



Boulder County Latino History Project

Lesson Plans

Title: Housing Practices in Fiction and Reality: Comparing Longmont, CO, *A Raisin in the Sun*, and Modern America

[Overview](#) | [Preparation](#) | [Lesson Procedure](#) | [Evaluation](#)

Overview

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| Lesson Overview | <p>This lesson will explore the connection between the fictional Chicago suburb (Clybourne Park) presented in Lorraine Hansberry's play <i>A Raisin in the Sun</i>, historic Longmont, and modern Ferguson, Missouri. The lesson should be delivered after students have read Act II Scene 1 when Mama reveals that she has placed a down payment on a house in the predominantly white neighborhood of Clybourne Park.</p> <p>Resources for this lesson include the play, interactive maps of historic Longmont, excerpts from Latinos of Boulder County, Colorado, 1900-1980, and a <i>New York Times</i> article about Ferguson, MO.</p> <p>Students will evaluate each text using a notecatcher and compare their findings using a triple Venn diagram before producing a summative statement.</p> |
| Author(s) & School | Nikki Tobias Silver Creek High School (SVVSD) |
| Grade Level/ Course | High School/American literature |
| Standards | CCSS.ELA-LITERACY.RI.9-10.7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |
| Time Required | One class period (~90 minutes) |
| Topics | Houses/living places, Neighborhoods, Racism/discrimination/segregation Outline topics: Neighborhood communities and the interactive maps |
| Time Period | 1940-1965 |
| Tags (key words) | Longmont; housing; discrimination; neighborhood; social mobility; demographic(s) |



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Preparation *(Links to worksheets, primary sources and other materials):*

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| Materials | Housing and Neighborhoods Notecatcher Housing and Neighborhoods Excerpts All materials can be accessed online or using hard copies |
| Resources/Links | <ol style="list-style-type: none">1. Eligon, John. "A Year After Ferguson, Housing Segregation Defies Tools to Erase It." <i>The New York Times</i>. The New York Times, 08 Aug. 2015. Web. 16 June 2016. <http://www.nytimes.com/2015/08/09/us/a-year-after-ferguson-housing-segregation-defies-tools-to-erase-it.html>. A Year After Ferguson, Housing Segregation Defies Tools to Erase It2. Hansberry, Lorraine. <i>A Raisin in the Sun: A Drama in Three Acts</i>. New York: Random House, 1959. Print.3. "Interactive Map Showing Latino-Surnamed Households from Polk's City Directories, Longmont 1946." <i>Boulder County Latino History Project</i>. Web. 16 June 2016. <http://bocolatinohistory.colorado.edu/interactive-city-map/interactive-map-showing-latino-surnamed-households-from-polks-city-directorie-2>. 1946 Longmont Map4. "Interactive Map Showing Latino-Surnamed Households from Polk's City Directories, Longmont 1955." <i>Boulder County Latino History Project</i>. Web. 16 June 2016. <http://bocolatinohistory.colorado.edu/interactive-city-map/interactive-map-showing-latino-surnamed-households-from-polks-city-directorie-1>. 1955 Longmont Interactive Map5. McIntosh, Marjorie K. <i>Latinos of Boulder County, Colorado, 1900-1980</i>. Vol. II. Palm Springs: Old John, 2016. Lives and Legacies. PDF. Chapter 2: Housing and Neighborhoods (focus on p. 30-31 "Early Latinas/os were eager... - ... and indoor toilet"; p. 34 the first paragraph of Section B; p. 44-46 "The increasing localization... - ... entirely Anglo neighborhood") or link to Housing and Neighborhoods Excerpts. |

Lesson Procedure *(Step by Step Instructions):*

Learning Objective: Review the learning objective (or SWBAT). By the end of the block, the SWBAT discuss how Hansberry's depiction of the Younger family echoes both current and past examples of housing discrimination within the U.S.

Warm-Up (Quick sketch): Draw a quick sketch of your neighborhood, apartment block, or floor. Label the houses with jot notes describing the people who live near you. Starting with your household, make notes about your neighbors. It's okay if you only know a little bit - record what you can. You can include demographic information like: the number and age of people; the type of work they do; their race(s) or ethnicity; their religion; etc. For example, I might make the following notes about my immediate neighbors growing up: 4 member family, white, working class, trailer home, 4-wheelers, parents are smokers, bully daughter, shy (almost mute) son

Think-Pair-Share (group T-chart): Share your sketch with table partners (or other small group). Compare your information. What words would you use to describe your neighborhoods? Make a T-



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chart for positive and negative neighborhood descriptors. Be prepared to share. Add to your own T-chart during class discussion. Which column does “diversity” fit under? How can “diversity” be a positive or a negative when describing a neighborhood? Predict the outcome of diversifying Clybourne Park in *A Raisin in the Sun*. What potential positives and negatives could result for the Younger family or for the white neighborhood? Should we live in diverse neighborhoods?

Let’s consider real life (historic and current) examples of the role of diversity in neighborhoods.

Small Group Activity 1 (Interactive Maps): With your table partners (or other small group), examine either the [1946](#) or the [1955](#) Longmont interactive map and use the [notecatcher](#). Record the following information: 1) What kind of information does the map present?; 2) What patterns can you identify in housing practices? Are there any patterns? Clusters? Gaps or holes?; 3) What do these patterns (or lack thereof) reveal about the Longmont community? What inferences can you draw?

Small Group Activity 2 (Chapter 2: “Housing and Neighborhoods”): Continue with the same partners (or switch to new groups). Use the same notecatcher format and examine one [excerpt](#) from the text with your partners.

Small Group Activity 3 (“A Year After Ferguson”): Continue with the same partners (or switch to new groups). Use the same notecatcher format and examine the first section (stop at “Limits of Affordability” bold title for the second section) of the [article](#).

Small Group Activity 4 (Triple Venn): Continue with the same partners (or switch to new groups). Complete a Triple Venn with at least one bullet per section of the Venn to compare and contrast the information provided in the documents today and the play.

Individual or Group Statement (Summative statement): Reread the learning objective. As a group or on your own, write a concise statement of your findings after considering all of the texts (*A Raisin in the Sun*, interactive maps of historic Longmont, excerpts from the nonfiction text, and the *NYTimes* article) explaining how Hansberry’s depiction of the Younger family echoes both current and/or past examples of housing discrimination within the U.S. Be prepared to share.

Time permitting, continue the discussion: Revisit your warm-up sketch. After considering discriminatory housing practices in historic Longmont and learning about current situations in other parts of the U.S. today, do you think that the makeup of your neighborhood might reflect segregation of some kind? Does your neighborhood embody diversity? What evidence supports your conclusion? Would your neighborhood benefit from more diversity?

Evaluation/Assessment: *(Methods for collecting evidence of student learning)*

Formative assessments:

1. Monitor small group discussions
2. Moderate larger whole class discussions after each small group activity is completed

Summative assessments:

1. Evaluate Triple Venns and summative statements



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