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Ideas With IMPACT

idea packet

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Synthesize to Empathize

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Goals and Objectives

Language Arts Florida State Standards

Reading Standards for Literature

1. LAFS.910.RL.1.2

   Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

2. LAFS.910.RL.2.6

   Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Reading Standards for Informational Text

3. LAFS.910.RI.1.1

   Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

4. LAFS.910.RI.2.6

   Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

5. LAFS.910.RI.3.8

   Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Writing Standards

6. LAFS.910.W.1.1

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.

7. • LAFS.910.W.2.6

   Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

8. LAFS.910.W.3.7

   Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate;

synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9. LAFS.910.W.3.8

   Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Standards for Speaking and Listening

10. LAFS.910.SL.1.1

    Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

11. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

    - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
    - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

12. LAFS.910.SL.1.2

    Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

13. LAFS.910.SL.2.4

    Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Course Outline/Overview

Description:
The source of this idea is the novel *The Hate U Give* by Angie Thomas, where the main character is navigating adolescence and real-world problems that lead to her finding her voice. The author offers different perspectives and puts students in the thick of it, which induces empathy from students.

Purpose:
The purpose of this project is to show the connection between fiction and real-life social issues. Through this project students will use research skills, use technology, and think critically about real-world social issues.

Rationale:

By studying the novel *The Hate U Give* by Angie Thomas, students become part of the protagonist's life and experience all the adolescent coming-of-age conflicts, along with social conflicts that students have been exposed to, either through first-hand experience or through current events. Students will read the novel that is written from the perspective of an adolescent girl who needs to show a different side herself at home and at school. After a traumatic experience where her friend gets shot, she needs to find her own voice to speak up against injustice. Students will synthesize information from multiple sources including their own ideas, to create a multimedia presentation of what they have learned while reading the novel. Through this project students will research, analyze, evaluate, present, and use 21st century skills.

Lesson Plans

Topic:

James Baldwin said "The paradox of education is precisely this - that as one begins to become conscious one begins to examine the society in which he is being educated."
This novel engages students from the beginning of the first chapter to the last page. When students are engaged, they learn. Students deserve to know how to use the real world to relate to literature. Additionally, they will use 21st century skills when they are synthesizing the information from current events, their discussions, and literary elements. Teachers are always looking for ways to have students genuinely engage with the text and make connections to the real world. This project's goal is to show the student's understanding based on the connections between the novel, themselves, and the world at large while using technology.

This unit will take place in a span of 4-6 weeks. Students will read the novel *The Hate U Give* by Angie Thomas and make connections with the real world and themselves. Students will have guiding questions and have journal entries that will ask them to connect to ideas in the novel. After reading the novel, students will discuss the novel using a Socratic Seminar method from avid.org.

Then, student will complete a culminating activity where they synthesize the knowledge they have gained from their own discussions and journal entries.

Week #	**Activities**
Week 1 • Students may use Google Slides as their journal. One slide per journal response. • Another option could be OneNote Notebook, where students can keep a journal.	1. Students will read chapters 1-7. 2. Teach students about credible sources using the CRAAP test. https://researchguides.njit.edu/evaluate/CRAAP 3. Students will research current events that represent what has happened in the novel so far. 4. Students will start their journal by answering the following question: Select two sentences from the text that show how Star feels in the different settings she lives in. How would you feel when you need to act a different way depending on the setting you are in? Why do you need to speak or act differently?
Week 2	1. Students will read chapters 8-15

• Discussions may occur in Zoom breakout rooms or in-person discussions. • Discussions may also occur only as whole-group discussion.	2. Students will discuss their current event article and how it pertains to the novel. They will use the 4 As protocol in their groups. https://schoolreforminitiative.org/doc/4_a_text.pdf 3. Teacher will conduct a whole-group discussion based on what was discussed in the groups. 4. Journal prompt Week #2: What are some ways that Starr is trying to cope with what happened to Khalil? What does this reveal about Starr? How would you handle what she is going through in these chapters?
Week 3 • Discussions may occur in Zoom. You may assign students numbers and the even number goes first, then odd numbers discuss next. • Students can debrief with each other through zoom breakout rooms. • If in-person, students may debrief through Google doc or Microsoft Word, where they both write their notes on each other's performance.	1. Students will read chapters 16-19 2. Students will prepare for a Socratic Seminar as a whole group. 3. Students will have a discussion using Socratic Seminar protocol. http://pms.pasco.k12.fl.us/wp-content/uploads/pms/2014/08/Socratic-Seminar.pdf 4. Journal prompt #3: In chapters 16 and 17, Angie Thomas reveals how the news can influence a story. Do you agree or disagree with her? Why or why not?
Week 4 Students may have time in class to work on the culmination project.	1. Students will read chapters 20-24. 2. Journal prompt #4 In Chapter 24, Starr says "I'm the one who saw what happened to Khalil" (Thomas 411). Why is this a significant turning point for Starr? How does this show how her character is changing? Reflect on Starr's choices, how might someone in her position have acted differently? 3. Culminating Project "Synthesize to Empathize"

Project Instructions

This project is intended to reflect a student's journey with the novel and how they interact with the ideas of the book. The goal is to show if they are able to put themselves in the character's place, which could lead to empathy in students.

Create a Sway in Microsoft Office.

1. Title card: Title of Novel with the author's name, your name and period
2. Content (1 card for each of the following)
    a. A recommendation of the book- what you enjoyed, didn't enjoy, would you recommend the book to a friend? How many stars would you give this novel.
    b. Socratic seminar reflection: What did you learn from listening to your peers as the novel was discussed that you didn't think about before?
    c. Connection to current event- name of article, author of article, where it was published, who published the article, and at least 2 connections with the novel and the article.
    d. Reflect on your ideas using the following big ideas that are derived from the text and how have your ideas been challenged as you read this novel. Start with the phrase What I thought before, and what I think now is _____:
        i. Identity
        ii. Voice
        iii. Justice or lack of justice
        iv. Responsibility as a part of a community
        v. You may use one that is not part of this list, but you must get it approved by the teacher.

Final Product must have all of the above requirements. You may use the following format to present the project:
Microsoft Sway- www.sway.com
Microsoft PowerPoint/ Google Slides
Prezi

The current event I chose to represent my novel was "Video Shows Sacramento Police Putting 'Spit Hood' Over 12-year old Boy's Head During Arrest" by Kayla Epstein. In both the article and in the book we see cases of police brutality. Although this might've been the case, we also see cases where the victims were at wrong. While both of the officers reacted strongly and abruptly by shooting Khalil and putting a

During the socratic seminar, we all had an opportunity to open up on our opinions of what we felt was occurring in our books. The different perspectives helped open my eyes to how not everyone sees things the same way. Even when something seems like its leaning towards one opinion, I saw how people saw things from their points of view.

Resource List

Classroom Materials & Setup:

To complete the culminating project, students should have access to at least one computer. However, if there are no computers available the teacher can secure time at the school library during class time. Or, the teacher can share the activities and resources with students through Microsoft Teams, Google Classroom, Edmodo, email, or any other source where students can access the information electronically. Students can use their Smartphones or tablets to complete the research and project.

Resources:

The novel *The Hate U Give* by Angie Thomas is the impetus for this project. However, it can also be obtained in electronic book format. Students need paper, pencil, computer access to complete the discussion and the culminating activity. Having a guest speaker through Skype or in person would add to the experience. Also, encouraging students to publish their work for the general public through competitions or organizations would provide a rich experience for students.
The Hate U Give by Angie Thomas can be found in hardcover through Amazon for $11.51.

Adaptability:

This project can be adapted to any fiction or non-fiction book. The focus is on tackling real-world problems by using research and analysis. Students also gain knowledge of different technological tools that they can use in other classes or in the future.

Supplemental Materials:

http://pms.pasco.k12.fl.us/wp-content/uploads/pms/2014/08/Socratic-Seminar.pdf
https://schoolreforminitiative.org/doc/4_a_text.pdf
https://researchguides.njit.edu/evaluate/CRAAP