



Gulfport High School Lesson Plans

Week's Focus: Literary

Subject and Level: Eng. II

Structure Unit Focus: Extending Freedom's Reach

Subject and Level: Eng II **Time Frame:** January 29-February 2, 2024

Unit Essential Question

What is the relationship between power and freedom?

Whole-Class Learning

- What is the relationship between power and freedom?

Small-Group Learning

- What is the relationship between power and freedom?

Performance-Based Assessment

- What does it mean to “be free”?

Standards and Objectives:

MS College and Career Readiness Standards:

The Student will....

1. **RI.10.2** Determine the central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.
2. **RI.10.6** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
3. **RI.10.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
4. **RI.10.9** Analyze seminal U.S. documents of historical and literary significance
5. **L.10.1b** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
6. **L.10.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of

strategies.

7. **L.10.4.b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). 8. **L.10.4.d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking 9. **W.10**. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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Academic and Content Vocabulary

Vocabulary

Concept Vocabulary: current, trill, and flurry

Review of Academic Terms: Tone, Mood, Analyze, Evaluate, Connotation, Denotation, Figurative Language, Apathetic, Lethargic, Concede, Contradict, Negate, Objection, Verify, Advocate, Modernism, Ambiguity, Symbol, Theme, Diction, Syntax, Juxtaposition, Anecdote, Rhetorical Devices, Restatement, Repetition, Alliteration, and Parallelism

INSTRUCTIONAL PROCEDURES/RESOURCES

Monday: 1/29/2024

Bell-ringer: Writing to Compare Notebook questions p.322

Anticipatory Set: Thesis

Procedures:

- Students will draft an explanatory essay (introduction with strong thesis, varied details, establish a structure)
- Review, revise and edit

Closure: Essential Question Post-It: What is the relationship between power and freedom? **Assessment:** Formative; teacher observation and essay

Tuesday: 1/30/2024

MIDTERM (Cold Reads -- Seminal documents, focus on rhetorical devices)

Wednesday: 1/31/2024

Bell-ringer:

Anticipatory Set: About the Authors

Procedures:

- Preview the Concept vocabulary
- Analyze the poetry selections on p.326-329
- Complete the Comprehension Checks independently
- Complete the First Read POETRY graphic organizer
- Advanced: Research to Explore

Closure: Post-It Conclusion to the Close Read

Assessment: Formative; teacher observation and questioning

Thursday: 2/1/2024

- **Bell-ringer:** Jump Start p.332
- **Anticipatory Set:** Group Discussion Tip
- **Procedures:**
 - The students will complete Analyze the Text
 - Highlight the text evidence in response
 - Complete the graphic organizer for analyze Craft and Structure with your table

partner • **Closure:** Thumbs Up/Down

- **Assessment:** teacher observation, questioning, assessment

Friday:2/2/2024

- **Bell-ringer:** Concept Vocabulary p. 332

- **Anticipatory Set:** Author's Style

- **Procedures:**
 - Independently, write an original poem based on one of the poems in this collection. Students select their own prompt from the list.

- **Closure:** Evidence Log

- **Assessment:** Formative_teacher observation, student samples