



Gulfport High School Lesson Plans

K. White

Week's Focus: Literary Structure	Unit Focus: Extending Freedom's Reach
Subject and Level: Honors Eng II	Time Frame: Feb 26-Mar 1, 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; L9-10.6)

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 its 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

"The Censors"

Sabotage
Intercept
subversive

Ethos Pathos Logos Appeal to authority (also known as logical fallacy or yellow journalism)

INSTRUCTIONAL PROCEDURES/RESOURCES

Monday: 2-26-24: When, if ever, are limits on freedom necessary?

- Bell-ringer: MAAP Practice (posted to Savvas)
- Anticipatory Set: Satire sample
- Procedures:
 - Students will view 3-4 peers' videos and complete a critique on Google Form.
 - Journal Prompt: What might it be like to live in a country where the government tracks all forms of communication? How might it feel to know the government listens to your phone calls or reads your email?
 - Define Satire and discuss purpose
 - Define Censorship and discuss modern examples
 - Read/Annotate "The Censors"
 - Complete Comprehension questions p. 339
 - Analyzing the Text p. 340
 - Author's Craft and Structure p. 341
 - Author's Style p. 342
 - Characterization p. 343
- Closure: Journal: You have multiple freedoms as an American youth. What are you doing with these freedoms? How are they impacting your community?
- Assessment: Formative – teacher observation and questioning; predictions; questions
- **Technology: SAVVAS online platform; video presentations; Google Forms critique**

Tuesday: 2-27-24

- Bell-ringer: ACT Practice
- Anticipatory Set: Background on the author's
- Procedures:
 - Students will view 3-4 peers' videos and complete a critique on Google Form.
 - Whole group discussion: The Censors
 - Students will analyze "Freedom of the Press Report 2015"
 - Comprehension Questions
 - Close Read Questions
 - Analyze the media
- Closure: Finish what has not been completed for homework
- Assessment: Formative: Mid-term Teacher observation and questions.
- **Technology: video presentations; Google Forms critique**
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Wednesday: 2-28-24

- MPT
- Students will view 3-4 peers' videos and complete a critique on Google Form.
- **Technology: Online testing; video presentations; Google Forms critique**

Thursday: 2-29-24

- Bell-ringer: AP Practice
- Procedures:
 - Students will view 3-4 peers' videos and complete a critique on Google Form.
 - Students will create an online infographic correlating with the Savvas workbook p. 349
 - Student research will require Works Cited documentation. All research will be done in class.
- Closure: Class discussion on the assignment on page 343 discussion of censorship
- Assessment: Formative – teacher observation and questioning; predictions; questions
- **Technology: AP Practice; video presentations; Google Forms critique; infographic; Canva**

Friday: 3-1-24

- Bell-ringer: Journal Writing
- Anticipatory Set: Strengths
- Procedures:
 - Students will view 3-4 peers' videos and complete a critique on Google Form.
 - Students will read "Harrison Bergeron" and analyze the text
 - Students will answer assigned questions and review answers posted on Edsitement website
- Closure: Student Reflective slip
- Assessment: Formative – teacher observation and questioning; predictions; questions
- **Technology: Website; Google Doc posted on Google Classroom**