LHS English 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".

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.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.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 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
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	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**:

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 justice.	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.

Essential Questions

Content Specific	Skills Specific
• 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?	• 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

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

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

Lexia Aspire 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

Supplementary Resources

Informational texts from district-approved resources.

Additional district-approved secondary ELA instructional resource list

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

Nonfiction Connections to Accompany 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
February	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.AW.9–10.1	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			• LinkIt! pre-assessment - reading • Argumentative essay writing pre-assessment
		SL.PE.9–10.1 RL.CT.9–10.8 W.AW.9–10.1	SWBAT analyze how an author uses graphic elements, such as panels, frames, and	*Reading Mini-lessons:* Introduction: • Introduce book & format Possible Do Now: "What are some	Station Ideas: Historical Context Exploration - Students research Jim Crow laws, The	Who Was Harper Lee? 4 Things to Know Before You Read To Kill A Mockingbird Analyzing a	

			visual contrasts to enhance storytelling. SWBAT compare and contrast the graphic novel format to traditional novels. SWBAT identify the characteristics of an argumentative essay. SWBAT analyze the argumentative writing rubric.	reasons authors might 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	Great Depression, and the Scottsboro Trials using curated digital resources. They complete a graphic organizer connecting historical events to potential themes in the novel.	Literary Essay Exemplars & Non-Exemplars Grades 9-12 Argumentative Essay Rubric	

				story. ○ The author 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 inter			

				play of the text and illustrations can be a powerful way of evoking a story in a reader's mind. *Writing Mini-lessons:* • Characteristics of argumentative essay writing. • Review the argumentative essay rubric.			
	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	SWBAT analyze how authors develop characters through their actions, dialogue, and	*Reading Mini-lessons:* Read pages 1-73 (GN) or Chapters 1-6 (novel) Characterization of Scout, Jem, and	LHS ELA Instructional Workshop Model Suggested Activities/ Groups Station	Exemplars & Non-Exemplars How to Write a Perfect 3-Point Thesis Statement Literary Essay - Building a Thesis	• LHS Suggested Formative Reading Assessments

		–10.3 RL.PP.9–10.5 RL.MF.9–10.6 W.AW.9–10.1	relationships, using a character mapping activity to track their growth and motivations. 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	Atticus **RLIT.9-10.3** → Character mapping, using textual evidence Narrative Point of View **RL.PP.9-10.5** → Analyze Scout's perspective 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	Ideas: Perspective Shift Writing - Students choose a key event (e.g., Scout meeting Dill or the Radley 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	Statement Graphic Organizer	

			imagery and artistic choices in the graphic novel enhance or alter the reader's perception. SWBAT analyze an argumentative exemplar by using the rubric. SWBAT write an argument on a topic by formulating a clear thesis.	**Chapter 2** Condescend: To show feelings of superiority. Sojourn: A temporary stay **Chapter 3** Contemptuous: 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	traits.		

				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:* • Review argumentative exemplar • Formulating a clear thesis			
		SL.PE.9–10.1 L.VL.9–10.3 L.VI.9–	SWBAT trace the theme of moral growth by analyzin	Reading Mini-lessons: Read pages 74-126 (GN) or Chapters	LHS ELA Instructional Workshop Model Suggested Activities/		• LHS Suggested Formative Reading Assessments

		10.4 RL.CR.9–10.1 RL.CI.9–10.2 RL.MF.9–10.6 W.AW.9–10.1	g key events and character interactions that contribute to their evolving understanding of justice and empathy. 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 introduce a topic/thesis clearly by organizin	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.9-10.6 →** 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:	Groups Station Ideas: Compare the symbolism of the mockingbird to the treatment of other innocent or vulnerable characters in literature.		

			g ideas in a logical way. SWBAT develop a topic/thesis by including relevant facts, definitions, concrete details, quotations, and examples to support their ideas.	Innocence or naïveté. **Chapter 10** Vehement: Showing strong feeling or passion. **Chapter 11** Passé: Outdated or no longer fashionable. Apoplectic: Extremely angry or furious. Philippic: A verbal attack or tirade. Umbrage: Offense or annoyance. Figurative Language **L.VI.9-10.4** Simile: "It was like being in a cocoon." (Chapter 10) Refers to the sense of protection Scout feels with Atticus. Metaphor: Mrs. Dubose is described as "plain hell." (Chapter 11) Illustrates Scout's frustration and dislike of her. Symbolism: 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) <u>Irony</u>: Scout is punished for defending Atticus's honor, even though she is standing up for justice—an important theme in the book. (Chapter 9) <u>Foreshadowing</u>: The children's fascination with Boo Radley and his mysterious gifts hints at his role later in the story. (Chapter 7) *Writing Mini-lessons:* • Introduce the topic clearly and engage the reader • Organizing			

				reasons and evidence logically to support claims • Evaluation and selection of credible sources.			
March	1-2	SL.PE.9–10.1 L.VL.9–10.3 L.VI.9–10.4 RL.CR.9–10.1 RL.PP.9–10.5 W.AW.9–10.1	SWBAT compare different perspectives on race by examining how characters' backgrounds and social positions influence their viewpoints and biases. SWBAT analyze how an author uses figurative language and symbolism to portray fear and prejudice, identifyi	Reading Mini-lessons: Read pages 127-168 (GN) or Chapters 12-15 (novel) Perspective & Bias **RL.PP.9-10.5** → 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.	LHS ELA Instructional Workshop Model Suggested Activities/ Groups Station 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.		• LHS Suggested Formative Reading Assessments

			ng key passages that illustrate these literary devices. SWBAT develop a topic by including relevant facts, definitions, concrete details, quotations, and examples to support their ideas.	**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 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:* • Identification and integration of relevant and accurate data and evidence. • Quoting and citing textual evidence • The relationship between claims, evidence, and reasoning			
		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.TS.9–10.4 W.AW.9–10.1	SWBAT analyze how an author uses ethos, pathos, and logos in a text and evaluating the effectiveness of the rhetorical	Reading Mini-lessons: Read pages 169-221 (GN) or Chapters 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	LHS ELA Instructional Workshop Model Suggested Activities/ Groups Station Ideas: Case Study on Tom Robinson - Groups analyze the testimonies		• LHS Suggested Formative Reading Assessments

			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 connections between historical and contemporary examples of racial bias in the legal	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 irritated. Candid: Honest or straightforward. **Chapter 19** Immaterial: Irrelevant or unimportant. **Chapter 20** Contraband: Illegal goods.	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 the testimonies and discussing the lack of empathy shown toward Tom Robinson.		

			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 information presented.	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 eventual verdict. (Chapter 16) *Writing Mini-lessons:* • Acknowledging alternate or opposing claims • Summarizin	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.		

				g key points and emphasizing the significance of their claims in a conclusion			
	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 to the trial verdict, evaluating how their responses reflect	*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** → How does foreshadowing work visually vs. textually?	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 reasoning. Verdict Reflection - Students create one-		• LHS Suggested Formative Reading Assessments

			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 appropriate transitions to create cohesion and	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. Figurative Language **L.VI.9-10.4**	slide reflections answering: "Was justice served?" "How would a modern trial differ?"		

			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.	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:* • Using transitional words, phrases, and clauses to create cohesion. • Use of formal language and tone in writing.			
		SL.PE.9–10.1 L.VL.9–10.3 L.VI.9–	SWBAT analyze how an author resolves character	*Reading Mini-lessons:* Read pages 248-273 (GN) or Chapters 26-31	LHS ELA Instructional Workshop Model Suggested Activities/		• LHS Suggested Formative Reading Assessments

		10.4 RL.CR.9–10.1 RL.IT.9–10.3 RL.MF.9–10.6 W.AW.9–10.1	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 develop	(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. Nondescript:	Groups 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		

			ment. 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.	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 brings goodness.	with quotes. Creative Project: Boo Radley's Story - Students create a digital scrapbook or timeline of Boo's life, imagining it from his perspective.		

				(Chapter 31) *Writing Mini-lessons:* • Editing: Grammar • Editing: Punctuation			
April	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 RL.MF.9–10.6 W.AW.9–10.1	SWBAT to demonstrate their knowledge of a fictional text by taking a benchmark assessment. SWBAT reflect on their learning in reading and writing throughout marking period 3 by creating SMART goals.	• Reading benchmark MP 3 • Writing benchmark MP 3 • End of MP reflection • Creating SMART goals		• End of MP Reflection • Argumentative Essay Rubric	• LinkIt! Benchmark MP 3 • End of MP Reflection

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• **Language Skills** 1. **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 2. **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 3. **Determine Meaning of Words and Phrases** ▪ 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** ▪ Skill: Interpret and analyze 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**	**1. Command of Language Structure and Style (ELA.L.SS.9–10.1 & ELA.L.KL.9–10.2):** • **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):** • **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):** • **Previous Unit Focus:** Citing textual evidence to support analysis of literary and 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):**

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

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

- **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.RI.AA.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 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

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 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

(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.

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 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".

1	Make sense of problems and persevere in solving them
2	Reason abstractly and quantitatively

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.
5	Use appropriate tools strategically
6	Attend to precision
7	Look for and make use of structure
8	Look for and express regularity in repeated reasoning
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.