

## English III Honors: “Conflict, Social Justice and Literature” Summer Reading & Writing Assignments

You will be expected to read and write about the following two texts:

- ***A Raisin in the Sun* by Lorraine Hansberry**

[https://www.amazon.com/Raisin-Sun-Lorraine-Hansberry/dp/0679755330/ref=sr\\_1\\_1?crid=1GV4GLB93FPPI&dib=eyJ2ljoIMsJ9\\_0XxSdO67AmQHDPhKo2GBAb\\_eZRikSBF-CjlrCLteuowzDHEQ6bF2oyRn-cNGQfG1NCLgDsDMvRaQkEJ\\_YyQB8657aom659FA7QqXC-ol\\_NkHhuMjqPFRy4T1oFmuGz6Y9KeIdML\\_cQ3XaIVZ3LCAXj-izvi\\_88nUhb8JL\\_vTv7GzwvrEey4kZRsESK1z2ss25liMn03uS2DaBHMkcTQcFI00N70ur-l88FFBUyECe.lkeccqA\\_sasOA412iBagviFizK4IM3jhK6ZQkYNHGDu1kTWlHt0&dib\\_tag=se&keywords=raisin+in+the+sun+book&qid=1747766428&srefix=raisin+in+the+%2Caps%2C243&sr=8-1](https://www.amazon.com/Raisin-Sun-Lorraine-Hansberry/dp/0679755330/ref=sr_1_1?crid=1GV4GLB93FPPI&dib=eyJ2ljoIMsJ9_0XxSdO67AmQHDPhKo2GBAb_eZRikSBF-CjlrCLteuowzDHEQ6bF2oyRn-cNGQfG1NCLgDsDMvRaQkEJ_YyQB8657aom659FA7QqXC-ol_NkHhuMjqPFRy4T1oFmuGz6Y9KeIdML_cQ3XaIVZ3LCAXj-izvi_88nUhb8JL_vTv7GzwvrEey4kZRsESK1z2ss25liMn03uS2DaBHMkcTQcFI00N70ur-l88FFBUyECe.lkeccqA_sasOA412iBagviFizK4IM3jhK6ZQkYNHGDu1kTWlHt0&dib_tag=se&keywords=raisin+in+the+sun+book&qid=1747766428&srefix=raisin+in+the+%2Caps%2C243&sr=8-1)

- ***Tattoos on the Heart: The Power of Boundless Compassion* by Gregory Boyle, S.J.**

[https://www.amazon.com/Tattoos-Heart-Power-Boundless-Compassion/dp/1439153159/ref=sr\\_1\\_1?crid=3U4GEATFL94HN&dib=eyJ2ljoIMsJ9\\_i9Y-rQR8A8GOEV\\_7nEqd5d2tNvgF4bKMqTzpiDxVdnL2favK7D7f5HVW8fmlXWAFg4DAHlz7ulUxeXIVATqvFRiXDse7R0BVbuySy95nTLkNcYukKoo1Niw2kOhPJAVeQ91A9Z5wktKqndllRC5vbsWvgZO3UQpFi3EENnZDKEqwi2v2Ju1WJzcP3rDBDzxMN2QUBJE68X2nAe1pAuul4rkyCM1zX2aqbR1takGmVQ\\_vwk1OhSSRouATm1Da-JvULFeqP-aWuqROL9QZ5TwRo8&dib\\_tag=se&keywords=tattoos+on+the+heart+by+gregory+boyle&qid=1747766479&srefix=tattooes%2Caps%2C217&sr=8-1](https://www.amazon.com/Tattoos-Heart-Power-Boundless-Compassion/dp/1439153159/ref=sr_1_1?crid=3U4GEATFL94HN&dib=eyJ2ljoIMsJ9_i9Y-rQR8A8GOEV_7nEqd5d2tNvgF4bKMqTzpiDxVdnL2favK7D7f5HVW8fmlXWAFg4DAHlz7ulUxeXIVATqvFRiXDse7R0BVbuySy95nTLkNcYukKoo1Niw2kOhPJAVeQ91A9Z5wktKqndllRC5vbsWvgZO3UQpFi3EENnZDKEqwi2v2Ju1WJzcP3rDBDzxMN2QUBJE68X2nAe1pAuul4rkyCM1zX2aqbR1takGmVQ_vwk1OhSSRouATm1Da-JvULFeqP-aWuqROL9QZ5TwRo8&dib_tag=se&keywords=tattoos+on+the+heart+by+gregory+boyle&qid=1747766479&srefix=tattooes%2Caps%2C217&sr=8-1)

### #1) Project: *A Raisin in the Sun* by Lorraine Hansberry

**Project Overview:** This project invites you to explore *A Raisin in the Sun* not only as a literary work but also as a historical document reflecting the experiences of Black families in 1950s America. You'll analyze characters and themes, investigate historical context, and reflect on how Hansberry's play speaks to issues still relevant today.

**Part 1: Read the Play** Read Lorraine Hansberry's *A Raisin in the Sun* carefully. As you read, take notes on:

- Family dynamics and individual dreams
- Conflicts about identity, class, religious values, and generational change
- The setting and references to social challenges (housing, racism, etc.)

**Part 2: Historical Research Component** Research **two of the following** topics related to the play's setting and themes. Write a 1-page summary (per topic) explaining how each connects to the play:

Choose from:

- Redlining and housing segregation in 1950s America
- The Great Migration and urban life for Black families in northern cities
- The role of women in mid-20th-century America
- The American Dream: 1950s vs. today
- Civil rights movements before the 1960s (e.g., NAACP, Supreme Court cases like *Shelley v. Kraemer*)

**For each summary**, make sure to include:

- at least one primary source or historical document (e.g., a map, advertisement, law, or photo) in one of your summaries
- Works Cited: properly MLA formatted

**Part 3: Character & Theme Analysis** Choose **2 characters** from the play. For each, write a one-page analysis that includes:

- What their dream is and how it reflects or challenges the American Dream
- How their experience is shaped by race, gender, or class
- How their individual story connects to one of the historical topics you researched

**Overall Project Requirements:**

- Typed and correctly formatted
- MLA format for in-text citations
- **Due: 1st class meeting of the fall semester (Canvas)**
- Total length: About 5–6 pages

**Part 4: Reading Quiz – be prepared to take a reading quiz on Hansberry’s play *A Raisin in the Sun*! This will be given on the first day of classes.**

**Discussion Prep:** Be prepared to discuss:

- What the play reveals about 1950s America
- How different characters represent struggles still relevant today
- The evolution of the American Dream and whether it is equally attainable for all

---

**#2) Writing: *Tattoos on the Heart* by Gregory Boyle, S.J.**

What does it mean to be committed to social justice? How can we challenge the assumption that some lives, particularly the lives of the privileged, matter more than others? How can the value of life and humanity be understood to mean that all lives matter? This compelling and inspiring testament of Fr. Greg Boyle’s ministry to Los Angeles gang members serves as an invitation to understand the human faces underneath the gang tattoos.

**Part 1: Read:** As you read *Tattoos on the Heart*, highlight and take notes on the following:

- Any quotes/short passages that “speak” to you, particularly as they relate to the questions above
- There are 9 chapters, plus an “Introduction.” For each chapter, and the “Introduction,” review your highlighted quotes/short passages and select 1 moment that captivates you the most. This will result in a total of 10 moments.
- Of these 10 “moments” choose 5 for which you will write dialectical journal entries, following the instructions below.

**Part 2:** You will keep a **Dialectical Journal**, which is where you engage actively with the text using a question-and-answer process. Think of your dialectical journal as a conversation with Father Greg Boyle’s *Tattoos on the Heart*. The process is meant to help you develop a better

understanding of the text – and perhaps of your own experiences. In general, it is a useful way to process what you’re reading, prepare yourself for discussions, and gather textual evidence.

### Submission Method: Due: 1st week of classes (Canvas)

#### Procedure:

#### You are expected to write FIVE entries in your Dialectical Journal.

- As you read, choose a passage that stands out to you and record it in the left-hand column of a T-chart (ALWAYS include page numbers).
- In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage)
- Here are some **general strategies** to guide you through thinking about the dialectical journal process:

**Question** – ask about something in the passage that is unclear – and then respond and/or reflect upon your own question if/when you find an answer.

**Connect** – make a connection to your life, the world, or another text.

**Clarify** – answer earlier questions or confirm/disaffirm a prediction.

**Reflect** – think deeply about what the passage means in a broad sense – not just in this specific text. What conclusions can you draw about the world, about human nature, or just the way things work?

**Evaluate** - make a judgment about what is happening in the text, the actions you observe, or what the author is trying to say

#### Dialectical Journal Sample Entry & Format

Passage from the text--	Page #s	Your response to the passage--
<p>1. "It is the most difficult baptism of my life. For as I pour water over George's head: 'Father ... Son ... Spirit,' I know I will walk George outside alone after and tell him what happened [that his brother Cisco had been killed the previous night].</p> <p>I can feel all the air leave his body as he heaves a sigh that finds itself a sob in an instant. [...] His face seeks refuge in his open palms, and he sobs quietly. Most notable is what isn't present in his rocking and gentle wailing. I've been in this place before many times. There is always flailing and rage and promises to avenge things. There is none of this in George. It is as if the commitment he has just made in water, oil, and flame has taken hold and his</p>	86	<p>What strikes me about this passage is the way that grief is shared in the context of faith and hope – how the sacrament of baptism, entered into willingly and consciously by an adult, is a living sign of how a commitment like this can sustain us through the most terrible kinds of human suffering. Boyle points out how this situation of having to comfort a grieving family member is not unusual for him. And how he has witnessed the normal human emotions of anger, confusion, and a desire for revenge many times. But that is missing in George's response – he is able to break the endless cycle of violence that is part of his life and environment. George's heartbreak and "grief is pure and true and more resembles the heartbreak of God". This is a powerful reminder that we are not alone in our suffering; if we are lucky, we have the comfort of others, as well as the comfort and strength given through our relationship with God.</p> <p>As he does throughout the book, the author uses a vivid and descriptive language to humanize a former gang-member like George and to invite the readers</p>

<p>grief is pure and true and more resembles the heartbreak of God. George seems to offer proof of the efficacy of this thing we call sacrament, and he manages to hold all the complexity of this great sadness, [...] in his tender weeping. [...] In the monastic tradition, the highest form of sanctity is to live in hell and not lose hope. George clings to his hope and his faith and his GED certificate and chooses to march, resilient, into his future.”</p>		<p>to empathize with the loss of his brother. Some examples include:</p> <ul style="list-style-type: none"> <li>• “His face seeks refuge in his open palms” (we can visualize this gesture of pain);</li> <li>• and “he manages to hold all the complexity of this great sadness, right here, on this bench, in his tender weeping” (an image that suggests a vulnerability and openness to what is real, as well as a communal sharing of that).</li> </ul> <p>While portraying this experience in George's life-story realistically, Boyle manages to convey the spiritual and divine witness of this moment that he shares with George.</p>
<p><b>Please be sure to have a total of five (5) journal entries</b></p>		

### CHOOSING PASSAGES FROM THE TEXT:

Whenever you read, it's a good practice to look for quotes that seem significant, powerful, thought provoking or puzzling. For example, you might record:

- o Effective &/or creative use of stylistic or literary devices
- o Passages that remind you of your own life or something you've seen before
- o Structural or POV shifts or turns in the plot
- o A passage that makes you realize something you hadn't seen before
- o Examples of patterns: recurring images, ideas, colors, symbols or motifs.
- o Passages with confusing language or unfamiliar vocabulary
- o Events you find surprising or confusing
- o Passages that illustrate a particular character or setting

### RESPONDING TO THE TEXT:

You can respond to the text in a variety of ways. The most important thing to remember is that your observations should be specific and detailed.

Sample Sentence Starters:

- I really don't understand this because...
- I really dislike/like this idea because...
- I think the author is trying to say that...
- This passage reminds me of a time in my life when...
- If I were (name of character) at this point I would...
- This part doesn't make sense because...
- This character reminds me of (name of person) because...

### Project Requirements:

- Your journal should be **handwritten with a minimum of FIVE entries**; feel free to include drawings as part of your entries
- **Due: 1st week of classes (Canvas)**