



Gulfport High School Lesson Plans

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Week's Focus: Literary Structure	Unit Focus: Extending Freedom's Reach
Subject and Level: Honors Eng II	Time Frame: March 4-8, 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

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

INSTRUCTIONAL PROCEDURES/RESOURCES

Monday: STUDENTS SCHEDULING IN THE LIBRARY

- Students will use their annotated copies of “The Censors” and complete the following writing prompt: “In a brief essay, explain how the author of “The Censors” uses satire to accomplish her purpose. Cite specific examples from the text to support your analysis.”

Tuesday: 3-5-24

- Bell-ringer: Testing procedures
- Anticipatory Set: Find assigned seat
- Procedures:
 - MASTERY CONNECT FINAL BENCHMARK
- Closure: brain break
- Assessment: Summative Teacher observation and questions.
- Technology: G1 (Mastery Connect)

Wednesday: 3-6-24

- Bell-ringer: Testing procedures
- Anticipatory Set: Find assigned seat
- Procedures:
 - MASTERY CONNECT FINAL BENCHMARK
- Closure: brain break
- Assessment: Summative Teacher observation and questions.
- Technology: G1 (Mastery Connect)

Thursday: 3-7-24/ Friday 3-8-24

- Bell-ringer: Journal (essential question): When, if ever, are limits on freedom necessary?
- Anticipatory Set: YouTube Video
- Procedures:
 - The teacher will read student’s “The Giving Tree” by Shel Silverstein
 - Students will then discuss possible reasons that the book has made national banned book lists.
 - Students will work to complete the “Censorship, Book Banning, and Rights” document on Google Classroom.
 - Students will analyze Judy Blume’s “Places I Never Meant to Be” and determine the author’s purpose for her text. Students will engage in valuable discourse (for which they may agree or disagree) and consider their own perspectives on the issue.
 - Students will visit the American Library Association (ALA)’s website and analyze the infographics related to censorship and book banning. Students will extract information from the infographics to open discussion regarding censorship.
 - Students will complete online research related to 2024 book censorship
 - Students will synthesize data and complete informed, logical discussion questions regarding censorship and human rights.
- Closure: Student reflective on the character transformation.
- Assessment: Formative: Teacher observation and questions.
- Technology: G2 (Research)

Resources: Censorship, Book Banning, and Rights [Worksheet](#)

TECHNOLOGY:

G1. Learners use digital tools/technology to gather, evaluate, and/or use information for learning

G2. Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning

G3. Learners use digital tools/technology to communicate and/or work collaboratively for learning