

Utrecht University

The Acculturation of Foreign language Education:
Teaching African American Culture in Secondary Schools

Koen Lijffijt 3870111

Master Thesis

dr. Roselinde Supheert

dr. Deborah Cole

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Abstract

This thesis aims to contribute to the body of work on foreign language education by redesigning a lesson series built around the novel *The Hate U Give* (2017) by Angie Thomas. The original lesson series used Thomas's novel as a starting point to discuss culturally charged topics such as African American history, African American vernacular English, representation, privilege, and the #BlackLivesMatter movement. However, there was no academic foundation for the approach to culture teaching in the foreign language classroom in the original design of this lesson series. Consequently, the current research aimed to redesign and improve the lesson series based on academic research, as well as personal observations made as a result of teaching the material. Academic sources will be discussed that focus on the goals of culture teaching in the foreign language classroom, as well the role of the native culture in this process. Furthermore, six different areas of foreign culture teaching will be discussed and implemented. Ultimately, an improved ten lesson series on African American culture, complete with lesson plans, will be presented in order to be used and build upon by those who are interested in teaching African American culture through Angie Thomas' *The Hate U Give*.

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Introduction

Language is a means to communicate, and communication always has a topic. So, what is the topic with regards to foreign language education? An extensive variety of topics, which could, provocatively, be called nothing. Foreign language education lacks an identifiable core topic. So why is foreign language education not about the culture of the countries in which the target language is spoken and the people who live there? (Kwakernaak, 387)

This is a question I find myself thinking about more and more as I reach the end of the master's program in English Language and Education. Throughout the over three and a half years I have been busy with this program, I have been lucky enough to have been allowed to teach multiple culture centered projects as part of my internships. I was even allowed to design lesson series for two of these projects. At the time I did not think much about the intended goal of these projects. I had always assumed that culture should be an integral part of foreign language education, and that as long as students were learning something new about an English speaking foreign culture, this criteria was being met. However, looking back on these projects I have come to question what the intended goal of students learning about a foreign culture was. I still believe that culture should be the core topic of foreign language education, the thing students and teachers should communicate about in the target language. Yet I am unable to formulate a concrete intended result of the accumulation of cultural knowledge. Since there was little rhyme or reason to the goals of these lesson series of my design, it stands to reason that they could be improved by accruing new academic insight into the goals and strategies of culture teaching. Hence, the goal of the current research is to redesign my previously designed lesson series based on academic sources about teaching culture.

The lessons series the current research will focus on was taught at the fourth year of

the vwo level at a high school in Zeist as part of an internship during the spring of 2018. The lesson series is part of the literature component of the subject English and was designed around Angie Thomas' novel *The Hate U Give* (2017). This novel was selected by the English department of the school on account of it being a contemporary work aimed at young adults that deals with social issues taking place in the United States of America at the time of publication. Since the story partly takes place in a contemporary high-school setting, it was thought that the novel would appeal to the students.

This novel was inspired by the #Blacklivesmatter movement and deals with race and racial bias from an African American perspective. The story is about Starr Carter, a sixteen year old African American girl who lives in a predominantly black neighborhood called Garden Heights. However, she attends a predominantly white private school called Williamson Prep. One night Starr is being driven home from a party by her childhood best friend Khalil when the two are pulled over by a white police officer. During the altercation, Khalil disobeys the officer, gets shot and dies as a result. While Khalil's death becomes a national news story, the media portrays him as a criminal drug dealer and is sympathetic towards the police officer. As the only eyewitness, Starr decides to take a public role in the officer's trial in order to show the public a different side of Khalil. Despite her testimony, a grand jury fails to indict the officer, and Garden Heights breaks out into protests and eventual riots due to the injustice. Throughout this story Starr's school life and her life at home, which she has desperately tried to keep separate, start to intermingle as she struggles with her identity.

Due to the culturally charged nature of Thomas's novel, the lesson series contained as many lessons focused on cultural topics as it contained lessons focused on literary theory. Initially, the topics of these culture lessons were selected to help students' understand the world of Thomas' novel: topics such as African American history and cultural representation

were selected to help students understand the social position the characters find themselves in, as well as their motivations and actions throughout the story. However, the nature of the story also provided opportunity to discuss other culturally significant topics such as dialect speech. This resulted in the decision to move the focus of some of the culture centered lessons beyond the initial goal of helping students understand the novel. In retrospect, this decision led to a haphazard approach to the further development of the cultural component of the project. As previously mentioned, there was no clear intended goal with regards to expanding the cultural component of the project. Additionally, topics were chosen based on what the content of the novel allowed, without any regard for parameters that would make a complete and diverse culture-centered curriculum. Consequently, the current research aimed to examine how I redesigned my lesson series in a way that incorporated foreign culture teaching in a meaningful and coherent manner, making for a more focused and appropriate culture-centered lesson series. In order to properly redesign my lesson series, I examined several academic sources that focus on different ways of foreign culture teaching.

Accordingly, the current research will be structured as follows. Chapter one will be focused on discussing the original lesson series. Subsequently, chapter two will be focused on possible improvements based on my personal experience with teaching the material. Then, in chapter three, the academic sources that are instrumental in redesigning the lesson series will be discussed. Finally, the redesigned lesson series will be discussed in chapter four. Each lesson will be discussed individually by going into details on how academic theory inspired the redesign.

Chapter One

The Hate U Give: A lesson series

The current chapter discusses the original lesson series as it was taught to a fourth year, vwo level class as part of my internship in the spring of 2018 at a high school in Zeist. First, some background information on the inception of the project will be presented. Then, the project's goals set by the school's English department will be discussed. Then, each lesson will be discussed individually in the order in which they were taught. Additionally, a lesson plan for every lesson discussed in the current chapter can be found in appendix one.

The topics that were to be covered in the lesson series were determined by the English department at the school where I interned. In turn, the teachers who were going to teach the project determined how they would cover the material and structure their classes. Since the internship took place during the second half of the school year 2017-2018, I was not part of the meetings in which it was determined which topics would be covered. Moreover, during the first half of the year, a lesson series designed around the novel had already been taught at the havo level. For a chronological representation of the events leading up to the current project, see table one.

Table 1. Chronological presentation of the events leading up to the current research

Point in development cycle	Time
The school's English teachers assemble their lessons for the <i>The Hate U Give</i> project based on the stipulations decided upon collectively by the English department.	August 2017
The school's teachers perform their lessons for the first time at the havo level.	November 2017
I design the first version of my own material, aimed at the vwo level, based on the stipulations set by the school's English department.	May 2018

The school's teachers perform their own lessons for the second time. This time at the vwo level.	
I teach my material for a second time. This time at the havo level. Alterations were made to the first version of the project in order to suit it to havo level.	November 2018
Start of the current redesign project.	September 2019

Consequently, the lesson series that I eventually designed for vwo level continues along the lines set out by the English department. Therefore, it contains elements from the lesson series aimed at havo level, which are in some cases altered to fit vwo level. However, the novel used remained the same. Which elements were appropriated from the earlier lesson series will be made clear throughout this chapter. The lesson series was taught in ten 50 minute classes. Two out of three weekly English classes were dedicated to the project, with the project taking place over the span of five weeks.

The lesson series contained ten lessons with topics relating to both literature and culture. The decision process of what would be covered took place before my internship began. For this decision process, the English department used a shared google docs page in which they would post ideas and sources that could potentially be used for lesson designs. They started out with a list of literature oriented goals based on previous literature projects. Subsequently, culture oriented goals were added based on the ideas and sources that had been posted by the teachers. Ultimately, the English department decided that the following topics should be covered:

- Students know how to look up words with which they are unfamiliar.
- A plot diagram detailing five phases that, according to the teachers, represents the general structure of most stories, namely, exposition, rising action, climax, falling action, resolution.

- Narration and protagonist. The difference between first and third person narration. The difference between a protagonist and a narrator.
- Literary conflict. Different types of literary conflict, such as man against self (internal conflict) and man against an opposing force (external conflict).
- Literary motif. Students understand what a literary motif is and explain the motifs used in *The Hate U Give*.
- Metaphor as a literary device. Students understand what a metaphor is and can explain some metaphors used in the story.
- Literary mood. Students understand how a mood can be conveyed through text by choice of words.
- Literary theme. Students can explain what a theme is and describe the main theme of *The Hate U Give*.
- General aspects of the novel. Students can describe different elements of the story such as its characters, the setting, and the main conflict.
- Students can explain the title of the work.
- Social context. The social and historical context of what it means to be African American in the current day.
- Privilege. As one of the central topics of the novel, covering privilege would lead to a better understanding of the story while simultaneously addressing an important social topic.
- Representation and stereotyping. Similar to privilege, representation is one of the central topics of the novel. Consequently, the novel provides an opportunity to discuss this social issue in class.

Since the school does not work with a teaching method for the literature component of the English program, I was allowed to use the power point slides of another teacher as an

example to work from. However, I was also encouraged to find and use my own sources when covering these topics. This resulted in ten lessons organized by topic (see appendix 1). The content of these lessons will be discussed in the order they were taught.

The first lesson partly served as a general introduction to the lesson series as a whole. Accordingly, it contained general information about both the novel and the author. However, the majority of the lesson was dedicated to African American historical figures. This is part of the social context requirement set by the English department. The decision to make this the first topic in the lesson series was based on the novel itself. Martin Luther King junior (MLK), Malcolm X, and the political organization the Black Panthers are all mentioned in the first chapters of the novel as part of the description of the Carter household. Since students would encounter these names early on in their reading experience – they were supposed to have read three chapters before the first lesson took place – it made sense that these historical figures would be among the first things to be discussed. For the first lesson the choice was made to mainly focus on MLK with very little information on Malcolm X and The Black Panthers. I changed this by including historical facts about Malcolm X's life and directly juxtaposing these facts with similar aspects of MLK's life. Additionally, a YouTube video¹ of Malcolm X explaining why he took the moniker 'X' was added to the lesson, since it seemed reasonable that students would wonder why his last name would be a single letter. I decided to use the video, as it showed the historical figure in action and provided an opportunity for students to engage with spoken English coming from a native speaker. The lesson was designed to conclude with multiple content questions about the first chapters of the novel to check student comprehension. However, when teaching the lesson, there was not enough time to have students engage with these questions.

¹ <https://www.youtube.com/watch?v=SldZ-r5pHfA>

The second lesson was focused on the social context of the novel. The lesson started off with authorial intent, since it was part of the author's aim to provide an African American perspective on social issues such as police violence in America. Subsequently, a graph showing poverty rates by race and ethnicity in the USA was shown in order to start an activity in which students discuss why poverty rates among African and Hispanic Americans are disproportionately higher when compared to other ethnicities. This segued to a presentation on the social context of the novel. In the lesson aimed at the havo level, only the colonial era, the Atlantic slave trade, the civil rights movement of the 1950s and 60s, and the #Blacklivesmatter movement were discussed. I decided to change this, since I considered the goal of discussing the social context to be connecting the past to the situation in which the book was written and released. The original lesson discussed the 1960s, and then 2010s. I added information about the crack epidemic of the 1980s and the American government's response with the war on drugs, which was racially biased against African Americans. Additionally, since police violence against African Americans is one of the major topics of the novel, the Rodney King arrest and trial, as well as the subsequent riots in Los Angeles, were discussed in class. Video clips of both the arrest and the riots were shown in class.² Apart from legitimizing one of the themes of the novel, the events surrounding Rodney King also tied into discussing the #Blacklivesmatter movement as it shows that the issues the movement is trying to raise awareness for have been part of American culture since at least the 1990s. The lesson ended with discussion questions related to a police incident in the novel. Students are asked to relate this incident to themselves.

Since spring break took place after lesson two, lesson three started with a refresher exercise on the social context of the novel. Subsequently, students were taught how to

² <https://www.youtube.com/watch?v=x0ZyGclmCHY> ; <https://www.youtube.com/watch?v=l1kaoPIrtts>

look up words they are unfamiliar with. This topic was explicitly addressed during class, as slang is used throughout the novel. However, I expanded upon this subject in order to address a culture related topic: dialects. Elements of African American Vernacular English (AAVE) appear throughout the novel, and therefore made for a good topic to be discussed in class. The lesson started with some examples of AAVE taken from the novel. The examples were explained to be AAVE, and were used to introduce the topic of dialects. The concept of dialect was explained by discussing Brabants, a regional dialect of the Dutch language. Brabants was chosen because it was assumed that students would at the very least be aware of its existence. From Brabants, the lesson then returned to the topic of AAVE; its origin and non-regional status are discussed. Subsequently, some features of AAVE were discussed, such as the pronunciation of certain words, the use of negative concord, and the lack of use of the genitive –'s. After discussing some features, the focus shifted to the cultural implications of dialects by addressing the status of AAVE. This was then connected to *The Hate U Give* by showing examples of the main character being cognizant of her use of dialect in specific situations. Finally, the lesson addressed how speaking AAVE can serve as a language barrier in the education system. This too is related to the novel, since the main character perceives her school environment as a different world where she presents a different version of herself. A video was used for this part of the novel³, that shows how a Los Angeles school approaches AAVE as the first language of their students, and teaches the General American variety of English as if it was a second language. The lesson concluded with an activity in groups that engages students with AAVE. The activity had students watching a video of an AAVE speaker using the dialect. The goal was for students to identify six different elements of his/her

³ <https://www.youtube.com/watch?v=xX1-FgkfWo8&list=PLyzINmAlk1EuMSMf3U0iYMPAvLHLUFkBW&index=9>

speech that can be considered aspects of AAVE. Six different videos were used for this exercise, one for each group of students. Although this exercise is not directly related to the novel, the circumstances made for an opportunity to engage students with dialectal English. Dutch education tends to focus on standard forms of English. In this light, engaging students with AAVE also made for an opportunity to go beyond the standard forms of English, thus widening students' perspective on what constitutes the English language.

Lesson four dealt with the topic of literary conflict. Throughout the lesson, different types of literary conflict were introduced. This resulted in an assignment where students worked in groups to identify the main conflict of *The Hate U Give*, as well as describe how different characters are related to this conflict. As the final activity of the lesson, the assignment was checked in the form of a group discussion where students present their answers. As part of this process, the teacher emphasized that the main character of the story is part of multiple conflicts as a result of being trapped between cultures. I designed this entire lesson myself, based on the requirements stated by the English department. Although reference is made to several pop culture movies in order to illustrate different types of literary conflicts, the lesson was not designed around a particular cultural topic.

Similar to lesson four, lesson five was not focused on a specific cultural topic. Instead, it covered the setting of the novel and its important characters. The theory introduced in this lesson was focused on different strategies of characterization, as well as the distinction between direct and indirect characterization.

The sixth lesson of the lesson series was focused on the concept of privilege. The entire design of this lesson was taken from the lesson designed for the havo level. The only addition was a personal story about type one diabetes, used to introduce the concept of privilege. The reason the original lesson was not adapted to fit the vwo level is that the

assignment central to its design turned out to be too challenging for the havo level. This assignment was built around a list of privilege statements which was found on the internet and partly edited⁴. Students were asked to fill in their responses to the statements individually. Afterwards, students shared and compared their answers with the person sitting next to them. Ten minutes later, students were allowed to share their answers with the rest of the students in the class. Since the statements deal with different types of privileges based on race, gender, being able bodied etc., students explored their own privileges by comparing them with each other. The lesson was concluded by an assignment in which students needed to connect the concept of privilege to four different characters in *The Hate U Give*.

Lesson seven of the project was light on content compared to the other classes. This is because I had the students fill out a questionnaire on my performance as a teacher as part of my university program⁵. The remainder of the lesson was dedicated to discussing the concepts of literary motif, metaphor as literary device, and the use of mood in literature. All three of these topics came with an assignment asking students to apply them to *The Hate U Give*.

The eighth lesson was focused on point of view and representation. Similar to lesson six, the entirety of this lesson was taken from the earlier design aimed at the havo level. The lesson started with the difference between the narrator and the protagonist of a story. Since the main character of *The Hate U Give* is an African American female, the information about narrator and protagonist was used as a starting point for the main focus of the lesson: representation. Students were asked to watch a video on subconscious racial bias⁶ in order to determine its message. The video was then discussed with the class.

⁴ Source is unknown. The list was not designed by me. Although the assignment is still in my possession, it does not contain any reference to a possible source.

⁵ Vragenlijst Interpersoonlijk Leraarsgedrag (VIL)

⁶ <https://www.youtube.com/watch?v=nFbvBJULVnc>

Subsequently, students were asked to watch a video in which young African American women are asked to define themselves⁷. Students were asked to pay attention to the beauty standards mentioned by the girls in the video. Since the girls in the video explicitly mention having a light skin tone as a form of beauty, this idea was addressed by showing pictures of both light and dark skin barbie dolls with the question: “which do you see more often?”. After this, another activity was introduced: students were shown two pictures and asked to determine differences between the two. One picture was of the Dutch cabinet Rutte three, while the other picture was of the 29th Canadian cabinet. The difference between the two cabinets is in representation of minority groups. After these exercises, students were asked to both define representation, and explain why it is important. The lesson then moved on by focusing on misrepresentation in the form of stereotyping. A video was shown about a common African American female stereotype: the sapphire. The lesson was concluded with an assignment that connects the concept of representation to *The Hate U Give* through discussion questions.

Finally, lessons nine and ten both dealt with topics relating to literary theory. Lesson nine was focused on the five phases that comprise the plot diagram, five identifiable phases that generally every plot goes through, while lesson ten dealt with the themes of *The Hate U Give*. The rest of lesson ten was comprised of a summary in preparation for the test; it recapped the different topics discussed throughout the lesson series. Since both lessons were focused on applying literary theory to *The Hate U Give*, neither had a strong focus on culture or culture related topics.

⁷ <https://www.youtube.com/watch?v=YWyl77Yh1Gg>

Chapter Two

The Good and Bad of the Original Lesson Series

Before any academic research is discussed that could potentially improve the original lesson series, it is important to discuss my experiences with teaching the material. Putting the design of the original lessons into practice has revealed some shortcomings that are not related to its cultural content, but that need to be improved regardless. Consequently, this is what will be discussed in the current chapter.

Teaching the lesson series to a vwo-class was a positive experience. The students were very enthusiastic and even applauded at the end of the final lesson. However, in retrospect it is clear that the class also showed great patience with regards to the structure of individual lessons. This became even more clear when the same lesson series was taught a year later to a 4 havo-class. These students did not have the same patience, and adjustments to the program often needed to be made during the teaching of classes because the students were assigned a role that was too passive. This holds particularly true for the first two classes of the project. These classes form a general introduction and cover the topics of African American historical figures, as well as the historical context for the setting of the novel and the black lives matter movement. The majority of both of the lessons consisted of the teacher giving instruction on the respective topics. The design for the lesson on the historical context featured activities for the students. However, these were never performed in class, since there was no time left after the lecture. During the class on historical figures, there was time to perform all the activities that were designed beforehand. However, the assignment of the lesson has very little to do with the instruction. Instead of covering the topics of the lecture, the civil-rights movement, the Rodney King trial, and the #BlackLivesMatter movement, the assignment features content questions based on the first three chapters of the novel. Although students were asked to

get the novel at the school library and read the first three chapters before the first lesson took place, very few had actually started reading the novel. As a result, when redesigning these lessons, it makes sense to establish a stronger connection between the lesson activities in order for the individual lessons to form a more unified whole. Furthermore, more lesson time needs to be dedicated to actively engaging students with lesson materials instead of lecturing them.

Additionally, changes to content of the first two lessons of the series are necessary in order to better achieve the intended goal of these lessons. An attempt was made at providing historical context for the #BlackLivesMatter movement by discussing specific moments in history. The following historic events were selected: The Atlanta slave-trade and its abolishment, the civil-rights movement of the 1960s and its leaders, and finally the 1980s war on drugs and the Rodney King trial that took place in the 1990s. However, by mainly focusing on big moments of change, that is the abolishment of slavery and later segregation, the struggle that led to these achievements as well as the pushback that resulted because of them, is misrepresented which may lead students to believe that the BlackLivesMatter movement is unnecessary. Consequently, in order to provide a more complete historical context through which the BlackLivesMatter movement is to be understood, the historical component of the lesson series should not just consist of important watershed moments, but should also include the conditions that led to these moments of change, as well as the pushback that resulted because of them.

Another aspect of the lesson series that came into focus through teaching it is a divide between culture focused classes, and classes that focus on literary theory. Although some of the lessons focused on literary theory make for a concise whole, such as the class on the plot diagram, there is one class, lesson seven, that was constructed out of topics that did not fit anywhere else in the series. This lesson focused on motif, metaphor, and mood,

three different topics that share little connection. Although covering motif and metaphor was no problem for the students, mood proved to be difficult. Students had no problem understanding the concept, but found it difficult to point out markers of mood in a piece of text. As a result, the teaching staff decided not to cover the topic on the test. Although the concept of a metaphor was much easier to understand, it turned out that there was almost no use of metaphors throughout *THUG*. The instances of metaphor that did appear in the novel were used during class in order to explain the concept. As a result, the teaching staff used an excerpt from the lyrics of a Tupac rap song to cover the concept on the test. Based on these experiences, the concept of mood should be scrapped as a topic. Additionally, the topic of metaphor does not need to be represented to the extent that it was in the original lesson series. It can easily be covered as part of the general introduction to the lesson series when discussing the author's influences. Finally, the topic of literary motif posed no problems and was adequately represented in the original lesson series. The motifs present in *THUG* match a lot of discussion points about African American culture elsewhere in the lesson series, so it can easily be integrated.

Finally, in retrospect, a majority of the tenth lesson of the series is an inefficient use of classroom time. Over half of the time of this lesson is spent on a summary of the previous nine classes. Although this took the form of a teacher-guided, structured dialogue, it resulted in the teacher spending nearly an entire class presenting a summary of what to study for the test. This should not be necessary as students should have been paying attention during the other classes of the series. Additionally, it would have been much more effective if students had actively engaged with the material. Consequently, the summary activity is both very time-consuming and ineffective. Ideally, a redesign of this lesson would include an activity that is focused on students actively practicing what they have learned over the previous nine lessons. This way, students will still get to review the

content in class and have an opportunity to ask questions if they encounter anything that is unclear to them. Yet, this activity would not have to comprise the majority of an entire lesson, and this class time can instead be used to focus on other content.

In summary, teaching the original lesson series resulted in greater insights to its design flaws. A majority of the lessons would benefit from an increase in time spent on actively engaging students, while significantly decreasing the time spent on lectures. The different activities that compose a lesson should be related and form a unified whole: students activities should relate to lectures, and if a lesson covers multiple topics these topics should be related. Additionally, the time spent on the topic of metaphor can be decreased and the topic of literary mood can be discarded entirely. Finally, significantly less time of the final lesson of the series should be spend on summarizing the previous classes and discussing what to study for the test.

Chapter Three

Theoretical Overview

Now that the original lesson series has been discussed, along with several improvements based on experience with teaching the material, it is important to examine academic research that will help improve the lesson series. Since the aim of this project is improving ways to offer cultural content to students, no sources on lesson design will be discussed. Rather, the focus will solely be on sources that provide greater insight into the goals of culture learning, as well as the different dimensions of culture learning, and different tools and strategies to structure that learning. First, the learning context will be defined. Then, the desired learning outcome of foreign culture learning will be discussed. This will lead into a discussion about the role of the native culture with regards to foreign culture learning, as well as different strategies through which native and foreign culture can be compared. Finally, based on R. Michael Paige et al., six different areas of culture learning will be distinguished. Although most of these areas are already covered in the original lesson series, a discussion will take place about how all of these areas can be incorporated into the curriculum.

Before an overview of the different perspectives on culture learning can be presented, it is important to define the teaching context in which the foreign culture learning will be taking place. In “Extending ‘communicative’ Concepts in the Second Language Curriculum”, Muriel Saville-Troike distinguishes three types of non-native language learning: “it is important [...] to make a distinction among second language learning, foreign language learning, and auxiliary language learning in relation to contexts and motivation for acquisition, as well as to speech community” (5). She defines foreign language learning as taking place in the context of the native culture, with little opportunity to interact with members of the speech community that speaks the foreign

language natively, as well as little opportunity or need to become part of that speech community (6). Conversely, second language learning is defined as taking place within the speech community of those who speak the language natively. Meaning, the language is acquired through acculturation: second culture learning and adaptation (6). Additionally, in this context “it is useful to distinguish between participating in a speech community and being a member of it; speaking the same language is sufficient for some degree of participation, but not for full membership” (6). Finally, auxiliary language learning takes place in a context where the language is needed for political or technological purposes (6). Saville-Troike presents areas of Africa and India as examples where “English or French is required as an official language of government, or where access to current technological development and interaction with peers in other countries requires knowledge of a common linguistic code” (6). In these situations no membership or participation in a speech community that speaks the language natively is required.

Distinguishing between different types of language learning is necessary, because, as Saville-Troike explains, “within the definition of communicative competence [...], the content of what a speaker needs to know depends on the social context in which he or she is using the language” (6). She goes on to state that, “from this perspective, native language norms in many cases may constitute an inappropriate target for instruction or assessment, even though these are often considered the ultimate goal of communicative approaches” (6-7). Saville-Troike holds similar beliefs in relation to non-native cultural knowledge: “what aspects of culture need to be, can be, or should be, taught in conjunction with a second, foreign, or auxiliary language again depend on the social context in which that language is being learned and in which it will be used” (15). With regard to the Netherlands, the English language is learned within the context of students’ native culture. Although schools may offer opportunity for interaction with members of

the speech community through exchange programs or teachers who are native speakers, these are not experiences that schools are required to provide. Additionally, English is not taught because it is necessary for political or technological purposes within the Netherlands. While these may be added benefits on an international scale, they are not the main purpose of English language education. Thus, based on Saville-Troike's definition, students within the Dutch educational system are studying English as a foreign language. Consequently, the cultural content covered in class should be in accordance with that particular learning situation.

With the learning situation established, it is important to discuss the goals of culture learning. With "Culture Learning in Language Education: A Review of the Literature", Paige et al. examined research literature on the subject of culture learning in language education programs. They reference Bennet (1993) when stating the main goal of culture learning: "the overall goal for the learner is to progress toward the development of intercultural competence by addressing the affective component of such a competence" (179-80). In order to fully understand this goal, a definition of intercultural competence is required. In "Developing Intercultural Competence in the Language Classroom", Bennett et al. define intercultural competence as follows: "Intercultural competence refers to the general ability to transcend ethnocentrism, appreciate other cultures, and generate appropriate behavior in one or more different cultures" (237). This definition provides a very general idea as to what intercultural competence is. However, Paige et al. aim to specifically address the affective component of this competence. They paraphrase and cite Jurasek (1995) who suggests that "such an outcome has two general facets: (1) consciousness raising in regard to perception and perspective, and (2) 'an ever-increasing ability to recognize at least in a limited way what things might look like from the viewpoint of members of another culture'" (p. 228). Therefore, the goal of progressing

students towards intercultural competence goes beyond them appreciating a foreign culture and being able to perform appropriate behavior within the context of a foreign culture. It also means making students cognizant of the fact that one's worldview is at least partially constructed through his or her culture.

If making students aware of how their native culture influences their worldview is taken to be one of the main goals of foreign culture teaching, teaching content can no longer be focused on just the target culture. Instead, in order to come to greater understanding about a foreign culture, it might be necessary for students to first come to greater understanding about their native culture. In "A Linguistic Anthropological Perspective on Language and Culture in the Second Language Curriculum", Jill Brody states that "Fundamental knowledge about the world is highly culture-specific, including such basic factors as what constitutes physical space, temporal existence and social domains, and how they are organized [...] what is known at the level of assumptions for native culture may have to be made explicit in order to be taught in the second language classroom" (45). This idea of making cultural assumptions explicit carries a lot of importance when considering what Claire Kramsch articulates about the nature of culture: "culture is a social symbolic construct, the product of self and other perceptions" ("Teaching Language Along", 24). According to Kramsch, cultures do not only have embedded in them a perception of themselves, they also carry perceptions of other cultures. If these perceptions of other cultures are anchored in knowledge and assumptions that are implicitly part of the native culture, addressing these assumptions could provide students with greater understanding of their own culture as well as a less biased perspective on a given foreign culture. Consequently, a better understanding of one's native culture could facilitate foreign culture learning. Therefore, in order to make students more aware of their own cultural perspective, it is imperative to include the

Dutch culture as a teaching topic in a redesign of the current lesson series.

With the native culture established as an essential aspect of foreign culture teaching, it is important to discuss how this topic should be integrated into the curriculum. More insight is provided by Melina Porto and Michael Byram, who have designed a model of cultural understanding that puts an emphasis on perception (*New Perspectives on*, 19).

Porto and Byram reference Kramersch, when explaining the importance of perception:

“cultural understanding is a process centered not so much on the discovery of the factual and objective characteristics of another culture but rather on the exploration of how other cultures relate to one’s own” (19). The model goes beyond how an individual perceives a foreign culture by also including the perceptions that individuals have of themselves, their own culture, and of others belonging to a foreign culture. This results in six different levels (see appendix 3), ranging from level zero, at which students “may fail to perceive cultural matters” (21), to level five, at which students are aware of how their native cultural behaviors are seen by members of the target foreign culture (25). However, most important about the model, is that the levels are not to be seen as a linear trajectory; one does not go through the model step by step, mastering one level and moving on to the next. Instead, level one, “the perception of cultural differences through comparison, confrontation and contrast” (22), is seen as the most important because it “works as a bridge for the other stages in the model (levels 2, 3, 4 and 5)” (22). Consequently, Porto and Byram view awareness of cultural differences, and the ability to compare another culture with your own, as the most important step to further cultural learning. Therefore, in the context of redesigning the current lesson series, having students become more aware of the Dutch culture, and having them compare it with the target culture, should take place early on in the project. Ideally, it should be the first activity students engage with.

Furthermore, a tool that may prove to be useful when designing a lesson around cultural comparison, is the Hofstede model of national culture. In “Theoretical Foundations of Intercultural Training and Applications to the Teaching of Culture”, Smith et al. discuss Hofstede’s model, among other models, as a tool that can be used by the intercultural communication educator for analysis of what one discovers about a cultural other (104). Similar to Brody, and Kramsch, Smith et al. assume that people from different cultures will have some differences in their basic assumptions about the world, their role perceptions, institutions, and underlying value systems (94). Consequently, they see models such as that of Hofstede as useful because “they can [...] reveal a tremendous amount about the motivations, perceptions, and world views of culturally different individuals” (103). The model itself consists of six dimensions of national culture: power distance, individualism-collectivism, masculinity versus femininity, uncertainty avoidance, long term orientation versus short term normative orientation, and indulgence versus restraint (*Hofstede Insights*, “National Culture”). In his research, Hofstede has assigned numerous countries a numerical value for each of these dimensions. For example, a high numerical value for the individualism-collectivism dimension indicates an individualistic society, while a low value indicates a collectivist society. As a result, countries can be easily compared with regards to these dimensions. Moreover, the results of Hofstede’s research are easily accessible to students through the internet site www.hofstede-insights.com. Although use of models like that of Hofstede has been criticized on account of reducing culture to a “rather static set of variables” (Cronen et al. in Smith et al., 103), Smith et al. emphasize that they serve as a “a place to begin in defining culture patterns that impact communication” (103). Additionally, Smith et al. advocate for “providing learners with a careful balance between culture-general frameworks [such as Hofstede’s model] and culture-specific information” (104). This

makes Hofstede's model a serviceable tool to be used by students in order to compare Dutch and American culture. As discussed earlier, the comparison activity should preferably take place early in the project. In this phase, Hofstede's model can serve as a culture general framework by defining the vague concept of culture along six different, clearly defined dimensions that provide students grip on the subject matter and allow for an easy comparison between cultures. Subsequently, the remaining lessons of the series can be used to familiarize students with culture specific information that complements the abstract picture that Hofstede's model provides by providing a more detailed and complex account of culture.

Although Hofstede's model is a useful starting point for comparing cultures, the model is limited to only comparing national cultures. Since the lesson series is specifically focused on the African American subculture, another method will have to be used to provide students insight into how this subculture operates within its subsuming national culture. In "A Linguistic Anthropological Perspective on Language and Culture in the Second Language Curriculum", Jill Brody discusses the examination of cultural themes through the analyses of culturally significant words (43). Brody illustrates this strategy through anthropological research done by Agar in which he "identifies key cultural terms as rich points in a language, where cultural meaning is attached in a particularly dense fashion" (43). Analysis of such points reveals "a core view of things that ramify into most of the details of everyday life" (Agar, cited in Brody, 43). This strategy can be used to build on knowledge acquired through Hofstede's model, by comparing American national culture to African American culture as portrayed in *The Hate U Give*. On the Hofstede Insights site, the United States is referred to as "one of the most individualist countries in the world" (*Hofstede Insights*, "Country Comparison"). With regards to the comparison tool, the country scores a 91 out of 100 on the individualism dimension. Yet, two of the

themes of *The Hate U Give* are systemic racism and black identity, two issues that focus on group identity rather than individual identity. Throughout the novel, both of these themes show how the idea of individualism functions differently if society views the individual as belonging to a specific subculture. Consequently, the strategy of examining cultural themes can be used to have students connect Hofstede's model to *The Hate U Give* in order to refine assumptions about national culture with regards to a specific subculture.

Finally, it is important to discuss different aspects of culture learning in order to offer a program that is as complete as possible. In their model for culture learning, Paige et al. distinguish six different areas. These areas are based on a division between culture teaching in a general sense and culture teaching aimed at a given specific culture. In this dichotomy, culture-general content is defined as "knowledge and skills that are more generalizable in nature and transferable across cultures" (178) and refers to teaching focused on intercultural communication and an ethnorelative attitude. Meanwhile, culture specific content is defined as "the acquisition of knowledge and skills relevant to a given target culture" (178), and refers to teaching focused on culturally appropriate daily behavior and a positive attitude specifically towards the given culture. Aside from this dichotomy, Paige et al. also recognize three different domains of learning based on Bloom (1964): affective learning, behavioral learning, and cognitive learning. Paige et al. translate these domains to three distinct areas of culture learning: attitudes, behaviors, and knowledge (179). Subsequently, Paige et al. combine the distinction between attitudes, behaviors, and knowledge with their division between a culture-specific and culture general focus to create six areas of culture learning. In order to present a culture curriculum that is as complete as possible, all six areas would need to be represented in some form. Each area will now be discussed individually.

The first area, culture-general knowledge, deals with topics such as intercultural development, cultural identity, and cultural marginality. Although cultural identity and cultural marginality are certainly topics covered in the original lesson series, they were solely focused on the target culture, and not discussed from a culture-general perspective. In order to properly discuss these topics from an intercultural perspective, it would make sense to compare two cultures in order to determine how their cultural identities differ and how this came to be. As discussed earlier, it is important to involve students' native culture in foreign culture teaching as this could facilitate learning. In this light, it would make sense for a redesign of the lesson series to include either a lesson or an activity that compares the common characteristics of American and Dutch cultures in order to properly establish the cultural identity of both.

The second area, culture specific knowledge, deals with both little c and big C target culture knowledge. In the context of the current project, this means knowledge about African American history, as well as cultural products such as literature, music, art, and African American specific communication styles and cultural norms. Consequently, the original lesson series already covers this area extensively. Of course, the novel *The Hate U Give* is an African American cultural product itself. Additionally, there are lessons in the original lesson series dedicated to African American history as well as to specific historical figures. Moreover, the aspect of little c culture is covered through a lesson on the topic of African American vernacular English. Hence, no new content is necessary to specifically represent this area of the model by Paige et al.. Instead, the existing lessons will be modified based on the problems discussed in the previous chapter.

The third area, culture-general behavior, deals with skills such as cultural adaptability and intercultural perspective taking. This is present in the original lesson series through lesson eight, as it is centered around point of view and representation. In this lesson

students explore beauty standards for black women, as well as misrepresentation in media through black women stereotypes. By strongly focusing on these topics students become aware of how the black female perspective might differ from their own. By having students analyze different cultural artifacts from a perspective with which they are likely unfamiliar, students practice their perspective taking skills. Consequently, no new content is necessary to properly cover the area of culture-general behavior.

Unfortunately, the fourth area, culture specific behavior, will not be covered in a redesign of the lesson series. Culture specific behavior deals with little c culture-appropriate behavior, as well as big C culturally-appropriate contextual behavior. As a result, it is the most difficult area to realize within the constraints of the classroom. Brody has suggested that this can be realized by introducing someone who is native to the target culture into the classroom as a guest speaker (*A Linguistic Anthropological*, 47).

Although this solution certainly holds merit, it is nearly impossible to realize in the context of the current lesson series. It might prove difficult to find someone native to the African American subculture within the Netherlands. The alternative is to have the regular teacher teach about this subject. Yet, this area is concerned with skills with which the teacher has no practical experience. As such, teaching culture specific skills is not feasible. Although this may seem problematic, it was stated earlier that students are studying English as a foreign language. Consequently, the skill to perform culturally appropriate behavior within the context of a subculture is not very likely to be utilized and can therefore be seen as beyond what students need to learn for their foreign language class.

The fifth area, culture-general attitudes, deals with students' attitudes towards the culture learning process, and fostering an ethnorelative attitude towards cultural differences. This area is not covered in the original lesson series, therefore a new lesson or

activity will have to be devised. Yet, this is a difficult dimension to cover since, unlike knowledge and skills, attitudes cannot be taught directly. Additionally, the open-ended nature of the concept of culture in a general sense makes it difficult to focus on something specific. Yet, research has been done on what determines students' attitude to what they are supposed to be learning. Miriam J. Knoef covers the findings of multiple studies done on what determines student's attitudes towards learning science ("Attending to the", 20). She defines two components that influence attitude: motivation and value (20-21). Motivation is seen as students' interest and enjoyment, and is greater when school work includes opportunities for experimentation and investigation (20). Value on the other hand, is about how relevant the subject is to students' everyday life (21). It can be positively affected by making a connection between the subject matter and real life. Therefore, it is important to connect culture learning to students' everyday life. As a lesson, or activity, dedicated to covering the area of cultural-general attitude would need to meet the components described by Knoef in order to be compelling, it is likely that a comparison between African American and Dutch culture of some kind would need to be made.

Finally, the sixth area, culture specific attitude, deals with students' attitude towards a specific culture, as well as individuals belonging to that culture. Similar to area five, this area also deals with students' attitudes, therefore Knoef's components, discussed above, hold true here as well. However, unlike area five, area six is present in the original lesson series. Namely, lesson six deals with the concept of privilege. The main activity of this lesson is designed to have students become aware of their own privileges, and subsequently compare this to the characters in *The Hate U Give*. Consequently, the introspective nature of the design meets both of Knoef's criteria.

In summary, the research discussed above will have significant impact on the redesign

of the lesson series. Most importantly, through the literature a new, additional, culture learning goal has been established: making students aware of how their worldview is partially constructed through their native culture. In order to realize this goal a new lesson needs to be designed in which American and Dutch culture are compared. This lesson needs to take place as early in the lesson series as possible and will make use of Hofstede's model of national culture. Additionally, since the series is focused on a subculture, an additional step will need to be made by comparing the African American subculture and the American national culture. This will be done by adopting the strategy of examining cultural themes and applying it to a modified version of the lesson on literary motif and theme so that it includes a comparison between the themes of *The Hate U Give* and what students have learned about American national culture. Moreover, a revised version of the lesson series will aim to cover all the cultural dimensions described by Paige et al.. Although most of these dimension were already present in the original series, a completely new lesson will need to be designed to cover the dimension of culture-general attitude. This lesson will attempt to make a connection between the series' subject matter and the students' everyday life by drawing a comparison between African American and Dutch culture. Finally, one dimension described by Paige et al., will not be covered, culture specific behavior, as it was deemed to be beyond what students need to learn as part of their foreign language class.

Chapter Four

Redesigning the lesson series

Since the original lesson series has now been covered and an academic framework has been established, it is time to redesign the lesson series with the new perspectives on culture teaching in mind. Accordingly, the aim of this chapter is to redesign the original lesson series built around *The Hate U Give*. The lesson series will be improved based on the personal experience discussed in chapter two, as well as the academic sources discussed in chapter three. However, instead of discussing the changes based on how they came to be, changes will be discussed per lesson. This chapter will discuss each lesson of the redesigned series in the order in which they are designed to be taught. Furthermore, for the sake of a more complete picture, a lesson plan for every redesigned lesson can be found in appendix two.

The first lesson of the revised series is a completely new design focused on a comparison between the students' national culture, the Dutch culture, and the culture of the United States of America. The cultural component of the original lesson series was entirely focused on African American culture. However, since this is a sub-culture, it makes sense to first study the culture around it in order to have some understanding of the context in which African-American culture takes place. Yet, this lesson goes beyond just American culture by drawing a deliberate comparison with Dutch culture. This choice is based on the desire to cover the culture-general knowledge dimension of the model of culture learning by Paige et al.. Focusing on these topics allows for students to become aware of how cultural background can strongly influence views on a given topic. Additionally, as discussed in chapter 3, Porto and Byram see the perception and identification of cultural differences as the first step in their model of cultural understanding. Since this step is absolutely necessary in order to access higher levels of

cultural understanding, focusing on cultural differences early on in the lesson series is paramount. Hence the choice to make this the topic of the first lesson. With regards to the approach of this topic, the choice was made to focus on the Hofstede Insights model of cultural variability. Smith et al. explicitly reference this model when discussing useful models for use in an educational setting (103). Although the model by Hofstede Insights is focused on culture influences in the workplace, the model does provide six different dimensions on which national cultures can be compared. The main activity of the lesson is built around having students explore the model by having them compare cultures. At first, students are allowed to freely compare cultures of their choice, later on they are asked to specifically compare the Netherlands and the USA. By having students interact directly with the model, students have an active role in discovering cultural differences instead of passively being told what these differences are by the teacher. The use of the Hofstede Insights website means students engage with unedited English text that may prove to be challenging. Therefore, a lot of lesson time is allotted to the activity and the teacher explicitly encourages the use of a digital dictionary while working with the website.

The second and third lessons of the revised series deal with African American history, and are based on the first two lessons of the original lesson series. In the original design, one of these lessons dealt with important African American historical figures, while the other focused on the historical and social background of *The Hate U Give*. As discussed in chapter two, these lessons were designed to provide context for the #BlackLivesMatter movement by discussing specific moments in history. Yet, both designs were unsatisfactory in execution and content. In order to provide proper context for the #BlackLivesMatter movement, African American history is discussed over the span of two lessons in the redesigned series. In lesson two, students learn about the end of the slave trade and the problems African Americans faced in the period up till the 1960s.

Lesson three deals with the civil-rights movement and its leaders, as well as with problems the African American community faced after this period.

The main activity of lesson two is designed according to the jigsaw strategy (*Facing History and Ourselves*). This means that students work in groups, and every group researches a different topic. Once research is completed, students form new groups in such a way that each new group contains at least one member of the previous groups. In these new groups students take turns and share their research. In this case, each group researches a specific historic event of organized white violence against African Americans and destruction of African American property from between 1865 and 1960. These events illustrate that the end of slavery did not mean the end of racism, but rather that the oppression of African Americans took new forms.

Lesson three is designed around the civil-rights era, its leaders, and forms of oppression in the decades after the civil-rights era. Like before, the civil-rights era is discussed through the use of a direct instruction. However, instead of discussing events by the decade in which they took place, a selection of societal practices that disproportionately affected African Americans was made. These topics are the racial wealth gap and police brutality. Each topic is represented by a worksheet. Students work in pairs, each covering one worksheet and then exchanging what they have learned. The content of this lesson illustrates that equality was not achieved with the end of segregation, but rather that societal practices that disproportionately affect African Americans remained. Thus, once the #BlackLivesMatter movement is discussed in class, students will have a better understanding of how the present connects to the past. By strongly focusing on African American history, both lesson two and three cover the culture specific knowledge dimension of the model of culture learning by Paige et al..

Lesson four deals with the three elements that comprise the exposition section of the

plot diagram: setting, characters, and conflict. As such, it is an amalgamation of lessons four and five of the original series. Both of these lessons featured extensive instructions that make use of multiple examples taken from media other than *The Hate U Give*. By reducing the amount of instruction time for each topic, as well as removing some examples, the three topics can be covered in one class. This emphasizes how these three elements come together to form the exposition. Additionally, it makes it possible to design activities in which students are required to combine their knowledge of *THUG* on these different topics. The choice was made to have these topics be the focus of the fourth lesson in the series because their nature requires them to be established early on in the novel. Consequently, discussing them while the students are still in the first half of the book assures that students understand the core components of the story. This may prevent confusion further in the reading process. Additionally, with the first three lessons of the series centered on culture and history, focusing on the literary component of the series makes for a change of pace.

Lesson five is a redesign of the class focused on African American vernacular English. As discussed in chapter two, the original lesson design had a lot of problems; specifically, the instruction section was too long and covered too many different topics. Consequently, there was little time for students to perform the main activity of the lesson, which had them engaging with the AAVE dialect. Initially, an obvious solution to this problem seemed to be reducing instruction time by cutting several topics that were less relevant to *THUG*. However, in practice, this meant cutting a general introduction to what dialects are. This seemed unwise, as the students had had very little experience in working with dialectal speech. Ultimately, a different solution was found: in the redesigned lesson, parts of the instruction covering the features of AAVE have been allocated to a worksheet that students will use during the activity. As a result, all the topics covered in the original

lesson, are still present. However, instruction time has been shortened, allowing for more time spend on an activity that actively engages students. Moreover, the lesson has been restructured: the social implications of AAVE are now discussed after students have engaged with AAVE through the activity. As a result, students will have a better understanding of the communicative problems that may arise as a result of dialectal speech. With these changes, the lesson covers the dimension of culture specific knowledge in the model of culture learning by Paige et al..

Lesson six and seven focus on privilege and point of view. These designs are taken directly from the original lesson series. Experience with teaching the material has shown that there are no structural problems with the way either of these lessons are designed. Both designs have a balance between lectures and activities that leans towards students being actively engaged for a majority of the time. Additionally, although there was some doubt on whether the activities designed for these classes might be too complex, the students were able to perform them without too much extra assistance. Moreover, a majority of the students enjoyed the activities of both classes. Consequently, based on teaching experience, there is no reason to change these classes.

Similarly, with regards to their content, both lesson six and seven fit the model of culture learning by Paige et al. Lesson six is focused on making students aware of their own privileges, and then comparing those with their peers in order to become more aware of problems that minority groups face. In doing so, problems are put into focus that are often invisible to people who are not a part of a given minority group. In the final stage of the lesson, students are asked to connect the concept of privilege to *The Hate U Give*. This results in a connection being made between a lack of privilege and the African American main character and her family. It shows how decisions made by the characters, such as protesting, may be the result of the problems they face due to a lack of privilege.

Consequently, lesson six deals with the culture specific-attitudes dimension of the Paige et al. model. by having students become aware of problems African Americans face, and approaching those problems from an African American perspective.

Meanwhile, lesson seven deals with point of view in literature, and connects this to African American representation in media. This can be seen as an extension of the topic of privilege, only specifically aimed at how African American women are portrayed within novels, movies, and television shows. Throughout the activities of the lesson, students are asked to approach photos and videos from a different perspective than they normally would in order to recognize representation or the lack thereof. Consequently, this lesson deals with the culture-general behavior dimension of the model of culture learning by practicing intercultural perspective taking. Where lesson six is focused on becoming aware of the perspectives of minority groups, lesson seven is focused on using that awareness to evaluate different forms of media.

Lesson eight is a completely new design focused on the #BlackLivesMatter movement and the recent developments in the United States as a result of the death of George Floyd. Although the #BlackLivesMatter movement was covered in the original lesson series, this did not move beyond defining the movement and explaining how it inspired the inception of the novel. Instead, the current design covers the movement, but is also interested in how protestors acted in response to the murder of George Floyd. Specifically, different forms of protest will be discussed, as well as whether looting can be considered a legitimate form of protest. Additionally, the Dutch leg of the movement is covered, as well as whether racism is an issue in the Netherlands. The choice to introduce these new topics was made in order to cover the dimension of culture-general attitudes in the model of culture learning. As discussed in chapter three, student's attitude towards the subject matter is influenced by whether they are interested in it, as well as the subject's relevance

to the students' everyday life. Both of the discussion points that this lesson is designed around were specifically selected because they connect to the everyday life of students, or are likely to appeal to them in some way.

Firstly, the murder of George Floyd and the subsequent protests all over the world were recent events that received widespread coverage by multiple news outlets. Part of the discourse surrounding these events focused on some of the protests devolving into the looting of stores. Due to its widespread coverage, students are bound to have heard of these events, as well as formed their opinion on whether looting is a legitimate form of protest. By focusing on a controversial topic like looting, it is likely that students will show interest. This will enhance their motivation. Additionally, the discussion of African American history in redesigns of lesson two and three assures that students will have a wider perspective when discussing this topic. As part of the lesson design, a video is shown of author Kimberly Jones sharing her perspective on the riots and looting as a result of the death of George Floyd. During this video she uses historical events that the students researched as part of lesson two to build her argument. Since the students are familiar with these historical events, they will be able to engage with Jones' reasoning properly.

Secondly, the murder of George Floyd also resulted in #BlackLivesMatter protests in the Netherlands. Discussing these protests moves the discussion from something taking place abroad to it taking place within a context familiar to the students. Subsequently covering the topic of racism in Dutch culture brings the discussion even closer to that with which the students are intimately familiar. As a result, the subject matter connects to the everyday life of students, making it more valuable. Thus, this new lesson design covers the dimension of cultural-general attitudes by making the students form opinions on controversial topics by having them combine what they have learned up to this point with

their general intuition on what is socially acceptable.

Lesson nine is designed around the literary topics of metaphor, motif, and theme. At first glance, this may seem like a similar amalgamation as the class on metaphor, motif and mood in the original series. However, the content is different, as is the way these topics are approached. In this class, activities on literary metaphor and motif are combined with the students' accumulated knowledge on American culture to come to greater insight about how *The Hate U Give* presents a reality that does not match with what students have learned about American national culture. The lesson starts with an instruction on literary metaphor, followed by a class activity centered around this concept. As discussed in chapter one, *The Hate U Give* features little use of metaphor, so the activity is centered around Tupac's poem: *The Rose that Grew from Concrete*. After collectively listening to the piece, a group discussion is held about its meaning and title, which is itself a metaphor. Once this section of the lesson is done, the teacher gives instruction on the topics of literary theme and motif. This leads into the main activity in which students work, in groups, with a worksheet that contains a refresher on the comparison between American and Dutch culture based on Hofstede's model of national culture. Through a set of questions, students are asked to determine the themes of *THUG*, and subsequently relate this to what they know about the role of individualism within American culture based on Hofstede's model. The goal here is for students to determine that the major themes of *THUG*, black identity and systemic racism, impact the extent to which an African American person can be viewed as a true individual within the national culture because national culture mainly reduces his/her identity to being black. Subsequently, students are asked to relate the main motif of the novel, voice and silence, to both the themes and the concept of individuality. Due to the challenging nature of this activity, a lot of class time is allotted to it. Additionally, the teacher is going to play an important

role in guiding the groups of students by regularly checking up on them and asking questions that send them in the right direction. Although likely challenging for students, the redesigned content of lesson nine is important because it uses the content of the novel to directly tie literary concepts to what students have learned about American culture. As a result, students are asked to combine their knowledge of two topics that are often discussed separately over the course of the lesson series: culture and literary theory.

Finally, in lesson ten students learn about the plot diagram and how to apply it to *THUG*. Additionally, they engage in an activity in order to prepare what to study for the test. In the original series, both of these topics comprised an entire lesson on their own. In retrospect, this seems like an inefficient use of class time. Moreover, it provides the students with unnecessary hand-holding. With regards to the original lesson on the plot diagram, it featured a long, direct instruction in which all the phases of the plot diagram are discussed one by one. This seems unnecessary in the redesign series since the first step, the exposition, has already been featured extensively in another lesson. Additionally, the main goal of having students learn about the plot diagram is so that they can apply it to *THUG*. Therefore, the redesigned lesson features an instruction that is far less extensive, and instead has students apply the plot diagram to the novel step by step as an activity.

Then, the final lesson of the original lesson series features a summary of the previous nine classes. As discussed in chapter two, this was intended as a teacher-guided, structured dialogue, but resulted in the teacher spending nearly an entire class presenting a summary of what to study for the test. Therefore, in order to engage students with the material, the last fifteen minutes of the final lesson will be spent with students in groups of four doing a fan-n-pick activity (Kagan & Kagan, 6.25). This activity is designed to have students compete by using a deck of cards containing questions on the material that needs to be studied for the test. Students take turns presenting each other with questions, and

winning points if they answer correctly. This way students do not only get to practice with the material and gain insight in what topics they need to review, they will also gain familiarity with the type of phrasing that will be used for the questions on the test. As a result, students will be busy actively preparing for their test in an engaging way.

Conclusion

The current research has been an attempt at redesigning a ten lesson series built around *The Hate U Give* by Angie Thomas. Lessons were redesigned based on personal experience with teaching the material, as well as on academic research on the topic of foreign culture education. Personal experience with the teaching material revealed that a majority of lesson time during each class was dedicated to lectures, while activities that were meant to actively engage students were often included as an afterthought.

Additionally, the two lessons dedicated to African American history needed to be restructured in order to better serve their goal of contextualizing the #BlackLivesMatter movement. Moreover, one specific lesson was designed around three different topics, literary mood, motif, and theme, that failed to coalesce into a unified whole. This lesson had to be redesigned completely with the topic of literary mood being discarded. All of these changes were implemented successfully.

Meanwhile, academic research on the topic of foreign culture education led to new insights that resulted in a significant restructuring of the lesson series, including designing completely new lessons. A new learning goal was established: making students aware of how their worldview is partially constructed through their native culture. This resulted in a new strategy being implemented in the lesson series: cultural comparison between the native culture and the target foreign culture. This strategy was first applied in a new lesson that compared the Dutch and American national cultures in order to make students aware of significant cultural differences. Subsequently, the strategy was applied a second time in a lesson designed around literary theme and motif. This time, students were asked to compare the literary themes and motifs of *The Hate U Give* with what they had learned about American National Culture in order to determine whether the emphasis on individuality present in the national culture is similarly present in the African American

subculture.

Additionally, an attempt was made at including all six cultural dimension described by Paige et al. in order to design a foreign culture centered curriculum that is as complete as possible. Ultimately, it was decided that one of these dimensions was beyond the scope of the foreign language classroom. Yet, the five remaining dimensions are represented in the redesigned lesson series. This led to a completely new lesson on the recent tragic death of George Floyd at the hand of the Minneapolis police department in which the responses of the American and Dutch legs of #BlackLivesMatter movement are compared. Ultimately, the combination of experience with the material and the application of academic sources led to a redesign that incorporates foreign culture teaching in a meaningful and coherent manner, making for a more focused and appropriate culture-centered lesson series.

The current research was focused on culture learning. However, during the research process, it became clear that this topic can be approached from varying perspectives. Namely, from a sociolinguistic perspective, an intercultural communications perspective, and an anthropological perspective. Ultimately, the choice was made to use theories from all three of these research fields. However, due to the limited scope of the current project, all three of these research disciplines are represented to a limited extend. Further research could exclusively focus on either of the three research fields when composing a culture centric curriculum. It would be interesting to subsequently compare curricula and determine differences and similarities.

Another limitation is the lack of any pedagogic theory. Due to the limited scope of the current research, the choice was made to exclusively focus on improving the cultural content on offer by researching the goals of culture teaching, as well as the different areas of culture learning. Unfortunately, this does mean that there is no pedagogical underpinning for the activities described in the lesson series beyond the authors' teaching

sensibilities based on limited experience. Consequently, individuals interested in teaching a culture project centered around *The Hate U Give* can use the current research as a jumping off point, but should feel free to adjust the lesson plans and activities described in this project to how they see fit.

With regards to culture teaching as part of the school subject of English, there are plenty opportunities for further research. The current research has focused on a project designed around African American culture, but the English speaking world offers a wide array of diverse cultures around which similar projects could be built. As an example, one could use a young adult novel such as *The Girl in Between* (2017) by Sarah Carrol, or *Pawns: Ireland's War of Independence* (2017) by Brian Gallagher, as center pieces in a lesson series centered around Irish culture or the Irish struggle for independence.

Additional contemporary material can be found in the show *Derry Girls* (2018) which focuses on a group of high-school girls growing up in the Northern-Irish city of Londonderry during the 1990s, with the troubles playing a role in the background of their daily lives. These and similar cultural products from English speaking cultures offer perspectives that are far removed from the Dutch experience, therefore providing ample opportunity for students to reflect on their own cultural experience and how their native culture informs their worldview

Conversely, although literature is a great avenue for culture learning, English foreign language teachers should strive to implement cultural elements into other aspects of their curriculum as well. As an example, further research could focus on how to implement culture learning into activities focused on listening, speaking, writing, and grammar skills. The pervasiveness of the internet has made video and other types of digital content easily accessible in the classroom. Research could focus on how to properly apply these new means in order to integrate culture learning into classes focused on the previously

mentioned language skills. As an example, the YouTube channel “Not just Bikes” offers a video in which Canadian and American car-centric urban infrastructure is compared to Dutch bicycle-centered culture and how this impacts children and teenager’s independence. Such a source is bound to appeal to students because it directly relates to their everyday lives, and can easily be used to design a listening activity around. With dedication, similar sources can be found and converted to engaging, culturally charged activities that improve students’ foreign language acquisition.

Finally, another approach that offers an avenue for further research is the idea to design culture centric projects that reach beyond the confines of the foreign language classroom. High school subjects such as history, social science, and religious education are inherently culturally charged, thus making them prime candidates for a collaboration project. As an example, the lesson series discussed in the current research has two lessons dedicated to African American history. In a collaboration effort these lesson could be taught during history hours by a history teacher. Consequently, lesson time during English lessons could be dedicated to other cultural topics. Moreover, such a collaboration effort demonstrates to students how a single topic can be approached from different perspectives and disciplines.

Yet, there are possibilities for culture learning that can be capitalized upon even beyond the school subjects that are clearly culturally oriented. Earlier, the proposition was made for a project focused on Irish culture and the Irish people’s struggle for independence. Over the past century, many initiatives promoting an autonomous production of Irishness have been propagated within the Irish society. One of these initiatives includes the promotion of indigenous Gaelic games such as hurling and Gaelic football through the Gaelic Athletic Association. If a lesson series centered around Irish culture were to be designed, a collaboration with the physical education department could

be made to have students engage with culturally charged forms of games and sport such as Gaelic football. This is one example of encapsulating cultural content into school subjects beyond those that are already culturally inclined, with imagination and creativity, a lot more can be found.

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Appendix 1.01: Original Lesson series, lesson one

Date: 19-04-2018	Class: 4V3	Classroom: 226	Topic: Historical and social context in which <i>THUG</i> was written	
Goal: <ul style="list-style-type: none"> • Students know that the 1960s civil rights movement exists • They are able to identify two of its most prominent figures: Martin Luther King and Malcolm X • Students have realistic expectations with regards to the novel and their reading experience. This is based on the fact that they have gained insight in the complexity of the language used in the novel. • Students are familiar with the in-story incident that causes all further events in the novel to transpire 		Preparation and materials: <ul style="list-style-type: none"> • Power point presentation • Youtube videos for instruction • Novel, <i>The Hate U Give</i> • Activities tied to the first three chapters of the novel. 		
Students' knowledge beforehand: Students should have read the first three chapters of <i>The Hate U Give</i> . However, I deem it unlikely that they have actually done this. As such, I will provide a lot of information about the historical and social context of the novel. However, I expect students to be somewhat familiar with elements of African American culture through contact with American pop music.		Links to digital materials: Videos used during instruction: Interview with author/ title explanation: https://www.youtube.com/watch?v=H6ufAb82GJO Interview with Malcolm X/ reason for his last name: https://www.youtube.com/watch?v=SldZ-r5pHfA		
Time (minutes)	Phase	Activities Teacher	Activities Students	Method
5	Start of the class	Connecting laptop to the projector. Turning the projector on, making sure the power point is ready. Greeting students at the door. Getting students' attention once everyone has taken their place	Students enter the classroom, take their place and take out the stuff they need for the class (laptop, novel, paper, pen, etc.)	X
12	Introduction to the novel	Introduction of the lesson series. Several aspects of the novel are discussed: general setting, and the title. Additionally, general information about the author is discussed as well as her reasons for writing the novel.	Students listen to the teacher and ask questions when any come up	Direct instruction
12	Historical context of the novel	Instruction about the 1960s civil rights movement. Figureheads Malcolm X and Martin Luther King junior are discussed and their viewpoints are compared	Students listen to the teacher and ask questions when any come up	Direct instruction

		and contrasted. Additionally the Black Panther organization is discussed.		
11	Assignment on first three chapters of novel	Teacher walks around the classroom to check on and assist the different groups of students. Teacher also provides students with feedback. With regards to the question on chapter three: if the students are not having a discussing, the teacher tries to start one among group members	Students make groups of four and rearrange their tables accordingly. Students discuss the questions and use complete sentences when writing down their answers. Should it be the case that only a small amount of students brought their copy if <i>THUG</i> , the teacher will form the groups in such a way that the copies of <i>THUG</i> are equally distributed among the groups.	Activity in groups of four
10	Discussing previous activity and concluding the class	Teacher directs the discussion. This is only relevant for the question regarding chapter three: if too few students engage in the discussion, or all students are in agreement, the teacher will play devil's advocate.	Students present their groups' answers through raising their hands and being given a turn. With regards to the question about chapter three: every group allowed to share their perspective to facilitate the exchange of different perspectives.	Discussing previous activity through questions and answers

Appendix 1.02: Original lesson series, lesson two

Date: 19-04-2018	Class: 4V3	Classroom: 226	Topic: The social context in which <i>THUG</i> was written: Atlanta slave trade, 1980s, 1990s, #BlackLivesMatter	
Goal: <ul style="list-style-type: none"> • Students are able to explain how the historical period of slavery affects Afro-Americans to this day. • Students are able to explain what the #BlackLivesMatter movement is and why it exists • Students understand that the struggle for equality did not end with the end of segregation but continued through the second half of the 20th century and resulted in the current #BlackLivesMatter movement. 		Preparation and materials: <ul style="list-style-type: none"> • Power point presentation • Youtube videos for instruction • Novel, <i>The Hate U Give</i> • Activities tied to the first three chapters of the novel. 		
Students' knowledge beforehand: It is likely that students are aware that slavery is a part of US history. However, it is unlikely that they realize that the affects of that period are still being felt today. Similarly, students are likely vaguely aware of what the #BlackLivesMatter movement. However, it is very unlikely that they have any prior knowledge of the events that will be discussed in this lesson that took place in the 1980s and 1990s		Links to digital materials: Rodney King's arrest: https://www.youtube.com/watch?v=x0ZyGclmCHY Live coverage of the LA riots: https://www.youtube.com/watch?v=11kaoPIrtts (27:09-27:30 and 41:42-42:51) #BlackLivesMatter explained: https://www.youtube.com/watch?v=jMedqIxbFfM		
Time (minutes)	Phase	Activities Teacher	Activities Students	Method
5	Start of the class	Connecting laptop to the projector. Turning the projector on, making sure the power point is ready. Greeting students at the door. Getting students' attention once everyone has taken their place	Students enter the classroom, take their place and take out the stuff they need for the class (laptop, novel, paper, pen, etc.).	X
10	Think, pair, share activity on poverty	The teacher presents a graph showing US poverty rates by race throughout the years. The graph shows a significantly higher rates of poverty for Afro Americans and Latinos. The teacher then asks students to think of an explanation for this difference between the races. During the share part of the activity, the teacher structures	First, students think about the question individuality and write down their answer. Second, students share their answer with the person sitting next to them. Finally, the class engages in a discussion in which students present their perspectives.	Think, pair, share activity

		the group discussion by giving students turns to speak.		
5	Instruction on the Atlantic slave trade	The teacher gives an instruction on the Atlantic slave trade, as well as the abolishment of slavery.	Students listen to the teacher and are allowed to ask questions by raising their hand.	Direct instruction
8	Instruction on the 1980s	The teacher gives an instruction of 1980s American policies that disproportionality targeted minorities. The following topics are covered. The instruction is focused on the crack cocaine epidemic that took place during this period, as well as the government's response policy: the war on drugs.	Students listen to the teacher and are allowed to ask questions by raising their hand.	Direct instruction
7	Instruction on the 1990s	The teacher gives a direct instruction on Rodney King's arrest, his trial, and the subsequent riots in Los Angeles. The video of Rodney King getting arrested is shown as well as parts of the coverage of the LA riots.	Students listen to the teacher and are allowed to ask questions by raising their hand.	Direct instruction
5	Instruction on the #Black Lives Matter movement	The teacher concludes the instruction by discussing the #BlackLivesMatter movement. The video on #BlackLivesMatter is shown as well.	Students listen to the teacher and are allowed to ask questions by raising their hand.	Direct instruction
10	Discussion questions in pairs	The teacher present discussion questions on the board through power point. While students are busy discussing the questions in pairs, the teacher walks around the room to see how students approach the assignment. He helps students or tries to start the discussion where necessary.	Students work in pairs to discuss two questions based on content from the first three chapters of <i>THUG</i> .	Activity in pairs

Appendix 1.03: Original lesson series, lesson three

Date: 17-05-2018	Class: 4V3	Classroom: 226	Topic: Dialects, AAVE, associations with specific dialects, difficulties regarding communication between dialects, bi-dialectualism	
Goal: <ul style="list-style-type: none"> • Students are aware that a language consists of many different forms (languages or dialects) and is not a singular entity. • Students understand that a dialect influences how the speaker is perceived by listeners. • Students have experienced the difficulty of interpreting a dialect that they are not used to. 			Preparation and materials: <ul style="list-style-type: none"> • Power point presentation • Videos on Brabants dialect and bidialectualism • Novel, The Hate U Give • 6 videos for AAVE assignment, one for each group. 	
Students' knowledge beforehand Based on their reading work for this class and their familiarity with Americanized pop culture, students will be aware of the AAVE dialect. However, I expect that they will sooner identify it as an accent rather than a dialect. They are probably unfamiliar with the specifications of language categories such as dialect and language (or lack thereof). Moreover, although they might recognize some vocabulary or pronunciation elements that belong to AAVE, they are probably unfamiliar with the grammatical elements of the dialect.			Links to digital materials: Videos used during instruction: Brabants: https://www.youtube.com/watch?v=HAYkbXwkuH0 GA as 2 nd language: https://www.youtube.com/watch?v=HAYkbXwkuH0 Videos for the AAVE exercise: Pork n Beans Miami Street interview: https://www.youtube.com/watch?v=YMHYaCiDsf8 Kalen Reacts, Cornbread: https://www.youtube.com/watch?v=owq-JUfAa0k Little Larry ODB Interview: https://www.youtube.com/watch?v=tmEFOSkIOZo Redman interview: https://www.youtube.com/watch?v=U-HwlS9R7_E Harlem Documentary: https://www.youtube.com/watch?v=kNg_Q6z3k40 (8;25 - 8;55) (10;30 - 12;00) Bandgang Interview: https://www.youtube.com/watch?v=HLISAMmAxjE	
Time (Minutes)	Phase	Activities Teacher	Activities Students	Method
5	Start of the class	Connecting laptop to the projector. Turning the projector on, making sure the power point is ready. Greeting students at the door. Getting students' attention once everyone has taken their place	Students enter the classroom, take their place and take out the stuff they need for the class (laptop, novel, paper, pen, etc.)	X

10	Recap classes from before spring break	Short introduction, followed by an explanation of the assignment. Afterwards the teacher uses the powerpoint to ask the class about any historical figures that weren't mentioned	Students get three minutes in silence to write down what they remember from the two classes before the break (time periods, characters, important events) After this, students get five minutes to share and discuss their answers with the people sitting next to/in front of/behind them. (groups of four)	Think, Pair, Share activity
8	Instruction on language and dialect	Teacher discusses the following elements: Where to look up slang. AAVE examples from the novel. Difference between dialect and language. Example of Brabants in the Netherlands. Shows video that illustrates the dialect.	Students listen to the teacher and ask questions if clarification is needed.	Direct instruction
8	Instruction on AAVE	Teacher discusses the following elements: AAVE: spread across USA Pronunciation examples Grammar examples Status Implications for African American students. Shows video on school treating GA as second language.	Students listen to the teacher and ask questions if clarification is needed.	Direct instruction
13	AAVE assignment	The teacher gives a quick instruction on the assignment and assigns a video to each group (groups were already made in an earlier class). While the students are busy with the assignment the teacher checks on the groups one by one in order to provide feedback.	Students work in groups analyzing the spoken English in the assigned videos for elements that can be considered AAVE. They then try to determine what communicative function of these elements is (in class: what they mean).	Students work in groups using digital means
6	Discussion AAVE assignment	Guides the discussion by letting several groups present an interesting item they have found.	Groups present interesting AAVE elements that they encountered. Afterwards they give a general conclusion as to whether the AAVE speakers in the videos were difficult to understand.	Class discussion

Appendix 1.04: Original lesson series, lesson four

Date: 17-05-2018	Class: 4V3	Classroom: 225	Topic: Literary conflict, internal and external conflict, subtypes of external conflict, conflict in <i>THUG</i>	
Goal: <ul style="list-style-type: none"> • Students know the difference between internal and external literary conflicts • Students are able to describe different types of external conflicts • Students are able to identify the main conflict of <i>THUG</i> • Students are able to explain how this conflict relates to the main character, as well as several side-characters 			Preparation and materials: <ul style="list-style-type: none"> • Power point presentation • Videos on literary conflict • Novel, <i>The Hate U Give</i> 	
Students' knowledge beforehand Although students might be unfamiliar with the terminology, they are likely familiar with the main components of a story. As such, I expect that the instruction part of the lesson won't be a challenge. However, there are multiple conflicts that run through <i>THUG</i> and identifying the main conflict may prove to be a challenge.			Links to digital materials: Videos used during instruction: Trailer American History X: https://www.youtube.com/watch?v=XfQYHqsiN5g Literary conflicts portrayed by Spongebob: https://www.youtube.com/watch?v=fQA6lNCvBVU	
Time (minutes)	Phase	Activities Teacher	Activities Students	Method
5	Start of the class	Connecting laptop to the projector. Turning the projector on, making sure the power point is ready. Greeting students at the door. Getting students' attention once everyone has taken their place	Students enter the classroom, take their place and take out the stuff they need for the class (laptop, novel, paper, pen, etc.)	X
10	Instruction on internal and external conflict	Teacher gives an instruction in which he discusses how stories usually revolve around a central conflict. The trailer for the movie American History X serves as an illustration. Subsequently he discusses internal and external conflicts and how they differ. The Spongebob video serves as an illustration.	Students listen to the teacher and ask questions in case something is unclear.	Direct instruction
10	Instruction on different types of	Teacher gives an instruction on the different types of external conflicts by providing examples on the following:	Students listen to the teacher and ask questions in case something is unclear.	Direct instruction

	external conflict	Man vs. Nature Man vs. Technology Man vs. Society		
15	Assignment on the main conflict of <i>THUG</i>	While the students are busy with the assignment the teacher walks around the classroom to observe students and motivate them where necessary. Additionally, the teacher checks on the groups one by one in order to provide feedback.	Students work in groups of four to determine the main conflict of <i>THUG</i> . Moreover, students try to figure out how this conflict relates to the main character, as well as the roles of several other characters in relation of the conflict. Finally, they are asked to identify any additional conflicts in the novel.	Students work in groups
10	Checking the conflict assignment	The teacher assumes the role of director as the answers to the assignment are discussed.	Individual students are asked to share their answers.	Class discussion

Appendix 1.05: Original lesson series, lesson five

Date: 24-05-2018	Class: 4V3	Classroom: 226	Topic: literary conflict, setting, direct characterization, indirect characterization, voice	
Goal:			Preparation and materials:	
<ul style="list-style-type: none"> • Students are able to describe the main conflict of <i>THUG</i> • Students are able to explain how the main character of the story relates to the conflict • Students are able to describe the setting of <i>THUG</i> • Students are able to explain the difference between direct and indirect characterization • Students are able to find examples of characterization in <i>THUG</i> 			<ul style="list-style-type: none"> • Power point presentation • Videos on characterization • Novel, The Hate U Give 	
Students' knowledge beforehand:			Links to digital materials:	
<p>Since both setting and conflict have previously been discussed in this lesson series, they should not be too much of a problem. As for characterization, students will be able to easily grasp the concept, but mostly in terms of direct characterization. Indirect characterization, as well as how this relates to voice, might prove to be a lot more difficult. As such, I am expecting students to mostly present examples of direct characterization for their assignment.</p>			<p>Videos used during instruction: Characterization in mean girls: https://www.youtube.com/watch?v=JhItB78o_kU Characterization of Captain Jack Sparrow: https://www.youtube.com/watch?v=R7m5Int1hAA Family Guy, example of characterization through voice: https://www.youtube.com/watch?v=B6vmGabgzH4</p>	
Time (minutes)	Phase	Activities Teacher	Activities Students	Method
5	Start of the class	Connecting laptop to the projector. Turning the projector on, making sure the power point is ready. Greeting students at the door. Getting students' attention once everyone has taken their place	Students enter the classroom, take their place and take out the stuff they need for the class (laptop, novel, paper, pen, etc.)	X
5	Recap of the conflict in <i>THUG</i>	Since setting and characterization are covered in this lesson, and the exposition of a novel consists of its setting, characters and conflict, the result of the previous lesson is quickly discussed. Teacher recaps the main conflict of <i>THUG</i> as well as how the main character and	Students listen to the teacher, but are free to ask question.	Direct instruction

		some side-characters relate to this conflict.		
5	Instruction on the setting of <i>THUG</i>	A significant part of the setting of the novel has already been covered in the lesson on the social context of the novel. This section serves as a refresher. The teacher juxtaposes the two main locations of the novel and illustrates their differences through quotes.	Students listen to the teacher, but are free to ask questions.	Direct instruction
15	Instruction on characterization	Teacher introduces the concept of characterization, and discusses direct characterization and indirect characterization. For both an example from a movie is used. The teachers plays these clips and asks students to identify moments of characterization. Subsequently, the teacher discusses how a character's voice plays a role in his/her characterization. Again, a video is used as an example. Finally, some examples from the novel are used to show how characterization through voice is used in the novel.	Students listen to the teacher, but are free to ask question. Students try to determine how characterization is used in the two example videos	Direct instruction
10	Assignment on characterization in <i>THUG</i>	Teacher divides students into groups of four. Each group is assigned a side-character from the novel. While the students are busy, the teacher walks around the classroom and engages with each group to check on their progress.	Students work in groups to try and find examples of internal and external characterization of the character that they are assigned. The characters are as follows: Group 1: Khalil Group 2: Uncle Carlos Group 3: Big Mav Group 4: Hailey Group 5: Chris Group 6: Devante	Students work in groups
6	Discussion of characterization assignment	Since each group had a different assignment, the assignment will not be discussed extensively. The teacher has already checked most answers during the	Groups of students are asked to each present one or two examples of characterization of their assigned character.	Group discussion

		previous. Nonetheless, he gives each a group a turn to share one or two of the examples they have gathered.		
4	Conclusion: culmination of the three elements	Teacher reveals that the three elements discussed during the current class are the components of the exposition section of any story.	Students listen to the teacher, but are free to ask question.	Direct instruction

Appendix 1.06: Original lesson series, lesson six

Date: 24-05-2018	Class: 4V3	Classroom: 226	Topic: Privilege	
Goal: <ul style="list-style-type: none"> • Students are able to explain to concept of privilege • Students can name a number of different ways in which a person can be privileged • Students understand how they may be privileged in specific areas • Students are able to explain which characters are privileged in <i>THUG</i> • Students are able to explain how privilege plays a role in the story 			Preparation and materials: <ul style="list-style-type: none"> • Power point presentation • Novel, <i>The Hate U Give</i> • A privilege statement activity sheet for each student 	
Students' knowledge beforehand In recent times, privilege has become more commonly used in the general discussion to denote advantages a person may experience on the basis of who they are. As such, I expect students will have heard the term before. However, I deem it likely that they only have a vague understanding of the concept and do not know what exactly is meant by it.			Links to digital materials: None	
Time (minutes)	Phase	Activities Teacher	Activities Students	Method
5	Start of the class	Connecting laptop to the projector. Turning the projector on, making sure the power point is ready. Greeting students at the door. Getting students' attention once everyone has taken their place	Students enter the classroom, take their place and take out the stuff they need for the class (laptop, novel, paper, pen, etc.)	X
5	A personal story	Teacher shares his story of living with type-1 diabetes. This serves as an illustration of privilege	Students listen to the teacher, they are free to ask questions	“Direct instruction”
5	What is privilege	Teacher gives a short instruction on privilege. It is defined in general terms.	Students listen to the teacher, they are free to ask questions	Direct instruction
13	Privilege activity	Teacher gives an instruction on the exercise. Subsequently, he distributes the activity sheets so that every student has one. After this, he reads out the privilege statements one by one so that all	Students fill out the privilege statements section of the activity sheet. If during this process, students have any questions about the statements, they can raise their hand and the teacher will explain the statement.	Individual activity

		students fill them out at the same time.		
8	Sharing in pairs	Teacher takes a step back in order to let students compare their answers. He is still present in the classroom to maintain order.	Students share and compare their answers with the student sitting next to them. They do this based on the five open questions at the end of the activity sheet	Activity in pairs
8	Sharing with the group	Teacher walks around the classroom to see how students are doing. Displays interest in students responses to the activity.	Students are free to share and compare their answers with anybody in their class. They are also asked to define privilege	Share and compare activity
6	Privilege in <i>THUG</i>	Teacher provides students space to work on the activity.	Students work in pairs to identify the role of privilege in <i>THUG</i> and determine which characters are privileged	Activity in pairs

Appendix 1.07: Original lesson series, lesson seven

Date:	Class: 4V3	Classroom: 226	Topic: Literary devices, metaphor, motif, mood	
Goal:			Preparation and materials:	
<ul style="list-style-type: none"> • Students are able to explain the concept of metaphor • Students are able to identify metaphors in a text and explain why they function as metaphors • Students are able to explain the concept of literary motifs as well as their function in a text • Students are able to describe the mood of a given fictional passage 			<ul style="list-style-type: none"> • Power point presentation • Videos on mood • Novel, The Hate U Give • 1 VIL questionnaire sheet per student • Digital assignment send to all students 	
Students' knowledge beforehand:			Links to digital materials:	
<p>I can't be completely sure, but I expected that a fourth year vwo class has been taught about the concept of metaphor during their Dutch classes. Although they may be familiar with this concept, students will still require English idiom to use it properly. Students are probably less familiar with literary motif and mood, but they should not be much of a problem.</p>			<p>Videos used during direct instruction: The Lion King Trailer: https://www.youtube.com/watch?v=ujGv5dhGfk The Lion King alternative trailer: https://www.youtube.com/watch?v=RbBNqNaZVc8</p>	
Time (minutes)	Phase	Activities Teacher	Activities Students	Method
5	Start of the class	Connecting laptop to the projector. Turning the projector on, making sure the power point is ready. Greeting students at the door. Getting students' attention once everyone has taken their place.	Students enter the classroom, take their place and take out the stuff they need for the class (laptop, novel, paper, pen, etc.).	X
10	VIL	Teacher quickly explains what the vragenlijst interpersoonlijk lerarengedrag is and asks students to fill it out.	Students fill-out the questionnaire based on their opinion of the teacher	Individual assignment
2	Short explanation	Short explanation of what literary devices are. This leads to the topics of today's class: metaphor, motif and mood.	Students listen to the teacher and ask questions if clarification is needed.	Direct instruction
5	Instruction on metaphor	Teacher explains what a metaphor is using the examples in the power point presentation.	Students listen to the teacher and ask questions if clarification is needed.	Direct instruction
5	Instruction on motif	Teacher gives an instruction on the concept of literary motif. Teacher discusses the two main motifs found in <i>THUG</i> as examples.	Students listen to the teacher and ask questions if clarification is needed.	Direct instruction

10	Instruction on mood	Teacher gives an instruction on the topic of mood. The two version of the lion king trailer are used as a mini assignment.	Students listen to the teacher and ask questions if clarification is needed. While watching the videos, students write down how they make them feel (color, music, images, sound, etc.).	Direct instruction
10	Activity on metaphor, motive and mood	Teacher explains the assignment and where students can find it (in their email accounts). For the duration of the assignment, the teacher is focused on maintaining order.	Students retrieve the assignment from their email accounts and go to work. Students are allowed to work by themselves, or in pairs if they keep the volume to a minimum.	Individual assignment
8	Discussing assignment	Teacher presents the answers to the questions one by one.	Students check their answers. They are free to ask question or start a discussion if they disagree.	Frontal teaching

Appendix 1.08: Original lesson series, lesson eight

Date:	Class: 4V3	Classroom: 226	Topic: Point of view, narration (1 st person, 3 rd person), representation, stereotyping	
Goal:			Preparation and materials:	
<ul style="list-style-type: none"> • Students are able to explain the difference between 1st person and 3rd person narration • Students know what a protagonist is, and are able to explain how the type of narration that is used influences how the protagonist is characterized. • Students are able to explain what representation is. • Students are able to argue for the importance of representation • Students are able to explain what a stereotype is and how it relates to misrepresentation • Students are able to describe the sapphire stereotype 			<ul style="list-style-type: none"> • Power point presentation • Several videos used for instruction and activities • Novel, The Hate U Give 	
Students' knowledge beforehand			Links to digital materials:	
<p>Although I expect students to be familiar with the idea of representation, I don't think that they have thought about the many facets of society in which this is important. Additionally, I don't expect students to be aware of how the concept may apply differently to African American women than men. Students are likely familiar with the concept of a stereotype. However, due to the sparsity of African American Women in media, they may have never realized that the sapphire stereotype is just that, a stereotype.</p>			<p>Videos used during instruction: Subconscious racial bias: https://www.youtube.com/watch?v=nFbvBJULVnc A girl like me: https://www.youtube.com/watch?v=YWyI77Yh1Gg Sapphire stereotype: https://www.youtube.com/watch?v=yQO7XoANYb8 (2:45) Family guy: https://www.youtube.com/watch?v=JrGYLNHfUwE</p>	
Time (minutes)	Phase	Activities Teacher	Activities Students	Method
5	Start of the class	Connecting laptop to the projector. Turning the projector on, making sure the power point is ready. Greeting students at the door. Getting students' attention once everyone has taken their place.	Students enter the classroom, take their place and take out the stuff they need for the class (laptop, novel, paper, pen, etc.).	X
7	Instruction on protagonist and narrator	Teacher gives a direct instruction on the following topics: Narrator vs protagonist 1 st person narration	Students listen to the teacher and ask questions if clarification is needed.	Direct instruction

		3 rd person narration		
8	Activity on subconscious racial bias	Teacher shows students an informative video on subconscious racial bias. Before doing so, students are asked to determine the message of the video. This is discussed after viewing.	Students watch the video and try to determine what is being claimed about subconscious racial, as well as what the message of the video is. Afterwards, some students are asked to share their ideas.	Video activity
9	Activity on representation	Teacher show the video “a girl like me” up to the 2 minute and six seconds mark. Beforehand students are asked to pay attention to the beauty standards mentioned in the video.	Students watch the video and pay attention to the beauty standards that are mentioned. Afterwards, some students are asked to share their views.	Video activity
10	Comparison activity on representation	Teacher shows two different photos: one of the Dutch cabinet Rutte, the other of the Canadian cabinet Trudeau. Students are asked to spot the differences. Afterwards, the teacher presents two representation related questions to the group: what is it and Why is it important.	Students try to spot the differences between the pictures. Afterwards they try to define representation and explain why it is so important. They do this by raising their hands and sharing their views with the group.	Group activity
11	Instruction on misrepresentation	Teacher gives a short instruction on misrepresentation, particularly the stereotyping of African American women in media. The video on “the sapphire stereotype” is used to inform on a common stereotype. The excerpt from the show <i>Family Guy</i> is used as an example.	Students listen to the teacher and ask questions if clarification is needed.	Direct instruction

Appendix 1.09: Original lesson series, lesson nine

Date:	Class: 4V3	Classroom: 226	Topic: The plot diagram, exposition, rising action, climax, falling action, resolution	
Goal: <ul style="list-style-type: none"> • Students are able to describe all five phases of the plot diagram • Students are able to apply the plot diagram to <i>THUG</i> • Students are able to apply the climax phase to a particular scene in the novel and make a case for their choice 			Preparation and materials: <ul style="list-style-type: none"> • Power point presentation • Novel, <i>The Hate U Give</i> 	
Students' knowledge beforehand: The plot diagram has been announced as a topic of the lesson series in multiple earlier lessons. As such, students might have heard the term before. They might also be perceptive enough to have noticed that story driven media often adhere to a general structure. However, I deem it very unlikely that they are familiar with the plot diagram.			Links to digital materials: None	
Time	Phase	Activities Teacher	Activities Students	Method
5	Start of the class	Connecting laptop to the projector. Turning the projector on, making sure the power point is ready. Greeting students at the door. Getting students' attention once everyone has taken their place	Students enter the classroom, take their place and take out the stuff they need for the class (laptop, novel, paper, pen, etc.)	X
5	Instruction recapping exposition	Teacher gives a direct instruction on the exposition of <i>THUG</i> . Since this has already been discussed in an earlier class, the explanation is kept fairly short.	Students listen to the teacher. Students are allowed to raise their hand in order to ask questions.	Direct instruction
10	Instruction on rising action and climax	Teacher gives a direct instruction on the rising action and the climax. This section explicitly does not mention <i>THUG</i> due to the assignment for this lesson.	Students listen to the teacher. Students are allowed to raise their hand in order to ask questions.	Direct instruction
20	Activity in groups on climax	Teacher walks around the classroom and checks on the groups of students one by one. He engages with the students to check	Students work in groups to determine the climax and the rising action of the novel. The questions on the power point presentation help structure their approach. It is	Activity in groups

		on their progression, and provide them with feedback.	imperative that students start with the climax of the story as this allows them to determine the rising action based on the locations of the exposition and the climax. Finally, students work out what happens after the climax in order to prime them for discussing the falling action and resolution	
10	Direct instruction on resolution	Using quotes from the novel, the teacher provides his interpretation of what the climax of the novel is. Subsequently, based on this, the teacher gives a direct instruction on resolution. Then, based on the location of the climax and the resolution, the falling action is determined.	Students listen to the teacher. Students are allowed to raise their hand in order to ask questions.	Direct instruction

Appendix 1.10: Original lesson series: Lesson ten

Date:	Class: 4V3	Classroom: 226	Topic: Literary theme, what to study for the test.	
Goal: <ul style="list-style-type: none"> • Students are able to explain the concept of literary theme • Students are able to describe <i>THUG</i>'s theme(s), as well as argue their position on this • Students know what they need to prepare for the test 			Preparation and materials: <ul style="list-style-type: none"> • Power point presentation • Novel, <i>The Hate U Give</i> 	
Students' knowledge beforehand Since this is mostly a summary of the topics discussed in previous classes, students should not have any problems. As for the topic of theme, I think students it isn't difficult for them to grasp, and students should have a pretty good idea about what the topics of <i>THUG</i> could be.			Links to digital materials: None	
Time (minutes)	Phase	Activities Teacher	Activities Students	Method
5	Start of the class	Connecting laptop to the projector. Turning the projector on, making sure the power point is ready. Greeting students at the door. Getting students' attention once everyone has taken their place	Students enter the classroom, take their place and take out the stuff they need for the class (laptop, novel, paper, pen, etc.)	X
5	General info on the test. Summary title and plot	Teacher provides some general info on the test such as its length and whether the students are allowed to bring a copy of the novel. Subsequently, the teacher engages in a dialogue with the group students focused on covering the topics discussed in previous classes. Essentially, the teacher presents the topics and invites students to share what they know. Afterwards, he completes the essential information on the topics by adding the bits that the students did not mention. The discussion starts with the title explanation and general plot elements.	Students engage in the discussion and try to piece together as much information as possible by sharing their views with the group.	Group activity
5	Historical context and black lives matter	The discussion moves on to important African American historical figures, and the #Black lives matter movement.	Students engage in the discussion and try to piece together as much information as possible by sharing their views with the group.	Group activity

		Both of these are ultimately related to the novel.		
10	Characters and privilege	This section of the discussion covers protagonist, 1 st and 3 rd person narration, direct and indirect characterization, as well as the perspective the novel present. Subsequently, the discussion goes into the uniqueness of this perspective, as well as representation and misrepresentation. Finally, the discussion goes into how the novel is related to the concept of privilege.	Students engage in the discussion and try to piece together as much information as possible by sharing their views with the group.	Group activity
5	Metaphor, motif, mood, and the plot diagram	The discussion moves on to the topics of metaphor, motif, and mood. Finally, the topic of plot diagram is touched upon. It isn't discussed extensively because this class takes place the same day as the lesson dedicated to the plot diagram.	Students engage in the discussion and try to piece together as much information as possible by sharing their views with the group.	Group activity
5	Instruction on theme	The teacher gives a short instruction on the concept of theme.	Students listen to the teacher and ask questions if clarification is needed.	Direct instruction
15	Theme assignment	Teacher introduces the assignment. Subsequently, he walks around the classroom engaging with groups of students to see how their discussion is going. The teacher tries to get the discussion going if students are having trouble, and provides feedback to students who are discussing. Afterwards the teacher directs a discussion in which the different groups share their answers. Finally, the teacher presents his answers.	Students make groups of four. In these groups they try to determine to theme(s) of the novel. Subsequently, the students share their answers through a group discussion	Assignment and discussion

Appendix 2.01: Redesigns, lesson one

Date: TBD	Class: 4V	Classroom: TBD	Topic: Culture, cultural differences, six cultural dimensions, the USA and the Netherlands	
Goal: <ul style="list-style-type: none"> • Students are elevated to the first level of Porto and Byram’s model: identification of cultural differences • Students are able to compare different cultures using the model and comparison tool designed by Hofstede-insights • Students are aware of the important role competition plays within American society • Students are aware of the difference in approach to issues such as abortion and euthanasia between the Netherlands and the USA • Students understand that generalized cultural attitudes, such as those outlined by Hofstede-insights, can result in cultural differences on multiple cultural levels of smaller scale 			Preparation and materials: <ul style="list-style-type: none"> • Power point presentation • Hofstede-insights webpages (see below) • Novel, <i>The Hate U Give</i> 	
Students’ knowledge beforehand Students are probably aware that some cultural differences exist between the United States and the Netherlands. However, when asked about cultural differences, it is likely that students will point to surface level differences such as the difference between pro-level sports.			Links to digital materials: Explanation Hofstede’s method: https://hi.hofstede-insights.com/national-culture Hofstede country comparison tool: https://www.hofstede-insights.com/country-comparison/	
Time (minutes)	Phase	Activities Teacher	Activities Students	Method
5	Start of the class	Connecting laptop to the projector. Turning the projector on, making sure the power point is ready. Greeting students at the door. Getting students’ attention once everyone has taken their place	Students enter the classroom, take their place and take out the stuff they need for the class (laptop, novel, paper, pen, etc.)	X
5	Introduction of the new project	Teacher introduces the new project by introducing the novel and laying out in broad strokes what it is about. The teacher emphasizes that, since the story is set in a foreign culture, students will have to keep an open mind. Finally, the teacher poses an open question: what is culture.	Students listen to the teacher and ask questions if clarification is needed.	Direct instruction
10	The 6-D model	Teacher present Hofstede’s definition of national culture. Subsequently, the teacher gives a short instruction on the six	Students listen to the teacher and ask questions if clarification is needed.	Direct instruction

		<p>dimensions of national culture used by Hofstede:</p> <ul style="list-style-type: none"> - Power distance - Individualism vs. Collectivism - Tough vs. Tender - Uncertainty avoidance - Long term orientation - Indulgence vs. Restraint 		
15	6-D model activity	<p>Teacher quickly explains the assignment. Teacher checks on the pairs of students one by one. During this process, the teacher checks if there are any questions. The language used on the Hofstede insight sites might prove to be a challenge for students. As such, the teacher will assist students with difficult concepts. He will also strongly encourage the use of an online dictionary to improve students' self-reliance in the face of challenging foreign language content.</p>	<p>Students work in pairs of two. They are given seven minutes to explore the national culture comparison tool by trying out how cultures of their interest compare. After the seven minutes, they are given another eight minutes to compare the differences between the Netherlands and The USA. Students are asked to write down, in their own words, The biggest differences between the Netherlands and the USA.</p>	Activity in pairs
10	America vs the Netherlands	<p>Teacher leads the group discussion in which the major differences between the Netherlands and the USA are discussed. This is done by picking pairs of students at random and asking them to share their findings. After the discussion, the reveals the most important findings by way of the power point presentation.</p>	<p>Students participate in the discussion by sharing their answers. Once multiple pairs have had their turn and most of the information has been covered, the teacher will ask if anybody has anything to add. If this is not the case, the class will move on to the next activity. Throughout the discussion, students are always allowed to raise their hand and add to the points of other students or start a discussion if they disagree with other students points.</p>	Class discussion
5	Practical examples	<p>Teacher presents practical examples of the two main differences between the USA and the Netherlands based on Hofstede-Insights. Role of competition: Difference in acceptance procedure with regard to tertiary education. Additionally, the existence of grants</p>	<p>Students listen to the teacher and ask questions if clarification is needed.</p>	Direct instruction

Appendix 2.02: Redesigns, lesson two

Date: TBD	Class: 4V	Classroom: TBD	Topic: African American History pre-civil rights era.	
Goal: <ul style="list-style-type: none"> • Students understand that history does not inevitably go upward, but that progress can be random, and setbacks are possible • Students are able to do digital research on specific historic events • Students understand how slavery resulted in long lasting effects for the African American community • Students are able to explain how slavery has had long lasting effects by combining their knowledge on the topic with Hofstede's perspective on American culture 			Preparation and materials: <ul style="list-style-type: none"> • Power point presentation • Novel, The Hate U Give 	
Students' knowledge beforehand Students will likely be aware of what slavery is, and to what extent it took place in the USA. They will also already know who was subjugated and who was the subjugator. However, I doubt students will be aware of how slavery affects people to this day. Moreover, it is unlikely they will have ever heard of the specific historic events that they will be studying for this lesson.			Links to digital materials: None	
Time (minutes)	Phase	Activities Teacher	Activities Students	Method
5	Start of the class	Connecting laptop to the projector. Turning the projector on, making sure the power point is ready. Greeting students at the door. Getting students' attention once everyone has taken their place.	Students enter the classroom, take their place and take out the stuff they need for the class (laptop, novel, paper, pen, etc.).	X
	Think pair share on poverty rates	The teacher presents the social setting in which the novel takes place. Subsequently, the teacher presents a graph with shows US poverty rates based on race. Students are asked to explain the disparity between African Americans and other races. Afterwards, the answers are shortly discussed as a group.	Students take a moment to think of an answer and write it down. Next, students share their perspectives in pairs. Finally, the question is discussed with the class as a whole.	Think pair share activity
5	Instruction on the colonial era and the end of slavery	The teacher gives a short instruction on the Atlantic slave trade and the abolition of slavery in 1865.	Students listen to the teacher and ask questions if clarification is needed.	Direct instruction

15	Jigsaw activity	<p>The teacher explains the activity and divides the students up into groups. Then, he assigns each group with a research topic. While students are doing research, the teacher checks up on each group to provide feedback and assist them where necessary.</p> <p>The research topics are as follows:</p> <ul style="list-style-type: none"> • Memphis riot (1866) • New Orleans Massacre (1866) • Wilmington Insurrection(1898) • Tulsa race massacre (1921) • Rosewood massacre (1923) 	<p>Students work together in groups of four or five and do research on the topic that they are assigned. Each topic is a specific historic event that either took place in the reconstruction era or the nadir of race relations era of American history. Students are supposed to determine the following:</p> <ul style="list-style-type: none"> • The year the event took place • A general description of what happened • A general description of why it happened • How did it affect African Americans? 	Activity in groups
15	Jigsaw activity	<p>The teacher makes new groups in such a way that each group has at least one member of the previous groups. Once the students have settled in their new groups and have started sharing their research with each other the once again checks on every group with the aim of providing feedback and checking progress.</p>	<p>Once the students are redistributed into new groups they take turns sharing the research that they did with their previous group. By the end of this exercise everybody should be caught up on all the different research topics</p>	Activity in groups
10	Connection with the previous class	<p>The teacher presents a timeline of all the historic events that students have studied during the class. Then, the teacher poses the question of how all of this information connects to the previous class.</p> <p>The teacher ends the class by emphasizing that the march of time does not automatically equal progress. The events the students studied during the class show that the end of slavery did not result in equality</p>	<p>Students try to connect the information of the current class to that of the previous lesson. This is done through a raising of the hand and engaging in a class discussion.</p>	Class activity

Appendix 2.03: Redesigns, lesson three

Date: TBD	Class: 4V	Classroom: TBD	Topic: civil rights movement, Martin Luther King jr., Malcolm X, Black panther party, Jim crow laws/ segregation, stop-and-frisk. Rodney king	
Goal: <ul style="list-style-type: none"> • Students understand that African American history is not an upwards trend to equality, but rather a complicated history with both victories and setbacks • Students understand that the end of segregation did not immediately result in equality • Students know that the 1960s civil rights movement exists • They are able to identify two of its most prominent figures: Martin Luther King and Malcolm X • Students understand that there is a racial wealth gap that persists to this day, and that it was partly caused due to redlining in post-civil-rights movement America • Students understand that police brutality is something that occurs post segregated America, and affects the daily lives of African American 			Preparation and materials: <ul style="list-style-type: none"> • Power point presentation • Novel, <i>The Hate U Give</i> • A copy of worksheet two for half of the students (see appendix) • A copy of worksheet three for half of the students (see appendix) 	
Students' knowledge beforehand Students are likely to have heard the name Martin Luther King junior before. However, it seems unlikely that they are familiar with the civil-rights era beyond his famous speech. It is likewise unlikely that students are familiar with the specific forms of institutionalized racism that they will be reading about.			Links to digital materials: Videos used during instruction: Interview with Malcolm X/ reason for his last name: https://www.youtube.com/watch?v=SldZ-r5pHfA Rodney King's arrest: https://www.youtube.com/watch?v=x0ZyGclmCHY Explanation of the wealth gap: https://www.youtube.com/watch?v=Mqrhn8khGLM	
Time (minutes)	Phase	Activities Teacher	Activities Students	Method
5	Start of the class	Connecting laptop to the projector. Turning the projector on, making sure the power point is ready. Greeting students at the door. Getting students' attention once everyone has taken their place	Students enter the classroom, take their place and take out the stuff they need for the class (laptop, novel, paper, pen, etc.)	X
15	Instruction on the civil rights movement	The teacher gives a direct instruction on the following topics:	Students listen to the teacher and ask questions if clarification is needed.	Direct instruction

		<ul style="list-style-type: none"> • The civil rights movement of the 1960s and Jim Crow laws • Martin Luther King jr. • Malcolm X <p>Teacher shows the video on Malcolm X</p>		
20	Activity, post-civil rights era	<p>Teacher explains the assignment, creates student pairs, and gives every pair one copy of worksheet two and three.</p> <p>During the assignment, the teacher checks on the students' progress and provides assistance where necessary.</p>	<p>Students work in pairs, one person focusing on worksheet two, the other on worksheet three. Worksheet is centered around the racial wealth gap. Worksheet three on the other hand, is centered around police brutality and the Rodney King trial. Both worksheets feature text and questions. During the second part of the activity, pairs exchange information on what they have learned. Finally, in the third part of the assignment, students exchange their perspectives on the two topics with other pairs</p>	Think, pair, share
10	Direct instruction	<p>The teacher shows the video of the Rodney King arrest as additional information to the previous exercise.</p> <p>Subsequently the class is concluded with an excerpt of the video on the wealth gap.</p>	<p>Students listen to the teacher and ask questions if clarification is needed.</p>	Direct instruction

Appendix 2.04: Redesigns, lesson four

Date: TBD	Class: 4V	Classroom: TBD	Topic: Exposition, setting, characters, conflict	
Goal: <ul style="list-style-type: none"> • Students are able to name the three elements necessary for any story: setting, characters, conflict. • Students are able to describe the setting of <i>THUG</i>. • Students are able to explain the difference between direct and indirect characterization. • Students are able to explain the difference between an internal and an external conflict. • Students are able to describe the central conflict in <i>THUG</i>. • Students are able to explain how the setting and main character relate to this conflict. 			Preparation and materials: <ul style="list-style-type: none"> • Power point presentation • Novel, <i>The Hate U Give</i> • Videos on characterization • Two excerpts of <i>THUG</i>, one featuring external characterization, the other internal characterization 	
Students' knowledge beforehand Some of the concepts discussed in this class might come naturally to students. For example, the fact that setting, characters and conflict are necessary might seem like a bit of an open door. Additionally, if the students have been reading the novel the assignments in this class might prove to be easy. However, I do not expect students to have thought about these different story elements individually or explicitly. As such, discussing these elements now can prove to be very useful with regards to the students reading experience of <i>THUG</i> going forward.			Links to digital materials: Videos used during instruction: Characterization in mean girls: https://www.youtube.com/watch?v=JhItB78o_kU Characterization of Captain Jack Sparrow: https://www.youtube.com/watch?v=R7m5Int1hAA	
Time (minutes)	Phase	Activities Teacher	Activities Students	Method
5	Start of the class	Connecting laptop to the projector. Turning the projector on, making sure the power point is ready. Greeting students at the door. Getting students' attention once everyone has taken their place	Students enter the classroom, take their place and take out the stuff they need for the class (laptop, novel, paper, pen, etc.)	X
5	Activity on setting	The teacher starts the class by introducing the different topics as the three essential parts necessary for any story. Subsequently, the teacher starts a dialogue by asking students about the most important locations in	Students partake in the dialogue by responding to the teacher's questions. As a group they slowly come to conclusion about the setting of <i>The Hate U Give</i> .	Teacher guided, structured dialogue

		the novel. As this process continues the questions become more specific. Finally, the teacher reveals a power point slide that shows how the two main locations of the story are diametrically opposed.		
10	Instruction on character and characterization	The teacher gives an instruction on direct and indirect characterization. This is accompanied by two videos.	Students listen to the teacher, but are free to ask questions. For each of the video examples of characterization, students try to determine how the character in question is being characterized.	Direct instruction
10	Character assignment	The teacher explains the assignment and presents each pair of students with the two excerpts from the novel. While the students are busy, the teacher walks across the room checking up on students here and there.	Students are presented two excerpts from <i>The Hate U Give</i> and work in pairs to determine the type of characterization being used, and what they learn about the characters in question from the excerpt.	Activity in pairs
10	Instruction on conflict	The teacher gives a direct instruction on literary conflict. The difference between internal and external conflict is covered as well as examples of different types of external conflict.	Students listen to the teacher, but are free to ask question.	Direct instruction
10	Conflict assignment	The teacher explains the assignment. While the students are busy, the teacher tries to help students who are having trouble with the assignment by providing feedback.	Students try to determine what type of conflict the main conflict of <i>The Hate U Give</i> is. Subsequently, they argue the main character's position in this conflict. Finally, they describe how the chosen setting of the story is connected to its main conflict.	Activity in pairs

Appendix 2.05: Redesigns, lesson five

Date: TBD	Class: 4V	Classroom: TBD	Topic: Dialects, AAVE, associations with specific dialects, difficulties regarding communication between dialects, bi-dialectualism	
Goal: <ul style="list-style-type: none"> • Students are aware that a language consists of many different forms (languages or dialects) and is not a singular entity. • Students understand that a dialect influences how the speaker is perceived by listeners. • Students have experienced the difficulty of interpreting a dialect that they are not used to. 			Preparation and materials: <ul style="list-style-type: none"> • Power point presentation • Videos on Brabants dialect and bidialectualism • Novel, The Hate U Give • 6 videos for AAVE assignment, one for each group. • A copy of worksheet one for each student (see appendix) 	
Students' knowledge beforehand Based on their reading work for this class and their familiarity with Americanized pop culture, students will be aware of the AAVE dialect. However, I expect that they will sooner identify it as an accent rather than a dialect. They are probably unfamiliar with the specifications of language categories such as dialect and language (or lack thereof). Moreover, although they might recognize some vocabulary or pronunciation elements that belong to AAVE, they are probably unfamiliar with the grammatical elements of the dialect.			Links to digital materials: Videos used during instruction: Brabants: https://www.youtube.com/watch?v=HAYkbXwkuH0 GA as 2 nd language: https://www.youtube.com/watch?v=HAYkbXwkuH0 Videos for the AAVE exercise: Pork n Beans Miami Street interview: https://www.youtube.com/watch?v=YMHYaCiDsf8 Kalen Reacts, Cornbread: https://www.youtube.com/watch?v=owq-JUfAa0k Little Larry ODB Interview: https://www.youtube.com/watch?v=tmEFOSkIOZo Redman interview: https://www.youtube.com/watch?v=U-Hw1S9R7_E Harlem Documentary: https://www.youtube.com/watch?v=kNg_Q6z3k40 (8;25 - 8;55) (10;30 - 12;00) Bandgang Interview: https://www.youtube.com/watch?v=HLISAMmAxjE	
Time (Minutes)	Phase	Activities Teacher	Activities Students	Method
5	Start of the class	Connecting laptop to the projector. Turning the projector on, making sure the power point is ready. Greeting students at the door. Getting students' attention once everyone has taken their place	Students enter the classroom, take their place and take out the stuff they need for the class (laptop, novel, paper, pen, etc.)	X

10	Instruction on language and dialect	<p>The teacher introduces the concept of dialect to the class. This is done by presenting some AAVE examples from the novel.</p> <p>Subsequently, the teacher discusses the following elements:</p> <ul style="list-style-type: none"> • Where to look up definitions of slang words online • The difference between language and dialect • Brabants as an example of dialect 	Students listen to the teacher and ask questions if clarification is needed.	Direct instruction
15	AAVE assignment	<p>The teacher explains the assignment and distributes worksheet one to all students. Then he divides the class into groups and assigns each group one of the youtube videos. During the assignments, the teacher checks on each group to determine if they understand the information presented on worksheet one. Additionally, he provides feedback in a general sense.</p>	Students work in groups and use worksheet one to analyze the spoken English in the video they have been assigned. The students look for elements of the spoken English that can be considered AAVE. Should the situation occur that a group has finished the assignment before the time is up, they can move on to another video.	Activity in groups
10	Discussion AAVE assignment	The teacher asks the groups of students one by one to share their findings with the group.	Groups present interesting AAVE elements that they encountered. Afterwards they give a general conclusion as to whether the AAVE speakers in the videos were difficult to understand.	Class discussion
10	Instruction on the social implications of using dialect speak	<p>The teacher gives a direct instruction on how the AAVE dialect spread across the USA and the status of the dialect. He then moves on to social implications for African American students and show the video on an American school treating GA as a second language.</p>	Students listen to the teacher and ask questions if clarification is needed.	Direct instruction

Appendix 2.06: Redesigns, lesson six

Date: TBD	Class: 4V	Classroom: TBD	Topic: Point of view, narration (1 st person, 3 rd person), representation, stereotyping	
Goal:			Preparation and materials:	
<ul style="list-style-type: none"> • Students are able to explain the difference between 1st person and 3rd person narration • Students know what a protagonist is, and are able to explain how the type of narration that is used influences how the protagonist is characterized. • Students are able to explain what representation is. • Students are able to argue for the importance of representation • Students are able to explain what a stereotype is and how it relates to misrepresentation • Students are able to describe the sapphire stereotype 			<ul style="list-style-type: none"> • Power point presentation • Several videos used for instruction and activities • Novel, The Hate U Give 	
Students' knowledge beforehand			Links to digital materials:	
<p>Although I expect students to be familiar with the idea of representation, I don't think that they have thought about the many facets of society in which this is important. Additionally, I don't expect students to be aware of how the concept may apply differently to African American women than men. Students are likely familiar with the concept of a stereotype. However, due to the sparsity of African American Women in media, they may have never realized that the sapphire stereotype is just that, a stereotype.</p>			<p>Videos used during instruction: Subconscious racial bias: https://www.youtube.com/watch?v=nFbvBJULVnc A girl like me: https://www.youtube.com/watch?v=YWyI77Yh1Gg Sapphire stereotype: https://www.youtube.com/watch?v=yQO7XoANYb8(2;45) Family guy: https://www.youtube.com/watch?v=JrGYLNFUwE</p>	
Time (minutes)	Phase	Activities Teacher	Activities Students	Method
5	Start of the class	Connecting laptop to the projector. Turning the projector on, making sure the power point is ready. Greeting students at the door. Getting students' attention once everyone has taken their place.	Students enter the classroom, take their place and take out the stuff they need for the class (laptop, novel, paper, pen, etc.).	X
7	Instruction on protagonist and narrator	Teacher gives a direct instruction on the following topics: Narrator vs protagonist 1 st person narration	Students listen to the teacher and ask questions if clarification is needed.	Direct instruction

		3 rd person narration		
8	Activity on subconscious racial bias	Teacher shows students an informative video on subconscious racial bias. Before doing so, students are asked to determine the message of the video. This is discussed after viewing.	Students watch the video and try to determine what is being claimed about subconscious racial, as well as what the message of the video is. Afterwards, some students are asked to share their ideas.	Video activity
10	Activity on representation	Teacher show the video “a girl like me” up to the 2 minute and six seconds mark. Beforehand students are asked to pay attention to the beauty standards mentioned in the video.	Students watch the video and pay attention to the beauty standards that are mentioned. Afterwards, some students are asked to share their views.	Video activity
10	Comparison activity on representation	Teacher shows two different photos: one of the Dutch cabinet Rutte, the other of the Canadian cabinet Trudeau. Students are asked to spot the differences. Afterwards, the teacher presents two representation related questions to the group: what is it and Why is it important.	Students try to spot the differences between the pictures. Afterwards they try to define representation and explain why it is so important. They do this by raising their hands and sharing their views with the group.	Group activity
10	Instruction on misrepresentation	Teacher gives a short instruction on misrepresentation, particularly the stereotyping of African American women in media. The video on “the sapphire stereotype” is used to inform on a common stereotype. The excerpt from the show <i>Family Guy</i> is used as an example.	Students listen to the teacher and ask questions if clarification is needed.	Direct instruction

Appendix 2.07: Redesigns, lesson seven

Date: TBD	Class: 4V	Classroom: TBD	Topic: Privilege	
Goal:			Preparation and materials:	
<ul style="list-style-type: none"> • Students are able to explain to concept of privilege • Students can name a number of different ways in which a person can be privileged • Students understand how they may be privileged in specific areas • Students are able to explain which characters are privileged in <i>THUG</i> • Students are able to explain how privilege plays a role in the story 			<ul style="list-style-type: none"> • Power point presentation • Novel, <i>The Hate U Give</i> • A privilege statement activity sheet for each student 	
Students' knowledge beforehand			Links to digital materials:	
<p>In recent times, privilege has become more commonly used in the general discussion to denote advantages a person may experience on the basis of who they are. As such, I expect students will have heard the term before. However, I deem it likely that they only have a vague understanding of the concept and do not know what exactly is meant by it.</p>			None	
Time (minutes)	Phase	Activities Teacher	Activities Students	Method
5	Start of the class	Connecting laptop to the projector. Turning the projector on, making sure the power point is ready. Greeting students at the door. Getting students' attention once everyone has taken their place	Students enter the classroom, take their place and take out the stuff they need for the class (laptop, novel, paper, pen, etc.)	X
5	What is privilege	Teacher gives a short instruction on privilege. It is defined in general terms.	Students listen to the teacher, they are free to ask questions	Direct instruction
15	Privilege activity	Teacher gives an instruction on the exercise. Subsequently, he distributes the activity sheets so that every student has one. After this, he reads out the privilege statements one by one so that all students fill them out at the same time.	Students fill out the privilege statements section of the activity sheet. If during this process, students have any questions about the statements, they can raise their hand and the teacher will explain the statement.	Individual activity
8	Sharing in pairs	Teacher takes a step back in order to let students compare	Students share and compare their answers with the student sitting	Activity in pairs

		their answers. He is still present in the classroom to maintain order.	next to them. They do this based on the five open questions at the end of the activity sheet	
8	Sharing with the group	Teacher walks around the classroom to see how students are doing. Displays interest in students responses to the activity.	Students are free to share and compare their answers with anybody in their class. They are also asked to define privilege	Share and compare activity
9	Privilege in <i>THUG</i>	Teacher provides students space to work on the activity.	Students work in pairs to identify the role of privilege in <i>THUG</i> and determine which characters are privileged	Activity in pairs

Appendix 2.08: Redesigns, lesson eight

Date: TBD	Class: 4V	Classroom: TBD	Topic: #BlackLivesMatter, George Floyd, protests, riots, looting, Racism in the Netherlands	
Goal: <ul style="list-style-type: none"> • Students are able to explain what the #BlackLivesMatters movement is and how it came to be. • Students are able to share and argue their perspective on looting as a form of protest • Students are able to share their opinion on the Dutch #BlackLivesMatter movement 			Preparation and materials: <ul style="list-style-type: none"> • Power point presentation • Novel, <i>The Hate U Give</i> • A copy of the edited article on looting for every student • A copy of the article on racism for every student 	
Students' knowledge beforehand: It is likely that students have heard of #BlackLivesMatter before. Similarly, the murder of George Floyd has been met with so many protest, as well as news coverage that students likely know what happened. Additionally, it is probable that students also have an opinion about the looting and rioting that has come as a result of the protests. However, it is unlikely that students have approached this topic critically. This holds true for the topic of racism in the Netherlands as well.			Links to digital materials: Videos used during instruction: What is #BlackLivesMatter: https://www.youtube.com/watch?v=jMedqIxbFfM What happened to George Floyd: https://www.youtube.com/watch?v=fWQ6_BQii_U #BlackLivesMatter in the Netherlands: https://www.youtube.com/watch?v=cLxOWOfWudc Materials used for activities: Article on looting: https://historynewsnetwork.org/article/176121 Kimberly Jones' perspective on looting (03:05-06:46): https://www.youtube.com/watch?v=sb9_qGOa9Go Article on racism in the Netherlands: https://nltimes.nl/2020/07/16/dutch-need-education-impact-colonialism-slavery-says-un-rapporteur	
Time (minutes)	Phase	Activities Teacher	Activities Students	Method
5	Start of the class	Connecting laptop to the projector. Turning the projector on, making sure the power point is ready. Greeting students at the door. Getting students' attention once everyone has taken their place	Students enter the classroom, take their place and take out the stuff they need for the class (laptop, novel, paper, pen, etc.)	X
5	Direct instruction #Black Lives Matter	The teacher gives a direct instruction about the #BlackLivesMatter movement and what happened in response to the murder of George Floyd. The appropriate videos are shown.	Students listen to the teacher and ask questions when any come up	Direct instruction

20	Think, Pair, Share activity on looting	The teacher hands out an edited version of the article on looting to each student. Once every student has read the article, he presents the related questions on the board. Afterwards, the teacher guides the discussion, allowing several pairs to share their perspective. The discussion is concluded by the teacher showing the video on Kimberly Jones' perspective on looting	Students individually read an edited version of the article on looting. Subsequently students answer the questions asking them about their perspective on looting and the phrase "all lives matter". Then, students exchange their perspectives in pairs with the person sitting next to them. Finally, the students engage in the class discussion by raising their hands and sharing their perspectives as a pair.	Think pair share activity
5	Video on #BlackLivesMatter in the Netherlands	The teacher shows the video of a #BlackLivesMatter protest in Utrecht.	Students watch the video	Video
15	Activity in groups	The teacher divides the students into groups of four. Then, he presents every student with a copy of the article on racism in the Netherlands. Once the students are busy with the activity, the teacher walks around the room and checks on each group to provide feedback. Before the activity is over, the teacher visits each group and checks on their findings and conclusions.	Students work in groups to read and discuss the article on racism within Dutch culture. The discussion is focused on whether they recognize elements discussed in the article and if they find they #BlackLivesMatter protests in the Netherlands necessary and justified.	Activity in groups of four

Appendix 2.09: Redesigns, lesson nine

Date: TBD	Class: 4V	Classroom: TBD	Topic: Metaphor, literary motif, literary theme, cultural theme/ethos: the American dream
Goal: <ul style="list-style-type: none"> • Students are able to explain what a metaphor is • Students are able to identify a metaphor as such when they encounter it in a given text • Students are able to explain the concept of literary theme • Students are able to explain the concept of literary theme • Students are able to identify and explain the themes of The Hate U Give • Students are able to identify and explain the literary motifs of The Hate U Give • Students are able to relate the themes and motifs of The Hate U Give to the concepts of individualism and the American dream 			Preparation and materials: <ul style="list-style-type: none"> • Power point presentation • Novel, The Hate U Give • A copy of worksheet four for every student • A printed copy of the lyrics of “The Rose That Grew From Concrete” for every student
Students’ knowledge beforehand: It is likely that students have discussed the concept of metaphor during their Dutch classes. The same is probably true for literary motif and theme. Moreover, part of the class refers back to elements of culture discussed during an earlier class. Nevertheless, combining these two elements is likely to be a challenge to students. Especially if students have not been doing the reading for this lesson series, they are likely to get completely lost during this class.			Links to digital materials: Video used during group activity: The rose that grew from concrete (until 1:30): https://www.youtube.com/watch?v=-ScYgXAUORI
Time (minutes)	Phase	Activities Teacher	Activities Students
5	Start of the class	Connecting laptop to the projector. Turning the projector on, making sure the power point is ready. Greeting students at the door. Getting students’ attention once everyone has taken their place.	Students enter the classroom, take their place and take out the stuff they need for the class (laptop, novel, paper, pen, etc.).
5	Instruction on Metaphor	The teacher explains what a metaphor is using examples from everyday speech. E.g. Being glued to one’s seat.	Students listen to the teacher and ask questions if clarification is needed.
10	Class activity on metaphor	The teacher explains the activity, then provides each student with a copy of the lyrics to the rose that grew from concrete. Subsequently, the youtube video of the song is played once and the teacher guides a group	Students listen to “The Rose That Grew From Concrete” while reading along to the lyrics. Afterwards, the students engage in a group discussion that covers several aspects of the work. The discussion ends when students are able to explain the work’s title (the title is a metaphor).

		discussion about the work, its possible meaning, and its title.	
5	Instruction on Theme	The teacher gives an instruction on literary theme.	Students listen to the teacher and ask questions if clarification is needed.
5	Instruction on Motif	The teacher gives an instruction on the concept of literary motif and how it relates to literary theme. Examples from popular movies, such as the lord of the rings, are used to illustrate the concept	Students listen to the teacher and ask questions if clarification is needed.
20	Theme and motif activity	<p>The divides the students in groups of four. Subsequently, he explains the activity and provides every student with a copy of worksheet four.</p> <p>During the activity, the teacher walks around the classroom in order to check up on the different groups and help them with the assignment. Since the questions on the worksheet are likely to be challenging for the students, every group needs to be checked upon multiple times.</p> <p>Once the set time-limit for the activity is nearly over, the teacher reveals how he would describe the themes and motif of the novel by writing them on the board.</p> <p>Themes:</p> <ul style="list-style-type: none"> - Identity and being black - Systemic racism <p>Motif:</p> <ul style="list-style-type: none"> - Voice and silence 	The students work through activity sheet one in groups of four. The sheet contains a refresher on the main differences between Dutch and American culture with regards to individuality based on Hofstede insights. Additionally, the worksheet contains information on the concept of the American dream. The activity sheet contains a set of numbered questions that asks students to determine the main the theme of the novel and subsequently relate this to the concepts of individualism and the American dream. Finally, students are asked how the main character of the novel takes action throughout the events of the novel and how this relates to its themes.

Appendix 2.10: Redesigns, lesson ten

Date: TBD	Class: 4V	Classroom: TBD	Topic: The plot diagram and its components. What to study for the test	
Goal: <ul style="list-style-type: none"> • Students are able to describe all five phases of the plot diagram • Students are able to apply the plot diagram to <i>THUG</i> • Students are familiar with the topics that might be covered on the test • Students are familiar with the type of phrasing that will be used for the questions on the test 			Preparation and materials: <ul style="list-style-type: none"> • Power point presentation • Novel, <i>The Hate U Give</i> • A deck of cards containing questions about the <i>THUG</i> lesson series study material. One deck is necessary for every four students 	
Students' knowledge beforehand: I assume that students are perceptive enough to have noticed that story driven media generally adhere to a specific structure. However, I do not think it is likely that they are familiar with the plot diagram. That being said, the exposition section of the diagram has already been discussed in class and I expect that the other sections will come quite naturally to the students who have read the novel.			Links to digital materials: None	
Time (minutes)	Phase	Activities Teacher	Activities Students	Method
5	Start of the class	Connecting laptop to the projector. Turning the projector on, making sure the power point is ready. Greeting students at the door. Getting students' attention once everyone has taken their place.	Students enter the classroom, take their place and take out the stuff they need for the class (laptop, novel, paper, pen, etc.).	X
5	Recap of the exposition	The teacher quickly discusses the exposition and its main elements: setting, characters, conflict. Since all of these topics have been covered in a previous class it is a very brief instruction.	Students listen to the teacher and ask questions if clarification is needed.	Direct instruction
10	Direct instruction on the plot diagram	The teacher provides a direct instruction on the four remaining elements of the plot diagram. This is done by focusing on the climax and resolutions, and characterizing the rising and falling action as building up to, and resulting out of the climax of the story.	Students listen to the teacher and ask questions if clarification is needed.	Direct instruction

15	Uncovering the plot diagram	The teacher explains the assignment. While the students are busy the teacher walks around the classroom answering questions where necessary.	The students apply the structure of the plot diagram to <i>THUG</i> . Students are encouraged to start with defining the climax and reverse engineer the rising action by combining their knowledge of the exposition with their definition of the climax. Subsequently, the students are encouraged to define the resolution and use their knowledge of the climax and resolution to define the falling action.	Individual activity
15	What to prepare for the test	The teacher presents a list of topics that need to be covered in preparation of the test. Subsequently, the teacher explains the activity and provides every group of students with a deck of question cards. For the remainder of the class, the teacher oversees the activity by observing the students and providing feedback where necessary.	Students divide into groups of four and take turns asking each other questions using the question card deck provided to them by the teacher. The students are encouraged to play for points to see who can answer the most questions correctly. However, if they prefer to play more casually, that is fine as well.	Fan-N-Pick exercise

Appendix 3: Paige et al.'s Model of Culture Learning

Model of culture learning by Paige et al.

- A. Knowledge
 - 1. Culture-General: Intercultural Phenomena
 - i. cultural adjustment stages
 - ii. culture shock
 - iii. intercultural development
 - iv. culture learning
 - v. cultural identity
 - vi. cultural marginality
 - 2. Culture Specific
 - i. "little c" target culture knowledge
 - ii. "Big C" target culture knowledge
 - iii. pragmatics
 - iv. sociolinguistic competence
- B. Behavior
 - 1. Culture General: Intercultural Skills
 - i. culture learning strategies
 - ii. coping and stress management strategies
 - iii. intercultural communicative competence
 - iv. intercultural perspective-taking skills
 - v. cultural adaptability
 - vi. transcultural competence
 - 2. Culture Specific: Target Culture Skills
 - i. "little c" culture – appropriate everyday behavior
 - ii. "Big C" culture – appropriate contextual behavior
- C. Attitudes
 - 1. Culture General
 - i. positive attitude toward different cultures
 - ii. positive attitude toward culture learning
 - iii. ethnorelative attitude regarding cultural differences
 - 2. Culture Specific
 - i. positive attitude toward target culture
 - ii. positive attitude toward target culture persons

Appendix 4: Porto and Byram's Model of Cultural Understanding

Model of Cultural Understanding by Porto and Byram

- Level 0. Erratic perception or omission of cultural aspects.
- Level 1. Perception/identification of cultural differences. Access to levels 2, 3, 4 and 5.
- Level 2. Identification of own values and ideas. Identification of the cultural assumptions behind one's own culture (insider perspective).
- Level 3. Perception of the cultural C2 from one's own frame of reference (C1) (outsider perspective). Stereotyped views of the cultural C2.
- Level 4. Perception of the cultural C2 from the frame of reference of members of culture C2 (insider perspective).
- Level 5. Perception of the cultural C1 from the perspective of the cultural C2 (outsider perspective)