LHS English 10 Unit 4

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

Unit Overview

Theme: Adversity & Justice

Benchmark Text Focus: Literature

Anchor Text: To Kill a Mockingbird

Writing Genre Focus: Narrative & Conventions

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.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.
RL.TS.9–10.4	Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
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.
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).
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.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.
W.NW.9–10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.NW.9–10.3.A	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.NW.9–10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.NW.9–10.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
W.NW.9–10.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.NW.9–10.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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.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.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.
SL.AS.9–10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Rationale

This unit examines themes of justice, prejudice, empathy, and moral courage through the study of *To Kill a Mockingbird*. Using the novel as the anchor text, students explore how Harper Lee challenges readers to confront issues of racial inequality, social injustice, and ethical responsibility within the context of the American South during the Great Depression. By pairing the novel with primary sources, historical documents, informational texts, and contemporary perspectives, students investigate how literature reflects historical realities and continues to influence conversations about justice, equality, and the human experience.

As the narrative writing unit, students analyze how authors use characterization, point of view, setting, dialogue, and conflict to develop meaningful stories that communicate powerful themes. Students apply these literary techniques to craft original narratives that demonstrate empathy, explore multiple perspectives, and develop authentic characters and experiences. Throughout the writing process, students strengthen their narrative writing through planning, drafting, revising, editing, and reflection while demonstrating command of standard English conventions.

Ultimately, students recognize that storytelling has the power to foster empathy, challenge injustice, and amplify voices that inspire individuals to create a more just and compassionate society.

Enduring Understandings

Content Specific	Skills Specific
Justice and Moral Courage Individuals have the capacity to challenge injustice by demonstrating integrity, courage, and a commitment to doing what is right, even when faced with opposition or social pressure. **Empathy and Perspective** Understanding the experiences and perspectives of others fosters empathy, challenges prejudice, and promotes more thoughtful and compassionate decision-making. **Prejudice and Social Inequality** Bias, discrimination, and unequal systems can shape individuals' lives and communities, highlighting the importance of recognizing and confronting injustice. **Literature as a Reflection of Society**	**Literary Analysis** Close reading and textual analysis enable readers to examine how authors develop characters, themes, conflicts, and perspectives to communicate meaningful ideas. **Narrative Writing** Effective narratives engage readers by developing authentic characters, meaningful conflicts, purposeful dialogue, vivid settings, and well-structured plots that communicate a central message or theme. **Writing Process** Strong writing develops through planning, drafting, revising, editing, and reflecting, allowing writers to strengthen organization, clarity, style, and effectiveness.

Literature reflects the historical, cultural, and social values of its time while encouraging readers to examine enduring issues of justice, equality, and human dignity.	**Evidence-Based Communication** Readers and writers support interpretations by integrating relevant textual evidence and explaining how it contributes to meaning and analysis. **Language and Conventions** Effective writers use precise language, varied sentence structures, and standard English conventions to communicate ideas clearly and enhance the reader's understanding.

Essential Questions

Content Specific	Skills Specific
• How do individuals use their voices to shape a more just society? (Course Essential Question) • What responsibilities do individuals have when they witness prejudice or injustice? • How can empathy influence the way people understand others and make ethical decisions? • How do prejudice and social inequality shape individuals, communities, and systems of justice? • How does literature encourage readers to examine societal issues and inspire personal or social change? • How do our experiences and perspectives influence the way we interpret people, events, and the world around us?	• How do readers use textual evidence to develop and support literary analysis? • How do authors use characterization, plot, setting, dialogue, and point of view to create meaningful narratives? • How do writers use narrative techniques to engage readers and communicate a central message or theme? • How does the writing process strengthen the clarity, organization, and effectiveness of a narrative? • How can purposeful language choices and standard English conventions enhance communication? • How do collaboration, discussion, and reflection deepen understanding of literature and improve writing?

Key Resources

Reading:

Anchor Text: To Kill A Mockingbird by Harper Lee

To Kill A Mockingbird Novel Protocol

To Kill a Mockingbird Google Folder

Novel Chapters to Graphic Novel Pages Alignment

Lesson Ideas for Target Standards

Additional instructional resources:

- Comprehension microskills
- Tier I instructional practices
- Engagement toolkit

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

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

Tier 1: Ways to Increase Support for Struggling Readers

Nonfiction Connections to Accompany To Kill a Mockingbird:

Career Readiness, Life Literacies, and Key Skills:
Newsela Article: Legal Careers
Newsela - Key Skills: Evaluate and Corroborate Primary Sources

Interdisciplinary Connections:
Newsela Article: The Many Causes of the Great Depression
Readworks Article: How Satchel Paige Struck Down Jim Crow
Newsela Lesson: Communities in the South during Jim Crow
Newsela Article: Scottsboro Boys Trial
Newsela Lesson: Illusion of Equality
Newsela: Book Review of TKAM
Newsela: TKAM Best Loved Novel
EdPuzzle: Stereotypes vs. Prejudice vs. Discrimination
Newsela Article: Gender Stereotypes at Young Age
EdPuzzle - The Great Depression
EdPuzzle - Race, Class, and Gender in TKAM Crash Course
EdPuzzle - Fascinating Facts about Harper Lee

Skills, Content, Activity, Assessment

Pacing Guide:

Week 1: Pre-assessments

Week 2: Introductions

Week 3: Read pages 1-73 (GN) or Chapters 1-6 (novel)

Week 4: Read pages 74-126 (GN) or Chapters 7-11 (novel)

Week 5: Read pages 127-168 (GN) or Chapters 12-15 (novel)

Week 6: Read pages 169-221 (GN) or Chapters 16-20 (novel)

Week 7: Read pages 222-247 (GN) or Chapters 21-25 (novel)

Week 8: Read pages 248-273 (GN) or Chapters 26-31 (novel)

Week 9: Final Essays, Review & Benchmarks

Month	Weeks	Standards	Suggested Learning Targets	Mini-Lesson Skills	Suggested Student Centered Activities	Resources	Assessment
April	1-2	L.VL.9–10.3 L.VI.9–10.4 RL.CR.9–10.1 RL.CI.9–10.2 RL.IT.9–10.3 RL.TS.9–10.4 RL.PP.9–10.5 RL.MF.9–10.6 W.NW.9–10.3 W.RW.9–10.7	SWBAT demonstrate their knowledge of reading a fictional text by taking a pre-assessment. SWBAT demonstrate their knowledge of argumentative essay writing by taking a pre-assessment.	• Reading Pre-assessment • Writing Pre-assessment		• Narrative Writing Pre-Assessment (Google Form) • Narrative Reading Pre-Assessment • Grades 9-12 Narrative Essay Rubric	• LinkIt! pre-assessment - reading • Narrative essay writing pre-assessment
		SL.PE.9–10.1 RL.CT.9–10.8 W.NW.9–10.3 W.WP.9–10.4	SWBAT analyze how an author uses graphic elements, such as panels, frames, and visual contrasts	*Reading Mini-lessons:* Introduction: • Introduce book & format Possible Do Now: "What are some reasons authors might	Station Ideas: Historical Context Exploration - Students research Jim Crow laws, The Great Depression, and the Scottsboro	Who Was Harper Lee? 4 Things to Know Before You Read To Kill A Mockingbird Grades 9-12 Narrative Essay Rubric	

			to enhance storytelling. SWBAT compare and contrast the graphic novel format to traditional novels. SWBAT accurately cite several pieces of textual evidence to support their analysis of a text. SWBAT organize the character development, plot events, and the point of view to write their narrative story.	choose to use a graphic novel format?” • Introduce context (time period, author) RL.CT.9-10.8 • Compare/contrast graphic novel 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 format to tell a story. ○ The autho	Trials using curated digital resources. They complete a graphic organizer connecting historical events to potential themes in the novel.		

				r of a graphic novel uses graphic elements (panels, frames, speech/thought bubbles, color, contrast, shading, perspective, etc.) in a sequential way to tell the reader a story. ○ The interplay of the text and illustrations can			

				be a powerful way of evoking a story in a reader's mind. *Writing Mini-lessons:* • Brainstorming (character development and POV) • Brainstorming (multiple plot lines)			
	3-4	SL.PE.9–10.1 L.VL.9–10.3 L.VI.9–10.4 RL.CR.9–10.1 RL.IT.9–10.3 RL.PP.9–10.5 RL.MF.9–10.6 W.NW.9–10.3 W.WP.9–10.4	SWBAT analyze how authors develop characters through their actions, dialogue, and relationships, using a character mapping activity to track their growth and motivatio	*Reading Mini-lessons:* Read pages 1-73 (GN) or Chapters 1-6 (novel) Characterization of Scout, Jem, and Atticus **RLIT.9-10.3** → Character mapping, using textual evidence Narrative Point of View **RL.PP.9-10.5** → Analyze Scout's perspective	LHS ELA Instructional Workshop Model Suggested Activities/ Groups Station Ideas: Perspective Shift Writing - Students choose a key event (e.g., Scout meeting Dill or the Radley		• LHS Suggested Formative Reading Assessments

			ns. SWBAT evaluate how a first-person perspective shapes the reader's understanding of events, identifying how her biases and experiences influence the storytelling. SWBAT compare and contrast textual and visual depictions, examining how imagery and artistic choices in the graphic novel enhance or alter the reader's perceptio	Close Reading & Visual Analysis **RL.MF.9-.10.6** → Compare descriptions of Boo Radley's house in the text vs. images in the graphic novel Vocabulary **L.VL.9-10.3** **Chapter 1** Assuage: To lessen or calm. Taciturn: Quiet; not talkative. Imprudent: Unwise or lacking discretion. Repertoire: A collection of skills or accomplishments. Malevolent: Evil or wishing harm to others. Foray: A brief venture into unfamiliar territory **Chapter 2** Condescend: To show feelings of superiority. Sojourn: A temporary stay **Chapter 3** Contemptuous:	House dare) and rewrite it from another character's perspective (e.g., Boo Radley watching from inside). Character Map Creation - Students map Scout, Atticus, Jem, Boo Radley, and Dill with descriptions, key quotes, and predictions. They use color coding to track relationships and personality traits.		

			n. SWBAT identify characteristics of a narrative exemplar. SWBAT construct an engaging hook by setting up a problem and establishing a point of view for their narrative.	Showing scorn or disdain. Amiable: Friendly and agreeable. **Chapter 4** Abominable: Horrible or unpleasant. Arbitrate: To settle an argument between two parties. **Chapter 5** Edification: Intellectual or moral improvement. Benevolence: Kindness or generosity. Inquisitive: Curious or asking many questions. **Chapter 6** Prowess: Exceptional skill or ability. Figurative Language **L.VI.9-10.4** <u>Simile</u>: “She looked and smelled like a peppermint drop.” (Chapter 1) This simile describes Miss Caroline’s neat and sweet appearance, likening her to a			

				candy. <u>Metaphor</u>: "Maycomb was an old town, but it was a tired old town." (Chapter 1) Maycomb is metaphorically described as "tired" to emphasize its stagnant and outdated atmosphere. Miss Maudie's description of religion as a "steeple perched precariously on the roof" symbolizes her view of rigid religious beliefs. (Chapter 5) <u>Personification</u>: "The house was the same, droopy and sick." (Chapter 1, 4, 6) The Radley house is personified as "droopy and sick," reflecting its eerie and lifeless presence in the neighborhood. The Radley Place is continually given human-like qualities to reflect its sinister aura. <u>Hyperbole</u>: "The Cunninghams never took anything they can't pay back—no church baskets and no scrip stamps. They never took			

				anything off anybody." (Chapter 2) Exaggerates the Cunninghams' pride and independence. <u>Symbolism</u>: The gifts left in the knothole of the tree represent Boo Radley's quiet attempts to communicate.(Chapter 4) <u>Imagery</u>: "Ladies bathed before noon, after their three-o'clock naps, and by nightfall were like soft teacakes with frostings of sweat and sweet talcum." (Chapter 1) This imagery vividly describes the sweltering heat of Maycomb and the townspeople's routines. "Atticus shook his head at me again. But he's gone and drowned his dinner in syrup." (Chapter 3) This imagery vividly describes the sweltering heat of Maycomb and the townspeople's routines. <u>Euphemism</u>: "When a man spends his relief checks on			

				green whiskey, his children have a way of crying from hunger pains." (Chapter 3) "Relief checks" refers to government aid, and "green whiskey" euphemistically addresses alcoholism. *Writing Mini-lessons:* • Exemplar vs. non-exemplar • Engaging and orienting the reader			
		SL.PE.9–10.1 L.VL.9–10.3 L.VI.9–10.4 RL.CR.9–10.1 RL.CI.9–10.2 RL.MF.9–10.6 W.NW.9–10.3 W.WP.9–10.4	SWBAT trace the theme of moral growth by analyzing key events and character interactions that contribute to their evolving understanding of justice and empathy.	Reading Mini-lessons: Read pages 74-126 (GN) or Chapters 7-11 (novel) Theme Development **RLCI.9-10.2 →** Trace the theme of moral growth in Scout and Jem, using textual evidence Symbolism in Visuals **RL.MF.9-**	LHS ELA Instructional Workshop Model Suggested Activities/ Groups Station Ideas: Compare the symbolism of the mockingbird to the treatment of other innocent or		• LHS Suggested Formative Reading Assessments

			SWBAT analyze the symbolic meaning of textual elements, evaluating how both textual descriptions and visual elements in the graphic novel convey themes of forgiveness and maturity. SWBAT explain how pacing and use of flashback contribute to the narrative's tension and suspense. SWBAT identify and describe how the structure of a text influences its	**10.6** → Analyze the camellia flower given to Jem Vocabulary **L.VL.9-10.3** **Chapter 7** Ascertaining: Discovering with certainty. **Chapter 8** Aberration: A deviation from the norm. Perpetrate: To commit, as in a crime. Morphodite: A slang term for hermaphrodite (used humorously). **Chapter 9** Analogous: Similar or comparable. Guilelessness: Innocence or naïveté. **Chapter 10** Vehement: Showing strong feeling or passion. **Chapter 11** Passé: Outdated or no longer fashionable. Apoplectic: Extremely angry or	vulnerable characters in literature.		

			meaning. SWBAT use pacing and effective transitions to develop their characters and plot events. SWBAT choose precise words and sensory details to enhance their narrative story.	furious. Philippic: A verbal attack or tirade. Umbrage: Offense or annoyance. Figurative Language **L.VI.9-10.4** <u>Simile</u>: "It was like being in a cocoon." (Chapter 10) Refers to the sense of protection Scout feels with Atticus. <u>Metaphor</u>: Mrs. Dubose is described as "plain hell." (Chapter 11) Illustrates Scout's frustration and dislike of her. <u>Symbolism</u>: The cemented knothole represents the severing of Boo Radley's connection with the children (Chapter 7) The mockingbird symbolizes innocence and goodness, as characters like Tom Robinson and Boo Radley are metaphorical mockingbirds. (Chapter 10) <u>Personification</u>: "The fire silently			

				devoured Miss Maudie's house." (Chapter 8) Irony: Scout is punished for defending Atticus's honor, even though she is standing up for justice—an important theme in the book. (Chapter 9) Foreshadowing: The children's fascination with Boo Radley and his mysterious gifts hints at his role later in the story. (Chapter 7) *Writing Mini-lessons:* • Narrative techniques: pacing & transitions • Narrative techniques: description, sensory details, and word choice			
May	1-2	SL.PE.9–10.1 L.VL.9–10.3 L.VI.9–10.4 RL.CR.9–10.1	SWBAT compare different perspectives on race by examining how characters' backgrou	Reading Mini-lessons: Read pages 127-168 (GN) or Chapters 12-15 (novel) Perspective & Bias **RL.PP.9-10.5 →**	LHS ELA Instructional Workshop Model Suggested Activities/ Groups Station		• LHS Suggested Formative Reading Assessments

		RL.PP.9–10.5 W.NW.9–10.3 W.WP.9–10.4	nds and social positions influence their viewpoints and biases. SWBAT analyze how an author uses figurative language and symbolism to portray fear and prejudice, identifying key passages that illustrate these literary devices. SWBAT identify and explain the author's cultural lens in a text. SWBAT analyze rhetorical	Compare different perspectives on race in Maycomb Figurative Language & Symbolism **L.VI.9-10.4** → Analyze how Lee uses literary devices to portray fear and prejudice, using textual evidence Vocabulary **L.VL.9-10.3** **Chapter 12** Interdict: An authoritative prohibition. **Chapter 13** Austere: Severe or strict in manner. Tactful: Showing sensitivity in dealing with others. Formidable: Inspiring fear or respect. **Chapter 14** Uncouth: Lacking good manners or refinement. Manacles: Handcuffs or restraints. **Chapter 15** Succinct: Brief and	Ideas: Empathy Journals - After reading Chapters 12 and 15, students write journal entries from the perspective of Scout or Jem as they visit Calpurnia's church and witness the confrontation at the jail.		

			devices used in a text. SWBAT analyze a given text by identifying themes and concepts. SWBAT use reflection to develop their characters and plot events. SWBAT provide a reflective conclusion that ties together their narrative's experiences or observation.	clearly expressed. Figurative Language **L.VI.9-10.4** Hyperbole: "A day was twenty-four hours long but seemed longer." (Chapter 12) This hyperbole emphasizes how time felt slow and monotonous in Maycomb. Imagery: The description of Calpurnia's church service creates a vivid picture of the congregation's differences from the Finch family's traditions. (Chapter 12) *Writing Mini-lessons:* • Narrative techniques: pacing & transitions • Narrative techniques: description, sensory details, and word choice			
		SL.PE.9–10.1 L.VL.9–	SWBAT	Reading Mini-lessons: Read pages 169-221 (GN) or Chapters	LHS ELA Instructional Workshop Model		• LHS Suggested Format

		10.3 L.VI.9–10.4 RL.CR.9–10.1 RL.IT.9–10.3 RL.TS.9–10.4 W.NW.9–10.3 W.WP.9–10.4	analyze how an author uses ethos, pathos, and logos in a text and evaluating the effectiveness of the rhetorical appeals. SWBAT examine how shading, panel layout, and artistic choices in the graphic novel influence the mood and tone of key scenes, enhancing the reader's emotional response. SWBAT compare the trial in the text to real-world cases of injustice, drawing	16-20 (novel) Rhetorical Appeals in Atticus's Speech **RL.TS.9-10.4** → Analyze ethos, pathos, and logos Mood & Tone in the Graphic Novel **RL.IT.9-10.3** → How does shading and panel layout affect mood? Text-to-World Connection → Compare the case to real-world injustices, using textual evidence **RL.CR.9-10.1** Vocabulary **L.VL.9-10.3** **Chapter 16** Acrimonious: Bitter or angry in tone. Tenet: A principle or belief. **Chapter 18** Mollified: Calmed or soothed. Unmitigated: Absolute or complete. Riled: Annoyed or	Suggested Activities/ Groups Station Ideas: Case Study on Tom Robinson - Groups analyze the testimonies in Chapters 17-19, focusing on the racial injustices revealed in the trial. Each group is assigned a different character's testimony (e.g., Heck Tate, Bob Ewell, Mayella Ewell, Tom Robinson) to analyze. Students identify bias and racism in the testimonies and discuss how these elements impact the trial's outcome. They create a simple chart comparing		ive Reading Assessments

			connections between historical and contemporary examples of racial bias in the legal system. 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 informati	irritated. Candid: Honest or straightforward. **Chapter 19** Immaterial: Irrelevant or unimportant. **Chapter 20** Contraband: Illegal goods. Temerity: Boldness or audacity. Figurative Language **L.VI.9-10.4** <u>Metaphor</u>: Tom Robinson's honesty and integrity are emphasized when Atticus compares him to a mockingbird. (Chapter 19) <u>Foreshadowing</u>: "There was a long jagged scar that ran across his face; what teeth he had were yellow and rotten." (Chapter 17) Early descriptions of Boo Radley foreshadow his misunderstood nature and role in the story. The trial's tense opening sets the stage for the	the testimonies and discussing the lack of empathy shown toward Tom Robinson. Courtroom Diagram Analysis - Students sketch the courtroom and label where Atticus, Tom Robinson, the Ewells, and the jury are seated. They discuss how physical positioning reflects social hierarchies.		

			on presented .	eventual verdict. (Chapter 16) *Writing Mini-lessons:* • Narrative techniques: reflection (internal thinking) • Reflective conclusions			
	3-4	SL.PE.9–10.1 L.VL.9–10.3 L.VI.9–10.4 RL.CR.9–10.1 RL.CI.9–10.2 RL.IT.9–10.3 RL.TS.9–10.4 RL.MF.9–10.6 W.AW.9–10.1	SWBAT analyze how illustrations in the graphic novel reinforce key themes, such as morality, justice, and empathy, by examining artistic choices that enhance the narrative. SWBAT compare character reactions	*Reading Mini-lessons:* Read pages 222-247 (GN) or Chapters 21-25 (novel) Theme Development in Visuals **RL.CI.9-10.2** → How do illustrations reinforce key themes? Character Reactions & Growth **RL.IT.9-10.3** → Compare reactions of Jem, Dill, and Scout to the verdict, using textual evidence Literary Devices in the Text & Art **RL.TS.9-10.4, RL.MF.9-10.6** →	LHS ELA Instructional Workshop Model Suggested Activities/ Groups Station Ideas: Evaluate whether the claims made by Bob Ewell are supported by relevant evidence (e.g., no physical evidence, lack of reliable witnesses) or whether they are based on racial bias and faulty		• LHS Suggested Formative Reading Assessments

			to the trial verdict, evaluating how their responses reflect their character growth and differing levels of understanding about justice and prejudice. SWBAT explore how foreshadowing operates both textually and visually in a text, comparing an author's use of language with the graphic novel's use of imagery to hint at future events. SWBAT use	How does foreshadowing work visually vs. textually? Vocabulary **L.VL.9-10.3** **Chapter 21** Indicted: Formally charged with a crime. Iota: A very small amount. **Chapter 22** Cynical: Distrustful of human sincerity or integrity. Squalor: Filthy and wretched conditions. **Chapter 23** Feral: Wild or untamed. Fatalistic: Believing outcomes are predetermined and inevitable. **Chapter 24** Heathen: An uncivilized or irreligious person. **Chapter 25** Veneer: A thin covering or superficial appearance.	reasoning. Verdict Reflection - Students create one-slide reflections answering: "Was justice served?" "How would a modern trial differ?"		

			appropriate transitions to create cohesion and clarify the relationships among ideas and concepts within their writing. SWBAT establish and maintain a formal, academic style in their writing to match the purpose and audience.	Figurative Language **L.VI.9-10.4** Imagery: The courtroom scene vividly portrays the emotional weight of the trial. (Chapter 21) Irony: The missionary circle's concern for African tribes while ignoring racial injustice at home is an example of situational irony. (Chapter 24) The townspeople celebrate the trial's fairness while ignoring its deep injustice. (Chapter 22) *Writing Mini-lessons:* • Narrative techniques: reflection (internal thinking) • Reflective conclusions			
		SL.PE.9–10.1 L.VL.9–10.3 L.VI.9–	SWBAT analyze how an author resolves character	**AI Lesson: Algorithmic Bias on Trial** *Reading Mini-lessons:*	LHS ELA Instructional Workshop Model Suggested Activities/ Groups		• LHS Suggested Formative Reading Assess

		10.4 RL.CR.9–10.1 RL.IT.9–10.3 RL.MF.9–10.6 W.AW.9–10.3 W.WP.9–10.4	arcs. SWBAT discuss what characters learn in a text, using textual evidence to support their analysis of how her perspective on empathy and understanding evolves. SWBAT compare and contrast the imagery in the final pages of the novel and the graphic novel, examining how visual elements reinforce key themes and character developm	Read pages 248-273 (GN) or Chapters 26-31 (novel) Closure & Resolution **RL.IT.9-10.3** → Analyze how Harper Lee resolves character arcs Final Discussion on Empathy **SL.PE.9–10.1** → What does Scout learn from Boo? Use textual evidence to support responses. Final Visual Analysis **RL.MF.9-10.6** → Compare and contrast the imagery in the final pages to earlier portrayals of Boo Radley Vocabulary **L.VL.9-10.3** **Chapter 26** Recluse: A person who lives in solitude. **Chapter 27** Notoriety: Fame for something negative or undesirable.	Station Ideas: Visual Representation of Character Growth - Students create a visual timeline of Scout's growth as a character, marking key events (e.g., the trial, visiting Calpurnia's church, the attack by Bob Ewell). Compare & Contrast Scout Then vs. Now - Students create a T-chart comparing Scout's mindset at the beginning vs. the end of the novel. They support their ideas with quotes.		ments

			ent. SWBAT compose an original story based on elements from a fictional text. SWBAT compose a narrative story from a different character's POV that logically follows from the events described.	Nondescript: Lacking distinctive or interesting features. **Chapter 28** Pinioned: Restrained or held down. Staccato: Short, abrupt sounds. Perforated: Pierced with holes. **Chapter 29** Eluded: Escaped or avoided. Garishly: Excessively bright or showy. **Chapter 31** Turmoil: A state of confusion or disturbance. Figurative Language **L.VI.9-10.4** <u>Personification</u>: "The night was still. The air was thin, the earth's insects singing a shrill keening love song to the moon." (Chapter 28) <u>Symbolism</u>: Boo Radley's rescue of the children solidifies his role as the mockingbird—an innocent who	Creative Project: Boo Radley's Story - Students create a digital scrapbook or timeline of Boo's life, imagining it from his perspective.		

				brings goodness. (Chapter 31)
				
				Writing Mini-lessons:
				•
				  ○ Write an original story (a spin off story)
				  ○ Write a story from a different character's POV			

June	1	L.VL.9–10.3 L.VI.9–10.4 RL.CR.9–10.1 RL.CI.9–10.2 RL.IT.9–10.3 RL.TS.9–10.4 RL.PP.9–10.5	SWBAT to demonstrate their knowledge of a fictional text by taking a benchmark assessment. SWBAT reflect on their learning	• Reading benchmark MP 4 • Writing benchmark MP 4 • End of MP reflection • Creating SMART goals		○ End of MP Reflection ○ Narrative Essay	• LinkIt! Benchmark MP 4 • End of MP Reflection

		RL.MF.9–10.6 W.AW.9–10.3	in reading and writing throughout marking period 3 by creating SMART goals.				

Honors Addendum

Historical Context

- **The Scottsboro Boys Trial** (primary documents or CommonLit)
- **Jim Crow Laws** (primary documents)
- **Brown v. Board of Education** (CommonLit)
- **Emmett Till** (informational text)

Text Comparison and Literary Analysis

Honors students will read selected chapters from Harper Lee's original novel alongside corresponding sections of the graphic novel adaptation. Students will compare and evaluate how each version develops characterization, point of view, symbolism, theme, pacing, and mood. Through close analysis, students will examine how artistic and structural choices influence meaning and the reader's interpretation of the text.

Advanced Literary Discussion

Participate in student-led Socratic Seminars that examine multiple interpretations of the novel and graphic novel using textual evidence.

Additional Honors Project

Perspective and Perception: Understanding Boo Radley

Students will create a visual presentation or poster comparing how Scout and Jem initially perceive Boo Radley, how the reader's understanding evolves throughout the novel, and how Harper Lee intentionally shapes those perspectives through characterization, point of view, and foreshadowing. Students will support their analysis with textual evidence from both the original novel and the graphic novel adaptation.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Language Skills **Demonstrate Command of English Language System and Structure** **Skill:** Use standard English grammar and usage effectively in writing and speaking. **Standard:** ELA.L.SS.9–10.1 **Apply Knowledge of Language for Meaning and Style** **Skill:** Make effective choices in language to enhance meaning and style in various contexts. **Standard:** ELA.L.KL.9–10.2 **Determine Meaning of Words and Phrases** **Skill:** Use strategies to determine the meaning of unknown and multiple-meaning words and phrases. **Standard:** ELA.L.VL.9–10.3 **Understand Figurative Language and Word Nuances** **Skill:** Interpret and analyze figurative language, connotations, and nuances in word meanings. **Standard:** ELA.L.VI.9–10.4 **Reading Skills** **Cite Textual Evidence** **Skill:** Provide strong and thorough textual evidence to support analysis and interpretation. **Standards:** ELA.RL.CR.9–10.1, ELA.RI.CR.9–10.1 **Determine Themes and Central Ideas** **Skill:** Analyze how themes and central ideas develop and interact throughout literary and informational texts. **Standards:** ELA.RL.CI.9–10.2, ELA.RI.CI.9–10.2 **Analyze Character Development** **Skill:** Examine how complex characters develop, interact, and	**1. Command of Language Structure and Style (ELA.L.SS.9–10.1 & ELA.L.KL.9–10.2)** Previous Unit Focus: Emphasis on using standard English grammar, academic language, and stylistic choices to communicate research findings clearly and effectively. Current Unit Application: Students will continue refining grammar, sentence structure, and language choices while crafting literary analyses and original narratives that communicate ideas with clarity and purpose. **2. Vocabulary and Figurative Language (ELA.L.VL.9–10.3 & ELA.L.VI.9–10.4)** Previous Unit Focus: Analyzing academic vocabulary, figurative language, and connotative meanings in poetry and informational texts. Current Unit Application: Students will examine Harper Lee's use of figurative language, symbolism, and diction while incorporating precise language and imagery into their own narrative writing. **3. Textual Evidence and Literary Analysis (ELA.RL.CR.9–10.1 & ELA.RI.CR.9–10.1)** Previous Unit Focus: Citing evidence from literary and informational texts to support research and literary analysis. Current Unit Application: Students will continue supporting literary analysis with strong textual evidence while making connections between the novel and historical context. **4. Theme and Central Ideas (ELA.RL.CI.9–10.2 & ELA.RI.CI.9–10.2)** Previous Unit Focus: Determining how authors develop themes related to identity, voice, and social change. Current Unit Application: Students will analyze how themes of justice, prejudice, empathy, and moral courage develop throughout To Kill a Mockingbird.

contribute to the development of themes and plot.
Standard: ELA.RL.IT.9–10.3

Analyze Author's Craft

Skill: Analyze how an author's choices regarding structure, point of view, language, and literary techniques contribute to meaning and purpose.
Standards: ELA.RL.TS.9–10.4, ELA.RL.PP.9–10.5

Compare Perspectives Across Texts

Skill: Analyze multiple interpretations, perspectives, and formats to deepen understanding of literary and historical issues.
Standards: ELA.RL.MF.9–10.6, ELA.RI.MF.9–10.6

Writing Skills

Write Narratives

Skill: Develop real or imagined experiences using effective technique, well-chosen details, and well-structured event sequences.
Standard: ELA.W.NW.9–10.3

Develop and Strengthen Writing

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

Use Narrative Techniques

Skill: Develop characters, setting, dialogue, pacing, description, and reflection to create engaging narratives.
Standard: ELA.W.NW.9–10.3

Write Routinely

Skill: Write effectively over extended and shorter time frames for a variety of purposes, tasks, and audiences.
Standard: ELA.W.RW.9–10.7

Speaking and Listening Skills

Participate in Collaborative Discussions

Skill: Engage effectively in discussions, building on others' ideas while expressing ideas clearly and respectfully.
Standard: ELA.SL.PE.9–10.1

Integrate Multiple Sources of Information

Skill: Synthesize information from literary, historical, and multimedia sources to deepen understanding of a topic.

5. Character and Author's Craft (ELA.RL.IT.9–10.3, ELA.RL.TS.9–10.4 & ELA.RL.PP.9–10.5)

Previous Unit Focus: Analyzing how authors develop ideas, perspectives, and literary techniques to communicate meaning.

Current Unit Application: Students will examine how Harper Lee develops complex characters, point of view, structure, and symbolism to communicate themes and shape readers' perspectives.

6. Research and Historical Context (ELA.RI.CT.9–10.8 & ELA.W.WR.9–10.5)

Previous Unit Focus: Conducting research, evaluating multiple sources, and synthesizing information to deepen understanding.

Current Unit Application: Students will apply research skills by using historical documents and informational texts to strengthen their understanding of the novel's historical and cultural context.

7. Narrative Writing (ELA.W.NW.9–10.3)

Previous Unit Focus: Analyzing how authors communicate ideas through literature and informational texts.

Current Unit Application: Students will apply their understanding of characterization, dialogue, pacing, setting, and conflict to craft original narratives that communicate meaningful themes.

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

Previous Unit Focus: Planning, drafting, revising, editing, and publishing research writing.

Current Unit Application: Students will continue strengthening their writing through revision and feedback while developing polished narrative and analytical writing.

9. Routine Writing (ELA.W.RW.9–10.7)

Previous Unit Focus: Writing routinely for research, reflection, and analysis.

Current Unit Application: Students will write regularly through journal responses, literary analysis, narrative writing, and reflective writing tasks.

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

Previous Unit Focus: Engaging in collaborative discussions and presenting research findings supported by evidence.

Current Unit Application: Students will participate in discussions that examine multiple perspectives, support interpretations with evidence, and communicate ideas

Standard: ELA.SL.II.9–10.2 **Evaluate Speaker's Point of View** **Skill:** Evaluate a speaker's reasoning, use of evidence, and rhetorical choices. **Standard:** ELA.SL.ES.9–10.3 **Present Information Clearly** **Skill:** Present ideas, analyses, and narratives using appropriate organization, evidence, and delivery. **Standard:** ELA.SL.PI.9–10.4 **Adapt Speech for Contexts and Tasks** **Skill:** Adjust speech to different audiences, purposes, and formal or informal contexts. **Standard:** ELA.SL.AS.9–10.6	effectively through collaborative and individual presentations.

Career Readiness, Life Literacies, and Key 21st Century 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".

9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
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.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
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).

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".

3	Construct viable arguments and critique the reasoning of others
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.
6	Attend to precision
7	Look for and make use of structure
A.SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
A.SSE.B.4	Derive and/or explain the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems.
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.
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).
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.
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).
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).
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.
HS-LS3	Heredity: Inheritance and Variation of Traits
HS-LS3-3	Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
HS-LS4	Biological Evolution: Unity and Diversity
HS-LS4-1	Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
HS-LS4-3	Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
HS-LS4-4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
HS-ESS3	Earth and Human Activity
HS-ESS3-1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.
HS-ESS3-4	Evaluate or refine a technological solution that reduces impacts of human activities on climate change and other natural systems.