



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: Nov 27-Dec 1, 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

Introductory Unit Contradict Negate Objection Verify Advocate	“Doll's House” Shunned Sneered Spitful
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Monday: 11.27.23

- Bell-ringer: Read the Deleted Scene from the *Crucible*. Answer the prompt assigned on Google Classroom.
- Procedures:
 1. Students will view the film adaptation of The Crucible and complete a compare/contrast writing assignment for homework
- Closure: Post-It Notes
- Assessment: Formative – teacher observation and questioning.

Tuesday: 11.28.23

- **DCA (45 minutes)**
- Introductions to Formal Outline Writing
- Short Argument Writing Practice
- Students will be assigned their argument writing prompt and will post their thesis statements to Google Classroom for teacher feedback and review
- ****STUDENT FORMAL OUTLINES/BODY PARAGRAPH DUE FRIDAY BY 11:59 P.M.**

Wednesday: 11.29.23

- Bell-ringer: AP Practice
- Anticipatory Set:
- Procedures:
 1. Jumpstart: Do you identify with a particular group of fellow students? Do the people in your group share a common interest, identity, or loyalty? Is your group formal or informal?
 2. Vocabulary: Students will highlight the sentence which includes the vocabulary term. Using context clues, students will define the vocabulary term.
 3. Reading Focus: What do the attitudes of characters in “The Doll’s House” reveal about the class system in Katherine Mansfield’s New Zealand?
 4. Students will read and annotate Katherine Mansfield’s “The Doll’s House”
 - **ANNOTATE**: Have students mark details in paragraph 1 that may have symbolic meaning, or work with small groups to have students participate while you highlight them together.
 - **QUESTION**: Guide students to consider what these details might tell them. Ask what a reader can infer from the symbolic meaning attached to these details and accept student responses.
 - **ANNOTATE**: Have students mark details in paragraph 16, where the author introduces the Kelveys, or work with small groups to have students participate while you highlight them together.
 - **QUESTION**: Guide students to consider what these details might tell them. Ask what a reader can infer from what was marked, and accept student responses
 - **ANNOTATE**: Have students mark details in paragraph 16 that describe Else Kelvey, or work with small groups to have students participate while you highlight them together.

- **QUESTION:** Guide students to consider what these details might tell them. Ask what a reader can infer from the narrator's description of our Else and accept student responses
- **ANNOTATE:** Have students mark details in paragraph 42 that demonstrate the rising action of climax, and work with small groups to have students participate while you highlight them together.
- **QUESTION:** Guide students to consider what these details might tell them. Ask what a reader can infer from the tension in those lines, and accept student responses.

5. Comprehension Check #1-6 **p.207**

- Closure: Finish Question for HW if necessary
- Assessment: Formative – teacher observation and questioning; predictions; questions

Thursday:11.30.23:

- Bell-ringer: MAAP Practice
- Anticipatory Set: Symbolism Practice
- Procedures:
 - QUICK WRITE: Whenever people come together in groups, there's almost always competition for status, or high position. Some people will inevitably try to prove that they are superior to other people in the group or that their group is superior to other groups. What gives a person so-called superior status in our society? Is status always dependent on material wealth? In what environments do you think competition for status is especially fierce? Jot down your thoughts about competition and status today.
 - The teacher will review student annotations and close read analysis: Teacher will complete on document camera, allowing students to interject their own observations.
 - Analyze the text **p. 208**
 - Concept Vocab **p.208**
 - Word Study **p.208**
- Closure: MAAP style question; post to Padlet
- Assessment: Formative – teacher observation and questioning.

Friday: 12.01.23

- Bell-ringer: MAAP Practice: Review Top 3 Most-Missed
- Set: Artistic Medium
- Procedures:
 - Students will view "A Girl Writing; The Pet Goldfinch" and answer analysis questions
 - Students will work in small groups to complete Google Slide Questions
 - Draw a doll's house that would be symbolic of the Kelvey girls. How would the outside differ from the inside? Students share their descriptions with the class, describing their reasoning for each symbolic element
 - The teacher will review student annotations and close read analysis: The teacher will complete on the document camera, allowing students to interject their own observations.
 - Analyze craft & Structure **p.209**
 - Author's Style **p. 210**
- Closure: **FORMAL OUTLINE DUE TODAY**
- Assessment: Formative – teacher observation and questioning.