LHS English 9 Unit 1

Content Area: **ELA**
Course(s):
Time Period: **MP4**
Length:
Status: **Published**

Unit Overview

Theme: The Paths to Genocide

Benchmark Text Focus: Informational

Anchor Text: Maus

Writing Genre Focus: Argumentative Essay Writing

Targeted ELA Standards

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

L.SS.9–10.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.9–10.1.A	Use parallel structure.
L.SS.9–10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.SS.9–10.1.C	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.SS.9–10.1.D	Use a colon to introduce a list or quotation.
L.SS.9–10.1.E	Recognize spelling conventions.
L.KL.9–10.2	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
L.KL.9–10.2.A	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
L.KL.9–10.2.B	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
L.KL.9–10.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word

	or phrase important to comprehension or expression.
L.VL.9–10.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.VL.9–10.3.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.VL.9–10.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
L.VL.9–10.3.C	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
L.VL.9–10.3.D	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
L.VL.9–10.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VI.9–10.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
L.VI.9–10.4.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
L.VI.9–10.4.B	Analyze nuances in the meaning of words with similar denotations.
L.VI.9–10.4.C	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).
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.
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.
RL.CI.9–10.2	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
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.
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.
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.
RI.TS.9–10.4	Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.PP.9–10.5	Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
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.
RI.CT.9–10.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.
W.AW.9–10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
W.AW.9–10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
W.AW.9–10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
W.AW.9–10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.AW.9–10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
W.AW.9–10.1.E	Provide a concluding paragraph or section that supports the argument presented.
W.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.
W.RW.9–10.7	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
SL.PE.9–10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.PE.9–10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.PE.9–10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
SL.PE.9–10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
SL.PE.9–10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
SL.II.9–10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.ES.9–10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
SL.AS.9–10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Rationale

This unit asks students to investigate how genocide happens — not as a single, unpredictable eruption of violence, but as the endpoint of a traceable, incremental process built from propaganda, dehumanization, bureaucratic complicity, and bystander silence. Using Art Spiegelman's Maus as the anchor text, alongside a curated set of informational texts (historical accounts, primary source documents, survivor testimony, and scholarly explanations of genocide studies frameworks such as Gregory Stanton's "Ten Stages of Genocide"), students will build both historical understanding and the literary/rhetorical skills needed to analyze how a text represents trauma, memory, and moral responsibility.

The unit culminates in an argumentative essay in which students take a defensible position on a question related to the causes, perpetuation, or prevention of genocide, supporting their claim with evidence drawn from both the anchor text and informational sources.

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 further focuses on the argumentative writing task by asking students to argue how the different characters in *Maus* and "The Sniper" deal with war which builds on the skills taught of developing a claim with textual evidence to support the position.

Enduring Understandings

Content Specific	Skills Specific
▪ **Historical and Cultural Relevance:** Students will understand that genocide typically develops through identifiable stages, including classification, dehumanization, organization, and execution, often fueled by political, social, and historical forces. Additionally, students will unravel how learning about genocide helps develop moral and civic responsibility, promoting awareness, empathy, and action against injustice. ▪ **The Role of Individual Choices and Societal Complicity:** Students will understand that genocide is not only the result of leaders' actions, but also of everyday people who choose to participate, stay silent, or resist. They will also explore how media, rhetoric, and social narratives can shape public opinion and enable persecution and genocide by marginalizing targeted groups.	▪ **Reading Comprehension and Analysis of Text:** Students will understand that analyzing texts like *Maus* requires attention to both the informational content and the author's stylistic and structural choices. Additionally, students will evaluate how a graphic novel, interviews, timelines, and other informational texts present, emphasize, or omit aspects of genocide. ▪ **Identifying Central Ideas and Supporting Evidence:** Students will understand how to determine central ideas about genocide and track how authors like Art Spiegelman develop them using details, structure, and visual storytelling. ▪ **Evaluating Sources:** Students will understand how to locate, assess, and synthesize multiple informational sources to support a nuanced understanding of genocide and analyze sources for credibility, relevance,

▪ **Argumentative Writing Creation:** Students will understand how texts like *Maus* use graphic imagery and personal testimony to represent complex historical realities and emotional truths about genocide, deepening their understanding of historical atrocities. Using this understanding, students will recognize that effective argumentative writing must take a clear, defensible position on difficult historical and ethical questions, supporting that position with credible evidence while fairly acknowledging counterclaims and treating the human realities behind the evidence with appropriate care.	and bias. ▪ **Argumentative Writing Organization:** Students will understand how to organize and develop argumentative writing using effective introductions, logical organization, transitions, and relevant evidence. ▪ **Maintaining Accuracy, Objectivity, and Sensitivity:** Students will understand that argumentative writing about genocide demands accuracy, objectivity, and sensitivity to the subject matter by the use formal tone, precise language, and evidence-based reasoning to explain complex topics. ▪ **Revising and Editing for Clarity and Impact:** Students will understand how to revise their writing to strengthen coherence, clarify ideas, and ensure factual accuracy and appropriate tone.

Essential Questions

Content Specific	Skills Specific
▪ What stages or conditions typically lead to genocide, and how can they be identified before violence occurs? ▪ How do governments and societies use propaganda and fear to justify discrimination and mass violence? ▪ What roles do individuals and communities play in either enabling or resisting genocide? ▪ How does the graphic novel format of Maus affect our understanding of the Holocaust and the experiences of its victims and survivors? ▪ Why is it important to study genocide, and how can this knowledge help us take action against injustice today? ▪ How can we write and create arguments	▪ How do authors like Art Spiegelman combine factual content with narrative techniques to help readers understand historical events like genocide? ▪ How can we determine the central ideas in a text about genocide and explain how those ideas are developed? ▪ How does the format of a text—such as a graphic novel versus a traditional article—affect how information about genocide is presented and understood? ▪ How can we evaluate and choose the most reliable sources when researching sensitive historical topics like genocide? ▪ What strategies help writers clearly explain complex historical topics like genocide in a

about genocide in ways that are respectful, accurate, and informative?	well-organized and informative essay? ▪ Why is it important to use formal tone and accurate language when writing about topics as serious as genocide? ▪ How does revising and editing improve the clarity, accuracy, and impact of our informative writing?

Key Resources

Reading:

Anchor Text: Maus by Art Spiegelman

Eng 9 - Maus I Pacing Guide

Maus Novel Protocol

Google Drive Folder (Maus)

Lesson Ideas for Target Standards

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

Additional instructional resources:

- Comprehension microskills
- Tier I instructional practices
- Engagement toolkit
- 2026-2027 Writing Rubrics
- Tier 1: Ways to Increase Support for Struggling Readers

Lexia Aspire & PowerUp Resources:

- Word Recognition - phonemic awareness, decoding, fluency
- Language Comprehension - vocabulary, morphology, academic language, syntax
- Writing & reading comprehension - background knowledge, inference, main idea, making predictions, visualization, expository, narrative, argumentative, figurative language, sensory language, transition words, dialogue, counterclaims, editing
- Lexia PowerUp Graphic Organizers

Supplementary Resources

Ways to integrate fictional text in this unit:

- Analyze author's craft in graphic storytelling - For example, focus on how Art Spiegelman uses literary and graphic devices (e.g., symbolism, point of view, dialogue, irony) to convey meaning and develop themes.
- Fiction + historical research pairing - For example, after reading selected chapters of Maus, students read a short fictional story related to WWII or survival and compare how both texts represent trauma, survival, or memory.

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

Warm-Up Activities to Engage Students Before They Read Nonfiction Texts

Skills, Content, Activity, Assessment

Month	Weeks	Standards	Suggested Learning Targets	Mini-Lessons Skills
Sept	1-2	SL.PE.9–10.1 L.KL.9–10.2 SL.AS.9–10.6	SWBAT demonstrate 9th grade policies and procedures. SWBAT identify the norms of a group or partnership. SWBAT demonstrate the procedures and expectations of a student-centered activity. SWBAT demonstrate their knowledge of reading by taking a pre-assessment.	• Getting to Know You • Classroom Procedures & Expectations (relationship building, Instructional Workshop Model, group worl turn & talk procedures, etc.) • Reading Pre-assessment
		SL.PE.9–10.1 W.NW.9–10.3 W.RW.9–10.7	SWBAT demonstrate 9th grade policies and procedures. SWBAT identify the characteristics of a good reader. SWBAT demonstrate their knowledge of narrative writing by taking a pre-assessment.	• Getting to Know You • Classroom Procedures & Expectations (choosing “just right” books, when to abando book, how to “book talk”, etc • Writing Pre-assessment

Sept	3-4	SL.PE.9–10.1 SL.II.9–10.2 RL.CT.9–10.8 RI.CT.9-10.8 W.AW.9–10.2	SWBAT analyze how Art Spiegelman uses graphic elements, such as panels, frames, and visual contrasts, in Maus to enhance storytelling and compare the graphic novel format to traditional novels. SWBAT identify the characteristics of an Argumentative essay. SWBAT analyze the Argumentative writing rubric.	Reading Mini-lessons: • Introduce book (videos -The Creation of Maus,Maus: Bool Banned,An Introduction, "boo walk") SE.II.9-10.2 • Possible Do Now: "What are some reasons authors might choose to use a graphic novel format?" • Introduce context (time perio author) RL.CT.9-10.8 • Compare/contrast graphic nov vs. novel (format, parts of a comic, writing style) SE.PE.9 10.1 Instructional Focus Points: • A graphic novel uses text and illustrations in a graphic form to tell a story. • In this anchor text, Maus I, th author uses graphic elements (panels, frames, speech/thoug bubbles, color, contrast, shadi perspective, etc.) in a sequent way to tell the reader a story. • The interplay of the text and illustrations can be a powerfu way of evoking a story in a reader's mind. Writing Mini-lessons: • Characteristics of an Informative/Explanatory essa writing. • Review the Informative/Explanatory essa rubric.
		L.VL.9–10.3	SWBAT identify examples of figurative language and	Reading Mini-lessons:

		L.VI.9–10.4
		
		RL.IT.9–10.3
		
		W.AW.9–10.2
		
		SL.PE.9–10.1
			foreshadowing in the prologue of Maus and explain how they hint at future events in the story.
			
			SWBAT analyze how characters' dialogue and actions reveal their personalities and contribute to the tone of the story in Maus.
			
			SWBAT analyze an Argumentative exemplar by using the rubric.
			
			SWBAT write an Argumentative essay on a topic by formulating a clear thesis.
				• Read Prologue:
				  ○ Foreshadowing: Hints clues about future eve
				  ○ Example: The broken telephone wires in the opening pages.
				  ○ Explanation: This foreshadows the breakdown of communication betwe Art and his father, as well as the unraveling their shared history. L.VI.9-10.4
				• Read Chapter 1 "The Sheik" (Pages 5–23)
				  ○ Focus: Vladek's early life and introduction t the Jewish experience Poland.
				• Vocabulary L.VL.9-10.3
				  ○ Dowry: Property or money brought by a bride to her husband upon marriage.
				  ○ Textile: A type of clot or woven fabric.
				  ○ Communism: A politi theory advocating for society in which all property is publicly owned and each perso works and is paid according to their abilities and needs.
				  ○ Anti-Semitic: Prejudic discrimination, or hostility toward Jewis people.
				  ○ Pragmatic: Dealing w things sensibly and

				realistically in a way t is practical rather than theoretical. Instructional Focus: • Setting and Character Development: Explain what characters say and do and the tone with which they speak o reveal a lot about their charac RL.IT.9-10.3 Writing Mini-lessons: • Review an Argumentative exemplar • Formulating a clear thesis
Oct	1-2	L.VL.9–10.3 L.VI.9–10.4 RL.IT.9–10.3 W.AW.9–10.2 SL.PE.9–10.1	SWBAT analyze how dialogue and incidents in Maus reveal character traits and influence decisions, demonstrating understanding of the interplay between character development and plot. SWBAT analyze how specific word choices in Maus impact the meaning and tone of the text. SWBAT introduce a topic/thesis clearly by organizing ideas in a logical way. SWBAT develop a topic/thesis by including relevant facts, definitions, concrete details, quotations, and examples to support their ideas.	Reading Mini-lessons: • Read Chapter 2 “The Honeymoon” (Pages 25–46) • Focus: Vladek’s experiences leading up to WWII. • Vocabulary L.VL.9-10.3 o Annex: A building joi to or associated with a main building, used fo additional space or purposes. o Gestapo: The official secret police of Nazi Germany and German occupied Europe. o Ration: A fixed allowance of food or provisions, especially during a time of scarc o Liquidate: To elimina often violently, particularly as it perta to political or military operations.

				○ Refuge: A condition o being safe or sheltered from danger or trouble ○ Figurative Language L.VI.9-10.4 ○ Idiom: A phrase that h a figurative meaning different from its litera meaning. Example: "I was just trying to keep my hea above water." Explanation: This idio expresses Vladek's struggle to survive amidst overwhelming circumstances. Instructional Focus: • Analyze how dialogue betwee characters and incidents in M reveal aspects of character or provoke a decision. RL.IT.9-10.3 • Analyze how specific word choices impact meaning and tone in Maus. L.VI.9-10.4 Writing Mini-lessons: • Introduce the topic clearly an engage the reader • Organizing reasons and evide logically to support claims • Evaluation and selection of credible sources.
		L.VL.9–10.3 L.VI.9–10.4 RL.CI.9–10.2	SWBAT identify and summarize the key events and analyze their significance to the overall plot.	Reading Mini-lessons: • Read Chapter 3 "Prisoner of War" (Pages 47–72) • Focus: Vladek's time as a PO and early signs of systemic

		RI.CI.9-10.2 RL.IT.9–10.3 W.AW.9–10.2 SL.PE.9–10.1	SWBAT identify and analyze a theme emerging from key statements in Maus and explain how it develops throughout the text. SWBAT analyze how past and present narratives interact in a text, exploring how the author's choices shape the development of ideas and themes. SWBAT develop a topic by including relevant facts, definitions, concrete details, quotations, and examples to support their ideas.	dehumanization. • Vocabulary L.VL.9-10.3 ○ Wehrmacht: The unifi armed forces of Nazi Germany from 1935 t 1945. ○ Barracks: Buildings u to house soldiers or prisoners. ○ Hostility: Unfriendly antagonistic behavior. ○ Deportation: The forc removal of a person o group from a country. ○ Prisoner: A person wh is confined, particular during war or due to political reasons. • Figurative Language L.VI.9-10.4 ○ Simile: A comparison using "like" or "as." Example: "It was as if the whole world was against us." Explanation: This sim compares the Jewish experience during the Holocaust to the entire world turning hostile, emphasizing their sen of alienation and desp ○ Euphemism: A mild o indirect expression us to replace a harsher or blunt one. Example: "Sent to the East." Explanation: This euphemism was often used by the Nazis to obscure the reality of deportations to death

camps.

Instructional Focus:

- Plot events: What are the key events that happened in the pl in chapter 3? RL.IT.9-10.3
    - Vladek's father starves him, but he is eventua drafted in the war aga the Germans. He is captured by Nazis, an goes to a prisoner of v camp where he suffers He volunteers to work for a German compan and gets better living conditions. He disguis himself as a Polish ma and is able to return to his family.
    - Development of Them RL.CI.9-10.2
        - What is a possible theme emerging from the following statements?
        - We have seen Vladek's deep sense of agenc and perseveran and his will to survive.
        - We have seen Vladek's commitment to his family and caring for then and ensuring th safety.
        - Art is interviewing h father and is

				learning things from him he ha never heard before. ▪ What might th book be telling about the powe and importanc of storytelling ○ Textual Structure RL.IT.9-10.3 ▪ Examine how past and prese narratives interact. Writing Mini-lessons: • Identification and integration relevant and accurate data and evidence. • Quoting and citing textual evidence
Oct	3-4	L.VL.9–10.3 L.VI.9–10.4 RL.IT.9–10.3 RL.PP. 9–10.5 RI.PP.9-10.5 RL.MF.9–10.6 RI.MF.9-10.6 W.AW.9–10.2 SL.PE.9–10.1	SWBAT analyze how Art Spiegelman uses shadows, panel shapes, and facial expressions in Maus to convey meaning and enhance the narrative. SWBAT compare Vladek's experiences in Maus to a Holocaust survivor's primary source memoir, identifying similarities and differences in how both texts convey the trauma and impact of the Holocaust. SWBAT analyze how the increasing restrictions on Jews in Maus contribute to the building tension and impact	**AI Lesson: How Lies Scale** Reading Mini-lessons: • Read Chapter 5 "Mouse Hole (Pages 95–129) • Focus: Vladek's survival tact and the strain on his family. • Vocabulary L.VL.9-10.3 ○ Aryan: A term misuse by the Nazis to descri a "racially superior" group of non-Jewish Europeans. ○ Smuggle: To move goods or people illega into or out of a countr

			the narrative. SWBAT develop a topic by including relevant facts, definitions, concrete details, quotations, and examples to support their ideas. SWBAT provide a concluding statement or section that logically follows the flow of ideas, reflects on the topic, and reinforces the information presented.	○ Quarantine: A period isolation to prevent th spread of disease or contamination. ○ Bribe: Offering money favors to influence someone's actions illegally or dishonestly ○ Subterfuge: Deceit use to achieve one's goal escape danger. Instructional Focus: • Development of Theme RL.CI.9-10.2 ○ How does Spiegelman structure Mouse Holes enhance the theme of survival? ○ Survival and Deceptic Vladek's resourcefuln and the ways he hides from danger. ○ Father-Son Dynamic: Art's frustration with Vladek's hoarding and behavior. ○ Visual Storytelling: H Spiegelman uses pane layout and imagery to reinforce tension. ○ Character Analysis RL.IT.9-10.3 ▪ How does Vladek's survi tactics in the p influence his present-day habits (e.g., his tendency to ho and waste nothing)?

				▪ Why does Art react so strong to Vladek's behavior? ▪ How does this chapter reinfor generational trauma? ○ Literal vs. Figurative Meaning L.VL.9-10.3 L.VI.9-10.4 ▪ What does the title Mouse Ho symbolize in th chapter? Consi both literal and figurative interpretations Writing Mini-lessons: • Using transitional words, phrases, and clauses to create cohesion. • Use of formal language and to in writing.
		L.VL.9–10.3 L.VI.9–10.4 RL.CR.9–10.1 RL.MF.9–10.6 W.AW.9–10.2 SL.PE.9–10.1	SWBAT make inferences about what may happen in the next book of Maus using textual evidence to support their response. SWBAT make inferences about what may happen in the next book of Maus by using textual evidence to support their predictions. SWBAT analyze how betrayal influences survival in Maus by examining Vladek and Anja's capture, and evaluate how Spiegelman builds suspense	Reading Mini-lessons: • Read Chapter 6 "Mouse Trap (Pages 131–159) • Focus: Escalation of danger a Vladek and Anja go into hidi • Vocabulary L.VL.9-10.3 ○ Auschwitz: A comple of Nazi concentration and extermination can during World War II. ○ Dehumanization: The process of depriving a person or group of human qualities, maki them seem less than

			through Vladek's retelling of events. SWBAT develop and strengthen their writing by editing with guidance from peers and adults by examining their grammar. SWBAT develop and strengthen their writing by editing with guidance from peers and adults by examining their punctuation.	human. ○ Transit: The act of moving people or goo from one place to another. ○ Betrayal: The act of being disloyal or treacherous. ○ Extermination: The complete destruction group, particularly in context of genocide. • Figurative Language L.VI.9-10.4 ○ Symbolism: Using an object, character, or event to represent a deeper meaning. Example: The masks worn by characters to disguise themselves. Explanation: The mas symbolize identity an survival, as Jews ofte had to conceal their identities to escape persecution. Instructional Focus: • Inferencing using textual evidence RL.CR.9-10.1 ○ What can we infer ma happen in the next boo Use textual evidence t support your response • Analyzing Vladek and Anja's Capture RL.MF.9-10.6 ○ The role of betrayal a trust in survival ○ Reading: Pages depict

				Vladek and Anja's attempt to escape and their betrayal. • Discussion: ○ How does Vladek's retelling of events bui suspense? ○ What role does betray play in the Holocaust survival narrative? Writing Mini-lessons: • Editing: Grammar • Editing: Punctuation
Nov	1-2	RI.CR.9–10.1 RI.CI.9–10.2 RI.IT.9–10.3 RI.TS.9-10.4 RI.PP. 9–10.5 RI.MF.9–10.6 RI.CT.9-10.8 L.VL.9–10.3 L.VI.9–10.4 W.AW.9–10.2	SWBAT to demonstrate their knowledge of a fictional text by taking a benchmark assessment. SWBAT to demonstrate their knowledge of writing an Argumentative essay. SWBAT reflect on their learning in reading and writing throughout marking period 4.	• Reading benchmark MP 1 • Writing benchmark MP 1 • End of MP/Year reflection

Honors Addendum

Rationale for Honors Extension

Honors students are capable of moving beyond a single-text, single-genocide study toward genuine

comparative and theoretical analysis — examining *Maus* alongside other genocides, testimonies, and scholarly frameworks to interrogate the mechanisms of genocide as a global, recurring phenomenon rather than a singular historical event. This addendum raises the ceiling of the unit by:

- Introducing supplementary texts spanning multiple genocides, testimony traditions, and theoretical frameworks
- Requiring more sophisticated argumentative and historiographical reasoning
- Increasing the independence, research demands, and rhetorical sophistication of the culminating essay
- Building in structured academic discourse and engagement with scholarly/critical sources
- Raising expectations for precision, counterargument, and original synthesis across all student output

Supplementary Texts

Additional Genocide Narratives (comparative scope)

- **Excerpts from *Night*** – Elie Wiesel (a distinct first-person Holocaust testimony tradition, useful for contrasting narrative voice and form with Spiegelman's graphic-memoir approach)
- **Excerpts from *We Wish to Inform You That Tomorrow We Will Be Killed With Our Families*** – Philip Gourevitch (Rwandan genocide; journalistic/historical account for comparative pattern analysis)
- **Excerpts from *First They Killed My Father*** – Loung Ung (Cambodian genocide, child's-eye testimony; useful for comparing narrative perspective across genocides)
- **Selected testimony excerpts from the Armenian genocide** (e.g., archival accounts or the USC Shoah Foundation's broader testimony collections, which include non-Holocaust genocide testimony) — reinforces that the "paths to genocide" framework is not unique to the Holocaust

Theoretical and Historiographical Texts

- **Raphael Lemkin's original writing coining the term "genocide"** (excerpts from *Axis Rule in Occupied Europe*) — grounds students in the origin of the concept itself
- **Hannah Arendt, excerpts from *Eichmann in Jerusalem*** (specifically on "the banality of evil") — a rigorous, contested theoretical text on bureaucratic complicity, well-suited to honors-level critical engagement and debate
- **Gregory Stanton's "Ten Stages of Genocide"** (full framework, not just summary) — used as an analytical lens applied rigorously across multiple case studies, not just referenced
- **Excerpts from Philip Zimbardo or Stanley Milgram's research summaries on obedience and bystander psychology** — gives students a social-psychological framework for analyzing complicity beyond historical narrative alone

Critical/Scholarly Secondary Sources

- A peer-reviewed article or reputable academic source on **graphic memoir as a mode of historical representation** (examining why Spiegelman chose the comics form for testimony) — supports higher-order analysis of *Maus*'s form, not just its content
- A scholarly source on **postmemory** (Marianne Hirsch's concept of how descendants of trauma survivors inherit and represent trauma they did not directly experience) — directly applicable to analyzing the Vladek/Art relationship in *Maus*

Increased Rigor in Instruction

- **Socratic seminars** on contested questions (e.g., the ethical implications of Arendt's "banality of evil" thesis, or whether Stanton's stages model is a useful predictive tool or an oversimplification) requiring prepared textual evidence
- **Independent case-study research**: students select a genocide not covered in shared class texts (e.g., Bosnia, Darfur, the Holodomor) and independently apply the "stages/paths" framework, evaluating how well the model fits a case they have not been guided through
- **Historiographical debate component**: students engage with scholarly disagreement (e.g., critiques of Arendt's thesis, or debates over whether certain historical events meet the legal/scholarly definition of genocide) and are expected to take and defend an informed position
- **Cross-textual synthesis requirement**: class discussion and written work regularly require students to compare *Maus* against at least one additional genocide narrative or theoretical text, rather than treating *Maus* in isolation

More Rigorous Culminating Product

Honors students complete an elevated version of the argumentative essay with the following additional expectations:

- **Theoretical grounding**: the essay's argument must explicitly engage with at least one scholarly/theoretical framework (Stanton's stages, Arendt's banality of evil, Lemkin's original definition, or postmemory theory), using it as an analytical lens rather than a citation of convenience
- **Comparative scope**: the argument must draw evidence from *Maus* and at least one additional genocide narrative or case study, requiring students to identify genuine cross-case patterns rather than generalizing from a single text
- **Sophisticated counterargument**: students must engage with a substantive scholarly or historical counterargument (not a strawman), and their rebuttal must demonstrate genuine grappling with the complexity of the opposing position
- **Independent source integration**: students are required to locate, evaluate, and incorporate at least one credible source not provided in class (a scholarly article, primary document, or reputable historical account), demonstrating independent research skill
- **Elevated rhetorical expectations**: grading criteria for honors submissions should expect more precise claim construction, more sophisticated use of qualifying and hedging language appropriate to contested historical claims, and a more fully developed synthesis across multiple sources than the standard-level rubric requires

Additional Enduring Understanding (Honors)

Genocide as a Contested and Comparative Field of Study: Students will understand that genocide studies is an evolving, sometimes contested academic field — scholars disagree about the applicability of predictive models, the boundaries of legal definitions, and the moral frameworks used to explain complicity — and that engaging seriously with this scholarly debate, rather than treating any single framework as settled fact, produces a more rigorous and intellectually honest understanding of how and why genocide occurs.

Additional Essential Questions (Honors)

1. How well does Stanton's "Ten Stages of Genocide" framework apply to a genocide not covered in class texts, and where does the model succeed or fall short as a predictive or explanatory tool?
2. Is Hannah Arendt's concept of "the banality of evil" a fair characterization of ordinary complicity in genocide, or does it risk minimizing individual moral responsibility?

3. How does the choice of narrative form (graphic memoir, first-person testimony, journalistic account, oral history) shape what a reader can understand about a genocide — and what are the limits of any single form of representation?
4. What does the concept of "postmemory" reveal about how trauma is inherited and represented by generations who did not directly experience it, and how does this concept illuminate the relationship between Art and Vladek in *Maus*?

Suggested Assessment Adjustments

- Rubrics should weight **theoretical sophistication and independent research** more heavily than in the standard unit, with explicit criteria for scholarly engagement and cross-case synthesis
- Socratic seminar participation and independent case-study research should be assessed as formal components of the unit grade
- Consider a **higher word-count expectation** and a required **annotated bibliography or source evaluation component** prior to final submission, given the added research demands of the honors essay

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• **Content Areas** 1. Historical Context: ▪ The Holocaust: Understanding the historical events of the 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	**Plot Structure and Narrative Arc:** • Building on Plot Structure: In middle school, students learned to identify the basic narrative arc (exposition, rising action, climax, falling action, resolution) in short stories and novels. In Maus, they'll apply and complicate this understanding by examining a non-linear narrative that juxtaposes the past (Vladek's Holocaust experiences) with the present (Art's relationship with his father). Explore how this more sophisticated structure affects the reader's understanding of the story and its themes, extending students' prior single-timeline plot analysis into a text with two interwoven timelines. • Rising Action and Climax: Building on students' prior identification of a story's single climactic moment, examine how tension is built and resolved across Maus's dual timelines — for example, how key moments of Vladek's survival story function as climactic points within the "past" narrative, while also shaping the emotional climaxes of

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

3. Themes and Motifs:

    - Survival and Trauma: Exploring how survival is portrayed, both physically and psychologically, and how trauma affects individuals and their relationships.
    - Guilt and Responsibility: Discussing themes of guilt, both survivor's guilt and the guilt of later generations, as well as the responsibilities of memory and storytelling.
    - Identity and Dehumanization: Analyzing how identity is 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 the "present" narrative between Vladek and Art.

Character Development:

- Deepening Character Analysis: Building on the basic character-trait-and-motivation analysis introduced in middle school (identifying what a character wants and why, based on stated evidence), students will now analyze 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 — a more complex, causally layered form of character analysis than students have likely practiced before.
- Motivation and Conflict: Extend students' foundational understanding of internal vs. external conflict (a common middle school concept) by examining the more complicated, historically embedded conflicts Vladek and Art face in Maus. How do these conflicts differ from the more straightforward personal conflicts typically found in middle school texts, and how are Vladek's and Art's motivations shaped by their vastly different contexts and experiences?

Themes:

- Expanding on Themes: Middle school texts often explore accessible, universal themes such as courage, friendship, and coming-of-age. In Maus, students will encounter more complex and morally challenging themes — survival, complicity, and the randomness of life and death during the Holocaust — that ask them to move beyond identifying a theme to grappling with its ambiguity and difficulty.
- Memory and Trauma: Introduce the theme of memory and its representation as a new, more sophisticated thematic concept than students have likely encountered — examining how Maus handles the preservation and transmission of memory across generations, and what this means for how Art tells (and struggles to tell) his father's story.

Literary Devices:

and the author, focusing on his struggles with his father, his creative process, and his relationship with history.

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

Skills Development

1. Critical Reading and Interpretation:
    - Analyzing Visuals and Text: Develop skills in analyzing the interplay between visuals and text, considering how the combination of these elements creates meaning.
    - Interpreting Symbolism: Practice identifying and interpreting symbols, metaphors, and motifs in the 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

- Literary Devices and Symbolism: Build on students' middle school familiarity with basic literary devices (simile, metaphor, and simple symbolism) by exploring how Maus uses these devices in a more sophisticated, sustained way. For example, discuss the symbolism of the animal characters (mice, cats, pigs) and how this extended visual metaphor adds layers of meaning to the narrative — a more complex application of symbolism than a single symbolic object or color typically studied in middle school.
- Irony: Extend students' basic understanding of irony (e.g., situational irony in a short story) to the more complex, historically grounded irony found in Maus — where the reader's outside knowledge of the Holocaust's outcome creates tension with the characters' hopes and choices within the story.

Argumentative Techniques:

- From Claim-Evidence-Reasoning to Visual Argument: Build on the basic claim-evidence-reasoning (CER) structure students practiced in middle school argumentative writing by analyzing how Maus "argues" through visual structure. Examine how the graphic novel's visual layout — panel size, the use of gutters, and page composition — controls the sequencing and emphasis of evidence, extending students' understanding of evidence beyond text alone into a multimodal form.
- Dialogue as Evidence and Rebuttal: Introduce dialogue as a new kind of evidence source (beyond the quotations from informational texts students may have used in middle school). In Maus, dialogue serves both to recount historical events as evidence and to reveal the tension between differing perspectives (Vladek's and Art's) on how that history should be told and understood — a more sophisticated use of a primary voice as evidence than students have likely analyzed before.

Audience Engagement:

- Engaging the Audience through Visual and Verbal Language: Build on students' basic

cross-reference the narrative with historical sources to deepen their understanding of the events described.

3. Argumentative Structure Analysis:
    - Understanding Dual Narratives as Evidence: Analyze how the dual narratives of past and present in *Maus* function as two distinct bodies of evidence, exploring how a writer can draw on both timelines to build a more complete and persuasive argument about the effects of trauma and memory.
    - Temporal Shifts as Rhetorical Strategy: Examine how temporal shifts between past and present are used deliberately by the author, and analyze how a writer can use similar strategic sequencing of evidence — moving between different time periods or sources — to build a more compelling, logically ordered argument.
4. Thematic Exploration:
    - Connecting Themes to Personal Experiences: Encourage students to explore how the themes in Maus relate to broader human experiences, such as trauma, memory, and identity, and to consider personal connections to these themes.
    - Comparative Analysis: Compare the themes in Maus with those in other Holocaust literature or narratives of trauma and survival.
5. Ethical Reflection and Discussion:
    - Discussing Ethical Issues: Engage in discussions about middle school understanding of audience and purpose in writing by discussing how Spiegelman engages readers through the combination of visual and verbal storytelling — a multimodal form of audience engagement likely new to most students.
    - Emotional and Intellectual Engagement: Encourage students to reflect on how they are emotionally and intellectually engaged by Maus, comparing this to their past experience with more straightforward, single-medium narratives, and to consider why combining image and text might create a different — and possibly more powerful — kind of engagement.

Suggested Activities to Connect Prior Learning to Maus

- Building on Narrative Analysis: Assign an activity where students first outline the "basic" single-timeline narrative arc as they learned it in middle school, then map how Maus's dual timeline complicates that same structure — making the spiral in skill explicit and visible to students.
- Creative Projects: Have students create a visual representation of a scene from a text they read in middle school, told in the graphic-novel style of Maus, emphasizing how visual elements can add layers of meaning beyond what text alone conveys.
- Discussion and Reflection: Facilitate a discussion where students reflect on which reading and writing skills from middle school felt most useful when approaching Maus, and which skills felt like they needed to grow or change to meet the demands of this more complex text.

the ethical considerations in representing historical trauma, including the responsibilities of artists and authors in depicting such events. ▪ Reflecting on Memory and Representation: Encourage students to reflect on the role of memory in personal and collective identity and the challenges of representing it in different media. 6. Creative Expression: ▪ Graphic Novel Creation: Encourage students to experiment with creating their own short graphic stories, focusing on how to use visual elements to convey complex themes and emotions. ▪ Writing Analytical Essays: Develop skills in writing analytical essays that explore the thematic, historical, and narrative aspects of Maus. 7. Discussion and Debate: ▪ Facilitating Discussions: Encourage students to engage in thoughtful discussions and debates about the content of Maus, considering different perspectives and interpretations. ▪ Expressing Opinions: Develop skills in articulating and defending personal viewpoints on the ethical, thematic, and narrative aspects of the text.	

Career Readiness, Life Literacies, and Key 21st Century Skills

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.4.12.GCA	Global and Cultural Awareness
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
9.4.12.IML	Information and Media Literacy
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Interdisciplinary Connections

1	Make sense of problems and persevere in solving them
2	Reason abstractly and quantitatively
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
3	Construct viable arguments and critique the reasoning of others
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal

	questions on familiar topics relating to daily life.
A.APR.D.7	Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.
A.CED.A.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.
6.2.5	The 20th Century Since 1945: Challenges for the Modern World
6.2.12.CivicsPI.5.a	Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.
6.2.12.CivicsHR.5.a	Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.
6.2.12.HistoryCC.5.a	Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.
6.2.12.GeoPP.5.a	Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).
6.2.12.GeoGI.5.a	Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
6.2.12.CivicsPI.6.a	Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
6.2.12.CivicsHR.6.a	Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
6.2.12.EconGE.6.a	Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.
6.3.12.CivicsPD.1	Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
6.3.12.GeoGI.1	Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
6.3.12.HistorySE.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).