

EEI Lesson Plan Template

VITAL INFORMATION	
Author	Katie Madden
*Subject(s)	ERWC/ English
Topic or Unit of Study	The Hate U Give Novel Study
*Grade/Level	12th
*Summary	As we read The Hate U Give by Angie Thomas, students have been discussing and writing about personal identity and experiences shape us. In this lesson, we will examine dialect and code-switching, specifically as it pertains to the protagonist who is struggling between living in two very different worlds.
STANDARDS AND DIFFERENTIATED INSTRUCTION:	
*Standards	<p>Reading Literature: Craft and Structure-12 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>Speaking and Listening: Comprehension and Collaboration - 12 1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>Writing: Research to Build and Present Knowledge- 12 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
Differentiated Instruction	different media types to present information (comics, video, audio), think-pair-share, variety of discussions, graphic organizers, journaling
EEI (ESSENTIAL ELEMENTS OF INSTRUCTION) - LESSON PLAN ELEMENTS REQUIRED:	
Objective	Students will understand and be able to identify code-switching and dialectical differences across cultures and social groups and how it pertains to the development of our protagonist.
Anticipatory Set	<p>Warm Up displayed for students-</p> <p>In your notebooks, write a short paragraph about the different ways you speak at school compared to other environments such as home or with friends. Consider these guiding</p>

	<p>questions: how do you greet your friends compared to your teachers? How do you speak differently to your family than you do to your friends?</p> <p>I will ask for some volunteers (encouraging ELLs because they are most likely to have experience with this issue) to give their responses.</p>
Teach Lesson / Model	<p>Introduce students to the academic language necessary for this lesson and for deeper discussion as we continue the novel.</p> <p>Dialect: A particular form of a language which is peculiar to a specific region or social group. (Oxford dictionary).</p> <p>Code-switching: noun Linguistics. the alternating or mixed use of two or more languages, especially within the same discourse.</p> <p>Sociolinguistics. the use of one dialect, register, accent, or language variety over another, depending on social or cultural context, to project a specific identity. the modifying of one's behavior, appearance, etc., to adapt to different sociocultural norms.</p> <p>Double consciousness: the feeling that you have more than one social identity, which makes it difficult to develop a sense of self. It is a concept that W.E.B. Du Bois first introduced it in his book, <i>The Souls of Black Folk</i>, which was written in 1903.</p> <p>Once this is done, I will do a quick Intro to the Framer Model Activity.</p>
Guided Practice	<p>Framer Model Activity: After I model this activity on the board using a different word/concept, students will pick one of the new terms that is most unfamiliar to them and complete the worksheet independently in their graphic organizers. I will walk around to check that they are completing it and guide them if needed, focusing extra attention on ELLs and lower ability students.</p> <p>I will ask students if they have ever heard of African-American Vernacular English (AAVE) or "Ebonics." Then, I will explain how this is the dialect Starr uses when she feels most like herself, in Garden Heights. Afterwards, I will play this video so that students can further understand the dialect of AAVE, the history behind it, and why it is just as important as any other dialect:</p>
Independent Practice	<p>Play TedTalk: Jamila Lyiscott speaks about the three dialects of English that she uses in the form of spoken poetry. It is a response to a woman who told her she sounded "articulate" when she used the standard dialect of English. She defends all the dialects she speaks and explains why she thinks they are all equal, and how one is not more "articulate" than the rest. She explains how she switches between these dialects in different settings such as school, home, and with friends because she feels that certain dialects express her point more effectively)</p>

	<p>At this point, there will be group discussions focusing on D.O.K. questions. Students will be put in 7 homogeneous groups of 4: higher ability students together, lower ability students together, high proficiency ELLs together and low proficiency ELLs together. Higher ability students and high proficiency ELLs will respond to Level 3 and 4 questions and lower ability students and low proficiency ELLs will respond to Level 1 and 2 questions. As the discussions take place, I will walk around to assess the students and assist those who need guidance.</p> <ol style="list-style-type: none"> 1. How would you describe Starr's character? — This question requires students to recall knowledge; the answer does not need to be "figured out" or "solved." (DOK Level 1: Recall & Reproduction) 2. Why does Starr change how she acts/speaks at Williamson compared to Garden Heights? — This question requires students to apply multiple concepts and provide examples from the text; they are required to compare the way a character changes in different settings. (DOK Level 2: Skill/Concept) 3. What is your interpretation of Hailey unfollowing Starr on Tumblr? — This question requires students to reflect on an issue that is not fully developed yet in Chapter 5 of the text, and for them to think independently and reason. This question also allows for multiple possible outcomes. (DOK Level 3: Strategic Thinking and Reasoning). 4. What changes would you make to solve or address the major issue of Starr's dueling identities or the concept of double consciousness? This question is linked to real-world problems without clear solutions and requires students to justify their ideas and address counterpoints. (DOK Level 4: Extended Thinking) <p>Groups will be responsible for filling out a graphic organizer answering the questions.</p>
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<p>Closure</p>	<p>I will play this interview from The Daily Show with Amandla Stenberg, the actress who plays Starr in the film adaptation of The Hate U Give, to further emphasize how Starr feels stuck between the two worlds of "normal Starr" and "Williamson Starr" which is the reason behind her double-consciousness and code-switching. https://www.youtube.com/watch?v=d922aUiWdG4 (2:10 - 3:49) (3 minutes).</p> <p>Students will write short reflection of this video responding to the question- how do you think Starr's identity will change as she continues to deal with Kahlil's death and the chaotic aftermath?</p>
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<p>Evaluation *Assessment/Rubrics</p>	<p>I will evaluate their Frayer Model organizer as well as how they responded to the writing prompts in their notebooks.</p>
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Accommodations/Modifications

Printed out, completed notes for students with IEPs, sentence starters to help with graphic organizers and discussion questions

MATERIALS AND RESOURCES

Instructional Materials (handouts, etc.)	<i>The Hate U Give</i> by Angie Thomas, presentation/slides, board, notebooks, pencils/pens, and graphic organizers .
Resources	<i>Videos:</i> <i>Daily Show</i> https://www.youtube.com/watch?v=d922aUiWdG4 <i>TedTalk:</i> https://www.ted.com/talks/jamila_lyiscott_3_ways_to_speak_english#t-95687 <i>Code-switching:</i> https://www.youtube.com/watch?v=9iVOZ_-Xwrc