

2 - The Courage to Fight Injustice

Content Area: **ELA**
Course(s): **CP English 9**
Time Period: **Marking Period 1**
Length: **7 weeks**
Status: **Published**

Course Pacing Guide

CP English 9 introduces students to a variety of literary genres but, more importantly, depicts the ways individuals struggle to fight injustices in society, which inspires us to do the same.

This unit will begin after our discussion of Summer Reading & Conformity/Non-Conformity. The focus of this unit will be Harper Lee's *To Kill a Mockingbird*, but we will also be including non-fiction texts and some discussion of students' study of Global Issues. We will begin with students' discussion so far in Global Issues and the sources of injustice/conflict that they have studied already. We will then turn our attention to our current events and examine injustice and conflicts as presented in contemporary journalism. We will then provide some background into the 1930s (the setting of the novel) before we begin reading the text. This will be a 6-7 week unit.

Name of Unit

MP

of Weeks

Conformity/Non-Conformity	1	3
The Courage to Fight Injustice	1	6-7
The Loss of Innocence (TCITR Focus)	2	7-8
The Loss of Innocence (R & J Focus)	3	7-8
Defining a Hero	3-4	7
Non-Fiction: Effecting Change in the World	4	4

Unit Overview

After learning about/discussing conformity and non-conformity with our summer reading books, we will then explore the legacy of racism in the United States and the courage necessary to stand up to bigotry and injustice.

Enduring Understandings

- Developing empathy by stepping outside of your own perspective, no matter how foreign it is to you is essential in order to learn and grow.
- Choices an author makes about character, plot, theme, culture and setting have tremendous influence on a story.
- While some authors choose to represent history through non-fiction writing, one can interpret and comment on a time and place in history through a fictional lens -- fiction can be just as meaningful a window into an important time and place as non-fiction.
- In order to fully form an argument must try to work within a three-part framework of logos, pathos and ethos -- present a logical argument that appeals to the emotions of the audience while establishing credibility (e.g. through choosing, introducing/embedding and citing evidence)
- The practice of “othering” people leads to hatred of a person or group

Essential Questions

- How did the legacy of racism continue even after the Civil War/the 13th Amendment?
- How has the legacy of racism infiltrated the Northeast, even into the 21st century? (important to touch upon so students understand the relevance of the novel today)
- What are the processes of fomenting hatred and othering a person from their group or community? What are the consequences of this?
- What does it mean to be brave? (stereotypical/traditional understanding of heroes vs. shifting/nuanced notions of heroism --
 - e.g. Are the most poignant examples of bravery are the most visible? Consider the differences in the bravery demonstrated by Atticus (or Mrs. Dubose). [Can connect to summer reading choices, too.]
- How does one step out of one’s own POV? How can I walk in someone else’s shoes?
 - e.g. How does Scout step out of her own shoes? what help does she get/need with that process?
- How can one win the hearts and minds of others who have opposing viewpoints? Is it possible?

- e.g. What strategies does Atticus use? are they effective? why or why not?

LGBTQIA+ Integration

To Kill a Mockingbird

To Kill a Mockingbird, in addition to addressing the topic of heroism with the character of Atticus Finch, also addresses the previous unit of nonconformity in both the characters of Scout and Dill.

Suggested Activity:

Include a choice option in the *To Kill a Mockingbird* introductory project that focuses on the role of women in the early 1900s and what expectations there were for “femininity.” It should also focus on Harper Lee’s life and how she did not adhere to gendered expectations.

Suggested Reading:

This article from Public Radio International (also available on audio) discusses the author Harper Lee and how she did not adhere to gender stereotypes in her own life. Lee, along with her childhood friend Truman Capote, are often considered the basis for non-gender conforming characters Scout Finch and Dill Harris.

<https://www.pri.org/stories/2016-02-26/queering-harper-lee-question-remains-about->

SJ.5	Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
SJ.7	Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
SJ.9	Students will respond to diversity by building empathy, respect, understanding and connection.
SJ.10	Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
SJ.12	Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
SJ.13	Students will analyze the harmful impact of bias and injustice on the world, historically and today.
SJ.16	Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
SJ.17	Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
SJ.18	Students will speak up with courage and respect when they or someone else has been

hurt or wronged by bias.

SJ.19

Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.

New Jersey Student Learning Standards (No CCS)

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LA.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
LA.RL.9-10.10a	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
LA.RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LA.RI.9-10.8	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
LA.W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.9-10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.W.9-10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including

a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LA.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
LA.W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
LA.SL.9-10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.2.C	Spell correctly.
LA.L.9-10.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.9-10.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LA.9-10.W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

Amistad Integration

To Kill a Mockingbird, especially in the second half of the text, centers around the trial and conviction of a Black man who is wrongly accused of raping a white woman. His arrest, attempted lynching, "show" trial, the manner in which the white prosecutor treats the defendant and the all-white jury's conviction are all indicative of the Jim Crow era and beyond. Students can make connections to the Scottsboro Boys, Ms. Vermaat's own personal family history of her great-aunt Mae Crow, and more recently, the Central Park Five.

LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LA.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
LA.RI.9-10.8	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
LA.RI.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

LA.RI.9-10.10a	By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.

Holocaust/Genocide Education

As the 1930s draw to a close in *To Kill a Mockingbird*, Scout Finch learns about the rise of Nazism from her teacher, Miss Gates. Although Miss Gates is sympathetic to the plight of the Jews in Germany, Scout correctly recognizes the hypocrisy of Miss Gates' attitude which condemns the Nazis, while also accepting and participating in the racism that is prevalent in Maycomb. Scout remembers how Miss Gates did not believe Tom Robinson, despite clear evidence that he did not commit the crime of which he was accused, and even used racist language at the courthouse.

LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.SL.9-10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
LA.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.

Interdisciplinary Connections

There are clear interdisciplinary connections to social studies in this text. The setting of the story is very much wrapped into the early 20th century American south, in addition to references to Roosevelt's New Deal as well as the rise of Nazism. Connections to the Jim Crow era of US history are very clear.

SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
SOC.9-12.1.2.2	Relate current events to the physical and human characteristics of places and regions.
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.

Technology Standards

TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

21st Century Themes/Careers

- Evaluating sources - looking at the differences between Op-Ed and news stories and evaluating what makes a source credible.
- Historical context - students evaluate the impact of the Great Depression and the New Deal on the characters and setting in *To Kill a Mockingbird*
- Historical context - students evaluate the impact of societal norms for women and minorities in this time period (1930s American South).

CRP.K-12.CRP7	Employ valid and reliable research strategies.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

Financial Literacy Integration

An understanding of the poverty experienced during the Great Depression is an integral part of understanding the text and characters. The Ewell family receives welfare funds, (Scout says that the Ewells are "guests of the county" and that the family receives "relief checks") so an understanding of this would be important as well. Bob Ewell is fired from the WPA, so an explanation of the tenets of the New Deal is helpful as well to provide context.

PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
PFL.9.1.12.A.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.

Instructional Strategies & Learning Activities

- Mini-presentation re: historical context -- key events, people, laws (have students find information on the subject from at least 2 different mediums, print/audio/video/photographic, and compare/contrast them)
- Include the analysis of seminal U.S. texts -- e.g. connect "Letter from a Birmingham Jail" MLK -- [link to PPT](#) with suggestions on how to evaluate pathos, logos, ethos of his argument) or analysis of from time period of setting
- Independent Reading + Graphic Organizer per chapter (key events, personal response, new characters identified, key quotations)
- Small Group discussion
- Prior to trial -- [Jury Simulation](#) (familiarize students with jury language and experience; includes a sample trial that students must deliberate over)
- Comparison/Contrast of key passages with key scenes from film.
- Define and demonstrate understanding of vocabulary from text through art and movement, objective assessments and writing
- Short Answer/Objective test at midway point
- Vocabulary activities: All words on the vocabulary list are from the novel.
- End of unit extended thematic extended paragraph: instructional strategies on topic sentences, thematic statements, how to embed evidence, format for formal writing, etc.

Differentiated Instruction

- Utilize the film version of *To Kill a Mockingbird* to enhance understanding
- Utilize the documentary "Slavery by Another Name" to bring historical implications to life
- Learning preferences integration (visual, auditory, kinesthetic)
 - for example, using a storyboard to visualize changes across text
- Tiered Learning Targets
- Meaningful Student Voice & Choice
- Debate (jury activity)
- LMS use
- [Mock Trial](#) (jury activity)
- The Hot Seat/Role-Play
- Student Data Inventories
- Rubrics
- Jigsaws
- Learning Through Workstations (students teach other the main idea of each chapter through a gallery walk)

- Concept Attainment
- Assessment Design & Backwards Planning

Formative Assessments

- Formative Activities:
 - Methods of Characterization (character charts, main character analysis-- poem, poster)
 - Narrative POV -- rewrite this scene from another POV,
 - empathy-building activities (letter to Boo Radley, etc)
 - Show scenes from film & write comparative review
 - Op/Ed and New Story adaptation of the lynch mob scene in the novel to reinforce non-fiction/journalism skills
 - read excerpts from Go Set a Watchman (compare and contrast POV)

Reading checks

Vocabulary quizzes

Collecting graphic organizers to evaluate how well students understand the reading they did the night before

Summative Assessment

1. TKAM assessment after part 1 of the novel
2. TKAM essay

Benchmark Assessments

LinkIt

TKAM Part 1 Test

Alternate Assessments

Modified assessments would include:

- reduced multiple choice
- 1:1 correspondence in character to description
- reduction in required writing by 25%

Resources & Technology

A very thorough unit plan for TKAM (Gallery Walk of Classic Trials, An Era Envelope Activity for gathering information about the time period with a scaffolded journal entry; a SAYS-MEANS-MATTERS chart for quote analysis): <https://theteachingfactor.wordpress.com/tag/to-kill-a-mockingbird/> + <http://www.sausd.us/cms/lib5/CA01000471/Centricity/Domain/106/10th%20Grade%20Spring%20Unit%20Final3.6.14.pdf> + https://www.facinghistory.org/sites/default/files/publications/Teaching_Mockingbird.pdf

Resources from CommonLit:

"On Turning Ten" by Billy Collins -- Connection to Chapter 13 & Aunt Alexandra= expectations placed on Scout to be a "young lady" <https://www.commonlit.org/en/texts/on-turning-ten>

"The Scottsboro Boys" by Jessica McBirney (2017) <https://www.commonlit.org/en/texts/the-scottsboro-boys>

"President Obama's Remarks from the Trayvon Martin Ruling" by President Obama (2013) -- after Chapter 25 of the novel <https://www.commonlit.org/en/texts/president-obama-s-remarks-on-trayvon-martin-ruling>

BOE Approved Texts

To Kill a Mockingbird by Harper Lee

Closure

- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the

completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.

- Sequence It - create timelines of major events discussed. This can also be done using a Storyboard format.
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

ELL

- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate
- Consult with ELL teacher
- Verbal answers accepted
- Use of increased white space on handouts

- Larger sized font on handouts

Special Education

- Shorten assignments to focus on mastery of key concepts.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Reduction in the amount of writing required
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Seat the student close to the teacher or a positive role model and away from distractions)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Grade spelling separately from content.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Average grades out when assignments are reworked, or grade on corrected work.
- Access to film version of *To Kill a Mockingbird* for reference
- Access to corrected notes
- Access to study guides
- Access to audio books

504

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials

- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and/or to the school-based social worker
- consult with guidance counselors

At Risk

- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Assistance in maintaining uncluttered space
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Film or video supplements in addition to reading text
- Use de-escalating strategies
- Use peer supports and mentoring
- Chart progress and maintain data
- consult with I&RS team

Gifted and Talented

- Offer the Most Difficult First
- Pretest for Volunteers
- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Tiered learning
- Focus on effort and practice
- Encourage risk taking

- Consult with accelerated and/or Advanced Placement teachers for G/T strategies