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JUSTICE FOR ALL: SOCIAL JUSTICE CURRICULUM FOR THE YOUNG ADULT
CENTERED ENGLISH CLASSROOM

An Undergraduate Honors Thesis
Submitted in Partial fulfillment of
University Honors Program Requirements
University of Nebraska-Lincoln

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Abstract

This project is a curriculum-based approach to exploring the integration of social-justice texts, topics, and themes into the secondary English classroom. Discussion of such topics will take place in the context of teaching the contemporary novels *The Hate U Give* by Angie Thomas and *The Black Kids* by Christina Hammonds Reed, two young-adult novels that discuss how the teenage experience is impacted by instances of racism and police brutality. This examination of race in modern society will be accompanied by supplemental texts, included but not limited to *Citizen: An American Lyric* by Claudia Rankine and NPR's podcast "On the Shoulders of Giants;" however, the overarching trajectory of this curriculum revolves around the idea of activism and individual responsibility, and will thus include other works and discussions that allow these themes to be viewed in a broader context that extends beyond race.

The proposed curriculum also serves as a call for the increased inclusion of young-adult centered literature within the secondary English classroom, a setting that has been historically filled with canonical texts. Thus—while this unit could theoretically stand alone in any English classroom—the lessons are designed to be taught within the context of a young-adult (YA) literature classroom. The outcome of this proposed curriculum includes essential questions, standards based on the Nebraska Department of Education, thirty-five lesson plans (including reading days), and a cumulative summative assessment that involves reading comprehension, research skills, the utilization of multimodal devices, and the examination of multiple perspectives.

Key words: curriculum, secondary English, education, social justice, activism

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Research

One of the primary goals that English classrooms throughout history have likely held involves fostering the love of reading in their students. While there is no doubt that many teens still consider themselves avid readers today, it is worth wondering if modern classrooms might not be the ones responsible for accomplishing this feat. This sentiment is echoed by educator Alan Sitomer in his foreword to *Teaching YA Lit through Differentiated Instruction*, where he remarks that “something spectacularly self-evident about today’s classroom world” is that “teens today are reading almost in spite of school, not because of it” (ix). Such a thought is understandably alarming to educators, especially when taken at face value. There is no easy fix to this problem, but one thing that Sitomer—and the following lesson plans—hopes will help solve the lack of engagement with classroom texts is the utilization of young-adult literature, complex topics, and engaging discussion *within* the context of the classroom.

Young adult literature—frequently known as “YA lit”—is a genre of literature primarily aimed at readers within the 12-20 year-old age range. Books that fall into this category are hallmarked by teen protagonists who deal with coming-of-age situations, popular in this sense because they typically “address them [the adolescent] directly by presenting them with characters and situations based on their own experiences” (Monseau and Salvner vii). Nowadays, these books can range from classics such as *Little Women* to now household names of *The Hunger Games* and *Twilight*. The official categorization and popularity of this genre did not take off until the 1990s, but these books have continued to top bestseller lists and win awards ever since (Groenke and Scherff 1). The direct connections to teen lives and almost universal appeal of themes and plots have made young-adult literature a favorite among young and old readers alike.

Unfortunately—despite its relevance—YA literature has continually been left out of the secondary English classroom in favor of the more “well known” canonical texts.

Much of the opposition that surrounds the integration of young adult-centered texts into the English curriculum has to do with long-held “misconceptions” about the genre as a whole. One of the biggest misunderstandings seems to come from the idea that these books are inherently less “scholarly” or “challenging” than canonical texts, and that to teach them would involve the disregarding of curriculum standards and/or the “lowering of the bar” for what students are expected to read (Groenke and Scherff 1; Monseau and Salvner x). These concerns are not unwarranted—there are plenty of novels within this category that don’t necessarily fit the “literary standard” that some canonical texts are viewed with. Yet, there are plenty of “good adult literature” books that “shares with the classics all the marks of literary excellence and, further, consistently inspires student response” (Monseau and Salvner 16). Qualifications for this “literary excellence” that experts put forth include the ability to expose readers to complex quandaries, features compelling and believable characters, and examines themes that are almost universal to the human experience (among others) (Groenke and Scherff 4). There is, therefore, an element of teacher screening that likely needs to happen before reading a YA text as a whole class, in this case done by offering students the choice between one of two YA novels rather than letting them pick their own.

Previously mentioned was the idea that young adult literature has all of the qualities of “good” literature, just with teenage protagonists. It is this differentiation that often allows students to connect with and relate to these texts in a way that may be more difficult for the more “classical” works. The authors of *Teaching YA Lit Through Differentiated Instruction* speculate that great YA lit provides recognition to the often overlooked feelings of teenagers, and that they,

too “like the use of contemporary, authentic language and dialogue...maybe teens find it flattering when they and their experiences are respected, when teenagers are portrayed as “strong” and capable people” (Groenke and Scherff 15). Likewise, if a goal of the classroom is to help students make text-to-text, self, and world connections, it is critical that they are given texts that actively reflect the “social, political, and cultural” realities of their lives (Beach et al. 135). The texts chosen for this unit (*The Hate U Give* and *The Black Kids*) were chosen with this in mind; while every student might not have faced racism or police brutality, the texts are reflecting back the real-world fears and events that make up their daily lives—and ultimately their identities.

Utilizing young-adult literature as a core text is a large component of this proposed curriculum, but another (perhaps more controversial) aspect of this project revolves around the selection and discussion of race-centered texts. The two main novels within this unit contain Black protagonists, both of whom spend much of the book grappling with how to align their identity with the tumultuous movements going on around them; simply put, discussions of race and racism are integral to understanding this unit. Teaching anything having to do with “race” is a hot topic right now, making it more important than ever that students are able to read about this concept in literature as a reflection of their social realities. This importance is highlighted in *Letting Go of Literary Whiteness*, where the authors state that “typical” English curriculums have constructed “Whiteness as the dominant, default racial perspective...studies conducted over a span of more than a decade have documented that none of the most frequently taught texts feature main characters or were written by authors of color” (Borsheim-Black and Sarigianides 35). These novels and their subsequent lessons are thus aimed at both allowing students of color to see aspects of their identity reflected back at them, as well as exposing *all* students to new

perspectives and identities that they may not be used to up to this point. Furthermore, by presenting this unit in a literature circle format and having students continually engage in dialogue with each story, the myth of a “single story”—especially when it relates to misconceptions about race—will be deconstructed (Appleman 21).

The discussion of race, racism, police brutality, and other hot-button issues are not only important for helping teens better understand the world around them, but also for exposing the historical inequalities that continue to influence the way teens view their identities. The teaching of race and “Critical Race Theory” is often criticized with the belief in mind that teaching about racism fosters further inequality—with this comes the belief that racism is in the past (Borsheim-Black and Sarigianides 76). It would be dangerous to teach any text with this belief in mind—let alone *The Hate U Give* and *The Black Kids*—as it disregards the prevalent nature that racism plays in *all* lives. Certain lessons in this unit aim to draw attention to the ways in which racism is still at play in students’ communities, such as the explicit examination of historical redlining in Lincoln, NE. It would be easy to dismiss redlining as archaic (it was outlawed over fifty years ago), but the maps that resulted from this mortgage-lending discrimination continue to have implications; 75% of those formerly “redlined” neighborhoods—many of which were redlined on account of its minority populations—still struggle economically in 2022, which in turn has negative effects on residents’ happiness and health (Jan). Drawing attention to redlining and similar ideas, then, is not only important to understanding the intersection between geography and access to resources (a key issue in both novels), but necessary for students to better grasp and grapple with the inequity that infiltrates their own lived experiences.

A core component of this unit—in addition to having social-justice based, young adult novels at its center—is the utilization of literature circles. The purpose of literature circles is to

“divide the material to be studied” (in this case, weekly chunks of reading from the choice novels) into “roles” that students will be assigned in order to facilitate discussion in insightful and unique ways that avoid surface level questions (Groenke and Scherff 38). These roles include the “summarizer” and the “literary luminary” (among others), and will ideally aid in creating a “small learning community” within the larger classroom environment in which readers can discuss complex and sometimes difficult topics within a more focused environment (Beach et al. 42). Likewise, at the foundation of such a discussion-based unit is the ability to ask “good questions.” Explicit instruction and discussion about how to write such questions will take place during week 1 of the unit, where students will be introduced to “Bloom’s Taxonomy.” It is through this model that students will hopefully understand how to go beyond tier 1 questions (purely recall) and begin to understand and apply concepts within their lit circle groups (Armstrong). This taxonomy will subsequently culminate in the “application” phase with the creation of a new, original podcast over a social movement of the students’ choice.

In all, the specifics behind this proposed unit are aimed at promoting student engagement with critical and complex texts in a collaborative environment. There is no guarantee that young adult literature—especially literature that covers often polarizing topics—will connect with every single student who opens the book. Yet, there is hope that bringing in relatable and interesting narrators, plots, and themes and asking students to examine them in new and cooperative ways will allow certain students who feel like they only read “in spite of” the English classroom to finally feel the sense of belonging and wonder that all educators hope for.

Rationale

This “social justice unit” is being included in the larger curriculum due to the topical, universal, and increasingly widespread prominence of this topic in the lives of teenagers. Social justice is by no means a new topic. Whether it be sit-ins during the civil rights era or picketing for suffrage, individuals throughout history have constantly responded to inequality with actions aimed at both calling attention to and rectifying the issue. Activism, however, is beginning to take on a new face. While picketing and protesting still abound (and are more popular than ever), social change is being transformed by the emergence and use of social media sites such as Twitter, Facebook, and Instagram—sites that serve as staples in the lives of most teenagers. The lack of social media has not barred teens from participating in social movements in the past, but its presence has made their involvement easier than ever. According to a Pew Research Center poll from July 2020, 54% of 18 year olds had used social media sites to locate nearby rallies and protests that resulted from the killing of George Floyd in June of that year; others used these sites to post stories or hashtags related to the incident (Auxier). Even without active participation, teenagers who have access to these apps—a whopping 95% of this demographic—are exposed to these movements simply by opening up their phones (Anderson and Jiang).

The widespread exposure of recent issues to this impressionable age group has prompted this unit to be not only geared towards social justice, but to be racially focused. As previously noted, race has always played a large factor in social movements of the past (abolition, civil rights); however, the Black Lives Matter protests of June 2020 thrust the issues of racism and police brutality into a global spotlight that invited movement participation on a previously unforeseen level. This movement left hardly anyone untouched, and these issues are far from resolved. Thus, the two books that students can choose to read during this unit—Angie Thomas’

The Hate U Give or Christina Hammonds Reeds' *The Black Kids*—focus largely on topics of police brutality and how such movements can affect teens' lives. These novels are far from the only texts that deal with such issues, but the discussions they both offer up in terms of inequality, racism, gender expectations, and police brutality (among others) allow both rich discussions and relatable experiences by which students may relate to and compare to their own lives. The choice to center the unit around each text is further detailed below.

The Hate U Give

2017's *The Hate U Give* follows 16-year-old Starr in the aftermath of the killing of her friend Khalil at the hands of police, an event she was the only witness to. Apart from dealing with the trauma of losing a friend, Starr is also forced to confront the often conflicting aspects of her identity as a Black student in a predominantly wealthy white school. Coming into her own identity—combined with the decision on whether or not to speak out against injustice—places stress on her familial and friendly relationships; as a result, the major topics of the novel revolve around relationships, identity formation, and of course, race relations. *The Hate U Give* released as a New York Times bestseller and remained on the list for almost a year, and has since been adapted into a movie of the same name.

This text includes an incredibly unique perspective that, after 2020, most teenagers can relate to in some way. One of the main conflicts in the book is that Starr was the only one who knew the truth about what happened to Khalil, and was originally too afraid to speak out. Through Starr, Thomas was able to give a voice to the terrible reality of police brutality—a trend that police officers often do not face true justice for. Then 2020 happened, and suddenly the whole world was witness to footage that showed this same injustice. The power of social media

mandated that everyone who saw the video of George Floyd being killed make the same choice that Starr was faced with. Speak out, or stay silent? While *The Hate U Give* continues to serve as a window into the real world of injustice, it has taken on new meaning for many students who now see the text as a mirror into the choices they were faced with, both online and in-person, last summer.

Starr's struggles over involvement in social justice issues opens up the door for this same discussion among students: what responsibility do you have to speak out against injustice? This idea will serve as an essential question throughout the unit, and is aimed at getting students to think about the roles inequality and social movements might play within their lives and communities. In a society that is placing increased pressure on people of *all* ages to act on issues that are important to them, it is crucial that students understand the possibilities and consequences that this may entail. Thus, this unit would involve discussions on the intersection of movements and social media, as well as topics such as how regionality affects our lives and the existence of true equality.

Given the recent "hot button" nature of topics such as police brutality, protests, racism, and Critical Race Theory, it can be expected that there would be several objections to teaching a text like *The Hate U Give*. It should be noted that the novel is actively anti-racist, and the teaching of its content will be as well. It will not, however, be taught with any intent to sway students on political issues, especially in relation to the state of the police. The goal is not to force students into adopting a particular stance on certain social movements; rather, such discussions are aimed at showing teenagers that they have the capacity to speak up and participate in their society if they wish to do so. It is also important to note that historically, many of the texts that students are likely to read in school up to this point contained predominantly

white narrators (Boersheim-Black and Sarigianides 36). It is understandable that a text that speaks so openly about racism and police brutality might be jarring for students who have never experienced a narrator such as Starr, but this discomfort makes the need to talk about these issues—and the need to “challenge White racial ideology”—all the more prevalent. Similarly, racism and violence is a difficult subject, but they are ones so often experienced by so many students, especially in schools. According to CNN, 5.8 million students reported witnessing hate crimes or hate words at school during the 2018-19 school year (Chavez). With racism, discrimination, and inequality continuing to play a significant role in the lives of *all* students, I believe it is important that students can both read *The Hate U Give* to understand the consequences of a reality that may or may not reflect their own, as well as to understand that speaking out—even as a teen—is possible.

Despite possible objections to *The Hate U Give*, I believe that its presence is an incredibly valuable addition to this unit. There is no denying that several other books—especially in the context of a YA Lit classroom—have begun to tackle similar issues. Author Nic Stone’s 2017 novel *Dear Martin* presents a story similar in themes to *The Hate U Give*, but is instead told through the perspective of a male narrator. Likewise, Jason Reynolds and Brendan Kiely’s 2015 *All American Boys* presents similar commentary about police brutality through the lens of both a Black and white narrator. These texts offer a great range of diverse viewpoints and lived experiences, and could very well serve as an interesting pairing to both *The Hate U Give* and/or *The Black Kids*; however, the *The Hate U Give* most explicitly deals with social movements (especially in the ways that media has influenced movement participation) and features the perspective of an often looked-over narrative voice (Black females), thus resulting in its choice

over previously mentioned texts. Similar reasons for including *The Hate U Give* in this unit can be applied to *The Black Kids*, whose inclusion is further detailed below.

The Black Kids

While perhaps less known than *The Hate U Give*, author Christina Hammonds Reeds' *The Black Kids* offers a look at how much racism, police brutality, and social justice has both changed and stayed the same over the last three decades. Published in 2020—but set in 1992—this novel tells the story of 18-year-old Ashley Bennet living in LA during the direct aftermath of the Rodney King beatings. While coming to terms with her soon-to-be changing identity as a high school senior, Ashley is also becoming increasingly aware of what it means to be one of the “Black Kids” in a predominantly white world. Hammonds Reeds' book does not see our narrator deal with police brutality as explicitly as Thomas' book does, but instead focuses on how indirect events (such as the King beatings) influences Ashley's view of racism, injustice, and personal responsibility. In addition to these racially charged topics, *The Black Kids* attempts to address other hardships that frequent teenage lives: abuse, racial trauma, mental illness, suicide, and friendship and family hardships, among others.

The wide breadth of topics that *The Black Kids* tackles offers plenty of opportunities to connect to other texts, students' lives, and the larger world around them. The modern publishing and perspective on an event that is eerily similar to the murder of George Floyd last summer allows students to reflect on Ashley's struggles in relation to their own experiences of interacting (or not) with racial justice events. One of the main ideas for this unit revolves around the responsibility students have (or don't have) to stand up for injustice, and the inner conflict Ashley feels on this issue will help facilitate discussion on the varying perspectives this issue

might bring up. Likewise, *The Black Kids* is a major contribution towards discussions on regionality and identity. While Starr's neighborhood differs in racial and class makeup to her predominantly white private school, Ashley has grown up in a predominantly affluent white neighborhood and school district, and thus has a noticeably different outlook on the movements that transpire. It would be remiss to assume that all students in this class (or any class) come from the same background, and this text will hopefully help bridge the gap for those students who might not have as much personal experience with some of the more extreme racial experiences that characters such as Starr bring into the novel. It is in contexts such as these that literature circles will continue to be helpful, as the unique story of Ashley can be discussed and analyzed in a way that privileges both her and Starr's stories (without silencing the voice of another) (Appleman 29).

As previously mentioned, *The Black Kids* branches far beyond the topic of racial justice. Storylines that involve the possible abuse of Ashley's new friend, the racial trauma of her family and the Black community, microaggressions, friendship troubles, and mental health struggles of her sister and suicide of her Grandma all open up the possibility for rich discussions. These ideas are far-reaching, and at times may feel counter to the overall topic of "social justice;" however, they play an important part of creating the idea of Ashley being a whole, realistic teenager, and thus more relatable to its audience. While all students might not have experienced racism or protesting, most have dealt with other topics such as identity crises. It is also important to note that social justice doesn't exist in a vacuum. Many of the events that lead up to Ashley (and Starr) realizing the gravity of the social movement she is living through involves the intersectionality of various different factors—for example, racism and privilege. This intertwining of issues is reflective of the lives of the students who may be participating in this

unit, such as those who are witness to racism and/or racial trauma, and are thus more likely to experience struggles with mental health as a result (Adams). Overall, Hammonds Reeds provides plenty of content that will not only enrich the discussion of social movements, but will allow students to reflect on and connect with ideas of what it means to be a teenager *within* these movements.

The expansive, topical, and sometimes heavy nature of this book makes it advantageous for discussion, but also a prime candidate for objection and censorship towards its use in the classroom. One of the more prominent features of the book is its use of language, including the use of the “f” word and racial slurs. These terms are offensive in many contexts, which will and should be prefaced before engaging with the reading; yet, Hammonds Reeds’ use of heavy language is often in historical and meaningful ways, and often serves to demonstrate the damaging power of words in racial contexts. Likewise, it is worth noting that this book and class are both targeted at a high school audience: despite best wishes otherwise, students are exposed to—and may engage with—similar language in their daily lives.

Apart from language concerns, some of the more “mature” passages feature somewhat explicit detailings of police/state brutality. One such passage includes a description of the real-life Tulsa Race Massacre, which involved white citizens and the police decimating the predominantly Black neighborhood of Greenwood and killing up to 300 citizens (New York Times). Similar passages include different (and sometimes graphic) instances of police brutality both fictional and real. It is acknowledged that these descriptions may be difficult for some students to deal with, especially for those students who may have experienced racism, racial violence, and/or racial trauma in their own lives. Comparatively, there may be students or parents who may dislike the implication that white people have historically caused harm to people of

color. While the concerns of this population are noted and valued, these descriptions are included in the book as a way of highlighting the often tumultuous history of the United States that have resulted in the injustice that Ashley has to witness. These frequent instances of racism are what necessitate the social movements that continue to influence the lives of teenagers, and ultimately illustrate the ways that America continues to stride towards equality for all—an essential question of the unit that hopefully leaves students (and parents) feeling more hopeful than spiteful about our country's history.

Why Teach Both Books Together?

It was previously mentioned that both *The Hate U Give* and *The Black Kids* were chosen in part due to their narrators' perspective as Black females. While all viewpoints are respected and valued, students have been all too often denied diverse stories that either expose them to a new perspective or reflect their own. In the words of professor Rudine Sims Bishop, “literature transforms human experience and reflects it back to us, and in that reflection we can see our own lives and experiences as part of the larger human experience” (Fink). In recognition of the diversity of those lived experiences is the formatting of this unit as a “lit circle unit,” whereby students will be assigned a role that will allow them to examine a text more critically than they might have if they were reading individually (Groenke and Scherff 38). The hope for this format is that the diversity and unique perspectives of each member will come to light through lit circle participation, as well as allow students to compare and contrast experiences *across* lit circle books. Likewise, reading these books within the context of a literature circle will hopefully dispel the myth of a “single story” that can be dangerous to perpetuate, especially when it comes to the experiences of a marginalized group (Appleman 21).

Teaching two books that explicitly privilege the stories of young Black women allows students who identify with aspects of these stories to realize that they are not alone—and in a unit that prioritizes the idea of equality as an essential question, it feels more important than ever to add diverse voices to classroom libraries that are overflowing with the perspectives of white individuals. Similarly, it feels unmindful to have a social justice unit—specifically racial justice—be centered around the voice of the white “majority.” The lack of diverse texts in schools has already positioned literature as a “White” concept whose narrators’ take on race is usually “central and neutral,” so centering the narrative on a new and insightful perspective will hopefully help to combat this preconceived notion (Borsheim-Black and Sarigianides 36). *All* voices will always be welcomed, and diverse perspectives will be explored throughout the unit; ultimately though, *The Hate U Give* and *The Black Kids* most directly appeal to the concerns and experiences that so many teens (especially teens of color) experienced after June 2020.

Apart from their distinct voices, both texts are able to capture a sense of social justice over time while still maintaining a teenage lens that can resonate with a wide audience. Starr’s story is explicitly modern and immerses readers into the grief, fear, and strength that comes with witnessing police brutality and participating in a protest. Ashley’s narrative establishes the historical relevance of this ongoing movement, and gives a voice to the tentativeness, understanding, and pain that can accompany the understanding of a changing reality that isn’t always fair. Both stories see their heroines come to understand the power of their own voice and the importance of standing up to injustice, but they are able to come to this realization in different ways. While Starr eventually embodies more of the “traditional” activist that speaks out and goes to protests, Ashley is representative of a more individual type of activism that involves re-evaluating her own beliefs. No one student’s experience with *any* social justice movement is

going to be the same, and the varied yet similar experiences that both novels offer hopefully serves as a reminder of that in a world that is increasingly pushing students to speak out.

Finally, it is hard to miss the uncanny similarities that both stories have in regards to certain themes and storylines. Both books feature racist friendships that the narrators are forced to re-evaluate, both Starr and Ashley struggle with the double-identity that comes with being Black in a wealthy, white private school, and both are faced with the dilemma of whether or not to become involved in the protests that come increasingly close to their homes. Of course, each book has their individual qualities that make them unique and appealing, but it is the similar themes that resonate throughout each book that allows for easy discussion about the main idea of both the novels and the unit: *what responsibility do you have to stand up to injustice?*

Essential Questions

The YA books *The Hate U Give* and *The Black Kids* contain several mature themes that focus on the topics of racial justice, family dynamics, depression, and coming into an individual identity (among others). An overarching common thread between the two novels is the commentary on race, racism, police brutality, and the systematic nature of these topics; thus, this unit is centered around the following questions:

- What does it mean to be truly equal? Is true equality possible?
- How does where we are from influence who we are?
- What responsibility, if any, do individuals have to stand up to injustice?

These questions are broad in the sense that they could have applicability beyond the realm of racial conversations, but the emphasis on identity, equality, and injustice is aimed at getting students to think about the existence and impact of social issues in their own lives and societies. Students will be asked to think critically about these questions during their reading and application throughout the unit, especially in terms of self-to-world connections. The goal is that these questions will generate thinking that is both introspective and reflective of the issues going on in their society, and will ideally prompt students to be engaged global citizens.

Apart from the “big picture” essential questions, this unit prioritizes a handful of topical essential questions. The goal of these is to better connect the larger questions with the more topical content that is being covered, as well as to better emphasize text-to-self connections.

They are as follows:

- What makes a movement?
- What can we do to enact change on an individual level?
- What impact does the media have in enacting change?

Goals

Central to this unit is the idea of equality (especially as it relates to the fundamentals of social movements) and using one's voice to stand up against injustice. The summative project for this unit involves critically examining past social movements by taking on different perspectives, and will allow students to put the essential questions into action by having students connect the ideas of personal differences and responsibility with the idea of achieving equality. The goals for this unit reflect the skills and understandings that students must achieve in order for thoughtful and reflective completion of the summative assessment, and are as follows:

- Students will come away from this unit with an understanding of their role in the social movements that make up their worlds.
- Students will be able to think critically about the complex nature of systemic issues, as well as understand the individual complexities that can affect these issues.
- Students will be able to apply notions of equality and fairness to their own lives and society.

Beyond the summative assessment, these goals will allow students to better understand the past, present, and future of America, especially as to how it relates to themselves. Social movements and big ideas such as voting rights or Black Lives Matter may seem distant or inapplicable to students' lives, often because these students may not feel personally affected by them. It is important that all individuals—regardless of age, race, class, or sexuality—can at least understand the drive for equality, and more importantly that they can acknowledge that they also have the power to participate in the movements for such equality.

Standards

The standards for this unit are based upon the Nebraska Department of Education's revised 2021 English Language Arts standards:

- **LA 10.SL.1: Reciprocal Communication:** Initiate and participate in structured discussions and collaborations about grade-level topics and texts.
- **LA 10.W.3 Writing Modes:** Students will write in multiple modes for a variety of purposes and audiences across disciplines.
- **LA 10.SL.2: Information Fluency:** Present information, findings, and supporting evidence clearly and concisely and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.
 - **LA 10.SL.2.e:** Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.

While the unit was framed with these overarching standards in mind, it was shaped by all standards for grades 9-10. Additional information on these standards can be found at:

<https://cdn.education.ne.gov/wp-content/uploads/2021/10/ELA-Standards-Final-Draft-edited-10.6.21.pdf>

Parent Letter

Dear parents and guardians,

I am writing to inform you of the new unit that we will be starting in your student's YA Literature class. This new unit will be "lit circle" style—your student will be working closely with their peers to discuss the book they choose to read—and will be focused on the topic of social activism. For the next 7 weeks, students will choose to read either Angie Thomas's *The Hate U Give* or Christina Hammonds Reed's *The Black Kids*.

The 2017 novel *The Hate U Give* tells the story of Starr, a sixteen-year-old who witnesses the death of her friend at the hands of a police officer. Starr is forced to deal with issues of inequality in several aspects of her life, all while processing the loss of a friend and dealing with the pressure to/to not speak out against injustice. Besides racism, the book also tackles topics of friendship, identity, police brutality, and familial issues (among others). Thomas's book was a *New York Times* bestseller for over 80 weeks, and is the recipient of several awards.

Hammonds Reed's *The Black Kids*, published in 2020, follows fictional Ashley in the aftermath of the Rodney King beating in 1991. While not present during the event (unlike Starr), Ashley is forced to reckon with the inequality and privilege that exists in her life as a result of the King riots. As she comes to terms with her changing identity, Ashley is confronted with divisions among her friends and family, mental health struggles, and the realization of what it means to be one of the "black kids" in the face of nation-wide racism. *The Black Kids* similarly debuted as a *New York Times* bestseller.

I know that topics of race can often be sensitive, but if the history of America has shown anything, it is that social movements continue to impact *all* of its citizens. Likewise, social media and changing social attitudes have made it all the easier for teenagers—such as your student—to be exposed to and to become involved in these movements. We will be examining this phenomenon in class, with the culminating project for this unit involving your child creating a podcast with a peer over a movement of their choice. Rest assured that these books handle such discussions in mature and relatable ways, and that your student will hopefully come away from this unit with a better understanding of the often tumultuous world of social change.

If you or your teen have any questions or concerns about the upcoming unit, please don't hesitate to reach out—I would love to discuss these books further with you. I look forward to exploring this unit with your student!

Best,
Ms. Hawkins

Unit Calendar

Below is the sample calendar that this proposed unit follows, which overviews the main topics that will be encountered or completed on any given day of the unit. While loosely designed with Lincoln Public Schools in mind, this calendar does not account for any holidays, in-service days, or shortened days so that it may remain applicable to any district at any time. Each lesson follows a 50 minute class period, but could be modified to fit block scheduling.

Monday	Tuesday	Wednesday	Thursday	Friday
1 Social justice introduction	2 Social movements: past to present	3 Race and social movements Introduce <i>Citizen</i>	4 <i>Citizen</i> reading time	5 <i>Citizen</i> discussion
6 Lit circle context and prep	7 Reading time _____ Lit circle meeting	8 Reading day	9 Lit circle meeting	10 Regionality/redlining
11 Identity poem	12 Reading time _____ Lit circle meeting	13 Reading day	14 Lit circle meeting	15 Flex day
16 Examining equality	17 Reading time _____ Lit circle meeting	18 Reading day	19 Lit circle meeting	20 Advocating for change

21 <u>Letter writing for change</u>	22 Reading time _____ Lit circle meeting	23 Reading day	24 Lit circle meeting	25 <u>Movements through media</u>
26 Flex day	27 Reading time _____ Lit circle meeting	28 Final book discussion	29 Young activists day	30 Social media and activism
31 Podcast prep	32 Podcast prep	33 Podcast prep/filming	34 Podcast filming	35 Podcast presentation

Key:

Reading

Lit circle meeting

Formative assignment

Summative assignment

Lesson Plans

Day 1: Introduction into Social Justice Unit

Essential questions:

- What makes up a social movement?

Goals:

- Students will be able to self-evaluate their current knowledge on social movements
- Students will understand the basic makeup of social movements, including collectivism, resistance, and a call for change

Assessment:

- The highlights and discussion over “Rise Up” will serve as a check for understanding that students are comprehending the forces behind social movements

Materials:

- Freewrite paper (or Chromebook)
- K-W-L chart
- [Lyrics](#) to “Rise Up” from Hamilton
- Highlighters

Lesson Plan:

- Intro (10 mins)
 - Working in pairs, students will brainstorm the following prompt: “what is a social movement?”
 - This will help set a groundwork of what students know/don’t know
 - Groups will then share out their ideas to the larger class, accumulating a list of ideas on the board
- Dictionary definition (5 mins)
 - We will examine the dictionary definition of social movements, which is:
 - **“social movement**, a loosely organized but sustained campaign in support of a social goal, typically either the implementation or the prevention of a change in society’s structure or values. Although social movements differ in size, they are all essentially collective. That is, they result from the more or less spontaneous coming together of people whose relationships are not defined by rules and procedures but who merely share a common outlook on society.”

- As a class, we will discuss how what we already know about social movements fits (or doesn't fit) into this definition
- K-W-L (10 mins)
 - Using a Know-want to know-learned chart (Figure A), students will fill out the first two columns detailing what they already know about social movements (using the list on the board and definition as a guide) as well as what they want to know
- “Rise Up” (20 mins)
 - Students will be given the lyrics to the song “Rise Up” from Hamilton, which will then be played for the class
 - While listening, students should highlight (in different colors)...
 - Lyrics that they believe *resonate with what they know* of social movements
 - Lyrics that indicate *who makes up a movement*
 - Lyrics that indicate *resistance* to a movement
 - After listening, students will work in table groups to answer the following questions with their partners:
 - Where do you see this song illustrating a movement being “collective?”
 - What is the “common outlook” that the people in the song have?
 - Where do you see this?
 - What is spurring these people to action?
 - Who is the voice of resistance?
- Closer (5 mins)
 - The class will be posed this question: using what you noticed from Hamilton and/or what you've already noticed in social movements, *what is the driving force behind social movements?*

Day 2: Social Movements Past to Present

Essential questions:

- What makes up a social movement?

Goals:

- Students will understand the motivations and resistance to past social movements

Assessment:

- The timeline and subsequent share-out will serve as a check for understanding of the groundwork of social movements, specifically in regards to the idea of collectivism

- This timeline will scaffold students for their summative project, which requires them to analyze and respond to a social movement of the past

Materials:

- Video: <https://www.youtube.com/watch?v=oOaeUbZ7ums>
- Butcher paper
- Markers
- Chromebooks

Lesson Plan:

- Intro (5 mins)
 - Students will brainstorm specific movements that come to mind when they think of “social movements”
 - We will compile a list of these movements on the board
- Protest Movements by the Decade video (10 mins)
 - <https://www.youtube.com/watch?v=oOaeUbZ7ums>
 - This will give students an overview of the major movements from the past century, as well as provide them with examples that either review what they already know or expand on new information
- Timeline (25 mins)
 - Students will divide up so that there are 10 groups (preferably groups of 2 to 3)
 - Each group will be assigned a social movement from the video to examine further
 - Students will use their chromebooks to research and answer the following questions:
 - What was the “common outlook,” or change, that this movement was seeking to bring about?
 - Why was there resistance to this movement?
 - Who was the main demographic (if any) of those who advocated for change?
 - After researching, students will add their findings to their respective decade on the butcher paper in order to create a collective & comprehensive timeline of the history of social movements
- Share-out (10 mins)
 - Going across the timeline, groups will quickly give a brief overview of their assigned movement

Day 3: Race and Social Movements

Essential questions:

- What does it mean to be truly equal? Is true equality possible?
- How does where we are from influence who we are?

Goals:

- Students will begin to understand the intersection of racism and social movements
- Students will reflect on their own lived racial experiences

Assessment:

- The note sheets that students begin to fill out and the discussion with their peers will serve as a check for understanding of the way race/racism exists in students' lives

Materials:

- Copies of *Citizen* by Claudia Rankine
- Freewrite paper (or Chromebook)

Lesson Plan:

- Intro: Freewrite (5 mins)
 - Write about a time where you felt out of place and/or where you felt like you didn't belong. Why do you think this was?
- Audio: <https://www.npr.org/2010/01/18/122701268/i-have-a-dream-speech-in-its-entirety> (20 mins)
 - Students will listen to MLK's "I Have a Dream" speech
 - While listening, students will note the following:
 - What is Dr. King's dream?
 - What does he believe needs to be accomplished for this dream to be realized?
- Discussion (5 mins)
 - In pairs, students will discuss their answers to the above questions, using them to answer:
 - Do you believe that this dream has been/will ever be accomplished? Why or why not?
 - How much did you believe your own race has impacted your answer to this question?
- Introducing *Citizen* (5 mins)
 - Pass out *Citizen* by Claudia Rankine and the accompanying note sheet (Figure B)
 - Preface that racism is an uncomfortable subject, and in order to fully discuss social justice and the texts of this unit, we need to become comfortable with being uncomfortable

- Read-aloud (15 mins)
 - Read aloud Part 1 of *Citizen* to the class
 - Students should be filling out their note sheets when being read to

Day 4: Citizen Reading Day

Essential questions:

- What impact does the media have in enacting change?
- What does it mean to be truly equal? Is true equality possible?

Goals:

- Students will be able to examine their own personal beliefs, biases, and lived experiences as they relate to the topics of race and racism

Assessment:

- The note sheets that students will fill out will serve as a check for understanding of the way race/racism exists in students' lives

Materials:

- *Citizen* by Claudia Rankine
- *Citizen* reaction notes (Figure B)

Lesson Plan:

- Intro: attendance question (5 mins)
 - What is one quote/picture/page that has stuck with you from Part I of *Citizen*?
Why is this?
- Reading time (45 mins)
 - Students will be given the rest of class time to read and fill out their note sheets
 - Whatever they don't finish in class will be homework (although it is a fairly quick read with plenty of marginal space and images)

Day 5: Citizen Discussion

Essential questions:

- What does it mean to be truly equal?

Goals:

- Students will be able to distinguish topics from themes

- Students will grapple with themes, emotions, and history, that are critical for understanding their lit circle books

Assessment:

- Student powerpoints will serve as a check for understanding of the themes that make up *Citizen* and inform their thinking ahead of their lit circle books

Materials:

- Copies of *Citizen* by Claudia Rankine
- *Citizen* reaction notes (Figure B)
- Chromebooks
- Blank Google Slides presentation

Lesson Plan:

- Intro (5 mins)
 - With the people next to them, students will share 1 moment that resonated with them from *Citizen*; why did this stand out to them?
 - Students should refer to their *Citizen* reaction sheet
- Group work (25 mins)
 - Students will be split up into groups of 4-5, and each group will be assigned one of the following topics:
 - Implicit bias
 - Invisibility
 - Racial trauma
 - Emotions
 - Inequality
 - Working together, groups should attempt to answer the following questions:
 - What is Rankine *saying* about this topic?
 - How do you know? Provide textual evidence
 - What stories did Rankine use to illustrate this theme?
 - These can be personal or historical stories
 - Make a connection—where have you seen this theme play out in your own lives?
 - This can be a personal story or a news story, but be specific. If you really don't believe that this theme plays out in your life, you must be able to support this reasoning.
 - What is a visual component of this theme that influenced your understanding of the topic? Why?
 - Hint: names of the artwork/pictures and where you can find them online are located at the back of the book

- What do you think this theme has to do with being a “citizen?”
- Presentations (18 mins)
 - Groups will take turns presenting their presentations to the group
 - Students do not have to take notes while listening, but should be thinking about any themes that stand out to them
- Closer (3 mins)
 - What is one theme (besides your own) that you are left thinking about and why?

Day 6: Lit Circle Prep and Expectations

Essential questions:

- What responsibility, if any, do individuals have to stand up to injustice?
- What can we do to enact change on an individual level?

Goals:

- Students will set expectations for their learning
- Students will understand how to write and ask “good” questions

Assessment:

- Group-made reading schedules will serve as an indicator that students understand the structure of and are prepared to engage in lit circles

Materials:

- Copies of *The Hate U Give* by Angie Thomas
- Copies of *The Black Kids* by Christina Hammonds Reed
- Copies of Lit Circle Bookmarks (Figure 4)
- Note cards/sticky notes

Lesson Plan:

- Intro: Attendance question (10 mins)
 - If there was a contest to come up with the most “interesting question in the world,” what would you ask?
 - Have students share with a partner, then ask for some volunteers
 - Pose the question “what makes a good question?”
 - Fill in essentials if students didn’t mention them (goes past content knowledge, can’t be answered in a few sentences, etc.)
 - Transition into lit circle expectations
- Lit circle expectations (5 mins)
 - Introduce the concept of lit circles and overview expectations:

- Lit circles will be a place where they can discuss and reflect on their chosen text with others who have read the book
- Groups will set their own reading schedules
- Students are expected to complete that week's reading *before* the lit circle meets
- Student expectations (10 mins)
 - Knowing the general outline of lit circles, students will then set expectations for what *they* hope to get out of lit circle meetings
 - Write answers to the following questions on the board:
 - What are some things about group projects that you really *dislike* and why?
 - What are some things about group projects that you really *like* and why?
 - Knowing what you dislike about group projects, what will you do as a group member to ensure that your group meeting times go smoothly?
 - What can *I*, as your teacher, do to help your lit circles go smoothly?
- Book talk (10 mins)
 - Pass out a note card or sticky note to each student
 - Read the first 5 pages of each novel out loud to the students
 - As you read, students should be noting anything about this book that stands out to them, specifically:
 - What about this book is drawing you in? What about this book is turning you away?
 - At the end of the 5 minutes, have students rate their interest in a book on a scale of 1-5
 - Repeat for the second book, with notes on the other side of the card
 - When finished reading, invite the students to take a few minutes and think over their thoughts
 - Provide the students an opportunity to look over the books and the back/front cover, random pages, etc. if they would like
 - Decision: students will put their heads down and raise their hand when prompted to choose which book they would like to read
 - Will ideally prevent students from picking a certain book based off of their friends' choices
- Intro lit circle meeting (10 mins)
 - Have students get together in a group based off of their chosen group

- Groups will ideally be split 50/50, but an inclination towards one book is to be expected
 - Students will be given the lit circle bookmarks (figure 4) and come up with a group reading schedule
 - *The Black Kids* is 359 pages (suggest about 90 pages a week)
 - *The Hate U Give* is 444 pages (suggest about 111 pages a week)
- Closer (5 mins)
 - Formally check out the students' chosen book to them

Day 7: Focused Lit Circle

Essential questions:

- What makes a movement?

Goals:

- Students will make connections to the themes in their lit circle books
- Students will be exposed to a variety of perspectives and be able to practice their reciprocal communication skills

Assessment:

- Participating in lit circle discussions will serve as an informal assessment of reciprocal communication skills as well as understanding of content (LA 10.3.3)

Materials:

- Copies of *The Hate U Give* by Angie Thomas
- Copies of *The Black Kids* by Christina Hammonds Reed
- Social Justice Reading Journal (Figure 3)
- Exit ticket scrap paper

Lesson Plan:

- Intro: Attendance question (5 mins)
 - What made you choose the book that you did? Why not the other book?
 - Have students share with a partner, then ask for some volunteers
- Reading time (20 mins)
 - In groups of 3-4 (all made up of students reading the same lit circle book), students will take turns reading their lit circle book aloud to each other
 - Pass out reading guide (Figure 3)
- Lit circle meeting (20 mins)
 - In those same groups, students will reflect on the following questions:

- What moments are standing out the most to you so far?
 - Students should consider beginning to fill out their reading journal during discussion
 - Where/how do we begin to see equality or inequality emerging in our book?
 - Make predictions together: what do you think is going to happen next in your book?
- Closer (5 mins)
 - Exit ticket: what is one thing a peer brought up that really stuck with you today?

Day 8: Reading Day

Essential questions:

- What does it mean to be truly equal? Is true equality possible?
- How does where we are from influence who we are?
- What responsibility, if any, do individuals have to stand up to injustice?

Goals:

- Students will make connections to themes in their lit circle books
- Students will be able to use reading comprehension strategies to comprehend complex themes in their lit circle texts

Assessment:

- Students will complete their reading journals as an indicator of comprehension and critical thinking of essential questions

Materials:

- Lit circle book
- Social Justice Reading Journal (Figure 3)

Lesson Plan:

- Intro: Attendance question (5 mins)
 - With a partner, students will reflect over the question “Are there any real-life scenarios that your book is reminding you of? If so, what similarities are you seeing?”
 - Ask for volunteers to share out with the class
- Students will silently read their lit circle book while filling out their reading journal
 - Other forms of reading (such as partner reading, group reading, audiobooks, etc.) can be swapped out depending on the needs of students

- Closer: (5 mins)
 - As a class discuss what connections they can draw to the prose/imagery in *Citizen*

Day 9: Lit Circle Meeting

Essential questions:

- What does it mean to be truly equal? Is true equality possible?
- How does where we are from influence who we are?
- What responsibility, if any, do individuals have to stand up to injustice?

Goals:

- Students will be exposed to a variety of perspectives and be able to practice their reciprocal communication skills
- Students will be able to make connections across multiple forms of media as to how inequality appears in our lives

Assessment:

- Participating in lit circle discussions will serve as an informal assessment of reciprocal communication skills as well as understanding of content (LA 10.3.3)

Materials:

- Chromebook
- Social Justice Reading Journal
- Google slides
- Copies of *The Hate U Give*
- Copies of *The Black Kids*

Lesson Plan:

- Lit Circle Meeting (25 mins)
 - Students will get into lit circle groups (groups of 4-5) and switch into their new role for the week
 - Every week students will have a new role; while they may theoretically be meeting with new lit circle group members, they should ideally never repeat a role unless absolutely necessary
 - The “summarizer” will begin by giving a brief overview of the last week’s reading
 - What new characters were we introduced to? What major plot developments happened? How did the main character’s involvement with social justice shift?

- The “director” will ask a reflective question about this week’s reading, which every member will then have a chance to answer
 - The “luminary” will direct the group to at least 2 important passages to go back and reflect over
 - What questions did these passages spark for the luminary, and for other members of the group?
 - The “connector” will make connections between the book and reality
 - This can include personal, historical, and/or pop culture connections
 - During discussion, go around and check student’s reading journals for completion
- Hank Willis Thomas artwork (15 mins)
 - Each lit circle group will be assigned a piece of artwork related to race/racial inequality from Hank Willis Thomas’ website
 - <https://www.hankwillisthomas.com/WORKS/Photographic/thumbs>
 - Possible choices include:
 - “Cotton Bowl”
 - “Crossroads”
 - “Priceless”
 - “Amandla”
 - “We the People”
 - Examine the artwork: what message do you think Willis Thomas is trying to send?
 - Each group will work together to prepare a brief google slides presentation over their piece of artwork. This should include:
 - The name, picture, and medium (if necessary) of the artwork
 - Your group’s interpretation of the artwork. What is the artist communicating in this piece by looking at it through a social justice lens?
 - A connection to your book. How can you connect this to your book, specifically in relation to your main character’s identity?
 - It might help to think back to any connections the “connector” might have made during group discussion!
- Presentations (10 mins)
 - Students will present their brief presentations to the class

Day 10: Regionality

Essential questions:

- How does where we are from influence who we are?

Goals:

- Students will understand the definition of “redlining,” and will be able to apply the term to their lit circle books
- Students will understand the correlation between redlining and inequality
- Students will be able to reflect on how redlining has historically and modernly had an effect on their own communities

Assessment:

- Completion of the redlining notes as well as interaction with the “Mapping Inequality” map will serve as a check for understanding of the ways in which redlining continues to play a role in peoples’ lives

Materials:

- Chromebooks
- Freewrite paper (or Chromebook)
- Redlining Map Notes (Figure 5)

Lesson Plan:

- Intro: Freewrite (10 mins)
 - Think back to Zora Neale Hurston’s quote in *Citizen* “I feel most colored when I am thrown against a sharp white background.” What connections can you make between this quote and the artwork you examined yesterday?
 - Project the artwork from *Citizen* for students while they write
 - Ask for some volunteers to share out their connections
 - Pose the question “if you were to apply this quote to Starr and Ashley’s lives, what do you think they would consider the “sharp white background?”
- Redlining overview (10 mins)
 - Before showing the video, ask students “what do you know about redlining?”
 - <https://www.youtube.com/watch?v=O5FBJyqfoLM>
 - After the video, ask students to discuss with a partner: in what ways does redlining negatively affect an individual?
- Interactive maps (30 mins)
 - Have students pull up the interactive map on “Mapping Inequality”
 - <https://dsl.richmond.edu/panorama/redlining/#loc=12/42.225/-71.084&city=boston-ma>
 - Give students time to explore. Then pass out the “redlining” note sheet (Figure 5)
 - Students will explore both a big city and Lincoln, NE
 - Students will make connections to how historically segregated neighborhoods impact both their own lives and the lives of their lit circle characters

Day 11: Social Justice Poem Writing

Essential questions:

- How does where we are from influence who we are?

Goals:

- Students will interact with a variety of diverse texts on the topic of identity
- Students will be able to make text-to-self connection as they relate to the teenage identity
- Students will understand how a variety of modes (besides speaking) can be used as a form of activism

Assessment:

- The completion of the identity poem will serve as a formative check for understanding of the ways in which our background can impact who we are

Materials:

- Chromebooks
- Jamboard

Lesson Plan:

- Intro: Freewrite (5 mins)
 - What do you think is the most prominent aspect of your identity? What do you think other people view as the most prominent aspect of your identity?
 - Students will share with partners, then volunteers will be asked to share out their answers
- Personal identity poem (10 mins)
 - Using your freewrite answers and the poems of *Citizen* as a guide, write a poem that illustrates an aspect of your identity that you believe to be central to who you are
 - Some questions to get students started...
 - Where do you consider to be your “home?”
 - What do you see when you look in the mirror?
 - What are 3 words you would use to describe yourself?
 - Purpose of writing it as a poem is to illustrate the ways in which other forms of media (such as poetry) can and have been used to speak out against injustice
- Racial identity poems (15 mins)

- Our lit circle books center around the identities of Ashley and Starr, who are both teenage Black females. This racial identity is often at the core of social justice movements, and today we're going to examine that identity further
 - Have students pull up a jamboard, where there should be a slide made for each poem
 - Read "waiting on the mayflower" by Evie Shockley
 - Ask students to jamboard over the question: what is this poem saying about identity?
 - Read "Ghana Calls" by W. E. B. DuBois
 - What is this poem saying about identity?
 - Read "Race" by Elizabeth Alexander
 - What is this poem saying about identity?
- Poem writing (15 mins)
 - "Think back to the idea of a "sharp white background" as it relates to Starr or Ashley. How does this "background" (or their surroundings) impact their identity as young Black women? Write a poem from the *perspective of your narrator* that reflects on what it is like to be themselves during a time of turbulent social movements."
 - Some questions to get students started...
 - How does your narrator act when they are at home?
 - How does your narrator act when they are at school?
 - How does your narrator feel about the social movement going on around them?
 - Poems can be in any form, but should be at least 10 lines long!
 - If students do not finish their poems today, they should try to finish them as homework (they will be workshopped in lit-circle groups tomorrow)
- Closer (5 mins)
 - Have students look back to the sticky notes placed on the jamboard. With a partner, share at least one new idea that the poems sparked for them

Day 12: Focused Lit Circle

Essential questions:

- How does where we are from influence who we are?
- How can we enact change on an individual level?

Goals:

- Students will be exposed to other perspectives and lived experiences through perspective-taking in the form of their character’s identity poem, as well as through listening to the identity poems of their peers
- Students will begin to understand the varying ways they can enact change

Assessment:

- Participating in lit circle discussions will serve as an informal assessment of reciprocal communication skills as well as understanding of content (LA 10.3.3)
- The workshopping of the identity poem will serve as a formative check for understanding of the ways in which our background can impact who we are

Materials:

- Chromebooks
- Copies of *The Hate U Give* by Angie Thomas
- Copies of *The Black Kids* by Christina Hammonds Reed
- Social Justice Reading Journal (Figure 3)
- Sticky notes

Lesson Plan:

- Intro: Stand-up/sit-down (5 mins)
 - To get students up and moving, students will be instructed to stand up if they agree with the following statements, and to sit if they disagree
 - I believe my voice is the strongest tool for enacting change
 - I believe that people listen to and respect my opinion
 - I believe that one person can make a difference
 - Ask for volunteers to share out why they chose what they did
- Reading time (20 mins)
 - In groups of 3-4 (all made up of students reading the same lit circle book), students will take turns reading their lit circle book aloud to each other
 - Groups should pay specific attention to and be ready to talk about the main character’s racial identity
- Mini-lit circle meeting (20 mins)
 - In the same lit circle groups that students were reading in, students will discuss the following question:
 - How does Starr/Ashley’s racial identity affect who they are as a person?
 - How did you choose to incorporate this into your poem>
 - Poem workshopping
 - Students will share out their identity poems for their characters

- Each student should receive 2-3 sticky notes. While their peers are reading their poem, they should note:
 - How does this poem address your character's racial identity?
 - What connections is this poem making to the reading?
 - Sticky notes should be given to the writer for revision (if the answers are not what the writer was intending, it may be a sign to revise)
 - Any leftover lit circle time should be used for revision
 - Closure (5 mins)
 - Students will submit their poems

Day 13: Reading Day

Essential questions:

- What does it mean to be truly equal? Is true equality possible?
- How does where we are from influence who we are?
- What responsibility, if any, do individuals have to stand up to injustice?

Goals:

- Students will make connections to themes in their lit circle books
- Students will be able to use reading comprehension strategies to comprehend complex themes in their lit circle texts

Assessment:

- Students will complete their reading journals as an indicator of comprehension and critical thinking of essential questions

Materials:

- Lit circle book
- Social Justice Reading Journal (Figure 3)

Lesson Plan:

- Intro: Stand-up/sit-down (5 mins)
 - To get students up and moving, students will be instructed to stand up if they believe *their lit circle narrator* would agree with the following statements, and to sit if they disagree
 - My lit circle narrator believes her voice is the strongest tool for enacting change
 - My lit circle narrator believes that people listen to and respects her opinion

- My lit circle narrator believes that one person can make a difference
 - Ask for volunteers to share out why they chose what they did
 - The goal is for students to make text-to-self connections by having them take on the perspective of their narrator for questions they had answered themselves the previous day
- Students will silently read their lit circle book while filling out their reading journal
 - Other forms of reading (such as partner reading, group reading, audiobooks, etc.) can be swapped out depending on the needs of students
- Closer: (5 mins)
 - As a class, discuss: what “big” ideas are we starting to see emerge from our lit circle books?
 - Create a list on the board for each book
 - This list can help inform the selection of hexagon topics for Day 14

Day 14: Lit Circle Meeting

Essential questions:

- What does it mean to be truly equal? Is true equality possible?
- How does where we are from influence who we are?
- What responsibility, if any, do individuals have to stand up to injustice?

Goals:

- Students will be exposed to a variety of perspectives and be able to practice their reciprocal communication skills
- Students will be able to make connections across textual themes to better understand the complex nature of identity

Assessment:

- Participating in lit circle discussions will serve as an informal assessment of reciprocal communication skills as well as understanding of content (LA 10.3.3)

Materials:

- Copies of *The Hate U Give*
- Copies of *The Black Kids*
- Social Justice Reading Journal
- Discussion Hexagons (Figure 6)

Lesson Plan:

- Lit Circle Meeting (25 mins)

- Students will get into their lit circle groups (groups of 4-5) and switch into their new role for the week
 - The “summarizer” will begin by giving a brief overview of the last week’s reading
 - What new characters were we introduced to? What major plot developments happened? How did the main character’s involvement with social justice shift?
 - The “director” will ask a reflective question about this week’s reading, which every member will then have a chance to answer
 - The “luminary” will direct the group to at least 2 important passages to go back and reflect over
 - What questions did these passages spark for the luminary, and for other members of the group?
 - The “connector” will make connections between the book and reality
 - This can include personal, historical, and/or pop culture connections
- During discussion, go around and check student’s reading journals for completion
- Hexagon activity (20 mins)
 - Students will be given a sheet of hexagon with relevant topic/essential ideas written on them
 - This list will include 2 “big ideas” (identity (discussed earlier in the week) and activism) and 8 supporting topics
 - In their lit circle groups, students will aim to create a visual discussion board by connecting hexagons together in a honeycomb fashion. This should result in connections not only being made from one topic to another, but a clear and arguable intersection across various ideas
 - Ex: if students are connecting “police brutality” and “racism,” the point where those two hexagons meet should be supported by a textual connection
 - The hope is that students can work through and visualize the connections they are beginning to make in their respective lit circle books, all in a setting where they can discuss with peers
 - The 10 hexagons will theoretically allow students to make over 100,200 different discussion patterns
 - This will be important for continuing our discussion of identity, which is integrated within all aspects of the book/activism
 - Once a lit circle has made connections across all hexagons, they will use the marginal space on the hexagons to explain why they made the connections that they did

- If students have made a connection with a point where 3 hexagons meet, the group should try to verbalize what all three of these points have in common
- Closer: Exit ticket (5 mins)
 - Students will reflect on 1 connection that they made—how did it make them think differently about their main character’s identity?

Day 15: Flex Day

- No set lesson plan; day set aside for extra reading/work time, unexpected cancellations, mini-lessons, etc.

Optional/Extra Lesson Plan:

- **Essential questions:**
 - What does it mean to be truly equal? Is true equality possible?
 - What can we do to enact change on a personal level?
- **Goals:**
 - Students will be able to write from a perspective that is different than their own
 - Students will practice their reciprocal communication skills through partner work
- **Assessment:**
 - The creation of the dialogue poem will serve to scaffold students for their summative project, where they will be asked to work with a member of the opposite lit circle group in order to take on the perspective of their respective narrator and reflect over a historical social movement
- **Materials:**
 - Copies of The Hate U Give
 - Copies of The Black Kids
 - Paper/Chromebook
 - Free write paper
- **Lesson Plan:**
 - Intro: Free write (10 mins)
 - On free write paper, students will reflect over the following prompt:
We’ve talked a lot about your character’s identity so far; how do you think their identity is influencing your character’s decision whether or not to speak out?

- Once finished students should find a partner (ideally a peer from the opposite lit circle book) and share out their ideas
- Class brainstorm (5 mins)
 - As a whole class, share some ideas that were shared between partners
 - Jot answers down on the board to give students some ideas for their dialogue poem
- Dialogue poem introduction (5 mins)
 - Ask students: what is dialogue?
 - Show an example of a dialogue poem
 - [Example poem](#)
 - Idea is that each character’s individual voice and perspective is honored, but there will often be some overlap that comes to light that deserves to be highlighted
- Work time (20 mins)
 - Students will work together to create a dialogue poem from the perspectives of their respective lit circle narrators
 - Characters should be having a dialogue over the question: “why should I or shouldn’t I speak out?”
- Closer: (10 mins)
 - Groups will join up with another group to share their dialogue poems
 - When finished, students will use the back of their free write paper to reflect: how did the other group’s poem differ from your own? How were the poems similar?

Day 16: Examining Equality

Essential questions:

- What does it mean to be truly equal? Is true equality possible?
- What can we do to enact change on an individual level?

Goals:

- Students will think critically about the complex notion of “equality” and how it appears in our world
- Students will be able to analyze their lit circle text under a social justice lens

Assessment:

- Completion of the equality paragraph will serve as a formative check for understanding of the ways in which students can apply a complex definition to text-specific examples, and by extension transferring this definition in the form of text-to-self connections

Materials:

- Chromebook
- Jamboard
- Copies of *The Hate U Give*
- Copies of *The Black Kids*
- Paper
- Writing utensil

Lesson Plan:

- Intro: Freewrite (5 mins)
 - Students will freewrite over the prompt “describe a time in your life where you experienced a moment of inequality. How did it make you feel? What about this situation made it unequal?”
- Group work (10 mins)
 - In groups of 4-5, students will discuss what they felt made a situation “unequal”
 - After discussing what has constituted *inequality* in their personal lives, groups will use this list to come up with a cohesive, non-dictionary definition of *equality*
 - Groups will place their definitions on a class jamboard
- Discussion (10 mins)
 - As a class, discuss any similarities and differences that arise from our collective definitions
 - Why is this? What’s the difference between equality and equity?
 - Have students jamboard over any instances from their books that they believe is either inherently equal or unequal (include page numbers!)
 - Having multiple student ideas to provide textual support will scaffold students for their formative activity
- What constitutes equality? (20 mins)
 - Introduce students to their formative assessment: they will be writing a paragraph that puts forth a definition of equality, and then they will critically analyze a moment in the text with that definition in mind. Is equality being achieved here? Why or why not?
 - Some questions to get students started (if the Jamboard doesn’t inspire them):
 - What have been some turning points for Ashley/Starr?
 - In what moments have Ashley/Starr had a strong emotional reaction to an event?

- In what moments have our narrators been forced to confront certain ideas about their race?
- Closer (5 mins)
 - Have students go back to their opening statement; why do you think equality—in both your own life and in the novel—is often so difficult to achieve?

Day 17: Focused Lit Circle

Essential questions:

- How does where we are from influence who we are?

Goals:

- Students will be able to make text-to-text connections as it relates to the topic of racial identity
- Students will understand the role of regionality and background in identity

Assessment:

- Participating in lit circle discussions will serve as an informal assessment of reciprocal communication skills as well as understanding of content (LA 10.3.3)

Materials:

- Copies of *The Hate U Give*
- Copies of *The Black Kids*
- Social Justice Reading Journal
- Narrator identity poem

Lesson Plan:

- Reading time (20 mins)
 - In groups of 3-4 (all made up of students reading the same lit circle book), students will take turns reading their lit circle book aloud to each other
- Identity poem circle share-out (20 mins)
 - Students will get out their narrator's identity poem from Day 11
 - Lit circle groups will form an inner and outer circle that faces towards each other, preferably with members of the *same* lit circle book located in the *same* circle
 - Moving clockwise, students will share out the poem they wrote that pertains to their racial identity. They should explain their poem—why did they write what they did?
 - This will both expose students to race as it relates to the other lit circle book, as well as provide students with a new perspective on racial identity within their chosen book

- Students will continue moving clockwise and listening to poems until they have completed the poems or time is up (whichever comes first)
- Closer (5 mins)
 - Students will be asked to share-out any similarities and differences they noted between Ashley and Starr’s racial identity
 - How did their differing backgrounds change the way they—and we—viewed their racial identity?

Day 18: Reading Day

Essential questions:

- What does it mean to be truly equal? Is true equality possible?
- How does where we are from influence who we are?
- What responsibility, if any, do individuals have to stand up to injustice?

Goals:

- Students will make connections to themes in their lit circle books
- Students will practice close reading strategies to make connections to complex themes in their lit circle books

Assessment:

- Students will complete their reading journals as an indicator of comprehension and critical thinking of essential questions

Materials:

- Lit circle book
- Social Justice Reading Journal (Figure 3)
- Freewrite paper

Lesson Plan:

- Intro: Free write (5 mins)
 - Based on what you’ve seen in your own experiences/in the book, do you believe true equality is possible? Why or why not?
 - Remember: equality extends beyond the idea of race!
- Students will silently read their lit circle book while filling out their reading journal
 - Other forms of reading (such as partner reading, group reading, audiobooks, etc.) can be swapped out depending on the needs of students
- Closer (5 mins)

- Students should share their free write answers with a partner. Then discuss: do you think your narrator believes equality is possible? Why or why not?

Day 19: Lit Circle Meeting

Essential questions:

- What does it mean to be truly equal? Is true equality possible?
- How does where we are from influence who we are?
- What responsibility, if any, do individuals have to stand up to injustice?

Goals:

- Students will be able to make text-to-world connections in relation to their definition of equality

Assessment:

- Participating in lit circle discussions will serve as an informal assessment of reciprocal communication skills as well as understanding of content (LA 10.3.3)
- The powerpoints that students create will serve as a check for understanding of the way equality has been historically denied from racial movements

Materials:

- Copies of The Hate U Give
- Copies of The Black Kids
- Social Justice Reading Journal
- Google slides

Lesson Plan:

- Intro: Attendance question (5 mins)
 - Why do you think racial inequality is still so prevalent today?
 - Students will share with a partner, then volunteers will be asked to share out their answers with the whole class
- Lit Circle Meeting (25 mins)
 - Students will get into their lit circle groups (groups of 4-5) and switch into their new role for the week
 - The “summarizer” will begin by giving a brief overview of the last week’s reading
 - What new characters were we introduced to? What major plot developments happened? How did the main character’s involvement with social justice shift?
 - The “director” will ask a reflective question about this week’s reading, which every member will then have a chance to answer

- What responsibility, if any, do individuals have to stand up to injustice?
- What impact does the media have in enacting change?

Goals:

- Students will be able to think critically about the ways in which people have advocated for change in the past
- Students will understand how technology has changed the nature of social movements

Assessment:

- Participation in the Google slides presentation and the discussion that follows will serve as an informal assessment of an understanding of the intersection between race and social movements; likewise, student participation will benefit students for their summative assessment over varying social movements

Materials:

- Freewrite paper
- Writing utensil
- Google slides

Lesson Plan:

- Intro: Attendance question (5 mins)
 - Had you heard of the person/event you researched before yesterday? If so, when? If not, are you surprised?
 - Students will talk with a partner, then volunteers will be asked to share with the class
- Presentations (20 mins)
 - Lit circle groups from Day 19 will present their mini-research slides to the class
- Historical connection (20 mins)
 - Number students off from 1-4, then have them separate into groups. Each group will be in charge of discussing one question
 - 1. Think back to our historical timeline of social movements. How are the reactions to these instances of racial/police brutality similar to or different from social movements over different issues?
 - 2. What role has social media played in bringing instances of brutality/discrimination to light? In what ways (if any) do you think this has changed the way activism is seen in modern movements?
 - 3. In Citizen, Claudia Rankine writes “How difficult is it for one body to feel the injustice wheeled at another? Are the tensions, the recognitions, the disappointments, and the failures that exploded in the riots too

foreign?” Think back to the most recent movements. Have Americans begun to recognize the “injustice wheeled at another,” or is there still a disconnect?

- Why do you think some people stay silent on issues of racism, even when instances like those in our powerpoints receive national attention?
 - After discussing for about 10 mins, students will come back together to share out contributions to the whole group
- Closer (5 mins)
 - Students will freewrite over the following prompt: “why do you think it takes a tragedy/atrocity to get the public to act? How do you see this idea taking shape in *The Black Kids/The Hate U Give*?”

Day 21: Writing Letters for Change

Essential questions:

- What responsibility, if any, do individuals have to stand up to injustice?
- What can we do to enact change on an individual level?

Goals:

- Students will be able to effectively use persuasive writing techniques and textual evidence in order to participate in a form of activism
- Students will better understand the driving force behind social movements by applying their knowledge in a real-world context

Assessment:

- The persuasive letter to an audience of the student’s choice will serve as a formative check for understanding of the ways in which one’s voice can be used to enact change

Materials:

- Chromebooks
- Copies of Meghan Markle’s [open letter](#)
- Letter Writing Template (Figure 7)

Lesson Plan:

- Intro: Attendance question (10 mins)
 - Have students reflect over the question “what is one real-world problem that you wish would be solved? (Be specific—try to think more broadly that “racism” or “discrimination”)

- Students will share their answers with partners, then volunteers will be asked to share with the whole group
 - As a whole class, brainstorm: what are some ways we've seen people advocating for these issues in "real life?" What sort of change can you, as teens, participate in right now?
 - (Remind students that advocating/change does not only have to refer to racial justice)
 - Jot down ideas on the board
- Example letter (15 mins)
 - Pass out copies of "Paid Leave for All" speech by Meghan Markle, addressed to U.S. Senate leaders
 - While doing so, ask students who Meghan Markle is (fill in any gaps so that students can better understand the context of the letter)
 - Read the letter out loud. While doing so, students should be annotating for 2 things:
 - What sort of formatting makes it clear to me that this is a letter?
 - What does Markle do to persuade the audience that "paid leave for all" is important?
 - When done, have students share out some of their annotations with the class
- Personal letter (25 mins)
 - Pass out and project the "letter writing template" on the board
 - Connect the template to Markle's letter: who was she addressing the letter to? What was her call to action?
 - Reiterate that this format doesn't necessarily have to be followed, but it is a good starting point for first-time letter-writers
 - Have students write their *own* letter to a person of power advocating for change for a specific problem
 - If students are stumped for ideas, they should think back to the problem they identified in the attendance question

Day 22: Focused Lit Circle Meeting

Essential questions:

- What responsibility, if any, do individuals have to stand up to injustice?
- What makes a movement?

Goals:

- Students will be able to comprehend complex texts and communicate findings in a group setting
- Students will utilize the benefits of peer voices to think critically about complex themes in their lit circle books

Assessment:

- Participating in lit circle discussions will serve as an informal assessment of reciprocal communication skills as well as understanding of content (LA 10.3.3)

Materials:

- Copies of *The Hate U Give*
- Copies of *The Black Kids*
- Freewrite paper

Lesson Plan:

- Intro: Free write (5 mins)
 - Have students free write over the following question: why do you or don't you choose to speak out against issues that bother you?
- Reading time (20 mins)
 - In groups of 3-4 (all made up of students reading the same lit circle book), students will take turns reading their lit circle book aloud to each other
- Drawbacks to advocating (20 mins)
 - Have students brainstorm (as a group) the reasons why people don't speak out against injustice in "real life"
 - Think back to attendance question for ideas
 - Have groups reflect over the following question: "In both *The Black Kids* and *The Hate U Give*, the decision on whether or not to stand up for what you believe in serves as one of the central conflicts in the book. Why do some characters in the book stay silent for so long?"
 - Connect back to list of reasons
- Closer (5 mins)
 - On the back of their free write paper, have students make a prediction: as you reach the end of the book, do you think your main character will "speak out?" Why or why not?

Day 23: Reading Day

Essential questions:

- What does it mean to be truly equal? Is true equality possible?

- How does where we are from influence who we are?
- What responsibility, if any, do individuals have to stand up to injustice?

Goals:

- Students will make connections to themes in their lit circle books
- Students will practice their reading comprehension skills, aided in part by their reading guides

Assessment:

- Students will complete their reading journals as an indicator of comprehension and critical thinking of essential questions

Materials:

- Lit circle book
- Social Justice Reading Journal (Figure 3)

Lesson Plan:

- Intro: Attendance question (5 mins)
 - Share out your predictions from yesterday with a partner (will your main character speak out? Why or why not?)
 - Ask for volunteers from each book to share with the whole group
- Students will silently read their lit circle book while filling out their reading journal
 - Other forms of reading (such as partner reading, group reading, audiobooks, etc.) can be swapped out depending on the needs of students
- Closer: (5 mins)
 - As a whole group, discuss: if your novel were to take place today (2020s), what methods of advocating do you think Starr and Ashley might use?
 - Think about the advocating we have seen concerning recent issues

Day 24: Lit Circle Meeting

Essential questions:

- What responsibility, if any, do individuals have to stand up to injustice?
- What can we do to enact change on an individual level?

Goals:

- Students will be able to reflect on the writing process in order to strengthen their writing
- Students will be exposed to a variety of perspectives and be able to practice their reciprocal communication skills

Assessment:

- Participating in lit circle discussions will serve as an informal assessment of reciprocal communication skills as well as understanding of content (LA 10.3.3)
- Participating in a peer review will serve as a check for understanding in the purpose of writing to representatives (LA 10.2.2)

Materials:

- Reading journal
- Activism letter from Lesson 21
- Stamps and envelopes
- Copies of *The Hate U Give*
- Copies of *The Black Kids*

Lesson Plan:

- Lit Circle Meeting (25 mins)
 - Students will get into their lit circle groups (groups of 4-5) and switch into their new role for the week
 - The “summarizer” will begin by giving a brief overview of the last week’s reading
 - What new characters were we introduced to? What major plot developments happened? How did the main character’s involvement with social justice shift?
 - The “director” will ask a reflective question about this week’s reading, which every member will then have a chance to answer
 - The “luminary” will direct the group to at least 2 important passages to go back and reflect over
 - What questions did these passages spark for the luminary, and for other members of the group?
 - The “connector” will make connections between the book and reality
 - This can include personal, historical, and/or pop culture connections
 - During discussion, go around and check student’s reading journals for completion
- Peer Review (20 mins)
 - In lit circle group pairs, students will trade letters from day 21 and identify the following:
 - What is the purpose of the letter/what is the call to action?
 - Is the tone of the letter appropriate for its recipient?

- What evidence, either personal or factual, does the sender use to strengthen their argument?
 - If students feel comfortable, they will then share out their letters to their lit circle group
 - In your group, reflect: how is the content similar to or different from the ways in which Starr or Ashley have reacted to the movements around them?
- Closure (5 mins)
 - Envelopes and stamps will be provided for students who want to send out their letter
 - This is also the time to help students send their letters via email, especially if their audience better fits this mode of communication

Day 25: Movements through Media

Essential questions:

- What impact does the media have in enacting change?
- What responsibility, if any, do individuals have to stand up to injustice?

Goals:

- Students will continue to reflect on the historic nature of racial inequality and protest, and will be able to examine how that has impacted our world today
- Students will understand how activism can be achieved across various platforms and modes of speaking

Assessment:

- Analyzing the purpose and effectiveness of activism through podcasts will prepare students to research, write, and produce a summative podcast over a movement of their choice

Materials:

- [Podcast](#): “On the Shoulders of Giants” from NPR’s *Throughline*
- Podcast Listening Guide (Figure 8)

Lesson Plan:

- Intro: Attendance question (5 mins)
 - In partners, have students discuss the following question: Are you a fan of podcasts? Why or why not?
 - Have volunteers share out answers with the whole group

- Podcast (40 mins)
 - Play “On the Shoulders of Giants” from NPR’s *Throughline*
 - While listening, students should be filling out the podcast listening guide (Figure 8)
- Closer: (5 mins)
 - After listening, students will independently fill out the “reflection” section of the podcast listening guide

Day 26: Flex Day

- No set lesson plan; day set aside for extra reading/work time, unexpected cancellations, mini-lessons, etc.

Optional/Extra Lesson Plan:

Essential questions:

- What impact does the media have in enacting change?
- What responsibility, if any, do individuals have to stand up to injustice?

Goals:

- Students will continue to reflect on the historic nature of racial inequality and protest, and will be able to examine how that has impacted our world today
- Students will understand how activism can be achieved across various platforms and modes of speaking

Assessment:

- An examination of podcasts and reflection on their style/effectiveness will continue to serve as scaffolding for the summative project

Materials:

- Paper
- Chromebooks
- Headphones (ideally)

Lesson Plan:

- Intro: Attendance question (5 mins)
 - Start thinking about your own summative project: if you had to create a podcast over a particular topic/movement, what would you choose and why?
 - Have students share with a partner, then ask for volunteers to share out with the whole class

- Podcast exploration: (40 mins)
 - Give students time to explore some podcasts over their chosen (historical) subject
 - Some helpful sites to direct students to: Spotify, Apple Podcasts, NPR, YouTube
 - Students can explore any movement that interests them, but while listening they should be taking notes:
 - What sort of stylistic choices are standing out to you about this podcast?
 - What does the host do to keep its listeners engaged?
 - How does the podcast inform you about a movement in a new and interesting way?
- Closer: (5 mins)
 - On the back of the paper students were taking notes on, reflect: what did you like about this podcast? Is there anything you didn't like? Are there any stylistic choices you're hoping to model in your own summative project?

Day 27: Focused Lit Circle Meeting

Essential questions:

- What does it mean to be truly equal? Is true equality possible?
- How does where we are from influence who we are?
- What responsibility, if any, do individuals have to stand up to injustice?

Goals:

- Students will think critically about the themes in their lit circle novels, specifically as to how those themes play out in their reality
- Students will be able to practice reciprocal communication skills to both communicate and understand complex ideas about the themes in the lit circle texts

Assessment:

- Participating in lit circle discussions will serve as an informal assessment of reciprocal communication skills as well as understanding of content (LA 10.3.3)
- The questions that students come up with in their group will serve as a check for understanding of how to write good discussion questions, as well as reflection over the unit as a whole

Materials:

- Copies of *The Hate U Give*
- Copies of *The Black Kids*
- Strips of paper

- Paper
- Writing utensil

Lesson Plan:

- Intro: Attendance question (5 mins)
 - In today's modern age, what do you think is the most effective way to get information across to other people?
 - Students will share with their partner, then volunteers will be asked to share with the whole class
- Reading time (20 mins)
 - In groups of 3-4 (all made up of students reading the same lit circle book), students will take turns reading their lit circle book aloud to each other
- Discussion practice (15 mins)
 - In their lit circle groups, students will practice reflecting over, writing, and answering good questions in preparation for discussion over the whole text in tomorrow's lesson
 - Practice question: reflect on the full version of the Zora Neale Hurston quote we have encountered multiple times this unit: "I feel most colored when I am thrown against a sharp white background... I am a dark rock surged upon, and overswept, but through it all, I remain myself." Despite the trials that they go through, do Ashley and Starr remain themselves?
 - Have students use their paper to jot down their thoughts for 1 minute. Then, have each group member go around and share their thoughts until each member has spoken
- Question writing (10 mins)
 - Prefacing that students will engage in this same model of discussion tomorrow but with questions that *they* will have provided the class, have students practice writing good discussion questions in groups
 - Should continue good question writing techniques that they have been engaging with in lit circles
 - Some topics to get students thinking:
 - How do you see our essential questions playing out in your book? What sort of connections has the "connector" made to the world around you—what questions have these connections sparked? What questions do you still have unanswered from prior reading journals?
 - Students will then write their questions on the provided slips of paper, which will be utilized in tomorrow's lesson

Day 28: Final Book Discussion

Essential questions:

- What does it mean to be truly equal? Is true equality possible?
- How does where we are from influence who we are?
- What responsibility, if any, do individuals have to stand up to injustice?

Goals:

- Students will be able to practice reciprocal communication skills to both communicate and understand complex ideas about the themes in the lit circle texts

Assessment:

- The contribution of a question to the group discussion, as well as participation in the discussion will serve as a check for understanding of and participation with unit concepts

Materials:

- Students' individual questions
- Paper
- Writing utensil

Lesson Plan:

- Intro (5 mins)
 - Overview group discussion expectations from beginning of the unit
- Small group discussions (30 mins)
 - Number off students 1-4 and then have students get in their respective groups
 - Groups should ideally be around 5-7 students; going into groups students should have a piece of paper and a writing utensil with them
 - Collect the individual questions that each student had prepared for today, then randomly distribute the questions among classmates
 - Each student should have a new question to ask the group
 - Each student will take turns asking their question
 - After asking, students will free write their ideas to the question on their paper for 1 min as a way to collect their thoughts before speaking
 - Each student will then go around and share their thoughts, so that each person gets a chance to speak
 - Process will repeat for all group members
- Large group discussion (10 mins)
 - Now that we've thought critically about our novels, how equipped do we feel to answer our essential questions?
 - What does it mean to be truly equal? Is true equality possible?

- How does where we are from influence who we are?
 - What responsibility, if any, do individuals have to stand up to injustice?
 - Students will be invited to try and answer these questions, with an emphasis on there being no 1 right answer
- Closer: Exit ticket (5 mins)
 - On the back of your scrap piece of paper, what is one new thought that you were exposed to during the group discussion—why did this stand out to you?

Day 29: Young Activists Day

Essential questions:

- What responsibility, if any, do individuals have to stand up to injustice?
- What can we do to enact change on an individual level?

Goals:

- Students will make text-to-world connections between the characters in their novels and real-life teen activists
- Students will utilize multiple modes of literature to interact with and reflect upon diverse voices

Assessment:

- The completion of the Gallery Walk Notes as well as the reflection will serve as a check for understanding of the ways young people can make a difference in the world around them

Materials:

- Activist Gallery Walk Notes (Figure 9)
- Chromebooks
- Spare Chromebooks (for gallery walk)
- Pictures of chosen activists

Lesson Plan:

- Intro: Attendance question (5 mins)
 - “What do you want to be known for?”
 - Students will share answers with a partner, then volunteers will be asked to share their answers out to the class
- Gallery walk (35 mins)
 - Set up 5 stations around the room, each one dedicated to a different young activist. Students will spend 5-7 mins at each station (or until done), and will then

move on to the next station. While participating in the gallery walk, students should be filling out their “young activists notes”

- To help students visualize these activists, place a picture of each activist at their respective “station”
- Station 1: Malala Yousafzai
 - Students will either read through or utilize the “listen” feature to the “Malala’s Story” timeline on Malala’s website
 - <https://malala.org/malalas-story>
- Station 2: Greta Thunberg
 - Students will read through the transcript of Greta Thunberg’s speech at the U.N. Climate Action Summit in 2019
 - <https://www.npr.org/2019/09/23/763452863/transcript-greta-thunbergs-speech-at-the-u-n-climate-action-summit>
- Station 3: David Hogg
 - Students will watch David Hogg’s call to action on CBS
 - <https://www.youtube.com/watch?v=5YDyGLYO0H0>
- Station 4: Genesis Butler
 - Students will watch Genesis Butler’s TEDx talk advocating for veganism/climate control
 - <https://www.youtube.com/watch?v=E4ptaIDAIY>
- Station 5: Xiuhtezcatl Roseke-Martinez
 - Students will watch Xiuhtezcatl’s “Take it All Back” music video, which uses music to speak out against violence and injustice against Native American citizens
 - <https://www.youtube.com/watch?v=UdeYnmyqnZA>
- Closer (10 mins)
 - After students have completed the gallery walk, they should complete a free write (located on their notes sheet) reflecting over the experience; specifically, students will write to the prompt “which young activist stood out to you the most? Why was this the case? Why do you think the work of young people is not highlighted more?”

Day 30: Social Media Activism

Essential questions:

- What can we do to enact change on an individual level?
- What impact does the media have in enacting change?

Goals:

- Students will understand the power of social media as an agent of change and will apply this understanding towards enacting change on the individual level
- Students will think critically about the reality of social media as a tool for activism. *Is it a tool for activism?*

Assessment:

- The social media post that students create will serve as a formative check for understanding of the ways in which social media *can* be used as a form of activism in the digital age

Materials:

- K-W-L charts (Figure A)
- Chromebooks
- Social Media Template (Figure 10)

Lesson Plan:

- Intro (5 mins)
 - Students will return to their KWL chart from the beginning of the unit and will fill out their “L” (learned) column
 - Students will share their responses with a partner, then volunteers will be asked to share out anything that they still want to know before the unit is over
- Topic introduction (10 mins)
 - Begin to introduce the summative project by asking students to reflect on ideas that have stood out to them over the course of the unit, specifically in regards to topics/social movements throughout history
 - “What topics are they really passionate about? What sort of movements did you think about while reading your lit circle book?”
 - Some ideas to pitch to students include climate change, gun control, abortion, equal rights, civil rights, marriage equality, etc.
 - After brainstorming for a moment, have students choose their top 2 topics that they are really passionate about
 - Students will pair up with someone from the opposite lit circle book to work with on their summative project; when looking for a partner, students should ideally pick someone who is interested in one of the same topics as themselves
 - (While two people from differing books are ideal, it is unlikely that there will be an even 50/50 split; therefore, groups from the same book/groups of 3 are also possible (lessons are formatted towards the ideal scenario))
- Social media discussion (15 mins)

- Where do you go for information about all of these topics that you're interested in? How are you continually exposed to information about these topics?
 - How many of you have seen a call to action of some sort on social media?
 - Introduce the idea of “slacktivism” or “clicktivism.” Have students seen/participated in this idea online?
 - Ask students: can this sort of activism actually be harmful?
- Groups should work together to create a list of instances where social media was used (in either a helpful or harmful manner) in their lit circle books
 - Groups should then come up and add their contributions to a list on the board
 - As a class, discuss: were these uses of social media productive? What impact did this use of social media have on the movement as a whole?
- Mock social media post (15 mins)
 - Using the topic students chose for their summative assignment, students will (individually) practice using a popular social media outlet to generate change on an individual level
 - Students should begin by searching the web for social media posts that relate to their topic
 - What sort of pictures/words/hashtags/topics do the creators of these posts usually use to get their point across?
 - Students should find an appropriate picture online that relates to their topic and seeks to generate change
 - When ready, students should fill out the social media template located on Google Classroom (Figure 10)
- Closer (5 mins)
 - As a way to wrap-up today's conversations, ask students if, in their research, they have found that social media is always a productive way to achieve change. Why or why not?

Day 31: Podcast Preparation

Essential questions:

- What does it mean to be truly equal? Is true equality possible?
- How does where we are from influence who we are?
- What responsibility, if any, do individuals have to stand up to injustice?

Goals:

- Students will be able to analyze literary perspectives to synthesize meaning and make real-world connections
- Students will understand how to use multimodal forms of communication to enact change

Assessment:

- This podcast script will serve as a summative check for understanding of the way different perspectives can interact to create productive dialogue for change, as well as an understanding of the role of social movements and social change in our society across time.

Materials:

- *The Hate U Give*
- *The Black Kids*
- Chromebook or writing paper
- Podcast script graphic organizer

Lesson Plan:

- Intro: Introduce summative (10 mins)
 - Formally explain summative requirements (Summative Assessment 1.1-1.3) and introduce rubric
 - Students should already have a general idea about the summative and have a topic and partner picked out
 - Pass out podcast graphic organizer (Figure 11)
- Library/research time (40 mins)
 - Take students to the school's library/media center so that they have access to a computer (if they don't already have Chromebooks) and easy access to research materials
 - Students should be working *with their partner* to collect information about their social movement of choice
- Closer:
 - Students should turn in their graphic organizers to work on again in class the next day

Day 32: Podcast Preparation

Essential questions:

- What does it mean to be truly equal? Is true equality possible?
- How does where we are from influence who we are?
- What responsibility, if any, do individuals have to stand up to injustice?

Goals:

- Students will be able to analyze literary perspectives to synthesize meaning and make real-world connections
- Students will understand how to use multimodal forms of communication to enact change

Assessment:

- This podcast script will serve as a summative check for understanding of the way different perspectives can interact to create productive dialogue for change, as well as an understanding of the role of social movements and social change in our society across time.

Materials:

- *The Hate U Give*
- *The Black Kids*
- Chromebook or writing paper
- Podcast script graphic organizer

Lesson Plan:

- Intro: Attendance question (5 mins)
 - What is one new piece of information you and your partner have found since beginning to research your topic?
 - Students will share with a partner, then volunteers will be asked to share with the class
- Worktime (45 mins)
 - Students will be given work time to research their historical social movement and gather textual evidence to plan responses from their respective novel's narrators
 - Once students believe they have gathered enough evidence, they can start planning out their podcast script with their partner

Day 33: Podcast Preparation/Filming**Essential questions:**

- What does it mean to be truly equal? Is true equality possible?
- How does where we are from influence who we are?
- What responsibility, if any, do individuals have to stand up to injustice?

Goals:

- Students will be able to analyze literary perspectives to synthesize meaning and make real-world connections
- Students will understand how to use multimodal forms of communication to enact change

Assessment:

- Recording of the podcast will serve as a summative check for understanding of the ways in which individuals can use their voices to enact change, especially as it relates to modern media.

Materials:

- *The Hate U Give*
- *The Black Kids*
- Chromebook or writing paper
- Podcast script graphic organizer
- Recording device
 - Electronic device with the capacity to record voice memos (Chromebook, smartphones, etc.)

Lesson Plan:

- Worktime (45 mins)
 - Students will be given in-class work time to continue writing out their podcast script with their partner
 - Students may finish their script and be ready to film by this day; students who are ready to film will go to a quiet location (such as the hallway) with their partner, any student who is serving as a “special guest” on their podcast, their scripts, and a recording device (chromebook or smartphone) to record
 - Reminder that podcasts should be *at least* 10 mins long
- Closer (5 mins)
 - During the last five minutes of class, go around and informally check-in with each group.
 - Have they filmed their podcast? If so, how did it go and what might they add to it tomorrow? If they haven’t, what steps will they take tonight to make sure they are ready to film in class tomorrow?

Day 34: Podcast Recording

Essential questions:

- What does it mean to be truly equal? Is true equality possible?

- How does where we are from influence who we are?
- What responsibility, if any, do individuals have to stand up to injustice?

Goals:

- Students will be able to analyze literary perspectives to synthesize meaning and make real-world connections
- Students will understand how to use multimodal forms of communication to enact change

Assessment:

- Filming of the podcast will serve as a summative check for understanding of the ways in which individuals can use their voices to enact change, especially as it relates to modern media.

Materials:

- *The Hate U Give*
- *The Black Kids*
- Chromebook
- Podcast script graphic organizer
- Recording device
 - Electronic device with the capacity to record and edit voice memos (Chromebook, smartphones, etc.)
- Google Form reflection

Lesson Plan:

- Intro: Attendance question (5 mins)
 - What is your plan for today? If you're not done, what steps will you take to make sure it gets completed? If you are done, what will you do to touch-up your podcast?
- Worktime (40 mins)
 - Students will be given in-class work time to record and/or edit their podcasts with their partner
 - Students who are ready to film will go to a quiet location (such as the hallway) with their partner, any student who is serving as a "special guest" on their podcast, their scripts, and a recording device (chromebook or smartphone) to record
 - Reminder that podcasts should be *at least* 10 mins long
 - Students who finish their podcast with time to spare/those who finished recording in class yesterday will be given time to edit their work.

- Are there any areas of awkward silence/unintended sounds or laughter that they want to edit out using their digital software (audio recordings on smartphones, Chromebook, etc.)?
 - Doing so can increase the audience’s engagement and their (the podcast presenter’s) credibility
- Closer: Google Form (5 mins)
 - Create a Google form that has students reflect over the creation and recording process; students will spend the last 5 minutes of class answering the questions:
 - What did you learn about this social movement that you didn’t know before your research?
 - Do you agree with the perspective that your character (Starr or Ashley) took on this subject? Why or why not?
 - Did you find it difficult to take the perspective of your character on this subject?
 - How did the process of writing and recording a podcast change or influence your view of what it means to become involved in a social movement?

Day 35: Podcast Presentation

Essential questions:

- What does it mean to be truly equal? Is true equality possible?
- How does where we are from influence who we are?
- What responsibility, if any, do individuals have to stand up to injustice?

Goals:

- Students will be able to analyze literary perspectives to synthesize meaning and make real-world connections
- Students will understand how to use multimodal forms of communication to enact change

Assessment:

- This summative reflection will serve as a check for understanding of how the fight for change has persisted and shifted over time, and will expose students to perspectives or issues that they might not yet have considered through the lens of social justice.

Materials:

- Chromebooks
- Paper
- Writing utensil

- Random pair generator

Lesson Plan:

- Intro: attendance question (5 mins)
 - In pairs, students will answer the question “do you feel like you have a responsibility to stand up for injustice, even if it doesn’t impact you?”
 - This will hopefully get students to reflect on the synthesizing of perspectives they have just completed, even and especially if their social issues didn’t relate to themselves/their narrator
- Podcast peer-listen (15 mins)
 - Using a random pair generator, students will be assigned a peer from a different group whose podcast they will listen to and reflect on
 - While pairs don’t have to be random, doing so increases the likelihood that students will be exposed to a greater variety of perspectives and peers than they might otherwise choose themselves
 - Sample pair generator: <https://pairs.austincodingacademy.com>
 - Students will listen to peers’ podcasts (either on headphones or in the hall). While doing so, they should be taking notes over the following topics:
 - What are you learning about this social movement by listening to your peers’ podcast?
 - What is standing out to you from this podcast? Is it the stories or quotes that are integrated? The tone? Any particular moment?
 - Do you disagree with anything the podcast says, especially as it relates to the perspectives of Ashely and Starr?
 - Are there any viewpoints the podcast brings up that really resonate with you? Why?
 - Once students have shared their podcasts with a peer, they should share at least *1 positive* that stood out to them
 - (Students whose podcasts exceed the 10 minute minimum may need more than 15 mins to complete this part)
- Summative reflection (30 minutes)
 - Using their notes from the podcast, students will have the rest of the class to reflect on their peers’ work in the form of a 1-page letter to the “hosts” of the podcast (Summative 1.3)

Formative Assessments

Formative Assessment #1: Reading Journal

This reading journal (Figure 3) serves multiple purposes. While functioning as an accountability check for a text that requires out-of-class reading, it is more importantly a check for understanding and a guide for students to chronicle their feelings about themes and events that are typically avoided in classroom discussion. The overall goal is to prepare students to dive into personal and peer conversations through personal reflection questions and double-entry journals that will scaffold thinking about the unit's essential questions. Likewise, these journals stray away from questions that test surface-level knowledge. The hope is that this will prompt critical thinking about how the text connects to their own lives and world—rather than testing how many textual details they remember—and will in turn prioritize such connections and critical thoughts when it comes time to share these journals with the lit circle groups.

Grading for this assignment will be based on the rubric provided below. This grade is primarily completion (with timeliness as a factor) due to the fact that completing the journal indicates both thought given to the reading and preparedness for the reciprocal discussion that must happen during the lit circle meeting. There will be a total of 4 journals for a combined score of 20 points.

Rubric:

Journal is completed BEFORE lit circle meeting (___/1)

Journal is complete at time of turn in (___/4)

Total: (___/5)

Nebraska English LA standards met:

- **LA 10.SL.1: Reciprocal Communication:** Initiate and participate in structured discussions and collaborations about grade-level topics and texts
- **LA.10.RP.1: Central Ideas and Details:** Analyze the development of two or more implied or explicit themes over the course of a literary text or texts.

Formative Assessment #2: Identity Poem

This formative assessment has students creating two poems that center around identity: one for the main character of their novel (either Starr or Ashley), and one for themselves. The goal of this poem is to get students to think multimodally about the essential question “how does where we are from influence who we are,” which is a question that is intrinsically connected to how individuals participate in social justice. The first poem for Ashley/Starr connects to their racial identity, as inspired by Zora Neale Hurston’s quote “I feel most colored when I am thrown against a sharp white background” (which appeared as artwork in *Citizen*, which they will have read a week prior). The second poem then asks students to reflect on an aspect of their own identity. Having students reflect on these topics through poetry will hopefully get them thinking about how advocating for social change doesn’t have to look one particular way, similar to how none of their identity poems are going to be about the exact same thing. Likewise, having students think critically about their own identity will hopefully allow students to make text-to-self connections to the issues Starr and Ashley encounter.

The rubric below details how this assignment will be graded. While largely a completion grade, students must show that they have reflected on the topic of identity from multiple perspectives.

Rubric:

Individual poem is reflective of some aspect of personal identity (__/5)

Character poem is reflective of Starr/Ashley's identity (__/5)

Total: (__/10)

Nebraska English LA standards met:

- **LA.10.W.3: Modes of Writing:** Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and audience.

Formative Assessment #3: Examining Equality

The “Examining Equality” activity calls students to think critically about the definition of equality, and requires students to argue whether or not a scene from their choice novel falls under their personal definition. By comparing a scenario from the book with a definition that is largely constructed based on their own lived experiences, students will hopefully continue to think critically about our essential question “what does it mean to be truly equal? Is true equality possible?” Likewise, by examining equality and inequality through argumentation, students will have to provide evidence and think critically about what equality means in a way that goes beyond abstract thought.

The rubric for this assignment is included below. Students are encouraged to practice their argumentative writing skills as a whole (which scaffolds them for their summative assessment), but this assignment places emphasis on using evidence to support a perspective.

Rubric:

Paragraph is at least 5 sentences long (__/1)

Paragraph includes personal definition of equality (__/1)

Paragraph includes textual evidence of how scenario does/doesn't constitute equality (___/3)
Total: (___/5)

Nebraska English LA standards met:

- **LA.10.W.4: Modes of Writing:** Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.

Formative Assessment #3: Writing Letters for Change

Throughout this unit, students have grappled with the idea of enacting change as an individual. This goal—one that often seems difficult to comprehend as a reality when looking at the large-scale movements of this unit—ends up serving as a driving theme in both *The Hate U Give* and *The Black Kids*. Both narrators find that their voice, no matter how small, can make a step in the right direction towards change; thus, the goal of this assignment is to tap into this individual hope through an age-old method of enacting change in our democratic society: writing letters. Students will briefly research a cause/topic that they feel strongly about (it can be as small as school dress code or as big as climate change) and then write a persuasive letter to someone with more formal power in the hopes of creating change. Doing so will not only create a real-world application to the essential question “what responsibility, if any, do individuals have to stand up to injustice,” but will hopefully set students up with the mindset that they have the power to use their words to enact change on *any* subject they set their minds to.

Students will be graded on the persuasive nature of their letters; they should not merely comment on an issue, but take a stance and explain why it is important to them/the public that a person in their position should use their power for this issue. Students will not be required to send out their letters, but envelopes and stamps will be provided for those who wish to do so.

Rubric:

Letter is at least a ½ a single-spaced page long (__/5)

Letter offers a clear call to action (__/2)

Letter offers personal and/or factual evidence to support argument (__/3)

Total: (__/10)

Nebraska English LA standards met:

- **LA.10.W.3: Modes of Writing:** Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and audience.

Formative Assessment #4: Social Media Activism

The final formative assessment of this unit aims to get students to make text-to-self and text-to-world connections with the broad topic of social justice that has been discussed over the course of the unit. As discussed earlier, social media is a huge facet of life for most teenagers—many of whom were witness to the “clicktivism” and activist posts that took the internet by storm during the summer of 2020 (and still continue to today). This assignment asks students to pick a topic for their final project—any social movement of the past that interests them—and to research posts relating to their subject. Students will then practice using a social media post format to either inform or state a call to action on their chosen issue by utilizing pictures, captions, and hashtags. This assignment will be done through Google Classroom, so students don’t have to actually share their posts (if they don’t want to). While it’s understandable that not all students have social media/use it to promote social justice issues, it has become clear that this form of news and influence is not going away anytime soon; thus, having students at least become familiar with the idea of social media as a platform for change will allow them to

make connections to the idea of enacting individual responsibility on a level that many teens are most comfortable with.

Mostly a completion grade, this assignment focuses on using the tools of social media to engage an audience with a chosen topic. All of the required elements should work together to either inform or ask the audience of something. Likewise, while not on the rubric, these posts should not be hateful or asking the audience to engage in hateful actions.

Rubric:

Social media post focuses on topic and includes at least one picture and hashtag (__/3)

Social media post has a caption explaining how the picture relates to the movement (__/2)

Total: (__/5 points)

Nebraska English LA standards met:

- **LA 10.W.2.e: Production of Writing:** Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

Summative Assessments

The summative assessment is broken up into three parts: writing a podcast script, recording the script, and reflecting over the podcast of a peer. The goal of this multimodal project is to get students to think both critically and creatively about the essential questions of the past unit, to synthesize multiple perspectives, and to practice using technology to enact change. The following summative directions are written so that they may be given to students as-is, and include the rubric and applicable state standards:

Summative Assessment #1.1: Podcast Script

In this day and age, new travels fast and opinions are everywhere. For this summative, you will be combining these two ideas into the quickly-growing media format of podcasts.

During the podcast, one partner will take the role of Ashley, and the other will take the role of Starr. Constructing this podcast involves multiple steps:

1. Pair up with a partner that is reading the **opposite book as you**
2. Pick any social movement, either past or present, and conduct some research to give you some background knowledge
 - a. Use this graphic organizer (Figure 11) to get started
3. Think about how your respective characters would respond to this movement?
 - a. What quotes/life experiences could you use to support this evidence?
4. Think about questions you could ask each other to spur deep and interesting conversations about this topic
 - a. Are there any “special guests” from your books that you could invite on to your podcast?

Your podcast must include the following:

- Engaging dialogue that is from the perspective of your book’s narrator (Starr/Ashley), and consistently reflects the way your character speaks/acts in the book
- A brief overview of the social movement you are covering
- Q & A section where Starr and Ashley ask each other about their perspectives, experiences, and opinions as they relate to this social issue
 - Optional: “guests” from the books that can answer questions
- Textual evidence from the novel that supports your characters viewpoints

- Think CREW! What does your character believe? How do you know? Why is this important for this social issue?

Reminders: This script will serve as the guide for when it comes time to record your podcast.

Have fun with it! Consider these things when creating your script: how would real presenters greet each other? Would they add in (appropriate) jokes somewhere? Would they always agree with each other?

Students will be graded off of the following rubric:

	10	8	6	4	2
Content	All information presented is historically accurate and backed up by text.	Any historical information is accurate, and textual evidence is present.	Most historical information is correct, although there may be some errors.	There are several historical errors.	Historical information, if covered, may contain historical inaccuracies.
Creativity	It is clear that maximum effort has been expended. The script reflects the true nature of the characters.	Plenty of effort went into this script. The personality of the characters is evident.	This script is pretty standard; it is not clear that speakers are representative of novel characters.	While characters are present, their personalities cannot be discerned--it could be <i>anyone</i> speaking.	Very little effort has been put into this script. Character presence is likely missing.

Completion	All requirements are both met and exceeded.	All requirements (background, character interview, Q&A) have been met.	May be missing a required section.	Large sections are missing or lacking (such as context, interview, etc.).	Script is present, but barely.
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Total: (__/30)

Nebraska English LA standards met:

- **LA 10.W.6: Modes of Writing:** Gather and use credible evidence from multiple authoritative sources and assess its relevance in answering the research questions
- **LA 10.W.2.e: Production of Writing:** Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

Summative Assessment #1.2: Podcast Recording

This part of the summative is focused on turning plans into action: you will record your podcasts utilizing you and your partner’s planned podcast script. When filming, you will want to find a semi-quiet space where you will be heard and background noise won’t be a distraction to the listener (such as a corner of the classroom or the hallway). Recording should take place on any device that can record an audio file (you can use a smartphone if that is easiest, but your Chromebook should work as well).

While this part of the summative is largely reading off your prepared script, you should be mindful of the following considerations:

- Podcasts are engaging—they cover interesting topics/perspectives and hold the listener’s attention. You should sound interested in your topic and should display some enthusiasm when conversing with others. Have fun with it!
- Podcasts should be at least 10 minutes long. Podcasts often feature discussions, commentary, and guest interviews, so recordings under 10 minutes likely signal an insufficient amount of time spent discussing these different aspects.

Students will be graded off of the following rubric:

	5	4	3	2	1
Voice	Above and beyond; student is both engaged and engaging throughout the podcast	Above average; student is engaged and displays some enthusiasm throughout	Average; student is heard, but it is clear they are reading off a script	Student participates minimally in conversation; lack of interest in topic	Student is barely heard during the podcast; clear that they are unenthusiastic about topic
Completion	Podcast is at least 10 mins long; all required aspects are met	Podcast is missing up to a minute OR missing a required aspect	Podcast is missing up to a minute AND missing a required aspect	Podcast is missing several minutes and up to 2 required aspects	Podcast is under 5 minutes and missing several aspects of project

Total: (__/10)

Nebraska English LA standards met:

- **LA 10.SL.1: Comprehension and Collaboration:** Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.

- **LA 10.SL.2.e:** Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.

Summative Assessment #1.3: Peer Podcast Reflection

Have you ever listened to a piece of media—such as a podcast or the news—and wish you could tell the creators behind the screen how you really feel? Well now you can! In class you will be listening to the podcast of at least one other peer, and then responding to their content in the form of a one-page letter addressed to the “hosts.”

Your letter should address the following questions:

- What did you learn about this social movement by listening to their podcast?
- What is something about this podcast that you really enjoyed?
- Was there anything the speakers in the podcast said that you would (politely) push-back against? Why? *or* What did the speakers say that really resonated with you? Why?

Reminder: this is a letter, and should be addressed towards the creators of the podcast you listened to!

Students will be graded off of the following rubric:

	5	4	3	2	1
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Commentary	The comments given to the podcast hosts are insightful and thoughtful.	The comments given to the podcast host are base-level, but generally positive.	The comments given to the hosts are vague, and may not reflect the content of the podcast.	The comments given show a general lack of appreciation for peers' work.	Assignment was barely attempted, or comments were inappropriate.
Completion	All three questions were addressed in-depth.	All three questions were addressed, but could have gone deeper.	The assignment does not address every question.	The letter may only address 1 of the questions, if any.	Assignment was barely attempted.

Total: (__/10)

Nebraska English LA standards met:

- **LA.10.W.1: Production of Writing:** Compose grammatically correct multi-paragraph compositions to convey meaning and add variety, interest, and fluency to written and spoken language.

Appendix**Figure 1: K-W-L Chart**

What I know about social movements...	What I want to know about social movements...	What I've learned about social movements...
<ul style="list-style-type: none">•••••	<ul style="list-style-type: none">•••••	<ul style="list-style-type: none">•••••

Figure 2: Citizen Note Sheet***Citizen Reactions***

Fill out this note sheet while listening to/reading Claudia Rankine's *Citizen*

List any moments that made you uncomfortable--why did they make you feel this way?

List any moments that really resonated with you--why do you think this happened?

List any moments that sparked a strong emotional response in you. What emotion was sparked, and why?

Figure 3: Choice Novel Reading Journal**Social Justice Reading Journal**

Reminder that you should be filling this out *as you are reading* your choice novel. Coming to lit circles with this complete will serve as a crucial aspect of your ability to participate and discuss with your peers!

Part 1: Double-entry Journal

In the left column, note at least 5 moments in the novel that stick out to you. This may be because it is shocking, relatable, difficult to understand, funny, etc. In the right column, explain; why did you choose to write about this? How does it make you think about our essential questions? What questions of your own does it spark?

Quote and Page #	Commentary: why did this stand out to you?
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Part 2: Equality/Inequality Tracker

Based on what you believe to be “equality” at this moment, track any moments in this chunk of reading that strike you as inherently equal or unequal. Why would you categorize these moments in this way?

Equality	Inequality

Part 3: Reflection

How has this week’s reading altered/informed your perspective of whether or not individuals have a personal responsibility to stand up to injustice? Respond in at least 1 paragraph, and include at least one textual reference.

--

Figure 4: Lit Circle Bookmark

Lit Circle Reading Schedule	
Keep this bookmark to mark your place and to remind yourself of your group's meeting schedule!	
Meeting 1	
Meeting date:	_____
I will have read to page:	_____
Meeting 2	
Meeting date:	_____
I will have read to page:	_____
Meeting 3	
Meeting date:	_____
I will have read to page:	_____
Meeting 4	
Meeting date:	_____
I will have read to page:	_____

Figure 5: Redlining Map Notes**Redlining**

Fill out this note sheet while exploring the interactive map on “Mapping Inequality”

Explore a large city of your choice. What stands out to you the most in terms of the colors and grades given?

Explore Lincoln, NE. What immediately stands out to you?

Try and find our school on the map. What do the historic redlines imply about the area we are in?

Reflect:

In what ways do you think these historic redlines impact areas today?

How can redlining lead to a lack of opportunity?

In what ways have you seen racially segregated neighborhoods in your lit circle books?

Figure 6: Discussion Hexagons

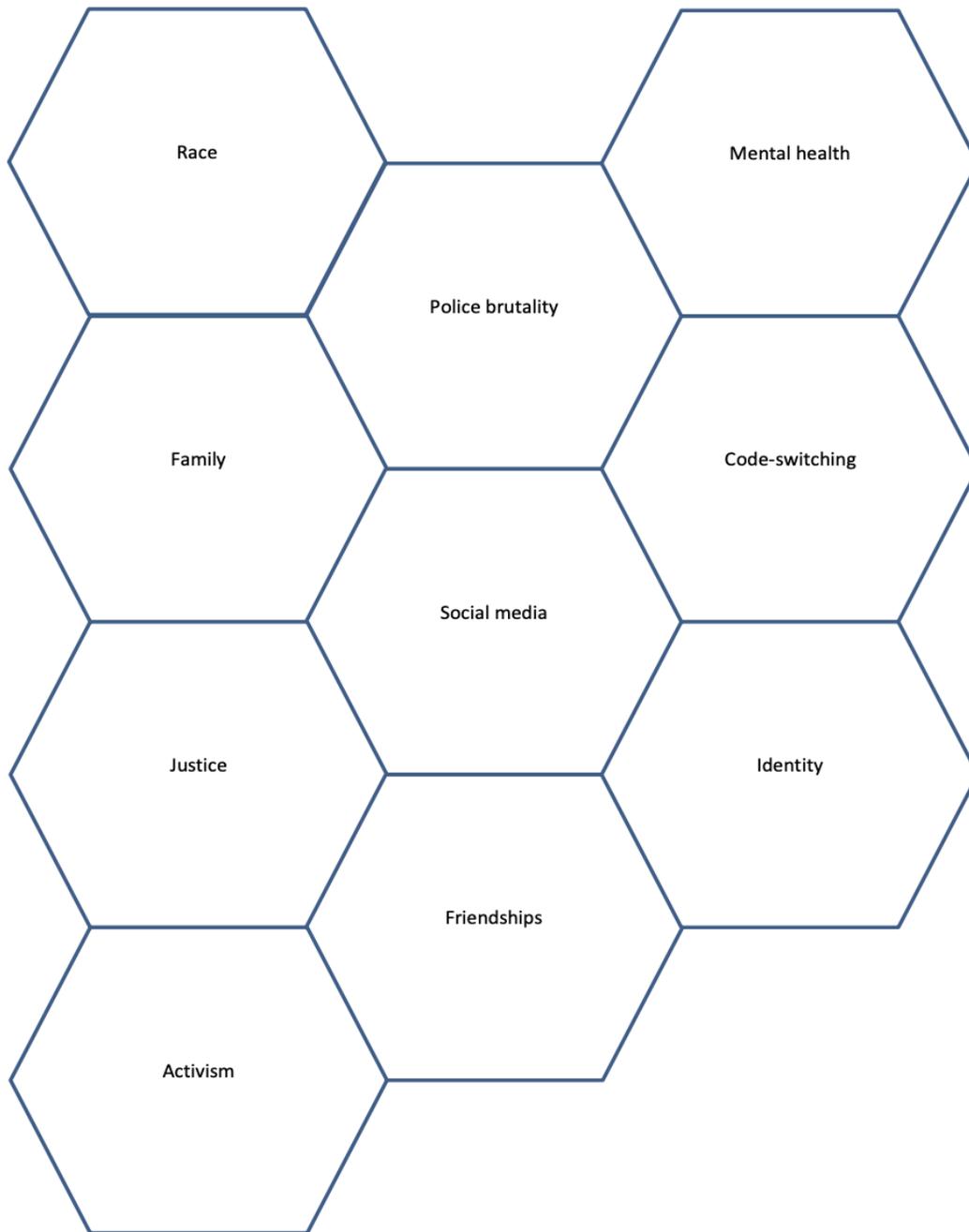


Figure 7: Letter Writing Template

[Name and title of person you are writing to]

[Address you are sending your letter to]

[City, state, and zip code you are sending to]

Dear [name of audience],

Briefly introduce yourself: who are you, what is your title (a high school student), and why are you writing to them today?

Expand on your concern: why is it important or relevant?

- Remember to think persuasively; don't just tell them *about* an issue, show them why they should *care*
 - What statistics or information can you use to show that your concern is warranted?
 - Are there any personal examples you can share in order to emotionally persuade your audience?

Call to action: now that you've shared your concern, what are you asking your audience to do about it?

- Are there certain bills coming up that you want this person to speak out against?
- Are you wanting this person to create something/speak out to generate change?

Thank the audience for their time in reading your letter and restate why your cause is important

Sincerely,

[Your name]

[Any contact information you feel comfortable sharing]

Figure 8: Podcast Listening Guide**“On the Shoulders of Giants” Listening Guide**

Fill out this note sheet while listening to “On the Shoulders of Giants” from NPR’s *Throughline* podcast series. Keep in mind while you’re listening: is there anything this podcast does particularly well that you hope to emulate in your own podcast project?

Introduction:

1. How do the hosts introduce the topic of the podcast?

Part 1: Jack

1. How do the hosts introduce Jack Johnson’s story and connect it to their larger purpose?
2. What did Johnson do that people viewed as a political statement?
3. How did people/the media respond to Johnson’s activism?
4. What connections do the hosts make to modern-day activism?

Part 2: Wilma

1. How do the hosts introduce Wilma Rudolph’s story and connect it to their larger purpose?
2. What sort of obstacles did Rudolph face as both a woman and a Black citizen?
3. What did Rudolph do that people viewed as a political statement?
4. How did people/the media respond to Rudolph’s activism?
5. What connections do the hosts make to modern-day activism?

Part 3: Mahmoud

1. How do the hosts introduce Mahmoud Abdul-Rauf's story and connect it to their larger purpose?
2. What did Abdul-Rauf do that people viewed as a political statement?
3. How did people respond to Abdul-Rauf's activism?
4. What connections do the hosts make to modern-day activism?

Conclusion:

1. What do the hosts do to tie all of the stories together?
2. What does the podcast leave you thinking about?

Reflection:

1. What did this podcast do to keep readers engaged?
 - a. What sort of voices did the podcast include?
 - b. How did the hosts sound? What were their attitudes?
2. Is there anything about this podcast that you hope to emulate in your own summative project?
 - a. Is there anything that, as a listener, you *didn't* like?

Figure 9: Young Activists Notes**Young Activists Notes**

In both *The Hate U Give* and *The Black Kids*, our main characters are under the age of 18. While it may often seem difficult for young people to get involved in the movements that matter to them, the reality is that there are thousands of teens across the world becoming advocates, both in-person and through the power of the internet.

Complete the following notes as you move through the gallery walk as a way to gather your thoughts and reflect on all of the different movements and various ways of participating in them.

Malala Yousafzai

1. Have you heard of this activist before? If so, what do you know about them?
2. What is this activist speaking out against/advocating for?
3. To your knowledge, how does this activist advocate on this issue to others?

Greta Thunberg

1. Have you heard of this activist before? If so, what do you know about them?
2. What is this activist speaking out against/advocating for?
3. To your knowledge, how does this activist advocate on this issue to others?

David Hogg

4. Have you heard of this activist before? If so, what do you know about them?
5. What is this activist speaking out against/advocating for?
6. To your knowledge, how does this activist advocate on this issue to others?

Genesis Butler

7. Have you heard of this activist before? If so, what do you know about them?
8. What is this activist speaking out against/advocating for?

9. To your knowledge, how does this activist advocate on this issue to others?

Ziuhtezcatl Roseke-Martinez

10. Have you heard of this activist before? If so, what do you know about them?

11. What is this activist speaking out against/advocating for?

12. To your knowledge, how does this activist advocate on this issue to others?

Gallery walk reflection:

A large, empty rectangular box with a thin black border, intended for a gallery walk reflection. The box is currently blank.

--

Caption & hashtags (280 character limit):

--

If you choose Facebook, fill out this template:

Picture:

--

Caption & hashtags (63,206 character limit):

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Figure 11: Summative Script Graphic Organizer

Podcast Script Graphic Organizer

Use this organizer to get started with your podcast script! Remember: you are searching for *factual* information about your social movement, and *textual* support from your YA novel

The Movement:

What social movement are you focusing on?
When did this social movement take place? Is it still going on?
What was this movement fighting for? <i>Who</i> was fighting for this?
Who resisted this social movement? Why?
Would the members of this movement say justice has been achieved? Why or why not?

The Podcast Presenters:

How would Starr react to this social movement? How do you know? (Provide textual evidence) <i>Ex.: Starr would have disagreed with this movement because....This quote that she says.....is fundamentally against the motivations of this social movement because...</i>
How would Ashley react to this social movement? How do you know? (Provide textual evidence)
Given Ashley and Starr's personal experiences, would they believe justice has been achieved for this social movement?

Who are some outside voices you could bring in to either agree or disagree with Starr/Ashley on this issue?

Ex: Khalil, Jo, Mom, Dad, etc.

What are some questions you could ask each other that would spur deep conversations about this issue?

*Ex.: This feels similar to the time that you encountered...
How do you feel about this given your experiences with...*

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