

Critical Concepts 6.7B Literary Lesson Plans

Skill Focus: CC 6.7B – comparing and contrasting the experience of reading a story, drama, or poem to listening or to viewing an audio, video, or live version of the text, including contrasting what they see and hear when reading the text to what they perceive when they listen or watch.

Vocabulary Focus: Audio, Video, Print, Drama, Identify, Compare, Contrast, Version
Poem, Story, Perceive

March Lesson Objectives

- **Students will be able to** compare and contrast how different formats (audio, video, print, drama) present a text and explain how those formats influence meaning, tone, and perception.

Texts:

- “Mending Wall” by Robert Frost (Poem – print, audio, and video versions)
- *Moby Dick* (excerpt – print and video/dramatization)
- *Bud, Not Buddy* (Chapter 1 – print and audio dramatized reading)

Graphic Organizer: Refer to your Educational Epiphany Critical Concepts Binder: Graphic Organizers Tab: CC 6.7B pages 97 - 100

I DO (Teacher Model)

Text: “Mending Wall” by Robert Frost

Steps:

1. Read aloud “Mending Wall” by Robert Frost.
2. Play the audio version: [Robert Frost Reads "Mending Wall"](#)
3. Watch a video performance: [Animated Interpretation of "Mending Wall"](#)

Think-Aloud Prompts (Teacher Says Aloud):

- “As I read this poem, I notice the rhythm is very steady—almost like a heartbeat or the thump of building a wall. That seems important to the theme.”
- “When I hear Frost read it himself, his voice sounds calm but firm. I think that emphasizes how the speaker feels about tradition and boundaries.”
- “Now watching the animated video, the tone feels more mysterious, and I’m noticing the visuals create a sense of isolation. That’s making me rethink the meaning of ‘Good fences make good neighbors.’”
- “Let me jot down how each version makes me feel differently—print feels personal, audio feels grounded in tradition, and the video makes me feel reflective and even a little sad.”

4. Model filling in each row of the organizer with one box for audio, one for video, and one for text.

- Listening (Audio/ Poem Read): Frost's voice is reflective and measured. His pauses make me feel the quiet tension between neighbors.
- Watching (Video/Drama): I see two men meeting at a stone wall, working in silence and glowering at each other. The visuals emphasize distance despite proximity.
- Reading (Print): I notice imagery ("Good fences make good neighbors") and think about the wall both literally and symbolically.

Graphic Organizer Example:

Listening	Watching	Reading
Frost's calm tone underscores tradition and unease.	Viewing the ritual of wall-mending highlights distance and labor.	The text's imagery and repeated phrase suggest themes of boundaries and misunderstanding.

Synthesis:

Combining Frost's tone, the visual ritual of repairing the wall, and symbolic language, I understand the poem is about the emotional and generational distance between people—suggesting that walls may separate more than house boundaries.

WE DO (Guided Practice)

Steps:

1. Read excerpt aloud (from *Chapter 36*: Ahab's "I'd strike the sun" speech)
2. Play video clip of Ahab's monologue: [Patrick Stewart as Ahab](#)
3. Watch together and complete the organizer as a class.

Think-Aloud Prompts (Teacher Says Aloud):

- "While reading, I imagined Ahab shouting and shaking his fist. But now that I'm watching it, I can see his rage in his eyes and body movements. That gives more intensity to his obsession."
- "I'm noticing how the actor's pauses and tone changes build suspense. That's something I didn't feel when reading silently."
- "Let's think about what version helped us understand Ahab's character best—was it the words on the page, or the actor's performance?"

Class Discussion:

- What version was most powerful for you? Why?

Graphic Organizer Think Alouds:

- **Listening:** The reader's voice crackles with obsession and determination.
- **Watching:** Ahab's facial expressions and the roaring sea visualize intensity.
- **Reading:** The dense language communicates obsession but feels slower.

Graphic Organizer Example:

Listening	Watching	Reading
Voice conveys unyielding determination and deep longing.	Visual expressions and storm show emotion and danger.	Rich metaphor and detailed description build Ahab's obsessive nature.

Synthesis:

The voice, visuals, and language all reinforce Ahab's obsession. Whereas reading shows depth, listening or viewing brings emotion and immediacy—together they deepen understanding of the character's tragic focus.

YOU DO – WITH A PARTNER

Steps:

1. Listen to audio of Chapter 1: [Audiobook Clip – Bud, Not Buddy](#)
2. Follow along in printed text.
3. In pairs, fill out graphic organizer with:
 - Reading experience
 - Listening experience
 - Optional video: [Book Trailer/Interpretation](#)

Teacher Prompts:

- "Talk to your partner about how Bud's voice sounds in the audio. Did it match how you imagined him while reading?"
- "What details do you notice more when hearing the story vs. reading it?"

Graphic Organizer Example:

Listening	Watching / Acting (if available)	Reading
<i>Bud's narrative voice sounds cautious, hopeful.</i>	<i>If enacted, facial expressions show fear and quiet determination.</i>	<i>Readers see his background, rules, suitcase details—this builds empathy for his journey.</i>

Synthesis:

Audio gives emotional nuance, print offers detailed backstory, and both together help me fully grasp Bud's fear and resilience.

YOU DO – INDEPENDENTLY

- Choose one of the texts we explored.
- Fill out the organizer comparing audio, visual, and text formats.
- Write a paragraph response to the following prompt:
“Compare how two different formats of the text (e.g., audio and print, or video and print) changed your perception of the story, poem, or character. Use examples from both versions to support your thinking.”