LHS ELA 11 Unit 3

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

Unit Overview

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

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
1. **Concept of Dual Perspectives:** Understanding that literary texts often present multiple perspectives, which can represent different worldviews, values, and approaches to problem-solving. In *The Rime of the Ancient Mariner*, contrasting perspectives such as superstition versus scientific rationality are central to the narrative and its thematic exploration.	1. **Argumentative Writing:** Developing arguments that analyze how contrasting viewpoints are represented in literature, using *The Rime of the Ancient Mariner* as a primary example. Crafting well-reasoned arguments that support claims with textual evidence and addressing counterarguments.
2. **Impact of Worldviews:** 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.	2. **Analytical Reading:** 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.
3. **Philosophical and Ethical Considerations:** Analyzing how different ways of thinking are not merely narrative devices but also vehicles for exploring deeper philosophical and ethical questions. For example, *The Rime of the Ancient Mariner* invites readers to consider the moral implications of actions, the role of nature in human affairs, and the search for redemption.	3. **Textual Synthesis:** 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.
4. **Cultural and Historical Contexts:** Examining how historical and cultural contexts shape the representation of dual perspectives in literature. Understanding how Coleridge's work reflects the tensions	4. **Critical Evaluation:** 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.
	5. **Collaborative Discussions:** Engaging in discussions with peers to explore and debate the implications of dual perspectives in *The*

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
• 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? • 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? • What role does perspective play in shaping our understanding of morality and ethics, and how can different viewpoints influence your personal values? • 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? • 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? • How can the mariner's journey toward redemption inspire you to approach personal mistakes and failures with a growth mindset and resilience?	• How can we use textual evidence to support an argument about the themes in "The Rime of the Ancient Mariner"? • How can we effectively anticipate and address counterarguments to reinforce the credibility and persuasiveness of our own arguments? • How can collaborative discussions enhance our understanding of the different perspectives presented in the poem? • How can we use persuasive language and rhetorical techniques to enhance the effectiveness of our arguments and engage our audience? • What are the best practices for organizing and structuring an argumentative essay to ensure logical flow and coherence throughout?

Key Resources

Reading:

The Rime of the Ancient Mariner by Samuel Taylor Coleridge

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

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

Pacing Overview

Weeks 1-2: pre-assessments, introduction & Part I
Weeks 3-4: Parts II & III
Weeks 5-6: Parts IV & V
Weeks 7-8: Parts VI & VII
Weeks 9: final essays & benchmark

Month	Weeks	Standards	Suggested Learnin	Mini-Lesson Skills	Suggested Student Centered Activities	Resources	Assessment

			g Targets				
February	1-2	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. L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. RL.CR.11–12.1.	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

		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.					
		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. 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). RL.TS.11–12.4. Evaluate the author's choices concerning the structure					

		and the effectivenes s 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. 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). 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). 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.					
		SL.PE.11–12.1. Initiate and participate	SWBAT analyze the characteri	*Reading Mini-lessons:* • Introductio	[LHS ELA Instructional Workshop Model](#)	[Rime of the Ancient Mariner -](#)	[LHS Suggested Formative Reading Assessments](#)

		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. 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	stics of Romanticism and the Gothic genre while exploring the historical context, author background, and influences that shaped The Rime of the Ancient Mariner. SWBAT review the overall structure of The Rime of the Ancient Mariner and analyze how its form contributes to the development of themes and meaning throughout the poem. SWBAT	n to the Text o Discuss Romanticism and the Gothic genre. • Introduce context (time period, author) o Introduce Samuel Taylor Coleridge and historical influences. • Review overall poem structure RL.TS.11-12.4 Read and annotate Part I, focusing on imagery and mood • Evaluate		- full text, audio, with images Rime of Ancient Mariner - Literature In 60 Seconds Analyzing a Literary Essay Exemplars & Non-Exemplars Grades 9-12 Argumentative Essay Rubri	

		introduced and developed). 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. W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant	evaluate the impact of narrative choices on meaning SWBAT examine the impact of an author's use of a frame narrative. SWBAT identify the characteristics of an argumentative essay. SWBAT analyze the argumentative writing rubric.	the impact of narrative choices on meaning RL.IT.11-12.3 Guiding questions: • What is the effect of the opening setting? • How does Coleridge use language to establish mood and tension? • What can we infer about the Mariner's character from his interaction with the Wedding Guest? Text Structure: Frame Narratives • Discuss how the story within a story structure affects meaning. *Writing Mini-lessons:* • Characteristics of argumentative essay			

		and sufficient evidence.		writing. • Review the argumentative essay rubric.			
	3-4	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. L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including	SWBAT identify and analyze the symbolic meaning of key elements in a text. SWBAT identify and interpret figurative language and its effect on the mood of a text. SWBAT develop arguments about a text, citing textual evidence to support inferences about theme development. SWBAT	*Reading Mini-lessons:* Read and annotate Part II • Analyzing Symbolism RL.CI.11-12.2 o Identify the symbolic meaning of key elements, such as the sun, the sea, and the ship's stillness. o Discuss how the	[LHS ELA Instructional Workshop Model Suggested Activities/Groups](#) Station Ideas: Symbolism Exploration 🔍 Small Group Activity: Each group is assigned a key symbol from Part II and presents their findings with evidence from the text. • The Sun & the Moon ☀️ 🌙 – What do they symbolize in the Mariner's journe	[Exemplars & Non-Exemplars](#) [How to Write a Perfect 3-Point Thesis Statement](#) [Literary Essay - Building a Thesis Statement Graphic Organizer](#)	[LHS Suggested Formative Reading Assessments](#)

	connotative meanings.
	
	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.
	
	RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined
		analyze an argumentative exemplar by using the rubric.
		
		SWBAT write an argument on a topic by formulating a clear thesis.
			albatross's death affects the Mariner and his crew.
			
			• Interpreting Figurative Language & Mood L.VI.11-12.4
			
			   o Identify and interpret personification, alliteration, and imagery that build the supernatural atmosphere.
			
			   o Explore
				y?
				
				• The Still Ocean 🦀 – How does this setting contribute to the Mariner's isolation?
				
				• The Albatross's Absence 🕊☐ – What changes occur after its death?
				
				Writing in Response to Reading:
				
				How does Part II develop the Mariner's sense of guilt and suffering?		

		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. 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.		how sound devices (e.g., repetition, assonance) reinforce the mood of despair and isolation. • Supporting Claims with Textual Evidence RL.CR.11–12.1 o Develop arguments about the Mariner's growing internal conflict			

				and his crew's reaction. o Cite textual evidence to support inferences about theme development. *Writing Mini-lessons:* • Review argumentative exemplar • Formulating a clear thesis			
		SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and	SWBAT to analyze the relationship between characters and elements in a text.	*Reading Mini-lessons:* Read and annotate Part III • Analyze the relationship between the Mariner	[LHS ELA Instructional Workshop Model Suggested Activities/Groups](#) Station Ideas:		[LHS Suggested Formative Reading Assessments](#)

		teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
		
		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.
		
		RL.IT.11–12.3. Analyze the impact of the author's
			SWBAT analyze various themes in a text and how they interact and build on one another.
			
			SWBAT evaluate how an author's literary choices, including structure, symbolism, and narrative perspective, shape the development of themes and the overall meaning of a text.
			
			SWBAT introduce a topic/thesis clearly by organizing ideas in a logical way.
			
			SWBAT
				and supernatural elements RL.IT.11-12.3
				
				  ○ Examine the role of the ghostly ship and its crew (Death and Life-in-Death).
				
				  ○ Explore how the supernatural forces drive the Mariner's fate.
				
				• Analyze themes of guilt, redemption, and suffering
					Writing in Response to Reading: Does the Mariner deserve his punishment? Why or why not?
					
					Creative Writing: Internal Monologue
					
					• Students write a first-person reflection from the Mariner's perspective after his crew mates die.		

| | | 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).

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).

W.AW.11– | develop a topic/thesis by including relevant facts, definitions, concrete details, quotations, and examples to support their ideas. | RL.CI.11-12.2

o Evaluate how the Mariner's punishment reflects the consequences of his actions.

o Discuss the contrast between physical suffering and spiritual torment.

• Evaluate how Coleridge's literary choices shape the poem's | | | |

		12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		development RL.PP.11-12.5
				
				  o Identify shifts in tone and their effect on meaning.
				
				  o Assess Coleridge's use of repetition and imagery to emphasize key ideas.
				
				Writing Mini-lessons:
				
				 • Introduce the topic clearly and engage the reader
				
				 • Organizing reasons and evidence			

Month		Standards	Objectives	Reading Mini-lessons	Activities		Assessments
				logically to support claims • Evaluation and selection of credible sources.			
March	1-2	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. RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the	SWBAT analyze the development of themes in a text. SWBAT examine the transformation of characters and analyze how an author uses his inner conflict to drive the narrative and shape the poem's themes. SWBAT explore how shifts in tone and mood throughout a text contribute to	*Reading Mini-lessons:* Read and annotate Part IV • Theme Development RL.CI.11-12.2: Analyze how Coleridge develops the themes of guilt, redemption, and isolation in Part IV. • Character Development & Perspective RL.IT.11-12.3: Examine the transformation of the Mariner and how Coleridge uses his inner conflict to drive the narrative. • Tone &	[LHS ELA Instructional Workshop Model Suggested Activities/Groups](#) Station Ideas: Small group task: Each group analyzes a different theme (guilt, redemption, isolation, transformation). Groups then create a visual representation (e.g., graphic organizer, one-pager) connecting textual evidence to their theme. Students rewrite a passage from Part IV in prose, maintaining		[LHS Suggested Formative Reading Assessments](#)

		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. 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). RL.TS.11–12.4.	meaning. SWBAT evaluate the impact of an author's use of imagery, symbolism, and repetition in a text. SWBAT develop a topic by including relevant facts, definitions, concrete details, quotations, and examples to support their ideas.	Mood RL.TS.11-12.4: Explore how shifts in tone and mood contribute to meaning and reflect the Mariner's emotional journey. • Author's Literary Choices RL.PP.11-12.5: Evaluate the impact of Coleridge's use of imagery, symbolism, and repetition in conveying the Mariner's suffering and realization. *Writing Mini-lessons:* • Identification and integration of relevant and accurate data and evidence. • Quoting and citing textual	the tone and meaning but altering the form. Writing in Response to Reading: Literary analysis paragraph: How does Part IV serve as a pivotal moment in the Mariner's journey?		

		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.		evidence • The relationship between claims, evidence, and reasoning			
		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). 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				
		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. L.VI.11–12.4.	SWBAT identify key lines in a text where the tone and mood change, and justify their interpretations with evidence from the text using a Tone and Mood Tracker. SWBAT identify and interpret figurative language.	*Reading Mini-lessons:* Read and annotate Part V • Tone and Mood: Students complete a Tone and Mood Tracker, identifying key lines where the mood changes and justifying their interpretations with evidence. RL.TS.11-12.4 • Identify and interpret	[LHS ELA Instructional Workshop Model Suggested Activities/Groups](#) Station Ideas: Short Response Writing: How Does Coleridge Use Figurative Language to Shape the Mariner's Journey? Compose a short written response analyzing how one literary		[LHS Suggested Formative Reading Assessments](#)

		Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. 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.	SWBAT Evaluate how an author's stylistic choices shape the reader's perception of a character. 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	figurative language, including personification, imagery, and alliteration L.VI.11-12.4 • Evaluate how Coleridge's stylistic choices shape the reader's perception of the Mariner's experience RL.PP.11-12.5 *Writing Mini-lessons:* • Acknowledging alternate or opposing claims • Summarizing key points and emphasizing the significance of their claims in a conclusion	device contributes to tone and meaning. Use textual evidence in your response. Creative Writing: Mood Transformation Exercise • Students rewrite a passage from Part V, changing its mood (e.g., transforming a suspenseful scene into a humorous one) while maintaining Coleridge's poetic structure.		

		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). 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.	presented.				
	3-4	SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in	SWBAT examine how an author's shifts in tone throughout a text reflect a change in	*Reading Mini-lessons:* Read and annotate Part VI • Tone & Mood Analysis	[LHS ELA Instructional Workshop Model Suggested Activities/Groups](#)		[LHS Suggested Formative Reading Assessments](#)

		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.	character.	RL.TS.11-12.4: Examine how Coleridge's shifts in tone reflect the Mariner's emotional and spiritual transformation.	Station Ideas:		
			SWBAT identify and analyze an author's use of personification, imagery, repetition, and sound devices.		Connection to modern literature: Where else do we see supernatural forces deciding human fate?		
		L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.	SWBAT evaluate how part of a text contributes to the it's overarching themes.	• Figurative Language & Poetic Devices L.VI.11-12.4: Identify and analyze Coleridge's use of personification, imagery, repetition, and sound devices.			
		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,	SWBAT use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts within their writing.	• Symbolism & Theme Development RL.CI.11-12.2: Evaluate how Part VI contributes to the poem's overarching themes of penance, supernatural intervention, and			

| | | including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

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.

W.AW.11–12.1. Write | SWBAT establish and maintain a formal, academic style in their writing to match the purpose and audience. | redemption.

Writing Mini-lessons:

• Using transitional words, phrases, and clauses to create cohesion.

• Use of formal language and tone in writing. | | | |

		arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.					
		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. RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are	SWBAT evaluate an author's structural choices and analyze how these choices enhance the overall meaning of the poem. SWBAT develop and strengthen their writing by editing with guidance from peers and adults by examining their grammar. SWBAT	*Reading Mini-lessons:* Read and annotate Part VII • Structural Analysis: Evaluate Coleridge's structural choices and their effect on meaning. RL.PP.11-12.5 • Perspective & Narrative Voice: Analyze the impact of the frame narrative and shifts in perspective. RL.IT.11-12.3 • Theme Development: Examine how Coleridge	[LHS ELA Instructional Workshop Model Suggested Activities/Groups](#) Station Ideas: Writing in Response to Reading: Why does Coleridge use the frame story? Would the poem be as effective without it? Create a symbolic "journey map" tracing the Mariner's transformation through imagery.		[LHS Suggested Formative Reading Assessments](#)

		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. 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).	develop and strengthen their writing by editing with guidance from peers and adults by examining their punctuation.	resolves key themes such as redemption, fate, and consequence. RL.CI.11-12.2 *Writing Mini-lessons:* • Editing: Grammar • Editing: Punctuation			

		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). 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.					

| April | 1 | 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.

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

RL.CR.11–12.1. Accurately cite strong and thorough | SWBAT to demonstrate their knowledge of a fictional text by taking a benchmark assessment.

SWBAT to demonstrate their knowledge of writing an argumentative essay. | • 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 |
|---|---|---|---|---|---|---|---|

		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. 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.					
		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).					
		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.

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).

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).						
		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.						

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit

Reading

Citing Textual Evidence (ELA.RL.CR.11–12.1, ELA.RI.CR.11–12.1):

- Accurately cite strong and thorough textual evidence to support comprehensive analysis of literary and informational texts.
- Make relevant connections between the text and broader themes or personal experiences.

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

Reading

Citing Textual Evidence:

- Developed the ability to accurately cite textual evidence to support comprehensive analysis of literary and informational texts.
- Made relevant connections between textual evidence and broader themes or personal experiences.

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

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.
- 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'

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 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.

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 source and note any discrepancies among the data.

Evaluating a Speaker's Point of View (ELA.SL.ES.11–12.3):

- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- Assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Adapting Speech (ELA.SL.AS.11–12.6):

   o Adapt speech to various contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

- 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.

Evaluating a Speaker's Point of View:

- Evaluated a speaker's point of view, reasoning, and use of evidence and rhetoric.
- Assessed the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Adapting Speech:

   o Adapted speech for various contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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., NJSLSA.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., NJSLSA.W1, 7.1.AL.PRSNT.4).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.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.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".

| 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 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. |