



# Gulfport High School Lesson Plans

## K.White

<b>Week's Focus:</b> Character Development	<b>Unit Focus:</b> Outsiders and Outcasts
<b>Subject and Level:</b> Honors Eng II	<b>Time Frame:</b> October 16-20, 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

<b>Introductory Unit</b> Contradict Negate Objection Verify Advocate	<b>“Metamorphosis”</b> distress amelioration aversion asphyxiation listlessly travail
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### Monday: 10.16.23

- Bell-ringer: Journal Writing #1: How does the fact that Gregor’s transformation is introduced so casually affect the tone of the story, and consequently, how it is read?
- Procedures:
  1. **Metamorphosis Part I reading quiz**
  2. Review Part I; Complete Close-Read Questions; Create a Character List
  3. Discuss evolving character motivation throughout Part I
    - a. Focus on Existentialism
    - b. Thematic Concepts: Absurdity and Alienation
  4. Begin Reading Part II- students will finish for homework
- Closure: Post-It Notes
- Assessment: Formative – teacher observation and questioning.

### Tuesday: 10.17.23

- Bell-ringer: Review Rhetorical Triangle
- Anticipatory Set: Quote
- Procedures:
  - **MPT 2.2**
  - Continue class discussion of *Metamorphosis* Part II
  - Students will work independently on the close-read questions posted in the text.
  - Whole Group: Review annotations and update Character list

### Wednesday: 10.18.23

- Bell-ringer: ACT Practice
- Procedures:
  - **Metamorphosis Part II reading quiz**
  - Journal Prompt #2: Discuss the role of alienation in Part II of the story. How does this coincide with the existential theory of alienation?
  - Small Group: Answer Close Read Questions in the text
  - Students will complete the final reading of Part III of *Metamorphosis*
    - Students will discuss final thoughts/observations on Friday
- Assessment: Formative – teacher observation and questioning.

**Thursday:10.19.23:**

**K.WHITE will be out due to MSPA Conference; Assignments will be completed Independently.**

- Student Assignments:
  - Comprehension Check **p.179**
  - Close-Read Questions (margins of text)
  - Analyze the Text #1-4 **p.180**
  - Analyze Craft & Structure **p.181**
  - AP Analytical Questions
- Students will have Thursday/Friday to complete assignments in Small Groups. Assignments due Monday

**Friday: 10.20.23**

- Bell-ringer: ***Metamorphosis* Part III reading quiz**
- Anticipatory Set: Metamorphosis Kafka Cartoon Analysis
- Procedures:
  1. Discuss Part III of text; Small Group Whiteboards
    - a. Focus on Existentialism
    - b. Evolution of Character (Metamorphosis)
    - c. Author Choice/ Author Purpose
  2. Continue working in Small Groups
- Assessment: Formative – teacher observation and questioning.

Resources:

Read-Aloud: [Metamorphosis](#)