

# LHS ELA 9 Unit 3

Content Area: **ELA**  
Course(s):  
Time Period: **MP3**  
Length:  
Status: **Published**

## Unit Overview

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**Theme:** The Paths to Genocide

**Benchmark Text Focus:** Literature

**Anchor Text:** Maus

**Writing Genre Focus:** Argumentative

**Benchmark & Answer Key**

## Targeted ELA Standards

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Add the appropriate **NJSLS ELA** standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

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| ELA.L.SS.9–10.1  | Demonstrate command of the system and structure of the English language when writing or speaking.   |
| ELA.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.   |
| ELA.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.  |
| ELA.L.VI.9–10.4  | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.   |
| ELA.RL.CR.9–10.1 | Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain. |
| ELA.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.              |

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| ELA.RL.CI.9–10.2 | Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.   |
| ELA.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.  |
| ELA.RL.IT.9–10.3 | Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.  |
| ELA.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.   |
| ELA.RL.PP.9–10.5 | Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.   |
| ELA.RL.MF.9–10.6 | Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).  |
| ELA.RI.MF.9–10.6 | Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.   |
| ELA.RL.CT.9–10.8 | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.       |
| ELA.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.   |
| ELA.W.WP.9–10.4  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. |
| ELA.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.  |
| ELA.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.  |
| ELA.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.  |
| ELA.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.  |
| ELA.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.  |
| ELA.SL.AS.9–10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.  |

## Weekly Structure

| Day One            |                | Day Two                          |                | Day Three          |                | Day Four                         |                | Day Five           |                | Day Six                          |                |
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| Reading Focus      |                | Reading Focus                    |                | Reading Focus      |                | Reading Focus                    |                | Reading Focus      |                | Reading Focus                    |                |
| Activity           | Suggested Time | Activity                         | Suggested Time | Activity           | Suggested Time | Activity                         | Suggested Time | Activity           | Suggested Time | Activity                         | Suggested Time |
| Do Now             | 10 minutes     | Mini-lesson review/recap         | 10 minutes     | Do Now             | 10 minutes     | Mini-lesson review/recap         | 10 minutes     | Do Now             | 10 minutes     | Mini-lesson review/recap         | 10 minutes     |
| Mini-lesson (I Do) | 20 minutes     | Small Group Instruction (You Do) | 30 minutes     | Mini-lesson (I Do) | 20 minutes     | Small Group Instruction (You Do) | 30 minutes     | Mini-lesson (I Do) | 20 minutes     | Small Group Instruction (You Do) | 30 minutes     |
| Practice (We Do)   | 17 minutes     | Closure                          | 7 minutes      | Practice (We Do)   | 17 minutes     | Closure                          | 7 minutes      | Practice (We Do)   | 17 minutes     | Closure                          | 7 minutes      |

| Day Seven          |                | Day Eight                       |                | Day Nine           |                | Day Ten                         |                |
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| Writing Focus      |                |                                 |                | Writing Focus      |                |                                 |                |
| Activity           | Suggested Time | Activity                        | Suggested Time | Activity           | Suggested Time | Activity                        | Suggested Time |
| Do Now             | 10 minutes     | Mini-lesson review/recap        | 10 minutes     | Do Now             | 10 minutes     | Mini-lesson review/recap        | 10 minutes     |
| Mini-lesson (I Do) | 20 minutes     | Individual Conferences (You Do) | 30 minutes     | Mini-lesson (I Do) | 20 minutes     | Individual Conferences (You Do) | 30 minutes     |
| Practice (We Do)   | 17 minutes     | Closure                         | 7 minutes      | Practice (We Do)   | 17 minutes     | Closure                         | 7 minutes      |

## Rationale

The study of the Holocaust and other genocides is crucial for understanding the darkest aspects of human history and learning from them to prevent future atrocities. This unit, "Understanding the Holocaust and Genocide Through Maus," uses Art Spiegelman's graphic novel to provide a personal and impactful exploration of these themes. Maus offers a unique perspective on the Holocaust, making complex historical events accessible and engaging for students.

Writing argument allows students to use critical thinking skills while engaging with complex themes such as

death, loss, mourning and genocide. Argumentative writing requires the students to engage closely with the text they are studying in order to use proper evidence to support their points.

The benchmark focuses on a cold read of the short story "The Sniper" by Liam O'Flaherty which deals with similar themes to *Maus*. The writing task asks students to argue how the different characters in *Maus* and "The Sniper" deal with war which builds on the skills taught of developing a claim with textual evidence to support the position.

### Enduring Understandings

| Content Specific   | Skills Specific  |
|--|--|
| <ul style="list-style-type: none"> <li>• The dual nature of humankind: People are capable of acts of extreme evil and acts of extraordinary heroism.</li> <li>• The Holocaust was one of the darkest periods of human history and it was relatively recent, taking place less than 100 years ago.</li> <li>• The term genocide refers originally to this period of history created by a Polish lawyer in 1944 and it is a combination of the Latin term "genos" (people) and "caedo" (killing).</li> <li>• "Maus" provides a layered narrative that intertwines personal history with the broader historical context of the Holocaust, illustrating how individual experiences reflect and illuminate the larger human tragedy.</li> </ul> | <ul style="list-style-type: none"> <li>• Understanding the nuances of language, including figurative language and multiple-meaning words, is essential for interpreting texts.</li> <li>• The ability to cite thorough textual evidence and analyze the development of themes and ideas in both literary and informational texts is crucial for constructing well-supported arguments.</li> <li>• Analyzing how authors develop ideas and characters over the course of a text, including the use of rhetorical devices and the author's lens, allows students to understand the complexity of narratives.</li> <li>• How to track the plot in a comic-style graphic novel</li> <li>• Recognize symbolism</li> <li>• Characterization and character traits</li> <li>• Differentiating between heroes, villains and antiheroes</li> </ul> |

### Essential Questions

| Content Specific   | Skills Specific   |
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| <ul style="list-style-type: none"> <li>• Why is it important to study the Holocaust and human atrocities?</li> <li>• Are people inherently good or bad?</li> </ul> | <ul style="list-style-type: none"> <li>• How do we recognize author's purpose?</li> <li>• What is a motif?</li> </ul> |

- How does history relate to literature?
- How do we determine a person's worth?

- How do we determine a person's character?

## **Key Resources**

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### **Reading:**

Maus by Art Spiegelman

[Eng 9 - Maus I Pacing Guide](#)

[Maus Novel Protocol](#)

[Google Drive Folder \(Maus\)](#)

### **Writing:**

- [Literary Essay - Building a Thesis Statement Graphic Organizer](#)
- [Analyzing a Literary Essay](#)
- [Exemplars & Non-Exemplars](#)
- [Grades 9-12 Argumentative Essay Rubric](#)
- [How to Write a Perfect 3-Point Thesis Statement](#)

## **Supplementary Resources**

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Informational texts from district-approved resources.

[Additional district-approved secondary ELA instructional resource list](#)

[Warm-Up Activities to Engage Students Before They Read Nonfiction Texts](#)

### **Nonfiction Connections to Accompany Maus:**

#### **Career Readiness, Life Literacies, and Key Skills:**

[Newsela: How to Navigate Dark Tourism](#)

[Newsela Article: Jewish American Month](#)

[EdPuzzle: Kids Meet a Holocaust Survivor](#)

**Interdisciplinary Connections:**

- [Newsela Article: Opinion about Refugee Policies in US](#)
- [Newsela Article: Debate of America’s Response to the Holocaust](#)
- [Newsela Article: Why Didn’t the Allies bomb Auschwitz?](#)
- [Newsela Article: Life in Poland before Holocaust](#)
- [Newsela Article: American Refugee Camps for Jewish](#)
- [Newsela Article: Nuremberg Trials](#)
- [EdPuzzle: Holocaust Denial](#)
- [EdPuzzle: Life in Auschwitz](#)
- [EdPuzzle: Survivors Remember Kristallnacht](#)
- [US Holocaust Memorial Museum Virtual Tour](#)
- [The Maus Project: Censorship](#)
- [Why Maus Matters](#)

**Skills, Content, Activity, Assessment**

| Month    | Weeks | Standards   | Suggested Learning Targets  | Mini-Lesson Skills   | Suggested Student Centered Activities | Resources | Assessment   |
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| February | 1-2   | RL.CR. 9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what | SWBAT demonstrate their knowledge of reading a fictional text by taking a pre-assessment. | <ul style="list-style-type: none"> <li>• Reading Pre-assessment</li> <li>• Writing Pre-assessment</li> </ul> |                                       |           | <ul style="list-style-type: none"> <li>• LinkIt! pre-assessment - reading</li> <li>• Argumentative essay writing pre-assessment</li> </ul> |

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|  | <p>a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.</p> <p>RL.CI.9-10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective</p> | <p>SWBA<br/>T demonstrate their knowledge of argumentative essay writing by taking a pre-assessment.</p> |  |  |  |  |
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|  | <p>summary of the text.</p> <p>RL.IT.9-10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.PP.9-10.5. Determine an author's lens in a</p> |  |  |  |  |  |
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|  | <p>text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.</p> <p>RL.MF.9–10.6. Analyze integrate , and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded</p> |  |  |  |  |  |
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|  | <p>novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).</p> <p>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 strategie</p> |  |  |  |  |  |
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|  | <p>s.</p> <p>L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p> <p>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</p> |  |  |  |  |  |
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|  | and non-textual evidence .   |  |   |   |  |  |
|  | <p>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.</p> <p>SL.II.9–10.2. Integrate multiple sources</p> | <p>SWBAT analyze how Art Spiegelman uses graphic elements, such as panels, frames, and visual contrasts, in Maus to enhance storytelling and compare the graphic novel format to traditional novels.</p> <p>SWBAT identify the characteristics of an argumentative</p> | <p><i>Reading Mini-lessons:</i></p> <p>Introduction:</p> <ul style="list-style-type: none"> <li>• Introduce book (videos - <a href="#">The Creation of Maus</a>, <a href="#">Maus: Book Banned</a>, <a href="#">An Introduction</a>, “book walk”) SE.II.9-10.2 Possible Do Now: “What are some reasons authors might choose to use a graphic novel format?”</li> <li>• Introduce context (time period, author) RL.CT.9-10.8</li> <li>• Compare/contrast graphic novel vs. novel (format, parts of a comic, writing style) SE.PE.9-10.1 <ul style="list-style-type: none"> <li>○ Instructional Focus Points: <ul style="list-style-type: none"> <li>▪ A</li> </ul> </li> </ul> </li> </ul> | <p>Station Ideas:</p> <ul style="list-style-type: none"> <li>• Teacher-led</li> <li>• IXL Recommended or Assigned Skill and Weekly Arena Practice</li> <li>• Text Based Activity: <a href="#">Analyze cover and opening panels to predict theme</a> RL.CI.9-10.2</li> <li>• Building Background Knowledge w/ Informational Text: <a href="#">Why Maus Matters</a> RI.CI.9-10.2</li> <li>• Writing in Response to Reading Options: <ul style="list-style-type: none"> <li>○ KWL chart: Holocaust</li> <li>○ What is prejudice and why</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">The Creation of Maus</a></li> <li>• <a href="#">Maus: Book Banned</a></li> <li>• <a href="#">An Introduction</a></li> <li>• <a href="#">Analyzing a Literary Essay</a></li> <li>• <a href="#">Exemplars &amp; Non-Exemplars</a></li> <li>• <a href="#">Grade 9-12 Argumentative Essay Rubric</a></li> </ul> |  |

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|  | <p>of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>RL.CT.9-10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms</p> | <p>essay.</p> <p>SWBAT analyze the argumentative writing rubric.</p> |  | <p>is prejudice dangerous when it is combined with power?</p> <ul style="list-style-type: none"> <li>○ How does prejudice spread throughout a society?</li> </ul> |  |  |
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|  | <p>source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts .</p> <p>W.AW. 9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant</p> |  | <p>a<br/>t<br/><br/>t<br/>c<br/><br/>t<br/>e<br/>l<br/>l<br/><br/>a<br/><br/>s<br/>t<br/>c<br/>r<br/>y<br/>.<br/>▪ I<br/>r<br/><br/>t<br/>h<br/>i<br/>s<br/><br/>a<br/>r<br/>c<br/>h<br/>c<br/>r<br/><br/>t<br/>e<br/>x<br/>t<br/>,<br/><br/>M<br/>a<br/>u<br/>s<br/><br/>I<br/>,<br/><br/>t<br/>h<br/>e</p> |  |  |  |
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|  | <p>and sufficient textual and non-textual evidence.</p> <p>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.</p> |  |  | <p>and sufficient textual and non-textual evidence.</p> <p>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.</p> |  |  |
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|     |  |   |   | <p>a<br/>c<br/>e<br/>r<br/>,<br/>s<br/><br/>r<br/>i<br/>n<br/>c<br/>.</p> <p><i>Writing Mini-lessons:</i></p> <ul style="list-style-type: none"> <li>• Characteristics of argumentative essay writing.</li> <li>• Review the argumentative essay rubric.</li> </ul>  |  |   |
| 3-4 | <p>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,</p> | <p>SWBAT identify examples of figurative language and foreshadowing in the prologue of <i>Maus</i> and explain how they hint at future events in the story.</p> | <p><i>Reading Mini-lessons:</i></p> <ul style="list-style-type: none"> <li>• Read Prologue: <ul style="list-style-type: none"> <li>○ Foreshadowing: Hints or clues about future events.</li> </ul> </li> </ul> <p>Example: The broken telephone wires in the opening pages. Explanation: This</p> | <ul style="list-style-type: none"> <li>• <a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></li> <li>• Station Ideas: <ul style="list-style-type: none"> <li>• Teacher-led</li> <li>• IXL Recommended or Assigned Skill and Weekly Arena Practice</li> <li>• Voca</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Exemplars &amp; Non-Exemplars</a></li> <li>• <a href="#">How to Write a Perfect 3-Point Thesis Statement</a></li> <li>• <a href="#">Literary Essay - Building a Thesis Statement Graphic Organ</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> </ul> |

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|  | <p>choosing flexibly from a range of strategies.</p> <p>L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p> <p>RL.IT.9–10.3. Analyze how an author unfolds and develops ideas through a text, including how complex characters</p> | <p>SWBAT analyze how characters’ dialogue and actions reveal their personalities and contribute to the tone of the story in Maus.</p> <p>SWBAT analyze an argumentative exemplar by using the rubric.</p> <p>SWBAT write an argument on a topic by formulating a clear thesis.</p> | <p>foreshadows the breakdown of communication between Art and his father, as well as the unraveling of their shared history.</p> <p>L.VI.9-10.4</p> <ul style="list-style-type: none"> <li>• Read Chapter 1 “The Sheik” (Pages 5–23)</li> <li>• Focus: Vladek’s early life and introduction to the Jewish experience in Poland.</li> <li>• Vocabulary L.VL.9-10.3 <ul style="list-style-type: none"> <li>○ Dowry: Property or money brought by a bride to her husband upon marriage.</li> <li>○ Textile : A type of cloth</li> </ul> </li> </ul> | <p>bulary/Grammar Activity</p> <ul style="list-style-type: none"> <li>• Building Background Knowledge w/ Informational Text: <a href="#">Dehumanizing the Enemy</a> video &amp; discussion questions</li> <li>• Writing in Response to Reading Options: <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul> | <p><a href="#">izer</a></p> |  |
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|  | <p>rs (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>W.A.W. 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.</p> |  | <p>or woven fabric.</p> <ul style="list-style-type: none"> <li>○ Communism: A political theory advocating for a society in which all property is publicly owned and each person works and is paid according to their abilities and needs.</li> <li>○ Anti-Semitic: Prejudice, discrimination, or hostility toward Jewish people.</li> <li>○ Pragmatic:</li> </ul> |  |  |  |
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|  | <p>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.</p> |  | <p>Dealing with things sensibly and realistically in a way that is practical rather than theoretical.</p> <ul style="list-style-type: none"> <li>• Instructional Focus: <ul style="list-style-type: none"> <li>○ Setting and Character Development: Explain what characters say and do and the tone with which they speak often reveal a lot about their character.</li> </ul> </li> </ul> <p>RL.IT. 9-10.3</p> <p><i>Writing Mini-lessons:</i></p> <ul style="list-style-type: none"> <li>• Review argumentative exemplar</li> <li>• Formulating a</li> </ul> | <p>○</p> |  |  |
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|  |  |  |  | clear thesis  |  |  |   |
|  | <p>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.</p> <p>L.VI.9–10.4. Demonstrate understanding of figurative</p> | <p>SWBAT analyze how dialogue and incidents in Maus reveal character traits and influence decisions, demonstrating understanding of the interplay between character development and plot.</p> <p>SWBAT analyze how specific word choices in Maus</p> | <p><i>Reading Mini-lessons:</i></p> <ul style="list-style-type: none"> <li>• Read Chapter 2 “The Honeymoon” (Pages 25–46)</li> <li>• Focus: Vladek’s experiences leading up to WWII.</li> <li>• Vocabulary L.VL.9-10.3 <ul style="list-style-type: none"> <li>○ Annex: A building joined to or associated with a main building, used for additional space or purposes.</li> <li>○ Gestapo: The official secret police of Nazi Germany and Germa</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></li> <li>• Station Ideas: <ul style="list-style-type: none"> <li>• Teacher-led</li> <li>• IXL Recommended or Assigned Skill and Weekly Arena Practice</li> <li>• Vocabulary/Grammar Activity</li> <li>• Building Background Knowledge w/ Informational</li> </ul> </li> </ul> |  |  | <ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> </ul> |



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|  | <p>e language, word relationships, and nuances in word meanings, including connotative meanings.</p> <p>RL.IT.9-10.3. Analyze how an author unfolds and develops ideas through out a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance</p> | <p>impact the meaning and tone of the text.</p> <p>SWBAT introduce a topic/thesis clearly by organizing ideas in a logical way.</p> <p>SWBAT develop a topic/thesis by including relevant facts, definitions, concrete details, quotations, and examples to support their ideas.</p> | <p>n-occupied Europe.</p> <ul style="list-style-type: none"> <li>○ Ration: A fixed allowance of food or provisions, especially during a time of scarcity.</li> <li>○ Liquidate: To eliminate, often violently, particularly as it pertains to political or military operations.</li> <li>○ Refugee: A condition of being safe or sheltered from danger or</li> </ul> | <p>Text: <a href="#">Dehumanizing the Enemy video</a> &amp; discussion questions</p> <ul style="list-style-type: none"> <li>● Writing in Response to Reading Options: <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul> |  |  |
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|  | <p>the plot or develop the theme.</p> <p>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.</p> <p>SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in</p> |  | <p>trouble</p> <ul style="list-style-type: none"> <li>○ Figurative Language L.VI.9-10.4 <ul style="list-style-type: none"> <li>▪ I</li> <li>d</li> <li>i</li> <li>c</li> <li>r</li> <li>:</li> <li>A</li> <li>p</li> <li>h</li> <li>r</li> <li>a</li> <li>s</li> <li>e</li> <li>t</li> <li>h</li> <li>a</li> <li>t</li> <li>h</li> <li>a</li> <li>s</li> <li>a</li> <li>f</li> <li>i</li> <li>g</li> <li>u</li> <li>r</li> <li>a</li> <li>t</li> <li>i</li> <li>v</li> <li>e</li> <li>r</li> <li>e</li> <li>a</li> <li>n</li> <li>i</li> </ul> </li> </ul> | <p>○</p> |  |  |
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|       |     |                           |                    | <p>ers and incidents in Maus reveal aspects of character or provoke a decision.<br/>RL.IT.9-10.3</p> <p>o Analyze how specific word choices impact meaning and tone in Maus.<br/>L.VI.9-10.4</p> <p><i>Writing Mini-lessons:</i></p> <ul style="list-style-type: none"> <li>• Introduce the topic clearly and engage the reader</li> <li>• Organizing reasons and evidence logically to support claims</li> <li>• Evaluation and selection of credible sources.</li> </ul> |  |  |   |
| March | 1-2 | L.VL.9–10.3. Determine or | SWBAT identify and | <p><i>Reading Mini-lessons:</i></p> <ul style="list-style-type: none"> <li>• Read Chapter 3 “Prisoner of</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">LHS ELA Instructional Workshop Model</a></li> </ul> |  | <ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Forma</a></li> </ul> |

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|  | <p>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.</p> <p>L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings,</p> | <p>summarize the key events and analyze their significance to the overall plot.</p> <p>SWBAT identify and analyze a theme emerging from key statements in Maus and explain how it develops throughout the text.</p> <p>SWBAT analyze how past and present narratives interact in a</p> | <p>War” (Pages 47–72)</p> <ul style="list-style-type: none"> <li>• Focus: Vladek’s time as a POW and early signs of systemic dehumanization.</li> <li>• Vocabulary L.VL.9-10.3 <ul style="list-style-type: none"> <li>○ Wehrmacht: The unified armed forces of Nazi Germany from 1935 to 1945.</li> <li>○ Barracks: Buildings used to house soldiers or prisoners.</li> <li>○ Hostility: Unfriendly or antagonistic behavior.</li> <li>○ Deportation: The forced removal</li> </ul> </li> </ul> | <p><a href="#">Suggested Activities/Groups</a></p> <ul style="list-style-type: none"> <li>• Station Ideas: <ul style="list-style-type: none"> <li>• Teacher-led</li> <li>• IXL Recommended or Assigned Skill and Weekly Arena Practice</li> <li>• Vocabulary/Grammar Activity</li> <li>• Building Background Knowledge w/ Informational Text: <a href="#">Prisoners of War article</a> &amp; critical thinki</li> </ul> </li> </ul> |  | <p><a href="#">tive Reading Assessment</a></p> |
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|  | <p>including connotative meanings.</p> <p>RL.CI.9-10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RL.IT.9-10.3. Analyze how an author unfolds and</p> | <p>text, exploring how the author's choices shape the development of ideas and themes.</p> <p>SWBAT develop a topic by including relevant facts, definitions, concrete details, quotations, and examples to support their ideas.</p> | <p>l of a person or group from a country.</p> <ul style="list-style-type: none"> <li>○ Prisoner: A person who is confined, particularly during war or due to political reasons.</li> <li>● Figurative Language L.VI.9-10.4 <ul style="list-style-type: none"> <li>○ Simile: A comparison using "like" or "as." Example: "It was as if the whole world was against us." Explanation: This simile compares the Jewish experience</li> </ul> </li> </ul> | <p>ng questions that require textual evidence: RL.C R.9-10.1</p> <p>○</p> <p>○</p> |  |  |
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|  | <p>develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>W.AW. 9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and</p> |  | <p>during the Holocaust to the entire world turning hostile, emphasizing their sense of alienation and despair.</p> <ul style="list-style-type: none"> <li>○ Euphemism: A mild or indirect expression used to replace a harsher or blunt one. Example: "Sent to the East." Explanation: This euphemism was often used by the Nazis to obscure the reality</li> </ul> |  |  |  |
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|  | <p>relevant and sufficient textual and non-textual evidence .</p> <p>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.</p> |  | <p>of deportations to death camps.</p> <ul style="list-style-type: none"> <li>• Instructional Focus: <ul style="list-style-type: none"> <li>○ Plot events: What are the key events that happened in the plot in chapter 3?</li> </ul> </li> </ul> <p>RL.IT. 9-10.3</p> <ul style="list-style-type: none"> <li>▪ V</li> <li>l</li> <li>a</li> <li>d</li> <li>e</li> <li>k</li> <li>'</li> <li>s</li> <li>s</li> <li>f</li> <li>a</li> <li>t</li> <li>h</li> <li>e</li> <li>r</li> <li>s</li> <li>t</li> <li>a</li> <li>r</li> <li>v</li> <li>e</li> <li>s</li> <li>h</li> <li>i</li> <li>n</li> <li>,</li> </ul> | <p>○</p> |  |  |
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- Examine the structure of the text and identify the main ideas and supporting details. Analyze the text to determine the author's purpose and point of view. Evaluate the text for its effectiveness in achieving its purpose and point of view.

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|  |  |   |   | <p><i>Writing Mini-lessons:</i></p> <ul style="list-style-type: none"> <li>• Identification and integration of relevant and accurate data and evidence.</li> <li>• Quoting and citing textual evidence</li> <li>• The relationship between claims, evidence, and reasoning</li> </ul>                                  |  |   |
|  | <p>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,</p> | <p>SWBAT analyze how Art Spiegelman uses shadows, panel shapes, and facial expressions in Maus to convey meaning and enhance the narrative.</p> | <p><i>Reading Mini-lessons:</i></p> <ul style="list-style-type: none"> <li>• Read Chapter 4 “The Noose Tightens” (Pages 73–93)</li> <li>• Focus: The ghettoization of Jews and the intensifying oppression.</li> <li>• Vocabulary L.VL.9-10.3 <ul style="list-style-type: none"> <li>○ Ghetto: A section of a city where a minority group, particu</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></li> <li>• Station Ideas: <ul style="list-style-type: none"> <li>• Teacher-led</li> <li>• IXL Recommended or Assigned Skill and Weekly Arena Practice</li> <li>• Voca</li> </ul> </li> </ul> |  | <ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> </ul> |

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|  | <p>choosing flexibly from a range of strategies.</p> <p>L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p> <p>RL.IT.9–10.3. Analyze how an author unfolds and develops ideas through out a text, including how complex characters</p> | <p>SWBAT compare Vladek's experiences in Maus to a Holocaust survivor's primary source memoir, identifying similarities and differences in how both texts convey the trauma and impact of the Holocaust.</p> <p>SWBAT analyze how the increasing restrictions on</p> | <p>early Jews during the Holocaust, was forced to live.</p> <ul style="list-style-type: none"> <li>○ Black market: An illegal trade system where goods or services are sold outside of formal economic rules or regulations.</li> <li>○ Curfew : A regulation requiring people to remain indoors during designated hours, often enforced by authorities.</li> </ul> | <p>bular y/Grammar Activity</p> <ul style="list-style-type: none"> <li>• Building Background Knowledge w/ Informational Text: <a href="#">Prisoners of War article</a> &amp; critical thinking questions that require textual evidence: RL.C R.9-10.1</li> <li>○</li> </ul> |  |  |
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|  | <p>rs (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.PP. 9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literatur</p> | <p>Jews in Maus contribute to the building tension and impact the narrative.</p> <p>SWBAT develop a topic by including relevant facts, definitions, concrete details, quotations, and examples to support their ideas.</p> <p>SWBAT provide a concluding statement or section that</p> | <ul style="list-style-type: none"> <li>○ Starvation: Suffering or death caused by a lack of food.</li> <li>○ Confinement: The state of being restricted or imprisoned.</li> <li>● Figurative Language L.VI.9-10.4 <ul style="list-style-type: none"> <li>○ Personification: Attributing human qualities to inanimate objects or abstract ideas. Example: "The hunger screamed inside me." Explanation: Hunger is personified as "screa</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>○</li> </ul> |  |  |
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|  | <p>e) and analyze how an author uses rhetorical devices to advance a point of view.</p> <p>RL.MF.9–10.6. Analyze integrate , and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually , quantitatively).</p> <p>W.AW.9–10.1. Write arguments to</p> | <p>logically follows the flow of ideas, reflects on the topic, and reinforces the information presented.</p> | <p>ming," intensifying the reader's understanding of Vladek 's suffering during the Holocaust.</p> <ul style="list-style-type: none"> <li>○ Hyperbole: An exaggerated statement for emphasis. Example: "It felt like we were waiting for a thousand years in that line." Explanation: Vladek exaggerates the length of time spent waiting for food or roll call in</li> </ul> |  |  |  |
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|  | <p>support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence .</p> <p>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,</p> |  | <p>the camps, emphasizing the psychological and physical torment of the endless waits.</p> <ul style="list-style-type: none"> <li>○ Alliteration: The repetition of consonant sounds at the beginning of words. Example: "Packed like prisoners in the pit." Explanation: The repetition of the "p" sound emphasizes the harsh and inhumane conditions of the camps.</li> </ul> | <ul style="list-style-type: none"> <li>○</li> </ul> |  |  |
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building on others' ideas and expressing their own clearly and persuasively.

- Instructional Focus:

- Graphic novel techniques  
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- Writing in Response to Reading Options:

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| 3-4 | <p>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</p> | <p>SWBAT analyze how Spiegelman uses structure, visual elements, and character interactions in Maus to develop the themes</p> | <p><i>Reading Mini-lessons:</i></p> <ul style="list-style-type: none"> <li>• Read Chapter 5 “Mouse Holes” (Pages 95–129)</li> <li>• Focus: Vladek’s survival tactics and the strain on his family.</li> <li>• Vocabulary L.VL.9-10.3 <ul style="list-style-type: none"> <li>○ Aryan: A term misused by the Nazis to describe</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></li> <li>• Station Ideas: <ul style="list-style-type: none"> <li>• Teacher-led</li> <li>• IXL Recommended or Assigned Skill and</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Readings Assessments</a></li> </ul> |  |

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|  | <p>content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p> <p>RL.CI.9–10.2. Determine one or more themes of a literary text and</p> | <p>of survival, deception, and the father-son dynamic.</p> <p>SWBAT analyze how Vladek's survival tactics in the past influence his present-day habits and examine how these behaviors contribute to the theme of generational trauma, while also exploring Art's emotional respon</p> | <p>e a "racially superior" group of non-Jewish Europeans.</p> <ul style="list-style-type: none"> <li>○ Smuggle: To move goods or people illegally into or out of a country.</li> <li>○ Quarantine: A period of isolation to prevent the spread of disease or contamination.</li> <li>○ Bribe: Offering money or favors to influence someone's actions illegally or dishon</li> </ul> | <p>Weekly Arena Practice</p> <ul style="list-style-type: none"> <li>• Vocabulary/Grammar Activity</li> <li>• Text Based Activity: <ul style="list-style-type: none"> <li><a href="#">Maus Visual Analysis Graphic Organizer</a></li> </ul> </li> <li>• Writing in Response to Reading Options: <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul> |  |  |
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|  | <p>analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RL.IT.9-10.3. Analyze how an author unfolds and develops ideas through a text, including how complex characters (e.g., those with multiple or conflicting motivations)</p> | <p>se to his father's actions.</p> <p>SWBAT differentiate between literal and figurative meanings in Maus, analyzing how the title "Mouse Holes" symbolizes both a physical space and a metaphor for survival and escape in the context of the chapter.</p> <p>SWBAT use appropriate</p> |  | <p>estly.</p> <ul style="list-style-type: none"> <li>○ Subterfuge: Deceit used to achieve one's goal or escape danger.</li> <li>• Instructional Focus: <ul style="list-style-type: none"> <li>○ Development of Theme RL.CI.9-10.2</li> <li>▪ Foc</li> <li>v</li> <li>d</li> <li>c</li> <li>e</li> <li>s</li> <li>S</li> <li>p</li> <li>i</li> <li>e</li> <li>g</li> <li>e</li> <li>l</li> <li>r</li> <li>a</li> <li>r</li> <li>s</li> <li>t</li> <li>r</li> <li>u</li> <li>c</li> <li>t</li> <li>u</li> <li>r</li> <li>e</li> <li>N</li> </ul> </li> </ul> |  |  |  |
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|  | <p>ons) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>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.</p> <p>SL.PE.9–10.1. Initiate and participate effectively</p> | <p>riate transitions to create cohesion and clarify the relationships among ideas and concepts within their writing.</p> <p>SWBAT establish and maintain a formal, academic style in their writing to match the purpose and audience.</p> |  | <p>c<br/>u<br/>s<br/>e<br/><br/>F<br/>c<br/>l<br/>e<br/>s<br/><br/>t<br/>c<br/><br/>e<br/>n<br/>h<br/>a<br/>n<br/>c<br/>e<br/><br/>t<br/>h<br/>e<br/><br/>t<br/>h<br/>e<br/>n<br/>e<br/><br/>c<br/>f<br/><br/>s<br/>u<br/>r<br/>v<br/>i<br/>v<br/>a<br/>l<br/>?<br/><br/>■ S<br/>u<br/>r<br/>v<br/>i<br/>v</p> |  |  |
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ly 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.

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*Writing Mini-lessons:*

- Using transitional words, phrases, and clauses to

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|  |  |  |  | <p>create cohesion.</p> <ul style="list-style-type: none"> <li>• Use of formal language and tone in writing.</li> </ul> |  |  |
| <p>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.</p> <p>L.VI.9–10.4. Demonstrate</p> | <p>SWBAT make inferences about what may happen in the next book of Maus using textual evidence to support their response.</p> <p>SWBAT make inferences about what may happen in the next book of Maus by using textual evidence to</p> | <p><i>Reading Mini-lessons:</i></p> <ul style="list-style-type: none"> <li>• Read Chapter 6 “Mouse Trap” (Pages 131–159)</li> <li>• Focus: Escalation of danger as Vladek and Anja go into hiding.</li> <li>• Vocabulary L.VL.9-10.3 <ul style="list-style-type: none"> <li>○ Auschwitz: A complex of Nazi concentration and extermination camps during World War II.</li> <li>○ Dehumanization: The process of depriving a person or group of human qualities,</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></li> <li>• Station Ideas: <ul style="list-style-type: none"> <li>• Teacher-led</li> <li>• IXL Recommended or Assigned Skill and Weekly Arena Practice</li> <li>• Vocabulary/Grammar Activity</li> <li>• Text Based Activity: <a href="#">Maus Visual Analysis Graph</a></li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> </ul>         |  |  |

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|  | <p>understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p> <p>RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including</p> | <p>support their predictions.</p> <p>SWBAT analyze how betrayal influences survival in Maus by examining Vladek and Anja's capture, and evaluate how Spiegelman builds suspense through Vladek's retelling of events.</p> <p>SWBAT develop and strengthen their writing by</p> | <p>making them seem less than human.</p> <ul style="list-style-type: none"> <li>○ Transit: The act of moving people or goods from one place to another.</li> <li>○ Betrayal: The act of being disloyal or treacherous.</li> <li>○ Extermination: The complete destruction of a group, particularly in the context of genocide.</li> </ul> <ul style="list-style-type: none"> <li>● Figurative Language L.VI.9-10.4 <ul style="list-style-type: none"> <li>○ Symbolism: Using an object,</li> </ul> </li> </ul> | <p><a href="#">ic Organizer</a></p> <ul style="list-style-type: none"> <li>● Writing in Response to Reading Options: <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul> |  |  |
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|  | <p>determining where the text leaves matters uncertain.</p> <p>RL.MF.9–10.6. Analyze integrated, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).</p> <p>W.AW.9–10.1. Write arguments to support claims in an</p> | <p>editing with guidance from peers and adults by examining their grammar.</p> <p>SWBAT develop and strengthen their writing by editing with guidance from peers and adults by examining their punctuation.</p> | <p>character, or event to represent a deeper meaning. Example: The masks worn by characters to disguise themselves. Explanation: The masks symbolize identity and survival, as Jews often had to conceal their identities to escape persecution.</p> <ul style="list-style-type: none"> <li>• Instructional Focus: <ul style="list-style-type: none"> <li>○ Inferring using textual evidence</li> </ul> </li> </ul> <p>RL.CR</p> |  |  |  |
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|  | <p>analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.</p> <p>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'</p> |  | <p>.9-10.1</p> <ul style="list-style-type: none"> <li>▪ V</li> <li>h</li> <li>a</li> <li>t</li> <li>c</li> <li>a</li> <li>r</li> <li>v</li> <li>e</li> <li>i</li> <li>n</li> <li>f</li> <li>e</li> <li>r</li> <li>r</li> <li>a</li> <li>y</li> <li>h</li> <li>a</li> <li>p</li> <li>p</li> <li>e</li> <li>r</li> <li>i</li> <li>n</li> <li>t</li> <li>h</li> <li>e</li> <li>r</li> <li>e</li> <li>x</li> <li>t</li> <li>b</li> <li>c</li> <li>c</li> <li>k</li> <li>?</li> <li>U</li> <li>s</li> </ul> |  |  |  |
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- Analyzing Vladek and Anja's Captur

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|       |   |   |  | <p><i>Writing Mini-lessons:</i></p> <ul style="list-style-type: none"> <li>• Editing: Grammar</li> <li>• Editing: Punctuation</li> </ul>                                     |  |  |  |
| April | 1 | <p>RL.CR. 9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.</p> | <p>SWBAT to demonstrate their knowledge of a fictional text by taking a benchmark assessment.</p> <p>SWBAT to demonstrate their knowledge of writing an argumentative essay.</p> <p>SWBAT reflect on</p> | <ul style="list-style-type: none"> <li>• Reading benchmark MP 3</li> <li>• Writing benchmark MP 3</li> <li>• End of MP reflection</li> <li>• Creating SMART goals</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">End of MP Reflection</a></li> <li>• <a href="#">Argumentative Essay Rubric</a></li> </ul> | <ul style="list-style-type: none"> <li>• LinkIt! Benchmark MP 3</li> <li>• End of MP Reflection</li> </ul> |  |

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|  | <p>RL.CI.9-10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RL.IT.9-10.3. Analyze how an author unfolds and develops ideas throughout a text, includin</p> | <p>their learning in reading and writing throughout marking period 3 by creating SMART goals.</p> |  |  |  |  |
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|  | <p>g how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.PP.9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide</p> |  |  |  |  |  |
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|  | <p>reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.</p> <p>RL.MF.9–10.6. Analyze integrated, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).</p> <p>L.VL.9–10.3.</p> |  |  |  |  |  |
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|  | <p>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.</p> <p>L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word</p> |  |  |  |  |  |
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|  | <p>meanings, including connotative meanings.</p> <p>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.</p> |  |  |  |  |  |
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**Spiraling for Mastery**

| Content or Skill for this Unit  | Spiral Focus from Previous Unit   |
|---|---|
| <ul style="list-style-type: none"> <li>• <b>Content Areas</b> <ol style="list-style-type: none"> <li>1. Historical Context: <ul style="list-style-type: none"> <li>▪ The Holocaust: Understanding the historical events of the</li> </ul> </li> </ol> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>Content and Skills to Spiral from Romeo and Juliet to Maus:</b> <ol style="list-style-type: none"> <li>1. Plot Structure and Narrative Arc: <ul style="list-style-type: none"> <li>▪ Building on Plot Structure:</li> </ul> </li> </ol> </li> </ul> |

Holocaust, including key figures, locations, events, and the broader impact on Jewish communities.

- World War II: Basic knowledge of the war's timeline, major battles, and the political climate of the time.
- Post-War Trauma and Memory: Exploring the psychological and emotional impact of the Holocaust on survivors and their families, especially in the context of post-war life.

## 2. Graphic Novel as a Medium:

- Understanding Visual Storytelling: Analyzing how images and text work together to convey meaning, including the use of panels, gutters, and the interplay between words and visuals.
- Symbolism in Imagery: Examining the use of animal characters (e.g., Jews as mice, Nazis as cats) and other symbolic elements that convey deeper meanings and themes.
- Narrative Structure: Understanding the dual narrative of Maus—Vladek's story of survival during the Holocaust and Art's contemporary interactions with his father—and how these timelines interweave.

## 3. Themes and Motifs:

- Survival and Trauma: Exploring how survival is portrayed, both physically and psychologically, and how trauma affects individuals and their relationships.
- Guilt and Responsibility: Discussing themes of guilt, both survivor's guilt and the guilt of later generations, as

Just as students analyzed the narrative arc in *Romeo and Juliet*, they can apply this understanding to *Maus*. Discuss how *Maus* uses a non-linear narrative to juxtapose the past (Vladek's Holocaust experiences) with the present (Art's relationship with his father). Explore how this structure affects the reader's understanding of the story and its themes.

- Rising Action and Climax: Compare how tension is built and resolved in both texts. In *Maus*, this could involve examining how key moments of Vladek's survival story serve as climactic points in the narrative.

## 2. Character Development:

- Deepening Character Analysis: The skills students used to analyze *Romeo and Juliet*'s character arcs can be applied to *Maus*. Explore how Vladek's experiences during the Holocaust shaped his character in the present. Encourage students to consider how trauma and survival have influenced his behavior, much like they analyzed how *Romeo's* and *Juliet's* decisions were influenced by their circumstances.
- Motivation and Conflict: Discuss the internal and external conflicts faced by characters in *Maus*, comparing them to those in *Romeo and Juliet*. How do Vladek's motivations differ from those of *Romeo* or *Juliet*, and how are these motivations shaped by their vastly different contexts?

well as the responsibilities of memory and storytelling.

- **Identity and Dehumanization:** Analyzing how identity is constructed and deconstructed, including the portrayal of race, ethnicity, and the effects of dehumanization.

#### 4. Character Analysis:

- **Vladek Spiegelman:** A deep dive into the character of Vladek, exploring his experiences during the Holocaust and how they shape his behavior and relationships in the present.
- **Art Spiegelman:** Analyzing Art's role as both a character and the author, focusing on his struggles with his father, his creative process, and his relationship with history.

#### 5. Moral and Ethical Questions:

- **Representation of Trauma:** Discussing the ethics of representing the Holocaust in a graphic novel, including questions about accuracy, sensitivity, and the potential impact on readers.
- **Memory and Testimony:** Exploring the importance of memory, testimony, and the act of bearing witness, and how these are represented in the narrative.

### **Skills Development**

#### 1. Critical Reading and Interpretation:

- **Analyzing Visuals and Text:** Develop skills in analyzing the interplay between visuals and text, considering how the combination of these elements creates meaning.

#### 3. Themes:

- **Expanding on Themes: Revisit themes from Romeo and Juliet, such as love, conflict, and fate, and explore their presence in Maus.** For example, while Romeo and Juliet deals with the idea of fate in the context of doomed love, Maus explores fate in the context of survival and the randomness of life and death during the Holocaust. Both works also explore the consequences of conflict—one on a personal level, the other on a global, historical scale.
- **Memory and Trauma: Connect the theme of memory in Romeo and Juliet (how characters are remembered or how they remember others) with the theme of memory and its representation in Maus.** Discuss how both texts handle the preservation of memory and the implications for the characters.

#### 4. Literary Devices:

- **Literary Devices and Symbolism:** Build on students' familiarity with metaphor, symbolism, and irony from Romeo and Juliet by exploring how these devices are used in Maus. For example, discuss the symbolism of the animal characters and how this visual metaphor adds layers of meaning to the narrative, much like the use of metaphorical language in Shakespeare's play.
- **Irony and Symbolism:** Compare the use of irony in both texts. For instance, consider how the tragic irony in Romeo and Juliet contrasts

- **Interpreting Symbolism:** Practice identifying and interpreting symbols, metaphors, and motifs in the graphic novel, particularly the animal representations and the use of black-and-white imagery.

## 2. Historical Analysis:

- **Contextualizing the Narrative:** Develop the ability to contextualize the events and experiences depicted in *Maus* within the broader historical framework of the Holocaust and World War II.
- **Cross-Referencing Historical Events:** Encourage students to cross-reference the narrative with historical sources to deepen their understanding of the events described.

## 3. Narrative Structure Analysis:

- **Understanding Dual Narratives:** Analyze how the dual narratives of past and present interact, exploring the effects of this structure on the reader's understanding of the characters and themes.
- **Temporal Shifts:** Examine how temporal shifts are managed in the narrative and their impact on pacing, tension, and emotional resonance.

## 4. Thematic Exploration:

- **Connecting Themes to Personal Experiences:** Encourage students to explore how the themes in *Maus* relate to broader human experiences, such as trauma, memory, and identity, and to consider personal connections to these themes.

with the bitter, historical irony found in *Maus*.

## 5. Narrative Techniques:

- **Narrative Techniques and Rhythm:** The focus on rhythm and pacing in *Romeo and Juliet* can transition into a discussion of pacing and narrative techniques in *Maus*. Analyze how the visual layout of the graphic novel—such as panel size, the use of gutters, and page composition—controls the pacing of the story, much like Shakespeare's rhythm controls the flow of dialogue.
- **Dialogue and Tension:** Compare the use of dialogue in both works. In *Romeo and Juliet*, dialogue often heightens emotional tension, while in *Maus*, dialogue serves both to recount historical events and to reveal the complexities of father-son relationships.

## 6. Audience Engagement:

- **Engaging the Audience through Visual and Verbal Language:** Discuss how both Shakespeare and Spiegelman engage their audiences, albeit through different mediums. In *Romeo and Juliet*, the rhythm of the language draws in the audience, while in *Maus*, the combination of visual and verbal storytelling creates a powerful emotional impact.
- **Emotional and Intellectual Engagement:** Encourage students to compare how they felt emotionally and intellectually engaged by both texts, considering the different ways each work connects with its audience.

- **Comparative Analysis:**  
Compare the themes in *Maus* with those in other Holocaust literature or narratives of trauma and survival.

#### 5. Ethical Reflection and Discussion:

- **Discussing Ethical Issues:**  
Engage in discussions about the ethical considerations in representing historical trauma, including the responsibilities of artists and authors in depicting such events.
- **Reflecting on Memory and Representation:** Encourage students to reflect on the role of memory in personal and collective identity and the challenges of representing it in different media.

#### 6. Creative Expression:

- **Graphic Novel Creation:**  
Encourage students to experiment with creating their own short graphic stories, focusing on how to use visual elements to convey complex themes and emotions.
- **Writing Analytical Essays:**  
Develop skills in writing analytical essays that explore the thematic, historical, and narrative aspects of *Maus*.

#### 7. Discussion and Debate:

- **Facilitating Discussions:**  
Encourage students to engage in thoughtful discussions and debates about the content of *Maus*, considering different perspectives and interpretations.
- **Expressing Opinions:** Develop skills in articulating and defending personal viewpoints on the ethical, thematic, and

## **Suggested Activities to Connect the Units:**

### 1. Comparative Analysis:

- Assign a comparative analysis where students explore how both *Romeo and Juliet* and *Maus* handle themes of fate, conflict, and memory, focusing on the different narrative techniques each author uses.

### 2. Creative Projects:

- Have students create a visual representation of a scene from *Romeo and Juliet* in the style of *Maus*, emphasizing how visual elements can enhance the storytelling.

### 3. Discussion and Reflection:

- Facilitate discussions where students reflect on how their understanding of narrative and character development from *Romeo and Juliet* informs their reading of *Maus*. What similarities and differences do they notice in how each text tells its story?

narrative aspects of the text.

## Career Readiness, Life Literacies, and Key Skills

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| CRP.K-12.CRP1   | Act as a responsible and contributing citizen and employee.  |
| CRP.K-12.CRP1.1 | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.                    |
| CRP.K-12.CRP2   | Apply appropriate academic and technical skills.   |
| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.  |
| CRP.K-12.CRP4   | Communicate clearly and effectively and with reason.   |
| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. |
| CRP.K-12.CRP7   | Employ valid and reliable research strategies.   |
| CRP.K-12.CRP7.1 | Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.  |
| CRP.K-12.CRP8   | Utilize critical thinking to make sense of problems and persevere in solving them.   |
| CRP.K-12.CRP8.1 | Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.   |
| CRP.K-12.CRP9   | Model integrity, ethical leadership and effective management.  |
| CRP.K-12.CRP9.1 | Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that  |



management's actions and attitudes can have on productivity, morals and organizational culture.

## Interdisciplinary Connections

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| VA.K-2.1.5.2.Cn11 | <p>Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.</p> <p>People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.</p> <p>How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p>   |
| WL.K-12.2         | Cultures  |
| WL.K-12.3         | Connections   |
| SOC.9-12.1.1      | Chronological Thinking  |
| 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.9-12.1.3.1    | Distinguish valid arguments from false arguments when interpreting current and historical events.   |
| SOC.9-12.1.3.2    | <p>Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.</p> <p>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> |