



Big Question - The Hate U Give

AoLE: : Languages, Literacy and Communication	Subject: English	Year: 9
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum	Prior knowledge / Learners previous knowledge
How does the novel encourage readers to empathise with characters from different backgrounds and experiences?	<p>This scheme of work requires students to study Angie Thomas' The Hate You Give, analysing the text and considering its social and historical context. In this study, they will develop:</p> <ul style="list-style-type: none"> · Their contextual knowledge (studying the BLM movement and related topics); · A variety of reading strategies (close reading, skimming and scanning, etc) · Their understanding of characterisation; · Their ability to use inference and deduction; · Their understanding of symbolism and its purpose/effect; · Their ability to empathise with characters; · Their ability to compare and contrast; · Their ability to summarise; · Their ability to analyse a writer's language and style; · Their ability to write accurately. 	<p>Social Issues: Familiarity with and awareness of social issues such as racial inequality, discrimination, police brutality, and the Black Lives Matter movement. This can help students contextualise the themes and events in the novel.</p> <p>Basic knowledge of literary elements such as characterisation, plot structure, setting, and symbolism.</p> <p>Historical Context: An understanding of the historical background of racial tensions and civil rights movements in the United States.</p> <p>Cultural Diversity: Awareness and appreciation of diverse cultures and experiences, including an understanding of different racial and ethnic identities.</p>

What does progression look like in this 'Big Question?'

Progression Indicator	Description of learning (What matters statements)	Student evidence of progression (Blooms) / Knowledge
Excelling	<p>I can communicate my thoughts, feelings and opinions in challenging and contentious contexts showing empathy and respect.</p> <p>I can read empathetically to respect and critically evaluate different people's perspectives, using them to arrive at my own considered conclusions.</p> <p>I can listen empathetically, respecting different people's perspectives and can critically evaluate them to arrive at my own considered conclusions.</p> <p>I can appreciate literature, showing empathy when evaluating different interpretations of literature, including my own.</p>	<p>Select and evaluate relevant textual details in order to respond to the questions of how characters are presented in the novel.</p> <p>Create a diary entry writing convincingly as Starr, using language that is typical of the character in order to do so.</p> <p>Critically analyse the portrayal of law enforcement in the novel and its implications.</p> <p>Debate the significance of empathy in fostering social change, discussing its role in addressing social injustice and promoting understanding.</p> <p>Evaluate the ethical dilemmas faced by characters in the novel, considering the potential consequences of their choices.</p>
Advancing	<p>I can share my thoughts, feelings and opinions with others using a range of techniques for different effect and showing empathy and respect</p> <p>I can read empathetically to identify different people's viewpoints on various subjects, using them to arrive at my own conclusions.</p> <p>I can listen empathetically to different people's viewpoints on various subjects, using them to arrive at my own conclusions.</p>	<p>Compare and contrast the portrayal of family dynamics in Starr's home and her school.</p> <p>Analyse the use of symbolism in the novel and explain how it enhances the story's meaning.</p> <p>Identify instances of foreshadowing in the book and discuss their significance</p> <p>Debate the ethical dilemmas faced by the characters in the story and evaluate their choices.</p>



	I can appreciate literature, showing empathy and understanding that literature can be interpreted differently.	
Securing	<p>I can interact with others, talking and writing about my thoughts, feelings and opinions showing empathy and respect.</p> <p>I can read empathetically to identify different people's viewpoints on various subjects.</p> <p>I can listen empathetically to different people's viewpoints on various subjects.</p> <p>I can show empathy when responding to literature and understand that others may have different views from mine.</p>	<p>Summarise key events/chapters</p> <p>Extract relevant quotations from the text.</p> <p>Locate a variety of positive and negative details about Garden Heights, making inferences about the neighbourhood and arriving at my own conclusions.</p> <p>Describe and explain how and why August changes over the course of the novel.</p>
Beginning	<p>I can explain information and share ideas, opinions and feelings using relevant vocabulary.</p> <p>I can respond to what I hear, read and see, asking questions and showing my understanding.</p> <p>I can listen to others and understand that they may have a different perspective from my own.</p> <p>I am beginning to show empathy with characters in literature.</p>	<p>Locate and retrieve relevant information from at least one source</p> <p>Identify and locate different quotations from the text.</p> <p>Recall key facts/events</p> <p>Describe what happens in key chapters.</p> <p>Identify key words/phrases from the text.</p> <p>Describe how different characters would feel at certain points in the novel.</p>

Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p>Film or Documentary Analysis: Pairing the novel with a relevant film or documentary that explores similar themes. After watching, discussions will arise of comparing and contrasting the portrayal of social issues in different mediums and how they impact the audience's understanding and empathy.</p> <p>Writing and Reflection: Opportunities for students to reflect on the novel through various writing activities. This can include personal responses, journal entries, opinion pieces, or persuasive essays exploring the social issues addressed in the book.</p> <p>Mock Trials or Debates: Mock trials or debates where students take on different roles and argue for or against key issues presented in the novel. This activity promotes critical thinking, research skills, and public speaking abilities.</p> <p>Collaborative Research: Research projects that allow students to investigate real-world events, social movements, or historical contexts referenced in the novel. They can present their findings in engaging formats, such as multimedia presentations or interactive websites.</p>	<p>Numerous Literacy strands are hit. See SoW.</p>

Assessment (How will we know that students have learnt what we taught them?)	
<p>Formative assessment:</p> <p>Teacher circulating</p> <p>Q&A discussions on various characters/themes</p> <p>Comprehension activities</p> <p>Debates</p>	<p>Summative assessment: How is the character of Khalil presented in 'The Hate U Give'?</p>



Using inference skills for a range of extracts Match key terms to definitions/examples Peer/self-assessment tasks Empathy demonstrated via diary entry tasks PQA writing tasks Role play Hot seating Creative writing tasks Consolidation writing activities	
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Evaluation (To be completed 2024)

Strengths	Areas for Development	Pupil Voice