



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: Sept. 4-8, 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:

RL.9–10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop . .

RL.9–10.5 Analyze how an author's choices . . .

RL.9–10.10 By the end of grade 10, read and comprehend literature . . .

L.9–10.4.a Use context (e.g., the overall meaning . . .) as a clue . . .

L.9–10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases . . .

L.9–10.2.c Spell correctly.

L.9–10.4.b Identify and correctly use patterns of words changes . . .

Student Centered Objectives:

The Student will....

1. Write an explanatory essay in which you use a narrative as evidence for your main idea. Apply your knowledge of texts in unit
2. collaborate with your team to build on the ideas of others, develop consensus, and communicate
3. Use figurative language, connotation, and denotation to convey meaning and add variety and interest to your writing and presentations.

Vocabulary

“Why Do Some Brains Enjoy Fear?”
(Non-fiction)
Stimulus
Dissonance
Cognitive

Academic Vocab
Tone, Mood, Analyze,
Evaluate, Connotation,
Denotation,
Figurative Language,
Apathetic, Lethargic, Concede

Review of Academic Terms: Prewriting, Drafting, Revising, Analyze, Infer, Thesis

INSTRUCTIONAL PROCEDURES/RESOURCES

Monday: 9.4.23:

- Labor Day Holiday -- No School

Tuesday: 9.5.23

- Bell-ringer: Cell phones on silent and inside bookbags
- Anticipatory Set: Testing procedures
- Procedures:
 - DCA (75 questions in 45 minutes) English portion of ACT
 - Journal #10 - In literature, how does a sense of uncertainty help to create an atmosphere of fear? What are some of the ways people react in the presence of a stranger? If a stranger came to your home and asked to come in and look around, how would you respond? At what point might you become uncomfortable?
- Closure: What is the difference between rational and irrational fears?
- Assessment: Written Samples; Student discussion; Teacher Observation, DCA

Wednesday: 9.6.23

- Bell-ringer: Grammar Practice
- Anticipatory Set: ["A Thousand Words"](#)
- Procedures:
 - Begin Small Group Learning in Savvas p 68
 - Small-Groups.
 - Students will begin small-group work focusing on "Where Is Here?" short story. pp.69-76
 - Literary focus for short story: dialogue, theme
 - Students will work with small group to complete First Read Comprehension Questions p. 77
 - Groups will complete second read with focus on close read questions throughout the text.
 - Group discussion and completion of Text Analysis questions p. 78
- Closure: How is this compared to magical realism or gothic literature?
- Assessment: Formative - Teacher questions and answers

Thursday: 9.7.22

- Bell-ringer: MAAP Practice quesiton
- Anticipatory Set: [Miranda Lambert - The House That Built Me](#)
- Procedures:
 - Lesson on Informational Text:
 - Read ["You Can Go Home Again..."](#) article from Psychology Today
 - Use [graphic organizers](#) from Savvas Common Core Companion to focus on RI 10.2 (central idea) and RI 10.1 (Supporting details)

- In small groups, students will read and annotate the non-fiction article “Why Do Some Brains Enjoy Fear?”
- Students will complete close reads of the article
 - comprehension questions, p. 95
 - analyzing the text #1 and #3 and Technical vocabulary p.96
 - analyzing the craft and structure, p.97
 - author’s style p.98
- Closure: What have you learned about the brain and its reaction to fear?
- Assessment: Formative - Teacher questions and answers

Friday: 9.8.22

- Bell-ringer: MAAP Style question
- Anticipatory Set: [Commonlit](#)
- Procedures:
 - Disney’s Pixar clip of [Inside Out](#)
 - Pre-write: Would you change the portrayal of Fear based on what you have learned about fear and the brain?
 - Students will complete the poems to analyze
 - “Beware:do not read this poem”
 - “The Raven”
 - “Windago”
 - Complete the close reads of their poem
 - Complete the comprehension questions related to their poem.
 - Complete the analyzing the text
 - Complete Craft and structure of their poem (including the two questions under the chart)
 - Complete Author’s style of their poem
 - Students will determine the social commentary for each of the poems.
- Closure: How do you differentiate from irrational fears and rational fears? How do you overcome the irrational fears?
- Assessment: Formative: Teacher questioning and answering

Monday: Students will have selection quizzes on the poems and the nonfiction piece.