



Gulfport High School Lesson Plans

K. White

Week's Focus: Literary Structure	Unit Focus: Inside the Nightmare
Subject and Level: Honors Eng II	Time Frame: Aug 21-25, 2023

Lesson Essential Questions

Whole-Class Learning

- How and when does imagination overcome reason?

Small-Group Learning

- In literature, how does a sense of uncertainty help to create an atmosphere of fear?

Performance-Based Assessment

- In what ways does transformation play a role in stories meant to scare us?

Standards and Objectives:

MS College and Career Readiness Standards:

RI 1.2

Concept Vocabulary, Word Study: Denotation and Connotation (L.9–10.5, 5.b)

Literary Style (RL.9–10.5; RL.9–10.1)

Conventions: Sentence Structure (L.9–10.1, 1.b)

Writing to Compare: Explanatory Essay (W.9–10.2; W.9)

Student Centered Objectives:

The Student will....

1. Evaluate written narratives by analyzing how authors introduce and develop the events in their writing
2. Expand your knowledge and use of academic and concept vocabulary.
3. Write an explanatory essay in which you use a narrative as evidence for your main idea. Apply your knowledge of texts in unit
4. collaborate with your team to build on the ideas of others, develop consensus, and communicate
5. Use figurative language, connotation, and denotation to convey meaning and add variety and interest to your writing and presentations.

Vocabulary

“House Taken Over”

Spacious
Unvoiced
Obscure
Recessed
Vestibule
Muffled

Academic Vocab

Tone, Mood, Analyze,
Evaluate, Connotation,
Denotation,
Figurative Language,

INSTRUCTIONAL PROCEDURES/RESOURCES

Monday: 8.21.23: What is the allure of fear?

- Bell-ringer: Journal: Think about a time when you were in a difficult or uncomfortable situation. Briefly describe the situation. Did you stay and try to resolve the situation or did you walk away? Why?
- Anticipatory Set: 1 minute [Bio Julio Cortazar](#); Reflect on Quote
- Procedures:
 - Quick Write: Wrap Up Usher (posted on Google Classroom)
 - Flash Research:
 - Who was Julio Cortazar?
 - Describe his background, upbringing, family
 - What was his purpose in writing?
 - He was known as having “anti-Peronist views.” Who was Perone?
 - Introduce concept vocabulary for “House Taken Over” **p. 36**
 - Prediction: Write: Based on your prior knowledge of the terms “magical” and “realism”, how would you define magical realism?
 - TTW review paragraph 1 with students:
 - ANNOTATE: Have students mark details in paragraph 1 that describe the house in which the story is set.
 - QUESTION: Guide students to consider what these details might tell them. Ask what a reader can infer from the descriptions, and accept student responses. Possible response: By using words such as old and spacious and phrases such as memories of great-grandparents, the description suggests that the old house has been passed down from generation to generation and has a lot of rooms.
 - CONCLUDE: Help students formulate conclusions about the importance of these details in the text. Possible response: These details may be showing that the characters are living in the past. Remind students that the setting of a story is the place and time in which the events unfold. Sometimes the setting is not critical, but in other stories, the setting is integral to the action.
 - Students will read independently and complete First Read of “House Taken Over”
 - Complete First Read questions **p. 43**
- Closure: Closure: Look at the description of the house in paragraph 1. How does this description compare/contrast with the House of Usher?
- Assessment: Formative – teacher observation and questioning.

Tuesday: 8.22.23

- Bell-ringer: **WMPT 1.5**
- Anticipatory Set: Based on your interpretation of the story, draw out a map of the house
- Procedures:
 - Students will complete the First-Read Extension Questions (online)
 - Jump Start: Close Read Have students close read the title, “House Taken Over.” Ask students to explain the difference between realism and fantasy and whether the short story they’ve read is a realistic story or a fantasy. Explain to them that the details in realism, or a realistic story, can indeed happen, whereas in a fantasy, they cannot. Ask students to share the titles of some stories they have read in both genres.
 - Video Clip on Magical Realism (Savvas Hook and Inspire Resource)
[Salman Rushdie on Magical Realism: True Stories Don't Tell the Whole Truth | Big Think](#)
 - Discuss how “House Taken Over” is a model of magical realism. Complete Magical Realism questions [handout](#).
 - Whole-Class
 - Whole group annotations
 - Close-Read Questions: found in the margins of the story

- Time-Permitting: Students will work on the Analyze the Text Questions p. 44
- Closure: T-Chart: Realism vs Fantasy

Wednesday: 8.23.23

- Bell-ringer: Review Most-Missed WMPT
- Anticipatory Set: Photo Analysis
- Procedures:
 - Comma Practice: AAWWUBBIS
 - Wrap Up Annotations
 - Post Thematic Statement on Google Classroom
 - Small Groups:
 - Close-Read Questions p. 44
 - Analyze the Text p. 44
 - Analyze Craft & Structure p. 45
 - Vocab/Word Study p.46
- Closure: T-Chart: Realism vs Fantasy

Thursday: 8.24.23

- Bell-ringer: “House Taken Over” Quiz
- Procedures:
 - ACT Prep
 - Review Explanatory (Expository) Writing and basic essay structure.
 - Students will be asked to compare/contrast a simpler topics (i.e. high school vs. college)
 - Students will preview sample essay and highlight claims, evidence, reasoning.
 - Compare/Contrast the settings of “House of Usher” and “House Taken Over” and plan essay using analysis and synthesis prompts pp. 48-49
 - Students will complete analysis compare/contrast charts
 - Whole-Class: review introductions/thesis statement writing
 - Students will post thesis statements to Google Classroom for teacher feedback
- Closure: Thesis Statements

Friday: 8.25.23

- Bell-ringer: Review Most-Missed ACT Prep
- Anticipatory Set:
- Procedures:
 - Comma practice QUIZ
 - Students will continue working on essay development, structure, and analysis
 - Student Samples of Previous Essay introductions
 - Students will write introductory paragraphs for peer/ teacher feedback
 - Teacher will introduce students to PAPER platform and discuss the MAAP writing rubric.
- Closure: post introductory paragraphs to Google Classroom

Additional Resources

- Cortazar bio [here](#)
- <https://www.theparisreview.org/interviews/2955/the-art-of-fiction-no-83-julio-cortazar>
- Thesis Statement Handouts:
 - https://www.utrgv.edu/writingcenter/_files/documents/handouts/writing-a-thesis-statement.pdf
 - [https://pa01001022.schoolwires.net/cms/lib6/PA01001022/Centricity/ModuleInstance/2081/How to Write a Compare Contrast Thesis.pdf](https://pa01001022.schoolwires.net/cms/lib6/PA01001022/Centricity/ModuleInstance/2081/How_to_Write_a_Compare_Contrast_Thesis.pdf)
- Compare/Contrast Essays

- Great Resource:
https://liberalarts.humber.ca/assets/files/writing_centre/COMPARE%20AND%20CONTRAST%20ESSAY.pdf
- <https://www.kellogg.edu/upload/eng151/chapter/writing-for-success-comparecontrast/index.html>
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