

Critical Concepts 6.3A Non Fiction Lesson Plans

Skill Focus: RI.6.3 – Analyze how a key individual, event, or idea is **introduced**, **illustrated**, and **elaborated** in a nonfiction text.

Vocabulary:

- **Analyze** – to examine carefully and in detail
- **Anecdote** – a short, personal story used to support or illustrate a point
- **Elaboration** – further explanation or development of an idea
- **Illustration** – an example or image serving to clarify or prove something
- **Introduction** – the way an author first presents a key individual, idea, or event

November Lesson Objectives

- Students will identify a key individual, event, or idea from an informational text.
- Students will analyze how that individual/event/idea is introduced, illustrated, and elaborated.
- Students will use 6.3A academic vocabulary in writing and discussion.
- Students will complete a graphic organizer and compose a detailed, text-based analysis.

Non-Fiction Texts Suggestions for November (text selections are suggestion only, teachers can change the text to fit their classroom needs, if choosing another text it should come from the Educational Epiphany Curriculum)

- *“Bolt Races into Olympics History”*
- *“September 11, 2001: Attack on NYC (excerpt)”*
- *“State of the Union Addresses and Messages”*

Graphic Organizer: Found in Critical Concepts Binder – Graphic Organizers Tab, Page 25

I Do (Teacher Model – 15 mins)

Text: *“Bolt Races into Olympics History”* by David Haugh

Steps:

1. Distribute Graphic Organizer (CC 6.3A).
2. Review vocabulary: use visuals or short student-friendly definitions.
3. Read the opening 2–3 paragraphs aloud.
4. Think aloud and model filling in the graphic organizer.

Teacher Model Response:

- **Key Individual:** Usain Bolt
- **Introduction (How the author presents him):**
 - Author immediately describes Bolt as “larger than life,” highlighting his confident attitude and Olympic stage presence.

- **Analysis:** Bolt is introduced with dramatic flair and admiration, emphasizing both his personality and athletic dominance.
- **Illustration (Examples that clarify or prove Bolt's greatness):**
 - The author references Bolt's times: "9.69 seconds... with his shoelace untied."
 - **Analysis:** These stats serve as concrete proof of his speed and the casual way he dominates races, reinforcing the larger-than-life image.
- **Elaboration (Further development of the idea):**
 - The article includes commentary from spectators and other athletes who express awe.
 - **Analysis:** These perspectives help elaborate on Bolt's significance beyond numbers—he inspires emotion and global admiration.

We Do (Guided Practice – 20 mins)

Text: "September 11, 2001: Attack on NYC (excerpt)" by Wilborn Hampton

Steps:

1. Read aloud a central excerpt describing the immediate aftermath.
2. Discuss:
 - How is the event introduced?
 - What illustrations (examples or scenes) help clarify the magnitude?
 - How does the author elaborate—give more context or explain significance?
3. As a class, complete the organizer together.

Sample Class Response:

- **Key Event:** The 9/11 attacks in NYC
- **Introduction:**
 - The event is introduced through the eyes of the narrator—a former police officer turned journalist—who sees the towers burning.
 - **Analysis:** The firsthand perspective brings immediacy and emotion to the introduction.
- **Illustration:**
 - Descriptions of smoke, falling bodies, and sirens fill the scene.
 - **Analysis:** These vivid images clarify the horror and chaos of the event.
- **Elaboration:**
 - The author includes historical context about terrorism and the suddenness of the attack.
 - **Analysis:** These details help readers understand not just what happened, but why it mattered globally.

You Do with Partner (Collaborative Practice – 30 mins)

Text: "State of the Union Addresses and Messages" by Gerhard Peters

Steps:

- Students read a selected excerpt in pairs.
- Identify a key idea from the speech or analysis.
- Complete the organizer together.

Possible Partner Response:

- **Key Idea:** The President uses the State of the Union to influence public policy and national conversation.
- **Introduction:**
 - The speech is introduced as a historical tradition that showcases presidential leadership.
 - **Analysis:** The introduction explains the purpose and importance of the address.
- **Illustration:**
 - Examples of policy proposals (e.g., economic plans, education reform) are cited.
 - **Analysis:** These real-world proposals demonstrate how the President uses the speech to shape public discourse.
- **Elaboration:**
 - The article includes commentary on how past presidents used the speech to rally support or respond to crises.
 - **Analysis:** These examples provide depth and context to show how the address can impact national direction.

You Do Independently (Homework or Exit Task)

Text (Repeat): *"September 11, 2001: Attack on NYC"* by Wilborn Hampton

Task:

- Students revisit the excerpt and focus on how the **author himself** is portrayed as a key individual.
- Complete the graphic organizer.

Expected Student Response:

- **Key Individual:** Wilborn Hampton (author/witness)
- **Introduction:**
 - Introduced as someone personally affected—someone who witnessed the event firsthand.
 - **Analysis:** This positions him as both a credible source and a human perspective.
- **Illustration:**
 - Includes scenes of what he saw and heard, like the ash and panic.
 - **Analysis:** These moments build credibility and emotional impact.
- **Elaboration:**
 - Reflects on how the moment felt surreal and compares it to other disasters he covered.
 - **Analysis:** Adds weight and context to how unforgettable and unique 9/11 was in his experience.

Writing Prompt (Optional Assessment)

Prompt:

Choose one key individual, event, or idea from today's readings. In a well-developed paragraph, analyze how the author **introduced**, **illustrated**, and **elaborated** on that subject. Use at least one vocabulary word (illustration, elaboration, etc.) and support your ideas with evidence from the text.