

# LHS ELA 11 Unit 3

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

## Unit Overview

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**Theme:** Two Ways of Thinking

**Benchmark Text Focus:** Literature

**Anchor Text:** The Rime of the Ancient Mariner

**Writing Genre Focus:** Argumentative

## Benchmark & Answer Key

### Targeted ELA Standards

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Add the appropriate **NJSLS ELA** standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

ELA.L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.KL.11–12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
ELA.L.VL.11–12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
ELA.L.VI.11–12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
ELA.RL.CR.11–12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
ELA.RI.CR.11–12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational

text says explicitly and inferentially, as well as interpretations of the text.

- ELA.RL.CI.11–12.2 Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
- ELA.RI.CI.11–12.2 Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- ELA.RL.IT.11–12.3 Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- ELA.RI.IT.11–12.3 Analyze the impact of an author’s choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
- ELA.RL.TS.11–12.4 Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
- ELA.RI.TS.11–12.4 Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- ELA.RL.PP.11–12.5 Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
- ELA.RL.MF.11–12.6 Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).
- ELA.W.AW.11–12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- ELA.W.WP.11–12.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- ELA.W.RW.11–12.7 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.
- ELA.SL.PE.11–12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- ELA.SL.II.11–12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- ELA.SL.ES.11–12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- ELA.SL.AS.11–12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## Weekly Structure

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

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

## Rationale

This unit on "The Rime of the Ancient Mariner" and the theme of duality is designed to equip students with critical thinking and analytical skills essential for navigating complex real-world issues. By examining how contrasting perspectives, moral dilemmas, and supernatural elements are portrayed in literature, students develop the ability to approach multifaceted problems with a nuanced perspective. The unit encourages them to reflect on personal experiences and societal challenges, fostering an understanding of how different viewpoints influence ethical decisions and personal growth. This preparatory approach not only enhances their literary analysis skills but also empowers them to engage thoughtfully with diverse perspectives and complex situations in their future academic and personal lives.

Students will demonstrate mastery of the standards and skills through a comprehensive benchmark and summative assessment focused on argumentative writing. The benchmark will assess their ability to formulate and support a clear, persuasive thesis, integrate relevant textual evidence, and address counterarguments effectively. The summative assessment will require students to write a well-structured argumentative essay that reflects their understanding of complex issues, uses persuasive language, and applies critical thinking. By showcasing their proficiency in crafting coherent arguments and engaging with multiple perspectives, students will illustrate their ability to apply argumentative writing skills to both academic and real-world contexts.

## Enduring Understandings

Content Specific	Skills Specific
<ol style="list-style-type: none"> <li>1. <b>Concept of Dual Perspectives:</b> Understanding that literary texts often present multiple perspectives, which can represent different worldviews, values, and approaches to problem-solving. In <i>The Rime of the Ancient Mariner</i>, contrasting perspectives such as superstition versus scientific rationality are central to the narrative and its thematic exploration.</li> <li>2. <b>Impact of Worldviews:</b> Recognizing how characters' divergent perspectives drive plot development and influence thematic elements. The Mariner's journey reflects a transformation from a narrow, self-centered view to a broader, more interconnected understanding of life, highlighting the influence of worldviews on personal growth and moral reckoning.</li> <li>3. <b>Philosophical and Ethical Considerations:</b> Analyzing how different ways of thinking are not merely narrative devices but also vehicles for exploring deeper philosophical and ethical questions. For example, <i>The Rime of the Ancient Mariner</i> invites readers to consider the moral implications of actions, the role of nature in human affairs, and the search for redemption.</li> <li>4. <b>Cultural and Historical Contexts:</b> Examining how historical and cultural contexts shape the representation of dual perspectives in literature. Understanding how Coleridge's work reflects the tensions</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Argumentative Writing:</b> Developing arguments that analyze how contrasting viewpoints are represented in literature, using <i>The Rime of the Ancient Mariner</i> as a primary example. Crafting well-reasoned arguments that support claims with textual evidence and addressing counterarguments.</li> <li>2. <b>Analytical Reading:</b> Accurately citing textual evidence to support comprehensive analyses of how dual perspectives are developed and refined over the course of the text. Examining how Coleridge's choices in narrative structure and character development reflect different ways of thinking.</li> <li>3. <b>Textual Synthesis:</b> Integrating and synthesizing information from various parts of the text to create a nuanced understanding of how different perspectives influence the overall meaning. Exploring how the Mariner's journey illustrates the interplay between reason and imagination.</li> <li>4. <b>Critical Evaluation:</b> Assessing the effectiveness of the author's choices regarding the presentation of contrasting viewpoints and their impact on the text's structure and meaning. Understanding how these choices contribute to the aesthetic and thematic depth of the work.</li> <li>5. <b>Collaborative Discussions:</b> Engaging in discussions with peers to explore and debate the implications of dual perspectives in <i>The</i></li> </ol>

between Enlightenment rationality and Romantic idealism prevalent in his time.

5. **Reader Engagement:** Engaging with the text on a level that encourages readers to reflect on their own perspectives and consider how different ways of thinking affect their understanding of the world. The Mariner's experiences prompt readers to question their own beliefs and attitudes towards nature and morality.

*Rime of the Ancient Mariner*. Building on others' ideas and articulating one's own insights clearly and persuasively.

6. **Adaptation of Ideas:** Adapting and applying different ways of thinking to various contexts and tasks, demonstrating an understanding of formal English and sophisticated argumentation as needed.

## Essential Questions

Content Specific	Skills Specific
<ul style="list-style-type: none"> <li>• How does "The Rime of the Ancient Mariner" illustrate the concept of duality in human experiences and perceptions, and what does this reveal about the nature of storytelling?</li> <li>• How do different narrative voices and shifts in perspective within "The Rime of the Ancient Mariner" affect the reliability and impact of the mariner's tale?</li> <li>• What role does perspective play in shaping our understanding of morality and ethics, and how can different viewpoints influence your personal values?</li> <li>• How do the emotional responses elicited by Coleridge's language and imagery in the poem compare to the ways you respond emotionally to literature, media, or personal experiences?</li> <li>• How do the supernatural elements in "The Rime of the Ancient Mariner" symbolize the unknown or uncontrollable aspects of life, and how do you deal with these elements in your own life?</li> <li>• How can the mariner's journey toward redemption inspire you to approach personal mistakes and failures with a growth mindset and resilience?</li> </ul>	<ul style="list-style-type: none"> <li>• How can we use textual evidence to support an argument about the themes in "The Rime of the Ancient Mariner"?</li> <li>• How can we effectively anticipate and address counterarguments to reinforce the credibility and persuasiveness of our own arguments?</li> <li>• How can collaborative discussions enhance our understanding of the different perspectives presented in the poem?</li> <li>• How can we use persuasive language and rhetorical techniques to enhance the effectiveness of our arguments and engage our audience?</li> <li>• What are the best practices for organizing and structuring an argumentative essay to ensure logical flow and coherence throughout?</li> </ul>

## Key Resources

The Rime of the Ancient Mariner by Samuel Taylor Coleridge

## Supplementary Resources

Informational texts from district-approved resources.

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

[Warm-Up Activities to Engage Students Before They Read Nonfiction Texts](#)

## Skills, Content, Activity, Assessment

Month	Weeks	Standards	Suggested Learning Targets	Mini-Lesson Skills	Suggested Student Centered Activities	Resources	Assessment
February	1-2		SWBAT demonstrate their knowledge of reading a fictional text by taking a pre-assessment.	<ul style="list-style-type: none"><li>• Reading Pre-assessment</li></ul>			<ul style="list-style-type: none"><li>• LinkIt! pre-assessment - reading</li></ul>
			SWBAT demonstrate their	<ul style="list-style-type: none"><li>• Writing Pre-assessment</li></ul>			<ul style="list-style-type: none"><li>• Argumentative essay writing pre-</li></ul>

			knowledge of argumentative essay writing by taking a pre-assessment.				assessment
	3-4			Reading Mini-lessons:  Writing Mini-lessons:	<ul style="list-style-type: none"> <li>• <a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> </ul>
				Reading Mini-lessons:  Writing Mini-lessons:	<ul style="list-style-type: none"> <li>• <a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> </ul>
March	1-2			Reading Mini-lessons:  Writing Mini-lessons:	<ul style="list-style-type: none"> <li>• <a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> </ul>

				<p>Reading Mini-lessons:</p> <p>Writing Mini-lessons:</p>	<ul style="list-style-type: none"> <li>• <a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> </ul>
	3-4			<p>Reading Mini-lessons:</p> <p>Writing Mini-lessons:</p>	<ul style="list-style-type: none"> <li>• <a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> </ul>
				<p>Reading Mini-lessons:</p> <p>Writing Mini-lessons:</p>	<ul style="list-style-type: none"> <li>• <a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> </ul>



April	1	<p>SWBAT to demonstrate their knowledge of an informational text by taking a benchmark assessment.</p> <p>SWBAT reflect on their learning in reading and writing throughout marking period 3 by creating SMART goals.</p>	<ul style="list-style-type: none"> <li>• Reading benchmark MP 3</li> <li>• Writing benchmark MP 3</li> <li>• End of MP reflection</li> <li>• Creating SMART goals</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">End of MP Reflection</a></li> <li>• <a href="#">Argumentative Essay Rubric</a></li> </ul>	<ul style="list-style-type: none"> <li>• LinkIt! Benchmark MP 3</li> <li>• End of MP Reflection</li> </ul>
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### Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
<p><b>Reading</b></p> <p><b>Citing Textual Evidence (ELA.RL.CR.11–12.1, ELA.RI.CR.11–12.1):</b></p> <ul style="list-style-type: none"> <li>• Accurately cite strong and thorough textual evidence to support comprehensive analysis of literary and informational texts.</li> <li>• Make relevant connections between the text and broader themes or personal experiences.</li> </ul>	<p><b>Reading</b></p> <p><b>Citing Textual Evidence:</b></p> <ul style="list-style-type: none"> <li>• Developed the ability to accurately cite textual evidence to support comprehensive analysis of literary and informational texts.</li> <li>• Made relevant connections between textual evidence and broader themes or personal experiences.</li> </ul>

**Theme Analysis (ELA.RL.CI.11–12.2, ELA.RI.CI.11–12.2):**

- Determine and analyze two or more themes in a literary text and central ideas in an informational text.
- Examine how these themes or ideas are developed and refined over the course of the text.

**Author's Choices and Literary Techniques (ELA.RL.IT.11–12.3, ELA.RI.IT.11–12.3):**

- Analyze the impact of the author's choices on the development of ideas and elements in the text.
- Explore how specific elements such as setting, character development, and sequence of events contribute to the text's meaning.

**Understanding Figurative Language (ELA.L.VI.11–12.4):**

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

**Evaluating Perspectives (ELA.RL.PP.11–12.5):**

- Evaluate perspectives and justify the more cogent viewpoint in related texts.
- Analyze different accounts of the same event or issue, using different media or formats.

**Synthesizing Information (ELA.RL.MF.11–12.6):**

- Synthesize complex information across multiple sources and formats to develop new interpretations.
- Resolve conflicting information and develop interpretations that go beyond explicit text information.

**Writing****Crafting Arguments (ELA.W.AW.11–12.1):**

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

**Theme Analysis:**

- Determined and analyzed two or more themes in a literary text and central ideas in an informational text.
- Examined how these themes or ideas are developed and refined over the course of a text.

**Author's Choices and Literary Techniques:**

- Analyzed the impact of the author's choices on the development of ideas and elements in the text.
- Explored how specific elements such as setting, character development, and sequence of events contribute to the text's meaning.

**Understanding Figurative Language:**

- Demonstrated understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

**Evaluating Perspectives:**

- Evaluated perspectives and justified the more cogent viewpoint in related texts.
- Analyzed different accounts of the same event or issue, using different media or formats.

**Synthesizing Information:**

- Synthesized complex information across multiple sources and formats to develop new interpretations.
- Resolved conflicting information and developed interpretations that go beyond explicit text information.

**Writing****Crafting Arguments:**

- Wrote arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Constructed well-supported argumentative essays that reflect an understanding of

- Construct well-supported argumentative essays that reflect an understanding of complex issues.

**Developing and Strengthening Writing (ELA.W.WP.11–12.4):**

- Develop and strengthen writing through planning, revising, editing, rewriting, and trying new approaches.
- Sustain effort to complete complex writing tasks, track and reflect on personal writing progress, and consult style manuals like MLA or APA.

**Routine Writing (ELA.W.RW.11–12.7):**

- Write routinely over extended and shorter time frames for a range of tasks and purposes, including research, reflection, and revision.

**Command of Language (ELA.L.SS.11–12.1, ELA.L.KL.11–12.2):**

- Demonstrate command of the system and structure of the English language when writing.
- Apply knowledge of language to make effective choices for meaning or style.

**Clarifying Word Meanings (ELA.L.VL.11–12.3):**

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

**Speaking**

**Collaborative Discussions (ELA.SL.PE.11–12.1):**

- Initiate and participate effectively in collaborative discussions, building on others' ideas and expressing their own clearly and persuasively.
- Engage in one-on-one, group, and teacher-led discussions on various topics and texts.

**Integrating Information (ELA.SL.II.11–12.2):**

- Integrate multiple sources of information presented in diverse formats to make informed decisions and solve problems.
- Evaluate the credibility and accuracy of each

complex issues.

**Developing and Strengthening Writing:**

- Developed and strengthened writing through planning, revising, editing, rewriting, and trying new approaches.
- Sustained effort to complete complex writing tasks, tracked and reflected on personal writing progress, and consulted style manuals like MLA or APA.

**Routine Writing:**

- Wrote routinely over extended and shorter time frames for a range of tasks and purposes, including research, reflection, and revision.

**Command of Language:**

- Demonstrated command of the system and structure of the English language when writing.
- Applied knowledge of language to make effective choices for meaning or style.

**Clarifying Word Meanings:**

- Determined or clarified the meaning of unknown and multiple-meaning words and phrases.

**Speaking**

**Collaborative Discussions:**

- Initiated and participated effectively in collaborative discussions, building on others' ideas and expressing their own clearly and persuasively.
- Engaged in one-on-one, group, and teacher-led discussions on various topics and texts.

**Integrating Information:**

- Integrated multiple sources of information presented in diverse formats to make informed decisions and solve problems.
- Evaluated the credibility and accuracy of each source and noted any discrepancies among the data.

<p>source and note any discrepancies among the data.</p> <p><b>Evaluating a Speaker’s Point of View (ELA.SL.ES.11–12.3):</b></p> <ul style="list-style-type: none"> <li>• Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</li> <li>• Assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</li> </ul> <p><b>Adapting Speech (ELA.SL.AS.11–12.6):</b></p> <ul style="list-style-type: none"> <li>○ Adapt speech to various contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</li> </ul>	<p><b>Evaluating a Speaker’s Point of View:</b></p> <ul style="list-style-type: none"> <li>• Evaluated a speaker’s point of view, reasoning, and use of evidence and rhetoric.</li> <li>• Assessed the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</li> </ul> <p><b>Adapting Speech:</b></p> <ul style="list-style-type: none"> <li>○ Adapted speech for various contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</li> </ul>
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## Career Readiness, Life Literacies, and Key Skills

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

TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
TECH.9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).
TECH.9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.AL.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".

SOC.6.2.12.CivicsPR.2.a	Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim/Islamic empires of the Middle East
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and North Africa.

SOC.6.2.12.CivicsPI.3.a

Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.