HOLLISTON Public Schools

Dear Martin and The Hate You Give

Subject Area: ELA	**Course**: 9th Grade English		
Unit Title: Dear Martin or The Hate You give	**Grade(s)**:	**Start**:	**End**:
Unit Summary: In this unit on "The Hate U Give," students will explore themes of systemic racism, police brutality, and social justice.			

Massachusetts Learning Standards

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

4. Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning. (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
6. Analyze a case in which a character’s point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas

7. Analyze a critical response to a work or body of literature (e.g., author documentary, book review); provide a summary of the argument presented and evaluate the strength of the evidence supporting it.

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8. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity

9. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

Transfer (Authentic, relevant application of learning to new situations)

Students will be able to independently use their learning to…

Meaning

Enduring Understandings	Essential Questions
Students will understand that… ● Systemic racism and police brutality impact individuals and communities in various ways. ● Social justice movements can bring about change but require collective action and courage. ● Personal and social identity shapes one's perspective and experiences.	**Students will consider…** 1. How does systemic racism and police brutality impact individuals and communities, and what can be done to address these issues? 2. What are the most effective strategies for promoting social justice and creating positive change in society? 3. How does personal and social identity shape one's perspective and experiences, and how can individuals work to promote inclusivity and respect for diversity? 4. How can storytelling and literature serve as a tool for understanding and promoting social justice issues?

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	5. What role do individuals and communities play in promoting social justice, and what responsibilities do they have to take action and advocate for change?
Acquisition	
Knowledge **Students will know…** ● Students will be able to analyze how systemic racism and police brutality impact individuals and communities. ● Students will be able to evaluate the effectiveness of social justice movements and strategies. ● Students will be able to reflect on their own personal and social identities and how they shape their perspectives and experiences.	**Skills** **Students will be skilled at…** ● To read and interpret a text ● To identify emerging themes ● To draw connections between the work and its cultural and historical context ● To build vocabulary ● To improve reading fluency ● To discuss various aspects of the work (theme, symbolism, characterization, conflict, etc.)