



# 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> December 4-8, 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>“Doll's House”</b> Shunned Sneered Spitful
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### Monday: 12.4.23

- Bell-ringer: 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.
- Procedures:
  1. Students will view four short video clips, reflecting on the themes of social grouping and herd mentality.
  2. Students will read and annotate Katherine Mansfield's "The Doll's House"
  3. Vocabulary: Students will highlight the sentence which includes the vocabulary term. Using context clues, students will define the vocabulary term.
  4. Reading Focus: What do the attitudes of characters in "The Doll's House" reveal about the class system in Katherine Mansfield's New Zealand?
  5. 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.
- Comprehension Check #1-6 **p.207**
- Closure: Finish Question for HW if necessary
- Assessment: Formative – teacher observation and questioning; predictions; questions

**Tuesday:12.5.23**

- **\*\*9-week BENCHMARK ASSESSMENT**

**Wednesday: 12.6.23**

- **\*\*9-week BENCHMARK ASSESSMENT**
- Students will finish annotating “The Doll’s House” and complete the following:
  - Analyze the text p. 208
  - Concept Vocab p.208
  - Word Study p.208

**Thursday:12.7.23:**

- Bell-ringer: Using “A Doll’s House”, students will write and post two MAAP style question to Padlet
- Anticipatory Set: Symbolism Practice
- Procedures:
  - Students will work in small groups to analyze the text and create a “Character Doll House” to symbolize a chosen character from the text.
    - Students will draw out the character’s house to include color symbolism and five symbols integrated into the character’s home.
    - Students will complete an explanation chart with supporting textual evidence.
    - Students will present their poster and analysis to the class
- Assessment: Formative – student analysis

**Friday: 12.01.23**

- Bell-ringer: Students will answer two questions posted to PADLET
- Set: Artistic Medium
- Procedures:
  - Students will continue working on Character Analysis
  - Students will view “A Girl Writing; The Pet Goldfinch” and answer analysis questions
  - Students will work in small groups to complete Google Slide Questions
  - 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.
- Closure: Student presentations
- Assessment: Formative – teacher observation and questioning.

Resources: [Copy of The Doll's House short story materials](#)