



The Sutton Academy

Knowledge Rich Curriculum Plan

Year 9 Spring 1 The Art of Rhetoric and The Hate you Give



Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Written link the wider curriculum	Assessment
Lesson 1: Who is Angie Thomas?	<ul style="list-style-type: none"> • Angie Thomas is the author of The Hate you Give. • The story follows a 16year old girl (Starr Carter). • Starr lives in a predominately black neighbourhood (Garden Heights) • Starr attends a predominately white school. • Starr witnesses her child hood friend, Khalil, being fatally shot by a police officer. • Starr confronts the reality of racial injustice in America. • Thomas wrote the book as a young adult novel as in many cases of police brutality victims were young and young people will see themselves. • Code-switching is the practice of alternating between two or more language or varieties of language in conversation. • Thomas drew inspiration from the acronym THUG from Tupac Shakur (a rapper known for music that focuses on social oppression and racism). • THUG (The Hate You Give) means 'what you feed us as seeds, grows and blows up in your face. • In America many books (more than 1,600) were banned from school libraries. 		<p>Knowledge retrieval:</p> <p>The poem "Strange Fruit" by Abel Meeropol vividly captures the harrowing reality of racial oppression in the United States, particularly during the era of lynching in the early to mid-20th century.</p> <p>Pansy Boy conveys an optimistic message as he celebrates the strength of embracing one's true self despite societal expectations or prejudices.</p> <p>'We will lose this war' conveys a hopeless and pessimistic tone because the poet shows the inevitability of defeat.</p>		<p>CCQ: complete the following sentences</p> <p>Angie Thomas chose to target a younger audience because in many cases where unarmed black people lost their lives, the victims were young.</p> <p>Angie Thomas set her novel in a black neighbourhood with the protagonist attending a predominantly white school because she wanted to explore and address issues related to systemic racism, identity, and the complexities of navigating different cultural spaces.</p> <p>Angie Thomas chose to focus her novel around a young black female because there is so much focus on young black men that so often black girls are left out of the narrative.</p> <p>Angie Thomas was influenced by the acronym THUG (The Hate You Give). According to Tupac the concept of 'Thug Life' means, "What you feed us as seeds, grows and blows up in your face." Thomas encapsulates this through the people of Garden Heights in her novel. The racism, lack of opportunity and oppression that the people of Garden Heights receive leaves them no choice but to resort to drug dealing and involvement in gang crime.</p> <p>CCQ: Why do you think each of these books have been banned?</p> <p>Controversial Content: Books that address controversial topics, such as race, sexuality, religion, or political ideologies, may be challenged if their content is deemed offensive or goes against the values of certain individuals or groups within a community.</p> <p>Inappropriate Language or Themes: Some books are challenged due to the use of explicit language or themes that some parents or educators find inappropriate for the age group the book is intended for.</p> <p>Sexual Content: Books that explore issues related to sexuality or contain explicit sexual content may be challenged, especially in school settings where parents may have concerns about age-appropriate material.</p> <p>Violence: Books that depict violence or other graphic content may face challenges from parents or community members who believe such material is unsuitable for students.</p> <p>Religious or Political Perspectives: Books that present perspectives that are at odds with the religious or political beliefs of certain groups may be challenged on grounds of promoting ideologies that are seen as contrary to the values of a particular community.</p>

Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Written link the wider curriculum	Assessment
					<p>Diverse Perspectives: Books that promote diversity and inclusion, including those that address issues related to race, gender, sexual orientation, or other marginalized groups, may face challenges from those who disagree with the content or feel it goes against their beliefs.</p>
<p>Lesson 2: Black Lives Matter context</p>	<p>George Floyd was killed by police whilst in custody.</p> <p>His death sparked mass activism across the world after a video of the incident when viral.</p> <p>There have been many other incidents of police brutality against an unarmed black person.</p> <p>Legal action was taken in these cases because people drew attention to these incidents and demanded answers, many more have gone unnoticed and without any justice and accountability at all.</p> <p>The ‘Black Lives Matter’ movement began as an outcry to this issue of violence against black and brown people and a term often used in US is ‘people of colour’.</p> <p>Racism is very common but often an uncomfortable and unspoken problem within the white community.</p>		<p>Knowledge retrieval: complete the sentences.</p> <p>A metaphor is a language technique where a comparison is made between two things by saying that one is something else.</p> <p>To infer means to observe the information available and make a judgement/form an opinion about something that is happening.</p>		<p>KR: 1. Thomas thought the lyric, The Hate You Give, was the perfect title for her book because the racism, lack of opportunity and oppression that the people of Garden Heights receive leaves them no choice but to resort to drug dealing and involvement in gang crime.</p> <p>2. Thomas wrote from the perspective of a 16-year-old girl because she felt their stories tend to get lost in discussions around police brutality.</p> <p>CCQ: what does inequality mean? Inequality refers to a situation where there are disparities between the distribution of resources, opportunities, rights, or privileges among individuals, groups, or societies. Inequality can manifest in various aspects of life, including but not limited to:</p> <ul style="list-style-type: none"> • Economic Inequality • Social Inequality: • Political Inequality: • Educational Inequality: • Gender Inequality • Racial and Ethnic Inequality <p>CCQ: What metaphor does the text use to describe racism? What can we infer from the use of this metaphor? Use the word equality in your response.</p> <p>The text describes racism as ‘a disease spread across the world’ implying that racism has harmful effects similar to an illness. This may include the negative impact on individuals who are targets of racism, as well as the broader societal consequences such as inequality, discrimination, and social divisions.</p>

Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Written link the wider curriculum	Assessment
					<p>Furthermore, referring to racism as a "disease" may suggest that prejudiced attitudes and discriminatory behaviours can spread and influence others, like the contagious nature of an illness. This metaphor highlights the potential for racism to perpetuate and spread if not actively addressed.</p> <p>In addition, describing racism as a disease implies that, like a disease, it needs to be treated and eradicated. This metaphor encourages the idea that addressing racism requires collective efforts, awareness, and interventions to eliminate its harmful impact on individuals and societies.</p> <p>Summarise what you have learnt today about the Black Lives Matter movement and what Ellis talks about in his video.</p> <p>Use the sentence stems below:</p> <ul style="list-style-type: none"> • The Black Lives Matter movement is a global social justice movement that advocates for the rights and equal treatment of Black individuals, particularly addressing issues of systemic racism, police brutality, and social injustice. • It arose because of incidents of police brutality against George Floyd and Trayvon Martin. • Racism is discrimination and prejudice based on a person's race or ethnicity, leading to unequal treatment and opportunities. • It can affect people in many ways such as including psychological and emotional impact, limited access to opportunities, economic disparities, and unequal treatment within societal systems • In his speech, Ellis Fearon's message is about the importance of the Black Lives Matter (BLM) movement, addressing the issues of systemic racism, police violence, and the need for equality. • He conveys his message through: <p>Personal Narrative: Ellis begins with a scenario at a dinner table, describing a breaking news event about a black man being shot for no reason. This personalises the issue, making it relatable and emotionally charged.</p>

Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Written link the wider curriculum	Assessment
					<p>He shares a personal experience, illustrating how his family, simply because they are black, engages in a simulation where one family member acts as the police and another advises on how to respond—a powerful portrayal of the impact of systemic racism on daily life.</p> <p>Statistical Data: Ellis incorporates statistics to highlight the disproportionate impact of police violence on the black community. He mentions the staggering number of fatal killings, emphasising the stark contrast between the percentage of the black population and the likelihood of encounters with the police.</p> <p>Examples of Racially Motivated Killings: Ellis provides specific examples of black individuals who were wrongfully killed by police officers, such as Alton Sterling, Philando Castile, and others. These real-life cases serve to illustrate the urgency of addressing systemic issues within law enforcement.</p> <p>Personal Reflection and Emotion: Ellis expresses his emotional response, conveying feelings of agitation, worry, and fury. He highlights the impact of racism on his own life, detailing the extra considerations he, as a black individual, must consider in various aspects of his life, including job applications.</p> <p>Illustration of Bias: Ellis uses an illustrative example of job applications to demonstrate potential bias based on names, emphasising the unfair challenges that black individuals may face in securing employment.</p> <p>Call to Action: Ellis encourages spreading awareness about the Black Lives Matter movement, asserting that anyone, regardless of race, can contribute to the cause. He suggests alternative methods of activism, such as making websites, creating YouTube videos, and distributing pamphlets to educate others and unite in preventing the unjust killings of black people.</p> <p>Visual Aid: Ellis plans to include a cartoon on-screen to further explain his point, suggesting a multimedia approach to enhance the audience's understanding.</p>

Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Written link the wider curriculum	Assessment
<p>Lesson 3: Rhetorical devices</p>	<p>Ethos appeals to the audience by emphasising the speaker’s credibility and authority.</p> <p>Logos is an appeal to the audience’s sense of reason or logic.</p> <p>Pathos means to persuade an audience by purposely evoking certain emotions and make them feel the way the author wants to feel.</p>		<p>Knowledge retrieval: Anecdote: a short story about a real person or event</p> <p>Repetition: repeated use of sounds, words, or ideas for effect and emphasis</p> <p>Imperatives: a verb or statement whose primary purpose is to give orders</p> <p>Pronouns: using words like ‘we’, ‘our’ and ‘us’ to make your audience think you are talking to them</p> <p>Emotive language: using word and phrases to make a reader feel a certain way</p> <p>Facts: a thing that is known to be true, especially when it can be proved</p> <p>Opinions: your feelings or thoughts about something</p> <p>Rhetorical question: questions which are used to make you think – they do not require an answer</p> <p>Exaggeration: a statement or description that makes something seem larger, better, worse or more important than it really is</p> <p>Statistics: information shown in numbers</p>		<p>CCQ: what is the purpose of John Boyega’s speech? Who is the audience?</p> <p>Advocacy for Racial Equality: One of the primary purposes of Boyega's speech was to advocate for racial equality and justice, particularly in response to the killing of George Floyd in the United States and the broader issues of systemic racism and police brutality.</p> <p>Expression of Frustration and Anger: Boyega used his platform to express his frustration and anger about the injustices faced by black individuals, not only in the United States but globally. He addressed the need for systemic change and an end to racial discrimination.</p> <p>Encouragement for Protestors: Boyega sought to inspire and encourage those participating in the Black Lives Matter protests. His impassioned speech aimed to motivate people to continue fighting against racial injustice and to make their voices heard.</p> <p>Acknowledgment of Personal Stakes: The speech also conveyed Boyega's personal investment in the cause, emphasising that these issues weren't abstract for him but deeply personal. He acknowledged that speaking out might have professional consequences but deemed it necessary for the sake of justice.</p> <p>The audience:</p> <p>General Public and Protestors: Boyega’s speech was directed at the general public, including those participating in the Black Lives Matter protests. He aimed to connect with people from diverse backgrounds who were united in their demand for racial equality.</p> <p>Entertainment Industry and Decision Makers: Given Boyega's prominence as an actor, his speech may have reached decision-makers and influential figures within the entertainment industry. By addressing the potential consequences for his career, he indirectly targeted those who hold power within his profession.</p> <p>Global Audience: The speech was widely shared and discussed on social media, reaching a global audience. Boyega's message resonated beyond the specific protest in London, contributing to the international conversation on racial justice.</p> <p>CCQ: Read the speech again and identify where Boyega creates ethos, logos and pathos. Can you identify the rhetorical devices which he uses to create this?</p>

Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Written link the wider curriculum	Assessment
			<p>Triples: when three words or phrases are used together to emphasise a point</p>		<p>Ethos (Ethical Appeal): Boyega establishes his credibility by mentioning his age (28 years old), being born and raised in London, and stating that he understands the shared experience of black individuals. This helps build trust with the audience and emphasises his personal connection to the cause.</p> <p>Logos (Logical Appeal): Boyega employs logical reasoning by addressing the protesters on the other side and emphasising the vital importance of their cause. He urges them to understand the pain of being reminded daily that one's race means nothing and logically argues for the significance of the movement. He lists the names of victims, such as George Floyd, Sandra Bland, Trayvon Martin, Stephen Lawrence, and Mark Duggan, providing specific examples to support his call for justice. This use of concrete examples enhances the logical appeal of his speech.</p> <p>Pathos (Emotional Appeal): Boyega uses emotionally charged language to convey the pain and frustration of racial injustice. He repeats phrases like "this is very important," "this is very vital," and "I need you to understand how painful this is," creating an emotional connection with the audience. By expressing his uncertainty about his career after the speech, Boyega adds a personal touch, evoking empathy from the audience. He also appeals to the emotions of the audience by referencing innocent people like George Floyd and Sandra Bland and stressing the potential lost achievements of these individuals.</p> <p>Rhetorical Devices: Repetition: Boyega repeats key phrases such as "Not today," "Black men," and "We don't leave here and stop" for emphasis, reinforcing his points. Metaphor: Boyega uses the metaphor of black men being the "pillars of the family," emphasising their crucial role and responsibility. Anaphora: The repetition of "Black men" at the beginning of a series of sentences emphasises the importance of addressing and taking care of black women. Parallelism: Boyega uses parallel structure when listing professions ("Some of you are artists. Some of you are bankers. Some of you are lawyers. Some of you own shop stores"), creating a balanced and impactful rhythm.</p>

Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Written link the wider curriculum	Assessment
<p>Lesson 3: The Hate You Give – Chapter 1 and 2.</p>	<p>Big D’s party introduces the sometimes-overwhelming world of Garden Height. It also establishes the “code switching” that Starr will grapple with throughout the novel, as she feels pulled between her competing identities as a girl from the “ghetto” and a student at Williamson. This scene also introduces Kenya, Starr’s closest friend in Garden Heights and someone who keeps her connected to the neighborhood.</p> <p>Starr and Khalil’s reunion show how distant Starr has grown from her childhood friends. Drug dealing is common enough in Garden Heights that Starr easily recognizes what Khalil has been up to, while his family struggles hint at the complicated reasons he turned to such a life.</p> <p>Tupac Shakur was a rapper acclaimed for his often-philosophical lyrics and focus on racism and inner city black communities. His words grant the novel its title and reflect the importance of hip hop in Starr’s world. This quote will reappear multiple times in the text as a sort of motif that underscores Starr’s growing awareness of and commitment to ending racial injustice.</p> <p>Though what happened to Natasha is not yet explained, it is clear that Starr has already experienced tragedy in Garden Heights. The police sirens end the chapter on a note of suspense and dread.</p> <p>Khalil’s actions directly contrast with Maverick’s instructions regarding how to behave in front of the police, creating a sense of mounting tension and dread in the scene. Though Khalil’s behavior is relatively innocuous, and he is certainly within his rights to ask why he has been pulled out of the car, Starr understands that, as black kids, even the slightest hint of noncompliance could spell danger.</p> <p>Starr remembers her father’s advice even amidst her growing fear, and she will refer to One-Fifteen by his badge number throughout the novel. The officer’s forceful, impatient response to Khalil</p>		<p>Knowledge retrieval: Ethos means emphasising the speaker’s authority and credibility. It is used to make the audience trust the speaker.</p> <p>Logos is the appeal to an audience’s reason and logic it is achieved through using facts and statistics.</p> <p>Pathos is an appeal to emotion, making a reader feel a certain way. It is achieved through using deliberate word choices.</p>		<p>Read chapter 1 Answer the following questions in full sentences.</p> <ol style="list-style-type: none"> Who is the narrator of the story, and why does she feel out of place at Big D’s party? <p>Starr is the narrator of the story. She feels out of place because she feels like neither “version” of herself belongs there, and she feels out of place.</p> <ol style="list-style-type: none"> What philosophical point does Khalil make about Tupac’s message in his music, and how does Starr respond to it? Khalil explains Tupac’s importance to Starr, noting that he defined Thug Life as “The Hate U Give Little Infants Fucks Everybody.” According to Khalil, this means the way society treats black kids comes back around to hurt everyone. Starr worries what Khalil is doing to “fuck everybody.” In what way does the conversation between Starr and Khalil reveal the challenges and struggles faced by characters in Garden Heights, particularly Khalil’s family? Khalil’s grandmother has lost her job at the hospital, ironically due to being too sick to work. He is trying to support his family and got tired of “choosing between lights and food.” Khalil’s story complicates stereotypical notions of drug dealers, establishing him as a good kid simply faced with impossible choices. <p>Read chapter 2 Annotate the following quotations from chapter 2. What do they show about the events of chapter 2?</p> <p>“Khalil breaks a rule – he doesn’t do what the cop wants” The breaking of a rule implies that Khalil deviates from the expected behaviour during the encounter with the police officer. This quote foreshadows a potential conflict Khalil and the police officer, setting the stage for a significant event in the narrative. It hints at the power dynamics and issues related to law enforcement that are central to the themes explored in “The Hate U Give,” “Daddy’s instructions echo in my head: Get a good look at the cop’s face. If you can remember his badge number, that’s even better” indicates that the protagonist, Starr, is receiving advice from her father regarding interactions with the police. The instructions highlight the tension and concern within the community about interactions with law enforcement. The emphasis on remembering the cop’s face and badge number implies a fear of potential misconduct or abuse by the police. It underscores the challenges</p>

Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Written link the wider curriculum	Assessment
	<p>exemplifies the police behaviour Maverick warned Starr about.</p> <p>Khalil's sudden death is violent, bloody, and senseless. The fact that One-Fifteen then points his gun at Starr reveals the depth of his prejudice: even as Starr is overcome with fear and pain, he still views her as a threat.</p>				<p>and fears that individuals, especially those from marginalized communities, may face in their interactions with law enforcement.</p> <p>"Hands on the dashboard!" and the officer's command "Don't move!" suggest a tense and potentially dangerous situation. This type of command, especially with the imperative tone and urgency indicated by "barks," typically occurs during a law enforcement stop. The use of such orders conveys a high-stakes, high-pressure scenario.</p> <p>The urgency and the command to keep hands on the dashboard while not moving suggest a level of threat or perceived danger.</p> <p>"Khalil gets out with his hands up. One-fifteen yanks him by his arm and pins him against the back door" The fact that Khalil gets out with his hands up indicates an initial attempt at compliance or cooperation. However, the subsequent action of "One-fifteen yanks him by his arm and pins him against the back door" suggests a more aggressive and forceful response from the police officer. This physical confrontation raises concerns about the potential for police brutality or excessive use of force.</p> <p>"My parents haven't raised me to fear the police, just to be smart around them" suggests that the protagonist, Starr, has been brought up with a nuanced perspective regarding law enforcement. The quote indicates that Starr's parents have not instilled an irrational or unfounded fear of the police in her but instead have emphasised the importance of being cautious and making informed decisions in interactions with law enforcement. It suggests that Starr's parents are aware of the challenges and potential dangers associated with police interactions, and they have taken a pragmatic approach in teaching Starr how to navigate these situations wisely.</p>

Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Written link the wider curriculum	Assessment
<p>Lesson 4: The Hate You Give – chapter 3 and 4</p>	<p>Khalil’s treatment echoes that of Michael Brown, the real-world teen shot and killed by a white officer and whose body was infamously left in the street for hours by officials.</p> <p>The phrase “I can’t breathe” also reflects the final words of George Floyd, whose choking death at the hands of police caused nationwide protests in the United States in 2020</p> <p>The explanation of Natasha’s death reveals that Starr has witnessed gun violence before and underscores the danger of life in Garden Heights.</p> <p>Roses, which saved Starr in this moment, also link to Tupac. In the poem “The Rose That Grew from Concrete” by Tupac Shakur, the poem represents the ways that someone can become something great coming from a place that’s not recognized as great</p> <p>Starr identifies with “The Fresh Prince” because it tells the story of a black teen sent away from his dangerous neighbourhood to live with his posh relatives. The divide between Starr’s two identities becomes all the more poignant as she reflects on the inability to explain or share her Garden Heights world with her Williamson friends.</p> <p>Mr. Reuben reflects one of the best parts of Garden Heights—that is, its strong sense of community. King, on the other hand, represents the extent to which gangs and drugs control many residents’ lives. He serves as a foil to Maverick throughout the novel, symbolizing the violent, dangerous path some men take to survive in the world of Garden Heights and how this path hurts everyone around them.</p> <p>Starr remains hesitant to speak up, while beginning to understand the power her voice can have in the fight for justice for Khalil.</p> <p>Brenda’s absence underscores how difficult Khalil’s life must have been before his death. The fact that</p>	<p>T2: Justice – fairness in the way people are dealt with.</p> <p>T2: Advocate – a person who argues for the cause of another.</p>	<p>Knowledge retrieval:</p> <p>The setting of Garden Heights is important because it serves as an example of the inequality faced by marginalised communities.</p> <p>When Khalil is shot, Starr reacts by screaming and rushing to Khalil’s side.</p> <p>Thomas shows the complex relationship between the police and the community by portraying instances of both cooperation and conflict, revealing the tensions inherent in law enforcement interactions within marginalized neighbourhoods.</p>		<p>“People like us in situations like this become hashtags, but they rarely get justice”</p> <ol style="list-style-type: none"> When Starr says ‘people like us’ she means individuals from marginalized communities, particularly African Americans, who often face systemic injustices, police brutality, and societal inequalities. The use of ‘become hashtags’ means in cases of violence or injustice, victims from marginalized communities often gain attention only in the form of online hashtags, symbolizing temporary social media movements that may not necessarily lead to meaningful change or justice. The difference between becoming a hashtag and getting real justice is in the idea that social media trends or awareness may not translate into concrete legal actions or systemic reforms. Real justice involves addressing root causes, holding accountable those responsible, and implementing changes to prevent such incidents from recurring. The statement suggests a gap between public awareness and the systemic changes needed for true justice.

Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Written link the wider curriculum	Assessment
	<p>he sold drugs despite his mother being an addict further reflects the novel's theme of the cycle of poverty and crime.</p>				
<p>Lesson 5: The Hate You Give – chapter 5</p>	<p>Starr “code switches” at Williamson as a measure of self-protection. Understanding white society’s assumptions about people like her, Starr feels pulled between two versions of herself throughout the novel. She experiences the “double consciousness” faced by black people seeing themselves through the eyes of a white society.</p> <p>Starr’s two identities continue to pull her in different directions and test her loyalty to Garden Heights. Starr has been traumatized by Khalil’s death and remains on edge around the police for much of the novel. Police brutality is such a reality in Garden Heights (as elsewhere) that Seven, too, grows tense and wary around cops despite knowing that he is doing nothing wrong.</p>	<p>T2: Identity – our sense of who we are as individuals and as members of social groups. It also refers to our sense of how others may perceive and label us.</p> <p>T2: stereotype - a fixed idea or image that many people have of a particular type of person or thing, but which is often not true in reality and may cause hurt or offense.</p>	<p>Knowledge retrieval: ‘Darkness crawls toward them. I try to warn them, but my voice doesn’t work. The shadow swallows them up in an instant. Now it creeps toward me. I back away, only to find it behind me. . . .’</p> <p>What could the ‘darkness’ represent? The "darkness" in the nightmare could symbolise fear, trauma, or the threat of violence in Starr's life. It may represent the racism she faces, both personally and within her community. The recurring nature of witnessing her friends being murdered adds to the trauma, and the darkness could be a manifestation of that trauma haunting her.</p>		<p>CCQ: How does this theory connect to Starr’s experiences at her school, Williamson Prep? Starr’s experiences at Williamson Prep can be connected to the concept of double consciousness coined by W.E.B. Du Bois. In a predominantly white and privileged environment like Williamson Prep, Starr is part of a subordinated group as she is one of the few African American students. The theory of double consciousness describes the internal conflict that individuals from subordinated groups face.</p> <p>Code-switching: the adoption of different behaviours, language or attitudes depending on the environment. This adaptation is a coping mechanism to fit into both environments and avoid stereotypes or biases.</p> <p>Awareness of other’s perceptions: feel the need to constantly be aware of how she is perceived by her white peers and educators. Pressure to conform: may feel pressure to conform to the norms and values of the majority., this can lead to constant negotiation of her identity and a struggle to maintain her authentic self.</p> <p>Annotate the following quotation from chapter 5. How is Starr’s identity impacted by her environment and race? “Williamson Starr doesn't use slang—if a rapper would say it, she doesn't say it, even if her white friends do. Slang makes them cool. Slang makes her “hood.” Williamson Starr holds her tongue when people piss her off so nobody will think she's the “angry black girl.”</p>

Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Written link the wider curriculum	Assessment
			<p>What is the effect of 'my voice' doesn't work? What might be the writer's intention?</p> <p>The statement "my voice doesn't work" suggests a feeling of powerlessness or an inability to communicate effectively. This could reflect Starr's struggle to make her voice heard, either in seeking justice for her friends or in expressing her own fears and emotions. The writer's intention may be to highlight the challenges and difficulties that disenfranchised individuals, communities, face when trying to speak out or seek help. It emphasises the silencing effect of trauma and the struggle to be heard in the face of adversity.</p>		<p>Williamson Starr is approachable. No stank-eyes, side-eyes, none of that. Williamson Starr is nonconfrontational. Basically, Williamson Starr doesn't give anyone a reason to call her ghetto."</p> <p>Language Choices: Starr consciously avoids using slang that is associated with a certain cultural identity. The statement "if a rapper would say it, she doesn't say it" indicates her deliberate choice of language. This decision reflects her awareness of societal perceptions and stereotypes tied to language.</p> <p>Cultural Code-Switching: Starr's decision not to use slang, even if her white friends do, reflects a form of code-switching. She adapts her language based on the cultural context, highlighting the complexity of navigating multiple cultural identities.</p> <p>Societal Expectations: The passage underscores the societal expectations placed on Starr. The phrase "Slang makes her 'hood'" reflects the stereotypes associated with African American Vernacular English (AAVE) and the assumptions people might make based on linguistic choices.</p> <p>Suppressing Anger: Starr's choice to hold her tongue when angered is a response to the stereotype of the "angry black girl." The language used, "so nobody will think she's the 'angry black girl,'" suggests that Starr is conscious of societal stereotypes and works to avoid conforming to them.</p> <p>Nonconfrontational Approach: The description of Starr as "nonconfrontational" reveals her strategy for navigating social situations. This language choice indicates her preference for avoiding conflict and maintaining a positive image, possibly to counter stereotypes associated with assertiveness.</p> <p>Maintaining Approachability: The use of the term "approachable" suggests that Starr prioritises being perceived in a way that is friendly and open. This choice of language reflects her awareness of the importance of social perception and the impact it can have on her interactions.</p> <p>Avoiding Stereotypes: The last sentence, "Basically, Williamson Starr doesn't give anyone a reason to call her ghetto," encapsulates Starr's overall strategy. The language used emphasises her efforts to distance herself from stereotypes associated with her racial and cultural background.</p>

Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Written link the wider curriculum	Assessment
<p>Lesson 6: Writing a eulogy</p>	<p>A eulogy is a speech or piece of writing that praises someone or something, especially a tribute to someone who has just died.</p>	<p>T3: Antithesis – is used in writing or speech when two opposites are introduced together for contrasting effects.</p> <p>T3: Refrain – a line, phrased or a single word is repeated occasionally within the poem to build up drama, emphasis or rhythm.</p>	<p>Knowledge retrieval: Antithesis is when two opposite are introduced together. It is used to provide a contrast and draw attention to something.</p> <p>Refrain is when a line, phrase or single word is repeated. It is used to build drama, emphasis or rhythm.</p> <p>Justice is about fairness in the way people are dealt with.</p>		<p>CCQ: Star had to be careful not to name the officer because of the repercussions it could have for herself and the community.</p> <p>Annotations of model: Ethos: Techniques: Establishing credibility: The speaker starts by addressing the audience as "Friends, family, and members of Garden Heights," indicating a personal connection and shared community. Expressing personal connection: Referring to Khalil as "my good friend, my best friend" establishes a strong personal relationship, enhancing the speaker's credibility and emotional appeal. Logos: Techniques: Logical argument: The speaker contrasts the negative connotations associated with "THUG life" with the positive alternative of "LIFE: Living in fulfillment and equality," appealing to reason and offering a logical perspective on Khalil's message. Stating facts: Mentioning Khalil's potential and promise creates a logical foundation for the tragedy, emphasizing the loss to the community and the world. Pathos: Techniques: Emotional appeal: Describing the gathering with a "heavy heart" and later emphasising the celebration of Khalil's life invokes a strong emotional response from the audience. Evoking empathy: Sharing personal memories of Khalil, especially the image of the "hoodie trio" and the reunion with Natasha, creates an emotional connection and fosters empathy among the listeners. Creating a sense of loss: Expressing that Khalil will be missed and referring to his impact on the world enduring in lessons and love contributes to an emotional atmosphere. Refrain: Techniques: Repetition: The phrase "This will be Khalil's message" serves as a refrain, reinforcing the central theme and purpose of the speech. It creates a rhythmic structure and emphasizes the call to action. Antithesis: Techniques: Juxtaposition: Contrasting the negative aspects of "THUG life" with the positive message of "LIFE" creates an antithesis, highlighting the speaker's desire for a transformative change in the community.</p>

Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Written link the wider curriculum	Assessment
					<p>Contrasting emotions: Balancing the heaviness of the tragedy with the celebration of Khalil's life creates an antithesis, allowing the audience to experience a range of emotions throughout the speech.</p>
<p>Lesson 7: Metaphors</p>	<p>Students will understand that metaphors can be broken down into tenor, vehicle and ground.</p> <p>Metaphors can be used to develop your ideas further and to help explore emotions and thoughts in more detail.</p>		<p>Knowledge retrieval:</p> <p>Khalil, Starr's childhood friend, died as a result of police brutality.</p> <p>Starr, a Garden Heights resident, feels she has to code switch at school to help fit in.</p>		<p>List qualities or aspects that may be associated with the following emotions.</p> <p>Grief: <i>feeling lost, feeling overwhelmed, feeling stuck</i> Mazes, pots of water boiling over, stuck in mud/sand Anger: <i>feeling hot, being unable to control your actions, being loud</i> Volcanos, popcorn, sirens Loneliness: <i>feeling isolated, feeling lost, feeling cold</i> Being on an island far away, being unable to read a map, ice/snow Sadness: <i>feeling cold, feeling in pain, feeling overwhelmed</i> Ice/snow, a cut/bruise, a waterfall/dam breaking</p> <p><u>Creating Metaphors</u></p> <p>Tenor: grief Vehicle: feeling lost Ground: stuck in a maze Metaphor: I wandered through the twists and turns of grief, forever searching for a way to escape.</p> <p>Tenor: anger Vehicle: feeling hot Ground: erupting like a volcano Metaphor: Anger raged inside me, rushing to the surface ready to burst out and cover the ground in a red-hot lava.</p> <p>Tenor: loneliness Vehicle: feeling isolated Ground: being on an island far away Metaphor: Even with everyone around me, my mind was on an island far away at sea, staring at the vast emptiness.</p> <p>Tenor: sadness Vehicle: feeling cold Ground: ice/snow Metaphor: Sadness seeped through my veins, an icy coldness filling my entire body.</p>

Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Written link the wider curriculum	Assessment
<p>Lesson 9: Eulogy feedback</p>	<p>To correct a run-on sentence you use a full stop or a conjunction.</p>		<p>Knowledge retrieval:</p> <p>The tone of a piece of writing is important because it can convey the emotion of the writer and their feelings about the topic being discussed.</p> <p>Pauses can be used to indicate a change in thought or a moment of reflection for the speaker and the listener.</p> <p>Pace is effective to control the speed and rhythm of a piece of writing.</p>		<p>CCQ: What is a run-on sentence? A run-on sentence is where two main clauses have been 'run-on' together or are separated by a comma. W</p> <p>CCQ: Why would use because, but so? Because- offers an explanation But – offers the opposite point of view, a change if direction. So – offer the consequence of the action. Answers so what?</p> <p>CCQ: What other vocabulary choices could we make as writers? However, since, as a result</p> <ol style="list-style-type: none"> 1. Khalil's shooting is a heart-breaking turning point it highlights the deadly consequences of racial profiling. 2. Starr and Khalil are pulled over by the police officer, but the situation soon escalates. <p>Starr witnesses the shooting of Khalil by a police officer, so she confronts the systematic racism and campaigns for justice.</p>
<p>Lesson 8: The Hate you Give chapter 6 and 7</p>	<p>Carlos reiterates the power of language in the fight for racial justice.</p> <p>Starr code switches once again upon talking to the detectives, knowing all too well that she will be taken more seriously if she acts in a more “white” manner.</p> <p>The fact that Gomez is a woman of colour underscores that anyone can fall victim to racist thinking and that police brutality is generally a systemic rather than individual issue.</p> <p>In attempting to paint Khalil as having provoked his own death, the detectives are prioritising One-Fifteen’s wellbeing and remaining more loyal to the police than to the search for justice. Despite Khalil’s obvious innocence, Starr and Lisa recognise that the world will do anything to make a black boy appear guilty of his own murder.</p> <p>As Starr feared, Khalil’s drug dealing overshadows everything else about him and is already being used to make him seem guilty.</p> <p>Starr continues to grapple with her feelings of guilt about dating a white boy, fearing that it is the</p>		<p>Knowledge retrieval:</p> <p>Inequality: Inequality can manifest itself in many ways such as economic, educational and social.</p> <p>Justice: Starr becomes a vocal advocate for justice.</p> <p>Prejudice: It may have been the police officer’s preconceived prejudices which led him to shoot Khalil.</p>		<p>Media representation:</p> <p>Straight-A student plots to bomb high school. The use of "Straight-A student" highlights the academic achievement of the individual, while "plots to bomb high school" emphasizes a shocking and dangerous action.</p> <p>Bank robbery suspect was an outstanding student. The juxtaposition of "outstanding student" with "bank robbery suspect" suggests a contrast between positive academic achievement and alleged criminal behaviour. There is a focus on their academic achievements.</p> <p>Slain Lakeland teen had been shot before in gang-related conflict. The use of "slain" evokes a sense of tragedy, while "gang-related conflict" implies a connection to criminal activity.</p> <p>Son in Staten Island murders was brilliant – but his demons were the death of his parents. Describing the individual as "brilliant" juxtaposed with "demons" and "death of his parents" creates a narrative that suggests internal struggles leading to tragic events.</p> <p>Trayvon Martin was suspended three times from school. Focusing on Trayvon Martin's school suspensions may perpetuate stereotypes or contribute to a negative perception without</p>

Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Written link the wider curriculum	Assessment
	<p>ultimate rejection of Garden Heights and her black identity.</p> <p>Starr grows more aware and resentful of the power imbalance in her relationship with Hailey. This is the first time she has called Hailey out for a racist comment, reflecting her growing awareness of injustice and belief in the strength of her own voice. Hailey's comment, and her arrogant defence of it, further reveals her ignorance and prejudice, as well as her refusal to reflect on the way her actions could uphold or contribute to larger systems of oppression.</p> <p>Hailey refers to Khalil in a way that fits with stereotypical narratives about black people, latching onto the fact that he sold drugs rather than the fact that he was murdered. Starr fears that association with Khalil will destroy the "Williamson Starr" identity she has worked so hard to build.</p> <p>As human beings we categorise information based on previous experience.</p> <p>This 'short-cut' can lead to errors in judgement, especially when sorting ideas about people.</p> <p>This flawed categorisation can lead to the formation of implicit biases.</p> <p>These biases can be influenced by what we see and read in the media.</p> <p>Unconscious bias is when a person thinks better of someone because they believe they're alike and less of someone because that person is different to them.</p>				<p>providing a full context for the suspensions. The victim is also named which could lead to unconscious bias.</p> <p>Santa Barbara shooting suspect was 'softly spoken, polite and a real gentleman'. Describing the suspect as "softly spoken, polite, and a real gentleman" may contrast with the violent act, challenging stereotypes about the appearance of violent individuals.</p> <p>Shooting victim had many run-ins with the law. Describing the victim's interactions with the law may shape perceptions of the victim, potentially influencing public opinion.</p> <p>CCQ: what does Starr believe her motivations are in dating Chris? How does this fit in with what we have learnt about unconscious bias?</p> <p>Starr's recognition of Chris's whiteness leads her to question her motivations for dating Chris because One-Fifteen represents a society that values white lives over black—and Chris is white like One-Fifteen. Starr must ask herself whether dating Chris means complying with this value system.</p> <p>This train of thought raises the question of whether she began dating Chris because she likes him or because she chose his white privilege and the security it represented over dating a black boy, possibly even Khalil himself. Starr considers her choice while looking at Chris, not talking to him, largely because this thought process has nothing to do with Chris as a person and everything with what Chris represents.</p>
<p>Lesson 10: The Hate You Give – chapter 8 and 9</p>	<p>Khalil's death is already sparking unrest throughout Garden Heights, and the t-shirts suggest that his name will become part of a larger movement against injustice.</p> <p>Khalil's open casket echoes the photograph of Emmett Till that Starr posted on her Tumblr blog,</p>		<p>Knowledge retrieval:</p> <p>Unconscious bias is a term that describes the associations we hold, outside our conscious awareness and control. Unconscious bias is</p>		<p>MCQ ANSWERS FOR CHAPTER 8:</p> <ol style="list-style-type: none"> 1. B 2. A 3. B <p>MCQ ANSWERS FOR CHAPTER 9:</p> <ol style="list-style-type: none"> 1. B

Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Written link the wider curriculum	Assessment
	<p>positioning Khalil as another catalyst in the fight against racial injustice. Starr’s flashback to Natasha reiterates the reality of gun violence in Garden Heights and how much tragedy she has already been forced to live through.</p> <p>Starr continues to feel as though she has abandoned Garden Heights and Khalil, and that she is not worthy of speaking on his behalf. Her disconnect from the rest of the church reflects how much she has distanced herself from the community and how hesitant she remains to associate with it—and also to act like she is still a part of it in this time of crisis.</p> <p>The existence of Just Us for Justice asserts that Garden Heights has been aware of and fighting against racial injustice for some time, and places Khalil’s death in the larger context of violence against black communities. The reveal that he was unarmed will be a major factor behind the coming protests and riots.</p> <p>The bandana is the King Lords’ way of “claiming” a member, and signals to the community that Khalil was in the gang—yet Khalil can no longer speak for himself to either support or oppose such a claim, and the notion that he was in a gang will surely hurt his case in court and the media. Mrs. Rosalie’s anger reflects that many in Garden Heights do not approve of King and want to rid their neighbourhood of gang influence.</p> <p>It is becoming increasingly clear that outrage over Khalil’s death will only grow stronger. Maverick is committed to educating his children about fighting injustice. April O’frah’s offer suggests that Starr’s world is about to be turned upside down, and she won’t be able to stay quiet for much longer.</p>		<p>triggered by our brain automatically making quick judgments and assessments.</p> <p>An example could be a male manager thinks men work harder. When he’s recruiting for a new position, he chooses not to hire a female applicant and instead hires a man, even though the recruitment process showed the female applicant was the better applicant.</p> <p>This could affect people’s perception because they might think less of someone because that person is different to them.</p>		<p>2. B 3. C</p> <p>CCQ: the funeral has two interruptions. Who are they from? What do they suggest about Khalil and his murders?</p> <p>Khalil’s funeral has two interruptions—one from Ms. O’frah and one from King.</p> <p>Although Pastor Eldridge insists Khalil’s funeral should be a joyful occasion, Ms. O’frah’s interruption reminds the mourners that Khalil’s death was an injustice that the police refuse to address, a cause for anger and a call to protest. Instead of focusing on Khalil’s “homegoing,” the mourners will have to fight for the justice system to do its job.</p> <p>The King Lords’s interruption stirs questions and doubt instead of providing closure. King deprives the mourners of the opportunity to reflect on their memories of Khalil and forces them to wonder how well they knew him, robbing Khalil of his innocence at his own funeral.</p>

Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Written link the wider curriculum	Assessment
Lesson 12 – Using rhetoric	<p>Planning is important and the planning structure is:</p> <p>Introduction – introduce a character affected by the problem</p> <p>Point 1 – first part of the question</p> <p>Point 2 – second part of the question</p> <p>Point 3 – solution</p> <p>Ending – return to the character affected by the problem</p>	<p>T3 Anaphora- the repetition of a word or phrase at the beginning of successive clauses</p> <p>T2: Stereotype: a widely held but fixed and oversimplified image or idea of a particular type of person or thing</p>	<p>Knowledge retrieval:</p> <p>Antithesis is when two opposites are introduced together. It is used to create a contrasting effect.</p> <p>A tenor is the subject of the metaphor and its intended meaning.</p> <p>A vehicle is the source of comparison or exchange being made.</p> <p>A ground is the relationship between the tenor and the vehicle.</p>		<p>CCQ: What are you being asked to write? Who are you writing for? Who are you being asked to write for?</p> <p>Text type: speech</p> <p>Audience: local councillors</p> <p>Purpose: explain</p>
Lesson 13 – Chapter 10 and 11	<p>Starr’s continued trauma is evidenced by her fear of police even in a mundane situation, She now knows from experience that a black person does not have to be doing anything wrong to be targeted by the cops.</p> <p>Hip hop is once again presented as an important tool for education and empowerment. Starr’s understanding of “Thug Life” has grown, as she can now connect Tupac’s words to her own neighbourhood’s struggles with police brutality.</p> <p>DeVante’s story represents the impossible situations black youths often find themselves in. His brother’s death is yet another example of the effects of gun violence on life in Garden Heights. The novel refuses to gloss over the moment of gang violence at Big D’s party, instead asserting that the victim, regardless of gang affiliation, was someone whose life mattered.</p> <p>Maverick’s story is an explicit manifestation of the cycle of crime, as he was literally born into a gang and had to go to prison to leave it. He asserts that family is a community worth more than any gang. The reasons behind Maverick’s prison sentence also make him appear more sympathetic, and</p>		<p>Knowledge retrieval:</p> <p>Thomas wanted to criticise the opportunities available for marginalised groups in society.</p> <p>Thomas wanted to teach people who have preconceived notions about the Black Lives Matter Movement so that they understand it better.</p> <p>Thomas wanted to highlight that young Black girls are also affected by issues just as young black boys are.</p>		<p>MCQ ANSWERS CHAPTER 10:</p> <ol style="list-style-type: none"> 1. A 2. B 3. A <p>MCQ ANSWERS FOR CHAPTER 11:</p> <ol style="list-style-type: none"> 1. B 2. B 3. B <p>CCQ: How does Maverick explain ‘thug life’ to Starr? How does he think this relates to the riots? How does the writer draw attention to the ongoing tension between the police and the Garden Heights community?</p> <p>Maverick’s speech effectively captures the thesis of the novel—that the entire economic and justice system is primed to keep black people entrenched in the issues that tear communities like Garden Heights apart. It follows that only by remaking the system can black people thrive.</p>

Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Written link the wider curriculum	Assessment
	<p>make King seem all the more selfish, calculating, and cruel.</p> <p>Hailey’s prejudice and insensitivity become yet more apparent as she uses Khalil’s death for her own ends. It is especially insensitive that the rich white students who are totally disconnected from Khalil and his experience would then use his murder as an easy excuse to miss a few minutes of class.</p> <p>Snitching is one of the most dangerous offenses in Garden Heights, and men like King use this fact to their advantage—avoiding punishment by terrifying the community into silence. As such, Mr. Lewis’s actions are seen as the ultimate transgression against the rules of the neighbourhood.</p> <p>Mr. Lewis’s code switching in front of the officers shows how deeply embedded knowledge of police brutality is in Garden Heights. Maverick is targeted because he does not conform to white notions of respectability—notions that have been absorbed even by the black police officer who confronts him. The perpetrators of police brutality need not be white, as assumptions about the criminality of black communities are common enough to be internalized by anyone.</p>				
<p>Lesson 14 Read chapter 12 and 13</p>	<p>Maverick’s roses once again represent the Carter family, as they struggle to survive the increasingly dangerous environment of Garden Heights. Maverick remains committed to helping DeVante and emphasizes the importance of his continued education in helping him to rise above his current situation.</p> <p>Lisa, like Starr, code switches depending on who she is talking to. Speaking to the DA is another way Starr can use her voice to help Khalil.</p> <p>Huey Newton and Malcolm X were both famous activists in the Black Panther party who fought for black liberation and an end to police brutality. Starr’s surprise upon hearing Ms. Ofrah use the</p>		<p>Knowledge retrieval:</p> <p>1.The novel The Hate you Give aims to draw attention to the inequality between different groups in society.</p> <p>2.The protagonist, Starr, sees the need to use her voice to get justice for Khalil.</p> <p>3.The novel focuses on the disparities between life in Garden Height and life at William Prep.</p>		<p>MCQ ANSWERS FOR CHAPTER 12:</p> <p>1. B 2. A 3. B</p> <p>MCQ ANSWERS FOR CHAPTER 13:</p> <p>1. B 2. A 3. B</p> <p>CCQ: How is the theme of silence versus voice presented in the story?</p> <p>Starr is initially hesitant to speak out about what she witnessed, fearing retaliation against her family and worrying that she is not worthy of speaking up for Khalil. Throughout the novel, however,</p>

Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Written link the wider curriculum	Assessment
	<p>word “murder” reflects how desensitized she and much of society have become to the killing of black people—and how the police are assumed to be exempt from accusations of criminal behaviour like this.</p> <p>As she learns more facts, Starr is further outraged by the senselessness of Khalil’s death. One-Fifteen was so blinded by racist assumptions about the criminality of black youth that he saw a weapon where there was none. Later the public, too, latches onto the hairbrush as a symbol of both Khalil’s innocence and the power of hate to twist the most harmless object into a lethal weapon.</p> <p>Starr’s words in this moment directly echo the name of the modern protest movement Black Lives Matter, created in response to police brutality against black communities. The use of the word “matter” reflects the lack of attention paid to the deaths of black individuals and the need to focus on justice specifically for people of color. The violence of Natasha’s death is similar to Khalil’s, and together they push Starr to become a more vocal activist.</p> <p>The rationale behind Khalil’s drug dealing reflects the cycle of poverty and crime that Tupac rapped about, and Maverick discussed with Starr earlier in the novel. Khalil had few options to support his family, and did what he needed to in order to survive.</p> <p>Starr is relieved to learn that Khalil was not in a gang, but DeVante also makes her understand that even if Khalil were in one, that should not have warranted a death sentence. The reasons people join gangs or sell drugs are complicated, and so-called “thugs” are still human beings whose lives matter and who deserve to be understood within the context of their community. Gangs and drug dealing often result from a lack of opportunity and security.</p>		<p>4.Starr frequently struggles with the pressure to code-switch in order to navigate different social environments. This reflects the oppressive expectations placed on individuals from marginalized communities to conform to white societal norms in order to be accepted or safe.</p>		<p>she comes to understand her voice as the most powerful tool she possesses.</p> <p>Thomas further suggests that if language is a form of power, then silence is a means of control. When Maverick gives Starr “the talk,” he insists that she “only speak when” police ask her to.</p> <p>Thomas also repeatedly mentions the stigma associated with snitching on other members of the Garden Heights community. Ratting someone out is considered the ultimate betrayal, a fact that King—the biggest drug dealer and gang leader in Garden Heights—uses to his advantage, terrifying much of the neighbourhood into silent submission</p> <p>Thomas is suggesting that fear breeds silence, and that silence is a tool of oppression. The way to fight back, it follows, is to speak up.</p> <p>CCQ: in chapter 13 we are told that with King Lords, snitches don’t simply ‘get snitches’ – they get ‘graves.’ Where have seen the concept of ‘snitching’ before? How did this link to that text?</p> <p>One of the rules in Long Way Down was ‘No snitching’. These rules have been passed down as a means of how to deal with violent acts within the community.</p>

Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Written link the wider curriculum	Assessment
<p>Lesson 15 Chapter 14 and 15</p>	<p>Hailey insensitively equates the pain of being called a racist with actually experiencing racism—not an entirely uncommon sentiment in modern real-world discussions of these issues. She refuses to admit her mistakes and only grows more defensive when called out.</p> <p>Starr knows that, as two unarmed black children, she and Khalil were in a decidedly less powerful position than One-Fifteen during their encounter. His fear, if it really existed, was a delusion fueled by racist assumptions about black youths. His father is attempting to garner sympathy for his son by denying Starr and Khalil their humanity. Thomas again asserts the power of language by saying that Starr is no longer afraid of using her voice to fight for justice.</p> <p>Starr further recognizes how silence can be a tool of oppression, and, as such, how important it is that she speak up in the face of racism. Though of different ethnic backgrounds, the fact that Maya and Starr create this “minority alliance” reflects the novel’s theme that diverse communities must bind together in the fight for racial justice.</p> <p>King again attempts to use fear and silence as a tool of oppression. Maverick’s defence of DeVante is a challenge to King’s power over the neighbourhood.</p>		<p>Knowledge retrieval:</p> <p>1.Unconscious bias is the formation of biases based on what we see and read in the media.</p> <p>2.The Black Lives Matter Movement is a movement which began as an outcry to the issue of violence against black and brown people.</p>		<p>MCQ ANSWERS FOR CHAPTER 14:</p> <ol style="list-style-type: none"> 1. A 2. B 3. C <p>MCQ ANSWERS FOR CHAPTER 15:</p> <ol style="list-style-type: none"> 1. A 2. B 3. A <p>CCQ: How does the media try to portray the police officer who shot Khalil? How do they try and portray Garden Heights? How could this link to the idea of unconscious bias?</p> <p>Pictures of a smiling One-Fifteen with his wife and children flash across the screen, bolstering the image of him as an upstanding family man and a man deserving of sympathy.</p> <p>The program then shows images of the worst parts of Garden Heights, dismissing it as a neighbourhood “notorious for gangs and drug dealers.</p> <p>CCQ: How does Thomas show the power of language in the account given by the father of the police officer?</p> <p>As he tells the story of the shooting, One-Fifteen’s father paints a picture of Khalil’s death that is nothing like what Starr experienced. He portrays both Starr and Khalil as dangerous threats who cursed at One-Fifteen, resisted his orders, and conspired to take him down. One-Fifteen’s father says his son was “a good boy” who rightfully feared for his life, thought he saw a gun, and just wanted to get home to his family, yet the media is portraying him as a “monster.” His son’s life has been “hell” since the shooting, and a fellow officer even attacked him. Starr realizes this must have been Carlos. In her outrage, she furthers notes that interview has “killed” a part of her—the part afraid of speaking out.</p> <p>CCQ: How does the scene between Starr and Maya aim to explain racism and its impact on people?</p> <p>Though Starr is taken aback by Hailey’s blatant racism, Maya asserts that it is not a new phenomenon. Even small, throwaway comments can be indicative of deeper prejudice, and people of colour should not have to accept casual racism as a “normal” part of life, or minimize their feelings to keep white people comfortable.</p>

Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Written link the wider curriculum	Assessment
<p>Lesson 16: Ain't I a Woman?'</p>	<p>Sojourner Truth, would become one of the most powerful advocates for human rights in the nineteenth century.</p> <p>Sojourner Truth uses Pathos, Logos and Ethos.</p> <p>For example, Ethos- Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me.</p> <p>Pathos-when I could get it – and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief none but Jesus heard me.</p> <p>Logos- Where did your Christ come from? From God and a woman!</p>		<p>Knowledge retrieval:</p> <p>1.An anecdote is used to provide a real-life to illustrate a point.</p> <p>2.Rhetorical questions are used to allow a reader to think about a the views being presented by the writer.</p> <p>3.Repetition is used to empathise the point a writer is trying to make.</p>	<p>Students will look at female speeches in THUG and in Macbeth, Lady Macbeth calling for masculine qualities.</p> <p>Link to Paper 2 Q5 Speech writing</p> <p>Students will have studied oppression in Riots and Rebels</p>	<p>Sojourner Truth conveys her message about gender equality and challenges societal norms through a powerful and impassioned speech that highlights the disparities between men and women.</p> <p>Here are some key points on how she conveys her message:</p> <p>Personal Experience: Sojourner Truth begins by sharing her personal experiences as a woman, emphasizing that she, as a black woman, has not received the privileges or considerations that some men argue women deserve. By drawing attention to her own life and struggles, she humanizes the issue and makes it relatable.</p> <p>Physical Strength and Capability: She challenges the notion of women's physical inferiority by asserting her own strength and abilities. By citing her experiences of plowing, planting, and enduring hardships, she questions the stereotype that women are inherently weak or incapable.</p> <p>Motherhood: Truth appeals to the shared experience of motherhood to argue for women's rights. She underscores the pain and hardship she endured as a mother whose children were sold into slavery. This emotional appeal aims to generate empathy and understanding for the challenges women face.</p> <p>Intellect: Sojourner Truth questions the relevance of intellect (or the argument that women are intellectually inferior) to the discussion about women's rights. She cleverly connects the notion of intellect to the rights of women and African Americans, challenging the audience to reconsider their preconceived ideas.</p> <p>Religious Argument: Truth makes a powerful religious argument by pointing out that the argument against women's rights based on Christ's gender is flawed. She asserts that Christ's connection to women through his birth from a woman undermines the argument that women should be denied equal rights.</p> <p>Equality in Rights: By using the metaphor of the cup and the quart, Sojourner Truth illustrates the simple and straightforward nature of her request for equality. She argues that denying women their rights is mean-spirited, emphasizing the fundamental fairness of equal treatment.</p> <p>Call to Action: Sojourner Truth concludes with a call to action, stating that if the first woman (referring to Eve) was strong enough to turn the world upside down, women working together should be</p>

Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Written link the wider curriculum	Assessment
					<p>able to set things right. This call to action challenges men to reconsider their stance on women's rights and encourages women to unite for change.</p> <p>In summary, Sojourner Truth effectively conveys her message through a combination of personal anecdotes, logical arguments, emotional appeals, and religious references, challenging societal norms and advocating for gender equality.</p>