



Gulfport High School Lesson Plans

K.White

Week's Focus: Character Development	Unit Focus: Outsiders and Outcasts
Subject and Level: Honors Eng II	Time Frame: October 9-14, 2023

Lesson Essential Questions

Whole-Class Learning

- Are outsiders simply those who are misjudged or misunderstood?

Small-Group Learning

- Is “difference” a weakness? Is “sameness” a strength?

Performance-Based Assessment

- Is the experience of being an outsider universal?

Standards and Objectives:

MS College and Career Readiness Standards:

Symbol and Theme (RL.9–10.2)

Author's Style: Diction and Syntax (RL.9–10.4)

Writing to Sources: Response to Literature (W.9–10.1)

Poetic Forms (RL.9–10.5)

Author's Style: Poetic Form (RL.9–10.5; RL.9–10.9)

Speaking and Listening: Poetry Reading (SL.9–10.4)

Reasoning and Evidence (RI.9–10.1; RI.9–10.3; RI.9–10.8)

Author's Style: Parallel Structure (RI.9–10.3)

Speaking and Listening: Multimedia Presentation (SL.9–10.1.b; SL.9–10.4; SL.9–10.5)

Literary Nonfiction (RI.9–10.2; RI.9–10.5)

Conventions: Types of Phrases (L.9–10.1.b)

Research: Multimedia Presentation (W.9–10.6; W.9–10.8)

Deliver a Multimedia Presentation (SL.9–10.4)

Student-Centered Objectives:

The Student will....

1. Evaluate written argumentative essays by analyzing how authors introduce, develop, and support their claims.
2. Expand your knowledge and use of academic and concept vocabulary.
3. Write an argumentative essay, using logical argument and textual evidence to support it.
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

<p style="text-align: center;">Introductory Unit Contradict Negate Objection Verify Advocate</p>	<p style="text-align: center;">“Metamorphosis” distress amelioration aversion asphyxiation listlessly travail</p>
<p>Monday: 10.9.23</p> <ul style="list-style-type: none"> • <u>Bell-ringer</u>: Journal Writing #1 (Complete Quick Write p. 133) • <u>Procedures</u>: <ol style="list-style-type: none"> 1. Introduction to Article of the Week (Kelly Gallagher Method)-- Due Friday <ol style="list-style-type: none"> a. Annotate Article #1: Hair Suspension b. SOAPStone Handout c. Written Reflection 2. Students will complete the introductory unit p.128-133 <ol style="list-style-type: none"> a. Goal Setting b. Academic Argument: Vocabulary c. Read “Isn’t Everyone A Little Bit Weird?” d. Annotate for Argument; Complete Chart e. Summarize article • <u>Closure</u>: Post-It Notes • <u>Assessment</u>: Formative – teacher observation and questioning. 	
<p>Tuesday:10.10.23</p> <ul style="list-style-type: none"> • <u>Bell-ringer</u>: ACT • <u>Anticipatory Set</u>: Quote • <u>Procedures</u>: <ul style="list-style-type: none"> ○ Work on Article of the Week (15 minutes) ○ Introduction to Franz Kafka <ul style="list-style-type: none"> ▪ YouTube video clip; Note-Taking ▪ Author Biography Worksheet (TPT)- biography 	
<p>Wednesday: 10.11.23</p> <ul style="list-style-type: none"> • <u>Bell-ringer</u>: Review ACT Practice • <u>Procedures</u>: <ol style="list-style-type: none"> 1. Grammar: Subject/Verb Agreement/Practice 2. Work on Article of the Week (15 minutes) 3. Agree/Disagree- Movement Activity 4. Metamorphosis Pre-Reading Activities <ol style="list-style-type: none"> a. Existentialism b. Kafkaesque c. Author d. “What Do You Think?” • <u>Assessment</u>: Formative – teacher observation and questioning. 	

Thursday:10.12.23

- Bell-ringer: Journal Prompt #2: **What would happen if you woke up one day and you were so different that even your own family didn't recognize you? Discussing the consequences of such a thing happening.**
- Procedures:
 - Article of the Week
 - Practice Subject/Verb Agreement
 - Begin Reading *Metamorphosis Part I*
 - Whole Group: Periodic pause/annotation/whole group discussions
 - Students will finish reading part I for homework
- Assessment: Written Samples; Student discussion; Teacher Observation

Friday: 10.13.23

- Bell-ringer: Reading Quiz
- Anticipatory Set: Metamorphosis Kafka Cartoon Analysis
- Procedures:
 1. Work on Article of the Week (due at 11:59 p.m.)
 2. Building of Character List
 3. Discuss Symbolism and Allegory in Text **p.142 & 148**
 4. Students will work on Part I Close Read Questions (margins of text)
 5. Begin reading *Metamorphosis Part II*
 6. Finish for homework-- provide note-taking
- Closure: AoW #1 due
- Assessment: Formative – teacher observation and questioning.

Resources:

Read-Aloud: [Metamorphosis](#)