

LHS ELA 12 Unit 3

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

Unit Overview

Theme: The Burden of Isolation and Imprisonment and the Power of Hope

Benchmark Text Focus: Literature

Anchor Text: Rita Hayworth and the Shawshank Redemption

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.PI.11–12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
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
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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

Isolation can be a profound and challenging experience, yet the power of hope can transform despair into resilience and freedom. "Rita Hayworth and Shawshank Redemption", Stephen King's novella, provides a compelling narrative that explores these themes, making it an ideal text for examining how individuals cope with isolation and harness hope to overcome adversity.

The writing focus on argument asks students to consider societal issues such as prison, isolation, corruption, and treatment of prisoners to craft position papers arguing for or against change.

The benchmark focuses on an informative text "I went from Prison to Professor" provides an example of a text that both explores the themes of "Rita Hayworth and Shawshank Redemption", and provides a model position paper arguing for reform in the justice system. The writing task asks students to argue whether the treatment of the article's author in the justice system was fair or unfair allowing students to explore the themes taught in this unit and practice writing argument.

Enduring Understandings

Content Specific	Skills Specific
<ul style="list-style-type: none"> • Portrayed prison life in literature vs. real prison life • Isolation has profound and lasting impact on people • What it means to be guilty • The power of friendship and hope • Stephen King's impact as a modern author of horror 	<ul style="list-style-type: none"> • Compare and contrast multimedia: book vs. movie • Argument in writing - how to criticize literature or argue for or against a societal change • Active engagement in reading and watching movie: picking up foreshadowing, symbols and motifs

Essential Questions

Content Specific	Skills Specific
<ul style="list-style-type: none"> • What happens when a person is isolated? • Does hope have power? • Is Andy innocent or is he guilty? • How does corruption infiltrate a system? • Why are details changed in movie adaptations from literature? 	<ul style="list-style-type: none"> • Why is argument important? • How is character revealed through characters actions and decisions? • How do we determine an author's style? • Why are motifs and symbols used in literature?

Key Resources

Rita Hayworth and the Shawshank Redemption by Stephen King

"The Shawshank Redemption" (1994)

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">• Reading Pre-assessment			<ul style="list-style-type: none">• LinkIt! pre-assessment - reading
			SWBAT demonstrate their knowledge of	<ul style="list-style-type: none">• Writing Pre-assessment			<ul style="list-style-type: none">• Argumentative essay writing pre-assessment

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

				Mini-lessons: Writing Mini-lessons:	Instructional Workshop Model Suggested Activities/Groups		Formative Reading Assessments
	3-4			Reading Mini-lessons: Writing Mini-lessons:	<ul style="list-style-type: none"> • LHS ELA Instructional Workshop Model Suggested Activities/Groups 		<ul style="list-style-type: none"> • LHS Suggested Formative Reading Assessments
				Reading Mini-lessons: Writing Mini-lessons:	<ul style="list-style-type: none"> • LHS ELA Instructional Workshop Model Suggested Activities/Groups 		<ul style="list-style-type: none"> • LHS Suggested Formative Reading Assessments
				Reading Mini-lessons: Writing Mini-lessons:	<ul style="list-style-type: none"> • LHS ELA Instructional Workshop Model Suggested Activities/Groups 		<ul style="list-style-type: none"> • LHS Suggested Formative Reading Assessments
April	1		SWBAT to demonstrate their knowledge of an informational text by taking a benchmark	<ul style="list-style-type: none"> • Reading benchmark MP 3 • Writing benchmark MP 3 • End of MP 		<ul style="list-style-type: none"> • End of MP Reflection • Argumentative Essay Rubric 	<ul style="list-style-type: none"> • LinkIt! Benchmark MP 3 • End of MP Reflection

		<p>assessment.</p> <p>SWBAT reflect on their learning in reading and writing throughout marking period 3 by creating SMART goals.</p>	<p>reflection</p> <ul style="list-style-type: none"> • Creating SMART goals 			
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Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
<ul style="list-style-type: none"> • Content <p>1. Plot and Structure</p> <ul style="list-style-type: none"> ▪ Novella: Exploration of the novella’s narrative structure, focusing on Andy Dufresne’s journey from imprisonment to freedom. ▪ Film: Analysis of how the film adapts the novella, including changes in pacing, structure, and added scenes or dialogue. ▪ Comparison: Understanding the differences and similarities between the novella and the film in terms of plot, key scenes, and narrative focus. <p>2. Themes</p> <ul style="list-style-type: none"> ▪ Hope and Despair: Examination of how the 	<ul style="list-style-type: none"> • Skills to Spiral <p>1. Critical Reading and Analysis</p> <ul style="list-style-type: none"> ▪ From <i>The Kite Runner</i>: Students engaged in close reading of key passages, analyzing character development, thematic elements, and literary techniques. ▪ In <i>Shawshank Redemption</i>: Continue applying these close reading skills to analyze the novella, focusing on how King develops themes such as hope, justice, and freedom, and how these themes are visually and narratively translated in the film. <p>2. Theme Analysis</p>

novella and film explore the power of hope as a means of survival in the bleakest circumstances.

- **Justice and Injustice:** Analysis of the theme of justice, both within the legal system and in the broader sense of moral justice.
- **Friendship and Loyalty:** Exploration of the relationships between characters, particularly the bond between Andy and Red, and how this friendship is portrayed in both the novella and film.
- **Institutionalization:** Discussion of the concept of institutionalization, as exemplified by the character of Brooks, and the effects of long-term imprisonment on identity and self-worth.
- **Freedom and Confinement:** Exploration of the physical and metaphorical representations of freedom and confinement, and how these are portrayed in both the novella and the film.

3. Character Analysis

- **Andy Dufresne:** In-depth analysis of Andy's character, focusing on his resilience, intelligence, and how he represents hope.
- **Red (Ellis Boyd Redding):** Exploration of Red's character development, his role as the narrator in the novella, and how his perspective shapes the story.
- **Warden Norton:** Analysis of Warden Norton as the antagonist, representing corruption and abuse of power.
- **Supporting Characters:** Examination of characters like

- **From *The Kite Runner*:** Students explored complex themes like guilt, redemption, and the impact of societal expectations.
- **In *Shawshank Redemption*:** Extend this exploration to themes of hope, despair, justice, and institutionalization, drawing parallels between the characters' struggles in both stories and their quests for redemption and freedom.

3. Character Analysis

- **From *The Kite Runner*:** Students conducted in-depth analyses of characters like Amir and Hassan, focusing on their development and internal conflicts.
- **In *Shawshank Redemption*:** Apply these character analysis skills to Andy Dufresne, Red, and Warden Norton, examining how their actions, motivations, and relationships reflect the themes of the novella and film.

4. Comparative Analysis

- **From *The Kite Runner*:** Students compared and contrasted themes and character development within the novel and with other literary works.
- **In *Shawshank Redemption*:** Build on this skill by comparing and contrasting the novella with its film adaptation, analyzing how different media approaches storytelling and the impact of these differences on the audience's interpretation.

5. Discussion and Presentation

Brooks Hatlen and Tommy Williams, and their significance in both the novella and the film.

4. Literary Devices and Techniques

- **Symbolism:** Analysis of key symbols such as the Rita Hayworth poster, the rock hammer, and the library, and their significance in both the novella and the film.
- **Narrative Voice and Perspective:** Exploration of Red's first-person narrative in the novella and how this perspective shapes the reader's understanding of the story.
- **Imagery and Motifs:** Examination of recurring motifs such as birds, chess, and the concept of time, and how these contribute to the themes of the novella and film.

5. Film Analysis

- **Cinematography:** Discussion of how visual elements like lighting, camera angles, and shot composition are used to convey themes and emotions in the film.
- **Music and Sound:** Analysis of the film's score and how music and sound design contribute to the atmosphere and emotional impact of key scenes.
- **Adaptation Choices:** Exploration of the director's choices in adapting the novella to film, including the portrayal of characters, the addition or omission of scenes, and the use of voice-over narration.

6. Historical and Social Context

- Understanding the historical context of the prison system in

- **From *The Kite Runner*:** Students engaged in discussions and presented on themes, historical context, and character dynamics.
- **In *Shawshank Redemption*:** Continue to develop these skills by facilitating discussions on the novella's themes, the film's adaptation choices, and the portrayal of justice and hope, and by having students present their analyses of key scenes, characters, or cinematic techniques.

Content to Spiral

1. Themes

- **From *The Kite Runner*:** Students explored themes like guilt, redemption, and the impact of war and societal expectations.
- **In *Shawshank Redemption*:** Spiral these thematic analyses into the exploration of hope, justice, freedom, and institutionalization, examining how these themes are developed in both the novella and film, and how they resonate with the themes from *The Kite Runner*.

2. Character Development

- **From *The Kite Runner*:** Focused on the complexities of characters like Amir and Baba, their moral struggles, and their paths to redemption.
- **In *Shawshank Redemption*:** Apply this focus to the characters of Andy, Red, and Brooks, analyzing their development, the impact of imprisonment on their identities, and their respective

the United States during the time period in which the novella and film are set.

- Discussion of the social issues addressed in the story, such as corruption, the criminal justice system, and the impact of long-term imprisonment on individuals.

Skills

1. Critical Reading and Analysis

- Close reading of key passages from the novella to analyze character development, thematic elements, and literary devices.
- Analyzing how Stephen King's writing style contributes to the tone and mood of the novella.

2. Comparative Analysis

- Comparing and contrasting the novella and the film in terms of plot, character development, and thematic focus.
- Examining how different media (literature and film) approach storytelling and how these differences affect the audience's interpretation.

3. Informative/Explanatory Writing

- Writing essays that explain the significance of key themes, characters, and symbols in both the novella and the film.
- Developing clear, structured explanations of the differences between the novella and its film adaptation, focusing on the impact of these differences on the story's meaning and emotional impact.
- Crafting informative pieces that explore the historical and

journeys toward freedom or resignation.

3. Historical and Social Context

- **From *The Kite Runner*:** Students examined the historical and cultural context of Afghanistan and its impact on the characters and plot.
- **In *Shawshank Redemption*:** Spiral this understanding of historical and social context by exploring the American prison system, the concept of institutionalization, and the societal attitudes toward justice and rehabilitation during the time period of the novella and film.

4. Literary Devices

- **From *The Kite Runner*:** Students analyzed literary devices like symbolism, foreshadowing, and narrative structure.
- **In *Shawshank Redemption*:** Continue this analysis by exploring King's use of symbolism (e.g., the Rita Hayworth poster, the rock hammer), narrative perspective, and motifs in the novella, and how these are adapted or transformed in the film.

social context of the story and its relevance to contemporary issues.

4. Discussion and Presentation

- Engaging in class discussions about the novella's themes, characters, and narrative techniques, as well as the film's adaptation choices and cinematic elements.
- Presenting on specific aspects of the novella or film, such as a deep dive into a particular character, theme, or symbolic element.

5. Film Analysis Skills

- Analyzing cinematic techniques used in the film, such as cinematography, sound design, and editing, and how these contribute to the film's narrative and thematic impact.
- Writing or presenting on the effectiveness of the film as an adaptation of the novella, considering the director's choices and the film's reception.

Career Readiness, Life Literacies, and Key Skills

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

CRP.K-12.CRP1

Act as a responsible and contributing citizen and employee.

CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.

CRP.K-12.CRP11.1

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

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".

MA.K-2.1.2.2.Pr4

Selecting, analyzing, and interpreting work.

MA.K-2.1.2.2.Cn11

Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

SOC.9-12.1

What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

SOC.9-12.1.1

Chronological Thinking

SOC.9-12.1.1.1

Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.

SOC.9-12.1.1.2

Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.

SOC.9-12.1.3

Critical Thinking

SOC.9-12.1.3.1

Distinguish valid arguments from false arguments when interpreting current and historical events.

SOC.9-12.1.3.2

Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.

SOC.9-12.1.3.3

Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.

How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?