LHS ELA 11 Unit 3

Content Area: Course(s):

ELA

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 interentially, 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.

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

Weekly Structure

Day	y One	Day	Two	Day	Three	Day I	our	Da	y Five	Day Six	
	ading ocus	Reading	j Focus		ading ocus	Reading	Focus		ading ocus	Reading Focus	
Acti vity	Sugge sted Time	Activity	Sugge sted Time	Acti vity	Sugge sted Time	Activity	Sugge sted Time	Acti vity	Sugge sted Time	Activity	Sugge sted Time
Do Now	10 minute s	Mini- lesson review/r ecap	10 minute s	Do Now	10 minute s	Mini- lesson review/r ecap	10 minute s	Do Now	10 minute s	Mini- lesson review/r ecap	10 minute s
Mini- lesso n (I Do)	20 minute s	Small Group Instructi on (You Do)	30 minute s	Mini- lesso n (I Do)	20 minute s	Small Group Instructi on (You Do)	30 minute s	Mini- lesso n (I Do)		Small Group Instructi on (You Do)	30 minute s
Pract ice (We Do)	17 minute s	Closure	7 minute s	Pract ice (We Do)	17 minute s	Closure	7 minute s	Practice (We Do)	17 minute s	Closure	7 minute s

Day Seven Day E		Day Eight		y Nine	Day Ten	
Writi	ng Focus		Writing Focus			
Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time
10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes
20 minutes	Individual Conferences	20 minutas	Mini- lesson (I	20 minutos	Individual Conferences	20 minutos
	,		Practice		,	30 minutes 7 minutes
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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

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.

- 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.
- 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.
- 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

Skills Specific

- 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. 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. **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. **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

- 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?

Skills Specific

- 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

Mon th	Wee Standard ks s	Suggest ed Learnin	Mini-Lesson Skills	Suggested Student Centered Activities	Resour ces	Assessment
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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. Demonstrat e 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 preassessment. SWBAT demonstrate their knowledge of argument ative essay writing by taking a preassessment.	 Reading Pre- assessment Writing Pre- assessment 		 LinkIt! pre- assessmen t - reading Argument ative essay writing pre- assessmen t

Accurately	
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and	
thorough	
textual	
evidence	
and make	
relevant	
connections	
to strongly	
support a	
comprehens	
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of multiple	
aspects of	
what a	
literary text	
says	
explicitly	
and	
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interpretatio	
ns of the	
text; this	
may include	
determining	
where the	
text leaves	
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uncertain.	
RL.CI.11-	
12.2.	
Determine Determine	
two or more	
themes of a	
literary text	
and analyze	
how they	
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developed	
and refined	
over the	
course of	
the text,	
including	
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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	
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two or more	
texts on	
related	
topics and	
justify the	
more cogent	
viewpoint	
(e.g.,	
different	
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the same	
event or	
issue, use of	
different	
media or	
formats).	
RL.MF.11-	

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12.6.					
Synthesize					
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formats to					
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conflicting					
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W.AW.11-					
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characters		imagery and mood			
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RL.CI.11–		the	Mariner's	
12.2.		supe	sense of guilt	
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		men		
		t.		
		Writing Mini-		
		lessons:		
		icssons.		
		• Review		
		argumentati		
		ve		
		exemplar		
		1		
		• Formulatin		
		g a clear		
		thesis		
SL.PE.11-	SWBAT	Dandina Mini	I HC EL A	
12.1. Initiate		Reading Mini- lessons:	LHS ELA	
and	the	iessons.	Instructional Workshop	
participate	relationsh		Workshop Model	
effectively	ip		Model Suggested	LHS Suggested
in a range of	between	Read and annotate	Suggested Activities/Gr	Formative Formative
collaborativ	characters	Part III	Activities/Gr	Reading
e	and		<u>oups</u>	Assessments
discussions	elements	Analyze the		120000011101110
(one-on-	in a text.	relationship		
one, in		between the	Station Ideas:	
groups, and		Mariner		
6F2, and			<u> </u>	

teacher-led)	axx	and		
with peers	SWBAT	supernatura		
on grades	analyze	1 elements	Writing in	
11–12	various	RL.IT.11-	Response to	
topics, texts,	themes in	12.3	Reading:	
and issues,	a text and		Does the	
building on	how they	o Exa	Mariner	
others' ideas	interact	min	deserve his	
and	and build	e	punishment?	
expressing	on one	the	Why or why	
their own	another.	role	not?	
clearly and		of		
persuasively		the		
.		gho		
	SWBAT	stly	Creative	
	evaluate	ship	Writing:	
	how an	and	Internal	
RL.CI.11-	author's	its	Monologue	
12.2.	literary	cre		
Determine	choices,	W	• Stude	
two or more	including	(De	nts	
themes of a	structure,	ath	write	
literary text	symbolis	and	a first-	
and analyze	m, and	Life	person	
how they	narrative	-in-	reflect	
are	perspectiv	Dea	ion	
developed	e, shape	th).	from	
and refined	the).	the	
over the	developm	о Ехр	Marin	
course of	ent of	lore	er's	
the text,	themes	how	perspe	
including	and the	the	ctive	
how they	overall	supe	after	
interact and	meaning	rnat	his	
build on one	of a text.	ural	crew	
another to		forc	mates	
produce a		es	die.	
complex		driv		
account or	SWBAT	e		
analysis;	introduce	the		
provide an	a	Mar		
objective	topic/thesi	iner		
summary of	s clearly	's		
the text.	by	fate.		
	organizin			
	g ideas in	Analyze		
	a logical	themes of		
RL.IT.11-	way.	guilt,		
12.3.		redemption,		
Analyze the		and		
impact of	CWDAT	suffering		
the author's	SWBAT			

choices as	develop a	RL.CI.11-		
they	topic/thesi	12.2		
develop	s by			
ideas	including	o Eval		
throughout	relevant	uate		
the text	facts,	how		
regarding	definition	the		
how to	s,	Mar		
develop and	concrete	iner		
relate	details,	's		
elements of	quotations	puni		
a story or	, and	shm		
drama (e.g.,	examples	ent		
where a	to support	refle		
story is set,	their	cts		
how the	ideas.	the		
action is	1446.	cons		
ordered,		equ		
how the		ence		
characters		s of		
are		his		
introduced		acti		
and		ons.		
developed).				
developed).		o Disc		
		uss		
		the		
RL.PP.11-		cont		
12.5.		rast		
Evaluate		bet		
perspectives		wee		
/lenses from		n		
two or more		phy		
texts on		sical		
related		suff		
topics and		erin		
justify the		g		
more cogent		and		
viewpoint		spiri		
(e.g.,		tual		
different		tor		
accounts of		men		
the same		t.		
event or				
issue, use of		• Evaluate		
different		how		
media or		Coleridge's		
formats).		literary		
		choices		
		shape the		
		poem's		
W.AW.11-		•		

12.1. Write	developme	
1	nt	
arguments	RL.PP.11-	
to support		
claims in an	12.5	
analysis of		
substantive	o Iden	
topics or	tify	
texts, using	shift	
valid	s in	
reasoning	tone	
and relevant	and	
	their	
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sufficient	effe	
evidence.	ct	
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	5.	
	Writing Mini	
	Writing Mini-	
	lessons:	
	Introduce	
	the topic	
	clearly and	
	engage the	
	reader	
	Organizing	
	rossons and	
	reasons and	
	evidence	

				logically to support claims • Evaluation and selection of credible sources.		
Marc h	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 developm ent of themes in a text. SWBAT examine the transform ation 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 throughou t a text contribute to	Reading Minilessons: Read and annotate Part IV Theme Developme nt RL.CI.11-12.2: Analyze how Coleridge develops the themes of guilt, redemption, and isolation in Part IV. Character Developme nt & Perspective RL.IT.11-12.3: Examine the transformat ion of the Mariner and how Coleridge uses his inner conflict to drive the narrative. Tone &	LHS ELA Instructional Workshop Model Suggested Activities/Gr oups Station Ideas: Small group task: Each group analyzes a different theme (guilt, redemption, isolation, transformatio n). 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.	swbat evaluate the impact of an author's use of imagery, symbolis m, and repetition in a text. swbat develop a topic by including relevant facts, definition s, 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 Minilessons: • Identificati on 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	evidence		
author's			
choices	• The		
concerning	relationship		
the structure	between		
and the	claims,		
effectivenes	evidence,		
s of specific	and		
parts of a	reasoning		
	reasoning		
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). 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	SWBAT identify key lines	Reading Mini- lessons:	LHS ELA Instructional Workshop	
participate effectively in a range of collaborativ e 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 .	in a text where the tone and mood change, and justify their interpretat ions with evidence from the text using a Tone and Mood Tracker. SWBAT identify and interpret figurative language.	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 interpretati ons with evidence. RL.TS.11- 12.4 • Identify and interpret	Model Suggested Activities/Gr oups 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

	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	presented.			
	valid reasoning and relevant and sufficient evidence.				
3-4	SL.PE.11– 12.1. Initiate and participate effectively in a range of collaborativ e discussions (one-on-one, in	SWBAT examine how an author's shifts in tone throughou t a text reflect a change in	Reading Minilessons: Read and annotate Part VI Tone & Mood Analysis	LHS ELA Instructional Workshop Model Suggested Activities/Gr oups	LHS Suggested Formative Reading Assessments

	groups, and	character.	RL.TS.11-	Station Ideas:	
	teacher-led)		12.4:		
	with peers		Examine		
	on grades		how		
	11–12	SWBAT	Coleridge's	Connection to	
	topics, texts,	identify	shifts in	modern	
	and issues,	and	tone reflect	literature:	
	building on	analyze	the	Where else	
	others' ideas	an	Mariner's	do we see	
		author's		supernatural	
	and .	use of	emotional	forces	
	expressing		and		
	their own	personific	spiritual	deciding	
	clearly and	ation,	transformat	human fate?	
	persuasively	imagery,	ion.		
		repetition,			
		and sound	• Figurative		
		devices.	Language		
			& Poetic		
	L.VI.11-		Devices		
	12.4.		L.VI.11-		
	Demonstrat	SWBAT	12.4:		
	e	evaluate	Identify and		
	understandi	how part	•		
	ng of	of a text	analyze		
	figurative	contribute	Coleridge's		
	language,	s to the	use of		
	word	it's	personificat		
		overarchi	ion,		
	relationship	ng	imagery,		
	s, and	themes.	repetition,		
	nuances in	themes.	and sound		
	word		devices.		
	meanings,				
	including	SWBAT	 Symbolism 		
	connotative	use	& Theme		
	meanings.		Developme		
	_	appropriat	nt		
		e	RL.CI.11-		
		transitions	12.2:		
	RL.CI.11-	to create	Evaluate		
	12.2.	cohesion	how Part		
	Determine	and	VI		
	two or more	clarify the	contributes		
	themes of a	relationsh			
	literary text	ips among	to the		
	and analyze	ideas and	poem's		
	how they	concepts	overarching		
	are	within	themes of		
	developed	their	penance,		
	and refined	writing.	supernatura		
	over the	8	1		
			intervention		
	course of		, and		
	the text,				

including how they	SWBAT	redemption.		
interact and	establish and	Writing Mini- lessons:		
build on one another to	maintain	lessons.		
produce a	a formal,	• Using		
complex	academic style in	transitional words,		
account or analysis;	their	phrases,		
provide an	writing to	and clauses		
objective	match the	to create		
summary of the text.	purpose and	cohesion.		
the text.	audience.	• Use of		
		formal		
RL.TS.11-		language and tone in		
12.4.		writing.		
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.				
W.AW.11-				
12.1. Write				

to cl ar su to te va re ar ar su ev	rguments of support laims in an nalysis of ubstantive opics or exts, using alid easoning nd relevant nd ufficient vidence. L.PE.11– 2.1. Initiate nd articipate ffectively a range of ollaborativ	SWBAT evaluate an author's structural choices and	Reading Minilessons: Read and annotate Part VII	LHS ELA Instructional Workshop Model Suggested	
(con on grate we won are so the classical points). R 12 D two the lift are held are held we were so that the classical points with the classical points.	iscussions one-on- ne, in roups, and eacher-led) with peers of grades 1–12 opics, texts, and issues, uilding on thers' ideas and early and ersuasively or more nemes of a decrary text and analyze ow they re	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 examinin g their grammar.	 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 Developme nt: Examine how Coleridge 	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	develop	resolves		
and refined	and	key themes		
over the	strengthen	such as		
course of	their	redemption,		
the text,	writing by	fate, and		
including	editing	consequenc		
how they	with	e.		
interact and	guidance	RL.CI.11-		
build on one	from	12.2		
another to	peers and			
produce a	adults by	Writing Mini-		
complex	examinin	lessons:		
account or	g their			
analysis;	punctuati	• Editing:		
provide an	on.	Grammar		
objective				
summary of		• Editing:		
the text.		Punctuation		
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.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).		
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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. Demonstrat e understanding of figurative language, word relationship s, and nuances in word meanings, including connotative meanings.	SWBAT to demonstra te their knowledg e of a fictional text by taking a benchmar k assessmen t. SWBAT to demonstra te their knowledg e of writing an argument ative 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
		Accurately cite strong and thorough				

textual evidence and make relevant connections to strongly support a comprehens ive analysis of multiple aspects of what a literary text says explicitly and inferentially , as well as interpretatio ns of the text; this may include determining where the text leaves matters uncertain. RL.Cl.11- 12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of				
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RL.PP.11-			
12.5.			
Evaluate			
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more cogent			
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event or			
issue, use of			
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media or			
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formats).			
RL.MF.11-			
12.6.			
Synthesize			
complex			
information			

across
multiple
sources and
formats to
develop
ideas,
resolve
conflicting
information,
or develop
an
interpretatio
n that goes
beyond
explicit text
information
(e.g.,
express a
personal
point of
view, new
interpretatio
n 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

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):

 Adapt speech to various contexts and tasks, demonstrating a command of formal English when indicated or appropriate. • Engaged in one-on-one, group, and teacherled 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:

 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).

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.