**I Dream A World**

I dream a world where man

No other man will scorn,

Where love will bless the earth

And peace its paths adorn

I dream a world where all

Will know sweet freedom's way,

Where greed no longer saps the soul

Nor avarice blights our day.

A world I dream where black or white,

Whatever race you be,

Will share the bounties of the earth

And every man is free,

Where wretchedness will hang its head

And joy, like a pearl,

Attends the needs of all mankind-

Of such I dream, my world!

Online text of Hughes’s “I Dream A World”

<http://www.learningfromlyrics.org/Langstones.html>

1. What is the mood and tone of “I Dream a World?” Give specific evidence from the poem.
2. What is the mood and tone of “Harlem?” Give specific evidence from the poem.
3. Identify and highlight the similes in both poems. In the margins, write down the images/ideas being compared (see example above).
4. Identify and highlight the metaphors in both poems. In the margins, write down what is being compared (just as you did with the similes).
5. Use your answers from numbers 1-4 to help you compare and contrast the two poems. You may use a Venn diagram, three-column chart, or a paragraph, but be thorough and specific.
6. Write your own: Describe your dream world in a 14-line poem. Use Hughes’s “IDAW” as a model. You can borrow the title “I Dream a World,” or you can make up your own. Either way, make sure you have one. Remember this is YOUR dream world, so make it exactly like you want it. When you finish, grab a piece of colored paper and a marker, and write your favorite line from your poem. Yes, ONLY ONE line.

**Harlem (or Dream Deferred**

What happens to a dream deferred?

      Does it dry up

      like a raisin in the sun?

      Or fester like a sore—

      And then run?

      Does it stink like rotten meat?

      Or crust and sugar over—

      like a syrupy sweet?

      Maybe it just sags

      like a heavy load.

      *Or does it explode?*

Online text of Hughes’s “Harlem”

<http://www.poetryfoundation.org/poem/175884>

Note to the teacher:

1. Read “Harlem” when you assign *A Raisin in the Sun* books. Have students draw the images they hear as a classmate reads the poem aloud. Discuss possible themes, focusing on “this poem expresses what a dream deferred feels like.” Also discuss / review imagery, simile, metaphor, style. Make predictions about the book based on the poem.
2. Give students the handout (above). Ask a classmate to read “IDAW” aloud. Have students answer the accompanying questions (either in stationary or circulating groups, or independently). Discuss the answers to 1-5 as a class, explaining and linking together each answer.
3. Explain #6 to the class. Give them a chance to write or plan in class. Depending on time, students may have to finish for homework. Teacher: use sentence strips, or cut colored pieces of paper, for students to write on.
4. When all students have written their ONE favorite line, have them “become the poem,” by lining up at the front of the room, holding their papers. They should randomly switch places for a few seconds until the teacher says, “stop.” Then, they will read their collective poem by having each student read his/her line. Do this as many times as you like.
5. Once you finish the final collective poem, tape it up – in that order – on the wall. Title the collective poem “We Dream A World.”
6. Optional: Hang the student artwork on a classroom wall, juxtaposing the “Dream Deferred” pictures and their dream world.