**Literature and Composition Socratic Seminar Discussion**

Prepare written notes on the questions below. Use specific examples rather than general statements.

For example, this is not specific:

* *Some of the characters overcome barriers by learning lessons from other characters.*

. . . but this is plenty specific and demonstrates much deeper analysis:

* *In ‘A Raisin in the Sun’ when Walter is about to take Karl Lindner up on his offer, Walter is able to overcome his willingness to cast off his pride by finally listening to Mama’s lessons about how hard Big Walter worked just as Junior in ‘The Absolutely True Diary of a Part Time Indian’ overcomes his willingness to live the same life of poverty and misery as his family and friends by listening to Mr. P.’s recommendation that leaving the reservation is the only way to break the cycle.*

1. What commonalities exist between the American dreams of immigrants and minorities?
2. What commonalities exist between the barriers that prohibit access to the American dream?
3. What parallels exist between the characters and events in “A Raisin in the Sun” and the characters and events in the novels presented throughout this unit?
4. Some characters overcame barriers; how were they able to do this, and what did the characters who overcame barriers seem to have common?
5. If they didn’t overcome the barriers, why didn’t they? Where there character traits that stopped them? What could the characters from the novels and the play have possibly done differently to overcome the barriers?
6. Is there something in American society that needs to change for the characters in play and novels to achieve their dreams? If so, what?
7. Which line from the Langston Hughes poem best fits the characters in the novels and the play? Why?

**Assessment Rubric**

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| Analysis of Text  (written responses)  /25 | * Responses are probing, thought provoking and informed by the readings and screencasts * Responses demonstrate a deep analysis of the text rather than a simple summary * Integrated evidence from the readings or past experience in supporting points; cites textual evidence when supporting views * Responses display excellent understanding of the required readings and underlying themes & concepts * Responses display active listening during discussion * Responses show evidence of critical thinking – application, analysis, synthesis, and evaluation |
| Analysis of Text  (verbal participation in discussion)  /25 | * Contributions are probing, thought provoking and informed by the reading and screencasts * Contributions demonstrate a deep analysis of the text rather than a simple summary * Provides comments and asks questions that actively stimulate and sustain further discussion by building on peers' responses * Exhibits strong listening skills evidenced by specific reference to what others say and feedback which builds on other contributions * Consistently helps clarify or synthesize other class members' ideas * If disagreeing with other class members' ideas, the participant states his or her disagreement or objections clearly, yet politely; offers constructive response to peers * Moves discussion forward; doesn’t just state response and move on or tune out * New ideas presented must be connected to previous comments; no tangential conversations * Finds and makes connections between own points and other classmates’ ideas |

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Dream Deferred –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?