



# Gulfport High School Lesson Plans

## K.White

<b>Week's Focus:</b> Literary Structure	<b>Unit Focus:</b> Extending Freedom's Reach
<b>Subject and Level:</b> Honors Eng II	<b>Time Frame:</b> Jan 8-12, 2024

### Lesson Essential Questions

**What is the relationship between power and freedom?**

#### Whole-Class Learning

- What can one person do to defend the human rights of all people?

#### Small-Group Learning

- When, if ever, are limits on freedom necessary?

#### Performance-Based Assessment

- What does it mean to “be free”?

### Standards and Objectives:

#### MS College and Career Readiness Standards:

Summary (RI 9-10.2)

Concept Vocabulary, Word Study: Denotation and Connotation (L.9–10.4b, d; L.9-10.6)

Craft and Structure: Seminal Documents (RI.9–10.6; RI.9–10.8; RI 9-10.9)

Conventions/Author's Style: Use of Language (L.9-10.1.a; RI 9-10.6)

Conventions: Types of Phrases (L.9–10.1, 1.b)

Writing to Compare: Compare Two Speeches (RI. 9-10.9; W.9-10.2)

#### Student Centered Objectives:

The Student will....

1. Evaluate written informative texts by analyzing how authors convey complex ideas, concepts, and information.
2. Expand your knowledge and use of academic and concept vocabulary.
3. Write an informative essay in which you effectively introduce and develop a thesis with well-chosen evidence.
4. Conduct research projects of various lengths to explore a topic and clarify meaning.
5. Correctly integrate quotations and other evidence into written texts and presentations.
6. Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
7. Integrate audio, visuals, and text in presentations.

## Vocabulary

<b>Introductory Unit</b> Attribute Hierarchy Demarcate Fundamental Democracy	<b>“Four Freedoms Speech”</b> Pacification Tyranny Propaganda Disarmament Appeasement Treachery
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## INSTRUCTIONAL PROCEDURES/RESOURCES

### Monday: 1.8.24: What is the relationship between power and freedom?

- Bell-ringer: Journal #1 What factors determine who is free and who remains oppressed?
- Anticipatory Set: Savvas Video “We Are All Born Free.” Discussion: What are the basic rights and freedoms that belong to everyone, everywhere? **p258**
- Procedures:
  - Preview unit selections and unit goals **p. 259-260**
  - Academic Vocab: predict meaning; word association **p.261**
  - Jump Start: Student discussion “Are there any protections that all people should have? If so, what are they?”
    - Students will write 3-5 answers (Menti-meter)
  - Discuss elements of informative essay and close reading focus.
  - Students will read “Born Free: Children and the Struggle for Human Rights”, taking notes on organization and supporting details. **P.262-263**
    - Students will view youtube video selection from the “Newsies” musical
  - Review summary writing skills (brief overview)
  - Summary of text **p.264**
  - Launch Activity: Class Poll (PearDeck activity) **p264**
  - Quickwrite: What does it mean to “be free”? **p265** and complete Evidence Log for introductory text.
- Closure: 3-2-1 Exit Ticket (What are 3 things you learned today; 2 things you’d like to know more about; and 1 question you have?)
- Assessment: Written Samples; Student discussion; Teacher Observation
- Homework: **Students will listen to NPR “A Band on Girls Singing in Public” and answer Discussion Questions on Google Classroom**

### Tuesday: 1.9.24

- Bell-ringer: ACT Practice
- Anticipatory Set:
- Procedures:
  - K-W-L “F.D.R.”
  - Youtube Video: [Biography](#)
  - Discuss importance of speaker background/biography
  - Introduce rhetorical triangle
  - Provide students with copy of “Four Freedoms” Rhetorical Triangle to complete prior to reading and post-analysis.
  - Anticipation [Guides](#)
  - As a group, the class will read the background information provided on **p.269**

- Students will answer the following questions:
  - What does it say?
  - What does it mean?
  - How is it said?
  - Why does it matter?
- Students will complete a first-read of FDR's "Four Freedoms" Speech
  - Students should mark any key vocabulary or passages to revisit in 2nd-read
- Students will complete Comprehension Questions **p.277**
- Closure: Digital post-it
- Assessment: Formative – teacher observation and questioning.
- **Homework: Complete on Google Classroom- "imagine you are a citizen who has listed to the excerpt from President Roosevelt's speech. Take a stance (pro or con) in supporting the president's call to aid Europe in the fight against Hitler and his allies. Justify your opinion with evidence from the text.. \*\*Note: think about raising taxes, building arms, etc. Prepare to discuss Wednesday**

### Wednesday: 1.10.24

- Bell-ringer: Introduce Students to Article of the Week Guidelines; Students will have 15 minutes to work on Article of the Week (due Monday)
- Anticipatory Set: FDR "Four Freedoms" Park, NYC
- Procedures:
  - Update Rhetorical Triangle
  - Review paragraph two: what might these details tell us? What can we infer? Why might the author have included these details?
  - Provide independent time for annotations; complete close-read questions
  - Whole-class: review annotations
  - Class Debate- yesterday's homework; discuss strengths of pro/cons
- Closure: T-chart
- Assessment: Formative – teacher observation and questioning.
- **Homework: Homework: Students will listen to NPR "[Press Freedoms Around the World](#)" and answer Discussion Questions on Google Classroom**

### Thursday: 1.11.24

- Bell-ringer: ACT
- Anticipatory Set: [TedTalk](#): "What are Universal Human Rights?"
- Procedures:
  - Short Write- reflect on the TedTalk video
  - Article of the Week: Annotations/Reflections
  - Continue discussion on rhetoric
  - List of rhetorical devices
  - Analyze Rhetorical Devices in "Four Freedoms"
  - Small groups: highlight for examples of ethos, pathos, logos
    - Students complete analysis chart (development practice)
- **Homework: Finish analysis chart**
- Assessment: Formative – teacher observation and questioning; predictions; questions

**Friday: 1.12.24**

- Bell-ringer: Norman Rockwell Painting [Analysis](#) (TPT Drive)
- Procedures:
  - Quiz
  - Listen to “Four Freedoms” Speech
  - Small Groups:
    - Close-Read/Analysis Activity
    - Analyze the Text Questions **p.278**
    - Analyze Craft & Structure
    - Concept Vocabulary
      - Discuss Diction→Connotation → Tone → Author’s Purpose
    - Conventions; additional practice Grammar Plus Workbook **p.33**
- Time Permitted: Work on Article of the Week (due Monday)

**Additional Resources**

See Drive for additional resources. Search TPT in Drive-> Four Freedoms