

Krina Huddlestun
Final Project Lesson
The Hate U Give

Lesson Title: Finding Themes in Literature

CCSS.ELA-LITERACY.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1

CCSS.ELA-LITERACY.CCRA.W.1

Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-LITERACY.CCRA.L.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Applied Technology Used: Google Slides Presentation

Anchor Texts: *The Hate U Give* and “The Rose that Grew from Concrete” by Tupac Shakur

Lesson Components	Lesson	Notes
Capture students’ interest.	Make a word web for the word THUG	5 minutes
Explain the strategy's purpose and students’ roles in the strategy.	Slide show for Compare and Contrast <i>*General info on slides: Compare and contrast is a strategy that not only helps you understand important similarities and differences, but it can also help build your memory and eliminate confusion.</i>	10 minutes

<p>Teach the thinking in the strategy.</p>	<p>We will try to identify the theme of the novel the Hate U Give and notice similarities between the novel and Tupac’s poem.</p>	
<p>Use discussion and questioning techniques to extend student thinking.</p>	<ol style="list-style-type: none"> 1. Make a t-chart in your notebook for notes on each scene. One side should say book, the other side write song. Just write down as many notes to help you remember pivotal moments from both. 2. Read the two car scenes--Starr and Khalil and Starr and her father. Jot notes. 3. Read the poem. 4. Use a Top Hat Organizer to record key similarities and differences. Some questions to prompt thinking and discussion after viewing the film: <ul style="list-style-type: none"> • What did we notice? • How do some of the characters’ actions/reactions reveal aspects of their personality? • Are the two items more alike than different? • What is the most important difference? 	<p>25 minutes</p>
<p>Integration of Technology</p>	<p>In a google slides presentation, use your Top Hat Organizer as a guide to discuss findings and draw conclusions. Think of your presentation guide to the theme of the novel. Come to a consensus. Does everyone know what consensus means?</p>	<p>15 minutes</p> <p>Link to Assignment</p>

<p>Students synthesize and transfer learning.</p>	<p>In your presentation, state the theme of the novel. Use evidence from the text and the song to support your version.</p>	
<p>Teacher leads reflection on content and process.</p>	<p>Before you start writing, why do you think it was important for us to take good notes on each work before we we started to compare and contrast? How does that step help clarify your thinking?</p>	<p>5 minutes</p>
<p>What sample lesson ideas, planning considerations, and writing extensions were applied in the lesson?</p>	<p>I have chosen a song clip to engage different learners/groups. I use a variety of activities, whole group and small group and individual work to engage everyone. I use scaffolding along the way so students will be ready for individual practice.</p> <p>This lesson is planned for a 62 minute class. There are 24 students in the class. Most students are very high achievers and are self-motivated. They will be working with their table groups which are heterogeneous by design.</p>	