

LHS ELA 10 Unit 3

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

Unit Overview

Theme: Adversity & Justice

Benchmark Text Focus: Literature

Anchor Text: To Kill a Mockingbird

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".

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| ELA.L.SS.9–10.1 | Demonstrate command of the system and structure of the English language when writing or speaking. |
| ELA.L.KL.9–10.2 | Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. |
| ELA.L.VL.9–10.3 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies. |
| ELA.L.VI.9–10.4 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. |
| ELA.RL.CR.9–10.1 | Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain. |
| ELA.RI.CR.9–10.1 | Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. |

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| ELA.RL.CI.9–10.2 | Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text. |
| ELA.RI.CI.9–10.2 | Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text. |
| ELA.RL.IT.9–10.3 | Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme. |
| ELA.RI.IT.9–10.3 | Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| ELA.RL.PP.9–10.5 | Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view. |
| ELA.RL.MF.9–10.6 | Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively). |
| ELA.RI.MF.9–10.6 | Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| ELA.RI.AA.9–10.7 | Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning. |
| ELA.W.AW.9–10.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence. |
| ELA.W.WP.9–10.4 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. |
| ELA.W.RW.9–10.7 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| ELA.SL.PE.9–10.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. |
| ELA.SL.II.9–10.2 | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. |
| ELA.SL.ES.9–10.3 | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. |
| ELA.SL.PI.9–10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. |
| ELA.SL.AS.9–10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. |

Weekly Structure

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

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

Rationale

This unit on adversity and justice, anchored by the study of "To Kill a Mockingbird," prepares students for both academic growth and real-world challenges. By exploring complex themes through literature, students develop critical thinking and analytical skills, learning to identify and articulate nuanced perspectives on social issues. Engaging in argumentative writing and collaborative discussions equips them with the ability to construct and defend well-reasoned viewpoints, fostering effective communication. Ultimately, this unit empowers students to become empathetic and informed individuals, capable of advocating for justice and addressing adversity in their communities, thus preparing them for active and responsible citizenship beyond the classroom.

Mastery of the standards of this unit will be shown through students' performance on the benchmark and summative assessments by progressively building their analytical and argumentative skills. Through close reading and discussion of "To Kill a Mockingbird," students will practice citing textual evidence and analyzing complex characters and themes, which are essential for their assessments. Writing assignments throughout the unit will hone their ability to craft coherent and persuasive arguments, while peer and teacher feedback will guide their revisions and improvements. Additionally, engaging with diverse media and formats will help them evaluate sources critically, ensuring they can effectively support their claims. By the end of the unit, students will be well-equipped to demonstrate their understanding and analysis in both written and oral assessments.

Enduring Understandings

| Content Specific | Skills Specific |
|--|--|
| <ol style="list-style-type: none"> 1. Justice and Moral Dilemmas: Justice is not always clear-cut. Literature, like "To Kill a Mockingbird," demonstrates that addressing issues of injustice often involves grappling with complex moral dilemmas and societal expectations. 2. The Role of Argumentation in Change: Argumentative writing is a critical skill for engaging with societal issues such as injustice. Through well-structured arguments, individuals can influence opinions and advocate for fairness and equity. 3. Perspective and Justice: The perspectives of various characters in literature can shed light on the differing views of justice, highlighting the subjectivity of fairness and righteousness. 4. Historical Context and Justice: Historical and cultural contexts shape the portrayal of justice in literature, influencing both the actions of characters and the themes of the text. 5. Effective Communication: Mastering the conventions of the English language and rhetorical strategies allows individuals to express complex ideas clearly and persuasively, particularly when addressing issues of adversity and | <ol style="list-style-type: none"> 1. Constructing Arguments: Students will develop the ability to write clear, logical, and persuasive arguments that address complex social issues, such as justice and fairness, with well-supported claims, counterclaims, and evidence from the text. 2. Analyzing and Citing Evidence: Students will hone their skills in identifying relevant textual evidence that supports their analysis of the novel's themes, including the portrayal of adversity and justice. 3. Language and Rhetorical Effectiveness: Students will practice using precise language, tone, and rhetorical devices to enhance the clarity and persuasiveness of their arguments, both in writing and speaking. 4. Understanding Multiple Perspectives: Students will analyze how differing perspectives within the text contribute to a deeper understanding of justice and how these viewpoints can be effectively addressed in argumentative writing. |

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| justice. | |
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Essential Questions

| Content Specific | Skills Specific |
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| <ul style="list-style-type: none"> • What role do empathy and understanding play in bridging divides between people with different backgrounds and perspectives? • How do the lessons learned from historical and fictional accounts of adversity and justice inform our responses to current social issues? • What responsibilities do we have to stand up against injustice, and what risks might we face in doing so? • How can storytelling and literature influence societal change and promote greater awareness of social justice issues? • How do family, community, and cultural values shape our understanding of right and wrong, and how can we critically evaluate these influences? • How do authors use literary techniques and rhetorical devices to portray struggles with adversity and quests for justice in literature and informational texts? | <ul style="list-style-type: none"> • How can we cite and analyze textual evidence to support our interpretations and arguments about themes of adversity and justice? • What strategies can we use to clarify the meanings of unfamiliar or complex words and phrases related to the themes of adversity and justice? • How can we effectively plan, revise, and present argumentative writing that addresses issues of justice and adversity, ensuring our arguments are clear, logical, and well-supported by evidence? • What techniques can we employ to engage in meaningful discussions about justice and adversity, building on others' ideas while clearly expressing our own? • How can we evaluate the credibility and accuracy of diverse sources of information when researching issues of justice and adversity? |

Key Resources

To Kill A Mockingbird by Harper Lee

Supplementary Resources

Informational texts from district-approved resources.

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

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

Skills, Content, Activity, Assessment

| Month | Weeks | Standards | Suggested Learning Targets | Mini-Lesson Skills | Suggested Student Centered Activities | Resources | Assessment |
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| February | 1-2 | | SWBAT demonstrate their knowledge of reading a fictional text by taking a pre-assessment. | <ul style="list-style-type: none"> • Reading Pre-assessment | | | <ul style="list-style-type: none"> • LinkIt! pre-assessment - reading |
| | | | SWBAT demonstrate their knowledge of argumentative essay writing by taking a pre-assessment. | <ul style="list-style-type: none"> • Writing Pre-assessment | | | <ul style="list-style-type: none"> • Argumentative essay writing pre-assessment |
| | 3-4 | | | Reading Mini-lessons: | <ul style="list-style-type: none"> • LHS ELA Instructional Workshop | | <ul style="list-style-type: none"> • LHS Suggested Formative Reading Assessments |

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| | | | | Writing Mini-lessons: | Model Suggested Activities/Groups | | |
| | | | | Reading Mini-lessons: Writing Mini-lessons: | <ul style="list-style-type: none"> • LHS ELA Instructional Workshop Model Suggested Activities/Groups | | <ul style="list-style-type: none"> • LHS Suggested Formative Reading Assessments |
| March | 1-2 | | | Reading Mini-lessons: Writing Mini-lessons: | <ul style="list-style-type: none"> • LHS ELA Instructional Workshop Model Suggested Activities/Groups | | <ul style="list-style-type: none"> • LHS Suggested Formative Reading Assessments |
| | | | | Reading Mini-lessons: Writing Mini-lessons: | <ul style="list-style-type: none"> • LHS ELA Instructional Workshop Model Suggested Activities/Groups | | <ul style="list-style-type: none"> • LHS Suggested Formative Reading Assessments |
| | 3-4 | | | Reading Mini-lessons: | <ul style="list-style-type: none"> • LHS ELA Instruct | | <ul style="list-style-type: none"> • LHS Suggested Formative |

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| | | | | Writing Mini-lessons: | ional Workshop Model Suggested Activities/Groups | | Reading Assessments |
| | | | | Reading Mini-lessons: Writing Mini-lessons: | <ul style="list-style-type: none"> • LHS ELA Instructional Workshop Model Suggested Activities/Groups | | <ul style="list-style-type: none"> • LHS Suggested Formative Reading Assessments |
| April | 1 | | <p>SWBAT to demonstrate their knowledge of an informational text by taking a benchmark assessment.</p> <p>SWBAT reflect on their learning in reading and writing throughout</p> | <ul style="list-style-type: none"> • Reading benchmark MP 3 • Writing benchmark MP 3 • End of MP reflection • Creating SMART goals | | <ul style="list-style-type: none"> • End of MP Reflection • Argumentative Essay Rubric | <ul style="list-style-type: none"> • LinkIt! Benchmark MP 3 • End of MP Reflection |

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| | | | marking period 3 by creating SMART goals. | | | | |
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Spiraling for Mastery

| Content or Skill for this Unit | Spiral Focus from Previous Unit |
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| <ul style="list-style-type: none"> • Language Skills 1. Demonstrate Command of English Language System and Structure <ul style="list-style-type: none"> ▪ Skill: Use standard English grammar and usage effectively in writing and speaking. ▪ Standard: ELA.L.SS.9–10.1 2. Apply Knowledge of Language for Meaning and Style <ul style="list-style-type: none"> ▪ Skill: Make effective choices in language to enhance meaning and style in various contexts. ▪ Standard: ELA.L.KL.9–10.2 3. Determine Meaning of Words and Phrases <ul style="list-style-type: none"> ▪ Skill: Use strategies to understand and clarify unknown or multiple-meaning words and phrases. ▪ Standard: ELA.L.VL.9–10.3 4. Understand Figurative Language and Word Nuances <ul style="list-style-type: none"> ▪ Skill: Interpret and analyze | <ul style="list-style-type: none"> 1. Command of Language Structure and Style (ELA.L.SS.9–10.1 & ELA.L.KL.9–10.2): <ul style="list-style-type: none"> • Previous Unit Focus: Emphasis on effective writing techniques, including grammar, syntax, and stylistic choices. • Current Unit Application: Students will continue to refine their command of language in their writing, focusing on advanced stylistic and structural choices to enhance clarity and impact in their current assignments. 2. Vocabulary and Figurative Language (ELA.L.VL.9–10.3 & ELA.L.VI.9–10.4): <ul style="list-style-type: none"> • Previous Unit Focus: Understanding and using vocabulary and figurative language in context. • Current Unit Application: Students will analyze how authors use figurative language and word choices to convey deeper meanings and themes in their current texts. 3. Textual Evidence and Analysis (ELA.RL.CR.9–10.1 & ELA.RI.CR.9–10.1): <ul style="list-style-type: none"> • Previous Unit Focus: Citing textual evidence to support analysis of literary and |

figurative language and nuances in word meanings, including connotations.

- **Standard:** ELA.L.VI.9–10.4

Reading Skills

1. Cite Textual Evidence

- **Skill:** Provide strong and thorough evidence from texts to support analysis and interpretation.
- **Standards:** ELA.RL.CR.9–10.1, ELA.RI.CR.9–10.1

2. Determine Themes and Central Ideas

- **Skill:** Identify and analyze themes or central ideas and understand how they develop and are refined in a text.
- **Standards:** ELA.RL.CI.9–10.2, ELA.RI.CI.9–10.2

3. Analyze Author's Development of Ideas

- **Skill:** Examine how an author develops ideas, characters, and themes throughout a text.
- **Standards:** ELA.RL.IT.9–10.3, ELA.RI.IT.9–10.3

4. Determine Author's Lens and Rhetorical Devices

- **Skill:** Identify the author's perspective and analyze the use of rhetorical devices to advance a point of view.
- **Standard:** ELA.RL.PP.9–10.5

5. Evaluate Multiple Interpretations

- **Skill:** Assess and integrate different interpretations and formats of a text.
- **Standards:** ELA.RL.MF.9–10.6, ELA.RI.MF.9–10.6

informational texts.

- **Current Unit Application:** Students will strengthen their ability to cite relevant evidence and make connections to support their analysis of new texts.

4. Theme and Central Ideas (ELA.RL.CI.9–10.2 & ELA.RI.CI.9–10.2):

- **Previous Unit Focus:** Determining and analyzing themes and central ideas in texts.
- **Current Unit Application:** Students will build on their understanding of theme and central ideas by analyzing how these elements develop and are refined throughout new texts.

5. Development of Ideas and Complex Characters (ELA.RL.IT.9–10.3 & ELA.RI.IT.9–10.3):

- **Previous Unit Focus:** Analyzing how authors develop ideas and characters.
- **Current Unit Application:** Students will further explore how authors develop complex characters and ideas in their current texts, paying attention to character motivations and plot development.

6. Author's Choices and Rhetorical Devices (ELA.RI.TS.9–10.4 & ELA.RL.PP.9–10.5):

- **Previous Unit Focus:** Analyzing authors' structural choices and rhetorical devices.
- **Current Unit Application:** Students will evaluate how authors' choices impact the effectiveness of their arguments and narrative strategies in new texts.

7. Evaluating Arguments (ELA.RIAA.9–10.7):

- **Previous Unit Focus:** Evaluating the validity of arguments and evidence in informational texts.
- **Current Unit Application:** Students will practice assessing the reasoning and evidence in current texts to develop their critical thinking and analytical skills.

8. Informative/Explanatory Writing (ELA.W.IW.9–10.2):

- **Previous Unit Focus:** Writing informative/explanatory texts to convey

6. Describe and Evaluate Arguments and Claims

- Skill: Analyze and evaluate arguments and claims in informational texts for validity, relevance, and sufficiency of evidence.
- **Standard:** ELA.RI.AA.9–10.7

Writing Skills

1. Write Arguments to Support Claims

- Skill: Construct well-supported arguments using valid reasoning and relevant evidence.
- **Standard:** ELA.W.AW.9–10.1

2. Develop and Strengthen Writing

- Skill: Improve writing through planning, revising, editing, and seeking feedback.
- **Standard:** ELA.W.WP.9–10.4

3. Write Routinely

- Skill: Write effectively over extended and shorter time frames for various purposes and audiences.
- **Standard:** ELA.W.RW.9–10.7

Speaking and Listening Skills

1. Participate in Collaborative Discussions

- Skill: Engage effectively in discussions, building on others' ideas and expressing one's own ideas clearly.
- **Standard:** ELA.SL.PE.9–10.1

2. Integrate Multiple Sources of

complex ideas.

- **Current Unit Application:** Students will apply their skills in writing to effectively organize and present information and analysis in their new assignments.

9. Writing Process and Revision (ELA.W.WP.9–10.4):

- **Previous Unit Focus:** Developing and strengthening writing through revision and feedback.
- **Current Unit Application:** Students will continue to refine their writing processes, focusing on integrating feedback and making revisions to improve their work.

10. Collaborative Discussions and Presentation (ELA.SL.PE.9–10.1 & ELA.SL.PI.9–10.4):

- **Previous Unit Focus:** Participating in discussions and presenting information clearly.
- **Current Unit Application:** Students will engage in collaborative discussions and presentations, applying their previous skills to articulate and support their ideas effectively.

Information

- Skill: Combine information from various sources and evaluate their credibility and accuracy.
- **Standard:** ELA.SL.II.9–10.2

3. Evaluate Speaker's Point of View

- Skill: Assess the reasoning, evidence, and rhetoric used by a speaker, identifying any logical flaws or distortions.
- **Standard:** ELA.SL.ES.9–10.3

4. Present Information Clearly

- Skill: Present information and findings clearly and logically, with appropriate content, organization, and style.
- **Standard:** ELA.SL.PI.9–10.4

5. Adapt Speech for Contexts and Tasks

- Skill: Modify speech based on different contexts and tasks, using formal English as needed.
- **Standard:** ELA.SL.AS.9–10.6

Career Readiness, Life Literacies, and Key Skills

Please tag the appropriate **2020 NJSLS-CLKS** standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

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| TECH.9.4.12.IML.1 | Compare search browsers and recognize features that allow for filtering of information. |
| TECH.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). |
| TECH.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). |
| TECH.9.4.12.IML.8 | Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). |
| TECH.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).

Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.

Interdisciplinary Connections

How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

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| SOC.6.1.12.CivicsPD.1.a | Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government. |
| SOC.6.1.12.CivicsDP.4.a | Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies. |
| SOC.6.1.12.CivicsDP.4.b | Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address). |
| SOC.6.1.12.CivicsDP.13.a | Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade). |
| SOC.6.1.12.EconEM.13.a | Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs). |
| SOC.6.1.12.HistoryCC.8.c | Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture. |
| SOC.6.1.12.HistoryCC.13.c | Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans. |