



Gulfport High School Lesson Plans

Beth Rogers

Week's Focus: Literary Structure

Unit Focus: Extending Freedom's Reach

Subject and Level: Eng. II

Time Frame: January 8-12, 2024

Lesson Essential Questions

Whole-Class Learning

- What is the relationship between power and freedom?

Standards and Objectives:

MS College and Career Readiness Standards:

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.

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.

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.

RI.10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

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.

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.

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).

L.10.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking

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.

Student Centered Objectives:

The Student will....

1. Determine central ideas; write an accurate summary
2. Determine author's POV and purpose
3. Evaluate an argument and determine if the reasoning is valid
4. Determine word meaning

Vocabulary

Academic Vocabulary: revolution, asunder, invective, belaboring, invoke, and beachhead

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: 1/8

- **BELLRINGER:**
 - Preview vocabulary terms found on p.282
- **ANTICIPATORY SET:**
 - Review of CLASSROOM RULES & PROCEDURES.
- **PROCEDURES:**
 - The students will analyze the text in a First Read of JFK's "Inaugural Address"
 - Complete the [short response questions](#).
 - Each student will choose at least one unfamiliar detail from the text to research and share with the class how the research helped them better understand the text.
- **CLOSURE:**
 - Emoji Faces (Go to the emoji that best reflects how confident you are with today's lesson.
- **ASSESSMENT:**
 - Teacher Observation
 - Q&A

Tuesday: 1/9

- **BELLRINGER:** [Concept Vocabulary & Word Study Handout](#)
- **ANTICIPATORY SET:**
 - [Parallelism Video](#)
- **PROCEDURES:**
 - The students will analyze the text in a Close Read of JFK's "Inaugural Address"
 - Q&A lead by teacher (paragraphs 10, 11, 20& 28)
 - Respond to Close Read questions in small groups (3-4).
 - Next, students will complete the [Analyze Craft & Structure](#) questions (think/pair/share).
- **CLOSURE:**
 - Thumbs UP/DOWN
- **ASSESSMENT:**
 - Teacher Observation
 - Q&A

Wednesday: 1/10

- **BELLRINGER: Writing Prompt:** This speech contains one of the most famous lines from Presidential speeches in U.S. history: "Ask not what your country can do for you—ask what you can do for your country" (Paragraph 26). What did Kennedy mean? What was Kennedy's purpose in including this statement in his speech? Do you think that Americans are currently taking his advice? Why or why not?
- **ANTICIPATORY SET:**
 - Citing specific evidence (strongest)
- **PROCEDURES:**
 - With partner, complete Analyze the Text p. 288
 - [Quizizz](#)
- **CLOSURE:**
 - Reflection Journal 1 minute
- **ASSESSMENT:**
 - Teacher Observation
 - Q&A

Thursday: 1/11

- **BELLRINGER: Writing Prompt:** What types of figurative language does Kennedy use in this speech? What effect does it have on his speech? Why do you think he chooses to use so much figurative language?
- **ANTICIPATORY SET:**
 - Rhetorical Devices-[Antithesis Video](#)
- **PROCEDURES:**
 - Students will review the terms: repetition, parallelism, and antithesis
 - With shoulder partner, complete Author's Style-Read It
- **CLOSURE:**
 - Post-It Write It (p.291)
- **ASSESSMENT:**
 - Teacher Observation
 - Q&A

Friday: 1/12

- **BELLRINGER: Writing Prompt:** What changes in the world did Kennedy think were necessary to make the world a more peaceful and prosperous place? What changes in the world do you think are necessary to make the world a more peaceful and prosperous place?
- **ANTICIPATORY SET:**
 - Review the "Four Freedoms Speech"
- **PROCEDURES:**
 - Inaugural Speech Quiz
 - Writing to Compare
- **CLOSURE:**
 - Reflection Journal 1 minute
- **ASSESSMENT:**
 - Teacher Observation
 - Q&A