

## *Raisin in the Sun* and Northern Racism

Foundation:

Students work from a knowledge of the play, having read the play prior to the assignment. This allows students to see the play as mainly a work of fiction about the truths of general racism. From there, have students read Langston Hughes "Harlem." Most textbooks have it incorporated in it (as ours does) but, if not, it can be found here: <http://teachingamericanhistory.org/library/document/harlem/>

Students begin by analyzing what dreams are almost deferred and listing potential reasons that Hansberry may have chosen part of this particular poem as her play's title.

Teachers should then "hook" the students by telling them that Hansberry had personal experience that she drew from in order to create the play.

Students are divided up into pairs to research the following topics:

- Hansberry Foundation
- Chicago real estate board racial covenants
- Woodlawn Property Owners association
- 1919 Chicago Race Riot
- 1951 Cicero Riot
- Trumbull Park Race Riots 1953-1954
- Chicago Beach segregation (through 1960s)
- Brotherhood of Sleeping Car Porters
- Willis Wagons
- Congress of Racial Equality (CORE) and James Farmer
- Chicago Defender
- Great Migration to Chicago
- South Side Chicago in the 1930s and 1940s (also known as the "Black Belt")
- Olivet Baptist Church
- Gautreaux Assisting Housing Program

Teacher may assign or allow them to select. Students are to create a presentation that incorporates the following:

- Credible, reliable sources (with authorship) on the event
- At least one quote from a primary source
- Sourced visuals to connect the audience
- Evidence based (from text and research) connections between the event and the play

	5	4	3	2	1
Credible, reliable sources	Cites specific text from credible sources to support analysis	Specific text given from credible sources to support analysis, no authorship	All sources cited however some may not be credible. Supports analysis	No sources from credible sources, but all are cited, support limited.	No sources from credible sources, no citation
Presenter engagement	Presents information in a logical and organized way, aiding class understanding. Presenter clearly understood by audience.		Presentation missing one of the components of organization, logic, development, but otherwise aids understanding		Two or more components of good presentation are missing. Impedes understanding.
Media integration	Integrates at least 8 images and quotes from diverse media	Of the 8 visuals and quotes, most of the visuals diverse and relate to the presentation.	Half of the visuals relate to the presentation and help. May be from only one or two sources.	Less than 8 relevant, diverse images and quotes.	Less than 8 relevant visuals and quotes, does not enhance presentation or understanding of text.
Connections between text and play	Presentation is prepared, researched, and focused. Connects research and text.	Majority of the presentation is prepared, researched and focused.	Some slides irrelevant, but the majority connects.	Slides discuss play and discuss research but little connection made	Minimal connection between Hansberry and research.