**Unit 7B  
Character & Conflict**

***A Raisin in the Sun***

**LESSON 19**

­

# Teacher Edition: Conversation & Collaboration

## Lesson 19: Produce 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.

A close up of a logo

Description automatically generatedSome activities in this lesson provide an opportunity for students to collaborate with a partner. Let students know if they will be working with a partner and/or using technology. Paired students should each fill out all sections of the lesson as they work with their partner. Each student should produce their own paragraph in the final activity of the lesson.

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.

In this lesson, students will need access to their first draft of their summary of the text, *A Raisin in the Sun*, from Conversation & Collaboration, Lesson 13. They will complete a peer edit of their paragraphs in this lesson. Students can conduct a peer edit with a partner or revise their own paragraphs (if technology prevents them from working with a partner).

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

# Student Edition: Conversation & Collaboration

## Lesson 19: Produce Language

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

* learn to distinguish facts from opinions and key details from minor details.
* identify formal and informal language.
* use constructive feedback to revise and write a final draft of your summary.

### Materials:

Bilingual dictionary

Draft of your summary of the text, A Raisin in the Sun, from Lesson 13

|  |
| --- |
| **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** |

A close up of a logo

Description automatically generated A picture containing mirror

Description automatically generated Warm-Up: Differentiate between fact and opinion



Understanding the difference between facts and opinions is important when you are writing a summary.

1. Answer the questions. Use the sentence frames and writing box to plan your speaking.

What is the difference between a fact and an opinion? Why is the difference important to know when you are writing a summary?

|  |
| --- |
|  |

|  |  |
| --- | --- |
| **Emerging** | A fact is \_\_\_\_\_\_\_\_\_\_. An opinion is \_\_\_\_\_\_\_\_\_\_.  It is important to use only \_\_\_\_\_\_\_\_\_\_ when writing a summary. |
| Expanding | A fact is \_\_\_\_\_\_\_\_\_\_, but an opinion is \_\_\_\_\_\_\_\_\_\_. Knowing this is important for writing a summary because \_\_\_\_\_\_\_\_\_\_. |
| Bridging | Fact and opinion differ in that a fact is \_\_\_\_\_\_\_\_\_\_, while an opinion is \_\_\_\_\_\_\_\_\_\_. A summary includes \_\_\_\_\_\_\_\_\_\_, but not \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_. |

1. Talk about it. Share your answer with someone.
2. If you are working with a partner, listen carefully to your partner’s answer. Summarize their answer in the box.

|  |
| --- |
|  |

A close up of a logo

Description automatically generated A picture containing mirror

Description automatically generated Activity 1: **Discuss using details in a summary**



In this activity, you will identify key details in a text. In Activity 3, you will use this information to peer edit a summary of the text.

Writers choose the key (most important details) from the text when they write a summary. These details are in the same order as they appeared in the text. The minor (less important) details are not a part of a summary.



**Tips for writing a summary:**

Include key details

Do not include minor details

Keep the details in the same order as the original

1. Read through the text. Highlight the key details in the text. Cross out the minor details.   
   If you need ideas, review the examples in the chart.

|  |
| --- |
| **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 [education, classes]. 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 helplessl*y) 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. Talk to someone about the key and minor details in the text. Identify three key details and why they are important. Then, identify two minor details and why they should not be included in the summary. Use the sentence frames to guide your speaking.

|  |  |  |
| --- | --- | --- |
|  | Key Details | Minor Details |
| **Emerging** | One key detail is \_\_\_\_\_\_\_\_\_\_. Another key detail is \_\_\_\_\_\_\_\_\_\_. The third detail is \_\_\_\_\_\_\_\_\_\_. These key details are important because they \_\_\_\_\_\_\_\_\_\_. | One minor detail is \_\_\_\_\_\_\_\_\_\_. It should not be in the summary because \_\_\_\_\_\_\_\_\_.  Another minor detail is \_\_\_\_\_\_\_\_\_\_. I can leave it out of the summary because \_\_\_\_\_\_\_\_\_. |
| Expanding | The key details in order are:   \_\_\_\_\_\_\_\_\_\_,  \_\_\_\_\_\_\_\_\_, and  \_\_\_\_\_\_\_\_\_\_. They are important because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | The following two details are minor and can be left out of the summary:  \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_. These minor details are not important because \_\_\_\_\_\_\_\_\_\_. |
| Bridging | The key details in order are \_\_\_\_\_\_\_. They are important and should be included in the summary because \_\_\_\_\_\_\_\_\_\_. | Some of the minor details that should not be included in the summary are \_\_\_\_\_\_\_\_\_ and  \_\_\_\_\_\_\_\_\_\_. They are less important and should be deleted because \_\_\_\_\_\_\_\_\_\_. |

1. Refer to the key details you identified in the text. Write them in order here.

|  |
| --- |
| 1. Mama asks Walter to listen to her. |
|  |
|  |
|  |
|  |
|  |
|  |

A close up of a logo

Description automatically generated A picture containing mirror

Description automatically generated Activity 2: **Analyze and adapt language choices**



In this activity, you will look at the way Mama and Walter talk to each other.

We often use language differently depending on who we are talking to, where we are, and what we are talking about. The language Mama and Walter use with each other is informal or non-standard, non-academic. Think about the sentences and phrases Mama and Walter use, and ask yourself how you would say the same thing if you were at school (a more formal setting).

1. Read each standard language sentence in the chart. Search the text, A Raisin in the Sun, to find the non-standard language that has the same meaning as the standard sentence. Write the quote from the text next to the standard language sentence.

|  |
| --- |
| **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 [education, classes]. 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*...) |

|  |  |
| --- | --- |
| Standard language | Non-standard language from *A Raisin in the Sun* that means the same thing |
| *I admit that I’ve made mistakes...* | I say I been wrong. |
| *What you have never understood...* |  |
| *Everything I have ever wanted was for you.* |  |
| *…education in the medical field* |  |
| *Any money that is withdrawn from or deposited to the account is your decision.* |  |
| *I don’t have a lot but am giving everything to you, and it is now your responsibility.* |  |
| *I have always trusted you, just as I have always loved you.* |  |

1. Answer the question.

Why do you think the author of A Raisin in the Sun decided to use language that was informal?

|  |
| --- |
|  |

1. Share your answer with someone.

A close up of a logo

Description automatically generated A picture containing mirror

Description automatically generated Activity 3: **Peer edit a summary of the text**



In this activity, you will work with a partner who will give you constructive feedback for the summary you wrote for the excerpt from *A Raisin in the Sun*. Your partner will help you revise your writing. If you do not have a partner, complete the steps on your own.

**A picture containing knife, drawing

Description automatically generated**

**Vocabulary:** Definitions

**constructive feedback**: information that helps the writer understand how to make the writing better.

**revise**: to make changes to, to correct, or to improve writing 

1. Review the Peer Editing Organizer. If you are working with a partner, you will complete the organizer with the comments your partner gives you after you read your paragraph to them. If you are working alone, reread your paragraph and then complete the organizer yourself.
2. Read the summary you wrote about the text from *A Raisin in the Sun* to your partner. If you are working alone, reread the paragraph out loud to yourself.
3. Talk about it. After you have read your paragraph, your partner will give you feedback. Complete the Peer Editing Organizer for a Text Summary form with information your partner tells you.
4. Then, give feedback to your partner.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Peer Editing Organizer for a Text Summary Name of Editor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Type of Writing: Summary of a Text  The idea that the writer is developing is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   |  |  |  |  | | --- | --- | --- | --- | | Mark an X for each item below: | Yes | No | Maybe | | The writer includes the most important details from the text. |  |  |  | | The writer does not include minor details in the summary. |  |  |  | | The writer presents facts in the same order as the text. |  |  |  | | The writer uses only facts, not opinions in the summary. |  |  |  | | The writer uses correct spelling, grammar, punctuation, and complete sentences. |  |  |  |   **Writer:** Record the peer editing discussion as you receive feedback from the editor.   |  |  |  | | --- | --- | --- | | Word/Phrase/Sentence/Section | Editor’s constructive feedback | How I plan to revise: | | **Example:** “While Mama was speaking, Walter did not speak or move.” | **Example:** This appears to be a minor detail that doesn’t need to be in the summary. Why do you think it is important to include? | **Example:** I will delete this detail from my summary. | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |

A close up of a logo

Description automatically generated A close up of a logo

Description automatically generated A picture containing mirror

Description automatically generated Activity 4: Revise your summary

1. Use feedback from your Peer Editing Organizer for a Text Summary to write a revised draft of your summary of the text from *A Raisin in the Sun*.

|  |
| --- |
|  |

1. Read your revised draft to someone.

Wrap-Up

Today you...

learned how authors use different types of language in different settings to affect how the reader feels.

considered possible reasons why the author used non-standard language.

learned the importance of using key details in a summary and leaving minor details out.

used constructive feedback to revise and write the final draft of your summary.