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

Reading Focus

Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes

Reading Focus

Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes

Reading Focus

Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes

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

Day Nine		Day Ten	
Writing Focus			
Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 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
• 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	• 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
• 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?	• 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
Reading:

Rita Hayworth and the Shawshank Redemption by Stephen King

"The Shawshank Redemption" (1994)

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 Guide:

Week 1: Pre-assessments, Introductions

Week 2: Read pages 1 - 20

Week 3: Read pages 21 - 40

Week 4: Read pages 41 - 60

Week 5: Read pages 61 - 80

Week 6: Read pages 81 - 100

Week 7: Read pages 101 - 120

Week 8: Read pages 121 - end

Week 9: Final Essays, Review & Benchmarks

Month	Weeks	Standards	Suggested Learning Targets	Mini-Lesson Skills	Suggested Student Centered Activities	Resources	Assessment
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,	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

		including connotative meanings.					
		RL.CR.11– 12.1. 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.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 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.				
		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.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading | SWBAT understand the context of a text and how historical and social contexts influence the development of characters and themes in the text.

SWBAT establish the setting of a text and introduce the main character.

SWBAT analyze an author's choice to use a narrative style in a text. | *Reading Mini-lessons:*

Introduction to the [Author](#) and Historical Context:

- Historical context of the 1940s-60s
- Prison in the U.S.

Read and annotate pages 1-20:

- Establish the setting of Shawshank prison and introduce the main character RL.IT.11–12.3

Analyzing Narrative Style: How does King's first-person narration affect our understanding? RL.TS.11-12.4

Writing Mini- | [LHS ELA Instructional Workshop Model Suggested Activities/Groups](#) | [About the Author - Stephen King](#)

[Articles about prison in the U.S.](#)

[Top 10 Amazing Prison Escapes](#)

[Analyzing a Literary Essay](#)

[Exemplars & Non-Exemplars](#)

[Grades 9-12 Argumentative Essay Rubric](#)

Key Vocabulary Words L.VL.11- | [LHS Suggested Formative Reading Assessments](#) |

		and content, including technical meanings, choosing flexibly from a range of strategies. 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	SWBAT identify the characteristics of an argumentative essay. SWBAT analyze the argumentative writing rubric.	*lessons:* • Characteristics of argumentative essay writing. • Review the argumentative essay rubric.		**12.3:** Austere – (adj.) severe or strict in manner, attitude, or appearance Alibi – (noun) evidence that proves someone was elsewhere when a crime was committed Conviction – (noun) a formal declaration that someone is guilty of a criminal offense Circumstantial – (adj.) based on indirect evidence rather than conclusive proof Redemption – (noun) the act of being saved	

					from sin, error, or evil	
		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 and sufficient evidence.					
	3-4	SL.PE.11–12.1. Initiate and participate effectively in a range of collaborativ	SWBAT identify the emerging themes in	*Reading Mini-lessons:* Read and annotate	[LHS ELA Instructional Workshop Model Suggested Activities/Groups](#)	[Exemplars & Non-Exemplars](#) [How to Write a](#)	[LHS Suggested Formative Reading Assessments](#)

		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. 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. RL.CR.11–12.1. Accurately	a text. SWBAT analyze character development throughout a text. SWBAT analyze what a graphic or visual representation symbolizes, using textual evidence to support their interpretation. SWBAT analyze an argumentative exemplar by using the rubric. SWBAT write an argument on a topic by formulating a clear	pages 21-40: • Theme Introduction: What early themes begin to emerge (justice, hope, institutionalization)? RL.CI.11-12.2 • Character Analysis & Development RL.IT.11-12.3 • Symbolism: Rita Hayworth's poster—What does it represent? Use textual evidence as support. RL.MF.11-12.6 & RL.CR.11-12.1 *Writing Mini-lessons:* • Review argumentative exemplar • Formulating a clear thesis	Station Ideas: Character Evolution: Write a journal entry from Red's perspective, reflecting on his first impressions of Andy and how those impressions might evolve as they spend more time together.	[Perfect 3-Point Thesis Statement](#) [Literary Essay - Building a Thesis Statement Graphic Organizer](#) **Key Vocabulary Words L.VL.11-12.3:** Resilient – (adj.) able to recover quickly from difficulties Indictment – (noun) a formal charge or accusation of a serious crime Institutionalization – (noun) the process of becoming accustomed to a structured,	

		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.	thesis.			controlled environment, often leading to dependency
						Coercion – (noun) the practice of persuading someone to do something by force or threats
		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				Subjugation – (noun) bringing someone under domination or control

		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.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 effectively in a range of collaborative discussions (one-on-	SWBAT analyze how different types of conflict, including power struggles and justice	*Reading Mini-lessons:* Read and annotate pages 41-60: • Types of Conflict RL.IT.11-	[LHS ELA Instructional Workshop Model Suggested Activities/Groups](#)	**Key Vocabulary Words L.VL.11-12.3:** Tyranny – (noun) cruel and	[LHS Suggested Formative Reading Assessments](#)

| | | 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.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 | versus corruption, develop and interact in a text to shape the author's message and themes.

SWBAT analyze how an author's use of foreshadowing and irony enhances suspense and contributes to the overall meaning of the text.

SWBAT introduce a topic/thesis clearly by organizing ideas in a logical way.

SWBAT develop a topic/thes | 12.3:
  o An dy vs. the Wa rde n (po we r str ug gle)
  o An dy vs. the Sys te m (ju stic e vs. cor rup tio n)

• Literary Devices L.VI.11-12.4 & RL.TS.11-12.4: King's use of foreshadowing and irony: How does foreshadowing build suspense?

Writing Mini-lessons: | Station Ideas:

Character Comparison: Compare and contrast Andy's attitude toward prison life with Red's. Create a Venn diagram to illustrate similarities and differences in their personalities and coping mechanisms. | oppressive government or rule

Exonerate – (verb) to clear from blame or guilt

Manipulation – (noun) skillful handling, controlling, or using of something or someone

Retribution – (noun) punishment inflicted as revenge for a wrong

Contraband – (noun) illegal or prohibited good | |

| | | figurative language, word relationships, and nuances in word meanings, including connotative meanings.

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 | is by including relevant facts, definitions, concrete details, quotations, and examples to support their ideas. | • Introduce the topic clearly and engage the reader

• Organizing reasons and evidence logically to support claims

• Evaluation and selection of credible sources. | | | |
|---|---|---|---|---|---|---|

		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 and sufficient evidence.					
March	1-2	SL.PE.11–12.1. Initiate and participate effectively in a range	SWBAT analyze and compare character perspecti	*Reading Mini-lessons:* Read and annotate	LHS ELA Instructional Workshop Model Suggested Activities/Gro	**Key Vocabulary Words L.VL.11-12.3:**	LHS Suggested Formative Reading Assessments

		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.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. RL.CI.11–	ves on hope to determine how the theme develops throughout the text. SWBAT analyze how dialogue and persuasive techniques influence the thoughts, emotions, and actions of characters. SWBAT develop a topic by including relevant facts, definitions, concrete details, quotations, and examples to support their ideas.	pages 61-80: • Determine themes and how they develop RL.CI.11-12.2: Compare Red and Andy's perspectives on hope. • Analyzing Dialogue & Persuasion RL.TS.11-12.4: How does Andy influence those around him? *Writing Mini-lessons:* • Identification and integration of relevant and accurate data and evidence. • Quoting and citing textual evidence • The relationship between claims, evidence, and	ups Station Ideas: Group debate - Is hope dangerous? Use textual evidence as support.	Clemency – (noun) mercy or leniency granted to an offender Embezzlement – (noun) theft or misappropriation of funds placed in one's trust Fortitude – (noun) courage in pain or adversity Perseverance – (noun) continued effort despite difficulties Dehumanization – (noun) the process of depriving a person or group of positive human qualities	

		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.		reasoning			
		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 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' | SWBAT critique the justice system by comparing the textual experience to real-world cases of wrongful convictions and corruption, | *Reading Mini-lessons:*

Read and annotate pages 81-100:

- Evaluating the novel as a critique of the justice system RL.PP.11-12.5:
  - Te xt-to- Wo rld | [LHS ELA Instructional Workshop Model Suggested Activities/Gro ups](#)

Station Ideas:

Writing in Response to Reading: Is Andy truly free? Use textual evidence to support your | **Key Vocabular y Words L.VL.11-12.3:**

Cynicism – (noun) belief that people are motivated purely by self-interest

Exploitatio n – (noun) the action of treating | [LHS Suggested Formative Reading Assessments](#) |

		ideas and expressing their own clearly and persuasively.

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.

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 | analyzing how the novel conveys its message through rhetorical and structural choices.

SWBAT analyze how a character's perspective evolves throughout the novel, examining the factors that influence transformation.

SWBAT develop a topic by including relevant facts, definitions, concrete details, quotations, and examples to support their | | Connection – As sign stu den ts rea l- wo rld arti cle s or po dca sts abo ut wr on gfu l con vic tio ns and cor rup tio n in the pri son sys te m. Ha ve the m co mp are the | opinion.

Supporting arguments with textual evidence and engaging in structured discussion. Divide students into two groups:

Team A: Hope is a necessary survival tool.

Team B: Hope can be dangerous in an oppressive system. | someone unfairly to benefit from their work

Vindication – (noun) proving someone's innocence or justification for an action

Subterfuge – (noun) deceit used to achieve one's goal

Repression – (noun) the act of subduing someone or something by force | |

		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.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	ideas. SWBAT provide a concluding statement or section that logically follows the flow of ideas, reflects on the topic, and reinforces the information presented.	se cas es to Andy's experience in Shawshank. • Analyzing character transformation RL.IT.11-12.3: ○ Track Red's changing views on hope, from his early skepticism to his final decision at		

		texts, using valid reasoning and relevant and sufficient evidence.		the end of the novel. *Writing Mini-lessons:* • Acknowledging alternate or opposing claims • Summarizing key points and emphasizing the significance of their claims in a conclusion			
	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	SWBAT analyze how a character's perspective evolves throughout the novel by comparing their views at the beginning, middle, and end,	*Reading Mini-lessons:* Read and annotate pages 101-120: • Character Development RL.IT.11-12.3: Examining how character perspectives shift over time ○ Compare	LHS ELA Instructional Workshop Model Suggested Activities/Groups Station Ideas: Theme Tracking - Students choose a theme: • Freedom vs. Confin	**Key Vocabulary Words L.VL.11-12.3:** Liberation – (noun) the act of setting someone free Reclamation – (noun) the process of recovering something	LHS Suggested Formative Reading Assessments

		expressing their own clearly and persuasively. 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. 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	using textual evidence to support their claims. SWBAT use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts within their writing. SWBAT establish and maintain a formal, academic style in their writing to match the purpose and audience.	Red's views in the beginning, middle, and end of the novel. Use textual evidence to support claims. RL.CR.11-12.1 *Writing Mini-lessons:* • Using transitional words, phrases, and clauses to create	ement • Hope vs. Despair • Justice vs. Corruption • Friendship & Loyalty Each group will trace how their theme evolves throughout the novel and present key moments that shape its development. Writing in Response to Reading - Resolution Reflection: Write a letter from Andy to Red after the climactic events, explaining what he has learned about himself and freedom. What are Andy's final thoughts on his journey?	lost Catharsis – (noun) the process of releasing strong emotions for relief Rehabilitation – (noun) the action of restoring someone to normal life after imprisonment or illness Transcendence – (noun) existence or experience beyond the normal or physical level	

				cohesion.			
		literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.		• Use of formal language and tone in writing			
		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).					
		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. RL.TS.11–12.4. Evaluate the author's choices concerning the	SWBAT analyze how the ending of a text contributes to its overall meaning, themes, and impact on the reader. SWBAT identify and analyze the significance of symbols in the book, explaining how they contribute to the overall theme and	*Reading Mini-lessons:* Read and annotate pages 121-end: - Impact of the Ending RL.MF.11-12.6 - Symbol Review: Revisit the symbols (poster, library, etc.) used in the book. RL.TS.11-12.4 *Writing Mini-lessons:* - Editing: Grammar - Editing: Punctuation	[LHS ELA Instructional Workshop Model Suggested Activities/Groups](#) Station Ideas: In small groups, discuss your favorite moment in the novel and why it stood out. Share how this moment reflects the larger themes of the text.		[LHS Suggested Formative Reading Assessments](#)

| | | 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.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., | meaning.

SWBAT develop and strengthen their writing by editing with guidance from peers and adults by examining their grammar.

SWBAT develop and strengthen their writing by editing with guidance from peers and adults by examining their punctuation. | | | | |

		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.					
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.	SWBAT to demonstrate their knowledge of an fictional text by taking a benchmark assessment. SWBAT reflect on their learning in reading and writing througho	• 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

		L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.	ut marking period 3 by creating SMART goals.				
		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 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

• **Content**
 	
  1. **Plot and Structure**
 	
    ▪ **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.
	• **Skills to Spiral**
	
	  1. **Critical Reading and Analysis**
	
	    ▪ **From *The Kite Runner***: Students engaged in close reading of key passages, analyzing character development, thematic elements, and literary techniques.
	    ▪ **In *Shawshank Redemption***: 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

2. **Themes**

- **Hope and Despair**: Examination of how the 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

film.

2. **Theme Analysis**

- **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

antagonist, representing corruption and abuse of power.
- **Supporting Characters**: Examination of characters like 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.

audience's interpretation.

5. **Discussion and Presentation**

- **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

6. **Historical and Social Context**

   ▪ Understanding the historical context of the prison system in 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

Brooks, analyzing their development, the impact of imprisonment on their identities, and their respective 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.

on the story's meaning and emotional impact.
- Crafting informative pieces that explore the historical and 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 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".

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.
	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?
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.