

Teacher: Jen Krivensky

Unit: "A Raisin in the Sun"

Title/Topic: "A Dream Deferred"

Time: 20-30 minutes

Introduction:

Central Focus

The central focus is to make sure students understand how to interpret Langston Hughes' poems "Dreams" and "A Dream Deferred" while identifying elements of poetry such as metaphors, rhyming words and tone.

Students will interpret Langston Hughes' poem "Dreams" in groups of through a class discussion. As a closing activity, the class will review "A Dream Deferred" and then work on an individual activity to create a poem called "A Dream Achieved."

Lesson Plan:

Student Learning Objective(s):

- Students will be able to identify literary devices using Langston Hughes' poem "Dreams."
- Students will be able to analyze themes using Langston Hughes' poem "Dreams."
- Students will be able to apply literary devices to Langston Hughes' poem "Dreams."

North Carolina Common Core Standards:

[CCSS.ELA-LITERACY.RL.9-10.1](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-LITERACY.RL.9-10.4](#)

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Materials (see below):

- *Paper*
- *"A Dream Achieved" activity sheet*

Sources:

- “A Dream Deferred” by Langston Hughes
- “Dreams” by Langston Hughes
- A passage from “The Declaration of Independence” by Thomas Jefferson

Formative Assessments/Tasks

1. Critical thinking questions throughout discussion.
2. Review of terms as a class discussion
3. Students will participate in an activity to write a poem called “A Dream Achieved” modeling Langston Hughes’ “A Dream Deferred.”
4. Students will work in groups to interpret Langston Hughes’ “Dreams.”

Task	What is the teacher doing?	What are students doing?
Opening Activity 3-5 minutes	<p>As students walk in, ask them to take out a piece of paper and briefly answer prompt about what the American Dream means to them.</p> <p>While they are working on this teacher is writing this passage on the board, “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”</p>	Students are writing what the American Dream means to them.
Review- 10-15 minutes	<p>Present passage from the “Declaration of Independence” and hand out “Dreams” by Langston Hughes. Initiate a conversation about the American Dream.</p> <ul style="list-style-type: none">• Is the American Dream a possibility for everyone?• How is it different for some?• Would someone please read this poem out loud for the class?• Do you agree with Hughes? Why or why not? Use personal experiences, other stories or movies to support your claim if applicable.• What is the mood of the poem?	Participating in review and answering questions presented by teacher.

	<ul style="list-style-type: none"> • Review <ul style="list-style-type: none"> ○ Metaphor: tenor vs vehicle (tenor is idea being expressed, vehicle is the image the idea is conveyed.) ○ Rhyming Words ○ Tone: attitude toward subject and audience. <p>Use white board to have students tell the message, identify metaphors, rhyming words and tone.</p>	
<p>Activity 5-7 min.</p>	<p>Give each student “A Dream Achieved” activity. Ask them to complete individually. If there is time, ask a few to share. Collect as they leave.</p>	<p>Students are working on the “A Dream Achieved” activity.</p>

Materials Below:

"A Dream Achieved"
By _____
What happens to a dream achieved?
Does it _____
like a _____?
Or _____ like a _____--
And then _____?
Does it _____ like _____?
Or _____--
like a _____?
Maybe it _____
like a _____.
Or does it _____?

"A Dream Achieved"
By _____
What happens to a dream achieved?
Does it _____
like a _____?
Or _____ like a _____--
And then _____?
Does it _____ like _____?
Or _____--
like a _____?
Maybe it _____
like a _____.
Or does it _____?

"A Dream Achieved"
By _____
What happens to a dream achieved?
Does it _____
like a _____?
Or _____ like a _____--
And then _____?
Does it _____ like _____?
Or _____--
like a _____?
Maybe it _____
like a _____.
Or does it _____?

"A Dream Achieved"
By _____
What happens to a dream achieved?
Does it _____
like a _____?
Or _____ like a _____--
And then _____?
Does it _____ like _____?
Or _____--
like a _____?
Maybe it _____
like a _____.
Or does it _____?

<p style="text-align: center;">"A Dream Achieved"</p> <p>By _____</p> <p>What happens to a dream achieved?</p> <p>Does it _____ like a _____?</p> <p>Or _____ like a _____? --</p> <p>And then _____?</p> <p>Does it _____ like _____?</p> <p>Or _____ -- like a _____?</p> <p>Maybe it _____ like a _____.</p> <p>Or does it _____?</p>	<p style="text-align: center;">"A Dream Achieved"</p> <p>By _____</p> <p>What happens to a dream achieved?</p> <p>Does it _____ like a _____?</p> <p>Or _____ like a _____? --</p> <p>And then _____?</p> <p>Does it _____ like _____?</p> <p>Or _____ -- like a _____?</p> <p>Maybe it _____ like a _____.</p> <p>Or does it _____?</p>
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<p>"A Dream Deferred" <i>By Langston Hughes</i></p> <p>What happens to a dream deferred?</p> <p>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?</p> <p>Maybe it just sags like a heavy load.</p> <p>Or does it explode?</p>	<p>"A Dream Deferred" <i>By Langston Hughes</i></p> <p>What happens to a dream deferred?</p> <p>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?</p> <p>Maybe it just sags like a heavy load.</p> <p>Or does it explode?</p>
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<p>“Dreams” By Langston Hughes</p> <p>Hold onto dreams For if dreams die Life is like a broken-winged bird That cannot fly. Hold fast to dreams For when dreams go Life is a barren field Frozen with snow</p>	<p>“Dreams” By Langston Hughes</p> <p>Hold onto dreams For if dreams die Life is like a broken-winged bird That cannot fly. Hold fast to dreams For when dreams go Life is a barren field Frozen with snow</p>
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“A Dream Fulfilled”

What happens to a dream fulfilled?

Does it _____

like a _____?

Or _____ like a _____ --

And then _____?

Does it _____ like a _____?

Or _____ --

like a _____?

Maybe it just _____

like a _____.

Or does it _____?

What happens to a dream fulfilled?

Does it soar
on an eagle's wing
Or race like a roadster—
And then blur
through clouds and dirt?
Does it rise like a fist—
and shine like Olympic silver?

Maybe it just smiles
like a child tasting snow.

Or does it take a bow?

What happens to a dream fulfilled?

Does it slide down a rainbow
Or race like a roadster—
And then blur
through corners thinning rubber?
Does it rise like a fist—
and shine like Olympic silver?

Maybe it just smiles
like a child tasting snow.

Or does it take a bow?

Materials (links)

“A Dream Achieved”

https://docs.google.com/document/d/1mC99cMWcmflfEOc8Irv_IKCLQeInRgkYHT6Wbovdaks/edit?usp=sharing

“Dreams” by Langston Hughes

<https://docs.google.com/document/d/1JG-H03OcZNTqcObbMEYNxVwgedtudvI0lUDwuFLJo0k/edit?usp=sharing>