

# Courage to Fight Injustice

Content Area: **ELA**  
Course(s): **CP English 9**  
Time Period: **Marking Period 1**  
Length: **6 weeks**  
Status: **Published**

## Course Pacing Guide

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**Accelerated 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.**

Unit	MP	Weeks
Human Nature / Conformity / Non-conformity	1	2
Media Bias / Manipulation of Language / Non-fiction	1	4
Courage to Fight Injustice	1-2	5-6
The Epic Hero / Odyssey	2	4-5
Love, Fate, & Revenge	3	4-5
Loss of Innocence / Coming of Age / Challenges of Adolescence	3	6
Poetry	4	2
Short Stories	4	2
Navigating the Media Landscape	1-4	1-2
Identity / Questioning Faith	4	4-5

## Unit Overview

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Students will explore the relationship between morality, behavior, and justice through their study of *To Kill a Mockingbird* and *12 Angry Men*.

## Enduring Understandings

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- 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.
- The practice of “othering” people leads to hatred of a person or group

## Essential Questions

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- How did the legacy of racism continue even after the Civil War/the 13th Amendment?
- How has the legacy of racism infiltrate 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 --
- How does one step out of one’s one 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/Odysseus use? are they effective? why or why not?
- What is the relationship between morality, behavior, and justice?
- How easy is it to persuade someone?
- How does prejudice interfere in the course of justice?
- What strengths and weaknesses of the jury system do *To Kill a Mockingbird* and *12 Angry Men* present?

## New Jersey Student Learning Standards (No CCS)

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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.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
LA.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LA.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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.
LA.W.9-10.3.A	Engage and orient the reader by setting out a problem, situation, or observation,

establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

LA.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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.

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.

SJ.AC.9-12.19

I stand up to exclusion, prejudice and discrimination, even when it's not popular or easy or when no one else does.

SOC.6.1.12.B.9.a

Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.

SOC.6.1.12.D.9.b

Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.

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.9-12.1.3.3

Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.

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.

## **Amistad Integration**

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SJ.17

Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.

SJ.AC.9-12.19

I stand up to exclusion, prejudice and discrimination, even when it's not popular or easy or when no one else does.

SOC.6.3.12

Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

SOC.6.3.12.CS2

Analyze sources of prejudice and discrimination and propose solutions to eliminate them.

## **Holocaust/Genocide Education**

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SOC.9-12.1.1.1

Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.

## **Interdisciplinary Connections**

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Students will conduct a mini-research / webquest on the 1930s to gain a better understanding of the political,

economic, and social setting of the *To Kill a Mockingbird*.

SOC.6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
SOC.6.1.12.A.9.a	Analyze how the actions and policies of the United States government contributed to the Great Depression.
SOC.6.1.12.B.1.a	Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.
SOC.6.1.12.B.9.a	Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.2.2	Relate current events to the physical and human characteristics of places and regions.

## Technology Standards

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TECH.K-12.1.1.c	use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
TECH.K-12.1.2.b	engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
TECH.K-12.1.2.c	demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
TECH.K-12.1.3.b	evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
TECH.K-12.1.6.a	choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
TECH.K-12.1.6.c	communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
TECH.K-12.1.7.b	use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

## 21st Century Themes/Careers

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CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

## Financial Literacy Integration

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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.9	Analyze how personal and cultural values impact spending and other financial decisions.

## Instructional Strategies & Learning Activities

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- 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
- Research the Scottsboro Trials & view excerpts from documentary
- 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
- Act out the court scenes of *To Kill a Mockingbird*
- Vocabulary activities: All words on the vocabulary list are from the novel.
- View *12 Angry Men* & make connections / comparisons to *To Kill a Mockingbird* and the Scottsboro Trials.

## Differentiated Instruction

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- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Self-Directed Learning
- Choice Boards
- Socratic Seminar
- Rubrics
- Jigsaws
- Mentoring

## Formative Assessments

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- Methods of Characterization (character charts, main character analysis-- poem, poster)
- Narratives (POV, narrative techniques)
- empathy-building activities (letter to Boo Radley, etc)
- Show scenes from film & write comparative review
- read excerpts from *Go Set a Watchman* (compare and contrast POV)

- Reading checks
- Vocabulary quizzes
- Guided reading questions

## Summative Assessment

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- TKAM test
- TKAM / 12 Angry Men essay

## Benchmark Assessments

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Linkit! Assessment: Form B

## Alternate Assessments

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Modified assessments would include:

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

## Resources & Technology

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TECH.K-12.1.1.c	use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
TECH.K-12.1.2.b	engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
TECH.K-12.1.2.c	demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
TECH.K-12.1.3.a	plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
TECH.K-12.1.7.b	use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
TECH.K-12.1.7.c	contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

## BOE Approved Texts

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- *To Kill a Mockingbird* by Harper Lee
- *12 Angry Men* by Reginald Rose

## Closure

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- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- 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.
- Students 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.
- 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!"

## ELL

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- Alternate Responses
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- E-Dictionaries
- Google Translate

## Special Education

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- Shorten assignments to focus on mastery of key concepts.
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).

## **504**

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

## **At Risk**

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- Provision of notes or outlines
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Adjusted assignment timelines
- Pace long-term projects
- Use peer supports and mentoring

## **Gifted and Talented**

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- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Tiered learning
- Focus on effort and practice
- Encourage risk taking



