**Unit 7B  
Character & Conflict**

***A Raisin in the Sun***

**LESSON 13**

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# Teacher Edition: Conversation & Collaboration

## Lesson 13: Analyze Language

Lesson Notes:

The Conversation & Collaboration lessons focus on language acquisition. They include opportunities for students to practice speaking English through a variety of activities. The Teacher Edition provides suggestions for ways in which students might practice speaking English while working independently.



Students can complete the speaking, listening, and presenting activities in a variety of ways, depending on access to technology:

No tech: Students can write their answers and then speak with someone at home or with a friend.

Wi-Fi access: If students can access Wi-Fi, they can use an online app such as Vocaroo to record themselves or Screencastify to make a presentation and email it to you.

Smartphone access: Students can record audio or make a video presentation and email it to you.

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Description automatically generatedThis lesson includes opportunities for collaboration. If students have access to the necessary technology, they can complete all activities in this lesson with an assigned partner. Paired students should each fill out all sections of the lesson as they work with their partner.

If you are assigning partners, students should be paired with another student at least one proficiency level higher or lower than them (e.g., Emerging with Expanding; Expanding with Bridging, etc.), if possible.

A picture containing mirror

Description automatically generatedThis lesson offers speaking opportunities. Inform students in advance if they will use technology to complete these activities.

There is no adapted text for Emerging level students for this lesson. Synonyms in brackets have been added to the original text for support and comprehension.

If students have access to the digital lessons, you may want them to access the audio for the passage.

Tips for Newcomers: Newcomers and Emerging English Language Learners may need more time with basic vocabulary practice. For deeper comprehension of this selection, it may be helpful for pairs of students who speak the same primary language to discuss the selection in their primary language.

In Activity 2, students will analyze word choice. You will need to assign a source in which students can find words to analyze, such as the text in this lesson or the text currently assigned to your class. This activity can be scaffolded for Emerging and Expanding students by assigning five words to them. Students will edit and revise the draft created in this lesson in an upcoming lesson.

Students will be writing a summary in Activity 4. They will edit and revise their summary in Lesson 19: Produce Language; with each subsequent unit, students will write longer summaries, differentiated by proficiency level.

This is the end of the Teacher Lesson Notes. Please print the Student Edition starting on the next page.

# Student Edition: Conversation & Collaboration

## Lesson 13: Analyze Language

**In this lesson, you will...**

* analyze language choices and infer the effect they may have on an audience.
* use key words and a graphic organizer to write a short summary of *A Raisin in the Sun* text.

### Materials:

Bilingual dictionary

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| --- |
| **A picture containing mirror  Description automatically generatedIcons**  **A close up of a logo  Description automatically generatedSpeaking activity**  **Pair activity**  **Wi-Fi and a Tablet, Computer, or Smartphone**  **A picture containing knife, drawing  Description automatically generated­Ideas**  **Vocabulary** |

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**Vocabulary Tips:** Definitions  
Some words in the text you will be reading today have more than one meaning.   
Think about which meaning the author used in the text.

**world** (everybody; a planet)

**down** (first payment; unhappy; opposite of “up”)

**account** (financial credit; explanation or story about an event)

**precious** (dear or special; valuable, expensive)

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Description automatically generated Activity 1: Discuss trust



In this activity, you will think about the word “trust” and share your experiences with someone.

1. Read the definition of the word “trust” and the example sentences.

**trust**: to expect or depend on someone to  
do something or take care of something

*My mom needed to go to the store. She  
 trusted me to watch my little sister.*

*My teacher trusts me with the class candy money. So, I always take it to the office for her.*

1. Think about the meaning of the word “trust.” Complete the sentences in each of the writing boxes.

|  |
| --- |
| When you trust a person, you... |
| When someone trusts you, they... |

1. Tell someone. Share your definition of “trust.” Use the completed sentences to guide your speaking.
2. Read the excerpt from *A Raisin in the Sun*. Think about the meaning of the word “trust” as you read.

***A Raisin in the Sun:***

**MAMA** Listen to me now. I say I been wrong, son. That I been doing to you what the rest of the world been doing to you. (She turns off the radio) Walter—(She stops and he looks up at her and she meets his eyes pleadingly). What you ain’t never understood is that I ain’t got nothing, don’t own nothing, ain’t never really wanted nothing that wasn’t for you. There ain’t nothing as precious [dear, special] to me…There ain’t nothing worth holding onto, money, dreams, nothing else—it means it’s going to destroy my boy. (She takes an envelope out of her handbag and puts it in front of him and he watches her without speaking or moving) I paid the man thirty-thousand dollars down on the house. That leaves sixty-five hundred dollars. Monday morning I want you to take this money and take three thousand dollars and put it in a savings account for Beneatha’s medical schooling.The rest you put in a checking account—with your name on it. And from now on any penny that come out of it or go in it is for you to look after. For you to decide. (She drops her hands a little helplessly) It ain’t much, but it’s all I got in the world and I’m putting it in your hands.

**WALTER** (stares at the money) You trust me like that, Mama?

**MAMA** I ain’t never stop trusting you. Like I ain’t never stop loving you. (She goes out, and **WALTER** sits looking at the money on the table. Finally, in a decisive gesture, he gets up and in mingled joy and desperation, he picks up the money.)

1. Make a connection to the text by answering the questions. Use the writing boxes and sentence frames below to plan your speaking.

Mama trusts Walter with the money. She believes she can depend on him to be responsible with the money. Has someone trusted you with something very important, such as money, information, or a responsibility?

|  |
| --- |
|  |

How did you feel when the person trusted you?

|  |
| --- |
|  |

|  |  |
| --- | --- |
| **Emerging** | One time, my \_\_\_\_\_\_\_\_\_\_ trusted me to \_\_\_\_\_\_\_\_\_\_.  This made me feel \_\_\_\_\_\_\_\_\_\_. |
| Expanding | When my \_\_\_\_\_\_\_\_\_\_ trusted me to \_\_\_\_\_\_\_\_\_\_, I felt \_\_\_\_\_\_\_\_\_\_. |
| Bridging | Being trusted by my \_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_ made me feel \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_. |

1. Tell someone. Share your experience about a time someone trusted you.

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Description automatically generated Activity 2: **Analyze word choices**



In this activity, you will look at words and phrases from the text and infer why the writer chose these instead of a more common word.

An author’s choice of words helps a reader understand characters, setting, and plot. A reader must infer, or figure out, why an author selects certain words. For example, in the text, the author uses “precious” instead of “special.” A reader can analyze this word choice in order to infer why the author chose “precious.”

There ain’t nothing as precious to me...



To analyze for word choice, a reader can ask:

What synonym means about the same as the word?

What effect does the word have?

How does the word help me learn more about the character/setting/plot?

1. Read the information in the chart. The words in the chart are analyzed for word choice.

**Examples:**

|  |  |  |
| --- | --- | --- |
| Word or Phrase | Common Synonym | My Inference: Why the author chose the word and how it produced different effects on the audience |
| **precious** | dear or special | “precious” tells us that the boy is as important or more  important to Mama than something expensive or priceless |
| **stares** | looks at | “stares” adds more information. It means to look at without blinking or moving for a long time. |
| **helplessly** | in frustration | “helplessly” tells us that when Mama drops her hands in this way, it is because she cannot help more, but really wishes that she could |
| **mingles** | mixed, combined | “mingles” gives us the impression that the boy’s feelings are moving between the two emotions, like when people interact with others at a party, moving from group to group |

1. Choose five words to analyze for word choice from one of these sources:
   1. The text in this lesson from Activity 1
   2. The text you are currently reading in class
   3. The words your teacher has assigned
2. List and analyze the five words in the chart below.

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**Vocabulary:** Definitions

**synonym**: a word that means the same thing (example: happy and glad)

**infer**: to form an opinion or conclusion based on evidence

|  |  |  |
| --- | --- | --- |
| **Analyze Word Choices** | | |
| Word or Phrase | Common Synonym | My Inference: Why the author chose the word and how it produced different effects on the audience |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |
| 5. |  |  |

1. Talk about it. For each word in the chart, share the synonym and what you inferred about each word choice. Use the sentence frames to guide your speaking.

|  |  |
| --- | --- |
| **Emerging** | I think the writer used \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_. |
| Expanding | In my opinion, the author used \_\_\_\_\_\_\_\_\_\_ instead of \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_. |
| Bridging | I believe that the author specifically chose \_\_\_\_\_\_\_\_\_\_ over \_\_\_\_\_\_\_\_\_\_ to make the audience \_\_\_\_\_\_\_\_\_\_. |

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Description automatically generated Activity 3: **Identifying key words in a text**



In the next activity, you will write a summary of the text you read in Activity 1. When you write a summary, you retell the story with fewer words. You include the main idea and details in your summary. In this activity, you will identify key words to include in your summary

Key words from the text are important and help you understand the meaning. Key words are often nouns, verbs, or adjectives.

1. Underline the key words in the text from Activity 1. If you need ideas, look for character names, emotions, and important actions in the text.
2. Write the key words in the chart. Use all of the spaces.

|  |  |
| --- | --- |
| key words =  important words that help you understand the text | |
| Mama |  |
| precious |  |
| stares |  |
|  |  |
|  |  |

1. Talk about it. Talk with someone about the key words you found in the text. Use the sentence frames to guide your speaking.

|  |  |
| --- | --- |
| **Emerging** | One key word from the text is \_\_\_\_\_\_\_\_\_\_. |
| Expanding | \_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_ are key words that help us understand the text. |
| Bridging | Several key words that help us comprehend the text include \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_. |

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Description automatically generated Activity 4: **Outline and draft a summary**



**Step 1: Write an outline**

In this activity, you will write notes about events from the text to include in your summary.

1. Write notes that describe what happened at the beginning, middle, and end of the text you read in Activity 1. Use your key words from Activity 3 in your sentences. If you need ideas, review the examples in the chart.

|  |
| --- |
| Beginning  Mama turns off the radio because she wants to have an important conversation with Walter. |

|  |
| --- |
| Middle  She tells him to go to the bank with the money. |

|  |
| --- |
| End  Walter asks Mama if she really trusts him like that. |

1. Talk about it. Tell someone at least one detail from each part of the outline. Use the sentence frames to guide your speaking.

|  |  |
| --- | --- |
| **Emerging** | One thing that happened was \_\_\_\_\_\_\_\_\_\_. |
| Expanding | The important things that happened in the text are \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_. |
| Bridging | The most important events from the text include \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_. |

**Step 2: Draft a summary**

1. Summarize the text you read in Activity 1. Include key words and the details from your outline. If you need ideas, read the sample below.

|  |
| --- |
|  |

Sample Paragraph:

Mama turns off the radio because she wants to talk to Walter about money. She tells him he is more important than money, dreams, or anything else. She takes an envelope with money from her purse and puts it on the table. She tells him to go to the bank to set up a savings account for Beneatha. She also tells him to set up a checking account in his name with the rest of the money. She says that he is the head of the family and taking care of the money is his responsibility. When he asks if she trusts him even that much, she tells him that she trusts him as much as she loves him. After staring at the money, Walter takes it, but feels both happy and fearful.

1. Read your paragraph to someone.