LHS English 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".

L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.11–12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
L.SS.11–12.1.B	Observe hyphenation conventions.
L.SS.11–12.1.C	Recognize spelling conventions.
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.
L.KL.11–12.2.A	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
L.KL.11–12.2.B	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
L.KL.11–12.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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.VL.11–12.3.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.VL.11–12.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
L.VL.11–12.3.C	Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
L.VL.11–12.3.D	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
L.VL.11–12.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VI.11–12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
L.VI.11–12.4.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
L.VI.11–12.4.B	Analyze nuances in the meaning of words with similar denotations.
L.VI.11–12.4.C	Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
L.VI.11–12.4.D	Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
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.
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.
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.
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.
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).
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.
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.
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.
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.
W.AW.11–12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.AW.11–12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
W.AW.11–12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.AW.11–12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
W.AW.11–12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
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.
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.
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.
SL.PE.11–12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.PE.11–12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
SL.PE.11–12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SL.PE.11–12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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.
SL.AS.11–12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Weekly Structure

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

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

Rationale

This unit invites students to explore the profound emotional and psychological impacts of isolation and imprisonment—both literal and metaphorical—through the lens of literature. Using Stephen King's *Rita Hayworth and the Shawshank Redemption* as the anchor text, students will analyze how characters endure

confinement, grapple with injustice, and ultimately find strength in the transformative power of hope. The story provides rich opportunities to examine how dignity, friendship, and perseverance can thrive even in the darkest of circumstances.

As students engage in close reading and literary analysis, they will examine how narrative elements such as characterization, symbolism, and tone convey themes of despair and resilience. Alongside literary study, students will practice crafting argumentative essays that present and defend claims about the text's central ideas. Through structured writing instruction, students will learn to build logical arguments supported by strong textual evidence, effective reasoning, and clarity of expression.

This unit emphasizes not only literary appreciation but also critical thinking, ethical reflection, and communication skills. By examining the implications of confinement and the human capacity for hope, students are encouraged to draw connections between literature and broader social and personal contexts. The argumentative writing focus empowers students to formulate and articulate their own perspectives with academic rigor and empathy.

Ultimately, this unit challenges students to consider: *What keeps the human spirit alive in the face of isolation and injustice? And how can storytelling and argument be used to illuminate truths about freedom, hope, and the will to survive?*

Enduring Understandings

Content Specific	Skills Specific
▪ **Effect of Isolation and Imprisonment:** Literature allows readers to explore how individuals respond to confinement, loneliness, and the loss of freedom—revealing both emotional breakdown and unexpected resilience. It highlights how isolation and imprisonment affect both the body and the mind. ▪ **Hope and Friendship:** Even in oppressive or unjust conditions, maintaining hope can allow individuals to preserve dignity, challenge despair, and envision a different future. Hope can be a powerful form of resistance. Friendship and human connection are essential for survival in dehumanizing environments. In texts that explore imprisonment, relationships often serve as a source of strength, emotional support, and	▪ **Close Reading and Literary Analysis:** Careful analysis of literary elements—such as setting, characterization, and symbolism—enables readers to uncover deeper themes, including isolation, imprisonment, and hope. Recognizing patterns in tone, diction, and imagery helps interpret an author's purpose and message. ▪ **Textual Evidence:** Strong arguments are grounded in well-chosen textual evidence. Citing and analyzing specific passages strengthens claims and demonstrates a deep understanding of the text. ▪ **Argumentative Writing Structure:** Effective argumentative writing requires a clear thesis, logical reasoning, and structured paragraphs that present evidence and analysis

identity preservation. ▪ **Developing Themes of Injustice, Confinement, and Freedom:** Symbolism, point of view, tone, and setting are critical tools authors use to explore the emotional and moral complexity of imprisonment. Authors use literary devices to develop themes of injustice, confinement, and freedom. Additionally, Literature can reflect real-world injustices and inspire conversations about justice, reform, and redemption. By examining fictional portrayals of imprisonment, readers can better understand the psychological and societal impact of real systems of incarceration and injustice. • **Argumentative Writing Creation:** Constructing arguments about character motivations, theme development, and author intent helps students develop critical thinking and persuasive writing skills. Additionally, argumentative writing allows individuals to engage deeply with literature and advocate for interpretations grounded in textual evidence.	cohesively. Counterclaims and rebuttals add depth to arguments and demonstrate critical thinking. ▪ **Theme Development:** Tracking how themes evolve throughout the text allows readers to build strong interpretations and claims. Understanding how different characters embody or resist themes like hope or confinement reveals the complexity of literary meaning. ▪ **Author's Craft and Intent:** Analyzing narrative choices—such as point of view, symbolism, and figurative language—helps students explore how authors convey emotion and critique social systems. Understanding authorial intent strengthens interpretation and supports sophisticated argument development. ▪ **Writing with Voice and Precision:** Skilled argumentative writers use precise language, varied sentence structure, and formal tone to clearly and persuasively communicate ideas. Mastery of grammar and conventions enhances the credibility and impact of written arguments.

Essential Questions

Content Specific	Skills Specific
▪ How does isolation—both physical and emotional—affect a person's identity and sense of purpose? ▪ In what ways can hope serve as a form of resistance or survival in oppressive conditions? ▪ What role does friendship play in preserving humanity in dehumanizing environments? ▪ How do authors use literary elements—such as symbolism, tone, and point of view—to	▪ How do literary elements like setting, characterization, and symbolism reveal deeper messages about isolation and hope? ▪ In what ways does the author's use of imagery and tone shape our understanding of the characters' emotional journeys? ▪ How can selecting and analyzing specific textual evidence strengthen an argument about a theme or character? ▪ What makes a piece of evidence effective in

explore the themes of imprisonment and hope? ▪ What can fictional portrayals of imprisonment teach us about real-world justice, redemption, and resilience? ▪ How can argumentative writing help us develop and defend interpretations of a literary text?	supporting a claim? ▪ What are the essential components of a strong argumentative essay? ▪ How does the inclusion of counterclaims and rebuttals improve an argument? ▪ How do the themes of imprisonment and hope evolve throughout the story? ▪ How do characters' experiences and transformations support or challenge the central themes? ▪ How does Stephen King use narrative choices to critique systems of power and confinement? ▪ What role does figurative language play in shaping the emotional tone and themes of the text? ▪ How does precise language and grammar influence the persuasiveness of an argument? ▪ In what ways can a writer's tone and structure affect the clarity and credibility of their message?

Key Resources

Reading:

Anchor Text: 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

Additional instructional resources:

- Comprehension microskills
- Tier I instructional practices
- Engagement toolkit

Lexia Aspire Resources:

- Word Recognition - phonemic awareness, decoding, fluency
- Language Comprehension - vocabulary, morphology, academic language, syntax
- Writing & reading comprehension - background knowledge, inference, main idea, making predictions, visualization, expository, narrative, argumentative, figurative language, sensory language, transition words, dialogue, counterclaims, editing

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 L.VI.11–12.4 RL.CR.11–12.1 RL.CI.11–12.2 RL.IT.11–12.3 RL.TS.11–12.4 RL.PP.11–12.5 RL.MF.11–12.6 W.AW.11–12.1	SWBAT demonstrate their knowledge of reading a fictional text by taking a pre-assessment. SWBAT demonstrate their knowledge of argumentative essay writing by taking a pre-assessment.	• Reading Pre-assessment • Writing Pre-assessment			• LinkIt! pre-assessment - reading • Argumentative essay writing pre-assessment
		SL.PE.11–12.1 L.VL.11–12.3	SWBAT understand the context of	*Reading Mini-lessons:* Introduction to the	LHS ELA Instructional Workshop Model Suggested Activities/Grou	About the Author - Stephen King	LHS Suggested Formative Reading Assessments

		RL.IT.11–12.3 RL.TS.11–12.4 W.AW.11–12.1	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. SWBAT identify the characteristics of an argumentative essay. SWBAT analyze	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-lessons:* • Characteristics of argumentative essay writing. • Review the argumentative essay rubric.	ps	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.11-12.3:** Austere – (adj.) severe or strict in manner, attitude, or appearance Alibi – (noun) evidence that proves	

			the argumentative writing rubric.			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	
	3-4	SL.PE.11–12.1 L.VL.11–12.3 RL.CR.11–12.1 RL.CI.11–12.2 RL.IT.1	SWBAT identify the emerging themes in a text. SWBAT analyze character	*Reading Mini-lessons:* Read and annotate pages 21-40: • Theme Introduction: What early	LHS ELA Instructional Workshop Model Suggested Activities/Groups Station Ideas:	Exemplars & Non-Exemplars How to Write a Perfect 3-Point Thesis Statement	LHS Suggested Formative Reading Assessments

		1–12.3 RL.MF.11–12.6 W.AW.11–12.1	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 thesis.	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	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.	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, controlled environment, often leading to dependency	

						Coercion – (noun) the practice of persuading someone to do something by force or threats Subjugation – (noun) bringing someone under domination or control	
		SL.PE.11–12.1 L.VL.11–12.3 L.VI.11–12.4 RL.IT.11–12.3 RL.TS.11–12.4 W.AW.11–12.1	SWBAT analyze how different types of conflict, including power struggles and justice versus corruption, develop and interact in a text to shape the author's message and themes. SWBAT analyze how an author's	*Reading Mini-lessons:* Read and annotate pages 41-60: • Types of Conflict RL.IT.11-12.3: ○ Andy vs. the Warden (power struggle) ○ Andy vs. the Syst	LHS ELA Instructional Workshop Model Suggested Activities/Groups 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.	**Key Vocabulary Words L.VL.11-12.3:** Tyranny – (noun) cruel and oppressive government or rule Exonerate – (verb) to clear from blame or guilt Manipulation – (noun) skillful handling, controlling, or using of	LHS Suggested Formative Reading Assessments

			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/thesis by including relevant facts, definitions, concrete details, quotations, and examples to support their ideas.	em (justice vs. corruption) • 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:* • Introduce the topic clearly and engage the reader • Organizing reasons and evidence logically to support claims • Evaluation and selection of credible sources.		something or someone Retribution – (noun) punishment inflicted as revenge for a wrong Contraband – (noun) illegal or prohibited good	
March	1-2	SL.PE.1	SWBAT analyze	*Reading Mini-*	LHS ELA Instructional	**Key Vocabulary**	LHS Suggested Formative

		1–12.1 L.VL.11–12.3 RL.CI.11–12.2 RL.TS.11–12.4 W.AW.11–12.1	and compare character perspectives 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.	*lessons:* Read and annotate 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,	Workshop Model Suggested Activities/Groups Station Ideas: Group debate - Is hope dangerous? Use textual evidence as support.	**Words L.VL.11-12.3:** 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	Reading Assessments

				and reasoning		qualities	
		SL.PE.11–12.1 L.VL.11–12.3 RL.CR.11–12.1 RL.PP.11–12.5 W.AW.11–12.1	SWBAT critique the justice system by comparing the textual experience to real-world cases of wrongful convictions and corruption, 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	*Reading Mini-lessons:* Read and annotate pages 81-100: • Evaluating the novel as a critique of the justice system RL.PP.11-12.5: ○ Text-to-World Connection – Assign students real-world articles or podcasts about wrongful convictions	LHS ELA Instructional Workshop Model Suggested Activities/Groups Station Ideas: Writing in Response to Reading: Is Andy truly free? Use textual evidence to support your 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.	**Key Vocabulary Words L.VL.11-12.3:** Cynicism – (noun) belief that people are motivated purely by self-interest Exploitation – (noun) the action of treating 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	LHS Suggested Formative Reading Assessments

			that influence transformation. SWBAT develop a topic by including relevant facts, definitions, concrete details, quotations, and examples to support their ideas. SWBAT provide a concluding statement or section that logically follows the flow of ideas, reflects on the topic, and reinforces the information presented.	and corruption in the prison system. Have them compare these cases to Andy's experience in Shawshank. • Analyzing character transformation RL.IT.11-12.3: ○ Track Red's changing views on hope, from		Repression – (noun) the act of subduing someone or something by force	

				his early skepticism to his final decision at 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 L.VL.11–12.3 RL.CR.11–12.1 RL.IT.1	SWBAT analyze how a character's perspective evolves	*Reading Mini-lessons:* Read and annotate pages 101-120: • Character Development	LHS ELA Instructional Workshop Model Suggested Activities/Groups	**Key Vocabulary Words L.VL.11-12.3:** Liberation – (noun) the act of	LHS Suggested Formative Reading Assessments

		1–12.3 W.AW. 11–12.1	throughout the novel by comparing their views at the beginning, middle, and end, 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	RL.IT.11-12.3: Examining how character perspectives shift over time ○ Compare 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,	Station Ideas: Theme Tracking - Students choose a theme: • Freedom vs. Confinement • 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	setting someone free Reclamation – (noun) the process of recovering something 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	

			audience.	and clauses to create cohesion. • Use of formal language and tone in writing	events, explaining what he has learned about himself and freedom. What are Andy's final thoughts on his journey?		
		SL.PE.11–12.1 RL.TS.11–12.4 RL.MF.11–12.6 W.AW.11–12.1	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 meaning.	*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

			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.				
April	1	L.VL.11–12.3 L.VI.11–12.4 RL.CR.11–12.1 RL.CI.11–12.2	SWBAT to demonstrate their knowledge of an fictional text by taking a benchmark assessme	• 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

		RL.IT.11–12.3 RL.TS.11–12.4 RL.PP.11–12.5 RL.MF.11–12.6 W.AW.11–12.1	nt. SWBAT reflect on their learning in reading and writing throughout marking period 3 by creating SMART goals.				

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. 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	• **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 film. 2. **Theme Analysis** ▪ **From *The Kite Runner***: Students explored complex themes like guilt, redemption,

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 Brooks Hatlen and Tommy Williams, and their significance in both the

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**

- **From *The Kite Runner***: Students engaged in discussions and presented on

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

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 journeys toward freedom or resignation.

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

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 21st Century 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".

9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on

	those skills.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).
9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).
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).
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".

1	Make sense of problems and persevere in solving them
2	Reason abstractly and quantitatively
3	Construct viable arguments and critique the reasoning of others
5	Use appropriate tools strategically
6	Attend to precision
7	Look for and make use of structure
8	Look for and express regularity in repeated reasoning
HS-LS3	Heredity: Inheritance and Variation of Traits
HS-LS3-1	Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
HS-LS4	Biological Evolution: Unity and Diversity
HS-LS4-4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
HS-ESS3	Earth and Human Activity
HS-ESS3-1	Construct an explanation based on evidence for how the availability of natural resources,

	occurrence of natural hazards, and climate change have influenced human activity.
HS-ESS3-6	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity (i.e., climate change).
HS-ETS1	Engineering Design
HS-ETS1-3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
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.