

Unit Planner: Maus

English 3

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High School > 2018-2019 > Grade 10 > English
Language Arts > English 3 (C) > Week 1

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Maus

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- [Unit Planner](#)
- [Lesson Planner](#)

Big Ideas / Enduring Understandings

“What luck for leaders that men do not think.” Adolf Hitler. His belief that people “do not think” (or that people could be conditioned to not think) gave him confidence that he could push through his racist agenda without much resistance. Indeed, the Nazis built an educational system that force-fed knowledge and propaganda to the citizens which discouraged questioning and individual thought. They also prohibited free speech and free assembly, and kept their citizenry so busy with state-required tasks and meetings that there was “no time to think.” Just as dictatorships like the Third Reich rely on an unthinking populace to maintain control, healthy democracies depend on a citizenry capable of critical thinking in order to support institutions such as a free press, an even handed judicial system, and fair and open elections.

Holocausts happen because the general population is ignorant and/or passive, and a dictator is allowed to come to power.

Our pasts influence our relationships with the people we love, for better or for worse.

Essential Questions

- How do stereotypes influence our behavior toward people that are different from us?
- How can we break down stereotypes?
- Where do stereotypes come from?
- How can we prevent another Holocaust from happening?
- Does genocide still occur today?
- How does our pasts and the pasts of those we love affect our relationships?

Common Core Standards and Indicators

NYS: CCLS:English Language Arts 6-12

NYS: Grades 9-10

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They build strong content knowledge.

Show details

They build strong content knowledge.

Hide details

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They come to understand other perspectives and cultures.

Show details

They come to understand other perspectives and cultures.

Hide details

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

Reading: Informational Text

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9a. Read, annotate, and analyze informational texts on topics related to diverse and nontraditional cultures and viewpoints.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient

evidence. Explore and inquire into areas of interest to formulate an argument.

1a. 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.

1c. Use words, phrases, and 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.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

7a. Explore topics dealing with different cultures and world viewpoints.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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New York State P-12 Learning Standards (New York State Education Department, used with permission)

Content

- Causes of WWI
- Rise of Hitler: Mein Kampf, Hitler Youth, propaganda
- Causes, major events, key players, end, and effects of WWII.
- The Holocaust
- Grammar: participial phrases & misplaced modifiers.
- 5 paragraph thematic MEAL essay.
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Skills /
Strategies

Key Terms /
Vocabulary

Learning Plan &
Activities

Please include Theatre Modalities when appropriate

Week 1-Historical Context

Week 2-Historical Context & Maus

Week 3-Historical Context & Schindler's List

Week 4-Writing Workshop

Week 5-Maus Analysis & Writing Workshop

Week 6-Semester Exams & Summary

Assessments

[Depth of Knowledge \(DOK\) Levels](#)

DBQ Analysis

Written: Informative

Use DBQs to assess learning at the end of each class following historical analysis.

WWI & WWII Socratic Seminar

Oral: Discussion

Synthesize your knowledge of the causes of WWI, WWII, Germany, and major figures.

Schindler's List

Written: Informative

Writing packet that includes movie and Maus plot questions, as well as personal responses.

Final Essay

Written: Essay

Write a cohesive essay answering the question: How does the past affect who we are? Use Maus and Schindler's List to support your argument.

[Resources](#)

[s](#)

[<< Previous Year](#)