

LHS ELA 9 Unit 3

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

Unit Overview

Theme: The Paths to Genocide

Benchmark Text Focus: Literature

Anchor Text: Maus

Writing Genre Focus: Argumentative

Benchmark & Answer Key

Targeted ELA Standards

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

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.

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	
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	
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"> • The dual nature of humankind: People are capable of acts of extreme evil and acts of extraordinary heroism. • The Holocaust was one of the darkest periods of human history and it was relatively recent, taking place less than 100 years ago. • 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). • "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. 	<ul style="list-style-type: none"> • Understanding the nuances of language, including figurative language and multiple-meaning words, is essential for interpreting texts. • 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. • 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. • How to track the plot in a comic-style graphic novel • Recognize symbolism • Characterization and character traits • Differentiating between heroes, villains and antiheroes

Essential Questions

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

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

- How do we determine a person's character?

Key Resources

Maus by Art Spiegelman

Supplementary Resources

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](#)

Skills, Content, Activity, Assessment

Month	Weeks	Standards	Suggested Learning Targets	Mini-Lesson Skills	Suggested Student Centered Activities	Resources	Assessment
February	1-2		SWBAT demonstrate their knowledge of reading a fictional text by taking a pre-assessment.	<ul style="list-style-type: none"> • Reading Pre-assessment 			<ul style="list-style-type: none"> • LinkIt! pre-assessment - reading

			SWBAT demonstrate their knowledge of argumentative essay writing by taking a pre-assessment.	<ul style="list-style-type: none"> • Writing Pre-assessment 			<ul style="list-style-type: none"> • Argumentative essay writing pre-assessment
	3-4			<p>Reading Mini-lessons:</p> <p>Writing Mini-lessons:</p>	<ul style="list-style-type: none"> • LHS ELA Instructional Workshop Model Suggested Activities/Groups 		<ul style="list-style-type: none"> • LHS Suggested Formative Reading Assessments
				<p>Reading Mini-lessons:</p> <p>Writing Mini-lessons:</p>	<ul style="list-style-type: none"> • LHS ELA Instructional Workshop Model Suggested Activities/Groups 		<ul style="list-style-type: none"> • LHS Suggested Formative Reading Assessments
March	1-2			<p>Reading Mini-lessons:</p> <p>Writing Mini-lessons:</p>	<ul style="list-style-type: none"> • LHS ELA Instructional Workshop Model Suggested 		<ul style="list-style-type: none"> • LHS Suggested Formative Reading Assessments

					ed Activiti es/Grou ps		
			Reading Mini-lessons: Writing Mini- lessons:		<ul style="list-style-type: none"> • LHS ELA Instruct ional Worksh op Model Suggest ed Activiti es/Grou ps 		<ul style="list-style-type: none"> • LHS Suggested Formative Reading Assessmen ts
			Reading Mini-lessons: Writing Mini- lessons:		<ul style="list-style-type: none"> • LHS ELA Instruct ional Worksh op Model Suggest ed Activiti es/Grou ps 		<ul style="list-style-type: none"> • LHS Suggested Formative Reading Assessmen ts
3-4			Reading Mini-lessons: Writing Mini- lessons:		<ul style="list-style-type: none"> • LHS ELA Instruct ional Worksh op Model Suggest ed Activiti es/Grou ps 		<ul style="list-style-type: none"> • LHS Suggested Formative Reading Assessmen ts

April	1		<p>SWBAT to demonstrate their knowledge of an informational text by taking a benchmark assessment.</p> <p>SWBAT reflect on their learning in reading and writing throughout marking period 3 by creating SMART goals.</p>	<ul style="list-style-type: none"> • Reading benchmark MP 3 • Writing benchmark MP 3 • End of MP reflection • Creating SMART goals 		<ul style="list-style-type: none"> • End of MP Reflection • Argumentative Essay Rubric 	<ul style="list-style-type: none"> • LinkIt! Benchmark MP 3 • End of MP Reflection
-------	---	--	---	--	--	--	--

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
<ul style="list-style-type: none"> • Content Areas <ol style="list-style-type: none"> 1. Historical Context: <ul style="list-style-type: none"> ▪ The Holocaust: Understanding the historical events of the Holocaust, including key figures, locations, events, and the broader impact on Jewish communities. 	<ul style="list-style-type: none"> • Content and Skills to Spiral from Romeo and Juliet to Maus: <ol style="list-style-type: none"> 1. Plot Structure and Narrative Arc: <ul style="list-style-type: none"> ▪ Building on Plot Structure: Just as students analyzed the narrative arc in Romeo and Juliet, they can apply this understanding to Maus.

- 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 well as the responsibilities of memory and storytelling.
- Identity and Dehumanization: Analyzing how identity is

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?

3. Themes:

- Expanding on Themes: Revisit themes from Romeo and Juliet, such as love, conflict,

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.
- **Interpreting Symbolism:** Practice identifying and interpreting symbols, metaphors, and motifs in the

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

5. Narrative Techniques:

- **Narrative Techniques and**

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

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.

Suggested Activities to Connect the Units:

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 narrative aspects of the text.

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?

Career Readiness, Life Literacies, and Key Skills

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

VA.K-2.1.5.2.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
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	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
	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.
	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?
	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.
	People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.