class) they should read over and practice the lines they have been assigned to speak. (Refer students to the Reading Assignment Sheet for the reading schedule.)
# PARTS TO BE SPOKEN

*A Raisin in the Sun*

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LESSON FOUR

Objectives
1. To read Act I
2. To give students practice reading orally
3. To evaluate students' oral reading
4. To familiarize students with the vocabulary in Act II
5. To familiarize students with the study questions for Act II

Activity #1
Have students read Act I of *A Raisin in the Sun* out loud in class.

If you have not yet completed an oral reading evaluation for your students this marking period, this would be a good opportunity to do so. A form is included with this unit for your convenience.

If students do not complete reading Act I in class, they should do so prior to your next class meeting.

Activity #2
Tell students that prior to the next class period they should complete the vocabulary worksheets and preview the study questions for Act II.
ORAL READING EVALUATION - *A Raisin in the Sun*

Name ________________________________________ Class___ Date ______

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Total _____ Grade _____

Comments:
LESSON FIVE

Objectives
1. To read Act II Scene One
2. To continue the oral reading evaluations

Activity
Have students read their assigned parts for Act II Scene One. Continue the oral reading evaluations.

LESSON SIX

Objectives
1. To read Act II Scenes Two and Three
2. To continue the oral reading evaluations
3. To familiarize students with the vocabulary in Act III
4. To familiarize students with the study questions for Act III

Activity #1
Have students read their assigned parts for Act II Scenes Two and Three. Continue the oral reading evaluations.

Activity #2
Tell students to complete the vocabulary worksheet and preview the study questions for Act III prior to the next class period.

LESSON SEVEN

Objectives
1. To read Act III
2. To complete the oral reading evaluations

Activity
Have students read their assigned parts for Act III. Complete the oral reading evaluations.
LESSON EIGHT

Objectives
1. To review the main events and ideas of *A Raisin in the Sun*.
2. To begin discussing the play on a deeper than direct recall level.

Activity #1
Give students a few minutes to review the study questions for *A Raisin in the Sun*. One way to do this quickly is to assign one question to each student. Give students about five minutes to develop (or look up) the answers.

Discuss the study guide questions for *A Raisin in the Sun* in detail. Have students give the answers to their assigned questions (if you chose to assign one per student). Write the "answers" on the board or overhead projector for students to copy down for study use later.

TEACHER’S NOTE:
Depending on the students, let different students write the answers on the board or even ask the questions to lead the group. Jump in as necessary to guide the discussion. This works well to keep shy or problem students involved with the discussion. Use whatever techniques your particular students will handle best.

An alternate way of doing these questions is to make the people who spoke the parts of the scene responsible for answering the questions for their scene.
LES S S NINE

Objectives
  1. To have students practice writing to inform
  2. To show that although Raisin is a fictional play, the situation portrayed has a
      factual basis
  3. To give students the opportunity to practice critical thinking skills
  4. To give the teacher the opportunity to evaluate students' writing

Activity #1
  Make a copy of Dr. King's "I Have a Dream" speech available to all students. Distribute
  Writing Assignment #1, discuss the directions in detail and give students the remainder of the class
  period to work on this assignment. Collect the papers at the end of the class period.

  Follow-Up:
  After you have graded the assignments, have a writing conference with the students.
  (This unit schedules one in Lesson Thirteen.) After the writing conference, allow students to revise their
  papers using your suggestions and corrections. Give them about three days from the date they receive
  their papers to complete the revision. I suggest grading the revisions on an A-C-E scale (all revisions
  well-done, some revisions made, few or no revisions made). This will speed your grading time and still
  give some credit for the students' efforts.
WRITING ASSIGNMENT 1 - A Raisin in the Sun

PROMPT
You have read A Raisin in the Sun, a play about one man's dreams for himself and his family. You have read Martin Luther King, Jr.'s "I Have a Dream" speech in which he speaks of the realities of life and his dreams for the future for all Americans.

Although Raisin is fiction and Dr. King's speech is non-fiction, one can find many similarities between the two. In many ways Raisin exemplifies the points Dr. King made in his speech.

Your assignment is to compare--find the similarities between--A Raisin in the Sun and King's "I Have a Dream" speech.

PREWRITING
One way to begin is to look again at Dr. King's speech. Jot down on a piece of paper a little list of the main points he makes. Then, go down the list item by item. Next to each item write a note or two about ways in which the actions, characters, or ideas in Raisin are similar to Dr. King's points.

DRAFTING
Write an introductory paragraph in which you introduce the idea that Raisin and Dr. King's speech do in fact have similarities.
Use your list and notes to develop your specific points using specific examples from both texts to give substance to your paragraphs.
Write a concluding paragraph in which you state any conclusions you can derive from your study and comparisons.

PROMPT
When you finish the rough draft of your paper, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments, and make the corrections you think are necessary.

PROOFREADING
Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.
LESSON TEN

Objectives

1. To discuss the play on a deeper than direct recall level
2. To focus on interpretation, critical analysis and personal response

Activity #1

Assign one of the Extra Discussion Questions/Writing Assignments to each of your students. Give students about fifteen minutes to formulate answers to their questions. (Time needed will vary depending on the level of your students.)

Activity #2

Discuss the students’ responses to each of the Extra Discussion Questions you have selected. Be sure to guide the discussion so that no important points are left out. You may wish to jot down notes for students to copy (or have a sheet of notes already prepared for students to use for study purposes so they will pay attention and participate in the discussion without just copying from the board).
EXTRA WRITING ASSIGNMENTS AND/OR DISCUSSION QUESTIONS

A Raisin in the Sun

**Interpretive**

1. What does the setting add to the story?

2. Are the characters in *A Raisin in the Sun* stereotypes? If so, explain the usefulness of employing stereotypes in the story. If they are not, explain how they merit individuality.

3. Describe the relationship between Ruth and Walter.

4. Describe the relationship between Mama and Walter.

5. Describe the relationship between Beneatha and Walter.

6. What function does the character of Travis serve in the play?

7. Explain how the names used in the play are appropriate.

**Critical**

8. Compare and contrast Bennie and Walter.

9. Compare and contrast Asagai and George.

10. Explain how the lyrics to the songs used in the play are appropriate.

**Critical/Personal Response**


12. Could anything have been gained by including more scenes from the time before the events of the story? If so, what could have been added and for what purpose? If not, explain why not.

13. Why did the author include the element of Ruth's pregnancy. What did it add to the story?

14. Who is the main character in the play? Justify your answer.

15. Walter and Beneatha and Asagai have dreams. What are their dreams? What are your dreams for the future?
Personal Response

16. Is the story of *A Raisin in the Sun* believable? Explain why it is or isn't.

17. Suppose Walter would tell a friend about the events of this play fifteen years from the day they moved into the new house. What do you think he would say?

18. Define "successful."

19. Pretend you are Ruth. Write a letter about your family situation (prior to Walter's turning down Lindner's offer) to a friend of yours who has moved away.

20. What do you think happened to the Youngers after they moved to Clybourne Park?

Quotations

1. Baby, don't *nothing* happen for you in this world 'less you pay *somebody* off. Ii

2. Man say to his woman: I got me a dream. His woman say: Eat your eggs. Ii

3. Well--I *do*-- all right?--thank everybody . . . and forgive me for ever wanting to be anything at all . . . forgive me, forgive me. Ii

4. There simply is no blasted god--there is only man and it is he who makes miracles! Ii

5. It's how you can be sure that the world's most liberated women are not liberated at all. You all talk about it too much! Iii

6. Once upon a time freedom used to be life--now it's money. . . . No--it was always money, Mama. We just didn't know about it. Iii

7. Here I am a giant--surrounded by ants! Ants who can't even understand what it is the giant is talking about. Iii

8. . . . we all tied up in a race of people that don't know how to do nothing but moan, pray and have babies! Iii

9. Sometimes it hard to let the future begin. Iii
10. I wanted to do that. I always thought it was the one concrete thing in the world that a human being could do. Fix up the sick, you know—and make them whole again. This was truly being God . . . III

11. Asagai, there is only one large circle that we march in, around and around, each of us with our own little picture—in front of us—our own little mirage that we think is the future. III

12. What you just said—about the circle. It isn't a circle—it is simply a long line—as in geometry, you know, one that reaches into infinity. And because we cannot see the end—we also cannot see how it changes. And it is very odd but those who see the changes are called "idealists"—and those who cannot, or refuse to think, they are the "realists." III

13. He finally came into his manhood today, didn't he? III
LESSON ELEVEN

Objective
To review all of the vocabulary work done in this unit

Activity
Choose one (or more) of the vocabulary review activities listed below and spend your class period as directed in the activity. Some of the materials for these review activities are located in the Vocabulary Resource section in this unit.

VOCABULARY REVIEW ACTIVITIES
1. Divide your class into two teams and have an old-fashioned spelling or definition bee.

2. Give each of your students (or students in groups of two, three or four) a *Raisin in the Sun* Vocabulary Word Search Puzzle. The person (group) to find all of the vocabulary words in the puzzle first wins.

3. Give students a *Raisin in the Sun* Vocabulary Word Search Puzzle without the word list. The person or group to find the most vocabulary words in the puzzle wins.

4. Use a *Raisin in the Sun* Vocabulary Crossword Puzzle. Put the puzzle onto a transparency on the overhead projector (so everyone can see it), and do the puzzle together as a class.

5. Give students a *Raisin in the Sun* Vocabulary Matching Worksheet to do.

6. Divide your class into two teams. Use the *A Raisin in the Sun* vocabulary words with their letters jumbled as a word list. Student 1 from Team A faces off against Student 1 from Team B. You write the first jumbled word on the board. The first student (1A or 1B) to unscramble the word wins the chance for his/her team to score points. If 1A wins the jumble, go to student 2A and give him/her a definition. He/she must give you the correct spelling of the vocabulary word which fits that definition. If he/she does, Team A scores a point, and you give student 3A a definition for which you expect a correctly spelled matching vocabulary word. Continue giving Team A definitions until some team member makes an incorrect response. An incorrect response sends the game back to the jumbled-word face off, this time with students 2A and 2B. Instead of repeating giving definitions to the first few students of each team, continue with the student after the one who gave the last incorrect response on the team. For example, if Team B wins the jumbled-word face-off, and student 5B gave the last incorrect answer for Team B, you would start this round of definition questions with student 6B, and so on. The team with the most points wins!

7. Have students write a story in which they correctly use as many vocabulary words as possible. Have students read their compositions orally! Post the most original compositions on your bulletin board!
LESSON TWELVE

Objectives
1. To study the play more closely.
2. To give students the opportunity to practice their personal interaction skills in a small group setting.
3. To give students the opportunity to practice their public speaking skills as they report their small group findings.

Activity #1
Divide the class into five groups. Each group should be assigned one of the following topics:

1. Walter's development as a character
2. Beneatha's development as a character
3. Dream or ideal vs reality
4. Present vs future
5. Conflicts

Students may divide their groups into subgroups to divide up the workload where possible.

When the group members are done with their research, they should get together to discuss their findings. Based on their research, they should try to draw some conclusions about their topic.

Activity #2
The groups will each report their findings and conclusions to the whole class. One student for each group should be appointed "spokesperson" to give the group's findings and conclusions.

Use these group reports as a springboard for discussion of the topic.

The teacher or a student should write down on the board or overhead projector all of the findings and conclusions. Students should copy down the notes for study purposes.
LESSON THIRTEEN

Objectives
1. To give students time to complete the non-fiction assignment that goes along with this unit
2. To broaden students knowledge about Black history and current issues facing Afro-Americans
3. To give students practice using the library's resources
4. To evaluate students' writing

Activity #1
Take your class to the library. Divide your class into three groups.

Group One: Report on the current status of the civil rights movement in the U.S.
   Each student should find at least two articles (written within the last five years) related to the quest for freedom, equality and justice.
   What is being done now to promote these ideals?

   Each student should find at least two articles about things currently causing problems for the Black community.

Group Three: Give a bibliographical portrait of important Black Americans, past and present.
   Each student should find at least one article (two if possible) about the life of an important Black person. The person can be living or deceased.

   After students find and read their article(s) they should fill out a Nonfiction Report Sheet for each article they have read. Students should prepare to give an oral summary of the information they have found.

   Give students this class period to research and fill out their forms.

Activity #2
While students are doing their library work, call each student over to a separate area of the library where you can have a writing conference using the student's first writing assignment. An evaluation form is provided following this lesson for your convenience.
WRITING EVALUATION FORM - A Raisin in the Sun

Name ___________________________ Date ____________________

Writing Assignment #1 for the A Raisin in the Sun unit Grade ________

Circle One For Each Item:

Grammar:    excellent      good      fair      poor
Spelling:    excellent      good      fair      poor
Punctuation: excellent      good      fair      poor
Legibility:  excellent      good      fair      poor

Strengths:

Weaknesses:

Comments/Suggestions:
NONFICTION ASSIGNMENT SHEET
(To be completed after reading the required nonfiction article)

Name ___________________________ Date ______________

Title of Nonfiction Read ________________________________

Written By ______________________ Publication Date __________

I. Factual Summary: Write a short summary of the piece you read.

II. Vocabulary
   1. With which vocabulary words in the piece did you encounter some degree of
difficulty?

   2. How did you resolve your lack of understanding with these words?

III. Interpretation: What was the main point the author wanted you to get from reading
his work?

IV. Criticism
   1. With which points of the piece did you agree or find easy to accept? Why?

   2. With which points of the piece did you disagree or find difficult to believe? Why?

V. Personal Response: What do you think about this piece? OR How does this piece influence your ideas?
LESSON FOURTEEN

Objectives
1. To widen the breadth of students’ knowledge about the topics discussed or touched upon in *A Raisin in the Sun*
2. To check students’ nonfiction reading assignments

Activity
Ask each student to give a brief oral report about the nonfiction work he/she read for the nonfiction reading assignment. Your criteria for evaluating this report will vary depending on the level of your students. You may wish for students to give a complete report without using notes of any kind, or you may want students to read directly from a written report, or you may want to do something inbetween these two extremes. Just make students aware of your criteria in ample time for them to prepare their reports.

Start with reports from Group One. Follow with reports from Group Two and finish with reports from Group Three. That will help keep a continuity during the discussion of the reports.

LESSON FIFTEEN

Objectives
1. To give students the opportunity to practice writing to persuade
2. To encourage students’ critical thinking skills
3. To have students integrate all the ideas presented in the unit so far
4. To give the teacher the opportunity to evaluate students' writing skills
5. To check students' comprehension of the ideas presented

Activity #1
Distribute Writing Assignment 2. Discuss the directions in detail and give students the entire class period to complete this assignment. Collect the papers at the end of the class period.

Follow-Up:
After you have graded the assignments, have a writing conference with the students. (This unit schedules one in Lesson Thirteen.) After the writing conference, allow students to revise their papers using your suggestions and corrections. Give them about three days from the date they receive their papers to complete the revision. I suggest grading the revisions on an A-C-E scale (all revisions well-done, some revisions made, few or no revisions made). This will speed your grading time and still give some credit for the students' efforts.
WRITING ASSIGNMENT 2 - A Raisin in the Sun

PROMPT
In his "I Have a Dream" speech, Martin Luther King, Jr. was trying to persuade Americans to move forward towards freedom, justice and equality as well as trying to send a message of hope to Black Americans.

If Dr. King were alive today and giving a speech at the Lincoln Memorial in Washington, D.C., what do you think he would say?

Pretend you are Dr. Martin Luther King, Jr. Write the speech you would deliver this year if you were addressing a gathering of people during a march in Washington for the first time since 1963.

Try to copy Dr. King's writing style as closely as possible. Notice how many graphic images he uses, metaphors, references to famous quotations, slightly altered cliches, etc.

PREWRITING
Jot down a few notes considering these questions:
What has happened since you last addressed the nation 30+ years ago?
What progress has been made in the last 30+ years?
What problems are still facing Black Americans?
What would you propose to help solve those problems?
What advice would you give Americans?
What would you say specifically to Black (and other minority) Americans?

DRAFTING
Write an introductory paragraph in which you make a few remarks about the time that has passed since your last speech.
Write one paragraph (or more if you need to) answering each of the above questions.
Write one paragraph in summary, stating your final remarks for the future.

PROOFREADING
When you finish the rough draft of your paper, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments, and make the corrections you think are necessary. Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.
LESSON SIXTEEN

Objectives
1. To examine family relationships, problems that can occur in families, the function of a family, and problems influencing families today
2. To bring students' personal experiences into the discussions related to the play

Activity #1
Pose this questions to students: "What is a family?" Write student responses on the board. Take time to briefly discuss each answer. Try to get students to come up with a definition for the word "family."

During your discussion, get students to give their own personal examples and be sure to use the Younger family from Raisin for examples for many of the following questions.

In a usual discussion, students start out with "your relatives" or "a mother, father & their kids" or some similar answer. Then the question comes, "How about people who don't live with parents, but live with friends or are adopted?" Stretch the definition of "family" to include these situations by then determining what factors determine who can be a member of one's family. Is the blood relationship the most important factor, or are there other factors that are more important?

What kinds of things happen in family relationships? Discuss husband/wife, parent/child, and sibling relationships.

From this point, try to get students to figure out why family units are important to a society. How are family units the building blocks of a society? What is the function of "the family" in society?

What kinds of things in society influence families? What are ways families deal with these influences?

Activity #2
Tell students to write down on a piece of paper something (or things) that have occurred within their own family and ways in which they have dealt with the situation(s). You may get more honest and candid responses if you allow students to remain anonymous. Collect these responses. You could also handle this assignment by having students write a "Dear Abbey" letter signed "unhappy" or "relieved" or other adjectives.
LESSON SEVENTEEN

Objectives
1. To continue the discussion about families
2. To bring out several common problems that occur in families and get some professional advice about ways in which these problems can be handled
3. To let students know that friendly help is available for people and families who need it

Activity
Invite a professional family counselor to come to your class to talk about families, common family problems, ways in which common problems can be resolved, and places one can go for help and more information.

It might be a good idea to give the counselor the papers collected in the last class period so that he/she will have some idea of some of the kinds of things going on in your students' lives before entering into a presentation.

Give students a chance for a question and answer session after the professional's presentation.

Follow-up
Having students write a thank you note to the professional counselor would be good writing practice as well as good manners.
LESSON EIGHTEEN

Objectives
1. To give students the opportunity to express their personal ideas
2. To give students the opportunity to think about their own dreams and ways in which they could be realized
3. To give the teacher the opportunity to evaluate students' writing

Activity
Distribute Writing Assignment 3. Discuss the directions in detail. Give students the remainder of the class period to complete this assignment. Collect the papers at the end of the class period.

Follow - Up:
After you have graded the assignments, have a writing conference with the students. After the writing conference, allow students to revise their papers using your suggestions and corrections. Give them about three days from the date they receive their papers to complete the revision. I suggest grading the revisions on an A-C-E scale (all revisions well-done, some revisions made, few or no revisions made). This will speed your grading time and still give some credit for the students' efforts.

LESSON NINETEEN

Objective
To review the main ideas presented in *A Raisin in the Sun*

Activity #1
Choose one of the review games/activities included in this unit and spend your class period as outlined there. Some materials for these activities are located in the extra activities section of this unit.

Activity #2
Remind students that the Unit Test will be in the next class meeting. Stress the review of the study guides and their class notes as a last minute, brush-up review for homework.
WRITING ASSIGNMENT 3 - A Raisin in the Sun

PROMPT

Everyone has hopes and dreams for the future. We hope our lives will turn out in a certain way; we hope certain events will take place; we hope we will be able to live a certain lifestyle, and so on. Walter and Martin Luther King, Jr. each had dreams they wanted to have fulfilled.

Sometimes we're lucky and things just seem to work out without our doing anything to make them happen. More often, though, we can take certain steps to make our hopes and dreams more likely to come true. That doesn't mean that they will, but the chances of their coming true can be greatly increased.

Your assignment is to choose one of your hopes or dreams for the future, describe it, and make a detailed plan as to what you believe you can do to help make your hope or dream come true.

PREWRITING

A good way to start is to think about your future. What would you like to have happen in the future more than anything else? Jot down what that is on a piece of paper. Make notes about the details of your dream.

Now, stop and think about what you can do to improve your chances of having that dream come true. Make a list of things you can do. Are there some things you should do first, followed by other things? Arrange your list in a logical or chronological order.

DRAFTING

You should begin your paper with an introductory paragraph giving your reader some background describing your hope or dream. Use your notes about the details of your dream to help you get started.

The body of your composition should contain information about the things you can do to help yourself achieve your dream. Take each point that you jotted down and make each one into a topic sentence for a paragraph in the body of your composition. Fill out each paragraph by explaining how this point will help you achieve your goal or by explaining how you can do this thing that will help you achieve your goal.

Write a paragraph in which you conclude how likely it will be that you will actually be able to achieve your goal based on the facts you have presented.

PROOFREADING

When you finish the rough draft of your paper, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments, and make the corrections you think are necessary. Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.
REVIEW GAMES/ACTIVITIES - *A Raisin in the Sun*

1. Ask the class to make up a unit test for *A Raisin in the Sun*. The test should have 4 sections: matching, true/false, short answer, and essay. Students may use 1/2 period to make the test and then swap papers and use the other 1/2 class period to take a test a classmate has devised. (open book) You may want to use the unit test included in this unit or take questions from the students' unit tests to formulate your own test.

2. Take 1/2 period for students to make up true and false questions (including the answers). Collect the papers and divide the class into two teams. Draw a big tic-tac-toe board on the chalk board. Make one team X and one team O. Ask questions to each side, giving each student one turn. If the question is answered correctly, that students' team’s letter (X or O) is placed in the box. If the answer is incorrect, no mark is placed in the box. The object is to get three marks in a row like tic-tac-toe. You may want to keep track of the number of games won for each team.

3. Take 1/2 period for students to make up questions (true/false and short answer). Collect the questions. Divide the class into two teams. You’ll alternate asking questions to individual members of teams A & B (like in a spelling bee). The question keeps going from A to B until it is correctly answered, then a new question is asked. A correct answer does not allow the team to get another question. Correct answers are +2 points; incorrect answers are -1 point.

4. Have students pair up and quiz each other from their study guides and class notes.

5. Give students a *Raisin in the Sun* crossword puzzle to complete.

6. Divide your class into two teams. Use the *A Raisin in the Sun* crossword words with their letters jumbled as a word list. Student 1 from Team A faces off against Student 1 from Team B. You write the first jumbled word on the board. The first student (1A or 1B) to unscramble the word wins the chance for his/her team to score points. If 1A wins the jumble, go to student 2A and give him/her a clue. He/she must give you the correct word which matches that clue. If he/she does, Team A scores a point, and you give student 3A a clue for which you expect another correct response. Continue giving Team A clues until some team member makes an incorrect response. An incorrect response sends the game back to the jumbled-word face off, this time with students 2A and 2B. Instead of repeating giving clues to the first few students of each team, continue with the student after the one who gave the last incorrect response on the team. For example, if Team B wins the jumbled-word face-off, and student 5B gave the last incorrect answer for Team B, you would start this round of clue questions with student 6B, and so on. The team with the most points wins!
UNIT TESTS
Objective
To test the students understanding of the main ideas in *A Raisin in the Sun*

Activity #1
Distribute the unit tests. Go over the instructions in detail and allow the students the entire class period to complete the exam.

NOTES ABOUT THE UNIT TESTS IN THIS UNIT:

There are 5 different unit tests which follow.
There are two short answer tests which are based primarily on facts from the novel. The answer key for short answer unit test 1 follows the student test. The answer key for short answer test 2 follows the student short answer unit test 2.
There is one advanced short answer unit test. It is based on the extra discussion questions and quotations. There is no key for the short answer questions and quotations. The answers will be based on the discussions you have had during class.
There are two multiple choice unit tests. Following each unit test, you will find an answer sheet on which students should mark their answers. Following each answer sheet is the appropriate answer key.
The short answer tests have a vocabulary section. You should choose 10 of the vocabulary words from this unit, read them orally and have the students write them down. Then, either have students write a definition or use the words in sentences.

Use these words for the vocabulary section of the Advanced Short Answer Unit Test:

<table>
<thead>
<tr>
<th>despair</th>
<th>eccentric</th>
<th>sarcastically</th>
</tr>
</thead>
<tbody>
<tr>
<td>futile</td>
<td>oppressive</td>
<td>ludicrous</td>
</tr>
<tr>
<td>revelation</td>
<td>proposition</td>
<td>cliche</td>
</tr>
<tr>
<td>amid</td>
<td>forlornly</td>
<td>mutilated</td>
</tr>
</tbody>
</table>

The answers to the Advanced Short Answer Unit Test will depend greatly on your class discussions and the level of your students.

Activity #2
Collect all test papers and assigned books prior to the end of the class period.
SHORT ANSWER UNIT TEST #1 - A Raisin in the Sun

I. Short Answer

1. Why did Walter say, "Damn my eggs. . . damn all the eggs that ever was!"?

2. Why wouldn't Beneatha marry George?

3. Why was Asagai's present to Beneatha appropriate?

4. Why did Mama call Walter a disgrace to his father's memory?

5. What did Mama do with her money?

6. Who was Karl Lindner, and why did he visit the Youngers' house?

7. What news did Bobo bring Walter?

8. Why didn't Beneatha want to be a doctor anymore?

9. What fault did Mama find with herself?

10. Did Walter take Lindner's money? Why or why not?
II. Quotations: Explain the importance or significance of each of the following quotations.

1. Man say to his woman: I got me a dream. His woman say: Eat your eggs. Ii

2. Once upon a time freedom used to be life--now it's money. . . . No--it was always money, Mama. We just didn't know about it. Iii

3. Here I am a giant--surrounded by ants! Ants who can't even understand what it is the giant is talking about. IIi

4. Sometimes it is hard to let the future begin. IIiii

5. I wanted to do that. I always thought it was the one concrete thing in the world that a human being could do. Fix up the sick, you know--and make them whole again. This was truly being God . . . III

6. Asagai, there is only one large circle that we march in, around and around, each of us with our own little picture--in front of us--our own little mirage that we think is the future. III
III. Essay

What does Mama's insurance check mean for each member of the Younger family? Mama? Walter? Ruth? Beneatha? Travis? Write five complete paragraphs--one for each member of the family.
IV. Vocabulary
   Listen to the vocabulary words and write them down. Then go back and write in the definitions next to the words.

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10.
I. Short Answer

1. Why did Walter say, "Damn my eggs. . . damn all the eggs that ever was!"?
   He has been telling Ruth about his dream and she tells him to eat his eggs. He wants to talk and dream of a better life; she wants him to face reality and deal with his present world. This makes him frustrated, makes him feel as though she doesn't support him.

2. Why wouldn't Beneatha marry George?
   She recognized that he was rich, but he was shallow. She liked him enough to date him, but she didn't love him.

3. Why was Asagai's present to Beneatha appropriate?
   He brought her clothing from Nigeria. She literally wraps herself in her latest fad. Also, it foreshadows her putting on a new life.

4. Why did Mama call Walter a disgrace to his father's memory?
   He had become overly concerned with money and had lost his traditional family values so much so that he didn't try to convince Ruth not to have an abortion.

5. What did Mama do with her money?
   She made a downpayment on a house. Later, she gave the rest of her money to Walter to use as he saw fit.

6. Who was Karl Lindner, and why did he visit the Youngers' house?
   He was a man from the Clybourne Park Improvement Association who came to ask the Youngers not to move into their white neighborhood. The members of the association were willing to pay the Youngers not to move in.

7. What news did Bobo bring Walter?
   He told Walter that Willy had taken all of the money and left without a trace.

8. Why didn't Beneatha want to be a doctor anymore?
   She used to think that fixing people's ailments was the best thing one could do. Now she sees that physical ailments aren't the problem of society. People's hearts aren't true. She gives up on the human race and calls them "petty, small, and selfish." She sees no human battle worth fighting.

9. What fault did Mama find with herself?
   She said she aimed too high -- had too-high dreams.

10. Did Walter take Lindner's money? Why or why not?
    No, he didn't take it. He is a good, decent man even with all of his faults. His conscience and moral upbringing and his love for his mother will not let him ruin his family's pride.
II. Quotations: Explain the importance or significance of each of the following quotations.

ANSWERS WILL VARY DEPENDING ON YOUR CLASS DISCUSSIONS AND THE LEVEL OF YOUR CLASS.

III. Composition

What does Mama's insurance check mean for each member of the Younger family? Mama? Walter? Ruth? Beneatha? Travis? Write five complete paragraphs--one for each member of the family.

ANSWERS WILL VARY DEPENDING ON YOUR CLASS DISCUSSIONS AND THE LEVEL OF YOUR CLASS.

IV. Vocabulary  Choose 10 of the vocabulary words. Read them orally for students to write down.
I. Short Answer

1. Walter said, "Damn my eggs . . . damn all the eggs that ever was!" Why?

2. Why was Mama getting a check for $10,000?

3. What was Beneatha's attitude towards God?

4. Why is Asagai's present to Beneatha appropriate?

5. Why is Asagai's nickname for Beneatha appropriate?

6. Why did Mama call Walter a disgrace to his father's memory?

7. What was Walter's reaction to Mama's purchase? Ruth's reaction?

8. What did Mama do for Walter?

9. Who was Karl Lindner, and why did he visit the Youngers' house?

10. Why didn't Beneatha want to be a doctor anymore?

11. Why didn't Walter take the money Lindner offered?
II. Quotations
Explain the importance or significance of each of the following quotations.

1. Baby, don't *nothing* happen for you in this world 'less you pay *somebody* off. Ii

2. Man say to his woman: I got me a dream. His woman say: Eat your eggs. Ii

3. Once upon a time freedom used to be life--now it's money. . . . No--it was always money, Mama. We just didn't know about it. Iiii

4. Here I am a giant--surrounded by ants! Ants who can't even understand what it is the giant is talking about. IIi

5. Sometimes it is hard to let the future begin. IIii

6. What you just said--about the circle. It isn't a circle--it is simply a long line--as in geometry, you know, one that reaches into infinity. And because we cannot see the end--we also cannot see how it changes. And it is very odd but those who see the changes are called "idealists"--and those who cannot, or refuse to think, they are the "realists." III

7. He finally came into his manhood today, didn't he? III
III. Composition
   Explain in detail why the title *A Raisin in the Sun* is appropriate for this play.
IV. Vocabulary
   Listen to the vocabulary words and write them down. Then go back and write in the definitions next to the words.

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10.
KEY: SHORT ANSWER UNIT TEST 2 A Raisin in the Sun

I. Short Answer
1. Walter said, "Damn my eggs . . . damn all the eggs that ever was!" Why?
   He has been telling Ruth about his dream and she tells him to eat his eggs. He wants to talk and
   dream of a better life; she wants him to face reality and deal with his present world. This makes
   him frustrated, makes him feel like she doesn't support him.

2. Why was Mama getting a check for $10,000?
   It was money coming from her husband's life insurance policy.

3. What was Beneatha's attitude towards God?
   She said she did not accept the idea of God -- "there is only man and it is he who makes miracles."

4. Why is Asagai's present to Beneatha appropriate?
   He gave her clothing from Nigeria. She literally gets wrapped up in her current fad. It also
   foreshadows her putting on a new life.

5. Why is Asagai's nickname for Beneatha appropriate?
   It means "One for Whom Bread - Food - Is Not Enough." It is appropriate because he as well as
   Beneatha and Walter want more from life than just survival. They want a better quality of life.

6. Why did Mama call Walter a disgrace to his father's memory?
   He had become overly concerned with money and had lost his traditional family values, so much so
   that he didn't try to convince Ruth not to have an abortion.

7. What was Walter's reaction to Mama's purchase? Ruth's reaction?
   Walter was very disappointed. Ruth was elated.

8. What did Mama do for Walter?
   She turned the remaining money over to him. She said he should use $3,000 for Beneatha's school,
   and that he could do whatever he wanted with the remainder.

9. Who was Karl Lindner, and why did he visit the Youngers' house?
   He was from Clybourne Park Improvement Association. He was calling to ask the Youngers not
   to move into their white neighborhood. The association members were willing to pay the Youngers
   not to move in.

10. Why didn't Beneatha want to be a doctor anymore?
    She used to think that fixing people's ailments was the best thing to do. Now she thinks that
    physical ailments aren't the problem of society. People's hearts aren't true. She gives up on the
    human race and calls them "puny, small, and selfish." She sees no human battle worth fighting.

11. Why didn't Walter take the money Lindner offered?
    Walter is a good, decent man underneath. His conscience and moral upbringing wouldn't let him
    ruin his family's pride.
II. Quotations Explain the importance or significance of each of the following quotations.

ANSWERS WILL VARY DEPENDING ON YOUR CLASS DISCUSSIONS AND THE LEVEL OF YOUR CLASS.

III. Composition

   Explain in detail why the title *A Raisin in the Sun* is appropriate for this play.

ANSWERS WILL VARY DEPENDING ON YOUR CLASS DISCUSSIONS AND THE LEVEL OF YOUR CLASS.

IV. Vocabulary  Choose 10 of the vocabulary words. Read them orally for students to write down.
I. Short Answer

1. Describe the relationship between Ruth and Walter.

2. Explain how the names used in the play are appropriate.

3. Compare and contrast Beneatha and Walter.

4. Compare and contrast Asagai and George.

5. Who is responsible for Walter's situation? Explain why.

6. Why did the author include the element of Ruth's pregnancy. What did it add to the story?

7. Who is the main character in the play? Justify your answer.
II. Quotations

Explain the importance or significance of each of the following quotations.

1. Man say to his woman: I got me a dream. His woman say: Eat your eggs. 

2. There simply is no blasted god--there is only man and it is he who makes miracles! 

3. Once upon a time freedom used to be life--now it's money. No--it was always money, Mama. We just didn't know about it.  

4. Here I am a giant--surrounded by ants! Ants who can't even understand what it is the giant is talking about. 

5. Sometimes it is hard to let the future begin.  

6. I wanted to do that. I always thought it was the one concrete thing in the world that a human being could do. Fix up the sick, you know--and make them whole again. This was truly being God.  

7. What you just said--about the circle. It isn't a circle--it is simply a long line--as in geometry, you know, one that reaches into infinity. And because we cannot see the end--we also cannot see how it changes. And it is very odd but those who see the changes are called "idealists"--and those who cannot, or refuse to think, they are the "realists."  

8. He finally came into his manhood today, didn't he?
III. Composition

Martin Luther King, Jr. said, "So we have come to cash this check. A check that will give us the riches of freedom and the security of justice."

Mama had a check for $10,000. Compare Mama's literal check to Dr. King's figurative check.
IV. Vocabulary

Listen to the words and write them down. After you have written them all down, write a paragraph in which you use all of the words. The paragraph must relate in some way to *A Raisin in the Sun.*
I. Multiple Choice

1. Who are Willy and Bobo?
   a. Walter's future business partners  
   b. Two clowns at the zoo  
   c. Travis's friends  
   d. Travis's pets

2. Walter said, "Damn my eggs . . . damn all the eggs that ever was!" Why?
   a. Walter was tired of Ruth's being sick all the time.  
   b. Walter was mad because Ruth had burned his breakfast.  
   c. Walter is tired of eating eggs.  
   d. Walter wants to dream of a better life and Ruth keeps pushing reality back at him.

3. Who is Beneatha?
   a. Mama  
   b. Walter and Ruth's daughter  
   c. Travis's sister  
   d. Walter's sister

4. Why was Mama getting a check for $10,000?
   a. It was insurance money from her husband's life insurance.  
   b. She had won the lottery.  
   c. She had won a contest.  
   d. The bank was sending her a check for the amount in her account. Since she was old, she thought it was time to spend her money.

5. Why did Beneatha say she wouldn't marry George?
   a. He was too conceited.  
   b. He was too poor.  
   c. He was too shallow.  
   d. She just didn't like him.

6. What was Beneatha's attitude towards God?
   a. She was very religious.  
   b. She did not believe in God.  
   c. She thought he was an unjust God.  
   d. "God is dead."

7. Who is Joseph Asagai?
   a. Beneatha's African friend  
   b. Walter's business partner  
   c. Ruth's doctor  
   d. Beneatha's teacher from Africa
8. Why is Asagai's nickname for Beneatha appropriate?
   a. It means "Doctor of the Future."
   b. It means "Hopeful Beauty."
   c. It means "One More Chance."
   d. It means "One for Whom Bread - food - Is Not Enough."

9. Why did Mama call Walter a disgrace to his father's memory?
   a. He had turned his back on God and had become an alcoholic.
   b. He beat his wife and disgraced his mother.
   c. He had become too concerned with money and had lost traditional family values.
   d. He was too eager to spend the money Mama would receive from his father's insurance policy.

10. What are "assimilationist Negroes"?
    a. Negroes who do not believe in God
    b. Negroes who have left Africa to go to America and become educated
    c. Negroes who still live a tribal life in Nigeria
    d. Negroes who give up their cultural heritage and take on the culture of a more dominant society

11. What did Mama do with her money?
    a. Made a down payment on a home
    b. Gave it all to Walter
    c. Put it all away for Beneatha's education
    d. Left it in the bank

12. What was Walter's reaction to Mama's purchase?
    a. He was elated.
    b. He was disappointed.
    c. He was understanding.
    d. He was too tired to care.

13. What did Mama do for Walter?
    a. Covered for him by lying to his boss
    b. Talked to Ruth to smooth things over
    c. Gave him the remaining money
    d. Moved out

14. Who was Karl Lindner, and why did he visit the Youngers' house?
    a. Walter's boss
    b. Representative from the NAACP
    c. Representative from the Clybourne Park Improvement Association
    d. Ruth's doctor
15. What was Walter's reaction to Lindner?
   a. He accepted Lindner's offer.
   b. He told Lindner to leave their apartment.
   c. He personally disliked Lindner but agreed in principle.
   d. He liked Lindner and all that he stood for.

16. Why didn't Beneatha want to be a doctor anymore?
   a. She sees no human battle worth fighting; no human life worth saving.
   b. She decided to go to African instead.
   c. She doesn't want to have to treat the oppressors.
   d. She's tired of school and intellectual ideas.

17. How did Asagai define "idealists"?
   a. They are those who are also assimilationists.
   b. They are those who see the changes in life.
   c. They are the intellectuals.
   d. They are those who refuse to think.

18. Why didn't Walter take the money Lindner offered?
   a. It wasn't enough money.
   b. His conscience wouldn't let him ruin his family's pride.
   c. Willy returned the money he took.
   d. Mama wouldn't let him.

II. True or False?
1. Mama was a selfish old woman.
2. Ruth had an abortion.
3. Beneatha had made many sacrifices for the family.
4. The Clybourne Park Association did not want the Youngers to move in because they were Black.
5. Mr. Lindner ruined Mama's hopes for having a better home.
6. Walter was a lazy bum with no consideration for his family.
7. The Youngers moved to Clybourne Park.
8. Beneatha had no ambition.
9. Mama wanted to put money away for Beneatha's education.
10. Beneatha wanted to marry George, but Walter wanted her to marry Asagai.
III. Vocabulary

1. SARCASTICALLY a. having unrestrained high spirits; being overjoyed
2. EXUBERANCE b. maimed; damaged
3. OPPRESSIVE c. probably; reasonably supposed
4. LUDICROUS d. sorrowfully
5. PLUNDER e. cleared of accusations, blame, suspicion or doubt
6. MONOLOGUE f. among; in the midst of
7. VENGEANCE g. with violence or fury
8. REBUFFS h. inscription on a tombstone; summary of a deceased persons life
9. VINDICATED i. religion of those who don't believe in God and/or are uncivilized
10. PRESUMABLY j. unsuitably; improperly
11. HEATHENISM k. laughably ridiculous
12. MUTILATED l. tyrannical
13. INAPPROPRIATELY m. long speech or talk made by one person
14. MENACINGLY n. suggested plan
15. EPITAPH o. to rob of goods by force; loot
16. PLAINTIVELY p. shaped; made
17. WROUGHT q. threateningly
18. PROPOSITION r. bluntly refuses
19. OMINOUS s. in a manner using statements or implications opposite to the underlying meaning
20. AMID t. menacing; threatening
MULTIPLE CHOICE UNIT TEST 2 - A Raisin in the Sun

I. Multiple Choice

1. Who are Willy and Bobo?
   a. Travis's friends
   b. Two clowns at the zoo
   c. Walter's future business partners
   d. Travis's pets

2. Walter said, "Damn my eggs . . . damn all the eggs that ever was!" Why?
   a. Walter was tired of Ruth's being sick all the time.
   b. Walter wants to dream of a better life and Ruth keeps pushing reality back at him.
   c. Walter is tired of eating eggs.
   d. Walter was mad because Ruth had burned his breakfast.

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   a. The bank was sending her a check for the amount in her account. Since she was old, she thought it was time to spend her money.
   b. She had won the lottery.
   c. She had won a contest.
   d. It was insurance money from her husband's life insurance.

5. Why did Beneatha say she wouldn't marry George?
   a. He was too shallow.
   b. He was too poor.
   c. He was too conceited.
   d. She just didn't like him.

6. What was Beneatha's attitude towards God?
   a. She did not believe in God.
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10. What are "assimilationist Negroes"?
    a. Negroes who do not believe in God
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    c. Moved out
    d. Gave him the remaining money

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   a. It wasn't enough money.
   b. His conscience wouldn't let him ruin his family's pride.
   c. Willy returned the money he took.
   d. Mama wouldn't let him.

II. True or False?
1. Mama was a generous, proud woman.
2. Ruth had an abortion.
3. Beneatha had made no real sacrifices for the family.
4. The Clybourne Park Association did not want the Youngers to move in because they were Black.
5. Mr. Lindner wanted to help the Youngers get a home at Clybourne Park.
6. Walter was a lazy bum with no consideration for his family.
7. The Youngers did not move to Clybourne Park.
8. Beneatha wanted to be a doctor because doctors were like Gods.
9. Mama wanted to put money away for Beneatha's education.
10. Beneatha wanted to marry Asagai, but Walter wanted her to marry George.
### III. Vocabulary

1. **PRESUMABLY**
   - a. with violence or fury

2. **SARCASTICALLY**
   - b. threateningly

3. **OPPRESSIVE**
   - c. inscription on a tombstone; summary of a deceased person's life

4. **VENGEANCE**
   - d. ruler who exercises power in a harsh, cruel manner

5. **MENACINGLY**
   - e. religion of those who don't believe in God and/or are uncivilized

6. **ASSIMILATIONISM**
   - f. in a manner using statements or implications opposite to the underlying meaning

7. **TENTATIVELY**
   - g. pierced

8. **MUTILATED**
   - h. irritated

9. **PENETRATED**
   - i. belief that minority cultures should dissolve into a dominant culture

10. **EXASPERATED**
    - j. uncertain

11. **TYRANT**
    - k. suggested plan

12. **PROPOSITION**
    - l. maimed; damaged

13. **FURTIVELY**
    - m. stealthily; expressive of hidden motives

14. **INAPPROPRIATELY**
    - n. shaped; made

15. **WROUGHT**
    - o. trite or overused expression or idea

16. **HEATHENISM**
    - p. unsuitably; improperly

17. **DESPAIR**
    - q. hopelessness

18. **EPITAPH**
    - r. tyrannical

19. **REBUFFS**
    - s. bluntly refuses

20. **CLICHE**
    - t. probably; reasonably supposed
# ANSWER SHEET - MULTIPLE CHOICE UNIT TESTS

*A Raisin in the Sun*

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# ANSWER KEY - MULTIPLE CHOICE UNIT TEST 1

*A Raisin in the Sun*

To make an overlay, make a copy of this page, cut out the columns next to the answers for the matching and vocabulary sections and take a hole punch and punch out the empty ( ) for the multiple choice and true/false sections.

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<td>13. (A) (B) ( ) (D)</td>
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<td>13. <em>J</em></td>
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</tr>
<tr>
<td>16. ( ) (B) (C) (D)</td>
<td></td>
<td>16. <em>D</em></td>
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<td>17. (A) ( ) (C) (D)</td>
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<td>17. <em>P</em></td>
</tr>
<tr>
<td>18. (A) ( ) (C) (D)</td>
<td></td>
<td>18. <em>N</em></td>
</tr>
<tr>
<td>19. ( ) ( ) (C) (D)</td>
<td></td>
<td>19. <em>T</em></td>
</tr>
<tr>
<td>20. ( ) ( ) ( ) ( )</td>
<td></td>
<td>20. <em>F</em></td>
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</tbody>
</table>
## ANSWER KEY - MULTIPLE CHOICE UNIT TEST 2

*A Raisin in the Sun*

To make an overlay, make a copy of this page, cut out the columns next to the answers for the matching and vocabulary sections and take a hole punch and punch out the empty ( ) for the multiple choice and true/false sections.

<table>
<thead>
<tr>
<th>I. Multiple Choice</th>
<th>II. True or False</th>
<th>III. Matching</th>
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<tbody>
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<td>8. (A) (B) (C) ( )</td>
<td>8. ( ) (F)</td>
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<td>9. ( ) (F)</td>
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<td>17. (A) (B) (C) ( )</td>
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<td>17. <strong>Q</strong></td>
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<td>18. (A) ( ) (C) (D)</td>
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<td>18. <strong>C</strong></td>
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<td>20.</td>
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<td>20. <strong>O</strong></td>
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</table>
UNIT RESOURCE MATERIALS
BULLETIN BOARD IDEAS - A Raisin in the Sun

1. Leave a portion of the bulletin board for the students' best writing assignments.

2. Write out some of the significant quotes from the play on colorful construction paper. Cut out letters to title the board: Lorraine Hansberry's A Raisin in the Sun.

3. Take one of the word search puzzles and draw it (enlarged) on the bulletin board. Write the clue words to find to one side. Invite students to take pens and find and circle the words in the time before and after class (or perhaps if they finish their work early).

4. Place the names of important Black people on the bulletin board and make this the list of names from which students may choose to do their nonfiction reading assignment. After the nonfiction reading assignment is completed, post the completed assignment sheets under the appropriate names.

5. Title the board: A RAISIN IN THE SUN. Post pictures of ghetto life.

6. Title the board: DREAMS. Post pictures and articles about things people would dream to do or be. You could ask each of your students to bring in a picture representing his (her) dream for the future. Have each student explain his (her) picture and then post it on the bulletin board.

7. Do a travel bulletin board about Africa. (Your local travel agency may have some good materials to donate).

8. Title the board: A WAY OUT. Post pictures and articles about ways to improve one's station in life.

9. Write Martin Luther King, Jr.'s "I Have a Dream" speech up on the bulletin board.
EXTRA ACTIVITIES

One of the difficulties in teaching a novel is that all students don't read at the same speed. One student who likes to read may take the book home and finish it in a day or two. Sometimes a few students finish the in-class assignments early. The problem, then, is finding suitable extra activities for students.

One thing that helps is to keep a little library in the classroom. For this unit on *A Raisin in the Sun*, you might check out from the school library other related books and articles about the civil rights movement, Nigeria, insurance, buying a home, living on a budget, financial planning, ways to achieve financial independence, or biographies of important African Americans.

Other things you may keep on hand are puzzles. We have made some relating directly to *A Raisin in the Sun* for you. Feel free to duplicate them.

Some students may like to draw. You might devise a contest or allow some extra-credit grade for students who draw characters or scenes from *A Raisin in the Sun* that if the students do not want to keep their drawings you may pick up some extra bulletin board materials this way. If you have a contest and you supply the prize (a record album or something like that perhaps), you could, possibly, make the drawing itself a non-refundable entry fee.

The pages which follow contain games, puzzles and worksheets. The keys, when appropriate, immediately follow the puzzle or worksheet. There are two main groups of activities: one group for the unit; that is, generally relating to the *Raisin* text, and another group of activities related strictly to the *Raisin* vocabulary.

Directions for these games, puzzles and worksheets are self-explanatory. The object here is to provide you with extra materials you may use in any way you choose.
MORE ACTIVITIES - *A Raisin in the Sun*

1. Have students design a playbill for *A Raisin in the Sun*.

2. Have students design a bulletin board (ready to be put up; not just sketched) for *A Raisin in the Sun*.

3. Divide the class into groups of four students. Explain that they are a family of four. Each student should represent a family member -- a father, a mother or a child. The group may decide the age of the children. Their family income is $25,000 per year. The group should make a list of the family's needs and wants. Then, they should make a budget to fit their needs and wants into the family income. They should make an itemized list of monthly expenses with the appropriate dollar amounts filled in. When students are finished, discuss how realistic the budgets were (or were not).

4. Use some of the related topics (noted earlier for an in-class library) as topics for research, reports or written papers, or as topics for guest speakers.

5. Do a group writing activity during which your class writes the sequel to *A Raisin in the Sun*.

6. *A Raisin in the Sun* was published in the late 1950's. Have your students compare the prospects for African Americans at that time with the prospects for African Americans today.

7. Do a complete production of *Raisin* on stage and invite other classes to come see it.

8. Do a mini-unit on "How to live on a budget."

9. Have students read their speeches from Writing Assignment 3 orally to the class.

10. Have a realtor come in to discuss how to buy a home.

11. Have students re-name the play and justify their choices.
WORD SEARCH - *A Raisin in the Sun*

All words in this list are associated with *A Raisin in the Sun*. The words are placed backwards, forward, diagonally, up and down. The included words are listed below the word searches.
KEY: WORD SEARCH - A Raisin in the Sun

All words in this list are associated with A Raisin in the Sun. The words are placed backwards, forward, diagonally, up and down. The included words are listed below the word searches.

ACT
AFRICA
ALAIYO
ASAGAI
BABY
BENEATHA
BOBO
BRIBE
CHECK
CHICAGO
CLYBOURNE
DOCTOR
DROVE
EDUCATION
EGGS
GEORGE
GEORGE
GEORGE
HANSBERRY
HAT
IDEALISTS
INSURANCE
IRON
LINDNER
LIQUOR
MAMA
MAN
MARRY
MONEY
MOVE
NIGERIA
PEARLS
PLANT
PREGNANT
RAISIN
REALISTS
RUTH
SCENE
SCHOOL
TOOLS
TRAVIS
WALTER
WILLY
WORK
CROSSWORD - *A Raisin in the Sun*
CROSSWORD CLUES - A Raisin in the Sun

ACROSS
1. Someone who is willing to give up his own culture and submerge himself in the dominant ...culture.
2. Beneatha's African intellectual boyfriend
4. Beneatha did not believe in Him
5. What Beneatha wanted to study to be
6. Schooling
7. _______ Park
8. Pay-off; illegal money
9. Ruth was going to have one
10. Travis's present to Mama
11. What Walter did on his day(s) away from work
12. Kind of store Walter wants to buy
13. Source of Mama's money
14. Asagai's home continent
15. Walter's sister
16. One For Whom Bread-Food-Is Not Enough
17. Representative from the Clybourne Park Improvement Assoc.
18. Asagai's home country
19. Walter though his wife should wear some _______ in this world.
20. Beneatha wouldn't marry him because he was shallow
22. Act division
23. Relocate
25. Walter's wife
27. Financial document made payable to Mama
28. Asagai asked Beneatha to _______ him.
30. Last thing Mama takes from the apartment
35. Mama wanted to set money aside for Beneatha's
37. Those who see the changes in the long line of life
39. Ruth's with child condition

DOWN
2. Beneatha's African intellectual boyfriend
3. Ruth did it to the clothes
5. What Beneatha wanted to study to be
6. Schooling
7. _______ Park
8. Pay-off; illegal money
9. Ruth was going to have one
13. Source of Mama's money
14. Asagai's home continent
16. One For Whom Bread-Food-Is Not Enough
18. Asagai's home country
19. Walter though his wife should wear some _______ in this world.
21. Damn all the _______ that ever was!
24. Those who cannot see the changes or refuse to think
26. Mama got garden _______.
28. Walter's mother
29. A _______ in the Sun
31. Walter's son
32. Dollars
33. I tell you I am a ________!!
34. He ran off with the liquor store money
36. City where Walter and Ruth live
38. Daily job
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td></td>
<td><strong>Scene</strong></td>
<td>A. Representative from the Clybourne Park Improvement Assoc.</td>
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<tr>
<td></td>
<td><strong>Baby</strong></td>
<td>B. Asagai asked Beneatha to ___ him</td>
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<tr>
<td></td>
<td><strong>Nigeria</strong></td>
<td>C. He wanted to get more from life for himself and his family</td>
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<td></td>
<td><strong>Drove</strong></td>
<td>D. Asagai’s home country</td>
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<tr>
<td></td>
<td><strong>George</strong></td>
<td>E. Travis's present to Mama</td>
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<td></td>
<td><strong>Idealists</strong></td>
<td>F. Mama wanted to set money aside for Beneatha's</td>
</tr>
<tr>
<td></td>
<td><strong>Hat</strong></td>
<td>G. Those who see the changes in the long line of life</td>
</tr>
<tr>
<td></td>
<td><strong>Plant</strong></td>
<td>H. City where Walter and Ruth lived</td>
</tr>
<tr>
<td></td>
<td><strong>Walter</strong></td>
<td>I. Ruth was going to have one</td>
</tr>
<tr>
<td></td>
<td><strong>Lindner</strong></td>
<td>J. Walter's son</td>
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<td></td>
<td><strong>Marry</strong></td>
<td>K. Play division</td>
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<td></td>
<td><strong>Pearls</strong></td>
<td>L. Author</td>
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<td></td>
<td><strong>Act</strong></td>
<td>M. Act division</td>
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<td></td>
<td><strong>Mama</strong></td>
<td>N. Pay-off; illegal money</td>
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<td></td>
<td><strong>Hansberry</strong></td>
<td>O. Last thing Mama took from the apartment</td>
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<tr>
<td></td>
<td><strong>Travis</strong></td>
<td>P. Beneatha wouldn't marry him because he was shallow</td>
</tr>
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<td></td>
<td><strong>School</strong></td>
<td>Q. What Walter did on his day(s) away from work</td>
</tr>
<tr>
<td></td>
<td><strong>Bribe</strong></td>
<td>R. Beneatha did not believe in Him</td>
</tr>
<tr>
<td></td>
<td><strong>Chicago</strong></td>
<td>S. Walter thought his wife should wear some ___ in life</td>
</tr>
<tr>
<td></td>
<td><strong>God</strong></td>
<td>T. Walter's mother</td>
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</table>
KEY: MATCHING QUIZ/WORKSHEET 1 - A Raisin in the Sun

M  1. Scene  A. Representative from the Clybourne Park Assoc.
I  2. Baby  B. Asagai asked Beneatha to ___ him
D  3. Nigeria  C. He wanted to get more from life for himself and his family
Q  4. Drove  D. Asagai's home country
P  5. George  E. Travis's present to Mama
G  6. Idealists  F. Mama wanted to set money aside for Beneatha's
E  7. Hat  G. Those who see the changes in the long line of life
O  8. Plant  H. City where Walter and Ruth lived
C  9. Walter  I. Ruth was going to have one
A  10. Lindner  J. Walter's son
B  11. Marry  K. Play division
S  12. Pearls  L. Author
K  13. Act  M. Act division
T  14. Mama  N. Pay-off; illegal money
L  15. Hansberry  O. Last thing Mama took from the apartment
J  16. Travis  P. Beneatha wouldn't marry him because he was shallow
F  17. School  Q. What Walter did on his day(s) away from work
N  18. Bribe  R. Beneatha did not believe in Him
H  19. Chicago  S. Walter thought his wife should wear some ___ in life
R  20. God  T. Walter's mother
MATCHING QUIZ/WORKSHEET 2 - *A Raisin in the Sun*

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<td><strong>A.</strong> What Walter did on his day(s) away from work</td>
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<td>2. Tools</td>
<td><strong>B.</strong> Financial document made payable to Mama</td>
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<td>3. Mama</td>
<td><strong>C.</strong> Mama got garden</td>
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<tr>
<td>4. Iron</td>
<td><strong>D.</strong> Ruth was going to have one</td>
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<td>5. Marry</td>
<td><strong>E.</strong> Dollars</td>
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<td>6. Eggs</td>
<td><strong>F.</strong> Asagai’s home country</td>
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<td>7. Bobo</td>
<td><strong>G.</strong> Damn all the __ that ever was!</td>
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<td>8. Man</td>
<td><strong>H.</strong> He brought Walter bad news about the money</td>
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<td>9. Travis</td>
<td><strong>I.</strong> Kind of store Walter wanted to buy</td>
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<td>10. Clybourne</td>
<td><strong>J.</strong> Daily job</td>
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<td>11. Pearls</td>
<td><strong>K.</strong> Play division</td>
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<td>12. Liquor</td>
<td><strong>L.</strong> Asagai’s home continent</td>
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<td>13. Africa</td>
<td><strong>M.</strong> I tell you I am a __!</td>
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<td>14. God</td>
<td><strong>N.</strong> Beneatha did not believe in Him</td>
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<td>15. Money</td>
<td><strong>O.</strong> Ruth did it to the clothes</td>
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<td>16. Work</td>
<td><strong>P.</strong> Walter’s mother</td>
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<tr>
<td>17. Act</td>
<td><strong>Q.</strong> __ Park</td>
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<tr>
<td>18. Drove</td>
<td><strong>R.</strong> Walter’s son</td>
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<tr>
<td>19. Baby</td>
<td><strong>S.</strong> Walter thought his wife should wear some __ in this world</td>
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</tr>
<tr>
<td>20. Check</td>
<td><strong>T.</strong> Asagai asked Beneatha to __ him</td>
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MATCHING QUIZWORKSHEET 2 - A Raisin in the Sun

_F__ 1. Nigeria A. What Walter did on his day(s) away from work

_C__ 2. Tools B. Financial document made payable to Mama

_P__ 3. Mama C. Mama got garden __

_O__ 4. Iron D. Ruth was going to have one

_T__ 5. Marry E. Dollars

_G__ 6. Eggs F. Asagai’s home country

_H__ 7. Bobo G. Damn all the __ that ever was!

_M__ 8. Man H. He brought Walter bad news about the money

_R__ 9. Travis I. Kind of store Walter wanted to buy

_Q__ 10. Clybourne J. Daily job

_S__ 11. Pearls K. Play division

_I__ 12. Liquor L. Asagai’s home continent

_L__ 13. Africa M. I tell you I am a ___!

_N__ 14. God N. Beneatha did not believe in Him

_E__ 15. Money O. Ruth did it to the clothes

_J__ 16. Work P. Walter’s mother

_K__ 17. Act Q. ___ Park

_A__ 18. Drove R. Walter’s son

_D__ 19. Baby S. Walter thought his wife should wear some __ in this world

_B__ 20. Check T. Asagai asked Beneatha to __ him
### JUGGLE LETTER REVIEW GAME CLUE SHEET - *A Raisin in the Sun*

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<th>SCRAMBLED</th>
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<td>LINDNER</td>
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<td>SAEILPR</td>
<td>PEARLS</td>
<td>Walter thought his wife should wear some __________ in this world.</td>
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<td>REALISTS</td>
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<td>GEORGE</td>
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<td>EGGS</td>
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<td>Schooling</td>
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<td>CLYBOURNE</td>
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<td>IRON</td>
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<td>Mama wanted to set money aside for Beneatha's</td>
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<td>CHECK</td>
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<td>PREGNANT</td>
<td>Ruth's with child condition</td>
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<td>YOLAAI</td>
<td>ALAIYO</td>
<td>One for Whom Bread-Food is not enough</td>
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<td>RLOQUI</td>
<td>LIQUOR</td>
<td>Kind of store Walter wants to buy</td>
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<td>ANIISR</td>
<td>RAISIN</td>
<td>A __________ in the Sun</td>
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<td>LATPN</td>
<td>PLANT</td>
<td>Last thing Mama takes from the apartment</td>
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<tr>
<td>HTRU</td>
<td>RUTH</td>
<td>Walter's wife</td>
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<tr>
<td>NMA</td>
<td>MAN</td>
<td>I tell you I am a _______!!</td>
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<td>OYMNE</td>
<td>MONEY</td>
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<td>BENEATHA</td>
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<td>DOCTOR</td>
<td>What Beneatha wanted to study to be</td>
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<td>YBAB</td>
<td>BABY</td>
<td>Ruth was going to have one</td>
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<td>YRAMR</td>
<td>MARRY</td>
<td>Asagai asked Beneatha to _______ him</td>
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<td>HANSBERRY</td>
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<td>THA</td>
<td>HAT</td>
<td>Travis's present to Mama</td>
</tr>
<tr>
<td>ODG</td>
<td>GOD</td>
<td>Beneatha did not believe in him</td>
</tr>
<tr>
<td>CTA</td>
<td>ACT</td>
<td>Play division</td>
</tr>
<tr>
<td>ICAGHOC</td>
<td>CHICAGO</td>
<td>City where Walter and Ruth live</td>
</tr>
<tr>
<td>Name</td>
<td>Role</td>
<td>Description</td>
</tr>
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<td>----------</td>
<td>--------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>BIREB</td>
<td>BRIBE</td>
<td>Pay-off; illegal money</td>
</tr>
<tr>
<td>CEESN</td>
<td>SCENE</td>
<td>Act division</td>
</tr>
<tr>
<td>KRWO</td>
<td>WORK</td>
<td>Daily job</td>
</tr>
<tr>
<td>NRUNICAES</td>
<td>INSURANCE</td>
<td>Source of Mama's money</td>
</tr>
<tr>
<td>TEWARL</td>
<td>WALTER</td>
<td>He wanted to get more from life for himself and his family</td>
</tr>
<tr>
<td>SGIAAA</td>
<td>ASAGAI</td>
<td>Beneatha's African intellectual boyfriend</td>
</tr>
</tbody>
</table>
VOCABULARY RESOURCE MATERIALS
VOCABULARY WORD SEARCH - A Raisin in the Sun

All words in this list are associated with A Raisin in the Sun. The words are placed backwards, forward, diagonally, up and down. The included words are listed below the word search.

V C W H E C X E E D G D D M B F D N S S N S X Z
F L A R V P H F Y L I J Y P X E Y F E I P D G C
W R U M R C I L F G I M C L M R N Q N S H S V T
V I N D I C A T E D E T A R E P S A X E P N H J
N I H L I A M G A H F X U B W V P S C R O A Z W
A T C P W C B L T P G C U F S P I C T I P M I E
Y R M I E R R L B X H F W B R T E T T H N S U R
O L R S O N O O Y L F M Y O E N N A A T M G M Y
Z M B O I U E U S K G P L T R L Z N T O C L T
R H I A G N S T G S C R R R N E A A M L N E D Y
J S M N M A E L R H I K I E V R N O H V E D T
K F Y W O U N H Y A T C L E D Y O N C I G Q T Z
T G J Z D U S T T P T W R L T N O L T E P Y C F
Q B C K B K S E P A Y E Y X M M U R R V H H K V
X L R C C P L L R V E K D Z W K U L S O T T F R
W M H T M Y H T L P Y H Y P L F C V P D F M D J
A S S I M I L A T I O N I S M U T I L A T E D C

AMIABLY  EXASPERATED  LUDICROUS  REBUFFS
AMID      EXUBERANCE      MENACINGLY  REVELATION
ARROGANT  FORLORNLY      MONOLOGUE  TENTATIVELY
ASSIMILATIONISM  FURTIVELY  MUTILATED  TYRANT
CLICHE    FUTILE          OMINOUS    VICIOUSLY
DESPAIR   HAPHAZARDLY     PENETRATED  VINDICATED
ECCENTRIC HEATHENISM   PLUNDER    WROUGHT
EPITAPH   INAPPROPRIATELY  PRESUMABLY
KEY: VOCABULARY WORD SEARCH - A Raisin in the Sun

All words in this list are associated with A Raisin in the Sun. The words are placed backwards, forward, diagonally, up and down. The included words are listed below the word searches.

AMIABLY EXASPERATED LUDICROUS REBUFFS
AMID EXUBERANCE MENACINGLY REVELATION
ARROGANT FORLORNLY MONOLOGUE TENTATIVELY
ASSIMILATIONISM FURTIVELY MUTILATED TYRANT
CLICHE FUTILE OMINOUS VICIOUSLY
DESPAIR HAPHAZARDLY PENETRATED VINDICATED
ECCENTRIC HEATHENISM PLUNDER WROUGHT
EPITAPH INAPPROPRIATELY PRESUMABLY
VOCABULARY CROSSWORD CLUES - A Raisin in the Sun

ACROSS
1. Among; in the midst of
3. Suggested plan
10. Hopelessness
13. Good naturedly
14. Walter's mother
15. Tyrannical
17. Travis's present to Mama
18. Walter's wife
19. Trite or overused expression or idea
20. I tell you I am a __________!!
21. Useless
24. With violence or fury
30. Beneatha wouldn't marry him
   because he was shallow
32. Stealthily; expressive of hidden
   motives
33. Play division
35. Last thing Mama takes from the
   apartment
36. Laughably ridiculous

DOWN
1. Belief that minority cultures should
dissolve into a dominant culture
2. Unsuitably; improperly
4. Bluntly refuses
5. In a manner using statements or
   implications opposite to the underlying meaning
6. Uncertainly
7. Menacing; threatening
8. Condition of being driven to take almost
   any risk as a last resort
9. Cleared of accusations, blame or suspicion
11. Probably; reasonably supposed
12. Some new information; news
16. Sorrowfully
19. In a manner befitting a woman who flirts
   with men
22. Deviating from the established norm,
   model or rule
23. Shaped; made
25. Inscription on a tombstone; summary of a
   deceased person's life
26. Financial document made payable to Mama
27. Pay-off; illegal money
28. Walter thought his wife should wear some
   ________ in this world.
29. Ruler who exercises power in a harsh,
   cruel manner
31. He ran off with the liquor store money
34. Beneatha did not believe in Him
<table>
<thead>
<tr>
<th></th>
<th>VOCABULARY WORKSHEET 1 - <em>A Raisin in the Sun</em></th>
</tr>
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<tbody>
<tr>
<td><em>1.</em></td>
<td>Exuberance</td>
</tr>
<tr>
<td><em>2.</em></td>
<td>Rebuffs</td>
</tr>
<tr>
<td><em>3.</em></td>
<td>Futile</td>
</tr>
<tr>
<td><em>4.</em></td>
<td>Haphazardly</td>
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<tr>
<td><em>5.</em></td>
<td>Proposition</td>
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<tr>
<td><em>6.</em></td>
<td>Tyrant</td>
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<tr>
<td><em>7.</em></td>
<td>Heathenism</td>
</tr>
<tr>
<td><em>8.</em></td>
<td>Assimilationism</td>
</tr>
<tr>
<td><em>9.</em></td>
<td>Insinuatingly</td>
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<tr>
<td><em>10.</em></td>
<td>Monologue</td>
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<tr>
<td><em>11.</em></td>
<td>Arrogant</td>
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<tr>
<td><em>12.</em></td>
<td>Plaintively</td>
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<tr>
<td><em>13.</em></td>
<td>Desperation</td>
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<tr>
<td><em>14.</em></td>
<td>Despair</td>
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<tr>
<td><em>15.</em></td>
<td>Mutilated</td>
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<tr>
<td><em>16.</em></td>
<td>Wrought</td>
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<tr>
<td><em>17.</em></td>
<td>Viciously</td>
</tr>
<tr>
<td><em>18.</em></td>
<td>Inappropriately</td>
</tr>
<tr>
<td><em>19.</em></td>
<td>Exasperated</td>
</tr>
<tr>
<td><em>20.</em></td>
<td>Tentatively</td>
</tr>
</tbody>
</table>
KEY: VOCABULARY WORKSHEET 1 - A Raisin in the Sun

1. Exuberance  A. Unsuitably; improperly
2. Rebuffs      B. Uncertainly
3. Futile       C. Useless
4. Haphazardly  D. Without care; characterized by chance
5. Proposition  E. Shaped; made
6. Tyrant       F. With more meaning than the spoken word
7. Heathenism   G. Having unrestrained high spirits; being overjoyed
8. Assimilationism H. Religion of those who don't believe in God and/or are uncivilized
9. Insinuatingly I. Overbearingly proud; haughty
10. Monologue   J. Hopelessness
11. Arrogant    K. Violently; maliciously
12. Plaintively  L. Long speech or talk made by one person
13. Desperation M. Sorrowfully
14. Despair     N. Ruler who exercises power in a harsh or cruel manner
15. Mutilated   O. Maimed; damaged
16. Wrought     P. Condition of being driven to take almost any risk as a last resort
17. Viciously   Q. Suggested plan
18. Inappropriately R. Irritated; provoked; irked
19. Exasperated S. Bluntly refuses
20. Tentatively T. Belief that minority cultures should dissolve into a dominant culture
VOCABULARY WORKSHEET 2 - *A Raisin in the Sun*

__1. Undistinguished__  
A. Cleared of accusations, blame, suspicion, or doubt

__2. Insinuatingly__  
B. Ruler who exercises power in a harsh, cruel manner

__3. Exuberance__  
C. Looking pitiful, desperate or hopeless

__4. Cliche__  
D. Having unrestrained high spirits; being overjoyed

__5. Penetrated__  
E. Religion of those who don't believe in God and/or are uncivilized

__6. Heathenism__  
F. With more meaning than the spoken word; implying

__7. Furtively__  
G. Violently; maliciously

__8. Tentatively__  
H. Irritated; provoked; irked

__9. Coquettishly__  
I. Stealthily; expressive of hidden motives

__10. Proposition__  
J. Suggested plan

__11. Desperation__  
K. Overbearingly proud; haughty

__12. Arrogant__  
L. In a manner using statements or implications opposite to the underlying meaning

__13. Vindicated__  
M. Without care; characterized by chance

__14. Haphazardly__  
N. Pierced

__15. Exasperated__  
O. Common; nothing special

__16. Viciously__  
P. Trite or overused expression or idea

__17. Tyrant__  
Q. In a manner befitting a woman who flirts with men

__18. Forlornly__  
R. Uncertainly

__19. Sarcastically__  
S. Among; in the midst of

__20. Amid__  
T. Driven to take almost any risk as a last resort
<table>
<thead>
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<th>Key</th>
<th>Definition</th>
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<tr>
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<td>D</td>
<td>Exuberance</td>
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</tr>
<tr>
<td>L</td>
<td>Sarcastically</td>
</tr>
<tr>
<td>S</td>
<td>Amid</td>
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</tbody>
</table>

A. Cleared of accusations, blame, suspicion, or doubt
B. Ruler who exercises power in a harsh, cruel manner
C. Looking pitiful, desperate or hopeless
D. Having unrestrained high spirits; being overjoyed
E. Religion of those who don't believe in God and/or are uncivilized
F. With more meaning than the spoken word; implying
G. Violently; maliciously
H. Irritated; provoked; irked
I. Stealthily; expressive of hidden motives
J. Suggested plan
K. Overbearingly proud; haughty
L. In a manner using statements or implications opposite to the underlying meaning
M. Without care; characterized by chance
N. Pierced
O. Common; nothing special
P. Trite or overused expression or idea
Q. In a manner befitting a woman who flirts with men
R. Uncertainly
S. Among; in the midst of
T. Driven to take almost any risk as a last resort
<table>
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<th>SCRAMBLED</th>
<th>WORD</th>
<th>CLUE</th>
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<td>HTAPEPI</td>
<td>EPITAPH</td>
<td>Inscription on a tombstone; summary of a deceased person's life</td>
</tr>
<tr>
<td>ECDITNIVAD</td>
<td>VINDICATED</td>
<td>Cleared of accusations, blame, suspicion or doubt</td>
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<tr>
<td>INYTLIALVPE</td>
<td>PLAINTIVELY</td>
<td>Sorrowfully</td>
</tr>
<tr>
<td>DIAM</td>
<td>AMID</td>
<td>Among; in the midst of</td>
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<tr>
<td>YAABIML</td>
<td>AMIABLY</td>
<td>Good naturedly</td>
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<tr>
<td>GNATAROR</td>
<td>ARROGANT</td>
<td>Overbearingly proud; haughty</td>
</tr>
<tr>
<td>TUTILCSHQYE</td>
<td>COQUETTISHLY</td>
<td>In a manner befitting a woman who flirts with men</td>
</tr>
<tr>
<td>MINUSOO</td>
<td>OMINOUS</td>
<td>Menacing; threatening</td>
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<td>LTIVTNTYAAE</td>
<td>TENTATIVELY</td>
<td>Uncertainly</td>
</tr>
<tr>
<td>LDRUPNE</td>
<td>PLUNDER</td>
<td>To rob of goods by force; loot</td>
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<tr>
<td>UOLCDUSRI</td>
<td>LUDICROUS</td>
<td>Laughably ridiculous</td>
</tr>
<tr>
<td>UGWTHOR</td>
<td>WROUGHT</td>
<td>Shaped; made</td>
</tr>
<tr>
<td>NRATTY</td>
<td>TYRANT</td>
<td>Ruler who exercises power in a harsh, cruel manner</td>
</tr>
<tr>
<td>FSFBREU</td>
<td>REBUFFS</td>
<td>Bluntly refuses</td>
</tr>
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<td>EOAILTLER</td>
<td>REVELATION</td>
<td>Some new information; news</td>
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<td>ECCENTRIC</td>
<td>Deviating from the established norm, model or rule</td>
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<td>EGOULONOM</td>
<td>MONOLOGUE</td>
<td>Long speech or talk made by one person</td>
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<td>FURTIVELY</td>
<td>Stealthily; expressive of hidden motive</td>
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<td>EXASPERATED</td>
<td>Irritated; provoked; irked</td>
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<td>HEATHENISM</td>
<td>Religion of those who don't believe in God and/or are uncivilized</td>
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<td>FORLORNLY</td>
<td>Looking pitiful, desperate or hopeless</td>
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<td>OPPRESSIVE</td>
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<td>PENETRATED</td>
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<td>PROPOSITION</td>
<td>Suggested plan</td>
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<td>AHDAYPLARZH</td>
<td>HAPHAZARDLY</td>
<td>Without care; characterized by chance</td>
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<td>APIRESD</td>
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<td>Useless</td>
</tr>
<tr>
<td>EENCGENV</td>
<td>VENGEANCE</td>
<td>With violence or fury</td>
</tr>
<tr>
<td>UMDTILAT</td>
<td>MUTILATED</td>
<td>Maimed; damaged</td>
</tr>
<tr>
<td>YELIAVPINTL</td>
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</tr>
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<td>YUIVLCIOS</td>
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