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Dr. Sills

Engl. 375; Lesson plan 1

25 September 2020

### Lesson Plan #1: *The Hate U Give* – Preparing the Info for the Essay

#### **Overview**

This lesson is in the last part of the unit for *The Hate U Give* unit and teaches students how to take the information they gathered throughout the unit and apply it to their paper assessment they will be turning in at the end of the unit. This lesson plan follows the lesson on introducing the argumentative paper and what argumentative papers are, what they do, how they work, what makes an effective or ineffective argument, etc. Once they have a firm understanding on what they will be doing and the assignment, they will need to understand the information they have and what to do with that information, which is what this lesson plan will do. This lesson teaches the students to compile their findings and use the information in an organized manner in respects to the writing process.

#### **Grade Levels**

- Grades 11-12
- I would not recommend bringing the grade level down, as some of the themes and events within the book and movie can be triggering or hard to digest at a younger age. Although, the topics and issues discussed are happening in our everyday lives, so adjustments could be made, as they are pertinent to current events.

## **Learning Objectives**

After this lesson students will be able to...

- Compare and contrast their findings pertaining to the media messages found in the book and the movie (with the help of the NAMLE Key Question assignments previously completed).
- Organize ideas they have accumulated over the unit into a thoughtful paper evaluating the effectiveness of one form of media's use of media messages over the other.
- Argue whether the messages found either in the book or movie were more effective than the other.

## **Vocabulary**

*Media Message, compare and contrast, effectiveness, argumentative essay/paper*

## **Preparation and Prerequisites**

- Prior to this lesson, the class should have completed the book and movie adaptations of *The Hate U Give*, completed the NAMLE Key Questions for both the book and movie, and have had discussions on media messages and findings throughout the course of the unit and the adaptations.

## **Time Needed**

- This lesson will take up to a 50-minute class period to teach or possibly a blocked 70-minute class period. Students will need time at home to continue the process of choosing the right information and completing the graphic organizer.

## Materials and Equipment

- *The Hate U Give* book and movie adaptations for reference while completing the paper
- Any notes they took during the book or movie
- NAMLE Key Questions assignments (one turned in from the book and one from the movie)
- Graphic Organizer for the argumentative essay
- Assignment sheet that explains what the assignment is, what they will get out of completing the assignment, the components of the assignment, and how the assignment will be graded
- Laptop/Computer to complete the assignment

## Step-by-Step Procedures

1. Start off class by having the students answer the following question: “Which version did you like better: the book or the movie? Why?” When they have had a couple minutes to write, have them share with another student so they can another opinion from a peer.
2. Gathering the class’s attention, recap what we’ve been getting to know when it comes to media and media messages as we’ve completed the book, the movie, and the NAMLE assignments and through our discussions. (Quick 2-3 minute recap)
3. In the previous lesson, you should have gone over the assignment sheet, at least briefly, so the students understand what the paper is about. You will want to continue reminding the students the focus of the paper is how the book or movie adaptations present media messages more effectively than the other (or in simpler terms: which adaptation was better at conveying their media messages?). I would suggest putting this question on the

board throughout the class period (or throughout the entire writing process) as this reminds and gives students their focus when it comes to the paper.

4. Begin the lesson by showing the students the resources they will be using to write their paper. They will need to have the book (and any notes they have from discussion or from the reading), movie notes from the discussions (and while watching the movie if they took them), and the NAMLE Key Question assignments (which you will have since they turned them in for grading. You will want to hand these back to them now.) These will be their main resources when writing their paper.
  - a. The book they will need to point out the message they are extrapolating when they present their case.
  - b. They will also need to point out the messages from the movie they are choosing to discuss. (For MLA documentation purposes for the students, you may want to have the students site the chapter of the movie, rather than the specific time frame the scene occurs in the movie, as students will not have access to the movie themselves. Or you can just have them site the movie as a whole, whichever you prefer.)
  - c. The NAMLE question assignments will be their main assistance for their points they discuss in their paper. (If a specific question was easier to discern in one adaption over the other, that would be a good indicator for the student to delve into for one part of their paper.)
5. Do not hand them the graphic organizer yet. This will come later. First you will want the students to look over the questions and their answers to both NAMLE Key Questions assignments. Guide them by asking them the following:

- a. Which questions seemed to come easy for one over the other?
- b. Which questions were easy to answer regardless of the form of media?

Assist the students by having them mark or take note of how some questions were easier to answer for them on with one form of media over the other. Advise them that these are going to help them when deciding which one they will want to argue for or against.

6. Once students have gone through their NAMLE assignments and have considered which one they found more intuitive for them, you will want to hand out the graphic organizer for the paper assignment. Go over the entire organizer first.
7. Explain to them what answering the questions in step five means to them as writers/students. The form they found to convey the messages in an easier way should be an indicator that that form is more effective to them as a consumer of the messages. This form will most likely be the one they will choose to support in their paper.
8. Using the NAMLE questions, they will find three reasons to back up their opinion that one is more effective over the other. (For example, if they found that the target audience was hard to discern when reading the book, but the movie made it apparent that the race issues being conveyed are important for everyone to discuss, as hard as they might be, they could use this as one of their reasons why the movie was better. They would have to then take this point and show where the movie displayed this reasoning to them. Evidence will come in a later lesson.)
9. You will want to help them take the information they have gathered in step five and plug it into the graphic organizer. The information they have gathered should be:

- a. Which adaptation was easier for you to answer the NAMLE questions for? (The easier it was for them to answer the questions, the more effective at conveying the messages the form was to them)
- b. With the one that came easier to understand, was there any hard questions to answer? (This will give them a counterpoint later in the paper.)

Demonstrate how to plug the information in by going through an example graphic organizer along with the class. Give them a point and a counter point and show them where they go in relation to the organizer and why it goes there. You should be able to show them how to fill the following sections of the organizer in this lesson:

Claim/Opinion, Reasonings, and Counterpoint. (Evidence will come in the next lesson when you show them how to support their claims and use MLA documentation of sources. The other sections will also have their own lesson plans to properly teach them how to write an effective way to do each.)

10. Have the students work on discerning which information and points they want to use and where they should go in the graphic organizer. Give them enough time to ask you questions and for you to clarify to the class if needed.

## **Assessment**

The graphic organizer will be assessed the following day as students bring it back as from home. Students should have the claim, reasons, and evidence sections filled out on their graphic organizer. Since they will need to hold onto this and continue filling it out, marking a completion grade fits well.

## **Attachments**

- Argumentative Essay Assignment Sheet
- NAMLE Key Question Assignment
- Graphic Organizer for Argumentative Essays

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### Lesson Plan One Reflection

When approaching this lesson plan, I started, as I always do, with the big picture. I think of all the stuff I want to do with the topic or the standard I'm approaching. When I did the discussion post for this plan, I ended up basically outlining an entire unit. Even when I tried to narrow it down to a single lesson, I created a lesson plan that would take days to complete and would have been extremely lacking in the step-by step processes (or it would be extremely long). I believe I finally brought it down to a single lesson.

I did narrow it down to the persuasive argument paper I would do at the end of the unit. The lesson specifically is a smaller piece that would be taught within the time spent going through the essay-writing process and the information they would be using to create their paper and argument. My rationale for this would be the students would be able to take the information they have been gathering or researching throughout the unit, apply what they have learned into a paper to demonstrate their understanding of the book and movie as well as media and media messages, and create an argument based on which side they support when it comes to which adaptation they felt conveyed the messages better.

The lesson relates to what I have learned over the last few weeks in that students would be analyzing the media and media messages they were presented throughout the unit. My focus was on the media and media messages as they are something I really enjoyed early on in the semester. As Scheibe and Rogow have shown through the different aspects of Media Literacy



Education listed in Appendix A, to analyze and form understanding and educated opinions of media and media messages is a skill that will benefit them in life in multiple areas (211-216).

I particularly enjoyed the NAMLE Key Questions handout, which is why I incorporated it into my lessons. Although the questions can be simple, they give the message depth and context. There's a lot that goes into a media message, even if it's made and sent out in a matter of minutes. This grabbed my attention from the start. We are bombarded with messages all the time from different forms of media. We become so passive sometimes when it comes to seeing these from day-to-day that we don't even stop to really process the layers that a media message can have. Therefore, I chose to add that to this unit/lesson. It's important that students also take the time and really understand how much can go into one form of media and one media message.

I also used the *TGML* chapters to help me focus my thought process, including chapter seven to help me design and format my lesson plan and know what to include and not include as well as the language they used. There's a lot that goes into media and media messages that if I tried to put it all into one lesson, I'd be lost and so would my students. I referenced Appendix A, where I mentally took note of what kind of things a media message should do and how students could use some of those to either back their argument points or to create an argument point.

Overall, I hope that I narrowed down my focus small enough for a lesson. I think that media messages are a good way to build students' critical thinking and analysis/research skills. Using the different forms of media, to compare, contrast, and argue, and to analyze different media messages, I think students gain a lot of insight and knowledge moving forward from this lesson/unit.

"Appendix A." *The Teacher's Guide to Media Literacy: Critical Thinking in a Multimedia World*, by Cyndy Scheibe and Faith Rogow, Corwin, 2012, pp. 212–216.

Name: \_\_\_\_\_

Class Period: \_\_\_\_\_

### NAMLE Media Messages Key Questions Assignment (Book)

As we've been discussing, media is all around us. Every day we are bombarded with thousands of different forms, each feeding us a multitude of messages. The messages we receive are quick and sometimes we don't always stop to analyze and understand these messages on a deeper level. Having read *The Hate U Give* by Angie Thomas, answer the following questions to the best of your abilities. Some questions may not be easy to answer. If you aren't sure or aren't able to answer some of the following questions, do not worry, but please put the effort into trying. (10 points)

Who is the target audience?	
Who might benefit from reading this book?	
Are the messages presented in the book good for a person like you?	
How do the messages make you feel?	
How do messages inform the reader? Is the information easily given (direct) or does the information take time to be presented (implied)?	
What techniques are used to convey the messages?	
How might different people understand the messages differently?	
When was the book made? Are the messages being presented in the book still relevant today or have things changed?	
Are the messages based on fact, opinion, or something else?	
What is left out of these messages that might be important to know?	

Name: \_\_\_\_\_

Class Period: \_\_\_\_\_

### NAMLE Media Messages Key Questions Assignment (Movie)

Continuing to discuss and analyze different forms of media and the messages they convey, we come back to some of the questions we should be asking ourselves when understanding the messages we are consuming. Now that we've viewed *The Hate U Give*, directed by George Tillman Jr., answer the following questions to the best of your abilities. Some questions may not be easy to answer. If you aren't sure or aren't able to answer some of the following questions, do not worry, but please put the effort into trying. (10 points)

Who is the target audience?	
Who might benefit from watching this movie?	
Are the messages presented in the movie good for a person like you?	
How do the messages make you feel?	
How do messages inform the viewer? Is the information easily given (direct) or does the information take time to be presented (implied)?	
What techniques are used to convey the messages?	
How might different people understand the messages differently?	
When was the movie made? Are the messages being presented in the book still relevant today or have things changed?	
Are the messages based on fact, opinion, or something else?	
What is left out of these messages that might be important to know?	

## *The Hate U Give* Persuasive Argument Paper

As we wrap up *The Hate U Give*, we continue to explore and analyze media and media messages. As we've seen, some forms of media don't always convey their messages in the most transparent ways. Sometimes we need to really think about what the forms and messages that are being presented to us. Also, some forms don't present certain messages as effectively as others, since each form has their own purposes and unique aspects that work well in some cases and not so well in others.

Taking information from your notes, the discussions, the NAMLE Question assignments, the book, and the movie, you will prepare an argument on which form you felt did better at using their medium to convey their message.

*Your final assignment for this unit will be persuasively arguing whether the book or the movie is more effective in presenting their messages than the other.*

The following criteria will be graded:

- \_\_\_ Introduction (10 points)
- \_\_\_ Claim/Opinion (10 points)
- \_\_\_ Three Reasons along with Evidence to support (30 points – 5 per Reason / 5 per Support)
- \_\_\_ Counterclaim (10 points)
- \_\_\_ Rebuttal (10 points)
- \_\_\_ Conclusion (10 points)
- \_\_\_ Conventions/Mechanics/Grammar (5 points)
  
- \_\_\_ Graphic Organizer (5 points)
- \_\_\_ Rough Drafts (5 points)
  - (There should be a minimum – your first draft, drafts from peer editing, and your revising and editing)
- \_\_\_ Clean Final Draft (5 points)

Total: 100 Points

(See rubric for criteria for each section)

**Persuasive Essay : The Hate U Give Persuasive Argument Paper**

Teacher Name: **William Lewandowski**

Student Name: \_\_\_\_\_

CATEGORY	10/9 - Above Standards	8/7 - Meets Standards	6/5 - Approaching Standards	5- Below Standards	Score
<b>Introduction</b>	Introduction includes an insightful overview of media and media messages and the media you are reviewing. Thesis statement is focused and to-the-point.	Introduction discusses media and media messages, media messages, and the media you are reviewing in a direct way. Thesis statement is understandable and stays on track of the assignment.	Introduction lightly touches on media, media messages, and the media you are reviewing. The intro may have missing components or is not clear. Thesis is not focused and/or is not on track.	Introduction does not have focus or clarity on the subject. Thesis is not direct and lacks focus.	____ / 10
<b>Claim/Opinion</b>	Your claim is thought out and the claim indicates a clear understanding of your position.	Your claim is clear and presents your case in a way that the reader can follow.	Your claim could use some clarifying as the reader is unsure what direction you are trying to take.	Your claim does not have a defined take on either side.	____ / 10
<b>Reasons/Evidence</b>	Your reasons are sound and are clearly stated. Your evidence backs up your claim and is well incorporated into your paper.	Your reasons follow your claim but are not as strong as possibly another reason could be. Your evidence works well with your reasons but are not always in sync with the flow of your paper/paragraph.	Your reasons are not quite defined well or do not support your claim. Your evidence does not support your claim or reason, or your evidence is not integrated into your paper/paragraph well.	You are missing reasons or your reasons do not match your claim. The evidence is lacking or missing and/or is not integrated into your paper/paragraph (drop quotes).	____ / 10
<b>Counterclaim</b>	Your counterclaim enlightens the reader on the opposite side of the argument and gives the reader a chance to consider and form their own opinion.	Your counterclaim explains a point from the opposite side that informs the reader that some do not agree with you.	Your counterclaim does not quite show the opposite side's point of view. There is not much effort in opening up the opposite side to the reader.	No counterclaim has been given, or the counterclaim does not accurately or politely describes the opposite side of the argument.	____ / 10
<b>Rebuttal</b>	Your rebuttal reaffirms your position in a clear cut way that reinforces your stance on the argument.	Your rebuttal shows your understanding in your argument and convinces your reader that you have a firm stance.	Your rebuttal does not reflect your stance in a way that is convincing to your reader. You do not reaffirm your position.	Your rebuttal lacks any commitment to your claim. You did not convince your reader that you are firm in your stance.	____ / 10
<b>Conclusion</b>	You wrap up your argument concisely and in a manner that does not leave your reader with too many questions about your stance.	Your conclusion sums up your paper in a complete manner. You do not leave your reader questioning your paper.	Your conclusion could be more to-the-point or could have a stronger ending. You leave the reader wondering more about your topic and does not assure them that you know your stance and can stand with it.	Your conclusion lacks a definite ending, leave too many questions, and leaves your reader questioning or wanting more.	____ / 10
<b>Conventions</b>	5 - Your paper has little to know conventional or grammatical errors. Your MLA documentation has little to know problems.	4 - You have common conventional or grammatical errors throughout your paper. Your MLA documentation is mostly accurate with maybe a couple apparent errors.	3 - You have quite a few grammatical and conventional errors throughout your paper. Your MLA documentation has quite a few mistakes.	2-1 - You have a lot of conventional and grammatical errors that could have been prevented. You do not follow MLA documentation.	____ / 10
<b>Graphic Organizer</b>	5 - Graphic organizer is filled out and turned in.	3- Graphic organizer is not filled out but has been turned in.	1 - Graphic organizer is not filled out and not turned in.		____ / 5
<b>Rough Drafts</b>	5 - Rough drafts have been turned in and show writing process from draft to draft.	3 - Rough drafts have been turned in but do not show much progress from draft to draft.	2- Drafts have been turned in but not much has changed or there are not very many drafts (Less than 3)	1 - No rough drafts have been turned in.	____ / 5
<b>Clean Final Draft</b>	5 - A clean final draft has been turned in.			1- No clean final draft was turned in.	____ / 5

Date Created: **Sep 25, 2020 02:12 pm (CDT)**

Name: \_\_\_\_\_

Class Period: \_\_\_\_\_

### Persuasive Argument Graphic Organizer

Introduction:



Claim/Opinion:



Reasoning 1:

Reasoning 2:

Reasoning 3:

Evidence:

Evidence:

Evidence:



Counterpoint/Counter argument:



Rebuttal:



Conclusion: