



ELA Virtual Learning

English II

April 21, 2020



English II

Lesson: April 21, 2020

Objective/Learning Target:

- I can infer two or more themes of “Let America Be America Again” by Langston Hughes.
- I can compare the message of Hughes’ poem to the message of Rashed’s poem.

Bell Ringer



The **American Dream** is the idea that opportunity for success is *equally* available to all those who are willing to work hard to achieve it.

Do you believe that the American Dream is a reality for all people? Why or why not? For which groups of people might achieving the American Dream be more difficult?

Learn

Langston Hughes was an influential writer and poet during the **Harlem Renaissance***, and he was one of the earliest poets writing in the style of jazz poetry.

His writing captured “the lives of the working-class blacks in America, lives he portrayed as full of struggle, joy, laughter, and music.”

In the poem you will be reading today, Hughes uses two voices to **juxtapose*** the America of the American dream with reality.

** These terms are defined on the next slide!*



Key Terms:

Harlem Renaissance: “considered a golden age in African American culture, manifesting in literature, music, stage performance and art”**

American dream: the ideal of equal opportunity being available to all, and the possibility for upward mobility and success for all Americans

Juxtapose: To place two things side by side to emphasize their differences

Theme: the overall message of the story

**Definition found [here](#)



Practice

As you read Langston Hughes' poem "Let America Be America Again," answer the questions on slide 7.

- LAP ONE: Read ["Let America Be America Again"](#) by Langston Hughes.
- LAP TWO: Read through the poem again slowly. This time, pause to answer the questions on slide 7.

Learn: Reading Purpose

The second time you read through the poem, pause to answer the questions below in 3-4 complete sentences.

1. Hughes uses a second voice in the poem initially shown by the use of parentheses. What effect does this second voice have on the tone of the poem?
2. After reading this poem, do you believe Hughes thinks the American dream is available to everyone? Which lines from the poem support your answer?
3. In line 17, a voice asks, "...who are you that mumbles in the dark?" After this line, Hughes provides a list of people who could all be the second voice in parentheses. What do all of these people have in common?

“I Am America”

Sara Abou Rashed

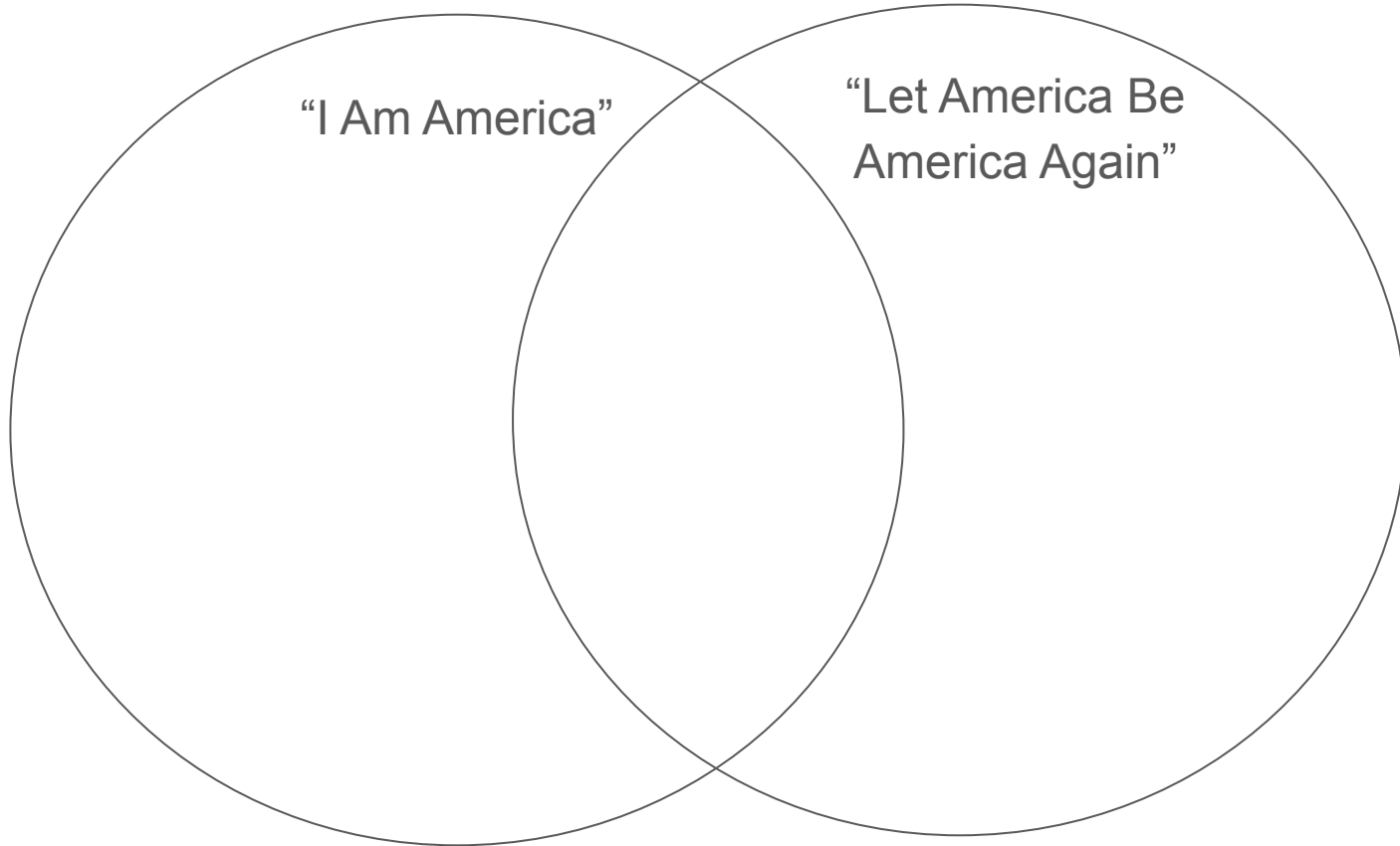


Listen to the poem “I Am America”
by Sara Abou Rashed.

Copy down the Venn diagram from
slide 9.

As you listen, fill in the chart to
compare Sara Abou Rashed’s
poem to Langston Hughes’ poem.

Practice: Venn Diagram



Practice



- Use the information from your notes to answer the following prompt on a piece of notebook paper.

After reading “Let America Be America Again” and listening to “I Am America,” infer both poets’ similar message by identifying the theme the two poems share.

Support your answer with at least one line from each poem that help develop this message.

Practice Answer Key

(Answers will vary)

Check your answer to make sure it meets the following criteria:

- Did your response begin with a clear claim?
- Did you write in complete sentences and answer the question?
- Did you use standard conventions? (spelling, punctuation, grammar)
- Did you support and explain your answer using two details from the text?
- Did your response include evidence from both poems?

Practice Answer Key

(Answers will vary)

Sample proficient answer:

A theme that both Hughes' and Rashed's poems share is that the real America belongs to everyone regardless of one's background. In lines 64-66 of Hughes' "Let America Be America Again," the speaker states, "...the land where every man is free. / The land that's mine--the poor man's, Indian's, Negro's, ME-- / Who made America." These lines list different groups that have been excluded from the American Dream, but the speaker argues that America belongs to them as well. Rashed echos this message when she says, "I am America, for I am different, for I know and feel and see and hear and love and accept and defend and embrace my differences." These lines demonstrate Rashed's belief that the real America is best represented as a country that loves and defends its diverse mix of citizens.

Practice Answer Key

(Answers will vary)

Sample proficient answer:

- = CLAIM
- = EVIDENCE
- = EXPLANATION OF EVIDENCE

A theme that both Hughes' and Rashed's poems share is that the real America belongs to everyone regardless of one's background. In lines 64-66 of Hughes' "Let America Be America Again," the speaker states, "...the land where every man is free. / The land that's mine--the poor man's, Indian's, Negro's, ME-- / Who made America." These lines list different groups that have been excluded from the American Dream, but the speaker argues that America belongs to them as well. Rashed echos this message when she says, "I am America, for I am different, for I know and feel and see and hear and love and accept and defend and embrace my differences." These lines demonstrate Rashed's belief that the real America is best represented as a country that loves and defends its diverse mix of citizens.

Additional Resources

For more information about the Harlem Renaissance, [click here](#).

To learn more about Langston Hughes and his writing, [click here](#).

Reflection

Today's learning target is listed below:

I can infer two or more themes of “Let America Be America Again” by Langston Hughes.

I can compare the message of Hughes' poem to the message of Rashed's poem.

On a scale of 1-5, how confident do you feel with today's learning target? What did you struggle with? What did you understand best?

(1- not good at all, 5-mastery)