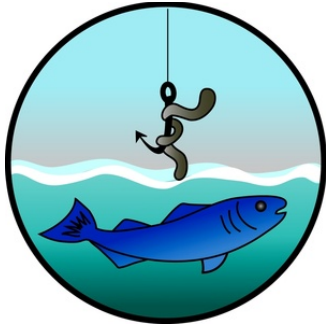


Creating Engaging Hooks



Essential Questions

- WHAT IS A HOOK?
- WHAT ARE THE DIFFERENT WAYS TO HOOK A READER?

Learning Intention / Overview

Every writer starts out enthusiastic about their topic. Unfortunately, that doesn't mean that their audience is going to instantly relate to what is being stated. Writers have an obligation to present their topic in an interesting, engaging format that brings even the driest of topics to life. That process starts with a hook! Successful writers understand that articles, letters, editorials, and even speeches have a common beginning – a hook! If the reader isn't lured in, why do they want to continue reading?

Methods / Teaching Strategies

- Group work
- Class Discussion
- Personalized Learning

Assessment of Learning

- Composing hooks (cooperative learning activity)

How might you customize or alter this lesson?

Key Learning Areas

Essay Writing

Concepts Taught

Composition

Target Age

9 – 18 Year Olds

Duration

2 x 60 minute Session

You will need:

Lesson Plan (provided)

Common Household Items



edgalaxy.com
Cool Stuff for Nerdy Teachers

Online Resources:

- <http://edgalaxy.com/educational-quotes>
- <http://edgalaxy.com/classroom-posters-charts/2013/9/10/14-educational-quotes-posters>
- <http://www.youtube.com/watch?v=...>

Teaching Instructions

1. Before students can fully appreciate engaging “hooks”, they will likely need to experience the torture of a text that is lacking just that.
2. Consider reading an entry from an encyclopedia about a well-known topic. (You may just want to read the opening two to three sentences.)
3. Rewrite the encyclopedia entry’s beginning to include a fun, engaging hook.
4. Ask students to compare and contrast the two openings.
5. They will likely comment that one was engaging, interesting, and the other one lulled them to sleep.
6. Once the discussion is complete, ask students to record some brief notes. You might want to add these to a PowerPoint file or create a note taking guide (depending on the age that you will be using these notes with).
 - a. Hook – the opening line(s) to a work of nonfiction that engages readers. It relates to the topic and creates interest.
 - b. Types of Hooks:
 - i. Ask a question – this may be the easiest hook, but it can also be the most ineffective. It is hard to ask a question that really provokes interest.
 - ii. Use a direct quotation – depending on the author’s topic, this could be the lines from a song, a famous person’s words, or another direct statement that provides insight and builds authority in relation to the topic.
 - iii. Write an anecdote – composing a “mini story” to relate to a nonfiction topic is an effective way to get readers emotionally vested in what one has to say. This is probably the lengthiest type of hook, but for many writers, it matches their writing style.
 - iv. Provide a relevant statistic – using a detail that quantifies an amount can be very engaging if you are composing a persuasive/argumentative writing piece. Just keep in mind that using a statistic requires that it is supported and not just thrown into the introduction with no support.
 - v. Compose a description – using sensory details to create a visual image is an effective means of engaging readers. This hook can be

especially useful if the topic is something strange, unusual, or noteworthy of being seen with words.

7. Once, students have completed the notes, you will need to divide the class into groups of three.
 - a. In advance, you will have prepared “brown bags” for each group.
 - b. Inside the brown bags, include “common, everyday objects” such as tape, rope, canned food, magnets, etc.)
 - c. Each “brown bag” should have two to five objects, depending on the age that you are working with.
 - d. If the bag has two objects, please place two sticky notes in the bag too. If the bag has five objects, please place five sticky notes in the bag. (The number of sticky notes should correlate with the number of objects.)
8. Ask students to “view” each item as discreetly as they can. (In other words, they shouldn’t be viewing the items, while waving at the group beside them. It should be done secretly.)
9. Students should compose a hook for each of their items. They are going to pretend that this hook is the opening line(s) in a nonfiction passage they are writing about the object they are currently viewing.
 - a. If they have two objects, they will write two hooks. (Encourage them to try to use two of the different hook types.)
10. Explain to students that their hooks should be engaging and provide interest in the topic. It should not simply state: “Let’s talk about rope.”
 - a. After the groups have finished composing their hooks, they will need to write the name of each item and the accompanying hook on a piece of notebook paper to be handed in for grading.
 - b. Collect the bags with the sticky notes attached to each item inside.
11. Prior to class the next day, place each group’s objects around the classroom. (If there were five groups, you will display all 10 to 25 items around the classroom.)
12. Stick one “hook” on each student’s desk. If there are more sticky notes than students, ask for volunteers to accept more than one sticky note.
 - a. If there are not enough sticky notes, make an extra copy of some, so that each student has their own student-created hook.
13. Call on two to three students at a time to go around the room and try to find the object that the hook written on the sticky note correlates with.
14. As students make matches, encourage them to identify the type of hook used.

15. Also, have them do a quick 1, 2, 3, 4, 5, rating of how engaging the hook was. (1 being the lowest, 5 being the highest.)
16. As the lesson ends, review the varying types of hooks.
17. Consider following up the second day's lesson with a brief quiz in the following days.