The Fault in Our Stars

9th Grade English

Class length: 90 minutes

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| **UNIT/ESSENTIAL QUESTION:**  How can novels use humor to address life’s mysteries in a light-hearted manner?  Can teenagers experience a true form of love? How is this shown in YA literature?  What do you believe? How do you see the world? |

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| **FOCUS QUESTION/OBJECTIVE:**  This unit is designed to allow students to think about meaningful life questions, through a popular young adult novel. The lesson below is from the last section in our unit on The Fault in Our Stars, after the students have finished reading. We will be focusing on the Eulogy’s of Hazel and Augustus in making personal connections. Students will consider their own positions regarding existential questions. |  |
| **LEARNING TARGETS:**  Students will be able to identify their stance on a range of thought-provoking topics  Students will think deeply about life and what they find important  Students will use technology to create a multimodal thought piece  Students will be able to think outside the box and create written pieces from visual/auditory representations |  |

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| **PROCEDURE:** |  |
| DO NOW | Students will be given 5 minutes to respond to the question:  Who would you want to write your eulogy? What would you want them to write about you? |
| MINI-LESSON | Teacher explains that we will explore a few notable quotes from TFIOS in attempting to identity the larger ethical themes. Students will consider their personal stances on issues addressed in the novel in order to prepare their own “Eulogy” explaining how they view the world. Students will be debating some of the major quotes in the novel. Through the mock debate they will hear classmates argue from multiple perspectives, which will help them formulate their own opinions. (Five minutes) |
| ACTIVITY | 1. Students are split into six groups of five (as already decided by the teacher) (Five minutes)  2. Each group receives a quote and is told which side they will be responsible for arguing (agree/disagree).  Quotes:     1. “Grief does not change you, Hazel. It reveals you.”     2. “The real heroes anyway aren't the people doing things; the real heroes are the people NOTICING things, paying attention.”     3. “You do not immortalize the lost by writing about them. Language buries, but does not resurrect.”  3. Groups will assign roles for each member. Two students will create a visual page for their quote, two students will find evidence from the text, one student will write an opening statement  (this will allow for differentiation as students will be able to work towards their strengths)  4. (Ten minutes) Students read the quote and have an initial discussion to generate some ideas  4. (Fifteen minutes) Group members will work on their assigned roles. Each group will have a laptop, which they will use to create their “visual page” with images and quotes that represent their side of the argument.  5. (Ten minutes per group) Each pair of quotes will take turn holding their debate while the other groups listen and take notes. Each group will present an opening statement and three rebuttals. |
| SUMMARY/ASSESSMENT | (Twenty minutes)  1. Teacher will then project both Hazel and Augustus’ eulogies for each other  2. Class will discuss what the eulogies say about who they were as people and what they thought of each other  3. Class will discuss whether we feel the characters’ eulogies were accurate representations of Hazel and Augustus based on our characterization charts from a previous class  4. Students will share some of the conclusions they have come to after the debate |

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| **HOMEWORK:**  Students will be responsible for creating a visual representation of their stance on the major life questions addressed in the debate, as well as any others they found in the novel. This can be in the form of a collage, video, song, etc. They will post these on the class wordpress blog. Students will also choose a partner in class whose eulogy they will write based on the representation of those students beliefs. As Augustus was teased for editing his own eulogy, students will be responsible for doing the same with their classmate’s writing. |
| **ASSESSMENT:**  How well did the visual/auditory representation reflect the student’s ideas/beliefs?  Were they creative and experimental with their use of technology?  How well did they represent their partner in their written eulogy?  Was the eulogy well written? (proper spelling/grammar, careful word choice, tone) |

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| **MATERIALS:**  Six laptops (one for each group)  Quotes printed for students  Eulogies Printed for projector  An overhead projector  Copies of The Fault in Our Stars |

*Hazel’s Eulogy for Augustus:*

"My name is Hazel. Augustus Waters was the great star-crossed love of of my life. Ours was an epic love story, and I won't be able to get more than a sentence into it without disappearing into a puddle of tears. Gus knew. Gus knows. *I will not tell you our love story, because like all real love stories, it will die with us. As it should.* I'd hoped that he'd be eulogizing me, because there is no one I'd rather have. I can't talk about our love story, so I will talk about math. I am not a mathematician, but I know this. There is an infinite between 0 and 1. There's .1 and .12 and .112 and an infinite collection of others. Of course there is a bigger infinite set of numbers between 0 and 2, or between 0 and a million. *Some infinities are bigger than other infinities*. A writer we used to like taught us that. There are days, many days of them, when I resent the size of my unbounded set. I want more numbers than I'm likely to get, and God, I want more numbers for Augustus Waters than he got. But, Gus, my love, I cannot tell you how thankful I am for our little infinity. I wouldn't trade it for the world. You have given me a forever within the numbered days, and I'm grateful."- (259- 260)

*Augustus’ Eulogy for Hazel:*

“Here's the thing about Hazel: Almost everyone is obsessed with leaving a mark upon the world. Bequeathing a legacy. Outlasting death. *We all want to be remembered. I do, too.* That's what bothers me most, is being another unremembered casualty in the ancient and inglorious war against disease. I want to leave a mark. But Van Houten: The marks humans leave are too often scars.  (Okay maybe I'm not such a shitty writer. But I can't pull my ideas together, Van Houten. My thoughts are stars I cannot fathom into constellations.)  Hazel is different. She walks lightly, old man. She walks lightly upon the earth. Hazel knows the truth: *We're as likely to hurt the universe as we are to help it, and we are not likely to do either.* People will say it's sad that she leaves a lesser scar, that fewer remember her, that she was loved deeply but not widely. But it's not sad, Van Houten it's triumphant. It's heroic.  After my PET scan lit up, I snuck into the ICU and saw her while she was unconscious. I walked in behind the nurse and got to sit next to her for like ten minutes before I got caught. I really thought she was going to die before I could tell her that I was going to die, too. I just held her hand and tried to imagine a world without us and for about one second I was a good enough person to hope she died so she would never know that I was going, too. But then I wanted more time so we could fall in love. I got my wish, I suppose. I left my scar. What else? She is so beautiful. You don't get tired of looking at her. You never worry if she is smarter than you: You know she is. She is funny without ever being mean. I love her. I am so lucky to love her. You don't get to choose the ones you hurtin this world, but you do have some say in who hurts you. I like my choices. I hope she likes hers.”  (310-313)

Standards:

**USA- ISTE: National Educational Technology Standards for Students:**

• Standard : 1. Creativity and Innovation- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.• Standard : 2. Communication and Collaboration- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

**Common Core Standards for English Language Arts grades 6-12:**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.