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Objective: Students will analyze film and drama using "Marxist" literary theory* to learn how perceptions of "power" and "class" affect their understanding of relationships and conflict among characters.

Works Studied: *Finding Forrester* and *Raisin in the Sun*

Activities/Assignments:

1. Vocabulary: AIM Vocabulary Exercise: "power" and "class"
 - Associate words or phrases with the vocabulary terms
 - Connect Ideas between the two lists
 - Agree or disagree (My Opinion, Your Opinion) with broad statements about the terms
2. Television Viewing Assignment.
 - What did you watch?
 - What class(es) were represented in the program?
 - How did you know? What told you - dress, spoken words, actions?
 - If POWER and MONEY are the center of class circles, where was this program?
 - How did this assignment affect your viewing attitude?
3. Journal Topics: *Finding Forrester*:
 - Describe the setting. What "class" do Jamal and his family belong to?
 - What does basketball represent? What do books represent?
 - What "class" does Forrester belong to? What are the clues that tell you?
 - Who has the most "power" (authority) right now in the relationship? How do you know?
 - How did Jamal use both basketball and words to win his "power struggle" with his teacher and his school?
4. Journal Topics: *Raisin in the Sun*:
 - Explain the source of the "conflict" between Walter and his family.
 - At the end of Act 1, who has the most "power" in the family, Mama or Walter? How do you know?
 - By the end of Act II has power shifted in the family? What were the clues in the play which support your idea?

Evaluation: Short Answer Essay Questions on *Raisin in the Sun*

1. Early in the play, Walter believed that "money is life". Explain how that belief corrupted him and how he overcame that corruption by the end of the play.
2. Reread the Langston Hughes poem, *Harlem*. Explain the theme of the poem as it relates to TWO of the main characters (Mama, Ruth, Walter, Beneatha).

Harlem

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?

May be it just sags
Like a heavy load.

Or does it explode?

*Appleman, Deborah. *Critical Encounters in High School English: Teaching Literary Theory to Adolescents*. NY: Teachers College Press. 2000.