

Lesson #1

Materials Needed:

- Copies of “Harlem” by L. Hughes
- Copies of Play Synopsis for both plays
- DVD player
- DVD from resource kit: 1950’s commercials
- Large display paper
- Markers

Aim: How was the American Dream perceived in the 1950s? How does it compare to today’s dreams?

Do Now: Hand out copy of “Harlem” by Langston Hughes. Have the students read the short poem and answer the following questions:

1. What type of dream is Hughes referring to?
2. How does he describe what happens to people’s dreams?
3. Do you agree or disagree with him? Why?

Briefly discuss and reflect on students answers to these questions.

Main Activity:

1. Show students a variety of the 1950’s commercials. (Less than 20 mins)
 - a. This will show examples of how life was seen during that time period and ideals the public were told they should have.
2. Discussion: What is/was the American Dream?
 - a. Lead students in a succession of questions that engages them in a discussion about the concept of "The American Dream."
 - b. Record students' responses on large display paper and categorize them according to social, educational, economical, political and religious reasons.
 - i. Save these papers!
 - c. If there are students from other countries in the class, allow them to discuss their stories of immigration if they choose. Ask students:
 - i. Why do people from other countries immigrate to America?
 - ii. When we talk about "The American Dream", what do we mean? What are some of the obstacles to achieving the American Dream?
 - iii. Which groups of people have had trouble attaining "The American Dream"? There are a variety of acceptable responses to this question. E.g. Native Americans, Irish Americans, African Americans, Chinese Americans, and Japanese Americans, as well as the poor and women.
 - iv. Given the obstacles that some Americans have to overcome, what makes the American Dream appealing?

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3. Have students write out their definition of "The American Dream". Allow students to read their definitions aloud and elaborate on them as they see fit.
4. Hand out copies of the play synopsis for both *A Death of a Salesman* and *A Raisin in the Sun*.
5. Explain to the students that they will be exploring scenes from these two plays and how they compare and contrast in the setting of the 1950's daily life and the search for their own American Dream.

Homework:

Have the students read both play synopses and create a T-Chart that compares the dreams each family (the Younger's dreams and the Loman's dreams) has.

Harlem

Langston Hughes

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?

Death of a Salesman and A Raisin in the Sun Lesson Plans

Death of a Salesman
By Arthur Miller

Play Synopsis

ACT I: As the play opens, **Willy Loman**, a man in his early sixties, is returning home from a sales trip. He is exhausted after an unsuccessful attempt to drive to his first appointment. His wife **Linda**, alarmed at his early return worries about his health and makes excuses for his inability to drive. In the face of her concern, Willy confesses that he cannot concentrate. He is having strange thoughts. These thoughts will plague him throughout the play. They are recollections of the past.

At Linda's urging, Willy agrees to ask **Howard Wagner**, his boss, to give him a position in the New York office. During Linda and Willy's conversation, their sons, **Happy** and **Biff**, are getting reacquainted. Happy, the younger of the two, has a job and his own apartment. He is confident, easygoing and sensual. Biff, who is his father's favorite, has had 20 or 30 jobs since high school. He is lost and troubled. His inability to settle down confuses Willy and has caused tension between father and son.

Downstairs, Willy recalls the past, half to himself and half aloud. Willy idolized Biff, he took such pride in Biff's athletic achievements that he frequently ignored Happy's need for attention and overlooked Biff's weaknesses -- his failure in math, his theft of the basketballs, and his cheating. Willy even justifies Biff's bad behavior when Linda and **Bernard**, the boy next door, criticize him.

Willy's reminiscences are interrupted by the sound of a **woman** laughing. The woman is never named, but her presence is felt several times during the play. Weaving between the present and the past, Willy speaks of his loneliness and his inability to get ahead. The voice of the other woman flatters Willy from the past, while Linda, unaware of Willy's daydream, tries to reassure him.

As Willy talks, Linda mends stockings. The sight of her mending angers and shames Willy, reminding him of the limited income and a past indiscretion with the unnamed woman.

Happy comes downstairs to find out why his father has come home and what has caused all the commotion. He finds a confused Willy babbling about his wealthy brother **Ben**. Like the woman, Ben is heard and seen only by Willy. Ben exists in Willy's mind as a symbol of adventure, quick success and wealth. When Willy is upset, he talks to Ben. Willy is so involved in his daydreams that happy gives up trying to talk to his father and goes back to his room.

Disturbed by the noise next door, **Charley** (Bernard's father) wanders in to soothe Willy. He offers to play cards. While Charley talks Willy alternately addresses Charley and Ben. Gathering that Willy is troubled, Charley offers him a job which Willy promptly refuses.

Slipping deeper into his reverie, Willy ignores Charley, and recalls a visit Ben made long ago. Ben spoke of diamonds, their father, and his success. Anxious to please, Willy showed off his sons and encouraged Biff to steal sand from a construction site so they could rebuild the front step. Linda and Charley warned Willy that Biff would be in serious trouble for stealing again -- a warning which amused Willy and Ben.

Linda jolts Willy back to reality as he is about to leave the house in his pajamas. Biff and Happy come downstairs and ask Linda what is wrong with their father. She can only say that he is tired and deserves attention. She tells them that Willy is on straight commission and borrows \$50 a week from Charley to make ends meet. She also tells them he has been trying to kill himself. Horrified, Happy curses his father and Biff swears he will find work and stay at home.

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Willy hears Biff's promise to find work. Caught up in the excitement, Happy suggests that he and Biff start a sporting goods line. They plan to ask Biff's former boss **Bill Oliver** for financial backing. His optimism restored, Willy goes to bed while Happy and Biff marvel at how old their parents have become.

ACT II: The next morning Willy is still elated. Over breakfast he vows to ask his boss for a new assignment. Linda tells him to meet their sons at dinner for a celebration and Willy sets off just as it is beginning to rain.

His interview with Howard Wagner goes poorly. Howard plays with his tape recorder, barely listening to Willy's needs. He finally gives Willy his attention -- only to fire him. Dejected, Willy again turns to Ben, who offers him a proposition. When Willy hesitates and speaks of **Dave Singleman**, the man who inspired Willy to become a salesman, Ben becomes impatient and fades. In desperation Willy goes to Charley's office.

Charley's son Bernard, now a successful lawyer and a father of two boys, meets Willy in the outer office. Willy congratulates Bernard on his successful career and asks him why Biff has never succeeded. Bernard hints that something happened to Biff when he visited Willy in Boston the summer after graduation. Charley enters and tries to corner Willy. He gives Willy money and offers him a job which Willy refuses. Annoyed, Charley asks why Willy needs money, and Willy confesses that he has been fired.

While Happy and Biff wait for Willy at the restaurant, Biff explains that he saw Bill Oliver briefly but never even talked to him. During his wait for Oliver, Biff had suddenly realized he had never been more than a shipping clerk for Oliver. This realization makes him remember all the lies people in his family have told one another. Happy doesn't want to hear Biff's truth so he flirts with a girl at the next table and arranges a double date. Later, Willy is as unwilling to hear what Biff has to say as Happy was. A fight ensues as Biff tries to explain his feelings. Happy tries to tell the same old lies, and Willy yells. A call for happy interrupts them and sends Willy into the bathroom and his mind into the past.

Willy recalls Biff's visit to Boston and remembers Biff's horror at discovering his father in a motel with another woman. After this incident, Biff gave up on college. Happy and Biff abandon their father in the restaurant, leaving **Stanley**, the waiter, to see that Willy gets home.

When the boys finally return home, Linda is waiting for them. She has pieced together the events of the evening and wants her sons to get out. She says their presence only torments Willy. But Biff insists on seeing his father. During this confrontation, Biff convinces his father that he loves him. Willy is elated and consults Ben on the last time. He wants Ben's approval for his scheme to provide Biff with \$20,000 -- the amount his insurance will pay if he dies. Convinced his suicide will make Biff's fortune, Willy kills himself while driving and smashing his car.

REQUIEM: His death angers Happy and confuses Linda. Happy cannot accept his father's death; to do so would mean admitting that his own dreams of success are as misguided as Willy's were. Linda, like Happy, depends on Willy's dreams and his death shatters her. Standing over his grave, Linda tells Willy that the mortgage on their house is finally paid. They are free for the first time.

Charley and Biff seem to understand Willy's suicide, but for different reasons. Charley recognizes that Willy was a salesman in the truest sense of the word -- he sold himself until the world stopped buying.

Biff understands and forgives Willy. With his father's death, he relinquishes any further belief in his father's dreams. Finally, at age 34, Biff is free to be himself.

A Raisin in the Sun
By Lorraine Hansberry

Plot Summary

Act I, Scene One The opening scene of *A Raisin in the Sun* occurs on a Friday morning when the members of the Younger family are preparing to go to school or work. During this scene, as in the opening scene of most plays, several key pieces of information are revealed. The family's inadequate living situation is conveyed through the fact that they share a bathroom with other tenants in their apartment house and through the fact that Travis must sleep on the sofa in the living room. As crucial, Walter's conversation elicits the fact that Mama is expecting a significant check in the mail the following day — life insurance paid to them because Mama's husband and Walter and Beneatha's father has died. The tension over money is also evident when Ruth refuses to give Travis fifty cents he needs for school. Walter gives him the money, along with an additional fifty cents to demonstrate that the family is not as poor as Ruth claims. Ironically, however, when Walter leaves for work, he will have to ask Ruth for carfare since he has given all his money to Travis.

During breakfast, Walter discusses the liquor store he wants to buy with the money Mama will receive. The other family members are hesitant to invest money with Walter's friends. Walter becomes increasingly frustrated, but when he expresses his longing for a more independent life and a career beyond that of chauffeur for a white man, Ruth and Beneatha discount his desires. Beneatha reminds him that the money belongs to Mama rather than directly to them, but her response is disingenuous because she already knows Mama plans to save some of the money for Beneatha's school tuition.

After the others leave, Ruth speaks to Mama about Walter's hopes. Mama is hesitant for at least two reasons — she does not approve of liquor, and she would like to buy a house for the family. This possibility excites Ruth, and within this conversation, Mama reveals why this dream is so significant to her. During this conversation, Beneatha states that she has another date with George Murchison, a young man she doesn't particularly like. This puzzles Mama since George comes from a wealthy family. The conversation grows tenser, however, when Beneatha defies her mother regarding religion, making statements Mama considers to be blasphemous. The scene concludes when Ruth suddenly faints, an act that will be explained later.

Act I, Scene Two This scene occurs the following morning, with most of the family cleaning house and waiting for the mailman. Ruth, however, has gone out, and Mama implies that it might be because she's pregnant. Beneatha states that she's about to receive a visitor, Joseph Asagai, from Nigeria. There follows a discussion of European colonialism in Africa — although Mama appears somewhat ignorant, Beneatha's knowledge seems particularly new and her attitude self-righteous. At this point, Ruth returns and confirms that she is pregnant. Although Mama is pleased, Ruth and Beneatha think of the child as simply another financial burden.

They are diverted from their conversation when Beneatha spies Travis outside chasing a rat with his friends. During this confused moment, Asagai arrives. He critiques Beneatha because she has straightened her hair according to the style of the time. He suggests that she is a racial assimilationist — that is, that she aspires to white values. Simultaneously, he asserts that a woman's primary sense of fulfillment should come from her role as a wife.

After Asagai leaves, the mailman arrives with the check. Walter returns home, more frustrated than ever, especially when Mama urges him to go talk to Ruth. Mama is concerned because Walter is going “outside his home to look for peace” and because the “doctor” Ruth has gone to see is an abortionist. Although she expects Walter to be outraged at this possibility, he seems by his silence to agree that abortion would not be such a bad idea.

Act II, Scene One Later that day, Beneatha appears in an African gown Asagai has given her. Walter is drunk and wants to act like an African warrior. George Murchison arrives to pick up Beneatha, but he is displeased at her appearance and refuses to take her seriously. She is, he says, “eccentric.” Walter responds to George antagonistically, describing him as wearing “faggoty-looking white shoes.” Ruth understands that something has gone drastically wrong, and that whatever she and Walter once shared, that love is gone.

Mama returns home, stating that she has been doing business downtown. She has in fact bought a house — located in Clybourne Park, an entirely white neighborhood. She bought that house not because she wanted to make a political statement but because it was big enough for her family and within her price range.

Act II, Scene Two In this scene, Mrs. Johnson, a neighbor, arrives, ostensibly to congratulate the Youngers on their impending move. Within the conversation, however, she brings up recent bombings of houses belonging to black families moving into previously all-white neighborhoods. Within this conversation, Mama reveals herself to have more militant feelings than she had previously expressed. When Walter confesses that he has not been to work for three days, Mama begins to rethink her decision and eventually offers some of the money to Walter so that he can buy the liquor store and “be the head of this family from now on like you supposed to be.”

Act II, Scene Three At this point, the family mood has improved considerably. Ruth and Walter have gone to the movies for the first time in years, and Ruth has bought curtains for the new house. In the midst of their excitement, a white man knocks at their door, introducing himself as Karl Lindner, from the “New Neighbors Orientation Committee.” Although he attempts to present himself not as racist but merely reasonable, his goal is to buy the house back from the Youngers, who refuse his offer. After he leaves, Beneatha asks, “What they think we going to do — eat ‘em?” Ruth responds, “No, honey, marry ‘em.”

To celebrate their good fortune, the family has bought Mama a set of gardening tools, but in the midst of their celebration, Bobo, a friend of Walter’s arrives. He reveals that Willy, their mutual friend and potential business partner, has disappeared with all of their money. Mama is especially outraged because the money represented everything for which her husband had suffered. The scene ends with the family as dejected as they had been joyous at the beginning.

Act III Walter has gone to Karl Lindner’s apparently to accept his offer, but when Lindner arrives, the family has regained its determination to move. The movers arrive. The play concludes on an ambiguous note — for although the family is moving, their life in Clybourne Park will likely be difficult.

Lesson #2

Materials Needed:

- Smart board or LCD projector w/laptop
- CD with 1950's photos (American Dreams; Levittown)
- Large display paper
- Markers
- Copies of scenes from the play

AIM: How do the plays idealize 1950's life and the pursuit of the American Dream?
Are they a realistic view?

Do Now:

1. In groups, have students share and discuss the T-Charts they created from reading the play synopses.
 - a. Ask one student in each group to record the answers they came to.
2. Then create and record a classroom T-Chart on large display paper.
 - a. Hang this alongside the American Dream papers from previous class.
 - b. Compare and discuss.

Main Activity:

1. Hand out copies of scenes from the two plays:
 - a. *A Raisin in the Sun*: Act 1, Scene 1 Copy pages 22 to 35
 - i. Opening until Walter (mumbling) "We one group of men tied to a race of women with small minds!"
 - b. *Death of a Salesman*: Act 1 pp. 5-12.
 - i. Opening until Linda, Willy's wife, goes upstairs.
 - c. Get student volunteers or assign readers to "play" the parts.
 - i. It is suggested that you ask the students to read this in the front of the room or create a "performance space" if your class has the comfort level for this.
 - d. It is suggested that, for expediency, that the teacher reads the stage settings and directions.
2. Set up the Smart Board or LCD projector.
3. Show the slides of some of the 1950's: Levittown, segregation, etc.
 - a. Have the students discuss what they saw yesterday in the CD presentation against the reality of these photos of 1950's American life.
 - b. What differs between the two portraits: idealized life vs. reality?

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- c. How can they compare what they see now on TV and reality and is it accurate or false? Why?
- d. Do the plays, with as much as they know from the synopses and the scenes they just read, match idealized or real life? Why?
- e. Have the students find details that describe the lives of the Loman and Younger households.
 - i. Compare and contrast their situations.
- f. Does any of this reflect on what is going on today?

Homework:

1. Have students research and list the price values of the American Dream of the 1950's to costs of today:
 - a. Homes and/or apartments, cars, TV sets, food, furniture, clothing, entertainment (records vs. CDs; movies; concerts).
2. Ask the students to find statistics on unemployment during the 1950's and today.

***Teacher's Note:** When reading the scenes out loud and/or attempting to perform them it is understood that each class reads at different levels. If reading the plays takes longer than anticipated please extend the discussions to the next day. You may have to edit the future lessons depending on your time schedule constraints.

Lesson #3

Materials Needed:

- Large index cards
- Markers
- Copies of the scenes for today

AIM: How does someone achieve their wants/needs against social adversity?

Do Now:

1. Ask the students to define and/or write a sentence, showing the word's meaning, for the following terms and then briefly discuss:
 - Segregation
 - Class System (Lower, Middle, and Upper)
 - Status
 - Racism
 - Success
 - Failure

Main Activity:

1. Physical/Vocal activity: "Please/No!"
 - a. Have two volunteers stand facing each other.
 - i. Designate which one is A and which one is B.
 - b. Actor A and Actor B are going to carry out an improvisation.
 - c. In the improvisation, actor A can only say the word "please." Actor B can only say "no."
 - d. Brainstorm with the class on a situation and objectives for actor A and actor B.
 - i. Actor A should have a very specific intention - something that they need very badly when they are asking "please" (i.e. money for an operation to save someone's life).
 - ii. Actor B should have some reason that is equally important for saying "no."
 - e. The object of the game is for Actor A to get Actor B to change their mind and say "yes."
 - f. Brainstorm with the class on different actions and tactics that Actor A and B can try in order to achieve their objectives.
 - i. Write down these actions on large index cards.
 1. Examples: begging, threatening, guilt, angry, etc.
 - g. Nominate two directors, and pair them each with an actor.
 - h. Distribute the index cards with the actions/tactics to each director (five each would be a good amount).
 - i. Each director will choose which actions their actor will use, and in what order
 - i. During the improvisation, the directors will hold up the "action" signs, signaling to the actor the choices they should make during the scene.
 - j. When finished, discuss which ways would be more successful to get what they wanted.

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- i. Are there other methods to get what you want?
2. Hand out copies of scenes from the two plays:
 - a. *A Raisin in the Sun*: Act 1, Scene 2: (Copy Pages: 68-75: Check arrives to end of scene).
 - i. **Synopsis:** *The Younger's have been waiting on a \$10,000 insurance check. Walter's dream of what to do with the money is far different than what the rest of the family want.*
 - b. *Death of a Salesman*: Act 2 pp.55-59.
 - i. **Synopsis:** *Willy is tired from making so many sales trips to New England. Excited by the energy his two sons have from their idea of opening a sporting goods store, Willy decides that he will visit his boss to demand a sales route closer to home. Howard has taken over the business from his father and doesn't pay much attention to Willy because Willy's sales have been down for years.*
3. Get student volunteers or assign readers to "play" the parts.
 - a. It is suggested that you ask the students to read this in the front of the room or create a "performance space" if your class has the comfort level for this.
 - b. It is suggested that, for expediency, that the teacher reads the stage settings and directions.
4. When both scenes have been done, discuss the ways both Willy and Walter try to get what they want.
 - a. Were they successful?
 - b. Why or why not?
5. Were there better/other ways or options to get what the characters wanted?
 - a. * If time permits, allow volunteer students to try one of the two scenes, improvising the words and trying new tactics for the main character to get what he wants.
 - i. Continue to the next day if you run out of time so both scenes can be examined in different ways using the students own words and ideas.

Homework:

1. Have the students write a short essay on a time they wanted something and did not get it.
 - a. Can they think of a way to achieve their goal using a different tactic to get a positive solution?

Lesson #4:

Materials Needed:

- Copies of the scenes for today
- Smartboard or LCD projector/computer
- Large Display Paper
- Markers

AIM: How can you go on when you've suffered shattered dreams?

Do Now:

1. Watch the video of Rosa Parks (in her own words).
 - a. http://www.surfnetkids.com/video/rosa_parks_own_words.htm OR
 - b. http://teachertube.com/viewVideo.php?video_id=19230&title=Rosa_Parks
 - i. It is suggested you burn the video to your desktop.
2. Discuss, in partners or in groups, what you saw and heard.
 - a. What did Rosa Parks and the community do to overcome adversity?
 - b. Was type of protest was this and what was it about?

Main Activity:

1. Put up the large display paper.
2. Ask students to give suggestions of various ways of social protest.
 - a. Create a wall chart/word wall off of the word "Protest".
 - b. Discuss consequences of both peaceful and violent protest.
3. Hand out copies from scenes of the two plays:
 - a. *A Raisin in the Sun*: Act 2, Scene 3 (Copy Pages: 112-119; Walter enters to when Lidner leaves)
 - i. **Synopsis:** *The family is excited about the move to Clybourne Park, an all-white neighborhood. There is a positive and joyful attitude among all...that is, until a representative from Clybourne comes to visit.*
 - b. *Death of a Salesman*: Act 2 pp.76-80.
 - i. From Biff "cut it out" to Biff "I can't talk to him!")
 - ii. **Synopsis:** *Willy and Linda's son Biff has come home from traveling and working out west. Biff's life has not amounted to much and Willy is sorely disappointed in him. The previous night Happy, Biff's brother, comes up with an idea to open a sporting goods store that both brothers would run tapping into their athletic ability. Biff decides to visit his former employer to ask him to back the venture.*
4. Get student volunteers or assign readers to "play" the parts.
 - a. It is suggested that you ask the students to read this in the front of the room or create a "performance space" if your class has the comfort level for this.
 - b. It is suggested that, for expediency, that the teacher reads the stage settings and directions.

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5. Both families are suffering a different type of segregation:
 - a. The Younger family racism
 - b. Biff vs. Willy in a social/economic broken family ideology.
6. Have the students create posters/banners in groups:
 - a. Two groups of students create poster/banners for a civil rights march.
 - b. Two groups of students create poster/banner for jobs and social equality.
 - c. Have the group representatives come up to show off their work and explain/debate their ideas.

Homework:

1. Hand out short scene from *Death of a Salesman* Act 1; pp.40-41..
2. Linda is defending her husband, Willy, to her two sons.
3. Ask the students to read this and write a short response about this scene.
 - a. Ask them to try and explain what Linda is asking for when she says that “Attention, attention must finally be paid to such a person.”
 - b. Can one person’s story be an accurate reflection of the experiences of a society?
 - i. Is this representative of Middle Class American values?

Lesson #5

Materials Needed:

- CD Player
- CD in resource kit: “We Shall Overcome”
- Copies of lyrics for “We Shall Overcome”
- Copies of scenes for today
- DVD’s of *Raisin in the Sun* & *Death of a Salesman*
- Smartboard or LCD Projector w/DVD player

AIM: How has the American Dream progressed?

Do Now:

1. Hand out lyric sheets for *We Shall Overcome* and play the cd.
2. After the song is finished, have a short discussion about the song/lyrics and how this relates to both plays.
 - a. What do both families have to overcome?
 - b. The song, originally gospel in origin, was made famous during the Civil Rights actions.
 - i. How does the song also speak of the American Dream and relate to the plays?

Main Activity:

1. Hand out copies of the scenes from the two plays:
 - a. *A Raisin in the Sun*: Act 3 (Copy Pages: 140-151; start at bottom of pg 140).
 - i. **Synopsis:** *Walter had the money he was going to use for his business and Benetha’s college stolen. To make amends, he has called Linder, from Clybourne Park, to take their money so the family won’t move into the all white neighborhood.*
 - b. *Death of a Salesman*: Requiem: Copy pp. 99-101.
 - i. **Synopsis:** *Willy has committed suicide by crashing his car. He did it because he felt it was the only way to leave something for his wife, Linda, \$20,000 in insurance money. Linda has been fiercely devoted to Willy through thick and thin. Linda, Biff, Happy and their neighbor Charley are at the gravesite.*
2. Get student volunteers or assign readers to “play” the parts.
 - a. It is suggested that you ask the students to read this in the front of the room or create a “performance space” if your class has the comfort level for this.
 - b. It is suggested that, for expediency, that the teacher reads the stage settings and directions.

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3. Have the DVD set for the final scene of *A Raisin in the Sun* to play.
 - a. Once finished, replace with final scene from *Death of a Salesman* and play.
4. Final discussions with students: Reactions to what they read &/or saw.
 - a. What were the struggles the Younger's and Loman's faced?
 - b. Were the struggles the two families faced in any way similar?
 - c. Are these struggles of two families still going on today?
 - d. Did either family see their American Dream come true?

*Important: This lesson may need to stretch over two days for showing the final scenes of both plays and to have the class discussions. Please accommodate or edit as to your curriculum calendar needs.

Homework:

1. Make sure the students have their copies of the poem "Harlem" by L. Hughes from the first lesson.
2. Ask the students to compare the two plays: were the dreams of blacks Americans similar or different to those of the white Americans?
3. Using the Hughes poem:
 - a. Which metaphor describes the Younger family dream?
 - b. Which describes the Loman Family dream?

WE SHALL OVERCOME

Words and Music by Zilphia Hart., Frank Hamilton, Guy Carawan
and Pete Seeger

We shall overcome,
We shall overcome,
We shall overcome, some day.

Oh, deep in my heart,
I do believe
We shall overcome, some day.

We'll walk hand in hand,
We'll walk hand in hand,
We'll walk hand in hand, some day.

Oh, deep in my heart,

We shall live in peace,
We shall live in peace,
We shall live in peace, some day.

Oh, deep in my heart,

We shall all be free,
We shall all be free,
We shall all be free, some day.

Oh, deep in my heart,

We are not afraid,
We are not afraid,
We are not afraid, TODAY

Oh, deep in my heart,

We shall overcome,
We shall overcome,
We shall overcome, some day.

Oh, deep in my heart,
I do believe
We shall overcome, some day.