



Grade 9 - Unit 2 - Just Mercy

Unit Focus

Students will begin this unit with the core text, *Just Mercy*, by Bryan Stevenson. Over the course of this unit, students will learn to read critically. When a student considers a character's perspective, they must be constantly noticing and wondering. They must always self-check: What do I know? What do I think about what I know? Do I trust this character's point of view? When thinking about how different characters interpret events and why, the students must be actively reading. From here, the students will learn to consider how context and setting influence the perspective of the characters and should self-reflect on how their own environments affect their interpretations of events happening around them.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Common Core English Language Arts: 9-10 <ul style="list-style-type: none">Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.ELA-LITERACY.RL.9-10.1)Determine a theme or central idea of a text and analyze in detail 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. (CCSS.ELA-LITERACY.RL.9-10.2)Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CCSS.ELA-LITERACY.RL.9-10.3)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. (CCSS.ELA-LITERACY.W.9-10.10)Spell correctly. (CCSS.ELA-LITERACY.L.9-10.2.C) Madison Public Schools Profile of a Graduate <ul style="list-style-type: none">Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)	<i>Students will be able to independently use their learning to...</i> T1 Use strategies to comprehend and engage with a variety of increasingly complex texts to become independent, critical, and reflective thinkers. T2 Listen, exchange, evaluate, and build upon ideas. T3 Evaluate the author's message, identify the author's purpose, and cite text evidence to support conclusions.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Readers reflect on their own schema and bias in order to suspend judgment and consider alternate perspectives. U2 Readers support and elaborate on their interpretation with description and detail (both textual evidence and schema). U3 Readers and writers come to discussions prepared with text evidence to support their ideas or points of view and utilize this evidence to support continuous thinking. U4 Readers understand that authors write stories that address a critical part of the human experience.	<i>Students will keep considering...</i> Q1 How can I reflect on my own biases and schema when analyzing literature? Q2 How do I effectively communicate and support my thinking about a text? Q3 How do authors use characterization to develop alternate perspectives and empathy? Q4 How do I identify an important theme about human experience?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Perspective is shaped by examining what characters and authors experience and how these experiences influence their actions, beliefs, and behaviors.	<i>Students will be skilled at...</i> S1 Evaluating perspective and character motivation.

Stage 1: Desired Results - Key Understandings

- Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. (POG.5.2)

K2 Theme can be identified by examining the problem in the text and considering what the author is saying about human experience.

K3 Vocabulary: perspective, point of view, conflict, empathy, theme, restitution, retribution, rehabilitation, recidivism (and various vocabulary relating to law, courts, etc.)

S2 Analyzing a text to determine a theme about human experience.

S3 Evaluating a text to determine best evidence to support theme analysis.