# Unit 05: Maus

Content Area: **Language Arts**
Course(s): **English 1CP**
Time Period: **Semester 1 & 2**
Length: **4 weeks**
Status: **Published**

## Standards

Please see list of standards for more details under the anchor standards. Please note that additional standards can be applied to any unit.

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| L | Language |
| L.SS.9–10.1 | Demonstrate command of the system and structure of the English language when writing or speaking. |
| L.SS.9–10.1.A | Use parallel structure. |
| L.SS.9–10.1.B | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| L.SS.9–10.1.C | Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. |
| L.SS.9–10.1.D | Use a colon to introduce a list or quotation. |
| L.SS.9–10.1.E | Recognize spelling conventions. |
| L.KL.9–10.2 | Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. |
| L.KL.9–10.2.A | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. |
| L.KL.9–10.2.B | Vary word choice and sentence structure to demonstrate an understanding of the influence of language. |
| L.KL.9–10.2.C | Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| L.VL.9–10.3 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies. |
| L.VL.9–10.3.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. |
| L.VL.9–10.3.B | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). |
| L.VL.9–10.3.C | 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). |
| L.VL.9–10.3.D | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. |
| L.VL.9–10.3.E | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| L.VI.9–10.4 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. |

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| L.VI.9–10.4.A | Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. |
| L.VI.9–10.4.C | 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; how the language of a court opinion differs from that of a newspaper). |
| R | Reading |
| RI.CR.9–10.1 | Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. |
| RI.CI.9–10.2 | Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text. |
| RI.IT.9–10.3 | Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| RL.TS.9–10.4 | Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise). |
| RI.TS.9–10.4 | Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). |
| RI.AA.9–10.7 | Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning. |
| RI.CT.9–10.8 | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts. |
| W | Writing |
| W.AW.9–10.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence. |
| W.AW.9–10.1.A | 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. |
| W.AW.9–10.1.B | Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns. |
| W.AW.9–10.1.C | Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| W.AW.9–10.1.D | 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. |
| W.AW.9–10.1.E | Provide a concluding paragraph or section that supports the argument presented. |
| W.IW.9–10.2 | Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| W.IW.9–10.2.A | Introduce a topic; organize complex ideas, concepts, and information to make important |

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| | connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension. |
| W.IW.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. |
| W.IW.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. |
| W.IW.9–10.2.D | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| W.IW.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. |
| W.IW.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). |
| W.WR.9–10.5 | 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. |
| W.SE.9–10.6 | 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). |
| W.RW.9–10.7 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| SL | Speaking and Listening |
| SL.PE.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. |
| SL.PE.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. |
| SL.PE.9–10.1.B | Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed. |
| SL.PE.9–10.1.C | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| SL.PE.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. |
| SL.II.9–10.2 | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. |
| SL.ES.9–10.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. |
| SL.PI.9–10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. |

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| SL.UM.9–10.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. |
| SL.AS.9–10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. |

## Enduring Understandings

Students will understand the following:

By not speaking out or acting out against injustice, the bystander is as dangerous as the perpetrator.

The genre of the graphic novel utilizes visual techniques and images to convey the author's deeper meaning of the text.

History is cyclical and we must study our past mistakes in an effort to teach our future generations.

The atrocities of genocide are not only conveyed in text but are also revealed through the voices of witnesses and primary accounts.

## Additional Resources

**Core Text: *Maus* - Art Spiegelman**

**Core Poem: "The Hangman" - Maurice Ogden**

**Poetry**

"In the Middle of Life" - Tadeusz Rozewicz (translation Czeslaw Milosz)

"Night Over Birkenau" - Tadeusz Borowski

"Could Have" - Wislawa Szymborska

"The Portrait" - Stanley Kunitz

"Death Fugue" - Paul Celan

**Non-Fiction**

excerpts from *MetaMaus*

"The Perils of Indifference" - Elie Weisel

Background on the Holocaust

"Hitler Killed My Father" - Shirley Levy (*Newsweek*)

## Essential Questions

How may silence perpetuate violence?

How do graphic novels allow for a more effective use of symbolism?

How does knowledge of the past enable people to make better decisions about the future?

What is the importance of memory and remembrance in relation to genocide?

## Knowledge and Skills

Students will identify some of the major events of the Holocaust as told by Art and Vladek Spiegelman.

Students will supply the meanings of unfamiliar words used in the book.

Students will identify themes and issues presented in the book.

Students will identify character traits of the major characters.

Students will analyze the use of animals as symbols.

Students will analyze the use of graphics in the book and their relationship to the text and the story.

Students will use quotes from the text to stimulate discussion and support statements.

## Transfer Goals

Students will independently be able to analyze how important symbols reinforce underlying themes and apply that knowledge to the future study of graphic novels.

Students will independently be able to recognize visual rhetoric such as political cartoons, graphic novels, and propaganda in order to be aware of its ability to persuade and manipulate individuals.

## Assessment

SGO Design

English teachers' SGO pre and post-assessments follow the design of the AP Literature and Composition prose analysis prompt. These assessments are scored using the department's shared scoring rubric.

Uses of Assessment

Formative:

- Exit tickets
- Openings and Closings
- Strategic Questioning--higher order thinking/Philosophical thinking skills
- Think-pair-share
- Jigsaws
- Socratic Seminars
- Discussion
- Participation
- Four Corners
- Quick Writes
- Dialectical Notebook
- Walk and Talks

Benchmark Assessments:

- Research Simulation Exercises
- Vocabulary in context and analysis necessary for tracing the argument
- Synthesis Essays
- Evidence Based Selected Response Exercises
- Various Literary Analysis Tasks
- Grammar and Language Conventions

Summative:

- Formal Writing
- Game Design
- Socratic Defense
- Presentations
- Vocabulary Quizzes

Each unit of study in English includes assessments that are used formatively as well as assessments that are used as summative, culminating experiences.

Formative assessments include low-stakes, exploratory responses written in the form of journal/learning log entries, quick writes, and free writes. Formative assessments also include announced and unannounced reading checks and exercises to determine the depth of students' understanding of key concepts. While formative assessments are often graded assessments, they are typically "lower-stakes" grades, and they help teachers and students develop an informed sense of each student's progress with the knowledge and skills targeted for a particular unit of study. The aim of such assessments and teacher feedback in response is to provide students with an accurate understanding of their performance relative to unit goals as well as actionable feedback to help them strengthen their performance.

Summative assessments include such tasks as essays, extended papers, objective and constructed response tests, Socratic seminar discussions, projects, and debates. While teachers also use these assessments formatively - by providing actionable feedback on written drafts or on Socratic seminar performance to guide student revision and improvement on subsequent tasks - summative assessments typically serve as "higher-stakes" grades.

Modes of writing assessed in English classes

Argumentative

- Literary analysis / argument
- Frame and case documented essay
- Argumentative essay

Explanatory

- Synthesis essay

- Prose analysis
- Rhetorical analysis
- Poetry analysis

Narrative

- Personal essay / creative nonfiction
- Exercises in prose style
- Alternative scenes, endings for fictional narratives

Additional Forms of Performance-Based Assessment

- Socratic seminar
- Debate
- Close-reading annotations, visual note-taking, and other artifacts
- Reading log entries
- Exploratory writing
- Speeches
- Google slide/Canva Presentations
- Podcasts

Alternative Assessment

With the exception of the occasional multiple-choice quiz or test questions, each classroom assessment in English focuses on an authentic, performance-based task.

Below are the listed examples of assessment:

Summative:

- Formal Writing

- Game Design
- Socratic Defense
- Presentations
- Vocabulary Quizzes
- Google Slide Group and Independent presentations
- End of Unit Tests
- Long Essays demonstrating Synthesis of disparate ideas

## Modifications

Modifications for Diverse Learners

Please note this is not an exhaustive list. Please refer to the individualized education plan or 504 plan for accommodations and modifications that are individualized to the student.

General Modifications based on student individualized educational needs may include the following:

- Activity Choice
- Personally/Individually meaningful activities
- Hands-on, multimodal activities
- Involvement in goal setting and assessment activities
- Response options

Special Education/IEPs

- Previewing information/materials
- Questioning techniques
- Brainstorming and webbing
- Pre-teaching or reviewing strategies
- Study Skills

- Visual demonstrations, illustrations, or models
- Timelines for assignments
- Think-alouds, self-talk
- Journal entries
- Rubrics and checklists
- Peer review and coaching
- Individual conferencing with teacher(s)
- Graphic organizers
- Scaffolded questions
- Priority seating/Seating arrangements to minimize distractions, provide positive student models
- Written & oral directions
- Chunking of text/questions
- Kinesthetic activity
- Manipulatives
- Visual prompts/ use of images
- Differentiated instruction
- Guided notes/ class note exchange
- Reteaching concepts/ check for understanding
- Extra time 50%
- Study guide
- Oral testing as needed
- Test modification
- Project based learning
- Individualized instruction
- Practice exercises
- Cooperative learning groups - arranged based on strengths of students
- Buddy systems

- Group roles (timekeeper, recorder, encourager, materials messenger, listener)
- Gesture-signal
- Types of questioning, readings, and writing assignments

504s

- Study Skills/Extended Time on Assessments
- Priority seating/Seating arrangements to minimize distractions, provide positive student models
- Written & oral directions
- Chunking of text/questions
- Extra time
- Study guide
- Oral testing
- Test modification

ML Students

- Incorporate native culture and language
- Learning about students' cultural background is critical
- Communicate one on one with ELL teacher
- Scaffold native language
- Introduce new material using visuals
- Employ ELL translation devices/materials
- Practice a variety of activities: Talk and Turn/Group work
- Pre-teach vocabulary
- Provide extended time
- Discuss alternate responses
- Plan verbal and written instructions
- Introduce and instruct students on resources including eDictionaries
- Repeat and rephrase English phrases, sentences, and stories

At Risk Students

- Provide clear directions
- Peer support
- Modify assignments
- Set contracts for academics and behavior
- Hands-on activities
- Preferential seating

Gifted and Talented

- Questioning techniques
- Brainstorming and webbing
- Journal entries
- Rubrics and checklists
- Peer review and coaching
- Individual conferencing with teacher(s)
- Graphic organizers
- Project based learning
- Cooperative learning groups - arranged based on strengths of students
- Buddy systems
- Group roles (timekeeper, recorder, encourager, materials messenger, listener)
- Types of questioning, readings, and writing assignments
- Implement a multi-dimensional curriculum
- Personalized planning/instruction
- Student-centered curriculum
- Individual activities and projects
- Encourage ownership of learning
- Involve students in academic contests

- Consider parental input