**Unit 7B  
Character & Conflict**

***A Raisin in the Sun***

**LESSON 1**

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# Teacher Edition: Conversation & Collaboration

## Lesson 1: Build Background

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 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.

In this lesson, students interview someone about emotions and emotional triggers. If students will interview someone from their class, you will want to assign partners and provide details about how students will conduct their interviews in advance of the lesson.

Tips for Newcomers: Expressing emotions freely and intensely is something that varies from culture to culture. In some families and cultures, self-expression of intense emotions is invited and expected. In others, it is taboo and unwelcome. Some students may not feel comfortable sharing emotions or may not understand cultural clues, words, expressions, gestures, and intonation that convey emotion. If you are able to provide instruction for this lesson, be sure to include some discussion of the pragmatics of English (gestures, intonation, and facial expressions) that are associated with the four emotions in the quadrants in this lesson (angry, sad, tranquil, and happy).

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

# Student Edition: Conversation & Collaboration

## Lesson 1: Build Background

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

* discuss events that make you feel strong emotions.
* describe how you feel when you are upset or angry.
* conduct two short interviews about emotion.

### Materials:

Bilingual dictionary

Thesaurus

|  |
| --- |
| **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: When I feel angry

In the play, *A Raisin in the Sun*, one of the characters, Walter, shows strong emotions at the beginning of the story. Something makes him very angry. In this activity, you’ll discuss what makes you angry.

Answer the question. Tell someone your answer. Use the sentence frames and writing box to plan your speaking.

What makes you angry? What do you do when you are angry?

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| --- | --- |
| **Emerging** | I get angry when \_\_\_\_\_\_\_\_\_\_\_.  I \_\_\_\_\_\_\_\_\_\_\_ when I am angry. |
| Expanding | \_\_\_\_\_\_\_\_\_\_\_ makes me angry.  When I am angry I \_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_. |
| Bridging | \_\_\_\_\_\_\_\_\_\_\_ is something that makes me angry, and I usually react by \_\_\_\_\_\_\_\_\_\_\_ or sometimes by \_\_\_\_\_\_\_\_\_\_\_. |

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Description automatically generated Activity 1: **Describing emotions**



1. Review the words in the word bank. Place a star next to the words you know. Use your dictionary or work with your partner to look up words you don’t know.

|  |  |  |  |
| --- | --- | --- | --- |
| peaceful | ecstatic | furious | disappointed |
| unhappy | mad | delighted | relaxed |
| annoyed | melancholy | restful | joyous |
| glad | explosive | dejected | content |
| heartbroken | blue | displeased | outraged |
| serene | calm | chipper | pleased |

1. Place the words from the word bank into the correct column in the graphic organizer.

|  |  |  |  |
| --- | --- | --- | --- |
| EMOTIONS | | | |
| angry | sad | tranquil | happy |
|  |  |  |  |

1. Tell someone how you know where the word belongs. Use the sentence frames to guide your speaking.

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| --- | --- |
| **Emerging** | I think the word \_\_\_\_\_\_\_\_\_\_ relates to the word angry/sad/tranquil/happy.  I think these words are related because \_\_\_\_\_\_\_\_\_\_. |
| Expanding | The words \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_ are related. They are related because they both describe being \_\_\_\_\_\_\_\_\_\_. |
| Bridging | Two words related to \_\_\_\_\_\_\_\_\_\_ are \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_.  I came to this conclusion because \_\_\_\_\_\_\_\_\_\_. |

1. Brainstorm with someone. Add three more words to the column for “angry.” If you need help, use a thesaurus.
2. Emotions can be very intense, or strong. Other emotions are less intense. Choose one group of emotions (angry, sad, tranquil, or happy) from the chart. Write the words in that group in order from the *weakest* to the *strongest* to create a continuum line. Include at least 4 words in your continuum line. If you need ideas, see the example.

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| --- |
| weakest emotion                                                                                 strongest emotion |
| irritated                              mad                                furious                                   explosive |
|  |

1. Talk about it. Talk to someone about how you ordered the words on the continuum line. Explain how you decided to place them in that order. Use the sentence frames below to guide your talking.

|  |  |
| --- | --- |
| **Emerging** | I think the word \_\_\_\_\_\_\_\_\_\_ is a weaker emotion, but  \_\_\_\_\_\_\_\_\_\_ is stronger. |
| Expanding | The words \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_ are not as strong of emotions as \_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_ . This order is correct because \_\_\_\_\_\_\_\_\_. |
| Bridging | The words that have the weakest meaning are \_\_\_\_\_\_\_\_\_\_ and\_\_\_\_\_\_\_\_\_\_. On the other hand, the words with the strongest meaning are \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_. |

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Description automatically generated Activity 2: **Think about an angry reaction**

In *A Raisin in the Sun*, the character, Walter is eating breakfast and becomes very angry when told to eat his eggs before they get cold. Walter is not really angry because he was told to eat his eggs, but that is what he reacts to. There is really something else that is upsetting him. In this activity, you will think about how you react when you feel certain emotions.

1. Do you ever react angrily to something that is unrelated to the real reason why you are upset? Write about a time when you were angry or upset, but you directed your emotions on someone or something else.

For example: One time, I was really angry that my brother wouldn’t let me hang around with him and his friends, so I reacted by yelling at our pet dog.

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1. Talk about it. Use the sentence frames and your writing to tell your answer to someone.

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| --- | --- |
| **Emerging** | One time, I was angry about \_\_\_\_\_\_\_\_\_\_. I reacted by \_\_\_\_\_\_\_\_\_\_. |
| Expanding | One time, I felt angry about \_\_\_\_\_\_\_\_\_\_, but I directed my anger at \_\_\_\_\_\_\_\_\_\_ by \_\_\_\_\_\_\_\_\_\_. |
| Bridging | I’m embarrassed to admit that once I felt angry about \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_. Instead of expressing my feelings to them, I \_\_\_\_\_\_\_\_\_\_. |

A close up of a logo

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Description automatically generated Activity 3: **Conduct interviews**



**Step 1: Interview about anger**

In the media, we see celebrities and ordinary people being interviewed by reporters. The interviewer asks a series of prepared questions and listens carefully to the answers. Active listening can include paying attention to the speaker, taking notes, and asking follow-up questions. In this activity, you are going to interview someone to learn what causes them to feel upset or angry.



**Follow-up questions**

Part of active listening is asking follow-up questions. When someone asks a follow-up question, they want more information or details about what a speaker has already said. These questions are often WH-questions: who, what, where, when, why, and how,   
such as:

What happened next?

Who were you with?

How did that make you feel?

1. Interview someone to learn what makes them upset or angry. Use the first column of the chart and the interview frame below to prepare your questions. Be an active listener and take notes on your partner’s responses. Include follow-up questions after you hear your partner’s answers.

|  |  |
| --- | --- |
| Questions | Responses |
|  |  |

**Interview Frame**

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| --- |
| **Interviewer:** Thank you for agreeing to this interview, \_\_\_\_\_\_\_\_\_\_ (partner’s name). I am trying to determine what makes people get upset or angry. In your experience, what makes you angry?  **Partner:** I get angry when \_\_\_\_\_\_\_\_\_\_. I don’t like it when \_\_\_\_\_\_\_\_\_\_, and it gets me upset.  **Interviewer:** Can you tell me more? Why did it make you angry?  **Partner:** I believe the reason that makes me so angry is \_\_\_\_\_\_\_\_\_\_. |

1. If you are working with a partner, listen carefully to your partner’s answers. Summarize their answer in the box.

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**Step 2: Interview about feeling sad, tranquil, or happy**

In this step, you’ll conduct a second interview, asking questions about an emotion other than anger.

1. Choose one of the other emotions in the chart from Activity 1 (sad, tranquil, or happy). Prepare to interview someone. Write two to four questions. Make your questions descriptive by using some of the words from your completed chart in Activity 1. For example: What makes you feel blue? Why does this make you feel blue?

|  |  |
| --- | --- |
| Emotion: (sad / tranquil / happy) | |
| Questions | Responses |
|  |  |

1. Interview someone. When you are interviewing the person, ask follow-up questions to get more information about their responses. Add these questions to your chart. Take notes on your partner’s responses.
2. If you are working with a partner, listen carefully to your partner’s answers. Summarize their answer in the box.

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