

# Literature as a Catalyst for Social Change

Unit of Study



**Christine Tran**



# Rationale

## Introduction



To what extent are students encouraged to use those skills outside the classroom in an effort to improve the world around them?

## Connecting text to self



Students will engage with texts where they may not resemble the main protagonist

## Canonical text



***A Raisin in the Sun*** by Lorraine Hansberry

## *The ALAN Review*



Critical literacy extends from knowledge to an obligation to create social change

# *A Raisin in the Sun*

A three-act play by

• **Lorraine Hansberry** •

**The Youngers:** working class

Black family in the 1950s

**Walter**

Wants to use money to own a **liquor store** and provide for his family

**Mama**

Wants to use life insurance check for a **home**

**Beneatha**

Wants to use money to become a doctor

**Conclusion**

The family moves into their new house in a white neighborhood

# Introducing the Unit

## “Alright” by Kendrick Lamar

01

Song about **self-empowerment** and **unity** → similar to play’s ending

02

Students will analyze the **tone** Lamar employs to **sing** the lyrics

03

Why **“Alright?”** Purpose: Students can contextualize the play with current events → reflect on how **racial discrimination** has altered or not

## “Harlem” by Langston Hughes

01

This poem is where Hansberry’s **title** for the **canonical work** originates from

02

Theme of **dreams or dreams deferred** → each member in the Younger family have a dream

03

Students will annotate the many paths a dream can manifest based on the **characters** they read

# Through the text

## Music video

Students will choose a song that represents a character.

Music videos are similar to plays. Ex: facial expressions, lighting, costumes, etc.

Goal: Students can fully understand the play's characters besides reading from their PoV

## YA strategies

My intent is to alleviate students' stress about reading a play by focusing on how they make sense of it

## Worksheet

Framing questions for students connect the play to their own lives

- What positions of power do I hold?
- What position(s) of power does Walter hold? Beneatha?
- How can I talk to my friends/family about social inequalities?

# Through the text (cont.)

## Silence Sustained Writing

### Prompts

Which **voice** is the most powerful for you?

What minor **character** in the play offers **insight** about the story or one of the main characters?

Write two **quotes** from the play that helps you understand the theme(s) of the story.

### “Awareness to Action”

If it were up to you how the insurance check would be allocated, how would you split up \$10,000 amongst the Younger family?

Do you think it's fair?

### Exit Ticket

Students must complete this during end of class

- Gauges comprehension
- Monitor if text resonates with students

# Beyond the Text

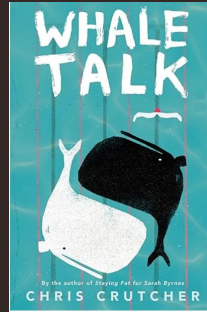
## YA pairings

These YA novels can encourage students to work **beyond** the canonical text to issues occurring now.

**Goal:** Empower students to use their voices to **create change** and become **active contributors** to their own communities



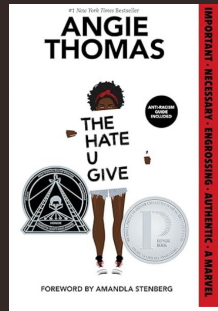
01



02



03



04





Thank you!

