# LHS ELA 9 Unit 3

Content Area: Course(s): ELA

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
LLA.NL.CI.9—10.2	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	y One	Day	Two	Day	Three	Day I	our	Da	y Five	Day	Six
	ading ocus	Reading	Focus	Reading Focus R		Reading			ading ocus	Reading Focus	
Acti vity	Sugge sted Time	Activity	Sugge sted Time	Acti vity	Sugge sted Time	Activity	Sugge sted Time	Acti vity	Sugge sted Time	Activity	Sugge sted Time
Do Now	10 minute s	Mini- lesson review/r ecap	10 minute s	Do Now	10 minute s	Mini- lesson review/r ecap	10 minute s	Do Now	10 minute s	Mini- lesson review/r ecap	10 minute s
Mini- lesso n (I Do)	20 minute s	Small Group Instructi on (You Do)	30 minute s	Mini- lesso n (I Do)	20 minute s	Small Group Instructi on (You Do)	30 minute s	Mini- lesso n (I Do)		Small Group Instructi on (You Do)	30 minute s
Pract ice (We Do)	17 minute s	Closure	7 minute s	Pract ice (We Do)	17 minute s	Closure	7 minute s	Practice (We Do)	17 minute s	Closure	7 minute s

Day Seven		Day Eight		Day Nine		Day Ten		
	Writi	ng Focus			Writing Focus			
Activity	Suggested ty 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)		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.

Content Specific	Skills Specific
<ul> <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> <li>Understanding the nuances of language, including figurative language and multiplemeaning 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 antiheros</li> </ul>

## **Essential Questions**

Content Specific	Skills Specific
<ul><li>Why is it important to study the Holocaust and human atrocities?</li><li>Are people inherently good or bad?</li></ul>	<ul><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**

#### 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**

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

Mo nth	W ee ks	Standa rds	Sugge sted Lear ning Targe ts	Mini-Lesson Skills	Suggested Student Centered Activities	Resources	Assessmen t
Feb ruar y	1-2	RL.CR. 9–10.1. Cite a range of thoroug h textual evidence and make relevant connecti ons to strongly support analysis of multiple aspects of what	SWBA T demon strate their knowle dge of reading a fiction al text by taking a pre- assess ment.	<ul> <li>Reading Preassessment</li> <li>Writing Preassessment</li> </ul>			• LinkIt ! pre- assess ment - readin g • Argu menta tive essay writin g pre- assess ment

		I	
a	SWBA		
literary	T		
text says			
	strate		
explicitl			
y and	their		
inferenti			
ally, as	dge of		
well as	argume		
includin	ntative		
g	essay		
determin	writing		
ing	by		
where	taking		
the text	a pre-		
leaves	assess		
matters	ment.		
uncertai			
n.			
RL.CI.9			
-10.2.			
Determi			
ne one			
or more			
themes			
of a			
literary			
text and			
analyze			
how it is			
develop			
ed and			
refined			
over the			
course			
of the			
text,			
includin			
g how it			
emerges			
and is			
shaped			
by			
specific			
details;			
provide			
an			
objectiv			
e			
		l .	

1 1		I	
summar			
y of the			
text.			
text.			
DI ITO			
RL.IT.9			
-10.3.			
Analyze			
how an			
author			
unfolds			
and			
develops			
ideas			
theoryale			
through			
out a			
text,			
includin			
g how			
complex			
characte			
rs (e.g.,			
those			
with			
willi multiple			
multiple			
or			
conflicti			
ng			
motivati			
ons)			
develop,			
interact			
with			
other			
characte			
rs, and			
advance			
the plot			
or			
develop			
the			
theme.			
RL.PP.			
9–10.5.			
Determi			
ne an			
author's			
lens in a			
1 1	l	<u> </u>	

text		
(includi		
ng		
cultural		
cultural		
experien		
ce		
reflected		
in a		
work of		
literatur		
e from		
outside		
the		
United		
States,		
drawing		
on a		
wide		
reading		
of world		
literatur		
e) and		
analyze		
how an		
author		
uses		
rhetorica		
1 devices		
1 1 1		
to		
advance		
a point		
of view.		
RL.MF.		
9–10.6.		
Analyze		
integrate		
, and		
evaluate		
multiple		
interpret		
ations		
(e.g.,		
recorded		
or live		
producti		
on of a		
play or		
recorded		
	<u> </u>	

novel or			
poetry)			
of a			
single			
text or			
text/s			
presente d in			
different			
formats			
(visually			
,			
quantitat			
ively).			
L.VL.9-			
10.3.			
Determi			
ne or			
clarify			
the			
meaning			
of			
unknow			
n and			
multiple			
meaning			
words			
and			
phrases			
based on			
grades			
9–10			
reading			
and			
content,			
includin			
g technica			
I			
1 magning			
meaning			
s,			
choosin			
g			
flexibly			
from a			
range of			
strategie			
	1		

s.			
L.VI.9_			
10.4.			
Demons			
trate			
understa			
nding of figurativ			
figurativ			
e			
languag			
e, word			
relations			
hips,			
and			
nuances			
in word			
meaning			
s,			
includin			
g			
connotat			
ive			
meaning			
s.			
W.AW.			
9–10.1.			
Write			
argumen			
ts to			
support			
claims			
in an			
analysis			
of			
of			
substanti			
ve			
topics or			
texts,			
using			
valid			
reasonin			
g and			
relevant			
and			
sufficien			
t textual			
1		<u> </u>	

and non-					
textual					
evidence					
· .					
SL.PE.9	GIVE:	Reading Mini-lessons:	Station Ideas:		
-10.1.	SWBA		Station Ideas.		
Initiate	T	Introduction:	• Teacher-led		
	analyz		• reacher-led		
and	e how	• Introduce	1371		
participa	Art	book (videos -	• IXL		
te	Spiegel	`	Recommende		
effective	man	The Creation	d or		
ly in a		of Maus,	Assigned	<u></u>	
range of	uses	Maus: Book	Skill and	• <u>The</u>	
collabor	graphic	Banned, An	Weekly	<u>Creati</u>	
ative	elemen	Introduction,	Arena	on of	
discussi	ts, such	"book walk")	Practice	Maus	
	as	SE.II.9-10.2	1 ractice	• Maus:	
ons	panels,	Possible Do	• Text Based	Book	
(one-on-	frames,	Now: "What			
one, in	and		Activity:	Banne	
groups,	visual	are some	<u>Analyze</u>	<u>d</u>	
and	contras	reasons	<u>cover and</u>	• <u>An</u>	
teacher-	l	authors might	<u>opening</u>	<u>Introd</u>	
led)	ts, in	choose to use	panels to	uction	
with	Maus	a graphic	predict theme	• Analy	
peers on	to	novel format?"	RL.CI.9-10.2	zing a	
grades	enhanc	• Introduce		Litera	
9–10	e	context (time	Building		
1	storytel	period, author)	Background	<u>ry</u> Eggay	
topics,	ling	RL.CT.9-10.8		Essay	
texts,	and		Knowledge	• Exem	
and	compar	• Compare/contr	W/	<u>plars</u>	
issues,	e the	ast graphic	Informational	<u>&amp;</u>	
building	graphic	novel vs.	Text: Why	Non-	
on	novel	novel (format,	Maus Matters	Exem	
others'	l	parts of a	RI.CI.9-10.2	plars	
ideas	format	comic, writing		• Grade	
and	to	style)	Writing in	s 9-12	
expressi	traditio	SE.PE.9-10.1	Response to		
ng their	nal	o Instruct	Reading	<u>Argu</u>	
-	novels.	ional	Options:	<u>menta</u>	
own		Focus	phons.	tive	
clearly			o KWL	Essay	
and .		Points:	chart:	<u>Rubri</u>	
persuasi	SWBA			<u>c</u>	
vely.	T		Holoc		
	identif	[	aust		
	y the	r	****		
	charact	a	O What		
SL.II.9–	l	r	is		
10.2.	eristics	1	preju		
Integrate	of an	i	dice		
multiple	argume		and		
sources	ntative		why		
Boarces					

of informat ion presente d in diverse media or formats (e.g., visually, quantitat ively, orally) evaluati ng the credibili ty and accuracy of each source.  RL.CT.9					1		
informat ion presente d in diverse media or formats (e.g., visually, quantitat ively, qualitati vely, orally) evaluati ng the credibili ty and accuracy of each source.  RL.CT.9 10.8. Analyze and reflect on (e.g., practical knowled ge, historica L'cultura 1 context, and backgro und knowled ge) how an author draws on, develops	o	f	essay.	r	is		
ion presente d in diverse media or formats (e.g., visually, quantitat ively, qualitati vely, orally) evaluati ng the credibili ty and accuracy of each source.  RL.CT.9	in	nformat		C	pre	eju	
presente d in diverse media or formats (e.g., visually, visually, quantitat ively, qualitati vely, orally) evaluati ng the credibili ty and accuracy of each source.  RL.CT.9				V	dic	ce	
d in diverse media or formats (e.g., visually, quantitat ively, qualitati vely, orally) evaluati ng the credibili ty and accuracy of each source.  RL.CT.9	l pı	resente	SWBA	e	da	nge	
diverse media or formats (e.g., visually, quantitat vively, qualitati vely, qualitati vely, orally) evaluati ng the credibili ty and accuracy of each source.  RL.CT.9		in	T	1	1		
media or formats (e.g., visually, quantitative (e.g., visually, quantitative), qualitati (vely, qualitati vely, orally) evaluati ng the credibili ty and accuracy of each source.  RL.CT.9	1 1 1		analyz		1		
formats (c.g., visually, quantitat ively, qualitati vely, qualitati vely, orally) evaluati problem of cach source.  RLCT.9 -10.8. Analyze and reflect on (c.g., practical knowled ge, historica l/cultura 1 context, and backgro und knowled ge) how an author draws on, develops from the composition of the composition of the composition of the cach source in the cach is composition of the cach is cach in the cach in				1'			
(e.g., visually, writing quantitati vely, qualitati vely, qualitati vely, qualitati vely, qualitati vely, orally) evaluati qualitati vely, orally) evaluati qualitati vely,	1 1 1			S			
visually, quantitat rubric.  ively, qualitati vely, qualitati vely, y x o How orally) evaluati ng the a dice eredibili ty and accuracy of each i ghout source.  RLCT.9 -10.8. Analyze and teflect on (e.g., practical knowled ge, historica l/cultura l context, and backgro und knowled ge) how an author draws on, develops	1 1 1			e	1		
quantitat ively, qualitatively, qual		0, 1					
ively, qualitati vely, y orally) t does preju does preju dice credibili r sprea ty and accuracy of each i ghout source. I a societ y?  RL.CT.9 t John Analyze and reflect on (e.g., practical knowled ge, historica   /cultura   1   1   1   1   1   1   1   1   1				S	1		
qualitati vely, orally) evaluati does preju does preju ng the eredibili r sprea ty and accuracy of each source. I societ y?  RL.CT.9			raone.	4		WCI	
vely, orally) evaluati ng the credibili ty and accuracy of each source.		vely,		ι	<u>'</u>		
orally) evaluati ng the evaluation of each source.  RL.CT.9  RL.CT.9  RL.CT.9  RL.CT.9  -10.8.  Analyze and treflect on (e.g., practical knowled ge, historica l/cultura nd l context, and backgro und knowled ge) how an hauthor draws on, develops				-	o Ho	NV.	
evaluati ng the credibili ty and accuracy of each source.  I a societ vy?  RL.CT.9 -10.8. Analyze and reflect on (e.g., practical knowled ge, historica I/cultura I context, and backgro und knowled ge) how an author draws on, develops  ge historica ich knowled ge) how an author draws on, develops  ge historica ich knowled ge an author draws on, develops				X			
ng the credibility and described by an analysis of the de				τ			
credibili ty and accuracy of each source.	1 1 1				1:.		
ty and accuracy of each i ghout source.  I a societ y?  RL.CT.9 t				a			
accuracy of each source.  I a I societ v y?  RL.CT.9 -10.8. Analyze and reflect on (e.g., practical knowled ge, historica l/cultura l context, and backgro und knowled ge) how an author draws on, develops  throu ghout shout ghout societ v?  throu ghout societ v; ?  I societ v; I societ vi				r		rea	
of each source.  I a societ y?  RL.CT.9 -10.8. Analyze a a and reflect on (e.g., practical knowled ge, historica l/cultura l context, and backgro und knowled ge) how an author draws on, develops				C	1		
Source.   1   a   societ   y?							
RL.CT.9 -10.8. Analyze and reflect on (e.g., practical knowled ge, historica l/cultura l context, and backgro und knowled ge) how an author draws on, develops	1 1 1			i	1	out	
RL.CT.9 -10.8. Analyze and reflect on (e.g., practical knowled ge, historica l/cultura l context, and backgro und knowled ge) how an author draws on, develops	SC	ource.		1			
RL.CT.9 -10.8. Analyze and treflect on (e.g., practical knowled ge, historica l/cultura l context, and backgro und knowled ge) how an author draws on, develops				1			
-10.8. Analyze and reflect on (e.g., practical knowled ge, historica l/cultura l context, and backgro und knowled ge) how an author draws on, develops				υ	y?		
-10.8. Analyze and reflect on (e.g., practical knowled ge, historica l/cultura l context, and backgro und knowled ge) how an author draws on, develops				S			
Analyze and t t reflect on (e.g., practical t knowled ge, historica l/cultura l l context, and backgro und knowled ge) how an author draws on, develops				t			
and reflect i con (e.g., practical n knowled ge, historica l/cultura l context, and backgro und knowled ge) how an author draws con, develops	1 1 1			r			
reflect on (e.g., practical knowled ge, historica l/cultura l context, and backgro und knowled ge) how an author draws on, develops				a			
on (e.g., practical knowled ge, historica l/cultura l context, and backgro und knowled ge) how an author draws on, develops				t			
practical knowled ge, historica i l/cultura I context, and backgro und r knowled ge) how an author draws on, develops	1 1 1			i			
knowled ge, historica l/cultura n context, and backgro und knowled ge) how an author draws on, develops  knowled ge, historica i l l l l l l l l l l l l l l l l l l				C			
ge, historica l/cultura l context, and backgro und knowled ge) how an author draws on, develops				r			
historica   l/cultura		nowled		S			
historica   l/cultura	ge	e,					
l context, and backgro und knowled ge) how an author draws on, develops		istorica		i			
and backgro und r knowled ge) how an author draws on, develops	1/4	cultura		r			
and backgro und r knowled ge) how an author draws on, develops				1.			
and backgro und r knowled ge) how an author draws on, develops	c	ontext,		я			
backgro und knowled ge) how an author draws on, develops				a			
und knowled ge) how an an author draws on, develops				_			
knowled ge) how an author draws on, develops  knowled a p a p a p a p a p a p a p a p a p a				<u> </u>			
ge) how an				_			
an author draws on, develops f	1 1 1			а			
author draws on, develops f	1 1 1			ŗ			
draws on, develops f	1 1 1			h ·			
on, develops f				1			
develops	1 1 1			C			
	1 1 1			f			
, or c	,0	or for		C			
transfor r	1 1 1			r			
ms r	m	18		r			

source		a a	
material	1	t	
historica			
l and	1	t	
literary			
significa			
nce	1		
(e.g.,		2	
how a	1		
modern	1		
author			
treats a		a a	
theme or			
topic			
from			
mytholo			
gy or a	1	-	
religious			
text) and		(	
how	•		
they	1		
relate in			
terms of	1		
themes	1	1	
and	-		
significa			
nt			
concepts		a a	
	1	1	
	1		
W.AW.	1		
9–10.1.			
Write	1		
argumen		3	
ts to		X	
support			
claims			
in an	,		
analysis	1	V	
of		a	
substanti	1		
ve			
topics or	· ·		
texts,	1	r	
using			
valid	;		
reasonin	1		
g and	1		
relevant			
		<u> 1</u>	

	1	I	
and			
sufficien	a		
t textual	11		
	4		
and non-	լ 1		
textual	h		
evidence	c		
.	r		
	บ		
	c		
SL.PE.9	3		
-10.1.	٩		
Initiate	S		
and	g		
participa	r		
te	a		
effective	n		
ly in a	ዞ 1		
range of			
collabor	1		
	c		
ative			
discussi	e		
ons	1		
(one-on-	e		
one, in			
groups,	1.		
and	e		
	n		
teacher-	t		
led)	S		
with			
peers on			
grades	17		
9–10	a a		
topics,			
texts,	n		
	e		
and	1		
issues,	S		
building	,		
on			
others'	f		
ideas	*		
and			
expressi	a		
expressi	n		
ng their	e		
own	s		
clearly			
and	΄		
persuasi	c		
vely.	o 		
'513'.	P		
	e		
	e		
<u> </u>	 1	l	1

			,	
		1		
		ľ	}	
		/		
		t		
		1	,	
		-		
			}	
		ι		
		ļ g	2	
		{ 		
		<u>,                                    </u>	1	
		t		
		l l	,	
		,		
		t		
		1		
		1		
		'		
		(	1	
		S	3	
		,		
		'		
		1		
		_		
		r	1	
		,		
		ĺ		
		_		
			1	
		r	1	
		l t		
		l r		
		[	1	
		s	3	
			[	
		,		
		s	3	
		1		
		1	1	
		8	1	
		i		
			]	
		I	1	
			4	
		ļ		
		·		
			]	
		ľ	]	
		$\epsilon$		
		r		
			,	
			7	
		F	7	

		(		
		ļ		
		i		
		,		
		`		
		(		
		,		
		$\epsilon$		
		`	1	
		t		
			1	
		`		
		)		
		/		
		İ		
		1		
		ľ	1	
		8		
		s	S	
		(	]	
			]	
		ι	1	
		6		
		`	1	
		1	1	
		t		
		1		
		8	9	
		1		
		<b>'</b>	7	
			1	
		<u> </u>	y	
		t	:	
			1	
		1	1	
		۱	1	
		1		
		1		
		1		
		l t	:	
		1	]	
		l l		
		(		
		`	]	
		r		
		1		
		2		
			]	
		_		
	 		1	 

			r		
			a		
			S		
			[ τ]		
			d		
			١		
			r		
			χ.		
			у		
			<b>■</b> 1		
			- 1		
			l H		
			1		
			e		
			l il		
			1		
			l n		
			ا		
			e		
			r		
			p		
			<u> </u>		
			a		
			V V		
			ا		
			d		
			۱		
			[ f		
			l tl		
			1		
			l n		
			e		
			١		
			լ		
			e		
			1		
			X		
			_		
			a		
			l n		
1					
			i		
			1		
			1		
			1		
			น		
1					
			S		
			f		
			ا		
			r		
			۱		
			a		
1			t		
			1		
		<u> </u>		 	

		l n		
		S		
		c		
		a		
		a		
		l n		
		_		
		l t		
		e		
		a		
		r		
		p	1	
		C		
		1		
		Y		
		e		
		r		
		l f		
		U		
		1		
		v		
		l a		
		v		
		,		
		e		
		7		
		ľ		
		C		
		l		
		1		
		n		
		1		
		g		
		a		
		S		
		<b> </b>		
		C		
		10		
		ľ		
		V		
		١		
		i		
		]		
		l n		
		a		
		ľ		
		e		

			Writing Mini-lessons:  Characteristics of argumentative essay writing. Review the argumentative essay rubric.			
3-4	10.3. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, including	SWBA T identif y exampl es of figurati ve langua ge and foresha dowing in the prolog ue of Maus and explain how they hint at future events in the story.	Reading Mini-lessons:  Read Prologue:  Foresh adowin g: Hints or clues about future events.  Examp le: The broken telepho ne wires in the openin g pages. Explan ation: This	LHS ELA     Instructional     Workshop     Model     Suggested     Activities/Gr     oups      Station Ideas:	<ul> <li>Exem plars</li> <li>&amp; Non-Exem plars</li> <li>How to Write a Perfec t 3-Point Thesis State ment</li> <li>Litera ry Essay</li> <li>Building a Thesis State ment Graph ic Organ</li> </ul>	• LHS Sugge sted Forma tive Readi ng Asses sment s

ch	noosin	SWBA	foresha	bular	izer	
	1005111	T	dows	y/Gra	<u>12C1</u>	
g fle	exibly	analyz	the	mmar		
1 1 1	om a	e how	breakd	Activi		
1 1 1	nge of	charact	own of	ty		
	rategie	ers'	commu	l ''		
St.	_	dialogu	nicatio	• Buildi		
		e and	n	ng		
		actions	betwee	Back		
		reveal	n Art	groun		
L.	.VI.9_	their	and his	d		
10	).4.	person	father,	Know		
1 1 1	emons	alities	as well	ledge		
1 1 1	ate	and	as wen	w/		
1 1 1	ndersta	contrib	unravel	Infor		
	ding of	ute to	ing of	matio		
	gurativ	the	their	nal		
e le	5	tone of	shared	Text:		
	nguag			Dehu		
	word	the	history.			
	lations	story	L.VI.9-	maniz		
1 1 1	ps,	in	10.4	<u>ing</u> the		
		Maus.	• Read Chapter			
	iances		1 "The Sheik"	<u>Enem</u>		
	word		(Pages 5–23)	У		
1 1 1	eaning	SWBA	• Focus:	video		
s,	- 1	T	Vladek's early	&		
	cludin	analyz	life and	discus		
	Cludili	e an	introduction to	sion		
g	onnotat	argume	the Jewish	questi		
ive		ntative	experience in	ons		
		exempl	Poland.	777.4.		
	eaning	ar by	<ul> <li>Vocabulary</li> </ul>	• Writi		
5.		•	L.VL.9-10.3	ng in		
		using the		Respo		
		rubric.	o Dowry:	nse to		
	L.IT.9	rubric.	Propert	Readi		
	10.3.		y or	ng		
	nalyze	SWBA	money	Optio		
	ow an	T write	brough	ns:		
	thor	an	t by a			
	nfolds		bride	0		
an		argume nt on a	to her			
	evelops		husban			
	leas	topic	d upon			
	rough	by formul	marria			
	it a	formul	ge.			
		ating a	_			
	xt, cludin	clear	<ul><li>Textile</li></ul>			
		thesis.	: A			
	how		type of			
	omplex aracte		cloth			
L cn	iaracie					

rs (e.g	g., or	
those	woven	
with	fabric.	
multij		
or	o Comm	
confli		
	Cti A	
ng		
motiv		
ons)	41	
devel		
intera		
with	ting for	
other	a .	
charae		
rs, and	ıl in in	
advan	ce which	
the pl	ot all	
or	propert	
devel		
the	publicl	
theme		
	owned	
	and	
	each	
W.AV	V. person	
9–10.		
Write		
argun	15	
ts to	1	
	accordi	
suppo claim		
in an	abilitie	
analy		
of	needs.	
substa		
ve	o Anti-	
topics	or Semitic	
texts,	:	
using	Prejudi	
valid	ce,	
reason		
g and		
releva		
and	hostilit	
suffic		
t textu		
and no		
textua		
evide		
evide	o Pragma	
.	tic:	
	l uc.	

	Dealin		
	g with		
SL.PE.9	things		
-10.1.	sensibl		
Initiate	y and		
and	realisti		
participa	cally in		
te	a way		
effective	that is		
ly in a	practic		
range of	al		
collabor	rather		
ative	than	0	
discussi	theoreti		
ons	cal.		
(one-on-	<ul> <li>Instructional</li> </ul>		
one, in	Focus:		
groups,	o Setting		
and	and		
teacher-	Charac		
led)	ter		
with	Develo		
peers on	pment:		
grades	Explai		
9–10	n what		
topics,	charact		
texts,	ers say		
and	and do		
issues,	and the		
building	tone		
on	with		
others'	which		
ideas	they		
and .	speak		
expressi	often		
ng their	reveal		
own	a lot		
clearly	about		
and .	their		
persuasi	charact		
vely.	er.		
	RL.IT.		
	9-10.3		
	Water Merch		
	Writing Mini-lessons:		
	• Review		
	argumentative		
	exemplar		
	• Formulating a		
	l		

			clear thesis		
	L.VL.9– 10.3.	SWBA T	Reading Mini-lessons:	• <u>LHS ELA</u> Instructional	
	Determi ne or	analyz e how	• Read Chapter 2 "The	Workshop Model	
	clarify	dialogu	Honeymoon"	Suggested	
	the	e and	(Pages 25–46)	Activities/Gr	
	meaning	inciden		<u>oups</u>	
	of	ts in	• Focus:	Gradin III	
	unknow n and	Maus reveal	Vladek's experiences	• Station Ideas:	
	multiple	charact	leading up to	• Teach	
	Inumple	er	WWII.	er-led	
	meaning	traits	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	or rea	
	words	and	<ul> <li>Vocabulary</li> </ul>	• IXL	
	and	influen	L.VL.9-10.3	Reco	
	phrases	ce		mmen	
	based on	decisio	o Annex:	ded or	
	grades	ns,	A	Assig	• <u>LHS</u>
	9–10	demon	buildin	ned	Sugge
	reading	strating	g	Skill	sted
	and	underst	joined to or	and	<u>Forma</u>
	content,	anding	associa	Week	tive
	includin	of the	ted	ly Arena	Readi
	g technica	interpl	with a	Practi	ng Aggag
	1	ay betwee	main	ce	Asses
	meaning	n	buildin		sment <u>s</u>
	s,	charact	g, used	• Voca	<u> </u>
	choosin	er	for	bular	
	g	develo	additio	y/Gra	
	flexibly	pment	nal	mmar	
	from a	and	space	Activi	
	range of	plot.	or	ty	
	strategie		purpos	D '11'	
	s.		es.	• Buildi	
		SWBA	o Gestap	ng Back	
		T	o: The	groun	
	L.VI.9–	analyz	official	d	
	10.4.	e how	secret	Know	
	Demons	specifi	police	ledge	
	trate	c word	of Nazi	w/	
	understa	choices	Germa	Infor	
	nding of	in	ny and	matio	
	figurativ	Maus	Germa	nal	

e	impact	n-	Text:	
languag	the .	occupi	Dehu	
e, word	meanin	ed	<u>maniz</u>	
relations	g and	Europe	ing	
hips,	tone of		<u>the</u>	
and	the	D -4:	Enem	
nuances	text.	o Ration:	У	
in word		A fixed	<u>video</u>	
meaning		allowa	&	
s,	SWBA	nce of	discus	
includin	T	food or	sion	
g	introdu	provisi	questi	
connotat	ce a	ons,	ons	
ive .	topic/t	especia	***	
meaning	hesis	lly	• Writi	
S.	clearly	during	ng in	
	by	a time	Respo	
	1 -	of	nse to	
RL.IT.9	organiz ing	scarcit	Readi	
-10.3.	ideas	y.	ng	
Analyze	in a	o Liquid	Optio	
how an	logical	ate: To	ns:	
author	way.	elimina		
unfolds	way.	te,	0	
and		often		
develops	SWBA	violentl		
ideas	$\left  \begin{array}{c} T \end{array} \right $			
through	develo	y, particul		
out a	pa	arly as		
text,	topic/t	it		
includin	hesis	pertain		
g how	by	s to		
complex	includi	politica		
characte	ng	l or		
rs (e.g.,	relevan	militar		
those	t facts,	у		
with	definiti	operati		
multiple	ons,	ons.		
or	concret	01101		
conflicti	e	o Refuge		
ng	details,	: A		
motivati	quotati	conditi		
ons)	ons,	on of		
develop,	and	being		
interact	exampl	safe or		
with	es to	shelter		
other	support	ed		
characte	their	from		
rs, and	ideas.	danger		
advance		or		

the plot	tro	ouble		
or		Judic		
develop	o Fi	gurat		
the	ive	e		
theme.	La	angua		
	ge	;		
	L.	vI.9-		
***	10	).4		
W.AW.		• I		
9–10.1.		d		
Write		i		
argumen ts to		c		
support		n		
claims		:		
in an				
analysis		F		
of		1		
substanti		F h		
ve		r		
topics or		a		
texts,		s		
using		e		
valid				
reasonin		t		
g and		h		
relevant		a		
and		t		
sufficien				
t textual		h		
and non-		a		
textual evidence		S		
evidence				
		a		
		I		
SL.PE.9		1		
-10.1.		g		
Initiate		ų		
and		1		
participa		a t		
te		i		
effective		V		
ly in a		ė		
range of		]		
collabor		n	0	
ative		e		
discussi		a		
ons		n		
(one-on-		i		
one, in				

groups	1		
groups,	1	1	
and	.		
teacher-			
led)			
100)	,	1	
with	1		
peers on	t d	f	
grades		e	
grades	1	4	
grades 9–10	•	3	
topics,	1	-	
texts,			
icais,	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	1	
and	1	1	
issues,	f		
building			
ounding			
on	1		
others'	1	-	
ideas			
111000			
and	1	1	
expressi			
ng their	:		
ng men	1	1	
own	1		
clearly		S	
and			
and .		.]	
persuasi	J		
vely.	į	i <b>l</b>	
'			
	'	-	
		3	
	1		
		3	
		]	
	1	9	
		3	
		a	
		]	
	1	1	
	i		
	,	1	
	[		
	,	4	
	, I	9	
		4	
	,	 	
	1	1	
	1	d	
	1		
	'	<b>'</b>	
		=	
	:		
		J	
	'	1	
	7		

		,		
		V	1	
		a		
		S		
		_		
		l i		
		111		
			1	
		S		
		l t		
		,		
		t		
		r		
		,		
		ļ ,	1	
		1		
		l n		
		g		
		t		
		C		
		k		
		, n	1	
		e		
		e		
		r		
		У		
		l 1		
		-		
		e		
		la		
		_		
		a		
		1.		
			1	
		C		
		ľ		
		e	]	
		, v		
		ľ		
		a		
		l t		
		l	1	
		r	1	
		,,		
		Ï		
		1		
		X		
		l n		
		1		
		a		
	1	·		

a t t t c c c c x F F F e s s c c s V I a a c c k k , s s t t T T U E E E I L E E E E E E E E E E E E E E E					
t i c c c c c c c c c c c c c c c c c c			]	η	
				a	
				<u>+</u>	
			i	i	
			\ 	9	
S  i  i  i  i  i  i  i  i  i  i  i  i  i			1	n	
S  i  i  i  i  i  i  i  i  i  i  i  i  i					
S  i  i  i  i  i  i  i  i  i  i  i  i  i				•	
S  i  i  i  i  i  i  i  i  i  i  i  i  i					
S  i  i  i  i  i  i  i  i  i  i  i  i  i			,	1	
S  i  i  i  i  i  i  i  i  i  i  i  i  i				.1	
S  i  i  i  i  i  i  i  i  i  i  i  i  i			1	d	
S  i  i  i  i  i  i  i  i  i  i  i  i  i			 	i	
i c c i c c r r c c s s c c s s c c s s c c s s c c s t r c c c c c c c c c c c c c c c c c c					
C   C   C   X   F   F   C   S   S   C   S   V   I   a   G   e   e   k   v   S   S   t   F   F   F   E   G   S   S   T   F   F   F   F   F   F   F   F   F				S	
C   C   C   X   F   F   C   S   S   C   S   V   I   a   G   e   e   k   v   S   S   t   F   F   F   E   G   S   S   T   F   F   F   F   F   F   F   F   F					
C   C   C   X   F   F   C   S   S   C   S   V   I   a   G   e   e   k   v   S   S   t   F   F   F   E   G   S   S   T   F   F   F   F   F   F   F   F   F					
i c n e x Fr e e s s e s s e s v l a a c e e k , s s t t r u u u u u u u u u u u u u u u u u			1	1	
i c n e x Fr e e s s e s s e s v l a a c e e k , s s t t r u u u u u u u u u u u u u u u u u				d	
T C X X F F F C S S S S C C S S S T T F F C C S S S T T F C C S S S T T F C C S S S T T F C C S S S T T F C C S S S T T F C C S S T T F C C S S T T F C C S S T T F C C S S T T F C C S S T T F C C S S T T F C C S T T T T T T T T T T T T T T T T T				.]	
T C X X F F F C S S S S C C S S S T T F F C C S S S T T F C C S S S T T F C C S S S T T F C C S S S T T F C C S S S T T F C C S S T T F C C S S T T F C C S S T T F C C S S T T F C C S S T T F C C S S T T F C C S T T T T T T T T T T T T T T T T T			i	1	
T C X X F F F C S S S S C C S S S T T F F C C S S S T T F C C S S S T T F C C S S S T T F C C S S S T T F C C S S S T T F C C S S T T F C C S S T T F C C S S T T F C C S S T T F C C S S T T F C C S S T T F C C S T T T T T T T T T T T T T T T T T				4	
E X X P T C C S S S C C S S S T T T U U U U U U U U U U U U U U			· `	۱	
X F T E E S S S E E S S S E E S S T T T U U U U U U U U U U U U U U U			1	r	
X F T E E S S S E E S S S E E S S T T T U U U U U U U U U U U U U U U					
X F T E E S S S E E S S S E E S S T T T U U U U U U U U U U U U U U U					
F r c c s s s c c s v l l a c c c c k k , s s t t r r u g g g g l				<b>d</b>	
F r c c s s s c c s v l l a c c c c k k , s s t t r r u g g g g l			,		
r e s s s s c c s s v l l a d d e k , , s s t t r u u u u u u u u u u u u u u u u u			4	<b>^</b>	
r e s s s s c c s s v l l a d d e k , , s s t t r u u u u u u u u u u u u u u u u u			1	g	
e e s s s e e s s v v l l a a e e e k , s s e e k , s s t t r r u g g g g l l					
S S S S S S S S S S S S S S S S S S S			1	·	
S e e s s v l l a a c c e k k , s s t t r r u g g g l l				e	
S e e s s v l l a a c c e k k , s s t t r r u g g g l l					
e s s  V  I  a c c e  k  ,  s  t  r  u  g  g  g  I				8	
e s s  V  I  a c c e  k  ,  s  t  r  u  g  g  g  I				s	
S S S S S S S T T U S S T T U S S S T T U S S T T U S S T T U S T T U S T T U S T T U S T T U S T T U S T T U S T T U S T T U S T T U S T T U S T T U S T T U S T T U S					
1 a a c c e k , , s s t r r u g g g l				٦	
				s	
			`	V	
			1	1	
			ļ .	L	
				a	
			· ·	4	
				el	
				J	
			1	N	
			·	'	
			,		
			```	9	
			]		
			```	9	
			1	t	
g g 1			1	<u> </u>	
g g 1			1	d l	
				₿ I	
t c s			1	·	
t c s					
			`	]	
			1	tl	
S S			'		
s s				q	
s s					
S S					
				s	
				1	<u> </u>

		υ		
		r		
		V		
		i		
		V		
		e		
		a		
		l n		
		n i		
		C		
		S		
		l t		
		C		
		V		
		e		
		r		
		v		
		h		
		e		
		1		
		l n		
		n i		
		n		
		g		
		c		
		i		
		r		
		c		
		l u		
		n		
		S		
		t		
		a		
		n		
		C		
		e		
		S		
		<ul> <li>Instructional</li> </ul>		
		Farrar		
		Focus:		
		o Analyz		
		<ul><li>Analyz</li><li>e how</li><li>dialogu</li></ul>		
		dialogu		
		diaiogu		
		e		
		betwee		
		n		
		charact		
		Charact		

				ers and inciden ts in Maus reveal aspects of charact er or provok e a decisio n. RL.IT. 9-10.3		
				meanin g and tone in Maus. L.VI.9- 10.4  Writing Mini-lessons:  Introduce the topic clearly and engage the reader  Organizing reasons and evidence logically to support claims  Evaluation and selection of credible sources.		
Mar ch	1-2	L.VL.9– 10.3. Determine or	SWBA T identif y and	Reading Mini-lessons:  • Read Chapter 3 "Prisoner of	• LHS ELA Instructional Workshop Model	• LHS Sugge sted Forma

clarify	summa	War" (Pages	Suggested	tive
the	rize the	47–72)	Activities/Gr	Readi
meaning	key	,	<u>oups</u>	<u>ng</u>
of	events	• Focus:	<del></del>	Asses
unknow	and	Vladek's time	• Station Ideas:	sment
n and	analyz	as a POW and		<u>s</u>
multiple	e their	early signs of	• Teach	
-	signific	systemic	er-led	
meaning	ance to	dehumanizatio		
words	the	n.	• IXL	
and	overall		Reco	
phrases	plot.	<ul> <li>Vocabulary</li> </ul>	mmen	
based on	piot.	L.VL.9-10.3	ded or	
grades			Assig	
9–10		o Wehrm	ned	
reading	SWBA	acht:	Skill	
and	T	The	and	
content,	identif	unified	Week	
includin	y and	armed	ly	
	analyz	forces	Arena	
g technica	e a	of Nazi	Practi	
1 tecinica	theme	Germa	ce	
l mooning	emergi	ny		
meaning	ng	from	• Voca	
s, choosin	from	1935 to	bular	
	key	1945.	y/Gra	
g g:1-1	statem	1, .0.	mmar	
flexibly from a	ents in	o Barrac	Activi	
	Maus	ks:	ty	
range of	and	Buildin	5)	
strategie	explain	gs used	• Buildi	
S.	how it	to	ng	
	develo	house	Back	
	ps	soldier	groun	
L.VI.9-	throug	s or	d	
10.4.	hout	prisone	Know	
Demons	the	rs.	ledge	
trate	text.		w/	
understa	tont.	o Hostilit	Infor	
nding of		y:	matio	
figurativ		Unfrie	nal	
e	SWBA	ndly or	Text:	
languag	T	antago	<u>Priso</u>	
e, word	analyz	nistic	ners	
relations	e how	behavi	of	
hips,	past	or.	<u>War</u>	
and	and		article	
nuances	present	o Deport	&	
in word	narrati	ation:	critica	
meaning	ves	The	1	
s,	interact	forced	thinki	
3,	in a	remova	UIIIIXI	

	includin	text,	1 of a	ng	
	g	explori	person	questi	
	connotat	ng how	or	ons	
	ive	the	group	that	
	meaning	author'	from a	requir	
	s.	S	country	e	
	2.	choices		textua	
		shape	·	1	
		the	o Prisone	evide	
	RL.CI.9	develo	r: A	nce:	
	-10.2.		person		
	Determi	pment	who is	RL.C	
	ne one	of		R.9-	
	or more	ideas	confine	10.1	
	themes	and	d,		
		themes	particul	0	
	of a		arly		
	literary		during		
	text and		war or		
	analyze		due to		
	how it is	SWBA	politica		
	develop	T	1		
	ed and	develo	reasons		
	refined	рa			
	over the	topic	• Figurative		
	course	by	Language		
	of the	includi	L.VI.9-10.4		
	text,	ng	o Simile:		
	includin	relevan	A Simile.		
	g how it	t facts,			
	emerges	definiti	compar		
	and is	ons,	ison		
	shaped	concret	using		
	-		"like"		
	by	e data:1a	or "as."		
	specific	details,	Examp		
	details;	quotati	le: "It		
	provide	ons,	was as		
	an	and	if the		
	objectiv	exampl	whole		
	e	es to	world		
	summar	support	was		
	y of the	their	against		
	text.	ideas.	us."		
			Explan		
			ation:	0	
			This		
	RL.IT.9		simile		
	-10.3.		compar		
	Analyze		es the		
	how an				
	author		Jewish		
	unfolds		experie		
	and		nce		

develops	during
ideas	the
through	Holoca
out a	ust to
text,	the
includin	entire
g how	world
complex	turning
characte	hostile,
rs (e.g.,	emphas
those	
with	izing their
multiple	sense
or	of 
conflicti	alienati
ng	on and
motivati	despair
ons)	
develop,	o Euphe
interact	mism:
with	A mild
other	or
characte	indirect
rs, and	express
advance	ion
the plot	used to
or	replace
develop	a
the	harsher
theme.	or
	blunt
	one.
	Examp
W.AW.	le:
9–10.1.	"Sent
Write	to the
argumen	East."
ts to	
support	Explan ation:
claims	This
in an	
analysis	euphe
of	mism
substanti	was
ve	often
	used
topics or	by the
texts,	Nazis
using	to
valid .	obscur
reasonin	e the
g and	reality

relevant	of		
and	deporta		
sufficien	tions to		
t textual	death		
and non-			
	camps.		
textual	• Instructional		
evidence	Focus:		
	o Plot		
	events:		
	What		
	are the		
SL.PE.9	key		
-10.1.	events		
Initiate			
and	that		
participa	happen		
	ed in		
te	the plo		
effective	in		
ly in a	chapter		
range of	3?		
collabor	RL.IT.		
ative	9-10.3		
discussi	<i>y</i> -10.5	7	
ons		1	
(one-on-		1	
one, in		a	
		d	
groups,		e	
and		k	
teacher-		'	
led)		S	
with			
peers on		f	
grades			
9–10		a 4	
topics,		1	
texts,		n	
and		e	
		r	
issues,			
building		S	
on		t	
others'		a	
ideas		r	
and		T.	
expressi		v G	
ng their		C	
own		S	
clearly		h	
and .		i	
persuasi		n	
vely.			

		b		
		Ч		
		u		
		t		
		·		
		h		
		e		
		i		
		S		
		, and the second se		
		e		
		V		
		e		
		n		
		t		
		u		
		a		
		- a		
		1		
		1		
		У		
		q		
		r		
		a		
		f		
		t		
		e		
		9		
		q		
		1		
		n		
		1		
		t		
		h		
		e		
		٩		
		v		
		а		
		r		
		1		
		9		
		a		
		g		
		g a		
		a		
		i		
		n		
		S		
		t		
		4		
		t		
		h		
		e		

		• Writi	
		ng in	
	-	ng in Respo	
		n Respo	
		nse to	
	1	n Readi	
		ng Optio	
		Optio	
		ns:	
	1		
		1	
		S	
		d	
		a	
		0 4	
		U	
	1	r	
		e	
		d	
		h	
	•	)	
	•	a e	
		Z	
		i	
		s	
		,	
		a	
		O CONTRACTOR OF THE CONTRACTOR	
		g	
		c	
		e	
		S	
		a	
		r	

		;		
		1		
		S		
		C	0	
		n		
		e		
		r		
		1		
		C		
		f		
		1		
		v		
		a		
		r		
		c		
		a		
		n		
		p		
		1		
		$\mathbf{v}$		
		h		
		e		
		r		
		e		
		h		
		e		
		S		
		3		
		υ		
		f		
		Ē		
		1		
		e		
		r		
		S		
		ŀ		
		e		
		V		
		I		
		υ		
		n		
		t		
		e		
		e		
		r		
		S		

_					
			,		
			t		
			c		
			v		
			C		
			r		
			k		
			£		
			f		
			c		
			r		
				0	
			a		
			(		
			e		
			r		
			n		
			a		
			n		
			c		
			C		
			n		
			P		
			p a		
			n		
			У		
			١		
			a		
			n		
			d		
			g		
			e		
			t		
			S		
			1		
			t		
			e		
			t		
			t		
			•		
			e		
			r		
			1		
			1		
			v		
			·		
			1		
			n		
			٤		

_				 	
			c		
			c		
			n		
			d		
			i		
			t		
			i		
			C		
			C		
			n		
			S		
			•		
			F		
			e		
			0		
			1		
			S		
			٤		
			g U		
			i		
			S		
			e		
			S		
			h		
			i		
			1		
			n		
			S		
			e		
			1		
			f		
			1		
			a		
			S		
			a		
			a		
			F		
			C		
			1		
			i		
			S		
			h		
			r		
			a		
			n		
			a		

d i i i i i i i i i i i i i i i i i i i					
d i s s t t t t c t t c t t t t t t t t t t			n		
a b l c t c t t c t t t t t t t t t t t t t					
a b l c t c t t c t t t t t t t t t t t t t					
a b l c t c t t c t t t t t t t t t t t t t			;		
a t t c t t c t t t t t t t t c t t t c t t t c t t t c t t t t c t			1		
t t t t t t t t t t t t t t t t t t t			S		
t t t t t t t t t t t t t t t t t t t					
t t t t t t t t t t t t t t t t t t t			a		
t t t t t t t t t t t t t t t t t t t					
t c r c t t u r r f t c h i s f a r i i l y o Develo pment of Theme RL.CI. 9-10.2			1		
t c r c t t u r r f t c h i s f a r i i l y o Develo pment of Theme RL.CI. 9-10.2			1		
C			e		
C					
C			t		
r c t t t r f f f a r i i y o Develo pment of Theme RL.CI. 9-10.2					
c t t t c h i s f a t i l y o Develo pment of Theme RL.CI. 9-10.2  • V h a t t i s					
c t t t c h i s f a t i l y o Develo pment of Theme RL.CI. 9-10.2  • V h a t t i s					
t u r r t c h i s f a r i l y o Develo pment of Theme RL.Cl. 9-10.2			r		
t u r r t c h i s f a r i l y o Develo pment of Theme RL.Cl. 9-10.2			e		
t t t t t t t t t t t t t t t t t t t					
t c h i s f a T i l y O Develo pment of Theme RL.CI. 9-10.2  • V h a t					
t t c h i s f a I I I I I V O Develo pment of Theme RL.CI. 9-10.2					
t c h i i s f a r i l y . O Develo pment of Theme RL.CI. 9-10.2			r		
b i i s s s s s s s s s s s s s s s s s			n		
b i i s s s s s s s s s s s s s s s s s					
b i i s s s s s s s s s s s s s s s s s			t		
h i i s f a n i i l y o Develo pment of Theme RL.CI. 9-10.2					
i s  f a r i i 1 y o Develo pment of Theme RL.CI. 9-10.2			C		
i s  f a r i i 1 y o Develo pment of Theme RL.CI. 9-10.2					
i s  f a r i i 1 y o Develo pment of Theme RL.CI. 9-10.2			h		
f a r i i l y o Develo pment of Theme RL.CI. 9-10.2					
f a T i i I J  O Develo pment of Theme RL.CI. 9-10.2    V h a t i s					
Develo pment of Theme RL.CI. 9-10.2   V h a t			S		
Develo pment of Theme RL.CI. 9-10.2   V h a t					
Develo pment of Theme RL.CI. 9-10.2			f		
Develo pment of Theme RL.CI. 9-10.2			a		
i l y o Develo pment of Theme RL.CI. 9-10.2					
Develo pment of Theme RL.CI. 9-10.2					
pment of Theme RL.CI. 9-10.2  • V h a t			1		
pment of Theme RL.CI. 9-10.2  • V h a t			1		
pment of Theme RL.CI. 9-10.2  • V h a t			V		
pment of Theme RL.CI. 9-10.2  • V h a t			,		
pment of Theme RL.CI. 9-10.2  • V h a t			o Davida		
Theme RL.CI. 9-10.2   V h a t i s			O Develo		
Theme RL.CI. 9-10.2   V h a t i s			pment		
Theme RL.CI. 9-10.2   V h a t i s			of		
- V h a t i s			Theme		
- V h a t i s			RI CI		
- V h a t i s			0.10.2		
- V h a t i s			9-10.2		
i s					
i s			- V		
			l l		
i s			я		
i s			a		
i s			t		
i s					
s a			i		
a			S		
a					
a					
			a		

		p		
		C		
		S		
		S i		
		b		
		1		
		e		
		_		
		t		
		h		
		e		
		n		
		e		
		e		
		n		
		e		
		r		
		g		
		g i		
		n		
		g		
		٩		
		f		
		r		
		C		
		n		
		4		
		t <sub>1</sub>		
		n		
		e		
		f		
		C		
		1		
		1		
		C		
		V		
		i		
		n		
		g		
		٩		
		S		
		t		
		a t		
		e		
		n		
		e		

		n		
		t		
		S		
		?		
		_ 7		
		<b>-</b> V		
		e		
		1		
		h		
		a		
		v		
		e		
		S		
		e		
		e		
		n		
		1		
		1		
		1		
		1		
		a		
		d		
		e		
		k		
		,		
		S		
		S		
		d		
		e		
		e		
		p		
		1		
		S		
		e		
		n		
		S		
		e		
		C		
		f		
		a		
		g		
		g e		
		n		
		c		
		У		
		,		
		а		
		n		
		C		

		p		
		e		
		r		
		S		
		e		
		V		
		e		
		r		
		а		
		n		
		c		
		e		
		a		
		n		
		d		
		1		
		h		
		i		
		s		
		V		
		i		
		1		
		1		
		I		
		t		
		C		
		C		
		S		
		υ		
		12		
		1		
		V		
		i		
		V		
		e		
		<b>-</b> 7		
		e		
		9		
		ħ		
		а		
		V		
		e		
		S		
		e		
		e		
		n		
		-1		

		<b>\</b>		
		1		
		1		
		a		
		d		
		e		
		k		
		,		
		$\mathbf{s}$		
		S		
		С		
		q		
		n		
		n		
		i		
		t		
		n		
		e		
		n		
		t		
		t		
		c		
		Q		
		h		
		i		
		S		
		S		
		f		
		1		
		a		
		r		
		1		
		1		
		1		
		У		
		a		
		r		
		,		
		q		
		t		
		9		
		c		
		9		
		а		
		12		
		r		
		i		
		n		
		n		
		g		
		9		
		f		
		C		
		9		

		r	•	
		t		
		ŀ	1	
		$\epsilon$		
		1		
		r		
		8	1	
		1		
		(		
		,	1	
		$\epsilon$		
		r	-	
		S		
		2		
		ι		
		r		
		r i		
		1		
		1		
		r		
		٤		
		1		
		t		
		ŀ		
		1		
		$\epsilon$		
		$\epsilon$		
		i		
		r		
		s		
		8	1	
		4		
		f		
		€		
		`		
		t		
		J	/	
		•		
		<b>.</b>	4	
		1		
		r		
		t		
		i		
		S	3	
		1		
		r	1	
		1		
		t		
		$\epsilon$		
		r		
		7		
		i		
		€		
			,	
		\		
		i		
		1		
		r		
		•		

			٤		
			h		
f a t t t t t t t t t t t t t t t t t t			1		
a t t t t c c r r a a r r r r r r r r r r r r r r			S		
a t t t t c c r r a a r r r r r r r r r r r r r r					
a t t t t c c r r a a r r r r r r r r r r r r r r					
t h h c r r a r r r r g g t h h i r c r r h i r g g s f f r c r r h i r g g s f f r c r r h i r g g s s f f r c r r h i r g g s s f f r c r r h i r g g s s f f r c r r h i r g g s s f f r c r r h i r g g s s f f r c r r h i r g g s s f f r c r r h i r g g s s f f r c r r h i r g g s s f f r c r r h i r g g s s f f r c r r h i r g g s s f f r c r r h i r g g s s f f r c r r h i r g g s s f f r c r r h i r g g s s f f r c r r h i r g g s s f f r c r r h i r g g s s f f r c r r h i r g g s s f r r c r r h i r g g s s f r r c r r r h i r r r g s s s f r r c r r r r r r r r r r r r r r r r			Ĭ		
t h h c r r a r r r r g g t h h i r c r r h i r g g s f f r c r r h i r g g s f f r c r r h i r g g s s f f r c r r h i r g g s s f f r c r r h i r g g s s f f r c r r h i r g g s s f f r c r r h i r g g s s f f r c r r h i r g g s s f f r c r r h i r g g s s f f r c r r h i r g g s s f f r c r r h i r g g s s f f r c r r h i r g g s s f f r c r r h i r g g s s f f r c r r h i r g g s s f f r c r r h i r g g s s f f r c r r h i r g g s s f f r c r r h i r g g s s f f r c r r h i r g g s s f r r c r r h i r g g s s f r r c r r r h i r r r g s s s f r r c r r r r r r r r r r r r r r r r			a		
C T A A A A A A A A A A A A A A A A A A					
			h		
			e		
а п п п п п п п п п п п п п п п п п п п					
T c i i s l c a a T T II			r		
T c i i s l c a a T T II					
T c i i s l c a a T T II			a		
C			а		
1 s s l c a r r r r r r r r r r r r r r r r r r			n		
1 s s l c a r r r r r r r r r r r r r r r r r r			Ċ		
S     e a r					
S     e a r					
t t t t t t t t t t t t t t t t t t t			i		
t t t t t t t t t t t t t t t t t t t					
			S		
			1		
			]		
T T T T T T T T T T T T T T T T T T T			e		
T T T T T T T T T T T T T T T T T T T			a		
i  g  t  h  i  r  g  s  f  r  c  r  h  i			1		
i  g  t  h  i  r  g  s  f  r  c  r  h  i			11		
t t t t t t t t t t t t t t t t t t t					
t h i n g s s f r c n t h i t h i t t h t t t t t t t t t t t			n		
t h i n g s s f r c n t h i t h i t t h t t t t t t t t t t t			g		
g s f r c r t h i r			٩		
g s f r c r t h i r					
g s f r c r t h i r			t		
g s f r c r t h i r			h		
g s f r c r t h i r					
g s f r c r t h i r			1		
f r c r c r h i r r h e e h a			n		
f r c r c r h i r r h e e h a					
f r c c r c r c r c r c r c r c r c r c					
r c r h i r			S		
r c r h i r					
r c r h i r			f		
			1		
			r		
			C		
			r		
			1		
h e h a			I.		
h e h a			í		
h e h a			r		
h a			1		
h a					
h a			h		
h a					
			h		
			1		
s			a		
			S		

	n		
	e		
	V		
	e		
	r		
	1		
	h		
	e		
	a r		
	d		
	b		
	e f		
	C		
	r e		
	<b>-</b> 7		
	h		
	a		
	t		
	r i		
	g h		
	t		
	t		
	h		
	e		
	b		
	C		
	C		
	k		
	b		
	e		
	t		
	e		
	1		
	1		
	i		
	n		
	g		

		u		
		S		
		3		
		a b		
		C		
		ս		
		t		
		t		
		h		
		e		
		p		
		C		
		v		
		e r		
		1		
		a		
		n		
		d		
		i		
		n		
		r c		
		r		
		t		
		a		
		n		
		C		
		e		
		C		
		f		
		S		
		t		
		C		
		r		
		1		
		y		
		l		
		e		
		I		
		I		
		i		
		n		
		g		
		g ?		
		o Textual		

Structu re RL.IT. 9-10.3  • H  N  R  R  R  R  R  R  R  R  R  R  R  R					
Te RL.IT. 9-10.3  - I X  - a  - a  - i  - i  - i  - c  - i  - c  - c  - c			Structu		
9-10.3  • I  X  a  f  i  i  c  b  c  F  a  s  t  c  s  c  s  c  s  c  s  c  s  c  s  c  s  c  f  f  f  f  f  f  f  f  f  f  f  f					
9-10.3  • I  X  a  f  i  i  c  b  c  F  a  s  t  c  s  c  s  c  s  c  s  c  s  c  s  c  s  c  f  f  f  f  f  f  f  f  f  f  f  f			DI IT		
			KL.11.		
			9-10.3		
			■ H		
			v		
			a		
			n		
С Н С С V V F F 28 S S T T F F C C S S C C F F F F C C S S C C F F F F			i		
F			n		
F			e		
F a a S t t a a F F F F F F F F F F F F F F F F					
F a a S t t a a F F F F F F F F F F F F F F F F					
а s t t t a п с с п т t t t t t t t t t t t t t t t t t t			l h		
а s t t t a п с с п т t t t t t t t t t t t t t t t t t t			c		
а s t t t a п с с п т t t t t t t t t t t t t t t t t t t			V		
а s t t t a п с с п т t t t t t t t t t t t t t t t t t t					
а s t t t a п с с п т t t t t t t t t t t t t t t t t t t					
S t t a a II d d d d d d d d d d d d d d d d					
			a		
			S		
			t		
F F F F F F F F F F F F F F F F F F F			a		
T C C S C S I I T T T T T T T T T T T T T T T T T			n		
			d		
C   S   G   T   T   T   T   T   T   T   T   T					
S   E   F   F   F   F   F   F   F   F   F			r		
e n t t n a r r r a t i v e s s i n t t e r r t t e r r t t e r r r r r r r			e		
e n t t n a r r r a t i v e s s i n t t e r r t t e r r t t e r r r r r r r			S		
п t t т т т т т т т т т т т т т т т т т					
a r r r a t t e r r					
a r r r a t t e r r			n		
a r r r a t t e r r			t		
a r r r a t t e r r					
a r r r a t t e r r			n		
r r r a t t e e r r					
a t t i v e s s i t t t t t r t t e r					
t i v e s i i r t e e r			r		
i i n t e r			a		
i i n t e r			t.		
i i n t e r					
i i n t e r			1		
i i n t e r			V		
i n t e r			e		
t e r			S		
t e r					
t e r			;		
t e r			1		
r			n		
r			t		
			e		
			r		
			a		

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple	Spiegel man uses	Writing Mini-lessons:  • Identification and integration of relevant and accurate data and evidence.  • Quoting and citing textual evidence  • The relationship between claims, evidence, and reasoning  Reading Mini-lessons:  • Read Chapter 4 "The Noose Tightens" (Pages 73–93)  • Focus: The ghettoization of Jews and	LHS ELA     Instructional     Workshop     Model     Suggested     Activities/Gr     oups      Station Ideas:	• <u>LHS</u> Sugge
multiple - meaning words and	shado ws, panel shapes, and	the intensifying oppression.  • Vocabulary	<ul><li>Teach er-led</li><li>IXL Reco</li></ul>	Sugge sted Forma tive Readi ng
phrases based on	1	L.VL.9-10.3	mmen ded or	Asses
grades 9–10	ions in Maus	o Ghetto:	Assig ned	<u>sment</u> <u>s</u>
reading	to	section	Skill	
and	convey	of a	and	
content, includin	meanin	city where	Week ly	
g	g and enhanc	a	Arena	
technica	e the	minorit	Practi	
1	narrati	у	ce	
meaning	ve.	group, particul	• Voca	
S,		particul	• voca	

choosin		arly	bular	
g		Jews	y/Gra	
flexibly	SWBA	during	mmar	
from a	T	the	Activi	
range of	compar	Holoca	ty	
strategie	e	ust,		
s.	Vladek	was	• Buildi	
	's	forced	ng	
	experie	to live.	Back	
	nces in		groun	
L.VI.9–	Maus	o Black	d	
10.4.	to a	market:	Know	
Demons	Holoca	An	ledge	
trate	ust	illegal	w/	
understa	survivo	trade	Infor	
nding of	r's	system	matio	
figurativ	primar	where	nal	
e	y	goods	Text:	
languag	source	or	Priso	
e, word	memoi	service	ners	
relations	r,	s are	<u>of</u>	
hips,	identif	sold	War War	
and	ying	outside	article	
nuances	similar	of	&	
in word	ities	formal	critica	
meaning	and	econo	1	
s,	differe	mic	thinki	
includin	nces in	rules or	ng	
g	how	regulati	questi	
connotat	both	ons.	ons	
ive	texts		that	
meaning		o Curfew		
s.	the	: A	requir e	
	trauma	regulati	textua	
	and	on	1	
	impact	requiri	evide	
RL.IT.9	of the	ng	nce:	
-10.3.	Holoca	people	RL.C	
Analyze	ust.	to	R.9-	
how an	ust.	remain	10.1	
author		indoors	10.1	
unfolds		during	0	
and	SWBA	designa	O I	
develops	T	ted		
ideas	analyz	hours,		
through	e how	often		
out a	the	enforce		
text,	increas	d by		
includin	ing	authori		
g how	restrict	ties.		
complex	ions on	ues.		
characte	10110 011			

rs (e.g.,	Jews in	<ul><li>Starvat</li></ul>		
those	Maus	ion:		
with	contrib	Sufferi		
multiple	ute to	ng or		
or	the	death		
conflicti	buildin	caused		
		by a		
ng motivati	g tension	lack of		
		food.		
ons)	and	1000.		
develop,		o Confin		
interact	the .			
with	narrati	ement:		
other	ve.	The		
characte		state of		
rs, and		being		
advance	GYYYD .	restrict		
the plot	SWBA	ed or		
or	T	impriso		
develop	develo	ned.		
the	p a	• Figurative	0	
theme.	topic	Language		
	by	L.VI.9-10.4		
	includi	o Personi		
	ng	fication		
RL.PP.	relevan	·		
9–10.5.	t facts,	Attribu		
Determi	definiti			
ne an	ons,	ting		
author's	concret	human		
lens in a	e	qualitie		
text	details,	s to		
(includi		inanim		
`	quotati	ate		
ng	ons,	objects		
cultural	and	or		
experien	_	abstrac		
ce	es to	t ideas.		
reflected		Examp		
in a	their	le:		
work of	ideas.	"The		
literatur		hunger		
e from		scream		
outside	SWBA	ed		
the	T	inside		
United	provid	me."		
States,	e a	Explan		
drawing	conclu	ation:		
on a	ding			
wide	statem	Hunger		
reading	ent or	is		
of world		personi		
literatur	that	fied as		
Incratul	liat	"screa		

e) and	logicall	ming,"		
analyze	у	intensif		
how an	follows	ying		
author	the	the		
uses	flow of	reader'		
rhetorica		S		
1 devices		underst		
to	on the	anding		
advance	topic,	of		
a point	and	Vladek		
of view.	reinfor	's		
of view.				
	ces the	sufferi		
	inform	ng		
RL.MF.	ation	during		
9–10.6.	present	the		
	ed.	Holoca		
Analyze		ust.		
integrate		o Hyperb		
, and		ole: An		
evaluate		exagge		
multiple		rated		
interpret		stateme		
ations		nt for		
(e.g.,		emphas		
recorded		is.		
or live		Examp		
producti		le: "It		
on of a		felt		
play or		like we		
recorded		were		
novel or		waiting		
poetry)		for a		
of a				
single		thousa		
text or		nd		
text/s		years		
presente		in that		
d in		line."		
different		Explan		
formats		ation:		
		Vladek		
(visually		exagge		
,		rates		
quantitat		the		
ively).		length		
		of time		
		spent		
W/ AW/		waiting		
W.AW.		for		
9–10.1.		food or		
Write		roll		
argumen		call in		
ts to		VOII III		

support	the		
claims	camps,		
in an	emphas		
analysis	izing		
of	the		
substanti	psycho		
ve	logical		
topics or	and		
texts,	physica		
using	i i		
valid	tormen		
reasonin	t of the		
g and	endless		
relevant	waits.		
and	o Allitera		
sufficien	tion:		
t textual	The	0	
and non-	repetiti		
textual	on of		
evidence			
evidence	conson		
	ant		
	sounds		
	at the		
SL.PE.9	beginni		
-10.1.	ng of		
Initiate	words.		
and	Examp		
participa	le:		
te	"Packe		
effective	d like		
ly in a	prisone		
range of	rs in		
collabor	the		
ative	pit."		
	Explan		
discussi	ation:		
ons	The		
(one-on-	repetiti		
one, in	on of		
groups,	the "p"		
and	sound		
teacher-	emphas		
led)	izes the		
with	harsh		
peers on	and		
grades	inhuma		
9–10	ne		
topics,	conditi		
texts,	ons of		
and	the		
issues,	camps.		
	T		

building	Instructional		
on	Focus:		
others'	1 ocus.		
onicis	0 1:		
ideas	o Graphi c novel		
and	c novel		
expressi	techniq		
ng their	ues		
ing then	RL.MF		
own	KL.WIF		
clearly	.9-10.6		
and			
persuasi	• I		
vely.			
Very.			
	۱		
	S		
	r		
	F		
	i		
	$\epsilon$		
	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		
	6		
	r		
	a		
	r		
	,	***	
		• Writi	
	S	ng in	
		Respo	
	ι	nse to	
		Readi	
		ixeaui	
	-	ng	
		ng Optio	
	C	ns:	
	f		
		0	
	c	Ŭ	
	1.		
	ľ		
	a		
	T.		
	S		
	,		
	r		
	r		

	e 1 s h a p e s ,		
	f a c i a l	0	
	n s		

	o Compa re Vladek 's experie nces in Chapte r 4 to a primar y source (e.g., an excerpt from a Holoca ust survivo r's memoi r). RL.PP. 9-10.5	
--	--	--

		o Pacing RL.IT. 9-10.3		
		RL.IT. 9-10.3		
		■ <i>I</i>		
		a		
		1		
		, , ,		
		e		
		h		
		C		
		V		
		t		
		e n		
		S		
		i		
		n		
		l l		
		u		
		i 1		
		d		
		s		
		a		
		S		
		r		
		e		
		s t		
		r		
		i c		
		t		
		i		
		c n		
		S		
		C		
		n		

			Writing Mini-lessons:  Acknowledging alternate or opposing claims  Summarizing key points and emphasizing the significance of their claims in a conclusion		
3-4	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	SWBA T analyz e how Spiegel man uses structu re, visual elemen ts, and charact er interact ions in Maus to develo p the themes	Reading Mini-lessons:  Read Chapter 5 "Mouse Holes" (Pages 95–129) Focus: Vladek's survival tactics and the strain on his family. Vocabulary L.VL.9-10.3 Aryan: A term misuse d by the Nazis to describ	LHS ELA     Instructional     Workshop     Model     Suggested     Activities/Gr     oups      Station Ideas:           Teach          er-led           IXL          Reco          mmen          ded or          Assig          ned          Skill          and	• LHS Sugge sted Forma tive Readi ng Asses sment s

content,	of	e a	Week	
includin	surviva	"raciall	ly	
g	1,	y	Årena	
technica	decepti	superio	Practi	
1	on, and	r"	ce	
meaning	the	group	• Vana	
s,	father-	of non-	• Voca	
choosin	son	Jewish	bular	
g	dynami	Europe	y/Gra	
flexibly	c.	ans.	mmar	
from a		<ul><li>Smugg</li></ul>	Activi	
range of		le: To	ty	
strategie		move		
s.	SWBA	goods	• Text	
	T	or	Based	
	analyz	people	Activi	
	e how		ty:	
L.VI.9–	Vladek	illegall	Maus Maus	
10.4.	's	y into		
Demons	surviva	or out	Visua 1	
trate	Surviva 1	of a	<u>l</u>	
	1	country	Analy Analy	
understa	tactics		sis	
nding of		<ul><li>Quaran</li></ul>	Graph	
figurativ	past	tine: A	<u>ic</u>	
e	influen	period	<u>Organ</u>	
languag	ce his	of	<u>izer</u>	
e, word	present	isolatio		
relations	-day	n to	• Writi	
hips,	habits	prevent	ng in	
and	and	the	Respo	
nuances	examin		nse to	
in word	e how	spread	Readi	
meaning		of		
_		disease	ng	
S,	behavi	or	Optio	
includin	ors	contam	ns:	
g	contrib	ination.		
connotat	ute to	o Bribe:	0	
ive	the	Offerin		
meaning		g		
s.	of	money		
	generat	or		
	ional	favors		
	trauma	to		
RL.CI.9	, while			
-10.2.	also	influen		
Determi	explori	ce		
ne one		someo		
or more	ng	ne's		
themes	Art's	actions		
of a	emotio	illegall		
	nal	y or		
literary	respon	dishon		
text and				

	analyze	se to	estly.		
	how it is	his	<ul> <li>Subterf</li> </ul>		
	develop	father'	uge:		
	ed and	s	Deceit		
	refined	actions	used to		
	over the		achieve		
	course	•	one's		
	of the		goal or		
	text,		escape		
	includin	SWBA	danger.		
		T	_		
	g how it	differe	• Instructional		
	emerges	ntiate	Focus:		
	and is	betwee	<b>5</b> 1		
	shaped		o Develo		
	by	n 1:41	pment		
	specific	literal	of		
	details;	and	Theme		
	provide	figurati	RL.CI.		
	an	ve .	9-10.2		
	objectiv	meanin			
	l e	gs in	• <u>F</u>		
	summar	Maus,	C		
	y of the	analyzi	V		
	text.	ng how			
	tort.	the	d		
		title	C		
		"Mous	e		
	RL.IT.9	e			
	-10.3.	Holes"	3		
	Analyze	symbol			
	how an	izes			
	author	both a			
			1		
	unfolds	physic	e		
	and	al	g		
	develops	space	e		
	ideas	and a	1		
	through	metaph	n		
	out a	or for	a		
	text,	surviva	n		
	includin	1 and			
	g how	escape	S		
	complex	in the	t		
	characte	context	r		
	rs (e.g.,	of the	11		
	those	chapter			
	with		t		
	multiple				
	or				
			r		
	conflicti	SWBA	e		
	ng	Tuse	,		
	motivati		N		
		approp			

ons)	riate	C		
develo	o, transiti	u		
interact		S		
with	create	e		
other	cohesi			
charact		T-		
rs, and				
advanc		1		
the plo		i e		
or				
	nships	S		
develop				
the	ideas	τ		
theme.		C		
	concep			
	ts	e		
337 4337	within	n		
W.AW		h		
9–10.1	writing	a		
Write		n		
argume	en	c		
ts to		e		
suppor	SWBA			
claims		t		
in an	establis	h		
analysi	s h and			
of	maintai			
substar	iti n a			
ve	formal,	L 1		
topics	or acade	n		
texts,	mic	e		
using		n		
	style in	e		
valid	their			
reasoni	0	C		
g and	to	f		
relevan				
and	the	S		
sufficie		u		
t textua	l e and	r		
and no	n- audien	V		
textual	ce.	i		
evidend		, , , , , , , , , , , , , , , , , , ,		
.		, a		
		a 1		
SL.PE.	9			
-10.1.		• 3		
Initiate		U		
and		r		
particip	19	V		
te	,u	i		
effective	10	V		
errectiv	76			

ly in a		a		
range of	f	1		
range of collabor		1		
Collabol				
ative		a		
discussi		r		
ons		d		
(one-on	_			
(One-on	_	т.		
one, in		1		
groups,		$\epsilon$		
and		C		
teacher-		$\epsilon$		
led)		r		
led) with				
		l		
peers or	1	1		
grades				
9–10		r		
topics,				
topics,				
texts,				
and		\		
issues,		1		
building	g	a		
on	<sup>2</sup>	Ċ		
others'				
		1		
ideas		k		
and		,		
express	i	S		
ng their				
own				
		1		
clearly		$\epsilon$		
and		S		
persuas	i			
vely.		l ı		
Very.		10		
		1		
		C		
		$\epsilon$		
		f		
		1		
		1		
		1		
		r		
		$\epsilon$		
		S		
		S		
		a		
		r		
		I		
		ŀ		
		$\epsilon$		
			0	

N a y y s s H c c H i i d c c s s f f f f c c f f c c f f c c f f c f f c c f f f c c f f f c c f f f c c f f f c c f f f f c c f f f f c c f f f f c c f f f f f c c f					
a y y s s h h c c h h i i c c s s f f r c c s s f f r c c s s f f r c c s s f f r c c s f r c c c r c c r c c c r c c r c c c r c c c r c c c r c c c c r c c c c r c c c c c r c			V		
у s н с н с н с н с н с н с н с н с н с н					
H   e   H   i   i   d   d   d   d   d   d   d   d			a		
H   e   H   i   i   d   d   d   d   d   d   d   d			У		
			s		
C  H  i  c  e  s  f  f  r  c  a  t  H  c  r  - I  a  t  H  c  r  - I  a  t  H  c  r  - S  c  r  I  J  r  I  I  r  r  r  r  r  r  r  r  r  r					
C  H  i  c  e  s  f  f  r  c  a  t  H  c  r  - I  a  t  H  c  r  - I  a  t  H  c  r  - S  c  r  I  J  r  I  I  r  r  r  r  r  r  r  r  r  r					
h i c c c s f f f f f c c f c a f t b c f f f f f f f f f f f f f f f f f f			h		
h i c c c s f f f f f c c f c a f t b c f f f f f f f f f f f f f f f f f f			e		
i de s s s s f f r c c r c s s s s s s s s s s s s s s s			Ĭ		
i de e s s s f f r c c r c c r c s c r c r c c r c r c c r c r					
C C C S S S S S S S S S S S S S S S S S			h		
C C C S S S S S S S S S S S S S S S S S			i		
e s f r c r d a n g e r .  • F a t h e r c r - S c r -					
s  f  r  c  r  d  a  r  g  e  r  .  I  I  y  r  a  r  y  r  a  r  i					
f r c c r d d a a r g g c c r			e		
f r c c r d d a a r g g c c r			s		
C T C C T C C C C C C C C C C C C C C C			f		
C T C C T C C C T C C C C C C C C C C C			r		
п с с а а п g с с г					
c a a r g c r					
a n g e e r			n		
a n g e e r					
a n g e e r					
п g e r г			q		
п g e r г			a		
g e r · · · · · · · · · · · · · · · · · ·					
T					
T			٤		
T			e		
- F a t h e r - S C R - S C R					
a t t h e r - S C r I  I y r a r a r i			1		
a t t h e r - S C r I  I y r a r a r i					
a t t h e r - S C r I  I y r a r a r i					
a t t h e r - S C r I  I y r a r a r i			■ F		
e r - S C C T T T T T T T T T T T T T T T T T			a		
e r - S C C T T T T T T T T T T T T T T T T T			t		
e r - S C C T T T T T T T T T T T T T T T T T			h		
			٩		
			r		
			C		
			3		
			C		
			r		
y n a r i			•		
y n a r i					
a r i			I		
a r i			V		
a r i			y		
i i			n		
i i			a		
i j					
			1		
			c		
r					
r					
r					
r			A		
			r		
			1		
t t			t		
, in the second			,		

		S		
		f		
		r		
		υ		
		U		
		S		
		t		
		r		
		a		
		a		
		t		
		i		
		C		
		n		
		1.		
		V		
		i		
		1		
		t		
		h		
		7		
		_)		
		1		
		a		
		Ċ		
		e		
		k		
		,		
		ĺ		
		S		
		S		
		h		
		C		
		a		
		a		
		r		
		C		
		;	0	
		1	J	
		n		
		٤		
		-		
		a		
		a		
		n		
		C		
		b		
		U		
		e		
		h		
		a		
		V		
		i de la companya de		
		i		
		C		
		r		
		•		
		<b>-</b> \		

i s v v a l l l l l l l l l S	
s u a 1	
u a l	
a 1 S	
S S	
4	
У	
e e	
i i	
g :	
e e	
g	
u u	
e e	
a	
e e	
y d	
Y I	

		t		
		·		
		a		
		n		
		C		
		:		
		i		
		n		
		a		
		g   e		
		e		
		r		
		У		
		•		
		t		
		C		
		r		
		e		
		i		
		17		
		n		
		f		
		C		
		r		
		c		
		e		
		t		
		e		
		n		
		S		
		1		
		C		
		n		
		o Charac		
		Charac		
		ter Analys is RL.IT. 9-10.3		
		Analys		
		i		
		IS		
		RL.IT.		
		9-10-3		
		7-10.5		
		• I		
		V		
		C		
		C		
		S		

		7		
		1		
		l		
		8	1	
			j	
		•		
		ļ.	(	
		,	1	
		S		
		S	S	
		ι		
		r		
		7	V	
		i		
		_		
		1		
		a	3	
		1		
		t		
		a	3	
		t		
		i		
		S	5	
		i		
		r	1	
		t		
		1		
		I		
		€		
		r		
		ľ		
		8		
		S	S	
		1		
		i		
		ľ		
		1		
		I		
		1		
		ι	,	
		$\epsilon$		
		r	1	
		•		
		ł	1	
		1		
		S	S	

	_				 	
G S S C T T T T T T T T T T T T T T T T T				F		
S C C T T C C C C C C C C C C C C C C C				r		
S C C T C C C C C C C C C C C C C C C C				e		
e T T U						
				e		
				n		
Habbits Certification of the c						
а у На а н н н н н н н н н н н н н н н н н				Ĭ		
а у На а н н н н н н н н н н н н н н н н н				-		
H a a b i i i i i s s (( e e				c		
H a a b i i i i i s s (( e e				a		
H a a b i i t s ( ) c c						
				y		
				h		
t s s ( ( e e						
i t s s ( e e						
t s (( e						
t s (( e				i		
S ( ( e						
( e e						
				S		
				(		
				e		
				Q		
h i s t e п с е п с у t с у t с а п с				٩		
h i s t e п с е п с у t с у t с а п с				·		
i s  t c n c y t c x t c a r c a r c a				,		
i s  t c n c y t c x t c a r c a r c a						
i s  t c n c y t c x t c a r c a r c a				h		
t e e r c c y t t c c h c a a r c c a a r c c a a r c c a a r c c a a r c c a a r c c a a r c c a a r c c c c						
t e r r c y t t c c a a r c c a a r c c a a r c c a a r c c a a r c c a a r c c a a r c c c a a r c c c a a r c c c a a r c c c a a r c c c a a r c c c a a r c c c a a r c c c a a r c c c a a r c c c c				1		
T C C Y Y T C C A A T C C A A T C C A A T C C A A T C C A A T C C C A A T C C C A A T C C C A A T C C C C				S		
T C C Y Y T C C A A T C C A A T C C A A T C C A A T C C A A T C C C A A T C C C A A T C C C A A T C C C C						
T C C Y Y T C C A A T C C A A T C C A A T C C A A T C C A A T C C C A A T C C C A A T C C C A A T C C C C				_		
T C C Y Y T C C A A T C C A A T C C A A T C C A A T C C A A T C C C A A T C C C A A T C C C A A T C C C C				ι		
d e e r c y y t t c c a a r c c a a r c c a a r c c a a r c c a a r c c c c				e		
d e e r c y y t t c c a a r c c a a r c c a a r c c a a r c c a a r c c c c				r		
e n c y y t c c a a r c c a a r c c a a r c c c a a r c c c a a r c c c a a r c c c c						
t c y t c c a r c c a r c c a r c c a r c c a r c c c a r c c c a r c c c a r c c c c						
t c y  t c c c c c c c c c c c c c c c c c c				e		
t c c h c c a r c c a r c c				n		
t c c h c c a r c c a r c c				C		
l l l l l l l l l l l l l l l l l l l						
l l l l l l l l l l l l l l l l l l l				У		
l l l l l l l l l l l l l l l l l l l						
l l l l l l l l l l l l l l l l l l l				t		
c a r c d						
c a r c d				C		
c a r c d						
c a r c d				h		
a r d						
r d						
d a				a		
d a				r		
a						
				9		
n				a		
				n		
	L					

		d	
		9	
		$\mathbf{v}$	
		a	
		S	
		t	
		e	
		n	
		q	
		t	
		h	
		i	
		n	
		g	
		)	
		$\hat{\gamma}$	
		·	
		• \	
		h	
		У	
		d	
		٩	
		C	
		e	
		S	
		A	
		r	
		t	
		r	
		e	
		a	
		c	
		t	
		S	
		C	
		J	
		S	
		t	
		· ·	
		r	
		C	
		n	
		g	
		g 1	
		У	
		t	
		·	
		c	

		7		
		1		
		a		
		d		
		e   k 		
		k		
		,		
		S		
		b		
		e h		
		a		
		V		
		i		
		C		
		r ?		
		_		
		• I		
		c		
		V		
		,		
		C		
		C		
		e		
		S		
		t		
		h		
		1		
		-		
		S		
		c		
		h		
		а		
		r t		
		e		
		r		
		r		
		e		
		i		
		n		
		f		
		C		
		r		
		c		
		e		

g e	
n e	
r a	
t i	
c n	
a 1	
t	
r a	
u n	
a ?	
o Literal	
vs. Figurat ive Meanin	
Meanin	
g L.VL.9 -10.3 &	
-10.5 & I VI 0	
L.VI.9- 10.4	
h h	
t t	
d	
e	
5	
h	
£	
i	
1	

use Hooles synthe this characteristics				٩	
use Hooles synthe this characteristics					
use Hooles synthe this characteristics				N	
U S C F G T E S S S Y II B C T T T T T T T T T T T T T T T T T T					
E E E C I E S S S J I E C I I E S S C E E E E E E E E E E E E E E E E				Q	
E E E C I E S S S J I E C I I E S S C E E E E E E E E E E E E E E E E				11	
E H C L C S S S Y T L C L C S S S Y T L C L C S S S Y T L C L C S S S C L A A F L C C T S S C C C T S S C C C T S S C C C C					
H c 1 c s s s y I b c l l i c s c b h a F t e F T ?? C c c c c c c c c c c c c c c c c c				S	
H c 1 c s s s y I b c l l i c s c b h a F t e F T ?? C c c c c c c c c c c c c c c c c c				e	
C 1 e s s s y II t c II i z c II i z c II i z c II i z c II i i s c II i c E II i c					
C 1 e s s s y II t c II i z c II i z c II i z c II i z c II i i s c II i c E II i c					
C 1 e s s s y II t c II i z c II i z c II i z c II i z c II i i s c II i c E II i c				Ŧ	
c s s s y I t c c l i I I I I I I I I I I I I I I I I I I				q	
c s s s y I t c c l i I I I I I I I I I I I I I I I I I I				1	
S S S S S S S S S S S S S S S S S S S					
S S Y II I I I I I I I I I I I I I I I I				e	
S S Y II I I I I I I I I I I I I I I I I				S	
У п в с п п п п п п п п п п п п п п п п п					
У п в с п п п п п п п п п п п п п п п п п					
У п в с п п п п п п п п п п п п п п п п п				S	
				У	
C 1 i 2 c c i T t t t t t t t t t t t t t t t t t t					
C 1 i 2 c c i T t t t t t t t t t t t t t t t t t t				1	
				b	
				C	
i z c c i I T t t t t t t t t t t t t t t t t t t					
e e i i i i t t h i i s s c c h a a F t t e e r ? ? C C C I I s i i c c c r ? ? C C C C C C C C C C C C C C C C C					
e e i i i i t t h i i s s c c h a a F t t e e r ? ? C C C I I s i i c c c r ? ? C C C C C C C C C C C C C C C C C				i	
i i t t t t t t t t t t t t t t t t t t					
i  t  t  h  i  s  c  h  a  F  t  c  r  ?				Z	
i  t  t  h  i  s  c  h  a  F  t  c  r  ?				e	
T t t t t t t t t t t t t t t t t t t t				٦	
T t t t t t t t t t t t t t t t t t t t					
T t t t t t t t t t t t t t t t t t t t				i	
t h h i s s c h a F t e e r r ??					
h i s c h a F t e r ?  () c c r ?				n	
h i s c h a F t e r ?  () c c r ?					
h i s c h a F t e r ?  () c c r ?				1	
i s s c t h a a F t t e c r ??  C C C C C C C C C C C C C C C C C C				<b>U</b>	
i s s c t h a a F t t e c r ??  C C C C C C C C C C C C C C C C C C				H	
s c h a F t e r ? C c c i d c c r					
C H  a  F  t  e  r ?  C  C  G  G  G  G  F  S  i  G  G  G  F  T  S  r				1	
C H  a  F  t  e  r ?  C  C  G  G  G  G  F  S  i  G  G  G  F  T  S  r				S	
h a F t e r ?  C c n s i d e r					
h a F t e r ?  C c n s i d e r					
h a F t e r ?  C c n s i d e r				c	
a F t t e r ??  () () () () () () () () () () () () () (					
				П	
				а	
				Р	
e r ?? C C C T S i d e r					
7 C C C T S I C C C T S I C C C C C C C C C C C C C C C C C C				٩	
7 C C C T S I C C C T S I C C C C C C C C C C C C C C C C C C				r	
r s i d e r				4	
r s i d e r					
r s i d e r					
r s i d e r				4	
r s i d e r				d	
s i c e r				n	
i c c e r				П	
i c c e r				S	
d e r					
e r				1	
e r				d	
r					
				е	
				r	
b t					
b b					
				Ъ	
	L				

		C		
		t		
		h		
		1		
		1		
		1		
		t		
		e		
		r		
		a		
		1		
		a		
		n		
		d		
		f		
		i		
		ρ		
		g   u		
		r		
		a		
		t		
		i		
		V		
		, e		
		e		
		1		
		n		
		t		
		e		
		r		
		ŗ		
		r		
		e		
		t		
		2		
		a		
		t		
		i		
		C		
		n		
		S		
		3		
		III 16 1		
		Writing Mini-lessons:		
		• Using transitional		
		transitional		
		words,		
		worus,		
		phrases, and clauses to		
		clauses to		

SWBA T and tone in writing.  SWBA T and tone in writing.  L.V.L.9— 10.3. Determin ne or clarify what may happen of unknow n and multiple learning words and eviden phrases content, includin g meaning and content, includin g meaning s, choosin to many fiferent ess of strategie s.  L.V.L.9— 10.3. Determin ne or or clarify what what may happen fin the number of strategie s.  L.V.L.9— 10.3. Pead Chapter 6 "Mouse Trap" (Pages about Jan July Workshop Model Suggested Suggested Activities/Gr oups by the fire of Mouse Suggested Suggested Suggested Activities/Gr oups by the fire of Mouse Suggested Su						
SWBA T						
SWBA T make inferences about clarify the meaning of until the meaning words and multiple phrases based on grades 9-10 reading and content, includin g meaning and content, includin g flexibly from a range of strategie s. Content of the content o						
SWBA T ReadIng Mini-lessons:  L.VL.9- 10.3. Determine ne or about clarify the may happen of unknow and multiple - massed on grades 9–10 grades 9–10 reading and content, including and content, including g technica 1 maken meaning s choosing and reaging and content, including g the meaning s choosing grades 9–10 reading and readin						
SWBA T make   Reading Mini-lessons:						
SWBA T make inferen per clarify the meaning of what maly multiple - maning words and phrases based on grades 9–10 reading and content, includin g technica 1 maning s, choosin g exhops in the meaning g the chonica 1 may happen inferen s, choosin g exhops in the maning g the chonica 1 may happen in the ces about what book happen in the what book in the carbon per concent their on the co						
T make 10.3. Determi ces about nervices of estrategie s. es about neading and content, including g technica 1 make maning and content, including g technica 1 make make maning so the content, including g technica 1 make make make neading g technica 1 make make neading g technica 1 make neading d technica 1 make neading g technica 1 make neading d technica 1 make neading g technica				writing.		
ne or clarify what the may meaning of in the unknow n and multiple of unknow and multiple of textual words and eviden phrases based on grades 9-10 reading and content, includin g technica 1 meaning g and technica 1 meaning inferen ces choosin about meaning inferen spen trategies s. choosin g and range of strategies s. choosin show the strategies s. choosin strategies s. choosin strategies steed by the strategies s. choosin show the strategies s. choosin strategies s. choosin show the strate	10.	.3.	T make inferen	• Read Chapter 6 "Mouse	Instructional Workshop Model	
clarify the may meaning of in the unknow n and multiple of unknow n and multiple of words and eviden phrases on grades 9–10 respon tration reading and content, includin g meaning g and content, includin g meaning g and content, includin g flexibly from a range of strategie s.    clarify the may may may meaning words and eviden content, includin g flexibly from a range of strategie s.    clarify the may may may may may book and and extermi content, in the maning g words and arange of strategie s.    clarify the may may may may may book and and content, on the fide of strategie s.    clarify the may may floading and sale of the forcus of the following floating flexibly from a range of strategie s.    clarify the may secalation of danger as Vladek and Anja go into hiding.  Sescalation of danger as Vladek and Anja go into hiding.  **Ovablatary  **Ovablation Ideas:  **OIACH  **OVALITY  **OPATION INTERCATE TO TEACH  **ONALITY  **OULTY  **OU	ne	or	about			
the meaning of in the unknow n and book multiple of words textual and cyclen phrases based on grades 9–10 reading and content, includin g what cethnica 1 meaning g stechnica 2 stechnica 1 meaning g stechnica 1 meaning s, ces can about anizati about anizati about anizati about anizati may a strategic s. book nor mext deprivi from a range of strategic s. book nor mext deprivi from a range of strategic s. book nor mext deprivi may by group by using nor Maus by group visua or Maus by group visua qualitie exists	cla	rify		*		
meaning of in the unknow n and book multiple of words and phrases based on grades 9–10 respon reading and content, includin g technica l meaning s, choosin about what filexibly from a range of strategic s.  Definition of the process of the process of strategic s.  Definition of danger as Vladek and Anja go into hiding.  Vocabulary L.VL.9-10.3 Reco mmen ded or cr-led witz: A ded or comple Assig ned stading and extermi nation preading and extermi nation practice ce to support their concen and extermi nation practice and extermi nation practice and the process anizati mmar y/Gra		-			<u> </u>	
of unknow n and book multiple of main meaning words and eviden phrases based on grades 9–10 reading and content, includin g technica 1 make meaning s, choosin g flexibly from a range of strategie s.  Of unknow n and book hiding.  Vladek and Anja go into hiding.  Vocabulary L.VL.9-10.3  O Ausch witz: A ded or comple Assig sted respon tration and week week sted and ly Reading and extermi nation practi cc amps cc s sment shout on: Activi may process in the of strategie s.  Of unknow next Anja go into hiding.  Vladek and Anja go into hiding.  O Ausch witz: A ded or Assig sted Forma and week stermi nation practi cc concen and ly Reading ng Asses sment service what anizati make war II. bular y/Gra about what on: Activi may process in the of strategie s.  O Dehum a papen in the of person process in the of person in the next book of person ty:  Maus or Maus by group Visua textual human cviden dualitic sis	l me	eaning	_		• Station Ideas:	
unknow n and book multiple of multiple of york may meaning words and eviden phrases based on grades 9–10 reading and content, includin g technica 1 make meaning s, choosin about what may flexibly from a range of strategie s.  Definition of thick may happen for strategie s.  Definition of hiding.  Vocabulary L.VL.9-10.3 Recommen mem mem mem ded or comple ce to x of support Nazi Skill sted or meaning and content, nation person tration ation person tration person tration sec. and during and content, nation person process of their concent of their		-6			.5 557571 14465	
n and multiple of susing words and eviden phrases based on grades and content, includin g and content, includin g s, choosin g s, choosin g flexibly from a range of strategie s. book ng a range of strategie s. book ng a solution for strategie s. book ng a solution for solution for solution for strategie s. book ng a solution for solution for solution for strategie s. book ng a solution for solution for solution for solution for solution for strategie s. book ng a solution for solution for solution for solution for solution for strategie s. book ng a solution for solution for strategie s. book ng a solution for solution for solution for strategie s. book ng a solution for strategie s. book ng a solution for solution for strategie s. book ng a solution for strategie s. solution for solution for strategie s. solution for solution	unl	know			• Teach	
multiple - Maus meaning words textual and cviden phrases based on grades their 9-10 reading and content, includin g technica 1 meaning SWBA technica 1 meaning s, ces choosin g what flexibly from a range of strategie s. boxed     Maus   Vocabulary L.VL.9-10.3   OAusch   Witz: A   Comple   Assig   Skill   Sugge   Skill   Forma   Intation   Practi   Arena   Practi   Sugge   Skill   Forma   Arena   Practi   Sugge   Skill   Sugge				5 0		
meaning words and eviden phrases based on grades their respon reading and content, includin g technica 1 make meaning s, choosin g flexibly from a range of strategic s.    Demons   Composition   Com	mu	ıltiple	of	_		
meaning words and eviden phrases cc to sased on grades their concen reading and content, includin g technica l l make meaning s, choosin g what meaning g what on: q their ces stategie s. book ng a range of strategie s. book ng a range of strategie s. c to surport grades their concen the phrases cc to x of ned sassig sted proma tration and tration week sted proma tration week and extermi nation practi l make what on: Activi flexibly from a range of strategie s. book ng a rough by group by L.VI.9— using load.	-		Maus	•		
words and eviden phrases ce to x of comple x sof based on support grades their concen yellow their seading and content, includin g x yellow technica 1 make meaning s, choosin g what many from a range of strategie s. book ng a yellow ye			_			
and eviden phrases ce to x of sassed on grades based on grades 9–10 respon tration reading and content, includin inferen technica 1 make meaning s, ces o Dehum g flexibly from a range of strategie s. book py group their special sassed on g flow by group tration and tive their support tration and tration what tive flexibly from a range of strategie s. book py group tration and tive the flexibly of may by group tration and tive flexibly from a range of strategie s. book py group tration and tive flexibly flow flexibly flow and the flexibly of flexibly flexi						
based on grades based on grades their concen support their concen support their concen skill sted sted sted sted sted sted sted sted			eviden			• LHS
grades their concen reading and content, includin g SWBA camps technica l make meaning s, choosin a bout what flexibly from a range of strategie s. book ng a range of strategie s. book ng a strategie s.	•			-		
grades of their respon respon tration se.  and content, includin g technica l make meaning s, choosin about ces choosin g flexibly from a range of strategie s.  book of person maus by group of lo.4. textual Demons eviden l se.  grades respon respon tration wheek and tive Readi ly week and ly Arena nation practi ce ce wheek mand ly and tive Readi ng Asses sment ly world ly cee the strategie s.  SWBA camps ce ce s sment se.  and ly week arena ng ly week and ly						
reading and se. and extermi nation se. and extermi nation practi sec. and extermi nation practi sec. and extermi nation practi sec. and sector includin gradient sec. and sector includin gradient sec. and sector includin practi  sector includint practic sector includint practic sector includint practic sector includint practic sector in				concen		
and content, includin g SWBA camps tetchnica l make meaning s, choosin g may flexibly from a range of strategie s. book of person of Maus by group L.VI.9— using l.V.VI.9— usi			_	tration		
content, includin g SWBA technica l make meaning s, ces ces choosin about what flexibly from a range of strategie s. book ng a range of strategie s. book ng a bout by L.VI.9— using low		_	se.	and		
includin g SWBA technica I world technica I make inferen s, choosin about what flexibly from a range of strategie s. book of Maus by L.VI.9— using I lo.4. textual Demons eviden				extermi	<u> </u>	ng
g swbad technica I make meaning inferen ces choosin about sflexibly from a range of strategie s. book of Maus by L.VI.9— using low beautour of low by L.VI.9— using low beautour of low by L.VI.9— using low beautour of low by lo				nation		
technica I make meaning inferen ces o Dehum s, choosin about what on: Activi flexibly from a range of strategie s. book of Maus by Group L.VI.9— using L.VI.9— using 10.4. textual Demons eviden I make World War II. bular y/Gra bular y/Gra mmmar y/Gra mmmar ty for the what on: Activi ty from Activi ty from Activi Based Activi ty: Maus by group of I human Analy sis		iuaiii	SWBA	camps		
l make meaning inferen s, ces ces anizati mmar y/Gra mmar g what on: Activi flexibly from a happen range of strategie s. book of Maus by Group L.VI.9— using 10.4. textual Demons eviden war II. bular y/Gra mmar		hnica		_		<u>s</u>
meaning s, ces ces o Dehum anizati mmar y/Gra mmar g what on: Activi flexibly from a happen range of strategie s. book ng a book of person Maus by group L.VI.9— using 10.4. textual Demons eviden ones and anizati mmar y/Gra manizati mmar y/Gra maniza		miica	make		• Voca	
s, choosin about anizati mmar y/Gra mmar y/G	me	eaning	inferen		bular	
choosin about what on: Activi flexibly may process from a range of strategie s. book of person of Maus by group L.VI.9— using L.VI.9— using 10.4. textual Demons eviden mmar Activi from Activi on: Activi ty from Activi f					y/Gra	
flexibly may happen process of strategie next sold book ng a sold by by group L.VI.9— using L.VI.9— using 10.4. textual Demons eviden The ty ty from the ty happen process of ty:  The ty ty from the ty ty happen ty ty to the ty happen ty to the ty happen ty	cho	oosin				
from a happen range of in the strategie next book of person by Maus by group L.VI.9— using 10.4. textual Demons eviden process of in the happen of in the of text deprivi Based Activi Based Activi by ty:  Maus by group Visua III Analy Sis	g		what		Activi	
range of in the strategie s. book of person of Maus by group Of L.VI.9— using 10.4. textual Demons eviden of in the of deprivi and deprivi	fle	xibly	-		ty	
range of strategie next deprivi next Based s. book ng a Activi of person ty:  Maus by group Visua textual pemons eviden deprivi next deprivi Based Activi based ty:  Maus by group Visua I labeled textual pualitie sis				-	<b>T</b>	
strategie hokt s. book of person ty:  Maus by group of l  L.VI.9— using human to describe the strategie hoke to book of ty:  Maus by group to book ty:  Maus by land textual human to describe the strategie hoke to book a Activi ty:  Maus by land ty:  Maus book of ty:  I lead to book of ty:  Maus book of ty:  Maus book of ty:  I lead to book of ty:  Maus book of ty:  I lead to book of ty:  Maus by land to book of ty:  I lead to book of ty:  Maus by land to book of ty:  I lead to book of ty:  Maus by land to book of ty:  Analy by land to book of the book of t		_				
of person ty:  Maus by group Visua  L.VI.9- using of l 10.4. textual pemons eviden qualitie sis		ategie				
Maus by group Visua  L.VI.9— using of 10.4. textual pemons eviden qualitie sis	S.			_		
by group L.VI.9— using of 10.4. textual pemons eviden qualitie sis				-		
L.VI.9- using of 10.4. textual pemons eviden qualitie sis						
10.4. textual human qualitie Demons eviden qualitie sis	L	VI.9_	_		1	
Demons eviden qualitie sis			_		Analy	
				*		
	tra	te	ce to	S,		

	1	I		
understa	support	making	<u>ic</u>	
nding of	their	them	<u>Organ</u>	
figurativ	predict	seem	izer	
l e	ions.	less		
languag		than	• Writi	
e, word		human.	ng in	
relations		o Transit	Respo	
hips,	SWBA	: The	nse to	
and	T	act of	Readi	
nuances	analyz	moving	ng	
in word	e how	people	Optio	
meaning	betraya	or	ns:	
s,	1	goods	110.	
includin	influen	from	0	
	ces	one		
g	surviva			
connotat	1 in	place		
ive	Maus	to		
meaning	by	another		
S.	examin	·		
	ing	o Betray		
	Vladek	al: The		
RL.CR.	and	act of		
9–10.1.	Anja's	being		
Cite a	capture	disloya		
range of	, and	l or		
thoroug	evaluat	treache		
h textual		rous.		
evidence		o Exterm		
and	Spiegel	ination:		
make	man builds	The		
		comple		
relevant	suspen	te		
connecti	se	destruc		
ons to	throug	tion of		
strongly	h	a		
support	Vladek	group,		
analysis	's	particul		
of	retellin	arly in		
multiple	g of	the		
aspects	events.	context		
of what		of		
a		genoci		
literary	SWBA	de.		
text says	T	• Figurative		
explicitl		Language		
y and	develo	L.VI.9-10.4		
inferenti	p and	o Symbo		
ally, as	strengt	lism:		
well as	hen	Using		
includin	their	an		
g	writing	object,		
	by			

		I		
determ	in editing	charact		
ing	with	er, or		
where	guidan	event		
the tex	ce	to		
leaves	from	represe		
matters	peers	nt a		
uncerta	_	deeper		
n.	adults	meanin		
	by	g.		
	examin	Examp		
	ing	le: The		
RL.MF	their	masks		
9–10.6	granini	worn		
Analyz		by		
integra	te	charact		
, and		ers to		
evaluat	~	disguis		
multip		e		
interpre		themse		
ations	p and	lves.		
(e.g.,	strengt	Explan		
recorde	dhen	ation:		
or live	their	The		
produc		masks		
on of a	1 - J	symbol		
play or		ize		
recorde		identity		
novel o	6	and		
poetry)	ce	surviva		
of a	from	l, as		
single	peers	Jews		
text or	and	often		
text/s	adults	had to		
present	e by	conceal		
d in	examin	their		
differe	1 0	identiti		
format		es to		
(visual	1	escape		
,	ation.	persecu		
quantit	at	tion.		
ively).		<ul> <li>Instructional</li> </ul>		
		Focus:		
337 4337		o Inferen		
W.AW		cing		
9–10.1 Write		using		
		textual		
argume	311	eviden		
ts to		ce		
suppor		RL.CR		
claims				
in an				

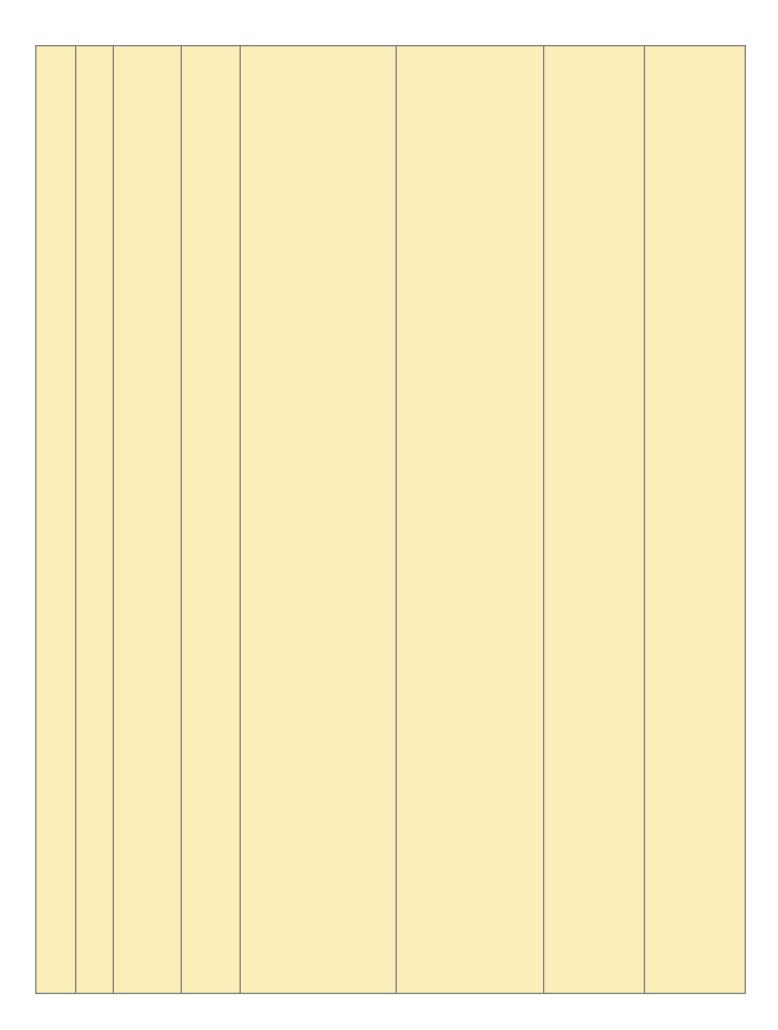
analysis	.9-10.1		
of			
substanti	<b>-</b> 7		
ve	h		
topics or	a		
	t		
texts,	·		
using			
valid	C		
reasonin	a		
g and	n		
relevant			
and	v		
sufficien	e		
t textual			
and non-	i		
textual	11		
	f		
evidence	1		
•	e		
	r		
	n		
SL.PE.9	a		
-10.1.	y		
Initiate	,		
and	l h		
participa	a		
te	, a		
effective	<u> </u>		
	ŗ		
ly in a	e		
range of	n		
collabor			
ative	i		
discussi	n		
ons			
(one-on-	t		
one, in	h		
groups,	-		
and			
teacher-	10		
led)	I		
	e		
with	X		
peers on	t		
grades			
9–10	b		
topics,	C		
texts,	C		
and	l		
issues,	9		
building	·		
on	т		
others'	(		
others	S		

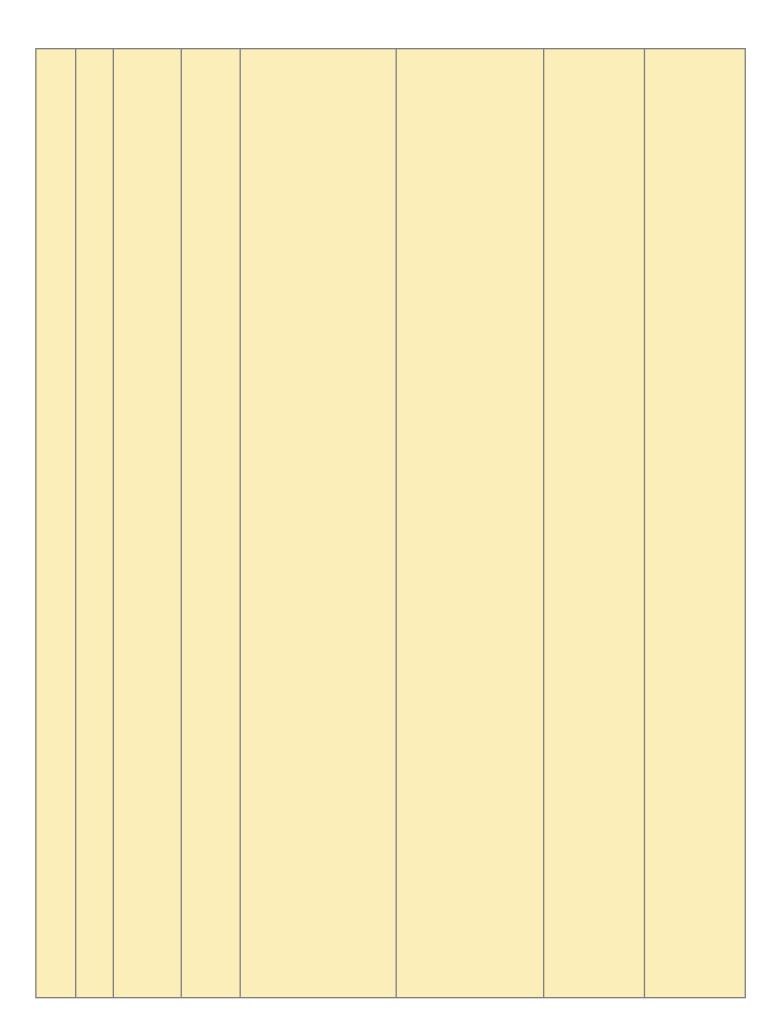
ideas	e		
lucas	٩		
and			
expressi	t		
CAPICOSII			
ng their	e		
own	x		
1 1			
clearly	t		
and	11		
dire.	]		
persuasi vely.	a		
velv.	1		
, 515.			
	e		
	٦		
	V		
	i		
	1,		
	q		
	e		
	]		
	l 1		
	9		
	e		
	t		
	C		
	١		
	s		
	١		
	ų ų		
	p		
	ļ p		
	c		
	r	0	
	t		
	v		
	,		
	q		
	υ		
	r		
	r		
	e		
	S		
	p		
	C		
	n		
	S		
	e		
	o Analyz		
	O Allalyz		
	ing Vladek		
	Vladala		
	v lauek		
	and		
	Ania's		
	Aiija S		
	Anja's Captur		

e	
RL.MF .9-10.6	
.5 10.0 • 7	
<b>- 1</b> 1₁	
e	
r	
e	
C	
1	
t e	
t	
r a	
y a	
1	
а	
n d	
t	
r	
u s	
t	
i	
n	
s u	
r	
v i	
v a	
1	
• F	
e a	
Ċ	

i I I I I I I I I I I I I I I I I I I I			
T			
E : F a a g c c s C C F ii c t ii T g C V 1 a d c e k a n d c e k		1	
E : F a a g c c s C C F ii c t ii T g C V 1 a d c e k a n d c e k		n	
E A A A A A A A A A A A A A A A A A A A			
a g c c s s c c c t i i m g s \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		ξ	
a g c c s s c c c t i i m g s \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		:	
a g c c s s c c c t i i m g s \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \			
a g c c s s c c c t i i m g s \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \			
		F	
g e s s c c F ii c c t ii r g g V II a c e k k a r c c e k a r c c c c c c c c c c c c c c c c c c		3	
S O O O O O O O O O O O O O O O O O O O			
S O O O O O O O O O O O O O O O O O O O		g	
S C C C C C C C C C C C C C C C C C C C		e	
		S	
e F F ii C C t t ii			
Files of the state		q	
Files of the state		e	
C			
C		p	
C		i	
t i i g V 1 a c e k a r c f f f f f f f f f f f f f f f f f f			
i r g g v l l a a c e k a a r c c l l l a r c c l l l l l l l l l l l l l l l l l		C	
i r g g v l l a a c e k a a r c c l l l a r c c l l l l l l l l l l l l l l l l l		t	
g V I a c e k a r c f f r j		1	
g V I a c e k a r c f f r j		n	
		Ę	
		7	
		1	
e k a n c d r j		a	
e k a n c d r j		d	
k a n c i			
a n c d P n j			
a n c d P n j		k	
		a	
d A n j		1	
A n j		1)	
j j		d	
j j			
j j			
j j		A	
j j		11	
J			
		J	
		a	
, ,		ÿ	
S		S	
		Ĭ	
a		а	
		, and the second se	
t t		t	
t		t	
e e		е	
		n	
		p	
t t		t	
9		Q	
		9	

		S		
		c		
		a		
		r		
		e		
		a		
		n		
		Ċ		
		9		
		t		
		h		
		e		
		e i		
		1		
		r		
		l b		
		e		
		t		
		r		
		a		
		y		
		a		
		у а 1		
		1		
		_ 1		
		• I		
		i		
		S		
		c		
		υ		
		L L		
		S		
		S		
		1		
		C		
		n		





				Writing Mini-lessons:  • Editing: Grammar • Editing: Punctuation		
Apr	1	RL.CR. 9–10.1. Cite a range of thoroug h 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 includin g determining where the text leaves matters uncertain.	SWBA T to demon strate their knowle dge of a fiction al text by taking a bench mark assess ment.  SWBA T to demon strate their knowle dge of writing an argume ntative essay.  SWBA T reflect on	<ul> <li>Reading benchmark MP 3</li> <li>Writing benchmark MP 3</li> <li>End of MP reflection</li> <li>Creating SMART goals</li> </ul>	• End of MP Reflection • Argumentative Essay Rubric	• LinkIt ! Bench mark MP 3 • End of MP Reflec tion

	1 1		
	their		
	learnin		
RL.CI.9	g in		
-10.2.	reading		
Determi			
	and		
ne one	writing		
or more	throug		
themes	hout		
of a	markin		
literary	g		
text and	period		
analyze	3 by		
how it is	creatin		
	1		
develop	g		
ed and	SMAR		
refined	T		
over the	goals.		
course			
of the			
text,			
includin			
g how it			
emerges			
and is			
shaped			
Shapeu			
by			
specific			
details;			
provide			
an			
objectiv			
e			
summar			
y of the			
text.			
text.			
RL.IT.9			
-10.3.			
Analyze			
how an			
author			
unfolds			
and			
develops			
ideas			
through			
out a			
text,			
includin			
meruam			

	_
g how	
complex	
characte	
rs (e.g.,	
those	
with	
multiple	
or condition	
conflicti	
ng	
motivati	
ons)	
develop,	
interact	
with	
other	
characte	
rs, and	
advance	
the plot	
or	
develop	
the	
theme.	
RL.PP.	
9–10.5.	
Determi	
ne an	
author's	
lens in a	
text	
(includi	
ng	
cultural	
experien experien	
ce	
reflected	
in a	
work of	
literatur	
e from	
outside	
the	
United	
States,	
drawing	
on a	
wide	

re	eading		
	f world		
	teratur		
e	) and		
a	nalyze		
h	ow an		
	uthor		
	ses		
	netorica		
1 1 1	devices		
to			
	dvance		
a	point		
	f view.		
	I ME		
	L.MF.		
	-10.6.		
A	nalyze		
i1	ntegrate		
	and		
'e	valuate		
	nultiple		
	nterpret		
	tions		
	e.g.,		
l re	ecorded		
	r live		
	roducti		
	n of a		
p	lay or		
	ecorded		
n	ovel or		
b	oetry)		
	fa		
	ingle		
	ext or		
	ext/s		
p	resente		
	in		
	ifferent		
	ormats		
	visually		
	visually		
,			
q	uantitat		
iv	vely).		
	.VL.9-		
	0.3.		
	0.3.		

Determi		
ne or		
clarify		
the		
meaning		
of		
unknow		
n and		
multiple		
-		
meaning		
words		
and		
phrases		
based on		
grades		
9–10		
reading		
and		
content,		
includin		
g		
technica		
1		
meaning		
s,		
choosin		
g flexibly		
from a		
range of		
strategie		
S. Stategie		
J.		
L.VI.9-		
10.4.		
Demons		
trate		
understa		
nding of		
figurativ		
e		
languag		
e, word		
relations		
hips,		
and		
nuances		
in word		
III WOIG		

meaning
s,
includin
g
connotat
ive
meaning
S.
W.AW.
9–10.1.
Write
argumen ts to
support claims
in an
analysis
of
substanti
ve
topics or
texts,
using
valid
reasonin
g and
relevant
and
sufficien
t textual
and non-
textual
evidence

**Spiraling for Mastery** 

Content or Skill for this Unit	Spiral Focus from Previous Unit
• Content Areas	<ul> <li>Content and Skills to Spiral from Romeo and Juliet to Maus:</li> </ul>
Historical Context:      The Holocaust: Understanding	Plot Structure and Narrative Arc:
the historical events of the	■ Building on Plot Structure:

- 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 nonlinear 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 Rome 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**

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.
	People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.
	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?
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.

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.