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A RAISIN IN THE SUN

by

Lorraine Hansberry

Student Packet

Written by
Gloria Levine, M.A.

Contains masters for:
1 Prereading Activity
6 Vocabulary Activities
4 Literary Analysis Activities
2 Critical Thinking Activities
1 Cooperative Activity
1 Comprehension Activity
2 Comprehension Quizzes (two levels)
2 Unit Exams (two levels)

PLUS
Detailed Answer Key

Note
The text used to prepare this guide was the Signet Penguin softcover edition, © 1988 by Robert Nemiroff. The page references may differ in the hardcover or other paperback editions.

Please note: Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with your class.

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Directions: Rate each of the following statements before you read the play, and then compare your ratings with a partner’s. Discuss why you chose the particular ratings you did. After you have completed the play, discuss with your partner whether you would change any of the ratings.

1— — — — 2— — — — 3— — — — 4— — — — 5— — — — 6
agree strongly
disagree

1. _____ You should hold onto your dreams; if you work hard enough for them, they will come true.

2. _____ If you’re going to be successful, you have to take some big risks.

3. _____ Once children are grown, their parents are no longer responsible for them.

4. _____ We should think of the United States as a “melting pot” in which people from many cultures leave their differences behind.

5. _____ Sometimes swallowing your pride is necessary for survival.

6. _____ Neighbors have the right to decide what kind of community they want to have—including who lives in that neighborhood.

7. _____ Most people don’t try hard enough to see the other fellow’s problem.

8. _____ When someone insults you, it’s best to “turn the other cheek.”
### Directions:

Choose one word from the list above and turn to the page on which it is used in the play. After examining how the word is used in context, complete the word map and explain your finished map to a partner and then to the class.

<table>
<thead>
<tr>
<th>SYNONYMS</th>
<th>ANTONYMS</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

**Word Chosen:**

**Definition in your own words:**

**Word used in a sentence:**

<p>| | |</p>
<table>
<thead>
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<tbody>
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</tr>
</tbody>
</table>
Activity #3: Vocabulary
Use During Reading
pages 54–75

Directions:
a. Complete the chart below, individually, by placing a check mark in the column which best describes your familiarity with each word.
b. With a partner, or in a small group, find the line in which each vocabulary word appears in the play, and read the line aloud. (Help each other with pronunciation.)
c. When the chart is complete, look each word up in a dictionary to find the meaning as used in the play.
d. Share your charts and definitions with the rest of your group.

<table>
<thead>
<tr>
<th>Word</th>
<th>I can define</th>
<th>I have heard/seen</th>
<th>I don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>insecticide</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>intellectual</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>missionary</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>dejection</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>suppress</td>
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<td></td>
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<tr>
<td>mutilate</td>
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<tr>
<td>assimilationism</td>
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<td></td>
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<tr>
<td>liberated</td>
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<td></td>
<td></td>
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<tr>
<td>evading</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>haphazardly</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Definitions

insecticide:

intellectual:

missionary:

dejection:

suppress:

mutilate:

assimilationism:

liberated:

evading:

haphazardly:
Directions: Use words from the vocabulary box to complete the analogies below. Using the analogies as models, create analogies for five more of the vocabulary words and give them to a partner to complete.

Sample: NO is to YES as OFF is to ON.

1. SILENCE is to SECRET as ANNOUNCEMENT is to ________________________.

2. SUDDENLY is to GRADUALLY as DRAMATICALLY is to ____________________.

3. POWERLESS is to BOTTOM as ____________________________ is to TOP.

4. FAMILY is to HEIRLOOM as ANCESTORS is to ________________________.

5. JOYLESS is to MOURNING as ______________________________ is to REJOICING.

6. __________ is to __________ as __________ is to __________.

7. __________ is to __________ as __________ is to __________.

8. __________ is to __________ as __________ is to __________.

9. __________ is to __________ as __________ is to __________.

10. __________ is to __________ as __________ is to __________.
Name______________________________

### Directions: Circle the word from each list that does not belong with the others. Briefly explain why that word does not belong.

<table>
<thead>
<tr>
<th>List</th>
</tr>
</thead>
<tbody>
<tr>
<td>rebuffs</td>
</tr>
<tr>
<td>exclamatory</td>
</tr>
<tr>
<td>implication</td>
</tr>
<tr>
<td>undaunted</td>
</tr>
<tr>
<td>indignantly</td>
</tr>
<tr>
<td>nonplussed</td>
</tr>
</tbody>
</table>

---

*Activity #5: Vocabulary Use During Reading*  
*pages 96–109*
Directions: Match each word below with the word in the antonym box above that means the opposite.

1. ___________________________ sorrow
2. ___________________________ aware
3. ___________________________ mellow
4. ___________________________ denial
5. ___________________________ exaggerated
6. ___________________________ gleeful
7. ___________________________ unannoyed
8. ___________________________ dismantling
9. ___________________________ malignantly

A Raisin in the Sun
Activity #6: Vocabulary
Use During Reading
pages 119–130
sullen    ominous    idealist    colonialism
infinity  rummage  consciousness  stereotype
reflectively  groping  nobility

**Directions:** Put an “X” in the appropriate box to indicate whether the answer to the question is “yes” or “no.” Briefly explain your answers in a way that demonstrates your understanding of the italicized word’s meaning.

**Sample:** Do most people look *sullen* when they smile?

*When most people smile, they look happy, not sullen (gloomy).*

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can a dark sky appear <em>ominous</em>?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Is an <em>idealist</em> a carpenter’s tool?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Is <em>colonialism</em> a style of house?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Is there an end to <em>infinity</em>?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Could you <em>rummage</em> through your closet?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Could someone’s words fail to penetrate your <em>consciousness</em>?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Is a <em>stereotype</em> something you hear but do not see?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Could a person nod his or her head <em>reflectively</em>?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Might a person who is pleading have a <em>groping</em> quality in his or her speech?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Is lying an act of <em>nobility</em>?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Begin an attribute web for Mama.

**HOW CHARACTER ACTS**

**CHARACTER’S NAME:**

**WHERE CHARACTER LIVES**

**HOW OTHERS FEEL ABOUT CHARACTER**

**HOW CHARACTER FEELS**
**Directions:** Similarities among characters are sometimes a clue to themes in the story. Think about ways of grouping the characters in the play based upon some common element. For example: One reader might say that Mama, Ruth, and Beneatha are all African-American women; Beneatha and Asagai both criticize assimilationism; Mama, Walter, and Beneatha are all dreamers.

1. Name each group and label each with a symbol. (The grouping and labeling have been started for you.)

<table>
<thead>
<tr>
<th>Character</th>
<th>Groupings</th>
<th>Symbols for all Groupings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mama</td>
<td></td>
<td># African-American woman</td>
</tr>
<tr>
<td>Ruth</td>
<td></td>
<td>^ African-American man</td>
</tr>
<tr>
<td>Travis</td>
<td></td>
<td>{} criticize assimilationism</td>
</tr>
<tr>
<td>Walter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beneatha</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asagai</td>
<td></td>
<td></td>
</tr>
<tr>
<td>George</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Karl Lindner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bobo</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Pick one grouping and write an essay on the following:

What do you think Hansberry is trying to say about the African-American experience? What common experience do all of the members of the particular group you chose share? Do these characters cope with their problems in similar ways? What generalization might the dramatist be making?
Directions: To understand the story, you need to think about the values that drive the individual characters—the things each finds important. Look at each of the 15 values listed below. Take Walter’s point of view and rank order the values from most important (1) to least important (15). Jot down reasons for your rankings, with page references if you wish. In small groups, compare your rankings with other group members’ and defend your choices with supportive evidence from the story.

(You may choose to repeat this process, taking viewpoints of different characters.)

<table>
<thead>
<tr>
<th>Value</th>
<th>Ranking</th>
<th>Reason for Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Money</td>
<td>______</td>
<td>__________________</td>
</tr>
<tr>
<td>Independence</td>
<td>______</td>
<td>__________________</td>
</tr>
<tr>
<td>Family</td>
<td>______</td>
<td>__________________</td>
</tr>
<tr>
<td>Work</td>
<td>______</td>
<td>__________________</td>
</tr>
<tr>
<td>Religion</td>
<td>______</td>
<td>__________________</td>
</tr>
<tr>
<td>Helping Others</td>
<td>______</td>
<td>__________________</td>
</tr>
<tr>
<td>Love</td>
<td>______</td>
<td>__________________</td>
</tr>
<tr>
<td>Physical Appearance</td>
<td>______</td>
<td>__________________</td>
</tr>
<tr>
<td>Politics</td>
<td>______</td>
<td>__________________</td>
</tr>
<tr>
<td>Health</td>
<td>______</td>
<td>__________________</td>
</tr>
<tr>
<td>Education</td>
<td>______</td>
<td>__________________</td>
</tr>
<tr>
<td>Friendship</td>
<td>______</td>
<td>__________________</td>
</tr>
<tr>
<td>Material Possessions</td>
<td>______</td>
<td>__________________</td>
</tr>
<tr>
<td>Acceptance</td>
<td>______</td>
<td>__________________</td>
</tr>
<tr>
<td>Achievement</td>
<td>______</td>
<td>__________________</td>
</tr>
</tbody>
</table>
Several events may interact to produce an event (e.g., a move from one house to another) or phenomenon (e.g., prejudice). One way to show how these events are related to each other is by way of a fishbone map.

Below is a sample fishbone map which might be used to help think about why the Younger family decided to move.

Directions:

a. The ongoing struggle of African-Americans is central to the story. Complete the fishbone map on the next page to show some of the reasons for that struggle. For each cause, list one specific detail from the story that illustrates that cause.

b. Summarize what your graphic outline shows for other members in your small group. Listen as they react to your summary.
Directions: When examining the reason for events in a story, we often find that
a) one cause has several results, or
b) several causes lead to the same result.

1. Think about the various effects the insurance money has on the family. Organize the
chain of events it sets off within the map, below.

How does the insurance money affect the Youngers?

[Diagram of cause/effect map]

2. Think about why Beneatha decides against George. Organize some of these reasons
(cause) within the map, below.

Why does Beneatha decide she could never marry George?

[Diagram of cause/effect map]
Predictions Using If/Then Reasoning

In literature and drama, the plot often is carried along by the causes and effects of decisions made by the characters. Had the characters made an alternate decision, the plot would have turned in a different direction. Even small decisions can bring about later events. We know this is also true in our own lives where decisions have consequences.

Directions: Choose a particular situation in the play and a decision made about it. Describe both briefly, and indicate the decision’s results. Then write an alternate decision (one that could have been made) and its probable results. Also, summarize how the alternate decision would have changed the plot.

DECISIVE PLOTS

Situation:____________________________________

Decision in Play:____________________________________
____________________________________
____________________________________

Alternate Decision:____________________________________
____________________________________
____________________________________

Results:____________________________________
____________________________________

Results:____________________________________
____________________________________

Plot Changes as Result of Alternate Decision:____________________________________
____________________________________
____________________________________
____________________________________
Directions: The Youngers’ story is far from over at the end of the play; this is not a typically “happy ending.” Although many problems will be solved by the move, many more will arise. What will life be like for them in the next ten years? What would it have been like if they had not decided to move into the house in Clybourne Park?

In a small group discussion, make predictions about:
    a) the Younger family, during the ten years after the move
    b) the Younger family, during the ten years after they decide not to move

Outline your predictions within the maps, below. Briefly summarize the situation, the results of the decision that was made, one alternate decision that might have been made, and the changes that would have to be made in the plot if the alternate decision had been made.

SITUATION: ________________________________

Decision made: Move into Clybourne Park

RESULTS: ________________________________

alternate decision: ________________________________

RESULTS: ________________________________

PLOT CHANGES: ________________________________
**Linking Acrostic**

**Directions:** Use the clues to fill in the empty boxes. The last letter of each of the answers on the left is the first letter of each answer on the right. Read down from the arrow to find out what Mama treasures.

1. Mama gives Beneatha one of these when Beneatha says she doesn’t believe in God.
2. Walter wants to earn enough money to be able to buy Ruth these for around her neck.
3. Beneatha decides that George was one.
4. This is the kind of store Walter wants to open.
5. She is Ruth’s mother-in-law.
6. He brings Beneatha a dress from his sister.
7. Beneatha says this and Mrs. Johnson are two things the African-American people must overcome.
8. Beneatha is considering going to this country.
9. Ruth is horrified to find Travis playing with one.
10. Walter tells him the future is all his.

<table>
<thead>
<tr>
<th>1</th>
<th></th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
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<td>4</td>
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<td>6</td>
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<td>7</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

MAMA TREASURES HER _____ _____ _____ _____ _____.
**Directions:** Connect each of the causes in the left-hand column to one main effect listed in the right hand column by writing the correct letter after each cause.

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ruth refuses to give Travis 50 cents…</td>
<td>a. so Mama slaps her.</td>
</tr>
<tr>
<td>2. Beneatha says that she doesn’t believe in God…</td>
<td>b. so Beneatha admires him.</td>
</tr>
<tr>
<td>3. Beneatha straightens her hair…</td>
<td>c. so Walter brings up how expensive it is.</td>
</tr>
<tr>
<td>4. Ruth discovers that she is pregnant…</td>
<td>d. so Travis goes to his father.</td>
</tr>
<tr>
<td>5. Travis is playing with a rat…</td>
<td>e. so Mama does not want to give Walter the money.</td>
</tr>
<tr>
<td>6. Mama doesn’t approve of selling liquor…</td>
<td>f. so Walter acts stunned.</td>
</tr>
<tr>
<td>7. George has money and good looks…</td>
<td>g. so Ruth grabs him and holds him.</td>
</tr>
<tr>
<td>8. Asagai is an intellectual…</td>
<td>h. so Asagai teases her.</td>
</tr>
<tr>
<td>9. Big Walter worked himself to death…</td>
<td>i. so Ruth thinks he is a good catch.</td>
</tr>
<tr>
<td>10. Beneatha wants to go to medical school…</td>
<td>j. so Mama gets a $10,000 insurance check.</td>
</tr>
</tbody>
</table>
True-False: Write “T” if the statement is true. Write “F” if the statement is false.

____ 1. The Youngers’ apartment is sunny but messy.
____ 2. The Youngers share a hall bathroom with neighbors.
____ 3. Travis is Mama’s son.
____ 4. Walter works in a liquor store.
____ 5. Mama doesn’t approve of selling liquor.
____ 6. Big Walter never had his dream house in Morgan Park.
____ 7. Beneatha never had the riding lessons she wanted.
____ 8. Beneatha considers George handsome and rich.
____ 9. Beneatha thinks the Murchisons are snobs.
____ 10. Beneatha does not believe in God.
____ 11. Mama slaps her daughter because she insults George.
____ 12. Asagai is from Nicaragua.
____ 13. Beneatha is pregnant.
____ 14. Travis enjoys playing with rats.
____ 15. Asagai teases Beneatha for having “crinkly” hair.
____ 16. Asagai praises Beneatha’s ideas about women’s lib.
____ 17. Beneatha wants to become a doctor.
____ 18. Mama thinks her neighbor is tight-fisted.
____ 19. Mama’s check is her husband’s insurance money.
____ 20. Mama wants Walter to tell Ruth to have the baby.
Identification: Find a character in the box who matches the description on the left. Write the letter of the character next to the matching number. Each character is to be used only once.

____ 1. He wants Mama to have a hat like the ladies in magazines.
____ 2. He accuses Mama of butchering his dream.
____ 3. He states that most of the trouble in the world exists because people don’t talk to each other.
____ 4. He didn’t put as much money into the liquor scheme as he had told Walter.
____ 5. Beautiful, her carriage is reminiscent of the noble bearing of the women of the Herreros of Southwest Africa.
____ 6. She calls Mama a tyrant for refusing to allow anyone to express beliefs that Mama considers sacrilegious.
____ 7. She tells Mama that she will do anything to finance the move, when Mama starts having second thoughts.
____ 8. Rather than condemn Walter for losing the life insurance money, he points out that dreams should not depend on the death of a man.
____ 9. He says that he doesn’t want to discuss the nature of quiet desperation with Beneatha.

Multiple Choice: Indicate the number of the BEST response.

____ 1. *A Raisin in the Sun* is most like
   (1) a nightmare
   (2) a hallucination
   (3) a warm, comforting dream
   (4) a good dream that never comes true
   (5) a brief dream that is quickly forgotten

____ 2. Mama is prepared to defy housing taboos because she
   (1) doesn’t know that they exist
   (2) believes it is the only Christian thing to do
   (3) is convinced by Asagai that change is necessary
   (4) wants her family to escape ghetto conditions
   (5) has no choice once she has made the down payment
3. Which of the following best describes Walter’s attitude toward George’s background?
   (1) Walter is openly scornful because George represents everything Walter detests.
   (2) Walter is delighted that Beneatha might marry someone of George’s educational background.
   (3) Walter judges people by their actions, and is therefore unaffected by George’s background.
   (4) Walter is so absorbed in impressing George that he fails to learn about his background.
   (5) Walter is envious of the money and power George’s family has.

4. If Willy had not run off with the money, Walter would probably have
   (1) accepted Mr. Lindner’s offer
   (2) put the money in Beneatha’s medical school fund
   (3) put the money in a college fund for Travis
   (4) spent the money on luxuries for Ruth and Mama
   (5) used the money to open a liquor store

5. Mama’s insistence on taking the sickly plant shows her
   (1) unwillingness to let go and change
   (2) blind optimism and unshakable faith
   (3) nurturance and hopefulness
   (4) impulsiveness and imagination
   (5) underlying depression and anxiety

6. The fact that Walter and Beneatha argue about who she should marry in the final scene, as in the first scene, shows that
   (1) Walter has not changed
   (2) Beneatha has changed
   (3) family rituals are intact
   (4) Beneatha will never stop teasing Walter
   (5) oppression will never cease

7. Which of the following is NOT a major theme in the story?
   (1) value systems of the African-American family
   (2) the difficulty of meeting the needs of one’s children and one’s parents simultaneously
   (3) African-American beauty and identity
   (4) the role of the African-American woman
   (5) the relationships between men and women
8. Mama might have agreed to help finance Walter’s business venture if
   (1) the liquor store were part of a successful chain
   (2) Bobo and Willy were contributing more
   (3) Walter had planned on opening a corner grocery
   (4) Walter had asked directly
   (5) it had enabled her to give up her kitchen job

9. Ruth passes out because she is
   (1) sick
   (2) in shock
   (3) pregnant
   (4) worried about Walter
   (5) worried about Travis

10. Walter and Ruth both want
    (1) to move into the house in Clybourne Park
    (2) to have Mama help them finance a liquor store
    (3) to help Travis become a bus driver
    (4) to give Travis greater opportunities
    (5) to help Beneatha go to medical school

11. Mama would not have had the money for the down payment on the house in Clybourne Park if
    (1) Walter had never met Bobo and Willy
    (2) Beneatha had never met George and Asagai
    (3) Rufus had never had his sledding accident
    (4) Mama’s husband had not died
    (5) Mama and Ruth had been unemployed

12. Unlike George, Asagai
    (1) values Beneatha’s mind
    (2) is a university student
    (3) is an assimilationist
    (4) is well-to-do
    (5) treats Beneatha condescendingly

13. Mama would probably most admire
    (1) Booker T. Washington
    (2) George Wallace
    (3) Malcolm X
    (4) Martin Luther King
    (5) Frederick Douglass
14. Mama would probably most enjoy which social gathering?
   (1) block party among the neighbors
   (2) family member picnic
   (3) movie star gala
   (4) women’s garden club social
   (5) cocktail party with her co-workers

15. If Mama had been present when Mr. Lindner paid his first call, she probably would have
   (1) reluctantly agreed to his offer out of fear
   (2) treated him with the utmost politeness, despite her anger
   (3) avoided rudeness, but shown him to the door
   (4) shouted at him that her husband was ten times the man he could ever hope to be
   (5) risen without a word and walked out on him

Analysis

Directions: Select A or B and circle the question you decide to answer. Choose the alternative that best
represents your opinion, and explain the reasons for your choice in a short paragraph. Cite evidence from the
book to support your opinion. Write your paragraph on a separate sheet of paper.

A. By giving Walter the money to do with as he sees best, Mama reveals her
   (1) inability to see him as he is
   (2) willingness to regain his approval at any cost
   (3) other

B. If Beneatha were alive today, her personality traits would best qualify her to be a(n)
   (1) NOW organizer
   (2) physician
   (3) other

Critical and Creative Thinking

Select C or D.

C. Trace the theme of African-American identity and beauty throughout the story. Your writing may take the
   form of an essay, a poem, or an interior monologue which expresses the thoughts of one of the characters.

D. This play was written in the 1950s. Suppose Lorraine Hansberry were alive to see the
   status of African-Americans in the U.S. today. What changes would she note? What problems still exist?
   Write the speech she might give as commencement speaker at a prominent American university.
Identification: Find a character below who matches the description. Write the letter of the character next to the matching number. Each character is to be used only once.

A. Ruth Younger  D. Beneatha Younger  G. George Murchison
B. Travis Younger  E. Lena Younger  H. Karl Lindner
C. Walter Lee Younger  F. Joseph Asagai  I. Bobo

_____ 1. He wants to be a bus driver when he grows up.
_____ 2. Mama’s son, his dream is to open a liquor store.
_____ 3. He is the representative of the Clybourne Park Improvement Association who calls on the Youngers.
_____ 4. He breaks the news to his friend Walter that Willy took the money.
_____ 5. She buys a house with her husband’s insurance money.
_____ 6. Twenty years old, she wants to go to medical school.
_____ 7. Walter’s wife, she is pregnant with their second child.
_____ 8. He invites Beneatha to come home with him to Nigeria.
_____ 9. Beneatha’s date, he makes fun of her native African dress.

Multiple Choice: To the left of each item number, write the number of the BEST response.

_____ 1. The story takes place in
   (1) Chicago during the 1930s
   (2) Chicago during the 1950s
   (3) Chicago during the 1970s
   (4) Clybourne Park during the 1930s
   (5) Clybourne Park during the 1950s

_____ 2. Mama slaps Beneatha because Beneatha
   (1) criticizes Walter
   (2) teases Travis
   (3) contradicts Mama’s religious belief
   (4) complains about Mama’s plans for the money
   (5) finds fault with George
3. Asagai teases Beneatha because she
   (1) sprays cockroaches
   (2) hates rats
   (3) talks about Tarzan
   (4) straightens her hair
   (5) wears a Nigerian dress

4. Walter’s father
   (1) left a large sum of money to Mama in his will
   (2) was heartsick over the loss of his own child
   (3) worked for many years as an insurance broker
   (4) died before he ever saw his grandchild
   (5) could never afford an insurance policy

5. When George comes to take Beneatha out, Walter
   (1) insults him about his clothes and education
   (2) jokes with him about Beneatha’s costume
   (3) talks with him about medical schools
   (4) asks for his advice about investments
   (5) questions him about marriage plans

6. Mrs. Johnson is a neighbor whom Mama
   (1) enjoys for her enthusiasm
   (2) tries to tolerate
   (3) invites over daily
   (4) appreciates for her kindness
   (5) envies for her money

7. After talking with the wife of Walter’s boss, Ruth
   (1) realizes he has been skipping work
   (2) understands why he hates his boss
   (3) hopes that Walter will get a raise
   (4) decides that he should quit his job
   (5) knows why he has been acting ill

8. Mama gives Walter the money because she
   (1) trusts him to invest it for Beneatha’s education
   (2) knows that he has a number of bad debts to repay
   (3) decides that a liquor store might be profitable
   (4) is so grief-stricken about losing her husband
   (5) feels guilty about contributing to his despair
9. Mr. Lindner’s main purpose in visiting the Youngers is to
   (1) extend a welcome from the entire association
   (2) welcome them while warning them of ill-feeling
   (3) advise them of their responsibilities as members
   (4) bribe them not to move into the neighborhood
   (5) threaten them not to move into the neighborhood

10. The family members buy Mama presents
    (1) because it is Christmas
    (2) because it is her birthday
    (3) to celebrate the new garden she will have
    (4) to cheer her up after Walter loses the money
    (5) to butter her up before approaching her for money

11. The fact that Bobo speaks haltingly and is near tears indicates that he is
    (1) bashful
    (2) simple and direct
    (3) poorly educated
    (4) frightened
    (5) drunk

12. Bobo apologizes to Walter because
    (1) Bobo spent the money
    (2) Bobo lost the money
    (3) Willy stole the money
    (4) Willy lost the money
    (5) Willy is demanding more money

13. Mama sees ______ grow old too soon by working himself to death.
    (1) Bobo
    (2) Willy
    (3) Mr. Lindner
    (4) Walter Lee Younger, Jr.
    (5) Big Walter Lee Younger

14. Walter calls Mr. Lindner to
    (1) accept his offer
    (2) refuse his offer
    (3) ask him for a loan
    (4) threaten him
    (5) tell him about his father’s pride
15. After Mr. Lindner leaves the second time, Mama compares Walter’s behavior to that of a rainbow appearing after the rain. She means that Walter
   (1) is raining on their parade
   (2) has bitten off more than he can chew
   (3) has turned over a new leaf
   (4) sets his sights too high
   (5) dresses like a peacock

Analysis

Directions: Select A or B and write a paragraph with complete sentences and at least three clearly explained examples. Circle the letter of the question you answer.

A. Explain one important way that Walter changes in the novel. In one paragraph, explain what he is like in the first half of the play and give at least one example. Explain how he changes and give at least two examples from the second half of the play.

B. When Mama refuses to give Walter money for the liquor store, he complains that she runs her children’s lives as she wants. Explain your viewpoint and give at least three examples to show that Walter is not wrong about Mama.

Critical/Creative Thinking

Select C or D.

C. You are Ruth and it is five years after the end of the story. Write a letter to Beneatha. Tell her your latest news. Also include some of the thoughts you’ve had lately about husbands and wives.

D. Suppose you had been a character in the story. Would you have been a friend of Beneatha’s, Asagai’s, Ruth’s, Walter’s? Write a scene in which you visit the Youngers.
Answer Key

Activity #1: Anticipation Guide
Answers will vary. Students should be able to back up their ratings with specific reasons and examples.

Activity #2: Vocabulary
Individual maps will differ. A sample map for the word “uniformity” is shown below:

<table>
<thead>
<tr>
<th>SYNONYMS</th>
<th>ANTONYMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>consistency</td>
<td>variety</td>
</tr>
<tr>
<td>balance</td>
<td>diversity</td>
</tr>
<tr>
<td>homogeneity</td>
<td>multiplicity</td>
</tr>
</tbody>
</table>

UNIFORMITY

<table>
<thead>
<tr>
<th>DEFINITION</th>
<th>SENTENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>sameness</td>
<td>There is a certain boring uniformity among many TV commercials.</td>
</tr>
</tbody>
</table>

Activity #3: Vocabulary
Charts will vary.
Definitions: insecticide—poison for killing bugs; intellectual—person who values knowledge and is engaged in mental labor; missionary—person sent by a church into a foreign country to do educational, hospital, religious work; dejection—discouragement; suppress—smother; mutilate—hack; assimilationism—merging of cultural traits from formerly district cultural groups; liberated—freed from bondage (as women who refuse to be confined by sexism); haphazardly—randomly, without planning

Activity #4: Vocabulary
1. REVELATION 2. SUBTLY 3. DOMINANT 4. HERITAGE 5. EXUBERANT

Activity #5: Vocabulary
1. embraces; the other words all signify the opposite (rejection)
2. hallucinatory means a visual illusion; the other words are all types of comments
3. implication; an implication is something that is suggested, whereas the other words are all movements
4. alarmed; the other words all have to do with being unafraid
5. mischievously means impishly; the other words all describe negative reactions
6. nonliterate means not able to read and write; the other words all mean confused

Activity #6: Vocabulary

Activity #7: Vocabulary
These are suggested answers; accept other reasonable, well-supported answers.
1. Yes, gloomy skies sometimes seem to signal that something bad is about to happen.
2. No, an idealist is someone who dreams that perfection is possible.
3. No, there are colonial houses, but colonialism refers to the policy of a nation seeking to keep authority over other territories, such as Britain’s policy toward certain African nations.
4. No, infinity means the state of extending without bound.
5. Yes, if you were looking through a messy closet for your shoes you would rummage, or turn over the contents.
6. Yes, if you were paying attention to something else, you might not be aware of what someone had said to you.
7. No, a stereotype is an overly simplified idea about someone or something, such as the inaccurate “stereotype” of the Native American we often see in old westerns.
8. Yes, a person might nod his head thoughtfully, as when he wanted to show someone else that he was listening.
9. Yes, for example someone who is begging for forgiveness might sound as if he or she was searching for the right words.
10. No, there is nothing noble or virtuous about lying.
Activity #8: Attribute Web
Webs will vary, but might include the idea that Mama is kind, direct, outspoken, religious, devoted to her family, and desirous of getting them out of the ghetto. We learn this based on such details as: her (stated) feelings—e.g., when she says that she feels a need for God’s support when she learns that the money is gone; where she lives (the Chicago ghetto); how others feel about her—e.g., Walter feels that she is over-controlling, but all acknowledge her devotion to her family; how she acts—e.g., she cares so much about Walter’s happiness that she entrusts the money to him.

Activity #9: Character Groupings
Groupings and Symbols chosen will vary. Possible groupings in addition to those shown include: intellectuals, manual laborers, people over thirty.

Activity #10: Values Chart
Rankings will vary; students should be able to back up choices with examples. For example, many will agree that money ranks high with Walter (he is involved in a money-making scheme and thinks Beneatha should consider George because he has money) while religion seems to rank lower (there is no evidence that he shares Mama’s religiosity).

Activity #11: Cause-Effect Map
Maps will vary, but details might include the manual jobs the Younger adults are forced to take, the prejudice shown by the Clybourne Park Association members, the conflict over whether Beneatha should wear her hair “natural,” the bombings mentioned in the news.

Activity #12: Cause-Effect Map
Maps will vary; a) Some students may point out that the insurance money permitted Mama to buy a house—which led to Mr. Lindner’s visit, permitted Walter to be swindled—which led to Walter’s telling Mr. Lindner off, caused conflict between the family members—which led all of them to reexamine their values and goals.

b) Possible answers might include: George doesn’t take her plans for medical school seriously, doesn’t want to engage in meaningful conversation with her, doesn’t value education for its own sake, doesn’t share her views on ethnic pride

Activity #13: Predictions
Predictions will vary. Samples: The family will be harassed, then accepted by their neighbors. If they had not decided to move, Walter might have turned to crime to break out of poverty. One necessary plot change: at the end, the Youngers might say yes to Mr. Lindner and/or tell the movers to leave things where they are.

Activity #14: Cooperative Activity
Answers will vary.

Activity #15: Linking Acrostic
SLAPEARLS
FOOLIQUOR
MAMAGASAI
KLANIGERIA
RATRAVIS
Mama treasures her PLANT.

Comprehension Quiz, Act I, Level 2
1-d; 2-a; 3-h; 4-f; 5-g; 6-3; 7-i; 8-b; 9-j; 10-e

Comprehension Quiz, Act I, Level 1
1-F; 2-T; 3-F; 4-F; 5-T; 6-T; 7-F; 8-T; 9-T; 10-T; 11-F; 12-F; 13-F; 14-T; 15-F; 16-F; 17-T; 18-T; 19-T; 20-T

Final Exam, Level 2
Identification:
1-B; 2-C; 3-H; 4-I; 5-E; 6-D; 7-A; 8-F; 9-G
Multiple Choice:
1-(4); 2-(4); 3-(5); 4-(5); 5-(3); 6-(3); 7-(2); 8-(3); 9-(3); 10-(4); 11-(4); 12-(1); 13-(4); 14-(2); 15-(3)
I. Paragraph Writing: Analysis
A. Students who argue for (1) might point out that Mama seems to trust Walter with the money, and seems shocked when he does with it what he has proposing all along. Students who argue for (2) might defend the view that Mama had an idea what Walter would do with the money, but felt such guilt at contributing to his despondency that she was willing to risk the money to see him happier with himself and with her. B. Students who argue for (1) might argue that Beneatha, an articulate advocate of equal rights for women, would be a good organizer for the National Organization of Women. Students who argue for (2) might argue that she still has a strong desire to heal others at the end of the play—as shown by her mentioning going to Africa to practice—and that she seems the sort of person who would follow through on a plan begun in childhood.

II. Essay Writing: Critical and Creative Thinking
C. Answers will vary; all should include details from the story that are related to the struggle many African Americans face (the restrictions on homes and jobs; the double barrier confronting the American woman, who is put down by others for her sex as well as her race, etc.). D. A good response might include mention of some of the African Americans who have attained high positions—on the Supreme Court, in the military, in government—as well as evidence that discrimination still exists (e.g., proportionately higher infant mortality rates, high school drop-out rates, representation among prison populations, etc.).

Final Exam, Level 1
Identification:
1-B; 2-C; 3-H; 4-I; 5-E; 6-D; 7-A; 8-F; 9-G

Multiple Choice:
1-(2); 2-(3); 3-(4); 4-(2); 5-(1); 6-(2); 7-(1); 8-(5); 9-(4); 10-(3); 11-(4); 12-(3); 13-(5); 14-(1); 15-(3)

I. Paragraph Writing-Analysis:
A. Answers will vary, but should include three well-supported examples. Sample: Walter regains pride in himself. At the beginning, he puts his sister down for wanting to be a doctor, and seems driven by the desire to make money (even to the point of betraying his mother’s trust). At the end, he speaks proudly about how hard his family has worked, brags of Beneatha’s plans to go to medical school, and turns down the money Lindner offers. B. Sample answer: Students might defend the idea that Mama conveys to her children her trust that they will run their own lives well. Three examples include: her understanding when Beneatha calls George, of whom Mama approves, a fool; her giving Walter the money to do with as he sees fit; her defense of Walter, even after he loses the money.

II. Essay-Critical/Creative Thinking:
C. Details might include news about her kindergartner and Walter’s job, as well as thoughts about how important it is to keep communication lines open even when there is tension between husband and wife. D. Answers will vary. Sample: You might be invited to dinner by Beneatha. You might talk to Beneatha about a class you take together, to Ruth about her preparations for the baby, to Mama about her garden.